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# TOP NOTCH

FUNDAMENTALS

A

THIRD EDITION

with WORKBOOK

JOAN SASLOW  
ALLEN ASCHER



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# TOP NOTCH

FUNDAMENTALS

A

THIRD EDITION

## ENGLISH FOR TODAY'S WORLD with Workbook

JOAN SASLOW  
ALLEN ASCHER



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
<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 <u>be</u>:                             <ul style="list-style-type: none"> <li>Singular and plural statements, contractions</li> <li>Yes / no questions and short answers</li> <li>Common errors</li> </ul> </li> <li>Subject pronouns</li> <li>Articles <u>a / an</u></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><u>Be from</u> / Questions with <u>Where</u>, common errors</li> <li>Verb <u>be</u>: information questions with <u>What</u></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 <u>be</u>: questions with <u>Where</u></li> <li>Subject pronoun <u>it</u></li> <li>The imperative</li> <li><u>By</u> 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 <u>be</u>:                             <ul style="list-style-type: none"> <li>Questions with <u>Who</u> and common errors</li> <li>With adjectives</li> <li>Questions with <u>How old</u></li> </ul> </li> <li>Adverbs <u>very</u> and <u>so</u></li> <li>Verb <u>have / has</u>: 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><u>Early, on time, late</u></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 <u>be</u>: questions about time</li> <li>Prepositions <u>in, on, and at</u> 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 <u>this, that, these, those</u></li> <li>The simple present tense: <u>like, want, need, and have</u>:                             <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><u>One and ones</u></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 <u>When</u> and <u>What time</u></li> <li>Questions with <u>How often</u>, time expressions</li> <li>Questions with <u>Who</u> 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>

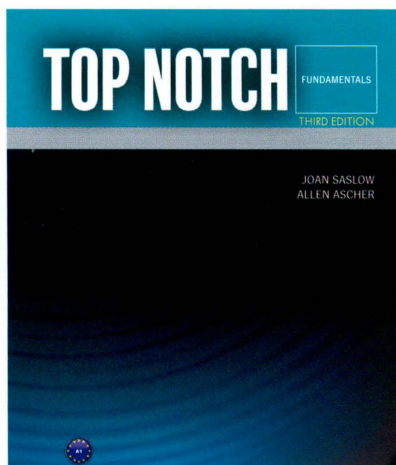
CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING / WRITING
<ul style="list-style-type: none"> <li>Use <u>And you?</u> to show interest in another person</li> <li>Use <u>Excuse me</u> to initiate a conversation</li> <li>Use <u>Excuse me?</u> to indicate you haven't heard or didn't understand</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 <u>by</u> 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> <p><b>VOCABULARY BOOSTER</b></p> <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 <b>Where</b>, prepositions of place</li> </ul> </li> <li><b>There is</b> and <b>there are</b>:                             <ul style="list-style-type: none"> <li>Statements and <b>yes / no</b> questions</li> <li>Contractions and common errors</li> </ul> </li> <li>Questions with <b>How many</b></li> </ul> <p><b>GRAMMAR BOOSTER</b> Extra practice</p>
<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> <p><b>VOCABULARY BOOSTER</b></p> <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><b>Yes / no</b> questions</li> <li>Information questions</li> <li>For future plans</li> </ul> </li> <li>The present participle: spelling rules</li> </ul> <p><b>GRAMMAR BOOSTER</b> Extra practice</p>
<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> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More vegetables and fruits</li> </ul>	<ul style="list-style-type: none"> <li><b>How many / Are there any</b></li> <li>Count nouns and non-count nouns</li> <li><b>How much / Is there any</b></li> <li>The present tense and the present continuous</li> </ul> <p><b>GRAMMAR BOOSTER</b> Extra practice</p>
<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> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>The past tense of <b>be</b>; <b>There was / there were</b>:                             <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> <p><b>GRAMMAR BOOSTER</b> Extra practice</p>
<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> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>Describing people with <b>be</b> and <b>have</b></li> <li><b>Should</b> + base form for suggestions</li> </ul> <p><b>GRAMMAR BOOSTER</b> Extra practice</p>
<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 <b>well</b> and <b>badly</b></li> <li>Reasons for not doing something</li> <li>Favors</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More musical instruments</li> </ul>	<ul style="list-style-type: none"> <li><b>Can</b> and <b>can't</b> for ability</li> <li><b>Too</b> + adjective, common errors</li> <li>Polite requests with <b>Could you</b> + base form</li> </ul> <p><b>GRAMMAR BOOSTER</b> Extra practice</p>
<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> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More academic subjects</li> <li>More leisure activities</li> </ul>	<ul style="list-style-type: none"> <li><b>Be going to</b> + base form</li> </ul> <p><b>GRAMMAR BOOSTER</b> Extra practice</p>

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING / WRITING
<ul style="list-style-type: none"> <li>Begin a question with <u>And</u> to indicate you want additional information</li> <li>Use <u>Really?</u> to introduce contradictory information</li> <li>Use <u>Well</u> to indicate you are deciding how to begin a response</li> <li>Respond positively to a description with <u>Sounds nice!</u></li> <li>Use <u>Actually</u> to introduce an opinion that might surprise</li> <li>Say <u>I don't know. I'm not sure</u> 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 <u>Hi</u> and <u>Hey</u> to greet people informally</li> <li>Say <u>No kidding!</u> to show surprise</li> <li>Use <u>So</u> to introduce a conversation topic</li> <li>Answer the phone with <u>Hello?</u></li> <li>Identify yourself with <u>This is</u> on the phone</li> <li>Use <u>Well, actually</u> to begin an excuse</li> <li>Say <u>Oh, I'm sorry</u> after interrupting</li> <li>Say <u>Talk to you later</u> 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 <u>yes / no</u> 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 <u>I'll check</u> to indicate you'll get information for someone</li> <li>Decline an offer politely with <u>No, thanks</u></li> <li>Use <u>Please pass the</u> to ask for something at the table</li> <li>Say <u>Here you go</u> as you offer something</li> <li>Say <u>Nice to see you</u> to greet someone you already know</li> <li>Use <u>You too</u> 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 <u>Why?</u> to ask for a clearer explanation</li> <li>Use <u>What about?</u> to ask for more information</li> <li>Use a double question to clarify</li> <li>Use <u>just</u> to minimize the importance of an action</li> <li>Say <u>Let me think</u> to gain time to answer</li> <li>Say <u>Oh yeah</u> 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 <u>Oh</u> to indicate you've understood</li> <li>Say <u>No kidding</u> to show surprise</li> <li>Say <u>I'm sorry to hear that, Oh, no,</u> and <u>That's too bad</u> to express sympathy</li> <li>Use <u>Actually</u> to introduce an opinion that might surprise</li> <li>Use <u>What's wrong?</u> to ask about an illness</li> <li>Use <u>really</u> to intensify advice with <u>should</u></li> <li>Respond to good advice with <u>Good idea</u></li> <li>Say <u>I hope you feel better</u> 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: /ʌ / ʊ / ɒ / ɔ / ɒ / ʌ /</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 <u>Actually</u> to give information</li> <li>Use <u>Really?</u> to show surprise or interest</li> <li>Suggest a shared course of action with <u>Let's</u></li> <li>Politely decline a suggestion with <u>I'm really sorry but</u> and a reason</li> <li>Accept a refusal with <u>Maybe some other time</u></li> <li>Use <u>Sure</u> and <u>No problem</u> 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: <u>Could you</u></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 <u>And you?</u> to show interest in another person</li> <li>Use <u>Not really</u> to soften a negative response</li> <li>Ask <u>What about you?</u> to extend the conversation</li> <li>Use <u>Well</u> and <u>Actually</u> 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: /aɪ / ʌʊ / ɔɪ /</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 four-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.

**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.

## Award-Winning Instructional Design\*

### Daily confirmation of progress

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

### True-beginner vocabulary and grammar

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

### Authentic social language

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

### Active listening syllabus

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

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

Joan Saslow and Allen Ascher





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





## ActiveTeach

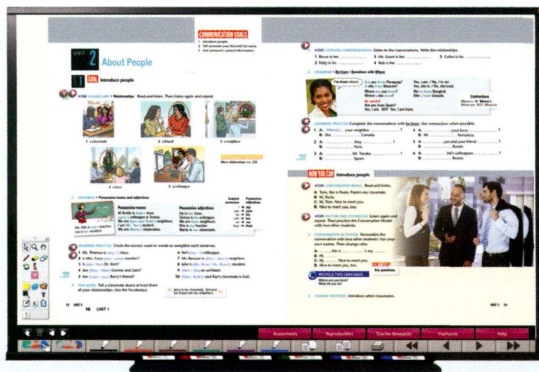
Maximize the impact of your **Top Notch** lessons. This digital tool provides an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of digital and printable features.

### For class presentation . . .

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

### PLUS

-  Clickable Audio: instant access to the complete classroom audio program
-  *Top Notch Pop* Songs and Karaoke: original songs for additional language practice



### For planning . . .

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

### For extra support . . .

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

### For assessment . . .

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

## Workbook

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

## Full-Course Placement Tests

## 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

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### 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.

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

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**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.

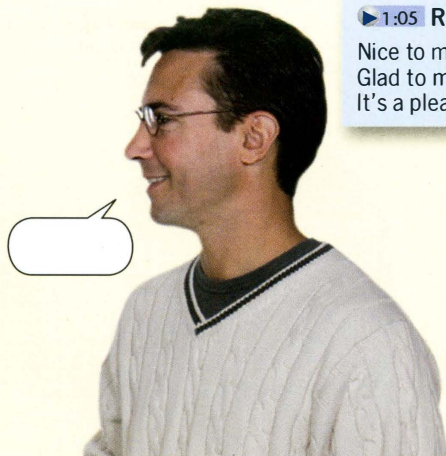
▶1:04 **Greetings**

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

**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

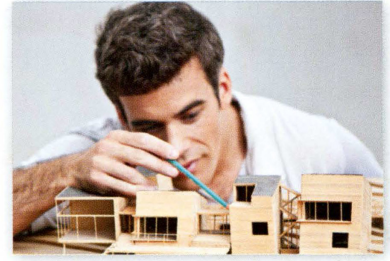
1 ▶ 1:14 **VOCABULARY** • *Occupations* Read and listen. Then listen again and repeat.



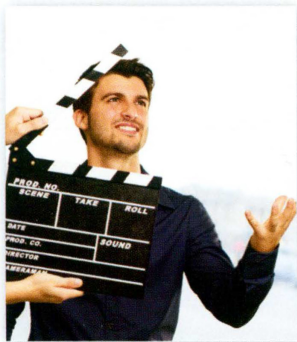
1 a teacher



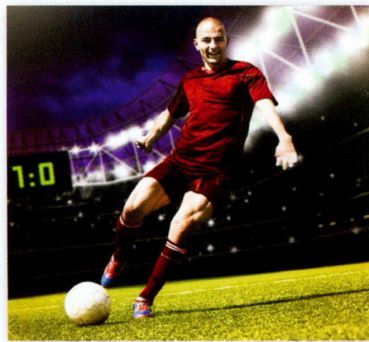
2 a student



3 an architect



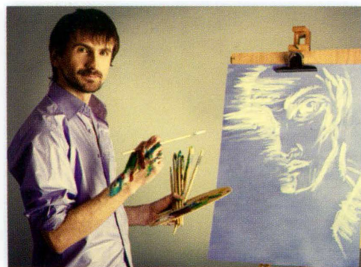
4 an actor



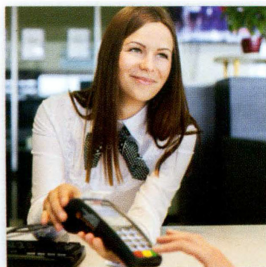
5 an athlete



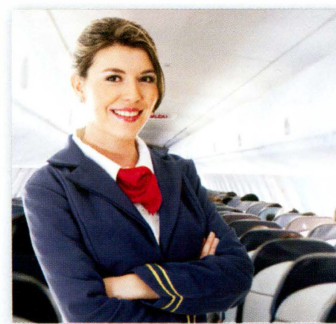
6 a musician



7 an artist



8 a banker



9 a 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 student. / She's a student.

**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.

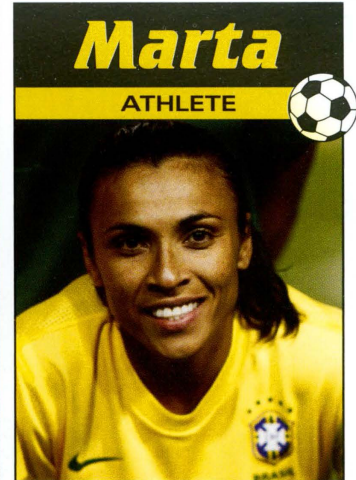
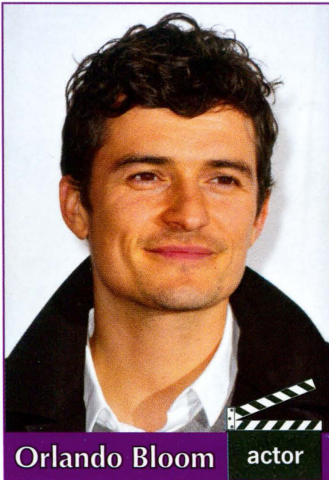
- 1 I'm ..... architect.      3 He's not ..... banker.      5 She is ..... flight attendant.  
 2 She's ..... student.      4 He is ..... musician.      6 I'm not ..... athlete.

**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 .....

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.

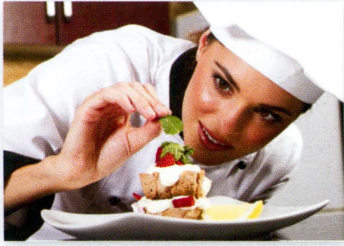
A: What do you do?  
 B: I'm ..... And you?  
 A: I'm .....

**4 CHANGE PARTNERS** Tell another classmate your occupation.

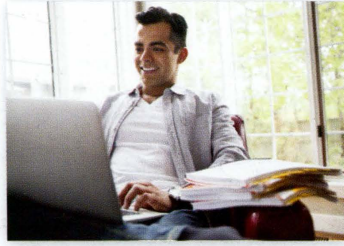


DIGITAL FLASH CARDS

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



1 She's a **chef**.



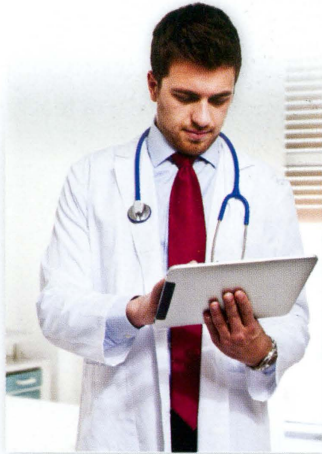
2 He's a **writer**.



3 She's a **manager**.



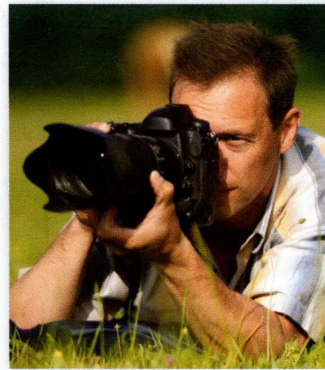
4 She's a **scientist**.



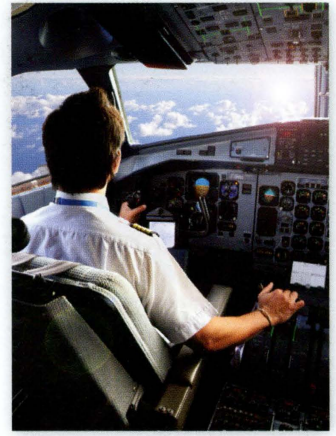
5 He's a **doctor**.



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

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

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

DIGITAL MORE EXERCISES



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 Jim

**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: 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.

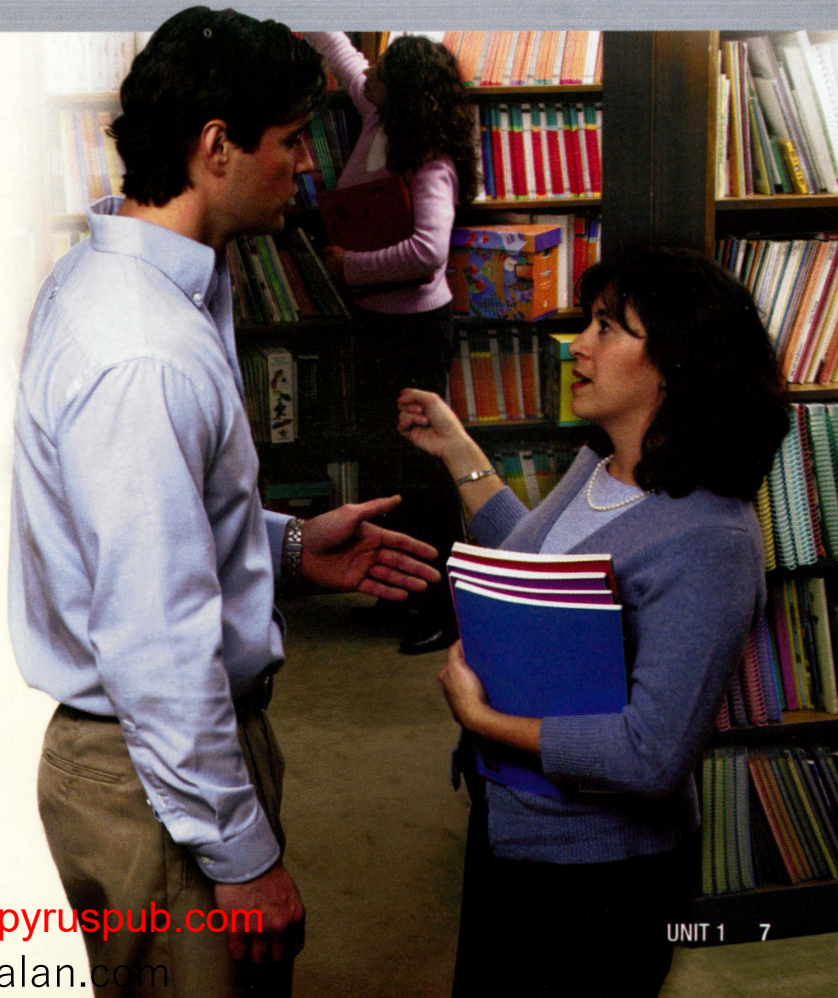
A: Excuse me. Are you Marie?  
B: No, I'm not. I'm Laura. That's Marie.  
A: Where?  
B: Right over there.  
A: Thank you.  
B: You're welcome.

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.



DIGITAL FLASH CARDS

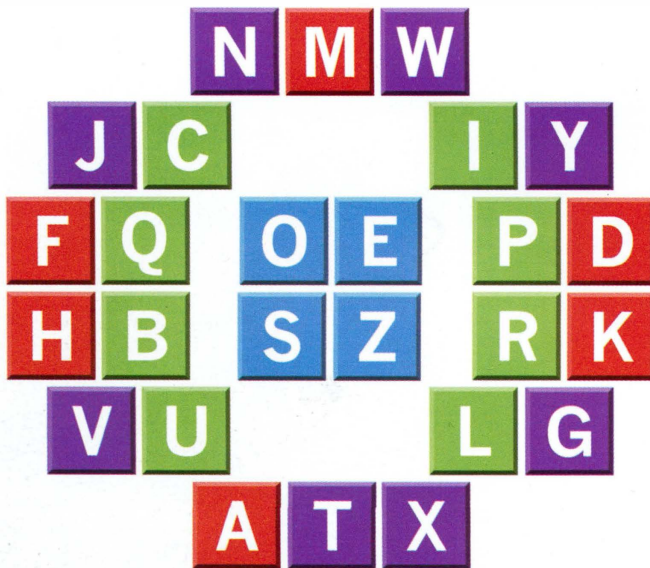
1 ▶1:20 VOCABULARY • The alphabet Read and listen. Then listen again and repeat.



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.

- .....
- .....
- .....

6 GRAMMAR • Proper nouns and common nouns

Capital letters  
A B C

Lowercase letters  
a b c

**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

7 GRAMMAR PRACTICE Circle the proper nouns. Underline the common nouns.

- 1 Mary Chase                      3 name                      5 partners
- 2 letter                              4 France                      6 alphabet

8 GRAMMAR PRACTICE Check the common nouns. Capitalize the proper nouns.

- 1 Marie                               3 sarah browne                       5 canada                               7 letter
- 2 partner                               4 teacher                               6 noun                               8 grammar

DIGITAL MORE EXERCISES

9 1:24 PRONUNCIATION • Syllables Read and listen. Then listen again and repeat.

1 syllable	2 syllables	3 syllables	4 syllables
chef	bank • er	ar • chi • tect	pho • tog • ra • pher

10 1:25 PAIR WORK First, take turns saying each word. Write the number of syllables. Then listen to check your work.

- 1 teacher .....                      3 vocabulary .....                      5 occupation .....
- 2 students .....                      4 alphabet .....                      6 they're .....

NOW YOU CAN Spell names

1 1:26 CONVERSATION MODEL Read and listen.

- A: Hello. I'm John Bello.
- B: Excuse me?
- A: John Bello.
- B: How do you spell that?
- A: B-E-L-L-O.
- B: Thanks!

2 1:27 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: Hello. I'm .....
- B: Excuse me?
- A: .....
- B: How do you spell that?
- A: .....
- B: Thanks!

DON'T STOP!

Ask about occupations: What do you do?

4 CHANGE PARTNERS

Personalize the conversation again.



DIGITAL VIDEO

1 **▶ 1:28 LISTENING COMPREHENSION** Listen to the conversations. Write the number of each conversation in the correct box.



2 **▶ 1:29 LISTENING COMPREHENSION** Listen to the conversations. Complete the information.

NAME	Porter	OCCUPATION
------	--------	------------

Available for charters

John

**PILOT**

Licensed Insured

john@airtaxi.com

**World Language Institute**

Lorraine Clare 1-800-555-6788

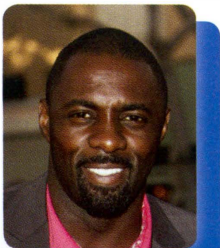
English

3 **PAIR WORK** Choose a famous person. Write that person's information on the form. Then play the role of that person and introduce "yourself" to your partner.

NAME:
OCCUPATION:

“Hi. I'm [Bradley Cooper]. I'm [an actor]. And you?”

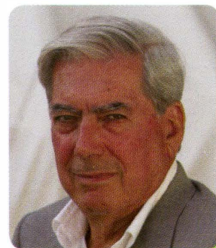
4 **VOCABULARY / GRAMMAR PRACTICE** Answer the questions about three famous people. Use subject pronouns and contractions.



Idris Elba  
actor



Zheng Jie  
athlete



Mario Vargas Llosa  
writer

1 Is Idris Elba an actor or a singer?

He's an actor.

3 Are Zheng Jie and Mario Vargas Llosa scientists?

5 Is Zheng Jie an athlete or a writer?

2 Is Zheng Jie a teacher?

4 Is Mario Vargas Llosa an actor?

5 **PERSONAL RESPONSES** Write responses with real information.

1 "Hi. I'm Art Potter."

YOU

3 "What do you do?"

YOU

2 "Are you a teacher?"

YOU

4 "Thank you."

YOU

**GRAMMAR BOOSTER**

Unit 1 review • p. 135

For additional language practice ...

**YORK TOP NOTCH POP** • Lyrics p. 150

"What Do You Do?"

DIGITAL SONG

DIGITAL KARAOKE



Rose

**POINT** Name the occupations in the pictures. For example:

*She's an artist.*

**PAIR WORK**

1 Ask and answer questions about the people. For example:

*Is John a photographer? Yes, he is.*

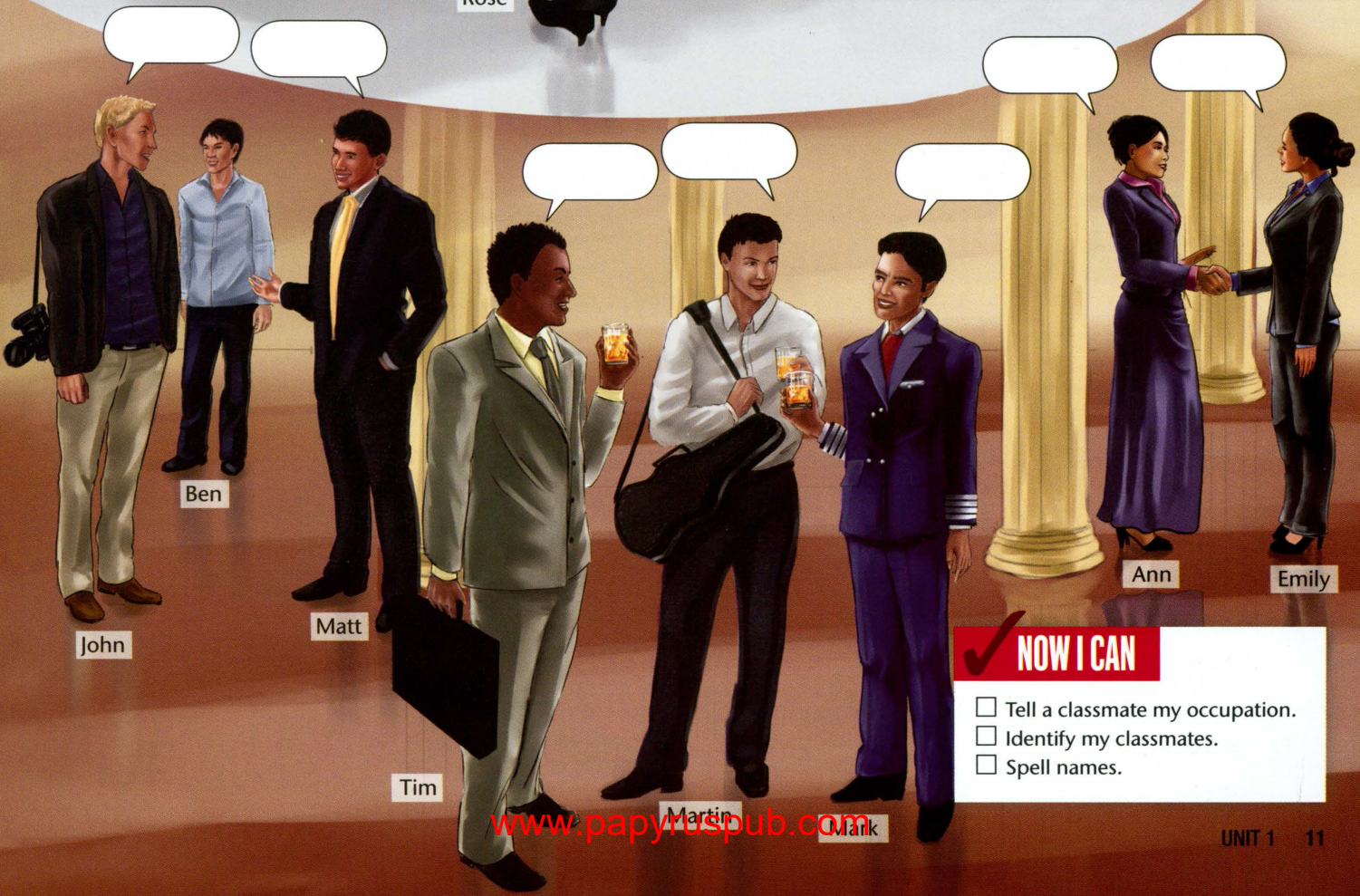
2 Create conversations for the people. For example:

*Hi. I'm \_\_\_\_.*

**WRITING** Write affirmative and negative statements about the people in the picture. For example:

Rose is an artist. She's not an architect.

**WRITING BOOSTER** p. 146  
Guidance for this writing exercise



John

Ben

Matt

Tim

Martin

Mark

Ann

Emily

**✓ NOW I CAN**

- Tell a classmate my occupation.
- Identify my classmates.
- Spell names.