

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



Top Notch: English for Today's World

Fundamentals A with Workbook, Second Edition

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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
1 Names and Occupations page 4	<ul style="list-style-type: none">Tell a classmate your occupationIdentify your classmatesSpell names	<ul style="list-style-type: none">OccupationsThe alphabet <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none">More occupations	<ul style="list-style-type: none">Verb be:Singular and plural statements, contractionsYes / no questions and short answersCommon errors <ul style="list-style-type: none">Subject pronounsArticles a / anNouns:Singular and plural / Common and proper <p>GRAMMAR BOOSTER • Extra practice</p>
2 About People page 12	<ul style="list-style-type: none">Introduce peopleTell someone your first and last nameGet someone's contact information	<ul style="list-style-type: none">Relationships (non-family)TitlesFirst and last namesNumbers 0–20 <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none">More relationships	<ul style="list-style-type: none">Possessive nouns and adjectivesBe from / Questions with Where, common errorsVerb be: information questions with What <p>GRAMMAR BOOSTER • Extra practice</p>
3 Places and How to Get There page 20	<ul style="list-style-type: none">Talk about locationsDiscuss how to get placesDiscuss transportation	<ul style="list-style-type: none">Places in the neighborhoodLocationsWays to get placesMeans of transportationDestinations <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none">More places	<ul style="list-style-type: none">Verb be: questions with WhereSubject pronoun itThe imperativeTo express means of transportation <p>GRAMMAR BOOSTER • Extra practice</p>
4 Family page 28	<ul style="list-style-type: none">Identify people in your familyDescribe your relativesTalk about your family	<ul style="list-style-type: none">Family relationshipsAdjectives to describe peopleNumbers 21–101 <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none">More adjectives	<ul style="list-style-type: none">Verb be:Questions with Who and common errorsWith adjectivesQuestions with How oldAdverbs very and soVerb have / has: affirmative statements <p>GRAMMAR BOOSTER • Extra practice</p>
5 Events and Times page 36	<ul style="list-style-type: none">Confirm that you're on timeTalk about the time of an eventAsk about birthdays	<ul style="list-style-type: none">What time is it?Early, on time, lateEventsDays of the weekOrdinal numbersMonths of the year <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none">More events	<ul style="list-style-type: none">Verb be: questions about timePrepositions in, on, and at for dates and timesCommon errors <p>GRAMMAR BOOSTER • Extra practice</p>
6 Clothes page 44	<ul style="list-style-type: none">Give and accept a complimentAsk for colors and sizesDescribe clothes	<ul style="list-style-type: none">ClothesColors and sizesOpposite adjectives to describe clothes <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none">More clothes	<ul style="list-style-type: none">Demonstratives this, that, these, thoseThe simple present tense: like, want, need, and haveAffirmative and negative statementsQuestions and short answersSpelling rules and contractionsAdjective placement and common errorsOne and ones <p>GRAMMAR BOOSTER • Extra practice</p>
7 Activities page 52 Units 1-7 Review page 60	<ul style="list-style-type: none">Talk about morning and evening activitiesDescribe what you do in your free timeDiscuss household chores	<ul style="list-style-type: none">Daily activities at homeLeisure activitiesHousehold chores <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none">More household chores	<ul style="list-style-type: none">The simple present tense:Third-person singular spelling rulesQuestions with When and What timeQuestions with How often, time expressionsQuestions with Who as subject, common errorsFrequency adverbs and time expressions:Usage, placement, and common errors <p>GRAMMAR BOOSTER • Extra practice</p>

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

Unit	Communication Goals	Vocabulary	Grammar
8 Home and Neighborhood page 64	<ul style="list-style-type: none"> Describe your neighborhood Ask about someone's home Talk about furniture and appliances 	<ul style="list-style-type: none"> Types of buildings Places in the neighborhood Rooms Furniture and appliances <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More home and office vocabulary 	<ul style="list-style-type: none"> The simple present tense: <ul style="list-style-type: none"> Questions with <u>Where</u>, prepositions of place <u>There is</u> and <u>there are</u>: <ul style="list-style-type: none"> Statements and yes / no questions Contractions and common errors Questions with <u>How many</u>. <p>GRAMMAR BOOSTER • Extra practice</p>
9 Activities and Plans page 72	<ul style="list-style-type: none"> Describe today's weather Ask about people's activities Discuss plans 	<ul style="list-style-type: none"> Weather expressions Present and future time expressions <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More weather vocabulary 	<ul style="list-style-type: none"> The present continuous: <ul style="list-style-type: none"> Statements: form and usage Yes / no questions Information questions For future plans The present participle: spelling rules <p>GRAMMAR BOOSTER • Extra practice</p>
10 Food page 80	<ul style="list-style-type: none"> Discuss ingredients for a recipe Offer and ask for foods Invite someone to join you at the table 	<ul style="list-style-type: none"> Foods and drinks Places to keep food in a kitchen Containers and quantities Cooking verbs <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More vegetables and fruits 	<ul style="list-style-type: none"> Count nouns and non-count nouns: <ul style="list-style-type: none"> Meaning, form, and common errors Count nouns: <u>How many</u> / <u>Are there any</u> Non-count nouns: <u>How much</u> / <u>Is there any</u> The simple present tense and the present continuous: usage and common errors <p>GRAMMAR BOOSTER • Extra practice</p>
11 Past Events page 88	<ul style="list-style-type: none"> Tell someone about a past event Describe past activities Talk about outdoor activities 	<ul style="list-style-type: none"> Past-time expressions Outdoor activities <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More outdoor activities 	<ul style="list-style-type: none"> The past tense of <u>be</u>: <ul style="list-style-type: none"> Statements, questions, and contractions The simple past tense <ul style="list-style-type: none"> Regular verbs, irregular verbs Statements, questions, and short answers <p>GRAMMAR BOOSTER • Extra practice</p>
12 Appearance and Health page 96	<ul style="list-style-type: none"> Describe appearance Show concern about an injury Suggest a remedy 	<ul style="list-style-type: none"> Adjectives to describe hair The face Parts of the body Accidents and injuries Ailments, remedies <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More parts of the body 	<ul style="list-style-type: none"> Describing people with <u>be</u> and <u>have</u> <u>Should</u> + base form for advice <p>GRAMMAR BOOSTER • Extra practice</p>
13 Abilities and Requests page 104	<ul style="list-style-type: none"> Express a wish Politely decline an invitation Ask for and agree to do a favor 	<ul style="list-style-type: none"> Abilities Adverbs <u>well</u> and <u>badly</u> Reasons for not doing something Favors <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More musical instruments 	<ul style="list-style-type: none"> <u>Can</u> and <u>can't</u> for ability <u>Too</u> + adjective, common errors Polite requests with <u>Could you</u> + base form <p>GRAMMAR BOOSTER • Extra practice</p>
14 Life Events and Plans page 112	<ul style="list-style-type: none"> Get to know someone's life story Discuss plans Express wishes for the future 	<ul style="list-style-type: none"> Some life events Academic subjects Leisure activities Life cycle events <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More academic subjects More leisure activities 	<ul style="list-style-type: none"> <u>Be going to</u> + base form <u>Would like</u> + infinitive: <ul style="list-style-type: none"> Statements Questions Short answers Contractions <p>GRAMMAR BOOSTER • Extra practice</p>
Units 8–14 Review page 120		Countries and nationalities / Numbers 100 to 1,000,000,000 / Irregular verbs / Pronunciation tablepage 125 Vocabulary Boosterpage 126 Grammar Boosterpage 136	

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

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.

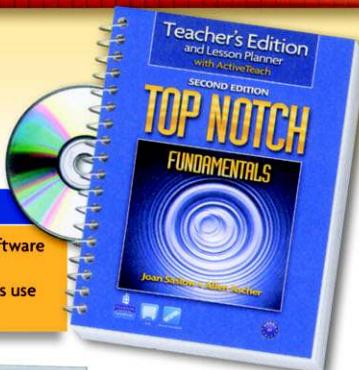
The Teacher's Edition and Lesson Planner

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
- Audioscripts
- *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

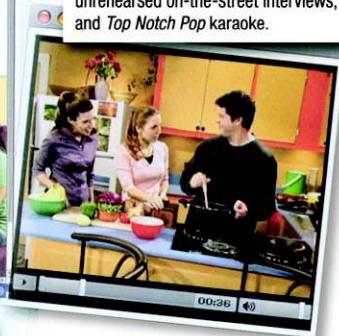


The Digital Student's Book

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.



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?

need?	want?	like?	have?	don't have?
white blouse	red shorts	loose clothes	old clothes	expensive clothes

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 white blouse. My red blouse is a little tight. I want red shorts and a

They are _____.

Adjectives to describe people

The baby is _____.

Adjectives to describe people

NAME: _____

Printable Extension Activities

Including:

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

NAME: _____

Learning Strategy
(Unit 7, page 58, Reading)

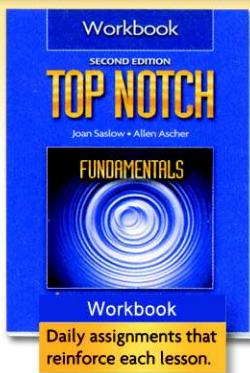
READING STRATEGY: taking notes

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	

Other components

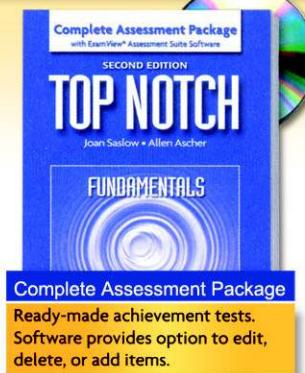


Daily assignments that reinforce each lesson.

The image shows the front cover of a CD for the 'Top Notch Fundamentals' classroom audio program. The cover is blue with the title 'TOP NOTCH' in large, bold, yellow letters at the top. Below it, 'Fundamentals' is written in a smaller, white, sans-serif font. At the very bottom, there is a stylized graphic of concentric circles.

Classroom Audio Program

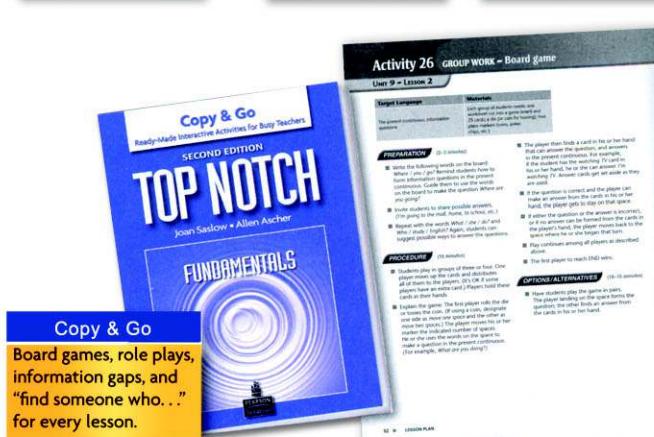
Includes a variety of authentic regional and non-native accents.



Complete Assessment Package

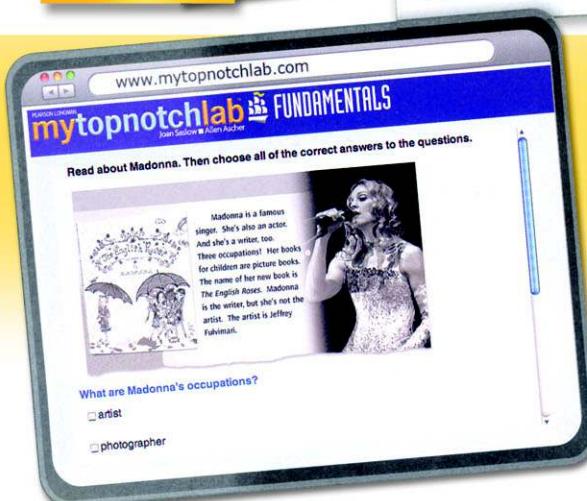
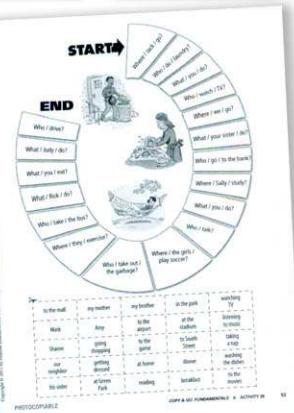


**Full-Course
Placement Tests**
Choose printable
or online version.



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

GOALS

After this unit, you will be able to:

Welcome to *Top Notch*!

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

GOAL **Introduce yourself**

1 1:02  **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 1:03  **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.



GOAL Greet people

1:06 1 CONVERSATION MODEL Read and listen.

A: Hi, Len. How are you?
B: Fine, thanks. And you?
A: I'm fine.

1:07 2 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

1:08 3 VOCABULARY • More greetings Read and listen. Then listen again and repeat.



1 Good morning.



2 Good afternoon.



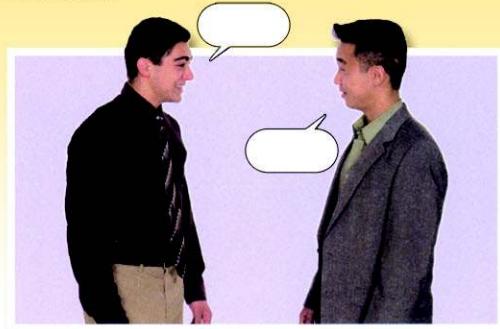
3 Good evening.



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 1:11 **CONVERSATION MODEL** Read and listen.

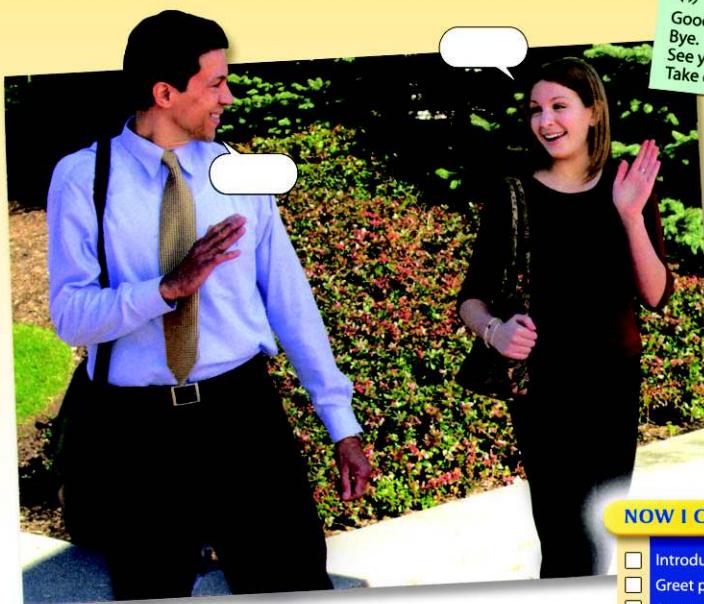
A: Good-bye, Charlotte.
B: Good-bye, Emily.
A: See you tomorrow.
B: OK. See you!

2 1:12 **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.

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.

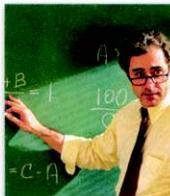
LESSON 1

GOAL

Tell a classmate your occupation

1:14

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 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. 55

She's a flight attendant. 55

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



1 Matt Damon *He's an actor. He's not an architect.*

3 Hee-Young Lim

2 Carlos Vives

4 Constantina Tomescu

NOW YOU CAN Tell a classmate your occupation

1 1:15 CONVERSATION MODEL Read and listen.

A: What do you do?

B: I'm an architect. And you?

A: I'm a banker.

2 1:16 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

1:17

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.



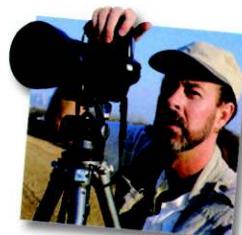
4 She's a scientist.



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

Subject pronouns

Singular	Plural
I	we
you	you
he	they
she	

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.

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.



Be careful!

Yes, I am. NOT Yes, I'm.
Yes, she is. NOT Yes, she's.
Yes, we are. NOT Yes, we're.

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

1:18

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.

1:19

RHYTHM AND INTONATION

Listen again and repeat.

Then practice the Conversation Model with a partner.

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?

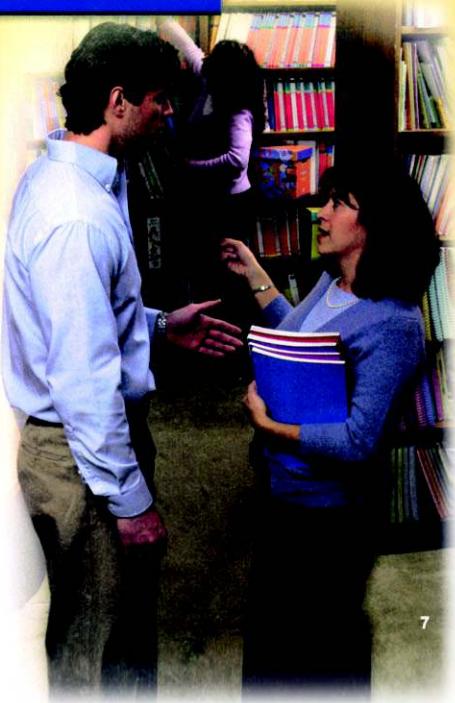
B: Right over there.

A: Thank you.

B: You're welcome.

CHANGE PARTNERS

Identify other classmates.



GOAL Spell names

1:20 1 **VOCABULARY** • *The alphabet* Read and listen. Then listen again and repeat.

ABCDEFGHIJKLM
NOPQRSTUVWXYZ

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.

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

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>M</u> arie	<input type="checkbox"/> 3 sarah browne	<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

1:24

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

1 syllable	2 syllables	3 syllables	4 syllables
chef	bank • er	ar • chi • tect	pho • tog • ra • pher

1:25

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

1:26

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!

1:27

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

1:28

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



1:29

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.



Denzel Washington
actor



Tania Libertad
singer



Se Ri Pak
athlete



Gabriel García Márquez
writer

GRAMMAR BOOSTER

Extra practice • p.136

1 Is Denzel Washington an actor or a singer?
He's an actor.

2 What's Tania Libertad's occupation?
.....

3 Is Se Ri Pak a teacher?
.....

4 Are Se Ri Pak and Gabriel García Márquez scientists?
.....

5 What's Gabriel García Márquez's occupation?
.....

6 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

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.

NOW I CAN...

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

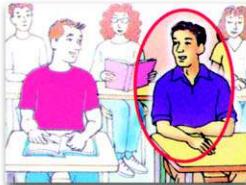
- 1 Introduce people.
- 2 Tell someone your first and last name.
- 3 Get someone's contact information.

LESSON 1

GOAL

Introduce people

1:32 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.



Ms. Ellis is **Joe's** teacher.
Joe is **her** student.

Subject pronouns

I → **my**
you → **your**
he → **his**
she → **her**
we → **our**
they → **their**

Possessive adjectives

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. 

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 ?

B: She Canada.

3 A: your boss ?

B: He Fortaleza.

2 A: they ?

B: Paris.

4 A: you and your friend ?

B: Pusan.

NOW YOU CAN Introduce people

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.

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

1:36

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 checked="" 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.

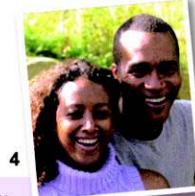
1



Mr.
 Mrs.
 Miss
 Ms.

Davis

last name



4

Mr.
 Mrs.
 Miss
 Ms.

Wendy

Roberts

Mr.
 Mrs.
 Miss
 Ms.

Fred

Roberts

last name

2



Mr.
 Mrs.
 Miss
 Ms.

Nancy

first name

Sullivan

last name

3



Mr.
 Mrs.
 Miss
 Ms.

Frank

first name

Sun

last name

5



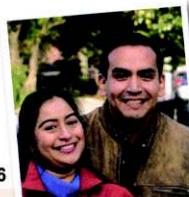
Mr.
 Mrs.
 Miss
 Ms.

RITA

OLIVEIRA

last name

6



Mr.
 Mrs.
 Miss
 Ms.

Pam

first name

Garcia

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	[]	

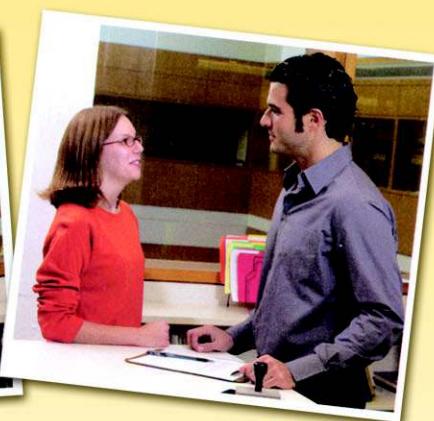
A classmate:

<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.	first name	last name
Mrs.		
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

1:40 **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

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 num ber

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	<u>Valerie</u> <u>Peterson</u>	— — - — —	— @ —
2	<u>Mathilda</u>	— — - — —	
3	<u>Quinn</u>	— — - — —	— @ —
4	<u>Joseph</u>	— — - — —	

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.



Be sure to recycle this language.

Don't stop!
Continue the conversation.
Ask more questions.

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

4 CHANGE PARTNERS

Get other classmates' contact information.

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 Lucía, 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? ”

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

“ Where's Mr. Travolta from? ”

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



33-55-0078
nchin@hipnet.com



Fran Green Bill Green
34-67-9899
13 Quinn St.

GRAMMAR BOOSTER

Extra practice • p.137

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.

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

LESSON 1

GOAL**Talk about locations**

1:48

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

1:49

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.

1:50

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



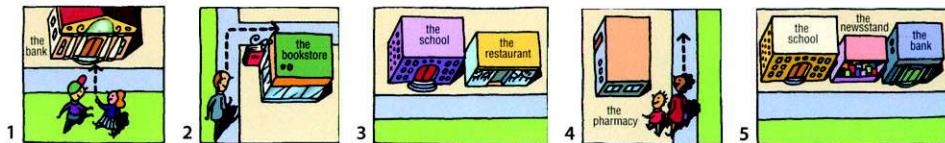
5 on the right



7 between the bookstore and the bank

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

6 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.

1 Where is it?
2 Where's the bank?
3 Where's the school?
4 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.

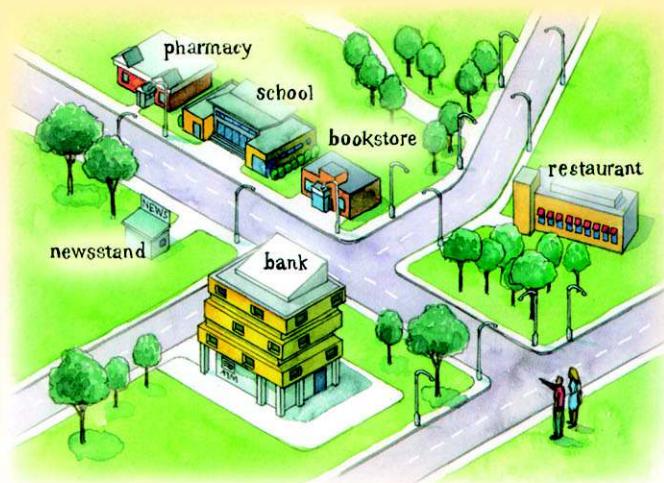
A: Excuse me. Where's the?

B:? It's

A: Thanks!

B: You're welcome.

4 CHANGE PARTNERS Ask about other locations.



GOAL

Discuss how to get places

1:54

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.

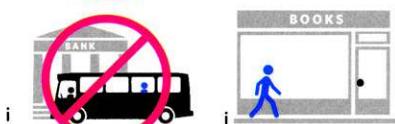
Partner B: Say the letter of the correct picture.

- 1 Walk to the bookstore.
- 2 Don't drive to the restaurant.
- 3 Take the bus to the bank.
- 4 Don't walk to the pharmacy.
- 5 Drive down the street.

Partner B: Read a direction.

Partner A: Say the letter of the correct picture.

- 6 Take the bus down the street.
- 7 Don't take the bus to the bank.
- 8 Walk to the bank.
- 9 Take a taxi to the restaurant.
- 10 Drive to the pharmacy.



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

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

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

**Be sure to recycle this language.**

Where is it?

It's  across the street.
 It's  down the street.
 It's  around the corner.
 It's  next to the ____.
 It's  between the ____ and the ____.

Don't stop!
 Ask about locations.

**4 CHANGE PARTNERS** Discuss more places.

GOAL Discuss transportation

1 1:58 **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 1:59 **LISTENING COMPREHENSION** Listen. Circle the means of transportation you hear.



1



2



3



4

5



5  **VOCABULARY • Destinations** Read and listen. Then listen again and repeat.

1 go to work



2 go home



3 go to school

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  **CONVERSATION MODEL** Read and listen.

A: How do you go to school?

B: By subway. What about you?

A: Me? I walk.

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.

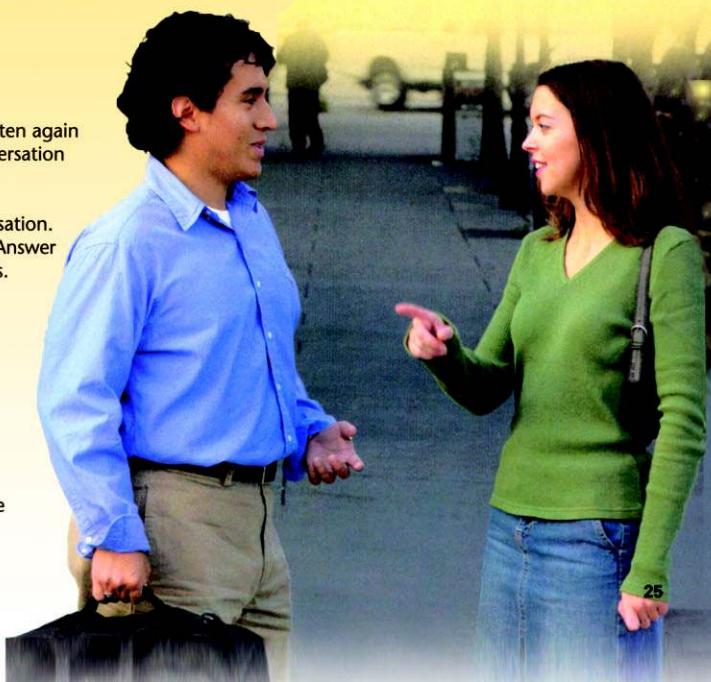
A: How do you go?

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

1:64

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.

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

Is Jennie Beck a teacher?

No, she's not. She's a writer.

- 1 Is Jasper White a doctor?
- 2 Is Randall Marshall Dr. White's friend or his colleague?
- 3 Is Dr. Marshall Dr. White's neighbor?
- 4 Is Katie Simpson a teacher?
- 5 What is Katie's teacher's name?
- 6 Is their school next to Ms. Clark's home?
- 7 Where is Kim Lee's office?
- 8 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.

- 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.

1 grandparents



2 grandmother



3 grandfather

4 parents



5 mother



6 father

7 children*



8 daughter



9 son



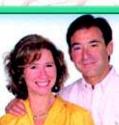
10 grandson



11 granddaughter



13 wife



14 husband



15 sister



16 brother

* 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.)

* mom and dad = informal for mother and father

Contraction
Who is → Who's

Be careful!
Who are NOT Who're

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.

4 A:?

B: They're Pat's grandparents.

2 A:?

B: She's my mother.

5 A:?

B: She's Ed's wife.

3 A:?

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

6 A:?

B: They're my brother and sister.

NOW YOU CAN Identify people in your family

2:04

1 CONVERSATION MODEL

Read and listen.

A: Who's that?

B: That's my father.

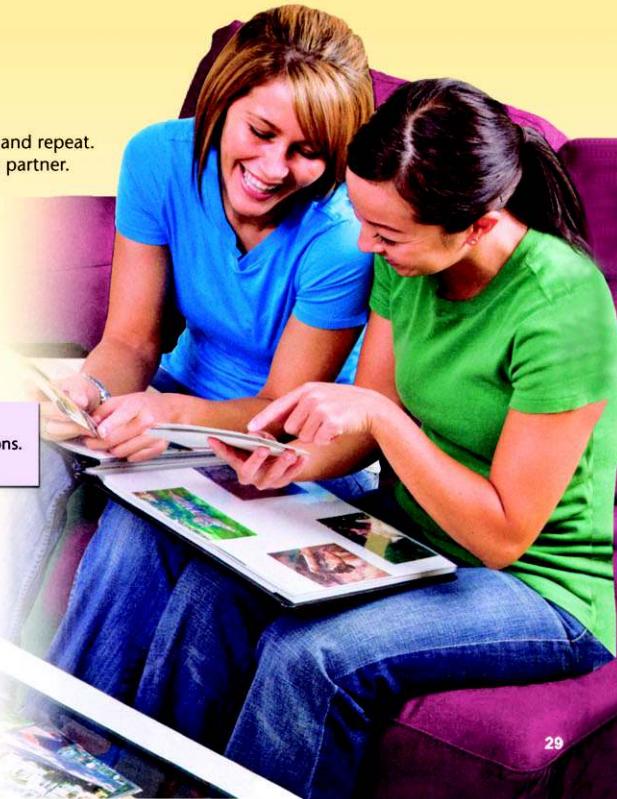
A: And who are they?

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

2:05

2 RHYTHM AND INTONATION

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



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

2:06

1  VOCABULARY • *Adjectives to describe people*

Read and listen. Then listen again and repeat.

VOCABULARY BOOSTER

More adjectives • p. 128



1 pretty

2 handsome

3 good-looking

4 cute

5 short

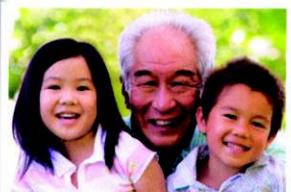
6 tall

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.They're good-looking.He's handsome.Your children are cute.The adverbs very and so make adjectives stronger.They're very good-looking.She's so pretty!He's very handsome.Your children are so cute!

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

“Gina and Deborah
are very pretty. **”**4  LISTENING COMPREHENSION Listen to the conversations. Circle the adjective that describes each person.1 Her husband is (handsome / tall / old).4 His son is (tall / good-looking / short).2 His daughter is (tall / good-looking / cute).5 Her father is (tall / old / short).3 Her brothers are (tall / good-looking / young).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
so2 Your daughter
so3 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
We
They } have a brother. He
She } has three sisters.



I have one son
and one daughter.

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

1 Mark two brothers.
 2 My grandmother five grandsons.
 3 They a granddaughter.
 4 We twelve grandchildren.

5 Carl and Anna two children.
 6 She five sisters.
 7 They no brothers or sisters.

I

2:10

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 is { he?
she?
your sister? He's nineteen years old.
She's thirty-three.
She's twenty.

How old are { they?
your parents? They're twenty-nine.
They're fifty and fifty-two.

How old are you?



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?



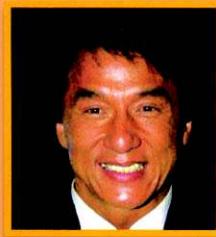
4 CHANGE PARTNERS

Personalize the conversation again.



1 2:14 **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.

1 Jackie Chan is JC Chan's

2 is Lin Feng-Jiao's husband.

3 Abigail Breslin's is an actor.

4 Miss Breslin is Lynn Blecker's

5 Gael García Bernal is Diego Luna's

6 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:

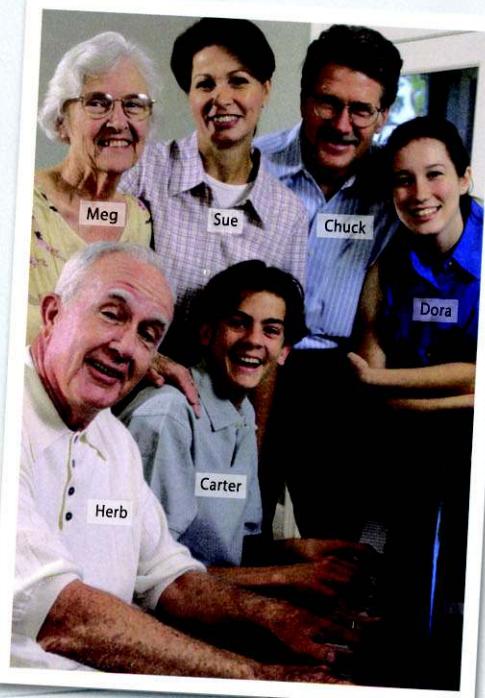
Pia is very cute.

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.

- 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

2:17 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."



2:18 2 **PRONUNCIATION** • *Sentence rhythm* Read and listen.
Then listen again and repeat.

1 It's **TEN** after **FIVE**. 2 It's **TWEN**ty to **ONE**. 3 It's a **QUART**er 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?

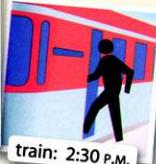
B: It's

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



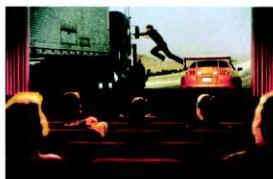
2 a dance



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) at nine thirty.

What day is the concert?

(It's) on Saturday.

When's the dance?

(It's) at ten o'clock.

(It's) on 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		5:30
	6:30		6:30
	7:00		7:00 meeting
	7:15		7:15
Tuesday	5:30		5:30
	6:30		6:30
	7:00		7:00
	7:15		7:15
Wednesday	5:30		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**

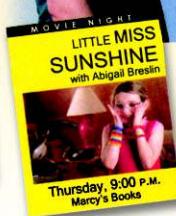
2:26 1  **CONVERSATION MODEL** Read and listen.

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

2:28 1 **VOCABULARY** • *Ordinal numbers* Read and listen. Then listen again and repeat.

1st

first

2nd

second

3rd

third

4th

fourth

5th

fifth

6th

sixth

7th

seventh

8th

eighth

9th

ninth

10th

tenth

11th

eleventh

12th

twelfth

13th

thirteenth

14th

fourteenth

15th

fifteenth

16th

sixteenth

17th

seventeenth

18th

eighteenth

19th

nineteenth

20th

twentieth

21st

twenty-first

22nd

twenty-second

30th

thirtieth

40th

fortieth

50th

fiftieth

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

“three”

“third”

2:29 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	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	F	S	M	T	W	F	S	M	T	W	F								
1	2	3	4	5			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12	13	14					
5	6	7	8	9	10	11	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
12	13	14	15	16	17	18	19	20	21	22	23	24	25	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
19	20	21	22	23	24	25	16	17	18	19	20	21	22	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32							
26	27	28	29	30	31		23	24	25	26	27	28	29	30	21	22	23	24	25	26	27	28	29	30	31	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
							23	24	25	26	27	28	29	30	28	29	30	27	28	29	30	31	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32			
							30	31																																

2:30 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 31st

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 15th.
On the 12th.
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*.

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

NOW YOU CAN Ask about birthdays

2:31

1 CONVERSATION MODEL

Read and listen.

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

2:32

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

2:34

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.

1 The dance is at half past nine.
2 The movie is at 8:00 A.M.
3 The meeting is at half past ten.
4 The birthday party is at midnight.
5 Alec's birthday is in July.

6 The dance is at the bookstore.
7 The meeting is at the New School.
8 Alec's party is at United Bank.
9 United Bank is around the corner.
10 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



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

GRAMMAR BOOSTER

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Sagittarius
Nov. 22 – Dec. 21



Gemini
May 22 – Jun. 21

Name	Birthday	Zodiac Sign



Scorpio
Oct. 23 – Nov. 21



Leo
Jul. 23 – Aug. 23



Cancer
Jun. 22 – Jul. 22



Libra
Sep. 23 – Oct. 22



Virgo
Aug. 24 – Sep. 22

PAIR WORK Create conversations for the people.

1 Talk about the events. For example:
Look. There's a ____.

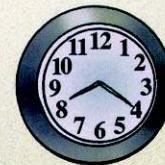
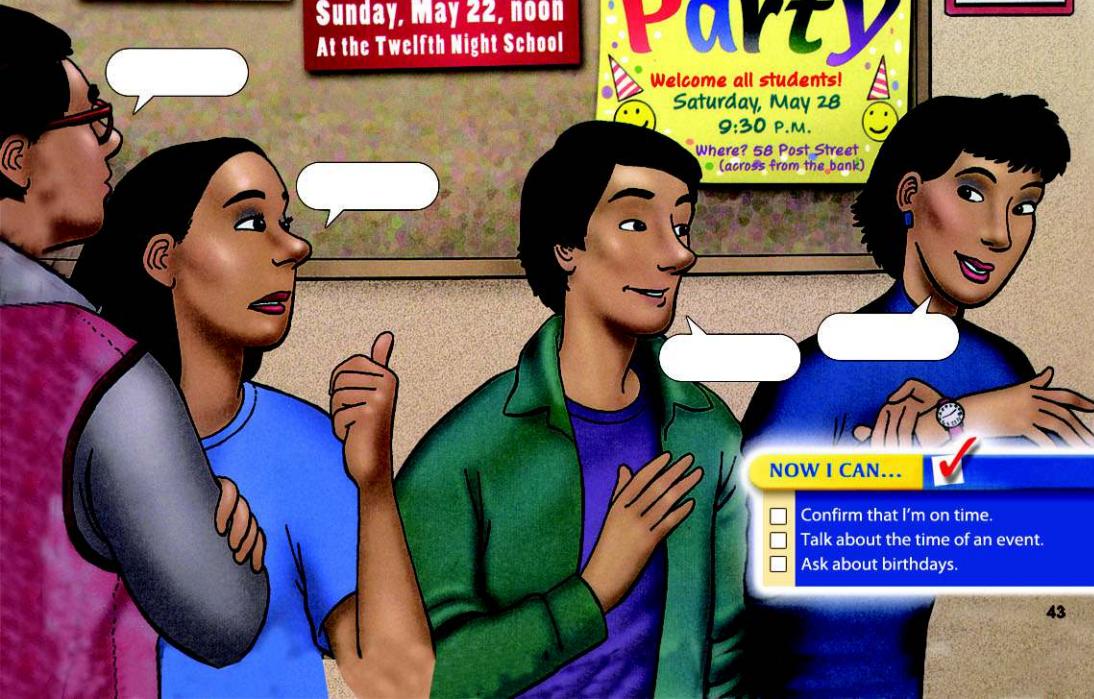
2 Confirm that you are on time for an event. For example:
What time's the ____?

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.

- 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.

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

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

1  shirts = shirt/s/

jackets = jacket/s/

2  shoes = shoe/z/

sweaters = sweater/z/

3  blouses = blouse/ɪz/

dresses = dress/ɪz/

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



this sweater



that sweater



these ties



those ties

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

Tina **likes** these shoes.Lisa **wants** that shirt.Rob **needs** a book.Now he **has** a book.

I
You
We
They
Sara and Jim

like
want
need
have

those sweaters.

He
She
Cassie
Ivan

likes
wants
needs
has

those sweaters, too.

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 your tie.

like / likes

4 Peter that jacket.

have / has

2 My friends this suit.

want / wants

5 We our dresses.

like / likes

3 Janet this skirt.

need / needs

6 Sue and Tara those suits.

want / wants

NOW YOU CAN Give and accept a compliment

2:39

1 CONVERSATION MODEL

Read and listen.

A: I like that dress.

B: Thank you.

A: You're welcome.

2:40

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

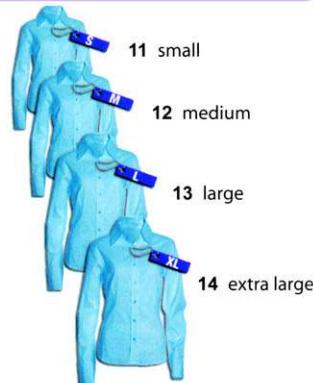
Ask for colors and sizes

2:41

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

COLORS

SIZES



2 PAIR WORK Make two statements about your clothes.

My shoes are brown.
My shirt is medium.

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.
She doesn't have

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

Yes / no questions

Do want
Do need the suit in large?
Do have

Yes, I
Yes, we do.
Yes, they

No, I
No, we don't.
No, they

Does like
Does need those shoes in black?
Does have

Yes, he
Yes, she does.
Yes, he

No, he
No, she doesn't.
No, she

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

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

RHYTHM AND INTONATION

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

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:



CHANGE PARTNERS

Practice the conversation again. Ask about other clothes.



GOAL

Describe clothes

1 2:45 **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 ~~clean~~ 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 one.

4 A: Why new shoes?
B:

2 A: What ?
B:

5 A: Which shirts ?
B: The ones.

3 A: What color shoes ?
B:

6 A: What size shoes ?
B:

NOW YOU CAN Describe clothes

2:46

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.

2:47

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 2:48 **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

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

True False

1 The sale is every day this week.
2 The store has three locations.
3 The Emporium is a clothes store.
4 White blouses are on sale at two locations.

True False

5 All locations have blue sweaters.
6 The Emporium doesn't have children's shoes.

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

Review



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

He has a yellow shirt.

PAIR WORK

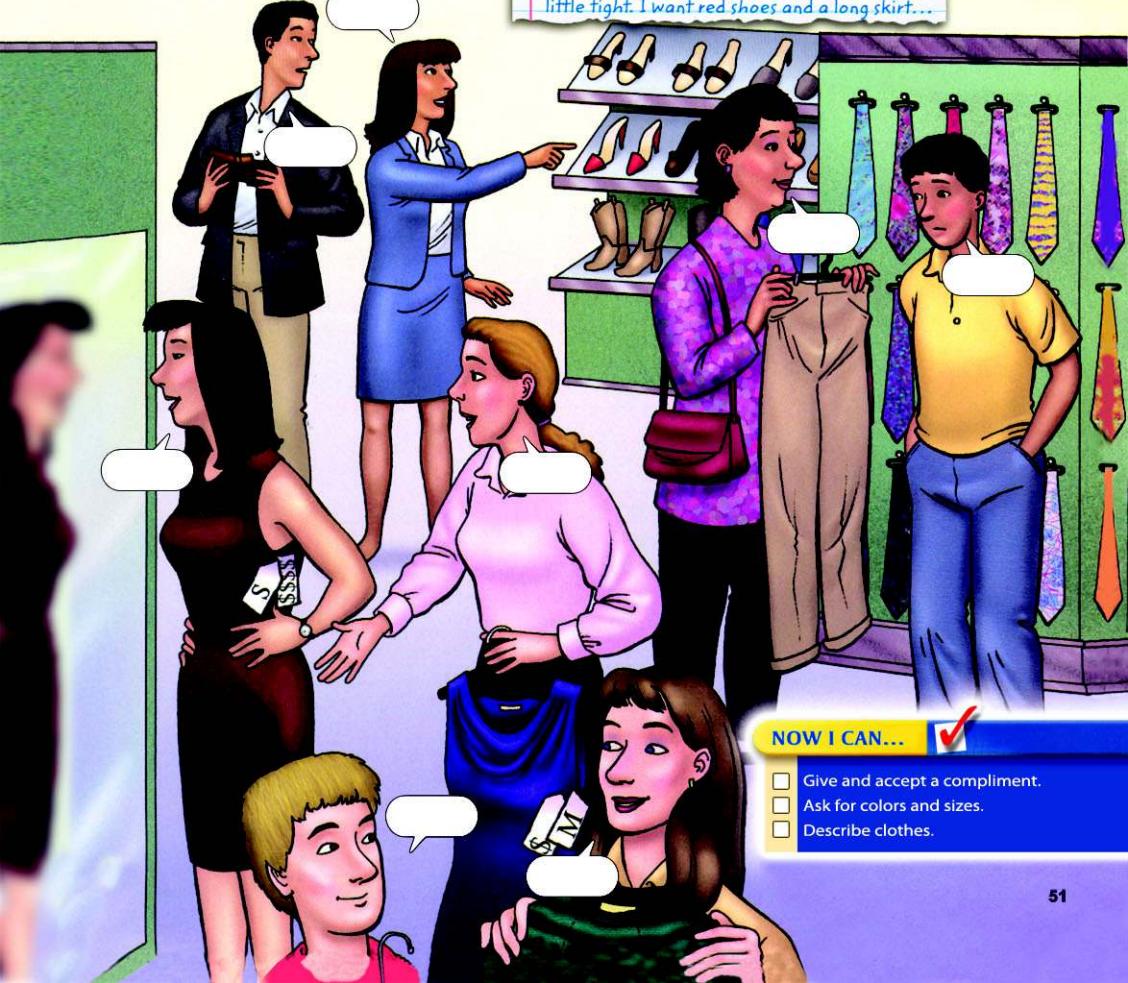
1 Point and ask and answer questions about the picture. Use this / that / these / those and like, want, need, and have. For example:
Do you like these shoes?

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

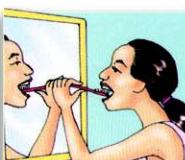
1 3:02 **VOCABULARY** • *Daily activities at home* Read and listen. Then listen again and repeat.



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
gets shaves combs

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

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.

1 Tom up at 6:00, but his wife, Kate, up at 7:00.
get get

2 Kate breakfast at 7:30 A.M., but Tom breakfast at 6:30.
eat eat

3 After breakfast, Tom and Kate on makeup.
shave put

4 Tom and Kate TV in the evening.
watch

5 Kate to bed at 10:00 P.M., but Tom to bed at 11:00.
go go

6 Kate dinner on weekdays, and Tom dinner on weekends.
make make

7 Tom a shower in the morning, but Kate a bath.
take take

8 Tom and Kate their teeth in the morning and in the evening.
brush

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

3:04

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.

3:05

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

Don't stop!

Ask more questions.

Be sure to recycle this language.

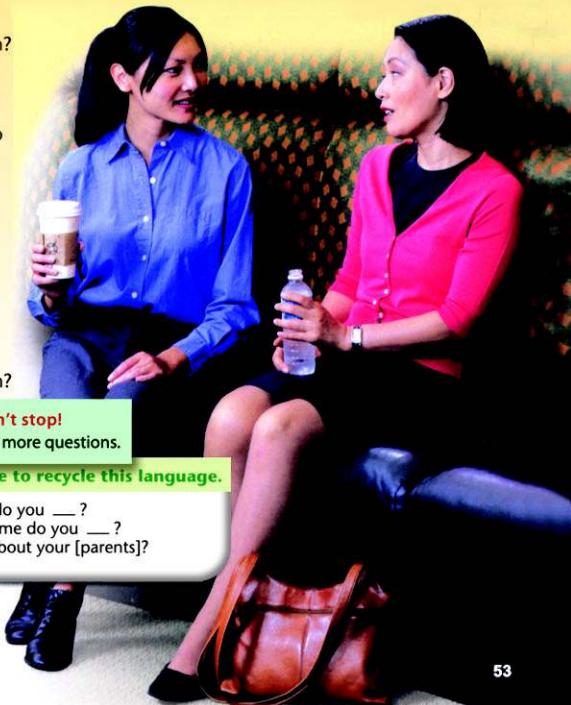
When do you?
What time do you?
What about your [parents]?

4 CHANGE PARTNERS

Personalize the conversation again.

5 CLASS SURVEY

Find out how many students are morning people and how many are evening people.



GOAL

Describe what you do in your free time

3:06 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?

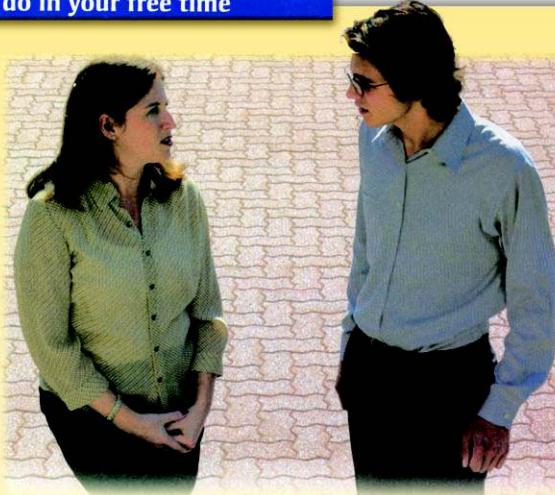
B: I sometimes read or watch TV. What about you?

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]

On weekdays

On weekends

4 CHANGE PARTNERS

Personalize the conversation again.

5 GROUP WORK

Tell the class about your partner's activities.

GOAL

Discuss household chores

3:09

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

VOCABULARY BOOSTER

More household chores • p. 129



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. ”

3:10 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?

3:11 7  **LISTENING COMPREHENSION** Listen to the conversations and the questions with Who. Check the chores each person does.

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

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**

3:12 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.

3:13 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.

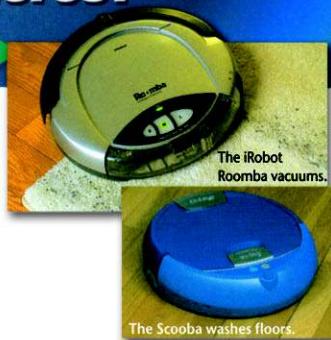


3:14 1 **READING** Read the article. Do you like housework?

Don't like household chores?

These robots help!

How 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!



And 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.



No 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.

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

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

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

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

4 The L200 Evolution (**washes** / **mows** / **cleans**).
5 ASIMO (**washes** / **mows** / **walks**)

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.”

GRAMMAR BOOSTER

Extra practice • p. 140

3:15–3:16
Top Notch Pop
“On the Weekend” Lyrics p. 147

Jack's Typical Day

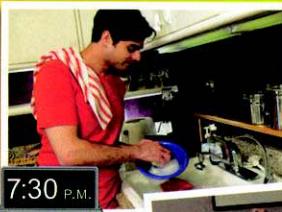
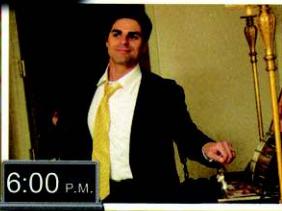
Morning



7:45 A.M.



Evening



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 LISTENING COMPREHENSION

3:17 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.

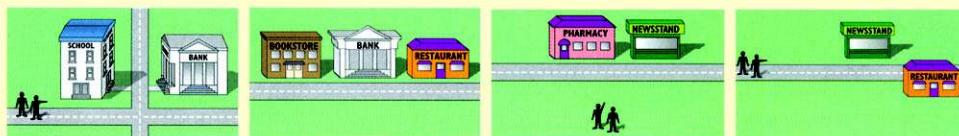
T F

- 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.



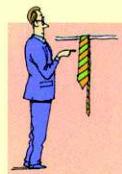
1 I want pants.



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 Hi. I'm John.
YOU Nice to meet you.

2 What's your last name?
YOU

3 Do you have children?
YOU

4 What time is it?
YOU

5 When's your birthday?
YOU

6 What do you do?
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.



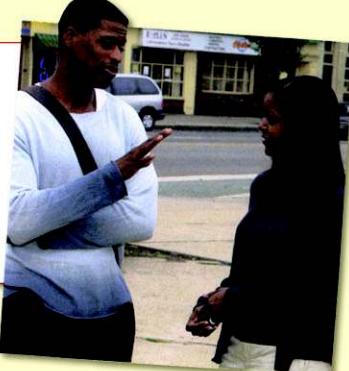
4 to the restaurant. 5 to school. 6 to the bookstore.

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 occupations.
Ask about ages. 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 th 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 (<i>your</i> / <i>you</i>) husband?	4 (<i>Our</i> / <i>We</i>) birthdays are in May.
2 Is she (<i>their</i> / <i>they</i>) granddaughter?	5 How do you spell (<i>her</i> / <i>she</i>) name?
3 (<i>Her</i> / <i>His</i>) name is Mr. Grant.	6 I'm (<i>Ms.</i> Bell / <i>Ms.</i> Bell's) student.

11 INTEGRATED PRACTICE Write a question for each response.

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

12 PAIR WORK

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

1 Does Jack have a large family?

- a Yes, I do.
- b Yes, he does.

2 Does her father shave every morning?

- a Yes, he is.
- b No, he doesn't.

3 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.

4 Does she like red shoes?

- a No, she doesn't.
- b Yes, I do.

5 Does he need a new tie?

- a Yes, he does.
- b Yes, I do.

6 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 (<i>am</i> / <i>are</i>) friends.	4 (<i>Do</i> / <i>Does</i>) she (<i>want</i> / <i>wants</i>) new shoes?
2 They (<i>has</i> / <i>have</i>) two children.	5 Why (<i>do</i> / <i>does</i>) they (<i>need</i> / <i>needs</i>) new shoes?
3 Who (<i>has</i> / <i>have</i>) a blue suit?	6 (<i>Is</i> / <i>Are</i>) 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.

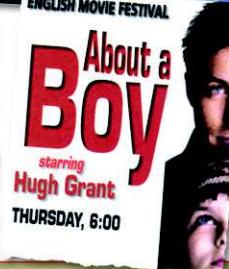
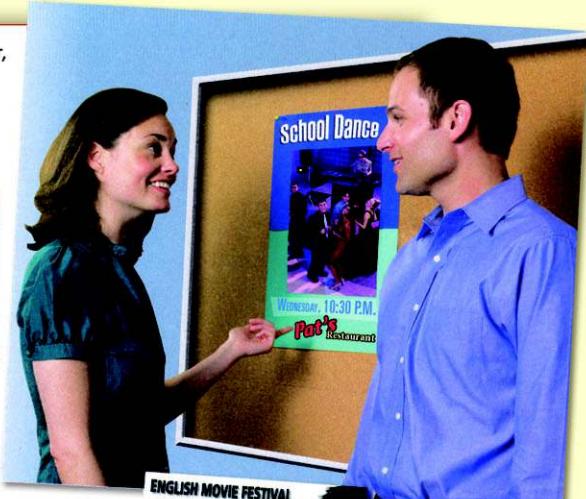
16 CONVERSATION PRACTICE With a partner, talk about the times of events. Use the pictures or your own ideas. Start like this:

“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



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

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



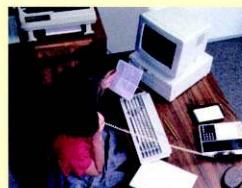
12 a reporter



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



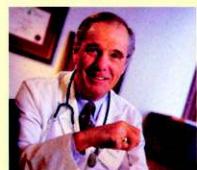
1 a supervisor
2 an employee



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



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 ___.*

UNIT 5

5:42

More events



1 an exhibition



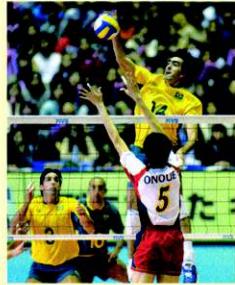
2 an opera



3 a ballet



4 a football game



5 a volleyball game



6 a baseball 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



15 socks



12 pajamas



16 pantyhose



17 underwear



13 a T-shirt
14 shorts

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	Common nouns
1 _____	7 _____
2 _____	8 _____
3 _____	9 _____
4 _____	10 _____
5 _____	11 _____
6 _____	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 4th _____ 9:00.
4 The movie is _____ 3:00 P.M. _____ Tuesday.
5 The game is _____ noon _____ Monday.
6 The meeting is _____ August 10th _____ 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...

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...

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...

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)

 **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



