

THIRD EDITION

# TOP NOTCH

FUNDAMENTALS

# A

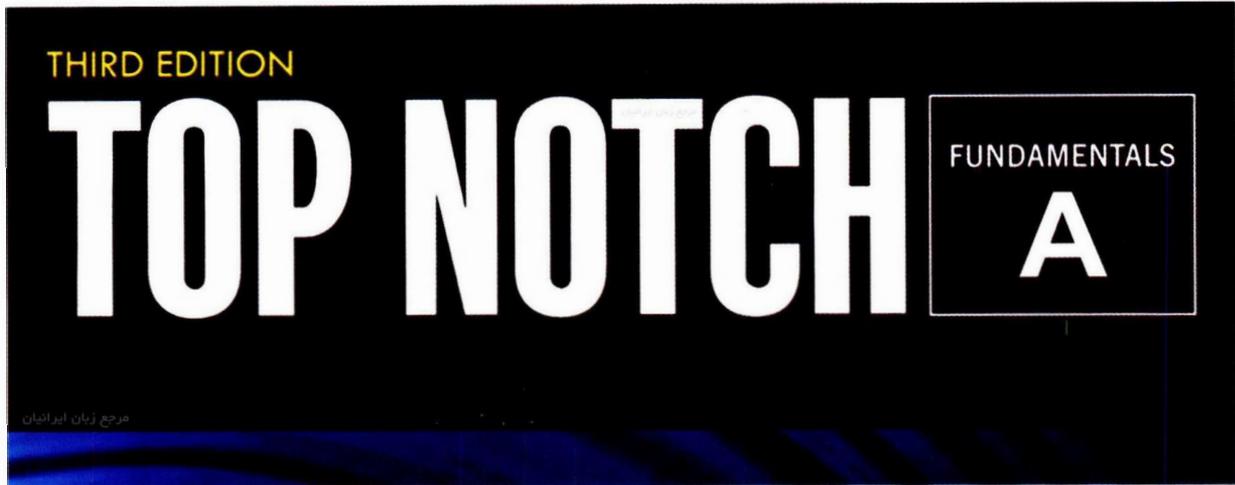
With Workbook



JOAN SASLOW  
ALLEN ASCHER

ALWAYS LEARNING

PEARSON



ENGLISH FOR TODAY'S WORLD

**with workbook**

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.

## AUTHORS' ACKNOWLEDGMENTS

[www.irlanguage.com](http://www.irlanguage.com)

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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 Boltán**, Quito, Ecuador • **Eliana Anabel L. Buecia**, AMICANA, Mendoza, Argentina • **José Humberto Calderón Díaz**, CALUSAC, Guatemala City, Guatemala • **María Teresa Calienes Csirke**, 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**, Bogotá, Colombia • **Guven Ciftci**, 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 Osá**, Florida National College, Miami, USA • **Maria Eid Ceneviva**, CBA, Bolivia • **Amalia Elvira Rodríguez Espinoza De Los Monteros**, Guayaquil, Ecuador • **María Argelia Estrada Vásquez**, CALUSAC, Guatemala City, Guatemala • **John Fieldeldy**, College of Engineering, Nihon University, Aizuwakamatsu-shi, Japan • **Marleni Humbelina Flores Urizar**, 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 Gamarra**, 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 Gultekin**, 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**, Nichii Gakkan Company, COCO Juku, Japan • **Jesse Huang**, National Central University, Taoyuan, Taiwan • **Eric 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 Chiclayo, Peru • **Erin Lemaistre**, Chung-Ang University, Seoul, South Korea • **Eleanor S. Leu**, Soochow University, Taipei, Taiwan • **Yihui Li (Stella 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, Bogotá, 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 Páez**, 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 Chiclayo, 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 • **Leticia 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 Vítor Soares**, NACC, São Paulo, Brazil • **Silvia Soares**, CBA, Sucre, Bolivia • **Chayawan Sonchaeng**, Delaware County Community College, Media, PA • **Maria 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 Vacaflor C.**, CBA, Tarija, Bolivia • **René 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 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>	<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>	<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>	<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>	<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>	<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</b>, <b>on time</b>, <b>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</b>, <b>on</b>, and <b>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>	<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</b>, <b>that</b>, <b>these</b>, <b>those</b></li> <li>The simple present tense: <b>like</b>, <b>want</b>, <b>need</b>, and <b>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><b>One</b> and <b>ones</b></li> </ul> <p><b>GRAMMAR BOOSTER</b> Extra practice</p>
<b>UNIT 7</b> <b>Activities</b> <b>Units 1–7 Review</b>	<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

- Use And you? to show interest in another person
- Use Excuse me to initiate a conversation
- Use Excuse me? to indicate you haven't heard or didn't understand
- Use Thanks! to acknowledge someone's complying with a request

## LISTENING / PRONUNCIATION

### Listening Tasks

- Circle the letter you hear
- Identify correct spelling of names
- Write the name you hear spelled
- Identify the correct occupation
- Write the missing information: names and occupations

### Pronunciation

- Syllables

## READING / WRITING

### Reading Text

- Simple forms and business cards

### Writing Task

- Write affirmative and negative statements about people in a picture

**WRITING BOOSTER** Guided writing practice

- Identify someone's relationship to you when making an introduction
- Use too to reciprocate a greeting
- Begin a question with And to indicate you want additional information
- Repeat part of a question to clarify
- Repeat information to confirm

### Listening Tasks

- Complete statements about relationships
- Circle the correct information
- Fill in names, phone numbers, and e-mail addresses you hear

### Pronunciation

- Stress in two-word pairs

### Reading Text

- Short descriptions of famous people, their occupations, and countries of origin

### Writing Task

- Write sentences about your relationships

**WRITING BOOSTER** Guided writing practice

- Use You're welcome to formally acknowledge thanks
- Use OK to acknowledge advice
- Use What about you? to show interest in another person

### Listening Tasks

- Write the places you hear
- Write the directions you hear, using affirmative and negative imperatives
- Circle the means of transportation
- Write by phrases, check destinations you hear

### Pronunciation

- Falling intonation for questions with Where

### Reading Texts

- Simple maps and diagrams
- Introductions of people, their relationships and occupations, where they live, and how they get to work

### Writing Task

- Write questions and answers about the places in a complex picture

**WRITING BOOSTER** Guided writing practice

- Use And to shift the topic
- Use Tell me about to invite someone to talk about a topic
- Use Well, to indicate you are deciding how to begin a response
- Use And how about? to ask for more information
- Use Really? to show interest or mild surprise

### Listening Tasks

- Identify the picture of a relative being described
- Choose the adjective that describes the people mentioned in a conversation

### Pronunciation

- Number contrasts

### Reading Texts

- A family tree
- A magazine article about famous actors and their families

### Writing Task

- Write a description of the people in your family

**WRITING BOOSTER** Guided writing practice

- Use Uh-oh to indicate you may have made a mistake
- Use Look to focus someone's attention on something
- Use Great! to show enthusiasm for an idea
- Offer someone best wishes on his or her birthday
- Respond to a person's birthday wishes

### Listening Tasks

- Identify events and circle the correct times
- Write the events you hear in a date book
- Circle the dates you hear

### Pronunciation

- Sentence rhythm

### Reading Texts

- A world map with time zones
- Events posters
- Newspaper announcements
- A zodiac calendar

### Writing Task

- Write about events at your school or in your city

**WRITING BOOSTER** Guided writing practice

- Acknowledge a compliment with Thank you
- Apologize with I'm sorry when expressing disappointing information
- Use That's too bad to express disappointment
- Use What about you? to ask for someone's opinion
- Use Well to soften a strong opinion

### Listening Tasks

- Confirm details about clothes
- Determine colors of garments

### Pronunciation

- Plural nouns

### Reading Texts

- A sales flyer from a department store

### Writing Task

- Write sentences about the clothes you have, need, want, and like

**WRITING BOOSTER** Guided writing practice

- Say Me? to give yourself time to think of a personal response
- Use Well to introduce a lengthy response
- Use What about you? to ask for parallel information
- Use So to introduce a conversation topic
- Use How about you? to ask for parallel information
- Say Sure to indicate a willingness to answer
- Begin a response to an unexpected question with Oh

### Listening Task

- Match chores to the people who performed them

### Pronunciation

- Third-person singular verb endings

### Reading Text

- A review of housekeeping robots

### Writing Task

- Describe your typical week, using adverbs of frequency and time expressions

**WRITING BOOSTER** Guided writing practice

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## REFERENCE CHARTS

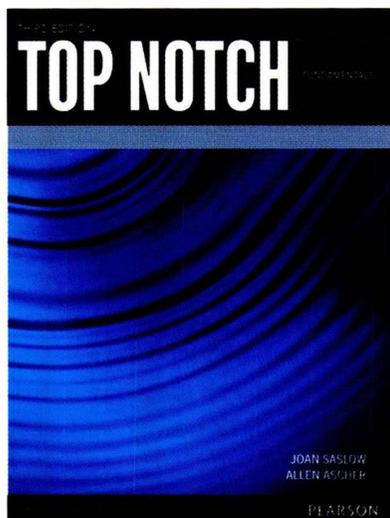
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# TO THE TEACHER

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



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

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

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

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

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

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

## Award-Winning Instructional Design\*

### Daily confirmation of progress

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

### True-beginner vocabulary and grammar

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

### Authentic social language

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

### Active listening syllabus

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

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

Joan Saslow and Allen Ascher

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

## ActiveTeach

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

For class presentation . . .

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



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 . . .

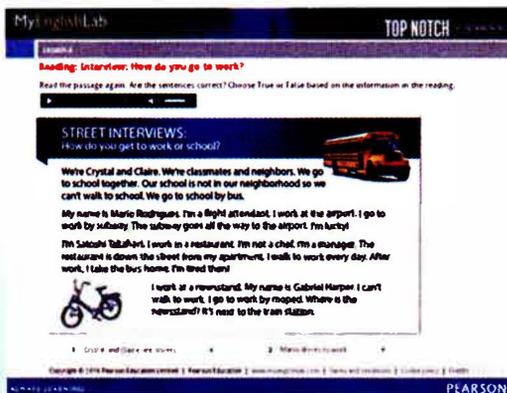
- Ready-made unit and review achievement tests with options to edit, add, or delete items.

### 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

## MyEnglishLab

An optional online learning tool



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

## Workbook

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

## Full-Course Placement Tests

Choose printable or online version

## Classroom Audio Program

- A set of Audio CDs, as an alternative to the clickable audio in the ActiveTeach
- Contains a variety of authentic regional and non-native accents to build comprehension of diverse English speakers
- **NEW** The entire audio program is available for students at [www.english.com/topnotch3e](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 Introduce yourself.
- 2 Greet people.
- 3 Say good-bye.

# Welcome to *Top Notch!*

## GOAL Introduce yourself

- 1 ▶1:02 CONVERSATION MODEL Read and listen.



A: Hi. I'm Martin.  
B: Hi, Martin. I'm Ben.



A: Nice to meet you, Ben.  
B: Nice to meet you, too.

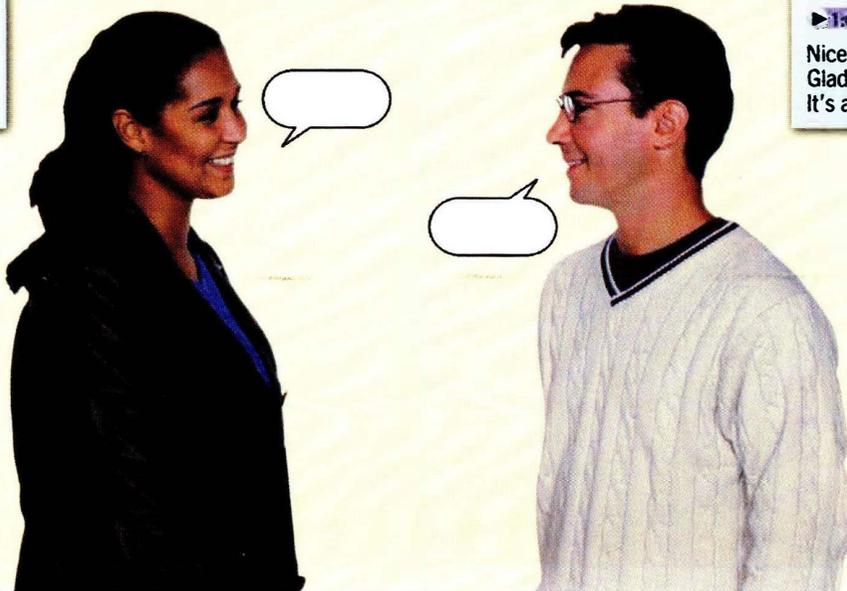
- 2 ▶1:03 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

## NOW YOU CAN Introduce yourself

PAIR WORK Now introduce yourself to your classmates.

### ▶1:04 Greetings

Hi.  
Hello.  
I'm [Lisa].



### ▶1:05 Responses

Nice to meet you.  
Glad to meet you.  
It's a pleasure to meet you.

**GOAL** Greet people

1 ▶1:06 CONVERSATION MODEL Read and listen.

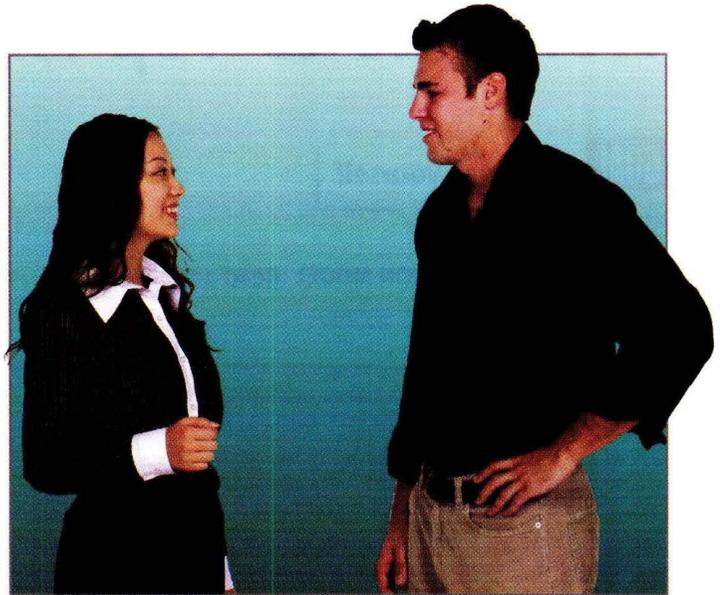
A: Hi, Len. How are you?

B: Fine, thanks. And you?

A: I'm fine.

2 ▶1:07 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

3 ▶1:08 VOCABULARY • *More greetings* Read and listen. Then listen again and repeat.



**NOW YOU CAN** Greet people

PAIRWORK Now greet your classmates.

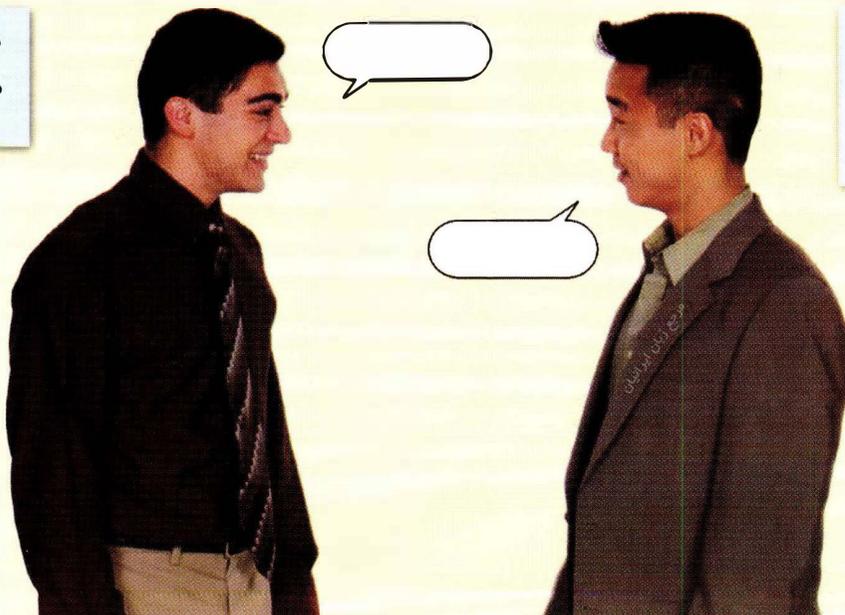
▶1:09 Greetings

How are you?  
How's everything?  
How's it going?

▶1:10 Responses

☺ Fine. / I'm fine.  
Great.

☹ Not bad.  
So-so.





**GOAL** Say good-bye

1 ▶1:11 **CONVERSATION MODEL** Read and listen.

A: Good-bye, Charlotte.

B: Good-bye, Emily.

A: See you tomorrow.

B: OK. See you!

2 ▶1:12 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

**NOW YOU CAN** Say good-bye

**PAIR WORK** Now say good-bye to your classmates.

▶1:13 **Ways to say good-bye**

Good-bye.

Bye.

See you later.

Take care.



**NOW I CAN**

- Introduce myself.
- Greet people.
- Say good-bye.

## COMMUNICATION GOALS

- 1 Tell a classmate your occupation.
- 2 Identify your classmates.
- 3 Spell names.

## UNIT

# 1

# Names and Occupations

## LESSON

# 1

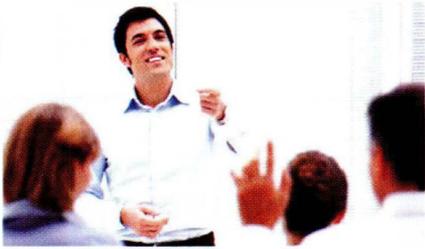
## GOAL Tell a classmate your occupation

DIGITAL  
FLASH  
CARDS

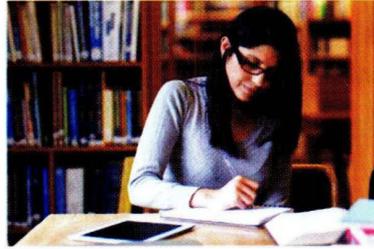
- 1 ▶ 1:14 **VOCABULARY • Occupations** Read and listen. Then listen again and repeat.

## VOCABULARY BOOSTER

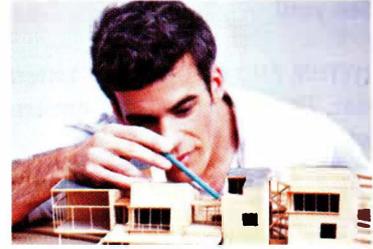
More occupations • p. 125



1 a teacher



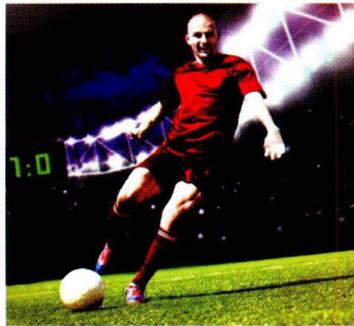
2 a student



3 an architect



4 an actor



5 an athlete



6 a musician



7 an artist



8 a banker



9 a singer



10 a flight attendant

- 2 **PAIR WORK** Say the name of an occupation. Your partner points (☞) to the picture.

- 3 **GRAMMAR • Verb be: singular statements / Contractions**

### Affirmative statements / Contractions

I am Ann. / I'm Ann.

You are an architect. / You're an architect.

He is a teacher. / He's a teacher.

She is a singer. / She's a singer.

### Negative statements / Contractions

I am not Jen. / I'm not Jen.

You are not an artist. / You're not an artist. / You aren't an artist.

He is not a student. / He's not a student. / He isn't a student.

She is not a banker. / She's not a banker. / She isn't a banker.

### Articles a / an

a teacher

an actor

4 **GRAMMAR PRACTICE** Write the article a or an for each occupation.

- 1 I'm ..... architect.      3 He's not ..... banker.      5 She is ..... singer.  
 2 She's ..... student.      4 He is ..... musician.      6 I'm not ..... athlete.

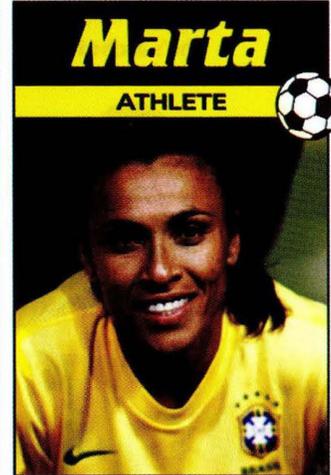
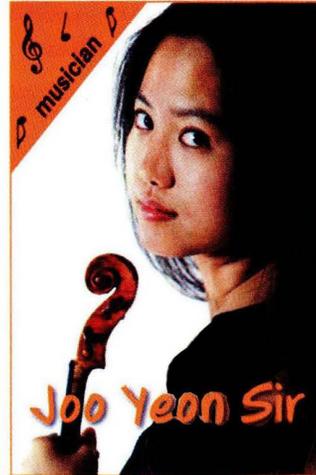
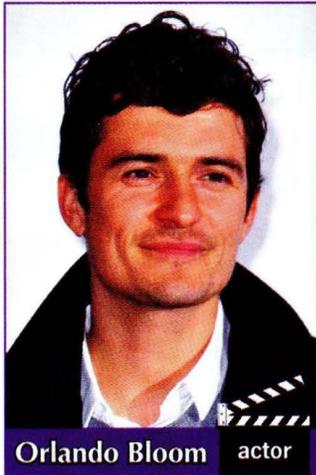
5 **PAIR WORK** Point to the people on page 4. Say *He's* \_\_\_\_\_ or *She's* \_\_\_\_\_.

“ He's a teacher. ”

“ She's a flight attendant. ”

6 **VOCABULARY / GRAMMAR PRACTICE** Read the names and occupations. Write affirmative and negative statements.

مرجع زبان ایرانیان



- 1 Orlando Bloom *is an actor. He's not a singer.*.....  
 2 Luis Miguel .....  
 3 Joo Yeon Sir .....  
 4 Marta .....

DIGITAL  
MORE  
EXERCISES

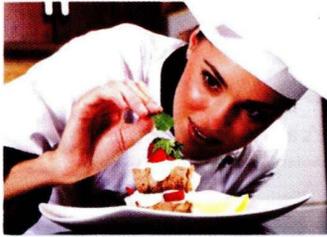
**NOW YOU CAN**

Tell a classmate your occupation

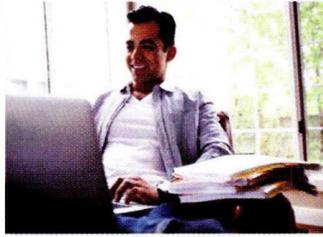
- 1 ▶1:15 **CONVERSATION MODEL** Read and listen.  
 A: What do you do?  
 B: I'm an architect. And you?  
 A: I'm a banker.
- 2 ▶1:16 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.
- 3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use your own occupations.  
 A: What do you do?  
 B: I'm ..... And you?  
 A: I'm .....
- 4 **CHANGE PARTNERS** Tell another classmate your occupation.



**DIGITAL FLASH CARDS** 1 **1:17 VOCABULARY • More occupations** Read and listen. Then listen again and repeat.



1 She's a chef.



2 He's a writer.



3 She's a manager.



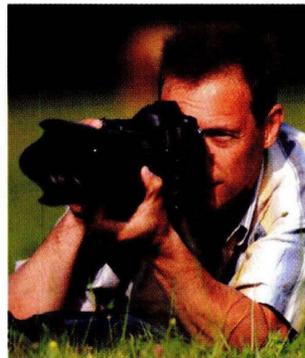
4 She's a scientist.



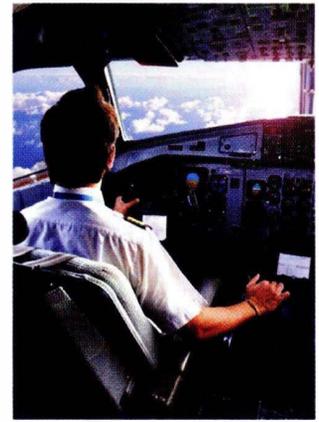
5 He's a doctor.



6 She's an engineer.



7 He's a photographer.



8 He's a pilot.

2 **GRAMMAR • Singular and plural nouns / Be: plural statements**

Singular nouns	Plural nouns
a chef	2 chefs
an athlete	3 athletes

**Subject pronouns**

Singular	Plural
I	we
you	you
he	they
she	

**Affirmative statements / Contractions**

We are photographers. / We're photographers.  
You are scientists. / You're scientists.  
They are writers. / They're writers.

**Negative statements / Contractions**

We are not chefs. / We're not chefs. / We aren't chefs.  
You are not pilots. / You're not pilots. / You aren't pilots.  
They are not artists. / They're not artists. / They aren't artists.

3 **GRAMMAR PRACTICE** Complete each statement with a singular or plural form of be.

- 1 I ..... a writer.                      3 We ..... doctors.                      5 We ..... managers.  
2 She ..... not a pilot.                      4 They ..... not scientists.

4 **VOCABULARY / GRAMMAR PRACTICE** Circle the correct word or words to complete each statement.

- 1 I am (an artist / artists / artist).                      3 She is (banker / a banker / bankers).  
2 We are (a flight attendant / flight attendants / flight attendant).                      4 They are (a writer / writers / writer).

5 GRAMMAR • **Be: yes / no questions and short answers**



**Yes / no questions**

Are you  
Is he an architect?  
Is Tanya

Are you  
Are they musicians?  
Are Ted and Jane

**Short answers**

Yes, I am. No, I'm not.  
Yes, he is. No, he's not.  
Yes, she is. No, she's not.  
Yes, we are. No, we're not.  
Yes, they are. No, they're not.

**Be careful!**

Yes, I am. NOT Yes, I'm.  
Yes, she is. NOT Yes, she's.  
Yes, we are. NOT Yes, we're.

6 GRAMMAR PRACTICE Complete the conversations. Use contractions when possible.

- |   |  |
|---|--|
| 1 A: <u>Are</u> they Abby and Jonah?<br>B: Yes, .....                 | 4 A: ..... a chef?<br>B: Yes, I .....                      |
| 2 A: ..... Hanna a scientist?<br>B: No, she'..... a doctor.           | 5 A: ..... he Evan?<br>B: No, ..... not. He'..... Michael. |
| 3 A: ..... you Rachel and Philip?<br>B: No, we'..... Judith and Jack. | 6 A: ..... Tim an actor?<br>B: No, he'..... a teacher.     |

DIGITAL  
MORE  
EXERCISES

7 PAIR WORK Practice the conversations from Exercise 6.

8 PAIR WORK Ask your partner two questions. Answer your partner's questions.

“ Are you an artist? ”

“ Yes, I am. ”

**NOW YOU CAN** Identify your classmates

- ▶1:18 CONVERSATION MODEL Read and listen.  
A: Excuse me. Are you Marie?  
B: No, I'm not. I'm Laura. That's Marie.  
A: Where?  
B: Right over there.  
A: Thank you.  
B: You're welcome.
- ▶1:19 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.
- CONVERSATION ACTIVATOR With a partner, personalize the conversation. Use real names. Then change roles.  
A: Excuse me. Are you ..... ?  
B: No, I'm not. I'm ..... That's .....  
A: Where?  
B: Right over there.  
A: Thank you.  
B: You're welcome.
- CHANGE PARTNERS Identify other classmates.

