

**Teacher's Edition**  
and Lesson Planner  
with ActiveTeach

**SECOND EDITION**

# TOP NOTCH

## FUNDAMENTALS

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iMG ONLINE RESOURCES



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NOTE: Workbook Answer Key is available on ActiveTeach.



# METHODS HANDBOOK

## What Is Top Notch?

### Instructional levels

*Top Notch* (together with *Summit*) is a six-level communicative English course for adults and young adults.

- *Top Notch* Fundamentals: for true beginners or very weak false beginners
- *Top Notch* 1: for false beginners or for students who have completed *Top Notch* Fundamentals
- *Top Notch* 2: for pre-intermediate students
- *Top Notch* 3: for intermediate students
- *Summit* 1: for high-intermediate students
- *Summit* 2: for advanced students

The following chart shows the correlation of *Top Notch* and *Summit* to International Standards and Tests. For detailed correlations to the "Can do" statements of the Common European Framework (CEFR) and to U.S. federal and state standards, please consult the *Top Notch* website at: [pearsonlongman.com/topnotch](http://pearsonlongman.com/topnotch).

### Correlations to International Standards and Tests

Course Level	TOEFL (Paper)	TOEFL (IBT)	TOEIC
<b>Top Notch Fundamentals</b> (true beginner)			110 – 250
<b>Top Notch 1</b> (false beginner)	380 – 425	26 – 38	250 – 380
<b>Top Notch 2</b> (pre-intermediate)	425 – 475	38 – 52	380 – 520
<b>Top Notch 3</b> (intermediate)	475 – 525	52 – 70	520 – 700
<b>Summit 1</b> (high-intermediate)	525 – 575	70 – 90	700 – 800
<b>Summit 2</b> (advanced)	575 – 600	90 – 100	800+

Course Level	Common European Framework (CEF)	Course Level	Cambridge Exams	
			IELTS	Exam Level
<b>Top Notch Fundamentals</b> (true beginner)	A1/Breakthrough	<b>Top Notch Fundamentals</b> (true beginner)		
<b>Top Notch 1</b> (false beginner)		3.0	KET	
<b>Top Notch 2</b> (pre-intermediate)	A2/Level 1	<b>Top Notch 2</b> (pre-intermediate)	4.0	PET
<b>Top Notch 3</b> (intermediate)		<b>Top Notch 3</b> (intermediate)		
<b>Summit 1</b> (high-intermediate)	B2/Level 3	<b>Summit 1</b> (high-intermediate)	5.0	FCE
<b>Summit 2</b> (advanced)	C1/Level 4	<b>Summit 2</b> (advanced)	6.0	CAE



## Scope

Each level of the *Top Notch* course contains enough material for 60 to 90 hours of classroom instruction. Split editions are also available. A wide choice of supplementary components makes it easy to tailor *Top Notch* to the needs of diverse classes and programs or to expand the total number of hours.

(For a pictorial presentation of all components of the *Top Notch* course, please see pages ix–xi of the Student's Book.)

## Goal

The goal of the course is to make English unforgettable, enabling learners to understand, speak, read, and write English accurately, confidently, and fluently. Three key features are emblematic of the *Top Notch* course:

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

## Content

*Top Notch* has a classic sequential grammatical syllabus. Grammar, vocabulary, and social language are integrated within topical, communicative units. Offering a balance of practical and informational topics, the content is designed to be consciously appealing to the student learning English.

## Language and culture

Since English is the primary language of international communication, the *Top Notch* course goes beyond the traditional cultural and linguistic features of English. It prepares students to communicate with the diverse array of English language speakers around the world—more than two-thirds of whom are not native speakers of English.

Although the spellings, pronunciation, and usage in *Top Notch* language models for students are in standard American English, *Top Notch* integrates a variety of regional, national, and non-native accents throughout the listening texts and in the video program, *Top Notch TV*. The first language of speakers with non-native accents is identified for you and your students. In addition, the Teacher's Edition contains a wealth of information, clarifying relevant differences between American and British usage.

In contrast to a focus on native language culture, *Top Notch* emphasizes “cultural fluency.” This emphasis helps students build the communication skills and self-confidence needed to navigate social, travel, and business situations in unfamiliar cultural settings.

All spoken language models in *Top Notch* are informed by and confirmed with the Longman Corpus Network, which collects both spoken and written samples of authentic language. *Top Notch* students can be assured that the language they are learning is authentic and appropriate.

## Instructional design

*Top Notch* is a complete course with a wealth of supplementary components and a simple integrated technology, allowing the maximum flexibility for all teaching styles, learning settings, and course needs. The following is a synopsis of the *Top Notch* Fundamentals instructional design.

**A communication goal for each class session.** Each of the three numbered two-page lessons in a *Top Notch* Fundamentals unit is designed for one class session of 45–60 minutes, and has a clearly stated communication goal.

Three reasons for having a communication goal are to make each class purposeful, to demonstrate progress in each class session, and to enable a more focused evaluation. When teachers and students are unaware of the purpose of each lesson, they often just “go through the motions.” Conversely, when teachers and students know the purpose of the lesson, they see value in it and are motivated to achieve a successful outcome.

**Integration of skills and content.** Research has confirmed that when students encounter new language only once or twice, they find it difficult to master or even remember. For that reason, new vocabulary and grammar are embedded in exercises, conversation models, pair work activities, listening comprehension texts, readings, and other activities to make them unforgettable. In each lesson, new language is examined, explained, integrated, expanded on, and applied so that students receive multiple exposures to the language as well as numerous opportunities to practice it in all skill areas.

**Confirmation of progress.** The culmination of each lesson is a carefully constructed, guided communication activity called Now You Can. Each of these is a conversation model and a controlled conversation or role play in which students demonstrate their achievement of the goal of the lesson. Students are motivated by their success, and in keeping with the aims of the “Can do” statements of the Common European Framework, continually see the practical value of their instruction.

**Explicit presentations of vocabulary, grammar, and social language.** In order to allow the *Top Notch* Student's Books to double as both a teaching and



a reviewing tool, language is presented explicitly. Explicit presentations take the guesswork out of understanding meaning, form, and use and provide a concrete reference for students to review. For those who prefer an inductive presentation of grammar, there are printable "Inductive Grammar Charts" on the ActiveTeach multimedia disc at the back of this Teacher's Edition. These charts provide an alternative (inductive) approach to each grammar presentation in the Student's Book. In addition, Vocabulary Flash Cards on the ActiveTeach multimedia disc can also be used for an alternative approach to presenting vocabulary.

**A model-based social language syllabus.** Each unit in *Top Notch* Fundamentals contains three models of essential social language in short conversations. Each of these Conversation Models serves a clear communicative purpose by embedding key conversation strategies. A full list of conversation strategies can be found in the Learning Objectives

charts on pages iv–vii of the Student's Book. All of the Conversation Models in *Top Notch* are designed to be changed and personalized by pairs or groups of students, using the target grammar and vocabulary. This practice activates and engraves the language in students' memories, providing them with "language in their pockets;" in other words, language that is accessible and ready to use in real life.

**A consistent progression from controlled to free practice.** In addition to controlled personalization of the Conversation Models, students are offered opportunities to use the language they have learned for free expression. Directions in the textbook prompt students to extend their conversations, using previously taught social language and vocabulary. In addition, units end with an Extension page that ends in a free communication pair- or group-work activity in which students apply the language they have learned.

## Methodology for a Communicative Classroom

The goal of any communicative language course should be to enable students to express themselves confidently, accurately, and fluently in speaking and writing; to understand spoken and written English as it is used in the world today; and to function socially in English in a variety of settings, both familiar and unfamiliar. Much practice is needed to reach those goals.

Because the typical student has limited opportunities to observe and practice English outside of class, the goal of the classroom must be to provide rich sources of input for observation as well as intensive opportunities for controlled and free practice. In other words, the classroom must become both a microcosm of, as well as a rehearsal for the "real world." It is the goal of this section and the goal of the *Top Notch* course to suggest a methodology which makes that possible.

### Permitting active observation of language

Although the world is saturated with English (through the Internet, films, music, and television), much of it is incomprehensible to beginning and intermediate students and difficult and frustrating to learn from. Nevertheless, students should be encouraged to seek out and observe English outside of class whenever possible.

On the other hand, students benefit greatly and learn easily from exposure to models

of spoken and written English at their own productive level or language just above that level. The level of challenge that benefits students most is often called "i+1" (Krashen and Terrell, 1983\*) or "comprehensible input." Comprehensible input is language that contains some unknown words or structures, but is still at a level that students can understand. Such language, especially when it is authentic, is extremely valuable for student progress. At the *Top Notch* Fundamentals level, a small number of unfamiliar words are integrated into the reading and listening passages to help students begin to understand meaning from context. Care has been taken, however, to avoid over-challenging or frustrating beginning students.

Although current methodologies often expect immediate production of target language, we believe that each class session should provide students with an opportunity to observe language by reading it and hearing it as well.

In order to benefit from the observation process, students should be encouraged to look at and/or listen to reading and listening material for several minutes in order for them to process it and to make connections between what they know and what is new. Only after students have had

\* Krashen, Stephen and Terrell, Tracy D. 1983. *The Natural Approach: Language Acquisition in the Classroom*. Oxford: Pergamon Press.



ample opportunity to immerse themselves in the observation process should they begin discussing the text or answering questions about it. And to maximize the value of observation, we strongly suggest that students support their opinions or answers by indicating where in an observed text or listening they got the information they needed to answer or to form an opinion. In this way, observation becomes an active process rather than simply a receptive activity.

### Encouraging repetition of new language

Some people believe that repetition of language is indicative of an outdated behaviorist audio-lingual approach. Consequently, recent trends in language teaching tend to de-emphasize or discourage repetition of language being learned. However, we have observed that repeating new language is valuable as long as it is not overused and does not interfere with awareness of meaning. Repetition helps students remember correct pronunciation, stress, and intonation. It is recommended that students listen and repeat new language being learned for production.

For this reason, when students are learning new vocabulary or new social language, they should be encouraged to listen, or to read and listen, and then to listen again and repeat. When using audio materials as models, students appreciate the opportunity to compare their pronunciation, stress, and intonation with those of the speakers on the audio. We recommend that repetition be a regular feature of the presentation of vocabulary and model conversations.

For activities requiring students to listen and repeat, we suggest having students listen the first time while looking at the written form in their textbooks. This allows students to link the written form in the textbook to the sounds they hear. Next, as students are asked to listen and repeat, have them do it with their textbooks closed. This serves to reduce distractions and allows students to focus exclusively on listening and repeating, rather than reading. It also reduces the confusing effect of English spelling on pronunciation. However, if students find this difficult, allow them to keep their books open for visual support.

It is always beneficial to vary the method and sequence of repetition. Using alternative approaches does not diminish the value of repetition; the approaches add variety and help maintain interest. For example, it is not necessary to limit repetition to simply mimicking the words in the textbook.

Occasionally, and within reason, students can practice by making small changes in conversation models as they are repeated. For instance, if the Conversation Model is "How have you been?" "Well, actually, I have a headache," students can be encouraged to change the model, substituting another ailment such as "backache." In this way, the original model is heard and used, yet not parroted mechanically, and still reinforces correct rhythm, intonation, and pronunciation.

It is best to keep the pace of repetition and personalization lively so that the greatest number of students have a chance to participate, maximizing their exposure to new language.

It is also beneficial to vary the number of people being asked to repeat. Sometimes it is helpful to have students repeat individually; at other times the whole class, half the class, all the males, all the females, etc. can be asked to repeat as a group. The goal is always served, no matter how the repetition is structured.

It is important, however, not to exaggerate the amount of class time devoted to repetition. A lively pace and a short time period will achieve the desired results; then it is time to move on to more substantive activities.

### Ensuring that students use learning strategies

It is important to provide opportunities for students to work toward goals, to access prior knowledge, and to practice strategies such as planning, self-assessing, predicting, etc. These strategies have been proven to have positive results on students' learning. Knowing learning strategies is not enough, however. Research has shown that unless students are aware of the value of strategies, they are unlikely to incorporate them into their own learning initiatives.\*

**Working toward goals.** At the beginning of each term, before beginning instruction, probe students' individual personal goals in learning English. This discussion can be conducted in English or in the students' native language, depending on their level. Common goals could be for their profession, travel, academic study, etc. Help students become aware of how their course and/or their textbook will help them reach those goals; for example, by helping them learn to understand and communicate in

\* The foundational learning strategies that follow are an intrinsic part of the *Top Notch Student's Book*. For teachers who would like to teach additional reading, listening, and vocabulary-building strategies, there are numerous printable extension activities on the ActiveTeach multimedia disc in the back of this Teacher's Edition.



spoken and written English. It is also worthwhile to encourage students to brainstorm a specific list of what they want to be able to do in English in practical or specific terms. For example:

*I want to learn English because I want to:*

- *order meals in a restaurant.*
- *get directions when I travel.*
- *give directions to foreign visitors to my city.*
- *check in and out of hotels.*
- *read academic journals or articles.*
- *write e-mails or letters.*
- *discuss news and current events.*
- *have social conversations.*
- *use the Internet.*

Have students look through their textbook to see if it will fulfill any of their goals. Ask them to point out lessons or units that they look forward to learning from.

Make goal-setting or goal awareness an important part of each unit and lesson. Before beginning a unit or lesson, have students look it over and brainstorm what they will be able to do at the end of it. Such awareness builds expectation of results, focuses students' attention on the purpose of instruction, and results in greater satisfaction with each class. Specific techniques for using the goals in class are covered in *Applied methods: How to teach a Top Notch unit* on page Txviii.

**Observing progress and self-assessing.** When a brief discussion of goals takes place at the beginning of a class session, it then becomes easy for students to observe and confirm their progress that day. One simple way to ensure this is to ask "Did you learn how to give someone directions?" "What did you learn today?" and so on. When students confirm that the lesson's goal has been achieved, they value their instruction. Similarly, regularly review progress at the end of each full unit. In general, cumulative positive reinforcement of their study motivates learners to persevere. See a detailed explanation in *Applied methods: How to teach a Top Notch unit* on page Txviii.

**Being aware of the instructional process.** Make students aware that presentations and activities in class, as well as those assigned for work outside of class (homework, projects, laboratory activities), have a definite purpose and are not random or accidental.

Effective lessons offer students presentations and activities that integrate target content. However, merely *offering* students such lessons is often not enough. The lesson will be more effective if students are *cognitively aware* of the value of each section of the lesson in achieving the lesson goals.

When finishing tasks, projects, and homework, take a moment to review the language students

used in the task; for example, ask "Where did you use the present continuous today?" When students become aware that they actually used the present continuous in their conversations, practicing it becomes valuable to them. It is surprising how often students are not aware of the way in which activities help reinforce what they are learning. They often see a conversation practice session as isolated from grammar or vocabulary content, viewing it as just for fun or something to do to fill time.

**Reflecting on one's learning.** A number of hurdles must be overcome in learning a foreign or second language. One such hurdle is confusing the difference between *understanding* a word and *being able to translate* it into one's own (native) language.

Learners instinctively attempt to translate everything they read or hear, word for word. This is futile for two reasons. First, no one can possibly translate word-for-word quickly enough to follow a speaker speaking at a natural pace. Second, word-for-word translations are impossible for idioms, expressions, metaphors, or other figurative language.

In order to build students' awareness of this fact, we must help them reflect on the meaning of "understanding." Help them to see that they can in fact derive both general and specific meaning from spoken and written texts that contain words they have not heard or seen before. If students say they do not understand the meaning of a new word being learned, help them to describe its meaning, rather than to try to translate it. For example: assume you have presented the word *tight* (for clothing size) through an illustration depicting a person in a shirt that is too small. The caption states, "The shirt is tight." Because students already know the word *small*, they may be puzzled at seeing *tight* used here, instead of *small*. The natural impulse of learners is to search for a word in their own language that means *tight*. They will probably ask "What's *tight*?" To help students grasp the difference between understanding and translating, ask them to explain the meaning of "The shirt is tight." They will say "The shirt is too small." Point out to students that they in fact do understand the meaning of *tight* and that not being able to translate a word is different from not understanding it.

This is a profound awareness on which every learner of a new language needs to reflect. This awareness creates the desire and need to depend on context to infer meaning, promoting the development of one of the most important strategies for language learners—understanding meaning from context.



## Managing pair, group, and collaborative activities

Collaborative activities, as well as pair and group work, facilitate interaction in English and are a hallmark of communicative language teaching. These activities encourage students to use their own language resources, which in turn makes the lesson more personal and meaningful. They also ensure that students initiate as well as respond in English. Also, by working together, students get to know each other faster and become more independent; they rely on the teacher less for guidance and ultimately take more responsibility for their own learning. We recommend the following approaches for activities featuring pair and group work.

**Creating a student-centered environment.** Some students, particularly those accustomed to teacher-centered lessons in which teachers spend a lot of time explaining, may not immediately see the benefits of working in pairs or groups. Remind students that working together allows them more time to practice their English and allows you to listen to more students individually. Reassure students that you will circulate to give them individual attention and that this will make you aware of any points that need explanation.

**Encouraging cooperative learning and collaboration.** Encourage students to help and learn from each other; in other words, to create a community of learners in the classroom. Whenever possible, try to elicit answers from other students before answering a question yourself. If a student asks a question that was previously asked by another student, direct him or her to the person who first asked that question. Also, before asking students to speak in front of the class, build their confidence by having them rehearse language in pairs, small groups, or chorally as a class. Students can also collaborate on written exercises with a partner or group, either by completing the activity together or by comparing their answers.

**Facilitating a flexible seating arrangement.** To ensure that students interact with a variety of partners, have them sit in a different location for each class. When dividing the class into pairs or groups, try to match students of different abilities. One method of forming groups is to have students count off according to the number of groups needed. The "1"s work together, the "2"s work together, and so on.

**Monitoring activities.** During pair and group work activities, monitor students by moving around the room to keep them on task and to provide help as needed. When possible, avoid participating in pair

work yourself, as this will limit your ability to monitor and offer assistance to the rest of the class. If you are faced with an odd number of students, create a group of three students. The third student can work as a helper to encourage eye contact and other socially appropriate behavior and to correct mistakes.

**Managing time.** To keep students on task, it is best to set time limits for each activity. End activities when most of the class has finished to avoid "dead time" during which students are waiting for others to finish. For students who finish a conversation activity early, have them write out the conversation they created. If you use supplementary activities, it is a good idea to have some of those photocopied and on hand.

## Correcting errors purposefully

In general, language learners—particularly adults—like feedback and expect to be corrected when they make a mistake. However, recent research (Brown, 2007\*) suggests that correcting errors in students' speech and writing may not be as effective in promoting correct language use as is commonly believed. In fact, research indicates that excessive correction in a communicative course can embarrass or dishearten students and discourage them from attempting the experimentation and practice that is essential for language acquisition.

In view of these findings, we recommend striking a balance between the need for correction and maintaining feelings of success. The following are approaches to provide effective and positive feedback.

**Promoting accuracy.** For activities where accuracy is the focus, such as controlled conversation pair work, address mistakes shortly after they occur. Students need guidance as they attempt to use new words, phrases, and grammar; immediate correction is important. Ask students to incorporate the corrections as they continue their pair work.

**Promoting fluency.** For freer and more challenging activities where fluency and free expression are the focus (discussions and role plays), refrain from stopping the flow of student discussion with corrections. In these activities, accuracy is less important than communicating ideas, improvising, and remembering and using the full range of language students have learned. Developing the ability to retrieve and use previously learned language is critical if students are to convert the English they have learned in the classroom into the

\* Brown, H. Douglas. 2007. *Teaching By Principles: An Interactive Approach to Language Pedagogy* (3rd ed.). White Plains: Pearson Education.



English they need in their own lives. Interrupting students with corrections discourages this experimentation. Instead, take notes on common student mistakes and then review those errors with the entire class at the end of the activity.

**Encouraging self-correction.** If allowed, students are often able to correct their own mistakes. First let the student finish the thought, then indicate by sound or gesture that there has been a mistake. Try to point out where the mistake was to give the student an opportunity to self-correct.

Some techniques for eliciting self-correction include counting each word of the phrase on your fingers and pausing at the mistake, or repeating the student's sentence and pausing at the mistake; for example, S: "He has two child." T: "He has two ....?" S: "He has two *children*."

A less intrusive method is to correct the student's mistake by reformulating what the student said without stopping the flow of conversation; for example, S: "He have a car." T: "Oh, he *has* a car?" S: "Yes, he has a car." Note that these techniques often prompt the student to self-correct.

**Being selective.** Do not try to correct every mistake. Doing so could discourage or overwhelm students. Instead, focus corrections on the skills that are being taught in that particular lesson or on mistakes that interfere with comprehensibility.

**Providing emotional support.** Above all, be careful not to embarrass students. Be aware that students may be sensitive to criticism in front of their peers and may prefer more private feedback. Give students enough time to think before they answer to avoid making them feel pressured. There is nothing more effective in promoting student participation than reinforcing their belief that you are "on their side." To that end, we suggest that you show approval for student experimentation, even when language is inaccurate. Correction can come later. Experimentation is an essential step on the road to mastery.

**Checking and managing homework.** Maximizing the amount of time students have to interact and practice English is essential in a classroom environment. It is best to limit the amount of class time devoted to checking answers and correcting homework. For exercises done in class, have students check their answers with a partner. This increases interaction time, ensures that errors get corrected, and encourages students to correct their own mistakes. It also helps students avoid the possible embarrassment of giving incorrect answers in front of the entire class.

When the class has finished comparing answers, review the correct answers as a class, either by eliciting the answers from individual students or by having volunteers write their answers on the board. In classes with time constraints, we recommend that you write the answers on the board, as this method is faster.

We suggest that you follow a similar approach with homework by quickly reviewing correct answers. In large classes, you may prefer to systematically select which papers to review out of class in order to give individual feedback and check progress. If five to ten papers are collected every session, each student will receive individual feedback several times per term.

### Actively developing free expression

One of the greatest challenges in the English language classroom is successfully engaging learners in free discussions and role plays. Teachers often find that students sit silently, produce single short "fossilized" utterances, or resort to using their first language. Some impediments to students' success are lack of vocabulary, grammar, subject knowledge, or interest—or forgetting previously learned language. There are psychological and psychosocial hurdles as well. Adult and young-adult students have many ideas to express but worry that they will be judged by both their teachers as well as their peers.

The following four techniques form part of a process approach to discussion and are recommended to mitigate the challenge of free discussions and role plays. They support learner confidence and increase quantity, quality, and complexity of expression.

**Idea framing.** When students are presented—unprepared—with a discussion topic, they typically approach it narrowly; for example, if you propose a discussion of vacation preferences, students may only think about one particular aspect of vacations. Worse, students often worry about what you consider appropriate to include in the discussion.

Providing students with a stimulus such as an online or magazine survey or questionnaire can help them frame their ideas by indirectly suggesting topics to be included in the discussion to follow. Surveys and questionnaires you provide also reduce student anxiety by clarifying your expectations of what is appropriate to include in the discussion.

**Notepadding.** Giving students an opportunity to write notes helps them consider how they will express their ideas. Here again, students may start with a narrow view of what to include in the discussion, but when they are given preparation time beforehand, they will broaden their ideas and plan how they want to express



them. Notepadding builds confidence and yields more complex statements than discussion without preparation does.

**Text-mining.** Although language textbooks usually contain readings that provide students with an opportunity to confront “i+1” comprehensible language, using these readings solely for reading comprehension can be a missed opportunity. One way to make the most of a textbook reading is to ask students to notice and select language from it (“mining its text”) that they can use in a discussion or role play. Permit students to circle, underline, or copy “mined” language prior to classroom discussions. Text-mining greatly enhances students’ ability to acquire and use language slightly above the level they have learned.

**Wordposting.** Another huge challenge to students is remembering known language—even recently learned language—and using it in discussions and role plays. But when students do not use and reuse learned language, they inevitably forget it.

To ensure that students recycle previously taught language, we suggest that you (or the students themselves) make and keep “wordposts”—lists of relevant recyclable language.\* Wordposts can be written on the board or photocopied and distributed. To encourage the use of the wordposts during the discussion, you or your students can write a checkmark, cross out, or circle each word or phrase as it is used. Wordposting is one effective recycling technique that makes English unforgettable.

### Teaching the receptive skills: reading and listening

Reading and listening are sometimes thought of as receptive skills. In a communicative classroom, however, reading and listening activities can greatly enhance speaking and writing, provide growth of comprehension, and help students cope with authentic language containing unknown words and complex ideas. The following are suggestions for approaching reading and listening in order to gain maximum benefit.

Authentic reading and listening passages will always contain a quantity of unknown language. We know that students can understand more language than they can produce, but they are often frightened to tackle readings or listening activities that include unknown language. (See the earlier discussion of the value of “i+1” comprehensible input on pages Tvi–Tvii.)

Readings and listening activities should represent real language. However, it is important

to avoid language that falls significantly above the comprehensible level. Identifying a zone of comprehensibility enables readings and listening activities to maximize the building of comprehension skills and vocabulary.

As stated earlier, it is important to recognize that most language learners instinctively try to translate every word as they read and are frustrated by their inability to create a one-to-one correspondence of the English words to their native language. Adopting an approach that respects the amount of challenge a reading or listening activity presents, discouraging translation, and teaching reading and listening skills and strategies can help students read and listen successfully.

**Reading strategies and applied comprehension skills.** Reading skills and strategies that help students cope with the challenge of foreign- or second-language reading help prepare them to confront such readings with confidence. Some are practiced before, others during, and still others, after the actual reading.

Before a reading activity, encourage students to explore their ideas about the topic of the reading. To pique their interest in the reading, get them to access any knowledge they already have about the topic. Another strategy that helps students cope with a reading is identifying its source; for example, is it a magazine article, a website, a series of letters, an advertisement, etc.? These pre-reading strategies will help students approach a reading with the confidence that they know what is coming and will discourage them from focusing on every unknown word.

Some strategies and skills that help students while they read are *skimming*, *scanning*, and *focusing on the context* in which unknown words occur, to help students understand meaning (instead of trying to translate those words). Encourage students to quickly read the passage from beginning to end without stopping for details. One way to teach skimming is to have students read the first sentence of each paragraph and the first few sentences at the beginning and the end of the passage.

Scanning for specific information is another helpful skill. Before students read line for line, they can be asked to find information about dates, names, ages, times, etc. Such information usually identifies itself by format—numbers, isolated words, charts, and the like. Keep in mind, though, that not all readings lend themselves naturally to skimming or scanning. Only choose skimming or scanning with readings that naturally lend themselves to that sort of examination.

\* In *Top Notch* units, wordposts are listed within a box called *Be sure to recycle this language*.



As students read and encounter unknown words, help them to find the context clues that “explain” the meaning of those words. In the following sentence, the general meaning of the word *dousing* can be understood from the context: “Songkran is a wild and wonderful festival in which people of all ages have fun *dousing* each other with water for three solid days.” Many students would instinctively reach for the bilingual dictionary to look up *dousing* or simply decide the reading was too hard. But asking them to look for the meaning in the surrounding text (the “context,” where they will find “with water”) helps build the habit of searching for context clues and taking educated guesses.

A good way to help students see the value of searching for context clues is to ask them to explain their reasons for guessing the meaning of a word. Ask them to go into the text to provide support for their opinions. In the case above, students would cite “with water” to support their opinions. Note that a precise definition or translation is not necessarily the goal. Students should also be encouraged to guess the “sense” of a word; for example, whether it is positive or negative, male or female, something you eat or wear, etc. If this is done regularly, students will develop the habit of looking for meaning in the context.

After reading, *summarizing* a text is a valuable applied reading comprehension skill. When students are able to summarize a reading, it indicates that they have identified the main idea and can distinguish it from random facts or details that are included in the article.

One way to provide practice in distinguishing main ideas from details is to ask students to *take notes* as they read and to organize or separate their notes into categories; for example, in a reading about the experiences of a woman with physical challenges, students can be asked to take notes about her habitual activities in the morning, in the afternoon, and in the evening. In a reading about healthy eating habits, students can be asked to jot down information about foods that are good for you and those that are not good for you. Putting notes into categories helps students perceive the details that support the main ideas of a reading and can provide a framework for a logical and articulately expressed summary. A further way to help students understand the main idea of or the point of view expressed in a reading is to ask them to try to *paraphrase* what the author’s idea is. As they read, ask students to put the author’s words into their own words.

**The input/task ratio.** When asking comprehension questions about a reading (or a listening activity; see below) it is helpful to keep in mind the relative difficulty of the text. If a text is very challenging

and has a lot of difficult or unfamiliar language and complex ideas, questions and tasks should be relatively easy and receptive, such as determining general or main ideas. If a text is relatively easy, the tasks and questions should be commensurately more difficult, productive, and inferential, and should require more critical thinking. In other words, the difficulty of the task should be inversely proportional to the difficulty of the text. If this ratio is respected, even very difficult texts can be used by students at lower levels.

**Listening skills and strategies.** Listening is often frustrating to students because of factors such as speed, accent, background interference, and the fact that in the real world, a listener usually has only one opportunity to understand. In contrast, a reading text—even if difficult—can be explored, studied, and re-read at the learner’s pace.

For most learners, understanding spoken language can be very difficult, especially when the speaker is not seen, as during a phone conversation or when listening to the radio, a podcast, or a classroom audio program. Listening skills and strategies can help reduce the natural panic that occurs when students listen to challenging speech.

If we want students to be able to cope with real spoken language, it is crucial to expose them to listening passages recorded at a normal rate of speed and in a variety of accents. When students are presented with unnaturally slow and over-enunciated listening passages, they may understand them easily and perform well on comprehension exercises. Unfortunately, however, this apparent success is misleading because it does not indicate that students will be able to understand authentic speech, which is inevitably faster and less enunciated. As language educators, it is important for us to ask ourselves what the purpose of listening comprehension exercises is in a communicative classroom. Is it to get students to understand every word they hear in a comprehension exercise or is it to help them learn how to successfully understand real spoken English in the world outside the classroom? Although we know the answer is the latter, we struggle with our own feelings of “failure” when students are unable to easily understand the listening texts we bring to class.

To offset our own fears as educators, it is important to explain to students the value of challenging listening experiences and to reassure them that the exercise is not a test of whether or not they understood everything the first time. Be sure students understand that the purpose of this practice is to help them obtain meaning, even from something that is not completely understood, and not simply to answer questions.



In presenting listening comprehension practice in class, be sure students have several opportunities to listen to each passage. Focus students' attention by having them listen for a different purpose each time they listen. Build up the progression of tasks from easier to more challenging ones. Add an extra listening opportunity again after other tasks in order to let students check their work.

The input/task ratio especially applies to constructing listening activities in the classroom. (See page Txii.) If the listening passage is fast, accented, or otherwise difficult, present a less challenging or receptive task, such as understanding main ideas or identifying the global purpose. On the other hand, if the listening passage is slow or otherwise easy, present more productive or difficult exercises. A convenient way to apply the input/task ratio to listening comprehension exercises is to compare them to the reading skills of skimming and scanning: for more difficult listening passages, expect students to "skim" by listening and getting the main idea, but few details, inferences, or complexities. For easier listening passages, expect them to "scan" for details, make inferences, and draw conclusions based on those.

In all cases, however, make sure students realize that these exercises are meant to increase their ability to cope with natural spoken speech, not a means to judge what they can understand on one listening.

### Improving written expression

Writing tasks perform a number of useful functions in a communicative classroom:

- First, they offer yet another vehicle for students to remember, practice, and consolidate language they are learning, reinforcing vocabulary and grammatical conventions.
- Second, they promote the development of accuracy because students and instructors read and edit the writing; errors are visible and can be meticulously corrected.
- Third, they can prepare students for the real writing they will do in their work and social lives: letters, e-mails, reports, articles, messages, and the like.
- Fourth, tasks based on a writing syllabus can teach students the conventions of standard written expression, such as sentence and paragraph development, use of topic sentences, and written rhetorical devices. These cannot be learned through speaking activities.

Students should have frequent opportunities to write. In every class session, they should be offered grammar, vocabulary, reading, and listening comprehension exercises that require a written

response. Exercises should include word and phrase-level cloze or fill-in-the-blanks exercises; sentence-level exercises that require one or several sentences; and other controlled writing tasks. Such exercises should be corrected for grammar, usage, punctuation, and capitalization errors, either through peer-correction or through self-correction by seeing the correct responses on the board. Alternatively, exercises that have written responses can be collected and corrected periodically. (See section on checking and managing homework on page Tx.)

Students should also be given topics to write about. Even beginning-level learners can write short paragraphs based on the topic or theme of the textbook unit as long as the goal is specific; for example, if beginning-level students have learned the vocabulary of daily activities, the simple present tense, and frequency adverbs, a good writing assignment would be for them to write about their "typical day."

Expect an increase in both quality and quantity as students develop their writing skills. Students should be reminded and encouraged to actively use the language they have learned, and they should try to vary the vocabulary they use and the way they express themselves. In addition, they should always be encouraged to try and write a little more. If students share their writing in pairs or groups, have other students ask questions about information they want to know more about. Do the same when you read students' work.

Writing is a process that begins with ideas. Encourage students to brainstorm ideas, write lists, take notes, organize their thoughts, use graphic organizers, etc. before they begin writing a first draft. Encourage revision as a regular habit in writing. Students should get feedback from others and look at their own writing critically for clarity of ideas. Then they should rewrite to try and improve what they wrote in the first draft.

When you first read your students' writing, respond to the ideas they are trying to express, rather than focusing on errors. Ask questions that encourage students to say more and clarify what they are saying. Focus on accuracy only after students have had an opportunity to revise and improve the content of their own work.

Intermediate-level and advanced-level learners can cope with more challenging assignments; for example, if students have completed a unit in their textbook on the unreal conditional, government, politics, and global issues, they can write an essay about what they would do about corruption if they were in government.

At all levels of instruction, however, it is important to construct a writing assignment that



students are prepared to write about. Many failures in writing occur when students begin translating their ideas from their own language into English, instead of using the words, expressions, and grammar they are familiar with. When assigning a writing task, ask yourself if it will require students to use known language or whether the subject is unrelated to what they know.

To help develop students' abilities in the conventions of writing, it is helpful to link each writing assignment to a particular skill to be

applied, such as correct capitalization or punctuation, the use of connecting or sequencing words, the inclusion of topic sentences, and introductory and concluding statements, and other features of effective writing. In this way, students practice the language they are learning as well as the conventions expected in English writing. Finally, so that students become familiar with the conventions of formal and informal written expression, vary the text types in assignments, from e-mails to formal letters and essays.

## Commonsense Testing and Evaluation

One of a teacher's most difficult challenges is to construct tests that fairly evaluate global student progress. Without pretending to present an exhaustive approach to testing and evaluation, we offer a few principles. First of all, although all teachers accept the principle that "we should test only what we teach," this is easier said than done in a communicative classroom, where more than 50% of class time is spent practicing the oral/aural skills. If we were to "test what we taught" this would require more than 50% of our test items to evaluate listening and speaking. However, oral tests take a lot of time because each student must be tested individually; few programs provide enough time for such testing. For this reason, most programs rely on tests that are largely written.

We would like to suggest procedures that answer the following two questions:

- How can students receive credit for their progress in speaking—the aspects of language learning that have received the most emphasis in class? In other words, how can we evaluate speaking?
- How can we construct a written test that permits students of all ability levels to demonstrate their knowledge of the language they've studied and which measures their abilities in listening and reading comprehension as well as written expression?

### Oral tests

As mentioned above, formal oral tests are very time-consuming. In a class of thirty students, administering a five-minute unit oral test to each student would take 150 minutes (two and a half hours). Almost no program could dedicate that much time to oral testing at the end of each textbook unit, so it's only possible to administer a few oral tests per term. However,

teachers report that when there are very few oral tests, students tend to panic and perform poorly because the stakes are too high. And a test on which students underperform doesn't accurately assess their progress. A more practical and effective way to measure students' progress is to provide an ongoing, less formal, in-class assessment of speaking skills.

One approach is to keep a record of students' progress in each class session. If a class has thirty students, we suggest focusing on ten students in each session, making a mental note of their spoken responses in whole class, small group, and pair work activities. At the end of the session, make a notation in your record book in a form that makes most sense to you. One simple notation system is to give each student you evaluated a "plus," a "check," or a "minus" for that day's oral work. In the following class session, focus on the next ten students, and in the following session, focus on the final third of the students. In that way, students receive credit for their progress as they begin to retrieve and use target language to communicate in class. You can determine the criteria you wish to use to evaluate your students (e.g. fluency, accuracy, clarity, etc.). The important thing is that you have a record of each student's ongoing progress. This set of records can then be factored into the grade each student receives for the marking period, unit, term, etc. The percentage of weight you wish to give to this ongoing oral evaluation in relation to the written test is up to you and your program.

### Written tests

How can we construct a written test that enables us to fairly evaluate the progress of all students—those who are gifted as well as those who struggle? All students learn, though not at the same rate, and some learn more from a textbook unit or from a lecture, etc. than others. We suggest that test items in written tests be weighted as follows so that all students who have



progressed acceptably can demonstrate that growth on the test. (Note that the item types described below can be mixed throughout the test.)

We propose that 80% of the test items be receptive and literal ones. Examples of these item types would include such things as true and false, multiple choice, and cloze sentences with word banks from which to choose items. These items should “test” students’ knowledge of the target vocabulary and grammar they studied in the unit. In terms of difficulty, these items should be at a level that all students who have studied and learned the material can answer successfully.

In turn, 10% of test items should be items that require more thought and more productive responses than those mentioned above. Examples of these items would be an answer to a question, a completion of a conversation response, or cloze sentences in which students have to complete items without benefit of a word bank or a set of choices. These items should “test” students’ knowledge and use of vocabulary and grammar learned in the unit. Regarding difficulty level, these items should target average and above-level students. While it is possible that weaker students will correctly complete these items, it is not probable. It is worth noting that all students sometimes perform above expectation, and that performance should be encouraged.

The final 10% of test items should require responses of multiple sentences or paragraphs, etc. that indicate mastery of vocabulary and grammar and that may require critical thinking, such as inferential understanding of language and ideas in context from reading passages. These items would typically target the strongest students in the class. Again, it is possible, however unlikely, that some weaker and average-ability students might perform well on these items. Any success should be supported.

If a written test is constructed using items apportioned as above, all students can demonstrate progress, with the weakest students (who have worked to their capacity) probably achieving a potential 80% score, average-ability students achieving a potential 90% score, and the best students achieving a potential 100%. Of course, these percentages are not guaranteed, but they do permit

even the weakest students to see their progress and the best ones to demonstrate their mastery.

A compelling reason for this approach to constructing written tests is to address teachers’ frequent concern that their students don’t “do well on the test.” Research has shown that teachers often write tests that provide items weighted on the side of the most difficult content taught, under the rationale that “if students can answer these questions, I can assume they could have answered easier items.” The consequence of this assumption is that many students don’t receive recognition for the language they have learned because they are unable to answer the most difficult and productive items perfectly. However, it is our contention that the easier content, such as the knowledge of the target vocabulary, is at least as important as the ability to use the most difficult grammar. We believe that all of the content should be evaluated.

Once a score on a written test has been determined, you (or your program) can decide how much weight to give oral tests or the ongoing oral assessment in the student’s global evaluation. If we are to truly test what we taught, and the amount of time spent on the oral/aural skills was 75%, then a case could be made for “counting” the written test for 25% of the grade, although few programs would adopt such a scale, for reasons of expediency. Our purpose here is to provide a starting point for discussion to enable programs to consider what weight to assign the oral and written tests so that each student’s evaluation meets the goals of the program.



Active Teach  
Multimedia Disc

For more information on the topics in this section, please consult the ActiveTeach multimedia disc in the back of this Teacher’s Edition and Lesson Planner. You will find four academic articles written by Joan Saslow and Allen Ascher:

- “Making English Unforgettable: Enhancing Acquisition in the EFL Setting”
- “The Purposeful Use of Songs in Language Instruction”
- “A Process Approach to Discussion: Four Techniques that Ensure Results”
- “From Awareness to Application: Five Essential Aids to Learner Training”



# Top Notch Unit Format

Top Notch Fundamentals units contain four two-page lessons, described in detail on pages Txviii-Txxviii.

## UNIT 4 Family

**GOALS** After Unit 4, you will be able to:

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

### LESSON 1

#### GOAL Identify people in your family

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



**2 PAIR WORK** Point to two people in the family. Describe their relationship. *She's his daughter, 99*

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



28 UNIT 4

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

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

Contraction  
Who is → Who's

Be careful!  
Who are NOT Who're

\* mom and dad = informal for mother and father

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

- 1 A: Who's he? B: He's my grandfather.  
2 A: \_\_\_\_\_? B: She's my mother.  
3 A: \_\_\_\_\_? B: He's Mr. Fine's grandson.  
4 A: \_\_\_\_\_? B: They're Pat's grandparents.  
5 A: \_\_\_\_\_? B: She's Ed's wife.  
6 A: \_\_\_\_\_? B: They're my brother and sister.

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

**1 CONVERSATION MODEL** Read and listen.

- A: Who's that?  
B: That's my father.  
A: And who are they?  
B: They're my sisters, Mindy and Jen.

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

**3 PAIR WORK** Bring in family photos. (Or write the names of people in your family.) Personalize the conversation with names of your family members. Then change roles.

- A: Who's that?  
B: That's \_\_\_\_\_.  
A: And \_\_\_\_\_?  
B: \_\_\_\_\_.

Don't stop!  
Talk about occupations.  
Ask more questions.

Be sure to recycle this language.

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

**4 CHANGE PARTNERS** Personalize the conversation.



### LESSON 2

#### GOAL Describe your relatives

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



**2 GRAMMAR • Be with adjectives / Adverbs vary and so**

Describe people with a form of be and an adjective.  
She's pretty. They're good-looking.  
He's handsome. Your children are cute.

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

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

- 1 Her husband is (handsome / tall / old).  
2 His daughter is (tall / good-looking / cute).  
3 Her brothers are (tall / good-looking / young).

**4 INTEGRATED PRACTICE** Look at the pictures. Complete each form of be and an adjective.



- 1 Your sisters \_\_\_\_\_  
2 Your daughter \_\_\_\_\_

### LESSON 3

#### GOAL Talk about your family

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

I have a brother. He has three sisters.  
You \_\_\_\_\_ have a brother. He \_\_\_\_\_ has three sisters.  
We \_\_\_\_\_ have a brother. He \_\_\_\_\_ has three sisters.  
They \_\_\_\_\_ have a brother. He \_\_\_\_\_ has three sisters.



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

- 1 Mark \_\_\_\_\_ two brothers.  
2 My grandmother \_\_\_\_\_ five grandsons.  
3 They \_\_\_\_\_ a granddaughter.  
4 We \_\_\_\_\_ twelve grandchildren.  
5 Carl and Anna \_\_\_\_\_ two children.  
6 She \_\_\_\_\_ five sisters.  
7 They \_\_\_\_\_ no brothers or sisters.

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

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

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

13 + 30	17 + 70
14 + 40	18 + 80
15 + 50	19 + 90
16 + 60	

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

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

## Lessons 1, 2, and 3

- Goal and achievement based
- Integrate grammar, vocabulary, pronunciation, and social language
- End with a guided conversation

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

- 1 \_\_\_\_\_ your sister? 4 \_\_\_\_\_  
2 \_\_\_\_\_ Matt's parents? 5 \_\_\_\_\_  
3 \_\_\_\_\_ your grandfather? 6 \_\_\_\_\_

#### NOW YOU CAN Talk about your family

**1 CONVERSATION MODEL** Read and listen.

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

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

**3 PAIR WORK** 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.  
Tell me about your (mother).  
And your (father)?  
How about your (grandparents)?  
What's his / her name?  
What are their names?  
What's his / her occupation?  
What are their occupations?

4 CHANGE PARTNERS



# Extension

More Practice  
ActiveBook Self-Study Disc  
grammar • vocabulary • listening  
reading • speaking • pronunciation

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

## Who Are They?



This is Jackie Chan. Mr. Chan is an actor and a singer from Hong Kong. His wife is Joan Lin. She is an actress from Taiwan. Her Chinese name is Lin Feng-jiao. They have a son, JC Chan. He's an actor and a singer, too.



This is Abigail Breslin. She's an actress from the United States. She's very young, and she's a movie star, too. She has two brothers: Ryan and Spencer. Spencer is also an actor. Miss Breslin lives with her parents, Michael and Kim Breslin, in New York. Her grandparents, Catherine and Lynn Blecker, say she's very cute in her movies.



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

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

- Jackie Chan is JC Chan's \_\_\_\_\_.
- \_\_\_\_\_ is Lin Feng-jiao's husband.
- Abigail Breslin's \_\_\_\_\_ is an actor.
- Miss Breslin is Lynn Blecker's \_\_\_\_\_.
- Gael García Bernal is Diego Luna's \_\_\_\_\_.
- Patricia Bernal, José Ángel García, and Diego Luna are \_\_\_\_\_.

On your ActiveBook Self-Study Disc:  
Extra Reading Comprehension Questions

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

Relative's name	Relationship	Age	Occupation	Description
Doua	brother	34	student	He's very tall.

**GRAMMAR BOOSTER**  
Extra practice • p. 139

4 **GROUP WORK** Now tell your classmates about your partner's family.

☞ Doug is Laura's brother. He's 14... ☹

2018 **TOP MATCH POP**  
"Tell Me All About It!"

34 UNIT 4

# Extension and Review

## Extension

- Reinforces grammar and vocabulary from the unit
- Leads to free communication

## Review



2 Take turns making statements about the family relationships. For example: *Mia has two children. Pia is his daughter.*  
A: She's not.  
B: No, she's not.

**DESCRIPTION** Choose a photo. Use adjectives to describe the people in the family. For example: *Pia is very cute.*

**WRITING** Write ten sentences to describe the people in your family. For example:  
*My grandparents are very good-looking.*

## Review

- Activates unit content both orally and in writing
- Enables students to confirm achievement of the unit's goals



**NOW I CAN...** ✓  
 Identify people in my family.  
 Describe my relatives.  
 Talk about my family.



## Applied Methods: How to Teach a Top Notch Fundamentals unit

See pages Txvi–Txvii for pictorial examples of the following lessons.

### Lessons 1–3

**FYI:** All parts of these lessons are described below. The order of the parts may vary from lesson to lesson.

A Goals list at the top right of the first page of each unit announces the communication goals of the unit, building students' anticipation of what they will learn. Each lesson begins with one of those communication goals. A section titled "Now You Can" concludes each of these three lessons. In Now You Can activities, students achieve the communication goal of the lesson.

We suggest that the three goals be pointed out at the beginning of the unit and then individually as each of the three numbered lessons begins. With beginning students, you may need to help students understand the goals. In some cases the use of the students' native language may help.

The lessons contain a number of sections such as Vocabulary, Grammar, Listening Comprehension, or Pronunciation, with exercises in each section. All sections are necessary for and contribute toward students' achievement of the communication goal. They have been organized to make full use of the interplay between vocabulary, grammar, and social language, and to provide variety from lesson to lesson. The sequencing of the internal elements of each lesson was determined logically, sometimes starting with Vocabulary and sometimes with Grammar. However, teachers may wish to use a different sequence from time to time. This is possible because all parts of the lesson lead to its conclusion, Now You Can. Many sections of each lesson are recorded on the audio. A megaphone symbol (📢) indicates that the material is on the audio.

**FYI:** There are several options for accessing the audio. If you are using the Classroom Audio Program audio CDs, CD and track numbers are listed right above the audio icon on the Student's Book pages; for example, 4:15 indicates that the recording is on CD 4, on track 15. If you are using the digital Student's Book on your ActiveTeach multimedia disc, you can click on the audio icons (📢) for instant play. Your students can do the same when using their own digital Student's Book on the ActiveBook. Alternatively, your students can download individual MP3 files of each track directly from a folder on their ActiveBook. These files have the same CD and track numbers used in the Student's Book.

► **Teaching tips** Before beginning the first activity or presentation, allow a few minutes for students to silently explore and familiarize themselves with the content of the lesson.

Below are general suggestions for teaching all parts of lessons 1-3. (Specific suggestions are given in the Lesson Planner.) Before beginning each lesson, be sure students focus on the goal of the lesson so that at the end of it they will appreciate that they have achieved it. Students should always be aware of their goals and their achievement.

**Grammar** Although grammatical terminology at the Fundamentals level is kept to the most basic concepts, such as noun, verb, singular, plural, count noun, non-count noun, and the like, those terms are introduced so that grammar can be described and understood. The grammar presentations explain form, meaning, and use in simple terms and with clear examples. Following any explanation of a grammar rule are one or more examples so students can visualize the grammar in actual sentences or in patterns. Certain words and phrases are in bold color type in order to focus students' attention on those words within examples that show the form.

The Grammar boxes in the Student's Book present grammar deductively so that each one can serve as a reference for future review or study. However, for instructors who prefer an inductive approach to grammar, an alternative inductive presentation of the grammar is also available as a printable extension activity on the student's ActiveTeach multimedia disc (click on "Inductive Grammar Charts"). (See a full explanation of your ActiveTeach multimedia disc and its contents on pages Txxvii–Txxviii.)

► **Teaching tips** The Lesson Planner provides teaching suggestions and guidance for teaching the grammar in each Grammar box. However, it is important to remember that although focused presentations of grammar are essential, actual use of grammar greatly enhances its learning and activation.

Each new grammar structure is included at least one time within the Conversation Model (see Now You Can below) so students always read, hear, and understand the structure in a conversational context. When you get to the Conversation Model, you may wish to ask students to identify the



grammar within the model. Seeing the grammar in conversational use will help students remember it.

**Grammar Practice (or Integrated Practice)** One or more individual, pair-, or group-work exercises always follow Grammar. There are several types in *Top Notch*. Grammar Practice exercises provide written or oral practice of the structures being taught. Some exercises require listening comprehension of the grammar in context. For general suggestions for teaching listening skills and strategies, see “Listening Skills and Strategies within *Methodology for a Communicative Classroom* on page Txii. For information on managing listening comprehension exercises, see “Listening Comprehension” on page Txx. (Some exercises are labeled Integrated Practice. Such exercises combine practice of grammar and vocabulary.)

► **Teaching tips** You may wish to do the exercises with the class as a whole or you may prefer that students complete the exercises independently. If necessary, model how to do the first item in each task. In large groups, you might divide the class so half of the class is working on those exercises that require an individual written response and the other half is working on those that entail pair or group oral work. With fewer students doing pair or group work, you will have more time to circulate to monitor, assist, and correct the pairs and groups. Afterwards, the groups can change tasks, allowing you to monitor and assist the oral work of the other students.

Specific suggestions are offered in the Lesson Planner for each exercise. When all the practice exercises are complete, you may wish to review answers with the whole class or have students check answers with a partner. Answers are printed in green type on the Student’s Book page or are included in the lesson plan on the page facing the exercise.

If you would like your students to have even more practice of each grammar concept, encourage them to use their ActiveBook self-study disc, where they will find numerous additional interactive grammar exercises with instant feedback. Students will find those by clicking on “Grammar and Vocabulary Practice.” The *Top Notch Workbook* and the activities in the accompanying Copy & Go also include more grammar practice.

**Vocabulary** Throughout *Top Notch*, new vocabulary is explicitly presented through captioned pictures or in the context of example phrases or sentences. The vocabulary presentations in the Student’s

Book serve to convey clear meaning of each new vocabulary item and to provide a reference for self-study, especially valuable as students prepare for tests. Vocabulary in *Top Notch* is presented at word-, phrase-, and sentence-level — including expressions, idioms, and collocations.

► **Teaching tips** Begin by focusing students’ attention on the illustrations or example sentences. An option is to have students cover the words with a sheet of paper and look only at the pictures. Pairs can test themselves to check which words and phrases they already know. Play the audio program from one of the available sources. (See FYI on page Txviii for alternative ways to access *Top Notch* audio.) If you don’t have access to the audio, read the words aloud as a model. Alternatively, or in addition, students can study the words and phrases individually, using the MP3 audio files from their ActiveBook self-study disc.

Students should listen and repeat. Note that in the Vocabulary presentations, singular count nouns are generally shown with the indefinite article *a/an*. Students should use the article when they repeat. Depending on your students’ language background, the concept of count and non-count nouns may present a challenge. Using the indefinite article to contrast singular count nouns with non-count nouns will help reinforce this concept. For vocabulary that is presented as collocations or in the context of sentences, students should repeat the whole collocation or sentence as well.

If necessary, clarify the meaning of any words or phrases students have difficulty understanding. For lower-level students, convey the meaning physically—through gestures, mime, or reference to people or objects in the room—or give examples or a simple definition. Specific ideas for each Vocabulary presentation are in the Lesson Planner.

When possible, personalize the vocabulary or use the vocabulary to talk about or ask questions about content familiar to your students. Many of the activities that immediately follow vocabulary presentations provide these opportunities.

Vocabulary presentations are usually followed by one or more exercises that may include written or oral responses. Often vocabulary presentations are followed by a listening comprehension exercise to reinforce and practice the new vocabulary. For general suggestions for teaching listening skills and strategies, see *Methodology for a Communicative Classroom* section on page Tvi. For information on managing listening comprehension exercises, see “Listening Comprehension” on page Txx.



For review and reinforcement of vocabulary or as an alternative way to present it, use the “Vocabulary Flash Cards” from the *Extension Activities* section of your ActiveTeach multimedia disc. The Teaching Ideas found in the “Vocabulary Flash Cards” folder also contain a wealth of ideas for using the cards. In addition, the Extension Activities section of the ActiveTeach multimedia disc provides printable vocabulary-building strategies activity worksheets for many of the units. (See the “Learning Strategies” folder on ActiveTeach.) Another option is to ask students to use the *More Practice* section of their ActiveBook. Many of the activities in the Workbook and the interactive activities in Copy & Go provide more practice of the vocabulary as well.

**Vocabulary Booster** Following most vocabulary presentations, an icon indicates that there are more captioned photographs for additional vocabulary on the same topic in the Vocabulary Booster in the back of the book. In addition to the captioned photos, a short exercise provides written practice of the new vocabulary to help make it memorable. The vocabulary included in the Vocabulary Booster is optional and not included on the tests in the Complete Assessment Package.

► **Teaching tips** It is suggested that you use the same presentation techniques for the vocabulary in the Vocabulary Booster as for vocabulary presentations within the lesson.

**Listening Comprehension** Lessons 1, 2, and 3 often contain exercises labeled Listening Comprehension. These short exercises serve to practice comprehension and recollection of the vocabulary or the grammar. Some exercises provide practice in simple auditory discrimination, but in most cases listening tasks require very careful listening for sense and critical thinking. Most listening comprehension activities contain a minimal amount of language at “i = 1” level. This language is carefully chosen to be comprehensible to students through context, intonation, and similarity to language they already know.

► **Teaching tips** It is important for students to learn that it is not necessary to understand every word to understand the selection. To maximize the effectiveness of these activities, avoid providing students with explanations of new language that occurs in the listening passage. If a student specifically asks about a new word, give the meaning; but it is recommended that you not spend a lot of time on it. Exposure to receptive-level

language promotes students’ language development and reduces their panic in not understanding every word.

In general, it is suggested that students listen the first time with books closed. In this way, students can focus on the “big picture” without the distraction of completing an exercise. Read out loud any directions that provide information about the speakers, setting, or situation. Alternatively, you might prefer to ask (after the first listening): *Who’s talking? Where are the people? What are the people doing?* if students have sufficient productive language to answer those questions. The value of this practice is to convince students that they have, in fact, understood a good deal, even if they have not understood everything. This helps reduce students’ fear of listening practice.

Before students listen again and complete the exercise, have them look at the exercise first to focus their attention on a specific listening task, such as listening for occupations or times. Play the audio as many times as necessary for students to complete the activity. Do not approach these exercises as “tests.” Repeated exposure to each listening passage has substantial instructional value. Increasing students’ exposure to challenging language enhances their comprehension and confidence. Review answers as a class or have students check answers with a partner.

Please note that all listening passages are accessible in the digital version of the Student’s Book on the student’s ActiveBook. If, to save time, you wish students to listen individually and complete the exercises on their own, they can do that out of class. If an exercise is in the form of pair work or discussion, however, we recommend that it be completed during class time.

If you would like more exercises for the listening passage, there may be a corresponding listening comprehension strategy worksheet in the *Extension Activities* section of your ActiveTeach multimedia disc. (See the “Learning Strategies” folder.) If you want even more listening practice, there are additional listening passages and exercises for every unit, including dictation practice, in the *More Practice* section of the student’s ActiveBook.

**Pronunciation** Each unit presents and provides practice of a specific pronunciation point. Pronunciation points and activities are usually related to the lesson’s content. Suggestions for extending this pronunciation practice are frequently given in the Lesson Planner as well.



► **Teaching tips** Play the audio from one of the sources, or model the pronunciation yourself. Have students first read and listen, then listen again and repeat. After students repeat, have them read the sentences to their partners. One technique is to have students exaggerate when they practice correct intonation, pronunciation, or stress to be sure they are focused on the pronunciation point. Remind them, however, not to exaggerate the pronunciation point when they are really speaking. (Remind students as well to practice the pronunciation point when they do the Pair Work in Now You Can at the end of the lesson.)

To extend practice of the pronunciation point in a pair work activity, print out the corresponding “Pronunciation Activity” from the *Extension Activities* section of your ActiveTeach multimedia disc. If you would like to do even more pronunciation work, print out the “Supplementary Pronunciation Lesson”\* from the same source.

**Now You Can** Lessons 1, 2, and 3 all conclude with a feature called Now You Can, containing a Conversation Model, Rhythm and Intonation, Pair Work, and Change Partners. It is here, at the end of the lesson, that students demonstrate their achievement of the communication goal of the lesson. As students work through the exercises in this section, meaningfully activating the language of the lesson, they will feel motivated by their success and see confirmation of their efforts in achieving a goal. Because each goal has obvious practical and communicative value, students will see their English lessons as worthwhile. Cognitive awareness of progress is exhilarating for language learners and keeps them interested and learning.

So that students have more than one opportunity to personalize the conversation and practice several times, each time differently, Now You Can almost always directs students to first change roles and then change partners. With another partner or role, students access and activate even more language, making it unforgettable.

► **Teaching tips** Begin by focusing students on the title of the Now You Can activity. Remind them of or solicit from them the goal of the lesson so they are aware that they are about to achieve that goal. Emphasis has been placed on building students’ cognitive awareness of what they are doing. Research has shown that awareness greatly contributes to learning. To this end, ask students to look back at the vocabulary and grammar they

learned in this lesson and encourage them to use it in the activities that follow.

**Conversation Model** A key element of the *Top Notch* pedagogy is the Conversation Model, which includes natural social language and conversation strategies. The models are appealing to students because their practical value is obvious. All Conversation Models provide at least one example of the target grammar and/or vocabulary from the lesson. The aim of each Conversation Model is to provide language students can “carry in their pockets” and can make their own. All Conversation Models are recorded so students can listen to the natural stress and intonation of spoken English.

► **Teaching tips** To build awareness and facilitate comprehension, begin by asking questions about the photo, if possible. Many questions are provided in the Lesson Planner, but it’s not necessary to stop there. When you ask questions, however, be mindful of what students are capable of answering. Avoid eliciting language or information that students would not know prior to reading the Conversation Model.

One presentation technique is to play the audio of the Conversation Model or read it aloud yourself with a more confident student while the other students read and listen with books open (or closed). Then check students’ understanding of the conversation by asking comprehension questions. The questions provided in the Lesson Planner help students focus on the essential information in the conversation and determine the meaning of any new language from context. Because at least one example of the lesson’s grammar and/or vocabulary is embedded in the Conversation Model, the questions will also reinforce the grammar.

An alternative presentation technique, especially in stronger groups, is to have students listen to the Conversation Model the first time with books closed to build comprehension and avoid being distracted by the written word. When choosing this option, have students begin by looking at the picture to raise awareness of the social situation of the conversation.

**Rhythm and Intonation** This activity directly follows the Conversation Model. It contains the same recording of the Conversation Model, but with pauses between the utterances so students can focus on and practice imitating the pronunciation, rhythm, stress, and intonation of the speakers on the audio. The Conversation Models have

\* Supplementary Pronunciation Lessons by Bertha Chela-Flores



been recorded by native speakers with standard American accents who speak naturally but slowly enough so students can repeat at the same pace. It is important to make sure that students practice using socially appropriate pitch and intonation when they imitate the model. The teaching suggestions in the Lesson Planner provide specific rhythm, stress, and intonation points to pay attention to.

► **Teaching tips** Some instructors like to have students look at the text for support as they repeat. Some prefer to have students do the rhythm and intonation practice with books closed to avoid any interference caused by English spelling. We encourage experimentation to see which is more effective in your classroom. This exercise can be done chorally, with the whole class participating. Alternatively, or additionally, it can be done by students using their own MP3 audio from their ActiveBook.

With books closed, students listen and repeat after each utterance. Encourage students to imitate the rhythm, stress, and intonation of the conversation as closely as possible. Once students are more familiar with the model, you might want to have them continue practicing by playing a particular role in groups or individually; for example, one half of the class can be the first speaker and the other half the second speaker. Finally, have students practice the Conversation Model in pairs on their own, using the words of the original speakers. Correct pronunciation, stress, or intonation where necessary. In this way students will be thoroughly familiar with the model and will be better prepared to change it and make it their own.

Another, more dynamic, approach to rhythm and intonation practice can be found in the “Speaking Practice” in the *More Practice* section of the student’s ActiveBook. Instruct students to go to the Conversation Model for this lesson in “Speaking Practice” and have them select “Record and Compare.” There they will be able to repeat each utterance of the Conversation Model, record their voice, and compare it with the speaker on the audio. (See a description of the *ActiveBook* on page ix of the Student’s Book.)

**Pair Work** Pair Work is based on the Conversation Model, but includes gaps for pairs of students to fill with their own information, so they personalize the model. The gaps have been carefully placed within the conversation to offer a number of possible choices, based on what the students have learned, so they are largely foolproof. The importance of this

activity cannot be overstated, for it is in producing their own language in this controlled activity that students transfer language to reflect their own ideas, taking their first steps toward truly free language use.

The gaps in the Pair Work activity perform a variety of roles. Some are included specifically because they enable students to substitute target vocabulary or grammar. Others are there so students can address each other with their own names. Still others are there so students can insert their own preferences, such as, foods or activities. Finally, others are there simply because students have already learned a number of ways to express a particular thought. For instance, following “Thank you,” a gap for a response is provided because students can respond in a number of previously learned ways, such as “You’re welcome,” “No problem,” and “Sure!” Each gap has been tested to be sure students have enough language “in their pockets” to provide one or more responses.

This controlled communication practice makes the Conversation Model even more memorable. Additionally, it is of great value for pronunciation and intonation practice. Illustrations and other concrete cues are often provided to keep the ideas flowing. Almost all Pair Work activities instruct students to change roles with their partners so each one has an opportunity to make changes to the model.

**Don’t Stop!** So that students extend the conversation, a Don’t Stop! box sometimes follows, suggesting ways students could move beyond the actual Conversation Model. Using language they have already learned, students extend the conversation and move toward freer expression. In some cases, students are asked to continue the conversation by moving on to another subject that might naturally follow. Other Don’t Stop! activities encourage students to ask and answer additional questions.

**Be Sure to Recycle This Language.** When language is out of sight it is often out of mind. Therefore, another feature sometimes included in Now You Can is Be Sure to Recycle This Language. This helps students recall, and reminds them to use, previously taught language. Systematic recycling is a major instructional strategy of the *Top Notch* course, ensuring that students get multiple opportunities to use previously learned language, making it unforgettable. The language is listed in the form of “wordposts”—see a discussion of wordposting in “Actively Developing



Free Expression” on page Tx. The wordposts are cumulatively gathered from this unit as well as previous units. No unknown language is included.

► **Teaching tips** Model the conversation with a more confident student to demonstrate that students should change the Conversation Model by filling in new language from the lesson or from other sources. Be sure students don't think the point of the practice is to test their “memory” of the original Conversation Model. The purpose is exactly the opposite. The point is personalization and experimentation. The most effective way to encourage experimentation is to show approval when students use imagination and variety in their “gap fillers.” If the pair work includes a Don't Stop! box, model how to extend the conversation as well.

Students practice the conversation with a partner and then change roles. Encourage students to vary their partners from lesson to lesson. As students practice, circulate and offer help and encouragement as needed. Make sure students are aware of the social situation of the conversation so that they use socially appropriate pronunciation and tone. To encourage active listening and socially appropriate body language, remind students to make eye contact during conversations. An option is to have pairs role-play their conversations for the class or for each other. Having different pairs of students perform their conversations in front of the class reminds all students of how much social language they have learned. Specific suggestions for each Now You Can section are provided in the Lesson Planner.

For additional reinforcement in class, direct students either before or after the Pair Work in Now You Can to the *Speaking Practice* section of their ActiveBook. There they will find every Student's Book Conversation Model in a format that permits them to “role-play” the conversation, recording their own voices as either Speaker A or Speaker B and responding in their own way, which they can play back as a complete conversation with the actor. This activity has limitless possibilities and is a lot of fun.

Another option or alternative is to print out and photocopy the “Conversation Pair Work Cards” from the *Extension Activities* section of your ActiveTeach multimedia disc (see page Txxviii), assigning Speaker A's role to one student and Speaker B's role to his or her partner. This allows you to get students “out of the book” and listening to each other actively. Teaching ideas are provided in your ActiveTeach multimedia disc to maximize the impact of this practice (See the “Conversation Pair Work Cards” folder). In addition, the *Extension*

*Activities* section offers some printable activity worksheets for building conversation strategies (in the “Learning Strategies” folder).

If a Be Sure to Recycle This Language box is included, focus students' attention on the wordposts and encourage them to look at them as they conduct their Pair Work. One option is to have students check each one off as it is used. Alternatively, have students report what language they used after the Pair Work activity is completed. Give students positive feedback when they use the wordposts, and encourage them to remember and use all the language that is, or should be, in their repertoire. To further elevate the importance of the wordposts, ask students to use the Unit Study Guides (which can be printed from their ActiveBook or from your ActiveTeach multimedia disc) for each Now You Can activity, adding other language they have used and want to remember. If your class always meets in the same classroom, you may wish to have a permanent “word wall”—wordposts on large paper displayed on the classroom walls—that students can consult for support. (See “Wordposting” on page Txi.)

**Change Partners** Change Partners provides students with an opportunity to personalize the Conversation Model again with another partner who will change the gaps in a different way, multiplying the impact and memorability of the conversation.

► **Teaching tips** Be sure that students choose a variety of partners from class to class so they practice with students of differing skill levels. Encourage students to fill the gaps differently with their new partner if they can. In this way, more vocabulary will be reinforced and the social language included in the Conversation Model will be more memorable.

## Extension

The Extension page at the end of *Top Notch* Fundamentals units contains a series of integrated skills activities leading to freer communication practice than Lessons 1, 2, or 3. This page always contains a reading passage and comprehension questions to begin building reading comprehension skills. Many comprehension questions require inference or critical thinking. Following the comprehension exercises based on the reading passage, there is a free communication activity in which pairs or groups activate language learned in the unit. Be Sure to Recycle This Language often appears, reminding students of language they know and can use in this activity.



**Reading and Reading Comprehension exercises**

Readings and the exercises that follow them provide reading practice in each *Top Notch* Fundamentals unit. Many readings are based on authentic sources. To avoid frustrating students at this level, we have had to adapt and simplify some of the language from the original sources, but we have taken care to maintain the authentic character of the material. The readings in each unit are related to the content and topics of the unit as a whole and reinforce language learned to help students use it in the communication activity that follows.

► **Teaching tips** Students should be reminded that it's not necessary to know every word in a reading in order to understand it. They should be encouraged to read without looking up every new word in the dictionary. Remind students that reading in a new language always presents the challenge of some unknown language. Students need to learn that they can comprehend main ideas, get specific information, and infer information even without knowing every word. If students are apprehensive about not being able to "translate" every word into their own language (which students sometimes confuse with comprehension—see "Teaching the receptive skills: reading and listening" in *Methodology for a Communicative Classroom* on page Txi for a discussion of this problem), encourage them to guess the meaning of new words as much as possible or to comprehend as much as they can without understanding every word. After students read, ask questions or use activities that lead them to figure out the meaning of new language and that help them to identify the essential information from the reading. The Lesson Planner makes specific suggestions to help students build the skill of understanding vocabulary from context.

Please note that all readings are recorded on the Classroom Audio Program for optional listening practice. The reason for this is that listening to the readings gives excellent ear training for the rhythm, stress, and intonation of narrative (as opposed to conversational) speech. It also builds students' awareness of collocations (words that "go together" as phrases.) Several optional alternatives for using the audio of the readings follow: If you choose to use the audio of the reading, you may play it as students read along for the first time, or not until after students have completed all other strictly-reading applications. Or you may choose to have them listen with books closed for listening comprehension practice. Another approach is to use

the audio, after reading comprehension practice, as a model for reading aloud, which provides another level of pronunciation practice. The possibilities are numerous. We encourage you to use the reading audio in a way that matches your needs and your teaching philosophy. And we encourage you to experiment and try a variety of approaches. The Lesson Planner provides suggestions for using the audio as an alternative or additional activity.

For exercises following the reading, read the directions aloud, or ask volunteers to read them. Have students read the exercise items and then reread the reading passage independently. As students read, they can underline words or information that will help them to complete the exercise. Allow students a set period of time to refer to the reading to complete the exercise individually, in pairs, or in small groups. Move around the room to offer help as needed. Have students check their work with another pair or group, or review answers as a class. Alternatively, or to save time, you may wish to have students do these exercises as homework, reviewing the answers quickly the next day. Note any areas of difficulty and provide additional instruction and practice as necessary.

In addition to the exercises on the page, optional basic comprehension and critical thinking exercises on the same reading passage (Extra Reading Comprehension Questions) can be printed out from the student's ActiveBook (or from the *Extension Activities* section of your ActiveTeach multimedia disc.) There are also extra reading exercises for the same passage in the Workbook. To teach strategies and prepare students for tests, there are printable activity worksheets for reading strategies in the *Extension Activities* section of your ActiveTeach multimedia disc (See the "Learning Strategies" folder).

If you're looking for even more reading practice, there are additional reading passages and exercises in the *More Practice* section of the student's ActiveBook.

**Pair Work or Discussion** The purpose of these activities (Pair Work, Group Work, or Discussion) is to help students move from the safety and comfort of merely personalizing a controlled model conversation to freer self-expression. Free discussion presents two special challenges to the beginning-level student. First of all, beginners have very limited language from which to choose in expressing their ideas. And like foreign- or second-language learners of all levels, they often have difficulty with free communication because the combination of gathering their thoughts and



remembering the language they know often leads to silent panic. The communication activities at the end of the Extension page are constructed to soften the challenges and provide adequate support for confident expression.

► **Teaching tips** Read the directions with the students. Point out any examples in “speech balloons” that indicate for the student the expected nature of the discussion. If helpful, start the discussion yourself with a more able student. Then as students begin the activity themselves, circulate to provide support and encouragement. If there is a Be Sure to Recycle This Language box, ask students to include that language in the activity, perhaps checking off each wordpost as it is used. Avoid correcting errors during the active discussion. You can correct errors more generally at the end of the activity to avoid inhibiting students from experimenting with language during the activity. (See “Actively developing free expression” in *Methodology for a communicative classroom* on page Tx.)

**Grammar Booster** For those who would like more practice of the grammar, an optional Grammar Booster can be found in the back of the book. The Grammar Booster contains extra exercises for all the grammar in the unit.

► **Teaching tips** We suggest that, even if you decide not to use the Grammar Booster, students be made aware that there are extra exercises in the back of the book. Stronger (or weaker) students may be encouraged to work through this material, even if not all students need it or are ready for it.

## Review

The Review provides an oral and written review of the unit’s content. It consists of a full-page illustration or a set of photos with instructions to use it as a stimulus for an oral review and a writing topic that reviews unit content in written form.

**Full-page picture** The picture provides a clear visual context for practice and helps bridge the gap between practice and authentic language use. Activities on the page prompt students to find and name items in the picture, ask and answer questions about the picture, create conversations between people in the picture, tell stories about the people or situations in the picture, and more.

► **Teaching tips** Suggestions for getting full value out of each illustration are provided in the Lesson Planner for each of these end-of-unit pictures. And

depending on the focus of the picture(s), the Lesson Planner indicates responses your students should be able to produce as they follow the directions at the top of the page. This information is enclosed in a text box on the Lesson Planner page called “Possible Responses.”

Begin by having students read the directions for each activity. Be sure they review any examples to feel confident they know what is expected. You may wish to have all students do each activity at the same time or, alternatively, you may wish to divide the class so that groups of students are working on different activities. Put students in pairs or small groups. Move around the room and offer help as needed. To encourage risk-taking and improvisation, avoid interrupting students with corrections. Instead, take notes on common student mistakes and review them as a class at the end of the activity. Encourage students to say as much as they can and to extend the suggested tasks as much as possible.

The following are some techniques that teachers have found successful with the Review. They may not be applicable to all units, but are offered as a menu of possibilities to be used as appropriate to particular illustrations and to the level of your class.

- **Word Memory Game.** Allow students to look at the picture for one minute. Then have them close their books and write down all the vocabulary items they can remember from the picture. See who remembers the most items.
- **Groups of Four.** In pairs, students write three true statements and three false statements about the picture. Regroup students into groups of four. One pair reads their statements, in random order, to the other pair, who replies *true* or *false*.
- **Chain Story.** One group (or pair) begins by saying a sentence about the picture, and the next group follows by saying another sentence. Groups that can no longer say anything are eliminated until only one group (or pair) remains.
- **Content Memory Game.** Give students one minute to study the picture and remember all they can about it. Then have students close their books and form small groups. Ask questions about the picture and keep a record of the correct answers. After each question, allow the groups time to discuss and write down an answer. Review as a class, and see which group has the most correct answers.



- **“Who Said It?” Game.** Give each character in the picture a name. Working in pairs, students write one line of conversation for each person in the picture. Then each pair of students joins another pair. Pairs take turns reading their lines and guessing who in the picture is speaking. Students may answer with the name of the character, by pointing, or by describing the character (“the short woman,” for example).
- **Mystery Characters.** Have volunteers act out one of their conversations in front of the class. Students listen and guess which people in the picture are being portrayed.
- **“What Did They Say?” Game.** Have two volunteers act out their conversation in front of the class. The class listens and tries to remember exactly what was said. Working in pairs, students try to re-create the exact conversation they heard.
- **Script-Scramble.** In pairs, students write their conversation in dialogue form. Each pair then writes each line of its conversation on a separate slip of paper, mixes up the order of the slips, and gives them to another pair. The other pair must then put the conversation back in the correct order.
- **This is Your Life.** Have students choose one person in the picture and write his or her biography. The details of the person’s life should be based on what is in the picture, but students will have to make up much of the information. Have volunteers read their biographies to a group or to the class and have students guess who in the picture is being described.

**Writing** The writing activity is structured so students can review the language from the unit in written form. It always includes an example to get students started.

► **Teaching tips** Tell students that the topic was created in order to make it possible for them to use language they have learned. Discourage them from expressing themselves with unknown

vocabulary or structures. Be sure to review the example provided and point out the use of known language in the example. You may wish to print out a “Writing Process Worksheet” from the *Extension Activities* section of your ActiveTeach multimedia disc to help students prepare to write and then check their writing.

**Oral Progress Assessment** Instructions for an optional Oral Progress Assessment based on the full-page picture are provided in the Lesson Planner.

► **Teaching tips** The Oral Progress Assessment is designed to take no more than five minutes per student in order to make it possible to check class progress quickly. “Oral Progress Assessment Charts” can be printed from the *Extension Activities* section of your ActiveTeach multimedia disc and used to guide your assessment. Please note that the Complete Assessment Package provides two Speaking Tests, after Unit 7 and Unit 14. Depending on class size, you may choose to assess selected students each week to make the process more manageable.

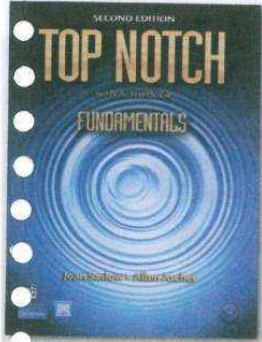
**Now I Can** These check boxes are provided for students to self-assess and confirm that they have achieved the communication goals of the unit. These same goals appear on the first page of the unit and then again at the beginning of each of the three integrated-skills lessons (Lessons 1-3). The check-box format is used in the spirit of the Common European Framework’s “can-do” statements. Allowing students to check off each achieved goal is a motivating and success-confirming experience.

► **Teaching tips** Students can check the goals off at the end of the unit, demonstrating to themselves how much they’ve learned. Alternatively, they can check each one off at the end of each of the three lessons. We recommend that time be taken for informal congratulations to the students for their progress. One option is to ask students where and when they imagine they can use their new communication abilities.



# How to Use ActiveTeach

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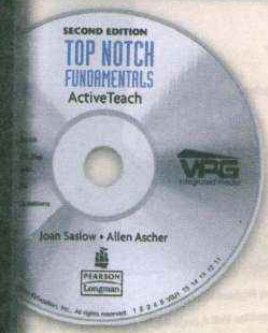


- Digital Student's Book with**
- Interactive Whiteboard Software
  - More Practice (from ActiveBook)
  - Complete Classroom Audio Program
  - Top Notch TV

## Other Resources (printable)

- How to use the Digital Student's Book
- Extension Activities
- Top Notch TV Activity Worksheets
- Unit Study Guides
- Oral Progress Assessment Charts
- Audiocripts
- Workbook Answer Key
- Authors' Academic Articles

**ActiveTeach menu screen**  
Insert the disc into a computer and choose the Digital Student's Book or one of the printable resources.



## The Digital Student's Book

Top Notch Fundamentals ActiveTeach

**LESSON 2**  
**GOAL** Describe your relatives

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

**2 GRAMMAR** Be with adjectives / Adverbs very and all  
Describe people with a term of kin and an adjective.  
She's *pretty*. He's *handsome*.  
The adverbs *very* and *all* make adjectives stronger.  
They're *very* good-looking. She's *all* pretty.  
He's *very* handsome. Your children are *all* cute!

**3 PAIR WORK** Use the Vocabulary to describe two people in your class.  
4.5 Cool and Delightful are very pretty. 2.9

**4 LISTENING COMPREHENSION** Listen to the conversations.  
Circle the adjective that describes each person.  
1 Her husband is (handsome / tall / old).  
2 His daughter is (tall / good-looking / cute).  
3 Her brother is (tall / good-looking / young).  
4 His son is (tall / good-looking / short).  
5 Her father is (tall / old / short).  
6 His sister is (tall / good-looking / short).

**5 INTEGRATED PRACTICE** Write three sentences about people in your family. Use adjectives and the adverbs *very* or *all* to describe the people.  
My brother is very tall.

**NOW YOU CAN** Describe your relatives

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

**4.1 LISTENING AND REVISION** Listen again to the conversation. Then practice the conversation with a partner.

**3 PAIR WORK** Persepolis the conversation. Describe your relatives. Then change roles.  
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 a scientist. She's very pretty.

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

**4 CHANGE PARTNERS** Ask about other classmates' relatives.

Play the audio.

30 - 31

Use a unit and open any two-page lesson.

Use any of the interactive activities from the student's ActiveBook.

View any segment of the Top Notch TV audio program.

Enlarge any section of the page.

Write, highlight, erase, create notes, etc.

Note: If you'd prefer to view Top Notch TV as a DVD, insert the disc into a DVD player instead.

Save any work you've created in class.



**Other Resources (printable)**

- How to use the Digital Student's Book
- Extension Activities
- Top Notch TV Activity Worksheets
- Unit Study Guides
- Oral Progress Assessment Charts
- Audioscripts
- Workbook Answer Key
- Authors' Academic Articles

**Printable Resources**

Open a folder to select and print.

**Extension Activities**

Choose activities that suit your own teaching situation and style.

- Vocabulary Flash Cards
- Conversation Pair Work Cards
- Learning Strategies
- Pronunciation Activities
- Supplementary Pronunciation Lessons
- Inductive Grammar Charts
- Extra Reading Comprehension Questions
- Graphic Organizers
- Writing Process Worksheets
- Top Notch Pop Song Activities

She is  Adjectives to describe people

The baby is  Adjectives to describe people

DATE: \_\_\_\_\_

**Writing Process Worksheet**  
(Accompanies Unit 6, page 51)

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

**1. PREWRITING**  
Think about your clothes. Then fill in the chart.

What are the clothes you ...

need?	want?	like?	have?	don't have?
white blouse	red shoes	loose clothes	old slacks	expensive clothes

**2. WRITING**  
Write about clothes you need, you want, you like, and clothes you have or don't have. Use the information from Step 1. Add more information if you can.  
For example:  
*I need a new white blouse. My old blouse is a little tight. I want red shoes and a long skirt.*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Unit 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**Learning Strategy**  
(Unit 7, page 55, Reading)

**READING STRATEGY:** taking notes

Take notes about key details to help you understand a reading.

**PRACTICE**  
As you read the article on page 56, use the simple present to write what each robot does or doesn't do.

The Robot Scooba	cleans the house
The Robot Scooba	
ASIMO	
The L200 Evolution	

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Unit 7

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**Graphic Organizer**  
(Unit 11, page T91, Pronunciation)

*(i)* *(I)*

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**Unit Study Guide**  
(Unit 4)

**Self-Check** Write a checkmark ✓ next to the language you know. Return to the unit in your Student's Book to find and study the language you are not yet sure of.

**GRAMMAR**

- Be: questions with *to* (page 28)
- Be with adjectives (page 30)
- Adverbs *too* and *so* (page 36)
- Verb bases / base affirmative statements (page 52)
- Be: questions with *how* old (page 53)

**VOCABULARY**  
Family relationships

- grandparents
- grandmother
- father
- mother
- sister

husband

slater

brother

**Adjectives to describe people**

- pretty
- handsome
- good-looking
- cute
- short
- tall
- old
- young

**Numbers 21-101**

- twenty-one
- twenty-two
- twenty-three
- twenty-four
- twenty-five
- twenty-six
- twenty-seven

**SOCIAL LANGUAGE**

- Who's that?
- That's my (father, mother).
- Tell me about your (father).
- Well, (he's) a (doctor).
- And (he's) very (tall).
- And how about your (mother)?
- I have one (brother two sisters).

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NAME: \_\_\_\_\_

**Top Notch TV Activity Worksheets**  
build comprehension skills.

**UNIT 3**

**Interview: Is there a bank near here?**

A. Which place did the interviewer ask each person about?

		
1. bank	2. newsstand	3. restaurant
4. taxi stand		

B. Read what the interviewer said. Then circle the hear on the video.

- "Is there a bank near here?" a. "No."
- "Is there a newsstand nearby?" a. "Yes."
- "Is there a restaurant nearby?" a. "Yes."
- "Is there a taxi stand nearby?" a. "Yes."

C. Complete each sentence.

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Academic articles from the **Top Notch Professional Development Series** by Saslow and Ascher.

**TOP NOTCH PROFESSIONAL DEVELOPMENT SERIES**

Issue 1

**MAKING ENGLISH UNFORGETTABLE**  
Enhancing Acquisition in the EFL Setting

Joan Saslow and Allan Ascher



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Joan Saslow has taught in a variety of programs in South America and the United States. She is author of a number of multi-level integrated-skills courses for adults and young adults: *Ready to Go: Language, Lifeskills, and Civics*; *Workplace Plus: Living and Working in English*; and of *Literacy Plus*. She is also author of *English in Context: Reading Comprehension for Science and Technology*. Ms. Saslow was the series director of *True Colors* and *True Voices*. She participates in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs.

## Allen Ascher

Allen Ascher has been a teacher and a teacher trainer in China and the United States and taught in the TESOL Certificate Program at the New School in New York. He was also academic director of the International English Language Institute at Hunter College. Mr. Ascher is author of the "Teaching Speaking" module of *Teacher Development Interactive*, an online multimedia teacher-training program, and of *Think about Editing: A Grammar Editing Guide for ESL*.

Both Ms. Saslow and Mr. Ascher are frequent and popular speakers at professional conferences and international gatherings of EFL and ESL teachers.

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# Learning Objectives

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

Unit	Communication Goals	Vocabulary	Grammar
<b>1</b> <b>Names and Occupations</b> page 4	<ul style="list-style-type: none"> <li>Tell a classmate your occupation</li> <li>Identify your classmates</li> <li>Spell names</li> </ul>	<ul style="list-style-type: none"> <li>Occupations</li> <li>The alphabet</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More occupations</li> </ul>	<ul style="list-style-type: none"> <li>Verb <b>be</b>:                             <ul style="list-style-type: none"> <li>Singular and plural statements, contractions</li> <li><b>Yes / no</b> questions and short answers</li> <li>Common errors</li> </ul> </li> <li>Subject pronouns</li> <li>Articles <b>a / an</b></li> <li>Nouns:                             <ul style="list-style-type: none"> <li>Singular and plural / Common and proper</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b> • Extra practice</p>
<b>2</b> <b>About People</b> page 12	<ul style="list-style-type: none"> <li>Introduce people</li> <li>Tell someone your first and last name</li> <li>Get someone's contact information</li> </ul>	<ul style="list-style-type: none"> <li>Relationships (non-family)</li> <li>Titles</li> <li>First and last names</li> <li>Numbers 0–20</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More relationships</li> </ul>	<ul style="list-style-type: none"> <li>Possessive nouns and adjectives</li> <li><b>Be from</b> / Questions with <b>Where</b>, common errors</li> <li>Verb <b>be</b>: information questions with <b>What</b></li> </ul> <p><b>GRAMMAR BOOSTER</b> • Extra practice</p>
<b>3</b> <b>Places and How to Get There</b> page 20	<ul style="list-style-type: none"> <li>Talk about locations</li> <li>Discuss how to get places</li> <li>Discuss transportation</li> </ul>	<ul style="list-style-type: none"> <li>Places in the neighborhood</li> <li>Locations</li> <li>Ways to get places</li> <li>Means of transportation</li> <li>Destinations</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More places</li> </ul>	<ul style="list-style-type: none"> <li>Verb <b>be</b>: questions with <b>Where</b></li> <li>Subject pronoun <b>it</b></li> <li>The imperative</li> <li><b>By</b> to express means of transportation</li> </ul> <p><b>GRAMMAR BOOSTER</b> • Extra practice</p>
<b>4</b> <b>Family</b> page 28	<ul style="list-style-type: none"> <li>Identify people in your family</li> <li>Describe your relatives</li> <li>Talk about your family</li> </ul>	<ul style="list-style-type: none"> <li>Family relationships</li> <li>Adjectives to describe people</li> <li>Numbers 21–101</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Verb <b>be</b>:                             <ul style="list-style-type: none"> <li>Questions with <b>Who</b> and common errors</li> <li>With adjectives</li> <li>Questions with <b>How old</b></li> </ul> </li> <li>Adverbs <b>very</b> and <b>so</b></li> <li>Verb <b>have / has</b>: affirmative statements</li> </ul> <p><b>GRAMMAR BOOSTER</b> • Extra practice</p>
<b>5</b> <b>Events and Times</b> page 36	<ul style="list-style-type: none"> <li>Confirm that you're on time</li> <li>Talk about the time of an event</li> <li>Ask about birthdays</li> </ul>	<ul style="list-style-type: none"> <li>What time is it?</li> <li><b>Early, on time, late</b></li> <li>Events</li> <li>Days of the week</li> <li>Ordinal numbers</li> <li>Months of the year</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More events</li> </ul>	<ul style="list-style-type: none"> <li>Verb <b>be</b>: questions about time</li> <li>Prepositions <b>in, on, and at</b> for dates and times</li> <li>Common errors</li> </ul> <p><b>GRAMMAR BOOSTER</b> • Extra practice</p>
<b>6</b> <b>Clothes</b> page 44	<ul style="list-style-type: none"> <li>Give and accept a compliment</li> <li>Ask for colors and sizes</li> <li>Describe clothes</li> </ul>	<ul style="list-style-type: none"> <li>Clothes</li> <li>Colors and sizes</li> <li>Opposite adjectives to describe clothes</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More clothes</li> </ul>	<ul style="list-style-type: none"> <li>Demonstratives <b>this, that, these, those</b></li> <li>The simple present tense: <b>like, want, need, and have</b>:                             <ul style="list-style-type: none"> <li>Affirmative and negative statements</li> <li>Questions and short answers</li> </ul> </li> <li>Spelling rules and contractions</li> <li>Adjective placement and common errors</li> <li><b>One</b> and <b>ones</b></li> </ul> <p><b>GRAMMAR BOOSTER</b> • Extra practice</p>
<b>7</b> <b>Activities</b> page 52 Units 1-7 Review page 60	<ul style="list-style-type: none"> <li>Talk about morning and evening activities</li> <li>Describe what you do in your free time</li> <li>Discuss household chores</li> </ul>	<ul style="list-style-type: none"> <li>Daily activities at home</li> <li>Leisure activities</li> <li>Household chores</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More household chores</li> </ul>	<ul style="list-style-type: none"> <li>The simple present tense:                             <ul style="list-style-type: none"> <li>Third-person singular spelling rules</li> <li>Questions with <b>When</b> and <b>What time</b></li> <li>Questions with <b>How often</b>, time expressions</li> <li>Questions with <b>Who</b> as subject, common errors</li> </ul> </li> <li>Frequency adverbs and time expressions:                             <ul style="list-style-type: none"> <li>Usage, placement, and common errors</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b> • Extra practice</p>



## Conversation Strategies

## Listening / Pronunciation

## Reading / Writing

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

### Listening task:

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

### Pronunciation:

- Syllables

### Reading Text:

- Simple forms and business cards

### Writing Task:

- Write affirmative and negative statements about people in a picture

- 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 task:

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

### Pronunciation:

- Stress in two-word pairs

### Reading Text:

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

### Writing Task:

- Write sentences about your relationships

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

### Listening task:

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

### Pronunciation:

- Falling intonation for questions with **Where**

### Reading Texts:

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

### Writing Task:

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

- Use **Well...** to indicate one is deciding how to begin a response
- Use **And how about...?** to ask for more information
- Use **Really?** to show interest or mild surprise

### Listening task:

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

### Pronunciation:

- Number contrasts

### Reading Texts:

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

### Writing Task:

- Write a description of the people in your family

- 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

### Listening task:

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

### Pronunciation:

- Sentence rhythm

### Reading Texts:

- A world map with time zones
- Events posters
- Conversations
- A zodiac calendar

### Writing Task:

- Write about events at your school or in your city

- 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 task:

- Confirm details about clothes
- Determine colors of garments

### Pronunciation:

- Plural endings

### Reading Text:

- A sales flyer from a department store

### Writing Task:

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

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

### Listening task:

- Match chores to the people who performed them

### Pronunciation:

- Third-person singular verb endings

### Reading Text:

- A review of housekeeping robots

### Writing Tasks:

- Write five sentences about robots
- Describe your typical week, using adverbs of frequency and time expressions



Unit	Communication Goals	Vocabulary	Grammar
<b>8</b> <b>Home and Neighborhood</b> page 64	<ul style="list-style-type: none"> <li>Describe your neighborhood</li> <li>Ask about someone's home</li> <li>Talk about furniture and appliances</li> </ul>	<ul style="list-style-type: none"> <li>Types of buildings</li> <li>Places in the neighborhood</li> <li>Rooms</li> <li>Furniture and appliances</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More home and office vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>The simple present tense: <ul style="list-style-type: none"> <li>Questions with <b>Where</b>, prepositions of place</li> </ul> </li> <li><b>There is</b> and <b>there are</b>: <ul style="list-style-type: none"> <li>Statements and <b>yes / no</b> questions</li> <li>Contractions and common errors</li> </ul> </li> <li>Questions with <b>How many</b></li> </ul> <p><b>GRAMMAR BOOSTER</b> • Extra practice</p>
<b>9</b> <b>Activities and Plans</b> page 72	<ul style="list-style-type: none"> <li>Describe today's weather</li> <li>Ask about people's activities</li> <li>Discuss plans</li> </ul>	<ul style="list-style-type: none"> <li>Weather expressions</li> <li>Present and future time expressions</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More weather vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>The present continuous: <ul style="list-style-type: none"> <li>Statements: form and usage</li> <li><b>Yes / no</b> questions</li> <li>Information questions</li> <li>For future plans</li> </ul> </li> <li>The present participle: spelling rules</li> </ul> <p><b>GRAMMAR BOOSTER</b> • Extra practice</p>
<b>10</b> <b>Food</b> page 80	<ul style="list-style-type: none"> <li>Discuss ingredients for a recipe</li> <li>Offer and ask for foods</li> <li>Invite someone to join you at the table</li> </ul>	<ul style="list-style-type: none"> <li>Foods and drinks</li> <li>Places to keep food in a kitchen</li> <li>Containers and quantities</li> <li>Cooking verbs</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More vegetables and fruits</li> </ul>	<ul style="list-style-type: none"> <li>Count nouns and non-count nouns: <ul style="list-style-type: none"> <li>Meaning, form, and common errors</li> </ul> </li> <li>Count nouns: <b>How many / Are there any</b></li> <li>Non-count nouns: <b>How much / Is there any</b></li> <li>The simple present tense and the present continuous: usage and common errors</li> </ul> <p><b>GRAMMAR BOOSTER</b> • Extra practice</p>
<b>11</b> <b>Past Events</b> page 88	<ul style="list-style-type: none"> <li>Tell someone about a past event</li> <li>Describe past activities</li> <li>Talk about outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>Past-time expressions</li> <li>Outdoor activities</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>The past tense of <b>be</b>: <ul style="list-style-type: none"> <li>Statements, questions, and contractions</li> </ul> </li> <li>The simple past tense <ul style="list-style-type: none"> <li>Regular verbs, irregular verbs</li> <li>Statements, questions, and short answers</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b> • Extra practice</p>
<b>12</b> <b>Appearance and Health</b> page 96	<ul style="list-style-type: none"> <li>Describe appearance</li> <li>Show concern about an injury</li> <li>Suggest a remedy</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives to describe hair</li> <li>The face</li> <li>Parts of the body</li> <li>Accidents and injuries</li> <li>Ailments, remedies</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>Describing people with <b>be</b> and <b>have</b></li> <li><b>Should</b> + base form for advice</li> </ul> <p><b>GRAMMAR BOOSTER</b> • Extra practice</p>
<b>13</b> <b>Abilities and Requests</b> page 104	<ul style="list-style-type: none"> <li>Express a wish</li> <li>Politely decline an invitation</li> <li>Ask for and agree to do a favor</li> </ul>	<ul style="list-style-type: none"> <li>Abilities</li> <li>Adverbs <b>well</b> and <b>badly</b></li> <li>Reasons for not doing something</li> <li>Favors</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More musical instruments</li> </ul>	<ul style="list-style-type: none"> <li><b>Can</b> and <b>can't</b> for ability</li> <li><b>Too</b> + adjective, common errors</li> <li>Polite requests with <b>Could you</b> + base form</li> </ul> <p><b>GRAMMAR BOOSTER</b> • Extra practice</p>
<b>14</b> <b>Life Events and Plans</b> page 112	<ul style="list-style-type: none"> <li>Get to know someone's life story</li> <li>Discuss plans</li> <li>Express wishes for the future</li> </ul>	<ul style="list-style-type: none"> <li>Some life events</li> <li>Academic subjects</li> <li>Leisure activities</li> <li>Life cycle events</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More academic subjects</li> <li>More leisure activities</li> </ul>	<ul style="list-style-type: none"> <li><b>Be going to</b> + base form</li> <li><b>Would like</b> + infinitive: <ul style="list-style-type: none"> <li>Statements</li> <li>Questions</li> <li>Short answers</li> <li>Contractions</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b> • Extra practice</p>
<b>Units 8–14 Review</b> page 120			

Countries and nationalities / Numbers 100 to 1,000,000,000 / Irregular verbs / Pronunciation table	page 125
Vocabulary Booster	page 126
Grammar Booster	page 137



## Conversation Strategies

## Listening / Pronunciation

## Reading / Writing

- Use Really? to introduce contradictory information
- 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 task:

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

### Pronunciation:

- Linking sounds

### Reading Texts:

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

### Writing Task:

- Compare and contrast your home with homes in a complex illustration

- Use Hi and Hey to greet people informally
- Say No kidding! to show surprise
- 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 task:

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

### Pronunciation:

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

### Reading Texts:

- A daily planner
- A newspaper column about activities in a town

### Writing Task:

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

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

### Listening task:

- Identify the foods discussed in conversations

### Pronunciation:

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

### Reading Texts:

- Recipe cards
- A weekly schedule

### Writing Task:

- Write about what you eat in a typical day

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

### Listening task:

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

### Pronunciation:

- Simple past tense regular verb endings

### Reading Text:

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

### Writing Tasks:

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

- Use Oh to indicate you've understood
- Say I'm sorry to hear that, Oh, no, and That's too bad to express sympathy
- 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 task:

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

### Pronunciation

- More vowel sounds

### Reading Text:

- A magazine article about two celebrities

### Writing Task:

- Write a description of someone you know

- Use I wish I could ... to express a wish
- Use But to introduce contrasting information
- Suggest a shared course of action with Let's
- Politely decline a suggestion with I'm really sorry but and a reason
- Accept a refusal with Maybe some other time
- Use Sure and No problem to agree to someone's request for a favor

### Listening task:

- Complete requests for favors

### Pronunciation

- Assimilation of sounds: Could you

### Reading Text:

- A journal article about infant-toddler development

### Writing Task:

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

- Use Not really to soften a negative response
- Ask What do you mean? to request clarification
- Use Well to explain or clarify
- Use emphatic stress on and to indicate two answers

### Listening task:

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

### Pronunciation

- Diphthongs

### Reading Text:

- A short biography of Harry Houdini

### Writing Task:

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



# To the Teacher

## What is *Top Notch*?

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

The goal of the *Top Notch* course 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.

Each full level of *Top Notch* contains enough material for 60 to 90 hours of classroom instruction. A wide choice of supplementary components makes it easy to tailor *Top Notch* to the needs of your classes.

\**Summit 1* and *Summit 2* are the titles of the fifth and sixth levels of the *Top Notch* course. All Student's Books are available in split editions with bound-in workbooks.

## The *Top Notch* instructional design

### Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated communication goal. All lesson activities are integrated with the goal and systematically build toward a final speaking activity in which students demonstrate achievement of the goal. "Can-do" statements in each unit ensure students' awareness of the continuum of their progress.

### A purposeful conversation syllabus

Memorable conversation models provide essential and practical social language that students can carry "in their pockets" for use in real life. Guided conversation pair work enables students to modify, personalize, and extend each model so they can use it to communicate their own thoughts and needs. Free discussion activities are carefully crafted so students can continually retrieve and use the language from the models. All conversation models are informed by the Longman Corpus of Spoken American English.

### An emphasis on cultural fluency

Recognizing that English is a global language, *Top Notch* actively equips students to interact socially with people from a variety of cultures and deliberately prepares them to understand accented speakers from diverse language backgrounds.

### Intensive vocabulary development

Students actively work with a rich vocabulary of high-frequency words, collocations, and expressions in all units of the Student's Book. Clear illustrations and definitions clarify meaning and provide support for independent study, review, and test preparation. Systematic recycling promotes smooth and continued acquisition of vocabulary from the beginning to the advanced levels of the course.

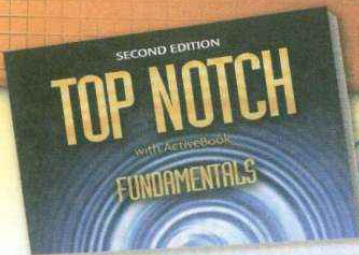
### A dynamic approach to grammar

An explicit grammar syllabus is supported by charts containing clear grammar rules, relevant examples, and explanations of meaning and use. Numerous grammar exercises provide focused practice, and grammar usage is continually activated in communication exercises that illustrate the grammar being learned.

### A dedicated pronunciation syllabus

Focused pronunciation, rhythm, and intonation practice is included in each unit, providing application of each pronunciation point to the target language of the unit and facilitating comprehensible pronunciation.





# ActiveBook

Top Notch

## Top Notch Fundamentals ActiveBook

**Contents**

- Learning Objectives
- Unit 1: Names and Occupations
- Unit 2: About People
- Unit 3: Places and How to Get There
- Unit 4: Family
- Unit 5: Events and Times
- Unit 6: Clothes
- Unit 7: Activities
- Units 1-7: Review
- Unit 8: Home and Neighborhood
- Unit 9: Activities and Plans
- Unit 10: Food
- Unit 11: Past Events
- Unit 12: Appearance and Health
- Unit 13: Abilities and Requests
- Unit 14: Life Events and Plans
- Units 8-14: Review
- Reference Charts
- Vocabulary Booster
- Grammar Booster
- Top Notch Pop Lyrics

**GOALS** After Unit 4, you will be able to:

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

**family**

Listen again and repeat.

10 grandmothers  
11 grandson 12 granddaughter

13 wife 14 husband

15 sister 16 brother

17 relationship 18 6.5 She's his daughters. 9.5  
19 He is in his family. Check the correct photo.

20

21

22

23

24

25

26 UNIT 4

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

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

**Connection**  
Who is → Who's  
Who are → Who're  
**Be careful!**  
Who are NOT: Whore

\***Beach and dad** - informal for mother and father.

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

1 A: Who's he? 4 A: ?  
B: He's my grandfather. B: They're Pat's grandparents.

2 A: ? 5 A: ?  
B: She's my mother. B: She's Ed's wife.

3 A: ? 6 A: ?  
B: He's Mr. Lee's grandson. B: They're my brother and sister.

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

1 **40 CONVERSATION MODEL** Read and listen.

A: Who's that?  
B: That's my father.  
A: And who are they?  
B: They're my sisters, Mandy and Jen.

2 **41 RHYTHM AND INTONATION** Listen again and repeat.  
Then practice the Conversation Model with a partner.

3 **42 PAIR WORK** Bring in family photos.  
(Or write the names of people in your family.) Personalize the conversation with names of your family members. Then change roles.

A: Who's that?  
B: That's...  
A: And...?  
B:...

**Don't stop!**  
Talk about occupations.  
Ask more questions.

4 **43 BE SURE TO RECYCLE THIS LANGUAGE**

He's / She's (an engineer).  
They're (architects).  
Who's the / free name?  
What are their names?  
How do you spell that?

5 **44 CHANGE PARTNERS** Personalize the conversation again.

**A Digital Student's Book**  
(with complete audio)

Unit 4: Family - Grammar and Vocabulary - C Multiple Choice

Click on the correct answer.

Our granddaughters are so \_\_\_\_\_.

cute

old

tall

**Interactive practice** (with daily activity records)

- ▶ Extra listening and reading comprehension
- ▶ Record-yourself speaking
- ▶ Grammar and vocabulary practice
- ▶ Games and puzzles
- ▶ Top Notch Pop and karaoke

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**Unit Study Guide**  
(Unit 4)

**Self-Check** Write a checkmark ✓ next to the language you know. Return to the unit in your Student's Book to find and study the language you are not yet sure of.

**GRAMMAR**

- Be**: questions with **Who** (page 29)
- Be** with adjectives (page 30)
- Adverbs **vary** and **so** (page 30)
- Verb **have** / **has**: affirmative statements (page 32)
- Be**: questions with **How old** (page 33)

**VOCABULARY**

- family relationships
- grandparents
- grandmother
- grandfather
- parents
- other
- other

**Adjectives to describe people**

- pretty
- handsome
- good-looking
- cute
- short
- tall
- old
- young

**Numbers 21-101**

- twenty-one
- twenty-two
- twenty-three
- twenty-four

**Other language**

- dad
- mom

**SOCIAL LANGUAGE**

- Who's that?
- That's my [father].
- Tell me about...

**Printable test preparation and review**

- sixty
- seventy
- eighty
- ninety
- one hundred
- one hundred one

**IX**



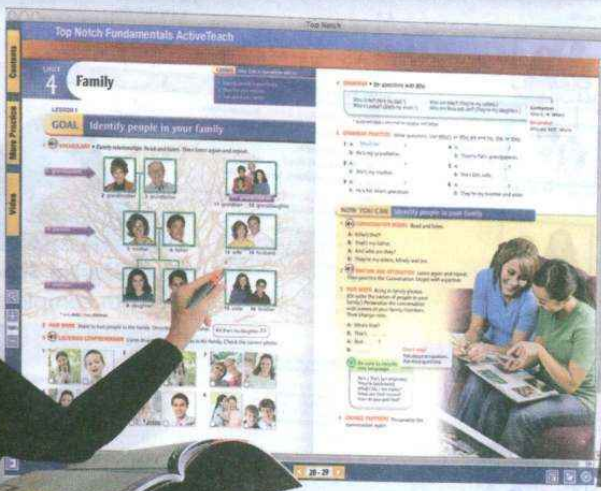
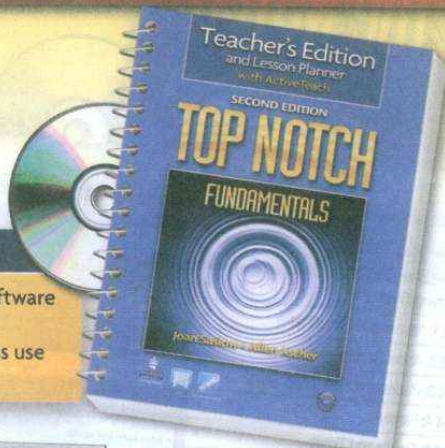
# The Teacher's Edition and Lesson Planner

Includes:

- ▶ A bound-in Methods Handbook for professional development
- ▶ Detailed lesson plans with suggested teaching times
- ▶ Language, culture, and corpus notes
- ▶ Student's Book and Workbook answer keys
- ▶ Audioscripts
- ▶ *Top Notch TV* teaching notes

## ActiveTeach

- ▶ A Digital Student's Book with interactive whiteboard (IWB) software
- ▶ Instantly accessible audio and *Top Notch TV* video
- ▶ Interactive exercises from the Student's *ActiveBook* for in-class use
- ▶ A complete menu of printable extension activities



The Digital Student's Book  
With zoom, write, highlight, save and other IWB tools.

*Top Notch TV*  
A hilarious situation comedy, authentic unrehearsed on-the-street interviews, and *Top Notch Pop* karaoke.



### Printable Extension Activities

- Including:
- Writing process worksheets
  - Vocabulary flashcards
  - Learning strategies
  - Graphic organizers
  - Pronunciation activities
  - Video activity worksheets and more . . .

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

### Writing Process Worksheet

(Accompanies Unit 6, page 81)

ASSIGNMENT: Write about clothes you need, you want, you like, and clothes you have or don't have.

1. PREWRITING  
Think about your clothes. Then fill in the chart.

need?	want?	like?	have?	don't have?
white blouse	red shoes	loose clothes	old clothes	expensive clothes

2. WRITING  
Write about clothes you need, you want, you like, and clothes you have or don't have. Use the information from Step 1. Add more information if you can.

They are \_\_\_\_\_

Adjectives to describe people

The baby is \_\_\_\_\_

Adjectives to describe people

NAME: \_\_\_\_\_

### Learning Strategy

(Unit 7, page 88, Reading)

READING STRATEGY: taking notes

Take notes about key details to help you understand a reading.

PRACTICE  
As you read the article on page 88, use the simple present to write what each robot does or doesn't do.

The iRobot Roomba	cleans the house
The iRobot Scooba	



# Other components

Workbook  
SECOND EDITION  
**TOP NOTCH**  
Joan Salslow • Allen Ascher

**FUNDAMENTALS**

Workbook  
Daily assignments that reinforce each lesson.

Classroom Audio Program  
**TOP NOTCH**  
Joan Salslow • Allen Ascher

**FUNDAMENTALS**

Classroom Audio Program  
Includes a variety of authentic regional and non-native accents.

Complete Assessment Package  
with ExamView® Assessment Suite Software  
SECOND EDITION  
**TOP NOTCH**  
Joan Salslow • Allen Ascher

**FUNDAMENTALS**

Complete Assessment Package  
Ready-made achievement tests. Software provides option to edit, delete, or add items.

**TOP NOTCH / CURRICULUM**  
Full-Course Placement Tests  
Joan Salslow • Allen Ascher

Full-Course Placement Tests  
Choose printable or online version.

Copy & Go  
Ready-Made Interactive Activities For Busy Teachers  
SECOND EDITION  
**TOP NOTCH**  
Joan Salslow • Allen Ascher

**FUNDAMENTALS**

Copy & Go  
Board games, role plays, information gaps, and "find someone who..." for every lesson.

Activity 26 GROUP WORK - Board game  
User 9 - Lesson 2

Target Language: **PRESENT CONTINUOUS** (pp. 25-26)

Materials: **PREPARED CARDS** (pp. 25-26)

Procedure: (15-20 minutes)

Options: **ADAPTATIONS** (pp. 25-26)

START

END

Who / what / go?  
Who / go / factory?  
Who / what / do?  
Who / watch / TV?  
Where / we / go?  
Who / your sister / do?  
Who / go / to the bank?  
Where / she / study?  
What / you / do?  
Who / talk /?  
Where / they / exercise?  
Who / take / the bus?  
Who / ride out / the garbage?  
Where / the girls / play soccer?

my mother	my brother	in the park	watching TV
Walk	any	to the station	listening to music
Shower	to the store	to South Street	taking a nap
my neighbor	going abroad	at home	watching the news
his class	at Green Park	reading	in the museum

PHOTOCOPIABLE © 2011 by Pearson Education, Inc. All rights reserved. COPY AND FUNDAMENTALS • ACTIVITY 26

www.mytopnotchlab.com

mytopnotchlab.com **FUNDAMENTALS**  
Joan Salslow • Allen Ascher

Read about Will Smith. Then choose all of the correct answers to the questions.

Will Smith is a famous actor. He's also a singer. Two occupations! He acted as Muhammad Ali, the famous boxer, in a great movie. His wife, Jada Pinkett is an actor. Her hobby is designing clothes.

What are Will Smith's occupations?

artist

photographer

MyTopNotchLab

An optional online learning tool with:

- ▶ An interactive *Top Notch* Workbook
- ▶ Speaking and writing activities
- ▶ Pop-up grammar help
- ▶ Student's Book *Grammar Booster* exercises
- ▶ *Top Notch TV* with extensive viewing activities
- ▶ Automatically-graded achievement tests
- ▶ Easy course management and record-keeping




# Welcome to Top Notch!

## How to plan a Top Notch lesson

The Welcome Unit provides a short introduction to basic language for greeting and saying good-bye to people. After that, beginning with Unit 1, page 4, the teaching suggestions for each two-page lesson add up to a total teaching time of 45–60 minutes. To plan a class of approximately 45 minutes, use the shorter estimated teaching times when a range is shown. To plan a class of at least 60 minutes, use the longer estimated times. Your actual teaching time will vary from the times suggested according to your needs, your schedule, and the needs of your class.

Activities labeled *Option* are additional to the 45–60 minutes, and the estimated teaching time for each is noted with the activity.

In addition, you will see other optional extensions to the material on the Student's Book page. These of course will also increase the time allotted to the lesson:

 **ActiveTeach Multimedia Disc** An extension activity from the ActiveTeach Multimedia Disc in the back of this Teacher's Edition

**VOCABULARY BOOSTER** An optional feature at the end of the Student's Book

**GRAMMAR BOOSTER** An optional feature at the end of the Student's Book

**EXTRAS (optional)** Available supplementary components to support the lesson.

These optional activities can be assigned as homework or class work. They come from the Workbook, Copy & Go, Top Notch TV, and the Complete Assessment Package.

## Oral Progress Assessment

At the end of each unit, there is also an optional oral progress assessment based on the picture on the last page of the unit. Time for this activity depends on the size of your class.

The Top Notch authors strongly encourage you to view these lesson plans and accompanying options and extensions as a menu of possibilities in creating the best lesson plan for you. You may wish to construct your lesson entirely without the options and extensions, or to extend the lesson to do all possible activities. The suggested teaching times are provided to help you do that.

## 1 Conversation model

Suggested teaching time:	4 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

Before students listen, write your first name on the board. Say *Hi. I'm [Ms. Franklin]*. Repeat as needed.

- To introduce the class, have each student repeat the model *Hi. I'm [Robert]*. Then indicate various students and ask the class to say their names.
- Have students listen to the conversation as you hold up the book and point to the characters as each speaks.

**FYI:** The two people shake hands as they say *Nice to meet you*.

## 2 Rhythm and intonation

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *Nice to meet you* and *Nice to meet you, too*.
  - stress *you* and *too* in *Nice to meet you, too*.
  - pronounce the language chunks *Nice to meet you* and *Glad to meet you* as a single word.
  - pause slightly between *Hi, Martin* and *I'm Ben*.

**Option:** [+5 minutes] For additional practice, divide the class into two groups. Group 1 says Martin's lines chorally. Group 2 says Ben's lines chorally. Then they switch roles.

### Language and culture\*

- In most English-speaking countries, people greet each other with *Hi* and address each other with first names, no matter the employment or social relationships.
- In English-speaking countries, the order for names is first name (your given name), middle name, and then last name (your surname or family name).
- *Hello* is slightly more formal than *Hi*. *It's a pleasure to meet you* is slightly more formal than *Nice to meet you*, *Glad to meet you*.

## NOW YOU CAN Introduce yourself

### Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students listen to the greetings and responses in the boxes and repeat chorally.
- Model the conversation, approaching various students, using the different greetings and responses written on the board. Make sure the students stand with you, so you can shake hands more naturally.
- Have students walk around the room and greet at least five people and shake their hands.



• Conversation Pair Work Cards

\*Language and culture notes are provided to offer students enrichment or more information about language and / or culture. Their use is optional.



# Welcome to *Top Notch!*

**GOALS** After this unit, you will be able to:

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

## GOAL Introduce yourself


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



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



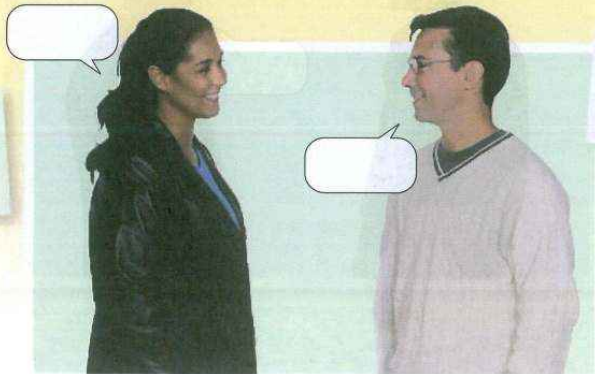
A: Nice to meet you, Ben.  
B: Nice to meet you, too.


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

## NOW YOU CAN Introduce yourself

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

1-04  **Greetings**  
Hi.  
Hello.  
I'm [Lisa].



1-05  **Responses**  
Nice to meet you.  
Glad to meet you.  
It's a pleasure to meet you.



# GOAL Greet people

1:06  
**1** **CONVERSATION MODEL** Read and listen.

A: Hi, Len. How are you?

B: Fine, thanks. And you?

A: I'm fine.

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

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



1 Good morning.

8:00 AM



2 Good afternoon.

2:00 PM



3 Good evening.

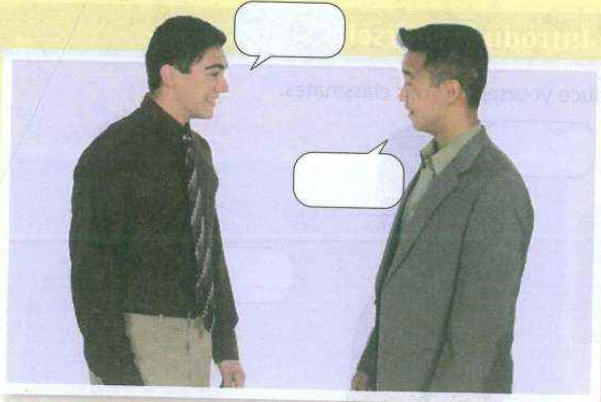
6:00 PM



## NOW YOU CAN Greet people

**PAIR WORK** Now greet your classmates.

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



1:10  
**Responses**  
 ☺ { Fine. / I'm fine.  
 Great.  
 ☹ { Not bad.  
 So-so.



### 1 Conversation model

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Point to the man in the photo and say *This is Len*.
- FYI:** *Len* sounds like *Ben*.
- Have students read and listen. Have students listen as often as necessary.

### 2 Rhythm and Intonation

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *How are you?*
  - stress *are* in *How are you?*
  - use rising intonation for *And you?*
  - stress *fine* and *you* in *Fine, thanks. And you?*

**Option:** [+5 minutes] Divide the class into two groups. Group 1 chorally repeats A's lines. Group 2 chorally repeats B's line. Then students switch roles.

#### Language and culture

- In the U.S., people usually say *How are you?* to say *Hello*. It is not expected that you describe or give details about how you are feeling. *I'm fine* is sufficient. If someone wants to continue the conversation or wants to hear more personal information about you, he or she may add *So, how is everything?* or *How are things going?*
- Shaking hands is considered the accepted greeting in international business situations. It is also a common greeting in social situations. In general, when shaking hands in English-speaking countries, look at the person's eyes and smile. Shake hands briefly, but firmly.

### 3 Vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Make sure that students understand the abbreviations in the pictures:
  - A.M. = *in the morning*
  - P.M. = *in the afternoon or in the evening*
- If your students are not familiar with telling time this way, you may want to convert the times to 24-hour style to clarify. Write on the board:
  - 8:00 A.M. = 0800
  - 2:00 P.M. = 1400
  - 6:00 P.M. = 1800
- Have students listen and study the greetings and the time of day each greeting can be used.
- Then have students repeat each greeting chorally.

- Write on the board:

*It's 3:00 P.M.*  
*It's 7:00 P.M.*  
*It's 9:00 A.M.*

- Say each time and have students say the appropriate greeting. (Good afternoon, Good evening, Good morning.)

**Option:** [+5 minutes] For additional practice, have students work in pairs. Student A writes three times on a piece of paper. Student B says the matching greeting for each.

#### Language and culture

- Times can be said in different ways in English. 6:00 P.M. can be said *six o'clock*, *six P.M.*, *six*, *six* in the evening. A.M. means before noon. P.M. indicates time between noon and midnight.
- *Good evening* is a greeting and means *Hello*. *Good night* means *Good-bye*. At the end of a workday, many people in North America will say *Good night* even if it is only 5:00 in the afternoon.



Active Teach  
Multimedia Disc

• Vocabulary Flash Cards

### NOW YOU CAN Greet people

#### 1 Pair work

Suggested teaching time:	5-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students listen to the greetings and responses in the boxes. Then have students repeat chorally.
- Model the conversation. Approach various students and use the different greetings and responses. For example:
  - T: *How's everything?*
  - S: *Not bad. And you?*
  - T: *Fine, thanks.*
- Have students walk around the room and say hello to five people. Tell them to talk to people they haven't talked to yet.
- Encourage students to try to use all of the greetings and responses presented in this unit.
- Encourage students to pay attention to their rhythm and intonation.
- Ask various students to role-play one of their conversations in front of the class.

#### Language and culture

- *How's everything?* and *How's it going?* are more informal than *How are you?*
- The customary response to *How are you?* is *Fine*. If you are not doing well, you can say *Not bad* or *So-so*. Many people, however, always say *fine* no matter how badly they feel.



Active Teach  
Multimedia Disc

• Conversation Pair Work Cards



1 Conversation model

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Before students listen, model waving with your hand and saying good-bye. The palm of the hand faces out and the hand moves side to side. In the photos, people's hands are at chest and shoulder height because they are close to each other. If you were far away from a person, you would probably wave your hand higher up in the air. You may want to ask students to wave to a classmate!
- Have students read and listen. Have students listen as often as necessary.

2 Rhythm and intonation

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use falling intonation for all of the sentences.
  - stress *-bye* in *Good-bye*.
  - stress *-mor-* in *tomorrow*.
  - stress the *o* in *OK* and *see* in *See you!*

**Option: [+5 minutes]** Extend the activity by dividing the class into two groups. Have the groups stand up and face each other. Group 1 repeats Emily's lines in the conversation. Group 2 repeats Charlotte's lines. Encourage students to wave good-bye. Then have students switch roles.

**NOW YOU CAN** Say good-bye

Pair work

Suggested teaching time:	5-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students listen to the ways to say *good-bye* in the box. Then have students repeat chorally.
- Ask students to walk around the room and say good-bye to five different people. Have them use the gesture of waving as they walk away.
- Encourage students to pay attention to rhythm and intonation.



• Conversation Pair Work Cards

Oral Progress Assessment

The following can be used as a review of the material in the Welcome Unit. It is designed for use with the whole class.

- Introduce yourself to several students. For example:  
T: *Hello. I'm [Mr. Rogers].*  
S: *Hi, I'm [Natalie].*  
T: *It's a pleasure to meet you.*  
S: *Nice to meet you, too.*
- Greet several students. For example:  
T: *Hi, [Paul]. How are you?*  
S: *I'm fine. And you?*  
T: *I'm great.*
- Say good-bye to several students. Use different forms. Encourage students to answer with different responses. For example:  
T: *Good-bye [Name].*  
S: *See you later.*

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Active Teach  
Multimedia Disc

• Oral Progress Assessment Charts



# GOAL Say good-bye

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

A: Good-bye, Charlotte.

B: Good-bye, Emily.

A: See you tomorrow.

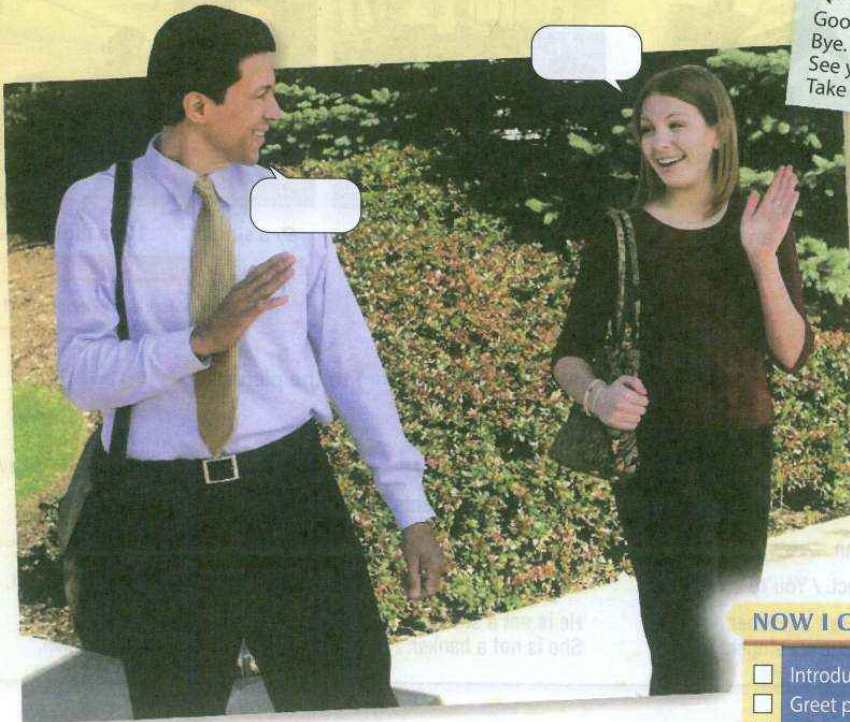
B: OK. See you!

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



# NOW YOU CAN Say good-bye

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



1:13

**Ways to say good-bye**  
Good-bye.  
Bye.  
See you later.  
Take care.

### NOW I CAN...

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



# UNIT 1

## Names and Occupations

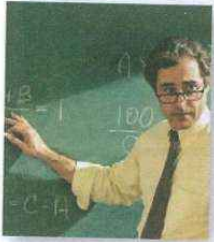
**GOALS** After Unit 1, you will be able to:

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

### LESSON 1

## GOAL Tell a classmate your occupation

**1** <sup>1:14</sup> **VOCABULARY** • *Occupations* Read and listen. Then listen again and repeat.



1 a teacher



2 a student



3 an architect



4 an actor



5 an athlete



6 a musician



7 an artist



8 a banker



9 a singer



10 a flight attendant

### VOCABULARY BOOSTER

More occupations • p. 126

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

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

#### Affirmative statements / Contractions

I **am** Ann. / I'm Ann.

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

He **is** a teacher. / He's a teacher.  
She **is** a singer. / She's a singer.

#### Negative statements / Contractions

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

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

He **is not** a student. / He's not a student. / He **isn't** a student.  
She **is not** a banker. / She's not a banker. / She **isn't** a banker.

#### Articles a / an

a teacher  
an actor



## Lesson 1

### 1 Vocabulary

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- First listening: Have students study the words as they listen.
- Second listening: Have students repeat chorally.

**Option:** **VOCABULARY BOOSTER** (+5–10 minutes)

#### Language and culture

**LEN** From the Longman Corpus: It is becoming increasingly common, in both spoken and written English, to use *actor* rather than *actress* to refer to females. However, *actress* is used about three times more often for girls and women.



• Vocabulary Flash Cards

### 2 Pair work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Model the activity. Say the name of an occupation and have all students point to the corresponding photo. Move around the room to check their responses.
- If some pairs finish the activity quickly, have them reverse the activity. Student A covers the words and points to a picture, and Student B says the name of the occupation.

### 3 Grammar

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Direct attention to the affirmative statements and have students study the examples.
- Say *I am a teacher*. Indicate a student and say *You are a student*. Point to photo 5 in Exercise 1 and say *He is an athlete*. Point to photo 8 and say *She is a banker*.
- Write the following on the board and have students repeat each one chorally:  
*I am you are he is she is*
- Direct attention to the contractions and have students study the examples.
- Show students how to form the contraction. On the board, erase the letter *a* in *am* and write an apostrophe (') where the *a* was to help students see that *I am = I'm* and that the apostrophe replaces the missing letter.

- Invite volunteers to the board to write the contractions for *you are*, *he is*, and *she is*. (You're. He's. She's.)
- Have students repeat the contractions chorally. Make a pulling gesture with your hands to indicate the length of the vowel in *he's* and *she's*.
- Direct attention to the negative statements and have students study the examples.
- Write on the board *I am a singer*. Point to yourself and say *I am not a singer*. Write the word *not* after *am* on the board: *I am not a singer*.
- Show students that *not* is placed after the verb *be*.
- Call attention to the two negative contracted forms. Have students repeat them chorally.
- Direct attention to the box with articles.
- Write on the board:  
vowels: a, e, i, o, u  
consonants: b, d, f, g, h, j, k, l, m, ... (etc.)
- Direct students' attention to the way that *a* and *an* are presented in Exercise 1. Ask them to say the occupations that begin with vowel sounds in Exercise 1. (architect, actor, athlete, artist) Say the rule *Use an before a vowel*.
- Ask students to say the occupations beginning with consonant sounds. (teacher, student, musician, banker, singer, flight attendant) Say the rule *Use a before a consonant*.
- You may want to write the two rules on the board.

**Option:** [+5 minutes] For additional practice, write on the board *I am a teacher. He is a singer. She is an actor*. Ask students to make contractions. (I'm, He's, She's) Then have them make all possible negative forms. (I am not / I'm not, He is not / He's not / He isn't, She is not / She's not / She isn't)

#### Language and culture

- The rule for *a / an* is based on sound, not on spelling. In some English words, the initial letter *h* is not pronounced; for example, *hour*, so we say *an hour*. Also, sometimes the initial *u* in English words is pronounced as a consonant sound, /y/: for example, *university*. In that case we say *a university*.



• Inductive Grammar Charts



#### 4 Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Review the answers. Then have students repeat the correct phrases (article + occupation) chorally.

**Option: [+5 minutes]** For more practice, have students do a pair work activity with Exercise 1 on page 4. Student A says an occupation from Exercise 1 without the article. Student B says the occupation with the correct article; for example, Student A: *actor* Student B: *an actor*.

**Option: [+5 minutes]** For a challenge, write on the board eight occupations from the Unit 1 Vocabulary Booster, page 126. Ask students to add the correct article for each word.

#### 5 Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- In pairs, Student A points to the photos, covering the word for each occupation. Student B names the occupation. Then they switch roles.

**Option: [+5 minutes]** Have students do the same activity with the Vocabulary Booster photos on page 126.

#### 6 Integrated practice

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Point to the first picture and say *Matt Damon*. Then review the example. Have students repeat chorally.
- Model the pronunciation of the other three celebrities.
- Point out that you can use any of the occupation words to write a negative statement; for example, *He's not a teacher. He's not a doctor*.
- Review answers by calling on three volunteers to write their sentences on the board. Make necessary corrections and review the sentences and the contractions with the class.

##### Language and culture

**Matt Damon** is an actor from the U.S. His films include *Saving Private Ryan*, the *Bourne* series, and *Invictus*.

**Carlos Vives** is a singer, songwriter, and TV actor from Colombia. He has recorded 13 albums.

**Hee-Young Lim** is an accomplished classical musician from South Korea. She plays the cello and performs all over the world.

**Constantina Tomescu** is a long distance runner from Romania. In the 2008 Olympics, she won the women's marathon at age 38.

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

##### 1 Conversation model

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- This conversation strategy is implicit in the model:
- Use *And you?* to show interest in another person.

- Write the following questions on the board. Have students repeat each question chorally using falling intonation.

*What do you do? = What's your job? = What's your occupation?*

- Write on the board:

*The man is a \_\_\_\_ The woman is an \_\_\_\_*

- After students read and listen, ask for the answers. (Banker. Architect.)

##### Language and culture

**LCN** From the Longman Corpus: In spoken English *What do you do?* is more common than *What's your occupation?* Learners typically use *occupation* in statements rather than questions to talk about, for example, choosing an occupation.

#### 2 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *What do you do?*
  - stress the second *do* in *What do you do?*
  - use rising intonation and stress *you* in *And you?*

#### 3 Pair work

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To support students in this activity, brainstorm all the occupation words they know. Write a list on the board.
- Model the conversation with a more confident student. Play Role B. Then model the conversation with another student. Play Role A.
- Be sure to reinforce the use of the conversation strategy; for example, to demonstrate showing interest in another person, have a student ask you *What do you do?* Answer *I'm an English teacher. And you?*
- To provide feedback, move around the room and listen in as students practice. Encourage students to use the correct rhythm and intonation.



• Conversation Pair Work Cards

#### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- To review, ask a few students *What does your partner do?* Your students can say, for example, *He's an architect. She's a student.*

#### EXTRAS (optional)

- Workbook: Exercises 1–3
- Copy & Go: Activity 1



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

- 1 an architect      3 a banker      5 a singer  
 2 a student      4 a musician      6 an athlete

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

“He’s a teacher.”

“She’s a flight attendant.”

6 **INTEGRATED PRACTICE** Read the names and occupations. Write affirmative and negative statements.



Negative answers will vary.

- 1 Matt Damon He's an actor. He's not an architect.  
 2 Carlos Vives He's a singer. He's not a teacher.  
 3 Hee-Young Lim She's a musician. She's not a banker.  
 4 Constantina Tomescu She's an athlete. She's not an actor.

## NOW YOU CAN Tell a classmate your occupation

1 **CONVERSATION MODEL** Read and listen.

A: What do you do?

B: I'm an architect. And you?

A: I'm a banker.

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

3 **PAIR WORK** Personalize the conversation. Use your own occupations.

A: What do you do?

B: I'm ..... . And you?

A: I'm ..... .

4 **CHANGE PARTNERS** Tell another classmate your occupation.





# GOAL Identify your classmates

1 **VOCABULARY** • *More occupations* Read and listen. Then listen again and repeat.



1 She's a chef.



2 He's a writer.



3 She's a manager.



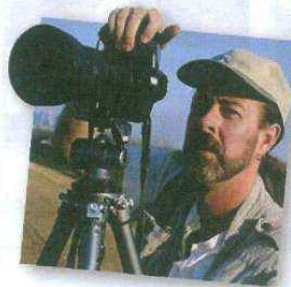
4 She's a scientist.



5 He's a doctor.



6 She's an engineer.



7 He's a photographer.



8 He's a pilot.

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

**Singular nouns**

a chef  
an athlete

**Plural nouns**

2 chefs  
3 athletes

**Subject pronouns**

Singular	Plural
I	we
you	you
he	they
she	

**Affirmative statements / Contractions**

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

**Negative statements / Contractions**

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

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

- 1 I 'm / am a writer.                      3 We 're / are doctors.                      5 We 're / are managers.  
2 She 's / is not a pilot.                      4 They 're / are not scientists.

4 **INTEGRATED PRACTICE** Circle the correct word or words to complete each statement.

- 1 I am (an artist / artists / artist).                      3 She is (banker / a banker / bankers).  
2 We are (a flight attendant / flight attendants / flight attendant).                      4 They are (a writer / writers / writer).



1  **Vocabulary**

Suggested teaching time:	3-4 minutes	Your actual teaching time:
--------------------------	-------------	----------------------------

- First listening: Have students point to each sentence as they listen.
- Second listening: Have students repeat the sentences chorally. Then call on individual students to say different sentences. For example:  
T: [Name], three.  
S: *She's a manager.*  
T: [Name], eight.  
S: *He's a pilot.*

**Option: [+5 minutes]** If you haven't already introduced the occupations in the Unit 1 Vocabulary Booster, page 126, you may want to do so now. Ask students to listen and study the words. Then ask them to repeat the words chorally.



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- Vocabulary Flash Cards
- Learning Strategies

2 **Grammar**

Suggested teaching time:	5-10 minutes	Your actual teaching time:
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- Direct attention to the singular and plural nouns and have students study the examples.
- Write the words that follow on the board. Point out the spelling pattern: plural nouns are usually formed by adding *-s*.  
2 scientists    3 pilots    5 doctors
- If you have used the Vocabulary Booster, you can demonstrate another spelling pattern. Write *secretary* on the board. Use the eraser and erase the *-y*. Then write/add *-i* and then write/add *-es*. The word on the board is now *secretaries*.
- Direct attention to the affirmative statements. Point out that the plural form of *be* is *are*. Have students repeat each sentence chorally.
- Ask students to study the contracted forms in the Grammar box.
- Direct attention to the negative statements and have students study the examples.
- To check comprehension, write on the board *I am a pilot. We are pilots.*
- Ask students to make the sentences negative. (*I am not a pilot. We are not pilots.*)
- Emphasize that *not* is placed after the verb in both singular and plural statements.
- Call attention to the two negative contracted forms. Have students repeat them chorally.

**Option: [+5 minutes]** To provide additional practice with contractions, say statements using the full negative form. Have students say the two corresponding contracted forms. For example:

*We are not artists.* (We're not artists. We aren't artists.)  
*They are not bankers.* (They're not bankers. They aren't bankers.)  
*You are not chefs.* (You're not chefs. You aren't chefs.)

**Option: [+10 minutes]** For a challenge, play the game *Charades*. Ask individual students to use mime—facial expressions, movement, and gestures—to show an occupation in the pictures. The class guesses which one it is. Model the first one; for example, mime holding a camera to your eye and moving your finger as if you were taking pictures. Students say *You're a photographer*.

**Language and culture**

- Point out that *you are* can be singular or plural. Indicate one student and say *You are a student*. Then indicate the entire class and say *You are students*.
- Contractions are often used in spoken English. In written English, especially in business and other formal contexts, full forms are preferred.
- In American English, the forms *he's (she's) not, we're not, you're not, and they're not* are more common than *he (she) isn't, we aren't, you aren't, and they aren't*. The form *isn't* is more common in British English than in American English.



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- Inductive Grammar Charts

3 **Grammar practice**

Suggested teaching time:	3-4 minutes	Your actual teaching time:
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- Do the first item together with the class. Point out that students can use the full (uncontracted) form or the contracted form for each item.
- Review the answers by having students write them on the board and having the class check them.

**Option: [+2 minutes]** For extra practice, have students repeat each correct sentence chorally.

4 **Integrated practice**

Suggested teaching time:	3 minutes	Your actual teaching time:
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- Do the first item together with the class.
- Review the answers by calling on individual students to read their sentences aloud. Make necessary corrections.

**Option: [+10 minutes]** To provide more practice with the verb *be*, do a substitution drill. Say a sentence, give a prompt, and have individual students complete the sentence. For example:

Teacher:	Student:
<i>I'm a banker. He...</i>	<i>He is / He's a banker.</i>
<i>You're a pilot. They...</i>	<i>They are / They're pilots.</i>
<i>We're not teachers. She...</i>	<i>She is not / She's not a teacher.</i>
<i>They're not scientists. I...</i>	<i>I am not / I'm not a scientist.</i>

Make sure students use the prompt, either the singular form with *a / an* or the plural form, and the correct form of *be*.



## 5 Grammar

Suggested teaching time:	5-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the *yes / no* questions in the Grammar box and have students study the examples.
- Demonstrate how to form *yes / no* questions. Write the following statements on the board and change them into questions. Show that the subject and *be* invert (change places) and *are* and *is* move to the beginning.  
*You are Lisa.* → *Are you Lisa?*  
*He is a manager.* → *Is he a manager?*
- Point out that *yes / no* questions are answered with short answers. Long or full answers are unnatural.
- Have students look at the Be careful! box. English learners commonly make these mistakes. Point out that affirmative short answers do **not** get contracted and the words *Yes* and *No* are followed by a comma.
- Practice the question and answer format.
- Ask questions and have students give you short answers.  
*[Joe], are you a manager?* (Yes, I am. / No, I'm not.) *Is [Anna] an engineer?* (Yes, she is.)
- Indicate a group of students in front of you and ask them *Are you doctors?* (Yes, we are. / No, we're not.) Indicate a group of students and ask the class *Are they scientists?* (Yes, they are. / No, they're not.)
- You may want to model the intonation (the melody) of *yes / no* questions and short answers. The voice goes up at the end of *yes / no* questions and falls (goes down) at the end of the short answers. Write the following examples on the board:

*Are you Laura? Yes, I* ↓ *am. / No, I'm* ↓ *not.*  
 ↑

- Have students chorally repeat the questions and answers in the box.

**Option: [+5 minutes]** To extend the activity, have students form groups of four and take turns asking *yes / no* questions using the occupations on pages 4 and 6. Write the following model conversation on the board. Encourage students to use the correct intonation.

*Is he / she a \_\_\_? Yes, he / she is.*  
*No, he's not. He's a / an [occupation].*



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- Inductive Grammar Charts

## 6 Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Read the example aloud with a student volunteer.
- Review answers and make necessary corrections.

## 7 Pair work

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students role-play the corrected conversations. Encourage students to use the correct intonation.
- Have students switch roles.

## 8 Pair work

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have several pairs perform their conversations in front of the class.

### NOW YOU CAN Identify your classmates

## 1 Conversation model

Suggested teaching time:	3 minutes	Your actual teaching time:	
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This conversation strategy is implicit in the model:

- Use **Excuse me** to initiate a conversation.
- After students read and listen, point to the picture and then point to the woman in the blue sweater and ask these questions: *Is she Marie?* (No, she's not.) *Is she Laura?* (Yes, she is.) *Where is Marie?* (She's over there.) Encourage students to use contractions.

## 2 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use rising intonation for *Are you Marie?*
  - put stress on **That's** in *That's Marie*.

## 3 Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Move around the room and listen in on student conversations. Encourage students to use the correct rhythm and intonation.
- If students are uncertain about each other's names, have each student wear a name tag in large print during this activity.
- If students know each other's names well, write each student's name on a card and distribute the cards to students randomly. As students practice their conversations, have them ask for the person on the card. The partner in the conversation must reply by gesturing to the student by that name.



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- Conversation Pair Work Cards

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students stand up and find a new partner and then practice the conversation again.

### EXTRAS (optional)

- **Workbook:** Exercises 4-10
- **Copy & Go:** Activity 2



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

Yes / no questions	Short answers
Are you } Is he } an architect? Is Tanya }	Yes, I <b>am</b> . No, I'm <b>not</b> . Yes, { he } <b>is</b> . No, { he's } <b>not</b> . { she } { she's }
Are you } Are they } musicians? Are Ted and Jane }	Yes, { we } <b>are</b> . No, { we're } <b>not</b> . { they }



**Be careful!**  
Yes, I am. NOT Yes, I'm.  
Yes, she is. NOT Yes, she's.  
Yes, we are. NOT Yes, we're.

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

- |   |  |
|---|--|
| <p>1 A: <u>Are</u> they Abby and Jonah?<br/>B: Yes, <u>they are</u>.</p> <p>2 A: <u>Is</u> she Hanna?<br/>B: No, <u>she's not</u>. <u>She's</u> Ella.</p> <p>3 A: <u>Are</u> you Rachel and Philip?<br/>B: No, we' <u>re not</u>. <u>We're</u> Judith and Jack.</p> | <p>4 A: <u>Are you</u> a chef?<br/>B: Yes, I <u>am</u>.</p> <p>5 A: <u>Is</u> he Evan?<br/>B: No, <u>he's</u> not. He' <u>s</u> Michael.</p> <p>6 A: Is <u>he</u> Tim?<br/>B: <u>No</u>, he' <u>s not</u>. He's Louis.</p> |
|---|--|

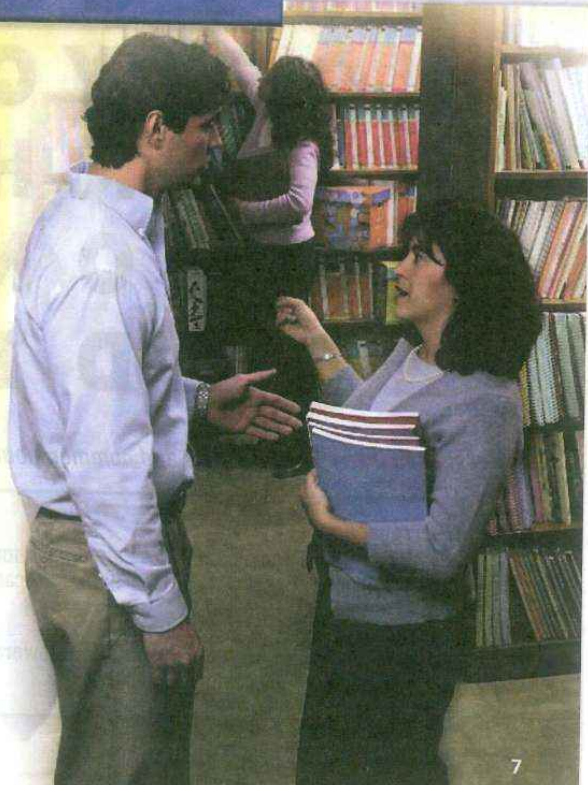
**7 PAIR WORK** Practice the conversations from Exercise 6.

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



**NOW YOU CAN** Identify your classmates

- 1 CONVERSATION MODEL** Read and listen.
- A: Excuse me. Are you Marie?  
B: No, I'm not. I'm Laura. That's Marie.  
A: Where?  
B: Right over there.  
A: Thank you.  
B: You're welcome.
- 2 RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 PAIR WORK** Personalize the conversation. Use real names. Then change roles.
- A: Excuse me. Are you ..... ?  
B: No, I'm not. I'm ..... . That's ..... .  
A: Where?  
B: Right over there.  
A: Thank you.  
B: You're welcome.
- 4 CHANGE PARTNERS** Identify other classmates.





**GOAL** Spell names

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



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

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

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



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

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

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

- 1 ..... Sarah .....  
 2 ..... Cherie .....  
 3 ..... Browne .....

6 **GRAMMAR** • *Proper nouns and common nouns*

**Proper nouns**

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

Melanie Pepper    New Delhi    Nicaragua

**Common nouns**

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

morning    doctor    student

**Capital letters**

A B C

**Lowercase letters**

a b c



1 **Vocabulary**

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students point at each letter as they hear its name. Then they listen and repeat.

**Language and culture**

- In American English, the letter z is pronounced /z/. In British English, it is pronounced /zed/.

**Option:** [+5 minutes] Write a few students' names on the board and ask the class to say the letters in each name.

2 **Listening comprehension**

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students listen and circle their answers. Then have them listen again and check their answers.
- Ask students which letter pairs were difficult and have students practice choral repetition of those pairs.

**AUDIOSCRIPT**

1 A 2 B 3 N 4 O 5 Z 6 C 7 F 8 X 9 V 10 J 11 N 12 K  
13 D 14 H 15 E

3 **Pair work**

Suggested teaching time:	2-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Student A says a letter and Student B points to it. Then they switch roles.
- If your students are ready, present the following: *I'm sorry. Could you repeat that?*

4 **Listening comprehension**

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Before students listen, have them read the answer choices. Point out that the pronunciation of the names in items 1, 2 and 3 is the same—even though the spelling is different.
- To review answers, call on individual students to spell the name they circled.

**AUDIOSCRIPT**

CONVERSATION 1

**M:** Hi. I'm Leonard Greene.  
**F:** Green. G-R-E-E-N?  
**M:** No. G-R-E-E-N-E.  
**F:** Thank you, Mr. Greene.

CONVERSATION 2

**M:** Your name, please?  
**F:** Sure. I'm Karen Leigh.  
**M:** Is that L-E-E?  
**F:** No. It's L-E-I-G-H.

CONVERSATION 3

**F:** Hello. I'm Katharine Kane.  
**M:** Excuse me?  
**F:** Katharine Kane.  
**M:** Is that Katharine with a C?  
**F:** No, with a K. And an A in the middle.  
**M:** Could you spell that, please?  
**F:** Sure! K-A-T-H-A-R-I-N-E.

5 **Listening comprehension**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students listen and write each name as they hear it spelled. Remind students that the first letter of a name is capitalized.

**AUDIOSCRIPT**

CONVERSATION 1

**F:** My name's Sarah.  
**M:** Sarah? Is that S-A-R-A-H?  
**F:** Yes, that's right. Thanks.

CONVERSATION 2

**M:** How do you spell Cherie?  
**F:** C-H-E-R-I-E.  
**M:** Excuse me. Did you say S-H-E-R-I-E?  
**F:** No. It's C-H-E-R-I-E.  
**M:** Oh, sorry.  
**F:** No problem.

CONVERSATION 3

**F1:** Ms. Browne?  
**F2:** Yes.  
**F1:** Is that Brown with an E or without an E?  
**F2:** With. B-R-O-W-N-E.  
**F1:** Thanks.

6 **Grammar**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students study the examples.
- Point to the capital letters in the examples in the box and say *These are capital letters*. Point to the lowercase letters and say *These are lowercase letters*.
- To check comprehension, write the following on the board:  
*bob smith artist paris Photographer*  
Ask volunteers to make corrections where necessary.  
(Bob Smith, artist, Paris, photographer)

**Option:** [+5 minutes] For further practice, have students write a proper noun that is an example of a country, a city, a man, a woman, a restaurant, an actor, a singer, an athlete, a musician (or print out the graphic organizer).



Active Teach  
Multimedia Disc

- Graphic Organizers
- Inductive Grammar Charts

**Language and culture**

- A common noun names a class or group of people, places, or things. A proper noun names a particular individual within that class.
- Articles and prepositions in a proper name are *not* capitalized; for example, the United States of America.



### 7 Grammar practice

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Model the activity. Write on the board:  
*morning Marie Florida musician*
- Ask *Is morning a common noun or a proper noun?* (A common noun.) Then underline it. Continue with the other three, underlining the common nouns and circling the proper nouns.

**Option: [+2 minutes]** For additional practice, have students return to the Conversation Model on page 7 and identify the three instances of proper nouns.

### 8 Grammar practice

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Model the first two items.
- Have students compare their answers in pairs. Write the corrected proper nouns on the board so students can check their work (3 Sarah Browne, and 5 Canada).

**Option: [+5-10 minutes]** As an alternative, write sentences on the board using the vocabulary of this unit and have students come up and capitalize the proper nouns.

### 9 Pronunciation

Suggested teaching time:	2-3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- First listening: Have students listen and read. Then illustrate by saying the words and clapping or tapping out the number of syllables.
- Second listening: Have the class clap or tap out the syllables as they repeat the words chorally.

 **Active Teach Multimedia Disc** • Pronunciation Activities

### 10 Pair work

Suggested teaching time:	2-3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Play the first item. Ask students how many syllables they hear in the word *teacher*.
- Review answers by having students say each word and then the number of syllables.

**Option: [+5 minutes]** For further practice, draw the following graphic organizer on the board (without the words) or print out the graphic organizer from the ActiveTeach Multimedia Disc. Form pairs. Ask students to write at least two words for each column. Tell students they can look anywhere in the book to find words.

1 Syllable	2 Syllables	3 Syllables	4 Syllables
<i>chef</i>	<i>teacher</i>	<i>Canada</i>	<i>photographer</i>
<i>noun</i>	<i>writer</i>	<i>manager</i>	<i>information</i>
<i>name</i>	<i>doctor</i>	<i>scientist</i>	<i>occupation</i>
<i>class</i>	<i>singer</i>	<i>musician</i>	<i>exercises</i>

 **Active Teach Multimedia Disc** • Graphic Organizers

### NOW YOU CAN Spell names

#### 1 Conversation model

Suggested teaching time:	2-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Use Excuse me? to indicate you haven't heard or didn't understand.
- Use Thanks! to acknowledge someone's complying with a request.

- Write the following questions on the board:  
*What is his name? How do you spell that?*
- After students read and listen, ask for the answers.

#### Language and culture

**LCN** From the Longman Corpus: Native speakers of English use *Hi* much more frequently than *Hello*. *Hello* is much more common among English language learners.

#### 2 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use rising intonation for *Excuse me?*
  - use falling intonation for *How do you spell that?*
  - pronounce each letter separately as they spell.

#### 3 Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

**Don't stop!** Extend the conversation. Write on the board: *What do you do? I'm a \_\_\_* Review the words for occupations.

- Model the conversation with a more confident student. Play Role A. Prompt students to extend the conversation by asking the question *What do you do?*
- Be sure to reinforce the use of the conversation strategies. For example, to reinforce the meaning of *Excuse me?*, cup your ear when a student says something and say *Excuse me?*

 **Active Teach Multimedia Disc** • Conversation Pair Work Cards

#### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- If students are now confident spelling their own names, encourage them to be more playful and introduce themselves as their favorite celebrities.

### EXTRAS (optional)

- Workbook: Exercises 11-14
- Copy & Go: Activity 3



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

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

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

- 1 <sup>M</sup>marie       3 <sup>S</sup>sarah <sup>B</sup>browne       5 <sup>C</sup>canada       7 letter  
 2 partner       4 teacher       6 noun       8 grammar

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

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

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

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

## NOW YOU CAN Spell names

**1 CONVERSATION MODEL** Read and listen.

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

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

**3 PAIR WORK** Personalize the conversation. Use your own name. Then change roles.

- A: Hello. I'm .....  
 B: Excuse me?  
 A: .....  
 B: How do you spell that?  
 A: .....  
 B: Thanks!



**Don't stop!**

Ask about occupations.

“What do you do?”

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



# Extension



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening  
reading • speaking • pronunciation

1:28

- 1 **LISTENING COMPREHENSION** Listen to the conversations. Write the number of the conversation in the boxes.



3



1



4



2

1:29

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

NAME	OCCUPATION
Alan Porter	singer

Available for charters

John Davidson  
**PILOT**

Licensed Insured  
john@airtaxi.com

World Language Institute

Lorraine Clare 1-800-555-6788

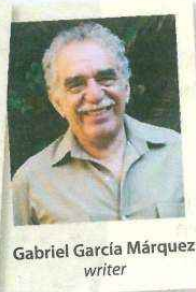
English teacher

- 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 Sean Penn.  
I'm an actor. And you?”

- 4 **INTEGRATED PRACTICE** Answer the questions about four famous people. Use subject pronouns and contractions.



**GRAMMAR BOOSTER**

Extra practice • p.137

- 1 Is Denzel Washington an actor or a singer?  
He's an actor.
- 2 What's Tania Libertad's occupation?  
She's a singer.
- 3 Is Se Ri Pak a teacher?  
No, she's not.
- 4 Are Se Ri Pak and Gabriel García Márquez scientists?  
No, they're not.
- 5 What's Gabriel García Márquez's occupation?  
He's a writer.
- 6 Is Se Ri Pak an athlete?  
Yes, she is.

- 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 .....



# Extension

## 1 Listening comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Before students listen, have them look at the pictures and identify the occupations in each one.
- First listening: Have students listen and write the number of each conversation in the box.
- Second listening: Have students listen to confirm their answers.

### AUDIOSCRIPT

#### CONVERSATION 1

**M:** Are they flight attendants?  
**F:** Yes, they are.

#### CONVERSATION 2

**M:** So, what do you do?  
**F:** Me? I'm a photographer.  
**M:** A photographer? That's great!  
**F:** Yes, it is.

#### CONVERSATION 3

**M1:** Is Marianne a scientist?  
**M2:** No way! She's a chef.

#### CONVERSATION 4

**F:** What do you do?  
**M:** Us? We're scientists.  
**F:** You're scientists? Really?  
**M:** Yes, we are.

## 2 Listening comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Before students listen, direct attention to the cards. Point to the empty space on each card. Demonstrate writing something into the empty space; for example, copy the first card on the board. Point to the empty space and say *occupation*. Write *banker* in the blank.
- First listening: Have students listen and write the information.
- Second listening: Have students confirm their answers.
- To review answers, ask students to compare their information with a partner. Then write the answers on the board and have students check their spelling.

### AUDIOSCRIPT

#### CONVERSATION 1

**F:** Are you Alan Porter?  
**M:** Yes, I am.  
**F:** Could you spell that, please?  
**M:** Sure. It's A-L-A-N. Porter is P-O-R-T-E-R.  
**F:** Thanks. And what's your occupation?  
**M:** I'm a singer.

#### CONVERSATION 2

**M:** Hello. I'm John Davidson.  
**F:** Davidson. How do you spell Davidson?  
**M:** D-A-V-I-D-S-O-N.  
**F:** Thanks. And what do you do?  
**M:** I'm a pilot.

### CONVERSATION 3

**M:** Excuse me. Are you the English teacher?  
**F:** Yes, I am. I'm Lorraine Clare.  
**M:** Nice to meet you, Ms. Clare. I'm Paul Sato.  
**F:** It's a pleasure to meet you, Mr. Sato.

## 3 Pair work

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- As a class, brainstorm the names of celebrities. Write some of students' suggestions on the board, so they have a model of the correct spelling.

## 4 Integrated practice

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students look at the pictures of the celebrities. Model the pronunciation of each celebrity's name.
- Have students answer the questions individually and then compare answers with a partner.

### Language and culture

**Denzel Washington** is a U.S. Academy Award-winning film and TV actor. His films include *Glory* (1989), *Malcolm X* (1992), and *The Great Debaters* (2007).

**Tania Libertad** is a Peruvian singer who has lived in Mexico since 1978. Her music is very emotional and often moves her audience to tears. She has performed all over the world.

**Se Ri Pak** is a Korean-American golfer. She surprised the world in 1998 by winning two major golf tournaments and at 20, becoming the youngest player ever to win the U.S. Open.

**Gabriel García Márquez** is considered one of the world's greatest writers. He is called *Gabo* in his homeland of Colombia. He first won international fame with his novel *One Hundred Years of Solitude* (1967).

## 5 Personal responses

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students work individually to complete the conversations with their own information.

**Option: [+5 minutes]** To extend the activity, pair students. Have each pair choose one conversation and perform it in front of the class.



# Review

Before the first activity, give students a few minutes of silent time to explore the picture and become familiar with it.

## Point

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Hold up your book and point to the person identified in the example. Have students repeat the sentence *She's an artist*.
- Pair work. Students take turns identifying the occupations of the people in the picture. Encourage students to use complete sentences. They should not form questions.

**FYI:** It's not possible to determine the occupation of every person in the picture. Accept any reasonable answer for these people.

**Option: [+5 minutes]** For a different approach, hold up the book and point to various people. Ask *What is his / her occupation?* Students say, for example, *He is an architect*.

## Pair work 1

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Role-play the example with a more confident student.
- In pairs, students write *yes / no* questions and then ask and answer their questions with another pair.
- Encourage students to add follow-up information; for example, **A:** *Is he a pilot?* **B:** *No, he's not. He's an architect. The pilot is (right) over there.*

## Possible responses ...\*

**A:** Is Marie a pilot? **B:** Yes, she is. **A:** Are Tim and Martin architects? **B:** No, they aren't. Tim is a banker. Martin is a musician. **A:** Is he Ben? **B:** Yes, he is. **A:** Are you Emily? **B:** No, I'm not. Emily is over there.

## Pair work 2

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- With a more confident student, model the conversation prompted in the book. For example:  
Elizabeth: *Hi. I'm Elizabeth.*  
Maria: *Hi, Elizabeth. I'm Maria.*  
Elizabeth: *Nice to meet you, Maria.*  
Maria: *Nice to meet you, too.*
- Pair work. Students choose different people and situations in the picture and create conversations.
- Encourage students to ask as many types of questions as they can. They should also pay attention to their rhythm and intonation.

**Option: [+5 minutes]** For a challenge, have pairs role-play one of their conversations for the class. Have students listen and guess which people in the picture their classmates are presenting.

\*Here and throughout this Teacher's Edition, possible responses provide a sample of the quantity and quality of response students have been prepared for. Actual responses will vary.

## Possible responses ...

### (Reception desk/hotel manager and artist)

**A:** Hello. I'm [Rose]. **B:** Excuse me? **A:** [Rose Peters].  
**B:** How do you spell that? **A:** [R-O-S-E P-E-T-E-R-S].  
**B:** Thanks. **A:** You're welcome.

### (Two men talking on the left)

**A:** Is that Ben? **B:** No. That's Tim. That's Ben. **A:** Where?  
**B:** Right over there. **A:** Thank you. **B:** You're welcome.

### (Two men and one woman talking in the center)

**A:** What do you do Marie? **B:** I'm a pilot. **A:** Excuse me?  
**B:** I'm a pilot. And you? **A:** I'm a banker. What do you do, Martin? **C:** I'm a musician.

### (Two women shaking hands)

**A:** Hi. / Hello. / Good morning. / Good afternoon. / Good evening. I'm Ann. **B:** Hi, Ann. I'm Emily. **A:** Nice to meet you. / Glad to meet you. / It's a pleasure to meet you, Emily.  
**B:** Nice to meet you (too). **A:** What do you do, Emily? **B:** I'm a / an [occupation]. And you? **A:** I'm a / an [occupation].

## Writing

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students work individually to write at least four sentences about the people in the picture.
- Have students read their sentences to a partner.
- Collect the sentences to make necessary corrections.



Active Teach  
Multimedia Disc

• Writing Process Worksheets

## Option: Oral Progress Assessment

Use the illustration on page 11 for an oral test.

- Tell the student that you're going to say different occupations and that the student should point to the correct picture; for example, *She's a pilot. He's a businessman. She's an artist.*
- Ask the student to choose a situation and start a conversation. For example, for the two women shaking hands: **S:** *Hi. I'm [Ann Post]. Nice to meet you.* **T:** *Hi. I'm [Emily Brown]. Nice to meet you, too.* **S:** *Are you a banker?*

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Active Teach  
Multimedia Disc

• Oral Progress Assessment Charts

**Option: GRAMMAR BOOSTER** (+25 minutes)

## EXTRAS (optional)

- Workbook: Just for Fun
- Complete Assessment Package
- Weblinks for Teachers: [pearsonlongman.com/topnotch/](http://pearsonlongman.com/topnotch/)

And on your ActiveTeach Multimedia Disc:

- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Audioscripts
- Unit Study Guides



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

*She's an artist.*

**PAIR WORK**

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

*Is John a photographer? Yes, he is.*

**2** Create conversations for the people. For example:

*Hi. I'm \_\_\_\_.*

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

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



Rose



Ben

John

Matt

Tim

Martin

Marie

Ann

Emily

**NOW I CAN...**

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



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

LESSON 1

## GOAL Introduce people

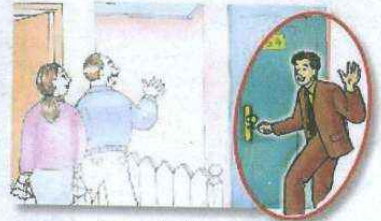
- 1 **VOCABULARY** • *Relationships* Read and listen. Then listen again and repeat.



1 a classmate



2 a friend



3 a neighbor



4 a boss



5 a colleague

**VOCABULARY BOOSTER**  
More relationships • p. 127

- 2 **GRAMMAR** • *Possessive nouns and adjectives*

**Possessive nouns**

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

**Possessive adjectives**

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



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

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

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

- 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. Bello 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 new classmate is Gail.

- 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. ”



UNIT  
2

## About People

## Lesson 1

1  Vocabulary

Suggested teaching time:	2-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To check comprehension, ask *Is [Martha] your classmate? Is she your neighbor? Are [Charlie and Ellen] your friends? Are they your classmates? Am I your boss? Am I your colleague?*

**Option:** **VOCABULARY BOOSTER** (+5 minutes)



Active Teach  
Multimedia Disc

- Vocabulary Flash Cards
- Learning Strategies

## 2 Grammar

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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- Introduce possessive nouns.
- Point to a student and the student's book and say *[name]'s book*. Write the phrase on the board. Give more examples, indicating possession as you point to various students and their books. Be sure to give examples with a female student, a male student, two female students, and two male students to illustrate that the possessive 's doesn't change.  
*[teacher's name]'s book*  
*[Peter]'s book*  
*[Linda]'s book*  
*[Paul and Brian]'s book*  
*[Carol and Jane]'s book*
- Point to the examples of possessive nouns on the board and say them. Then walk around the classroom and identify several objects belonging to students; for example, *[Nancy]'s desk*, *[Jim]'s pen*.
- Introduce possessive adjectives.
- Point to one of your books and say *my book*. Indicate possession as you point to books belonging to different students and say *your book*, *his book*, *her book*, *our book*, *their books*.

- Write the possessive adjectives on the board:

my      your  
his     our  
her     their

- Direct attention to the sentences in the box and have students study the examples. Read each example aloud.

**FYI:** In the first three examples, the possessive adjectives *her*, *his*, and *their* correspond to the possessive nouns in the sentences on the left. In the last two examples, the possessive adjectives *my* and *our* correspond with the subject pronouns in the sentences on the right.

- Review contractions with *be* to make sure students don't confuse a contraction with the possessive.

- Write the following sentences on the board:

*She's John's teacher.*

*He's Clark's teacher.*

- Point to each phrase with an apostrophe and ask *Is this a contraction?* Circle the contractions to distinguish them from the possessive nouns.

**Language and culture**

- In possessives with two or more people, the last proper noun receives the 's; for example, *Pete and Jane's address*.
- Learners often make the mistake of writing *they're* when they mean *their*, or *you're* when they mean *your*.



Active Teach  
Multimedia Disc

- Inductive Grammar Charts

## 3 Grammar practice

Suggested teaching time:	2-5 minutes	Your actual teaching time:	
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- Before students begin, indicate a student and say *Are you [Jeff]?* Point to an object the student has and say *Is this your [pen]?* Remind students that *your* shows possession.
- Do item 1 together with the class.
- Review answers by calling on different students.

**Option:** [+5 minutes] For additional practice, have students role-play a short conversation for items 2-5. For example:

Student A: *Is [Mrs. Corey] your teacher?*

Student B: *Yes, she is. / No, she's not. [Mr. Stern] is my teacher.*

## 4 Pair work

Suggested teaching time:	2-5 minutes	Your actual teaching time:	
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- Write on the board      is my     .
- Model the activity. Say *[Mr. Peters] is my colleague. [Ms. Fernandez] is my boss. [Mrs. Barker] is my friend.*

**Option:** [+5 minutes] To extend the activity, have students write down the names their partner mentions. Then have students report to the class. Students can say *[Jack] is his / her classmate. [Lynn] is his / her friend. [Karen] is his / her neighbor.*



## 5 Listening comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Before students listen, have them read the sentence starters.
- Review answers by saying each sentence starter and having students give the answer chorally.

### AUDIOSCRIPT

#### CONVERSATION 1

**F:** Hi, Steve. This is Bruce. Bruce is my classmate.

**M1:** Nice to meet you, Bruce.

**M2:** Nice to meet you, Steve.

#### CONVERSATION 2

**M:** Helen. This is Patty.

**F1:** Hi, Patty.

**F2:** Hi, Helen.

**M:** Patty's my neighbor.

#### CONVERSATION 3

**F:** Mario, this is my boss, Mr. Grant.

**M1:** Hello, Mr. Grant. Nice to meet you.

**M2:** Nice to meet you, Mario.

#### CONVERSATION 4

**M:** Is Rob your classmate?

**F:** No, he isn't. He's my colleague.

#### CONVERSATION 5

**M1:** Mary, this is my friend, Carlos.

**F:** Hi, Carlos. Nice to meet you.

**M2:** Nice to meet you, Mary.

## 6 Grammar

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Write on the board *I'm from* \_\_\_\_ Say *I'm from [your home city]*. Ask a more confident student *Where are you from?*
- Direct attention to the sentences in the box and have students study the examples.
- Ask several students *Where are you from?*
- Write on the board *She's from* \_\_\_\_ *He's from* \_\_\_\_ Indicate students and ask the class *Where is* \_\_\_\_ *from?*
- Write on the board *Where is [Nick] from?* Erase the *i* in *is* and insert an apostrophe. Read the question aloud. Have the class repeat chorally.



• Inductive Grammar Charts

## 7 Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Review the answers orally. Be sure students use contractions in all items except in 2A and 4A.

### NOW YOU CAN Introduce people

## 1 Conversation model

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

These conversation strategies are implicit in the model:

- Identify someone's relationship to you when making an introduction.
- Use too to reciprocate a greeting.
- Point to the photo. Point to the woman and say *This is Paula*. Point to the man on the right and say *This is Tom*.

**FYI:** Make sure students understand that *Paula's* in *Paula's my classmate* is not a possessive noun.

## 2 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - pause after *Tom* in *Tom, [pause] this is Paula*.
  - use the contraction ('s)—not the full form—in *Paula's my classmate*.
  - stress meet in *Nice to meet you*.
  - stress too in *Nice to meet you, too*.

## 3 Group work

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**Don't stop!** Extend the conversation. Give students a few minutes to skim the *wordposts* (language in the Recycle box). For more information on wordposting, see the Actively Developing Free Expression section of the Introduction. Ask various students *Where are you from? What do you do?*

- You may also wish to add these questions: *And you? Are you a student? Are you from [name of nearby city]?*
- Form pairs. Then have the pairs walk around the room and introduce their partners to other students.
- If students still do not know each others' names, have everyone wear name tags. Encourage students to use the questions in the Recycle box and on the board. Ask various students *Where is your partner from? What does your partner do?*

**FYI:** If students are all from the same city, encourage them to talk about what part of town they're from.



ActiveTeach Multimedia Disc

• Conversation Pair Work Cards

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Listen in on student conversations. Encourage students to pay attention to rhythm and intonation.

**Option: [+5 minutes]** As a challenge, give the class an oral quiz. Indicate various students and ask *What's his / her name? Where is he / she from?*

### EXTRAS (optional)

- Workbook: Exercises 1-7
- Copy & Go: Activity 4



1:33 **5 LISTENING COMPREHENSION** Listen to the conversations. Write the relationships.

- 1 Bruce is her classmate . 3 Mr. Grant is her boss . 5 Carlos is his friend .  
 2 Patty is his neighbor . 4 Rob is her colleague .

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



**Are you from Paraguay?** Yes, I am. / No, I'm not.  
**Is she from Moscow?** Yes, she is. / No, she's not.

**Where are you from?** **We're from** Bangkok.  
**Where's she from?** **She's from** Canada.

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

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

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

- 1 A: Where's your neighbor from ?  
 B: She 's from Canada.
- 2 A: Where are they from ?  
 B: They're from Paris.
- 3 A: Where's your boss from ?  
 B: He 's from Fortaleza.
- 4 A: Where are you and your friend from ?  
 B: We're from Pusan.

**NOW YOU CAN Introduce people**

1:34 **1 CONVERSATION MODEL** Read and listen.

- A: Tom, this is Paula. Paula's my classmate.  
 B: Hi, Paula.  
 C: Hi, Tom. Nice to meet you.  
 B: Nice to meet you, too.

1:35 **2 RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

**3 GROUP WORK** Personalize the conversation. Introduce classmates. 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.

 **Be sure to recycle this language.**

**Don't stop!** Where are you from?  
 Ask questions. What do you do?

**4 CHANGE PARTNERS** Introduce other classmates.









# GOAL Tell someone your first and last name

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

**VOCABULARY BOOSTER**

More titles • p. 127

**Be careful!**  
 Mr. Charles Lee OR Mr. Lee  
 Mrs. Vivian Lee OR Mrs. Lee  
 NOT Mr. Charles  
 NOT Mrs. Vivian

Titles				
1 Mr.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Mrs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 Miss	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Ms.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



Mr. Charles Lee      Mrs. Vivian Lee  
 5 first name      6 last name

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

“Hi. I’m Mr. Wilson.”  
 “Nice to meet you, Mr. Wilson.”

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

1   
 Mr.  
 Mrs. Alex Davis  
 Miss first name last name  
 Ms.

2   
 Mr.  
 Mrs. Nancy Sullivan  
 Miss first name last name  
 Ms.

3   
 (Mr.)  
 Mrs. Frank Sun  
 Miss first name last name  
 Ms.

4   
 Mr.  
 Mrs. Wendy Roberts  
 Miss first name last name  
 Ms.

5   
 Mr.  
 Mrs. RITA OLIVEIRA  
 Miss first name last name  
 Ms.

6   
 Mr.  
 Mrs. Pam Garcia  
 Miss first name last name  
 (Ms.)

7   
 Mr. Henry Solas  
 Mrs. first name last name  
 Miss  
 Ms.



1  Vocabulary

Suggested teaching time:	5-10 minutes	Your actual teaching time:	
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- To introduce titles, direct students' attention to the four columns in the chart before they listen. Point to each category heading and describe it; for example, *a single man, a single woman, a married man, a married woman*.
- Point to the photograph. Say *This is Charles Lee and this is Vivian Lee*.
- After students listen, ask questions about the Lees. Ask *What is his first name?* (Charles) *What is his last name?* (Lee) *What is her first name?* (Vivian)
- Direct attention to the Be careful! box. Say *It's not OK to use a title with a person's first name*. Give examples. Write on the board the following versions of the Lees' names. For each one ask *Is this correct?*  
 Mr. Charles  
 Mr. Charles Lee  
 Mr. lee  
 Mrs. Lee  
 Mrs. Vivian  
 Mrs. Vivian lee
- To check comprehension, ask *What's your first name?* *What's your last name?* Then have students introduce themselves with a title; for example, *I'm Mr. [Al Jones]*. *I'm Ms. [Kate Bond]*.

**Option:** **VOCABULARY BOOSTER** (+5 minutes)

**Language and culture**

- In English-speaking countries, *Mr.* is used for a male regardless of marital status. *Mrs.* is used only for married women. *Miss* is used for single women. In the U.S. and Canada, *Ms.* is used for both married and single women and is quite common.
- In English, a first name is also called a *given name* and a last name is also called a *family name* or *surname*. In most Western cultures, the family name comes after the given name. In most Eastern cultures, the family name (or last name) comes first.

**LEN** From the Longman Corpus: Among speakers of American English, *first name* is preferred over *given name* and *last name* is preferred over *surname*. *Surname* is used with some frequency in written English such as legal documents and forms.



• Vocabulary Flash Cards

## 2 Pair work

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
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- Model the activity. Introduce yourself using a title; for example, *I'm Ms. [last Name]*.

**Option: [+10 minutes]** For a different approach, divide students into groups of five or six and have them do a chain activity. Student A introduces himself / herself whatever way he / she wants (first name only, first and last name, with a title or without). Student B introduces himself / herself **and** Student A. Student C introduces himself / herself **and** Student B, etc. Encourage students to use different ways to introduce themselves. You may want to write the following model on the board. Make sure to add real names.

Student A: *I'm Janet Carlson.*

Student B: *My first name is Tom. My last name is Williams. And she's Janet Carlson.*

Student C: *My name is Ms. Greene. His first name is Tom. His last name is Williams. And she's Janet Carlson.*

Student D: *I'm Mr. Brown. This is Ms. Greene.*

3  Listening comprehension

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Before students listen, have them look at the pictures and read each person's title and name aloud; for example, *Mr. Alex Davis*.
- To review answers, ask the questions from the audioscript; for example, ask *What's his first name?* Students answer in full sentences. (*His first name is Alex.*)

**Option: [+5 minutes]** For a different approach, place students in pairs. Have them take turns asking and answering questions about the pictures. Model both affirmative and negative responses. For example:

*Is his first name Alex? Yes, it is.*

*Is his last name Sullivan? No, it isn't. His last name is Davis.*

**AUDIOSCRIPT**

- What's his first name? Circle his first name.
- What's her last name? Circle her last name.
- What's his title and his last name? Circle his title and his last name.
- What's their last name? Circle their last names.
- What's her first name? Circle her first name.
- What's her title? Circle her title.



#### 4 Vocabulary practice

Suggested teaching time:	5-10 minutes	Your actual teaching time:	
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- To show students how to complete the three forms, fill out the first form with information about yourself. Point to and read the heading, *Your name*, before writing the information. Demonstrate by making a checkmark (✓) in the check box.
- Have a student write his / her completed forms on the board. Circulate and make sure that students have used correct information in each form.

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

#### 1 Conversation model

Suggested teaching time:	5 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Begin a question with **And** to indicate you want additional information.
- Repeat part of a question to clarify.

- After students read and listen, ask *What's the man's name?* (Bob Fava) *What's his title?* (Mr.)

#### Language and culture

- In English-speaking countries, people usually respond to *Thank you*. Some common responses are *You're welcome*, *No problem*, or *My pleasure*.

#### 2 Rhythm and intonation

Suggested teaching time:	2-3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *What's your last name, please?*
  - use rising intonation for *And your first name?* and *My first name?*
  - stress **first** in *And your first name?*

#### 3 Pair work

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Explain that students will be doing two tasks: practicing the conversation and filling out the form with their partner's information.

**Don't stop!** Extend the conversation. Review the language in the Recycle box. Ask various students *How do you spell your first name? What do you do? Where are you from?* Call on different students to respond. For extra support, you may wish to write the questions from the Recycle box on the board:

*How do you spell that?*

*What do you do?*

*Where are you from?*

- Model the conversation with a more confident student. Take Role A so that you can model extending the conversation with questions from the Recycle box.

A: *What's your last name, please?*

B: *Preston.*

A: *How do you spell that?*

B: *P-R-E-S-T-O-N.*

A: *And your first name?*

B: *My first name? Anita.*

A: *What do you do, Ms. Preston?*

B: *I'm a student.*

A: *And where are you from?*

B: *Chicago.*

A: *Thank you, Ms. Preston.*

B: *You're welcome.*

- Move around the room and make sure students are using the questions in the Recycle box.
- Call on a few students to introduce their partner to the class.

#### 4 Change partners

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
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- Have students change partners and write down their partner's information, but this time on a separate paper.
- To review, call on a few students to introduce their partner to the class.



Active Teach  
Multimedia Disc

- Conversation Pair Work Cards
- Learning Strategies

#### EXTRAS (optional)

- **Workbook:** Exercises 8-9
- **Copy & Go:** Activity 5

#### AUDIOSCRIPT for page T16.

##### CONVERSATION 1

**M:** Ms. Peterson, what's your first name?

**F:** Valerie.

**M:** That's V-A-L-E-R-I-E?

**F:** That's right.

**M:** And what's your phone number?

**F:** 257-0843

**M:** Thank you. And how about your e-mail address?

**F:** It's peterson five at hipnet dot com.

##### CONVERSATION 2

**M:** Last name?

**F:** Elyakin.

**M:** How do you spell that?

**F:** E-L-Y-A-K-I-N

**M:** Thank you. And your phone number?

**F:** 301-555-4500

##### CONVERSATION 3

**F:** Mr. Quinn, What's your phone number?

**M:** My phone number? It's 338-2257.

**F:** And your first name is James?

**M:** Yes, it is.

**F:** J-A-M-E-S. Oh, and what's your e-mail address?

**M:** It's quinn 18 at hipnet dot com.

**F:** Thank you, Mr. Quinn.

##### CONVERSATION 4

**F:** So your last name is Park, correct?

**M:** That's right. P-A-R-K.

**F:** Thank you. And your phone number, Mr. Park?

**M:** 011-99-33-67



**4 VOCABULARY PRACTICE** Fill out the forms. Check or circle the correct titles.

**You:**

Mr.     Mrs.     Miss     Ms.

\_\_\_\_\_

first name                      last name

**A classmate:**

Mr. \_\_\_\_\_  
 Mrs.                      first name  
 Miss \_\_\_\_\_  
 Ms.                              last name

**Your teacher:**

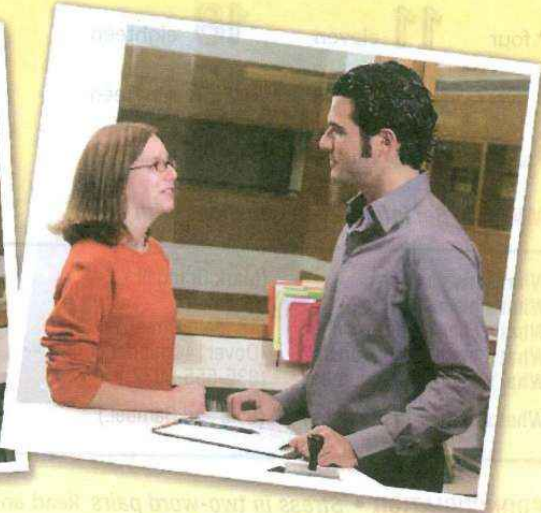
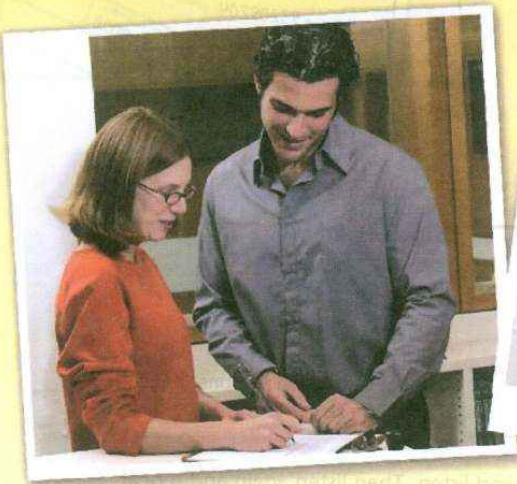
Mr.     Mrs.     Miss     Ms.

\_\_\_\_\_

first name                      last name

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

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



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

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

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

**3 PAIR WORK** 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.

Mr. \_\_\_\_\_  
 Mrs. \_\_\_\_\_  
 Miss                      first name                      last name  
 Ms. \_\_\_\_\_

 **Be sure to recycle this language.**

**Don't stop!**  
 Ask more questions.

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

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



# GOAL Get someone's contact information

**1** **VOCABULARY** • Numbers 0 – 20 Read and listen. Then listen again and repeat.

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

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



**3** **GRAMMAR** • *Be*: information questions with *What*

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

What is → What's

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

Say "dover fourteen at hipnet dot com."  
Say "oh" for zero: 0037 = "oh-oh-three-seven."

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

first name                      phone number                      e-mail address

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

	NAME	PHONE NUMBER	E-MAIL
1	Valerie Peterson	2 5 7 . 0 8 4 3	peterson5 @ hipnet.com
2	Mathilda Elyakin	3 0 1 . 5 5 5 . 4 5 0 0	
3	James Quinn	3 3 8 . 2 2 5 7	quinn18 @ hipnet.com
4	Joseph Park	0 1 1 . 9 9 . 3 3 . 6 7	



1  Vocabulary

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Point out that for the word *twenty*, native speakers often drop the second /t/ sound and say /'twenti/.

**Option: [+5 minutes]** For additional practice, have students do a pair work activity. Student A says a page number and Student B turns to that page. Make it clear that students should use only pages 1-20 in this activity. Model an example with the class. Say *Page four*. Check that students turn to page 4.

**Option: [+5 minutes]** As an alternative, dictate the following years (as two separate numbers) and have students write the numbers on a separate piece of paper: *1513, 1812, 1914, 2011*. Then write the years on the board and have students check their answers.

**Language and culture**

- In English, years are often pronounced as two separate numbers; for example, 1917 is said *nineteen seventeen*.
- In British English, *nought* is often used for zero.
- In spoken American English, zero is usually pronounced as *oh* when saying years, phone numbers, credit card numbers, etc. For example, the year 1905 is said *nineteen oh five*; the phone number 876-8005 is said *eight seven six, eight oh oh five*.

Active Teach  
Multimedia Disc

• Vocabulary Flash Cards

## 2 Pair work

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students check the numbers they hear.
- If students have difficulty, ask them to do the exercise again with a new partner.

## 3 Grammar

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Direct attention to the questions and have students study the examples.
- Call on individual students to read each question and answer.

**FYI:** Questions with *What* are called *information questions* because they require an answer that gives details (information). *Yes / no* questions require only *yes* or *no* for an answer.

- Direct attention to the contraction *What's*.
- Write on the board *What is your name?* Ask a student to come up and make the contraction. (*What's*)
- Point out that *what is* can be contracted but *what are* cannot.

**Option: [+10 minutes]** For basic practice, have students form groups of three and take turns. Student A asks Student B for some contact information: *What's your [phone number, address, etc.]?* Then Student C asks Student A *What's his / her \_\_\_?* and Student A repeats the information. Encourage students to write the information they hear.

**Language and culture**

- In spoken English, when saying an e-mail address, say *at* for @ and *dot* for a period; for example, *Dan23@starlink.com* is *Dan twentythree at starlink dot com*.

Active Teach  
Multimedia Disc

• Inductive Grammar Charts

4  Pronunciation

Suggested teaching time:	2-3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Point out that each example consists of two words and that the first word or syllable receives the stronger stress.
- To provide more practice, write the following word pairs on the board and have students practice:  
*home address work number*  
*travel agent flight attendant*

**Option: [+5 minutes]** Call on various students to say their first and last names; for example, *My first name is [Karen]. My last name is [Brown].*

Active Teach  
Multimedia Disc

• Pronunciation Activities

5  Listening comprehension

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Before students listen, read the names on the form aloud to help familiarize students with their sound. *Mathilda = /mæ'tɪldə/; Quinn = /kwɪn/*
- Review the answers with the class by asking four students to write answers on the board. Make necessary corrections.

**AUDIOSCRIPT** See page T15.

**Option: [+5 minutes]** Pair work. To practice using information questions with *What*, have students role-play short conversations using their own information or created information. For example:

Student A: *What's your name?*  
Student B: *[Eric Price].*  
Student A: *What's your phone number?*  
Student B: *[555-6793].*  
Student A: *What's your e-mail address?*  
Student B: *[Eric fourteen at fastmail dot com].*



## 6 Integrated practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Review the example first.
- Point out the street sign for item 3. Make sure students understand that *St.* is the abbreviation for *street*. Write on the board *Bank St. = Bank Street*.
- To review, have pairs read the conversations for the class. Make sure phone numbers and e-mail addresses are said correctly.

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

#### 1 Conversation model

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

This conversation strategy is implicit in the model:

- Repeat information to confirm.

- As students listen, point to the person in the photo who is speaking. (The woman is A and the man is B).
- Point out how the speaker pauses between the two sets of numbers 523 and 6620.

#### 2 Rhythm and intonation

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *What's your name?* and *And what's your phone number?*
  - say telephone numbers in chunks: 5-2-3 [pause] 6-6 [pause] 2-0.
  - use rising intonation for 523-6620?

#### 3 Pair work

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

**Don't stop!** Extend the conversation. Review the language from Units 1 and 2 in the Recycle box. Ask various students questions, such as *What's your first name? What's your last name? What's your address? What's your e-mail address?* Call on different students to respond.

- You may want to write a list of created (not real) information on the board for students who do not want to give out their personal information.
- Role-play the conversation with a more confident student. Take Role A so that you can model extending the conversation by using phrases from the Recycle box.

- Be sure to reinforce the use of the conversation strategy. For example, say the phone number two ways to demonstrate the different intonations used for giving information (falling intonation) and confirming information (rising intonation).
- Move around the classroom and remind students to use the language from the Recycle box. Have students check each word or phrase as they use it.



- Conversation Pair Work Cards
- Learning Strategies

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students stand up, walk around the room, and have the conversation with another partner.

### EXTRAS (optional)

- **Workbook:** Exercises 10-13
- **Copy & Go:** Activity 6



**6 INTEGRATED PRACTICE** Complete the questions.



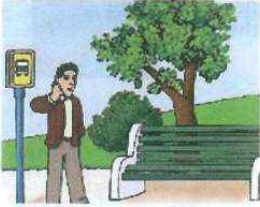
1 A: *What's his*..... address?  
B: 11 Main Street.



2 A: *What's her*..... phone number?  
B: 22-63-140.



3 A: *What's their*..... address?  
B: 18 Bank Street.



4 A: *What's his*..... phone number?  
B: 878-456-0055.



5 A: *What's her*..... e-mail address?  
B: It's sgast@mp.net.



6 A: *What's their*..... phone number?  
B: 44-78-35.

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

1 **CONVERSATION MODEL** Read and listen.

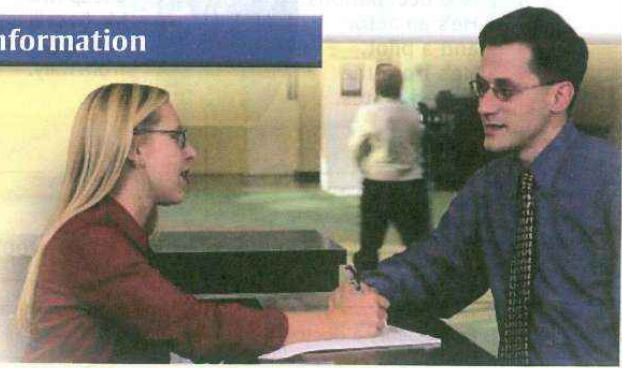
A: What's your name?  
B: Dave Mitchell.  
A: And what's your phone number?  
B: 523-6620.  
A: 523-6620?  
B: That's right.

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

3 **PAIR WORK** 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 phone number?  
B: .....  
A: .....?  
B: That's right.

4 **CHANGE PARTNERS** Get other classmates' contact information.



Smartphones and cameras help you get contact information.

**Be sure to recycle this language.**

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

**Don't stop!**  
Continue the conversation.  
Ask more questions.



# Extension



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening  
reading • speaking • pronunciation

1:45

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

This is Frank Gehry. Where is Mr. Gehry from? He's from Canada. And what's his occupation? He's an architect.



This is Paco de Lucía, from Spain. What's his occupation? He's a musician.



This is Maria Sharapova. She's from Russia. What's Ms. Sharapova's occupation? She's an athlete.



This is John Travolta. Mr. Travolta has two occupations. He's an actor and a pilot. He's from the United States.



This is Andrea Bocelli. What's his occupation? Mr. Bocelli is a singer. He's from Italy.



This is Banana Yoshimoto. Ms. Yoshimoto is from Japan. What's her occupation? She's a writer.



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

“Is Frank Gehry a doctor?”

“Is Maria Sharapova from the United States?”

On your ActiveBook Self-Study Disc:  
Extra Reading Comprehension Questions

“Where's Mr. Travolta from?”

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



Ryan Hale

🏠 12 Bank St.  
✉ rhale@ccc.com



Norma Chin

☎ 33-55-0078  
✉ nchin@hipnet.com



Fran Green Bill Green

☎ 34-67-9899  
🏠 13 Quinn St.

**GRAMMAR BOOSTER**

Extra practice • p. 138



1:46/1:47

Top Notch Pop  
“Excuse Me, Please”



# Extension

## 1 Reading

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- **Pre-reading:** To practice the strategy of scanning, ask students to read the text (quickly) and underline the countries the people are from. (Frank Gehry: Canada; Paco de Lucía: Spain; Maria Sharapova: Russia; John Travolta: the U.S.; Andrea Bocelli: Italy; Banana Yoshimoto: Japan)
- If there is a world map in the room, point out the countries.
- Then have students read the text silently.
- Check comprehension. Ask the following questions:  
*Is Frank Gehry from the United States?* (No, he's not. He's from Canada.)  
*Is Frank Gehry an architect?* (Yes, he is.)  
*Where's Paco de Lucía from?* (He's from Spain.)  
*Is Paco de Lucía an architect?* (No, he's not.)  
*Is Maria Sharapova a flight attendant?* (No, she's not.)  
*Is Maria Sharapova from Russia?* (Yes, she is.)  
*Is John Travolta a pilot?* (Yes, he is.)  
*Where's Andrea Bocelli from?* (He's from Italy.)  
*What's Banana Yoshimoto's occupation?* (She's a writer.)

**Option: [+2 minutes]** If you wish to include the audio, have students read silently as they listen to the descriptions.

**Option: [+10–15 minutes]** To turn this reading into a listening activity, draw the following graphic organizer on the board (without the answers) or print out the graphic organizer from the ActiveTeach Multimedia Disc. Then have students listen to the audio twice. First listening: With books closed, students listen for and write down the country each person is from. Help with any spelling questions. Second listening: Students listen for the occupation of each person. Then they read the text to confirm their answers.

	Country	Occupation
Frank Gehry	Canada	architect
Paco de Lucía	Spain	musician
Maria Sharapova	Russia	athlete
John Travolta	United States	actor
Andrea Bocelli	Italy	singer
Banana Yoshimoto	Japan	writer



ActiveTeach  
Multimedia Disc

### • Graphic Organizers

#### Language and culture

Frank Gehry is the architect of many famous buildings around the world, including the Guggenheim Museum in Bilbao and The Walt Disney Concert Hall in Los Angeles.

Paco de Lucía is a guitar player. He plays traditional Spanish music.

Maria Sharapova is a world tennis champion.

John Travolta starred in the movies *Saturday Night Fever* (1977) and *Pulp Fiction* (1994).

Andrea Bocelli is the most popular Italian and classical singer in the world.

Banana Yoshimoto is a popular writer in Japan. She wrote *Kitchen* and *Goodbye Tsugumi*.

## 2 Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Model the example questions and have students repeat. Make sure they use rising intonation at the end of the *yes / no* questions and falling intonation at the end of the information question.
- Give students a few minutes to write questions to ask their partner.
- Encourage students to ask both *yes / no* questions and questions with *What*.

#### Possible responses ...

*Is Mr. Travolta a writer?* (No, he isn't. He's an actor and a pilot.)  
*What does Frank Gehry do?* (He's an architect.)  
*Where is Andrea Bocelli from?* (He's from Italy.)  
*Is Maria Sharapova from Japan?* (No, she isn't. She's from Russia.)  
*What is Mr. de Lucía's occupation?* (He's a musician.)  
*What's Mr. Bocelli's first name?* (His first name is Andrea.)



ActiveTeach  
Multimedia Disc

### • Extra Reading Comprehension Questions

## 3 Speaking

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Encourage students to use the possessive adjectives: *his, her, their*.
- As students ask questions with *What's*, walk around the room and encourage them to use the correct rhythm and intonation.
- You may want to make a list of items students have difficulty with for review at the end of this unit; for example, question formation, pronunciation, etc.

#### Possible responses ...

What's [Norma]'s phone number? (Her phone number is [33-55-0078].)  
 What's [Ryan]'s e-mail address? (His e-mail address is [r-hale at c-c-c dot com].)  
 What's [Fran and Bill]'s address? (Their address is [13 Quinn Street].)  
 What's [Ryan]'s last name? (His last name is [Hale].)  
 What's [Ms. Chin]'s first name? (Her first name is [Norma].)



# Review

Before the first activity, give students a few minutes of silent time to explore the photos and become familiar with them.

## Pair work 1

Suggested teaching time:	5-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students look at the first photograph. Say *This man is asking this woman for her personal information. What questions is he asking?* With the class, orally brainstorm the possible questions. Do not write the questions on the board.

**Option: [+10 minutes]** To provide more support for this activity, have students complete the information box first, write out the questions, and then role-play the conversation.

### Possible responses ...

**A:** Good morning. **B:** Hello. **A:** What's your first name please? **B:** [Angela]. **A:** And your last name? **B:** My last name? [Thompson]. **A:** How do you spell that? **B:** T-H-O-M-P-S-O-N. **A:** Thanks. **B:** What's your address? **A:** My address? [18 Bank Street]. **B:** And your phone number? **A:** My phone number is 93-580-05-12. **B:** 93-580-05-12? **A:** That's right. **B:** What's your email address? **A:** Angela dot thompson at hipnet dot com **B:** Thank you. **A:** You're welcome.

## Pair work 2

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Have students look at the second photograph. Say *He is introducing the two women. What is he saying?*
- Have students work in groups of three to create the conversation.
- Call on volunteers to role-play one of their conversations for the class.

**Option: [+10 minutes]** To provide extra support, allow students to write the conversation before they act it out.

### Possible responses ...

**A:** Alice, this is Emily. Emily's my friend. Alice is my colleague. **B:** Hi, Emily. **C:** Hi, Alice. Nice to meet you. **B:** Nice to meet you, too. **C:** Where are you from? **B:** I'm from California. And you? **C:** I'm from Florida. **B:** And what do you do? **C:** I'm a doctor. And you? Are you an architect, too? **B:** Yes, I am.

## Writing

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Model the activity. Write about someone important to you. For example, write on the board:  
*Francisco Mesa is my friend. He's from Spain. He's a teacher. His address is 10 Quinn Street.*
- Then erase the model and have students write their own sentences.

### Possible responses ...

Linda is my friend. Her last name is Morin. She's a banker. She's from Denver. Her address is 16 Main Street. Her phone number is 303-555-4848. Her e-mail address is LindaM@pop.com.



ActiveTeach  
Multimedia Disc

• Writing Process Worksheets

### Option: Oral Progress Assessment

Use one of the photos on page 19 for an oral test. Have the student point to the people in the photographs and create stories about them. For example, the student might point to the woman in the top photograph and say *Her first name is Patricia. Her last name is Wells. She's from England. She's an athlete.*

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



ActiveTeach  
Multimedia Disc

• Oral Progress Assessment Charts

**Option:** **GRAMMAR BOOSTER** (+20 minutes)

## EXTRAS (optional)

- Workbook: Just for Fun
- Complete Assessment Package
- Weblinks for Teachers: [pearsonlongman.com/topnotch/](http://pearsonlongman.com/topnotch/)

And on your ActiveTeach Multimedia Disc:

Top Notch Pop Song Activities  
Top Notch TV Video Program and Activity Worksheets  
Supplementary Pronunciation Lessons  
Audioscripts  
Unit Study Guides



## PERSONAL INFORMATION

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

## PAIR WORK

- 1 Create a conversation for the people in the first picture. Complete the form with your partner's information. Start like this:  
*What's your \_\_\_?*
- 2 Create a conversation for the people in the second picture. Introduce the two women. Start like this:  
*This is \_\_\_ She's my \_\_\_.*

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

*Nancy Lee is my friend. She's from Vancouver.*

*She's a ...*



## NOW I CAN...



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



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

LESSON 1

## GOAL Talk about locations

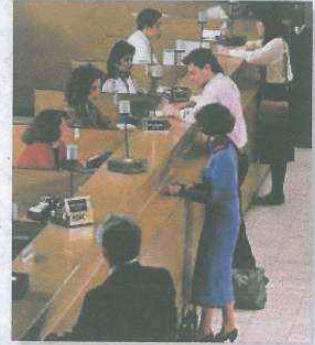
- 1 <sup>1:48</sup> **VOCABULARY** • *Places in the neighborhood* Read and listen. Then listen again and repeat.



1 a pharmacy



2 a restaurant



3 a bank



4 a school



5 a newsstand



6 a bookstore

**VOCABULARY BOOSTER**

More places • p. 127

- 2 <sup>1:49</sup> **LISTENING COMPREHENSION** Listen. Write the places you hear.

- |                  |                     |
|------------------|---------------------|
| 1 ..... a bank   | 3 ..... a pharmacy  |
| 2 ..... a school | 4 ..... a bookstore |

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

- 4 <sup>1:50</sup> **VOCABULARY** • *Locations* Read and listen. Then listen again and repeat.



1 across the street



2 down the street



3 around the corner



4 on the left



5 on the right



6 next to the bank



7 between the bookstore and the bank



## Lesson 1

### 1 Vocabulary

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To focus students' attention on word stress, clap or tap out each syllable as they listen the first time. Then have them listen and repeat.

**Option: [+3 minutes]** For more practice, say the places in random order and have students point to the correct photos.

**Option: VOCABULARY BOOSTER** (+5-10 minutes)

#### Language and culture

- Another word for *pharmacy* is *drugstore*. In British English the word for pharmacy is *chemist*.
- School* means a place where people learn in classes. Both children and adults go to school, but each kind of school has a special name. An *elementary school* is for young children. A *high school* is for teenage children. A *university* is for people who have finished high school.



Active Teach  
Multimedia Disc

- Vocabulary Flash Cards
- Learning Strategies

### 2 Listening comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- First listening: Have students write the words they hear. Students can refer to the words in Exercise 1 to guide their spelling.
- Second listening: Have students confirm their answers.
- Call on students for the answers. Ask them to spell the word aloud.

#### AUDIOSCRIPT

- a bank
- a school
- a pharmacy
- a bookstore

### 3 Pair work

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Student A dictates a word and Student B writes it down.
- Student A checks the spelling before dictating the next item.
- After three words, Students A and B switch roles.

### 4 Vocabulary

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Before students listen, demonstrate some of the vocabulary. Stand in front of the class and turn your back to the students. Say *left* and *right* and use your hands and arms to point in the correct direction. Stand close to a student and say *next to*. Stand between two students and say *between*.
- Have students listen and study the phrases and the pictures.
- To check comprehension, demonstrate the vocabulary and have students tell you the correct word. For example:

T: gestures to the right	Class: <i>right</i>
T: gestures to the left	Class: <i>left</i>
T: faces a student	Class: <i>across</i>
T: stands next to a student	Class: <i>next to</i>
T: stands between two students	Class: <i>between</i>

**Option: [+5 minutes]** For a challenge, ask students to name places near your school. Make a list on the board. Then have students make sentences describing the location of the places; for example, *A pharmacy is around the corner. A bookstore is next to our school.*



Active Teach  
Multimedia Disc

- Vocabulary Flash Cards



### 5 Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Before students do the activity, have them identify the buildings in the pictures.

**Option: [+5 minutes]** For a different approach, have Student A describe a picture and Student B point to the picture. Then have them switch roles.

**Option: [+5 minutes]** As an alternative, have students write one sentence about each picture and then compare their sentences in pairs.

### 6 Grammar

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Have students study the examples.
- To demonstrate that *Where* is used to ask about places, ask questions with *Where* and some of the places students learned on page 20. Say *Where's the pharmacy? Where's the restaurant? Where's the bank?*
- To demonstrate that *it* can refer to a place, write on the board:  
*The bank is across the street. = It is across the street.*
- Direct attention to the small box and review how to form contractions. Write on the board *Where is* and *It is* and ask two students to come up and form the contractions. (*Where's, It's*)
- Ask several students about places near your class; for example, *Where's the [Main Street Pharmacy]? It's [across the street].*

#### Language and culture

- In *Where is the bookstore?*, the definite article *the* is used because the question is about a specific place—both speakers know there is a bookstore.
- *Down the street* and *up the street* are often used interchangeably and don't necessarily have any relationship to north or south, east or west. *Down the street* is more common.

 **Active Teach Multimedia Disc** • Inductive Grammar Charts

### 7 Pronunciation

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Remind students that *yes / no* questions have a rising intonation.
- Write the following information question and, as you say it, mark it with a falling arrow:  
*Where are you from?*
- Have students listen and repeat chorally. Then call on individual students to say a question with the correct intonation.

 **Active Teach Multimedia Disc** • Pronunciation Activities

### NOW YOU CAN Talk about locations

#### 1 Conversation model

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

This conversation strategy is implicit in this model:

- Use *You're welcome* to formally acknowledge thanks.
- To prepare students for the activity, point to the people in the picture. Say *The man and woman are here. Where is the bank?*
- After students read and listen to the conversation, ask *Where's the bank?* (Around the corner.)

#### 2 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *Excuse me* and *Where's the bank?*
  - use rising intonation for *The bank?*

#### 3 Pair work

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Point out the two figures on the map. Ask *What are the places on the map?* Students should use the article *a* in their answers. (A restaurant, a bookstore, a school, a pharmacy, a newsstand, a bank.)
- Ask *yes / no* questions about the locations of the buildings in the picture. For example:  
Is the school next to the bank? (No, it isn't.)  
Is the restaurant around the corner and down the street? (Yes, it is.)  
Is the pharmacy down the street and on the right? (Yes, it is.)
- Model the conversation with a more confident student. Play Role A.
- Listen in on student conversations. Encourage students to use the correct rhythm and intonation.

 **Active Teach Multimedia Disc** • Conversation Pair Work Cards

#### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- To remind students of all the questions they can ask and answer with their new partners, write on the board:  
*bank pharmacy bookstore*  
*newsstand school restaurant*

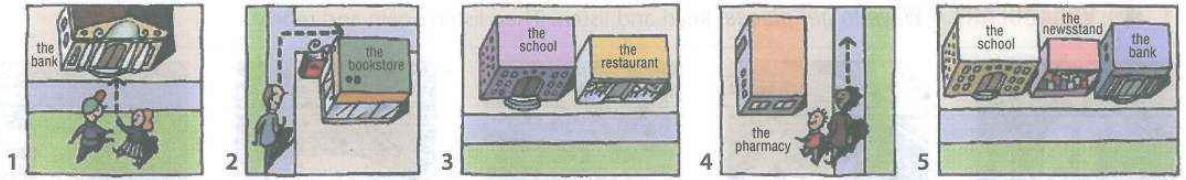
### EXTRAS (optional)

- Workbook: Exercises 1–4
- Copy & Go: Activity 7



**5 PAIR WORK** Take turns making statements about the location of the places.

“The bank is across the street.”



**6 GRAMMAR** • *Be*: questions with *Where* / *Subject pronoun it*

Ask questions with **Where** for locations.

Where's the restaurant?

Use it to replace the names of places.

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

Contractions

Where is → **Where's**

It is → **It's**

**7 PRONUNCIATION** • *Falling intonation for questions with Where* Read and listen.

Then listen again and repeat.

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

## NOW YOU CAN Talk about locations

**1 CONVERSATION MODEL** Read and listen.

A: Excuse me. Where's the bank?

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

A: Thanks!

B: You're welcome.

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

**3 PAIR WORK** Find the people on the map. Talk about the location of places on the map. Then change roles.

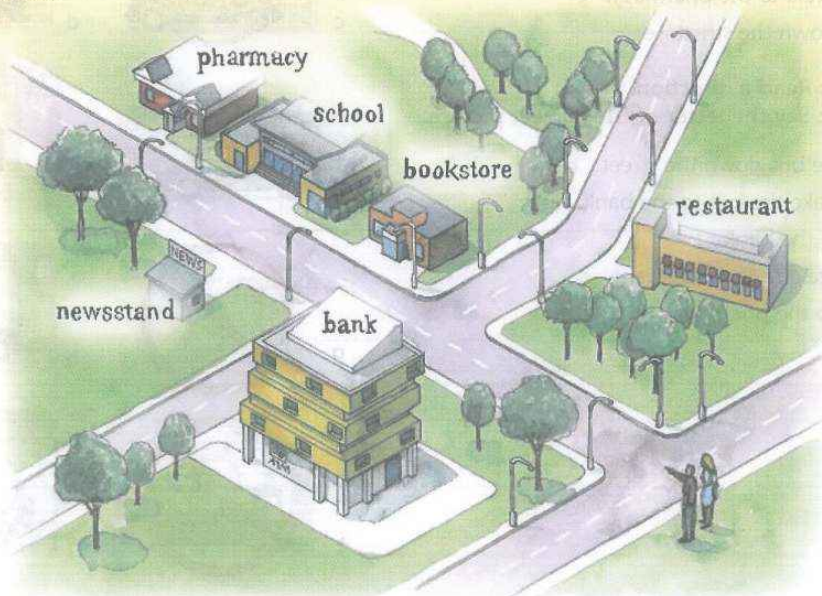
A: Excuse me. Where's the .....

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

A: Thanks!

B: You're welcome.

**4 CHANGE PARTNERS** Ask about other locations.





# GOAL Discuss how to get places

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



1 walk



2 drive



3 take a taxi



4 take the train



5 take the bus

**2 GRAMMAR** • *The imperative*

Use imperatives to give instructions and directions.

**Affirmative imperatives**

**Drive** [to the bank].

**Take** the bus [to the pharmacy].

**Negative imperatives**

**Don't walk.**

**Don't take** the train.

Do not → Don't



**3 INTEGRATED PRACTICE** Follow the directions.

Partner A: Read a direction.

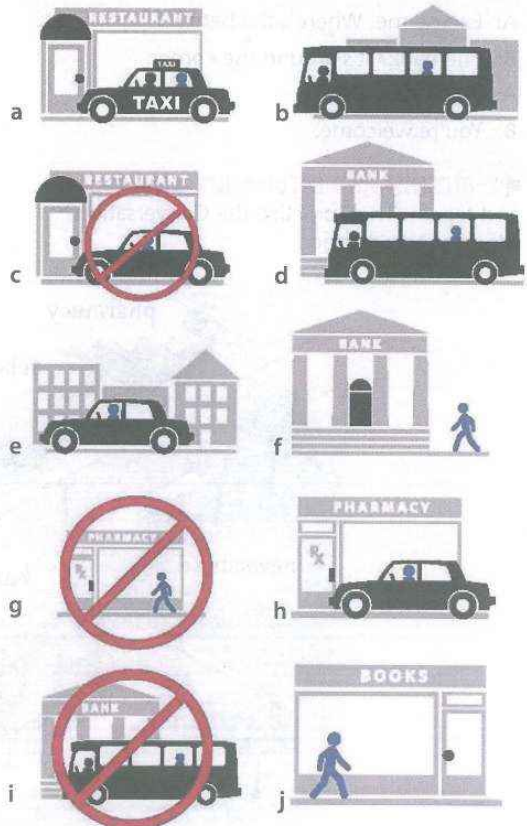
Partner B: Say the letter of the correct picture.

- 1 Walk to the bookstore. j
- 2 Don't drive to the restaurant. c
- 3 Take the bus to the bank. d
- 4 Don't walk to the pharmacy. g
- 5 Drive down the street. e

Partner B: Read a direction.

Partner A: Say the letter of the correct picture.

- 6 Take the bus down the street. b
- 7 Don't take the bus to the bank. i
- 8 Walk to the bank. f
- 9 Take a taxi to the restaurant. a
- 10 Drive to the pharmacy. h





## 1 Vocabulary

Suggested teaching time:	3-5 minutes	Your actual teaching time:
--------------------------	-------------	----------------------------

- First listening: Have students study the photos and the words.
- Second listening: Have students repeat the words chorally.

**Option: [+5 minutes]** To extend the activity, have students take turns saying a vocabulary word as a partner listens and points to the picture.

**Option: [+5 minutes]** If you haven't already introduced the places in the neighborhood in the Unit 3 Vocabulary Booster, page 127, you may want to do so now. Ask students to listen and study the words. Then ask them to repeat words chorally.

### Language and culture

- A *taxi* can also be called a *cab*. There is no difference in meaning.
- When a person says *Take the bus*, he or she is talking about the specific bus that goes to a specific destination; the definite article *the* must be used. However, when a person says *Take a taxi*, the person is talking about *any* taxi. The indefinite article *a* must be used. At the Fundamentals level, it is not advisable to explain this difference unless a student asks.



Active Teach  
Multimedia Disc

• Vocabulary Flash Cards

## 2 Grammar

Suggested teaching time:	7-10 minutes	Your actual teaching time:
--------------------------	--------------	----------------------------

- Tell students that imperatives are used to give directions. Say *Walk*, and then demonstrate walk. Say *Don't walk*, and stop walking. Ask the class to stand. Say *Walk!* and have students take a couple of steps. Then say *Don't walk!* Repeat these two instructions several times, so that students understand that imperatives are instructions.

**FYI:** These verbs are introduced in the imperative form. Students have not yet been taught the simple present or the present continuous. Therefore, it is not advisable to ask questions or to expect students to produce language using these forms.

- Direct attention to the sentences. Have students repeat them chorally.
- Show students how to form the negative imperative. Write *walk* on the board. Then write *Do not* before *walk*. Then erase the *o* in *not* and draw an apostrophe above the empty space. Have students repeat the phrase chorally.
- Books closed. Say an affirmative imperative and ask students to make it negative using *don't*. For example:  
T: *Walk*. S: *Don't walk*.  
T: *Take a taxi*. S: *Don't take a taxi*.  
T: *Drive*. S: *Don't drive*.



Active Teach  
Multimedia Disc

• Inductive Grammar Charts

## 3 Integrated practice

Suggested teaching time:	5-10 minutes	Your actual teaching time:
--------------------------	--------------	----------------------------

- Model the first item for the class. Ask a student to read item 1 aloud to you. (*Walk to the bookstore.*) Point to each picture and say *Walk to the bookstore?* Say *No*, until you reach the very last option (j). Then say *Walk to the bookstore?* Say *Yes!* Letter j.
- Have students do the activity in pairs. Move around the room and listen in.
- To review the answers, say each imperative sentence and have individual students respond with the letter. For example:  
T: *Walk to the bookstore.*  
S: *Letter j.*



#### 4 Listening comprehension

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Tell students that they will listen to the directions and write one affirmative and one negative imperative verb for each item.
- First listening: Stop the audio after each item. Have students listen to each sentence, repeat the verbs they hear, and then write the two imperative sentences. Use gestures to clarify the procedure: listen, repeat, write.

**FYI:** If you do not use the audio, be sure to say the sentences using natural speech. Your students may want you to say each word separately, but they need to practice understanding chunks. Let them listen multiple times but do not break the sentences down word by word.

- Second listening: Have students confirm their answers.
- To review answers, write the sentences on the board and have students correct their answers.

#### AUDIOSCRIPT

- 1 Don't drive to the restaurant. Take the bus.
- 2 Drive to the bank. Don't walk.
- 3 Walk to the school. Don't take the bus.
- 4 Don't take the bus to the bookstore. Take a taxi.
- 5 Take the bus to the pharmacy. Don't drive.

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

#### 1 Conversation model

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

This conversation strategy is implicit in the model:

- Use **OK** to acknowledge advice.
- Point to the photo. Point to the woman and say *She is A.* Point to the man and say *He is B.*

**FYI:** Only *Can I walk . . . ?* is taught in this practice. Students should not be expected to produce *Can she walk, Can you walk, Can he drive, etc.*

#### 2 Rhythm and intonation

Suggested teaching time:	2–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use rising intonation for *Can I walk to the bookstore?*
  - use falling intonation for *And what about the school?*
  - include a short pause between *Don't walk* and *Drive*.
  - use rising intonation for *The bookstore? The school?*

#### 3 Pair work

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Have the class look at the photographs of places and identify each one. (Pharmacy, restaurant, bank, newsstand, bookstore, and school.)

**Don't stop!** Extend the conversation. To review the language in the Recycle box, ask various students *Where is the pharmacy?* or *Where is the restaurant?*, etc., and have them tell you where each place is located.

- With the class, brainstorm different ways to get to places and write them on the board. Use the Vocabulary from page 22.
- Model the conversation with a more confident student. Play Role A so that you can model extending the conversation by using the language in the Recycle box to ask about locations.

T: *Can I walk to the bank?*

S: *The bank? Sure.*

T: *And what about the pharmacy?*

S: *The pharmacy? Don't walk. Take the bus.*

T: *OK. Thanks!*

T: *Can I walk to the bank?*

S: *The bank? Sure.*

T: *Where is it?*

S: *It's next to the bookstore.*

- Encourage students to use as much language from the Recycle box as possible. Have students check off the phrases in the Recycle box as they use them. Make note of the students who were able to use the most phrases from the Recycle box in the Pair Work activity.
- Be sure to reinforce the use of the conversation strategy. Make sure students say *OK. Thanks!* like they mean it!



• Conversation Pair Work Cards

#### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Encourage students to take turns asking about the places in the pictures: the pharmacy, the restaurant, the bank, the newsstand, the bookstore, and the school.
- Move around the room and make sure students are using the language in the Recycle box.

**Option:** [+5 minutes] To extend the activity, have several pairs role-play one of their conversations in front of the class.

#### EXTRAS (optional)

- Workbook: Exercises 5–9
- Copy & Go: Activity 8



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

- 1 Take the bus. Don't drive.      3 Walk. Don't take the bus.      5 Take the bus. Don't drive.  
 2 Drive. Don't walk.      4 Take a taxi. Don't take the bus.

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

**1 CONVERSATION MODEL** Read and listen.

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

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

**3 PAIR WORK** Change the model. Use the photos below. Ask how to get to places in the neighborhood. Then change roles.

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

**Don't stop!**  
 Ask about locations.

**Be sure to recycle this language.**

Where is it?

It's {  
 across the street.  
 down the street.  
 around the corner.  
 next to the \_\_\_\_.  
 between the \_\_\_\_ and the \_\_\_\_.



**4 CHANGE PARTNERS** Discuss more places.



# GOAL Discuss transportation

1 **VOCABULARY** • *Means of transportation* Read and listen. Then listen again and repeat.



1 a car



2 a bicycle



3 a moped



4 a subway



5 a motorcycle

Also remember:  
a bus  
a train  
a taxi

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

3 **GRAMMAR** • *By to express means*



by taxi

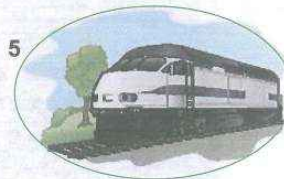


by bicycle



by motorcycle

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





1  **Vocabulary**

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- After listening and repeating, focus on syllables and stress in multi-syllabic words. This will help students' pronunciation. Tap or clap out the syllables as you say each word. In the multi-syllabic words, clap or tap more loudly on the stressed syllable. For example:

- car: 1
- Bicycle: 3
- MOped: 2
- SUBway: 2
- MOtorcycle: 4

**Language and culture**

- A *train* goes in and out of cities, but *subway* is used for a train that travels underground. Many cities have special names for their subway systems; for example: Washington D.C. has the *Metro* and San Francisco the *BART* (for *Bay Area Rapid Transit*). In London the subway is called the *tube* or *underground*.



Active Teach  
Multimedia Disc

• Vocabulary Flash Cards

2 **Pair work**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Model the activity. Spell a word aloud and have students write it down.
- Encourage students to include some words from the vocabulary lessons on pages 20 and 22.

**Option: [+5 minutes]** For a different approach, have students participate in a spelling bee in pairs. Student A calls out a new vocabulary word and Student B spells it aloud. After three words, have them switch roles.

3 **Grammar**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Point to each picture and say the caption aloud. Then point and ask the class to repeat.
- Say other means of transportation from the Vocabulary and have students use the word in a *by-* phrase.

T: *Moped.*

S: *By moped.*



Active Teach  
Multimedia Disc

• Inductive Grammar Charts

4  **Listening comprehension**

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Before students listen, have them identify all the modes of transportation in the pictures.
- First listening: Have students listen and circle the correct item.
- Second listening: Have students confirm their answers.

**AUDIOSCRIPT**

- 1 I go by motorcycle to the restaurant.
- 2 I go by taxi to the pharmacy.
- 3 I go by moped to the bookstore.
- 4 I go by bus to the Morton School.
- 5 I go by train to New York.



## 5 Vocabulary

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Point out that there is no *to* in *go home*. Write on the board *go to home* and then cross out *to*.
- Point out there is no definite article *the* in these expressions. Write on the board: *go to the school* and then cross out *the*.

**FYI:** In the Vocabulary, only *go* + [place] is taught in this lesson. The simple present tense is taught in Unit 7, so at this point students should not be expected to produce *he goes, she goes*, etc.



Active Teach  
Multimedia Disc

• Vocabulary Flash Cards

## 6 Listening comprehension

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Do the example together as a class.
- Play the audio two times for each item. First listening: have students check *work, home, or school*. Second listening: Have students write the phrase with *by*.

**FYI:** Items 3 and 5 use the verb *take* + [mode of transportation]. Students need to write down *by* + [mode of transportation] (3 by train, 5 by bus)

**Option:** [+5 minutes] For a challenge, have students use the information in the chart to write complete sentences; for example, *I go home by car. I go to work by subway. I go to school by train.*

### AUDIOSCRIPT

- 1 I go home by car.
- 2 I go to work by subway.
- 3 I take the train to school.
- 4 I go to work by motorcycle.
- 5 I take the bus home.
- 6 I go to school by taxi.

### NOW YOU CAN Discuss transportation

## 1 Conversation model

Suggested teaching time:	2–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

This conversation strategy is implicit in the model:

- Use **What about you?** to show interest in another person.
- Ask various students *How do you go to school?* Students can answer by *[subway] or I walk*.

**FYI:** *I walk* is taught for this practice only. Students should not be expected to produce other simple present forms of *walk* yet.

### Language and culture

- *I walk* is more common than *I go by foot* in spoken English.

## 2 Rhythm and intonation

Suggested teaching time:	2–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *How do you go to school?* and *What about you?*
  - use rising intonation for *Me?*

## 3 Pair work

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

**Don't stop!** Extend the conversation. Model the conversation with a more confident student by asking about other places. For example:

A: *How do you go to work?*

B: *By car. What about you?*

A: *Me? I walk.*

B: *How do you go home?*

A: *By bus.*

- Brainstorm with the class other places around town students can mention in the conversation, and write them on the board. For example:  
*the supermarket      the pharmacy      the bank*
- Move around the room and listen in as students practice their conversations.

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- To review, ask several students *How do you go to school? How do you go to work? How do you go home?*

**Option:** [+15 minutes] Extend the activity by drawing the following bar graph organizer on the board, or print it out from the ActiveTeach Multimedia Disc and distribute to students. Have students survey the class, or other students in the school, on how they go to school. Students shade in one box for each response.

Bar Graph: How do you go to school?								
				X				
					X			
			X	X				
X			X	X				
X			X	X		X		
X			X	X		X		
I drive.	I walk.	By taxi.	By bicycle.	By moped.	By train.	By bus.	By subway.	other:



Active Teach  
Multimedia Disc

- Graphic Organizers
- Conversation Pair Work Cards

### EXTRAS (optional)

- Workbook: Exercises 10–11
- Copy & Go: Activity 9



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



1 go to work



2 go home



3 go to school

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



1	by car	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	by subway	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	by train	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	by motorcycle	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	by bus	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	by taxi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**NOW YOU CAN** Discuss transportation

1 **CONVERSATION MODEL** Read and listen.

A: How do you go to school?

B: By subway. What about you?

A: Me? I walk.

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

3 **PAIR WORK** Personalize the conversation. Ask about work, school, and home. Answer with a by phrase. Then change roles.

A: How do you go .....?

B: ..... . What about you?

A: Me? I ..... .

**Don't stop!**

Ask about other places.

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





# Extension



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening  
reading • speaking • pronunciation

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

**I'm Kim Lee.** I'm an engineer. I'm lucky. I can walk to work. My office is around the corner from my home.



**I'm Jennie Beck.** I'm a writer from New York. I go to work by subway. I take the subway home, too.

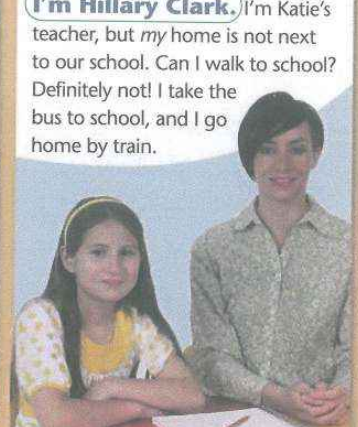


**I'm a doctor.** My name is Jasper White. I go to work by train, and I go home by car with my colleague, Dr. Randall Marshall. He's a neighbor down the street from my home.



**I'm Katie Simpson,** and this is my teacher, Ms. Clark. I'm a student. My school is right next to my home. I walk to school with my friends. We walk home together, too.

**I'm Hillary Clark.** I'm Katie's teacher, but my home is not next to our school. Can I walk to school? Definitely not! I take the bus to school, and I go home by train.



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

“Is Jennie Beck a teacher?”

“No, she's not. She's a writer.”

- 1 Is Jasper White a doctor? Yes, he is.
- 2 Is Randall Marshall Dr. White's friend or his colleague? He's his colleague.
- 3 Is Dr. Marshall Dr. White's neighbor? Yes, he is.
- 4 Is Katie Simpson a teacher? No, she's not. She's a student.
- 5 What is Katie's teacher's name? Hillary Clark.
- 6 Is their school next to Ms. Clark's home? No, it isn't. It's next to Katie Simpson's home.
- 7 Where is Kim Lee's office? It's around the corner from her home.
- 8 Your own question: .....

On your ActiveBook Self-Study Disc:  
Extra Reading Comprehension Questions

## GRAMMAR BOOSTER

Extra practice • p. 139

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.



Be sure to 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.



# Extension

## 1 Reading

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Pre-reading: To practice scanning, ask students to read the text (quickly) and underline the transportation each person uses (walk, subway, train, car, walk, bus, train).
- Have students read the text silently. Then have them close their books. On the board, write *Kim Lee*, *Jennie Beck*, *Jasper White*, *Katie Simpson*, *Hillary Clark*.
- Pronounce each name and have students repeat. Then read the following sentences. Have students identify who each person is.

*She's an engineer.* (Kim Lee.)

*He is Dr. Marshall's colleague.* (Jasper White.)

*He is Dr. Marshall's neighbor.* (Jasper White.)

*She is Katie Simpson's teacher.* (Hillary Clark.)

*She is a writer.* (Jennie Beck.)

*He's a doctor.* (Jasper White.)

*She is Hillary Clark's student.* (Katie Simpson.)

**Option: [+10 minutes]** To use this reading for pronunciation practice, have students read silently as they listen to the audio. Have students circle words they want to practice. After each reading segment, stop the audio, ask students for their circled words, model the pronunciation of these words one-by-one, and have students repeat chorally.



Active Teach  
Multimedia Disc

### • Learning Strategies

## 2 Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Read the model aloud with a student.
- Give students a few minutes to find the answers to the questions in the text.
- Then have students ask and answer the questions in pairs.
- To review answers, call on two students for each item. Student A reads the question, and Student B gives an answer.

**Option: [+10 minutes]** For a different approach, divide the class into teams and quiz them on the reading. Each team has 15 seconds to answer your question. Allow students to look for the answers in the book. Ask the questions in the book and these additional questions:

*Where is Katie Simpson's home?* (Next to the school.)

*Is Jennie Beck a teacher?* (No, she's not.)

*Is Ms. Lee a doctor?* (No, she's not.)

*Is Ms. Clark a teacher?* (Yes, she is.)

*What is Jasper White's occupation?* (He's a doctor.)

*What is Jasper White's neighbor's name?* (Randall Marshall)

*Is Katie Simpson a student?* (Yes, she is.)

*Is Jennie Beck's office next to her home?* (No, it isn't.)

**Option: GRAMMAR BOOSTER** (+15 minutes)



Active Teach  
Multimedia Disc

### • Extra Reading Comprehension Questions

## 3 Group work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- If there is enough board space, have groups of students draw their own maps on the board. If the board space is limited, draw one map with student input.
- To encourage students to add detail to their maps, ask questions; for example, *Where is [the pharmacy / supermarket / newsstand / restaurant / bookstore]?*
- Review the Recycle box before students start their conversations. You may want to have students repeat each line chorally.
- Circulate and listen in on student conversations. When students' conversations slow down, point to a new question in the Recycle box that they can ask one another.

**Option: [+5 minutes]** For a different approach, make true and false statements about the neighborhood map on the board. Have students say whether your statement is true or false and then correct your false statements. For example:

T: *The newsstand is next to the pharmacy.*

S: *False. The newsstand is next to the bank.*



# Review

**Before the first activity, give students a few minutes of silent time to explore the picture and become familiar with it.**

## Contest

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Divide the class into small teams. Give the students one minute to study the picture. Tell the teams to close the book.
- Have teams take turns making one statement about the picture. For example:  
*The school is down the street.*  
*The pharmacy is next to the restaurant.*
- Give each team one point for each sentence it makes that is correct in both form and meaning.

### Possible responses ...

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

**Option: [+5–10 minutes]** As an alternative, ask the teams questions. Give each team one point for each question it answers correctly in 30 seconds. If a team can't answer the question, the next team tries to answer the same question. For example:

*Where is the bank?* (The bank is next to the restaurant.)  
*Is the newsstand next to the pharmacy?* (No, it isn't.)  
[Point to the pharmacy and say *You are at the pharmacy.*]  
*Is the bank around the corner?* (Yes, it is.)

## Pair work

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Point to the two people by the school. Model the example conversation with a student. Then extend the conversation by asking more questions; for example:  
*How do you go to school? How do you go home?*
- Have students work in pairs to create conversations.
- Call on volunteers to role-play one of their conversations for the class.

**Option: [+5 minutes]** To provide extra support, allow students to write the conversation before they act it out.

### Possible responses ...

(The two people in front of the school.)  
**A:** How do you go to work? **B:** By bus. What about you?  
**A:** Me? By car. How do you go to school? **B:** By subway. And you? **A:** I walk.

(The two people at the newsstand.)  
**A:** Can I walk to the supermarket? **B:** The supermarket? Don't walk. Take a taxi.  
**A:** OK. Thanks!

(The two people at the bus stop.)

**A:** Excuse me. Where is the school? **B:** The school? It's down the street. **A:** Can I walk to the school? **B:** Yes. It's over there. **A:** Thank you. **B:** You're welcome.

(The two people at the bookstore)

**A:** Excuse me. Where's the bank? **B:** The bank? It's across the street. It's next to the restaurant. It's on the right. **A:** On the right? **B:** Yes. **A:** Thank you. **B:** You're welcome.

## Writing

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Have students work individually on their questions and answers. Review answers as a class. Write questions and answers on the board as students give them.

### Possible responses ...

Where is the bank? The bank is next to the restaurant.  
Where is the subway? The subway is across the street.  
Where is the school? It's down the street.  
Where is the pharmacy? It's on the right.  
Where is the bookstore? It's across the street.  
Is the newsstand next to the bank? No, it isn't.  
Is the pharmacy next to the restaurant? Yes, it is.  
Is the bank around the corner? Yes, it is.  
Is the newsstand across the street? No, it isn't.  
Is the bookstore on the left? Yes, it is.  
Is the bank between the restaurant and the pharmacy? No, it isn't.



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• Writing Process Worksheets

## Option: Oral Progress Assessment

Use the illustration on page 27 for an oral test. Tell the student that you are going to do a role play and create a conversation together. Point to the two people talking in front of the bookstore. Ask *Where is the bank?* Have the student respond. Ask other questions about the locations of places in the picture.

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



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• Oral Progress Assessment Charts

**Option: GRAMMAR BOOSTER** (+15 minutes)

## EXTRAS (optional)

- **Workbook: Just for Fun**
- **Complete Assessment Package**
- **Weblinks for Teachers:** [pearsonlongman.com/topnotch/](http://pearsonlongman.com/topnotch/)

And on your ActiveTeach Multimedia Disc:

Top Notch Pop Song Activities  
Top Notch TV Video Program and Activity Worksheets  
Supplementary Pronunciation Lessons  
Audioscripts  
Unit Study Guides

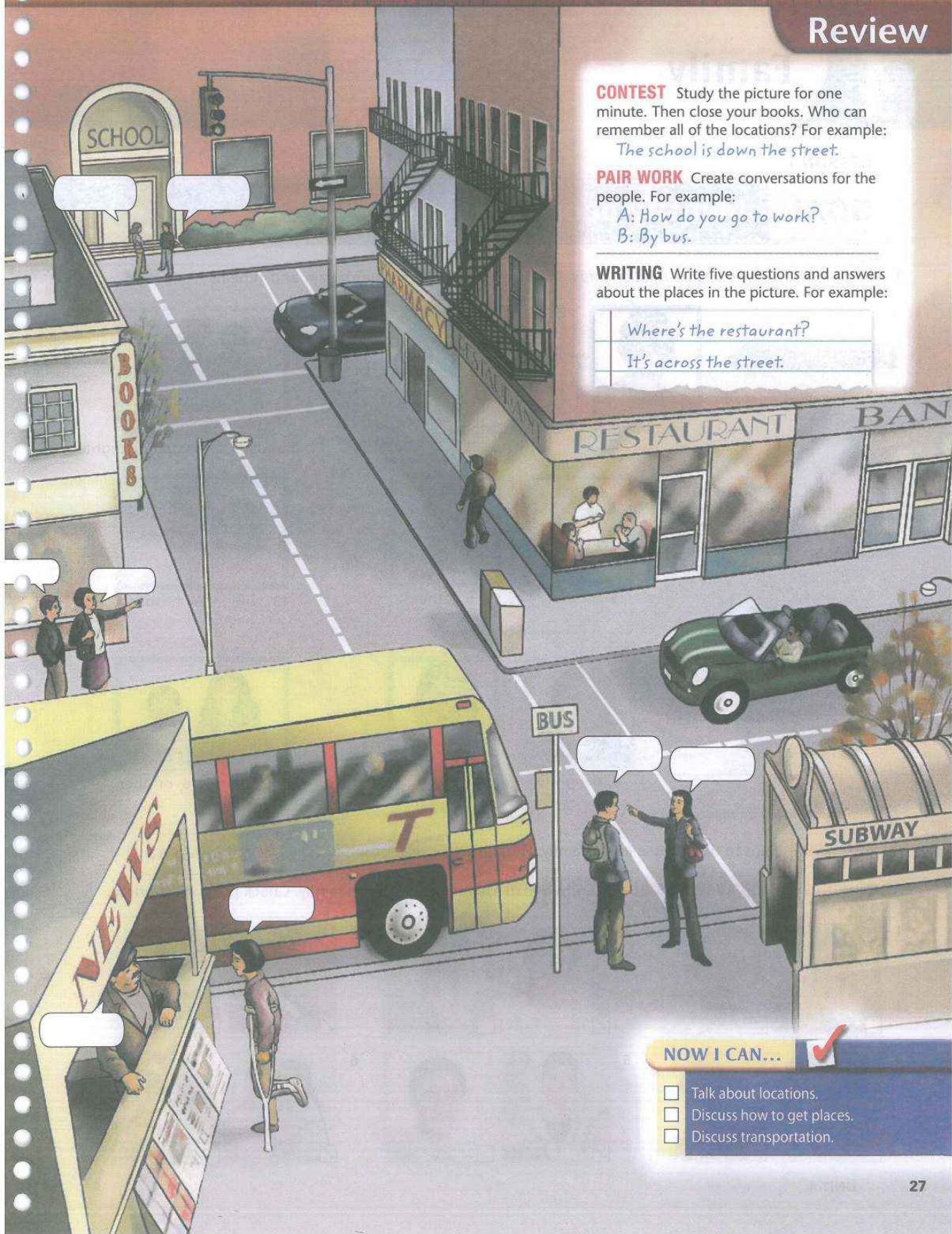


**CONTEST** Study the picture for one minute. Then close your books. Who can remember all of the locations? For example:  
*The school is down the street.*

**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 the places in the picture. For example:

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



**NOW I CAN...**



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



# UNIT 4

# Family

**GOALS** After Unit 4, you will be able to:

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

## LESSON 1

## GOAL Identify people in your family

**1** <sup>2:02</sup> **VOCABULARY** • *Family relationships* Read and listen. Then listen again and repeat.



\* one child / two children

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

“She’s his daughter.”

**3** <sup>2:03</sup> **LISTENING COMPREHENSION** Listen to a man identify people in his family. Check the correct photo.





UNIT  
4

## Family

## Lesson 1

1  Vocabulary

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Give students a minute to look at the family tree before listening. Write on the board: *man woman boy girl*. Point to people in the pictures in the family tree and ask *Is she a woman? Is he a boy?* Students can answer *yes* or *no*.
- After students listen twice, ask *How many syllables are in each word?* Say each word again and have students say the number of syllables.
- Write the words on the board and draw dots above each syllable (see page 16 of the Student's Book for an example). Draw a larger dot above the first syllable of all the multi-syllabic words. Say *The first syllable has more stress; for example, GRANDmother GRANDfather MOTHer FATHer*.
- Have students chorally practice each word with the proper stress.
- To check comprehension, ask *Is a grandson a boy or girl?* (A boy.) *Is a daughter a boy or a girl?* (A girl.) *Is a brother a boy or girl?* (A boy.) *Is a grandmother a man or a woman?* (A woman.) *Is a husband a man or a woman?* (A man.) *Is a wife a man or a woman?* (A woman.) *Is a grandfather a man or a woman?* (A man.) *Is a sister a boy or a girl?* (A girl.) *Is a father a man or a woman?* (A man.) *Is a son a boy or a girl?* (A boy) *Is a mother a man or a woman?* (A woman.) *Is a granddaughter a boy or a girl?* (A girl.)

**Option: [+5 minutes]** To review subject pronouns and the verb *be*, have students work in pairs to say or write sentences about the people in the pictures; for example, *She's a grandmother. He's a grandfather. They're grandparents.*

**Language and culture**

- In spoken informal English, these words are often used, especially within a family: (grandmother) *Grandma*; (grandfather) *Grandpa, Granddad*; (mother) *Mom, Ma, Mommy* (by young children); (father) *Dad, Daddy* (by young children). In informal English, many people use the expressions *my baby sister* or *my baby brother* for a younger sister or brother and *my big sister* or *my big brother* for an older sister or brother.
- In British English, *Mum* or *Mummy* (by young children) are often used for mother and *Dad* is often used for father.

Active Teach  
Multimedia Disc

• Vocabulary Flash Cards

## 2 Pair work

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Model the activity. Point to the mother on the family tree and then point to the daughter. Say *She is her daughter*. Point to the grandmother and then point to the daughter. Say *She is her granddaughter*. Say the following sentences and have students point to the pictures of the people in the relationship.
  - She's his sister.*
  - He's her brother.*
  - She's their granddaughter.*
  - He's her husband.*
  - They're their children.*

**FYI:** Some students may struggle with a feminine possessive adjective before a masculine word (for example, *his sister*) or a masculine possessive adjective before a feminine word (for example, *her brother*). In English, the possessive adjective is determined by the possessor (she or he), not the person possessed. To clarify this point for students, point to the picture of the mother [5] and say *her* and then point to the picture of the son [9] and say *son*. Repeat with a few other combinations (*his wife, his daughter, her brother, his sister, his granddaughter, her father, his mother*).

- Move around the room as students are talking and make sure they are using the subject pronouns and possessive adjectives correctly.

3  Listening comprehension

Suggested teaching time:	5-10 minutes	Your actual teaching time:	
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- First listening: Have students look at the pictures and check the correct picture.
- Second listening: Review answers by asking students to identify the correct picture; for example, Teacher: *Number one*. Student: *Picture two*.
- You may want students to listen again to review the correct information.

**Option: [+5 minutes]** For a challenge, give students a dictation. Say each sentence from the audio twice. Ask students to write the sentence. To review answers, ask various students to write one sentence on the board. Correct any mistakes. Then ask students to repeat each sentence chorally.

**AUDIOSCRIPT**

- 1 The boy? He's my grandson.
- 2 She's my wife.
- 3 They're my sisters.
- 4 He's my brother.
- 5 She's my daughter.
- 6 The girls? They're my granddaughters.



## 4 Grammar

Suggested teaching time:	8-10 minutes	Your actual teaching time:	
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- Direct attention to the Grammar box and have students study the examples.
- Write on the board:
  - 1 \_\_\_\_\_ is she? *She's my sister.*
  - 2 \_\_\_\_\_ is he? *He's my brother.*
  - 3 \_\_\_\_\_ are they? *They're my parents.*
- Point to each blank and ask *Who or What?* (Who.) Fill in the blanks and say *We use who to ask questions about people.*
- Direct attention to the contractions and have students repeat them after you.
- Point to your questions on the board. Ask *Is a contraction OK in question 1?* (Yes.) *Is a contraction OK in question 2?* (Yes.) *Is a contraction OK in question 3?* (No.) Write in the contractions on the board where possible and cross out the uncontracted forms. (Who's she. Who's he.)
- Point out that the form *Who are* cannot be contracted.
- Indicate one student and ask *Who is she?* (She's [Pamela].) Indicate two or three students and ask *Who are they?* (They're [our classmates].) Say a specific name and ask *Who's Tom?* (He's [my / our classmate].)
- Point out that questions with *Who* can be answered with just a name or a relationship; for example, *Who is he?* *My dad. Who are they?* *My sisters.*

**Option:** [+5 minutes] Extend the activity by showing photos of celebrities. Have students work with a partner to ask and answer questions with *Who*.



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• Inductive Grammar Charts

## 5 Grammar practice

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
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- Read the example aloud.
- Remind students to make contractions when possible. (Items 4 and 6 cannot be contracted.)
- To review, have students compare answers in pairs. Then call on pairs to read the conversations aloud to the class. Encourage students to be expressive as they read aloud.

### NOW YOU CAN Identify people in your family

## 1 Conversation model

Suggested teaching time:	2-3 minutes	Your actual teaching time:	
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This conversation strategy is implicit in the model:

- Use *And ...?* to shift the topic.
- Point to the photo album and the woman on the left and say *These are photos of her family.*
- To check comprehension after students listen, ask *Who are the people in the photos?* (Her father and her sisters.)

## 2 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *Who's that?* and *And who are they?*
  - stress *that* and *they* in the two questions.

## 3 Pair work

Suggested teaching time:	10 minutes	Your actual teaching time:	
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**FYI:** Students may use photos of their family that they have on their cell phones. Students who do not have family photos or cell phone pictures can draw a family tree on a piece of paper and write in the names of family members.

**Don't stop!** Extend the conversation. Before students begin their conversations, tell them to ask additional questions from the Recycle box.

- Model the conversation with a more confident student. For example:

T: *Who's that?* [pointing to a picture the student is holding]

S: *That's my brother.*

T: *What's his name?*

S: *His name is Sam.*

T: *How do you spell that?*

S: *S-A-M.*

T: *Is your brother a student?*

S: *No, he isn't. He's a banker.*

T: *And who's that?*

S: *That's my mother.*

T: *What's her occupation?*

- Be sure to reinforce the use of the conversation strategy; for example, point to someone the student is not talking about in his or her photo and ask *And who's that?* to shift the topic.



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• Conversation Pair Work Cards

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To review, ask students about their partner's pictures.

### EXTRAS (optional)

- **Workbook:** Exercises 1-5
- **Copy & Go:** Activity 10



#### 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.)

**Contraction**  
Who is → Who's

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

\* mom and dad = informal for mother and father

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

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

B: He's my grandfather.

2 A: Who's she..... ?

B: She's my mother.

3 A: Who's he..... ?

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

4 A: Who are they..... ?

B: They're Pat's grandparents.

5 A: Who's she..... ?

B: She's Ed's wife.

6 A: Who are they..... ?

B: They're my brother and sister.

### NOW YOU CAN Identify people in your family

#### 1 CONVERSATION MODEL Read and listen.

A: Who's that?

B: That's my father.

A: And who are they?

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

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

#### 3 PAIR WORK Bring in family photos. (Or write the names of people in your family.) Personalize the conversation with names of your family members. Then change roles.

A: Who's that?

B: That's .....

A: And .....

B: .....

#### Don't stop!

Talk about occupations.  
Ask more questions.

#### Be sure to recycle this language.

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

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





**GOAL**

**Describe your relatives**

**VOCABULARY BOOSTER**

More adjectives • p. 128

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



1 pretty

2 handsome

3 good-looking



4 cute



5 short

6 tall



7 old

8 young

- 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**!

“Gina and Deborah are very pretty.”

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

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

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

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

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

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

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

- 5 **INTEGRATED PRACTICE** Look at the pictures. Complete each sentence with a form of **be** and an adjective.



1 Your sisters are .....  
so pretty / good-looking / young



2 Your daughter is .....  
so cute / young !



3 Our grandfather is .....  
very old .....



1  Vocabulary

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Show that *good-looking* is used for both males and females. Point to the pictures of the man and woman. Say *She's good-looking. He's good-looking. They're good-looking.*

**Option:** **VOCABULARY BOOSTER** (+5 minutes)

**Language and culture**

- Pretty* is generally not used for men. *Cute* for children means adorable. *Cute* for adults means *attractive* in informal spoken English. In most English-speaking countries, it can be rude to refer to someone directly as *old*.

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Multimedia Disc

• Vocabulary Flash Cards

## 2 Grammar

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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- Direct attention to the first part of the Grammar box and have students read the examples.
- To check comprehension, point to the pictures in the family tree on page 28 and make statements. Have students correct your false statements. For example:  
[Pointing to picture 2] *She's young.* (No, she's not. She's old.)  
[Pointing to picture 5] *She's handsome.* (No, she's not. She's pretty.)  
[Pointing to picture 14] *He's pretty.* (No, he's not. He's handsome.)  
[Pointing to picture 16] *He's cute.* (Yes, he is.)
- Direct attention to the bottom part of the box and have students study the explanation and examples with very and so.
- Show students that *very* and *so* come before the adjective. Point out that *very* and *so* are stressed. Have students say the examples chorally.
- To practice the new adjectives, have students identify famous people who fit the adjectives. Say *Let's talk about actors and athletes. Who is very handsome? Who is very tall? Who is very pretty? Who is so cute? Who's very old? Who's very young?*

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• Inductive Grammar Charts

## 3 Pair work

Suggested teaching time:	2-3 minutes	Your actual teaching time:	
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- Read the model aloud to the class. Then give an example from your own class.

4  Listening comprehension

Suggested teaching time:	10-15 minutes	Your actual teaching time:	
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- Have students listen and circle the adjective for each person. Then have them listen to confirm their answers.

**FYI:** Items 1 and 6 on the audio are different from the words on the page, but they have the same meaning. (1 good-looking = handsome; 6 pretty = good-looking.)

- To review the answers, ask individual students to say the complete sentences; for example, *Number one. Her husband is handsome.*

**AUDIOSCRIPT**

## CONVERSATION 1

**F1:** What's your husband's name?

**F2:** Renaldo.

**F1:** Is he good-looking?

**F2:** Yes, he is.

## CONVERSATION 2

**F:** Who's that?

**M:** Oh, that's my daughter. She's twelve.

**F:** She's so cute!

**M:** Thank you.

## CONVERSATION 3

**M:** Are those your brothers?

**F:** Yup.

**M:** Oh, they're so young!

**F:** Yeah, Mike's sixteen. And Don's only twelve.

## CONVERSATION 4

**F:** Who's that?

**M:** That's my son. He's eighteen.

**F:** He's very tall!

**M:** Yes, he is.

## CONVERSATION 5

**M:** Who's that?

**F:** Oh, that's my father. He's an architect.

**M:** Really?

**F:** Yes. And he's very short. Like me.

## CONVERSATION 6

**F:** Who are they?

**M:** They're my sisters.

**F:** Oh, they're so pretty!

**M:** I think so, too.

Active Teach  
Multimedia Disc

• Learning Strategies

## 5 Integrated practice

Suggested teaching time:	4 minutes	Your actual teaching time:	
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- To warm up, have students look at the pictures, listen to your questions, and point to the corresponding people in the pictures. *Who's pretty?* (Picture 1, Picture 4, and Picture 5.) *Who's young?* (Picture 2 and Picture 3.) *Who's old?* (Picture 3 and Picture 5.) *Who's cute?* (Picture 2 and Picture 3.) *Who's short?* (Picture 4 and Picture 6.) *Who's tall?* (Picture 4 and Picture 6.)

- After students complete the exercises, ask individual students to read their sentences aloud to the class.

**Option:** [+5 minutes] Extend the activity by having students write additional sentences about the people in the pictures.



## 6 Integrated practice

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Model the activity. Write a few sentences on the board about your family. For example:  
*My husband is very handsome. He's tall.*  
*My children are young. They're so cute.*  
 Erase your sentences before students begin to write their own sentences.
- Have volunteers write one of their sentences on the board.

### NOW YOU CAN Describe your relatives

#### 1 Conversation model

Suggested teaching time:	3 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- 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.

- After students read and listen, check comprehension. Ask *What's her father's occupation?* (He's a doctor.) *What's her mother's occupation?* (She's a scientist.) *Is her father short?* (No, he's not. He's very tall.) *Is her mother pretty?* (Yes, she is. She's very pretty.)

#### 2 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *Tell me about your father* and *And how about your mother?*
  - pronounce the language chunk *Tell me about your* as a single word.
  - pause slightly after *Well...*

#### 3 Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Review the words for family relationships. Say *Tell me all the words for relatives*. Write students' ideas on the board:

grandparents: grandmother / grandfather  
 parents: mother / father  
 children: daughter / son  
 grandchildren: grandson / granddaughter  
 wife / husband  
 sister / brother

- Have students write their relatives and words to describe them. Model this step. Write on the board:

*sister: tall, athlete*  
*mother: doctor, short*  
*grandfather: old, short*

Say *My sister is very tall. She's an athlete and a student. My mother is a doctor. She's short. My grandfather is very old. He's short.*

- **Don't stop!** Extend the conversation. Brainstorm additional questions students can ask their partners to continue the conversation. Ask the class *What are more questions about your classmate's family?* Write students' ideas on the board. Students can say:

*Where is he / she from?*  
*Is he / she a [student]?*  
*Is he / she good-looking?*  
*Is he / she tall?*

- Model the conversation with a more confident student. Play Role A so that you can ask more questions. For example:

T: *Tell me about your family.*  
 S: *Well, my mother is a teacher. She's very tall.*  
 T: *Is she pretty?*  
 S: *Yes, she's very pretty!*  
 T: *And how about your father?*

- To provide feedback as students practice their conversations, move around the room and listen in. Encourage students to ask additional questions from the board. Tell students to make a list of the additional questions they ask in their conversations.

**Option: [+5 minutes]** For a different approach, bring to class magazines, newspapers, or other print materials that have pictures of people. Have students create conversations describing them.



• Conversation Pair Work Cards

#### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To review, ask students about their partner's family. Say *Tell me about his / her family*. Your students can say, for example, *She has a daughter. She's very cute. Her husband is from \_\_\_\_\_. He's tall and handsome. He's an engineer.*

#### EXTRAS (optional)

- **Workbook:** Exercises 6–8
- **Copy & Go:** Activity 11





4 His wife is very tall / good-looking



5 His wife is so young / pretty / good-looking!



6 Your brother is so tall. And his colleague is very short.


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

My brother is very tall.

## NOW YOU CAN Describe your relatives

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

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

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

**3 PAIR WORK** Personalize the conversation. Describe your relatives. Then change roles.

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

### Don't stop!

Ask about other people in your partner's family.

**4 CHANGE PARTNERS** Ask about other classmates' relatives.





# GOAL Talk about your family

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

I } have a brother. He }  
 You }                      She }  
 We }                          }  
 They }



I have one son and one daughter.

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

- 1 Mark .....has..... two brothers.
- 2 My grandmother .....has..... five grandsons.
- 3 They .....have..... a granddaughter.
- 4 We .....have..... twelve grandchildren.
- 5 Carl and Anna .....have..... two children.
- 6 She .....has..... five sisters.
- 7 They .....have..... no brothers or sisters.

**YOU** I .....

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

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

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

13 • 30	17 • 70
14 • 40	18 • 80
15 • 50	19 • 90
16 • 60	

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

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



## 1 Grammar

Suggested teaching time:	8 minutes	Your actual teaching time:	
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- Direct attention to the sentence in the speech balloon. Read it aloud to the class. Have students study the examples in the box.
- To clarify the meaning of *have*, talk about classroom objects and things (not people). Hold up a book and say *I have a book*. Indicate a student and say *[Steve] has two books*. Walk around the room and say sentences to point out different objects students have.
- To demonstrate the use of *have* to talk about family members, write family vocabulary on the board: *sister, brother, wife, husband, daughter, son*.
- Make statements about your own family; for example, *I have [one sister]. I have [two daughters]*.
- Call on various students to use *have* to make a statement about their family. You may want to write their sentences on the board.

**Option: [+5 minutes]** For basic practice, do a substitution drill with the class. For example: Teacher: *I have a book. Amanda.* Student A: *Amanda has a book.* Teacher: *Grace and Dennis.* Student B: *Grace and Dennis have a book.*

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Multimedia Disc

• Inductive Grammar Charts

## 2 Grammar Practice

Suggested teaching time:	2-4 minutes	Your actual teaching time:	
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- Do the first item with the class.
- Have students compare their answers in pairs.
- Call on individual students to read their personal sentence to the class.

**Option: [+5 minutes]** For a different approach, write on the board a few correct and incorrect sentences with *have*.

For example:

*I'm have a brother.*

*You have two sisters.*

*She's has three grandchildren.*

*He have one son.*

*They have two daughters.*

Point to each sentence and ask the class *Is it OK?* If the class says *no*, invite a student volunteer to come up to the board and correct the sentence.

## Language and culture

- In spoken English, it is common to say *I have no brothers or sisters* and *I have no children* (instead of *I don't have any brothers or sisters* and *I don't have any children*).

## 3 Vocabulary

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
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- Before listening: Review numbers 0-20 (Unit 2) by asking students to count aloud. You may want to write

some numbers on the board and have students identify them.

- Have students repeat the numbers chorally as they listen.
- After listening: Check comprehension. Dictate strings of two or three numbers and have students write them as numerals; for example, 29, 40, 64. Include numbers not presented on this page; for example, 33, 45, 52, etc. Write the numbers on the board for students to check their answers.

## Language and culture

- For the numbers 101, 102, etc. people also say *one hundred and one*, etc.

**Option: [+10 minutes]** For a challenge, introduce the language of addition and do math problems with the students. Write the plus sign and say *plus*. Write the equals sign and say *equals*. Write examples on the board:

(plus) (equals)

$$23 + 10 = 33$$

$$15 + 42 = 57$$

$$64 + 16 = 80$$

Make sure the totals do not add up to over 100. Say *twenty-three plus ten equals thirty-three*. Then ask students to work in pairs to say the other equations.

Active Teach  
Multimedia Disc

• Vocabulary Flash Cards

## 4 Pronunciation

Suggested teaching time:	2-4 minutes	Your actual teaching time:	
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- First listening: Ask students to listen and notice the stress for each number.
- Second listening: Have students listen and repeat chorally, paying particular attention to where they place the stress in each word.

Active Teach  
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• Pronunciation Activities

## 5 Pair work

Suggested teaching time:	2-4 minutes	Your actual teaching time:	
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- Model the activity with the class. Say a number and have everyone circle it. Make sure everyone circled the correct number.

**Option: [+5 minutes]** As an alternative, ask various students to say two of their circled numbers and have the class write the numerals down. Then have them write the correct numbers on the board for students to check.

**Option: [+5 minutes]** For additional practice, have students take turns in groups to count backwards from 100; for example, Student A: *One hundred*; Student B: *Ninety-nine*; Student C: *Ninety-eight*, etc.



## 6 Grammar

Suggested teaching time:	8 minutes	Your actual teaching time:	
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- Direct attention to the Grammar box.
- Call on individual students to read the questions and answers to the class. Make sure they pronounce the contractions correctly.
- Write the following on the board:
  1. \_\_\_\_\_ is she? She's my sister.
  2. \_\_\_\_\_ is her name? Her name is Jane.
  3. \_\_\_\_\_ are they? They're 16 and 17.
- Point to each blank and ask *What, Who, or How old?* (1. Who, 2. What, 3. How old)
- Point out that the question words and verbs, *How old is* and *How old are*, cannot be contracted.

### Language and culture

- In English-speaking cultures, it can be rude to ask adults their age directly.
- The question *How old is she?* may be answered *She is twenty years old, She is twenty,* or *Twenty*; all are correct answers.
- In rapid speech (but not in writing), the adjective *old* and the verb *be* are often contracted when used with nouns and proper nouns in the question *How old is . . . ?*; for example, *How old's your sister?* In writing, use the full form.



Active Teach  
Multimedia Disc

- Inductive Grammar Charts

## 7 Grammar practice

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
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- Model the first item for the class.
- To review, call on individual students to read the questions aloud.

### NOW YOU CAN Talk about your family

#### 1 Conversation model

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
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This conversation strategy is implicit in the model:  
• Use *Really?* to show interest or mild surprise.

- After students listen and read, ask *How old is his brother?* (Twenty.) *How old are his sisters?* (Eighteen and twenty-two.)

#### 2 Rhythm and intonation

Suggested teaching time:	2-3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use slightly rising intonation for *one brother* and falling intonation for *and two sisters*.
  - use falling intonation for *How old is your brother?*
  - use rising intonation for *Really?* and *And your sisters?*
  - use rising intonation for *Eighteen* and falling intonation for *twenty-two*.

## 3 Pair work

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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**Don't stop!** Extend the conversation. Prepare students to continue the conversation by reviewing the questions in the box with them. Model each question in the box and have students repeat chorally.

- To practice the questions, ask various students *What's your father's name?* or *What's his occupation?* or *Tell me about your grandparents*. Have students answer with their personal information.
- Model the conversation with a more confident student. Play Role B so that you can model how to extend the conversation using additional questions from the Don't stop! box. For example:
 

S: *I have one brother.*  
T: *Really? How old is your brother?*  
S: *He's 24.*  
T: *What's his name?*  
S: *Jerry.*  
T: *What's his occupation?*  
S: *He's an engineer.*  
T: *Really? Is he an engineer here?*  
S: *No. He isn't. He's in Sydney, Australia.*
- Be sure to reinforce the conversation strategy listed with the Conversation Model. Encourage students to say *Really?* with genuine interest.
- To provide feedback on student conversations, move around the room and listen in. Make sure each student asks at least one additional question from the Don't stop! box. Have students make a checkmark (✓) next to the question(s) they use.

**FYI:** Students can use real or imaginary information about their family.



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- Conversation Pair Work Cards

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have pairs of students volunteer to present their conversation to the class. After the conversation, ask the class comprehension questions, such as *How old is [her sister]? What's [her] occupation? What's [her] name?*

### EXTRAS (optional)


- **Workbook:** Exercises 9-12
- **Copy & Go:** Activity 12



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

<b>How old is</b>	he?	He's nineteen years old.
	she?	She's thirty-three.
	your sister?	She's twenty.
<b>How old are</b>	they?	They're twenty-nine.
	your parents?	They're fifty and fifty-two.

**How old are you?**



**I'm three.**


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

- |   |  |
|---|--|
| 1 ..... <u>How old is</u> ..... your sister?      | 4 ..... <u>How old is</u> ..... Helen's husband? |
| 2 ..... <u>How old are</u> ..... Matt's parents?  | 5 ..... <u>How old are</u> ..... her children?   |
| 3 ..... <u>How old is</u> ..... your grandfather? | 6 ..... <u>How old is</u> ..... his son?         |

**NOW YOU CAN** Talk about your family

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

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

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

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

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

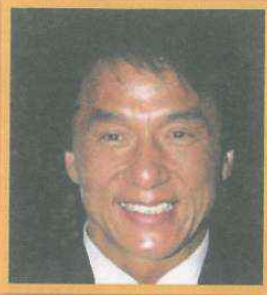






1 **READING** Read about some famous actors and their families and friends.

## Who Are They?



This is **Jackie Chan**. Mr. Chan is an actor and a singer from Hong Kong. His wife is Joan Lin. She is an actress from Taiwan. Her Chinese name is Lin Feng-Jiao. They have a son, JC Chan. He's an actor and a singer, too.



This is **Abigail Breslin**. She's an actress from the United States. She's very young, and she's a movie star, too. She has two brothers, Ryan and Spencer. Spencer is also an actor. Miss Breslin lives with her parents, Michael and Kim Breslin, in New York. Her grandparents, Catherine and Lynn Blecker, say she's very cute in her movies.



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

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

- Jackie Chan is JC Chan's father.
- Jackie Chan is Lin Feng-jiao's husband.
- Abigail Breslin's brother is an actor.
- Miss Breslin is Lynn Blecker's granddaughter.
- Gael García Bernal is Diego Luna's friend.
- Patricia Bernal, José Ángel García, and Diego Luna are actors / from Mexico.

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

On your ActiveBook Self-Study Disc:  
**Extra Reading Comprehension Questions**

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

Relative's name	Relationship	Age	Occupation	Description

**GRAMMAR BOOSTER**

Extra practice • p. 139

4 **GROUP WORK** Now tell your classmates about your partner's family.

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





# Extension

## 1 Reading

Suggested teaching time:	9–12 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Pre-reading: To practice scanning, ask students to read the text quickly and underline the occupations of Gael García Bernal, Diego Luna, Abigail Breslin, and Jackie Chan. (All are actors.)
- Then have students read the text silently.
- On the board, write *Mr. Bernal*, *Mr. Luna*, *Ms. Breslin*, and *Mr. Chan*.
- Pronounce each of the names and have students repeat. Then have students read the descriptions again. To check comprehension, ask the following questions. Encourage students to find and read the answers from the text:
  - Who is from the United States?* (Ms. Breslin.)
  - Who is from Hong Kong?* (Mr. Chan.)
  - Who has two brothers?* (Mr. Bernal and Ms. Breslin.)
  - Who has a son?* (Mr. Chan.)
  - Who is very young?* (Ms. Breslin.)
  - Who is handsome?* (Mr. Bernal and Mr. Luna.)
  - Who is very cute?* (Ms. Breslin.)
- Ask students to identify each person:
  - His wife is an actress.* (Mr. Chan.)
  - His parents are actors.* (Mr. Bernal.)
  - Her brother is an actor.* (Ms. Breslin.)

**Option: [+5 minutes]** To use the reading for pronunciation practice, play the audio for the description of Abigail Breslin as students read. Pause after each sentence and have students repeat, imitating the pronunciation and intonation.

**Option: [+10–15 minutes]** To turn this reading into a listening activity, draw the following graphic organizer on the board (without the answers) or print out the graphic organizer from the ActiveTeach Multimedia Disc. First listening: Have students listen for and write down the countries people are from with books closed. Help with any spelling questions. Second listening: Have students listen for and write down the occupation and family of each person. Then have students read the text to confirm their answers.

	Country	Occupation	Family
Jackie Chan	Hong Kong / China	actor and singer	wife, 1 son
Abigail Breslin	United States	actor	parents, 2 brothers
Gael García Bernal	Mexico	actor	parents, 1 sister, 2 brothers

### Language and culture

- Abigail Breslin's grandfather's name is Lynn. It is a name for both women and men.



- Graphic organizers
- Learning Strategies

## 2 Reading comprehension

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To review the answers, call on individual students to read the sentences. Make necessary corrections.



- Extra Reading Comprehension Questions

## 3 Pair work

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students look at the notepad. Point to each column and ask *What are the questions?* Students can say *Tell me about your family* and ask:
  - What's his / her name?*
  - How old is he / she?*
  - What's his / her occupation?*
  - And how about ... ?*
 Write the questions on the board.
- Model the activity with a more confident student. Copy the notepad categories on the board and ask the student questions about his or her family. Complete the notepad on the board with information about the student's family.
- Write clarifying questions on the board to help students communicate with their partners. For example:
  - How do you spell that?*
  - What?*
  - Is she / he your ... ?*

## 4 Group work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students work in groups of three or four.
- Have students take turns describing their partner's family to the group. Encourage students to use their notes.

**Option: [+5 minutes]** As an alternative, have students write six to eight sentences about their partner's family using their notes from their interview.



# Review

Before the first activity, give students a few minutes of silent time to explore the photographs and become familiar with them.

## Pair work 1

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Say the names of each person in the photographs and have students repeat.
- Have two students read the conversation aloud. Ask *Who's Meg?* Have them point to the picture of Meg.
- Move around the room to listen in and make sure students are forming questions correctly.

### Possible responses ...

**A:** Who's Pia? **B:** She's Amy and Mike's daughter. **A:** Is Pia old? **B:** No, she isn't. **A:** How old is she? **B:** She's about 3 or 4. **A:** Is Pia Eddie's sister? **B:** Yes, she is. **A:** Is Pia Beth's daughter? **B:** No, she isn't. She's Beth's granddaughter. **A:** Is Pia handsome? **B:** No, she isn't. She's cute.

## Pair work 2

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students point to Mike in the picture. Read the example to the class.
- Point to two other people in the pictures and call on students to make sentences with *has* or *have*.

**Option: [+5-7 minutes]** As an alternative, have students work together to write statements instead of making them orally.

**Option: [+5 minutes]** For a different approach, form groups of three and have students play a guessing game. Student A describes a person in one of the pictures. Students B and C try to identify the person. Then students switch roles.

### Possible responses ...

Herb is a grandfather. / His wife is Meg. / He has a daughter. / Her name is Sue. / Herb has two grandchildren. / Their names are Dora and Carter. / His grandchildren are very cute.

## Description

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Review the adjectives students have learned in this unit.
- Students can do this activity in pairs as a speaking activity or individually as a writing activity.

### Possible responses ...

She's pretty. / He's handsome. / She's cute. / He's tall. / She's short. / He's old. / They're old. / They're good-looking. / She's young. / He's [16]. / She's [76].

**Option: [+5 minutes]** Have students compete in teams of three to write as many sentences as possible about one person in the photos. Set a five-minute time limit. Then have teams take turns reading sentences from their list aloud to the class. Every correct sentence gets a point.

## Writing

Suggested teaching time:	8-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students work individually to write their sentences.
- In pairs have students read their sentences aloud to a partner and make any necessary corrections before submitting their writing to you.

### Possible responses ...

My grandparents are old. They are 82. They're from Chicago. Their names are Jim and Sara Parker. My parents are doctors. My mother's name is Sandra Allen. My father's name is Jules Parker. My mother is very short. My father is very tall. My mother is from New York. I have two brothers. They are 20 and 17 years old. Their names are Jules and Jimmy. They are students.



### • Writing Process Worksheets

**Option: [+5 minutes]** For a different approach, organize a student dictation. In groups of three, have students take turns saying two statements about their families. Other students write what they hear.

### Option: Oral progress check

Use the illustration on page 35.

- Test listening comprehension: Say *Point to the correct person*; for example, say *I am Beth. She is my daughter.* (Student points to Amy.) Say *They are my grandchildren.* (Student points to Eddie and Pia.) Say *He is my husband.* (Student points to Sam.)
- Test speaking: Point at one of the photos. Say *Tell me about the family.*

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



### • Oral Progress Assessment Charts

**Option: GRAMMAR BOOSTER** (+20 minutes)

## EXTRAS (optional)

- Workbook: Just for Fun
- Complete Assessment Package
- Weblinks for Teachers: [pearsonlongman.com/topnotch/](http://pearsonlongman.com/topnotch/)

And on your ActiveTeach Multimedia Disc:

- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Audioscripts
- Unit Study Guides



## PAIR WORK

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

A: Who's Meg?

B: She's Sue's mother.

A: Is Dora Meg's daughter?

B: No, she's not.

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

Mike has two children. Pia is his daughter.

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

*Pia is very cute.*

**WRITING** Write ten sentences to describe the people in your family. For example:

*My grandparents are very good-looking.*



## NOW I CAN...



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



- 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

**1** **VOCABULARY** • *What time is it?* Read and listen. Then listen again and repeat.



1 It's one o'clock.



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



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



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



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



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



7 It's noon.



8 It's midnight.

24:00 → 11:59 = A.M.  
12:00 → 23:59 = P.M.

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



**2** **PRONUNCIATION** • *Sentence rhythm* Read and listen.  
Then listen again and repeat.

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

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

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

“What time is it in Vancouver?”

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





UNIT  
5

## Events and Times

## Lesson 1

1  Vocabulary

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- To review numbers for times, have the class count together from 1–60.
- Have students listen once. Then explain some special features about telling time in English:
  - Point out that *o'clock* is used only when identifying the exact hour. Write some digital clock times on the board. For example:  
6:00 6:15 Say *It's six o'clock* NOT *It's six fifteen o'clock.*  
2:00 2:20 Say *It's two o'clock* NOT *It's two twenty o'clock.*
- Explain A.M. and P.M. Write on the board: 8:00 A.M. 8:00 P.M. Say *A.M. is from twelve midnight to 11:59 in the morning. P.M. is for twelve noon to 11:59 at night. Eight A.M. is eight in the morning. Eight P.M. is eight in the evening.*
- Point out that noon or midnight can be stated as *It's twelve o'clock.*
- After listening and repeating, check comprehension. Write the following times on the board, and ask students to say them in as many ways as possible:  
3:00 (It's three o'clock.)  
3:45 (It's three forty-five. It's a quarter to four.)  
4:30 (It's four thirty. It's half past four.)  
5:15 (It's five fifteen. It's a quarter past five.)  
6:20 (It's six twenty. It's twenty after six.)  
7:40 (It's seven forty. It's twenty to eight.)

**Option: [+5 minutes]** To practice the times, have students take turns dictating different times to a partner and writing them. Student A says: *It's eight (o'clock) in the morning.* Student B writes: 8:00 A.M.

**Language and culture**

- Telling time digitally (saying the exact numbers on the clock: *It's eleven forty-five*) is more common than the traditional way (using expressions like *a quarter to: It's a quarter to twelve*). However, encourage students to understand and be able to tell time both ways.
- English speakers use *oh* and NOT *zero* to tell time. They say *eight oh three* for 8:03 and *ten oh five* for 10:05.
- In the U.K., the 24-hour clock is normally used instead of A.M. / P.M. for train, bus, and air timetables. The 12-hour clock is normally used in the U.S., Canada, and Australia.

Active Teach  
Multimedia Disc

• Vocabulary Flash Cards

2  Pronunciation

Suggested teaching time:	2 minutes	Your actual teaching time:	

- Have students listen and pay attention to the sentence rhythm.
- Then have them listen again and repeat chorally.

**Language and culture**

- Words stressed in a sentence are usually content words, for example, nouns, verbs, and adjectives. They provide the most important information in a sentence. Words such as pronouns, prepositions, and articles are called function words and are not usually stressed.

3  Pronunciation practice

Suggested teaching time:	3 minutes	Your actual teaching time:	

- Call on individual students to read the sentences aloud.
- Write additional time sentences on the board. Read each one aloud and invite students to come up and draw a dot over the two stressed syllables. For example:

*It's <sup>•</sup>ten <sup>•</sup>o'clock.**It's <sup>•</sup>nine <sup>•</sup>thirty.**It's <sup>•</sup>half <sup>•</sup>past <sup>•</sup>one.**It's <sup>•</sup>a <sup>•</sup>quarter <sup>•</sup>to <sup>•</sup>five.**It's <sup>•</sup>three <sup>•</sup>fifteen.*Active Teach  
Multimedia Disc

• Pronunciation Activities

4 **Pair work**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	

- Model the correct pronunciation of A.M. and P.M. /'eɪ əm/ and (/ˈpi ɛm/).
- Hold up your book and point to the map. Point to London and ask *What time is it in London?* (It's five forty P.M.) Have students repeat the question and the answer chorally.
- Ask students a few more questions about times around the world; for example, *What time is it in Beijing?* (It's 1:40 A.M.) *What time is it in Caracas?* (It's 1:10 P.M.)
- As students work in pairs, move around the room and listen in. Ask students to provide the alternative way to say a time, whenever possible; for example, *one ten and ten past one.*

**Option: [+5 minutes]** For additional practice, have students take turns saying a time and then which city matches that time; for example, Student A: *It's 4:40 A.M. Where am I?* Student B: *You're in Sydney.* Student A: *Correct!*



5 **Vocabulary**

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students listen and study the words and the clocks in the pictures.
- Ask questions to make sure students understand the context of each picture. Ask *What time does English class start?* (9:00.) *What time is it in picture 1?* (8:45.) *What time is it in picture 2?* (8:57.) *What time is it in picture 3?* (9:20.)
- After students listen, check comprehension by asking questions about students in your class. *In our class, who's on time? Who's late? Who's early?* Students can respond to each question by raising their hands.

**Language and culture**

- Different cultures have different beliefs about the appropriate time to arrive for an event. In most English-speaking countries, it is important to arrive on time or even somewhat early for both informal and formal events. It is also polite to call and let someone know if you're going to be late.



Active Teach  
Multimedia Disc

• Vocabulary Flash Cards

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

1 **Conversation model**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

This conversation strategy is implicit in the model:

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

- Direct attention to the picture insert. Say *This is a meeting.*
- After students read and listen, ask *What time is it?* (It's five to ten.) *What time is the meeting?* (10:00.) *Is the man late?* (No, he's early.)
- Point out that the man says *Five to ten?* with rising intonation to confirm the time he heard.

2 **Rhythm and intonation**

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *What time is the meeting?*
  - use rising intonation for *Am I late?* and *Five to ten?*
  - stress **No** and **not** in *No, you're not.*
  - do not stress **to** in *Five to ten?*
- To focus students on the stress in each sentence, have them listen a third time and place a large dot over the stressed syllables in each sentence. (Stressed syllables: TIME, MEETing, TEN, LATE, NO, NOT, FIVE, TEN, FIVE, TEN, RIGHT, EARly.)

3 **Pair work**

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Prepare students for the conversation. Say *Now it's 2:15.*
- Model the conversation with a more confident student. Play Role A to emphasize the intonation and expression possible in this conversation.
  - A: *What time is the class?*
  - B: *2:15.*
  - A: *Uh-oh. Am I late?*
  - B: *No, you're not. It's 2:15.*
  - A: *2:15?*
  - B: *That's right. You're on time.*
- Be sure to reinforce the use of the conversation strategy listed with the Conversation Model; for example, to indicate you made a mistake, say *Uh-oh* with concern.
- As students work in pairs, move around the room listening in on their conversations. Remind students to use different ways to say the time (*Two / Two o'clock; Two fifteen / A quarter past two; Two-thirty / Half past two.*) Also remind students to switch roles and practice using a different prompt. Encourage students to use the correct rhythm and intonation.



Active Teach  
Multimedia Disc

• Conversation Pair Work Cards

4 **Change partners**

Suggested teaching time:	5-6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Write a new time on the board and some new event times so students can continue to practice with their new partners. For example:
  - It's 4:25*
  - Class is at 4:30.*
  - The train is at 4:15.*
  - The bus is at 5:00.*

**EXTRAS** (optional)

- **Workbook:** Exercises 1-3
- **Copy & Go:** Activity 13



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



1 She's early.



2 They're on time.



3 He's late.

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

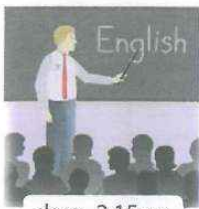
- 2:20 **1** **CONVERSATION MODEL** Read and listen.

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

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

- 3 PAIR WORK** It's 2:15 P.M. now. Change the model. Use the pictures. Then change roles.

A: What time is the ..... ?  
 B: .....  
 A: Uh-oh. Am I late?  
 B: ..... It's .....  
 A: ..... ?  
 B: That's right. You're .....



class: 2:15 P.M.



train: 2:30 P.M.



bus: 2:00 P.M.

- 4 CHANGE PARTNERS** Change the model again.





# GOAL Talk about the time of an event

**VOCABULARY BOOSTER**

More events • p. 128

**1** <sup>2:22</sup> **VOCABULARY** • *Events* Read and listen. Then listen again and repeat.



1 a party



2 a play



3 a game



4 a dinner



5 a movie



6 a concert

**2** <sup>2:23</sup> **LISTENING COMPREHENSION** Listen to the conversations about events. Write the event and circle the time.

- |   |   |
|---|---|
| 1 ..... dinner ..... (7:15 / <u>7:45</u> )  | 4 ..... game ..... (12:00 A.M. / <u>12:00 P.M.</u> )  |
| 2 ..... play ..... (8:00 / <u>9:00</u> )    | 5 ..... movie ..... ( <u>9:15</u> / 9:50)             |
| 3 ..... concert ..... ( <u>3:30</u> / 3:15) | 6 ..... party ..... ( <u>12:00 A.M.</u> / 12:00 P.M.) |

**3** <sup>2:24</sup> **VOCABULARY** • *Days of the week* Read and listen. Then listen again and repeat.

WEEKDAYS					THE WEEKEND	
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

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

- |                          |  |
|--------------------------|--|
| What time is it?         | (It's) five twenty.  |
| What time's the party?   | (It's) <b>at</b> nine thirty.  |
| What day is the concert? | (It's) <b>on</b> Saturday.   |
| When's the play?         | { (It's) <b>at</b> ten o'clock.<br>(It's) <b>on</b> Friday at 10:00 P.M. |

**Contractions**

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

**Be careful!**

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



1 **Vocabulary**

Suggested teaching time:	3-4 minutes	Your actual teaching time:
--------------------------	-------------	----------------------------

- Have students study the words and pictures as they listen.
- Have students work in pairs. Student A points to the photos, covering the word for each event. Student B names the event. Then they switch roles.

**Option:** [+2-3 minutes] Extend the activity by having students talk about their favorite events. Say *A [concert] is number 1 for me. What is number 1 for you?* Students can say *A [game] is number 1 for me.*

**Language and culture**

- In British English, a *movie* is called a *film*.



- Vocabulary Flash Cards
- Learning Strategies

2 **Listening comprehension**

Suggested teaching time:	6-8 minutes	Your actual teaching time:
--------------------------	-------------	----------------------------

- First listening: Have students write the name of the event.
- Second listening: Have students circle the time.
- Third listening: Have students confirm their answers.
- Review answers by asking questions; for example, *What time is the [dinner]?* (Seven forty five. Or A quarter to eight.)

**AUDIOSCRIPT**

CONVERSATION 1

- M:** What time's the dinner?  
**F:** A quarter to eight.  
**M:** A quarter to eight? Thanks.

CONVERSATION 2

- F1:** What time's the play? Eight o'clock?  
**F2:** Eight? No. It's at nine o'clock.  
**F1:** Oh, OK. Thanks.

CONVERSATION 3

- F:** What time's the concert?  
**M:** It's at half past three.  
**F:** Half past three? Are we late?  
**M:** No. It's only three o'clock.

CONVERSATION 4

- M1:** What time's the game?  
**M2:** At noon. Don't be late.  
**M1:** OK. See you at noon.

CONVERSATION 5

- M:** What time's the movie?  
**F:** A quarter after nine.  
**M:** A quarter after nine? Thanks. See you there.

CONVERSATION 6

- F:** What time's the party?  
**M:** At midnight.  
**F:** Midnight? Wow.



- Learning Strategies

3 **Vocabulary**

Suggested teaching time:	5 minutes	Your actual teaching time:
--------------------------	-----------	----------------------------

**FYI:** The *o* in *Monday* and the *u* in *Sunday* are pronounced the same as the sound /ʌ/ in *but*.

- Introduce the days of the week. Have students point to the words as they listen and repeat.
- Practice the *th* sound /θ/ in *Thursday*.
- Point out that the days of the week are always capitalized in English.
- Have students take turns saying the days of the week; for example, Student 1: *Monday*, Student 2: *Tuesday*, Student 3: *Wednesday*.
- To check comprehension, say true and false sentences and have students correct you. For example:  
*Monday is on the weekend.* (No. Monday is a weekday.)  
*Wednesday is a weekday.* (Yes.)  
*Saturday is on the weekend.* (Yes.)  
*Sunday is a weekday.* (No. Sunday is on the weekend.)

**Option:** [+5 minutes] To extend the activity, write abbreviations for the days in random order on the board, and have students say the full name. Some common abbreviations are *Mon., Tues., Wed., Thurs., Fri., Sat., Sun.* Then have students write the abbreviations in the correct order on a separate piece of paper.



- Vocabulary Flash Cards

4 **Grammar**

Suggested teaching time:	5-7 minutes	Your actual teaching time:
--------------------------	-------------	----------------------------

- Direct attention to the questions and answers about times and days and have students study the examples.
- Model the three ways to answer the second question: *What time's the party? Nine thirty. At nine thirty. It's at nine thirty.*
- Point out that the answer to a question with *When* can be a day or a time. *When's the concert?* (On Friday. At 10:00.)
- Direct attention to the information about contractions. Use the board and the eraser to show how the contractions are formed. Erase the *i* in *is* both times and add an apostrophe (') to make *time's* and *when's*.

**Option:** [+5 minutes] For some basic practice, ask questions about your own class. *When is our class? What day is the class? What time's the class on [Tuesday]?, etc.*

**FYI:** The prepositions for telling dates and months are presented on page 41.



- Inductive Grammar Charts



## 5 Grammar practice

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
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- Point out each blank line is for one word only.
- To review answers, have pairs of students take turns reading the dialogs to the class.

## 6 Listening comprehension

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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- Prepare students for the activity. Say *Listen to the teachers. What are the events this week?*
- Have students look at the agenda and identify the days of the week and times for each day.
- You may choose to pause after each event to allow students more time to write.
- Have students compare answers.
- To review answers, say a day of the week and have individual students say the correct event and time for that day in a complete sentence; for example, Teacher: *Monday.* Student: *The game is on Monday at 6:30.*

**Option: [+5 minutes]** For a challenge, have students listen again. Then ask more detailed comprehension questions. Examples: *When's the meeting?* (On Thursday at seven.) *Who's the dinner for?* (The students.) *Who's the singer at the concert?* (Maya Peters.) *Who's in the movie?* (Jackie Chan.)

### AUDIOSCRIPT

- F:** Oh good. You have your calendar.  
**M:** Yeah. So what events are there this week?  
**F:** Let's see... Well, on Thursday, there's a school meeting at seven.  
**M:** Meeting . . . at seven o'clock.  
**F:** And this weekend there's a party.  
**M:** A party? That sounds good. When is it?  
**F:** Saturday at six thirty.  
**M:** At half past six? That's early. Oh, look. On Friday there's a dinner.  
**F:** A dinner?  
**M:** Yes. For the students.  
**F:** Oh, right. What time?  
**M:** At seven o'clock.  
**F:** OK. Friday . . . dinner at seven. Is there a game on Friday?  
**M:** No. There's a game on Monday. At five thirty.  
**F:** Five thirty. OK.  
**M:** How about a movie? Is there a movie this week?  
**F:** Yes, there is. There's a Jackie Chan movie on Tuesday at six thirty.  
**M:** Jackie Chan? Great. Tuesday . . . half past six. So . . . that's it?  
**F:** That's it. Sounds like a good week.

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

### 1 Conversation model

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Use **Look** to focus someone's attention on something.
- Use **Great!** to show enthusiasm for an idea.

- After students read and listen, ask *When is the play?* (10:30.) *Where's the play?* (At Pat's Theatre.)
- Point out to students that they can use the preposition *at* with places.

### Language and culture

- *Let's* is the contraction for *let us* and is used often in spoken English to make a suggestion.

## 2 Rhythm and intonation

Suggested teaching time:	2-3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
  - say *Great!* with enthusiasm.
  - pause slightly after *Great!*
  - use falling intonation for *What time?*
  - use rising intonation for *Really?*

## 3 Pair work

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students look at the information for the different events. Ask *What day is the basketball game?* (Saturday.) *What time is the concert?* (8:00.) *When is the movie?* (On Thursday at 9:00.) *When is the school dinner?* (On Saturday at 8:00.)
- Model the conversation with a more confident student. Play Role A. For example:  
 A: *Look. There's a basketball game on Saturday.*  
 B: *Great! What time?*  
 A: *10:00. At Athlete Central.*  
 B: *Really? Let's meet at 9:45.*
- Be sure to reinforce the use of the conversation strategies; for example, point to the event in the book as you say enthusiastically *Look. There's a [concert] on [Friday].*
- Listen in as students work in pairs. Make sure students are expressive when they say *Look, Great!*, and *Really?*

**Option: [+10 minutes]** For a challenge, make copies of a local listing of events from the Internet or a newspaper. Have students make more conversations.



Active Teach  
Multimedia Disc

• Conversation Pair Work Cards

## 4 Change partners

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
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- To review, invite a few pairs to act out their conversations in front of the class.


### EXTRAS (optional)

- **Workbook:** Exercises 4-9
- **Copy & Go:** Activity 14



**5 GRAMMAR PRACTICE** Complete the questions and answers.

- 1 A: When .....*s/ is*..... the party?  
 B: It's .....*at*..... 11:00 P.M.
- 2 A: .....*What*..... day is the game?  
 B: It's .....*on*..... Saturday.
- 3 A: What .....*time*..... is the concert?  
 B: It's .....*at*..... 8:30.
- 4 A: What .....*day*..... is the dinner?  
 B: It's .....*on*..... Tuesday.
- 5 A: .....*When*..... is the play?  
 B: It's .....*on*..... Friday at 9:00.
- 6 A: What .....*time*..... is the class?  
 B: It's .....*at*..... noon.


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

Monday	5:30	game	Thursday	5:30	
	6:30			6:30	
	7:00			7:00	meeting
	7:15			7:15	
Tuesday	5:30		Friday	5:30	
	6:30	movie		6:30	
	7:00			7:00	dinner
Wednesday	5:30		Saturday	5:30	
	6:30			6:30	party
	7:00			7:00	
	7:15			7:15	
			Sunday	5:30	
				6:30	
				7:00	
				7:15	

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

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

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

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

**3 PAIR WORK** Change the model. Ask your partner about an event. Use these events or your own events. Then change roles.

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



**4 CHANGE PARTNERS** Talk about different events.



# GOAL Ask about birthdays

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

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

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

“ three ”  
“ third ”

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

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

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

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





“ July thirty-first ”      July 31<sup>st</sup>



1  Vocabulary

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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- First listening: Have students study the numbers and the words.
- Between the first and second listening, have students underline the last two letters in each word in the vocabulary exercise; for example, first, second, third, fourth. Point out that those are also the two letters next to the numerals.
- Second listening: Have students repeat chorally. Encourage students to pronounce the end of each word clearly.
- To help students pronounce the /θ/ sound, show how your tongue rests between your teeth as you blow air. Some students may be embarrassed to show their tongues, in which case they can shield their mouths with their papers or hands until they are more comfortable.
- To help students identify and pronounce all the syllables in the ordinal numbers twentieth, thirtieth, fortieth, fiftieth, write these words on the board and have them draw dots above each syllable. For example:

**Option: [+5 minutes]** For additional practice, have students take turns dictating random ordinal numbers (1st, 22nd, 43rd, etc.) to a partner. The partner writes the cardinal form (1, 22, 43, etc.).

**Language and culture**

- Use ordinal numbers to say dates; for example, *January fifteenth*. In formal writing, use cardinal numbers; for example, *January 15*. It is common to use ordinal numbers in informal writing.

Active Teach  
Multimedia Disc

- Vocabulary Flash Cards

2 **Pair work**

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Model the activity with a student. Write two columns on the board: one with cardinal numbers and the other with the corresponding ordinal numbers.
- Call out a cardinal number and point to the corresponding ordinal number to prompt the student to say it. Repeat with another student.

3  Vocabulary

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Play the audio to introduce the months of the year.
- Have students point to the words as they listen and repeat.
- Point out that the months of the year are always capitalized in English.

**Option: [+5 minutes]** For a different approach, write the following abbreviations for months of the year in random order on the board, and have students say the full name: *Jan. Feb. Mar. Apr. Aug. Sept. Oct. Nov. Dec.*

**Option: [+5 minutes]** As an alternative, say a series of four months, but clap in place of one month; for example, say *March, April, [clap], June*. Have students say the missing month. (May.) Have students take turns leading the activity in small groups.

Active Teach  
Multimedia Disc

- Vocabulary Flash Cards
- Learning Strategies

4  Listening comprehension

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- First listening: Model the first item with the class. Play the audio, pause it, and then circle the date on the calendar. Continue playing and have students mark the dates on the calendar.
- Second listening: Pause after each date, have students repeat, and then confirm their answers.

**AUDIOSCRIPT**

**F:** January sixteenth  
**M:** April fourth  
**F:** November eleventh  
**M:** October twenty-first  
**F:** May seventeenth  
**M:** December second  
**F:** February twenty-eighth  
**M:** March fourteenth  
**F:** June first  
**M:** August thirty-first  
**F:** September twelfth  
**M:** July twenty-third

5 **Pair work**

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
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- Model the activity with the students. Say *January 15th*. Then have students write January 15th.
- Have students first write a list of the dates they will read to their partners, so that they can check their partner's answers.

**Language and culture**

- In British English, when dates are written giving the month as a word, the number may precede or follow the month; *January 15* or *15 January*. In American English, the number always follows the month.



## 6 Grammar

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the prepositions of time and have students study the examples.
- Have students repeat chorally. Point out that we use *in* with months, *on* for days and dates, and *at* with times.
- Write three categories on the board with the headings:  
*in on at*
- Say the following time phrases and then point to the three categories: *the evening, Friday, night, Sunday, the afternoon, January, March 10th, midnight, three o'clock*. Have students indicate the category where each phrase belongs. (Alternatively, print out the graphic organizer.)



Active Teach  
Multimedia Disc

### • Graphic Organizers

**Option: [+5 minutes]** To check comprehension, ask students for information about your class. Examples: *What time is our class?* (At 8:00.) *When is our class?* (In the [morning]. On [Tuesday].)



Active Teach  
Multimedia Disc

### • Inductive Grammar Charts

## 7 Grammar practice

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Do item 1 together as a class.
- Have students compare answers in pairs.



Active Teach  
Multimedia Disc

### • Learning Strategies

## NOW YOU CAN Ask about birthdays

### 1 Conversation model

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

This conversation strategy is implicit in the model:

- Offer someone best wishes on his or her birthday.
  - Respond to a person's birthday wishes.
- Introduce the word *birthday*. Say *My birthday is on [May 24th]*. Draw a birthday cake with candles (or another such symbol of a birthday) to illustrate the meaning of *birthday*.
- After students read and listen, ask *When's her birthday?* (November 13th.) *When's his birthday?* (July 15th.)
- Point out that the birthdays are given in two different ways in the conversation:  
It's on [month] [date]. Example: *It's on July 15th.*  
It's in [month]. On the [date]. Example: *It's in November. On the 13th.*
- Ask several students *When's your birthday?*
  - Call attention to the box showing how to give and respond to a birthday wish, and play the audio.

- Have students practice saying *Happy birthday!* and *Thank you!* with enthusiasm.

### 2 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *When's your birthday?* and *When's yours?*
  - pronounce the *s* in the contractions *When's* and *birthday's*.
  - pronounce the ordinal numbers *fifteenth* and *thirteenth* with stress on *teenth*.

### 3 Pair work

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
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**Don't stop!** Review the list of people in the Don't stop! chart. Tell students to ask questions in their conversation about the people in the chart and write down their birthdays.

- Model the conversation with a more confident student. Play Role A to illustrate how to ask for and write down the information in the Don't stop! chart.

A: *When's your birthday?*

B: *On [September 5th]. When's yours?*

A: *My birthday's in [March]. On the [10th]. When's your brother's birthday?*

B: *It's on April 22nd.*

A: *How about your sister's birthday?*

B: *I have no sisters.*

A: *OK. And your mother's birthday?*

B: *It's in February. On the 2nd.*

- As students work in pairs, move around the room listening in on their conversations. Remind students to use different ways to say their birthdays. (*On August 1st. or In August. or On the 1st.*) Also, remind students to ask about the family members listed in the Don't stop! box and write down the dates they hear.
- Students may find the phrase *I don't remember* useful in these conversations.



Active Teach  
Multimedia Disc

### • Conversation Pair Work Cards

### 4 Change partners

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**Option: [+5 minutes]** Give out cards with different months of the year. Have students ask each other questions to find a student whose birthday is in the month on his or her card and then ask about the birthdays of family members.

## EXTRAS (optional)

- **Workbook:** Exercises 10-14
- **Copy & Go:** Activity 15



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

When's the party?  
 When's the meeting?  
 When's the play?  
 When's the dinner?  
 What time's the movie?  
 What time's the play?

**In** January.  
**On** Tuesday.  
**On** January 15<sup>th</sup>.  
**On** the 12<sup>th</sup>.  
**At** noon.  
**At** 8:30.

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



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

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

**NOW YOU CAN** Ask about birthdays

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

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

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

**3 PAIR WORK** Personalize the conversation with your own birthdays.

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

**Don't stop!**  
 Ask questions to complete the chart.

brother's birthday:

sister's birthday:

mother's birthday:

father's birthday:

grandmother's birthday:

grandfather's birthday:



**4 CHANGE PARTNERS** Ask about other people's birthdays.

**2:33** On someone's birthday say:

“Happy birthday!”

“Thank you!”



# Extension



More Practice

ActiveBook Self-Study Disc

grammar · vocabulary · listening  
reading · speaking · pronunciation

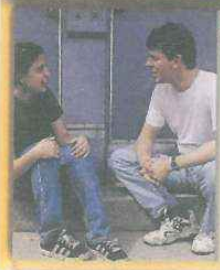
2:34 **1 READING** Read the conversations. What are the events?



**1 A:** Hey, it's Alec's birthday on June 1st.  
**B:** Really? That's on Friday.  
**A:** That's right. And there's a party.  
**B:** Great! Where?  
**A:** At the New School, right around the corner.  
**B:** What time?  
**A:** 11:30.



**2 A:** There's a show tomorrow at 10:30.  
**B:** Hey, let's go! Where is it?  
**A:** At Casey's Restaurant.  
**B:** Is that next to the bookstore?  
**A:** That's right.



**3 A:** There's a movie tonight at 8:00.  
**B:** Really? What movie?  
**A:** The Party, with Peter Sellers.  
**B:** The English actor?  
**A:** Right.  
**B:** That's an old movie!  
**A:** Yes, but it's good. Let's go. OK?



**4 A:** Where is the meeting?  
**B:** At United Bank.  
**A:** Can we walk there?  
**B:** No, let's go by taxi.  
**A:** Are we late?  
**B:** No. The meeting's at 10:00. It's only 9:30.

**2 INTEGRATED PRACTICE** Correct all the mistakes. Use the information in the Reading.

- The show is at half past <sup>ten</sup> ~~nine~~.
- The movie is at 8:00 <sup>P.M.</sup> ~~A.M.~~.
- The meeting is at half past <sup>10:00</sup> ~~ten~~.
- The birthday party is at <sup>11:30</sup> ~~midnight~~.
- Alec's birthday is in <sup>June</sup> ~~July~~.
- The show is at <sup>Casey's Restaurant</sup> ~~the bookstore~~.
- The meeting is at <sup>United Bank</sup> ~~the New School~~.
- Alec's party is at <sup>United Bank</sup> ~~the New School~~.
- <sup>The New School</sup> ~~United Bank~~ is around the corner.
- Peter Sellers is an English <sup>actor</sup> ~~singer~~.

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

On your ActiveBook Self-Study Disc:  
Extra Reading Comprehension Questions

**GRAMMAR BOOSTER**  
Extra practice • p. 140



**Capricorn**  
Dec. 22 – Jan. 20



**Aquarius**  
Jan. 21–Feb. 19



**Pisces**  
Feb. 20 – Mar. 20



**Aries**  
Mar. 21 – Apr. 20



**Taurus**  
Apr. 21– May 21



**Sagittarius**  
Nov. 22 – Dec. 21



**Gemini**  
May 22 – Jun. 21



**Scorpio**  
Oct. 23 – Nov. 21



**Libra**  
Sep. 23 – Oct. 22



**Virgo**  
Aug. 24 – Sep. 22



**Leo**  
Jul. 23 – Aug. 23



**Cancer**  
Jun. 22 – Jul. 22

Name	Birthday	Zodiac Sign



2:35/2:36

**Top Notch Pop**  
"Let's Make a Date"



# Extension

## 1 Reading

Suggested teaching time:	7–12 minutes	Your actual teaching time:
--------------------------	--------------	----------------------------

- Pre-reading: To practice the reading strategy of scanning, have students read quickly and underline the dates and the times of the events.
- Then have students read the texts silently.
- To check comprehension, ask the following questions:  
*When is Alec's birthday?*  
*What day is the party? What time?*  
*When is the show?*  
*Where is Casey's Restaurant?*  
*What time is the movie tonight?*  
*What movie is it?*  
*Who is in the movie?*  
*What time is the meeting?*  
*What time is it now? Are the man and woman late?*

**Option: [+10 minutes]** To extend the activity, have students listen to the conversations and note the rhythm of the sentences. Have them underline the words and syllables the speakers stress; for example, *Hey, it's Alec's birthday on June first. Really? That's on Friday.* Have volunteers read the conversations aloud with the correct intonation.

**Option: [+10–15 minutes]** To turn this reading into a listening activity, draw the following graphic organizer on the board (without the answers) or print out the graphic organizer from the *ActiveTeach* Multimedia Disc. Then have students listen to the audio twice. First listening: With books closed, have students listen for and write down the event. Second listening: Have students listen for and write down the day or date, time, and place of the event. Then have them read the text to confirm their answers.

Conversation	What	When	Where
1	(birthday) party	at 11:30 on Friday. June 1st	New School
2	show	tomorrow at 10:30	Casey's Restaurant
3	movie	tonight at 8:00	
4	meeting	at 10:00	United Bank



ActiveTeach  
Multimedia Disc

### • Graphic Organizers

**Option: [+15 minutes]** For more practice, have pairs compose their own version of one of the conversations, changing some of the facts (event, date and time, location). Have each pair act out (or read aloud) their new conversation as the rest of the class listens and completes information in the graphic organizer.



ActiveTeach  
Multimedia Disc

### • Learning Strategies

## 2 Integrated practice

Suggested teaching time:	4–6 minutes	Your actual teaching time:
--------------------------	-------------	----------------------------

- Ask students to scan the conversations to find the correct information for each item. Have students underline the necessary information in the text and then correct the sentences.
- Review answers by having students read the corrected sentences aloud.



ActiveTeach  
Multimedia Disc

### • Extra Reading Comprehension Questions

## 3 Group work

Suggested teaching time:	4–6 minutes	Your actual teaching time:
--------------------------	-------------	----------------------------

- Have students repeat the name of each sign chorally.
- Model the range of dates for each sign. Use the full names for the abbreviations of the months: *Capricorn: December twenty-second to January twentieth.*
- Call out each sign and call on different students to provide the range of dates: T: *Aquarius. S: January twenty-first to February nineteenth.* T: *Pisces. S: February twentieth to March twentieth.*
- Provide a model for completing the chart with your own information. Say *My birthday is May 18th. I'm a Taurus.* Write on board: *Name: Ms. Jackson Birthday: May 18 Zodiac sign: Taurus.* Choose various students and ask *When's your birthday? What's your sign?*
- Have students walk around, ask one another about their birthdays, and complete the chart.
- Move around the room. Listen in on student conversations and assist students in pronouncing the names of the signs.

**Option: [+5 minutes]** To extend the activity, take a poll. Ask students to raise their hands as you call out each zodiac sign when they hear their own sign. Write the number of students for each sign on the board.

**Option: [+5 minutes]** As an alternative, say the dates and have students tell you the sign. Teacher: *September 23rd to October 22nd.* Students: *Libra.* This activity may also be done in pairs.

### Language and culture

- The astrology zodiac is made up of twelve signs that correspond to a range of dates based on the system used by the Greeks as early as 600 BCE. Many people enjoy studying the zodiac for fun, and most people know their own sign.



# Review

Before the first activity, give students a few minutes of silent time to explore the picture and become familiar with it.

## Pair work 1

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Brainstorm questions about the day, date, and time of events. Write them on the board. For example:

*What time is the concert?*

*When is the dinner?*

*What day is the party?*

- Model a conversation about events with a more confident student. For example:

A: Look. There's a basketball game on Sunday.

B: Really? What time? etc.

- Have students practice conversations about the events. Encourage them to use different questions for asking about the day and time of events.

**Option: [+5 minutes]** For a challenge, have students plan a weekend. Provide copies of a weekend list of cultural events. (If a listing of real events is not available, create a list of four to five events.) Then have students work in pairs to discuss the events and decide what to do during the weekend. Tell students to use *Let's*.

### Possible responses ...

A: Look. There's a party for students on Saturday. B: Really? What time is it? A: 9:30 in the evening. B: OK. Let's meet at 9:30. A: Great!

A: When is the concert? B: It's on May 24<sup>th</sup>. A: What time? B: At 10:30 P.M.

## Pair work 2

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Model a conversation with a more confident student in which you confirm that you are on time for an event. For example:

T: *What time's the dinner?*

S: 8:30 P.M.

T: *Uh-oh. Am I late?*, etc.

- For the confirming conversations, set a new time for each event. For example:

Basketball game: *Now it's 12:15 on Sunday, May 22<sup>nd</sup>.*

Concert: *Now it's 10:00 on Tuesday, May 24<sup>th</sup>.*

Party: *Now it's 9:30 on Saturday, May 28<sup>th</sup>.*

### Possible responses ...

A: When is the concert? B: 10:30. A: Uh-oh. Am I late?

B: No. It's 10:00. A: Really? B: That's right. You're early.

## Contest

Suggested teaching time:	5-6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Give students one minute to study the picture.
- Tell students to close their books. Ask *How many events are there? What are the events? When are they?* Don't expect students to reconstruct all the information.

- When students can't remember any more, have them open their books to find the information.
- Print out the graphic organizer to help students reconstruct the information.



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• Graphic Organizers

## Writing

Suggested teaching time:	5-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Brainstorm with the class events in your community. Write the ideas on the board. For example:

*party: Saturday night at 10, April 4*

*game: Sunday A.M., April 5*

**Option: [+10 minutes]** For additional practice, have students write as many sentences as they can about the events on page 43. To review, call on individual students to say their sentences. Listen for students to use prepositions of time correctly. Make necessary corrections.

### Possible responses ...

[There's a [concert / dinner / play / game / movie / party] on [Thursday, June 18th], at [8:30 in the evening].



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• Writing Process Worksheets

## Option: Oral Progress Assessment

Use the illustration on page 43. Encourage students to use the language practiced in this unit as well as previous units. Ask the student questions about the information in the illustration; for example, T: *When is the concert?* S: *It's on Tuesday, May 24<sup>th</sup>.* T: *At what time?* S: *10:30 P.M.*

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



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• Oral Progress Assessment Charts

**Option:** **GRAMMAR BOOSTER** (+10 minutes)

## EXTRAS (optional)

- Workbook: Just for Fun
- Complete Assessment Package
- Weblinks for Teachers: [pearsonlongman.com/topnotch/](http://pearsonlongman.com/topnotch/)

And on your ActiveTeach Multimedia Disc:

Top Notch Pop Song Activities  
Top Notch TV Video Program and Activity Worksheets  
Supplementary Pronunciation Lessons  
Audioscripts  
Unit Study Guides



**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:

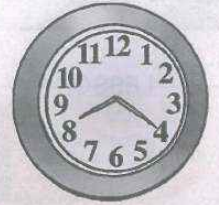
What time's the — ?

**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 events at your school or in your city. For example:

There's a concert on Friday at ...



**DINNER**

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

Where:  
My French Restaurant

Between the 13th Street School  
and the Corner Pharmacy

**BASKETBALL GAME**

Sunday, May 22, noon  
At the Twelfth Night School

**"Midnight" in Concert!**

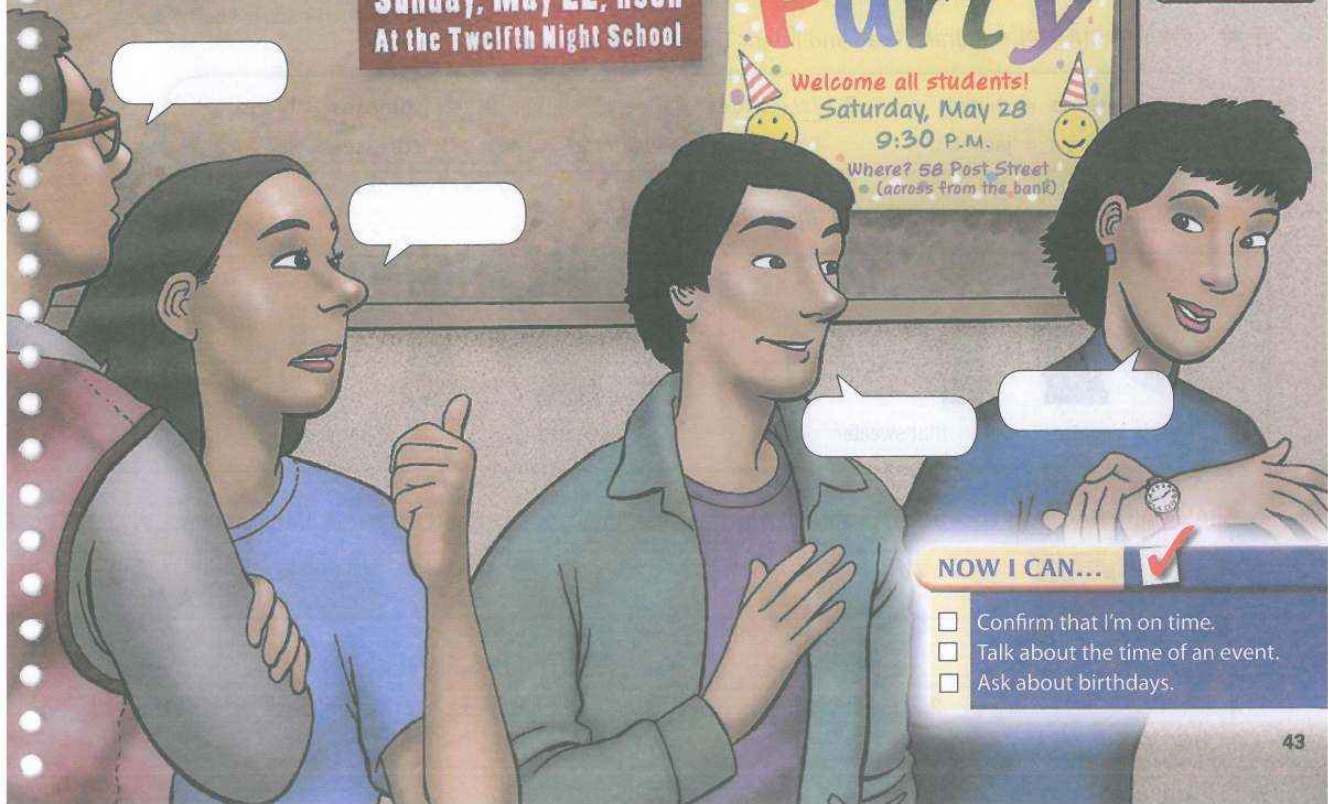
When:  
**10:30 P.M., Tuesday, May 24**

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

**Party**

Welcome all students!  
Saturday, May 28  
9:30 P.M.

Where? 58 Post Street  
(across from the bank)



**NOW I CAN...**



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



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

LESSON 1

## GOAL Give and accept a compliment

**VOCABULARY BOOSTER**

More clothes • p. 129

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



**2** **PRONUNCIATION** • *Plurals* Read and listen. Then listen again and repeat. \* Pants is a plural noun. Use are, not is, with pants.

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

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



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



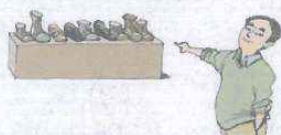
1 those jackets



2 this jacket



3 this skirt



4 those shoes



UNIT  
6

## Clothes

## Lesson 1

1  Vocabulary

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students listen and point to the words. Then have them listen and repeat the words chorally. Make sure students say the indefinite article *a* with each word, except *pants* and *shoes*. Point out that *pants* and *shoes* are plural.
- Have students look around the room and say the items of clothing they see.

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• Vocabulary Flash Cards

Option: **VOCABULARY** (+5–10 minutes)**Language and culture**

- *Shirt* refers to both men's and women's clothes.
- *Blouse* is used for women's clothes only.
- *Pants* is used in American English for both men's and women's clothes. *Pants* is grammatically plural even though the word refers to one item, a pair of pants. In British English, this article of clothing is called *trousers*.

2  Pronunciation

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Before students listen, tell them to put their hands on their throats and say /s/, /z/, and /ɪz/. With the latter two sounds, they will feel a vibration coming from their throat.
- First listening: Have students listen and study the words.
- Second listening: Make sure students are clearly pronouncing three different sounds for the plural endings.

**Language and culture**

- Add *-s* to most nouns to make them plural. Add *-es* to nouns ending in *-ch*, *-sh*, *-s*, *-ss*, or *-x*; for example, *beaches*, *dishes*, *buses*, *dresses*, *boxes*. There are two rules for nouns ending in *-y*. If there is a vowel before the *-y*, add *-s* (*keys*). If there is a consonant before the *-y*, change the *-y* to *-i* and add *-es* (*baby-babies*).

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• Pronunciation Activities

## 3 Grammar

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Direct attention to the Grammar box and have students study the examples.
- To demonstrate *this* and *that*, pick up a book. Hold it close to you and say *This book*. Then point to a book on a desk far from you and say *That book*. Repeat with *these books* and *those books*.
- Point out that the words *these* and *those* have the same /z/ sound students were practicing in Activity 2 with *shoes* and *sweaters*.

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• Inductive Grammar Charts

## 4 Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- To help students interpret the distance between the objects and the pictures, point to each picture and ask *Is he / she next to the clothes?* (1. No. 2. Yes. 3. Yes. 4. No. 5. Yes. 6. Yes. 7. Yes. 8. No.)
- To review answers, call on individual students to say the complete answer. Make any corrections, and have the class repeat the correct answers chorally.

**Option: [+5 minutes]** For additional practice, have students take turns saying *this*, *that*, *these*, and *those* to identify clothes or objects in the room.



5 Grammar

Suggested teaching time:	9-12 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the examples of *like, want, need,* and *have* on the left. Say each sentence and have students repeat.
- Direct attention to the forms on the top right and have students study the examples. Say each sentence and have students repeat chorally.
- Direct attention to the third-person singular forms.
- Point to the group of third-person singular subjects on the bottom right and to the -s added to each verb. Have a student read aloud the note on the far right, bottom.
- Point to the examples on the left again and read the examples aloud. Write on the board *she hates*. Cross out *hates* and replace it with *has*.
- For practice, do a substitution drill; for example, T: *I like You.* S: *You like.* T: *He.* S: *He likes.* T: *We.* S: *We like.* T: *She.* S: *She likes.* Repeat with the verbs *want, need,* and *have*.
- Check comprehension. Ask students to talk about things they have, want, like, and need; for example, *I have a bicycle. I want a car. I like my classes. I need work.*

**FYI:** Page 46 offers more practice with *like, want, need,* and *have* in the simple present tense.



• Inductive Grammar Charts

**Option: [+5 minutes]** For additional practice, have students do a substitution drill. Form groups of four. The teacher starts with an affirmative statement and gives a pronoun for a new sentence. A student in each group uses the pronoun to create a new sentence; for example, S1: *I have shoes.* You. S2: *You want shoes.* She. S3: *She likes shoes.* They. S4: *They need shoes.* Write other sentences on the board that students can transform. For example:

*He needs pants. / We like those blouses. / I have two suits.*

6 Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Do the first item together with the class.
- If students have difficulty determining the form needed in each sentence, ask them to substitute the subject in the sentence with a pronoun from the board. This should help them to determine when the verb needs an -s; for example: 2. *my friends = they* 3. *Janet = She* 4. *Peter = He* 6. *Sue and Tara = They*
- To review answers, call on different students to read the complete sentences. Make any necessary corrections.

**Option: [+5-10 minutes]** Extend the activity by bringing to class pictures of different clothes. Pair students. Ask them to identify the clothes they see. Ask students to create sentences with *I like*; for example, *I like that shirt. I like these shoes.*

**Option: [+5 minutes]** For additional practice, have students form groups of three. Students take turns saying what they

like, want, need, and have. Then another student repeats the information using the third-person singular. Student A: *I like music.* Student B: *She likes music.* Student B: *I want those shoes.* Student C: *He wants those shoes.*

**NOW YOU CAN** Give and accept a compliment

1 Conversation model

Suggested teaching time:	2-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

This conversation strategy is implicit in the model:

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

- Write on the board: *Thank you = Thanks.*

**Language and culture**

- In most English-speaking countries, it is common to give another person a compliment on his or her clothes.

2 Rhythm and intonation

Suggested teaching time:	2-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - stress *like* and *dress* in *I like that dress*.
  - stress *Thank* in *Thank you*.
  - stress *wel-* in *welcome*.

- Have students practice the rhythm and intonation of *I like + that / those + [clothing item]*. Brainstorm with students the names of other clothes and write their ideas on the board. Elicit the vocabulary from page 44.

3 Pair work

Suggested teaching time:	5-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students look around the classroom and notice the clothes their classmates are wearing.
- Model the conversation with a more confident student and then switch roles; for example: A: *I like that shirt.* B: *Thank you.* A: *You're welcome.* B: *I like those shoes, etc.*
- Be sure to reinforce the use of the conversation strategy; for example, make sure students acknowledge the compliment by saying *Thank you* with enthusiasm.



• Conversation Pair Work Cards

4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students stand up and find another partner. Make sure they switch roles so that they practice both giving and accepting compliments.

**EXTRAS (optional)**

- **Workbook:** Exercises 1-5
- **Copy & Go:** Activity 16

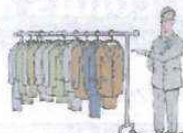




5 these shirts



6 these shoes



7 these suits



8 those ties

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



Tina **likes** these shoes.



Lisa **wants** that shirt.

I	} those sweaters.
You	
We	
They	
Sara and Jim	

He	} those sweaters, too.
She	
Cassie	
Ivan	



Rob **needs** a book.



Now he **has** a book.

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

like → likes  
 want → wants  
 need → needs

**BUT:** have → has

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

1 I like your tie.  
like / likes

4 Peter has that jacket.  
have / has

2 My friends want this suit.  
want / wants

5 We like our dresses.  
like / likes

3 Janet needs this skirt.  
need / needs

6 Sue and Tara want those suits.  
want / wants

**NOW YOU CAN** Give and accept a compliment

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

- A: I like that dress.
- B: Thank you.
- A: You're welcome.

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

**3 PAIR WORK** Personalize the conversation. Compliment your classmates on their clothes and shoes. Then change roles.

- A: I like .....
- B: .....
- A: You're welcome.

**4 CHANGE PARTNERS** Compliment other classmates' clothes.



















**GOAL**

**Ask for colors and sizes**

1 **VOCABULARY** • *Colors and sizes* Read and listen. Then listen again and repeat.

COLORS					SIZES	
						11 small
1 white	2 black	3 red	4 orange	5 yellow		12 medium
						13 large
6 green	7 blue	8 purple	9 gray	10 brown		14 extra large

“ My shoes are brown.  
My shirt is medium. ”

2 **PAIR WORK** Make two statements about your clothes.

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

<p><b>Negative statements</b></p> <p>I { don't want You { don't need extra large. They { don't have</p>		<p>He { doesn't like She { doesn't need red shirts.           { doesn't have</p>		<p><b>Contractions</b> do not → don't does not → doesn't</p>
<p><b>Yes / no questions</b></p> <p>Do { you they } want need have the suit in large?    Yes, { I we do. they }    No, { I we don't. they }</p> <p>Does { he she } like need have those shoes in black?    Yes, { he she } does.    No, { he she } doesn't.</p>				

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

- |   |  |
|---|--|
| <p>1 A: <u>Do</u> your children <u>have</u> sweaters for school?<br/>B: My daughter <u>does</u>, but my son <u>doesn't</u>.</p> <p>2 A: <u>Does</u> your husband <u>need</u> a black tie?<br/>B: No, he <u>doesn't</u>. He <u>has</u> two black ties.</p> <p>3 A: I <u>need</u> a blue suit for work. <u>Do</u> you <u>need</u> one too?<br/>B: Yes, I <u>do</u>.</p> | <p>4 A: <u>Do</u> you <u>like</u> that green shirt?<br/>B: Actually, no, I <u>don't</u>.</p> <p>5 A: We <u>don't like</u> the clothes in this store.<br/>B: Really, that's too bad. We <u>do</u>.</p> <p>6 A: <u>Do</u> you <u>have</u> this black jacket in size 34?<br/>B: No, I'm sorry. We <u>don't</u>.</p> |
|---|--|



## 1 Vocabulary

Suggested teaching time:	3–5 minutes	Your actual teaching time:
--------------------------	-------------	----------------------------

- Have students listen and repeat the colors and sizes chorally.
- Call out colors and have students point to something in the classroom with that color.

**Option: [+5 minutes]** For a different approach, describe the clothes a student is wearing and have the class identify the student. For example:

T: *Brown pants. A white shirt. An extra large jacket.*

SS: *Andrew!*

### Language and culture

- In English, you can use an indefinite article before a size, but it is not necessary; for example, *My shirt is medium. My shirt is a medium.* Both are correct.



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### • Vocabulary Flash Cards

## 2 Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:
--------------------------	-----------	----------------------------

- Model the activity. Say *My shoes are [brown]. My pants are [black]. My shirt is [large].*
- Allow students two minutes to write down a few sentences before they talk in pairs.
- Ask students to report back one of their partner's sentences; for example, *His shoes are white.*



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### • Learning Strategies

## 3 Grammar

Suggested teaching time:	10–15 minutes	Your actual teaching time:
--------------------------	---------------	----------------------------

- Direct attention to the negative statements and have students study the examples.
- Write the following affirmative sentence on the board: *I need extra large.* Then insert *don't* into the sentence. Repeat this process using sentences with *you*, *they*, and *we*.
- Write the following affirmative sentence on the board: *She wants red shoes.* Then insert *doesn't* into the sentence. Repeat this process using a sentence with *he*.
- Call attention to the box on contractions. On the board, show how *do not* becomes *don't*. Then have a student come to the board and show how *does not* becomes *doesn't*.
- Point out that *don't* or *doesn't* always comes before the base form of the verb.
- Direct attention to the *yes / no* questions and answers and have volunteers read the examples aloud to the class.

- Write these prompts on the board. Then ask students to make them into *yes / no* questions. For example:

*you / need / a sweater*

*Do you need a sweater?*

*they / like / the shoes*

*Do they like the shoes?*

*[Jennifer] / have / a yellow jacket*

*Does [Jennifer] have a yellow jacket?*

*[Mr. Matthews] / want / more students*

*Does [Mr. Matthews] want more students?*

You may wish to write students' questions on the board.

- Direct students' attention to the examples of answers.
- Write *Yes*. \_\_\_ after each question on the board. Ask students to complete the answers. (Yes, [I] do. Yes, [they] do. Yes, [she] does. Yes, [he] does.)
- Write *No*. \_\_\_ after each question on the board, and have students complete the answers. (No, I don't. No, they don't. No, [she] doesn't. No, [he] doesn't.)
- Ask students *yes / no* questions and have them respond. Write on the board the two responses *Yes, I do. No, I don't*. For example:  
*Do you like [Miami]? (Yes, I do. / No, I don't.)*  
*Do you like [John Travolta]? (Yes, I do. / No, I don't.)*  
*Do you like my shoes? (Yes, I do. / No, I don't.)*  
*Do you like the color red? (Yes, I do. / No, I don't.)*

**Option: [+10 minutes]** For more practice, have students transform affirmative sentences into negative sentences. Dictate the following affirmative sentences. Have students rewrite the sentences in the negative and then work in pairs to check and correct their work.

*I like this sweater*

*He likes that suit.*

*She needs shoes.*

*We need that suit in black.*

*You want a car.*

*He wants a blue tie.*

*She has this red shirt.*

*They have small and medium sizes.*

**Option: [+10 minutes]** For a challenge, dictate the sentences in the option above. Have students rewrite each sentence as a *yes / no* question and then work in pairs to check and correct their work.

### Language and culture

You may want to review the pronunciation of the vowel sounds in *do /du/*; *does /dʌz/*; *don't /daʊnt/*; and *doesn't /dʌzənt/*.



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### • Inductive Grammar Charts

## 4 Grammar practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:
--------------------------	-------------	----------------------------

- To review answers, have pairs of students read the conversations to the class. Make sure they use rising intonation for *yes / no* questions, falling for responses.

### Language and culture

- *Actually* is used to emphasize an opinion or give new information.



## 5 Listening comprehension

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Before students listen, have them read the sentences and identify the colors.
- First listening: Have students listen and mark if each statement is true or false.
- Second listening: Have students listen and circle the colors.
- Third listening: Have students confirm their answers.
- To review answers, ask students to say *true* or *false* and give the correct information for false statements. (2 He needs a sweater. 5 She needs the sweater in large or extra large. 6 They have his size.)

### AUDIOSCRIPT

#### CONVERSATION 1

- F1:** I really like that blue dress.  
**F2:** I do, too.

#### CONVERSATION 2

- F:** Do you need shoes?  
**M:** No, actually I don't. But I need a brown sweater.

#### CONVERSATION 3

- M:** Does Matt need a blue suit for work?  
**F:** Yes, he does.

#### CONVERSATION 4

- M1:** I'm sorry, sir. You need a tie in this restaurant.  
**M2:** Well, I don't have one.  
**M1:** No problem. We have a nice red tie here for you.  
**M2:** That's good. Thanks.

#### CONVERSATION 5

- F:** I like this sweater. But it's a small.  
**M:** What size do you need, ma'am?  
**F:** Actually, I need a large or an extra large.  
**M:** No problem. What color?  
**F:** Gray, please.

#### CONVERSATION 6

- M:** I don't think this store has my size. I need something very large.  
**F:** What size do you need?  
**M:** A 46.  
**F:** Well, that IS large. But look over here. These black shoes are a 46.  
**M:** Hmm. And I like them. Great!

## NOW YOU CAN Ask for colors and sizes

### 1 Conversation model

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Use That's too bad to express disappointment.
- Use I'm sorry when expressing disappointing information.
- Use That's too bad to express disappointment.

- Point to the woman in the photo and say *This is A*. Point to the man and say *This is B*.
- After students read and listen, ask *What does she want?* (She wants the sweater in green and the shirt in large.) *Do they have the sweater in green?* (Yes.) *Do they have the shirt in large?* (No.)

## 2 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Do you have this sweater in green?* and *Do you have that shirt in large?*
  - pronounce the language chunk *Do you have* as a single word.
  - say *Great* with enthusiasm.
- Have students practice the rhythm and intonation of *Do you have [this shirt] in [red]?* Have students close their books and brainstorm the words for colors and sizes. Prompt students for the colors and sizes they learned on page 46 and write them on the board.
- Write on the board *Do you have \_\_\_ in \_\_\_?* Have students practice this question in pairs, using words from the board. For example:  
*Do you HAVE this TIE in GREEN?*  
*Do you HAVE these SHOES in BLUE?*

## 3 Pair work

Suggested teaching time:	7-9 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students identify the clothes in the pictures using *this* and *these* (these pants, this tie, this suit, this sweater, these shoes, this jacket and this skirt or this suit)
- Model the conversation with a more confident student. Play Role A. For example:  
**A:** *Do you have these pants in black?*  
**B:** *Yes, we do.*  
**A:** *Great. And my daughter needs a sweater. Do you have that sweater in small?*  
**B:** *No, I'm sorry. We don't.*  
**A:** *That's too bad.*

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- When students change partners, encourage them to extend their conversations by asking about other clothes (such as blouse, skirt, jacket, dress) and mentioning a variety of colors and sizes.



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• Conversation Pair Work Cards


## EXTRAS (optional)


- **Workbook:** Exercises 6-8
- **Copy & Go:** Activity 17




2:42

5 **LISTENING COMPREHENSION** Listen to the conversations about clothes. For each statement, circle I (true) or E (false). Then listen again and circle the color.


T F 1 They like the dress. 

T F 4 He needs a tie. 

T F 2 He needs shoes. 

T F 5 She needs the sweater in small. 

T F 3 Matt needs a suit for work. 

T F 6 They don't have his size. 

## NOW YOU CAN Ask for colors and sizes

2:43

1 **CONVERSATION MODEL** Read and listen.

A: Do you have this sweater in green?

B: Yes, we do.

A: Great. And my husband needs a shirt.  
Do you have that shirt in large?

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

A: That's too bad.



2:44

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

3 **PAIR WORK** Now change the model. Ask for colors and sizes of clothes for you and a member of your family. Use the pictures. Then change roles.

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

B: .....

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

B: .....

A: .....

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





# GOAL Describe clothes

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



1 new



2 old



3 dirty



4 clean



9 long



10 short



5 loose



6 tight



7 cheap



8 expensive

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.

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

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

“ Allen has new shoes. ”

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

4 **GRAMMAR PRACTICE** Write two descriptions for each picture. Follow the model.  
Answers will vary but may include the following:



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



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



3 The shoes are dirty.  
They're dirty shoes.



1  Vocabulary

Suggested teaching time:	3-5 minutes	Your actual teaching time:	

- Give students a minute to study the pictures before they listen to the audio.

**Option: [+5 minutes]** To practice the words, have students take turns covering the adjectives in their books, pointing to a picture, and saying the adjective; for example, A: (points to picture #2) B: *Old*.

**Language and culture**

- The adjective *cute* (Unit 4) can also be used to describe clothes.

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## • Vocabulary Flash Cards

## 2 Grammar

Suggested teaching time:	7-10 minutes	Your actual teaching time:	

- Direct attention to the first rule. Have students read the rule and study the examples.

- On the board, write a list that shows the pattern of adjective placement. For example:

<i>adjective</i>	+	<i>noun</i>
<i>a red</i>		<i>shirt</i>
<i>an old</i>		<i>dress</i>
<i>long</i>		<i>pants</i>
<i>new</i>		<i>shoes</i>

- Direct attention to the second rule. Have students read the rule and study the examples.
- Tell students that adjectives do not have plural forms. Point out that the noun becomes plural but the adjective remains unchanged. Write on the board:

<i>a red shirt</i>	<i>red shirts</i>
<i>a blue coat</i>	<i>blue coats</i>

Circle the plural nouns. Underline the adjectives to emphasize that they do not change.

- To check comprehension, ask students to describe the clothes in Activity 1. For example:

- new shoes*
- old shoes*
- dirty clothes*
- clean clothes*
- a loose shirt*
- a tight shirt*
- a cheap suit*
- an expensive suit*
- a long skirt*
- a short skirt*

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Multimedia Disc

## • Inductive Grammar Charts

## 3 Pair work

Suggested teaching time:	3-5 minutes	Your actual teaching time:	

- Write the two sentence structures on the board:  
*Allen has new shoes. Allen's shoes are new.*  
*Joe has an old jacket. Joe's jacket is old.*
- Have students practice both sentence types. Give the class the following prompts and have students use them to form both sentence types:  
*a tight shirt* (Michael has a tight shirt. His shirt is tight.)  
*clean pants* (Melissa has clean pants. Her pants are clean.)  
*a new sweater* (I have a new sweater. My sweater is new.)
- Listen in as students talk about each other's clothes. Write down any incorrect sentences you hear. At the end of the pair work time, write the incorrect sentences on the board and have the class correct the errors.

**Option: [+10 minutes]** For additional practice, have students write down three true or false statements about their classmates' clothes. Ask them to read their sentences aloud to the class. The class listens and decides if each statement is true or false and corrects the false statements. For example:

S1: *Lee has new shoes.*

Class: *True.*

S2: *The teacher has short pants.*

Class: *False. She has long pants.*

## 4 Grammar practice

Suggested teaching time:	3-4 minutes	Your actual teaching time:	

- Read the examples aloud.
- Have students complete the sentences and then compare answers.
- Review answers by dividing the class into two groups. Group A says the first sentence *The blouses are clean.* Group B responds *They're clean blouses.*



### 5 Grammar

Suggested teaching time:	9–10 minutes	Your actual teaching time:	
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- Call on one student to read each question, another to read each answer.
- Point out that the answers to information questions give details (more information). (Compare: Answers to *yes / no* questions are *yes* or *no* with no additional information.)

• Write the following lists on the board:

<i>who</i>	<i>choice</i>
<i>what</i>	<i>time</i>
<i>which</i>	<i>people</i>
<i>when</i>	<i>things</i>
<i>why</i>	<i>because</i>

Ask students to match the *Wh-* word to its answer. (*Who* = people, *what* = things, *which* = choice, *when* = time, *why* = because.)

- Ask students to study the word order of the information questions in the box.

• Write on the board:

- Wh-* word + *do / does* + subject + base form
- What / Andrea / want*
- What / you / want*
- Which / sweater / you / like*
- Which / suit / she / like*
- Why / you / like / those shoes*

- Ask students to work in pairs and make information questions with the scrambled information; for example, *What does [Andrea] want? Which [sweater] do you like? Why do you like [those shoes]?*
- Point out that information questions have falling intonation at the end. Say the questions in the box with falling intonation and have students repeat chorally.



ActiveTeach  
Multimedia Disc

• Inductive Grammar Charts

### 6 Grammar practice

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Do item 1 together. (*Which skirt does she want?*) Tell students *Your answers can be different*; for example, I can say *The white one* or *The large one*. *What is another answer?*
- Have students complete the activity independently.
- Have students compare their answers in pairs and practice their different conversations. Move around the room and check answers.

#### NOW YOU CAN Describe clothes

#### 1 Conversation model

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Use **What about you?** to ask for someone's opinion.
- Use **Well** to soften a strong opinion.

- To prepare students, point to the picture. Ask *Where are they?* (In a store). *Is that his jacket?* (No, it's not.)
- After students listen and read, ask *Does she like the jacket?* (Yes, she does.) *Does he like the jacket?* (Yes, he does, but it's a little tight.)

### 2 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *What do you think of this jacket?* and *What about you?*
  - pause between *Well, it's nice,* and *but it's a little tight.*

### 3 Pair work

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Write on the board the sentence *I think it's nice, but it's a little \_\_\_\_*. Write the following prompts on the board. Have students practice building the sentence with the prompts. For example:

- shirt / loose* (I think it's nice, but it's a little loose.)
- skirt / short* (I think it's nice, but it's a little short.)
- jacket / expensive* (I think it's nice, but it's a little expensive.)
- pants / long* (I think they're nice, but they're a little long.)
- shoes / tight* (I think they're nice, but they're a little tight.)

- Model the conversation with a more confident student. Play Role A so that you can model using language from the Recycle box. For example:

- A: *What do you think of this shirt?*
- B: *I think it's nice. What about you?*
- A: *Well, it's nice, but it's a little expensive.*
- B: *Let's keep looking.*
- A: *What about these pants?, etc.*

- Have students check off the words in the Recycle box as they use them.

### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To review, ask a few pairs of students to act out their conversations for the class.



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• Conversation Pair Work Cards

#### EXTRAS (optional)

- **Workbook:** Exercises 9–12
- **Copy & Go:** Activity 18



**5 GRAMMAR** • The simple present tense: questions with *What, 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 **Which** to ask about choice. Answer with **one** or **ones**.

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

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

**6 GRAMMAR PRACTICE** Complete the conversations. Answer each question in your own words. Then practice the conversations with a partner. Answers will vary but may include the following:

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

4 A: Why ..... **do you want** ..... new shoes?  
you / want  
 B: ..... **Because my shoes are tight** .....

2 A: What ..... **does your friend need** ..... ?  
your friend / need  
 B: ..... **He needs a new suit** .....

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

3 A: What color shoes ..... **do you like** ..... ?  
you / like  
 B: ..... **I like brown shoes** .....

6 A: What size shoes ..... **do you need** ..... ?  
you / need  
 B: ..... **I need size 40** .....

**NOW YOU CAN** Describe clothes

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

- A: What do you think of this jacket?  
 B: I think it's nice. What about you?  
 A: Well, it's nice, but it's a little tight.  
 B: Let's keep looking.

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

**3 PAIR WORK** Now change the model. Use different clothes. Use different 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.

**Be sure to recycle this language.**

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



**4 CHANGE PARTNERS** Talk about different clothes and problems.





- 1 **READING** Read the advertisement from today's newspaper.  
Which clothes do you like?

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

**THE EMPORIUM**  
A Great Clothes Store!

**Low, Low Prices!**  
**MEN'S & WOMEN'S CLOTHES**

ALL STORES OPEN UNTIL MIDNIGHT



Blue at King Street store only.



White not available at South Street Station location.

Many more styles available.



Other sale items today: Children's jackets and shoes  
STORE LOCATIONS: 62 KING STREET, THE UPTOWN MALL, AND SOUTH STREET STATION.

- 2 **READING COMPREHENSION** Read the statements about the advertisement. Check True or False.

	True	False
1 The sale is every day this week.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 The store has three locations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 The Emporium is a clothes store.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4 White blouses are on sale at two locations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	True	False
5 All locations have blue sweaters.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6 The Emporium doesn't have children's shoes.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

On your ActiveBook Self-Study Disc:  
Extra Reading Comprehension Questions

- 3 **PAIR WORK** Discuss the sale at the Emporium. Use the advertisement.



Be sure to recycle this language.

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

“What do you need?”

“I need a white blouse for work, and my children need shoes for school. Let's go to the Emporium. They have a great sale.”

**GRAMMAR BOOSTER**

Extra practice • p. 141



# Extension

## 1 Reading

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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- To prepare students, have them look at the ad and say which clothes they like, need, or want.
- To practice the reading strategy of scanning, ask students to tell you what they know about the Emporium. (It has clothes for men, women, and children. It has a sale today. It's open until midnight. It has three locations.)
- Have students read the text silently.
- Check comprehension. Ask the following questions:  
*What is on sale?* (Sweaters, blouses, shoes, and children's jackets and shoes.)  
*What colors are the sweaters?* (Green, red, and blue.)  
*Do they have more than three styles of shoes?* (Yes, they do.)  
*Do they have white blouses at South Street Station location?* (No, they don't.)

**Option: [+10 minutes]** If you wish to include the audio, have students read silently while they listen to the ad.

**Option: [+5 minutes]** For additional practice, have students take turns describing the items they see in the ad. Encourage them to use the vocabulary and structures they learned in this unit and previous units; for example, *It's a blue sweater. That sweater is blue. Those shoes are nice.*

## 2 Reading comprehension

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
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- Review answers by having students take turns reading the statements. Have them correct the false statements. (1 The sale is today only. 5 Blue sweaters are at the King Street store only. 6 The Emporium has children's shoes.)



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Multimedia Disc

- Extra Reading Comprehension Questions
- Learning Strategies

## 3 Pair work

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
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- Review the language in the Recycle box before students start their conversations.
- Role-play the example with a more confident student. Extend the conversation with some language from the Recycle box. For example:  
 A: *What do you need?*  
 B: *I need a white blouse for work, and my children need shoes for school. Let's go to the Emporium. They have a great sale.*  
 A: [Pointing to the blue blouse.] *Do you like this blouse?*  
 B: *Yes, I do. What about you?*  
 A: *I think it's nice. Do you need a blue blouse?*  
 B: *No, I don't. I need a white one for work.*
- You may want to provide more questions students can ask in the Pair Work. Write the following questions on the board: *What do your children need? Does your husband need new shoes? Do you want new shoes? Why do you like that sweater? Which shoes do you like?*
- Move around the room and encourage students to use the questions in the Recycle box and on the board. Ask various students, *What does your partner need? What does your partner like? What does your partner's [wife / husband] want? What do their children want?*
- To encourage students to use as much language from the Recycle box as possible, have them number the expressions in the Recycle box in the order they hear their partner use them.

**Option: [+5 minutes]** Extend the activity by asking various students to tell the class about what their partner (and his or her family) likes / doesn't like, wants, and needs / doesn't need. Examples: *[Ben's] children need new clothes. His wife wants red shoes.*



# Review

Before the first activity, give students a few minutes of silent time to explore the picture and become familiar with it.

## Game

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- Model the activity. Describe the clothes a person in the picture is wearing and have the class point to the person in the picture. For example:

T: *She has a loose purple shirt and black pants.*

### Possible responses ...

He has a black jacket, a white shirt, and brown pants. She has a blue suit and a white shirt / blouse. She has a red dress. She has a pink shirt / blouse. He has a yellow shirt and blue pants.

- Option: [+5 minutes]** For a different approach, have students do a chain activity in the form of a “shopping trip.” Form groups of six to eight students. Student A: *I need shoes.* Student B: *I need shoes and a blue shirt.* Student C: *I need shoes, a blue shirt, and a black jacket.* Each student adds an item and repeats the previous items.

## Pair work 1

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Model the conversation. Have a more confident student ask you the example question. Reply and ask another question; for example: A: *Do you like these shoes?* B: *Yes, I do. Do you like that dress?* A: *No I don't.*

### Possible responses ...

Do you like this sweater? Do you need these ties? Do you have that shirt in small? Do you want those pants in black?

## Pair work 2

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Point out that there are five conversations in the picture.
- Have students work in pairs to create a conversation for each situation in the picture.

**Option: [+10 minutes]** For a different approach, allow students to write the conversation before they act it out.

### Possible responses ...

#### The man and woman need shoes.

A: Look. There's a sale. B: Great. I need shoes. A: Actually, I need shoes, too. Which ones do you like? B: I like those shoes. What about you? A: I like those shoes. It's a good sale.

#### The man and woman are in the store now.

A: What do you think of these shoes? B: I think they're nice. What about you? A: Well, they're nice, but they're a little expensive. B: Look! Do you like those shoes? A: Yes, I do. Do they have those shoes in size 44?

#### The mother and son are also in the store. He needs pants.

A: Do you like these pants? B: No, I don't. They're brown. I want blue pants. A: You don't need blue pants. You have blue pants. Do you want black pants? B: OK. Do they have my size? A: No they don't. Let's keep looking.

#### The woman wants a new dress.

A: What do you think of this dress? B: I think it's beautiful. What about you? A: Well, it's beautiful, but it's a little tight. Do you have this dress in size 10? B: No, we don't. A: That's too bad. B: We have a blue dress in size 10. A: Great.

#### The man needs a sweater. He's in the store with his wife.

A: Which sweater do you like? B: I like this one. I like green. A: Well, it's nice, but it's a little expensive. B: Let's keep looking.

**Option: [+10 minutes]** For a challenge, have students role-play a customer and a salesperson in the store. Encourage them to make the conversation as long as possible by talking about everything in the picture.

## Writing

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- Prewriting: In pairs, have students discuss these questions: *What clothes do you have? What clothes do you need? What clothes do you like? What clothes do you want?*
- Have students write at least six sentences about clothes they have and clothes they need, like, and want.



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Multimedia Disc

• Writing Process Worksheets

## Option: Oral Progress Assessment

Use the illustration on page 51. Encourage students to use the language practiced in this unit as well as in previous units.

**Listening comprehension:** Tell the student that you're going to identify different things and information in the picture and the student should point to them.

Examples: *It's Saturday, April 5th. There's a sale today. The [brown] pants. The [green] sweater.*

**Role-play:** Start a conversation and ask the student to continue. Example: T: *There's a sale today. What do you need?* OR T: *Do you like these shoes? Do you like those ties?*

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



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• Oral Progress Assessment Charts

**Option: GRAMMAR BOOSTER (+10 minutes)**

## EXTRAS (optional)

- **Workbook: Just for Fun**
- **Complete Assessment Package**
- **Weblinks for Teachers:** [pearsonlongman.com/topnotch/](http://pearsonlongman.com/topnotch/)

And on your ActiveTeach Multimedia Disc:

- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Audioscripts
- Unit Study Guides





**GAME** Describe people's clothes. Your partner points to the picture. For example:

*He has a yellow shirt.*

**PAIR WORK**

1 Point and ask and answer questions about the picture. Use this / that / these / those and like, want, need, and have. For example:

*Do you like these shoes?*

2 Create conversations for the people. For example:

*A: Do you want these pants?*

*B: No, I don't.*

**WRITING** Write about clothes you need, you want, you like, and 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...*



**NOW I CAN...**




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



- 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

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



1 get up



2 get dressed



3 brush my teeth



4 comb / brush my hair



5 shave



6 put on makeup



7 eat breakfast



8 come home



9 make dinner



10 study



11 watch TV



12 get undressed



13 take a shower / a bath



14 go to bed

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

“ I eat lunch at 12:00. ”

**3:03**  **Meals**  
breakfast  
lunch  
dinner

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

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

gets shaves combs

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

brushes watches

**Remember:**

do → does

go → goes

have → has

study → studies



## UNIT

## 7

## Activities

## Lesson 1

1  Vocabulary

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
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- Review telling time. Write a few clock times on the board and ask *What time is it?* For example:  
6:00 *What time is it?* (It's six o'clock.)  
7:30 *What time is it?* (It's seven thirty. It's half past seven.)  
8:20 *What time is it?* (It's eight twenty. It's twenty after eight.)
- Give students a minute to look at the pictures. Point to items 7, 8, and 9 and ask *What time is it? Is it the morning or the evening?*
- First listening: Have students listen and point to each phrase.
- Second listening: Have students listen and repeat.

**Option: [+5 minutes]** For additional practice, act out the daily activities in front of the class while students keep their books closed. Encourage students to say the complete phrase; for example, *brush your hair, take a shower.*

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Multimedia Disc

- Vocabulary Flash Cards
- Learning Strategies

## 2 Pair work

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students listen to and repeat the vocabulary for meals.
- Model the activity. Read the example and then add other times and activities; for example, say *I get up at 6:00. I eat breakfast at 6:30.*
- You may want to give students a minute to write out some sentences before they meet in pairs to talk about their daily activities.

## 3 Grammar

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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- Have students read the spelling rules for the third person singular forms of the simple present tense and study the examples.
- Point out that these rules are for the third person singular: the verb forms used with *he, she, it.*
- Point out the second rule and write on the board: *She watches TV after dinner. He brushes his teeth at 10:00.* Underline the *-es* endings.
- Direct attention to the Remember note. Tell students that some verbs are irregular, and they will need to memorize those verbs. Say the verbs and have students repeat chorally.
- Show students that verbs ending in a consonant + *y* follow a rule. Write on the board *study*. Then erase the letter *-y* and write *-ies*.
- Have students practice the forms. Use verbs from Exercise 1. At this point, avoid verbs that end in *-ch* or *-sh* (*watch* or *brush*). Write on the board:  
*She / take a shower / at 7:00*  
*She / put on make-up / in the morning*  
*He / make dinner / in the evening*  
Call on various students to say the sentences. (*She takes a shower at 7:00. She puts on makeup in the morning. He makes dinner in the evening.*) You may want to write the sentences on the board and underline the *-s*.
- Check understanding. Write sentences on the board, some with correct spelling and some with incorrect spelling. Have students identify the incorrect verbs. For example:  
*She brush her hair.* (brushes)  
*He gets dressed.*  
*She gos to work.* (goes)  
*He haves two daughters.* (has)  
*He shaves in the morning.*  
*She studys at night.* (studies)

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Multimedia Disc

- Inductive Grammar Charts



#### 4 Grammar practice

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Do the first item with the class.
- Ask *How do you spell goes* in item 5? (G-O-E-S)

#### 5 Grammar

Suggested teaching time:	6-7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Ask volunteer students to read the examples aloud. Point out that questions with *when* can be answered with a general time of day; for example, *When does he study?* *At night.* Questions with *what time* require a more specific time answer; for example, *What time does he go to work?* *Before 7:00.*
- Write two columns on the board with the headings *Before 7:00* and *After 7:00*. Call out different times and have students decide if each time is before or after 7:00.
- Ask students to study the word order of the information questions in the box.
- Write on the board:  
*When / you / study*  
*What time / she / eat lunch*  
*What time / they / come home*  
*When / he / go to bed*
- Ask students to work in pairs and make questions with the prompts on the board; for example, *When do you study?* *What time does she eat lunch?* *What time do they come home?* *When does he go to bed?*



ActiveTeach  
Multimedia Disc

• Inductive Grammar Charts

#### 6 Grammar practice

Suggested teaching time:	6-7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Review the sentences in Exercise 4. Have students take turns reading the sentences aloud.
- Give students several minutes to write their five questions.

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

#### 1 Conversation model

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- 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.
- After students listen, check comprehension. Point to the woman on the right and ask *Is she a morning person?* (No, she's not. She's an evening person.) *What time does she get up?* (After ten [in the morning].) *What time does she go to bed?* (After two [in the morning].) Point to the woman on the left and ask *Is she a morning person?* (Yes, she is.) *What time does she get up?* (Before 6:00 [in the morning].)

#### Language and culture

- A *morning person* is someone who gets up early and doesn't mind it. An *evening person* is someone who likes to stay up late into the night.

#### 2 Rhythm and intonation

Suggested teaching time:	2-3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally.
- Make sure students:
  - use rising intonation for *a morning person* and falling intonation for *an evening person?*
  - stress *definitely* in *I'm definitely an evening person.*

#### 3 Pair work

Suggested teaching time:	6-7 minutes	Your actual teaching time:	
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- Ask students to think about activities they do every day or every week, and make a list on the board.

**Don't stop!** Extend the conversation. Tell students to ask additional questions from the Recycle box in their conversations.

- Model the conversation with a more confident student. For example:

S: *Are you a morning person or an evening person?*

T: *Me? I'm definitely a morning person.*

S: *Why do you say that?*

T: *Well, I get up at 5:30 in the morning. And I have breakfast at 6:00. What about you?*

S: *I'm also a morning person. I get up at 6:00. And I go to bed at 9:00.*

T: *What time do you eat breakfast?*



ActiveTeach  
Multimedia Disc

• Conversation Pair Work Cards

#### 4 Change partners

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
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- To review, ask a few students *Is your partner a morning person or an evening person? What time does [she] get up? What time does [she] go to bed?*

#### 5 Class survey

Suggested teaching time:	2-3 minutes	Your actual teaching time:	
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- Ask the class. *Who is a morning person? Who is an evening person?* Have students raise their hands.
- Write the total numbers on the board. Say *[14] students are evening people and [10] are morning people.* Point out that the plural form of *person* is *people*.

#### EXTRAS (optional)

- **Workbook:** Exercises 1-5
- **Copy & Go:** Activity 19



**4 GRAMMAR PRACTICE** Complete the statements. Use the simple present tense.

1 Tom <sup>gets</sup> ~~get~~ up at 6:00, but his wife, Kate, <sup>gets</sup> ~~get~~ up at 7:00.

2 Kate <sup>eats</sup> ~~eat~~ breakfast at 7:30 A.M., but Tom <sup>eats</sup> ~~eat~~ breakfast at 6:30.

3 After breakfast, Tom <sup>shaves</sup> ~~shave~~, and Kate <sup>puts</sup> ~~put~~ on makeup.

4 Tom and Kate <sup>watch</sup> ~~watch~~ TV in the evening.

5 Kate <sup>goes</sup> ~~go~~ to bed at 10:00 P.M., but Tom <sup>goes</sup> ~~go~~ to bed at 11:00.

6 Kate <sup>makes</sup> ~~make~~ dinner on weekdays, and Tom <sup>makes</sup> ~~make~~ dinner on weekends.

7 Tom <sup>takes</sup> ~~take~~ a shower in the morning, but Kate <sup>takes</sup> ~~take~~ a bath.

8 Tom and Kate <sup>brush</sup> ~~brush~~ their teeth in the morning and in the evening.

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

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

before 8:00



after 8:00



**6 GRAMMAR PRACTICE** On a separate sheet of paper, write five questions about Tom and Kate in Exercise 4. Then listen to and answer a classmate's questions aloud.

1 What time does Kate get up?

“ She gets up at 7:00. ”

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

**1 CONVERSATION MODEL** Read and listen.

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

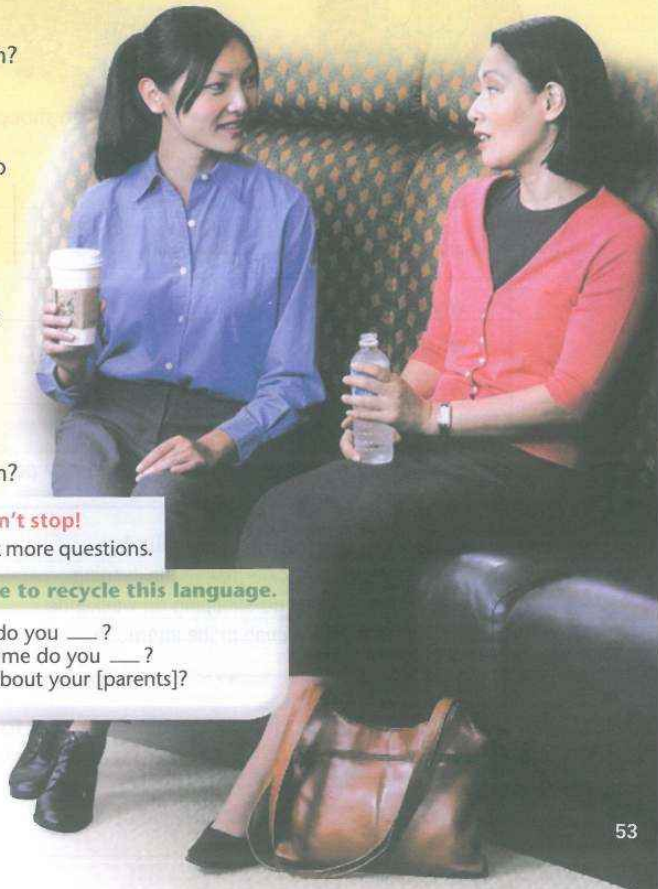
**2 RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

**3 PAIR WORK** 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 .....

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

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



**Don't stop!**  
Ask more questions.



**Be sure to recycle this language.**

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



**GOAL**

**Describe what you do in your free time**

1 **VOCABULARY** • *Leisure activities* Read and listen. Then listen again and repeat.



1 exercise



2 take a nap



3 listen to music



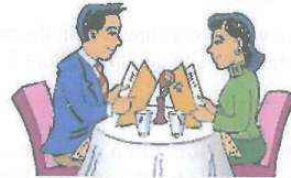
4 read



5 play soccer



6 check e-mail



7 go out for dinner



8 go to the movies



9 go shopping



10 visit friends

2 **INTEGRATED PRACTICE** Write six questions for a classmate about his or her leisure activities. Use When or What time and the simple present tense. Answers will vary but may include the following:

1 When do you visit friends?

1 When do you read?

4 What time do you exercise?

2 When do you go out for dinner?

5 What time do you check e-mail?

3 When do you go to the movies?

6 What time do you take a nap?

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 shopping on weekends.  
0% ↓ I **never** take a nap in the afternoon.

**Be careful!**

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

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

“When do you visit friends?”

“I usually visit friends on Saturday.”

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.



## 1 Vocabulary

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
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- Say *On the weekend I have free time. On the weekend I do what I want. Leisure time is the same as free time.*
- Have students look at each illustration before they listen to the audio.
- First listening: Have students listen and study the words and phrases.
- Second listening: Have students listen and repeat chorally.
- To check comprehension, ask students about their own leisure activities; for example, *Do you read, [Daniel]? When do you exercise, [Jessica]?*

### Language and culture

- In American English, the game most of the world calls *football* is called *soccer*. Football in the U.S. is a different sport. In British English, *soccer* is called *football*.

**Option: [+3-5 minutes]** For basic practice, have students work in pairs. They cover the words and phrases of a group of pictures and take turns pointing to a picture and saying the activity.

A: (points to picture 6)

B: *check e-mail*



Active Teach  
Multimedia Disc

• Vocabulary Flash Cards

## 2 Integrated practice

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
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- Give students several minutes to write their questions.
- Have students compare and correct their questions in pairs. As they work in pairs, move around the classroom and help with corrections as needed.

## 3 Grammar

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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- Direct attention to the box and have students study the examples.
- Direct attention to the four frequency adverbs and have students look at the arrow and the percentages.
- Tell students that *frequency* means how many times we do something.
- Point out that *usually* and *sometimes* have different meanings: *usually* means more often than *sometimes*.

- Direct students' attention to the Be careful! box.
- Call on a student to read the rule aloud. Have students read the examples.
- Write correct and incorrect sentences on the board. Ask volunteer students to come up to the board and correct the incorrect sentences. For example:  
*He never plays soccer.* (correct)  
*She checks her e-mail always.* (She always checks her e-mail.)  
*They eat breakfast usually.* (They usually eat breakfast.)  
*He sometimes reads.* (correct)  
*I take usually a nap.* (I usually take a nap.)
- Ask various students questions using adverbs; for example, *Do you always take the train to school? Do you usually eat lunch at noon? Do you sometimes go to the movies on a weekday? What is something you never do?* Encourage students to answer in complete sentences. (Possible answers: Yes, I always take the train to school. No, I don't. I usually eat lunch at one or two o'clock. Yes, I sometimes go to the movies on a weekday. I never take a nap because I don't have time!)

### Language and culture

- Frequency adverbs come after the simple present verb *be*; for example, *Tom is always late for dinner.*

**Option: [+5 minutes]** For a different approach, form groups of four. Have students take turns saying things their families and friends do and how often; for example, *My sister always goes to bed at 10:00.* Encourage students to use all four frequency adverbs and to use the verbs from this and other units.



Active Teach  
Multimedia Disc

• Inductive Grammar Charts

## 4 Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Model the question-and-answer activity. Have a more confident student ask you questions. Model how to elaborate on answers. For example:  
S: *When do you play soccer?*  
T: *I usually play soccer on Friday. I sometimes play on Sunday. What about you? What time do you check your e-mail?*  
S: *I sometimes check my e-mail in the morning. I always check my e-mail at 5:00 P.M.*
- Make sure students take notes on their partner's answers in preparation for Exercise 5.



## 5 Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Write sentences on the board from the conversation you modeled in the previous activity. For example:  
*[Alex] sometimes checks his e-mail in the morning. He always checks his e-mail at 5:00 P.M.*
- After students finish writing, have them read their sentences aloud to a partner.
- Have each student write one sentence on the board about their partner. Have students read their sentence to the class.

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

#### 1 Conversation model

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Use **Well** to introduce a lengthy response.
- Use **What about you?** to ask for parallel information.
- Point out the phrase *typical day* in the conversation. Say *My typical day is my usual day. My typical day: I get up at [7:00]. I go to work at [8:00], and I come home at 7:00.*
- After students listen, check comprehension. Ask *What's his typical day like?* (He goes to work at 9:00 and he comes home at 6:00. He sometimes reads or watches TV.) *What's her typical day like?* (Pretty much the same.)

#### Language and culture

- *Pretty much the same* means *almost the same*. The use of *pretty* as an intensifier is very frequent in spoken English, and rare in written English.

#### 2 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *What's your typical day like?*, *And what do you do in your free time?*, and *What about you?*
  - pause after *Well* in *Well, I usually go...*

#### 3 Pair work

Suggested teaching time:	7–12 minutes	Your actual teaching time:	
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- Have students write times and activities on the notepad. Model the first entry. On the board, write *On weekends*. Below that, write *1:00 P.M.* and to the right of that, *go to work*.

**Don't stop!** Extend the conversation. Review the list of time expressions in the Recycle box. Tell students to ask more questions and use time expressions in their conversation; for example, *What's your typical evening like? What do you do on Saturday?*

- Model the conversation with a more confident student. Be sure to use additional time expressions from the Recycle box. For example:  
T: *What's your typical day like?*  
S: *Well, I usually go to work at 8:00 and come home at 1:00. In the afternoon I go to class. What about you?*  
T: *I go to work at 1:00 in the afternoon. I come home at 9:00 in the evening. And what do you do in your free time?*  
S: *Well, I usually exercise in the evening. I sometimes go out for dinner and visit friends. What about you?*  
T: *I always exercise in the morning. I listen to music and read. What's your typical weekend like?*  
S: *I usually go dancing on Saturday. On Sunday morning I sleep!*
- Be sure to reinforce the use of the conversation strategies; for example, pause after you say *Well* to demonstrate that you are about to give a long explanation.
- Move around the room and listen in as students work in pairs.



• Conversation Pair Work Cards

#### 4 Change partners

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Remind students that each conversation is different. Say *Ask different questions in this new conversation.*

#### 5 Group work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Give students a couple of minutes to write down what they learned about their partner.
- Have the pairs form groups of four. Students report to the group one interesting thing they learned about their partners; for example, *He gets up at 5:30 in the morning!*

**Option: [+10 minutes]** To extend the activity, have students compare their daily activities. In groups of four, have students find out if they do similar activities and if they do them on the same day. Call on individual students to report about their group to the class.

### EXTRAS (optional)

- **Workbook:** Exercises 6–8
- **Copy & Go:** Activity 20







7 Listening comprehension

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
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- Stop the audio after each conversation and have students choose their answers. Then have students listen to confirm answers.
- To review, ask students to say complete sentences about each person; for example, *She cleans the house. Her husband washes the dishes. Her son...*

**Language and culture**

- *Of course!* is a way to say yes very strongly.

**AUDIOSCRIPT**

CONVERSATION 1

M: So, who does the household chores in your family?

F: We all do. My husband washes the dishes. My son does the laundry. My daughter makes dinner. And I clean the house.

CONVERSATION 2

F: Who does the chores in your family?

M: Well, I wash the dishes. And my brother does the laundry.

F: And what about your sister?

M: Oh, she never does chores.

CONVERSATION 3

M: Who usually does the chores? You or your husband?

F: Me. I do everything.

M: Really?

F: I get up. He doesn't. I make breakfast. I do the laundry.

M: Really?

F: And in the evening, I come home. I make dinner. And he watches TV.

CONVERSATION 4

F: Do you do household chores?

M: Of course! Actually, we all do in my family.

F: That's great! Who does what?

M: Well, my wife usually makes dinner and I wash the dishes. On weekends, I do the laundry and she cleans the house. And our son washes the dishes on weekdays.

8 Grammar practice

Suggested teaching time:	4 minutes	Your actual teaching time:	
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- Have two students read the model aloud.
- Move around the room as students do this activity. Pay special attention to their *Who* questions.

**NOW YOU CAN** Discuss household chores

1 Conversation model

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Use So to introduce a conversation topic.
  - Use How about you? to ask for parallel information.
  - Say Me? to give yourself time to think of a personal response.
  - Say Sure to indicate a willingness to answer.
  - Begin a response to an unexpected question with Oh.
- Have students look at the photo. Ask *Are they neighbors? What household chores does he do?* (He does the laundry.)

- After students read and listen, ask *How often does he do the laundry?* (About twice a week.) *How often does she do the laundry?* (Never.) *Who cleans her house?* (Her brother.)

**Language and culture**

- *Job* in this conversation means one's responsibility.

2 Rhythm and intonation

Suggested teaching time:	2-3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
  - use falling intonation with *How often do you do the laundry? How about you?* and *Who cleans the house?*
  - use rising intonation with *Could I ask another question?*
  - stress *never* in *I never do the laundry.*

3 Pair work

Suggested teaching time:	4-6 minutes	Your actual teaching time:	
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**Don't stop!** Extend the conversation. Brainstorm other questions students can ask. For example:

*Who [washes the dishes]?*

*How often do you [take out the garbage]?*

*When do you [go shopping]?, etc.*

- Model and extend the conversation with a more confident student. Play Role A. For example:
 

A: *So, how often do you go shopping?* B: *About once a week. How about you?* A: *Me? I go shopping twice a week. I go shopping on Saturdays and Wednesdays. Could I ask you another question?* B: *Sure.* A: *Who cleans the house?* B: *Oh, that's my job.*
- Encourage students to use questions from the board in their conversations.



• Conversation Pair Work Cards

4 Change partners

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
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- Tell students to take notes on their partner's responses in this conversation to help prepare them for Exercise 5.

5 Group work

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
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- Have pairs form groups of four. Each student explains what household chores his or her partner does.






**Option: [+10 minutes]** As an alternative, have students tally the kinds of chores that the people in their group do and then report back to the class; for example, *[Michelle] and [Frank] do the laundry. [Tony] goes shopping, etc.*

**EXTRAS** (optional)

- **Workbook:** Exercises 9-12
- **Copy & Go:** Activity 21



**7** <sup>3:11</sup> **LISTENING COMPREHENSION** Listen to the conversations and the questions with Who. Check the chores each person does.

						
1	She...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Her husband...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Her son...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Her daughter...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	He...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	His brother...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	His sister...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	She...	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Her husband...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	He...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	His wife...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	His son...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

“In Conversation 1, who washes the dishes?”

“Her husband does.”

**NOW YOU CAN** Discuss household chores

**1** <sup>3:12</sup> **CONVERSATION MODEL** Read and listen.

- A: So how often do you do the laundry?  
 B: About twice a week. How about you?  
 A: Me? I never do the laundry. Could I ask another question?  
 B: Sure.  
 A: Who cleans the house?  
 B: Oh, that's my brother's job.

**2** <sup>3:13</sup> **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner. Then change roles.

**3 PAIR WORK** Personalize the conversation.

- A: So how often do you .....?  
 B: ..... . How about you?  
 A: Me? ..... . Could I ask another question?  
 B: ..... .  
 A: Who .....?  
 B: Oh, that's ..... 's job.

**Don't stop!**  
Ask about other chores.



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

**5 GROUP WORK** Tell your classmates about your partner's household chores.





1 <sup>3:14</sup> **READING** Read the article. Do you like housework?

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

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



The iRobot Roomba vacuums.



The Scooba washes floors.



ASIMO carries a tray.

**A**nd 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 and carries things. Say "turn left" or "turn right," and ASIMO turns.

**N**o one wants to mow the lawn. But the L200 Evolution lawn mower mows the lawn for you. Tell the robot what time you want to mow. How about midnight, after you go to bed? It mows the lawn while you sleep. How about in the afternoon? It mows the lawn while you go out for lunch or go shopping.



The L200 mows lawns.

Sources: [www.irobot.com](http://www.irobot.com), [world.honda.com/ASIMO](http://world.honda.com/ASIMO), [www.robotlawnmowers.ie](http://www.robotlawnmowers.ie)

**2 READING COMPREHENSION** Complete each statement. Circle the correct verb.

- 1 The Roomba (washes / vacuums / mows).
- 2 The Scooba (washes / vacuums / mows).
- 3 The Roomba and the Scooba (wash / clean / vacuum).

- 4 The L200 Evolution (washes / mows / cleans).
- 5 ASIMO (washes / mows / walks).

**3 INTEGRATED PRACTICE** On a separate sheet of paper, write five sentences about the robots. Use the simple present tense.

**4 DISCUSSION** Which robots do you like? Do you want any of them? Why?

“I want the Roomba because it cleans the house.”

On your ActiveBook Self-Study Disc:  
Extra Reading Comprehension Questions

### GRAMMAR BOOSTER

Extra practice • p. 141



3:15-3:16

Top Notch Pop  
“On the Weekend”



# Extension

## 1 Reading

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Ask students *Do you like housework?* Have students raise their hands in response. Tally the number of *yes* and *no* responses.
- Focus attention on the title. Point out that the title *Don't like household chores?* is asking the reader to confirm that he or she doesn't like to do housework.
- Introduce the word *robot*. Point to each of the three photos and say *This is a robot*. Introduce *mow the lawn*. Point to the photo of the L200. Point to the lawn and say *This is a lawn*. *Mow means cut*. Gesture with your fingers to demonstrate *cut*. Introduce the words *vacuum* and *floor*. Point to picture 2 on page 56 and say *The woman vacuums the house*. Point to the picture of the Scooba on page 58. Point to the floor and say *This is a floor*.
- Pre-reading: To practice scanning, have students read quickly and underline the names of the robots and the activities each robot can do. Call on various students to read the sentences from the text that describe what each robot does.
- Have students read the article silently.
- Check comprehension. Ask the following questions:  
*Does the iRobot Roomba vacuum the floors?* (Yes, it does.)  
*What does the iRobot Scooba do?* (It washes the floor.)  
*Does ASIMO clean the house?* (No, it doesn't.) *Does it take out the garbage?* (No, it doesn't.)  
*What does ASIMO do?* (It walks and carries things.)  
*What does the L200 do?* (It mows the lawn.)

**Option: [+10 minutes]** To extend the activity, have students listen to the audio as they read. Pause after each sentence in the second paragraph and have students repeat, imitating the pronunciation and intonation. Make sure students pay attention to groups of words (collocations) that go together,



## • Learning Strategies

## 2 Reading comprehension

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Review answers by having students take turns reading the statements.

**Option: [+2 minutes]** For further review, say false sentences about the robots. Have students correct them. For example:

*The Scooba walks and carries things.* (The Scooba washes the floor.)

*ASIMO cleans the house.* (ASIMO walks and carries things.)

*The Roomba does the laundry.* (The Roomba cleans the house. OR The Roomba vacuums the floor.)

*The L200 makes dinner.* (The L200 mows the lawn.)



## • Extra Reading Comprehension Questions

## 3 Integrated practice

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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- Encourage your students to write one sentence with *doesn't*.
- Have students compare their sentences in pairs as you move around the room and look at their work. Focus your feedback on the correct use of the simple present tense.
- Have each student write one sentence on the board. Review the sentences with the class.

## 4 Discussion

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Write the following sentences on the board:  
*I want the \_\_\_ because it \_\_\_.*  
*I don't want the \_\_\_ because \_\_\_.*
- Have students complete the sentences and then meet in groups to talk about their preferences.
- Encourage students to use *like*, *need*, and *want* in their discussions.
- Survey the class. Ask *Who wants the iRobot Roomba?* Count the students who raise their hands. Ask *Why do you want the iRobot Roomba?* Then ask about the other robots.



# Review

Before the first activity, give students a few minutes of silent time to explore the photos and become familiar with them.

## Contest

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- After students have become familiar with the photos, have them close their books. Say *Tell me about Jack's day*. Don't expect students to reconstruct all the information.
- When students can't remember any more, have them open their books to find information they missed.

### Possible responses ...

Jack gets up at 7:00 A.M. He takes a shower at 7:10. He always eats breakfast. He takes out the garbage after breakfast. He goes to work at 8:30. He comes home at 6:00 P.M. He exercises before dinner. He makes dinner at 7:00. He washes the dishes after dinner. He watches TV. He checks his e-mail at 10:15. He goes to bed at 11:00.

**Option: [+5 minutes]** For a different approach, do a pair work activity. Students take turns saying a time and making sentences about Jack's daily activities. Student A: *8:00 P.M.* Student B: *He watches TV at 8:00 P.M. or He doesn't make dinner at 8:00 P.M. He watches TV.*

**Option: [+10 minutes]** Challenge your students by having them write the story of Jack's Typical Day. Encourage students to use frequency adverbs: *always, usually, sometimes, never*. After students finish writing, have them read their stories in pairs or small groups.

## Pair work

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
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- Have students review the Conversation Models on pages 53, 55, and 57.
- Have students work in pairs and have them create a conversation. One student in each pair pretends to be Jack.

### Possible responses ...

**Student:** Jack, are you a morning person or an evening person? **Jack:** Me? I'm an evening person. **Student:** Why do you say that? **Jack:** Well I get up at 7:00 in the morning. And I go to bed at 11:00. **Student:** What time do you [eat dinner]? **Jack:** At about 7:15. **Student:** When do you exercise? **Jack:** In the evening.

**Student:** What's your typical day like? **Jack:** Well, I usually get up at 7:00. I go to work at 8:30 and I come home at 6:00. **Student:** And what do you do in your free time? **Jack:** Well, I exercise in the evening. I watch TV. I check e-mail.

**Student:** What's your typical morning like? **Jack:** Well, I get up at 7:00. I take a shower. I get dressed. I eat breakfast. I take out the garbage. At 8:30 I go to work.

**Student:** So, how often do you wash the dishes? **Jack:** I wash the dishes every night. **Student:** Could I ask you another question? **Jack:** Sure. **Student:** When do you exercise? **Jack:** Oh, I exercise in the evening before dinner.

## True or false?

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Ask two students to read the example sentences to the class. Model a few more possibilities. For example:  
*Jack checks e-mail in the afternoon.* (False. He checks e-mail at night.)  
*Jack washes the dishes after dinner.* (True.)

### Possible responses ...

Jack usually exercises in the morning. (False. He usually exercises in the evening.)  
Jack usually eats breakfast at 7:45. (True.)  
Jack usually makes lunch. (False. He usually makes dinner.)  
Jack is a student. (False. He goes to work.)  
Jack usually takes the garbage out at 8:15. (True.)  
Jack usually comes home at 6:00. (True.)  
Jack usually watches TV after dinner. (True.)  
Jack usually goes to bed at 10:00. (False. He usually goes to bed at 11:00.)

## Writing

Suggested teaching time:	8-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Students can use the notes they wrote down on page 55.
- Model the activity. Talk about your typical week. Then write several sentences on the board. For example:  
*On weekdays I get up early and I go to work. I sometimes do chores in the evening. I go shopping or ...*



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Multimedia Disc

• Writing Process Worksheets

### Option: Oral Progress Assessment

- Use the illustration on page 59.
- Question and answer: Tell the student you are going to ask questions about Jack; for example, T: *What does Jack do on a typical morning?* S: *He usually gets up at seven o'clock. He takes a shower. He gets dressed. He eats breakfast. He takes out the garbage. And he goes to work.* T: *What does he do in the evening?* S: *He comes home at six o'clock. He exercises at 6:30. He makes dinner and washes the dishes.*

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



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• Oral Progress Assessment Charts

**Option:** **GRAMMAR BOOSTER** (+20 minutes)

## EXTRAS (optional)

- **Workbook:** Just for Fun
- **Complete Assessment Package**
- **Weblinks for Teachers:** [pearsonlongman.com/topnotch/](http://pearsonlongman.com/topnotch/)

And on your ActiveTeach Multimedia Disc:

Top Notch Pop Song Activities  
Top Notch TV Video Program and Activity Worksheets  
Supplementary Pronunciation Lessons  
Audioscripts  
Unit Study Guides

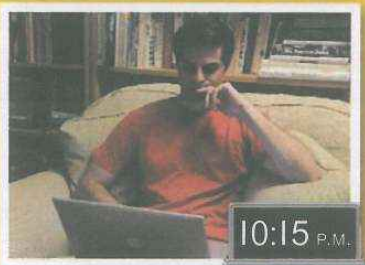
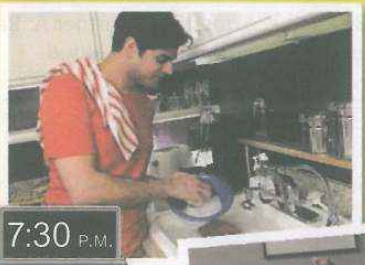


## Jack's Typical Day

### Morning



### Evening



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

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

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

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

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

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

I exercise every weekend.

### NOW I CAN...



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



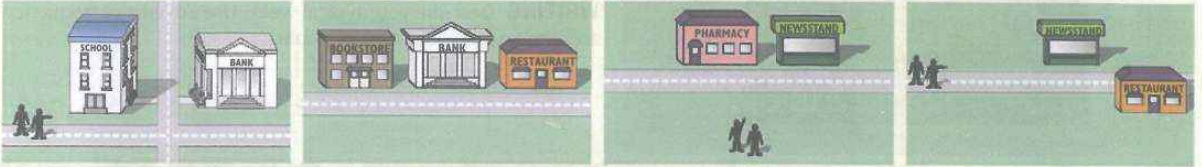
# Units 1-7 Review

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

- |                                     |                                     |                       |                                     |                                     |
|-------------------------------------|-------------------------------------|-----------------------|-------------------------------------|-------------------------------------|
| T                                   | F                                   |                       | T                                   | F                                   |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | 1 She's a manager.    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 2 He's a doctor.      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | 3 She's an architect. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
|                                     |                                     |                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
|                                     |                                     |                       | 4 He's a student.                   |                                     |
|                                     |                                     |                       | 5 They're artists.                  |                                     |
|                                     |                                     |                       | 6 She's his neighbor.               |                                     |

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

“Where's \_\_\_?” “It's \_\_\_.”



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

- |  |   |
|--|---|
| 1 The movie is <u>on</u> Friday <u>at</u> 8:00.            | 3 The party is <u>on</u> Saturday <u>at</u> midnight. |
| 2 The meeting is <u>on</u> June 6th <u>in</u> the morning. | 4 The dinner is <u>in</u> April.                      |
|  | 5 The opera is <u>at</u> 8:00 P.M. <u>on</u> Friday.  |

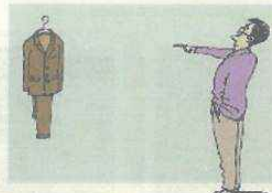
**4 GRAMMAR PRACTICE** Complete the sentences with this, that, these, or those.



1 I want these pants.



2 I like those jackets.



3 I like that suit.



4 I want this tie.

**5 PAIR WORK**

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

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

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

- When's the play?  
**(a)** On Saturday.  
b At the school.
- Do you like this suit?  
**(a)** Yes, I do.  
b Yes, it is.
- How do you go to work?  
**(a)** I walk.  
b Walk.



**1**  **Listening comprehension**

Suggested teaching time:	5-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

This activity reviews: subject pronouns; occupations (Unit 1).

- Before listening, have students read the sentences.
- Have students listen and check the correct column again to confirm their answers.

**AUDIOSCRIPT**

**CONVERSATION 1**

**M:** Your name, please?  
**F:** Jennifer Anderson.  
**M:** Good morning, Ms. Anderson. Your occupation?  
**F:** I'm a teacher.

**CONVERSATION 2**

**F:** So tell me about your father. What does he do?  
**M:** My father? Oh, he's a doctor.

**CONVERSATION 3**

**M:** Who's that? Is she your sister?  
**F:** Yes. That's my sister, Nancy.  
**M:** Is she an artist?  
**F:** Yes, she is.

**CONVERSATION 4**

**F:** Is your brother a student?  
**M:** Actually, he's a teacher now.  
**F:** Really!

**CONVERSATION 5**

**M:** So tell me about your grandparents.  
**F:** Well, my grandfather's an artist, and my grandmother is, too.

**CONVERSATION 6**

**F:** Who's that in the photo?  
**M:** That's my neighbor.  
**F:** She's very pretty.  
**M:** Yes. She is.

**2 Pair work**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

This activity reviews: locations (Unit 3).

- Review the example. Point out the contractions. Remind students to include the article in their question.

**Possible responses ...**

**A:** Where's the school? **B:** It's around the corner on the left.  
**A:** Where's the bank? **B:** It's around the corner on the right.  
**A:** Where's the bank? **B:** It's between the bookstore and the restaurant. **A:** Where's the bookstore? **B:** It's on the left. It's next to the bank. **A:** Where's the restaurant? **B:** It's down the street, on the left. It's next to the bank.

**A:** Where's the pharmacy? **B:** It's across the street. It's next to the newsstand. **A:** Where's the newsstand? **B:** It's across the street. It's next to the pharmacy.

**A:** Where's the newsstand? **B:** It's down the street on the left. **A:** Where's the restaurant? **B:** It's down the street on the right.

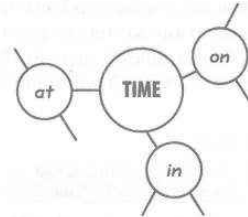
**3 Grammar practice**

Suggested teaching time:	5 minutes	Your actual teaching time:	
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This activity reviews: prepositions *in*, *on*, and *at* for dates and times (Unit 5).

- Review answers by having students read the sentences aloud.

**Option: [+10 minutes]** To review prepositions of time, write the following list of information on the board: *noon, the morning, January, 4:00, the weekend, March 12th*. Then draw the diagram below on the board and have students match the dates and times with the correct preposition. (at: noon, 4:00; on: the weekend, March 12th; in: the morning, January)



 **Active Teach Multimedia Disc** • **Graphic Organizers**

**4 Grammar practice**

Suggested teaching time:	5 minutes	Your actual teaching time:	
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This activity reviews: demonstratives (Unit 6).

- Review answers by having students read the sentences aloud.

**Option: [+10 minutes]** For additional practice, have students use *this, that, these, those* to give compliments about the clothes their classmates are wearing; for example, Student A: *I like those shoes.* Student B: *Thank you.*

**5 Pair work**

Suggested teaching time:	5-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

This activity reviews: *yes / no* questions and short answers (Unit 1); questions with *Where* (Unit 2); subject pronoun *it* (Unit 3); ways to get places (Unit 3); imperative (Unit 3); *early, on time, and late* (Unit 5); simple present tense with *like* (Unit 6); questions with *When* (Unit 5 and Unit 7).

- Model the first item with a more confident student.



## 6 Pair work

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

This activity reviews: introductions (Welcome Unit); occupations (Unit 1); titles and names (Unit 2); verb *have* (Unit 4); *What time is it?* (Unit 5); questions with *When* (Unit 5 and Unit 7).

- If possible, pair students with partners they have not worked with a lot before.
- Encourage students to offer extra information and ask follow-up questions.

### Possible responses ...

- 1 **A:** Hi. I'm John. **B:** Nice to meet you. I'm Sam. **A:** Nice to meet you, too.  
 2 **A:** What's your last name? **B:** Burton. **A:** How do you spell that? **B:** B-U-R-T-O-N. And what's your last name? **A:** Lee.  
 3 **A:** Do you have children? **B:** Yes, I do. I have two daughters. What about you? **A:** I have a son.  
 4 **A:** What time is it? **B:** 7:45. Are we late? **B:** No, we're early. The concert is at 8:00.  
 5 **A:** When's your birthday? **B:** It's in June. On the 16th. When's yours? **A:** On October 2nd.  
 6 **A:** What do you do? **B:** I'm a musician. And you? **A:** I'm an actor.

**Option: [+10 minutes]** To provide more practice in asking and answering the questions in this exercise, have students walk around the room and talk to different classmates. To review, ask various students to introduce two people they spoke to and say one thing they learned about each person; for example: Student A: *This is John. His last name is Brown. John has [two] children.*

## 7 Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

This activity reviews: the imperative (Unit 3); ways to get places (Unit 3).

- Direct attention to item 4 and remind students that this is a symbol for *don't*.
- To review answers, call on individual students. Then have students repeat each corrected imperative chorally.

**Option: [+5 minutes]** Challenge students to add a sentence to each item. For example:

- 1 Walk to the bank. Don't drive a car. 2 Take the train to work. Don't walk to work. 3 Take the bus to the pharmacy. Don't take the train. 4 Don't walk to the restaurant. Take a taxi. 5 Don't drive to school. Take the bus to school. 6 Don't take the train to the bookstore. Walk to the bookstore.

## 8 Conversation practice

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

This activity reviews: names and occupations (Unit 1); family relationships; adjectives to describe people (Unit 4); *be* with adjectives (Unit 4); questions with *How old* (Unit 4).

- Write the four topics in the Ideas box on the board and then orally brainstorm questions students can ask and language they can use. For example:

*Names: What's your [sister]'s name?*

*Ages: How old is your [brother]?*

*Occupations: What's your [father]'s occupation?*

*Describe people: She's tall and pretty.*

### Possible responses ...

- A:** What's your brother's name? **B:** Manny. **A:** How old is he? **B:** He is 19 years old. **A:** What's his occupation? **B:** He's a student. **A:** Really? Where? **B:** City University. **A:** Tell me about him. **B:** Well, he's tall and handsome. **A:** Really?




**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* .....

4  What time is it?  
 YOU .....


2  What's your last name?  
 YOU .....

5  When's your birthday?  
 YOU .....

3  Do you have children?  
 YOU .....

6  What do you do?  
 YOU .....

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

1  *Walk* ..... to the bank.    2  *Take the train* ..... to work.    3  *Take the bus* ..... to the pharmacy.

4  *Don't walk* ..... to the restaurant.    5  *Don't drive* ..... to school.    6  *Don't take the train* ..... to the bookstore.

**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 occupations.
- Ask about ages.    Describe people.





- 9 LISTENING COMPREHENSION** Listen to the conversations. Answer the questions. Then listen again and check your work.

1 What's her phone number?	It's <u>8 4 5 8 2 2 8 0 0 9</u> .
2 What's his last name?	It's <u>J o n s e n</u> .
3 How old is his son?	He's <u>5</u> years old.
4 What's the address?	It's <u>1 2</u> West 12 <sup>th</sup> Street.
5 What time is it?	It's 2: <u>4 5</u> .

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

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

- 11 INTEGRATED PRACTICE** Write a question for each response.

- A: Is she a teacher ..... ?  
B: No. She's a student.
- A: What's your occupation ..... ?  
B: I'm an architect.
- A: Where's the bank ..... ?  
B: The bank is across the street.
- A: What time is it ..... ?  
B: It's 9:45.
- A: What's your address ..... ?  
B: It's 34 Bank Street.
- A: Where's the newsstand ..... ?  
B: The newsstand is around the corner.
- A: When's your birthday ..... ?  
B: My birthday? In February.
- A: Who are they ..... ?  
B: They're my sisters.

## 12 PAIR WORK

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

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

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

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

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

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



## 9 Listening comprehension

Suggested teaching time:	10 minutes	Your actual teaching time:	
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This activity reviews: *yes / no* questions with *be* (Unit 1); the alphabet (Unit 1); numbers (Unit 2); information questions with *What* (Unit 2); questions with *How old* (Unit 4); *What time is it?* (Unit 5).

- Have students read the questions before they listen to the conversations.
- First listening: Students write their answers.
- Second listening: Students confirm their answers.

### AUDIOSCRIPT

#### CONVERSATION 1

**M:** What's your phone number?

**F:** It's 845 82 28 009.

**M:** 845 82 28 009. Is that right?

**F:** That's right.

#### CONVERSATION 2

**F:** Please spell your name.

**M:** My first name or last name?

**F:** Last.

**M:** Sure. It's Jonsen. J-O-N-S-E-N.

#### CONVERSATION 3

**F:** Is that your son?

**M:** Yes.

**F:** How old is he?

**M:** He's five.

**F:** He's so cute!

#### CONVERSATION 4

**M:** Excuse me. Where's the Corner School?

**F:** The Corner School? It's around the corner.

**M:** Around the corner?

**F:** Yes. The address is 12 West 12th Street.

#### CONVERSATION 5

**M:** Excuse me. What time is it?

**F:** It's a quarter to three.

**M:** A quarter to three?

**F:** That's right.

## 10 Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
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This activity reviews: possessive nouns and adjectives (Unit 2).

- Call on individual students to say the correct sentence.

## 11 Integrated practice

Suggested teaching time:	5-10 minutes	Your actual teaching time:	
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This activity reviews: *yes / no* questions with *be* (Unit 1); questions with *What, Where, When, and Who* (Units 2, 3, 4, and 5).

- First have students write the questions.
- Review the questions by having pairs of students read the conversations aloud. Note that students may have some different responses for item 1. For item 2, *What do you do?* is also correct.

## 12 Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

This activity reviews: *yes / no* questions with *be* and *have* and the simple present tense (Unit 1, Unit 4 and Unit 6).

- Model the first item with a more confident student in the class.
- To review, have pairs of students read the conversations aloud.

**Option: [+5-10 minutes]** For a challenge, have students write questions for the unused answer option. There are many possible questions students can write. For example:

1 a Do you want a new dress? (Yes, I do.)

2 a Is he a pilot? (Yes, he is.)

3 a Is he handsome? (Yes, he is.)

4 b Do you like the red shoes? (Yes, I do.)

5 b Do you need a new coat? (Yes, I do.)

6 a Is she young? (Yes, she is.)

## 13 Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

This activity reviews: statements and questions with *be* (Unit 1); verb *have* (Unit 4); *yes / no* questions with *want* and *need* (Unit 6); questions with *Why* (Unit 6); questions with *Who* (Unit 7).

- Have students read their answers aloud to the class.



### 14 Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

This activity reviews: daily activities, leisure activities, and household chores (Unit 7); frequency adverbs (Unit 7).

- Have students read their answers aloud to the class. Make sure they pronounce the third person -s in items 1, 3, 5, and 6. Also make sure they spell *goes* correctly in item 5.

### 15 Integrated practice

Suggested teaching time:	5-10 minutes	Your actual teaching time:	
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This activity reviews: daily activities and leisure activities (Unit 7); frequency adverbs (Unit 7); time expressions (Unit 7).

- Review answers by having each student write one sample answer on the board.

**Option: [+10 minutes]** For additional practice, brainstorm more questions with the class that students can answer in writing. For example:

*What do you do on Mondays?*

*What do you do at night after dinner?*

*What do you do on weekdays?*

### 16 Conversation practice

Suggested teaching time:	5-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

This activity reviews: event times and locations (Unit 5); places in the neighborhood (Unit 3); locations (Unit 3).

- Give students a few minutes to look at the information in the event announcements.
- Model the conversation with a more confident student. For example:

**A:** *Look! There's a concert on Sunday.*

**B:** *Really? What time?*

**A:** *It's at 3:30 in the afternoon.*

**B:** *Great! Let's go!*

- Move around the room and make sure students extend their conversations with the language in the Recycle box. Have students make a check mark next to the expressions and phrases in the Recycle box that they use in their conversations.
- Have various pairs role-play some of their conversations in front of the class.

#### Possible responses ...

**A:** There's a movie on Thursday at 6:00. **B:** Really? What movie? **A:** *About a Boy*, with Hugh Grant. **B:** Great! Let's go!

**A:** When is the school play? **B:** It's on Wednesday at 10:30 p.m. **A:** Let's go! Where is it? **B:** Pat's Restaurant. It's around the corner. **A:** Let's meet at 10:15. **B:** Good idea.

**A:** Look! There's a basketball game on Saturday. **B:** Great! Let's go! What time? **A:** 8:30 P.M. Let's meet at 8.

#### EXTRAS (optional)

- **Workbook: Exercises 1-5;**  
**Vocabulary Booster Activities 1-7**
- **Complete Assessment Package**
- **Review Test 1, Speaking Test 1**



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

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

**15 INTEGRATED PRACTICE** On a separate sheet of paper, answer the questions. Use frequency adverbs or time expressions. Then tell your classmates about your activities.

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

1 I usually go shopping on weekends.

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

“Look. There’s a \_\_\_ on \_\_\_.”



Be sure to recycle this language.

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



**BASKETBALL GAME**  
BRAZIL and CANADA  
Saturday, 8:30 P.M.



WEEKEND CONCERT

THE TOKYO STRINGS



SUNDAY, 3:30 P.M.

ENGLISH MOVIE FESTIVAL

About a  
**Boy**  
starring  
Hugh Grant  
THURSDAY, 6:00



Other events  
a meeting  
a party  
a play  
a dinner  
your own idea \_\_\_

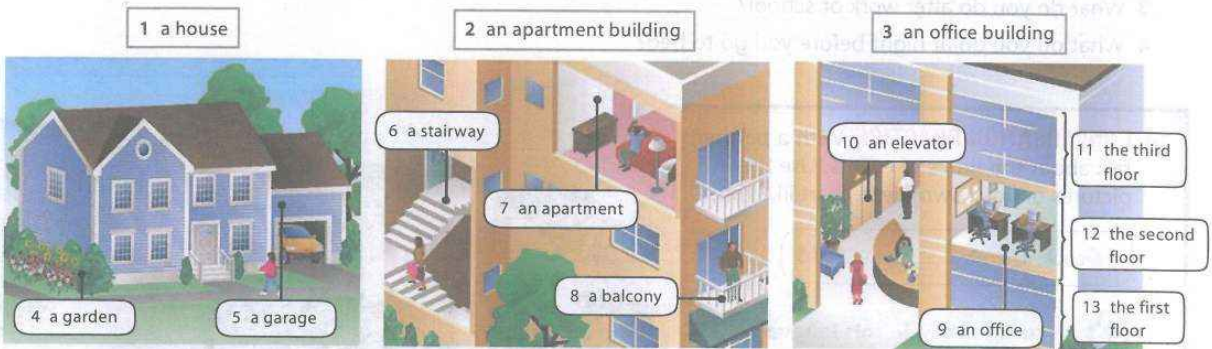


1. Describe your neighborhood.
2. Ask about someone's home.
3. Talk about furniture and appliances.

LESSON 1

## GOAL Describe your neighborhood

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



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

**Questions with Where**

Where **do** { you / your parents } **live**?

Where **does** { he / your mother } **work**?

**Prepositions of place**

**in**

She lives **in** an apartment.  
They live **in** a house.  
I work **in** an office.

**at**

I live **at** 50 Main Street.  
He works **at** the bookstore.  
They study **at** the new English School.

**on**

Her house is **on** Bank Street.  
We go to school **on** 34<sup>th</sup> Avenue.  
I work **on** the tenth floor.

3 **GRAMMAR PRACTICE** Complete the conversations. Use prepositions of place and the verb be or the simple present tense.

1 A: Where is your sister's apartment?

B: Her apartment is on Green Street.

2 A: Where do you study English?

B: We study at the school around the corner.

3 A: Does your neighbor work at / in a bank?

B: No. She works at / in a bookstore.

4 A: Where do your parents live?

B: They live at 58 Gray Street.

4 **PRONUNCIATION** • *Linking sounds* Read and listen. Then listen and repeat.

1 It's **on** First Avenue.

3 He **lives in** an apartment.

2 She **works at** home.

4 My friend **studies at** home.



## Lesson 1

1  Vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Give students a minute to look at all the illustrations. Point to each building in the book and say its name: a house, an apartment building, an office building.
- Play the audio and have students listen. Then have students listen and repeat chorally.
- Check comprehension; ask:
  - How many floors are in the office building? (Three.)
  - How many floors are in the house? (Two.)
  - Does the apartment building have an elevator? (No, it doesn't.)
  - Does the house have a garage? (Yes, it does.)
  - Does the apartment building have balconies? (Yes, it does.)
  - Does the house have balconies? (No, it doesn't.)

## Language and culture

- In many countries there is a ground floor and then the first floor is above the ground floor. In the U.S., the ground floor is also called the first floor.
- In British English, an elevator is called a lift, and an apartment is called a flat.

Active Teach  
Multimedia Disc

- Vocabulary Flash Cards
- Learning Strategies

## 2 Grammar

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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- Direct attention to the top half of the Grammar box, Questions with *Where*, and have students study the examples.
- Write on the board: *Where do \_\_\_ live?* Point to the blank and add the subject *you*. (Where do you live?) Say *I live in [Chicago]*. Now point to the blank and add the subject *we*. (Where do we live?) Say *We live in [the United States]*.
- Write on the board: *Where does \_\_\_ live?* Point to the blank and add the subject *she*. (Where does she live?) Say *She lives in [Toronto]*. Point to the blank and add the subject *he*. (Where does he live?) Say *He lives in [Canada]*.
- Direct attention to *in*, *at*, and *on* in the bottom half of the Grammar box and have students study the examples.
- Remind students that in previous units they studied *on* and *at* to talk about location and time; for example, *Where's the bank?* *It's on the right.* *When is the game?* *It's at seven o'clock.*

- Tell students that *in*, *at*, and *on* are words that show where someone or something is; for example, *Where does she live?* *She lives in an apartment.* *Where does he work?* *He works at the bank.* *Where do they live?* *They live on the third floor.*

- Write the following questions on the board:

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

Ask students to give answers for each question, using *in*, *at*, and *on*. You may want to write on the board sample answers for the first question.

*I live in an apartment.*  
*I live at 3 Jones Street.*  
*I live on Jones Street.*

## Language and culture

- The preposition *in* is used for inside a building (*in an apartment, in a house, in an office*). *At* is used for a specific location (*at home, at 50 Main Street*) or a place with a definite article (*at the bookstore, at the new English School*). *On* is used with street names (*on Bank Street, on 34th Avenue*) and for floors (*on the tenth floor*).

Active Teach  
Multimedia Disc

- Inductive Grammar Charts

## 3 Grammar practice

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Remind students that they can use the verb *be* or the simple present tense.
- Write on the board:
 

<i>Where do you live?</i>	<i>Where <u>is</u> your house?</i>
<i>Where does your mother live?</i>	<i>Where <u>is</u> your mother's house?</i>

 Point out that *do* and *does* are used in questions with verbs in the simple present tense, but not in questions with the verb *be*.
- To review, have pairs of students read the dialogues aloud to the class.

## 4 Pronunciation

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Write on the board: *It's on First Avenue*. Have students repeat "Its on" as if it's one word.
- Play the audio and have students listen. Then have students listen and repeat chorally.
- Call on a few individual students to pronounce the sentences.

Active Teach  
Multimedia Disc

- Pronunciation Activities



### 5 Integrated practice

Suggested teaching time:	5-6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Brainstorm with students various questions they can ask. (Do not write the questions on the board.) For example: *Where does your father work?*, *Where does your mother work?*, *Where do you work?*, *Where do you live?*, *Where does your family live?*, *Where do your grandparents live?*, *Where does your sister live?*
- Give students two minutes to write questions they want to ask. Move around the room to check whether their questions are correct.
- Have students ask and answer their questions in pairs.
- To review, ask students to tell the class about their partner's family.

#### Language and culture

- In the example (*He works at a bank*), *bank* has the meaning of a business location. *He works in a bank* conveys the meaning of being inside a building.

### 6 Vocabulary

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Give students one minute to look at the photos and words. Then play the audio and have students listen and then listen again and repeat.
- Call on individual students to pronounce the words. For example: T: *Number 4*. S: *A park*. T: *Number 7*. S: *An airport*.
- Play the audio for the Preposition *near*. Give further examples of *near*. Talk about what is near the school; for example, *[The stadium] is near our school*.

**Option:** [+3-5 minutes] For additional practice, have students do a pair work activity. Have them cover the words of a group of pictures and then take turns pointing to a picture and saying the word. A: (points to item 2), B: *A train station*.



Active Teach  
Multimedia Disc

• Vocabulary Flash Cards

### NOW YOU CAN Describe your neighborhood

#### 1 Conversation model

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Begin a question with **And** to indicate you want additional information.
  - Use **Really?** to introduce contradictory information.
- Introduce the new vocabulary *far*. Say *[The train station] is not near our school. It's far from our school.*

- After students listen, point to the man on the right and ask *Does he live far from here?* (No, he doesn't.) *Is his neighborhood nice?* (Yes, it is.) Point to the man on the left and ask *Where does he live?* (Near an airport.)

#### 2 Rhythm and intonation

Suggested teaching time:	2-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Do you live far from here?*, *And is the neighborhood nice?*, and *Really?*
  - emphasize *My* and *airport* in *My apartment is next to an airport!*

#### 3 Pair work

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Review places around town; for example, ask *What places are near our school?* (Possible responses: A pharmacy, a school, a bank, a restaurant, a bookstore, a newsstand.)
- Review forms of transportation (Unit 3); for example, ask students *How do you get to school?* (Possible responses: By car, by taxi, by bicycle, by bus, by train.)

**Don't stop!** Extend the conversation. Review the questions in the Don't stop! box. Brainstorm more questions with *Where* that students can ask, and write students' ideas on the board. For example:

*Where do you exercise?*  
*Where do you go out for lunch?*  
*Where do you watch [soccer] games?*  
*Where do you go shopping?*

- Model the conversation with a more confident student. Play the role of Student A. For example:  
 A: *Do you live far from here?*  
 B: *No. About twenty minutes by car.*  
 A: *And is the neighborhood nice?*  
 B: *No, it isn't. My apartment is next to a hospital.*  
 A: *Really? My neighborhood doesn't have a hospital., etc.*
- Make sure students ask additional questions about their partner's neighborhood. Encourage them to ask the questions on the board or from the Don't stop! box.



Active Teach  
Multimedia Disc

• Conversation Pair Work Cards

#### 4 Change partners

Suggested teaching time:	4-6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To review, have several pairs of students act out their conversation in front of the class.

### EXTRAS (optional)

- **Workbook:** Exercises 1-4
- **Copy & Go:** Activity 22



- 5 **INTEGRATED PRACTICE** Ask and answer questions with *Where* about your partner's relatives. Practice linking sounds in your answers.

“Where does your father work?”

“He works at a bank.”

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



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

## NOW YOU CAN Describe your neighborhood

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

A: Do you live far from here?  
 B: No. About fifteen minutes by bus.  
 A: And is the neighborhood nice?  
 B: Yes, it is. My apartment is near a park and a mall.  
 A: Really? My apartment is next to an airport!

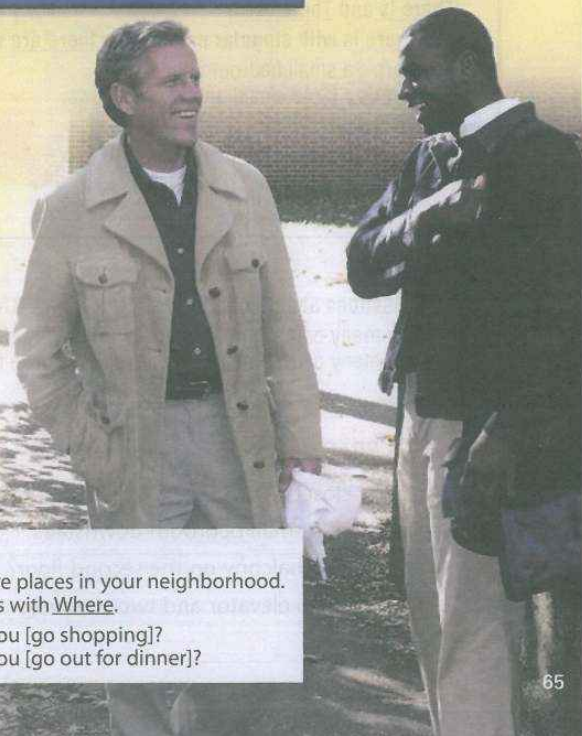
- 2 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 **PAIR WORK** Personalize the conversation.

A: Do you ..... far from here?  
 B: .....  
 A: And is the neighborhood nice?  
 B: ....., it ..... My ..... is .....  
 A: Really? My ..... is .....

- 4 **CHANGE PARTNERS** Ask about another classmate's neighborhood.

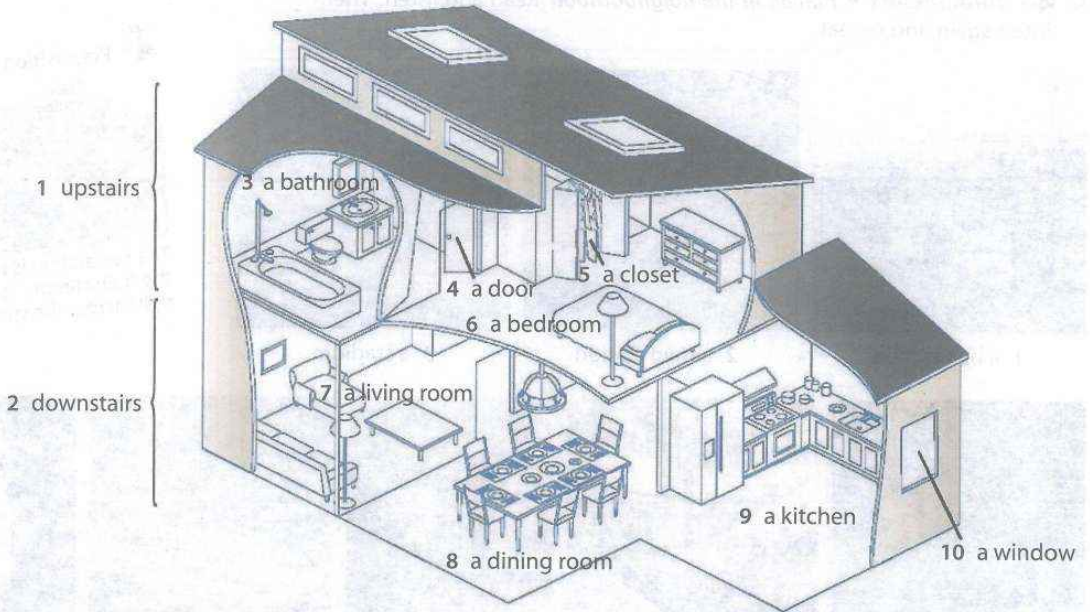
**Don't stop!**  
 Describe more places in your neighborhood. Ask questions with *Where*.  
 Where do you [go shopping]?  
 Where do you [go out for dinner]?





# GOAL Ask about someone's home

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



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

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

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

**There is and There are**

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

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

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

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

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

there is → **there's**  
 BUT there are NOT **there're**

**Be careful!**  
 Yes, there is.  
 NOT Yes, there's.

**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.)

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

- How many closets are there in the house?
- There's a small bedroom downstairs.
- Is there a balcony on the second floor?
- There's an elevator and two stairways.

- There's a garden next to her house.
- There are two bedrooms upstairs.
- There's a park near my apartment.
- How many windows are there ?



1  **Vocabulary**

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Give students one minute to look at the diagram.
- Have students listen and point. Then have them listen and repeat chorally.
- Check comprehension of *upstairs* (any floor above) and *downstairs* (any floor below). Ask *Which rooms in the house are upstairs? Which rooms are downstairs?* If appropriate, say *Right now we're at the school. What's upstairs? What's downstairs?*



Active Teach  
Multimedia Disc

• Vocabulary Flash Cards

2 **Pair work**

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Model the activity; for example, say *This is my house. My house has two floors. Upstairs I have a bedroom and a bathroom. Downstairs I have a living room, a dining room, and a kitchen.*
- In pairs, have students describe the rooms in their homes.
- Move around the room and make sure students pronounce the names of the rooms correctly.

**Language and culture**

- *Home* is the place a person lives. It can refer to either a house or an apartment.

3 **Grammar**

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the Grammar box and have students study the rule for *there is / there are* and the examples.
  - Write some prompts on the board; for example:  
*five rooms*  
*a bathroom*  
*two floors*  
*three windows*  
*two doors*  
*a living room*
- Call on various students to make sentences with the prompts and *there is* and *there are*; for example, *There are five rooms. There is one bathroom.*

- Show that the verb used with *there* is singular if the first noun that follows it is singular; the verb is plural if the first noun that follows it is plural. Write:

*There is a bathroom and a bedroom upstairs.*

*There is a door and two windows in the bedroom.*

*There are two windows and a door in the bedroom.*

- For each sentence, ask students *Is the verb singular or plural in this sentence?* Point to the noun that follows each verb; ask *Is the noun singular or plural?*
- Call attention to the small box on the upper right. Write *there is* and *there are* on the board. Show students that *there is* can be contracted to *there's*, but that *there are* cannot be contracted.
- Call attention to the Be careful! box on the right. Have various students read aloud the questions and short answers with *there is* and *there are* to the left of the Be careful! box. Point out that the negative forms of the responses can be contracted (*there isn't* and *there aren't*), but the affirmative forms cannot be contracted.

- Direct attention to the rule for *How many* and the examples.
- Point out that you use *How many* to ask about quantity (a number).
- To check comprehension, ask about the house in the Vocabulary:  
*How many bedrooms are there?* (One.)  
*How many floors are there?* (Two.)  
*How many rooms are there?* (Five.)  
*How many bathrooms are there?* (One.)



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• Inductive Grammar Charts

4 **Grammar practice**

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
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- Review the example with the class.
- Before students write, have them look at the nouns that follow the blanks and say whether they are singular or plural. (Singular: a small bedroom, a balcony, an elevator, a garden, a park; plural: two bedrooms, windows.)
- Have students compare answers in pairs.
- To review answers, call on individual students to read their complete sentences. As they say the sentences aloud, point out that the *-s* in *there's* links with the *a* in the following word. For example:  
 2 *There's a* small bedroom; 3 *There's a* balcony;  
 4 *There's an* elevator; 5 *There's a* garden;  
 7 *There's a* park.



## 5 Grammar practice

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Model the activity. Write example sentences on the board about your home.

### Possible responses ...

There are six rooms in my house. There's a large kitchen, a living room, and a small dining room downstairs. There are two bedrooms upstairs. The bedrooms have large closets. The large bedroom is next to a small bathroom. A bathroom is downstairs next to the kitchen. There is a stairway in my living room. There are two windows in my kitchen. There is a small garden next to the house. There is also a garage.

## 6 Listening comprehension

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
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- Before students listen, have them read the names of the cities and the descriptions of the houses and apartments.
- Have students listen and check each best choice. Review answers by asking students to read the correct description for each item.

**Option: [+5 minutes]** To provide additional support, review the information with students before they listen. Ask *Does the one-bedroom apartment in Paris have a big kitchen? Does the house in Montreal have a garden?*, etc.

### AUDIOSCRIPT

#### CONVERSATION 1

- M:** I need a house or apartment in Paris in April.  
**F:** April in Paris! Nice. Hmm . . . Well, we have a small one-bedroom apartment near a park.  
**M:** What about the kitchen? My wife wants a large kitchen.  
**F:** A large kitchen? Hmm . . . Oh OK. We have a two-bedroom house with a large kitchen. Is that OK?  
**M:** Great.

#### CONVERSATION 2

- F:** We need a house in Buenos Aires in February. What's available?  
**M:** We have two houses available then. How many bedrooms do you need?  
**F:** We need a second bedroom for our son.  
**M:** I have a nice two-bedroom house with two bathrooms. Is that OK?  
**F:** Perfect.

#### CONVERSATION 3

- M:** Do you have an apartment available in Tokyo in September?  
**F:** Is a one-bedroom OK?  
**M:** Yes. That's fine.  
**F:** Well, I have two one-bedrooms available. Do you need a large kitchen?  
**M:** Not really. But what about closets?  
**F:** Well, I have one with a large closet. But it has a small kitchen.  
**M:** That's fine.

#### CONVERSATION 4

- F:** What's available in Montreal in July?  
**M:** We have a two-bedroom apartment with a balcony.  
**F:** Actually, we want a house.  
**M:** OK, let's see. Oh, we also have a two-bedroom house. And it has a small garden.  
**F:** That sounds great!



Active Teach  
Multimedia Disc

• Learning Strategies

## NOW YOU CAN Ask about someone's home

### 1 Conversation model

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Use Well... to indicate you are deciding how to begin a response.
  - Respond positively to a description with Sounds nice!
- After students read and listen, ask *Is her apartment large?* (Yes.)

### 2 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *in a house* and falling intonation for *or an apartment?*
  - use falling intonation for *What's it like?*

### 3 Pair work

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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**Don't stop!** Extend the conversation. Brainstorm questions that begin with *Is there \_\_\_?*, *Are there \_\_\_?*, and *How many \_\_\_?* Write students' ideas on the board. For example: *Is there a garage in your apartment building? Are there large closets? How many floors are there in your house?*

- Model the conversation with a more confident student. Play Role A so that you can model asking many different questions from the Don't stop! box.
- Be sure to reinforce the use of the conversation strategies listed with the Conversation Model; for example, make sure students say *Sounds nice!* with enthusiasm.



Active Teach  
Multimedia Disc

• Conversation Pair Work Cards  
• Learning Strategies

### 4 Change partners

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
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- To review, ask a few students *What is your partner's home like?*

**Option: [+10 minutes]** Challenge students by having them describe their dream house.

## EXTRAS (optional)

- **Workbook:** Exercises 5-8
- **Copy & Go:** Activity 23



**5 GRAMMAR PRACTICE** On a separate sheet of paper, write ten sentences about your house or apartment. Use *There is* and *There are*.

*There's a small bathroom next to my bedroom.*

**Ideas**

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

**6 LISTENING COMPREHENSION** Listen to the conversations. Check the best house or apartment for each person.

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<p><b>1. Paris</b></p> <p><input checked="" type="checkbox"/> A two-bedroom house with a large kitchen</p> <p><input type="checkbox"/> A one-bedroom apartment with a small kitchen</p>	<p><b>3. Tokyo</b></p> <p><input type="checkbox"/> A one-bedroom apartment with a large kitchen</p> <p><input checked="" type="checkbox"/> A one-bedroom apartment with a large closet</p>
<p><b>2. Buenos Aires</b></p> <p><input type="checkbox"/> A two-bedroom house with three bathrooms</p> <p><input checked="" type="checkbox"/> A two-bedroom house with two bathrooms</p>	<p><b>4. Montreal</b></p> <p><input checked="" type="checkbox"/> A two-bedroom house with a small garden</p> <p><input type="checkbox"/> A two-bedroom apartment with a balcony</p>

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

**1 CONVERSATION MODEL** Read and listen.

- A: Do you live in a house or an apartment?  
 B: An apartment.  
 A: What's it like?  
 B: Well, there are three large bedrooms, and it has a large kitchen.  
 A: Sounds nice!

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

**3 PAIR WORK** Personalize the conversation. Describe your house or apartment to your partner. Then change roles.

- A: Do you live in a house or an apartment?  
 B: .....  
 A: What's it like?  
 B: Well, .....  
 A: Sounds nice!

**Don't stop!**  
 Ask more questions.  
 Is there \_\_\_?  
 Are there \_\_\_?  
 How many \_\_\_?

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

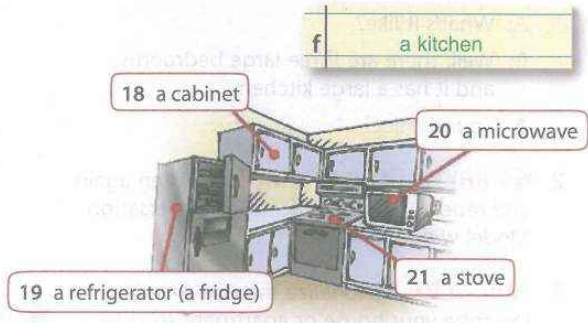
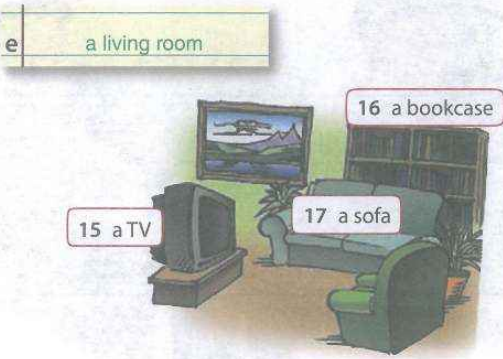
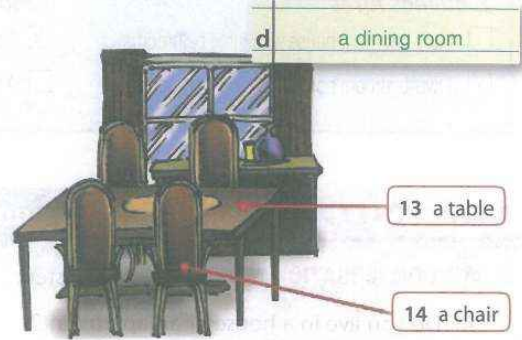
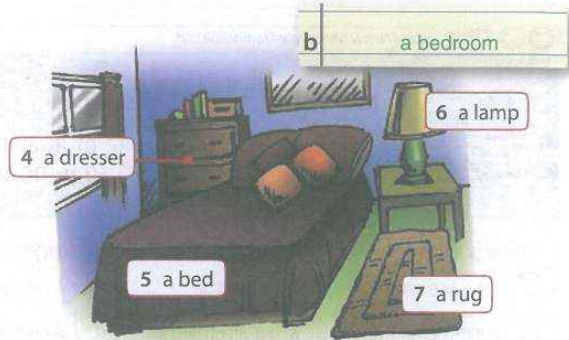
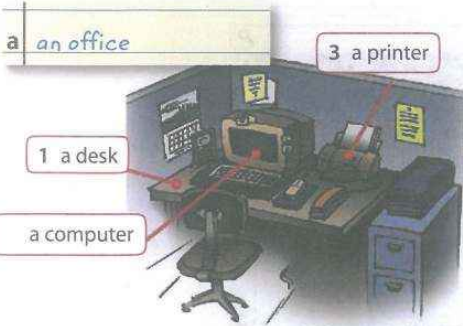




**GOAL**

**Talk about furniture and appliances**

**1** **VOCABULARY** • *Furniture and appliances* First write the name of each room (a-f). Then read and listen. Listen again and repeat.



**VOCABULARY BOOSTER**  
More home and office vocabulary • p. 130

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

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 1 It's in the ..... kitchen .....     | 4 It's in the ..... bathroom .....    |
| 2 It's in the ..... office .....      | 5 It's in the ..... kitchen .....     |
| 3 It's in the ..... living room ..... | 6 It's in the ..... dining room ..... |



1  Vocabulary

Suggested teaching time:	9–12 minutes	Your actual teaching time:	

- Have students look at all the rooms and then write the name of each room in the space provided. Review students' answers before they listen to the audio.
- First listening: Have students listen and point to the items in the illustrations.
- Second listening: Have students listen and repeat chorally. Make sure students pronounce the indefinite articles (*a / an*) clearly.
- Give students a few minutes to practice pronouncing the words on their own. Then ask students if there are any items they would like to practice further with you. Have students identify the number of the word for you to model the pronunciation. For example: Student A: *Number 11. Teacher: Toilet.* Student A: *Toilet.* Student B: *Number 19. Teacher: Refrigerator.* Student B: *Refrigerator.*

**Option: [+5 minutes]** For additional practice, have students identify all the furniture and appliances in each room of the house in the illustration on Student's Book page 66; for example, *In the bedroom there's a bed. There's a lamp next to the bed. There's also a dresser.*

**Option: [+5 minutes]** As an alternative, have students do a pair work activity. One student describes a room in one of the illustrations on page 68. The partner listens and identifies the room; for example, A: *There are two sinks and two mirrors on the left. There's a shower and bathtub on the right.* B: *The bathroom.* Then they switch roles.

**Option: VOCABULARY BOOSTER** (+10–15 minutes)

**Language and culture**

- An *appliance* is a piece of electrical or fuel-operated equipment (a refrigerator, a stove) for a house or apartment. A *rug* covers part of a floor but a *carpet* covers the whole floor. A small table next to a bed is called a *night table*. A low table in front of a sofa is called a *coffee table*. Another word for *sofa* is *couch*. A *microwave oven* is usually referred to as a *microwave*.
- *Refrigerator* and *fridge* have the same meaning (*fridge* is less formal). Some students find *refrigerator* difficult to pronounce. Model the pronunciation and give special emphasis to the second syllable: reFRIGerator.
- In British English, *sofa* is *settee* and *stove* is a *cooker*.

Active Teach  
Multimedia Disc

- Vocabulary Flash Cards
- Learning Strategies

2  Listening comprehension

Suggested teaching time:	9–12 minutes	Your actual teaching time:	

- Play the audio for Conversation 1. Do the first item together with the class, demonstrating the location of the stove in the picture of the kitchen. Be sure students understand that they have to find each item mentioned in the conversations in order to answer correctly.
- First listening: Have students listen and write their answers.
- Second listening: Have students listen to confirm their answers.
- To review answers, call on individual students to say the sentences.

**AUDIOSCRIPT**

## CONVERSATION 1

- M:** Is that stove new?  
**F:** No. It's about five years old.  
**M:** But it looks new.  
**F:** Really?

## CONVERSATION 2

- F:** That's an old computer!  
**M:** I know. I need a new one.

## CONVERSATION 3

- M:** Do you like my green sofa?  
**F:** Well . . . It's OK I guess.

## CONVERSATION 4

- F:** I need to brush my hair. Do you have a mirror?  
**M:** Yeah. Just go upstairs and turn left.

## CONVERSATION 5

- M:** Where's your microwave?  
**F:** Over there, on the counter.  
**M:** Thanks.

## CONVERSATION 6

- F:** Where's Susan's phone number?  
**M:** It's on the table downstairs. Near the chairs next to the window.  
**F:** Thanks.



### 3 Pair work

Suggested teaching time:	8-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Give students two minutes to think about their homes and write down the furniture in each room. Move around the room and help students with vocabulary.
- Brainstorm questions students can ask one another. Write students' ideas on the board. For example:  
*What's in your kitchen?*  
*Do you have a dining room? What's in it?*  
*Is there an office? What's in it?*
- If you have presented the words from the Unit 8 Vocabulary Booster, page 130, encourage students to use them in this exercise.

**Option: [+5 minutes]** For a different approach, have students make sentences with *have*, *want*, and *need* about furniture in their home; for example, *We have three TVs in our apartment. I need a new computer in my office.*

### NOW YOU CAN Talk about furniture and appliances

#### 1 Conversation model

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- 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.
- Write on the board: *Does she like the sofa? Does she like the lamp?*
- After students read and listen, ask for answers. (She likes the sofa. She doesn't like the lamp.)
- Direct attention to the box with positive and negative adjectives. Point to the smiling face and say, *These are positive adjectives.* Point to the frowning face and say *These are negative adjectives.* Play the audio and have students repeat chorally.

#### Language and culture

- *What do you think?* = *What do you think of the sofa?* = *Do you like the sofa?*
- In some cultures, people live by the saying, "If you can't say anything good, don't say anything at all." In those cultures, it is more appropriate for a person to say *I don't know. I'm not sure* rather than express a negative opinion of something. In other cultures, it is more acceptable to give a direct opinion, in which case a person could say *I think it's ugly.*

#### 2 Rhythm and intonation

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *What do you think?* and *And what about this lamp?*

- emphasize *beautiful* in *I think it's beautiful.*
- pronounce the language chunk *What do you think?* "as a single word."
- Model these statements and have students repeat chorally. Make sure the stress falls on the adjective:  
*I think it's nice.*      *I think it's awful.*  
*I think it's great.*      *I think it's terrible.*  
*I think it's ugly.*

### 3 Pair work

Suggested teaching time:	8-12 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Review the vocabulary for the pictures by having students say the words. (Chair, chair lamp, sofa, rug, stove.)
- Direct attention to the Recycle box. Have students use the phrases to give their opinion about the furniture and appliances in the pictures.

**Don't stop!** Extend the conversation. Have students continue their conversations by talking about other furniture and appliances.

- Model the conversation with a more confident student. Play Role B. For example:

A: *This is a nice chair. What do you think?*  
B: *Actually, I think it's pretty awful.*  
A: *Really? And what about that chair?*  
B: *I think it's nice! What about you?*  
A: *I don't know. I'm not sure.*

- Move around the room and listen in as students work in pairs. Encourage students to use the language in the Recycle box, and the positive and negative adjectives, to give their opinions about other furniture and appliances. Make sure students are expressive when they give their opinions.



ActiveTeach  
Multimedia Disc

• Conversation Pair Work Cards

### 4 Change partners

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To review, ask a few students *Which furniture does your partner like?*

### EXTRAS (optional)

- **Workbook:** Exercises 9-12
- **Copy & Go:** Activity 24



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

“What’s in your living room?”

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

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

**1 CONVERSATION MODEL** Read and listen.

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

3:33  
Positive and negative adjectives

☺	☹
beautiful	ugly
nice	awful
great	terrible

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

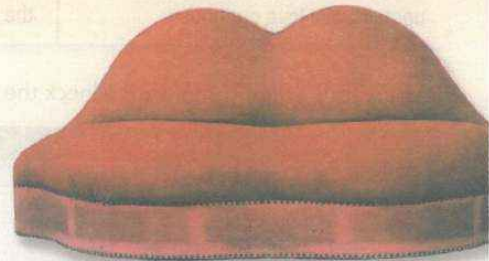
**3 PAIR WORK** Change the model. Ask your partner’s opinion about the furniture and appliances in the pictures. (Or use your own pictures.) Then change roles.

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

**Don’t stop!**  
Ask about other furniture and appliances.

**Be sure to recycle this language.**

I like this \_\_\_\_ .  
I don’t like this \_\_\_\_ .



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





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

## Where Do You Live?

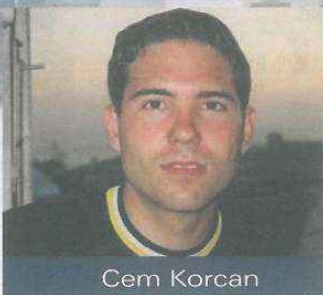


Ana Karina Espinel

My name is Ana Karina Espinel. I live in Cumbaya, Ecuador. My family has a very nice house with a two-car garage. It has a big, beautiful garden.

Downstairs there is a large living room, a dining room, and a large kitchen. Upstairs there are four bedrooms. And we have a lot of bathrooms—five in all!

My mother also has an office upstairs. We love our house.



Cem Korcan

I'm Cem Korcan and I'm from Turkey. I live in a three-bedroom apartment in Istanbul. The building has a garage and a big garden.

I have one bathroom, a big living room, and a small kitchen. There's no dining room. It's a small apartment, but that's OK.

My favorite room is the living room. It has a beautiful view of Istanbul and the sea.



Soon-Ju Cho

I'm Soon-Ju Cho, from Korea. I'm a bank assistant. I live in a small house with my husband, Sun-Yoon Jong. We have three floors and a garage. There are two bedrooms, a small living room, a small kitchen, a dining room, and one bathroom.

My favorite room is the living room because it has a TV! I really want a garden, but unfortunately, we don't have one.

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

	Ana Karina Espinel	Cem Korcan	Soon-Ju Cho
four bedrooms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
five bathrooms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a small kitchen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
no dining room	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
no garden	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
a garage	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
an office	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

“I like Ms. Espinel's house. There's a big garden. My house doesn't have a garden.”

“Mr. Korcan lives in an apartment. I live in an apartment, too. His apartment has one bathroom, but my apartment has two.”

On your ActiveBook Self-Study Disc:  
Extra Reading Comprehension Questions

### GRAMMAR BOOSTER

Extra practice • p. 142



3:35-3:36

### Top Notch Pop

“Home Is Where the Heart Is”



# Extension

## 1 Reading

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- **Pre-reading:** To practice scanning, have students read quickly and underline the information that tells what kind of home each person has.
- Then have students read the text silently.
- **Check comprehension.** Ask the following questions:  
*Who lives in a house?* (Ms. Espinel and Ms. Cho.)  
*Who lives in an apartment?* (Mr. Korcan.)  
*Who lives in Turkey?* (Mr. Korcan.)  
*Where does Ms. Espinel live?* (She lives in Cumbaya, Ecuador.)  
*Does Ms. Cho live in Turkey?* (No she doesn't. She lives in Korea.)  
*How many bedrooms does Ms. Espinel have?* (Four.)  
*How many bathrooms does Mr. Korcan have?* (One.)  
*Who has a big living room?* (Ms. Espinel and Mr. Korcan.)  
*How many floors are in Ms. Cho's house?* (Three.)  
*Who has a big garage?* (Ms. Espinel.)

**Option: [+10–15 minutes]** To turn this reading into a listening activity, draw the following graphic organizer on the board (without the answers) or print out the graphic organizer from the ActiveTeach Multimedia Disc. Have students read the questions before they listen. Play the audio twice for students to answer the questions in the chart. Then have them read the text to confirm their answers.

	Ms. Espinel	Mr. Korcan	Ms. Cho
Where?	Cumbaya, Ecuador	Istanbul, Turkey	Korea
House or an apartment?	house	apartment	house
How many floors?	two	one	three
How many bedrooms?	four	three	two
How many bathrooms?	five	one	one
Garden?	yes	yes	no
Garage?	yes	yes	yes
Small or large kitchen?	large	small	small
Small or large living room?	large	large	small
Office?	yes	no	no



• Graphic Organizers

## 2 Reading comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students read the information in the left column of the chart. Then have them scan the article again for the answers.
- Ask students to underline the sentence in the text that supports each answer. For example, Ana Karina Espinel has five bathrooms. The supporting sentence is in paragraph 2 (the last sentence): *And we have a lot of bathrooms—five in all!*
- Have students compare their answers and supporting information.
- Review answers by asking individual students to say which information should be checked for each person in the reading.



• Extra Reading Comprehension Questions  
• Learning Strategies

## 3 Pair work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Call on individual students to read the example sentences aloud to the class.
- As students talk, move around the room to listen in on their conversations. Answer any questions as needed.

**Option: [+5 minutes]** For a different approach, do a group activity. Have students say why they like the house or apartment they live in; for example, *I like my apartment. The rooms are very big and there are many windows.*

### Possible responses ...

Ms. Cho lives in a house. I live in a house, too.  
 Mr. Korcan's apartment building has a big garden. My apartment building has a small garden.  
 Ms. Espinel's house has five bathrooms! My apartment has two bathrooms.



# Review

## Info Gap

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Pair work. Direct attention to the two different pictures (Partner A's Picture and Partner B's Picture) and tell each pair to decide which picture each partner will use.
- Review the examples. Encourage students to use different types of questions during the activity; for example, *How many \_\_\_ are there? Does the \_\_\_ have \_\_\_? Is there a \_\_\_? Are there \_\_\_?*
- You may want students to cover up the picture their partner is using during the activity so they can't see it.

### Possible responses ...

How many bedrooms are there? Is the chair near the table? Does the bathroom have two sinks? How many rooms are there? Where is the table? Is there a dining room? Is there a rug? How many windows are there?

**Option: [+10 minutes]** As an alternative, do a guessing game. Student A says where an item is without saying the name. Student B asks *yes / no* questions. A: *It's in the bedroom.* B: *Is it large or small?* A: *It's small.* B: *Is it next to the bed?* A: *Yes, it is.* B: *Is it the table?*

**Option: [+10 minutes]** For a different approach, have students work in small groups to make alphabetical lists of the furniture and appliances in each picture; for example, for the letter B: bathtub, bed, bookcase, etc.

## Pair work 1

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Give students a few minutes of silent time to explore the pictures and formulate opinions about the items in each house.
- In pairs, have students point to furniture and appliances and express their opinions.

### Possible responses ...

**A:** What do you think of this table / lamp / bed / bathroom / house / kitchen / stove? **B:** Actually, I think it's beautiful. And what about this sofa / desk / bookcase? **A:** I don't know. I'm not sure. **B:** Really? I think it's pretty ugly.

**Option: [+10 minutes]** For a challenge, have students redecorate one of the houses. On the board, review the phrases students will need; for example, *Let's put \_\_\_ next to the \_\_\_. I want a \_\_\_ in the \_\_\_. We need a \_\_\_. We don't have a \_\_\_, but we need one.*

## Pair work 2

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Model the activity: Have a student read the example aloud as you draw what you hear on the board.

**Option: [+10 minutes]** As an alternative, have students take turns describing a room on page 71. Their partner listens and identifies the room; for example, A: *There's a sofa and a chair. There's a small table with a lamp next to the chair.*

*There's a big bookcase. B: [pointing to the living room in Partner B's picture] Oh! This living room.*

## Writing

Suggested teaching time:	8-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Use students' names to write examples with *but* and *too* on the board; for example: *[Mark] lives in an apartment, but [Vicky] lives in a house. [Linda] lives in an apartment. [Gary] lives in an apartment, too.*
- Point out the use of commas with both *but* and *too*.

**Option: [+5 minutes]** To extend the activity, have students read their sentences aloud in small groups or in front of the class.

### Possible responses ...

My bedroom has two beds, and this bedroom has two beds too. There are windows in this bathroom, but in my home there are no windows in the bathroom. This house has a garage for one car, but my house has a garage for two cars. This living room has a large bookcase. My living room has a large bookcase, too. This living room doesn't have a TV, but I have a TV in my living room. There is old furniture in this house, but there is new furniture in my house.



ActiveTeach  
Multimedia Disc

• Writing Process Worksheets

### Option: Oral progress assessment

Use the illustration on page 71. Encourage students to use the language practiced in this unit as well as previous units.

Create a conversation together. Point to one of the two pictures and say *This is your house*. Ask questions about the student's house. The student should answer based on the picture; for example, *Do you live in an apartment or a house? How many rooms are there in your house? Do you have a garden? Does your bedroom have a bookcase? What do you need in your house?*

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



ActiveTeach  
Multimedia Disc

• Oral Progress Assessment Charts

**Option: GRAMMAR BOOSTER (+20 minutes)**

## EXTRAS (optional)

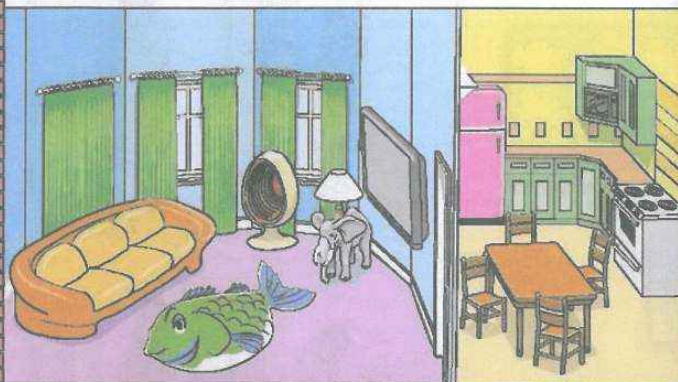
- Workbook: Just for Fun
- Complete Assessment Package
- Weblinks for Teachers: [pearsonlongman.com/topnotch/](http://pearsonlongman.com/topnotch/)

And on your ActiveTeach Multimedia Disc:

- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Audioscripts
- Unit Study Guides



## Partner A's Picture



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

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

### PAIR WORK

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

A: What do you think of \_\_\_?

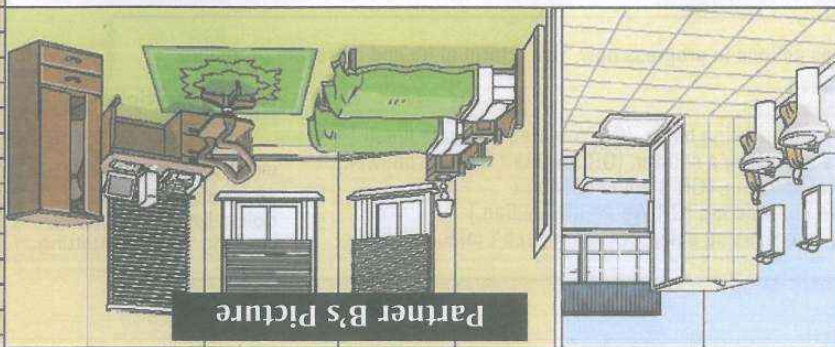
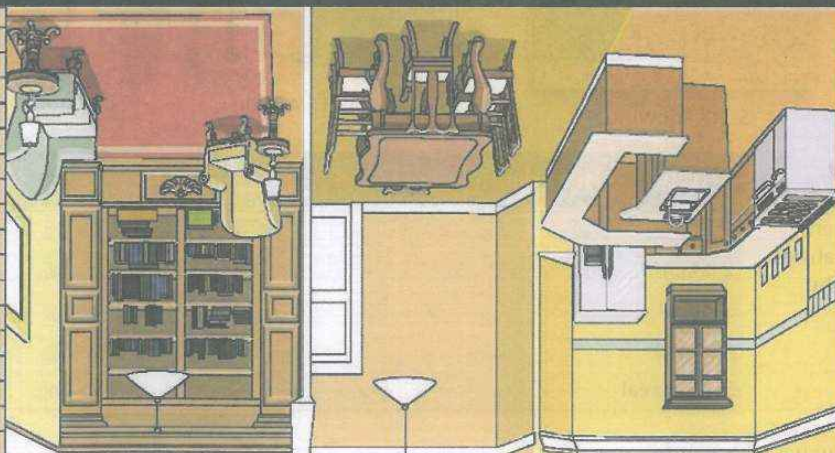
B: I think it's really nice. What about you?

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

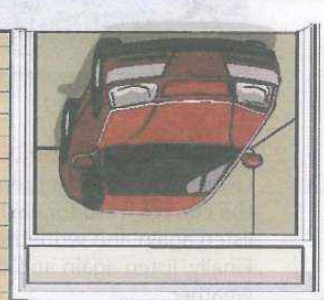
Upstairs, there are two small bedrooms and a small bathroom.

**WRITING** Compare your home with one of the houses on this page. For example:

This house has two bedrooms upstairs,  
but my house has ...



## Partner B's Picture



### NOW I CAN...

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



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

LESSON 1

## GOAL Describe today's weather

**VOCABULARY BOOSTER**

More weather vocabulary • p. 131

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

HOW'S THE WEATHER?



1 It's sunny.



2 It's cloudy.



3 It's windy.



4 It's raining.



5 It's snowing.



6 It's hot.



7 It's cold.



8 It's warm.



9 It's cool.

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

City	Hot	Warm	Cool	Cold	What's the temperature?	How's the weather?
1 Cali	✓				35°	It's sunny.
2 Madrid		✓			30°	It's windy.
3 Seoul			✓		10°	It's sunny.
4 Dubai	✓				33°	It's raining.
5 Montreal				✓	1°	It's snowing.

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

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

**Affirmative**

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

**Negative**

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

**Present participles**

- wear → wearing
- study → studying
- exercise → exercising

**Some others:**

- doing, listening, reading, working, meeting, getting



## Lesson 1

### 1 Vocabulary

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Direct attention to pictures 1-5 in the book. Give students a minute to look at the illustrations and read the sentences.
- First listening: Have students listen and read along.
- Second listening: Have students listen and repeat.
- Direct attention to pictures 6-9 and the temperatures.
- Introduce *It's hot* and *It's cold* with appropriate gestures. Mime putting on a jacket to introduce *It's cool*. Mime taking off the jacket to introduce *It's warm*.
- Explain the meaning of *C* and *F* on the thermometers. Point to a temperature on the left side of the thermometer and say [35] *Celsius* is [95] *Fahrenheit*.
- Introduce the words *temperature* and *degrees*. Write on the board: *What's the temperature? It's \_\_\_ degrees.* Point to each illustration 6-9 and ask *What's the temperature?* (It's [35] degrees, or It's [95] degrees., etc.)
- Introduce the symbol ° for *degrees*. Write on the board: *It's [35] degrees.* Erase the word *degrees* and write in °.

#### Option: **VOCABULARY BOOSTER** (+5-10 minutes)

##### Language and culture

- The Celsius scale is used in most countries. The Fahrenheit scale is used in the United States. Many people in the U.S. are not familiar with the Celsius scale.



ActiveTeach  
Multimedia Disc

- Vocabulary Flash Cards
- Learning Strategies

### 2 Listening comprehension

Suggested teaching time:	8-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Before students listen, have them study the chart. Point to each city name and pronounce it so they can recognize it in the audio. If a world map is available, point out the five cities.
- Have students read the direction line. Tell them that they will listen to the weather report three times, once for each task in the directions.
- Review answers by asking students to describe the weather and temperature in each city, using complete sentences; for example, *It's warm in Madrid today.*

#### AUDIOSCRIPT

##### REPORT 1

**M:** Good morning, Cali. This is your English language weather forecast for today. The weather is great today, if you like it hot! The temperature right now is 35 degrees, and it's nice and sunny.

##### REPORT 2

**F:** Hello from Madrid in the heart of Spain. Today's weather is a nice and warm 30 degrees. But it's a little windy this morning so take a light sweater with you. Tune in again this afternoon for your Madrid weather update.

##### REPORT 3

**M:** This is Tim Sellers with today's Seoul weather report. The weather in Seoul is unusually cool for this time of the year. The temperature is 10 degrees, but it's sunny.

##### REPORT 4

**F:** Good afternoon from Dubai in the United Arab Emirates. This is your two o'clock weather report. It's a hot and uncomfortable 33 degrees at this hour in Dubai, and it's raining.

##### REPORT 5

**F:** Hello again. Michaela Soros here with today's Montreal weather. The weather every day this week is cold. It's snowing hard right now, and the temperature is a cold 1 degree. A tip for Montrealers: Don't drive today. We suggest public transportation, and reports are that trains and buses are running normally.

### 3 Grammar

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the affirmative statements and have students study the rules and examples.
- Write on the board: *It rains every day. It's raining now. Say These sentences are different. Sentence 1 is about every day. It is in the simple present tense. Sentence 2 is about right now. It is in the present continuous.*
- Direct attention to the negative statements and have students study the examples. Point out that *not* comes after *be* and before the present participle.
- Point out the two forms for negative contractions. To review the formation of contractions, use an eraser and the board. Write *It is*, erase the *-i*, and draw in an apostrophe. Then write *It is not*, erase the *-o*, and draw in an apostrophe. Continue with other examples in the present continuous.
- Direct attention to the small box about present participles on the right. Demonstrate with the eraser on the board that the last *-e* in *exercise* disappears when you add *-ing*.

**FYI:** There are more spelling rules for forming the present participle on Student's Book page 74.



ActiveTeach  
Multimedia Disc

- Inductive Grammar Charts



## 4 Grammar

Suggested teaching time:	5-6 minutes	Your actual teaching time:
--------------------------	-------------	----------------------------

- Direct attention to the questions and answers and have students study the examples.
- Show students how the present continuous *yes / no* question is formed. Write the formula on the board and several example questions. For example:

be	+ subject	+ verb / -ing ?	
Are	you	studying	English?
Is	she	walking	to school?

- Remind students that contractions are not used in affirmative short answers. Correct: *Yes, I am.* NOT correct: *Yes, I'm.*
- Call attention to the two forms for negative contractions in short answers.
- To check comprehension, ask questions; for example, *Are you studying English right now?* (Yes, I am.) *Are you watching TV right now?* (No, I'm not.) *Is [Ryan] walking?* (No, [he's] not.) *Is [Michelle] listening?* (Yes, [she] is.)

**Option: [+10 minutes]** For more practice, make a list on the board of verbs students know; for example, *eat, take, rain, walk, exercise, watch, shave, study.* Have students take turns asking and answering *yes / no* questions in the present continuous; for example, A: *Are you studying English?* B: *Yes, I am.* B: *Is [Larry] watching TV?* A: *No, he's not.*



Active Teach  
Multimedia Disc

### • Inductive Grammar Charts

## 5 Grammar practice

Suggested teaching time:	4-5 minutes	Your actual teaching time:
--------------------------	-------------	----------------------------

- Have students work independently to complete the exercise and then compare their answers in pairs.
- When reviewing answers, make sure students spelled *making, exercising,* and *taking* correctly. Point out the two possible ways to express the negative response in items 3 and 6.

### NOW YOU CAN Describe today's weather

## 1 Conversation model

Suggested teaching time:	3-4 minutes	Your actual teaching time:
--------------------------	-------------	----------------------------

These conversation strategies are implicit in the model:

- Use **Hi** and **Hey** to greet people informally.
- Say **No kidding!** to show surprise.
- If necessary, point out Vancouver and São Paulo on a map.
- After students read and listen, ask *How's the weather in Vancouver today?* (It's hot and sunny.) *How's the weather in São Paulo?* (It's raining and cold.)

## 2 Rhythm and intonation

Suggested teaching time:	2-3 minutes	Your actual teaching time:
--------------------------	-------------	----------------------------

- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *How's the weather there in São Paulo?*
  - use rising intonation for *Today?*

## 3 Pair work

Suggested teaching time:	7-10 minutes	Your actual teaching time:
--------------------------	--------------	----------------------------

**Don't stop!** Extend the conversation. Direct attention to the Don't stop! box. Ask *What is Molly wearing?* (A coat and scarf.) *What is Jonathan wearing?* (A shirt.) Have students review the names of clothing items they know and write them on the board: *scarf, sweater, jacket, coat, shoes, shirt, tie, dress, suit, blouse, pants, skirt.* If you have assigned the Vocabulary Booster, include those words as well: *bathing suit / swimsuit, bathrobe, boots, hat, jeans, nightgown, raincoat, umbrella, sandals, pajamas, T-shirt, shorts, socks, pantyhose, underwear.* Have students say what they are and are not wearing.

- Have students brainstorm different cities in this country or around the world and think about the weather there. Make a weather chart on the board. For example:  
Cairo, Egypt      It's hot and sunny.  
Calgary, Canada      It's cold and it's snowing.
- Model the conversation with a more confident student. Play Role A to show how to expand the conversation and talk about clothes, too.  
A: Hi, [Nick]. [Emily].  
B: Hey, Emily. Where are you?  
A: I'm calling from [Moscow]. How's the weather there in [Caracas]?  
B: Today? Terrible! It's raining and cool.  
A: No kidding! It's warm and sunny here! I'm wearing shorts and sandals!
- Be sure to reinforce the use of the conversation strategies; for example, make sure students express surprise when they say, *No kidding!*
- Encourage students to use the adjectives to describe the weather. Encourage students to talk about the clothing they "are wearing" in the different locations.

## 4 Change partners

Suggested teaching time:	4-5 minutes	Your actual teaching time:
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- Have students stand up and find another partner. Make sure they describe the weather in other places around the world.



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### • Conversation Pair Work Cards

### EXTRAS (optional)

- Workbook: Exercises 1-4
- Copy & Go: Activity 25



**4 GRAMMAR** • *The present continuous: yes / no questions*

Are you <b>eating</b> right now?	Yes, I am. / No, I'm not.
Is she <b>taking</b> the bus?	Yes, she is. / No, she's not. [OR No, she isn't.]
Is it <b>raining</b> ?	Yes, it is. / No, it's not. [OR No, it isn't.]
Are they <b>walking</b> ?	Yes, they are. / No, they're not. [OR No, they aren't.]

**5 GRAMMAR PRACTICE** Complete each statement, question, or short answer with the present continuous. Use contractions.

- It's snowing now, and I'm wearing a nice, warm sweater.
- Is he studying? Yes, he is reading his textbook.
- Dad's not making / isn't making dinner right now. He's working late at the office.
- Jerome's exercising, and Ann's taking a shower.
- The children aren't watching TV. They're listening to music.
- Is it raining this morning? No. It's cloudy and windy, but it 's not / isn't.
- Are they meeting in the office right now? Yes, they are.

**NOW YOU CAN** Describe today's weather

**1 CONVERSATION MODEL** 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 São Paulo?  
 B: Today? Awful. It's raining and cold.  
 A: No kidding! It's hot and sunny here.

bad ☹️  
 awful  
 terrible  
 good 😊  
 nice  
 great  
 beautiful

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

**3 PAIR WORK** Change the model. Choose two cities. Role-play a conversation about the weather there. (Option: Find the weather report in the newspaper. Or log onto [www.weather.com](http://www.weather.com).) 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.

**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 \_\_\_\_.



a scarf

a coat



# GOAL Ask about people's activities

## 1 GRAMMAR • The present continuous: information questions

What is she **wearing**? (A long black skirt.)      What **are you doing**? (We're checking e-mail.)  
 Where is he **driving**? (To work.)                  Where **are they going**? (They're going to the movies.)

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

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

“It’s 8:20. What’s Mike doing?”

“He’s eating breakfast.”



## 3 PRONUNCIATION • Rising and falling intonation Use rising intonation for yes / no questions. Use falling intonation for information questions. Read and listen. Then listen again and repeat.

### Yes/no questions

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

### Information questions

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

## 4 GRAMMAR • The present participle: spelling rules

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

**Remember:**

shop → shopping      get → getting      put → putting



## 1 Grammar

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Direct attention to the box and have students study the questions and answers and have students study the examples.
- Write *Who is wearing a coat?* on the board. Circle the verb *is* and the *-ing* ending. Say *The present continuous always uses be and the present participle in the -ing form.*
- Say *Who is the subject in this question.* Draw a circle around *Who* and write *S* above it. Write *What is Jonathan wearing?* Say *Jonathan is the subject in this sentence.* Draw a circle around *Jonathan* and write *S* above it. Say *When Who is the subject of the question, the word order is subject + verb. When Who is not the subject of the question, the word order is verb + subject.*

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## • Inductive Grammar Charts

## 2 Pair work

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Ask students to study the pictures. Review the example with the class.
- Remind students to use information questions using the present continuous; for example, *Who's making breakfast?* (Mike is.) *What's Patty doing at 8:50?* (She's washing the dishes.) *What are Patty and Mike doing at 7:30?* (They're getting up.)
- Encourage students to use contractions. Encourage them to help each other correct mistakes.
- Ask pairs to role-play their questions and answers.

**Option: [+3 minutes]** As an alternative, give students a few minutes to write their questions before they work together in pairs to talk about the pictures.

**Possible responses ...****7:30 A.M.**

What's Mike doing? (He's getting up.)  
What's Patty doing? (She's getting up, too.)  
What are they wearing? (Pajamas.)

**8:00 A.M.**

What's Mike making? (He's making coffee.)  
What's Patty doing? (She's taking a shower.)

**8:20 A.M.**

What's Mike doing? (He's eating breakfast.)  
What's Patty doing? (She's eating breakfast, too. She's reading the newspaper.)

**8:50 A.M.**

Where's Mike reading the newspaper? (In the kitchen.)  
Who's washing the dishes? (Patty is.)  
Who's listening to music? (Mike and Patty are.)  
Who's watching Patty? (The cat.)

## 3 Pronunciation

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Direct attention to the box and have students study the questions and the arrows.
- First listening: Have students listen and focus on the intonation at the end of each question.
- Point out that *yes / no* questions have rising intonation and information questions have falling intonation.
- Second listening: Have students listen and repeat chorally. Permit students to exaggerate their intonation to emphasize the different intonations.

**Language and culture**

- In American English, *family* always takes a singular verb. In British English *family* can sometimes take a plural verb.

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## • Pronunciation Activities

## 4 Grammar

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students study the examples in the Grammar box in their book.
- You may want to say the examples and have students repeat chorally.

**Option: [+5 minutes]** For an inductive approach, ask the students to notice what happens at the end of the verb.

The chart below summarizes spelling rules for forming the present participle.

End of verb	Spelling rule	Examples
consonant + e	drop the <i>-e</i> and add <i>-ing</i>	make—making take—taking
one vowel + one consonant	double the consonant and add <i>-ing</i> *	sit—sitting shop—shopping
two vowels and one consonant	add <i>-ing</i> ; do not double the consonant	rain—raining read—reading
two consonants	add <i>-ing</i> ; do not double the consonant	brush—brushing work—working

\*Exception: Do not double *-w*, *-x*, and *-y*: snow—snowing; fix—fixing; say—saying

**Option: [+5 minutes]** For additional practice, have students brainstorm verbs they know. Write the verbs on the board. Then have students write the present participle of each verb.

Active Teach  
Multimedia Disc

## • Inductive Grammar Charts



## 5 Grammar practice

Suggested teaching time:	2-3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students compare answers with a partner.
- To review answers, have students write the participles on the board. Make necessary corrections.

## 6 Listening comprehension

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Prepare students by saying *People are talking on the phone.*
- First listening: Students listen and complete each item.
- Second listening: Students listen and confirm their answers.
- To review answers, students say the sentences.

### AUDIOSCRIPT

#### CONVERSATION 1

**F1:** Hello?  
**F2:** Hi, Sara. It's me. Are you working?  
**F1:** Working? No way. It's Saturday. I'm watching TV.

#### CONVERSATION 2

**M1:** Hello?  
**M2:** Hi, Dan. It's Bret. What's up?  
**M1:** Not much. I'm just washing the dishes.  
**M2:** Want to go to the movies later?

#### CONVERSATION 3

**F1:** Eva! What are you doing here?  
**F2:** Me? I'm going shopping. I need a sweater. What about you?  
**F1:** Just meeting my mom.

#### CONVERSATION 4

**M1:** Hello?  
**M2:** Hi, Paul. Can you talk?  
**M1:** Sure. I'm just reading.

#### CONVERSATION 5

**F:** Hello. Marla here.  
**M:** Marla? Ben. Are you in the car?  
**F:** Yes. I'm driving home. I can't talk right now.  
**M:** No problem. Call me when you're home, OK?  
**F:** Sure.

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

## 1 Conversation model

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- 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.

- Prepare students by pointing to the photo and asking *What's she doing?* (She's talking on the phone.)

- After students read and listen, ask *Who is calling?* (Jessica is calling Grace.) *What is Grace doing?* (She's doing the laundry.)

## 2 Rhythm and intonation

Suggested teaching time:	2-3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Hello?* and *Should I call you back later?*
  - use falling intonation for *What are you doing?*
  - pause after *Well*, and *actually*.

## 3 Pair work

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students look at the pictures of the people talking on the phone. Have them say the present continuous verb phrase for the other action in each one. (Watching a movie. Eating dinner / lunch. Watching TV. Making dinner / lunch.)
- Model the conversation with a more confident student. For example:
 

A: *Hello?*  
 B: *Hi, [Matt]. This is [Katie]. What are you doing?*  
 A: *Well, actually, I'm watching a movie right now.*  
 B: *Oh, I'm sorry. Should I call you back later?*  
 A: *Yes, thanks. Talk to you later. Bye.*  
 B: *Bye.*
- Be sure to reinforce the use of the conversation strategies; for example, in the role-play, pause slightly after each word when you say *Well, actually*, to indicate you are giving an excuse not to talk right now.
- Move around the room and listen in as students work. Make sure students change roles, so everyone can practice both roles.

## 4 Change partners

Suggested teaching time:	4 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Write other activities on the board so students can practice new conversations. For example:

*I'm taking a nap.*  
*I'm exercising.*  
*I'm studying English.*  
*I'm driving.*



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- Conversation Pair Work Cards

### EXTRAS (optional)

- Workbook: Exercises 5-7
- Copy & Go: Activity 26



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

- 1 read reading                      3 wash washing                      5 drive driving  
2 write writing                      4 go going                              6 get up getting up

3:42

**6 LISTENING COMPREHENSION** Listen. Complete each statement in the present continuous.

- 1 Sara's watching TV                      4 Paul's reading  
2 Dan's washing the dishes                      5 Marla's driving home  
3 Eva's going shopping

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

**1 CONVERSATION MODEL** Read and listen.

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

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

**3 PAIR WORK** Role-play a telephone call. Use your own names. Use the pictures or use your own activities. Then change roles.

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



**4 CHANGE PARTNERS** Ask and talk about other activities.



# GOAL Discuss plans

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

1 today

Monday, August 2	
8:00 AM	
9:00 AM	
10:00 AM	
11:00 AM	
12:00 PM	
1:00 PM	
2:00 PM	
3:00 PM	
4:00 PM	
5:00 PM	
6:00 PM	
7:00 PM	
8:00 PM	

2 this morning

3 this afternoon

4 this evening / tonight

5 tomorrow

Tuesday, August 3	
8:00 AM	
9:00 AM	
10:00 AM	

6 the day after tomorrow

Wednesday, August 4	
8:00 AM	
9:00 AM	
10:00 AM	

7 next Monday

Monday, August 9	
8:00 AM	
9:00 AM	
10:00 AM	

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

**Actions in the present**

Are you watching TV **right now**?  
I'm not studying English **this year**.  
She's working at home **this week**.

**Future plans**

I'm buying shoes **tomorrow**.  
They're cleaning the house **on Friday**, not today.  
Janet's meeting Bill **at 5:00 this afternoon**.

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

Today is Monday, February 12<sup>th</sup>. Marissa is meeting<sup>1</sup> her mom at the mall, and she is working<sup>2</sup>. Tomorrow, she is working<sup>3</sup>, and at 5:30, she is meeting<sup>4</sup> Sandy at the City Bookstore. The day after tomorrow, she is working<sup>5</sup>, and she is calling<sup>6</sup> her Dad at 1:00. Then, on Thursday morning, she is doing the laundry<sup>7</sup>. At 3:30, she is going to Chinese class<sup>8</sup>, and later, she is meeting<sup>9</sup> her brother James at Rossini's Restaurant. On Friday, Marissa is working<sup>10</sup> from 9:00 to 12:00. After work, she is taking the bus<sup>11</sup> to Colin's house. Colin and Marissa are making<sup>12</sup> dinner together. Finally, the weekend! On Saturday, Marissa is exercising<sup>13</sup> in the park with Sarah. That evening, she is going<sup>14</sup> to a concert with Scott. On Sunday, she is doing<sup>15</sup> two important things! She is studying<sup>16</sup> for her driving test, and after that she is cleaning<sup>17</sup> the kitchen.





1  Vocabulary

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
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- Before students listen, give them a few minutes to study the date book pages.
- After students listen, check their comprehension. *What is today?* (Monday.) *What is tomorrow?* (Tuesday.) *What is the day after tomorrow?* (Wednesday.) *What date is today?* (August 2.) *What date is next Monday?* (August 9.)
- Direct attention to the date book for *today* and have students repeat the time phrases chorally.
- Further check comprehension by saying clock times and having students choose the appropriate time phrase; for example, 9 A.M. (This morning.) 3 P.M. (This afternoon.) 7 P.M. (This evening. / Tonight.)

## 2 Grammar

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Direct attention to the Grammar box and have students study the examples.
- Point out that time expressions give important information about when things are happening: in the present (now) or in the future. Have students circle the time expressions in the grammar box. Say *The time expression tells you that the action is happening now or in the future.*

**Option: [+5 minutes]** For additional practice with time expressions, ask students questions. Start with *yes / no* questions and move on to information questions; for example, *Are you working this week? When are you working this week? Are you studying tonight? What are you studying tonight? Are you going shopping this afternoon? Where are you going shopping this afternoon?*

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• Inductive Grammar Charts

## 3 Grammar practice

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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- Direct attention to the date book and have students study the information. Ask a few questions to make sure students understand the information. For example:  
*What time is Marissa meeting her mom for lunch?*  
(At 11:00.)  
*When is she cleaning the kitchen?* (On Sunday.)  
*What is she doing on Thursday afternoon?* (She's going to Chinese class.)
- Review the examples with the class.
- Give students a few minutes to complete the exercise. Have them work independently.
- To review answers, have students read the complete sentences. (Use of contractions may vary.)

**FYI:** This exercise uses many time expressions, such as: *then, later, after, finally, that evening, and after that.* You may want to explain these before students start the exercise.



#### 4 Pair work

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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- For the *yes / no* questions, encourage students to formulate some questions that will require their partner to say no and then give follow-up information; for example, A: *Is she meeting Sandy on Tuesday morning?* B: *No, she isn't. She's meeting Sandy in the evening.*
- Give students a few minutes to write down some questions to ask their partners.
- Move around the room and make sure students are using proper question intonation: rising intonation for *yes / no* questions and falling intonation for information questions.

#### Possible responses ...

Where is Marissa meeting Sandy? (At the City Bookstore.)  
 Who is exercising with Marissa on Saturday? (Sarah.)  
 What is Marissa doing on Saturday evening? (She's going to a concert.)  
 Is Marissa meeting her mom at the mall on Wednesday? (No she isn't. She's meeting her mom on Monday.)  
 When is Marissa doing the laundry? (On Thursday.)  
 Are Marissa and Colin making dinner together on Friday evening? (Yes, they are.)

### NOW YOU CAN Discuss plans

#### 1 Conversation model

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
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This conversation strategy is implicit in the model:

- Use **So** to introduce a conversation topic.
- Prepare students for the activity by directing their attention to the photo. Say *It's Friday evening after work. They're talking about their weekend plans.*
- After students read and listen, point to the woman in the photo and ask *What is she doing on Saturday?* (She's meeting Pam in the park.) Point to both persons in the photo and ask *What are they doing on Sunday?* (They're getting together.)

#### 2 Rhythm and intonation

Suggested teaching time:	2-3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *So what are you doing this weekend?* and *What about you?*
  - use rising intonation for *Do you want to get together on Sunday?*
  - pause after saying *Well.*
  - say *Sure!* with enthusiasm.

#### 3 Plan your conversation

Suggested teaching time:	5-6 minutes	Your actual teaching time:	
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- Brainstorm with students their plans for the week. Write their ideas on the board to inspire them as they fill in the date book. For example:

<i>go to class</i>	<i>clean the apartment</i>
<i>study English</i>	<i>go to the movies</i>
<i>meet [Alyssa]</i>	<i>work</i>
<i>call [Kyle]</i>	<i>go shopping</i>
<i>do the laundry</i>	<i>exercise</i>

- Tell students to write only the time phrase and the verb phrase in the date book. Say *On Monday evening at seven, I'm doing my laundry*, but write on the board: *7:00 P.M. do laundry.*
- Encourage students to invent information if they don't have real plans.
- Walk around and provide help as needed.

#### 4 Pair work

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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**Don't stop!** Extend the conversation. Review the time expressions in the Recycle box. Write the following question on the board: *What are you doing \_\_\_?* Have students practice creating new questions using the time expressions in the Recycle box; for example, *What are you doing on Friday? What are you doing this afternoon?*

- Model the conversation with a more confident student. Expand the conversation with language from the Recycle box. For example:
    - A: *So what are you doing on Wednesday?*
    - B: *I'm working. What about you?*
    - A: *Well, on Wednesday, if it's sunny, I'm playing soccer.*
    - B: *Do you want to get together Wednesday evening? I'm not doing anything special.*
    - A: *Good idea! Call me Tuesday night.*
  - Be sure to reinforce the use of the conversation strategy listed with the Conversation Model; for example, make sure students accept the invitation with enthusiasm by saying *Sure!* as if they really mean it.
  - Have students check off each word or phrase in the Recycle box as they use it in their conversation.
- Option: [+10 minutes]** For a different approach, bring to class listings of local cultural or sports events. Pair students and ask them to identify the events. Make a list on the board. Then have students make plans and practice their conversations, substituting these events.

#### 5 Change partners

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
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- When students change partners, encourage them to extend their conversations by asking about other times of the week.



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- Conversation Pair Work Cards

### EXTRAS (optional)

- Workbook: Exercises 8-11
- Copy & Go: Activity 27



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

“ Is Marissa exercising on Tuesday? ”

“ Where is she making dinner on Friday? ”

## NOW YOU CAN Discuss plans

**1** <sup>3:46</sup> **CONVERSATION MODEL** Read and listen.

- A: So what are you doing this weekend?  
 B: I'm not sure. What about you?  
 A: Well, on Saturday, if the weather is good, I'm meeting Pam in the park.  
 B: Do you want to get together on Sunday?  
 I'm not doing anything special.  
 A: Sure! Call me Sunday morning.

**2** <sup>3:47</sup> **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

**3 PLAN YOUR CONVERSATION** Fill in the date book for this week. Write your activities and the times.



**4 PAIR WORK** Use the date book to personalize the conversation with real information. Then change roles.

- A: So what are you doing .....?  
 B: ..... What about you?  
 A: Well, on .....  
 B: Do you want to get together .....?  
 I'm not doing anything special.  
 A: .....! Call me ..... .

### Don't stop!

Ask about plans for other days of the week.



### Be sure to recycle this language.

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

**Weather expressions**  
 if it's {  
 raining  
 snowing  
 hot / cold  
 windy  
 sunny

**Ways to agree**  
 Sure!  
 OK!  
 Good idea!

**5 CHANGE PARTNERS** Discuss other plans.





**1** **READING** Read the newspaper column.



Samantha Keyes

## What's going on in Compton Beach?

### Around Town with Samantha Keyes

Singer Raphael is singing all this week at the Cadillac Café Restaurant and Concert Space. He has some great new songs, so run, don't walk, to the Cadillac Café if you want a seat for one of the weekend shows.

Shh! Don't tell anyone, but the Elegance Hair Salon is having a special event this weekend at the Templeton Mall. Elegance usually washes and cuts hair at their salon in the Plaza Hotel, but this weekend only, they're having a half-price sale for the first 100 customers at the Templeton Mall.

On Saturday morning, Vin Blackwell, who usually teaches exercise classes for Hollywood movie stars, is speaking about exercises you can do at work, school, and the mall. Blackwell isn't very young, but he exercises morning, noon, and night. Whether you're a morning person or an evening person, he has something right for you.

The French movie *I Have No Life* is playing Friday and Saturday at the Seymour Movie theater on Old Town Road, next to the Town Square Shopping Center. There are two shows: the early show starts at 8:20, and the late show is at 11:45.

**2 READING COMPREHENSION** Check the statements that are true. Correct the statements that are not true.

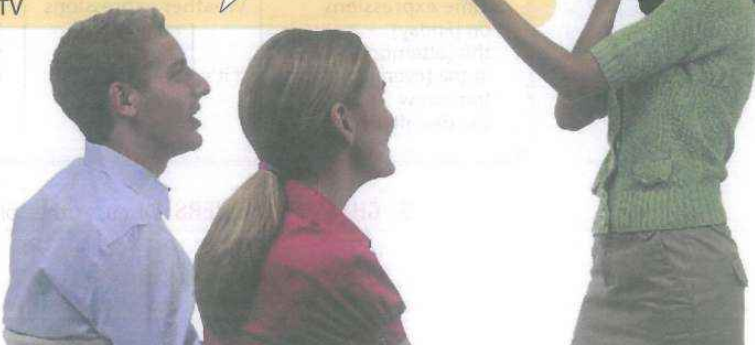
- 1 Samantha Keyes is a ~~singer~~. **writer / reporter**
- 2 *I Have No Life* is playing at the Town Square Shopping Center.
- 3 Elegance Hair Salon's usual address is the Plaza Hotel.
- 4 Vin Blackwell is a ~~movie star~~. **teacher**
- 5 Mr. Blackwell ~~only exercises on Saturdays~~. **exercises morning, noon, and night**

On your ActiveBook Self-Study Disc:  
**Extra Reading Comprehension Questions**

**3 GAME** Team 1 mimes an activity. Team 2 asks questions. Use the activities from the box.

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

Are you putting on makeup?



**GRAMMAR BOOSTER**

Extra practice • p.143



# Extension

**FYI:** The Charades Game (Exercise 3) may make this lesson difficult to complete in 45, or even 60, minutes. If you have only a 45-minute period, two options are suggested:

1. Play the game as a warm-up for another lesson.
2. Have students prepare the Writing exercise on page 79 as homework.

## 1 Reading

Suggested teaching time:	10–15 minutes	Your actual teaching time:
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- To practice the reading strategy of scanning, ask students *What activities are happening in Compton Beach?* Give students a few minutes to scan for their answers.
- Then have students read the text silently.
- Check students' comprehension. Ask the following questions:

- Where is Raphael singing?* (At the Cadillac Café Restaurant and Concert Space.)
- What is he singing?* (Some great new songs.)
- When is the French movie playing?* (On Friday and Saturday.)
- Who is having a sale?* (Elegance Hair Salon.)
- Who is getting half-price hair cuts?* (The first 100 customers.)
- Who is talking about exercise?* (Vin Blackwell.)
- When is he giving his talk?* (On Saturday morning.)

**Option: [+10 minutes]** To use this Reading for pronunciation practice, have students read the newspaper column while they listen to the recording of it. Pause after each event and have small groups of students repeat, imitating the pronunciation and intonation.

**Option: [+10–15 minutes]** To turn this reading into a listening activity, draw the following graphic organizer on the board (without the answers), or print out the graphic organizer from the ActiveTeach Multimedia Disc. First listening: Have students listen with books closed and write down the events. Help with any spelling questions. Second listening: Have students listen and write the location of the events. Third listening: Have students listen and write the times of the events. Have students read the text to confirm their answers.

What's going on?	Where is it?	When is it?
Raphael is singing (OR Concert).	Cadillac Café Restaurant and Concert Space	All week
French movie is playing (OR Movie).	Seymour Movie Theater	Friday and Saturday at 8:20 and 11:45
Half-price sale	Templeton Mall	This weekend
Vin Blackwell is speaking about exercises.		Saturday morning



- Graphic Organizers
- Learning Strategies

## 2 Reading comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:
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- Ask students to read the statements and then scan the reading again.
- Have students check the statements that are true. Ask them to underline the information in the text that supports their answers.
- Have students compare answers.
- To review answers, ask students to say which statements are true.
- Encourage students to point out the information from the text that shows that a statement is true or false.



- Extra Reading Comprehension Questions

## 3 Game

Suggested teaching time:	10–15 minutes	Your actual teaching time:
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- Tell students they are going to act out the verbs in the box. Demonstrate what *act out* means. Write *comb your hair* on the board. Use gestures and facial expressions to act this activity out.
- Form teams. Create several small teams or divide the class into two teams. Students on Team 1 take turns acting out a verb in the present continuous. Students on Team 2 ask *yes / no* questions. For example:  
Team 1 Student: (acts out *exercising*)  
Team 2 Student: *Are you getting dressed?* (rising intonation)  
Team 1 Student: *No, I'm not.* (continues acting out *exercising*)  
Team 2 Student: *Are you exercising?* (rising intonation)  
Team 1 Student: *Yes, I am.*
- Model the example by acting out *exercising*. Have students guess what you are doing by asking *yes / no* questions as in the example.
- Remind students to use proper intonation with *yes / no* questions: The voice goes up at the end.
- Have the teams switch roles and repeat the game.

**Option: [+5 minutes]** Extend the game by writing other verb phrases on the board for students to act out: *do the laundry, clean the apartment, get up in the morning, take a bus, go shopping, play soccer, go to the movies, and take a nap.*



# Review

Before the first activity, give students a few minutes of silent time to look at the photos and become familiar with them. Ask *Who's Sam? Who's Debbie?* (Students can point in response.)

## Pair work

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Role-play the model with a more confident student.
- Have students work in pairs. Students will create a phone conversation for each set of photos.
- Call on various pairs to role-play one of their conversations in front of the class.

**Option: [+10 minutes]** For a different approach, allow students to write the conversation before they act it out. This will give them extra support as they act out the conversation.

### Possible responses ...

**Thursday, May 5, 1:20 P.M.**

**A:** Hi, Sam. This is Debbie. What are you doing? **B:** Well, actually I'm making lunch right now. **A:** Oh, I'm sorry. Should I call you back later? **B:** No, it's OK. So what are you doing tomorrow evening? **A:** I'm not doing anything special. Do you want to get together? **B:** Sure! Call me tomorrow afternoon after work. **A:** OK. Talk to you later. Bye. **B:** Bye.

**Saturday, May 7, 6:30 P.M.**

**A:** Hi, Sam. This is Debbie. **B:** Hey, Debbie. Where are you? **A:** I'm calling from [New York]. **B:** How's the weather there in New York? **A:** Today? It's beautiful. It's warm and sunny. **A:** No kidding! It's awful here! It's raining and it's cool.

## Writing

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Prewriting: Ask students to make notes about what they're planning to do next week.
- Model the activity by briefly talking about your plans for next week and then writing a few sentences on the board. For example:  
*I'm doing the laundry on Monday.*  
*I'm going to a concert on Thursday night.*  
*On Friday evening, I'm having dinner with friends from school.*
- Make sure students understand they need to use the present continuous for future actions in their writing. Remind them to use a time expression in each sentence.

**Option: [+10 minutes]** To extend the activity, have students work in pairs or small groups to share their writing and compare plans. Ask them to find out if anyone has the same activities planned.

 • Writing Process Worksheets

## Option: Oral Progress Assessment

Use the first photo on page 79. Encourage the student to use the language practiced in this unit as well as in previous units.

Create a conversation together. Tell the student, *I'm [Sam] and you're [Debbie]. I'm calling you.* Make a phone ringing sound to prompt the student to say *Hello?* For example:

**A:** Hello? **B:** Hi, [Debbie]. This is [Sam]. What are you doing? **A:** Oh, hi, Sam! I'm watching TV. **B:** What are you doing this weekend? **A:** I'm not doing anything special. Do you want to get together? **B:** Sure! **A:** How about Saturday evening? **B:** Good idea! There's a movie at the movie theater. **A:** What time? **B:** 8:00 P.M. **A:** OK. Let's meet there at 7:30.

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.

 • Oral Progress Assessment Charts

**Option: GRAMMAR BOOSTER** (+15 minutes)

## EXTRAS (optional)

- **Workbook:** Just for Fun
- **Complete Assessment Package**
- **Weblinks for Teachers:** [pearsonlongman.com/topnotch/](http://pearsonlongman.com/topnotch/)

And on your ActiveTeach Multimedia Disc:

Top Notch Pop Song Activities  
Top Notch TV Video Program and Activity Worksheets  
Supplementary Pronunciation Lessons  
Audiocscripts  
Unit Study Guides



**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:

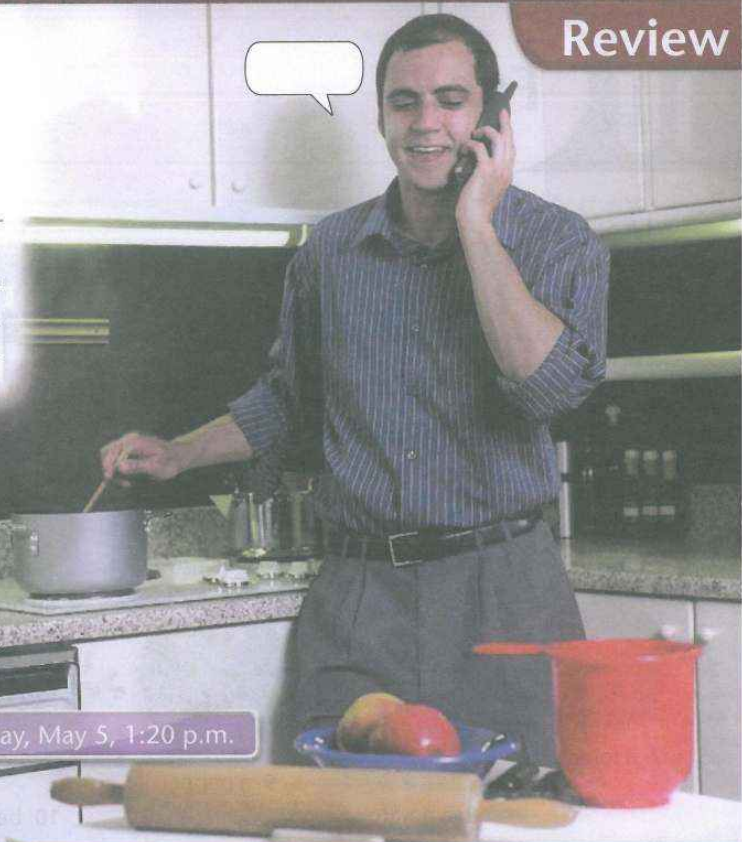
*Hi, Sam. This is Debbie. I'm calling from ...*

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

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



Thursday, May 5, 1:20 p.m.



Saturday, May 7, 6:30 p.m.



**NOW I CAN...**




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

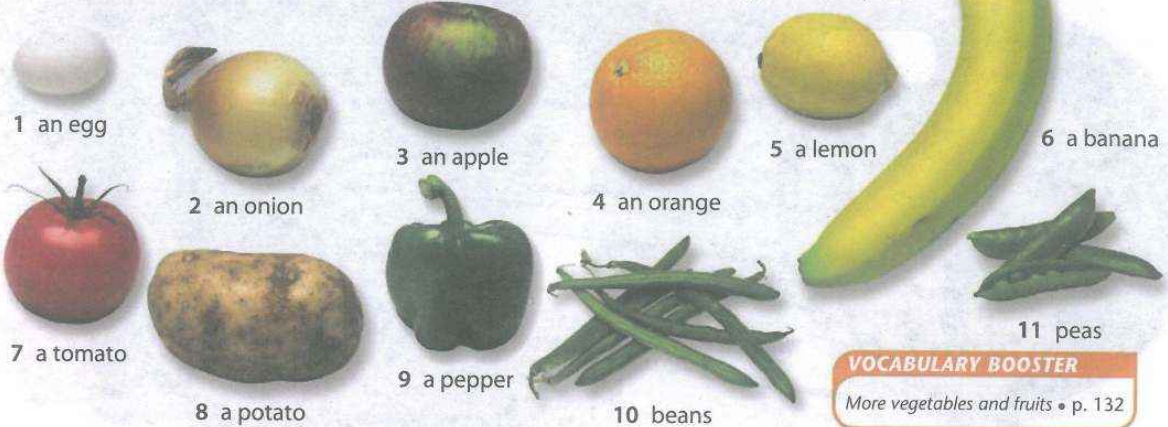


- 1 Discuss ingredients for a recipe.
- 2 Offer and ask for foods.
- 3 Invite someone to join you at the table.

LESSON 1









**GOAL** Discuss ingredients for a recipe

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



**VOCABULARY BOOSTER**  
More vegetables and fruits • p. 132

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

								
1		✓					✓	✓
2			✓			✓		
3				✓		✓		
4		✓			✓			
5	✓		✓			✓	✓	✓

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

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

**4 GRAMMAR** • *How many / Are there any*

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

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

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

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

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



UNIT  
10

## Food

## Lesson 1

1  Vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	

**FYI:** Count nouns and non-count nouns are presented in Exercise 3 on page 82.

- Tell students *Count nouns are things we can count.* To demonstrate, count out the number of beans in picture 10 (Eight.). You can draw three apples on the board and count them out, too.
- First listening: Have students listen and point to the items.
- Second listening: Have students listen and repeat chorally.

**Option:** [+3 minutes] As an alternative, after students listen and repeat each item, ask them to say the plural form. (You may want to have students review the pronunciation of plural forms on page 44 of Unit 6.) For example:

/z/ eggs, onions, apples, lemons, bananas, tomatoes, potatoes, peppers, beans, peas

/z/ oranges

/s/ None of the food items on page 80 have this final sound in the plural. In the Vocabulary Booster, the following plural forms have this final sound: *grapefruits, grapes, apricots, dates.*

**Option:** **VOCABULARY BOOSTER** (+7–10 minutes)



Active Teach  
Multimedia Disc

• Vocabulary Flash Cards

2  Listening comprehension

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Before students listen, have them look at the answer choices (the pictures) and say each food item shown.
- First listening: Stop the audio after item 1 and review the example. Tell students that some conversations will have more than one answer. Then continue.
- Second listening: Have students listen to confirm their answers.
- To review answers, have students say the foods that should be checked for each conversation.

**AUDIOSCRIPT**

## CONVERSATION 1

**F1:** Let's see. I have oranges, lemons, bananas. What do you like?

**F2:** Hmm. I really like oranges. I guess I'll have an orange.

## CONVERSATION 2

**M:** Where are you going?

**F:** To the supermarket. We need onions.

**M:** Actually, we need potatoes, too.

**F:** Oh yeah, I forgot. Thanks!

## CONVERSATION 3

**M1:** What are you making?

**M2:** Nothing special. Just some eggs.

**M1:** That's all?

**M2:** Well, actually, I'm making some potatoes, too.

## CONVERSATION 4

**M:** I really want bananas for breakfast tomorrow.

**F:** Well, the bananas are right over there.

**M:** Where?

**F:** Next to the apples.

## CONVERSATION 5

**F:** Excuse me. Where are the onions?

**M:** Onions? They're on the right ... next to the oranges and lemons.

**F:** Oh! And I need some peas, too.

**M:** Peas are between the potatoes and the onions.

**F:** Thanks!

## 3 Pair Work

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Model the activity. Write the following sentence on the board:

*I don't like \_\_\_\_, but I really like \_\_\_\_.*

Talk about your food preferences; for example, *I don't like onions, but I really like tomatoes.* Then have a student read the example to the class.

## 4 Grammar

Suggested teaching time:	5–7 minutes	Your actual teaching time:	

- Direct attention to the questions and answers in the Grammar box. Have students read the rule and study the examples.
- Write on the board:  
*How many \_\_\_\_ are there?*  
*Are there any \_\_\_\_?*
- Point out that the answer to *how many* is a number.
- To check comprehension, ask various students questions with *How many*; for example, *How many students are in this class? How many months are in a year? How many days are in a week?*
- Write on the board *Are there any \_\_\_\_?*
- Remind students that a question beginning with *Are there ...* is a *yes / no* question.
- Write the following responses on the board:  
*Yes, there are. There are [number].*  
*No there aren't.*
- To check comprehension, ask *Are there any computers in this room? Are there any desks in this room? Are there any windows in this room?*



Active Teach  
Multimedia Disc

• Inductive Grammar Charts



### 5 Vocabulary

Suggested teaching time:	3-5 minutes	Your actual teaching time:
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- Illustrate the new word, *keep*. Ask *Where do you keep your food? Do you keep your food in the stove? Do you keep your food in the closet? Say I keep my food in the fridge. Where do you keep your food?*
- First listening: Students listen and pay special attention to the prepositions of place: *in* and *on*.
- Second listening: Students listen and repeat chorally.

**Option: [+5 minutes]** For additional practice, do the following exercise in groups of three. Write two columns on the board. 1. *Keep in the fridge* and 2. *Don't keep in the fridge*. Have students categorize the foods in Exercise 1, using the two categories. After a few minutes write students' ideas on the board.



#### • Vocabulary Flash Cards

### 6 Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:
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- Model an example with *How many . . . ?* Ask *How many tomatoes are there on the counter?* (There are two.)
- In pairs, have students take turns asking and answering questions with *How many . . . ?* and *Are there any . . . ?*, using the photos from Exercise 5.

### NOW YOU CAN Discuss ingredients for a recipe

#### 1 Conversation model

Suggested teaching time:	5 minutes	Your actual teaching time:
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- Introduce the words *recipe* and *ingredients*. Point to the recipes and their ingredients and say *These are recipes for lunch and dinner. Each recipe has ingredients; for example, the ingredients for green bean salad are beans, peas, and onions.*

This conversation strategy is implicit in the model:  
 • Say *I'll check* to indicate you'll get information for someone.

- To prepare students for this conversation, say *Two people are in their home. They are talking about lunch.*
- After students listen, ask *Are there any beans in the fridge?* (Yes, there are.) *Are there any onions?* (The person is not sure.)

#### 2 Rhythm and intonation

Suggested teaching time:	2-3 minutes	Your actual teaching time:
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- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *How about some green bean salad?*
  - use rising intonation for *Green bean salad?*, *Are there any beans in the fridge?*, and *And do we have any onions?*
  - say *That sounds delicious!* with enthusiasm.

### 3 Pair work

Suggested teaching time:	5-10 minutes	Your actual teaching time:
--------------------------	--------------	----------------------------

- Review the names of the recipes and the ingredients needed. Ask comprehension questions; for example, *Are there any onions in the tomato potato soup?* (Yes, there are.) *Are there any eggs in the stuffed peppers?* (No, there aren't.) *How many ingredients are there in the potato pancakes?* (There are three ingredients.)

**Don't stop!** Read the instructions in the Don't stop! box. Review the language in the Recycle box. Give some examples: *I like stuffed peppers. We have tomatoes and onions. We need peppers. Do you want fruit salad?*, etc. Have students practice making statements and asking questions using this language.

- Model the conversation with a more confident student. Play the role of Student A so that you can model expanding the conversation with questions about what you need, want, have, and like. For example:
  - A: *How about some fruit salad?*
  - B: *Fruit salad? That sounds delicious! I love fruit salad!*
  - A: *Are there any apples in the fridge?*
  - B: *Yes, there are.*
  - A: *And do we have any oranges?*
  - B: *I'm not sure. I'll check. . . . No there aren't.*
  - A: *We need oranges.*
- Be sure to reinforce the use of the conversation strategy; for example, make sure students pause after *I'll check* and mime looking in the fridge.
- To provide feedback on student conversations, move around the room and listen in. Encourage students to ask about all of the ingredients needed for the recipe. Make sure students use language from the Recycle box.



#### • Conversation Pair Work Cards

### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:
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- When all pairs are finished with their conversations, ask *What recipe do you like? What ingredients do you have? What ingredients do you need?*

### EXTRAS (optional)

- **Workbook:** Exercises 1-3
- **Copy & Go:** Activity 28



4:04 **5 VOCABULARY** • Places to keep food in a kitchen Read and listen. Then listen again and repeat.



1 in the fridge (in the refrigerator)



2 on the shelf



3 on the counter

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

“How many potatoes are there on the shelf?”

“There are three.”

**NOW YOU CAN** Discuss ingredients for a recipe

4:05 **1 CONVERSATION MODEL** Read and listen.

- A: How about some green bean salad?  
 B: Green bean salad? That sounds delicious! I love green beans.  
 A: Are there any beans in the fridge?  
 B: Yes, there are.  
 A: And do we have any onions?  
 B: I'm not sure. I'll check.

4:06 **2 RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

**3 PAIR WORK** Change the model. 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.

**Be sure to recycle this language.**

**Don't stop!**  
 Talk about what you need, want, have, and like.

We need ____.	We don't have ____.
I like ____.	I don't like ____.
What do you think?	
Sounds great.	

**4 CHANGE PARTNERS** Discuss another recipe.

**Green Bean Salad**

Ingredients:  
beans  
peas  
onions

**Fruit Salad**

Ingredients:  
apples  
bananas  
oranges

**Tomato Potato Soup**

Ingredients:  
tomatoes  
potatoes  
onions

**Potato Pancakes**

Ingredients:  
potatoes  
onions  
eggs

**Stuffed Peppers**

Ingredients:  
peppers  
tomatoes  
onions



# GOAL Offer and ask for foods

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

## Drinks



1 water



2 coffee



3 tea



4 juice



5 milk



6 soda

## Foods



7 bread



8 pasta



9 rice



10 cheese



11 meat



12 chicken



13 fish



14 oil



15 butter



16 sugar



17 salt



18 pepper

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

“I like cheese.”

“Not me. I really don't like cheese.”

“Me too! Cheese is my favorite food!”

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

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

I want an **apple**.

I like **bananas**.

We have three **tomatoes** on the shelf.

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

I don't eat **sugar**.

**Rice** is good for you.

**Cheese** is my favorite food.

### Be careful!

- Use singular verbs with non-count nouns.  
Rice is good for you.  
NOT Rice are good for you.

- Don't use **-s** or **a / an** with non-count nouns.  
water NOT a-water  
NOT waters



1  Vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Tell students *Non-count nouns are things we can't count. For example, we can't count water. We can't say one water, two water.*
- Point out that *a* or *an* is not used with non-count nouns.
- First listening: Have students listen, look at the pictures, and study the words.
- Second listening: Have students listen, point, and repeat chorally.

**FYI:** Containers and quantities are presented on page 83.

**Option: [+5 minutes]** For additional practice, have students take turns covering the words and saying the name of a food or drink and pointing to the picture of it. Student A: *Coffee*. Student B: (points to coffee).

**Language and culture**

- Other words for soda are *soft drink* and *(soda) pop*.



Active Teach Multimedia Disc

• Vocabulary Flash Cards

2 Group work

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
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- Write the following model on the board to guide students in their conversations:  
*A: I like \_\_\_\_.*  
*B: Me too! \_\_\_\_ is my favorite food.*  
*C: Not me. I really don't like \_\_\_\_.*
- Call on three students to read the example in the book aloud to the class.

**Option: [+5 minutes]** To extend the activity, take a poll to see how many students like the drinks and foods on this page. Ask *How many people like [coffee]?* Keep track on the board of the number of *yes* responses. For example:

How many people like ...	
coffee?	4
tea?	10
juice	19

Call on various students to summarize the survey results; for example, Student A: *Four people like coffee*. Student B: *Ten people like tea*.

3 Grammar

Suggested teaching time:	5-10 minutes	Your actual teaching time:	
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- Direct attention to the Grammar box and have students study the rules and examples.
- Explain the difference between count and non-count nouns.
- Write on the board:  
*count nouns: egg, apple, banana*  
*non-count nouns: butter, milk, meat*  
*Say one egg, two eggs, three eggs. Then do the same with apple and banana. Then shake your head as you say Don't say one butter, two butters.*
- Write on the board:  
*I want \_\_\_\_.*  
*I like \_\_\_\_.*  
*I need \_\_\_\_.*
- Ask students to complete the sentences with count nouns from Exercise 1 on page 80. Tell students to use an article, the plural form, or a number; for example, *I want an apple. I like bananas. I need two lemons.*
- Then ask students to complete the same sentences on the board with non-count nouns from Exercise 1 on page 82. Tell students not to use articles, plural forms, or numbers; for example, *I want butter. I like tea. I need bread.*
- Direct attention to the Be careful! box. Read the first rule and examples. Write on the board *Pasta is good for you*. Circle *is* and say *Non-count nouns use singular verbs*. Ask *Is milk good for you?* Model the answer *Milk is good for you*. Ask the same question with other non-count nouns. Call on students to answer.
- Read the second rule and examples in the Be careful! box. Read aloud the sentences with non-count nouns. For each sentence, emphasize the form of the noun; for example, say *I don't eat sugar. We don't say "I don't eat a sugar" or "I don't eat sugars."*

**Option: [+5 minutes]** To review count and non-count nouns, do the following exercise with students, books closed. Say or write vocabulary from this page and page 80 and ask students to say if each word is a count noun or a non-count noun.

**Language and culture**

- The word *pepper* is a count noun when it refers to the vegetable; it is a non-count noun when it refers to the seasoning.



Active Teach Multimedia Disc

• Inductive Grammar Charts



#### 4 Grammar practice

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
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- After students complete the chart, have them take turns talking about what they eat or drink.

**Option: [+5 minutes]** To extend the activity, have students take turns asking about what their partners eat or drink. Student A: *Do you eat fish?* Student B: *No, I don't. Do you drink soda?* Student A: *I love soda!*

#### 5 Grammar

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
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- Direct attention to the Grammar box and have students study the rule and examples.
- Direct attention to the Remember box. Read the rule and examples aloud.
- To check comprehension of *How much* vs. *How many*, write the following questions on the board:
  1. *How many* \_\_\_ are there?
  2. *Are there any* \_\_\_ in the fridge?
  3. *How much* \_\_\_ is there?
  4. *Is there any* \_\_\_ on the shelf?
 Then tell students to complete each question with an appropriate count or non-count noun.

 **Active Teach Multimedia Disc** • Inductive Grammar Charts

#### 6 Vocabulary

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
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- Point out that each item has an article (*a*).
- Point out that the stress is on the nouns; for example, *a BOX of PASTa, a LOAF of BREAD*.
- Point out that containers and quantities are count nouns. Write the plural forms of the ones in this activity on the board. For example:  
*boxes, loaves, bottles, cans, bags*

**Option: [+5 minutes]** As an alternative, have students think about different foods and drinks they know and the types of containers they come in. Make a list on the board.

 **Active Teach Multimedia Disc** • Vocabulary Flash Cards • Learning Strategies

#### 7 Grammar practice

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
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- Review how to choose between *much* and *many*. Write on the board:
  1. *How* \_\_\_ bags of rice do you need?
  2. *How* \_\_\_ rice do you need?
 Ask *Is rice a count noun?* (No.) *Do I write much or many?* (Much.) *Is bag a count noun?* (Yes.) *Do I write much or many?* (Many.)

### NOW YOU CAN Offer and ask for foods

#### 1 Conversation model

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- 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.
- After students read and listen, ask *What is she drinking?* (Coffee.) *Does she want sugar?* (No.)
- Demonstrate *Here you go* by offering something.

#### Language and culture

- *Would you like* and *Do you want* have the same meaning, but *Would you like* is more formal.

#### 2 Rhythm and intonation

Suggested teaching time:	2-3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Would you like coffee* and falling intonation with *or tea?*
  - use rising intonation for *And would you like sugar?*

#### 3 Pair work

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
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**Don't stop!** Extend the conversation. Tell students to talk about additional foods on page 82 in their conversations.

- Model the conversation with a more confident student. As you speak, mime the gestures for offering food. For example:
 

T: *Would you like juice or water?*  
S: *I'd like juice, please. Thanks.*  
T: *Here you go. ... And would you like cheese?*  
S: *Yes, please.*  
T: *Here you go.*  
S: *Thanks.*  
T: *Please pass the meat, etc.*

- Be sure to reinforce the use of the conversation strategies when modeling the conversation.

 **Active Teach Multimedia Disc** • Conversation Pair Work Cards

#### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Remind students to create new conversations.

### EXTRAS (optional)

- **Workbook:** Exercises 4-11
- **Copy & Go:** Activity 29



4 **GRAMMAR PRACTICE** Complete the chart. Be careful!  
Make the count nouns plural. Then compare with a partner.

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

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

Use **How much** 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.

**Remember:**

Use **How many** with plural count nouns.

**How many apples** are there?

NOT **How much** apples are there?

6 **VOCABULARY** • *Containers and quantities* Read and listen. Then listen again and repeat.



1 a box of pasta



2 a loaf of bread



3 a bottle of juice



4 a can of soda



5 a bag of onions

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

1 ..... **How many** ..... loaves of bread do you need?

2 ..... **How many** ..... bags of potatoes do we have?

3 ..... **How much** ..... cheese is there in the fridge?

4 ..... **How much** ..... sugar do you want in your tea?

5 ..... **How many** ..... eggs are there for the potato pancakes?

6 ..... **How many** ..... cans of tomatoes are there on the shelf?

## NOW YOU CAN Offer and ask for foods

1 **CONVERSATION MODEL** Read and listen.

A: Would you like coffee or tea?

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

A: And would you like sugar?

B: No, thanks.

A: Please pass the butter.

B: Here you go.

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

3 **PAIR WORK** Change the model. 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.

**Don't stop!**

Offer other foods and drinks.

4 **CHANGE PARTNERS** Change the model again.





# GOAL Invite someone to join you at the table

## 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!**

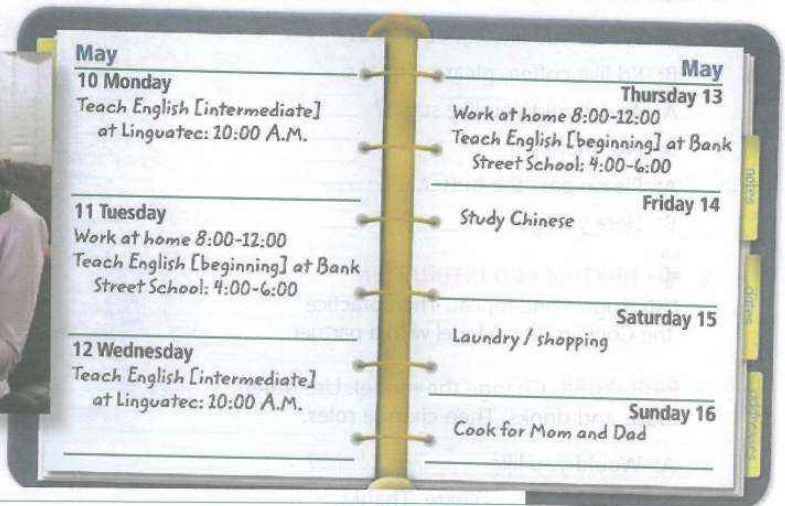
Don't say: We ~~cook~~ dinner now.

Don't say: I ~~am cooking~~ dinner every day.

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

- Who <sup>is eating</sup> lunch in the kitchen right now?
- Where <sup>eat</sup> does he usually <sup>eat</sup> lunch—at home or at the office?
- They <sup>don't like</sup> a lot of sugar in their tea.
- We <sup>not like</sup> the kitchen every day.
- Elaine and Joe aren't here. They <sup>clean</sup> to work.
- Why <sup>do you need</sup> six cans of tomatoes?
- <sup>Are you making</sup> tomato soup for lunch?
- <sup>Are you going</sup> to work tomorrow?
- How many boxes of rice <sup>do you want</sup>?
- I <sup>you / want</sup> a bottle of juice in the fridge.
- I <sup>don't have</sup> can't talk right now. I <sup>not have</sup> 'm / am studying study

## 3 GRAMMAR PRACTICE Look at Suzanne and her weekly schedule. On a separate sheet of paper, 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.



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

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

“Does Suzanne teach English?”

“Yes, she does.”

“What's Suzanne doing right now?”

“She's listening to music.”



## 1 Grammar

Suggested teaching time:	6-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students study the first rule about the simple present tense and the examples. Show that we use *have*, *want*, *need*, and *like* with the simple present tense (not with the present continuous). Write *We are needing a box of pasta*. Cross out *are needing* and write *need*.
- Ask students to study the second rule about the simple present tense and the examples.
- Point out that the simple present tense is used to talk about actions a person does as a habit (again and again); for example, *She takes the bus every morning*. *He studies English on Tuesdays*.
- Ask students if they remember the four frequency adverbs they studied in Unit 7.
- Ask students to study the rule about the present continuous and the examples.
- Point out that the present continuous is used to talk about actions that are happening now.
- Have students identify the time expressions in these sentences. (Now. / This year.)
- Have students practice distinguishing between the simple present tense and the present continuous.
- Write on the board:
 

<i>simple present tense</i>	<i>present continuous</i>
1. You study English.	3. You are studying English.
2. They eat breakfast.	4. They are eating breakfast.
- Have students work in pairs to add frequency adverbs to sentences 1 and 2; for example, *always*, *usually*. Have students add time expressions to sentences 3 and 4; for example, *now*, *today*, *this week*.
- Ask students for their answers and make necessary corrections. (Possible answers: 1 Always / usually / sometimes / never. 2 Always / usually / sometimes / never. 3 Now / this [year]/[tomorrow] morning. 4 Now / in the morning / on [Friday]).

Active Teach  
Multimedia Disc

• Inductive Grammar Charts

## 2 Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Read through all the exercise items with the class. For each one, ask *Is this happening now? Does this happen every day? Is the verb have, want, need, or like?* Then have students complete the exercises.
- To review answers, ask students to say the completed sentences.

**Option: [+10 minutes]** For additional practice, write sentence prompts on the board and have students complete the sentences. For example:

1. *we / practice English / every day* (We practice English every day.)
2. *I / never / go out for dinner* (I never go out for dinner.)
3. *we / cook / all our meals / at home / this month* (We are cooking all our meals at home this month.)
4. *I / need / milk / for my coffee* (I need milk for my coffee.)
5. *you / watch / TV / every evening* (You watch TV every evening.)
6. *I / eat / only / fruit and vegetables / today* (I'm eating only fruit and vegetables today.)
7. *they / usually / work / on Saturdays* (They usually work on Saturdays.)

## 3 Grammar practice

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Tell students to look at the photo and read the date book. Then read the example. Ask *What is Suzanne doing right now? What does she do every week? What is she doing this week?* (Answers may vary, but it is important to decide which activities are habitual and which ones are not, so students can write correct sentences.)
- Encourage students to write as many sentences as they can using the simple present tense and the present continuous.
- To review, ask students to work in small groups and check each other's sentences. Then have students submit their writing to you for correction.
- Call on various students to read one or two sentences to the class. Make necessary corrections.

## Possible responses ...

**Present continuous**

Suzanne is listening to music. She's eating an apple. She's checking her e-mail. She's sitting in a chair. On Sunday she is cooking for her mom and dad.

**Simple present tense**

Suzanne teaches on Mondays, Tuesdays, Wednesdays, and Thursdays. She works at home on Tuesdays and Thursdays. She studies Chinese on Fridays. She does the laundry and goes shopping on Saturdays.

## 4 Pair work

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
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- Encourage students to write *yes / no* and information questions and to use both the simple present tense and the present continuous; for example, *What does Suzanne do on Mondays and Wednesdays at 10:00? Is Suzanne eating at her desk? Does Suzanne speak Chinese?*
- To review, you may want to have students exchange papers and identify mistakes. Encourage students to focus on verb form and verb tense.

**Option: [+5 minutes]** As an alternative, play this game. Set a time limit of two minutes and have students write as many questions as they can. Then have students read their questions aloud to the class. Each grammatically correct question receives one point.



## 5 Pronunciation

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Point to each column and clearly pronounce each vowel sound. Ask students to study the chart.
- Have students listen and focus on the vowel sound represented in each group.
- **FYI:** For the sounds /i/ and /e/, the tongue is tensed. For the sounds /ɪ/, /ɛ/, and /æ/, the tongue is relaxed. Make sure students open their mouths wide for the sound /æ/.
- Have students listen again and repeat chorally.

**Option: [+5 minutes]** For a challenge, call out the following words in random order and have students listen and identify which vowel category each word belongs to. For example:

/i/ cheese, peas, meat  
 /ɪ/ chicken, fridge, milk  
 /eɪ/ game, tomato, rain  
 /ɛ/ shelf, egg, bread  
 /æ/ class, practice, bank



Active Teach  
Multimedia Disc

### • Pronunciation Activities

## 6 Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Model the activity. Tell a student to choose a word from the Pronunciation box and read it aloud as you write it on the board.
- Have students work in pairs saying and writing words.
- After a few minutes, have students compare the words they wrote with the words in the Pronunciation box. Ask the class *Which words were difficult?* Write those words on the board and practice again.

### NOW YOU CAN

Invite someone to join you at the table

## 1 Conversation model

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

These conversation strategies are implicit in the model:

- Say **Nice to see you** to greet someone you already know.
- Use **You too** to repeat a greeting politely.
- After students read and listen, ask *What is Rita drinking?* (Lemonade.)
- Tell students that *Would you like to join me?* means *Would you like to [sit] with me?*

## 2 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Do you come here often?* and *Would you like to join me?*
  - use falling intonation for *What are you drinking?*
  - pause after *Sure* in *Sure. What are you drinking?*

## 3 Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Write on the board *Would you like \_\_\_?* Ask students what they could say to complete the question. Write their ideas on the board and then practice the exchange; for example, A: *Would you like [soda]?* B: *No thanks.*
- To prepare students, have them think about different language they can use during the conversation. Have them identify the drinks and foods they see in the photos at the bottom of the page. (Coffee, fruit salad, soda, stuffed peppers.) For example:  
*What are you drinking? Soda.*  
*What are you eating? Fruit salad.*

**Don't stop!** Extend the conversation. Tell students to use language from the Recycle box in their conversations.

- Model the conversation with a more confident student. Be sure to ask additional questions using *Would you like ...?* For example:  
 T: *Hi, [Paul]. Nice to see you!*  
 S: *You too, [Ms. Williams]. Do you come here often?*  
 T: *Yes, I do. Would you like to join me?*  
 S: *Sure. What are you eating?*  
 T: *Stuffed peppers.*  
 S: *Mmm. Sounds good.*  
 T: *Would you like some green bean salad?*  
 S: *No, thanks.*



Active Teach  
Multimedia Disc

### • Conversation Pair Work Cards

## 4 Change partners


Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Encourage students to talk about the different foods written on the board from your brainstorming session in Exercise 3.
- Make sure students switch roles so that each student has a chance to practice inviting someone to join him or her at the table.

### EXTRAS (optional)

- **Workbook:** Exercises 12–13
- **Copy & Go:** Activity 30



**5**  **PRONUNCIATION • Vowel sounds** Read and listen. Then listen again and repeat.


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

**6 PAIR WORK** Read a word from Pronunciation aloud. On a separate sheet of paper, your partner writes the word.

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

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

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

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

**3 PAIR WORK** Change the model. 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: ..... . What are you ..... ?  
 A: .....  
 B: Mmm. Sounds good.

**Don't stop!**  
 Offer other foods and drinks

 **Be sure to recycle this language.**

Would you like \_\_\_ ?  
 Sure. / No thanks.

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







**1** <sup>4:14</sup> **READING** Read a recipe with only three ingredients.

## Hungarian Cabbage and Noodles

### Ingredients

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

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



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

**4:15** **Cooking verbs**



**2** **READING COMPREHENSION** Answer the questions.

- 1 How many ingredients does the recipe have? (Three.)
- 2 What are the ingredients? (Cabbage, butter, noodles.)
- 3 Is there any butter or oil in the recipe? (Yes. There's butter.)

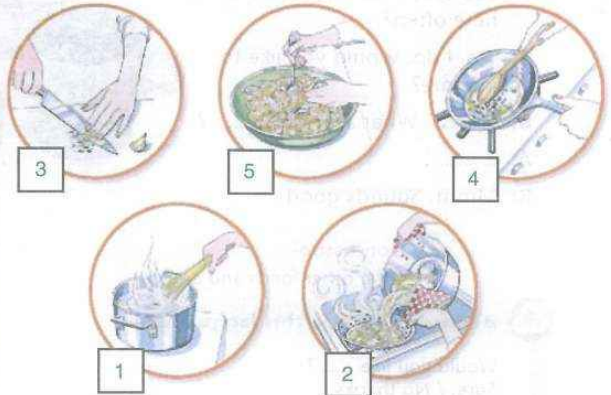
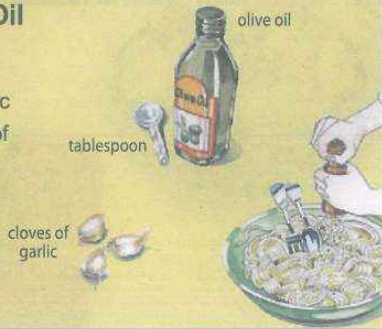
**3** <sup>4:16</sup> **LISTENING COMPREHENSION** Listen to the radio cooking program. Write the correct quantity next to each ingredient. Then listen again and number the pictures in the correct order. Listen again and check your work.

On your ActiveBook Self-Study Disc:  
Extra Reading Comprehension Questions

## Pasta with Garlic and Olive Oil

### Ingredients:

- 4 cloves of garlic
- 6 tablespoons of olive oil
- 1 box of pasta



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

“My favorite food for breakfast is eggs.”

**GRAMMAR BOOSTER**

Extra practice • p. 144



4:17/4:18  
**Top Notch Pop**  
“Fruit Salad, Baby”



# Extension

## 1 Reading

Suggested teaching time:	5-10 minutes	Your actual teaching time:	
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- Direct attention to the recipe.
- Introduce the following vocabulary by pointing to the items in the pictures.  
head of cabbage  
1/2 cup  
egg noodles  
pan  
black pepper
- If necessary, make simple drawings on the board for 1/2 cup and pan.
- Play the audio of the cooking verbs and have students look at the numbered pictures.
- Pre-reading: To practice the reading strategy of scanning, have students read quickly and underline all the cooking verbs in the recipe. (Cut, put, add, put, drain, melt, sauté, cook, drain, mix, add.)
- Then have students read the article silently.
- Check comprehension. Ask the following questions:  
*After you cut the cabbage, what do you do?* (Add salt.)  
*Where do you put the cabbage overnight?* (In the refrigerator.)  
*What do you sauté the cabbage with?* (Butter.)  
*What do you mix with the noodles?* (The cabbage.)  
*What is the last ingredient you add?* (Black pepper.)

**Option: [+10 minutes]** To extend the activity, have students listen to the audio as they read. Pause after each step and have students repeat, imitating the intonation and pronunciation.

**Option: [+5 minutes]** For additional practice, have students work in pairs. As one student reads steps 1-7, the other student acts out the instructions with imaginary kitchen tools. For example:

A: *Cut the cabbage into small slices.*

B: [Acts out cutting a cabbage head into small slices.]



Active Teach  
Multimedia Disc

• Learning Strategies

## 2 Reading comprehension

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
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- Ask students to scan the text again to find the answer to each question.
- Review answers by asking the questions and having students say the answer.
- Have students read the text one more time to confirm the correct answers.



Active Teach  
Multimedia Disc

• Extra Reading Comprehension Questions

## 3 Listening comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Pre-teach the following vocabulary by asking students to point to the items in the pictures and read the captions: cloves of garlic, olive oil, tablespoon. Point to the pictures of *pot* and *bowl* and say these words.
- To prepare for the listening activity, give students several minutes to look at the illustrations. Ask them to guess what is happening in each picture. (Cut the garlic, put the pasta in a bowl, sauté / cook the garlic, cook the pasta, drain the pasta.)
- Play the audio once and have students mark their responses. Have students listen a second time to confirm their answers.
- Ask students which of the two recipes on this page they want to try. Ask why.

### AUDIOSCRIPT

**F:** Good morning. This is Alexis Allen with today's radio recipe. Do you have your pencils ready? OK, let's begin. Today's recipe is for pasta with garlic and olive oil. These are the ingredients: 4 cloves of garlic, 6 tablespoons of olive oil, and 1 box of pasta. Here are the steps:  
**1** Cook the pasta in a large pot of water.  
**2** Drain the pasta into the sink.  
**3** Cut the garlic into small slices.  
**4** Cook the garlic in oil.  
**5** Put the pasta and the garlic in a bowl. Add salt and pepper if you like.

Enjoy! Tomorrow I'll have another delicious recipe for you. This is Alexis Allen with your radio recipe for today.

## 4 Speaking practice

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Brainstorm with students all the words for foods and drinks they have learned from this unit. Write the words on the board. For example:

apple	fish	peas	coffee
banana	lemon	pepper	juice
beans	meat	potato	milk
bread	oil	rice	soda
butter	onion	salt	tea
cheese	orange	sugar	water
chicken	pasta	tomato	
egg			

- Write the meals of the day on the board. Ask students *What do you like to eat for breakfast? For lunch? For dinner?* Have students answer the question in pairs.
- Ask students to tell the class about one food their partner likes.

**Option: [+10 minutes]** For a challenge, ask students to describe a dish they like by naming the ingredients.



# Review

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

## Memory game

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Give students one minute to study the top picture.
- Set a two-minute time limit for students to write the foods. Encourage them to describe the containers; for example, *boxes of pasta, a bottle of juice*.
- Have students compare their lists in pairs or small groups. Then have them open their books to check their lists and add words they forgot.

**Option: [+5 minutes]** For more practice, tell students to write sentences about the picture with *There is* and *there are . . .* and to indicate the location of the items; for example, *There is a bag of apples on the counter. There are eggs in the fridge. There is a bottle of olive oil on the shelf.*

### Possible responses . . .

(a bottle of) olive oil, (a bottle of) apple juice, (cans of) soda, (cans of) tomatoes, (cans of) coffee, (a bag of) onions, potatoes, tomatoes, (a bag of) apples, (a loaf of) bread, (boxes of) pasta, (a box of) rice, (a box of) milk, eggs, butter, cheese, chicken, meat

## Pair work 1

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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- Write the question words on the board:  
*How many \_\_\_? How much \_\_\_?*
- Say a few items from the pictures and have students tell you which question they can ask about that item; for example, T: *cans of soda* S: *How many cans of soda are there?* T: *olive oil* S: *How much olive oil is there?*
- In pairs, have students take turns asking and answering questions about the items in the pictures. Then have them switch roles.

## Pair work 2

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Encourage students to include follow-up questions.

### Possible responses . . .

#### Monday

**Sylvia:** What are you doing, Michael? **Michael:** I'm doing the laundry. Are you making dinner tonight? **Sylvia:** Yes, I am. **Michael:** What are you making? **Sylvia:** Meat and potatoes. **Michael:** That sounds good.

#### Tuesday

**Sylvia:** What are you making? **Michael:** Tomato potato soup. **Sylvia:** Mmm. That sounds delicious. I love soup. What are the ingredients?

#### Friday

**Sylvia:** Would you like peas? **Michael:** Please. I love peas. **Sylvia:** Here you go. **Michael:** Thanks. And please pass the salt. **Sylvia:** Here you go. Would you like tomatoes?

## Description

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Remind students to use the present continuous to describe what the people are doing now and the simple present to give information about habitual actions.

### Possible responses . . .

On Monday in the picture, Michael is doing the laundry. Sylvia is putting food in the refrigerator. On Tuesday, Michael is reading a recipe and cooking. He's making soup. Sylvia is taking out the garbage. Michael cooks dinner on Tuesday. On Friday, Sylvia and Michael are eating dinner. Sylvia is saying *Would you like peas?* Michael is saying *Yes, please.* Michael does the laundry once a week. He does the laundry on Monday. Sylvia cooks dinner and goes shopping three days a week, on Monday, Wednesday, and Friday. Michael goes shopping and cooks dinner three days a week, on Tuesday, Thursday, and Saturday. Sylvia takes out the garbage three times a week, on Tuesday, Thursday, and Saturday. Michael and Sylvia don't have chores on Sunday.

## Writing

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Remind students to use the simple present tense for habitual actions such as things you do on a typical day.
- Complete the example with students; for example, write *For breakfast, I eat eggs and bread and drink coffee.*



Active Teach  
Multimedia Disc

• Writing Process Worksheets

### Option: Oral progress assessment

Use the illustration on page 87. Encourage the student to use the language practiced in this unit as well as previous units.

**Description:** Ask the student to describe different things the two people in the pictures are doing or do every week, according to their list of chores; for example, *Michael is doing the laundry. Sylvia goes shopping on Monday.*

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Active Teach  
Multimedia Disc

• Oral Progress Assessment Charts

**Option:** **GRAMMAR BOOSTER** (+10 minutes)

## EXTRAS (optional)

- **Workbook: Just for Fun**
- **Complete Assessment Package**
- **Weblinks for Teachers:** [pearsonlongman.com/topnotch](http://pearsonlongman.com/topnotch)

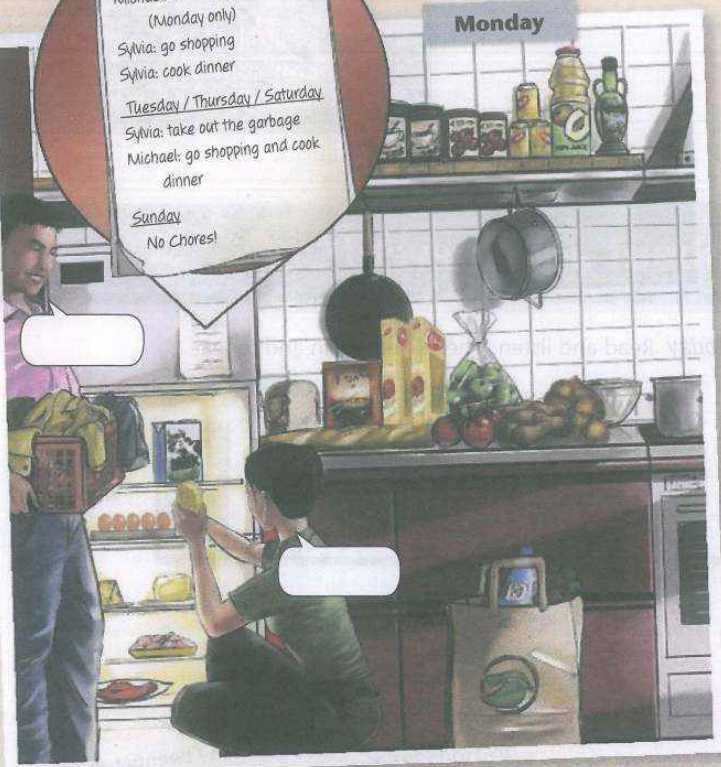
And on your Active Teach Multimedia Disc:

Top Notch Pop Song Activities  
Top Notch TV Video Program and Activity Worksheets  
Supplementary Pronunciation Lessons  
Audioscripts  
Unit Study Guides



Monday / Wednesday / Friday  
 Michael: do laundry  
 (Monday only)  
 Sylvia: go shopping  
 Sylvia: cook dinner  
 Tuesday / Thursday / Saturday  
 Sylvia: take out the garbage  
 Michael: go shopping and cook  
 dinner  
 Sunday  
 No Chores!

Monday



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

**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.*

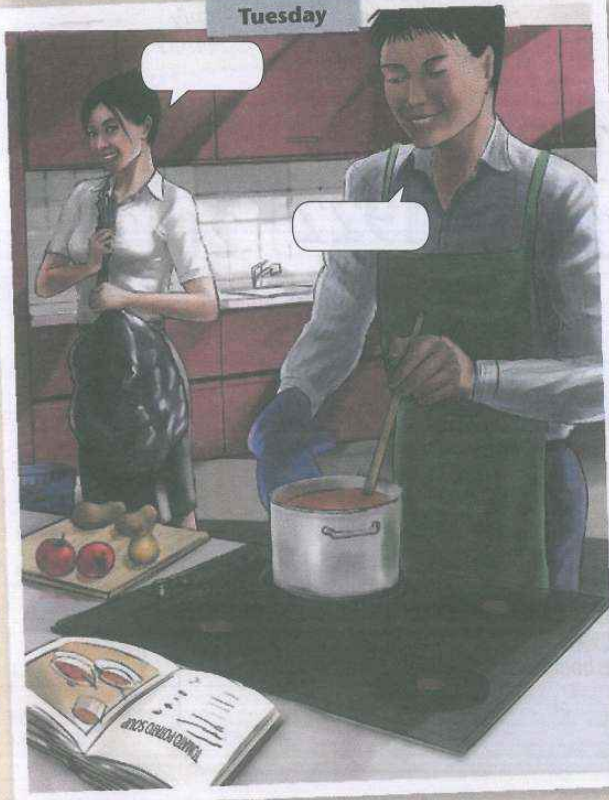
**DESCRIPTION** Describe the activities and habitual actions. Use the present continuous and the simple present tense. For example:

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

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

For breakfast I eat...

Tuesday



Friday



**NOW I CAN...**




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

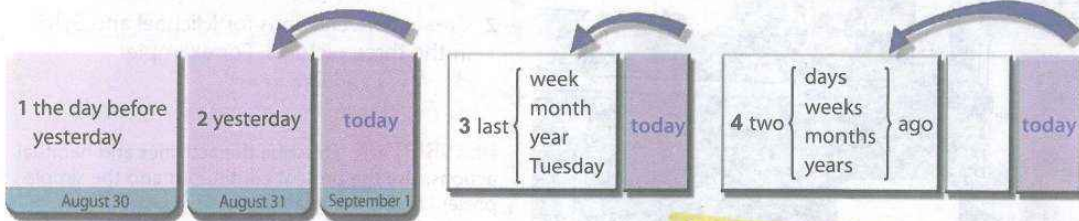


- 1 Tell someone about a past event.
- 2 Describe past activities.
- 3 Talk about outdoor activities.

LESSON 1

## GOAL Tell someone about a past event

**1**  **VOCABULARY** • *Describing times before today* Read and listen. Then listen again and repeat.




**2**  **LISTENING COMPREHENSION** Listen and circle the year you hear.

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

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

2008    1914    1910    1809    1955    1800  
 1998    1814    1615    2016    1922    2012

**4:20**  **Years, decades, and centuries**  
 1900 = nineteen hundred  
 1901 = nineteen oh one  
 2001 = two thousand one  
 2010 = two thousand ten / twenty ten  
 1990 to 1999 = the (nineteen) nineties  
 1901 to 2000 = the twentieth century  
 2001 to 2100 = the twenty-first century

**4 GRAMMAR** • *The past tense of be*

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

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

**Contractions**  
 was not → wasn't  
 were not → weren't

It was cloudy yesterday.  
 There was a concert last night.  
 There were two movies last weekend.

Was he at work yesterday?  
 Where was the party last night?  
 When was she in Italy?

Were they students in the eighties?  
 Where were they last weekend?  
 When were you at the bookstore?

**BUT: When who is the subject:**  
 Who was at the party? (Adam was.)



UNIT  
11

## Past Events

## Lesson 1

## 1 Vocabulary

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**FYI:** Present the vocabulary in two parts: the time expressions (items 1-4) and the years, decades, and centuries (in the yellow box).

- Have students listen to the time expressions and study them on the page.
- Then have them listen again and repeat chorally.
- To check comprehension, ask *What day is today?* Write on the board *yesterday / the day before yesterday*. Point to each word or phrase and say *Tell me the day*. Then ask *What month is it now?* Write on the board *last month / two months ago*. Point to each phrase and say *Tell me the month*.
- Have students listen to the pronunciation of the years, decades, and centuries in the yellow box.
- Then have them listen again and repeat chorally.
- To check comprehension, ask *What year is it now?* Write on the board *last year / two years ago*. Point to each phrase and say *Tell me the year*. Then ask *What century is it now?* Write on the board *last century*. Point to the phrase and say *Tell me the century*.

## 2 Listening comprehension

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students first read the years silently and then listen and circle the year they hear.

**Language and culture**

- In English, the convention is to say years as two-digit numbers; for example, 1955 is *nineteen fifty-five*; 1809 is *eighteen oh nine*; and 2010 is *twenty ten*. But there are exceptions such as 2001 *two thousand one*; 2008 *two thousand eight*; 1600 *sixteen hundred*; and 1800 *eighteen hundred*.
- Speakers of British English may say *Tuesday last* instead of *last Tuesday*.

**AUDIOSCRIPT**

- 1 M: nineteen thirty  
2 F: twenty sixteen  
3 M: nineteen sixty-seven  
4 F: twenty twenty-one

## 3 Pair work

Suggested teaching time:	5-8 minutes	Your actual teaching time:	
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- To model this activity, say a year and have a more confident student circle it.
- Walk around and notice which numbers are difficult for students. Do a quick review of the activity by having students say the numbers aloud as a class:  
2008 *two thousand eight*, 1914 *nineteen fourteen*, 1910 *nineteen ten*, 1809 *eighteen oh nine*, 1955 *nineteen fifty-five*, 1800 *eighteen hundred*, 1998 *nineteen ninety-eight*, 1814 *eighteen fourteen*, 1615 *sixteen fifteen*, 2016 *twenty sixteen*, 1922 *nineteen twenty-two*, 2012 *twenty twelve*.

**Option: [+5 minutes]** Choose five years that are not printed in the book. Say each year two times and have students write the numbers. Choose students to write on the board.

## 4 Grammar

Suggested teaching time:	8-10 minutes	Your actual teaching time:	
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- Review the simple present of *be*. Write on the board:  
*I \_\_\_ in class right now.*  
*[Dana] \_\_\_ not in class now.*  
*They \_\_\_ very tired today.*  
Ask students to complete the sentences with *is, am, or are*. (Am, is, are.)
- Have students study the example sentences with *was* and *were* at the top part of the Grammar box. Ask students to underline the time expressions in the examples that signal the past. (Yesterday, yesterday, last night, last weekend.)
- Direct attention to the contractions in the small box.
- Write the following on the board:  
1. *I \_\_\_ at a soccer game two days ago.*  
2. *He \_\_\_ (not) at school yesterday.*  
3. *We \_\_\_ at the park last Sunday.*  
4. *They \_\_\_ (not) at the party last night.*  
To check comprehension, ask students to fill in the blanks with *was* or *were*. Encourage students to use contractions in 2 and 4 (and cross out *not* where contractions are used). (Was, wasn't, were, weren't)
- Have students study the examples at the bottom part of the box.
- Write the following on the board:  
*Yes / no questions: [Was / were] + subject*  
*Information questions: Question word + [was / were] + subject*  
*Questions with Who as the subject: Who + [was / were]*
- Have students repeat the questions chorally.
- Ask various students questions with *be* in the past tense. Encourage students to use short answers and to offer follow-up information. For example:  
*Were you in class yesterday?* (No, I wasn't. I was at work.)  
*Where were you last Friday night?* (I was at a restaurant.)  
*Who was not here Monday?* (Paul and Lisa weren't here.)





## 5 Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Review ordinal numbers 1st–30th with the class. Say each number and have students repeat chorally. Then have the class count out 1st to 30th, with each student in turn calling out one number.
- Direct attention to the calendar on page 89 and identify the date of April 20. If you have a current calendar available, students can look at that instead.
- Model the question and answer with a student. Point out that the answer is a complete sentence with the past form of *be*.

### Possible responses ...

(These answers are based on the calendar on page 89.)  
**1** Yesterday was April 19th. **2** April 14th was six days ago. **3** March 20th was one month ago. **4** The day before yesterday was April 18th. **5** The dates of last Saturday and Sunday were April 13th and 14th. **6** Two months ago it was February 20th.

### Language and culture

- Ordinal numbers are always used to say dates; for example, *April twentieth*. It is common to use ordinal numbers in informal writing: *April 20th*. However, in formal writing, cardinal numbers are often used: *April 20*.

## 6 Listening comprehension

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Make sure students understand that for each conversation they need to pay attention to which day or month to start with and then listen for the time information so that they can figure out the correct answer.
- To prepare, have students listen and write down the time information for each conversation. Then have them read the sentences and answer choices.

### AUDIOSCRIPT

#### CONVERSATION 1

- F:** How was the party last night?  
**M:** It was nice.  
**F:** Were there a lot of people?  
**M:** Yes, there were.

#### CONVERSATION 2

- M:** When was your birthday?  
**F:** It was last month.  
**M:** Really? Mine was too! What day was yours?  
**F:** The first. What about yours?  
**M:** The 15th.

#### CONVERSATION 3

- F:** So when was your game?  
**M:** The day before yesterday.  
**F:** How was it?  
**M:** Great! There were a lot of people there.  
**F:** That's terrific! Sorry I wasn't there too.

 ActiveTeach Multimedia Disc • Learning Strategies

## NOW YOU CAN Tell someone about a past event

### 1 Conversation model

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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This conversation strategy is implicit in the model:  
 • Ask **Why?** to ask for a clearer explanation.

- After students listen, check comprehension. Ask *When was the party?* (Last night.) *Where was the party?* (At Celia's house.) *Were both women at the party?* (No.)

### 2 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *Where were you last night?*, *What time?*, and *Why?*
  - use rising intonation for *There was?*

### 3 Pair work

Suggested teaching time:	7–8 minutes	Your actual teaching time:	
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- Have students look at the pictures and say the words for events to use in their conversations; for example, *a movie*, *a game*, *a concert*.
- Brainstorm different past time expressions students can use in the conversation and write students' ideas on the board. For example:

*last week*      *two days ago*  
*yesterday*    *the day before yesterday*  
*last Sunday*

- Model the conversation with a more confident student.

For example:  
**S:** *Where were you two days ago?*  
**T:** *What time?*  
**S:** *At about 3:00.*  
**T:** *I was at home. Why?*  
**S:** *Because there was a great game at school.*  
**T:** *There was? Too bad I wasn't there!*

- Be sure to reinforce the use of the conversation strategy; for example, make sure students say *Why?* with interest.

 ActiveTeach Multimedia Disc • Conversation Pair Work Cards

### 4 Change partners

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- To review, invite a few pairs to act out their conversation for the class. As a follow-up, ask *Where was [George] [the day before yesterday]? Where / When was the [party]?*

### EXTRAS (optional)

- **Workbook:** Exercises 1–3
- **Copy & Go:** Activity 31



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

- 1 What day was yesterday? Yesterday was April 19th.
- 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?

APRIL						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

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

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

## NOW YOU CAN Tell someone about a past event

**1 CONVERSATION MODEL** Read and listen.

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

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

**3 PAIR WORK** Make a list of places for an event in your town. Or use the pictures of events. Then change the model. Then change roles.

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



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



# GOAL Describe past activities

## 1 GRAMMAR • The simple past tense

I You He She We They	} liked the movie.	I You He She We They	} didn't like the concert.
Did		you he she we they	
		Yes, No,	you he she we they
			} did. } didn't.

**Form: regular verbs**  
 Add **-ed** to the base form.  
 If the base form ends in **-e**,  
 add **-d**.  
 call → called like → liked  
**BUT:** study → studied  
 shop → shopped

## 2 GRAMMAR PRACTICE Complete the e-mail. Use the simple past tense and the past tense of be.

Hi, Lucille: Yesterday was very busy. In the morning, I shaved <sup>1 shave</sup>, brushed <sup>2 brush</sup> my teeth, and cleaned <sup>3 clean</sup> the whole house—all before 8:30. Then I worked <sup>4 work</sup> until noon. After lunch, I listened <sup>5 listen</sup> to the weather report. The weather was <sup>6 be</sup> warm, so I invited <sup>7 invite</sup> all my grandchildren here. We talked <sup>8 talk</sup> together for a while. Then little Marie played <sup>9 play</sup> the piano while her older brother Jason exercised <sup>10 exercise</sup> in the garden. The other children checked <sup>11 check</sup> their e-mail while I watched <sup>12 watch</sup> Marie and Jason. At the end of the day, my daughters, Lisa and Eve, came home, and they cooked <sup>13 cook</sup> dinner for all of us. The kids wanted <sup>14 want</sup> pasta, of course. Eve boiled <sup>15 boil</sup> a big pot of water for the noodles. Lisa washed <sup>16 wash</sup> the tomatoes for the salad. The children studied <sup>17 study</sup> after dinner, and then we listened <sup>18 listen</sup> to Marie and Jason sing. Brian

## 3 GRAMMAR • The simple past tense: information questions

- What **did** you **do** last weekend?
- Where **did** you **go**?
- When **did** he **get** home last night?
- How many cups of coffee **did** she **drink**?
- How often **did** you **take** a nap?
- Who **did** they **see** yesterday?

4:25

### Irregular verbs (Also see page 125.)

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

**BUT:** The word order changes when **Who** is the subject:

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



## 1 Grammar

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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- Direct attention to the simple past tense statements in the affirmative and have students study the rule and examples in the small box on the right.
- To practice forming the simple past tense, write regular verbs on the board: *rain, snow, exercise, study, listen, clean, wash, brush, check, watch, call, talk, work*. Ask students to form the simple past tense. (For all add *-ed*; but: add *-d* only to *exercise* only: *exercised*; change the *-y* of *study* to *i* and add *-ed*: *studied*.)
- Point out that there is only one simple past form for all subjects. Read the affirmative examples to reinforce this point: *I liked, you liked, he / she liked, we liked, they liked*.
- Direct attention to the simple past tense statements in the negative and have students study the examples.
- Point out that to form the negative, we add *did + not* and use the base form of the verb; for example, *He didn't go to school yesterday. We didn't watch the movie last night. They didn't clean the house on Saturday*.
- Direct attention to the *yes / no* questions and short answers in the bottom part of the box and have students study the examples.
- Point out the structure of the question and write it on the board.  
*Did + subject + base form of verb*
- Have students repeat the *yes / no* question for each pronoun chorally.
- Ask various students *yes / no* questions. Encourage students to use short answers. For example:  
*Did you watch TV last night?* (Yes, I did. / No, I didn't.)  
*Did you go to the park last Saturday?* (Yes, I did. / No, I didn't.)  
*Did your family go on vacation last year?* (Yes, we did. / No, we didn't.)

Active Teach  
Multimedia Disc

• Inductive Grammar Charts

## 2 Grammar practice

Suggested teaching time:	4-6 minutes	Your actual teaching time:	
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- To prepare students for this activity, say *This is an e-mail from Brian*.
- FYI:** Students will learn about pronouncing simple past tense endings of regular verbs on page 91.
- To review answers, read the completed e-mail aloud to the class so students get an opportunity to hear the correct pronunciation of simple past tense endings of regular verbs.
  - As you review, make sure students correctly spelled items 1 (shaved), 9 (played), 10 (exercised), and 17 (studied).

## 3 Grammar

Suggested teaching time:	8-10 minutes	Your actual teaching time:	
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- Direct attention to the information questions in the Grammar box and have students study the examples.
- Point out the structure of the questions. Write on the board:  
*What + did + subject + base form of verb*  
Say the example for *What* aloud: *What did you do last weekend?* Then erase *What* and *do* and write *Where* and *go*. Say the example for *Where* aloud: *Where did you go?* Continue with *When*, *How many*, and *How often*. Point to the elements of the question on the board to emphasize the similar structure of each question.
- Have students repeat the information questions chorally.
- Ask various students information questions; for example, *What did you make for dinner last night? When did you check your e-mail yesterday? How many hours did you study yesterday?*
- Direct attention to the information about irregular verbs in the box on the right.
- Tell students there is no rule for forming the simple past tense of irregular verbs so students will need to memorize them.
- Have students listen and study the examples. Then have them repeat chorally.
- To practice irregular forms, have students close their books. Ask them to listen again and write the simple past tense form for each verb. Have students open their books and check their spelling. Ask students to rewrite any verbs they misspelled.
- Direct attention to the question with *Who*. Have two students read the question and answer to the class.
- Write the following questions and answers on the board.  

subject	object
<u>Who</u> did Anna see yesterday?	Anna saw <u>Pat</u> .
<u>Who</u> saw Pat yesterday?	Anna saw <u>Pat</u> .

 Say *When Who* is about an object, use *Who did + subject + verb*.  
*When Who* is about a subject, use *Who + verb + object*.

**FYI:** At this level, keep explanations about the subject and object of the sentence very simple.

**Option: [+5 minutes]** For a challenge, have students take turns saying sentences in the simple past tense and changing them into past tense questions. A: *I went shopping on Saturday*. B: *What did you do on Saturday?* B: *Sara went on vacation to France last year*. A: *When did Sara go on vacation to France?* or *Where did Sara go on vacation last year?*

Active Teach  
Multimedia Disc

• Inductive Grammar Charts



4 **Pronunciation**

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
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- Point out that there are three different sounds for simple past tense endings. See note below.
- Have students listen and study the examples. Then have students listen and repeat chorally. Encourage them to produce each ending clearly.

**FYI:** Students often pronounce the simple past tense *-ed* ending as /ɪd/ for every verb. Some students drop the *-ed* ending altogether, especially if words in their native language do not normally end with consonant sounds.

**Option: [+5 minutes]** Draw the following graphic organizer on the board (without the answers) or print out the graphic organizer from the ActiveTeach Multimedia Disc. Call out verbs that are regular in the simple past tense and have students write the verbs in the appropriate column.

<p>/d/ shaved cleaned listened played exercised boiled studied</p>	<p>/t/ brushed worked talked checked watched cooked washed</p>	<p>/ɪd/ invited wanted started ended needed</p>
--	--	---

**Option: [+5 minutes]** In pairs, students take turns saying a base form and responding with the simple past tense form; for example, Student A: *Work*. Student B: *Worked*.

**Language and culture**

- The three pronunciations of the *-ed* ending are /d/, /t/, and /ɪd/. The *-ed* ending is pronounced as an extra syllable /ɪd/ only after the sounds /t/ and /d/; for example, *started*, *ended*. It is pronounced as /t/ after the voiceless sounds /p/, /k/, /t/, /s/, /ʃ/, and /tʃ/; for example, *stopped*, *talked*, *laughed*, *missed*, *washed*, *watched*. It is pronounced as /d/ after all vowels and voiced consonants other than /d/; for example, *loved*, *called*, *stayed*.



Active Teach  
Multimedia Disc

- Graphic Organizers
- Pronunciation Activities

5 **Grammar practice**

Suggested teaching time:	5-6 minutes	Your actual teaching time:	
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- Point out that items 14, 15, 16, and 17 use *do* as a verb.
- Review answers by having a pair of students read each conversation aloud.

**NOW YOU CAN** Describe past activities

1 **Conversation model**

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Use **What about...?** to ask for more information.
- Use a double question to clarify.
- Use **just** to minimize the importance of an action.
- After students read and listen, point to the speaker on the right and ask *What did he do yesterday?* (He got up at seven. He made breakfast. He went to work. After work, he made dinner. He watched a movie.)

2 **Rhythm and intonation**

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *So what did you do yesterday?* and *What about after work?*
  - use rising intonation for *Did you do anything special?*

3 **Pair work**

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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**Don't stop!** Extend the conversation. Have students read the questions in the Don't stop! box and the ideas in the Ideas box. Then have students brainstorm more questions they can ask. Write students' questions on the board. Prompt them to ask both *yes / no* questions and information questions.

- Model the conversation with a more confident student. Play Role A so you can model asking a variety of questions. For example:

A: *So what did you do yesterday?*

B: *Well, I got up at 5:30. I exercised. I took a shower. Then I drove to work.*

A: *What about in the evening? Did you do anything special?*

B: *Well, I went out to dinner with my friends.*

A: *Where did you go?*

B: *The World Café.*

A: *Was it good?, etc.*

- Be sure to reinforce the use of the conversation strategies; for example, encourage students to use *just* if a past action was "nothing special."
- Be sure students pronounce the simple past tense correctly as they describe past activities.



Active Teach  
Multimedia Disc

- Conversation Pair Work Cards

4 **Change partners**

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
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- Have students move around the room and practice the conversation until they find a classmate who did one of the same activities they did.

**EXTRAS (optional)**

- Workbook: Exercises 4-6
- Copy & Go: Activity 32



**4** **PRONUNCIATION** • *The simple past tense ending* Listen. Then listen again and repeat.

<b>1</b> /d/	<b>2</b> /t/	<b>3</b> /ɪd/
listened = listen/d/	liked = like/t/	wanted = want/ɪd/
exercised = exercise/d/	washed = wash/t/	needed = need/ɪd/

**5** **GRAMMAR PRACTICE** Complete the conversations. Use verbs in the simple past tense.

**Conversation 1**

A: Where <sup>1</sup> did your family go on Saturday?  
1 your family / go

B: <sup>2</sup> We went to the movies. <sup>3</sup> We saw a good family movie.  
2 We / go      3 we / see

A: <sup>4</sup> Did you go out to eat afterwards?  
4 you / go

B: Yes, we <sup>5</sup> did <sup>6</sup> Indonesian food. <sup>7</sup> It had a lot of pepper.  
5 did      6 We / eat      7 it / have

A: But <sup>8</sup> I thought <sup>9</sup> your husband didn't like peppery food.  
8 I / think      9 your husband / not like

B: He doesn't usually like peppery food, but <sup>10</sup> he ate a little. Actually, <sup>11</sup> he said he really likes Indonesian food.  
10 he / eat      11 he / say

**Conversation 2**

A: <sup>12</sup> Who took out the garbage this morning?  
12 Who / take

B: Actually, Laura <sup>13</sup> did.

A: And <sup>14</sup> who did the laundry?  
14 who / do

B: I'm not sure. But I think <sup>15</sup> Laura did the laundry this morning, too.  
15 Laura / do

A: That's great, but <sup>16</sup> did you do any household chores?  
16 you / do

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

**NOW YOU CAN** Describe past activities

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

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

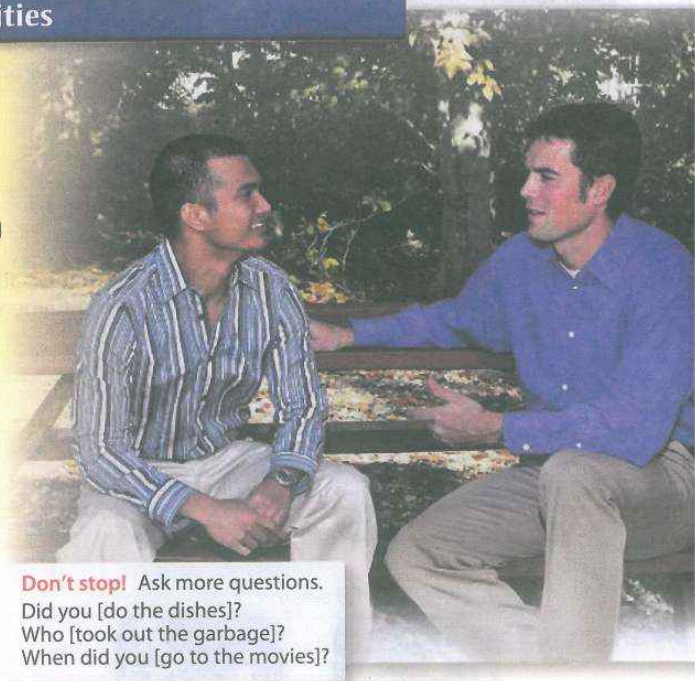
**2** **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

**3** **PAIR WORK** Personalize the conversation. Describe your past activities. Then change roles.

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

**4** **CHANGE PARTNERS** Ask about other past activities.

- Ideas**
- household chores
  - leisure activities
  - entertainment events



**Don't stop!** Ask more questions.  
 Did you [do the dishes]?  
 Who [took out the garbage]?  
 When did you [go to the movies]?



# GOAL Talk about outdoor activities

**VOCABULARY BOOSTER**

More outdoor activities • p. 133

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



1 go to the beach



2 go running



3 go bike riding



4 go for a walk



5 go swimming



6 go for a drive

- 2 **PAIR WORK** Ask and answer questions with When and How often and the Vocabulary.

“How often do you go to the beach?”

- 3  **LISTENING COMPREHENSION** Listen to the conversations. Then check the correct picture to complete each statement.

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



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



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



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





### 1 Vocabulary

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- First listening: Have students listen, look at the pictures, and study the verb phrases.
- Second listening: Have students listen and repeat chorally. Make sure they stress the key words in each phrase; for example, **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.

**Option:** **VOCABULARY BOOSTER** (+5–7 minutes)



ActiveTeach  
Multimedia Disc

• Vocabulary Flash Cards

### 2 Pair work

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- Point out that this conversation is about activities you do frequently. It uses the simple present tense.
- Model the activity with a more confident student. Have the student ask you the example question. For example:  
S: *How often do you go to the beach?*  
T: *I go about three times a year. How about you?*  
S: *I go every weekend.*
- As students practice their conversations in pairs, move around the room and make sure they are using the simple present tense to talk about their habits.

### 3 Listening comprehension

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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- Have students look at all the pictures and identify the activities in each one; for example, **1a** go for a drive; **b** go for a walk; **2a** go swimming; **b** go running; **3a** go for a walk; **b** go bike riding; **4a** go swimming; **b** go bike riding.

- Before students listen, say *For each conversation think about these two questions: Who is speaking? Are they talking about the past or the present?*
- Have students listen once to check the correct picture and a second time to confirm their answers.
- To review answers, have students say the completed statements aloud; for example, *Rosalie went for a walk.*

#### AUDIOSCRIPT

##### CONVERSATION 1

**M:** Where's Rosalie?

**F:** I'm not sure. She said she wanted to go for a drive.

**M:** Well, she didn't. Her car's still here.

**F:** Well, maybe she went for a walk. The weather's great. And she loves to walk.

**M:** Oh, you're right. I see her on the street in front of the house.

##### CONVERSATION 2

**F:** Want to go to the beach?

**M:** Sure. But I don't want to go swimming. I want to relax. I went running this morning.

**F:** That's fine. You can just sit and read if you want. But I'm going swimming.

**M:** Sounds like a plan to me. What time?

**F:** How's noon?

**M:** Great.

##### CONVERSATION 3

**M:** I'd like to go bike riding. What about you?

**F:** Hmm. I went bike riding yesterday. What about a run?

**M:** Actually, I went running this morning.

**F:** So what would you like to do?

**M:** Let's just go for a walk. That's always nice.

##### CONVERSATION 4

**F:** I'd really like to go swimming. Want to come along with me?

**M:** I'd like to but I'm working this afternoon.

**F:** But today's Saturday. I thought you only worked from Monday to Friday.

**M:** I usually do. But this week I didn't work on Tuesday or Wednesday.

**F:** How come?

**M:** I went bike riding with my cousin. So I'm working today to make up the time.



4 **Pronunciation**

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
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- Point out that there are three different sounds for simple past tense endings. See note below.
- Have students listen and study the examples. Then have students listen and repeat chorally. Encourage them to produce each ending clearly.

**FYI:** Students often pronounce the simple past tense *-ed* ending as /ɪd/ for every verb. Some students drop the *-ed* ending altogether, especially if words in their native language do not normally end with consonant sounds.

**Option: [+5 minutes]** Draw the following graphic organizer on the board (without the answers) or print out the graphic organizer from the ActiveTeach Multimedia Disc. Call out verbs that are regular in the simple past tense and have students write the verbs in the appropriate column.

/d/ shaved cleaned listened played exercised boiled studied	/t/ brushed worked talked checked watched cooked washed	/ɪd/ invited wanted started ended needed
--	--	---

**Option: [+5 minutes]** In pairs, students take turns saying a base form and responding with the simple past tense form; for example, Student A: *Work*. Student B: *Worked*.

**Language and culture**

- The three pronunciations of the *-ed* ending are /d/, /t/, and /ɪd/. The *-ed* ending is pronounced as an extra syllable /ɪd/ only after the sounds /t/ and /d/; for example, *started*, *ended*. It is pronounced as /t/ after the voiceless sounds /p/, /k/, /t/, /s/, /ʃ/, and /tʃ/; for example, *stopped*, *talked*, *laughed*, *missed*, *washed*, *watched*. It is pronounced as /d/ after all vowels and voiced consonants other than /d/; for example, *loved*, *called*, *stayed*.



Active Teach  
Multimedia Disc

- Graphic Organizers
- Pronunciation Activities

5 **Grammar practice**

Suggested teaching time:	5-6 minutes	Your actual teaching time:	
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- Point out that items 14, 15, 16, and 17 use *do* as a verb.
- Review answers by having a pair of students read each conversation aloud.

**NOW YOU CAN** Describe past activities

1 **Conversation model**

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Use **What about...?** to ask for more information.
- Use a double question to clarify.
- Use **just** to minimize the importance of an action.
- After students read and listen, point to the speaker on the right and ask *What did he do yesterday?* (He got up at seven. He made breakfast. He went to work. After work, he made dinner. He watched a movie.)

2 **Rhythm and intonation**

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *So what did you do yesterday?* and *What about after work?*
  - use rising intonation for *Did you do anything special?*

3 **Pair work**

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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**Don't stop!** Extend the conversation. Have students read the questions in the Don't stop! box and the ideas in the Ideas box. Then have students brainstorm more questions they can ask. Write students' questions on the board. Prompt them to ask both *yes / no* questions and information questions.

- Model the conversation with a more confident student. Play Role A so you can model asking a variety of questions. For example:
  - A: *So what did you do yesterday?*
  - B: *Well, I got up at 5:30. I exercised. I took a shower. Then I drove to work.*
  - A: *What about in the evening? Did you do anything special?*
  - B: *Well, I went out to dinner with my friends.*
  - A: *Where did you go?*
  - B: *The World Café.*
  - A: *Was it good?, etc.*
- Be sure to reinforce the use of the conversation strategies; for example, encourage students to use *just* if a past action was "nothing special."
- Be sure students pronounce the simple past tense correctly as they describe past activities.



Active Teach  
Multimedia Disc

- Conversation Pair Work Cards

4 **Change partners**

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
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- Have students move around the room and practice the conversation until they find a classmate who did one of the same activities they did.

**EXTRAS (optional)**

- Workbook: Exercises 4-6
- Copy & Go: Activity 32



**4** **PRONUNCIATION** • *The simple past tense ending* Listen. Then listen again and repeat.

<b>1</b> /d/	<b>2</b> /t/	<b>3</b> /ɪd/
listened = listen/d/	liked = like/t/	wanted = want/ɪd/
exercised = exercise/d/	washed = wash/t/	needed = need/ɪd/

**5** **GRAMMAR PRACTICE** Complete the conversations. Use verbs in the simple past tense.

**Conversation 1**

A: Where <sup>1</sup> did your family go on Saturday?  
1 your family / go

B: <sup>2</sup> We went to the movies. <sup>3</sup> We saw a good family movie.  
2 We / go      3 we / see

A: <sup>4</sup> Did you go out to eat afterwards?  
4 you / go

B: Yes, we <sup>5</sup> did <sup>6</sup> Indonesian food. <sup>7</sup> It had a lot of pepper.  
5 did      6 We / eat      7 it / have

A: But <sup>8</sup> I thought <sup>9</sup> your husband didn't like peppery food.  
8 I / think      9 your husband / not like

B: He doesn't usually like peppery food, but <sup>10</sup> he ate a little. Actually, <sup>11</sup> he said he really likes Indonesian food.  
10 he / eat      11 he / say

**Conversation 2**

A: <sup>12</sup> Who took out the garbage this morning?  
12 Who / take

B: Actually, Laura <sup>13</sup> did.

A: And <sup>14</sup> who did the laundry?  
14 who / do

B: I'm not sure. But I think <sup>15</sup> Laura did the laundry this morning, too.  
15 Laura / do

A: That's great, but <sup>16</sup> did you do any household chores?  
16 you / do

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

**NOW YOU CAN** Describe past activities

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

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

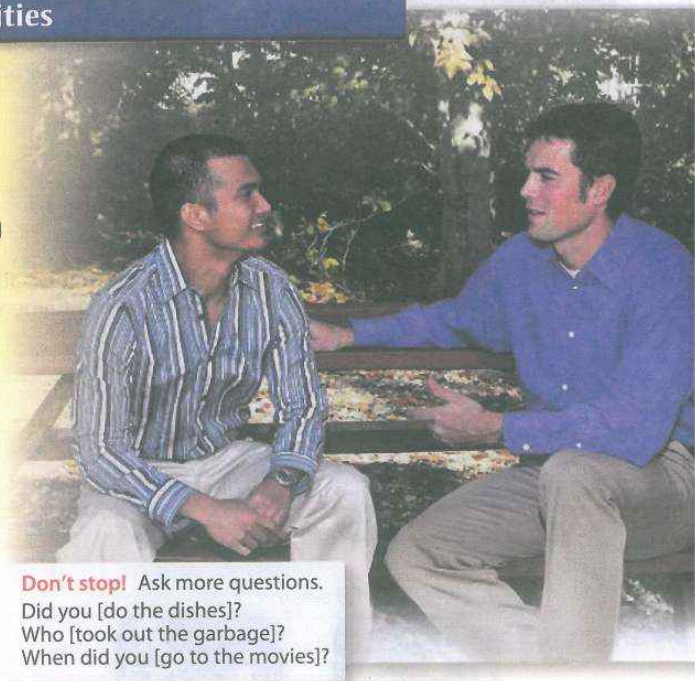
**2** **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

**3** **PAIR WORK** Personalize the conversation. Describe your past activities. Then change roles.

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

**4** **CHANGE PARTNERS** Ask about other past activities.

- Ideas**
- household chores
  - leisure activities
  - entertainment events



**Don't stop!** Ask more questions.  
 Did you [do the dishes]?  
 Who [took out the garbage]?  
 When did you [go to the movies]?



# GOAL Talk about outdoor activities

**VOCABULARY BOOSTER**

More outdoor activities • p. 133

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



1 go to the beach



2 go running



3 go bike riding



4 go for a walk



5 go swimming



6 go for a drive

- 2 **PAIR WORK** Ask and answer questions with When and How often and the Vocabulary.

“How often do you go to the beach?”

- 3  **LISTENING COMPREHENSION** Listen to the conversations. Then check the correct picture to complete each statement.

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



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



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



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





### 1 Vocabulary

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- First listening: Have students listen, look at the pictures, and study the verb phrases.
- Second listening: Have students listen and repeat chorally. Make sure they stress the key words in each phrase; for example, **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.

**Option:** **VOCABULARY BOOSTER** (+5–7 minutes)



ActiveTeach  
Multimedia Disc

• Vocabulary Flash Cards

### 2 Pair work

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- Point out that this conversation is about activities you do frequently. It uses the simple present tense.
- Model the activity with a more confident student. Have the student ask you the example question. For example:  
S: *How often do you go to the beach?*  
T: *I go about three times a year. How about you?*  
S: *I go every weekend.*
- As students practice their conversations in pairs, move around the room and make sure they are using the simple present tense to talk about their habits.

### 3 Listening comprehension

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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- Have students look at all the pictures and identify the activities in each one; for example, **1a** go for a drive; **b** go for a walk; **2a** go swimming; **b** go running; **3a** go for a walk; **b** go bike riding; **4a** go swimming; **b** go bike riding.

- Before students listen, say *For each conversation think about these two questions: Who is speaking? Are they talking about the past or the present?*
- Have students listen once to check the correct picture and a second time to confirm their answers.
- To review answers, have students say the completed statements aloud; for example, *Rosalie went for a walk.*

#### AUDIOSCRIPT

##### CONVERSATION 1

**M:** Where's Rosalie?

**F:** I'm not sure. She said she wanted to go for a drive.

**M:** Well, she didn't. Her car's still here.

**F:** Well, maybe she went for a walk. The weather's great. And she loves to walk.

**M:** Oh, you're right. I see her on the street in front of the house.

##### CONVERSATION 2

**F:** Want to go to the beach?

**M:** Sure. But I don't want to go swimming. I want to relax. I went running this morning.

**F:** That's fine. You can just sit and read if you want. But I'm going swimming.

**M:** Sounds like a plan to me. What time?

**F:** How's noon?

**M:** Great.

##### CONVERSATION 3

**M:** I'd like to go bike riding. What about you?

**F:** Hmm. I went bike riding yesterday. What about a run?

**M:** Actually, I went running this morning.

**F:** So what would you like to do?

**M:** Let's just go for a walk. That's always nice.

##### CONVERSATION 4

**F:** I'd really like to go swimming. Want to come along with me?

**M:** I'd like to but I'm working this afternoon.

**F:** But today's Saturday. I thought you only worked from Monday to Friday.

**M:** I usually do. But this week I didn't work on Tuesday or Wednesday.

**F:** How come?

**M:** I went bike riding with my cousin. So I'm working today to make up the time.



**NOW YOU CAN** Talk about outdoor activities

**1** **Conversation model**

Suggested teaching time:	5-6 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Say **Let me think** to gain time to answer.
- Say **Oh, yeah** to indicate you just remembered something.

- After students read and listen, check comprehension by asking *What did she do on Saturday?* (She went bike riding and to a movie.) *What did she do on Sunday?* (She went for a drive.) *What did he do on Saturday?* (He went for a walk.) *What did he do on Sunday?* (He went to the beach.)

**2** **Rhythm and intonation**

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Did you have a good weekend?*
  - use falling intonation for *What did you do?* and *What about you?*
  - stress *great* in *We had a great weekend.*
- Write on the board: *We had a / an \_\_\_ weekend.* Have students practice the statement using the adjectives in the Recycle box. Make sure students place stress on the adjective; for example, *We had an AWFUL weekend.*

**3** **Notepadding**

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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- Model this notepadding activity for students. Talk about what you did on the weekend and then write notes on the board. For example, say  
*Last Saturday morning I went to a soccer game.  
 Then my husband and I went for a walk.  
 My family went to a concert in the evening.  
 On Sunday, I made breakfast.  
 I went bike riding.  
 I cleaned the house.  
 In the evening my children and I studied.*

As you say each sentence above, write the corresponding note for it on the board:

*On Saturday: went to a soccer game  
 went for a walk  
 went to a concert*  
*On Sunday: made breakfast  
 went bike riding  
 cleaned the house  
 studied*

**4** **Pair work**

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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**Don't stop!** Extend the conversation. Brainstorm questions using other past-time expressions and questions about other past activities. Write students' questions on the board. For example:

- What did you do last Tuesday evening?*
- What did you do yesterday?*
- What did you do the day before yesterday?*
- Where did you go?*
- When did you come home?*
- Who went with you?*

- Model the conversation with a more confident student. Be sure to ask questions about other times and activities in the past. Ask follow-up questions to keep the conversation going. For example:

- T: *Did you have a good weekend?*  
 S: *Let me think . . . Oh yeah. I had a nice weekend.*  
 T: *What did you do?*  
 S: *Well, on Saturday I went shopping with my friends. Then I studied English. On Sunday, I went for a walk with my parents. What about you?*  
 T: *Well, the weather was awful, so I cleaned the house. I didn't go out all day. On Sunday, the weather was good, so I went to the beach. I went swimming. It was nice. What did you do last night?*  
 S: *Well, I did my homework.*  
 T: *Did you have a lot of homework?*  
 S: *Not really.*

- Be sure to reinforce the use of the conversation strategies listed with the Conversation Model. For example, make sure students pause and think when they say *Let me think*.
- Move around the room and listen in as students work in pairs. Encourage students to ask each other a variety of questions in the simple past tense.
- Have students check off each past-time expression and adjective in the Recycle box that they use in their conversation.



- Conversation Pair Work Cards
- Learning Strategies

**5** **Change partners**

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
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- To review, have students write three sentences about their partner's activities and report to the class.

**EXTRAS** (optional)


- Workbook: Exercises 7-11
- Copy & Go: Activity 33



## NOW YOU CAN Talk about outdoor activities

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

- A: Did you have a good weekend?  
 B: Let me think. . . . Oh, yeah. We had a great weekend.  
 A: What did you do?  
 B: Well, on Saturday we went bike riding and to a movie. Then on Sunday, we went for a drive. What about you?  
 A: Well, the weather was great, so we went for a walk on Saturday. And on Sunday we went to the beach.

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

**3** **NOTEpadding** On the notepad, write what you did on the weekend.

<b>On Saturday</b>	
<b>On Sunday</b>	



**4** **PAIR WORK** Personalize the conversation. Use your own information.

- A: Did you have a good weekend?  
 B: Let me think. . . .  
 A: What did you do?  
 B: Well, ..... . Then ..... . What about you?  
 A: Well, the weather was ..... , so we ..... on Saturday. And on Sunday we ..... .

**5** **CHANGE PARTNERS** Talk about more activities.

### Don't stop!

Ask your partner more questions in the simple past tense. Ask about other times in the past.



### Be sure to recycle this language.

**Past-time expressions**  
 last week  
 yesterday  
 the day before yesterday  
 last month  
 last [Wednesday]  
 a [week] ago

**Adjectives**  
 good  
 nice  
 great  
 bad  
 awful  
 terrible






**1** **READING** Read about what people did last weekend.

FaceTime


Inbox
Home
Account



**Rafaela** **Mexico**

That's a picture of my husband and me. We live in Mérida, on the Yucatán Peninsula. Last weekend we drove to the small port city of Sisal. The drive wasn't very long—it took only about one hour. In Sisal, we went to the beautiful beach. We ate fish at a wonderful outdoor restaurant. The weather was beautiful—warm and sunny. We went to bed early and got up early. We had a REALLY great time. Last weekend was my favorite weekend ever!


Comment



**Jeremy** **Jamaica**

Last weekend was awful! I went to New York because my mom and dad live there. I wanted to go to a concert and eat at a couple of good restaurants. But the weather was really bad—it rained, and it was so windy! There were no taxis, so we stayed in my parents' apartment and cooked and ate. The food was good, but it wasn't what we wanted. We watched old movies on TV. We didn't go to a concert. Next time, my parents are coming to Jamaica. It's always sunny here!

Comment



**Clifford** **Canada**

Well, I actually had a good time. My friends came to visit me on Friday, and we went out to eat at a terrific restaurant. On Saturday, I went for a walk alone in the park, and that evening, I went swimming at a really nice swimming pool with my friends. It was really exciting and we stayed out really late—so late that we ate breakfast when we left the swimming pool. Sunday? On Sunday, I slept all day.

Comment

**2 READING COMPREHENSION** Write one yes/no question and one information question about Rafaela, Jeremy, and Clifford. Then answer a partner's questions. Answers will vary but may include the following:

On your ActiveBook Self-Study Disc:  
**Extra Reading Comprehension Questions**

	Yes / no questions	Information questions
Rafaela	Did Rafaela go for a drive last weekend? Where does Rafaela live?	
Jeremy	Did Jeremy go to New York last weekend? How was the weather?	
Clifford	Did Clifford go out to eat on Friday? What did Clifford do on Saturday?	

**GRAMMAR BOOSTER**

Extra practice • p. 145

**Ideas**

- Where were you (or Where did you go) last \_\_\_?
- What did you do?
- Who were you with?
- When \_\_\_?
- What \_\_\_?

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

4:34–4:35

**Top Notch Pop**  
"My Favorite Day"

94

UNIT 11



# Extension

## 1 Reading

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- Pre-reading: To practice scanning, ask students to read the text quickly and underline what each person did last weekend. (Rafaela: drove to Sisal, went to the beach, ate fish, went to bed early, got up early; Jeremy: went to New York, stayed in his parents' apartment, cooked and ate, watched old movies; Clifford: went out to eat, went for a walk, went swimming, stayed out late, slept all day Sunday.)
- Then have students read the article silently.
- Check comprehension. Ask the following questions:  
*Where did Rafaela go last weekend?* (She went to Sisal. / She went to the beach.)  
*Who did she go with?* (She went with her husband.)  
*Where did Jeremy go last weekend?* (He went to New York.)  
*Why?* (Because his parents live in New York.)  
*Was the weather good?* (No, it wasn't.)  
*What did Clifford do on Friday night?* (He went out to eat at a restaurant.)  
*Did he stay out late on Saturday night?* (Yes, he did.)

**Option:** [+10–15 minutes] To turn this reading into a listening activity, draw the following graphic organizer on the board (without the answers) or print out the graphic organizer from the ActiveTeach Multimedia Disc. Then have students listen to the audio twice. First listening: With books closed, students listen and check the correct column. Second listening: Students listen and confirm their answers aurally. Then students read the text to confirm their answers.

**FYI:** The actors who read these monologues are from the countries indicated: Rafaela (Mexico), Jeremy (Jamaica), and Clifford (Canada).

Activity	Rafaela	Jeremy	Clifford
cooked		X	
saw friends			X
slept all day Sunday			X
stayed inside		X	
watched TV		X	
went swimming			X
went for a walk			X
went out to eat in a restaurant	X		X
went to a beach	X		
went to bed early	X		
went to bed late			X
went to New York		X	
got up early	X		

## 2 Reading comprehension

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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- Give students 2–3 minutes to write their questions. Remind students that they can write past tense questions with *be* as well as with other verbs.
- As students are writing questions, move around the room to check their work. Correct any errors.
- Have students work in pairs to ask their questions and answer their partner's questions.

### Possible responses ...

**Rafaela:** Where did Rafaela go? (To the beach.) Did she eat chicken? (No, she didn't. She ate fish.) Did she have a good time? (Yes, she did.) Was the weather good? (Yes, it was.)

**Jeremy:** Was the weather good? (No, it wasn't. It rained and it was windy.) What did Jeremy do? (He watched TV.) Did he go to a concert? (No, he didn't.) Why did he go to New York? (Because his parents live there.)

**Clifford:** Did Clifford cook? (No he didn't.) He went to a restaurant. Who visited him? (His friends.) When did he go swimming? (Saturday night.) Where did he go for a walk? (In the park.)



ActiveTeach  
Multimedia Disc

• Extra Reading Comprehension Questions

## 3 Speaking practice

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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- Have students read the Ideas box. Then brainstorm additional questions they can ask and answer. Write their ideas on the board. For example:  
*Did you [go bike riding]?*  
*When did you go [to the movies]?*  
*Where did you go [for a walk]?*  
*Who went [for a drive] with you?*  
*Was the [weather] good?*
- Move around the room as students are speaking. Make sure they are forming correct questions in the simple past tense.



ActiveTeach  
Multimedia Disc

• Graphic Organizers  
• Learning Strategies



# Review

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

## Verb game

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
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- Form teams. Give students one minute to study the pictures.
- With books closed, have the teams write as many verb phrases (in base form) for the pictures as they can remember.
- Review the lists with the class. Have each team say a word from their list as you write it on the board. If students disagree about a verb, the class can open the book and check the pictures.

### Possible responses ...

**[Karen Yesterday]** watch TV, go shopping, cook dinner  
**[Don Yesterday]** do the laundry, clean the apartment, go for a walk  
**[Don Last Weekend]** go swimming, go shopping, eat lunch / go out for lunch  
**[Karen Last Weekend]** go out for dinner, go to a concert, get up late

**Option: [+ 5 minutes]** Have students give the simple past tense form of the verbs on the board. (watched TV, went shopping, cooked dinner, did the laundry, cleaned the apartment, went for a walk, went swimming, went shopping, ate lunch / went out for lunch, went out for dinner, went to a concert, got up late.)

## Story

Suggested teaching time:	7-9 minutes	Your actual teaching time:	
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- Tell students to choose one person (Don or Karen) and tell that person's story for yesterday or last weekend.
- Divide the class into pairs. Give students a few minutes to take some notes before they tell their stories.

**Option: [+10-15 minutes]** If students need more writing practice, have them write their story instead of telling it and then share their story with a partner.

### Possible responses ...

Karen watched TV yesterday. She also went shopping. Then she made dinner. On Saturday, Karen went out for dinner with a friend. Then there was a concert in the restaurant. There were two musicians and a singer. On Sunday, she slept late.

Don did chores yesterday. He did the laundry and cleaned the house. In the afternoon, he went for a walk with his friend, [Sue]. On Saturday, Don went swimming in the morning. In the afternoon, he went shopping [with Sue] and bought new shirts. On Sunday, he went to a restaurant with [Sue].

## Pair work

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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- Model the activity with a more confident student. Have the student start with the example question, playing the role of Don or Karen.
- Encourage students to ask follow-up questions; for example, *Was the weather nice? Where did you go for dinner? What did you eat?*

### Possible responses ...

**Karen:** So what did you do last weekend? Did you have a good weekend? **Don:** Let me think . . . I had a great weekend. I went swimming on Saturday morning. Then in the afternoon, I went shopping with my friend. How about you? Did you do anything special this weekend? **Karen:** Saturday was great. I went out to eat at a terrific restaurant with my friend. Then we went to a concert. **Don:** How about Sunday?  
**Karen:** Well, I stayed up late on Saturday, so Sunday I just slept late. What did you do on Sunday? **Don:** I went out for lunch with my friend. **Karen:** Where did you go? **Don:** We went to [Beach Foods]. **Karen:** What did you eat? **Don:** We ate [fish]. **Karen:** How was it? **Don:** It was delicious!

## Writing

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Read the writing model aloud. Remind students:
  - Use time phrases; for example, *last weekend, in the morning, in the afternoon, then.*
  - Use adjectives to describe the weather, the food, the activities.

**Option: [+10 minutes]** To prepare students, have them describe their weekend in small groups. The students who are listening should write down one follow-up question to ask.



ActiveTeach  
Multimedia Disc

• Writing Process Worksheets

### Option: Oral Progress Assessment

Use the illustrations on page 95. Encourage the student to use the language practiced in this unit as well as previous units.

Ask the student to tell the story of Don or Karen's weekend.

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



ActiveTeach  
Multimedia Disc

• Oral Progress Assessment Charts

**Option:** **GRAMMAR BOOSTER** (+10 minutes)

### EXTRAS (optional)

- Workbook: Just for Fun
- Complete Assessment Package
- Weblinks for Teachers: [pearsonlongman.com/topnotch](http://pearsonlongman.com/topnotch)

And on your ActiveTeach Multimedia Disc:

Top Notch Pop Song Activities  
 Top Notch TV Video Program and Activity Worksheets  
 Supplementary Pronunciation Lessons  
 Audioscripts  
 Unit Study Guides



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

**STORY** Tell a story about one of the people. Use past-time expressions. For example:  
*Last weekend, Karen went to a concert with her friends. She ...*

**PAIR WORK** With a partner, play the role of Don or Karen. Discuss your activities from the day before and the weekend before. Start like this:  
*So what did you do [last weekend?]. ...*

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

- 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 ...*

Yesterday



Yesterday



Last Weekend



Saturday



Last Weekend



Saturday



Sunday



Sunday

Don

Karen

NOW I CAN...



- Tell someone about a past event.
- Describe past activities.
- Talk about outdoor activities.



# Appearance and Health

**GOALS** After Unit 12, you will be able to:

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

LESSON 1

## GOAL Describe appearance

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

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



- 7 dark    8 light



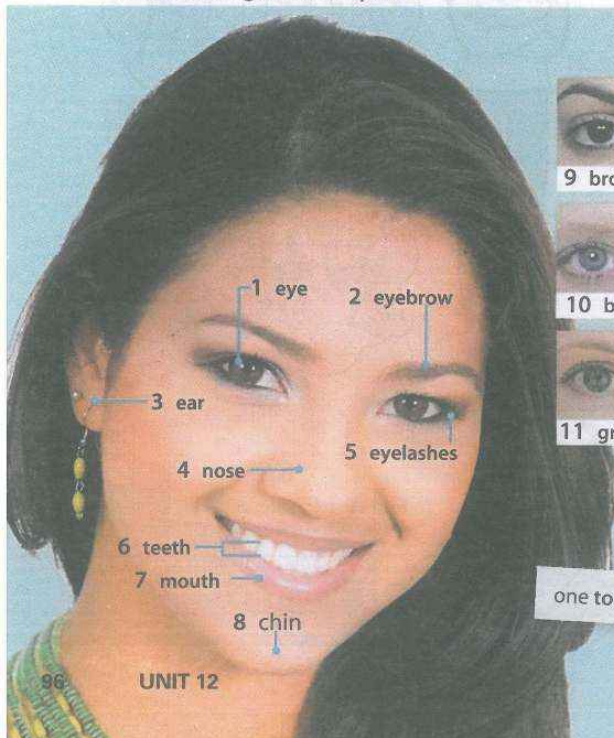
- 9 straight    10 wavy    11 curly    12 long    13 short    14 bald



- 15 a mustache    16 a beard

2 **VOCABULARY** • *The face* Read and listen. Then listen again and repeat.

3 **LISTENING COMPREHENSION** Listen to the descriptions. Write the number of the conversation in the circle.



9 brown eyes



10 blue eyes



11 green eyes



one tooth / two teeth



## Lesson 1

### 1 Vocabulary

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Play the audio and have students look at the photos and listen. Then have them listen and repeat chorally.
- To check comprehension, point to students in the class and ask *Is Laura's hair straight? Is your hair red? Does [Tony] have a mustache? Is [Roger] bald? Is my hair long?*

#### Language and culture

- Hair is a non-count noun. We say *What color is your hair?* NOT *What color are your hairs?*
- The spelling *mustache* and *moustache* are both correct.



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• Vocabulary Flash Cards

### 2 Vocabulary

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
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- Have students listen and study the words. Then have them listen and repeat chorally.
- Say the plural forms *teeth, eyes, eyebrows, eyelashes, ears* and have students repeat chorally.
- To check understanding, have students take turns pointing to a part of their face and having a partner say what it is. For example:  
A: (points to nose) B: *Your nose.*

**Option: [+5 minutes]** To extend practice, bring to class magazines, newspapers, or other print materials that have pictures of people. In pairs, have students take turns looking at pictures and identifying the different types of hair they see and describing the faces in the pictures.



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• Vocabulary Flash Cards

### 3 Listening comprehension

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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**FYI:** The word *glasses* occurs in the audio. You may wish to teach this word, even though it is not part of the body. Point to the woman in the photo on the bottom right or a student who wears glasses and say *glasses*.

- To review, play the audio again and have students listen and compare answers before reviewing answers with the class.

#### AUDIOSCRIPT

##### CONVERSATION 1

- M:** What does he look like?  
**F:** Well, he has short, dark hair. And a mustache.  
**M:** Is he good-looking?  
**F:** I think so.

##### CONVERSATION 2

- F:** What does she look like?  
**M:** Well, she has short, straight, gray hair.  
**F:** Is she old?  
**M:** No. She isn't very old . . . Oh, and she wears glasses.  
**F:** Ah.

##### CONVERSATION 3

- F:** What does she look like?  
**M:** She has long, straight hair.  
**F:** What color? Blonde? Brown?  
**M:** Blonde.

##### CONVERSATION 4

- M:** What does he look like?  
**F:** He has curly, gray hair.  
**M:** Gray hair?  
**F:** Yes. And he has a beard.

##### CONVERSATION 5

- M:** What does she look like?  
**F:** She has long, curly hair.  
**M:** Light or dark?  
**F:** She has dark hair. And she's very pretty.  
**M:** Does she wear glasses?  
**F:** No.



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• Learning Strategies



4 Grammar

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students study the examples in the Grammar box.
- Point out the difference between the use of *have* and *be* to describe people. Say *Use be with an adjective. Use have with an adjective + a noun.*
- To make sure the difference is clear, write examples describing yourself on the board. Use both *be* and *have*. For example, write on the board:

I \_\_\_ [brown] hair. (have.)  
 My hair \_\_\_ [straight]. (is.)  
 My eyes \_\_\_ [green]. (are.)  
 I \_\_\_ [long, dark] eyelashes. (have.)

Circle *I* in the two sentences. Say *I is a person. What verb do I use?* [Have.] Underline *My hair* and *My eyes*. Say *My hair* and *My eyes* are things. *What verb do I use?* [Be.] Write the correct verbs in the blanks and ask students to repeat the sentences after you.

- Ask various students questions. Ask *What color are your eyes? Your hair? What color are his / her eyes? His / her hair?* Make sure students answer with *is, are*.
- Write on the board:  
*My eyes are brown.*  
*My hair is black and wavy.*  
*His eyes are blue.*  
*Her hair is long and blonde.*

Ask students to rewrite these sentences using *have*. Have students compare their sentences. Then ask for answers. (I have brown eyes. I have black, wavy hair. He has blue eyes. She has long, blonde hair.)

**Option: [+5 minutes]** To extend practice, have students take turns describing the hair and eyes of other people. Ask *What does [Jeff / Angelina Jolie / your best friend / your sister or brother] look like?* Encourage students to use both *be* and *have* in their descriptions.



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• Inductive Grammar Charts

5 Grammar practice

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
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- Complete the first conversation together.
- To review the answers, have students practice the conversations in pairs. Offer help as needed.

**NOW YOU CAN** Describe appearance

1 Conversation model

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Use *Oh* to indicate you've understood.
- Say *No kidding!* to show surprise.
- To prepare students for the listening, write on the board: *Who are they talking about? Who is he?*

- Play the audio and ask for the answers. (Marco Antonio Solis. He's a singer from Mexico.)

Language and culture

- *He looks familiar* means the speaker thinks that perhaps he knows him, has seen him, or has met him before.
- *No kidding!* means *Really?* or *Wow!*

2 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *Who's that?* and *Who?*
  - stress the adjectives *long* and *dark* in *The man with the long, dark hair.*

3 Pair work

Suggested teaching time:	7-8 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students look at the pictures. Read the names and ask students to repeat after you.
- Ask students to describe each person. Talk about who they are, what they do, and how they look; for example, *Marco Antonio Solis is a Mexican singer. He has wavy, brown hair. He has dark eyes and a beard.*
- Model the conversation with a more confident student. Then have students use the Conversation Model to create and practice conversations about the people in the pictures.
- Be sure to reinforce the use of the conversation strategies; for example, make sure students say *Oh* as if they've just understood something.

Language and culture

- Marco Antonio Solis is a Mexican singer, songwriter, and a composer.
- Andrea Bocelli, a famous opera and pop singer from Italy, has been blind since the age of 12.
- Gérard Depardieu is one of France's leading movie actors and has won numerous acting awards.
- I. M. Pei, a famous Chinese-American architect designed the glass pyramid structure at the Louvre Museum in Paris.
- Julia Roberts, an American actress, starred in *Pretty Woman* (1990) and *Erin Brockovich* (2001).



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• Conversation Pair Work Cards

4 Change partners

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Make sure students switch roles when they change partners so they all practice describing appearance.

EXTRAS (optional)

- Workbook: Exercises 1-6
- Copy & Go: Activity 34



**4 GRAMMAR** • Describing people with *be* and *have*

**With *be***

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

**With *have***

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

**Remember:**

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

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

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

- 1 A: What does your brother look like?  
B: Well, he has a mustache and wavy hair.
- 2 A: What does your mother look like?  
B: Her hair is curly and black.
- 3 A: What does her father look like?  
B: He has a short, gray beard.
- 4 A: What does his grandmother look like?  
B: She has curly, gray hair and beautiful eyes.
- 5 A: What does his sister look like?  
B: His sister? Her hair is wavy and brown.
- 6 A: What do your brothers look like?  
B: They have straight, black hair.

**NOW YOU CAN** Describe appearance

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

- A: Who's that? He looks familiar.
- B: Who?
- A: The man with the long, dark hair.
- B: Oh, that's Marco Antonio Solis.  
He's a singer from Mexico.
- A: No kidding!

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

**3 PAIR WORK** 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!

**4 CHANGE PARTNERS** Talk about other people.



Marco Antonio Solis • singer (Mexico)



Andrea Bocelli • singer (Italy)



Gérard Depardieu • actor (France)



I. M. Pei • architect (China)



Julia Roberts • actress (the U.S.)



# GOAL Show concern about an injury

**1** <sup>4:41</sup> **VOCABULARY** • *Parts of the body* Read and listen. Then listen again and repeat.

1 head

2 chest

3 stomach

4 hip

5 knee

6 ankle

7 neck

8 shoulder

9 back

10 arm

11 leg

12 hand

13 finger

14 fingernail

15 foot

16 toe

17 toenail

one foot / two feet

**VOCABULARY BOOSTER**  
More parts of the body • p. 137

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



**3** <sup>4:42</sup> **VOCABULARY** • *Accidents and injuries* Read and listen. Then listen again and repeat.

<b>1</b> He <b>burned</b> his finger.	<b>2</b> She <b>hurt</b> her back.	<b>3</b> She <b>cut</b> her hand.	<b>4</b> He <b>broke</b> his arm.	<b>5</b> He <b>fell</b> down.
---------------------------------------	------------------------------------	-----------------------------------	-----------------------------------	-------------------------------

<sup>4:43</sup> **VOCABULARY**

base form	→	past form
burn	→	burned
hurt	→	hurt
cut	→	cut
break	→	broke
fall	→	fell



1 Vocabulary

Suggested teaching time:	6-8 minutes	Your actual teaching time:	
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- Give students one minute to look at the pictures and words.
- First listening: Have students listen and point to the parts of the body.
- Second listening: Have students listen and repeat chorally.
- Point out that the plural form of *foot* is *feet*.
- Set a time limit of one minute for students to study the words. Have students close their books and write as many words for parts of the body as they can. Then have students compare their list with a classmate.
- Have students open their books and check their lists with the book and review any words they did not have on the list.

**Option: [+5 minutes]** For a challenge, review the words *left* and *right*. Turn around (with your back to the class) and hold up your right hand and say *my right hand*. Hold up your left hand and say *my left hand*. Point to your left leg. Prompt students to say *Your left leg*. In pairs, have students take turns pointing to different parts of their own bodies and saying which side of the body it is on. Student A: (points to own left eye) Student B: *Your left eye*.

**Option: VOCABULARY BOOSTER** [+5-10 minutes]



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• Vocabulary Flash Cards

2 Game

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
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- Ask the class to stand.
- Model the game. Say *Touch your toes. Touch your head. Don't touch your (left) hand*. Check to make sure that students are doing the actions. If a student makes a mistake, he or she must sit down. The last student standing wins.
- Have students take turns being the leader.

3 Vocabulary

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- First listening: Have students listen, look at the pictures, and read the sentences under the pictures.
- Second listening: Have students listen and repeat the sentences chorally.
- Direct attention to the list of verbs in the box. Have students listen and read. Then have them listen again and repeat chorally.
- Ask students to point to and read aloud the irregular verbs on that list and their past forms. *Hurt, cut, break, and fall* are irregular verbs. *Burn* is a regular verb.

**Option: [+5 minutes]** For additional practice, do a pair work activity. Students cover the sentences in their books with paper and take turns saying what happened. Encourage students to include extra information about each accident or injury, such as when it happened; for example, Student A: *He burned his finger yesterday*. Student B: *He burned his finger twice last week*.

**Language and culture**

- In British English, the simple past tense form *burnt* is used as well as *burned*.



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• Vocabulary Flash Cards

**AUDIOSCRIPT** for page T99.

CONVERSATION 1

**M:** Cindy, are you OK?  
**F:** Oh, this? It's nothing. I burned my arm last Tuesday.  
**M:** Are you sure?  
**F:** Oh, yeah. I'm fine.

CONVERSATION 2

**F:** Hi, George. How are you?  
**M:** Not so good. I hurt my shoulder yesterday.  
**F:** Oh, that's too bad.  
**M:** Thanks.

CONVERSATION 3

**M:** What happened to Nicole?  
**F:** She broke her finger last week.  
**M:** Is she OK?  
**F:** I think so.

CONVERSATION 4

**F:** Robert, what happened?  
**M:** What?  
**F:** Your face.  
**M:** Oh, this. I cut my chin. I always cut my chin when I shave. It's nothing.

CONVERSATION 5

**M:** How's your grandmother?  
**F:** Well, actually she fell down this morning in the kitchen.  
**M:** Oh, no!  
**F:** Yeah. But she's OK.  
**M:** Well, that's good.

CONVERSATION 6

**F:** Why isn't Stewart here today?  
**M:** Well, actually he went to the doctor. He burned his hand on the stove this morning.  
**F:** Really? That's too bad. I hope he's OK.



#### 4 Listening comprehension

Suggested teaching time:	8-10 minutes	Your actual teaching time:	
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- First have students listen and complete the sentences. Pause after each conversation to give them time to write.
- Then have students listen and confirm their answers.
- Review by asking students to read the sentences aloud.

#### 5 Pronunciation

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- First listening: Have students listen and read the words.
- Second listening: Have students listen and repeat chorally. Encourage them to produce each vowel sound correctly. Make sure they try to produce five distinctly different sounds.

**Option: [+5 minutes]** For further practice, have students take turns saying one of the words. The other student listens and points to the word he / she understands. If it is the wrong word, the partners help each other to pronounce the word clearly.

#### Language and culture

- The vowel sounds presented here are produced with the back of tongue. The tip of the tongue is at the level of the lower front teeth. The lips move from rounded for /u/, /ʊ/, /oʊ/, and /ə/ to wide open and relaxed for /a/. Probably the most difficult sound in this group for non-native speakers of English is the sound /ʊ/ in column 2. The lips should be relaxed and opened only slightly. It is important to point out that each sound is represented in multiple ways in writing; for example, the sound /u/ in column 1 has 29 different spellings, including *oo-tooth, ue-blue, u- truly, o- do, oe- shoe, ough- through, ou- you*.



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• Pronunciation Activities

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

#### 1 Conversation model

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

These conversation strategies are implicit in the model:

- 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.
- Prepare students for the conversation by writing on the board *What happened to Evan?* After students read and listen, ask for the answer. (Evan broke his ankle.)
  - Call attention to the *Ways to express concern* box. Play the audio and have students repeat the expressions chorally. Then call on students individually to repeat the expressions.
  - Make statements about accidents and injuries, and call on various students to express concern; for example, Teacher: *I cut my finger.* Student: *Oh, no.*

#### 2 Rhythm and Intonation

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *What happened?*
  - stress *sorry* and *hear* in *I'm sorry to hear that.*

#### 3 Pair work

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students review the pictures and say the sentences for the injuries. (She burned her hand. He broke his leg. He hurt his back. She cut her arm. He broke his arm.)
- Model the conversation with a more confident student. Play Role A so that you can model extending the conversation by asking questions. For example:
  - A: *Hey, Mario. What happened?*
  - B: *I burned my arm.*
  - A: *Oh, no. Does it hurt?*
  - B: *Actually, no. It doesn't.*
  - A: *Where were you?*
  - B: *In the kitchen. The stove was too hot.*
  - A: *When?*
  - B: *The day before yesterday.*
  - A: *That's too bad!*
- Be sure to reinforce the use of the conversation strategies. For example, make sure students express sympathy appropriately.

#### 4 Change partners

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
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- Encourage students to describe different injuries and express concern in varied ways.



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• Conversation Pair Work Cards

#### EXTRAS (optional)

- **Workbook:** Exercises 7-8
- **Copy & Go:** Activity 35



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

- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| 1 She <u>burned her arm</u> .....   | 4 He <u>cut his chin</u> .....    |
| 2 He <u>hurt his shoulder</u> ..... | 5 She <u>fell down</u> .....      |
| 3 She <u>broke her finger</u> ..... | 6 He <u>burned his hand</u> ..... |

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

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

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

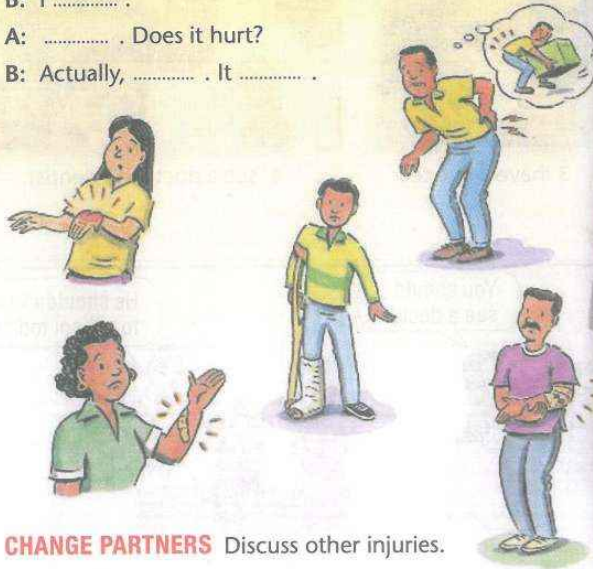
1 **CONVERSATION MODEL** Read and listen.

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

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

3 **PAIR WORK** Change the model. Use the pictures for ideas. Then change roles.

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



4 **CHANGE PARTNERS** Discuss other injuries.

4:48 **Ways to express concern**  
 I'm sorry to hear that.  
 Oh, no.  
 That's too bad.





# GOAL Suggest a remedy

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

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



1 a headache



2 a stomachache



3 an earache



4 a toothache



5 a backache



6 a cold



7 a sore throat



8 a fever



9 a cough



10 a runny nose

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

“I had a headache last week.”

“Really? I never have headaches.”

3 **VOCABULARY** • *Remedies* Read and listen. Then listen again and repeat.



1 take something



2 lie down



3 have some tea



4 see a doctor / a dentist

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

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

I  
You  
He  
She  
We  
They

should take something.  
shouldn't go to work.





1 Vocabulary

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Before students listen, point out that when you talk about an ailment, you use the verb *have*; for example, *I have [a headache]*.
- First listening: Have students listen and point to the pictures.
- Second listening: Have students listen and repeat chorally. Make sure students include the indefinite articles (*a/an*).
- Give students a few minutes to practice pronouncing the words on their own. Then ask students if there are any words they would like to practice further with you. Model the pronunciation of words students ask you to repeat.
- Check comprehension by writing on the board: *What's wrong? Do you have \_\_\_?* Have students close their books and tell them you are going to act out the ailments. Students ask the question on the board, using the vocabulary they have just learned; for example, hold your hand to your head. Students say *What's wrong? Do you have a headache?*



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- Vocabulary Flash Cards
- Learning Strategies

2 Pair work

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Give students a minute or two to think about a time when they had an ailment. Move around the room and help students with vocabulary.
- Read the example aloud with a student.
- In pairs, have students tell their partners about ailments they have had.

3 Vocabulary

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- First listening: Have students listen and look at the pictures.
- Second listening: Have students listen and repeat chorally.

**Option: [+5 minutes]** For a challenge, ask various students to say one or two sentences about what they do when they have various ailments. Examples: *I always take something when I have a headache. I usually lie down on the couch when I have a cold.* Write the sentences on the board. Take a survey of how many students use the same remedies and rank the sentences on the board from most common to least common remedies.



Active Teach  
Multimedia Disc

- Vocabulary Flash Cards

4 Grammar

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Direct attention to the Grammar box and have students study the examples.
- Have students look at the examples in the speech bubbles. Point out the form used to give advice: *should / shouldn't + base form of the verb*. Have students repeat the sentences chorally.
- To check comprehension, tell students that you are going to say you have an ailment and they're going to use *should* or *shouldn't* to give advice; for example, *I have a headache. (You should take something.) I broke my foot. (You should go to a hospital.) I have a bad cold. (You shouldn't go to school.)*
- To provide more practice, describe different situations. Ask students to give advice; for example, *Thomas has a backache. (He should lie down.) Maria has a fever. (She shouldn't go to work.) Rob has a stomachache. (He should have some tea.)*

Language and culture

The modal verb *should* has only one form and does not change regardless of the pronoun that comes before it; for example, *he should / I should / they should / you should*. *Should* is always followed by the base form of the verb: *He should go*. NOT *He should to go* OR *He should goes*.



Active Teach  
Multimedia Disc

- Inductive Grammar Charts



## 5 Listening comprehension

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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- Before students listen, have them study the chart. (One conversation will have more than one answer.)
- Have students listen and check the ailments they hear in each conversation. Then have them listen and complete the last column with advice. Read the example to be sure students understand the task.

### Language and culture

- When someone sneezes, it is polite to say *Bless you!* (*You poor thing* is a very informal way of expressing sympathy to a family member or friend. *Ow!* is said in response to pain. In Conversation 6, the woman is expressing empathy for the man's pain.

### AUDIOSCRIPT

#### CONVERSATION 1

- F: I don't feel well.  
 M: What's wrong?  
 F: I have a headache.  
 M: Oh, that's too bad. You should take something.  
 F: I know. Thanks.

#### CONVERSATION 2

- F: What's wrong?  
 M: I have a backache.  
 F: Really? A backache? You should lie down.  
 M: Good idea.

#### CONVERSATION 3

- F: I really don't feel well.  
 M: What's wrong?  
 F: I have a stomachache and a fever.  
 M: A stomachache and a fever?  
 F: Yes, I feel terrible.  
 M: I'm so sorry to hear that. You should see a doctor.

#### CONVERSATION 4

- M: [sneezes]  
 F: Bless you! Are you OK?  
 M: Sorry, I have a cold.  
 F: You should take something.  
 M: You think so?  
 F: Yes. Poor thing.

#### CONVERSATION 5

- M: What's wrong?  
 F: I have a sore throat.  
 M: Well, you should have some tea.  
 F: Good idea.

#### CONVERSATION 6

- F: What's wrong?  
 M: I have a toothache.  
 F: What? You have a headache?  
 M: A toothache.  
 F: A toothache! Ow! You should see a dentist.  
 M: OK.

## 6 Grammar practice

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To review answers, call on pairs to read the ailments and give advice.

- Answers for Exercise 6 will vary but may include the following: 1 You should lie down. 2 You should see a doctor. 3 He should take something. 4 You should see a dentist. 5 You should have some tea. 6 She should take something.

## NOW YOU CAN Suggest a remedy

### 1 Conversation model

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- 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.
- Write on the board: *What's wrong? What should he do?*
  - After students read and listen, ask for answers. (He has a headache. He should take something.)
  - Direct attention to the *Ways to say you're sick* box. Play the audio and have students repeat chorally.

### 2 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *What's wrong?*
  - stress **head-** in *I have a headache*.
  - stress **really** and **take** in *You really should take something*.

### 3 Pair work

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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- Review the lesson vocabulary.
- **Don't stop!** Extend the conversation. Have students give other advice.
- Model the conversation with a more confident student. Play Role B. For example:
 

A: *I don't feel so good.*  
 B: *What's wrong?*  
 A: *I have a fever.*  
 B: *Oh, that's too bad! You really should go to bed.*  
 A: *Good idea. Thanks.*  
 B: *And you really should see a doctor, etc.*



Active Teach  
Multimedia Disc

- Conversation Pair Work Cards
- Learning Strategies

### 4 Change partners

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students volunteer to present their conversation. Ask comprehension questions, such as *What's wrong? What's the advice?*

## EXTRAS (optional)

- Workbook: Exercises 9-11
- Copy & Go: Activity 36



5:10 **4** **LISTENING COMPREHENSION** Listen to the conversations. Then complete each request.

- 1 Could you close the window , please?
- 2 Could you turn off the stove ?
- 3 Could you please hand me my glasses ?
- 4 Could you please open the door ?
- 5 Could you help me ?

5:11 **5** **PRONUNCIATION** • *Assimilation of sounds: Could you...?* Read and listen. Then listen again and repeat.

/ˈkʊdʒu/

/ˈkʊdʒu/

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

**6 INTEGRATED PRACTICE** Look again at the Vocabulary. Choose three requests to read aloud. Pay attention to assimilation of sounds in Could you.

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

5:12 **1** **CONVERSATION MODEL** Read and listen.

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

5:14 **Ways to agree to a request**  
 Sure,  
 No problem,  
 Of course,  
 My pleasure,  
 OK.

5:13 **2** **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

**3 PAIR WORK** Ask for a different favor. Then change roles.

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

### Ideas for favors

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

**Don't stop!** Give a reason.  
 It's cold / hot. I'm going to bed.  
 I'm making lunch. I'm too tired.



**4 CHANGE PARTNERS** Ask for other favors.





**1** **READING** Read the article.

## From infant to toddler...

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



Between 1 and 3 months a baby can...



turn her head or smile when her mother or father speaks.



roll over.



cry when she's hungry, thirsty, or afraid.



see colors.

Between 3 and 6 months a baby can...



sit with help.



reach for things.



look at his own hands and feet.



laugh and make an "m" sound.

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.

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

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

**3 INTEGRATED PRACTICE** Complete the sentences about what a baby cannot do.

On your ActiveBook Self-Study Disc:  
Extra Reading Comprehension Questions

1 At one month, a baby can't crawl.

Answers will vary but may include the following:

- |   |  |
|---|--|
| 1 | At two months, a baby can't laugh.             |
| 2 | At five months, a baby can't sit without help. |
| 3 | At eleven months, a baby can't say "no".       |
| 4 | At sixteen months, a baby can't read.          |

**GRAMMAR BOOSTER**

Extra practice • p.146



5:16/5:17

**Top Notch Pop**

"She Can't Play Guitar"

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

“ At three years, a child can't ride a bicycle. ”

“ At eight years, a child can do some household chores. ”



# Extension

## 1 Reading

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- Direct attention to the title and the pictures. Tell students *infant* means a small baby and *toddler* means a child who is just beginning to walk.
- Ask students if they have or know any infants or toddlers. Ask them what they like most about infants. Ask what they like most about toddlers.
- Pre-reading: To practice the reading strategy of scanning, write on the board: *cry when she's hungry, say no, sit with help, sit without help*. Have students read quickly and say at which age an infant can usually do each of these things.
- Then have students read the text silently.
- Check comprehension. Ask students the following questions:
  - At what age can a baby reach for things?* (Between 3 and 6 months.)
  - At what age can a baby play next to other children?* (Between 1 and 2 years.)
  - When can a baby crawl?* (Between 6 and 12 months.)
  - When can a baby turn her head?* (Between 1 and 3 months.)
  - When can a baby look at his own hands?* (Between 3 and 6 months.)

**Option: [+3 minutes]** To practice increasing reading speed, have students read silently while they listen to the audio.

**Option: [+10–15 minutes]** To turn this reading into a listening activity, draw the following graphic organizer on the board (without the answers) or print out the graphic organizer from the *ActiveTeach* Multimedia Disc. Then have students listen to the audio twice. First listening: Ask students to listen for the answer to these questions: 1 When can a baby smile? (1–3 months.) 2 When can a baby say *no*? (1–2 years.) Second listening: Ask students to listen for the age when a baby can do the things on the list in the chart. Then have students read the text to confirm their answers.

	1–3 months	3–6 months	6–12 months	1–2 years
1 sit with help		X		
2 walk				X
3 pick up small objects			X	
4 laugh		X		
5 roll over	X			
6 stand			X	

**FYI:** This chart can also be used as a reading comprehension activity.



ActiveTeach  
Multimedia Disc

- Graphic Organizers
- Learning Strategies

## 2 Reading comprehension

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Ask students to scan the article to find the correct information about a five-month-old baby.
- Review answers by saying the information that should have a check mark.



ActiveTeach  
Multimedia Disc

- Extra Reading Comprehension Activities

## 3 Integrated practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Ask students to read the article again to find the answers. Encourage students to write complete sentences.
- Have students compare sentences.
- Review answers by having students say their sentences.

## 4 Group work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Read the examples aloud to the class.
- Encourage students to include memories and personal experiences in their discussion; for example, *At five years, a child can read. I read books when I was five.*
- Walk around the room and provide help as needed.



# Review

Before the first activity, give students a few minutes of silent time to look at the pictures and become familiar with them.

## Pair work 1

Suggested teaching time:	7-10 minutes	Your actual teaching time:
--------------------------	--------------	----------------------------

- Prepare for the activity by asking *Where are the people?* (In their apartments.) *What's happening in each picture?* (Possible answers: Apartment 3A: A man is resting. A woman is talking to a man. Apartment 2A: A girl is closing the window. A woman is knitting. A man is fixing a bicycle. Apartment 2B: A boy is playing the violin. Apartment 1A: A man and a woman are watching TV. They're eating a sandwich and drinking soda.)
- Brainstorm different ways to begin the conversations. Write the ideas on the board. For example:  
Apartment 3A: **A:** *Let's go to a concert.*  
Apartment 2A: **A:** *Could you please close the window?*  
Apartment 1A: **A:** *Could you please hand me my soda? / Could you please turn off the TV?*
- In pairs, have students create conversations for the people. Encourage them to continue the conversations.

## Pair work 2

Suggested teaching time:	4-5 minutes	Your actual teaching time:
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- Model the activity. Have a student complete the examples aloud about Apartment 3A. Have another student answer the questions; for example: *Can she cook?* (Yes, she can. or No, she can't) *Can he paint?* (Yes, he can.)
- Students take turns asking and talking about abilities.

### Language and culture

- Sometimes the answer to a question may not be clear. In such cases, *I'm not sure* is often used.

## Game

Suggested teaching time:	4-5 minutes	Your actual teaching time:
--------------------------	-------------	----------------------------

- To prepare, make a false statement using *too* and an adjective. Call on a student to explain why the statement is false; for example, *The woman in Apartment 2A is too warm.* (False. She's cold. She's saying *Could you please close the window?*)
- In small groups, have students take turns making false statements.

## Story

Suggested teaching time:	5-7 minutes	Your actual teaching time:
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- Set a two-minute time limit for students in pairs to create a story. Ask for volunteers to share their stories with the class.

**Option: [+5 minutes]** For a challenge, have students close their books and work from memory, in groups. One student is the recorder and writes the story. The groups read their stories aloud to the class.

### Possible responses ...

It's 9:00 in the evening. In Apartment 3A, a woman wants to go outside. She's wearing a beautiful white dress. Her husband is very tired. Three people live in Apartment 2A. The woman is cold. Her daughter is closing the window. The girl's father is fixing her bicycle. In Apartment 2B, a boy is playing the violin. He can't play well. The music is awful! In Apartment 1A, two people are watching TV and eating a sandwich.

## Writing

Suggested teaching time:	8-10 minutes	Your actual teaching time:
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- In pairs, have students read their sentences aloud to a partner. Tell students to discuss if they do not agree with the *can* and *can't* sentences their partners wrote.

### Possible responses ...

At eighty, some people can't see well. They can't read. Some people can't hear well. Some old people are healthy and some have ailments. Some people can't walk well. But some people can exercise and run at eighty or ninety. Many old people can't do daily activities. My grandmother can't go shopping or do the laundry. But she can cook dinner and wash the dishes. And she can read, sew, and check her e-mail. Some people can't live alone, but my grandmother can.



Active Teach  
Multimedia Disc

• Writing Process Worksheets

### Option: Oral Progress Assessment

Use the illustration on page 111. Encourage students to use the language they learned from the unit.

**Description.** Ask the student to point to the picture and make statements with *can* and *can't* about the people.

**Conversation.** Tell the student that you are going to create a conversation. Ask the student to make requests for people in the pictures. Offer both *yes* and *no* responses; for example, point to the boy in Apartment 2B, and tell the student he or she is a neighbor: **S:** *Could you do me a favor? T:* *Of course. S:* *Could you please play the violin tomorrow? T:* *It's so late, etc.*

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Active Teach  
Multimedia Disc

• Oral Progress Assessment Charts

**Option: GRAMMAR BOOSTER** (+20 minutes)

### EXTRAS (optional)

- **Workbook: Just for Fun**
- **Complete Assessment Package**
- **Weblinks for Teachers:** [pearsonlongman.com/topnotch](http://pearsonlongman.com/topnotch)

And on the ActiveTeach Multimedia Disc:

- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Audioscripts
- Unit Study Guides

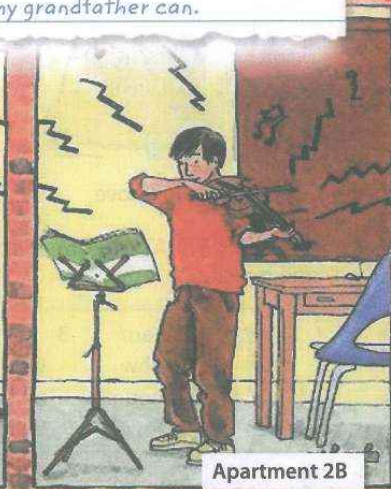




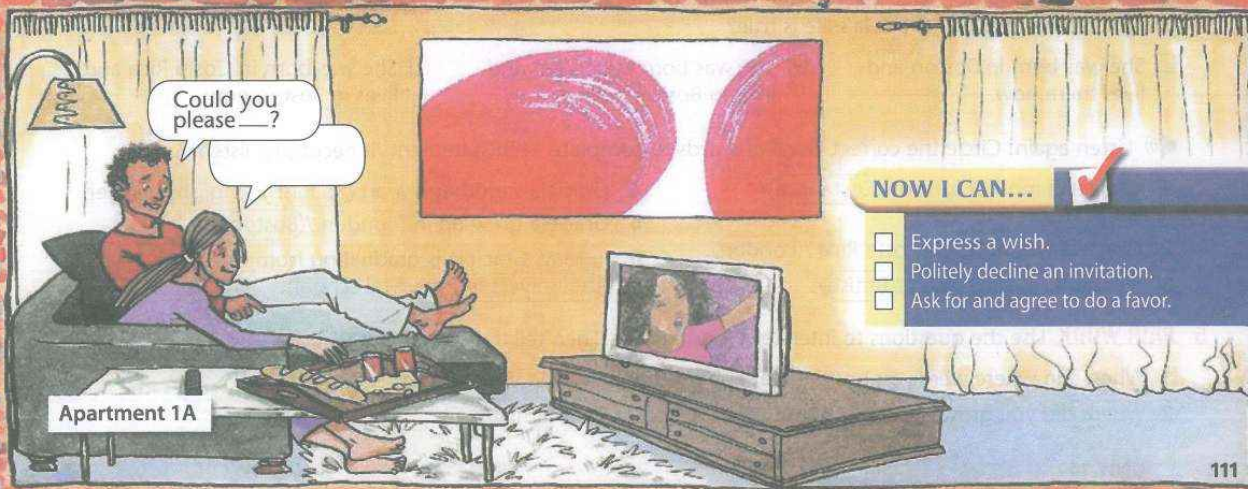
Apartment 3A



Apartment 2A



Apartment 2B



Apartment 1A

## PAIR WORK

1 Create conversations for the people.

A: Let's \_\_\_.

B: What time is it?

2 Ask and answer questions with **Can** about the people. For example:

Can she \_\_\_? / Can he \_\_\_?

**GAME** Make a false statement about the picture, using **too** and an adjective. Your partner explains why it's false. For example:

A: Apartment 2A is too warm.

B: False, because the woman is cold.

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

It's 9:30...

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

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

## NOW I CAN...



- Express a wish.
- Politely decline an invitation.
- Ask for and agree to do a favor.



- 1 Get to know someone's life story.
- 2 Discuss plans.
- 3 Express wishes for the future.

LESSON 1

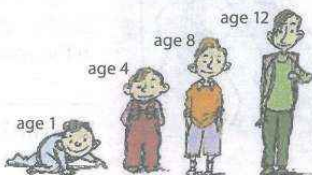
**GOAL**

## Get to know someone's life story

**1** **VOCABULARY** • *Some life events* Read and listen. Then listen again and repeat.



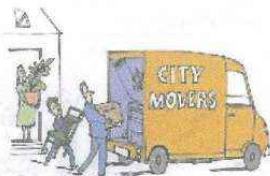
1 be born



2 grow up



3 go to school



4 move



5 study



6 graduate

**2** **PRONUNCIATION** • *Diphthongs* Listen and repeat.

1 /aɪ/	2 /aʊ/	3 /ɔɪ/
my	how	boy
I	noun	oil
tie	town	boil

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

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

**4** **LISTENING COMPREHENSION** 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.

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).

**5** **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?



UNIT  
14

## Life Events and Plans

## Lesson 1

1  Vocabulary

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Explain that *life events* are important things that happen in your life. They tell your *life story*.
- First listening: Have students listen, study the pictures, and read the verbs.
- Second listening: Have students listen and repeat the words chorally.

**Language and culture**

- In English, the common understanding of *grow up* is the time from when you are a baby until you become an adult.
- Each of the verbs and phrases in this lesson is often followed by specific prepositions. The choice of the correct preposition is important, as it changes the meaning of the phrase. Some common prepositions used with these verbs and phrases are:
  - *be born*: *on* + date (on July 1) / *in* + place (in Detroit) / *in* + year (in 1990) / *at* + time (at 3:00)
  - *grow up*: *in* + city (in Omaha)
  - *go to school*: *in* + place (in Los Angeles) / *at* + place (at the New School)
  - *move*: *to* + place (to New York) / *in* + date (in July 2008)
  - *graduate*: *from* + school (from the New School) / *in* + year (in 2009) / *on* + day (on Monday)

Active Teach  
Multimedia Disc

## • Vocabulary Flash Cards

2  Pronunciation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- First listening: Have students read the words and listen to how the sounds blend.
- Second listening: Have students listen and repeat chorally.
- You may want to have students listen (and repeat) again.

Active Teach  
Multimedia Disc

## • Pronunciation Activities

## 3 Pronunciation practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Give students a minute to read the questions and study the details in the Vocabulary pictures for the answers.
- As students work in pairs, move around the room and make sure they are pronouncing the words with diphthongs correctly: *boy*, *Roy*, *Floyd*, *Town*, *Royal*.

4  Listening comprehension

Suggested teaching time:	7–12 minutes	Your actual teaching time:	
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- To practice the listening strategy of predicting, ask students to guess what kind of information they may hear about Graciela Boyd's life story. (Possible answers: Where is she from? Where does she live? What's her occupation? What's her age? Where did she grow up?)
- First listening: Have students read the statements and then listen and check the correct answer.
- Second listening: Have students listen and circle the information that is true.
- Review answers by writing the correct answers on the board. You may want to have students listen again to confirm the correct answers.

**AUDIOSCRIPT**

**M:** Good morning. This is *It's Your Life*, the radio program that brings you interesting life stories of people who live in beautiful Boston and other U.S. cities. This morning we're talking to Graciela Boyd, who lives here in Boston. Ms. Boyd, thanks for talking to us at *It's Your Life*.

**F:** You're quite welcome. The pleasure is mine.

**M:** Let's start with your first name. That's a Spanish name, isn't it?

**F:** That's right. My mom is from Costa Rica and her name is Graciela, and her mother's name was Graciela, too. I guess the name Graciela is a family tradition now.

**M:** Were you born in Costa Rica?

**F:** No. Actually, I was born in London. My mother went there to teach Spanish at a British university. My dad is British—he was a Spanish teacher at the same university. They got married and she stayed. So I was born in London.

**F:** Very interesting. So when did you come to the U.S., Ms. Boyd?

**M:** The family moved here when I was four years old. My mother and father both teach at a university here in Boston. My little brother Max was born here.

**M:** So you grew up here in Boston. That's why you sound like an American.

**F:** True.

**M:** And finally, where did you go to school?

**F:** Here in Boston. Right now I'm studying at Harvard University—I'm graduating in May. Then I'm going to medical school. I want to be a doctor.

**M:** That's great! Congratulations! And thanks for taking time to talk with us at *It's Your Life*.

Active Teach  
Multimedia Disc

## • Learning Strategies

## 5 Pair work

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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- Encourage students to give answers with extra information; for example, *I grew up in [Smithtown] and I really loved it. I liked my school and I had a lot of friends.*
- Have students report about their partner in small groups or in front of the class. Encourage students to ask questions for more information.



6  Vocabulary

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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- Have students listen and read the words. Then have them listen and repeat chorally.
- To test comprehension, ask students to think about each academic subject and, in pairs, make a list of related words they know. Write examples on the board:  
*Architecture: architect, buildings, draw*  
*Education: teacher, study, subjects, students*
- Walk around as students make their lists and provide help as needed.
- Call on pairs to say their words. Write the words on the board. (Possible answers: **2** Medicine: doctor, nurse, hospital, ailment. **3** Psychology: doctor, think, problems, help. **4** Business: office, manager, money. **6** Mathematics / Math: teacher, numbers, count. **7** Information technology: computer. **8** Nursing: doctor, medicine, hospital, ailment. **9** Engineering: engineer, buildings, make / build. **10** Law: lawyer.)
- To practice, say a sentence about yourself: *When I was in school, I loved [math and science].* Then ask various students questions to prompt use of the academic subjects vocabulary; for example, *What did you study? What do you do? What are you studying now? Which academic subjects did [do] you like in school?*

**Option: [+5 minutes]** As an alternative, have students form groups of three and take turns asking one another about what their friends and family studied (or study now) and what they do now (occupation); for example, *Do you have [a brother]? What does / did [your brother] study? Where did [he] study? When did [he] graduate? What does [he] do?*

**Option: VOCABULARY BOOSTER** (+5–10 minutes)

**Language and culture**

- In British English, the alternative term for *mathematics* is *maths*.

ActiveTeach  
Multimedia Disc

• Vocabulary Flash Cards

**NOW YOU CAN** Get to know someone's life story1  Conversation model

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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This conversation strategy is implicit in the model:

- Use *And you?* to show interest in another person.
- To prepare students for the listening, point to the photo and ask them to make guesses about the people; for example, *Who are they? (Possible answer: students.) Are they friends? Where are they now? Where are they from?*
- After students read and listen, ask questions to check comprehension; for example, *Where was she born? (In Brasilia.) Where did she grow up? (In Toronto.) Where was he born? (In New York.) Where did he grow up? (In New*

*York.) Where is Brasilia? (In Brazil.) Where is Toronto? (In Canada.) Are they good friends? (No. / Not really.) Where are they now? (In New York.)*

2  Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *Where were you born?*
  - use rising intonation for *And did you grow up here?, And you?,* and *Did you grow up there?*

## 3 Pair work

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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**Don't stop!** Extend the conversation. Before students begin their conversations, write the language from the Recycle box on the board. Brainstorm with students additional questions they can ask in their conversations; for example, *How many sisters and brothers do you have? Where does your family live? What do they do? When did you move? Do you like it here?*

- Model the conversation with a more confident student.
 

T: *Where were you born?*  
S: *In [Colombia].*  
T: *And did you grow up there?*  
S: *Yes, I did. And you?*  
T: *Well, I was born in [California].*  
S: *Did you grow up in [California]?*  
T: *Yes, I did.*  
S: *And did you go to school there?*  
T: *No, I didn't. I went to school in New York.*  
S: *What did you study?, etc.*
- Be sure to reinforce the use of the conversation strategy; for example, make sure students ask *And you?* to focus the conversation on their partners.
- Walk around the room and listen in on the conversations. Encourage students to use the questions in the Recycle box and on the board to extend their conversations. Encourage students to use the correct rhythm and intonation.

ActiveTeach  
Multimedia Disc

• Conversation Pair Work Cards

## 4 Change partners

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Have students take notes about their partners.
- To review, ask students to share the information they learned about their classmates with the class.

**EXTRAS** (optional)

- **Workbook:** Exercises 1–3
- **Copy & Go:** Activity 40



6 **VOCABULARY** • *Academic subjects* Read and listen. Then listen again and repeat.



1 architecture



2 medicine



3 psychology



4 business



5 education



6 mathematics / math



7 information technology



8 nursing



9 engineering



10 law

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

1 **CONVERSATION MODEL** Read and listen.

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

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

3 **PAIR WORK** Personalize the conversation with real information.

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

**Don't stop!**  
Ask and answer more questions.



**Be sure to recycle this language.**

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



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



# GOAL Discuss plans

**VOCABULARY BOOSTER**

More leisure activities • p. 135

**1** <sup>5:24</sup> **VOCABULARY** • *More leisure activities* Read and listen. Then listen again and repeat.



1 travel



2 go camping



3 go fishing



4 relax



5 hang out with friends



6 sleep late



7 do nothing

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

**2** <sup>5:25</sup> **LISTENING COMPREHENSION** Listen to the cell phone calls. Complete each sentence with the present continuous form of one of the words or phrases in the Vocabulary.

- 1 Charlie's doing nothing .....
- 2 Rachel's hanging out with friends .....
- 3 They're going fishing .....
- 4 Barbara's sleeping late .....
- 5 Harvey's family is traveling .....

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

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

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

going to relax this weekend.

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

not going to go camping this weekend.

**Contractions**

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

**Yes / no questions**

Are you going to sleep late tomorrow?  
 Is she going to travel to Europe?  
 Are we going to be on time?

Yes, I am. / No, I'm not.  
 Yes, she is. / No, she isn't.  
 Yes, we are. / No, we aren't.



## 1 Vocabulary

Suggested teaching time:	5-7 minutes	Your actual teaching time:
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- Give students a minute to study the pictures. Then have them listen and read the verbs and phrases.
- Have students listen again and repeat chorally.
- Direct attention to the Also Remember box.
- To check comprehension, ask students questions to personalize the vocabulary; for example, *Do you travel often? Where do you go? Who do you go with? When do you travel? Do you like to relax on the weekend? What do you do? What time do you get up? Do you hang out with your family?*

**Option:** **VOCABULARY BOOSTER** (+5-10 minutes)



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Multimedia Disc

• Vocabulary Flash Cards

## 2 Listening comprehension

Suggested teaching time:	8-10 minutes	Your actual teaching time:
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- First listening: To focus attention, pause after the first conversation. Say *What words tell you that Charlie is doing nothing?* (Not much. / Just sitting here. / Looking out the window.)
- Second listening: Have students listen and complete the sentences.

**Option:** [+5 minutes] Before playing the audio, take a few minutes to review the present continuous forms of the verbs. Write subject pronouns on the board:

I    you    he    she    we    they

Point to one of the pronouns and say one of the verbs from the Vocabulary or from the Also Remember box. Ask a student to make a sentence with the present continuous form of the verb.

### AUDIOSCRIPT

#### CONVERSATION 1

- M:** Hello?  
**F:** Hi, Charlie. Sarah. What are you doing?  
**M:** Actually, not much. I'm just sitting here looking out the window.

#### CONVERSATION 2

- F:** Hello?  
**M:** Hi, Rachel. This is Clark. What's up?  
**F:** Oh, hey! My friends Claire and Mallory are here. We're just sitting around.

#### CONVERSATION 3

- M1:** Hello. Pete here.  
**M2:** Hi, Pete. Ken. Ella said you called.  
**M1:** Oh, yeah. Thanks for calling back. Joanne and I are going fishing on Saturday. Do you and Ella want to come, too?  
**M2:** That sounds great!

#### CONVERSATION 4

- F1:** Hello.  
**F2:** Hi, Barbara. Mom here. Are you busy?  
**F1:** Hi, Mom. What time is it?  
**F2:** One o'clock. Are you still in bed?  
**F1:** Yeah, Mom. I got home really late last night.

### CONVERSATION 5

- M:** Hello?  
**F:** Hi, Harvey. Where are you?  
**M:** Actually, we're in the car. We're driving all the way to New York. The kids are both with us.  
**F:** Wow! When are you coming back?  
**M:** In about two weeks.

## 3 Grammar

Suggested teaching time:	10-15 minutes	Your actual teaching time:
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- Write the following sentences on the board and tell students that both sentences refer to the future.
  1. *I'm going to the movies tomorrow.*
  2. *I'm going to go to the movies.*
- Point out that sentence 1 uses the present continuous plus a time word. Point out that sentence 2 uses the following structure to talk about the future: *be going to* + base form of a verb.
- Direct attention to the affirmative statements in the box. Have students read the examples.
- Write the following verbs and verb phrases on the board: *go to a concert, make dinner, do the laundry, wash the dishes, take the train, study, graduate, move to New York, paint a picture, read a book.* Have students take turns expressing future plans with *be going to* and the verbs. Listen for the complete phrase *be going to*.
- Direct attention to the negative statements, and have students read the examples.
- Have students read the small box on contractions on the right. Write on the board *He is not going to go camping this weekend.* Erase the *i* in *is* and replace it with an apostrophe so that the sentence now reads *He's not going to go camping.* Next to this new sentence write *He isn't going to go camping.*
- Call on students to make negative statements with *be going to* and the verbs on the board. For each verb, have them use the uncontracted form and both negative contractions; for example, *He is not going to go to a concert. He's not going to go to a concert. He isn't going to go to a concert.*
- Direct attention to the *yes / no* questions and short answers in the box, and have students read the examples. Point out that the short answers to *yes / no* questions include *be* and not the base form of the verb: *Yes, she is. No, she isn't.* Not *Yes, she's going / No, she isn't going.*
- Ask various students questions with *be going to* + base form. Encourage them to use short answers. Examples: *Are you going to study English next year? Are you going to move to a new country?, etc.*



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• Inductive Grammar Charts



### 4 Grammar practice

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
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- Do the first item with the class.
- Move around the room as students write the sentences and offer help as needed.
- Have students compare their answers in pairs.
- To review answers, have students read their sentences aloud.
- To check answers, have students who finish quickly write one of their sentences on the board when they complete the exercise. Students should add a sentence only if it isn't on the board yet or if they have written the sentence a different way. Correct the sentences on the board as a class.

#### Language and culture

- Note that *going to* in *be going to* is often pronounced /gʌnə/; for example, *I'm /gʌnə/ go to bed*. However, *going to* in the present continuous as in *I'm going to bed* is never reduced to /gʌnə/. It can only be reduced to /gouɪn tə/.

### NOW YOU CAN Discuss plans

#### 1 Conversation model

Suggested teaching time:	5 minutes	Your actual teaching time:	
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This conversation strategy is implicit in the model:

- Use **Not really** to soften a negative response.
- Point out that B pronounces *going to* as /gʌnə/ in *I'm just going to hang out with my friends*. Tell students to listen for this pronunciation.
- After students listen and read, ask *Do the women have plans for the weekend?* (Yes, they do.) *Are they going to do the same thing?* (No, they aren't.) *Is one woman going to go fishing?* (No, she isn't.) *Is she going to go camping?* (Yes, she is.) *Is the other woman going to play soccer this weekend?* (No, she isn't.) *Is she going to hang out with friends?* (Yes, she is.)

#### Language and culture

- It is common and natural in spoken English to shorten *yes / no* questions with a *you* subject: *Any plans for the weekend?* (*Do you have any plans for the weekend?*)

#### 2 Rhythm and intonation

Suggested teaching time:	2-3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Any plans for the weekend?*
  - use rising intonation for *And you?*
  - pause slightly after *Actually*.

### 3 Pair work

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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**Don't stop!** Extend the conversation. Prepare students to continue the conversation by reviewing the question and time phrases in the Recycle box. Brainstorm with students other future time phrases students know and write them on the board; for example, *next year, next month, after school, after work, in a month, in a week*.

- Have students study the photos. Ask them to tell you what the people are doing in each photo. (They're going for a drive. / She's cleaning the house. / He's going fishing. / He's watching TV. / He's relaxing.)
- Model and extend the conversation with a more confident student. Encourage the student to use the photos and language in the Recycle box and on the board to create a new conversation. For example:
  - A: *Any plans for after class?*
  - B: *Not really. I'm just going to watch TV. And you?*
  - A: *Actually, I'm going to go for a drive. How about this weekend? Do you have any plans?, etc.*
- Be sure to reinforce the use of the conversation strategy; for example, make sure students say *Not really* casually and without emphasis, to soften a negative response.
- Move around the room and listen in as students work in pairs. Be sure students use the correct rhythm and intonation.



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Multimedia Disc

• Conversation Pair Work Cards

### 4 Change partners

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
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- Have students stand up and find another partner. Make sure they switch roles so that they practice both asking and answering questions about future plans.

### EXTRAS (optional)

- Workbook: Exercises 4-7
- Copy & Go: Activity 41




**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. .... They are going to go to the movies tonight.
- 3 I / hang out with my parents / at the beach. .... I'm going to hang out with my parents at the beach.
- 4 he / relax / tomorrow? .... Is he going to relax tomorrow?
- 5 she / go fishing / with you? .... Is she going to go fishing with you?
- 6 we / exercise / on Saturday? .... Are we going to exercise on Saturday?
- 7 they / move? .... Are they going to move? / When are they going to move? / Where are they going to move?
- 8 Jeff and Joan / study / architecture. .... Jeff and Joan are going to study architecture.
- 9 She / graduate / in May. .... She is going to graduate in May.

**NOW YOU CAN Discuss plans**

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

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

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

**3 PAIR WORK** Personalize the conversation. Use the Vocabulary or the pictures below and be going to.

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



**Don't stop!**

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



**Be sure to recycle this language.**

next week  
after class  
Are you going to \_\_\_ ?



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



# GOAL Express wishes for the future

1 **VOCABULARY** • *Life cycle events* Read and listen. Then listen again and repeat.



1 get married



2 have children



3 retire



4 change careers

2 **GRAMMAR** • *Would like + infinitive: statements and yes/no questions*

We'd like to get married.



Use **would like + an infinitive** to express your wishes for the future.

She'd like to study art.  
They wouldn't like to have children.

**Contractions**  
would like → 'd like  
would not like → wouldn't like

**Yes / no questions**

Would you like to change careers? Yes, I would. / No, I wouldn't.  
Would they like to get married? Yes, they would. / No, they wouldn't.

3 **LISTENING COMPREHENSION** Listen to each person. Then complete each sentence with **would like**. Use the infinitive form of a word or phrase from the Vocabulary.

- 1 She would like to get married.
- 2 He would like to change careers.
- 3 She would like to retire.
- 4 They would like to have children.

4 **INTEGRATED PRACTICE** Complete the survey. Then, on a separate sheet of paper, write statements about yourself, using **would like** and **wouldn't like + infinitives**.

In the next two years, would you like to...

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> get married?                            | <input type="checkbox"/> study a new language?               | <input type="checkbox"/> meet a Scorpio?             |
| <input type="checkbox"/> graduate?                               | <input type="checkbox"/> write a book?                       | <input type="checkbox"/> paint your living room?     |
| <input type="checkbox"/> have children?                          | <input type="checkbox"/> learn to play a musical instrument? | <input type="checkbox"/> buy a new refrigerator?     |
| <input type="checkbox"/> move to a new country?                  | <input type="checkbox"/> get a new car?                      | <input type="checkbox"/> OTHER <u>I'd like to...</u> |
| <input type="checkbox"/> move to a new city?                     | <input type="checkbox"/> meet an important person.           | _____  |
| <input type="checkbox"/> move to a new apartment or a new house? | <input type="checkbox"/> find a new job.                     | _____  |



1  Vocabulary

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
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- Give students one minute to study the pictures.
- First listening: Have students listen and read the words and phrases.
- Second listening: Have students listen and repeat chorally.

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Multimedia Disc

• Vocabulary Flash Cards

## 2 Grammar

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
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- Direct attention to the Grammar box and have students read the examples.

**FYI:** While *would like* is followed by an infinitive here, it is not necessary to teach students at this level all about infinitives. Simply point out that *would like* is followed by *to* + base form. *To* + base form is called an infinitive.

- Point out that for all subjects (*I, you, he / she, we, they*) the structure is the same: *would like* + infinitive.
- Point out the Contractions box and tell students *'d like* means *would like*; *wouldn't like* means *would not like*. Say examples with contractions and have students repeat chorally; for example, *I'd like to study law. He'd like to get married. We wouldn't like to move. They wouldn't like to buy a new car.*
- Direct attention to the *yes / no* questions and answers. Call on two students to read the questions and answers aloud.
- Point out that the short answer for all subjects is: *Yes, [he] would.* or *No, [he] wouldn't.* Remind students that the contracted form is used only in negative short answers, never in affirmative short answers.

**Option: [+5 minutes]** For additional practice, ask various students questions with *would like*; for example, *Would you like to take a test this week? Would you like to speak [Italian]? Would you like to go on vacation tomorrow?* Students can give short or full answers.

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Multimedia Disc

• Inductive Grammar Charts

3  Listening comprehension

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
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- Play the recording for the first person on the audio. Then ask students to read the answer in the book. (She would like to get married.)
- Have students listen and complete each of the sentences in their books using *would like* and the lesson vocabulary. Stop the recording after each person speaks to give students more time to think and complete the sentences.
- To review the answers, ask students to say the complete sentences. You may also want students to write sentences on the board to check for the correct use of *would like*.

## AUDIOSCRIPT

## PERSON 1

**F:** I met Kevin last year at a party. I think he's a wonderful man, and I really want to be his wife.

## PERSON 2

**M:** I'm a lawyer, but I don't like my work. Next month I'm going to study education. In two years, I think I can get a job as a teacher at the law school.

## PERSON 3

**F:** I'm tired of working. I want to spend my free time at home, and my husband and I want to travel. It's just not possible to do that while I'm working.

## PERSON 4

**M:** My wife and I got married last year. We have a big house, because we want a large family.

## 4 Integrated practice

Suggested teaching time:	4-6 minutes	Your actual teaching time:	
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- Have students write a checkmark (✓) next to the things they'd like to do to do in the future and an X next to the things they wouldn't like to do. If students don't know what they want to do, ask them to imagine.
- Write on the board: *I would like to buy a new car.* Ask students to identify the infinitive. Ask volunteers to offer sentences about what they would like to do in the future. Have students write their sentences on the board. Make sure each sentence contains an infinitive.
- Walk around and provide help as necessary.



5 Pair work

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
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- Have pairs of students compare their checks and X's on their surveys. Tell them to talk about their wishes for the future. Then have them report to the class.

**Option: [+5-10 minutes]** To extend the activity, have students tell the class how their partner answered the survey; for example, *Martha would like to study Chinese and travel to China. She'd like to graduate in two years. Then she'd like to get a job. And she would like to get married and have children.*

6 Grammar

Suggested teaching time:	6-8 minutes	Your actual teaching time:	
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- Direct attention to the Grammar box and have students read the examples.
- Ask students to pay attention to the question structures. Write on the board:

What }  
 When } + would + subject + like + infinitive  
 Where }  
 Who }

- Say *When Who is the subject*, the word order is different. Then write on the board:  
 Who + would + like + infinitive  
 Who would like to study Chinese?

 • Inductive Grammar Charts

7 Integrated practice

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Model the activity. Write the first sentence on the board.
- Ask a student for the answer to the second sentence and write it on the board.  
*What would their children like to study?*
- When students have finished the exercise, have volunteers write their sentences on the board and check them together with the class.

**NOW YOU CAN** Express wishes for the future

1  Conversation model

Suggested teaching time:	3-4 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Ask **What do you mean?** to request clarification.
- Use **Well** to explain or clarify.
- Use emphatic stress on **and** to indicate two answers.

- Direct attention to the photo. Say *These people are colleagues. They are talking about their wishes for the future.*

- After students read and listen, ask *What would Shawn like to do in the future?* (He would like to get married and have children.) *What would his colleague like to do?* (He'd like to study art).

2  Rhythm and intonation

Suggested teaching time:	2-3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use rising intonation on both *to get married and have children* in *Would you like to get married or have children?*
  - stress the word *and* in *I'd like to get married and have children.*

3 Pair work

Suggested teaching time:	5-7 minutes	Your actual teaching time:	
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- **Don't stop!** Extend the conversation. Tell students to ask additional questions, using the ideas in the Don't stop! box and the Vocabulary on page 116.
- Model the conversation with a more confident student. Ask additional questions about wishes for the future and encourage the student to do the same. For example:  
 A: *So what's next for you, [Bill]?*  
 B: *What do you mean?*  
 A: *Well, would you like to get a new job?*  
 B: *Actually, I would. I'd like to get a job in architecture. What about you?*  
 A: *Me? Actually, I'd like to study nursing.*  
 B: *Really? Where would you like to study nursing?, etc.*

- Be sure to reinforce the use of the conversation strategies; for example, make sure students say *What do you mean?* in a friendly, inquisitive manner, to show that they would like clarification.
- Provide feedback on student conversations by moving around the room and listening in. Encourage students to use the correct rhythm and intonation.

 • Conversation Pair Work Cards

4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Make sure students switch roles when they change partners so they practice all parts of the conversation.
- To review, have some students tell the class about what their partner would like to do in the future.

**EXTRAS** (optional)

- **Workbook:** Exercises 8-11
- **Copy & Go:** Activity 42



**5 PAIR WORK** Ask your partner questions from the survey in Exercise 4. Would you both like to do the same things? Or would you like to do different things?

**6 GRAMMAR** *Would like + infinitive: information questions*

What would you like to study? (Business.)  
When would they like to retire? (In June.)  
Where would he like to go next weekend? (To the movies.)  
Who would you like to marry? (Elena.)

**BUT:** Note the difference in word order when **Who** is the subject:  
Who would like to study Italian? (I would!)


**7 INTEGRATED PRACTICE** Write information questions with *would like*, using the cues.

- 1 Where / you / get married ... *Where would you like to get married?*
- 2 What / their children / study ... *What would their children like to study?*
- 3 What / her husband / do ... *What would her husband like to do?*
- 4 When / your parents / move ... *When would your parents like to move?*
- 5 Who / her daughter / marry ... *Who would her daughter like to marry?*
- 6 Who / change careers ... *Who would like to change careers?*

## NOW YOU CAN Express wishes for the future

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

- A: So what's next for you, Shawn?  
B: What do you mean?  
A: Well, would you like to get married or have children?  
B: Actually, yes. I'd like to get married and have children. What about you?  
A: Me? Actually, I'd like to study art.

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

**3 PAIR WORK** Personalize the conversation. Use the Vocabulary from page 116 and real information.

- A: So what's next for you, .....?  
B: What do you mean?  
A: Well, would you like to .....?  
B: Actually, ..... . I'd like to ..... .  
What about you?  
A: Me? Actually, I'd like to ..... .

### Don't stop!

Continue asking about other wishes for the future.

- graduate
- study [nursing]
- move to \_\_\_\_\_
- get a new job
- meet my future [husband / wife]

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







**1** **READING** Read about Harry Houdini, a famous escape artist.

## The Amazing Houdini

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

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

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



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

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

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



Information source: <http://www.apl.org>

On your ActiveBook Self-Study Disc:  
Extra Reading Comprehension Questions

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

- 1 What was Houdini's original name? Erich Weisz
- 2 Where was he born? In Budapest, Hungary
- 3 When did his family move? In 1878
- 4 Where did they move? To the United States. / To Appleton, Wisconsin. / Then to New York city.
- 5 Did Houdini graduate from a university? No
- 6 Did Houdini get married? Yes
- 7 What was his wife's name? Beatrice Raymond. / Bess Raymond
- 8 Did the Houdinis have children? No
- 9 When did Houdini die? In 1926

**10 Challenge:** What would you like to know more about? On a separate sheet of paper, write three information questions. Example:

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

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

**GRAMMAR BOOSTER**

Extra practice • p. 148



5:33/5:34

**Top Notch Pop**

"I Wasn't Born Yesterday"



# Extension

## 1 Reading

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Focus attention on the title and the pictures. Point to the pictures and say *This is Houdini. You're going to read about his life story.*
- Pre-reading: To practice the reading strategy of scanning, have students read quickly and underline the dates in Houdini's life story. Call on various students to read the sentences from the text in which the dates appear.
- Then have students read the article silently.
- To check comprehension, write the following statements on the board. Ask students to say if they are true or false and correct the false statements.
  - Houdini was a famous escape artist.* (True.)
  - Harry Houdini's real name was Robert Houdin.* (False. His name was Ehrich Weisz.)
  - Houdini married Bess Raymond.* (True.)
  - Houdini and his wife had many children.* (False. They didn't have children.)
  - In one famous escape act, Houdini escaped from chains underwater.* (True.)
  - Houdini died in 1952.* (False. He died in 1926.)

**Option: [+10 minutes]** For a challenge, have students read and listen to the first two paragraphs. After each paragraph, have students close their books and tell you what they remember from the paragraph.

## 2 Reading comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Review answers by having students take turns reading the statements. Have students read aloud the sentence in the text that supports each answer.

**Option: [+10–15 minutes]** As a challenge, work with the whole class to tell Houdini's life story. Have students create a time line by writing Houdini's life events on the board. Then have them use the time line to summarize Houdini's life and tell his life story.

**Option: [+15 minutes]** If students have access to computers, have them look for the answers to the questions they wrote in **10 Challenge**. Encourage students to write the answers and prepare to present them to the class at another time.



ActiveTeach  
Multimedia Disc

- Extra Reading Comprehension Questions
- Learning Strategies

## 3 Pair work

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Brainstorm a list of questions that students can use to tell their life story. Write the questions on the board. For example:

*Where were you born?  
How many people are in your family?  
What was your family like?  
Where did you grow up?  
Where did you go to school?  
What would you like to do in two or three years?  
What were your favorite academic subjects?  
What would you like to do in the future?  
What are you going to do when you graduate?*

- Give students a few moments to think about their life story and make notes of important dates and events, based on the questions on the board. Then put them in pairs to tell each other their life story.

**Option: [+10 minutes]** For a challenge, ask students to research the life story of a famous person outside of class. Choose students to present the stories to the class.



# Review

Before the first activity, give students a few minutes of silent time to review the photos.

## Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Prepare students for the activity by asking them to think of one or two questions about Lauren's life. Point to the pictures as a prompt, and write the questions on the board.
- Put students into pairs. Have them take turns asking and answering questions about Lauren's life in the past, present, and future.

### Possible responses ...

When was Lauren born? Was she a pretty baby? Did she grow up in New York? Where did her family move? When did they move? Was she a happy child? Where did she go to school? When did she graduate? What is her occupation? Where does she live now? What would she like to do in the future?

**Option: [+5–10 minutes]** To review language about appearance and clothing from Units 6 and 12, have students describe Lauren's appearance in each picture.

## Tell a story

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Ask students to study the pictures and information about Lauren's life and then work together to tell about her important life events. Call on one student to begin. Call on different students to add to the information each previous student gives. For example:

Student 1: *Lauren was born in 1990 in New York.*

Student 2: *Her family moved to Chicago in 1992.*

Student 3: *She grew up in Chicago.*

- Encourage students to use their imagination to tell the story. Tell them to add details where they can.

**Option: [+5–10 minutes]** Have students write Lauren's life story on a separate piece of paper.

**Option: [+10–15 minutes]** As an alternative, have students work in groups of three. Tell them to make a time line of Lauren's life, using the pictures and their imagination. Then have them use the time line to give a report about her life to groups or in front of the class. Encourage students to ask follow-up questions; for example, *How old is she going to be when she gets married? How many children is she going to have?*

### Possible responses ...

Lauren was born in 1990 in New York. She was a beautiful baby, and her parents were very happy. Her family moved to Chicago in 1992. Lauren grew up in Chicago. She lived in a big white house. She was a happy child. In 2006, Lauren went to Barton College of Engineering in Los Angeles. She was a good student and graduated in 2010. Today she's an engineer. She lives in San Francisco. Next year she'd like to get married. She also wants to start a family. She'd like to have children in three years.

## Writing

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Students can use the notes and questions they prepared on page 118.
- Model the activity. Talk about some events in your life, and write several sentences on the board. For example:  
*I was born in Detroit, Michigan. I grew up in Los Angeles with my brother and sister. They went to school there, but I went to school in Santa Monica. I had a lot of friends in school, and I was very happy. I liked to hang out with my friends, and we did many things together. We played ball, we went bike riding, and we often went camping and fishing ...*
- You may want to have students write their life stories and post them on the classroom wall for others to read. They can also add photos.

**Option: [+15–20 minutes]** To challenge students, have them interview their classmates and take notes on the answers. Tell students to ask questions about past events, what is happening now, and plans and wishes for the future. Examples: *When did you come to this city? Where did you go to school? What do you do in your free time? Do you hang out with your friends on the weekend? What are you going to do after you learn English? What would you like to do next year?* Tell students to write the story of their classmate's life.



ActiveTeach  
Multimedia Disc

• Writing Process Worksheets

### Option: Oral progress assessment

Use the photos on page 119. Encourage students to use the language they learned from the unit.

Have the student tell you Lauren's life story (or his or her own life story).

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



ActiveTeach  
Multimedia Disc

• Oral Progress Assessment Charts

**Option: GRAMMAR BOOSTER** (+15 minutes)

## EXTRAS (optional)

- Workbook: Just for Fun
- Complete Assessment Package
- Weblinks for Teachers: [pearsonlongman.com/topnotch](http://pearsonlongman.com/topnotch)

And on your ActiveTeach Multimedia Disc:

- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Audioscripts
- Unit Study Guides



Lauren Denmark  
Born May 12, 1990  
New York (U.S.)



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

*Where was Lauren born?*

**TELL A STORY** Tell the story of Lauren Denmark'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:

*Lauren was born in 1990. She grew up in ...*

**WRITING** On a separate sheet of paper, write the story of your own life. Then write your plans and wishes for the future. Include a picture or pictures if possible. For example:

*I was born in Madrid in 1987. I grew up in ...*



1992–2006  
Lauren's house  
Chicago (U.S.)

May 21, 2010  
Barton College of Engineering Los Angeles (U.S.)



Next year she'd like...



In three years she'd like...

Today  
San Francisco (U.S.)




### NOW I CAN...

- Get to know someone's life story.
- Discuss plans.
- Express wishes for the future.



# Units 8 – 14 Review

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

1 Where does he live?



2 Where does he work?



3 Where does she work?



4 Where does she teach?



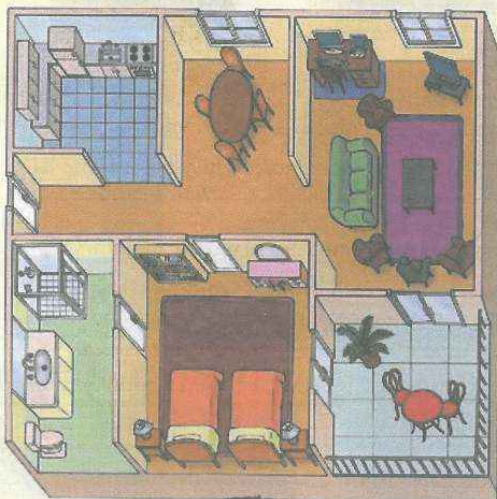
5 Where does she work?



6 Where does his daughter work?



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



My new apartment!

Hey, Mel: I have this great furnished apartment. It has everything!

The ..... kitchen ..... has a nice big stove and four ..... cabinets .....

There's a dining room with a ..... table ..... and four ..... chairs .....

Next to the dining room ..... there's ..... a large living room with a green ..... sofa ..... And ..... there are ..... four chairs: great for hanging out with my friends and watching ..... TV .....

There's no office, but there's a ..... desk / computer ..... in the living room. And I love the bedroom. It has a ..... bookcase ..... for all my books. There are two ..... beds ..... and two blue ..... lamps .....

Very nice! There's even a beautiful balcony next to the bedroom, with a little ..... table ..... and two ..... chairs ..... The bathroom is the only room that isn't perfect. .... there's ..... a shower but no ..... bathub .....



1  **Listening comprehension**

Suggested teaching time:	9-12 minutes	Your actual teaching time:
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This activity reviews: questions with *where* in the simple present tense; prepositions of place; names of buildings (Unit 8).

- Before students listen, have them study the pictures and identify the place in each picture. Then have them read the questions.
- First listening: Have students listen and check the correct picture.
- Second listening: Have students listen again to confirm their answers.
- Review answers by asking students to say *a* or *b* as you read each question.

**Option: [+5-10 minutes]** Challenge students by asking them to give complete answers to the questions. (Possible answers: 1 He lives in an apartment. 2 He works in his apartment. 3 She works in an office. 4 She teaches at the airport. 5 She works at a hospital / at the Eastside Hospital. 6 She works in her house.)

**Option: [+5 minutes]** To challenge students further and to review vocabulary and negative statements, ask students to look at the pictures they did not check and make negative statements about them. (Possible answers: 1 He doesn't live in a house. 2 He doesn't work in his house. 3 She doesn't work in / at the train station. 4 She doesn't teach at a school. 5 She doesn't work in a restaurant. 6 She doesn't work in an office.)

**AUDIOSCRIPT**

CONVERSATION 1

**F:** So where do you live?  
**M:** Me? I live in an apartment building on Center Street.

CONVERSATION 2

**M1:** What do you do?  
**M2:** I'm a writer.  
**M1:** Do you have an office?  
**M2:** Not really. I work at home in my apartment.

CONVERSATION 3

**M:** Where do you live?  
**F:** I live in an apartment building on Sutton Place.  
**M:** And is your office near your home?  
**F:** Yes. The office building is right around the corner from the train station.

CONVERSATION 4

**F1:** Are you a teacher?  
**F2:** Well, actually, yes, I am.  
**F1:** Where do you teach?  
**F2:** At the airport. We have a class for pilots there, near their work.  
**F1:** How interesting!

CONVERSATION 5

**M:** Are you a chef?  
**F:** Yes, I am. But I don't work in a restaurant.  
**M:** Really? Where do you work?  
**F:** I work at the Eastside Hospital.  
**M:** You work at a hospital?  
**F:** Yes, I'm the chef in the hospital kitchen. We cook for the patients and doctors.

CONVERSATION 6

**F:** Where does your daughter live?  
**M:** My daughter? She and her husband live in Canada.  
**F:** Really? What do they do?  
**M:** They're both doctors. They have a big house, and their office is in the house.

2 **Integrated practice**

Suggested teaching time:	9-12 minutes	Your actual teaching time:
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This activity reviews: names of rooms, furniture, and appliances; *There is* and *There are* (Unit 8).

- Before students complete the e-mail, have them take a minute to study the picture.
- Ask students to name the rooms, the furniture, and the appliances in the picture. Help students recall the names if needed.
- While students complete the exercise, write the numbers 1-16 on the board.
- As students complete the exercise, have them come to the board to write the answers next to the appropriate numbers.
- Review answers by checking the words on the board with the class.

**Option: [+5-10 minutes]** For additional practice, have students draw a diagram of their own apartment, room, or house, including rooms, furniture, and appliances. Ask students to show the diagram to a partner and, using the e-mail in the book as a model, talk about their diagram.

**Option: [+5 minutes]** As a challenge, bring in pictures from magazines. Give pictures to pairs of students, and have them work together to describe the pictures. Pairs can then form groups with other pairs to talk about their pictures. For students who feel more confident with the grammar and vocabulary, give a different picture to each student to describe to a partner.



### 3 Grammar practice

Suggested teaching time:	9–12 minutes	Your actual teaching time:	
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This activity reviews: Questions with *Where* and *What*; *Is there . . . ?* and *Are there . . . ?* (Unit 8).

- Model the first item or two with a more confident student in the class. For example:  
T: *Where do you live?*  
S: *I live in an apartment.*  
T: *Where is the apartment?*  
S: *It's on Bleeker Street.*
- Have students write the questions and then find a partner to complete the activity. (Possible questions: Is there a train station near your office? Are there restaurants in your neighborhood? Where do you go shopping? What do you do? Where do you work?)
- Tell students to read over their questions and answers to make sure the capitalization and punctuation are correct.
- Review answers by having pairs of students read the questions and responses aloud.

**Option: [+5 minutes]** Have students write their questions on the board. Correct the questions. Then have students in pairs ask and answer the questions.

### 4 Grammar practice

Suggested teaching time:	8–9 minutes	Your actual teaching time:	
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This activity reviews: Simple past tense questions and answers (Unit 11).

- Review answers by having pairs of students role-play the conversations for other pairs of students.

**Option: [+5 minutes]** For a different approach, have students role-play their conversations for the class. Encourage students not to look at their lines as they role-play. Tell them to read their line to themselves quickly, then look up and say the line to their partner. Correct for rhythm, intonation, and expression, as well as accuracy.

### 5 Conversation practice

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

This activity reviews: Locations (Unit 3); places in the neighborhood (Unit 3, Unit 8); buildings, rooms, furniture, and appliances (Unit 8); *There is* and *There are* (Unit 8); information questions and *yes / no* questions with the simple present tense (Unit 6, Unit 7, Unit 8).

- Write the three topics in the Ideas box on the board. Brainstorm questions students can ask and the language they can use to answer them. Write the questions on the board. For example:  
*Location of your home, school and workplace:*  
*Where do you work?* (In an office.) *Where is your office?* (It's near the museum.)  
*Places in your neighborhood:*  
*What's your neighborhood like?* (It's great! There are restaurants and stores. There's a subway near my apartment.)  
*Description of your home:*  
*What's your apartment like?* (It's big. It's beautiful.)  
*How many rooms are there?* (There are three rooms. There's a large kitchen, a bedroom, and a small bathroom. There's also a large living room.) *Is there a balcony?* (No, there isn't.)

- Remind students to use the example questions on the board and the questions they wrote in Grammar Practice 3.
- Have various pairs role-play their conversations in front of the class.

**Option: [+5–10 minutes]** As an alternative, have students practice the conversation by talking to three different partners and comparing answers.

#### Language and culture

- Remind students about polite ways to respond to people to keep the conversation going; for example, in response to *I have a big apartment. I live in a nice neighborhood*, a polite response might be: *Sounds nice. / That's great. / That's good. / No kidding.* In response to *I have an ugly apartment. I live near an airport*, a polite response could be: *Really? / That's too bad. / Oh, I'm sorry. / Oh, no. / That's too bad.*



**3 GRAMMAR PRACTICE** Write questions about home and work. Use What, Where, Is there, and Are there. Ask your partner the questions. Write your partner's answers.

Answers will vary but may include the following:

Your questions		Your answers	
1	What's in the living room?	1	There's a sofa, two chairs, and a table in the living room.
2	Is there a balcony?	2	No, there isn't.
3	Where is your computer?	3	It's in my bedroom.
4	Where is the bathroom?	4	It's next to the living room.
5	Is there a garden?	5	Yes, there is.
6	Are there elevators?	6	Yes, there are two elevators.

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

1 A: Where did Jill go last weekend?

B: I'm not sure. I know she wanted to go camping.

A: Maybe she went camping, then.

2 A: Would you like to go to the beach?

B: No way. We were there yesterday.

We had an awful time.

A: Why? What was wrong?

B: The water was really dirty, so I didn't go swimming.

3 A: Where were you this morning?

B: Me? I went running.

A: Did Sheri go with you?

B: No. She went to class.

4 A: Did you work yesterday?

B: No, I didn't. Yesterday I was sick.

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

B: Yes, I did.

**5 CONVERSATION PRACTICE**

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

“What's your apartment like?”

**Ideas**

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





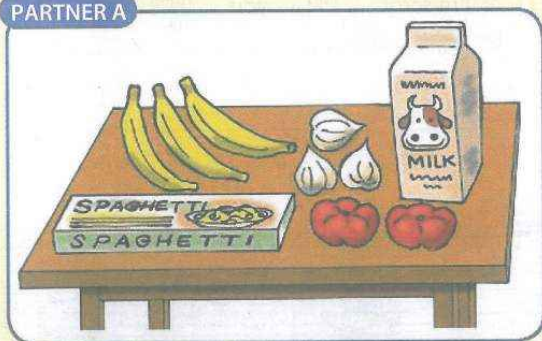
**6 GRAMMAR PRACTICE** Complete the telephone conversations with the present continuous or the simple present tense.

- 1 A: Hello?  
 B: Hi, Sid. Ann. Are you sleeping ?  
 you / sleep  
 A: No, I'm not. I'm making breakfast.  
 I / make  
 B: Do you usually make breakfast?  
 you / usually / make  
 A: Actually, I don't cook often.  
 I / not cook  
 But Gwen is studying for a test.  
 Gwen / study
- 2 A: Hello?  
 B: Hi, Bonnie. I'm shopping for food.  
 I / shop  
Do you need anything from the store?  
 you / need  
 A: Actually yes. I'm making a salad for dinner and I don't have any tomatoes.  
 I / make  
 I / not have  
 B: No problem. They're selling those beautiful tomatoes from Mexico right now.  
 They / sell  
 A: Great! I like those tomatoes.  
 I / like

- 3 A: Hello?  
 B: Hi, Liz. Where are you?  
 A: I'm driving right now. Can I call you back?  
 I / drive  
 B: Sure. Do you have my office number?  
 you have  
I'm working today.  
 I / work
- 4 A: Hello?  
 B: Hi, Stan. What time do you get up on Saturdays?  
 you / get up  
 A: Why do you ask that now?  
 you / ask  
 It's only Thursday!  
 B: Because Maria is taking her driving test at 8:30, and she needs a ride to the test.  
 Maria / take  
 she / need

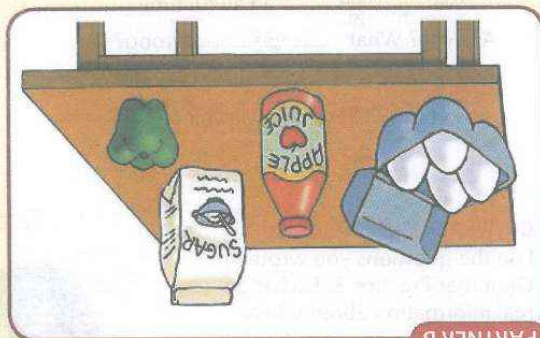
**7 PAIR WORK** Partner A: Look at your picture.  
 Partner B: Turn your book and look at your picture.  
 Ask questions about the foods on the table.

**PARTNER A**



“Are there any apples on your table?”

“No, there aren't.”



**PARTNER B**

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

- 1 A: Where do you usually eat lunch ?  
 B: I usually eat lunch at the office.
- 2 A: Where are Dana and Eric ?  
 B: Dana and Eric? They went to Colorado.
- 3 A: How much milk do we need ?  
 B: Milk? We need two large containers.
- 4 A: What does Sally teach / Who teaches math ?  
 B: Sally teaches math.
- 5 A: Where was Madhur born / Who was born in India ?  
 B: Madhur was born in India.
- 6 A: What would you like to study ?  
 B: I'd like to study architecture.
- 7 A: Are you going to graduate this year ?  
 B: No. I'm not going to graduate this year.
- 8 A: What happened ?  
 B: She broke her leg.
- 9 A: Who's that ?  
 B: Oh, that's Juliette Binoche, the actress.
- 10 A: Can your parents speak Arabic ?  
 B: Yes, my parents can speak Arabic, but I can't.



## 6 Grammar practice

Suggested teaching time:	10-15 minutes	Your actual teaching time:	
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This activity reviews: present continuous (Unit 9 and Unit 10); simple present tense (Unit 7 and Unit 10); daily activities and household chores (Unit 7); simple present tense with *like, want, need, have* (Unit 6).

- Give students a minute to read the telephone conversations.
- Point out the words *usually* and *often* in the first conversation. Review frequency adverbs with the simple present tense. Review other adverbs used with the simple present tense; for example, *always, never, sometimes, on Sundays, every day*.
- Point out the words *right now* in the second conversation. Review time expressions used with the present continuous; for example, *this week, today, this year, etc.*
- To prepare students for writing the present continuous, review the formation of the present participle. Write these verbs on the board. Ask students to say and write the present participle form:

wash (*washing*)  
eat (*eating*)  
take (*taking*)  
get (*getting*)  
drive (*driving*)

- To prepare students for writing the simple present tense, review the simple present form of the verb with *he* and *she*. Erase the participles from the board. Ask students to say and write the simple present tense forms for *he / she* next to the verbs on the board:

wash (*washes*)  
eat (*eats*)  
take (*takes*)  
get (*gets*)  
drive (*drives*)

- Erase the verbs from the board, and have students complete the exercise independently.
- Review the answers by having students read the conversations aloud.

**Option: [+5 minutes]** To confirm correct spelling and subject / verb agreement of the sentences in the conversations, ask students to write the verbs from the conversation on the board, and correct them as a class.

## 7 Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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This activity reviews: *There is* and *There are* (Unit 8); count and non-count nouns (Unit 10); *How many* and *Are there any* (Unit 10); *How much* and *Is there any?* (Unit 10).

- Divide the class into two groups: Partner A and Partner B. Pair students from each group.
- Remind students not to look at their partner's picture.
- Model the conversation with a more confident student. Encourage the student to ask a variety of question types about the picture. For example:  
A: *Are there any apples on your table?*  
B: *No, there aren't. Is there any milk on your table?*  
A: *Yes, there is. What about you?*  
B: *No, there isn't. How much milk is there on your table?*  
A: *There's one carton of milk. Is there any sugar on your table?*
- Move around the room as students practice, and offer help as needed.

## 8 Integrated practice

Suggested teaching time:	8-10 minutes	Your actual teaching time:	
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This activity reviews: Information questions and *yes / no* questions with the simple present tense (Unit 6 and Unit 7); information questions and *yes / no* questions with the simple past tense (Unit 11); *can* and *can't* for ability (Unit 13); *would like* + infinitive (Unit 14).

- Model the first item with a more confident student in the class. Take the role of A. Review the answer first.
- Have students read each answer before they write the question. Tell them to pay attention to the verb and tense used in the answer in order to write the matching question correctly.
- To review, have pairs of students read the conversations aloud.

**Option: [+5 minutes]** For further practice, have students read their questions and practice responding with short answers. (Possible questions and answers: 1 A: Where do you usually eat lunch? B: At the office. 2 A: Where did Dana and Eric go? B: To Colorado. 3 A: How much milk do we need? B: Two large containers. 4 A: Who teaches math? B: Sally. Or A: What does Sally teach? B: Math. 5 A: Where was Madhur born? B: In India. Or A: Who was born in India? B: Madhur. 6 A: What would you like to study? B: Architecture. 7 A: Are you going to graduate this year? B: No. 8 A: What happened? B: She broke her leg. Or A: What did she break? B: Her leg. 9 A: Who's that? B: Juliette Binoche. 10 A: Can your parents speak Arabic? B: Yes.)



9  Listening comprehension

Suggested teaching time:	5-10 minutes	Your actual teaching time:	
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This activity reviews: time expressions (Unit 9); present continuous (Unit 9); past tense of *be* (Unit 11); simple past tense (Unit 11); *be going to* + infinitive (Unit 14).

- First listening: Have students check the correct column.
- Second listening: Have students listen to confirm answers.
- Review answers by asking students to say *past*, *present*, or *future* for each item.

**AUDIOSCRIPT**

CONVERSATION 1

**F:** What a beautiful day!  
**M:** It is. But it's a little hot.  
**F:** Really? It's never too hot for me!

CONVERSATION 2

**M:** When did your mother see the doctor?  
**F:** Last week.  
**M:** What did he say?  
**F:** He said she was much better.

CONVERSATION 3

**M:** What are you doing?  
**F:** Right now? I'm washing the dishes.

CONVERSATION 4

**F:** What are your kids doing on Saturday?  
**M:** They're going camping.

CONVERSATION 5

**M:** Are you going to leave for the airport at four?  
**F:** Yes. Do you think that's too late?

CONVERSATION 6

**F:** Where were his parents born?  
**M:** In Vietnam.

10 Integrated practice

Suggested teaching time:	7-10 minutes	Your actual teaching time:	
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This activity reviews: Accidents, injuries, and ailments; expressing concern and offering advice; *should* and *shouldn't* (Unit 12).

- Give students a few minutes to read the problems.
- Do the first item with the class. Tell students that there will often be more than one correct response. Call on various students for other responses to the first item. (Possible responses: That's too bad. You should lie down. I'm sorry to hear that. You shouldn't go to class.)
- Review the answers by having various pairs of students read their conversations aloud.

**Option: [+ 5 minutes]** An alternate way of checking responses is to make a chart with two columns on the board: *expressing sympathy* and *making suggestions*. As students read their conversations, write the different expressions of sympathy and suggestions in the appropriate columns. Ask students to add to the chart if appropriate.

11 Conversation practice

Suggested teaching time:	10 minutes	Your actual teaching time:	
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This activity reviews: Adjectives to describe appearance; *be* and *have* to describe people (Unit 12); abilities (Unit 13); life events and plans (Unit 14); academic subjects (Unit 14).

- Give students a few minutes to look at the information in the Ideas and Recycle boxes.
- Model the beginning of the conversation with a more confident student. For example:  
**T:** Tell me about your parents. What do they look like?  
**S:** Well, my mother is tall. She has straight black hair and blue eyes.  
**T:** Is your father tall, too?  
**S:** Yes, he is. He's very tall. He has curly gray hair and brown eyes. And he has a beard.  
**T:** What do your parents do?  
**S:** My father's a lawyer. My mother is also a lawyer.  
**T:** Would you like to be a lawyer, too?  
**S:** Oh, no. I wouldn't. I'm going to study computers.
- If possible, pair students with partners they have not worked with.
- Encourage students to offer extra information and ask follow-up questions.
- Have various pairs role-play their conversations in front of the class.

**EXTRAS (optional)**


- **Workbook:** Exercises 1-5; Vocabulary Booster Activities 1-6
- **Complete Assessment Package:** Review Test 2, Speaking Test 2



**9 LISTENING COMPREHENSION** Listen to the conversations. Check past, present, or future. Then listen again and check your work.

	Past	Present	Future
1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


**10 INTEGRATED PRACTICE** Express sympathy to each person. Make suggestions with should and shouldn't. Answers will vary but may include the following:

1  I have a terrible headache.


**YOU** I'm so sorry . You should take something .

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


**YOU** That's too bad . You should have some tea .

2  My husband burned his mouth with the soup.

**YOU** Oh, no . He should see a doctor .

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

**YOU** I'm sorry to hear that . He should see a doctor .

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

**YOU** That's too bad . You should take something .

7  My grandfather fell down and broke his arm when the weather was bad.

**YOU** Oh, no . He should lie down .

4  My wife has a terrible backache!

**YOU** I'm sorry to hear that . She shouldn't go to work .

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

- Ideas**
- Appearance
  - Studies
  - Abilities
  - Life events
  - Wishes for the future

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

 **Be sure to recycle this language.**

Tell me about \_\_\_\_ .  
Really?  
No kidding.





## Test preparation that develops real English skills

As educators we spend a lot of time and energy preparing students for the rigors of study or work in an English-speaking setting. We design our courses and choose our materials carefully in order to teach the strategies that students will need to communicate effectively in English. However, when it comes to assessing their English skills, we realize that many high-stakes tests are simply a means to an end in which students dedicate valuable time to passing the test without developing real English skills.

There is a new academic test of English that matches our efforts in the classroom, Pearson Test of English Academic (PTE Academic), already recognized by institutions around the world and the UK Border Agency, it is endorsed by, and is the preferred English language test of GMAC®.

Why are educators so excited about the new test? This state-of-the-art test breaks many of the barriers in testing, but the key concern to teachers is that it truly helps students to become effective communicators in English.

*"PTE Academic score data on the enabling language skills such as fluency, grammar, vocabulary and pronunciation, gives us a great tool to assess the language abilities of incoming MBA applicants to ensure they can interact at the levels expected in a small, experienced group of professionals on the Ashridge MBA program."*

Amy Armstrong, Director of Marketing  
Ashridge Business School

### Relevant tasks

Comprising 20 different and often innovative items types, PTE Academic assesses the communicative skills of Listening, Reading, Speaking and Writing in a great number of ways. It assesses a range of enabling skills; grammar, oral fluency, pronunciation, spelling, vocabulary and written discourse to create a detailed profile of test takers' strengths and weaknesses.

Many of the 20 item types integrate these communicative and enabling skills to provide a real-life measure of a test taker's ability to deal with academic English language in communication.

### International English

PTE Academic reflects the international world in which we live. Measures are taken to ensure that the material in the test is representative of international academic English. Not only are test development professionals based in several regions, including the United Kingdom, Australia, and the United States, but test items are internationally cross-validated to ensure that there is no regional bias.

### Targeted preparation for test takers

A variety of dedicated test preparation materials are available for test takers. These include:

- Two fully-scored online practice tests with same-day score reporting, providing an authentic predictor of official PTE Academic test performance
- An unscored online practice test with sample answers
- a free PTE Academic Tutorial providing an overview of the test, instruction on each item type that the test taker will encounter and tips on how to navigate through the test
- The *Official Guide to PTE Academic* providing detailed information on administration, descriptions of all item types, analysis of sample answers, test-taking strategies and a wealth of practice items on the accompanying CD-ROM

The skills that students acquire in preparing for PTE Academic will serve them greatly once they arrive at their higher education institutions, or professional and government organizations.

*"As we evaluate candidates, PTE Academic will give us an important tool for measuring their ability to study in an academic environment where English is the primary language of instruction."*

Randall Sawyer, Director of Admissions  
Cornell University, The Johnson School

For free PTE Academic teaching resources visit [www.pearsonpte.com/success](http://www.pearsonpte.com/success)



# Reference Charts

## Countries and nationalities

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

## Numbers 100 to 1,000,000,000

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

## Irregular verbs

This is an alphabetical list of all irregular verbs in the *Top Notch Fundamentals* units. The page number refers to the page on which the base form of the verb first appears.

base form	simple past	page	base form	simple past	page	base form	simple past	page
be	was / were	4	get	got	52	say	said	90
break	broke	98	go	went	25	see	saw	85
buy	bought	76	grow	grew	112	sing	sang	104
can	could	23	hang out	hung out	114	sleep	slept	114
come	came	52	have	had	32	study	studied	52
cut	cut	98	hurt	hurt	98	swim	swam	104
do	did	52	lie	lay	100	take	took	22
draw	drew	104	make	made	52	teach	taught	84
drink	drank	85	meet	met	1	tell	told	88
drive	drove	22	put	put	52	think	thought	90
eat	ate	52	read	read	54	wear	wore	72
fall	fell	98	ride	rode	92	write	wrote	5
feel	felt	100						

## Pronunciation table

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

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



# Vocabulary Booster

## UNIT 1

5:37

### More occupations



1 an accountant



2 a bank teller



3 a dentist



4 an electrician



5 a florist



6 a gardener



7 a grocery clerk



8 a hairdresser



9 a mechanic



10 a pharmacist



11 a professor



12 a reporter



13 a salesperson



14 a travel agent



15 a secretary



16 a waiter



17 a nurse



18 a lawyer

On a separate sheet of paper, write five statements about the pictures. Use He or She and the verb be.  
For example: *He's an accountant.*



## UNIT 2

5:38

### More relationships



- 1 a supervisor  
2 an employee



- 3 a teammate

5:39

### More titles



- 1 Doctor [Smith]  
or Dr. [Smith]



- 2 Professor [Brown]



- 3 Captain [Jones]

On a separate sheet of paper, write three statements about the photos, using He's or She's and possessive adjectives. For example: *She's her supervisor.*

## UNIT 3

5:40

### More places in the neighborhood



- 1 a clothing store



- 2 an electronics store



- 3 a fire station



- 4 a police station



- 5 a shoe store



- 6 a toy store



- 7 a video store



- 8 a dry cleaners



- 9 a gas station



- 10 a hotel



- 11 a supermarket



- 12 a convenience store



- 13 a travel agency



- 14 a post office



- 15 a taxi stand

On a separate sheet of paper, write five questions about the places. For example:

*Where's the clothing store?  
Can I walk to the hotel?*



## UNIT 4

5:41

### More adjectives to describe people



1 slim / thin



2 muscular



3 heavy

On a separate sheet of paper, write a sentence for each photo. Use a form of be and the adverb very or so. For example: *He's very \_\_\_.*

## UNIT 5

5:42

### More events



1 an exhibition



2 an opera



3 a ballet



4 a football game



5 a volleyball game



6 a baseball game



7 a play



8 a speech

On a separate sheet of paper, write five statements about the events. Use your own times and dates. For example: *There's an exhibition on Tuesday, June 15.*



## UNIT 6

5:43

### More clothes



1 bathing suits / swimsuits



2 a bathrobe



3 boots



4 a coat



5 a hat



6 a shirt  
7 jeans



8 a nightgown



9 an umbrella  
10 a raincoat



11 sandals



12 pajamas



13 a T-shirt  
14 shorts



15 socks



16 pantyhose



17 underwear

On a separate sheet of paper, write five questions and answers about the colors of the clothes and shoes. For example:

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

## UNIT 7

5:44

### More household chores



1 dust



2 sweep



3 mop



4 vacuum

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



5:45

More home and office vocabulary



1 a fence 2 a driveway 3 a roof



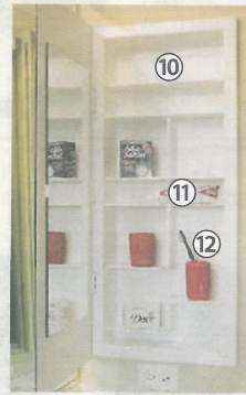
4 an intercom 5 a doorbell



6 a fire escape



8 a blanket 9 a sheet



10 a medicine cabinet 11 toothpaste 12 a toothbrush



13 a shower curtain 14 a bath mat



7 a pillow



15 towels



16 a faucet



17 a burner 18 an oven



19 a dishwasher



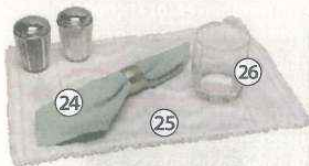
20 a coffee maker



21 a ladle 22 a pot



23 a food processor



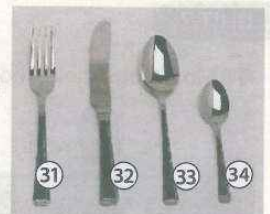
24 a napkin 25 a place mat 26 a glass



27 a bowl 28 a plate 29 a cup



30 a saucer



31 a fork 32 a knife 33 a tablespoon / a soup spoon 34 a teaspoon



35 a filing cabinet



36 a fax machine

On a separate sheet of paper, write five statements. Use the Vocabulary. For example:

*My apartment has a fire escape.  
There's no shower curtain in my bathroom.*



5:46

More weather vocabulary



1 a thunderstorm



2 a snowstorm



3 a hurricane



4 a tornado

5:47

Seasons



1 spring



2 summer



3 fall / autumn



4 winter

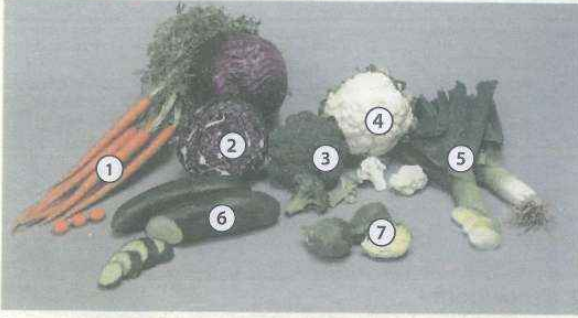
On a separate sheet of paper, write four statements about the pictures.  
For example: *It's not raining.*



## UNIT 10

5:48

### More vegetables



- 1 carrots
- 2 cabbage
- 3 broccoli
- 4 cauliflower
- 5 leeks
- 6 cucumbers
- 7 brussels sprouts



8 corn



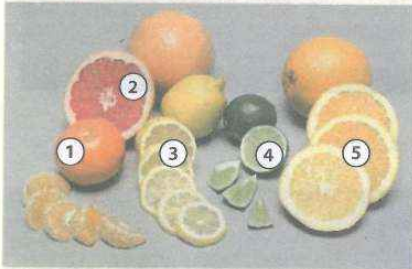
- 9 lettuce
- 10 asparagus
- 11 an eggplant
- 12 beans
- 13 peas
- 14 celery



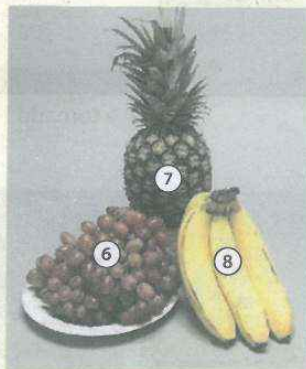
15 garlic

5:49

### More fruits



- 1 a tangerine
- 2 a grapefruit
- 3 a lemon
- 4 a lime
- 5 an orange



- 6 grapes
- 7 a pineapple
- 8 bananas



9 a pear



10 apricots



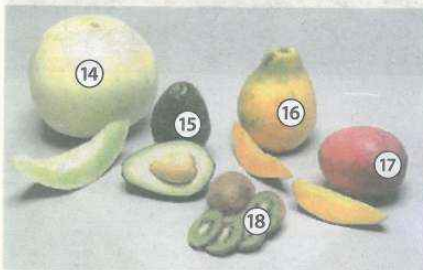
11 peaches



12 strawberries



13 raspberries



- 14 a honeydew melon
- 15 an avocado
- 16 a papaya
- 17 a mango
- 18 a kiwi



19 a watermelon



- 20 raisins
- 21 figs
- 22 prunes
- 23 dates

On a separate sheet of paper, write five statements about the fruits and vegetables you and your family like.  
For example: *I like lemons. My sister doesn't like lemons.*



## UNIT 11

5:50

### More outdoor activities



1 go horseback riding



2 go sailing



3 play golf



4 go rollerblading



5 go snorkeling

On a separate sheet of paper, write five sentences to describe the photos. Use the simple past tense. For example: *They went sailing.*



6 go rock climbing



7 go ice skating



8 go windsurfing

## UNIT 12

5:51

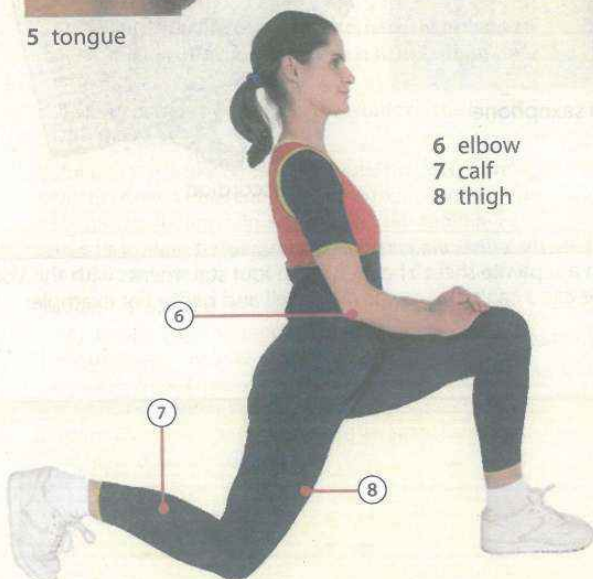
### More parts of the body



- 1 forehead      3 earlobe  
2 cheek        4 lip



5 tongue



- 6 elbow  
7 calf  
8 thigh

On a separate sheet of paper, describe one of the people. Write three statements. Use the Vocabulary from Unit 12. For example: *She has straight, brown hair.*



More musical instruments



1 a cello



2 a piano



3 a tuba



4 a trumpet



5 a trombone



6 a flute



7 a clarinet



8 a recorder



9 a saxophone



10 a xylophone



11 an accordion



12 drums

On a separate sheet of paper, write four statements with the Vocabulary. Use can / can't and the adverbs well and badly. For example:

*My sister can play the piano.*

*My father plays the accordion well.*



5:53

More academic subjects



1 biology



2 chemistry



3 history



4 fine art



5 drama



6 science

5:54

More leisure activities



1 go skiing



2 go hiking



3 play



4 garden



5 go on a cruise



6 get a manicure

On a separate sheet of paper, write four statements, using I'd like to or be going to and the Vocabulary. Include time expressions. For example:  
*I'd like to study fine art in the future.*  
*I'm not going to go on a cruise this year.*







# Grammar Booster

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

## UNIT 1

### 1 Write each sentence again. Use a contraction.

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

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

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

### 3 Complete each sentence with the correct subject pronoun.

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

### 4 Write a question for each answer.

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

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

- | Proper nouns                  | Common nouns |
|-------------------------------|--------------|
| 1 <u>(Answers will vary.)</u> | 7 _____      |
| 2 _____                       | 8 _____      |
| 3 _____                       | 9 _____      |
| 4 _____                       | 10 _____     |
| 5 _____                       | 11 _____     |
| 6 _____                       | 12 _____     |



**1 Write the correct possessive adjectives.**

- Miss Kim is Mr. Smith's student. Mr. Smith is her teacher.
- Mr. Smith is Miss Kim's teacher. Miss Kim is his student.
- Mrs. Krauss is John's teacher. Mrs. Krauss is his teacher.
- John is Mrs. Krauss's student. John is her student.
- Are your colleagues from Japan? No, they aren't. My colleagues are from Korea.
- Mr. Bello is my teacher. I am his student.
- Jake is not Mrs. Roy's student. He's her boss!
- Mr. Gee is not Jim and Sue's teacher. He's their doctor.

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

- Ms. Tomiko Matsuda: She's from Hamamatsu, Japan.
- Miss Berta Soliz: She's from Monterrey, Mexico.
- Mr. and Mrs. Franz Heidelberg: They're from Berlin, Germany.
- Mr. George Crandall: He's from Victoria, Canada.
- Ms. Mary Mellon: She's from Melbourne, Australia.
- Mr. Jake Hild and Ms. Betty Parker: They're from Los Angeles, US.
- Mr. Cui Jing Wen: He's from Wuhan, China.
- Ms. Noor Bahjat: She's from Cairo, Egypt.

**3 Complete the questions.**

- What's your name?
- Where are you from?
- What's his e-mail address?
- Is she a student?
- What's her phone number?
- Are they colleagues?
- Is he from China?
- What are their first names?

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

- A: What's your name?  
B: I'm Mrs. Barker.
- A: What's your last name?  
B: My last name is Crandall.
- A: What's his address?  
B: Mr. Marsh's address is 10 Main Street.
- A: What's her e-mail address?  
B: Ms. Down's e-mail address? It's down5@unet.com.
- A: What are their first names?  
B: They're Gary and Rita.
- A: What's her phone number?  
B: Miss Gu's number is 555-0237.



## UNIT 3

### 1 Write the sentences with contractions.

- 1 Where is the pharmacy? Where's the pharmacy?
- 2 It is down the street. It's down the street.
- 3 It is not on the right. It's not / It isn't on the right.
- 4 What is your name? What's your name?
- 5 What is your e-mail address? What's your e-mail address?
- 6 She is an architect. She's an architect.
- 7 I am a teacher. I'm a teacher.
- 8 You are my friend. You're my friend.
- 9 He is her neighbor. He's her neighbor.
- 10 They are my classmates. They're my classmates.

### 2 Complete each sentence with an affirmative or a negative imperative.

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

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

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

## UNIT 4

### 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: Who's she?  
B: She's my mother.
- 3 A: Who's he?  
B: He's Mr. Ginn's grandson.
- 4 A: Who are they?  
B: They're Ms. Breslin's grandparents.
- 5 A: Who's she?  
B: She's Sam's wife.
- 6 A: Who are they?  
B: They're his wife and son.



**2 Unscramble the words and write sentences. Use a form of be.**

- 1 so / father / my / handsome My father is so handsome.
- 2 brother / very / her / short Her brother is very short.
- 3 grandchildren / cute / neighbor's / so / my My neighbor's grandchildren are so cute.
- 4 his / tall / not / sister / very His sister is not very tall.
- 5 grandfather / very / old / my / not My grandfather is not very old.
- 6 teacher / young / so / brother's / my My brother's teacher is so young.

**3 Complete the sentences. Use have or has.**

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

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

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

**UNIT 5**

**1 Write a question for each answer. Use What time, What day, or When.**

- 1 What time is it? It's six thirty.
- 2 What time is the party? The party is at ten o'clock.
- 3 What day is the dinner? The dinner is on Friday.
- 4 When is the game? The game is at eleven thirty on Saturday.
- 5 When is the concert? The concert is in May.
- 6 What time is the meeting? The meeting is at noon.
- 7 What time is it? It's a quarter to two.
- 8 When day is the movie? The movie is on Wednesday.

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

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



## UNIT 6

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

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

### 2 Answer each question.

- (Answers will vary.)
- 1 What clothes do you need? \_\_\_\_\_
  - 2 Do you need new shoes? \_\_\_\_\_
  - 3 Why do you need new shoes? \_\_\_\_\_
  - 4 Do you have a long skirt? \_\_\_\_\_
  - 5 Do you like pink shirts? \_\_\_\_\_
  - 6 Do you have a loose sweater? \_\_\_\_\_
  - 7 Do you like expensive clothes? \_\_\_\_\_

## UNIT 7

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

- |                              |                          |
|------------------------------|--------------------------|
| 1 shave <u>shaves</u>        | 13 come <u>comes</u>     |
| 2 brush <u>brushes</u>       | 14 change <u>changes</u> |
| 3 go <u>goes</u>             | 15 make <u>makes</u>     |
| 4 have <u>has</u>            | 16 get <u>gets</u>       |
| 5 study <u>studies</u>       | 17 comb <u>combs</u>     |
| 6 do <u>does</u>             | 18 put <u>puts</u>       |
| 7 take <u>takes</u>          | 19 eat <u>eats</u>       |
| 8 play <u>plays</u>          | 20 watch <u>watches</u>  |
| 9 exercise <u>exercises</u>  | 21 clean <u>cleans</u>   |
| 10 visit <u>visits</u>       | 22 read <u>reads</u>     |
| 11 practice <u>practices</u> | 23 check <u>checks</u>   |
| 12 wash <u>washes</u>        | 24 listen <u>listens</u> |



**2 Complete each question with do or does**

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

**3 Unscramble the words and write sentences in the simple present tense.**

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

**4 Complete each response with do or does.**

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

**UNIT 8**

**1 Write questions with Where.**

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

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

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



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

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

**4 Write questions with Is there or Are there.**

- 1 a concert / this weekend Is there a concert this weekend?
- 2 three meetings / this week Are there three meetings this week?
- 3 a bank / nearby Is there a bank nearby?
- 4 How many / games / this afternoon How many games are there this afternoon?
- 5 How many / pharmacies / on 3<sup>rd</sup> Avenue How many pharmacies are there on 3<sup>rd</sup> Avenue?
- 6 How many / parties / this month How many parties are there this month?

**UNIT 9**

**1 Write the present participle of the following base forms.**

- |                               |                            |
|-------------------------------|----------------------------|
| 1 rain <u>raining</u>         | 15 come <u>coming</u>      |
| 2 snow <u>snowing</u>         | 16 wear <u>wearing</u>     |
| 3 watch <u>watching</u>       | 17 shop <u>shopping</u>    |
| 4 eat <u>eating</u>           | 18 go <u>going</u>         |
| 5 take <u>taking</u>          | 19 study <u>studying</u>   |
| 6 drive <u>driving</u>        | 20 listen <u>listening</u> |
| 7 check <u>checking</u>       | 21 wash <u>washing</u>     |
| 8 make <u>making</u>          | 22 play <u>playing</u>     |
| 9 do <u>doing</u>             | 23 read <u>reading</u>     |
| 10 exercise <u>exercising</u> | 24 clean <u>cleaning</u>   |
| 11 shave <u>shaving</u>       | 25 work <u>working</u>     |
| 12 put <u>putting</u>         | 26 write <u>writing</u>    |
| 13 comb <u>combing</u>        | 27 talk <u>talking</u>     |
| 14 brush <u>brushing</u>      | 28 buy <u>buying</u>       |

**2 Check the sentences that indicate a future plan.**

- 1 I'm watching TV right now.
- 2 Is Marina taking a shower?
- 3 On Tuesday I'm working at home.
- 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?



3 Complete each conversation with the present continuous.

1 A: What are you doing ?  
you / do

B: I'm washing my hair.  
I / wash

2 A: Where's she driving ?  
Where / she / drive

B: She's going to the bookstore.  
She / go

3 A: Why is he taking the bus?  
Why / he / take

B: Because it's raining .  
it / rain

4 A: Are we eating at home tonight?  
we / eat

B: No. We're going out for dinner.  
We / go

5 A: Is Maya wearing a dress to the party?  
Maya wear

B: No. She's not wearing a dress. She's wearing pants.  
she / not wear She / wear

UNIT 10

1 Complete each question with **How much** or **How many**.

- How much sugar do you want in your coffee?
- How many onions do you need for the potato pancakes?
- How many cans of coffee are there on the shelf?
- How much meat do you eat every day?
- How many loaves of bread do we need for dinner?
- How much pepper would you like in your chicken salad?
- How many bottles of oil does she need from the store?
- How many eggs do you eat every week?
- How many oranges are there? I want to make orange juice.
- How much pasta would you like?

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

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



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

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

4 Write questions with **Is there** or **Are there**.

- 1 a concert / this weekend Is there a concert this weekend?
- 2 three meetings / this week Are there three meetings this week?
- 3 a bank / nearby Is there a bank nearby?
- 4 How many / games / this afternoon How many games are there this afternoon?
- 5 How many / pharmacies / on 3<sup>rd</sup> Avenue How many pharmacies are there on 3<sup>rd</sup> Avenue?
- 6 How many / parties / this month How many parties are there this month?

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| 5 take <u>taking</u>          | 19 study <u>studying</u>   |
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2 Check the sentences that indicate a future plan.

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you / do

B: I'm washing my hair.  
I / wash

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Where / she / drive

B: She's going to the bookstore.  
She / go

3 A: Why is he taking the bus?  
Why / he / take

B: Because it's raining .  
it / rain

4 A: Are we eating at home tonight?  
we / eat

B: No. We're going out for dinner.  
We / go

5 A: Is Maya wearing a dress to the party?  
Maya wear

B: No. She's not wearing a dress. She's wearing pants.  
she / not wear      She / wear

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- How many onions do you need for the potato pancakes?
- How many cans of coffee are there on the shelf?
- How much meat do you eat every day?
- How many loaves of bread do we need for dinner?
- How much pepper would you like in your chicken salad?
- How many bottles of oil does she need from the store?
- How many eggs do you eat every week?
- How many oranges are there? I want to make orange juice.
- How much pasta would you like?

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

- |   |  |
|---|--|
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| 4 He really _____ lemonade.<br>a is liking <b>(b) likes</b>           | 8 Our children _____ on weekdays.<br>a are watching TV <b>(b) don't watch TV</b> |



## UNIT 11

### 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 weren't here.
- 2 A: Was she at school yesterday?  
B: No. She was at home.
- 3 A: When were you in Italy? Last year?  
B: Last year? No, we weren't in Italy last year.  
We were there in 2005.
- 4 A: What time was the movie?  
B: It was at 7:00.
- 5 A: were your parents at home at 10:00 last night?  
B: No. They were at a play.
- 6 A: Who was at work on Monday?  
B: Barry and Anne were. But I wasn't.

### 2 First complete each question. Use the simple past tense. Then write an answer.

- 1 Did you go to work yesterday?  
YOU (Answers will vary.)
- 2 What time did you make dinner?  
YOU
- 3 What did you eat for breakfast?  
YOU
- 4 Who ate breakfast with you?  
YOU
- 5 What did you buy this week?  
YOU

## UNIT 12

### 1 Write sentences with **be** or **have**.

- 1 Kate's / hair / long / straight Kate's hair is long and straight.
- 2 George / short / black / hair George has short, black hair.
- 3 Harry / long / curly / hair Harry has long, curly hair.
- 4 Mary's / eyes / blue Mary's eyes are blue.
- 5 Adam / beard / mustache Adam has a beard and a mustache.
- 6 Amy / pretty / eyes Amy has pretty eyes.



2 Complete each sentence with **should** or **shouldn't** and a verb from the box.

- 1 It's your birthday. You should go out for dinner!
- 2 I'm sorry you have a toothache. You should see a dentist.
- 3 There's a movie on TV tonight. We should watch it.
- 4 You have a cold? You shouldn't exercise today.
- 5 We have tomatoes, potatoes, and onions. We should make tomato potato soup for dinner tonight!
- 6 Pam's taking a shower right now. You should call back later.
- 7 Martin has a headache. He shouldn't play soccer tonight.
- 8 It's time for bed. You should get undressed.

call  
(not) exercise  
go  
watch  
make  
(not) play  
see  
get

UNIT 13

1 Write sentences with the simple present tense and the adverbs **well** or **badly**.

- 1 my father / sing / really well My father sings really well.
- 2 my mother / cook French food / well My mother cooks French food well.
- 3 my grandfather / play the guitar / badly My grandfather plays the guitar badly.
- 4 my grandmother / sew clothes / very well My grandmother sews clothes very well.
- 5 my sister / knit sweaters / well My sister knits sweaters well.
- 6 my friend / draw pictures / really well My friend draws pictures really well.
- 7 I / play the violin / badly I play the violin badly.

2 Answer each question. Use short answers with **can** or **can't**.

- 1 Can you play the piano? (Answers will vary.)
- 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? \_\_\_\_\_

3 Complete each sentence. Use **too** and an adjective.



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

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





3 His shirt is too large / loose. He needs size small.



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

5 He needs size medium. This shirt is too small / tight.



4 Write five polite requests with **Could you please**.

*Could you please wash the dishes?*

(Answers will vary.)

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1 Answer the following questions, using **be going to**.

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

2 Write a question with **be going to** for each answer. Don't use the verb **do**.

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

3 Write three **yes/no** interview questions for a new friend. Then write three information questions.

Use **would like + infinitive**.

Would you like to study a new language?  
 (Answers will vary.)

What would you like to study?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## UNIT 1

For some general guidelines on using the *Top Notch* TV sitcom and interviews, see the For the Teacher document in the Top Notch Video Worksheets folder on the *Active Teach Multimedia* Disc.

### Sitcom: *Nice to meet you.*

(01:34)\*

#### Social language

- Greetings and introductions

#### Grammar

- Verb *be*: singular and negative statements

#### PREVIEW

- Write the word *occupations* on the board. Ask students to name different occupations and list them on the board. Add *president*, *receptionist*, *tour guide*, *office manager*, *mailman* to the list. Discuss their meanings.

#### REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  - Is Cheryl the office manager? (yes)*
  - Who is a tour guide—Bob or Paul? (Paul)*
  - Is Bob a chef? (no)*
  - Is Bob an architect? (no)*
  - Is Bob an actor? (no)*
  - Who is president of Top Notch Travel—Mr. Evans or Mr. Rashid? (Mr. Evans)*

#### EXTENSION

##### Oral work

- Discussion. Ask students *Is Bob really the mailman? (no)* Write on the board *Bob is \_\_\_\_\_*. Then ask *What do you think Bob's occupation is?* Write students' guesses on the board.
- Group work: role play. Ask students to identify the different responses to greetings they heard in the video episode. Write them on the board. (*It's a pleasure to meet you. Nice to meet you. Glad to meet you.*) Then have students work in groups to role-play the greetings between Mr. Rashid and the different Top Notch Travel employees.

##### Written work

- Pair work. Have students work in pairs to write affirmative and negative statements about the

characters in the video episode. For example, *Marie is the receptionist. Bob is not a singer.*

- Pair work. Have students work in pairs to write five *yes / no* questions about the occupations of the different characters. For example, *Is Bob an athlete?* Then combine pairs into groups of four and have them exchange questions and write short answers.

#### VIDEO SCRIPT

*The staff of Top Notch Travel, a small travel agency, greets Mr. Rashid, a customer.*

Mr. Evans: Hi! **Are** you Mr. Rashid?

Mr. Rashid: Yes, I **am**.

Mr. Evans: It's a pleasure to meet you. I'm James Evans, president of Top Notch Travel.

Paul: Hi. I'm Paul. I'm a tour guide.

Mr. Rashid: Glad to meet you.

Cheryl: Hi, I'm Cheryl.

Mr. Rashid: The office manager.

Cheryl: Yes!

Mr. Evans: Bob? Bob **is** . . .

Mr. Rashid: A chef.

Mr. Evans: No, Bob **is not** a chef. Bob **is a** . . .

doctor? No, Bob **is not** a doctor. Bob **is not** a singer. He's **not** an architect. He's **not** an athlete . . . Bob!

Bob: Hi . . . I'm the mailman.

Mr. Evans: This **is** Bob. Bob **is** . . .

Mr. Rashid: An actor!

#### ANSWER KEY\*\*

- A. chef, doctor, singer, architect, athlete, actor  
 B. 1. No, he's not. 2. Yes, he is. 3. Yes, she is.  
 4. No, he's not. 5. Yes, she is. 6. Yes, he is.  
 C. 1. c 2. a 3. b 4. d

### Interview: *Hi. How are you today?*

(02:52)

#### PREVIEW

- On the board, write:
  - What's your name?*
  - My name is \_\_\_\_\_.*
- Ask students the question. Refer them to the prompt as they answer.

\*Note: The numbers give the counter location on the videotape where a segment can be found.

\*\*Note: The answer key provides answers to the Activity Worksheet exercises.



## REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
  - Is *Alvino* a businessman? (yes)
  - Is *Emma* a teacher or a receptionist? (a receptionist)
  - Is *Christiane* a teacher? (no)
  - Is *Vanessa* a teacher? (yes)

## EXTENSION

### Oral work

- Pair work: interviews. On the board, write the following questions that the interviewer asks the people: *What's your name? How are you today? What do you do?* Put students into pairs and have them take turns asking and answering the questions.
- Pair work: role play. Have students choose one of the characters from the interviews and role-play the short conversation between the interviewer and the character. Tell students to try to include all the information they talked about.

### Written work

- Write these names on the board: *Vanessa, Emma, Alvino*. Tell students to come to the board and write sentences describing what each person does. For example, *Vanessa is a teacher*.
- Pair work. Have students work in pairs to write down one of the dialogues from the video. Tell students to write as much information as they can remember.

**LANGUAGE NOTES:** *I'm well* is another way of saying *I'm fine*. It can be used in response to the question *How are you?*

The term *as well* means the same thing as *too* or *also*. For example, *Nice to meet you as well*.

*Christiane* pronounces her name as *Christiana*, which is the German pronunciation of the word.

**CULTURE NOTE:** *Retail* refers to selling goods in stores to people. When the interviewer asks *Alvino* what he does, *Alvino* says, "Retail." This answer is short for "I work in retail." The interviewer finds out *Alvino*'s occupation by asking him if he's a businessman.

### VIDEO SCRIPT

Interviewer: Hi. How are you today?  
Dan: Good. How are you?

Interviewer: I'm well. My name's Doug. What's yours?

Dan: Dan.

Interviewer: Hi, Dan. Nice to meet you.

Dan: Nice to meet you.

Interviewer: Hello.

Christiane: Hello.

Interviewer: My name's Doug. What's your name?

Christiane: My name's Christiane.

Interviewer: Hi, Christiane. It's nice to meet you.

Christiane: Nice to meet you too, Doug.

Interviewer: So tell me, what do you do?

Christiane: I work in a hotel.

Interviewer: Good morning.

Vanessa: Good morning.

Interviewer: My name's Doug.

Vanessa: My name's Vanessa.

Interviewer: Hi, Vanessa.

Vanessa: How are you?

Interviewer: I'm well. Thank you. Tell me, what do you do?

Vanessa: I'm a teacher.

Interviewer: Good afternoon.

Emma: Good afternoon.

Interviewer: My name's Doug.

Emma: My name is Emma.

Interviewer: Hi, Emma.

Emma: Hi. Nice to meet you.

Interviewer: Nice to meet you. What do you do?

Emma: I'm a receptionist.

Interviewer: Oh, that's interesting. Well, take care.

Emma: Bye-bye.

Interviewer: Hi. My name's Doug.

Alvino: Hi, Doug.

Interviewer: What's your name?

Alvino: Alvino.

Interviewer: So, Alvino, what do you do?

Alvino: Retail.

Interviewer: You're a businessman?

Alvino: Yes, I am.

Interviewer: Well, it's nice to meet you.

Alvino: Nice to meet you as well.

Interviewer: Take care. Have a nice day.

Alvino: You as well. Bye-bye.

Interviewer: Bye-bye.

### ANSWER KEY

A. 1. e 2. c 3. b 4. d 5. a

B. 1. b 2. a 3. b

C. 1. a 2. b 3. a 4. b



# UNIT 2

## Sitcom: *Who's that?*

(04:21)

### Social language

- Discuss nationalities and occupations

### Grammar

- Possessive adjectives

### PREVIEW

- Write these prompts on the board:

A: *That's \_\_\_\_\_.*

B: *That's not \_\_\_\_\_. That's \_\_\_\_\_.*

Play the role of Speaker A by identifying a student in the class incorrectly. Then refer to the prompt to have students correct your mistake. Call on volunteers to identify students incorrectly and then correct each other's mistakes.

### REVIEW

- Ask comprehension questions. Play the video episode again if necessary.

(gesturing hat) *Is the man in the hat David Ducain? (no)*

(gesturing hat) *Is the man in the hat Clark Thomas? (no)*

(gesturing hat) *Is the man in the hat Mr. Evans? (yes)*

*Is Mr. Evans their boss or their lawyer? (their boss)*

*Is Clark Thomas from Mexico? (no)*

*Is Alan Reese their lawyer? (yes)*

### EXTENSION

#### Oral work

- On the board, write the following names in a column: *David Ducain, Arturo Montoya, Jeff Davis, Alan Reese, Clark Thomas*. Then write the following occupations in a column: *a musician, a lawyer, a writer, an artist, a doctor*. Call on students to create affirmative and negative statements about the people.
- Pair work: role play. Have students role-play the conversation between Paul and the waitress. Then call on volunteers to share their role plays.

#### Written work

- On the board, write *Alan Reese, Mr. Evans, Paul, Cheryl* in one column, and *Boss, Friend, Lawyer, and Employee* in another column. Tell students to come

to the board and write affirmative and negative sentences about these people's relationships to each other. Remind students to use possessive nouns (*name + 's*) or possessive adjectives (*his, her, their*). For example, *Mr. Evans is Paul's boss. Cheryl is not Mr. Evans's lawyer.*

- Pair work. On the board, write *England, France, Mexico* in one column, and *David Ducain, Clark Thomas, Arturo Montoya* in another column. Have students work in pairs to write *yes / no* questions about these men's countries of origin. For example, *Is David Ducain from Mexico?* Then combine pairs into groups of four and have them exchange questions and write short answers.

### VIDEO SCRIPT

*Bob, Cheryl, Paul, and Marie are having coffee in the café. A man in a hat and sunglasses walks in, and the four friends try to guess his identity.*

Paul: This is good coffee.

Bob: It is good.

Paul: Who's that?

Bob: That's **your** friend David Ducain. He's a writer from France.

Cheryl: That's not David Ducain. That's Arturo Montoya. He's **Mr. Evans's** neighbor. He's a doctor from Mexico.

Marie: No. That's Jeff Davis. He's an artist.

Bob: No. That's Alan Reese. He's **our** lawyer.

Cheryl: That's not Alan Reese.

Marie: Oh! It's Clark Thomas from England. He's a musician!

Paul: Excuse me.

Waitress: Yes?

Paul: Who's that?

Waitress: That's . . . Mr. Evans. He's . . . **your** boss.

Bob: That's not Mr. Evans.

Mr. Evans: Hey, guys!

Paul: (to Marie) Musician!?

### ANSWER KEY

A. 1. No 2. No 3. Yes 4. No 5. Yes

B. 1. our 2. Mr. Evans's 3. your

C. 1. c 2. d 3. b 4. a

## Interview: *Where are you from?* (05:58)

### PREVIEW

- Ask individual students the following questions: *What's your name? Could you spell that for me?* Write students' names on the board as they spell them.



## REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
  - Is Natalie Chris's wife? (yes)
  - Is Chris from England? (yes)
  - Is Natalie from England or the United States? (the United States)
  - Is "Deepti" a last name? (no)
  - Is "Gupta" a last name? (yes)
  - Is Deepti Gupta from India or the United States? (India)
  - Does Matt live at 100 Concord Square? (no)

## EXTENSION

### Oral work

- Group work: role play. On small pieces of paper, write the first names of the interviewees from the video segment. Ask one student to role-play the interviewer. Give other students the names on pieces of paper. If there are more students than names, repeat some of the names. Then have the interviewer ask each student *What's your name? Could you spell that for me?*
- Interviews. On the board, write the following questions that the interviewer asks the people:
  - What's your name?*
  - What's your address?*
  - What's your phone number?*
  - What's your e-mail address?*

Put students into pairs and have them take turns asking and answering the questions. Alternatively, have students interview five classmates with these questions and write them down. Then have volunteers report back to the class.

### Written work

- Pair work. Ask students to recall the names of all the interviewees and write them on the board (Natalie, Chris, Deepti, Lisa, Matt, Elli, Ian). Have students work in pairs to write questions about these people, starting each sentence with *What's*. Remind students to use the possessive form. For example, *What's Deepti's last name? What's Ian's phone number?* Then combine pairs into groups of four and have them exchange questions and write answers.
- Have students write statements saying where some of the interviewees are from. For example, *Natalie is from Oklahoma.*

**LANGUAGE NOTE:** *Yep* is a variation of *Yup*, a very informal way of saying *yes*. Some people might find it a bit rude if used with someone who isn't a friend.

## VIDEO SCRIPT

Interviewer: Hi. I'm Doug.  
Natalie: Hi. Natalie. This is my husband Chris.  
Interviewer: Hi, Chris. Nice to meet you.  
Chris: Nice to meet you.  
Interviewer: Where are you from?  
Natalie: I'm from Oklahoma.  
Chris: I'm from Bristol in England.  
Interviewer: Hi. What's your name?  
Deepti: My name is Deepti Gupta.  
Interviewer: That's an interesting name. Could you spell it for me?  
Deepti: Yes. The first name is Deepti, which is D-E-E-P-T-I. The last name is Gupta. That's G-U-P-T-A.  
Interviewer: And are you from the United States?  
Deepti: No, I'm not.  
Interviewer: Where are you from?  
Deepti: India.  
Interviewer: What's your phone number?  
Lisa: My phone number is 239-0560.  
Interviewer: And your address?  
Matt: 43 Concord Square.  
Interviewer: Do you have an e-mail address?  
Elli: Yep. It's my name, which is Elli Fordyce—E-L-L-I-F-O-R-D-Y-C-E@msn.com.  
Interviewer: What's your cell-phone number?  
Ian: My cell-phone number is 555-1312.

## ANSWER KEY

- A. 1. No, he's not. 2. No, she's not. 3. Yes, she is.  
B. 1. 239-0560 2. 43 3. ellifordyce@msn.com  
4. 555-1312  
C. 1. False 2. False 3. True 4. False 5. True



**Top Notch Pop and Karaoke:**  
**Excuse Me Please**

(07:03; 08:51)\*\*\*



# UNIT 3

## Sitcom: *Don't take the train!* (11:01)

### Social language

- Discuss how to get places.

### Grammar

- The imperative

### PREVIEW

- Write *places in the neighborhood* on the board. Ask students to name different places and list them on the board—for example, *a school, a bank, a pharmacy, a bookstore*.
- Add *café, park, taxi stand, and train station* to the list. Explain their meanings.

### REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  - Is the woman a tourist? (yes)*
  - Is the woman looking for a store or a café? (a café)*
  - Does Mr. Evans say, "Take the train"? (no)*
  - Is the Red Café next to a bookstore or a pharmacy? (a pharmacy)*
  - Is the pharmacy next to the station? (no)*
  - Does Mr. Evans say, "Go through the station"? (yes)*
  - Is the bookstore across the street from the train station? (yes)*

### EXTENSION

#### Oral work

- Play the video episode with the sound off. Have students focus on Mr. Evans's hand gestures. Then ask what actions and locations he was showing with his hands (*corner, left, go, right, around the corner, don't, through, across, bookstore, next to*). Then play the video episode again with the sound on.
- Group work: role play. In groups of four, have students role-play the characters and reenact what happened in the video episode. Have students take turns playing the two speaking roles and the two non-speaking roles.

#### Written work

- Have students write down all the places Mr. Evans mentioned in his directions (*café, train station, bookstore, pharmacy*).

- Have volunteers come to the board. Ask them to write questions with *Where* to find out the location of the places Mr. Evans mentioned. For example, *Where is the café?* Then have students work in pairs to write answers on a piece of paper. Write these words on the board to help them: *around the corner, across the street, next to*.

**LANGUAGE NOTE:** Mr. Evans says, "Got it?" The expression to *get something* means to understand something.

### VIDEO SCRIPT

*Mr. Evans, Paul, and Bob are having coffee in the café when a tourist walks in to ask for directions.*

Tourist: Excuse me. How do I get to the Red Café?

Mr. Evans: The Red Café? Let's see. **Go** to the corner and **turn left**.

Tourist: Left.

Mr. Evans: **Go** two blocks and **turn right**.

Tourist: Right.

Mr. Evans: **Around** the corner is a train station.

Tourist: **Take** the train.

Mr. Evans: **Don't take** the train! **Go** through the station, **across** the street to the bookstore.

**Next to** the bookstore is a pharmacy. **Next to** the pharmacy is the Red Café.

Tourist: Yes!

Mr. Evans: Got it? Let's do it again.

Mr. Evans and tourist: Corner. Left. Two blocks.

Right. **Around** the corner. **Don't take** the train! Through the station, **across** the street.

Bookstore. Pharmacy. Red Café!

Tourist: Thank you very much.

Mr. Evans: You're very welcome.

### ANSWER KEY

- A. café, train station, bookstore, pharmacy  
B. 1. True 2. False 3. False 4. True  
C. a. across b. blocks c. Next to d. Around e. left  
f. Next to  
a. 4 b. 2 c. 6 d. 3 e. 1 f. 5

## Interview: *Is there a bank near here?*

(12:41)

### PREVIEW

- Ask individual students *Is there a \_\_\_\_\_ near here?* Ask about different places in the community—for example, *a pharmacy, a bookstore, a bank, a restaurant*. Have students answer with short answers.



## REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
  - Is there a bank nearby? (yes)*
  - Is there a newsstand nearby? (yes)*
  - Is there a taxi stand nearby? (no)*
  - Is Tavern on the Green a restaurant? (yes)*
  - Is the restaurant Tavern on the Green at the train station? (no)*
  - Is the restaurant Tavern on the Green in the park? (yes)*

## EXTENSION

### Oral work

- Pair work: role play. On the board, write *restaurant, newsstand, bank*. Have students role-play the short conversations between the interviewer and the people who spoke about these locations.
- Pair work. On the board, write *Tell me* and *Excuse me*. Point out that these are two ways the interviewer spoke to people before asking them a question. Have students work in pairs to combine these expressions with *Is there . . .* and *Where is . . .* to ask each other questions about locations.

### Written work

- Pair work. Have students work in pairs to write questions about the places the interviewer asked about. Tell them to use *Is there . . .* Then combine pairs into groups of four and have them exchange questions and answer them. Bring the class together and go over the answers as a class.
- Have students write their own answers to the interview questions in the activity above, using real information. For example, *No, there isn't a bank near here. Yes, there is a restaurant on the corner.*

**LANGUAGE NOTES:** Before repeating Rob's directions to the newsstand, the interviewer says, "So that was . . ." This is short for *So what you said was . . .*

When Christine says, "You'll run right into it" she means, "You won't have to make any turns—you will walk straight into the train station."

**OOPS!** When the interviewer asks Catherine, "Is there a bank near here?" she says, "There's several." She means to say, "There are several,"

because the verb refers to *banks*, which is a plural noun.

Rob gave wrong directions the second time. It should be one block, not two blocks.

## VIDEO SCRIPT

Interviewer: Tell me, uh, is there a bank near here?

Catherine: Actually, there's . . . there's several. Uh . . . there's one on the corner up here, and, uh, one right behind us, across the street, and then one diagonal.

Interviewer: Excuse me. Is there a newsstand nearby?

Rob: Yes, there is. There's one right down the street, two blocks, make a right, go one block, and it's right on the right-hand side.

Interviewer: OK, so that was go up the street two blocks . . .

Rob: Yes.

Interviewer: Make a right, one block . . .

Rob: Two blocks.

Interviewer: Two blocks . . .

Rob: And it's right on the right-hand side.

Interviewer: Right on the right-hand side.

Interviewer: Do you know if there's a restaurant nearby?

Joe: Yes, there's a great restaurant in the park.

Uh, it's called *Tavern on the Green*.

Interviewer: Is there a taxi stand nearby?

Ian: No, there isn't.

Interviewer: Can you tell me how to get to the train station?

Christine: Uh, would you like to walk or take the subway?

Interviewer: Um, I'll walk.

Christine: Just walk straight down this street for about thirty blocks and you'll run right into it.

Interviewer: That's a long walk.

Christine: It is a long walk, but you like to walk, right?

## ANSWER KEY

A. 1. c 2. e 3. b 4. a 5. d

B. 1. b 2. a 3. a 4. b

C. 1. across 2. right 3. thirty



# UNIT 4

## Sitcom: *Who's this?*

(14:06)

### Social language

- Talk about families

### Grammar

- *Very*
- *So*
- Questions with *How old*
- Questions with *Who*

### PREVIEW

- Invite a student to the board to draw a family tree of his or her immediate family (*parents, brothers, sisters*). Go over the vocabulary. Then invite students to name other words for family members that they know.

### REVIEW

- Ask comprehension questions. Play the video episode again if necessary.

*Is Cheryl's brother an architect or a doctor? (a doctor)*

*Does Cheryl's brother have a wife? (yes)*

*Does Marie think Cheryl's brother is old? (no)*

*Is Cheryl's mother fifty-eight? (yes)*

*Who has a son—Cheryl's brother or sister? (Cheryl's sister)*

*Is the son an architect or a student? (a student)*

*Does Marie think Cheryl is pretty in the last photo? (no)*

### EXTENSION

#### Oral work

- Ask students to make statements with *have* about the people in the pictures. For example, *Cheryl has a sister and a brother. Cheryl's sister has a husband and a son. Cheryl's mother has a son and two daughters.*
- On the board, write *mother, brother, Cheryl, sister's son*. Ask students to create questions asking these people's ages. Call on volunteers to answer the questions. Point out that they will have to guess the ages of Cheryl and her sister's son. (Hint: He is a university student.)

#### Written work

- Have students write down the adjectives Marie used to describe the people in the pictures. Then have students use them to write sentences about the people.

- On the board, write a *short old woman*. Remind students that Marie described Cheryl as a short old woman. Ask *Do you agree?* Then have students write sentences describing Cheryl, using adjectives they know. For example, *Cheryl is very pretty.*

### VIDEO SCRIPT

*Marie and Cheryl look at Cheryl's family album and discuss her family members.*

Marie: Is this your family?

Cheryl: Yes.

Marie: **Who's** this?

Cheryl: My brother.

Marie: He's **so** handsome. **How old** is he?

Cheryl: He's thirty-four.

Marie: Oh!

Cheryl: He's a doctor.

Marie: Oh!!

Cheryl: That's his wife.

Marie: Oh. She's **very** pretty. **Who's** this?

Cheryl: That's my mother.

Marie: Your mother? But she's **so** old.

Cheryl: She's not old. She's fifty-eight.

Marie: OK. **Who's** this? Is he a doctor, too?

Cheryl: No, he's an architect. That's my sister's husband.

Marie: **Who's** this?

Cheryl: That's my sister's son. He's a university student.

Marie: He's **so** cute!

Cheryl: He's **so** young.

Marie: **Who's** this short old woman? What?

Cheryl: That is not a short old woman. That's me.

Marie: Oh! Sorry.

### ANSWER KEY

- A. 1. a brother and a sister 2. mother 3. husband  
4. son  
B. 1. True 2. False 3. True 4. True 5. False  
6. False 7. True  
C. 1. old 2. handsome 3. pretty 4. cute 5. short

## Interview: *Do you have any children?*

(16:03)

### PREVIEW

- Ask individual students *Do you have any brothers or sisters? How old are they?* If there are students in class who are old enough to have children, ask *Do you have any children? How old are they?*



## REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
  - Does Rita have two or three children? (three)
  - Does Mauro have a son and a daughter? (yes)
  - Are Mauro's children doctors? (no)
  - Does Chris have a brother or a sister? (a sister)
  - Is his sister twenty-five years old? (no)
  - Does Maiko have a brother or a sister? (a brother)
  - Is her brother short? (no)
  - Is her brother handsome? (yes)

## EXTENSION

### Oral work

- Ask students to name the interviewees from this segment. Write the names on the board (*Rita, Mauro, Chris, Maiko*). Call on volunteers to make statements about the family members the interviewees talked about.
- Pair work. Have students role-play the conversation between the interviewer and Maiko. Then tell students to take turns using the questions to interview each other. Remind the interviewer to ask questions about the siblings. For example, *Is he tall? Is she pretty?*

### Written work

- Ask students *What did the interviewer ask Mauro? (Do you have any children?)* Write the question on the board. Then ask *What did Mauro say?* Have students write down the answer. (*I have two children—a son and a daughter.*)
- Pair work. Assign each pair one of the following people from the video segment: *Rita, Mauro, Maiko*. Have students write a few sentences summarizing the information about their families.

**LANGUAGE NOTES:** Rita says her son is forty-one, soon to be forty-two. This means he will be forty-two soon.

*Sibling* means brother or sister. It is generally used in formal English.

*Lean* is another word for *thin*.

## VIDEO SCRIPT

- Interviewer: Who's that in the picture in your left hand?
- Rita: I have two girls and a boy.
- Interviewer: Could you tell me how old your children are?
- Rita: Yes. My oldest boy is forty-one, soon to be forty-two. The second one, who is a girl, is forty. And my baby is thirty-four.
- Interviewer: Do you have any children?
- Mauro: I have two children—a son and a daughter.
- Interviewer: Could you tell me a little about them? What do they do? What are their occupations?
- Mauro: Oh, they're both students.
- Interviewer: Do you have any siblings?
- Chris: Yes. I've got one sister who's twenty-six.
- Interviewer: Tell me, do you have any brothers or sisters?
- Maiko: Yes, um, I have one younger brother.
- Interviewer: Tell me, what does he look like? Is he tall?
- Maiko: Um, he is very tall, very skinny, very lean.
- Interviewer: So is he handsome?
- Maiko: Um, yes, he is.

## ANSWER KEY

- A. 1. c 2. b 3. a 4. d  
B. 1. b 2. b 3. c 4. a  
C. 1. Maiko's 2. Chris's 3. Rita's 4. Mauro's



## Top Notch Pop and Karaoke:

### Tell Me All about It

(17:08; 20:10)



# UNIT 5

## Sitcom: *You're late.*

(23:33)

### Social language

- Talk about time
- Invite someone to an event

### Grammar

- Prepositions of time
- *There is*

### PREVIEW

- Write *events* on the board. Ask individual students *What events do you go to?* Write the answers on the board—for example, *concerts, movies*.
- Add a *talk* to the list. Explain its meaning.

### REVIEW

- Ask comprehension questions. Play the video episode again if necessary.

*Is Bob late? (yes)*

*Is he two minutes or five minutes late? (two minutes)*

*Whose birthday is on Saturday—Bob's or Cheryl's? (Bob's)*

*Does Cheryl want to go to a play? (yes)*

*Does Bob want to go to a Mozart concert? (no)*

*Does Bob want to go to a talk by a writer? (no)*

*Does Bob want to go to a baseball game? (yes)*

*Does Cheryl want to go to a baseball game? (no)*

*Do they go to the baseball game? (yes)*

### EXTENSION

#### Oral work

- Have students name the different events that Cheryl and Bob talked about and write them on the board (*a French movie, a play, a Mozart concert, a talk by a writer, a baseball game*). Ask students *Do you want to go to a . . . ?* Poll the most liked and least liked events.
- Pair work: role play. On the board, write the question *Are you usually late?* Have students share their answers. Then have students work in pairs to role-play Cheryl and Bob and reenact their conversation about lateness at the beginning of the dialogue.

#### Written work

- On the board, write *play, concert, and ball game*. Call on students to write questions asking what time the events are. Ask volunteers to come to the board and write answers, based on the video episode.

- Pair work. On the board, write *French movie, Play, and Talk* in one column, and *the Avalon, the Arts Center, the University* in another column. Have students work in pairs to write questions with *Where* about the different events. For example, *Where is the French movie?* Then combine pairs into groups of four and have them exchange questions and write answers.

**LANGUAGE NOTES:** *Oh, wow!* is a common expression of excited surprise.

*That sounds great* is a common expression used to enthusiastically agree with someone about something.

### VIDEO SCRIPT

*In the café, Cheryl and Bob discuss their plans for Saturday night to celebrate Bob's birthday.*

Cheryl: You're late.

Bob: What time is it?

Cheryl: Two minutes after six.

Bob: I am not late. Two minutes is not late.

Cheryl: Yes, it is. It's two minutes late.

Bob: Oh, look! It's five to six. I'm early.

Cheryl: So for your birthday **on** Saturday, **there's** a great French movie **at** the Avalon.

Bob: **There's** a baseball game **on** Saturday night.

Cheryl: Or **there's** a play **at** the Arts Center **at** 8:00 P.M. *Life Is a Dream*.

Bob: The Tigers are playing the Giants. You know, baseball?

Cheryl: Oh, look! **There's** a Mozart concert **on** Saturday. Would you like to go?

Bob: What time?

Cheryl: Half past seven.

Bob: The ball game's **at** 7:00.

Cheryl: Oh, wow! **There's** a talk by the writer Ellen Lee **at** the University **on** . . .

Bob: **On** Saturday night. Is your birthday **on** Saturday?

Cheryl: No. It's *your* birthday. Would you like to go to a baseball game for your birthday?

Bob: A baseball game! That sounds great!

### ANSWER KEY

A. 1. 6:02 2. 5:55 3. 7:30 4. 7:00

B. 1. a 2. b 3. b 4. c

C. 1. on 2. at 3. at, at 4. at, on

D. 1. Cheryl 2. Bob 3. Bob 4. Cheryl 5. Cheryl



## Interview: *Do you know what time it is?*

(25:32)

### PREVIEW

- Write different times and events on small pieces of paper for every student. For example, *concert—2:00; movie—4:15; party—8:30; play—7:45*. Then ask the class *What time is the concert / movie / party / play?* Have the student with the answer respond in a complete sentence.

### REVIEW

- Ask comprehension questions. Play the video segment again if necessary.

*Does Blanche have the time? (yes)*

*Does Angelique have the time? (no)*

*Is Alexandra at the post office? (no)*

*Where is Alexandra? (at the movie theater)*

*What time's the movie? (at 6:00)*

*Is she on time? (yes)*

*What's the date? (September 29<sup>th</sup>)*

### EXTENSION

#### Oral work

- Discussion. Ask students to recall the interviewees' names and write them on the board (*Lorayn, Vanessa, Stephan, Blanche, Herb, Alexandra, Angelique*). Ask *Who does not have the time?* (*Herb and Angelique*) As a class, think of places where you can find clocks—for example, *cell phones, stores, restaurants, buildings, parks, train stations*. Write them on the board.
- Pair work. Have students work in pairs to create their own scenarios, using the interviewer's conversation with Alexandra as a model. On the board, write:  
*What time is (the movie)?*  
*What time is it now?*  
*You are (right on time / early / late).*

#### Written work

- Have students write sentences about Alexandra. For example, *Alexandra is at the movie theater. It is 5:30. The movie is at 6:00.*

- Pair work. Have students work in pairs to write simple scripts asking about the time, using the interviews as models. For example:

*A: Excuse me. What time is it?*

*B: It is 9:15.*

*A: Thank you.*

*B: You're welcome.*

**LANGUAGE NOTES:** *Sure* or *Oh, sure* are friendly and informal ways of saying *yes*.

*Sure* can also mean *certain*. When Angelique says, "I'm not really sure" she means she does not know for certain.

### VIDEO SCRIPT

Interviewer: Do you know what time it is?

Lorayn: Five o'clock.

Interviewer: Could you tell me what time it is?

Vanessa: Sure. Um, it is 10:30.

Interviewer: Excuse me. Do you have the time?

Stephan: Oh, sure. It's 4:15.

Interviewer: Thank you.

Stephan: You're welcome.

Interviewer: Could you tell me what time it is?

Blanche: It is . . .

Herb: I can't.

Blanche: It is ten minutes to twelve.

Interviewer: Great. Thanks so much.

Blanche: You're welcome.

Interviewer: What movie do you want to see?

Alexandra: I want to see *National Treasure*.

Interviewer: And what time is the movie?

Alexandra: It is at six o'clock.

Interviewer: By the way, what time is it now?

Alexandra: Um . . . it is 5:30.

Interviewer: So you're right on time.

Alexandra: I am.

Interviewer: Could you tell me what time it is?

Angelique: I actually don't wear a watch, so I'm not really sure.

Interviewer: Do you know what the date is?

Angelique: I believe it's the 29<sup>th</sup> of September.

### ANSWER KEY

A. 1. a 2. b 3. a 4. b

B. 1. b 2. c 3. a 4. c

C. 1. No, she doesn't. 2. Yes, she does. 3. No, he doesn't. 4. Yes, she does.



# UNIT 6

## Sitcom: *Do you like this blouse?* (26:55)

### Social language

- Express likes
- Describe clothes

### Grammar

- *This / that / these / those*
- The simple present tense: *like*

### PREVIEW

- Call on students to name the items of clothes they are wearing. Write the words on the board.

### REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  - Does Cheryl have new clothes? (yes)*  
(gesturing show) *Does Cheryl show Bob a blouse or a skirt? (a blouse)*  
(gesturing see) *Does Bob see her new shoes? (yes)*  
(gesturing see) *Does Paul see her new shoes? (no)*  
(gesturing see) *Does Bob see her new dress? (no)*  
*Does Bob say that Cheryl looks like Julia Roberts? (yes)*  
(gesturing show) *Does Cheryl show Bob a skirt? (no)*

### EXTENSION

#### Oral work

- Call on individual students to name the colors of the clothing items that Cheryl showed Bob and Paul and the clothes the characters are wearing.
- Group work. On the board, write *Do you like this / these \_\_\_\_\_?* Divide the class into groups of three. Have students point to articles of clothing they are wearing and ask each other if they like them. For example, *Do you like this shirt? Do you like these pants?*

#### Written work

- Pair work. Ask students to remember the clothes that Cheryl mentioned to Bob and Paul (*blouse, shoes, dress, skirt, sweaters*). Then have students write sentences that Bob and Paul said about the clothes. For example, *I like that blouse. That skirt is very nice.*
- Have students write their opinions of Cheryl's clothes. For example, *I don't like those sweaters. That dress is nice.*

**LANGUAGE NOTES:** *What about . . .* is a short way of saying *What do you think about . . . ?*

*I see* is another way of saying *I understand*.

### VIDEO SCRIPT

*Bob and Paul are watching a ball game on TV at Cheryl's apartment. Cheryl tries to get their opinions on the clothes she bought.*

Cheryl: **Do you like this blouse?**

Bob: Yes.

Paul: **That blouse is beautiful!**

Cheryl: Thank you! What about **these shoes? Do you like them?**

Bob: I **like those shoes.**

Paul: I really **like those shoes.**

Cheryl: And what about **this dress?**

Bob: I really **like that dress!**

Cheryl: You **do?**

Bob: You look like a movie star—Julia Roberts!

Cheryl: I see. And **this skirt?**

Bob: **That skirt is very nice.**

Cheryl: Bob. Bob!

Bob: What?!

Cheryl: What about **these sweaters?**

Bob: I **like those sweaters. Those sweaters are beautiful!**

Paul: I really **like those sweaters. They're really nice.**

Cheryl: Thank you!

### ANSWER KEY

A. blouse, shoes, dress, skirt, sweaters

B. 1. b 2. b 3. c 4. b

C. 1. this 2. That 3. these 4. those 5. this 6. that

## Interview: *Do you like that color?*

(28:44)

### PREVIEW

- Have students name as many colors as they can think of. Write them on the board. Then ask individual students *What is your favorite color?*

### REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
  - Who likes green and yellow—Martin or Dan? (Martin)*
  - Is Vanessa's blouse new? (yes)*
  - Does Lorayn like purple? (no)*
  - Does Martin like yellow? (yes)*
  - Does San like to wear white? (yes)*
  - Do Lorayn and Natalie say they need new shoes? (yes)*



## EXTENSION

### Oral work

- Discussion. Ask individual students *Do you need new shoes? Do you buy new shoes often?* See if men and women answer differently. Then say *Natalie says "A woman always needs new shoes." Is this true?*
- Pair work. Have students recall different ways the interviewer complimented the interviewees' clothing. (*That's a nice sweater. That's a really nice tie. Is that a new blouse? I like that color.*) Then ask students *How did the interviewees respond?* (*Thank you. Thank you very much. Thank you. I like it too.*) Have students work in pairs to take turns giving each other compliments about their clothes and thanking each other.

### Written work

- Pair work. Have students recall the names of the interviewees. Write them on the board (*San, Dan, Martin, Vanessa, Lorayn*). Have students work in pairs to write six information questions about the different people. Encourage students to use *Who*, *What*, and *Which*. For example, *Who likes black and red? What color does Dan like?* Combine pairs into groups of four and have them exchange questions and write answers.
- Call on students to write on the board all the colors and articles of clothing mentioned in the video. Then tell each student to write eight sentences using the vocabulary on the board. For example, *I have a red sweater.*

**LANGUAGE NOTES:** Lorayn says, "Red's another favorite color of mine." The sentence could also be said *Red is another one of my favorite colors*. Similarly, the interviewer asks, "Is green a favorite color of yours?" The question could also be said *Is green one of your favorite colors?*

San says she likes wearing *purples*. This means she likes to wear different shades of purple. All colors can be used in this plural form.

When Lorayn says "Not at all," she means *No, I don't mind at all.*

## VIDEO SCRIPT

Interviewer: That's a nice sweater.  
San: Why, thank you.  
Interviewer: That's a nice color shirt.  
Dan: Thank you very much.  
Interviewer: That's a really nice tie you're wearing.  
Martin: Thank you. I like it too.  
Interviewer: Is that a new blouse?  
Vanessa: Yes, it is. My sister bought it for me.  
Interviewer: Do you like that color?  
Dan: I do. Navy blue's my favorite color.  
Interviewer: Do you often wear black?  
Lorayn: Not always. Red's another favorite color of mine.  
Interviewer: Is green a favorite color of yours?  
Martin: Yes. I also like yellow too.  
Interviewer: What other colors do you like to wear?  
San: I like wearing blue. Um, I like wearing purples and white.  
Interviewer: I like that color. Do you like that color?  
Vanessa: I like it very much.  
Interviewer: Do you mind if I ask you a question?  
Lorayn: Not at all.  
Interviewer: Do you need new shoes?  
Lorayn: I always need new shoes.  
San: I always need new shoes.  
Natalie: Yes. A woman always needs new shoes.  
Interviewer: Tell me, do you need a new pair of shoes?  
Martin: I don't think so.

## ANSWER KEY

- A. 1. sweater 2. tie 3. blouse  
B. 1. False 2. False 3. True 4. True 5. False  
6. True  
C. 1. blue 2. black, red 3. green, yellow 4. blue, purple, white 5. green



# UNIT 7

## Sitcom: *What do you do in the morning?*

(33:54)

### Social language

- Describe daily activities

### Grammar

- Frequency adverbs
- Time expressions

### PREVIEW

- On the board, write *Household chores* and *Leisure activities*. Have students give examples. Write them under the appropriate headings.

### REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  - Who is late for work—Marie or Paul? (Paul)*
  - Is Paul late often? (yes)*
  - Who wakes up early—Marie or Paul? (Marie)*
  - Does Marie take a nap in the morning? (yes)*
  - Does she watch TV in the morning? (no)*
  - Does Paul do the laundry in the morning, too? (no)*
  - Does Paul do the laundry often? (no)*

### EXTENSION

#### Oral work

- On the board, write the following conversation:
  - A: *On the weekends I sleep until 6:00.*
  - B: *That's really late.*Call on a volunteer to be Speaker A and model the conversation together. Be sure to use a sarcastic tone for Speaker B. Ask *Does Paul really mean that 6:00 is late? (no)* Have students repeat the tone. Then have students role-play this conversation.
- Pair work. Take a poll. Ask *Do you sleep late? Do you wake up early?* Have students work in pairs to tell each other when they wake up and what they do in the morning.

#### Written work

- Pair work. Have students work in pairs to write affirmative and negative statements about what Marie does and does not do in the morning. For example, *Marie does the laundry. She does not sleep late.*
- Pair work. Have students work in pairs to write six *yes / no* questions to ask what their partner

does in the morning. For example, *Do you read the paper? Do you wash the dishes?* Have each student exchange questions with their partner and write short answers.

### VIDEO SCRIPT

*Paul and Marie talk about their daily activities.*

Marie: Paul, you're late again.

Paul: Sorry. I **never** get up **before** 8:45.

Marie: 8:45?! That's late!

Paul: What time do you get up?

Marie: 5:00 A.M.

Paul: 5:00 A.M.! That's early! What do you do **in the morning?**

Marie: Well, after I get up I **usually** make breakfast, take out the garbage, do the laundry . . .

Paul: The laundry?

Marie: Yes. Then I read the newspaper, check my e-mail, **sometimes** I take a nap . . .

Paul: You take a nap **in the morning?**!

Marie: Just fifteen minutes. **On Monday, Wednesday, and Friday** I exercise. And **on the other days** I clean the house. Then I take a shower, get dressed, put on my makeup, and go to work.

Paul: Wow. You **never** sleep late?

Marie: **On the weekends** I sleep 'til 6:00.

Paul: That's really late. You do laundry **in the morning?**

Marie: And **the evening**. Why, when do you do the laundry?

Paul: **Usually in March.** And **September.**

### ANSWER KEY

- A. take out the garbage, do the laundry, read the newspaper, take a nap, exercise, clean the house
- B. 1. b 2. a 3. c 4. c 5. b 6. c
- C. 1. Yes, she does 2. No, she doesn't 3. No, she doesn't 4. Yes, she does 5. Yes, she does

## Interview: *What do you usually do during the week?*

(35:27)

### PREVIEW

- Ask students *What do you usually do during the week?* Write the activities students name on the board.



## REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
  - Does Angelique go to the movies during the week? (yes)
  - Does Jessica do the laundry often? (no)
  - Does Deepti take naps in the afternoon? (no)
  - Does Alvino eat breakfast early? (yes)
  - Does Blanche usually eat lunch at 12:00 or 1:00? (12:00)
  - Does Jessica usually eat dinner late? (no)
  - Is Lisa a morning person or an evening person? (evening person)

## EXTENSION

### Oral work

- Pair work. Write on the board *What time do you eat breakfast / lunch / dinner?* Have students work in pairs to ask each other these questions and answer them, using personal information. Then have students think up additional questions about habits, starting with *What time do you . . . ?*
- Pair work. Write on the board *How often do you do the laundry / exercise / make dinner?* Have students work in pairs to ask each other these questions and answer them, using personal information. Then have students think up additional questions about how often they do things, starting with *How often do you . . . ?* Encourage students to answer with frequency adverbs.

### Written work

- Have students recall the interviewees' names and write them on the board (*Angelique, Jessica, Deepti, Alvino, Blanche, Lisa*). Have students write a sentence about each person.
- On the board, write *Are you a morning person or an evening person?* Have students answer the question and then write five sentences describing their morning or evening habits. For example, *I am a morning person. I get up early. I eat breakfast at 5:30 A.M. In the morning I . . .*

**LANGUAGE NOTES:** *I don't get a chance to* means *I don't have the opportunity / time to do something.*

*I'm good to go* means *I am ready to start the day.*

*I'm at full energy* means *I have the most energy.*

## VIDEO SCRIPT

Interviewer: And could you tell me what you usually do during the week?

Angelique: Usually during the week, um . . . , I mean, I go to a couple of films. I like to go to the movies, independent films.

Interviewer: How often do you do laundry?

Jessica: As little as possible.

Interviewer: Do you take a nap in the afternoon?

Deepti: I don't take a nap in the afternoon. I don't get a chance to.

Interviewer: What time do you usually eat breakfast?

Alvino: Between 6:30 and 7:00.

Interviewer: What time do you usually eat lunch?

Blanche: At noon.

Interviewer: What about dinner. When?

Jessica: Dinner . . . I love to have dinner around 6:00, which is not too late, because if it's too late I can't sleep. So, most of the time around 6:00, 7:00.

Interviewer: So, would you say you're a morning person or an evening person?

Lisa: More of an evening person.

Interviewer: And why do you say that?

Lisa: I think that it takes me a really long time to wake up, so usually anything after 12:00 I'm good to go, and by 7:00 I'm like at full energy.

## ANSWER KEY

A. 1. b 2. c 3. a

B. 1. True 2. False 3. False 4. True 5. False  
6. False

C. 1. doesn't go 2. doesn't do 3. has  
4. doesn't eat



## Top Notch Pop and Karaoke: On the Weekend

(36:36; 38:45)

# UNIT 8

## Sitcom: *Welcome to my new apartment.*

(30:10)

### Social language

- Describe a home

### Grammar

- *There is / there are*
- Questions with *where*

### PREVIEW

- Write the word *rooms* on the board. Have students list rooms in a house or apartment.

### REVIEW

- Ask comprehension questions. Play the video episode again if necessary.

*Does Cheryl live in a house or an apartment? (an apartment)*

*Who is visiting Cheryl's apartment—her mother or her sister? (her mother)*

*Is there a park near Cheryl's apartment? (yes)*

*Does Cheryl live near her office? (yes)*

*Does Cheryl have a large kitchen? (no)*

*Does the apartment have many rooms? (no)*

*Does Cheryl like her apartment? (yes)*

*Does Cheryl's mom like her apartment? (no)*

### EXTENSION

#### Oral work

- Ask students *What furniture and appliances are there in Cheryl's apartment?* Have students answer using *There is . . .* and *There are . . .* Write the vocabulary on the board, and leave it there for the next exercise (*refrigerator, freezer, cabinet, table, chairs, rugs, desk, computer, lamp, sofa, chairs, dresser*).
- Pair work. Have students refer to the vocabulary on the board from the previous activity and ask each other whether they have the different furniture and appliances in their homes. Model *yes / no* questions. For example, *Do you have a computer? Do you have chairs?*

#### Written work

- Pair work. Have students work in pairs to write six *yes / no* questions asking about the furniture and appliances in Cheryl's apartment. For example, *Does Cheryl have a bed? Is there a table?* Then

combine pairs into groups of four and have them exchange questions and write short answers.

- Tell students to name the different "rooms" Cheryl has in her apartment. Write them on the board (*kitchen, dining room, office, living room, bedroom*). Then have students copy these words and write what furniture and appliances she has in each "room." Have students refer to the words on the board from the oral work if necessary.

**LANGUAGE NOTES:** *This is it* is another way of saying *This is everything*. *There is nothing more*.

A *studio apartment* is an apartment that has just one room.

### VIDEO SCRIPT

*Cheryl's mother comes to visit Cheryl at her new apartment.*

Cheryl: Hi.

Mother: Hi.

Cheryl: Welcome to my new apartment, Mom!

Mother: I liked your old apartment at 24 Oak Street better.

Cheryl: That's because you live at 22 Oak Street.

Mother: Your old apartment had such a nice view.

Cheryl: The view here is nice too, Mom. The park is just across the street. And my office is around the corner.

Mother: Nice refrigerator. It's very small, isn't it?

Cheryl: The refrigerator?

Mother: The kitchen.

Cheryl: It's a little small, but I like it. **There's** the dining room, the office, and the living room.

Mother: The chairs are nice. I like the sofa. Why's the dresser in the living room?

Cheryl: **There's** no place else for it to go.

Mother: But where are the other rooms, honey?

Cheryl: Mom, it's a studio apartment. **There are** no other rooms.

Mother: This is it?

Cheryl: This is it!

Mother: But where's the bedroom?

Cheryl: Ta da!

Mother: I'm afraid to ask about the bathroom.

Cheryl: Oh, Mom! I think it's nice.

### ANSWER KEY

A. 1. c 2. d 3. a 4. b

B. 1. at 2. across 3. around

C. 1. True 2. True 3. False 4. True 5. True 6. False 7. False 8. True



## REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
  - Who is going out to dinner with friends—Joe or Martin? (Joe)
  - Is Martin going to the opera this evening or this weekend? (this weekend)
  - Is Martin going to the opera with a colleague? (yes)
  - Is Martin going out to dinner this evening? (no)
  - Does San have plans for this weekend? (yes)
  - Is she hanging out with friends? (yes)
  - Is she going to the park? (yes)

## EXTENSION

### Oral work

- On the board, write *this evening*, *this weekend*, *next month*, *next Monday*. Have students make statements about the interviewees using these time expressions. Make sure they use the present continuous for future.
- Pair work. Have students refer to the time expressions in the previous activity and ask each other questions about their own plans. Remind students to use the present continuous for future.

### Written work

- Pair work. Have students write six information questions about the interviewees in the present continuous. Tell them to start two questions with *Who*, two questions with *When*, and two questions with *What*. Combine pairs into groups of four and have them exchange questions and answer them in full sentences.
- Have students summarize San's plans for this weekend and for next Monday.

**LANGUAGE NOTES:** *Hang out with someone* means to spend time together, not doing anything in particular.

When something is *coming up*, it is about to happen. It is in the near future.

*Major plans* means big or important plans.

*I usually go week by week* means I don't plan too much in advance. I take one week at a time.

**OOPSI!** Martin says that he is going with a colleague *in* the office. Formally, the correct preposition would be *from* the office.

## VIDEO SCRIPT

Interviewer: What are you planning to do this evening?

Joe: This evening I'm planning to go to, um, dinner with friends and maybe some drinks.

Martin: I think I'll stay home and have my dinner.

Interviewer: So what are you going to do this weekend?

San: I am going to go to, um, the park and maybe see a movie and hang out with my friends.

Martin: Um, I'm going to an opera.

Interviewer: That's interesting. And, uh, will you be going with anyone?

Martin: Uh, with a colleague in the office and her husband.

Interviewer: Next month. Do you have any big plans coming up?

Stephan: Um, I don't have major plans coming up next month. I usually go week by week.

San: Next Monday I will, um, probably be in the office working. Um, after work I'll probably go out and have something to eat and go to dinner and, um, come home and watch TV.

## ANSWER KEY

A. go to the park, see a movie, hang out with friends

B. 1. working 2. going out 3. coming home  
4. watching TV

C. 2. Martin is staying home and having dinner this evening 3. San is going to the park this weekend 4. San is working next Monday

5. Joe is having dinner with friends this evening

# UNIT 10

## Sitcom: Tonight, I'm cooking. (44:27)

### Social language

- Discuss ingredients for a recipe

### Grammar

- Count and non-count nouns
- Questions with *How many*
- The simple present tense and the present continuous

### PREVIEW

- On the board, write *vegetable soup*. Ask students *What are ingredients for vegetable soup?* Write students' answers on the board.

### REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  - Who is making dinner? (Bob)*
  - What is he cooking? (vegetable soup)*
  - Does Cheryl have vegetables in the refrigerator? (yes)*
  - Does she have any sugar? (yes)*
  - Does she have any coffee? (yes)*
  - Does Bob put the coffee and bananas in the soup? (no)*
  - Does Bob have a can of soup? (yes)*
  - Do Cheryl and Marie like the soup? (yes)*

### EXTENSION

#### Oral work

- Ask students *What vegetables does Cheryl have?* Call on students to name the foods in complete sentences. For example, *Cheryl has onions*. Then ask *What other foods does Bob need?* For example, *Bob needs bananas*.
- Group work: role play. Have students role-play the characters in the video and reenact what happened in the video episode.

#### Written work

- Have students write the list of ingredients for Bob's Famous Vegetable Soup, as heard in the video episode. Then have students compare lists with a partner and add any foods they forgot.
- Pair work. Have students work in pairs to write questions with *How many . . .* and *Are there any . . .* about the food in Cheryl's kitchen. For example,

*Are there any peppers? How many potatoes are there?* Then combine pairs into groups of four and have them exchange questions and answer them in full sentences.

**LANGUAGE NOTE:** *Have a taste* means *Taste this*.

### VIDEO SCRIPT

*Cheryl, Marie, and Bob are in the kitchen, where Bob is making soup.*

Bob: Tonight, I'm cooking.

Cheryl: What are you making?

Bob: Bob's Famous Vegetable Soup. Do you have any vegetables?

Cheryl: I have some onions, tomatoes . . .

Bob: How many tomatoes?

Cheryl: Two. I have some beans, some peas, one cabbage, and a potato.

Bob: Great!

Cheryl: You want them all?

Bob: It's vegetable soup. Pass those bananas, please.

Marie: Bananas are fruit.

Bob: Yes.

Marie: You put bananas in your vegetable soup?!

Bob: Sounds good, doesn't it? Now do you have any sugar?

Cheryl: Yes.

Bob: And I need a lemon. Oh, and do you have any coffee?

Cheryl: Do you have a recipe for this?

Bob: Go watch TV, please.

*(One hour later)*

Bob: Come. Have a taste.

Cheryl: This is . . . delicious! Bob, you're a great cook!

Marie: The coffee and bananas are great!

### ANSWER KEY

- A. lemon, coffee, banana, sugar
- B. 1. True 2. True 3. False 4. False 5. True 6. False
- C. 1. one 2. two 3. one 4. one

## Interview: What do you like to eat and drink? (47:40)

### PREVIEW

- Ask individual students *What items do you have in your refrigerator right now?* Write the foods on the board. Note the most repeated foods.



## REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
  - Does Ian like coffee? (yes)*
  - Does James like iced tea? (yes)*
  - Who likes fish and rice—Dan or Matt? (Dan)*
  - Does Natalie eat a lot of carrots? (yes)*
  - Do Natalie and James both eat a salad every day? (yes)*
  - Does Matt eat a lot of soup? (no)*
  - Is Dan eating lunch around 2:00 or 3:00 today? (3:00)*
  - Does Lorayn want a big salad for dinner today? (no)*

## EXTENSION

### Oral work

- Discussion. Ask students these questions:
  - Does Natalie eat a salad every day? Do you?*
  - Does James eat a lot of soup? Do you?*
  - Does Dan eat lunch late? Do you?*
- Pair work: role play. As a class, recall the questions the interviewer asked. Write them on the board. (*What beverages do you like? What foods do you like? How often do you eat carrots? Do you eat a lot of soup? What's in your fridge right now? When are you eating lunch today? What are you eating for dinner tonight?*) Have students work in pairs to choose interviewees from the video. Then have them ask each other these questions.

### Written work

- Ask students to name the interviewees in this episode (*Ian, James, Dan, Natalie, Lorayn, Matt*). Tell each student to choose one person and write sentences about him or her.
- Pair work. Have students write six questions about the interviewees. Then combine pairs into groups of four and have them exchange questions and write answers.

**LANGUAGE NOTES:** *Beverage* is a formal word for *drink*.

*Sushi* is a Japanese dish consisting of cold rice and raw fish.

### VIDEO SCRIPT

Interviewer: Tell me, what beverages do you like to drink?  
Ian: Um, coffee, tea, milk, uh, water.  
James: I like to drink iced tea—iced tea and water.  
Interviewer: How about, um, the foods that you like to eat? Could you tell me some foods that you like to eat?  
Dan: Uh, fish and rice.  
Interviewer: How often do you eat carrots?  
Natalie: I usually eat a salad every day, and in the salad I put carrots.  
Interviewer: Do you, um, eat a lot of soup, for example?  
James: Yes, a lot of soup.  
Dan: Yeah. I have soup occasionally.  
Lorayn: In the winter I eat a lot of soup, actually.  
Matt: No. I don't eat a lot of soup.  
Interviewer: Could you tell me some items that are in your fridge right now?  
James: Uh, let's see. Well, we've always got a lot of vegetables because we eat a big salad every day.  
Ian: Uh, bread, cheese, eggs.  
Interviewer: What time do you plan to eat lunch today?  
Dan: Uh, maybe around 3:00.  
Interviewer: So what do you want for dinner tonight?  
Lorayn: I would really like sushi for dinner tonight.

### ANSWER KEY

- A. 1. coffee, milk, water 2. vegetables, iced tea  
3. rice, fish  
B. 1. False 2. False 3. True 4. True 5. True  
C. 1. b 2. d 3. c 4. b 5. d

# UNIT 11

## Sitcom: *How was your trip?*

(49:11)

### Social language

- Discuss a trip

### Grammar

- The simple past tense

### PREVIEW

- Ask individual students *Where did you go on your last vacation? What did you do?* Write students' responses on the board. Make sure they use the simple past tense.

### REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  - Did Dr. Anderson go to London? (yes)*
  - Did she go for business or vacation? (business)*
  - Did she visit any museums? (no)*
  - Did she eat in different restaurants? (no)*
  - Did she see much of the city? (no)*
  - Did Dr. Anderson meet with doctors? (yes)*
  - Did she stay in the hotel for four days? (yes)*
  - Did Dr. Anderson give four speeches? (no)*
  - How long did Dr. Anderson stay—four or five days? (four days)*
  - Did she look at the city from the plane? (yes)*

### EXTENSION

#### Oral work

- Discussion. Ask students these questions:
  - Does anyone go on business trips?*
  - What cities do you go to?*
  - Do you usually have time to see the city? If yes, what do you do?*
  - Do you ever only stay in the hotel?*
- Pair work: role play. Have students role-play the characters in the video and reenact what happened in the video episode. Remind the students role-playing Marie to show surprise.

#### Written work

- Have students write affirmative and negative sentences describing Dr. Anderson's vacation. For example, *Dr. Anderson went to London on business. She did not visit any museums.*
- Pair work. Have students work in pairs to write six questions in the simple past tense (both information questions and *yes / no* questions) about

Dr. Anderson's vacation. Then combine pairs into groups of four and have them exchange questions and write answers.

**LANGUAGE NOTE:** *Lots of* has the same meaning as *a lot of* or *many*.

### VIDEO SCRIPT

*Dr. Anderson discusses her trip to London with Marie.*

Marie: Well, hello, Dr. Anderson! Welcome back.

Dr. Anderson: Thank you very much.

Marie: **How was** your trip to London?

Dr. Anderson: It **was** fine, thank you.

Marie: **Did** you **visit** lots of museums?

Dr. Anderson: No. I **didn't visit** any.

Marie: **Did** you **eat** in some good restaurants?

Dr. Anderson: No. I **ate** in the same bad restaurant every day.

Marie: **Did** you **see** any plays or concerts?

Dr. Anderson: No. But I **watched** TV in the hotel room at night.

Marie: **Did** you **take** some nice walks around London?

Dr. Anderson: Actually, no. I **sat** in a chair for four days.

Marie: Dr. Anderson, that doesn't sound like a very nice vacation.

Dr. Anderson: Vacation? I **went** to London for business, not for vacation. I **met** doctors from all over the world. We **talked** about new medicines, and I **gave** two speeches. I always **ate** at the hotel restaurant. So I actually never **left** the hotel.

Marie: But, Dr. Anderson, you **were** in London and you **didn't see** the city.

Dr. Anderson: No. But it **looked** nice from the airplane.

### ANSWER KEY

- A. 1. b 2. b 3. c 4. a 5. c  
B. 2. Did you eat in some good restaurants 3. Did you see any plays or concerts 4. Did you take some nice walks around London  
C. 2. talked 3. didn't take 4. watched 5. didn't see 6. ate

## Interview: *What did you do last weekend?*

(50:56)

### PREVIEW

- Ask students *What did you do last night?* Write students' responses on the board. Make sure they use the simple past tense.



## REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
  - What did Alvino do last weekend—work or relax? (work)*
  - Did Rob go running in the park? (yes)*
  - Did Maiko go to a movie and have dinner with a friend? (yes)*
  - Did Mauro walk around New York all day? (no)*
  - Did Alvino say the weather was rainy or sunny last weekend? (sunny)*
  - Did Maiko say the weather was sunny on Sunday? (yes)*

## EXTENSION

### Oral work

- Pair work: role play. Have students choose one of the interviewees from the interviews and role-play the short conversation between the interviewer and the interviewee. Tell students to try to include all the information they talked about.
- Pair work. On the board, write *What did you do last weekend? What was the weather like?* Have students work in pairs to ask and answer these questions.

### Written work

- Have students recall the interviewees' names and write them on the board (*Alvino, Rob, Maiko, Mauro*). Call on volunteers to come to the board and write sentences about the people's past activities. Make sure students use the simple past tense.
- Have students write several sentences describing what they did last weekend and what the weather was like.

## VIDEO SCRIPT

Interviewer: What did you do last weekend?  
Alvino: I worked.  
Rob: Last weekend I went running in the park. I had drinks with friends. I read the paper. I relaxed.  
Maiko: I went to see a movie, and, um . . . yes, with my friend, and I went to have some dinner with her.  
Interviewer: How about yesterday? What did you do yesterday?  
Mauro: Well, yesterday it rained all day in New York, so I just went to the public library.  
Interviewer: This past weekend, what was the weather like?  
Alvino: It was nice, sunny, pleasant.  
Interviewer: Yeah? So you enjoyed it?  
Alvino: Yes, I did.  
Interviewer: You were outside?  
Alvino: I was outside working, yes, but enjoying it.  
Maiko: It was . . . oh, last weekend it was not too good. Uh, it was rainy, but I think Sunday was pretty good. It was sunny.  
Rob: The weather was great.  
Interviewer: That sounds really nice.  
Rob: It was really nice.  
Interviewer: Did you have a good time?  
Rob: I did have a good time.

## ANSWER KEY

- A. 1. False 2. True 3. True 4. False 5. True  
B. 1. nice 2. sunny 3. rained, went 4. went, had, read, relaxed



**Top Notch Pop and Karaoke:**  
***My Favorite Day***

(52:05; 55:42)

# UNIT 12

## Sitcom: *She has a fever.*

(59:38)

### Social language

- Talk about ailments

### Grammar

- Verb tense review

### PREVIEW

- Write the word *ailments* on the board. Have students name different ailments that they know.

### REVIEW

- Ask comprehension questions. Play the video episode again if necessary.

*Is Marie meeting her sister for lunch? (yes)*

*Is she having lunch with Mr. Evans? (no)*

*Do Marie's friends tell Mr. Evans she is sick? (yes)*

*Is Marie really sick? (no)*

*Does Paul say Marie has a toothache and a headache? (yes)*

*Does Paul say Marie has an earache? (no)*

*Does Mr. Evans think that Marie is sick? (yes)*

*Is Mr. Evans calling the doctor? (yes)*

### EXTENSION

#### Oral work

- Pair work: role play. Play the video episode from the part where Marie returns to the office to get her jacket, with the sound off. Have students look at Marie's body language and identify the ailment she is pretending to have (in order: *fever, headache, stomachache, toothache*). Then call on volunteers to role-play Mr. Evans and Marie in this section.
- Pair work: role play. Have students imagine that Marie is at the doctor's. Ask *What questions does the doctor ask her?* Write the questions that students suggest on the board. For example, *Do you have a stomachache?* Then have students work in pairs to role-play the doctor and Marie.

#### Written work

- Have students write the excuses Marie's friends give to Mr. Evans. For example, *She's not feeling so well. She has a toothache.*
- Pair work. Have students write *yes / no* questions about Marie's ailments. For example, *Does Marie have a headache? Does she have a backache?* Then combine pairs into groups of four and have them exchange questions and write full answers.

**LANGUAGE NOTES:** Mr. Evans says to Marie "You do look awful." The word *do* in the sentence puts emphasis on the statement. Another way to say this would be *You really look awful.*

Mr. Evans says to Marie "You're not going anywhere." This is a firm way of saying *You should not go anywhere.*

### VIDEO SCRIPT

*Marie pretends to be sick.*

Marie: **I'm meeting** my sister for lunch.

Cheryl: **Aren't** you **having** lunch with Mr. Evans?

Marie: Oh, no! I **forgot!** Tell him I **don't feel** well and **I'm going** to the doctor.

Paul: OK.

*(Marie leaves.)*

Mr. Evans: **Is** Marie here?

Cheryl: Uh, no. She's not **feeling** so well.

Bob: She **went** to the doctor.

Paul: She **has** a fever. And a headache. And a stomachache. And a toothache.

Mr. Evans: That **sounds** bad!

*(Marie reenters.)*

Marie: I **need** my jacket.

Mr. Evans: You do **look** awful!

Marie: I do?

Mr. Evans: Well, with your fever . . .

Marie: Fever? Oh, yes, fever.

Mr. Evans: And a headache!

Marie: Ohhh!

Mr. Evans: And a stomachache!

Marie: Oooh.

Mr. Evans: And a toothache!

Marie: Ow!!!

Mr. Evans: You're not **going** anywhere. **Stay** right here. **I'm calling** the doctor.

Marie: Yes. Thank you, Mr. Evans. *(to her colleagues)* Thank you very much.

### ANSWER KEY

- A. a fever, a headache, a stomachache, a toothache  
B. 1. b 2. a 3. c  
C. 1. a 2. b 3. b 4. a

## Interview: *What do your parents look like?*

(1:01:14)

### PREVIEW

- On the board, write *hair* and *eyes*. Have students say words to describe hair and eyes. Write them on the board. For example, *Hair: black, brown, white, curly, straight; Eyes: blue, brown, big.*



## REVIEW

- Ask comprehension questions. Play the video segment again if necessary.

*Is Jessica's father tall? (yes)*

*Who has big ears—Jessica's mother or father? (Jessica's father)*

*Is Jessica's father handsome? (yes)*

*Does Jessica's mother have brown eyes? (no)*

*Do Martin's brothers have brown eyes? (yes)*

*Are Martin's sisters pretty? (yes)*

*Does Angelique have a brother or a sister? (a brother)  
Is he handsome? (yes)*

## EXTENSION

### Oral work

- On the board, write the names of the interviewees (*Jessica, Martin, Angelique*). Have students describe the family members they spoke about.
- Call on students to describe the interviewees from the video without mentioning their names. For example, *She has long blond hair*. Then have the class guess who is being described. If the class can't guess, allow students to ask *yes / no* questions to get hints. Continue the activity by asking one student to pick a classmate. Have the rest of the class ask questions to get hints and guess who is being described.

### Written work

- Pair work. Have students write sentences summarizing what Jessica's parents look like.
- Have students choose one of their family members and write sentences describing what they look like.

**OOPS!** Jessica says, "He has already white hair." However, *He already has white hair* is grammatically correct.

Jessica also says, "She has black straight hair." However, *She has straight black hair* is grammatically correct.

## VIDEO SCRIPT

Interviewer: Could you describe your parents for me?

Jessica: My dad is like this tall. He has already white hair, big ears, and is very handsome. And my mom is a little smaller than me, and she has black straight hair and is very beautiful, and has big blue eyes.

Interviewer: Could you tell me what one of your brothers looks like?

Martin: Um, looks like me a little bit. The other one looks more like my mother.

Interviewer: Could you describe them a little bit—their hair, their eyes?

Martin: Uh, they both have black hair and brown eyes, just like me.

Interviewer: Now, do you have any siblings?

Angelique: Yes. I have an older brother.

Interviewer: So is he a handsome guy?

Angelique: I would think so, yes. I think he's very handsome, but he's my brother, so . . .

Interviewer: And how about your sisters? Are they pretty?

Martin: I say they're pretty.

## ANSWER KEY

A. 1. b 2. c 3. a

B. 1. a 2. b 3. c 4. a

C. 1. big ears, white hair, handsome 2. big blue eyes, black hair, beautiful, straight hair  
3. black hair, brown eyes

# UNIT 13

## Sitcom: *Could you do me a favor?*

(1:02:40)

### Social language

- Request favors

### Grammar

- Requests with *Could you*

### PREVIEW

- Make requests with *Could you*. For example, *Could you open the door? Could you close the window?* Then have students make requests of each other. Write examples on the board.

### REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  - (gesturing spill) *Did Mr. Evans spill coffee on his tie? (yes)*
  - Does Mr. Evans ask Marie to buy a new tie? (yes)*
  - Does Mr. Evans ask Marie to buy a shirt or socks? (a shirt)*
  - Does Mr. Evans really want a cup of coffee? (yes)*
  - Does Mr. Evans really want her to play the violin? (no)*
  - Is Marie fixing Mr. Evans's car tonight? (no)*
  - Does Marie say "yes" to everything Mr. Evans asks? (yes)*
  - At the end of the video episode, who is going to the store to buy a tie—Mr. Evans or Marie? (Mr. Evans)*

### EXTENSION

#### Oral work

- Discussion. Play the last five exchanges, from *You didn't hear me at all, did you?* Ask *What does Marie say when Mr. Evans asks, "You didn't hear me at all, did you?"* (She says "I'm sorry, what did you say?") Focus on *Yeah, right*. Explain that *Yeah, right* is rude. Marie is saying she won't fix Mr. Evans's car. This means she really heard his requests, but says she did not. Ask *Why does she do this?* (For example, *She does not want to get a tie for him. She has too much work.*)
- Ask students *What are the different ways Marie responds to Mr. Evans's requests?* Write the responses on the board (*Sure, no problem. Yup. Sure. Of course. Yes. Certainly. Yes, sir. OK.*). Play the video again and have students listen for these responses. Ask *Which of these responses are less formal?* (*yup, sure*)

Have students work in pairs to practice making requests and responding using these words.

- Pair work: role play. Have students write down as many of Mr. Evans's questions as they can remember. Then have them role-play the scene. Encourage students role-playing Marie to use different ways of saying *yes* as discussed above.

### Written work

- Pair work. Have students write six questions with *could you* requesting their partner to do things for them. Then have pairs exchange questions and answer them.

**LANGUAGE NOTE:** *Yeah, right* is a rude way of indicating that something is not going to happen.

### VIDEO SCRIPT

*Mr. Evans requests Marie to do a few things for him.*

Mr. Evans: Marie, **could you** do me a favor? I'm having lunch with a client in an hour, and I spilled coffee on my tie. **Could you** go to the store and buy a new tie for me?

Marie: Sure, no problem.

Mr. Evans: And can you get a newspaper for me at the store on the corner?

Marie: Yup.

Mr. Evans: This coffee is cold. **Could you** buy me a cup of coffee, too?

Marie: Sure.

Mr. Evans: Also, this shirt doesn't look very nice. Can you buy me a new shirt?

Marie: Of course.

Mr. Evans: **Could you** get me a new suit, too?

Marie: Yes.

Mr. Evans: And can you play the violin for me after lunch?

Marie: Certainly.

Mr. Evans: **Could you** fix my car tonight?

Marie: Yes, sir.

Mr. Evans: You didn't hear me at all, did you?

Marie: I'm sorry, what did you say?

Mr. Evans: Nothing. Nothing. I'm going to the store to buy a new tie.

Marie: OK.

(*Mr. Evans leaves.*)

Marie: Can I fix his car tonight? Yeah, right.

### ANSWER KEY

- A. 1. True 2. False 3. False 4. True 5. False  
B. 1. No 2. No 3. Yes 4. No 5. Yes 6. No 7. Yes  
C. 1. Could you 2. Could you 3. Can you  
4. Could you 5. Can you 6. Could you



## Interview: *Can you play a musical instrument?*

(1:04:07)

### PREVIEW

- Ask individual students *Can you play a musical instrument?* If necessary, give examples of musical instruments—*guitar* and *violin*. Then ask *What things can you do?* Write students' responses on the board.

### REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
  - Who can play the guitar—Matt or Stephan? (Matt)*
  - Can Elli play a musical instrument? (no)*
  - Can Elli sing? (yes)*
  - Who can dance—Vanessa or San? (San)*
  - Does Vanessa run every day? (yes)*
  - How many languages does Stephan speak—three or five? (five)*
  - Is his native language Greek? (yes)*
  - Can San play a musical instrument? (no)*

### EXTENSION

#### Oral work

- Pair work: role play. Have students choose one of the interviewees and role-play the conversation between the interviewer and the interviewee. Tell students to try to include all the information they talked about.
- Pair work: interviews. Have pairs of students recall the different questions the interviewer asked, and then use the questions to interview each other. Then bring the class together and have students tell the class their partner's abilities.

#### Written work

- Pair work. Have students write eight questions about the interviewees' abilities. Then combine pairs into groups of four and have them exchange questions and write answers.
- On the board, write *Matt*, *Stephan*, *San*. Assign students a name and have them write what the person can or cannot do.

**LANGUAGE NOTES:** *My goodness* is an expression used for surprise or admiration.

*Oh gosh* is a filler expression generally used when the person is trying to think of what to say next.

*Poker* is a card game.

### VIDEO SCRIPT

Interviewer: Tell me a little bit about yourself. Can you play a musical instrument?  
Elli: Not at all. I wish I could, but I sing.  
Matt: Yes, I can play the guitar.  
Interviewer: And when did you learn?  
Matt: Um, I started playing the guitar when I was in fifth grade, which is about age eleven, I'd say.  
Interviewer: And was it hard to learn?  
Matt: Uh, just takes a lot of practice.  
Interviewer: Any other musical instruments?  
Stephan: I used to play the drums when I was, uh, younger.  
San: I cannot play a musical instrument. Um, but I like to dance, so that's kind of related to music.  
Interviewer: Can you swim or ski or knit?  
Vanessa: Um, I jog. I like to jog. I'm trying to do a marathon, so I've been running. I'm up to five miles. So I run as much as I can every day.  
Interviewer: Do you speak any foreign languages?  
Stephan: Yes, I do. I speak, uh, five foreign languages.  
Interviewer: My goodness. That's a lot. Could you tell me which ones?  
Stephan: My native language is Greek, um, and I also speak English, French, Spanish, and Italian.  
Interviewer: Can you knit or ski or paint or cook?  
San: Yes to a lot of those things. I can cook a little bit. Um, I can ride a bike. I can, um . . . oh gosh, it's hard to name a lot . . . all the things that you can do when you don't . . . that you take for granted. Um, I can play sports. Um, I can, um, play poker.

### ANSWER KEY

- A. 1. sing 2. dance 3. speak five languages  
4. play the guitar 5. run five miles  
B. 1. b 2. d 3. a 4. b 5. c  
C. 2. Elli can't play a musical instrument  
3. Stephan can play the drums 4. Vanessa can't ski 5. San can play sports

# UNIT 14

## Sitcom: *I'd like to get married.* (1:06:06)

### Social language

- Discuss future plans

### Grammar

- *Would like*
- *Be going to* for the future

### PREVIEW

- Ask individual students *What are your plans for the future?* Make sure students answer with *I would like . . .* and *I am going to . . .* Write students' answers on the board.

### REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
  - Does Cheryl want to live in China? (no)*
  - Does Marie want to learn to speak Chinese? (yes)*
  - Does Paul want to learn to play the piano or the guitar? (the guitar)*
  - What does Paul want to write a book about—skiing or cooking? (cooking)*
  - Does Paul know how to cook? (no)*
  - Do Cheryl and Bob have plans to go to a concert or a movie? (a movie)*
  - Do Cheryl and Bob both want to get married? (yes)*
  - Do Cheryl and Bob both want to have children? (yes)*

### EXTENSION

#### Oral work

- Group work: role play. Have students role-play the characters and reenact what happened in the video episode. Then have the groups create their own scenario with their personal plans for the future.
- Ask students *When Bob says, "We're going to get married" what do Marie and Paul say? (I'm so happy for you; Congratulations)* Ask *When you hear good news, what can you say?* For example, *I'm so happy to hear that; Best wishes.* Have students work in pairs to share good news and use these responses.

#### Written work

- Pair work. Have students work in pairs to write a few sentences about each character's plans for

the future. Remind students to use *would like* and *be going to*. For example, *Marie would like to live in China. She is going to learn Chinese.* Combine pairs into groups of four and have them share their sentences. Tell them to add any details they missed.

- Have students write five sentences describing their own plans for the future. Instruct students to use *would like* and *be going to*. Then call on students to read their sentences to the class.

**LANGUAGE NOTE:** *What about you?* is a way of asking someone to share their thoughts or opinions about something. It is also possible to say *And you?*

### VIDEO SCRIPT

*Bob, Cheryl, Paul, and Marie are sitting in the café, talking about their dreams.*

Marie: **I would like to live** in China.

Paul: **I'd like to learn** to play the guitar.

Marie: If I can't live in China, **I'm going to learn** to speak Chinese.

Paul: **I'm going to write** a book.

Marie: Really? About what?

Paul: I don't know. Cooking.

Marie: You don't cook.

Paul: I'll learn.

Marie: What about you two? What are your plans?

Bob: **We're going to go** to a movie tonight.

Marie: No, what are your plans for the future?

Cheryl: Well, **I'd like to get married and have** children.

Marie: What about you, Bob?

Bob: **I'd like to get married and have** children, too.

Marie: Really? You would?

Paul: You want to get married?!

Cheryl: Actually, we have some news for you.

Marie: No! You're getting married?!

Bob: We want you to come to the movie with us.

Marie: Oh.

Bob: And **we're going to get married.**

Marie: I'm so happy for you!

Paul: Congratulations! Can we still come to the movie with you?

### ANSWER KEY

A. 1. d 2. a 3. b 4. c

B. 1. c 2. b 3. b 4. c 5. b 6. c

C. 1. is going to go 2. are not going to get 3. is not going to learn 4. is going to write



## Interview: *Where were you born?*

(1:07:59)

### PREVIEW

- Ask individual students *What would you like to do in the future?* Write students' answers on the board.

### REVIEW

- Ask comprehension questions. Play the video segment again if necessary.

*Was Lorayn born in New York City? (yes)*  
*Was she born in December? (no)*  
*Does Christiane want to move to Thailand? (yes)*  
*Is Ian making plans to get married and raise a family? (no)*  
*Can Maiko ski well? (no)*  
*Would Dan like to play the violin? (yes)*  
*Does Ian like writing? (yes)*

### EXTENSION

#### Oral work

- Have students recall the names of the interviewees and write them on the board (*Lorayn, Joe, Christiane, Ian, Maiko, Dan*). Then call on volunteers to create statements about them.
- Pair work: interviews. On the board, write the following questions: *Where were you born? When were you born? Where did you grow up? What are your future plans?* Have students work in pairs to take turns asking and answering the questions.

#### Written work

- Pair work. Have students write questions about the interviewees. Then combine pairs into groups of four and have them exchange questions and write answers.
- Tell students to write sentences describing what they would like to do in the future.

**LANGUAGE NOTE:** When Ian says, "I'm not up to that yet" he means that he is not thinking about that yet.

### VIDEO SCRIPT

Interviewer: So where were you born?  
Lorayn: I was born in New York City.  
Interviewer: And when were you born?  
Lorayn: January 28, 1969.  
Interviewer: And, uh, did you grow up in New York?  
Lorayn: Yes, I did.  
Interviewer: Where and what did you study?  
Joe: Uh, I studied at, uh, Rutgers, uh, in, uh, New Jersey, and I studied psychology.  
Interviewer: What are your future plans?  
Christiane: I will work in America and then maybe move to Thailand.  
Interviewer: Why do you want to move to Thailand?  
Christiane: Because Thailand has beautiful beaches and it's warm all the time.  
Interviewer: Do you have any thoughts about getting married? Having children? Raising a family?  
Ian: Uh, I'm not up to that yet. No.  
Interviewer: Not even thinking about it?  
Ian: Well, I'm thinking, I . . . but I'm not up to that yet.  
Interviewer: How about, uh, some other thing you might like to do—like learn to play a musical instrument or some other hobby you might like to learn?  
Maiko: OK. Um, I really love skiing so, um . . . but I'm not too good at it, so, um, I'd love to learn more.  
Dan: I'd like to play the violin.  
Ian: I'd like to, uh, learn more about writing. I like writing.

### ANSWER KEY

- A. 1. d 2. b 3. c 4. a  
B. 1. False 2. True 3. False 4. True 5. False  
6. False  
C. 1. b 2. a 3. a 4. b



## Top Notch Pop and Karaoke: *I Wasn't Born Yesterday*

(1:09:12; 1:11:03)

