



RAHNAMA
P R E S S

@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

SECOND EDITION

TOP NOTCH

with ActiveBook

FUNDAMENTALS B

Joan Saslow • Allen Ascher



PEARSON
Longman



eBOOK



CONTENTS

Learning Objectives for Fundamentals A and Fundamentals B	iv
To the Teacher	viii
About Your <i>ActiveBook</i> Self-Study Disc	ix
UNIT 8 Home and Neighborhood	64
UNIT 9 Activities and Plans	72
UNIT 10 Food	80
UNIT 11 Past Events	88
UNIT 12 Appearance and Health	96
UNIT 13 Abilities and Requests	104
UNIT 14 Life Events and Plans	112
Units 8-14 Review	120
REFERENCE CHARTS	
Countries and nationalities	125
Numbers 100 to 1,000,000,000	125
Irregular verbs	125
Pronunciation table	125
Vocabulary Booster	130
Grammar Booster	141
<i>Top Notch Pop</i> Lyrics	147
WORKBOOK	
UNIT 8	W48
UNIT 9	W54
UNIT 10	W59
UNIT 11	W65
UNIT 12	W71
UNIT 13	W77
UNIT 14	W83
Units 8-14 Review	W89
About the Authors	last page

Learning Objectives

Top Notch Fundamentals is designed for true beginning students or students needing the support of a very low-level beginning course. Knowledge of English is assumed or necessary.

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

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

Unit	Communication Goals	Vocabulary	Grammar
8 Home and Neighborhood page 64	<ul style="list-style-type: none"> Describe your neighborhood Ask about someone's home Talk about furniture and appliances 	<ul style="list-style-type: none"> Types of buildings Places in the neighborhood Rooms Furniture and appliances <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More home and office vocabulary 	<ul style="list-style-type: none"> The simple present tense: <ul style="list-style-type: none"> Questions with <u>Where</u>, <u>prepositions</u> <u>There is</u> and <u>there are</u>: <ul style="list-style-type: none"> Statements and <u>yes / no</u> questions Contractions and common errors Questions with <u>How many</u> <p>GRAMMAR BOOSTER • Extra practice</p>
9 Activities and Plans page 72	<ul style="list-style-type: none"> Describe today's weather Ask about people's activities Discuss plans 	<ul style="list-style-type: none"> Weather expressions Present and future time expressions <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More weather vocabulary 	<ul style="list-style-type: none"> The present continuous: <ul style="list-style-type: none"> Statements: form and usage <u>Yes / no</u> questions Information questions For future plans The present participle: spelling rules <p>GRAMMAR BOOSTER • Extra practice</p>
10 Food page 80	<ul style="list-style-type: none"> Discuss ingredients for a recipe Offer and ask for foods Invite someone to join you at the table 	<ul style="list-style-type: none"> Foods and drinks Places to keep food in a kitchen Containers and quantities Cooking verbs <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More vegetables and fruits 	<ul style="list-style-type: none"> Count nouns and non-count nouns: <ul style="list-style-type: none"> Meaning, form, and common errors Count nouns: <u>How many / Are there any</u> Non-count nouns: <u>How much / Is there any</u> The simple present tense and the present continuous: usage and common errors <p>GRAMMAR BOOSTER • Extra practice</p>
11 Past Events page 88	<ul style="list-style-type: none"> Tell someone about a past event Describe past activities Talk about outdoor activities 	<ul style="list-style-type: none"> Past-time expressions Outdoor activities <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More outdoor activities 	<ul style="list-style-type: none"> The past tense of <u>be</u>: <ul style="list-style-type: none"> Statements, questions, and contractions The simple past tense <ul style="list-style-type: none"> Regular verbs, irregular verbs Statements, questions, and short answers <p>GRAMMAR BOOSTER • Extra practice</p>
12 Appearance and Health page 96	<ul style="list-style-type: none"> Describe appearance Show concern about an injury Suggest a remedy 	<ul style="list-style-type: none"> Adjectives to describe hair The face Parts of the body Accidents and injuries Ailments, remedies <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More parts of the body 	<ul style="list-style-type: none"> Describing people with <u>be</u> and <u>have</u> <u>Should</u> + base form for advice <p>GRAMMAR BOOSTER • Extra practice</p>
13 Abilities and Requests page 104	<ul style="list-style-type: none"> Express a wish Politely decline an invitation Ask for and agree to do a favor 	<ul style="list-style-type: none"> Abilities Adverbs <u>well</u> and <u>badly</u> Reasons for not doing something Favors <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More musical instruments 	<ul style="list-style-type: none"> <u>Can</u> and <u>can't</u> for ability <u>Too</u> + adjective, common errors Polite requests with <u>Could you</u> + base form <p>GRAMMAR BOOSTER • Extra practice</p>
14 Life Events and Plans page 112	<ul style="list-style-type: none"> Get to know someone's life story Discuss plans Express wishes for the future 	<ul style="list-style-type: none"> Some life events Academic subjects Leisure activities Life cycle events <p>VOCABULARY BOOSTER</p> <ul style="list-style-type: none"> More academic subjects More leisure activities 	<ul style="list-style-type: none"> <u>Be going to</u> + base form <u>Would like</u> + infinitive: <ul style="list-style-type: none"> Statements Questions Short answers Contractions <p>GRAMMAR BOOSTER • Extra practice</p>

Countries and nationalities / Numbers 100 to 1,000,000,000 / Irregular verbs / Pronunciation table.....page 125
 Vocabulary Boosterpage 130
 Grammar Booster.....page 141

Conversation Strategies	Listening / Pronunciation	Reading / Writing
<ul style="list-style-type: none"> Use Really? to introduce contradictory information Respond positively to a description with Sounds nice! Use Actually to introduce an opinion that might surprise Say I don't know. I'm not sure to avoid making a direct negative statement 	<p>Listening task:</p> <ul style="list-style-type: none"> Determine the best house or apartment for clients of a real estate company Complete statements about locations of furniture and appliances <p>Pronunciation:</p> <ul style="list-style-type: none"> Linking sounds 	<p>Reading Texts:</p> <ul style="list-style-type: none"> House and apartment rental listings Descriptions of people and their homes <p>Writing Task:</p> <ul style="list-style-type: none"> Compare and contrast your home with homes in a complex illustration
<ul style="list-style-type: none"> Use Hi and Hey to greet people informally Say No kidding! to show surprise Answer the phone with Hello? Identify yourself with This is ___ on the phone Use Well, actually to begin an excuse Say Oh, I'm sorry after interrupting Say Talk to you later to indicate the end of a phone conversation 	<p>Listening task:</p> <ul style="list-style-type: none"> Determine weather and temperatures in cities in a weather report Complete statements about people's activities, using the present continuous <p>Pronunciation:</p> <ul style="list-style-type: none"> Rising and falling intonation of yes / no and information questions 	<p>Reading Texts:</p> <ul style="list-style-type: none"> A daily planner A newspaper column about activities in a town <p>Writing Task:</p> <ul style="list-style-type: none"> Write about plans for the week, using the present continuous
<ul style="list-style-type: none"> Say I'll check to indicate you'll get information for someone Decline an offer politely with No, thanks Use Please pass the ... to ask for something at the table Say Here you go as you offer something Say Nice to see you to greet someone you already know Use You too to repeat a greeting politely 	<p>Listening task:</p> <ul style="list-style-type: none"> Identify the foods discussed in conversations <p>Pronunciation:</p> <ul style="list-style-type: none"> Vowel sounds: /i/, /ɪ/, /eɪ/, /ɛ/, /æ/ 	<p>Reading Texts:</p> <ul style="list-style-type: none"> Recipe cards A weekly schedule <p>Writing Task:</p> <ul style="list-style-type: none"> Write about what you eat in a typical day
<ul style="list-style-type: none"> Ask why? to ask for a clearer explanation Use What about ___? to ask for more information Use just to minimize the importance of an action Use a double question to clarify Say Let me think to gain time to answer Say Oh yeah to indicate you just remembered something 	<p>Listening task:</p> <ul style="list-style-type: none"> Circle the year you hear Infer the correct day or month Choose activities mentioned in conversations <p>Pronunciation:</p> <ul style="list-style-type: none"> Simple past tense regular verb endings 	<p>Reading Text:</p> <ul style="list-style-type: none"> A blog in which people describe what they did the previous weekend <p>Writing Tasks:</p> <ul style="list-style-type: none"> Write about the activities of two people, based on a complex picture Write about your weekend and what you did
<ul style="list-style-type: none"> Use Oh to indicate you've understood Say I'm sorry to hear that, Oh, no, and That's too bad to express sympathy Use What's wrong? to ask about an illness Use really to intensify advice with should Respond to good advice with Good idea Say I hope you feel better when someone feels sick 	<p>Listening task:</p> <ul style="list-style-type: none"> Identify the people described in conversations Complete statements about injuries Identify the ailments and remedies suggested in conversations <p>Pronunciation</p> <ul style="list-style-type: none"> More vowel sounds 	<p>Reading Text:</p> <ul style="list-style-type: none"> A magazine article about two celebrities <p>Writing Task:</p> <ul style="list-style-type: none"> Write a description of someone you know
<ul style="list-style-type: none"> Use I wish I could ... to express a wish Use But to introduce contrasting information Suggest a shared course of action with Let's Politely decline a suggestion with I'm really sorry but and a reason Accept a refusal with Maybe some other time Use Sure and No problem to agree to someone's request for a favor 	<p>Listening task:</p> <ul style="list-style-type: none"> Complete requests for favors <p>Pronunciation</p> <ul style="list-style-type: none"> Assimilation of sounds: Could you 	<p>Reading Text:</p> <ul style="list-style-type: none"> A journal article about infant-toddler development <p>Writing Task:</p> <ul style="list-style-type: none"> Describe things people can and can't do when they get old
<ul style="list-style-type: none"> Use Not really to soften a negative response Ask What do you mean? to request clarification Use Well to explain or clarify Use emphatic stress on and to indicate two answers 	<p>Listening task:</p> <ul style="list-style-type: none"> Choose correct statements Circle correct words or phrases Complete statements about activities, using the present continuous Infer people's wishes for the future and complete statements, using would like <p>Pronunciation</p> <ul style="list-style-type: none"> Diphthongs 	<p>Reading Text:</p> <ul style="list-style-type: none"> A short biography of Harry Houdini <p>Writing Task:</p> <ul style="list-style-type: none"> Write your own illustrated life story, including plans and wishes for the future

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
8

Home and Neighborhood


GOALS

After Unit

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

LESSON 1

GOAL Describe your neighborhood

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



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

Questions with Where

Where **do** {you / your parents} **live**?

Where **does** {he / your mother} **work**?

Prepositions of place

in

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

at

I live **at** 50 Main Street.
He works **at** the bookstore.
They study **at** the new English School.

on

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


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

1 A: Where your sister's apartment?
B: Her apartment Green Street.

3 A: your neighbor a bank?
B: No. She works a bookstore.

2 A: Where you English?
B: We study the school around the corner.

4 A: Where your parents?
B: They live 58 Gray Street.

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

1 It's **on** First Avenue.

3 He **lives in** an apartment.

2 She **works at** home.

4 My friend **studies at** home.

5 INTEGRATED PRACTICE Ask and answer questions with *Where* about your partner's relatives. Practice linking sounds in your answers.

“Where does your father work?”

“He works at a bank.”

6 VOCABULARY • *Places in the neighborhood* Read and listen. Then listen again and repeat.



1 a bus station



2 a train station



3 a stadium



4 a park



5 a mall



6 a museum



7 an airport



8 a hospital

NOW YOU CAN Describe your neighborhood

1 CONVERSATION MODEL Read and listen.

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

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

3 PAIR WORK Personalize the conversation.

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

4 CHANGE PARTNERS Ask about another classmate's neighborhood.

Don't stop!

Describe more places in your neighborhood. Ask questions with *Where*.

- Where do you [go shopping]?
 Where do you [go out for dinner]?

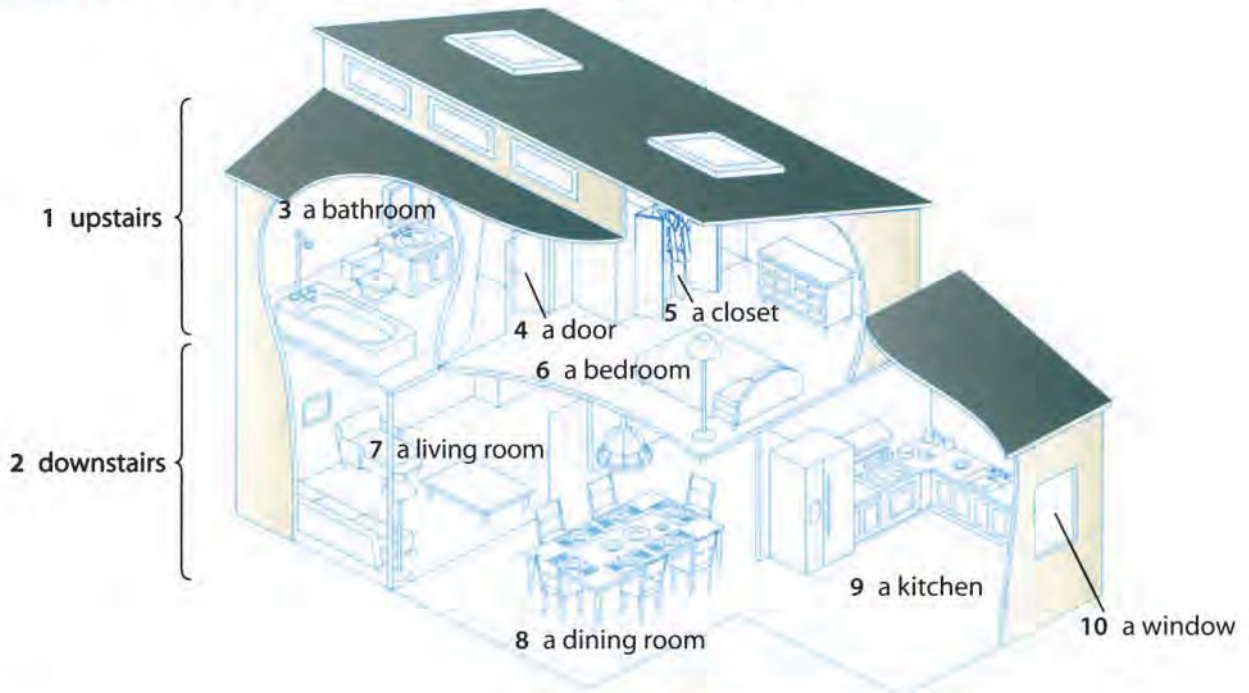


LESSON 2

GOAL

Ask about someone's home

1 ^{3:25} **VOCABULARY** • *Rooms* Read and listen. Then listen again and repeat.



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

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

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

There is and There are

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

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

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

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

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

there is → **there's**
BUT there are NOT ~~there're~~

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

How many

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

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

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

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



RAHNAMA
P R E S S

@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

SECOND EDITION

TOP NOTCH FUNDAMENTALS B

Workbook

Joan Saslow • Allen Ascher

With Julie C. Rouse



PEARSON
Longman

UNIT
8

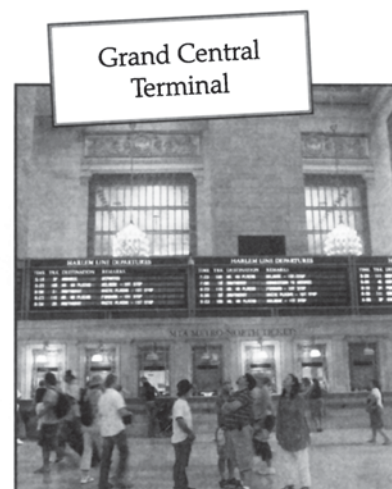
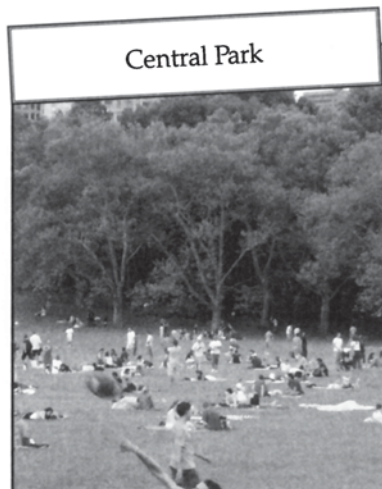
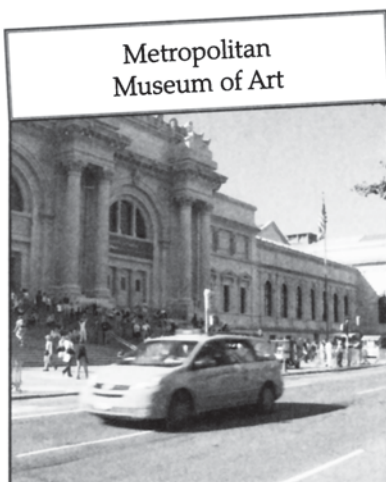
Home and Neighborhood

LESSON **1**

1 Complete the conversations. Use prepositions of place and the verb be or the simple present tense.

1. A: Where _____ you _____?
B: We live _____ an apartment.
2. A: _____ your building have an elevator?
B: No, but it's OK. I live _____ the first floor.
3. A: _____ you a student?
B: Yes, I study _____ the English School.
4. A: _____ you _____ near the school?
B: Yes. I live _____ Third Avenue.
5. A: Where _____ you _____?
B: I work _____ an office. I'm a manager.
6. A: Where _____ your son work?
B: He _____ _____ Center Restaurant. He's a chef.
7. A: _____ he _____ near the restaurant?
B: No, he lives _____ Bank Street.

2 Look at the pictures of places in New York City. What is the place? Write a sentence.



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

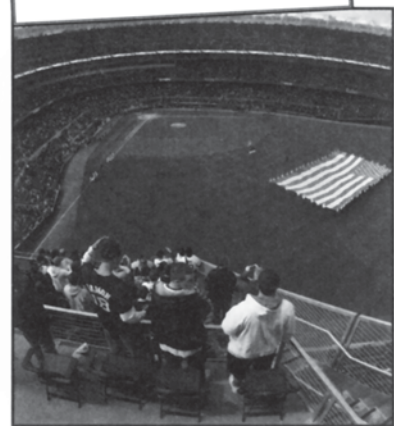
John F. Kennedy
International Airport



Russian Tea Room



Yankee Stadium



4. _____ 5. _____ 6. _____

3 Complete the charts.

1. I live	in _____
	on _____
	at _____
	next to _____
	near _____

2. I study	at _____
	on _____
	next to _____
	near _____
	far from _____

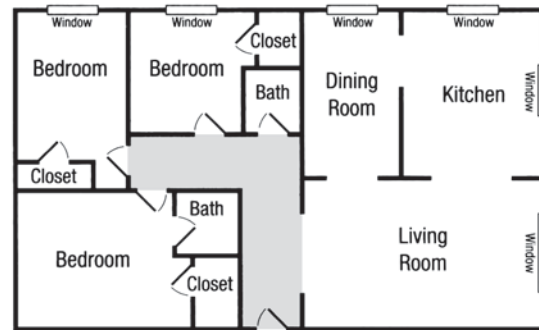
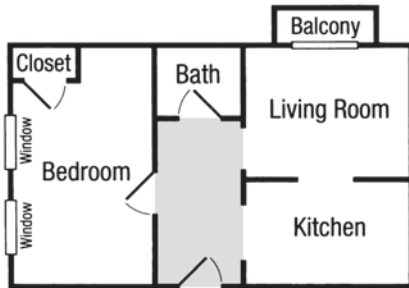
4 Answer the questions with real information.

Example: Is the airport far from your school? Yes. About 45 minutes by bus

1. Is the mall far from your school? _____
2. Is the bus station far from your school? _____
3. Is the hospital far from your school? _____

LESSON 2

5 Look at the floor plans for two apartments. What are they like? Write sentences with There's and There are.



1. There's one large bedroom
2. _____
3. _____
4. _____
5. _____

6. There are three bedrooms
7. _____
8. _____
9. _____
10. _____

6 Complete the information about your home.

<p>1 Circle one:</p> <p style="padding-left: 20px;">house apartment</p>	<p>3 How many do you have in your home?</p> <p style="padding-left: 20px;">bathroom(s) ____ bedroom(s) ____ closet(s) ____</p>																					
<p>2 Check <input checked="" type="checkbox"/> the rooms in your home.</p> <p style="padding-left: 20px;"> <input type="checkbox"/> kitchen <input type="checkbox"/> living room <input type="checkbox"/> dining room <input type="checkbox"/> bedroom(s) </p>	<p>4 Check <input checked="" type="checkbox"/> yes or no. Does your home have . . .</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 10%; text-align: center;">yes</th> <th style="width: 10%; text-align: center;">no</th> </tr> </thead> <tbody> <tr> <td>a garden?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>a garage?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>a balcony?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>a large kitchen?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>a second floor?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>a large closet?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>		yes	no	a garden?	<input type="checkbox"/>	<input type="checkbox"/>	a garage?	<input type="checkbox"/>	<input type="checkbox"/>	a balcony?	<input type="checkbox"/>	<input type="checkbox"/>	a large kitchen?	<input type="checkbox"/>	<input type="checkbox"/>	a second floor?	<input type="checkbox"/>	<input type="checkbox"/>	a large closet?	<input type="checkbox"/>	<input type="checkbox"/>
	yes	no																				
a garden?	<input type="checkbox"/>	<input type="checkbox"/>																				
a garage?	<input type="checkbox"/>	<input type="checkbox"/>																				
a balcony?	<input type="checkbox"/>	<input type="checkbox"/>																				
a large kitchen?	<input type="checkbox"/>	<input type="checkbox"/>																				
a second floor?	<input type="checkbox"/>	<input type="checkbox"/>																				
a large closet?	<input type="checkbox"/>	<input type="checkbox"/>																				



RAHNAMA
P R E S S

@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

SECOND EDITION **TOP NOTCH** FUNDAMENTALS B

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

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	
A 1	Top Notch Fundamentals
	Top Notch 1
A 2	Top Notch 2
B 1	Top Notch 3
B 2	Summit 1
C 1	Summit 2



PEARSON
Longman

Be a part of it: Join the Top Notch Teacher Community
www.pearsonlongman.com/topnotch2e

ISBN-13: 978-0-13-246990-6
ISBN-10: 0-13-246990-1

