

TOP NOTCH

1B

THIRD EDITION

ENGLISH FOR TODAY'S WORLD

with Workbook

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ALLEN ASCHER

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With Work Book 3rd Edition

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With Top Notch Pop Songs and Karaoke
by Rob Morsberger

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WORKBOOK

UNIT 6	W50
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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 • Yes / no 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

- Begin responses with a question to confirm
- Use Let's to suggest a course of action
- Ask personal questions to indicate friendliness
- Intensify an informal answer with sure

LISTENING / PRONUNCIATION

- Listening Skills**
- Listen for details
 - Infer information
- Pronunciation**
- Intonation of questions

READING

- Texts**
- An enrollment form
 - Personal profiles
 - A photo story
- Skills/strategies**
- Infer information
 - Scan for facts

WRITING

- Task**
- Write a description of a classmate
- WRITING BOOSTER**
- Capitalization

- "Use Would you like to go?" to make an invitation
- Repeat with rising intonation to confirm information
- Provide reasons to decline an invitation
- Use Too bad to express disappointment
- Use Thanks, anyway to acknowledge an unsuccessful attempt to help

- Listening Skills**
- Listen for key details
 - Draw conclusions
 - Listen for details
 - Listen for locations
- Pronunciation**
- Rising intonation to confirm information

- Texts**
- A music website
 - An entertainment events page
 - Authentic interviews
 - A survey of musical tastes
 - A photo story
- Skills/strategies**
- Interpret maps and diagrams
 - Confirm content
 - Make personal comparisons

- Task**
- Write about oneself and one's musical tastes
- WRITING BOOSTER**
- The sentence

- Use Actually to introduce a topic
- Respond to good news with Congratulations!
- Respond to bad news with I'm sorry to hear that
- Use Thanks for asking to acknowledge an inquiry of concern
- Use Well to introduce a lengthy reply
- Ask follow-up questions to keep a conversation going

- Listening Skills**
- Listen to classify
 - Listen to infer
 - Listen to identify similarities and differences
 - Listen to take notes
 - Listen for details
- Pronunciation**
- Linking sounds

- Texts**
- Family tree diagrams
 - A self-help website
 - A survey about adult children
 - A photo story
- Skills/strategies**
- Interpret a diagram
 - Confirm facts
 - Infer information

- Task**
- Make a Venn diagram
 - Compare two people in a family
- WRITING BOOSTER**
- Combining sentences with and or but

- Use Could you . . . ? to make a polite request
- Use Sure to agree to a request
- Clarify a request by asking for more specific information
- Indicate a sudden thought with Actually
- Use I'll have to order from a server
- Increase politeness with please

- Listening Skills**
- Listen to take notes
 - Listen to predict
 - Infer the location of a conversation
- Pronunciation**
- The before consonant and vowel sounds

- Texts**
- Menus
 - A nutrition website
 - A photo story
- Skills/strategies**
- Interpret a map
 - Understand from context
 - Infer information

- Task**
- Write a short article about food for a travel blog
- WRITING BOOSTER**
- Connecting words and ideas: and or in addition

- Use Hey or How's It going for an informal greeting
- Use What about . . . ? to offer a suggestion
- Use Really? to indicate surprise
- Use You know to introduce a topic
- Express sympathy when someone is frustrated

- Listening Skills**
- Infer meaning
 - Listen to predict
 - Listen for details
 - Listen to classify
- Pronunciation**
- Intonation of questions

- Texts**
- Newspaper advertisements
 - An online review for a product
 - A photo story
- Skills/strategies**
- Understand from context
 - Activate language from a text

- Task**
- Write a review of a product
- WRITING BOOSTER**
- Placement of adjectives: before nouns and after the verb be

	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"> <u>Can</u> and <u>have to</u> The present continuous and the simple present tense: Review GRAMMAR BOOSTER <ul style="list-style-type: none"> <u>Can</u> and <u>have to</u>: form and common errors <u>Can</u> and <u>be able to</u>: information questions <u>Can</u> and <u>be able to</u>: 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 GRAMMAR BOOSTER <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 GRAMMAR BOOSTER <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"> Types 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 GRAMMAR BOOSTER <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> GRAMMAR BOOSTER <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 132
Writing Booster	page 145
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

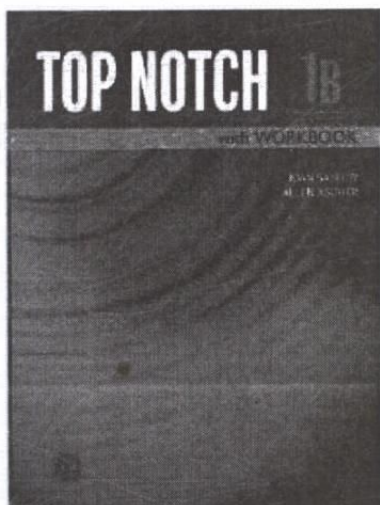
WRITING BOOSTER

- Connecting contradictory ideas: **even though**, **however**, **on the other hand**

TO THE TEACHER

What is *Top Notch*?

Top Notch is a four-level communicative course that prepares adults and young adults to interact successfully and confidently with both native and non-native speakers of English.



The goal of *Top Notch* is to make English unforgettable through:

- Multiple exposures to new language
- Numerous opportunities to practice it
- Deliberate and intensive recycling

The *Top Notch* course has two beginning levels—*Top Notch Fundamentals* for true beginners and *Top Notch 1* for false beginners. *Top Notch* is benchmarked to the Global Scale of English and is tightly correlated to the Can-do Statements of the Common European Framework of Reference.

Each full level of *Top Notch* contains material for 60–90 hours of classroom instruction.

NEW This third edition of *Top Notch* includes these new features: Extra Grammar Exercises, digital full-color Vocabulary Flash Cards, Conversation Activator videos, and Pronunciation Coach videos.

Award-Winning Instructional Design*

Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated practical communication goal closely aligned to the Common European Framework's Can-do Statements. All activities are integrated with the goal, giving vocabulary and grammar meaning and purpose. Now You Can activities ensure that students achieve each goal and confirm their progress in every class session.

Explicit vocabulary and grammar

Clear captioned picture-dictionary illustrations with accompanying audio take the guesswork out of meaning and pronunciation. Grammar presentations containing both rules and examples clarify form, meaning, and use. The unique *Recycle this Language* feature continually puts known words and grammar in front of students' eyes as they communicate, to make sure language remains active.

High-frequency social language

Twenty memorable conversation models provide appealing natural social language that students can carry "in their pockets" for use in real life. Rigorous controlled and free discussion activities systematically stimulate recycling of social language, ensuring that it's not forgotten.

Linguistic and cultural fluency

Top Notch equips students to interact with people from different language backgrounds by including authentic accents on the audio. Conversation Models, Photo Stories, and cultural fluency activities prepare students for social interactions in English with people from unfamiliar cultures.

Active listening syllabus

All Vocabulary presentations, Pronunciation presentations, Conversation Models, Photo Stories, Listening Comprehension exercises, and Readings are recorded on the audio to help students develop good pronunciation, intonation, and auditory memory. In addition, approximately fifty carefully developed listening tasks at each level of *Top Notch* develop crucial listening comprehension skills such as listen for details, listen for main ideas, listen to activate vocabulary, listen to activate grammar, and listen to confirm information.

*We wish you and your students enjoyment
and success with Top Notch 1.*

We wrote it for you.





Joan Saslow and Allen Ascher

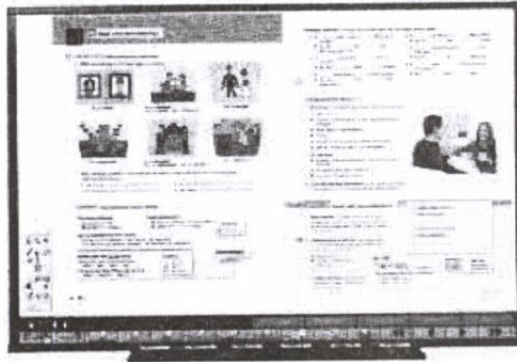
* *Top Notch* is the recipient of the Association of Educational Publishers' Distinguished Achievement Award.

ActiveTeach

Maximize the impact of your **Top Notch** lessons. This digital tool provides an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of digital and printable features.

For class presentation . . .

-  **NEW** Conversation Activator videos: increase students' confidence in oral communication
-  **NEW** Pronunciation Coach videos: facilitate clear and fluent oral expression
-  **NEW** Extra Grammar Exercises: ensure mastery of grammar
-  **NEW** Digital Full-Color Vocabulary Flash Cards: accelerate retention of new vocabulary



For planning . . .

- A *Methods Handbook* for a communicative classroom
- Detailed timed lesson plans for each two-page lesson
- Complete answer keys, audio scripts, and video scripts


For extra support . . .

- Hundreds of extra printable activities, with teaching notes
- *Top Notch Pop* language exercises

For assessment . . .

- Ready-made unit and review achievement tests with options to edit, add, or delete items.

PLUS

-  Clickable Audio: instant access to the complete classroom audio program
- *Top Notch Pop* Songs and Karaoke: original songs for additional language practice

Workbook

Lesson-by-lesson written exercises to accompany the Student's Book

Full-Course Placement Tests

Teacher's Edition and Lesson Planner

- Detailed interleaved lesson plans, language and culture notes, answer keys, and more
- Also accessible in digital form in the ActiveTeach

ABOUT THE AUTHORS

Joan Saslow

Joan Saslow has taught in a variety of programs in South America and the United States. She is author or coauthor of a number of widely used courses, some of which are *Ready to Go*, *Workplace Plus*, *Literacy Plus*, and *Summit*. She is also author of *English in Context*, a series for reading science and technology. Ms. Saslow was the series director of *True Colors* and *True Voices*. She has participated in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs.

Allen Ascher

Allen Ascher has been a teacher and teacher trainer in China and the United States, as well as academic director of the intensive English program at Hunter College. Mr. Ascher has also been an ELT publisher and was responsible for publication and expansion of numerous well-known courses including *True Colors*, *NorthStar*, the *Longman TOEFL Preparation Series*, and the *Longman Academic Writing Series*. He is coauthor of *Summit*, and he wrote the "Teaching Speaking" module of *Teacher Development Interactive*, an online multimedia teacher-training program.

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