

TOP NOTCH



THIRD EDITION
with WORKBOOK

JOAN SASLOW
ALLEN ASCHER



TOP NOTCH

1A

THIRD EDITION

ENGLISH FOR TODAY'S WORLD

with Workbook

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

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WORKBOOK

UNIT 1	W1
UNIT 2	W11
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LEARNING OBJECTIVES

Top Notch 1 learning objectives are designed for false beginners. They offer a rigorous review and an expansion of key beginning concepts as well as a wealth of new and challenging material.

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 1 Getting Acquainted PAGE 2	• 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 • <u>Yes / 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 PAGE 14	• 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 PAGE 26	• 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 PAGE 38	• 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 PAGE 50	• 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 <u>Let's</u> to suggest a course of action • Ask personal questions to indicate friendliness • Intensify an informal answer with <u>sure</u>	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 <u>Would you like to go?</u>” to make an invitation • Repeat with rising intonation to confirm information • Provide reasons to decline an invitation • Use <u>Too bad</u> to express disappointment • Use <u>Thanks, anyway</u> 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 <u>Actually</u> to introduce a topic • Respond to good news with <u>Congratulations!</u> • Respond to bad news with <u>I'm sorry to hear that</u> • Use <u>Thanks</u> for asking to acknowledge an inquiry of concern • Use <u>Well</u> 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 <u>and</u> or <u>but</u>
• Use <u>Could you . . . ?</u> to make a polite request • Use <u>Sure</u> to agree to a request • Clarify a request by asking for more specific information • Indicate a sudden thought with <u>Actually</u> • Use <u>I'll have</u> to order from a server • Increase politeness with <u>please</u>	Listening Skills • Listen to take notes • Listen to predict • Infer the location of a conversation Pronunciation • <u>The</u> 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: <u>and</u> or <u>in addition</u>
• Use <u>Hey</u> or <u>How's it going</u> for an informal greeting • Use <u>What about . . . ?</u> to offer a suggestion • Use <u>Really?</u> to indicate surprise • Use <u>You know</u> 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 <u>be</u>

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 6 Staying in Shape PAGE 62	- Plan an activity with someone - Talk about habitual activities and future plans - Discuss fitness and eating habits - Describe your routines	- Physical activities - Places for sports and exercise - Frequency adverbs	- Can and have to - The present continuous and the simple present tense: Review GRAMMAR BOOSTER <u>Can</u> and <u>have to</u>: form and common errors <u>Can</u> and <u>have to</u>: information questions <u>Can</u> and <u>be able to</u>: present and past forms - The simple present tense: non-action verbs - The simple present tense: placement of frequency adverbs - Time expressions
UNIT 7 On Vacation PAGE 74	- Greet someone arriving from a trip - Ask about someone's vacation - Discuss vacation preferences - Describe good and bad vacation experiences	- Adjectives to describe trips - Intensifiers - Decline and accept help - Adjectives for vacations - Bad and good travel experiences	- The past tense of <u>be</u>: Review - Contractions - The simple past tense: Review - Regular and irregular verb forms GRAMMAR BOOSTER - The past tense of <u>be</u>: form - The simple past tense: spelling rules for regular verbs - The simple past tense: usage and form
UNIT 8 Shopping for Clothes PAGE 86	- Shop and pay for clothes - Ask for a different size or color - Navigate a mall or department store - Discuss clothing do's and don'ts	- Clothes and clothing departments - Types of clothing and shoes - Formal clothes - Clothing that comes in "pairs" - Store departments - Clothing sizes - Interior store locations and directions - Prepositions of interior location - Formality and appropriateness in clothing	- Uses of object pronouns - Subject and object pronouns - Comparative adjectives GRAMMAR BOOSTER - Direct objects: usage - Indirect objects: usage rules and common errors - Comparative adjectives: spelling rules
UNIT 9 Taking Transportation PAGE 98	- Discuss schedules and buy tickets - Book travel services - Understand airport announcements - Describe transportation problems	- Kinds of tickets and trips - Ways to express disappointment - Travel services - Airline passenger information - Some flight problems - Transportation problems - Means of transportation	- Modals <u>should</u> and <u>could</u> <u>Be going to</u> + base form to express the future: Review GRAMMAR BOOSTER - Modals <u>can</u>, <u>could</u>, and <u>should</u>: meaning, form, and common errors - Expansion: future actions
UNIT 10 Spending Money PAGE 110	- Ask for a recommendation - Bargain for a lower price - Discuss showing appreciation for service - Describe where to get the best deals	- Financial terms - How to bargain - How to describe good and bad deals	- Superlative adjectives - Irregular forms <u>Too</u> and <u>enough</u> GRAMMAR BOOSTER - Comparative and superlative adjectives: usage and form - Intensifiers <u>very</u>, <u>really</u>, and <u>too</u>

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CONVERSATION STRATEGIES

LISTENING / PRONUNCIATION

READING

WRITING

- Use Why don't we . . . ? to suggest an activity
- Say Sorry, I can't to apologize for turning down an invitation
- Provide a reason with have to to decline an invitation
- Use Well, how about . . . ? to suggest an alternative
- Use How come? to ask for a reason
- Use a negative question to confirm information

Listening Skills

- Listen to activate grammar
- Listen for main ideas
- Listen for details
- Apply and personalize information

Pronunciation

- Can / can't
- Third-person singular -s: Review

Texts

- A bar graph
- A fitness survey
- A magazine article
- A photo story

Skills/strategies

- Interpret a bar graph
- Infer information
- Summarize

Task

- Write about one's exercise and health habits

WRITING BOOSTER

- Punctuation of statements and questions

- Say Welcome back! to indicate enthusiasm about someone's return from a trip
- Acknowledge someone's interest with Actually
- Decline an offer of assistance with It's OK. I'm fine.
- Confirm that an offer is declined with Are you sure?
- Use Absolutely to confirm a response
- Show enthusiasm with No kidding! and Tell me more.

Listening Skills

- Listen for main ideas
- Listen for details
- Infer meaning

Pronunciation

- The simple past tense ending: Regular verbs

Texts

- Travel brochures
- Personal travel stories
- A vacation survey
- A photo story

Skills/strategies

- Activate language from a text
- Identify supporting details
- Support an opinion
- Draw conclusions

Task

Write a guided essay about a vacation

WRITING BOOSTER

- Time order

- Use Excuse me to indicate you didn't understand or couldn't hear
- Use Excuse me to begin a conversation with a clerk
- Follow a question with more information for clarification
- Acknowledge someone's assistance with Thanks for your help
- Respond to gratitude with My pleasure

Listening Skills

- Infer the appropriate location
- Understand locations and directions

Pronunciation

- Contrastive stress for clarification

Texts

- An online clothing catalogue
- Simple and complex diagrams and plans
- A travel article
- A personal opinion survey
- A photo story

Skills/strategies

- Identify supporting details
- Paraphrase
- Apply information

Task

- Write a letter or e-mail explaining what clothes to pack

WRITING BOOSTER

- Connecting ideas with because and since

- Use I'm sorry to respond with disappointing information
- Use Well to introduce an alternative
- Use I hope so to politely respond to an offer of help
- Use Let me check to buy time to get information

Listening Skills

- Infer the type of travel service
- Understand public announcements
- Listen for details
- Use reasoning to evaluate statements of fact

Pronunciation

- Intonation for offering alternatives

Texts

- Transportation schedules
- Public transportation tickets
- Arrival and departure boards
- Magazine and newspaper articles
- A photo story

Skills/strategies

- Make decisions based on schedules and needs
- Critical thinking

Task

- Write about two different trips, one past trip and one future trip

WRITING BOOSTER

- The paragraph

- Use Well to connect an answer to an earlier question
- Use How about . . . ? to make a financial offer
- Use OK to indicate that an agreement has been reached

Listening Skills

- Listen for key details
- Listen for main ideas
- Listen for details

Pronunciation

- Rising intonation for clarification

Texts

- A travel guide
- Product ads
- A magazine article
- Personal travel stories
- A photo story

Skills/strategies

- Classify information
- Draw conclusions
- Apply information

Task

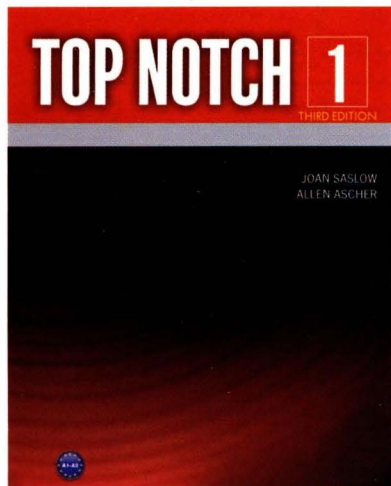
- Write a guide to your city, including information on where to stay, visit, and shop

WRITING BOOSTER

- Connecting contradictory ideas: even though, however, on the other hand

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, and Pronunciation Coach videos.

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.

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

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

COMPONENTS

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

