

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

Appearance and Health

1

Describe People

LESSON

A **VOCABULARY.** Adjectives to describe hair. Listen and practice.

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



7. dark

8. light



9. straight

10. wavy

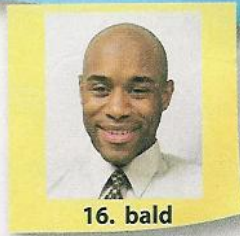
11. curly

12. short

13. long



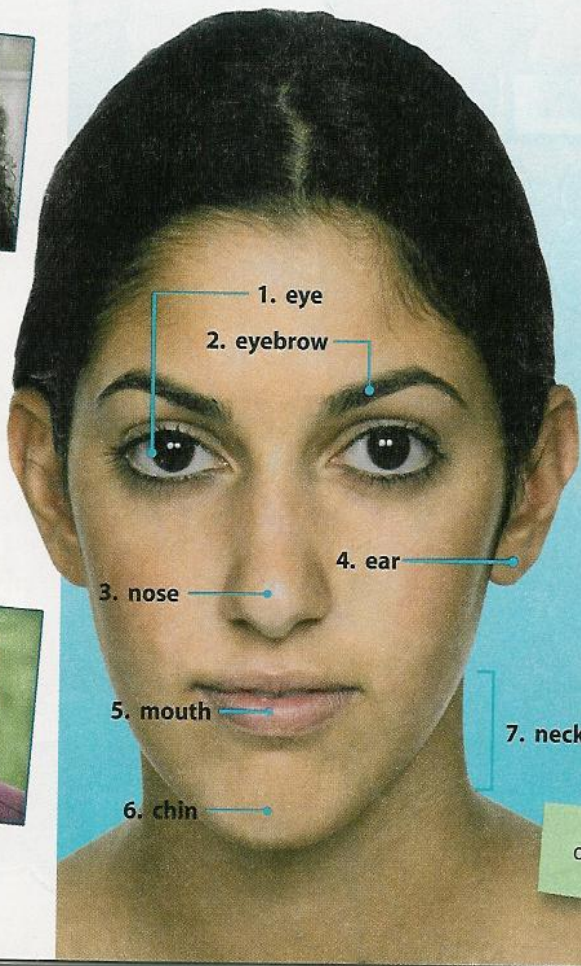
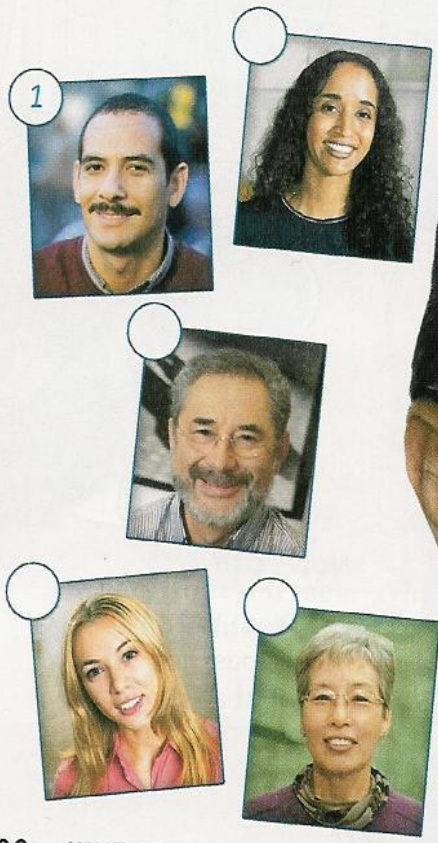
14. a mustache
15. a beard



16. bald

B **LISTENING COMPREHENSION.** Listen to the descriptions of hair. Write the number next to the picture.

C **VOCABULARY.** The face. Listen and practice.



1. eye
2. eyebrow
3. nose
4. ear
5. mouth
6. chin



8. brown eyes



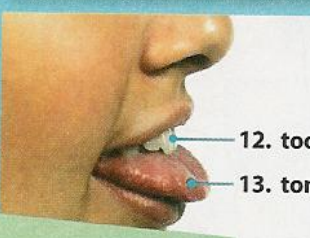
9. blue eyes



10. green eyes



11. eyelashes



12. tooth
13. tongue

7. neck

one tooth → two teeth



D GRAMMAR. Use of adjectives for physical description

With be

My eyes are blue.

Our hair is blonde.

Her eyelashes are long and dark.

With have

OR I have blue eyes.

OR We have blonde hair.

OR She has long, dark eyelashes.

E Complete the sentences with a form of be or have.

1. My sister's hair _____ long and wavy.
2. Paul's brother _____ curly, black hair.
3. My grandfather _____ a short, gray beard.
4. Her eyes _____ very beautiful.
5. Your sister's hair _____ so long!
6. We _____ straight, black hair.

CONVERSATION • Describe people.

1. MODEL. Read and listen.

Max: Who's that? She looks familiar.

Diane: Who?

Max: The woman with long, curly, blonde hair.

Diane: Oh, that's Daniela Mercury. She's a singer from Brazil.

Max: No kidding!

2. Rhythm and intonation practice

3. PAIR WORK. Now talk about the people in the photos.

A: Who's that? _____ looks familiar.

B: Who?

A: The _____ with _____.

B: Oh, that's _____. _____'s _____ from _____.

A: No kidding!



Daniela Mercury
singer (Brazil)



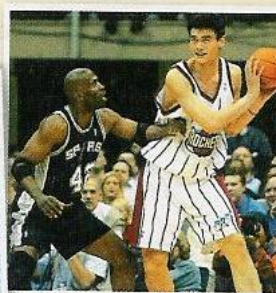
Chow Yun Fat
actor (Hong Kong)



Andrea Bocelli
singer (Italy)



Luis Miguel
singer (Mexico)



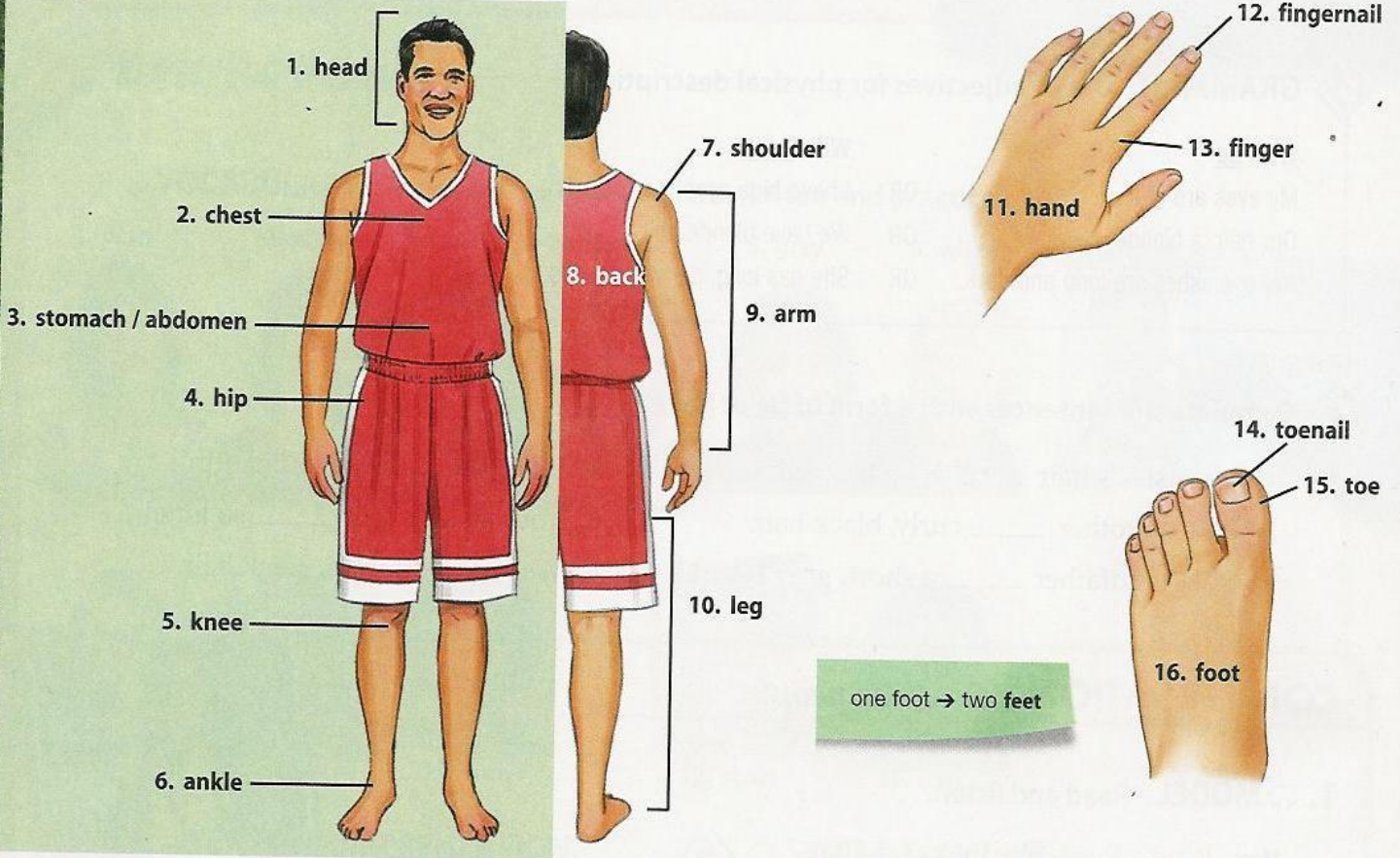
Yao Ming
athlete (China)



Juliette Binoche
actress (France)

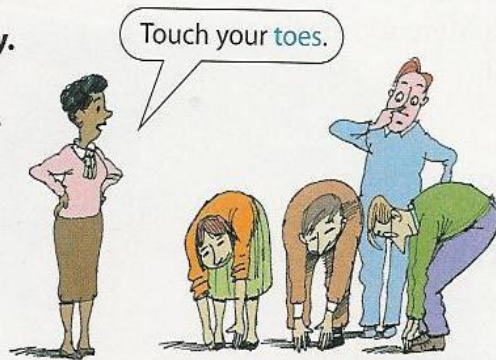
Show Concern about an Injury

A **VOCABULARY.** Parts of the body. Listen and practice.



VOCABULARY BOOSTER See page V8 for more.

B **GAME.** Practice the vocabulary. Follow a classmate's directions. If you make a mistake, sit down.



| Base form | Past form |
|-----------|-----------|
| burn | → burned |
| hurt | → hurt |
| cut | → cut |
| break | → broke |
| fall | → fell |

C **VOCABULARY.** Accidents and Injuries. Listen and practice.



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

D **LISTENING COMPREHENSION.** Listen. Write each injury. Then listen again to check your work.

1. She burned her arm.
2. He _____.
3. She _____.
4. He _____.
5. She _____.

CONVERSATION • Show concern about an injury.

1. MODEL. Read and listen.

Kate: Hey, Evan. What happened?

Evan: I broke my ankle.

Kate: I'm sorry to hear that.

2. Rhythm and intonation practice

3. PAIR WORK. Now role-play the conversation. Use the pictures for ideas.

A: Hey, _____. What happened?

B: I _____.

A: I'm sorry to hear that.



3

Suggest a Remedy

A VOCABULARY. Ailments. Listen and practice.



1. a headache



2. a stomachache



3. an earache



4. a backache



5. a toothache



6. a cold



7. a sore throat



8. a fever



9. a cough



10. a runny nose

B LISTENING COMPREHENSION. Listen to the conversations. Check the ailments.

| | a cold | a fever | a sore throat | a cough | a runny nose | a headache | a stomachache | a backache | a toothache |
|----|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C VOCABULARY. Remedies. Listen and practice.



1. take something



2. lie down



3. have some tea



4. see a doctor / dentist

D PRONUNCIATION. Back-vowel sounds. Listen and practice.

1. /u/
tooth
blue
June

2. /ʊ/
foot
good
look

3. /ou/
nose
toe
cold

4. /ɔ/
cough
awful
daughter

5. /ɑ/
blonde
hot
doctor

E GRAMMAR. Should for advice

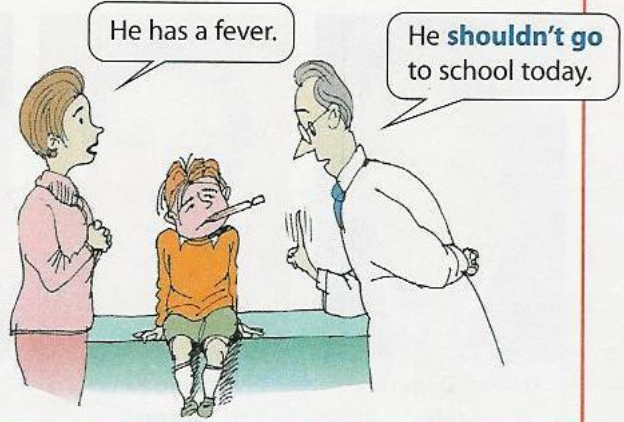
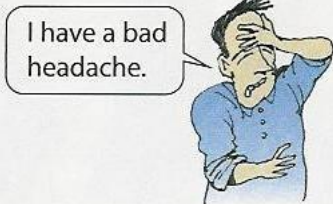
Ask for and give advice with should or shouldn't and the base form of a verb.

Questions

- Should I **see** a doctor?
- Should she **take** something?
- What **should** she do?

Answers

- Yes, you **should**.
- No, she **shouldn't**.
- She **should go** to bed.



F Suggest a remedy. Use should or shouldn't and the base form of a verb.

- | | |
|---|--|
| 1. "I have a terrible backache." (YOU) <u>You should lie down.</u> | 4. "My mother has a bad cough." (YOU) _____. |
| 2. "I don't feel so good. I think I have a fever." (YOU) _____. | 5. "My son has a stomachache. He feels awful!" (YOU) _____. |
| 3. "Oh, my mouth! What a toothache!" (YOU) _____. | 6. "I feel terrible. I have a sore throat." (YOU) _____. |

CONVERSATION • Suggest a remedy.

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

Bill: I feel awful.
 Sally: What's wrong?
 Bill: I have a headache.
 Sally: You really should take something.
 Bill: Good idea.
 Sally: I hope you feel better.

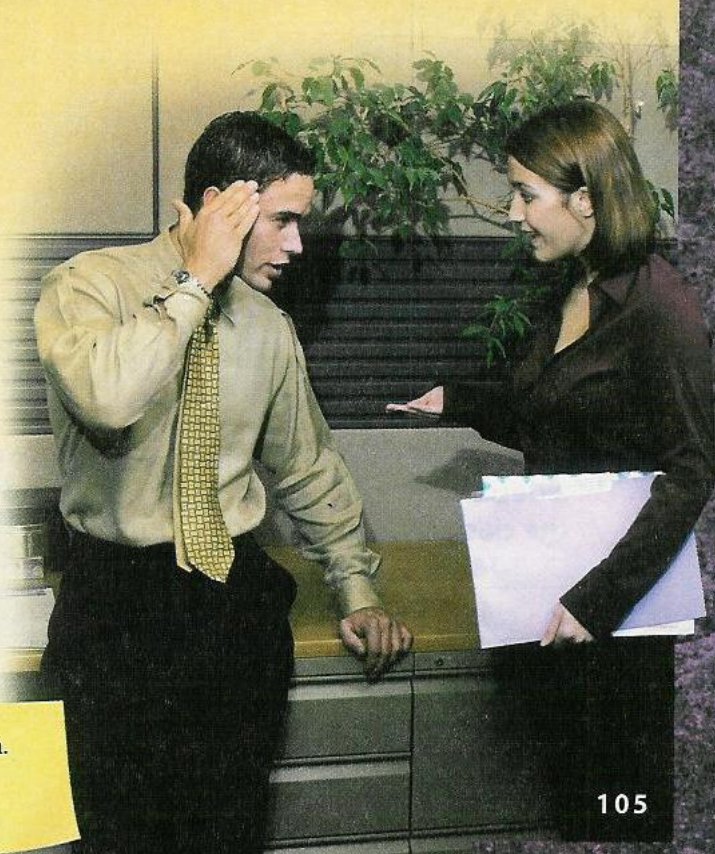
2. **Rhythm and intonation practice**

3. **PAIR WORK.** Choose an ailment. Role-play suggesting a remedy for your partner. Use the guide, or create a new conversation.

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

NEED HELP? Here's language you already know:

| | |
|--------------------------|------------------------------|
| awful terrible bad | Good idea. Thanks. OK. |
|--------------------------|------------------------------|



TOP NOTCH ACTIVITIES

A **READING.** Look at the photos. Read and listen. Write the name of each person.



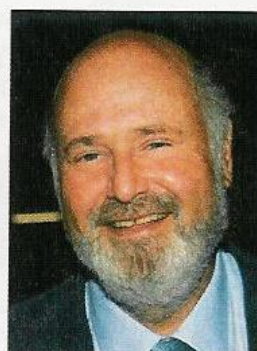
Gerard Depardieu
actor



Zhang Zhi Yi
actress



Caetano Veloso
singer



Rob Reiner
film director



Julia Roberts
actress

1. She's very pretty. She has straight, black hair and brown eyes. She's wearing a red dress.

name _____

4. He's handsome and has wavy, black hair.

His eyes are brown. He's wearing a blue shirt.

name _____

2. He's wearing a white shirt and a black jacket. He has brownish-blond hair and blue eyes.

name _____

5. She has long, red hair. She has pretty, brown eyes. She's wearing a black dress.

name _____

3. He has blue eyes and a gray beard.

His eyebrows are brown. He's bald.

He's wearing a tie and a blue shirt.

name _____

B **GUESSING GAME.** On a separate piece of paper, write a description of a classmate. Read your description to the class. The class guesses who it is.

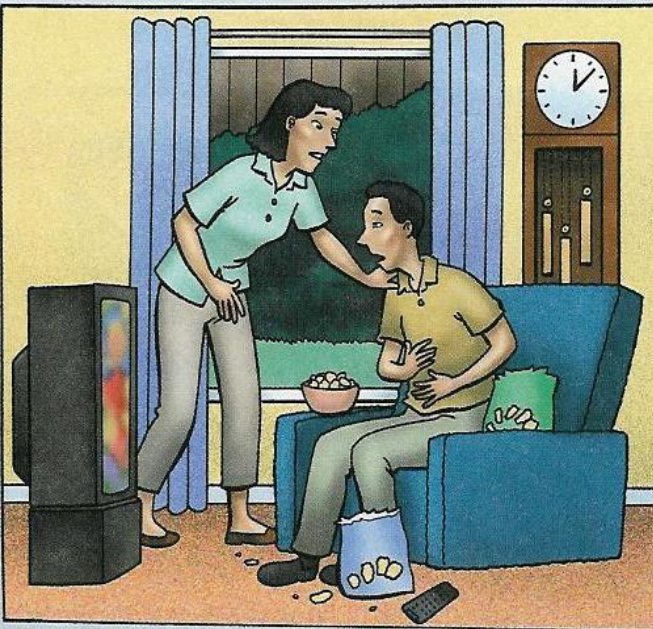
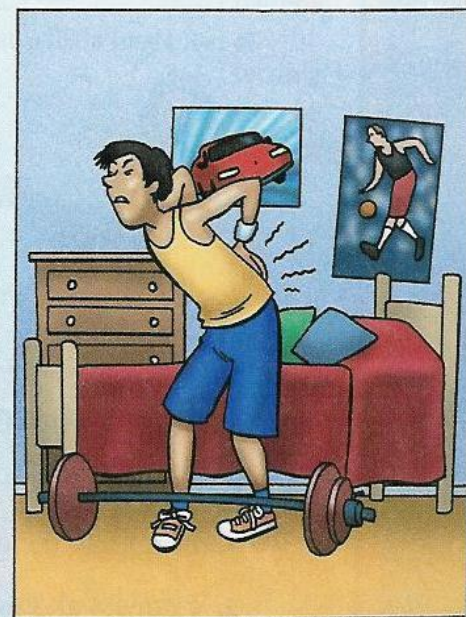
She's short and very good-looking. She has long hair and brown eyes. She's wearing a white blouse and a blue skirt.

TOP NOTCH WEBSITE

For Unit 12 online activities, visit the Top Notch Companion Website at www.longman.com/topnotch.

UNIT WRAP-UP

- **Vocabulary.** Make statements about the ailments and injuries in the picture.
She has a cold.
- **Grammar.** Suggest remedies for the people in the picture.
She should take something.
- **Social language.** Create conversations for the people.
A: What happened?
B: I fell down.



✓ **Now I can...**

- describe people.
- show concern about an injury.
- suggest a remedy.

Appearance and Health

LESSON 1

1 Check the adjectives that describe you.

1. My hair

- | | | | |
|--------------------------------|---------------------------------|-----------------------------------|--------------------------------|
| <input type="checkbox"/> black | <input type="checkbox"/> blonde | <input type="checkbox"/> straight | <input type="checkbox"/> short |
| <input type="checkbox"/> brown | <input type="checkbox"/> gray | <input type="checkbox"/> wavy | <input type="checkbox"/> long |
| <input type="checkbox"/> red | <input type="checkbox"/> white | <input type="checkbox"/> curly | <input type="checkbox"/> bald |

2. My eyes

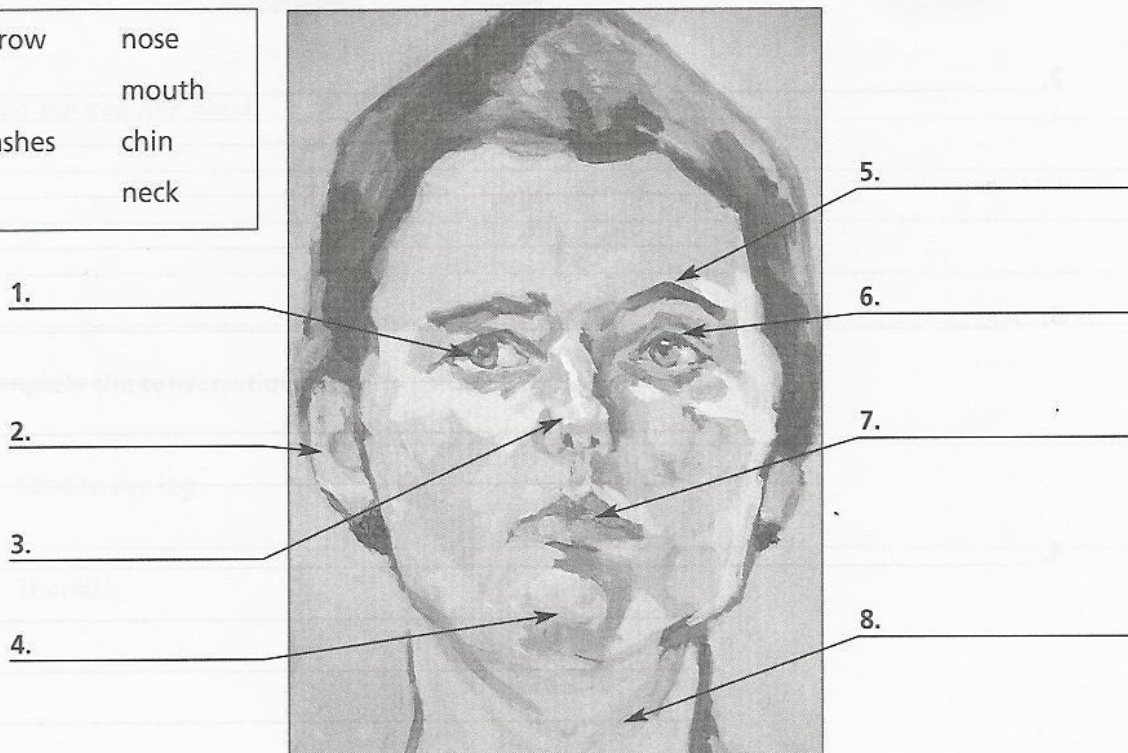
- | | | |
|--------------------------------|-------------------------------|--------------------------------|
| <input type="checkbox"/> brown | <input type="checkbox"/> blue | <input type="checkbox"/> green |
|--------------------------------|-------------------------------|--------------------------------|

2 Describe a family member, a friend, or a colleague. Fill in the chart.

| Person | Hair | | | Eye color |
|-------------------|---------------|--------------------------|----------------------|-------------|
| | color | straight, wavy, or curly | long, short, or bald | |
| <i>My brother</i> | <i>blonde</i> | <i>straight</i> | <i>short</i> | <i>blue</i> |
| | | | | |

3 Write the parts of the face.

- | | |
|-----------|-------|
| eyebrow | nose |
| eye | mouth |
| eyelashes | chin |
| ear | neck |



4 Look at Exercise 1 again. Use the information to write sentences with **be** about yourself.

Example: *My hair is brown* _____

1. _____
2. _____
3. _____

5 Look at Exercise 2 again. Use the information to write sentences with **have** about a family member, a friend, or a colleague.

Example: *My brother has blue eyes* _____

1. _____
2. _____
3. _____

6 Choose three famous people to describe.

Here's language you already know:

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

1. *Nicole Kidman* : *She's tall. She's pretty. She has long, curly, red hair.*
Her eyes are blue. She's an actress from Australia.

2. _____ : _____

3. _____ : _____

4. _____ : _____

LESSON 2

7 Write the parts of the body.

1.

2.

3.

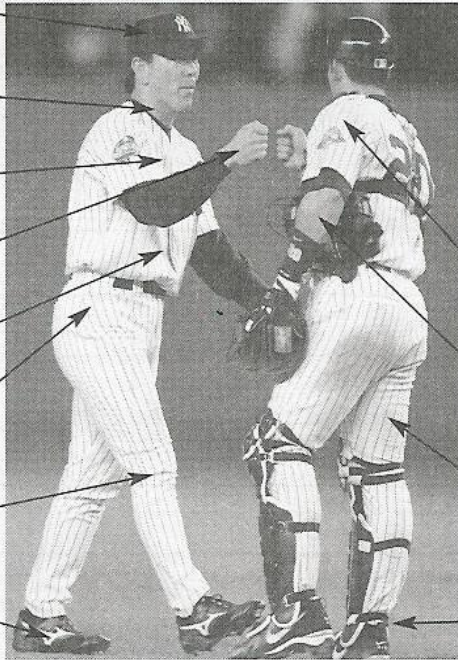
4.

5.

6.

7.

8.



- | | | |
|-------------------|------|----------|
| head | neck | shoulder |
| chest | arm | hand |
| hip | leg | knee |
| ankle | foot | |
| stomach / abdomen | | |

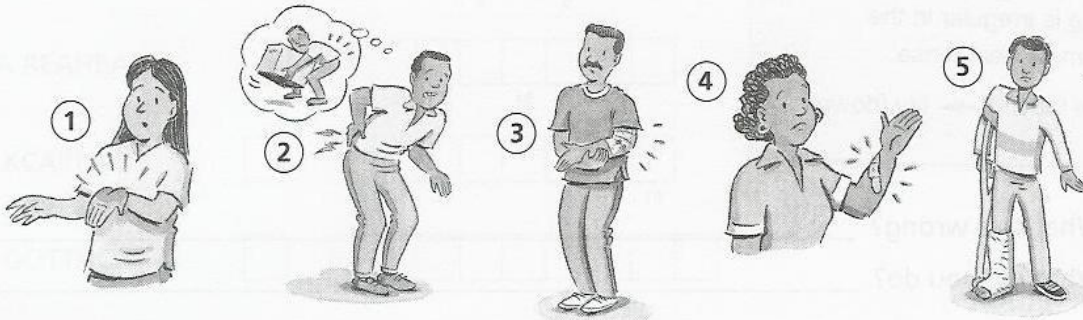
9.

10.

11.

12.

8 What happened? Write a sentence about each picture.



1. *She burned her hand*
2. _____
3. _____
4. _____
5. _____

Now complete the conversation.

6. A: _____ ?
B: I broke my leg.
7. A: _____
B: Thanks!

LESSON 3

9 Check the remedies for each ailment.

| | take something | lie down | have some tea | see a doctor | see a dentist | don't go to work or school | eat | don't eat |
|---------------|----------------|----------|---------------|--------------|---------------|----------------------------|-----|-----------|
| a cold | | | | | | | | |
| a fever | | | | | | | | |
| a sore throat | | | | | | | | |
| a stomachache | | | | | | | | |
| a backache | | | | | | | | |
| a toothache | | | | | | | | |

10 Think about an ailment you had. Then answer the questions.

Be careful:
 Lie is irregular in the simple past tense:
 lie (down) → lay (down)

1. What was wrong? _____
2. What did you do? _____

11 Your friend Brendan is going out with a colleague tonight. He wants your advice. Answer his questions.

1. Brendan: "We're going to the movies. What should we see?"
 (YOU) _____
2. Brendan: "After the movie, we're going out for dinner. Where should we go?"
 (YOU) _____
3. Brendan: "Should I talk about work?"
 (YOU) _____
4. Brendan: "What should I wear?"
 (YOU) _____

1 Complete the puzzle. First, unscramble the letters of the ailments. Then write the letters in the numbered boxes in other boxes with the same number.

Ailments

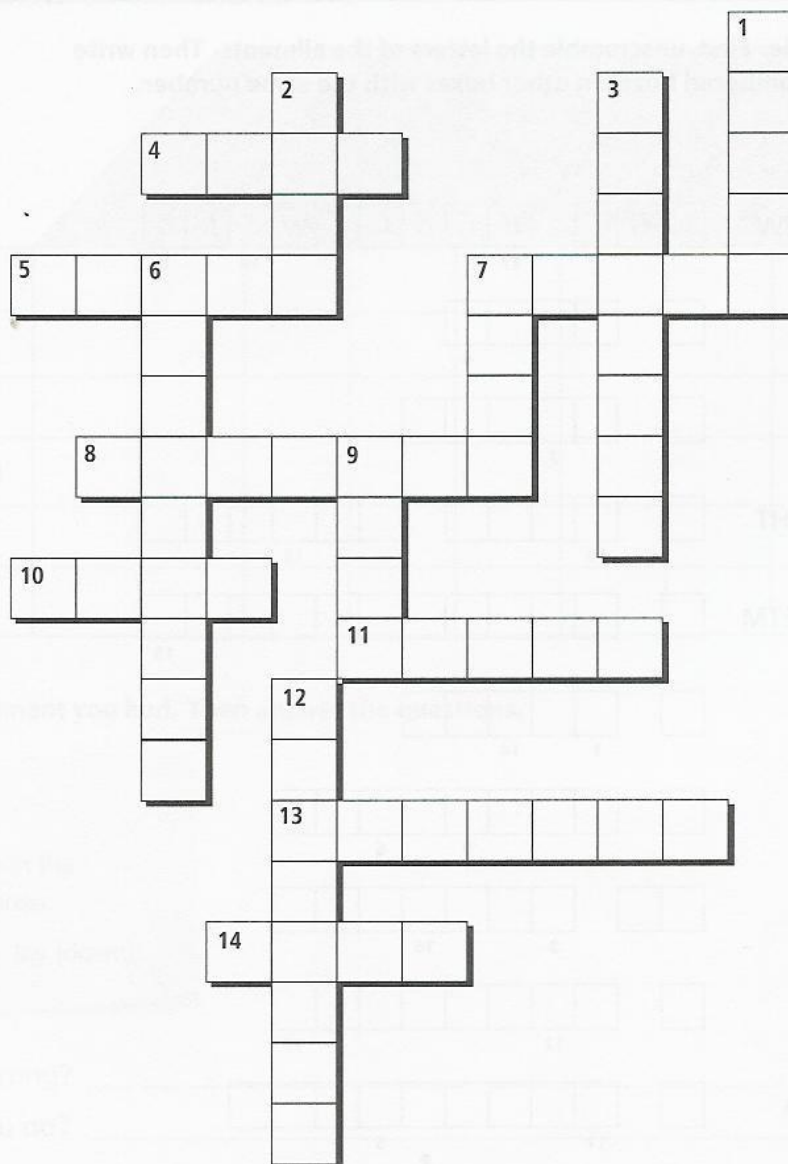
1. ONT ELEF LLEW NOT FEEL WELL
17 19 8
2. A ODLC
4
3. A UOCHG
7
4. A RESO OTARHT
10 13
5. A SOACHHCAETM
15
6. A EEVFR
1 14
7. A AADEECHH
9 6
8. NA REAHEAC
3 16
9. A KCABEACH
12 18
10. A OOTTHCHEA
11 5
11. A YNURN SEON
20 2

Puzzle

" , "

—An old saying

2 Complete the puzzle.



Across

4. It's between your hip and your ankle.
5. Hair on a man's chin
7. They're white. They're in your mouth.
8. They're on your hands. You have ten.
10. Parts of the body for shoes
11. Not long
13. Another word for "abdomen"
14. Doesn't have hair

Down

1. It's between your nose and your chin.
2. Part of the body for a hat
3. Take something, lie down, and have some tea are all ____.
6. Burn your finger, cut your hand, and fall down are all ____.
7. They're on your feet. You have ten.
9. What you use to see
12. Hair between a man's nose and mouth

SOURCE: Created with Discovery's Puzzlemaker.

Abilities and Requests

- 1 Discuss abilities
- 2 Decline an invitation
- 3 Request help or permission

1

Discuss Abilities

A GRAMMAR. Can and can't

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



She **can** play the guitar.



He **can't** cook.

Questions

Can you **play** the guitar?

Can he **speak** English?

Short answers

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

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

can not → cannot → can't

B PRONUNCIATION. Can and can't. Notice the pronunciation and stress. Listen and practice.

/kən/

1. I **can** play the guitar.

2. I **can** speak English.

3. I **can** make pasta.

/kænt/

I **can't** play the piano.

I **can't** speak Italian.

I **can't** make soup.

C VOCABULARY. Abilities and skills. Listen and practice.



1. sew



2. knit



3. paint



4. draw



5. dance



6. swim



7. drive



8. play the violin



9. ski



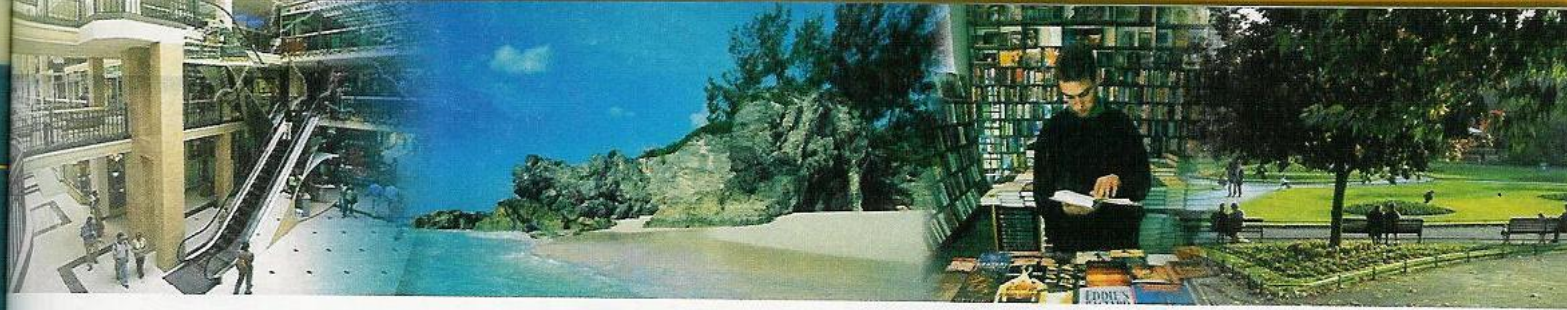
10. fix a car

VOCABULARY BOOSTER See page V8 for more.

D Check the things you can do. Then tell your class about yourself.

“I can't play the guitar, but I can sing.”

| | | | | |
|--------|--------------------------------|--|------------------------------------|-------------------------------|
| I can: | <input type="checkbox"/> sew | <input type="checkbox"/> drive | <input type="checkbox"/> fix a car | <input type="checkbox"/> ski |
| | <input type="checkbox"/> knit | <input type="checkbox"/> sing | <input type="checkbox"/> paint | <input type="checkbox"/> cook |
| | <input type="checkbox"/> dance | <input type="checkbox"/> play the guitar | <input type="checkbox"/> draw | <input type="checkbox"/> swim |



E **VOCABULARY.** Adverbs to describe ability. Listen and practice.



1. Tom sings
 { well.
 beautifully.
 nicely.



2. Ryan sings
 { badly.
 poorly.
 terribly.

Be careful!
He speaks English well.
~~NOT He speaks well English.~~

F Complete the conversations with **can** or **can't** and the base form of a verb.

- A: _____ you _____ a car?
B: Yes, I _____. But I don't drive well.
- A: _____ John _____ well?
B: Yes, he _____. He swims nicely.
- A: _____ your brother _____?
B: No. He _____ cook at all.

- A: _____ Gloria _____ English well?
B: Yes. She speaks English well.
- A: _____ your grandmother _____?
B: Yes. She knits beautifully.
- A: _____ you _____ the guitar?
B: No, I _____. I play very badly.

CONVERSATION • Discuss abilities.

1. MODEL. Read and listen.

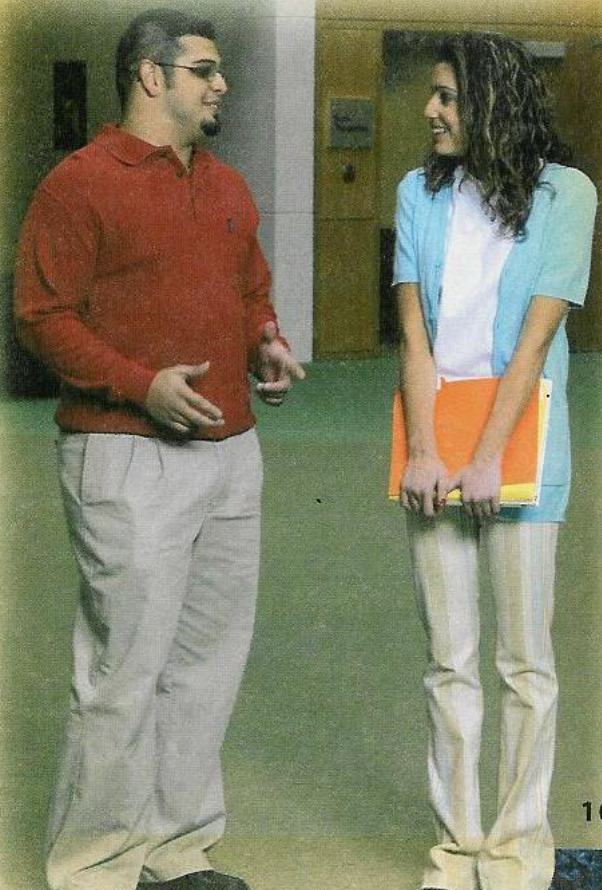
Gene: Can you swim?
Amy: No. Can you?
Gene: Yes. I swim very well.
Amy: When did you learn?
Gene: When I was about eight.
Amy: Was it hard?
Gene: Not at all!

2. Rhythm and intonation practice

3. PAIR WORK. Now exchange real information.

A: Can you _____?
B: _____. Can you?
A: _____

Continue in your own way ...



Decline an Invitation

A GRAMMAR. Too + adjective

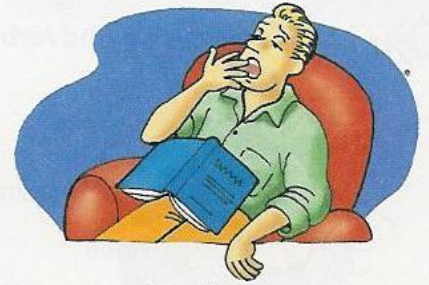
Use too with an adjective to express a problem.



I can't drink this tea.
It's **too hot**.



I don't want those shoes.
They're **too expensive**.



I can't read.
I'm **too tired**.

B Write sentences with too and an adjective.

1. I can't eat this soup.

It's too hot



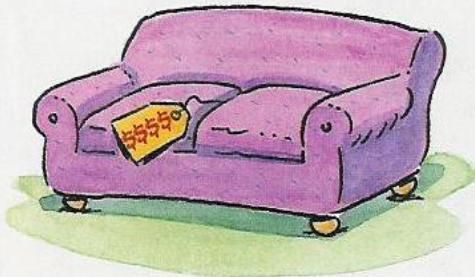
4. She can't wear those pants.



2. She can't buy those shoes.



5. He doesn't want that shirt.



3. I don't want this sofa.



6. She can't go swimming today.

VOCABULARY. Reasons to decline an invitation. Listen and practice.



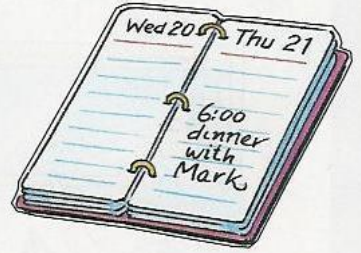
1. I'm too busy.



2. I don't feel well.



3. It's too late.



4. I have other plans.

CONVERSATION • Decline an invitation.

1. MODEL. Read and listen.

Carl: Let's go to the movies.

Lucy: I'm really sorry. I'm too busy.

Carl: That's too bad. Maybe some other time.

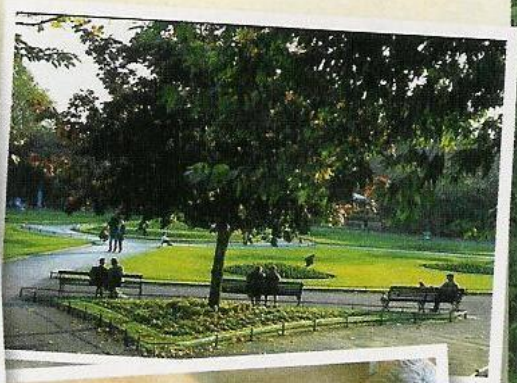
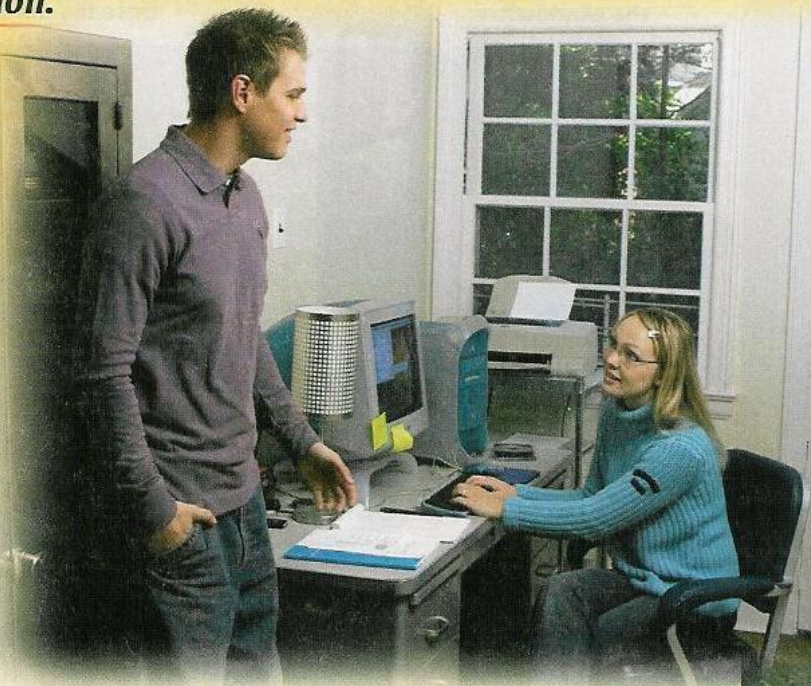
2. Rhythm and intonation practice

3. PAIR WORK. Suggest an activity. Decline the invitation. Use the photos or other places and events.

A: Let's _____.

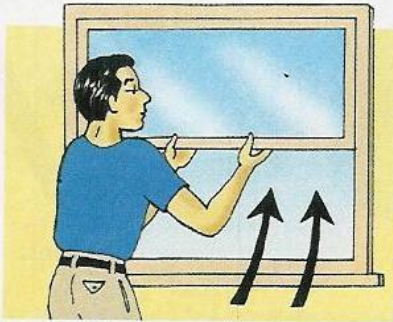
B: I'm really sorry. _____.

A: _____. Maybe some other time.



Request Help or Permission

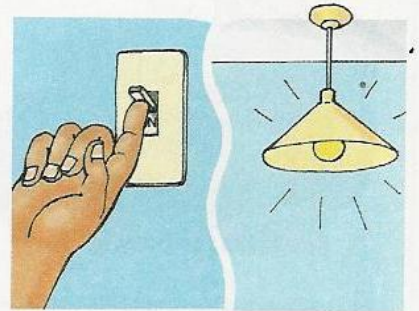
A **VOCABULARY.** Could you please ...? Listen and practice.



1. Could you please open the window?



2. Could you please close the door?



3. Could you please turn on the light?



4. Could you please turn off the TV?

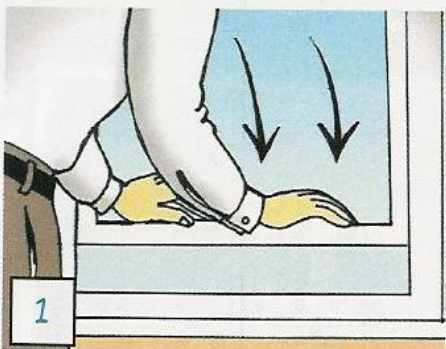
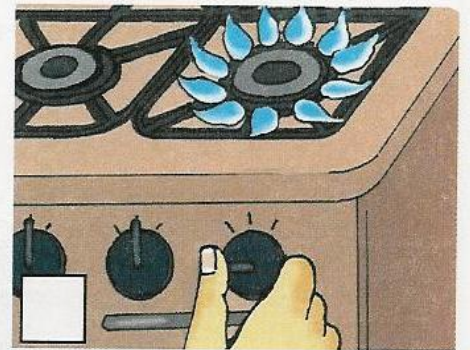


5. Could you please help me?



6. Could you please hand me my glasses?

B **LISTENING COMPREHENSION.** Listen to the requests. Write the number on the correct picture. Then listen again to check your work.



C GRAMMAR. Requests with Could or Can

Use questions with Could you or Can you and the base form of a verb to make requests.

Could you turn on the light? OR Can you turn on the light?

Use please to make a request more polite.

Could you please help me? OR Can you please help me?

Use questions with can or could and the base form to ask for permission.

Can I please open the window?

Sure. No problem.

Could we watch TV?

No, not now. Sorry.

D Complete the polite requests for help or permission. Use please.

1. After dinner, could you please wash the dishes?
2. I'm so cold. _____ the window?
3. _____ the laundry this afternoon?
4. _____ the garbage tonight?
5. It's so windy. _____ the door?
6. _____ lunch? I'm too busy!

CONVERSATION • Request help.

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

Tina: Could you do me a favor?

Roger: Sure. What?

Tina: Could you please close the window?

Roger: No problem.

2. **Rhythm and intonation practice**

3. **PAIR WORK.** Now ask your partner to do you a favor.

A: Could you do me a favor?

B: _____. What?

A: Could you please _____?

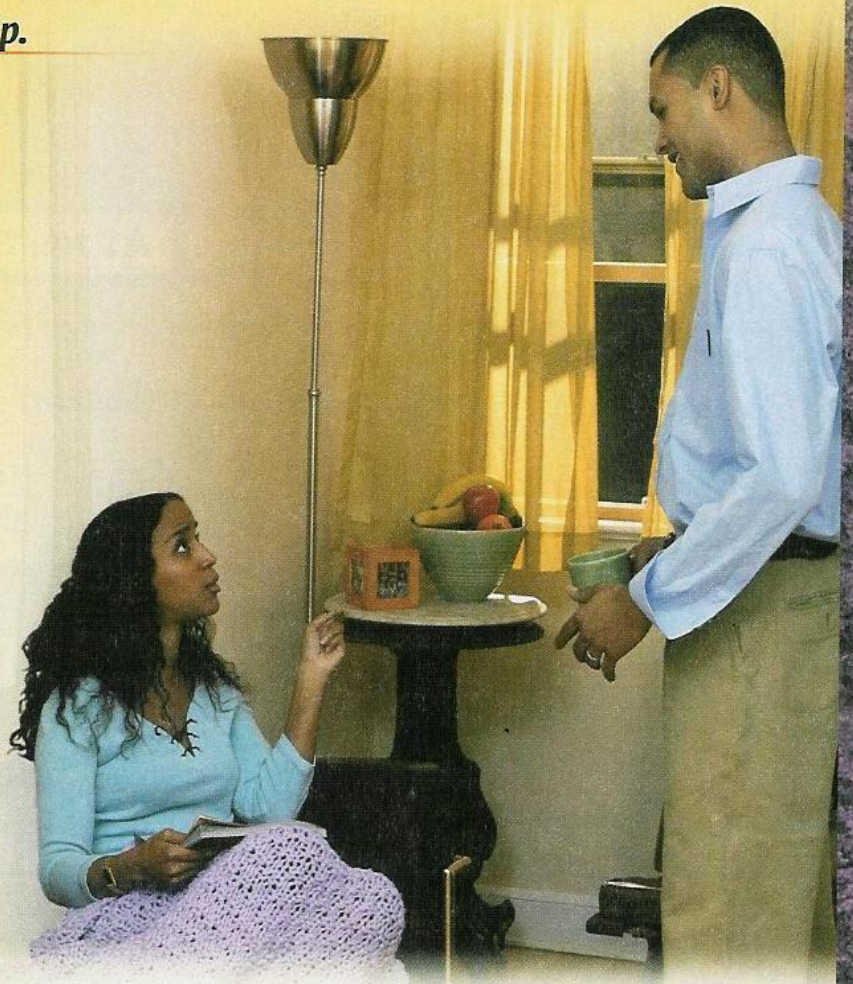
B: _____.

NEED HELP? Here's language you already know:

Possible responses

Sure. No problem.

Sorry, I can't. I'm too busy.





A **READING.** Read and listen.

From infant to toddler . . .

At birth, an infant needs his or her parents to do everything—the baby cannot do anything alone. But before the age of two, there is a lot of learning.



lying sitting crawling walking

Between 1 and 3 months the baby can:

- turn her head or smile when her mother or father speaks



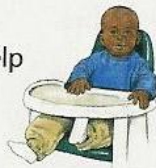
- roll over



- cry when she's hungry, thirsty, or afraid
- see colors

Between 3 and 6 months the baby can:

- sit with help



- see an object and reach for it

- look at his own hands and feet
- make an m sound
- laugh
- look when someone says his name
- push with his feet

Between 6 and 12 months the baby can:



- crawl and stand



- pick up small objects
- say a few words
- cry for attention
- sit without help
- eat crackers

Between 1 and 2 years the baby can:



- feed herself



- throw objects
- say "no" and "mine"
- follow directions
- play next to other children
- walk
- sit down

Source: <http://www.nncc.org>

B Check the things that a five-month-old baby can do, according to the article.

- | | | |
|--|--|--|
| <input type="checkbox"/> smile | <input type="checkbox"/> feed itself | <input type="checkbox"/> say a few words |
| <input type="checkbox"/> see colors | <input type="checkbox"/> laugh | <input type="checkbox"/> roll over |
| <input type="checkbox"/> walk | <input type="checkbox"/> sit without help | <input type="checkbox"/> reach for an object |
| <input type="checkbox"/> crawl and stand | <input type="checkbox"/> pick up small objects | <input type="checkbox"/> throw objects |

C Complete the sentences about what a baby can't do.

1. At two months, a baby can't walk.
2. At two months, _____.
3. At four months, _____.
4. At eight months, _____.

D **DISCUSSION.** Discuss things children can and can't do at other ages.

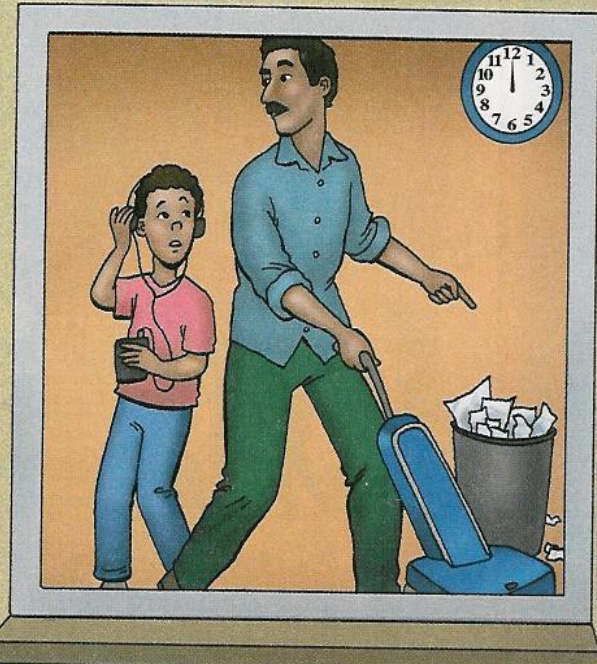
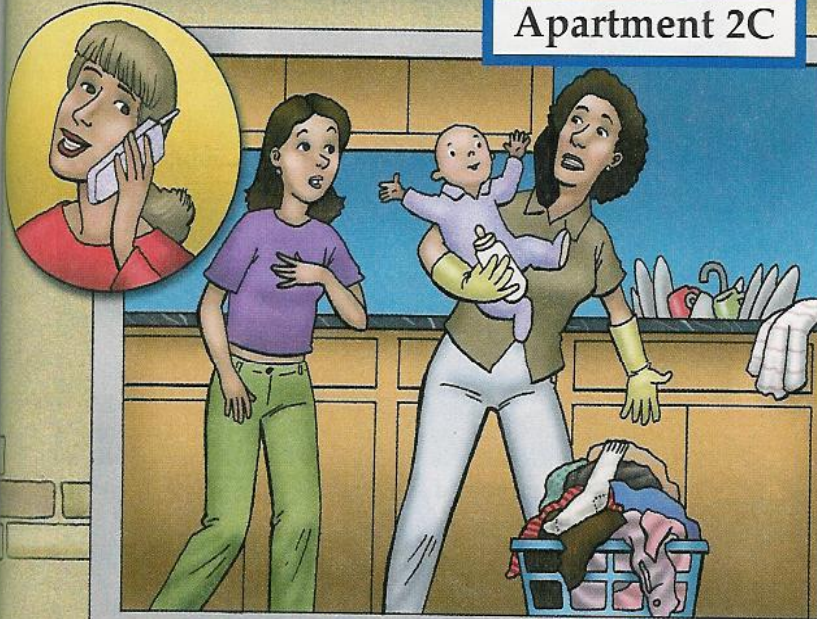
UNIT WRAP-UP

- **Vocabulary.** Point to people in the picture and talk about their abilities.
He can fix a car.
- **Grammar.** Write polite requests.
Could you please do the laundry?
- **Social language.** Create conversations for the people.
*A: Could you do me a favor?
B: Sure. What?*

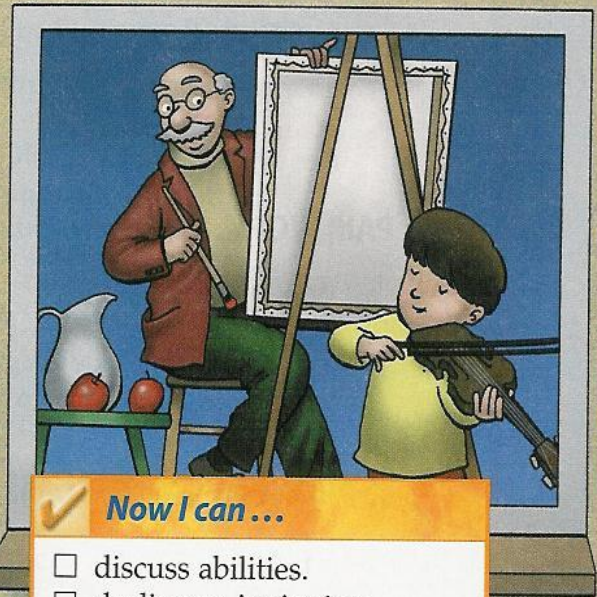
Apartment 3A



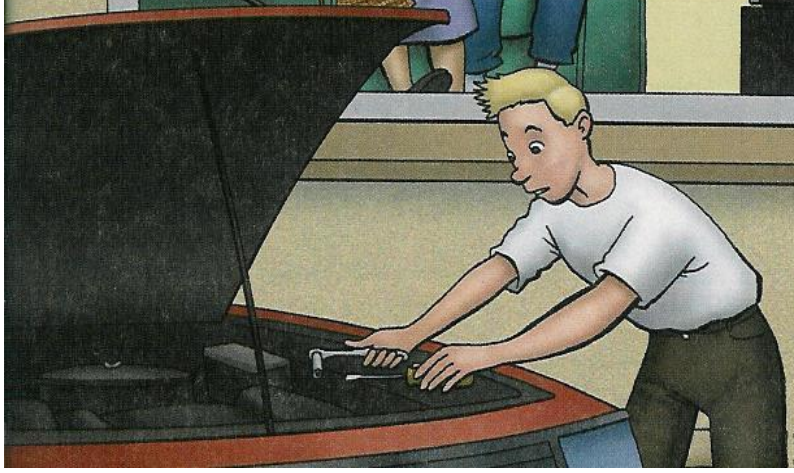
Apartment 2C



Apartment 1A



- ✓ **Now I can ...**
- discuss abilities.
 - decline an invitation.
 - request help or permission.



UNIT 13

Abilities and Requests

LESSON 1

1 Complete the chart. Check your abilities and skills.

| | play the violin | play the piano | drive a car | spea English | cook fish | make onion soup | play soccer |
|-------------|-----------------|----------------|-------------|--------------|-----------|-----------------|-------------|
| I can ... | | | | | | | |
| I can't ... | | | | | | | |



2 Complete the conversations with can or can't and the base form of a verb.

- A: _____ you _____ English?
 B: Oh, yes, and I _____ Spanish, too.
- A: _____ you _____ my computer?
 B: Fix it? No. I _____ cars but not computers.
- A: _____ you _____ my picture?
 B: No. I'm an engineer, not an artist.
- A: _____ you _____ a sweater for me?
 B: Sorry. I can sew, but I _____.
- A: _____ you _____ the violin?
 B: No, but I _____ the guitar.



3 Write about four different people. Complete the sentences with can or can't and an ability or skill.

Example: My sister: Anna can fix a car _____.

- My teacher: _____.
- My friend: _____.
- My neighbor: _____.
- My colleague: _____.

4

Which occupation is good for you? Take the *Top Notch Skills and Interests Survey*.

Top Notch Skills and Interests Survey

| SKILLS | | Do very well | Do well | Do OK | Do poorly | Can't do |
|----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 1. paint | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 2. draw | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 3. dance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 4. swim | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 5. drive | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 6. play the violin | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 7. ski | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 8. fix a car | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 9. cook | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. sing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |

| INTERESTS | | Like a lot | Like | Like a little | Don't like |
|-----------|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 1. go to concerts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 2. go to museums | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 3. listen to music | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 4. make dinner for friends | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 5. exercise | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 6. go running | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 7. go bike riding | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 8. go for a drive | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

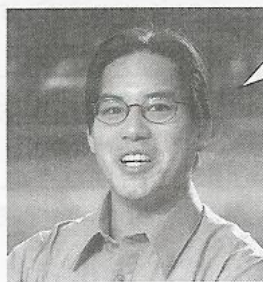
RESULTS

Look at your answers.
What do you do very well? What do you like to do a lot?

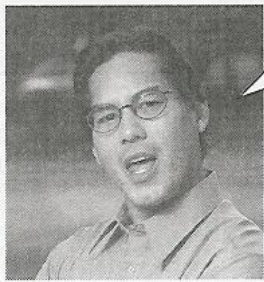
| | | |
|--|---|---|
| Can you cook well? Do you like to make dinner for friends? | ➔ | Maybe you should be a chef. |
| Can you sing, dance, play the violin (guitar, piano, other instruments)? Do you like to go to concerts and listen to music? | ➔ | Maybe you should be a singer or musician. |
| Can you swim and ski? Do you like to exercise and go running and bike riding? | ➔ | Maybe you should be an athlete. |
| Can you draw and paint? Do you like to go to museums? | ➔ | Maybe you should be an artist. |
| Can you drive and fix a car? Do you like to go for a drive? | ➔ | Maybe you should be a mechanic. |

According to the survey, what should you be? _____

5 Answer the questions.



What can you do?



When did you learn?

Example: I can knit

1. _____
3. _____
5. _____

Example: About two years ago

2. _____
4. _____
6. _____

LESSON 2

6 Write sentences with too and an adjective.

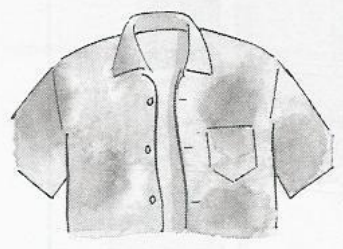


1. She can't drive.

She's too young



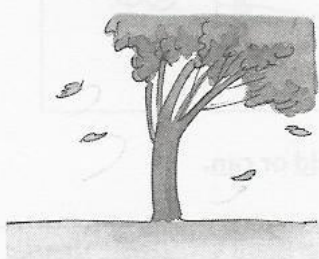
2. She can't watch TV.



3. You can't wear that shirt.



4. He doesn't want that suit.



5. We can't go bike riding today.



6. She can't drink this coffee.

7 Your friend wants to get together, but you decline the invitations. Give reasons.

1. "Let's go for a drive."

YOU _____

2. "OK, let's go out for lunch."

YOU _____

3. "How about a movie?"

YOU _____

4. "Well, maybe some other time."

YOU _____

LESSON 3

8 Match the problems with the requests. Write the letter on the line.

1. _____ I'm cold.

a. Could you please do the laundry?

2. _____ I need to check my e-mail.

b. Could you please close the window?

3. _____ It's too hot.

c. Could you please turn on the computer?

4. _____ I don't have any clean clothes.

d. Could you please go shopping?

5. _____ I can't read this.

e. Could you please open the window?

6. _____ There isn't any milk.

f. Could you please hand me my glasses?

9 Mrs. Cole's boss is coming for dinner at 6:00. But look at the house!



Help Mrs. Cole ask her husband to help. Write polite requests with could or can.

1. *Could you please take out the garbage* _____ ?

2. _____ ?

3. _____ ?

4. _____ ?

5. _____ ?



Choose the correct response. Circle the letter.

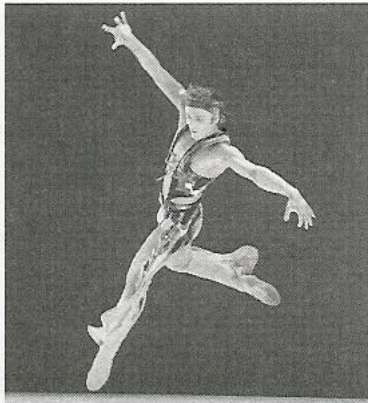
- 1. Can you sing?
a. No, I can't. I sing terribly. b. Not right now. I'm too busy. c. No, thanks.
- 2. When did you learn to ski?
a. I just got back. b. The day after tomorrow. c. Last winter.
- 3. Let's go shopping.
a. I'm sorry to hear that. b. I'm sorry. I have other plans. c. That's too bad.
- 4. Could you do me a favor?
a. Sure. What? b. Was it hard? c. How was it?
- 5. Could you please turn off the TV?
a. Not at all. b. Sure. No problem. c. Maybe some other time.



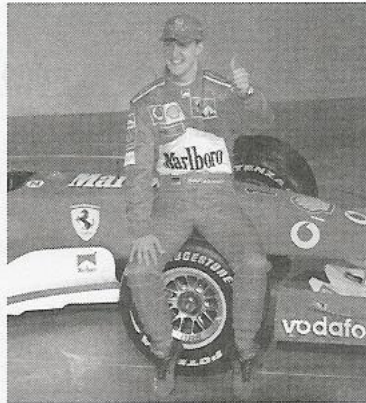
Answer the questions. Write about your abilities and skills.

- What can you do well?
- When did you learn?
- What do you do poorly?

1 What can they do? Match the famous people with their abilities.



Mikhail Baryshnikov



Michael Schumacher

- | | |
|-------------------------------|-------------------------|
| 1. ___ Daniela Mercury | a. He can write. |
| 2. ___ Adriana Fernandez | b. He can dance. |
| 3. ___ Gabriel Garcia Marquez | c. She can sing. |
| 4. ___ Mikhail Baryshnikov | d. He can drive. |
| 5. ___ Madhur Jaffrey | e. She can play tennis. |
| 6. ___ Serena Williams | f. She can cook. |
| 7. ___ Michael Schumacher | g. She can run. |

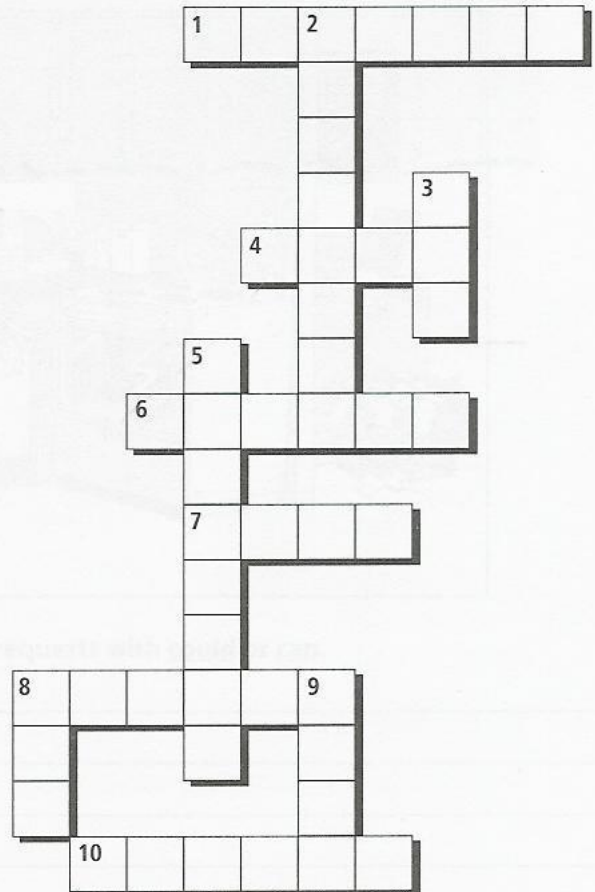
2 Complete the puzzle.

Across

1. I'm going to bed. Could you please _____ the light?
4. Make dinner
6. Not well
7. Luis Miguel can do this.
8. Speak a second language, play the violin, and knit are all _____.
10. I'm cold. Could you please _____ my sweater?

Down

2. A baby can do this at three months.
3. You can do this when there's snow.
5. The shoes are size 35. She wears a 37. They're _____.
8. Make clothes
9. You can do this at the beach.



SOURCE: Created with Discovery's Puzzlemaker.

Past, Present, and Future Plans

- 1 Get to know someone's life story
- 2 Announce good news and bad news
- 3 Ask about free-time activities

1

Get to Know Someone's Life Story

A **VOCABULARY.** Birth and childhood. Listen and practice.



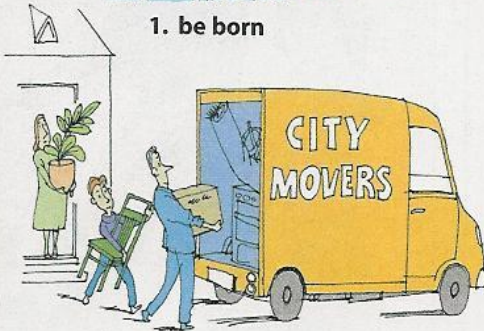
1. be born



2. grow up



3. go to school



4. move



5. study



6. graduate

B **LISTENING COMPREHENSION.** Listen to the conversation about Miyuki Sato's life. Then listen again and check the statements that are true.

- | | |
|--|--|
| 1. <input type="checkbox"/> Miyuki Sato was born in Japan. | 4. <input type="checkbox"/> Miyuki speaks Chinese. |
| 2. <input type="checkbox"/> Her father worked in Peru. | 5. <input type="checkbox"/> The family never moved to Japan. |
| 3. <input type="checkbox"/> She grew up in Peru. | |

C **PAIR WORK.** Interview your partner. Write the answers.

1. When were you born? _____
2. Where were you born? _____
3. Where did you grow up? _____

D **PRONUNCIATION.** Diphthongs. Listen and practice.

1. /aɪ/
die
I
time
tie

2. /aʊ/
how
house
noun
town

3. /ɔɪ/
boy
Roy
oil
boil





E **VOCABULARY.** Academic subjects.
Listen and practice.



1. architecture



2. medicine



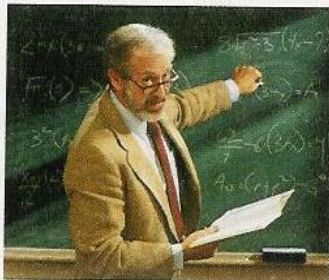
3. psychology



4. business



5. education



6. mathematics / math



7. science



8. nursing



9. engineering



10. law

VOCABULARY BOOSTER See page V9 for more.

CONVERSATION • Get to know someone's life story.



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

Elena: Where were you born?

Sam: In New York.

Elena: And did you grow up there?

Sam: Yes, I did. And you?

Elena: I was born in Brasilia.
I grew up in Toronto.

Sam: Toronto? That's interesting.
Why did you move there?

Elena: My parents are Canadian.

2. **Rhythm and intonation practice**

3. **PAIR WORK.** Now exchange real information. Start like this:

A: Where were you born?

B: In _____.

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

NEED HELP? Here's language you already know:

What do you do?
What are you studying now?
Where did you study?
Did you graduate?
What did you study?

Announce Good News and Bad News

A **VOCABULARY.** More life events. Listen and practice.



1. get married



2. get divorced



3. have children



4. live happily ever after



5. die

B **GRAMMAR.** Would like

She **would like to have** two children.

I'd like to study architecture.

I would like → I'd like

Would you like to have children?

Yes, I **would**. / No, I **wouldn't**.

What **would** he like to study?

Chinese.

C **WHAT ABOUT YOU?** Complete the survey. Then, on a separate piece of paper, write statements with would like.

I'd like to have children in the next two years.

What would you like to do in the next two years?

- | | | |
|--|---|--|
| <input type="checkbox"/> get married | <input type="checkbox"/> move to a new apartment or house | <input type="checkbox"/> meet a good-looking man |
| <input type="checkbox"/> graduate | <input type="checkbox"/> study a new language | <input type="checkbox"/> meet a good-looking woman |
| <input type="checkbox"/> have children | <input type="checkbox"/> write a book | <input type="checkbox"/> meet a Scorpio |
| <input type="checkbox"/> move to a new country | <input type="checkbox"/> learn to play a musical instrument | <input type="checkbox"/> paint my living room |
| <input type="checkbox"/> move to a new city | <input type="checkbox"/> get a new boss | <input type="checkbox"/> buy a new refrigerator |

Scoring: Give yourself 1 point for each check mark.

0-5 points: Time to do something new!

6-10 points: Wow! Sounds like you have an interesting life.

11-15 points: Relax! You're going to do too much.



MYSELF Magazine

D **PAIR WORK.** Compare your survey with a partner's.

E GRAMMAR. Be going to for the future

Next year, I'm going to have a baby.

He's going to move to Italy.

Are you going to study architecture? Yes, I am. / No, I'm not.

Who's going to graduate tomorrow? Jeannette.

When are you going to have children? I don't know.

F Write questions or statements with be going to.

1. Where / you study Where are you going to study _____?
2. My sister / have a baby / in September _____.
3. When / they get married _____?
4. My neighbor / get divorced _____.
5. My brother and I / study medicine _____.

CONVERSATION • *Announce good news and bad news.*

1. MODEL. Read and listen.

Tom: Hi, Scott. What's new?

Scott: Well, I have some great news.
My daughter is going to have a baby.

Tom: Congratulations!

Scott: Thanks.

2. Rhythm and intonation practice

3. PAIR WORK. Now role-play a conversation about good news or bad news.

A: Hi, _____. What's new?

B: Well, I have some _____ news. _____.

A: _____ . . .

Continue in your own way . . .



- Responses to good news**
- Congratulations!
 - I'm so happy for you.
 - I'm so happy to hear that.
 - Best wishes!

- Responses to bad news**
- I'm sorry.
 - Oh no. I'm sorry.
 - I'm so sorry to hear that.
 - That's too bad. I'm so sorry.

A **VOCABULARY.** Free-time activities. Listen and practice.



1. travel



2. go camping



3. go fishing



4. relax



5. hang out with friends



6. sleep late



7. do nothing

Also remember

- exercise
- go running
- go to the beach
- paint
- read

VOCABULARY BOOSTER See page V9 for more.

B **LISTENING COMPREHENSION.** Listen. Complete each statement. Then listen again to check your work.

1. He's going to go camping.
2. She's going to _____.
3. They're going to _____.
4. She's going to _____.
5. He's going to _____.
6. He's going to _____.

C **GRAMMAR.** Conditions and results in the future

| | |
|-----------------------------------|--------------------------------------|
| if- clause [condition] | future result |
| If the weather is nice, | I'm going to go to the beach. |
| If the weather isn't nice, | I'm going to sleep late. |

Always use the present tense in the **if-** clause.

If she **has** enough time, she's going to see the movie again. NOT If she ~~is going to have~~ enough time . . .

An **if-** clause can come at the beginning of the sentence or at the end.

If she **stays home**, she's going to relax. OR She's going to relax **if she stays home**.

D Complete the conditional sentences.

- If we _____ enough money, we're going to travel this summer.
have / are having
- If there is enough time, they _____ a vacation.
take / are going to take
- If Mark _____ his ticket today, the concert is going to be very expensive.
doesn't buy / isn't buying
- If Carla and Ed _____ married, they're going to have lots of children.
are going to get / get
- She _____ to Paris if she gets divorced.
's going to move / moves
- If you don't leave now, you _____ late.
're going to be / are
- I'm not going to clean the house tomorrow if it _____ too hot.
going to be / is
- What are you going to do if you _____ enough time this summer?
have / having

E **PAIR WORK.** Ask and answer the following questions. Then, on a separate piece of paper, write about your partner.

- If the weather is nice this weekend, what are you going to do?
- If you have enough time today, what are you going to do?
- If you have enough money, where are you going to go?

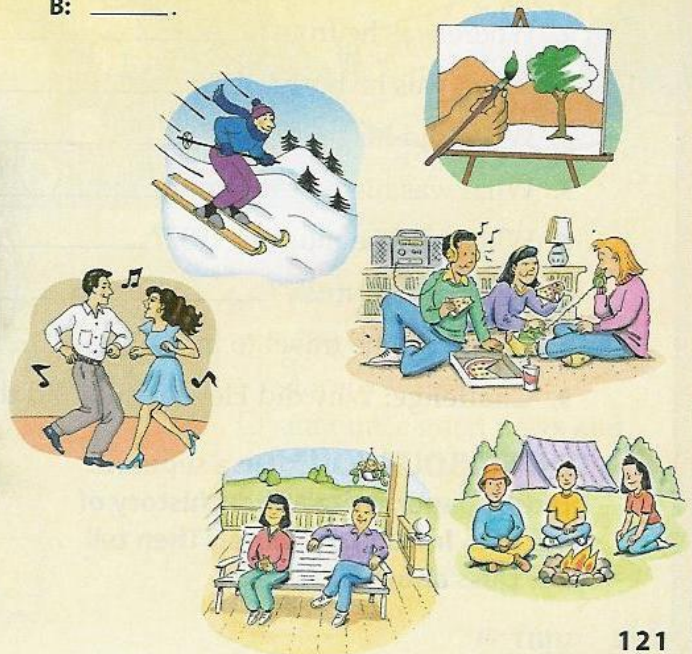
CONVERSATION • Ask about free-time activities.

1. MODEL. Read and listen.

Pam: What do you like to do in your free time?
Katy: Well, I like to hang out with friends.
Pam: So, are you going to do that this weekend?
Katy: Maybe.

3. PAIR WORK. Now make small talk with your partner. Use the pictures for ideas.

A: What do you like to do in your free time?
B: Well, I like to _____.
A: So, are you going to do that _____?
B: _____.



2. Rhythm and intonation practice



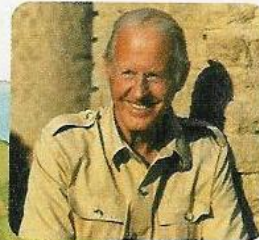
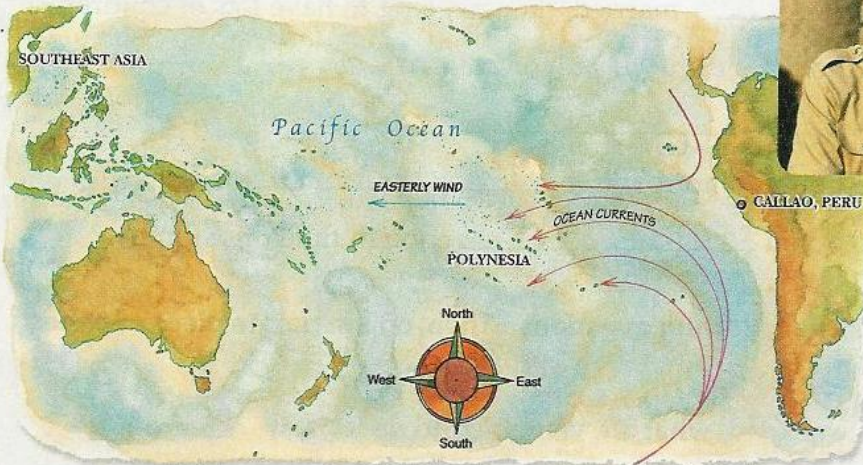
TOP NOTCH ACTIVITIES

TOP NOTCH SONG
"I Wasn't Born Yesterday"
Lyrics on last book page.

TOP NOTCH WEBSITE
For Unit 14 online activities, visit the
Top Notch Companion Website at
www.longman.com/topnotch.

A **READING.** Read and listen to the article.
Then answer the questions.

Thor Heyerdahl, Explorer



Thor Heyerdahl



The Kon-Tiki

Thor Heyerdahl was born in Norway in 1914. Heyerdahl got married in 1937. He and his wife, Liv, moved to Polynesia that year. While they lived there, Heyerdahl liked to go fishing. When he went fishing, he studied the wind and the Pacific Ocean currents.

In 1947, people thought that the first Polynesians had come from the west, from Southeast Asia. Because of the winds and the ocean currents, Heyerdahl had a different idea.

He thought the first Polynesians had come from the east.

In 1947, Heyerdahl made the Kon-Tiki, a raft of balsa wood. With a crew of men from many countries, he traveled 8000 kilometers [4300 miles] from Callao, Peru, to Polynesia. The voyage of the Kon-Tiki was very difficult. It took 101 days. But it proved that Heyerdahl's idea was possible. Heyerdahl died in 2002.

Information source: *Kon-Tiki: Across the Pacific by Raft* by Thor Heyerdahl (New York: Pocket Books, 1990)

1. What was Heyerdahl's occupation? Thor Heyerdahl was an explorer
2. Where was he from? _____
3. When was he born? _____
4. When did he get married? _____
5. What was his wife's name? _____
6. Where did he move in 1937? _____
7. What did he study? _____
8. Where did he travel to in 1947? _____
9. Challenge: Why did Heyerdahl build the Kon-Tiki? _____

B **WHAT ABOUT YOU?** On a separate piece of paper, write a short history of your life. Include a picture. Then tell your class about it.

| | |
|--|--------------------------------------|
| | |
| | I was born in 1980. I grew up in ... |

UNIT WRAP-UP

- Tell the story of Katherine Rudy's life in the past, present, and future. What did she do? What is she doing now? What would she like to do?

Katherine was born in 1981. She grew up in Chicago . . .

June 24, 1981 Seattle, Washington
Katherine Rudy baby girl born 6/24

June 24, 1991 Chicago, Illinois
33 Riverside Drive

May 30, 2001 Tampa, Florida
Congratulations, 2001 Graduates Baker University of Science

Today
CHEMCARE LABS
K. Rudy

Future
Katherine & Peter JUST MARRIED

Future
Family scene with children

Now I can...

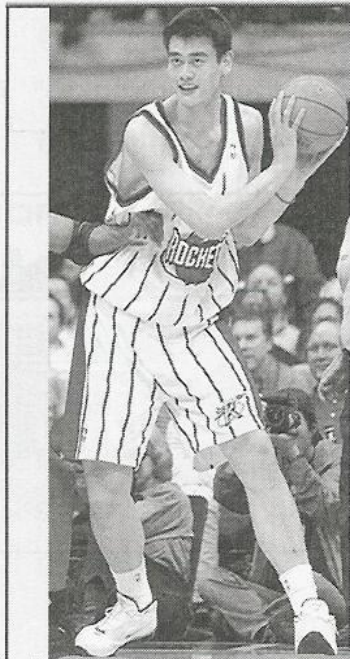
- get to know someone's life story.
- announce good news and bad news.
- ask about free-time activities.

Past, Present, and Future Plans

LESSON 1

1 Read about Yao Ming's life.

Yao Ming's Life Story



Yao Ming was born on September 12, 1980. He grew up in a small apartment in Shanghai, China, with his parents. They were both basketball players too—and tall! Their son is 2.26 meters (7 feet 5 inches). Yao doesn't have any brothers or sisters. When he was about nine, he went to the Youth Sports School in Shanghai. In China, he played for the Shanghai Sharks.

In 2002, Yao moved to the United States. Now he plays professional basketball for the Houston Rockets. Yao and his mother live in a four-bedroom house in Houston. Yao's mother cooks Chinese food for him. He's learning English, and he's learning to drive a car.

Now look at the answers and write questions.

- | | |
|---------------|--------------------------------|
| 1. A: _____ ? | B: On September 12, 1980. |
| 2. A: _____ ? | B: In Shanghai, China. |
| 3. A: _____ ? | B: At the Youth Sports School. |
| 4. A: _____ ? | B: In 2002. |

2 For each academic subject, write the occupation.

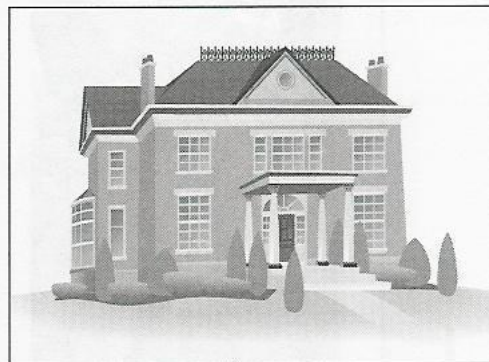
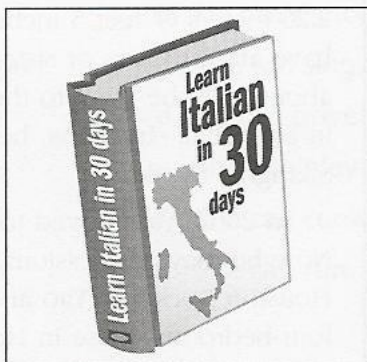
1. architecture: _____
2. nursing: _____
3. science: _____
4. education: _____
5. engineering: _____
6. medicine: _____
7. law: _____

3 Get to know a famous person's life story. Choose a famous person. Answer the questions. Use the Internet, books, and other information.

1. Person's name: _____
2. When was he / she born? _____
3. Where was he / she born? _____
4. Where did he / she grow up? _____
5. Where did he / she go to school? _____
6. What did he / she study? _____
7. Did he / she graduate? When? _____
8. What does he / she do now? _____

LESSON 2

4 What would you like to do in your life? Write four sentences. Look at the pictures and the verbs in the box for ideas.



| | | |
|-------------|---------------|------|
| move | have children | meet |
| study | go | see |
| graduate | learn | buy |
| get married | | |

Example: *I would like to go to Australia* _____

1. _____
2. _____
3. _____
4. _____

5 Write your responses to good news and bad news.

1. "I'm going to graduate this year."

YOU _____

2. "My parents are going to get divorced."

YOU _____

3. "My grandfather died two days ago."

YOU _____

4. "My wife and I are going to have a baby."

YOU _____

5. "I met a nice, good-looking man. We're going to get married."

YOU _____

6. "I'm going to move to London for work. I don't want to go."

YOU _____

LESSON 3

6 What are you going to do this summer? Check the boxes.

travel

relax

exercise

go camping

sleep late

work

go fishing

do nothing

go to school

go bike riding

hang out with friends

move

go to the beach

go for walks

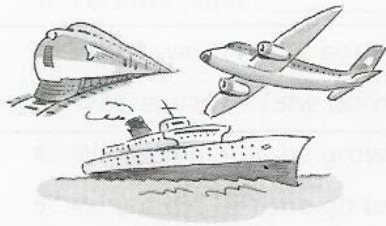
get married



Now write to a friend about your plans. Write sentences with be going to.

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

7 Complete the conditional sentences, using **be going to**. Use real information.



1. If the weather is nice this weekend, _____.
2. If the weather isn't nice this weekend, _____.
3. If I have enough time this week, _____.
4. If I stay home tomorrow night, _____.
5. If I have enough money next year, _____.

8 Complete the conditional sentences. Use the present tense or **be going to**.

1. If it's warm tomorrow, I _____ to work.
walk
2. If Matt _____, he's going to do poorly in this class.
not study
3. We're going to buy shoes if we _____ to the mall.
go
4. If Pamela takes a vacation this year, she _____.
travel
5. They _____ a big family if they get married.
have
6. Mr. and Mrs. Johnson are going to go out for dinner after the movie if it _____ too late.
not be

9

A reporter from your school newspaper wants to write an article about you. Answer her questions about yourself.

1. When were you born?

2. Where were you born?

3. Where did you grow up?

4. What do you do?

5. What are you studying now?

6. What do you like to do in your free time?

7. What would you like to do in the next five years?



1 A RIDDLE FOR YOU!

When asked how old she was, Suzie answered, "In two years I'm going to be twice as old as I was five years ago." How old is she now?

- a. Twelve. b. Seven. c. Fourteen.

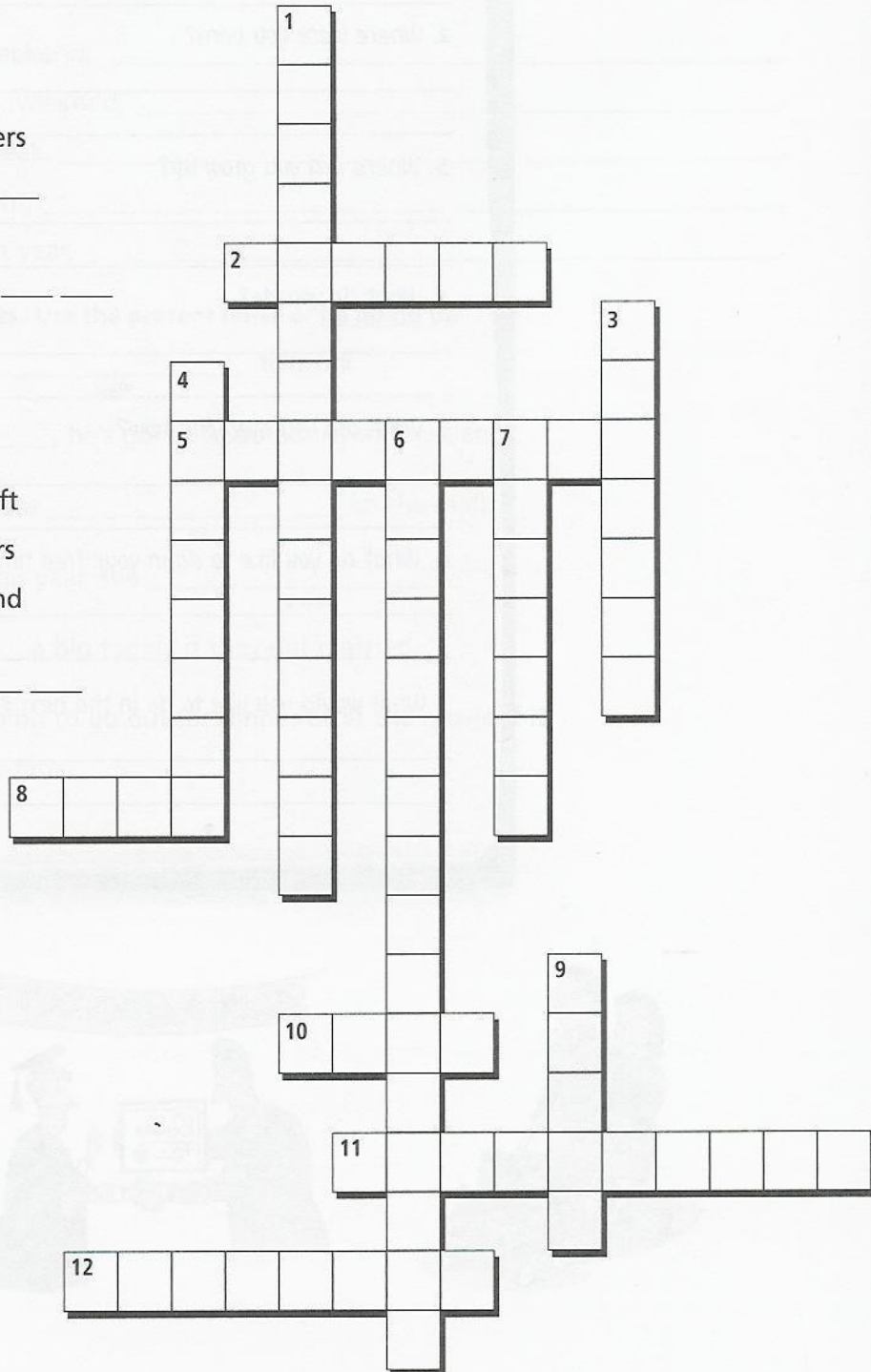
2 Complete the puzzle.

Across

- 2. Go places
- 5. Academic subject for teachers
- 8. Go to live in a new home: ____
- 10. A very young person
- 11. Become husband and wife: ____
- 12. Complete school

Down

- 1. A response to good news
- 3. The name of Heyerdahl's raft
- 4. Academic subject for doctors
- 6. Architecture, psychology, and law are all ____.
- 7. A response to bad news: ____
- 9. Take a nap



SOURCE: Created with Discovery's Puzzlemaker.

UNITS 8-14 CHECKPOINT

A **LISTENING COMPREHENSION.** Listen to the conversations and check each statement True or False. Then listen again to check your work.

| | True | False |
|---------------------------------------|--------------------------|--------------------------|
| 1. She likes soup for breakfast. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. She gets up early every day. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. He makes the beds. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. He often takes a nap. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. She gets dressed before breakfast. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. He takes the bus to work. | <input type="checkbox"/> | <input type="checkbox"/> |

B Write a sentence about each picture. Use the present continuous.



1. She's getting up.



4. _____.



2. _____.



5. _____.



3. _____.



6. _____.

C PAIR WORK. Write questions about daily activities. Use When, What time, How often, and Who. Ask your partner the questions. Write your partner's answers.

| Questions | Your partner's answers |
|----------------------------------|------------------------|
| <u>What time do you get up</u> ? | <u>7:00</u> |
| 1. _____ ? | _____ |
| 2. _____ ? | _____ |
| 3. _____ ? | _____ |
| 4. _____ ? | _____ |

D GROUP WORK. Tell the class about your partner's daily activities.

“Jack gets up at 7:00 every day.”

E Complete each sentence with the simple present tense of the verb.

Let me tell you about life in my family. We all _____ at about 6:00. But after that, everyone _____ a different routine. My mom _____ to work early, and she _____ time for breakfast. So she _____ a quick cup of coffee and _____ out the door. My father _____ at home. He _____ breakfast for the family. He _____ into the kitchen at about 6:15 and _____ to music as he _____ breakfast. After breakfast, my sisters _____ the school bus, but I _____ a little more time. I _____ the breakfast dishes, _____ my teeth, _____ my hair, and then I _____ to school. On Saturdays, my mom _____ the house, and my dad _____ the laundry. On the weekend, we _____ time to make our beds. From Monday to Friday, we _____ time to make our beds.

PAIR WORK • Exchange real information about your typical day.



Start like this: What's your typical week like?



- Talk about:
- household chores
 - daily activities
 - weekdays / weekends

F Write the present participle of each of the following verbs.

- | | | | |
|----------|----------------|-----------|-------|
| 1. write | <u>writing</u> | 6. get up | _____ |
| 2. make | _____ | 7. have | _____ |
| 3. wear | _____ | 8. do | _____ |
| 4. watch | _____ | 9. drive | _____ |
| 5. shop | _____ | 10. study | _____ |

G Write the activity. Use the present continuous.



1. He's shaving



5. _____



2. _____



6. _____



3. _____



7. _____



4. _____











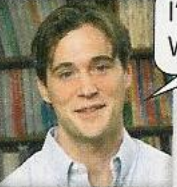

8. _____

H Choose a response to each statement or question. Circle the letter.

- "How often do you walk to work?"
 - Three times a week.
 - Yes, I walk to work.
- "What are you doing this weekend?"
 - I go to the park.
 - I'm not sure.
- "Want to get together?"
 - No wonder I never see you.
 - Sorry, I can't. I'm too busy.
- "Please pass the butter."
 - Here you go.
 - Actually, I don't like butter.
- "Can you play the guitar?"
 - No, I can't.
 - I can't. I'm a morning person.
- "Could you please hand me that book?"
 - Maybe some other time.
 - Sure.

7. "My daughter's going to get married."
 a. I'm sorry. I'm too busy. b. That's great!
8. "Should I call you back later?"
 a. Yes, please. I'm feeding the kids. b. I can't. I'm making lunch.
9. "What's wrong?"
 a. I have a terrible cold. b. You should take something.

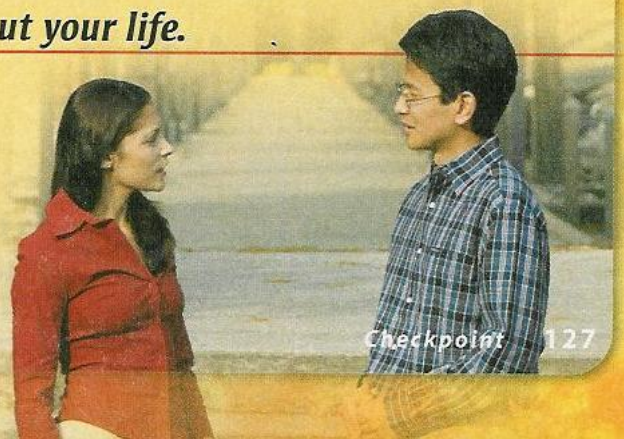
PAIR WORK. Write your own response to each statement or question. Then practice your exchanges with a partner.

- | | |
|---|---|
| <p>1.  What's your typical week like? YOU _____</p> | <p>6.  I burned my hand. YOU _____</p> |
| <p>2.  Hi. Long time no see. YOU _____</p> | <p>7.  I hope you feel better. YOU _____</p> |
| <p>3.  What's the weather like today? YOU _____</p> | <p>8.  Could you please close the window? YOU _____</p> |
| <p>4.  How often do you watch TV? YOU _____</p> | <p>9.  Where were you born? YOU _____</p> |
| <p>5.  I'm going to the movies. Would you like to join me? YOU _____</p> | <p>10.  What do you like to do in your free time? YOU _____</p> |

PAIR WORK • Exchange real information about your life.

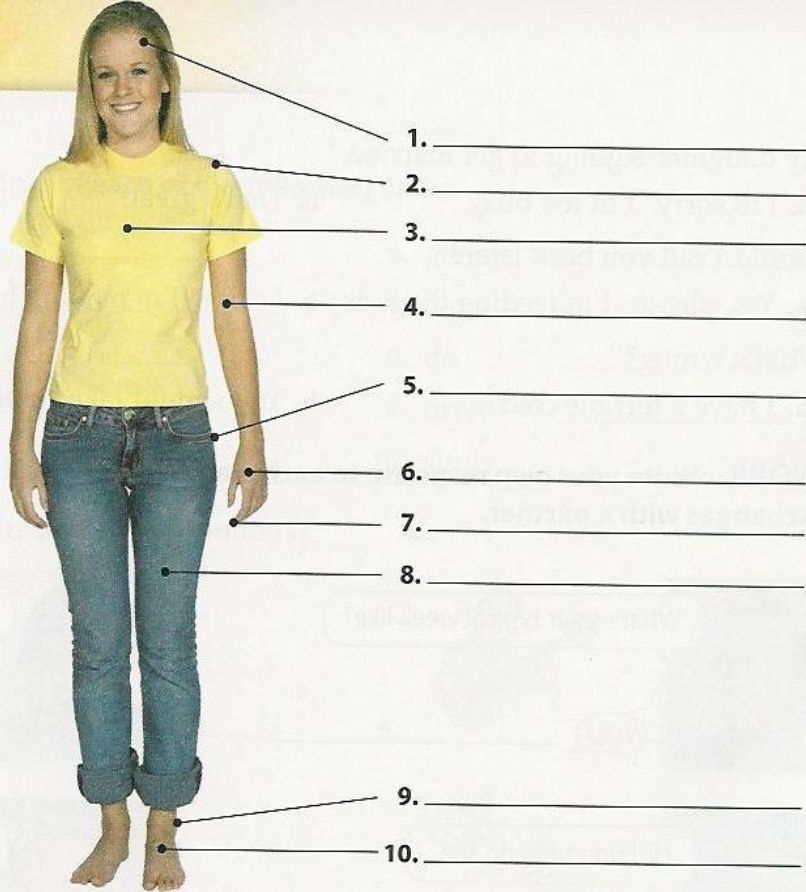
 **Ideas**

- Ask:
- When were you born?
 - Where were you born?
 - Where did you grow up?
 - What did you study? OR
 What are you studying now?



J Label the parts of the body.

- head
- finger
- chest
- ankle
- arm
- foot
- hip
- leg
- shoulder
- hand



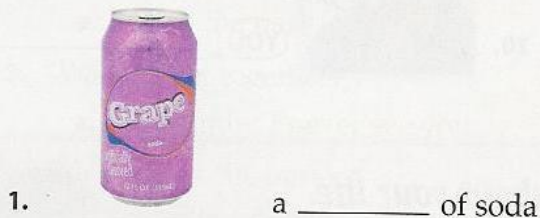
K Write statements and questions about the future. Use **be going to**.

1. This weekend / they / see a great movie This weekend they're going to see a great movie.
2. When / you / make the beds _____?
3. What / he / study _____?
4. I / have / four children _____.
5. you / take a vacation this summer _____?

L Underline the base form of the verb in the following sentences.

1. I can write English but I can't speak English.
2. Do you like coffee for breakfast?
3. What do you do?
4. I'm going to take a nap.
5. They can't go to the train station at 3:00.
6. You should see a doctor.
7. Could you please open the door?
8. He shouldn't go to work today.

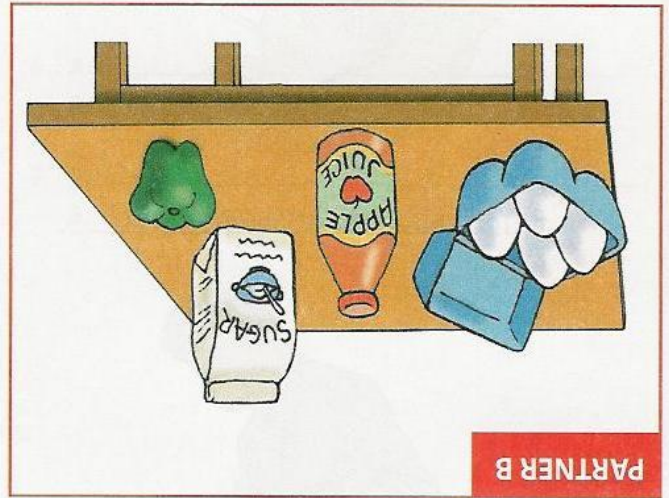
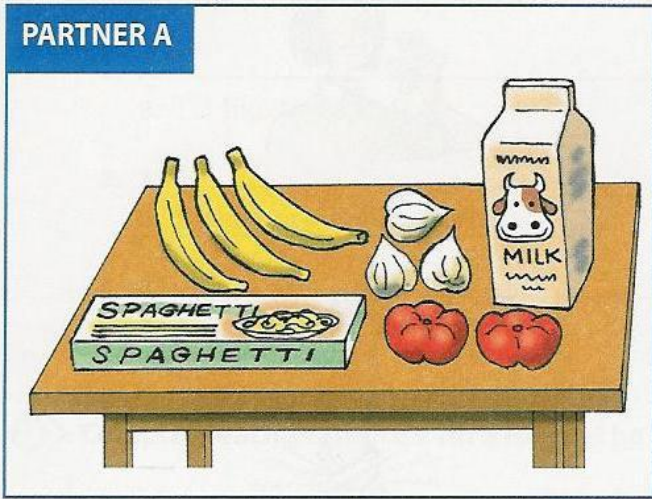
M Write the name of each container.



N **PAIR WORK.** Look at the pictures.
Ask your partner questions about his or her table.

“ Are there any apples on your table? ”

“ No, there aren't. ”



P Write the ingredients for a recipe you know.

Recipe: _____
 Ingredients: _____

P Complete each statement or question with the correct form of the verb.

- I never _____ a jacket.
wear / am wearing
- I _____ white shirts.
like / am liking
- Who _____ a suit today?
wears / is wearing
- How many sweaters do you _____ for your trip?
need / needing
- This afternoon we _____ shopping.
going / 're going

PAIR WORK • Exchange real information about your plans for the future.

Start like this: What would you like to do in the next year?

Ideas

- move
- graduate
- have children
- get married





Suggest a remedy for each person in the pictures. Use should or shouldn't.



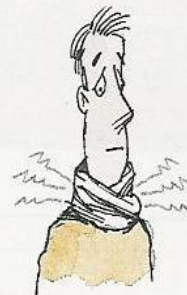
1. You should take something



4. _____



2. _____



5. _____



3. _____



6. _____



Check the statements or questions that are in the simple present tense.

- | | |
|--|--|
| <input checked="" type="checkbox"/> 1. I speak English well. | <input type="checkbox"/> 6. They went to Europe on their vacation. |
| <input type="checkbox"/> 2. Do you like bananas? | <input type="checkbox"/> 7. I'm going to get married today. |
| <input type="checkbox"/> 3. I was born in 1983. | <input type="checkbox"/> 8. What do you do? |
| <input type="checkbox"/> 4. Who does the dishes in your house? | <input type="checkbox"/> 9. What are you doing? |
| <input type="checkbox"/> 5. She had a bad cold. | <input type="checkbox"/> 10. Where were you this morning? |



LISTENING COMPREHENSION. Listen to the conversations. Check Past, Present, or Future. Then listen again to check your work.

| | Past | Present | Future |
|----|--------------------------|-------------------------------------|--------------------------|
| 1. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

T Write a question for each response.

1. A: *Would you like coffee or tea* _____? 5. A: _____?
B: Me? I'd like coffee, please. B: Me? I'm a morning person.
2. A: _____? 6. A: _____?
B: I'd like to go to Italy. B: I'm going to study German.
3. A: _____? 7. A: _____?
B: I was born in New York. B: I broke my arm!
4. A: _____?
B: Yes, I ski very well.

U Complete each sentence with a form of **be** or **have**.

1. My daughter _____ long, blonde hair.
2. My parents _____ both short.
3. Salma Hayek _____ beautiful.
4. What color eyes _____ your children _____?
5. I _____ not very tall and not very short.

V **GROUP WORK.** On a separate piece of paper, write a physical description of yourself. Mix papers with your classmates. Then, guess who wrote each description.

I am tall. I have straight, brown hair.

PAIR WORK • Exchange real information about a good or bad vacation.

Ideas

Ask:

- When did you go?
- Where did you go?
- What happened?



UNITS 8-14 CHECKPOINT

1 WHAT ABOUT YOU? Answer the questions.

1. How often should you brush your teeth?

2. Can you check e-mail on your cell phone?

3. Are you listening to music right now?

4. Can you cook fish well?

5. Are you going to go running if the weather is nice this weekend?

6. Would you like to go to the beach this summer?

7. Where did you go on your last vacation?

8. Where would you like to go on your next vacation?

9. What can't you do? Would you like to learn?

10. What should you study if you want to make a lot of money?

2 WEATHER REPORTS. Check yesterday's weather.

- cloudy sunny windy cold
 hot warm cool

Now write sentences.

1. What was the weather like yesterday?

2. What's the weather like today? Is it raining or snowing?

3**Read about Andrea Bocelli.**

He's an Italian opera singer, but people of all ages, young and old, listen to his music. He sings beautifully and is famous all over the world. He has dark, wavy hair and a beard. His name is Andrea Bocelli.

Bocelli was born on September 22, 1958 in Tuscany. He grew up on his family's farm. He started singing for family members when he was about three years old. When he was six, he



learned to play the piano. He can also play the flute and the saxophone. At the age of twelve, he had a soccer accident, and now he can't see. Bocelli graduated from the University of Pisa. He studied law, but he only worked for one year as a lawyer.

He started to study music. His teacher was the famous singer Franco Corelli. In the evenings, he sang in piano bars. During this time, he got married. He and his wife, Enrica, have two children, Amos and Matteo. In 1992, Luciano Pavarotti listened to a tape of Bocelli singing. This was good news for Bocelli's music career. Between 1994 and 2003, he made about 20 albums.

Bocelli lives in Monte Carlo. In the summer, he and his family live in Tuscany, where he grew up. Bocelli has a busy schedule. He studies music and practices singing for two hours or more every day. He travels a lot. He writes, too. He wrote a book about his life story, *The Music of Silence*. In his free time, he reads and cooks Italian food.

4**To write this article, a reporter interviewed Andrea Bocelli. Answer the reporter's questions for Bocelli.**

1. Reporter: Where were you born?

Bocelli: I was born in Tuscany

2. Reporter: And did you grow up there?

Bocelli: _____

3. Reporter: What did you study?

Bocelli: _____

4. Reporter: Can you play any musical instruments?

Bocelli: _____

5. Reporter: When did you learn to play the piano?

Bocelli: _____

6. Reporter: Tell me about your family.

Bocelli: _____

7. Reporter: Where do you live now?

Bocelli: _____

8. Reporter: What is your daily schedule like?

Bocelli: _____

5 Look again at the article in Exercise 3. Circle all 19 simple past tense verbs in the article. Write 10 of these verbs on the lines. Then write the base form of the 10 verbs.

- | | |
|---------------------------|-------------------|
| 1. <u>was</u> → <u>be</u> | 6. _____ → _____ |
| 2. _____ → _____ | 7. _____ → _____ |
| 3. _____ → _____ | 8. _____ → _____ |
| 4. _____ → _____ | 9. _____ → _____ |
| 5. _____ → _____ | 10. _____ → _____ |

OPTIONAL VOCABULARY BOOSTER ACTIVITIES

1 Check the weather where you live. Then write the season(s).

In what season(s)?

- | | |
|---|-------|
| 1. <input type="checkbox"/> thunderstorms | _____ |
| 2. <input type="checkbox"/> snowstorms | _____ |
| 3. <input type="checkbox"/> hurricanes | _____ |
| 4. <input type="checkbox"/> tornadoes | _____ |

2 Make a fruit or vegetable salad. Write the ingredients on the recipe card.

_____ Salad

Ingredients:

3 Check the activities you do. Then circle your three favorite activities.

- | | |
|---|--|
| <input type="checkbox"/> go rock climbing | <input type="checkbox"/> get a manicure |
| <input type="checkbox"/> go rollerblading | <input type="checkbox"/> go ice skating |
| <input type="checkbox"/> play golf | <input type="checkbox"/> go sailing |
| <input type="checkbox"/> go snorkeling | <input type="checkbox"/> go horseback riding |

How often do you do your three favorite activities?

1. _____
2. _____
3. _____

4 Circle the word or phrase that is different.

- | | | | |
|---------------|---------------|----------------|------------------|
| 1. grapefruit | peach | lemon | tangerine |
| 2. dust | play | mop the floor | vacuum the house |
| 3. go sailing | go snorkeling | go windsurfing | go rock climbing |
| 4. knuckle | knee | calf | thigh |
| 5. saxophone | flute | trumpet | drums |
| 6. biology | drama | medicine | chemistry |

5 You're going to go to a beach resort for five days. All activities are included. Look at the activities you can do.

Sunset Vacations

play volleyball on the beach
play golf
go bike riding
go horseback riding
go swimming
go snorkeling
go sailing

Do you want to be busy every minute or just relax on the beach? Look at all our great activities and make your plans.

go windsurfing
go fishing
go on a boat ride
go water skiing
exercise
get a manicure
go shopping

And don't worry about the weather. It's always beautiful. Have a wonderful vacation!

take a taxi to a nearby town
have dinner on your balcony
go on a dinner cruise
go for a walk on the beach
go dancing
take a nap or sleep late
relax or do nothing!

Complete the chart. Plan your morning, afternoon, and evening activities for each day.

| | Morning | Afternoon | Evening |
|-----------|---------|-----------|---------|
| Saturday | | | |
| Sunday | | | |
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |

Now answer these questions about your plans.

1. What are you going to do on Saturday morning? _____
2. What are you going to do on Tuesday afternoon? _____
3. What are you doing on Wednesday evening? _____
4. Are you going to go snorkeling? When? _____
5. Are you going to go windsurfing? When? _____

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 |
| u | 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 | t | butter, bottle | | |
| ɔɪ | boy | tʃ | button | | |
| ɪr | here, near | | | | |
| ɛr | chair | | | | |
| ɑr | guitar, are | | | | |
| ɔr | door, chore | | | | |
| ʊr | tour | | | | |

UNIT 12

🎧 More parts of the body



- 1. knuckle
- 2. wrist



- 3. calf
- 4. thigh
- 5. elbow

UNIT 13

🎧 More musical instruments



1. a cello



2. a piano



3. a tuba



4. a trumpet



5. a trombone



6. a flute



7. a clarinet



8. a recorder



9. a guitar



10. a saxophone



11. a xylophone



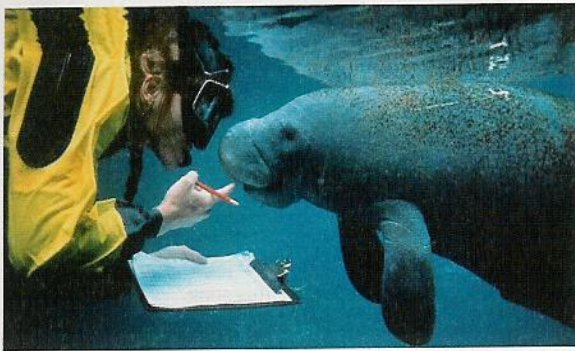
12. an accordion



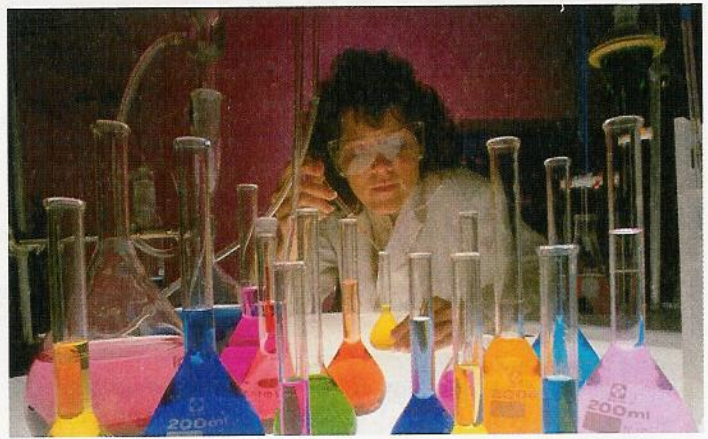
13. drums

UNIT 14

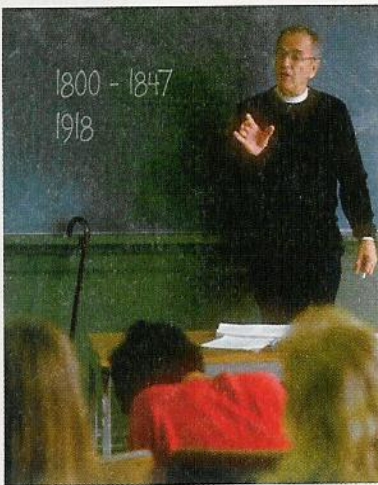
More academic subjects



1. biology



2. chemistry



3. history



4. fine art

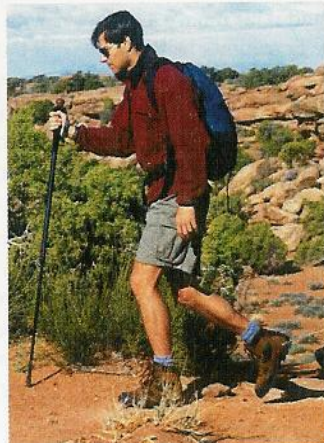


5. drama

More free-time activities



1. go skiing



2. go hiking



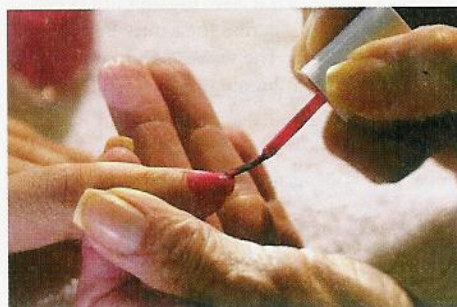
3. play



4. garden



5. go on a cruise



6. get a manicure



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)