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# TOP NOTCH



THIRD EDITION

with WORKBOOK

JOAN SASLOW  
ALLEN ASCHER



ALWAYS LEARNING

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PEARSON

# TOP NOTCH

1A

THIRD EDITION

ENGLISH FOR TODAY'S WORLD

with Workbook

JOAN SASLOW  
ALLEN ASCHER



With Top Notch Pop Songs and Karaoke  
by Rob Morsberger

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**LEARNING OBJECTIVES** *Top Notch 1* learning objectives are designed for false beginners. They offer a rigorous review and an expansion of key beginning concepts as well as a wealth of new and challenging material.

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<p><b>UNIT 1</b></p> <p><b>Getting Acquainted</b></p> <p>PAGE 2</p>	<ul style="list-style-type: none"> <li>• Meet someone new</li> <li>• Identify and describe people</li> <li>• Provide personal information</li> <li>• Introduce someone to a group</li> </ul>	<ul style="list-style-type: none"> <li>• Formal titles</li> <li>• Positive adjectives to describe people</li> <li>• Personal information</li> <li>• Countries and nationalities</li> </ul>	<ul style="list-style-type: none"> <li>• Information questions with <u>be</u>: Review</li> <li>• Contractions</li> <li>• Modification with adjectives: Review</li> <li>• Positive adjectives</li> <li>• <u>Yes / no</u> questions and short answers with <u>be</u>: Review</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Information questions with <u>be</u>: usage and form</li> <li>• Possessive nouns and adjectives</li> <li>• Verb <u>be</u>: usage and form</li> <li>• Short answers with <u>be</u>: common errors</li> </ul>
<p><b>UNIT 2</b></p> <p><b>Going Out</b></p> <p>PAGE 14</p>	<ul style="list-style-type: none"> <li>• Accept or decline an invitation</li> <li>• Express locations and give directions</li> <li>• Make plans to see an event</li> <li>• Talk about musical tastes</li> </ul>	<ul style="list-style-type: none"> <li>• Music genres</li> <li>• Entertainment and cultural events</li> <li>• Locations and directions</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions of time and place; Questions with <u>When</u>, <u>What time</u>, and <u>Where</u>: Review</li> <li>• Contractions</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Prepositions of time and place: usage rules</li> <li>• <u>Would like</u> for preference: review and expansion</li> </ul>
<p><b>UNIT 3</b></p> <p><b>The Extended Family</b></p> <p>PAGE 26</p>	<ul style="list-style-type: none"> <li>• Report news about relationships</li> <li>• Describe extended families</li> <li>• Compare people</li> <li>• Discuss family cultural traditions</li> </ul>	<ul style="list-style-type: none"> <li>• The extended family</li> <li>• Relationships and marital status</li> <li>• Other family relationships</li> <li>• Similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• The simple present tense: Review</li> <li>• Spelling exceptions</li> <li>• Contractions</li> <li>• The simple present tense—information questions: Review</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• The simple present tense: usage and form</li> <li>• Information questions in the simple present tense: form questions with <u>who</u>, common errors</li> </ul>
<p><b>UNIT 4</b></p> <p><b>Food and Restaurants</b></p> <p>PAGE 38</p>	<ul style="list-style-type: none"> <li>• Ask for a restaurant recommendation</li> <li>• Order from a menu</li> <li>• Speak to a server and pay for a meal</li> <li>• Discuss food and health</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of a meal</li> <li>• Categories of food</li> <li>• Degrees of hunger</li> <li>• Communicating with a waiter or waitress</li> <li>• Adjectives to describe the healthfulness of food</li> </ul>	<ul style="list-style-type: none"> <li>• <u>There is</u> and <u>there are</u> with count and non-count nouns; <u>Anything</u> and <u>nothing</u></li> <li>• Definite article <u>the</u></li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Non-count nouns: expressing quantities</li> <li>• <u>Some</u> and <u>any</u></li> <li>• Questions with <u>How much</u> and <u>How many</u></li> <li>• Words that can be count nouns or non-count nouns</li> <li>• Plural count nouns: spelling rules</li> <li>• Non-count nouns: categories and verb agreement</li> </ul>
<p><b>UNIT 5</b></p> <p><b>Technology and You</b></p> <p>PAGE 50</p>	<ul style="list-style-type: none"> <li>• Recommend a brand or model</li> <li>• Express sympathy for a problem</li> <li>• Complain when things don't work</li> <li>• Describe features of products</li> </ul>	<ul style="list-style-type: none"> <li>• Electronic devices</li> <li>• Replacing products</li> <li>• Positive descriptions</li> <li>• Collocations for using electronic devices</li> <li>• Activities</li> <li>• Ways to sympathize</li> <li>• Negative descriptions</li> <li>• Household appliances and machines</li> <li>• Ways to state a problem</li> <li>• Features of manufactured products</li> </ul>	<ul style="list-style-type: none"> <li>• The present continuous: Review</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• The present continuous: spelling rules for the present participle</li> <li>• The present continuous: rules for forming statements</li> <li>• The present continuous: rules for forming questions</li> </ul>

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> <li>• Begin responses with a question to confirm</li> <li>• Use <u>Let's</u> to suggest a course of action</li> <li>• Ask personal questions to indicate friendliness</li> <li>• Intensify an informal answer with <u>sure</u></li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>• Listen for details</li> <li>• Infer information</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• Intonation of questions</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• An enrollment form</li> <li>• Personal profiles</li> <li>• A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>• Infer information</li> <li>• Scan for facts</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>• Write a description of a classmate</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Capitalization</li> </ul>
<ul style="list-style-type: none"> <li>• “Use <u>Would you like to go?</u>” to make an invitation</li> <li>• Repeat with rising intonation to confirm information</li> <li>• Provide reasons to decline an invitation</li> <li>• Use <u>Too bad</u> to express disappointment</li> <li>• Use <u>Thanks, anyway</u> to acknowledge an unsuccessful attempt to help</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>• Listen for key details</li> <li>• Draw conclusions</li> <li>• Listen for details</li> <li>• Listen for locations</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• Rising intonation to confirm information</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• A music website</li> <li>• An entertainment events page</li> <li>• Authentic interviews</li> <li>• A survey of musical tastes</li> <li>• A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>• Interpret maps and diagrams</li> <li>• Confirm content</li> <li>• Make personal comparisons</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>• Write about oneself and one's musical tastes</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>• The sentence</li> </ul>
<ul style="list-style-type: none"> <li>• Use <u>Actually</u> to introduce a topic</li> <li>• Respond to good news with <u>Congratulations!</u></li> <li>• Respond to bad news with <u>I'm sorry to hear that</u></li> <li>• Use <u>Thanks for asking</u> to acknowledge an inquiry of concern</li> <li>• Use <u>Well</u> to introduce a lengthy reply</li> <li>• Ask follow-up questions to keep a conversation going</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>• Listen to classify</li> <li>• Listen to infer</li> <li>• Listen to identify similarities and differences</li> <li>• Listen to take notes</li> <li>• Listen for details</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• Linking sounds</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• Family tree diagrams</li> <li>• A self-help website</li> <li>• A survey about adult children</li> <li>• A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>• Interpret a diagram</li> <li>• Confirm facts</li> <li>• Infer information</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>• Make a Venn diagram</li> <li>• Compare two people in a family</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Combining sentences with <u>and</u> or <u>but</u></li> </ul>
<ul style="list-style-type: none"> <li>• Use <u>Could you . . . ?</u> to make a polite request</li> <li>• Use <u>Sure</u> to agree to a request</li> <li>• Clarify a request by asking for more specific information</li> <li>• Indicate a sudden thought with <u>Actually</u></li> <li>• Use <u>I'll have</u> to order from a server</li> <li>• Increase politeness with <u>please</u></li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>• Listen to take notes</li> <li>• Listen to predict</li> <li>• Infer the location of a conversation</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• <u>The</u> before consonant and vowel sounds</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• Menus</li> <li>• A nutrition website</li> <li>• A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>• Interpret a map</li> <li>• Understand from context</li> <li>• Infer information</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>• Write a short article about food for a travel blog</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Connecting words and ideas: <u>and</u> or <u>in addition</u></li> </ul>
<ul style="list-style-type: none"> <li>• Use <u>Hey</u> or <u>How's it going</u> for an informal greeting</li> <li>• Use <u>What about . . . ?</u> to offer a suggestion</li> <li>• Use <u>Really?</u> to indicate surprise</li> <li>• Use <u>You know</u> to introduce a topic</li> <li>• Express sympathy when someone is frustrated</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>• Infer meaning</li> <li>• Listen to predict</li> <li>• Listen for details</li> <li>• Listen to classify</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• Intonation of questions</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• Newspaper advertisements</li> <li>• An online review for a product</li> <li>• A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>• Understand from context</li> <li>• Activate language from a text</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>• Write a review of a product</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Placement of adjectives: before nouns and after the verb <u>be</u></li> </ul>

**COMMUNICATION GOALS**

**VOCABULARY**

**GRAMMAR**

**UNIT 6**

**Staying in Shape**

PAGE 62

- Plan an activity with someone
- Talk about habitual activities and future plans
- Discuss fitness and eating habits
- Describe your routines

- Physical activities
- Places for sports and exercise
- Frequency adverbs

- Can and have to
- The present continuous and the simple present tense: Review

**GRAMMAR BOOSTER**

- Can and have to: form and common errors
- Can and have to: information questions
- Can and be able to: present and past forms
- The simple present tense: non-action verbs
- The simple present tense: placement of frequency adverbs
- Time expressions

**UNIT 7**

**On Vacation**

PAGE 74

- Greet someone arriving from a trip
- Ask about someone's vacation
- Discuss vacation preferences
- Describe good and bad vacation experiences

- Adjectives to describe trips
- Intensifiers
- Decline and accept help
- Adjectives for vacations
- Bad and good travel experiences

- The past tense of be: Review
- Contractions
- The simple past tense: Review
- Regular and irregular verb forms

**GRAMMAR BOOSTER**

- The past tense of be: form
- The simple past tense: spelling rules for regular verbs
- The simple past tense: usage and form

**UNIT 8**

**Shopping for Clothes**

PAGE 86

- Shop and pay for clothes
- Ask for a different size or color
- Navigate a mall or department store
- Discuss clothing do's and don'ts

- Clothes and clothing departments
- Types of clothing and shoes
- Formal clothes
- Clothing that comes in "pairs"
- Store departments
- Clothing sizes
- Interior store locations and directions
- Prepositions of interior location
- Formality and appropriateness in clothing

- Uses of object pronouns
- Subject and object pronouns
- Comparative adjectives

**GRAMMAR BOOSTER**

- Direct objects: usage
- Indirect objects: usage rules and common errors
- Comparative adjectives: spelling rules

**UNIT 9**

**Taking Transportation**

PAGE 98

- Discuss schedules and buy tickets
- Book travel services
- Understand airport announcements
- Describe transportation problems

- Kinds of tickets and trips
- Ways to express disappointment
- Travel services
- Airline passenger information
- Some flight problems
- Transportation problems
- Means of transportation

- Modals should and could
- Be going to + base form to express the future: Review

**GRAMMAR BOOSTER**

- Modals can, could, and should: meaning, form, and common errors
- Expansion: future actions

**UNIT 10**

**Spending Money**

PAGE 110

- Ask for a recommendation
- Bargain for a lower price
- Discuss showing appreciation for service
- Describe where to get the best deals

- Financial terms
- How to bargain
- How to describe good and bad deals

- Superlative adjectives
- Irregular forms
- Too and enough

**GRAMMAR BOOSTER**

- Comparative and superlative adjectives: usage and form
- Intensifiers very, really, and too

Countries and nationalities / Non-count nouns / Irregular verbs ..... page 122

Grammar Booster ..... page 123

Writing Booster ..... page 142

Top Notch Pop Lyrics ..... page 149

Pronunciation Table ..... page 151

CONVERSATION STRATEGIES

LISTENING / PRONUNCIATION

READING

WRITING

- Use Why don't we . . . ? to suggest an activity
- Say Sorry, I can't to apologize for turning down an invitation
- Provide a reason with have to to decline an invitation
- Use Well, how about . . . ? to suggest an alternative
- Use How come? to ask for a reason
- Use a negative question to confirm information

- Listening Skills**
- Listen to activate grammar
  - Listen for main ideas
  - Listen for details
  - Apply and personalize information
- Pronunciation**
- Can / can't
  - Third-person singular -s: Review

- Texts**
- A bar graph
  - A fitness survey
  - A magazine article
  - A photo story
- Skills/strategies**
- Interpret a bar graph
  - Infer information
  - Summarize

- Task**
- Write about one's exercise and health habits
- WRITING BOOSTER**
- Punctuation of statements and questions

- Say Welcome back! to indicate enthusiasm about someone's return from a trip
- Acknowledge someone's interest with Actually
- Decline an offer of assistance with It's OK. I'm fine.
- Confirm that an offer is declined with Are you sure?
- Use Absolutely to confirm a response
- Show enthusiasm with No kidding! and Tell me more.

- Listening Skills**
- Listen for main ideas
  - Listen for details
  - Infer meaning
- Pronunciation**
- The simple past tense ending: Regular verbs

- Texts**
- Travel brochures
  - Personal travel stories
  - A vacation survey
  - A photo story
- Skills/strategies**
- Activate language from a text
  - Identify supporting details
  - Support an opinion
  - Draw conclusions

- Task**
- Write a guided essay about a vacation
- WRITING BOOSTER**
- Time order

- Use Excuse me to indicate you didn't understand or couldn't hear
- Use Excuse me to begin a conversation with a clerk
- Follow a question with more information for clarification
- Acknowledge someone's assistance with Thanks for your help
- Respond to gratitude with My pleasure

- Listening Skills**
- Infer the appropriate location
  - Understand locations and directions
- Pronunciation**
- Contrastive stress for clarification

- Texts**
- An online clothing catalogue
  - Simple and complex diagrams and plans
  - A travel article
  - A personal opinion survey
  - A photo story
- Skills/strategies**
- Identify supporting details
  - Paraphrase
  - Apply information

- Task**
- Write a letter or e-mail explaining what clothes to pack
- WRITING BOOSTER**
- Connecting ideas with because and since

- Use I'm sorry to respond with disappointing information
- Use Well to introduce an alternative
- Use I hope so to politely respond to an offer of help
- Use Let me check to buy time to get information

- Listening Skills**
- Infer the type of travel service
  - Understand public announcements
  - Listen for details
  - Use reasoning to evaluate statements of fact
- Pronunciation**
- Intonation for offering alternatives

- Texts**
- Transportation schedules
  - Public transportation tickets
  - Arrival and departure boards
  - Magazine and newspaper articles
  - A photo story
- Skills/strategies**
- Make decisions based on schedules and needs
  - Critical thinking

- Task**
- Write about two different trips, one past trip and one future trip
- WRITING BOOSTER**
- The paragraph

- Use Well to connect an answer to an earlier question
- Use How about . . . ? to make a financial offer
- Use OK to indicate that an agreement has been reached

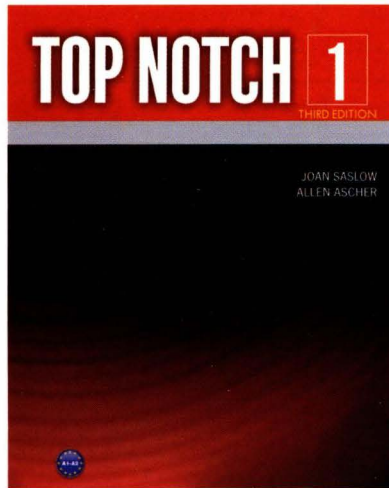
- Listening Skills**
- Listen for key details
  - Listen for main ideas
  - Listen for details
- Pronunciation**
- Rising intonation for clarification

- Texts**
- A travel guide
  - Product ads
  - A magazine article
  - Personal travel stories
  - A photo story
- Skills/strategies**
- Classify information
  - Draw conclusions
  - Apply information

- Task**
- Write a guide to your city, including information on where to stay, visit, and shop
- WRITING BOOSTER**
- Connecting contradictory ideas: even though, however, on the other hand

## TO THE TEACHER

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



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

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

The ***Top Notch*** course has two beginning levels—***Top Notch Fundamentals*** for true beginners and ***Top Notch 1*** for false beginners. ***Top Notch*** is benchmarked to the Global Scale of English and is tightly correlated to the Can-do Statements of the Common European Framework of Reference.

Each full level of ***Top Notch*** contains material for 60–90 hours of classroom instruction.

**NEW** This third edition of ***Top Notch*** includes these new features: Extra Grammar Exercises, digital full-color Vocabulary Flash Cards, Conversation Activator videos, and Pronunciation Coach videos.

## Award-Winning Instructional Design\*

### Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated practical communication goal closely aligned to the Common European Framework's Can-do Statements. All activities are integrated with the goal, giving vocabulary and grammar meaning and purpose. *Now You Can* activities ensure that students achieve each goal and confirm their progress in every class session.

### Explicit vocabulary and grammar

Clear captioned picture-dictionary illustrations with accompanying audio take the guesswork out of meaning and pronunciation. Grammar presentations containing both rules and examples clarify form, meaning, and use. The unique *Recycle this Language* feature continually puts known words and grammar in front of students' eyes as they communicate, to make sure language remains active.

### High-frequency social language

Twenty memorable conversation models provide appealing natural social language that students can carry "in their pockets" for use in real life. Rigorous controlled and free discussion activities systematically stimulate recycling of social language, ensuring that it's not forgotten.

### Linguistic and cultural fluency

***Top Notch*** equips students to interact with people from different language backgrounds by including authentic accents on the audio. Conversation Models, Photo Stories, and cultural fluency activities prepare students for social interactions in English with people from unfamiliar cultures.

### Active listening syllabus

All Vocabulary presentations, Pronunciation presentations, Conversation Models, Photo Stories, Listening Comprehension exercises, and Readings are recorded on the audio to help students develop good pronunciation, intonation, and auditory memory. In addition, approximately fifty carefully developed listening tasks at each level of ***Top Notch*** develop crucial listening comprehension skills such as listen for details, listen for main ideas, listen to activate vocabulary, listen to activate grammar, and listen to confirm information.

*We wish you and your students enjoyment  
and success with **Top Notch 1**.  
We wrote it for you.*

\* ***Top Notch*** is the recipient of the Association of Educational Publishers' *Distinguished Achievement Award*.

Joan Saslow and Allen Ascher



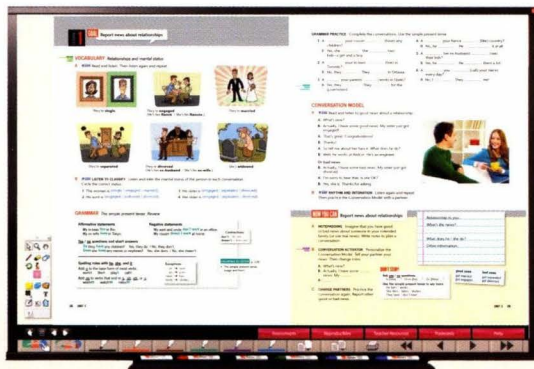
# COMPONENTS

## ActiveTeach



Maximize the impact of your **Top Notch** lessons. This digital tool provides an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of digital and printable features.

### For class presentation . . .

-  **NEW** Conversation Activator videos: increase students' confidence in oral communication
-  **NEW** Pronunciation Coach videos: facilitate clear and fluent oral expression
-  **NEW** Extra Grammar Exercises: ensure mastery of grammar
-  **NEW** Digital Full-Color Vocabulary Flash Cards: accelerate retention of new vocabulary



### PLUS

-  Clickable Audio: instant access to the complete classroom audio program
-  *Top Notch Pop* Songs and Karaoke: original songs for additional language practice

### For planning . . .

- A *Methods Handbook* for a communicative classroom
- Detailed timed lesson plans for each two-page lesson
- Complete answer keys, audio scripts, and video scripts

### For extra support . . .

- Hundreds of extra printable activities, with teaching notes
- *Top Notch Pop* language exercises

### For assessment . . .

- Ready-made unit and review achievement tests with options to edit, add, or delete items.

## Workbook

Lesson-by-lesson written exercises to accompany the Student's Book

## Full-Course Placement Tests

## Teacher's Edition and Lesson Planner

- Detailed interleaved lesson plans, language and culture notes, answer keys, and more
- Also accessible in digital form in the ActiveTeach

# ABOUT THE AUTHORS

## Joan Saslow

Joan Saslow has taught in a variety of programs in South America and the United States. She is author or coauthor of a number of widely used courses, some of which are *Ready to Go*, *Workplace Plus*, *Literacy Plus*, and *Summit*. She is also author of *English in Context*, a series for reading science and technology. Ms. Saslow was the series director of *True Colors* and *True Voices*. She has participated in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs.

## Allen Ascher

Allen Ascher has been a teacher and teacher trainer in China and the United States, as well as academic director of the intensive English program at Hunter College. Mr. Ascher has also been an ELT publisher and was responsible for publication and expansion of numerous well-known courses including *True Colors*, *NorthStar*, the *Longman TOEFL Preparation Series*, and the *Longman Academic Writing Series*. He is coauthor of *Summit*, and he wrote the "Teaching Speaking" module of *Teacher Development Interactive*, an online multimedia teacher-training program.

Ms. Saslow and Mr. Ascher are frequent presenters at professional conferences and have been coauthoring courses for teens, adults, and young adults since 2002.

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University of Suwon, Gyeonggi-Do, South Korea • **Wayne Allen Pfeister**, University of Suwon, Gyeonggi-Do, South Korea • **Andrea Rebonato**, CCBEU Inter Americano, Curitiba, Brazil • **Thomas Robb**, Kyoto Sangyo University, Kyoto, Japan • **Mehran Sabet**, Seigakuin University, Saitama-ken, Japan • **Majid Safadaran Mosazadeh**, ICPNA Chiclayo, Peru • **Timothy Samuelson**, BridgeEnglish, Denver, USA • **Héctor Sánchez**, PROULEX, Guadalajara, Mexico • **Mónica Alexandra Sánchez Escalante**, Quito, Ecuador • **Jorge Mauricio Sánchez Montalván**, Quito, Universidad Politécnica Salesiana (UPS), Ecuador • **Leticia Santos**, ICBEU Ibiá, Brazil • **Elena Sapp**, INTO Oregon State University, Corvallis, USA • **Robert Sheridan**, Otemae University, Hyogo, Japan • **John Eric Sherman**, Hong Ik University, Seoul, South Korea • **Brooks Slaybaugh**, Asia University, Tokyo, Japan • **João Vitor Soares**, NACC, São Paulo, Brazil • **Silvia Solares**, CBA, Sucre, Bolivia • **Chayawan Sonchaeng**, Delaware County Community College, Media, PA • **Maria Julia Suárez**, CBA, Cochabamba, Bolivia • **Elena Sudakova**, English Language Center, Kiev, Ukraine • **Richard Swingle**, Kansai Gaidai College, Osaka, Japan • **Blanca Luz Terrazas Zamora**, ICPNA Cusco, Peru • **Sandrine Ting**, St. John's University, New Taipei City, Taiwan • **Christian Juan Torres Medina**, Guayaquil, Ecuador • **Raquel Torrico**, CBA, Sucre, Bolivia • **Jessica Ueno**, Otemae University, Hyogo, Japan • **Ximena Vacafior C.**, CBA, Tarija, Bolivia • **René Valdivia Pereira**, CBA, Santa Cruz, Bolivia • **Solange Lopes Vinagre Costa**, SENAC, São Paulo, Brazil • **Magno Alejandro Vivar Hurtado**, Cuenca, Ecuador • **Dr. Wen-hsien Yang**, National Kaohsiung Hospitality College, Kaohsiung, Taiwan • **Juan Zárate**, El Cultural, Arequipa, Peru

- 1 Accept or decline an invitation.
- 2 Express locations and give directions.
- 3 Make plans to see an event.
- 4 Talk about musical tastes.

**PREVIEW**

The screenshot shows the iTunes Store interface. At the top, there's a search bar labeled 'Search Store' and a 'My Tunes Store' button. Below that, a navigation menu on the left lists categories like 'GENRES', 'DOWNLOADS', 'FEATURES', and 'QUICK LINKS'. The main area displays several album covers with their respective genre labels below them:

- Boomerang** (Pop): In Concert at Carnegie Hall
- HOMETOWN** (Country): A man playing an acoustic guitar.
- SMOOTH LATIN** (Latin): A man in a hat playing a conga.
- Andy Walters** (Rhythm & Blues): R&B for a Summer Night
- THE CHAPMAN QUARTET** (Classical): All Beethoven Concert at Roxy Hall
- Movie Magic** (Movie Soundtracks): Music from Your Favorite Films
- FLUTES OF THE ANDES** (Folk): A person in traditional Andean attire playing a flute.
- A Pirate's Adventure** (Show Tunes): A man in a pirate costume.

**A** Do you download a lot of music from the Internet? Why or why not?

**C PAIR WORK** Which genres of music do you like? Are there genres that you hate? Tell your partner.

**B** 1:18 **VOCABULARY • Genres** Look at the web page. Then listen and repeat.

**D DISCUSSION** When you download music from the Internet, do you buy single songs or whole albums? Explain your answer.

**E** ▶ 1:19 **PHOTO STORY** Read and listen to a conversation about music.



**Meg:** Hey. What's up?  
**Sara:** Not much. Just downloading some new songs.  
**Meg:** Downloading? That's not for me! Too much trouble! How about some live music tonight?  
**Sara:** Sounds good. Where?



**Meg:** Klepto's playing at midnight at the Spot. Would you like to go?  
**Sara:** At midnight? Sorry. That's past my bedtime.  
**Meg:** Well, River T's there, too. They're playing at 8:00.  
**Sara:** River T—the R&B group? Now that's more my style. I'm a real R&B fan.



**Meg:** Perfect! Meet you in front of the hall at 7:45?  
**Sara:** See you there!

**F FOCUS ON LANGUAGE** Find and write an underlined word or expression from the Photo Story with the same meaning:

- 1 That's too late for me. ....
- 2 Great! .....
- 3 music in a concert .....
- 4 What are you doing? .....
- 5 I like that better. ....
- 6 I don't like that. ....

**G THINK AND EXPLAIN** Choose an answer. Use a quotation to explain your answer.

- 1 What's Sara doing?
  - a getting music from the Internet
  - b buying tickets for a concert on the Internet
- 2 What does Meg want to do?
  - a download music from the Internet
  - b go to a concert
- 3 Which woman doesn't like to go to sleep late?
  - a Sara
  - b Meg
- 4 When and where are they going to meet?
  - a at midnight at River T
  - b at the hall before the show

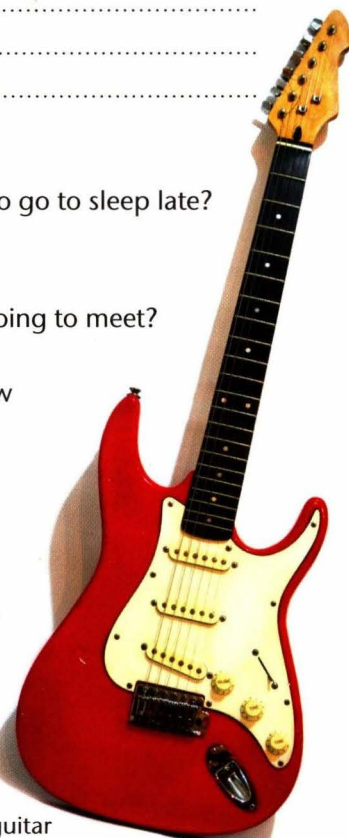
“ Sara says, ‘Just downloading some new songs.’ ”

**SPEAKING**

**CLASS SURVEY** What kinds of music do you like? Number the genres in order, making number 1 your favorite. Then survey the class. Which are the most popular genres in your class?

- ..... classical music
- ..... folk music
- ..... country
- ..... movie soundtracks
- ..... R&B
- ..... pop
- ..... Latin
- ..... show tunes
- ..... other

“ Who chose pop as their favorite? ”



an electric guitar

## CONVERSATION MODEL

**A** ▶ 1:20 Read and listen to an invitation to a movie.

A: Are you free on Saturday? *The Pilots* is at the Movie Center. Would you like to go?

B: *The Pilots*? I'd love to go. What time?

A: At noon.

B: Great! See you there.

To decline . . .

B: Sorry. I'd love to go, but I'm busy on Saturday.

A: Too bad. Maybe some other time.



**B** ▶ 1:21 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

### GRAMMAR Prepositions of time and place; Questions with *When*, *What time*, and *Where*: Review

#### Prepositions of time

**When's** the concert? **What time's** the game? It's . . .

**on**

on Saturday

on June 7<sup>th</sup>

on the 7<sup>th</sup>

on Monday, May 3<sup>rd</sup>

on Tuesday morning

**in**

in March

in 2016

in the summer

in the morning

in ten minutes

**at**

at 8:30

at midnight

at noon

#### Prepositions of place

**Where's** the movie? It's . . .

**on**

on Fifth Avenue

on the corner

on the street

on the left

**in**

in Mexico

in Tokyo

in the park

in the neighborhood

**at**

at the Film Forum

at work

at school

at the art gallery

#### Contractions

**When's** = When is

**What time's** = What time is

**Where's** = Where is

#### Be careful!

Don't contract **are** with **When**, **What time**, or **Where**.

Where are your parents?

NOT ~~Where're~~ your parents?

#### GRAMMAR BOOSTER p. 125

- Prepositions of time and place: usage rules
- **Would like** for preference: review and expansion

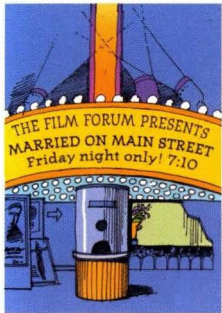
**GRAMMAR PRACTICE** Complete the message with prepositions of time and place.

### Leslie Carter

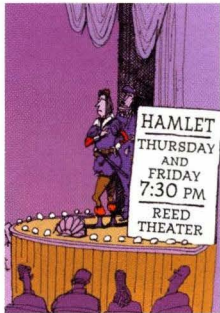


Hi, Bonnie: Are you busy ..... Tuesday evening? There's a Latin concert ..... your neighborhood, right near your office ..... the Mellon Theater. Sounds like something really special with musicians from all over the world. It starts ..... 8:30. I'll be ..... work until 6:00, but I could meet you ..... 6:15 or 6:30 in front of the theater. We could have something to eat before the concert. What do you think? -LC

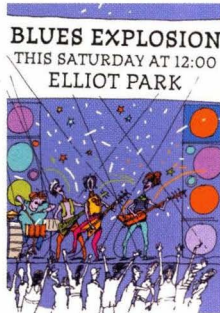
**A** ▶ 1:22 Read and listen. Then listen again and repeat.



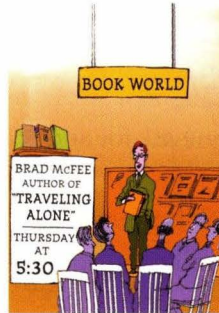
a movie / a film



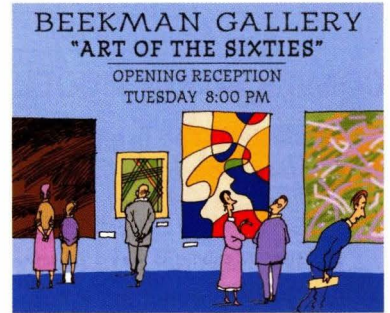
a play



a concert



a talk / a lecture



an art exhibit

**B PAIR WORK** Ask and answer questions about the events in the pictures above. Use When, Where, and What time.

“ Where’s the talk? ”

“ It’s at Book World. ”

**C** ▶ 1:23 **LISTEN FOR DETAILS** Listen to the conversations. Match the event and the place.

- |                                       |                                |
|---------------------------------------|--------------------------------|
| ..... 1 <i>Agamemnon</i>              | a at the Cinema Center         |
| ..... 2 the Boston Symphony Orchestra | b at the City Nights Bookstore |
| ..... 3 <i>Bus Stop</i>               | c at the Theater in the Circle |
| ..... 4 Nick Hornby                   | d at the Festival              |

**D** ▶ 1:24 **LISTEN TO DRAW CONCLUSIONS** Listen to the conversations again. Complete the chart.

	Kind of event	Time of event	Does the person want to go? (Write <i>yes</i> , <i>no</i> , or <i>maybe</i> .)
1			
2			
3			
4			

**NOW YOU CAN** Accept or decline an invitation

**A CONVERSATION ACTIVATOR** With a partner, change the Conversation Model. Use these events or other events. Decide to accept or decline. Then change roles.

- A: Are you free ..... ? ..... at .....  
Would you like to go?
- B: ..... I'd love to go. ....

**DON'T STOP!**

If you decline, suggest a different event.



**RECYCLE THIS LANGUAGE.**

- Sounds good.
- Great!
- Perfect!
- That's past my bedtime.
- That's not for me.
- That's more my style.
- Well, how about \_\_\_?
- See you there!

**This week's Entertainment**

- MOVIES** *Red Sunset*  
The Cine Lux, Sat./Sun. 8:55 PM.
- MUSIC** *The Soul Brothers*  
The Supermarket, Fri. Midnight
- TALKS** *John Grisham, writer*  
Book Town, Mon. 8:00 PM.
- PLAYS** *Romeo and Juliet*  
The Bridge Theater, Every night 7:30 PM.

**B CHANGE PARTNERS** Practice the conversation again. Use different events.

CONVERSATION MODEL

A ▶ 1:25 Read and listen to someone ask for and get directions.

A: Excuse me. I'm looking for the National Bank.

B: The National Bank? Do you know the address?

A: Yes. It's 205 Holly Avenue.

B: Oh. Walk to the corner of First and Holly. It's right around the corner, across from the museum.

A: Thank you!

Or if you don't know . . .

B: The National Bank? I'm sorry. I'm not from around here.

A: Thanks, anyway.



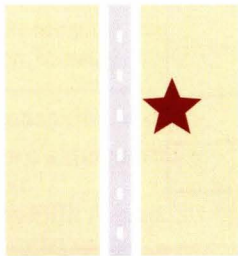
B ▶ 1:26 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

DIGITAL FLASH CARDS

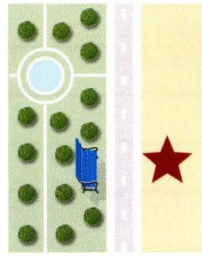
VOCABULARY Locations and directions

A ▶ 1:27 Read and listen. Then listen again and repeat.

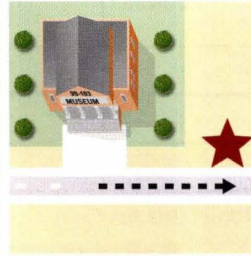
Locations Where is (the) \_\_\_\_ ?



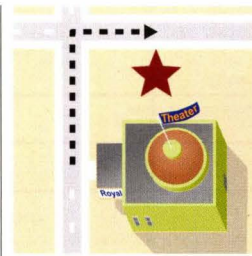
It's **on the right side** of the street.



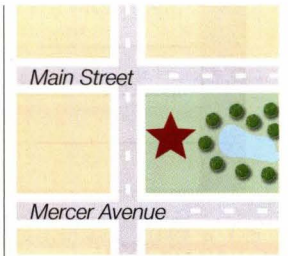
It's **across from** the park.



It's **down the street from** the museum.



It's **around the corner from** the theater.

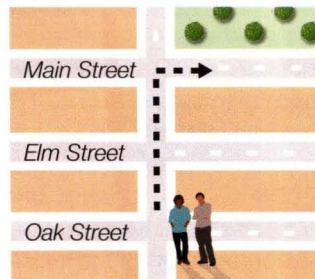


It's **between** Main (Street) and Mercer (Avenue).

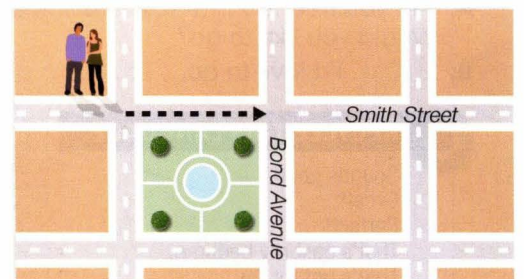
Directions How do I get to (the) \_\_\_\_ ?



**Turn left at** the corner / at the light / **on** King Street.



Go / Walk / Drive **two blocks and turn right.**



Go / Walk / Drive **to the corner of** Smith (Street) and Bond (Avenue).

**B** ▶ 1:28 **LISTEN FOR LOCATIONS** Listen to the audio on page 18. Write the number of each place in a box on the map. (Be careful: There are three places but seven boxes.)

**C** **PAIR WORK** Use the Vocabulary from page 18 to tell your partner where you live.

“ My house is on Grove Street between Dodd Street and Park Street. ”



DIGITAL VIDEO COACH

**PRONUNCIATION** Rising intonation to confirm information

**A** ▶ 1:29 Repeat information with rising intonation to be sure you understand. Read and listen. Then listen again and repeat.

- 1 A: Where's the library?                      2 A: Let's meet at the mall.
- B: The library?                                      B: The mall?

**B** **PAIR WORK** Talk about two other places. Practice confirming information with rising intonation.

**NOW YOU CAN** Express locations and give directions

DIGITAL VIDEO

**A** **CONVERSATION ACTIVATOR** Use the Vocabulary and the Piermont map (or a map of your own town or neighborhood) to change the Conversation Model. Then change roles.

- A: Excuse me. I'm looking for .....
- B: ..... ? Do you know the address?
- A: Yes. It's .....
- B: Oh. ....

**DON'T STOP!**

Ask about other locations.



**B** **CHANGE PARTNERS** Ask about other locations and give directions.

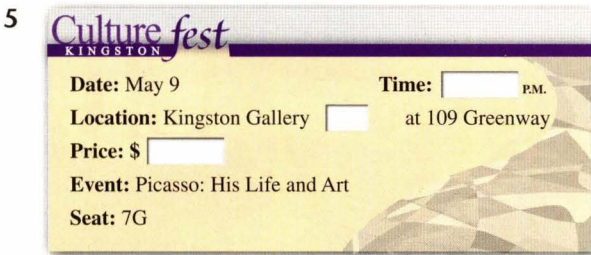
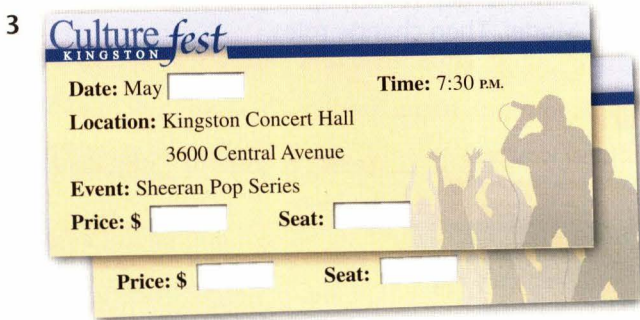
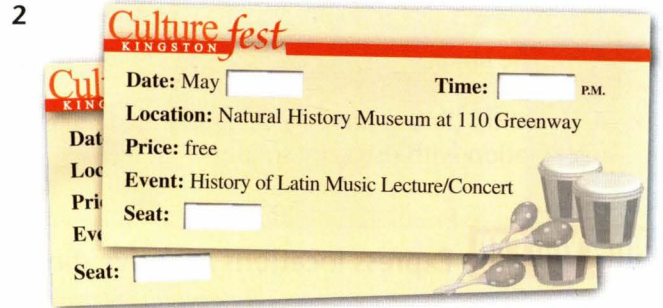


**BEFORE YOU LISTEN**

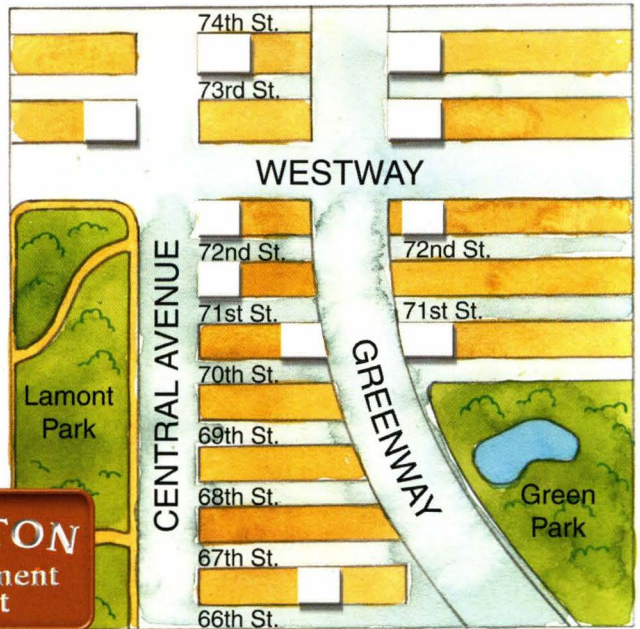
**PREVIEW** Look at the tickets below. Name two kinds of events you can go to at the Kingston Culturefest.

**LISTENING COMPREHENSION**

**A** ▶ 1:30 **LISTEN FOR DETAILS** Listen to people calling the Kingston Culturefest. Look at the tickets. Then listen again and complete the information in the boxes.



**B** ▶ 1:31 **LISTEN FOR LOCATIONS** Look at the map of the entertainment district of Kingston. Listen again and write the number of each place in its location on the map. (Be careful: There are five places but ten boxes.)



**NOW YOU CAN**

Make plans to see an event

**A NOTEPADDING** Read about all the events for the week of May 6–12 below and on the tickets on page 20. Choose events you want to see. Write those events, times, and places on the notepad.

Event	Day / Date / Time	Place

Kingston Post

THIS WEEK at the **KINGSTON**  
*Culture fest*

**MAY**

<b>MON</b> 6	<b>TUES</b> 7	<b>WED</b> 8	<b>THURS</b> 9	<b>FRI</b> 10	<b>SAT</b> 11	<b>SUN</b> 12
-----------------	------------------	-----------------	-------------------	------------------	------------------	------------------

HIGHLIGHTS

**FILM**



Brother and sister directors **Fumiko** and **Daiki** Ito introduce their movie *Pop High School*, this year's International Teen Oscar winner for Best Movie.

Monday and Thursday  
7:45 P.M.

[Kingston Gallery 2](#)

Member price: \$5  
General admission: \$12  
Special teen price: \$5

**THEATER**



**Andrew Lloyd Weber's classical musical**  
**Cats**

[Lamont Theater](#)

Tuesday to Friday 8:00 P.M.

Tkts: Balcony from \$65  
Orchestra from \$85



*“A Serious Play For Serious Theatergoers.”*

**The Dentist's Chair**

[Kingston Gallery 2](#)

Friday and Saturday 8:00 P.M.

**CONCERTS**

**Joshua Bell, Violinist.**



Bell will play *Estrellita* by Manuel María Ponce and Stravinsky's *The Rite of Spring* with the Mexico City Philharmonic Orchestra.

[Kingston Concert Hall](#)

Wednesday and Saturday:  
8:00 P.M.

Sunday: 2:00 P.M. (matinee)  
Tkts: \$50 (students \$25)

**Bruno Mars**

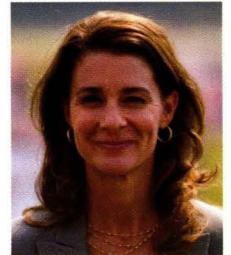


Singer songwriter Bruno Mars sings from his favorite album *Earth to Mars*, featuring “Just the Way You Are.”

[Kingston Gallery 2](#)

Tuesday, Wednesday, and Friday  
10:00 P.M. / late show: 12:30 A.M.  
Tkts: \$23

**TALKS/ LECTURES**



**Reinvent a Better World**

Melinda Gates (of the Bill and Melinda Gates Foundation)

Tuesday 6:30 P.M. and 9:00 P.M.

[Natural History Museum](#)

**Free!**

**B PAIR WORK** Compare the events you want to see. Make plans to see one or more of the events together. Use the map on page 20.



**RECYCLE THIS LANGUAGE.**

**Invite**

Are you free / busy on \_\_\_?  
There's a [play] at \_\_\_.  
Would you like to go?

**Ask for information**

How about \_\_\_?  
What time's the \_\_\_?  
Where is the \_\_\_?

**Accept and decline**

I'd love to go.  
I'm a real \_\_\_ fan.  
See you at \_\_\_.  
I'd love to go, but \_\_\_.  
Maybe some other time.  
That's past my bedtime.  
I'm [not] a \_\_\_ fan.  
That's not for me.  
That's more my style.

**Locations / Directions**

It's across from the \_\_\_.  
It's around the corner from the \_\_\_.  
It's on the \_\_\_ side of the street.  
It's between \_\_\_ and \_\_\_.  
Turn left at \_\_\_.  
Go / Walk / Drive to \_\_\_.

## BEFORE YOU READ

WARM-UP In what ways is music important to you?

## READING ▶ 1:32

The screenshot shows a web browser window with a 'New Tab' and a search bar. The page title is 'Hot Topics: Music in Your Life'. It features three user profiles, each with a photo, name, location, and a short paragraph about their music preferences. Each profile has two buttons: '> REPLY' and 'RECOMMEND'.

**MUSIC REVIEWS NEWS BLOG SHOP** Search:

## Hot Topics: Music in Your Life

---

**Wayne Seok** Manager, Seoul, South Korea

I'm a big music fan. My favorite genre is R&B. I listen when I'm sad, when I'm happy, when I'm bored, when I'm relaxing . . . almost all the time. I actually don't download music because there are lots of good streaming services. It's so easy, and it doesn't cost much. I just click on an app on my smart phone and listen. I also love live music at big concerts because you can meet lots of other music lovers. Every summer I go to the Jisan Valley Festival near Seoul. It lasts 3 days, so we camp out there and have a lot of fun.

> REPLY RECOMMEND

---

**Matheus Rocha** High School Student, Fortaleza, Brazil

My favorite music might seem unusual for a sixteen-year-old guy. Unlike most of my friends, I enjoy older Brazilian music, especially from artists like Tom Jobim. I play the saxophone in the school band, and I'm a real fan of the American artists Grover Washington Junior and Kenny G. I can't imagine my life without music. I listen to music every day on my phone or on my computer. I'm very busy at school, so I listen mostly at home.

> REPLY RECOMMEND

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**Katherine Baldwin** English Teacher, Madrid, Spain

I'm a real music lover, so I listen a lot. I even listen to music when I'm doing other things. I listen to quiet music while I prepare my classes, and I listen to exciting music when I exercise. If I don't, I get bored. At home, I listen on my computer: MP3s from my library or to online radio. Online radio is much better than regular radio because you can skip songs you don't like! I buy music online, too—singles, because I don't want to listen to 12 songs in a row by the same musician. You know what I hate? Big concerts in an arena where you can't see the musicians. I prefer shows in small halls.

> REPLY RECOMMEND

Source: Authentic interviews of real people

**A CONFIRM CONTENT** Read the following statements. Write *true*, *false*, or *NI* (no information) for each, based on information in the Reading. Explain your answer.

- T F NI 1 Wayne Seok is a fan of live music.
- T F NI 2 He doesn't like folk music.
- T F NI 3 Matheus Rocha usually listens to music on CDs.
- T F NI 4 His friends all like older Brazilian music.
- T F NI 5 Katherine Baldwin doesn't like big concerts.
- T F NI 6 She likes music videos.

**B MAKE PERSONAL COMPARISONS** Who are you like: Mr. Seok, Mr. Rocha, or Ms. Baldwin? Explain how.

“ I'm like Ms. Baldwin. I listen to music while I do other things. ”

**NOW YOU CAN** Talk about musical tastes

**A FRAME YOUR IDEAS** Fill out the survey about your musical tastes.

**MUSIC IN YOUR LIFE**

Take the Survey

1. Are you a music fan?  yes  no
2. What's your favorite kind of music?
  - pop  country  Latin
  - folk  show tunes  R&B
  - classical  movie soundtracks
  - other \_\_\_\_\_
3. Who are your favorite singers? \_\_\_\_\_  
 musicians? \_\_\_\_\_  
 groups? \_\_\_\_\_
4. When do you listen to music?
  - when I study  when I exercise  when I relax
  - when I'm happy  when I'm bored  when I'm sad
  - when I drive  all the time  when I work
  - other \_\_\_\_\_
5. Do you go to concerts?  often  sometimes  never  
 If so, what's your favorite kind of concert?  
 \_\_\_\_\_
6. How do you listen to music?
  - on CDs  on the Internet
  - on the radio  on music videos
  - on MP3s  on TV music channels
  - on my phone  other \_\_\_\_\_
7. How many songs are in your library? \_\_\_\_\_  
 How many albums? \_\_\_\_\_  
 What kinds of music? \_\_\_\_\_

**B PAIR WORK** Compare surveys with a partner. Summarize your answers on the notepad.

About me	About my partner
I'm a pop fan.	Her favorite music is pop, too.

**C DISCUSSION** Now use the notepad to tell the class about your musical tastes.

“ My partner and I love music. We're real pop fans! ”

**Text-mining (optional)**

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion. For example: "I'm a big music fan."


**REVIEW**


**A** ▶1:33 Listen to the conversations about entertainment and cultural events. Complete the chart with the kind of event and the time of the event.

	Kind of event	Time of event
1		
2		
3		


**B** ▶1:34 Look at the chart and listen again. Circle the event if the person accepts the invitation.

**C** Complete each conversation, based on the picture.

1  A: There's a great ..... at the City Theater.  
B: ..... 's the show?  
A: Eight o'clock.

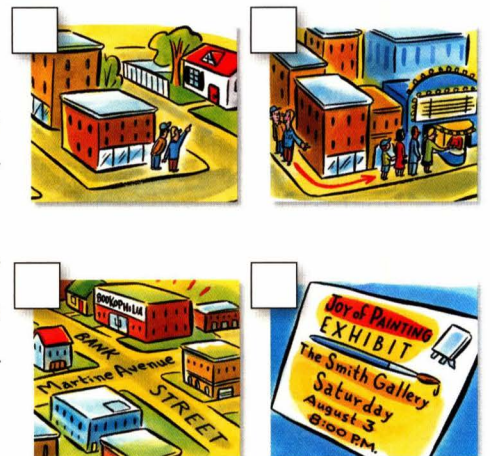
2  A: I'm sorry I'm late. This ..... is awesome. What time did it start?  
B: ..... 6:30. Don't worry. You didn't miss much.

3  A: Hello?  
B: Hi. Are you busy? I'm at the Beekman Gallery. There's an ..... of paintings from France.  
A: Sounds great! Meet you there ..... fifteen minutes?

4  A: Are you free ..... Monday evening? Dr. Benson is giving a ..... on the native plants of the desert. Do you want to go?  
B: That depends. .... time?  
A: It's ..... 7:00.

**D** Unscramble the sentences. Then match the sentences with the pictures. Write the number on the picture.

- 1 on / Martine Avenue / The bookstore / is / the corner of / and Bank Street  
.....
- 2 8:00 P.M. / Saturday, / The exhibit is / on / August 3 / at  
.....
- 3 around / the street / The movie theater / is / the corner / and / down  
.....
- 4 the corner / The house / is / around / the street / and across  
.....



**WRITING**

Write at least five sentences about yourself and your tastes in music.

*My name is Kazu Sato. I'm from Nagoya. I'm a classical music fan. I love Mozart...*

**WRITING BOOSTER** p. 142

- The sentence
- Guidance for this writing exercise

**ORAL REVIEW**

**CONTEST** Form teams. Study the ads for one minute. Then close your books. With your team, name all the events you can remember. (Your team gets one point for each correct event.)

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

1 Ask and answer questions about the ads. Use When, What time, and Where. For example:

Q: *Where's the lecture?*  
A: *It's...*

2 Discuss the ads. Make plans, suggestions, and invitations. Discuss your likes and dislikes.



The Journal News- October 22

**Today's Entertainment**

B16

**The House on the Other Side of the Street**

"AWESOME... YOU WON'T SLEEP FOR A WEEK" - Newstime  
"Don't bring the kids." - Theodore Roper

**PLAZA THEATER**  
237-FILM 10:25 P.M. 1:00 A.M.

**MOVIES**

In a world where anything could happen, at any time...

**DO YOU HAVE ANY WATER IN THAT BOTTLE?**

"A hilarious spoof of airport culture"  
Alizia Compton, Today's Arts Magazine

**Do You Have Any Liquids?**  
Mama Cruz Rachel Weldon

**CinePlex 2**  
5:25, 7:05, 9:30

**PLAYS**

**Wicked**

Hill Street Theater  
660 North Main  
8:30 P.M.

**MUSIC**

**Jamie Cullum**  
singer / songwriter

**TODAY ONLY**  
City Limits Hall  
9:30 P.M.

**NOW I CAN**

- Accept or decline an invitation.
- Express locations and give directions.
- Make plans to see an event.
- Talk about musical tastes.

**OTHER EVENTS - Talks/Lectures**

James M Cowan  
**A Plan for Everyday Life**  
Lecture, discussion, book signing  
**Books and Other Precious Things**  
400 Jackson Street 6:45 P.M.

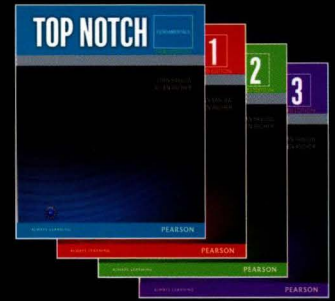
**The China Philharmonic Orchestra with The Shanghai Opera House Chorus**  
Mozart's Requiem  
Symphony Hall, 8:00 P.M.

# TOP NOTCH



THIRD EDITION

THE LEADER IN GLOBAL COMMUNICATION

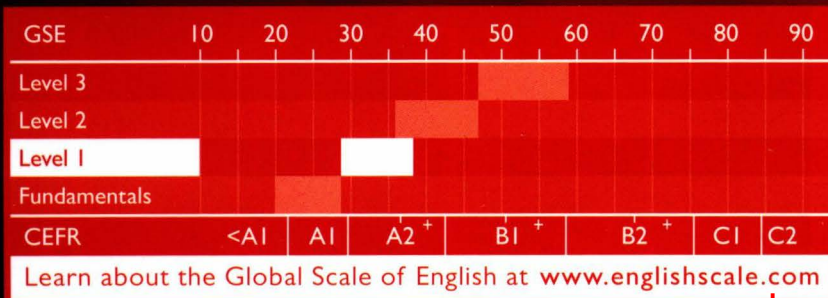


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