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THIRD EDITION

TOP NOTCH

FUNDAMENTALS

ENGLISH FOR TODAY'S WORLD

with Workbook

JOAN SASLOW

ALLEN ASCHER

عنوان: Top notch B fundamental

Student's Book With Work Book 3rd Edition

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With Top Notch Pop Songs and Karaoke
by Rob Morsberger

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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	<ul style="list-style-type: none"> Tell a classmate your occupation Identify your classmates Spell names 	<ul style="list-style-type: none"> Occupations The alphabet VOCABULARY BOOSTER <ul style="list-style-type: none"> More occupations 	<ul style="list-style-type: none"> Verb <u>be</u>: <ul style="list-style-type: none"> Singular and plural statements, contractions Yes / no questions and short answers Common errors Subject pronouns Articles <u>a / an</u> Nouns: <ul style="list-style-type: none"> Singular and plural / Common and proper GRAMMAR BOOSTER Extra practice
UNIT 2 About People PAGE 12	<ul style="list-style-type: none"> Introduce people Tell someone your first and last name Get someone's contact information 	<ul style="list-style-type: none"> Relationships (non-family) Titles First and last names Numbers 0-20 VOCABULARY BOOSTER <ul style="list-style-type: none"> More relationships / More titles 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Talk about locations Discuss how to get places Discuss transportation 	<ul style="list-style-type: none"> Places in the neighborhood Locations Ways to get places Means of transportation Destinations VOCABULARY BOOSTER <ul style="list-style-type: none"> More places 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Identify people in your family Describe your relatives Talk about your family 	<ul style="list-style-type: none"> Family relationships Adjectives to describe people Numbers 21-100 VOCABULARY BOOSTER <ul style="list-style-type: none"> More adjectives 	<ul style="list-style-type: none"> Verb <u>be</u>: <ul style="list-style-type: none"> 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 / has</u>: affirmative statements GRAMMAR BOOSTER Extra practice
UNIT 5 Events and Times PAGE 36	<ul style="list-style-type: none"> Confirm that you're on time Talk about the time of an event Ask about birthdays 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> More events 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Give and accept a compliment Ask for colors and sizes Describe clothes 	<ul style="list-style-type: none"> Clothes Colors and sizes Opposite adjectives to describe clothes VOCABULARY BOOSTER <ul style="list-style-type: none"> More clothes 	<ul style="list-style-type: none"> 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>: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Talk about morning and evening activities Describe what you do in your free time Discuss household chores 	<ul style="list-style-type: none"> Daily activities at home Leisure activities Household chores VOCABULARY BOOSTER <ul style="list-style-type: none"> More household chores 	<ul style="list-style-type: none"> The simple present tense: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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

Home and Neighborhood

PAGE 64

- Describe your neighborhood
- Ask about someone's home
- Talk about furniture and appliances

- Buildings
- Places in the neighborhood
- Rooms
- Furniture and appliances

VOCABULARY BOOSTER

- More home and office vocabulary

- The simple present tense:
 - Questions with Where, prepositions of place
 - There is and there are:
 - Statements and yes / no questions
 - Contractions and common errors
 - Questions with How many

GRAMMAR BOOSTER Extra practice

UNIT

Activities and Plans

PAGE 72

- Describe today's weather
- Discuss plans
- Ask about people's activities

- Weather expressions
- Present and future time expressions

VOCABULARY BOOSTER

- More weather vocabulary / seasons

- The present continuous:
 - Statements: form and usage
 - Yes / no questions
 - Information questions
 - For future plans
- The present participle: spelling rules

GRAMMAR BOOSTER Extra practice

UNIT

Food

PAGE 80

- Discuss ingredients for a recipe
- Offer and ask for foods
- Invite someone to join you at the table

- Foods and drinks
- Places to keep food in a kitchen
- Containers and quantities
- Cooking verbs

VOCABULARY BOOSTER

- More vegetables and fruits

- How much / Are there any
- Count nouns and non-count nouns
- How much / Is there any

GRAMMAR BOOSTER Extra practice

UNIT

Past Events

PAGE 88

- Tell someone about an event
- Describe your past activities
- Talk about your weekend

- Past-time expressions
- Outdoor activities

VOCABULARY BOOSTER

- More outdoor activities

- The past tense of be, There was / there were:
 - Statements, questions, and contractions
- The simple past tense:
 - Regular verbs, irregular verbs
 - Statements, questions, and short answers

GRAMMAR BOOSTER Extra practice

UNIT

Appearance and Health

PAGE 96

- Describe appearance
- Show concern about an injury
- Suggest a remedy

- Adjectives to describe hair
- The face
- Parts of the body
- Accidents and injuries
- Ailments, remedies

VOCABULARY BOOSTER

- More parts of the body

- Describing people with be and have
- Should + base form for suggestions

GRAMMAR BOOSTER Extra practice

UNIT

Abilities and Requests

PAGE 104

- Discuss your abilities
- Politely decline an invitation
- Ask for and agree to do a favor

- Abilities
- Adverbs well and badly
- Reasons for not doing something
- Favors

VOCABULARY BOOSTER

- More musical instruments

- Can and can't for ability
- Too + adjective, common errors
- Polite requests with Could you + base form

GRAMMAR BOOSTER Extra practice

UNIT

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

- Some life events
- Academic subjects
- More leisure activities
- Some dreams for the future

VOCABULARY BOOSTER

- More academic subjects
- More leisure activities

- Be going to + base form

GRAMMAR BOOSTER Extra practice

CONVERSATION STRATEGIES

- 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 / PRONUNCIATION

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 / WRITING

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/, /e/, /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

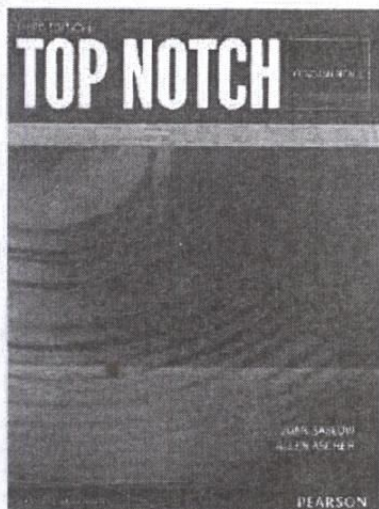
- Write your own illustrated life story, including plans and dreams for the future

WRITING BOOSTER Guided writing practice

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.

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



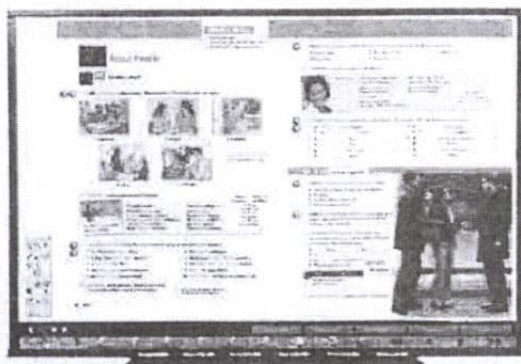
NEW Extra Grammar Exercises: ensure mastery of grammar



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 TV Video Program: a hilarious sitcom and authentic on-the-street interviews
- Top Notch Pop Songs and Karaoke: original songs for additional language practice



For planning . . .

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

For extra support . . .

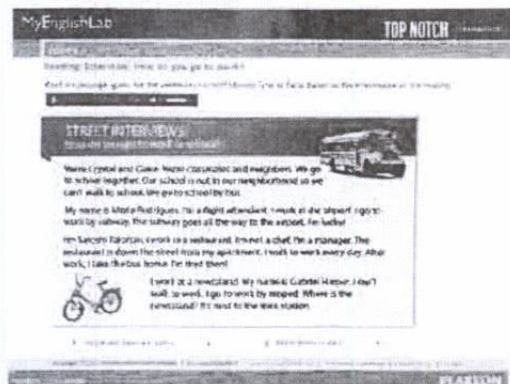
- Hundreds of extra printable activities, with teaching notes
- Top Notch Pop language exercises
- Top Notch TV activity worksheets

For assessment . . .

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

MyEnglishLab

An optional online learning tool



- **NEW** Grammar Coach videos plus the Pronunciation Coach videos, and Digital Vocabulary Flash Cards
- **NEW** Immediate 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. 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

ABOUT THE AUTHORS

Joan Saslow

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

Allen Ascher

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

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

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