



ENGLISH FOR TODAY'S WORLD

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**Alignment with the Global Scale of English  
and the Common European Framework of Reference**

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## ENGLISH FOR TODAY'S WORLD

**TOP NOTCH** is a comprehensive communicative English course that prepares adults and young adults to interact confidently with both native and non-native speakers of English. *Top Notch* makes English unforgettable through the rich input of language, intensive practice, and systematic recycling.

Revised and aligned to the *Global Scale of English*, this edition has striking new visuals, inspirational tools, and extra grammar activities and exercises.

### COURSE COMPONENTS

- Student's Book
- Workbook
- Teacher's Edition and Lesson Planner
- ActiveTeach
- MyEnglishLab
- Classroom Audio Program
- Full-Course Placement Tests
- Top Notch GO (mobile app)

[www.pearsonELT.com/topnotch3e](http://www.pearsonELT.com/topnotch3e)

# The Global Scale of English and the Common European Framework of Reference

The **Global Scale of English** is a standardized, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the **Common European Framework of Reference (CEFR)**. Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale—and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or “learning objectives,” for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student ‘Can Do’ with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple contexts.

In order for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the second or foreign language), it is important to encounter the skill in a variety of contexts. The content of the *Top Notch* course is designed to provide multiple touch points from which a learner can explore the possibilities of use of any given language skill. From conversations in the home to communication in a store, learners will have a variety of opportunities to improve their agility and fluency with the various skills.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

(C) Common European Framework descriptor, verbatim, © Council of Europe

(Ca) Common European Framework descriptor, adapted or edited, © Council of Europe

(N2000) North (2000) descriptor, verbatim

(N2000a) North (2000) descriptor, adapted or edited

(P) New Pearson English descriptor

(CJa) CEFR-J descriptor, adapted or edited

[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]

Visit [English.com/gse](http://English.com/gse) to learn more about the **Global Scale of English**.

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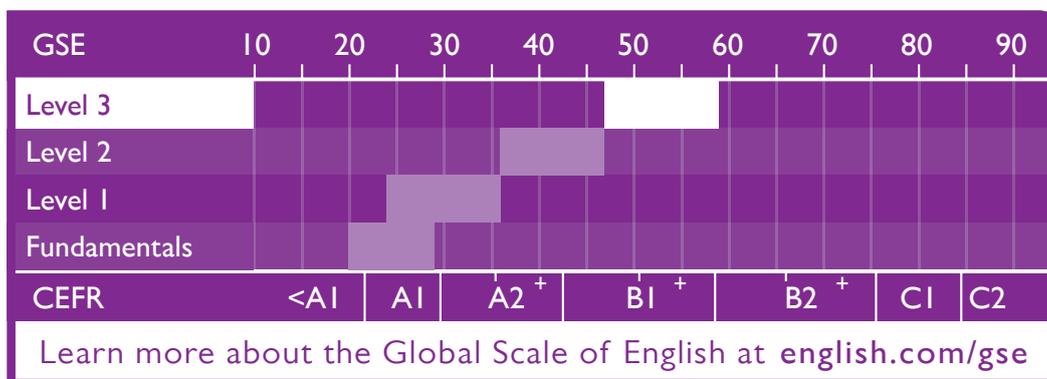
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## ENGLISH FOR TODAY'S WORLD

**Top Notch Third Edition** is aligned with the Global Scale of English and Common European Framework of Reference. It takes learners from CEF A1 to B1+ (20–59 on the Global Scale of English). Each lesson guides students to a 'Can Do' goal in line with the Global Scale of English and Common European Framework 'Can Do' statements.



# UNIT 1 MAKE SMALL TALK

## Preview

Vocabulary Etiquette for greetings

## Lesson 1 Make small talk

Grammar Tag questions: usage, form, and common errors  
Pronunciation Intonation of tag questions

## Lesson 2 Describe a busy schedule

Grammar The past perfect: Statements  
Vocabulary Intensifiers

## Lesson 3 Develop your cultural awareness

Vocabulary Manners and etiquette

## Lesson 4 Discuss how culture changes over time

Vocabulary Comparing culture in the past with the present

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
<b>Speaking</b>	Can summarize and comment on a short story or article and answer questions in detail. (Ca)	B1+	56	2
	Can give or seek personal views and opinions in discussing topics of interest. (C)	B1	46	11
	Can initiate, maintain and close simple, face-to-face conversations on familiar topics. (Ca)	B1	46	5
	Can initiate, maintain and close simple, face-to-face conversations on familiar topics. (Ca)	B1	46	7
	Can express their thoughts in some detail on cultural topics (e.g. music, films). (C)	B1+	55	9
	Can give or seek personal views and opinions in discussing topics of interest. (C)	B1	46	11
	Can convey simple information of immediate relevance and emphasize the main point. (Ca)	B1	45	13
<b>Listening</b>	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (Ca)	B1	47	8
<b>Reading</b>	Can extract relevant details in everyday letters, brochures and short official documents. (Ca)	B1	48	2
	Can make simple inferences based on information given in a short article. (P)	B1+	51	3
	Can recognize significant points and arguments in straightforward newspaper articles on familiar topics. (Ca)	B1+	56	10
<b>Writing</b>	Can write emails/letters exchanging information, emphasizing the most important point. (Ca)	B1+	53	12

# UNIT 2 HEALTH MATTERS

## Preview

Vocabulary Dental emergencies

## Lesson 1 Show concern and offer help

Grammar Drawing conclusions with *must*

Vocabulary Describing symptoms

Pronunciation Intonation of lists

## Lesson 2 Make a medical or dental appointment

Grammar *Will be able to*

Modals *may* and *might*

Vocabulary Medical procedures

## Lesson 3 Discuss types of treatments

Vocabulary Types of medical treatments

## Lesson 4 Talk about medications

Vocabulary Medications

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
<b>Speaking</b>	Can relate the basic details of unpredictable occurrences (e.g. an accident). (Ca)	B1+	54	15
	Can express and respond to feelings (e.g. surprise, happiness, interest, indifference). (C)	B1+	51	17
	Can make an appointment on the phone. (P)	A2+	42	19
	Can give or seek personal views and opinions in discussing topics of interest. (C)	B1	46	21
	Can describe basic symptoms to a doctor, but with limited precision. (Ca)	B1+	54	23
	Can explain why something is a problem. (C)	B1+	55	25
<b>Listening</b>	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (Ca)	B1	47	22
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (Ca)	B1	47	23
<b>Reading</b>	Can extract relevant details in everyday letters, brochures and short official documents. (Ca)	B1	48	14
	Can generally understand details of events, feelings and wishes in letters, emails and online postings. (Ca)	B1+	51	15
<b>Writing</b>	Can summarize factual information within their field of interest. (Ca)	B1+	57	24

# UNIT 3 GETTING THINGS DONE

## Preview

Vocabulary Procrastinators

## Lesson 1

### Offer a solution

Grammar The causative  
Vocabulary Ways to indicate acceptance

## Lesson 2

### Discuss how long a service will take

Grammar The passive causative  
Vocabulary Services

## Lesson 3

### Evaluate the quality of service

Vocabulary Customer service  
Pronunciation Emphatic stress to express enthusiasm

## Lesson 4

### Plan an event

Vocabulary Planning and running an event

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
<b>Speaking</b>	Can give or seek personal views and opinions in discussing topics of interest. (C)	B1	46	27
	Can express opinions as regards possible solutions, giving brief reasons and explanations. (Ca)	B1+	51	29
	Can ask for and provide everyday goods and services. (C)	A2	35	31
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	B1+	51	33
	Can describe plans and arrangements. (Ca)	A2+	39	35
	Can tell a story or describe something in a simple list of points. (C)	A2+	40	37
<b>Listening</b>	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (Ca)	B1	47	34
<b>Reading</b>	Can extract relevant details in everyday letters, brochures and short official documents. (Ca)	B1	48	26
<b>Writing</b>	Can give opinions about news and stories using basic fixed expressions. (CJa)	(B1)	(43-50)	34

# UNIT 4 READING FOR PLEASURE

## Preview

Vocabulary Genres of books

## Lesson 1 Recommend a book

Grammar Noun clauses: usage, form, and common errors

Vocabulary Ways to describe a book

Pronunciation Sentence stress in short answers with so

## Lesson 2 Ask about an article

Grammar Noun clauses: Embedded questions

Form and common errors

## Lesson 3 Describe your reading habits

Vocabulary Some ways to enjoy reading

## Lesson 4 Discuss online reading

Vocabulary Reading online vs. reading in print

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
<b>Speaking</b>	Can give a short, basic description of events and activities. (C)	A2+	42	38
	Can give a short, basic description of events and activities. (C)	A2+	42	39
	Can give or seek personal views and opinions in discussing topics of interest. (C)	B1	46	41
	Can express an attitude, opinion or idea using use idiomatic language. (P)	(B1)	(43-50)	43
	Can ask and answer questions about habits and routines. (C)	A2+	38	45
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	B1	49	47
	Can participate in short conversations in routine contexts on topics of interest. (C)	A2+	41	49
<b>Listening</b>	Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (Ca)	B1	45	44
<b>Reading</b>	Can identify the main topic and related ideas in a structured text. (P)	B1	49	46
<b>Writing</b>	Can summarize factual information within their field of interest. (Ca)	B1+	57	48

# UNIT 5 NATURAL DISASTERS

## Preview

Vocabulary Historic disasters

## Lesson 1 Convey a message

Grammar Indirect speech: Imperatives

Pronunciation Direct and indirect speech: Rhythm

## Lesson 2 Tell someone about the news

Grammar Indirect speech: *Say* and *tell*—tense changes

Vocabulary Severe weather and other natural disasters

Reactions to news

## Lesson 3 Describe natural disasters

Vocabulary Adjectives of severity

## Lesson 4 Prepare for an emergency

Vocabulary Emergency preparations and supplies

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
<b>Speaking</b>	Can give or seek personal views and opinions in discussing topics of interest. (C)	B 1	46	50
	Can give or seek personal views and opinions in discussing topics of interest. (C)	B 1	46	51
	Can convey simple information of immediate relevance and emphasize the main point. (Ca)	B 1	45	53
	Can collate information from several written sources and summarize the ideas orally. (Ca)	B 1 +	57	57
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	B 1 +	51	59
	Can describe events, real or imagined. (C)	B 1	47	61
<b>Listening</b>	Can distinguish between main ideas and supporting details in familiar, standard texts. (Ca)	B 1 +	51	58
<b>Reading</b>	Can scan a long text or a set of related texts in order to find specific information. (Ca)	B 2	63	56
<b>Writing</b>	Can write an everyday connected text using a set of short elements or facts and building them into a sequence. (Ca)	B 1	47	60

# UNIT 6 LIFE PLANS

## Preview

Vocabulary Careers

## Lesson 1 Explain a change of intentions or plans

Grammar Expressing intentions and plans that changed: *Was / Were going to* and *would*  
 Vocabulary Reasons for changing plans

## Lesson 2 Express regrets about past actions

Grammar Perfect modals  
 Pronunciation Reduction of *have* in perfect modals

## Lesson 3 Discuss skills, abilities, and qualifications

Vocabulary Qualifications for work or study

## Lesson 4 Discuss factors that promote success

Vocabulary Work habits

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
<b>Speaking</b>	Can give or seek personal views and opinions in discussing topics of interest. (C)	B 1	46	62
	Can give or seek personal views and opinions in discussing topics of interest. (C)	B 1	46	63
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	B 1 +	51	65
	Can speculate about causes, consequences, hypothetical situations. (N2000)	B2	64	67
	Can carry out a prepared structured interview with some spontaneous follow-up questions. (Ca)	B 1	45	69
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	B 1 +	51	71
	Can narrate a story. (C)	B 1	45	73
<b>Listening</b>	Can deduce the general meaning of a passage from context in a longer, structured text. (P)	B 1 +	57	68
<b>Reading</b>	Can scan a long text or a set of related texts in order to find specific information. (Ca)	B2	63	70
<b>Writing</b>	Can write personal emails/letters giving some details of events, experiences and feelings. (Ca)	B 1	48	72

# UNIT 7 HOLIDAYS AND TRADITIONS

## Preview

Vocabulary Holiday traditions around the world

## Lesson 1 Wish someone a good holiday

Grammar Adjective clauses with subject relative pronouns *who* and *that*  
 Vocabulary Ways to commemorate a holiday

## Lesson 2 Ask about local customs

Grammar Adjective clauses with object relative pronouns *who*, *whom*, and *that*  
 Pronunciation “Thought groups”

## Lesson 3 Exchange informations about holidays

Vocabulary Holidays around the world

## Lesson 4 Explain wedding traditions

Vocabulary Getting married: events and people

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
<b>Speaking</b>	Can give or seek personal views and opinions in discussing topics of interest. (C)	B1	46	74
	Can initiate, maintain and close simple, face-to-face conversations on familiar topics. (Ca)	B1	46	77
	Can express opinions and react to practical suggestions of where to go, what to do, etc. (Ca)	B1+	51	79
	Can exchange information on a wide range of topics within their field with some confidence. (Ca)	B2	59	81
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	B1+	51	83
	Can exchange information on a wide range of topics within their field with some confidence. (Ca)	B2	59	85
<b>Listening</b>	Can distinguish between main ideas and supporting details in familiar, standard texts. (Ca)	B1+	51	82
<b>Reading</b>	Can scan a long text or a set of related texts in order to find specific information. (Ca)	B2	63	80
<b>Writing</b>	Can write descriptions of past events, activities, or personal experiences. (P)	B1	47	84

# UNIT 8 INVENTIONS AND DISCOVERIES

## Preview

Vocabulary Inventions

## Lesson 1

### Describe technology

Grammar The unreal conditional: Review and expansion  
Vocabulary Describing manufactures products

## Lesson 2

### Take responsibility for a mistake

Grammar The past unreal conditional  
Pronunciation Contractions with 'd in spoken English

## Lesson 3

### Describe new inventions

Vocabulary Descriptive adjectives

## Lesson 4

### Discuss the impact of inventions / discoveries

Vocabulary How inventions impact people's lives

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
<b>Speaking</b>	Can express their thoughts in some detail on cultural topics (e.g. music, films). (Ca)	B1+	55	86
	Can give or seek personal views and opinions in discussing topics of interest. (C)	B1	46	87
	Can initiate, maintain and close simple, face-to-face conversations on familiar topics. (Ca)	B1	46	89
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	B1+	51	91
	Can speculate about causes, consequences, hypothetical situations. (N2000)	B2	64	91
	Can exchange information on a wide range of topics within their field with some confidence. (Ca)	B2	59	93
	Can exchange information on a wide range of topics within their field with some confidence. (Ca)	B2	59	95
	Can exchange information on a wide range of topics within their field with some confidence. (Ca)	B2	59	97
<b>Listening</b>	Can understand problem and solution relationships in informal conversation. (P)	B1+	58	92
<b>Reading</b>	Can scan a long text or a set of related texts in order to find specific information. (Ca)	B2	63	94
<b>Writing</b>	Can write a structured text clearly signaling main points and supporting details. (P)	B2	62	96

# UNIT 9 CONTROVERSIAL ISSUES

## Preview

Vocabulary Political terminology

## Lesson 1

### Talk about politics

Grammar Non-count nouns that represent abstract ideas  
 Vocabulary A continuum of political and social beliefs  
 Pronunciation Stress to emphasize meaning

## Lesson 2

### Discuss controversial issues politely

Grammar Verbs followed by objects and infinitives  
 Vocabulary Some controversial issues

## Lesson 3

### Propose solutions to global problems

Vocabulary Global issues

## Lesson 4

### Debate the pros and cons of issues

Vocabulary How to debate an issue politely

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
<b>Speaking</b>	Can give or seek personal views and opinions in discussing topics of interest. (C)	B1	46	99
	Can give or seek personal views and opinions in discussing topics of interest. (C)	B1	46	101
	Can express belief, opinion, agreement and disagreement politely. (C)	B1	45	103
	Can express opinions as regards possible solutions, giving brief reasons and explanations. (Ca)	B1+	51	105
	Can express belief, opinion, agreement and disagreement politely. (C)	B1	45	106
	Can express belief, opinion, agreement and disagreement politely. (C)	B1	45	109
<b>Listening</b>	Can follow the linear structure of a short formal talk. (P)	(B1)	(43-50)	107
<b>Reading</b>	Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signaled way. (Ca)	B2	59	104
<b>Writing</b>	Can introduce a counter-argument in a simple discursive text using however. (P)	B1+	56	108

# UNIT 10 BEAUTIFUL WORLD

## Preview

Vocabulary Geographic features

## Lesson 1 Describe a geographical location

Grammar Prepositional phrases of geographical place

Vocabulary Compass directions

Ways to recommend or criticize a place

Pronunciation Voiced and voiceless *th*

## Lesson 2 Warn about a possible risk

Grammar *Too* + adjective and infinitive

Vocabulary Ways to describe risks

Dangerous animals and insects

## Lesson 3 Describe a natural setting

Vocabulary Describing natural features

## Lesson 4 Discuss solutions to global warming

Vocabulary Energy and the environment

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
<b>Speaking</b>	Can give straightforward descriptions on a variety of familiar subjects. (Ca)	B1	47	111
	Can express opinions and react to practical suggestions of where to go, what to do, etc. (Ca)	B1+	51	113
	Can express opinions and react to practical suggestions of where to go, what to do, etc. (Ca)	B1+	51	115
	Can give straightforward descriptions on a variety of familiar subjects. (Ca)	B1	47	117
	Can summarize and comment on a short story or article and answer questions in detail. (Ca)	B1+	56	118
	Can summarize and comment on a short story or article and answer questions in detail. (Ca)	B1+	56	119
	Can express opinions as regards possible solutions, giving brief reasons and explanations. (Ca)	B1+	51	119
	Can describe how to do something, giving detailed instructions. (C)	B2	62	121
<b>Listening</b>	Can distinguish between main ideas and supporting details in familiar, standard texts. (Ca)	B1+	51	116
	Can distinguish between main ideas and supporting details in familiar, standard texts. (Ca)	B1+	51	117
<b>Reading</b>	Can generally understand straightforward factual texts on familiar topics. (Ca)	B1	46	118
<b>Writing</b>	Can write detailed descriptions of real or imaginary places. (P)	B2	63	120