

THIRD EDITION

TOP NOTCH

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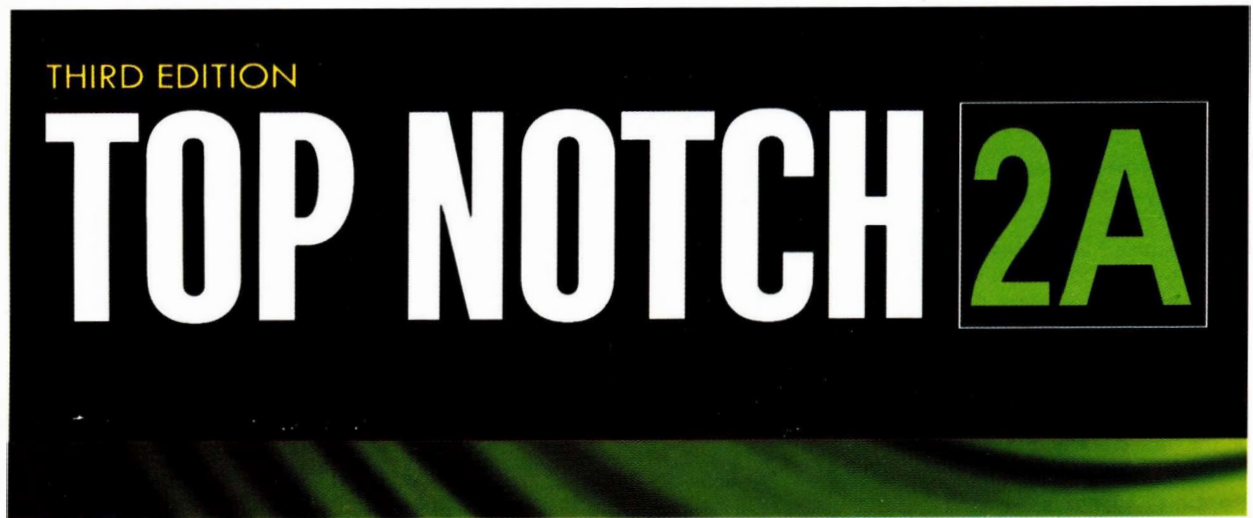
With Workbook



ALWAYS LEARNING

JOAN SASLOW
ALLEN ASCHER

PEARSON



ENGLISH FOR TODAY'S WORLD

with
WORKBOOK

JOAN SASLOW
ALLEN ASCHER

With *Top Notch Pop Songs and Karaoke*
by Rob Morsberger

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AUTHORS' ACKNOWLEDGMENTS

The authors are indebted to these reviewers, who provided extensive and detailed feedback and suggestions for *Top Notch*, as well as the hundreds of teachers who completed surveys and participated in focus groups.

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LEARNING OBJECTIVES

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 1 Getting Acquainted	- Get reacquainted with someone - Greet a visitor to your country - Discuss gestures and customs - Describe an interesting experience	- Tourist activities - The hand - Participial adjectives	- The present perfect - 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> GRAMMAR BOOSTER - The present perfect - 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	- Apologize for being late - Discuss preferences for movie genres - Describe and recommend movies - Discuss effects of movie violence on viewers	- Explanations for being late - Movie genres - Adjectives to describe movies	- The present perfect - With <u>for</u> and <u>since</u> - Other uses - Wants and preferences: <u>would like</u> and <u>would rather</u> - Form and usage - Statements, questions, and answers GRAMMAR BOOSTER - The present perfect continuous - The present participle: spelling - Expressing preferences: review, expansion, and common errors
UNIT 3 Staying in Hotels	- Leave and take a message - Check into a hotel - Request housekeeping services - Choose a hotel	- Hotel room types and kinds of beds - Hotel room amenities and services	- The future with <u>will</u> - Form and usage - Statements and questions - Contractions - The real conditional - Form and usage - Statements and questions GRAMMAR BOOSTER <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	- Discuss a car accident - Describe a car problem - Rent a car - Discuss good and bad driving	- Bad driving habits - Car parts - Ways to respond (with concern / relief) - Phrasal verbs for talking about cars - Car types - Driving behavior	- The past continuous - Form and usage - Vs. the simple past tense - Direct objects with phrasal verbs GRAMMAR BOOSTER - The past continuous: other uses - Nouns and pronouns: review
UNIT 5 Personal Care and Appearance	- Ask for something in a store - Make an appointment at a salon or spa - Discuss ways to improve appearance - Define the meaning of beauty	- Salon services - Personal care products - Discussing beauty	- Indefinite quantities and amounts <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> GRAMMAR BOOSTER <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
• 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	Listening Skills • Listen to classify • Listen for details Pronunciation • Sound reduction in the present perfect	Texts • A poster about world customs • A magazine article about non-verbal communication • A travel poster • A photo story Skills/strategies • Identify supporting details • Relate to personal experience	Task • Write a description of an interesting experience WRITING BOOSTER • Avoiding run-on sentences
• 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, . . ."	Listening Skills • Listen for main ideas • Listen to infer • Dictation Pronunciation • Reduction of h	Texts • A movie website • Movie reviews • A textbook excerpt about violence in movies • A photo story Skills/strategies • Understand from context • Confirm content • Evaluate ideas	Task • Write an essay about violence in movies and on TV WRITING BOOSTER • Paragraphs • Topic sentences
• 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	Listening Skills • Listen to take phone messages • Listen for main ideas • Listen for details Pronunciation • Contractions with <u>will</u>	Texts • Phone message slips • A hotel website • A city map • A photo story Skills/strategies • Draw conclusions • Identify supporting details • Interpret a map	Task • Write a paragraph explaining the reasons for choosing a hotel WRITING BOOSTER • Avoiding sentence fragments with <u>because</u> or <u>since</u>
• 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."	Listening Skills • Listen for details • Listen to summarize Pronunciation • Stress of particles in phrasal verbs	Texts • A questionnaire about bad driving habits • Rental car customer profiles • A feature article about defensive driving • A driving behavior survey • A photo story Skills/strategies • Understand from context • Critical thinking	Task • Write a paragraph comparing good and bad drivers WRITING BOOSTER • Connecting words and sentences: <u>and</u>, <u>in addition</u>, <u>furthermore</u>, and <u>therefore</u>
• 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	Listening Skills • Listen to recognize someone's point of view • Listen to take notes Pronunciation • Pronunciation of unstressed vowels	Texts • A spa and fitness center advertisement • A health advice column • A photo story Skills/strategies • Paraphrase • Understand from context • Confirm content • Apply information	Task • Write a letter on how to improve appearance WRITING BOOSTER • Writing a formal letter

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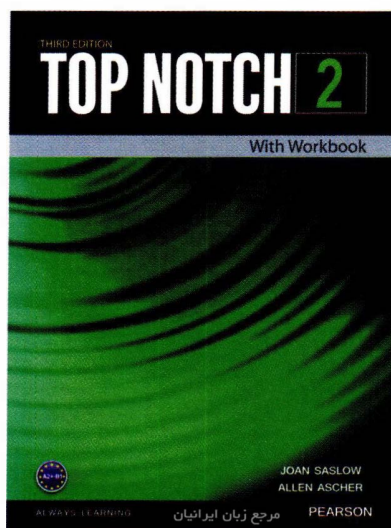
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TO THE TEACHER

What is *Top Notch*? *Top Notch* is a six-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. In addition, the entire course can be tailored to blended learning with an integrated online component, *MyEnglishLab*.

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.

* ***Summit 1*** and ***Summit 2*** are the titles of the 5th and 6th levels of the ***Top Notch*** course.

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 2***.
We wrote it for you.*

Joan Saslow and Allen Ascher

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

Grammar Readiness

SELF-CHECK

The Grammar Readiness Self-Check is optional. Complete the exercises to confirm that you know this grammar previously taught in *Top Notch*.

THE SIMPLE PRESENT TENSE AND THE PRESENT CONTINUOUS

A PRACTICE Choose the correct verb or verb phrase.

- 1 We (take / are taking) a trip to California this weekend.
- 2 The flight (arrives / is arriving) now. That's great because the flights in this airport usually (arrive / are arriving) late.
- 3 Please drive slower! You (go / are going) too fast!
- 4 (Does it rain / Is it raining) often in March?
- 5 Brandon (goes / is going) skiing on his next vacation.
- 6 We (like / are liking) milk in both coffee and tea.

B USE THE GRAMMAR Complete each statement with the simple present tense or the present continuous.

- 1 In my family, we usually
- 2 Next weekend, I

BE GOING TO + BASE FORM FOR THE FUTURE

A PRACTICE Complete the conversations with be going to. Use contractions.

- 1 A: What (they / do) after English class?
B: They (go) out to eat.
- 2 A: I (need) a rental car in Chicago.
B: (you / make) a reservation online?
- 3 A: Who (you / call) when your plane lands?
B: My wife. She (wait) for my call in the airport café.
- 4 A: What (you / do) when you get to New York?
B: The first thing (we / do) is eat!
- 5 A: Who (be) at the meeting?
B: My colleagues from the office. And my boss (come), too.

B USE THE GRAMMAR Write your own question and answer, using be going to + a base form.

Q:

.....

A:

.....

CAN, HAVE TO, COULD, AND SHOULD: MEANING AND FORM

A PRACTICE Choose the correct phrases.

- 1 We a reservation if we want a good room.
a couldn't make b should make c should making
- 2 Susan doesn't have to wear formal clothes to the office. She jeans.
a can't wear b can wearing c can wear
- 3 Dan can't go shopping this afternoon. He drive his children to school.
a have to b has to c doesn't have to
- 4 They just missed the 3:12 express bus, but they the 3:14 local because it arrives too late. They should take a taxi.
a could take b shouldn't to take c shouldn't take
- 5 The class has to end on time so the students the bus to the party.
a can take b can to take c can't take
- 6 I can sleep late tomorrow. I go to the office.
a have to b don't have to c doesn't have to

B USE THE GRAMMAR Write one statement with both can and have to. Write one statement with either should or could.

- 1
- 2

OBJECT PRONOUNS

A PRACTICE Rewrite each sentence, correcting the error.

- 1 Please call about it us.
- 2 She's buying for you it.
- 3 The brown shoes? She doesn't like on him them.
- 4 He wrote for her it.
- 5 They're giving to them it.

B USE THE GRAMMAR Rewrite each sentence, changing the two nouns to object pronouns.

- 1 I gave my sister the present yesterday.
- 2 The clerk gift-wrapped the sweaters for John.

COMPARATIVE ADJECTIVES

A PRACTICE Complete each sentence with the comparative form of the adjective.

- 1 I think very cold weather is (bad) than very hot weather.
- 2 A tablet is (convenient) than a laptop.

- 3 A T-shirt is (comfortable) than a sweatshirt in hot weather.
- 4 The clothes in a department store are usually (affordable) than ones in a small neighborhood store.
- 5 Orange juice is (good) for your health than orange soda.
- 6 Rio is pretty hot in the summer, but Salvador is (hot).
- 7 If you're getting dressed for the office, you should wear a (long) skirt.

B USE THE GRAMMAR Write your own two sentences, using one of these adjectives in comparative form in each sentence: cheap, popular, near, fast.

- 1
- 2

SUPERLATIVE ADJECTIVES

A PRACTICE Write statements with the superlative form of each adjective. irLanguage.com

- 1 old The oldest person in the world is 124 years old.
- 2 good
- 3 funny
- 4 appropriate
- 5 unusual
- 6 large
- 7 beautiful
- 8 short
- 9 interesting
- 10 crazy

B USE THE GRAMMAR Write one statement about yourself, using a superlative adjective.

.....

THE SIMPLE PAST TENSE: STATEMENTS

A PRACTICE Complete the paragraph with the simple past tense.

Chris (1 go) to New York at the end of the school year. His flight (2 get in) late, so he (3 take) a taxi directly to his hotel and (4 eat) something fast at the hotel café. Chris (5 have) tickets to a Broadway show, and he (6 not have) time to eat at a regular restaurant. Just before the show, he (7 meet) his friends in front of the theater. He really (8 love) the show. After the show, he (9 buy) a book about it. His friends (10 say) good night, and Chris (11 walk) back to the hotel, (12 drink) a big glass of cold juice, (13 go) to bed, and (14 sleep) for 10 hours.

- B USE THE GRAMMAR** Write four statements about what you did yesterday. Use one of these verbs in each statement: go, get dressed, eat, come home

- 1
- 2
- 3
- 4

THE SIMPLE PAST TENSE: YES / NO QUESTIONS

- A PRACTICE** Change each statement to a yes / no question.

- 1 Phil lost his luggage on the flight.
- 2 They drove too fast.
- 3 She wrote a letter to her uncle.
- 4 They found a wallet on the street.
- 5 Claire's husband spent a lot of money at the mall.
- 6 Ms. Carter taught her children to play the piano.

- B USE THE GRAMMAR** Write three yes / no questions. Use each of these verbs: bring, speak, break.

- 1
- 2
- 3

THE SIMPLE PAST TENSE: INFORMATION QUESTIONS

- A PRACTICE** Complete each conversation with an information question in the simple past tense.

- 1 A: Chinese?
B: I studied in Shanghai.
- 2 A: your husband?
B: I met him two years ago.
- 3 A: about the problem?
B: I called my daughter. She always knows what to do.
- 4 A: your car?
B: My brother-in-law bought it. He needed a new car.
- 5 A: in Mexico?
B: My parents lived there for more than ten years.

- B USE THE GRAMMAR** Write two information questions in the simple past tense, one with How and one with What.

- 1
- 2

COMMUNICATION GOALS

- 1 Get reacquainted with someone.
- 2 Greet a visitor to your country.
- 3 Discuss gestures and customs.
- 4 Describe an interesting experience.

UNIT

1

Getting Acquainted

PREVIEW

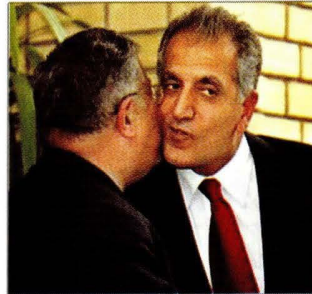
CUSTOMS AROUND THE WORLD

Greetings

People greet each other differently around the world.



Some people bow.



Some people kiss once.
Some kiss twice.



Some shake hands.



And some hug.

Exchanging Business Cards

People have different customs for exchanging business cards around the world.



Some customs are very formal. People always use two hands and look at the card carefully.



Other customs are informal. People accept a card with one hand and quickly put it in a pocket.

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Getting Acquainted

What about small talk—the topics people talk about when they don't know each other well?



In some places, it's not polite to ask people about how much money they make or how old they are. But in other places, people think those topics are appropriate.

A PAIR WORK In your opinion, is there a right way and a wrong way to greet people? Explain.

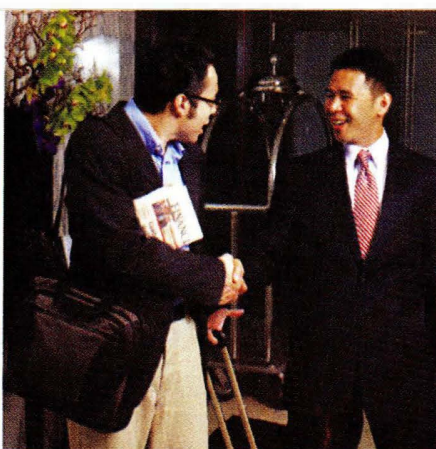
B DISCUSSION In your country, are there any topics people should avoid during small talk? What about the topics below?

- the weather
- someone's job
- someone's religion
- someone's family
- someone's home
- (other) ____

▶ 1:02 PHOTO STORY Read and listen to two people meeting in a hotel lobby.



Leon: You look familiar. Haven't we met somewhere before?
Taka: I don't think so. I'm not from around here.
Leon: I know! Aren't you from Japan? I'm sure we met at the IT conference last week.
Taka: Of course! You're from Mexico, right?



Leon: That's right. I'm sorry. I've forgotten your name.
Taka: Kamura Takashi. But you can call me Taka.
Leon: Hi, Taka. Leon Prieto. Please call me Leon. So, what have you been up to since the conference?
Taka: Not much. Actually, I'm on my way to the airport now. I'm flying back home.



Leon: Hey, we should keep in touch. Here's my card. The conference is in Acapulco next year and I could show you around.
Taka: That would be great. I hear Acapulco's beautiful.
Leon: It was nice to see you again, Taka.
Taka: You, too.

D FOCUS ON LANGUAGE Find the underlined expression in the Photo Story that matches each explanation.

- 1 You say this when you want to offer to introduce someone to a new place.
- 2 You say this to suggest that someone call or e-mail you in the future.
- 3 You say this when you're not sure if you know someone, but you think you might.
- 4 You say this when you want to ask about someone's recent activities.

E THINK AND EXPLAIN Answer the questions, according to the Photo Story. Explain your answers.

- 1 Why does Leon begin speaking with Taka?
- 2 Has Taka been busy since the conference?
- 3 Why does Leon give Taka his business card?
- 4 What does Leon offer to do at the next conference?

“ Because he thinks he knows Taka. He says, ‘You look familiar.’ ”

SPEAKING

PAIR WORK With a partner, discuss and write advice for visitors about how to behave in your country. Then share your advice with the class.

“ Questions like *How old are you?* and *How much money do you make?* aren't polite. You shouldn't ask them. ”

“ Don't exchange business cards with one hand! Always use two hands. ”

Your advice

1
2
3

GRAMMAR *The present perfect*

Use the present perfect to talk about an indefinite time in the past. Form the present perfect with *have* or *has* and a past participle.

Affirmative and negative statements

**We 've
haven't met them.**

She **'s** **hasn't** **called** him.

Yes / no questions

A: Have you met them?

A: Has she called him?

B: Yes, we have. / No, we haven't.

B: Yes, she has. / No, she hasn't.

Remember: Use the simple past tense to talk about a definite or specific time.

present perfect: indefinite time

simple past tense: definite time

I've met Bill twice.

We met in 1999 and again in 2004.

Contractions

've met = have met

's met = has met

haven't met = have not met

hasn't met = has not met

For regular verbs, the past participle form is the same as the simple past form.

open → opened

study → studied

Irregular verbs

base form	simple past	past participle
be	was / were	been
come	came	come
do	did	done
eat	ate	eaten
fall	fell	fallen
go	went	gone
have	had	had
make	made	made
meet	met	met
see	saw	seen
speak	spoke	spoken
take	took	taken
write	wrote	written

For more irregular verb forms, see page 123.

GRAMMAR BOOSTER p. 126

- The present perfect: information questions

- A** Choose the correct form to complete each sentence.

- 1 We've the 2:00 express train many times.
a take b took c taken
- 2 I had breakfast at 9:00, but I haven't lunch.
a have b had c having
- 3 Alison has to the mall.
a went b gone c go
- 4 My younger brother has home from work.
a come b came c comes
- 5 They posted some messages yesterday, but they haven't anything about their trip.
a written b write c wrote

- B PAIR WORK** Complete the conversations with the present perfect or the simple past tense. Then practice the conversations with a partner.

- 1 A: our new teacher?
jake / meet
B: Yes, He her in the office this morning.
meet
- 2 A: to this class before?
they / be
B: No, They're new at this school.
- 3 A: in the new school restaurant?
you / eat
B: No, Is it good?
- 4 A: with the school director?
your classmates / speak
B: Yes, They with her yesterday.
speak
- 5 A: the new language lab?
Beth / see
B: No, But she the library.
see

C GRAMMAR PRACTICE Complete the message with the present perfect or the simple past tense.

New Tab
x
— □ ×

About Friends Photos Videos



Kuai Yu
Status: single
Hometown: Shanghai
Current city: Vancouver

New message **October 6 6:00 PM**

Hello, Mr. Kemper:

Remember me? I'm Kuai, your former student! I still think about your wonderful English classes in Shanghai. This morning, I (1 **decide**) to send you a message to say hello. We (2 **not see**) each other in a long time—not since you went back home to New York. I hope I can visit you there some day! So let me tell you what I've been up to. In 2013, I (3 **come**) to Canada for my studies, and I'm living in Vancouver right now. I (4 **fall**) in love with this city—it's really beautiful! I (5 **visit**) a lot of places in the U.S. I (6 **be**) to Seattle, Portland, San Francisco, and Los Angeles. Last September, I (7 **go**) back home to Shanghai to visit my parents. Do you think my English is better now? I think I (8 **learn**) how to use the present perfect, finally! Let's keep in touch. If you come to Vancouver, I'd love to show you around.

Your student, Kuai

CONVERSATION MODEL

A ▶ 1:03 Read and listen to people getting reacquainted.

A: Audrey, have you met Hanah?

B: No, I haven't.

A: Hanah, I'd like you to meet Audrey.

C: Hi, Audrey. You look familiar. Have we met before?

B: I don't think so.

C: I know! Last month. You were at my sister Nicole's party.

B: Oh, that's right! How have you been?

B ▶ 1:04 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



DIGITAL VIDEO COACH

PRONUNCIATION Sound reduction in the present perfect

A ▶ 1:05 Listen to how the sound /t/ of the negative contraction "disappears" in natural speech. Then listen again and repeat.

1 I **haven't** been to that class.

3 They **haven't** taken the test.

2 He **hasn't** met his new teacher.

4 She **hasn't** heard the news.

B Now practice saying the sentences on your own.

NOW YOU CAN Get reacquainted with someone

DIGITAL VIDEO

CONVERSATION ACTIVATOR With two other students, practice making introductions and getting reacquainted. Use your own names and the present perfect. Then change roles.

A:, have you met ?

B: No, I haven't.

A:, I'd like you to meet

C: You look familiar. Have we met before?

B:

DON'T STOP!

- Say how you have been.
- Say more about the time you met.
- Introduce other classmates.

Ideas

You met ...

- at a party
- at a meeting
- at a friend's house
- in another class
- (your own idea) _____