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SECOND EDITION

TOP NOTCH

with ActiveBook

1A

Joan Saslow • Allen Ascher



PEARSON
Longman



eBOOK



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Learning Objectives

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

Unit	Communication Goals	Vocabulary	Grammar
1 Getting Acquainted page 2	<ul style="list-style-type: none"> Meet someone new Identify and describe people Provide personal information Introduce someone to a group 	<ul style="list-style-type: none"> Usage of formal titles Positive adjectives to describe people Personal information Countries and nationalities 	<ul style="list-style-type: none"> Information questions with <u>be</u> (review and common errors) Modification with adjectives (review) <u>Yes / no</u> questions and short answers with <u>be</u> (review) <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> <u>Be</u>: usage and form (review) <u>Be</u>: common errors Possessive nouns and adjectives (review)
2 Going Out page 14	<ul style="list-style-type: none"> Accept or decline an invitation Express locations and give directions Make plans to see an event Talk about musical tastes 	<ul style="list-style-type: none"> Music genres Entertainment and cultural events Locations and directions 	<ul style="list-style-type: none"> Prepositions of time and place Questions with <u>When</u>, <u>What time</u>, and <u>Where</u> (review) <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Prepositions of time and place: usage
3 The Extended Family page 26	<ul style="list-style-type: none"> Report news about relationships Describe extended families Compare people Discuss family cultural traditions 	<ul style="list-style-type: none"> Extended family relationships Marital status Relatives by marriage Describing similarities and differences 	<ul style="list-style-type: none"> The simple present tense (review): <ul style="list-style-type: none"> Affirmative and negative statements <u>Yes / no</u> questions Information questions Common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> The simple present tense: <ul style="list-style-type: none"> Usage, form, common errors Questions with <u>Who</u>
4 Food and Restaurants page 38	<ul style="list-style-type: none"> Ask for a restaurant recommendation Order from a menu Speak to a server and pay for a meal Discuss food and health 	<ul style="list-style-type: none"> Parts of a meal Categories of food and drink Communicating with a waiter or waitress Adjectives to describe the healthfulness of food 	<ul style="list-style-type: none"> <u>There is</u> and <u>there are</u> with count and non-count nouns <u>Anything</u> and <u>nothing</u>: common errors Definite article <u>the</u>: usage <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Non-count nouns: usage, expressing quantities <u>How much / How many</u> Count nouns: Spelling rules <u>Some</u> and <u>any</u>
5 Technology and You page 50	<ul style="list-style-type: none"> Suggest a brand or model Express frustration and sympathy Describe features of products Complain when things don't work 	<ul style="list-style-type: none"> Electronic products Household appliances and machines Features of manufactured products Ways to state a problem Ways to sympathize Positive and negative adjectives 	<ul style="list-style-type: none"> The present continuous (review): <ul style="list-style-type: none"> Actions in progress and future plans Statements and questions <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> The present continuous: form and spelling rules

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

Unit	Communication Goals	Vocabulary	Grammar
6 Staying in Shape page 62	<ul style="list-style-type: none"> Plan an activity with someone Talk about habitual activities Discuss fitness and eating habits Describe someone's routines 	<ul style="list-style-type: none"> Physical activities Places for physical activities Frequency adverbs: expansion 	<ul style="list-style-type: none"> <u>Can</u> and <u>have to</u>: meaning, form, and usage The present continuous and the simple present tense (review) The present continuous: common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Non-action verbs Frequency adverbs: common errors Time expressions More on <u>can</u> and <u>have to</u>
7 On Vacation page 74	<ul style="list-style-type: none"> Greet someone arriving from a trip Ask about someone's vacation Discuss vacation preferences Describe good and bad travel experiences 	<ul style="list-style-type: none"> Adjectives to describe trips and vacations Intensifiers Ways to describe good and bad travel experiences 	<ul style="list-style-type: none"> The past tense of <u>be</u> (review): statements and questions The simple past tense (review): statements and questions Regular and irregular verb forms <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> The past tense of <u>be</u>: explanation of form The simple past tense: more on spelling, usage, and form
8 Shopping for Clothes page 86	<ul style="list-style-type: none"> Shop and pay for clothes Ask for a different size or color Navigate a mall or department store Discuss clothing do's and don'ts 	<ul style="list-style-type: none"> Clothing departments Types of clothing and shoes Clothing that comes in "pairs" Interior store locations and directions Formality and appropriateness in clothing 	<ul style="list-style-type: none"> Uses of object pronouns Object pronouns: common errors Comparative adjectives <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Direct and indirect objects: usage rules Spelling rules for comparative adjectives
9 Taking Transportation page 98	<ul style="list-style-type: none"> Discuss schedules and buy tickets Book travel services Understand airport announcements Describe transportation problems 	<ul style="list-style-type: none"> Kinds of tickets and trips Travel services Airline passenger information Flight problems Transportation problems Means of public transportation 	<ul style="list-style-type: none"> Modals <u>should</u> and <u>could</u>: statements and questions <u>Be going to</u> to express the future: review and expansion <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Modals: form, meaning, common errors Expansion: future actions
10 Shopping Smart page 110	<ul style="list-style-type: none"> Ask for a recommendation Bargain for a lower price Discuss showing appreciation for service Describe where to get the best deals 	<ul style="list-style-type: none"> Financial terms How to bargain How to describe good and bad deals 	<ul style="list-style-type: none"> Superlative adjectives <u>Too</u> and <u>enough</u>: usage and common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Superlative adjectives: usage and form Comparatives (review) Usage: <u>very</u>, <u>really</u>, and <u>too</u>

Countries and nationalities / Non-count nouns / Irregular verbs	page 122
Grammar Booster	page 123
Writing Booster	page 142
Top Notch Pop Lyrics	page 149
ActiveBook Self-Study Disc	Inside back cover

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

To the Teacher

What is *Top Notch*?

Top Notch is a 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 the *Top Notch* course 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.

Each full level of *Top Notch* contains enough material for 60 to 90 hours of classroom instruction. A wide choice of supplementary components makes it easy to tailor *Top Notch* to the needs of your classes.

**Summit 1* and *Summit 2* are the titles of the fifth and sixth levels of the *Top Notch* course. All Student's Books are available in split editions with bound-in workbooks.

The *Top Notch* instructional design

Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated communication goal. All lesson activities are integrated with the goal and systematically build toward a final speaking activity in which students demonstrate achievement of the goal. "Can-do" statements in each unit ensure students' awareness of the continuum of their progress.

A purposeful conversation syllabus

Memorable conversation models provide essential and practical social language that students can carry "in their pockets" for use in real life. Guided conversation pair work enables students to modify, personalize, and extend each model so they can use it to communicate their own thoughts and needs. Free discussion activities are carefully crafted so students can continually retrieve and use the language from the models. All conversation models are informed by the Longman Corpus of Spoken American English.

An emphasis on cultural fluency

Recognizing that English is a global language, *Top Notch* actively equips students to interact socially with people from a variety of cultures and deliberately prepares them to understand accented speakers from diverse language backgrounds.

Intensive vocabulary development

Students actively work with a rich vocabulary of high-frequency words, collocations, and expressions in all units of the Student's Book. Clear illustrations and definitions clarify meaning and provide support for independent study, review, and test preparation. Systematic recycling promotes smooth and continued acquisition of vocabulary from the beginning to the advanced levels of the course.

A dynamic approach to grammar

An explicit grammar syllabus is supported by charts containing clear grammar rules, relevant examples, and explanations of meaning and use. Numerous grammar exercises provide focused practice, and grammar usage is continually activated in communication exercises that illustrate the grammar being learned.

A dedicated pronunciation syllabus

Focused pronunciation, rhythm, and intonation practice is included in each unit, providing application of each pronunciation point to the target language of the unit and facilitating comprehensible pronunciation.

UNIT
1

Getting Acquainted

GOALS After Unit

- 1 Meet someone new
- 2 Identify and describe people.
- 3 Provide personal information.
- 4 Introduce someone to a group.

Preview

Why are you studying English?



to do business

to study



to travel



to get to know people who don't speak my language

other:

Did You Know?

In 2016, there will be 2 billion English speakers around the world. -from *English Next* (British Council)

Please complete the form.

Title: Mr. Mrs. Ms. Miss

Last/Family Name

First/Given Name


Nationality

Occupation

A Pair work Why are you studying English? Compare reasons with a partner.

B Class survey How many students in your class are studying English . . .

..... to do business? to study? (other reasons)
..... to get to know people? to travel?	

C ^{1:02}  **Photo story** Read and listen to people getting to know each other.




Susan: I'll bet this is your dad.
Cara: Yes, it is. Dad, I'd like to introduce you to my friend, Susan Grant.
Sam: It's a pleasure to meet you, Susan. Samuel Pike.
Susan: Great to meet you, too. But please, everyone calls me by my nickname, Suzy.

Sam: And just call me Sam. So, what do you do, Suzy?
Susan: I'm a photographer . . . Oh, I'm sorry. There's my husband . . . Ted, over here!

Ted: Sorry I'm late.
Susan: Ted, this is Cara's dad.
Ted: Oh, how nice to meet you, Mr. Pike!
Sam: Likewise. But please call me Sam.

D Focus on language Look at the underlined expressions in the Photo Story. With a partner, find:

- 1 two expressions you can use when you introduce people.
- 2 three expressions you can use when you meet someone.
- 3 three expressions you can use when you don't want to be formal.


^{1:03}  **Formal titles**

Men	Women
Mr.	Ms. (married or single)
	Mrs. (married)
	Miss (single)

Use titles with family names, not given names.
 Ms. Grant NOT ~~Ms. Suzy~~

E Complete your response to each person.

Nice to meet you.



GIVEN NAME Jerry
 FAMILY NAME Rivera
 OCCUPATION singer

Good to meet you.



GIVEN NAME Naomi
 FAMILY NAME Watts
 OCCUPATION actress


- 1 Nice to meet you, too,
- a Mr. Jerry
 - b Mr. Rivera
 - c Ms. Rivera

- 2 Good to meet you, too,
- a Ms. Watts
 - b Ms. Naomi
 - c Mr. Watts

F Role play Imagine your partner is a famous person. Introduce your partner to the class. Use formal titles.

“I'd like you to meet Jerry Rivera. Mr. Rivera is a singer.”

CONVERSATION MODEL

A  ^{1:04} Read and listen to people meeting someone new.

A: Who's that?

B: Over there? I think she's new.

A: Well, let's say hello.

...

B: Good morning. I'm Alex, and this is Lauren.

C: Hi. My name's Kathryn Gao. But everyone calls me Kate.

A: Great to meet you, Kate. Where are you from?

C: New York.

B  ^{1:05} **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with two partners.



GRAMMAR Information questions with be: Review

Who's your teacher?	She's Ms. Nieto.
Who are they?	They're my classmates.
Where's she from?	She's from Argentina.
What city are you from?	We're from Los Angeles.
What's his e-mail address?	It's ted@kr.com [say "ted at k-r-dot-com"]
What are their names?	Andrea and Steven.
How old is your brother?	He's twenty-six.
How old are they?	She's twelve, and her little sister is eight.

Contractions

Who's = Who is	I'm = I am	you're = you are
Where's = Where is	he's = he is	we're = we are
What's = What is	she's = she is	they're = they are
	it's = it is	

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- Information questions with be: usage and form
- Possessive nouns and adjectives (review)

A Grammar practice Complete the conversations. Use contractions of the verb be when possible.

- 1** A: that over there?
 B: Oh, that's Hasna. from Lebanon.
 A: she? She looks very young.
 B: I think twenty-five.

- 2** A: Your new neighbor seems nice.
 his name?
 B: His Ricardo.
 A: he from?
 B: Guatemala.



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SECOND EDITION

TOP NOTCH 1A

Workbook

Joan Saslow • Allen Ascher

With Barbara R. Denman and Julie C. Rouse



PEARSON
Longman

UNIT
1

Getting Acquainted

Preview

1

Read about the famous person. Then check true, false, or no information, according to the website.



Meet David Beckham!

ADDRESS: |

MEET DAVID BECKHAM!

- HOME**
- INFORMATION**
- NEWS**
- INTERVIEWS**
- SOCCER**
- ENGLAND**

Given name:
David

Family name:
Beckham

Occupation:
athlete
(professional soccer player)

Nationality:
English

Date of birth:
May 2, 1975

Personal quote:
"My given name is David,
but my friends call me Becks."



Source: www.beckham-magazine.com

	true	false	no information
1. His first name is David.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. His last name is Becks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. He is an actor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. He is married.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. His nickname is David.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2

Match the word or words with the same meaning. Draw a line.

- | | |
|----------------------|---------------------------------|
| 1. Nice to meet you. | a. not married |
| 2. first name | b. given name |
| 3. last name | c. It's a pleasure to meet you. |
| 4. single | d. family name |

3 Introduce David Beckham. Complete the quote. Use a formal title.

“I’d like to introduce you to _____
_____”

4 Complete the information. Write your name on the lines.

HELLO

MY NAME IS _____
first name
last name

PLEASE CALL ME _____

Most Common Family Names	
Country	Family Name
China	Li
France	Martin
Great Britain	Smith
India	Patel
Japan	Sato
Korea	Kim
Russia	Ivanov
Spain	Garcia
United States	Smith
Vietnam	Nguyen

LESSON 1

5 Choose the correct response. Circle the letter.

1. "Who's that?"
 a. Please call me Matt. b. Great to meet you. c. That's my brother, Ryan.
2. "My name's Sidney, and this is Sam."
 a. Hi. I'm Rachel. b. I think they're new. c. I'm from Australia.
3. "My name's Elizabeth, but everyone calls me Ellie."
 a. Let's say hello. b. It's a pleasure to meet you. c. I'd like you to meet Ellie.
4. "Where are you from?"
 a. London. b. Twenty-five. c. A student.

6 Complete the information questions. Use contractions when possible.

1. A: _____ that?
B: That's Mr. Miller.
2. A: _____ her occupation?
B: She's an artist.
3. A: Your son is very cute.
_____ he?
B: He's eight months old.
4. A: I'll send you an e-mail. _____
your e-mail address?
B: It's une-yoshiko@videotech.co.jp.
5. A: _____ Anil and Temel from?
B: They're from Istanbul, I think.
6. A: _____ your new classmates?
B: That's Marcos on the right and Paulo on the left.

7 Choose the correct response. Write the letter on the line.

- | | |
|--|--|
| _____ 1. "How old is Michael?" | a. She's over there. |
| _____ 2. "Who's not here?" | b. They're from Germany. |
| _____ 3. "What are your occupations?" | c. He's three. |
| _____ 4. "Where are their friends from?" | d. Rachel isn't here. |
| _____ 5. "Where is Ava?" | e. Their names are Mr. Park and Ms. Kim. |
| _____ 6. "What city is he from?" | f. I'm a singer, and he's a student. |
| _____ 7. "Who are your teachers?" | g. He's from Tokyo. |

8 Look at the picture. Write a question for each answer.



1. A: _____?
B: They're my friends from computer class.
2. A: _____?
B: Their names are Juan and Paloma.
3. A: _____?
B: Spain.
4. A: _____?
B: She's two years old.

9 Answer the questions. Use your own words.

1. "Who's your teacher?"
YOU _____
2. "What's your e-mail address?"
YOU _____
3. "How old are you?"
YOU _____

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