

**SECOND EDITION**

# TOP NOTCH

English for Today's World

## FUNDAMENTALS

### A

**WITH WORKBOOK**

Joan Saslow • Allen Ascher

*With Top Notch Pop Songs and Karaoke*  
by Rob Morsberger



**Fundamentals A with Workbook, Second Edition**

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# CONTENTS

Learning Objectives for Fundamentals A and Fundamentals B .....	iv
To the Teacher .....	viii
About Your <i>ActiveBook</i> Self-Study Disc .....	ix

<b>Welcome to Top Notch!</b> .....	1
------------------------------------	---

<b>UNIT 1</b> Names and Occupations .....	4
---	---

<b>UNIT 2</b> About People .....	12
----------------------------------	----

<b>UNIT 3</b> Places and How to Get There .....	20
---	----

<b>UNIT 4</b> Family .....	28
----------------------------	----

<b>UNIT 5</b> Events and Times .....	36
--------------------------------------	----

<b>UNIT 6</b> Clothes .....	44
-----------------------------	----

<b>UNIT 7</b> Activities .....	52
--------------------------------	----

<b>Units 1-7 Review</b> .....	60
-------------------------------	----

## REFERENCE CHARTS

Countries and nationalities .....	125
-----------------------------------	-----

Numbers 100 to 1,000,000,000 .....	125
------------------------------------	-----

Irregular verbs .....	125
-----------------------	-----

Pronunciation table .....	125
---------------------------	-----

<b>Vocabulary Booster</b> .....	126
---------------------------------	-----

<b>Grammar Booster</b> .....	136
------------------------------	-----

<i>Top Notch Pop</i> Lyrics .....	147
-----------------------------------	-----

## WORKBOOK

<b>UNIT 1</b> .....	W1
---------------------	----

<b>UNIT 2</b> .....	W7
---------------------	----

<b>UNIT 3</b> .....	W13
---------------------	-----

<b>UNIT 4</b> .....	W18
---------------------	-----

<b>UNIT 5</b> .....	W23
---------------------	-----

<b>UNIT 6</b> .....	W29
---------------------	-----

<b>UNIT 7</b> .....	W36
---------------------	-----

<b>Units 1-7 Review</b> .....	W42
-------------------------------	-----

About the Authors .....	last page
-------------------------	-----------

# Learning Objectives

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

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



Conversation Strategies	Listening / Pronunciation	Reading / Writing
<ul style="list-style-type: none"> <li>Use <u>And you?</u> to show interest in another person</li> <li>Use <u>Excuse me</u> to initiate a conversation</li> <li>Use <u>Excuse me?</u> to indicate you haven't heard or didn't understand</li> <li>Use <u>Thanks!</u> to acknowledge someone's complying with a request</li> </ul>	<p><b>Listening task:</b></p> <ul style="list-style-type: none"> <li>Circle the letter you hear</li> <li>Identify correct spelling of names</li> <li>Write the name you hear spelled</li> <li>Identify the correct occupation</li> <li>Write the missing information: names and occupations</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Syllables</li> </ul>	<p><b>Reading Text:</b></p> <ul style="list-style-type: none"> <li>Simple forms and business cards</li> </ul> <p><b>Writing Task:</b></p> <ul style="list-style-type: none"> <li>Write affirmative and negative statements about people in a picture</li> </ul>
<ul style="list-style-type: none"> <li>Identify someone's relationship to you when making an introduction</li> <li>Use <u>too</u> to reciprocate a greeting</li> <li>Begin a question with <u>And</u> to indicate you want additional information</li> <li>Repeat part of a question to clarify</li> <li>Repeat information to confirm</li> </ul>	<p><b>Listening task:</b></p> <ul style="list-style-type: none"> <li>Complete statements about relationships</li> <li>Circle the correct information</li> <li>Fill in names, phone numbers, and e-mail addresses you hear</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Stress in two-word pairs</li> </ul>	<p><b>Reading Text:</b></p> <ul style="list-style-type: none"> <li>Short descriptions of famous people, their occupations, and countries of origin</li> </ul> <p><b>Writing Task:</b></p> <ul style="list-style-type: none"> <li>Write sentences about your relationships</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>You're welcome</u> to formally acknowledge thanks</li> <li>Use <u>OK</u> to acknowledge advice</li> <li>Use <u>What about you?</u> to show interest in another person</li> </ul>	<p><b>Listening task:</b></p> <ul style="list-style-type: none"> <li>Write the places you hear</li> <li>Write the directions you hear, using affirmative and negative imperatives</li> <li>Circle the means of transportation</li> <li>Write <u>by</u> phrases, check destinations you hear</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Falling intonation for questions with <u>Where</u></li> </ul>	<p><b>Reading Texts:</b></p> <ul style="list-style-type: none"> <li>Simple maps and diagrams</li> <li>Introductions of people, their relationships and occupations, where they live, and how they get to work</li> </ul> <p><b>Writing Task:</b></p> <ul style="list-style-type: none"> <li>Write questions and answers about the places in a complex picture</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>Well...</u> to indicate one is deciding how to begin a response</li> <li>Use <u>And how about...?</u> to ask for more information</li> <li>Use <u>Really?</u> to show interest or mild surprise</li> </ul>	<p><b>Listening task:</b></p> <ul style="list-style-type: none"> <li>Identify the picture of a relative being described</li> <li>Choose the adjective that describes the people mentioned in a conversation</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Number contrasts</li> </ul>	<p><b>Reading Text:</b></p> <ul style="list-style-type: none"> <li>A family tree</li> <li>A magazine article about famous actors and their families</li> </ul> <p><b>Writing Task:</b></p> <ul style="list-style-type: none"> <li>Write a description of the people in your family</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>Uh-oh</u> to indicate you may have made a mistake</li> <li>Use <u>Look</u> to focus someone's attention on something</li> <li>Use <u>Great!</u> to show enthusiasm for an idea</li> <li>Offer someone best wishes on his or her birthday</li> </ul>	<p><b>Listening task:</b></p> <ul style="list-style-type: none"> <li>Identify events and circle the correct times</li> <li>Write the events you hear in a date book</li> <li>Circle the dates you hear</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Sentence rhythm</li> </ul>	<p><b>Reading Texts:</b></p> <ul style="list-style-type: none"> <li>A world map with time zones</li> <li>Events posters</li> <li>Conversations</li> <li>A zodiac calendar</li> </ul> <p><b>Writing Task:</b></p> <ul style="list-style-type: none"> <li>Write about events at your school or in your city</li> </ul>
<ul style="list-style-type: none"> <li>Acknowledge a compliment with <u>Thank you</u></li> <li>Apologize with <u>I'm sorry</u> when expressing disappointing information</li> <li>Use <u>That's too bad</u> to express disappointment</li> <li>Use <u>What about you?</u> to ask for someone's opinion</li> <li>Use <u>Well</u> to soften a strong opinion</li> </ul>	<p><b>Listening task:</b></p> <ul style="list-style-type: none"> <li>Confirm details about clothes</li> <li>Determine colors of garments</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Plural endings</li> </ul>	<p><b>Reading Text:</b></p> <ul style="list-style-type: none"> <li>A sales flyer from a department store</li> </ul> <p><b>Writing Task:</b></p> <ul style="list-style-type: none"> <li>Write sentences about the clothes you have, need, want, and like</li> </ul>
<ul style="list-style-type: none"> <li>Say <u>Me?</u> to give yourself time to think of a personal response</li> <li>Use <u>Well</u> to introduce a lengthy response</li> <li>Use <u>So</u> to introduce a conversation topic</li> <li>Use <u>How about you?</u> to ask for parallel information</li> <li>Say <u>Sure</u> to indicate a willingness to answer</li> <li>Begin a response to an unexpected question with <u>Oh</u></li> </ul>	<p><b>Listening task:</b></p> <ul style="list-style-type: none"> <li>Match chores to the people who performed them</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Third-person singular verb endings</li> </ul>	<p><b>Reading Text:</b></p> <ul style="list-style-type: none"> <li>A review of housekeeping robots</li> </ul> <p><b>Writing Task:</b></p> <ul style="list-style-type: none"> <li>Write five sentences about robots</li> <li>Describe your typical week, using adverbs of frequency and time expressions</li> </ul>

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

Countries and nationalities / Numbers 100 to 1,000,000,000 / Irregular verbs / Pronunciation table ....	page 125
Vocabulary Booster .....	page 126
Grammar Booster .....	page 136

Conversation Strategies	Listening / Pronunciation	Reading / Writing
<ul style="list-style-type: none"> <li>Use <b>Really?</b> to introduce contradictory information</li> <li>Respond positively to a description with <b>Sounds nice!</b></li> <li>Use <b>Actually</b> to introduce an opinion that might surprise</li> <li>Say <b>I don't know. I'm not sure</b> to avoid making a direct negative statement</li> </ul>	<p><b>Listening task:</b></p> <ul style="list-style-type: none"> <li>Determine the best house or apartment for clients of a real estate company</li> <li>Complete statements about locations of furniture and appliances</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Linking sounds</li> </ul>	<p><b>Reading Texts:</b></p> <ul style="list-style-type: none"> <li>House and apartment rental listings</li> <li>Descriptions of people and their homes</li> </ul> <p><b>Writing Task:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast your home with homes in a complex illustration</li> </ul>
<ul style="list-style-type: none"> <li>Use <b>Hi</b> and <b>Hey</b> to greet people informally</li> <li>Say <b>No kidding!</b> to show surprise</li> <li>Answer the phone with <b>Hello?</b></li> <li>Identify yourself with <b>This is ...</b> on the phone</li> <li>Use <b>Well, actually</b> to begin an excuse</li> <li>Say <b>Oh, I'm sorry</b> after interrupting</li> <li>Say <b>Talk to you later</b> to indicate the end of a phone conversation</li> </ul>	<p><b>Listening task:</b></p> <ul style="list-style-type: none"> <li>Determine weather and temperatures in cities in a weather report</li> <li>Complete statements about people's activities, using the present continuous</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Rising and falling intonation of <b>yes / no</b> and information questions</li> </ul>	<p><b>Reading Texts:</b></p> <ul style="list-style-type: none"> <li>A daily planner</li> <li>A newspaper column about activities in a town</li> </ul> <p><b>Writing Task:</b></p> <ul style="list-style-type: none"> <li>Write about plans for the week, using the present continuous</li> </ul>
<ul style="list-style-type: none"> <li>Say <b>I'll check</b> to indicate you'll get information for someone</li> <li>Decline an offer politely with <b>No, thanks</b></li> <li>Use <b>Please pass the ...</b> to ask for something at the table</li> <li>Say <b>Here you go</b> as you offer something</li> <li>Say <b>Nice to see you</b> to greet someone you already know</li> <li>Use <b>You too</b> to repeat a greeting politely</li> </ul>	<p><b>Listening task:</b></p> <ul style="list-style-type: none"> <li>Identify the foods discussed in conversations</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Vowel sounds: /i/, /ɪ/, /eɪ/, /ɛ/, /æ/</li> </ul>	<p><b>Reading Texts:</b></p> <ul style="list-style-type: none"> <li>Recipe cards</li> <li>A weekly schedule</li> </ul> <p><b>Writing Task:</b></p> <ul style="list-style-type: none"> <li>Write about what you eat in a typical day</li> </ul>
<ul style="list-style-type: none"> <li>Ask <b>why?</b> to ask for a clearer explanation</li> <li>Use <b>What about ...?</b> to ask for more information</li> <li>Use <b>just</b> to minimize the importance of an action</li> <li>Use a double question to clarify</li> <li>Say <b>Let me think</b> to gain time to answer</li> <li>Say <b>Oh yeah</b> to indicate you just remembered something</li> </ul>	<p><b>Listening task:</b></p> <ul style="list-style-type: none"> <li>Circle the year you hear</li> <li>Infer the correct day or month</li> <li>Choose activities mentioned in conversations</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Simple past tense regular verb endings</li> </ul>	<p><b>Reading Text:</b></p> <ul style="list-style-type: none"> <li>A blog in which people describe what they did the previous weekend</li> </ul> <p><b>Writing Task:</b></p> <ul style="list-style-type: none"> <li>Write about the activities of two people, based on a complex picture</li> <li>Write about your weekend and what you did</li> </ul>
<ul style="list-style-type: none"> <li>Use <b>Oh</b> to indicate you've understood</li> <li>Say <b>I'm sorry to hear that, Oh, no, and That's too bad</b> to express sympathy</li> <li>Use <b>What's wrong?</b> to ask about an illness</li> <li>Use <b>really</b> to intensify advice with <b>should</b></li> <li>Respond to good advice with <b>Good idea</b></li> <li>Say <b>I hope you feel better</b> when someone feels sick</li> </ul>	<p><b>Listening task:</b></p> <ul style="list-style-type: none"> <li>Identify the people described in conversations</li> <li>Complete statements about injuries</li> <li>Identify the ailments and remedies suggested in conversations</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>More vowel sounds</li> </ul>	<p><b>Reading Text:</b></p> <ul style="list-style-type: none"> <li>A magazine article about two celebrities</li> </ul> <p><b>Writing Task:</b></p> <ul style="list-style-type: none"> <li>Write a description of someone you know</li> </ul>
<ul style="list-style-type: none"> <li>Use <b>I wish I could ...</b> to express a wish</li> <li>Use <b>But</b> to introduce contrasting information</li> <li>Suggest a shared course of action with <b>Let's</b></li> <li>Politely decline a suggestion with <b>I'm really sorry but</b> and a reason</li> <li>Accept a refusal with <b>Maybe some other time</b></li> <li>Use <b>Sure</b> and <b>No problem</b> to agree to someone's request for a favor</li> </ul>	<p><b>Listening task:</b></p> <ul style="list-style-type: none"> <li>Complete requests for favors</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Assimilation of sounds: <b>Could you</b></li> </ul>	<p><b>Reading Text:</b></p> <ul style="list-style-type: none"> <li>A journal article about infant-toddler development</li> </ul> <p><b>Writing Task:</b></p> <ul style="list-style-type: none"> <li>Describe things people can and can't do when they get old</li> </ul>
<ul style="list-style-type: none"> <li>Use <b>Not really</b> to soften a negative response</li> <li>Ask <b>What do you mean?</b> to request clarification</li> <li>Use <b>Well</b> to explain or clarify</li> <li>Use emphatic stress on <b>and</b> to indicate two answers</li> </ul>	<p><b>Listening task:</b></p> <ul style="list-style-type: none"> <li>Choose correct statements</li> <li>Circle correct words or phrases</li> <li>Complete statements about activities, using the present continuous</li> <li>Infer people's wishes for the future and complete statements, using <b>would like</b></li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Diphthongs</li> </ul>	<p><b>Reading Text:</b></p> <ul style="list-style-type: none"> <li>A short biography of Harry Houdini</li> </ul> <p><b>Writing Task:</b></p> <ul style="list-style-type: none"> <li>Write your own illustrated life story, including plans and wishes for the future</li> </ul>



# To the Teacher

## What is *Top Notch*?

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

The goal of the *Top Notch* course is to make English unforgettable through:

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

The *Top Notch* course has two beginning levels: *Top Notch Fundamentals* for true beginners and *Top Notch 1* for false beginners.

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

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

## The *Top Notch* instructional design

### Daily confirmation of progress

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

### A purposeful conversation syllabus

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

### An emphasis on cultural fluency

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

### Intensive vocabulary development

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

### A dynamic approach to grammar

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

### A dedicated pronunciation syllabus

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



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

Click on the correct answer.



Our granddaughters are so

- ☐ cute  
☐ old  
☐ tall

### Interactive practice (with daily activity records)

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

NAME-

DATE:

Unit Study Guide  
(Unit 4)

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

## Printable test preparation and review

## GRAMMAR

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

**VOCABULARY**  
family relationships  
rude

- ☐ children  
☐ daughter

### Adjectives to describe people

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

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

**Other language**  
☐ dad  
☐ mom

- SOCIAL LANGUAGE**
- ☐ Who's that?
  - ☐ That's my [father].
  - ☐ Tell me about your [father].
  - ☐ Well, [he's] a [father].

ix



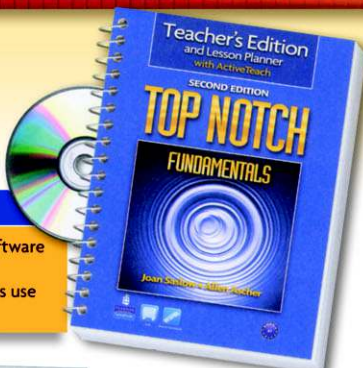
# The Teacher's Edition and Lesson Planner

Includes:

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

## ▶ ActiveTeach

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



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

## Top Notch TV

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



## Printable Extension Activities

Including:

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

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

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

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

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

What are the clothes you ...	need?	want?	like?	have?	don't have?
	white blouse	red shoes	loose clothes	old clothes	sensitive clothes



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

**Learning Strategy**  
(Unit 7, page 58, Reading)

## READING STRATEGY: taking notes

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

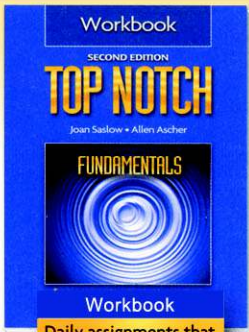
## PRACTICE

As you read the article on page 58, use the simple present to write what each robot does or doesn't do.

The iRobot Roomba	cleans the house
The iRobot Scooba	
ASIMO	

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

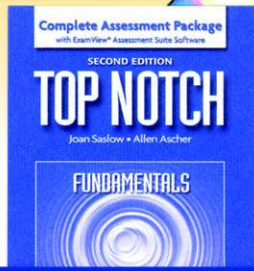
# Other components



**Workbook**  
Daily assignments that reinforce each lesson.



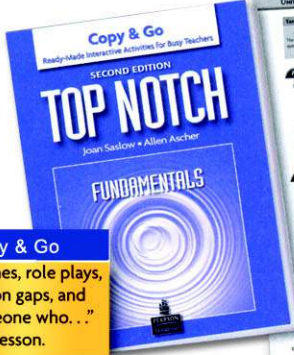
**Classroom Audio Program**  
Includes a variety of authentic regional and non-native accents.



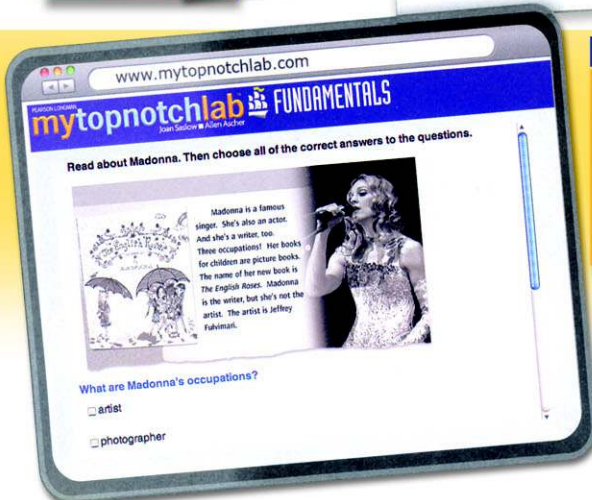
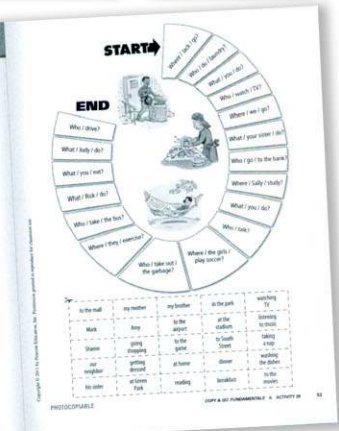
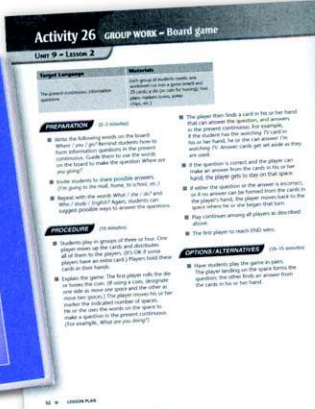
**Complete Assessment Package**  
Ready-made achievement tests. Software provides option to edit, delete, or add items.



**Full-Course Placement Tests**  
Choose printable or online version.



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



**MyTopNotchLab**  
An optional online learning tool with:

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





# Welcome to *Top Notch!*

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

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

## **GOAL** Introduce yourself

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



A: Hi. I'm Martin.

B: Hi, Martin. I'm Ben.



A: Nice to meet you, Ben.

B: Nice to meet you, too.

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

## **NOW YOU CAN** Introduce yourself

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

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



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

## GOAL Greet people

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

A: Hi, Len. How are you?

B: Fine, thanks. And you?

A: I'm fine.

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

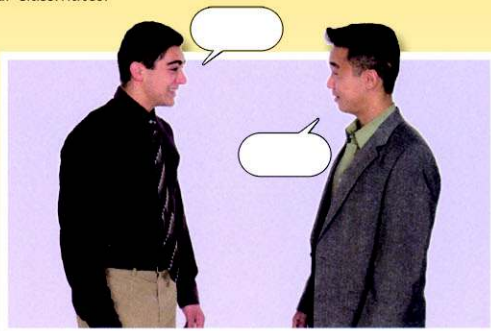
### 3 **VOCABULARY • More greetings** Read and listen. Then listen again and repeat.



## NOW YOU CAN Greet people

**PAIR WORK** Now greet your classmates.

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



1:10  
**Responses**  
 😊 [Fine. / I'm fine.  
 Great.  
 😊 [Not bad.  
 So-so.



## GOAL Say good-bye

### 1 CONVERSATION MODEL Read and listen.

A: Good-bye, Charlotte.

B: Good-bye, Emily.

A: See you tomorrow.

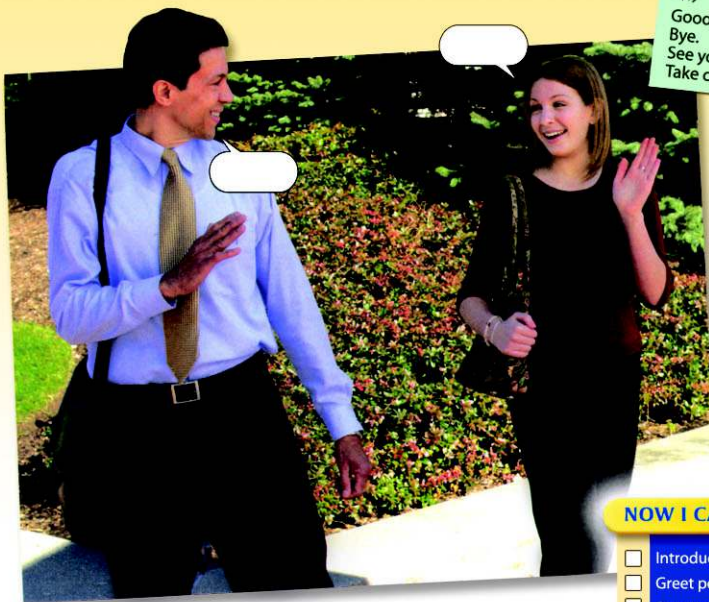
B: OK. See you!

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



## NOW YOU CAN Say good-bye

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



1:13  
 **Ways to say good-bye**  
Good-bye.  
Bye.  
See you later.  
Take care.

### NOW I CAN...

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

# UNIT 1

## Names and Occupations

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

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

### LESSON 1

## GOAL Tell a classmate your occupation

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



1 a teacher



2 a student



3 an architect



4 an actor



5 an athlete



6 a musician



7 an artist



8 a banker



9 a singer



10 a flight attendant

### VOCABULARY BOOSTER

More occupations • p. 126

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

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

#### Affirmative statements / Contractions

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

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

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

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

#### Negative statements / Contractions

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

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

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

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

Articles **a / an**  
a teacher  
an actor



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

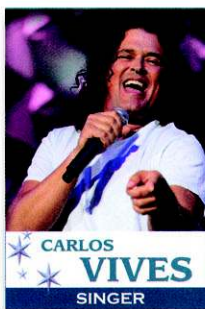
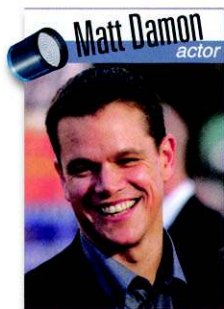
- |                   |                  |                 |
|-------------------|------------------|-----------------|
| 1 ..... architect | 3 ..... banker   | 5 ..... singer  |
| 2 ..... student   | 4 ..... musician | 6 ..... athlete |

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

“He’s a teacher.”

“She’s a flight attendant.”

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



- |   |                             |
|---|-----------------------------|
| 1 Matt Damon <i>He's an actor. He's not an architect.</i> | 3 Hee-Young Lim .....       |
| 2 Carlos Vives .....                                      | 4 Constantina Tomescu ..... |

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

**1 CONVERSATION MODEL** Read and listen.

- A: What do you do?  
B: I'm an architect. And you?  
A: I'm a banker.

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

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

- A: What do you do?  
B: I'm ..... And you?  
A: I'm .....

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



# GOAL

## Identify your classmates

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



1 She's a chef.



2 He's a writer.



3 She's a manager.



4 She's a scientist.



5 He's a doctor.



6 She's an engineer.



7 He's a photographer.



8 He's a pilot.

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

### Singular nouns

a chef  
an athlete

### Plural nouns

2 chefs  
3 athletes

### Affirmative statements / Contractions

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

### Negative statements / Contractions

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

### Subject pronouns

#### Singular

I  
you  
he  
she

#### Plural

we  
you  
they

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

- 1 I ..... a writer.      3 We ..... doctors.      5 We ..... managers.  
2 She ..... not a pilot.      4 They ..... not scientists.

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

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

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

**Yes / no questions**

Are you  
is he  
is Tanya } an architect?

Are you  
Are they  
Are Ted and Jane } musicians?

**Short answers**

Yes, I **am**.

Yes, { he  
she } **is**.

Yes, { we  
they } **are**.

No, I'm **not**.

No, { he's  
she's } **not**.

No, { we're  
they're } **not**.



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

1 A: Are they Abby and Jonah?  
B: Yes, .....

2 A: ..... she Hanna?  
B: No, ..... Ella.

3 A: ..... you Rachel and Philip?  
B: No, we' ..... Judith and Jack.

4 A: ..... a chef?  
B: Yes, I .....

5 A: ..... he Evan?  
B: No, ..... not. He' ..... Michael.

6 A: Is ..... Tim?  
B: ....., he' ..... He's Louis.

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

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

“Are you an artist?”

“Yes, I am.”

**NOW YOU CAN** Identify your classmates

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

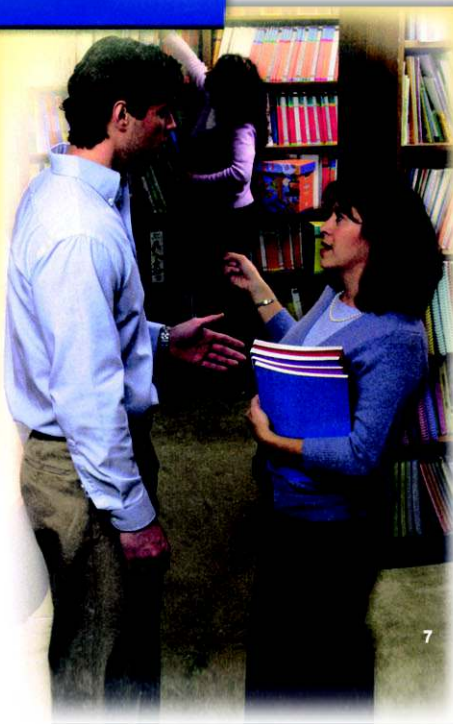
A: Excuse me. Are you Marie?  
B: No, I'm not. I'm Laura. That's Marie.  
A: Where?  
B: Right over there.  
A: Thank you.  
B: You're welcome.

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

**3 PAIR WORK** Personalize the conversation. Use real names. Then change roles.

A: Excuse me. Are you .....?  
B: No, I'm not. I'm ..... That's .....  
A: Where?  
B: Right over there.  
A: Thank you.  
B: You're welcome.

**4 CHANGE PARTNERS** Identify other classmates.





**GOAL** Spell names

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



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

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

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



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

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

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

1 .....

2 .....

3 .....

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

**Proper nouns**

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

Melanie Pepper New Delhi Nicaragua

**Common nouns**

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

morning doctor student

**Capital letters**

A B C

**Lowercase letters**

a b c

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

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

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

- |   |  |                                   |                                    |
|---|--|-----------------------------------|------------------------------------|
| <input type="checkbox"/> 1 <u>marie</u>       | <input type="checkbox"/> 3 sarah brown | <input type="checkbox"/> 5 canada | <input type="checkbox"/> 7 letter  |
| <input checked="" type="checkbox"/> 2 partner | <input type="checkbox"/> 4 teacher     | <input type="checkbox"/> 6 noun   | <input type="checkbox"/> 8 grammar |

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

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

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

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

**NOW YOU CAN Spell names**

**1 CONVERSATION MODEL** Read and listen.

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

**2 RHYTHM AND INTONATION**

Listen again and repeat. Then practice the Conversation Model with a partner.

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

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

**Don't stop!**  
Ask about occupations.

“What do you do?”

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



# Extension



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening  
reading • speaking • pronunciation

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



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

NAME	Porter	OCCUPATION
------	--------	------------

Available for charters

John PILOT

Licensed Insured john@airtaxi.com

World Language Institute

Lorraine Clare 1-800-555-6788

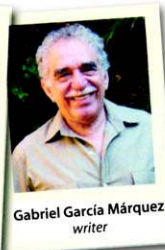
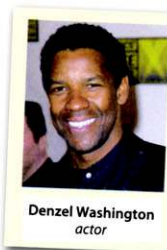
English

- 3 **PAIR WORK** Choose a famous person. Write that person's information on the form. Then play the role of that person and introduce "yourself" to your partner.

NAME:
OCCUPATION:

“Hi. I’m Sean Penn.  
I’m an actor. And you?”

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



## GRAMMAR BOOSTER

Extra practice • p.136

- Is Denzel Washington an actor or a singer?  
*He's an actor.*
- What's Tania Libertad's occupation?
- Is Se Ri Pak a teacher?
- Are Se Ri Pak and Gabriel García Márquez scientists?
- What's Gabriel García Márquez's occupation?
- Is Se Ri Pak an athlete?

- 5 **PERSONAL RESPONSES** Write responses with real information.

1 “Hi. I’m Art Potter.”

*YOU*

2 “Are you a teacher?”

*YOU*

3 “What do you do?”

*YOU*

4 “Thank you.”

*YOU*

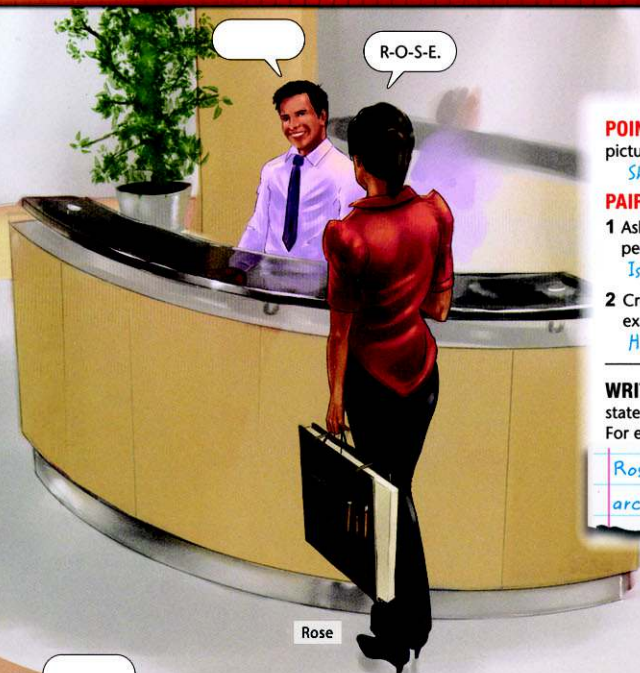


Top Notch Pop

“What Do You Do?” Lyrics p. 147



# Review



Rose

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

*She's an artist.*

## PAIR WORK

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

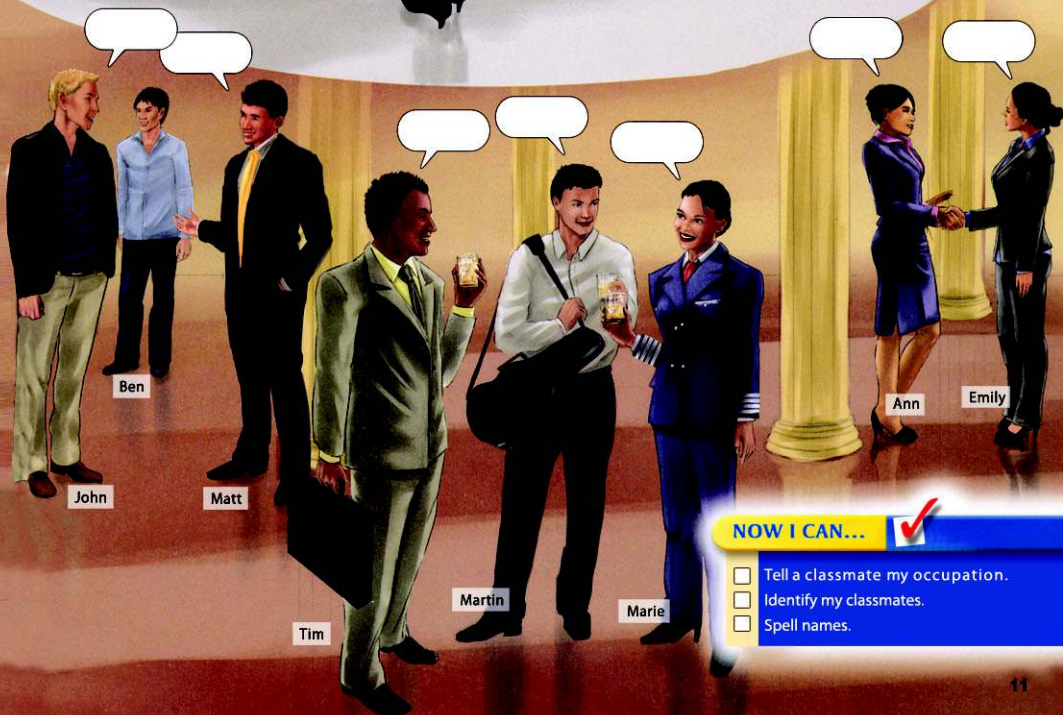
*Is John a photographer? Yes, he is.*

2 Create conversations for the people. For example:

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

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

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



Ben

John

Matt

Tim

Martin

Marie

Ann

Emily

## NOW I CAN...



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

# About People

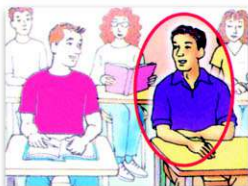
**GOALS** After Unit 2, you will be able to:

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

## LESSON 1

## GOAL Introduce people

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



1 a classmate



2 a friend



3 a neighbor



4 a boss



5 a colleague

### VOCABULARY BOOSTER

More relationships • p. 127

- 2 GRAMMAR • Possessive nouns and adjectives**

#### Possessive nouns

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

#### Possessive adjectives

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



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

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

- 1 Mr. Thomas is (**my** / I) boss.
- 2 Is Mrs. Cory (**you** / **your**) teacher?
- 3 Is (**she** / **her**) Dr. Kim?
- 4 Are (**they** / **their**) Connie and Sam?
- 5 Are (**your** / **you**) Barry's friend?
- 6 He's (**my** / **I**) colleague.
- 7 Mr. Bello is (**Alec** / **Alec's**) neighbor.
- 8 Jake is (**Ms. Rose** / **Ms. Rose's**) student.
- 9 (**He's** / **His**) an architect.
- 10 (**Kyle** / **Kyle's**) and Ray's new classmate is Gail.

- 4 PAIR WORK** Tell a classmate about at least three of your relationships. Use the Vocabulary.

“ Jerry is my classmate. Ted and Jan Keyes are my neighbors. ”



1:33

# 5 LISTENING COMPREHENSION Listen to the conversations. Write the relationships.

- 1 Bruce is her ..... 3 Mr. Grant is her ..... 5 Carlos is his .....  
2 Patty is his ..... 4 Rob is her .....

## 6 GRAMMAR • *Be from* / Questions with *Where*



I'm from Toronto.

Are you **from** Paraguay?

Is she **from** Moscow?

Where **are** you **from**?

Where **'s** she **from**?

**Be careful!** Are you from Spain?

Yes, I am. NOT Yes, ~~I'm from~~.

Yes, I am. / No, I'm not.

Yes, she is. / No, she's not.

We're **from** Bangkok.

She's **from** Canada.

### Contractions

Where is → **Where's**

Where are NOT ~~Where're~~

## 7 GRAMMAR PRACTICE Complete the conversations with *be from*. Use contractions when possible.

- 1 A: Where's your neighbor .....? 3 A: ..... your boss .....?  
B: She ..... Canada. B: He ..... Fortaleza.  
2 A: ..... they .....? 4 A: ..... you and your friend .....?  
B: ..... Paris. B: ..... Pusan.

## NOW YOU CAN Introduce people

1:34

### 1 CONVERSATION MODEL Read and listen.

A: Tom, this is Paula. Paula's my classmate.

B: Hi, Paula.

C: Hi, Tom. Nice to meet you.

B: Nice to meet you, too.

1:35

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

### 3 GROUP WORK Personalize the conversation. Introduce classmates. Use your own names. Then change roles.

A: ....., this is ..... 's my .....

B: Hi, .....

C: Hi, ..... Nice to meet you.

B: Nice to meet you, too.



**Be sure to recycle this language.**

**Don't stop!**

Ask questions.

Where are you from?  
What do you do?

### 4 CHANGE PARTNERS Introduce other classmates.



# GOAL Tell someone your first and last name

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

Titles				
1 Mr.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Mrs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 Miss	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Ms.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



Mr. Charles Lee

Mrs. Vivian Lee

5 first name

6 last name

## VOCABULARY BOOSTER

More titles • p. 127

### Be careful!

Mr. Charles Lee OR Mr. Lee  
Mrs. Vivian Lee OR Mrs. Lee  
NOT ~~Mr. Charles~~  
NOT ~~Mrs. Vivian~~

- 2 **PAIR WORK** Introduce yourself to a classmate. Use a title and your last name.

“Hi. I’m Mr. Wilson.”

“Nice to meet you,  
Mr. Wilson.”

- 3 **LISTENING COMPREHENSION** Listen. Circle the correct information. Then listen again and check your answers.



1

☒ Mr.  
☐ Mrs.  
☐ Miss  
☐ Ms.

Alex Davis  
first name last name



2

☐ Mr.  
☐ Mrs.  
☐ Miss  
☒ Ms.

Nancy Sullivan  
first name last name



3

☒ Mr.  
☐ Mrs.  
☐ Miss  
☐ Ms.

Frank Sun  
first name last name



4

☐ Mr.  
☒ Mrs.  
☐ Miss  
☐ Ms.

Wendy Roberts  
first name last name



5

☐ Mr.  
☐ Mrs.  
☐ Miss  
☒ Ms.

RITA OLIVEIRA  
first name last name



6

☐ Mr.  
☐ Mrs.  
☐ Miss  
☒ Ms.

Pam García  
first name last name

☒ Mr.  
☐ Mrs.  
☐ Miss  
☐ Ms.

Fred Roberts  
first name last name

☒ Mr.  
☐ Mrs.  
☐ Miss  
☐ Ms.

Henry Solas  
first name last name

**4 VOCABULARY PRACTICE** Fill out the forms. Check or circle the correct titles.

**You:**

<input type="checkbox"/> Mr.	<input type="checkbox"/> Mrs.	<input type="checkbox"/> Miss	<input type="checkbox"/> Ms.
_____		_____	
first name		last name	

**Your teacher:**

<input type="checkbox"/> Mr.	<input type="checkbox"/> Mrs.	<input type="checkbox"/> Miss	<input type="checkbox"/> Ms.
_____		_____	
first name		last name	

**A classmate:**

<input type="checkbox"/> Mr.	_____
<input type="checkbox"/> Mrs.	first name
<input type="checkbox"/> Miss	_____
<input type="checkbox"/> Ms.	last name

**NOW YOU CAN** Tell someone your first and last name

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



A: What's your last name, please?

B: Fava.

A: And your first name?

B: My first name? Bob.

A: Thank you, Mr. Fava.

B: You're welcome.

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

**3 PAIR WORK** Personalize the conversation. Use your own names.  
Write your partner's information on the form. Then change roles.

A: What's your last name, please?

B: .....

A: And your first name?

B: My first name? .....

A: Thank you, .....

B: You're welcome.

Mr.	_____	_____
Mrs.	first name	last name
Miss	_____	_____
Ms.	_____	_____



**Be sure to recycle this language.**

**Don't stop!**  
Ask more questions.

How do you spell that?  
What do you do?  
Where are you from?

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



# GOAL Get someone's contact information

- 1** **VOCABULARY** • *Numbers 0 – 20* Read and listen. Then listen again and repeat.

0 zero	7 seven	14 fourteen
1 one	8 eight	15 fifteen
2 two	9 nine	16 sixteen
3 three	10 ten	17 seventeen
4 four	11 eleven	18 eighteen
5 five	12 twelve	19 nineteen
6 six	13 thirteen	20 twenty

- 2** **PAIR WORK** Read a number aloud from the picture. Your partner writes the number on a separate sheet of paper.



- 3** **GRAMMAR** • *Be: information questions with What*

What's his name?	(Mark Crandall.)
What's his last name?	(Crandall.)
What's Ellen's address?	(18 Main Street.)
What's her e-mail address?	(Dover14@hipnet.com.)
What's their phone number?	(835-555-0037.)
What are their first names?	(Luis and Samuel.)

What is → What's

**How to say e-mail addresses and phone numbers:**

Say "dover fourteen at hipnet dot com."

Say "oh" for zero: 0037 = "oh-oh-three-seven."

- 4** **PRONUNCIATION** • *Stress in two-word pairs* Read and listen. Then listen again and repeat.

first name

phone number

e-mail address

- 5** **LISTENING COMPREHENSION** Listen to the conversations. Write the information. Then listen again and check your work.

	NAME	PHONENUMBER	E-MAIL
1	Valerie Peterson	_____	_____@_____
2	Mathilda	_____	_____
3	Quinn	_____	_____@_____
4	Joseph	_____	_____

## 6 INTEGRATED PRACTICE Complete the questions.



- 1 A: *What's his* ..... address?  
B: 11 Main Street.



- 2 A: ..... phone number?  
B: 22-63-140.



- 3 A: ..... address?  
B: 18 Bank Street.



- 4 A: ..... phone number?  
B: 878-456-0055.



- 5 A: ..... e-mail address?  
B: It's sgast@mp.net.



- 6 A: ..... phone number?  
B: 44-78-35.

## NOW YOU CAN Get someone's contact information

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

A: What's your name?  
B: Dave Mitchell.  
A: And what's your phone number?  
B: 523-6620.  
A: 523-6620?  
B: That's right.

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

- 3 **PAIR WORK** Personalize the conversation. Write your partner's answers on a separate sheet of paper. Then change roles.

A: What's your .....?  
B: .....  
A: And what's your phone number?  
B: .....  
A: .....?  
B: That's right.

- 4 **CHANGE PARTNERS** Get other classmates' contact information.



**Be sure to recycle this language.**

first name / last name  
address / e-mail address  
Thank you.  
You're welcome.  
Nice to meet you.  
Good-bye.

### Don't stop!

Continue the conversation.  
Ask more questions.

# Extension



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening  
reading • speaking • pronunciation

- 1 **READING** Read about six famous people. Where are they from?

This is Frank Gehry. Where is Mr. Gehry from? He's from Canada. And what's his occupation? He's an architect.

This is Paco de Lucia, from Spain. What's his occupation? He's a musician.

This is Maria Sharapova. She's from Russia. What's Ms. Sharapova's occupation? She's an athlete.

This is John Travolta. Mr. Travolta has two occupations. He's an actor and a pilot. He's from the United States.

This is Angélique Kidjo. What's her occupation? Ms. Kidjo is a singer. She's from Benin.

This is Banana Yoshimoto. Ms. Yoshimoto is from Japan. What's her occupation? She's a writer.

- 2 **PAIR WORK** Ask and answer questions about people in the Reading. Use the verb be.

“Is Frank Gehry a doctor?”

“Is Maria Sharapova from the United States?”

“Where's Mr. Travolta from?”

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

- 3 **SPEAKING** Point to the people in the photos. Ask your partner questions about their contact information.

Ryan Hale

12 Bank St.  
rhale@ccc.com

Norma Chin

33-55-0078  
nchin@hipnet.com

Fran Green Bill Green

34-67-9899  
13 Quinn St.

GRAMMAR BOOSTER

Extra practice • p. 137



1:46/1:47

Top Notch Pop

“Excuse Me, Please” Lyrics p. 147



## PERSONAL INFORMATION

First name: \_\_\_\_\_ Last name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Phone: \_\_\_\_\_ e-mail: \_\_\_\_\_

## PAIR WORK

1 Create a conversation for the people in the first picture. Complete the form with your partner's information. Start like this:

*What's your ...?*

2 Create a conversation for the people in the second picture. Introduce the two women. Start like this:

*This is ... She's my ...*

**WRITING** Write sentences about your relationships. For example:

*Nancy Lee is my friend. She's from Vancouver.*

*She's a ...*



## NOW I CAN...

- ☐ Introduce people.
- ☐ Tell someone my first and last name.
- ☐ Get someone's contact information.

# UNIT 3

## Places and How to Get There

**GOALS** After Unit 3, you will be able to:

- 1 Talk about locations.
- 2 Discuss how to get places.
- 3 Discuss transportation.

### LESSON 1

### GOAL Talk about locations

- 1 **VOCABULARY** • *Places in the neighborhood* Read and listen. Then listen again and repeat.



1 a pharmacy



2 a restaurant



3 a bank



4 a school



5 a newsstand



6 a bookstore

#### VOCABULARY BOOSTER

More places • p. 127

- 2 **LISTENING COMPREHENSION** Listen. Write the places you hear.

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

- 3 **PAIR WORK** Say the name of a place. Your partner writes the word.

- 4 **VOCABULARY** • *Locations* Read and listen. Then listen again and repeat.



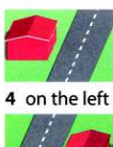
1 across the street



2 down the street



3 around the corner



4 on the left

5 on the right



6 next to the bank

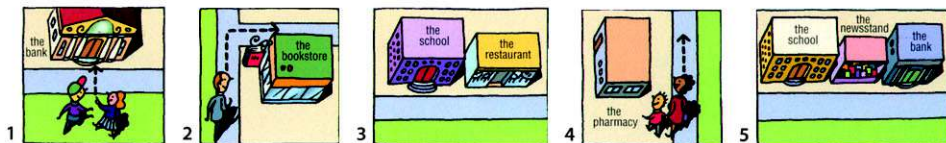


7 between the bookstore and the bank



- 5 **PAIR WORK** Take turns making statements about the location of the places.

“ The bank is across the street. ”



- 6 **GRAMMAR** • *Be*: questions with Where / Subject pronoun it

Ask questions with Where for locations.

Where's the restaurant?

Use it to replace the names of places.

It's down the street. (It = the restaurant)

Contractions

Where is → Where's

It is → It's

- 7 **PRONUNCIATION** • *Falling intonation for questions with Where* Read and listen. Then listen again and repeat.

- Where is it?
- Where's the bank?
- Where's the school?
- Where's the newsstand?

## NOW YOU CAN Talk about locations

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

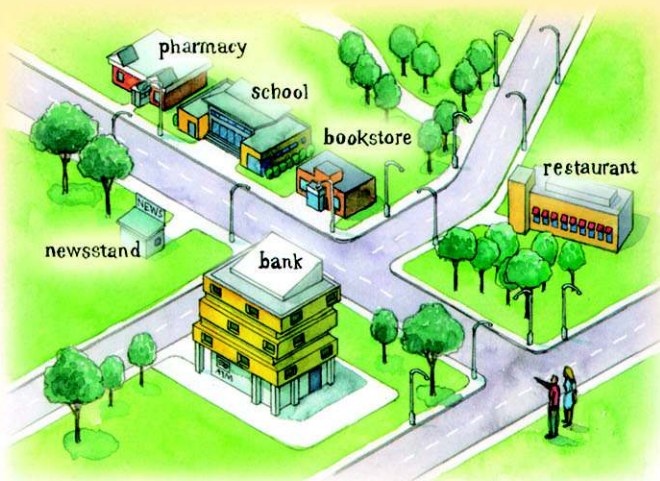
A: Excuse me. Where's the bank?  
B: The bank? It's around the corner.  
A: Thanks!  
B: You're welcome.

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

- 3 **PAIR WORK** Find the people on the map. Talk about the location of places on the map. Then change roles.

A: Excuse me. Where's the .....?  
B: .....? It's .....  
A: Thanks!  
B: You're welcome.

- 4 **CHANGE PARTNERS** Ask about other locations.





# GOAL

## Discuss how to get places

- 1 **VOCABULARY** • *Ways to get places* Read and listen. Then listen again and repeat.



1 walk



2 drive



3 take a taxi



4 take the train



5 take the bus

### 2 GRAMMAR • The imperative

Use imperatives to give instructions and directions.

**Affirmative imperatives**

**Drive** [to the bank].

**Take** the bus [to the pharmacy].

**Negative imperatives**

**Don't walk.**

**Don't take** the train.

Do not → Don't



### 3 INTEGRATED PRACTICE Follow the directions.

Partner A: Read a direction.

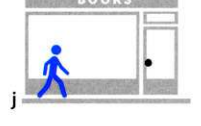
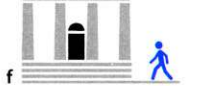
Partner B: Say the letter of the correct picture.

- Walk to the bookstore.
- Don't drive to the restaurant.
- Take the bus to the bank.
- Don't walk to the pharmacy.
- Drive down the street.

Partner B: Read a direction.

Partner A: Say the letter of the correct picture.

- Take the bus down the street.
- Don't take the bus to the bank.
- Walk to the bank.
- Take a taxi to the restaurant.
- Drive to the pharmacy.



1:55

#### 4 **LISTENING COMPREHENSION** Listen. Write the directions. Use an affirmative and a negative imperative.

1 Take the bus. Don't drive.

3 .....

5 .....

2 .....

4 .....

### NOW YOU CAN Discuss how to get places

1:56

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

A: Can I walk to the bookstore?

B: The bookstore? Sure.

A: And what about the school?

B: The school? Don't walk. Drive.

A: OK. Thanks!

1:57

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

#### 3 **PAIR WORK** Change the model. Use the photos below. Ask how to get to places in the neighborhood. Then change roles.

A: Can I walk to the .....?

B: The .....? .....

A: And what about the .....?

B: The .....? Don't ..... .

A: OK. Thanks!

**Don't stop!**  
Ask about locations.



**Be sure to recycle this language.**

Where is it?

It's {  
across the street.  
down the street.  
around the corner.  
next to the \_\_\_\_.  
between the \_\_\_\_ and the \_\_\_\_.



#### 4 **CHANGE PARTNERS** Discuss more places.

# GOAL Discuss transportation

- 1  **VOCABULARY** • *Means of transportation* Read and listen. Then listen again and repeat.



1 a car



2 a bicycle



3 a moped



4 a subway



5 a motorcycle

Also remember:  
a bus  
a train  
a taxi

- 2 **PAIR WORK** Take turns. Spell a Vocabulary word aloud. Your partner writes the word.

- 3 **GRAMMAR** • *By to express means*




by taxi

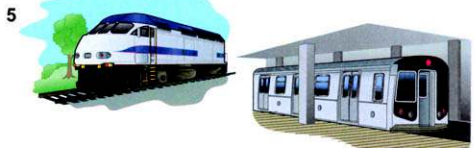


by bicycle



by motorcycle

- 4  **LISTENING COMPREHENSION** Listen. Circle the means of transportation you hear.





- 1:60  
5 **VOCABULARY • Destinations** Read and listen. Then listen again and repeat.



1 go to work



2 go home



3 go to school

- 1:61  
6 **LISTENING COMPREHENSION** Listen. Use a by phrase to write the means of transportation. Then check the box for work, home, or school.



1	by car	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## NOW YOU CAN Discuss transportation

- 1:62  
1 **CONVERSATION MODEL** Read and listen.

A: How do you go to school?

B: By subway. What about you?

A: Me? I walk.

- 1:63  
2 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 **PAIR WORK** Personalize the conversation. Ask about work, school, and home. Answer with a by phrase. Then change roles.

A: How do you go .....?

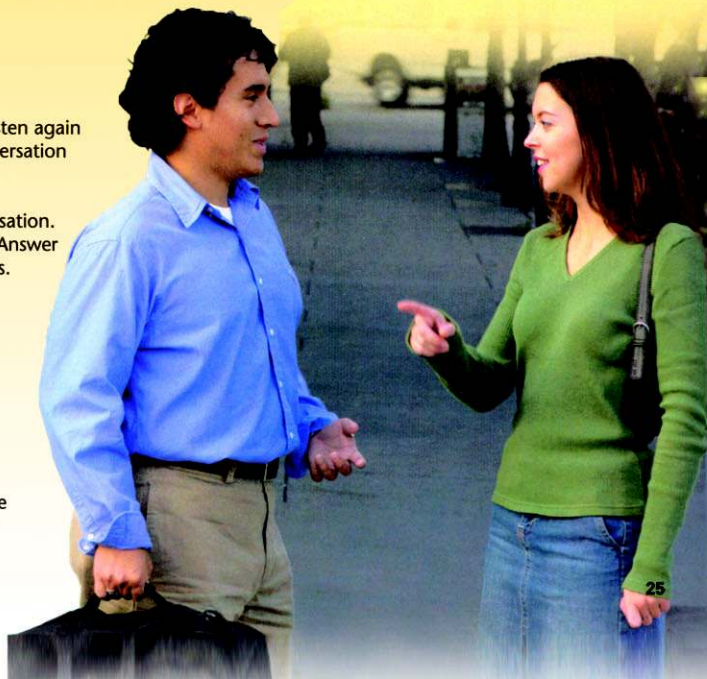
B: ..... What about you?

A: Me? I ..... .

**Don't stop!**

Ask about other places.

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



# Extension



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening  
reading • speaking • pronunciation

- 1 **READING** Read about how people go to work and school.

**I'm Kim Lee.** I'm an engineer. I'm lucky. I can walk to work. My office is around the corner from my home.



**I'm Jennie Beck.** I'm a writer from New York. I go to work by subway. I take the subway home, too.

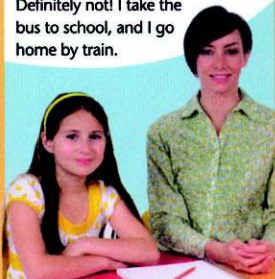


**I'm a doctor.** My name is Jasper White. I go to work by train, and I go home by car with my colleague, Dr. Randall Marshall. He's a neighbor down the street from my home.



**I'm Katie Simpson,** and this is my teacher, Ms. Clark. I'm a student. My school is right next to my home. I walk to school with my friends. We walk home together, too.

**I'm Hillary Clark.** I'm Katie's teacher, but my home is not next to our school. Can I walk to school? Definitely not! I take the bus to school, and I go home by train.



- 2 **PAIR WORK** Ask and answer the questions.

“Is Jennie Beck a teacher?”

“No, she's not. She's a writer.”

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

- Is Jasper White a doctor?
- Is Randall Marshall Dr. White's friend or his colleague?
- Is Dr. Marshall Dr. White's neighbor?
- Is Katie Simpson a teacher?
- What is Katie's teacher's name?
- Is their school next to Ms. Clark's home?
- Where is Kim Lee's office?
- Your own question: \_\_\_\_\_?

## GRAMMAR BOOSTER

Extra practice • p. 138

- 3 **GROUP WORK** On the board, make a map of places near your school. Write the names of the places. Then take turns describing the locations of the places.



Be sure to recycle this language.

Where's the [pharmacy]?  
It's \_\_\_\_.  
Can I [walk] to the [restaurant]?  
Take / Don't take the [bus].

Walk / Don't [drive].  
Go by bus.  
Don't go by train.



## Review

**CONTEST** Study the picture for one minute. Then close your books. Who can remember all of the locations? For example:

*The school is down the street.*

**PAIR WORK** Create conversations for the people. For example:

*A: How do you go to work?*

*B: By bus.*

**WRITING** Write five questions and answers about the places in the picture. For example:

*Where's the restaurant?*

*It's across the street.*

**NOW I CAN...**

- ☐ Talk about locations.
- ☐ Discuss how to get places.
- ☐ Discuss transportation.

27

**PAIR WORK** Create conversations for the people. For example:

A: How do you go to work?  
B: By bus.

**WRITING** Write five questions and answers about the places in the picture. For example:

Where's the restaurant?  
It's across the street.

## NOW I CAN...

- ☐ Talk about locations.
- ☐ Discuss how to get places.
- ☐ Discuss transportation.



# UNIT 4

## Family

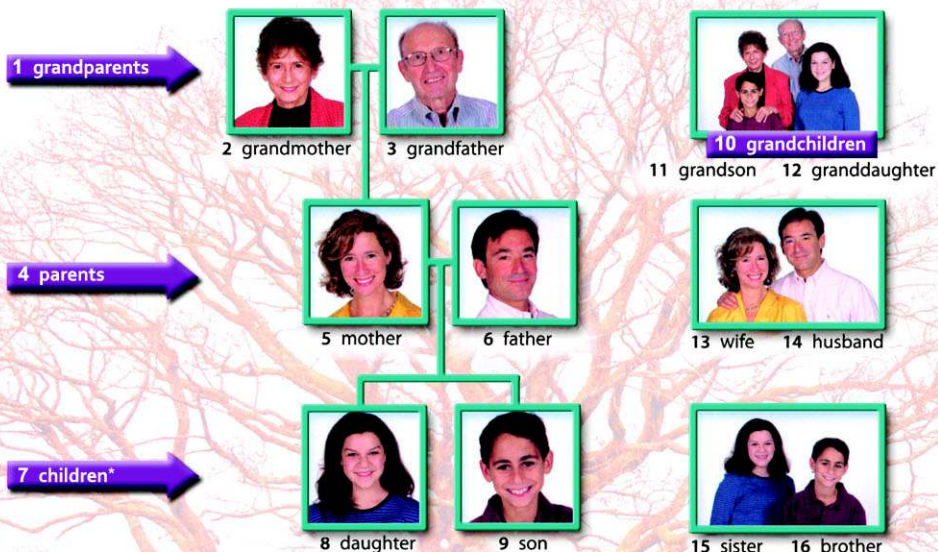
**GOALS** After Unit 4, you will be able to:

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

### LESSON 1

## GOAL Identify people in your family

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



\* one child / two children

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

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



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

**Who is** he? (He's my dad.)  
**Who's** Louise? (She's my mom.)

**Who are** they? (They're my sisters.)  
**Who are** Nina and Jan? (They're my daughters.)

**Contraction**  
 Who is → **Who's**

**Be careful!**  
 Who are NOT Who're

\* mom and dad = informal for mother and father

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

1 A: Who's he.....?

B: He's my grandfather.

2 A: .....?

B: She's my mother.

3 A: .....?

B: He's Mr. Fine's grandson.

4 A: .....?

B: They're Pat's grandparents.

5 A: .....?

B: She's Ed's wife.

6 A: .....?

B: They're my brother and sister.

### NOW YOU CAN Identify people in your family

#### 1 CONVERSATION MODEL Read and listen.

A: Who's that?

B: That's my father.

A: And who are they?

B: They're my sisters, Mindy and Jen.

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


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

A: Who's that?

B: That's .....

A: And .....?

B: .....

 **Be sure to recycle this language.**

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

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

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





# GOAL Describe your relatives

## VOCABULARY BOOSTER

More adjectives • p. 128

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



1 pretty



2 handsome

3 good-looking



4 cute



5 short

6 tall



7 old

8 young

- 2 GRAMMAR** • Be with adjectives / Adverbs very and so

Describe people with a form of be and an adjective.

She's pretty.

He's handsome.

They're good-looking.

Your children are cute.

The adverbs very and so make adjectives stronger.

They're very good-looking.

He's very handsome.

She's so pretty!

Your children are so cute!

“Gina and Deborah  
are very pretty.”

- 3 PAIR WORK** Use the Vocabulary to describe two people in your class.

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

1 Her husband is (handsome / tall / old).

2 His daughter is (tall / good-looking / cute).

3 Her brothers are (tall / good-looking / young).

4 His son is (tall / good-looking / short).

5 Her father is (tall / old / short).

6 His sisters are (tall / good-looking / short).

- 5 INTEGRATED PRACTICE** Look at the pictures. Complete each sentence with a form of be and an adjective.



1 Your sisters .....  
so .....



2 Your daughter .....  
so .....



3 Our grandfather .....  
very .....





4 His girlfriend .....  
very .....

5 His wife ..... so .....!

6 Your brother ..... so  
tall. And his colleague  
..... very .....

**6 INTEGRATED PRACTICE** Write three sentences about people in your family. Use adjectives and the adverbs very or so to describe the people.

*My brother is very tall.*

## NOW YOU CAN Describe your relatives

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

A: Tell me about your father.

B: Well, he's a doctor. And he's very tall.

A: And how about your mother?

B: She's a scientist. She's very pretty.

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

**3 PAIR WORK** Personalize the conversation. Describe your relatives. Then change roles.

A: Tell me about your .....

B: Well, ..... And .....

A: And how about your .....?

B: .....

**Don't stop!**

Ask about other people in your partner's family.



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

**GOAL** Talk about your family**1 GRAMMAR** • Verb have / has: affirmative statements

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

He }  
She } **has** three sisters.

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

- Mark ..... two brothers.
- My grandmother ..... five grandsons.
- They ..... a granddaughter.
- We ..... twelve grandchildren.
- Carl and Anna ..... two children.
- She ..... five sisters.
- They ..... no brothers or sisters.

YOU I

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

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

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

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

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

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

## 6 GRAMMAR • Be: questions with How old

How old are you?

I'm three.

How old is	he?	He's nineteen years old.
	she?	She's thirty-three.
	your sister?	She's twenty.
How old are	they?	They're twenty-nine.
	your parents?	They're fifty and fifty-two.



## 7 GRAMMAR PRACTICE Complete the questions. Use How old is or How old are.

- |                           |                          |
|---------------------------|--------------------------|
| 1 ..... your sister?      | 4 ..... Helen's husband? |
| 2 ..... Matt's parents?   | 5 ..... her children?    |
| 3 ..... your grandfather? | 6 ..... his son?         |

## NOW YOU CAN Talk about your family

### 1 CONVERSATION MODEL Read and listen.

A: I have one brother and two sisters.

B: Really? How old is your brother?

A: Twenty.

B: And your sisters?

A: Eighteen and twenty-two.

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

### 3 PAIR WORK Personalize the conversation. Talk about your own family. Then change roles.

A: I have .....

B: Really? How old .....?

A: .....

B: And your .....?

A: .....

**Don't stop!** Ask more questions.  
Tell me about your [mother].  
And your [father]?  
How about your [grandparents]?  
What's his / her name?  
What are their names?  
What's his / her occupation?  
What are their occupations?

### 4 CHANGE PARTNERS

Personalize the conversation again.

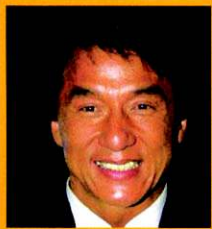






- 1 **READING** Read about some famous actors and their families and friends.

## Who Are They?



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



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



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

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

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

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

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

Relative's name	Relationship	Age	Occupation	Description
Doug	brother	14	student	He's very tall.

Relative's name	Relationship	Age	Occupation	Description

### GRAMMAR BOOSTER

Extra practice • p. 138

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

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



## PAIR WORK

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

A: Who's Meg?

B: She's Sue's mother.

A: Is Dora Meg's daughter?

B: No, she's not.

- 2 Take turns making statements about the family relationships. For example:

Mike has two children. Pia is

his daughter.

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

Pia is very cute.

**WRITING** Write ten sentences to describe the people in your family. For example:

My grandparents are very good-looking.



## NOW I CAN...



- ☐ Identify people in my family.
- ☐ Describe my relatives.
- ☐ Talk about my family.



## Events and Times

**GOALS** After Unit 5, you will be able to:

- 1 Confirm that you're on time.
- 2 Talk about the time of an event.
- 3 Ask about birthdays.

### LESSON 1

## GOAL Confirm that you're on time

- 1**  **VOCABULARY** • *What time is it?* Read and listen. Then listen again and repeat.



1 It's one o'clock.



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



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



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



5 It's one forty.  
It's twenty to two.



6 It's one forty-five.  
It's a quarter to two.



7 It's noon.




8 It's midnight.

24:00 → 11:59 = A.M.  
12:00 → 23:59 = P.M.

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



- 2**  **PRONUNCIATION** • *Sentence rhythm* Read and listen.  
Then listen again and repeat.

- 1 It's **TEN** after **FIVE**.    2 It's **TWENTY** to **ONE**.    3 It's a **QUARTER** to **TWO**.

- 3** **PRONUNCIATION PRACTICE** Read the times in the Vocabulary aloud again.  
Pay attention to sentence rhythm.

- 4** **PAIR WORK** Look at the map. Ask your partner about times around the world. Say each time two ways.

“What time is it in Vancouver?”

“It's nine forty A.M.  
It's twenty to ten.”





2:19

**5** **VOCABULARY** • **Early, on time, and late** Read and listen. Then listen again and repeat.



1 She's early.



2 They're on time.



3 He's late.

**NOW YOU CAN** Confirm that you're on time

2:20

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

- A: What time is the meeting?  
 B: 10:00.  
 A: Uh-oh. Am I late?  
 B: No, you're not. It's five to ten.  
 A: Five to ten?  
 B: That's right. You're early.

2:21

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

**3** **PAIR WORK** It's 2:15 P.M. now. Change the model. Use the pictures. Then change roles.

- A: What time is the .....?  
 B: .....  
 A: Uh-oh. Am I late?  
 B: ..... It's .....  
 A: .....?  
 B: That's right. You're .....



class: 2:15 P.M.



train: 2:30 P.M.



bus: 2:00 P.M.

**4** **CHANGE PARTNERS** Change the model again.

# GOAL Talk about the time of an event

**VOCABULARY BOOSTER**

More events • p. 128

2:22

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



1 a party



2 a dance



3 a game



4 a dinner



5 a movie



6 a concert

2:23

- 2 **LISTENING COMPREHENSION** Listen to the conversations about events.  
Write the event and circle the time.

- |                       |                                   |
|-----------------------|-----------------------------------|
| 1 ..... (7:15 / 7:45) | 4 ..... (12:00 A.M. / 12:00 P.M.) |
| 2 ..... (8:00 / 9:00) | 5 ..... (9:15 / 9:50)             |
| 3 ..... (3:30 / 3:15) | 6 ..... (12:00 A.M. / 12:00 P.M.) |

2:24

- 3 **VOCABULARY** • *Days of the week* Read and listen. Then listen again and repeat.

WEEKDAYS					THE WEEKEND	
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

- 4 **GRAMMAR** • *Be*: questions about time / Prepositions at and on

What time is it?	(It's) five twenty.
What time's the party?	(It's) <u>at</u> nine thirty.
What day is the concert?	(It's) <u>on</u> Saturday.
When's the dance?	{ (It's) <u>at</u> ten o'clock. (It's) <u>on</u> Friday at 10:00 P.M.

**Contractions**

What time is → What time's  
When is → When's

**Be careful!**

What time is it? NOT What time's it?  
When is it? NOT ~~When's~~ it?

**5 GRAMMAR PRACTICE** Complete the questions and answers.

- 1 A: When ..... the party?  
B: It's ..... 11:00 P.M.
- 2 A: ..... day is the game?  
B: It's ..... Saturday.

- 3 A: What ..... is the concert?  
B: It's ..... 8:30.
- 4 A: What ..... is the dinner?  
B: It's ..... Tuesday.

- 5 A: ..... is the dance?  
B: It's ..... Friday at 9:00.
- 6 A: What ..... is the class?  
B: It's ..... noon.

2:25

**6 LISTENING COMPREHENSION** Listen to the conversation. Write the events on the calendar.

Monday	5:30	Thursday	5:30
	6:30		6:30
	7:00		7:00 meeting
	7:15		7:15
Tuesday	5:30	Friday	5:30
	6:30		6:30
	7:00		7:00
	7:15		7:15
Wednesday	5:30	Saturday	5:30
	6:30		6:30
	7:00		7:00
	7:15		7:15
		Sunday	5:30
			6:30
			7:00
			7:15

**NOW YOU CAN** Talk about the time of an event

2:26

**1 CONVERSATION MODEL** Read and listen.

- A: Look. There's a dance on Wednesday.  
B: Great! What time?  
A: 10:30. At Pat's Restaurant.  
B: Really? Let's meet at 10:15.

2:27

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

**3 PAIR WORK** Change the model. Ask your partner about an event. Use these events or your own events. Then change roles.

- A: Look. There's a ..... on .....  
B: Great! What time?  
A: ..... At .....  
B: Really? Let's meet at .....



**4 CHANGE PARTNERS** Talk about different events.



# GOAL Ask about birthdays

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

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

- 2 **PAIR WORK** Say a number. Your partner says the ordinal number.

“three”

“third”

- 3 **VOCABULARY** • *Months of the year* Read and listen. Then listen again and repeat.

January	February	March	April	May	June
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1	1	1 2 3 4 5	1 2 3	1 2 3 4 5 6 7
5 6 7 8 9 10 11	2 3 4 5 6 7 8	2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14
12 13 14 15 16 17 18	9 10 11 12 13 14 15	9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21
19 20 21 22 23 24 25	16 17 18 19 20 21 22	16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28
26 27 28 29 30 31	23 24 25 26 27 28	23 24 25 26 27 28 29 30 31	27 28 29 30	25 26 27 28 29 30 31	29 30
July	August	September	October	November	December
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2	1 2 3 4 5 6	1 2 3 4	1	1 2 3 4 5 6
6 7 8 9 10 11 12	3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8	7 8 9 10 11 12 13
13 14 15 16 17 18 19	10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15	14 15 16 17 18 19 20
20 21 22 23 24 25 26	17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22	21 22 23 24 25 26 27
27 28 29 30 31	24 25 26 27 28 29 30 31	28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29 30	28 29 30 31

- 4 **LISTENING COMPREHENSION** Listen to the dates. Circle the dates on the calendar.

- 5 **PAIR WORK** Say a date from the calendar. Your partner writes the date.

“July thirty-first”

July 31<sup>st</sup>

**6 GRAMMAR • Prepositions in, on, and at for dates and times: summary**

When's the party?  
When's the meeting?  
When's the dance?  
When's the dinner?  
What time's the movie?  
What time's the dance?

**In** January.  
**On** Tuesday.  
**On** January 15<sup>th</sup>.  
**On** the 12<sup>th</sup>.  
**At** noon.  
**At** 8:30.

**Be careful!**  
in the morning  
in the afternoon  
in the evening  
**BUT** at night



**7 GRAMMAR PRACTICE** Complete the sentences. Use in, on, or at.

- The concert is ..... July 14<sup>th</sup> ..... 3:00 ..... the afternoon.
- The dinner is ..... December ..... the 6<sup>th</sup>.
- The party is ..... midnight ..... Saturday.
- The movie is ..... November 1<sup>st</sup> ..... 8:30 P.M.
- The game is ..... Wednesday ..... noon.
- The meeting is at the State Bank ..... 11:00 ..... the morning ..... July 18<sup>th</sup>.

**NOW YOU CAN Ask about birthdays**

**1 CONVERSATION MODEL** Read and listen.

- A: When's your birthday?  
B: On July 15<sup>th</sup>. When's yours?  
A: My birthday's in November. On the 13<sup>th</sup>.

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

**3 PAIR WORK** Personalize the conversation with your own birthdays.

- A: When's your birthday?  
B: ..... When's yours?  
A: My birthday's .....

**Don't stop!**

Ask questions to complete the chart.

brother's birthday:

sister's birthday:

mother's birthday:

father's birthday:

grandmother's birthday:

grandfather's birthday:



**4 CHANGE PARTNERS** Ask about other people's birthdays.

2:33

**On someone's birthday say:**

“Happy birthday!”

“Thank you!”

# Extension

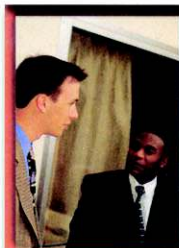


More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening  
reading • speaking • pronunciation

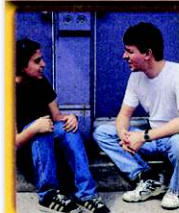
## 1 **READING** Read the conversations. What are the events?



**1** A: Hey, it's Alec's birthday on June 1st.  
B: Really? That's on Friday.  
A: That's right. And there's a party.  
B: Great! Where?  
A: At the New School, right around the corner.  
B: What time?  
A: 11:30.



**2** A: There's a dance tomorrow at 10:30.  
B: Hey, let's go! Where is it?  
A: At Casey's Restaurant.  
B: Is that next to the bookstore?  
A: That's right.



**3** A: There's a movie tonight at 8:00.  
B: Really? What movie?  
A: The Party, with Peter Sellers.  
B: The English actor?  
A: Right.  
B: That's an old movie!  
A: Yes, but it's good. Let's go. OK?



**4** A: Where is the meeting?  
B: At United Bank.  
A: Can we walk there?  
B: No, let's go by taxi.  
A: Are we late?  
B: No. The meeting's at 10:00. It's only 9:30.

## 2 **INTEGRATED PRACTICE** Correct all the mistakes. Use the information in the Reading.

- The dance is at half past ~~nine~~ <sup>ten</sup>.
- The movie is at 8:00 A.M.
- The meeting is at half past ten.
- The birthday party is at midnight.
- Alec's birthday is in July.
- The dance is at the bookstore.
- The meeting is at the New School.
- Alec's party is at United Bank.
- United Bank is around the corner.
- Peter Sellers is an English singer.

## 3 **GROUP WORK** Ask about classmates' birthdays. Complete the chart.

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

### GRAMMAR BOOSTER

Extra practice • p. 139



**Capricorn**  
Dec. 22 – Jan. 20



**Aquarius**  
Jan. 21 – Feb. 19



**Pisces**  
Feb. 20 – Mar. 20



**Aries**  
Mar. 21 – Apr. 20



**Taurus**  
Apr. 21 – May 21



**Sagittarius**  
Nov. 22 – Dec. 21



**Gemini**  
May 22 – Jun. 21



**Scorpio**  
Oct. 23 – Nov. 21



**Libra**  
Sep. 23 – Oct. 22



**Virgo**  
Aug. 24 – Sep. 22



**Leo**  
Jul. 23 – Aug. 23



**Cancer**  
Jun. 22 – Jul. 22

Name	Birthday	Zodiac Sign



2:35/2:36

Top Notch Pop

"Let's Make a Date" Lyrics p. 147





**PAIR WORK** Create conversations for the people.

1 Talk about the events. For example:

*Look. There's a ...*

2 Confirm that you are on time for an event. For example:

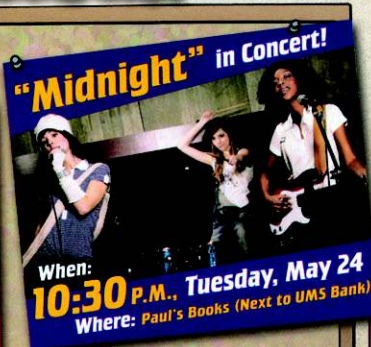
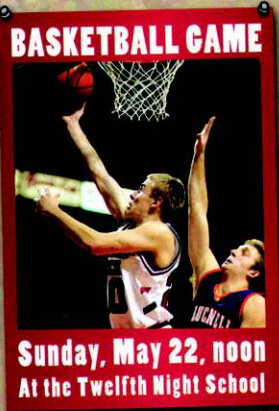
*What time's the ...?*

**CONTEST** Study the events for one minute. Then close your books. Who can remember all the times, dates, and locations? For example:

*There's a ... on ... at ...*

**WRITING** Write five sentences about events at your school or in your city. For example:

*There's a concert on Friday at ...*



**NOW I CAN...**



- ☐ Confirm that I'm on time.
- ☐ Talk about the time of an event.
- ☐ Ask about birthdays.

# UNIT 6

## Clothes

**GOALS** After Unit 6, you will be able to:

- 1 Give and accept a compliment.
- 2 Ask for colors and sizes.
- 3 Describe clothes.

### LESSON 1

## GOAL Give and accept a compliment

### VOCABULARY BOOSTER

More clothes • p. 129

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



- 2 **PRONUNCIATION** • *Plurals* Read and listen. Then listen again and repeat.

\* *Pants* is a plural noun. Use are, not is, with *pants*.

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

- 3 **GRAMMAR** • *Demonstratives* this, that, these, those



- 4 **GRAMMAR PRACTICE** Look at the pictures. Write this, that, these, or those and the name of the clothes.



1 those jackets



2



3



4





5 .....



6 .....



7 .....



8 .....

## 5 GRAMMAR • The simple present tense: affirmative statements with like, want, need, and have



Tina **likes** these shoes.



Lisa **wants** that shirt.



Rob **needs** a book.



Now he **has** a book.

I	{	<b>like</b>	} those sweaters.
You		<b>want</b>	
We		<b>need</b>	
They		<b>have</b>	
Sara and Jim			
He	{	<b>likes</b>	} those sweaters, too.
She		<b>wants</b>	
Cassie		<b>needs</b>	
Ivan		<b>has</b>	

For he, she, and it, add **-s** to the base form.

like → likes  
want → wants  
need → needs

BUT: have → has

## 6 GRAMMAR PRACTICE Complete each statement with the correct form of the verb.

1 I like / likes your tie.

4 Peter have / has that jacket.

2 My friends want / wants this suit.

5 We like / likes our dresses.

3 Janet need / needs this skirt.

6 Sue and Tara want / wants those suits.

## NOW YOU CAN Give and accept a compliment

### 1 CONVERSATION MODEL Read and listen.

A: I like that dress.

B: Thank you.

A: You're welcome.

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

### 3 PAIR WORK Personalize the conversation. Compliment your classmates on their clothes and shoes. Then change roles.

A: I like .....

B: .....

A: You're welcome.

### 4 CHANGE PARTNERS Compliment other classmates' clothes.





# GOAL Ask for colors and sizes

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

COLORS					SIZES
					11 small 12 medium 13 large 14 extra large
1 white	2 black	3 red	4 orange	5 yellow	
6 green	7 blue	8 purple	9 gray	10 brown	

“My shoes are brown.  
My shirt is medium.”

- 2 **PAIR WORK** Make two statements about your clothes.
- 3 **GRAMMAR** • *The simple present tense: negative statements and yes / no questions with like, want, need, and have*

## Negative statements

I { don't want  
You { don't need extra large.  
They { don't have

He { doesn't like  
She { doesn't need red shirts.  
          { doesn't have

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

## Yes / no questions

Do { you they } want  
          {         } need the suit in large?  
          {         } have

Yes, { I we do.  
          { they

No, { I we don't.  
          { they

Does { he she } like  
          {         } need those shoes in black?  
          {         } have

Yes, { he she does.

No, { he she doesn't.

- 4 **GRAMMAR PRACTICE** Complete the sentences with the correct form of the verb. Use contractions.

1 A: ...Do... your children ...have... sweaters for school?

B: My daughter ...does..., but my son ...doesn't...

2 A: ... your husband ...need... a black tie?

B: No, he ... . He ...have... two black ties.

3 A: I ...need... a blue suit for work. ... you  
...need... one too?

B: Yes, I ...

4 A: ... you ...like... that green shirt?

B: Actually, no, I ...

5 A: We ...not like... the clothes in this store



B: Really, that's too bad. We ...




6 A: ... you ...have... this black jacket in size 34?



B: No, I'm sorry. We ...

2:42




- 5 **LISTENING COMPREHENSION** Listen to the conversations about clothes. For each statement, circle T (true) or F (false). Then listen again and circle the color.




T F 1 They like the dress.   

T F 4 He needs a tie.   

T F 2 He needs shoes.   

T F 5 She needs the sweater in small.   

T F 3 Matt needs a suit for work.   

T F 6 They don't have his size.   

## NOW YOU CAN Ask for colors and sizes

2:43

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

A: Do you have this sweater in green?

B: Yes, we do.

A: Great. And my husband needs a shirt.  
Do you have that shirt in large?

B: No, I'm sorry. We don't.

A: That's too bad.



2:44

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

- 3 **PAIR WORK** Now change the model. Ask for colors and sizes of clothes for you and a member of your family. Use the pictures. Then change roles.

A: Do you have ..... in .....?

B: .....

A: ..... And my ..... needs .....  
Do you have ..... in .....?

B: .....

A: .....

- 4 **CHANGE PARTNERS** Practice the conversation again. Ask about other clothes.



## GOAL

## Describe clothes

2:45

- 1 **VOCABULARY** • *Opposite adjectives to describe clothes* Read and listen. Then listen again and repeat.



1 new



2 old



3 dirty



4 clean



5 loose



6 tight



7 cheap



8 expensive



9 long



10 short

- 2 **GRAMMAR** • *Adjective placement*

Adjectives come before the nouns they describe.

a **long** skirt    **tight** shoes    a **red** and **black** tie

Adjectives don't change.

a **clean** shirt / **clean** shirts NOT ~~cleans~~ shirts.

**Be careful!**

It's a **long skirt**. NOT It's a ~~skirt long~~.

- 3 **PAIR WORK** Look at your classmates. Take turns describing their clothes.

“ Allen has new shoes. ”

“ Joe's shoes are old.  
He needs new shoes. ”

- 4 **GRAMMAR PRACTICE** Write two descriptions for each picture. Follow the model.



1

The blouses are clean.  
They're clean blouses.



2

The ..... is .....  
It's .....

3



The ..... are .....  
They're .....



**5 GRAMMAR** • The simple present tense: questions with What, Why, and Which / One and ones

Use a question word and do or does to ask information questions in the simple present tense.

What do you need? (A blue and white tie.)

What does she want? (New shoes.)

Use because to answer questions with Why.

Why do they want that suit? (Because it's nice.)

Why does he like this tie? (Because it's green.)

Use Which to ask about choice. Answer with one or ones.

Which sweater do you want? (The blue one.)

Which shoes does she like? (The black ones.)

**6 GRAMMAR PRACTICE** Complete the conversations. Answer each question in your own words. Then practice the conversations with a partner.

1 A: Which skirt ..... ?

B: The ..... she / want one.

2 A: What ..... ?

B: ..... your friend / need

3 A: What color shoes ..... ?

B: ..... you / like

4 A: Why ..... new shoes?

B: ..... you / want

5 A: Which shirts ..... ?

B: The ..... you / like ones.

6 A: What size shoes ..... ?

B: ..... you / need

**NOW YOU CAN** Describe clothes

**1 CONVERSATION MODEL** Read and listen.

A: What do you think of this jacket?

B: I think it's nice. What about you?

A: Well, it's nice, but it's a little tight.

B: Let's keep looking.

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

**3 PAIR WORK** Now change the model. Use different clothes. Use different problems. Then change roles.

A: What do you think of ..... ?

B: I think ..... nice. What about you?

A: Well, ..... nice, but ..... a little .....

B: Let's keep looking.



Be sure to recycle this language.

Clothes  
shirt  
sweater  
dress  
tie

pants  
skirt  
jacket  
shoes

Problems  
expensive  
tight  
loose  
long  
short



**4 CHANGE PARTNERS** Talk about different clothes and problems.

# Extension



More Practice

ActiveBook Self-Study Disc

grammar • vocabulary • listening  
reading • speaking • pronunciation

- 1 **READING** Read the advertisement from today's newspaper.  
Which clothes do you like?

**TODAY ONLY!**  
**1/2 Price Sale**

**THE EMPORIUM**  
A Great Clothes Store!

**Low, Low Prices!**  
**MEN'S & WOMEN'S CLOTHES**

ALL STORES OPEN UNTIL MIDNIGHT

Blue at King Street store only.

White not available at South Street Station location.

Many more styles available.

Other sale items today: Children's jackets and shoes

STORE LOCATIONS: 62 KING STREET, THE UPTOWN MALL, AND SOUTH STREET STATION.

- 2 **READING COMPREHENSION** Read the statements about the advertisement. Check True or False.

- |   | True                     | False                    |
|---|--------------------------|--------------------------|
| 1 The sale is every day this week.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The store has three locations.              | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The Emporium is a clothes store.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 White blouses are on sale at two locations. | <input type="checkbox"/> | <input type="checkbox"/> |

- |   | True                     | False                    |
|---|--------------------------|--------------------------|
| 5 All locations have blue sweaters.           | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The Emporium doesn't have children's shoes. | <input type="checkbox"/> | <input type="checkbox"/> |

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

- 3 **PAIR WORK** Discuss the sale at the Emporium. Use the advertisement.



Be sure to recycle this language.

Do you want \_\_\_\_?  
Do you like this / that \_\_\_\_?  
Do you need [a gray] \_\_\_\_?  
What do you need / like / want / have?  
Which \_\_\_\_ do you \_\_\_\_?  
Why do you \_\_\_\_ these / those \_\_\_\_?

“What do you need?”

“I need a white blouse for work, and my children need shoes for school. Let's go to the Emporium. They have a great sale.”

GRAMMAR BOOSTER

Extra practice • p. 140





**GAME** Describe people's clothes. Your partner points to the picture. For example:

*He has a yellow shirt.*

## PAIR WORK

1 Point and ask and answer questions about the picture. Use this / that / these / those and like, want, need, and have. For example:

*Do you like these shoes?*

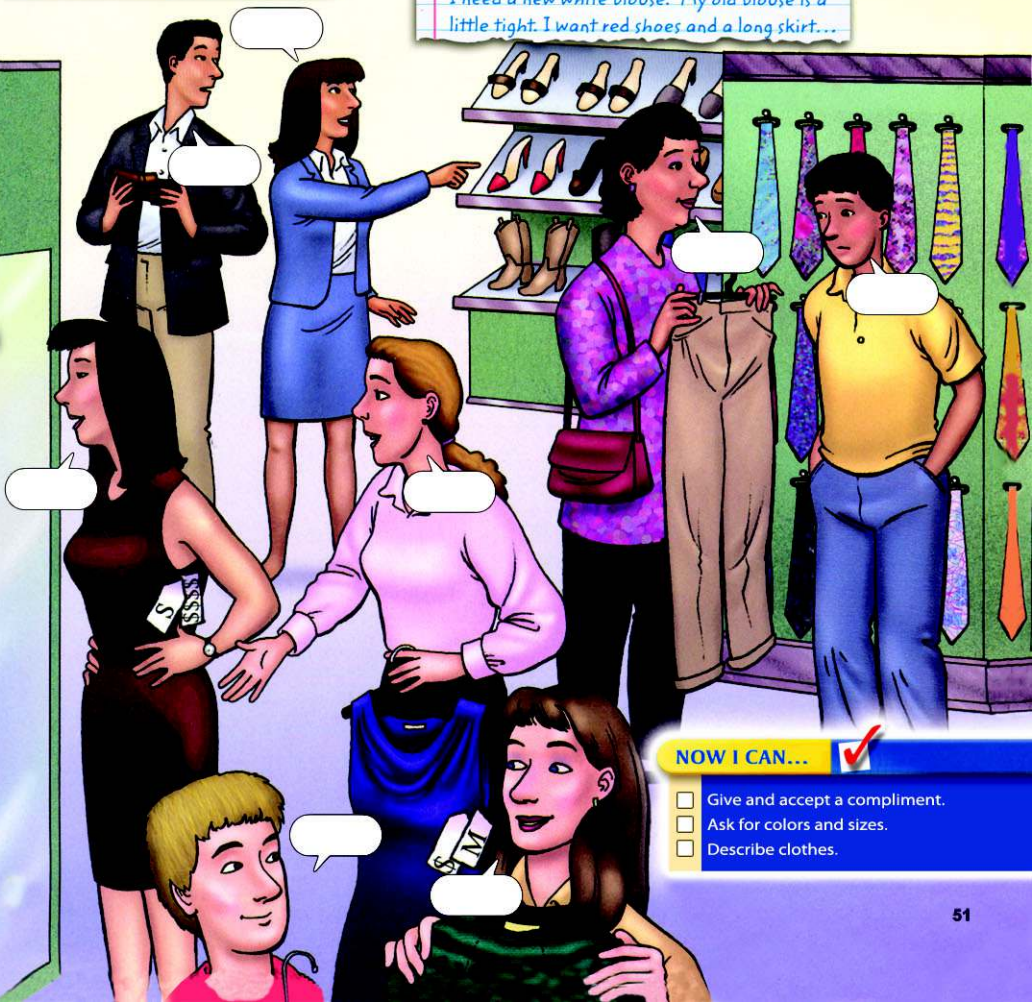
2 Create conversations for the people. For example:

*A: Do you want these pants?*

*B: No, I don't.*

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

*I need a new white blouse. My old blouse is a little tight. I want red shoes and a long skirt...*



## NOW I CAN...



- ☐ Give and accept a compliment.
- ☐ Ask for colors and sizes.
- ☐ Describe clothes.



- 1 Talk about morning and evening activities.
- 2 Describe what you do in your free time.
- 3 Discuss household chores.

## LESSON 1

## GOAL Talk about morning and evening activities

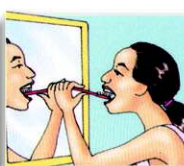
- 1** **VOCABULARY** • *Daily activities at home* Read and listen. Then listen again and repeat.



1 get up



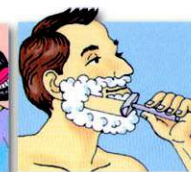
2 get dressed



3 brush my teeth



4 comb / brush my hair



5 shave



6 put on makeup



7 eat breakfast



8 come home



9 make dinner



10 study



11 watch TV



12 get undressed



13 take a shower / a bath



14 go to bed

- 2 PAIR WORK** Tell your partner about your daily activities.

“I eat lunch at 12:00.”

- 3 GRAMMAR** • *The simple present tense: spelling rules with he, she, and it*

Add **-s** to the base form of most verbs

get**s** shave**s** comb**s**

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

brush**es** watch**es**

Remember:

do → does  
go → goes  
have → has  
study → studies

3:03  
 **Meals**  
breakfast  
lunch  
dinner

**4 GRAMMAR PRACTICE** Complete the statements. Use the simple present tense.

- Tom ..... up at 6:00, but his wife, Kate, ..... up at 7:00.
- Kate ..... breakfast at 7:30 A.M., but Tom ..... breakfast at 6:30.
- After breakfast, Tom ..... and Kate ..... on makeup.
- Tom and Kate ..... TV in the evening.

- Kate ..... to bed at 10:00 P.M., but Tom ..... to bed at 11:00.
- Kate ..... dinner on weekdays, and Tom ..... dinner on weekends.
- Tom ..... a shower in the morning, but Kate ..... a bath.
- Tom and Kate ..... their teeth in the morning and in the evening.

**5 GRAMMAR** • *The simple present tense: questions with When and What time*

When **do you take** a shower? (In the morning.)  
What time **does she get** up? (Before 7:00 A.M.)

before 8:00



after 8:00



- 6 GRAMMAR PRACTICE** On a separate sheet of paper, write five questions about Tom and Kate in Exercise 4. Then listen to and answer a classmate's questions aloud.

1 What time does Kate get up?

“She gets up at 7:00.”

**NOW YOU CAN** Talk about morning and evening activities

**1 CONVERSATION MODEL** Read and listen.

- A: Are you a morning person or an evening person?  
B: Me? I'm definitely an evening person.  
A: And why do you say that?  
B: Well, I get up after ten in the morning. And I go to bed after two. What about you?  
A: I'm a morning person. I get up before six.

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

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

- A: Are you a morning person or an evening person?  
B: Me? I'm definitely .....  
A: And why do you say that?  
B: Well, I ..... What about you?  
A: I'm ..... I .....

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

**5 CLASS SURVEY** Find out how many students are morning people and how many are evening people.

**Don't stop!**  
Ask more questions.



**Be sure to recycle this language.**

When do you ..... ?  
What time do you ..... ?  
What about your [parents]?





# GOAL Describe what you do in your free time

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



1 exercise



2 take a nap



3 listen to music



4 read



5 play soccer



6 check e-mail



7 go out for dinner



8 go to the movies



9 go dancing



10 visit friends

- 2 **INTEGRATED PRACTICE** Write six questions for a classmate about his or her leisure activities. Use When or What time and the simple present tense.

1 When do you visit friends?

1	4
2	5
3	6

- 3 **GRAMMAR** • *The simple present tense: frequency adverbs*

100% ↑ I **always** play soccer on Saturday.  
I **usually** check e-mail in the evening.  
I **sometimes** go dancing on weekends.  
0% ↓ I **never** take a nap in the afternoon.

**Be careful!**

Place the frequency adverb before the verb in the simple present tense.

Don't say: I ~~play-always~~ soccer.  
He ~~checks-usually~~ e-mail.

- 4 **PAIR WORK** Now use your questions from Exercise 2 to ask your partner about leisure activities. Use frequency adverbs and time expressions in your answers.

“When do you visit friends?”

“I usually visit friends on Saturday.”



- 5 **GRAMMAR PRACTICE** Write sentences about your partner from Exercise 4 on a separate sheet of paper.

*Scott usually visits friends on Saturday.*

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

- 3:07  
1 **CONVERSATION MODEL** Read and listen.

A: What's your typical day like?  
B: Well, I usually go to work at 9:00 and come home at 6:00.  
A: And what do you do in your free time?  
B: I sometimes read or watch TV. What about you?  
A: Pretty much the same.

- 3:08  
2 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- 3 **PAIR WORK** Write your typical daily activities on the notepad. Then personalize the conversation with your own information.

A: What's your typical day like?  
B: Well, I .....  
A: And what do you do in your free time?  
B: ..... What about you?  
A: .....

**Don't stop!**  
Ask about other times and days.

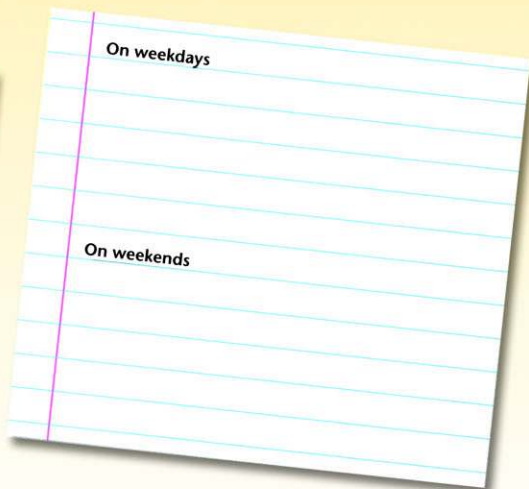
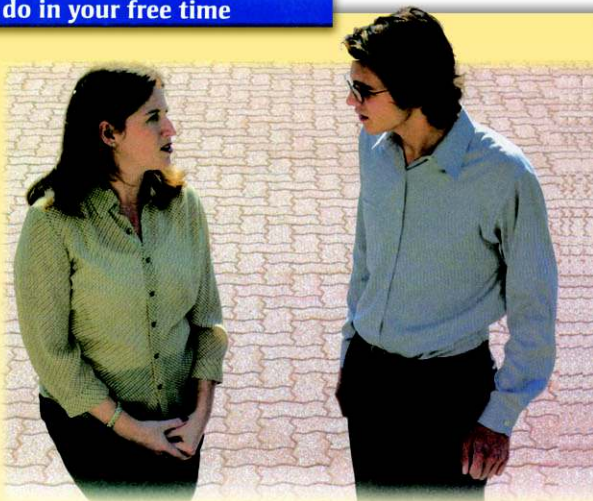


**Be sure to recycle this language.**

**Time expressions**  
in the morning  
in the afternoon  
in the evening

at night  
on [Friday]

- 4 **CHANGE PARTNERS** Personalize the conversation again.  
5 **GROUP WORK** Tell the class about your partner's activities.



# GOAL Discuss household chores

## VOCABULARY BOOSTER

More household chores • p. 129

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



1 wash the dishes



2 clean the house



3 do the laundry



4 take out the garbage



5 go shopping

- 2 **GRAMMAR** • *The simple present tense: questions with How often / Other time expressions*

How often **do** you **take** out the garbage?

I take out the garbage **every day**

M	T	W	T	F	S	S
✓	✓	✓	✓	✓	✓	✓

How often **does** she **go** shopping?

She goes shopping **on Saturdays**.

M	T	W	T	F	S	S
					✓	

**Other time expressions**

**once a week**

**twice a week**

**three times a week**

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

Also

- once a year
- twice a day
- three times a month
- every weekend
- every Friday

- 3 **PAIR WORK** Ask and answer questions about how often you do household chores.

“How often do you go shopping?”

“Twice a week.”

- 4 **PRONUNCIATION** • *Third-person singular verb endings* Read and listen. Then listen again and repeat.

1 /s/

takes = take/s/  
checks = check/s/  
makes = make/s/

2 /z/

cleans = clean/z/  
does = doe/z/  
plays = play/z/

3 /ɪz/

washes = wash/ɪz/  
practices = practice/ɪz/  
exercises = exercise/ɪz/

- 5 **INTEGRATED PRACTICE** Tell your class how often your partner from Exercise 3 does household chores. Practice pronunciation of third-person verb endings.

“John goes shopping twice a week.”

- 6 **GRAMMAR** • *The simple present tense: questions with Who as subject*

**Who** washes the dishes in your family?

{ I do. / My sister does.  
We do. / My grandparents do.

**Be careful!**

**Always use a third-person singular verb when who is the subject.**

Don't say: Who clean the house?

**Don't use do or does when who is the subject.**

Don't say: Who does clean the house?

- 7 **LISTENING COMPREHENSION** Listen to the conversations and the questions with Who. Check the chores each person does.

						
1	She...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Her husband...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Her son...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Her daughter...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	He...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	His brother...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	His sister...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	She...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Her husband...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	He...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	His wife...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	His son...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 8 **GRAMMAR PRACTICE** With a partner, ask and answer questions about the people in Exercise 7.

“In Conversation 1, who washes the dishes?”

“Her husband does.”

## NOW YOU CAN Discuss household chores

- 1 **CONVERSATION MODEL** Read and listen.
- A: So how often do you do the laundry?  
 B: About twice a week. How about you?  
 A: Me? I never do the laundry. Could I ask another question?  
 B: Sure.  
 A: Who cleans the house?  
 B: Oh, that's my brother's job.
- 2 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner. Then change roles.
- 3 **PAIR WORK** Personalize the conversation.
- A: So how often do you .....?  
 B: ..... How about you?  
 A: Me? ..... Could I ask another question?  
 B: .....  
 A: Who .....?  
 B: Oh, that's ..... 's job.

**Don't stop!**  
Ask about other chores.



- 4 **CHANGE PARTNERS** Ask another classmate about household chores.
- 5 **GROUP WORK** Tell your classmates about your partner's household chores.





- 1 **READING** Read the article. Do you like housework?

## Don't like household chores?

### These robots help!

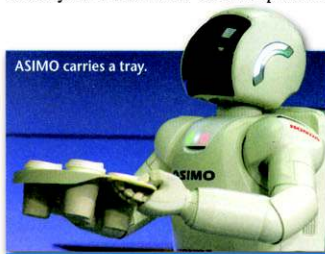
**H**ow often do you clean your house? Once a week? Twice a month? Never? Well, these two robots clean the house for you. The iRobot Roomba turns right or left, and vacuums while you watch TV or exercise. Take a nap, and the house is clean when you get up. And if you want to wash the floor, the iRobot Scooba washes the floor for you. The Scooba moves around corners and washes the floor while you listen to music or check your e-mail. Now that's help with household chores!



The iRobot Roomba vacuums.



The Scooba washes floors.



ASIMO carries a tray.

**A**nd who is this? Meet ASIMO, a robot from the Honda Motor Company. ASIMO doesn't clean the house. It doesn't wash dishes or take out the garbage. But ASIMO walks and carries things. Say "turn left" or "turn right," and ASIMO turns.

**N**o one wants to mow the lawn. But the L200 Evolution lawn mower mows the lawn for you. Tell the robot what time you want to mow. How about midnight, after you go to bed? It mows the lawn while you sleep. How about in the afternoon? It mows the lawn while you go out for lunch or go shopping.



The L200 mows lawns.

Sources: [www.irobot.com](http://www.irobot.com), [world.honda.com/ASIMO](http://world.honda.com/ASIMO), [www.robotlawnmowers.ie](http://www.robotlawnmowers.ie)

- 2 **READING COMPREHENSION** Complete each statement. Circle the correct verb.

- The Roomba (*washes* / *vacuums* / *mows*).
- The Scooba (*washes* / *vacuums* / *mows*).
- The Roomba and the Scooba (*wash* / *clean* / *vacuum*).

- 3 **INTEGRATED PRACTICE** On a separate sheet of paper, write five sentences about the robots. Use the simple present tense.

- 4 **DISCUSSION** Which robots do you like? Do you want any of them? Why?

“I want the Roomba because it cleans the house.”

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

- The L200 Evolution (*washes* / *mows* / *cleans*)
- ASIMO (*washes* / *mows* / *walks*)

#### GRAMMAR BOOSTER

Extra practice • p. 140



## Jack's Typical Day

Morning



7:00 A.M.



7:45 A.M.

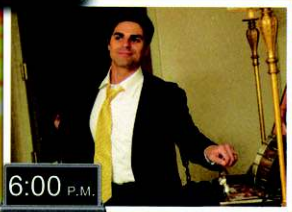


8:15 A.M.



8:30 A.M.

Evening



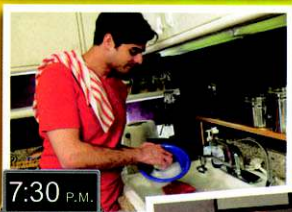
6:00 P.M.



6:30 P.M.



7:00 P.M.



7:30 P.M.



8:00 P.M.



10:15 P.M.



11:00 P.M.

## Review

**CONTEST** Study the photos for one minute. Then close your books. Who remembers all Jack's activities?

**PAIR WORK** Create a conversation for Jack and a friend. Start like this:

*Jack, are you a morning person or an evening person? OR: What's your typical day like?*

**TRUE OR FALSE?** Make statements about Jack's activities. Your partner says True or False. Take turns. For example:

*A: Jack usually takes a shower in the evening.*

*B: False. He takes a shower in the morning.*

**WRITING** Describe your typical week. Use adverbs of frequency and time expressions. For example:

*I exercise every weekend.*

NOW I CAN...



- ☐ Talk about morning and evening activities.
- ☐ Describe what I do in my free time.
- ☐ Discuss household chores.



# Units 1-7 Review

- 1** <sup>3:17</sup> **LISTENING COMPREHENSION** Listen to the conversations. Check each statement T (true) or F (false). Then listen again and check your work.

T F

- ☐ ☐ 1 She's a manager.  
☐ ☐ 2 He's a doctor.  
☐ ☐ 3 She's an architect.

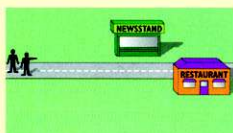
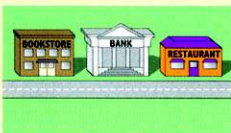
T F

- ☐ ☐ 4 He's a student.  
☐ ☐ 5 They're artists.  
☐ ☐ 6 She's his neighbor.

- 2 PAIR WORK** Ask and answer questions about places on the maps.

“Where's \_\_\_?”

“It's \_\_\_.”



- 3 GRAMMAR PRACTICE** Complete each sentence with in, on, or at.

- 1 The movie is ..... Friday ..... 8:00.  
 2 The meeting is ..... June 6th ..... the morning.  
 3 The party is ..... Saturday ..... midnight.  
 4 The dinner is ..... April.  
 5 The dance is ..... 8:00 P.M. .... Friday.

- 4 GRAMMAR PRACTICE** Complete the sentences with this, that, these, or those.



- 1 I want ..... pants.



- 2 I like ..... jackets.



- 3 I like ..... suit.



- 4 I want ..... tie.

## 5 PAIR WORK

**Partner A:** Ask these questions. Partner B: Read the correct response to each question aloud.

- 1 Does he have grandchildren?  
 a Yes, he has two sons.  
 b Yes, he does.  
 2 Where's the pharmacy?  
 a Don't walk. Take the bus.  
 b It's around the corner.  
 3 Are we late?  
 a Yes, you're early.  
 b Yes. It's 10:00.

**Partner B:** Ask these questions. Partner A: Read the correct response to each question aloud.

- 4 When's the dance?  
 a On Saturday.  
 b At the school.  
 5 Do you like this suit?  
 a Yes, I do.  
 b Yes, it is.  
 6 How do you go to work?  
 a I walk.  
 b Walk.



**6 PAIR WORK** Write your own response to each person. Then practice your conversations with a partner.

1  **YOU** *Nice to meet you* .....

4  **YOU** .....


2  **YOU** .....



5  **YOU** .....

3  **YOU** .....

6  **YOU** .....

**7 GRAMMAR PRACTICE** Look at the pictures. Write an imperative for each.

1  *Walk* ..... to the bank.

2  ..... to work. 3  ..... to the pharmacy.

4  ..... to the restaurant.

5  ..... to school.

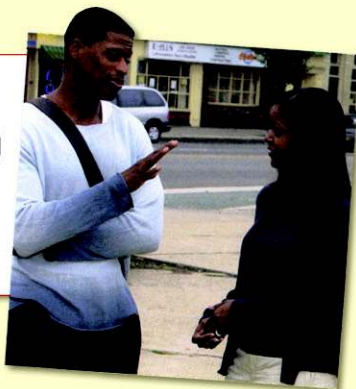
6  ..... to the bookstore.

**8 CONVERSATION PRACTICE** With a partner, exchange real information about your families. Start like this:

“Tell me about your family.”

**Ideas**

Ask about names. Ask about ages. Ask about occupations. Describe people.



- 9** **LISTENING COMPREHENSION** Listen to the conversations. Answer the questions. Then listen again and check your work.

1 What's her phone number?	It's _____.
2 What's his last name?	It's _____.
3 How old is his son?	He's _____ years old.
4 What's the address?	It's _____ West 12 <sup>th</sup> Street.
5 What time is it?	It's 2: _____.

- 10 GRAMMAR PRACTICE** Circle the correct word or words to complete each statement or question.

- |  |  |
|--|--|
| 1 Is he (your / you) husband?          | 4 (Our / We) birthdays are in May.     |
| 2 Is she (their / they) granddaughter? | 5 How do you spell (her / she) name?   |
| 3 (Her / His) name is Mr. Grant.       | 6 I'm (Ms. Bell / Ms. Bell's) student. |

- 11 INTEGRATED PRACTICE** Write a question for each response.

- |  |   |
|--|---|
| 1 A: _____?<br>B: No. She's a student.           | 5 A: _____?<br>B: It's 34 Bank Street.                |
| 2 A: _____?<br>B: I'm an architect.              | 6 A: _____?<br>B: The newsstand is around the corner. |
| 3 A: _____?<br>B: The bank is across the street. | 7 A: _____?<br>B: My birthday? In February.           |
| 4 A: _____?<br>B: It's 9:45.                     | 8 A: _____?<br>B: They're my sisters.                 |

## 12 PAIR WORK

**Partner A:** Ask these questions. **Partner B:** Read the correct response to each question aloud.

- Does Jack have a large family?  
a Yes, I do.  
b Yes, he does.
- Does her father shave every morning?  
a Yes, he is.  
b No, he doesn't.
- Is Ms. Wang his English teacher?  
a Yes, he is.  
b Yes, she is.

**Partner B:** Ask these questions. **Partner A:** Read the correct response to each question aloud.

- Does she like red shoes?  
a No, she doesn't.  
b Yes, I do.
- Does he need a new tie?  
a Yes, he does.  
b Yes, I do.
- Does she always clean the house on Sunday?  
a Yes, she is.  
b Yes, she does.

- 13 GRAMMAR PRACTICE** Circle the correct verb to complete each sentence.

- |                                   |  |
|-----------------------------------|--|
| 1 We (am / are) friends.          | 4 (Do / Does) she (want / wants) new shoes?      |
| 2 They (has / have) two children. | 5 Why (do / does) they (need / needs) new shoes? |
| 3 Who (has / have) a blue suit?   | 6 (Is / Are) we on time?                         |

**14 GRAMMAR PRACTICE** Complete the statements with verbs in the simple present tense.

- 1 I usually ..... TV in the evening, but my brother ..... to music.
- 2 We sometimes ..... the house and ..... the laundry in the morning.
- 3 After dinner, I always ..... the dishes and my wife ..... out the garbage.
- 4 My neighbors never ..... shopping on weekdays.
- 5 My sister always ..... to bed before 10:00 P.M., but I usually ..... e-mail at 10:00.
- 6 My grandfather always ..... a nap in the afternoon.

**15 INTEGRATED PRACTICE** On a separate sheet of paper, answer the questions. Use frequency adverbs or time expressions. Then tell your classmates about your activities.

- 1 What do you do on weekends?
- 2 What do you do after breakfast?
- 3 What do you do after work or school?
- 4 What do you do at night before you go to bed?

1 I usually go shopping on weekends.

**16 CONVERSATION PRACTICE** With a partner, talk about the times of events. Use the pictures or your own ideas. Start like this:

“Look. There’s a \_\_\_\_ on \_\_\_\_.”



Be sure to recycle this language.

Really?  
What time?  
Let’s go!  
Good idea,  
across the street  
down the street  
around the corner



**BASKETBALL GAME**  
**BRAZIL and CANADA**  
Saturday, 8:30 P.M.



**WEEKEND CONCERT**  
**THE TOKYO STRINGS**  
  
SUNDAY, 3:30 P.M.

**ENGLISH MOVIE FESTIVAL**  
**About a Boy**  
starring  
**Hugh Grant**  
THURSDAY, 6:00



Other events  
a meeting  
a party  
a dance  
a dinner  
your own idea \_\_\_\_





# Reference Charts

## Countries and nationalities

Argentina	Argentinean / Argentine	Guatemala	Guatemalan	Peru	Peruvian
Australia	Australian	Holland	Dutch	Poland	Polish
Belgium	Belgian	Honduras	Honduran	Portugal	Portuguese
Bolivia	Bolivian	Hungary	Hungarian	Russia	Russian
Brazil	Brazilian	India	Indian	Saudi Arabia	Saudi / Saudi Arabian
Canada	Canadian	Indonesia	Indonesian	Spain	Spanish
Chile	Chilean	Ireland	Irish	Sweden	Swedish
China	Chinese	Italy	Italian	Switzerland	Swiss
Colombia	Colombian	Japan	Japanese	Taiwan	Chinese
Costa Rica	Costa Rican	Korea	Korean	Thailand	Thai
Ecuador	Ecuadorian	Lebanon	Lebanese	Turkey	Turkish
Egypt	Egyptian	Malaysia	Malaysian	the United Kingdom	British
El Salvador	Salvadorean	Mexico	Mexican	the United States	American
France	French	Nicaragua	Nicaraguan	Uruguay	Uruguayan
Germany	German	Panama	Panamanian	Venezuela	Venezuelan
Greece	Greek	Paraguay	Paraguayan	Vietnam	Vietnamese

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

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

## Irregular verbs

This is an alphabetical list of all irregular verbs in the *Top Notch Fundamentals* units. The page number refers to the page on which the base form of the verb first appears.

base form	simple past	page	base form	simple past	page	base form	simple past	page
be	was / were	4	get	got	52	say	said	90
break	broke	98	go	went	25	see	saw	85
buy	bought	76	grow	grew	112	sing	sang	104
can	could	23	hang out	hung out	114	sleep	slept	114
come	came	52	have	had	32	study	studied	52
cut	cut	98	hurt	hurt	98	swim	swam	104
do	did	52	lie	lay	100	take	took	22
draw	drew	104	make	made	52	teach	taught	84
drink	drank	85	meet	met	1	tell	told	88
drive	drove	22	put	put	52	think	thought	90
eat	ate	52	read	read	54	wear	wore	72
fall	fell	98	ride	rode	92	write	wrote	5
feel	felt	100						

## Pronunciation table

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

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





TOP NOTCH  
FUNDAMENTALS A

***Vocabulary Booster***

# Vocabulary Booster

## UNIT 1

5:37

### More occupations



1 an accountant



2 a bank teller



3 a dentist



4 an electrician



5 a florist



6 a gardener



7 a grocery clerk



8 a hairdresser



9 a mechanic



10 a pharmacist



11 a professor



12 a reporter



13 a salesperson



14 a travel agent



15 a secretary



16 a waiter



17 a nurse



18 a lawyer

On a separate sheet of paper, write five statements about the pictures. Use He or She and the verb be.  
For example: He's an accountant.

## UNIT 2

5:38

### More relationships



1 a supervisor  
2 an employee



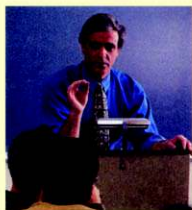
3 a teammate

5:39

### More titles



1 Doctor [Smith]  
or Dr. [Smith]



2 Professor [Brown]



3 Captain [Jones]

On a separate sheet of paper, write three statements about the photos, using He's or She's and possessive adjectives.  
For example: *She's her supervisor.*

## UNIT 3

5:40

### More places in the neighborhood



1 a clothing store



2 an electronics store



3 a fire station



4 a police station



5 a shoe store



6 a toy store



7 a video store



8 a dry cleaners



9 a gas station



10 a hotel



11 a supermarket



12 a convenience store



13 a travel agency



14 a post office



15 a taxi stand

On a separate sheet of paper, write five questions about the places.  
For example:

*Where's the clothing store?  
Can I walk to the hotel?*



## UNIT 4

5-41

### More adjectives to describe people



1 slim / thin



2 muscular



3 heavy

On a separate sheet of paper, write a sentence for each photo. Use a form of be and the adverb very or so.  
For example: *He's very slim.*

## UNIT 5

5-42

### More events



1 an exhibition



2 an opera



5 a volleyball game



6 a baseball game



3 a ballet



4 a football game



7 a play



8 a speech

On a separate sheet of paper, write five statements about the events. Use your own times and dates.  
For example: *There's an exhibition on Tuesday, June 15.*

## UNIT 6

5:43

### More clothes



1 bathing suits / swimsuits



2 a bathrobe



3 boots



4 a coat



5 a hat



6 a shirt  
7 jeans



8 a nightgown



9 an umbrella  
10 a raincoat



11 sandals



12 pajamas



13 a T-shirt  
14 shorts



15 socks



16 pantyhose



17 underwear

On a separate sheet of paper, write five questions and answers about the colors of the clothes and shoes. For example:

*What color are the boots? They're brown.*

## UNIT 7

5:44

### More household chores



1 dust



2 sweep



3 mop



4 vacuum

Who does these chores in your house? On a separate sheet of paper, write four statements, using the simple present tense and frequency adverbs or time expressions.

For example: *I usually dust once a week.*





TOP NOTCH  
FUNDAMENTALS A  
***Grammar Booster***

# Grammar Booster

The Grammar Booster is optional. It contains extra practice of each unit's grammar.

## UNIT 1

### 1 Write each sentence again. Use a contraction.

- 1 He is an engineer. He's an engineer.
- 2 We are teachers. \_\_\_\_\_
- 3 No, we are not. \_\_\_\_\_
- 4 They are not artists. \_\_\_\_\_
- 5 I am a student. \_\_\_\_\_
- 6 She is a chef. \_\_\_\_\_

### 2 Write the indefinite article *a* or *an* for each occupation.

- |                  |                      |
|------------------|----------------------|
| 1 _____ chef     | 5 _____ scientist    |
| 2 _____ actor    | 6 _____ architect    |
| 3 _____ banker   | 7 _____ photographer |
| 4 _____ musician |                      |

### 3 Complete each sentence with the correct subject pronoun.

- 1 Mary is a student. She is a student.
- 2 Ben is a student, too. \_\_\_\_\_ is a student, too.
- 3 My name is Nora. \_\_\_\_\_ am an artist.
- 4 Your occupation is doctor. \_\_\_\_\_ are a doctor.
- 5 Jane and Jason are scientists. \_\_\_\_\_ are scientists.

### 4 Write a question for each answer.

- 1 A: Are you musicians ?  
B: Yes, we are. We're musicians.
- 2 A: \_\_\_\_\_ ?  
B: No, they're not teachers. They're scientists.
- 3 A: \_\_\_\_\_ ?  
B: Yes. Ann is a doctor.
- 4 A: \_\_\_\_\_ ?  
B: No. Ellen is a flight attendant. She's not a writer.
- 5 A: \_\_\_\_\_ ?  
B: Yes. I am a pilot.
- 6 A: \_\_\_\_\_ ?  
B: No. We're not flight attendants. We're pilots.

### 5 Write six proper nouns and six common nouns. Use capital and lowercase letters correctly.

#### Proper nouns

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

#### Common nouns

- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 11 \_\_\_\_\_
- 12 \_\_\_\_\_

**1 Write the correct possessive adjectives.**

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

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

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

**3 Complete the questions.**

- 1 \_\_\_\_\_ your name?
- 2 \_\_\_\_\_ are you from?
- 3 \_\_\_\_\_ his e-mail address?
- 4 \_\_\_\_\_ she a student?
- 5 \_\_\_\_\_ her phone number?
- 6 \_\_\_\_\_ they colleagues?
- 7 \_\_\_\_\_ he from China?
- 8 \_\_\_\_\_ their first names?

**4 Complete each question with the correct possessive adjective.**

- 1 A: What's \_\_\_\_\_ name?  
B: I'm Mrs. Barker.
- 2 A: What's \_\_\_\_\_ last name?  
B: My last name is Crandall.
- 3 A: What's \_\_\_\_\_ address?  
B: Mr. Marsh's address is 10 Main Street.
- 4 A: What's \_\_\_\_\_ e-mail address?  
B: Ms. Down's e-mail address? It's down5@unet.com.
- 5 A: What are \_\_\_\_\_ first names?  
B: They're Gary and Rita.
- 6 A: What's \_\_\_\_\_ phone number?  
B: Miss Gu's number is 555-0237.



### UNIT 3

#### 1 Write the sentences with contractions.

- 1 Where is the pharmacy? *Where's the pharmacy?*
- 2 It is down the street.
- 3 It is not on the right.
- 4 What is your name?
- 5 What is your e-mail address?
- 6 She is an architect.
- 7 I am a teacher.
- 8 You are my friend.
- 9 He is her neighbor.
- 10 They are my classmates.

#### 2 Complete each sentence with an affirmative or a negative imperative.

- 1 \_\_\_\_\_ the bus to the restaurant. \_\_\_\_\_ walk.
- 2 \_\_\_\_\_ the bus to the bank.
- 3 \_\_\_\_\_ to the school. It's right over there, on the right.
- 4 \_\_\_\_\_ take a taxi to the bank. \_\_\_\_\_. It's across the street.

#### 3 Complete the questions and answers. Use contractions when possible.

- 1 A: \_\_\_\_\_ the pharmacy?  
B: The pharmacy? \_\_\_\_\_ across the street.
- 2 A: \_\_\_\_\_ the newsstand?  
B: \_\_\_\_\_ down the street on the right.
- 3 A: \_\_\_\_\_ I \_\_\_\_\_ to the restaurant?  
B: No, don't walk there. \_\_\_\_\_ a taxi.
- 4 A: \_\_\_\_\_ do you go to school?  
B: Me? I go \_\_\_\_\_ motorcycle. \_\_\_\_\_ you?

### UNIT 4

#### 1 Write questions. Use Who's or Who are and he, she, or they.

- 1 A: *Who's he* \_\_\_\_\_?  
B: He's my grandfather.
- 2 A: \_\_\_\_\_?  
B: She's my mother.
- 3 A: \_\_\_\_\_?  
B: He's Mr. Ginn's grandson.
- 4 A: \_\_\_\_\_?  
B: They're Ms. Breslin's grandparents.
- 5 A: \_\_\_\_\_?  
B: She's Sam's wife.
- 6 A: \_\_\_\_\_?  
B: They're his wife and son.

**2 Unscramble the words and write sentences. Use a form of be.**

- 1 so / father / my / handsome *My father is so handsome.*
- 2 brother / very / her / short
- 3 grandchildren / cute / neighbor's / so / my
- 4 his / tall / not / sister / very
- 5 grandfather / very / old / my / not
- 6 girlfriend / pretty / so / brother's / my

**3 Complete the sentences. Use have or has.**

- 1 I \_\_\_\_\_ two brothers.
- 2 She \_\_\_\_\_ one child.
- 3 They \_\_\_\_\_ four grandchildren.
- 4 We \_\_\_\_\_ six children.
- 5 You \_\_\_\_\_ ten brothers and sisters!
- 6 He \_\_\_\_\_ three sisters.

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

- 1 \_\_\_\_\_ your children?
- 2 \_\_\_\_\_ his son?
- 3 \_\_\_\_\_ her grandchildren?
- 4 \_\_\_\_\_ Nancy's sisters?
- 5 \_\_\_\_\_ Matt's daughter?
- 6 \_\_\_\_\_ their grandmother?

**UNIT 5**

**1 Write a question for each answer. Use What time, What day, or When.**

- 1 *What time is it?* It's six thirty.
- 2 \_\_\_\_\_ The party is at ten o'clock.
- 3 \_\_\_\_\_ The dinner is on Friday.
- 4 \_\_\_\_\_ The dance is at eleven thirty on Saturday.
- 5 \_\_\_\_\_ The concert is in May.
- 6 \_\_\_\_\_ The meeting is at noon.
- 7 \_\_\_\_\_ It's a quarter to two.
- 8 \_\_\_\_\_ The movie is on Wednesday.

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

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

## UNIT 6

### 1 Complete each sentence with the correct form of the verb.

- 1 They have nice ties at this store.
- 2 She want a long, blue skirt for the party.
- 3 I like my shoes.
- 4 We not have clean shirts.
- 5 Our children not need blue pants for school.
- 6 she / like short skirts?
- 7 your wife / need new shoes?
- 8 I / need a suit for work?
- 9 Why she / like those old shoes?
- 10 Which shirt you / want for tomorrow?
- 11 they / have this sweater in extra large?

### 2 Answer each question.

- 1 What clothes do you need? \_\_\_\_\_
- 2 Do you need new shoes? \_\_\_\_\_
- 3 Why do you need new shoes? \_\_\_\_\_
- 4 Do you have a long skirt? \_\_\_\_\_
- 5 Do you like pink shirts? \_\_\_\_\_
- 6 Do you have a loose sweater? \_\_\_\_\_
- 7 Do you like expensive clothes? \_\_\_\_\_

## UNIT 7

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

- |                       |                 |
|-----------------------|-----------------|
| 1 shave <u>shaves</u> | 13 come _____   |
| 2 brush _____         | 14 change _____ |
| 3 go _____            | 15 make _____   |
| 4 have _____          | 16 get _____    |
| 5 study _____         | 17 comb _____   |
| 6 do _____            | 18 put _____    |
| 7 take _____          | 19 eat _____    |
| 8 play _____          | 20 watch _____  |
| 9 exercise _____      | 21 clean _____  |
| 10 visit _____        | 22 read _____   |
| 11 practice _____     | 23 check _____  |
| 12 wash _____         | 24 listen _____ |



**2 Complete each question with do or does**

- 1 When \_\_\_\_\_ you go shopping?
- 2 What time \_\_\_\_\_ she make dinner?
- 3 How often \_\_\_\_\_ they clean the house?
- 4 What time \_\_\_\_\_ your son come home?
- 5 How often \_\_\_\_\_ your parents go out for dinner?
- 6 What time \_\_\_\_\_ you go to bed?
- 7 When \_\_\_\_\_ our teacher check e-mail?
- 8 How often \_\_\_\_\_ Alex do the laundry?

**3 Unscramble the words and write sentences in the simple present tense.**

- 1 usually / on weekends / go shopping / she She usually goes shopping on weekends.
- 2 go dancing / my sisters / on Fridays / sometimes \_\_\_\_\_
- 3 in the morning / never / check e-mail / I \_\_\_\_\_
- 4 always / my daughter/ to work / take the bus \_\_\_\_\_
- 5 we / to school / walk / never \_\_\_\_\_
- 6 sometimes / my brother / after work / visit his friends \_\_\_\_\_

**4 Complete each response with do or does.**

- 1 Who takes out the garbage in your house? My daughter \_\_\_\_\_.
- 2 Who washes the dishes in your family? I \_\_\_\_\_.
- 3 Who makes dinner? My parents \_\_\_\_\_.
- 4 Who does the laundry in your house? My brother \_\_\_\_\_.
- 5 Who watches TV before dinner? My granddaughter \_\_\_\_\_.
- 6 Who takes a bath in the evening? My sister \_\_\_\_\_.





# Top Notch Pop Lyrics

1:30

## What Do You Do? [Unit 1]

(CHORUS)

What do you do?

What do you do?

I'm a student.

You're a teacher.

She's a doctor.

He's a nurse.

What about you?

What do you do?

I'm a florist.

You're a gardener.

He's a waiter.

She's a chef.

Do-do-do-do...

That's what we do.

It's nice to meet you.

What's your name?

Can you spell that, please?

Thank you.

Yes, it's nice to meet you, too.

(CHORUS)

We are artists and musicians,  
architects, and electricians.

How about you?

What do you do?

We are bankers,

we are dentists,

engineers, and flight attendants.

Do-do-do-do...

That's what we do.

Hi, I'm Linda. Are you John?

No, he's right over there.

Excuse me. Thank you very much.

Good-bye.

Do-do-do-do...

Do-do-do-do...

Do-do-do-do...

Do-do-do-do...

1:46

## Excuse Me, Please [Unit 2]

(CHORUS)

Excuse me—please excuse me.

What's your number?

What's your name?

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

I'll give you my e-mail address.

Write to me at my dot-com.

You can send a note in English

so I'll know

who it came from.

Excuse me—please excuse me.

Was that 0078?

Well, I think the class is starting,  
and I don't

want to be late.

But it's really nice to meet you.

I'll be seeing you again.

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

(CHORUS)

So welcome to the classroom.

There's a seat right over there.

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

Excuse me—please excuse me.

What's your number?

What's your name?

2:15

## Tell Me All About It [Unit 4]

Tell me about your father.

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

And how about your mother?

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

Tell me about your brother.

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

And how about your sister?

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

(CHORUS)

Tell me about your family—

who they are and what they do.

Tell me all about it.

It's so nice to talk with you.

Tell me about your family.

I have a brother and a sister, too.

And what about your parents?

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

(CHORUS)

Who's the pretty girl in that photograph?

That one's me!

You look so cute!

Oh, that picture makes me laugh!

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

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

They both look very young.

(CHORUS)

Tell me all about it.

Tell me all about it.

2:35

## Let's Make a Date [Unit 5]

It's early in the evening—

6:15 P.M.

Here in New York City

a summer night begins.

I take the bus at seven

down the street from City Hall.

I walk around the corner

when I get your call.

(CHORUS)

Let's make a date.

Let's celebrate.

Let's have a great time out.

Let's meet in the Village

on Second Avenue

next to the museum there.

What time is good for you?

It's a quarter after seven.

There's a very good new show

weekdays at the theater.

Would you like to go?

(CHORUS)

Sounds great. What time's the show?

The first one is at eight.

And when's the second one?

The second show's too late.

OK, how do I get there?

The trains don't run at night.

No problem. Take a taxi.

The place is on the right.

Uh-oh! Are we late?

No, we're right on time.

It's 7:58.

Don't worry. We'll be fine!

(CHORUS)

3:15

## On the Weekend [Unit 7]

(CHORUS)

On the weekend,

when we go out,

there is always so much joy and laughter.

On the weekend,

we never think about

the days that come before and after.

He gets up every morning.

Without warning, the bedside clock rings

the alarm.

So he gets dressed—

he does his best to be on time.

He combs his hair, goes down the stairs,

and makes some breakfast.

A bite to eat, and he feels fine.

Yes, he's on his way

to one more working day.

(CHORUS)

On Thursday night,

when he comes home from work,

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

he cleans the house. Sometimes he takes  
a rest.

Maybe he cooks something delicious,

and when he's done

he washes all the pots and dishes,

then goes to bed.

He knows the weekend's just ahead.

(CHORUS)



3:35

# 🎵) **Home Is Where the Heart Is** [Unit 8]

There's a house for everyone  
with a garden in the sun.  
There's a stairway to the stars.  
Where is this house?  
It isn't far.

(CHORUS)

**Home is where the heart is.  
Home is where the heart is.**

She lives on the second floor.  
There are flowers at her front door.  
There's a window with a breeze.  
Love and kindness are the keys.

(CHORUS)

There's a room with a view of the sea.  
Would you like to go there with me?

(CHORUS)

4:17

# 🎵) **Fruit Salad, Baby** [Unit 10]

You never eat eggs for breakfast.  
You don't drink coffee or tea.  
I always end up cooking for you  
when you're here with me.  
I want to make something delicious,  
'cause I like you a lot.  
I'm checking my refrigerator,  
and this is what I've got:

(CHORUS)

**How about a fruit salad, baby—  
apples, oranges, bananas too?**

**Well, here you go now, honey.**

**Good food coming up for me and you.**

Are there any cans or bottles  
or boxes on the shelf?  
I put my dishes on the counter.  
I mix everything well.

(CHORUS)

Chop and drain it.  
Slice and dice it.  
Mix and serve  
with an ounce of love.  
Pass your glass.  
What are you drinking?  
Tell me what dish  
I am thinking of?

(CHORUS)

4:34

# 🎵) **My Favorite Day** [Unit 11]

Last night we walked together.  
It seems so long ago.  
And we just talked and talked.  
Where did the time go?  
We saw the moonlit ocean  
across the sandy beach.  
The waves of summer fell,  
barely out of reach.

(CHORUS)

**Yes, that was then,  
and this is now,  
and all I do is think about  
yesterday,  
my favorite day of the week.**

When I woke up this morning,  
my feelings were so strong.  
I put my pen to paper,  
and I wrote this song.  
I'm glad I got to know you.  
You really made me smile.  
My heart belonged to you  
for a little while.

(CHORUS)

It was wonderful to be with you.  
We had so much to say.  
It was awful when we waved good-bye.  
Why did it end that way?

(CHORUS)

5:16

# 🎵) **She Can't Play Guitar** [Unit 13]

She can paint a pretty picture.  
She can draw well every day.  
She can dance and she can sing,  
but she can't play guitar.  
She can sew a dress so nicely,  
and she does it beautifully.  
She can knit a hundred sweaters,  
but she can't play guitar.

(CHORUS)

**And now it's too late.  
She thinks it's too hard.  
Her happy smile fades,  
'cause she can't play guitar.**

She can drive around the city.  
She can fix a broken car.  
She can be a great mechanic,  
but she can't play guitar.

(CHORUS)

And she says,  
"Could you please help me?  
When did you learn?  
Was it hard? Not at all?  
Are my hands too small?"  
She can cook a meal so nicely  
in the kitchen, and there are  
lots of things that she does well,  
but she can't play guitar.

(CHORUS)

5:33

# 🎵) **I Wasn't Born Yesterday** [Unit 14]

I went to school and learned the lessons  
of the human heart.  
I got an education in  
psychology and art.  
It doesn't matter what you say.  
I know the silly games you play.

(CHORUS)

**I wasn't born yesterday.  
I wasn't born yesterday.**

Well, pretty soon I graduated  
with a good degree.  
It took some time to understand  
the way you treated me,  
and it's too great a price to pay.  
I've had enough, and anyway,

(CHORUS)

So you think I'd like to marry you  
and be your pretty wife?  
Well, that's too bad, I'm sorry, now.  
Grow up and get a life!  
It doesn't matter what you say.  
I know the silly games you play.

(CHORUS)

**SECOND EDITION**

# **TOP NOTCH**

## **FUNDAMENTALS A**

# **Workbook**

**Joan Saslow • Allen Ascher**

**With Julie C. Rouse**



