

# Events and Times

- 1 Talk about time
- 2 Invite someone to an event
- 3 Talk about dates

## 1 Talk about Time

**A** **VOCABULARY.** What time is it? Listen and practice.



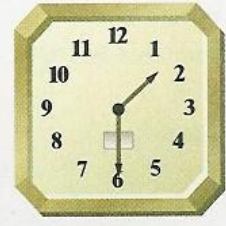
1. It's one o'clock.



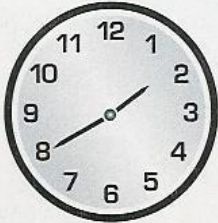
2. It's one fifteen.  
It's a quarter after one.



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



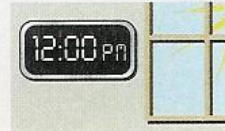
4. It's one thirty.  
It's half past one.



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.

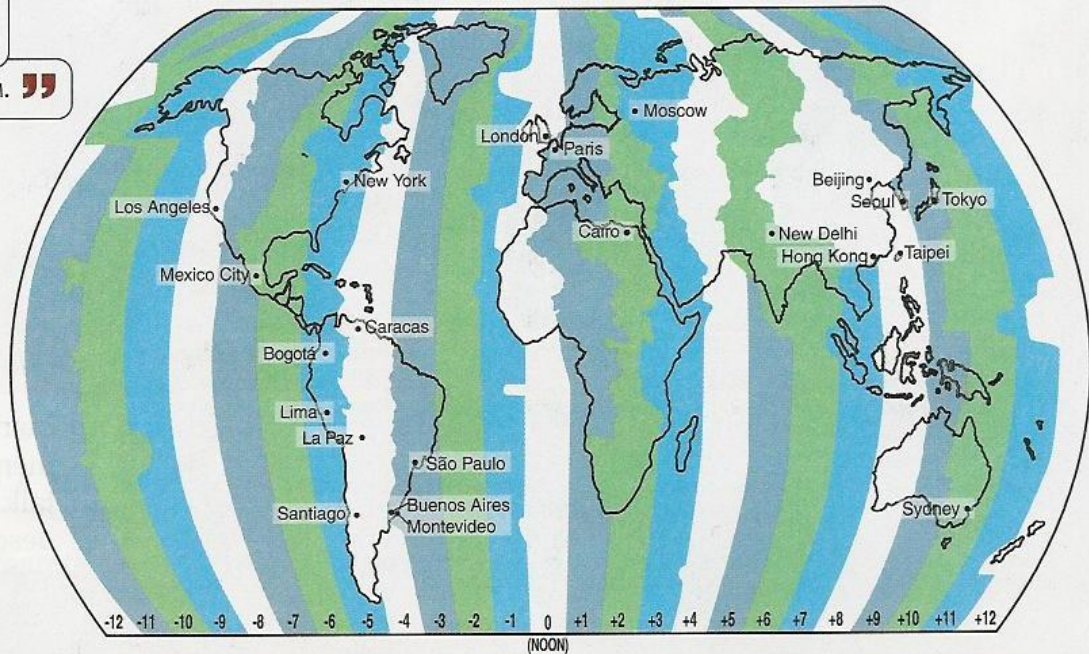


Say eight A.M. or eight P.M.

**B** **PAIR WORK.** It's noon in London. Ask your partner about times in cities around the world.

“What time is it in Cairo?”

“It's 2:00 P.M.”







**C** **PRONUNCIATION.** Sentence stress. Listen and practice.

1. It's a **quarter** to two.
2. It's **twenty** to one.
3. It's **ten** after five.

**D** **VOCABULARY.** Early, on time, and late. Listen and practice.



1. early



2. on time



3. late

**CONVERSATION • Talk about time.**

1. **MODEL.** Read and listen.

Rick: What time is English class?

Lily: 10:00.

Rick: Uh-oh. Am I late?

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

Rick: Five to ten?

Lily: That's right. Don't worry.  
You're on time.

2. **Rhythm and intonation practice**

3. **PAIR WORK.** Practice the conversation.  
Use the clock, the class times, and this guide.

A: What time is \_\_\_\_\_?

B: \_\_\_\_\_.

A: Uh-oh. Am I late?

B: \_\_\_\_\_. It's \_\_\_\_\_.

A: \_\_\_\_\_?

B: That's right. \_\_\_\_\_.



**Art Class**  
2:00 P.M.

**Cooking Class**  
2:15 P.M.

**Music Class**  
2:30 P.M.



# Invite Someone to an Event

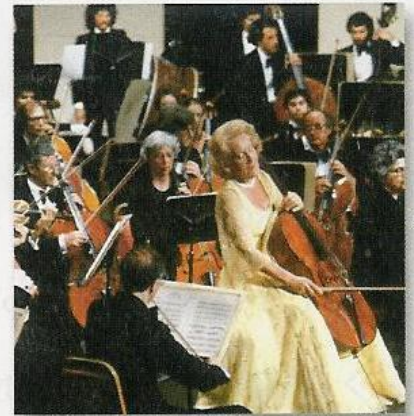
**A** **VOCABULARY. Events. Listen and practice.**



1. a movie



2. a play



3. a concert



4. a party



5. a game



6. a speech

**VOCABULARY BOOSTER** See page V2 for more.

**B** **LISTENING COMPREHENSION. Listen to the conversations about events. Check  the time.**

- |                                                                               |                                                                             |                                                                                          |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 1. the concert<br><input type="checkbox"/> 2:30 <input type="checkbox"/> 8:30 | 3. the play<br><input type="checkbox"/> 6:00 <input type="checkbox"/> 7:00  | 5. the party<br><input type="checkbox"/> 12:00 A.M. <input type="checkbox"/> 12:00 P.M.  |
| 2. the game<br><input type="checkbox"/> 3:30 <input type="checkbox"/> 3:15    | 4. the movie<br><input type="checkbox"/> 9:15 <input type="checkbox"/> 9:50 | 6. the speech<br><input type="checkbox"/> 12:00 A.M. <input type="checkbox"/> 12:00 P.M. |

**C** **VOCABULARY. Days of the week. Listen and practice.**

A WEEK						
WEEKDAYS					THE WEEKEND	
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

**D** **GRAMMAR. Be: questions about time**

- |                        |                                                   |
|------------------------|---------------------------------------------------|
| <b>Questions</b>       | <b>Answers</b>                                    |
| What time is it?       | Five o'clock.                                     |
| What time's the class? | (At) nine thirty.                                 |
| When is the class?     | { (At) nine thirty.<br>Friday.<br>Friday at 9:30. |
| What day is the party? | Saturday.                                         |

**Contractions**  
 What time is → What time's  
 When is → When's

**Be careful!**  
 What time's the class?  
 BUT NOT What time's it?



**E** Complete the questions.

1. A: When \_\_\_\_\_ the party?  
B: 11:00.
2. A: \_\_\_\_\_ day is the game?  
B: Saturday.
3. A: What \_\_\_\_\_ is the concert?  
B: 8:00.
4. A: What \_\_\_\_\_ is the speech?  
B: Tuesday.
5. A: \_\_\_\_\_ time is it?  
B: 2:30.
6. A: \_\_\_\_\_ is the play?  
B: Friday at 9:00.

**F** **LISTENING COMPREHENSION.** Listen. Write the events on the calendar.

Monday	5:30	Thursday	5:30		
	6:30		6:30		
	7:00		7:00 <i>speech</i>		
	7:15		7:15		
Tuesday	5:30	Friday	5:30		
	6:30		6:30		
	7:00		7:00		
	7:15		7:15		
Wednesday	5:30	Saturday	5:30	Sunday	5:30
	6:30		6:30		6:30
	7:00		7:00		7:00
	7:15		7:15		7:15

**CONVERSATION • Invite someone to an event.**

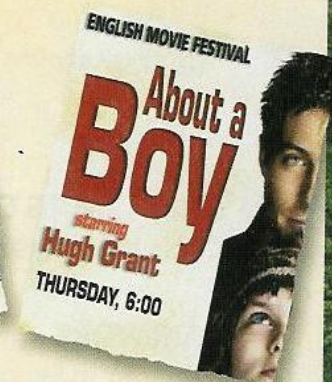
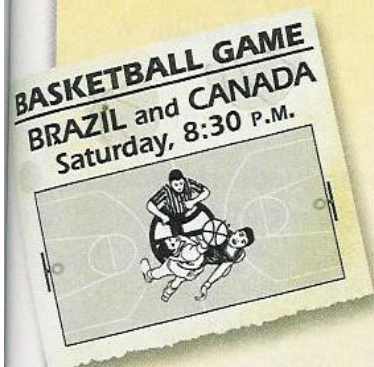
1. **MODEL.** Read and listen.

Craig: There's a play on Tuesday—*The Apartment*. Would you like to go?  
Debbie: Sounds great. What time?  
Craig: 7:00.  
Debbie: OK. Let's meet at a quarter to seven.

3. **PAIR WORK.** Practice the conversation in your own way. Use the ads or real information.

A: There's a \_\_\_\_\_ on \_\_\_\_\_—\_\_\_\_\_.  
Would you like to go?  
B: Sounds great. What time?  
A: \_\_\_\_\_.  
B: OK. Let's meet at \_\_\_\_\_.

2. **Rhythm and intonation practice**





## Talk about Dates

**A** **VOCABULARY.** Months of the year. Listen and practice. What month is your birthday?

<b>January</b> 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	<b>February</b> 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	<b>March</b> 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	<b>April</b> 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	<b>May</b> 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	<b>June</b> 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
<b>July</b> 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	<b>August</b> 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	<b>September</b> 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	<b>October</b> 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	<b>November</b> 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	<b>December</b> 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

**B** **VOCABULARY.** Ordinal numbers. Listen and practice.

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

**C** **LISTENING COMPREHENSION.** Listen to the dates. Circle the dates on the calendar in Exercise A.

**D** **PAIR WORK.** Take turns saying and writing dates from the calendar in Exercise A.





## E GRAMMAR. Prepositions of time and place

### TIME

<b>at</b> at 4:00 at noon at midnight at night	<b>on</b> on March 12 <sup>th</sup> on Monday on the weekend on a weekday	<b>in</b> in January in the morning in the afternoon in the evening
------------------------------------------------------------	---------------------------------------------------------------------------------------	---------------------------------------------------------------------------------

### PLACE

<b>at</b> at 25 Bay St. at school at work	<b>on</b> on Main Street on the left on the corner	<b>in or at</b> in / at the mall in / at Central Park in / at the bus station
----------------------------------------------------	-------------------------------------------------------------	----------------------------------------------------------------------------------------

## F Complete the sentences. Use prepositions.

1. The concert is on July 14<sup>th</sup> \_\_\_\_\_ 3:00 \_\_\_\_\_ the afternoon.
2. The speech is \_\_\_\_\_ December 6<sup>th</sup> \_\_\_\_\_ 4:00 \_\_\_\_\_ the museum.
3. The basketball game is \_\_\_\_\_ Tuesday \_\_\_\_\_ the park \_\_\_\_\_ Smith St.
4. The party is \_\_\_\_\_ school \_\_\_\_\_ October 31<sup>st</sup> \_\_\_\_\_ midnight.
5. The movie is \_\_\_\_\_ 6:00 \_\_\_\_\_ the evening.

## CONVERSATION • Talk about dates.

### 1. MODEL. Read and listen.

Carol: When's your birthday?

Tom: On July 15<sup>th</sup>. When's yours?

Carol: My birthday's in November.  
November 13<sup>th</sup>.

### 2. Rhythm and intonation practice

### 3. PAIR WORK. Practice the conversation. Use your birthday.

A: When's your birthday?

B: \_\_\_\_\_. When's yours?

A: My birthday's \_\_\_\_\_.

Now ask about other people's birthdays.

### 💡 Ideas

your brother / sister  
your mother / father  
your teacher





**A** **READING.** Read and listen. What events are there this week?

## Entertainment

**Entertainment for the Week of May 18<sup>th</sup>**

• WHAT'S GOING ON? •

MOVIES	PLAYS	SPORTS EVENTS
<p><b>Frida</b> Starring Salma Hayek and Alfred Molina "Already a classic!" "An inspirational film!" 9:30 P.M. only, May 18<sup>th</sup> at the Justin Time Theater</p>	<p><b>Crouching Tiger, Hidden Dragon</b> with Chow Yun Fat, Michelle Yeoh, and Zhang Zi Yi "An unforgettable classic." "A powerful and fantastic film..." May 20<sup>th</sup> at 8:00 P.M. at the Justin Time Theater</p>	<p><b>Baseball</b> May 23<sup>rd</sup> Yomiuri Giants vs. Major League All-Stars A great time out! Begins at 6:30 P.M. at the Tokyo Dome</p> <p><b>Soccer</b> May 24<sup>th</sup> Exhibition Game Canada vs. El Salvador Bring the family! 11:15 A.M. at Galloway Field</p>
<p><b>The Three Sisters</b> by Anton Chekhov "A masterpiece." "Stunning performances!" May 21<sup>st</sup>, 7:30 One day only! At the Peacock Theater in the Round</p>	<p><b>Moral</b> by Koharu Kisaragi "An exciting night at the theater!" "You'll laugh! You'll cry!" May 21<sup>st</sup>, 8:00 P.M. at Boynton Hall</p>	

**B** **Read about the events again. Then complete the answers to the questions. Use prepositions of time and place.**

- |                                                               |                          |
|---------------------------------------------------------------|--------------------------|
| 1. What time is the movie <i>Frida</i> ?                      | It's <u>at 9:30 P.M.</u> |
| 2. Where is the baseball game?                                | It's _____.              |
| 3. What date is the soccer game?                              | It's _____.              |
| 4. Where is the movie <i>Crouching Tiger, Hidden Dragon</i> ? | It's _____.              |
| 5. When is the play <i>The Three Sisters</i> ?                | It's _____.              |
| 6. Where is the play <i>Moral</i> ?                           | It's _____.              |

**C** **WHAT'S YOUR SIGN?** Ask about your classmates' birthdays. Write names by the Zodiac signs.



Capricorn  
Dec 22–Jan 20  
\_\_\_\_\_



Taurus  
Apr 21–May 21  
\_\_\_\_\_



Virgo  
Aug 24–Sept 22  
\_\_\_\_\_



Aquarius  
Jan 21–Feb 19  
\_\_\_\_\_



Gemini  
May 22–Jun 21  
\_\_\_\_\_



Libra  
Sept 23–Oct 22  
\_\_\_\_\_



Pisces  
Feb 20–Mar 20  
\_\_\_\_\_



Cancer  
Jun 22–Jul 22  
\_\_\_\_\_



Scorpio  
Oct 23–Nov 21  
\_\_\_\_\_



Aries  
Mar 21–Apr 20  
\_\_\_\_\_



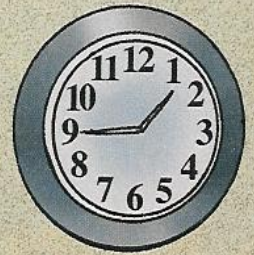
Leo  
Jul 23–Aug 23  
\_\_\_\_\_



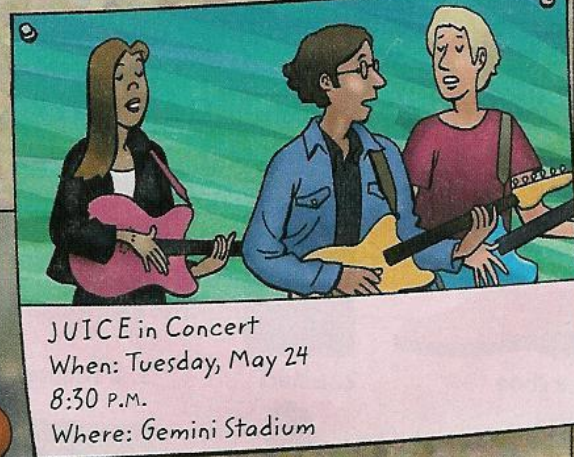
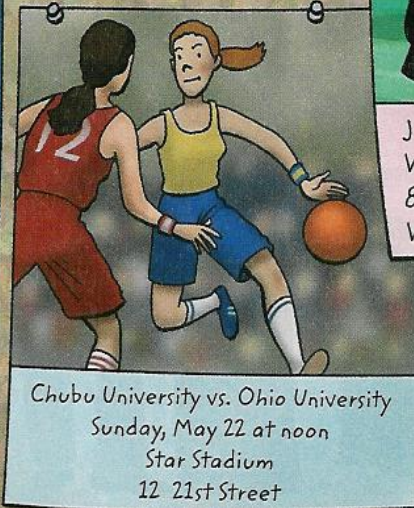
Sagittarius  
Nov 22–Dec 21  
\_\_\_\_\_



## UNIT WRAP-UP



- **Vocabulary.** Look at the picture and name the events.  
*A concert, a game ...*
- **Grammar.** Write statements with There's a ...  
*There's a concert on Tuesday at \_\_\_\_ ...*
- **Social language.** Create conversations for the people about the times and days of the events.  
*A: What time is the concert?*  
*B: It's at ...*



- ✓ **Now I can ...**
- talk about time.
  - invite someone to an event.
  - talk about dates.



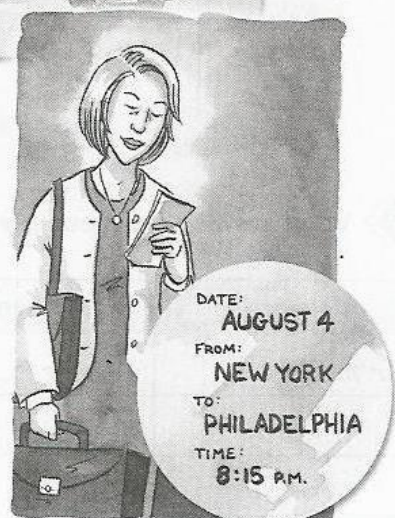
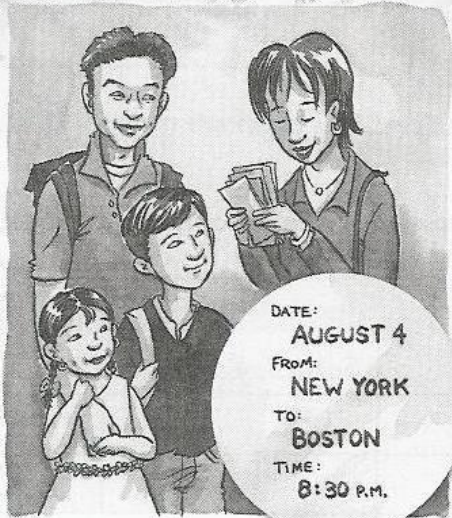
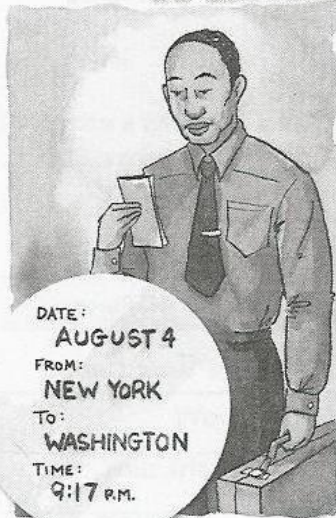
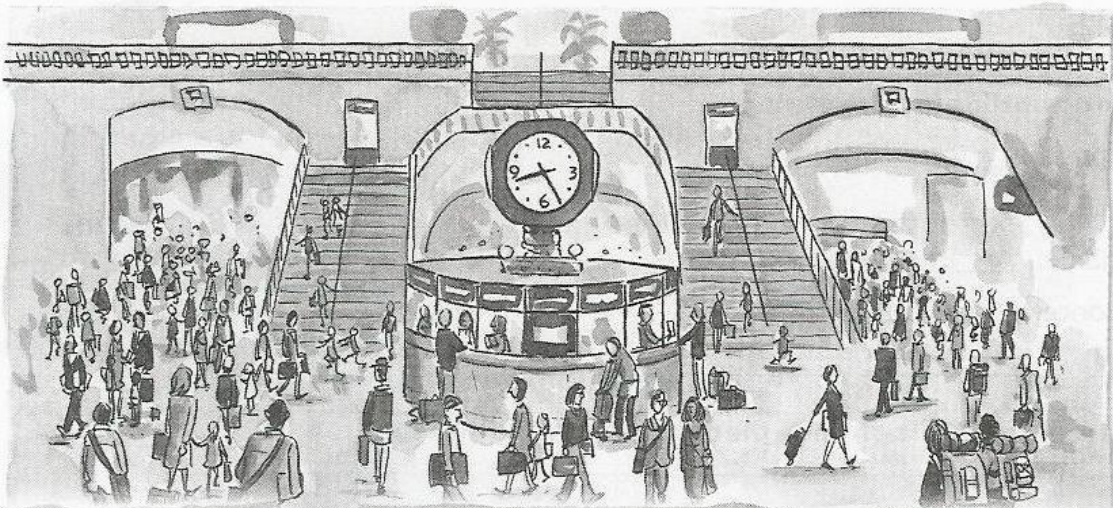
## Events and Times

### LESSON 1

#### 1 Match the times.

- |                                   |               |
|-----------------------------------|---------------|
| 1. <u>c</u> It's half past ten.   | a. 6:45       |
| 2. ____ It's four o'clock.        | b. 8:55       |
| 3. ____ It's noon.                | c. 10:30      |
| 4. ____ It's a quarter after two. | d. 12:00 P.M. |
| 5. ____ It's five to nine.        | e. 4:00       |
| 6. ____ It's six ten.             | f. 6:10       |
| 7. ____ It's a quarter to seven.  | g. 12:00 A.M. |
| 8. ____ It's midnight.            | h. 2:15       |

#### 2 Look at the pictures. Are the people early, late, or on time?



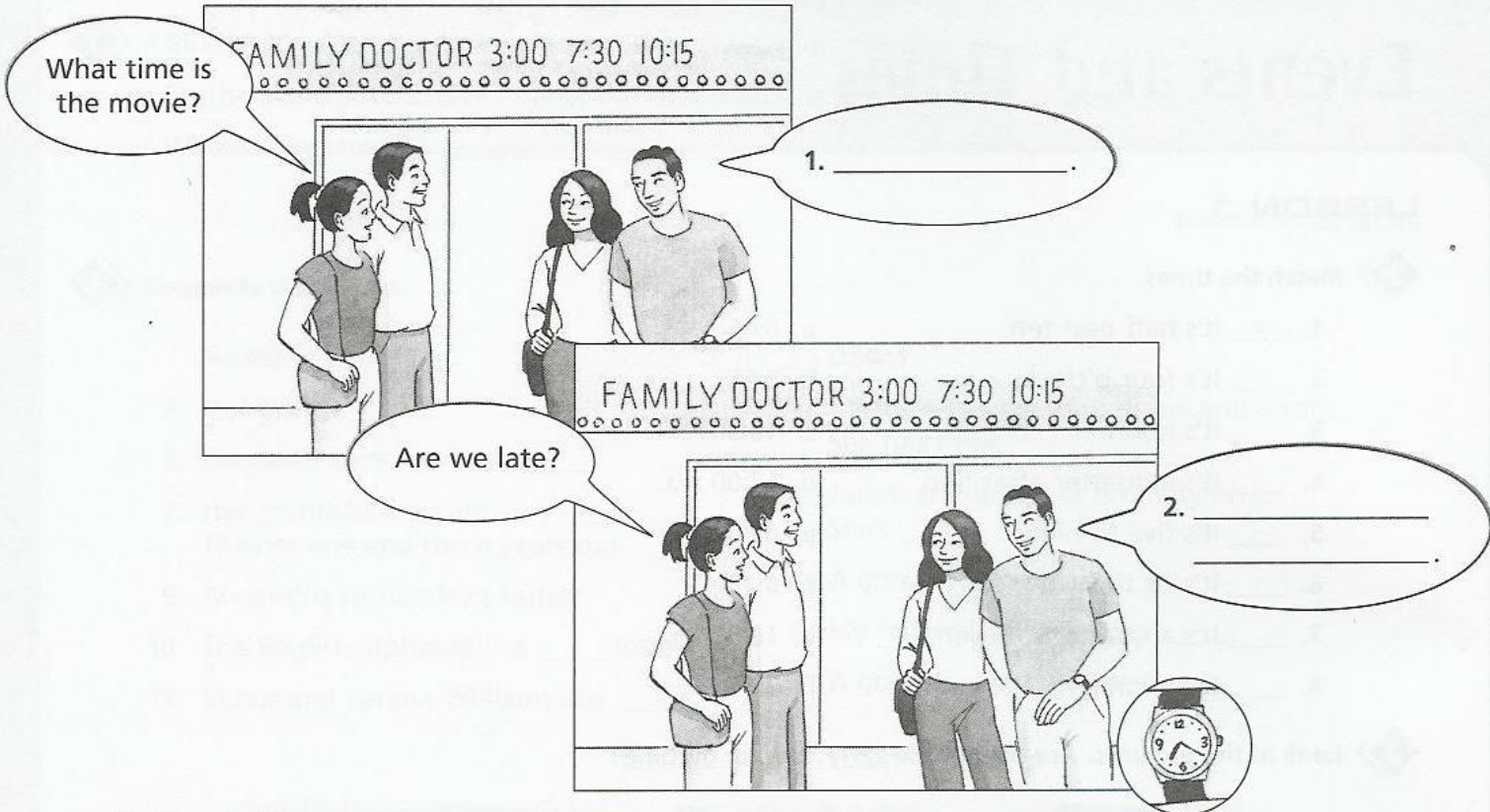
1. \_\_\_\_\_

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

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



**3** Look at the pictures. Then complete the conversation.



**LESSON 2**

**4** Write an occupation for each event.

1. a speech: a writer
2. a movie: \_\_\_\_\_
3. a game: \_\_\_\_\_
4. a concert: \_\_\_\_\_
5. a play: \_\_\_\_\_

**5** When is your English class? Circle the day or days. Write the times.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

**6** What events are in your city or town this week? Complete the chart.

Name	Event	Day	Time	Place
Yo-Yo Ma	Concert	Saturday	7:00 P.M.	Music Center



**7** Look at the posters.



Now check  true or false.

	true	false
1. The game is on Sunday.	<input type="checkbox"/>	<input type="checkbox"/>
2. The movie is at 7:10 on Wednesday.	<input type="checkbox"/>	<input type="checkbox"/>
3. The play is at half past seven.	<input type="checkbox"/>	<input type="checkbox"/>
4. The concert is at three o'clock.	<input type="checkbox"/>	<input type="checkbox"/>
5. The movie is at 3:40 on Saturday.	<input type="checkbox"/>	<input type="checkbox"/>

**8** Look at the posters in Exercise 7 again. Read the answers. Then write the questions.

1. A: \_\_\_\_\_? B: One o'clock.  
 2. A: \_\_\_\_\_? B: Tuesday at a quarter to eight.  
 3. A: \_\_\_\_\_? B: Thursday.  
 4. A: \_\_\_\_\_? B: City Park.

**9** Invite a friend to one of the events. Look at the times and days on the posters in Exercise 7.

1. You: Hi, \_\_\_\_\_. How are you?  
 Your friend: Fine, thanks. And you?  
 2. You: \_\_\_\_\_  
 There's a \_\_\_\_\_ on \_\_\_\_\_.  
 Would you like to go?  
 Your friend: Sounds great. What time?  
 3. You: \_\_\_\_\_  
 Your friend: OK. Let's meet at \_\_\_\_\_.

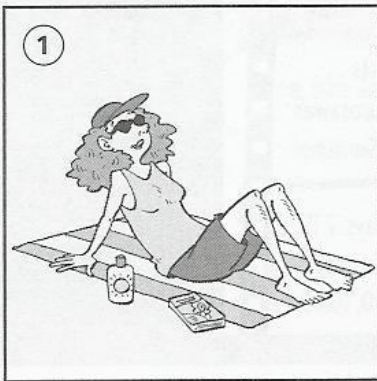


### LESSON 3

10 Complete the sentences. Write a family member or a relationship and then a month.

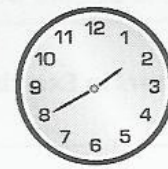
1. My mother's birthday is in January.
2. My \_\_\_\_\_ birthday is in \_\_\_\_\_.
3. My \_\_\_\_\_ birthday is in \_\_\_\_\_.
4. My \_\_\_\_\_ birthday is in \_\_\_\_\_.
5. My \_\_\_\_\_ birthday is in \_\_\_\_\_.

11 Look at the pictures. Write the months for each type of weather where you live.



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

12 Complete the conversations. Use the prepositions in, on, and at.



1. A: When's your birthday?  
B: \_\_\_ May. It's \_\_\_ May 11<sup>th</sup>.
2. A: How do I get to the bus station?  
B: Turn left \_\_\_ the corner.
3. A: Am I late?  
B: No, you're \_\_\_ time.
4. A: What time is the speech?  
B: It's \_\_\_ 1:30.
5. A: Is the class at 9:15 A.M.?  
B: No, it's \_\_\_ the afternoon, \_\_\_ 3:45.
6. A: Where's the convenience store?  
B: Down the street, \_\_\_ the right.
7. A: Is the restaurant near here?  
B: Yes, it's \_\_\_ Grove Street.
8. A: When is the party?  
B: \_\_\_ Friday, \_\_\_ noon, \_\_\_ Mike's house.



**13** Look at the invitation.



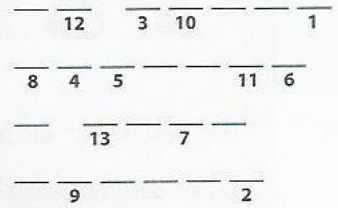
Now answer the questions. Write complete sentences.

1. What month is the party? It's in March
2. What date is the party? \_\_\_\_\_
3. What day is the party? \_\_\_\_\_
4. What time is the party? \_\_\_\_\_
5. Where's the party? \_\_\_\_\_
6. Where's the restaurant? \_\_\_\_\_



1 Fill in the answers. Then look at the numbers under the lines. Write the letters in the puzzle.

1. A play, concert, or speech.
2. The class is on weekdays—Mondays, Wednesdays, and \_\_\_\_\_.
3. An event with athletes.
4. April is the \_\_\_\_\_ month of the year.



**Puzzle**

" \_\_\_\_\_ "

1 2 3 4 3 5 6 1 5 7 3 8 9 4 3 10 3 4 11 1 2 5 12 13

—Thomas Edison, inventor (U.S.)

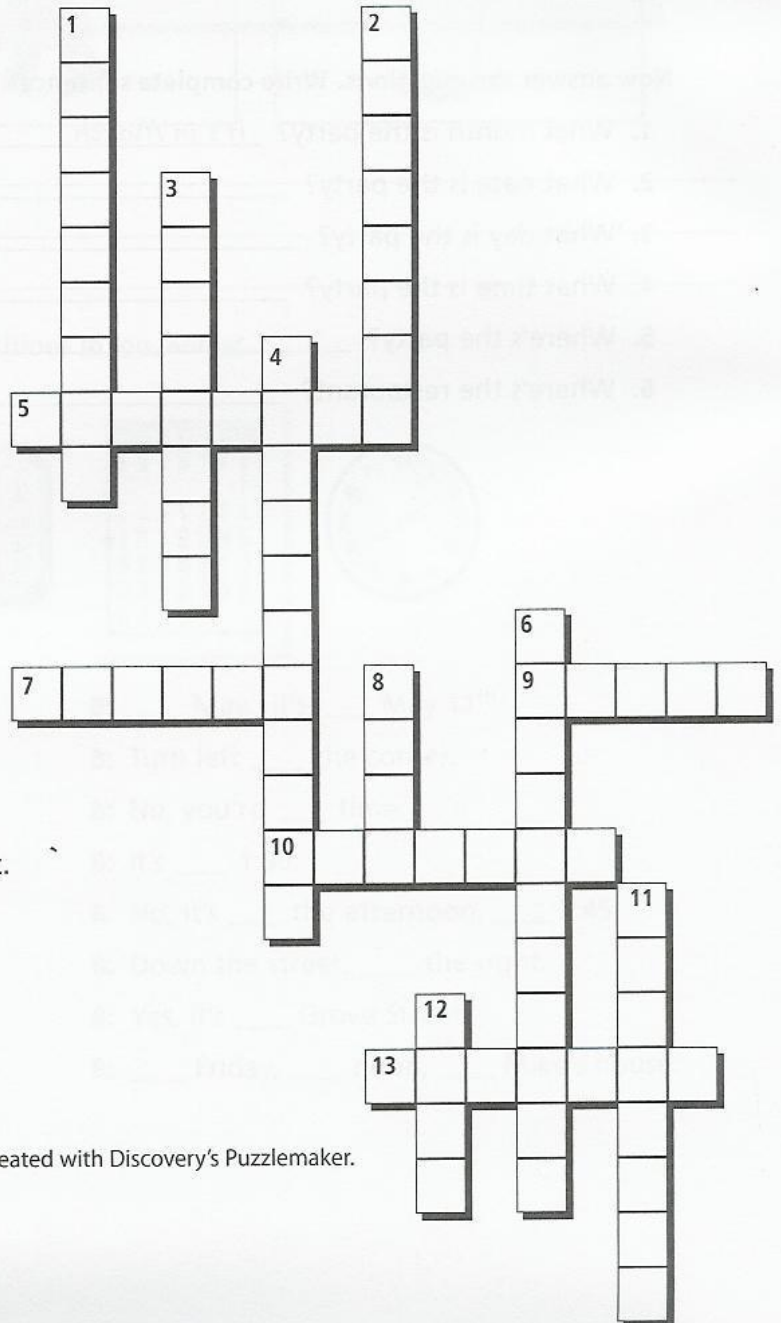
2 Complete the puzzle.

**Across**

5. This month has twenty-eight days.
7. Jana's birthday is March 12<sup>th</sup>. What's her sign?
9. The movie's at 10:15. It's a quarter to ten now. You're \_\_\_\_\_.
10. Good \_\_\_\_\_! (at 7:00 P.M.)
13. Good \_\_\_\_\_! (at 7:00 A.M.)

**Down**

1. The ninth month of the year
2. The fourth weekday
3. The first day of the weekend
4. The time in London when it's 4:30 P.M. in Mexico City
6. Q is the \_\_\_\_\_ letter in the alphabet.
8. The \_\_\_\_\_ is at the stadium.
11. 12:00 A.M.
12. 12:00 P.M.



SOURCE: Created with Discovery's Puzzlemaker.



## Clothes

### UNIT GOALS

- 1 Identify clothes
- 2 Talk about wants and needs
- 3 Describe clothes

### 1 Identify Clothes

**A** **VOCABULARY.** Clothes. Listen and practice.

1. a shoe      2. a shirt      3. a sweater

4. a tie      5. a jacket      6. a skirt

7. a dress      8. a blouse      9. pants\*      10. a suit

**VOCABULARY BOOSTER** See page V3 for more.

\*Pants is a plural noun.

**B** **PRONUNCIATION.** Plural nouns. Listen and practice.

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

**C** **GRAMMAR.** This, that, these, those

**this** tie      **that** tie      **these** shoes      **those** shoes

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

1. those jackets      2. \_\_\_\_\_      3. \_\_\_\_\_      4. \_\_\_\_\_





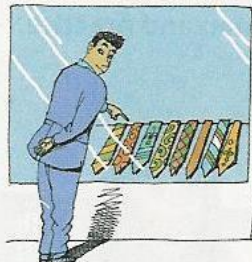
5. \_\_\_\_\_



6. \_\_\_\_\_

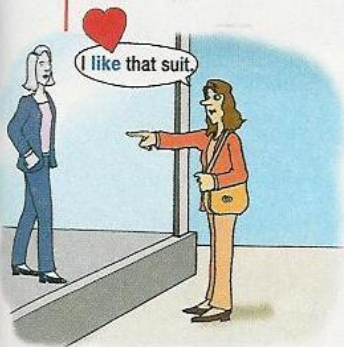


7. \_\_\_\_\_



8. \_\_\_\_\_

**E** GRAMMAR. The simple present tense: affirmative statements



I  
You  
We  
They  
Sara and Jim } **like** those shoes.

He  
She  
Paula } **likes** those shoes, too.

**F** Complete each statement with **like** or **likes**.

- We like this sweater.
- She \_\_\_\_\_ those jackets.
- They \_\_\_\_\_ that tie.
- Helen \_\_\_\_\_ those dresses.
- I \_\_\_\_\_ these sweaters.
- He \_\_\_\_\_ that suit.

**CONVERSATION** • Give and accept compliments about clothes.

**1. MODEL.** Read and listen.

Marie: I like that dress.  
Jane: Thank you.  
Marie: You're welcome.

**2. Rhythm and intonation practice**

**3. PAIR WORK.** Compliment classmates on their clothes.

A: I like \_\_\_\_\_.  
B: \_\_\_\_\_.  
A: You're welcome.





2

# Talk about Wants and Needs

**A** **VOCABULARY.** Verbs want, have, need.  
Listen and practice.



1. She **wants** those shoes.



2. She **has** a sweater.



3. He **needs** a tie.

**B** **GRAMMAR.** The simple present tense: statements and yes / no questions

**Affirmative statements**

I  
You  
We  
They } **have** a sweater.

He  
She } **wants** those shoes.

**Negative statements**

I  
You  
We  
They } **don't have** a sweater.

He  
She } **doesn't want** those shoes.

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

**Yes / no questions**

**Do** { you / they } **need** a sweater?

**Does** { he / she } **like** the sweater?

**Short answers**

Yes, { I / we / they } **do**.

Yes, { he / she } **does**.

No, { I / we / they } **don't**.

No, { he / she } **doesn't**.

**C** **Complete the sentences. Write the words on the line.**

1. A: \_\_\_\_\_ you \_\_\_\_\_ that shirt?  
*Do / Does like / likes*

B: Actually, no, I \_\_\_\_\_.  
*don't / doesn't*

2. A: \_\_\_\_\_ your husband \_\_\_\_\_ a tie?  
*Do / Does need / needs*

B: No. He already \_\_\_\_\_ too many ties.  
*have / has*

3. A: I \_\_\_\_\_ a suit for work.  
*don't have / doesn't have*

B: You \_\_\_\_\_ one!  
*need / needs*

4. A: \_\_\_\_\_ your children \_\_\_\_\_ sweaters?  
*Do / Does need / needs*

B: My daughters \_\_\_\_\_, but my son \_\_\_\_\_.  
*don't / doesn't do / does*

5. A: We \_\_\_\_\_ the clothes at this mall.  
*don't like / doesn't like*

B: Really? That's too bad.



**D** **LISTENING COMPREHENSION.** Listen to the conversations about clothes. Check  each statement True or False.

- |                                         | True                                | False                    |
|-----------------------------------------|-------------------------------------|--------------------------|
| 1. They like the sweater.               | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. He doesn't need shoes.               | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. They don't want the suit.            | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. He needs a jacket in the restaurant. | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. He needs a tie, too.                 | <input type="checkbox"/>            | <input type="checkbox"/> |

**CONVERSATION • Compare opinions about clothes.**

**1. MODEL.** Read and listen.



**Linda:** Do you like this sweater?  
**Beth:** Yes, I do.

**Linda:** And do you like those shoes?  
**Beth:** No, I don't. Do you?  
**Linda:** Actually, I think they're very nice.

**2. Rhythm and intonation practice**

**3. PAIR WORK.** Now talk about the pictures.

- A: Do you like \_\_\_\_\_?  
 B: \_\_\_\_\_.  
 A: And do you like \_\_\_\_\_?  
 B: \_\_\_\_\_.



“Ellen likes these shoes.  
 She doesn't like this suit.”



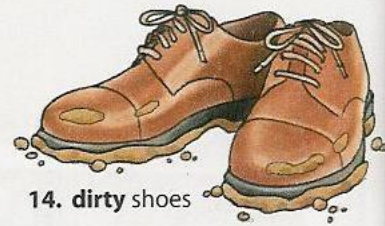
**A** **VOCABULARY.** Colors and other descriptive adjectives. Listen and practice.



11. a new dress



13. clean shoes



14. dirty shoes



12. an old dress



15. a beautiful tie

**B** **GRAMMAR.** Adjectives

Use adjectives with the verb **be**.

The shirt is **white**. The shirts are **white**.

Use adjectives before nouns.

It's a **white** shirt. NOT It's a shirt white.

Be careful: Don't add **-s** to adjectives.

They're white shirts. NOT They're whites shirts.

**C** Write two descriptions for each picture. Use an adjective. Use **It's** or **They're**.

1.



The blouses are white.  
They're white blouses.

3.



The \_\_\_\_\_ is \_\_\_\_\_.  
 \_\_\_\_\_.

2.



The \_\_\_\_\_ is \_\_\_\_\_.  
 \_\_\_\_\_.

4.



The \_\_\_\_\_ are \_\_\_\_\_.  
 \_\_\_\_\_.



**D** On a separate piece of paper, write about five classmates.

1. Allen has a gray shirt and black shoes. They're new shoes.

**E GRAMMAR.** The simple present tense: information questions

Who has a red shirt?	Jack does.
What does Ben need?	New shoes.
Which shoes do you like?	The black shoes.
When do they want the shoes?	On Tuesday.

**F** Complete each question, using the simple present tense.

- |                                            |                                          |
|--------------------------------------------|------------------------------------------|
| 1. What <u>does he need</u> ?<br>he / need | 4. Who _____ a new tie?<br>need          |
| 2. What _____ ?<br>you / want              | 5. Which shoes _____ ?<br>they / want    |
| 3. Which tie _____ ?<br>Richard / want     | 6. What _____ ?<br>Paula and Nick / like |

**CONVERSATION • Talk about shopping for clothes.**

1. **MODEL.** Read and listen.

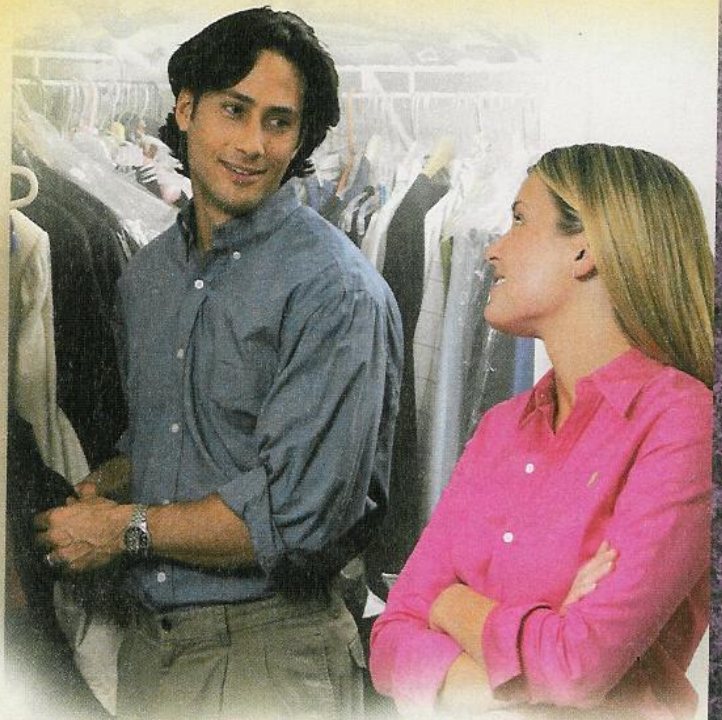
Tony: Let's go shopping.  
Heidi: OK. What do you need?  
Tony: I need a tie and a new suit.  
Heidi: Is that all?  
Tony: Yes, it is. Oh, actually I need shoes too!

2. **Rhythm and intonation practice**

3. **PAIR WORK.** Role-play your own conversation. Use the pictures and the guide, or create a new conversation.

A: Let's go shopping.  
B: OK. What do you \_\_\_\_\_ ?  
A: I \_\_\_\_\_ .  
B: Is that all?  
A: \_\_\_\_\_ .

Continue in your own way ...





# TOP NOTCH ACTIVITIES

- A** **READING.** Read and listen to the advertisement from today's newspaper. Which clothes do you like?



## TODAY ONLY! 1/2 PRICE SALE

All stores open until midnight. Low, low prices!

MEN'S AND  
WOMEN'S  
CLOTHES



Brown at Park Street store only.



White not available at Central Station location.

Other colors available: black and yellow.



Many more styles available!

Other sale items today: children's jackets and shoes.

Store locations:

27 Park Street  
The City Mall  
Central Station

No phone orders.

- B** **Complete each statement, based on the reading.**

1. The Emporium is a great \_\_\_\_\_ store.
2. The sale is \_\_\_\_\_ only.
3. The Emporium also has black and yellow men's \_\_\_\_\_.
4. \_\_\_\_\_ sweaters are available at the Park Street store only.
5. There are women's blouses in three \_\_\_\_\_: white, red, and blue.
6. Children's \_\_\_\_\_ and \_\_\_\_\_ are also on sale today at the Emporium.

- C** **PAIR WORK.** Talk to your partner about the sale at the Emporium. Use the advertisement.

**Q** What do you need? **A**

**I** I need sweaters, and my husband wants a new tie. Let's go shopping. **B**

**NEED HELP?** Here's language you already know:

Do you want \_\_\_\_\_?  
 Do you like \_\_\_\_\_?  
 Do you have \_\_\_\_\_?  
 What do you need?  
 Which \_\_\_\_\_ do you like?

**TOP NOTCH WEBSITE**  
 For Unit 6 online activities, visit the  
 Top Notch Companion Website at  
[www.longman.com/topnotch](http://www.longman.com/topnotch).

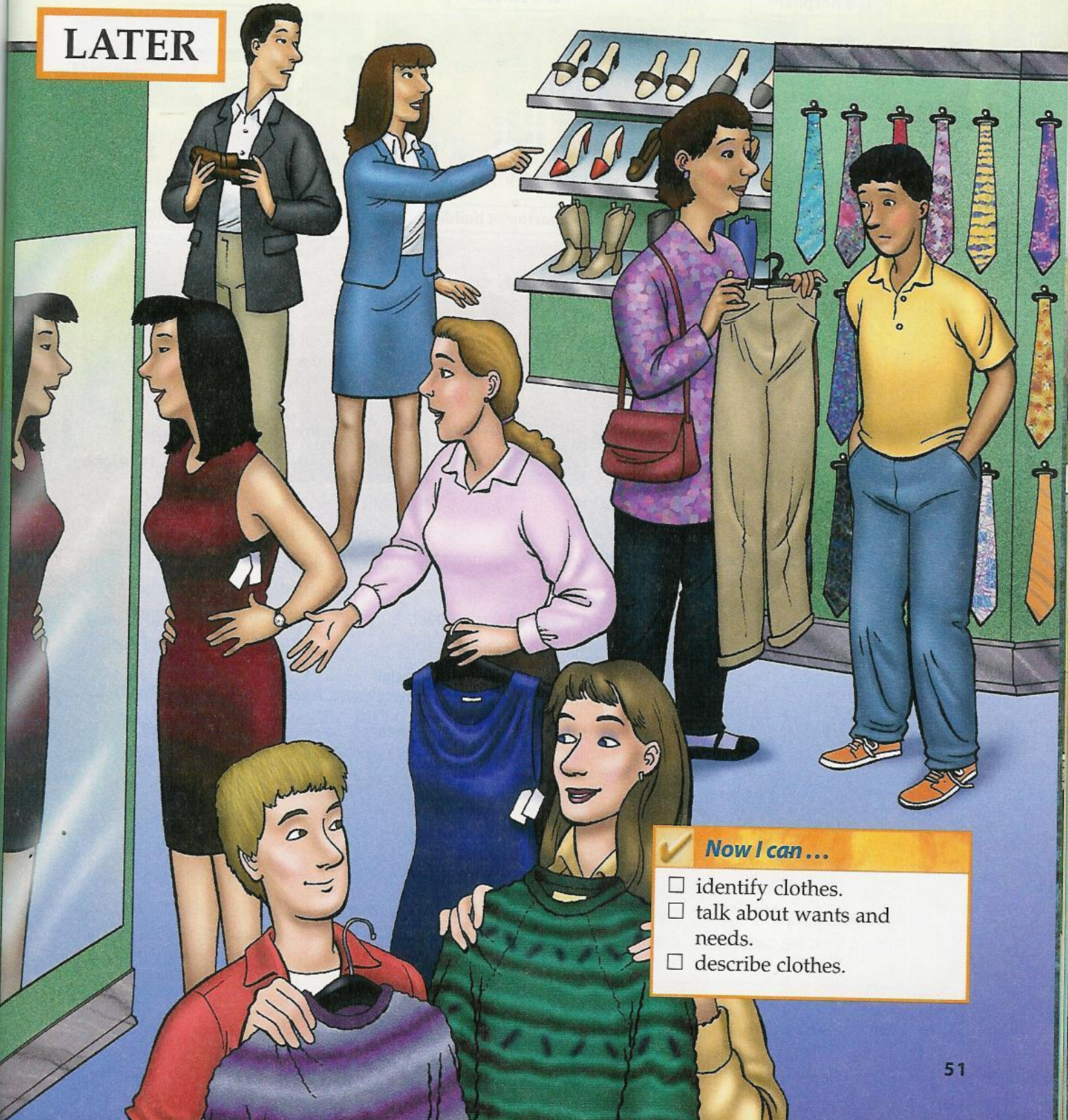




## UNIT WRAP-UP

- **Vocabulary.** Describe the clothes and shoes.  
*Those shoes are beautiful.*
- **Grammar.** Ask your partner questions about the picture.  
*Do you like this blue tie?*
- **Social language.** Create conversations for the people.  
*A: Let's go shopping.*  
*B: OK. What do you need?*

**LATER**



### ✓ Now I can ...

- identify clothes.
- talk about wants and needs.
- describe clothes.

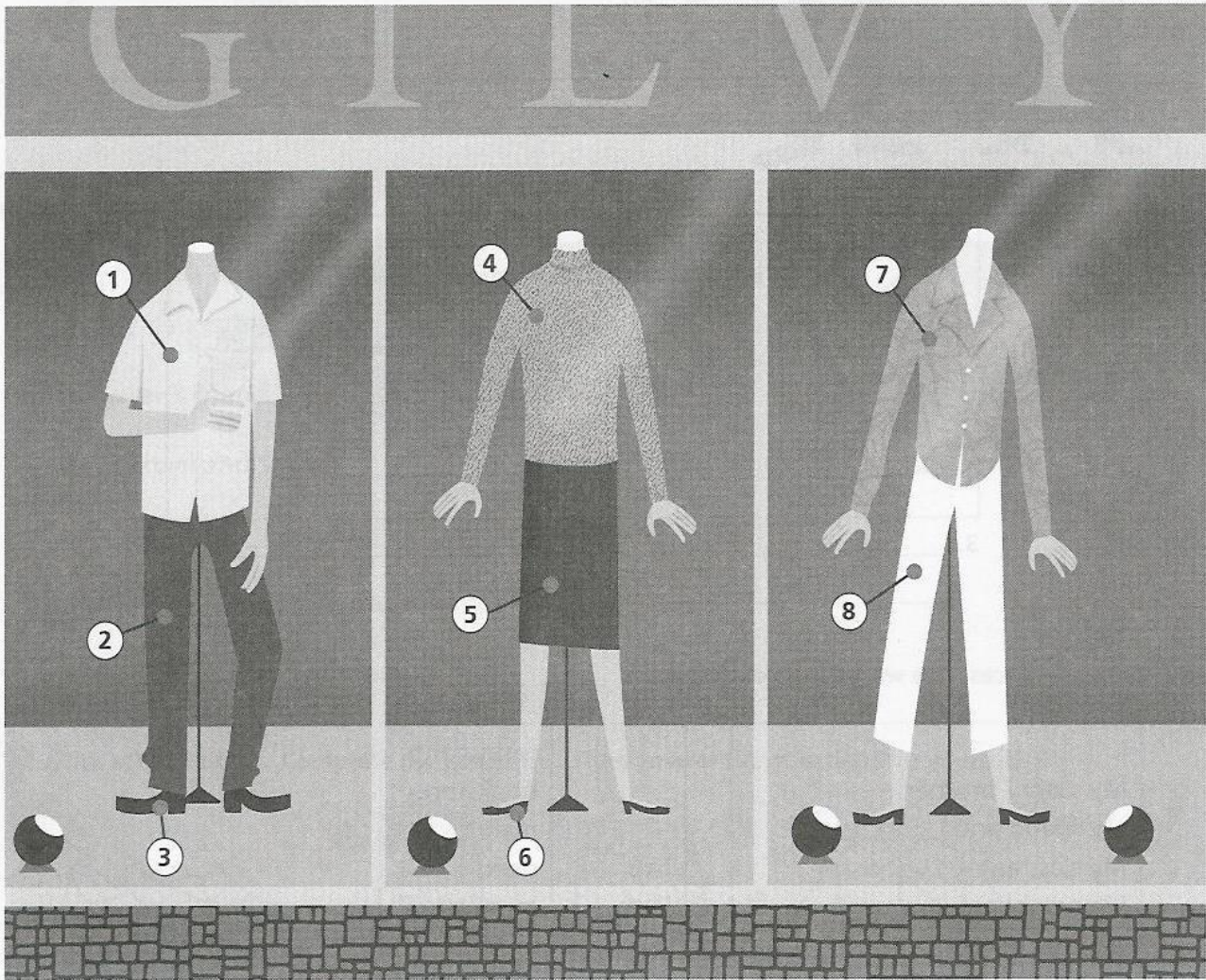


# UNIT 6

## Clothes

### LESSON 1

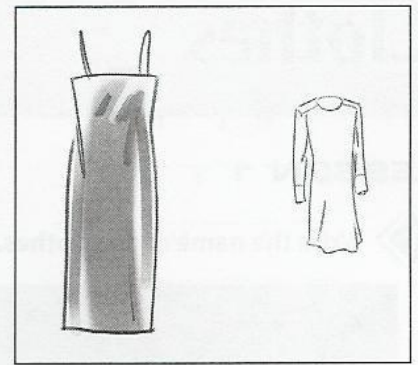
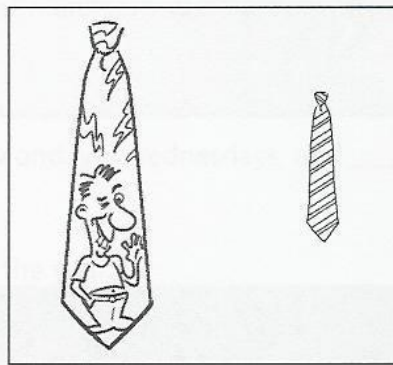
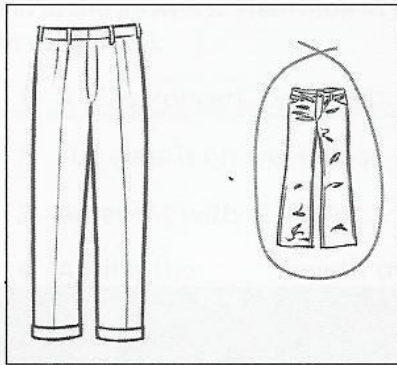
1 Write the name of the clothes.



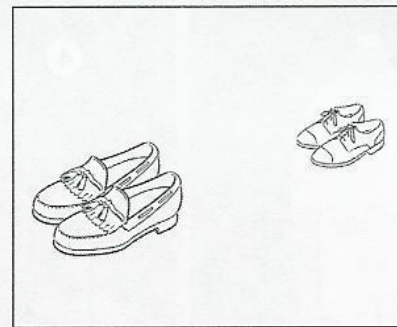
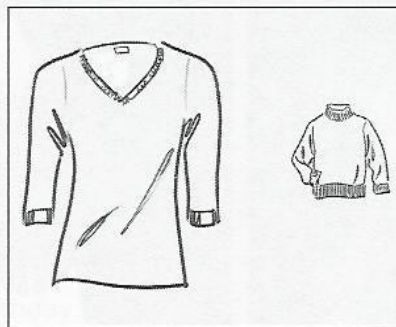
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



2 Circle one of the clothing items in each picture. Write a sentence with I like and this, that, these, or those.



Example: I like those pants . 1. \_\_\_\_\_ 2. \_\_\_\_\_



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

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

3 Write sentences. Use words from each box.

I  
My sister / brother  
My friend and I  
My classmate  
My neighbors  
My friends  
My grandmother / grandfather  
My teacher

+

like  
likes

+

restaurants  
bookstores  
malls  
parks  
museums  
movies  
plays  
parties

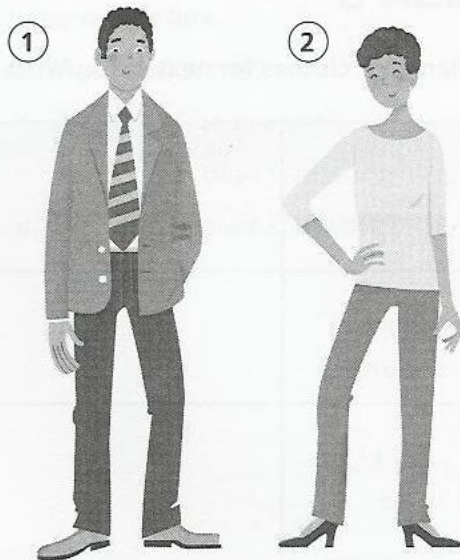
1. My friends like parties .
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



4 Look at the pictures. Compliment each person on his or her clothes.

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

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

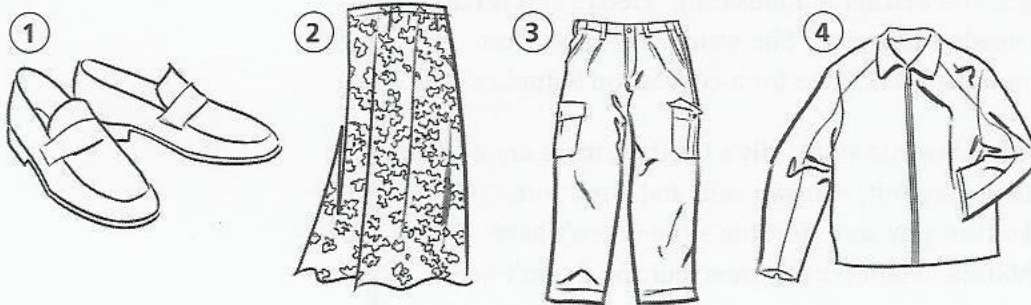


LESSON 2

5 Complete the sentences. Write the simple present tense of the verb.

- My daughters \_\_\_\_\_ those dresses.  
want
- Susan's friend \_\_\_\_\_ her skirt.  
not like
- Michael and Steven \_\_\_\_\_ suits.  
not have
- \_\_\_\_\_ you \_\_\_\_\_ a jacket?  
have
- We \_\_\_\_\_ shoes for the party.  
need
- \_\_\_\_\_ Anthony \_\_\_\_\_ this tie?  
want

6 Look at the clothes. Complete the questions. Then answer the questions for yourself.



- Do you like these shoes ? \_\_\_\_\_
- Do you like \_\_\_\_\_ ? \_\_\_\_\_
- Do you like \_\_\_\_\_ ? \_\_\_\_\_
- Do you like \_\_\_\_\_ ? \_\_\_\_\_



# LESSON 3

**7** Plan your clothes for next week. Write on the calendar.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
gray pants						
black sweater						
new black shoes						

**8** Write sentences about yourself. Use have / don't have, want / don't want, or need / don't need.

Example: brown shoes: I want new brown shoes.

1. a blue suit: \_\_\_\_\_.
2. a red sweater: \_\_\_\_\_.
3. a white shirt / blouse: \_\_\_\_\_.
4. a black jacket: \_\_\_\_\_.
5. gray pants: \_\_\_\_\_.

**9** Read about Elena and Marina's shopping trip.

Elena and Marina are sisters. They're at the mall on Market Street. They need clothes for work. Elena is a manager, and Marina is a musician. Elena's suit is old, and she needs a new one. She wants new shoes, too. Marina needs a black dress for a concert on Saturday.

At their favorite store, Lily's Clothes, there are a black suit, a gray suit, a brown suit, and a red suit. Elena likes the gray suit. But the store doesn't have shoes. Marina likes a purple dress, but she doesn't need a purple dress.

Now read the answers. Then write questions.

1. A: \_\_\_\_\_? B: New shoes.
2. A: \_\_\_\_\_? B: Marina does.
3. A: \_\_\_\_\_? B: On Saturday.
4. A: \_\_\_\_\_? B: The gray suit.



**10** Choose the words to complete the conversation. Write the letter on the line.

1. A: Let's go shopping for Cecilia's birthday.  
B: \_\_\_\_\_
2. A: A new sweater.  
B: \_\_\_\_\_
3. A: No, she doesn't.  
B: \_\_\_\_\_
4. A: She already has a red sweater.  
B: \_\_\_\_\_  
A: It's beautiful! And she doesn't have a blue sweater.
- a. How about red?  
b. Does she like orange?  
c. I think this blue sweater is very nice.  
d. OK. What does she want?

**11** Complete the conversation. Use your own words.

1. "I like this suit. Do you?"  
YOU \_\_\_\_\_
2. "And which tie do you like?"  
YOU \_\_\_\_\_
3. "I like it, too. Do you like these shoes?"  
YOU \_\_\_\_\_
4. "I really like shopping!"  
YOU \_\_\_\_\_



**1 TAKE A GUESS!** Match the numbers with the letters to make these colors.

- |               |                    |
|---------------|--------------------|
| 1. ___ green  | a. red and green   |
| 2. ___ orange | b. yellow and blue |
| 3. ___ purple | c. yellow and red  |
| 4. ___ brown  | d. black and white |
| 5. ___ gray   | e. blue and red    |

**2 WORD FIND.** Look across (→) and down (↓). Circle the ten clothes and the ten colors. Then write the clothes and colors on the lines.

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

SOURCE: Created with [www.spellbuilder.com](http://www.spellbuilder.com).

Clothes

Colors

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



- 1 Talk about where you live, work, or study
- 2 Describe your home
- 3 Name furniture and appliances

# Home and Work

1

## Talk about Where You Live, Work, or Study

LESSON

### A VOCABULARY. Workplaces and homes. Listen and practice.

1. a hospital



2. a school



3. a factory



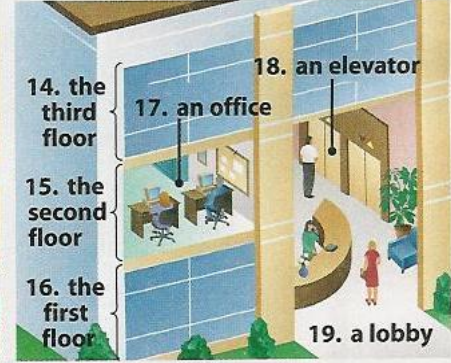
4. a house



5. an apartment building



6. an office building



- 7. a garden
- 8. a window
- 9. a door
- 10. a garage

- 11. a stairway
- 12. an apartment
- 13. a balcony

- 14. the third floor
- 15. the second floor
- 16. the first floor
- 17. an office
- 18. an elevator
- 19. a lobby

### B GRAMMAR. Prepositions of place

**in**

She lives **in** an apartment.  
I work **in** an office.

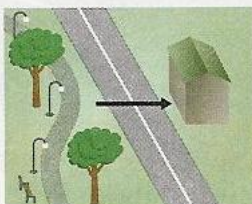
**at**

I live **at** 34 Circle Street.  
He works **at** home.  
She works **at** Smith Hospital.

**on**

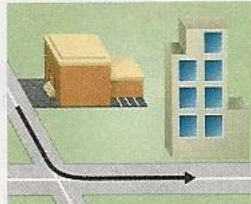
He lives **on** Bank Street.  
They live **on** the third floor.

**across from**



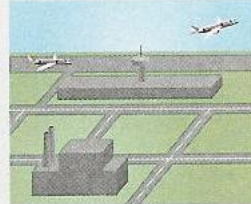
The house is **across from** the park.

**around the corner from**



The office is **around the corner from** the school.

**near**



The factory is **near** the airport.

**between**



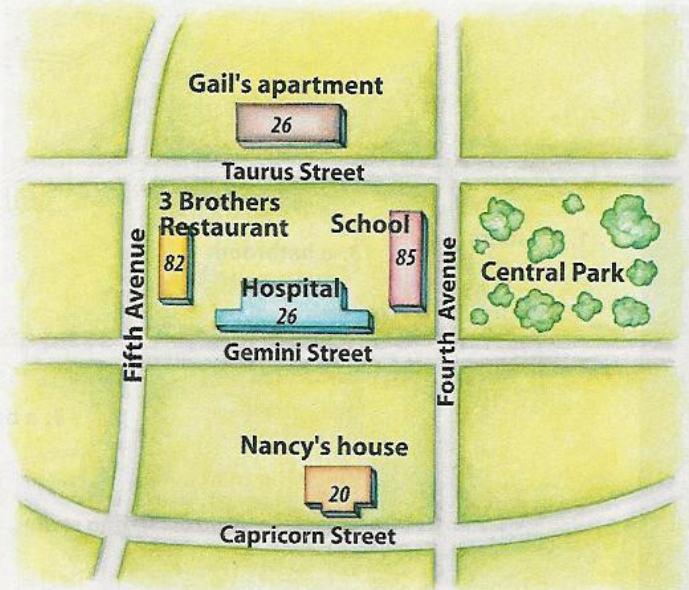
The restaurant is **between** Second Street and B Street.





**C** Complete the sentences with prepositions of place. Use the map.

- Gail's apartment is on Taurus Street, near Central Park.
- The hospital is \_\_\_\_\_ Gemini Street, \_\_\_\_\_ the school.
- The school is \_\_\_\_\_ Fourth Avenue, \_\_\_\_\_ the park.
- 3 Brothers Restaurant is \_\_\_\_\_ 82 Fifth Avenue, \_\_\_\_\_ Gemini Street and Taurus Street.



## CONVERSATION • Talk about where you live, work, or study.

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

**Sam:** So what do you do?

**Joe:** I'm a student. I study at the Park School.

**Sam:** The Park School? Where's that?

**Joe:** On Second Street. Near the mall.

**Sam:** And do you live nearby?

**Joe:** Yes. I have an apartment near the school. What about you?

**Sam:** Me? I'm a chef. I work at Peter's Restaurant.

### 3. **PAIR WORK.** Exchange real information with your partner. Use the guide, or create a new conversation.

**A:** So what do you do?

**B:** I'm \_\_\_\_\_. I \_\_\_\_\_.

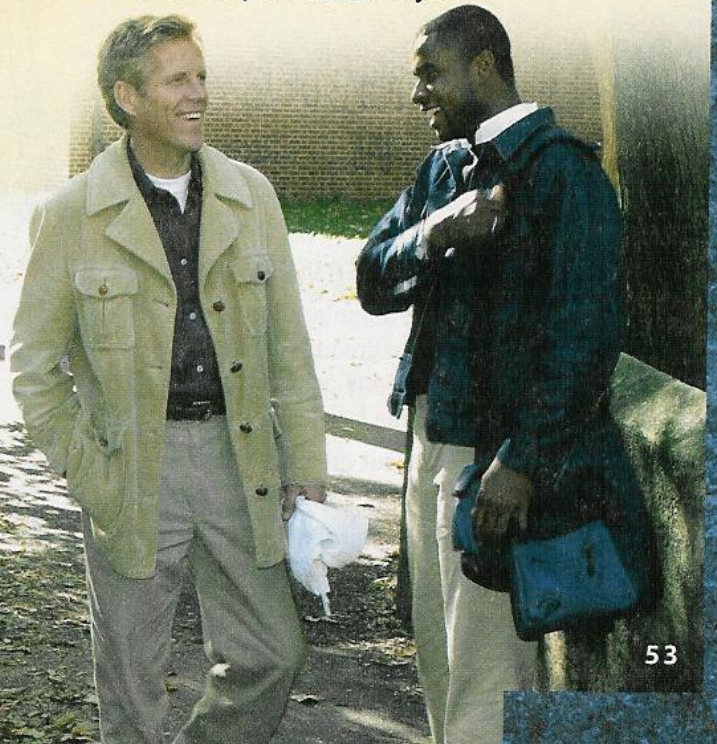
**A:** \_\_\_\_\_? Where's that?

**B:** On \_\_\_\_\_. \_\_\_\_\_.

**A:** And \_\_\_\_\_? ...

**Continue in your own way ...**

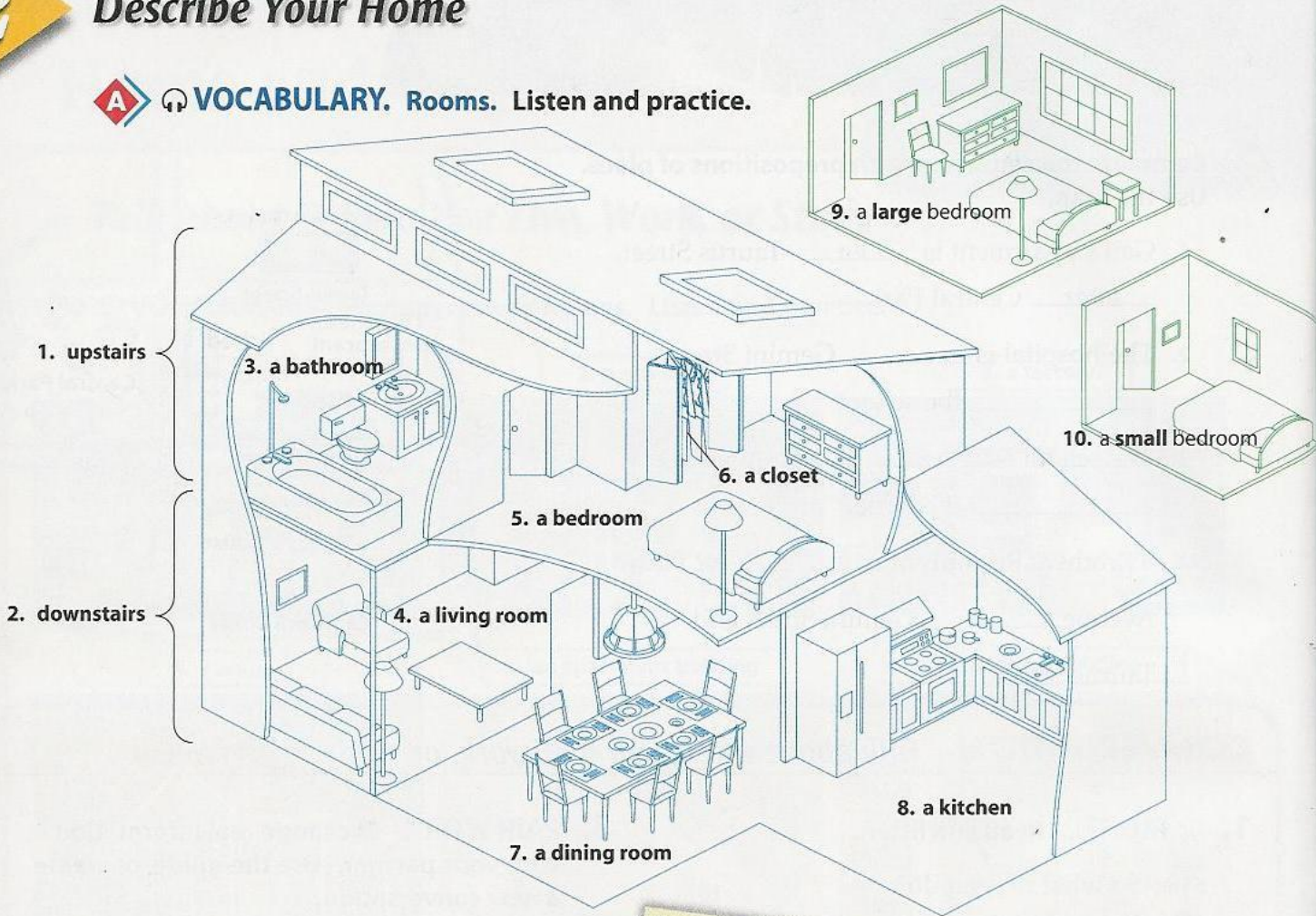
### 2. **Rhythm and intonation practice**





# Describe Your Home

**A** VOCABULARY. Rooms. Listen and practice.



1. upstairs

3. a bathroom

9. a large bedroom

10. a small bedroom

6. a closet

5. a bedroom

2. downstairs

4. a living room

8. a kitchen

7. a dining room

**B** LISTENING COMPREHENSION. Listen critically to the conversations about houses and apartments. Circle the best ad for each person.

## WORLD SEARCH

**Live in a house or apartment overseas for 1-6 months!**

Telephone: 1-800-555-9038  
E-mail: worldsearch@pcb.com

<b>1. Available in Paris (France)</b>	
Two-bedroom house with large kitchen	Two-bedroom apartment with small kitchen
<b>2. Available in Buenos Aires (Argentina)</b>	
Two-bedroom house with two bathrooms	Three-bedroom house with three bathrooms
<b>3. Available in Tokyo (Japan)</b>	
One-bedroom apartment with large closets	One-bedroom apartment with large kitchen
<b>4. Available in Montreal (Canada)</b>	
Two-bedroom house with large garden	Two-bedroom apartment with balcony

**C** GRAMMAR. There is and there are / a lot of

Use there is with singular nouns. Use there are with plural nouns.

**There's** one **bedroom** downstairs.

**There's** a **balcony** and an **elevator**.

**There are** three large **bedrooms** upstairs.

Ask questions about quantity with **How many**.

**How many** bedrooms are there?

Use **a lot of** and a plural noun to talk about a large number.

There are **a lot of** windows—50, I think!



**D** Complete the sentences. Use **there's**, **there are**, **is there**, or **are there**.

1. Is there an elevator in your office?
2. \_\_\_\_\_ a lot of closets in my home.
3. \_\_\_\_\_ two bedrooms in their apartment.
4. This is a great house. \_\_\_\_\_ a garden?
5. \_\_\_\_\_ a garage and an elevator in her building.
6. \_\_\_\_\_ a balcony in your apartment?

**E** **WRITING.** Describe your dream house. On a separate piece of paper, write sentences with **there is** and **there are**. Use your own words.

There are 25 bedrooms. There's a large garden. There are 10 bathrooms.



## CONVERSATION • Describe your home.

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

**Rachel:** Do you live in a house or an apartment?

**Pat:** An apartment.

**Rachel:** What's it like?

**Pat:** Well, there are three bedrooms and a large kitchen.

**Rachel:** Sounds nice!

### 2. **Rhythm and intonation practice**

### 3. **PAIR WORK.** Exchange information about **your** home. Use the guide, or create a new conversation.

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

**B:** \_\_\_\_\_.

**A:** What's it like?

**B:** Well, there \_\_\_\_\_.

**A:** \_\_\_\_\_.



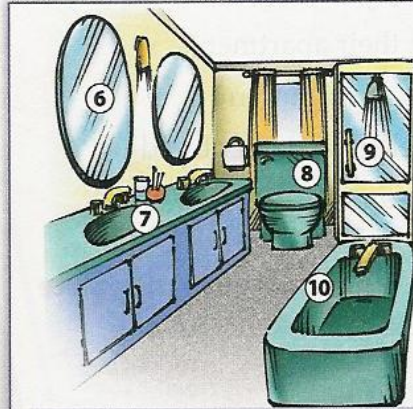


## Name Furniture and Appliances

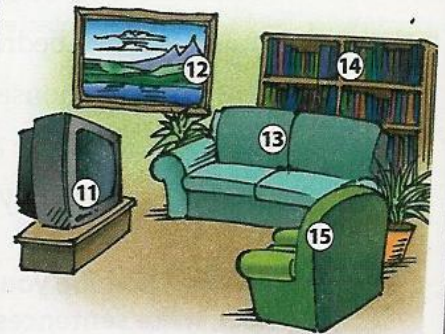
**A** **VOCABULARY.** Furniture and appliances in the home and office. Listen and practice.



- 1. a dresser
- 2. a bed
- 3. a lamp
- 4. a night table
- 5. a rug



- 6. a mirror
- 7. a sink
- 8. a toilet
- 9. a shower
- 10. a bathtub



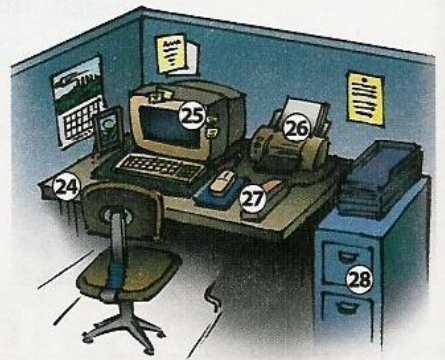
- 11. a TV
- 12. a picture
- 13. a sofa
- 14. a bookcase
- 15. an easy chair



- 16. a freezer
- 17. a refrigerator
- 18. a cabinet
- 19. a stove
- 20. a microwave



- 21. a chair
- 22. a table
- 23. a sideboard



- 24. a desk
- 25. a computer
- 26. a printer
- 27. a telephone
- 28. a file cabinet

**VOCABULARY BOOSTER** See pages V4 and V5 for more.

**B** **LISTENING COMPREHENSION.** Look back at Exercise A. Listen to the questions about furniture and appliances. Write which room they are in.

- 1. It's in the kitchen.
- 2. It's \_\_\_\_\_.
- 3. It's \_\_\_\_\_.
- 4. It's \_\_\_\_\_.
- 5. It's \_\_\_\_\_.
- 6. It's \_\_\_\_\_.

**C** **WHAT ABOUT YOU?** On a separate piece of paper, write the furniture and appliances you have in the rooms in your home.



**D** **PRONUNCIATION.** **Th.** There are two different sounds for **th** in English.  
Listen and practice.

/θ/	/ð/
third	there
three	that
bath	mother

Now listen and practice saying these sentences.

1. There are **three** rooms on **the third** floor.
2. Their **brother's** house has **three** bathrooms.
3. **This** house has **thirty-three** bathtubs.

**CONVERSATION • Compare opinions about furniture.**

1. **MODEL.** Read and listen.

Kim: Look at that easy chair. What do you think?

Irene: I think it's really nice.

Kim: You do?

Irene: Definitely. What about you?

Kim: I'm not sure.

2. **Rhythm and intonation practice**

3. **PAIR WORK.** Ask for your partner's opinion about furniture. Use the pictures and the guide.

A: Look at that \_\_\_\_\_. What do you think?

B: I think it's \_\_\_\_\_.

A: You do?

B: Definitely. What about you?

A: \_\_\_\_\_.

**Positive and negative adjectives**

 nice great beautiful	 awful terrible ugly
---------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------





# TOP NOTCH ACTIVITIES

**TOP NOTCH WEBSITE**  
For Unit 7 online activities, visit the  
Top Notch Companion Website at  
[www.longman.com/topnotch](http://www.longman.com/topnotch).

## A READING. Read and listen. Who lives in a house? Who lives in an apartment?

**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.

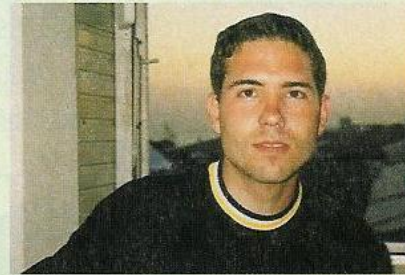
Downstairs there is a large living room, dining room, and a large kitchen. Upstairs there are four bedrooms. And we have a lot of bathrooms—five in all!

My mother also has an office upstairs. We love our house.

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.



**Cem Korcan**

**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.

Source: Authentic *Top Notch* interviews

## B Check the descriptions that match each person's home.

	three bedrooms	five bathrooms	a small kitchen	no dining room	no garden	a garage	an office
Ana Karina Espinel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cem Korcan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soon-Ju Cho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## C DISCUSSION. Which of the homes in the reading do you like?

“ I like Ana's home.  
There's a big garden. ”

## D WRITING. On a separate piece of paper, compare your home with the homes in the reading.

Mr. Korcan lives in an apartment. I live in an apartment, too.

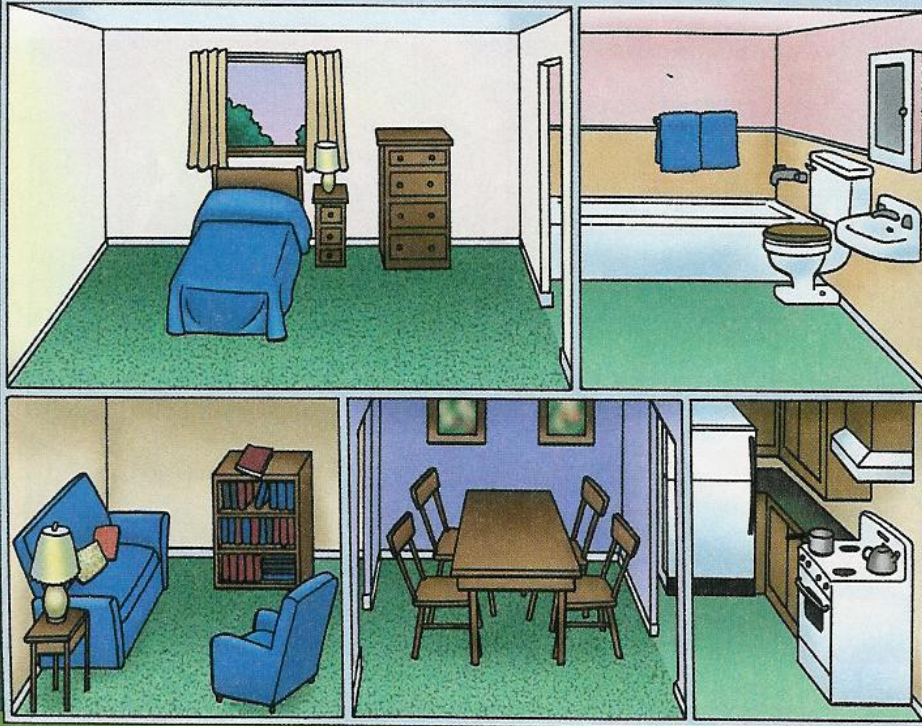
Ms. Espinel has five bathrooms, but I have one bathroom.



## UNIT WRAP-UP

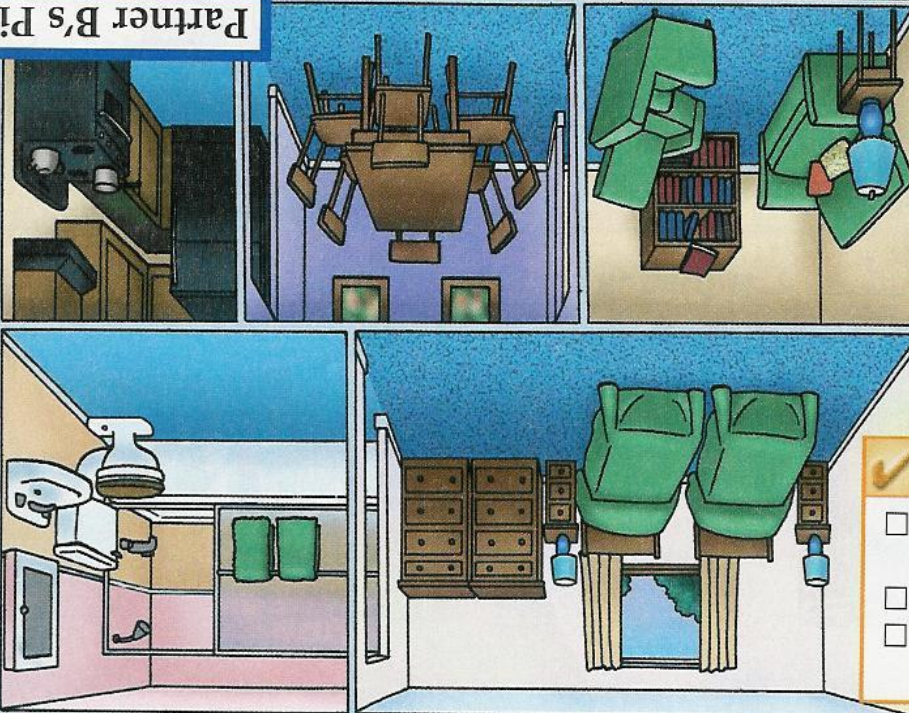
**Info Gap.** What things are different in the pictures? Ask your partner questions about his or her picture. Answer questions about your picture.

*How many [lamps] are there in the bedroom? Is the sofa [green]? Does the bathroom have a [shower]?*



Partner A's Picture

Partner B's Picture



### Now I can ...

- talk about where I live, work, or study.
- describe my home.
- name furniture and appliances.



## Home and Work

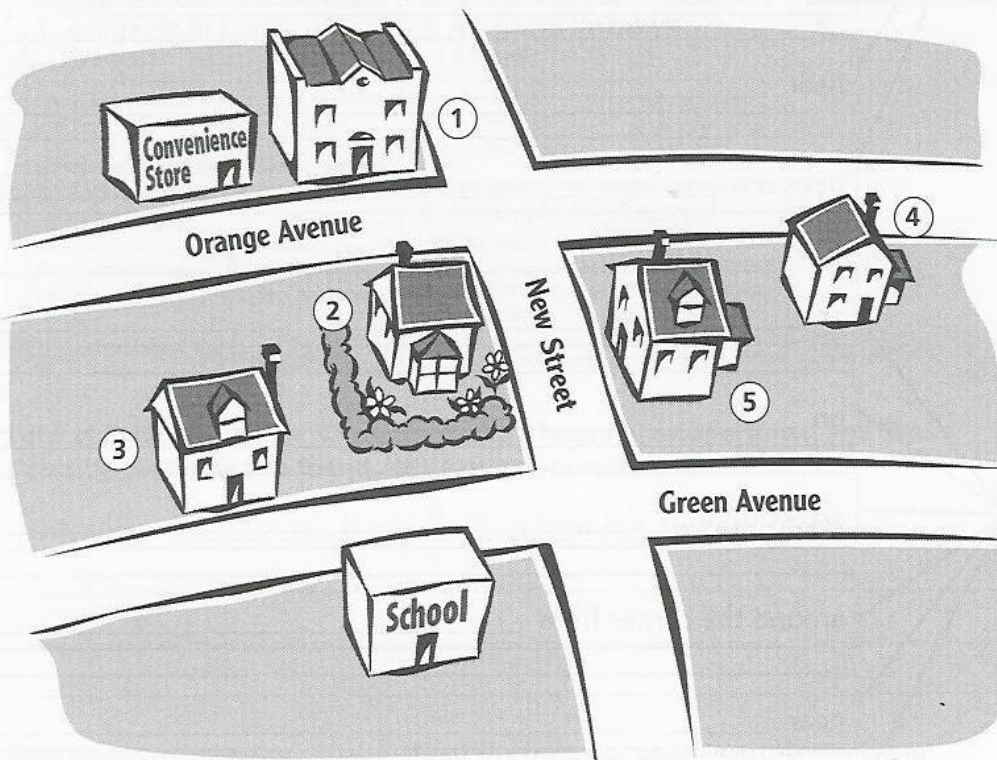
### LESSON 1

#### 1 Match the occupations and the workplaces.

- |                            |                 |
|----------------------------|-----------------|
| 1. ____ a teacher          | a. a hospital   |
| 2. ____ a nurse            | b. an office    |
| 3. ____ a chef             | c. a school     |
| 4. ____ a manager          | d. an airport   |
| 5. ____ a flight attendant | e. a restaurant |

#### 2 Read about the friends and neighbors. Then write their names on the lines.

- Dr. Pierce lives in a house on New Street. It's between Orange Avenue and Green Avenue.
- Mr. and Mrs. Hunter live at 21 Green Avenue. Their house is across from the school.
- Diana's apartment is at the corner of New Street and Orange Avenue, near the convenience store. She lives on the first floor.
- Carla lives on Orange Avenue, around the corner from Dr. Pierce.
- Charles lives across from Dr. Pierce and around the corner from Mr. and Mrs. Hunter. His house has a nice garden.



- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ |          |



**3** Complete the conversations. Use the prepositions in, on, and at.

- |                                         |                                                   |
|-----------------------------------------|---------------------------------------------------|
| 1. A: Where do you live?                | B: _____ an apartment.                            |
| 2. A: Is there an elevator?             | B: No, but it's OK. I live _____ the first floor. |
| 3. A: Are you a student?                | B: Yes, I study _____ the English School.         |
| 4. A: Do you live near the school?      | B: Yes, _____ Third Avenue.                       |
| 5. A: Where do you work?                | B: _____ an office. I'm a manager.                |
| 6. A: Where does your wife work?        | B: She works _____ home. She's a writer.          |
| 7. A: What about your son?              | B: He works _____ Center Restaurant. He's a chef. |
| 8. A: Does he live near the restaurant? | B: No, he lives _____ Bank Street.                |

**4** Complete the charts with all the places that apply to you.

1. I live	in _____.
	on _____.
	at _____.
	across from _____.
	around the corner from _____.
	near _____.
	between _____.
2. I study	at _____.
	on _____.
	across from _____.
	around the corner from _____.
	near _____.
	between _____.



5 Complete the information about your home.

<p><b>1 Circle one:</b> house apartment</p>	<p><b>3 How many do you have in your home?</b> bathroom(s) ____ bedroom(s) ____ closet(s) ____</p>																		
<p><b>2 Check <input checked="" type="checkbox"/> the rooms in your home.</b> <input type="checkbox"/> kitchen <input type="checkbox"/> living room <input type="checkbox"/> dining room <input type="checkbox"/> bedroom(s)</p>	<p><b>4 Check <input checked="" type="checkbox"/> yes or no. Does your home have . . .</b></p> <table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">yes</th> <th style="text-align: center;">no</th> </tr> </thead> <tbody> <tr> <td>a garden?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>a garage?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>a balcony?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>a large kitchen?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>a second floor?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>		yes	no	a garden?	<input type="checkbox"/>	<input type="checkbox"/>	a garage?	<input type="checkbox"/>	<input type="checkbox"/>	a balcony?	<input type="checkbox"/>	<input type="checkbox"/>	a large kitchen?	<input type="checkbox"/>	<input type="checkbox"/>	a second floor?	<input type="checkbox"/>	<input type="checkbox"/>
	yes	no																	
a garden?	<input type="checkbox"/>	<input type="checkbox"/>																	
a garage?	<input type="checkbox"/>	<input type="checkbox"/>																	
a balcony?	<input type="checkbox"/>	<input type="checkbox"/>																	
a large kitchen?	<input type="checkbox"/>	<input type="checkbox"/>																	
a second floor?	<input type="checkbox"/>	<input type="checkbox"/>																	

6 Write an ad for your home.

## WORLD SEARCH

Live in a house or apartment overseas for 1-6 months! Telephone: 1-800-555-9038 E-mail: worldsearch@pcb.com

<p><b>1. Available in Paris (France)</b> Two-bedroom house with large kitchen    Two-bedroom apartment with small kitchen</p>	<p><b>3. Available in Tokyo (Japan)</b> One-bedroom apartment with large closets    One-bedroom apartment with large kitchen</p>	<p><b>5.</b></p>
<p><b>2. Available in Buenos Aires (Argentina)</b> Two-bedroom house with two bathrooms    Three-bedroom house with three bathrooms</p>	<p><b>4. Available in Montreal (Canada)</b> Two-bedroom house with large garden    Two-bedroom apartment with balcony</p>	

7 Look at Exercise 6 again. Circle the ad for a house or an apartment you like. Describe the home to a friend. Write complete sentences.

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

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

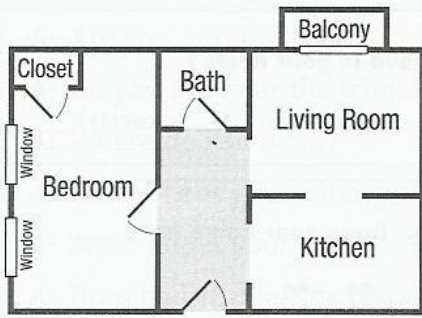
1. \_\_\_\_\_ ?

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

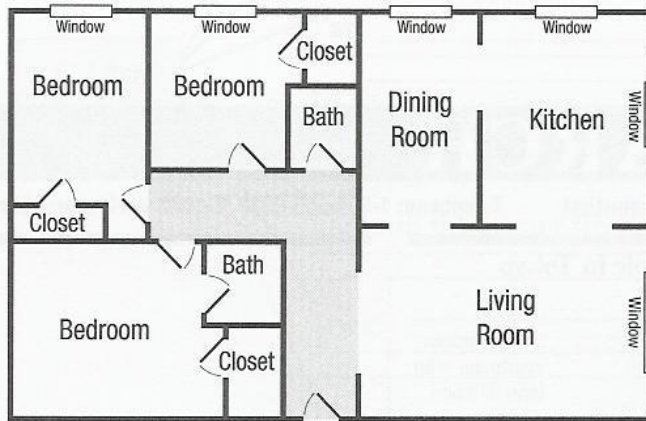


**LESSON 3**

**8** Look at the floor plans for two apartments. What are they like? Write four sentences with There is and four sentences with There are.



1. *There is one bedroom* \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.



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

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

Example: *a new sofa for the living room*

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



**10** Label the furniture on the website.

Smithfield Furniture

Smithfield Furniture

HOME	FURNITURE	SPECIALS	SEARCH
LOCATIONS	ACCOUNT	OTHER	STYLES

Cosmopolitan Collection



1. a sofa



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



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



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



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



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_



11. \_\_\_\_\_



12. \_\_\_\_\_

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

1. "Look at that desk. I think it's great! What do you think?"

YOU \_\_\_\_\_

2. "I really like the dresser, too. What do you think?"

YOU \_\_\_\_\_

3. "And what about the bed?"

YOU \_\_\_\_\_

4. "Look at that picture. Do you think it's nice?"

YOU \_\_\_\_\_

**12** Describe one room in your home.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

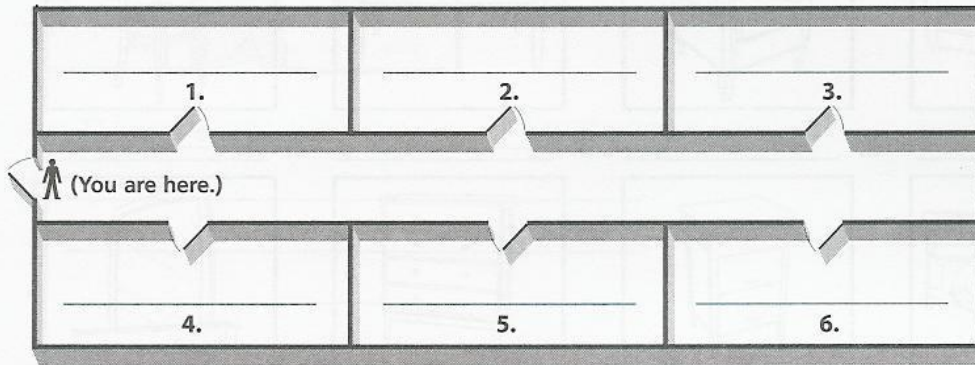
\_\_\_\_\_

\_\_\_\_\_

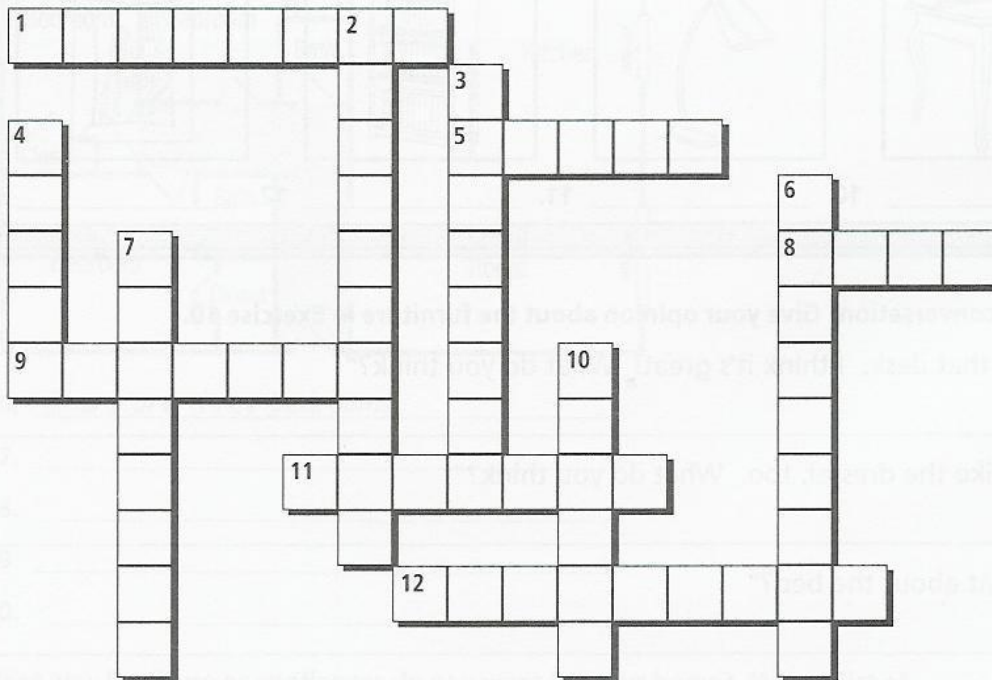


**1** A RIDDLE FOR YOU! Read the clues. Look at the map. Then write the names of the rooms in Paul and Paula's apartment.

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



**2** Complete the puzzle.



SOURCE: Created with Discovery's Puzzlemaker.

**Across**

1. A place where doctors and nurses work
5. It's on the first floor of an office building.
8. Not beautiful
9. The room where the freezer is
11. The room where the night table is
12. In the dining room, there are a table, chairs, and a \_\_\_\_.

**Down**

2. A refrigerator, a stove, and a TV are all \_\_\_\_.
3. My office is on the thirty-second floor. Take the \_\_\_\_.
4. Look at this lamp. What do you \_\_\_\_?
6. A bed, an easy chair, and a desk are all \_\_\_\_.
7. The room where the shower is
10. A place for your clothes

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



- 1 Describe your daily activities
- 2 Describe your schedule
- 3 Talk about how often you do things

# Activities

# 1

## Describe Your Daily Activities

**A** **VOCABULARY.** Daily activities at home. Listen and practice.



1. get up



2. get dressed



3. brush my teeth



4. comb / brush my hair



5. shave



6. put on my makeup



7. eat breakfast



8. come home



9. make dinner



10. get undressed



11. take a shower / a bath



12. watch TV



13. go to bed



**B** **GRAMMAR.** The simple present tense: spelling rules with he, she, it

Add -s to most verbs with he, she, and it.

gets    makes    shaves    combs    plays

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

brushes    watches

But remember: do → does    go → goes    have → has    study → studies

**C** **PRONUNCIATION.** Third-person singular verbs in the simple present tense. Listen and practice the final sound of each word.

1. /s/

gets = get/s/  
takes = take/s/  
eats = eat/s/

2. /z/

shaves = shave/z/  
comes = come/z/  
needs = need/z/

3. /ɪz/

watches = watch/ɪz/  
brushes = brush/ɪz/  
practices = practice/ɪz/





**D** Complete the sentences with daily activity verbs in the simple present tense. Then read the sentences aloud.

**Before and after**

before 8:00      at 8:00      after 8:00

1. I get up at 6:00 A.M., but my wife \_\_\_\_\_ up at 7:00 A.M.
2. My wife \_\_\_\_\_ breakfast at 7:30.
3. When my wife is late for work, she \_\_\_\_\_ on her makeup on the train.
4. I don't watch TV, but my wife \_\_\_\_\_ TV after dinner.
5. I go to bed before 11:00 P.M., but my husband \_\_\_\_\_ to bed after 11:00.
6. I take a bath every morning, but my husband \_\_\_\_\_ a shower.
7. I make the bed on weekdays, and my husband \_\_\_\_\_ the bed on the weekend.
8. I brush my teeth twice a day, but my husband \_\_\_\_\_ his teeth three times a day.



**E** **WHAT ABOUT YOU?** On a separate piece of paper, write sentences about what you and the people in your family do every day.

**CONVERSATION • Describe your daily activities.**

1. **MODEL.** Read and listen.
 

**Yuka:** Are you a morning person or an evening person?  
**Melody:** Me? I'm definitely an evening person.  
**Yuka:** Why do you say that?  
**Melody:** Well, I get up after ten. And I go to bed after two. What about you?  
**Yuka:** I'm a morning person. I get up at six.
2. **Rhythm and intonation practice**
3. **PAIR WORK.** Compare your daily activities with a partner. Use the guide, or create a new conversation.
 

**A:** Are you a morning person or an evening person?  
**B:** Me? I'm \_\_\_\_\_.  
**A:** \_\_\_\_\_ .



Continue the conversation about other daily activities.



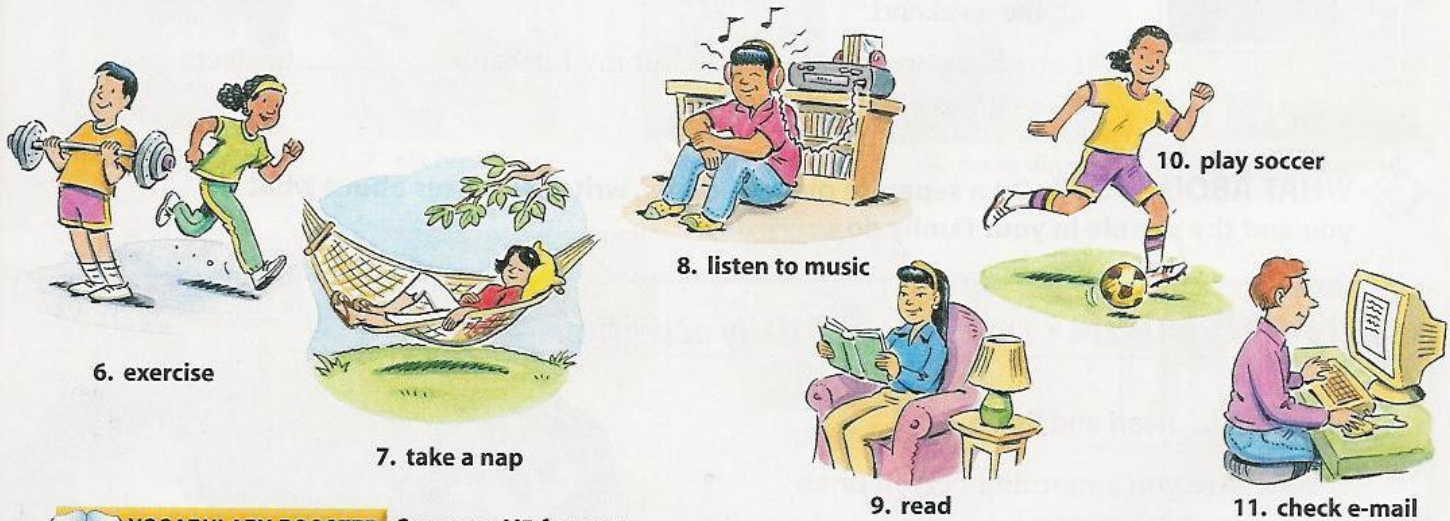
# Describe Your Schedule

**A** VOCABULARY. Household chores and leisure activities. Listen and practice.

**Household chores**



**Leisure activities**



**VOCABULARY BOOSTER** See page V5 for more.

**B** LISTENING COMPREHENSION. Listen to the conversations about household chores. Circle the correct choice.

1. Marie \_\_\_\_\_.
  - a. cleans the apartment
  - b. washes the dishes
2. Paul \_\_\_\_\_.
  - a. takes out the garbage
  - b. washes the dishes
3. Sue's brother \_\_\_\_\_.
  - a. takes out the garbage
  - b. does the laundry
4. Jen's husband \_\_\_\_\_.
  - a. washes the dishes
  - b. takes out the garbage

**C** GRAMMAR. The simple present tense: habitual activities

Use the simple present tense for habitual activities.

She checks her e-mail **every day**.

M	T	W	T	F	S	S
✓	✓	✓	✓	✓	✓	✓

He goes shopping on **Saturdays**.

M	T	W	T	F	S	S
					✓	
						✓

Other time expressions

- once a week
- twice a week
- three times a week

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



**D PAIR WORK.** Ask your partner the questions. Add your own questions. Then write about your partner.

- When do you do the laundry?
- What do you do on the weekend?
- When does your family go shopping for food?
- When do you watch TV?



Alex does the laundry on Sundays.

## CONVERSATION • Describe your schedule.

### 1. MODEL. Read and listen.

**Andy:** What's your typical week like?

**Sasha:** Well, on Mondays and Wednesdays I go to school.

**Andy:** And what about the other days?

**Sasha:** On Tuesdays and Thursdays I work.

**Andy:** Sounds like you're pretty busy.

**Sasha:** Yes, I am. What about you?

**Andy:** I work every weekday. On the weekend I exercise and go to the movies.

### 2. Rhythm and intonation practice

### 3. PAIR WORK. Write your typical weekly activities on the schedule. Then discuss your weekly schedules. Start like this:

**A:** What's your typical week like?

**B:** Well, \_\_\_\_\_.

**A:** And what about \_\_\_\_\_?

**B:** \_\_\_\_\_ . . .

Continue in your own way . . .

	Monday
	Tuesday
	Wednesday
	Thursday
	Friday
	Saturday
	Sunday



# Talk about How Often You Do Things

## A GRAMMAR. Questions with How often / frequency adverbs

Use How often to ask about frequency.

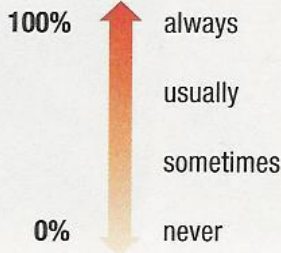
How often do you go out for dinner?

About three times a week.

How often does she visit her parents?

Every weekend.

Use frequency adverbs with the simple present tense.



I **always take** the bus to work.

Do you **usually take** the train to work?

He **sometimes exercises** in the morning.

My brother and his wife **never go** to concerts.

## B LISTENING COMPREHENSION. Listen to the interviews about how people get to work and school. Complete the chart. Then listen again to check your work.



1

Lynn



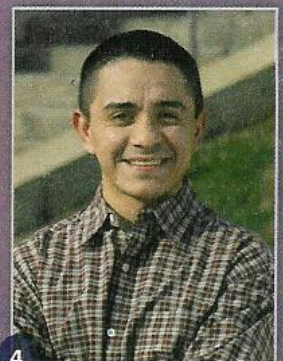
2

Matt



3

Jess



4

Frank

walks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
drives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
takes the bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
takes the train	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
takes a taxi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>







## C WHAT ABOUT YOU? Write answers with frequency adverbs.

*I usually walk to work.*

- How do you get to school or work? \_\_\_\_\_
- When do you eat lunch and dinner? \_\_\_\_\_
- Do you take a nap in the afternoon? \_\_\_\_\_



**D PAIR WORK.** Ask your partner questions. Complete the chart. Then tell the class about your partner.

How often do you:	You	Your partner
 do the laundry?		
 make dinner?		
 go out for dinner?		
 go to the movies?		
 go dancing?		
 practice speaking English?		

**CONVERSATION** • Talk about how often you do things.

1. **MODEL.** Read and listen.

**Bruce:** Hi, Kevin. Long time no see.

**Kevin:** Hi, Bruce.

**Bruce:** Do you always take the bus?

**Kevin:** No, I usually walk.

**Bruce:** No wonder I never see you!

2. **Rhythm and intonation practice**

3. **PAIR WORK.** Role-play running into a friend. Use the pictures and the guide, or create a new conversation.

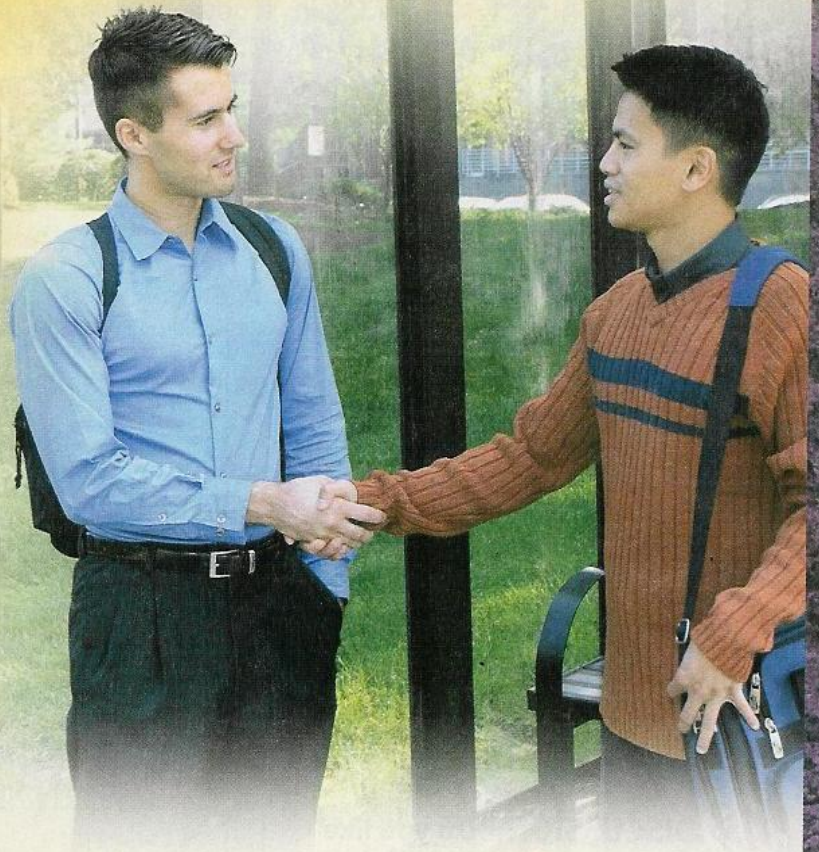
**A:** Hi, \_\_\_\_\_. Long time no see.

**B:** Hi, \_\_\_\_\_.

**A:** Do you always \_\_\_\_\_?

**B:** No, I usually \_\_\_\_\_.

**A:** No wonder I never see you!





# TOP NOTCH ACTIVITIES

**A** **READING.** Read and listen. Do you like housework?

## Don't like housework?

### CHECK OUT THESE NEW ROBOTS . . .

This is the iRobot Roomba Intelligent FloorVac®, or Roomba®. The Roomba is the world's first robot vacuum cleaner. How often do you clean your house? Once a week? The Roomba vacuums your rooms for you. You turn it on and it vacuums while you watch TV, exercise, or listen to music. Or while you sleep! The Roomba



Roomba

goes straight and it turns left or right. It turns if there is a sofa or a chair.

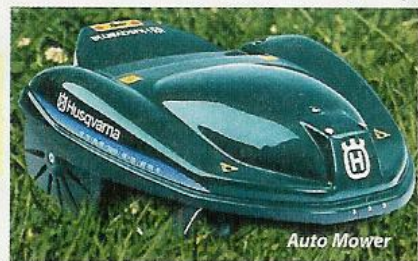
*"Excellent! This is such a great idea!"*

Judy Ruvo, New Zealand

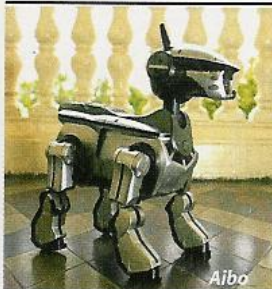
This is the Auto Mower®. It's a robot that mows the lawn. You tell the robot what time you want it to work. How about after midnight, after you go to bed? It mows the lawn while you sleep. Or how about at noon? It mows the lawn while you have lunch. The Auto Mower can mow the lawn for 24 hours! Like the Roomba, it turns left and right, goes straight, and turns at the corner.

*"What a robot!"*

Mark Minor, U.K.



Auto Mower



Aibo

Meet Aibo®, the robot dog from SONY. Aibo doesn't vacuum. It doesn't mow the lawn. It doesn't do household chores like the laundry or the dishes. It dances and plays with a ball, and—like the Roomba and the Auto Mower—it moves around in the house or outside. Say, "Turn left," and it turns left.

*"Great fun!"* Chris Maverick, U.S.A.

Sources: <http://www.onrobo.com>, <http://international.husqvarna.com>, and <http://www.us.aibo.com>

**B** **WRITING.** Write sentences about the robots. Use the simple present tense of verbs from the box.

1. The Roomba cleans the house
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

clean the house  
mow the lawn  
play with a ball  
turn right and left  
dance  
do the laundry  
wash the dishes

**C** **DISCUSSION.** Do you like the robots in the article? Which ones do you want? Why?

*"I want the Roomba. I don't like housework."*

**TOP NOTCH SONG**  
"On the Weekend"  
Lyrics on last book page.

**TOP NOTCH WEBSITE**  
For Unit 8 online activities, visit the Top Notch Companion Website at [www.longman.com/topnotch](http://www.longman.com/topnotch).



## UNIT WRAP-UP

- **Vocabulary.** Study the pictures. Close your book. Tell your partner all the activities you remember. *Get up, eat breakfast...*
- **Tell a story.** Write about Jack Benson's daily activities. Use time expressions. *Jack Benson gets up at 7:00 on weekdays.*

### Jack Benson

### Typical Weekday



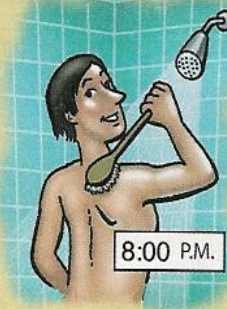
7:30 A.M.



6:30 P.M.

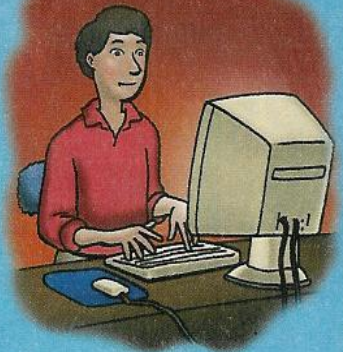


7:30 P.M.



### Typical Weekend

A.M.



P.M.



#### ✓ Now I can...

- describe my daily activities.
- describe my schedule.
- talk about how often I do things.



## Activities

### LESSON 1

**1** YOUR MORNING ACTIVITIES. Put the activities in order. Write ordinal numbers (1<sup>st</sup>, 2<sup>nd</sup>, ...) on the lines. Write an **X** next to the activities you don't do.

- \_\_\_ take a shower / a bath
- \_\_\_ eat breakfast
- \_\_\_ put on my makeup
- \_\_\_ get up
- \_\_\_ shave
- \_\_\_ get dressed
- \_\_\_ brush my teeth
- \_\_\_ comb / brush my hair

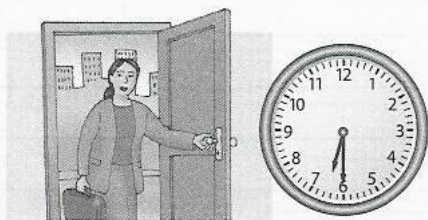
Choose your first three morning activities. What time do you do them?

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

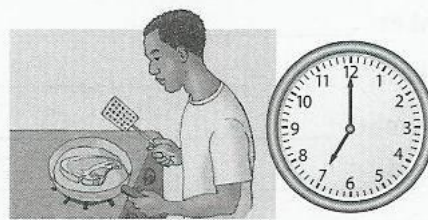
**2** Write the room where you do each activity.

1. take a shower / a bath: *in the bathroom* \_\_\_\_\_
2. get dressed: \_\_\_\_\_
3. comb / brush my hair: \_\_\_\_\_
4. eat dinner: \_\_\_\_\_
5. watch TV: \_\_\_\_\_
6. study: \_\_\_\_\_

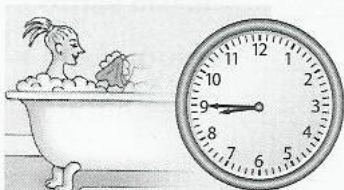
**3** Look at the activities and the times. Write sentences in the simple present tense.



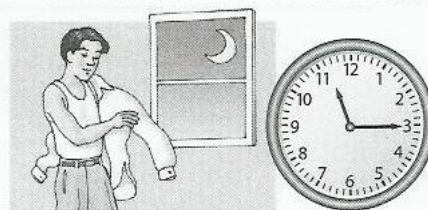
1. *She comes home at 6:30* \_\_\_\_\_



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



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



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



4 Write the name of a family member or friend. Check  his or her activities.

Name: \_\_\_\_\_

- |                                                        |                                                       |
|--------------------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> takes a shower in the evening | <input type="checkbox"/> studies after dinner         |
| <input type="checkbox"/> takes a shower in the morning | <input type="checkbox"/> watches TV after dinner      |
| <input type="checkbox"/> doesn't eat breakfast         | <input type="checkbox"/> gets up early on the weekend |
| <input type="checkbox"/> eats a big breakfast          | <input type="checkbox"/> gets up late on the weekend  |

Now write sentences about this person.


5 Complete the conversation.



Are you a morning person or an evening person?

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



Why do you say that?

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

## LESSON 2

6 Look at the pictures. Then write sentences about the household chores Mr. and Mrs. Rand do.

Mr. Rand

1. Mr. Rand washes the dishes

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

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

Mrs. Rand

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

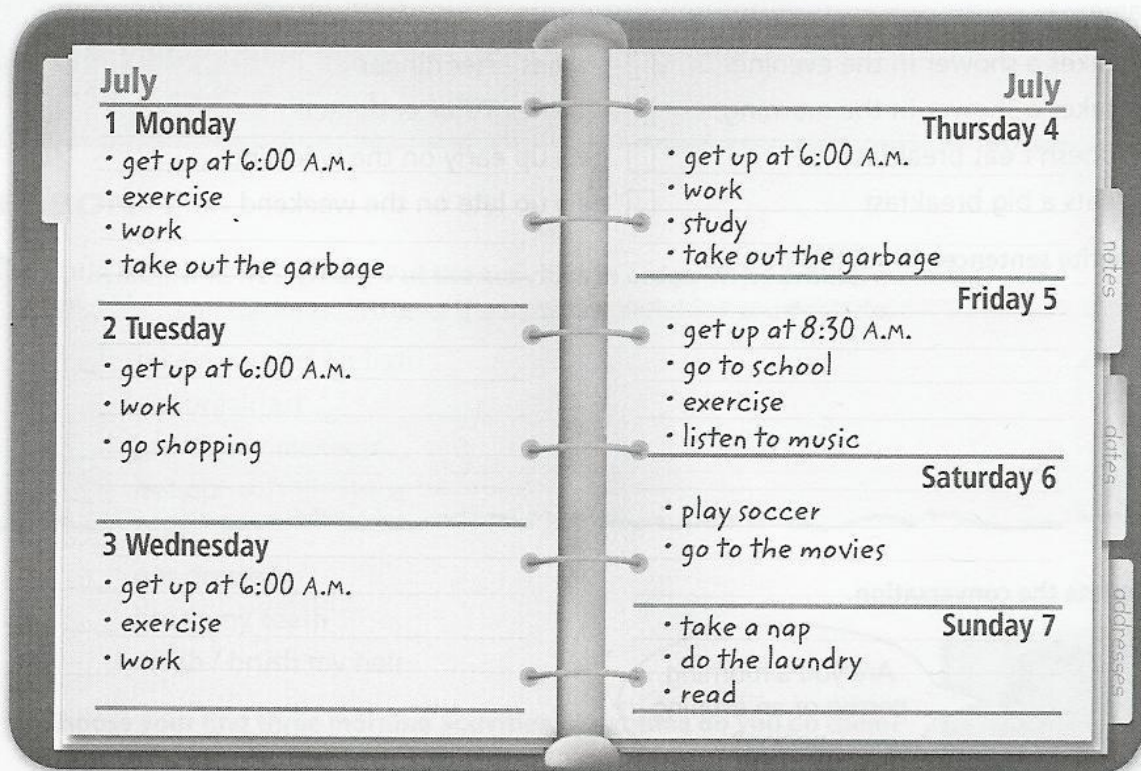
5. \_\_\_\_\_

6. \_\_\_\_\_





**7** Look at Lawrence's weekly schedule.



Now complete the sentences about Lawrence.

1. Lawrence \_\_\_\_\_ once a week.
2. He \_\_\_\_\_ twice a week.
3. He \_\_\_\_\_ three times a week.
4. He \_\_\_\_\_ four days a week.
5. On Fridays, he \_\_\_\_\_.
6. On Friday evenings, he \_\_\_\_\_.
7. On the weekend, he \_\_\_\_\_.

**8** Look at Lawrence's weekly schedule again. Complete the conversation between Alicia and Lawrence.

1. Alicia: What's your typical week like?  
Lawrence: \_\_\_\_\_.
2. Alicia: And what about Fridays?  
Lawrence: \_\_\_\_\_.
3. Alicia: What do you do on the weekend?  
Lawrence: \_\_\_\_\_.
4. Alicia: Sounds like you're pretty busy. When do you do your chores?  
Lawrence: \_\_\_\_\_.



### LESSON 3

9 How often do you ...? Check  **always, usually, sometimes, or never.**

	always	usually	sometimes	never
1. eat breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. watch TV in the evening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. go to bed before 11:00 P.M.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. take a bath	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. read before bed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. exercise in the morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. make the bed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. wash the dishes after dinner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. listen to music at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. take a nap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10 WHAT ABOUT YOU? Answer the questions.

1. What do you do every day? \_\_\_\_\_.
2. What do you do twice a day? \_\_\_\_\_.
3. Where do you usually eat lunch? \_\_\_\_\_.
4. What do you usually do after dinner on weekdays? \_\_\_\_\_.
5. What do you do about once a week? \_\_\_\_\_.
6. What do you do on Friday nights? \_\_\_\_\_.

11 Write sentences about the daily activities or weekly schedule of a family member or a friend.

Example: *My brother always goes to the movies on Fridays.*

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---

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---



**1** A RIDDLE FOR YOU!

What comes once in an afternoon, twice in a week, but never in a day or a month?  
(Hint: It comes once in the alphabet.)

Answer: \_\_\_\_\_

**2** WORD FIND. Look across (→) and down (↓). Circle the seven household chores or work activities and the seven leisure activities. Then write the chores / work activities and leisure activities on the lines.

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

SOURCE: Created with [www.spellbuilder.com](http://www.spellbuilder.com).

**Chores / Work Activities**

**Leisure Activities**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Unit 11

Where were you [yesterday]?  
When?  
I was [at home].  
There was a great [party] at [the Pike Museum].  
There was?  
Too bad I wasn't there!

Pretty good, thanks.  
What did you do last weekend?  
Not much.  
I [went running].  
About the same.  
You look [great].  
Were you on vacation?

Yes, I was.  
I just got back [last week].  
How was it?  
Really nice.  
It's great to see you.  
Welcome back.

## Unit 12

Who's that?  
[She] look[s] familiar.  
Who?  
The [woman] with [long, curly, blonde] [hair].

That's [Daniela Mercury].  
[She]'s a [singer] from [Brazil].  
What happened?  
I [broke] my [ankle].  
I'm sorry to hear that.

I feel [awful].  
What's wrong?  
You really should [take something].  
Good idea.  
I hope you feel better.

## Unit 13

Can you [swim]?  
Can you?  
I [swim] [very well].  
When did you learn?  
When I was [about eight].  
Was it hard?

Not at all.  
I'm really sorry.  
I'm too busy.  
I don't feel well.  
It's too late.  
I have other plans.

That's too bad.  
Maybe some other time.  
Could you do me a favor?  
Could you please [close the window]?

## Unit 14

Where were you born?  
I was born in [New York].  
And did you grow up there?  
That's interesting.

Why did you move there?  
My parents are [Canadian].  
What's new?  
I have some [great] news.

My [daughter] is going to [have a baby].  
Congratulations.  
What do you like to do in your free time?

## Countries and nationalities

Country	Nationality	Country	Nationality	Country	Nationality
Argentina	Argentinian / Argentine	France	French	Peru	Peruvian
Australia	Australian	Germany	German	The Philippines	Filipino
Bolivia	Bolivian	Greece	Greek	Poland	Polish
Brazil	Brazilian	Guatemala	Guatemalan	Russia	Russian
Canada	Canadian	Indonesia	Indonesian	Saudi Arabia	Saudi / Saudi Arabian
Chile	Chilean	Ireland	Irish	Spain	Spanish
China	Chinese	Japan	Japanese	Switzerland	Swiss
Colombia	Colombian	Korea	Korean	Thailand	Thai
Costa Rica	Costa Rican	Lebanon	Lebanese	Turkey	Turkish
Ecuador	Ecuadorian	Malaysia	Malaysian	The United Kingdom	British
Egypt	Egyptian	Mexico	Mexican	The United States	American
El Salvador	El Salvadoran	New Zealand	New Zealander	Venezuela	Venezuelan
England	English	Panama	Panamanian	Uruguay	Uruguayan

## Numbers 100 to 1,000,000,000

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



## Verb list

This is an alphabetical list of all active verbs in the *Top Notch Fundamentals* units. The page numbers refer 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	68	play	played	70
ride	rode	95	go	went	22	put	put	90
break	broke	102	graduate	graduated	116	read	read	70
brush	brushed	68	grow	grew	116	relax	relaxed	120
burn	burned	102	hand	handed	112	ride	rode	94
can	could	108	hang out	hung out	120	see	saw	94
check	checked	70	have	had	30	sew	sewed	108
clean	cleaned	70	help	helped	112	shave	shaved	68
close	closed	112	hurt	hurt	102	ski	skied	108
comb	combed	68	knit	knitted	108	sleep	slept	120
come	came	69	laugh	laughed	114	spell	spelled	9
cut	cut	102	lie	lay	104	study	studied	116
dance	danced	108	like	liked	45	swim	swam	108
die	died	118	listen	listened	70	take	took	24
do	did	70	live	lived	118	travel	traveled	120
draw	drew	108	make	made	73	turn	turned	22
drive	drove	24	move	moved	116	wake	woke	94
eat	ate	68	mow	mowed	74	walk	walked	24
exercise	exercised	70	need	needed	46	want	wanted	46
fall	fell	102	open	opened	112	wash	washed	70
feed	fed	79	paint	painted	108	watch	watched	68
feel	felt	105	pass	passed	87	wear	wore	94
fix	fixed	108	pick up	picked up	114	write	wrote	94

## Pronunciation table

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

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



# UNIT 3

More places in the community



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

# UNIT 4

More adjectives to describe people



1. slim / thin



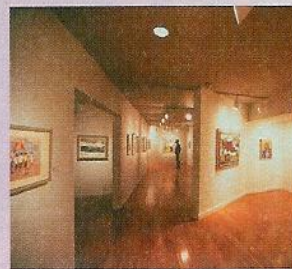
2. muscular



3. heavy

# UNIT 5

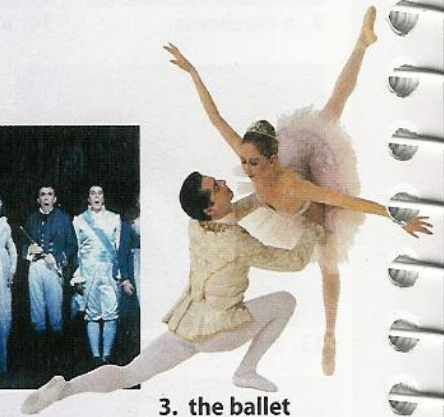
More events



1. an exhibition



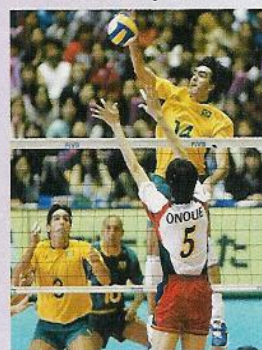
2. the opera



3. the ballet



4. a football game



5. a volleyball game



6. a baseball game



# UNIT 6

## More clothes



1. bathing suits / swimsuits



2. a bathrobe



3. boots



4. a coat



5. a hat



8. a nightgown



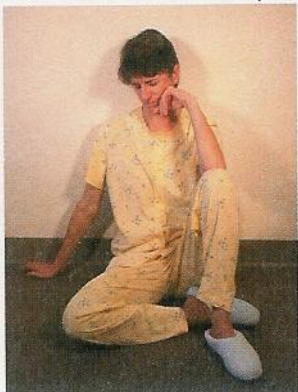
9. a raincoat  
10. an umbrella



6. a shirt  
7. jeans



11. sandals



12. pajamas



13. a T-shirt  
14. shorts



15. socks



17. underwear

16. pantyhose



# UNIT 7

## More home and office vocabulary



1. a fence  
2. a driveway  
3. a roof



4. an intercom



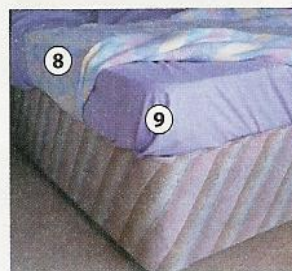
5. a doorbell



6. a fire escape



7. a pillow



8. a blanket  
9. a sheet



10. a medicine cabinet  
11. toothpaste  
12. a toothbrush



13. a shower curtain  
14. a bath mat



15. towels



16. a faucet



17. a burner  
18. an oven



19. a dishwasher





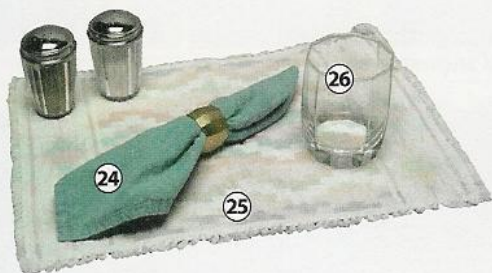
20. a coffee maker



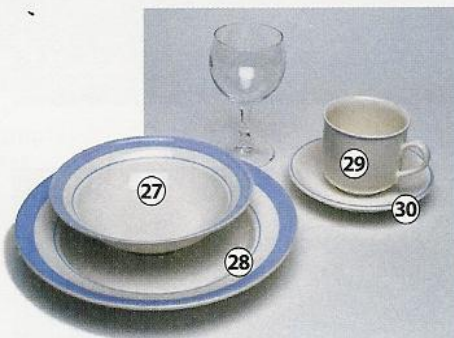
21. a ladle  
22. a pot



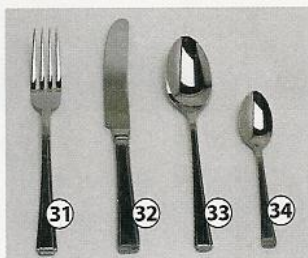
23. a food processor



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

## UNIT 8

### More household chores



1. dust



2. sweep



3. mop



4. vacuum





# TOP NOTCH POP LYRICS



## Excuse Me, Please [Unit 2]

(CHORUS)

Excuse me—please excuse me.

What's your number?

What's your name?

I would love to get to know you,  
and I hope you feel the same.

I'll give you my e-mail address.

Write to me at my dot-com.

You can send a note in English

so I'll know who it came from.

Excuse me—please excuse me.

Was that 0078?

Well, I think the class is starting,  
and I don't want to be late.

But it's really nice to meet you.

I'll be seeing you again.

Just call me on my cell phone  
when you're looking for a friend.

(CHORUS)

So welcome to the classroom.

There's a seat right over there.

I'm sorry, but you're sitting in  
our teacher's favorite chair!

Excuse me—please excuse me.

What's your number?

What's your name?

## Tell Me All about It [Unit 4]

Tell me about your father.

He's a doctor and he's very tall.

And how about your mother?

She's a lawyer. That's her picture on  
the wall.

Tell me about your brother.

He's an actor, and he's twenty-three.

And how about your sister?

She's an artist. Don't you think she looks  
like me?

(CHORUS)

Tell me about your family—  
who they are and what they do.

Tell me all about it.

It's so nice to talk with you.

Tell me about your family.

I have a brother and a sister, too.

And what about your parents?

Dad's a teacher, and my mother's eyes  
are blue.

(CHORUS)

Who's the pretty girl in that photograph?

That one's me!

You look so cute!

Oh, that picture makes me laugh!

And who are the people there, right below  
that one?

Let me see ... that's my mom and dad.

They both look very young.

(CHORUS)

Tell me all about it.

Tell me all about it.

## On the Weekend [Unit 8]

(CHORUS)

On the weekend,

when we go out,

there is always so much joy and laughter.

On the weekend,

we never think about

the days that come before and after.

He gets up every morning.

Without warning, the bedside clock rings  
the alarm.

So he gets dressed—

he does his best to be on time.

He combs his hair, goes down the stairs,

and makes some breakfast.

A bite to eat, and he feels fine.

Yes, he's on his way

to one more working day.

(CHORUS)

On Thursday night,

when he comes home from work,

he gets undressed, and if his room's a mess,

he cleans the house. Sometimes he takes  
a rest.

Maybe he cooks something delicious,

and when he's done

he washes all the pots and dishes,

then goes to bed.

He knows the weekend's just ahead.

(CHORUS)

## My Favorite Day [Unit 11]

Last night we walked together.

It seems so long ago.

And we just talked and talked.

Where did the time go?

We saw the moonlit ocean

across the sandy beach.

The waves of summer fell,

barely out of reach.

(CHORUS)

Yes, that was then,

and this is now,

and all I do is think about

yesterday,

my favorite day of the week.

When I woke up this morning,

my feelings were so strong.

I put my pen to paper,

and I wrote this song.

I'm glad I got to know you.

You really made me smile.

My heart belonged to you

for a little while.

(CHORUS)

It was wonderful to be with you.

We had so much to say.

It was awful when we waved good-bye.

Why did it end that way?

(CHORUS)

## I Wasn't Born Yesterday [Unit 14]

I went to school and learned the lessons

of the human heart.

I got an education in

psychology and art.

It doesn't matter what you say.

I know the silly games you play.

(CHORUS)

I wasn't born yesterday.

I wasn't born yesterday.

Well, pretty soon I graduated

with a good degree.

It took some time to understand

the way you treated me,

and it's too great a price to pay.

I've had enough, and anyway,

(CHORUS)

So you think I'd like to marry you

and be your pretty wife?

Well, that's too bad, I'm sorry, now.

Grow up and get a life!

It doesn't matter what you say.

I know the silly games you play.

(CHORUS)