

THIRD EDITION

# TOP NOTCH

FUNDAM

# A



**RAHNAMA**  
P R E S S

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With Workbook



JOAN SASLOW  
ALLEN ASCHER

ALWAYS LEARNING

PEARSON

# LEARNING OBJECTIVES

Top Notch Fundamentals is designed for true beginning students or for students new to a very low-level beginning course. No prior knowledge of English is assumed.

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<b>UNIT 1</b> <b>Names and Occupations</b>	<ul style="list-style-type: none"> <li>Tell a classmate your occupation</li> <li>Identify your classmates</li> <li>Spell names</li> </ul>	<ul style="list-style-type: none"> <li>Occupations</li> <li>The alphabet</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More occupations</li> </ul>	<ul style="list-style-type: none"> <li>Verb <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>	<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>Be from / 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>	<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>	<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>	<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</u>, <u>on time</u>, <u>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</u>, <u>on</u>, and <u>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>	<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</u>, <u>that</u>, <u>these</u>, <u>those</u></li> <li>The simple present tense: <u>like</u>, <u>want</u>, <u>need</u>, and <u>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</u> and <u>ones</u></li> </ul> <p><b>GRAMMAR BOOSTER</b> Extra practice</p>
<b>UNIT 7</b> <b>Activities</b> <b>Units 1–7 Review</b>	<ul style="list-style-type: none"> <li>Talk about morning and evening activities</li> <li>Describe what you do in your free time</li> <li>Discuss household chores</li> </ul>	<ul style="list-style-type: none"> <li>Daily activities at home</li> <li>Leisure activities</li> <li>Household chores</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More household chores</li> </ul>	<ul style="list-style-type: none"> <li>The simple present tense: <ul style="list-style-type: none"> <li>Third-person singular spelling rules</li> <li>Questions with <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>

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## REFERENCE CHARTS

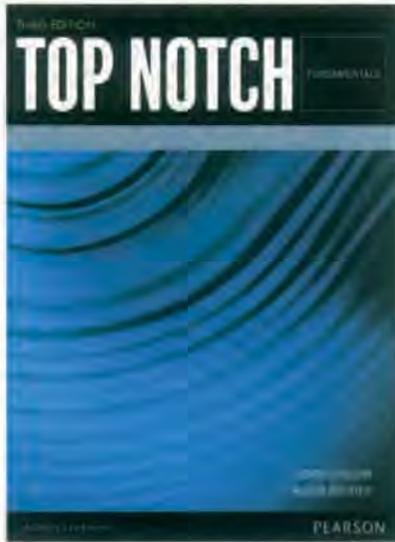
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## TO THE TEACHER

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



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

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

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

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

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

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

## Award-Winning Instructional Design\*

### Daily confirmation of progress

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

### True-beginner vocabulary and grammar

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

### Authentic social language

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

### 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

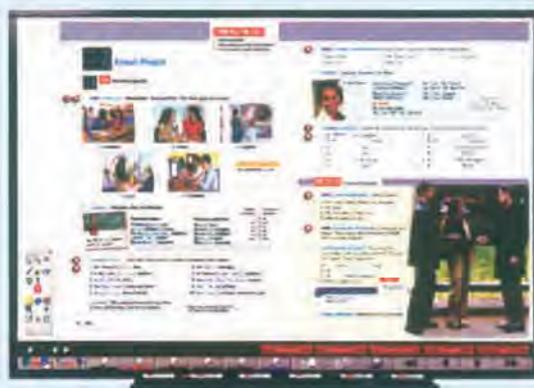
Maximize the impact of your **Top Notch** lessons. This digital tool provides an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of digital and printable features.

### 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](http://www.english.com/topnotch3e). The mobile app **Top Notch Go** allows access anytime, anywhere and lets students practice at their own pace.

## Teacher's Edition and Lesson Planner

-  Detailed interleaved lesson plans, language and culture notes, answer keys, and more
-  Also accessible in digital form in the ActiveTeach

For more information: [www.pearsonelt.com/topnotch3e](http://www.pearsonelt.com/topnotch3e)

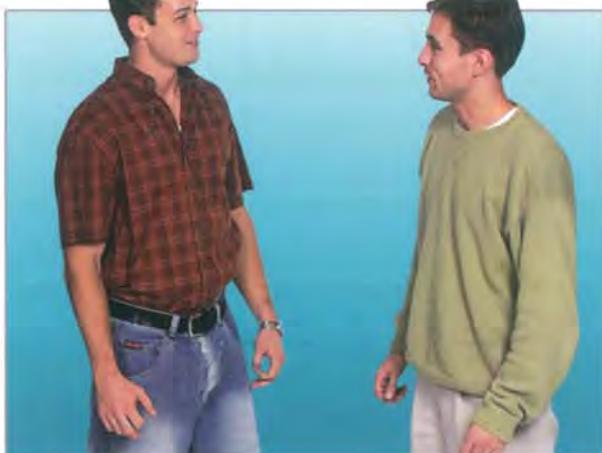
**COMMUNICATION GOAL**

- 1 Introduce yourself.
- 2 Greet people.
- 3 Say good-bye.

# Welcome to *Top Notch!*

**GOAL** Introduce yourself

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



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



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

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

**NOW YOU CAN** Introduce yourself

**PAIR WORK** Now introduce yourself to your classmates.

**▶1:04 Greetings**

Hi.  
Hello.  
I'm [Lisa].



**▶1:05 Responses**

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

**GOAL** Greet people

1 ▶1:06 **CONVERSATION MODEL** Read and listen.

A: Hi, Len. How are you?

B: Fine, thanks. And you?

A: I'm fine.

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

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



1 Good morning.



2 Good afternoon.



3 Good evening.



**NOW YOU CAN** Greet people

**PAIR WORK** Now greet your classmates.

▶1:09 **Greetings**

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



▶1:10 **Responses**

😊 Fine. / I'm fine.  
Great.

😐 Not bad.  
So-so.

**GOAL** Say good-bye

1 ▶1:11 CONVERSATION MODEL Read and listen.

A: Good-bye, Charlotte.

B: Good-bye, Emily.

A: See you tomorrow.

B: OK. See you!

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



**NOW YOU CAN** Say good-bye

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

▶1:13 Ways to say good-bye

- Good-bye.
- Bye.
- See you later.
- Take care.



**✓ NOW I CAN**

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

**COMMUNICATION GOAL**

- 1 Tell a classmate your occupation.
- 2 Identify your classmate's occupation.
- 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 singer



10 a flight attendant

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

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

**Affirmative statements / Contractions**

I **am** Ann. / I'm Ann.

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

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

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

**Negative statements / Contractions**

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

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

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

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

**Articles a / an**

a teacher

an actor

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

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

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

“ He's a teacher. ”

“ She's a flight attendant. ”

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



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

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.





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THIRD EDITION

# TOP NOTCH

FUNDAMENTALS

**A**

WORKBOOK

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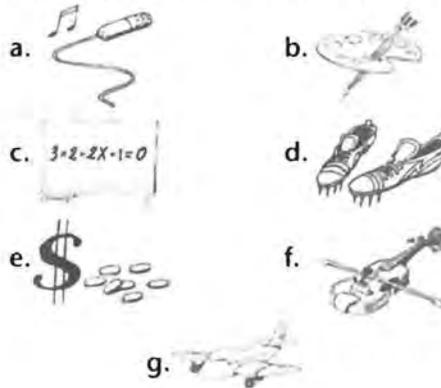
with Julie C. Rouse

LESSON

1

1 Match the occupations with the pictures. Write the letter on the line.

1. \_\_\_\_ a teacher
2. \_\_\_\_ an artist
3. \_\_\_\_ an athlete
4. \_\_\_\_ a musician
5. \_\_\_\_ a flight attendant
6. \_\_\_\_ a banker
7. \_\_\_\_ a singer



2 FAMOUS PEOPLE. What are their occupations? Write sentences. Use contractions.



1. Frank Gehry: He's an architect
2. Mariana Pajón: \_\_\_\_\_
3. Shakira: \_\_\_\_\_
4. Orlando Bloom: \_\_\_\_\_

**3 Complete the conversation between Joo Yeon Sir and Marta.**

Joo Yeon Sir: Hi. I'm Joo Yeon.

Marta: Hi, \_\_\_\_\_.

Joo Yeon Sir: Nice to meet you, Marta.

Marta: \_\_\_\_\_.

Joo Yeon Sir: What do you do?

Marta: \_\_\_\_\_.  
\_\_\_\_\_?

Joo Yeon Sir: I'm a musician.



**LESSON 2**

**4 Match the occupations that go together. Write the letter on the line.**

- |                       |                       |
|-----------------------|-----------------------|
| 1. <u>c</u> a singer  | a. a student          |
| 2. _____ a teacher    | b. a flight attendant |
| 3. _____ an architect | c. a musician         |
| 4. _____ a pilot      | d. an engineer        |

**5 Circle the occupation that is different.**

- |              |          |          |              |
|--------------|----------|----------|--------------|
| 1. scientist | engineer | chef     | doctor       |
| 2. singer    | manager  | actor    | athlete      |
| 3. banker    | artist   | musician | photographer |

**6 Look at the people going to work. Write sentences about their occupations. Use contractions.**



- |                           |          |
|---------------------------|----------|
| 1. <u>She's an artist</u> | 4. _____ |
| 2. _____                  | 5. _____ |
| 3. _____                  | 6. _____ |

**7 Complete the sentences with names.**

1. \_\_\_\_\_ is a famous artist.
2. \_\_\_\_\_ is a famous musician.
3. \_\_\_\_\_ is a famous writer.
4. My favorite singer is \_\_\_\_\_.
5. My favorite actor is \_\_\_\_\_.
6. My favorite athlete is \_\_\_\_\_.

**8 Read the list. Then look at the pictures and complete the conversations.**

Name	Occupation
Anna Madden	Pilot
Maggie Gill	Singer
Julia Santos	Doctor
Grace Lund	Scientist
Emily Parson	Student
Caroline Benson	Banker
Nicole Locke	Student



Are you Maggie?

1. *No, I'm not.*  
*I'm Grace.*

Are you Anna?

2. \_\_\_\_\_  
\_\_\_\_\_

Are you Caroline?

3. \_\_\_\_\_  
\_\_\_\_\_

Are you Emily and Nicole?

4. \_\_\_\_\_  
\_\_\_\_\_



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