

THIRD EDITION

TOP NOTCH

3

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)

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](https://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.

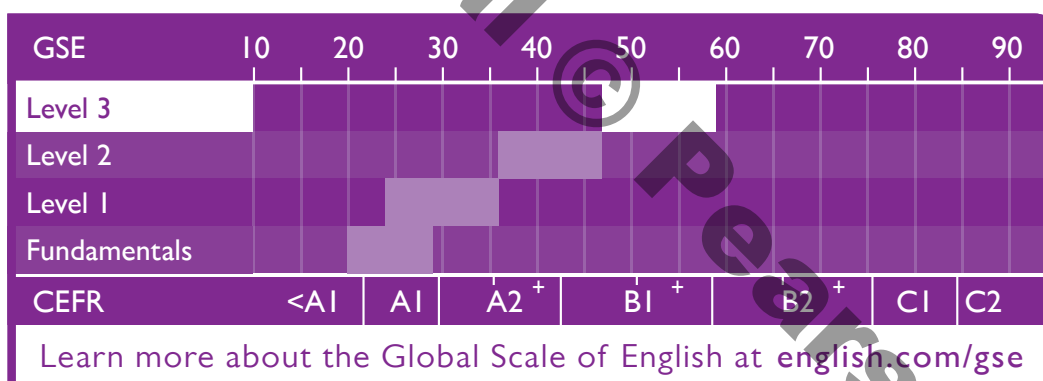
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ENGLISH FOR TODAY'S WORLD

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
Speaking	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
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	8
Reading	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
Writing	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
Speaking	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
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	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
Reading	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
Writing	Can summarize factual information within their field of interest. (Ca)	B1+	57	24

UNIT 3 GETTING THINGS DONE

Preview

Vocabulary

Procrastinators

Lesson 1

Grammar

Offer a solution

The causative

Vocabulary

Ways to indicate acceptance

Lesson 2

Grammar

Discuss how long a service will take

The passive causative

Vocabulary

Services

Lesson 3

Vocabulary

Evaluate the quality of service

Customer service

Pronunciation

Emphatic stress to express enthusiasm

Lesson 4

Vocabulary

Plan an event

Planning and running an event

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	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
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	34
Reading	Can extract relevant details in everyday letters, brochures and short official documents. (Ca)	B1	48	26
Writing	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

Grammar

Vocabulary

Pronunciation

Recommend a book

Noun clauses: usage, form, and common errors

Ways to describe a book

Sentence stress in short answers with so

Lesson 2

Grammar

Ask about an article

Noun clauses: Embedded questions

Form and common errors

Lesson 3

Vocabulary

Describe your reading habits

Some ways to enjoy reading

Lesson 4

Vocabulary

Discuss online reading

Reading online vs. reading in print

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	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 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
Listening	Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (Ca)	B1	45	44
Reading	Can identify the main topic and related ideas in a structured text. (P)	B1	49	46
Writing	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
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	B I	46	50
	Can give or seek personal views and opinions in discussing topics of interest. (C)	B I	46	51
	Can convey simple information of immediate relevance and emphasize the main point. (Ca)	B I	45	53
	Can collate information from several written sources and summarize the ideas orally. (Ca)	B I +	57	57
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	B I +	51	59
	Can describe events, real or imagined. (C)	B I	47	61
Listening	Can distinguish between main ideas and supporting details in familiar, standard texts. (Ca)	B I +	51	58
Reading	Can scan a long text or a set of related texts in order to find specific information. (Ca)	B2	63	56
Writing	Can write an everyday connected text using a set of short elements or facts and building them into a sequence. (Ca)	B I	47	60

UNIT 6 LIFE PLANS

Preview

Vocabulary

Careers

Lesson 1

Grammar

Vocabulary

Explain a change of intentions or plans

Expressing intentions and plans that changed: *Was / Were going to* and *would*

Reasons for changing plans

Lesson 2

Grammar

Pronunciation

Express regrets about past actions

Perfect modals

Reduction of *have* in perfect modals

Lesson 3

Vocabulary

Discuss skills, abilities, and qualifications

Qualifications for work or study

Lesson 4

Vocabulary

Discuss factors that promote success

Work habits

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	B1	46	62
	Can give or seek personal views and opinions in discussing topics of interest. (C)	B1	46	63
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	B1+	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)	B1	45	69
	Can briefly give reasons and explanations for opinions, plans and actions. (C)	B1+	51	71
	Can narrate a story. (C)	B1	45	73
Listening	Can deduce the general meaning of a passage from context in a longer, structured text. (P)	B1+	57	68
Reading	Can scan a long text or a set of related texts in order to find specific information. (Ca)	B2	63	70
Writing	Can write personal emails/letters giving some details of events, experiences and feelings. (Ca)	B1	48	72

UNIT 7 HOLIDAYS AND TRADITIONS

Preview

Vocabulary Holiday traditions around the world

Lesson 1

Grammar

Wish someone a good holiday

Adjective clauses with subject relative pronouns *who* and *that*

Vocabulary

Ways to commemorate a holiday

Lesson 2

Grammar

Ask about local customs

Adjective clauses with object relative pronouns *who*, *whom*, and *that*

Pronunciation

“Thought groups”

Lesson 3

Vocabulary

Exchange informations about holidays

Holidays around the world

Lesson 4

Vocabulary

Explain wedding traditions

Getting married: events and people

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	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
Listening	Can distinguish between main ideas and supporting details in familiar, standard texts. (Ca)	B1+	51	82
Reading	Can scan a long text or a set of related texts in order to find specific information. (Ca)	B2	63	80
Writing	Can write descriptions of past events, activities, or personal experiences. (P)	B1	47	84

UNIT 8 INVENTIONS AND DISCOVERIES

Preview

Vocabulary Inventions

Lesson 1

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

Lesson 2

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

Lesson 3

Vocabulary Descriptive adjectives

Lesson 4

Vocabulary Discuss the impact of inventions / discoveries

How inventions impact people's lives

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	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
Listening	Can understand problem and solution relationships in informal conversation. (P)	B1 +	58	92
Reading	Can scan a long text or a set of related texts in order to find specific information. (Ca)	B2	63	94
Writing	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
Speaking	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
Listening	Can follow the linear structure of a short formal talk. (P)	(B1)	(43-50)	107
Reading	Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signaled way. (Ca)	B2	59	104
Writing	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
Speaking	Can give straightforward descriptions on a variety of familiar subjects. (Ca)	B1	47	III
	Can express opinions and react to practical suggestions of where to go, what to do, etc. (Ca)	B1 +	51	II3
	Can express opinions and react to practical suggestions of where to go, what to do, etc. (Ca)	B1 +	51	II5
	Can give straightforward descriptions on a variety of familiar subjects. (Ca)	B1	47	II7
	Can summarize and comment on a short story or article and answer questions in detail. (Ca)	B1 +	56	II8
	Can summarize and comment on a short story or article and answer questions in detail. (Ca)	B1 +	56	II9
	Can express opinions as regards possible solutions, giving brief reasons and explanations. (Ca)	B1 +	51	II9
	Can describe how to do something, giving detailed instructions. (C)	B2	62	121
Listening	Can distinguish between main ideas and supporting details in familiar, standard texts. (Ca)	B1 +	51	II6
	Can distinguish between main ideas and supporting details in familiar, standard texts. (Ca)	B1 +	51	II7
Reading	Can generally understand straightforward factual texts on familiar topics. (Ca)	B1	46	II8
Writing	Can write detailed descriptions of real or imaginary places. (P)	B2	63	120