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TOP NOTCH

1B

THIRD EDITION

with WORKBOOK

JOAN SASLOW
ALLEN ASCHER



ALWAYS LEARNING

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TOP NOTCH

1B

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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WORKBOOK

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

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

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 6 Staying in Shape PAGE 62	<ul style="list-style-type: none"> Plan an activity with someone Talk about habitual activities and future plans Discuss fitness and eating habits Describe your routines 	<ul style="list-style-type: none"> Physical activities Places for sports and exercise Frequency adverbs 	<ul style="list-style-type: none"> <u>Can</u> and <u>have to</u> The present continuous and the simple present tense: Review GRAMMAR BOOSTER <ul style="list-style-type: none"> <u>Can</u> and <u>have to</u>: form and common errors <u>Can</u> and <u>have to</u>: information questions <u>Can</u> and <u>be able to</u>: 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	<ul style="list-style-type: none"> Greet someone arriving from a trip Ask about someone's vacation Discuss vacation preferences Describe good and bad vacation experiences 	<ul style="list-style-type: none"> Adjectives to describe trips Intensifiers Decline and accept help Adjectives for vacations Bad and good travel experiences 	<ul style="list-style-type: none"> The past tense of <u>be</u>: Review Contractions The simple past tense: Review Regular and irregular verb forms GRAMMAR BOOSTER <ul style="list-style-type: none"> The past tense of <u>be</u>: form The simple past tense: spelling rules for regular verbs The simple past tense: usage and form
UNIT 8 Shopping for Clothes PAGE 86	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Uses of object pronouns Subject and object pronouns Comparative adjectives GRAMMAR BOOSTER <ul style="list-style-type: none"> Direct objects: usage Indirect objects: usage rules and common errors Comparative adjectives: spelling rules
UNIT 9 Taking Transportation PAGE 98	<ul style="list-style-type: none"> Discuss schedules and buy tickets Book travel services Understand airport announcements Describe transportation problems 	<ul style="list-style-type: none"> Kinds of tickets and trips Ways to express disappointment Travel services Airline passenger information Some flight problems Transportation problems Means of transportation 	<ul style="list-style-type: none"> Modals <u>should</u> and <u>could</u> <u>Be going to</u> + base form to express the future: Review GRAMMAR BOOSTER <ul style="list-style-type: none"> Modals <u>can</u>, <u>could</u>, and <u>should</u>: meaning, form, and common errors Expansion: future actions
UNIT 10 Spending Money PAGE 110	<ul style="list-style-type: none"> Ask for a recommendation Bargain for a lower price Discuss showing appreciation for service Describe where to get the best deals 	<ul style="list-style-type: none"> Financial terms How to bargain How to describe good and bad deals 	<ul style="list-style-type: none"> Superlative adjectives Irregular forms <u>Too</u> and <u>enough</u> GRAMMAR BOOSTER <ul style="list-style-type: none"> Comparative and superlative adjectives: usage and form Intensifiers <u>very</u>, <u>really</u>, and <u>too</u>

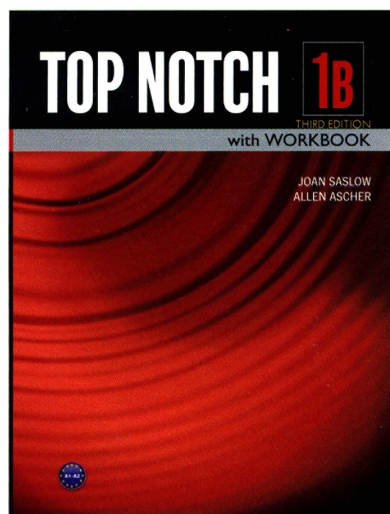
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Top Notch Pop Lyrics	page 149
Pronunciation Table	page 151

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> Use <u>Why don't we . . . ?</u> to suggest an activity Say <u>Sorry, I can't</u> to apologize for turning down an invitation Provide a reason with <u>have to</u> to decline an invitation Use <u>Well, how about . . . ?</u> to suggest an alternative Use <u>How come?</u> to ask for a reason Use a negative question to confirm information 	Listening Skills <ul style="list-style-type: none"> Listen to activate grammar Listen for main ideas Listen for details Apply and personalize information Pronunciation <ul style="list-style-type: none"> <u>Can / can't</u> Third-person singular <u>-s</u>: Review 	Texts <ul style="list-style-type: none"> A bar graph A fitness survey A magazine article A photo story Skills/strategies <ul style="list-style-type: none"> Interpret a bar graph Infer information Summarize 	Task <ul style="list-style-type: none"> Write about one's exercise and health habits WRITING BOOSTER <ul style="list-style-type: none"> Punctuation of statements and questions
<ul style="list-style-type: none"> Say <u>Welcome back!</u> to indicate enthusiasm about someone's return from a trip Acknowledge someone's interest with <u>Actually</u> Decline an offer of assistance with <u>It's OK. I'm fine.</u> Confirm that an offer is declined with <u>Are you sure?</u> Use <u>Absolutely</u> to confirm a response Show enthusiasm with <u>No kidding!</u> and <u>Tell me more.</u> 	Listening Skills <ul style="list-style-type: none"> Listen for main ideas Listen for details Infer meaning Pronunciation <ul style="list-style-type: none"> The simple past tense ending: Regular verbs 	Texts <ul style="list-style-type: none"> Travel brochures Personal travel stories A vacation survey A photo story Skills/strategies <ul style="list-style-type: none"> Activate language from a text Identify supporting details Support an opinion Draw conclusions 	Task <ul style="list-style-type: none"> Write a guided essay about a vacation WRITING BOOSTER <ul style="list-style-type: none"> Time order
<ul style="list-style-type: none"> Use <u>Excuse me</u> to indicate you didn't understand or couldn't hear Use <u>Excuse me</u> to begin a conversation with a clerk Follow a question with more information for clarification Acknowledge someone's assistance with <u>Thanks for your help</u> Respond to gratitude with <u>My pleasure</u> 	Listening Skills <ul style="list-style-type: none"> Infer the appropriate location Understand locations and directions Pronunciation <ul style="list-style-type: none"> Contrastive stress for clarification 	Texts <ul style="list-style-type: none"> An online clothing catalogue Simple and complex diagrams and plans A travel article A personal opinion survey A photo story Skills/strategies <ul style="list-style-type: none"> Identify supporting details Paraphrase Apply information 	Task <ul style="list-style-type: none"> Write a letter or e-mail explaining what clothes to pack WRITING BOOSTER <ul style="list-style-type: none"> Connecting ideas with <u>because</u> and <u>since</u>
<ul style="list-style-type: none"> Use <u>I'm sorry</u> to respond with disappointing information Use <u>Well</u> to introduce an alternative Use <u>I hope so</u> to politely respond to an offer of help Use <u>Let me check</u> to buy time to get information 	Listening Skills <ul style="list-style-type: none"> Infer the type of travel service Understand public announcements Listen for details Use reasoning to evaluate statements of fact Pronunciation <ul style="list-style-type: none"> Intonation for offering alternatives 	Texts <ul style="list-style-type: none"> Transportation schedules Public transportation tickets Arrival and departure boards Magazine and newspaper articles A photo story Skills/strategies <ul style="list-style-type: none"> Make decisions based on schedules and needs Critical thinking 	Task <ul style="list-style-type: none"> Write about two different trips, one past trip and one future trip WRITING BOOSTER <ul style="list-style-type: none"> The paragraph
<ul style="list-style-type: none"> Use <u>Well</u> to connect an answer to an earlier question Use <u>How about . . . ?</u> to make a financial offer Use <u>OK</u> to indicate that an agreement has been reached 	Listening Skills <ul style="list-style-type: none"> Listen for key details Listen for main ideas Listen for details Pronunciation <ul style="list-style-type: none"> Rising intonation for clarification 	Texts <ul style="list-style-type: none"> A travel guide Product ads A magazine article Personal travel stories A photo story Skills/strategies <ul style="list-style-type: none"> Classify information Draw conclusions Apply information 	Task <ul style="list-style-type: none"> Write a guide to your city, including information on where to stay, visit, and shop WRITING BOOSTER <ul style="list-style-type: none"> Connecting contradictory ideas: <u>even though</u>, <u>however</u>, <u>on the other hand</u>

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.

Joan Saslow and Allen Ascher





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

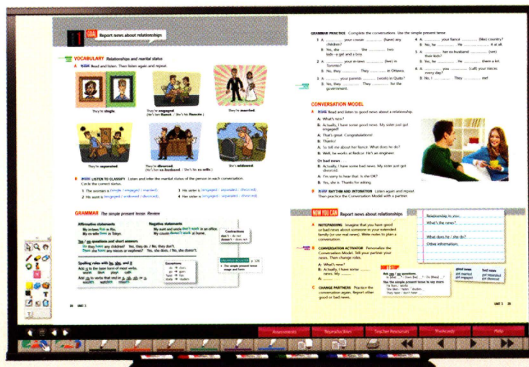
COMPONENTS

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



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.

PLUS

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

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

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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.

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AUTHORS' ACKNOWLEDGMENTS

The authors are indebted to these reviewers, who provided extensive and detailed feedback and suggestions for *Top Notch*, as well as the hundreds of teachers who completed surveys and participated in focus groups.

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- 1 Plan an activity with someone.
- 2 Talk about habitual activities and plans.
- 3 Discuss fitness and eating habits.
- 4 Describe your routines.

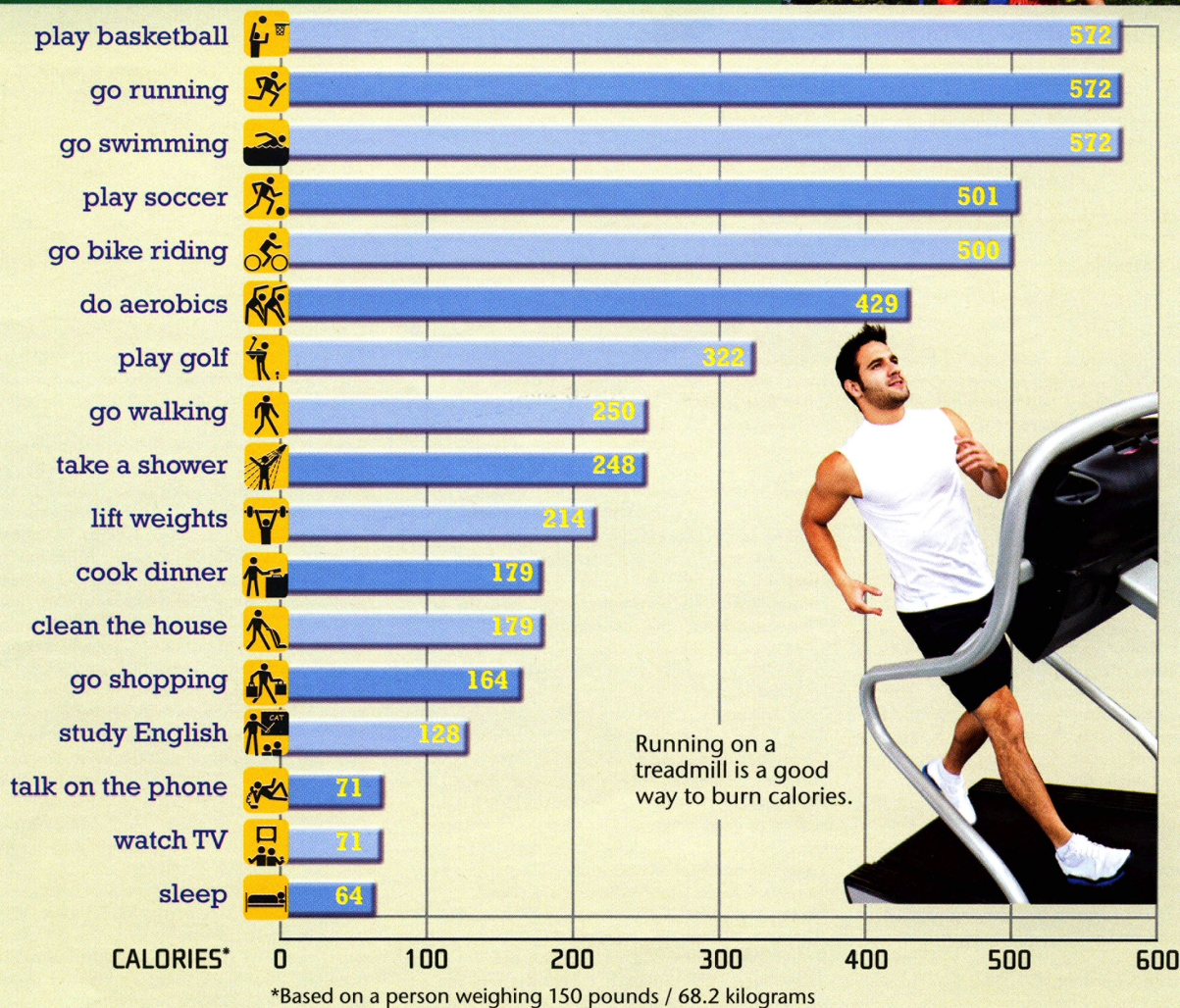
UNIT

6

Staying in Shape

PREVIEW

How many calories can you burn in one hour?



Running on a treadmill is a good way to burn calories.

DIGITAL
FLASH
CARDS

A 3:24 **VOCABULARY • Activities** Look at the graph. Then listen and repeat.

B **CLASS SURVEY** According to the graph, approximately how many calories do you burn every day? Find out who in your class burns more than 1,500 calories a day.

C 3:25 **PHOTO STORY** Read and listen to people talking about playing tennis.



Lynn: Hi, Joy! What are you up to?
Joy: Lynn! How are you? I'm playing tennis, actually. In the park.
Lynn: You play tennis? I didn't know that.
Joy: I do. About three times a week. Do you play?

Lynn: Not as much as I'd like to.
Joy: Well, why don't we meet at the park on Saturday?
Lynn: This coming Saturday? Sorry, I can't. I have to work. What about Sunday?
Joy: Perfect. Hey, how about your husband? Can he come, too?

Lynn: Ken? No way. He's a total couch potato. He just watches TV and eats junk food. He's so out of shape.
Joy: Too bad. My husband's crazy about tennis.
Lynn: Listen. I'm on my way home right now. Let's talk tomorrow. OK?
Joy: Terrific.

D FOCUS ON LANGUAGE Look at the underlined expressions in the Photo Story. Use the context to help you choose the correct meaning of the following sentences.

- 1 What are you up to?
 a What are you doing?
 b Where are you going?
- 2 Why don't we play tennis sometime?
 a Can you explain why we don't play tennis?
 b Would you like to play tennis sometime?
- 3 My husband is really out of shape.
 a My husband doesn't exercise.
 b My husband exercises a lot.
- 4 I'm crazy about tennis.
 a I hate tennis.
 b I love tennis.
- 5 I'm on my way to the park.
 a I'm going to the park right now.
 b I'm going to go to the park this afternoon.

SPEAKING

A PERSONALIZE Look at the activities on page 62. List the activities you do . . .

every day	every weekend	once a week	almost never	never

B PAIR WORK Compare activities with a partner.

“ What do you do every weekend? ”

“ Me? I go shopping. ”

GRAMMAR *Can* and *have to***can**Use **can** + the base form of a verb for possibility.

We **can stay** out late tonight. There are no classes tomorrow morning.
I'm too busy this afternoon. I **can't play** golf.
Mona **can meet** us at the park, but her husband **can't**.

Questions

Can you **go** running tomorrow at 3:00? (Yes, I can. / No, I can't.)Remember: **Can** + base form also expresses ability.

We **can speak** English.
They **can't play** piano.

have toUse **have to** or **has to** + the base form of a verb for obligation.I **have to** / **don't have to** **work** late tonight.She **has to** / **doesn't have to** **meet** her cousin at the airport at 3:00.

Questions

Do they **have to work** tomorrow? (Yes, they do. / No, they don't.)
Does he **have to go** to class now? (Yes, he does. / No, he doesn't.)

Usage: When declining an invitation, use **have to** to provide a reason.Sorry, I **can't**. I **have to work** late.

GRAMMAR BOOSTER p. 132

Can and **have to**:

- Form and common errors
- Information questions

Can and **be able to**: present and past forms

A FIND THE GRAMMAR Look at the Photo Story on page 63 again. Find one statement using **can't** to decline an invitation. Find one example of **have to** to provide a reason. Find one question using **can** for possibility.

B GRAMMAR PRACTICE Read the sentences carefully. Then complete each sentence with **can** or a form of **have to**.

- I'd like to go out tonight, but we have a test tomorrow. I *study*
- Audrey us for lunch today. She her boss write a report.
not / meet *help*
- Good news! I late tonight. We together at 6:00.
not / work *go running*
- My sister at the mall today. She to the doctor.
not / go shopping *go*
- Henry to Toronto next week, so he golf with us.
go *not / play*
- Sorry, I to aerobics class tonight. I with my boss.
not / go *meet*

C GRAMMAR PRACTICE Write three questions using **can** and three questions using a form of **have to**. Then practice asking and answering the questions with a partner.

PRONUNCIATION *Can* / *can't*

A ▶ 3:26 Read and listen to the pronunciation and stress of **can** and **can't**. Then listen again and repeat.

/kən/ I **can call** you today./kænt/ I **can't call** you tomorrow.

B ▶ 3:27 Listen to the statements and check **can** or **can't**. Then listen again and repeat each statement.

1 ☐ can ☐ can't3 ☐ can ☐ can't5 ☐ can ☐ can't2 ☐ can ☐ can't4 ☐ can ☐ can't6 ☐ can ☐ can't

- A** ▶ 3:28 Read and listen to two people planning an activity together.
- A: Hey, Gary. Why don't we go running sometime?
- B: Great idea. When's good for you?
- A: Friday morning at 9:00?
- B: Sorry, I can't. I have to work on Friday.
- A: Well, how about Sunday afternoon at 2:00?
- B: That's good for me. See you then.

- B** ▶ 3:29 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Plan an activity with someone

DIGITAL VIDEO

- A** **NOTEPADDING** Write your schedule for this weekend in the daily planner. (Use page 62 for ideas.)

	Friday	Saturday	Sunday
9:00	go running	visit Mom	

Daily Planner			
	Friday	Saturday	Sunday
9:00			
11:00			
1:00			
3:00			
5:00			
7:00			

- B** **CONVERSATION ACTIVATOR** Now personalize the Conversation Model with a partner, using your daily planners. Suggest an activity, a day, and a time. Then change roles.

- A: Hey, Why don't we sometime?
- B: When's good for you?
- A: ?
- B: Sorry, I can't. I have to
- A: Well, how about ?
- B:

DON'T STOP!

- Suggest other times and activities.
- Discuss where to meet.

- C** **CHANGE PARTNERS** Practice the conversation again. Plan other activities. Use your daily planner to respond.



VOCABULARY Places for sports and exercise

A ▶ 3:30 Read and listen. Then listen again and repeat.



a pool



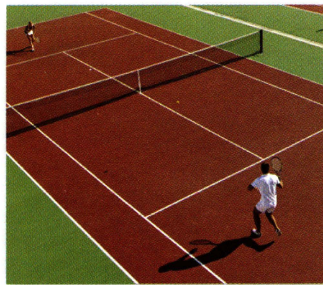
an athletic field



a golf course



a track



a tennis court



a park



a gym

B PAIR WORK Tell your partner what you do at these places.

“ I play soccer at the athletic field next to the school. ”

GRAMMAR The present continuous and the simple present tense: Review

The present continuous
(for actions in progress and future plans)

I'm **making** dinner right now.
They're **swimming** at the pool in the park.
He's **meeting** his friends for lunch tomorrow.

Questions

Are you **going** running tomorrow?
What time **are** you **playing** tennis today?

Be careful!

Don't use the present continuous with frequency adverbs.
Don't say: She's ~~never playing~~ tennis.

Don't use the present continuous with have, want, need, or like.
Don't say: She's ~~liking~~ the gym.

The simple present tense
(for frequency, habits, and routines)

I **make** dinner at least twice a week.
They usually **swim** at the pool on Tuesdays.
He hardly ever **meets** his friends for dinner.

Questions

Do you always **play** golf on Saturdays?
How often **do** you **lift** weights?

▶ 3:31 **Frequency adverbs**

100% always
almost always
usually / often / generally
sometimes / occasionally
hardly ever
0% never

GRAMMAR BOOSTER p. 133

The simple present tense:

- Non-action verbs
- Placement of frequency adverbs
- Time expressions

A **VOCABULARY / GRAMMAR PRACTICE** Tell a partner how frequently you play sports or exercise at the places from the Vocabulary.

“ I almost always go to my gym on Fridays. ”

“ There's a pool near my house, but I hardly ever go swimming there. ”

B GRAMMAR PRACTICE Complete the sentences using the simple present tense or the present continuous.

1 Brian can't answer the phone right now.

.....
he / study

2 How often walking?

she / go

3 tennis this weekend.

we / play

4 weights three times a week.

he / lift

5 lunch. Can they call
you back?
they / make

6 How often the house?

you / clean

7 aerobics every day.

I / do

8 shopping tonight.

she / go

C 3:32 LISTEN TO ACTIVATE GRAMMAR Listen to the conversations. Circle the frequency adverb that best completes each statement.

1 She (often / hardly ever / never) plays golf.

2 He (often / sometimes / always) goes to the gym four times a week.

3 She (often / sometimes / never) plays tennis in the park.

4 He (always / often / never) goes swimming.

5 She (always / sometimes / never) rides her bike on weekends.

CONVERSATION MODEL**A 3:33** Read and listen to two people talking about habitual activities and future plans.

A: Hey, Nancy. Where are you off to?

B: Hi, Trish. I'm going to the gym.

A: Really? Don't you usually go there on weekends?

B: Yes. But not this weekend.

A: How come?

B: Because *this* weekend I'm going to the beach.**B 3:34 RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.**C FIND THE GRAMMAR** Look at the Conversation Model again. Underline one example of the simple present tense and two examples of the present continuous. Which one has future meaning?**NOW YOU CAN**

Talk about habitual activities and plans

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model, using a different place from the Vocabulary. Then change roles.

A: Hey, Where are you off to?

B: Hi, I'm going to the

A: Really? Don't you usually go there ?

B: Yes. But not this

A: How come?

B: Because *this* I'm**B CHANGE PARTNERS** Practice the conversation again. Use a different place and plan.**DON'T STOP!****Say more about your activities.**I'm going to the gym. I have an aerobics class.
I'm going to the park. I'm playing tennis with
my friend Julie.**Invite your partner to do something.**

Why don't we ____ sometime?

BEFORE YOU LISTEN

WARM-UP In your opinion, is it important for people to stay in shape? Why? What do people have to do to stay in shape?

LISTENING COMPREHENSION

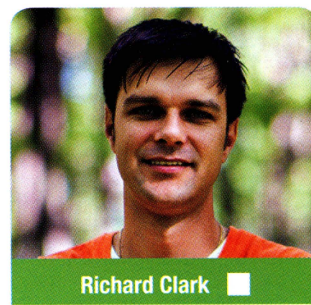
A ▶ 3:35 **LISTEN FOR MAIN IDEAS** Listen to people talk about their fitness and eating habits. Check the box next to the name if the person exercises regularly.



Mark Newell ☐



Rika Oinuma ☐



Richard Clark ☐

B ▶ 3:36 **LISTEN FOR DETAILS** Now listen again and check each person's habits.

	Mark	Rika	Richard
1 goes to a gym	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 takes exercise classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 exercises outside	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 avoids grains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 avoids desserts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 avoids fatty foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 eats smaller portions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 eats a lot of seafood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 eats slowly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C DISCUSSION

- 1 In your opinion, which of the three people have good fitness and eating habits? Explain.
- 2 Whose habits are like your own? Explain.

PRONUNCIATION Third-person singular -s: Review

A ▶ 3:37 Read and listen to the three third-person singular endings. Then listen again and repeat.

B PAIR WORK Take turns making statements about the three people's habits. Use the information in the chart in Listening Comprehension Exercise B. Pay attention to third-person singular endings.

/s/	/z/	/ɪz/
sleeps	goes	watches
eats	plays	exercises
works	avoids	munches

“ Rika exercises outside every day. ”

A FRAME YOUR IDEAS Take the health survey.

Do you stay in shape?

Check the statements that are true for you. Then add up your score.

<p>1 <input type="checkbox"/> a I exercise regularly. <input type="checkbox"/> b I hardly ever exercise. <input type="checkbox"/> c I never exercise.</p> <p>2 <input type="checkbox"/> a I usually sleep seven hours or more. <input type="checkbox"/> b I generally sleep less than seven hours. <input type="checkbox"/> c I rarely sleep more than four hours.</p> <p>3 <input type="checkbox"/> a I avoid junk food. <input type="checkbox"/> b I sometimes eat junk food. <input type="checkbox"/> c I eat a lot of junk food.</p> <p>4 <input type="checkbox"/> a I hardly ever eat sweets. <input type="checkbox"/> b I sometimes eat sweets. <input type="checkbox"/> c I eat too many sweets.</p>	<p>5 <input type="checkbox"/> a I hardly ever watch TV. <input type="checkbox"/> b I sometimes watch TV. <input type="checkbox"/> c I watch a lot of TV.</p>
---	---

Score

Each a answer = 10 points
 Each b answer = 5 points
 Each c answer = 0 points

Your total points =

Points	
40-50	You stay in great shape!
30-35	You're getting in shape!
20-25	You can do more!
0-15	You're a couch potato!



B PAIR WORK Compare your survey answers and scores.

C GROUP WORK Walk around the classroom and ask questions. Write names and take notes on the chart.

DON'T STOP!

Ask for more information:
 Why are you out of shape?
 What junk foods do you eat?
 Where do you exercise?

Find someone who . . .	Name	Other information
stays in great shape.	Toni	goes running every day

Find someone who . . .	Name	Other information
stays in great shape.		
is out of shape.		
eats a lot of junk food.		
avoids sweets.		
avoids fatty foods.		
never sleeps more than four hours.		

D DISCUSSION Now discuss fitness and eating habits. Tell your classmates about the people on your chart.

“ Toni stays in great shape.
 She goes running every day. ”

BEFORE YOU READ

PREVIEW Look only at the title, photos, and captions. What do these two people have in common? What do you think they have to do in order to participate successfully in their sports?

READING ▶ 3:38

When You Think You Can't...

Mark Zupan

When he was eighteen years old, a terrible accident made Mark Zupan a quadriplegic and changed his life forever. At first, he could hardly move his arms or legs normally. However, after a lot of hard work, he was able to use his arms to move his wheelchair, and he could even stand for a short time and take a few slow steps. Zupan—or Zup to his friends—became a quad rugby champion, helping his team win a gold medal in the Paralympic Games. “I dream about running all the time,” he says, “but you can’t live in the past.”

Today, Zupan frequently gives talks and raises money for his sport and appears in movies and TV shows. Anyone who spends time with him forgets that he’s in a wheelchair. He lifts weights at the gym every day, drives a car, and goes to concerts. “A lot of people think quadriplegics can’t do anything,” he says. To stay in shape, Zupan is careful about his diet and avoids unhealthy and fatty foods. “Just think of me as a human being and an athlete. Because that’s who I am.”



Zupan became a quad rugby champion.



Hamilton was attacked by a tiger shark when she was thirteen.

Bethany Hamilton

At the age of thirteen, surfer Bethany Hamilton had a dream. She wanted to be a champion in her sport. But she lost her left arm when she was attacked by a shark. A month later, she was surfing again.

Today, she’s a professional competitive surfer. Because she can only use one arm, she has to use her legs more to help her go in the right direction. Hamilton practices every day at the beach. She has a prosthetic arm, but she rarely uses it, and never when she’s surfing.

Hamilton often appears on TV. She wants to help other people follow their dreams, even when they face great difficulties. “People can do whatever they want if they just set their hearts to it, and just never give up.”

In 2011, Hollywood made a movie about her experience. Bethany has a happy life and got married in 2013.

A INFER INFORMATION Complete the paragraph about Mark Zupan. Use can, can't, or has to.

Zupan¹ spend most of his time in a wheelchair, but he² stand up and take a few steps for a short time. He³ go walking or running, but he⁴ play quad rugby. He⁵ be careful about his diet so he doesn't get out of shape. He doesn't have complete use of his hands, but he⁶ lift weights. He⁷ drive a car using his feet, but he⁸ use his hands. A lot of people think quadriplegics⁹ do anything, but Zupan proves that they¹⁰ .

B SUMMARIZE First, complete the paragraph about Bethany Hamilton. Use the simple present tense or the present continuous. Then write a similar paragraph, summarizing Mark Zupan's routines.

When she surfs, Hamilton^{1 use} her legs to help her go in the right direction. She^{2 have} a prosthetic arm, but she hardly ever^{3 wear} it. She^{4 compete} regularly with the world's top professional women surfers. In the photo on page 70, she^{5 compete} against other surfers with two arms. She^{6 wear} a T-shirt and^{7 stand} on her surfboard. Hamilton^{8 want} to help other people with difficult experiences follow their dreams.

NOW YOU CAN Describe your routines

A NOTEPADDING Write some notes about your daily routines.

List some things you usually do . . .	List some things you . . .
• in the morning.	• can't do every day. Explain why.
• in the afternoon.	• have to do every day. Explain why.
• in the evening.	• don't have to do every day. Explain why.

B PAIR WORK Interview your partner about his or her daily routines. Then describe your partner's daily routines to your classmates.

“ My partner usually gets up at 7:00. But on Saturdays, she doesn't have to get up early. ”

REVIEW

A ▶ 3:39 Listen to the conversations. Check the statements that are true.

- | | |
|---|---|
| 1 <input type="checkbox"/> He doesn't exercise regularly. | 3 <input type="checkbox"/> He exercises regularly. |
| <input type="checkbox"/> He avoids junk food. | <input type="checkbox"/> He has to be careful about calories. |
| <input type="checkbox"/> He never watches TV. | <input type="checkbox"/> He can eat everything he wants. |
| 2 <input type="checkbox"/> She's in great shape. | 4 <input type="checkbox"/> Dave Heeley can't use his legs. |
| <input type="checkbox"/> She hardly ever goes swimming. | <input type="checkbox"/> Dave Heeley can't see. |
| <input type="checkbox"/> She exercises regularly. | <input type="checkbox"/> Dave Heeley doesn't need help. |

B What activities can you do at these places? Write sentences with can.

an athletic field

I can play...

a gym

a park

C Change each statement to a yes / no question. Begin each question with a capital letter and end with a question mark.

- 1 You have to go home early. *Do you have to go home early?*
- 2 Magda has to see a doctor this afternoon.
- 3 Jonah can meet us at the mall at 6:00.
- 4 I have to exercise every day.
- 5 My friends can come to the park after school.
- 6 Your husband has to work late tonight.
- 7 Lance's sisters have to avoid sweets.

D Answer the questions with real information. Use the simple present tense or the present continuous in your answer.

- 1 How often do you go to English class?

YOU

- 2 What do you usually do on weekends?

YOU

- 3 What are you doing this weekend?

YOU

WRITING

Describe your exercise and health habits.

*I'm not in very good shape, but I exercise
three times a week now. I'm also very
careful about the foods I eat...*

WRITING BOOSTER p. 145

- Punctuation of statements and questions
- Guidance for this writing exercise

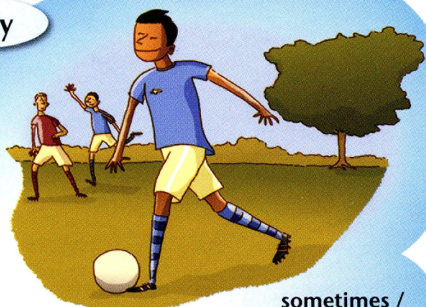
For additional language practice...

YORK TOP NOTCH POP • Lyrics p. 150
"A Typical Day"

DIGITAL
SONG

DIGITAL
KARAOKE

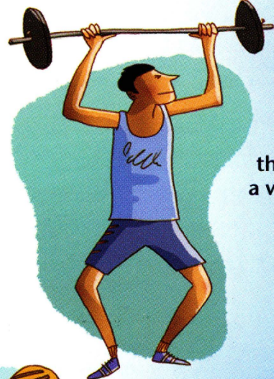
Andy



sometimes / after work



usually / Sunday morning



three times a week



on weekends



hardly ever

ORAL REVIEW

CONTEST Form teams. Create questions about the people's activities for another team to answer. (Teams get one point for each correct question and one point for each correct answer.) For example:

Q: How often does Andy eat junk food?

A: Hardly ever.

GAME Make false statements about the activities in the planners. Your partner corrects your statements. For example:

A: Karen is having breakfast with her mom at nine on Saturday.

B: That's not right. They're having breakfast at ten.

ROLE PLAY Create a conversation for Andy and Karen. Using the two planners, make plans to get together to do something. Use this language:

Why don't we...? Sorry, I can't. I have to...

Karen



every morning



always



twice a month



often / on weekends

ANDY'S PLANNER

Sat	
9	breakfast with Craig
10	
11	meet Dad at airport
12	
Sun	
9	breakfast with Dad
10	
11	do laundry
12	

KAREN'S PLANNER

Sat	
9	
10	breakfast with Mom
11	
12	lunch with Diane
Sun	
9	
10	meet Diane at the shops
11	
12	lunch with Pat

NOW I CAN

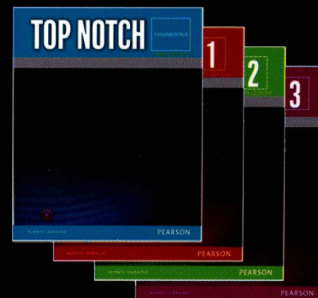
- ☐ Plan an activity with someone.
- ☐ Talk about habitual activities and plans.
- ☐ Discuss fitness and eating habits.
- ☐ Describe my routines.

TOP NOTCH



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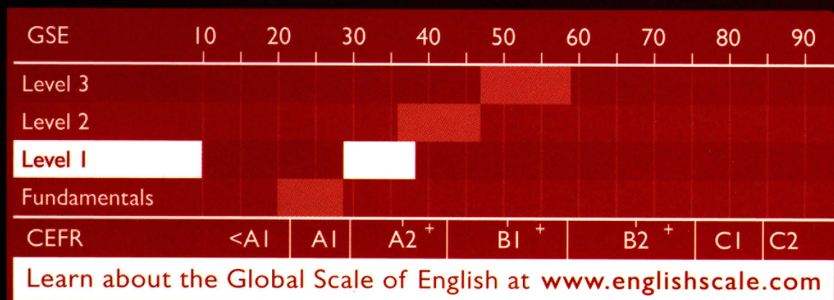


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ISBN: 978-600-316-602-8



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