

THIRD EDITION

# TOP NOTCH

Fundamentals

TEACHER'S EDITION and LESSON PLANNER

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## 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 sentences 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.

*Option: (+5 minutes)* For a challenge, write on the board eight occupations from the Unit 1 Vocabulary Booster, page 125. Ask students to add the correct article for each word.

## 5 Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- 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 125.

## 6 Vocabulary / grammar practice

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Point to the first picture and say *Orlando Bloom*. 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. Review the sentences and the contractions with the class.

### Language and culture

**Orlando Bloom** is an English actor. He is known for his roles in *The Lord of the Rings* series and *The Pirates of the Caribbean* series.

**Luis Miguel** is a famous pop singer from Mexico. He has won five Grammy Awards and four Latin Grammy Awards.

**Joo Yeon Sir** is an accomplished musician from South Korea. She plays the violin and has won many competitions around the world.

**Marta** is a famous football player from Brazil. She has been named FIFA Athlete of the Year five times in a row and was on two Olympic silver medal football teams.



Extra Grammar Exercises

## NOW YOU CAN Tell a classmate your occupation

### 1 ▶ 1:15 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.

- 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

- From the Longman Corpus:** In spoken English *What do you do?* is more common than *What's your occupation?*

### 2 ▶ 1:16 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 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 Conversation activator

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- 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. 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 Activator Pair Work Cards

### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To review, ask a few students *What does your partner do?* Students can say, for example, *He's an actor. She's a student.*

## EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 1, Activity 1

## 1 ▶ 1:28 Listening comprehension

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

<p><b>AUDIOSCRIPT</b></p> <p>CONVERSATION 1  <b>M:</b> Are they flight attendants?  <b>F:</b> Yes, they are.</p> <p>CONVERSATION 2  <b>M:</b> So, what do you do?  <b>F:</b> Me? I'm a photographer.  <b>M:</b> A photographer? That's great!  <b>F:</b> Yes, it is.</p>	<p>CONVERSATION 3  <b>M1:</b> Is Marianne a scientist?  <b>M2:</b> No way! She's a chef.</p> <p>CONVERSATION 4  <b>F:</b> What do you do?  <b>M:</b> Us? We're scientists.  <b>F:</b> You're scientists? Really?  <b>M:</b> Yes, we are.</p>
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## 2 ▶ 1:29 Listening comprehension

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

<p><b>AUDIOSCRIPT</b></p> <p>CONVERSATION 1  <b>F:</b> Are you Alan Porter?  <b>M:</b> Yes, I am.  <b>F:</b> Could you spell that, please?  <b>M:</b> Sure. It's A-L-A-N. Porter is P-O-R-T-E-R.  <b>F:</b> Thanks. And what's your occupation?  <b>M:</b> I'm a singer.</p> <p>CONVERSATION 2  <b>M:</b> Hello. I'm John Davidson.  <b>F:</b> Davidson. How do you spell Davidson?  <b>M:</b> D-A-V-I-D-S-O-N.  <b>F:</b> Thanks. And what do you do?  <b>M:</b> I'm a pilot.</p> <p>CONVERSATION 3  <b>M:</b> Excuse me. Are you the English teacher?  <b>F:</b> Yes, I am. I'm Lorraine Clare.  <b>M:</b> Nice to meet you, Ms. Clare. I'm Paul Sato.  <b>F:</b> It's a pleasure to meet you, Mr. Sato.</p>
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## 3 Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- As a class, think of names of celebrities. Write some of students' suggestions on the board so they have a model of the correct spelling.

## 4 Vocabulary / grammar practice

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

**Idris Elba** is a British television and film actor. He has won the Golden Globe Best Actor award, and has been nominated for many other awards for his work.

**Paulina Aguirre** is an Ecuadorian singer and songwriter who has won many awards. She often duets with other famous Latin American singers on her pop hits.

**Zheng Jie** is a Chinese tennis player. She has won four WTA singles titles and twelve doubles titles. She is one of the most successful tennis players to come from China.

**Mario Vargas Llosa** is considered one of the world's greatest writers. He is from Peru and won the 2010 Nobel Prize in Literature. Some of his more famous works are *The Time of the Hero* (1963) and *Aunt Julia and the Scriptwriter* (1977).

## 5 Personal responses

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

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



**Top Notch Pop Song Video and Karaoke Video**

## 5 1:33 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.

<p><b>AUDIOSCRIPT</b></p> <p>CONVERSATION 1</p> <p><b>F:</b> Hi, Steve. This is Bruce. Bruce is my classmate.</p> <p><b>M1:</b> Nice to meet you, Bruce.</p> <p><b>M2:</b> Nice to meet you, Steve.</p> <p>CONVERSATION 2</p> <p><b>M:</b> Helen. This is Patty.</p> <p><b>F1:</b> Hi, Patty.</p> <p><b>F2:</b> Hi, Helen.</p> <p><b>M:</b> Patty's my neighbor.</p> <p>CONVERSATION 3</p> <p><b>F:</b> Mario, this is my boss, Mr. Grant.</p>	<p><b>M1:</b> Hello, Mr. Grant. Nice to meet you.</p> <p><b>M2:</b> Nice to meet you, Mario.</p> <p>CONVERSATION 4</p> <p><b>M:</b> Is Rob your classmate?</p> <p><b>F:</b> No, he isn't. He's my colleague.</p> <p>CONVERSATION 5</p> <p><b>M1:</b> Mary, this is my friend, Carlos.</p> <p><b>F:</b> Hi, Carlos. Nice to meet you.</p> <p><b>M2:</b> Nice to meet you, Mary.</p>
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## 6 Grammar

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- 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 questions and answers 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:	
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- Review the answers orally. Be sure students use contractions in all items except in 2A, 5A, and 6A.

### Extra Grammar Exercises

## **NOW YOU CAN** Introduce people

### 1 1:34 Conversation model

Suggested teaching time:	5 minutes	Your actual teaching time:	
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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 1:35 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:
  - 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 Conversation activator

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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**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.

**FYI:** If students are all from the same city, encourage them to talk about what part of town they're from.

### Conversation Activator Pair Work Cards

## 4 Change partners


Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Listen in on the groups' 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**

Workbook or MyEnglishLab

 Speaking Activities: Unit 2, Activity 1

## 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.



### Extra Grammar Exercises

## 6 Group work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Have the pairs from Exercise 4 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 days. Call on individual students to report about their group to the class.

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

#### 1 ▶ 3:07 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 ▶ 3:08 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 Conversation activator

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 Activator 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.*

### EXTRAS

#### Workbook or MyEnglishLab



#### Speaking Activities: Unit 7, Activity 2

## 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.
- Listen for 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 Monday.)

## NOW YOU CAN Discuss plans

### 1 ▶ 3:42 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.

- Direct attention to the photo. Say *It's Friday afternoon. 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 of them and ask *What are they doing on Sunday?* (They're getting together.)

### 2 ▶ 3:43 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:
  - 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 activity ideas with students and write their ideas on the board to inspire them as they fill in the date book.
- 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*.
- Walk around and provide help as needed.

## 4 Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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### Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 183 of this Teacher's Edition.

**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?*

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- Model the conversation with a more confident student. Expand the conversation with language from the Recycle box. For example:
  - A: *What terrible weather! It's so windy and cold!*
  - B: *It really is! . . . So, [Ann], are you doing anything special tomorrow?*
  - A: *Well, tomorrow, I'm going to a new restaurant.*
  - B: *Do you want to get together the day after tomorrow?*
  - A: *Sure! Call me tomorrow evening, OK?*
- 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.

### Conversation Activator Video Script; Conversation Activator Pair Work Cards


## 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.

## EXTRAS

Workbook or MyEnglishLab

 Speaking Activities: Unit 9, Activity 2

## 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 left column.
- 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 we use the past tense of irregular verbs in affirmative statements, but 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 information about irregular verbs. Tell students that there is no rule for forming the past tense of irregular verbs, so they will need to memorize them.
- Have students listen and study the examples of irregular verbs.
- 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.

### Inductive Grammar Charts

## 2 4:26 Pronunciation

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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### Pronunciation Coach Video

- Point out that there are three different sounds for simple past tense endings. 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/, /f/, /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*.
- 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. 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	/t/ brushed worked talked checked watched cooked	/ɪd/ invited wanted started ended needed
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*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*.

### Graphic Organizers; Pronunciation Activities

## 3 Grammar practice

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- To prepare students for this activity, say *This is an e-mail from Brian*.
- 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.

### Extra Grammar Exercises

 **Digital Games**

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 girlfriend. 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 boyfriend. 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 girlfriend. **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:	
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- Read the example aloud. Remind students to:
  - 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.


 **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.

 **Oral Progress Assessment Charts**

*Option:* **WRITING BOOSTER** (Structured support for preparing writing)

**EXTRAS**

**On the Internet:**

- **Online Teacher Resources:** [pearsonelt.com/topnotch3e/](http://pearsonelt.com/topnotch3e/)

**Additional printable resources on the ActiveTeach:**

- **Assessment**
- **Top Notch Pop Song Activities**
- **Top Notch TV Video Program and Activity Worksheets**
- **Supplementary Pronunciation Lessons**
- **Conversation Activator Video Scripts**
- **Audioscripts and Answer Keys**
- **Unit Study Guides**



## 5 Grammar

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Have students study the examples under the pictures.
- To check comprehension, write on the board:  
*can / can't + base form of the verb*  
*I can \_\_\_ English. He can't \_\_\_.*  
*She can \_\_\_ English. You can't \_\_\_.*  
 Ask students to fill in the blanks.
- Point out the use of *well* with *can / can't*. Add *well* to each of the previous examples; for example, *I can speak English well. He can't draw well.*
- Call attention to the questions and answers.
- Ask questions with *can*; for example, *Can you cook? Can you play the guitar? Can you play soccer? Can you speak English?* (Yes, I can. or No, I can't.)
- Review the question form by writing on the board:  
*can + subject + base form of the verb?*  
*Can you \_\_\_? Can they \_\_\_?*  
*Can he / she \_\_\_? Can we \_\_\_?*  
 Ask students to fill in the blanks.

*Option: (+5 minutes)* To practice, ask questions with *can*; for example, *Can you [do the laundry]? Can you [make dinner]?* (Yes, I can. or No, I can't.) Then ask other students about their families; for example, *Can [your father] [make dinner]?*

### Language and culture

- The common negative form for spoken English is *can't*. *Cannot* is used in formal writing.



### Inductive Grammar Charts

## 6 Grammar practice

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

- To review the answers, have students practice the conversation in pairs.



### Extra Grammar Exercises

### NOW YOU CAN Discuss your abilities

## 1 ▶ 5:04 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 Actually to give information.
  - Use Can you? to ask about others' abilities.
  - Use Really? to show surprise or interest.
- To prepare students for the conversation, say *Look at the picture. Two friends are talking about things they can do and things they can't do.*
  - After students read and listen, ask *Can he draw?* (No, he can't.) *Can she draw?* (Yes, she can.) *Can she draw well?* (No, she can't. or No, not very well.)

## 2 ▶ 5:05 Rhythm and intonation

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
  - use rising intonation and stress *you* in *Can you?*

## 3 Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- To prepare students for the conversation, write on the board *Can you \_\_\_? Actually, I \_\_\_.*
- Call on different students to complete the sentence about their own abilities.
- Remind students about different ways to respond by pointing out the box on the page.

**DON'T STOP!** Extend the conversation. Review the questions in the Recycle box. Write on the board *What do you \_\_\_? How often do you \_\_\_? Where do you \_\_\_?* Tell students to ask additional questions like these in their conversations.

- Model extending the conversation with a more confident student. For example:

T: *Can you swim?*  
 S: *Actually, yes, I can. Can you?*  
 T: *Yes, I can.*  
 S: *Really? That's great!*  
 T: *Where do you swim?*  
 S: *At the beach.*  
 T: *How often do you swim?*  
 S: *I swim on Saturdays.*

- Be sure to reinforce the use of the conversation strategies; for example, encourage students to say *Really? That's great!* with enthusiasm.
- Move around the room, and encourage students to extend the conversation by asking questions like the ones in the Recycle box.



### Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Remind students to ask different questions and talk about different abilities.

### EXTRAS

#### Workbook or MyEnglishLab



#### Speaking Activities: Unit 13, Activity 1

## 7 ▶ 5:23 Vocabulary

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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### Vocabulary Flash Card Player

- 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*  
*Law: lawyer, court, judge*
- 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. **5** Education: teacher, student, study, subject **6** Engineering: engineer, buildings, make **7** Mathematics / Math: teacher, numbers, count. **8** Information technology: computer. **9** Nursing: doctor, medicine, hospital, ailment. **10** Architecture: architect, buildings, draw)
- 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*.

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

### 1 ▶ 5:24 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 Lima.) Where did she grow up? (In New York.) Where was he born? (In Houston.) Where did he grow up? (In*

*Houston.) Where is Lima? (In Peru.) Where is New York? (In the United States.) Are they good friends? (No. / Not really.) Where are they now? (In Houston.)*

### 2 ▶ 5:25 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 Conversation activator

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.

### Conversation Activator 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**

Workbook or MyEnglishLab

 Speaking Activities: Unit 14, Activity 1

# 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 an architect. She's not a writer.
- 5 A: *Are you a pilot?*  
B: Yes, I'm 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.

Note: Answers will vary. 1–6 (Proper nouns) should all begin with capital letters.

Proper nouns

- 1 *New York City*
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

Common nouns

- 7 *a city*
- 8 .....
- 9 .....
- 10 .....
- 11 .....
- 12 .....

7–12 (Common nouns) should be written in all lowercase letters

## UNIT 2

1 Write the correct possessive adjectives.

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

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

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

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

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

4 Complete each question with the correct possessive adjective.

- 1 A: What's *your* name?  
B: I'm Mrs. Barker.
- 2 A: What's *your* last name?  
B: My last name is Lane.
- 3 A: What's *his* address?  
B: Mr. Marsh's address is 10 Main Street.
- 4 A: What's *her* e-mail address?  
B: Ms. Down's e-mail address? It's down5@unet.com.
- 5 A: What are *their* first names?  
B: They're Gary and Rita.
- 6 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. Begin each sentence with a capital letter.

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

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

- 1 A: *Where's* ..... the pharmacy?  
B: The pharmacy? .... *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. .... *Take* ..... a taxi.
- 4 A: .... *How* ..... do you go to school?  
B: Me? I go .... *by* ..... motorcycle.

## 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 is or are. Begin each sentence with a capital letter.

- |   |  |
|---|--|
| 1 so / father / my / handsome                 | My father is so handsome.                |
| 2 brother / very / her / short                | 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 girlfriend / pretty / so / brother's / my   | My brother's girlfriend is so pretty.    |

3 Complete the sentences. Use have or has.

- I have two brothers.
- She has one child.
- They have four grandchildren.
- We have six children.
- You have ten brothers and sisters!
- He has three sisters.

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

- How old are your children?
- How old is his son?
- How old are her grandchildren?
- How old are Nancy's sisters?
- How old is Matt's daughter?
- How old is their grandmother?

## UNIT 5

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

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

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

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

## UNIT 6

- Complete each sentence with the correct form of the verb.
  - They *have* nice ties at this store.
  - She *wants* a long blue skirt for the party.
  - I *like* my shoes.
  - We *don't have* clean shirts.
  - Our children *don't need* blue pants for school.
  - Does she like* short skirts?
  - Does your wife need* new shoes?
  - Do I need* a suit for work?
  - Why *does she like* those old shoes?
  - Which shirt *do you want* for tomorrow?
  - Do they have* this sweater in extra large?

- Choose this, that, these, or those.

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

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

(Note: Answers will vary but may include:)

- What clothes do you need? *I need some T-shirts and a sweater.*
- Do you need new shoes? *Yes, I do. / No, I don't.*
- Do you have a long skirt? *Yes, I do. / No, I don't.*
- Do you like pink shirts? *Yes, I do. / No, I don't.*
- Do you have a loose sweater? *Yes, I do. / No, I don't.*
- Do you like expensive clothes? *Yes, I do. / No, I don't.*

## UNIT 7

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

- |                              |                          |
|------------------------------|--------------------------|
| 1 shave <i>shaves</i>        | 13 come <i>comes</i>     |
| 2 brush <i>brushes</i>       | 14 change <i>changes</i> |
| 3 go <i>goes</i>             | 15 make <i>makes</i>     |
| 4 have <i>has</i>            | 16 get <i>gets</i>       |
| 5 study <i>studies</i>       | 17 comb <i>combs</i>     |
| 6 do <i>does</i>             | 18 put <i>puts</i>       |
| 7 take <i>takes</i>          | 19 eat <i>eats</i>       |
| 8 play <i>plays</i>          | 20 watch <i>watches</i>  |
| 9 exercise <i>exercises</i>  | 21 clean <i>cleans</i>   |
| 10 visit <i>visits</i>       | 22 read <i>reads</i>     |
| 11 practice <i>practices</i> | 23 check <i>checks</i>   |
| 12 wash <i>washes</i>        | 24 listen <i>listens</i> |

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. Begin each sentence with a capital letter. End with a period (.).

- 1 usually / on weekends / go shopping / she She usually goes shopping on weekends.
- 2 go dancing / my sisters / on Fridays / sometimes My sisters sometimes go dancing on Fridays. / Sometimes my sisters go dancing 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. Use a question mark (?).

- 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 Ms. Anderson's office is on the fifth floor.
- 8 Jason's sister 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. Use a question mark (?).

- 1 a dance / this weekend Is there a dance 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 On Tuesday I'm working at home.
- 2 I'm watching TV right now.
- 3 Is Marina taking a shower?
- 4 Where is she going tomorrow night?
- 5 Jen's eating dinner.
- 6 I'm driving to the mall this afternoon.
- 7 I'm studying Arabic this year. My teacher is very good.
- 8 Who's making dinner on Saturday?

3 Complete each conversation with the present continuous.

- 1 A: *What are you doing* ..... ?  
what / 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.

- 1 *How much* ..... sugar do you want in your coffee?  
 2 *How many* ..... onions do you need for the potato pancakes?  
 3 *How many* ..... cans of coffee are there on the shelf?  
 4 *How much* ..... meat do you eat every day?  
 5 *How many* ..... loaves of bread do we need for dinner?  
 6 *How much* ..... pepper would you like in your chicken salad?  
 7 *How many* ..... bottles of oil does she need from the store?  
 8 *How many* ..... eggs do you eat every week?  
 9 *How many* ..... oranges are there? I want to make orange juice.  
 10 *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)</b> study               | 5 This store ..... beautiful clothes.<br>a is having <b>(b)</b> has            |
| 2 We usually ..... the bus to work.<br>a are taking <b>(b)</b> take          | 6 On Wednesdays I ..... dinner for my parents.<br>a am cooking <b>(b)</b> cook |
| 3 Annemarie ..... the kitchen now.<br><b>(a)</b> is cleaning        b cleans | 7 They never ..... coffee.<br>a are drinking <b>(b)</b> drink                  |
| 4 He really ..... lemonade.<br>a is liking <b>(b)</b> likes                  | 8 Our children ..... TV on weekdays.<br>a are watching <b>(b)</b> don't watch  |

# 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 2012.
- 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 a true answer. Begin each answer with a capital letter. End with a period (.). (Note: "response" answers will vary)

- 1 Did you go to work yesterday?  
YOU Yes, I did. / No, I didn't
- 2 What time did you make dinner?  
YOU At 7:00.
- 3 What did you eat for breakfast?  
YOU Toast and eggs.
- 4 Who ate breakfast with you?  
YOU My husband.
- 5 What did you buy this week?  
YOU A new dress.

# UNIT 12

1 Write (a) a sentence with be and (b) a sentence with have. Use a period (.)

- 1 Kate / hair / long / straight  
 a Kate's hair is long and straight.  
 b Kate has long straight hair.
- 2 George / short / black / hair  
 a George's hair is short and black.  
 b George has short black hair.
- 3 Harry / long / curly / hair  
 a Harry's hair is long and curly.  
 b Harry has long curly hair.
- 4 Mary / eyes / blue  
 a Mary's eyes are blue.  
 b Mary has blue eyes.
- 5 Adam / beard / gray  
 a Adam's beard is gray.  
 b Adam has a gray beard.
- 6 Amy / pretty / eyes  
 a Amy's eyes are pretty.  
 b Amy has pretty eyes.

2 Complete each sentence with should 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. Begin each sentence with a capital letter. End with a period (.).

- 1 my father / sing / really well My father sings really well.
- 2 my mother / cook French food / well 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 with true information. Use short answers with can or can't. Begin each answer with a capital letter. End with a period (.). (Note: answers will vary)

- 1 Can you play the piano? .....
- 2 Can you ski? .....
- 3 Can your parents sing well? .....
- 4 Can your friends speak English? .....
- 5 Can you draw? .....
- 6 Can your father fix things? .....

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** .....



## UNIT 14

1 Answer the following questions with true information. Use **be going to**. Begin each answer with a capital letter. End with a period (.). (Note: answers will vary)

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

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

- 1 **Are you going to go to the movies tonight?** ..... Yes. I'm going to go to the movies tonight.
- 2 **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.

# Writing Booster

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

## UNIT 1

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

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

Example: *No. He's not a flight attendant.*

1
2
3
4
5

## UNIT 2

**Guided Writing Practice** Write sentences about your relationships.

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

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

## UNIT 3

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

Example: Q: *Where's the bank?*

A: *It's next to the restaurant.*

Q: *Is the bank next to the ...*

A: *No, it isn't. It's ...*

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

## UNIT 4

**Guided Writing Practice** Choose two relatives. Write about each person.

Answer some of these questions.

How old is [he / she]?

Is [he / she] tall or short?

Is [he / she] old or young?

Is [he / she] good-looking? cute?

What's [his / her] occupation?

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

1	
2	

## UNIT 5

**Guided Writing Practice** Look at the event announcements on pages 42 and 43.

Choose five events. Write sentences about the events below.

Example: The birthday party: *The birthday party is at Chuck's Café. Chuck's Café is around the corner from the bank.*

The movie
The meeting
The dance
The volleyball game
The basketball game
The dinner
The "Evening" concert
The "welcome" party

## UNIT 6

**Guided Writing Practice** Answer some or all of the following questions. Put the sentences together to write about clothes you need, you want, and you like, and about clothes you have or don't have.

Do you want new clothes? Why?

What clothes do you need?

What colors do you like?

Do you need new clothes? Why?

What size do you need?

Example:

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


## UNIT 7

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

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

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

## UNIT 8

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

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

Example:

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

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

## UNIT 9

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

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

Example:

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

## UNIT 10

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

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

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



## UNIT 11

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

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

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

## UNIT 12

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

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

Example:

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

## UNIT 13

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

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

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

## UNIT 14

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

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

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