

THIRD EDITION

TOP NOTCH

2

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)

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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](https://www.english.com/gse) to learn more about the **Global Scale of English**.

Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

North, B. (2000) *The Development of a Common Framework Scale of Language Proficiency*. New York: Peter Lang.

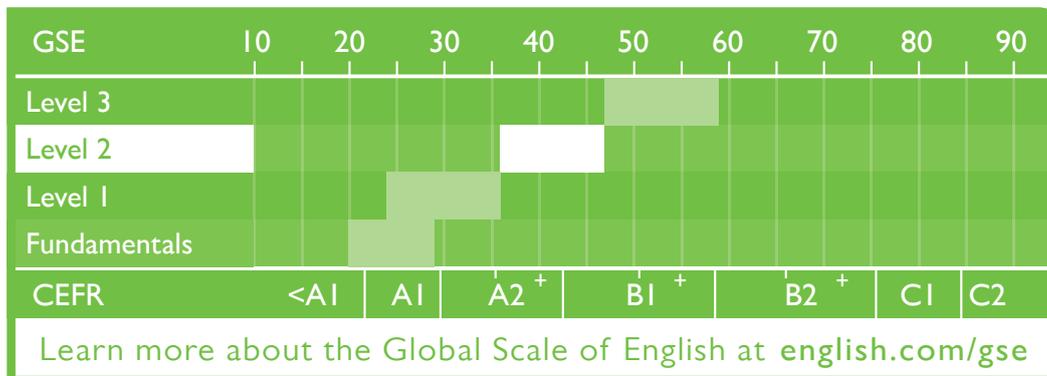
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Tokyo University of Foreign Studies Tonolab. (2012). *CEFR-J Version 1*. Retrieved from <http://www.tufs.ac.jp/ts/personal/tonolab/cefr-j/english/index-e.html>



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 Customs around the world

Lesson 1

Get acquainted with someone

Grammar The present perfect
Pronunciation Sound reduction in the present perfect

Lesson 2

Greet a visitor to your country

Grammar The present perfect: *already, yet, ever, before, and never*
Vocabulary Tourist activities around the world

Lesson 3

Discuss gestures and customs

Vocabulary The hand

Lesson 4

Describe an interesting experience

Vocabulary Participial adjectives

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	A2+	41	2
	Can give basic advice using simple language. (P)	A2+	39	3
	Can use simple, everyday polite forms of greeting and address. (C)	A2+	36	5
	Can participate in short conversations in routine contexts on topics of interest. (C)	A2+	41	7
	Can participate in short conversations in routine contexts on topics of interest. (C)	A2+	41	9
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	A2+	38	11
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (Ca)	A2	33	7
	Can get the gist of short, simple stories if delivered slowly and clearly. (P)	(A2+)	(36-42)	10
Reading	Can generally understand straightforward factual texts on familiar topics. (Ca)	B1	46	8
Writing	Can write short basic descriptions of past events and activities. (P)	A2+	39	12

UNIT 2 GOING TO THE MOVIES

Preview

Vocabulary Movies / Going to the movies

Lesson 1

Apologize for being late

Grammar The present perfect: *for* and *since*; Other uses of the present perfect

Vocabulary Explanations for being late

Pronunciation Reduction of *h*

Lesson 2

Discuss preferences for movie genres

Grammar Ways to express wants and preferences: *would like* and *would rather*

Vocabulary Movie genres

Lesson 3

Describe and recommend movies

Vocabulary Adjectives to describe movies

Lesson 4

Discuss effects of violence on viewers

Vocabulary Violent movies and TV shows

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can explain what they like or dislike about something. (C)	A2+	40	14
	Can make and respond to suggestions. (C)	A2+	41	15
	Can make and accept a simple apology. (P)	A2	31	17
	Can explain what they like or dislike about something. (C)	A2+	40	19
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	A2+	38	21
	Can express opinions using simple language. (P)	B1	45	23
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (Ca)	A2	33	17
	Can recognize familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals) if spoken slowly and clearly. (P)	A1	24	20
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (Ca)	B1	46	22
Writing	Can signal contrast in a simple text with a limited range of language. (P)	A2+	39	24

UNIT 3 STAYING IN HOTELS

Preview

Vocabulary Hotel room types and kinds of beds

Lesson 1 Leave and take a message

Grammar The future with *will*
Pronunciation Contractions with *will*

Lesson 2 Check into a hotel

Grammar The real conditional

Lesson 3 Requesting housekeeping services

Vocabulary Hotel room amenities and services

Lesson 4 Choose a hotel

Vocabulary Hotel descriptions
Choosing a hotel

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	A2+	38	26
	Can participate in short conversations in routine contexts on topics of interest. (C)	A2+	41	27
	Can introduce themselves on the phone and close a simple call. (P)	A2	33	29
	Can deal with practical everyday demands, exchanging straightforward factual information. (Ca)	A2+	38	31
	Can ask for and provide everyday goods and services. (C)	A2	35	33
	Can participate in short conversations in routine contexts on topics of interest. (C)	A2+	41	35
Listening	Can understand standard speech on familiar matters, with some repetition or reformulation. (Ca)	A2+	38	29
	Can understand simple, everyday conversations if conducted slowly and clearly. (Ca)	A2	33	31
	Can understand simple, everyday conversations if conducted slowly and clearly. (Ca)	A2	33	32
Reading	Can extract relevant details in everyday letters, brochures and short official documents. (Ca)	B1	48	34
Writing	Can write about everyday things (e.g. people, places, job, study) in linked sentences. (Ca)	A2+	41	36

UNIT 4 CARS AND DRIVING

Preview

Vocabulary Bad driving habits

Lesson 1

Discuss a car accident

Grammar The past continuous
Vocabulary Car parts

Lesson 2

Describe a car problem

Grammar Direct objects with phrasal verbs
Vocabulary Phrasal verbs for talking about cars
Pronunciation Stress of particles in phrasal verbs

Lesson 3

Rent a car

Vocabulary Car types

Lesson 4

Discuss good and bad driving

Vocabulary Driving behavior

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	A2+	41	38
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	A2+	38	39
	Can give detailed accounts of experiences, describing feelings and reactions. (C)	B1	49	41
	Can deal with practical everyday demands, exchanging straightforward factual information. (Ca)	A2+	38	43
	Can ask for and provide everyday goods and services. (C)	A2	35	45
	Can participate in short conversations in routine contexts on topics of interest. (C)	A2+	41	47
Listening	Can understand standard speech on familiar matters, with some repetition or reformulation. (Ca)	A2+	38	44
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (Ca)	B1	46	46
Writing	Can make simple comparisons between people, places or things. (P)	A2+	36	48

UNIT 5 PERSONAL CARE AND APPEARANCE

Preview

Vocabulary Salon services

Lesson 1 Personal care products

Grammar Indefinite quantities and amounts
Vocabulary Personal care products

Lesson 2 Make an appointment at a salon or spa

Grammar Indefinite pronouns: *someone*, *no one*, and *anyone*
Pronunciation Pronunciation of unstressed vowels

Lesson 3 Discuss ways to improve appearance

Vocabulary Ways to improve appearance

Lesson 4 Define the meaning of beauty

Vocabulary Discussing beauty

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	A2+	41	50
	Can express opinions using simple language. (P)	B1	45	51
	Can deal with practical everyday demands, exchanging straightforward factual information. (Ca)	A2+	38	53
	Can make an appointment on the phone. (P)	A2+	42	55
	Can participate in short conversations in routine contexts on topics of interest. (C)	A2+	41	57
	Can express belief, opinion, agreement and disagreement politely. (C)	B1	45	59
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (Ca)	B1	47	58
Reading	Can generally understand details of events, feelings and wishes in letters, emails and online postings. (Ca)	B1+	51	56
Writing	Can give opinions about news and stories using basic fixed expressions. (CJa)	(B1)	(43-50)	60

UNIT 6 EATING WELL

Preview

Vocabulary Nutrition terminology

Lesson 1 Talk about food passions

Grammar Use to / used to
 Vocabulary Food passions
 Pronunciation Sound reduction: used to

Lesson 2 Make an excuse to decline food

Grammar Negative yes / no questions
 Vocabulary Excuses for not eating something

Lesson 3 Discuss lifestyle changes

Vocabulary Lifestyles in different countries
 Personal lifestyles

Lesson 4 Describe local dishes

Vocabulary Food descriptions

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	A2+	41	62
	Can participate in short conversations in routine contexts on topics of interest. (C)	A2+	41	63
	Can communicate in routine tasks requiring simple, direct exchanges of information. (Ca)	A2+	36	65
	Can decline offers using basic fixed expressions. (CJa)	(A2)	(30-35)	67
	Can make simple, direct comparisons between two people or things using common adjectives. (P)	A2+	37	69
	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	A2	35	71
Listening	Can understand standard speech on familiar matters, with some repetition or reformulation. (Ca)	A2+	38	64
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (P)	A2	31	70
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (Ca)	B1	46	68
	Can identify the main topic and related ideas in a structured text. (P)	B1	49	68
Writing	Can provide facts or examples to support a stated opinion in a simple structured paragraph, given a model. (P)	B1+	52	72

UNIT 7 ABOUT PERSONALITY

Preview

Vocabulary How colors and color choices affect us

Lesson 1 Get to know a new friend

Grammar Gerunds and infinities
Pronunciation Reduction of to in infinitives

Lesson 2 Cheer someone up

Grammar Gerunds as objects of prepositions

Lesson 3 Discuss personality and its origin

Vocabulary Terms to discuss psychology and personality

Lesson 4 Examine the impact of birth order

Vocabulary Birth order and personality

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	A2+	41	74
	Can express belief, opinion, agreement and disagreement politely. (C)	B1	45	75
	Can explain what they like or dislike about something. (C)	A2+	40	77
	Can make and respond to suggestions. (C)	A2+	41	79
	Can give or seek personal views and opinions in discussing topics of interest. (C)	B1	46	81
	Can give or seek personal views and opinions in discussing topics of interest. (C)	B1	46	83
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (Ca)	B1	47	82
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (Ca)	B1	46	80
Writing	Can write short, simple biographies about real or imaginary people. (Ca)	B1+	51	84

UNIT 8 THE ARTS

Preview

Vocabulary Kinds of art
Adjectives to describe art

Lesson 1

Recommend a museum

Grammar The passive voice
Pronunciation Emphatic stress

Lesson 2

Ask about and describe objects

Grammar The passive voice: questions
Vocabulary Objects, handicrafts, and materials

Lesson 3

Talk about artistic talent

Vocabulary Artistic talent

Lesson 4

Discuss your favorite artists

Vocabulary Passive participial phrases

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can explain what they like or dislike about something. (C)	A2+	40	86
	Can explain what they like or dislike about something. (C)	A2+	40	87
	Can make and respond to suggestions. (C)	A2+	41	89
	Can give straightforward descriptions on a variety of familiar subjects. (Ca)	B1	47	91
	Can give or seek personal views and opinions in discussing topics of interest. (C)	B1	46	93
	Can explain what they like or dislike about something. (C)	A2+	40	95
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (Ca)	B1	47	94
Reading	Can identify the main topic and related ideas in a structured text. (P)	B1	49	92
Writing	Can write a short, simple description of a familiar device or product. (P)	B1	45	96

UNIT 9 LIVING IN CYBERSPACE

Preview

Vocabulary Social media
Computer issues

Lesson 1 Troubleshoot a problem

Grammar The infinitive of purpose
Vocabulary The computer screen, components, and commands

Lesson 2 Compare product features

Grammar Comparisons with *as...as*
Pronunciation Stress in *as...as* phrases

Lesson 3 Describe how you use the Internet

Vocabulary Internet activities

Lesson 4 Discuss the impact of the Internet

Vocabulary Internet problems
Good and bad effects of the Internet

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	A2+	38	98
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (Ca)	B1	49	99
	Can deal with practical everyday demands, exchanging straightforward factual information. (Ca)	A2+	38	101
	Can make simple comparisons between people, places or things. (P)	A2+	36	103
	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	A2+	38	105
	Can express belief, opinion, agreement and disagreement politely. (C)	B1	45	107
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (Ca)	B1	47	104
Reading	Can derive the probable meaning of simple unknown words from short, familiar contexts. (Ca)	B1	46	106
Writing	Can signal contrast in a simple text with a limited range of language. (P)	A2+	39	108

UNIT 10 ETHICS AND VALUES

Preview

Vocabulary Idioms
Situations that require an ethical choice

Lesson 1 Discuss ethical choices

Grammar The unreal conditional
Pronunciation Blending of *d + y* in *would you*

Lesson 2 Return someone else's property

Grammar Possessive pronouns / *Whose*
Vocabulary Acknowledging thanks

Lesson 3 Express personal values

Vocabulary Personal values

Lesson 4 Discuss acts of kindness and honesty

Vocabulary Kind acts and the motives behind them

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	A2+	38	110
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (Ca)	B1	49	111
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	B1+	51	113
	Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (Ca)	B1	49	115
	Can express belief, opinion, agreement and disagreement politely. (C)	B1	45	117
	Can express belief, opinion, agreement and disagreement politely. (C)	B1	45	119
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (Ca)	B1	47	116
Reading	Can identify the main topic and related ideas in a structured text. (P)	B1	49	118
	Can generally understand details of events, feelings and wishes in letters, emails and online postings. (Ca)	B1+	51	118
Writing	Can provide facts or examples to support a stated opinion in a simple structured paragraph, given a model. (P)	B1+	52	120