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# TOP NOTCH

FUNDAMENTALS

B

THIRD EDITION

with WORKBOOK

JOAN SASLOW  
ALLEN ASCHER



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# TOP NOTCH

FUNDAMENTALS

**B**

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

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

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

UNIT 8

Home and Neighborhood

PAGE 64

- Describe your neighborhood
- Ask about someone's home
- Talk about furniture and appliances

- Buildings
- Places in the neighborhood
- Rooms
- Furniture and appliances

VOCABULARY BOOSTER

- More home and office vocabulary

- The simple present tense:
  - Questions with Where, prepositions of place
  - There is and there are:
    - Statements and yes / no questions
    - Contractions and common errors
  - Questions with How many

GRAMMAR BOOSTER Extra practice

UNIT 9

Activities and Plans

PAGE 72

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

- Weather expressions
- Present and future time expressions

VOCABULARY BOOSTER

- More weather vocabulary / seasons

- The present continuous:
  - Statements: form and usage
  - Yes / no questions
  - Information questions
  - For future plans
- The present participle: spelling rules

GRAMMAR BOOSTER Extra practice

UNIT 10

Food

PAGE 80

- Discuss ingredients for a recipe
- Offer and ask for foods
- Invite someone to join you at the table

- Foods and drinks
- Places to keep food in a kitchen
- Containers and quantities
- Cooking verbs

VOCABULARY BOOSTER

- More vegetables and fruits

- How many / Are there any
- Count nouns and non-count nouns
- How much / Is there any
- The present tense and the present continuous

GRAMMAR BOOSTER Extra practice

UNIT 11

Past Events

PAGE 88

- Tell someone about an event
- Describe your past activities
- Talk about your weekend

- Past-time expressions
- Outdoor activities

VOCABULARY BOOSTER

- More outdoor activities

- The past tense of be; There was / there were:
  - Statements, questions, and contractions
- The simple past tense
  - Regular verbs, irregular verbs
  - Statements, questions, and short answers

GRAMMAR BOOSTER Extra practice

UNIT 12

Appearance and Health

PAGE 96

- Describe appearance
- Show concern about an injury
- Suggest a remedy

- Adjectives to describe hair
- The face
- Parts of the body
- Accidents and injuries
- Ailments, remedies

VOCABULARY BOOSTER

- More parts of the body

- Describing people with be and have
- Should + base form for suggestions

GRAMMAR BOOSTER Extra practice

UNIT 13

Abilities and Requests

PAGE 104

- Discuss your abilities
- Politely decline an invitation
- Ask for and agree to do a favor

- Abilities
- Adverbs well and badly
- Reasons for not doing something
- Favors

VOCABULARY BOOSTER

- More musical instruments

- Can and can't for ability
- Too + adjective, common errors
- Polite requests with Could you + base form

GRAMMAR BOOSTER Extra practice

UNIT 14

Life Events and Plans

PAGE 112

Units 8–14 Review

PAGE 120

- Get to know someone's life story
- Discuss plans
- Share your dreams for the future

- Some life events
- Academic subjects
- More leisure activities
- Some dreams for the future

VOCABULARY BOOSTER

- More academic subjects
- More leisure activities

- Be going to + base form

GRAMMAR BOOSTER Extra practice

- Begin a question with And to indicate you want additional information
- Use Really? to introduce contradictory information
- Use Well to indicate you are deciding how to begin a response
- Respond positively to a description with Sounds nice!
- Use Actually to introduce an opinion that might surprise
- Say I don't know. I'm not sure to avoid making a direct negative statement

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- Listening Task**
- Determine the best house or apartment for clients of a real estate company
  - Complete statements about locations of furniture and appliances
- Pronunciation**
- Linking sounds

- Reading Texts**
- House and apartment rental listings
  - Descriptions of people and their homes
- Writing Task**
- Compare and contrast your home with other homes

**WRITING BOOSTER** Guided writing practice

- Use Hi and Hey to greet people informally
- Say No kidding! to show surprise
- Use So to introduce a conversation topic
- Answer the phone with Hello?
- Identify yourself with This is on the phone
- Use Well, actually to begin an excuse
- Say Oh, I'm sorry after interrupting
- Say Talk to you later to indicate the end of a phone conversation

- Listening Tasks**
- Determine weather and temperatures in cities in a weather report
  - Complete statements about people's activities, using the present continuous
- Pronunciation**
- Rising and falling intonation of yes / no and information questions

- Reading Texts**
- A daily planner
  - The weather forecast for four cities
- Writing Task**
- Write about plans for the week, using the present continuous

**WRITING BOOSTER** Guided writing practice

- Say I'll check to indicate you'll get information for someone
- Decline an offer politely with No, thanks
- Use Please pass the to ask for something at the table
- Say Here you go as you offer something
- Say Nice to see you to greet someone you already know
- Use You too to repeat a greeting politely

- Listening Task**
- Identify the foods discussed in conversations
- Pronunciation**
- Vowel sounds: /ɪ/, /ʌ/, /eɪ/, /ɛ/, /æ/

- Reading Texts**
- Recipe cards
  - A weekly schedule
- Writing Task**
- Write about what you eat in a typical day

**WRITING BOOSTER** Guided writing practice

- Ask Why? to ask for a clearer explanation
- Use What about? to ask for more information
- Use a double question to clarify
- Use just to minimize the importance of an action
- Say Let me think to gain time to answer
- Say Oh yeah to indicate you just remembered something

- Listening Tasks**
- Circle the year you hear
  - Infer the correct day or month
  - Choose activities mentioned in conversations
- Pronunciation**
- Simple past tense regular verb endings

- Reading Text**
- A blog in which people describe what they did the previous weekend
- Writing Task**
- Write about the activities of two people, based on a complex picture
  - Write about your weekend and what you did

**WRITING BOOSTER** Guided writing practice

- Use Oh to indicate you've understood
- Say No kidding to show surprise
- Say I'm sorry to hear that, Oh, no, and That's too bad to express sympathy
- Use Actually to introduce an opinion that might surprise
- Use What's wrong? to ask about an illness
- Use really to intensify advice with should
- Respond to good advice with Good idea
- Say I hope you feel better when someone feels sick

- Listening Tasks**
- Identify the people described in conversations
  - Complete statements about injuries
  - Identify the ailments and remedies suggested in conversations
- Pronunciation**
- More vowel sounds: /u/, /ʊ/, /oʊ/, /ɔ/, /ɑ/

- Reading Text**
- A magazine article about two celebrities
- Writing Task**
- Write a description of someone you know

**WRITING BOOSTER** Guided writing practice

- Use Actually to give information
- Use Really? to show surprise or interest
- Suggest a shared course of action with Let's
- Politely decline a suggestion with I'm really sorry but and a reason
- Accept a refusal with Maybe some other time
- Use Sure and No problem to agree to someone's request for a favor

- Listening Task**
- Complete requests for favors
- Pronunciation**
- Blending of sounds: Could you

- Reading Text**
- An article about infant-toddler development
- Writing Task**
- Describe things people can and can't do when they get old

**WRITING BOOSTER** Guided writing practice

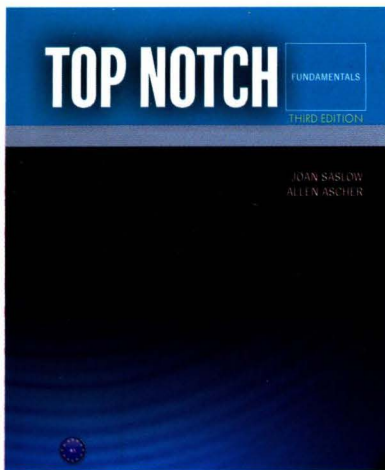
- Use And you? to show interest in another person
- Use Not really to soften a negative response
- Ask What about you? to extend the conversation
- Use Well and Actually to explain or clarify

- Listening Tasks**
- Choose correct statements
  - Circle correct words or phrases
  - Complete statements about activities, using the present continuous
  - Infer people's wishes for the future
- Pronunciation**
- Diphthongs: /aɪ/, /aʊ/, /ɔɪ/

- Reading Text**
- A short biography of Harry Houdini
- Writing Task**
- Write your own illustrated life story, including plans and dreams for the future

**WRITING BOOSTER** Guided writing practice

**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, Pronunciation Coach videos, and a Writing Booster.

## 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.

### True-beginner vocabulary and grammar

Clear captioned picture-dictionary illustrations with accompanying audio take the guesswork out of meaning and pronunciation. Grammar presentations 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. A new Writing Booster in the back of the Student's Book provides guided writing practice that incorporates vocabulary and grammar from the unit.

### Authentic social language

Even beginning students should learn appealing natural social language. Forty-two memorable Conversation Models provide lively controlled conversation practice that ensures enthusiasm and motivation.

### Active listening syllabus

All Vocabulary presentations, Pronunciation presentations, Conversation Models, Listening Comprehension exercises, and Readings are recorded on the audio, ensuring that students develop good pronunciation, intonation, and auditory memory. In addition, approximately fifty tasks specifically developed for beginning learners develop fundamental comprehension skills.

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

Joan Saslow and Allen Ascher

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

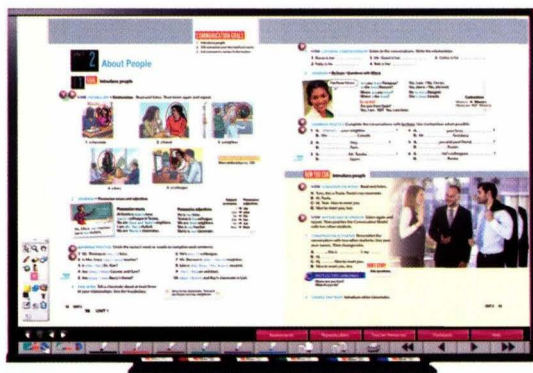


## ActiveTeach



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
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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.

## 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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**COMMUNICATION GOALS**

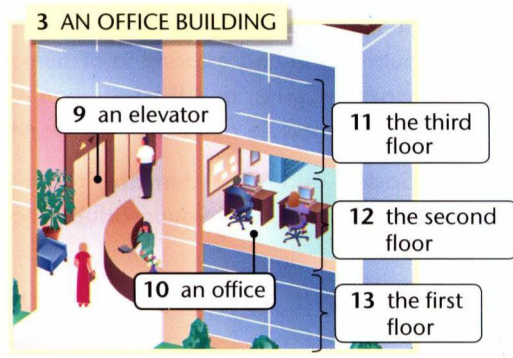
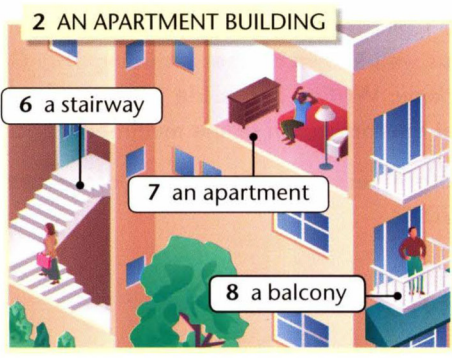
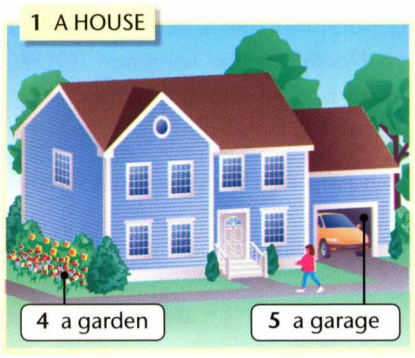
- 1 Describe your neighborhood.
- 2 Ask about someone's home.
- 3 Talk about furniture and appliances.



# UNIT 8 Home and Neighborhood

## LESSON 1 GOAL Describe your neighborhood

**1** 3:19 **VOCABULARY • Buildings** Read and listen. Then listen again and repeat.



**2 GRAMMAR • The simple present tense: questions with Where / Prepositions of place**

**Questions with Where**

Where **do** you **live**?  
Where **do** your parents **live**?

Where **does** he **work**?  
Where **does** your mother **work**?

**Prepositions of place**

**in**  
She lives **in** an apartment.  
They live **in** a house.  
I work **in** an office.

**at**  
I live **at** 50 Main Street.  
He works **at** a bookstore.  
They study **at** the Brooke School.

**on**  
Her house is **on** Bank Street.  
We go to school **on** 34<sup>th</sup> Avenue.  
I work **on** the tenth floor.

**3 GRAMMAR PRACTICE** Complete the conversations. Use the simple present tense and prepositions of place.

- 1 A: Where ..... your sister ..... ?  
B: She lives ..... an apartment.
- 2 A: Where ..... you ..... English?  
B: We study ..... the school around the corner.

- 3 A: Where ..... your neighbor ..... ?  
B: She works ..... a bookstore.
- 4 A: Where ..... your parents ..... ?  
B: They live ..... 58 Gray Street.

DIGITAL MORE EXERCISES

**4** 3:20 **PRONUNCIATION • Linking sounds** Read and listen. Then listen and repeat.

- 1 It's **on** the second floor.      3 He **lives in** an apartment.
- 2 She **works in** an office.      4 My apartment **has a** balcony.

DIGITAL VIDEO COACH

5 **VOCABULARY / GRAMMAR PRACTICE** With a partner, ask and answer questions with Where. Use the simple present tense.

“ Where do you live? ”

6 ▶ 3:21 **VOCABULARY** • *Places in the neighborhood* Read and listen. Then listen again and repeat.

“ I live on Main Street. ”



1 a bus station



2 a train station



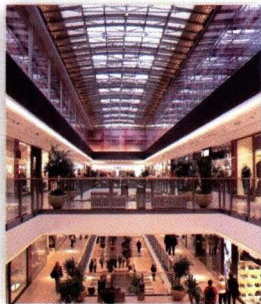
3 a stadium

▶ 3:22 **Preposition near**

The train station is **near** the bus station. It's right across the street.



4 a park



5 a mall



6 a museum



7 an airport



8 a hospital

**NOW YOU CAN** Describe your neighborhood

1 ▶ 3:23 **CONVERSATION MODEL** Read and listen.

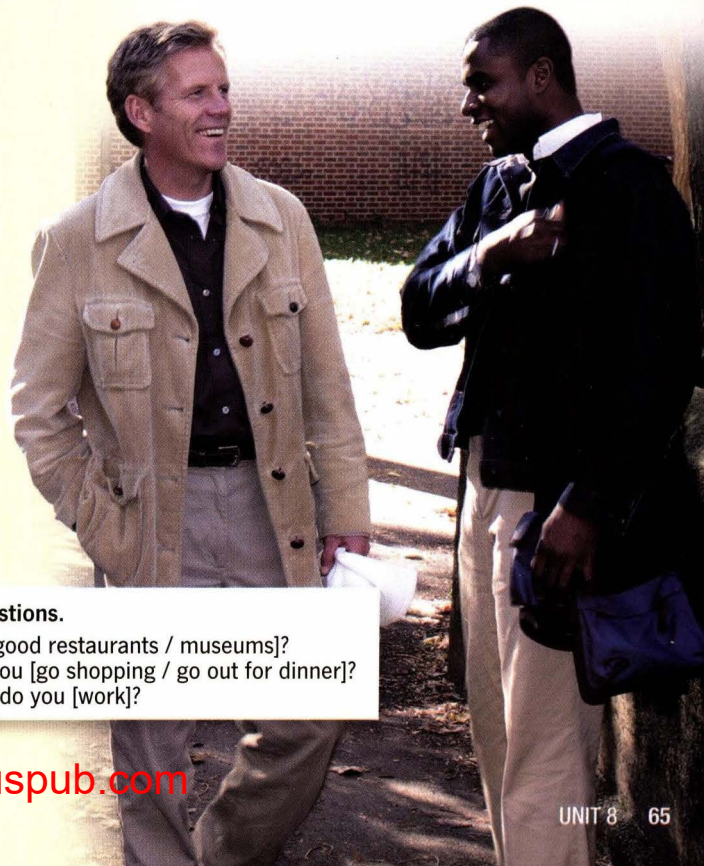
- A: Do you live far from here?
- B: No. About fifteen minutes by bus.
- A: And is the neighborhood nice?
- B: Yes, it is. My apartment is near a park and a mall.
- A: Really? My apartment is next to an airport.

2 ▶ 3:24 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation.

- A: Do you live far from here?
- B: .....
- A: And is the neighborhood nice?
- B: ....., it ....., My ..... is .....
- A: Really? My ..... is .....

4 **CHANGE PARTNERS** Ask about another classmate's neighborhood.



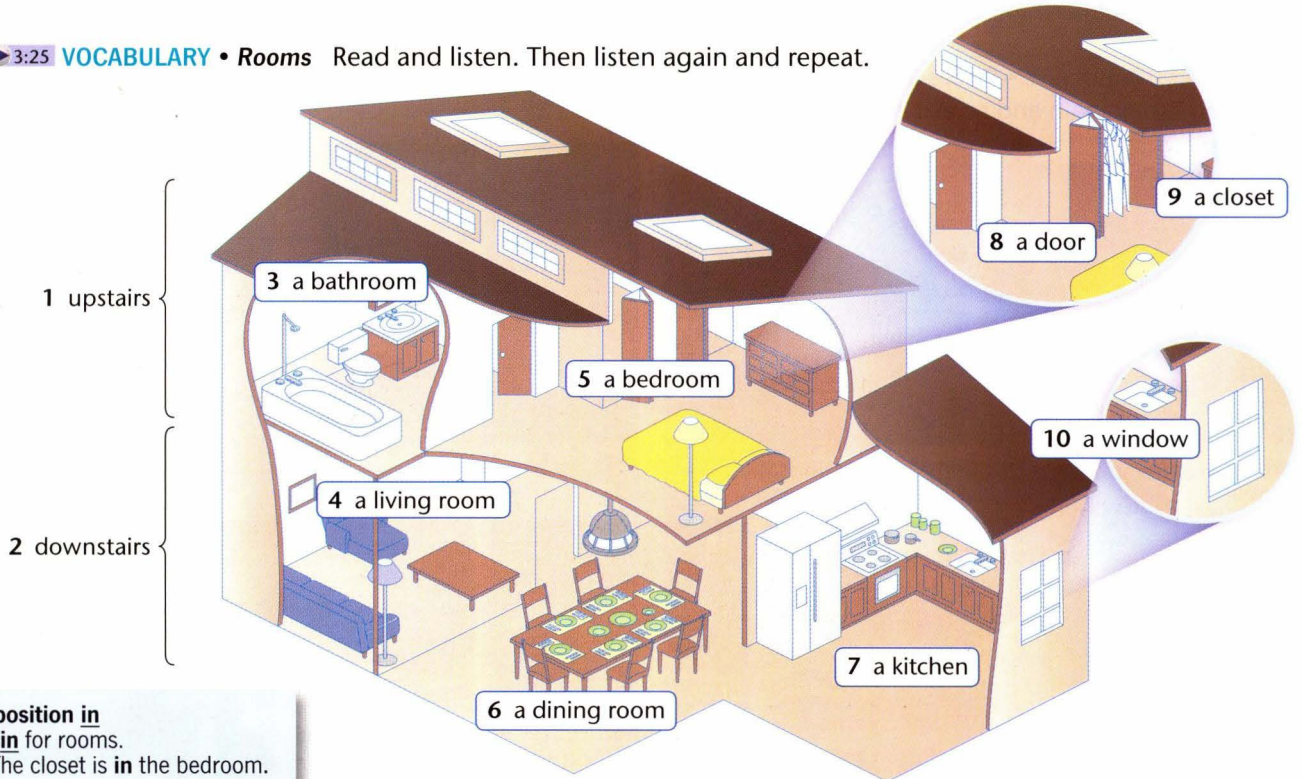
**DON'T STOP!**

Ask more questions.

- Are there [good restaurants / museums]?
- Where do you [go shopping / go out for dinner]?
- And where do you [work]?

DIGITAL FLASH CARDS

1 3:25 VOCABULARY • Rooms Read and listen. Then listen again and repeat.



**Preposition in**  
Use **in** for rooms.  
The closet is **in** the bedroom.

2 PAIR WORK Tell your partner about the rooms in your home.

3 GRAMMAR • *There is and There are / Questions with How many*

“ My apartment has one large bedroom and two small bedrooms. ”

**There is and There are**

Use **There is** with singular nouns. Use **There are** with plural nouns.

**There's** a small bedroom downstairs.  
**There's** a large closet and two windows.  
**There's** no kitchen.

**There are** three large bedrooms upstairs.  
**There are** two windows and a large closet.  
**There are** no elevators.

**Is there** a balcony? Yes, **there is**.  
No, **there isn't**.

**Are there** closets? Yes, **there are**.  
No, **there aren't**.

**Be careful!**  
There is → **There's**  
BUT Yes, there is. NOT Yes, ~~there's~~.  
There are NOT ~~There're~~

**How many**

Ask questions about quantity with **How many**. Always use a plural noun with **How many**.

**How many** bathrooms **are there**? (There are two.)  
**How many** bedrooms **do you have**? (We have three.)

4 GRAMMAR PRACTICE Complete the sentences. Use there's, there are, is there, or are there.

- 1 How many closets are there in the house?
- 2 ..... a small bedroom downstairs.
- 3 ..... a balcony on the second floor?
- 4 ..... an elevator and two stairways.
- 5 ..... a garden next to her house.
- 6 ..... two bedrooms upstairs.
- 7 ..... a park near my apartment.
- 8 How many windows .....

5 **GRAMMAR PRACTICE** Write ten sentences about your house or apartment. Use There is and There are.

There's a small bathroom next to my bedroom.

- Ideas**
- number of rooms
  - size of rooms
  - location of rooms

6 **3:26 LISTENING COMPREHENSION** Listen to the conversations. Check the best house or apartment for each person.

http://www.homeawayfromhome.com

# Home Away from Home

Live in a house or apartment overseas for 1 to 6 months!

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<p><b>1. Paris</b></p> <p><input type="checkbox"/> A two-bedroom house with a large kitchen</p> <p><input type="checkbox"/> A one-bedroom apartment with a small kitchen</p>	<p><b>3. Tokyo</b></p> <p><input type="checkbox"/> A one-bedroom apartment with a large kitchen</p> <p><input type="checkbox"/> A one-bedroom apartment with a large closet</p>
<p><b>2. Buenos Aires</b></p> <p><input type="checkbox"/> A two-bedroom house with three bathrooms</p> <p><input type="checkbox"/> A two-bedroom house with two bathrooms</p>	<p><b>4. Montreal</b></p> <p><input type="checkbox"/> A two-bedroom house with a small garden</p> <p><input type="checkbox"/> A two-bedroom apartment with a balcony</p>

**NOW YOU CAN** Ask about someone's home

1 **3:27 CONVERSATION MODEL** Read and listen.

- A: Do you live in a house or an apartment?  
 B: An apartment.  
 A: What's it like?  
 B: Well, there are three large bedrooms, and it has a large kitchen.  
 A: Sounds nice!

2 **3:28 RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Describe your house or apartment. Then change roles.

- A: Do you live in a house or an apartment?  
 B: .....  
 A: What's it like?  
 B: Well, .....  
 A: Sounds nice!

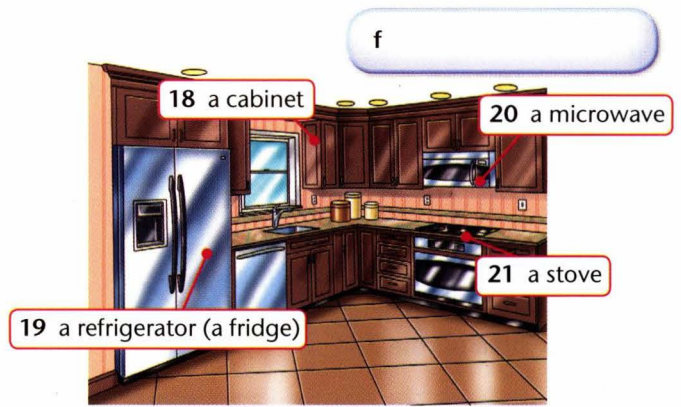
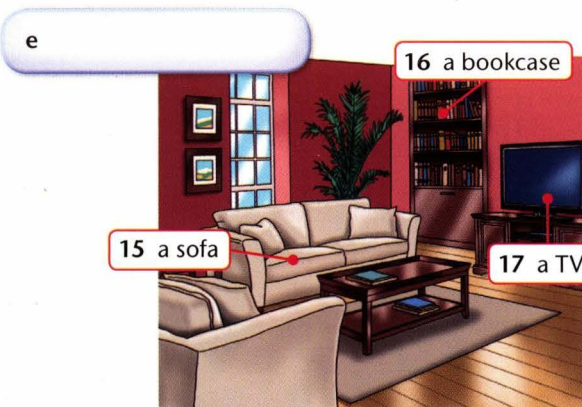
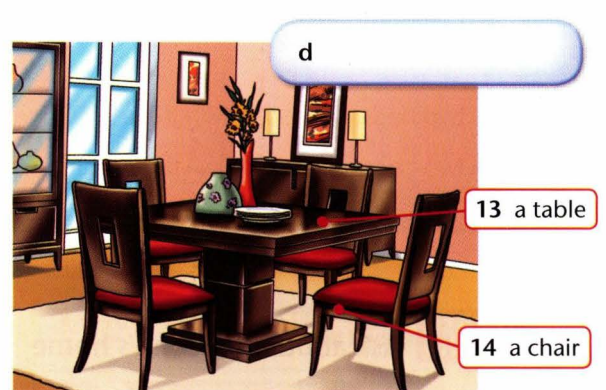
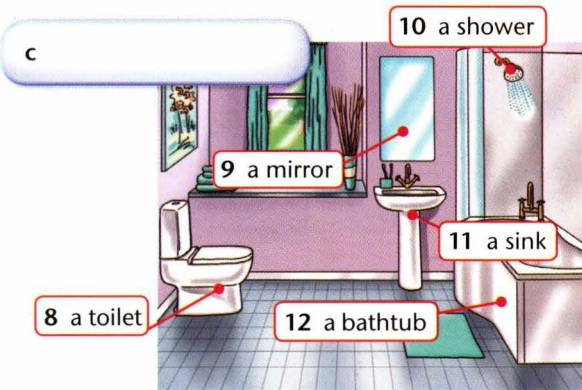
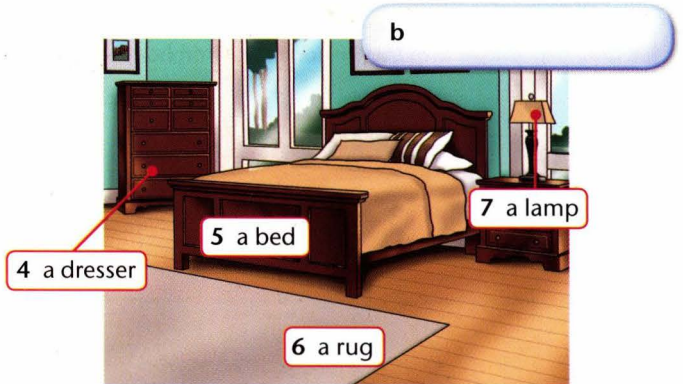
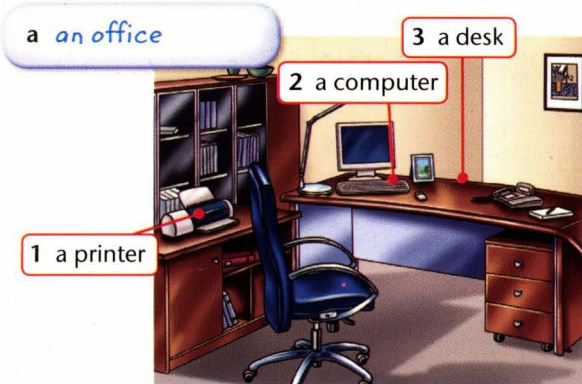
4 **CHANGE PARTNERS** Talk about another classmate's home.

**DON'T STOP!**  
 Ask more questions.  
 Is there \_\_\_ ? / Are there \_\_\_ ?  
 How many \_\_\_ are there?  
 Does your [house] have [a garage]?



DIGITAL FLASH CARDS

1 ▶ 3:29 **VOCABULARY** • Furniture and appliances First write the name of each room (a–f). Then read and listen. Listen again and repeat.



**VOCABULARY BOOSTER**

More home and office vocabulary • p. 129

2 ▶ 3:30 **LISTENING COMPREHENSION** Listen to the comments about furniture and appliances. Look at the pictures in the Vocabulary. Write the correct room.

- |                     |                        |
|---------------------|------------------------|
| 1 It's in the ..... | 4 It's in the .....    |
| 2 It's in the ..... | 5 They're in the ..... |
| 3 It's in the ..... | 6 It's in the .....    |



3 **PAIR WORK** Ask your partner about the furniture and appliances in his or her home. [www.papyruspub.com](http://www.papyruspub.com) "What's in your living room?"

“ My living room has a sofa and two chairs, and there's a large bookcase. ”

**NOW YOU CAN** Talk about furniture and appliances

1 ▶ 3:31 **CONVERSATION MODEL** Read and listen.

A: This is a nice sofa. What do you think?  
 B: Actually, I think it's beautiful.  
 A: And what about this lamp?  
 B: I don't know. I'm not sure.

▶ 3:33  
**Positive and negative adjectives**  
 ☺ beautiful nice great  
 ☹ ugly awful terrible

2 ▶ 3:32 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** Change the conversation. Ask your partner's opinion about the furniture and appliances in the pictures. (Or use your own pictures.) Then change roles.

A: This is a nice ..... What do you think?  
 B: Actually, I think it's .....  
 A: And what about this ..... ?  
 B: .....

**DON'T STOP!**  
 Ask about other furniture and appliances.



**RECYCLE THIS LANGUAGE.**  
 I like this \_\_\_\_ .  
 I don't like this \_\_\_\_ .  
 Really?  
 What about you?



4 **CHANGE PARTNERS** Practice the conversation again. [www.papyruspub.com](http://www.papyruspub.com)

- 1 **3:34 READING** Read about where people live. Who lives in a house? Who lives in an apartment?

# Where Do You Live?

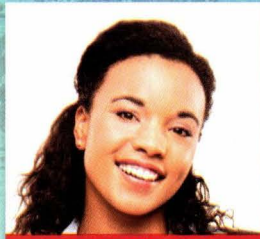


**Jeewhan Yoon**

I'm Jeewhan Yoon from the city of Busan, in Korea. My wife and I live in a small house with two floors and a garage. There are two bedrooms, a living room, a small kitchen, and one bathroom.

My favorite room is the living room. There's a big sofa, and I usually read there. We also watch movies on TV in the living room.

One thing I don't like: we don't have a garden.

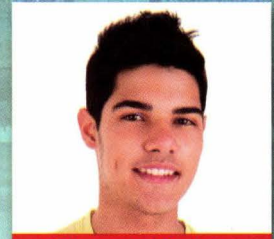


**Tina Williams**

I'm Tina Williams, and I'm from Seattle, in the United States. I live in a small white house with a two-car garage.

Downstairs, there's a living room, a dining room, and a nice large kitchen with large windows and a view of the garden. There are two bedrooms and one bathroom upstairs. There's also a very small office—my favorite room. I study there.

It's small, but I love my house!



**Eduardo Calero**

My name is Eduardo Calero, and I live in Caracas, Venezuela. My family has a really nice apartment on the eighth floor. There's an elevator, of course, and there's a garage on the first floor.

We have three bedrooms and two bathrooms. My brother and I have our own rooms. The kitchen is small, but it has beautiful new appliances. The living room is my favorite room, though, because it has a fantastic view of the city of Caracas.

- 2 **READING COMPREHENSION** Check the descriptions that match each person's home.

	Jeewhan Yoon	Tina Williams	Eduardo Calero
three bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
two bathrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a small kitchen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
no garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a two-car garage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an elevator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 3 **PAIR WORK** Compare your home with the homes in the Reading.

“ Tina's kitchen has a view of the garden, but my house doesn't have a garden. ”

“ Eduardo lives in an apartment. I live in an apartment, too. His apartment has two bathrooms, but my apartment has one. ”

**GRAMMAR BOOSTER**

Unit 8 review • p. 140

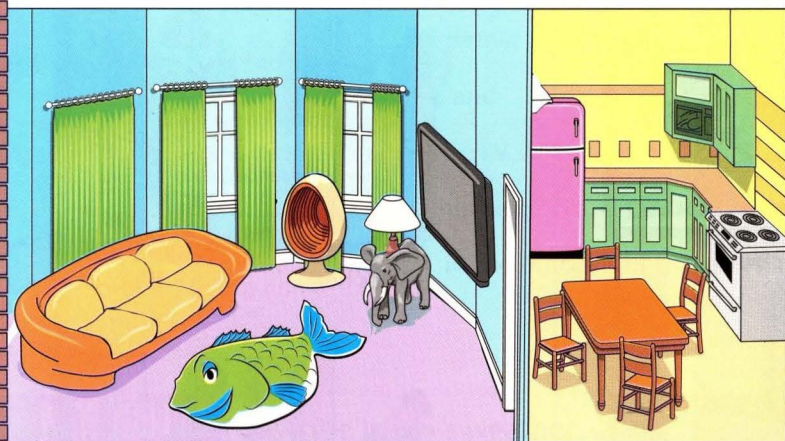
For additional language practice . . .

🎵 **YORK TOP NOTCH POP** • Lyrics p. 150

“Home Is Where the Heart Is”



**Partner A's Picture**



**INFO GAP** Find everything that's different in the two pictures. Ask questions. For example:

How many \_\_\_ are there? Is there \_\_\_?  
Does the \_\_\_ have \_\_\_? Are there \_\_\_?

**PAIR WORK**

1 Express your opinions about the houses, the furniture, and the appliances. For example:

A: What do you think of \_\_\_?

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

2 Your partner closes his or her book. You describe one of the houses. Your partner draws a picture of the house. For example:

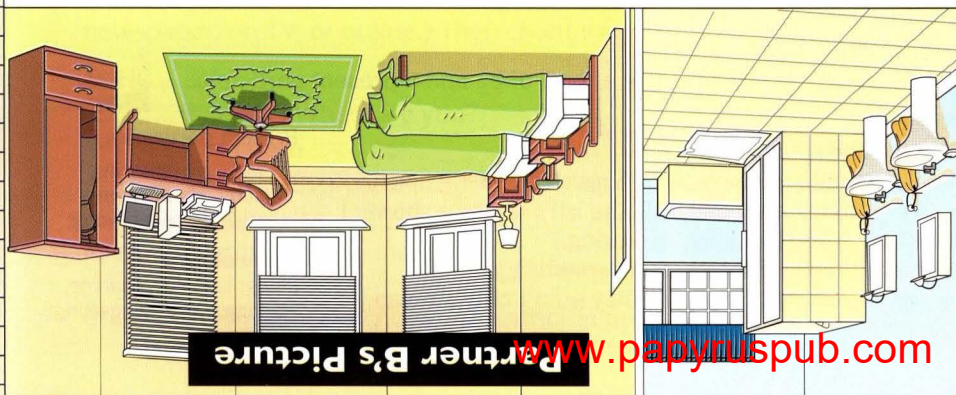
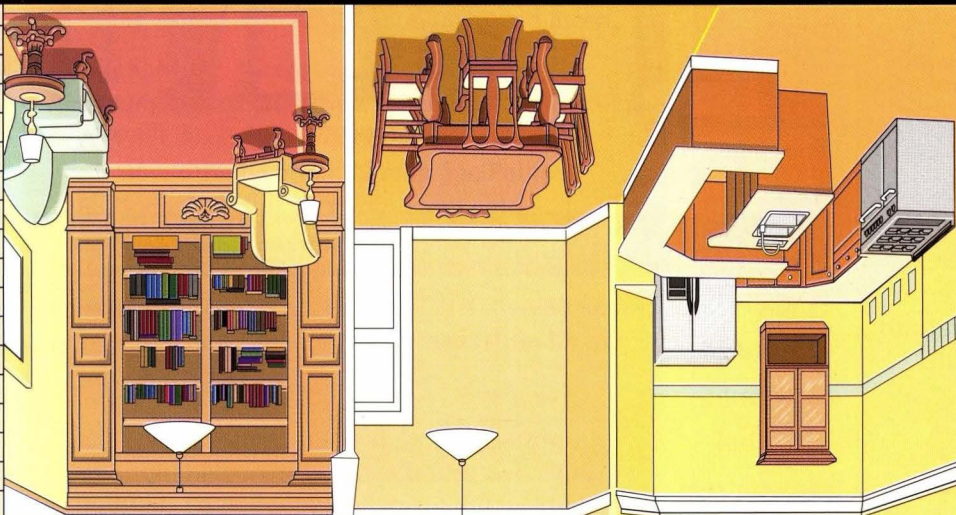
Upstairs, there are two small bedrooms and a small bathroom.

**WRITING** Compare your home with one of the homes in the Reading on page 70. For example:

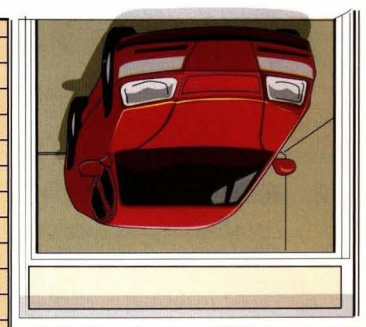
Ms. Williams's house has two bedrooms upstairs, but my ...

**WRITING BOOSTER** p. 148

Guidance for this writing exercise



**Partner B's Picture**



**NOW I CAN**

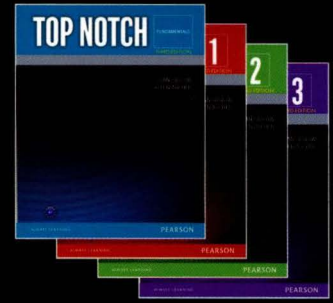
- Describe my neighborhood.
- Ask about someone's home.
- Talk about furniture and appliances.

# TOP NOTCH



THIRD EDITION

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