

THIRD EDITION

TOP NOTCH

FUNDAM

B



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P R E S S

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With Workbook



JOAN SASLOW
ALLEN ASCHER

ALWAYS LEARNING

PEARSON

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 8 Home and Neighborhood	<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"> 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>, prepositions of place <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>
UNIT 9 Activities and Plans	<ul style="list-style-type: none"> Describe today's weather Discuss plans Ask about people's activities 	<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 / seasons 	<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>
UNIT 10 Food	<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"> <u>How much / Are there any</u> Count nouns and non-count nouns <u>How much / Is there any</u> <p>GRAMMAR BOOSTER Extra practice</p>
UNIT 11 Past Events	<ul style="list-style-type: none"> Tell someone about an event Describe your past activities Talk about your weekend 	<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>; <u>There was / there were</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>
UNIT 12 Appearance and Health	<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 suggestions <p>GRAMMAR BOOSTER Extra practice</p>
UNIT 13 Abilities and Requests	<ul style="list-style-type: none"> Discuss your abilities Politely decline an invitation Ask for and agree to do a favor 	<ul style="list-style-type: none"> Abilities Adverbs well and badly 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>
UNIT 14 Life Events and Plans Units 8–14 Review	<ul style="list-style-type: none"> Get to know someone's life story Discuss plans Share your dreams for the future 	<ul style="list-style-type: none"> Some life events Academic subjects More leisure activities Some dreams for the future <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 <p>GRAMMAR BOOSTER Extra practice</p>

CONVERSATION STRATEGIES

- Begin a question with **And** to indicate you want additional information
- Use **Really?** to introduce contradictory information
- Use **Well** to indicate you are deciding how to begin a response
- 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

- Use **Hi** and **Hey** to greet people informally
- Say **No kidding!** to show surprise
- Use **So** to introduce a conversation topic
- 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

- 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

- Ask **Why?** to ask for a clearer explanation
- Use **What about?** to ask for more information
- Use a double question to clarify
- Use **just** to minimize the importance of an action
- Say **Let me think** to gain time to answer
- Say **Oh yeah** to indicate you just remembered something

- Use **Oh** to indicate you've understood
- Say **No kidding** to show surprise
- Say **I'm sorry to hear that. Oh, no, and That's too bad** to express sympathy
- Use **Actually** to introduce an opinion that might surprise
- 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

- Use **Actually** to give information
- Use **Really?** to show surprise or interest
- 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

- Use **And you?** to show interest in another person
- Use **Not really** to soften a negative response
- Ask **What about you?** to extend the conversation
- Use **Well** and **Actually** to explain or clarify

LISTENING / PRONUNCIATION

- Listening Tasks**
- Determine the best house or apartment for clients of a real estate company
 - Complete statements about locations of furniture and appliances

- Pronunciation**
- Linking sounds

- Listening Tasks**
- Determine weather and temperatures in cities in a weather report
 - Complete statements about people's activities, using the present continuous

- Pronunciation**
- Rising and falling intonation of **yes / no** and information questions

- Listening Task**
- Identify the foods discussed in conversations

- Pronunciation**
- Vowel sounds: /i/, /ɪ/, /eɪ/, /ɛ/, /æ/

- Listening Tasks**
- Circle the year you hear
 - Infer the correct day or month
 - Choose activities mentioned in conversations

- Pronunciation**
- Simple past tense regular verb endings

- Listening Tasks**
- Identify the people described in conversations
 - Complete statements about injuries
 - Identify the ailments and remedies suggested in conversations

- Pronunciation**
- More vowel sounds

- Listening Task**
- Complete requests for favors

- Pronunciation**
- Blending of sounds: **Could you**

- Listening Tasks**
- Choose correct statements
 - Circle correct words or phrases
 - Complete statements about activities, using the present continuous
 - Infer people's wishes for the future

- Pronunciation**
- Diphthongs

READING / WRITING

- Reading Texts**
- House and apartment rental list
 - Descriptions of people and their homes

- Writing Task**
- Compare and contrast your home with other homes

WRITING BOOSTER Guided writing practice

- Reading Texts**
- A daily planner
 - The weather forecast for four cities

- Writing Task**
- Write about plans for the week, using the present continuous

WRITING BOOSTER Guided writing practice

- Reading Texts**
- Recipe cards
 - A weekly schedule

- Writing Task**
- Write about what you eat in a typical day

WRITING BOOSTER Guided writing practice

- Reading Text**
- A blog in which people describe what they did the previous weekend

- Writing Task**
- Write about the activities of two people, based on a complex picture
 - Write about your weekend and what you did

WRITING BOOSTER Guided writing practice

- Reading Text**
- A magazine article about two celebrities

- Writing Task**
- Write a description of someone you know

WRITING BOOSTER Guided writing practice

- Reading Text**
- An article about infant-toddler development

- Writing Task**
- Describe things people can and can't do when they get old

WRITING BOOSTER Guided writing practice

- Reading Text**
- A short biography of Harry Houdini

- Writing Task**
- Write your own illustrated life story, including plans and dreams for the future

WRITING BOOSTER Guided writing practice

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REFERENCE CHARTS

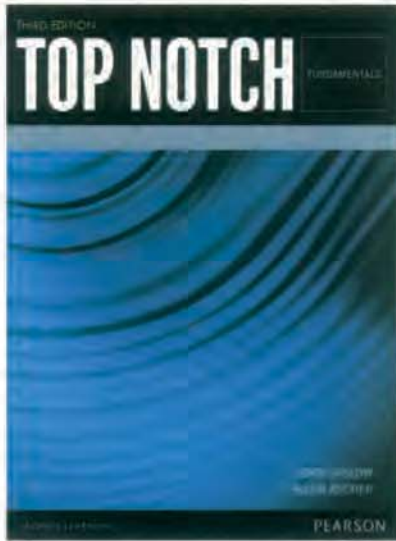
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TO THE TEACHER

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



The goal of ***Top Notch*** is to make English unforgettable through:

- Multiple exposures to new language
- Numerous opportunities to practice it
- Deliberate and intensive recycling

The ***Top Notch*** course has two beginning levels—***Top Notch Fundamentals*** for true beginners and ***Top Notch 1*** for false beginners. ***Top Notch*** is benchmarked to the Global Scale of English and is tightly correlated to the Can-do Statements of the Common European Framework of Reference.

Each full level of ***Top Notch*** contains material for 60–90 hours of classroom instruction. In addition, the entire course can be tailored to blended learning with an integrated online component, *MyEnglishLab*.

NEW This third edition of ***Top Notch*** includes these new features: Extra Grammar Exercises, digital full-color Vocabulary Flash Cards, Conversation Activator videos, Pronunciation Coach videos, and a Writing Booster.

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

Award-Winning Instructional Design*

Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated practical communication goal closely aligned to the Common European Framework's Can-do Statements. All activities are integrated with the goal, giving vocabulary and grammar meaning and purpose. *Now You Can* activities ensure that students achieve each goal and confirm their progress in every class session.

True-beginner vocabulary and grammar

Clear captioned picture-dictionary illustrations with accompanying audio take the guesswork out of meaning and pronunciation. Grammar presentations clarify form, meaning, and use. The unique *Recycle this Language* feature continually puts known words and grammar in front of students' eyes as they communicate, to make sure language remains active. A new Writing Booster in the back of the Student's Book provides guided writing practice that incorporates vocabulary and grammar from the unit.

Authentic social language

Even beginning students should learn appealing natural social language. Forty-two memorable Conversation Models provide lively controlled conversation practice that ensures enthusiasm and motivation.

Active listening syllabus

All Vocabulary presentations, Pronunciation presentations, Conversation Models, Listening Comprehension exercises, and Readings are recorded on the audio, ensuring that students develop good pronunciation, intonation, and auditory memory. In addition, approximately fifty tasks specifically developed for beginning learners develop fundamental comprehension skills.

*We wish you and your students enjoyment and success with **Top Notch Fundamentals**. We wrote it for you.*

Joan Saslow and Allen Ascher

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




ActiveTeach

Maximize the impact of your **Top Notch** lessons. This digital tool provides an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of digital and printable features.

For class presentation . . .





-  **NEW** Conversation Activator videos: increase students' confidence in oral communication
-  **NEW** Pronunciation Coach videos: facilitate clear and fluent oral expression
-  **NEW** Extra Grammar Exercises: ensure mastery of grammar
-  **NEW** Digital Full-Color Vocabulary Flash Cards: accelerate retention of new vocabulary

PLUS




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




For planning . . .

-  A **Methods Handbook** for a communicative classroom
-  Detailed timed lesson plans for each two-page lesson
-  **Top Notch TV** teaching notes
-  Complete answer keys, audio scripts, and video scripts

For extra support . . .

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







For assessment . . .

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

MyEnglishLab

An optional online learning tool



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




Workbook

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



Full-Course Placement Tests

Choose printable or online version

Classroom Audio Program

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

Teacher's Edition and Lesson Planner

-  Detailed interleaved lesson plans, language and culture notes, answer keys, and more
-  Also accessible in digital form in the ActiveTeach

For more information: www.pearsonelt.com/topnotch3e

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

UNIT

8

Home and Neighborhood

LESSON

1

GOAL

Describe your neighborhood

DIGITAL
FLASH
CARDS

- 1 **3:19** 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 **live**?

Where **do** your parents **live**?

Where **does** he **work**?

Where **does** 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** a bookstore.

They study **at** the Brooke 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 the simple present tense and prepositions of place.

1 A: Where your sister

B: She lives an apartment.

2 A: Where you English?

B: We study the school around the corner.

3 A: Where your neighbor

B: She works a bookstore.

4 A: Where your parents

B: They live 58 Gray Street.

DIGITAL
MORE
EXERCISES

DIGITAL
VIDEO
COACH

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

1 It's **on** the second floor.

2 She **works in** an office.

3 He **lives in** an apartment.

4 My apartment **has a** balcony.

5 **VOCABULARY / GRAMMAR PRACTICE** With a partner, ask and answer questions with Where. Use the simple present tense.

“ Where do you live? ”

DIGITAL FLASH CARDS

6 ▶ 3:21 **VOCABULARY • Places in the neighborhood** Read and listen. Then listen again and repeat.

“ I live on Main Street. ”



1 a bus station



2 a train station



3 a stadium

▶ 3:22 **Preposition near**



The train station is **near** the bus station. It's right across the street.



4 a park



5 a mall



6 a museum



7 an airport



8 a hospital

NOW YOU CAN

Describe your neighborhood

1 ▶ 3:23 **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 ▶ 3:24 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation.

A: Do you live 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!

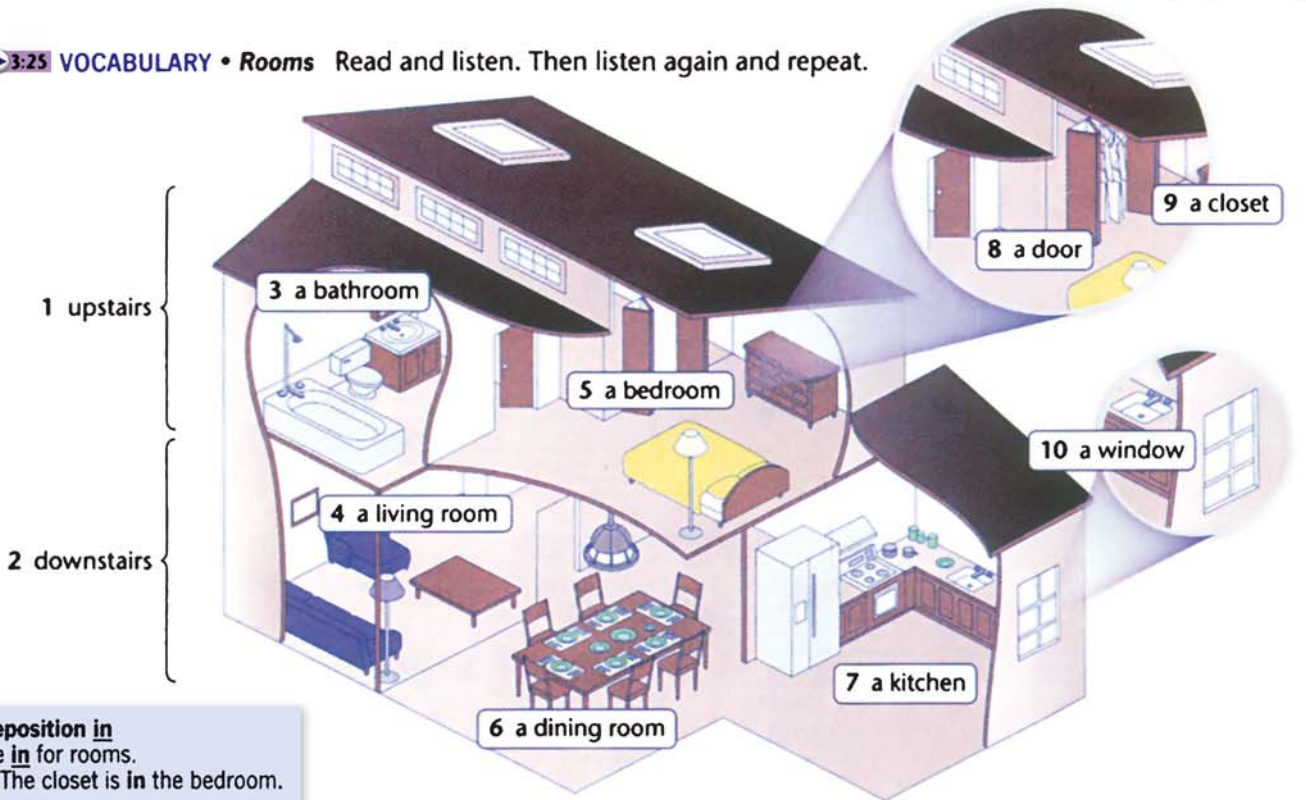
Ask more questions.

Are there [good restaurants / museums]?
 Where do you [go shopping / go out for dinner]?
 And where do you [work]?



DIGITAL FLASH CARDS

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



Preposition in
Use **in** for rooms.
The closet is **in** the bedroom.

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.

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.)

Be careful!
There is → **There's**
BUT Yes, there is. NOT Yes, there's.
There are NOT There're

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

- | | |
|---|-------------------------------------|
| 1 How many closets <i>are there</i> 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 ? |

DIGITAL MORE EXERCISES

- 5 **GRAMMAR PRACTICE** Write ten sentences about your house or apartment. Use There is and There are.

There's a small bathroom next to my bedroom.

Ideas

- number of rooms
- size of rooms
- location of rooms

- 6 **▶ 3:26 LISTENING COMPREHENSION** Listen to the conversations. Check the best house or apartment for each person.



http://www.homeawayfromhome.com

Home Away from Home

Live in a house or apartment overseas for 1 to 6 months!
Call Us at 1-800-555-9038

<p>1. Paris</p> <p><input type="checkbox"/> A two-bedroom house with a large kitchen</p> <p><input type="checkbox"/> A one-bedroom apartment with a small kitchen</p>	<p>3. Tokyo</p> <p><input type="checkbox"/> A one-bedroom apartment with a large kitchen</p> <p><input type="checkbox"/> A one-bedroom apartment with a large closet</p>
<p>2. Buenos Aires</p> <p><input type="checkbox"/> A two-bedroom house with three bathrooms</p> <p><input type="checkbox"/> A two-bedroom house with two bathrooms</p>	<p>4. Montreal</p> <p><input type="checkbox"/> A two-bedroom house with a small garden</p> <p><input type="checkbox"/> A two-bedroom apartment with a balcony</p>

NOW YOU CAN

Ask about someone's home

- 1 **▶ 3:27 CONVERSATION MODEL** Read and listen.

A: Do you live in a house or an apartment?
B: An apartment.
A: What's it like?
B: Well, there are three large bedrooms, and it has a large kitchen.
A: Sounds nice!

- 2 **▶ 3:28 RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

DIGITAL VIDEO

- 3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Describe your house or apartment. Then change roles.

A: Do you live in a house or an apartment?
B:
A: What's it like?
B: Well,
A: Sounds nice!

- 4 **CHANGE PARTNERS** Talk about another classmate's home.



DON'T STOP!

Ask more questions.

Is there ___ ? / Are there ___ ?
How many ___ are there?
Does your [house] have [a garage]?



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THIRD EDITION

TOP NOTCH

FUNDAMENTALS

B

WORKBOOK

JOAN SASLOW
ALLEN ASCHER

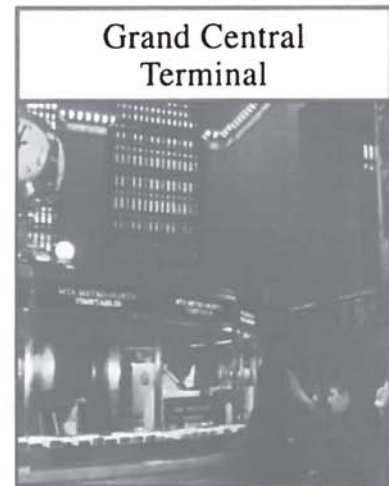
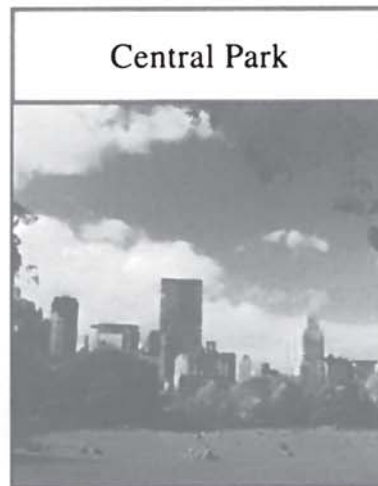
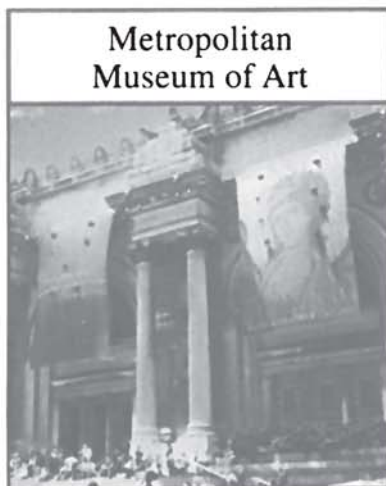
with Julie C. Rouse

LESSON 1

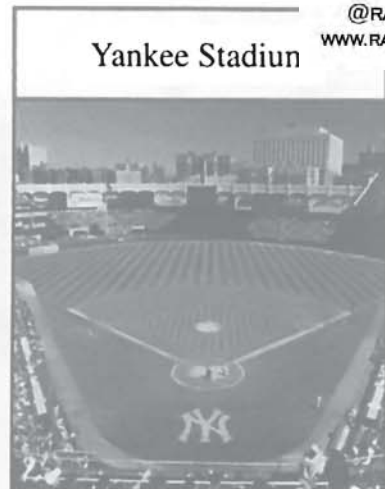
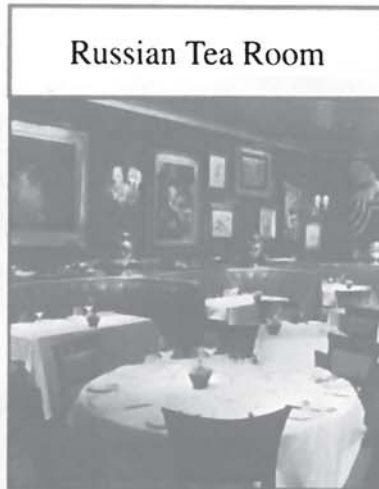
1 Complete the conversations. Use prepositions of place and the verb be or the simple present tense.

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. _____ .



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

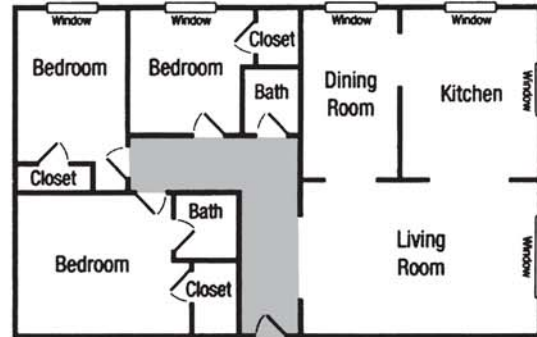
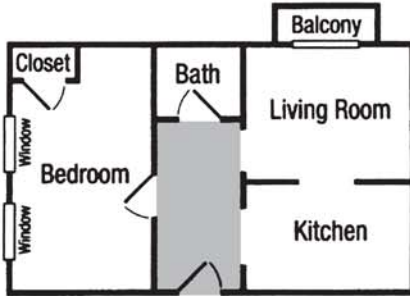
1. Is the mall far from your school? _____

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>house apartment</p>	<p>3 How many do you have in your home?</p> <p>bathroom(s) ____ bedroom(s) ____ closet(s) ____</p>																					
<p>2 Check <input checked="" type="checkbox"/> the rooms in your home.</p> <p><input type="checkbox"/> kitchen</p> <p><input type="checkbox"/> living room</p> <p><input type="checkbox"/> dining room</p> <p><input type="checkbox"/> bedroom(s)</p>	<p>4 Check <input checked="" type="checkbox"/> <u>yes</u> or <u>no</u>. Does your home have . . .</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="width: 60%;"></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"/>
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7 Add your city to the list. Describe your home and the home of someone you know.

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<p>1. Paris</p> <ul style="list-style-type: none"> • A two-bedroom house with a large kitchen • A one-bedroom apartment with a small kitchen <p>2. Buenos Aires</p> <ul style="list-style-type: none"> • A two-bedroom house with three bathrooms • A two-bedroom house with two bathrooms <p>3. Tokyo</p> <ul style="list-style-type: none"> • A one-bedroom apartment with a large kitchen • A one-bedroom apartment with a large closet 	<p>4. Montreal</p> <ul style="list-style-type: none"> • A two-bedroom house with a small garden • A two-bedroom apartment with a balcony <p>5. _____</p> <ul style="list-style-type: none"> • _____ _____ • _____ _____
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8 Look at Exercise 7 again. Circle the house or apartment you like. Describe the home. Write complete sentences.

Example: It's a house. It's in Paris. There are two bedrooms...

Now write two questions to ask about the house or apartment. Use Is there, Are there, or How many.

1. _____?

2. _____?

LESSON 3

9 What new furniture or appliances do you want for your home? Make a list of four items that you want.

Example: a new sofa for the living room

1. _____

2. _____

3. _____

4. _____

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