

LEARNING OBJECTIVES

Top Notch 2 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"> • Get reacquainted with someone • Greet a visitor to your country • Discuss gestures and customs • Describe an interesting experience 	<ul style="list-style-type: none"> • Tourist activities • Participial adjectives • The hand 	<ul style="list-style-type: none"> • The present perfect <ul style="list-style-type: none"> ◦ Statements and <u>yes</u> / <u>no</u> questions ◦ Form and usage ◦ Past participles of irregular verbs ◦ With <u>already</u>, <u>yet</u>, <u>ever</u>, <u>before</u>, and <u>never</u> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • The present perfect <ul style="list-style-type: none"> ◦ Information questions ◦ <u>Yet</u> and <u>already</u>: expansion, common errors ◦ <u>Ever</u>, <u>never</u>, and <u>before</u>: use and placement
UNIT 2 Going to the Movies PAGE 14	<ul style="list-style-type: none"> • Apologize for being late • Discuss preferences for movie genres • Describe and recommend movies • Discuss effects of movie violence on viewers 	<ul style="list-style-type: none"> • Explanations for being late • Movie genres • Adjectives to describe movies 	<ul style="list-style-type: none"> • The present perfect <ul style="list-style-type: none"> ◦ With <u>for</u> and <u>since</u> ◦ Other uses • Wants and preferences: <u>would like</u> and <u>would rather</u> <ul style="list-style-type: none"> ◦ Form and usage ◦ Statements, questions, and answers <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • The present perfect continuous • The present participle: spelling • Expressing preferences: review, expansion, and common errors
UNIT 3 Staying in Hotels PAGE 26	<ul style="list-style-type: none"> • Check into a hotel • Leave and take a message • Request housekeeping services • Choose a hotel 	<ul style="list-style-type: none"> • Hotel room types and kinds of beds • Hotel room amenities and services 	<ul style="list-style-type: none"> • The future with <u>will</u> <ul style="list-style-type: none"> ◦ Form and usage ◦ Statements and questions ◦ Contractions • The real conditional <ul style="list-style-type: none"> ◦ Form and usage ◦ Statements and questions <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • <u>Will</u>: expansion • <u>Can</u>, <u>should</u>, and <u>have to</u>: future meaning • The real conditional: factual and future; usage and common errors
UNIT 4 Cars and Driving PAGE 38	<ul style="list-style-type: none"> • Describe a car accident • Describe a car problem • Rent a car • Discuss good and bad driving 	<ul style="list-style-type: none"> • Bad driving habits • Car parts • Ways to respond (with concern / relief) • Phrasal verbs for talking about cars • Car types • Driving behavior 	<ul style="list-style-type: none"> • The past continuous <ul style="list-style-type: none"> ◦ Form and usage ◦ Vs. the simple past tense • Direct objects with phrasal verbs <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • The past continuous: other uses • Nouns and pronouns: review
UNIT 5 Personal Care and Appearance PAGE 50	<ul style="list-style-type: none"> • Ask for something in a store • Make an appointment at a salon or spa • Discuss ways to improve appearance • Define the meaning of beauty 	<ul style="list-style-type: none"> • Salon services • Personal care products • Discussing beauty 	<ul style="list-style-type: none"> • Indefinite quantities and amounts <ul style="list-style-type: none"> ◦ <u>Some</u> and <u>any</u> ◦ <u>A lot of</u> / <u>lots of</u>, <u>many</u>, and <u>much</u> • Indefinite pronouns: <u>someone</u> / <u>no one</u> / <u>anyone</u> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • <u>Some</u> and <u>any</u>: indefiniteness • <u>Too many</u>, <u>too much</u>, and <u>enough</u> • Comparative quantifiers <u>fewer</u> and <u>less</u> • Indefinite pronouns: <u>something</u>, <u>anything</u>, and <u>nothing</u>

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> Use “I don’t think so.” to soften a negative answer Say “I know!” to exclaim that you’ve discovered an answer Use “Welcome to ____.” to greet someone in a new place Say “That’s great.” to acknowledge someone’s positive experience 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to classify Listen for details <p>Pronunciation</p> <ul style="list-style-type: none"> Sound reduction in the present perfect 	<p>Texts</p> <ul style="list-style-type: none"> A poster about world customs A magazine article about non-verbal communication A travel poster A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> Identify supporting details Relate to personal experience 	<p>Task</p> <ul style="list-style-type: none"> Write a description of an interesting experience <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Avoiding run-on sentences
<ul style="list-style-type: none"> Apologize and provide a reason when late Say “That’s fine.” to reassure Offer to repay someone with “How much do I owe?” Use “What would you rather do . . . ?” to ask about preference Soften a negative response with “To tell you the truth, . . .” 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen to infer Dictation <p>Pronunciation</p> <ul style="list-style-type: none"> Reduction of h 	<p>Texts</p> <ul style="list-style-type: none"> A movie website Movie reviews A textbook excerpt about violence in movies A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> Understand from context Confirm content Evaluate ideas 	<p>Task</p> <ul style="list-style-type: none"> Write an essay about violence in movies and on TV <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Paragraphs Topic sentences
<ul style="list-style-type: none"> Say “Would you like to leave a message?” if someone isn’t available Say “Let’s see.” to indicate you’re checking information Make a formal, polite request with “May I ____?” Say “Here you go.” when handing someone something Use “By the way, . . .” to introduce new information 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to take phone messages Listen for main ideas Listen for details <p>Pronunciation</p> <ul style="list-style-type: none"> Contractions with <u>will</u> 	<p>Texts</p> <ul style="list-style-type: none"> Phone message slips A hotel website A city map A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> Draw conclusions Identify supporting details Interpret a map 	<p>Task</p> <ul style="list-style-type: none"> Write a paragraph explaining the reasons for choosing a hotel <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Avoiding sentence fragments with <u>because</u> or <u>since</u>
<ul style="list-style-type: none"> Express concern about another’s condition after an accident Express relief when hearing all is OK Use “only” to minimize the seriousness of a situation Use “actually” to soften negative information Empathize with “I’m sorry to hear that.” 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for details Listen to summarize <p>Pronunciation</p> <ul style="list-style-type: none"> Stress of particles in phrasal verbs 	<p>Texts</p> <ul style="list-style-type: none"> A questionnaire about bad driving habits Rental car customer profiles A feature article about defensive driving A driving behavior survey A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> Understand from context Critical thinking 	<p>Task</p> <ul style="list-style-type: none"> Write a paragraph comparing good and bad drivers <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Connecting words and sentences: <u>and</u>, <u>in addition</u>, <u>furthermore</u>, and <u>therefore</u>
<ul style="list-style-type: none"> Use “Excuse me.” to initiate a conversation with a salesperson Confirm information by repeating it with rising intonation Use “No problem.” to show you don’t mind an inconvenience Use “Let me check” to ask someone to wait while you confirm information 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to recognize someone’s point of view Listen to take notes <p>Pronunciation</p> <ul style="list-style-type: none"> Pronunciation of unstressed vowels 	<p>Texts</p> <ul style="list-style-type: none"> A spa and fitness center advertisement A health advice column A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> Predict Paraphrase Understand from context Confirm content Apply information 	<p>Task</p> <ul style="list-style-type: none"> Write a letter on how to improve appearance <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Writing a formal letter

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 6 Eating Well PAGE 62	<ul style="list-style-type: none"> Talk about food passions Make an excuse to decline food Discuss lifestyle changes Describe local dishes 	<ul style="list-style-type: none"> Nutrition terminology Food passions Excuses for not eating something Food descriptions 	<ul style="list-style-type: none"> <u>Use to / used to</u> Negative <u>yes / no</u> questions GRAMMAR BOOSTER <ul style="list-style-type: none"> <u>Use to / used to</u>: use and form, common errors <u>Be used to vs. get used to</u> Repeated actions in the past: <u>would</u> + base form, common errors Negative <u>yes / no</u> questions: short answers
UNIT 7 About Personality PAGE 74	<ul style="list-style-type: none"> Get to know a new friend Cheer someone up Discuss personality and its origin Examine the impact of birth order on personality 	<ul style="list-style-type: none"> Positive and negative adjectives Terms to discuss psychology and personality 	<ul style="list-style-type: none"> Gerunds and infinitives Gerunds as objects of prepositions GRAMMAR BOOSTER <ul style="list-style-type: none"> Gerunds and infinitives: other uses Negative gerunds
UNIT 8 The Arts PAGE 86	<ul style="list-style-type: none"> Recommend a museum Ask about and describe objects Talk about artistic talent Discuss your favorite artists 	<ul style="list-style-type: none"> Kinds of art Adjectives to describe art Objects, handicrafts, and materials Passive participial adjectives 	<ul style="list-style-type: none"> The passive voice <ul style="list-style-type: none"> Form, meaning, and usage Statements and questions GRAMMAR BOOSTER <ul style="list-style-type: none"> Transitive and intransitive verbs The passive voice: other tenses <u>Yes / no</u> questions in the passive voice: other tenses
UNIT 9 Living in Cyberspace PAGE 98	<ul style="list-style-type: none"> Troubleshoot a problem Compare product features Describe how you use the Internet Discuss the impact of the Internet 	<ul style="list-style-type: none"> Ways to reassure someone The computer screen, components, and commands Internet activities 	<ul style="list-style-type: none"> The infinitive of purpose Comparisons with <u>as . . . as</u> <ul style="list-style-type: none"> Meaning and usage <u>Just, almost, quite, nearly</u> GRAMMAR BOOSTER <ul style="list-style-type: none"> Expressing purpose with <u>in order to</u> and <u>for</u> <u>As . . . as</u> to compare adverbs Comparatives / superlatives: review Comparison with adverbs
UNIT 10 Ethics and Values PAGE 110	<ul style="list-style-type: none"> Discuss ethical choices Return someone else's property Express personal values Discuss acts of kindness and honesty 	<ul style="list-style-type: none"> Idioms Situations that require an ethical choice Acknowledging thanks Personal values 	<ul style="list-style-type: none"> The unreal conditional <ul style="list-style-type: none"> Form, usage, common errors Possessive pronouns / <u>Whose</u> <ul style="list-style-type: none"> Form, usage, common errors GRAMMAR BOOSTER <ul style="list-style-type: none"> <u>should, ought to, had better</u> <u>have to, must, be supposed to</u> Possessive nouns: review and expansion Pronouns: summary

Grammar Readiness Self-Check page x

Grammar Booster page 126

Writing Booster page 143

Top Notch Pop Lyrics page 153

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> • Offer food with “Please help yourself.” • Acknowledge someone’s efforts by saying something positive • Soften the rejection of an offer with “I’ll pass on the ____.” • Use a negative question to express surprise • Use “It’s not a problem.” to downplay inconvenience 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen for details • Listen to personalize <p>Pronunciation</p> <ul style="list-style-type: none"> • Sound reduction: <u>used to</u> 	<p>Texts</p> <ul style="list-style-type: none"> • A food guide • Descriptions of types of diets • A magazine article about eating habits • A lifestyle survey • Menu ingredients • A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> • Understand from context • Summarize • Compare and contrast 	<p>Task</p> <ul style="list-style-type: none"> • Write a persuasive paragraph about the differences in present-day and past diets <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Connecting ideas: subordinating conjunctions
<ul style="list-style-type: none"> • Clarify an earlier question with “Well, for example, . . .” • Buy time to think with “Let’s see.” • Use auxiliary <u>do</u> to emphasize a verb • Offer empathy with “I know what you mean.” 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen for main ideas • Listen for specific information • Classify information • Infer information <p>Pronunciation</p> <ul style="list-style-type: none"> • Reduction of <u>to</u> in infinitives 	<p>Texts</p> <ul style="list-style-type: none"> • A pop psychology website • A textbook excerpt about the nature / nurture controversy • Personality surveys • A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> • Understand from context • Make personal comparisons 	<p>Task</p> <ul style="list-style-type: none"> • Write an essay describing someone’s personality <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Parallel structure
<ul style="list-style-type: none"> • Say “Be sure not to miss ____,” to emphasize the importance of an action • Introduce the first aspect of an opinion with “For one thing, . . .” • Express enthusiasm for what someone has said with “No kidding!” • Invite someone’s opinion with “What do you think of ____?” 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Understand from context • Listen to take notes • Infer point of view <p>Pronunciation</p> <ul style="list-style-type: none"> • Emphatic stress 	<p>Texts</p> <ul style="list-style-type: none"> • Museum descriptions • A book excerpt about the origin of artistic talent • An artistic survey • A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> • Recognize the main idea • Identify supporting details • Paraphrase 	<p>Task</p> <ul style="list-style-type: none"> • Write a detailed description of a decorative object <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Providing supporting details
<ul style="list-style-type: none"> • Ask for assistance with “Could you take a look at ____?” • Introduce an explanation with “Well, . . .” • Make a suggestion with “Why don’t you try ____ing?” • Express interest informally with “Oh, yeah?” • Use “Everyone says . . .” to introduce a popular opinion • Say “Well, I’ve heard ____” to support a point of view 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen for the main idea • Listen for details <p>Pronunciation</p> <ul style="list-style-type: none"> • Stress in <u>as</u> . . . <u>as</u> phrases 	<p>Texts</p> <ul style="list-style-type: none"> • A social network website • An internet user survey • Newspaper clippings about the Internet • A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> • Understand from context • Relate to personal experience 	<p>Task</p> <ul style="list-style-type: none"> • Write an essay evaluating the benefits and problems of the Internet <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Organizing ideas
<ul style="list-style-type: none"> • Say “You think so?” to reconfirm someone’s opinion • Provide an emphatic affirmative response with “Absolutely.” • Acknowledge thanks with “Don’t mention it.” 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen to infer information • Listen for main ideas • Understand vocabulary from context • Listen to apply new vocabulary • Support ideas with details <p>Pronunciation</p> <ul style="list-style-type: none"> • Blending of <u>d</u> + <u>y</u> in <u>would you</u> 	<p>Texts</p> <ul style="list-style-type: none"> • A personal values self-test • Print and online news stories about kindness and honesty • A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> • Predict • Summarize • Interpret information • Relate to personal experience 	<p>Task</p> <ul style="list-style-type: none"> • Write an essay about someone’s personal choice <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Introducing conflicting ideas: On the one hand; On the other hand