

THIRD EDITION

TOP NOTCH

FUNDAMENTALS

A

with WORKBOOK



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JOAN SASLOW
ALLEN ASCHER

ALWAYS LEARNING

PEARSON

THIRD EDITION

TOP NOTCH

FUNDAMENTALS

A

ENGLISH FOR TODAY'S WORLD

with Workbook

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

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WORKBOOK

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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
UNIT 1 Names and Occupations PAGE 4	- Tell a classmate your occupation - Identify your classmates - Spell names	- Occupations - The alphabet VOCABULARY BOOSTER - More occupations	- Verb <u>be</u>: - Singular and plural statements, contractions - Yes / no questions and short answers - Common errors - Subject pronouns - Articles <u>a</u> / <u>an</u> - Nouns: - Singular and plural / Common and proper GRAMMAR BOOSTER Extra practice
UNIT 2 About People PAGE 12	- Introduce people - Tell someone your first and last name - Get someone's contact information	- Relationships (non-family) - Titles - First and last names - Numbers 0–20 VOCABULARY BOOSTER - More relationships / More titles	- Possessive nouns and adjectives <u>Be from</u> / Questions with <u>Where</u>, common errors - Verb <u>be</u>: information questions with <u>What</u> GRAMMAR BOOSTER Extra practice
UNIT 3 Places and How to Get There PAGE 20	- Talk about locations - Discuss how to get places - Discuss transportation	- Places in the neighborhood - Locations - Ways to get places - Means of transportation - Destinations VOCABULARY BOOSTER - More places	- Verb <u>be</u>: questions with <u>Where</u> - Subject pronoun <u>it</u> - The imperative <u>By</u> to express means of transportation GRAMMAR BOOSTER Extra practice
UNIT 4 Family PAGE 28	- Identify people in your family - Describe your relatives - Talk about your family	- Family relationships - Adjectives to describe people - Numbers 21–101 VOCABULARY BOOSTER - More adjectives	- Verb <u>be</u>: - Questions with <u>Who</u> and common errors - With adjectives - Questions with <u>How old</u> - Adverbs <u>very</u> and <u>so</u> - Verb <u>have</u> / <u>has</u>: affirmative statements GRAMMAR BOOSTER Extra practice
UNIT 5 Events and Times PAGE 36	- Confirm that you're on time - Talk about the time of an event - Ask about birthdays	- What time is it? <u>Early</u>, <u>on time</u>, <u>late</u> - Events - Days of the week - Ordinal numbers - Months of the year VOCABULARY BOOSTER - More events	- Verb <u>be</u>: questions about time - Prepositions <u>in</u>, <u>on</u>, and <u>at</u> for dates and times - Contractions and common errors GRAMMAR BOOSTER Extra practice
UNIT 6 Clothes PAGE 44	- Give and accept a compliment - Ask for colors and sizes - Describe clothes	- Clothes - Colors and sizes - Opposite adjectives to describe clothes VOCABULARY BOOSTER - More clothes	- Demonstratives <u>this</u>, <u>that</u>, <u>these</u>, <u>those</u> - The simple present tense: <u>like</u>, <u>want</u>, <u>need</u>, and <u>have</u>: - Affirmative and negative statements - Questions and short answers - Spelling rules and contractions - Adjective placement and common errors <u>One</u> and <u>ones</u> GRAMMAR BOOSTER Extra practice
UNIT 7 Activities PAGE 52 Units 1–7 Review PAGE 60	- Talk about morning and evening activities - Describe what you do in your free time - Discuss household chores	- Daily activities at home - Leisure activities - Household chores VOCABULARY BOOSTER - More household chores	- The simple present tense: - Third-person singular spelling rules - Questions with <u>When</u> and <u>What time</u> - Questions with <u>How often</u>, time expressions - Questions with <u>Who</u> as subject, common errors - Frequency adverbs and time expressions: - Usage, placement, and common errors GRAMMAR BOOSTER Extra practice

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

COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 8 Home and Neighborhood PAGE 64	- Describe your neighborhood - Ask about someone's home - Talk about furniture and appliances VOCABULARY BOOSTER - Buildings - Places in the neighborhood - Rooms - Furniture and appliances - More home and office vocabulary	- The simple present tense: - Questions with <u>Where</u>, prepositions of place - There is and there are: - Statements and <u>yes / no</u> questions - Contractions and common errors - Questions with <u>How many</u> GRAMMAR BOOSTER Extra practice
UNIT 9 Activities and Plans PAGE 72	- Describe today's weather - Discuss plans - Ask about people's activities VOCABULARY BOOSTER - Weather expressions - Present and future time expressions - More weather vocabulary / seasons	- The present continuous: - Statements: form and usage <u>Yes / no</u> questions - Information questions - For future plans - The present participle: spelling rules GRAMMAR BOOSTER Extra practice
UNIT 10 Food PAGE 80	- Discuss ingredients for a recipe - Offer and ask for foods - Invite someone to join you at the table VOCABULARY BOOSTER - Foods and drinks - Places to keep food in a kitchen - Containers and quantities - Cooking verbs - More vegetables and fruits	<u>How much / Are there any</u> - Count nouns and non-count nouns <u>How much / Is there any</u> GRAMMAR BOOSTER Extra practice
UNIT 11 Past Events PAGE 88	- Tell someone about an event - Describe your past activities - Talk about your weekend VOCABULARY BOOSTER - Past-time expressions - Outdoor activities - More outdoor activities	- The past tense of be; <u>There was / there were</u>: - Statements, questions, and contractions - The simple past tense - Regular verbs, irregular verbs - Statements, questions, and short answers GRAMMAR BOOSTER Extra practice
UNIT 12 Appearance and Health PAGE 96	- Describe appearance - Show concern about an injury - Suggest a remedy VOCABULARY BOOSTER - Adjectives to describe hair - The face - Parts of the body - Accidents and injuries - Ailments, remedies - More parts of the body	- Describing people with <u>be</u> and <u>have</u> <u>Should</u> + base form for suggestions GRAMMAR BOOSTER Extra practice
UNIT 13 Abilities and Requests PAGE 104	- Discuss your abilities - Politely decline an invitation - Ask for and agree to do a favor VOCABULARY BOOSTER - Abilities - Adverbs <u>well</u> and <u>badly</u> - Reasons for not doing something - Favors - More musical instruments	<u>Can</u> and <u>can't</u> for ability <u>Too</u> + adjective, common errors - Polite requests with <u>Could you</u> + base form GRAMMAR BOOSTER Extra practice
UNIT 14 Life Events and Plans PAGE 112 Units 8–14 Review PAGE 120	- Get to know someone's life story - Discuss plans - Share your dreams for the future VOCABULARY BOOSTER - Some life events - Academic subjects - More leisure activities - Some dreams for the future - More academic subjects - More leisure activities	<u>Be going to</u> + base form GRAMMAR BOOSTER Extra practice

CONVERSATION STRATEGIES

LISTENING / PRONUNCIATION

READING / WRITING

- Begin a question with **And** to indicate you want additional information
- Use **Really?** to introduce contradictory information
- Use **Well** to indicate you are deciding how to begin a response
- Respond positively to a description with **Sounds nice!**
- Use **Actually** to introduce an opinion that might surprise
- Say **I don't know. I'm not sure** to avoid making a direct negative statement

Listening Tasks

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

Pronunciation

- Linking sounds

Reading Texts

- House and apartment rental listings
- Descriptions of people and their homes

Writing Task

- Compare and contrast your home with other homes

WRITING BOOSTER Guided writing practice

- Use **Hi** and **Hey** to greet people informally
- Say **No kidding!** to show surprise
- Use **So** to introduce a conversation topic
- Answer the phone with **Hello?**
- Identify yourself with **This is** on the phone
- Use **Well, actually** to begin an excuse
- Say **Oh, I'm sorry** after interrupting
- Say **Talk to you later** to indicate the end of a phone conversation

Listening Tasks

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

Pronunciation

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

Reading Texts

- A daily planner
- The weather forecast for four cities

Writing Task

- Write about plans for the week, using the present continuous

WRITING BOOSTER Guided writing practice

- Say **I'll check** to indicate you'll get information for someone
- Decline an offer politely with **No, thanks**
- Use **Please pass the** to ask for something at the table
- Say **Here you go** as you offer something
- Say **Nice to see you** to greet someone you already know
- Use **You too** to repeat a greeting politely

Listening Task

- Identify the foods discussed in conversations

Pronunciation

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

Reading Texts

- Recipe cards
- A weekly schedule

Writing Task

- Write about what you eat in a typical day

WRITING BOOSTER Guided writing practice

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

Listening Tasks

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

Pronunciation

- Simple past tense regular verb endings

Reading Text

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

Writing Task

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

WRITING BOOSTER Guided writing practice

- Use **Oh** to indicate you've understood
- Say **No kidding** to show surprise
- Say **I'm sorry to hear that. Oh, no, and That's too bad** to express sympathy
- Use **Actually** to introduce an opinion that might surprise
- Use **What's wrong?** to ask about an illness
- Use **really** to intensify advice with **should**
- Respond to good advice with **Good idea**
- Say **I hope you feel better** when someone feels sick

Listening Tasks

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

Pronunciation

- More vowel sounds

Reading Text

- A magazine article about two celebrities

Writing Task

- Write a description of someone you know

WRITING BOOSTER Guided writing practice

- Use **Actually** to give information
- Use **Really?** to show surprise or interest
- Suggest a shared course of action with **Let's**
- Politely decline a suggestion with **I'm really sorry but** and a reason
- Accept a refusal with **Maybe some other time**
- Use **Sure** and **No problem** to agree to someone's request for a favor

Listening Task

- Complete requests for favors

Pronunciation

- Blending of sounds: **Could you**

Reading Text

- An article about infant-toddler development

Writing Task

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

WRITING BOOSTER Guided writing practice

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

Listening Tasks

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

Pronunciation

- Diphthongs

Reading Text

- A short biography of Harry Houdini

Writing Task

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

WRITING BOOSTER Guided writing practice

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.



1 Good morning.



2 Good afternoon.



3 Good evening.

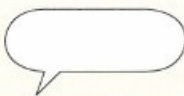


NOW YOU CAN Greet people

PAIR WORK 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

VOCABULARY BOOSTER

More occupations • p. 125

DIGITAL
FLASH
CARDS

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



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.

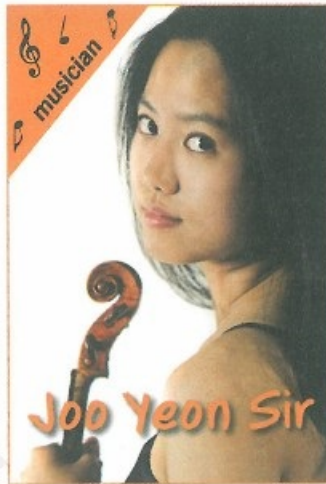
- 1 I'm architect. 3 He's not banker. 5 She is singer.
2 She's student. 4 He is musician. 6 I'm not athlete.

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.



- 1 Orlando Bloom is an actor. He's not a singer.
2 Luis Miguel

- 3 Joo Yeon Sir
4 Marta

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.



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

a chef
an athlete

Plural nouns

2 chefs
3 athletes

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.

Subject pronouns

Singular	Plural
I	we
you	you
he	they
she	

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**.

Yes, he **is**.
she

Yes, we **are**.
they

No, I'm **not**.

No, he's **not**.
she's

No, we're **not**.
they're



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: Are they Abby and Jonah?

B: Yes, ...

2 A: Hanna a scientist?

B: No, she' a doctor.

3 A: you Rachel and Philip?

B: No, we' Judith and Jack.

4 A: a chef?

B: Yes, I

5 A: he Evan?

B: No, ... not. He' Michael.

6 A: Tim an actor?

B: No, he' a teacher.

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 ▶ 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.

2 ▶ 1:19 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 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.

4 CHANGE PARTNERS Identify other classmates.



- 1 ▶ 1:20 **VOCABULARY** • *The alphabet* Read and listen. Then listen again and repeat.



- 2 ▶ 1:21 **LISTENING COMPREHENSION** Listen. Circle the letter you hear.

- | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|---|---|----|---|---|
| 1 | A | K | 4 | U | O | 7 | F | X | 10 | J | G | 13 | D | G |
| 2 | B | E | 5 | B | Z | 8 | X | S | 11 | L | N | 14 | H | K |
| 3 | M | N | 6 | T | C | 9 | Z | V | 12 | K | J | 15 | P | E |

- 3 **PAIR WORK** Read 10 letters aloud to your partner. Point to the letters you hear.



- 4 ▶ 1:22 **LISTENING COMPREHENSION** Listen. Circle the correct spelling. Then spell each name aloud.

1	Green	Greene	Grin
2	Leigh	Lee	Li
3	Katharine	Katherine	Catharine

- 5 ▶ 1:23 **LISTENING COMPREHENSION** Listen to the conversations. Write the names.

- 1
- 2
- 3

- 6 **GRAMMAR** • Proper nouns and common nouns

Proper nouns

The names of people and places are proper nouns. Use a capital letter to begin a proper noun.

Melanie Pepper New Delhi Nicaragua

Common nouns

Other nouns are common nouns. Use a lowercase letter to begin a common noun.

morning doctor student

Capital letters

A B C

Lowercase letters

a b c