THIRD EDITION

TOP NOTCH 1A

With Workbook

A1-A2

JOAN SASLOW

ALLEN ASCHER

ALWAYS LEARNING

PEARSON

LEARNING OBJECTIVES

Top Notch 1 learning objectives are designed for false beginners. They offer an expansion of key beginning concepts as well as a wealth of new and chall[...]

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR

UNIT 1
Getting Acquainted
	• Meet someone new
	• Identify and describe people
	• Provide personal information
	• Introduce someone to a group
		• Formal titles
		• Positive adjectives to describe people
		• Personal information
		• Countries and nationalities
			• Information questions with <u>be</u>: Review
			• Contractions
			• Modification with adjectives: Review
			• Positive adjectives
			• Yes / <u>no</u> questions and short answers with <u>be</u>: Review
			GRAMMAR BOOSTER
			  • Information questions with <u>be</u>: usage and form
			  • Possessive nouns and adjectives
			  • Verb <u>be</u>: usage and form
			  • Short answers with <u>be</u>: common errors

UNIT 2
Going Out
	• Accept or decline an invitation
	• Express locations and give directions
	• Make plans to see an event
	• Talk about musical tastes
		• Music genres
		• Entertainment and cultural events
		• Locations and directions
			• Prepositions of time and place; Questions with <u>When</u>, <u>What time</u>, and <u>Where</u>: Review
			• Contractions
			GRAMMAR BOOSTER
			  • Prepositions of time and place: usage rules
			  • <u>Would like</u> for preference: review and expansion

UNIT 3
The Extended Family
	• Report news about relationships
	• Describe extended families
	• Compare people
	• Discuss family cultural traditions
		• The extended family
		• Relationships and marital status
		• Other family relationships
		• Similarities and differences
			• The simple present tense: Review
			• Spelling exceptions
			• Contractions
			• The simple present tense—information questions: Review
			GRAMMAR BOOSTER
			  • The simple present tense: usage and form
			  • Information questions in the simple present tense: form questions with <u>who</u>, common errors

UNIT 4
Food and Restaurants
	• Ask for a restaurant recommendation
	• Order from a menu
	• Speak to a server and pay for a meal
	• Discuss food and health
		• Parts of a meal
		• Categories of food
		• Degrees of hunger
		• Communicating with a waiter or waitress
		• Adjectives to describe the healthfulness of food
			• <u>There is</u> and <u>there are</u> with count and non-count nouns; <u>Anything</u> and <u>nothing</u>
			• Definite article <u>the</u>
			GRAMMAR BOOSTER
			  • Non-count nouns: expressing quantities
			  • <u>Some</u> and <u>any</u>
			  • Questions with <u>How much</u> and <u>How many</u>
			  • Words that can be count nouns or non-count nouns
			  • Plural count nouns: spelling rules
			  • Non-count nouns: categories and verb agreement

UNIT 5
Technology and You
	• Recommend a brand or model
	• Express sympathy for a problem
	• Complain when things don't work
	• Describe features of products
		• Electronic devices
		• Replacing products
		• Positive descriptions
		• Collocations for using electronic devices
		• Activities
		• Ways to sympathize
		• Negative descriptions
		• Household appliances and machines
		• Ways to state a problem
		• Features of manufactured products
			• The present continuous: Review
			GRAMMAR BOOSTER
			  • The present continuous: spelling rules for the present participle
			  • The present continuous: rules for forming statements
			  • The present continuous: rules for forming questions

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
• Begin responses with a question to confirm • Use Let's to suggest a course of action • Ask personal questions to indicate friendliness • Intensify an informal answer with sure	**Listening Skills** • Listen for details • Infer information **Pronunciation** • Intonation of questions	**Texts** • An enrollment form • Personal profiles • A photo story **Skills/strategies** • Infer information • Scan for facts	**Task** • Write a description of a classmate **WRITING BOOSTER** • Capitalization
• "Use Would you like to go?" to make an invitation • Repeat with rising intonation to confirm information • Provide reasons to decline an invitation • Use Too bad to express disappointment • Use Thanks, anyway to acknowledge an unsuccessful attempt to help	**Listening Skills** • Listen for key details • Draw conclusions • Listen for details • Listen for locations **Pronunciation** • Rising intonation to confirm information	**Texts** • A music website • An entertainment events page • Authentic interviews • A survey of musical tastes • A photo story **Skills/strategies** • Interpret maps and diagrams • Confirm content • Make personal comparisons	**Task** • Write about oneself and one's musical tastes **WRITING BOOSTER** • The sentence
• Use Actually to introduce a topic • Respond to good news with Congratulations! • Respond to bad news with I'm sorry to hear that • Use Thanks for asking to acknowledge an inquiry of concern • Use Well to introduce a lengthy reply • Ask follow-up questions to keep a conversation going	**Listening Skills** • Listen to classify • Listen to infer • Listen to identify similarities and differences • Listen to take notes • Listen for details **Pronunciation** • Linking sounds	**Texts** • Family tree diagrams • A self-help website • A survey about adult children • A photo story **Skills/strategies** • Interpret a diagram • Confirm facts • Infer information	**Task** • Make a Venn diagram • Compare two people in a family **WRITING BOOSTER** • Combining sentences with and or but
• Use Could you . . . ? to make a polite request • Use Sure to agree to a request • Clarify a request by asking for more specific information • Indicate a sudden thought with Actually • Use I'll have to order from a server • Increase politeness with please	**Listening Skills** • Listen to take notes • Listen to predict • Infer the location of a conversation **Pronunciation** • The before consonant and vowel sounds	**Texts** • Menus • A nutrition website • A photo story **Skills/strategies** • Interpret a map • Understand from context • Infer information	**Task** • Write a short article about food for a travel blog **WRITING BOOSTER** • Connecting words and ideas: and or in addition
• Use Hey or How's it going for an informal greeting • Use What about . . . ? to offer a suggestion • Use Really? to indicate surprise • Use You know to introduce a topic • Express sympathy when someone is frustrated	**Listening Skills** • Infer meaning • Listen to predict • Listen for details • Listen to classify **Pronunciation** • Intonation of questions	**Texts** • Newspaper advertisements • An online review for a product • A photo story **Skills/strategies** • Understand from context • Activate language from a text	**Task** • Write a review of a product **WRITING BOOSTER** • Placement of adjectives: before nouns and after the verb be

CONTENTS

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.

THIRD EDITION
TOP NOTCH 1
With Workbook

JOAN SASLOW
ALLEN ASCHER
ALWAYS LEARNING PEARSON
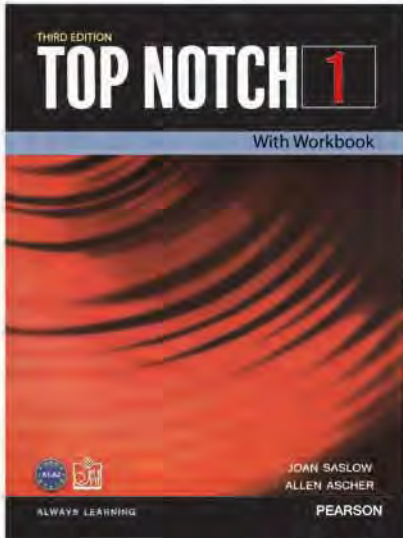
The goal of *Top Notch* is to make English unforgettable through:
- Multiple exposures to new language
- Numerous opportunities to practice it
- Deliberate and intensive recycling

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, and Pronunciation Coach videos.

* *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.

Explicit vocabulary and grammar

Clear captioned picture-dictionary illustrations with accompanying audio take the guesswork out of meaning and pronunciation. Grammar presentations containing both rules and examples 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.

High-frequency social language

Twenty memorable conversation models provide appealing natural social language that students can carry "in their pockets" for use in real life. Rigorous controlled and free discussion activities systematically stimulate recycling of social language, ensuring that it's not forgotten.

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

Linguistic and cultural fluency

Top Notch equips students to interact with people from different language backgrounds by including authentic accents on the audio. Conversation Models, Photo Stories, and cultural fluency activities prepare students for social interactions in English with people from unfamiliar cultures.

Active listening syllabus

All Vocabulary presentations, Pronunciation presentations, Conversation Models, Photo Stories, Listening Comprehension exercises, and Readings are recorded on the audio to help students develop good pronunciation, intonation, and auditory memory. In addition, approximately fifty carefully developed listening tasks at each level of *Top Notch* develop crucial listening comprehension skills such as listen for details, listen for main ideas, listen to activate vocabulary, listen to activate grammar, and listen to confirm information.

We wish you and your students enjoyment and success with Top Notch 1.
We wrote it for you.

Joan Saslow and Allen Ascher

UNIT 1 Getting Acquainted

PREVIEW

English and You!
Why are you learning English?

☐ for business

☐ for travel

☐ for my studies

☐ to get to know people who don't speak my language

☐ other: ....

Did You Know?

There are 2 billion (2,000,000,000) English speakers around the world. Fewer than twenty percent (20%) are native speakers of English.

Please complete the form.

Title: ☐ Mr. ☐ Mrs. ☐ Ms. ☐ Miss

Last/Family Name   First/Given Name

Nationality

Occupation

A **PAIR WORK** Why are you learning English? Compare reasons with a partner.

B **CLASS SURVEY** How many students in your class are studying English . . .

.... for business?   .... for their studies?   .... (other reasons)

.... for travel?   .... to get to know people?

C ▶1.02 **PHOTO STORY** Read and listen to people getting acquainted.

Susan: I'll bet this is your dad.
Cara: Yes, it is. Dad, I'd like you to meet my friend, Susan Grant.
Sam: It's a pleasure to meet you, Susan. Samuel Pike.
Susan: Great to meet you, too. But please, everyone calls me by my nickname, Suzy.

Sam: And just call me Sam. So, what do you do, Suzy?
Susan: I'm a photographer . . . Oh, I'm sorry. There's my husband . . . Ted, over here!

Ted: Sorry I'm late.
Susan: Ted, this is Cara's dad.
Ted: Oh, how nice to meet you, Mr. Pike!
Sam: Likewise. But please call me Sam.

D **FOCUS ON LANGUAGE** Look at the underlined expressions in the Photo Story. With a partner, find:

1 two ways to introduce people.

2 three ways to greet new people.

3 three ways to tell others they can be informal.

▶1.03 **Formal titles**

Men	Women
Mr.	Ms. (married or single)
	Mrs. (married)
	Miss (single)

Use titles with family names, not given names.
Ms. Grant NOT ~~Ms. Suzy~~

Marital status

married = 🧍🧍   single = 🚫

SPEAKING

A Complete your response to each person. Write the correct formal titles.

Nice to meet you.

GIVEN NAME *Marc*
FAMILY NAME *Anthony*
OCCUPATION *singer*

Good to meet you.

GIVEN NAME *Jennifer*
FAMILY NAME *Lawrence*
OCCUPATION *actor*

1 Good to meet you, too, ... !
(Mr. Marc / Mr. Anthony / Ms. Anthony)

2 Nice to meet you, too, ... !
(Ms. Lawrence / Ms. Jennifer / Mr. Lawrence)

B **ROLE PLAY** Imagine your partner is a famous person. Introduce your partner to the class. Use formal titles.

❝ I'd like you to meet Bradley Cooper. ❞
Mr. Cooper is an actor.

CONVERSATION MODEL

A ▶1:04 Read and listen to people meeting someone new.

A: Who's that?

B: Over there? I think she's new.

A: Well, let's say hello.

. . .

B: Good morning. I'm Alex, and this is Lauren.

C: Hi. My name's Kathryn Gao. But everyone calls me Kate.

A: Great to meet you, Kate. Where are you from?

C: New York.

B ▶1:05 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR *Information questions with be: Review*

Who's Ms. Nieto?	She's my teacher.
Who are they?	They're my classmates.
Where's she from?	She's from Seoul, Korea.
What city are you from?	We're from Los Angeles.
What's your occupation?	I'm an engineer.
What's his e-mail address?	It's ted@kr.com [say "ted at k-r-dot-com"].
What are their names?	Andrea and Steven.
How old is your brother?	He's twenty-six.
How old are they?	She's twelve, and her little sister is eight.

Contractions

Who's = Who is   **I'm** = I am   **you're** = you are
Where's = Where is   **he's** = he is   **we're** = we are
What's = What is   **she's** = she is   **they're** = they are
   it's = it is

GRAMMAR BOOSTER p. 123
- Information questions with be: usage and form
- Possessive nouns and adjectives

A GRAMMAR PRACTICE Complete the conversations. Use contractions of the verb be when possible.

1 A: .... that over there?
   B: Oh, that's Hasna. .... from Lebanon.
   A: .... she? She looks very young.
   B: I think .... twenty-five.

2 A: Your new neighbor's good-looking!
   .... his name?
   B: His name's Francisco.
   A: .... he from?
   B: El Salvador.

3 A: .... they?

B: I think .... new students.

A: .... their names?

B: Evan and Kim.

4 A: It was nice to meet your brothers.
.... they?

B: Greg's only fourteen. But my older brother, David, is twenty-eight.

A: .... David's occupation?

B: .... a lawyer.

5 A: I'll call you sometime. .... phone number?

B: .... 555-0296. ....

A: 555-8747.

6 A: .... your e-mail address? I'll send you a note.

B: .... choi23@kr.com.

A: K - r - dot - com? That's interesting.
.... you from?

B: Busan, Korea. I'm here on business.

DIGITAL MORE EXERCISES

B **GRAMMAR PRACTICE** Write at least four information questions for your partner. Begin each question with a capital letter and end with a question mark.

Ideas
Who . . . ?
What . . . ?
Where . . . ?
How old . . . ?

What's your phone number?

Audrey Miller
cell: (415) 555-8393
e-mail:
audreym@pnet.com
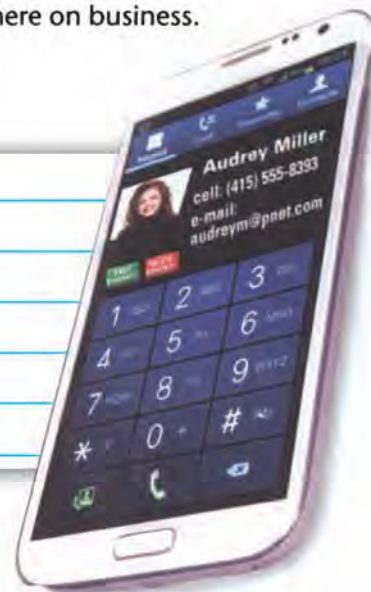
C **PAIR WORK** Now ask your questions, and answer your partner's questions.

NOW YOU CAN   Meet someone new

DIGITAL VIDEO

A **CONVERSATION ACTIVATOR** With two partners, personalize the Conversation Model. Imagine one of you is new to your school, office, or neighborhood. Meet that person. Then change roles.

A: Who .... ?

B: Over there? I think .... new.

A: Well, let's say hello.

. . .

B: .... I'm .... , and this is ....

C: .... My name's ....

A: .... Where are you from?

C: ....

DON'T STOP!
Ask more questions.
What city are you from?
What's your occupation?
Who's your teacher?

RECYCLE THIS LANGUAGE.

Introduce people	Greet new people	Shift to informality
This is __.	Great to meet you.	Everyone calls me __.
I'd like you to meet __.	How nice to meet you!	Please call me __.
	It's a pleasure to meet you.	Just call me __.

B **CHANGE PARTNERS** Practice the conversation again. Meet other people.

THIRD EDITION

TOP NOTCH 1A

WORKBOOK

JOAN SASLOW
ALLEN ASCHER

with Barbara R. Denman and Julie C. Rouse

Getting Acquainted

1 Read about the famous person. Then check <u>true</u>, <u>false</u>, or <u>no information</u>, according to the website.

Meet Lionel Messi!

◀ BACK   FORWARD ▶   ● STOP   ⟳ REFRESH

ADDRESS:

MEET LIONEL MESSI!

HOME

INFORMATION

NEWS

INTERVIEWS

SOCCER

ENGLAND

Given name:
Lionel

Family name:
Messi

Occupation:
athlete
(professional soccer player)

Nationality:
Argentinian

Date of birth:
June 24, 1987

Personal quote:
"My given name is Lionel,
but my friends call me Leo."

	true	false	no information
1. His first name is Lionel.	☐	☐	☐
2. His last name is Leo.	☐	☐	☐
3. He is an actor.	☐	☐	☐
4. He is married.	☐	☐	☐
5. His nickname is Lionel.	☐	☐	☐

2 Match the word or words with the same meaning. Draw a line.

1. Nice to meet you.   a. not married

2. first name   b. given name

3. last name   c. It's a pleasure to meet you.

4. single   d. family name

3 Introduce Lionel Messi. Complete the quote. Use a formal title.

> ❝ I'd like to introduce you to _____
>
> _____ . ❞

4 Complete the information. Write <u>your</u> name on the lines.

HELLO

MY NAME IS _____ ,
           first name   last name

PLEASE CALL ME _____ .

Most Common Family Names

Country	Family Name
China	Li
France	Martin
Great Britain	Smith
India	Patel
Japan	Sato
Korea	Kim
Russia	Ivanov
Spain	Garcia
United States	Smith
Vietnam	Nguyen

LESSON **1**

5 Choose the correct response. Circle the letter.

1. "Who's that?"
   a. Please call me Matt.
   b. Great to meet you.
   c. That's my brother, Ryan.

2. "My name's Sidney, and this is Sam."
   a. Hi. I'm Rachel.
   b. I think they're new.
   c. I'm from Australia.

3. "My name's Elizabeth, but everyone calls me Ellie."
   a. Let's say hello.
   b. It's a pleasure to meet you.
   c. I'd like you to meet Ellie.

4. "Where are you from?"
   a. London.
   b. Twenty-five.
   c. A student.

6 Complete the information questions. Use contractions when possible.

1. A: _____ that?
   B: That's Mr. Miller.

2. A: _____ her occupation?
   B: She's an artist.

3. A: Your son is very cute.
   _____ he?
   B: He's eight months old.

4. A: I'll send you an e-mail. _____ your e-mail address?
   B: It's une-yoshiko@videotech.co.jp.

5. A: _____ Anil and Temel from?
   B: They're from Istanbul, I think.

6. A: _____ your new classmates?
   B: That's Marcos on the right and Paulo on the left.

7 **Choose the correct response. Write the letter on the line.**

_____ 1. "How old is Michael?"

_____ 2. "Who's not here?"

_____ 3. "What are your occupations?"

_____ 4. "Where are their friends from?"

_____ 5. "Where is Ava?"

_____ 6. "What city is he from?"

_____ 7. "Who are your teachers?"

a. She's over there.

b. They're from Germany.

c. He's three.

d. Rachel isn't here.

e. Their names are Mr. Park and Ms. Kim.

f. I'm a singer, and he's a student.

g. He's from Tokyo.

8 **Look at the picture. Write a question for each answer.**
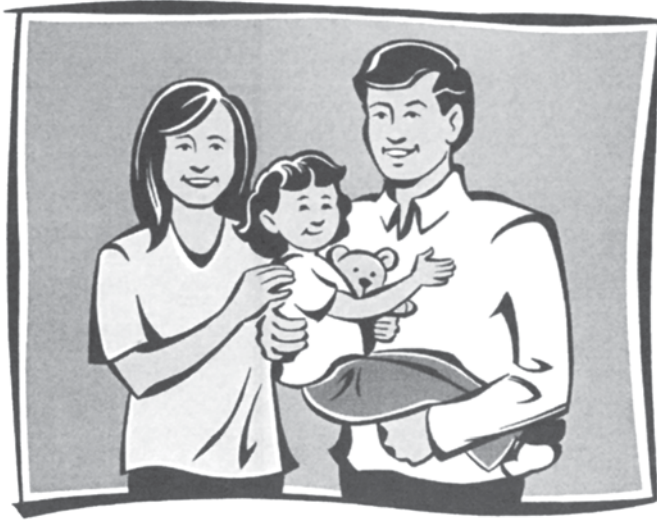
1. A: _____?

   B: They're my friends from computer class.

2. A: _____?

   B: Their names are Juan and Paloma.

3. A: _____?

   B: Spain.

4. A: _____?

   B: She's two years old.

9 **Answer the questions. Use your own words.**

1. "Who's your teacher?"

   YOU _____

2. "What's your e-mail address?"

   YOU _____

3. "How old are you?"

   YOU _____

10 Unscramble the words to write sentences.

1. actor / wonderful / is / Suraj Sharma / a

   _____

2. fantastic / a / athlete / is / Lionel Messi

   _____

3. Juan Gabriel Vásquez / writer / is / great / a

   _____

4. are / musicians / The Gipsy Kings / excellent

   _____

5. beautiful / is / Zhang Ziyi / and actress / a / singer

   _____

6. chef / a / Nobu Matsuhisa / famous / is

   _____

11 Look at the responses. Complete the <u>yes</u> / <u>no</u> questions with <u>be</u>.

1. A: _____ Stacey?

   B: No, I'm not. I'm Claire.

2. A: _____ English?

   B: No, they're not. They're Australian.

3. A: _____ a student here?

   B: Yes, he is. I think he's new.

4. A: _____ married?

   B: No, I'm not. I'm single.

5. A: _____ in the same class?

   B: Yes, we are.

6. A: _____ a good chef?

   B: She sure is.

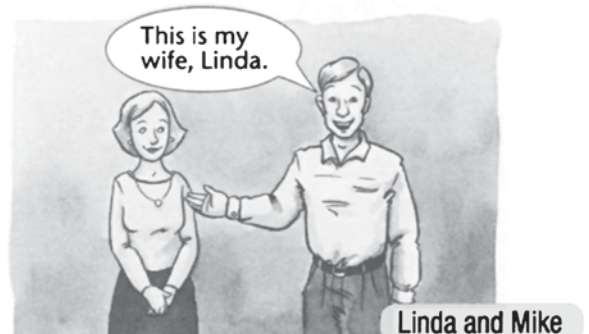**12** Look at the picture. Write short answers about the people.

1. Are Andy and Tara students?

   <u>Yes, they are.</u>

2. Is John an athlete?

   _____

3. Is Maria from Venezuela?

   _____

4. Are Linda and Mike married?

   _____

13 CHALLENGE. Write yes / no questions with be about the people from Exercise 10.

1. Suraj Sharma / in the movie *Life of Pi* _____

2. Lionel Messi / a soccer player _____

3. Juan Gabriel Vásquez / a Simón Bolívar Prize winner _____

4. The Gipsy Kings' songs / in French _____

5. Zhang Ziyi / from Hong Kong _____

6. Nobu Matsuhisa / sushi chef _____

Can you answer the questions? Write short answers. Use contractions when possible.
If you don't know, guess.

1. *Yes, he is.* _____   4. _____

2. _____   5. _____

3. _____   6. _____

14 Answer the questions. Use your own words.

1. "Are you a good singer?" YOU _____

2. "Are you a good athlete?" YOU _____

3. "Are any of your friends or family members famous?" YOU _____

LESSON 3 and 4

15 Read about where the people are from. Guess their nationalities. Use yes / no questions.

1. A: "My hometown is Vancouver."   3. A: "I'm originally from London."
   B: _____?   B: _____?

2. A: "I'm from Beijing."   4. A: "I'm actually from Istanbul."
   B: _____?   B: _____?

16 Answer the questions. Use your own words.

1. "What's your nationality?" YOU _____

2. "What's your birthplace?" YOU _____

3. "What's your hometown?" YOU _____

4. "What's your occupation?" YOU _____

5. "What's your nickname?" YOU _____

THIRD EDITION

TOP NOTCH **1A**

TOP NOTCH

THE LEADER IN GLOBAL COMMUNICATION

Top Notch develops confident, culturally fluent English speakers who can successfully navigate the social, travel, and business situations that they will encounter in their lives. It delivers immediate, demonstrable results through its proven pedagogy and systematic recycling of language.

Top Notch provides more practice and more teacher support than any course available today.

COMPLETE AND FLEXIBLE

- **MyEnglishLab** is an online learning platform that offers personalized, four-skills practice with feedback on errors, as well as Grammar Coach and Pronunciation Coach videos.

- **ActiveTeach** is a dynamic, customizable multimedia teaching tool. It includes the Student's Book, in digital form, with point-of-use audio, video, flash cards, interactive activities, and lesson plans. With printable resources and assessment.

- To listen anytime, anywhere to the *Top Notch* Classroom Audio Program, go to **www.english.com/topnotch3e**. Download mp3 files at no charge OR purchase the *Top Notch* Go app—with speed control, navigation, and audio transcripts.

- **Student's Book** Available with or without MyEnglishLab

- **Workbook**

- **Teacher's Edition and Lesson Planner**

- **Full-Course Placement Tests** (printable or online)

- **Assessment** Online in MyEnglishLab or printable from ActiveTeach

- **Classroom Audio Program** (CDs)

  Summit 1 and *Summit 2* are the titles of the 5th and 6th levels of the *Top Notch* course.
  Summit 1 is CEFR B2 - B2+.
  Summit 2 is CEFR B2+ - C1.

BE PART OF IT:
Join the *Top Notch* Teacher Community
www.pearsonelt.com/topnotch3e

GSE		10	20	30	40	50	60	70	80	90
Level 3										
Level 2										
Level 1										
Fundamentals										
CEFR		<A1	A1	A2 +	B1 +	B2 +	C1	C2		

Learn about the Global Scale of English at www.englishscale.com