

VOCABULARY

<i>-What's the meaning of...?</i>	¿Cual es el significado de...?
<i>-Can you repeat please?</i>	¿Puedes repetir por favor?
<i>-How can you spell...?</i>	¿Como puedo deletrear...?
<i>-I don't understand...</i>	Yo no entiendo...
<i>-I don't remember...</i>	Yo no recuerdo...
<i>-I don't know</i>	Yo no se
<i>-How can I write...?</i>	¿Como puedo escribir...?
<i>-Please speak as slow as possible!</i>	Por favor hable tan lento como pueda
<i>-All of them</i>	Todos (a) ellos/ ellas
<i>-Could be</i>	Podría ser
<i>-Maybe</i>	Quizás
<i>-Lend me Your (Notebook, Eraser)</i>	Préstame (cuaderno, borrador)
<i>-That's the same</i>	Es lo mismo
<i>-Both are correct</i>	Ambos están correctos
<i>-Choose your victim</i>	Escoge tu victima
<i>-Ready</i>	Listos
<i>-Who wants to read?</i>	¿Quién quiere leer?
<i>-Do you know the meaning of...?</i>	¿Sabes el significado de...?
<i>-You can do it</i>	Tu puedes hacerlo
<i>-Let's Begin</i>	Vamos a empezar/ comenzar
<i>-Who wants to be first?</i>	¿Quién quiere ser el primero?
<i>-Any question?</i>	¿Alguna pregunta?
<i>-Any other one?</i>	¿Alguna otra?
<i>-How can I Say...?</i>	¿Cómo puedo decir?
<i>-What's missing?</i>	¿Qué esta faltando?
<i>-It's better</i>	Es mejor
<i>-It's better if you...</i>	Es mejor si tu...

UNIT 0 WELCOME

GREETINGS AND RESPONSES

GREETINGS	RESPONSES
Hello	Hi
Hi	Hello
Good morning	Hello, Good morning
Good afternoon	Hello, Good afternoon
Good evening	Hello, Good evening
Good night	Good night, bye
How are you?	Fine and you?
How do you do?	Great and you?
How are you doing?	Very well
How's it going?	Great
How's everything going?	Great
What about you?	Fine and you?
What's up?	Hey, how are you?
Bye	See you
See you	Good bye
Take care	Ok, bye
Thanks	Ok, no problem
You're welcome	Thanks
Bless you	Thanks
Excuse me	Don't worry
Sorry	Sorry too
Congratulations	Thank you
Good luck	Thanks
Cheers	Cheers
Happy birthday	Thank you

OCCUPATION	MEANING
Student	Estudiante
Teacher	Maestro
Doctor	Doctor
Nurse	Enfermera (o)
Homemaker	Ama de casa
Singer	Cantante
Businessman	Ejecutivo
Businesswoman	Ejecutiva
Actor	Actor
Actress	Actriz
Artist	Artista
Athlete	Atleta
Engineer	Ingeniero
Baker	Panadero (a)
Secretary	Secretaria
Assistant	Asistente
Manager	Gerente
Pilot	Piloto
Psychologist	Psicólogo
Mechanic	Mecánico
Musician	Músico
Technician	Técnico
Lawyer	Abogado (a)
Flight Attendant	Aeromoza
Salesclerk	Vendedor (a)
Police Officer	Oficial de Policía
Security Guard	Guardia de Seguridad

PREPOSITIONS OF PLACES

Preposition	Meaning
In	En, Adentro
At	En, A las
On	En, sobre
Beside	Al lado
Next to	Cercano
On/At the corner of	En la esquina de
Near	Cerca
Between	Entre
In front of	En frente de
Over	Mas allá, Encima de
Above	Anterior
Under	Debajo
Below	Debajo, Posterior
Behind	Detrás
Among	Entre
Across from	Al otro lado de, Diagonal
At the end	Al final

THE ALPHABET

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

PERSONAL PRONOUNS

SUBJECT	VERB TO BE	CONTRACTION	MEANING
I	AM	I'M	YO SOY, YO ESTOY
YOU	ARE	YOU'RE	TU ERES, TU ESTAS
SHE	IS	SHE'S	ELLA ES, ELLA ESTA
HE	IS	HE'S	EL ES, EL ESTA
IT	IS	IT'S	ESO ES, ESO ESTA
YOU	ARE	YOU'RE	USTEDES SON, USTEDES ESTAN
WE	ARE	WE'RE	NOSOTROS SOMOS, NOSOTROS ESTAMOS
THEY	ARE	THEY'RE	ELLOS SON, ELLOS ESTAN

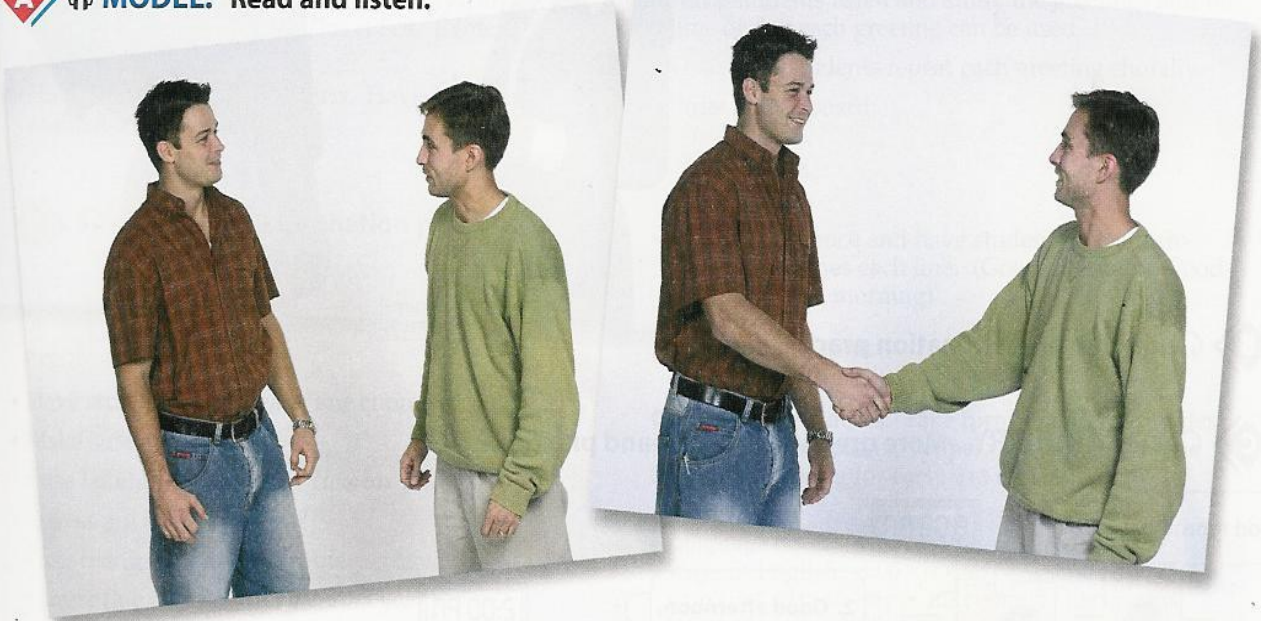
UNIT GOALS

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

Welcome to *Top Notch!*

Introduce Yourself

A  **MODEL.** Read and listen.




Martin: Hi. I'm Martin.

Ben: Hi, Martin. I'm Ben.

Martin: Nice to meet you, Ben.

Ben: Nice to meet you, too.

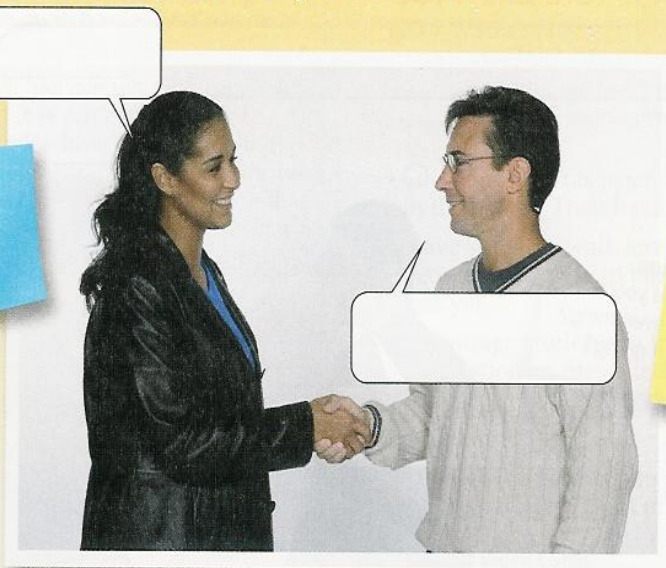
B  **Rhythm and intonation practice**


CONVERSATION

PAIR WORK. Now introduce yourself to your classmates.

 **Greetings**

Hi.
Hello.
I'm [Lisa].



 **Responses**

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

2

Greet People

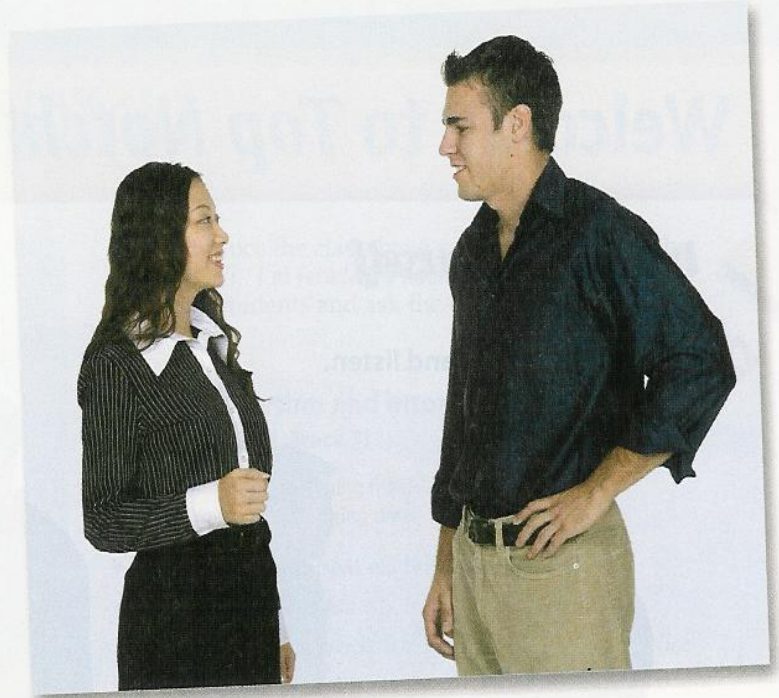
LESSON

A **MODEL.** Read and listen.

Yoko: Hi, Len. How are you?

Len: Fine, thanks. And you?

Yoko: I'm fine.



B **Rhythm and intonation practice**

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

1. Good morning.



2. Good afternoon.



3. Good evening.

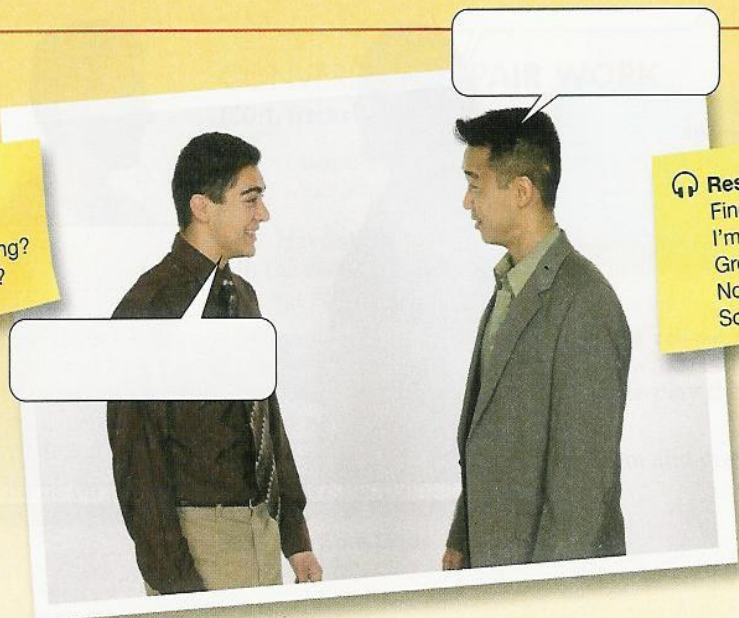


CONVERSATION

PAIR WORK. Now greet your classmates.

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

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



Say Good-bye

A **MODEL.** Read and listen.

Emily: Good-bye, Charlotte.

Charlotte: Good-bye, Emily.

Emily: See you tomorrow.

Charlotte: OK. See you!



B **Rhythm and intonation practice**

CONVERSATION

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

Ways to say good-bye

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



- Now I can ...**
- introduce myself.
 - greet people.
 - say good-bye.

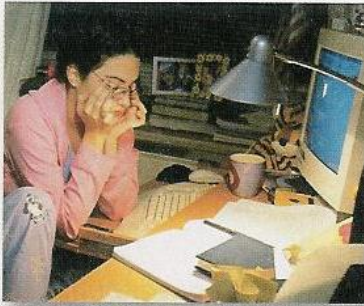
- 1 Talk about what you do
- 2 Identify people
- 3 Spell names

Names and Occupations

1

Talk about What You Do

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



1. a student



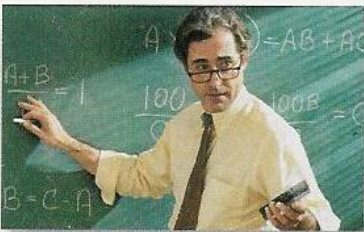
3. an athlete



4. a writer



5. an actor



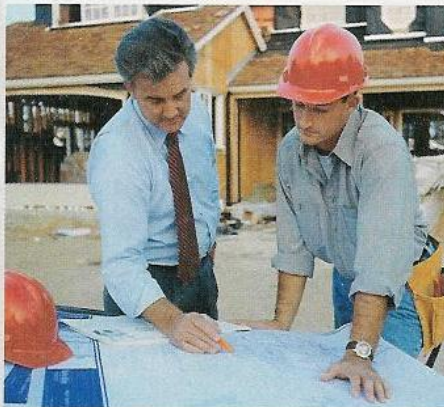
2. a teacher



6. a pilot



7. a doctor



9. an architect



10. a nurse



11. a flight attendant



8. an engineer



12. a singer

VOCABULARY BOOSTER See page V1 for more.

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

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

C **GRAMMAR.** Be: singular statements

Affirmative statements

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

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

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

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

Negative statements

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

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

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

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

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

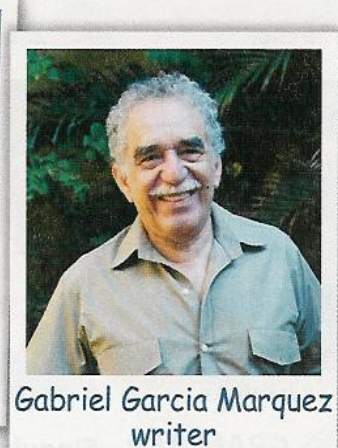
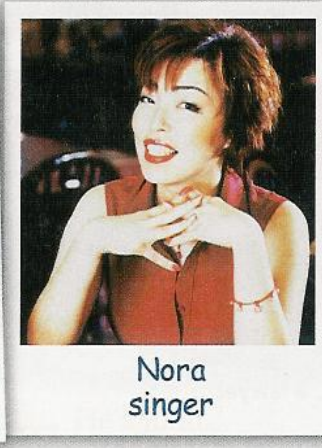
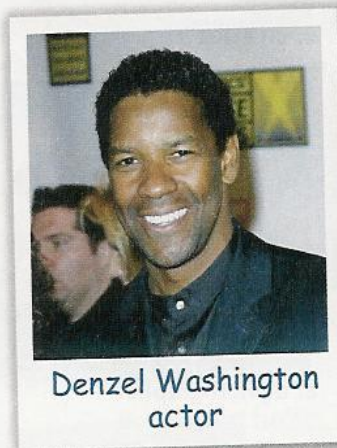
Articles a / an
a teacher
an actor



D Write the article.

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

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



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

CONVERSATION • Talk about what you do.

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

Man: What do you do?

Woman: I'm an architect. And you?

Man: I'm a banker.

2. **Rhythm and intonation practice**

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

A: What do you do?

B: I'm _____. And you?

A: I'm _____.



Identify People

A **VOCABULARY.** More occupations. Listen and practice.



1. a chef



2. a manager



3. a banker



4. an artist



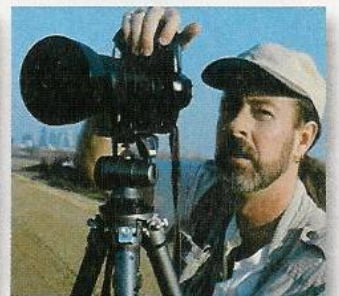
5. a musician



6. a scientist



7. a lawyer



8. a photographer

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

Singular nouns **Plural nouns**

a chef 2 chefs
an athlete 3 athletes

Affirmative statements

We **are** lawyers. / We're lawyers.
You **are** flight attendants. / You're flight attendants.
They **are** musicians. / They're musicians.

Negative statements

We **are not** chefs. / We're **not** chefs.
You **are not** pilots. / You're **not** pilots.
They **are not** writers. / They're **not** writers.

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

Subject pronouns

Singular	Plural
I	we
you	you
he	they
she	

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



1. I am _____.



2. We are _____.



3. She is _____.



4. They are _____.

D Complete each statement with a form of **be**.

- I _____ a writer.
- She _____ not a pilot.

- We _____ photographers.
- They _____ not scientists.

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



Yes / no questions

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

Short answers

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



F Complete the questions and answers.

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

CONVERSATION • Identify a classmate.

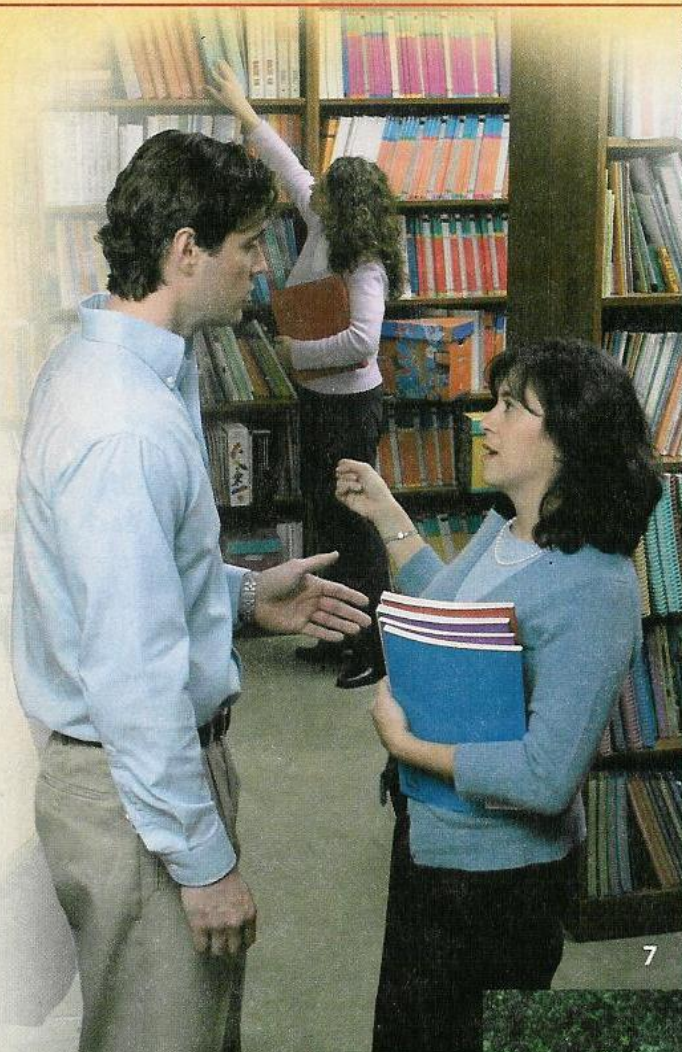
1. **MODEL.** Read and listen.

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

2. **Rhythm and intonation practice**

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

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



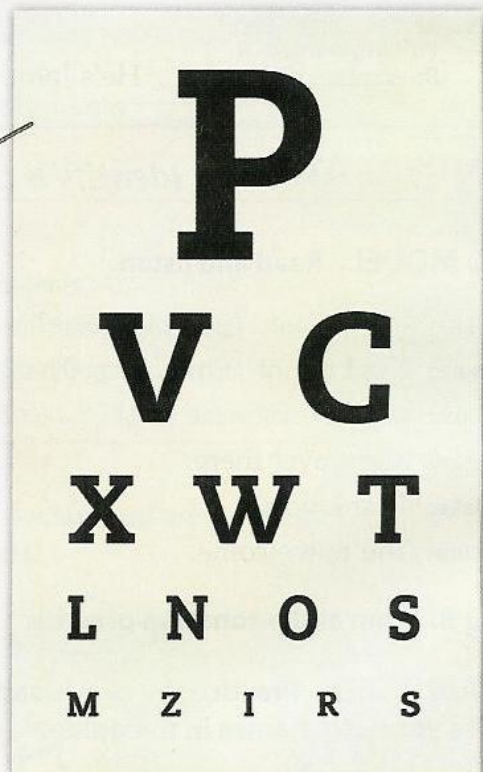
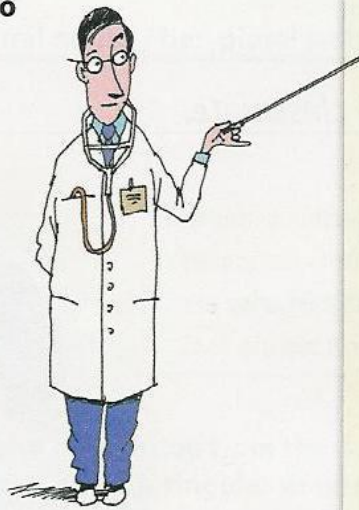
A **VOCABULARY.** The alphabet. Listen and practice.

ABCDEF GHIJKLM
NOPQRST UVWXYZ

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

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

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



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

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

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

1. _____ 2. _____ 3. _____

F GRAMMAR. Proper nouns and common nouns

Proper nouns

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

Irene Linden New York Mexico City

Common nouns

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

doctor architect student man

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

Proper nouns

1. Your teacher's name: _____
2. Your name: _____

Common nouns

3. Your occupation: _____
4. A partner's occupation: _____

H PRONUNCIATION. Syllables. Listen and practice.

1 syllable

chef

2 syllables

bank•er

3 syllables

ar•chi•tect

4 syllables

pho•tog•ra•pher

Now listen and write the number of syllables.

1. nurse _____
2. nurses _____
3. teacher _____
4. assistant _____
5. scientist _____
6. musician _____

CONVERSATION • Spell a name.

1. MODEL. Read and listen.

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

Ms. Quinn: Excuse me?

Mr. Bello: John Bello.

Ms. Quinn: How do you spell that?

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

2. Rhythm and intonation practice

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

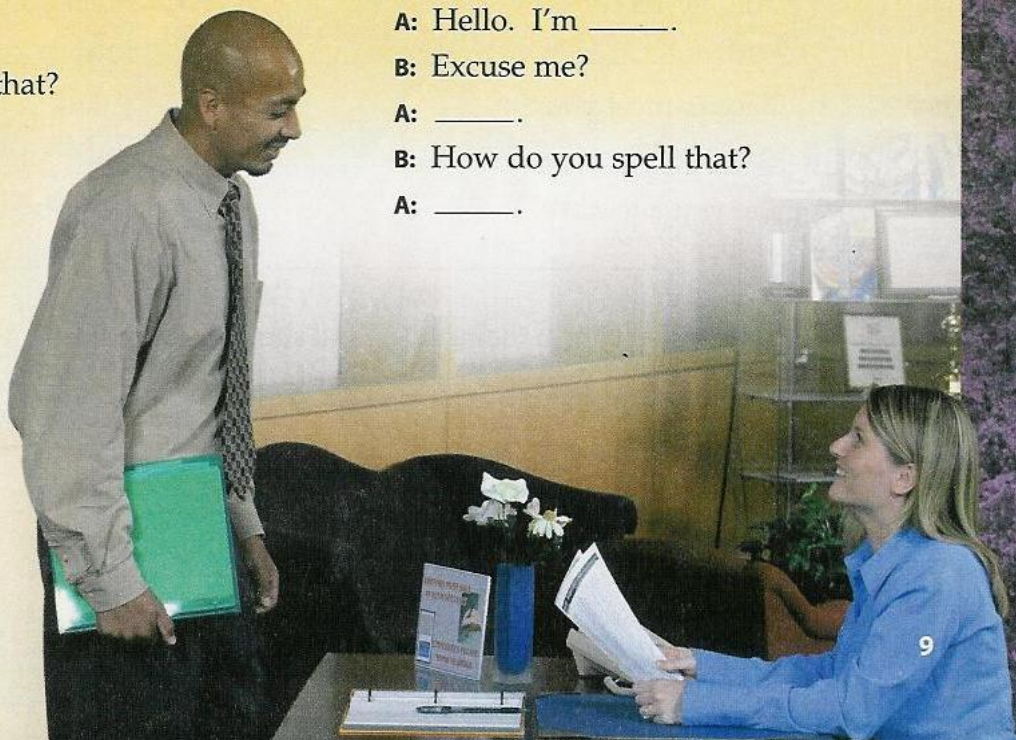
A: Hello. I'm _____.

B: Excuse me?

A: _____.

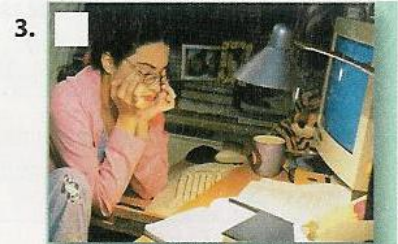
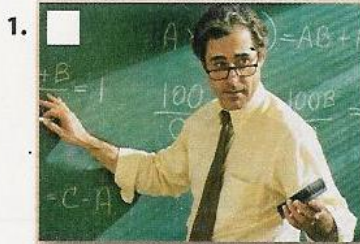
B: How do you spell that?

A: _____.



TOP NOTCH ACTIVITIES

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



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

Available for charters

John _____

PILOT

Licensed Insured john@airtaxi.com

World Language Institute

Lorraine Clare 1-800-555-6788

English _____

NAME:	Porter
OCCUPATION:	

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

NAME	OCCUPATION

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

- | | |
|--|--|
| 1. "Hi. I'm Iris Glass."
<u>YOU</u> _____ | 4. "What do you do?"
<u>YOU</u> _____ |
| 2. "Nice to meet you."
<u>YOU</u> _____ | 5. "Thank you."
<u>YOU</u> _____ |
| 3. "Are you a teacher?"
<u>YOU</u> _____ | 6. "Good-bye."
<u>YOU</u> _____ |

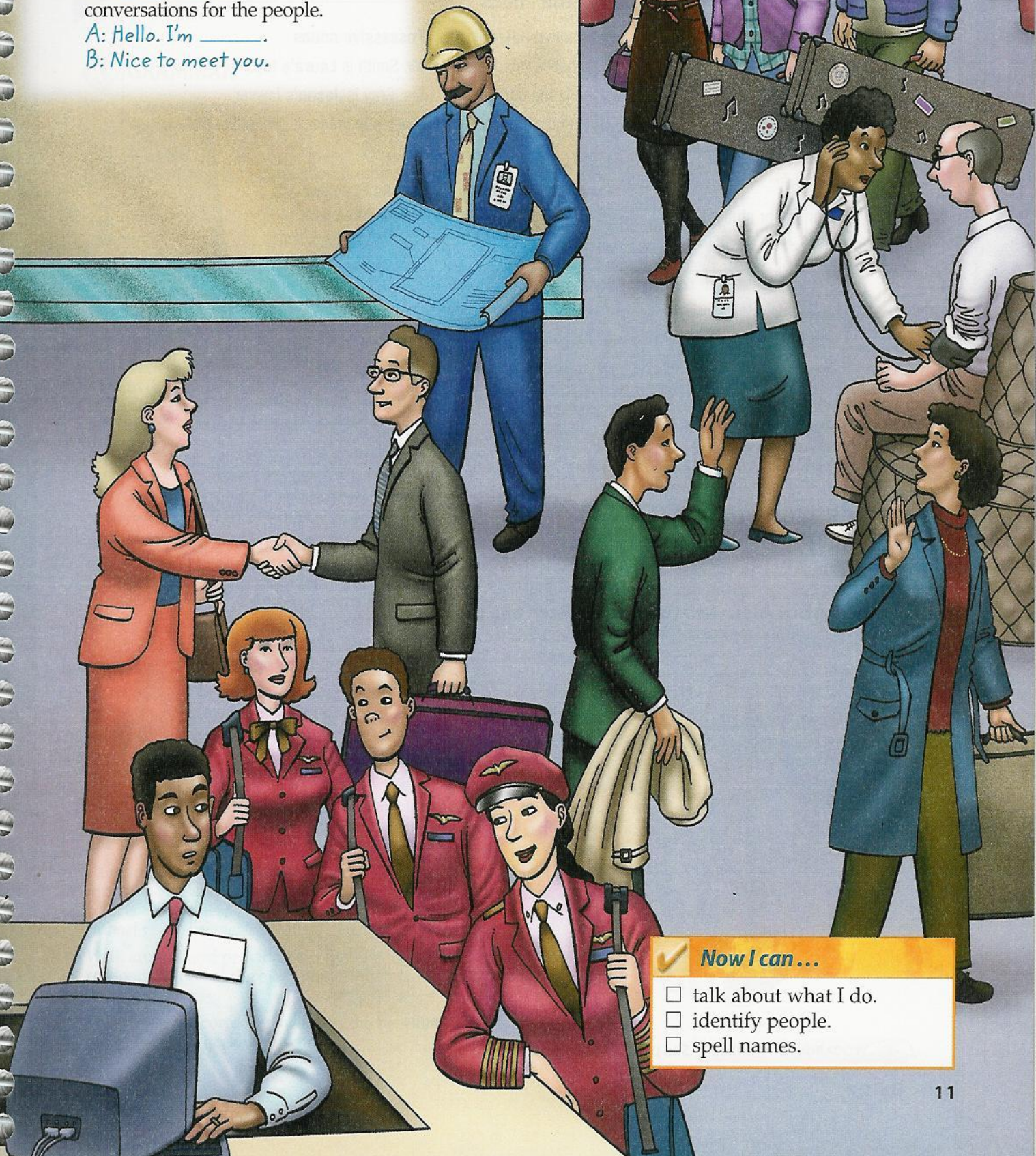
E **SPELLING BEE.** Form teams. Say and spell occupations.



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

UNIT WRAP-UP

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



✓ **Now I can ...**

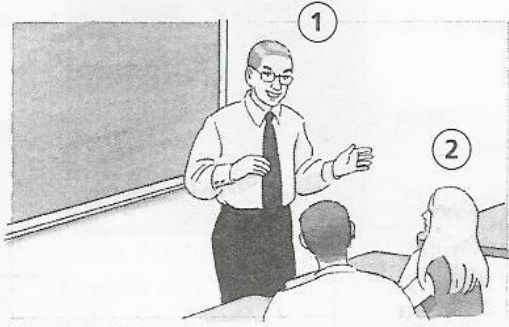
- talk about what I do.
- identify people.
- spell names.

UNIT 1

Names and Occupations

LESSON 1

1 Look at the pictures. Write occupations for the places.



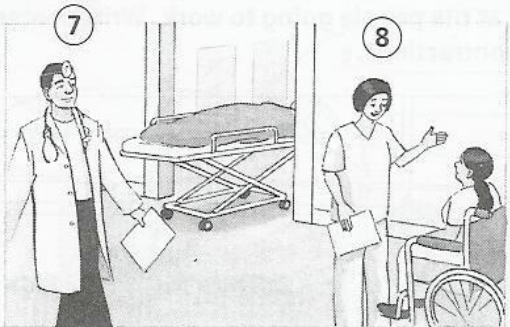
1. a teacher
2. _____



3. _____
4. _____

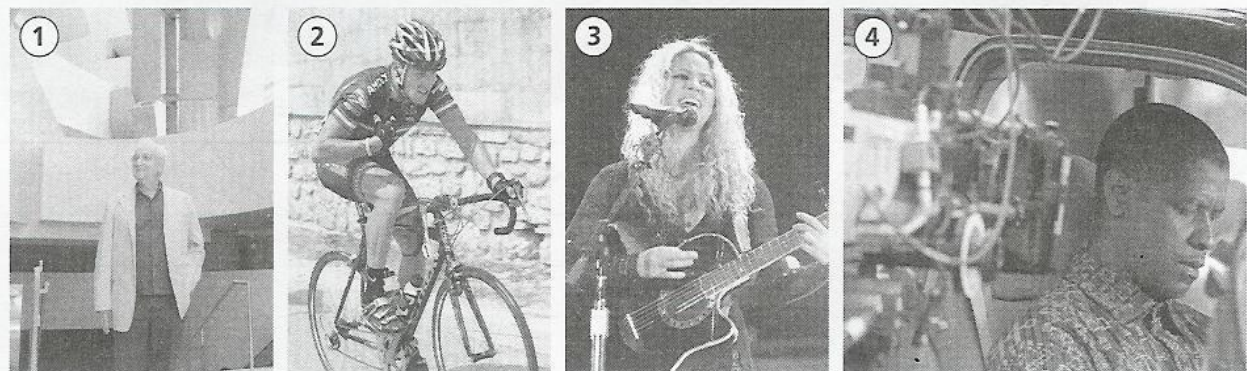


5. _____
6. _____



7. _____
8. _____

2 FAMOUS PEOPLE. What are their occupations? Write sentences. Use contractions.



1. Frank Gehry: He's an architect
2. Lance Armstrong: _____
3. Shakira: _____
4. Denzel Washington: _____

3 Complete the conversation between Denzel Washington and Nora.

1. Denzel Washington: Hi, I'm Denzel.

Nora: Hi, _____.

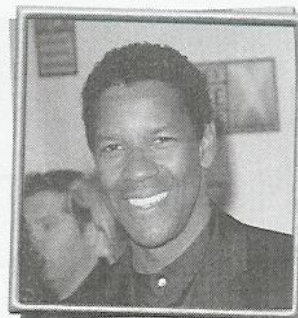
2. Denzel Washington: Nice to meet you, Nora.

Nora: _____.

3. Denzel Washington: What do you do?

Nora: _____.
 _____?

Denzel Washington: I'm an actor.



LESSON 2

4 Circle the occupation that is different.

1. scientist doctor chef nurse
2. teacher actor singer musician
3. artist pilot architect photographer
4. lawyer manager athlete banker

5 Look at the people going to work. Write sentences about their occupations. Use contractions.



1. *She's an artist* _____
2. _____
3. _____
4. _____
5. _____
6. _____

6 Complete the sentences with names.

1. My favorite singer is _____.
2. My favorite actor is _____.
3. My favorite athlete is _____.
4. My favorite artist is _____.
5. _____ is a famous musician.
6. _____ is a famous writer.

7 Read the list. Then look at the pictures and complete the conversations.

Name	Occupation
Anna Madden	Pilot
Maggie Gill	Singer
Julia Santos	Nurse
Grace Lund	Scientist
Emily Parson	Student
Caroline Benson	Lawyer
Nicole Locke	Student

Are you Maggie?

1. *No, I'm not.* _____
I'm Grace. _____

Are you Anna?

2. _____

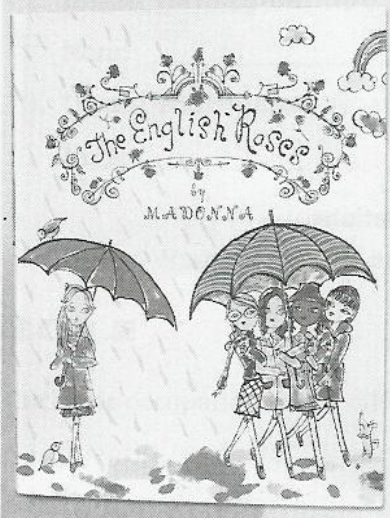
Are you Caroline?

3. _____

Are you Emily and Nicole?

4. _____

8 Read about Madonna.



Madonna is a famous singer. She's also an actor. And she's a writer, too. Three occupations! Her books for children are picture books. The name of her new book is *The English Roses*. Madonna is the writer, but she's not the artist. The artist is Jeffrey Fulvimari.



Now answer the questions. Check the boxes.

1. What are Madonna's occupations?

<input type="checkbox"/> artist	<input type="checkbox"/> photographer	<input type="checkbox"/> teacher
<input type="checkbox"/> actor	<input type="checkbox"/> singer	<input type="checkbox"/> writer
2. What is Jeffrey Fulvimari's occupation?

<input type="checkbox"/> photographer	<input type="checkbox"/> teacher	<input type="checkbox"/> artist
---------------------------------------	----------------------------------	---------------------------------

9 Circle the occupation that is not spelled correctly.

1. engineer lawyer arkitekt athlete
2. shef banker teacher singer
3. scientist fotografer musician manager
4. writer nurse actor flite attendant

Now write the words correctly.

5. _____
6. _____
7. _____
8. _____

LESSON 3

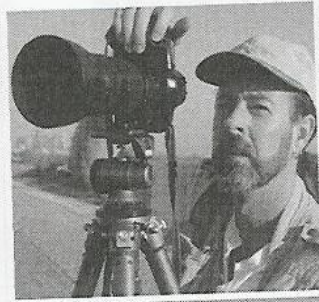
10 Rewrite the sentences. Use capital letters to begin the proper nouns.

1. john landry is a chef in paris.

2. isabel hunter is from canada. She's an architect.

3. alex quinn is a pilot. He's in tokyo today.

11 Read the occupations in the box. Count the syllables. Write each occupation in the correct place on the chart.



athlete	chef	engineer	lawyer	manager	musician
nurse	photographer	scientist	singer	writer	

1 syllable	2 syllables	3 syllables	4 syllables
		<i>engineer</i>	

12 Choose the correct response. Circle the letter.

1. How are you?

a. I'm Samantha.

b. Great.

c. Take care.

2. What do you do?

a. I'm a manager.

b. Fine, thanks.

c. I'm Jim.

3. Are you Lucy?

a. Yes, she is.

b. Nice to meet you, Lucy.

c. No, I'm not.

4. How do you spell that?

a. Right over there.

b. D-E-N-Z-E-L.

c. I'm a writer. And you?

1 A RIDDLE FOR YOU!

Ms. Adams, Ms. Banks, Ms. Clark, and Ms. Dare have four different occupations—engineer, architect, doctor, and lawyer (but NOT in that order).

Read the statements.

- Ms. Adams and Ms. Clark are not doctors.
- Ms. Banks and Ms. Clark are not lawyers.
- Ms. Clark and Ms. Dare are not architects.
- Ms. Adams is not a lawyer.

Now write an occupation for each person.

Ms. Adams: _____

Ms. Banks: _____

Ms. Clark: _____

Ms. Dare: _____

Source: Adapted from www.norfolkacademy.org.

2 WORD FIND. Look across (→) and down (↓). Circle the eight occupations. Then write the occupations on the lines.

N	E	I	M	E	P	A	E	N	N	B	K	R	P	P	E
M	O	E	T	E	O	A	M	E	S	U	I	H	A	T	L
A	E	L	P	O	L	L	H	N	C	N	N	N	T	R	Y
N	T	L	E	S	A	A	S	A	I	H	H	R	R	L	I
A	O	A	H	T	E	T	T	R	E	T	E	T	E	N	C
G	K	W	E	N	P	H	E	S	N	A	H	N	E	S	A
E	N	Y	P	C	R	L	A	M	T	R	E	N	S	R	E
R	T	E	A	E	A	E	I	N	I	N	N	E	R	N	U
K	A	R	A	S	H	T	A	A	S	E	R	E	R	A	T
O	N	T	N	Y	T	E	I	U	T	E	H	G	R	N	M
E	U	P	H	O	T	O	G	R	A	P	H	E	R	H	E
R	R	N	A	S	M	B	E	N	G	I	N	E	E	R	B
N	S	E	N	R	A	E	E	E	E	R	A	E	R	E	L
A	E	O	K	P	E	G	N	E	R	A	N	U	U	H	E
O	T	T	B	A	N	K	E	R	T	L	E	G	C	T	E
N	N	K	R	N	N	E	R	N	R	T	B	I	G	E	T

Source: Created with www.spellbuilder.com.

Riddle: Ms. Adams: architect; Ms. Banks: doctor; Ms. Clark: engineer; Ms. Dare: lawyer

Relationships

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

1

Introduce People

A GRAMMAR. Possessive adjectives and nouns



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

Possessive adjectives

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

Possessive nouns

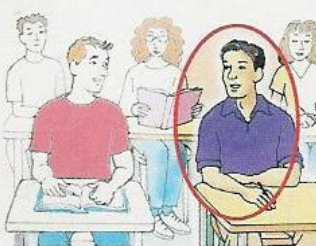
Mr. Smith is **Laura's** teacher.
Ms. Gray is **Jason's** lawyer.
Clark's manager is Mr. Bello.

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

B Complete the sentences.

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

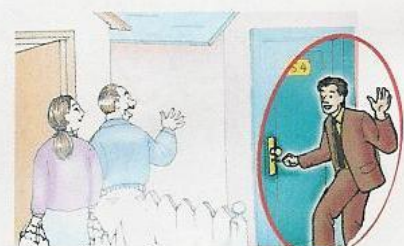
C VOCABULARY. Relationships. Listen and practice.



1. a classmate



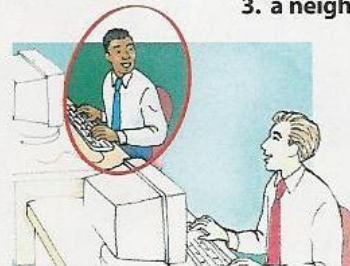
2. a friend



3. a neighbor



4. a boss



5. a colleague

VOCABULARY BOOSTER See page V1 for more.



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

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

CONVERSATION • Introduce people.

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

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

Tom: Hi, Paula.

Paula: Hi, Tom. Nice to meet you.

Tom: Nice to meet you, too.

2. **Rhythm and intonation practice**

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

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

B: Hi, _____.

C: Hi, _____. Nice to meet you.

B: Nice to meet you, too.



Tell Someone Your First and Last Name

A VOCABULARY. Titles and names. Listen and practice.

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



Mr. Charles Lee Mrs. Vivian Lee

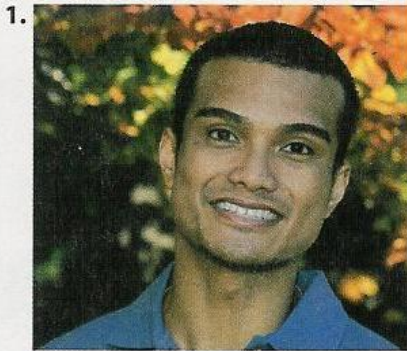
6. first name

7. last name

VOCABULARY BOOSTER See page V1 for more.

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

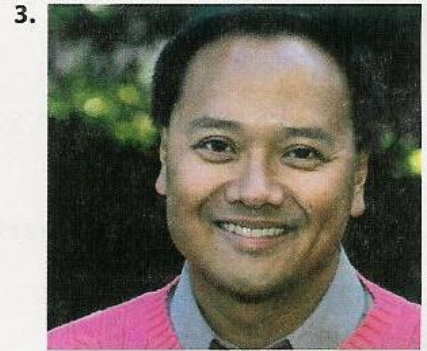
B LISTENING COMPREHENSION. Listen to the questions about first and last names. Circle the names.



Mr. Hugo Silva
 Mrs.
 Miss
 Ms.



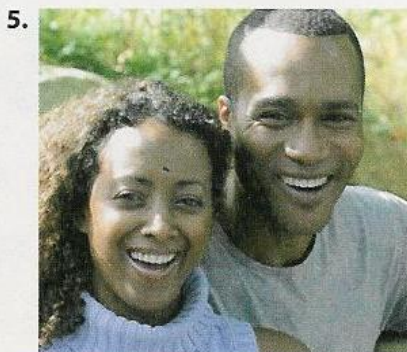
Mr.
 Mrs. Ruth Barnes
 Miss
 Ms.



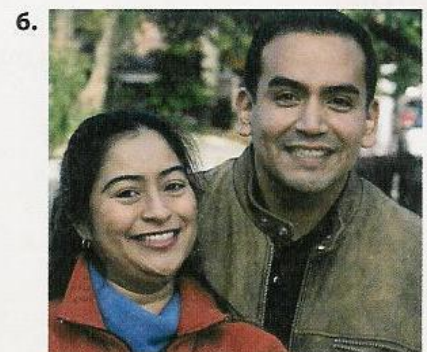
Mr.
 Mrs. Tom Wong
 Miss
 Ms.



Mr.
 Mrs. Ann Stone
 Miss
 Ms.



Mr.
 Mrs. Wendy Roberts
 Miss
 Ms.
 Mr. Fred Roberts
 Mrs.
 Miss
 Ms.



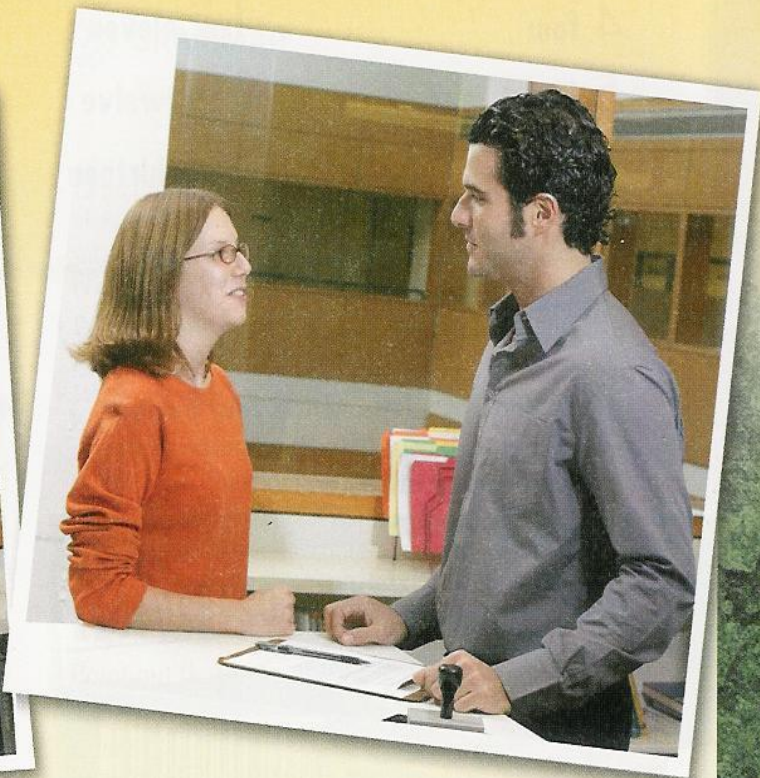
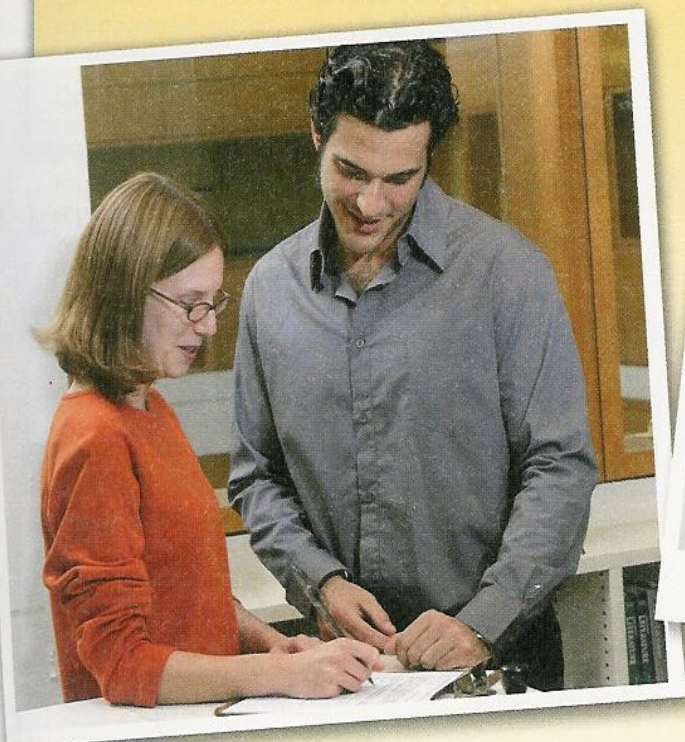
Mr.
 Mrs. Pam Garcia
 Miss
 Ms.
 Mr. Henry Solas
 Mrs.
 Miss
 Ms.

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

Mr.
 Mrs. _____
 Miss *first name* *last name*
 Ms.

CONVERSATION • Tell someone your first and last name.

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



Clerk: What's your last name, please?
Mr. Fava: Fava.
Clerk: And your first name?
Mr. Fava: My first name? Bob.

Clerk: Thank you, Mr. Fava.
Mr. Fava: You're welcome.

2. **Rhythm and intonation practice**

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

A: What's your last name, please?
B: _____
A: And your first name?
B: _____
A: Thank you, _____.
B: You're welcome.

first name *last name*

3

Get Someone's Address and Phone Number

LESSON

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

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

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

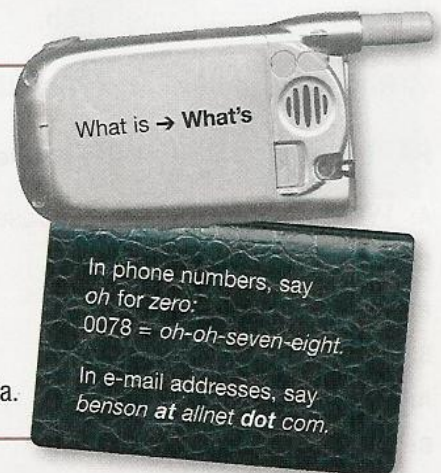
C **LISTENING COMPREHENSION.** Listen. Write the phone numbers. Then listen again to check your work.



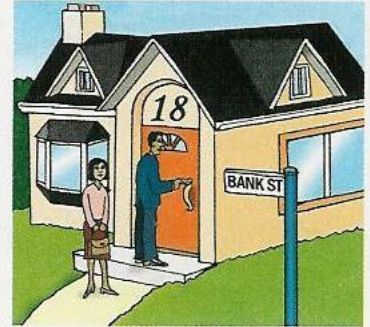
Name	Telephone number
1. Barbara Jackson	_____
2. John Nack	_____
3. Mike Quinn	_____
4. Judy Oppen	_____

D **GRAMMAR.** Be: information questions with **What**

Questions	Answers
What's her last name?	Hayek.
What's her phone number?	57-34-0078.
What's his first name?	George.
What's his e-mail address?	Benson@allnet.com.
What's their address?	14 Bolivar Street, Maracaibo, Venezuela.



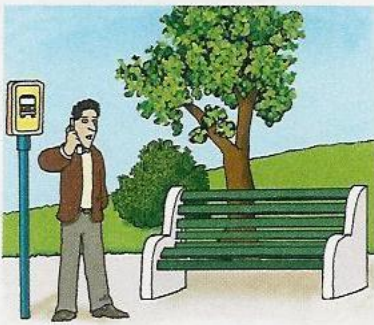
E Complete the questions.



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

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

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



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

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

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

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

first name

last name

phone number

e-mail address

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

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

Woman: What's your phone number?

Man: 523-6620.

Woman: 523-6620?

Man: That's right.

2. **Rhythm and intonation practice**

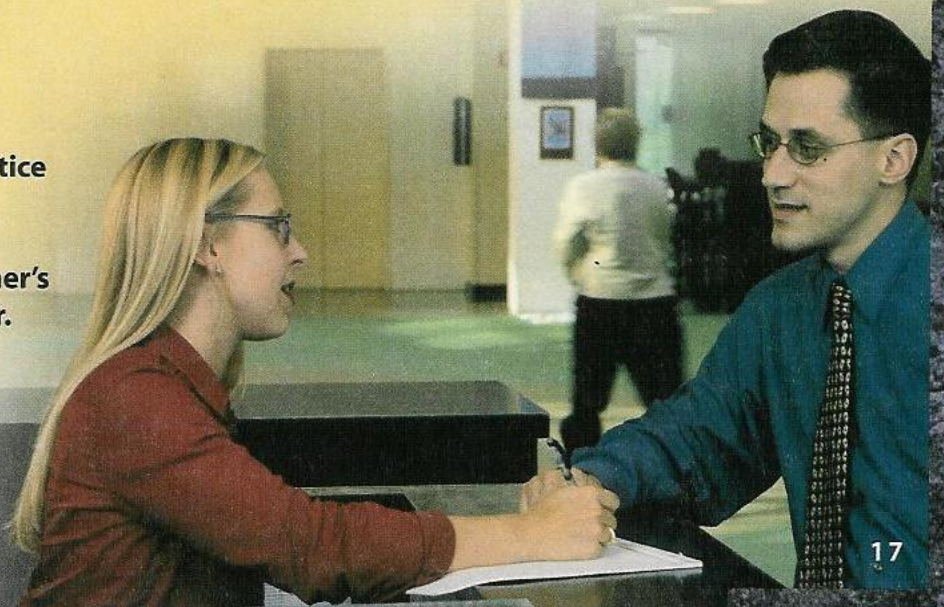
3. **PAIR WORK.** Practice the conversation. Write your partner's information on a piece of paper. Use this guide.

A: What's your _____?

B: _____.

A: _____?

B: That's right.



TOP NOTCH ACTIVITIES

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

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

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

Famous People around the World

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

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

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

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

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

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

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

“ Is I.M. Pei an engineer? ”

“ Is Ms. Allende from Mexico? ”

“ No, he's not. He's an architect. ”

“ No. She's from Chile. ”

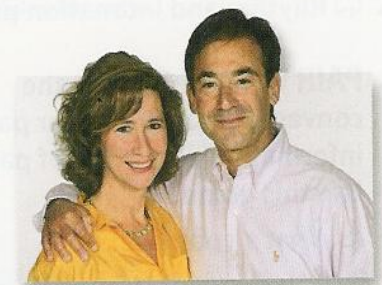
C **PAIR WORK.** Point to the pictures. Ask your partner questions about the people. Use What's.



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



☎ 33-55-0078
cell: 847-555-0078



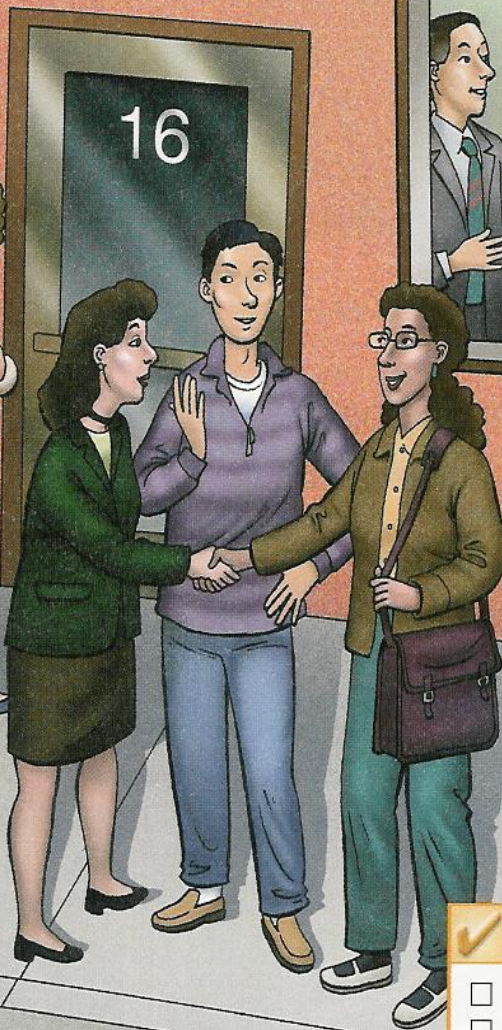
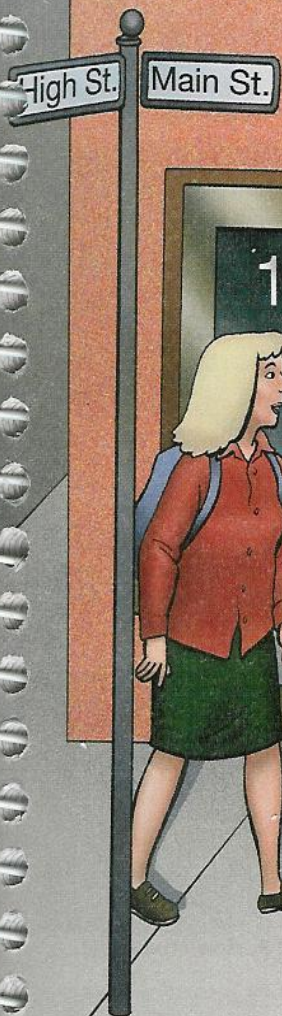
☎ 001 34-67-9899
address: 13 Quinn St.

UNIT WRAP-UP

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



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



✓ Now I can...

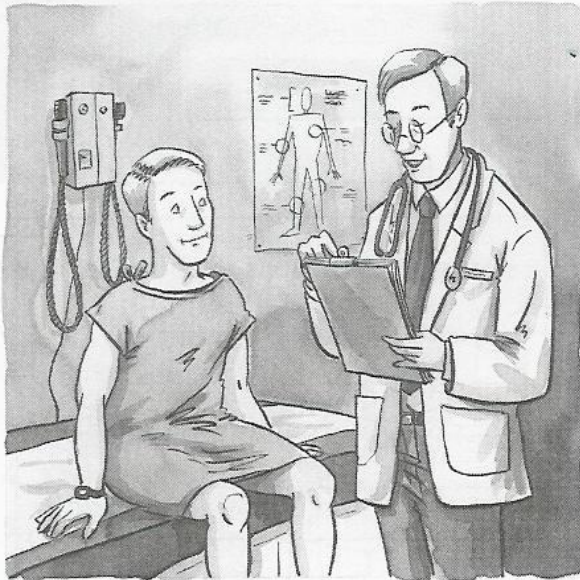
- introduce people.
- tell someone my first and last name.
- get someone's address and phone number.

UNIT 2

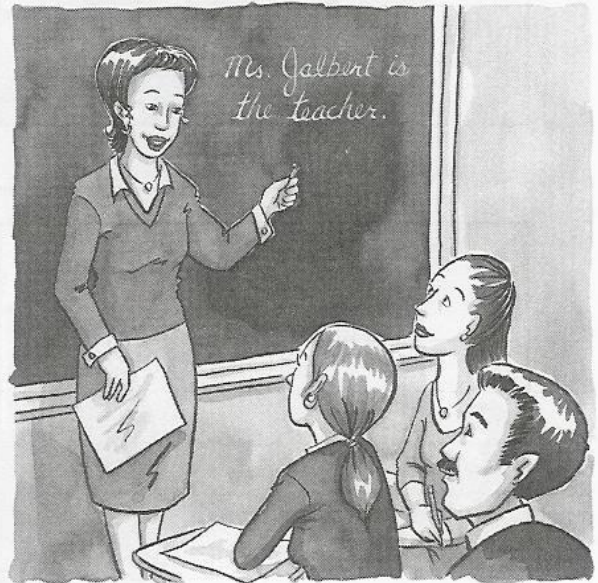
Relationships

LESSON 1

1 Look at the pictures. Write possessive adjectives.



1. His doctor is Dr. Brown.



2. _____ teacher is Ms. Jalbert.

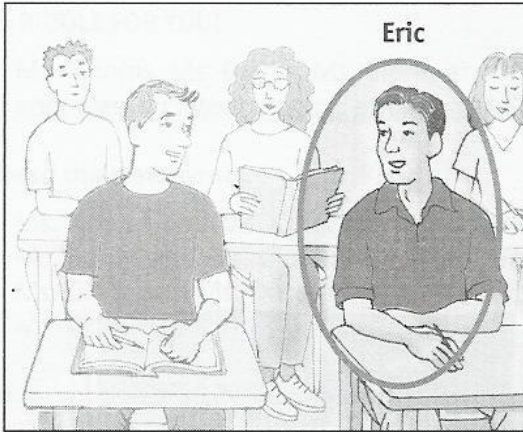


3. _____ boss is Mr. Lin.

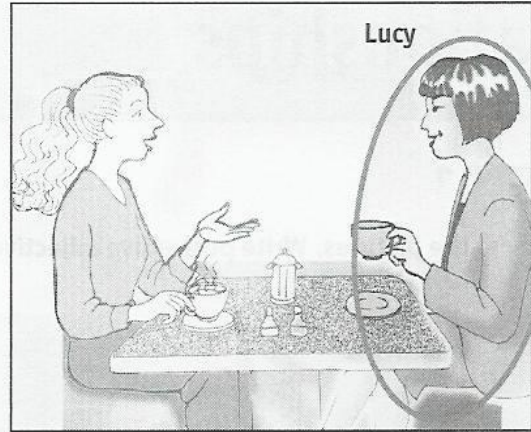


4. _____ neighbors are Mr. and Mrs. Rivers.

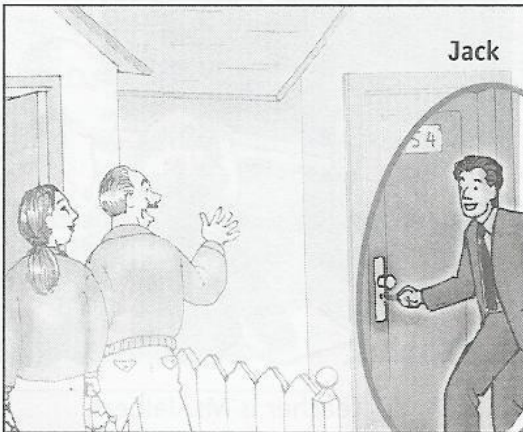
2 Look at the pictures. Complete the sentences about relationships. Use possessive nouns.



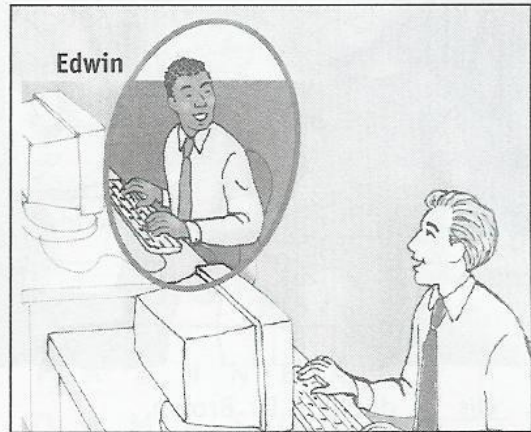
1. They are Eric's classmates.



2. She is _____.



3. They are _____.



4. He is _____.

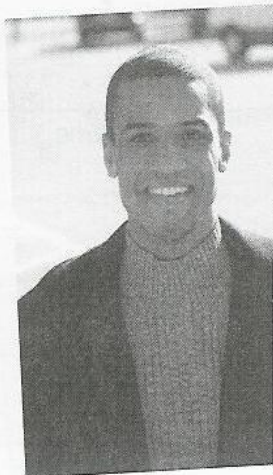
3 Match the description and the relationship. Write the letter on the line.

- | | |
|---|------------------------|
| 1. _____ Caleb and Isabel are managers. Their company is Infotech. Their boss is Mr. Jackson. | a. You're classmates. |
| 2. _____ You're a student. Joan is a student, too. Ms. Lewis is your teacher and Joan's teacher, too. | b. They're colleagues. |
| 3. _____ Jessica and I are classmates. She's my neighbor, too. | c. We're friends. |

4 Complete the sentences.

- Sally is _____ classmate.
I / my
- We're _____ students.
Mr. Haber's / Mr. Haber
- Who is _____ teacher?
you / your
- Ms. Miller and Mr. Sullivan are _____ colleagues.
our / we
- Are _____ neighbors?
they / their
- Dr. Franklin isn't _____ doctor.
Bill / Bill's

5 Look at Joe's list and Amy's list for their party.



JOE'S LIST

- Kristin - friend
- Jeff - friend
- Robert and Julie - friends
- Mark - classmate
- Gary and Ann - neighbors

Amy's list

- Samantha - colleague*
- Peter - colleague*
- Katherine - boss*
- Gary and Ann - neighbors*
- Robert and Julie - friends*



Now write sentences about the people. Use possessive adjectives.

1. Peter: *Peter is her colleague* _____.
2. Mark: _____.
3. Gary and Ann: _____.
4. Katherine: _____.
5. Kristin: _____.

6 YOUR RELATIONSHIPS. Complete the chart with names.

Classmates or Colleagues	Neighbors	Friends

7 Choose a friend and a classmate from Exercise 6. Introduce them. Complete the conversation.

1. You: _____, this is _____.
 _____'s my classmate.
2. Your friend: Hi, _____.
3. Your classmate: Hi, _____. Nice to meet you.
 Your friend: Nice to meet you, too.
 Your classmate: What do you do?
4. Your friend: I'm _____. And you?
5. Your classmate: I'm _____.

LESSON 2

8 Fill out the forms for the people.

1. Your teacher

Mr.
 Mrs. _____
 Miss *first name* _____ *last name*
 Ms.

2. A classmate

Mr.
 Mrs. _____
 Miss *first name* _____ *last name*
 Ms.

3. A neighbor

Mr.
 Mrs. _____
 Miss *first name* _____ *last name*
 Ms.

4. A friend

Mr.
 Mrs. _____
 Miss *first name* _____ *last name*
 Ms.

9 Choose one person from Exercise 8. Complete the conversation between the person and a clerk.

1. Clerk: What's your last name, please?

_____:

2. Clerk: And your first name?

_____:

3. Clerk: How do you spell that?

_____:

4. Clerk: Thank you, _____.

_____:

LESSON 3

10 Complete the address book with information for three friends.

1	2	3
Last name	Last name	Last name
First name	First name	First name
Address	Address	Address
Phone number	Phone number	Phone number
Cell-phone number	Cell-phone number	Cell-phone number
E-mail address	E-mail address	E-mail address

11

Write the answers in words.

1. eleven + six = _____ 3. three × five = _____
 2. nineteen - twelve = _____ 4. twenty ÷ two = _____

12

Look at the business cards. Read the responses. Then write questions with **What's**. Use possessive nouns or possessive adjectives.



1. A: What's Ms. Harrison's first name ? B: Kate.
 2. A: What's her address ? B: 77 York St.
 3. A: _____ ? B: jeff.silver@edi.com.
 4. A: _____ ? B: Manager.
 5. A: _____ ? B: 0208 755 8050.
 6. A: _____ ? B: 28 Manor Street.

13

WHAT ABOUT YOU? Answer the questions.

1. What's your first name? _____
 2. What's your last name? _____
 3. What's your occupation? _____
 4. What's your address? _____
 5. What's your phone number? _____
 6. Cell phone? Check **yes** or **no**. Yes No
 What's your cell-phone number? _____
 7. E-mail? Check **yes** or **no**. Yes No
 What's your e-mail address? _____

1 TAKE A GUESS! Write the next number in words.

1. three, six, nine, twelve, fifteen, _____
2. one, two, four, eight, _____
3. twenty, one, nineteen, two, eighteen, three, _____

SOURCE: From www.riddlenut.com.

2 Complete the puzzle.

Across

4. We are _____. Our addresses are 15 and 17 Pine Street.
5. The Musee du Louvre's _____ is 99 Rue de Rivoli, Paris.
9. I.M. Pei's occupation
10. Her name is Linda Reid. Reid is her _____ name.

Down

1. Mr. Bryant is Andy's teacher. Andy is _____ student.
2. Their address is 11 Palm Street, and their _____ is (661) 555-4485.
3. Isabel Allende's title
6. Allison's _____ address is allie@mail.net.
7. Flight attendants and pilots are _____.
8. A=one, B=two, C=three, . . . N=_____

SOURCE: Created with Discovery's Puzzlemaker.

Guess: 1. eighteen; 2. sixteen; 3. seventeen

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

Directions and Transportation

1 Ask about the Location of Places

LESSON

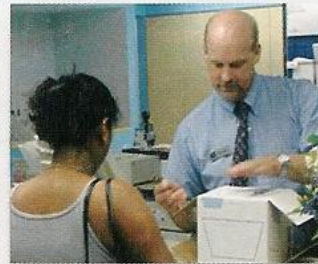
A **VOCABULARY.** Places in the community. Listen and practice.



1. a pharmacy



2. a restaurant



3. a post office



4. a travel agency



5. a bank



6. a newsstand



7. a convenience store



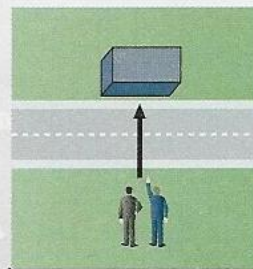
8. a bookstore

VOCABULARY BOOSTER See page V2 for more.

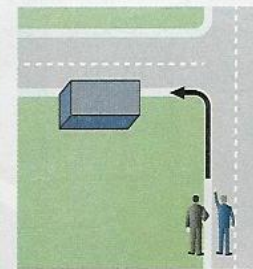
B **LISTENING COMPREHENSION.** Listen. Number the places.

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

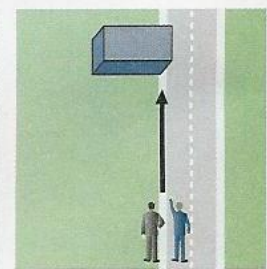
C **VOCABULARY.** Locations and directions. Listen and practice.



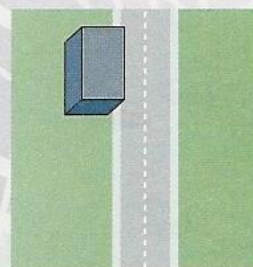
1. across the street



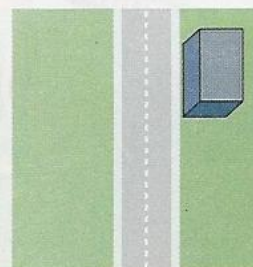
2. around the corner



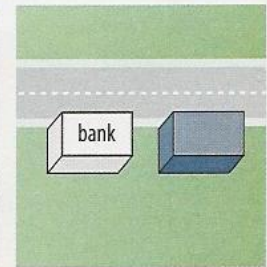
3. down the street



4. on the left



5. on the right



6. next to the bank



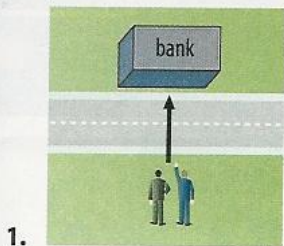
D GRAMMAR. Be: questions with Where / subject pronoun it

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

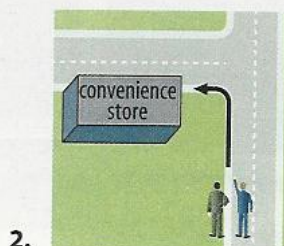
It's down the street on the left.
It's next to the bank.

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

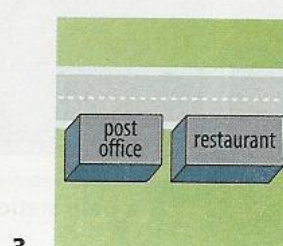
E Look at the pictures. Write questions and answers. Follow the model. Use the.



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



_____ ?
_____ .



_____ ?
_____ .



_____ ?
_____ .

F GRAMMAR. There is

Questions

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

Answers

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

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

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

CONVERSATION • Ask about the location of places.

1. MODEL. Read and listen.

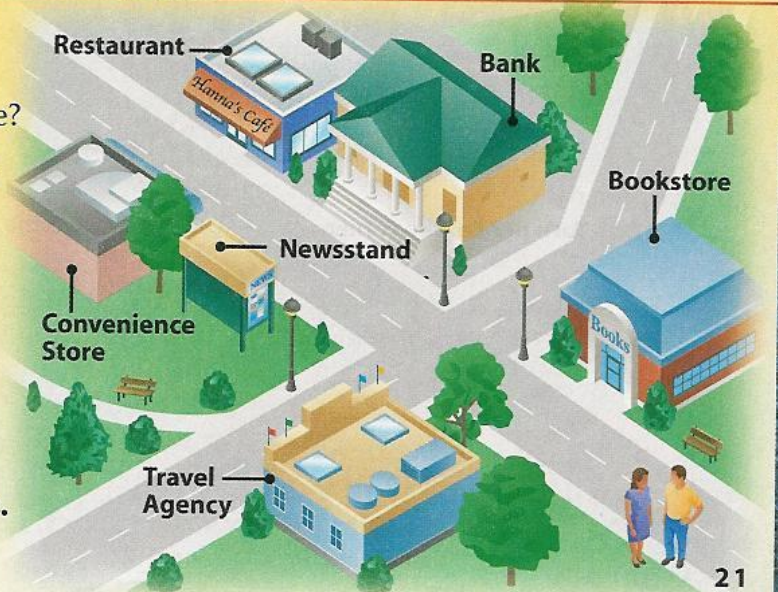
Greg: Excuse me. Is there a bank near here?
Robin: Yes. There's a bank down the street.

2. Rhythm and intonation practice

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

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

Continue with more questions and answers.



2

Give and Get Directions

LESSON

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



1. a bus station



2. a train station



3. a taxi stand

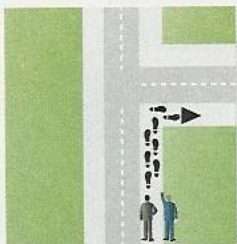
B **LISTENING COMPREHENSION.** Listen to the conversations about directions. Write the name of the place.

1. a taxi stand 2. _____ 3. _____

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

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

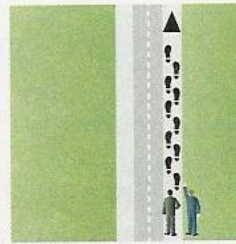
D **VOCABULARY.** Directions. Listen and practice.



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



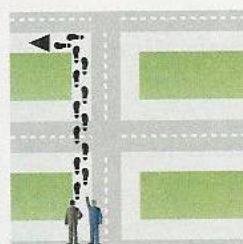
2. Turn left.
 OR: Turn left at the corner.



3. Go straight.

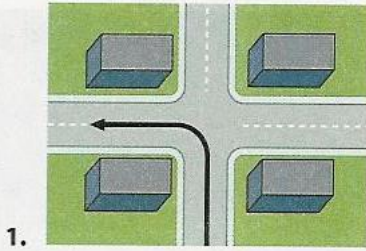


4. Go to the corner of Main Street and Park Avenue.

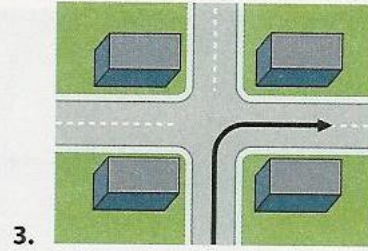


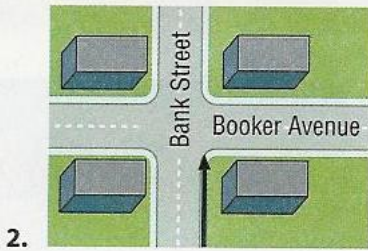
5. Go two blocks and turn left.

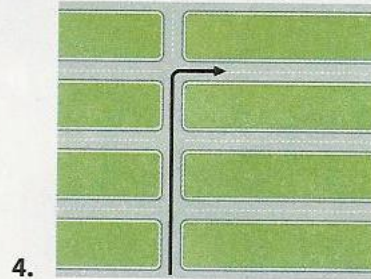
E Write directions to match the pictures.



Turn left at the corner.







CONVERSATION • Give and get directions.

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

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

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

Felix: Thanks!

Susan: No problem.

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

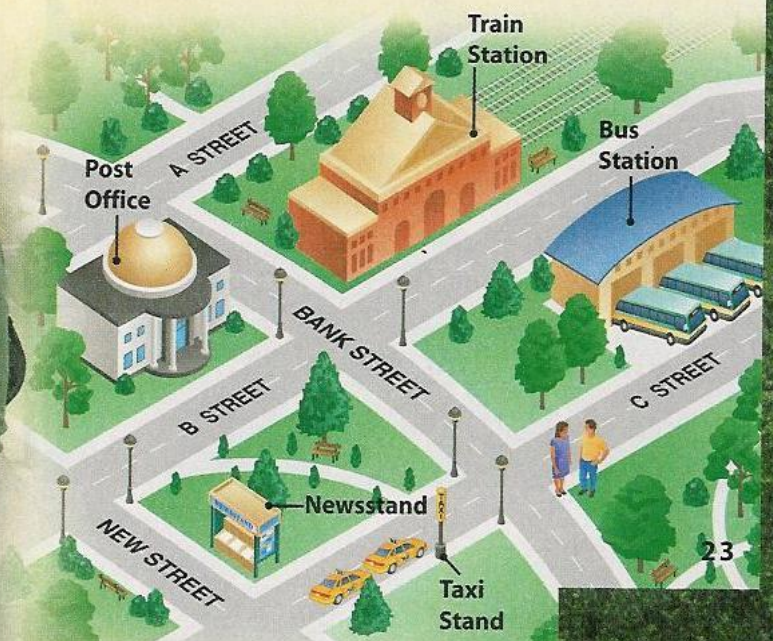
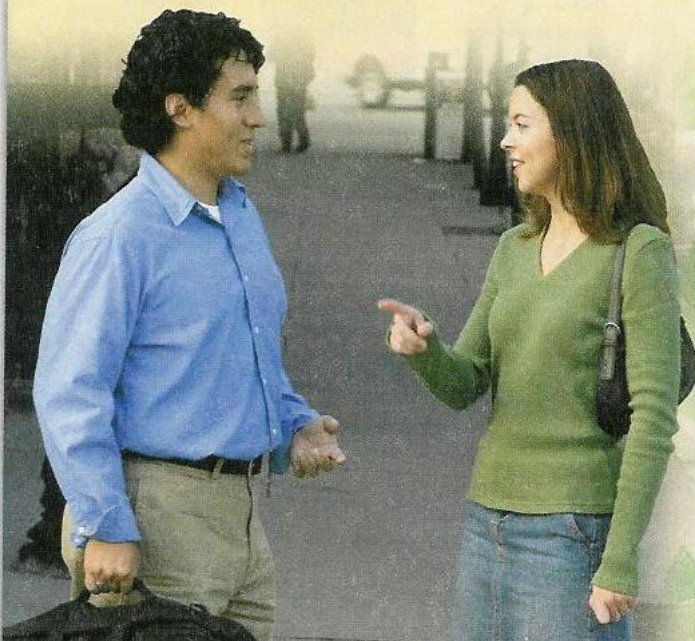
A: Excuse me. How do I get to the _____?

B: The _____? _____.

A: Thanks!

B: _____.

2. **Rhythm and intonation practice**

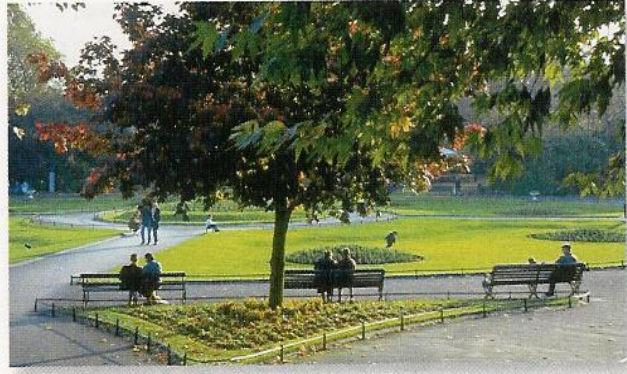


Suggest a Means of Transportation

A VOCABULARY. More places. Listen and practice.



1. a stadium



2. a park



3. a mall



4. a museum



5. an airport

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

“Where’s the stadium?”

“It’s next to the mall.”



C GRAMMAR. The imperative



Take the train to the museum.

Don't take the bus.

Use imperatives to give directions.

Affirmative



Take a taxi.



Drive.



Walk.

Negative



Don't take a taxi.



Don't drive.



Don't walk.

D Match each sentence with a picture.

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



CONVERSATION • Suggest a means of transportation.

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

Fumiyo: How do I get to the Metropolitan Museum?

Jeff: Don't walk. Take the bus.

Fumiyo: The bus?

Jeff: Yes, that's right.

Fumiyo: Thanks.

Jeff: You're welcome.

2. **Rhythm and intonation practice**

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

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

A: How do I get to _____?

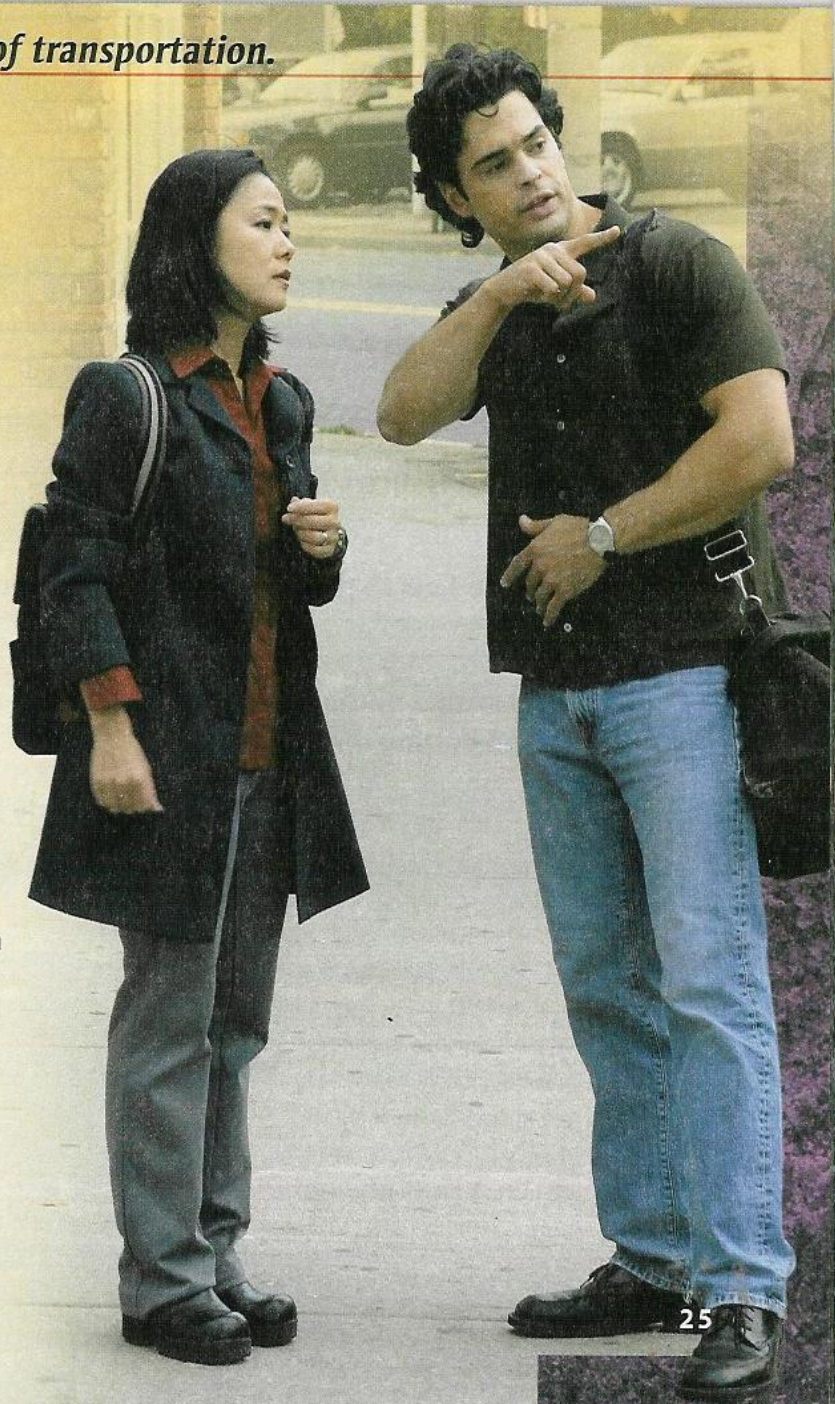
B: Don't _____. _____.

A: _____?

B: Yes, that's right.

A: _____.

B: _____.



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

GUIDE TO THE WORLD'S GREAT MUSEUMS



National Palace Museum, Taipei

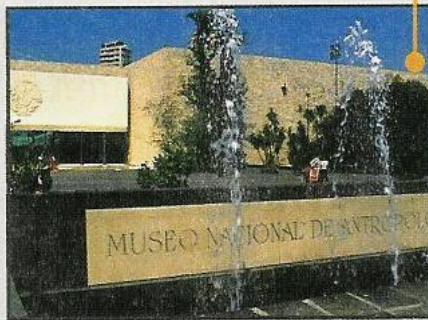
The National Palace Museum is on Chih-shan Road in the Wai-shuang-hsi district of Taipei.

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

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

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

National Museum of Anthropology, Mexico City



Kyoto National Museum, Kyoto

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

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

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

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

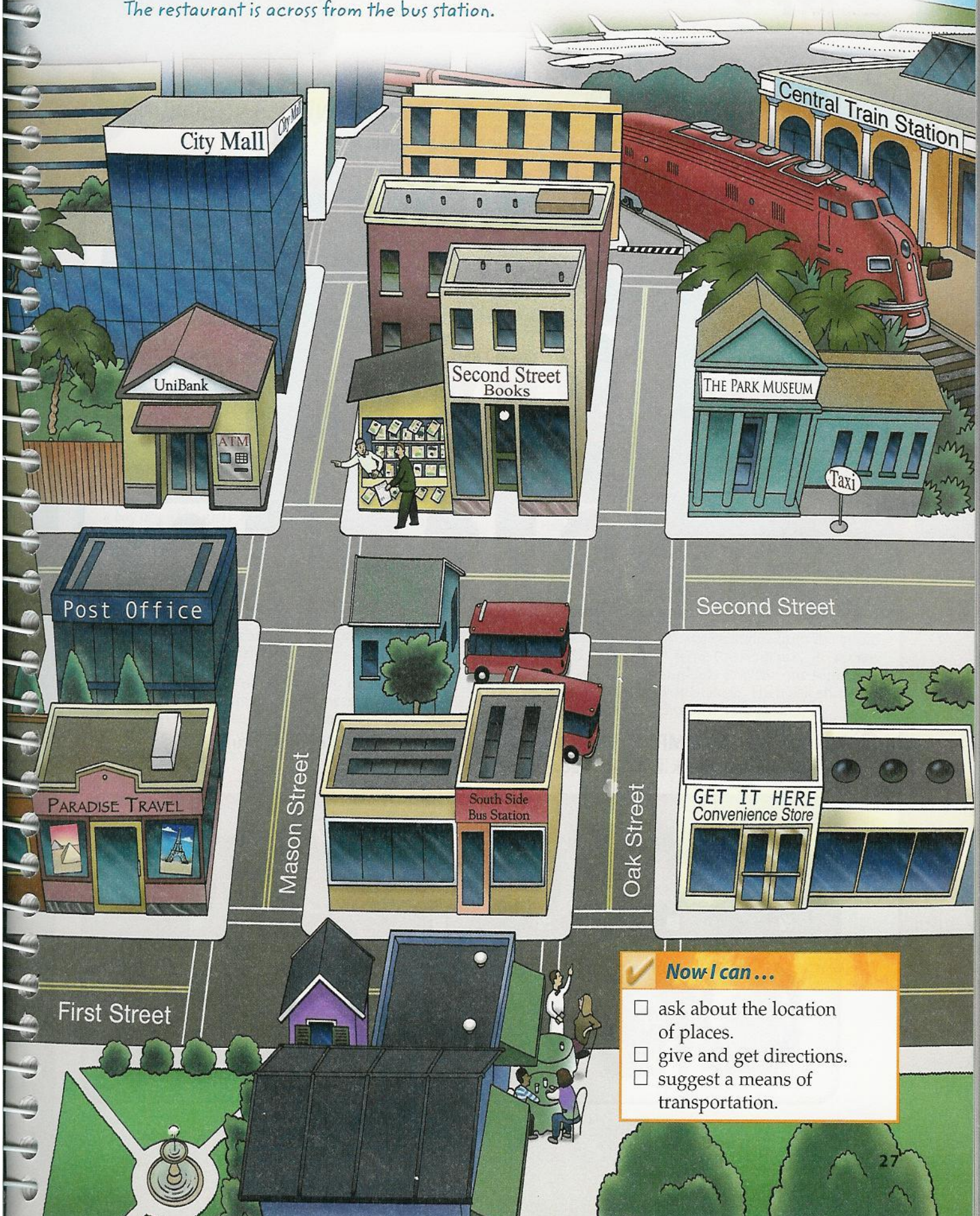
C **PAIR WORK.** Make a map of a neighborhood in your town. Write the names of the streets and places. Then practice giving and getting directions to places on your map.

NEED HELP? Here's language you already know:

Discuss locations	Give advice	Give directions	Respond
Excuse me.	Take [the train].	Turn [right] at the corner.	Thanks.
How do I get to the [train station]?	Walk.	Turn [left].	You're welcome.
Where's the [bus station]?	Drive.	Go straight.	No problem.
Is there a [bank] near here?	Don't [take the bus].	Go to the corner of [First Street] and [Main Street].	
Yes, there is. / No, there isn't.		Go [two] blocks and turn [right].	
There's a [bank] [around the corner].			
It's [across the street].			

UNIT WRAP-UP

- **Vocabulary.** Name the places in the town.
A restaurant, a newsstand . . .
- **Grammar.** Make statements about location.
The restaurant is across from the bus station.
- **Social language.** Ask for directions.
*A: Where's the mall?
B: It's around the corner, on the left.*



Now I can...

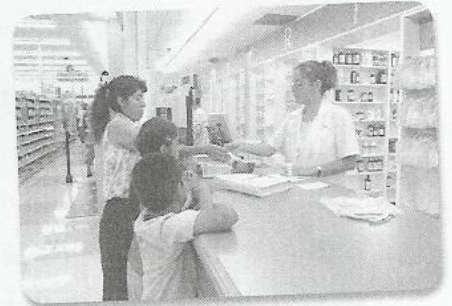
- ask about the location of places.
- give and get directions.
- suggest a means of transportation.

Directions and Transportation

LESSON 1

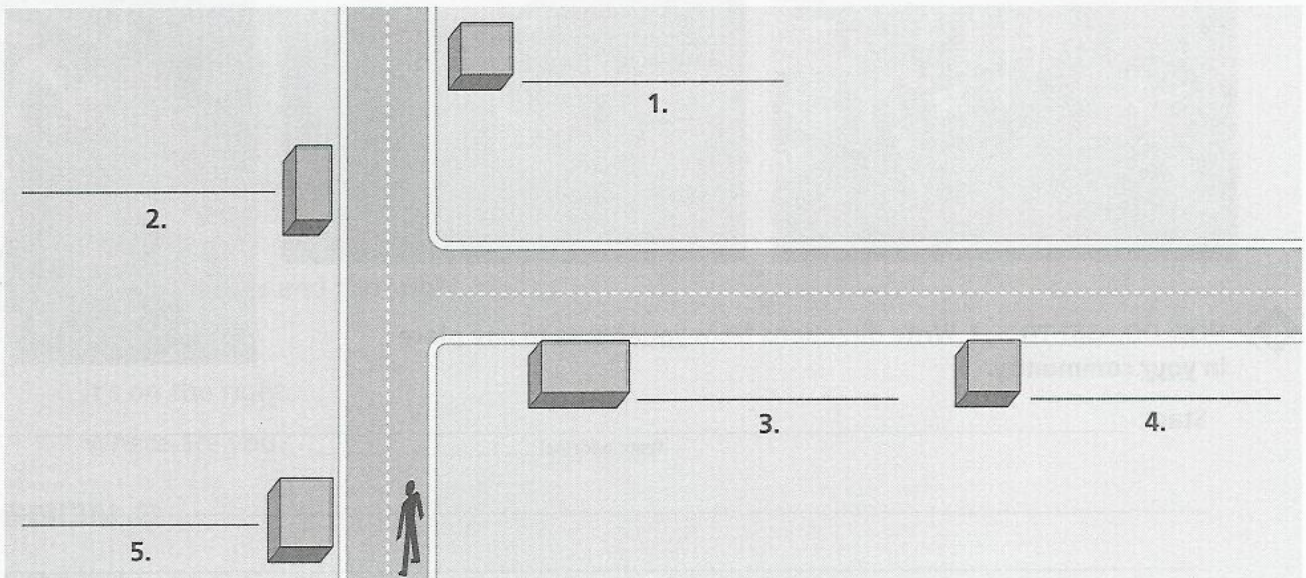
1 Write the names of places in your community.

1. a restaurant: _____
2. a bank: _____
3. a bookstore: _____
4. a convenience store: _____
5. a travel agency: _____
6. a pharmacy: _____



2 Read the directions. Label the places on the map.

- The post office is across the street.
- The bookstore is around the corner.
- The bank is next to the bookstore.
- The newsstand is down the street on the left.
- The travel agency is down the street on the right.



3 Read the answers. Then complete the questions with Where's or What's.

- 1. A: _____ the address? B: 214 New Street.
- 2. A: _____ the bookstore? B: It's down the street on the left.
- 3. A: _____ the pharmacy? B: It's across the street.
- 4. A: _____ Lisa's occupation? B: She's a lawyer.
- 5. A: _____ his e-mail address? B: Rob123@mail.net.
- 6. A: _____ your friend's restaurant? B: It's around the corner.

4 WHAT ABOUT YOU? Answer the questions.

- 1. What's your address? _____
- 2. Is there a newsstand near your home? _____
- 3. Is there a convenience store near your home? _____
- 4. Is there a bank near your home? _____
- 5. Is there a post office near your home? _____

5 Describe the location of one place near your home.

Example: *The convenience store is around the corner*

LESSON 2

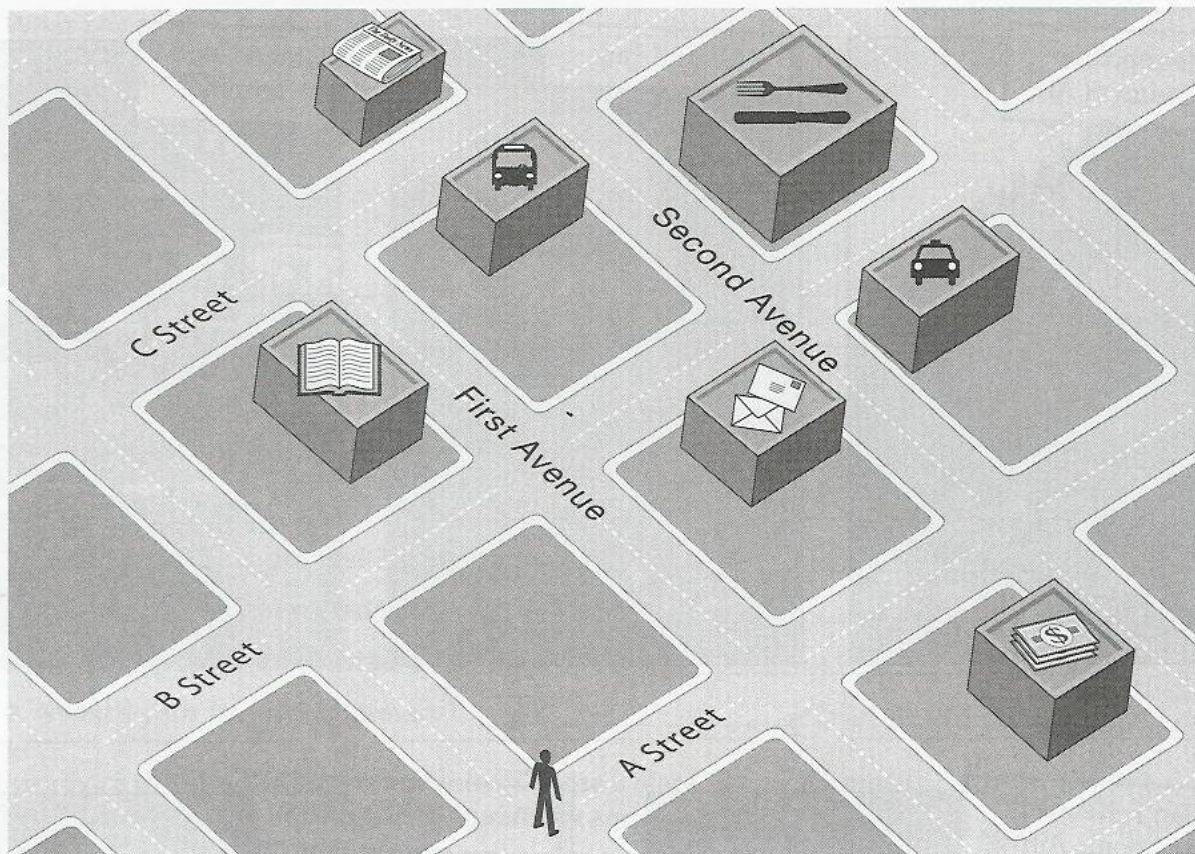


6 HOW DO I GET TO ...? Write directions from your home to one place in your community.

Start: _____
(your address)

End: _____
(a place in your community)

7 Look at the map. Then follow the directions.



1. Go two blocks and turn left.
Go to the corner of B Street and Second Avenue.
Turn right at the corner.
It's on the left.
Where are you? _____.

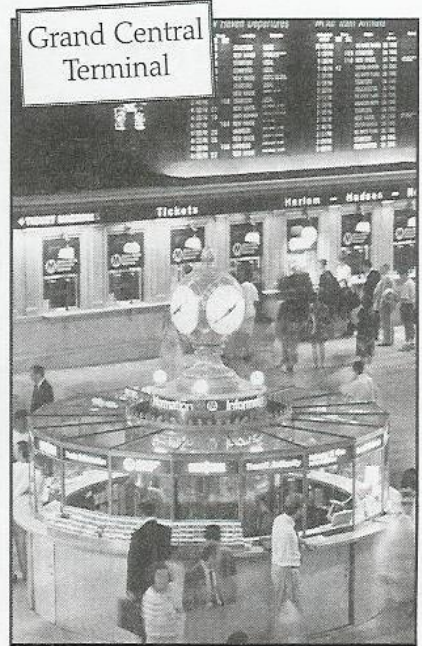
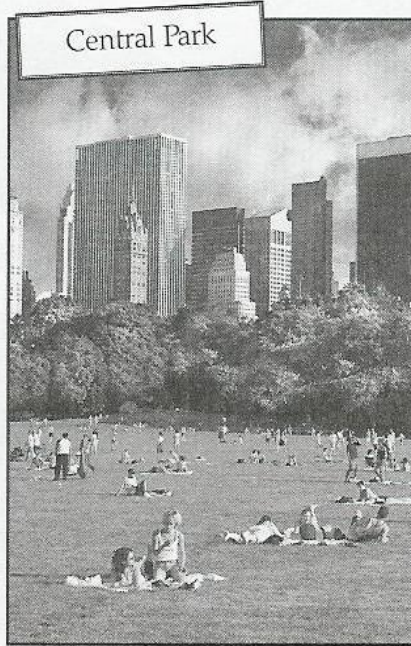
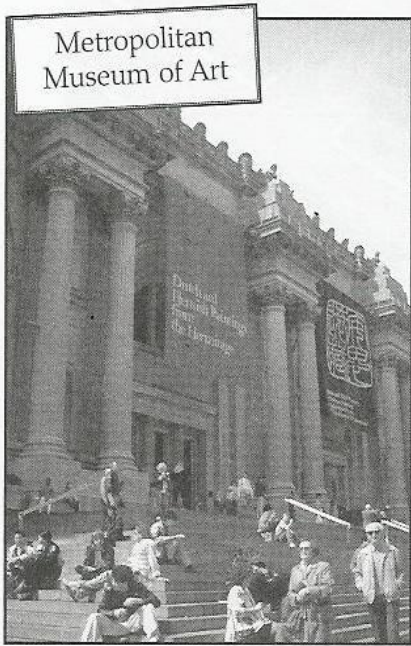
2. Go to the corner of A Street and First Avenue.
Turn left.
Go two blocks and turn right.
Go straight.
It's on the right.
Where are you? _____.

LESSON 3

8 Match the occupations and the places.

- | | |
|-------------------|------------------------|
| 1. ___ an athlete | a. an airport |
| 2. ___ a clerk | b. a restaurant |
| 3. ___ a chef | c. a bank |
| 4. ___ a banker | d. a convenience store |
| 5. ___ a pilot | e. a stadium |

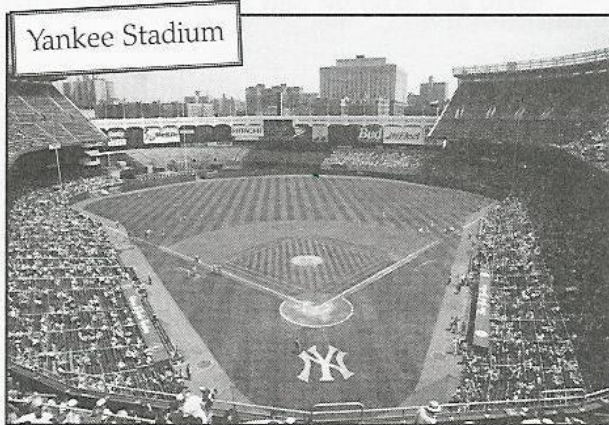
9 Look at the pictures. What is the place? Write a sentence.



1. *It's a museum* 2. _____ 3. _____



4. _____ 5. _____



6. _____

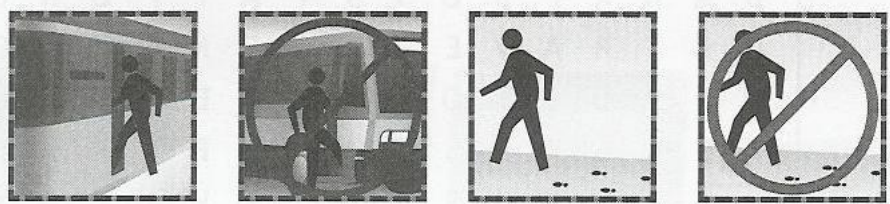
10 Choose a city. Write the names of places in the city.

- What city is it? _____
1. a train station: _____
 2. an airport: _____
 3. a stadium: _____
 4. a park: _____
 5. a museum: _____
 6. a restaurant: _____

11 WHAT ABOUT YOU? Answer the questions.

1. What's your favorite museum? _____
2. What's your favorite park? _____
3. What's your favorite mall? _____
4. What's your favorite stadium? _____
5. What's your favorite restaurant? _____
6. What's your favorite pharmacy? _____

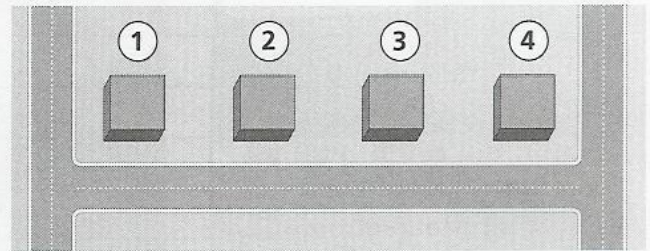
12 Give advice to visitors in your community. Choose a place. Suggest a means of transportation. Use an affirmative imperative and a negative imperative.



1. "How do I get to the _____?" **YOU** _____
(airport or train station or bus station) _____
2. "How do I get to the _____?" **YOU** _____
(mall or stadium or park) _____
3. "How do I get to the _____?" **YOU** _____
(museum or travel agency or bookstore) _____
4. "How do I get to the _____?" **YOU** _____
(pharmacy or taxi stand or post office) _____

1 A RIDDLE FOR YOU! Read the clues. Then write the places on the lines.

- The travel agency is not on the corner.
- The bank is not next to the travel agency.
- The post office is next to the bank.
- The pharmacy is not on the left corner.



1. _____
2. _____
3. _____
4. _____

2 WORD FIND. Look across (→) and down (↓). Circle the fifteen places. Then write the places on the lines.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

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

SOURCE: Created with www.spellbuilder.com.

Riddle: 1. bank; 2. travel agency; 3. post office; 4. pharmacy

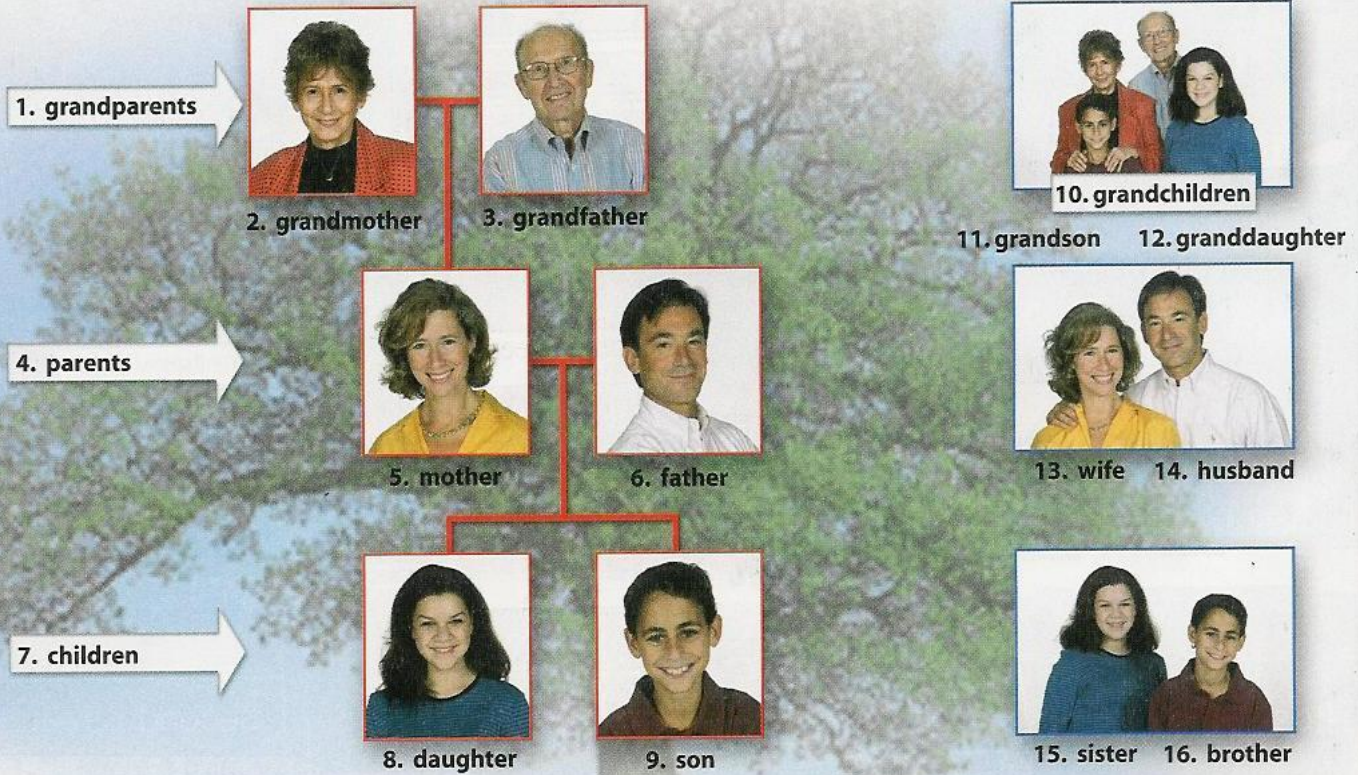
- 1 Identify family members
- 2 Talk about your family
- 3 Describe people

1

Identify Family Members

LESSON

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



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

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



C GRAMMAR. Be: questions with Who

Use Who to ask about people.

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



Contraction
Who is → Who's

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

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

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

CONVERSATION • Identify family members.

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

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

2. **Rhythm and intonation practice**

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

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



Talk about Your Family

A GRAMMAR. Have / has: affirmative statements



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



She **has** three daughters.

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

He
She } **has** three daughters.

B Complete the sentences. Write have or has.

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

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

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

D PRONUNCIATION. Numbers. Listen and practice.

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

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

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

F GRAMMAR. **Be:** questions with **How old**

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

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

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

CONVERSATION • *Talk about your family.*

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

Ray: I have one brother and two sisters.
Tessa: Really? How old is your brother?
Ray: Twenty.
Tessa: And your sisters?
Ray: Eighteen and twenty-two.

2. **Rhythm and intonation practice**

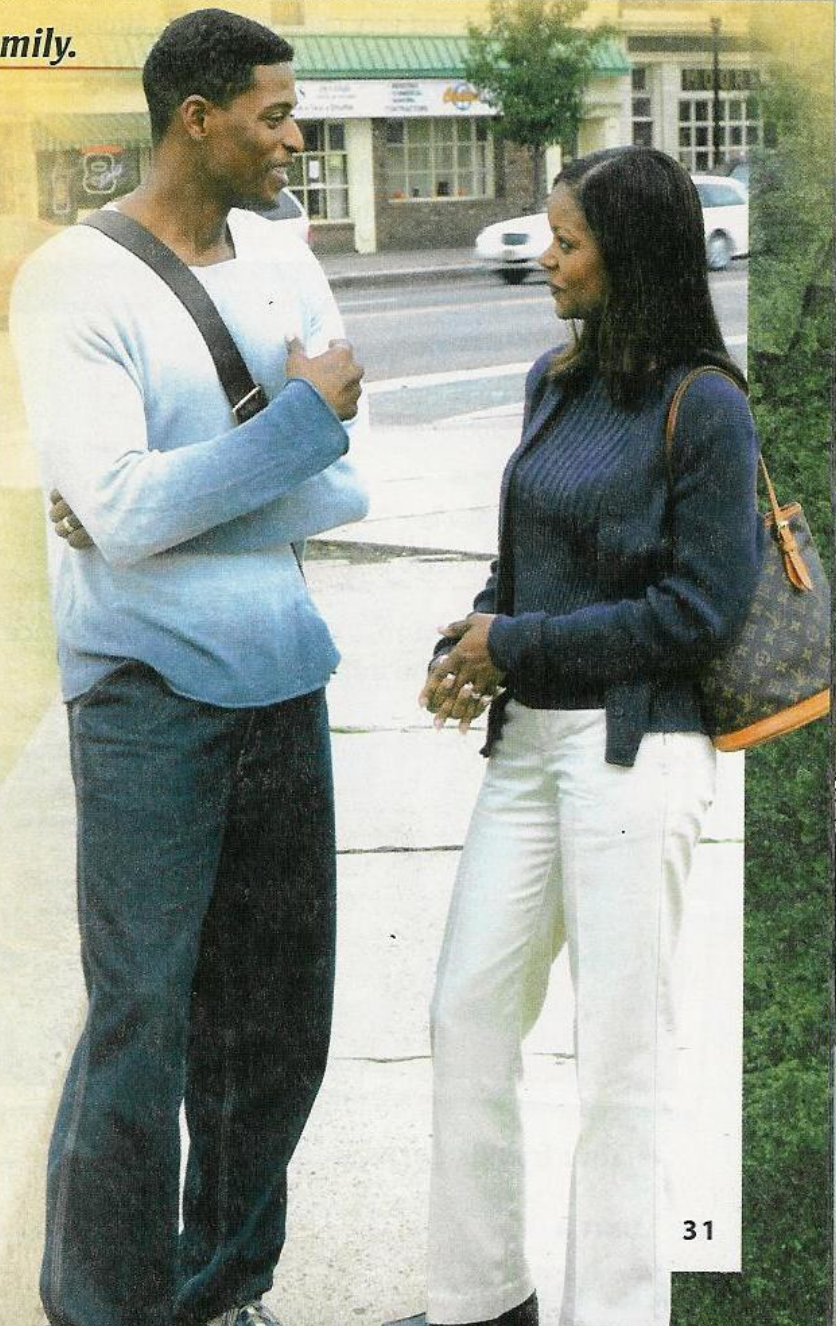
3. **PAIR WORK.** Talk about your own family.
Start with the guide.

B: I have _____.
A: Really? How old _____?
B: _____ . . .

Continue the conversation about other people in your family.

NEED HELP? Here's language you already know:

And your [mother]?
What's his / her name?
What's his / her occupation?



3

Describe People

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



1. pretty



2. handsome



4. cute

3. good-looking



5. tall

6. short



7. old



8. young

VOCABULARY BOOSTER See page V2 for more.

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

Describe people with a form of be and an adjective.

She's pretty.

They're tall.

He's handsome.

Your children are cute.

The adverbs so and very make adjectives stronger.

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

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

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

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



1. Your friends are so pretty.

2. They _____ so _____.

3. His sister _____ very _____.



4. He _____ so _____.

5. His wife _____ so _____!

6. My grandparents _____
very _____.

CONVERSATION • Describe people.

1. MODEL. Read and listen.

Eric: Tell me about your father.

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

Eric: And how about your mother?

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



2. Rhythm and intonation practice

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

A: Tell me about your _____.

B: _____.

A: And how about your _____?

B: _____.

TOP NOTCH ACTIVITIES



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

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

A **READING.** Read and listen.

Who are they?

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



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

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



B **Read about the people again. Complete the sentences.**

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

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

NEED HELP? Here's language you already know:

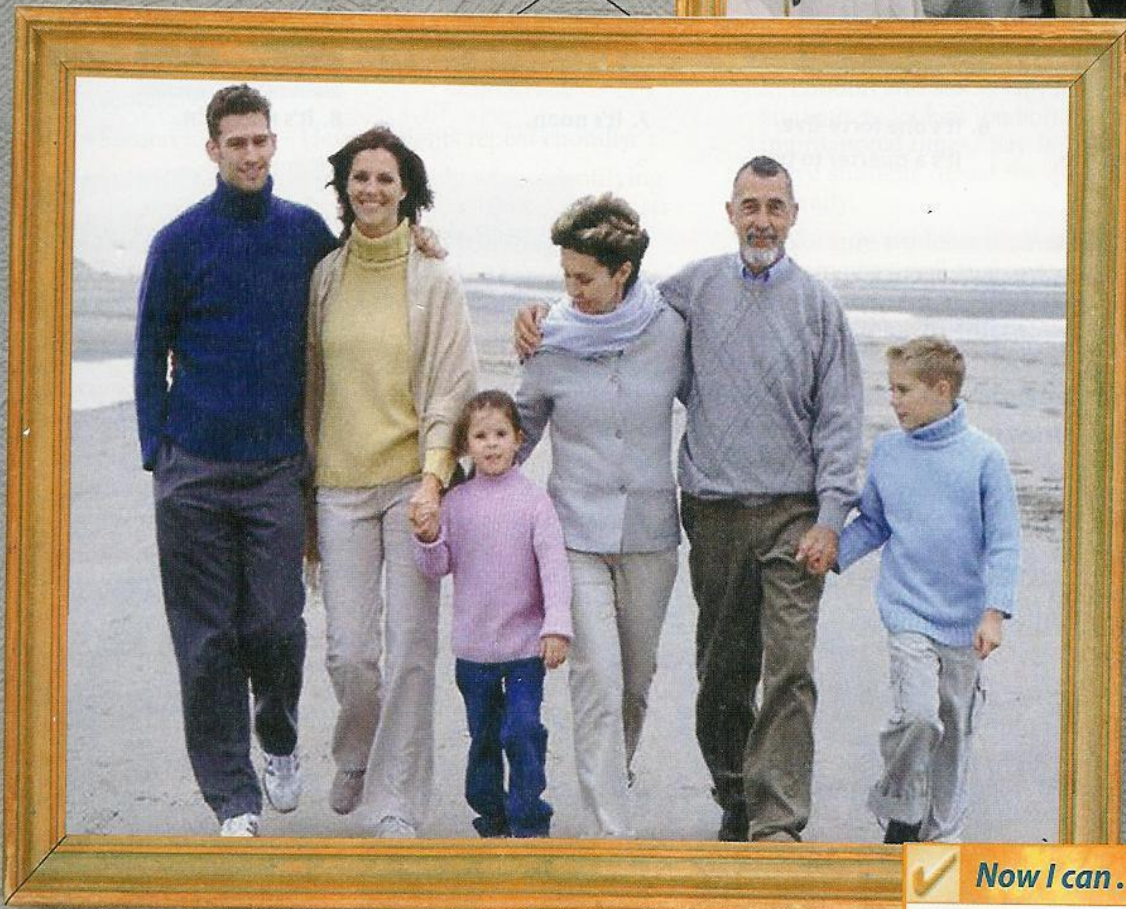
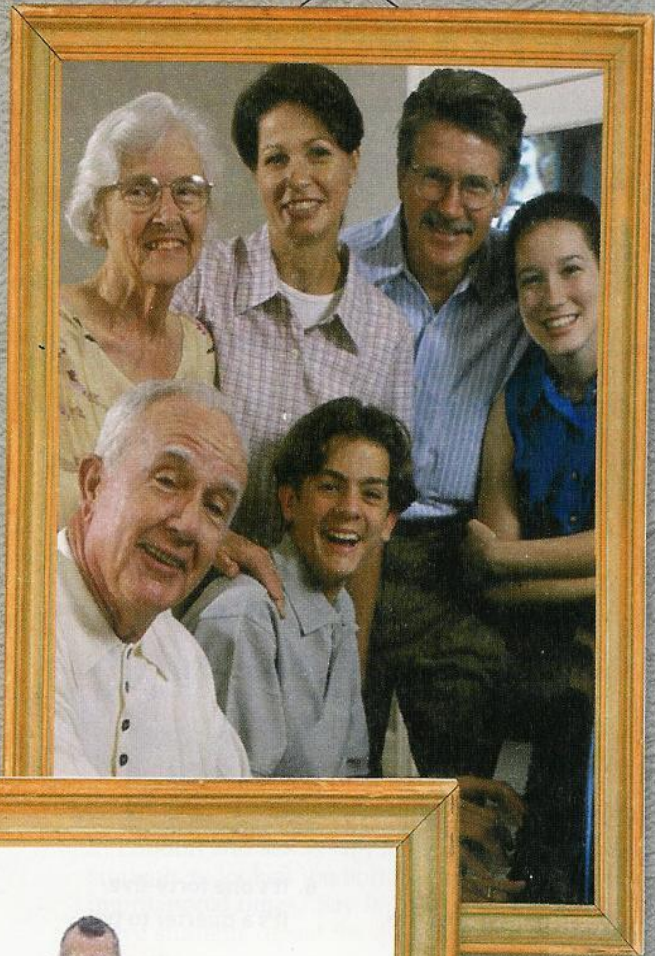
Tell me about your family. What does your [sister] do?
How old is your [mother]? Is your [brother] [good-looking]?
What's your [mother]'s occupation? Are your [sister]s [tall]?

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

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

UNIT WRAP-UP

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



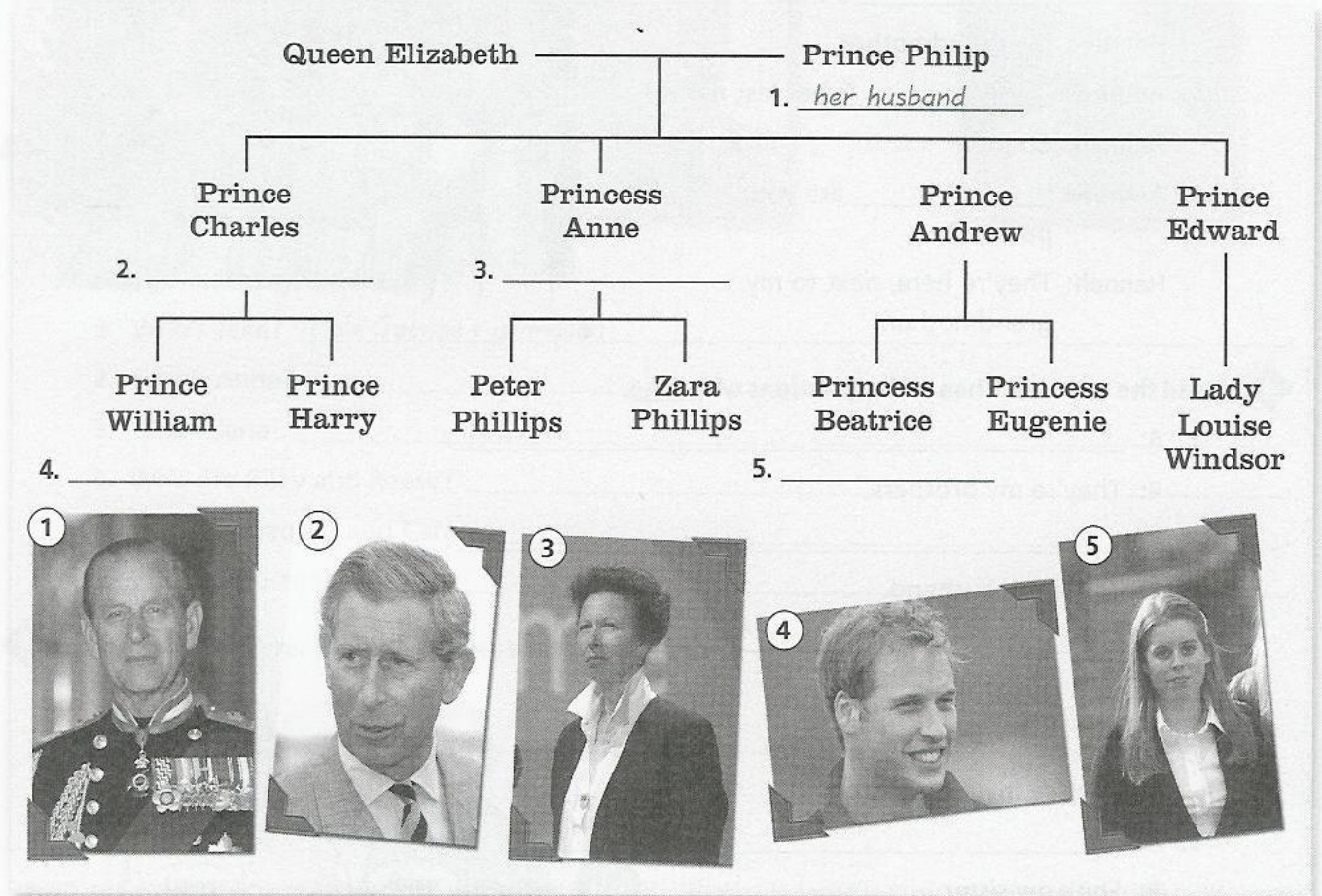
✓ Now I can ...

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

People

LESSON 1

- 1 THE BRITISH ROYAL FAMILY. Write the family member's relationship to Queen Elizabeth on the line.



- 2 Look at Queen Elizabeth's family again. Complete the sentences.

1. Prince Harry is Prince William's _____.
2. Princess Anne is Zara Phillips's _____.
3. Queen Elizabeth and Prince Philip are Prince Charles's _____.
4. Prince Philip is Prince Harry's _____.
5. Queen Elizabeth is Prince Philip's _____.
6. Prince William and Prince Harry are Prince Charles's _____.
7. Prince Andrew is Princess Eugenie's _____.
8. Queen Elizabeth is Peter Phillips's _____.
9. Princess Eugenie is Princess Beatrice's _____.
10. William, Harry, Peter, Zara, Beatrice, Eugenie, and Louise are Queen Elizabeth's _____.

3 Complete the conversation. Write What, Where, or Who.

1. Andrew: _____'s that?
Hannah: That's my brother.
2. Andrew: _____'s your brother's first name?
Hannah: Paul.
3. Andrew: _____'s your sister?
Hannah: She's right there, on the left.
4. Andrew: _____'s that?
Hannah: My grandmother.
5. Andrew: _____'s her last name?
Hannah: Connor.
6. Andrew: _____ are your parents?
Hannah: They're here, next to my grandmother.



4 Read the answers. Then write questions with Who.

1. A: _____?
B: They're my brothers.
2. A: _____?
B: That's my husband.
3. A: _____?
B: He's my father.
4. A: _____?
B: They're my grandparents.
5. A: _____?
B: She's my sister.

5 WHAT ABOUT YOU? Answer the questions.

1. Who are you? _____.
2. Who's your teacher? _____.
3. Who are your classmates? (Name three.) _____

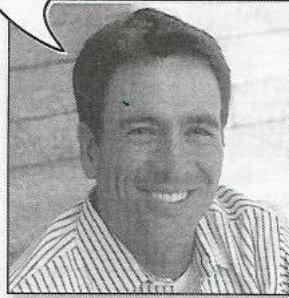
LESSON 2

6 Look at the photos and read.

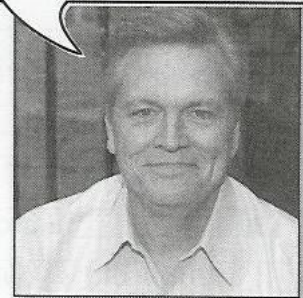
Hi, I'm Kate. There are five people in my family. I have two sisters. Their names are Megan and Jane. Jane and I are students. Megan is a doctor.



Hello. My name is Edgar. My wife's name is Anna. I'm an engineer, and she's an architect. We have two children. Riley is our son, and Reese is our daughter.



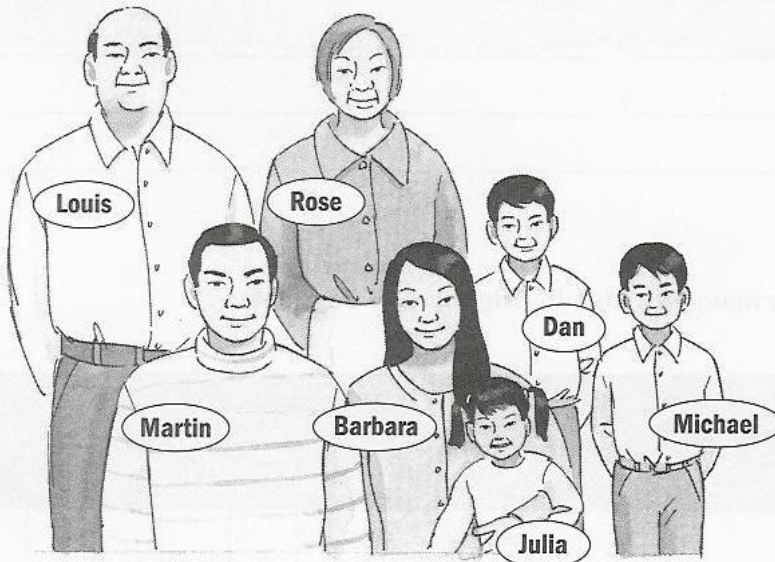
Hello. I'm George. My wife Carol and I are grandparents. We have three children and two grandchildren. Our granddaughter is Sophia. Our grandson is Jake.



Now answer the questions.

1. Who's Jake? He's George's grandson
2. Who's Anna? _____
3. Who's Jane? _____
4. Who are Riley and Reese? _____
5. Who are George and Carol? _____
6. Who's a doctor? _____

7 Look at the picture. Write sentences with have or has.



1. Julia: She has two brothers
2. Rose: _____
3. Barbara and Martin: _____
4. Dan and Michael: _____
5. Louis: _____

8 Write the numbers in words.

1. twenty-one, twenty-eight, thirty-five, forty-two, _____
2. four, eight, sixteen, _____, sixty-four
3. ninety-nine, _____, seventy-five, sixty-three, fifty-one
4. ten, eleven, twenty-one, thirty-two, fifty-three, _____

9 Complete each sentence with have or has. Then choose the correct response. Circle the letter.

1. Matthew _____ two sisters.
 - a. How old is she?
 - b. How old are they?
2. Mark and Jamie _____ a daughter.
 - a. How old is he?
 - b. How old is she?
3. I _____ a brother and a sister.
 - a. How old is your brother?
 - b. How old is my sister?
4. We _____ a son.
 - a. What's your name?
 - b. What's his name?

10 Choose four people from the box.

mother	father	sister	daughter	husband
brother	grandmother	grandfather	wife	son

Now answer questions about your family.

1. How old is your _____? _____
2. How old is your _____? _____
3. How old is your _____? _____
4. How old is your _____? _____
5. How old are you? _____

LESSON 3

11 Write the names of three family members, friends, neighbors, or classmates. Then complete the chart.

Name	Relationship	Age	Occupation							
				pretty	handsome	cute	short	tall	old	young
Michelle	sister	26	manager	✓				✓		✓

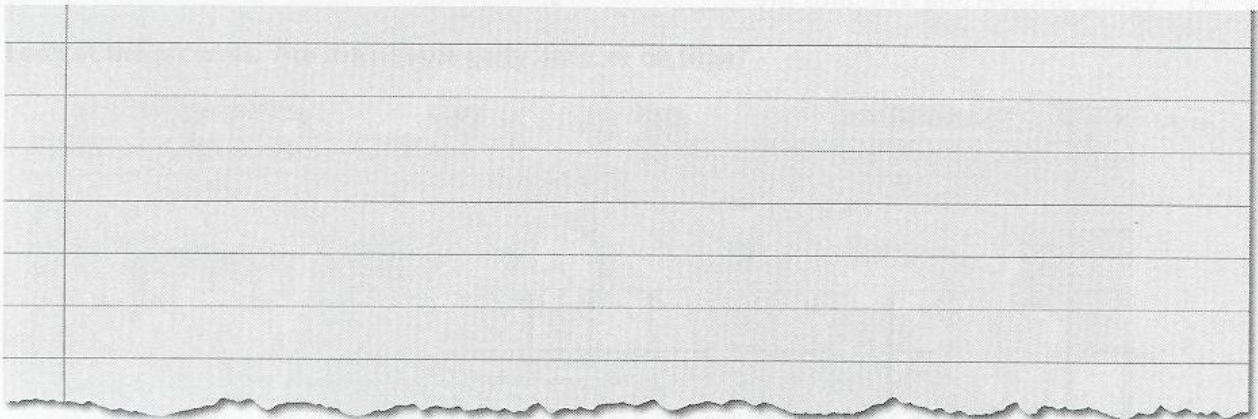
12 Unscramble the words. Write sentences.

1. brother / tall / is / My / very My brother is very tall
2. handsome, / He / too / very / is _____
3. your / Are / pretty / sisters _____?
4. is / daughter / young / Her _____
5. cute / so / is / She _____!

13 Answer the questions. Use famous people.

1. Who's tall? Shaquille O'Neal is tall
2. Who's old? _____
3. Who's good-looking? _____
4. Who's young? _____
5. Who's short? _____
6. Who's cute? _____

14 Write sentences about your family.



1 A RIDDLE FOR YOU! Read the sentence. Then answer the question.

Brothers and sisters have I none, but that man's father is my father's son.

Who is "that man"? _____

SOURCE: From thinks.com.

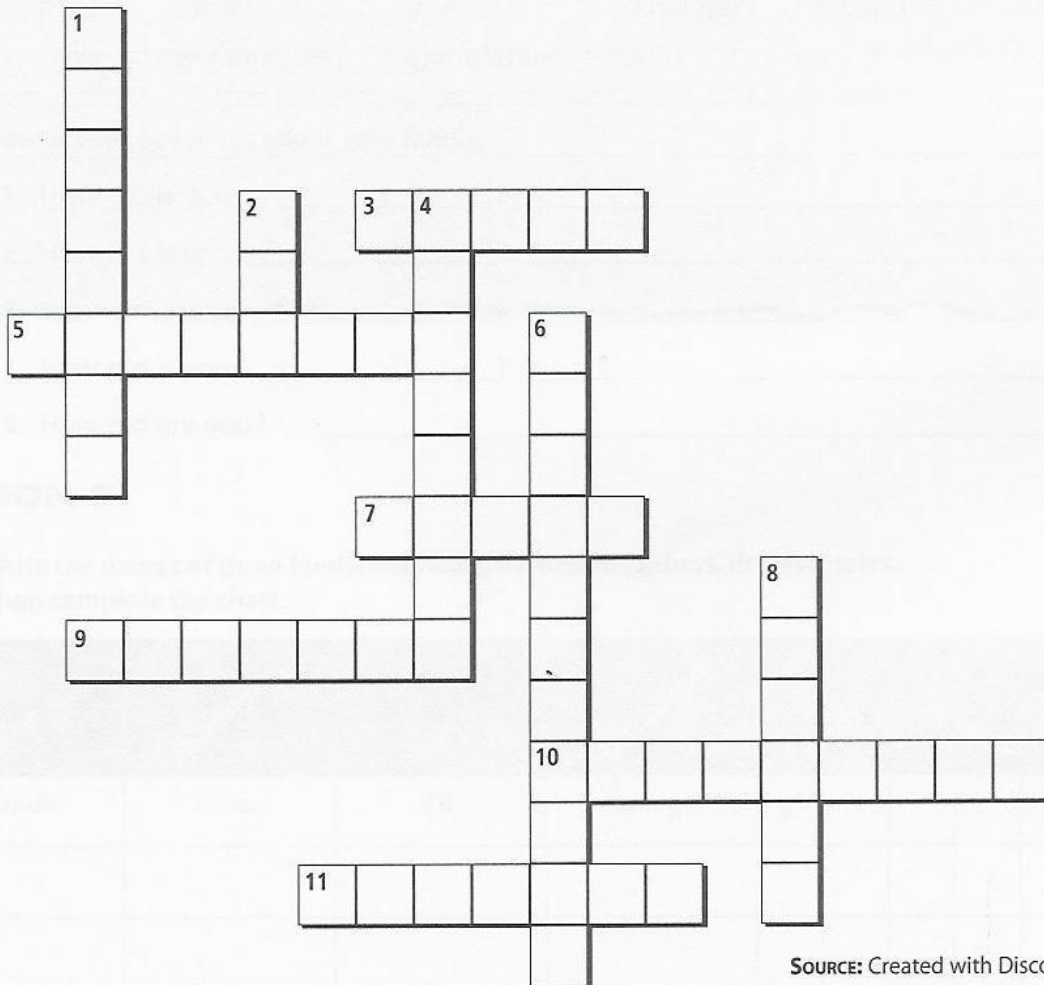
2 Complete the puzzle.

Across

3. Not tall
5. His daughter's son is his _____.
7. Her grandchildren are very _____. They're one and three years old.
9. Alejandro Fernandez's father
10. The English alphabet has _____ letters.
11. Venus and Serena Williams are _____.

Down

1. Michelle has two daughters and a son. She has three _____.
2. Julie's grandmother is ninety-two. She's _____.
4. A good-looking man is _____.
6. My father's mother is my _____.
8. A good-looking woman is _____.



SOURCE: Created with Discovery's Puzzlemaker.

Unit 11

Where were you [yesterday]?
When?
I was [at home].
There was a great [party] at [the Pike Museum].
There was?
Too bad I wasn't there!

Pretty good, thanks.
What did you do last weekend?
Not much.
I [went running].
About the same.
You look [great].
Were you on vacation?

Yes, I was.
I just got back [last week].
How was it?
Really nice.
It's great to see you.
Welcome back.

Unit 12

Who's that?
[She] look[s] familiar.
Who?
The [woman] with [long, curly, blonde] [hair].

That's [Daniela Mercury].
[She]'s a [singer] from [Brazil].
What happened?
I [broke] my [ankle].
I'm sorry to hear that.

I feel [awful].
What's wrong?
You really should [take something].
Good idea.
I hope you feel better.

Unit 13

Can you [swim]?
Can you?
I [swim] [very well].
When did you learn?
When I was [about eight].
Was it hard?

Not at all.
I'm really sorry.
I'm too busy.
I don't feel well.
It's too late.
I have other plans.

That's too bad.
Maybe some other time.
Could you do me a favor?
Could you please [close the window]?

Unit 14

Where were you born?
I was born in [New York].
And did you grow up there?
That's interesting.

Why did you move there?
My parents are [Canadian].
What's new?
I have some [great] news.

My [daughter] is going to [have a baby].
Congratulations.
What do you like to do in your free time?

Countries and nationalities

Country	Nationality	Country	Nationality	Country	Nationality
Argentina	Argentinian / Argentine	France	French	Peru	Peruvian
Australia	Australian	Germany	German	The Philippines	Filipino
Bolivia	Bolivian	Greece	Greek	Poland	Polish
Brazil	Brazilian	Guatemala	Guatemalan	Russia	Russian
Canada	Canadian	Indonesia	Indonesian	Saudi Arabia	Saudi / Saudi Arabian
Chile	Chilean	Ireland	Irish	Spain	Spanish
China	Chinese	Japan	Japanese	Switzerland	Swiss
Colombia	Colombian	Korea	Korean	Thailand	Thai
Costa Rica	Costa Rican	Lebanon	Lebanese	Turkey	Turkish
Ecuador	Ecuadorian	Malaysia	Malaysian	The United Kingdom	British
Egypt	Egyptian	Mexico	Mexican	The United States	American
El Salvador	El Salvadoran	New Zealand	New Zealander	Venezuela	Venezuelan
England	English	Panama	Panamanian	Uruguay	Uruguayan

Numbers 100 to 1,000,000,000

100	one hundred	10,000	ten thousand
500	five hundred	100,000	one hundred thousand
1,000	one thousand	1,000,000	one million
5,000	five thousand	1,000,000,000	one billion

Verb list

This is an alphabetical list of all active verbs in the *Top Notch Fundamentals* units. The page numbers refer to the page on which the base form of the verb first appears.

base form	simple past	page	base form	simple past	page	base form	simple past	page
be	was / were	4	get	got	68	play	played	70
ride	rode	95	go	went	22	put	put	90
break	broke	102	graduate	graduated	116	read	read	70
brush	brushed	68	grow	grew	116	relax	relaxed	120
burn	burned	102	hand	handed	112	ride	rode	94
can	could	108	hang out	hung out	120	see	saw	94
check	checked	70	have	had	30	sew	sewed	108
clean	cleaned	70	help	helped	112	shave	shaved	68
close	closed	112	hurt	hurt	102	ski	skied	108
comb	combed	68	knit	knitted	108	sleep	slept	120
come	came	69	laugh	laughed	114	spell	spelled	9
cut	cut	102	lie	lay	104	study	studied	116
dance	danced	108	like	liked	45	swim	swam	108
die	died	118	listen	listened	70	take	took	24
do	did	70	live	lived	118	travel	traveled	120
draw	drew	108	make	made	73	turn	turned	22
drive	drove	24	move	moved	116	wake	woke	94
eat	ate	68	mow	mowed	74	walk	walked	24
exercise	exercised	70	need	needed	46	want	wanted	46
fall	fell	102	open	opened	112	wash	washed	70
feed	fed	79	open	opened	112	watch	watched	68
feel	felt	105	paint	painted	108	wear	wore	94
fix	fixed	108	pass	passed	87	write	wrote	94
			pick up	picked up	114			

Pronunciation table

These are the pronunciation symbols used in *Top Notch Fundamentals*.

Vowels		Consonants			
Symbol	Key Words	Symbol	Key Words	Symbol	Key Words
i	feed	p	park, happy	ʃ	she, station, special, discussion
ɪ	did	b	back, cabbage	ʒ	leisure
eɪ	date, table	t	tie	h	hot, who
ɛ	bed, neck	d	die	m	men
æ	bad, hand	k	came, kitchen, quarter	n	sun, know
ɑ	box, father	g	game, go	ŋ	sung, singer
ɔ	wash	tʃ	chicken, watch	w	week, white
oʊ	comb, post	dʒ	jacket, orange	l	light, long
ʊ	book, good	f	face, photographer	r	rain, writer
u	boot, food, student	v	vacation	y	yes, use, music
ʌ	but, mother	θ	thing, math		
ə	banana, mustache	ð	then, that		
ɝ	shirt, birthday	s	city, psychology		
aɪ	cry, eye	z	please, goes		
aʊ	about, how	tʃ	butter, bottle		
ɔɪ	boy	tʰ	button		
ɪr	here, near				
ɛr	chair				
ɑr	guitar, are				
ɔr	door, chore				
ʊr	tour				

VOCABULARY BOOSTER

UNIT 1

More occupations



1. an accountant



2. a bank teller



3. a dentist



4. an electrician



5. a florist



6. a gardener



7. a grocery clerk



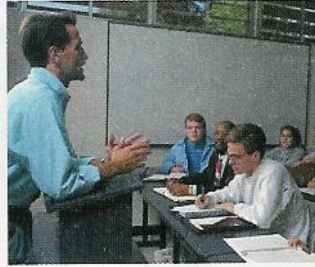
8. a hairdresser



9. a mechanic



10. a pharmacist



11. a professor



12. a reporter



13. a salesperson



14. a travel agent



15. a secretary



16. a waiter

UNIT 2

More relationships

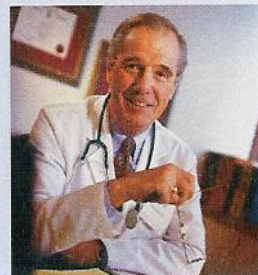


1. a supervisor
2. an employee



3. a teammate

More titles



1. Doctor [Smith]
or Dr. [Smith]



2. Professor [Brown]



3. Captain [Jones]

UNIT 3

More places in the community



1. a clothing store



2. an electronics store



3. a fire station



4. a police station



5. a shoe store



6. a toy store



7. a video store



8. a dry cleaners



9. a gas station



10. a hotel



11. a supermarket

UNIT 4

More adjectives to describe people



1. slim / thin



2. muscular



3. heavy

UNIT 5

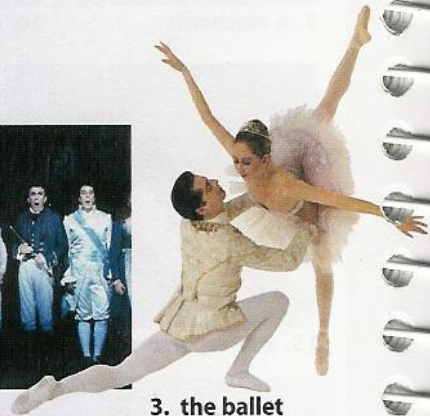
More events



1. an exhibition



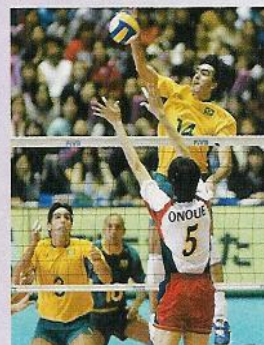
2. the opera



3. the ballet



4. a football game



5. a volleyball game



6. a baseball game



TOP NOTCH POP LYRICS



Excuse Me, Please [Unit 2]

(CHORUS)

Excuse me—please excuse me.
What's your number?
What's your name?
I would love to get to know you,
and I hope you feel the same.
I'll give you my e-mail address.
Write to me at my dot-com.
You can send a note in English
so I'll know who it came from.

Excuse me—please excuse me.
Was that 0078?

Well, I think the class is starting,
and I don't want to be late.

But it's really nice to meet you.
I'll be seeing you again.

Just call me on my cell phone
when you're looking for a friend.

(CHORUS)

So welcome to the classroom.
There's a seat right over there.
I'm sorry, but you're sitting in
our teacher's favorite chair!

Excuse me—please excuse me.
What's your number?
What's your name?

Tell Me All about It [Unit 4]

Tell me about your father.
He's a doctor and he's very tall.
And how about your mother?
She's a lawyer. That's her picture on
the wall.

Tell me about your brother.
He's an actor, and he's twenty-three.
And how about your sister?
She's an artist. Don't you think she looks
like me?

(CHORUS)

Tell me about your family—
who they are and what they do.
Tell me all about it.

It's so nice to talk with you.
Tell me about your family.
I have a brother and a sister, too.
And what about your parents?
Dad's a teacher, and my mother's eyes
are blue.

(CHORUS)

Who's the pretty girl in that photograph?
That one's me!
You look so cute!
Oh, that picture makes me laugh!
And who are the people there, right below
that one?

Let me see ... that's my mom and dad.
They both look very young.

(CHORUS)

Tell me all about it.
Tell me all about it.

On the Weekend [Unit 8]

(CHORUS)

On the weekend,
when we go out,
there is always so much joy and laughter.

On the weekend,
we never think about
the days that come before and after.

He gets up every morning.
Without warning, the bedside clock rings
the alarm.

So he gets dressed—
he does his best to be on time.
He combs his hair, goes down the stairs,
and makes some breakfast.
A bite to eat, and he feels fine.
Yes, he's on his way
to one more working day.

(CHORUS)

On Thursday night,
when he comes home from work,
he gets undressed, and if his room's a mess,
he cleans the house. Sometimes he takes
a rest.

Maybe he cooks something delicious,
and when he's done
he washes all the pots and dishes,
then goes to bed.
He knows the weekend's just ahead.

(CHORUS)

My Favorite Day [Unit 11]

Last night we walked together.
It seems so long ago.
And we just talked and talked.
Where did the time go?

We saw the moonlit ocean
across the sandy beach.
The waves of summer fell,
barely out of reach.

(CHORUS)

Yes, that was then,
and this is now,
and all I do is think about
yesterday,
my favorite day of the week.

When I woke up this morning,
my feelings were so strong.
I put my pen to paper,
and I wrote this song.

I'm glad I got to know you.
You really made me smile.
My heart belonged to you
for a little while.

(CHORUS)

It was wonderful to be with you.
We had so much to say.
It was awful when we waved good-bye.
Why did it end that way?

(CHORUS)

I Wasn't Born Yesterday [Unit 14]

I went to school and learned the lessons
of the human heart.

I got an education in
psychology and art.

It doesn't matter what you say.
I know the silly games you play.

(CHORUS)

I wasn't born yesterday.
I wasn't born yesterday.

Well, pretty soon I graduated
with a good degree.
It took some time to understand
the way you treated me,
and it's too great a price to pay.
I've had enough, and anyway,

(CHORUS)

So you think I'd like to marry you
and be your pretty wife?
Well, that's too bad, I'm sorry, now.
Grow up and get a life!

It doesn't matter what you say.
I know the silly games you play.

(CHORUS)