



ENGLISH FOR TODAY'S WORLD

JOAN SASLOW  
ALLEN ASCHER

**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)

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# 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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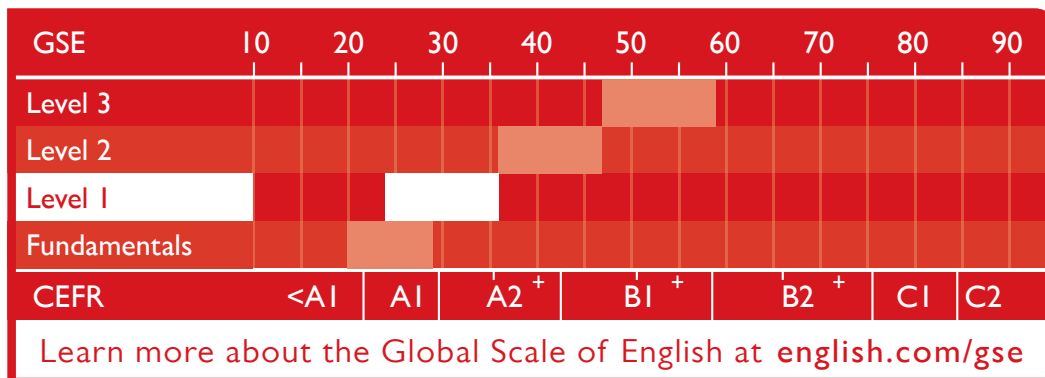
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**ENGLISH FOR TODAY'S WORLD**

**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 GETTING ACQUAINTED

## Preview

Vocabulary Formal titles

## Lesson 1 Meet someone new

Grammar Information questions with *be*: Review

## Lesson 2 Identify and describe people

Grammar Modification with adjectives: Review  
 Yes / no questions and short answers with *be*: Review  
 Vocabulary Positive adjectives to describe people  
 Pronunciation Intonation of questions

## Lesson 3 Provide personal information

Vocabulary Personal Information  
 Countries and nationalities

## Lesson 4 Introduce someone to a group

Vocabulary Personal information: Review

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
<b>Speaking</b>	Can make introduction and use basic greeting and leave-taking expressions. (C)	A1	28	3
	Can make an introduction and use basic greeting and leave-taking expressions. (C)	A1	28	5
	Can ask and answer simple questions about people they know in a limited way. (Ca)	A1	28	7
	Can exchange personal details (e.g. where they live, things they have). (Ca)	A1	28	8
	Can ask and answer simple questions about people they know in a limited way. (Ca)	A1	28	9
	Can ask and answer simple questions about people they know in a limited way. (Ca)	A1	28	11
	Can ask and answer simple questions about people they know in a limited way. (Ca)	A1	28	13
<b>Listening</b>	Can recognize phrases and content words related to basic personal and family information. (Ca)	A2	30	8
	Can recognize phrases and content words related to basic personal and family information. (Ca)	A2	30	12
<b>Reading</b>	Can understand short, simple narratives and biographies. (CJa)	(A2)	(30-35)	10
<b>Writing</b>	Can complete simple forms with basic personal details. (Ca)	A1	23	2
	Can give personal details in written form in a limited way. (Ca)	A2	31	12

# UNIT 2 GOING OUT

## Preview

Vocabulary Music genres

## Lesson 1 Accept or decline an invitation

Grammar Prepositions of time and place: Questions with *When*, *What time*, and *Where*: Review  
 Vocabulary Entertainment and cultural events

## Lesson 2 Express locations and give directions

Vocabulary Locations and directions  
 Pronunciation Rising intonation to confirm information

## Lesson 3 Make plans to see an event

Vocabulary Events, times, and places

## Lesson 4 Talk about musical tastes

Vocabulary Music preferences

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
<b>Speaking</b>	Can say what they like and dislike. (C)	A2	34	14
	Can communicate in routine tasks requiring simple, direct exchanges of information. (Ca)	A2+	36	14
	Can say what they like and dislike. (C)	A2	34	15
	Can use brief, everyday expressions to describe wants and needs, and request information. (Ca)	A1	28	17
	Can make and accept offers. (N2000)	A2+	36	17
	Can ask for simple directions from X to Y on foot or by public transport. (P)	A2	32	19
	Can make and accept offers. (N2000)	A2+	36	21
	Can say what they like and dislike. (C)	A2	34	23
	Can communicate in routine tasks requiring simple, direct exchanges of information. (Ca)	A2+	36	23
	Can communicate in routine tasks requiring simple, direct exchanges of information. (Ca)	A2+	36	25
<b>Listening</b>	Can follow short, simple social exchanges. (P)	A2	33	17
	Can understand simple directions for how to get somewhere on foot, if spoken slowly and clearly and using a map. (P)	A2	34	19
	Can extract key factual information such as prices, times and dates from short, clear, simple announcements. (P)	A2	30	20
	Can understand simple directions for how to get somewhere on foot, if spoken slowly and clearly and using a map. (P)	A2	34	20
<b>Reading</b>	Can identify specific information in simple letters, brochures and short articles. (Ca)	A2+	37	22
<b>Writing</b>	Can give personal details in written form in a limited way. (Ca)	A2	31	24

# UNIT 3 THE EXTENDED FAMILY

## Preview

Vocabulary The extended family

## Lesson 1 Report news about relationships

Grammar The simple present tense: Review  
Vocabulary Relationships and marital status

## Lesson 2 Describe extended families

Grammar The simple present tense—information questions: Review  
Vocabulary Other family relationships

## Lesson 3 Compare people

Vocabulary Similarities and differences  
Pronunciation Linking sounds

## Lesson 4 Discuss family cultural traditions

Vocabulary Family: Review

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
<b>Speaking</b>	Can ask and answer basic questions about family and friends in a limited way. (P)	A1	22	26
	Can ask and answer basic questions about family and friends in a limited way. (P)	A1	22	27
	Can ask and answer basic questions about family and friends in a limited way. (P)	A1	22	29
	Can describe their family, living conditions, education and present or most recent job. (C)	A2	33	29
	Can communicate in routine tasks requiring simple, direct exchanges of information. (Ca)	A2+	36	29
	Can ask and answer basic questions about family and friends in a limited way. (P)	A1	22	31
	Can describe their family, living conditions, education and present or most recent job. (C)	A2	33	31
	Can ask and answer basic questions about family and friends in a limited way. (P)	A1	22	33
	Can describe their family, living conditions, education and present or most recent job. (C)	A2	33	33
	Can describe their family, living conditions, education and present or most recent job. (C)	A2	33	35
Can describe their family, living conditions, education and present or most recent job. (C)	A2	33	37	
<b>Listening</b>	Can understand basic information about people's likes and dislikes. (P)	A1	25	32
	Can extract basic personal information from short, simple dialogues, if delivered slowly and carefully. (P)	(A1)	(22-29)	32
	Can extract basic personal information from short, simple dialogues, if delivered slowly and carefully. (P)	(A1)	(22-29)	36
<b>Reading</b>	Can understand short, simple narratives and biographies. (CJa)	(A2)	(30-35)	34
<b>Writing</b>	Can write simple sentences about their family and where they live. (Ca)	A1	27	36

# UNIT 4 FOOD AND RESTAURANTS

## Preview

Vocabulary Parts of a meal

## Lesson 1 Ask for a restaurant recommendation

Grammar *There is / There are* with count and non-count nouns; *Anything* and *nothing*

Vocabulary Categories of food

Degrees of hunger

## Lesson 2 Order from a menu

Grammar Definite article *the*

Pronunciation *The* before consonant and vowel sounds

## Lesson 3 Speak to a server and pay for a meal

Vocabulary Communicating with a waiter or waitress

## Lesson 4 Discuss food and health

Vocabulary Adjectives to describe the healthfulness of food

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
<b>Speaking</b>	Can say what they like and dislike. (C)	A2	34	38
	Can use simple phrases to order a meal. (Ca)	A2	31	39
	Can give simple directions from X to Y on foot or by public transport. (P)	A2	34	41
	Can use simple phrases to order a meal. (Ca)	A2	31	43
	Can communicate in routine tasks requiring simple, direct exchanges of information. (Ca)	A2+	36	47
<b>Listening</b>	Can understand simple, everyday conversations if conducted slowly and clearly. (Ca)	A2	33	44
<b>Reading</b>	Can understand short, simple narratives and biographies. (CJa)	(A2)	(30-35)	46
<b>Writing</b>	Can write descriptions of everyday personal experiences. (CJa)	(A2)	(30-35)	48



# UNIT 5 TECHNOLOGY AND YOU

## Preview

Vocabulary Electronic devices  
Replacing products

## Lesson 1 Recommend a brand or model

Grammar The present continuous: Review  
Vocabulary Collocations for using electronic devices  
Pronunciation Intonation of questions

## Lesson 2 Express sympathy for a problem

Vocabulary Household appliances and machines

## Lesson 3 Complain when things don't work

Vocabulary Ways to state a problem

## Lesson 4 Describe features of products

Vocabulary Features of manufactured products

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
<b>Speaking</b>	Can use brief, everyday expressions to describe wants and needs, and request information. (Ca)	A1	28	50
	Can use brief, everyday expressions to describe wants and needs, and request information. (Ca)	A1	28	53
	Can express how they are feeling using very basic fixed expressions. (P)	A1	28	55
	Can use brief, everyday expressions to describe wants and needs, and request information. (Ca)	A1	28	57
	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	A2	35	59
	Can describe basic activities or events that are happening at the time of speaking. (P)	A2	33	61
<b>Listening</b>	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	A2	31	55
	Can follow short, simple social exchanges. (P)	A2	33	56
	Can extract key factual information such as prices, times and dates from short clear, simple announcements. (P)	A2	30	59
<b>Reading</b>	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (Ca)	A2	34	58
<b>Writing</b>	Can write simple sentences about things that they and other people have. (P)	A1	25	60

# UNIT 6 STAYING IN SHAPE

## Preview

Vocabulary Physical activities

## Lesson 1 Plan an activity with someone

Grammar *Can* and *have to*

Pronunciation *Can / can't*

## Lesson 2 Talk about habitual activities and plans

Grammar The present continuous and the simple present tense: Review

Vocabulary Places for sports and exercise

Frequency adverbs

## Lesson 3 Discuss fitness and eating habits

Pronunciation Third-person singular -s: Review

## Lesson 4 Describe your routines

Vocabulary Daily routines

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
<b>Speaking</b>	Can ask and answer questions about what they do at work and in their free time. (C)	A2	35	62
	Can describe people's everyday lives using a short series of simple phrases and sentences. (Ca)	A2	34	63
	Can communicate in routine tasks requiring simple, direct exchanges of information. (Ca)	A2+	36	65
	Can ask and answer questions about what they do at work and in their free time. (C)	A2	35	67
	Can ask and answer questions about what they do at work and in their free time. (C)	A2	35	69
	Can describe habits and routines. (Ca)	A2+	38	71
	Can communicate in routine tasks requiring simple, direct exchanges of information. (Ca)	A2+	36	73
<b>Listening</b>	Can extract key factual information such as prices, times and dates from short clear, simple announcements. (P)	A2	30	68
<b>Reading</b>	Can understand short, simple narratives and biographies. (CJa)	(A2)	(30-35)	70
<b>Writing</b>	Can write simple sentences about things that they and other people do. (Ca)	A2	30	72

# UNIT 7 ON VACATION

## Preview

Vocabulary Travel

## Lesson 1 Greet someone arriving from a trip

Grammar The past tense of *be*: Review

Vocabulary Adjectives to describe trips

Intensifiers

## Lesson 2 Ask about someone's vacation

Grammar The simple past tense: Review

Regular and irregular verb forms

Pronunciation The simple past tense ending: Regular verbs

## Lesson 3 Discuss vacation preferences

Vocabulary Adjectives for vacations

## Lesson 4 Describe vacation experiences

Vocabulary Bad and good travel experiences

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
<b>Speaking</b>	Can communicate in routine tasks requiring simple, direct exchanges of information. (Ca)	A2+	36	74
	Can describe people's everyday lives using a short series of simple phrases and sentences. (Ca)	A2	34	75
	Can describe very basic events in the past using simple linking words (e.g. then, next). (P)	A2+	38	77
	Can describe very basic events in the past using simple linking words (e.g. then, next). (P)	A2+	38	79
	Can describe very basic events in the past using simple linking words (e.g. then, next). (P)	A2+	38	83
	Can describe a travel experience with a few very basic stock phrases. (P)	A2	35	85
<b>Listening</b>	Can follow short, simple social exchanges. (P)	A2	33	83
<b>Reading</b>	Can identify specific information in simple letters, brochures and short articles. (Ca)	A2+	37	80
<b>Writing</b>	Can write short basic descriptions of past events and activities. (P)	A2+	39	84

# UNIT 8 SHOPPING FOR CLOTHES

## Preview

Vocabulary Clothes and clothing departments

## Lesson 1 Shop and pay for clothes

Grammar Uses of object pronouns  
Vocabulary Types of clothing and shoes

## Lesson 2 Ask for a different size or color

Grammar Comparative adjectives  
Vocabulary Clothing that comes in “pairs”

## Lesson 3 Navigate a mall or department store

Vocabulary Interior store locations and directions  
Pronunciation Contrastive stress for clarification

## Lesson 4 Discuss clothing do’s and don’ts

Vocabulary Formality and appropriateness in clothing

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
<b>Speaking</b>	Can communicate in routine tasks requiring simple, direct exchanges of information. (Ca)	A2+	36	87
	Can make simple transactions in shops, post offices and banks. (Ca)	A2	33	89
	Can ask for and provide everyday goods and services. (C)	A2	35	91
	Can make simple, direct comparisons between two people or things using common adjectives. (P)	A2+	37	91
	Can give simple directions from X to Y on foot or by public transport. (P)	A2	34	93
	Can communicate in routine tasks requiring simple, direct exchanges of information. (Ca)	A2+	36	95
	Can make simple transactions in shops, post offices and banks. (Ca)	A2	33	97
<b>Listening</b>	Can understand simple directions for how to get somewhere on foot, if spoken slowly and clearly and using a map. (P)	A2	34	92
<b>Reading</b>	Can identify specific information in simple letters, brochures and short articles. (Ca)	A2+	37	94
<b>Writing</b>	Can write short, simple notes, emails and postings to friends. (N2000A)	A1	28	96

# UNIT 9 TAKING TRANSPORTATION

## Preview

Vocabulary Transportation

## Lesson 1 Discuss schedules and buy tickets

Grammar Modals *should* and *could*  
 Vocabulary Kinds of tickets and trips  
 Ways to express disappointment

## Lesson 2 Book travel services

Grammar *Be going to* + base form to express the future: Review  
 Vocabulary Travel services

## Lesson 3 Understand airport announcements

Vocabulary Airline passenger information  
 Pronunciation Intonation for offering alternatives

## Lesson 4 Describe transportation problems

Vocabulary Transportation problems

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
<b>Speaking</b>	Can handle common everyday transactions (e.g. buying a ticket). (Ca)	A2	32	98
	Can explain what they like or dislike about something. (C)	A2+	40	99
	Can make and respond to suggestions. (C)	A2+	41	100
	Can handle common everyday transactions (e.g. buying a ticket). (Ca)	A2	32	101
	Can use brief, everyday expressions to describe wants and needs, and request information. (Ca)	A1	28	103
	Can make and respond to suggestions. (C)	A2+	41	105
	Can describe very basic events in the past using simple linking words (e.g., then, next). (P)	A2+	38	107
	Can give an extended description of everyday topics (e.g. people, places, experiences) (N2000A)	A2+	38	107
	Can ask and answer questions about past times and past activities. (C)	A2+	40	107
	Can make and respond to suggestions. (C)	A2+	46	109
<b>Listening</b>	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography) (C)	A2	31	103
	Can extract key factual information such as prices, times and dates from short clear, simple announcements. (P)	A2	30	104
<b>Reading</b>	Can find specific, predictable information in everyday materials (e.g. menus, timetables). (Ca)	A2	31	98
	Can make basic inferences from simple information in a short text. (P)	A2+	38	106
<b>Writing</b>	Can give a short, basic description of events and activities. (C)	A2+	42	108

# UNIT 10 SPENDING MONEY

## Preview

Vocabulary Financial terms

## Lesson 1 Ask for a recommendation

Grammar Superlative adjectives

## Lesson 2 Bargain for a lower price

Grammar Too and enough  
 Vocabulary How to bargain  
 Pronunciation Rising intonation for clarification

## Lesson 3 Discuss showing appreciation for service

Vocabulary How to express appreciation for service  
 Tipping

## Lesson 4 Describe where to get the best deals

Vocabulary How to describe good and bad deals

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
<b>Speaking</b>	Can participate in short conversations in routine contexts on topics of interest. (C)	A2+	41	110
	Can give an opinion when asked directly, provided they can ask for repetition. (Ca)	B1	45	111
	Can use brief, everyday expressions to describe wants and needs, and request information. (Ca)	A1	28	113
	Can make simple, direct comparisons between two people or things using common adjectives. (P)	A2+	37	113
	Can give an opinion when asked directly, provided they can ask for repetition. (Ca)	B1	45	117
	Can communicate in routine tasks requiring simple, direct exchanges of information. (Ca)	A2+	36	119
	Can ask for and provide everyday goods and services. (C)	A2	35	121
<b>Listening</b>	Can extract key factual information such as prices, times and dates from short clear, simple announcements. (P)	A2	30	119
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography) (C)	A2	31	120
<b>Reading</b>	Can identify specific information in simple letters, brochures and short articles. (Ca)	A2+	37	116
<b>Writing</b>	Can write about everyday things (e.g. people, places, experiences). (Ca)	A2+	41	120