

THIRD EDITION

# TOP NOTCH

1

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JOAN SASLOW  
ALLEN ASCHER

ALWAYS LEARNING

PEARSON

THIRD EDITION

# TOP NOTCH 1

ENGLISH FOR TODAY'S WORLD

JOAN SASLOW  
ALLEN ASCHER

With *Top Notch Pop Songs and Karaoke*  
by Rob Morsberger

# ABOUT THE AUTHORS

## Joan Saslow

Joan Saslow has taught in a variety of programs in South America and the United States. She is author or coauthor of a number of widely used courses, some of which are *Ready to Go*, *Workplace Plus*, *Literacy Plus*, and *Summit*. She is also author of *English in Context*, a series for reading science and technology. Ms. Saslow was the series director of *True Colors* and *True Voices*. She has participated in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs.

## Allen Ascher

Allen Ascher has been a teacher and teacher trainer in China and the United States, as well as academic director of the intensive English program at Hunter College. Mr. Ascher has also been an ELT publisher and was responsible for publication and expansion of numerous well-known courses including *True Colors*, *NorthStar*, the *Longman TOEFL Preparation Series*, and the *Longman Academic Writing Series*. He is coauthor of *Summit*, and he wrote the "Teaching Speaking" module of *Teacher Development Interactive*, an online multimedia teacher-training program.

Ms. Saslow and Mr. Ascher are frequent presenters at professional conferences and have been coauthoring courses for teens, adults, and young adults since 2002.

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**Manuel Wilson Alvarado Miles**, Quito, Ecuador • **Shirley Ando**, Otemae University, Hyogo, Japan • **Vanessa de Andrade**, CCBEU Inter Americano, Curitiba, Brazil • **Miguel Arrazola**, CBA, Santa Cruz, Bolivia • **Mark Barta**, Proficiency School of English, São Paulo, Brazil • **Edwin Bello**, PROULEX, Guadalajara, Mexico • **Mary Blum**, CBA, Cochabamba, Bolivia • **Maria Elizabeth Boccia**, Proficiency School of English, São Paulo, Brazil • **Pamela Cristina Borja Baltán**, Quito, Ecuador • **Eliana Anabel L. Buccia**, AMICANA, Mendoza, Argentina • **José Humberto Calderón Díaz**, CALUSAC, Guatemala City, Guatemala • **Maria Teresa Calientes Csirkei**, Idiomas Católica, Lima, Peru • **Esther María Carbo Morales**, Quito, Ecuador • **Jorge Washington Cárdenas Castillo**, Quito, Ecuador • **Eréndira Yadira Carrera García**, UVM Chapultepec, Mexico City, Mexico • **Viviane de Cássia Santos Carlini**, Spectrum Line, Pouso Alegre, Brazil • **Centro Colombo Americano**, Bogota, Colombia • **Güven Çiftci**, Fatih University, Istanbul, Turkey • **Diego Cisneros**, CBA, Tarija, Bolivia • **Paul Crook**, Meisei University, Tokyo, Japan • **Alejandra Díaz Loo**, El Cultural, Arequipa, Peru • **Jesús G. Díaz Osío**, Florida National College, Miami, USA • **Maria Eid Ceneviva**, CBA, Bolivia • **Amalia Elvira Rodríguez Espinoza De Los Monteras**, Guayaquil, Ecuador • **Maria Argelia Estrada Vásquez**, CALUSAC, Guatemala City, Guatemala • **John Fieldedly**, College of Engineering, Nihon University, Aizuwakamatsu-shi, Japan • **Marleni Humbelina Flores Urízar**, CALUSAC, Guatemala City, Guatemala • **Gonzalo Fortune**, CBA, Sucre, Bolivia • **Andrea Fredricks**, Embassy CES, San Francisco, USA • **Irma Gallegos Peláez**, UVM Tlalpan, Mexico City, Mexico • **Alberto Gamarrá**, CBA, Santa Cruz, Bolivia • **Maria Amparo García Peña**, ICPNA Cusco, Peru • **Amanda Gillis-Furutaka**, Kyoto Sangyo University, Kyoto, Japan • **Martha Angelina González**,

**Párraga**, Guayaquil, Ecuador • **Octavio Gorduno Ruiz** • **Ralph Grayson**, Idiomas Católica, Lima, Peru • **Murat Gültiken**, Fatih University, Istanbul, Turkey • **Oswaldo Gutiérrez**, PROULEX, Guadalajara, Mexico • **Ayaka Hashinishi**, Otemae University, Hyogo, Japan • **Alma Lorena Hernández de Armas**, CALUSAC, Guatemala City, Guatemala • **Kent Hill**, Seigakuin University, Saitama-ken, Japan • **Kayoko Hirao**, Nichi Gakkan Company, COCO Juku, Japan • **Jesse Huang**, National Central University, Taoyuan, Taiwan • **Eri Charles Jones**, Seoul University of Technology, Seoul, South Korea • **Jun-Chen Kuo**, Tajen University, Pingtung, Taiwan • **Susan Krieger**, Embassy CES, San Francisco, USA • **Ana María de la Torre Ugarte**, ICPNA Chilcayo, Peru • **Erin Lemaire**, Chung-Ang University, Seoul, South Korea • **Eleanor S. Leu**, Soochow University, Taipei, Taiwan • **Yihui Li (Steller Li)**, Fooyin University, Kaohsiung, Taiwan • **Chin-Fan Lin**, Shih Hsin University, Taipei, Taiwan • **Linda Lin**, Tatung Institute of Technology, Taiwan • **Kristen Lindblom**, Embassy CES, San Francisco, USA • **Patricia David López Logacho**, Quito, Ecuador • **Diego López Tasara**, Idiomas Católica, Lima, Peru • **Neil Macleod**, Kansai Gaidai University, Osaka, Japan • **Adriana Marcés**, Idiomas Católica, Lima, Peru • **Robyn McMurray**, Pusan National University, Busan, South Korea • **Paula Medina**, London Language Institute, London, Canada • **Juan Carlos Muñoz**, American School Way, Bogota, Colombia • **Noriko Mori**, Otemae University, Hyogo, Japan • **Adrián Esteban Narváez Pacheco**, Cuenca, Ecuador • **Tim Newfields**, Tokyo University Faculty of Economics, Tokyo, Japan • **Ana Cristina Ochoa**, CCBEU Inter Americano, Curitiba, Brazil • **Tania Elizabeth Ortega Santacruz**, Cuenca, Ecuador • **Martha Patricia Pérez**, Quito, Ecuador • **Maria de Lourdes Pérez Valdespino**, Universidad del Valle de México, Mexico • **Wahrena Elizabeth Pfeister**,

University of Suwon, Gyeonggi-Do, South Korea • **Wayne Allen Pfeister**, University of Suwon, Gyeonggi-Do, South Korea • **Andrea Rebonato**, CCBEU Inter Americano, Curitiba, Brazil • **Thomas Robb**, Kyoto Sangyo University, Kyoto, Japan • **Mehran Sabet**, Seigakuin University, Saitama-ken, Japan • **Majid Safadaran Mosazadeh**, ICPNA Chilcayo, Peru • **Timothy Samuelson**, BridgeEnglish, Denver, USA • **Héctor Sánchez**, PROULEX, Guadalajara, Mexico • **Mónica Alexandra Sánchez Escalante**, Quito, Ecuador • **Jorge Mauricio Sánchez Montalván**, Quito, Universidad Politécnica Salesiana (UPS), Ecuador • **Letícia Santos**, ICBEU Ibiá, Brazil • **Elena Sapp**, INTO Oregon State University, Corvallis, USA • **Robert Sheridan**, Otemae University, Hyogo, Japan • **John Eric Sherman**, Hong Ik University, Seoul, South Korea • **Brooks Slaybaugh**, Asia University, Tokyo, Japan • **João Vitor Soares**, NACC, São Paulo, Brazil • **Silvia Solares**, CBA, Sucre, Bolivia • **Chayawan Sonchaeng**, Delaware County Community College, Media, PA • **María Julia Suárez**, CBA, Cochabamba, Bolivia • **Elena Sudakova**, English Language Center, Kiev, Ukraine • **Richard Swingle**, Kansai Gaidai College, Osaka, Japan • **Blanca Luz Terrazas Zamora**, ICPNA Cusco, Peru • **Sandrine Ting**, St. John's University, New Taipei City, Taiwan • **Christian Juan Torres Medina**, Guayaquil, Ecuador • **Raquel Torrico**, CBA, Sucre, Bolivia • **Jessica Ueno**, Otemae University, Hyogo, Japan • **Ximena Vacafior C.**, CBA, Tarija, Bolivia • **Rene Valdivia Pereira**, CBA, Santa Cruz, Bolivia • **Solange Lopes Vinagre Costa**, SENAC, São Paulo, Brazil • **Magno Alejandro Vivar Hurtado**, Cuenca, Ecuador • **Dr. Wen-hsien Yang**, National Kaohsiung Hospitality College, Kaohsiung, Taiwan • **Juan Zárate**, El Cultural, Arequipa, Peru

## 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.

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<b>UNIT 1</b> <b>Getting Acquainted</b> PAGE 2	<ul style="list-style-type: none"> <li>Meet someone new</li> <li>Identify and describe people</li> <li>Provide personal information</li> <li>Introduce someone to a group</li> </ul>	<ul style="list-style-type: none"> <li>Formal titles</li> <li>Positive adjectives to describe people</li> <li>Personal information</li> <li>Countries and nationalities</li> </ul>	<ul style="list-style-type: none"> <li>Information questions with <u>be</u>: Review</li> <li>Contractions</li> <li>Modification with adjectives: Review</li> <li>Positive adjectives</li> <li><u>Yes / no</u> questions and short answers with <u>be</u>: Review</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Information questions with <u>be</u>: usage and form</li> <li>Possessive nouns and adjectives</li> <li>Verb <u>be</u>: usage and form</li> <li>Short answers with <u>be</u>: common errors</li> </ul>
<b>UNIT 2</b> <b>Going Out</b> PAGE 14	<ul style="list-style-type: none"> <li>Accept or decline an invitation</li> <li>Express locations and give directions</li> <li>Make plans to see an event</li> <li>Talk about musical tastes</li> </ul>	<ul style="list-style-type: none"> <li>Music genres</li> <li>Entertainment and cultural events</li> <li>Locations and directions</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions of time and place; Questions with <u>When</u>, <u>What time</u>, and <u>Where</u>: Review</li> <li>Contractions</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Prepositions of time and place: usage rules</li> <li><u>Would like</u> for preference: review and expansion</li> </ul>
<b>UNIT 3</b> <b>The Extended Family</b> PAGE 26	<ul style="list-style-type: none"> <li>Report news about relationships</li> <li>Describe extended families</li> <li>Compare people</li> <li>Discuss family cultural traditions</li> </ul>	<ul style="list-style-type: none"> <li>The extended family</li> <li>Relationships and marital status</li> <li>Other family relationships</li> <li>Similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>The simple present tense: Review</li> <li>Spelling exceptions</li> <li>Contractions</li> <li>The simple present tense—information questions: Review</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>The simple present tense: usage and form</li> <li>Information questions in the simple present tense: form questions with <u>who</u>, common errors</li> </ul>
<b>UNIT 4</b> <b>Food and Restaurants</b> PAGE 38	<ul style="list-style-type: none"> <li>Ask for a restaurant recommendation</li> <li>Order from a menu</li> <li>Speak to a server and pay for a meal</li> <li>Discuss food and health</li> </ul>	<ul style="list-style-type: none"> <li>Parts of a meal</li> <li>Categories of food</li> <li>Degrees of hunger</li> <li>Communicating with a waiter or waitress</li> <li>Adjectives to describe the healthfulness of food</li> </ul>	<ul style="list-style-type: none"> <li><u>There is</u> and <u>there are</u> with count and non-count nouns; <u>Anything</u> and <u>nothing</u></li> <li>Definite article <u>the</u></li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Non-count nouns: expressing quantities</li> <li><u>Some</u> and <u>any</u></li> <li>Questions with <u>How much</u> and <u>How many</u></li> <li>Words that can be count nouns or non-count nouns</li> <li>Plural count nouns: spelling rules</li> <li>Non-count nouns: categories and verb agreement</li> </ul>
<b>UNIT 5</b> <b>Technology and You</b> PAGE 50	<ul style="list-style-type: none"> <li>Recommend a brand or model</li> <li>Express sympathy for a problem</li> <li>Complain when things don't work</li> <li>Describe features of products</li> </ul>	<ul style="list-style-type: none"> <li>Electronic devices</li> <li>Replacing products</li> <li>Positive descriptions</li> <li>Collocations for using electronic devices</li> <li>Activities</li> <li>Ways to sympathize</li> <li>Negative descriptions</li> <li>Household appliances and machines</li> <li>Ways to state a problem</li> <li>Features of manufactured products</li> </ul>	<ul style="list-style-type: none"> <li>The present continuous: Review</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>The present continuous: spelling rules for the present participle</li> <li>The present continuous: rules for forming statements</li> <li>The present continuous: rules for forming questions</li> </ul>

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

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<b>UNIT 6</b> <b>Staying in Shape</b> PAGE 62	<ul style="list-style-type: none"> <li>Plan an activity with someone</li> <li>Talk about habitual activities and future plans</li> <li>Discuss fitness and eating habits</li> <li>Describe your routines</li> </ul>	<ul style="list-style-type: none"> <li>Physical activities</li> <li>Places for sports and exercise</li> <li>Frequency adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Can and have to</li> <li>The present continuous and the simple present tense: Review</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Can and have to: form and common errors</li> <li>Can and have to: information questions</li> <li>Can and be able to: present and past forms</li> <li>The simple present tense: non-action verbs</li> <li>The simple present tense: placement of frequency adverbs</li> <li>Time expressions</li> </ul>
<b>UNIT 7</b> <b>On Vacation</b> PAGE 74	<ul style="list-style-type: none"> <li>Greet someone arriving from a trip</li> <li>Ask about someone's vacation</li> <li>Discuss vacation preferences</li> <li>Describe good and bad vacation experiences</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives to describe trips</li> <li>Intensifiers</li> <li>Decline and accept help</li> <li>Adjectives for vacations</li> <li>Bad and good travel experiences</li> </ul>	<ul style="list-style-type: none"> <li>The past tense of be: Review</li> <li>Contractions</li> <li>The simple past tense: Review</li> <li>Regular and irregular verb forms</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>The past tense of be: form</li> <li>The simple past tense: spelling rules for regular verbs</li> <li>The simple past tense: usage and form</li> </ul>
<b>UNIT 8</b> <b>Shopping for Clothes</b> PAGE 86	<ul style="list-style-type: none"> <li>Shop and pay for clothes</li> <li>Ask for a different size or color</li> <li>Navigate a mall or department store</li> <li>Discuss clothing do's and don'ts</li> </ul>	<ul style="list-style-type: none"> <li>Clothes and clothing departments</li> <li>Types of clothing and shoes</li> <li>Formal clothes</li> <li>Clothing that comes in "pairs"</li> <li>Store departments</li> <li>Clothing sizes</li> <li>Interior store locations and directions</li> <li>Prepositions of interior location</li> <li>Formality and appropriateness in clothing</li> </ul>	<ul style="list-style-type: none"> <li>Uses of object pronouns</li> <li>Subject and object pronouns</li> <li>Comparative adjectives</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Direct objects: usage</li> <li>Indirect objects: usage rules and common errors</li> <li>Comparative adjectives: spelling rules</li> </ul>
<b>UNIT 9</b> <b>Taking Transportation</b> PAGE 98	<ul style="list-style-type: none"> <li>Discuss schedules and buy tickets</li> <li>Book travel services</li> <li>Understand airport announcements</li> <li>Describe transportation problems</li> </ul>	<ul style="list-style-type: none"> <li>Kinds of tickets and trips</li> <li>Ways to express disappointment</li> <li>Travel services</li> <li>Airline passenger information</li> <li>Some flight problems</li> <li>Transportation problems</li> <li>Means of transportation</li> </ul>	<ul style="list-style-type: none"> <li>Modals should and could</li> <li>Be going to + base form to express the future: Review</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Modals can, could, and should: meaning, form, and common errors</li> <li>Expansion: future actions</li> </ul>
<b>UNIT 10</b> <b>Spending Money</b> PAGE 110	<ul style="list-style-type: none"> <li>Ask for a recommendation</li> <li>Bargain for a lower price</li> <li>Discuss showing appreciation for service</li> <li>Describe where to get the best deals</li> </ul>	<ul style="list-style-type: none"> <li>Financial terms</li> <li>How to bargain</li> <li>How to describe good and bad deals</li> </ul>	<ul style="list-style-type: none"> <li>Superlative adjectives</li> <li>Irregular forms</li> <li>Too and enough</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Comparative and superlative adjectives: usage and form</li> <li>Intensifiers very, really, and too</li> </ul>

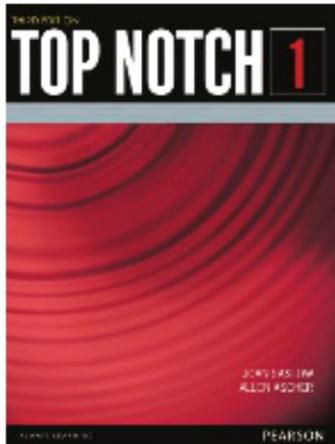
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CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> <li>Use <u>Why don't we . . . ?</u> to suggest an activity</li> <li>Say <u>Sorry, I can't</u> to apologize for turning down an invitation</li> <li>Provide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

## 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, and Pronunciation Coach videos.

\* *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.

### Explicit vocabulary and grammar

Clear captioned picture-dictionary illustrations with accompanying audio take the guesswork out of meaning and pronunciation. Grammar presentations containing both rules and examples 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.

### High-frequency social language

Twenty memorable conversation models provide appealing natural social language that students can carry "in their pockets" for use in real life. Rigorous controlled and free discussion activities systematically stimulate recycling of social language, ensuring that it's not forgotten.

### Linguistic and cultural fluency

*Top Notch* equips students to interact with people from different language backgrounds by including authentic accents on the audio. Conversation Models, Photo Stories, and cultural fluency activities prepare students for social interactions in English with people from unfamiliar cultures.

### Active listening syllabus

All Vocabulary presentations, Pronunciation presentations, Conversation Models, Photo Stories, Listening Comprehension exercises, and Readings are recorded on the audio to help students develop good pronunciation, intonation, and auditory memory. In addition, approximately fifty carefully developed listening tasks at each level of *Top Notch* develop crucial listening comprehension skills such as listen for details, listen for main ideas, listen to activate vocabulary, listen to activate grammar, and listen to confirm information.

We wish you and your students enjoyment and success with *Top Notch 1*.

We wrote it for you.

Joan Saslow and Allen Ascher

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

# COMPONENTS

## 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 and 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](http://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](http://www.pearsonelt.com/topnotch3e)

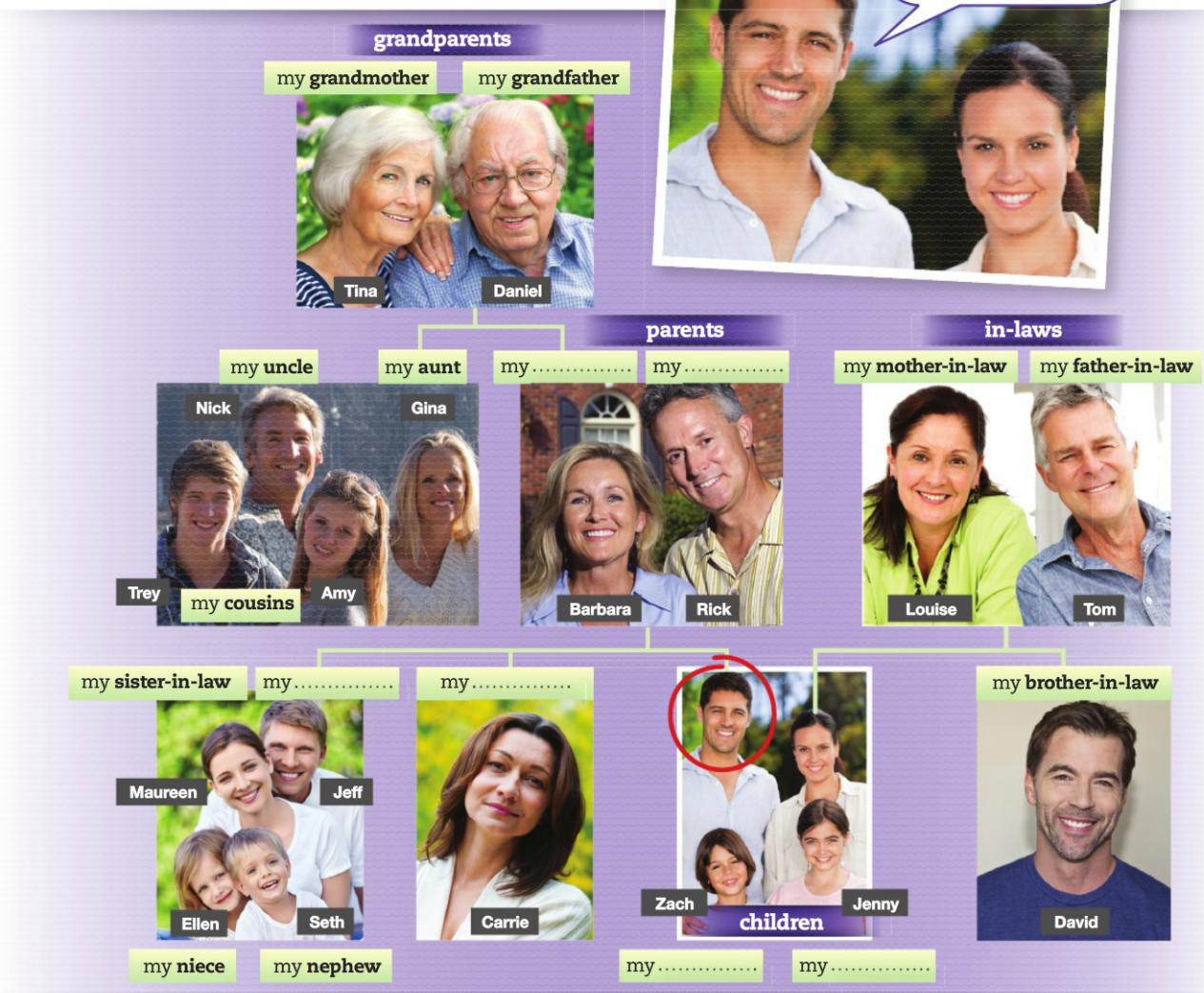
## COMMUNICATION GOALS

- 1 Report news about relationships.
- 2 Describe extended families.
- 3 Compare people.
- 4 Discuss family cultural traditions.

# UNIT 3

# The Extended Family

## PREVIEW



**A FAMILY VOCABULARY REVIEW** Look at Andrew's family photos. Write the missing relationship words in the yellow boxes.

**B** **VOCABULARY • The Extended Family** Listen and repeat.

**C PAIR WORK** Ask and answer questions about Andrew's relatives. Use Who.

“ Who are Barbara and Rick? ”

“ They're Diane's in-laws. ”

“ Who's Jeff's wife? ”

“ Maureen. ”

**ENGLISH FOR TODAY'S WORLD**Understand English speakers from different language backgrounds.  
Emma = Portuguese speaker**D** **PHOTO STORY** Read and listen to two women discussing family photos.**Emma:** Who's that guy? Your brother?**Grace:** No, that's my brother-in-law, Matthew. He's married to my older sister, Alexa. And this is their son, Aiden. He's adopted.\***Emma:** Do they have any other children?**Grace:** No, just the one. He's an only child.**Emma:** Looks like they're having a great time in New York.**Grace:** Actually, they live there.**Emma:** They do? Wow! How often do you see them?**Grace:** We get together about twice a year.**Emma:** And what about these kids?**Grace:** They're my younger sister's. Ariana's the girl. And these are her little brothers, Cole and Casey.**Emma:** Cole and Casey look so much alike! Are they twins?\***Grace:** They are. They all live in Vancouver, but we keep in touch on the Internet.

\*adopted: Matthew and Alexa aren't Aiden's birth parents.

\*twins: Cole and Casey were born at the same time.

**E THINK AND EXPLAIN** Check true or false, based on information from the Photo Story. Then explain each answer.**true**      **false**

- 1 Grace is Aiden's aunt.
- 2 Grace is Matthew's sister-in-law.
- 3 Matthew is Ariana's brother-in-law.
- 4 Alexa has one niece and three nephews.
- 5 Ariana, Cole, and Casey are Aiden's cousins.
- 6 Matthew and Alexa have two children.

**“** It's true. Aiden is her sister's son. **”**

**SPEAKING****A** Complete the chart with information about your extended family. Write the number of people for each relationship.

I have ...		
..... brother(s)	..... uncle(s)	..... cousin(s)
..... sister(s)	..... aunt(s)	..... brother(s)-in-law
..... nephew(s)	..... niece(s)	..... sister(s)-in-law

**B GROUP WORK** Compare charts with your classmates. Who in your class has a very large extended family?

**“** How many \_\_\_\_s do you have? **”**

**VOCABULARY** Relationships and marital status**A** 2:04 Read and listen. Then listen again and repeat.They're **single**.They're **engaged**.  
(He's her **fiancé**. / She's his **fiancée**.)They're **married**.They're **separated**.They're **divorced**.  
(He's her **ex-husband**. / She's his **ex-wife**.)She's **widowed**.**B** 2:05 **LISTEN TO CLASSIFY** Listen and infer the marital status of the person in each conversation. Circle the correct status.

- 1 The woman is (**single** / **engaged** / **married**).  
2 His aunt is (**engaged** / **widowed** / **divorced**).

- 3 His sister is (**engaged** / **separated** / **divorced**).  
4 Her sister is (**engaged** / **separated** / **divorced**).

**GRAMMAR** The simple present tense: Review**Affirmative statements**

My in-laws **live** in Rio.  
My ex-wife **lives** in Tokyo.

**Negative statements**

My aunt and uncle **don't work** in an office.  
My cousin **doesn't work** at home.

**Contractions**  
**don't** = do not  
**doesn't** = does not

**Yes / no questions and short answers**

**Do** they **have** any children? Yes, they do. / No, they don't.  
**Does** she **have** any nieces or nephews? Yes, she does. / No, she doesn't.

**Spelling rules with he, she, and it**

Add **-s** to the base form of most verbs.  
works likes plays calls

Add **-es** to verbs that end in **-s**, **-sh**, **-ch**, or **-x**.  
washes watches relaxes

**Exceptions:**

do → does  
go → goes  
have → has  
study → studies

**GRAMMAR BOOSTER** p. 126

- The simple present tense: usage and form

## GRAMMAR PRACTICE

Complete the conversations. Use the simple present tense.

- 1 A: ..... your cousin ..... (have) any children?  
B: Yes, she ..... . She ..... two kids—a girl and a boy.
- 2 A: ..... your in-laws ..... (live) in Toronto?  
B: No, they ..... . They ..... in Ottawa.
- 3 A: ..... your parents ..... (work) in Quito?  
B: Yes, they ..... . They ..... for the government.

DIGITAL  
MORE EXERCISES

- 4 A: ..... your fiancé ..... (like) hip-hop?  
B: No, he ..... . He ..... it at all.
- 5 A: ..... her ex-husband ..... (see) their kids?  
B: Yes, he ..... . He ..... them a lot.
- 6 A: ..... you ..... (call) your nieces every day?  
B: No, I ..... . They ..... me!

## CONVERSATION MODEL

- A 2:06 Read and listen to good news about a relationship.

- A: What's new?  
B: Actually, I have some good news. My sister just got engaged!  
A: That's great. Congratulations!  
B: Thanks!  
A: So tell me about her fiancé. What does he do?  
B: Well, he works at Redcor. He's an engineer.  
**Or bad news ...**  
B: Actually, I have some bad news. My sister just got divorced.  
A: I'm sorry to hear that. Is she OK?  
B: Yes, she is. Thanks for asking.

- B 2:07 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



## NOW YOU CAN Report news about relationships

- A **NOTEPPADDING** Imagine that you have good or bad news about someone in your extended family (or use real news). Write notes to plan a conversation.

- B **CONVERSATION ACTIVATOR** Personalize the Conversation Model. Tell your partner your news. Then change roles.

- A: What's new?  
B: Actually, I have some ..... news. My ..... .  
A: .....

- C **CHANGE PARTNERS** Practice the conversation again. Report other good or bad news.

Relationship to you:

What's the news?

What does he / she do?

Other information:

good news  
got married  
got engaged

bad news  
got separated  
got divorced

### DON'T STOP!

Ask yes / no questions.  
Is [she] \_\_\_\_? / Does [he] \_\_\_\_? / Do [they] \_\_\_\_?

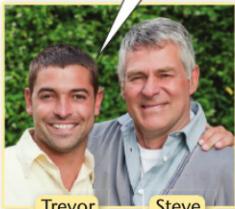
Use the simple present tense to say more.

He lives / works \_\_\_\_.  
She likes / hates / studies \_\_\_\_.  
They have / don't have \_\_\_\_.

## VOCABULARY Other family relationships

A 2:08 Read and listen. Then listen again and repeat.

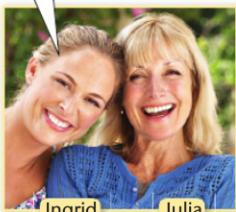
Steve is my **stepfather**. He's my mother's second husband.



1

Trevor Steve

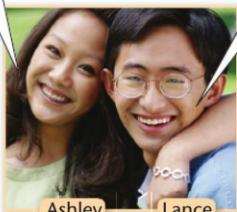
Julia is my **stepmother**. She's my father's second wife.



Ingrid

Julia

Lance is my **stepbrother**. His mother married my father.

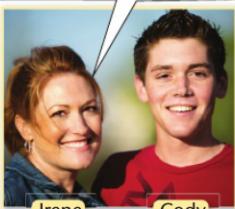


Ashley

Lance

Ashley is my **stepsister**.

Cody is my **stepson**. I married his father three years ago.



3

Irene Cody

Tania is my **stepdaughter**. I married her mother when Tania was three.



Bill

Tania

Darcy is my **half-sister**. We have the same mother, but different fathers.\*



Jake

Darcy

Jake is my **half-brother**.

\*Half-brothers and half-sisters can also have the same father but different mothers.

B PAIR WORK Ask your partner to find people in the photos.

Who's Cody's stepmother?

Cody's stepmother is Irene.

C 2:09 LISTEN TO INFER Listen to the speakers and infer the relationships. Use the Vocabulary to complete each statement. Listen again if necessary.

1 Her brother has three .....

4 Leo is his .....

2 Carol is his .....

5 Hank is her .....

3 She calls her ..... "Mom."

## GRAMMAR The simple present tense—information questions: Review

What **do** your in-laws **do**?

Where **do** their cousins **live**?

When **do** you **visit** your aunt?

Who **do** their stepchildren **live with**?

How often **do** you **call** your niece?

How many children **do** they **have**?

What **does** your sister-in-law **do**?

Where **does** your stepsister **live**?

When **does** your brother **visit** his niece?

Who **does** your stepdaughter **live with**?

How often **does** she **call** her nephew?

How many half-brothers **does** he **have**?

**Be careful!** Who as subject:

Who **lives** in Hong Kong?  
NOT Who **does live** in Hong Kong?

## GRAMMAR BOOSTER p. 127

Information questions in the simple present tense:

- Form
- Questions with Who
- Common errors

A FIND THE GRAMMAR Look at the Photo Story on page 27 again. Find and underline one information question in the simple present tense.

**B GRAMMAR PRACTICE** Complete the conversations with the simple present tense.

- 1 A: ..... your sister ..... ?  
B: She lives in Dublin.
- 2 A: ..... nieces and nephews ..... ?  
B: Three. My sister ..... two girls—both adopted—and my brother ..... a stepson.
- 3 A: ..... stay with when you visit Los Angeles?  
B: I ..... with my aunt and uncle.

- 4 A: ..... with your grandfather?  
B: My half-sister Louise lives with him.
- 5 A: ..... your stepfather do?  
B: He ..... in a restaurant. He's the chef and manager.
- 6 A: ..... your uncle work?  
B: At the hospital around the corner.  
A: ..... your aunt ..... there, too?  
B: No, .....

DIGITAL  
MORE  
EXERCISES

## CONVERSATION MODEL

- A** 2:10 Read and listen to people describing their families.

A: Do you come from a large family?  
B: Not really. I have two brothers.  
A: What about aunts and uncles?  
B: Well, I have three aunts on my father's side. And on my mother's side, I have two aunts and three uncles.  
A: That's pretty big!

- B** 2:11 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



## NOW YOU CAN Describe extended families

- A** **NOTEpadding** List your extended family relationships on the notepad.

DIGITAL  
VIDEO

- B** **CONVERSATION ACTIVATOR** With a partner, use your notepads to personalize the Conversation Model. Describe your extended family. Then change roles.

A: Do you come from a large family?  
B: ..... I have ..... .  
A: What about ..... ?  
B: Well, I have ..... on my ..... 's side.  
And .....

A: .....

### DON'T STOP!

#### Ask for more information.

Tell me about your [aunts / uncles / cousins].  
What about your [sister-in-law]?  
Does he .....? / Do they .....?  
Is she / Are they [single]?  
What .....? How old .....?  
Where .....? How often .....?  
When .....? How many .....?  
Who .....?

On my father's side ...	On my mother's side ...

- C** **GROUP WORK** Now tell your classmates about your partner's extended family.

**BEFORE YOU LISTEN**DIGITAL  
FLASH  
CARDS

- A 2:12 **VOCABULARY • Similarities and differences**  
Read and listen. Then listen again and repeat.

**How are you similar?**We **look alike**.We wear **the same kind of** clothes.We **both** like rock music.**How are you different?**We **look different**.We wear **different kinds of** clothes.I like rock, **but** he likes classical.

- B **PAIR WORK** Find similarities and differences between you and a partner. Write sentences describing the similarities and differences. Use the Vocabulary.

**LISTENING COMPREHENSION**

- A 2:13 **LISTEN TO IDENTIFY SIMILARITIES AND DIFFERENCES** Listen to Lucille talk about herself and her sister, Laura. Check the statements that are true. Explain your answers.

**Lucille and Laura . . .**

1	<input type="checkbox"/> look alike.	<input type="checkbox"/> look different.
2	<input type="checkbox"/> like the same kind of food.	<input type="checkbox"/> like different kinds of food.
3	<input type="checkbox"/> like the same kind of movies.	<input type="checkbox"/> like different kinds of movies.
4	<input type="checkbox"/> like the same kind of music.	<input type="checkbox"/> like different kinds of music.
5	<input type="checkbox"/> have the same number of kids.	<input type="checkbox"/> have different numbers of kids.
6	Lucille and Laura are	<input type="checkbox"/> twins. <input type="checkbox"/> stepsisters. <input type="checkbox"/> half-sisters.



- B** ► 2:14 **LIS**TEN TO TAKE NOTES Listen again for what Lucille says about these topics. On your notepad, use the Vocabulary to write sentences about how she and her sister are similar or different.

appearance	<i>Lucille and Laura look alike.</i>	favorite colors
sports preferences		musical tastes
families		clothes

DIGITAL  
VIDEO  
COACH

## PRONUNCIATION Linking sounds

- A** ► 2:15 Read and listen. Pay attention to the linking of sounds in does she and does he.

Then listen again and repeat.

/dʌʃi/

1 Does she have any stepchildren?

/dʌzɪ/

3 Does he live near you?

/dʌʃi/

2 How many stepchildren does she have?

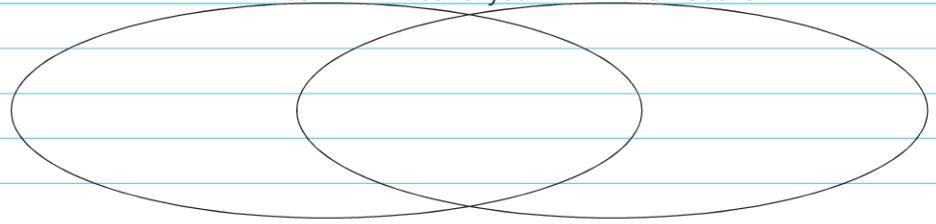
/dʌzɪ/

4 Where does he live?

- B** Now practice the questions on your own. Pay attention to blended sounds.

## NOW YOU CAN Compare people

- A** NOTEpadding Choose someone in your extended family. On the notepad, write your similarities and differences. Use the Vocabulary from page 32.

The person's name:	Relationship to you:		
	You	Both of you	Your relative
			

Ideas

- marital status
- occupation
- family relationships
- appearance
- clothing
- likes and dislikes
- abilities

- B** PAIR WORK Tell your partner about you and your relative. Use your notepad. Then compare other people in your families.



### RECYCLE THIS LANGUAGE.

#### Similarities and differences

How are you similar?  
How are you different?  
Do you look alike?  
Do you both \_\_\_?  
Do you \_\_\_ the same kind of \_\_\_?  
Do you \_\_\_ different kinds of \_\_\_?

#### For more information

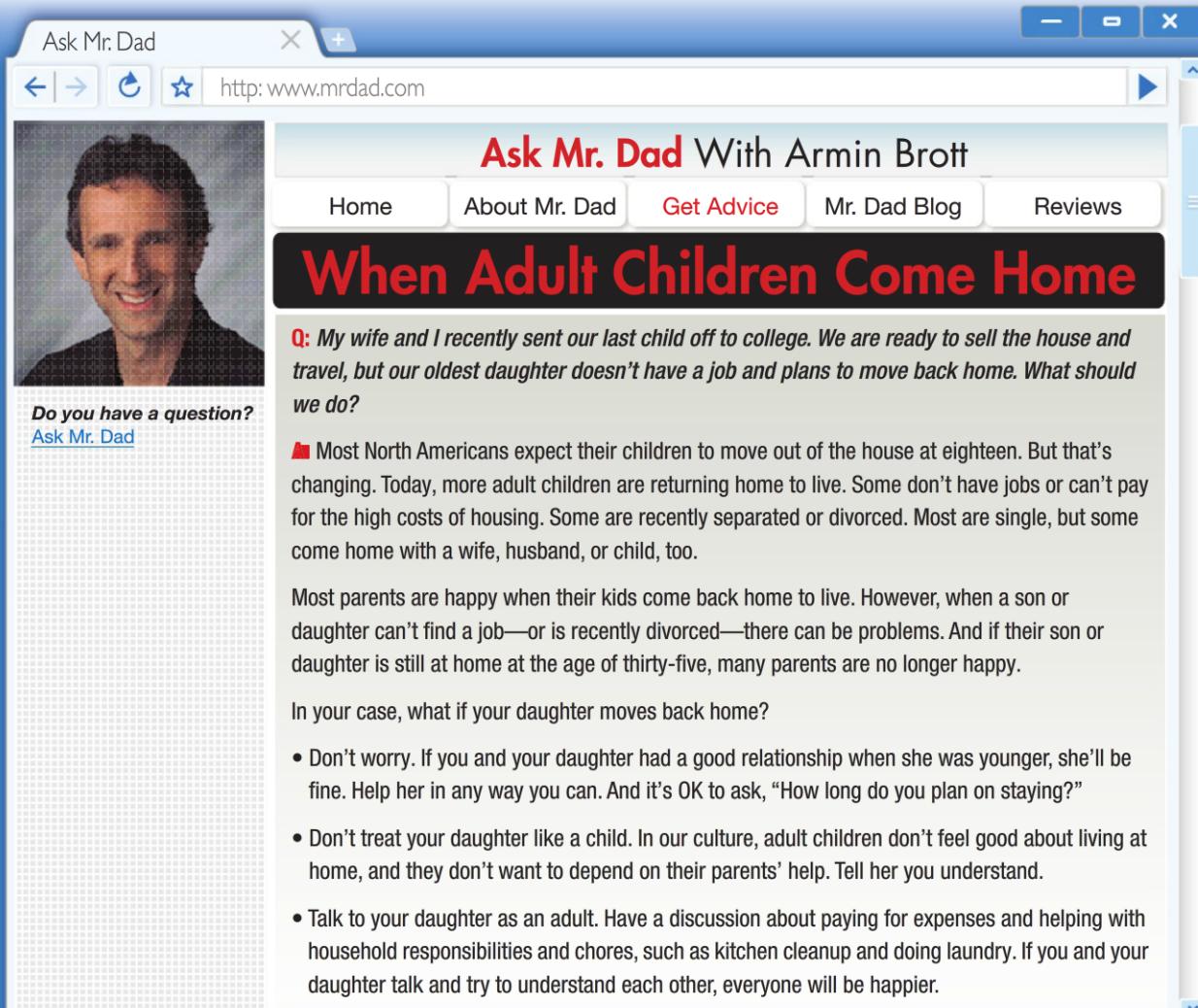
How about \_\_\_?  
Do you have any \_\_\_?  
How old \_\_\_?  
What does your \_\_\_ do?  
Where does your \_\_\_ live?  
How many \_\_\_ does your \_\_\_ have?

“ My cousin and I are both single. ”

“ My uncle likes rock music, but my aunt likes classical. ”

**BEFORE YOU READ**

**WARM-UP** In your opinion, how long should adult children live in their parents' homes?

**READING** 


**Q:** My wife and I recently sent our last child off to college. We are ready to sell the house and travel, but our oldest daughter doesn't have a job and plans to move back home. What should we do?

■ Most North Americans expect their children to move out of the house at eighteen. But that's changing. Today, more adult children are returning home to live. Some don't have jobs or can't pay for the high costs of housing. Some are recently separated or divorced. Most are single, but some come home with a wife, husband, or child, too.

Most parents are happy when their kids come back home to live. However, when a son or daughter can't find a job—or is recently divorced—there can be problems. And if their son or daughter is still at home at the age of thirty-five, many parents are no longer happy.

In your case, what if your daughter moves back home?

- Don't worry. If you and your daughter had a good relationship when she was younger, she'll be fine. Help her in any way you can. And it's OK to ask, "How long do you plan on staying?"
- Don't treat your daughter like a child. In our culture, adult children don't feel good about living at home, and they don't want to depend on their parents' help. Tell her you understand.
- Talk to your daughter as an adult. Have a discussion about paying for expenses and helping with household responsibilities and chores, such as kitchen cleanup and doing laundry. If you and your daughter talk and try to understand each other, everyone will be happier.

Source: [www.mrdad.com](http://www.mrdad.com)

**A CONFIRM FACTS** Complete each statement.

- 1 The parents are worried because their daughter ..... .
  - a wants to move into their home
  - b wants to move away from their home
  - c doesn't want to leave their home
  - d doesn't want to come home
- 2 According to Armin Brott, most North Americans expect children to move out of their parents' home when they ..... .
  - a reach the age of eighteen
  - b finish college
  - c find a job
  - d get married

**B INFER INFORMATION** Check all the correct answers, according to what Armin Brott says.

- 1 What are the reasons adult children are moving back home?
- They don't have jobs.
  - They get divorced.
  - They can't afford housing.
  - They feel good about living with their parents.
  - They want to depend on their parents.

- 2 What are Mr. Brott's suggestions to the father?
- to sell his house and go traveling
  - to discuss chores at home
  - to ask his daughter to find a job
  - to try to understand his daughter
  - to not worry too much about his daughter

DIGITAL  
MORE  
EXERCISES

## NOW YOU CAN Discuss family cultural traditions

**A FRAME YOUR IDEAS** Complete the survey about adult children in your country. Then compare answers with a partner.

### Living At Home?

**1 At what age do children usually leave home in your country?**

- between 18 and 20
- between 21 and 25
- between 26 and 30
- over 30
- It depends on their marital status.

**2 What are the reasons adult children usually leave home?**

- They get a job.
- They get married.
- They go away to study.
- They don't want to depend on their parents.
- Other .....

**3 How do parents feel when their adult children are living at home?**

- They're very happy.
- They're very worried.
- They don't think about it.
- They don't want them to stay.
- Other .....

**4 What do adult children usually do when they live at home?**

- They help with the chores.
- They help pay for expenses.
- They look for a job.
- They look for a new place to live.
- Other .....

**B NOTEPADDING** Write some similarities and differences between family cultural traditions in your country and those Armin Brott describes.

What's the same?	What's different?

**C GROUP WORK** Imagine you are speaking to a visitor to your country. Explain your country's family cultural traditions about adult children living at home. Use your notepad.

**Text-mining (optional)**

Find and underline three words or phrases in the Reading that were new to you. Use them in your Group Work.  
For example: "household responsibilities."

# REVIEW

- A** ► 2:17 Listen to the people talk about their families. Check the box for family size for each speaker. Then listen again and write the number of children in each person's family.

		A big family	A small family	Number of children
1	Brenda	<input type="checkbox"/>	<input type="checkbox"/>	
2	Steven	<input type="checkbox"/>	<input type="checkbox"/>	
3	Leslie	<input type="checkbox"/>	<input type="checkbox"/>	
4	Jason	<input type="checkbox"/>	<input type="checkbox"/>	

- B** Complete the sentences with the correct word or phrase.

- 1 Larry doesn't have any brothers or sisters. He's an ..... .
- 2 Bob's brother is Ron. They have the same birth date. They are ..... .
- 3 Jun's brother has two daughters. They are Jun's ..... .
- 4 Eva is Alfonso's wife. Alfonso's parents are Eva's ..... .
- 5 Hariko's father has five nieces and nephews. They are Hariko's ..... .
- 6 Jill's father married Wendy's mother. Jill's father is Wendy's ..... .
- 7 Julie and Brett are divorced. Brett is Julie's ..... .
- 8 Teresa's mother has two brothers. They are Teresa's ..... .

- C** Complete the questions. Use the simple present tense.

- 1 A: Where ..... ?  
B: My brother? He lives in Cuzco, Peru.
- 2 A: What ..... ?  
B: My sister? She's a nurse.
- 3 A: How many ..... ?  
B: I have two sons and a daughter.
- 4 A: ..... ?  
B: Cousins? Yes, I do. I have seven.
- 5 A: Where ..... ?  
B: My brother? He lives near me.
- 6 A: ..... ?  
B: Children? Yes. My sister has two daughters.

## WRITING

Compare two people in your family. Write six statements about how they are similar and how they are different. Start like this:

My brother and his wife are similar in some ways,  
but they are also very different...

### WRITING BOOSTER p. 143

- Combining sentences with and or but
- Guidance for this writing exercise

For additional language practice ...

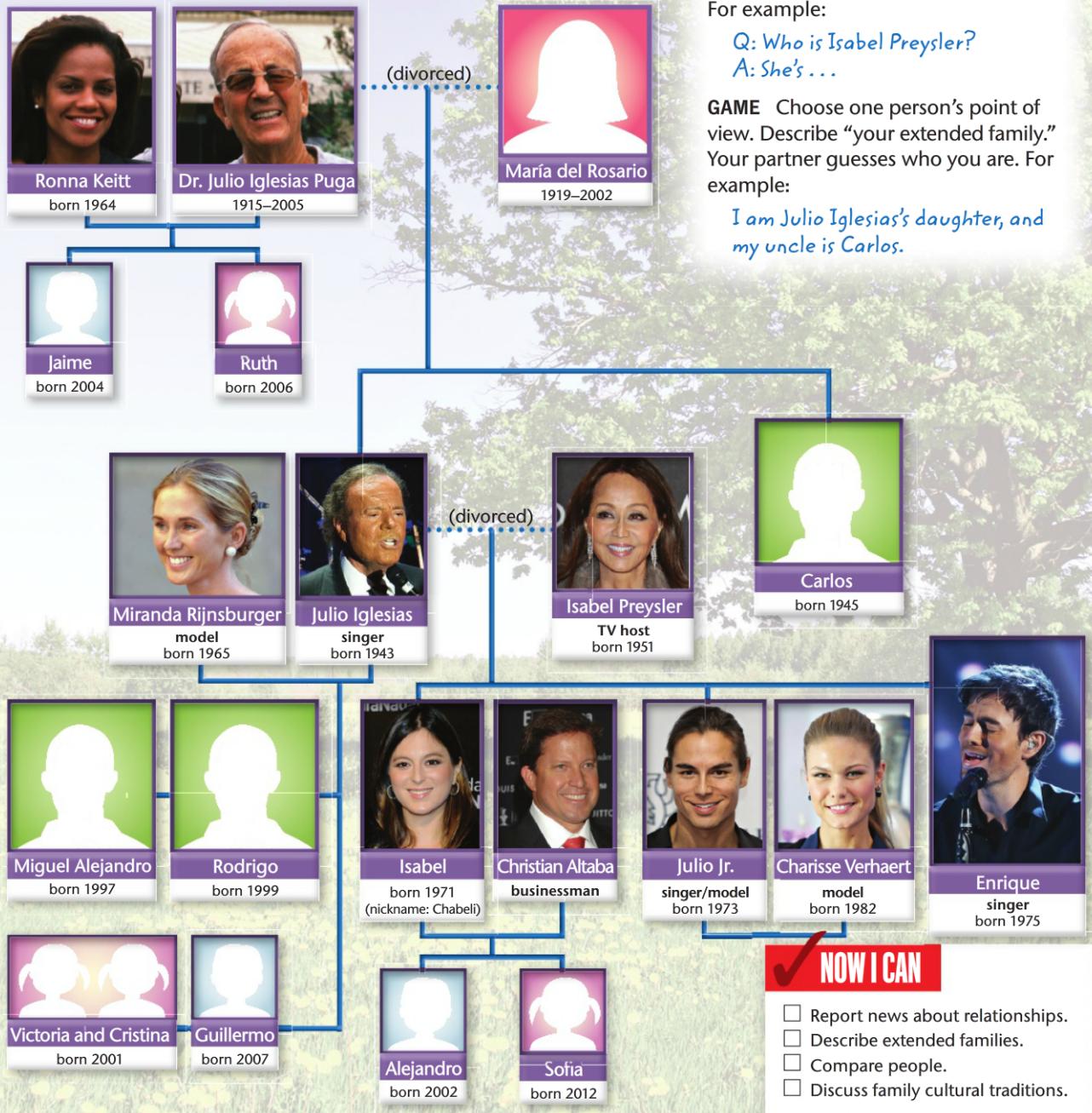
 POP • Lyrics p. 149  
"An Only Child"

DIGITAL SONG

DIGITAL KARAOKE



## Enrique Iglesias's Family



## ORAL REVIEW

**CONTEST** Study the family tree. Who can answer this question first: How many sisters, brothers, half-sisters, and half-brothers do Enrique Iglesias and Julio Iglesias each have?

**PAIR WORK** Ask and answer questions about the family relationships. Use Who, What, When, and How many.

For example:

*Q: Who is Isabel Preysler?*

*A: She's ...*

**GAME** Choose one person's point of view. Describe "your extended family." Your partner guesses who you are. For example:

*I am Julio Iglesias's daughter, and my uncle is Carlos.*

## NOW I CAN

- Report news about relationships.
- Describe extended families.
- Compare people.
- Discuss family cultural traditions.