

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	<ul style="list-style-type: none"> Meet someone new Identify and describe people Provide personal information Introduce someone to a group 	<ul style="list-style-type: none"> Formal titles Positive adjectives to describe people Personal information Countries and nationalities 	<ul style="list-style-type: none"> 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 <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Accept or decline an invitation Express locations and give directions Make plans to see an event Talk about musical tastes 	<ul style="list-style-type: none"> Music genres Entertainment and cultural events Locations and directions 	<ul style="list-style-type: none"> Prepositions of time and place; Questions with <u>When</u>, <u>What time</u>, and <u>Where</u>: Review Contractions <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Prepositions of time and place: usage rules <u>Would like</u> for preference: review and expansion
UNIT 3 The Extended Family PAGE 26	<ul style="list-style-type: none"> Report news about relationships Describe extended families Compare people Discuss family cultural traditions 	<ul style="list-style-type: none"> The extended family Relationships and marital status Other family relationships Similarities and differences 	<ul style="list-style-type: none"> The simple present tense: Review Spelling exceptions Contractions The simple present tense—information questions: Review <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Ask for a restaurant recommendation Order from a menu Speak to a server and pay for a meal Discuss food and health 	<ul style="list-style-type: none"> Parts of a meal Categories of food Degrees of hunger Communicating with a waiter or waitress Adjectives to describe the healthfulness of food 	<ul style="list-style-type: none"> <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> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Recommend a brand or model Express sympathy for a problem Complain when things don't work Describe features of products 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The present continuous: Review <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> • 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> 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen for details • Infer information <p>Pronunciation</p> <ul style="list-style-type: none"> • Intonation of questions 	<p>Texts</p> <ul style="list-style-type: none"> • An enrollment form • Personal profiles • A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> • Infer information • Scan for facts 	<p>Task</p> <ul style="list-style-type: none"> • Write a description of a classmate <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Capitalization
<ul style="list-style-type: none"> • “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 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen for key details • Draw conclusions • Listen for details • Listen for locations <p>Pronunciation</p> <ul style="list-style-type: none"> • Rising intonation to confirm information 	<p>Texts</p> <ul style="list-style-type: none"> • A music website • An entertainment events page • Authentic interviews • A survey of musical tastes • A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> • Interpret maps and diagrams • Confirm content • Make personal comparisons 	<p>Task</p> <ul style="list-style-type: none"> • Write about oneself and one's musical tastes <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • The sentence
<ul style="list-style-type: none"> • 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 for asking</u> to acknowledge an inquiry of concern • Use <u>Well</u> to introduce a lengthy reply • Ask follow-up questions to keep a conversation going 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen to classify • Listen to infer • Listen to identify similarities and differences • Listen to take notes • Listen for details <p>Pronunciation</p> <ul style="list-style-type: none"> • Linking sounds 	<p>Texts</p> <ul style="list-style-type: none"> • Family tree diagrams • A self-help website • A survey about adult children • A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> • Interpret a diagram • Confirm facts • Infer information 	<p>Task</p> <ul style="list-style-type: none"> • Make a Venn diagram • Compare two people in a family <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Combining sentences with <u>and</u> or <u>but</u>
<ul style="list-style-type: none"> • 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> 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen to take notes • Listen to predict • Infer the location of a conversation <p>Pronunciation</p> <ul style="list-style-type: none"> • <u>The</u> before consonant and vowel sounds 	<p>Texts</p> <ul style="list-style-type: none"> • Menus • A nutrition website • A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> • Interpret a map • Understand from context • Infer information 	<p>Task</p> <ul style="list-style-type: none"> • Write a short article about food for a travel blog <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Connecting words and ideas: <u>and</u> or <u>in addition</u>
<ul style="list-style-type: none"> • 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 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Infer meaning • Listen to predict • Listen for details • Listen to classify <p>Pronunciation</p> <ul style="list-style-type: none"> • Intonation of questions 	<p>Texts</p> <ul style="list-style-type: none"> • Newspaper advertisements • An online review for a product • A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> • Understand from context • Activate language from a text 	<p>Task</p> <ul style="list-style-type: none"> • Write a review of a product <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Placement of adjectives: before nouns and after the verb <u>be</u>

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 6 Staying in Shape PAGE 62	<ul style="list-style-type: none"> Plan an activity with someone Talk about habitual activities and future plans Discuss fitness and eating habits Describe your routines 	<ul style="list-style-type: none"> Physical activities Places for sports and exercise Frequency adverbs 	<ul style="list-style-type: none"> Can and have to The present continuous and the simple present tense: Review <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Can and have to: form and common errors Can and have to: information questions Can and be able to: 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	<ul style="list-style-type: none"> Greet someone arriving from a trip Ask about someone's vacation Discuss vacation preferences Describe good and bad vacation experiences 	<ul style="list-style-type: none"> Adjectives to describe trips Intensifiers Decline and accept help Adjectives for vacations Bad and good travel experiences 	<ul style="list-style-type: none"> The past tense of <u>be</u>: Review Contractions The simple past tense: Review Regular and irregular verb forms <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Uses of object pronouns Subject and object pronouns Comparative adjectives <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Direct objects: usage Indirect objects: usage rules and common errors Comparative adjectives: spelling rules
UNIT 9 Taking Transportation PAGE 98	<ul style="list-style-type: none"> Discuss schedules and buy tickets Book travel services Understand airport announcements Describe transportation problems 	<ul style="list-style-type: none"> Kinds of tickets and trips Ways to express disappointment Travel services Airline passenger information Some flight problems Transportation problems Means of transportation 	<ul style="list-style-type: none"> Modals <u>should</u> and <u>could</u> <u>Be going to</u> + base form to express the future: Review <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Ask for a recommendation Bargain for a lower price Discuss showing appreciation for service Describe where to get the best deals 	<ul style="list-style-type: none"> Financial terms How to bargain How to describe good and bad deals 	<ul style="list-style-type: none"> Superlative adjectives Irregular forms <u>Too</u> and <u>enough</u> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Comparative and superlative adjectives: usage and form Intensifiers <u>very</u>, <u>really</u>, and <u>too</u>

Countries and nationalities / Non-count nouns / Irregular verbs page 122

Grammar Booster page 123

Writing Booster page 142

Top Notch Pop Lyrics page 149

Pronunciation Table page 151

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