



الجمهورية اليمنية
وزارة التعليم العالي والبحث العلمي
جامعة الأندلس للعلوم والتقنية
كلية العلوم الإدارية

ENGLISH (101)

2019-2020

Mr:

Ahmed Yassin

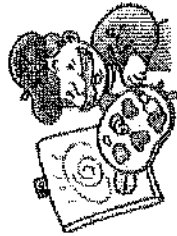
مع تحيات مركز الدراسات للخدمات الطلابية بجامعة الأندلس

3 Nouns

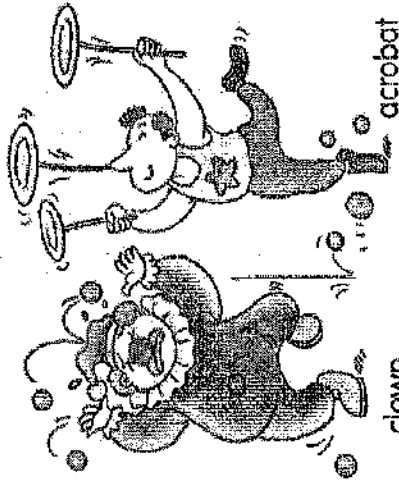
Common Nouns

Nouns are divided into **common nouns** and **proper nouns**. **Common nouns** are words for people, animals, places, or things.

These are words for people. They are common nouns.



artist



clown

acrobat

Word File

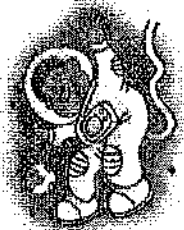
Here are more words for people:

- actor
- lawyer
- aunt
- judge
- baby
- man
- baker
- nurse
- cook
- police officer
- dentist
- singer
- doctor
- soldier
- giant
- teacher



Another word for **astronaut** is **spaceman** or **spacewoman**.

astronaut



These are words for animals. They are common nouns.

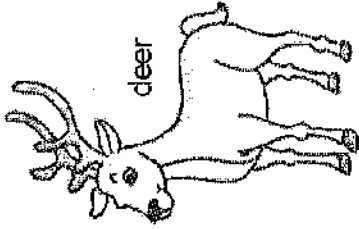
eagle



zebra

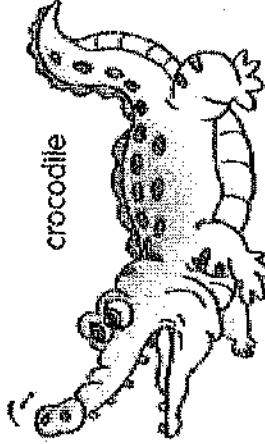


deer

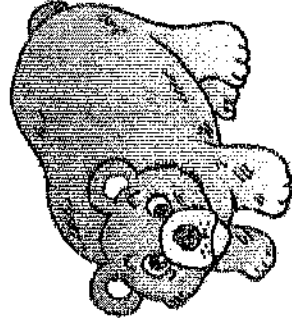


bird

crocodile



bear

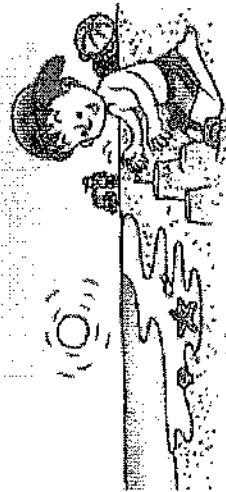


Word File

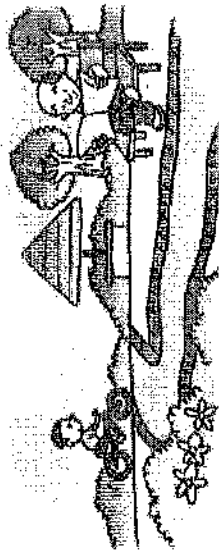
Here are more words for animals:

- cat
- goose
- cow
- hen
- dog
- horse
- dolphin
- mouse
- duck
- parrot
- fish
- stark
- goat
- whale

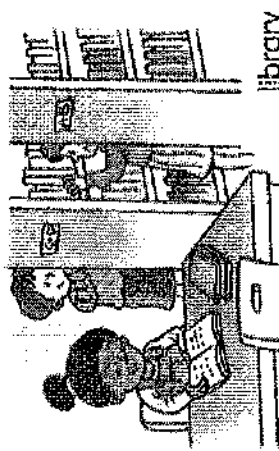
These are words for places. They are common nouns.



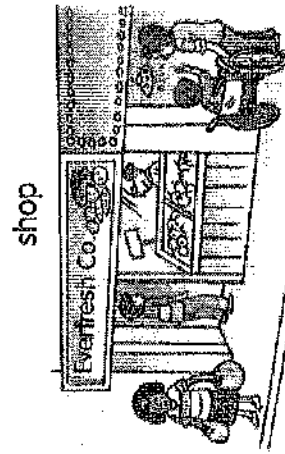
beach



park



library



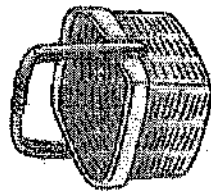
shop

Word File

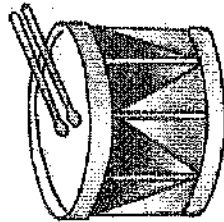
Here are more words for places:

- airport
- cave
- church
- farm
- hill
- hospital
- hotel
- house
- island
- mall
- market
- mountain
- playground
- restaurant
- school
- seashore
- stadium
- supermarket
- temple
- zoo

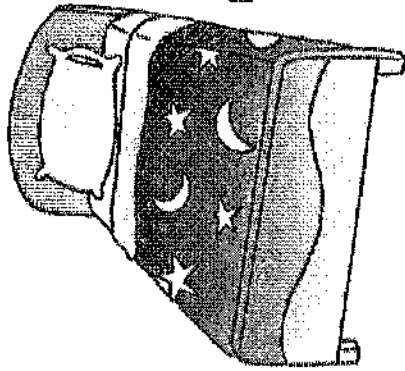
These are words for things. They are common nouns.



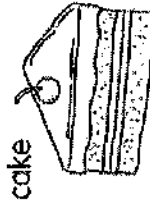
basket



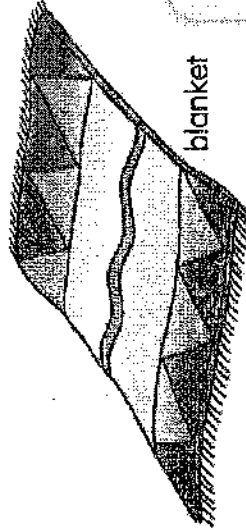
drum



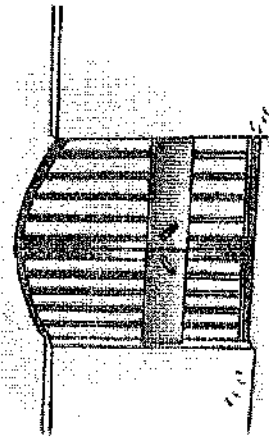
bed



cake



blanket



gate

Word File

Here are more words for things:

- bag
- box
- bread
- can
- chair
- coat
- cup
- desk
- door
- egg
- kite
- ladder
- lamp
- picture
- radio
- television
- train
- truck
- watch
- window

Exercise 1

Underline the common nouns in these sentences.

- 1 There's a little bird in the garden.
- 2 Who is your teacher?
- 3 Don't eat that rotten apple.
- 4 Kate has a lovely doll.
- 5 I like reading stories.
- 6 My father is a doctor.
- 7 Every child has a dictionary.
- 8 Rudy hates bananas.
- 9 The phone is ringing.
- 10 Here's a book for you.

Exercise 2

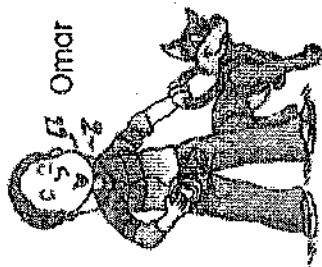
Here's a mixed bag of words. Put each word under its correct heading.

swimmer	snail	fire engine	clown
letters	flag	river	barber
mountain	fox	hotel	parrot
granny	taxi	gardener	camel

People	Animals	Places	Things
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Proper Nouns

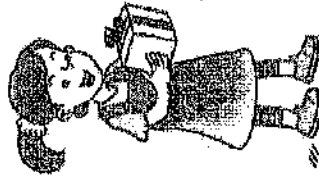
Proper nouns are names for particular people, places or things. They always begin with a capital letter.



Omar



Beethoven



Lisa

Word File

Here are some more names

of people:

- All Baba
- Florence Nightingale
- Derek Jeter
- Pauline
- Johnny Depp
- Patrick
- Harry Potter
- Pinocchio
- Robin Hood

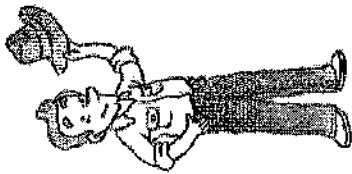
Santa Claus



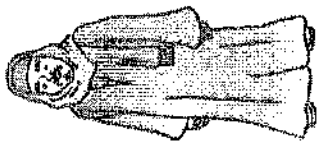
Do you know?
Your own name and the names of your friends are proper nouns too.

Kim Lee

The names of countries and their people are also proper nouns.



American



Egyptian



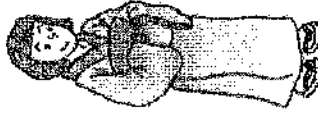
Indian



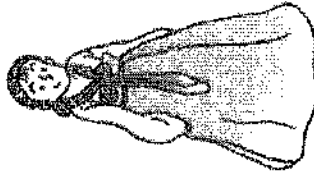
Italian



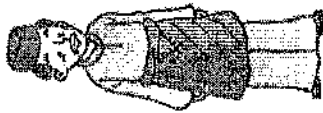
Thai



Japanese



Korean



Malay



Filipino



Pakistani

Country

America

Egypt

India

Italy

Japan

People

Americans

Egyptians

Indians

Italians

the Japanese

Country

Korea

Malaysia

Pakistan

France

Thailand

People

Koreans

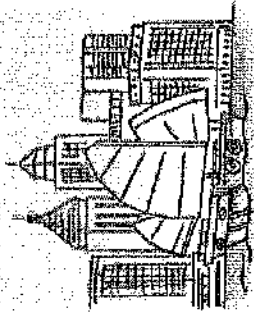
Malaysians

Pakistanis

the French

Thais

The names of towns, cities, buildings and landmarks are proper nouns.



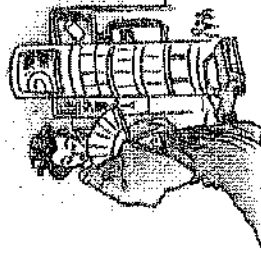
Hong Kong



Egypt



the Great Wall of China



Tokyo



the Statue of Liberty



Sydney

Bangkok

London

New York

Paris

Beijing

New Delhi

Denver

Central Park

the Eiffel Tower

Big Ben

the Grand Canyon

the Leaning Tower of Pisa

Brooklyn Bridge

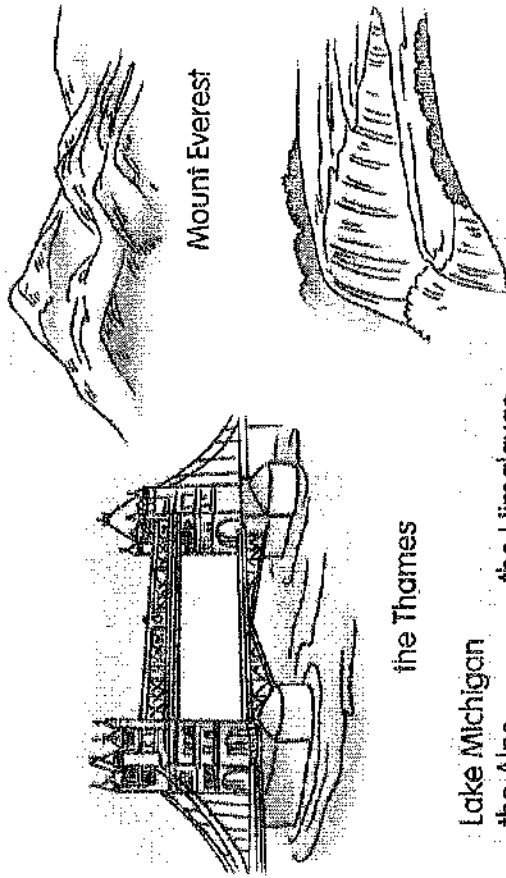
Pike's Peak

The days of the week and months of the year are proper nouns.

Days	March 1 Sunday	March 2 Monday	March 3 Tuesday	March 4 Wednesday	March 5 Thursday	March 6 Friday	March 7 Saturday
Sunday	January	February	March	April	May	June	July
Monday	August	September	October	November	December		
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							

January is the first month of the year.
Sunday is the first day of the week.
 A table that shows the months, week-days

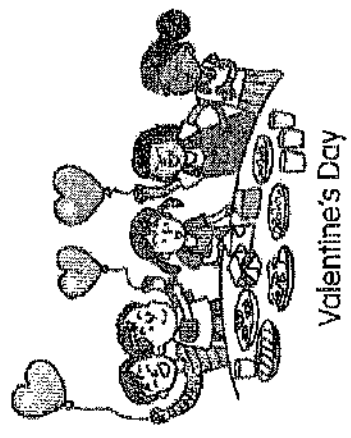
The names of mountains, seas, rivers and lakes are proper nouns.



the Thames
 Lake Michigan
 the Alps
 the Dead Sea
 Mount Fuji
 Mount Everest
 the Himalayas
 the Pacific Ocean
 the Yellow River
 Niagara Falls

Did you know?
 You often use **the** before names of oceans, rivers, seas and ranges of mountains.
Mount means **mountain**.
 It is often used in the names of mountains.
 For example: Mount Everest
 Mount St. Helens
 The written short form for **Mount** is **Mt.**
 For example: Mt. Everest, Mt. Fuji

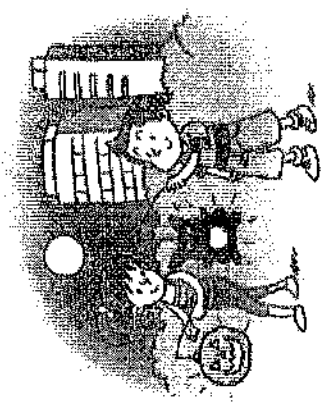
The names of festivals, some special events and holidays are proper nouns, too.



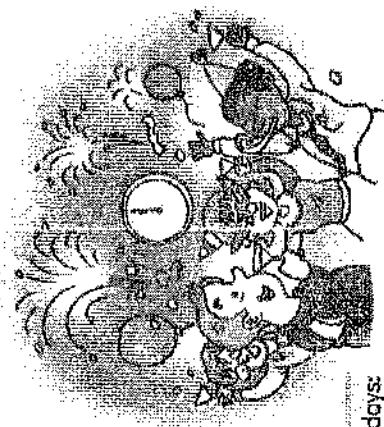
Valentine's Day



Father's Day



Halloween



New Year's Day

Word File
 Here are more names of festivals and holidays:

Christmas	Mother's Day
Memorial Day	April Fool's Day
Labor Day	Thanksgiving Day
Independence Day	St. Patrick's Day

Exercise 1
 Underline the proper nouns in the following sentences.

- 1 July is often the hottest month in summer.
- 2 One day Ali Baba saw the forty thieves hiding in a cave.
- 3 Shawn and Ashley are going to the beach for a swim.
- 4 Mr. Lee is reading a book.
- 5 "I am your fairy godmother," said the old woman to Cinderella.
- 6 Uncle Mike is a lawyer.
- 7 Next Tuesday is a public holiday.
- 8 Many children enjoyed the movie Lion King.

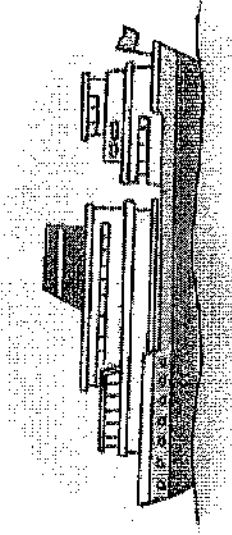
Exercise 2
 Look at the words in the box. Which ones are common nouns and which ones are proper nouns? Put each word under its correct heading.

Lisa	bank	President Hotel	United Bank
January	beach	White Sand Beach	hotel
doctor	month	Dr. Wang	girl

Common Nouns	Proper Nouns
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

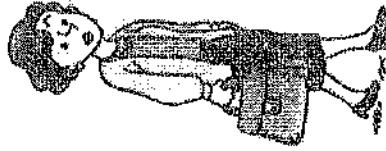
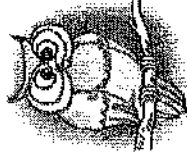
Singular Nouns

Nouns can be **singular** or **plural**. When you are talking about one person, animal, place, or thing, use a singular noun.



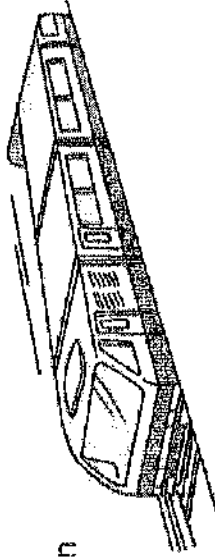
a ship

an owl



a woman

a train



a flower

Word File

These are also singular nouns:

- an airplane
- a bicycle
- a boy
- a bus
- a comb
- a girl
- a key
- a letter
- a map
- a photograph
- a refrigerator
- a slide
- a swing
- a van

Exercise 3

Write **C** for common or **P** for proper on the blank before each noun.

- 1 _____ the White House
- 2 _____ the green dress
- 3 _____ the tall building
- 4 _____ the Empire State Building
- 5 _____ the Yellow River
- 6 _____ the muddy river
- 7 _____ the governor
- 8 _____ Governor Parker
- 9 _____ the Oregon Trail
- 10 _____ the winding trail

Exercise 4

Underline the nouns that should be capitalized. Circle the nouns that should **not** be capitalized.

- 1 Robert Louis Stevenson wrote treasure island.
- 2 The Capital of Illinois is Springfield.
- 3 My Friends and I prefer Glittergums toothpaste.
- 4 Their family visited Yellowstone national Park.
- 5 Juan and maria attend Kennedy Middle school.
- 6 We had a Surprise Party for aunt Helen.
- 7 Spring and Fall are my favorite Seasons.
- 8 The Manager scolded his lazy Employees.

- ▶ Use **a** or **an** before singular nouns.
- Use **an** before words beginning with **vowels** (a, e, i, o, u). For example, say:

an axe **an** igloo
an egg **an** orange
an envelope **an** umbrella
an ice cream **an** uncle

- ▶ But some words don't follow this rule. For example, use **a** (not **an**) before these words that begin with **u**:

a uniform **a** university

- ▶ Use **a** before words beginning with the other letters of the alphabet, called **consonants**.

For example, say:

a basket **a** rainbow
a bowl **a** monster
a car **a** pillow
a hill **a** watch
a house **a** zoo

- ▶ But some words don't follow this rule. For example, use **an** (not **a**) before these words that begin with **h**:

an heir
an honor
an hour

Plural Nouns

When you are talking about two or more people, animals, places, or things, use plural nouns. Most nouns are made plural by adding **-s** at the end.



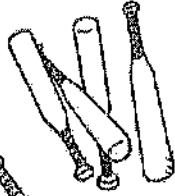
star



stars



bat



bats



mug



mugs



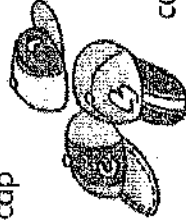
fan



fans



cap

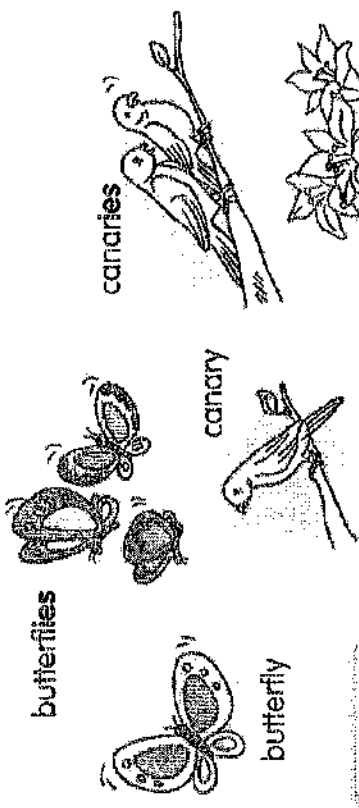


caps

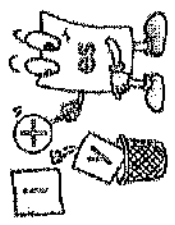
Word File

Singular	Plural
bird	birds
broom	brooms
camel	camels
desk	desks
doll	dolls
egg	eggs
flower	flowers
fork	forks
game	games
lamb	lambs
nest	nests
pen	pens
photo	photos
shirt	shirts
spoon	spoons

Some plural nouns end in **-ies**.

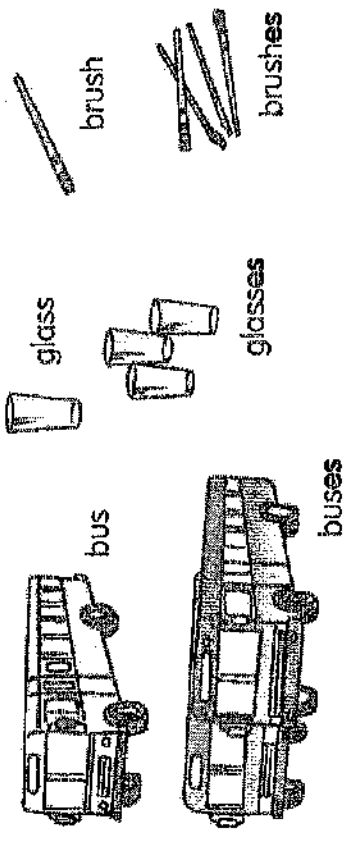


Word File	
Singular	Plural
baby	babies
cherry	cherries
diary	diaries
dictionary	dictionaries
fairy	fairies
family	families
fly	flies
lady	ladies
library	libraries
puppy	puppies
story	stories
strawberry	strawberries

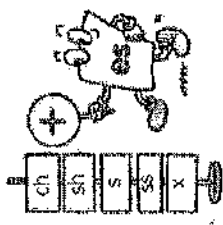


Nouns like these are made plural by changing **y to i**, and adding **-es**.

Some plural nouns end in **-es**.



Word File	
Singular	Plural
beach	beaches
branch	branches
box	boxes
bush	bushes
church	churches
dish	dishes
dress	dresses
sandwich	sandwiches
witch	witches

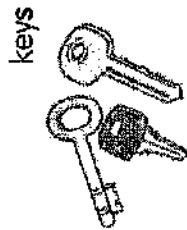


When the last letters of singular nouns are **ch, sh, s, ss** or **x**, you usually add **-es** to form the plural.

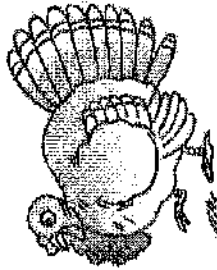
What if there is a vowel before the *y*?
In that case, add *-s* to form the plural.



key



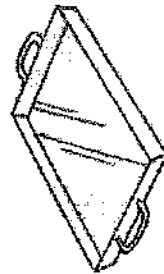
keys



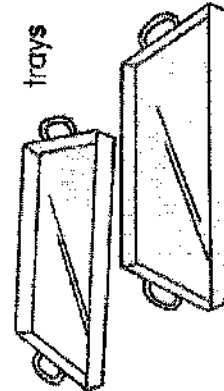
turkey



turkeys



tray



trays

Word File

Singular	Plural
chimney	chimneys
cowboy	cowboys
day	days
donkey	donkeys
jersey	jerseys
kidney	kidneys
monkey	monkeys
toy	toys
trolley	trolleys
valley	valleys

If a noun ends in *-f*, you often change *f* to *v*, and add *-es*.

Singular	Plural	Singular	Plural
calf	calves	loaf	loaves
elf	elves	shelf	shelves
half	halves	thief	thieves
leaf	leaves	wolf	wolves



Often nouns that end in *-f*, just need *-s* to form the plural.

Singular	Plural	Singular	Plural
chef	chefs	handkerchief	handkerchiefs
chief	chiefs	roof	roofs
cliff	cliffs	sheriff	sheriffs

For some words that end in *-f*, the plural can be spelled in two different ways.

Singular	Plural
dwarf	dwarfs or dwarves
hoof	hoofs or hooves
scarf	scarfs or scarves

With some words that end in *-fe*, you change *f* to *v*, and add *-s*.

Singular	Plural
knife	knives
life	lives
wife	wives



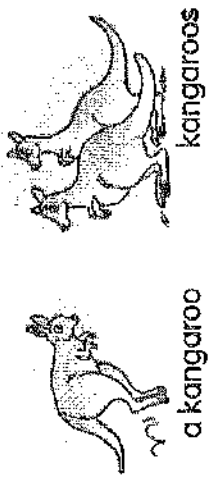
But you only add *-s* to *giraffe* to form the plural.

If a noun ends in **-o**, you just add **-s** to form the plural.



a rhino

rhinos

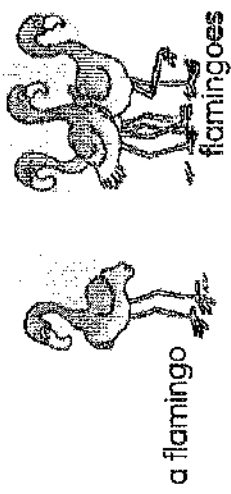


a kangaroo

kangaroos

Word File	
Singular	hippo
Plural	hippos
Singular	a video
Plural	videos
Singular	a zoo
Plural	zoos

But with some nouns that end in **-o**, you add **-es** to form the plural.



a flamingo

flamingoes

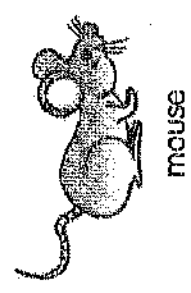
Word File	
Singular	a tomato
Plural	tomatoes
Singular	a potato
Plural	potatoes
Singular	a hero
Plural	heroes



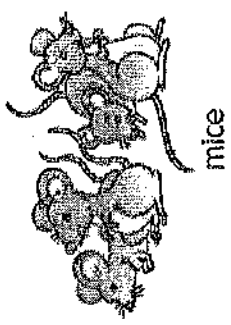
With some nouns that end in **-o**, you can add either **-s** or **-es** to form the plural.

Singular	Plural
a mango	mangos
a mosquito	mosquitoes
a zero	zeros
a buffalo	buffaloes
	buffalos

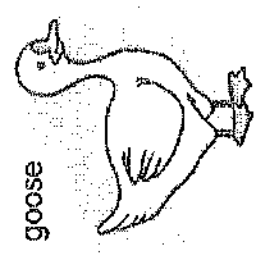
Some plural nouns don't follow the **-s** rule. They don't end in **-s**, **-es**, **-ies** or **-ves**. Instead, the word changes form.



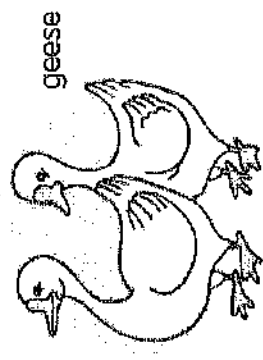
mouse



mice



goose

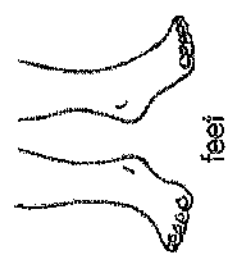


geese

Word File	
Singular	child
Plural	children
Singular	man
Plural	men
Singular	ox
Plural	oxen
Singular	tooth
Plural	teeth
Singular	woman
Plural	women



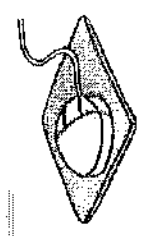
foot



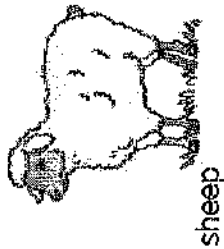
feet



The plural of the **mouse** that you use with your computer is either **mice** or **mouses**.



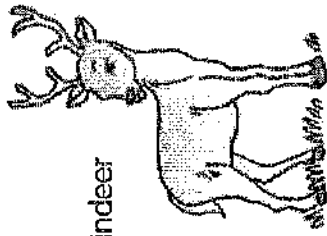
Some plural nouns are the same as the singular noun.



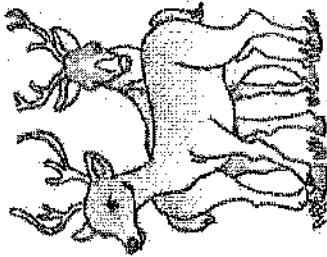
sheep



sheep



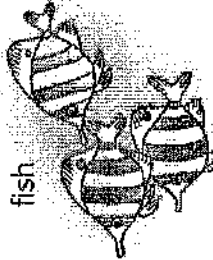
reindeer



reindeer



fish



fish

Word File	
Singular	Plural
bison	bison
deer	deer



You can use **fishes** as the plural of **fish** when you are talking about different kinds of fish: all the **fishes** of the Pacific Ocean.



Some nouns are always plural.

binoculars



goggles



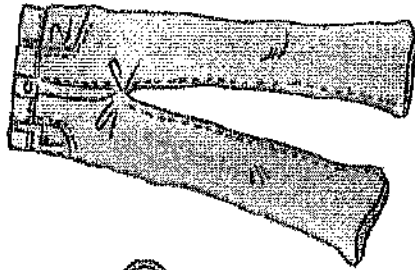
Word File

pants	scissors
pajamas	sneakers
shorts	slippers
trousers	stockings
sandals	

pliers



jeans



Another word for **spectacles** is **glasses**.



spectacles



You can make these plural nouns singular by using a **pair of**:

- a pair of binoculars
- a pair of spectacles
- a pair of goggles
- a pair of jeans
- a pair of shorts
- a pair of pliers



a pair of shoes

Exercise 1

Look at the words below. Do you know which ones are *singular* and which are *plural*? Put a checkmark (✓) in the correct box.

	Singular	Plural
word	<input type="checkbox"/>	<input type="checkbox"/>
pencils	<input type="checkbox"/>	<input type="checkbox"/>
books	<input type="checkbox"/>	<input type="checkbox"/>
fan	<input type="checkbox"/>	<input type="checkbox"/>
hat	<input type="checkbox"/>	<input type="checkbox"/>
children	<input type="checkbox"/>	<input type="checkbox"/>
kites	<input type="checkbox"/>	<input type="checkbox"/>
people	<input type="checkbox"/>	<input type="checkbox"/>
crab	<input type="checkbox"/>	<input type="checkbox"/>
foxes	<input type="checkbox"/>	<input type="checkbox"/>

Exercise 2

Do you add *-s* or *-es* to these singular nouns to make them plural? Write your answers on the lines.

	Singular	Plural
1	desk	_____
2	class	_____
3	comb	_____
4	mug	_____
5	bus	_____
6	basket	_____
7	peach	_____
8	belt	_____
9	taxi	_____
10	box	_____

Exercise 3

Do you change *-y* to *-ies*, or just add *-s* to make these singular nouns plural? Write your answers.

	Singular	Plural
1	key	_____
2	city	_____
3	butterfly	_____
4	monkey	_____
5	fly	_____
6	toy	_____
7	baby	_____
8	party	_____
9	chimney	_____
10	lady	_____

Exercise 4

All these singular nouns end with *-o*. Add either *-s* or *-es* as you write the plurals on the line.

	Singular	Plural
1	video	_____
2	piano	_____
3	mango	_____
4	kangaroo	_____
5	rhino	_____
6	radio	_____
7	hippo	_____
8	zoo	_____
9	zero	_____
10	photo	_____

4 Pronouns

A **pronoun** is a word that takes the place of a common noun or a proper noun. There are different kinds of pronouns.

Personal Pronouns

The words **I, you, he, she, it, we and they** are called **personal pronouns**. They take the place of nouns and are used as the **subject** of the verb in a sentence.

My name is **David**. I am the youngest in the family.

This is **my father**. **He** is a teacher.

This is **my mother**. **She** is a lawyer.

I have a **brother** and **two sisters**.

They are Peter, Sharon and Jenny.

I have a **dog**. It is called Lucky.

Lucky, you are a good dog.

Good morning, **children**! You may sit down now.

My family and I live in a big city. **We** have an apartment.



The **subject** of a sentence is the person, animal, place or thing that does the action shown by the verb.

The words **me, you, him, her, it, us** and **them** are also personal pronouns. They also take the place of nouns. These pronouns are used as the **object** of the verb in a sentence.

I am standing on my head. Look at me.

My mother is kind. Everybody likes her.

Lisa, I told you to tidy your bed!

Sharon and Jenny! Dad is waiting for you!

Lucky and I are playing in the park. Dad is watching us.

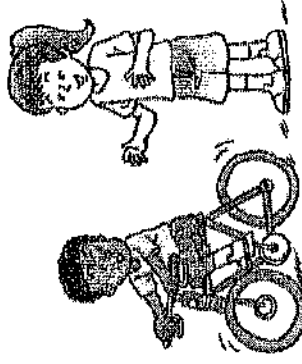
You must not play with **the knife**. Give it to me.

Pick up **your toys** and put **them** away.



Baby birds cannot fly.

Mother bird has to feed **them**.



Tom likes riding **my bicycle**.

I sometimes lend it to **him**.



The **object** of a sentence is the person, animal, place or thing that receives the action shown by the verb.

There are three groups of pronouns: **first person**, **second person** and **third person**.

The **person speaking** is called the **first person**. The first-person pronouns are **I** or **me** (in the singular) and **we** or **us** (in the plural).

The **person spoken to** is called the **second person**. The second-person pronoun is **you** (in both singular and plural).

The **person (or animal, or thing) spoken about** is called the **third person**. The third-person pronouns are **he** or **him**, **she** or **her**, and **it** (in the singular), and **they** or **them** (in the plural).

The word **I** is always spelled with a capital letter. The pronoun **he** is used for men and boys, **she** for women and girls, and **it** for things and animals. Here is a table to help you.

	Subject	Object
First person singular	I	me
Second person singular	you	you
Third person singular	he	him
	she	her
	it	it
First person plural	we	us
Second person plural	you	you
Third person plural	they	them

Reflexive Pronouns

The words **myself**, **yourself**, **himself**, **herself**, **itself**, **ourselves**, **yourselves** and **themselves** are called **reflexive pronouns**.

They refer to the person or animal that is the subject of the verb.

I made this cake **myself**.

Be careful with the knife. **You'll** cut **yourself**.

Michael is looking at **himself** in the mirror.

Susan has hurt **herself**.

Our **cat** washes **itself** after each meal.

We organized the party **all by ourselves**.

Come in, **children**, and find **yourselves** a seat.

Baby birds are too young to look after **themselves**.



Here is a table to remind you about reflexive pronouns.

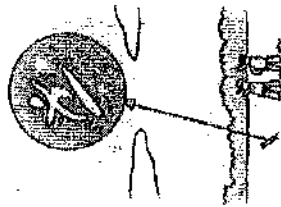
	Singular	Plural
First person	(I, me) myself	(we, us) ourselves
Second person	(you) yourself	(you) yourselves
Third person	(he, him) himself	(they, them) themselves
	(she, her) herself	(they, them) themselves
	(it) itself	(they, them) themselves

10

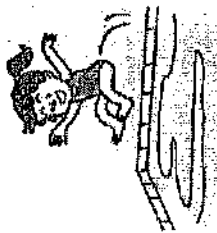
Prepositions

A **preposition** is a word that connects one thing with another, showing how they are related.

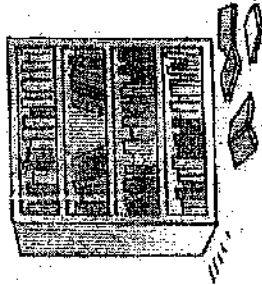
Some prepositions tell you about **position** or **place**.



There's a big balloon **in** the sky.



Jane is jumping **into** the pool.



The books fell **off** the shelf.

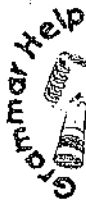
Dad always keeps his wallet **in** the drawer.

There is a long mirror **on** the wall.

The school is **near** the park.

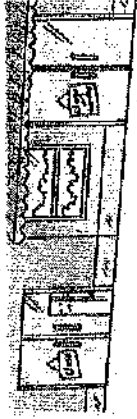
There is an old castle **on** the hill.

The horse jumped **over** the hurdle.

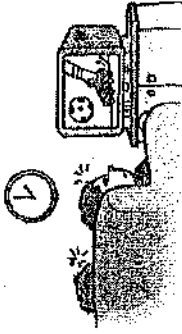


A **preposition** is usually followed by a noun or pronoun.

Some prepositions are used to talk about **time**.



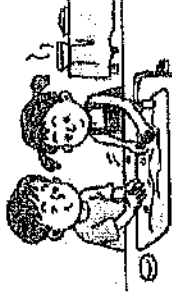
Many shops close **on** Sundays.



We watched the World Cup game **until** 2:00 A.M.



The trees lose their leaves **during** winter.



We always wash our hands **before** meals.

We get up **in** the morning.

We go to bed **at** night.

It's always hot **in** summer.

The movie starts **at** two **in** the afternoon.

Autumn begins **in** September.

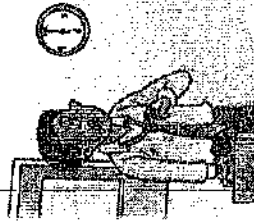
They were married **in** 1990.

Joe arrived **after** me.

It has not rained **at** all **for** two weeks.

Breakfast is served **at** seven o'clock.

Kevin and Joe have been in the same class **since** first grade.



Dad gets home **about** six **in** the evening.

Exercise 1

Underline the prepositions in the following sentences.

- 1 The man fell off the ladder.
- 2 We have dinner at 7:30 P.M.
- 3 Tom was born on a Friday.
- 4 There are seven days in a week.
- 5 Sue is running after her dog.
- 6 Several people are waiting at the bus stop.
- 7 I received a letter from Sara yesterday.
- 8 Why are you still in bed?

Exercise 2

Fill in the blanks with the correct prepositions from the box.

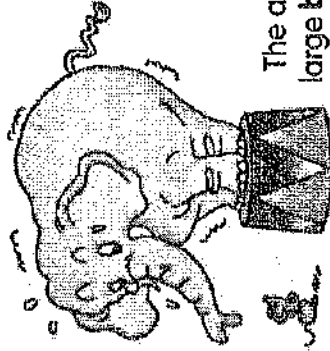
near	by	on	at	between
in	around	into	up	behind

- 1 The bus arrived _____ 8:30 A.M.
- 2 The children are swimming _____ the pool.
- 3 There's a picture _____ the wall.
- 4 There is a fence _____ the house.
- 5 Granny is sitting _____ fire.
- 6 Harold is hiding _____ the chair.
- 7 Jack climbed _____ the beanstalk.
- 8 We divided the candy _____ us.
- 9 I dived _____ the river.
- 10 Don't go too _____ the edge.

11

Conjunctions

A conjunction is a linking word such as **and**, **or**, **but**.
Conjunctions are used to connect words or sentences.



The animal is large **but** timid.



Is this a sheep **or** a goat?



a cat **and** its kittens

a builder **and** his tools

a doctor **and** a nurse

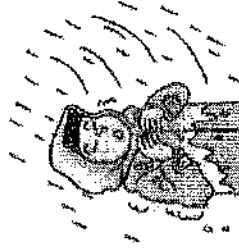
slow **but** steady

sweet **or** sour?

a male **or** a female?

A horse, a zebra **or** a donkey?

Pauli has a dog, a parrot **and** a cat.



It's cold, wet **and** windy today.



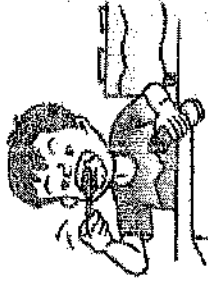
Remember! **He** %

A conjunction may link two or more than two words or sentences.

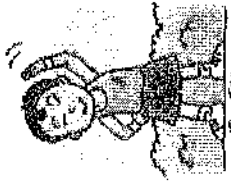
The words **before, after, as, when, while, until, since,** are also conjunctions. They tell when something happens, so they are called **conjunctions of time.**



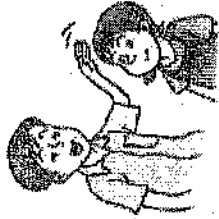
Maggie could play the piano **before** she was five.



I always brush my teeth **after** I've had my breakfast.



After he began exercising regularly, Jerry became healthier.



You have grown taller **since** I saw you last.

Look both ways **before** you cross the street.

Joe listened to music **while** he was doing his homework.

Miss Lee was smiling **as** she walked into the class.

Wait here **until** I come back.

Don't leave **until** you've finished your work.

Tan saw an accident **while** he was walking home.

Take all your belongings with you **when** you leave the plane.

Joe first met his wife **when** he was studying in London.

Tom and Joe have been friends **since** childhood.

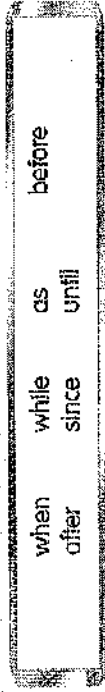
Exercise 1

Complete these sentences with **and, but or or.**

- I asked for some bread _____ butter.
- Mr. _____ Mrs. Chen have three children.
- Maggie is a good singer _____ a poor dancer.
- We wish you a Merry Christmas _____ a Happy New Year.
- Is their new baby a boy _____ a girl?
- The dictionary has 1000 words _____ 200 drawings.
- Sue is taller than Nat _____ shorter than Mike.
- Are you going by train _____ by bus?

Exercise 2

Choose the correct conjunctions of time from the box to complete these sentences.



- Jack always brushes his teeth _____ he has eaten a meal.
- It started to rain _____ the children were playing in the garden.
- Let's go home _____ it gets dark.
- Give this letter to Anne _____ you see her.
- She has known Jack _____ he was a child.
- The party began at 8:00 P.M. and lasted _____ midnight.
- Alice looked unhappy _____ she walked in.

Discuss Plans

THURSDAY

1. this morning
2. this afternoon
3. this evening
4. tonight

VOCABULARY. Time expressions.
Listen and practice.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

5. today 6. tomorrow 7. the day after tomorrow

GRAMMAR. The present continuous: continuing activities and future plans

Use the present continuous for actions that continue in the present.
I'm studying English this year. I'm working at home this week.

Use the present continuous for future plans.
They're cleaning the house on Friday, not today. Janet's meeting Bill at 5:00.

Read Beth Rand's date book for this week.

<p>February</p> <p>24 Monday do the laundry work at home from 3:00 to 6:00</p> <p>25 Tuesday work at home 1:00 - 5:00 P.M. English class 7:00 - 9:00 P.M.</p> <p>26 Wednesday work at the office call Mom 10:30 A.M. meet Laura at the mall 5:00</p>	<p>February - March</p> <p>Thursday 27 art class 2:45, 56 Claremont Dr. make dinner for James</p> <p>Friday 28 work office 9:00-12:00 8:30 P.M. surprise birthday party for Dan! Anne's house drive Elaine to party</p> <p>Saturday 1 9:00 exercise in park with Roberta (if the weather's good) 7:00 concert with Scott</p> <p>Sunday 2 study for the English test clean apartment 7:30 eat downtown with Mom and Dad</p>
--	---

Now complete each statement with the present continuous. Use the affirmative and negative.

1. On Monday, Beth is doing the laundry and working at home from 3:00 to 6:00.
2. On Tuesday, she _____ from 1:00 to 5:00.
3. The next day, Wednesday, she _____ Laura at the mall.
4. Thursday afternoon, she _____ at 2:45.
5. Later that day, she _____ for James.

CARDINAL AND ORDINAL NUMBERS CHART

A Cardinal Number is a number that says **how many** of something there are, such as one, two, three, four, five.

An Ordinal Number is a number that tells the **position** of something in a list, such as 1st, 2nd, 3rd, 4th, 5th etc.

21	Twenty one	21st	Twenty-first	Cardinal	Ordinal
22	Twenty two	22nd	Twenty-second	1 One	1st First
23	Twenty three	23rd	Twenty-third	2 Two	2nd Second
24	Twenty four	24th	Twenty-fourth	3 Three	3rd Third
25	Twenty five	25th	Twenty-fifth	4 Four	4th Fourth
...	...	...	...	5 Five	5th Fifth
30	Thirty	30th	Thirtieth	6 Six	6th Sixth
31	Thirty one	31st	Thirty-first	7 Seven	7th Seventh
...	...	...	...	8 Eight	8th Eighth
40	Forty	40th	Fortieth	9 Nine	9th Ninth
50	Fifty	50th	Fiftieth	10 Ten	10th Tenth
60	Sixty	60th	Sixtieth	11 Eleven	11th Eleventh
70	Seventy	70th	Seventieth	12 Twelve	12th Twelfth
80	Eighty	80th	Eightieth	13 Thirteen	13th Thirteenth
90	Ninety	90th	Ninetieth	14 Fourteen	14th Fourteenth
100	One hundred	100th	Hundredth	15 Fifteen	15th Fifteenth
...	...	...	...	16 Sixteen	16th Sixteenth
1000	One thousand	1000th	Thousandth	17 Seventeen	17th Seventeenth
...	...	...	...	18 Eighteen	18th Eighteenth
				19 Nineteen	19th Nineteenth
				20 Twenty	20th Twentieth

Here's how you introduce yourself in English.

1) Hello, It's nice to meet you.

Hello and Nice to meet you in English are must-know phrases. And any introduction will probably will start with these words.

Remember these.

2) My name is _____.

This is simple. Just take the phrase above and add your name.

- My name is + (your name)
- My name is Juan.
- My name is Ali.

3) I am from _____.

So, where are you from? America? Europe? Africa? Asia? Just stick the name of your country inside this phrase. This means – what country where you born in?

- I'm from Pakistan.
- I'm from China.

4) I live in _____.

What about now – where do you live now? Just fill in the blank with the country or city (if famous) into this phrase.

- I live in Taiwan.
- I live in Japan.

Where do you live?

5) I am ____ years old.

Here's how to say how old you are in English. Just place your age number inside that's it.

- I am 15 years old.

6) I am _____.

What about your position? Are you a student? Yoga teacher? Lawyer for the potato industry? Potato salesman? Super important question that people like to ask.

Just say **“I + am + a + (job).**

- I am a student.
- I am a doctor.
- I am a programmer.

7) **One of my hobbies is _____.**

Now, let's move onto personal interests – hobbies! My hobbies are languages and using the internet. How about you? Here are some examples:

- One of my hobbies is learning English.
- One of my hobbies is going out with friends.
- One of my hobbies is watching movies.
- One of my hobbies is cooking.

❖ **Here are some examples of things you can say about yourself:**

My name's ...

I'm from ... / I live in ...

I was born in ...

I'm ... years old.

I like ... because ...

I don't like ... because ...

In my free time / After university, I ...

My best friends are ... because ...

*My favourite (college subject, actor, pop group, sport) is ...
because ...*

I have ... brothers and sisters.

In the future, I'd like to ... because ..

❖ **Here are some of the most common questions used when asking for personal information:**

What's your name?

Where are you from?

What's your surname / family name?

What's your first name?

Where do you live?

What's your address?

What's your telephone number?

What's your email address?

*How old are you?
When / Where were you born?
Are you married?
What is your marital status?
What do you do? / What's your Job?*

Here's a short dialogue giving an example of personal questions.

• Alex: Can I ask you a few personal questions?

Peter: Certainly.

• Alex: What's your name?

Peter: Peter Asilov.

• Alex: What's your address?

Peter: I live at 45 NW 75th Avenue, Phoenix, Arizona.

• Alex: What's your telephone number?

Peter: 409-498-2091

• Alex: What's your email address?

Peter: Peterasi at mailgate.com

• Alex: When were you born? What's your DOB?

Peter: I was born on July 5, 1987.

• Alex: Are you married?

Peter: Yes, I am.

• Alex: What's your profession?

Peter: I'm an electrician.

• Alex: Thank you.

Peter: You're welcome.

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

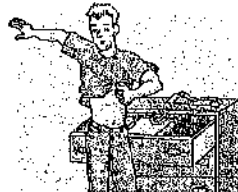
Activities

1 Describe Your Daily Activities

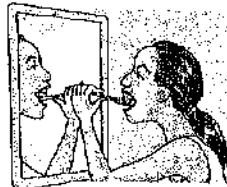
A VOCABULARY. Daily activities at home. Listen and practice.



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



MEALS

breakfast
lunch
dinner

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/

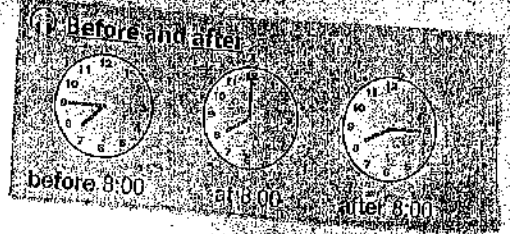
2. /z/

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.



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: _____.

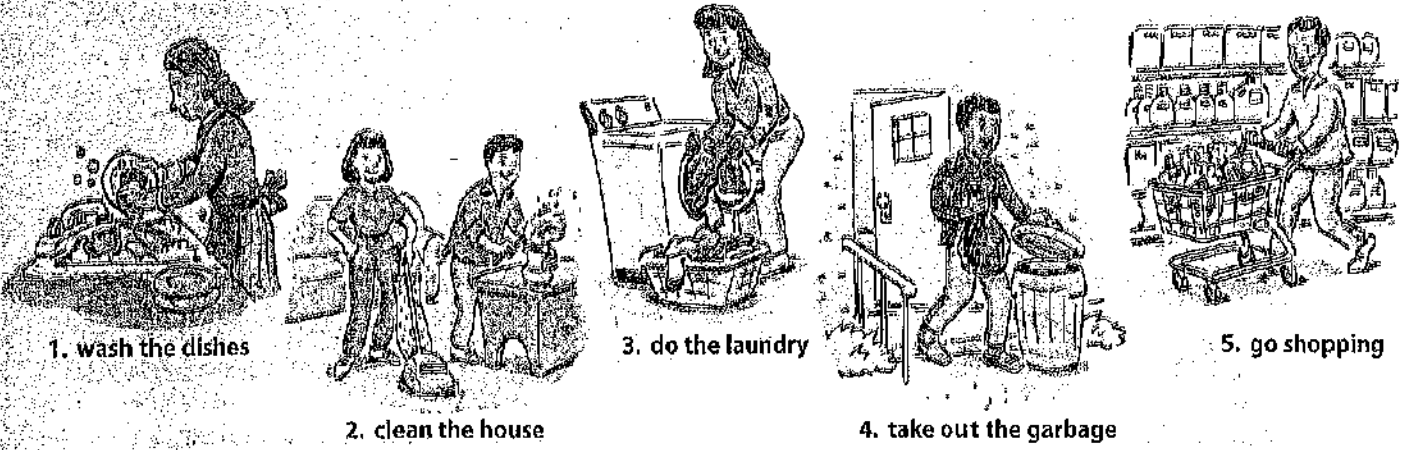
Continue the conversation about other daily activities.



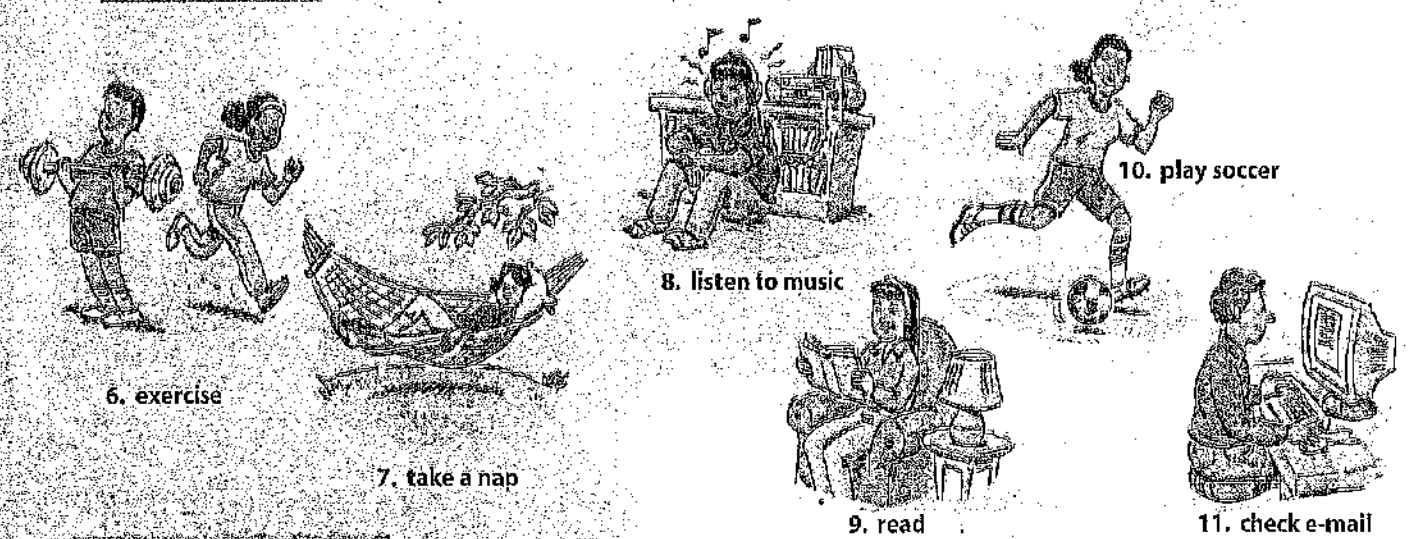
Describe Your Schedule

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.

- Marie _____.
 - cleans the apartment
 - washes the dishes
- Paul _____.
 - takes out the garbage
 - washes the dishes
- Sue's brother _____.
 - takes out the garbage
 - does the laundry
- Jen's husband _____.
 - washes the dishes
 - 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.

He goes shopping on Saturdays.

M	T	W	T	F	S	S
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Other time expressions

once a week

twice a week

three times a week

M	T	W	T	F	S	S
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

100%	↑	always	I always take the bus to work.
		usually	Do you usually take the train to work?
		sometimes	He sometimes exercises in the morning.
0%	↓	never	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 checked="" type="checkbox"/>
drives	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
takes the bus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
takes the train	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 go 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.

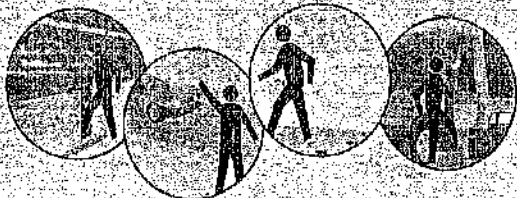
A: Hi, _____. Long time no see.

B: Hi, _____.

A: Do you always _____?

B: No, I usually _____.

A: No wonder I never see you!



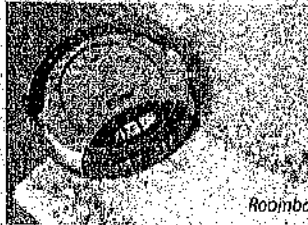
TOP NOTCH ACTIVITIES

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



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

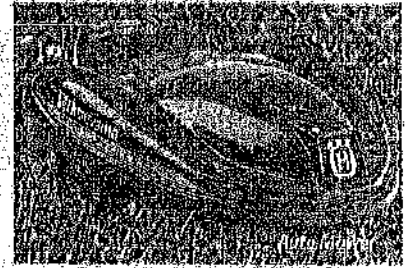
"Excellent! This is such a great idea!"

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.



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."

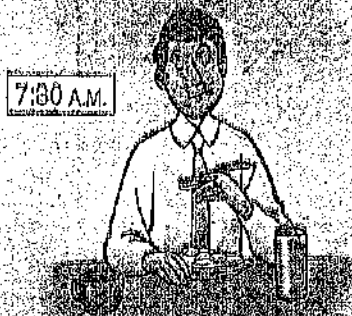
TOP NOTCH SONG
"On the Weekend"
Lyrics on last book page.

TOP NOTCH WEBSITE
For Unit 8 online activities, visit the Top Notch Companion Website at www.longman.com/topnotch.

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



Typical Weekend



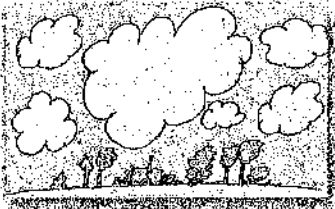
- ✓ Now I can...
- describe my daily activities.
 - describe my schedule.
 - talk about how often I do things.

- 1 Describe today's weather
- 2 Ask about people's activities
- 3 Discuss plans

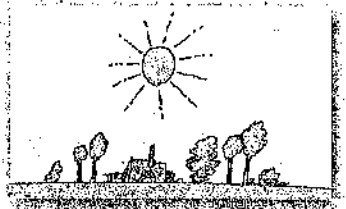
Weather and Ongoing Activities

Describe Today's Weather

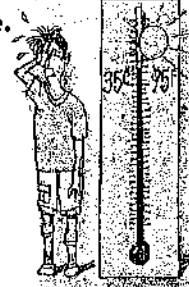
A VOCABULARY. What's the weather like? Listen and practice.



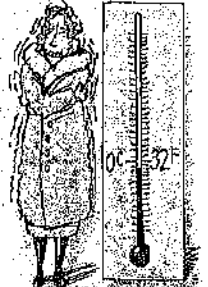
1. It's cloudy.



2. It's sunny.



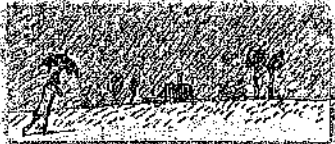
6. It's hot.



7. It's cold.



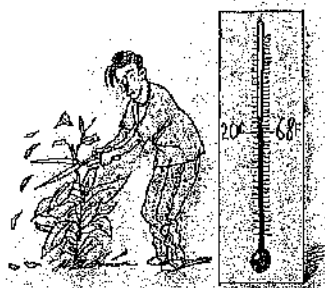
3. It's windy.



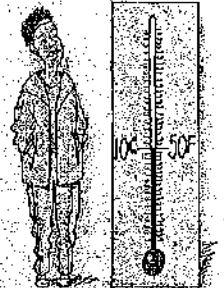
4. It's raining.



5. It's snowing.



8. It's warm.

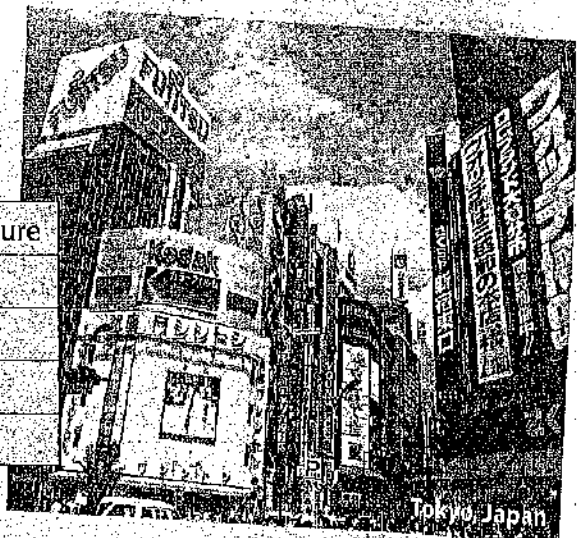


9. It's cool.

VOCABULARY BOOSTER See page V6 for more.

B LISTENING COMPREHENSION. Listen. Check today's weather in each of the cities. Then listen again. Write today's temperature.

	Hot	Warm	Cool	Cold	Temperature
Tokyo	<input checked="" type="checkbox"/>				37°
London			<input checked="" type="checkbox"/>		18°
Mexico City		<input checked="" type="checkbox"/>			28°
Santiago				<input checked="" type="checkbox"/>	7°



Tokyo, Japan

C PAIR WORK. Describe the weather in your city today.

D GRAMMAR. The present continuous: affirmative and negative statements

The present continuous expresses actions in progress now. Use a form of **be** and a present participle.

Affirmative statements

It's raining.

She's exercising today.

They're wearing sweaters.

Negative statements

It's not snowing.

She's not studying.

They're not wearing jackets.

Present participles
 wear → wearing
 study → studying
 exercise → exercising



E GRAMMAR. The present continuous: yes / no questions

Are you reading right now?	Yes, I am.	No, I'm not.
Is he washing the dishes?	Yes, he is.	No, he's not. [No, he isn't.]
Is it raining?	Yes, it is.	No, it's not. [No, it isn't.]
Are they eating?	Yes, they are.	No, they're not. [No, they aren't.]

F Complete the conversations with the present continuous.

1. A: Are they cleaning the house?
they / clean
 B: No, they _____. They _____ to music. listen
2. A: _____ right now?
you / work
 B: No, we _____. We _____ TV. watch
3. A: _____ English?
she / study
 B: No, she _____. She _____ her e-mail. check
4. A: _____ the laundry?
Mr. and Mrs. Reed / do
 B: No, they _____. They _____ the dishes. wash

CONVERSATION • Describe today's weather.

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

Paul: Hi, Manny. I'm calling from San Francisco. How's the weather in Lima?
 Manny: Today? Awful. It's 18 degrees and raining.
 Paul: No kidding. It's hot and sunny here!

3. **PAIR WORK.** Choose two cities. Then role-play a conversation. Use the guide, or create a new conversation.

A: Hi, _____ I'm calling from _____
 How's the weather in _____?
 B: Today? _____
 A: No kidding. It's _____ here!

2. **Rhythm and intonation practice**



Ideas

Find the weather report in the newspaper. Or log onto www.weather.com.



Ask about People's Activities

LESSON

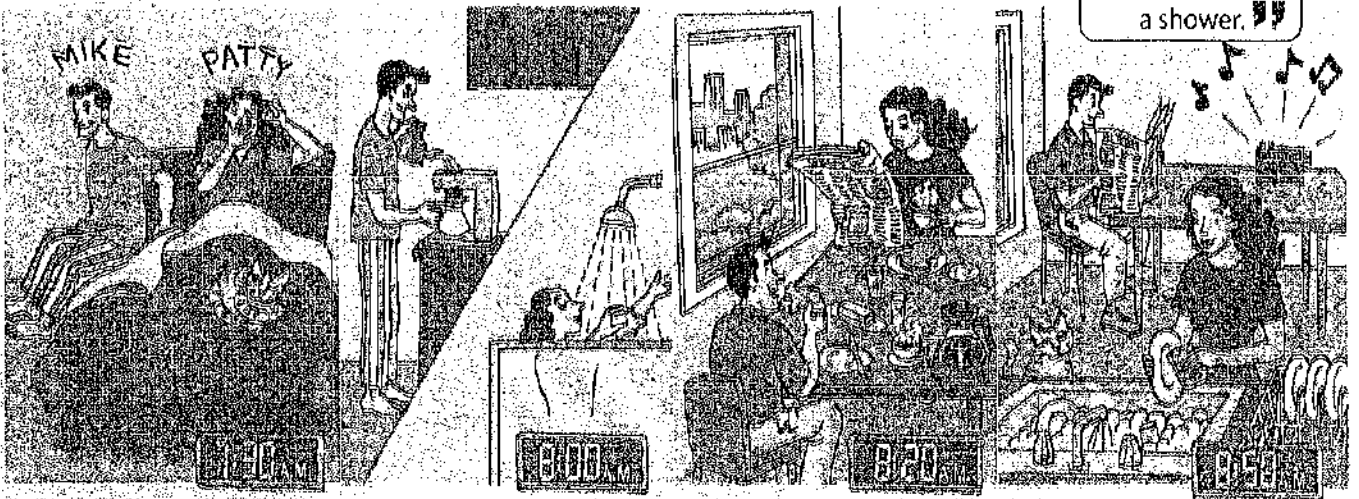
A GRAMMAR. The present continuous: information questions

Who's driving? Sarah is.
 What are you doing? Watching TV.
 Where are Tim and Jack going? They're going out for dinner.

B PAIR WORK. Ask your partner questions about Mike and Patty. Use the present continuous.

It's 8:00. What's Patty doing?

She's taking a shower.



C PRONUNCIATION. Rising and falling intonation of questions. Use rising intonation for yes / no questions. Use falling intonation for information questions. Listen and practice.

Yes / no questions	Information questions
1. Are you reading?	What are you reading?
2. Is she driving?	Where is she driving?
3. Are they watching TV?	Who's watching TV?
4. Is your family here?	Where's your family?
5. Is there a pharmacy near here?	Where is there a pharmacy?

D CHARADES. One team mimes an activity. The other team asks questions. Use the activities from the box.

- | | | |
|-------------------|---------------|------------------|
| get up | get dressed | brush your teeth |
| comb your hair | take a shower | wash the dishes |
| drive | read | check e-mail |
| exercise | watch TV | listen to music |
| talk on the phone | go to bed | eat breakfast |



GRAMMAR. The present participle: spelling rules

talk → talking	make → making
read → reading	take → taking
watch → watching	come → coming

But remember: shop → shopping get → getting

Write the present participles.

- | | | |
|----------------|---------------|-----------------|
| 1. read _____ | 3. wash _____ | 5. drive _____ |
| 2. write _____ | 4. go _____ | 6. get up _____ |

LISTENING COMPREHENSION. Listen. Complete each statement in the present continuous.

- | | |
|--|--|
| 1. She's <u>watching TV</u> with her father. | 4. He's <u>making</u> ^{lunch} for the kids. |
| 2. He's <u>doing the laundry</u> | 5. They're <u>going</u> to the museum. |
| 3. She's <u>meeting</u> her mother. | |

CONVERSATION • Make a polite phone call.

1. MODEL. Read and listen.

Jan: Hello?

Laura: Hi, Jan. This is Laura. What are you doing?

Jan: I'm feeding the kids.

Laura: Should I call you back later?

Jan: Yes, thanks. Talk to you later. Bye.

Laura: Bye.

2. Rhythm and intonation practice

3. PAIR WORK. Now role-play a call. Use the pictures and the guide, or create a new conversation.

A: Hello?

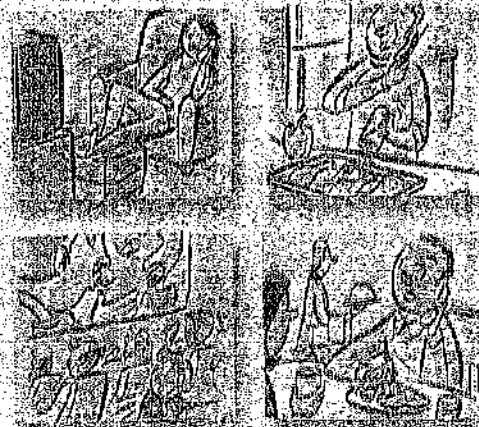
B: Hi, _____. This is _____. What are you doing?

A: I'm _____.

B: Should I call you back later?

A: Yes, thanks. Talk to you later. Bye.

B: _____.



6. On Friday, at 8:30, Beth _____ to Dan's party.
7. Beth _____ Elaine to the party.
8. On Saturday morning, Beth _____ in the park with Roberta.
9. In the evening, she _____ with Scott.
10. On Sunday, she _____ and _____.
11. On Sunday night, she _____ downtown with her parents.

CONVERSATION • Discuss plans.

1. MODEL. Read and listen.

Scott: So what are you doing this weekend?

Dan: I'm not sure. What about you?

Scott: Well, on Saturday, if the weather is good, I'm meeting Pam in the park.

Dan: Do you want to get together on Sunday? I'm not doing anything special.

Scott: Sure. Call me Sunday morning.

2. Rhythm and intonation practice

3. WHAT ABOUT YOU? Fill in the date book for this week. Write your activities and the times.

	Monday
	Tuesday
	Wednesday
	Thursday
	Friday
	Saturday
	Sunday



4. PAIR WORK. Now make plans with your partner. Use your date book. Use this guide, or create a new conversation.

A: So what are you doing _____?

B: _____ What about you?

A: Well, _____.

B: Do you want to get together _____?
I'm not doing anything special.

A: _____ Call me _____.

TOP NOTCH ACTIVITIES

A **READING.** Read and listen to the instant messages.

B Read the instant messages again. Check the statements that are true.

File Edit Insert People X

To: Coolgrl

Diana25: Hey, Emily: TGIF! What are you doing tonight?

Coolgrl: Nothing much. Washing my hair, watching TV, listening to music. The usual.

Diana25: That's crazy. Want to do something? The weather's great. We could eat in the park. They have some new picnic tables near the theater in the park.

Coolgrl: I like that idea. What time do you want to meet?

Diana25: Let's meet at 7, near the theater.

Coolgrl: See you then! Later!

Talk Info Send

1. It's Friday.
2. Emily's not planning anything special.
3. It's not raining.
4. They're meeting at 7:00.
5. They're going to a play in the park.
6. They're eating lunch in the park.

*T-G-I-F = Thank goodness it's Friday.

C **GROUP WORK.** Walk around the class. Make plans to meet three classmates.

🗣️ What are you doing on Saturday? 🗣️

🗣️ I'm not doing anything special.
Do you want to go to a movie? 🗣️

NEED HELP? Here's language you already know:

Events and places

a play a party
a movie a game
a concert a speech

at the [stadium]
on the corner of [First Street]
and [Main Street]
next to the [school]

Times and dates
on [Monday]
this weekend
in the evening
at [eight] o'clock

Questions

Would you like to go?
Do you want to get together?
Let's meet at [two thirty].

Weather expressions

It's [hot].
The weather is [beautiful].

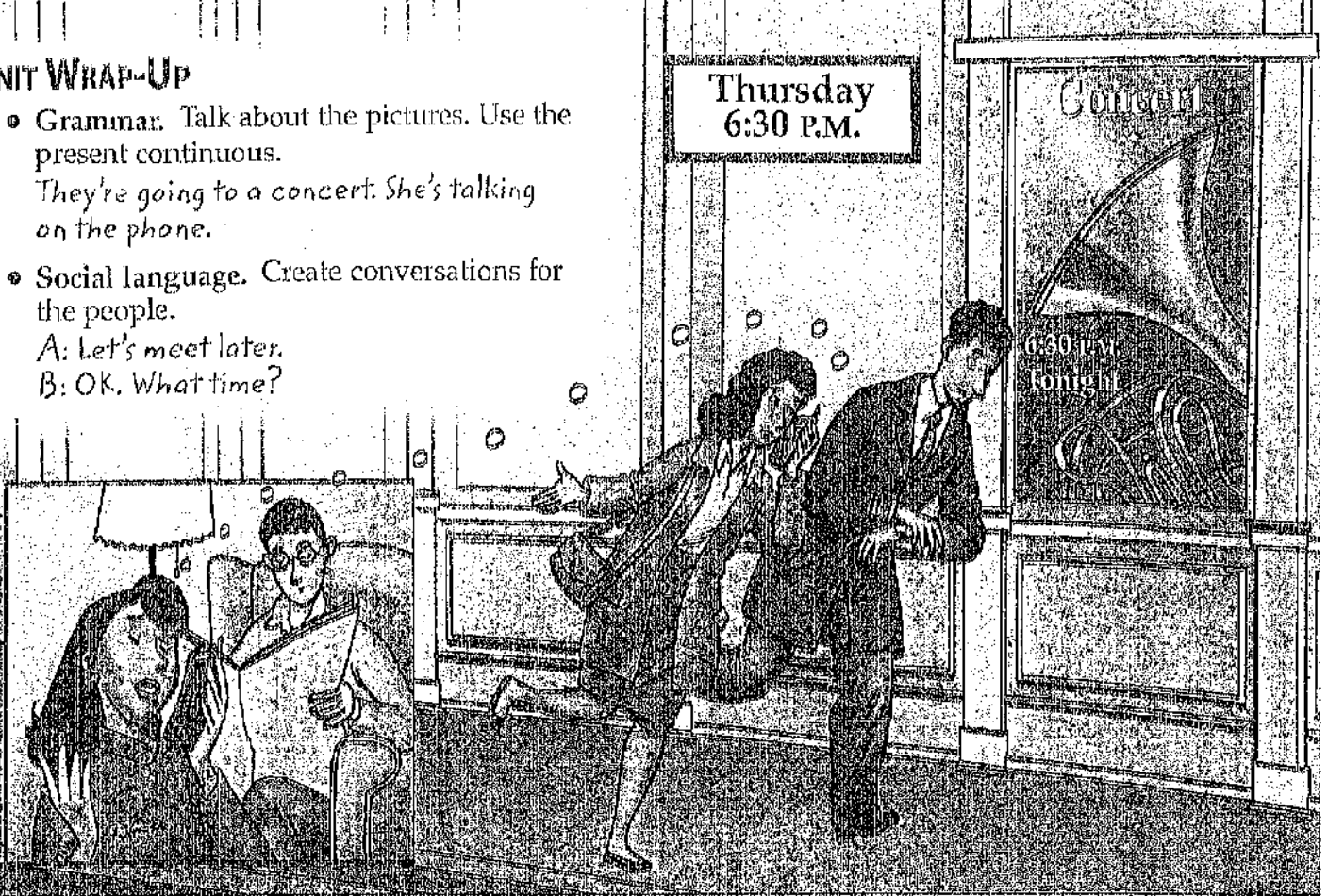
D **WRITING.** On a separate piece of paper, write your plans for the next three days.

TOP NOTCH WEBSITE

For Unit 9 online activities, visit the Top Notch Companion Website at www.longman.com/topnotch.

UNIT WRAP-UP

- **Grammar.** Talk about the pictures. Use the present continuous.
They're going to a concert. She's talking on the phone.
- **Social language.** Create conversations for the people.
A: Let's meet later.
B: OK. What time?



Saturday
9:00 A.M.



Now I can...

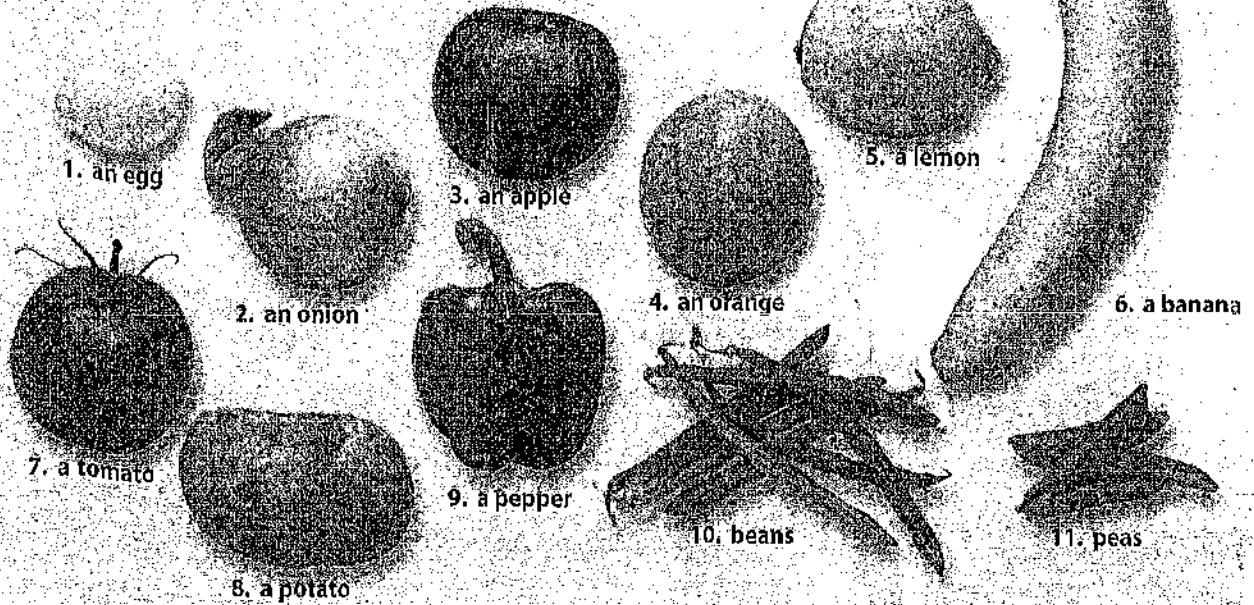
- describe today's weather.
- ask about people's activities.
- discuss plans.

Food

1. Get ingredients for a recipe
2. Offer and ask for foods at the table
3. Talk about present-time activities

Get Ingredients for a Recipe

VOCABULARY. Foods: count nouns. Listen and practice.



VOCABULARY BOOSTER See pages V6 and V7 for more.

LISTENING COMPREHENSION. Listen to the conversations. Check the foods from the vocabulary you hear in each conversation. Then listen again to check your work.

1. <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			
2.		<input checked="" type="checkbox"/>				
3.		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
4.			<input checked="" type="checkbox"/>			
5. <input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>

GRAMMAR. How many and Are there any

Use How many and Are there any with plural nouns.

How many tomatoes are there?

Two.

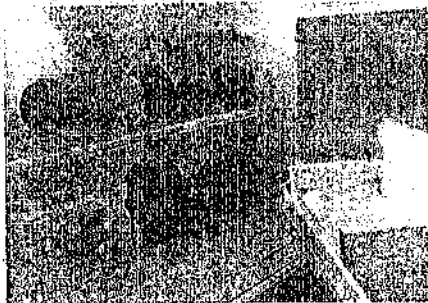
How many peppers are there in the fridge?

Four.

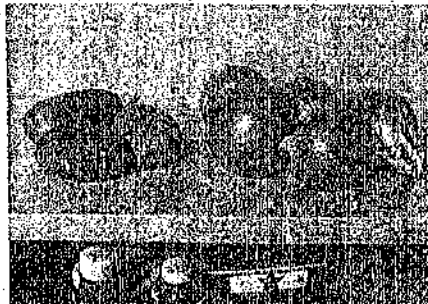
Are there any lemons in the fridge?

Yes, there are three. / No, there aren't [any].

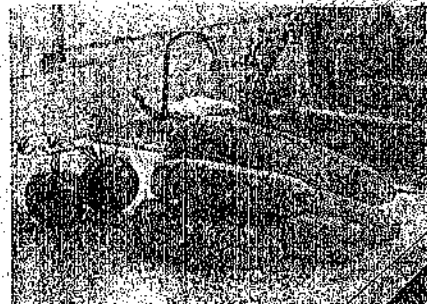
D VOCABULARY. Places to keep food in a kitchen. Listen and practice.



1. in the fridge (or in the refrigerator)



2. on the shelf



3. on the counter

E PAIR WORK. Ask your partner questions about the pictures in Exercise D. Use How many and Are there any. Answer your partner's questions.

Are there any beans in the fridge?

No, there aren't any.

CONVERSATION • Get ingredients for a recipe.

1. MODEL. Read and listen.

Wendy: How about some tomato potato soup?

Fred: Tomato potato? That sounds delicious! I love tomatoes and potatoes.

Wendy: Are there any potatoes on the shelf?

Fred: Yes, there are.

Wendy: And do we have any tomatoes?

Fred: I'll check.

2. Rhythm and intonation practice

3. PAIR WORK. Role-play a conversation. Use the recipes. Start like this:

A: How about some _____?

B: _____? That sounds delicious! I love _____.

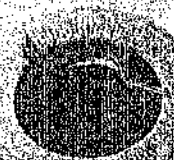
A: Are there any _____?

B: _____.

Continue in your own way ...

Tomato Potato Soup

Ingredients:
tomatoes
potatoes
onions



Fruit Salad

Ingredients:
apples
bananas
oranges



Green Bean Salad

Ingredients:
beans
peas
onions



Potato Pancakes

Ingredients:
potatoes
onions
eggs



Stuffed Peppers

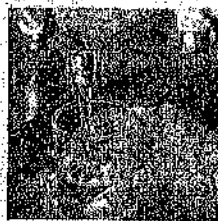
Ingredients:
peppers
potatoes
onions



Offer and Ask for Foods at the Table

A VOCABULARY. Drinks and foods: non-count nouns. Listen and practice.

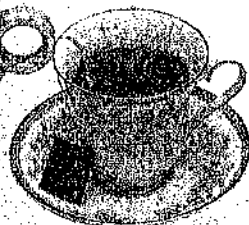
Drinks



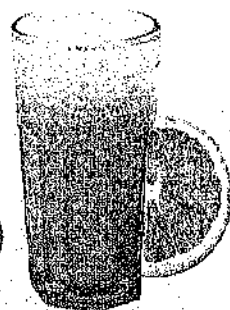
1. water



2. coffee



3. tea



4. juice

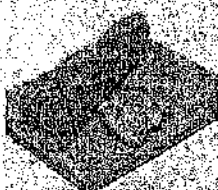


5. milk



6. soda

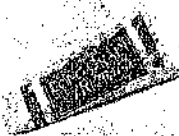
Foods



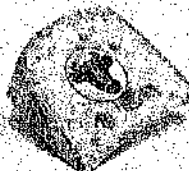
7. bread



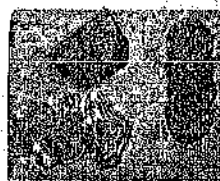
8. pasta



9. rice



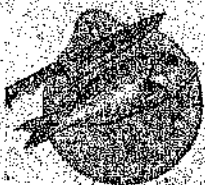
10. cheese



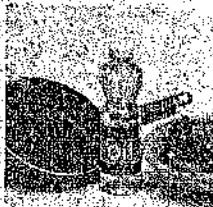
11. meat



12. chicken



13. fish



14. oil



15. butter



16. sugar



17. salt



18. pepper

B GRAMMAR. Non-count nouns

"Count nouns" name things you can count. They can be singular or plural.

I want an apple.

I like bananas.

We have three tomatoes.

"Non-count nouns" name things you can not count. They are not singular or plural.

I don't eat sugar. NOT a-sugar and NOT sugars

Be careful! Always use singular verbs with non-count nouns.

Rice is good for you. NOT Rice are good for you.

C Complete the chart with things you eat and drink. Use count and non-count nouns.

I eat
I don't eat
I drink
I don't drink

D GRAMMAR. How much and Is there any

Use How much and Is there any with non-count nouns.

How much sugar do you want?

Is there any milk in the fridge?

But remember: Use How many and Are there any with plural count nouns.

How many apples are there in the kitchen?

Are there any bananas?

E VOCABULARY. Containers and quantities.
Listen and practice.



1. a box of pasta



2. a loaf of bread



3. a bottle of juice



4. a can of soup



5. a bag of onions.

F Complete each question with How much or How many.

1. How many boxes of pasta are there in the kitchen?

2. _____ eggs are there in the fridge?

3. _____ rice is there on the shelf?

4. _____ bottles of juice are there on the shelf?

5. _____ sugar is in that coffee?

6. _____ cans of tomatoes do we have?

CONVERSATION • Offer and ask for foods at the table.

1. MODEL. Read and listen.

Linda: Would you like coffee or tea?

Nicole: I'd like coffee, please. Thanks.

Linda: And would you like sugar?

Nicole: No, thanks.

Linda: Please pass the butter.

Nicole: Sure. Here you go.

2. Rhythm and intonation practice

3. PAIR WORK. Role-play a conversation at the table. Use the guide, or create a new conversation.

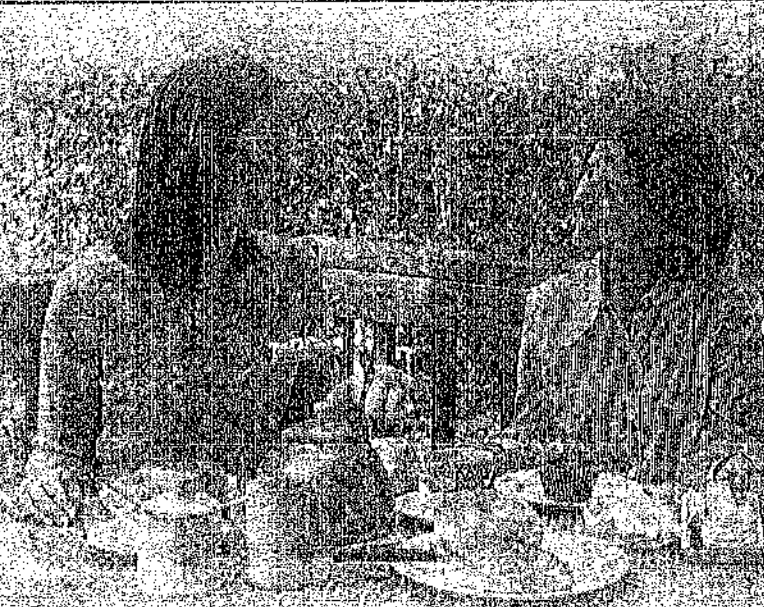
A: Would you like _____ or _____?

B: I'd like _____, please. _____.

A: And would you like _____?

B: _____.

Continue in your own way ...



Talk about Present-time Activities

A GRAMMAR. The present continuous and the simple present tense

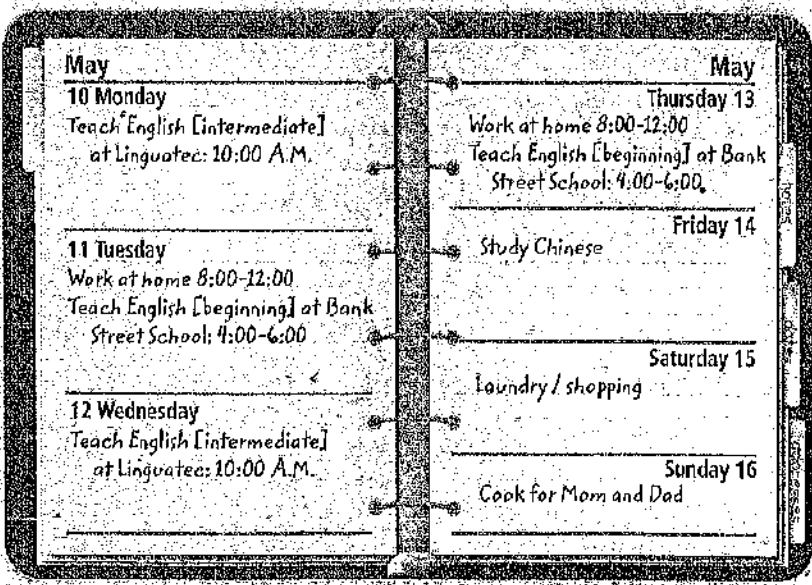
Use the present continuous for actions that continue in the present.
 He's **eating** dinner now.
 We're **studying** English this year.

Use the simple present tense for habitual actions.
 My husband **cooks** dinner for our family.
 I never **eat** eggs for breakfast. NOT I am never eating eggs for breakfast.

Use the simple present tense with want, need, and like.
 I **like** coffee. NOT I am liking coffee.

- B** Complete each statement or question with the simple present tense or the present continuous.
- Who make lunch today?
 - We not need any sugar.
 - She sometimes eat lunch early.
 - They not like milk in their coffee.
 - I clean the kitchen every day.
 - I'm busy. I feed the kids.
 - What Peter / need?
 - you / like onion soup?
 - What they / do now?
 - How much sugar you / want in your tea?

C WRITING. Look at the picture of Louisa Brown and her date book. On a separate piece of paper, write about Louisa. What is she doing right now? What does she do at other times? Use the present continuous and the simple present tense.



Louisa is listening to music right now. On Mondays and Wednesdays, she teaches English at Linguatec.

D PAIR WORK. Write yes / no and information questions about Louisa. Use the present continuous and the simple present tense.

3 **PRONUNCIATION.** Vowel sounds. Listen and practice.

1 /i/	2 /ɪ/	3 /eɪ/	4 /i:/	5 /æ/
see	six	late	pepper	apple
tea	fish	potato	said	balcony
street	big	train	lemon	factory

CONVERSATION • Invite someone to join you.

1. MODEL. Read and listen.

Rita: Hey, Alison. Would you like to join me?

Allison: Sure. What are you drinking?

Rita: Lemonade.

Allison: Mmm. Sounds great. I think I'd like the same thing.

2. Rhythm and intonation practice

3. PAIR WORK. Role-play a conversation.

Use the guide, or create a new conversation.

A: Hey, _____. Would you like to join me?

B: Sure. What are you _____?

A: _____.

B: Mmm. Sounds great. I think I'd like _____.

Continue in your own way ...



TOP NOTCH ACTIVITIES

TOP NOTCH WEBSITE
For Unit 10 online activities, visit the
Top Notch Companion Website at
www.longman.com/topnotch.

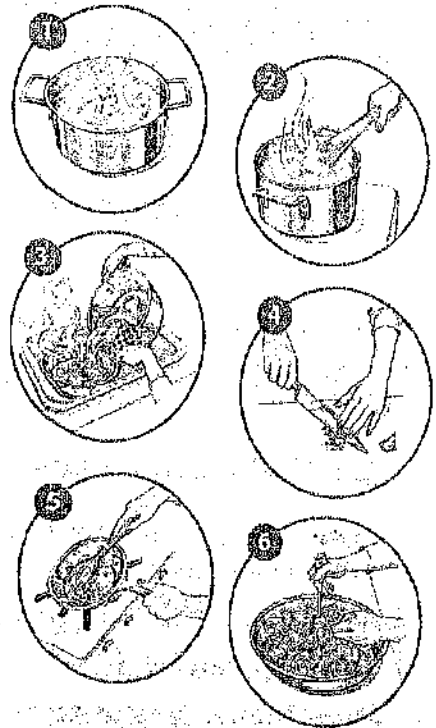
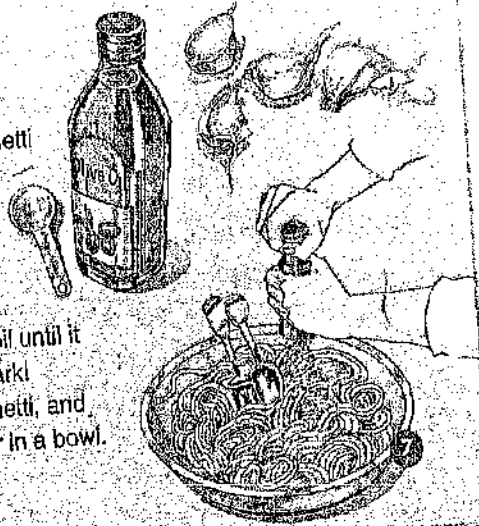
A READING. Read and listen to the two recipes.

Garlic and Oil Spaghetti

Ingredients

- 4 medium cloves of garlic
- 6 tablespoons of olive oil
- 8 ounces (500 grams) of spaghetti

1. Boil a large pot of water.
2. Cook the spaghetti.
3. Drain the spaghetti.
4. Chop the garlic.
5. Sauté the garlic in the olive oil until it is yellow / brown—not too dark!
6. Mix the garlic, cooked spaghetti, and 1/3 cup of the cooking water in a bowl.
7. Serve with salt and pepper.

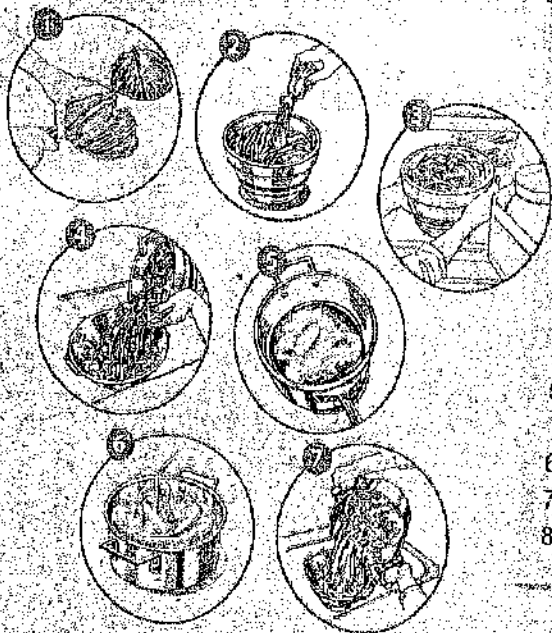
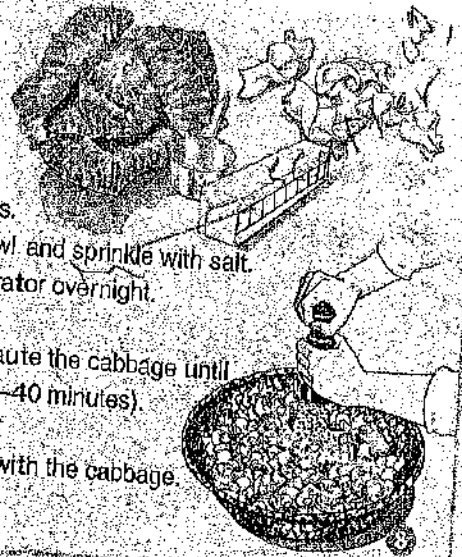


Hungarian Cabbage and Noodles

Ingredients

- 1 large head of green cabbage
- 1/2 cup unsalted butter
- 11 ounces (700 grams) of egg noodles

1. Slice the cabbage into thin slices.
2. Put the cabbage into a large bowl and sprinkle with salt.
3. Put the cabbage into the refrigerator overnight.
4. The next day, drain the cabbage.
5. Melt the butter in a large pan. Sauté the cabbage until it is light brown and very soft (30–40 minutes).
6. Cook the noodles.
7. Drain the noodles and mix them with the cabbage.
8. Add lots of black pepper.



B Answer the questions.

1. Are there any onions in the recipes? _____
2. Is there any pasta in the recipes? _____

3. Which recipe has butter? _____
4. Which recipe has garlic? _____

C WHAT ABOUT YOU? Create your own recipe with only three ingredients. Write the ingredients. Use a dictionary for the food names you don't know. Then tell the class about your recipe.

Name of food: _____
Ingredients: _____

☞ My recipe is for my grandmother's chicken soup. It's very good... ☞



UNIT WRAP-UP

- **Vocabulary.** Look at the picture. Close your book. Write the names of all the foods and drinks you remember.
- **Grammar.** Ask questions about the picture. Use How much, How many, Is there any, and Are there any.
A: *How much pasta is there?* B: *Four boxes.*
- **Writing.** Write sentences about what the people are doing and their schedules. *Michelle cleans the apartment on Mondays.*
- **Social language.** Create conversations for Michelle and Peter.
A: *How about some potato pancakes?*
B: *That sounds delicious.*

TUESDAY

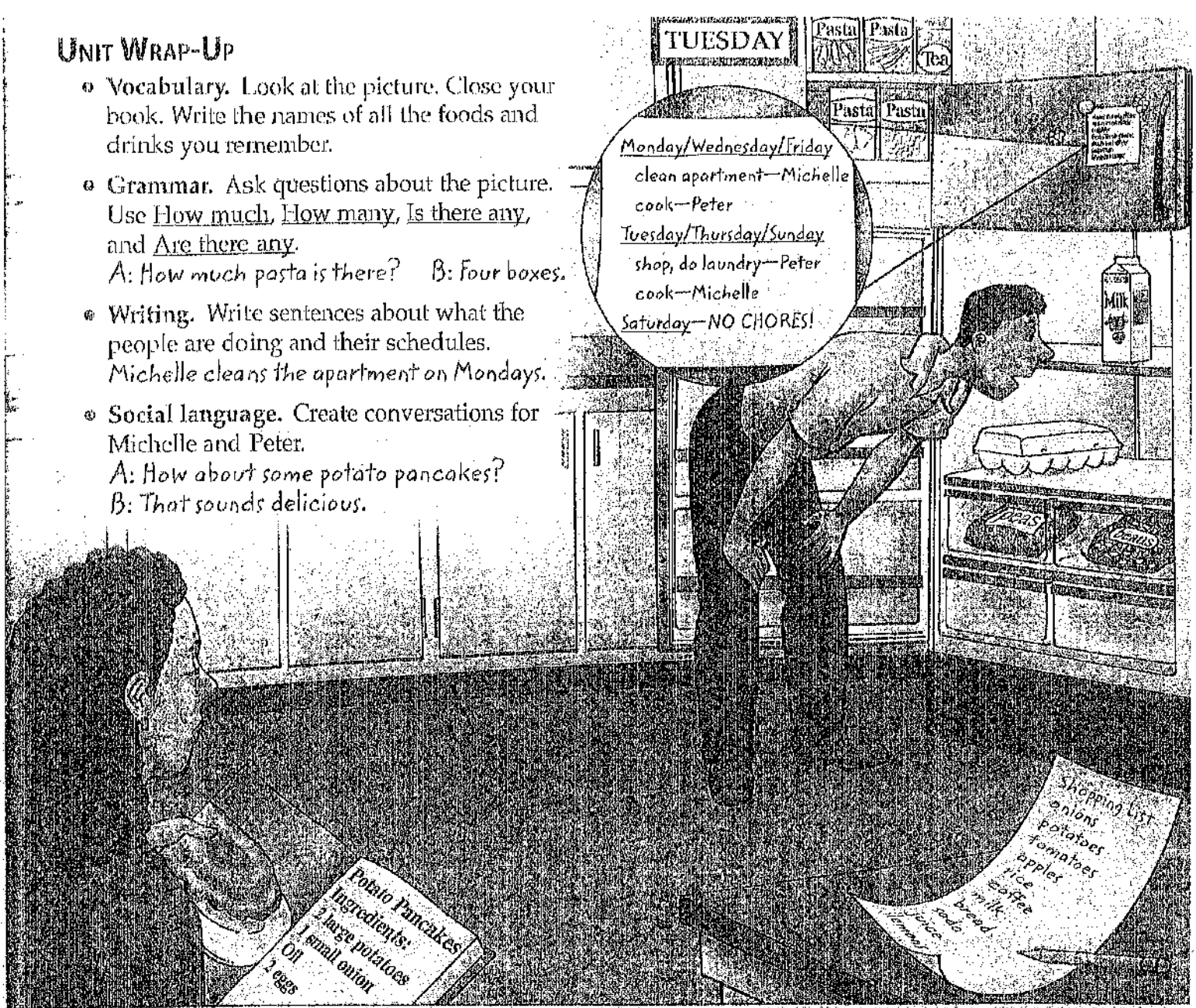
Pasta Pasta Tea

Pasta Pasta

Monday/Wednesday/Friday
clean apartment—Michelle
cook—Peter

Tuesday/Thursday/Sunday
shop, do laundry—Peter
cook—Michelle

Saturday—NO CHORES!



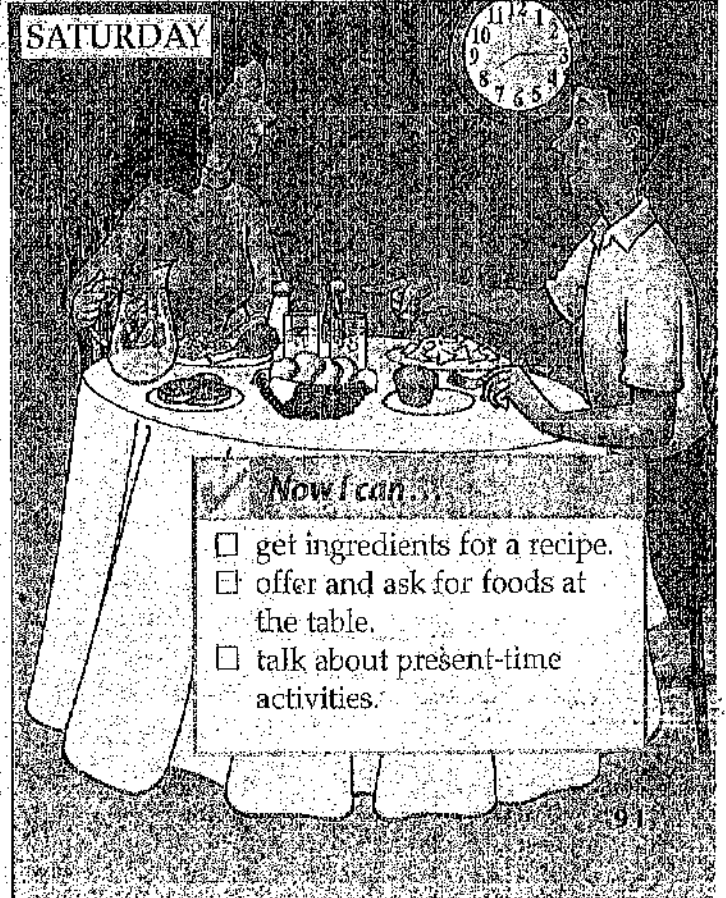
Potato Pancakes
Ingredients:
2 large potatoes
1 small onion
Oil
2 eggs

Shopping List
onions
potatoes
tomatoes
apples
rice
sausage
milk
bread
juice
candy

LATER



SATURDAY



- Now I can**
- get ingredients for a recipe.
 - offer and ask for foods at the table.
 - talk about present-time activities.

1. Talk about the past
2. Discuss past activities
3. Ask about a vacation

Past Events

Talk about the Past

LESSON

A VOCABULARY. Past-time expressions. Listen and practice.

1. yesterday

today

2. last

week
month
year
Tuesday

today

3. two

days
weeks
months
years

ago

today

1998

4. nineteen ninety-eight

2000

5. two thousand

How to say years

1900 = nineteen hundred

1901 = nineteen oh one

2001 = two thousand and one

2010 = two thousand ten

1980-1989 = the (nineteen) eighties

1901-2000 = the twentieth century

2001-2100 = the twenty-first century

B LISTENING COMPREHENSION. Listen to the years. Point to the year you hear.

1967

1976

2001

2021

C PAIR WORK. Now choose five years from the chart. Say a year to your partner. Your partner circles the year.

2007	1907	1812
1940	1914	1900
1705	2017	1905
1805	1999	1919
2006	1814	1800

D GRAMMAR. The past tense of be

He } was at home last night.
She }

We } were colleagues in 1995.
You }
They }

It was cloudy yesterday.
She wasn't at work last Monday.

There were a lot of people in the park this morning.
We weren't at the party last night.

Was Richard at school yesterday?
Where was his brother last night?
When was she in France?

Were your parents students in 1985?
Where were they two days ago?
When were you sick?

Contractions
was not → wasn't
were not → weren't

3 Complete the sentences. Write was or were.

- _____ she a student in 1995?
- What _____ their address last year?
- Where _____ Peter and Jen last week?
- _____ there a party last night?
- My parents _____ students in the seventies.
- _____ his brothers at the park yesterday?
- There _____ a lot of closets in her first house.
- When _____ your father in Thailand?

4 **LISTENING COMPREHENSION.** Listen to the conversations about events. Then listen again and circle the day or month.

- If today is Saturday, the party was on (Saturday / Friday / Thursday).
- If this is May, then her birthday was in (June / April / March).
- If today is Wednesday, the game was on (Monday / Tuesday / Sunday).

CONVERSATION • Talk about the past.

1. MODEL. Read and listen.

Terri: Where were you last night?
 Ruth: When?
 Terri: At about 8:00.
 Ruth: I was at home. Why?
 Terri: There was a great party at the Pike Museum.
 Ruth: There was? Too bad I wasn't there!

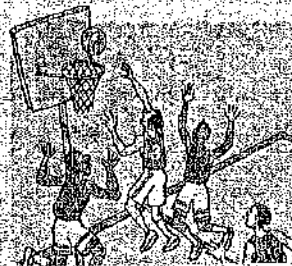
2. Rhythm and intonation practice

3. PAIR WORK. Now role-play the conversation. Use the pictures and the guide, or create a new conversation.

A: Where were you _____?
 B: When?
 A: At _____.
 B: I was _____ Why?
 A: There was _____ at _____.
 B: _____.



at the Drama School



at Smith Stadium



at Brown Park

2 Discuss Past Activities

GRAMMAR. The simple past tense

Regular verbs

Add **-ed** to form the simple past tense. If the verb ends in **-e**, just add **-d**.

call → called like → liked

I called my mother yesterday, but she wasn't home.

But remember:
study → studied
shop → shopped

Irregular verbs

Learn these irregular past tense forms.

come → came	have → had	take → took
do → did	make → made	wake → woke
drive → drove	put → put	wear → wore
eat → ate	read → read	write → wrote
get → got	ride → rode	
go → went	see → saw	

To make negative statements, use **didn't (did not)** and the base form of a verb.

I **didn't** go to the movies last night. NOT I ~~didn't went~~ to the movies last night.

PRONUNCIATION. The simple past tense ending. Listen and practice.

1. /d/
played = play/d/
listened = listen/d/
exercised = exercise/d/

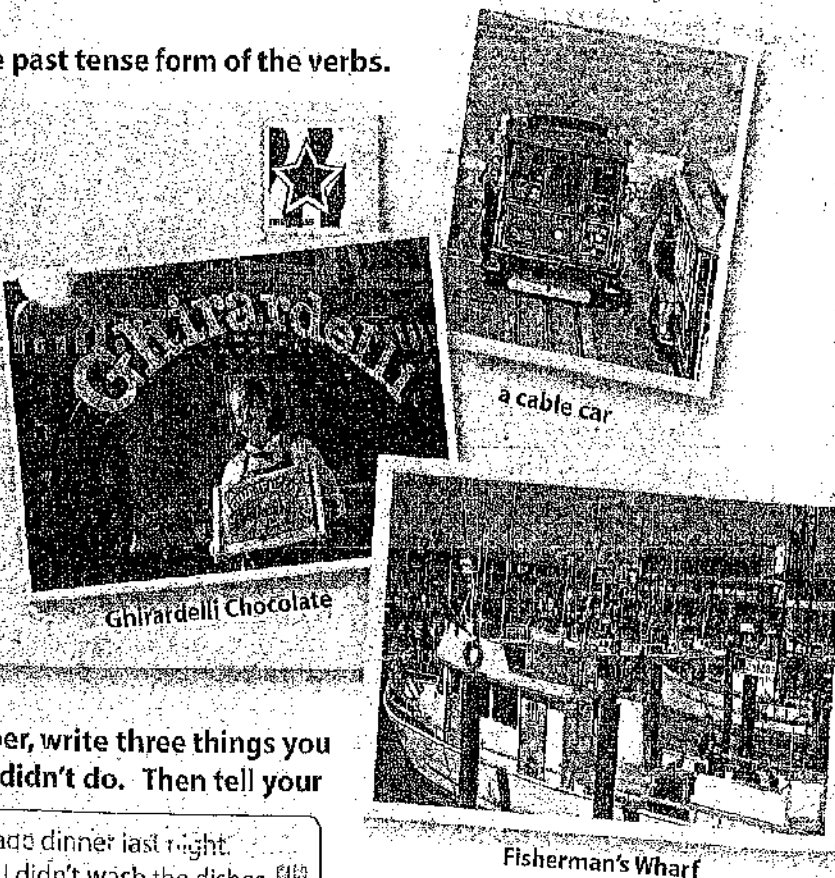
2. /t/
liked = like/t/
washed = wash/t/
shopped = shop/t/

3. /ɪd/
wanted = want/ɪd/
needed = need/ɪd/

Complete the postcard with the simple past tense form of the verbs.

Dear Sally,
Greetings from San Francisco. I _____ a great
time yesterday. In the morning, I _____ to the
Museum of Modern Art. It _____ really great,
and I _____ the art a lot. For lunch, I _____ at
a nice Italian restaurant called Little City. In the
afternoon, I _____ the cable car to Ghirardelli
Square. I _____ them make chocolate there.
I _____ all over Fisherman's Wharf, and I
_____ a lot of interesting people.

Thinking of you!
George



WRITING. On a separate piece of paper, write three things you did yesterday. Write three things you didn't do. Then tell your partner about your day.

I made dinner last night.
But I didn't wash the dishes.

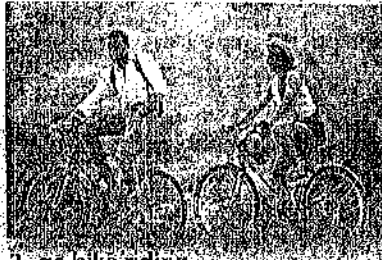
VOCABULARY. Weekend activities.
Listen and practice.



1. go to the beach



2. go running



3. go bike riding



4. go for a walk



5. go swimming



6. go for a drive

VOCABULARY BOOSTER See page V7 for more.

CONVERSATION • Discuss past activities.

1. MODEL. Read and listen.

Hugo: Hi, Saul. How's it going?
Saul: Pretty good, thanks.
Hugo: What did you do last weekend?
Saul: Not much. I went running in the park on Saturday. What about you?
Hugo: About the same. I played soccer and went to a movie.

2. Rhythm and intonation practice

3. PAIR WORK. Now exchange real information or use the pictures.

A: Hi, _____. How's it going?
B: _____
A: What did you do _____?
B: Not much. I _____. What about you?
A: _____

Continue in your own way . . .



NEED HELP? Here's language you already know:

- Past-time expressions
- last week
- last weekend
- last month
- last Friday



Ask about a Vacation

A VOCABULARY. Seasons. Listen and practice.



1. spring



2. summer



3. fall / autumn



4. winter

B DISCUSSION. Tell a classmate your favorite season. What do you do during that season?

☺☺ My favorite season is summer.
It's hot. I go swimming. ☺☺

C GRAMMAR. The simple past tense: questions

To ask questions about the past, use **did** and the base form of a verb.

Yes / no questions

Did { I, you, he, she, we, they } watch TV last night?

Short answers

Yes, { I, you, he, she, we, they } did.

No, { I, you, he, she, we, they } didn't.

Information questions

What did you do last summer?

Where did she go last winter?

Who did they see yesterday?

When did he come home last night?

How many eggs did you eat this morning?

How often did you go swimming last week?

D Complete the questions in the simple past tense.

- | | |
|--|--|
| <p>1. A: _____ she _____ to the beach last summer?
B: No, she went to her parents' house.</p> <p>2. A: Where _____ they _____ dinner?
B: They ate dinner at the Spring Street Cafe.</p> <p>3. A: Who _____ she _____ last weekend?
B: She saw her new classmate, Paul.</p> | <p>4. A: How often _____ he _____ bike riding?
B: He went every day.</p> <p>5. A: How many books _____ you _____?
B: I read about three.</p> <p>6. A: _____ you _____ the new restaurant?
B: Yes, I really liked it.</p> |
|--|--|

CONVERSATION • Ask about a vacation.

1. MODEL. Read and listen.

Brian: You look great. Were you on vacation?
 Naomi: Yes, I was. I just got back last week.
 Brian: Where did you go?
 Naomi: I went to London for two weeks.
 Brian: No kidding. How was it?
 Naomi: Really nice.
 Brian: Well, it's great to see you. Welcome back.
 Naomi: Thanks.



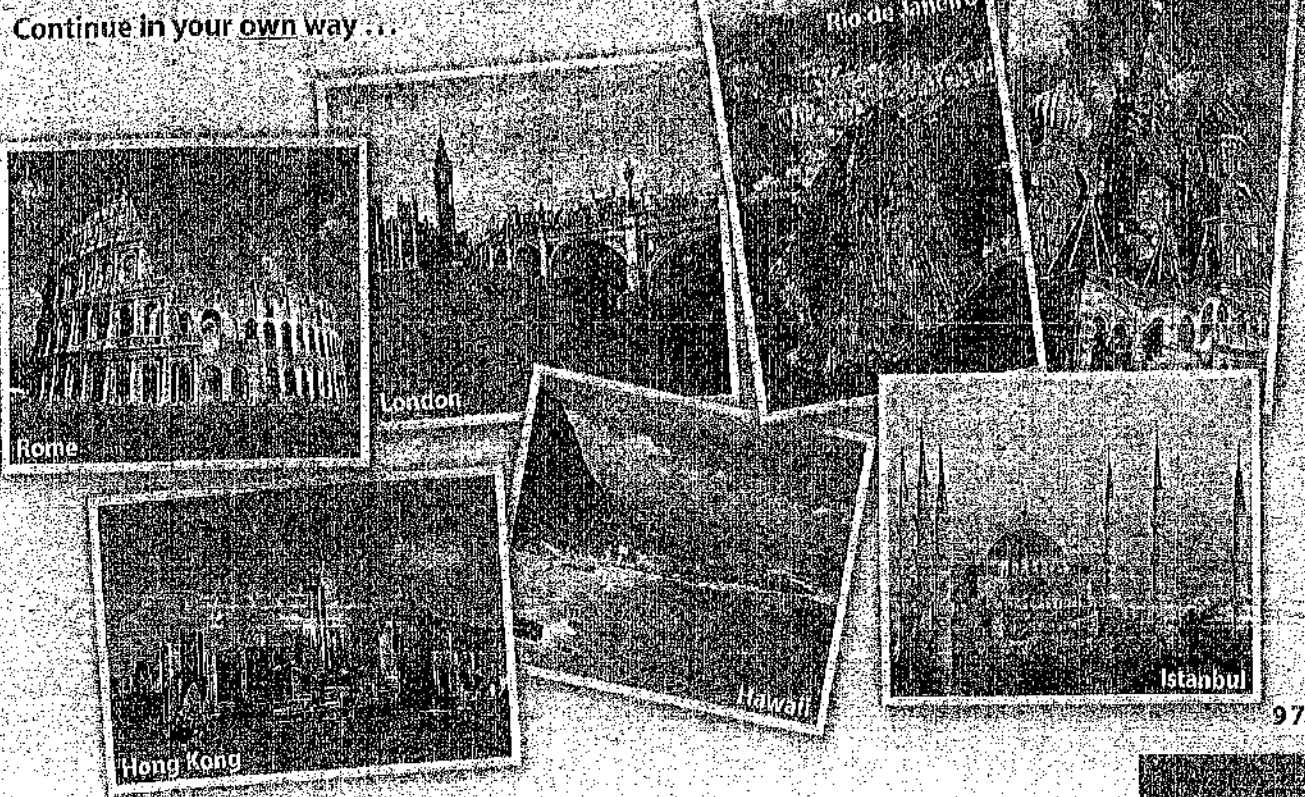
2. Rhythm and intonation practice

3. PAIR WORK. Choose a vacation place. Use the photos or another place. Then role-play the conversation.

A: You look _____. Were you on vacation?
 B: _____. I just got back _____.
 A: Where did you go?
 B: _____.
 A: _____. How was it?
 B: _____.

Positive and negative descriptions

 Really nice Great Wonderful	 Not good Terrible Awful
--	--



TOP NOTCH ACTIVITIES

- World's Top 10 Tourism Destinations**
- | | |
|-----------------|----------------------|
| 1 France | 6 United Kingdom |
| 2 Spain | 7 Russian Federation |
| 3 United States | 8 Mexico |
| 4 Italy | 9 Canada |
| 5 China | 10 Austria |
- Source: World Tourism Organization (WTO)®

A **READING.** Read and listen. What's your dream vacation?

Where Did You Go on Vacation?



Luz Rodriguez

Last summer, my husband and I went to Paris for the first time. It was wonderful — we did so many things. Every night, we listened to music and went to bed late. And every morning, we got up late.

During the day, we walked the streets and visited tourist sites like the Eiffel Tower and the Louvre. We sat in cafes, drank coffee, and watched people. The food was great — we ate too much. I loved the bread and the cheese.



sunset in Cancun



snorkeling



Tulum



John Barnes

My wife and I went to Hong Kong in 2003. What a great city! Every day, we went sightseeing. We took the ferry to Kowloon and looked at the beautiful views of the city. We went to Aberdeen and ate dinner on a boat. We visited the Tiger Balm Garden.

We mainly ate Chinese food, but sometimes we had Thai food or French food. The food in Hong Kong is terrific! My favorite was a dim sum restaurant that can serve 4800 people.



a Paris cafe



the Eiffel Tower



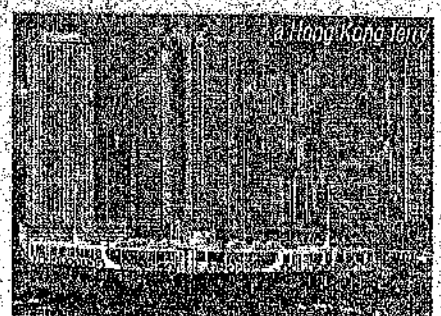
the Louvre



Yoko Mia Hirano

Two years ago, my friends and I spent two weeks in Cancun, Mexico. We had a fantastic time. The beaches were just beautiful! The water was so blue and warm.

Every morning we watched the sunrise, and in the evening we ate dinner on the beach and watched the sunset. The food was really good — the fish and fruit juices were very fresh. We went swimming right next to the ruins at Tulum. We took a water taxi to Isla Mujeres and went snorkeling. We saw so many beautiful fish!



a Hong Kong ferry



dim sum

Source: Authentic Top Notch interviews

B Answer the questions. Write sentences on a separate piece of paper.

- Who went on vacation with her friends?
- What did Luz Rodriguez do at night?
- Who ate dinner on a boat?
- What foods did Luz Rodriguez like?
- How did John Barnes get to Kowloon?
- What did Yoko Mia Hirano do in the evening?

C **DISCUSSION.** Where do you want to go on vacation?

Me? I really want to go to Austria.

D **WRITING.** On a separate piece of paper, write about a vacation that you took. Where did you go? What did you do? Then tell your class about your vacation.

I went to the beach last summer. Every day I...



TOP NOTCH SONG
"My Favorite Day"
Lyrics on last book page



TOP NOTCH WEBSITE
For Unit 11 online activities, visit the
Top Notch Companion Website at
www.longman.com/topnotch.

UNIT WRAP-UP

- **Social language.** Create conversations for Don Baker and Karen Taylor. Ask about last weekend. Ask about a vacation.
A: *What did you do last weekend?*
B: *Not much. On Saturday I went shopping.*
- **Writing.** Choose Don or Karen. Write about what he or she did.
Last Saturday Karen went shopping...

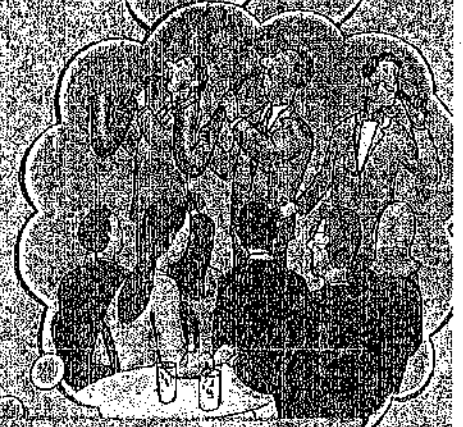
Last Saturday



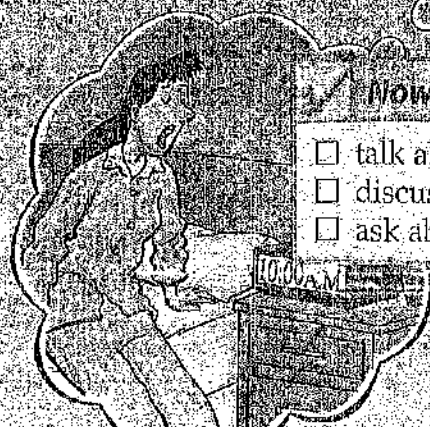
Last Weekend



Last Vacation



Last Vacation



- Now I can**
- talk about the past.
 - discuss past activities.
 - ask about a vacation.

Appearance and Health

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

Describe People

VOCABULARY. Adjectives to describe hair. Listen and practice.

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



7. dark

8. light



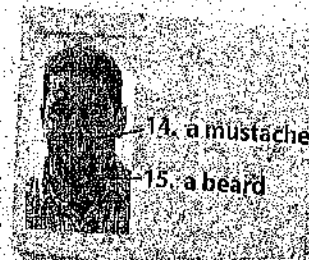
9. straight

10. wavy

11. curly

12. short

13. long



14. a mustache

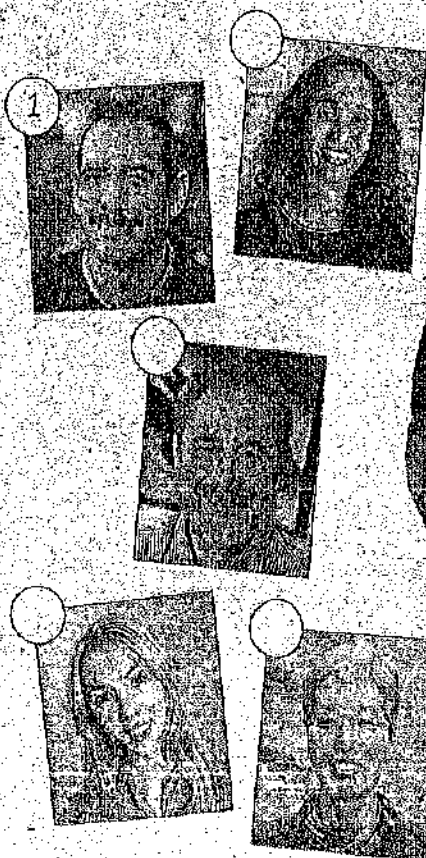
15. a beard



16. bald

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

VOCABULARY. The face.
Listen and practice.



1. eye

2. eyebrow

3. nose

5. mouth

6. chin

4. ear

7. neck



8. brown eyes



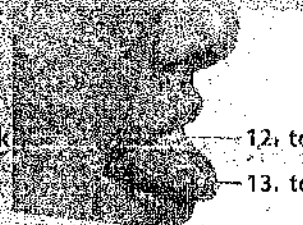
9. blue eyes



10. green eyes



11. eyelashes



12. tooth

13. tongue

one tooth → two teeth



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.

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.

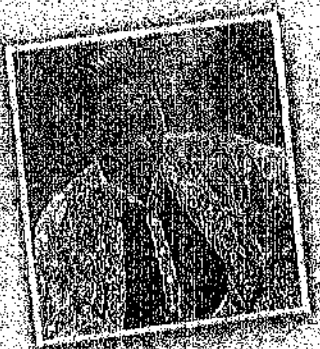
B: Who?

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)



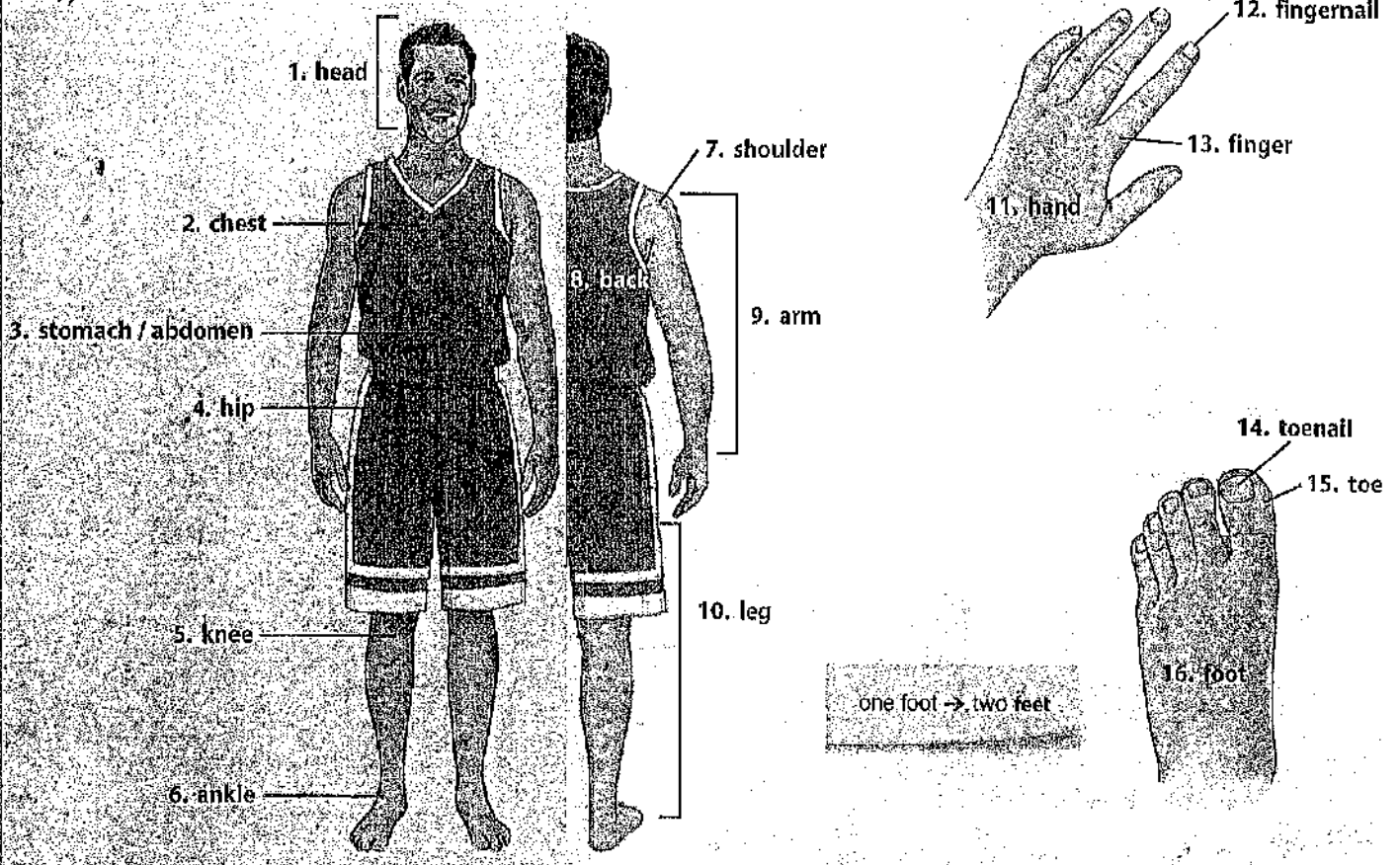
Yao Ming
athlete (China)



Juliette Binoche
actress (France)

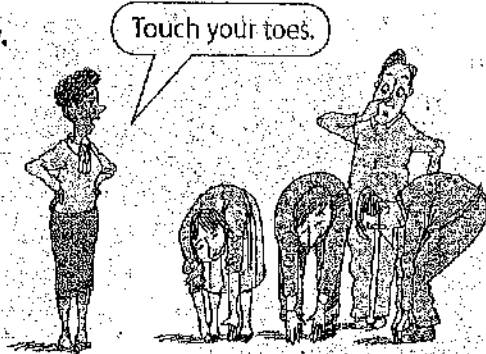
Show Concern about an Injury

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.

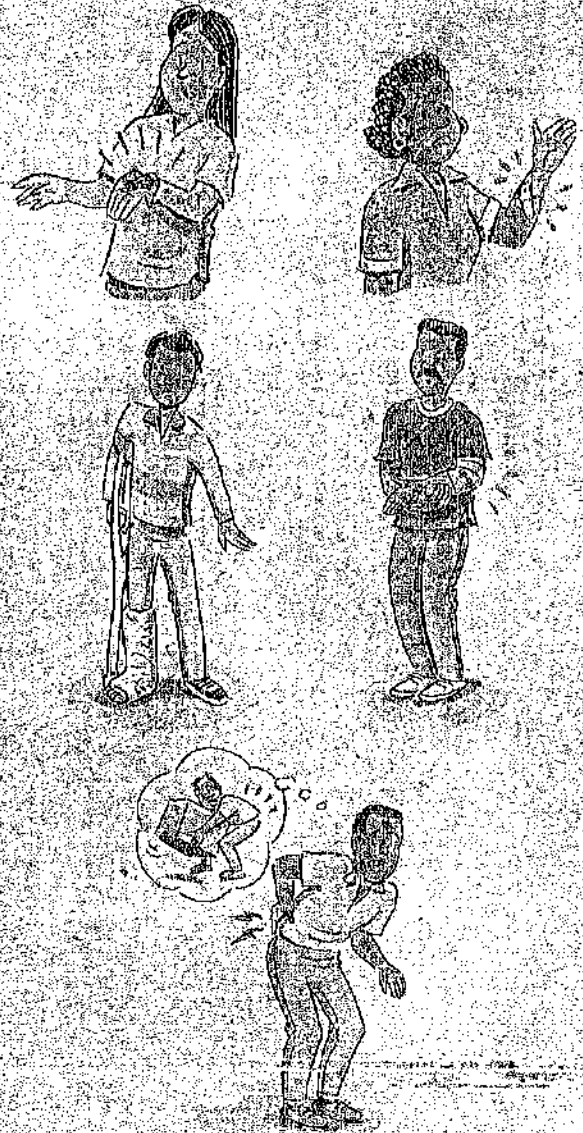
2. Rhythm and intonation practice

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

A: Hey, _____ What happened?

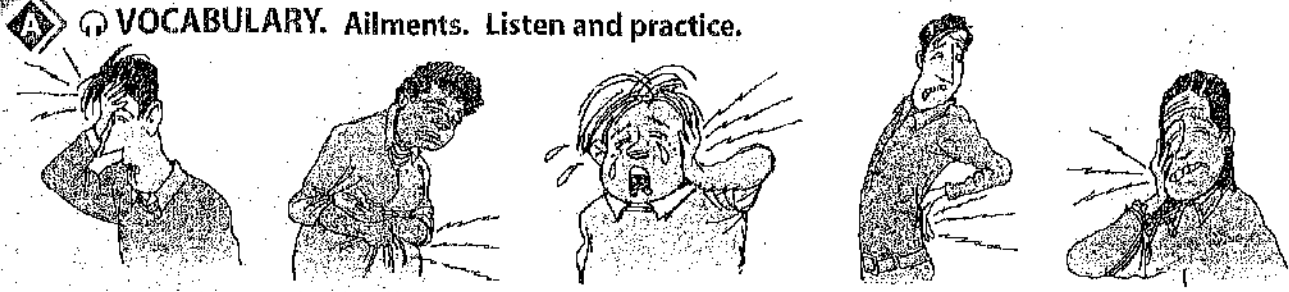
B: I _____

A: I'm sorry to hear that.

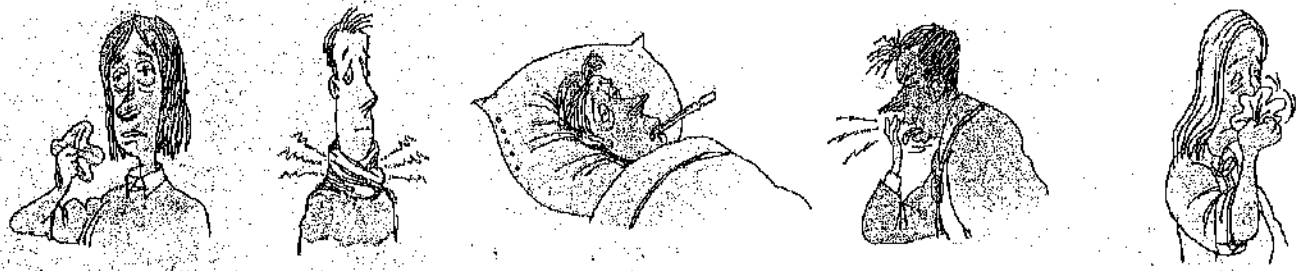


Suggest a Remedy

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

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

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

VOCABULARY. Remedies. Listen and practice.



1. take something 2. lie down 3. have some tea 4. see a doctor / dentist

PRONUNCIATION. Back-vowel sounds. Listen and practice.

- | | | | | |
|---------------------------------|--------------------------------|--------------------------------|--------------------------------------|-----------------------------------|
| 1. /u/
tooth
blue
June | 2. /ʊ/
foot
good
look | 3. /oʊ/
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.

I have a bad headache.



You should take something.

He has a fever.



He shouldn't go to school today.



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

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

A. 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.

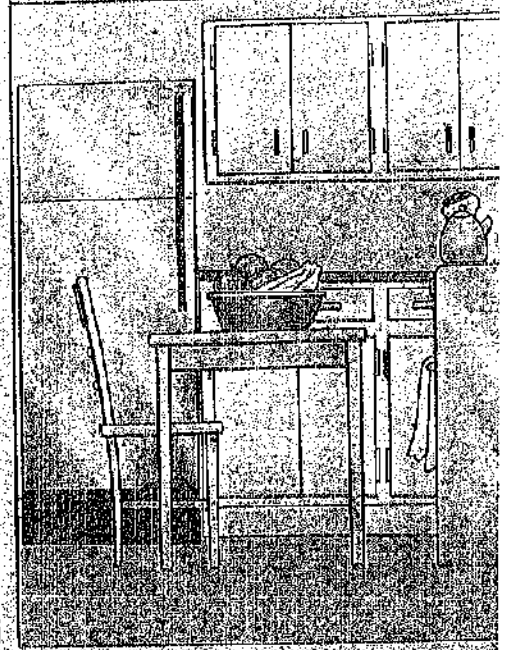
She's short and very good-looking. She has long hair and brown eyes. She's wearing a white blouse and a blue skirt.

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.

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

Abilities and Requests

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.

/kæn/

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.

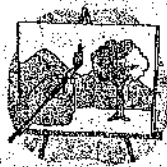
C VOCABULARY. Abilities and skills. Listen and practice.



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 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

VOCABULARY. Adverbs to describe ability. Listen and practice.



1. Tom sings

well.
beautifully.
nicely.



2. Ryan sings

badly.
poorly.
terribly.

Be carefull
He speaks English well.
NOT He speaks well English.

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

1. A: _____ you _____ a car?

B: Yes, I _____. But I don't drive well.

2. A: _____ John _____ well?

B: Yes, he _____. He swims nicely.

3. A: _____ your brother _____?

B: No. He _____ cook at all.

4. A: _____ Gloria _____ English well?

B: Yes. She speaks English well.

5. A: _____ your grandmother _____?

B: Yes. She knits beautifully.

6. 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.



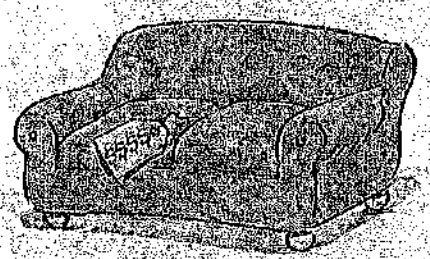
4. She can't wear those pants.



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.

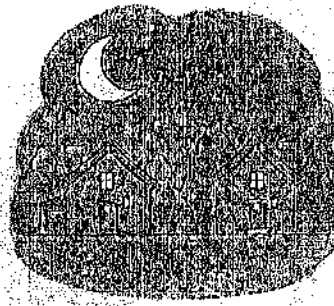
VOCABULARY. Reasons to decline an invitation. Listen and practice.



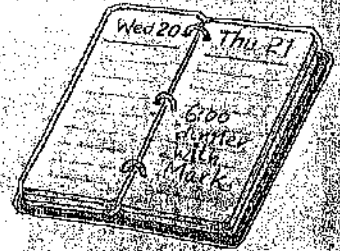
1. I'm too busy.



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.

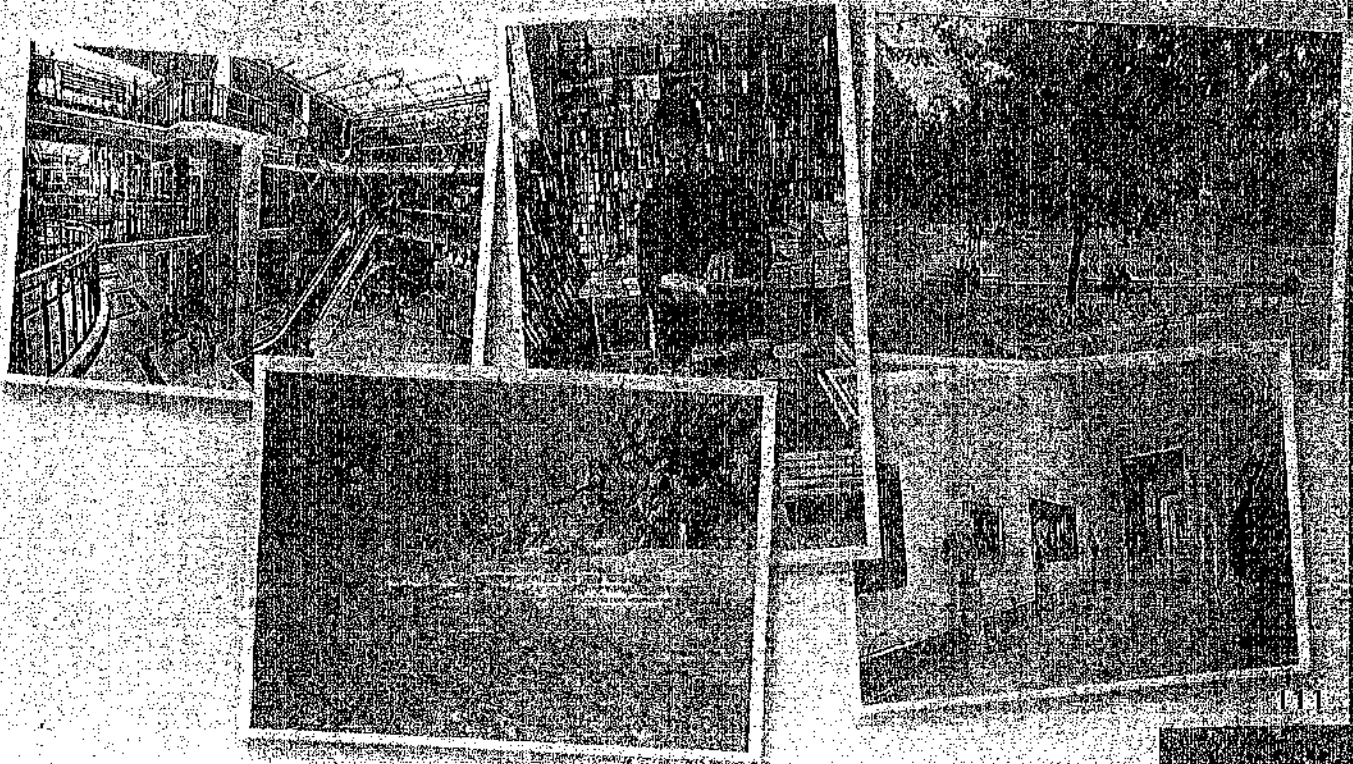
2. **Rhythm and intonation practice**

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

A: Let's _____.

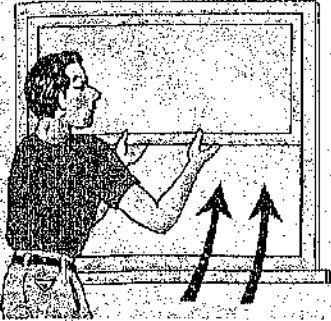
B: I'm really sorry. _____.

A: _____ Maybe some other time.



Request Help or Permission

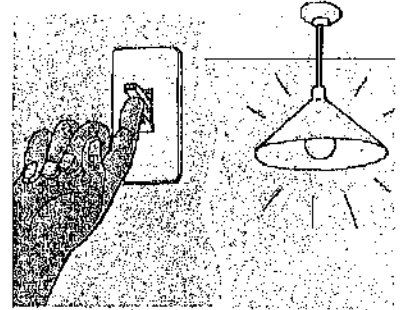
A VOCABULARY. Could you please ...? Listen and practice.



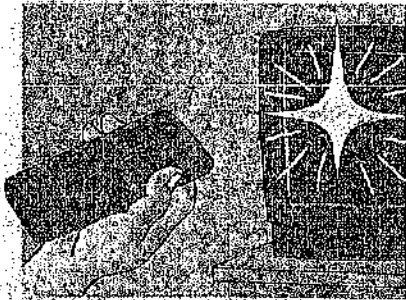
1. Could you please open the window?



2. Could you please close the door?



3. Could you please turn on the light?



4. Could you please turn off the TV?

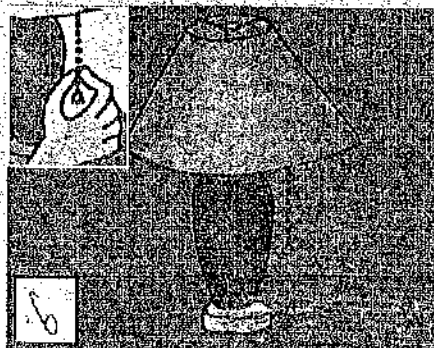
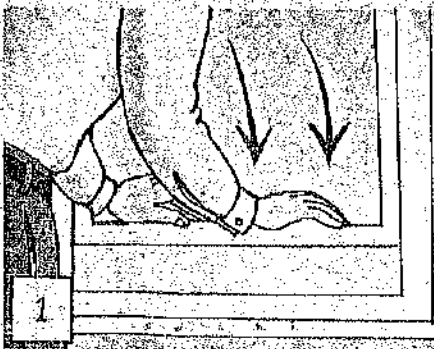
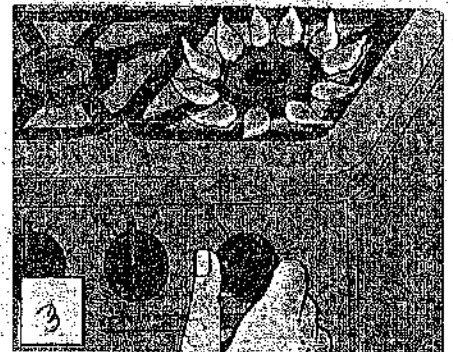


5. Could you please help me?



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.

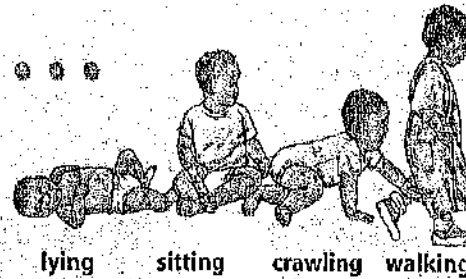
Sorry. I can't. I'm too busy.



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

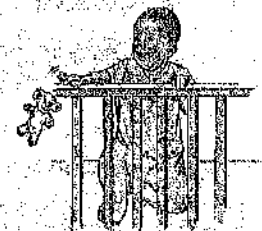


- pick up small objects
- say a few words
- cry for attention
- sit without help
- eat crackers

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 checked="" 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.

