

THIRD EDITION

# TOP NOTCH

FUNDAMENTALS

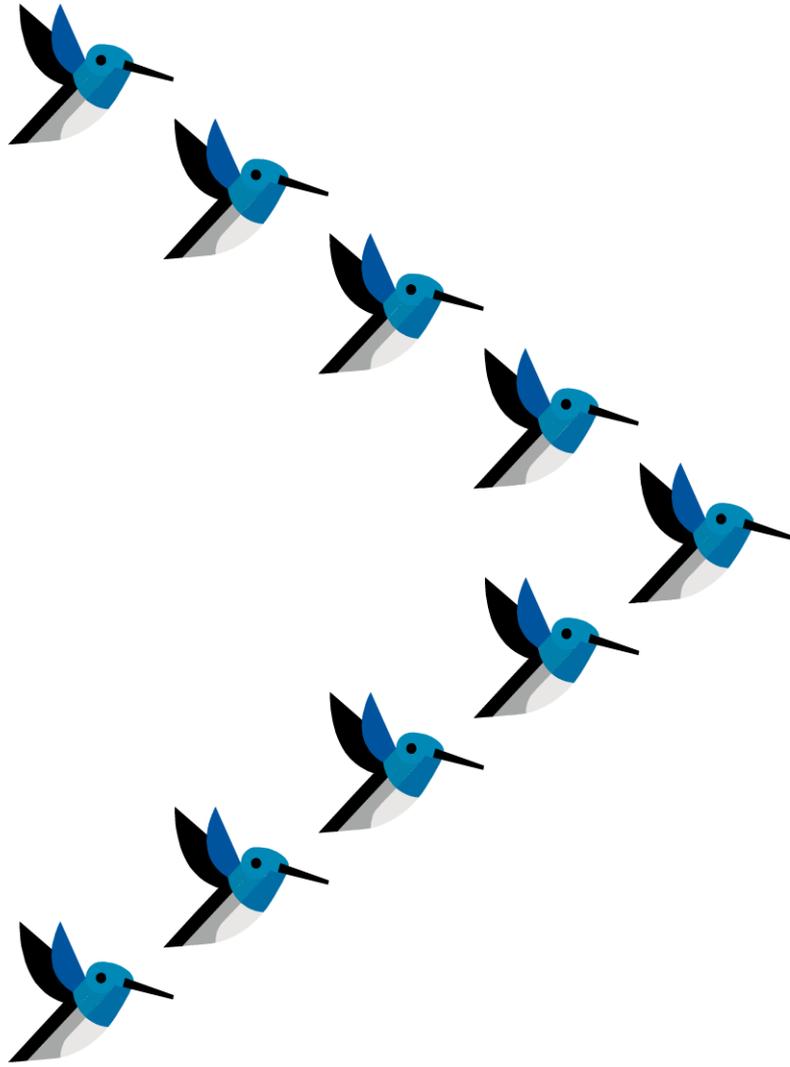
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JOAN SASLOW  
ALLEN ASCHER

ALWAYS LEARNING

PEARSON



THIRD EDITION

# TOP NOTCH

FUNDAMENTALS

ENGLISH FOR TODAY'S WORLD

JOAN SASLOW  
ALLEN ASCHER

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

# LEARNING OBJECTIVES

*Top Notch Fundamentals* is designed for true beginning students or for students needing the support of a very low-level beginning course. No prior knowledge of English is assumed or necessary.

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

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

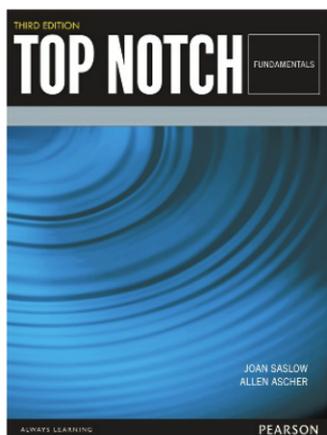
	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<b>UNIT 8</b> <b>Home and Neighborhood</b> PAGE 64	<ul style="list-style-type: none"> <li>Describe your neighborhood</li> <li>Ask about someone's home</li> <li>Talk about furniture and appliances</li> </ul>	<ul style="list-style-type: none"> <li>Buildings</li> <li>Places in the neighborhood</li> <li>Rooms</li> <li>Furniture and appliances</li> </ul> <b>VOCABULARY BOOSTER</b> <ul style="list-style-type: none"> <li>More home and office vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>The simple present tense:               <ul style="list-style-type: none"> <li>Questions with <u>Where</u>, prepositions of place</li> </ul> </li> <li><u>There is</u> and <u>there are</u>:               <ul style="list-style-type: none"> <li>Statements and <u>yes / no</u> questions</li> <li>Contractions and common errors</li> </ul> </li> <li>Questions with <u>How many</u></li> </ul> <b>GRAMMAR BOOSTER</b> Extra practice
<b>UNIT 9</b> <b>Activities and Plans</b> PAGE 72	<ul style="list-style-type: none"> <li>Describe today's weather</li> <li>Discuss plans</li> <li>Ask about people's activities</li> </ul>	<ul style="list-style-type: none"> <li>Weather expressions</li> <li>Present and future time expressions</li> </ul> <b>VOCABULARY BOOSTER</b> <ul style="list-style-type: none"> <li>More weather vocabulary / seasons</li> </ul>	<ul style="list-style-type: none"> <li>The present continuous:               <ul style="list-style-type: none"> <li>Statements: form and usage</li> <li><u>Yes / no</u> questions</li> <li>Information questions</li> <li>For future plans</li> </ul> </li> <li>The present participle: spelling rules</li> </ul> <b>GRAMMAR BOOSTER</b> Extra practice
<b>UNIT 10</b> <b>Food</b> PAGE 80	<ul style="list-style-type: none"> <li>Discuss ingredients for a recipe</li> <li>Offer and ask for foods</li> <li>Invite someone to join you at the table</li> </ul>	<ul style="list-style-type: none"> <li>Foods and drinks</li> <li>Places to keep food in a kitchen</li> <li>Containers and quantities</li> <li>Cooking verbs</li> </ul> <b>VOCABULARY BOOSTER</b> <ul style="list-style-type: none"> <li>More vegetables and fruits</li> </ul>	<ul style="list-style-type: none"> <li><u>How much / Are there any</u></li> <li>Count nouns and non-count nouns</li> <li><u>How much / Is there any</u></li> </ul> <b>GRAMMAR BOOSTER</b> Extra practice
<b>UNIT 11</b> <b>Past Events</b> PAGE 88	<ul style="list-style-type: none"> <li>Tell someone about an event</li> <li>Describe your past activities</li> <li>Talk about your weekend</li> </ul>	<ul style="list-style-type: none"> <li>Past-time expressions</li> <li>Outdoor activities</li> </ul> <b>VOCABULARY BOOSTER</b> <ul style="list-style-type: none"> <li>More outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>The past tense of <u>be</u>; <u>There was / there were</u>:               <ul style="list-style-type: none"> <li>Statements, questions, and contractions</li> </ul> </li> <li>The simple past tense               <ul style="list-style-type: none"> <li>Regular verbs, irregular verbs</li> <li>Statements, questions, and short answers</li> </ul> </li> </ul> <b>GRAMMAR BOOSTER</b> Extra practice
<b>UNIT 12</b> <b>Appearance and Health</b> PAGE 96	<ul style="list-style-type: none"> <li>Describe appearance</li> <li>Show concern about an injury</li> <li>Suggest a remedy</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives to describe hair</li> <li>The face</li> <li>Parts of the body</li> <li>Accidents and injuries</li> <li>Ailments, remedies</li> </ul> <b>VOCABULARY BOOSTER</b> <ul style="list-style-type: none"> <li>More parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>Describing people with <u>be</u> and <u>have</u></li> <li><u>Should</u> + base form for suggestions</li> </ul> <b>GRAMMAR BOOSTER</b> Extra practice
<b>UNIT 13</b> <b>Abilities and Requests</b> PAGE 104	<ul style="list-style-type: none"> <li>Discuss your abilities</li> <li>Politely decline an invitation</li> <li>Ask for and agree to do a favor</li> </ul>	<ul style="list-style-type: none"> <li>Abilities</li> <li>Adverbs <u>well</u> and <u>badly</u></li> <li>Reasons for not doing something</li> <li>Favors</li> </ul> <b>VOCABULARY BOOSTER</b> <ul style="list-style-type: none"> <li>More musical instruments</li> </ul>	<ul style="list-style-type: none"> <li><u>Can</u> and <u>can't</u> for ability</li> <li><u>Too</u> + adjective, common errors</li> <li>Polite requests with <u>Could you</u> + base form</li> </ul> <b>GRAMMAR BOOSTER</b> Extra practice
<b>UNIT 14</b> <b>Life Events and Plans</b> PAGE 112 <b>Units 8–14 Review</b> PAGE 120	<ul style="list-style-type: none"> <li>Get to know someone's life story</li> <li>Discuss plans</li> <li>Share your dreams for the future</li> </ul>	<ul style="list-style-type: none"> <li>Some life events</li> <li>Academic subjects</li> <li>More leisure activities</li> <li>Some dreams for the future</li> </ul> <b>VOCABULARY BOOSTER</b> <ul style="list-style-type: none"> <li>More academic subjects</li> <li>More leisure activities</li> </ul>	<ul style="list-style-type: none"> <li><u>Be going to</u> + base form</li> </ul> <b>GRAMMAR BOOSTER</b> Extra practice



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

## 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 allied 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*.

# 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 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 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** A downloadable Audio App for students allows access anytime, anywhere

## Teacher's Edition and Lesson Planner

- Detailed interleaved lesson plans, language and culture notes, answer keys, and more
- Includes ActiveTeach on DVD-ROM, with hundreds of extra printable activities

For more information: [www.pearsonelt.com/topnotch3e](http://www.pearsonelt.com/topnotch3e)

## ABOUT THE AUTHORS

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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

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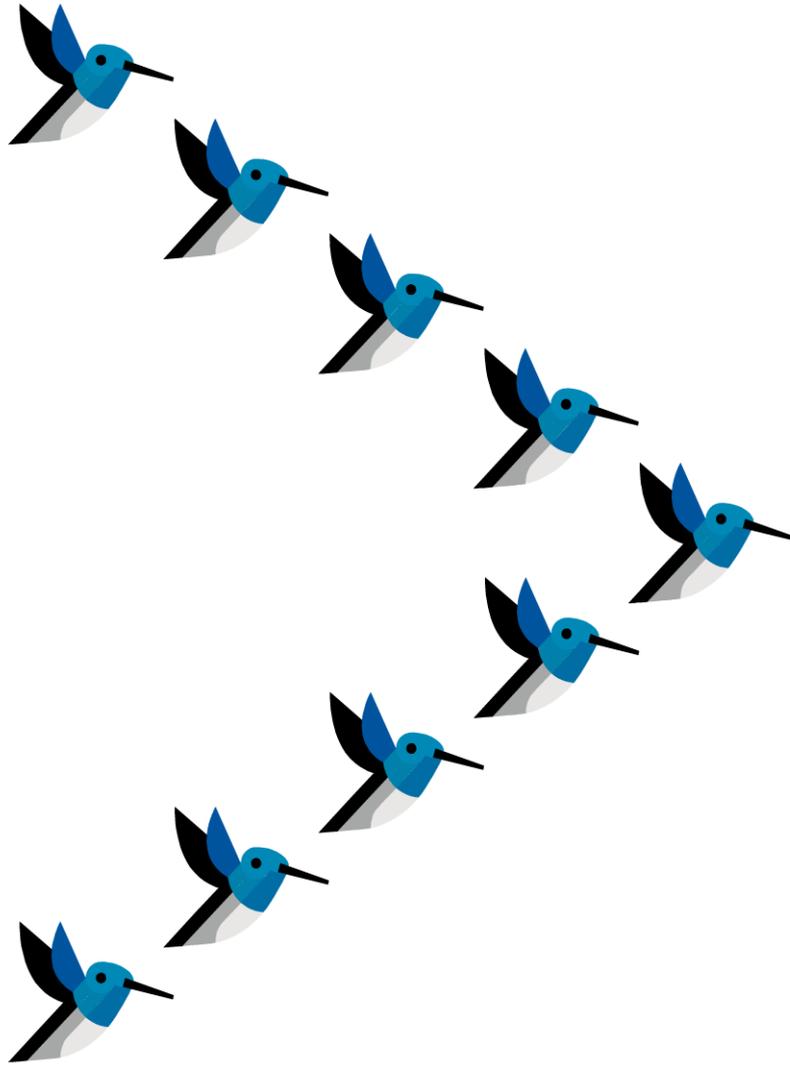
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## COMMUNICATION GOALS

- 1 Confirm that you're on time.
- 2 Talk about the time of an event.
- 3 Ask about birthdays.

# UNIT 5 Events and Times

## LESSON 1 GOAL Confirm that you're on time

DIGITAL FLASH CARDS

- 1 ▶ 2:17 **VOCABULARY** • *What time is it?* Read and listen. Then listen again and repeat.



1 It's one o'clock.



2 It's one fifteen. OR It's a quarter after one.



3 It's one twenty. OR It's twenty after one.



4 It's one thirty. OR It's half past one.



5 It's one forty. OR It's twenty to two.



6 It's one forty-five. OR It's a quarter to two.



7 It's noon.



8 It's midnight.

0:00 to 11:59 = A.M.  
12:00 to 23:59 = P.M.

Say "eight A.M." or "eight P.M."



DIGITAL VIDEO COACH

- 2 ▶ 2:18 **PRONUNCIATION** • *Sentence rhythm* Read and listen. Then listen again and repeat.

1 It's **TEN** after **FIVE**.    2 It's **TWENTY** to **ONE**.    3 It's a **QUARTER** to **TWO**.

- 3 **PRONUNCIATION PRACTICE** Read the times in the Vocabulary aloud again. Pay attention to sentence rhythm.

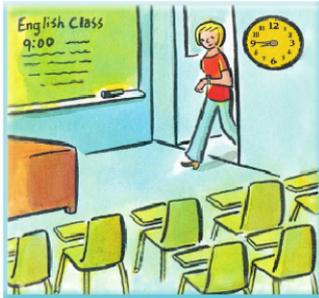
- 4 **PAIR WORK** Look at the map. Ask your partner about times around the world. Say each time two ways.

“ What time is it in Vancouver? ”

“ It's nine forty A.M. It's twenty to ten. ”



5 ▶ 2:19 **VOCABULARY** • *Early, on time, and late* Read and listen. Then listen again and repeat.



1 She's early.



2 They're on time.



3 He's late.

**NOW YOU CAN** Confirm that you're on time

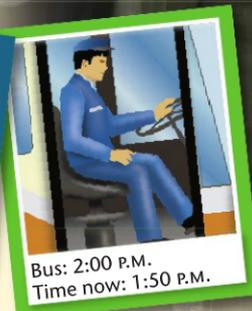
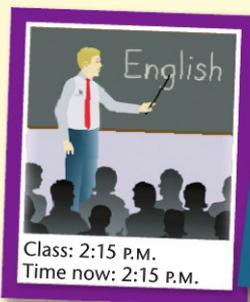
1 ▶ 2:20 **CONVERSATION MODEL** Read and listen.

- A: What time is the meeting?  
 B: 10:00.  
 A: Uh-oh. Am I late?  
 B: No, you're not. It's five to ten.  
 A: Five to ten?  
 B: That's right. You're early.

2 ▶ 2:21 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** With a partner, change the conversation. Use the pictures and the times. Then change roles.

- A: What time is the ..... ?  
 B: .....  
 A: Uh-oh. Am I late?  
 B: ..... It's .....  
 A: ..... ?  
 B: That's right. You're .....



4 **CHANGE PARTNERS** Change the conversation again.



LESSON 2

**GOAL** Talk about the time of an event

**VOCABULARY BOOSTER**

More events • p. 127

DIGITAL FLASH CARDS

1 ▶ 2:22 **VOCABULARY** • Events Read and listen. Then listen again and repeat.



1 a party



2 a dance



3 a game



4 a dinner



5 a movie



6 a concert

2 ▶ 2:23 **LISTENING COMPREHENSION** Listen to the conversations about events. Write the event and circle the time.

- |                           |                                       |
|---------------------------|---------------------------------------|
| 1 . . . . . (7:15 / 7:45) | 4 . . . . . (12:00 A.M. / 12:00 P.M.) |
| 2 . . . . . (8:00 / 9:00) | 5 . . . . . (9:15 / 9:50)             |
| 3 . . . . . (3:30 / 3:15) | 6 . . . . . (12:00 A.M. / 12:00 P.M.) |

3 ▶ 2:24 **VOCABULARY** • Days of the week Read and listen. Then listen again and repeat.

WEEKDAYS					THE WEEKEND	
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

4 **GRAMMAR** • Be: questions about time / Prepositions at and on

- |                          |                                       |
|--------------------------|---------------------------------------|
| What time is it?         | (It's) five twenty.                   |
| What time's the party?   | (It's) <b>at</b> nine thirty.         |
| What day is the concert? | (It's) <b>on</b> Saturday.            |
| When's the dance?        | (It's) <b>at</b> ten o'clock.         |
|                          | (It's) <b>on</b> Friday at 10:00 P.M. |

**Contractions**

- |              |   |             |
|--------------|---|-------------|
| What time is | → | What time's |
| What day is  | → | What day's  |
| When is      | → | When's      |

**Be careful!**

- |                  |     |                 |
|------------------|-----|-----------------|
| What time is it? | NOT | What time's it? |
| When is it?      | NOT | When's it?      |

**5 GRAMMAR PRACTICE** Complete the questions and answers. Use contractions when possible.

- |  |   |  |
|--|---|--|
| 1 A: When ..... the party?<br>B: It's ..... 11:00 P.M. | 3 A: What ..... the concert?<br>B: It's ..... 8:30.   | 5 A: ..... the dance?<br>B: It's ..... Friday at 9:00. |
| 2 A: ..... day's the game?<br>B: It's ..... Saturday.  | 4 A: What ..... the dinner?<br>B: It's ..... Tuesday. | 6 A: What ..... the class?<br>B: It's ..... noon.      |

**6**  2:25 **LISTENING COMPREHENSION** Listen to the conversation. Write the events on the calendar.

Monday	5:30	Thursday	5:30	Sunday	
	6:30		6:30		
	7:00		7:00 <i>meeting</i>		
	7:15		7:15		
Tuesday	5:30	Friday	5:30		
	6:30		6:30		
	7:00		7:00		
	7:15		7:15		
Wednesday	5:30	Saturday	5:30	5:30	
	6:30		6:30	6:30	
	7:00		7:00	7:00	
	7:15		7:15	7:15	

**NOW YOU CAN** Talk about the time of an event

**1**  2:26 **CONVERSATION MODEL** Read and listen.

- A: Look. There's a dance on Wednesday.  
B: Great! What time?  
A: 10:30. At Pat's Restaurant.  
B: Really? Let's meet at 10:15.

**2**  2:27 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

**3 CONVERSATION ACTIVATOR** With a partner, change the conversation. Ask about an event. Use these events or your own events. Then change roles.

- A: Look. There's a ..... on .....  
B: Great! What time?  
A: ..... At .....  
B: Really? Let's meet at .....



**4 CHANGE PARTNERS** Talk about different events.

DIGITAL FLASH CARDS

1 ▶ 2:28 **VOCABULARY** • *Ordinal numbers* Read and listen. Then listen again and repeat.

<b>1<sup>st</sup></b> first	<b>2<sup>nd</sup></b> second	<b>3<sup>rd</sup></b> third	<b>4<sup>th</sup></b> fourth	<b>5<sup>th</sup></b> fifth
<b>6<sup>th</sup></b> sixth	<b>7<sup>th</sup></b> seventh	<b>8<sup>th</sup></b> eighth	<b>9<sup>th</sup></b> ninth	<b>10<sup>th</sup></b> tenth
<b>11<sup>th</sup></b> eleventh	<b>12<sup>th</sup></b> twelfth	<b>13<sup>th</sup></b> thirteenth	<b>14<sup>th</sup></b> fourteenth	<b>15<sup>th</sup></b> fifteenth
<b>16<sup>th</sup></b> sixteenth	<b>17<sup>th</sup></b> seventeenth	<b>18<sup>th</sup></b> eighteenth	<b>19<sup>th</sup></b> nineteenth	<b>20<sup>th</sup></b> twentieth
<b>21<sup>st</sup></b> twenty-first	<b>22<sup>nd</sup></b> twenty-second	<b>30<sup>th</sup></b> thirtieth	<b>40<sup>th</sup></b> fortieth	<b>50<sup>th</sup></b> fiftieth

2 **PAIR WORK** Say a number. Your partner says the ordinal number.

“ three ”

“ third ”

3 ▶ 2:29 **VOCABULARY** • *Months of the year* Read and listen. Then listen again and repeat.

January	February	March	April	May	June
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
July	August	September	October	November	December
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

4 ▶ 2:30 **LISTENING COMPREHENSION** Listen to the dates. Circle the dates on the calendar.

5 **PAIR WORK** Say a date from the calendar. Your partner writes the date.

“ July thirty-first ”

July 31<sup>st</sup>

6 **GRAMMAR** • Prepositions in, on, and at for dates and times: summary

When's the party?	It's <b>in</b> January.
When's the dance?	It's <b>on</b> January 15 <sup>th</sup> .
When's the dinner?	It's <b>on</b> the 12 <sup>th</sup> .
What day's the meeting?	It's <b>on</b> Tuesday.
What time's the movie?	It's <b>at</b> noon.
What time's the dance?	It's <b>at</b> 8:30.

**Be careful!**  
**in** the morning  
**in** the afternoon  
**in** the evening  
**BUT** at night



The concert's **on** August 12<sup>th</sup>.

7 **GRAMMAR PRACTICE** Complete the sentences. Use in, on, or at.

- The concert is ..... July 14<sup>th</sup> ..... 3:00 ..... the afternoon.
- The dinner is ..... December ..... the 6<sup>th</sup>.
- The party is ..... midnight ..... Saturday.
- The movie is ..... November 1<sup>st</sup> ..... 8:30 P.M.
- The game is ..... Wednesday ..... noon.
- The meeting is at the State Bank ..... 11:00 ..... the morning ..... July 18<sup>th</sup>.

DIGITAL  
 MORE  
 EXERCISES

**NOW YOU CAN** Ask about birthdays

1 ▶ 2:31 **CONVERSATION MODEL** Read and listen.

A: When's your birthday?  
 B: On July 15<sup>th</sup>. When's your birthday?  
 A: My birthday's in November. On the 13<sup>th</sup>.

2 ▶ 2:32 **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: When's your birthday?  
 B: ..... When's your birthday?  
 A: My birthday's .....

**DON'T STOP!**

Ask your partner questions about other people's birthdays. Complete the chart.

brother's birthday:
sister's birthday:
mother's birthday:
father's birthday:
grandmother's birthday:
grandfather's birthday:

▶ 2:33 On someone's birthday say:

“ Happy birthday! ”

“ Thank you! ”

4 **CHANGE PARTNERS** Ask about other people's birthdays.



# EXTENSION

1 2:34 **READING** Read the announcements. What are the events this week?

## The Daily Express Events for the week of June 20<sup>th</sup>



### PARTY

#### June 21<sup>st</sup> is Sally Neufield's birthday!

90 years old, and so young!

**When:** Tuesday, June 21<sup>st</sup>, 7:00 P.M.

**Where:** Chuck's Café, around the corner from the bank. Don't be late!

### MOVIE

#### English actor Peter Sellers in *The Party*

An oldie but goodie!

Friday, June 24<sup>th</sup> at 8:30 P.M.

At the New School  
58 Post Street



### DANCE

#### Both young and old are welcome!

**Where:** Casey's Restaurant, on Main Street, next to the Mrs. Books Bookstore

**When:** Saturday, June 25<sup>th</sup> at 8:30 P.M.

### MEETING

#### Bank Managers Association

Thursday, June 23<sup>rd</sup>, from 9:00 A.M. to 2:00 P.M.

At Family Bank  
58 New Street

Between Kim's Newsstand and Carson's Bookstore



### GAME

#### Volleyball!

Sunday, June 26<sup>th</sup>  
2:00 P.M.

Branfield School  
on Fitch Avenue,  
between 1<sup>st</sup> Street and 2<sup>nd</sup> Street

2 **READING COMPREHENSION** Correct all the mistakes. Use information from the Reading.

- The dance is at half past <sup>eight</sup> ~~one~~.
- The movie is at 8:30 A.M.
- The meeting is at 2:00 P.M.
- The birthday party is at midnight.
- The birthday party is on the 22<sup>nd</sup>.
- The dance is at the bookstore.
- The meeting is at the New School.
- The party is at Casey's restaurant.
- Branfield School is between a newsstand and a bookstore.
- The game is on Saturday.

DIGITAL  
MORE  
EXERCISES

3 **GROUP WORK** Ask about classmates' birthdays. Complete the chart.

<b>Capricorn</b> Dec. 22 – Jan. 20	<b>Aquarius</b> Jan. 21 – Feb. 19	<b>Pisces</b> Feb. 20 – Mar. 20	<b>Aries</b> Mar. 21 – Apr. 20	<b>Taurus</b> Apr. 21 – May 21												
	<table border="1"> <thead> <tr> <th>Name</th> <th>Birthday</th> <th>Zodiac Sign</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>			Name	Birthday	Zodiac Sign										
Name	Birthday	Zodiac Sign														
<b>Sagittarius</b> Nov. 22 – Dec. 21				<b>Gemini</b> May 22 – Jun. 21												
<b>Scorpio</b> Oct. 23 – Nov. 21	<b>Libra</b> Sep. 23 – Oct. 22	<b>Virgo</b> Aug. 24 – Sep. 22	<b>Leo</b> Jul. 23 – Aug. 23	<b>Cancer</b> Jun. 22 – Jul. 22												

### GRAMMAR BOOSTER

Unit 5 review • p. 138

For additional language practice...

**TOP NOTCH POP** • Lyrics p. 150  
"Let's Make a Date"

DIGITAL  
SONG

DIGITAL  
KARAOKE

**PAIR WORK** Create conversations for the people.

1 Talk about the events. For example:

*Look. There's a \_\_\_ ...*

2 Confirm that you are on time for an event. For example:

*What time's the \_\_\_?*

**CONTEST** Study the events for one minute. Then close your books. Who can remember all the times, dates, and locations? For example:

*There's a \_\_\_ on \_\_\_ at \_\_\_.*

**WRITING** Write five sentences about the events or ones in your town. For example:

*There's a dinner on Friday, May 20<sup>th</sup> at ...*

**WRITING BOOSTER** p. 147

Guidance for this writing exercise



**DINNER**  
 When: Friday, May 20<sup>th</sup> (8:30 P.M.)  
 Where: My French Restaurant  
 Between the 13th Street School and the Corner Pharmacy

**BASKETBALL GAME**  
 Sunday, May 22, noon  
 At the Twelfth Night School

**"Evening" in Concert!**  
 When: 10:30 P.M., Tuesday, May 24  
 Where: Paul's Books (Next to UMS Bank)

**Party**  
 Welcome all students!  
 Saturday, May 28  
 9:30 P.M.  
 Where? 58 Post Street (across from the bank)

**MAY 20 FRIDAY**

**✓ NOW I CAN**

- Confirm that I'm on time.
- Talk about the time of an event.
- Ask about birthdays.