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SECOND EDITION

TOP NOTCH

with ActiveBook

1B

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) Yes / no 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 Yes / no 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</u> / <u>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
<p>6 Staying in Shape page 62</p>	<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>
<p>7 On Vacation page 74</p>	<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
<p>8 Shopping for Clothes page 86</p>	<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
<p>9 Taking Transportation page 98</p>	<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
<p>10 Shopping Smart page 110</p>	<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 131
Writing Booster.....	page 145
Top Notch Pop Lyrics.....	page 149
ActiveBook Self-Study Disc.....	Inside back cover

Conversation Strategies

- Use Why don't we ... ? to suggest an activity
- Say Sorry, I can't to apologize for turning down an invitation
- Provide a reason with have to to decline an invitation
- Use Well, how about ... ? to suggest an alternative
- Use How come? to ask for a reason
- Use a negative question to confirm information

Listening/ Pronunciation

- Listening Skills:**
- Infer meaning
 - Infer information
 - Listen for main ideas
 - Listen for details
 - Apply and personalize information
- Pronunciation:**
- Can / can't
 - The third-person singular -s

Reading

- Texts:**
- A bar graph
 - A fitness survey
 - A magazine article
 - A photo story
- Skills/strategies:**
- Interpret a bar graph
 - Infer information
 - Summarize

Writing

- Task:**
- Write an interview about health and exercise habits

WRITING BOOSTER

- Punctuation of statements and questions

- Say Welcome back! to indicate enthusiasm about someone's return from a trip
- Acknowledge someone's interest with Actually
- Decline an offer of assistance with That's OK, I'm fine.
- Confirm that an offer is declined with Are you sure?
- Use Absolutely to confirm a response
- Show enthusiasm with No kidding! and Tell me more

- Listening Skills:**
- Listen for main ideas
 - Listen for details
 - Infer meaning
- Pronunciation:**
- The simple past tense ending: regular verbs

- Texts:**
- Travel brochures
 - Personal travel stories
 - A vacation survey
 - A photo story
- Skills/strategies:**
- Activate language from a text
 - Draw conclusions
 - Identify supporting details

- Task:**
- Write a guided essay about a vacation

WRITING BOOSTER

- Time order

- Use Excuse me to indicate you didn't understand or couldn't hear
- Use Excuse me to begin a conversation with a clerk
- Follow a question with more information for clarification
- Acknowledge someone's assistance with Thanks for your help
- Respond to gratitude with My pleasure

- Listening Skills:**
- Infer the appropriate location
 - Infer the locations of conversations
 - Understand locations and directions
- Pronunciation:**
- Contrastive stress for clarification

- Texts:**
- A clothing catalogue
 - Simple and complex diagrams and plans
 - A travel blog
 - A personal opinion survey
 - A photo story
- Skills/strategies:**
- Paraphrase
 - Identify supporting details
 - Apply information

- Task:**
- Write an e-mail or letter explaining what clothes to pack

WRITING BOOSTER

- Connecting ideas with because and since

- Use I'm sorry to respond with disappointing information
- Use Well to introduce an alternative.
- Use I hope so to politely respond to an offer of help
- Use Let me check to buy time to get information

- Listening Skills:**
- Infer the type of travel service
 - Understand public announcements
 - Listen for details
 - Use reasoning to evaluate statements of fact
- Pronunciation:**
- Intonation for stating alternatives

- Texts:**
- Transportation schedules
 - Public transportation tickets
 - Arrival and departure boards
 - Newspaper articles
 - A photo story
- Skills/strategies:**
- Make decisions based on schedules and needs
 - Critical thinking

- Task:**
- Write two paragraphs about trips

WRITING BOOSTER

- The paragraph

- Use Well to connect an answer to an earlier question
- Use How about ... ? to make a financial offer
- Use OK to indicate that an agreement has been reached

- Listening Skills:**
- Listen for details
 - Listen for main ideas
- Pronunciation:**
- Rising intonation for clarification

- Texts:**
- A travel guide
 - A magazine article
 - Personal travel stories
 - A photo story
- Skills/strategies:**
- Draw conclusions
 - Apply information

- Task:**
- Write a guide to your city, including information on where to stay, visit, and shop

WRITING BOOSTER

- Connecting contradictory ideas: even though, however, on the other hand

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
6

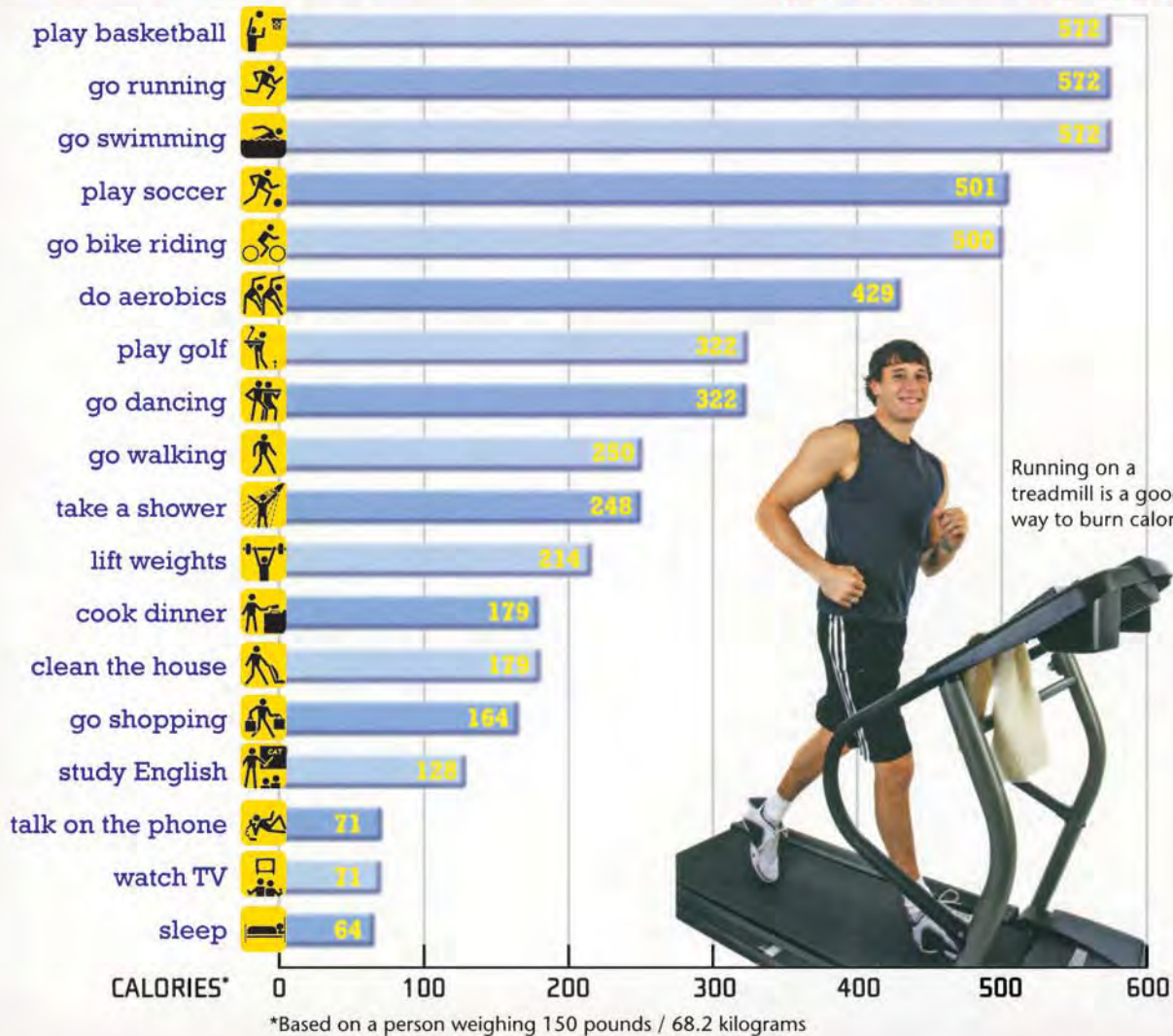
Staying in Shape

Preview

GOALS After Uni

- 1 Plan an activity w
- 2 Talk about habitual activities.
- 3 Discuss fitness and eating habits.
- 4 Describe someone's routines.

How many calories can you burn in one hour?



Source: msnbc.com

A ^{3:24} **Vocabulary** • *Activities* Listen and repeat.

B **Class survey** According to the graph, approximately how many calories do you burn every day? Find out who in your class burns more than 1500 calories a day.

C ^{3:25} **Photo story** Read and listen to people talking about playing tennis.



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

Lynn: Not as much as I'd like to.
Joy: Well, why don't we make a date to play sometime?
Lynn: That would be great.
Joy: Hey, how about your husband? Would he like to come, too?

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

D Focus on language Look at the underlined expressions in the Photo Story. Use the context to help you choose the correct meaning of the following sentences.

- | | |
|---|---|
| <p>1 What are you up to?
 a What are you doing?
 b Where are you going?</p> | <p>3 My husband is really out of shape
 a My husband doesn't exercise.
 b My husband exercises a lot.</p> |
| <p>2 Why don't we play tennis sometime?
 a Can you explain why we don't play tennis?
 b Would you like to play tennis sometime?</p> | <p>4 I'm crazy about tennis.
 a I hate tennis.
 b I love tennis.</p> |

E Personalize Review time expressions. Look at page 62. List the activities you do . . .

every day	every weekend	once a week	once in a while	never

F Pair work Compare activities with a partner.

“What do you do every weekend?”

“Me? I go shopping.”

GOAL Plan an activity with someone

GRAMMAR *Can and have to*

can

Use **can** + the base form of a verb for possibility.

- I **can go** out for dinner tonight. I don't have class in the morning.
- I **can't play** golf today. I'm too busy.
- She **can meet** us at the park, but her husband **can't**.
- Can** you **go** running tomorrow at three? (Yes, I can. / No, I can't.)

Remember: can + base form also expresses ability.
We **can speak** English.
They **can't play** piano.

have to

Use **have to** or **has to** + the base form of a verb for obligation.

- She $\left. \begin{array}{l} \text{has to} \\ \text{doesn't have to} \end{array} \right\}$ meet her cousin at the airport.
- They $\left. \begin{array}{l} \text{have to} \\ \text{don't have to} \end{array} \right\}$ work late tonight.
- Do** you **have to work** tomorrow? (Yes, I do. / No, I don't.)
- Does** he **have to go** to class? (Yes, he does. / No, he doesn't.)

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

GRAMMAR BOOSTER • p. 131


- Can and have to:**
- Form and common errors
 - Information questions
- Can and be able to:**
- Present and past forms

A Grammar practice Read the sentences carefully. Then complete each sentence with can or have to.

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


B Pair work On a separate sheet of paper, write three questions using can and three questions using have to. Then practice asking and answering the questions with a partner.

PRONUNCIATION *Can / can't*

A  Listen to the pronunciation and stress of can and can't in sentences. Then listen again and repeat.

I **can call** you today.
/kən/

I **can't call** you tomorrow.
/kænt/

B  Listen to the statements and check can or can't. Then listen again and repeat each statement.

- | | | | | | |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 1 <input type="checkbox"/> can | <input type="checkbox"/> can't | 3 <input type="checkbox"/> can | <input type="checkbox"/> can't | 5 <input type="checkbox"/> can | <input type="checkbox"/> can't |
| 2 <input type="checkbox"/> can | <input type="checkbox"/> can't | 4 <input type="checkbox"/> can | <input type="checkbox"/> can't | 6 <input type="checkbox"/> can | <input type="checkbox"/> can't |



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Workbook

Joan Saslow • Allen Ascher

With Barbara R. Denman and Julie C. Rouse



PEARSON
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UNIT
6

Staying in Shape

Preview

1 Look at the pictures. Name each activity. Write the letter on the line.




- | | | |
|-------------------------|-------------------------|--------------------------|
| _____ 1. swimming | _____ 4. studying | _____ 7. running |
| _____ 2. walking | _____ 5. playing soccer | _____ 8. lifting weights |
| _____ 3. doing aerobics | _____ 6. cooking dinner | _____ 9. sleeping |

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

- | | |
|---|--------------------|
| 1. Kate has swim class on Mondays. She goes to swim _____. | a. once in a while |
| 2. The first thing I do in the morning is drink coffee. I drink coffee _____. | b. every weekend |
| 3. I play basketball, but not as much as I'd like to. I play _____. | c. never |
| 4. Anna's husband does all the cooking. Anna _____ cooks. | d. every day |
| 5. Jim and Dean always play golf on Saturday or Sunday. They play golf _____. | e. once a week |

3 How often do you do these activities? Complete the chart.

Activity	How often?
ride a bike	
eat in a restaurant	
shop for clothes	
shop for food	
watch TV	
clean your house	
exercise	



4 Answer the questions. Use your own words.

- "What are you up to?"
YOU _____
- "Are you in shape or out of shape?"
YOU _____
- "What are you crazy about?"
YOU _____

LESSON 1

5 Complete the sentences. Use have to or has to.

- I _____ go to class this morning. Do you have my textbook?
- She can sleep late tomorrow. She doesn't _____ work until 10:30.
- My brother isn't healthy. He _____ exercise more.
- They don't _____ pick us up at the train station. We can take a taxi.
- Pete _____ buy a new digital camera. His old one isn't working.
- Do you _____ work next Saturday?
- We _____ finish our report before the next sales meeting.

6 Write sentences. Use words from each box.

I My parents My teacher My friend My boss My brother	+	has to don't have to can can't have to doesn't have to	+	work late on Friday. play tennis this weekend. go to school. study English. go shopping this weekend. cook dinner tonight. sleep late tomorrow morning.
---	---	---	---	---

- My brother doesn't have to study English.* _____
- _____
- _____
- _____
- _____

7 Look at the responses. Write questions with can or have to.

- A: (Gail / speak Polish) Can Gail speak Polish _____?
B: No. She speaks English and French.
- A: (you / play basketball tonight) _____?
B: Sure. I'm not busy.
- A: (you / meet your brother at the airport) _____?
B: No, I don't. He's taking a bus.
- A: (I / call you tomorrow) _____?
B: OK. That would be great.
- A: (Frank / buy a new printer) _____?
B: No. He fixed his old one.
- A: (they / take the exam on Friday) _____?
B: Yes, they do. They're studying tonight.

8 Look at Paula's daily planner. Answer the questions about her schedule.

- Can Paula go running Saturday morning at 9:00?
No, she can't. She has to study English.
- What does Paula have to do on Sunday afternoon?

- Does Paula have to work on Friday?

- Why can't Paula do aerobics Sunday night at 7:30?

- Can Paula sleep late on Sunday morning?

Daily Planner

	FRIDAY	SATURDAY	SUNDAY
9:00	Arrive at the office	English class	
11:00			
1:00	Sales meeting	Lunch with Dad	Clean the house
3:00			
5:00	Leave the office	Shop for a new cell phone	Cook dinner
7:00	Do aerobics		See a movie with Sara

9 Choose the correct response. Circle the letter.

- "Why don't we go bike riding this weekend?"
 - Too bad.
 - Sounds good.
 - Don't bother.
- "I'd love to go dancing with you sometime."
 - When's good for you?
 - Want to come along?
 - What are you up to?
- "When's good for you?"
 - Sorry, I can't.
 - How about Thursday?
 - Once a week.
- "Saturday at noon is perfect."
 - I'm sorry to hear that.
 - Well, how about Sunday?
 - Great. See you then.

LESSON 2

10 Complete the sentences with places from the box.

gym athletic field pool court track course

- The school _____ is used for a lot of different sports. Students play football and soccer in the fall and baseball in the spring.
- You can take an aerobics class or use exercise machines at a _____.
- The hotel has a tennis _____ and an 18-hole golf _____.
- On Fridays, there are water aerobics classes in the swimming _____.
- You can go running or walking on a _____.

SECOND EDITION TOP NOTCH 1B

Over 3 million students worldwide
learned English using the *Top Notch*



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A proven pedagogy with demonstrated results

The six-level *Top Notch* program makes English unforgettable through multiple exposures to language, numerous opportunities to practice it, and systematic and intensive recycling. Goals- and achievement-based lessons with can-do statements enable students to confirm their progress.

The leader in global communication

Top Notch prepares students to communicate in English with a diverse array of speakers around the world who have a wide range of native and non-native accents. An emphasis on cultural fluency enables students to navigate the social, travel, and business situations that they will encounter in their lives.

ActiveBook

- ▶ Student's Book in digital format with full audio
- ▶ Interactive speaking, listening, reading, grammar, and vocabulary practice
- ▶ Printable unit study guides



Complete and flexible

- Student's Book with ActiveBook
- Student's Book with ActiveBook and MyTopNotchLab
- Workbook
- Teacher's Edition and Lesson Planner with ActiveTeach
- Classroom Audio Program
- Copy & Go (photocopiable interactive activities)
- Complete Assessment Package
- Full-Course Placement Tests

CEFR	
A1	Top Notch Fundamentals
	Top Notch 1
A2	Top Notch 2
B1	Top Notch 3
B2	Summit 1
C1	Summit 2



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