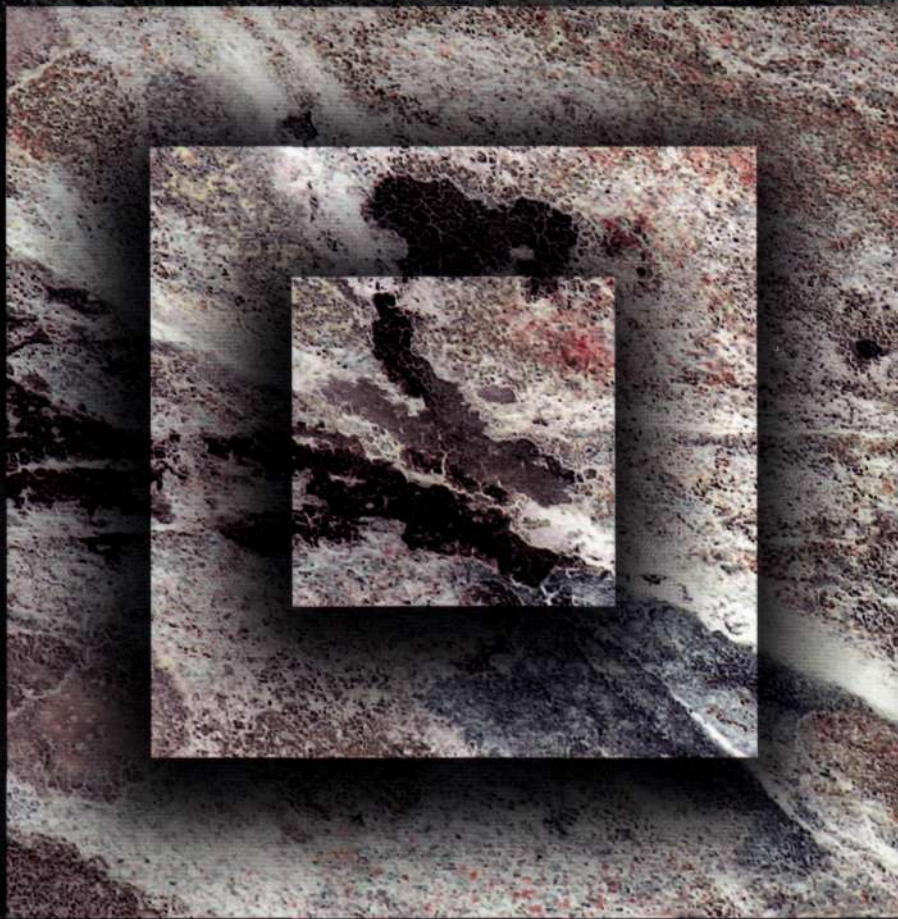
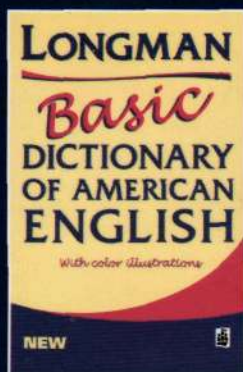


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Fundamentals

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Joan Saslow ■ Allen Ascher

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by Rob Morsberger






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Scope and Sequence OF CONTENT AND SKILLS

UNIT	Vocabulary	Vocabulary Booster	Conversation Strategies	Grammar
 Names and Occupations Page 4	<ul style="list-style-type: none"> Occupations The alphabet 	<ul style="list-style-type: none"> More occupations 	<ul style="list-style-type: none"> Use <u>Excuse me</u> to initiate a conversation Use <u>And you?</u> to show interest and to continue a conversation Use <u>Excuse me?</u> to ask someone to repeat something 	<ul style="list-style-type: none"> <u>Be</u>: singular statements Singular and plural nouns <u>Be</u>: plural statements <u>Be: yes / no</u> questions and short answers Proper nouns and common nouns
 Relationships Page 12 Top Notch Song: "Excuse Me, Please"	<ul style="list-style-type: none"> Relationships Titles and names Numbers 0-20 	<ul style="list-style-type: none"> More relationships More titles 	<ul style="list-style-type: none"> Repeat part of a question to clarify before answering Repeat information to confirm 	<ul style="list-style-type: none"> Possessive adjectives and nouns <u>Be</u>: information questions with <u>What</u>
 Directions and Transportation Page 20	<ul style="list-style-type: none"> Places in the community Locations and directions Means of transportation 	<ul style="list-style-type: none"> More places in the community 	<ul style="list-style-type: none"> Provide information beyond <u>Yes or No</u> to be helpful Use <u>Yes, that's right</u> to confirm 	<ul style="list-style-type: none"> <u>Be</u>: questions with <u>Where</u> Subject pronoun <u>it</u> <u>There is</u> The imperative
 People Page 28 Top Notch Song: "Tell Me All about It"	<ul style="list-style-type: none"> Family members Numbers 20-100 Adjectives to describe people 	<ul style="list-style-type: none"> More adjectives to describe people 	<ul style="list-style-type: none"> Use <u>Really?</u> to show interest or surprise Ask follow-up questions for more information and to keep a conversation going 	<ul style="list-style-type: none"> <u>Be</u>: questions with <u>Who</u> <u>Have / has</u>: affirmative statements <u>Be</u>: questions with <u>How old</u> Adjectives <u>Very</u> and <u>so</u>
 Events and Times Page 36	<ul style="list-style-type: none"> Time <u>Early, on time, late</u> Events Days of the week Months of the year Ordinal numbers 	<ul style="list-style-type: none"> More events 	<ul style="list-style-type: none"> Use <u>uh-oh</u> to announce that you may have made a mistake Answer a question and then ask a similar one to show interest Add information to make an answer more specific or complete 	<ul style="list-style-type: none"> <u>Be</u>: questions about time Prepositions of time and place
 Clothes Page 44	<ul style="list-style-type: none"> Clothes Verbs <u>want, have, need</u> Colors and other descriptive adjectives 	<ul style="list-style-type: none"> More clothes 	<ul style="list-style-type: none"> Use <u>Actually</u> to disagree politely or to correct a prior statement Use <u>Is that all?</u> to encourage a fuller response 	<ul style="list-style-type: none"> <u>This, that, these, those</u> The simple present tense: affirmative statements The simple present tense: statements and <u>yes / no</u> questions Adjectives The simple present tense: information questions
 Home and Work Page 52	<ul style="list-style-type: none"> Workplaces and homes Rooms in the home Furniture and appliances in the home and office 	<ul style="list-style-type: none"> More home and office vocabulary 	<ul style="list-style-type: none"> Initiate conversation with <u>So</u> Ask <u>What about you?</u> to continue a conversation Begin an answer with <u>Me?</u> to express humility Start answers with <u>Well</u> to give yourself time to think Ask <u>You do?</u> to show interest or surprise 	<ul style="list-style-type: none"> Prepositions of place <u>There is</u> and <u>There are</u> <u>A lot of</u>

Speaking	Pronunciation	Listening	Reading and Writing
<ul style="list-style-type: none"> Talk about what you do Identify people Politely begin a conversation Spell names and words 	<ul style="list-style-type: none"> Syllables 	<ul style="list-style-type: none"> List of letters <u>Task:</u> Circle the letter you hear Conversations about names <u>Task:</u> Identify correct spelling and write each name Lists of and conversations about occupations <u>Task:</u> Identify the correct occupation Conversations about names and occupations <u>Task:</u> Listen for and write missing information 	<p><u>Reading</u></p> <ul style="list-style-type: none"> Names and occupations Simple forms and business cards <p><u>Writing</u></p> <ul style="list-style-type: none"> Write proper and common nouns Complete a form with name and occupation Write responses to statements and questions
<ul style="list-style-type: none"> Introduce people Ask and answer questions about first and last names, phone numbers, addresses and country of origin Confirm information 	<ul style="list-style-type: none"> Stress in two-word pairs 	<ul style="list-style-type: none"> Introductions <u>Task:</u> Listen for and write relationships Questions about first and last names <u>Task:</u> Circle the first or last name Conversations about names and phone numbers <u>Task:</u> Write the phone number 	<p><u>Reading</u></p> <ul style="list-style-type: none"> Article about famous people, their occupations, and country of origin <p><u>Writing</u></p> <ul style="list-style-type: none"> Fill in a form with your first name, last name, title Fill in a form with a partner's first name and last name Write telephone numbers from a listening
<ul style="list-style-type: none"> Ask about the location of places Give and get directions Suggest a means of transportation 	<ul style="list-style-type: none"> Rising intonation to confirm 	<ul style="list-style-type: none"> List of places in the community <u>Task:</u> Number the places Conversations about directions <u>Task:</u> Write the name of the place 	<p><u>Reading</u></p> <ul style="list-style-type: none"> Guide to museums around the world <p><u>Writing</u></p> <ul style="list-style-type: none"> Write questions and answers about location Write names of places from a listening Write directions List places in your city or town Answer questions about a reading
<ul style="list-style-type: none"> Ask who someone is Identify family members Ask and answer questions about family Ask about someone's age Describe people 	<ul style="list-style-type: none"> Numbers 	<ul style="list-style-type: none"> Identifications of family members <u>Task:</u> Identify the correct person Conversations describing family members <u>Task:</u> Identify the adjectives used in each conversation 	<p><u>Reading</u></p> <ul style="list-style-type: none"> Article about famous people and their families <p><u>Writing</u></p> <ul style="list-style-type: none"> Write questions with <u>Who</u> Interview a partner and write about his or her family
<ul style="list-style-type: none"> Talk about time Ask if you are late Reassure someone Invite someone to an event Suggest a time to meet Talk about dates Ask about birthdays 	<ul style="list-style-type: none"> Sentence stress 	<ul style="list-style-type: none"> Conversations about events <u>Task:</u> Identify the time of each event A radio broadcast of upcoming events <u>Task:</u> Write events on a calendar, under correct day and time List of dates <u>Task:</u> Circle the dates on a calendar 	<p><u>Reading</u></p> <ul style="list-style-type: none"> Newspaper entertainment section <p><u>Writing</u></p> <ul style="list-style-type: none"> Write events on a calendar Write dates as a partner says them Answer questions, using prepositions of time and place Write classmates' names
<ul style="list-style-type: none"> Give and accept compliments about clothes Compare opinions about clothes Talk about shopping for clothes Describe clothes Talk about wants and needs 	<ul style="list-style-type: none"> Plural nouns 	<ul style="list-style-type: none"> Conversations about clothing: likes, wants, needs <u>Task:</u> Identify statements as true or false 	<p><u>Reading</u></p> <ul style="list-style-type: none"> Newspaper ad for a sale at a clothing store <p><u>Writing</u></p> <ul style="list-style-type: none"> Write names of clothes with <u>this, that, these, or those</u> Write descriptions of clothes
<ul style="list-style-type: none"> Talk about where you live, work, or study Describe your home Compare opinions about furniture Talk about homes that you like and why 	<ul style="list-style-type: none"> <u>Th</u> 	<ul style="list-style-type: none"> Phone conversations about houses and apartments <u>Task:</u> Identify the best home for each person Questions about furniture and appliances <u>Task:</u> Write the correct room for each item 	<p><u>Reading</u></p> <ul style="list-style-type: none"> Newspaper ads for houses and apartments Descriptions of people's homes <p><u>Writing</u></p> <ul style="list-style-type: none"> Write a description of a dream house Write the furniture and appliances in your home Write comparisons of your home and homes in a reading

Scope and Sequence OF CONTENT AND SKILLS

UNIT	Vocabulary	Vocabulary Booster	Conversation Strategies	Grammar
 8 Activities Page 68 Top Notch Song: "On the Weekend"	<ul style="list-style-type: none"> Daily activities at home Household chores and leisure activities 	<ul style="list-style-type: none"> More household chores 	<ul style="list-style-type: none"> Ask <u>Why do you say that?</u> to elicit more information Use <u>Sounds like</u> to summarize what someone has said Use the expression <u>Long time no see</u> to indicate pleasure upon seeing someone Use <u>No wonder</u> to indicate that a situation has been clarified for you 	<ul style="list-style-type: none"> The simple present tense: spelling rules for the third-person singular The simple present tense: habitual activities Questions with <u>How often</u> Frequency adverbs
 9 Weather and Ongoing Activities Page 76	<ul style="list-style-type: none"> Weather Time expressions 	<ul style="list-style-type: none"> More weather 	<ul style="list-style-type: none"> Identify yourself to initiate a phone conversation Use <u>No kidding</u> to show that you are surprised Use <u>Talk to you later</u> to end an informal conversation 	<ul style="list-style-type: none"> The present continuous: affirmative and negative statements The present continuous: <u>yes / no</u> questions The present continuous: information questions The present participle: spelling rules The present continuous: continuing activities and future plans
 10 Food Page 84	<ul style="list-style-type: none"> Foods: count nouns Places to keep food in a kitchen Drinks and foods: non-count nouns Containers and quantities 	<ul style="list-style-type: none"> More vegetables More fruits 	<ul style="list-style-type: none"> Use <u>How about</u> to make a suggestion Say <u>I'll check</u> to indicate willingness to find information Use <u>Hey</u> to begin a very informal conversation 	<ul style="list-style-type: none"> <u>How many</u> and <u>Are there any</u> Non-count nouns <u>How much</u> and <u>Is there any</u> The present continuous and the simple present tense
 11 Past Events Page 92 Top Notch Song: "My Favorite Day"	<ul style="list-style-type: none"> Past-time expressions Years Weekend activities Seasons 	<ul style="list-style-type: none"> More weekend activities 	<ul style="list-style-type: none"> Say <u>How's it going?</u> to greet someone informally Say <u>Welcome back</u> to indicate pleasure at seeing someone who has been away 	<ul style="list-style-type: none"> The past tense of <u>be</u> The simple past tense The simple past tense: questions
 12 Appearance and Health Page 100	<ul style="list-style-type: none"> Adjectives to describe hair The face Parts of the body Accidents and injuries Ailments Remedies 	<ul style="list-style-type: none"> More parts of the body 	<ul style="list-style-type: none"> Use <u>What happened?</u> to convey concern about an injury Use <u>I'm sorry to hear that</u> to express sympathy 	<ul style="list-style-type: none"> Use of adjectives for physical description <u>Should</u> for advice
 13 Abilities and Requests Page 108	<ul style="list-style-type: none"> Abilities and skills Adverbs to describe ability Reasons to decline an invitation Requests 	<ul style="list-style-type: none"> More musical instruments 	<ul style="list-style-type: none"> Use phrases such as <u>Sure</u> and <u>No problem</u> to indicate willingness to accede to a request Use <u>Maybe some other time</u> to indicate "no hard feelings" when an invitation has been declined 	<ul style="list-style-type: none"> <u>Can</u> and <u>can't</u> <u>Too</u> + adjective Requests with <u>Could</u> or <u>Can</u>
 14 Past, Present, and Future Plans Page 116 Top Notch Song: "My Favorite Day"	<ul style="list-style-type: none"> Academic subjects Life events Free-time activities 	<ul style="list-style-type: none"> More academic subjects More free-time activities 	<ul style="list-style-type: none"> Use <u>That's interesting</u> to continue a conversation Initiate an informal conversation with <u>What's new?</u> Begin a sentence with <u>So</u> to draw a conclusion 	<ul style="list-style-type: none"> <u>Would like</u> <u>Be going to</u> for the future Conditions and results in the future

Speaking	Pronunciation	Listening	Reading and Writing
<ul style="list-style-type: none"> Describe your daily activities Tell why you are a morning person or an evening person Describe your schedule Talk about how often you do things Greet an acquaintance you haven't seen in a while 	<ul style="list-style-type: none"> Third-person singular verbs in the simple present tense 	<ul style="list-style-type: none"> Conversations about household chores <u>Task:</u> Identify the correct choice to complete sentences Interviews about transportation <u>Task:</u> Complete a chart, identifying how each person gets to work or school 	<p><u>Reading</u></p> <ul style="list-style-type: none"> Article about robots that perform household chores <p><u>Writing</u></p> <ul style="list-style-type: none"> Write sentences about one's daily activities Write about a partner's daily activities Fill in a weekly schedule Write sentences about habitual activities Write sentences about a reading, using the simple present tense
<ul style="list-style-type: none"> Ask about and describe the weather Ask what someone is doing Make a polite phone call Offer to call back later Discuss plans Make plans to get together 	<ul style="list-style-type: none"> Rising and falling intonation of questions 	<ul style="list-style-type: none"> World weather broadcast <u>Task:</u> Write the weather and temperature for each city Conversations about actions in progress <u>Task:</u> Complete sentences 	<p><u>Reading</u></p> <ul style="list-style-type: none"> A weekly date book Instant messages <p><u>Writing</u></p> <ul style="list-style-type: none"> Fill in a weekly date book Write sentences about your future plans
<ul style="list-style-type: none"> Discuss what to cook Offer and ask for foods at the table Talk about present-time activities Invite someone to join you Describe a recipe 	<ul style="list-style-type: none"> Vowel sounds 	<ul style="list-style-type: none"> Conversations about food <u>Task:</u> Identify the foods in each conversation 	<p><u>Reading</u></p> <ul style="list-style-type: none"> Recipes Weekly schedule <p><u>Writing</u></p> <ul style="list-style-type: none"> Complete a chart with things you eat and drink Write sentences about activities in progress and habitual activities Write ingredients for your own recipe
<ul style="list-style-type: none"> Talk about past activities Express regret Describe a favorite season Ask about and describe a past vacation 	<ul style="list-style-type: none"> The simple past tense ending 	<ul style="list-style-type: none"> List of years <u>Task:</u> Identify the correct year Conversations about events <u>Task:</u> Complete sentences about the day or month of each event 	<p><u>Reading</u></p> <ul style="list-style-type: none"> Descriptions of vacations <p><u>Writing</u></p> <ul style="list-style-type: none"> Write sentences about past activities Write sentences to answer questions about a reading Write a description of a past vacation
<ul style="list-style-type: none"> Describe people Ask about someone who looks familiar Show concern about an injury Talk about an ailment Suggest a remedy 	<ul style="list-style-type: none"> Back-vowel sounds 	<ul style="list-style-type: none"> Descriptions of hair <u>Task:</u> Identify the people described Conversations about injuries <u>Task:</u> Write the injuries Conversations about ailments <u>Task:</u> Identify the ailments 	<p><u>Reading</u></p> <ul style="list-style-type: none"> Descriptions of people <p><u>Writing</u></p> <ul style="list-style-type: none"> Write sentences suggesting remedies Write a description of a classmate
<ul style="list-style-type: none"> Describe abilities Decline an invitation Request help or permission 	<ul style="list-style-type: none"> <u>Can</u> and <u>can't</u> 	<ul style="list-style-type: none"> Requests <u>Task:</u> Identify the picture to match each request 	<p><u>Reading</u></p> <ul style="list-style-type: none"> Article about infant and toddler abilities <p><u>Writing</u></p> <ul style="list-style-type: none"> Write sentences with <u>too</u> and an adjective Complete sentences about abilities, based on a reading
<ul style="list-style-type: none"> Tell your life story Get to know someone's life story Talk about where you were born Announce and respond to good and bad news Ask about free-time activities Ask about future plans 	<ul style="list-style-type: none"> Diphthongs 	<ul style="list-style-type: none"> An interview about someone's childhood <u>Task:</u> Check the statements that are true Conversations about future free-time activities <u>Task:</u> Complete sentences with the activities 	<p><u>Reading</u></p> <ul style="list-style-type: none"> Article about Thor Heyerdahl <p><u>Writing</u></p> <ul style="list-style-type: none"> Write about a partner's life story Write statements about future plans Write statements and questions with <u>be going to</u> Write sentences about a partner's future plans Write answers to questions, based on a reading Write a short history of your life

Acknowledgments

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To the Teacher

What is *Top Notch*?

- *Top Notch* is a six-level communicative English course for adults and young adults, with two beginning entry levels.
- *Top Notch* prepares students to interact successfully and confidently with both native and non-native speakers of English.
- *Top Notch* demonstrably brings students to a “Top Notch” level of communicative competence.

Key Elements of the *Top Notch* Instructional Design

Concise two-page lessons

Each easy-to-teach two-page lesson is designed for one class session and begins with a clearly stated communication goal and ends with controlled or free communication practice. Each lesson provides vocabulary, grammar, and social language contextualized in all four skills, keeping the pace of a class session lively and varied.

Daily confirmation of progress

Adult and young adult students need to observe and confirm their own progress. In *Top Notch*, students conclude each class session with a controlled or free practice activity that demonstrates their ability to use new vocabulary, grammar, and social language. This motivates and keeps students eager to continue their study of English and builds their pride in being able to speak accurately, fluently, and authentically.

Real language

Carefully exposing students to authentic, natural English, both receptively and productively, is a necessary component of building understanding and expression. All conversation models feature the language people really use; nowhere to be found is “textbook English” written merely to exemplify grammar.

Practical content

In addition to classic topical vocabulary, grammar, and conversation, *Top Notch* includes systematic practice of highly practical language, such as: how to advise someone on whether to take a bus or

taxi, how to ask for foods at the table, how to compliment someone on their clothes, how to tell a friend about your weekend—usable language today’s students want and need.

Memorable model conversations

Effective language instruction must make language memorable. The full range of social and functional communicative needs is presented through practical model conversations that are intensively practiced and manipulated, first within a guided model and then in freer and more personalized formats.

High-impact vocabulary syllabus

In order to ensure students’ solid acquisition of vocabulary essential for communication, *Top Notch* contains explicit presentation, practice, and systematic extended recycling of words, collocations, and expressions appropriate at each level of study. The extensive captioned illustrations, photos, definitions, examples, and contextualized sentences remove doubts about meaning and provide a permanent in-book reference for student test preparation. An added benefit is that teachers don’t have to search for pictures to bring to class and don’t have to resort to translating vocabulary into the students’ native language.

Learner-supportive grammar

Grammar is approached explicitly and cognitively, through form, meaning, and use. Charts provide examples and paradigms enhanced by simple usage notes at students’ level of comprehension. This takes the guesswork out of meaning, makes lesson preparation easier for teachers, and provides students with comprehensible charts for permanent reference and test preparation. All presentations of grammar are followed by exercises to ensure adequate practice.

English as an international language

Top Notch prepares students for interaction with both native and non-native speakers of English, both linguistically and culturally. English is treated as an international language, rather than the language of a particular country or region. In addition, *Top Notch* helps students develop a cultural fluency by creating an awareness of the varied rules across cultures for: politeness, greetings and introductions, appropriateness of dress in different settings, conversation do’s and taboos, table manners, and other similar issues.

Two beginning-level texts

Beginning students can be placed either in *Top Notch 1* or *Top Notch Fundamentals*, depending on ability and background. Even absolute beginners can start with confidence in *Top Notch Fundamentals*. False beginners can begin with *Top Notch 1*. The *Top Notch Placement Test* clarifies the best placement within the series.

Estimated teaching time

Each level of *Top Notch* is designed for 60 to 90 instructional hours and contains a full range of supplementary components and enrichment devices to tailor the course to individual needs.

Components of *Top Notch Fundamentals*

Student's Book

The Student's Book contains a bound-in Vocabulary Booster and Student's Take-Home Audio CD with pronunciation/intonation practice and the *Top Notch Pop* songs.

Teacher's Edition and Lesson Planner

Complete yet concise lesson plans are provided for each class. Corpus notes provide essential information from the *Longman Spoken American Corpus* and the *Longman Learner's Corpus*. In addition, a free Teacher's Resource Disk offers the following printable extension activities to personalize your teaching style:

- Grammar self-checks
- *Top Notch Pop* song activities
- Writing process worksheets
- Learning strategies
- Pronunciation activities and supplements
- Extra reading comprehension activities
- Vocabulary cards and cumulative vocabulary activities
- Graphic organizers
- Pair work cards

Copy & Go: Ready-made Interactive Activities for Busy Teachers

Interactive games, puzzles, and other practice activities in convenient photocopiable form support the Student's Book content and provide a welcome change of pace.

Complete Classroom Audio Program

The audio program contains listening comprehension activities, rhythm and intonation practice, and targeted pronunciation activities that focus on accurate and comprehensible pronunciation.

Because *Top Notch* prepares students for international communication, a variety of native and non-native speakers are included to ready students for the world outside the classroom. The audio program also includes the five *Top Notch Pop* songs in standard and karaoke form.

Workbook

A tightly linked illustrated Workbook contains exercises that provide additional practice and reinforcement of language concepts and skills from *Top Notch* and its Vocabulary Booster.

Complete Assessment Package with *ExamView®* Software

Fourteen easy-to-administer and easy-to-score unit achievement tests assess listening, vocabulary, grammar, social language, reading, and writing. Two review tests, one mid-book and one end-of-book, provide additional cumulative assessment. Two speaking tests assess progress in speaking. In addition to the photocopiable achievement tests, *ExamView®* software enables teachers to tailor-make tests to best meet their needs by combining items in any way they wish.

Top Notch TV

A lively and entertaining video offers a TV-style situation comedy that reintroduces language from each *Top Notch* unit, plus authentic unrehearsed interviews with English speakers from around the world and authentic karaoke. Packaged with the video are activity worksheets and a booklet with teaching suggestions and complete video scripts.

Companion Website

A Companion Website at www.longman.com/topnotch provides numerous additional resources for students and teachers. This no-cost, high-benefit feature includes opportunities for further practice of language and content from the *Top Notch* Student's Book.

Welcome to Top Notch!

About the Authors

Joan Saslow

Joan Saslow has taught English as a Foreign Language and English as a Second Language to adults and young adults in both South America and the United States. She taught English and French at the Binational Centers of Valparaíso and Viña del Mar, Chile, and the Catholic University of Valparaíso. Ms. Saslow taught English as a Foreign Language to Japanese university students at Marymount College and to international students in Westchester Community College's intensive English program as well as workplace English at the General Motors auto assembly plant in Tarrytown, NY.

Ms. Saslow is the series director of Longman's popular five-level adult series *True Colors: An EFL Course for Real Communication* and of *True Voices*, a five-level video course. She is author of *Ready to Go: Language, Lifeskills, and Civics*, a four-level adult ESL series; *Workplace Plus*, a vocational English series; and of *Literacy Plus*, a two-level series that teaches literacy, English, and culture to adult pre-literate students. She is also author of *English in Context: Reading Comprehension for Science and Technology*, a three-level series for English for special purposes. In addition, Ms. Saslow has been an author, an editor of language teaching materials, a teacher-trainer, and a frequent speaker at gatherings of EFL and ESL teachers for over thirty years.

Allen Ascher

Allen Ascher has been a teacher and teacher-trainer in both China and the United States, as well as an administrator and a publisher. Mr. Ascher specialized in teaching listening and speaking to students at the Beijing Second Foreign Language Institute, to hotel workers at a major international hotel in China, and to Japanese students from Chubu University studying English at Ohio University. In New York, Mr. Ascher taught students of all language backgrounds and abilities at the City University of New York and he trained teachers in the TESOL Certificate Program at the New School. He was also the academic director of the International English Language Institute at Hunter College.

Mr. Ascher has provided lively workshops for EFL teachers throughout Asia, Latin America, Europe, and the Middle East. He is author of the popular *Think about Editing: A Grammar Editing Guide for ESL Writers*. As a publisher, Mr. Ascher played a key role in the creation of some of the most widely used materials for adults, including: *True Colors*, *NorthStar*, *Focus on Grammar*, *Global Links*, and *Ready to Go*. Mr. Ascher has an MA in Applied Linguistics from Ohio University.

UNIT GOALS

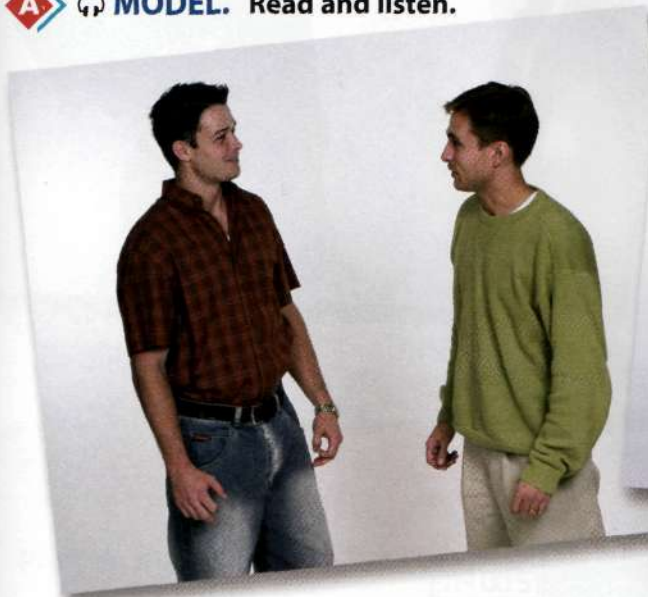
- 1 Introduce yourself
- 2 Greet people
- 3 Say good-bye

Welcome to *Top Notch!*

1

Introduce Yourself

A **MODEL.** Read and listen.



Martin: Hi. I'm Martin.

Ben: Hi, Martin. I'm Ben.



Martin: Nice to meet you, Ben.

Ben: Nice to meet you, too.

B **Rhythm and intonation practice**

CONVERSATION

PAIR WORK. Now introduce yourself to your classmates.

Greetings

Hi.
Hello.
I'm [Lisa].



Responses

Nice to meet you.
Glad to meet you.
It's a pleasure to meet you.

2

Greet People

A **MODEL.** Read and listen.

Yoko: Hi, Len. How are you?

Len: Fine, thanks. And you?

Yoko: I'm fine.



B **Rhythm and intonation practice**

C **VOCABULARY.** More greetings. Listen and practice.

1. Good morning.



2. Good afternoon.



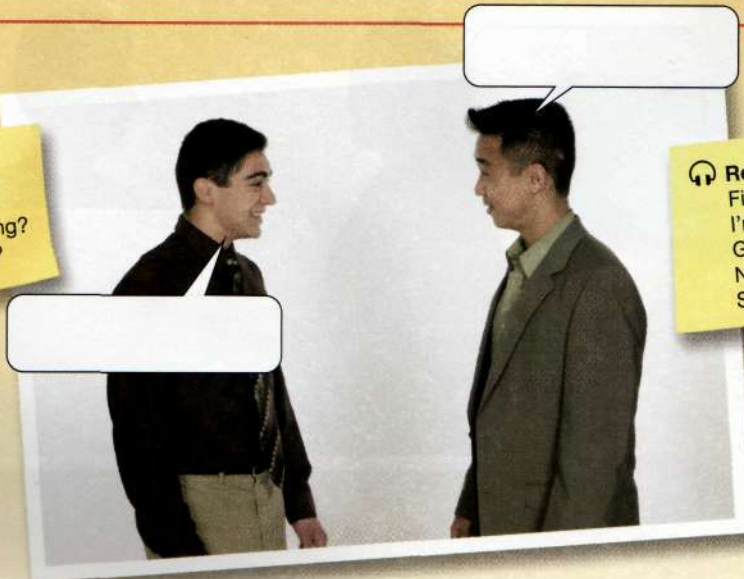
3. Good evening.



CONVERSATION

PAIR WORK. Now greet your classmates.

Greetings
How are you?
How's everything?
How's it going?



Responses
Fine.
I'm fine.
Great.
Not bad.
So-so.

3

Say Good-bye

A **MODEL.** Read and listen.

Emily: Good-bye, Charlotte.

Charlotte: Good-bye, Emily.

Emily: See you tomorrow.

Charlotte: OK. See you!



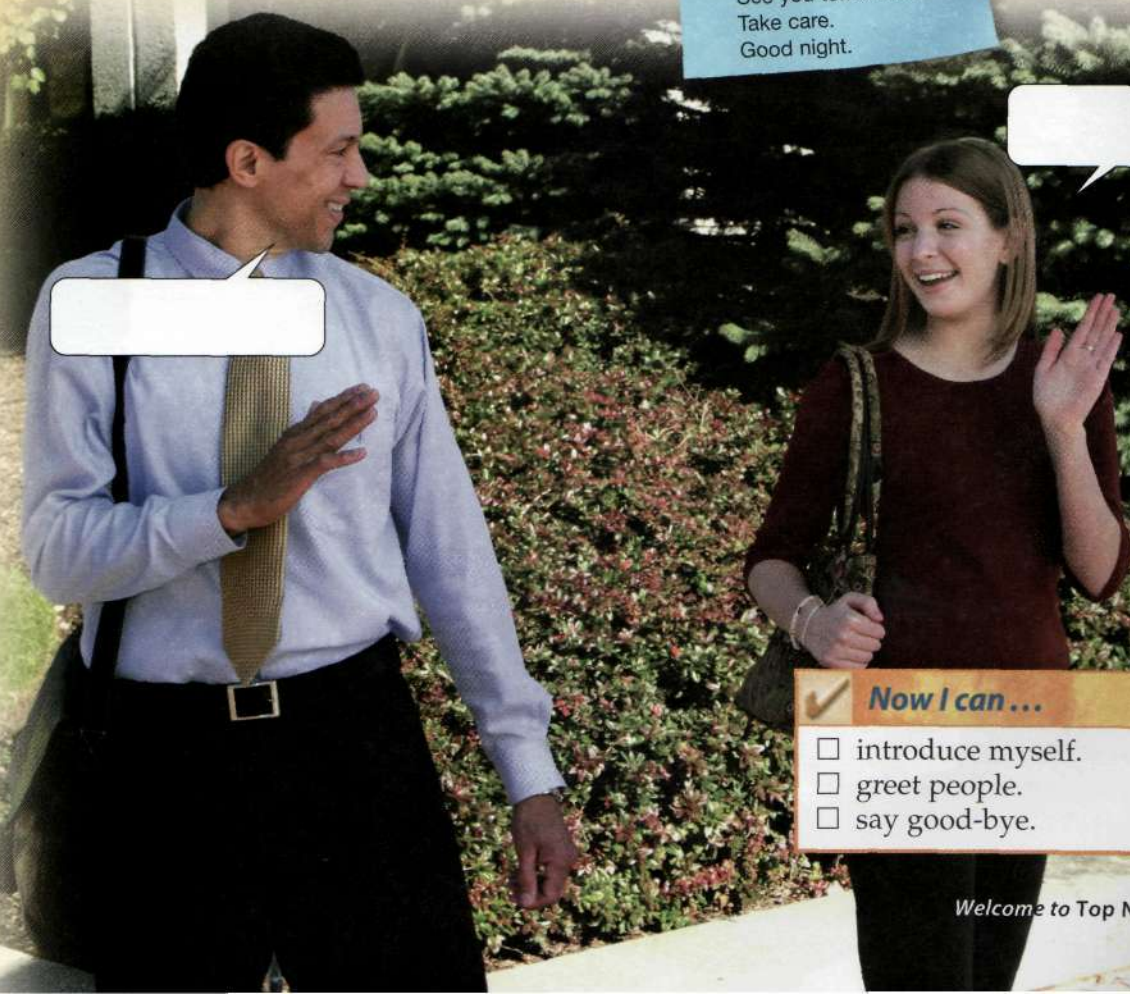
B **Rhythm and intonation practice**

CONVERSATION

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

Ways to say good-bye

Good-bye.
Bye-bye.
Bye.
See you later.
See you tomorrow.
Take care.
Good night.



Now I can ...

- ☐ introduce myself.
- ☐ greet people.
- ☐ say good-bye.

UNIT 1

UNIT GOALS

- 1 Talk about what you do
- 2 Identify people
- 3 Spell names

Names and Occupations

1

Talk about What You Do

A **VOCABULARY.** Occupations. Listen and practice.



1. a student



3. an athlete



4. a writer



5. an actor



2. a teacher



6. a pilot



7. a doctor



8. an engineer



9. an architect



10. a nurse



11. a flight attendant



12. a singer

VOCABULARY BOOSTER See page V1 for more.

B **LISTENING COMPREHENSION.** Listen for the vocabulary. Check ☒ the occupation you hear.

- | | | | |
|---------------------------------------|--|--|------------------------------------|
| 1. <input type="checkbox"/> a nurse | <input checked="" type="checkbox"/> an actor | 4. <input type="checkbox"/> a student | <input type="checkbox"/> a teacher |
| 2. <input type="checkbox"/> a teacher | <input type="checkbox"/> a writer | 5. <input type="checkbox"/> an architect | <input type="checkbox"/> a singer |
| 3. <input type="checkbox"/> a doctor | <input type="checkbox"/> an engineer | | |

C **GRAMMAR.** Be: singular statements

Affirmative statements

I **am** Tony. / I'm Tony.

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

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

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

Negative statements

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

You **are not** an architect. / You're not an architect.

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

She **is not** a doctor. / She's not a doctor.

Contractions
I am → I'm
He is → He's
She is → She's

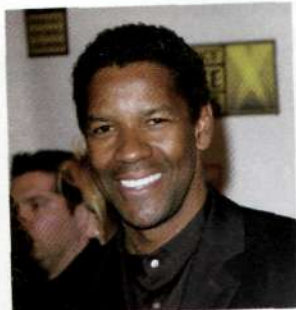
Articles a / an
a teacher
an actor



D Write the article.

- | | | |
|------------------------|-------------------|------------------|
| 1. <u>an</u> architect | 3. _____ writer | 5. _____ nurse |
| 2. _____ student | 4. _____ engineer | 6. _____ athlete |

E Read the names and occupations. Then write about each person. Write affirmative and negative statements.



Denzel Washington
actor



Nora
singer



Se Ri Pak
athlete



Gabriel Garcia Marquez
writer

- Denzel Washington He's an actor. He's not a singer.
- Nora _____
- Se Ri Pak _____
- Gabriel Garcia Marquez _____

CONVERSATION • Talk about what you do.

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

Man: What do you do?

Woman: I'm an architect. And you?

Man: I'm a banker.

2. **Rhythm and intonation practice**

3. **PAIR WORK.** Practice with your partner. Use real information. Use this guide:

A: What do you do?

B: I'm _____. And you?

A: I'm _____.



Identify People

A VOCABULARY. More occupations. Listen and practice.



1. a chef



2. a manager



3. a banker



4. an artist



5. a musician



6. a scientist



7. a lawyer



8. a photographer

B GRAMMAR. Singular and plural nouns / be: plural statements

Singular nouns	Plural nouns
a chef	2 chefs
an athlete	3 athletes

Affirmative statements

We **are** lawyers. / We're lawyers.

You **are** flight attendants. / You're flight attendants.

They **are** musicians. / They're musicians.

Negative statements

We **are not** chefs. / We're not chefs.

You **are not** pilots. / You're not pilots.

They **are not** writers. / They're not writers.

Contractions
 We are → We're
 You are → You're
 They are → They're

Subject pronouns

Singular	Plural
I	we
you	you
he	they
she	

C Complete each statement with an occupation from the vocabulary on this page and page 4. Remember: Use a or an with singular nouns.



1. I am _____.



2. We are _____.



3. She is _____.



4. They are _____.

D Complete each statement with a form of be.

1. I _____ a writer.

2. She _____ not a pilot.

3. We _____ photographers.

4. They _____ not scientists.



E GRAMMAR. Be: yes / no questions and short answers



Yes / no questions

- Are you Laura?
Is he a manager?
Is Marie a teacher?
Are you pilots?
Are they musicians?
Are they Ann and Bob?

Short answers

- Yes, I am. / No, I'm not.
Yes, he is. / No, he's not.
Yes, she is. / No, she's not.
Yes, we are. / No, we're not.
Yes, they are. / No, they're not.
Yes, they are. / No, they're not.

F Complete the questions and answers.

- A: Is she Joanne?
B: No, not. She's Linda.
- A: a manager?
B: Yes, I .
- A: Is Ted?
B: , he's . He's John.
- A: they Fran and Al?
B: Yes, .
- A: you Ellen and Herb?
B: No, we' . Peter and Diane.

CONVERSATION • Identify a classmate.

1. MODEL. Read and listen.

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

2. Rhythm and intonation practice

3. PAIR WORK. Practice the conversation. Use your own names in the guide.

- 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.



Spell Names

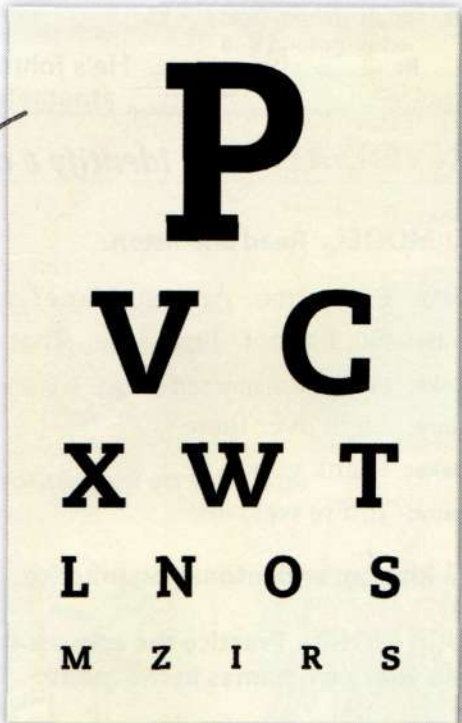
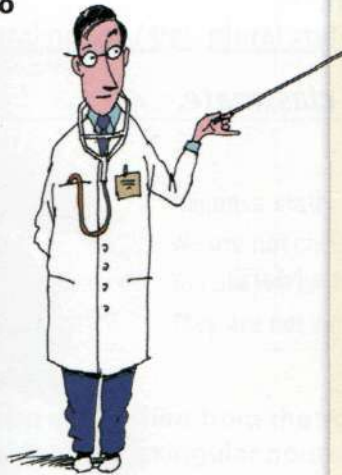
A **VOCABULARY.** The alphabet. Listen and practice.

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

B **LISTENING COMPREHENSION.** Listen. Circle the letter you hear.

1. M D	4. R S	7. T C	10. I U
2. P V	5. B Z	8. D B	11. E I
3. B K	6. F X	9. E A	12. R O

C **PAIR WORK.** Read the letters aloud to your partner. Point to the letters you hear.



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

1.	Smith	Smyth	Smythe
2.	Karen	Caren	Caryn
3.	Bill Gates	Gil Bates	Phil Tates

E **LISTENING COMPREHENSION.** Listen to the conversations. Write the names.

1. _____ 2. _____ 3. _____

F 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.

Irene **L**inden **N**ew **Y**ork **M**exico **C**ity

Common nouns

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

doctor architect student man

G WHAT ABOUT YOU? Write proper and common nouns. Use a capital letter for proper nouns.

Proper nouns

1. Your teacher's name: _____

2. Your name: _____

Common nouns

3. Your occupation: _____

4. A partner's occupation: _____

H PRONUNCIATION. Syllables. Listen and practice.

1 syllable

chef

2 syllables

bank•er

3 syllables

ar•chi•tect

4 syllables

pho•tog•ra•pher

Now listen and write the number of syllables.

1. nurse _____

3. teacher _____

5. scientist _____

2. nurses _____

4. assistant _____

6. musician _____

CONVERSATION • Spell a name.

1. MODEL. Read and listen.

Mr. Bello: Hello. I'm John Bello.

Ms. Quinn: Excuse me?

Mr. Bello: John Bello.

Ms. Quinn: How do you spell that?

Mr. Bello: B-E-L-L-O.

2. Rhythm and intonation practice

3. PAIR WORK. Practice the conversation. Use your own name in the guide.

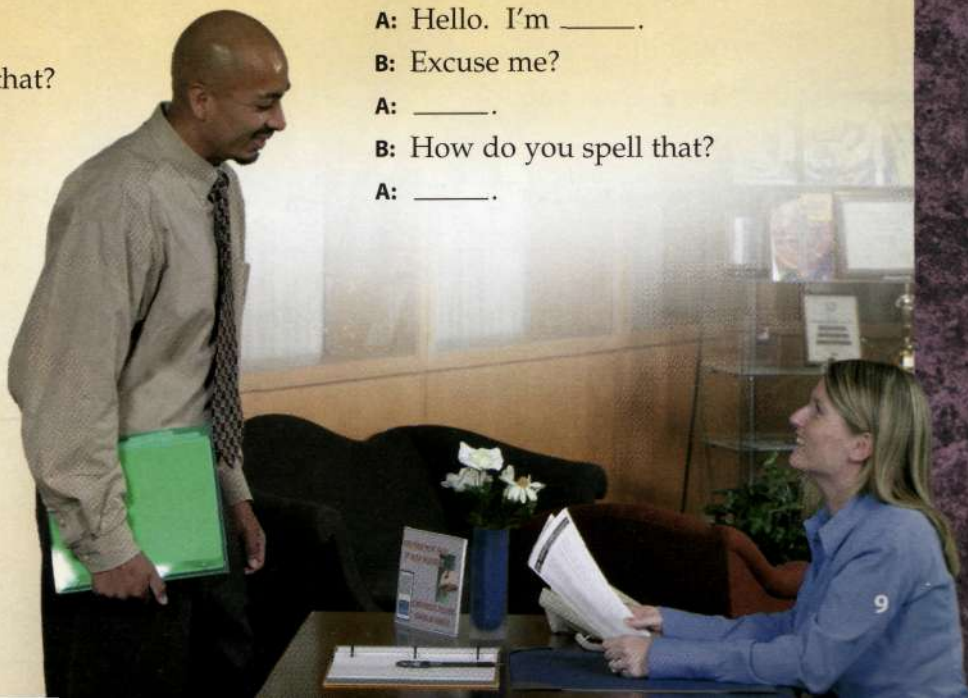
A: Hello. I'm _____.

B: Excuse me?

A: _____.

B: How do you spell that?

A: _____.



TOP NOTCH ACTIVITIES

A **LISTENING COMPREHENSION.** Listen. Then check ☒ the occupation you hear.

1.



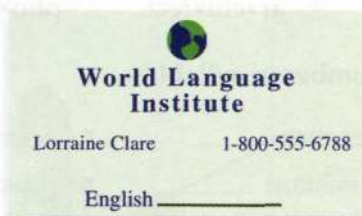
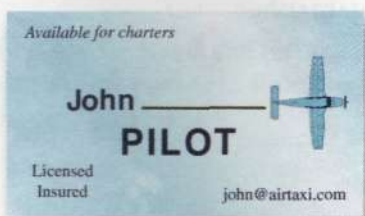
2.



3.



B **LISTENING COMPREHENSION.** Listen. Then listen again and complete the information.



NAME:	Porter
OCCUPATION:	

C **WHAT ABOUT YOU?**
Complete the form. Use your own information.

NAME	OCCUPATION

D **WRITING.** Answer in your own way.

1. "Hi. I'm Iris Glass."

YOU _____

2. "Nice to meet you."

YOU _____

3. "Are you a teacher?"

YOU _____

4. "What do you do?"

YOU _____

5. "Thank you."

YOU _____

6. "Good-bye."

YOU _____

E **SPELLING BEE.** Form teams. Say and spell occupations.

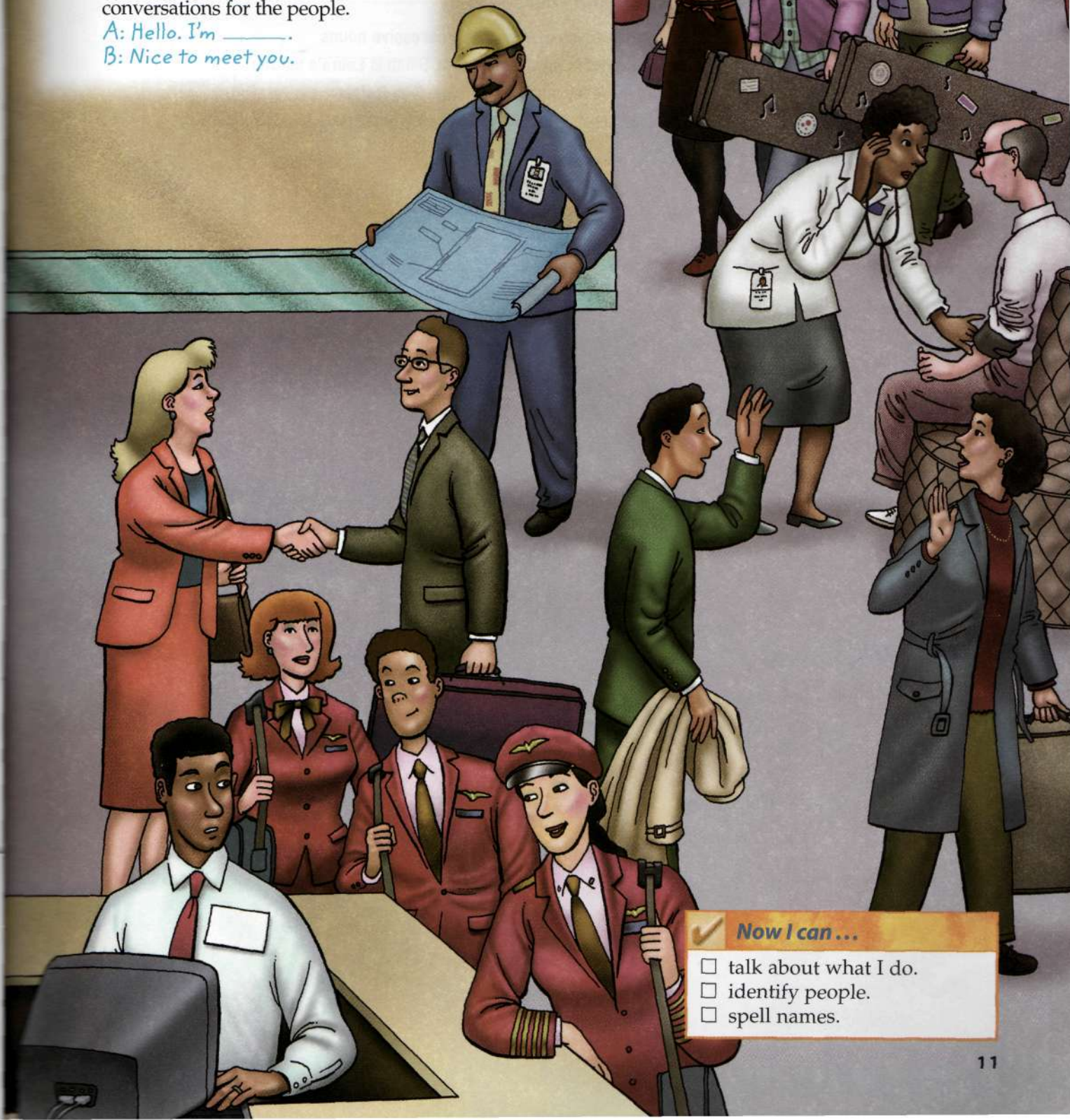


TOP NOTCH WEBSITE

For Unit 1 online activities, visit the Top Notch Companion Website at www.longman.com/topnotch.

UNIT WRAP-UP

- **Vocabulary.** Point and name the occupations of the people.
She's a pilot. They're flight attendants.
- **Grammar.** Ask and answer questions about the people.
*A: Is she a doctor?
B: Yes, she is.*
- **Social language.** Create conversations for the people.
*A: Hello. I'm _____.
B: Nice to meet you.*



✓ Now I can ...

- ☐ talk about what I do.
- ☐ identify people.
- ☐ spell names.

- 1 Introduce people
- 2 Tell someone your first and last name
- 3 Get someone's address and phone number

Relationships

1

Introduce People

A GRAMMAR. Possessive adjectives and nouns



John is **her** student.
She's **John's** teacher.

Possessive adjectives

Dr. Jones is **my** doctor.
Lynne is **his** student.
Paul is not **their** teacher.

Possessive nouns

Mr. Smith is **Laura's** teacher.
Ms. Gray is **Jason's** lawyer.
Clark's manager is Mr. Bello.

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

B Complete the sentences.

1. Are you Marie?
you / your
2. This is Ben Thomas. He's my lawyer.
my / I
3. Is Mrs. Conner your teacher?
you / your
4. Is she Laura?
she / her
5. Are they Bonnie and Bill?
they / their
6. This is my student, Ann Davis.
student / student's
7. John, this is Dr. Smith. He's my doctor.
my / I
8. Mr. Bello is Tom's teacher.
Tom's / Tom
9. Tom is Ms. Rose's student.
Ms. Rose / Ms. Rose's
10. He's an architect.
He's / His

C VOCABULARY. Relationships. Listen and practice.



1. a classmate



2. a friend



3. a neighbor



4. a boss



5. a colleague



VOCABULARY BOOSTER

See page V1 for more.



LISTENING COMPREHENSION. Listen. Complete the sentences with the relationship vocabulary.

1. Ben is her classmate.
2. Tania is his _____.
3. Ms. Quinn is her _____.
4. Larry is his _____.
5. Ann is his _____.

CONVERSATION • Introduce people.

1. MODEL. Read and listen.

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

Tom: Hi, Paula.

Paula: Hi, Tom. Nice to meet you.

Tom: Nice to meet you, too.

2. Rhythm and intonation practice

3. GROUP WORK. Introduce classmates in your class. Use the guide.

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

B: Hi, _____.

C: Hi, _____. Nice to meet you.





B: Nice to meet you, too.



2

Tell Someone Your First and Last Name

A **VOCABULARY.** Titles and names. Listen and practice.

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



Mr. Charles Lee Mrs. Vivian Lee

6. first name

7. last name

VOCABULARY BOOSTER See page V1 for more.

Be careful!
Mr. Charles Lee OR Mr. Lee
NOT ~~Mr. Charles~~

B **LISTENING COMPREHENSION.** Listen to the questions about first and last names. Circle the names.



☒ Mr.
☐ Mrs. Hugo Silva
☐ Miss
☐ Ms.



☐ Mr.
☐ Mrs. Ruth Barnes
☐ Miss
☒ Ms.



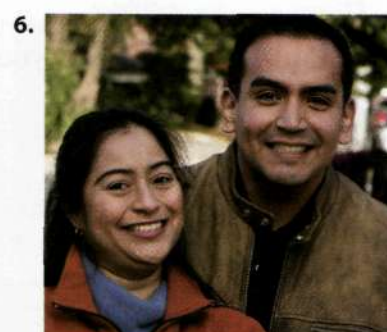
☒ Mr.
☐ Mrs. Tom Wong
☐ Miss
☐ Ms.



☐ Mr.
☐ Mrs. Ann Stone
☐ Miss
☒ Ms.



☐ Mr.
☒ Mrs. Wendy Roberts
☐ Miss
☐ Ms.



☐ Mr.
☐ Mrs. Pam Garcia
☐ Miss
☒ Ms.

☒ Mr.
☐ Mrs. Fred Roberts
☐ Miss
☐ Ms.

☒ Mr.
☐ Mrs. Henry Solas
☐ Miss
☐ Ms.



WHAT ABOUT YOU? Fill out the form with your name. Check ☒ your title.

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

CONVERSATION • Tell someone your first and last name.

1. MODEL. Read and listen.



Clerk: What's your last name, please?

Mr. Fava: Fava.

Clerk: And your first name?

Mr. Fava: My first name? Bob.



Clerk: Thank you, Mr. Fava.

Mr. Fava: You're welcome.

2. Rhythm and intonation practice

3. PAIR WORK. Practice the conversation with your own name. Write your partner's information.

A: What's your last name, please?

B: _____.

A: And your first name?

B: _____.

A: Thank you, _____.

B: You're welcome.

first name

last name

Get Someone's Address and Phone Number

A VOCABULARY. Numbers 0–20. Listen and practice.

0 zero

1 one

2 two

3 three

4 four

5 five

6 six

7 seven

8 eight

9 nine

10 ten

11 eleven

12 twelve

13 thirteen

14 fourteen

15 fifteen

16 sixteen

17 seventeen

18 eighteen

19 nineteen

20 twenty

B PAIR WORK. Listen while your partner reads a number. Write the number on a separate piece of paper.

C LISTENING COMPREHENSION. Listen. Write the phone numbers. Then listen again to check your work.



Name	Telephone number
1. <u>Barbara Jackson</u>	_____
2. <u>John Nack</u>	_____
3. <u>Mike Quinn</u>	_____
4. <u>Judy Oppen</u>	_____

D GRAMMAR. Be: information questions with What

Questions

What's her last name?
What's her phone number?

What's his first name?
What's his e-mail address?

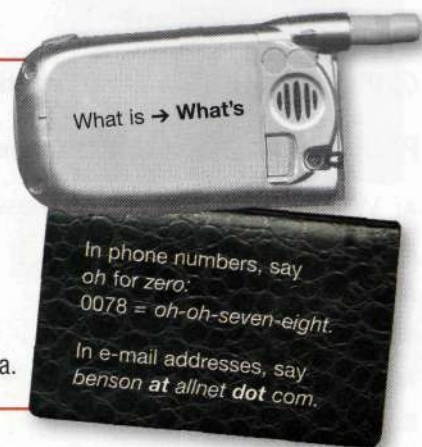
What's their address?

Answers

Hayek.
57-34-0078.

George.
Benson@allnet.com.

14 Bolivar Street, Maracaibo, Venezuela.



E Complete the questions.



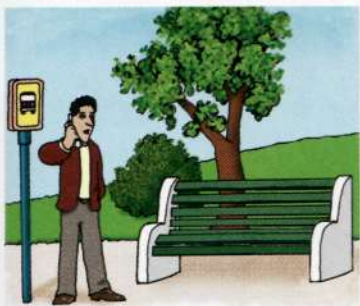
1. A: What's his address?
B: 11 Main Street.



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



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



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



5. A: _____ e-mail address?
B: sgast@mp.net.



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

F **PRONUNCIATION.** Stress in two-word pairs. Listen and practice.

first name

last name

phone number

e-mail address

CONVERSATION • Get your partner's address, e-mail address, or phone number.

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

Woman: What's your phone number?
Man: 523-6620.
Woman: 523-6620?
Man: That's right.

2. **Rhythm and intonation practice**

3. **PAIR WORK.** Practice the conversation. Write your partner's information on a piece of paper. Use this guide.

A: What's your _____?
B: _____.
A: _____?
B: That's right.



TOP NOTCH ACTIVITIES

TOP NOTCH SONG

"Excuse Me, Please"
Lyrics on last book page.



A **READING.** Read and listen. Where are they from?

TOP NOTCH WEBSITE

For Unit 2 online activities, visit the
Top Notch Companion Website at
www.longman.com/topnotch.

Famous People around the World

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



This is Yo-Yo Ma. Mr. Ma is from France. He's a musician.



This is I. M. Pei. He's from China. Mr. Pei is an architect.



This is Adriana Fernandez. She's from Mexico. Ms. Fernandez is an athlete.



This is Isabel Allende. Ms. Allende is a writer from Chile.



This is Madhur Jaffrey. She's from India. Ms. Jaffrey is a chef, writer, and actress.



B **PAIR WORK.** Ask and answer questions about the people in the reading.

“ Is I.M. Pei an engineer? ”

“ No, he's not. He's an architect. ”

“ Is Ms. Allende from Mexico? ”

“ No. She's from Chile. ”

C **PAIR WORK.** Point to the pictures. Ask your partner questions about the people. Use What's.



address: 12 Bank St.
e-mail: benrivas@ccc.edu



☎ 33-55-0078
cell: 847-555-0078



☎ 001 34-67-9899
address: 13 Quinn St.

UNIT WRAP-UP

- **Vocabulary.** Point and name the relationships.
Boss, friend, colleague...
- **Grammar.** Write sentences about the picture.
She's his colleague.
- **Social language.** Create conversations for the people.
A: What's your last name?
B: _____.



First name: _____ Last name: _____
 Phone: _____
 E-mail address: _____
 Address: _____



✓ **Now I can...**

- ☐ introduce people.
- ☐ tell someone my first and last name.
- ☐ get someone's address and phone number.

- 1 Ask about the location of places
- 2 Give and get directions
- 3 Suggest a means of transportation

Directions and Transportation

1 Ask about the Location of Places

A VOCABULARY. Places in the community. Listen and practice.



1. a pharmacy



2. a restaurant



3. a post office



4. a travel agency



5. a bank



6. a newsstand



7. a convenience store



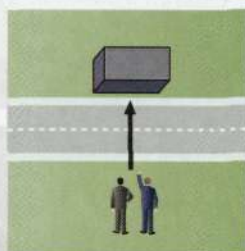
8. a bookstore

VOCABULARY BOOSTER See page V2 for more.

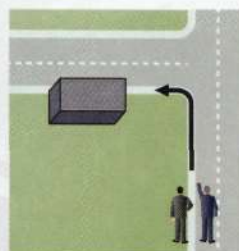
B LISTENING COMPREHENSION. Listen. Number the places.

- _____ a bookstore
- _____ a travel agency
- 1 _____ a newsstand
- _____ a bank
- _____ a pharmacy

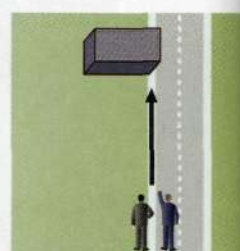
C VOCABULARY. Locations and directions. Listen and practice.



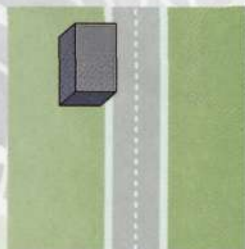
1. across the street



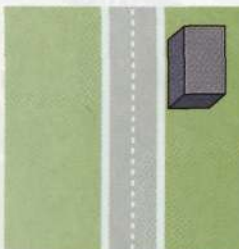
2. around the corner



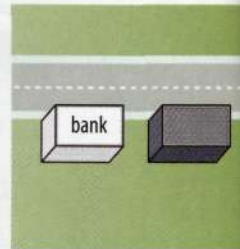
3. down the street



4. on the left



5. on the right



6. next to the bank



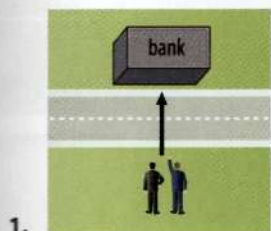
D GRAMMAR. Be: questions with Where / subject pronoun it

Where's the bookstore?
Where's the post office?

It's down the street on the left.
It's next to the bank.

Contractions
Where is → **Where's**
It is → **It's**

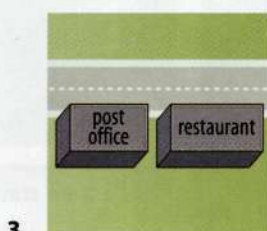
E Look at the pictures. Write questions and answers. Follow the model. Use the.



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



_____?
_____.



_____?
_____.



_____?
_____.

F GRAMMAR. There is

Questions

Is **there** a bookstore near here?
Is **there** a bank near here?
Is **there** a pharmacy on Smith Street?

Answers

Yes. **There's** a bookstore across the street.
Yes, there is. / No, there's not.
Yes, there is. / No, there's not.

Contractions
There is → **There's**
There is not → **There's not** OR **There isn't**

Be careful!
Yes, there is.
NOT ~~Yes, there's.~~

CONVERSATION • Ask about the location of places.

1. MODEL. Read and listen.

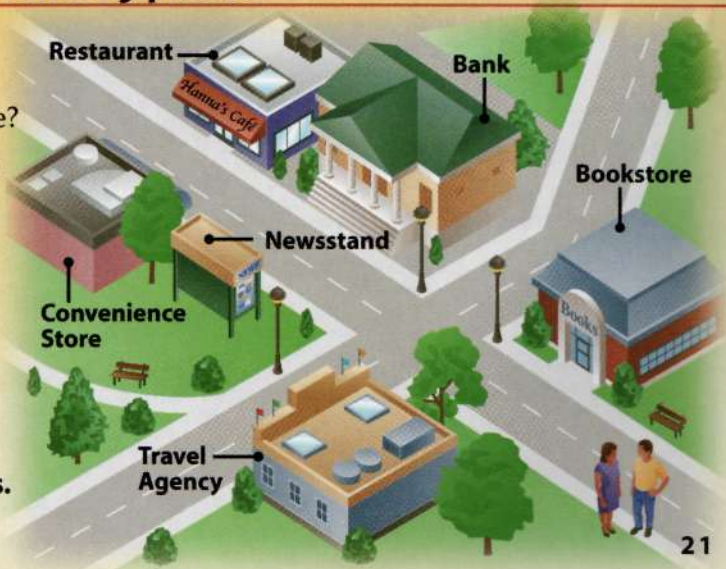
Greg: Excuse me. Is there a bank near here?
Robin: Yes. There's a bank down the street.

2. Rhythm and intonation practice

3. PAIR WORK. Practice the conversation with the map and this guide.

A: Excuse me. Is there _____ near here?
B: Yes. There's a _____.

Continue with more questions and answers.



Give and Get Directions

A **VOCABULARY.** More places in the community. Listen and practice.



1. a bus station



2. a train station



3. a taxi stand

B **LISTENING COMPREHENSION.** Listen to the conversations about directions. Write the name of the place.

1. a taxi stand 2. _____ 3. _____

C **PRONUNCIATION.** Rising intonation to confirm. Listen and practice.

1. A: How do I get to the train station?
B: **The train station?**
2. A: Is there a taxi stand near here?
B: **A taxi stand?**
3. A: Where's the bus station?
B: **The bus station?**

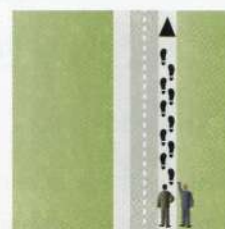
D **VOCABULARY.** Directions. Listen and practice.



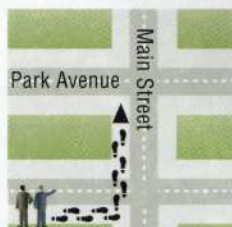
1. Turn right.
OR: Turn right at the corner.



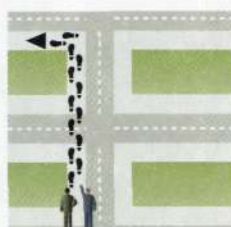
2. Turn left.
OR: Turn left at the corner.



3. Go straight.

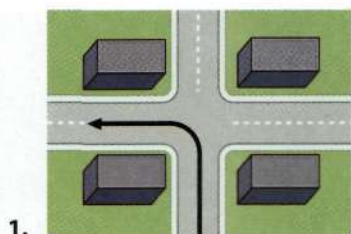


4. Go to the corner of Main Street and Park Avenue.

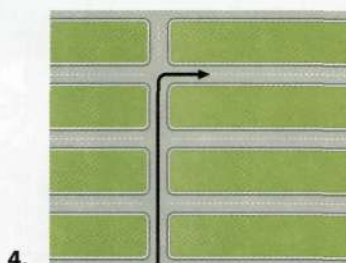
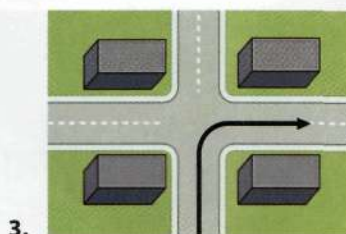
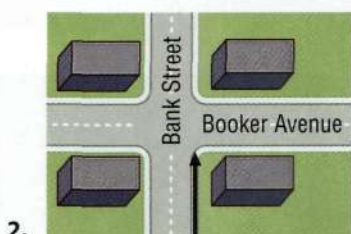


5. Go two blocks and turn left.

E Write directions to match the pictures.



Turn left at the corner.



CONVERSATION • Give and get directions.

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

Felix: Excuse me. How do I get to the train station?

Susan: The train station? Go one block and turn right.

Felix: Thanks!

Susan: No problem.

2. **Rhythm and intonation practice**

3. **PAIR WORK.** Practice the conversation with the map and this guide.

A: Excuse me. How do I get to the _____?

B: The _____? _____.

A: Thanks!

B: _____.



Suggest a Means of Transportation

A VOCABULARY. More places. Listen and practice.



1. a stadium



2. a park



3. a mall



4. a museum



5. an airport

B PAIR WORK. Look at the map. Ask and answer questions. Use the vocabulary.

“Where’s the stadium?”

“It’s next to the mall.”



C GRAMMAR. The imperative



Take the train
to the museum.



Don't take the bus.

Use imperatives to give directions.

Affirmative



Take a taxi.



Drive.



Walk.

Negative



Don't take a taxi.



Don't drive.



Don't walk.



Match each sentence with a picture.

1. e Walk to the mall.
2. _____ Don't take the bus to the post office.
3. _____ Take the train to the stadium.
4. _____ Don't drive to the park.
5. _____ Don't take a taxi to the airport.



CONVERSATION • Suggest a means of transportation.

1. MODEL. Read and listen.

Fumiyo: How do I get to the Metropolitan Museum?

Jeff: Don't walk. Take the bus.

Fumiyo: The bus?

Jeff: Yes, that's right.

Fumiyo: Thanks.

Jeff: You're welcome.

2. Rhythm and intonation practice

3. Make a list of places in your city or town.

4. PAIR WORK. Now practice the conversation with your list and this guide.

A: How do I get to _____?

B: Don't _____. _____.

A: _____?

B: Yes, that's right.

A: _____.

B: _____.



A **READING.** Read and listen. Is there a museum in your city?

GUIDE TO THE WORLD'S GREAT MUSEUMS



National Palace Museum, Taipei

The National Palace Museum is on Chih-shan Road in the Wai-shuang-hsi district of Taipei.

Transportation: Take bus 213, 255, or 304, or take a taxi.

The National Museum of Anthropology is in Mexico City. It is in Chapultepec Park, section 1.

Transportation: Take a taxi or take the number 7 train to Auditorio metro station.

National Museum of Anthropology, Mexico City



Kyoto National Museum, Kyoto

The Kyoto National Museum is at 527 Chayamachi, Higashiyama-ku.

Transportation: Take the Japan Rail train to Kyoto Station. Then bus 206 or 208. Walk from the bus stop to the museum.

B Read about the museums again. Write answers to the questions.

1. Is there a train to the National Museum of Anthropology? _____.
2. Where is the National Palace Museum? _____.
3. How do I get to the Kyoto National Museum? _____.

C **PAIR WORK.** Make a map of a neighborhood in your town. Write the names of the streets and places. Then practice giving and getting directions to places on your map.

NEED HELP? Here's language you already know:

Discuss locations

Excuse me.
How do I get to the [train station]?
Where's the [bus station]?
Is there a [bank] near here?
Yes, there is. / No, there isn't.
There's a [bank] [around the corner].
It's [across the street].

Give advice

Take [the train].
Walk.
Drive.
Don't [take the bus].

Give directions

Turn [right] at the corner.
Turn [left].
Go straight.
Go to the corner of [First Street] and [Main Street].
Go [two] blocks and turn [right].

Respond

Thanks.
You're welcome.
No problem.

UNIT WRAP-UP

- **Vocabulary.** Name the places in the town.
A restaurant, a newsstand ...
- **Grammar.** Make statements about location.
The restaurant is across from the bus station.

- **Social language.** Ask for directions.
*A: Where's the mall?
B: It's around the corner, on the left.*



Now I can ...

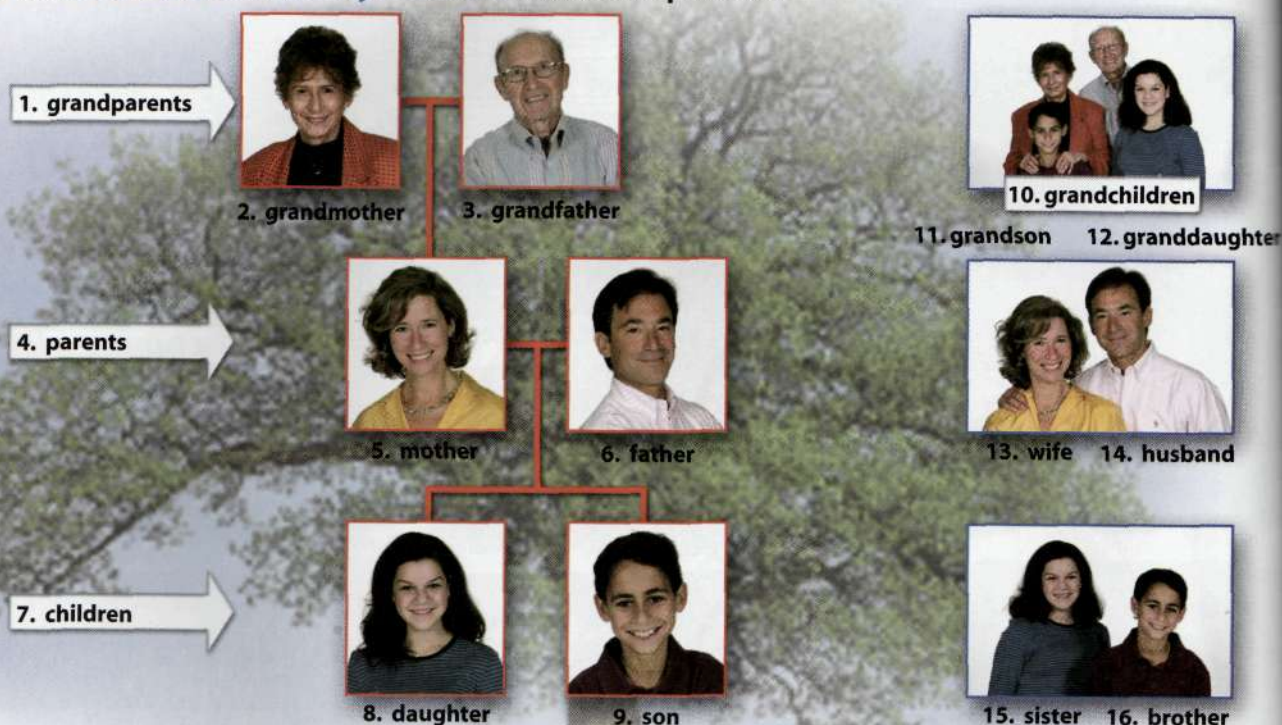
- ☐ ask about the location of places.
- ☐ give and get directions.
- ☐ suggest a means of transportation.

- 1 Identify family members
- 2 Talk about your family
- 3 Describe people

1

Identify Family Members

A **VOCABULARY.** Family members. Listen and practice.



B **LISTENING COMPREHENSION.** Listen to the woman talk about pictures of her family. Check ☒ the correct picture.

1. 		2. 		3. 	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. 		5. 		6. 	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



C GRAMMAR. Be: questions with Who

Use Who to ask about people.

- | | |
|------------------------------|---------------------------|
| <u>Who is</u> he? | He's my son. |
| <u>Who's</u> Sylvia? | She's my wife. |
| <u>Who are</u> they? | They're Maria's children. |
| <u>Who are</u> John and Pat? | They're my brothers. |



Contraction
Who is → Who's

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

D Write questions. Use Who and he, she, or they.

- | | |
|-------------------------------------|-------------------------------------|
| 1. A: <u>Who's she</u> _____? | 4. A: _____? |
| B: She's my grandmother. | B: They're Peter's parents. |
| 2. A: _____? | 5. A: _____? |
| B: He's my father. | B: He's Julie's husband. |
| 3. A: _____? | 6. A: _____? |
| B: She's Mrs. Finn's granddaughter. | B: They're my brothers and sisters. |

CONVERSATION • Identify family members.

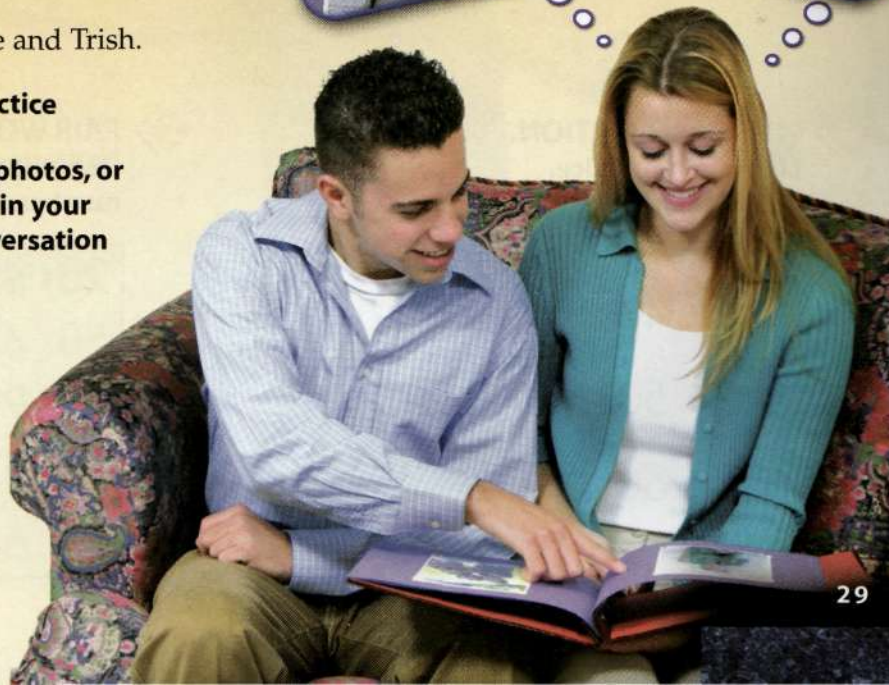
1. MODEL. Read and listen.

- Bill: Who's that?
Nancy: That's my father.
Bill: And who are they?
Nancy: They're my sisters, Julie and Trish.

2. Rhythm and intonation practice

3. PAIR WORK. Bring in family photos, or write the names of the people in your family. Then practice the conversation with this guide.

- A: Who's _____?
B: That's _____.
B: And _____?
B: _____.



Talk about Your Family

A GRAMMAR. Have / has: affirmative statements



I **have** one brother and one sister.



She **has** three daughters.

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

He
She } **has** three daughters.

B Complete the sentences. Write have or has.

- Mary _____ one brother.
- My brother _____ two children.
- They _____ a daughter.
- We _____ five grandchildren.
- Ron and Susan _____ a daughter.
- She _____ five sisters.

C VOCABULARY. Numbers 20–100. Listen and practice.

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

D PRONUNCIATION. Numbers. Listen and practice.

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

E PAIR WORK. Partner A: Say a number from the chart. Partner B: Circle the number. Then change roles.

23	45	78	94	21	54
58	43	89	44	30	16
60	99	14	22	40	32
13	47	33	52	17	66
70	64	77	100	95	19



GRAMMAR. Be: questions with How old

How old is he?	He's nineteen years old.
How old is your sister?	She's twenty.
How old is Kate?	Twenty-six.
How old are they?	He's thirty-six and she's twenty-eight.
How old are your grandparents?	They're both 84.



Complete the questions with How old is or How old are.

1. How old is your brother?
2. _____ Matt's children?
3. _____ their grandparents?
4. _____ Helen's husband?
5. _____ his parents?
6. _____ her son?

CONVERSATION • *Talk about your family.*

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

Ray: I have one brother and two sisters.

Tessa: Really? How old is your brother?

Ray: Twenty.

Tessa: And your sisters?

Ray: Eighteen and twenty-two.

2. **Rhythm and intonation practice**

3. **PAIR WORK.** Talk about your own family. Start with the guide.

B: I have _____.

A: Really? How old _____?

B: _____ . . .

Continue the conversation about other people in your family.

NEED HELP? Here's language you already know:

And your [mother]?
 What's his / her name?
 What does he / she do?



Describe People

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



1. pretty



2. handsome



4. cute

3. good-looking

VOCABULARY BOOSTER See page V2 for more.



5. tall

6. short



7. old



8. young

B **GRAMMAR.** Adjectives / very and so

Describe people with a form of be and an adjective.

She's pretty.

They're tall.

He's handsome.

Your children are cute.

The adverbs so and very make adjectives stronger.

His daughter is so cute! She's very tall.

C **LISTENING COMPREHENSION.** Listen to people describe their family members. Check ☒ the adjective.

	good-looking	pretty	cute	tall	short	young
1. Her husband is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. His daughter is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Her brother is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. His son is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Her father is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. His sisters are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D Look at the pictures. Complete each sentence with a form of be and an adjective.



1. Your friends are so pretty.



2. They _____ so _____.



3. His sister _____ very _____.



4. He _____ so _____.

5. His wife _____ so _____!

6. My grandparents _____ very _____.

CONVERSATION • Describe people.

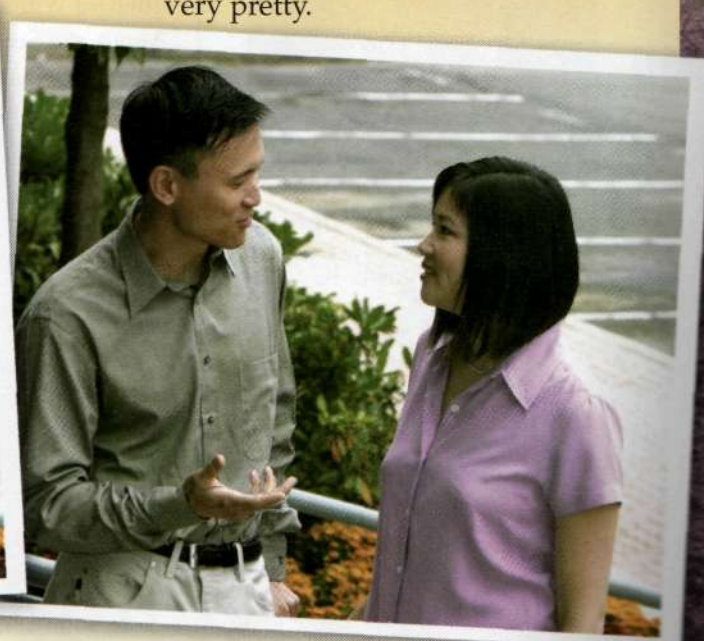
1. MODEL. Read and listen.

Eric: Tell me about your father.

Grace: Well, he's a doctor. He's very tall.

Eric: And how about your mother?

Grace: She's a lawyer. She's short, and she's very pretty.



2. Rhythm and intonation practice

3. PAIR WORK. Describe people in your family. Use the guide, or create a new conversation.

A: Tell me about your _____.

B: _____.

A: And how about your _____?

B: _____.

TOP NOTCH ACTIVITIES



TOP NOTCH SONG

"Tell Me All about It"
Lyrics on last book page.



READING. Read and listen.



TOP NOTCH WEBSITE

For Unit 4 online activities, visit the
Top Notch Companion Website at
www.longman.com/topnotch.

Who are they?

This is Jackie Chan. Jackie Chan is a movie star and singer from Hong Kong. His wife, Joan Lin, is an actress from Taiwan. They have a son, JC Chan. He's a student in the United States.



M eet Venus and Serena Williams. Venus and her sister are famous tennis players. Their mother's name is Oracene Price. Their father, Richard Williams, is their manager. Venus and Serena have two more sisters—Isha and Lyndrea. But they're not tennis players.

M eet Alejandro Fernandez and his father, Vicente. They're from Mexico. They are both singers, and they are famous all over Latin America. Vicente and his wife, Maria del Refugio Abarca, have three sons in all—Alejandro and his two brothers, Gerardo and Vicente Jr.



Read about the people again. Complete the sentences.

- Jackie Chan is JC Chan's father.
- _____ is Joan Lin's husband.
- Isha Williams is Venus and Serena's _____.
- _____ Williams is Venus and Serena Williams's manager.
- Maria del Refugio Abarca is Alejandro's _____.
- Gerardo Fernandez is Vicente Jr.'s _____.



PAIR WORK. Interview your partner about his or her family.

NEED HELP? Here's language you already know:

Tell me about your family. What does your [sister] do?
How old is your [mother]? Is your [brother] [good-looking]?
What's your [mother]'s occupation? Are your [sister]'s [tall]?

I have [two] [children].
My [husband] is [short].
My [brothers] are very [tall].
My [sister] is a [student].



WRITING. On a separate piece of paper, write about your partner's family.

UNIT WRAP-UP

- **Vocabulary.** Describe the people.
He's very good-looking.
She's tall.
- **Grammar.** Make statements about the families. Use have or has.
They have two grandchildren.
- **Social language.** Point to family members and talk about the relationships.
A: Who's she?
B: She's his wife.



Now I can...

- ☐ identify my family members.
- ☐ talk about my family.
- ☐ describe people.

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

Events and Times

1

Talk about Time

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



1. It's one o'clock.



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



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



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



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



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



7. It's noon.



8. It's midnight.

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

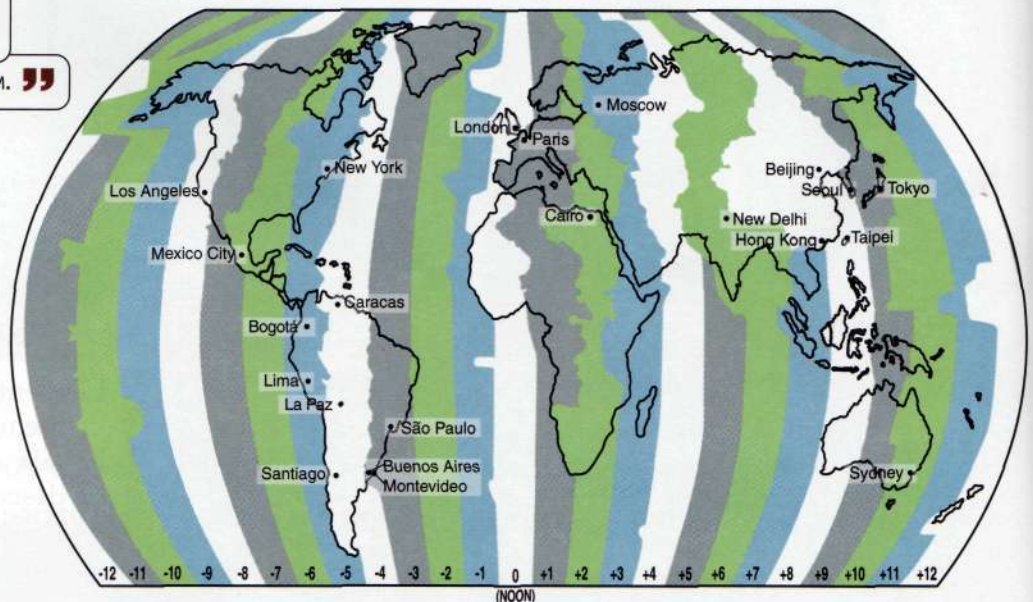


Say eight A.M. or eight P.M.

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

“What time is it in Cairo?”

“It's 2:00 P.M.”





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

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

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



1. early



2. on time



3. late

CONVERSATION • Talk about time.

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

Rick: What time is English class?

Lily: 10:00.

Rick: Uh-oh. Am I late?

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

Rick: Five to ten?

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

2. **Rhythm and intonation practice**

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

A: What time is _____?

B: _____.

A: Uh-oh. Am I late?

B: _____. It's _____.

A: _____?

B: That's right. _____.



Art Class
2:00 P.M.

Cooking Class
2:15 P.M.

Music Class
2:30 P.M.

Invite Someone to an Event

A VOCABULARY. Events. Listen and practice.



1. a movie



2. a play



3. a concert



4. a party



5. a game



6. a speech

VOCABULARY BOOSTER See page V2 for more.

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

1. the concert

☐ 2:30 ☐ 8:30

3. the play

☐ 6:00 ☐ 7:00

5. the party

☐ 12:00 A.M. ☐ 12:00 P.M.

2. the game

☐ 3:30 ☐ 3:15

4. the movie

☐ 9:15 ☐ 9:50

6. the speech

☐ 12:00 A.M. ☐ 12:00 P.M.

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

A WEEK

WEEKDAYS					THE WEEKEND	
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

D GRAMMAR. Be: questions about time

Questions

What time is it?

What time's the class?

When is the class?

What day is the party?

Answers

Five o'clock.

(At) nine thirty.

(At) nine thirty.

Friday.

Friday at 9:30.

Saturday.

Contractions

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

Be careful!

What time's the class?
BUT NOT What time's it?

E Complete the questions.

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

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

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

CONVERSATION • Invite someone to an event.

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

Craig: There's a play on Tuesday—*The Apartment*. Would you like to go?

Debbie: Sounds great. What time?

Craig: 7:00.

Debbie: OK. Let's meet at a quarter to seven.

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

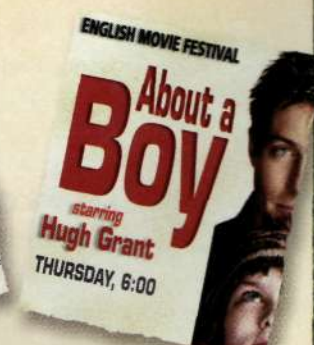
A: There's a _____ on _____—_____.
Would you like to go?

B: Sounds great. What time?

A: _____.

B: OK. Let's meet at _____.

2. **Rhythm and intonation practice**



3

Talk about Dates

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

January

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

February

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

March

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

April

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

May

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

June

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

July

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

August

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

September

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

October

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

November

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

December

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

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

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

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

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



E GRAMMAR. Prepositions of time and place

TIME

at	on	in
at 4:00	on March 12 th	in January
at noon	on Monday	in the morning
at midnight	on the weekend	in the afternoon
at night	on a weekday	in the evening

PLACE

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

F Complete the sentences. Use prepositions.

- The concert is on July 14th _____ 3:00 _____ the afternoon.
- The speech is _____ December 6th _____ 4:00 _____ the museum.
- The basketball game is _____ Tuesday _____ the park _____ Smith St.
- The party is _____ school _____ October 31st _____ midnight.
- The movie is _____ 6:00 _____ the evening.

CONVERSATION • Talk about dates.

1. MODEL. Read and listen.

Carol: When's your birthday?

Tom: On July 15th. When's yours?

Carol: My birthday's in November.
November 13th.

2. Rhythm and intonation practice

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

A: When's your birthday?

B: _____. When's yours?

A: My birthday's _____.

Now ask about other people's birthdays.



Ideas

your brother / sister
your mother / father
your teacher



TOP NOTCH ACTIVITIES

TOP NOTCH WEBSITE
For Unit 5 online activities, visit the
Top Notch Companion Website at
www.longman.com/topnotch.

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

Entertainment

Entertainment for the Week of May 18th

• WHAT'S GOING ON? •

MOVIES

Frida

Starring Salma Hayek
and Alfred Molina
"Already a classic!"
"An inspirational film!"
9:30 P.M. only, May 18th
at the Justin Time Theater

Crouching Tiger, Hidden Dragon

with Chow Yun Fat,
Michelle Yeoh, and Zhang Zhi Yi
"An unforgettable classic."
"A powerful and fantastic film..."
May 20th at 8:00 P.M.
at the Justin Time Theater

PLAYS

The Three Sisters

by Anton Chekhov
"A masterpiece."
"Stunning performances!"
May 21st, 7:30
One day only!
At the Peacock Theater
in the Round

Moral

by Koharu Kisaragi
"An exciting night at
the theater!"
"You'll laugh! You'll cry!"
May 21st, 8:00 P.M.
at Boynton Hall

SPORTS EVENTS

Baseball

May 23rd
Yomiuri Giants vs.
Major League All-Stars
A great time out!
Begins at 6:30 P.M. at
the Tokyo Dome

Soccer

May 24th
Exhibition Game
Canada vs. El Salvador
Bring the family!
11:15 A.M. at Galloway Field

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

- What time is the movie *Frida*? It's at 9:30 P.M.
- Where is the baseball game? It's _____.
- What date is the soccer game? It's _____.
- Where is the movie *Crouching Tiger, Hidden Dragon*? It's _____.
- When is the play *The Three Sisters*? It's _____.
- Where is the play *Moral*? It's _____.

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



Capricorn
Dec 22–Jan 20



Taurus
Apr 21–May 21



Virgo
Aug 24–Sept 22



Aquarius
Jan 21–Feb 19



Gemini
May 22–Jun 21



Libra
Sept 23–Oct 22



Pisces
Feb 20–Mar 20



Cancer
Jun 22–Jul 22



Scorpio
Oct 23–Nov 21



Aries
Mar 21–Apr 20



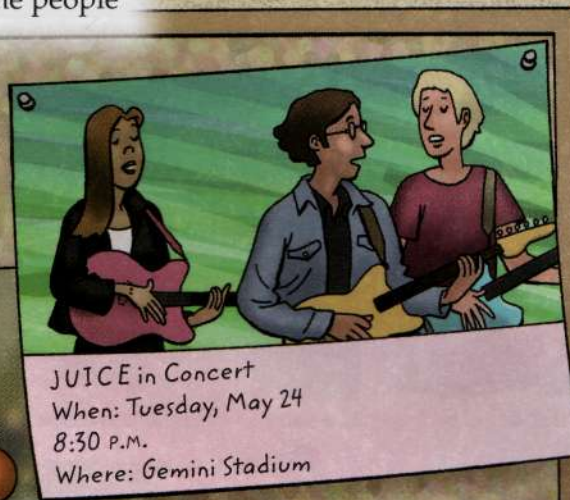
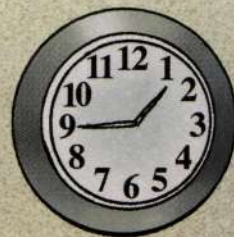
Leo
Jul 23–Aug 23



Sagittarius
Nov 22–Dec 21

UNIT WRAP-UP

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



✓ **Now I can ...**

- ☐ talk about time.
- ☐ invite someone to an event.
- ☐ talk about dates.

Clothes

UNIT GOALS

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

1

Identify Clothes

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



1. a shoe



2. a shirt



3. a sweater



4. a tie



5. a jacket



6. a skirt



7. a dress



8. a blouse

9. pants*



10. a suit

VOCABULARY BOOSTER See page V3 for more.

* Pants is a plural noun.

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

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

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



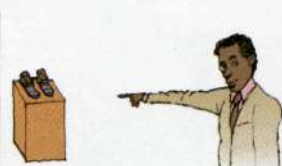
this tie



that tie



these shoes



those shoes

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



1. those jackets



2. _____



3. _____



4. _____



5. _____



6. _____

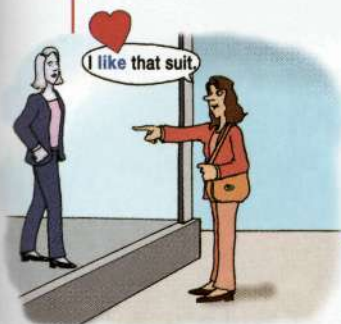


7. _____



8. _____

E GRAMMAR. The simple present tense: affirmative statements



I
You
We
They
Sara and Jim

} **like** those shoes.

He
She
Paula

} **likes** those shoes, too.

F Complete each statement with like or likes.

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

CONVERSATION • Give and accept compliments about clothes.

1. MODEL. Read and listen.

Marie: I like that dress.

Jane: Thank you.

Marie: You're welcome.

2. Rhythm and intonation practice

3. PAIR WORK. Compliment classmates on their clothes.

A: I like _____.

B: _____.

A: You're welcome.



Talk about Wants and Needs

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



1. She **wants** those shoes.



2. She **has** a sweater.



3. He **needs** a tie.

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

Affirmative statements

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

He } **wants** those shoes.
She }

Negative statements

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

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

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

Yes / no questions

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

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

Short answers

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

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

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

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

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

1. A: _____ you _____ that shirt?
 Do / Does like / likes

B: Actually, no, I _____.
 don't / doesn't

2. A: _____ your husband _____ a tie?
 Do / Does need / needs

B: No. He already _____ too many ties.
 have / has

3. A: I _____ a suit for work.
 don't have / doesn't have

B: You _____ one!
 need / needs

4. A: _____ your children _____ sweaters?
 Do / Does need / needs

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

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

B: Really? That's too bad.



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

1. They like the sweater.
2. He doesn't need shoes.
3. They don't want the suit.
4. He needs a jacket in the restaurant.
5. He needs a tie, too.

True False

<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

CONVERSATION • Compare opinions about clothes.

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



Linda: Do you like this sweater?

Beth: Yes, I do.



Linda: And do you like those shoes?

Beth: No, I don't. Do you?

Linda: Actually, I think they're very nice.

2. **Rhythm and intonation practice**

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

A: Do you like _____?

B: _____.

A: And do you like _____?

B: _____.

4. **DISCUSSION.** Point to the pictures and tell the class about your partner.



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

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



11. a new dress



13. clean shoes



14. dirty shoes

12. an old dress



15. a beautiful tie

B **GRAMMAR.** Adjectives

Use adjectives with the verb **be**.

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

Use adjectives before nouns.

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

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

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

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

1.



The blouses are white.
They're white blouses.

3.



The _____ is _____.
_____.

2.



The _____ is _____.
_____.

4.



The _____ are _____.
_____.

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

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

E GRAMMAR. The simple present tense: information questions

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

F Complete each question, using the simple present tense.

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

CONVERSATION • Talk about shopping for clothes.

1. MODEL. Read and listen.

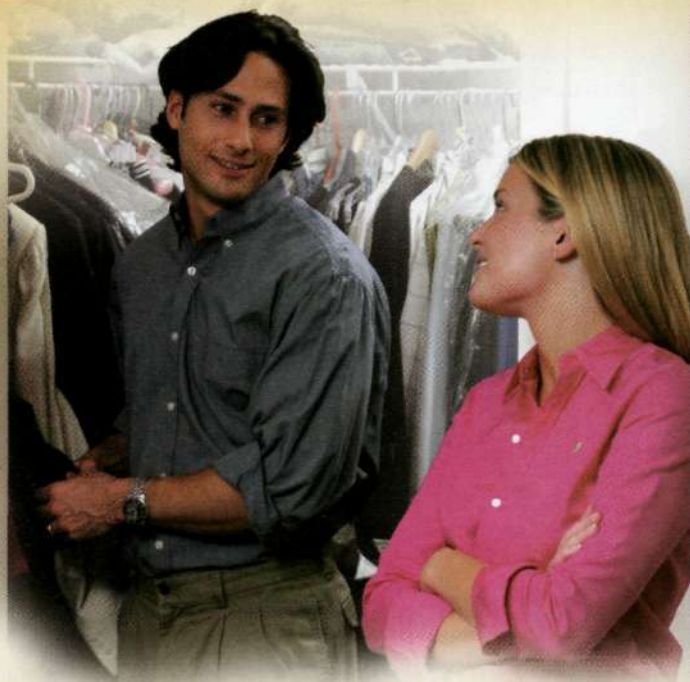
Tony: Let's go shopping.
Heidi: OK. What do you need?
Tony: I need a tie and a new suit.
Heidi: Is that all?
Tony: Yes, it is. Oh, actually I need shoes too!

2. Rhythm and intonation practice

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

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

Continue in your own way ...



TOP NOTCH ACTIVITIES

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



TODAY ONLY! 1/2 PRICE SALE

All stores open until midnight. Low, low prices!

MEN'S AND
WOMEN'S
CLOTHES



Brown at Park Street store only.



White not available at Central Station location.

Other colors available: black and yellow.



Many more styles available!

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

Store locations:
27 Park Street
The City Mall
Central Station
No phone orders.

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

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

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

“What do you need?”

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

NEED HELP? Here's language you already know:

Do you want _____?
Do you like _____?
Do you have _____?
What do you need?
Which _____ do you like?

TOP NOTCH WEBSITE

For Unit 6 online activities, visit the Top Notch Companion Website at www.longman.com/topnotch.



UNIT WRAP-UP

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

LATER



✓ Now I can ...

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

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

Home and Work

1

Talk about Where You Live, Work, or Study



VOCABULARY. Workplaces and homes. Listen and practice.

1. a hospital



2. a school



3. a factory



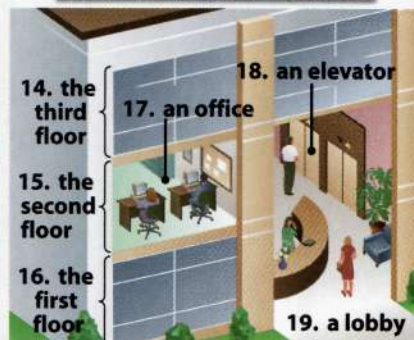
4. a house



5. an apartment building



6. an office building



GRAMMAR. Prepositions of place

in

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

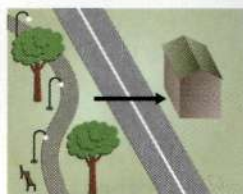
at

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

on

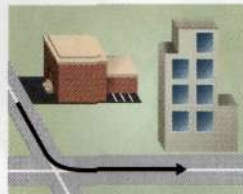
He lives **on** Bank Street.
They live **on** the third floor.

across from



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

around the corner from



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

near



The factory is **near** the airport.

between



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



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

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



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

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

Sam: So what do you do?
Joe: I'm a student. I study at the Park School.
Sam: The Park School? Where's that?
Joe: On Second Street. Near the mall.
Sam: And do you live nearby?
Joe: Yes. I have an apartment near the school. What about you?
Sam: Me? I'm a chef. I work at Peter's Restaurant.

2. **Rhythm and intonation practice**

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

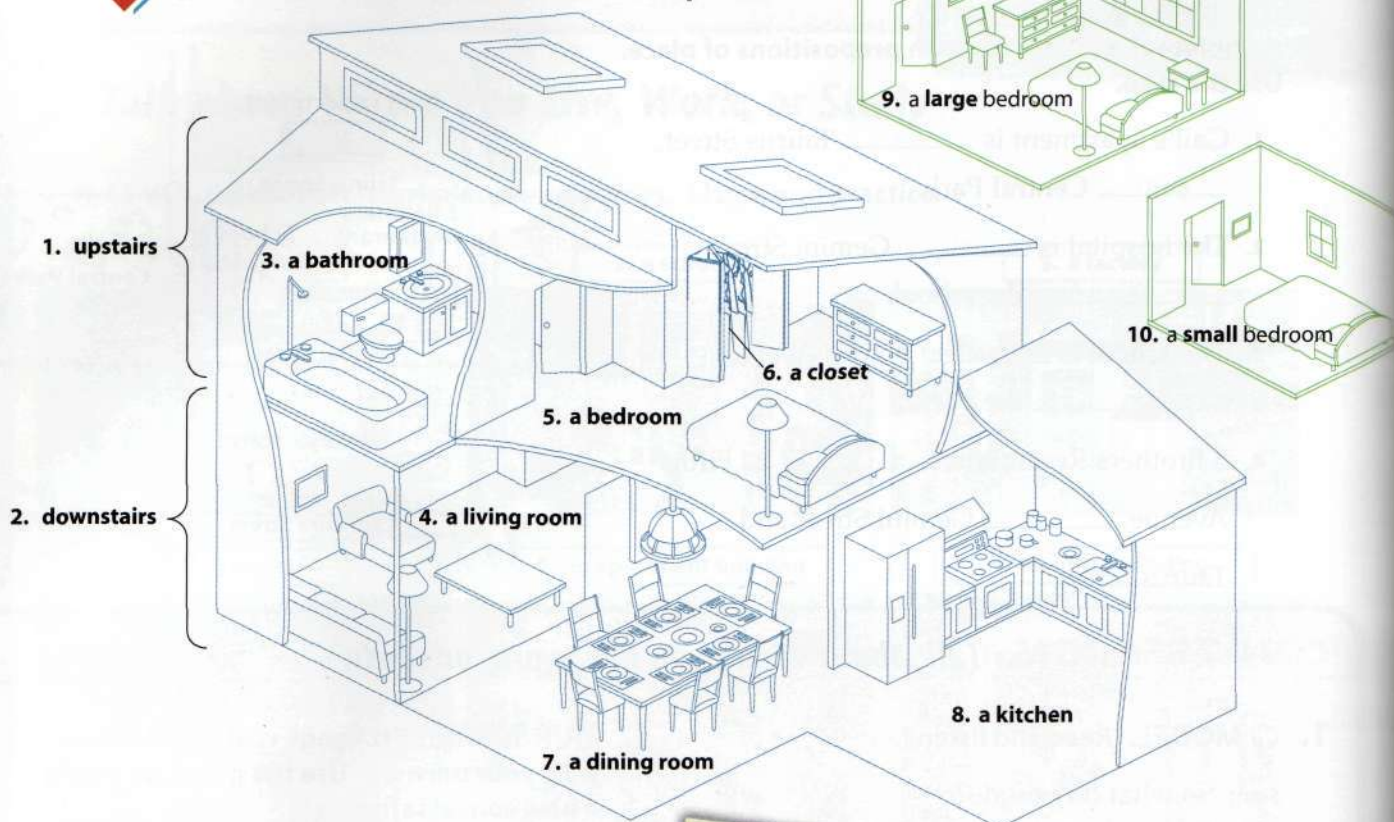
A: So what do you do?
B: I'm _____. I _____.
A: _____? Where's that?
B: On _____. _____.
A: And _____? ...

Continue in your own way ...



Describe Your Home

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



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

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

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

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

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

There's one **bedroom** downstairs.

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

There are three large **bedrooms** upstairs.

Ask questions about quantity with How many.

How many bedrooms are there?

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

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

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

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

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

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



CONVERSATION • Describe your home.

1. MODEL. Read and listen.

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

Pat: An apartment.

Rachel: What's it like?

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

Rachel: Sounds nice!

2. Rhythm and intonation practice

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

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

B: _____.

A: What's it like?

B: Well, there _____.

A: _____.

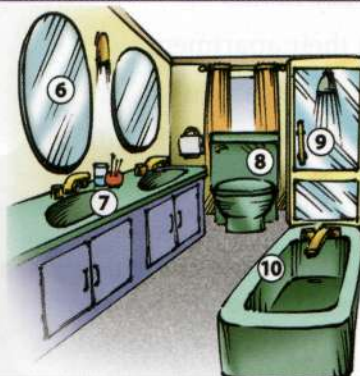


Name Furniture and Appliances

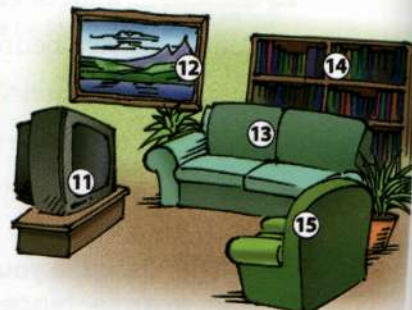
A **VOCABULARY.** Furniture and appliances in the home and office. Listen and practice.



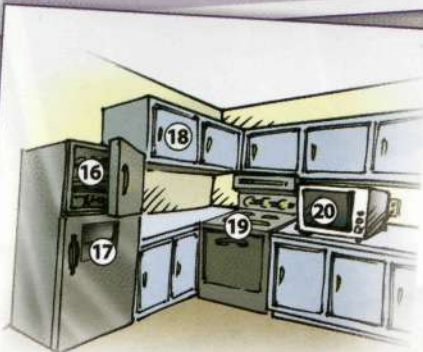
1. a dresser
2. a bed
3. a lamp
4. a night table
5. a rug



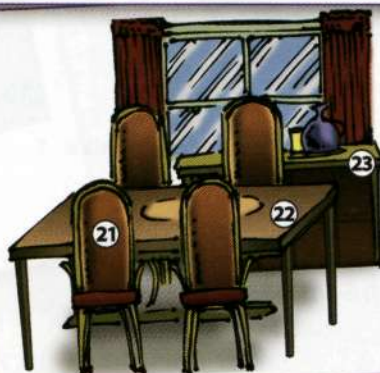
6. a mirror
7. a sink
8. a toilet
9. a shower
10. a bathtub



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



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



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



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

VOCABULARY BOOSTER See pages V4 and V5 for more.

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

1. It's in the kitchen.
2. It's _____.
3. It's _____.
4. It's _____.
5. It's _____.
6. It's _____.

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

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

/θ/

third
three
bath

/ð/

there
that
mother

Now listen and practice saying these sentences.

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

CONVERSATION • Compare opinions about furniture.

1. MODEL. Read and listen.

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

Irene: I think it's really nice.

Kim: You do?

Irene: Definitely. What about you?

Kim: I'm not sure.

2. Rhythm and intonation practice

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

A: Look at that _____. What do you think?

B: I think it's _____.

A: You do?

B: Definitely. What about you?

A: _____.

Positive and negative adjectives



nice
great
beautiful



awful
terrible
ugly



TOP NOTCH ACTIVITIES

TOP NOTCH WEBSITE

For Unit 7 online activities, visit the
Top Notch Companion Website at
www.longman.com/topnotch.

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

Ana Karina Espinel



My name is Ana Karina Espinel. I live in Cumbaya, Ecuador. My family has a very nice house with a two-car garage. It has a big, beautiful garden.

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

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

I'm Cem Korcan and I'm from Turkey. I live in a three-bedroom apartment in Istanbul. The building has a garage and a big garden.

I have one bathroom, a big living room, and a small kitchen. There's no dining room. It's a small apartment, but that's OK.

My favorite room is the living room. It has a beautiful view of Istanbul and the sea.



Cem Korcan

Soon-Ju Cho



I'm Soon-Ju Cho, from Korea. I'm a bank assistant. I live in a small house with my husband, Sun-Yoon Jong. We have three floors and a garage. There are two bedrooms, a small living room, a small kitchen, a dining room, and one bathroom.

My favorite room is the living room because it has a TV! I really want a garden, but unfortunately, we don't have one.

Source: Authentic Top Notch interviews

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

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

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

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

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

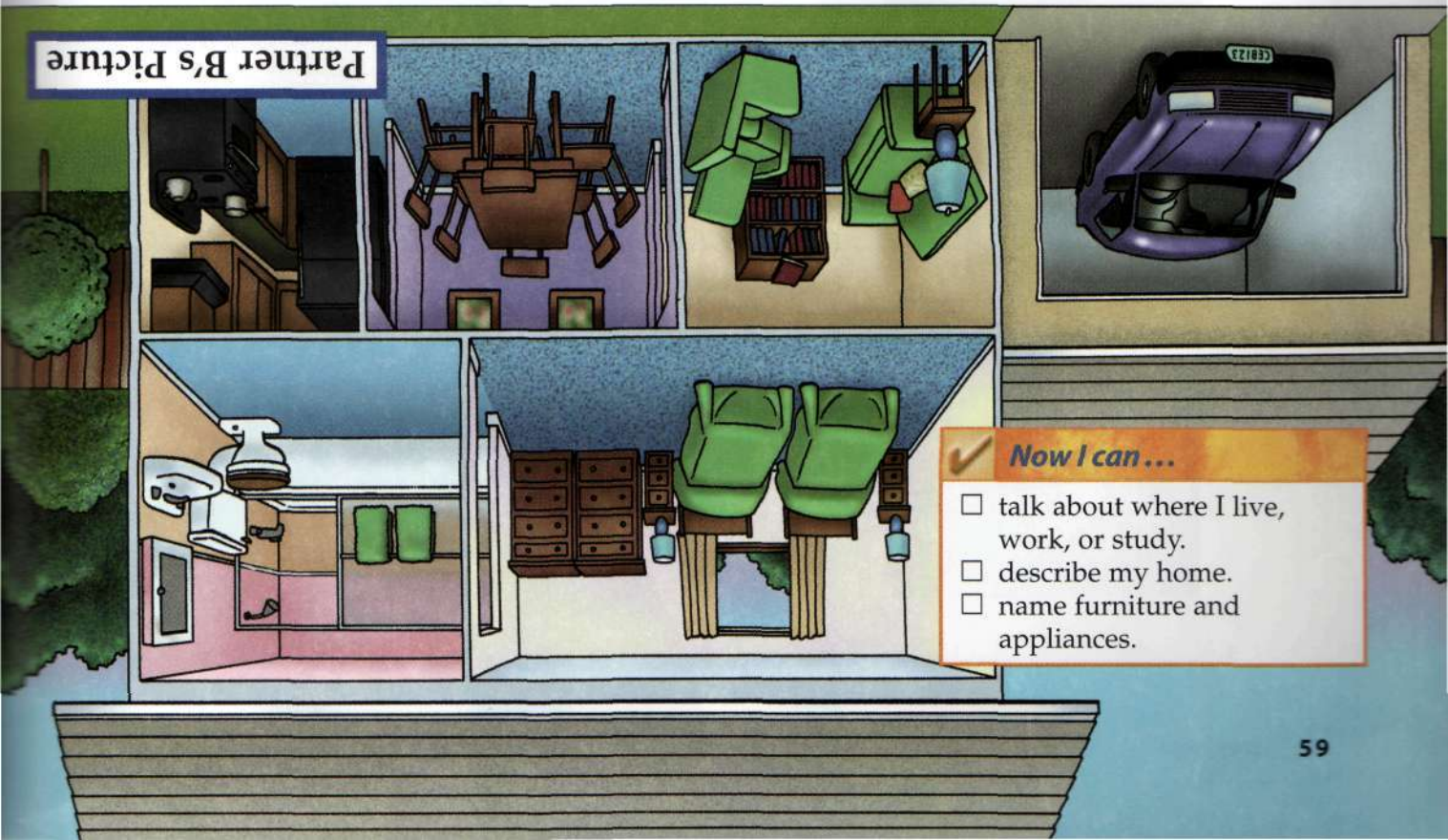
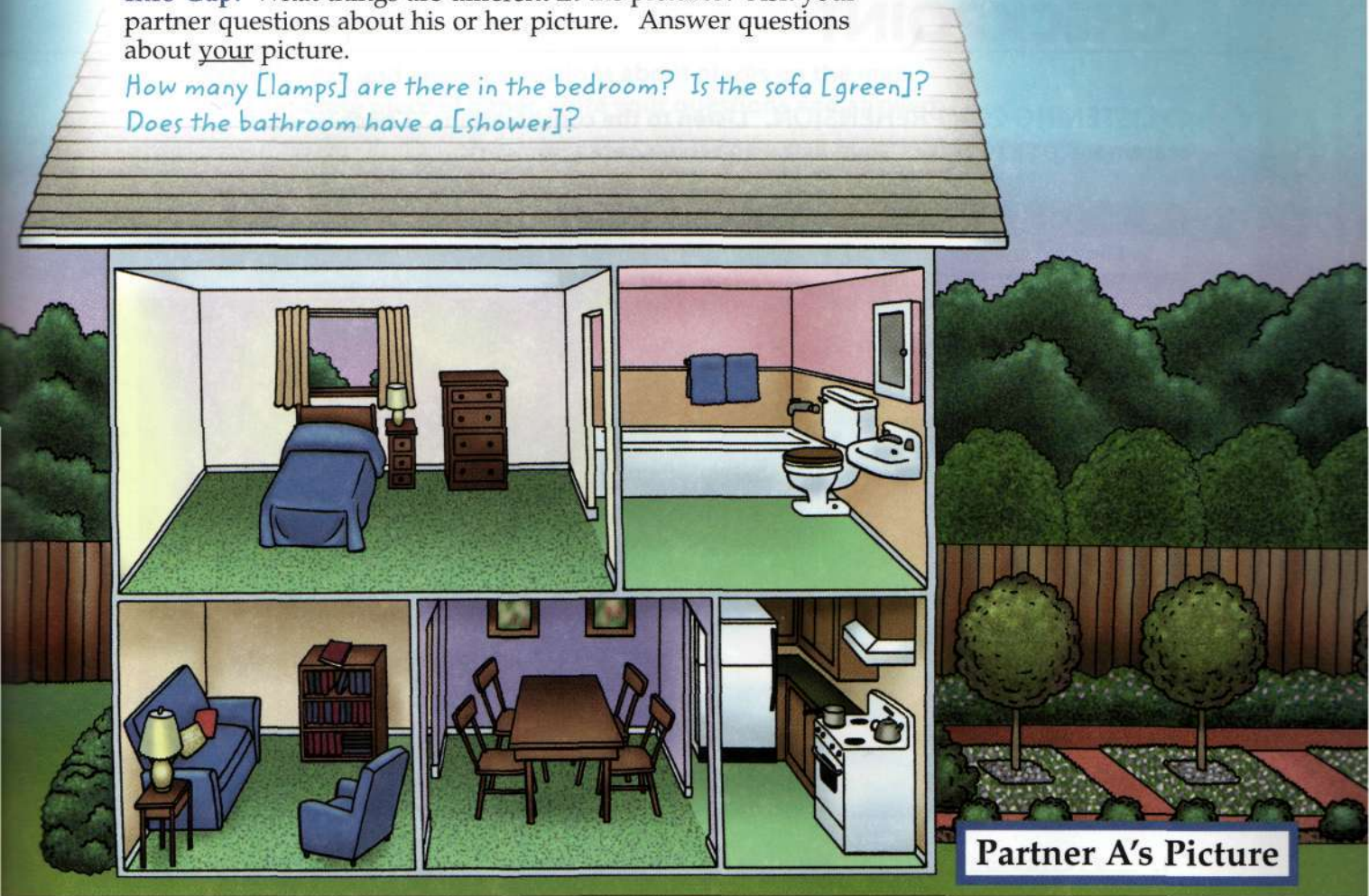
Mr. Korcan lives in an apartment. I live in an apartment, too.

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

UNIT WRAP-UP

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

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



Now I can...

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

UNITS 1-7 CHECKPOINT

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

	True	False
1. She's a manager.	<input type="checkbox"/>	<input type="checkbox"/>
2. He's a doctor.	<input type="checkbox"/>	<input type="checkbox"/>
3. She's an architect.	<input type="checkbox"/>	<input type="checkbox"/>
4. He's a student.	<input type="checkbox"/>	<input type="checkbox"/>
5. They're artists.	<input type="checkbox"/>	<input type="checkbox"/>
6. He's Mr. Clark.	<input type="checkbox"/>	<input type="checkbox"/>

B Write the name of each place.



1. a restaurant



4. _____



2. _____



5. _____



3. _____

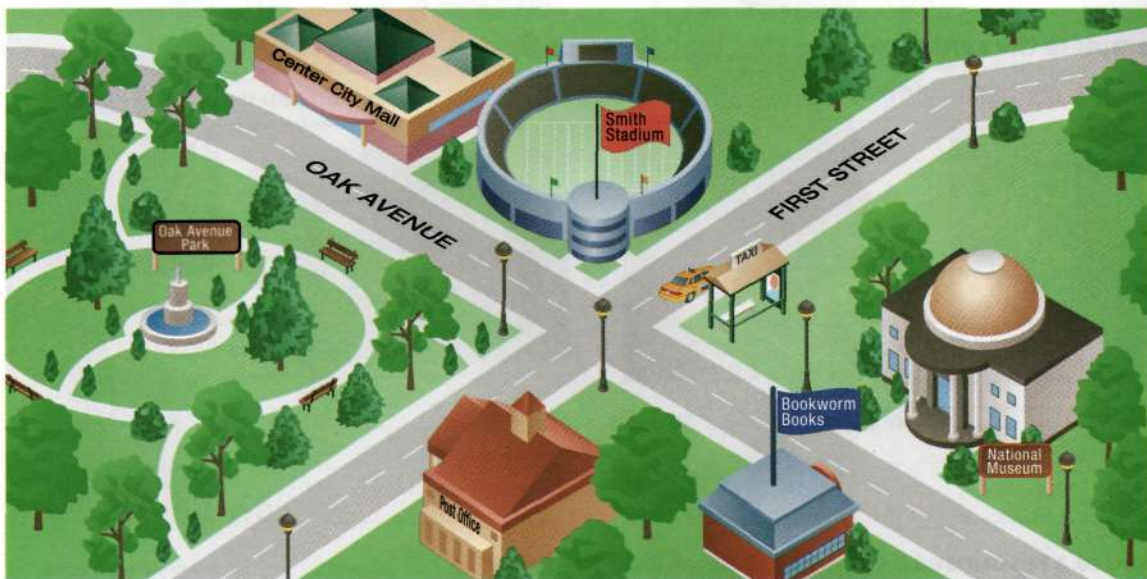


6. _____

C PAIR WORK. Ask and answer questions about places on the map. Then, on a separate piece of paper, write your questions and answers.

Where's the stadium?

It's across from the taxi stand.



D Complete each sentence with a preposition of time or place.

1. The movie is on Friday at 7:50 in the evening.
2. The speech is _____ May 11th _____ the bookstore.
3. The travel agency is _____ the corner of State Street and First Avenue.
4. The play is _____ Saturday, _____ midnight.
5. The restaurant is _____ the left.

PAIR WORK • Introduce yourself to your partner.

Start like this: Hi. I'm _____.



Ideas

Talk about:

- your occupations
- where you live



E Write the plural forms of the following nouns. Then say the words out loud with a partner.

- | | | | |
|------------|----------------|-------------|-------|
| 1. mother | <u>mothers</u> | 6. dress | _____ |
| 2. shirt | _____ | 7. shoe | _____ |
| 3. jacket | _____ | 8. bedroom | _____ |
| 4. sweater | _____ | 9. bathroom | _____ |
| 5. blouse | _____ | 10. floor | _____ |

F Complete the sentences. Use this, that, these, or those.



1. I want _____ pants.



2. I like _____ jackets.



3. I like _____ suit.



4. I want _____ tie.

G Choose a response to each question. Circle the letter.

- | | | |
|---------------------------------------|---------------------------------|----------------------------|
| 1. "Are you Katie?" | a. Yes, I am. | b. I'm an artist. |
| 2. "Are they your parents?" | a. No, they're my grandparents. | b. No, I'm not. |
| 3. "Does he have grandchildren?" | a. Yes, he's a doctor. | b. Yes, he has two. |
| 4. "Is there a newsstand nearby?" | a. No, don't take the bus. | b. Yes. Around the corner. |
| 5. "Are we late?" | a. Yes, we're early. | b. Yes. It's 10:00. |
| 6. "When's the movie?" | a. Across the street. | b. At 7:35. |
| 7. "Does this store have nice suits?" | a. I'm not sure. | b. Yes, they are. |
| 8. "How do I get to the park?" | a. Walk. It's down this street. | b. Sounds great. |



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

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

6.  **YOU** _____.

2.  **YOU** _____.

7.  **YOU** _____.

3.  **YOU** _____.

8.  **YOU** _____.

4.  **YOU** _____.

9.  **YOU** _____.

5.  **YOU** _____.

10.  **YOU** _____.

PAIR WORK • Introduce your partner to other classmates.

Start like this: _____, this
is _____.



Ask about:

- occupations
- where you live
- family



I Complete each statement with a form of be.

1. I am 22 years old.
2. My birthday _____ in March.
3. The newsstand _____ on the corner.
4. It _____ late.
5. What time _____ the class?
6. _____ you Sally?
7. How old _____ your grandparents?

J Look at the pictures. Write an imperative for each.



1. Walk to the park.



4. _____ to the airport.



2. _____ to the mall.



5. _____ to the theater.



3. _____ to the airport.



6. _____ to the museum.

K **PAIR WORK.** Give your partner directions from the school to your home.

L Check ☒ the yes / no questions.

- ☐ 1. When is the movie?
- ☐ 2. Is Martin a writer?
- ☐ 3. Who is the teacher?
- ☐ 4. Do you live in an apartment?
- ☐ 5. Is there a newsstand nearby?
- ☐ 6. Where's the movie?
- ☐ 7. Do you like her shoes?
- ☐ 8. Are you in this class?

M Write the sentences with contracted forms.

- 1. I am Ken. I'm Ken
- 2. We are friends. _____
- 3. When is the concert? _____?
- 4. Who is he? _____?
- 5. No, I am not. _____
- 6. They do not like white shoes. _____
- 7. You are welcome. _____

N Underline the possessive adjectives in the following sentences.

- 1. Is Mr. Foley your lawyer?
- 2. Are we in your class?
- 3. Who are their parents?
- 4. He likes his sister's apartment.
- 5. My friends are your friends.

PAIR WORK • Exchange real information about your families.

Start like this: Tell me about your family.



Ideas

- Describe the people in your family.
- Talk about their occupations.
- Talk about where they live.





LISTENING COMPREHENSION. Listen to the conversations and answer the questions. Listen again to check your work.

1. What's his phone number?	
2. What's his last name?	
3. What time is it?	
4. Where's the post office?	
5. How old is his son?	



Complete each statement or question.

1. Is he _____ husband?
Beth / Beth's
2. Is this _____ apartment?
their / they
3. Mr. Black is in _____ sister's house.
her / his
4. _____ birthdays are in June.
Our / We
5. How do you spell _____ name?
you / your



Write a question for each response.

1. A: Is she a teacher?
B: No. She's a student.
2. A: _____?
B: I'm an architect.
3. A: _____?
B: Yes. There's a restaurant across the street.
4. A: _____?
B: It's 9:15.
5. A: _____?
B: It's 34 Bank Street.
6. A: _____?
B: The travel agency is at the corner of Martine and Fourth Street.
7. A: _____?
B: It's in February. I'm a Pisces.
8. A: _____?
B: They are my sisters.

R Write a short answer for each question.

1. Do you have a big family? _____.
2. Is there a post office nearby? _____.
3. Is Ms. Reilly your English teacher? _____.
4. Do you like red shoes? _____.
5. Do your children need new clothes? _____.

S Underline the subject pronouns in the following sentences.

1. He's a student.
2. Are you Amy?
3. Who is she?
4. Are they your parents?
5. It's around the corner.

T Complete each sentence with the correct verb.

1. We _____ friends.
be / are
2. They _____ two children.
has / have
3. Who _____ these blue suits?
like / likes
4. _____ they _____ a big apartment?
Do / Does want / wants
5. When _____ Jack _____ those shirts?
do / does need / needs
6. _____ we on time?
Is / Are

PAIR WORK • Invite your partner to an event.

Use real events in your town.

Start like this: There's a _____.
Would you like to go?



Ideas

Talk about:

- a play
- a concert
- a movie
- your own idea:



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

Activities

1

Describe Your Daily Activities

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



1. get up



2. get dressed



3. brush my teeth



4. comb / brush my hair



5. shave



6. put on my makeup



7. eat breakfast



8. come home



9. make dinner



10. get undressed



11. take a shower / a bath



12. watch TV



13. go to bed



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

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

gets makes shaves combs plays

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

brushes watches

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

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

1. /s/

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

2. /z/

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

3. /ɪz/

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

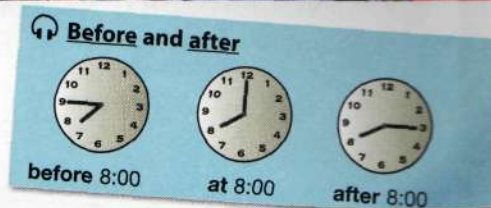


D Complete the sentences with daily activity verbs in the simple present tense. Then read the sentences aloud.

1. I get up at 6:00 A.M., but my wife _____ up at 7:00 A.M.
2. My wife _____ breakfast at 7:30.
3. When my wife is late for work, she _____ on her makeup on the train.
4. I don't watch TV, but my wife _____ TV after dinner.



5. I go to bed before 11:00 P.M., but my husband _____ to bed after 11:00.
6. I take a bath every morning, but my husband _____ a shower.
7. I make the bed on weekdays, and my husband _____ the bed on the weekend.
8. I brush my teeth twice a day, but my husband _____ his teeth three times a day.



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

CONVERSATION • Describe your daily activities.

1. MODEL. Read and listen.

Yuka: Are you a morning person or an evening person?

Melody: Me? I'm definitely an evening person.

Yuka: Why do you say that?

Melody: Well, I get up after ten. And I go to bed after two. What about you?

Yuka: I'm a morning person. I get up at six.

2. Rhythm and intonation practice

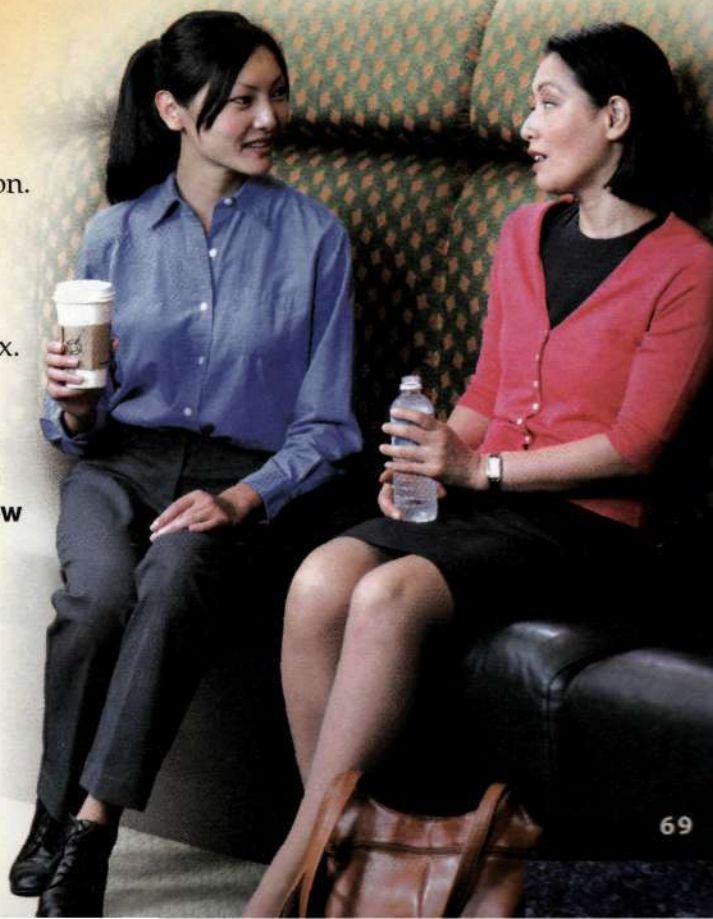
3. PAIR WORK. Compare your daily activities with a partner. Use the guide, or create a new conversation.

A: Are you a morning person or an evening person?

B: Me? I'm _____.

A: _____ . . .

Continue the conversation about other daily activities.



Describe Your Schedule

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

Household chores



Leisure activities



VOCABULARY BOOSTER See page V5 for more.

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

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

C GRAMMAR. The simple present tense: habitual activities

Use the simple present tense for habitual activities.

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

He goes shopping **on Saturdays**.

Other time expressions

once a week
twice a week
three times a week

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

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

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

Alex does the laundry on Sundays.



CONVERSATION • Describe your schedule.

1. MODEL. Read and listen.

Andy: What's your typical week like?

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

Andy: And what about the other days?

Sasha: On Tuesdays and Thursdays I work.

Andy: Sounds like you're pretty busy.

Sasha: Yes, I am. What about you?

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

2. Rhythm and intonation practice

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

A: What's your typical week like?

B: Well, _____.

A: And what about _____?

B: _____ . . .

Continue in your own way . . .

	Monday
	Tuesday
	Wednesday
	Thursday
	Friday
	Saturday
	Sunday

Talk about How Often You Do Things

A GRAMMAR. Questions with How often / frequency adverbs

Use How often to ask about frequency.

How often do you go out for dinner?

About three times a week.

How often does she visit her parents?

Every weekend.

Use frequency adverbs with the simple present tense.







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

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

He **sometimes exercises** in the morning.

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

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

	1 	2 	3 	4 
walks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
drives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
takes the bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
takes the train	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
takes a taxi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>







C WHAT ABOUT YOU? Write answers with frequency adverbs.

I usually walk to work.

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



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

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

CONVERSATION • Talk about how often you do things.

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

Bruce: Hi, Kevin. Long time no see.

Kevin: Hi, Bruce.

Bruce: Do you always take the bus?

Kevin: No, I usually walk.

Bruce: No wonder I never see you!

2. **Rhythm and intonation practice**

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

A: Hi, _____. Long time no see.

B: Hi, _____.

A: Do you always _____?

B: No, I usually _____.

A: No wonder I never see you!



TOP NOTCH ACTIVITIES

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

Don't like housework?

CHECK OUT THESE NEW ROBOTS . . .

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



Roomba

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

"Excellent! This is such a great idea!"

Judy Ruvo, New Zealand

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

"What a robot!"

Mark Minor, U.K.



Auto Mower



Aibo

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

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

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

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

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

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

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

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

TOP NOTCH SONG
"Excuse Me, Please"
Lyrics on last book page.

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

UNIT WRAP-UP

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

Jack Benson

Typical Weekday



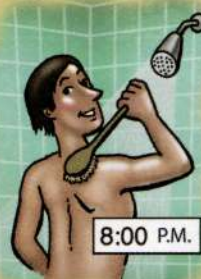
7:30 A.M.



6:30 P.M.



7:30 P.M.



Typical Weekend

A.M.



P.M.



Now I can...

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

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

Weather and Ongoing Activities

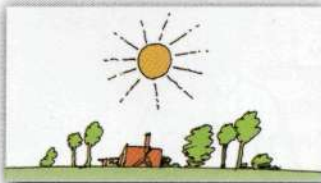
1

Describe Today's Weather

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



1. It's cloudy.



2. It's sunny.



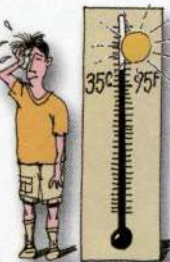
3. It's windy.



4. It's raining.



5. It's snowing.



6. It's hot.



7. It's cold.



8. It's warm.



9. It's cool.

VOCABULARY BOOSTER See page V6 for more.

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

	Hot	Warm	Cool	Cold	Temperature
Tokyo	✓				37°
London					
Mexico City					
Santiago					



Tokyo, Japan

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

D **GRAMMAR.** The present continuous: affirmative and negative statements

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

Affirmative statements

It's **raining**.

She's **exercising** today.

They're **wearing** sweaters.

Negative statements

It's **not snowing**.

She's **not studying**.

They're **not wearing** jackets.

Present participles
wear → **wearing**
study → **studying**
exercise → **exercising**



E GRAMMAR. The present continuous: yes / no questions

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

F Complete the conversations with the present continuous.

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

CONVERSATION • Describe today's weather.

1. **MODEL. Read and listen.**
- Paul: Hi, Manny. I'm calling from San Francisco. How's the weather in Lima?
- Manny: Today? Awful. It's 18 degrees and raining.
- Paul: No kidding. It's hot and sunny here!
3. **PAIR WORK. Choose two cities. Then role-play a conversation. Use the guide, or create a new conversation.**
- A: Hi, _____. I'm calling from _____.
How's the weather in _____?
- B: Today? _____.
- A: No kidding. It's _____ here!

2. **Rhythm and intonation practice**

International Express Airlines
Departures

Flight		
003	Lima	7:30 A.M. On Time

Information Center

Ideas

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



Ask about People's Activities

A GRAMMAR. The present continuous: information questions

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

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

“It's 8:00. What's Patty doing?”

“She's taking a shower.”



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

Yes / no questions

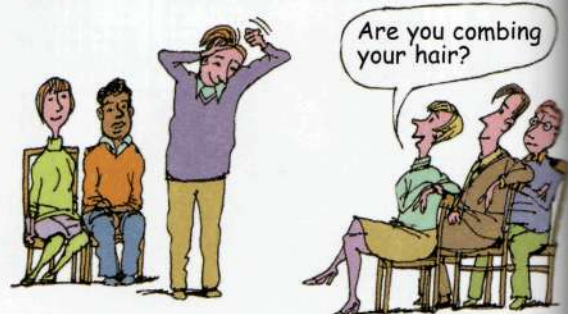
- Are you reading?
- Is she driving?
- Are they watching TV?
- Is your family here?
- Is there a pharmacy near here?

Information questions

- What are you reading?
 Where is she driving?
 Who's watching TV?
 Where's your family?
 Where is there a pharmacy?

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

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



E GRAMMAR. The present participle: spelling rules

talk → **talking**

read → **reading**

watch → **watching**

make → **making**

take → **taking**

come → **coming**

But remember: shop → **shopping**

get → **getting**

F Write the present participles.

1. read _____

3. wash _____

5. drive _____

2. write _____

4. go _____

6. get up _____

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

1. She's watching TV with her father.

4. He's _____ for the kids.

2. He's _____.

5. They're _____ to the museum.

3. She's _____ her mother.

CONVERSATION • Make a polite phone call.

1. MODEL. Read and listen.

Jan: Hello?

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

Jan: I'm feeding the kids.

Laura: Should I call you back later?

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

Laura: Bye.

2. Rhythm and intonation practice

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

A: Hello?

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

A: I'm _____.

B: Should I call you back later?

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

B: _____.



Discuss Plans

A **VOCABULARY.** Time expressions.
Listen and practice.

THURSDAY

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

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

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

B **GRAMMAR.** The present continuous: continuing activities and future plans

Use the present continuous for actions that continue in the present.

I'm studying English **this year**.

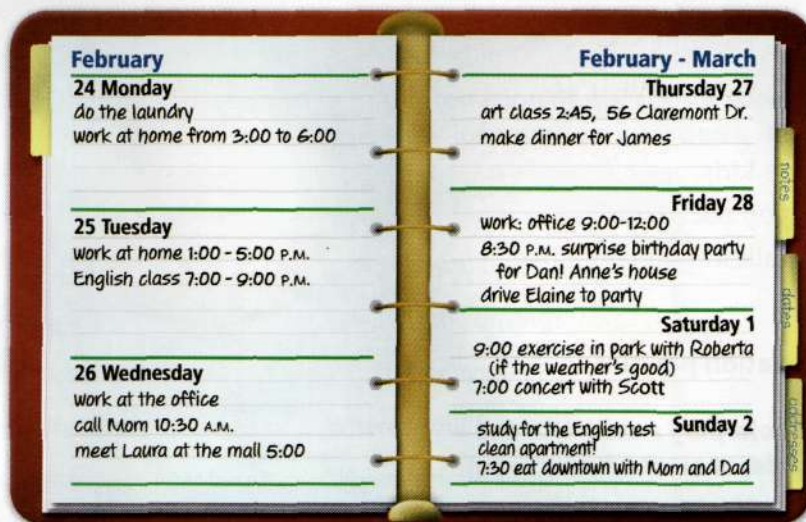
I'm working at home **this week**.

Use the present continuous for future plans.

They're cleaning the house **on Friday**, not today.

Janet's meeting Bill **at 5:00**.

C Read Beth Rand's date book for this week.



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

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

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

CONVERSATION • Discuss plans.

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

Scott: So what are you doing this weekend?

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

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

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

Scott: Sure. Call me Sunday morning.

2. Rhythm and intonation practice

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

	Monday
	Tuesday
	Wednesday
	Thursday
	Friday
	Saturday
	Sunday



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

A: So what are you doing _____?

B: _____. What about you?

A: Well, _____.

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

A: _____. Call me _____.

TOP NOTCH ACTIVITIES

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

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

File Edit Insert People

To: Coolgrl

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

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

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

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

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

Coolgrl: See you then! Later!

Talk Info Send

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

- ☐ It's Friday.
- ☐ Emily's not planning anything special.
- ☐ It's not raining.
- ☐ They're meeting at 7:00.
- ☐ They're going to a play in the park.
- ☐ They're eating lunch in the park.

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

“What are you doing on Saturday?”

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

NEED HELP? Here's language you already know:

Events and places

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

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

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

Questions

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

Weather expressions

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

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

TOP NOTCH WEBSITE

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

UNIT WRAP-UP

- **Grammar.** Talk about the pictures. Use the present continuous.

They're going to a concert. She's talking on the phone.

- **Social language.** Create conversations for the people.

A: Let's meet later.

B: OK. What time?



Thursday
6:30 P.M.

Concert
6:30 P.M.
Tonight



Saturday
9:00 A.M.



Now I can ...

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

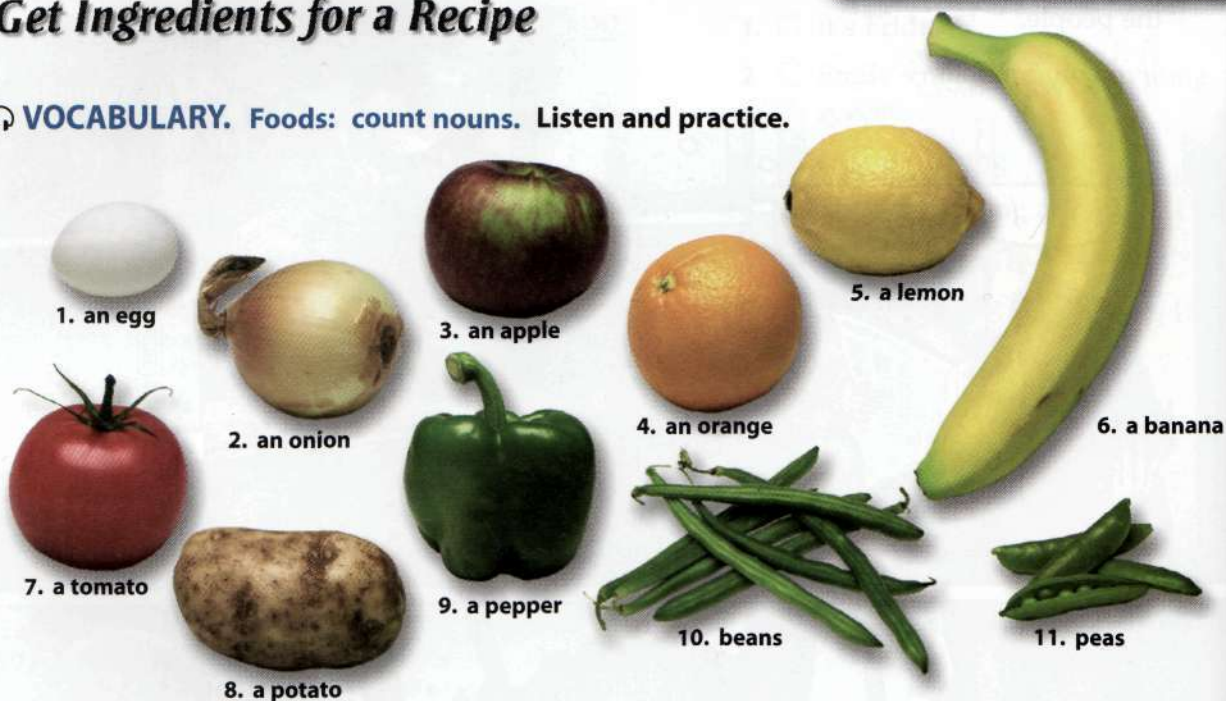
Food

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

1

Get Ingredients for a Recipe

A **VOCABULARY.** Foods: **count nouns.** Listen and practice.



VOCABULARY BOOSTER See pages V6 and V7 for more.

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

1.		✓			✓		
2.							
3.							
4.							
5.							

C **GRAMMAR.** How many and Are there any

Use How many and Are there any with plural nouns.

How many tomatoes are there?

Two.

How many peppers are there in the fridge?

Four.

Are there any lemons in the fridge?

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



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



1. in the fridge (or in the refrigerator)



2. on the shelf



3. on the counter

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

“Are there any beans in the fridge?”

“No, there aren't any.”

CONVERSATION • Get ingredients for a recipe.

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

Wendy: How about some tomato potato soup?

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

Wendy: Are there any potatoes on the shelf?

Fred: Yes, there are.

Wendy: And do we have any tomatoes?

Fred: I'll check.

2. **Rhythm and intonation practice**

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

A: How about some ____?

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

A: Are there any ____?

B: ____ . . .

Continue in your own way . . .

Tomato Potato Soup

Ingredients:
tomatoes
potatoes
onions



Fruit Salad

Ingredients:
apples
bananas
oranges



Green Bean Salad

Ingredients:
beans
peas
onions



Potato Pancakes

Ingredients:
potatoes
onions
eggs



Stuffed Peppers

Ingredients:
peppers
tomatoes
onions



Offer and Ask for Foods at the Table

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

Drinks



1. water



2. coffee



3. tea



4. juice



5. milk



6. soda

Foods



7. bread



8. pasta



9. rice



10. cheese



11. meat



12. chicken



13. fish



14. oil



15. butter



16. sugar



17. salt



18. pepper

B **GRAMMAR.** Non-count nouns

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

I want an **apple**.

I like **bananas**.

We have three **tomatoes**.

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

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

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

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

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

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

D GRAMMAR. How much and Is there any

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

How much sugar do you want?

Is there any milk in the fridge?

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

How many apples are there in the kitchen?

Are there any bananas?

E VOCABULARY. Containers and quantities.
Listen and practice.



1. a box of pasta



2. a loaf of bread



3. a bottle of juice



4. a can of soup



5. a bag of onions

F Complete each question with How much or How many.

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

2. _____ eggs are there in the fridge?

3. _____ rice is there on the shelf?

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

5. _____ sugar is in that coffee?

6. _____ cans of tomatoes do we have?

CONVERSATION • Offer and ask for foods at the table.

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

Linda: Would you like coffee or tea?

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

Linda: And would you like sugar?

Nicole: No, thanks.

Linda: Please pass the butter.

Nicole: Sure. Here you go.

2. **Rhythm and intonation practice**

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

A: Would you like _____ or _____?

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

A: And would you like _____?

B: _____.

Continue in your own way ...



Talk about Present-time Activities

A GRAMMAR. The present continuous and the simple present tense

Use the present continuous for actions that continue in the present.

He's **eating** dinner now.

We're **studying** English this year.

Use the simple present tense for habitual actions.

My husband **cooks** dinner for our family.

I never **eat** eggs for breakfast. NOT I ~~am never eating~~ eggs for breakfast.

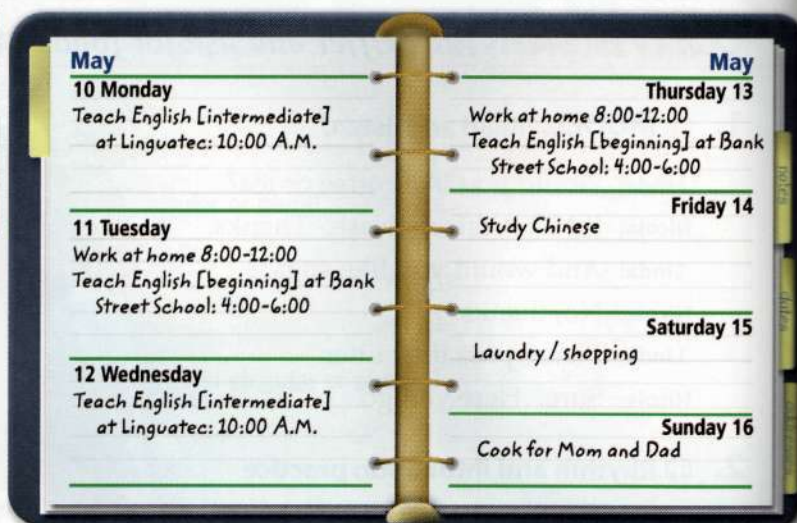
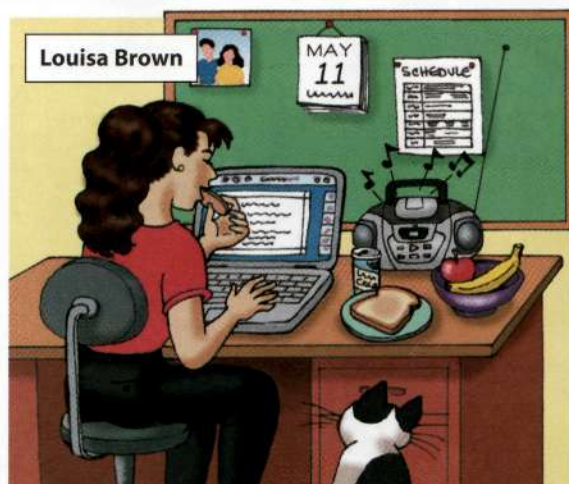
Use the simple present tense with **want**, **need**, and **like**.

I **like** coffee. NOT I ~~am liking~~ coffee.

B Complete each statement or question with the simple present tense or the present continuous.

- Who make lunch today?
- We not need any sugar.
- She sometimes eat lunch early.
- They not like milk in their coffee.
- I clean the kitchen every day.
- I'm busy. I feed the kids.
- What Peter / need?
- you / like onion soup?
- What they / do now?
- How much sugar you / want in your tea?

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



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

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



PRONUNCIATION. Vowel sounds. Listen and practice.

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

CONVERSATION • Invite someone to join you.

1. MODEL. Read and listen.

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

Alison: Sure. What are you drinking?

Rita: Lemonade.

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

2. Rhythm and intonation practice

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

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

B: Sure. What are you _____?

A: _____.

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

Continue in your own way ...



TOP NOTCH ACTIVITIES

TOP NOTCH WEBSITE

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

A READING. Read and listen to the two recipes.

Garlic and Oil Spaghetti

Ingredients

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

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



Hungarian Cabbage and Noodles

Ingredients

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

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



Source: Adapted from *Recipes 1-2-3* by Rozanne Gold (New York: Viking, 1997)

B Answer the questions.

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

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

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

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

Name of food: _____
Ingredients: _____



UNIT WRAP-UP

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

TUESDAY

Monday/Wednesday/Friday
clean apartment—Michelle
cook—Peter
Tuesday/Thursday/Sunday
shop, do laundry—Peter
cook—Michelle
Saturday—NO CHORES!



LATER



SATURDAY



✓ **Now I can...**

- ☐ get ingredients for a recipe.
- ☐ offer and ask for foods at the table.
- ☐ talk about present-time activities.

UNIT 11

Past Events

UNIT GOALS

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

1 Talk about the Past

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

1. yesterday today

2. last { week, month, year } Tuesday today

3. two { days, weeks, months, years } ago today

1998

4. nineteen ninety-eight

2000

5. two thousand

How to say years

- 1900 = nineteen hundred
- 1901 = nineteen oh one
- 2001 = two thousand and one
- 2010 = two thousand ten
- 1980–1989 = the (nineteen) eighties
- 1901–2000 = the twentieth century
- 2001–2100 = the twenty-first century

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

1967 1976
2001 2021

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

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

D **GRAMMAR.** The past tense of be

I }
He } **was** at home last night.
She }

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

We }
You } **were** colleagues in 1995.
They }

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

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

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

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



E Complete the sentences. Write was or were.

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

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

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

CONVERSATION • Talk about the past.

1. MODEL. Read and listen.

Terri: Where were you last night?

Ruth: When?

Terri: At about 8:00.

Ruth: I was at home. Why?

Terri: There was a great party at the Pike Museum.

Ruth: There was? Too bad I wasn't there!

2. Rhythm and intonation practice

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

A: Where were you _____?

B: When?

A: At _____.

B: I was _____. Why?

A: There was _____ at _____.

B: _____.



at the Drama School



at Smith Stadium



at Brown Park

Discuss Past Activities

A GRAMMAR. The simple past tense

Regular verbs

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

call → called

like → liked

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

Irregular verbs

🔊 Learn these irregular past tense forms.

come → **came**

have → **had**

take → **took**

do → **did**

make → **made**

wake → **woke**

drive → **drove**

put → **put**

wear → **wore**

eat → **ate**

read → **read**

write → **wrote**

get → **got**

ride → **rode**

go → **went**

see → **saw**

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

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

But remember:
study → studied
shop → shopped

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

1. /d/

played = play/d/

listened = listen/d/

exercised = exercise/d/

2. /t/

liked = like/t/

washed = wash/t/

shopped = shop/t/

3. /ɪd/

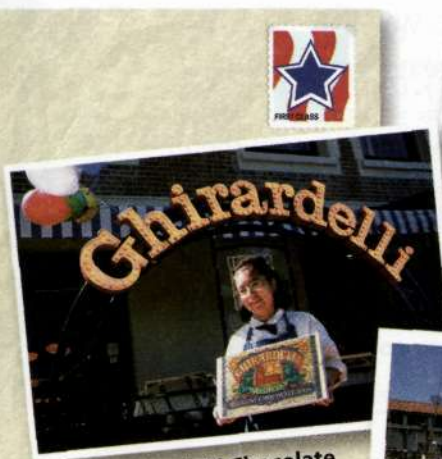
wanted = want/ɪd/

needed = need/ɪd/

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

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

Thinking of you!
George



Ghirardelli Chocolate



a cable car



Fisherman's Wharf

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

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

E **VOCABULARY.** Weekend activities.
Listen and practice.



1. go to the beach



2. go running



3. go bike riding



4. go for a walk



5. go swimming



6. go for a drive

VOCABULARY BOOSTER See page V7 for more.

CONVERSATION • Discuss past activities.

1. MODEL. Read and listen.

Hugo: Hi, Saul. How's it going?

Saul: Pretty good, thanks.

Hugo: What did you do last weekend?

Saul: Not much. I went running in the park on Saturday. What about you?

Hugo: About the same. I played soccer and went to a movie.

2. Rhythm and intonation practice

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

A: Hi, _____. How's it going?

B: _____.

A: What did you do _____?

B: Not much. I _____. What about you?

A: _____.

Continue in your own way ...



NEED HELP? Here's language you already know:

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



3

Ask about a Vacation

A **VOCABULARY.** Seasons. Listen and practice.



1. spring



2. summer



3. fall / autumn



4. winter

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

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

C **GRAMMAR.** The simple past tense: questions

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

Yes / no questions

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

Short answers

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

Information questions

What did you **do** last summer?

Where did she **go** last winter?

Who did they **see** yesterday?

When did he **come** home last night?

How many eggs **did** you **eat** this morning?

How often did you **go** swimming last week?

D **Complete the questions in the simple past tense.**

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



PAIR WORK. Ask your partner questions about past activities.

“ Did you exercise last weekend? ”

CONVERSATION • Ask about a vacation.

1. MODEL. Read and listen.

Brian: You look great. Were you on vacation?

Naomi: Yes, I was. I just got back last week.

Brian: Where did you go?

Naomi: I went to London for two weeks.

Brian: No kidding. How was it?

Naomi: Really nice.

Brian: Well, it's great to see you.
Welcome back.

Naomi: Thanks.



2. Rhythm and intonation practice

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

A: You look _____. Were you on vacation?

B: _____. I just got back _____.

A: Where did you go?

B: _____.

A: _____. How was it?

B: _____.

Continue in your own way ...

Positive and negative descriptions



Really nice.
Great.
Wonderful.



Not good.
Terrible.
Awful.



Rome



London



Rio de Janeiro



Moscow



Hong Kong



Hawaii



Istanbul

TOP NOTCH ACTIVITIES

World's Top 10 Tourism Destinations

1 France	6 United Kingdom
2 Spain	7 Russian Federation
3 United States	8 Mexico
4 Italy	9 Canada
5 China	10 Austria

Source: World Tourism Organization (WTO)®

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

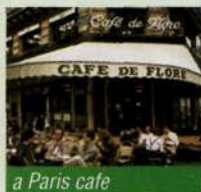
Where Did You Go on Vacation?



Luz Rodriguez

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

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



a Paris cafe



the Louvre



the Eiffel Tower



sunset in Cancun



Tulum



snorkeling



Yoko Mia Hirano

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

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



John Barnes

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

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



a Hong Kong ferry



dim sum

Source: Authentic Top Notch interviews

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

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

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

“Me? I really want to go to Austria.”

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

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

TOP NOTCH SONG
“My Favorite Day”
Lyrics on last book page.

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

UNIT WRAP-UP

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

Last Saturday

Last Weekend



Last Vacation

Last Vacation



Now I can...

- ☐ talk about the past.
- ☐ discuss past activities.
- ☐ ask about a vacation.

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

Appearance and Health

1

Describe People

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

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



7. dark

8. light



9. straight

10. wavy

11. curly

12. short

13. long



14. a mustache

15. a beard

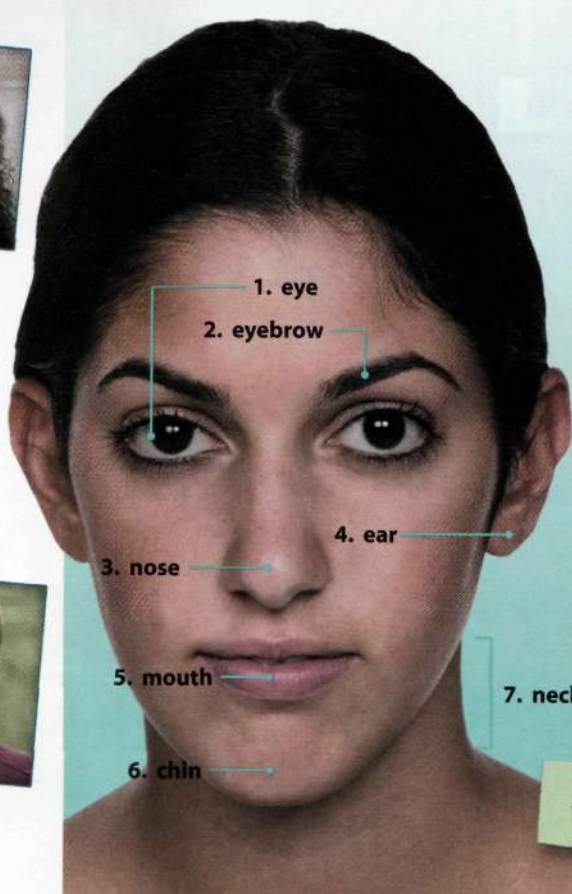


16. bald

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



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



1. eye

2. eyebrow

3. nose

4. ear

5. mouth

6. chin



8. brown eyes



9. blue eyes



10. green eyes



11. eyelashes



12. tooth

13. tongue

7. neck

one tooth → two teeth



D GRAMMAR. Use of adjectives for physical description

With be

My eyes are blue.

Our hair is blonde.

Her eyelashes are long and dark.

With have

OR I have blue eyes.

OR We have blonde hair.

OR She has long, dark eyelashes.

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

1. My sister's hair _____ long and wavy.

2. Paul's brother _____ curly, black hair.

3. My grandfather _____ a short, gray beard.

4. Her eyes _____ very beautiful.

5. Your sister's hair _____ so long!

6. We _____ straight, black hair.

CONVERSATION • Describe people.

1. MODEL. Read and listen.

Max: Who's that? She looks familiar.

Diane: Who?

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

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

Max: No kidding!

2. Rhythm and intonation practice

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

A: Who's that? _____ looks familiar.

B: Who?

A: The _____ with _____.

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

A: No kidding!

Daniela Mercury
singer (Brazil)



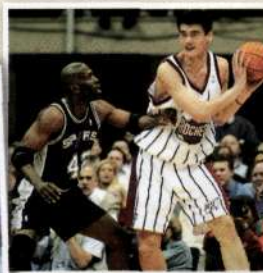
Chow Yun Fat
actor (Hong Kong)



Andrea Bocelli
singer (Italy)



Luis Miguel
singer (Mexico)



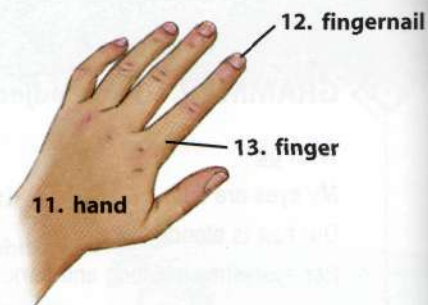
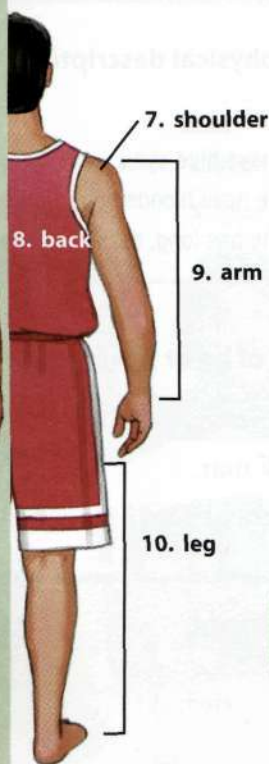
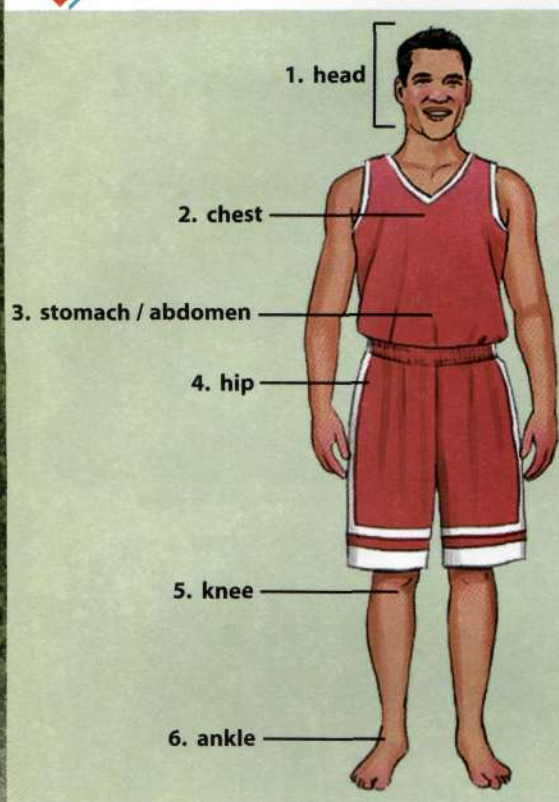
Yao Ming
athlete (China)



Juliette Binoche
actress (France)

Show Concern about an Injury

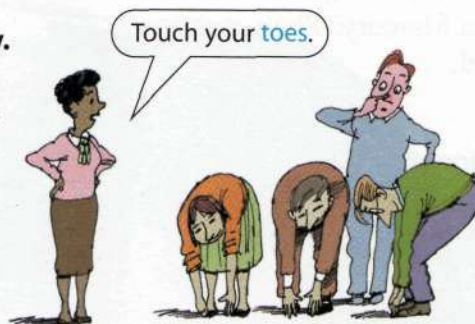
A **VOCABULARY.** Parts of the body. Listen and practice.



one foot → two feet

VOCABULARY BOOSTER See page V8 for more.

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



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

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



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



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

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

4. He _____.
5. She _____.

CONVERSATION • Show concern about an injury.

1. MODEL. Read and listen.

Kate: Hey, Evan. What happened?

Evan: I broke my ankle.

Kate: I'm sorry to hear that.

2. Rhythm and intonation practice

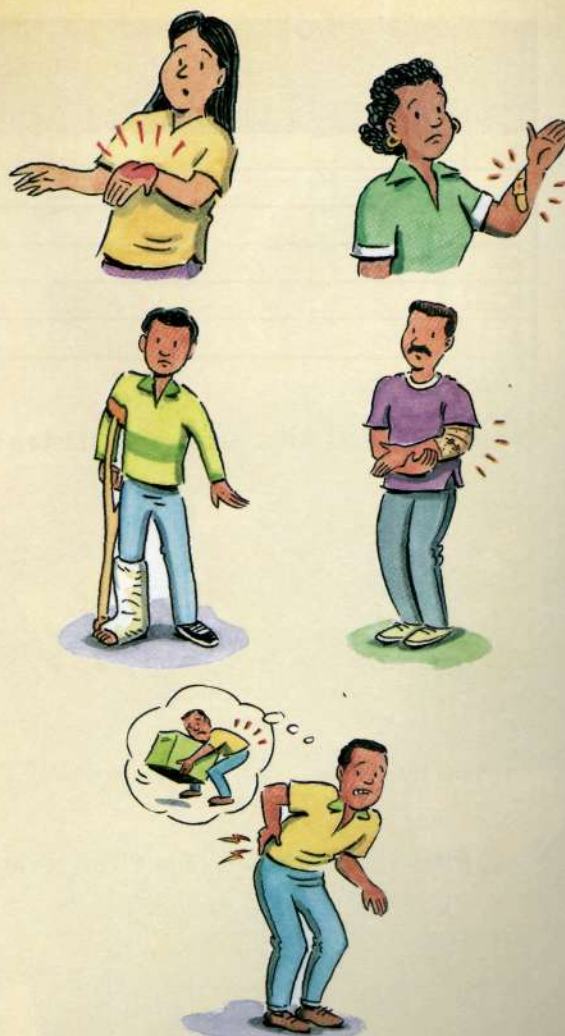


3. PAIR WORK. Now role-play the conversation. Use the pictures for ideas.

A: Hey, _____. What happened?

B: I _____.

A: I'm sorry to hear that.



Suggest a Remedy

A VOCABULARY. Ailments. Listen and practice.



1. a headache



2. a stomachache



3. an earache



4. a backache



5. a toothache



6. a cold



7. a sore throat



8. a fever



9. a cough



10. a runny nose

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

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

C VOCABULARY. Remedies. Listen and practice.



1. take something



2. lie down



3. have some tea



4. see a doctor / dentist

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

1. /u/
tooth
blue
June

2. /ʊ/
foot
good
look

3. /oʊ/
nose
toe
cold

4. /ɔ/
cough
awful
daughter

5. /ɑ/
blonde
hot
doctor

E GRAMMAR. Should for advice

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

Questions

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

Answers

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

I have a bad headache.



You should take something.



He has a fever.



He shouldn't go to school today.



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

1. "I have a terrible backache."

YOU You should lie down.

4. "My mother has a bad cough."

YOU _____.

2. "I don't feel so good. I think I have a fever."

YOU _____.

5. "My son has a stomachache. He feels awful!"

YOU _____.

3. "Oh, my mouth! What a toothache!"

YOU _____.

6. "I feel terrible. I have a sore throat."

YOU _____.

CONVERSATION • Suggest a remedy.

1. MODEL. Read and listen.

Bill: I feel awful.

Sally: What's wrong?

Bill: I have a headache.

Sally: You really should take something.

Bill: Good idea.

Sally: I hope you feel better.

2. Rhythm and intonation practice

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

B: I feel _____.

A: What's wrong?

B: _____.

A: You really _____.

B: _____.

A: I hope you feel better.

NEED HELP? Here's language you already know:

awful
terrible
bad

Good idea.
Thanks.
OK.



TOP NOTCH ACTIVITIES

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



Gerard Depardieu
actor



Zhang Ziyi
actress



Caetano Veloso
singer



Rob Reiner
film director



Julia Roberts
actress

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

4. He's handsome and has wavy, black hair.
His eyes are brown. He's wearing a blue shirt.
name _____

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

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

3. He has blue eyes and a gray beard.
His eyebrows are brown. He's bald.
He's wearing a tie and a blue shirt.
name _____

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

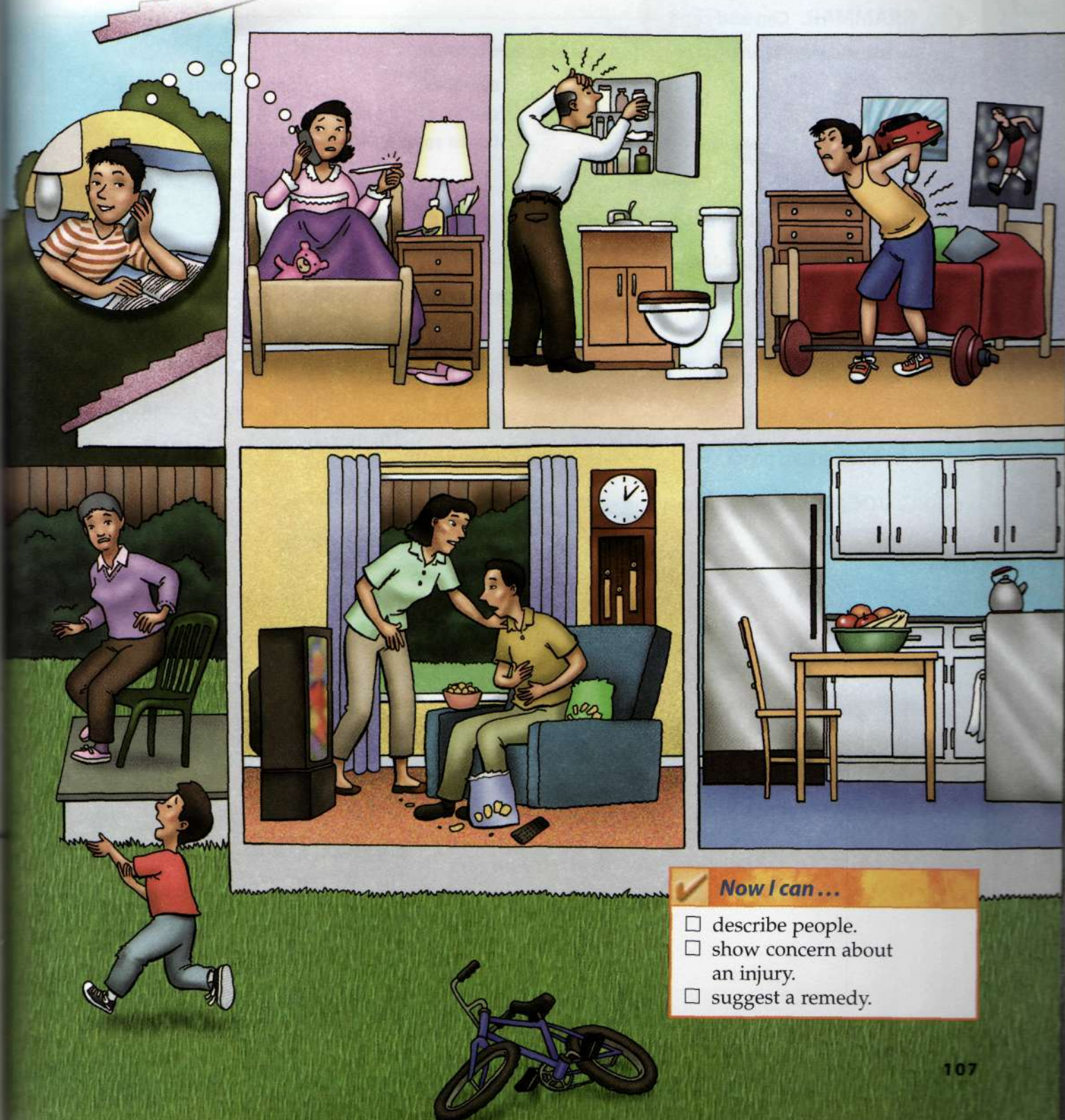
She's short and very good-looking. She has long hair and
brown eyes. She's wearing a white blouse and a blue skirt.

TOP NOTCH WEBSITE

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

UNIT WRAP-UP

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



✓ **Now I can ...**

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

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

Abilities and Requests

1

Discuss Abilities

A GRAMMAR. Can and can't

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



She **can** play the guitar.



He **can't** cook.

Questions

- Can you **play** the guitar?
Can he **speak** English?

Short answers

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

can not → cannot → can't

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

/kən/

1. I **can** play the guitar.
2. I **can** speak English.
3. I **can** make pasta.

/kænt/

1. I **can't** play the piano.
1. I **can't** speak Italian.
1. I **can't** make soup.

C VOCABULARY. Abilities and skills. Listen and practice.



1. sew



2. knit



3. paint



4. draw



5. dance



6. swim



7. drive



8. play the violin



9. ski



10. fix a car

VOCABULARY BOOSTER See page V8 for more.

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

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

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



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



1. Tom sings { well.
beautifully.
nicely.



2. Ryan sings { badly.
poorly.
terribly.

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

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

1. A: _____ you _____ a car?
B: Yes, I _____. But I don't drive well.
2. A: _____ John _____ well?
B: Yes, he _____. He swims nicely.
3. A: _____ your brother _____?
B: No. He _____ cook at all.
4. A: _____ Gloria _____ English well?
B: Yes. She speaks English well.
5. A: _____ your grandmother _____?
B: Yes. She knits beautifully.
6. A: _____ you _____ the guitar?
B: No, I _____. I play very badly.

CONVERSATION • Discuss abilities.

1. MODEL. Read and listen.

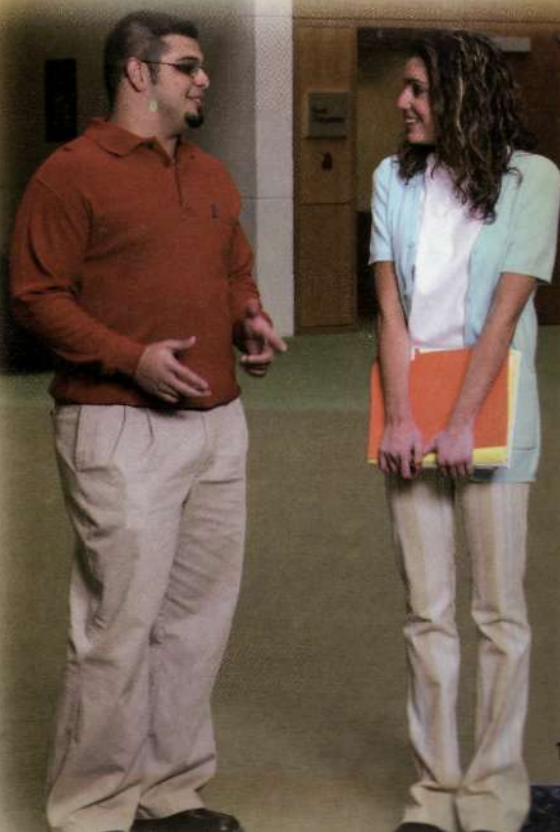
Gene: Can you swim?
Amy: No. Can you?
Gene: Yes. I swim very well.
Amy: When did you learn?
Gene: When I was about eight.
Amy: Was it hard?
Gene: Not at all!

2. Rhythm and intonation practice

3. PAIR WORK. Now exchange real information.

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

Continue in your own way ...



Decline an Invitation

A GRAMMAR. Too + adjective

Use too with an adjective to express a problem.



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



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



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

B Write sentences with too and an adjective.

1. I can't eat this soup.

It's too hot



4. She can't wear those pants.



2. She can't buy those shoes.



5. He doesn't want that shirt.



3. I don't want this sofa.



6. She can't go swimming today.



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



1. I'm too busy.



2. I don't feel well.



3. It's too late.



4. I have other plans.

CONVERSATION • Decline an invitation.

1. MODEL. Read and listen.

Carl: Let's go to the movies.

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

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

2. Rhythm and intonation practice

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

A: Let's _____.

B: I'm really sorry. _____.

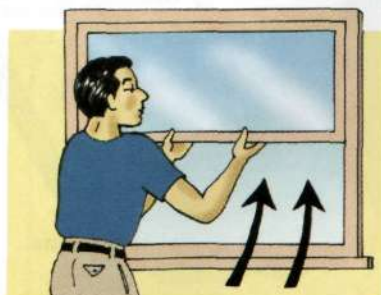
A: _____. Maybe some other time.



Request Help or Permission



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



1. Could you please open the window?



2. Could you please close the door?



3. Could you please turn on the light?



4. Could you please turn off the TV?



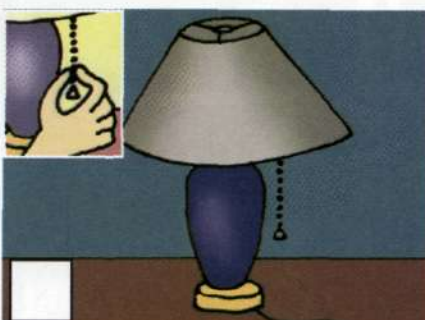
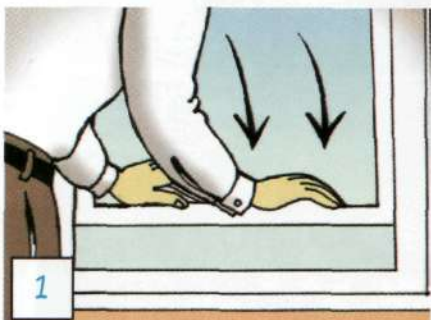
5. Could you please help me?



6. Could you please hand me my glasses?



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



G GRAMMAR. Requests with Could or Can

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

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

Use please to make a request more polite.

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

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

Can I please open the window?

Sure. No problem.

Could we watch TV?

No, not now. Sorry.

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

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

CONVERSATION • Request help.

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

Tina: Could you do me a favor?

Roger: Sure. What?

Tina: Could you please close the window?

Roger: No problem.

2. **Rhythm and intonation practice**

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

A: Could you do me a favor?

B: _____. What?

A: Could you please _____?

B: _____.

NEED HELP? Here's language you already know:

Possible responses

Sure. No problem.

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



A READING. Read and listen.

From infant to toddler . . .

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



lying sitting crawling walking

Between 1 and 3 months the baby can:

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



- roll over



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

Between 3 and 6 months the baby can:

- sit with help



- see an object and reach for it

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

Between 6 and 12 months the baby can:



- crawl and stand



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

Between 1 and 2 years the baby can:



- feed herself



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

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

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

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

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

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

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

UNIT WRAP-UP

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

Apartment 3A



Apartment 2C



Apartment 1A



✓ **Now I can ...**

- ☐ discuss abilities.
- ☐ decline an invitation.
- ☐ request help or permission.

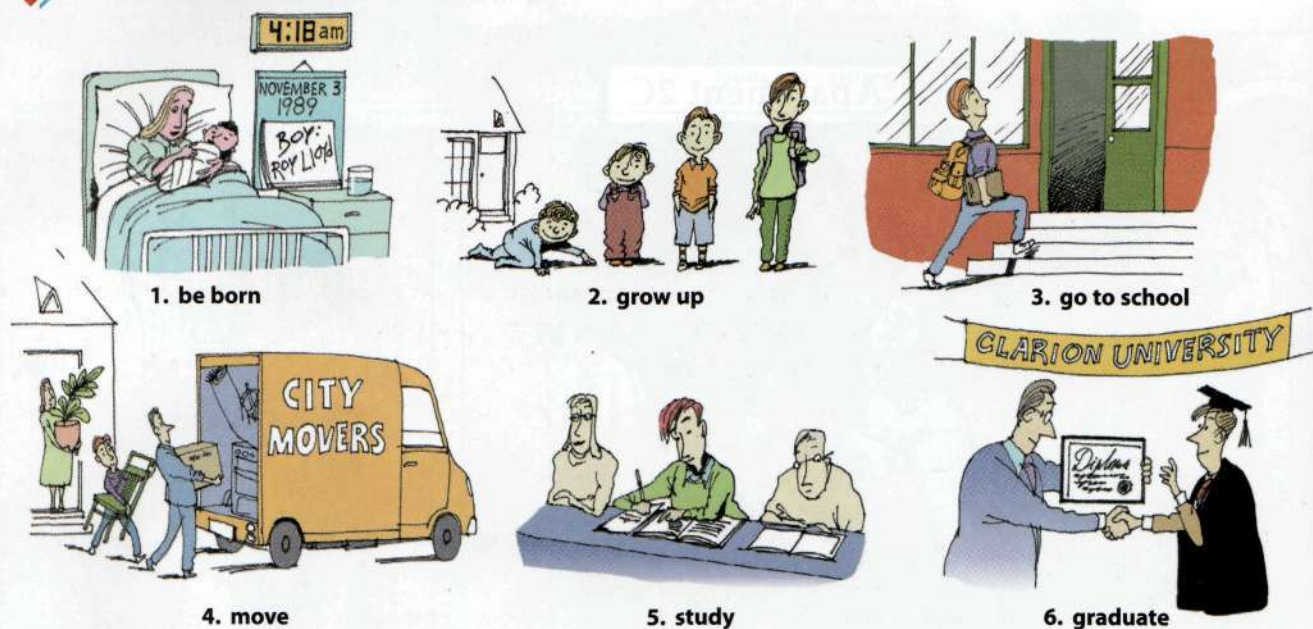
- 1 Get to know someone's life story
- 2 Announce good news and bad news
- 3 Ask about free-time activities

Past, Present, and Future Plans

1

Get to Know Someone's Life Story

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



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

1. ☐ Miyuki Sato was born in Japan.
2. ☐ Her father worked in Peru.
3. ☐ She grew up in Peru.
4. ☐ Miyuki speaks Chinese.
5. ☐ The family never moved to Japan.

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

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

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

1. /aɪ/
die
I
time
tie

2. /aʊ/
how
house
noun
town

3. /ɔɪ/
boy
Roy
oil
boil





E VOCABULARY. Academic subjects.
Listen and practice.



1. architecture



2. medicine



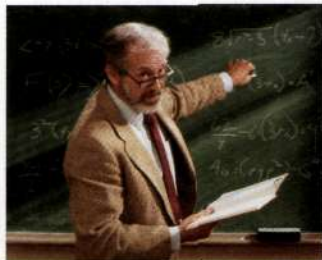
3. psychology



4. business



5. education



6. mathematics / math



7. science



8. nursing



9. engineering



10. law

CONVERSATION • Get to know
someone's life story.



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

Elena: Where were you born?

Sam: In New York.

Elena: And did you grow up there?

Sam: Yes, I did. And you?

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

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

Elena: My parents are Canadian.

2. **Rhythm and intonation practice**

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

A: Where were you born?

B: In _____.

Continue in your own way ...

NEED HELP? Here's language
you already know:

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

Announce Good News and Bad News

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



1. get married



2. get divorced



3. have children



4. live happily ever after



5. die

B **GRAMMAR.** Would like

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

I'd like to study architecture.

I would like → I'd like

Would you like to have children?

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

What **would he like to study**?

Chinese.

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

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

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

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

Scoring: Give yourself 1 point for each check mark.

0-5 points: Time to do something new!

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

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

MYSELF Magazine



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

E

GRAMMAR. Be going to for the future

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

He's **going to move** to Italy.

Are you going to study architecture?

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

Who's going to graduate tomorrow?

Jeannette.

When **are you going to have** children?

I don't know.

F

Write questions or statements with be going to.

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

CONVERSATION • Announce good news and bad news.**1. MODEL. Read and listen.**

Tom: Hi, Scott. What's new?

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

Tom: Congratulations!

Scott: Thanks.

2. Rhythm and intonation practice**3. PAIR WORK. Now role-play a conversation about good news or bad news.**

A: Hi, _____. What's new?

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

A: _____ ...

Continue in your own way ...

Responses to good news

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

Responses to bad news

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



Ask about Free-time Activities

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



1. travel



2. go camping



3. go fishing



4. relax



5. hang out with friends



6. sleep late



7. do nothing

Also remember

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

VOCABULARY BOOSTER See page V9 for more.

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

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

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

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

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

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

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

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

D Complete the conditional sentences.

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

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

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

CONVERSATION • Ask about free-time activities.

1. MODEL. Read and listen.

Pam: What do you like to do in your free time?

Katy: Well, I like to hang out with friends.

Pam: So, are you going to do that this weekend?

Katy: Maybe.

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

A: What do you like to do in your free time?

B: Well, I like to _____.

A: So, are you going to do that _____?

B: _____.



2. Rhythm and intonation practice

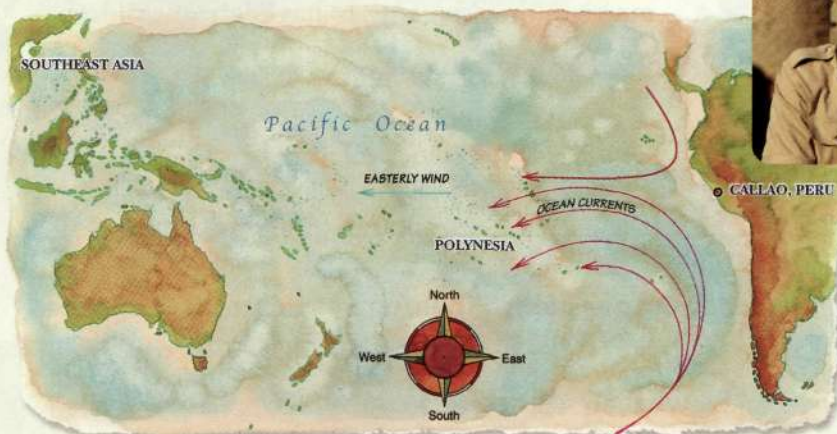
TOP NOTCH ACTIVITIES

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

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

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

Thor Heyerdahl, Explorer



Thor Heyerdahl



The Kon-Tiki

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

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

He thought the first Polynesians had come from the east.

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

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

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

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

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

UNIT WRAP-UP

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

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

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

June 24, 1991 Chicago, Illinois
33 Riverside Drive

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

Today
CHEMCARE LABS
K. Rudy

Future
Katherine & Peter JUST MARRIED

Future
Future family scene

Now I can ...

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

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

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

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

“Jack gets up at 7:00 every day.”

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

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

PAIR WORK • Exchange real information about your typical day.

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



Ideas









Talk about:

- household chores
- daily activities
- weekdays / weekends

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

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

G Write the activity. Use the present continuous.

- | | | | |
|--|---------------------|---|-------|
| 1.  | <u>He's shaving</u> | 5.  | _____ |
| 2.  | _____ | 6.  | _____ |
| 3.  | _____ | 7.  | _____ |
| 4.  | _____ | 8.  | _____ |

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

- | | | |
|--|-------------------------------|-----------------------------------|
| 1. "How often do you walk to work?" | a. Three times a week. | b. Yes, I walk to work. |
| 2. "What are you doing this weekend?" | a. I go to the park. | b. I'm not sure. |
| 3. "Want to get together?" | a. No wonder I never see you. | b. Sorry, I can't. I'm too busy. |
| 4. "Please pass the butter." | a. Here you go. | b. Actually, I don't like butter. |
| 5. "Can you play the guitar?" | a. No, I can't. | b. I can't. I'm a morning person. |
| 6. "Could you please hand me that book?" | a. Maybe some other time. | b. Sure. |

7. "My daughter's going to get married."

a. I'm sorry. I'm too busy.

b. That's great!

8. "Should I call you back later?"

a. Yes, please. I'm feeding the kids. b. I can't. I'm making lunch.


9. "What's wrong?"

a. I have a terrible cold.

b. You should take something.



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


1.  What's your typical week like?
YOU _____


6.  I burned my hand.
YOU _____


2.  Hi. Long time no see.
YOU _____


7.  I hope you feel better.
YOU _____

3.  What's the weather like today?
YOU _____

8.  Could you please close the window?
YOU _____

4.  How often do you watch TV?
YOU _____

9.  Where were you born?
YOU _____

5.  I'm going to the movies. Would you like to join me?
YOU _____

10.  What do you like to do in your free time?
YOU _____

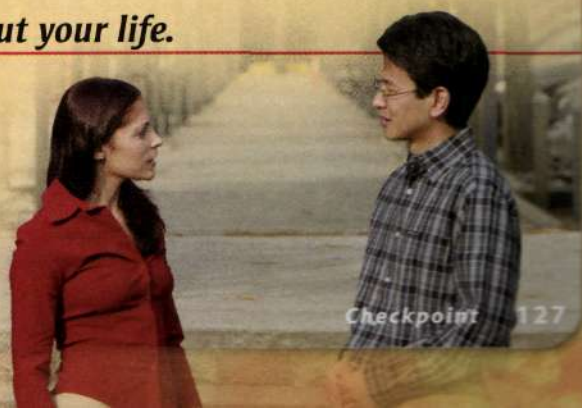
PAIR WORK • Exchange real information about your life.



Ideas

Ask:

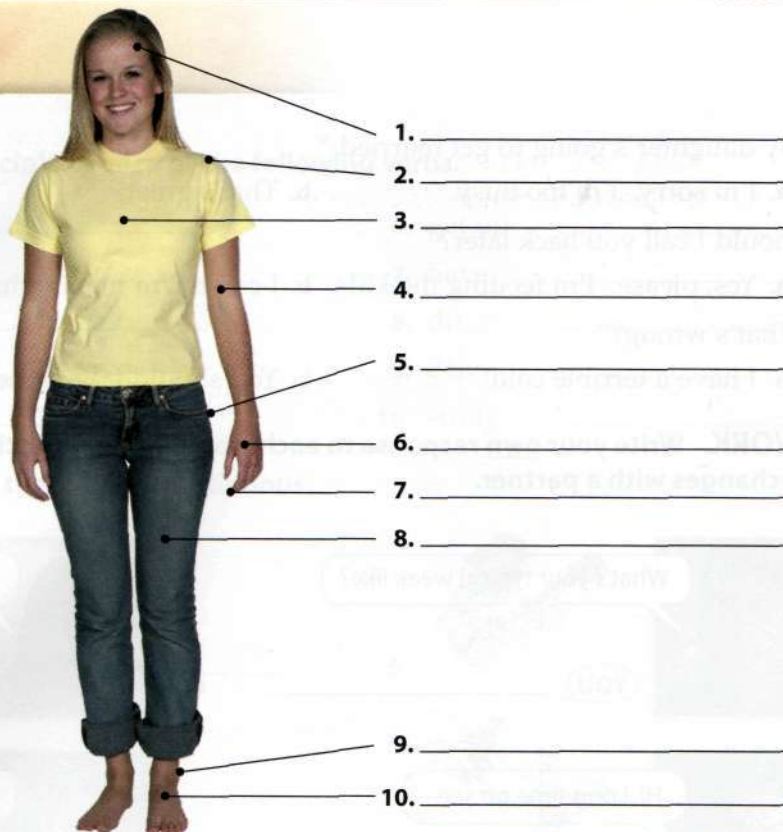
- When were you born?
- Where were you born?
- Where did you grow up?
- What did you study? OR What are you studying now?





Label the parts of the body.

head
finger
chest
ankle
arm
foot
hip
leg
shoulder
hand



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

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



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

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



Write the name of each container.

1.



a _____ of soda

3.



a _____ of potatoes

2.



a _____ of tea

4.



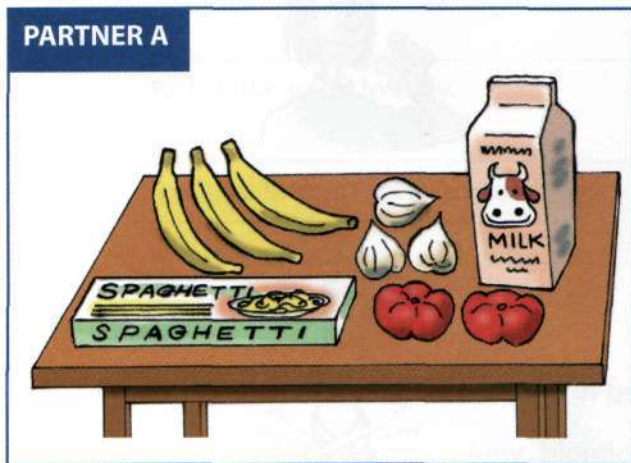
a _____ of juice

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

“Are there any apples on your table?”

“No, there aren’t.”

PARTNER A



PARTNER B

Write the ingredients for a recipe you know.

Recipe: _____

Ingredients: _____

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

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

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

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



Ideas

- move
- graduate
- have children
- get married





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



1. You should take something



4. _____



2. _____



5. _____



3. _____



6. _____



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

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



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

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



Write a question for each response.

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



Complete each sentence with a form of be or have.

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



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

I am tall. I have straight, brown hair.

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



Ideas

Ask:

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



Alphabetical word list

This is an alphabetical list of all productive vocabulary in the **Top Notch Fundamentals** units. The numbers refer to the page on which the word first appears or is defined. When a word has two meanings, both are in the list.

- A**
a 4
a lot of 54
A.M. 36
abdomen 102
ability 109
academic subject 117
across 20
across from 52
across the street 20
activity 68
actor 6
actress 18
actually 49
add 90
address 16
affirmative 4
after 68
afternoon 41
ago 92
ailment 104
airport 24
alphabet 8
always 72
an 4
ankle 102
any 84
apartment 52
apple 84
appliance 56
April 40
architect 4
architecture 117
arm 102
around the corner 20
around the corner from 52
article 4
artist 4
at 41
athlete 6
August 40
autumn 96
awful 57
- B**
back 102
backache 104
badly 109
bag 87
balcony 52
bald 100
ball 74
banana 84
bank 20
banker 4
baseball 42
- base form 94
bath 68
bathroom 54
bathtub 56
be 4
be going to 119
beach 95
beans 84
beard 100
beautiful 48
beautifully 109
bed 56
bedroom 54
before 68
better 105
between 52
bike riding 95
birth 116
birthday 40
black 48
blonde 100
blouse 44
blue 48
boat 98
body 102
boil 90
bookcase 56
bookstore 20
born 116
boss 12
bottle 87
bowl 90
box 87
bread 86
break 102
breakfast 68
brother 28
brown 48
brush 68
building 52
burn 102
bus 22
bus station 22
business 117
busy 71
butter 86
- C**
cabbage 90
cabinet 56
calendar 39
camping 120
can *n.* 87
can *v.* 108
can't 108
car 108
cell phone 17
- chair 56
check *v.* 70
cheese 86
chef 6
chest 102
chicken 86
child 28
childhood 116
chin 100
chop 90
chore 70
city, cities 36
class 37
classmate 12
clean *adj.* 48
clean *v.* 70
close 112
closet 54
clothes 44
cloudy 76
coffee 86
cold 76
colleague 12
color 48
comb 68
come 69
come home 68
common noun 9
community 20
computer 56
concert 38
congratulations 119
container 87
contraction 4
convenience store 20
cook 90
cool 76
corner 20
cough 104
could 112
count noun 84
crawl 114
cup 90
curly 100
cut 102
cute 32
- D**
daily 68
dance 108
dancing 73
dark 100
date 40
daughter 28
day 38
day after tomorrow 80
- December 40
definitely 69
dentist 104
describe 32
descriptive adjective 48
desk 56
die 118
dining room 54
dinner 73
directions 20
dirty 48
dish 70
divorced 118
do 70
doctor 4
door 52
down 20
downstairs 54
down the street 20
drain 90
draw 108
dress 44
dressed 68
dresser 56
drink 86
drive *n.* 95
drive *v.* 24
- E**
ear 100
earache 104
early 37
easy chair 56
eat 68
education 117
egg 84
elevator 52
e-mail 70
engineer 4
engineering 117
evening 41
evening person 69
event 38
every 70
every day 70
exercise 70
expensive 110
explorer 122
eye 100
eyebrow 100
eyelash 100
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Social language list

Welcome to Top Notch!

Hi.
 Hello.
 I'm [Martin].
 Nice to meet you [too].
 Glad to meet you.
 It's a pleasure to meet you.
 Good morning.
 Good afternoon.
 Good evening.

How's everything?
 How's it going?
 How are you?
 [I'm] fine, thanks.
 Great.
 Not bad.
 So-so.
 And you?
 I'm fine.

Good-bye.
 Bye-bye.
 See you later.
 Take care.
 Good night.
 See you tomorrow.
 OK.

Unit 1

What do you do?
 I'm [a banker].
 And you?
 Excuse me. (to initiate a conversation)
 Are you [Marie]?

No, I'm not. / Yes, I am.
 Right over there.
 Thank you.
 You're welcome.
 Hello.

I'm [John Bello].
 Excuse me? (to ask someone to repeat)
 How do you spell that?

Unit 2

[Tom], this is [Paula].
 [Paula]'s my [classmate].
 What's your [last name], please?

And your [first name]?
 My [first name]? (to ask for clarification)
 What's your phone number?

That's right.

Unit 3

Where's [the bookstore]?
It's [down the street].
Is there a [bank] near here?
Yes.
There's a [bank] [down the street].

How do I get to the [train station]?
Turn [right] at the corner.
Go straight.
Go to the corner of [Main Street] and
[Park Avenue].

Go [two] blocks and turn [left].
No problem.
Don't [walk].
Take [the bus].

Unit 4

Who's that?
That's [my father].
And who are [they]?
[They're] my [sisters], [Julie] and [Trish].

I have [one brother] and [two sisters].
Really?
How old [is] your [brother]?
Tell me about [your father].

Well, [he]'s a [doctor].
[He]'s very [tall].
And how about [your mother]?

Unit 5

What time is it?
It's [one o'clock].
What time is [English class]?
Uh-oh. (to express dismay)
Am I late?
No, you're not.
Don't worry.

You're on time.
What day is the [party]?
There's a [play] on [Tuesday].
Would you like to go?
Sounds great.
What time?
OK. (to express willingness)

Let's meet at [a quarter to seven].
When's [your birthday]?
On [July 15th].
When's yours?
My birthday's in [November].

Unit 6

I like that [dress].
Do you like this [sweater]?
Yes, I do. / No, I don't.

Actually, I think [it's] [very nice].
Let's go shopping.
What do you need?

I need [a tie] and [a new suit].
Is that all?

Unit 7

I [study] at [the Park School].
Where's that?
On [Second Street].
Near [the mall].
Do you live nearby?
What about you?

Me?
I [work] at [Peter's Restaurant].
Do you live in a house or an apartment?
What's it like?
Well, there are [three bedrooms] and
[a large kitchen].

Sounds nice.
Look at that [easy chair].
What do you think?
You do?
Definitely.
I'm not sure.

Unit 8

Are you a morning person or an evening
person?
I'm definitely [an evening person].
Why do you say that?
I get up [after ten].

I go to bed [after two].
What's your typical [week] like?
On [Mondays] and [Wednesdays] I [go
to school].
Sounds like you're pretty busy.

Long time no see.
Do you always [take the bus]?
I usually [walk].
No wonder I never see you!

Unit 9

What's the weather like?
I'm calling from [San Francisco].
How's the weather in [Buenos Aires]?
Awful.
No kidding.
It's [hot and sunny] here.
Hello? (to answer the telephone)

This is [Laura].
What are you doing?
Should I call you back later?
Talk to you later.
Bye.
So, what are you doing [this weekend]?
If the weather is [good], I'm [meeting
Andrea in the park].

Do you want to get together [on
Sunday]?
I'm not doing anything special.
Sure. (to express willingness)
Call me [Sunday morning].

Unit 10

How about some [tomato potato soup]?
That sounds [delicious]!
I love [tomatoes].
[Are] there any [potatoes] [on the shelf]?
Do we have any [tomatoes]?
I'll check.

Would you like [coffee] or [tea]?
I'd like [coffee], please.
No, thanks.
Please pass the [butter].
Here you go.
Hey, [Alison].

Would you like to join me?
What are you [drinking]?
Mmm.
I think I'd like [the same thing].

Unit 11

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

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

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

Unit 12

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

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

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

Unit 13

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

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

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

Unit 14

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

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

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

Countries and nationalities

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

Numbers 100 to 1,000,000,000

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

Verb list

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

base form	simple past	page	base form	simple past	page	base form	simple past	page
be	was / were	4	get	got	68	play	played	70
ride	rode	95	go	went	22	put	put	90
break	broke	102	graduate	graduated	116	read	read	70
brush	brushed	68	grow	grew	116	relax	relaxed	120
burn	burned	102	hand	handed	112	ride	rode	94
can	could	108	hang out	hung out	120	see	saw	94
check	checked	70	have	had	30	sew	sewed	108
clean	cleaned	70	help	helped	112	shave	shaved	68
close	closed	112	hurt	hurt	102	ski	skied	108
comb	combed	68	knit	knitted	108	sleep	slept	120
come	came	69	laugh	laughed	114	spell	spelled	9
cut	cut	102	lie	lay	104	study	studied	116
dance	danced	108	like	liked	45	swim	swam	108
die	died	118	listen	listened	70	take	took	24
do	did	70	live	lived	118	travel	traveled	120
draw	drew	108	make	made	73	turn	turned	22
drive	drove	24	move	moved	116	wake	woke	94
eat	ate	68	mow	mowed	74	walk	walked	24
exercise	exercised	70	need	needed	46	want	wanted	46
fall	fell	102	open	opened	112	wash	washed	70
feed	fed	79	paint	painted	108	watch	watched	68
feel	felt	105	pass	passed	87	wear	wore	94
fix	fixed	108	pick up	picked up	114	write	wrote	94

Pronunciation table

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

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

VOCABULARY BOOSTER

UNIT 1

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

UNIT 2

More relationships

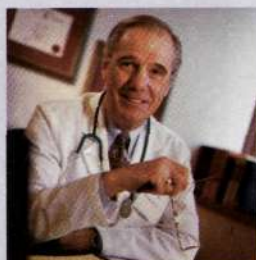


1. a supervisor
2. an employee

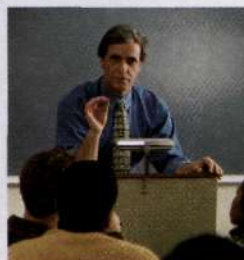


3. a teammate

More titles



1. Doctor [Smith]
OR Dr. [Smith]



2. Professor [Brown]



3. Captain [Jones]

UNIT 3

🔊 More places in the community



1. a clothing store



2. an electronics store



3. a fire station



4. a police station



5. a shoe store



6. a toy store



7. a video store



8. a dry cleaners



9. a gas station



10. a hotel



11. a supermarket

UNIT 4

🔊 More adjectives to describe people



1. slim / thin



2. muscular



3. heavy

UNIT 5

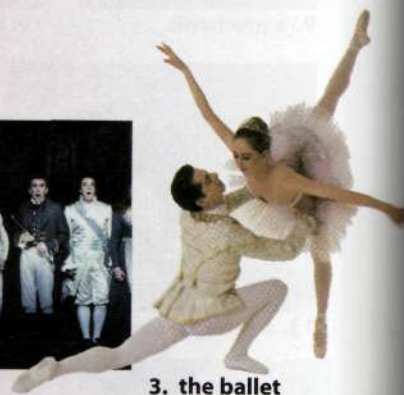
🔊 More events



1. an exhibition



2. the opera



3. the ballet



4. a football game



5. a volleyball game



6. a baseball game

UNIT 6

More clothes



1. bathing suits / swimsuits



2. a bathrobe



3. boots



4. a coat



5. a hat



8. a nightgown



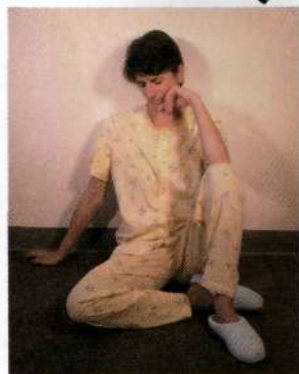
9. a raincoat
10. an umbrella



6. a shirt
7. jeans



11. sandals



12. pajamas



13. a T-shirt
14. shorts



15. socks



17. underwear

16. pantyhose

UNIT 7

More home and office vocabulary



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



4. an intercom



5. a doorbell



6. a fire escape



7. a pillow



- 8. a blanket
- 9. a sheet



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



- 13. a shower curtain
- 14. a bath mat



15. towels



16. a faucet



- 17. a burner
- 18. an oven



19. a dishwasher



20. a coffee maker



21. a ladle
22. a pot



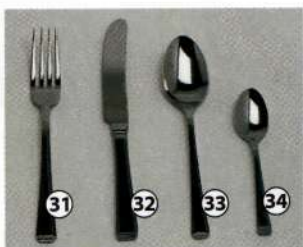
23. a food processor



24. a napkin
25. a place mat
26. a glass



27. a bowl
28. a plate
29. a cup
30. a saucer



31. a fork
32. a knife
33. a tablespoon / a soup spoon
34. a teaspoon



35. a filing cabinet



36. a fax machine

UNIT 8

More household chores



1. dust



2. sweep



3. mop



4. vacuum

UNIT 9

More weather



1. a thunderstorm



2. a snowstorm



3. a hurricane



4. a tornado

UNIT 10

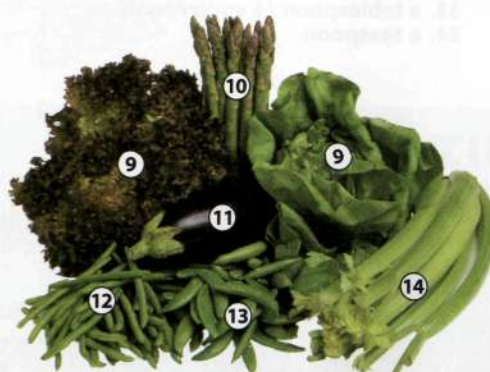
More vegetables



1. carrots
2. cabbage
3. broccoli
4. cauliflower
5. leeks
6. cucumbers
7. brussels sprouts



8. corn

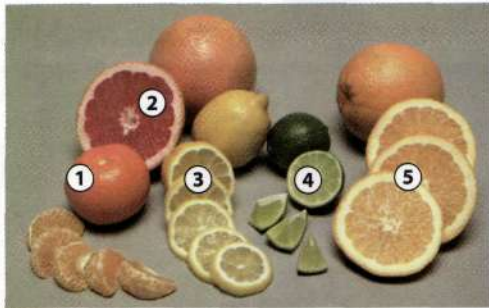


9. lettuce
10. asparagus
11. an eggplant
12. beans
13. peas
14. celery

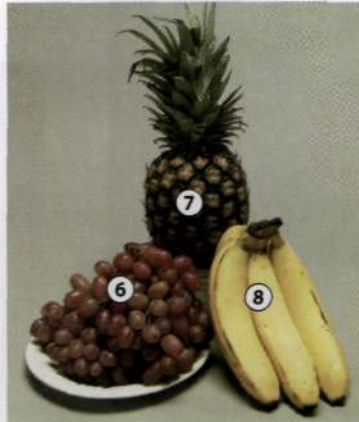


15. garlic

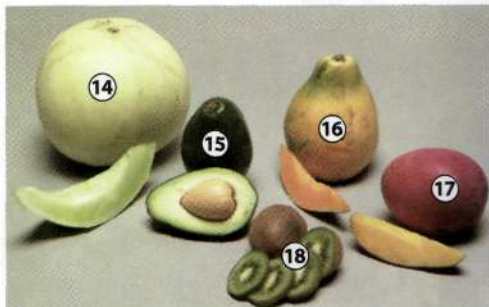
More fruits



1. a tangerine
2. a grapefruit
3. a lemon
4. a lime
5. an orange



6. grapes
7. a pineapple
8. bananas



14. a honeydew melon
15. an avocado
16. a papaya
17. a mango
18. a kiwi



19. a watermelon



9. a pear



10. apricots



11. peaches



12. strawberries



13. raspberries



20. raisins
21. figs
22. prunes
23. dates

UNIT 11

More weekend activities



1. go horseback riding



2. go sailing



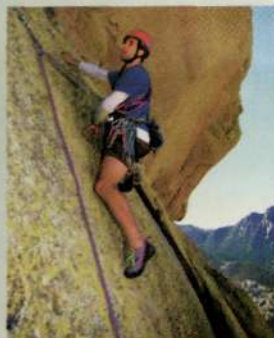
3. play golf



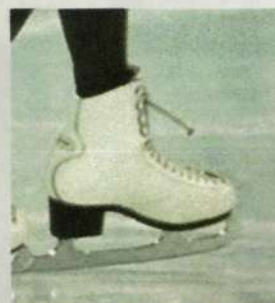
4. go rollerblading



5. go snorkeling



6. go rock climbing



7. go ice skating



8. go windsurfing

UNIT 12

More parts of the body

1. knuckle
2. wrist



3. calf
4. thigh
5. elbow



UNIT 13

More musical instruments



1. a cello



2. a piano



3. a tuba



4. a trumpet



5. a trombone



6. a flute



7. a clarinet



8. a recorder



9. a guitar



10. a saxophone



11. a xylophone



12. an accordion



13. drums

UNIT 14

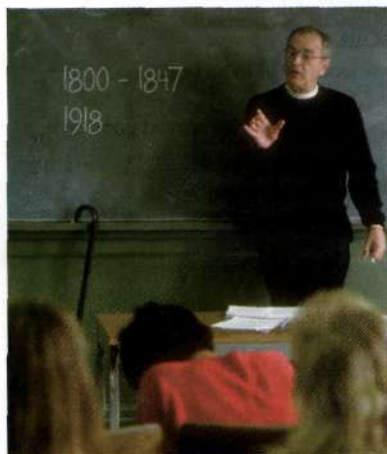
More academic subjects



1. biology



2. chemistry



3. history



4. fine art



5. drama

More free-time activities



1. go skiing



2. go hiking



3. play



4. garden



5. go on a cruise



6. get a manicure

TOP NOTCH POP LYRICS

Excuse Me, Please [Unit 2]

(CHORUS)

Excuse me—please excuse me.
What's your number?
What's your name?
I would love to get to know you,
and I hope you feel the same.
I'll give you my e-mail address.
Write to me at my dot-com.
You can send a note in English
so I'll know who it came from.

Excuse me—please excuse me.
Was that 0078?
Well, I think the class is starting,
and I don't want to be late.

But it's really nice to meet you.
I'll be seeing you again.
Just call me on my cell phone
when you're looking for a friend.

(CHORUS)

So welcome to the classroom.
There's a seat right over there.
I'm sorry, but you're sitting in
our teacher's favorite chair!

Excuse me—please excuse me.
What's your number?
What's your name?

Tell Me All about It [Unit 4]

Tell me about your father.
He's a doctor and he's very tall.
And how about your mother?
She's a lawyer. That's her picture on
the wall.

Tell me about your brother.
He's an actor, and he's twenty-three.
And how about your sister?
She's an artist. Don't you think she looks
like me?

(CHORUS)

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

It's so nice to talk with you.

Tell me about your family.
I have a brother and a sister, too.
And what about your parents?
Dad's a teacher, and my mother's eyes
are blue.

(CHORUS)

Who's the pretty girl in that photograph?
That one's me!
You look so cute!
Oh, that picture makes me laugh!
And who are the people there, right below
that one?

Let me see ... that's my mom and dad.
They both look very young.

(CHORUS)

Tell me all about it.
Tell me all about it.

On the Weekend [Unit 8]

(CHORUS)

On the weekend,
when we go out,
there is always so much joy and laughter.

On the weekend,
we never think about
the days that come before and after.

He gets up every morning.
Without warning, the bedside clock rings
the alarm.

So he gets dressed—
he does his best to be on time.
He combs his hair, goes down the stairs,
and makes some breakfast.
A bite to eat, and he feels fine.
Yes, he's on his way
to one more working day.

(CHORUS)

On Thursday night,
when he comes home from work,
he gets undressed, and if his room's a mess,
he cleans the house. Sometimes he takes
a rest.

Maybe he cooks something delicious,
and when he's done
he washes all the pots and dishes,
then goes to bed.
He knows the weekend's just ahead.

(CHORUS)

My Favorite Day [Unit 11]

Last night we walked together.
It seems so long ago.
And we just talked and talked.
Where did the time go?

We saw the moonlit ocean
across the sandy beach.
The waves of summer fell,
barely out of reach.

(CHORUS)

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

When I woke up this morning,
my feelings were so strong.
I put my pen to paper,
and I wrote this song.

I'm glad I got to know you.
You really made me smile.
My heart belonged to you
for a little while.

(CHORUS)

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

(CHORUS)

I Wasn't Born Yesterday [Unit 14]

I went to school and learned the lessons
of the human heart.

I got an education in
psychology and art.

It doesn't matter what you say.
I know the silly games you play.

(CHORUS)

I wasn't born yesterday.
I wasn't born yesterday.

Well, pretty soon I graduated
with a good degree.
It took some time to understand
the way you treated me,
and it's too great a price to pay.
I've had enough, and anyway,

(CHORUS)

So you think I'd like to marry you
and be your pretty wife?
Well, that's too bad, I'm sorry, now.
Grow up and get a life!

It doesn't matter what you say.
I know the silly games you play.

(CHORUS)

About Your Take-Home Audio CD:

The Student's Take-Home Audio CD contains the Conversation Models and the Rhythm and Intonation Practice from the *Top Notch Student's Book*. Play the CD and practice the conversations on your commute, at home, and anytime you have a chance. The more you practice, the better your pronunciation, rhythm, and intonation will be!

The CD also contains the *Top Notch Pop* songs. Listen or sing along, either with the lyrics or from memory. Singing the songs will help you remember the language from *Top Notch*.

Enjoy!

Student CD: Welcome Unit - Unit 14

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