

THIRD EDITION

# TOP NOTCH

FUNDAMENTALS

# A

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With Workbook

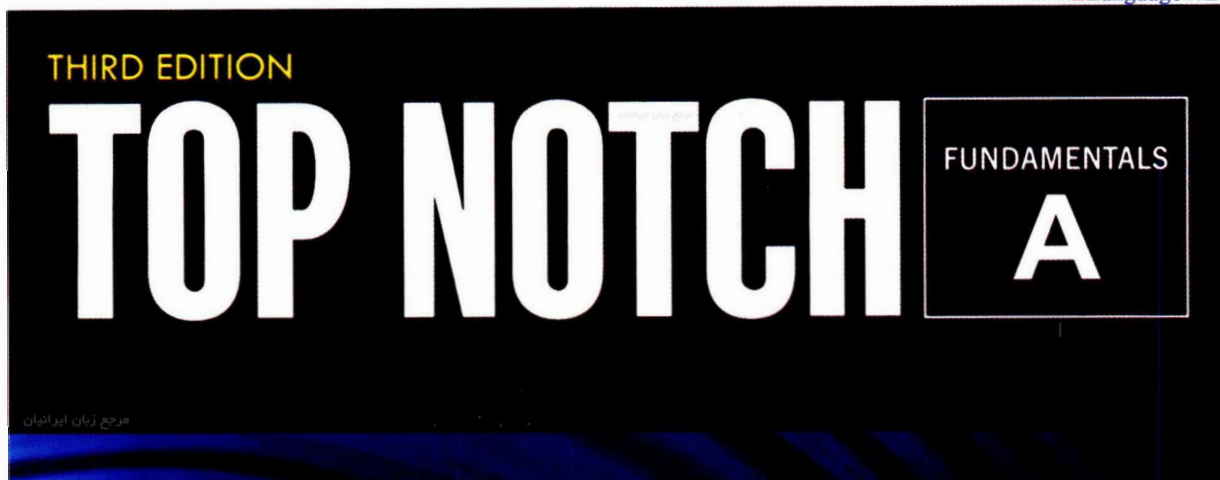


JOAN SASLOW  
ALLEN ASCHER

ALWAYS LEARNING



PEARSON



ENGLISH FOR TODAY'S WORLD

**with workbook**

JOAN SASLOW  
ALLEN ASCHER

این مجموعه با لوگوی مرجع زبان ایرانیان  
به صورت نشر برخط و حامل به ثبت رسیده است.  
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.

With Top Notch Pop Songs and Karaoke  
by Rob Morsberger



# 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

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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 groups.

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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.

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<b>UNIT 1</b> <b>Names and Occupations</b>	<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> <b>VOCABULARY BOOSTER</b> <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> <b>GRAMMAR BOOSTER</b> <b>Extra practice</b>
<b>UNIT 2</b> <b>About People</b>	<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> <b>VOCABULARY BOOSTER</b> <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><u>Be from</u> / Questions with <u>Where</u>, common errors</li> <li>Verb <u>be</u>: information questions with <u>What</u></li> </ul> <b>GRAMMAR BOOSTER</b> <b>Extra practice</b>
<b>UNIT 3</b> <b>Places and How to Get There</b>	<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> <b>VOCABULARY BOOSTER</b> <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> <b>GRAMMAR BOOSTER</b> <b>Extra practice</b>
<b>UNIT 4</b> <b>Family</b>	<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> <b>VOCABULARY BOOSTER</b> <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</u> / <u>has</u>: affirmative statements</li> </ul> <b>GRAMMAR BOOSTER</b> <b>Extra practice</b>
<b>UNIT 5</b> <b>Events and Times</b>	<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> <b>VOCABULARY BOOSTER</b> <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> <b>GRAMMAR BOOSTER</b> <b>Extra practice</b>
<b>UNIT 6</b> <b>Clothes</b>	<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> <b>VOCABULARY BOOSTER</b> <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> <b>GRAMMAR BOOSTER</b> <b>Extra practice</b>
<b>UNIT 7</b> <b>Activities</b> <b>Units 1–7 Review</b>	<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> <b>VOCABULARY BOOSTER</b> <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> <b>GRAMMAR BOOSTER</b> <b>Extra practice</b>



## CONVERSATION STRATEGIES

- Use And you? to show interest in another person
- Use Excuse me to initiate a conversation
- Use Excuse me? to indicate you haven't heard or didn't understand
- Use Thanks! to acknowledge someone's complying with a request

## LISTENING / PRONUNCIATION

### Listening Tasks

- Circle the letter you hear
- Identify correct spelling of names
- Write the name you hear spelled
- Identify the correct occupation
- Write the missing information: names and occupations

### Pronunciation

- Syllables

## READING / WRITING

### Reading Text

- Simple forms and business cards

### Writing Task

- Write affirmative and negative statements about people in a picture

**WRITING BOOSTER** Guided writing practice

- Identify someone's relationship to you when making an introduction
- Use too to reciprocate a greeting
- Begin a question with And to indicate you want additional information
- Repeat part of a question to clarify
- Repeat information to confirm

### Listening Tasks

- Complete statements about relationships
- Circle the correct information
- Fill in names, phone numbers, and e-mail addresses you hear

### Pronunciation

- Stress in two-word pairs

### Reading Text

- Short descriptions of famous people, their occupations, and countries of origin

### Writing Task

- Write sentences about your relationships

**WRITING BOOSTER** Guided writing practice

- Use You're welcome to formally acknowledge thanks
- Use OK to acknowledge advice
- Use What about you? to show interest in another person

### Listening Tasks

- Write the places you hear
- Write the directions you hear, using affirmative and negative imperatives
- Circle the means of transportation
- Write by phrases, check destinations you hear

### Pronunciation

- Falling intonation for questions with Where

### Reading Texts

- Simple maps and diagrams
- Introductions of people, their relationships and occupations, where they live, and how they get to work

### Writing Task

- Write questions and answers about the places in a complex picture

**WRITING BOOSTER** Guided writing practice

- Use And to shift the topic
- Use Tell me about to invite someone to talk about a topic
- Use Well, to indicate you are deciding how to begin a response
- Use And how about? to ask for more information
- Use Really? to show interest or mild surprise

### Listening Tasks

- Identify the picture of a relative being described
- Choose the adjective that describes the people mentioned in a conversation

### Pronunciation

- Number contrasts

### Reading Texts

- A family tree
- A magazine article about famous actors and their families

### Writing Task

- Write a description of the people in your family

**WRITING BOOSTER** Guided writing practice

- Use Uh-oh to indicate you may have made a mistake
- Use Look to focus someone's attention on something
- Use Great! to show enthusiasm for an idea
- Offer someone best wishes on his or her birthday
- Respond to a person's birthday wishes

### Listening Tasks

- Identify events and circle the correct times
- Write the events you hear in a date book
- Circle the dates you hear

### Pronunciation

- Sentence rhythm

### Reading Texts

- A world map with time zones
- Events posters
- Newspaper announcements
- A zodiac calendar

### Writing Task

- Write about events at your school or in your city

**WRITING BOOSTER** Guided writing practice

- Acknowledge a compliment with Thank you
- Apologize with I'm sorry when expressing disappointing information
- Use That's too bad to express disappointment
- Use What about you? to ask for someone's opinion
- Use Well to soften a strong opinion

### Listening Tasks

- Confirm details about clothes
- Determine colors of garments

### Pronunciation

- Plural nouns

### Reading Texts

- A sales flyer from a department store

### Writing Task

- Write sentences about the clothes you have, need, want, and like

**WRITING BOOSTER** Guided writing practice

- Say Me? to give yourself time to think of a personal response
- Use Well to introduce a lengthy response
- Use What about you? to ask for parallel information
- Use So to introduce a conversation topic
- Use How about you? to ask for parallel information
- Say Sure to indicate a willingness to answer
- Begin a response to an unexpected question with Oh

### Listening Task

- Match chores to the people who performed them

### Pronunciation

- Third-person singular verb endings

### Reading Text

- A review of housekeeping robots

### Writing Task

- Describe your typical week, using adverbs of frequency and time expressions

**WRITING BOOSTER** Guided writing practice

# CONTENTS

## STUDENT BOOK

<b>UNIT 1</b>	Names and Occupations .....	4
<b>UNIT 2</b>	About People. ....	12
<b>UNIT 3</b>	Places and How to Get There .....	20
<b>UNIT 4</b>	Family .....	28
<b>UNIT 5</b>	Events and Times .....	36
<b>UNIT 6</b>	Clothes .....	44
<b>UNIT 7</b>	Activities .....	52
<b>UNITS 1–7</b>	Review .....	60

## REFERENCE CHARTS

Countries and nationalities / Numbers 100 to 1,000,000,000 .....	64
Irregular verbs / Pronunciation table .....	64
Vocabulary Booster .....	65
Grammar Booster .....	69
Writing Booster .....	75
Top Notch Pop Lyrics .....	78

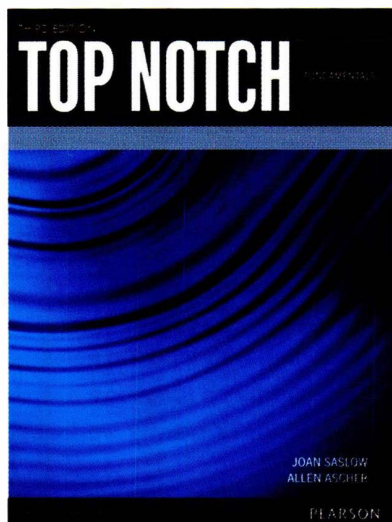
## WORKBOOK

<b>UNIT 1</b>	Names and Occupations .....	81
<b>UNIT 2</b>	About People. ....	87
<b>UNIT 3</b>	Places and How to Get There .....	93
<b>UNIT 4</b>	Family .....	98
<b>UNIT 5</b>	Events and Times .....	103
<b>UNIT 6</b>	Clothes .....	109
<b>UNIT 7</b>	Activities .....	116
<b>UNITS 1–7</b>	Review .....	122



# TO THE TEACHER

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



The goal of ***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. In addition, the entire course can be tailored to blended learning with an integrated online component, *MyEnglishLab*.

**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.

\* *Summit 1* and *Summit 2* are the titles of the 5th and 6th levels of the ***Top Notch*** course.

## 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. [irLanguage.com](http://irLanguage.com)

### 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

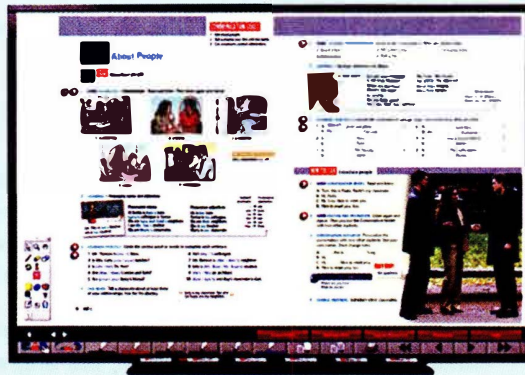
\* ***Top Notch*** is the recipient of the Association of Educational Publishers' *Distinguished Achievement Award*.

## 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
-  **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
- *Top Notch TV* teaching notes
- Complete answer keys, audio scripts, and video scripts


For extra support . . .

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

For assessment . . .

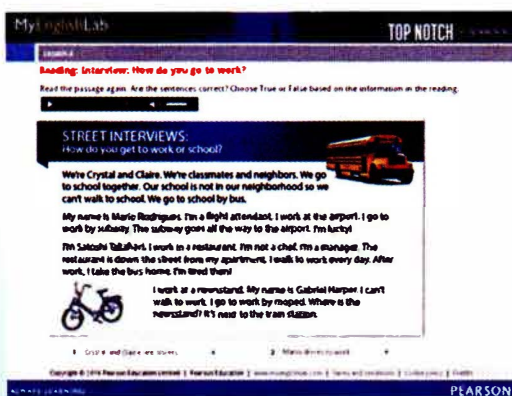
- Ready-made unit and review achievement tests with options to edit, add, or delete items.

### PLUS

-  Clickable Audio: instant access to the complete classroom audio program
- *Top Notch TV* Video Program: a hilarious sitcom and authentic on-the-street interviews
- *Top Notch Pop* Songs and Karaoke: original songs for additional language practice

## MyEnglishLab

An optional online learning tool



- **NEW** Grammar Coach videos plus the Pronunciation Coach videos, and Digital Vocabulary Flash Cards
- **NEW** Immediate meaningful feedback on wrong answers
- **NEW** Remedial grammar exercises
- Interactive practice of all material presented in the course
- Grade reports that display performance and time on task
- Auto-graded achievement tests

## Workbook

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

## Full-Course Placement Tests

Choose printable or online version

## Classroom Audio Program

- A set of Audio CDs, as an alternative to the clickable audio in the ActiveTeach
- Contains a variety of authentic regional and non-native accents to build comprehension of diverse English speakers
- **NEW** The entire audio program is available for students at [www.english.com/topnotch3e](http://www.english.com/topnotch3e). The mobile app *Top Notch Go* allows access anytime, anywhere and lets students practice at their own pace.

## 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

For more information: [www.pearsonelt.com/topnotch3e](http://www.pearsonelt.com/topnotch3e)



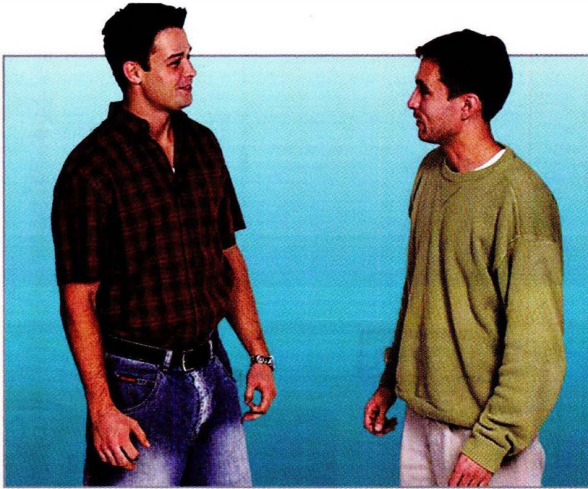
## COMMUNICATION GOALS

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

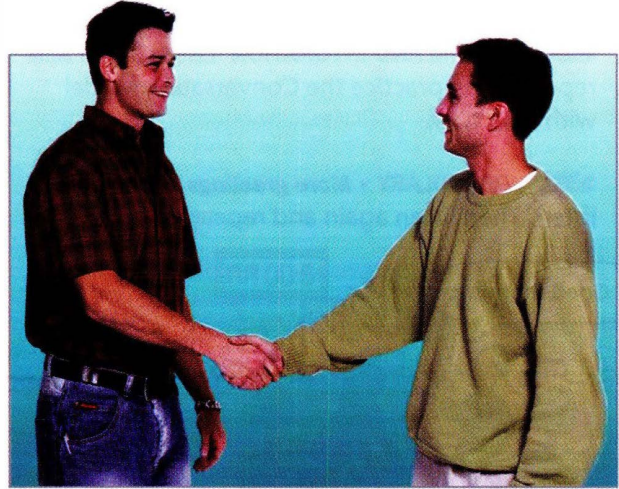
# Welcome to *Top Notch!*

## GOAL Introduce yourself

- 1 ▶ 1:02 CONVERSATION MODEL Read and listen.



A: Hi. I'm Martin.  
B: Hi, Martin. I'm Ben.



A: Nice to meet you, Ben.  
B: Nice to meet you, too.

- 2 ▶ 1:03 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

## NOW YOU CAN Introduce yourself

www.irLanguage.com

PAIR WORK Now introduce yourself to your classmates.

### ▶ 1:04 Greetings

Hi.  
Hello.  
I'm [Lisa].



### ▶ 1:05 Responses

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



## GOAL Greet people

### 1 ▶ 1:06 CONVERSATION MODEL Read and listen.

A: Hi, Len. How are you?

B: Fine, thanks. And you?

A: I'm fine.

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

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

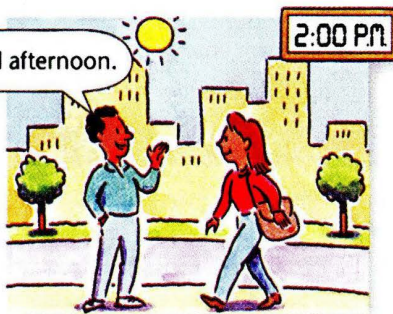
مرجع زبان ایرانیان



1 Good morning.



2 Good afternoon.



3 Good evening.



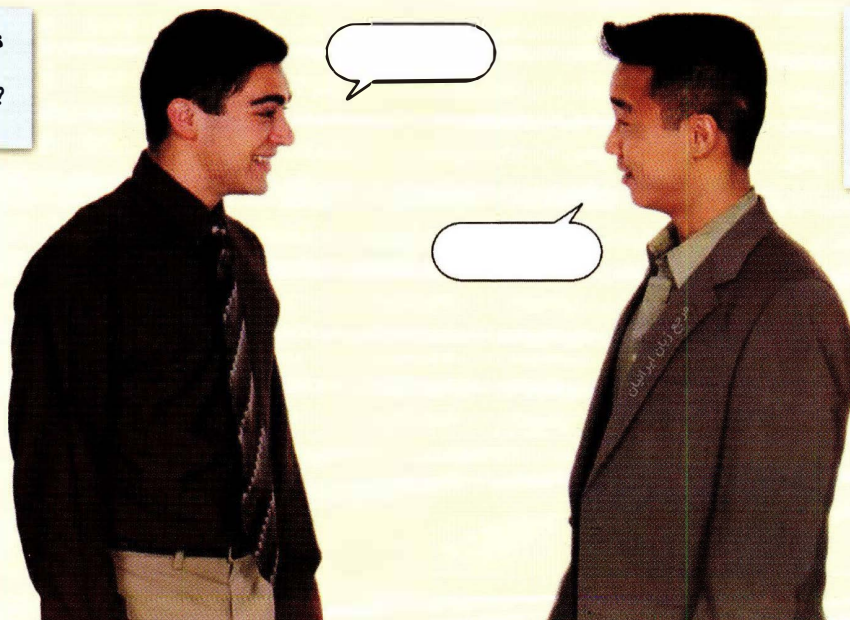
## NOW YOU CAN Greet people

www.irLanguage.com

PAIR WORK Now greet your classmates.

### ▶ 1:09 Greetings

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



### ▶ 1:10 Responses

😊 Fine. / I'm fine.  
Great.

😐 Not bad.  
So-so.



## GOAL Say good-bye

### 1 ►1:11 CONVERSATION MODEL Read and listen.

A: Good-bye, Charlotte.

B: Good-bye, Emily.

A: See you tomorrow.

B: OK. See you!

### 2 ►1:12 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



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## NOW YOU CAN

### Say good-bye

www.irLanguage.com

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

### ►1:13 Ways to say good-bye

Good-bye.

Bye.

See you later.

Take care.



## ✓ NOW I CAN

- ☐ Introduce myself.
- ☐ Greet people.
- ☐ Say good-bye.



## COMMUNICATION GOALS

- 1 Tell a classmate your occupation.
- 2 Identify your classmates.
- 3 Spell names.

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## UNIT

# 1

# Names and Occupations

## LESSON

# 1

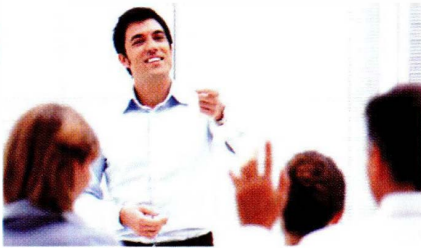
## GOAL

Tell a classmate your occupation

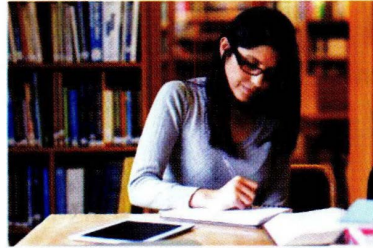
## VOCABULARY BOOSTER

More occupations • p. 125

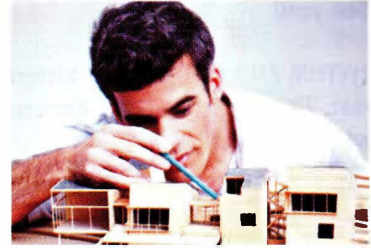
**1** **VOCABULARY • Occupations** Read and listen. Then listen again and repeat.



1 a teacher



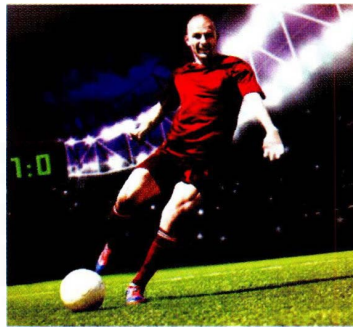
2 a student



3 an architect



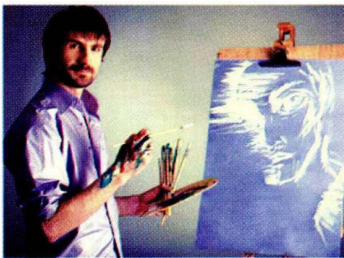
4 an actor



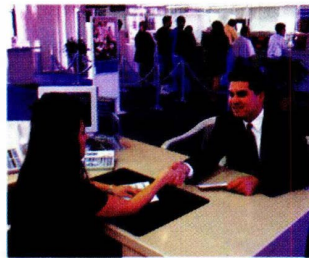
5 an athlete



6 a musician



7 an artist



8 a banker



9 a singer



10 a flight attendant

**2 PAIR WORK** Say the name of an occupation. Your partner points (☞) to the picture.

**3 GRAMMAR • Verb be: singular statements / Contractions**

### Affirmative statements / Contractions

I am Ann. / I'm Ann.

You are an architect. / You're an architect.

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

She is a singer. / She's a singer.

### Negative statements / Contractions

I am not Jen. / I'm not Jen.

You are not an artist. / You're not an artist. / You aren't an artist.

He is not a student. / He's not a student. / He isn't a student.

She is not a banker. / She's not a banker. / She isn't a banker.

### Articles a / an

a teacher

an actor

www.irLanguage.com



**4 GRAMMAR PRACTICE** Write the article a or an for each occupation.

- 1 I'm ..... architect.      3 He's not ..... banker.      5 She is ..... singer.  
2 She's ..... student.      4 He is ..... musician.      6 I'm not ..... athlete.

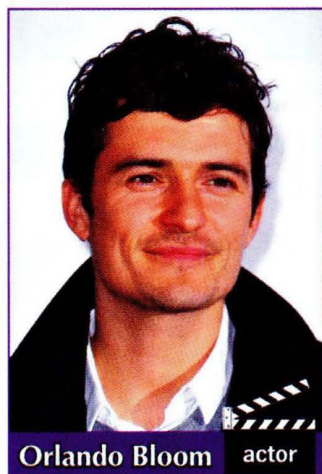
**5 PAIR WORK** Point to the people on page 4. Say *He's* \_\_\_\_\_ or *She's* \_\_\_\_\_.

“ He's a teacher. ”

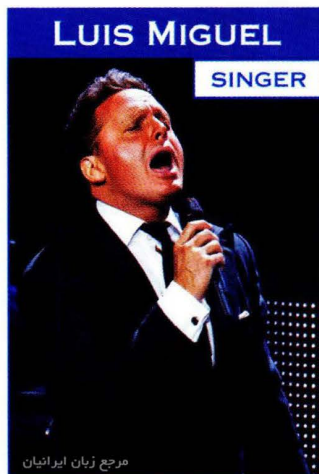
“ She's a flight attendant. ”

**6 VOCABULARY / GRAMMAR PRACTICE** Read the names and occupations. Write affirmative and negative statements.

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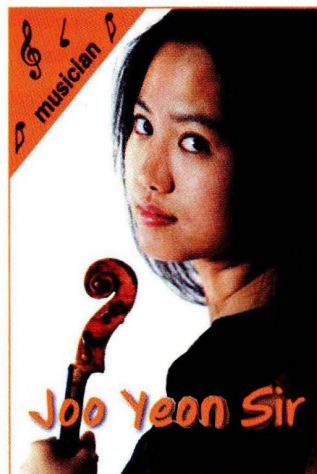


Orlando Bloom actor

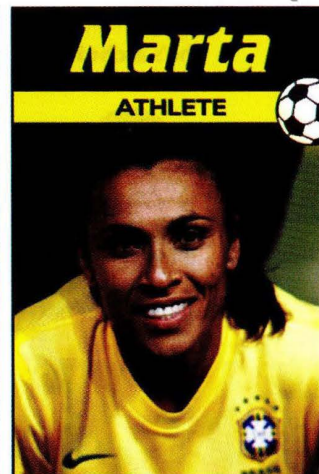


LUIS MIGUEL  
SINGER

مرجع زبان ایرانیان



Joo Yeon Sir



Marta  
ATHLETE

- 1 Orlando Bloom *is an actor. He's not a singer.* .....  
2 Luis Miguel .....  
3 Joo Yeon Sir .....  
4 Marta .....

DIGITAL  
MORE  
EXERCISES

**NOW YOU CAN**

**Tell a classmate your occupation**

**1 ▶ 1:15 CONVERSATION MODEL** Read and listen.

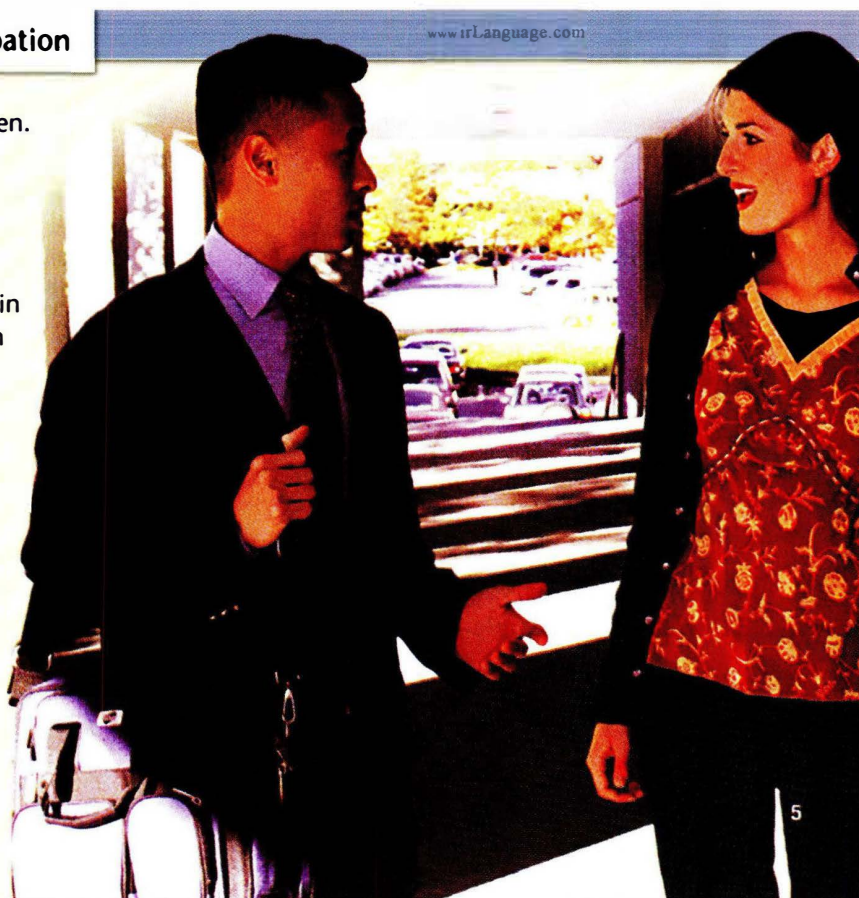
- A: What do you do?  
B: I'm an architect. And you?  
A: I'm a banker.

**2 ▶ 1:16 RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

**3 CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use your own occupations.

- A: What do you do?  
B: I'm ..... And you?  
A: I'm .....

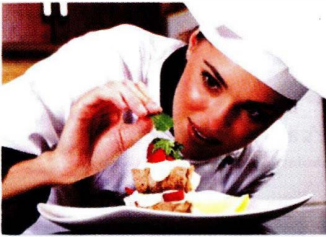
**4 CHANGE PARTNERS** Tell another classmate your occupation.



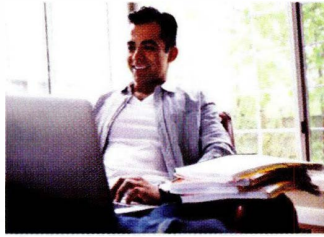
www.irlanguage.com



## 1 VOCABULARY • More occupations Read and listen. Then listen again and repeat.

DIGITAL  
FLASH  
CARDS

1 She's a chef.



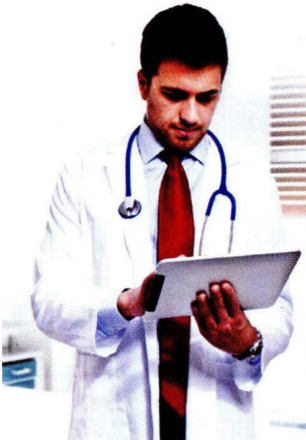
2 He's a writer.



3 She's a manager.



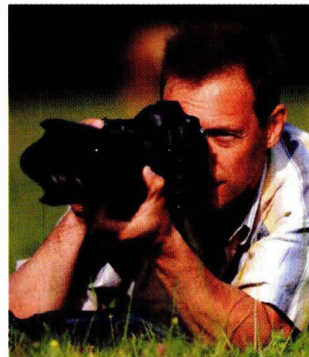
4 She's a scientist.



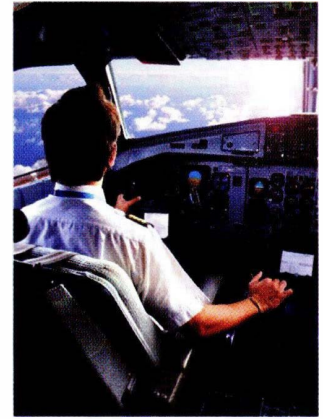
5 He's a doctor.



6 She's an engineer.



7 He's a photographer.



8 He's a pilot.

## 2 GRAMMAR • Singular and plural nouns / Be: plural statements

## Singular nouns

a chef  
an athlete

## Plural nouns

2 chefs  
3 athletes

## Subject pronouns

## Singular

I  
you  
he  
she

## Plural

we  
you  
they

## Affirmative statements / Contractions

We are photographers. / We're photographers.  
You are scientists. / You're scientists.  
They are writers. / They're writers.

## Negative statements / Contractions

We are not chefs. / We're not chefs. / We aren't chefs.  
You are not pilots. / You're not pilots. / You aren't pilots.  
They are not artists. / They're not artists. / They aren't artists.3 GRAMMAR PRACTICE Complete each statement with a singular or plural form of be.

1 I ..... a writer.

3 We ..... doctors.

5 We ..... managers.

2 She ..... not a pilot.

4 They ..... not scientists.

## 4 VOCABULARY / GRAMMAR PRACTICE Circle the correct word or words to complete each statement.

1 I am (an artist / artists / artist).

3 She is (banker / a banker / bankers).

2 We are (a flight attendant / flight attendants / flight attendant).

4 They are (a writer / writers / writer).

ORIGINAL  
MORE  
EXERCISES



## 5 GRAMMAR • Be: yes / no questions and short answers

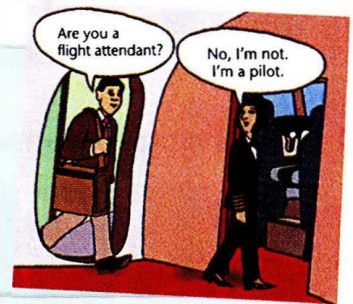
### Yes / no questions

Are you  
Is he an architect?  
Is Tanya

Are you  
Are they musicians?  
Are Ted and Jane

### Short answers

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



### Be careful!

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

## 6 GRAMMAR PRACTICE Complete the conversations. Use contractions when possible.

- A: Are they Abby and Jonah?  
B: Yes, .....
- A: ..... Hanna a scientist?  
B: No, she'..... a doctor.
- A: ..... you Rachel and Philip?  
B: No, we'..... Judith and Jack.
- A: ..... a chef?  
B: Yes, I .....
- A: ..... he Evan?  
B: No, ..... not. He'..... Michael.
- A: ..... Tim an actor?  
B: No, he'..... a teacher.

DIGITAL  
MORE  
EXERCISES

## 7 PAIR WORK Practice the conversations from Exercise 6.

## 8 PAIR WORK Ask your partner two questions. Answer your partner's questions.

“ Are you an artist? ”

“ Yes, I am. ”

## NOW YOU CAN Identify your classmates

### 1 ►1:18 CONVERSATION MODEL Read and listen.

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

### 2 ►1:19 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

### 3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Use real names. Then change roles.

A: Excuse me. Are you ..... ?  
B: No, I'm not. I'm ..... That's .....  
A: Where?  
B: Right over there.  
A: Thank you.  
B: You're welcome.

### 4 CHANGE PARTNERS Identify other classmates.



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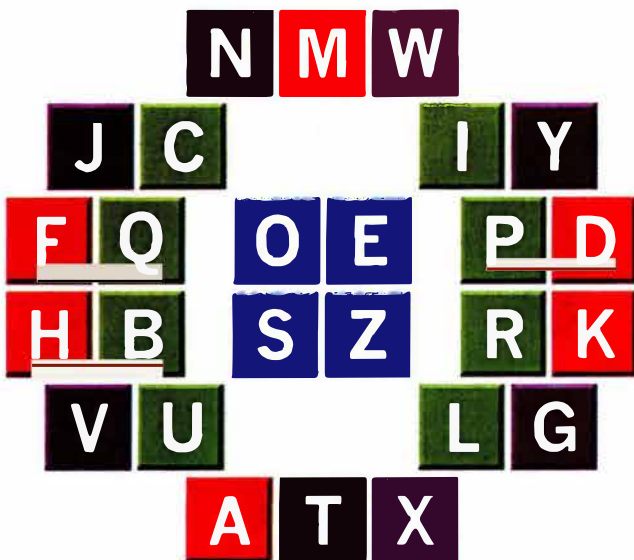
- 1 **VOCABULARY • The alphabet** Read and listen. Then listen again and repeat.



- 2 **LISTENING COMPREHENSION** Listen. Circle the letter you hear.

- |           |           |           |            |            |
|-----------|-----------|-----------|------------|------------|
| 1 [A] [K] | 4 [U] [O] | 7 [F] [X] | 10 [J] [G] | 13 [D] [G] |
| 2 [B] [E] | 5 [B] [Z] | 8 [X] [S] | 11 [L] [N] | 14 [H] [K] |
| 3 [M] [N] | 6 [T] [C] | 9 [Z] [V] | 12 [K] [J] | 15 [P] [E] |

- 3 **PAIR WORK** Read 10 letters aloud to your partner. Point to the letters you hear.



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

1	Green	Greene	Grin
2	Leigh	Lee	Li
3	Katharine	Katherine	Catharine

- 5 **LISTENING COMPREHENSION** Listen to the conversations. Write the names.

- 1 .....  
2 .....  
3 .....

- 6 **GRAMMAR • Proper nouns and common nouns**

**Proper nouns**

The names of people and places are proper nouns. Use a capital letter to begin a proper noun.

Melanie Pepper      New Delhi      Nicaragua

**Common nouns**

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

morning      doctor      student

**Capital letters**

A B C

**Lowercase letters**

a b c

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7 **GRAMMAR PRACTICE** Circle the proper nouns. Underline the common nouns.

- |              |          |            |
|--------------|----------|------------|
| 1 Mary Chase | 3 name   | 5 partners |
| 2 letter     | 4 France | 6 alphabet |

8 **GRAMMAR PRACTICE** Check ☒ the common nouns. Capitalize the proper nouns.

- |   |   |                                   |                                    |
|---|---|-----------------------------------|------------------------------------|
| <input type="checkbox"/> 1 Marie              | <input type="checkbox"/> 3 sarah browne | <input type="checkbox"/> 5 canada | <input type="checkbox"/> 7 letter  |
| <input checked="" type="checkbox"/> 2 partner | <input type="checkbox"/> 4 teacher      | <input type="checkbox"/> 6 noun   | <input type="checkbox"/> 8 grammar |

DIGITAL  
MORE  
EXERCISES

DIGITAL  
VIDEO  
COACH

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

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

10 **PAIR WORK** First, take turns saying each word. Write the number of syllables. Then listen to check your work.

- |                  |                    |                    |
|------------------|--------------------|--------------------|
| 1 teacher .....  | 3 vocabulary ..... | 5 occupation ..... |
| 2 students ..... | 4 alphabet .....   | 6 they're .....    |

**NOW YOU CAN**

**Spell names**

1 **CONVERSATION MODEL** Read and listen.

- A: Hello. I'm John Bello.  
B: Excuse me?  
A: John Bello.  
B: How do you spell that?  
A: B-E-L-L-O.  
B: Thanks!

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

DIGITAL  
VIDEO

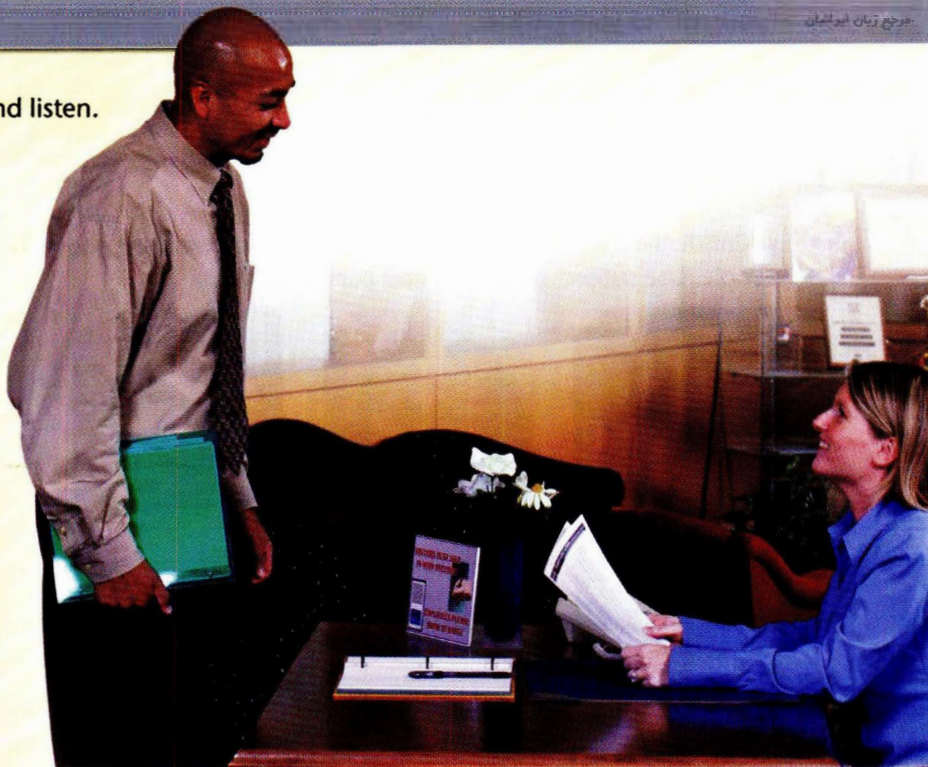
3 **CONVERSATION ACTIVATOR**  
With a partner, personalize the conversation. Use real names. Then change roles.

- A: Hello. I'm .....  
B: Excuse me?  
A: .....  
B: How do you spell that?  
A: .....  
B: Thanks!

**DON'T STOP!**

Ask about occupations:  
What do you do?

4 **CHANGE PARTNERS**  
Personalize the conversation again.



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# EXTENSION

- 1 ▶ **1:28 LISTENING COMPREHENSION** Listen to the conversations. Write the number of each conversation in the correct box.



- 2 ▶ **1:29 LISTENING COMPREHENSION** Listen to the conversations. Complete the information.

NAME	OCCUPATION
Porter	

Available for charters

John [ ] PILOT

Licensed Insured

john@airtaxi.com

World Language Institute

Lorraine Clare 1-800-555-6788

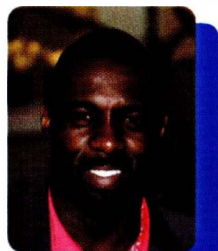
English [ ]

- 3 **PAIR WORK** Choose a famous person. Write that person's information on the form. Then play the role of that person and introduce "yourself" to your partner.

NAME:
OCCUPATION:

“Hi. I'm [Bradley Cooper]. I'm [an actor]. And you?”

- 4 **VOCABULARY / GRAMMAR PRACTICE** Answer the questions about four famous people. Use subject pronouns and contractions.



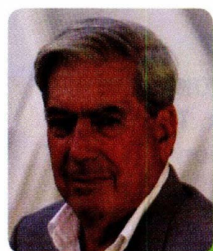
Idris Elba  
actor



Paulina Aguirre  
singer



Zheng Jie  
athlete



Mario Vargas Llosa  
writer

- 1 Is Idris Elba an actor or a singer?  
He's an actor.
- 2 Is Paulina Aguirre a singer?
- 3 Is Zheng Jie a teacher?
- 4 Are Zheng Jie and Mario Vargas Llosa scientists?
- 5 Is Mario Vargas Llosa an actor?
- 6 Is Zheng Jie an athlete or a writer?

- 5 **PERSONAL RESPONSES** Write responses with real information.

1 "Hi. I'm Art Potter."

YOU

3 "What do you do?"

YOU

2 "Are you a teacher?"

YOU

4 "Thank you."

YOU

## GRAMMAR BOOSTER

Unit 1 review • p. 135

For additional language practice...

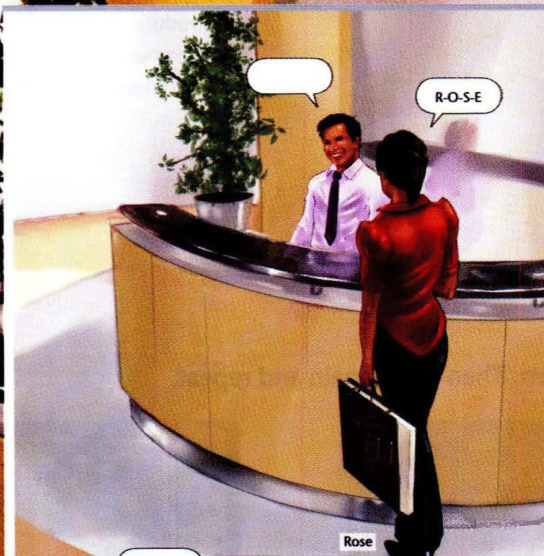
TOP NOTCH POP • Lyrics p. 150

"What Do You Do?"

SONG

KARAOKE





**POINT** Name the occupations in the pictures. For example:

*She's an artist.*

**PAIR WORK**

**1** Ask and answer questions about the people. For example:

*Is John a photographer? Yes, he is.*

**2** Create conversations for the people. For example:

*Hi, I'm \_\_\_\_\_*

**WRITING** Write affirmative and negative statements about the people in the picture. For example:

*Rose is an artist. She's not an architect.*

**WRITING BOOSTER** p. 146  
Guidance for this writing exercise

occupations in the

statements about the  
e:

her? *Yes, he is.*

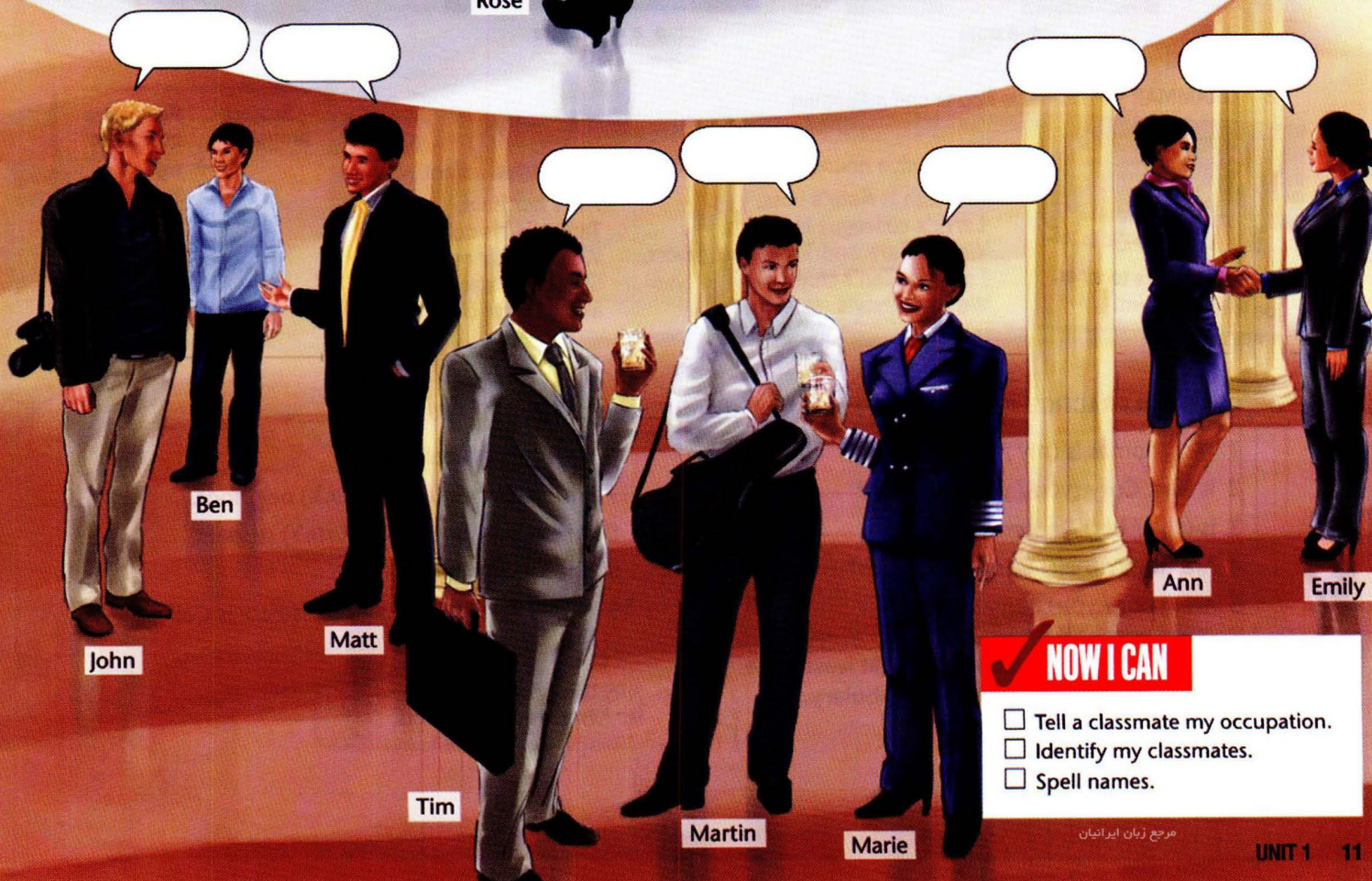
is for the people.

affirmative and negative  
statements about the people in the  
picture. For example:

*Rose is an artist. She's not an  
architect.*

**WRITING BOOSTER** p. 146  
Guidance for this writing exercise

Rose



**NOW I CAN**

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



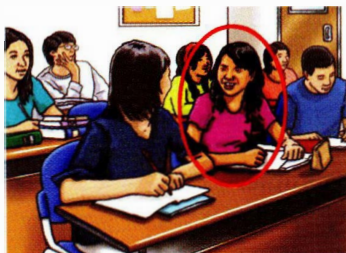
## About People

## COMMUNICATION GOALS

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

DIGITAL  
FLASH

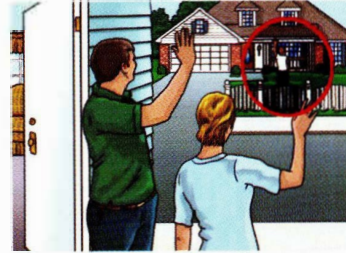
- 1 **VOCABULARY • Relationships** Read and listen. Then listen again and repeat.



1 a classmate



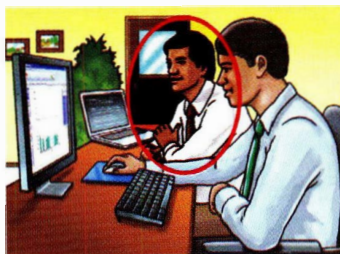
2 a friend



3 a neighbor



4 a boss



5 a colleague

## VOCABULARY BOOSTER

More relationships • p. 126

## 2 GRAMMAR • Possessive nouns and adjectives



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

## Possessive nouns

Al Smith is Kate's boss.  
Larry's colleague is Teresa.  
We are Sara and Todd's neighbors.  
I am Ms. Tan's student.  
We are Marty's classmates.

## Possessive adjectives

He is her boss.  
Teresa is his colleague.  
We are their neighbors.  
She is my teacher.  
Marty is our classmate.

## Subject pronouns      Possessive adjectives

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

3 GRAMMAR PRACTICE Circle the correct word or words to complete each sentence. irLanguage.com

- 1 Mr. Thomas is (my / I) boss.
- 2 Is Mrs. Cory (you / your) teacher?
- 3 Is (she / her) Dr. Kim?
- 4 Are (they / their) Connie and Sam?
- 5 Are (your / you) Barry's friend?
- 6 He's (my / I) colleague.
- 7 Mr. Benson is (Alec / Alec's) neighbor.
- 8 Jake is (Ms. Rose / Ms. Rose's) student.
- 9 (He's / His) an architect.
- 10 (Kyle / Kyle's) and Ray's classmate is Gail.

DIGITAL  
MORE  
EXERCISES

- 4 **PAIR WORK** Tell a classmate about at least three of your relationships. Use the Vocabulary.

“ Jerry is my classmate. Ted and Jan Keyes are my neighbors. ”



5 ▶ 1:33 LISTENING COMPREHENSION Listen to the conversations. Write the relationships.

- 1 Bruce is her ..... 3 Mr. Grant is her ..... 5 Carlos is his .....  
2 Patty is his ..... 4 Rob is her .....

6 GRAMMAR • Be from / Questions with Where



I'm from Miami.

Are you from Paraguay?  
Is she from Moscow?  
Where are you from?  
Where's she from?

**Be careful!**

Are you from Spain?  
Yes, I am. NOT Yes, I ~~am~~ from.

Yes, I am. / No, I'm not.  
Yes, she is. / No, she's not.  
We're from Bangkok.  
She's from Canada.

**Contractions**

Where is → **Where's**  
Where are NOT ~~Where're~~

7 GRAMMAR PRACTICE Complete the conversations with be from. Use contractions when possible.

- 1 A: Where's your neighbor ..... ?  
B: She ..... Canada.  
2 A: ..... they ..... ?  
B: ..... Paris.  
3 A: ..... Mr. Tanaka ..... ?  
B: ..... Japan.  
4 A: ..... your boss ..... ?  
B: He ..... Fortaleza.  
5 A: ..... you and your friend ..... ?  
B: ..... Busan.  
6 A: ..... Pat's colleagues ..... ?  
B: ..... Russia.

DIGITAL  
MORE  
EXERCISES

**NOW YOU CAN** Introduce people

1 ▶ 1:34 CONVERSATION MODEL Read and listen.

A: Tom, this is Paula. Paula's my classmate.  
B: Hi, Paula.  
C: Hi, Tom. Nice to meet you.  
B: Nice to meet you, too.

2 ▶ 1:35 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with two other students.

3 CONVERSATION ACTIVATOR Personalize the conversation with two other students. Use your own names. Then change roles.

A: ....., this is ..... 's my .....  
B: Hi, .....  
C: Hi, ..... Nice to meet you.  
B: Nice to meet you, too.

**DON'T STOP!**

Ask questions.







**RECYCLE THIS LANGUAGE.**

Where are you from?  
What do you do?

4 CHANGE PARTNERS Introduce other classmates.



## 1 ▶1:36 VOCABULARY • Titles and names Read and listen. Then listen again and repeat.

Titles					
1	Mr.	✓		✓	
2	Mrs.				✓
3	Miss		✓		
4	Ms.		✓		✓

Mr. Brendan Hu  
5 first nameMrs. Lisa Hu  
6 last name**Be careful!**

Mr. Brendan Hu OR Mr. Hu  
Mrs. Lisa Hu OR Mrs. Hu  
NOT Mr. Brendan  
NOT Mrs. Lisa

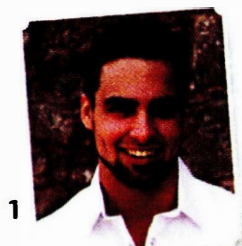
**VOCABULARY BOOSTER**

More titles • p. 126

2 PAIR WORK Introduce yourself to a classmate.  
Use a title and your last name.

“ Hi. I’m Mr. Wilson. ”

“ Nice to meet you, Mr. Wilson. ”

3 ▶1:37 LISTENING COMPREHENSION Listen. Circle the correct information.  
Then listen again and check your answers.

1

- ☒ Mr.  
☐ Mrs. Craig Bryant  
☐ Miss first name last name  
☐ Ms.

2



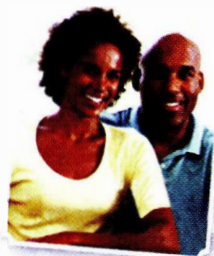
- ☐ Mr.  
☐ Mrs. Brenda Corsun  
☐ Miss first name last name  
☒ Ms.

3



- ☒ Mr.  
☐ Mrs. Damian Bao  
☐ Miss first name last name  
☐ Ms.

4



- ☐ Mr.  
☒ Mrs. Carrie Davison  
☐ Miss first name last name  
☐ Ms.

- ☒ Mr.  
☐ Mrs. Jamie Davison  
☐ Miss first name last name  
☐ Ms.

5



- ☐ Mr.  
☐ Mrs. Teresa Waldner  
☒ Miss first name last name  
☐ Ms.

6



- ☐ Mr.  
☐ Mrs. Rita Bernal  
☐ Miss first name last name  
☒ Ms.

- ☒ Mr.  
☐ Mrs. Mauricio Escobar  
☐ Miss first name last name  
☐ Ms.



4 VOCABULARY PRACTICE Fill out the forms. Check the correct titles.

**You:**

☐ Mr. ☐ Mrs. ☐ Miss ☐ Ms.

\_\_\_\_\_ first name \_\_\_\_\_ last name

**Your teacher:**

☐ Mr. ☐ Mrs. ☐ Miss ☐ Ms.

\_\_\_\_\_ first name \_\_\_\_\_ last name

**A classmate:**

☐ Mr. \_\_\_\_\_

☐ Mrs. first name

☐ Miss \_\_\_\_\_

☐ Ms. last name

**NOW YOU CAN** Tell someone your first and last name

1 **1:38** CONVERSATION MODEL Read and listen.



A: What's your last name, please?

B: Fava.

A: And your first name?

B: My first name? Bob.

A: Thank you, Mr. Fava.

B: You're welcome.

2 **1:39** RHYTHM AND INTONATION Listen again and repeat.  
Then practice the Conversation Model with a partner.

3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Use your own names. Write your partner's information on the form. Then change roles.

A: What's your last name, please?

B: .....

A: And your first name?

B: My first name? .....

A: Thank you, .....

B: You're welcome.

**DON'T STOP!**

Ask more questions.

**RECYCLE THIS LANGUAGE.**

How do you spell that?  
What do you do?  
Where are you from?

4 CHANGE PARTNERS Personalize the conversation again.

DIGITAL  
FLASH  
CARDS

- 1 ▶ 1:40 **VOCABULARY • Numbers 0–20** Read and listen. Then listen again and repeat.

0 zero	7 seven	14 fourteen
1 one	8 eight	15 fifteen
2 two	9 nine	16 sixteen
3 three	10 ten	17 seventeen
4 four	11 eleven	18 eighteen
5 five	12 twelve	19 nineteen
6 six	13 thirteen	20 twenty

- 2 **PAIR WORK** Read a number aloud from the picture. Your partner writes the number on a separate piece of paper.



- 3 **GRAMMAR • Be: information questions with What**

What's his name?	(Mark Crandall.)
What's his last name?	(Crandall.)
What's Ellen's address?	(18 Main Street.)
What's her e-mail address?	(Dover14@hipnet.com.)
What's her occupation?	(She's a writer.)
What's their phone number?	(835-555-0037.)
What are their first names?	(Luis and Samuel.)

What is → What's

**How to say e-mail addresses and phone numbers:**

Say "dover fourteen at hipnet dot com."

Say "oh" for zero: 0037 = "oh-oh-three-seven."

DIGITAL  
VIDEO  
COACH

- 4 ▶ 1:41 **PRONUNCIATION • Stress in two-word pairs** Read and listen. Then listen again and repeat.

• •  
first name

• • •  
phone number

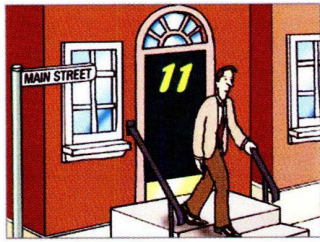
• • • •  
e-mail address

- 5 ▶ 1:42 **LISTENING COMPREHENSION** Listen to the conversations. Write the information. Then listen again and check your work.

NAME	PHONE NUMBER	E-MAIL
Valerie Peterson	_____	_____ @ _____
Mathilda	_____	_____
Quinn	_____	_____ @ _____
Joseph	_____	_____



6 VOCABULARY / GRAMMAR PRACTICE Complete the questions.



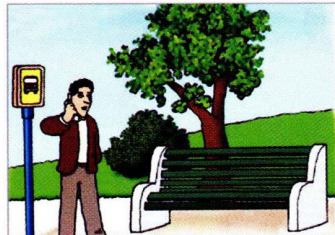
- 1 A: *What's his* ..... address?  
B: 11 Main Street.



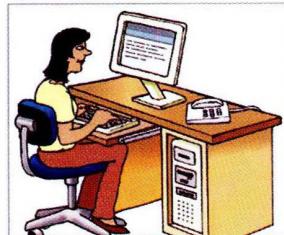
- 2 A: ..... phone number?  
B: 22-63-140.



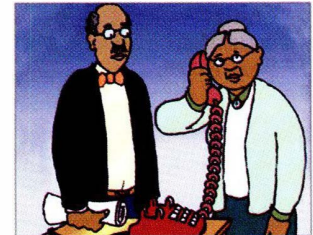
- 3 A: ..... address?  
B: 18 Bank Street.



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



- 5 A: ..... e-mail address?  
B: It's gstag@mp.net.



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

DIGITAL  
MORE  
EXERCISES

**NOW YOU CAN** Get someone's contact information

- 1 ▶1:43 CONVERSATION MODEL Read and listen.

A: What's your name?  
B: Dave Mitchell.  
A: And what's your phone number?  
B: 523-6620.  
A: 523-6620?  
B: That's right.

- 2 ▶1:44 RHYTHM AND INTONATION Listen again and repeat.  
Then practice the Conversation Model with a partner.

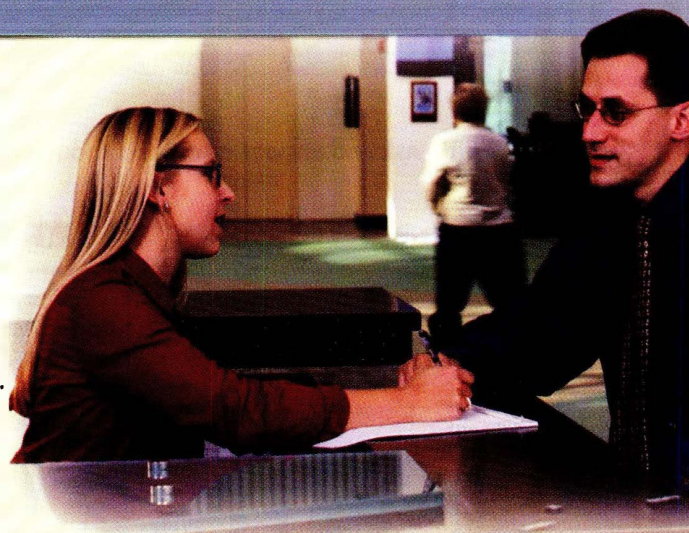
DIGITAL  
VIDEO

- 3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Write your partner's answers on a separate sheet of paper. Then change roles.

A: What's your ..... ?  
B: .....  
A: And what's your ..... ?  
B: .....  
A: ..... ?  
B: That's right.

**DON'T STOP!**

Continue the conversation.  
Ask more questions.



**RECYCLE THIS LANGUAGE.**

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

- 4 CHANGE PARTNERS Get other classmates' contact information.



# EXTENSION

## 1 READING Read about six famous people. Where are they from?

This is Nadia Santini. Where is Ms. Santini from? She's from Italy. And what's her occupation? She's a chef.



This is Chris Botti, from the U.S. What's his occupation? He's a musician.



This is Li Na. She's from China. What's Ms. Li's occupation? She's an athlete.



This is Vincent Lam. Mr. Lam has two occupations. He's a doctor and a writer. He's from Canada.



This is Diana Haddad. What's her occupation? Ms. Haddad is a singer. She's from Lebanon.



This is Sophie Okonedo. Ms. Okonedo is from the U.K. What's her occupation? She's an actor.



DIGITAL  
MORE  
EXERCISES

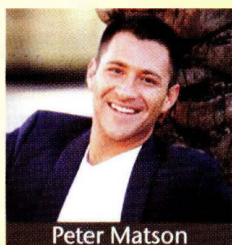
## 2 PAIR WORK Ask and answer questions about people in the Reading. Use the verb be.

“ Is Nadia Santini a doctor? ”

“ Is Vincent Lam from the United States? ”

“ Where's Ms. Okonedo from? ”

## 3 SPEAKING Point to the people in the photos. Ask your partner questions about their contact information.



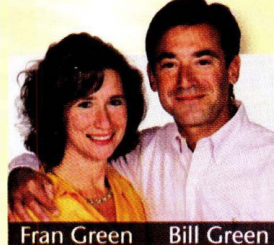
Peter Matson

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✉ pmatson@ccc.com



Lisa Kim

☎ 25-61-0078  
✉ lisa.kim@hipnet.com



Fran Green Bill Green

☎ 34-67-9899  
📍 13 Quinn St.

### GRAMMAR BOOSTER

Unit 2 review • p. 136

For additional language practice...

🎵 TOP NOTCH POP • Lyrics p. 150  
“Excuse Me, Please”

DIGITAL  
SONG

DIGITAL  
KARAOKE



## PERSONAL INFORMATION

First name:	Last name:
Address:	
Phone:	e-mail:

### PAIR WORK

- 1 Create a conversation for the people in Photo 1. Complete the form with your partner's information. Start like this:

*What's your \_\_\_?*

- 2 Create a conversation for the people in Photo 2. Introduce the man and the woman. Start like this:

*This is \_\_\_. He's my \_\_\_.*

**WRITING** Write sentences about your relationships. For example:

*Nancy is my friend. She's a student. Her last name is Lee. She's from Vancouver.  
Ryan is my colleague. He's a ...*

**WRITING BOOSTER** p. 146  
Guidance for this writing exercise

[www.irLanguage.com](http://www.irLanguage.com)



### ✓ NOW I CAN

- ☐ Introduce people.
- ☐ Tell someone my first and last name.
- ☐ Get someone's contact information.