

THIRD EDITION

TOP NOTCH **1**

TEACHER'S EDITION and LESSON PLANNER



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ALWAYS LEARNING

PEARSON



Getting Acquainted

PREVIEW

Before Exercise A, give students a few minutes of silent time to observe the questionnaire and personal information form.

Language and culture

FYI: Language and culture notes are provided to offer students enrichment or more information about language and/or culture. Their use is optional.

- Forms generally ask for a person's family name first and given name second because family names are used to keep records. However, we always refer to the *family name* as the *last name* and the *given name* as the *first name*.
- In many Asian countries, the family name comes first, but it is still referred to in English as the person's *last name*.

A Pair work

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To model this activity, write your full name, including a title, on the board; for example, *Ms. Susan Miller* (Here and throughout, substitute real names and information for examples provided.)
- Label and talk about each part of your name: *[Susan] is my first name. My parents chose that name. [Miller] is my family name. Everyone in my family and my father's family has the name Miller.*
- Tell the class where you are from and what you do; for example, *I am from Australia. I am a teacher.* Then write on the board:
Nationality: Australian Occupation: Teacher
- Have students fill in the chart with their own information. Tell students who don't work to write *student* as their occupation on the form.
- Point out the Did You Know? fact next to the form. Write the number 2 billion on the board (*2,000,000,000*). Then ask *How many students are there in this class?* Add the number of students to the large number on the board. For example: *2,000,000,025*.
- Read each reason for studying English aloud. For the fifth option, *other reasons*, brainstorm ideas from students and write them on the board. For example:
*People speak English everywhere.
I like English music.
It's a beautiful language.
I want to visit my sister in New York City.*
- Have students compare their answers in pairs.

FYI: Some students will want to give more than one reason for studying English. Let them check two or three reasons and then circle their number 1 reason for studying English.

B Class survey

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Ask *How many of you are studying English for business? How many are studying English for travel?* etc. Tell students to raise their hands when they hear the reason(s) they checked. Write the names of students under each reason.
- Circle the most popular reason and discuss; for example, ask *Where do you want to travel?* or *What do you study?* Elicit short answers. If students have difficulty, ask *yes/no* questions (*Do you want to travel to Paris? Do you study computers?*) and have students say *Yes* or *No*.

FYI: All recorded material is indicated with the following icon 0:00. CD track numbers for all recorded material appear in this icon. For example, 1:02 indicates that the recording is located on CD 1, track 2.

C 1:02 **Photo story**

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To warm up, ask:
How many people are in the photos? (Four.)
How many are men? (Two.)
How many are women? (Two.)
- After students read and listen to the conversation, check comprehension. Ask:
In the first photo, what's the man's name? (Samuel Pike.)
What's his first (or given) name? (Samuel.)
What's his last (or family) name? (Pike.)
What is Cara's friend's name? (Susan Grant.)
What's her nickname? (Suzy.)
What's her occupation? (Photographer.)
Is Suzy married or single? (Married.)
What's her husband's first name? (Ted.)

Language and culture

- A *nickname* is a shorter form of someone's real name, usually given by friends or family.
- From the Longman Corpus:** *Good to meet you* and *Pleased to meet you* are also common ways to greet someone, but *Nice to meet you* is by far the most frequent of the three in spoken American English.

D Focus on language

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To make sure the class understands the word *informal*, say *Ted calls Samuel Pike "Mr. Pike." Mr. Pike says "Please call me Sam." He wants to be informal.*
- Have students identify the underlined expressions in the Photo Story by taking turns reading them aloud.
- After students find the answers with a partner, review with the class. Write the answers on the board so students see a list of the key expressions in this dialogue. For example:

Introducing People	Greeting New People	Being Informal with People
<i>I'd like you to meet ____.</i> <i>This is ____.</i>	<i>It's a pleasure to meet you.</i> <i>Great to meet you.</i> <i>How nice to meet you.</i>	<i>Everyone calls me ____.</i> <i>Just call me ____.</i> <i>Please call me ____.</i>

1:03 **Formal titles**

- Make sure students understand the difference in pronunciation between *Ms.* (/mɪz/) and *Miss* (/mɪs/).

- Write your title with your first name and your title with your last name on the board. Ask *Which is correct?* Then cross out your title with your first name. Make sure students understand that a title is used with a full name (first and last name) or with just the family (last) name, but never with just the first name.
- Ask *Are you a man or a woman? Are you married or single?* Have students determine which title to use with their family names. Female students will have a choice of titles (see the language and culture note below).

Option: (+5 minutes) Explain other titles students may come across. (*Dr.* [doctor], *Prof.* [professor], etc.)

Language and culture

- In some English-speaking countries, some women prefer the title *Ms.* because it does not draw attention to whether they are married or single. Use *Ms.* when you don't know which title she prefers.
- When meeting someone for the first time, you should use a title and last name if the person is older or if you are in a professional / formal situation.

SPEAKING

A Complete your response . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Before students complete the exercise, read the lines in the speech balloons aloud to the class.
- To review, have volunteer pairs read the completed exchanges aloud.

Option: (+5 minutes) For further practice, have all the students write their names in large print on a folded piece of paper and place it in front of them so other students can read it. On the board, refer to the phrases in the *Being Informal with People* column in the chart from Exercise D. Then walk around the classroom and introduce several students. Use the student's title and family name. Say *Class, this is Mr. / Ms. / Mrs. / Miss [family name]*. Prompt the student to reply with one of the phrases and his or her own information (*Just call me [first name or nickname]*).

B Role play

Suggested teaching time:	8–12 minutes	Your actual teaching time:	
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- Have students brainstorm the names of famous people. Write their ideas on the board.
- Have the class respond to each introduction with one of the phrases from the Photo Story. You can refer them to the phrases in the *Greeting New People* column in the chart from Exercise D.

EXTRAS

Workbook

CONVERSATION MODEL

A ▶ 1:04 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Begin responses with a question to confirm.
 - Use *Let's* to suggest a course of action.
 - Ask personal questions to indicate friendliness.
- To make sure students understand *that* and *over there*, indicate different students who are sitting far away from you. Ask the class *Who's that?* To clarify, gesture toward a student and say *Over there*.
 - Point out that Alex and Kathryn introduce themselves. They say "I'm Alex" and "My name's Kathryn Gao." To introduce a third person, Alex says "This is Lauren."
 - After students read and listen, ask them to underline the names. (Alex, Lauren, Kate) Then have students read again and label the people in the photo.
 - For comprehension, ask *yes / no* questions:
Is she Lauren? [point to the woman in the red shirt] (No.)
Is he Alex? [point to the man standing] (Yes.)
Is Lauren from New York? (No.)
Is Kate from New York? (Yes.)

B ▶ 1:05 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use falling intonation in *Who's that?* and rising intonation in *Over there?*
 - pause after *Well*.

GRAMMAR

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Review the examples. Practice the meanings of *Who*, *What*, *Where*, and *How old*. Call out a person, thing, place, or age. The class responds with the appropriate question word; for example, call out *Kate* and the class responds *Who*. For *What*, you can call out a name, title, nationality, or occupation.

Option: (+5 minutes) To contrast 's in these contractions with those used in possessives, review possessive nouns and possessive adjectives. (A review of possessive nouns and adjectives can be found in the Grammar Booster on p. 123.)

- Pick up a student's book and say [*Jenna*]'s book. Then write on the board: [*Jenna*]'s book.
- Walk around the room, picking up items from different students' desks. Have the class use the possessive to tell you whom the item belongs to.
- Have students look at where you wrote [*Jenna*]'s book on the board. Cross out the possessive noun and write *his* or *her* in its place.
- Repeat some of the possessive nouns used previously to identify students' belongings. Elicit possessive adjectives in their place; for example, say [*Michael*]'s book and elicit his book from the class.
- Pick up an item belonging to you. Say the *teacher's* [book]. Elicit *your book* from the class. Say *the students' classroom* and elicit *our classroom*.
- Point out that for separate possessions, add 's to each name; for example, *Those are John's and Tina's cars*. When there is only one possession belonging to two or more people, the 's only goes with the second or last person. *This is Marie and Robert's house*.

Language and culture

- There is a special vocabulary for saying e-mail addresses: @ is *at*; the period is called *dot*. For example, for the e-mail address *Mary21@skyline.com*, you say "Mary twenty-one at skyline dot com."
- **From the Longman Corpus:** In spoken American English, the contractions *who's*, *what's*, *where's*, and *that's* are used more than seven times as often as *who is*, *what is*, *where is*, and *that is*.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T123)



Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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- Have students check their answers with a partner. Then review as a class. For each item, have different students read the roles of A and B.



Extra Grammar Exercises

B Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Review question words from page 4 with students.
- Remind students that they can begin their questions with words from the “Ideas” box.

Language and culture

- In some cultures, asking a person’s age is considered impolite. It’s typically OK to ask a child or young person *How old are you?*

C Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To model the activity, have volunteers ask you information questions with *be*. Write a few of the questions on the board and then answer with complete sentences. Your students might ask:

Who are your friends?

What’s your e-mail address?

Where are you from?

How old are you?

Option: (+5 minutes) To help students ask more questions with *Who*, introduce or review the word *favorite*. Students can ask *Who’s your favorite teacher / singer / actor / athlete / artist?*

NOW YOU CAN Meet someone new

A Conversation activator

Suggested teaching time:	12–15 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 179 of this Teacher’s Edition.
- Model the conversation with a student. Play the role of B. Act out the conversation. Take the student playing the role of A over to meet the classmate he or she indicates.
- Be sure to reinforce the use of the conversation strategies; for example, have students ask personal questions to indicate friendliness. Ask the class for ideas about how to continue the conversation; for example, students can ask *What city are you from? What’s your occupation?*

- Have students practice the conversation, switching roles so that students have the chance to play A, B, and C.
- To enable students to move around the room more easily, you may want to have the class stand to introduce themselves to someone new.
- Give students a few minutes to skim the *word posts* (language in the Recycle box). For more information on wordposting, see the Actively Developing Free Expression section of the Introduction. Encourage students to use all the language in the Recycle box. Have them check off each question or phrase as they use it. Point out that students can also use the language for self-introductions: *I’m [Tania] and My name is [Tania]*.

DON’T STOP! Extend the conversation. Encourage students to ask their partners at least one of the questions from the Don’t Stop! box.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.

 **Conversation Activator Video Script; Conversation Activator Pair Work Cards; Learning Strategies**


B Change partners

Suggested teaching time:	12–15 minutes	Your actual teaching time:	
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- Make sure students switch roles when they change partners so they practice all parts of the conversation.

EXTRAS

Workbook or MyEnglishLab

 **Speaking Activities: Unit 1, Activity 1**

GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Go over the grammar rules and examples in the chart.
- Write sentences on the board about one of the famous people on page 3; for example, *Jennifer Lawrence is famous. She's a famous actor.*
- Underline the adjective in each sentence. Ask the class *What other adjectives describe Jennifer Lawrence? Is she handsome? (No.) Is she beautiful? (Yes.)* Erase *famous* and write *beautiful* in the sentence.
- Write an example on the board: *Marc Anthony is a singer.* Underline *a* and tell students that it is an article. Then write: *Marc Anthony is a terrific singer.* and underline *a* again. Say *The article stays when I add an adjective.*

▶ 1:06 Positive Adjectives

- Have students listen and repeat the adjectives.
- Explain that students can use most of the adjectives to describe both men and women, but *beautiful* is usually used for good-looking women and *handsome* is usually used for good-looking men.

 **Inductive Grammar Charts**

A Grammar practice

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- After students complete the exercise, have them check their answers with a partner.
- Option: (+5 minutes)* To extend this practice, ask students *Who are other famous people?* Write the names on the board with their occupations and appropriate adjectives. For example:
Robert Pattinson: actor / handsome
Haruki Murakami: writer / excellent
Taylor Swift: singer / wonderful
 Have students take turns saying complete sentences with *be*; for example, *Robert Pattinson is a handsome actor.*

B Now write three sentences . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Before students write, brainstorm the names and occupations of famous people. Write the list on the board.
 - Have students read their sentences to a partner.
- Option: (+10 minutes)* Challenge students by having them write three sentences about one famous person. Students then read their sentences to the class and the class guesses who the famous person is. For example:
She is a beautiful actress.
She is from Spain.
Her husband is Javier Bardem.
(Penélope Cruz)

  **Extra Grammar Exercises**

CONVERSATION MODEL

A ▶ 1:07 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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This conversation strategy is implicit in the model:

- Intensify an informal answer with sure.

- Before listening to the conversation, have students look at the main photo. Point to the photo of Lucia Micarelli and say *They are talking about that woman.*

B ▶ 1:08 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use falling intonation in *Who's Lucia Micarelli?* and *Where's she from?*
 - use rising intonation in *You don't know? For real?* and *Is she famous?*
 - stress *sure* in *She sure is.*

GRAMMAR

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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- On the board, write affirmative simple present tense statements with *be* about the famous people in Exercise A; for example, for Chris Pine: *He is an actor.*
- Demonstrate how to make the statements into questions. *Is he an actor?*
- Tell students that *yes / no* questions are usually answered with short answers. (*Yes, I am.* or *No, I'm not.*) Ask a few students *Are you [Name]?* *Are you married / single?* *Are you a/an [occupation]?* *Are you from [city / neighborhood]?*
- Then indicate a classmate and ask students a few third-person *yes / no* questions with *be*. (*Is she [Helga]?* *Is [Helga] a teacher?*)
- Direct students' attention to the examples in the Be careful! box.
- Remind students that there are two ways to contract *is* and *are* in negative sentences (*isn't* or *'s not*, *aren't* or *'re not*). Both ways are equally acceptable.

Option: (+10 minutes) Bring in photos of famous people. Ask *yes / no* questions with *be* about the people.

- Is she married / single?*
- Is she a/an [artist]?*
- Is she [Japanese]?* or *Is she from [Japan]?*

Prompt students to answer with the appropriate short answers (*Yes, he / she is. No, he / she isn't*).

Option: **GRAMMAR BOOSTER** (Teaching notes p. T124)

 **Inductive Grammar Charts**

A Find the grammar

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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- Have two students read the Conversation Model on page 6 aloud as the rest of the class listens along and underlines the two information questions and the one *yes / no* question.

B Grammar practice

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Remind students to capitalize the first letter of the first word when the answer comes at the beginning of a sentence, as in items 1A, 2A, 2B, 3A, 4A, 5A, 6A, and 6B.



Extra Grammar Exercises

PRONUNCIATION

A 1:09 Use rising intonation . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- Before students listen, read the four items aloud. Model rising and falling intonation between the *yes / no* questions and the information questions. Write some examples on the board, using arrows to indicate rising and falling intonation.

Option: (+5 minutes) For more practice, read the questions in the Grammar box on page 4 with falling intonation. Then read the questions in the Grammar box on page 6 with rising intonation. Have students repeat.

B Pair work

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Brainstorm some questions with the class aloud. Then have students work in pairs to write their questions and ask them with correct intonation.

Option: (+15 minutes) For additional practice, divide the class into two teams, an X team and an O team. Draw a tic-tac-toe grid on the board and write in the answers to *yes / no* and information questions. In teams, have students ask questions for the answers in the tic-tac-toe grid. Every time they ask a correct question, the team can draw their mark (X or O) in the box. The team to get three of their marks in a row horizontally, vertically, or diagonally, wins. For example:

<i>Yes, she is.</i>	<i>I am from China.</i>	<i>No, he's not.</i>
<i>They are students.</i>	<i>Yes, he is.</i>	<i>My name is Hong.</i>
<i>He is a teacher.</i>	<i>I'm 21 years old.</i>	<i>No, she's not.</i>

Team 1: *Is Frank from Canada?* (No, he's not.)

Team 2: *What's your name?* (My name is Hong.)



Pronunciation Activities

NOW YOU CAN Identify and describe people

A Look at the famous people . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Read the names and information about the famous people aloud. Then ask *Who is another famous person? Where is [he] from? What is [his] occupation?* Get several ideas from students to illustrate how many choices they have. Then point to the box and say *Write about one famous person.*

B Conversation activator

Suggested teaching time:	8–12 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note: You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 179 of this Teacher's Edition.
- Model the conversation with a student. Play the role of A.
- Ask the class for ideas about how the conversation can continue. Write the ideas on the board. For example:
What's [her] occupation?
How old is [she]?
Is [she] a good [singer]?
Is [she] married?
- Be sure to reinforce the use of the conversation strategy; for example, have students use emphatic stress on *sure* and *is*.
- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.



Conversation Activator Video Script; Conversation Activator Pair Work Cards

C Change partners

Suggested teaching time:	8–12 minutes	Your actual teaching time:	
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- Have all students play both roles so they can both ask and answer questions.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 1, Activity 2; "Find Someone Who . . ." Activity

BEFORE YOU LISTEN

A ▶ 1:10 **Vocabulary**

Suggested teaching time:	5 minutes	Your actual teaching time:	
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V **Vocabulary Flash Card Player**

- If possible, show students a world map. Call out the countries mentioned in this section and have students locate them on the map.
- Model the Vocabulary before listening by talking about yourself. Say *I was born in _____. _____ is my **birthplace**. I grew up in _____. _____ is my **hometown**. I am from _____. My **nationality** is _____.*

▶ 1:11 **Countries and nationalities**

- After students listen to the audio, have them use a world map to look up countries and nationalities in their region of the world, if possible. Model the pronunciation of the new words and have students listen and repeat.

Language and culture

- A *hometown*, where a person grew up, can also mean *the place a person chooses as "home."*
- The *U.K.* stands for the *United Kingdom*. It includes England, Northern Ireland, Scotland, and Wales. People from any part of the U.K. are *British*. Citizens of the U.K. can also be referred to as *English* (England), *Irish* (Northern Ireland), *Scottish* (Scotland), and *Welsh* (Wales).

B **Pair work**

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- On the board, write questions students can ask each other; for example, *What's your [birthplace]?*

Option: (+10 minutes) To create a survey activity, you can draw the following chart on the board or print out a copy for each student. Have students complete the chart.

Name (first and last)	Birthplace	Hometown	Other information:

Graphic Organizers

LISTENING COMPREHENSION

A ▶ 1:12 **Listen for details**

Suggested teaching time:	10–14 minutes	Your actual teaching time:	
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- Before listening to the conversations, read the occupations aloud. Have students repeat.

FYI: Each item in this exercise corresponds to a conversation; for example, item 1 is for Conversation 1.

AUDIOSCRIPT

CONVERSATION 1 [M = Turkish]

- F:** Mr. Yilmaz.
M: Please call me Serhat.
F: OK, Serhat . . . Is that your nickname?
M: No, it's my first name. I don't have a nickname.
F: Tell me, what's your nationality?
M: I'm Turkish, actually. I live in the capital, Ankara. But my hometown is Izmir. That's a really beautiful city on the Mediterranean coast.
F: And what do you do?
M: I'm a computer programmer.

CONVERSATION 2 [F = Japanese]

- M:** Good evening.
F: Good evening.
M: It's . . . Keiko Nakamura?
F: That's right. But all my friends call me KK.
M: So tell me, Ms. Nakamura, what do you do?
F: I'm a graphic designer, actually.
M: How interesting. And where are you from?
F: Well I'm from Japan. I live in Tokyo, but I'm originally from Osaka. I was born there.

CONVERSATION 3 [F = Spanish]

- M:** We're talking with . . . Pilar . . . Rodríguez.
F: That's right. Pilar.
M: Pilar Rodríguez. No nickname, Pilar?
F: No. Just Pilar.
M: OK. So, you live in Uruguay, right?
F: Well, I live there now, in Montevideo. But I'm actually from Buenos Aires . . . in Argentina.
M: And what do you do, Ms. Rodríguez?
F: I'm an interpreter. I work for the Uruguayan government, actually.
M: Do you travel for your job?
F: I do. A lot. I often go to Buenos Aires . . . Brasilia . . . Santiago, Chile . . .

CONVERSATION 4 [M = Canadian]

- F:** So your name is Anthony Harris.
M: That's right. But most people call me by my nickname, Tony. So it's Tony Harris.
F: Mr. Harris, tell me what you do for a living.
M: I'm a salesperson. I work at a large electronics store in Chicago, in the United States.
F: So you're American?
M: Actually, no. I'm from Toronto, Canada. But I've been in Chicago for over ten years.
F: So Canada is really home for you?
M: That's right.

B ▶ 1:13 **Listen to infer**

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- Make sure students understand the meaning of *originally*. Say *Originally means in the beginning; for example, John's birthplace is Albany, New York. Now he lives in Florida. John is originally from New York.*

NOW YOU CAN Provide personal information

Information Gap

Suggested teaching time:	20–28 minutes	Your actual teaching time:	
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- Partner B in each pair should turn his or her book upside down. Have students cover the bottom of the page with a sheet of paper so that they are looking only at their half.
- To identify whom they are talking about, students first use a name or possessive noun; for example, *Where is Gordon Graham from? What's Claire's occupation?*
- When it's clear whom they are asking about, students use a personal pronoun or possessive adjective; for example, *How old is he? What's his e-mail address?*
- The partner who can't see the person's name can ask, for example, *What's the architect's name? or Who's from Sydney?*
- To check their answers, partners take turns talking about the people; for example, Partner A talks about Gordon Graham. He or she says, "His name is Gordon Graham. He's an architect. He's Australian." (or, "He's from Australia.") "He's twenty-four. His e-mail address is gordyg@umail.com.au."

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 1, Activity 3

BEFORE YOU READ

A Warm-up

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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- Have students answer the question in small groups. Students should be expected to provide the places they see and hear English; for example, *the Internet, the airport, the radio, movies*.

B Preview

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Give students a 30-second limit to do this search activity to make sure they don't slow down and read every word.
- Have students circle the word *English* every time they see it as they scan the text.
- Ask the class *How many times did you see English in the reading?* (10)
- Have volunteers share their answers with the class.

▶ 1:14 READING

Suggested teaching time:	12–15 minutes	Your actual teaching time:	
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- After students read the interviews silently, have them close their books. On the board, write *Mr. Tanaka, Ms. Marques, and Mr. Itani*.

- Then read the following sentences. Ask students to identify who the person is.

This person is from Beirut. (Mr. Itani.)

This person isn't married. (Ms. Marques.)

This person is a computer programmer. (Mr. Tanaka.)

This person's birthplace is Curitiba. (Ms. Marques.)

This person's nationality is Japanese. (Mr. Tanaka.)

This person's son is one year old. (Mr. Itani.)

Option: (+5 minutes) To challenge students, have them close their books and listen to audio of the interviews before reading them. After each interview, ask students what they remember about each person. Say *Who's Hamza Itani?* Write what the class remembers about him under his name; for example, *He's Lebanese. He lives in Dubai. He is an executive assistant.* Then have students open their books and check the information in the Reading.

A ▶ 1:15 Listen to the conversations.

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Review answers as a class. Have students give answers in complete sentences. (George Detcheverry is a manager. He is French.)

Option: (+ 3 minutes) Challenge your students by asking questions such as *Where's Marseilles?* (In France.) *Where's São Paulo?* (In Brazil.) *Who lives in Miami?* (Mark Zaleski.)

Language and culture

- Asking *What do you do?* is more common than *What's your occupation?*

AUDIOSCRIPT

CONVERSATION 1

- F:** Is that man over there David Egan?
M: No, that's George Detcheverry. David's not here today.
F: Who's George Detcheverry?
M: He's the new manager.
F: Really? Where's he from?
M: He's from Marseilles—in France.

CONVERSATION 2

- M1:** Who's that over there?
M2: Her name's Sonia Pereira.
M1: What does she do?
M2: They say she's an artist.
M1: Is she from around here?
M2: No. She's from São Paulo.
M1: Oh, so she's from Brazil.

CONVERSATION 3 [M = Polish]

- F:** Are you from around here?
M: No. I live in Miami, actually. The name's Mark. Mark Zaleski.
F: Hi, Mark. I'm Lyla. What do you do?
M: I'm an interpreter. I work for SBT.
F: You're not from Miami originally, though, are you?
M: As a matter of fact, I was born and raised in Warsaw, the capital of Poland.

CONVERSATION 4

- M:** Is that Marjorie Baxter?
F: Yes, it is.
M: I heard she's the new office assistant.
F: That's right.
M: Is it true she's from Australia?
F: That's what I hear.

B Complete each statement.

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students complete the exercise independently. Review answers as a class.

C Complete each conversation . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To check their work, have students practice the conversations with a partner. Have them practice the conversations twice so that both partners can read their answers.

WRITING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Tell students to use the notes they took in Exercise B Notepadding on page 11.

Option: (+10 minutes) Have students write about themselves instead.

Option: **WRITING BOOSTER** (Teaching notes p. T142)



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

Contest

Suggested teaching time:	8–12 minutes	Your actual teaching time:	
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- Have students read the web page. Ask:
What's Will Smith's real name? (Willard Christopher Smith, Jr.)
What's his occupation? (He's a singer and actor.)
Is he married? (Yes, he is.)
Where is he from? (The U.S.)
What's his favorite food? (Sweets.)
Who's his favorite actor? (Harrison Ford.)

Pair work 1

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- As a class, create names for the people in the picture who are engaged in conversation.

Option: (+5 minutes) Writing activity. Have students write their conversations in dialogue form.

Possible responses . . . *

(The pair at the top)

A: Who's that? **B:** You don't know? For real? **A:** No. Is he famous?
B: Yes. He's Will Smith. He's a great singer and actor. **A:** Where's he from? **B:** He's from the U.S. **A:** How old is he? **B:** He's ___ years old.
A: Is he married? **B:** Yes, he is.

*Here and throughout this Teacher's Edition, possible responses provide a sample of the quantity and quality of response students have been prepared for. *Actual* responses will vary.

Pair work 2

Suggested teaching time:	8–12 minutes	Your actual teaching time:	
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- To provide support for students, write language for introducing people on the board. For example:
This is ____ . I'd like you to meet ____ .
Everyone calls [him/her] ____ .
Great to meet you!
- Point to one person in the picture and ask questions about the person. For example:
What's her [last name]?
Where's she from?
What's her [hometown]?
What's her occupation?

Possible responses . . .

A: Hi. My name's ____ . This is ____ . **B:** Nice to meet you. My name is ____ . Everyone calls me ____ . **C:** Great to meet you, too. **A:** Where are you from? **B:** I'm from ____ . Where are you from? **A:** I'm from ____ and ____ is from ____ .

Option: Oral Progress Assessment

Use the web page on page 13 for an oral test. Ask the following questions about Will Smith. Tell students to answer in complete sentences.

What's his last name?
What's his occupation?
Is he single?
Where's he from?
How old is he?
What's his favorite food?
Who's his favorite actor?

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.

Oral Progress Assessment Charts

Option: Top Notch Project

Create a class newsletter with photos to introduce classmates to each other.

Idea: Students can change the first sentence of the description of their classmates (from Writing, page 12) for inclusion in a class newsletter. Have students change *My partner's first name is ____ to This is ____ or Meet ____.*

EXTRAS

On the Internet:

- **Online Teacher Resources:** pearsonelt.com/topnotch3e/

Additional printable resources on the ActiveTeach:

- **Assessment**
- **Just for Fun**
- **Top Notch Pop Song Activities**
- **Top Notch TV Video Program and Activity Worksheets**
- **Supplementary Pronunciation Lessons**
- **Conversation Activator Video Scripts**
- **Audioscripts and Answer keys**
- **Unit Study Guides**

PREVIEW

Before Exercise A, give students a few minutes of silent time to read the information on the online music store site.

A Do you download a lot of music . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Explain that *download* means *to transfer a file from the Internet to your own computer*.
- After they answer the questions in pairs, ask various students *Do you download a lot of music from the Internet? Which websites do you use to download music?*

B  1:18 Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- After students listen and repeat, ask:
Does Boomerang play folk music? (No, they don't.)
What genre are they? (Rock / Pop.)
Does Louis Armstrong play jazz? (Yes, he does.)
What genre is Uptown? (Hip-Hop.)

Language and culture

- *Pop* is short for *popular*.
- Rap music is part of the Hip-Hop genre.
- Salsa music has Cuban and Puerto Rican origins.
- *R&B* means *Rhythm and Blues*.

Option: (+10 minutes) Extend the activity by bringing in samples of these music genres. You can also ask students to bring in samples of their favorite music. Have the class listen to the music samples and identify their genres.

Option: (+10 minutes) Have small groups brainstorm the name of a famous artist or group for each genre.

C Pair work

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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- Read the direction lines aloud to the class. Have students circle the genres they like. Explain that *hate* means *really don't like*. Have students write an *X* next to any genres they hate.
- Model a response to the prompt, for example, *I like classical. Lucia Micarelli is fantastic. I don't like / hate Hip-Hop.*
- To review, ask individual students *Which genre of music do you like? Which [Pop] artist or song do you like? Do you hate any genres? Which ones?*

D Discussion

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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- Point to the album covers and ask *Are they single songs or whole albums?*
- Pair students with classmates who share the same opinion and have them discuss the reasons for their opinions. Or if possible, put students into small groups where at least one group member has a different opinion from the others.
- Then have students make a list of reasons to support their opinions.

E 1:19 Photo story

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- For a warm-up, ask *Do you go out to listen to music? Where do you go? What kind of music do you like to hear?*
- To check understanding, ask students to support their answers to these questions with references from the Photo Story:
 - Does Sara want to see River T? (Yes. She says Now that's more my style.)*
 - Does Sara like R&B? (Yes.)*
 - Is she going to see Meg at 7:45? (Yes.)*
 - What is Sara doing? (Downloading new songs.)*
 - Does Meg like downloading new songs? (No.)*
 - Is Sara going to see Klepto? (No.)*
 - Why not? (It's past her bedtime.)*
- To make sure the meaning of *fan* is clear, say *Sara is an R&B fan. She likes R&B.*

Language and culture

- *Live music* is music that is not recorded—people are playing at the moment you are listening. You can hear live music at a concert hall or club, on TV, and on the radio.

F Focus on language

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- Model the activity for the class. On the board write item 1, *That's too late for me*. Ask students to look at all the underlined phrases and choose one that means the same thing. Have a volunteer read both phrases aloud.

Option: (+5 minutes) Challenge your students by having them cover Exercise F and look only at the Photo Story conversation. Read the phrases from Exercise F aloud and out of order and have students say the matching phrases in the conversation.

G Think and explain

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- Review answers with the class. Say *Sara says, "Just downloading some new songs."* Ask *What's Sara doing?* (a. getting music from the Internet)
- As you review each item, ask *What does she say in the conversation?* Have volunteers share their answers. (2 Meg asks, "How about some live music tonight?" 3 Sara says, "Sorry. That's past my bedtime." 4 Meg asks, "Meet you in front of the club at 7:45?")

SPEAKING

Class survey

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Write the numbers 1–10 on the board. Explain that **1** is for your favorite music and **10** is for the music you don't like.
- To check understanding, write *salsa* on the board and add the number **1** next to it. Say *Salsa is my favorite!*
- Make sure students understand what *hip-hop* and *pop* are. Ask *Who performs hip-hop music?* (Jay-Z, Eminem.) *Who performs pop music?* (Miley Cyrus, Beyoncé.)
- Before discussing as a class, put students in small groups to compare choices. Write on the board:
 - I like ____.
 - I don't like ____.
 - How about you?

Option: (+5–10 minutes) Draw the following bar graphic organizer on the board (without the Xs) and have students copy it, or print it out and distribute to students. As students find out their classmates' favorite music genre, mark an X in one box for each student response. Have students talk to classmates and then compare their bar graphs in groups. If you have a large class, divide the class into groups and complete the graphs separately.

Bar Graph: What is your favorite kind of music?									
						X			
						X			
						X			
		X				X			
X		X				X	X		
X		X		X		X	X		X
classical music	folk music	hip-hop	movie sound-tracks	jazz	R&B	rock / pop	salsa	show tunes	other



Graphic Organizers

EXTRAS

Workbook

CONVERSATION MODEL

A ▶ 1:20 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- 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.

- After students read and listen, ask:
What's the name of the movie? (The Pilots.)
Where's the movie? (At the Movie Center.)
When's the movie? (On Saturday, at noon.)
- Point out that there are two models (one for accepting an invitation and one for declining an invitation). Pause after each one and ask *Can he go to the movie?* (Model 1: Yes; Model 2: No)

Language and culture

- In most English-speaking countries, it is polite to provide a reason when declining a social invitation.
- The word *free* can have two different meanings.
 - On page 14, *Free MP3s* means that the MP3s don't cost any money.
 - In the question on page 16, *Are you free on Saturday?*, *free* means *not busy*.

B ▶ 1:21 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use rising intonation in *Are you free on Saturday?* and *The Pilots?*
 - use falling intonation in *What time?*

GRAMMAR

Suggested teaching time:	8–12 minutes	Your actual teaching time:	
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- Review the contracted question words *When's*, *What time's*, and *Where's*. Read each contraction and have students repeat.
- To model the use of prepositions of time and place, talk about when and where your class meets; for example:
*Our class is **on** [Mondays and Wednesdays].*
*It's **in** [the afternoon].*
*It's **at** [3:30].*
*Our class is **at** [name of your school].*
*Our school is **on** [name of street].*
*Our school is **in** [name of city or town].*
- Be sure to substitute your own information in the brackets above.
- Point out the Be careful! note. Explain that the time and place phrases can't be contracted with are.

Language and culture

- In American English, *in ten minutes* means *ten minutes from now*. In British English, it's more common to say *in ten minutes' time*. *In ten minutes* can also mean *in a period of ten minutes*, as in "It's so easy, you can do it in ten minutes."
- *On the corner* is more common usage, but when specifying the streets, one can also say *at the corner* [of *Grand and Crane*].
- **From the Longman Corpus:** A common error for English learners is to use *in* with days of the week and *on* with months.

Option: (+10 minutes) To extend the activity, bring information to class about a couple of events in your community. Write the information on the board; for example:

What: Vivaldi concert

When: Saturday, 7:30 P.M.

Where: Town Hall, Water Street; Pacific City

Have students write sentences about the place and time of each event. For example, *The Vivaldi concert is on Saturday. It's at 7:30.*

Option: GRAMMAR BOOSTER (Teaching notes p. T125)



Inductive Grammar Charts

Grammar practice

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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- To check students' understanding of the e-mail message, ask:
When's the concert? (On Tuesday evening.)
What time? (At 8:30.)
Where's the concert? (At the Mellon Theater.)
What kind of music is it? (Salsa.)
When can they meet? (At 6:15 or 6:30.)
Where can they meet? (In front of the theater.)
- To review, have students read the message aloud in pairs.

Option: (+10 minutes) Have students write a short reply to the message. Say *Use language from the Conversation Model to accept or decline Leslie's invitation.*



Extra Grammar Exercises

VOCABULARY

A ▶ 1:22 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- After students repeat, check comprehension. Ask:
Is Blues Explosion a movie? (No, it's not.)
Is Hamlet a play? (Yes, it is.)
Is the lecture on Tuesday? (No, it's not.)
- In the illustration for a *movie*, point out the place where tickets are sold. Say *This is the box office*. Write the word on the board.

Option: (+10 minutes) Extend the activity by bringing in a local entertainment listing from a newspaper or website.

Write the following questions on the board:

- What movie would you love to see?*
- What play would you love to see?*
- What concert would you love to see?*
- What talk would you love to go to?*
- What art exhibit would you love to see?*

Have students write answers to the questions, and then ask and answer the questions with a partner.

B Pair work

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- While students ask and answer questions, listen for correct use of prepositions of time and place.
- If necessary, review common errors students made.

C ▶ 1:23 Listen for details

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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- Have students read the options in both columns first.

AUDIOSCRIPT

CONVERSATION 1 [F = British English]

M: Are you free on Sunday at 11:30? Nick Hornby's going to be at the City Nights Bookstore.

F: Nick Hornby? I love his books. What's he doing there?

M: Giving a talk about his novel *Slam*. Want to go?

F: Absolutely.

CONVERSATION 2

F1: What's playing at the Cinema Center?

F2: There's an old Marilyn Monroe movie showing at 7:10—*Bus Stop*. Interested?

F1: Not really. I'm not a Marilyn Monroe fan.

CONVERSATION 3

M: Oh, look. *Agamemnon* is at the Theater in the Circle.

F: What's *Agamemnon*?

M: It's a famous Greek play. It's great. There's a performance tonight at eight o'clock. Do you want to go?

F: At eight? Maybe.

CONVERSATION 4 [M = Spanish]

M1: I'm in the mood for a good concert. What's playing at the Festival?

M2: The Boston Symphony Orchestra. They're doing Beethoven's Fifth tonight.

M1: That sounds great. What time?

M2: At 7:45. Let's do it.

M1: Well, it's 6:30 now. Meet you there in an hour?

D ▶ 1:24 Listen to draw conclusions

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Before listening, have students look at the chart. Ask *What information are you listening for?* (The kind of event, the time of the event, and whether the person wants to go.)

NOW YOU CAN Accept or decline an invitation

A Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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V Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 179 of this Teacher's Edition.

FYI: When *the* is necessary with a place name, it is included in the list of place names.

- For a warm-up, ask *Which event do you want to go to?*
- Have students notice the abbreviations of the days.

DON'T STOP! Extend the conversation. If Student B at first declines Student A's invitation, A can say *What about . . . ?* and suggest another event or day.

- Be sure to reinforce the use of the conversation strategies.
- Remind students to use the language in the Recycle box.
- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.

V Conversation Activator Video Script; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Be sure that all students have the chance to accept and decline an invitation.

EXTRAS

Workbook or MyEnglishLab

V Speaking Activities: Unit 2, Activity 1

CONVERSATION MODEL

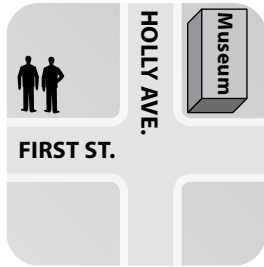
A ▶ 1:25 Read and listen . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Repeat with rising intonation to confirm information.
- Use Thanks, anyway to acknowledge an unsuccessful attempt to help.

- After students read and listen, ask *What's the address of the National Bank? (205 Holly Avenue.) Say The National Bank is on Holly Avenue.* Then point to the pair in the photograph and ask *Are they on Holly Avenue?* (No.)
- Draw a map on the board, similar to the one below. Have students read the conversation again. Ask a volunteer to come to the board and draw the National Bank on the map.



- Draw a dashed line with an arrow along the route to the National Bank on the board map so students become familiar with the same convention used in the textbook.

Language and culture

- An alternate way to say *right around the corner* is *just around the corner*.
- *Thanks, anyway* is a way to say *thank you* to a person who tries to help but is unable to.
- **From the Longman Corpus:** Some people say *Pardon me* when trying to get someone's attention, but *Excuse me* is more than six times as common in spoken American English.

B ▶ 1:26 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - pause after *Excuse me*, *Yes*, and *Oh*.
 - use rising intonation for *The National Bank?* and *Do you know the address?*
 - pause after *It's right around the corner* and *I'm sorry*.

VOCABULARY

A ▶ 1:27 Read and listen . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Draw the first map under *Locations* on the board. Point to the star and say *It's on the right side of the street*. Erase the star and re-draw it on the left side. Say *It's on the left side of the street*.
- After students listen and repeat, review their understanding of the Vocabulary.
 - To review locations Vocabulary, ask:
 - Where is our school?*
 - What's across from our school?*
 - What's down the street from our school?*
 - What's around the corner from our school?*
 - To review directions Vocabulary, write the following language on the board:
 - Turn left / right at the corner.*
 - Turn left / right on ___ street.*
 - Go / Walk / Drive ___ blocks.*
 - Go / Walk / Drive to ___.*
- Then ask students for directions to a place nearby (a store, bus stop, park). *From school, how do I get to the ___?*

Language and culture

- There are variations in the way people describe locations. For example, *on the corner of Smith and Bond* can also be stated as *on the corner of Smith Street and Bond Street* or *on the corner of Smith and Bond Streets*. *Between Main Street and Mercer Avenue* can also be stated as *between Main and Mercer*.

Learning Strategies

AUDIOSCRIPT for page T19 (B Listen for locations)

CONVERSATION 1

- M:** Excuse me. I'm looking for the City Center. Do you know where that is?
F: The City Center? Let me think . . . Oh, sure. Go straight down this street.
M: Pacific Street?
F: That's right. Then turn right on Atlantic.
M: Right on Atlantic . . .
F: Then, go to the corner of Indian and Atlantic. The City Center is on the right side of the street. You can't miss it.
M: Thanks!

CONVERSATION 2

- F1:** Excuse me. I'm looking for the Art Museum.
F2: Actually, I'm not from around here. But I think that's it right across the street.
F1: Oh, right! I see it now. Thanks!

CONVERSATION 3

- M:** Ma'am? Excuse me. I'm looking for the Cluny Theater.
F: The Cluny Theater? Do you know the address?
M: Yes. It's 600 Hudson Street.
F: 600 Hudson Street? Oh, yeah! I know where that is. Walk straight down Bay one block. Then turn left on Adriatic. Walk to the corner of Hudson and turn left. It's right there on the corner.

B 1:28 Listen for locations

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Point out the blank boxes and street names on the map.

Option: (+10 minutes) Extend the activity by adding three more locations (number them 4, 5, and 6) to the map in your Teacher's Edition (do not show the students). On the board, write:

- The University Bookstore
- The Cinema Center
- The City Art Gallery

Tell students that they will fill in the numbers for three more locations on their maps (the University Bookstore, the Cinema Center, and the City Art Gallery). Then have them ask you about the locations of the additional places written on the board; for example:

Student: *Where's the University Bookstore?*

Teacher: *The University Bookstore? It's on the corner of Bay and Adriatic. Walk one block down Bay Street. It's on the left side of the street, on the corner.*

AUDIOSCRIPT See page T18.

C Pair work

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
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- Model the activity by describing a location; for example, *Our school is on ___ between ___ and ___.*

Option: (+5 minutes) Extend the activity by describing the locations of familiar places or landmarks in your town and having students guess the places you describe. To give more details, use the other expressions of location; for example, *It's down the street from our school. It's across the street from the coffee shop.*

PRONUNCIATION

A 1:29 Repeat information . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- For further practice, write questions about location on the board and have pairs ask and repeat with rising intonation; for example:

*Where's the park? (The park?)
How do I get to Town Bank? (Town Bank?)
I'm looking for the West Museum. (The West Museum?)*

B Pair work

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
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- Write on the board: 1–City Center, 2–Art Museum, 3–Cluny Theater. Ask students about the places on the map in Exercise B. Have students repeat each place name with rising intonation to confirm the information and give the location; for example:

Teacher: *Where's the Cluny Theater?*

Student: *The Cluny Theater? It's on Hudson Street.*

Pronunciation Activities

NOW YOU CAN Express locations and give directions

A Conversation activator

Suggested teaching time:	12–16 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 180 of this Teacher's Edition.

FYI: When *the* is necessary, it is included in the list of place names.

- For a warm-up, have students look at the map. Ask *What city is this?* (Piermont) Have students locate the two people on the map. Say *You are here.*
- To ask for directions, students can say *Where's ___?* or *I'm looking for ___* or *How do I get to ___?*
- Be sure to reinforce the use of the conversation strategies; for example, make sure students use *I'm sorry*, and *Thanks*, anyway with appropriate friendliness.

DON'T STOP! Extend the conversation. Have pairs ask for and give directions to four different places.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.

Conversation Activator Video Script; Conversation Activator Pair Work Cards


B Change partners

Suggested teaching time:	12–16 minutes	Your actual teaching time:	
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- Circulate around the room listening to students' conversations. Make note of any errors you hear. At the end of the activity, write some errors on the board and have the class correct them.

EXTRAS

Workbook or MyEnglishLab

 Speaking Activities: Unit 2, Activity 2

BEFORE YOU LISTEN

Preview

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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- Write students' answers to the question on the board. These are the words they will need in the next activity.
- If necessary, refer students to the Entertainment and cultural events Vocabulary on page 17.

LISTENING COMPREHENSION

A ▶ 1:30 Listen for details

Suggested teaching time:	11–16 minutes	Your actual teaching time:	
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- Before students listen and complete the missing information, ask a few questions about each event:
 - 1 *What two movies are playing at the Lamont Theater?* (Nice to Meet You and The 39 Steps.)
Where is the Lamont Theater? (On 66th Street.)
 - 2 *Where is the History of Latin Music lecture and concert?* (At the Natural History Museum.)
What's the price? (It's free.)
 - 3 *Where is the Kingston Concert Hall?* (At 3600 Central Avenue.)
What event will take place there? (The Ludacris Hip-Hop Series.)
 - 4 *Where is Kingston Gallery 2?* (At 260 Central Avenue.)
What event will take place there? (The Lion King.)
 - 5 *When is the Picasso lecture?* (On May 9.)
Where is it? (At the Kingston Gallery.)
- After students complete the information, ask a few questions about each event; for example:
 - Where is the lecture on Picasso?* (It's at Kingston Gallery 1.)
 - What time is the History of Latin Music lecture and concert?* (It's at 2:00.)
 - How much are the balcony tickets to the Ludacris concert?* (They are \$18.00.)
 - When do the movies start at the Lamont Theater?* (At 7:00.)

AUDIOSCRIPT

CONVERSATION 1 [F2 = Chinese]

- F1:** Kingston Culturefest. This is Amy.
F2: Yes, hello. Can you tell me where the Classic Film Series is playing?
F1: Certainly. It's at the Lamont Theater. Do you know where that is?
F2: Actually no. Could you give me the address and directions?
F1: Sure. It's at 1175 66th Street. Between Central Avenue and Greenway.
F2: Thanks. The movies all start at 7:00, right?
F1: That's right. Every night at 7:00.
F2: And one more question. What's playing tonight?
F1: Hmm. Tonight. That's May 6. You're in luck! Tonight there's a double feature: *Nice to Meet You* and *The 39 Steps*. Two movies for the price of one: \$10.00!

CONVERSATION 2 [M = French]

- F:** Good morning. Kingston CultureFest. This is Amy. May I help you?
M: Yes, thanks. I'm interested in the History of Latin Music lecture and concert on May 11. That's at the Natural History Museum, isn't it?
F: Yes, that's right. 110 Greenway, right across the street from Green Park. In the large auditorium.
M: Are there still some seats available?
F: Let me check . . . Yes. I have some seats available for the matinee. Would you like orchestra or balcony?
M: What's the difference in price?
F: Actually those tickets are free. If you just give me your name you can pick them up at the museum box office a half hour before the talk.
M: They're free? That's great! I thought they would be really expensive! In that case, I'll take the orchestra seats.
F: Fine. Those seats will be in row E, seats 10 and 11.
M: 10 and 11 E?
F: Yes, that's right.
M: My name's David Duclos. Oh. And what time's the matinee?
F: 2:00.

AUDIOSCRIPT continues on page T21.

B ▶ 1:31 Listen for locations

Suggested teaching time:	11–16 minutes	Your actual teaching time:	
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- Before listening, have students look at the map and answer these questions:
 - What streets do you see?* (Central Avenue, Greenway, Westway, 66th to 74th Streets.)
 - Which park is on Greenway?* (Green Park.)
 - Which park is on Central Avenue?* (Lamont Park.)
- Option: (+5 minutes)* Extend the activity by having students describe the locations of the events to a partner. To model the activity, say *The Classic Film Series is at the Lamont Theater. Where's the theater?* (It's on 66th Street.)
 Possible descriptions:
 Classic Film Series: It's at 1175 66th Street. It's between Central Avenue and Greenway.
 History of Latin Music lecture and concert: The address is 110 Greenway. It's across the street from Green Park.
 Ludacris Hip-Hop concert: It is at the Kingston Concert Hall. It's on Central Avenue. It's across from Lamont Park.
The Lion King: The play is at Kingston Gallery 2. It's on Central Avenue. It is between 73rd and 74th.
 Picasso Lecture (His Life and Art): It's at Kingston Gallery 1. The address is 109 Greenway. It's between 70th and 71st streets.

AUDIOSCRIPT Continued, for page T20 (A Listen for details)

CONVERSATION 3 [M = Spanish]

- F:** Good evening. This is the Kingston CultureFest Box Office. How can I help you?
M: Hello. I need two tickets to the Ludacris Hip-Hop concert.
F: Which day?
M: Friday the tenth, please. That show's at 7:30, right?
F: Right. We have orchestra seats at \$25.00 and balcony seats at \$18.00. Which would you prefer?
M: I'll take the balcony. Are they good seats?
F: All the seats at Kingston Concert Hall are good, but I'll check for you, sir . . . Yes, those are front row in the center, seats 201 and 202. I think you'll be very happy with them.
M: Great. By the way, just to be sure. What's the address?
F: 3600 Central Avenue. Across from the park.
M: I'm confused. Green Park?
F: No. Lamont Park.
M: Oh. I know where that is . . . between 71st and 72nd.
F: No. You're thinking of the Sports Complex. The Kingston Concert Hall is on the corner of Westway.
M: Thanks. Let me give you my name . . .

CONVERSATION 4 [F2 = British English]

- F1:** Kingston CultureFest. Can I help you?
F2: Yes. I need two tickets to *The Lion King*. I just love that play.
F1: I do, too. It's a classic. Which day would you like to see it?
F2: Saturday the 11th.
F1: Hmm. Ooh. I'm sorry. Saturday's sold out. What about Sunday?
F2: OK. Is that playing at the Lamont Theater?
F1: No, it's not. It's at Kingston Gallery 2. There's a really big theater inside.
F2: Fine. Where exactly is Gallery 2?
F1: It's on Central Avenue. It takes the whole block between 73rd and 74th. On Sunday, the show's a matinee. It starts at 2:30. All seats are \$50.00 . . .

CONVERSATION 5 [M = Arabic]

- F:** Hello. CultureFest.
M: Hi. I'd like to order a ticket for the Picasso lecture.
F: Certainly. Which day, please?
M: Thursday, if that's possible. And how much are the tickets?
F: Let's see. Yes. I've got space on Thursday. All seats are \$36.00.
M: Let me just confirm the time. That's at 8:30, correct?
F: Actually it's at 8:00 on Thursdays.
M: And the lecture is at Kingston Gallery 2?
F: No. It's at Gallery 1. That's on Greenway, across from the Natural History Museum.
M: Between 70th and 71st?
F: Right.

NOW YOU CAN Make plans to see an event

A Notepadding

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- After students look at the event listings, ask:
Where is The Dentist's Chair playing? (Kingston Gallery 2.)
Which play is a musical? (Cats.)
What is the title of Melinda Gates's lecture? (Reinvent a Better World.)
When is Hip-Hop High School playing? (Monday and Thursday at 7:45 P.M.)
How much are tickets to the Bruno Mars concert? (\$23.)

- Remind students to look at all the events for the week of May 6–12 on both pages 20 and 21 when they choose which events they want to attend.

Option: (+10 minutes) Have students use the event listings on pages 20 and 21 to practice prepositions. For each event, students write sentences with *in*, *on*, and *at*; for example:

*Cats is **at** the Lamont Theater.*

*Lamont Theater is **on** 66th Street.*

*The play is **on** Tuesday, Wednesday, Thursday, and Friday evenings.*

*The play is **at** 8:00 **in** the evening.*

*These events take place **in** May.*

B Pair work

Suggested teaching time:	12–14 minutes	Your actual teaching time:	
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- Remind students to use the conversation strategies they learned in Lessons 1 and 2.
- Encourage students to use all the language in the Recycle box. Have them check off each question or phrase as they use it.
- Model the activity with a more confident student. Have the student invite you to an event. Ask questions about the kind of event, date, time, etc. Decline the invitation. Encourage the student to offer an alternative.

Option: (+15 minutes) As an alternative, have students make plans to go to a Saturday event with one partner and then make plans to go to a Sunday event with a different partner.

Option: (+10 minutes) Challenge students by asking them to bring in local entertainment listings. Students then practice the conversation using these listings. Note that the listings do not have to be in English. The local listings serve as a prompt for students' conversations.

EXTRAS

Workbook or MyEnglishLab

 Speaking Activities: Unit 2, Activity 3

BEFORE YOU READ

Warm-up

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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- To model the activity, answer the question yourself. Tell students what kind of music you listen to, when you listen to music, and why it is important; for example: *Music is important in my life. I listen to music at home to help me relax, and I listen on the way to work to keep me entertained. I like classical music, and I love jazz.*
- Ask yes / no questions to get students to say more; for example:
 - Do you listen to music on the bus? On the train? At work? At home?*
 - Do you listen to music in the morning? In the afternoon?*
 - Do you listen to music while you study? While you drive? While you work?*

▶ 1:32 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- After students read, have them read again. Ask students to circle the kinds of music the people like. (Wayne Seok: rock, electronic, hip-hop; Matheus Rocha: samba, bossa nova, jazz; Katherine Baldwin: no information.)
- Ask students to circle the ways the people like to listen to music. (Wayne Seok: streaming services / smart phone app, live music at big concerts; Matheus Rocha: phone, computer; Katherine Baldwin: MP3 singles, online radio, live music in small clubs.)

Language and culture

- *Electronic music is music performed using synthesizers and other electronic instruments.*

Option: (+10 minutes) To extend the activity, have students listen to audio of the interviews and note the rhythm and stress of the speakers. Have them underline the words the speakers stress. Have volunteers read the interviews aloud.

Option: (+10 minutes) To extend the activity, draw the following chart on the board (without the answers) or print out one for each student. As a class, fill in the information about Wayne Seok. Have students complete the information for Matheus Rocha and Katherine Baldwin.

	Mr. Seok	Mr. Rocha	Ms. Baldwin
Occupation	manager	student	English teacher
Lives in	Seoul, South Korea	Fortaleza, Brazil	Madrid, Spain
Favorite kind of music	rock electronic hip-hop	samba bossa nova jazz	no information
Favorite ways to listen	streaming services / smart phone app live music at big concerts	phone computer	MP3 singles online radio live music in small clubs



Graphic Organizers; Learning Strategies

A Confirm content

Suggested teaching time:	6 minutes	Your actual teaching time:	
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- Have students underline the information that supports their answers.
- Review the answers as a class. For *true* and *false* answers, ask students to read a line from one of the blog's posts that supports their answer. (1, "I also love live music at big concerts . . ."; 3, "I listen to music every day on my phone or on my computer"; 4, "Unlike most of my friends, I enjoy older Brazilian music—samba and bossa nova . . ."; 5, "You know what I hate? Big concerts in an arena . . .")

Option: (+5 minutes) Challenge students with these additional questions:

Who downloads single songs? (Katherine Baldwin.)

Who is a jazz fan? (Matheus Rocha.)

Who listens to music on their phone? (Wayne Seok and Matheus Rocha.)

B Make personal comparisons

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Model the activity. Tell the class which person you are most like; for example, *I'm like Mr. Seok. I like live music at big concerts.*

Language and culture

- To *like* something means you enjoy it or think it's nice.
To *be like* someone else means the two people are similar in some way.



Extra Reading Comprehension Exercises

NOW YOU CAN Talk about musical tastes

A Frame your ideas

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Before completing the survey, have students take turns reading the questions aloud to the class. Correct any pronunciation errors.
- After students complete the survey, review by asking each question to a different student.

Option: (+5 minutes) To extend the activity, read the sixth question (*How do you listen to music?*) aloud. On the board, list possible responses (on CDs, on MP3s, etc.). Ask students if they have other ways to listen to add to the list. As you read down the list of choices, have students raise their hands when they hear their favorite ways to listen to music. Record the number of students next to each one. See which way to listen is most popular in your class.

B Pair work

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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- Students can make an *x*, or some other mark, on their surveys to note their partner's responses.
- Before they summarize their interviews, remind students of the different expressions with *be* from this unit. Write the following language on the board:
I'm a real [kind of music] fan.
I'm not a [kind of music] fan.
My favorite music is [kind of music].
[Kind of music] is not for me.
[Kind of music] is more my style.

FYI: The simple present tense is presented in Unit 3, but stronger false beginners may be able to write sentences in the simple present tense. For example:

I listen to ____.

I listen to music when I ____.

I go to ____ concerts.

I listen to music on ____.

I have ____ songs / albums in my library.

C Discussion

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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Text-mining: Have students write their text-mining examples on the board. Encourage students to use the expressions in their discussions. Check them off as they are used.

- Model the language by saying *I'm a [rock] fan. What about you?* Keep asking individual students until you find someone who is also a [rock] fan. Then say *We're [rock] fans.* Write it on the board.
- Continue modeling Say *I listen to music on the radio. How do you listen to music?* Keep asking individual students until you find someone who listens a different way. Then say *I listen to music on the radio. My partner listens on [her] phone.* Write it on the board.
- Each pair tells the class something they have in common and something different from each other.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 2, Activity 4; "Find Someone Who . . ." Activity

A 1:33 Listen to the conversations . . .

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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- Before listening to the conversations, have students look at the chart. Point out that they need to listen for the kind of event and the time of the event.
- After students complete the chart, review the information with these questions:

What's at PFX? (A concert.)
What kind of music is it? (Rock.)
What time's the concert? (At 10:00.)
What's at the Clark Street Gallery? (An art exhibit.)
What time's the reception? (From 7:00 to 9:00.)
What's Twelfth Night? (A play.)
What time's the play? (At 8:00.)

AUDIOSCRIPT

CONVERSATION 1

F: I feel like some loud music tonight.
M: Like what?
F: How about some rock? There's a great concert at PFX.
M: Who's playing?
F: Rock around the Block.
M: Oh yeah? What time's the show?
F: Ten o'clock.
M: Hmm. You know, on second thought, that's past my bedtime. I have to work tomorrow!

CONVERSATION 2 [F = Japanese]

M: Hey. There's a reception at the Clark Street Gallery for their new exhibit.
F: Really? Who's the artist?
M: Martin Yu.
F: Martin Yu? I love his flower photos.
M: Me too. What do you think?
F: What time's the reception?
M: From seven to nine.
F: Let's go!

CONVERSATION 3

F: What are you doing tonight?
M: Nothing much. Why?
F: Well, I've got an extra ticket to *Twelfth Night*.
M: *Twelfth Night*? Isn't that a play by Shakespeare?
F: Yup. Want to go?
M: Sounds like fun! What time?
F: Eight o'clock. At the Stage Theater.
M: Great. I'll meet you there . . . in front of the box office.

B 1:34 Look at the chart . . .

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
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- After students listen, ask *Which person doesn't accept the invitation? (Conversation 1.)*
Why does he decline? (It's too late at night.)

C Complete each conversation . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Make sure students spend a minute looking at the pictures before they complete the conversations.
- To provide more support, write a word bank on the board. Have students choose words from the word bank as they do the exercise. For example: *in, when, at, on, What, play, talk / lecture, art exhibit, concert, time*

Option: (+5 minutes) Ask students about their tastes; for example:

What is your favorite movie of this year?
What's your favorite DVD / play / rock band?
Where do you go to hear lectures?
Where do you go to see art exhibits / plays / concerts?

D Unscramble the sentences . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Give students a minute to look at the pictures before they unscramble the sentences.
- Point out that the first word of each sentence has an uppercase letter.

WRITING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To model the activity, talk about your tastes in music.
- Write the following on the board. Have the students copy the list and make notes before they begin the writing task.

Your favorite kind of music:
Kind of music that's not for you:
Singers / bands you're a fan of:
When you listen to music:
Concerts you go to:

*Option: **WRITING BOOSTER** (Teaching notes p. T142)*



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

Contest

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students read the advertisements. Ask:
When's the movie Do You Have Any Liquids? (It's at 5:25, 7:05, and 9:30.)
Where's the play? (It's at the Hill Street Theater.)
What time's the lecture? (It's at 6:45 P.M.)
When's the Mozart concert? (It's at 8:00 P.M.)
Where is Nora Jones performing? (At the City Limits Jazz Club.)
What time's the play? (It's at 8:30 P.M.)
- Divide the class into small teams. Give students exactly one minute to study the ads and then close their books. The teams have only three minutes to write everything down. Circulate to check their items.

Pair work 1

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students open their books for this activity.
- Write the question words on the board to remind students of all the questions they can ask:
Where's . . .
When's . . .
What time's . . .

Possible responses . . .

Where's *The House on the Other Side of the Street*? (It's at the Plaza Theater.)
 What time's the movie? (It's at 10:25 P.M. and 1:00 A.M.)
 Where's *Do You Have Any Liquids*? (It's at the CinePlex 2.)
 What time's the movie? (It's at 5:25, 7:05, and 9:30.)
 Where's Nora Jones? (She's at the City Limits Jazz Club.)
 What time is her concert? (It's at 9:30.)
 Where's the classical concert? (It's at Symphony Hall.)
 When's Mozart's *Requiem*? (It's at 8:00.)
 When's *Wicked*? (It's at 8:30.)
 Where is the Hill Street Theater? (It's on North Main. / It's at 660 North Main.)
 What time's the lecture? (It's at 6:45.)
 Where's *Books and Other Precious Things*? (It's on Jackson Street. / It's at 400 Jackson Street.)

Pair work 2

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Before students practice with a partner, draw the following chart on the board. Have students copy it and write each event on one side of the chart.

<i>I'd love to go.</i>	<i>That's not for me.</i>
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- Refer students to the language in the Recycle box on page 21 for support.

Possible responses . . .

A: Do you want to see a movie tonight? *The House on the Other Side of the Street* is at the Plaza Theater. **B:** That's not for me. **A:** What about *Do You Have Any Liquids*? **B:** That's more my style! **A:** There's a show at 9:30. **B:** Oh! I'm sorry. That's past my bedtime. **A:** There's a show at 7:05. **B:** Perfect!
A: Nora Jones is singing tonight at the City Limits Jazz Club. **B:** I'm not a jazz fan. I like classical. **A:** Well, what about The China Philharmonic Orchestra and The Shanghai Opera House Chorus? **B:** Great! What time is the concert? **A:** At 8:00.

Option: (+10 minutes) Challenge students to compete to produce the longest conversation.

Option: (+10 minutes) For a different approach, divide students into small groups. One group begins by saying a word or sentence about the picture, and each group follows by saying something more. Groups that can no longer say anything are eliminated until only one group remains.

Option: Oral Progress Assessment

Use the illustration on page 25 for an oral test. Have students ask you five questions about one of the events. For example:

Student: *Where is the movie The House on the Other Side of the Street?*

Teacher: *It's at the Plaza Theater.*

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Make copies of the entertainment page of a local newspaper. (It doesn't need to be in English.) Have students choose one event and write a short note or e-mail message inviting a classmate to the event. They should describe the event, date(s), time(s), location, price, etc.

Idea: Students exchange notes or send their e-mail messages and respond to their classmates' invitations.

EXTRAS

On the Internet:

- **Online Teacher Resources:** pearsonelt.com/topnotch3e/

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- *Top Notch Pop Song Activities*
- *Top Notch TV Video Program and Activity Worksheets*
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

PREVIEW

Before Exercise A, give students a few minutes of silent time to look at the family photos.

A Family vocabulary review

Suggested teaching time:	10–14 minutes	Your actual teaching time:	
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- For a warm-up, ask the class *Do you have photos of your family? Where do you keep your photos?*
- Make sure students understand the family relationships in the photos. Say *The lines connect the parents and their children.*
- To support lower-level students, write the words they need to complete this exercise on the board.
mother, father, sister, brother, son, daughter
- Check students' answers by asking:
What's Andrew's mother's name? (Barbara.)
What's Andrew's father's name? (Rick.)
What's his daughter's name? (Jenny.)
What's his son's name? (Zach.)
What's his sister's name? (Carrie.)
What's his brother's name? (Jeff.)

B 2:02 Vocabulary

Suggested teaching time:	3 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Make sure the meaning of *in-law* is clear. Point to the pictures and say *Diane and Andrew are married. Tom is Diane's father, so Tom is Andrew's father-in-law. Jeff and Maureen are married. Jeff is Andrew's brother, so Maureen is Andrew's sister-in-law.*
- Make sure students understand the meaning of *extended family*. Pointing, say *Andrew has a brother, a sister, parents, a wife, and two children. This is his immediate family. His grandparents, aunt and uncle, niece and nephew, and in-laws are his extended family.*
- After students listen and repeat the family relationships, pronounce the names and have students repeat.
- Check comprehension by asking a few *yes / no* questions with *be* about Andrew's family; for example:
Is Rick Andrew's father? (Yes, he is.)
Is Carrie Andrew's daughter? (No, she's not.)
Is Louise Andrew's mother-in-law? (Yes, she is.)
Is Louise Diane's mother? (Yes, she is.)

Option: (+5 minutes) Using the photos, introduce other vocabulary for family relationships, such as granddaughter, grandson, daughter-in-law, son-in-law, great-grandmother, and great-grandfather. For example, say *Andrew is Louise and Tom's son-in-law. Diane is Barbara and Rick's daughter-in-law.*

Language and culture

- We refer to a spouse's cousins and aunts / uncles as *my wife's cousin* or *my husband's aunt*. A *great-grandmother* and *great-grandfather* are the grandparents of one of your parents. A *great-granddaughter* and *great-grandson* are the children of one of your grandchildren. A *great great-grandmother* is the mother of your great-grandmother. *Sibling* is another way to refer to your brother or sister.

C Pair work

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- To support lower-level students, write the structure of the Pair Work questions on the board like this:
Who's ___'s ___?
Who are ___ and ___?

Option: (+5 minutes) Extend the activity by having students ask for the names of Andrew's family members; for example, *What's his sister's name? (Carrie.)*

Option: (+5 minutes) To challenge students, ask questions about Diane's family:

- Who is Diane's father-in-law? (Rick.)*
- Who is Diane's brother-in-law? (Jeff.)*
- Who is Diane's brother? (David.)*
- Who is Diane's father? (Tom.)*
- Who is Diane's niece? (Ellen.)*

Option: (+10 minutes) Extend the activity by having students write about Andrew's family. Students choose one of Andrew's family members. Students write three sentences about how that family member is related to other family members; for example, *Jenny is Zach's sister. She's Carrie's niece. She's Seth's cousin.*

D ▶ 2:03 Photo story

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Make sure students understand the words *younger* and *older*. Have students look at the photos on page 26. Point to Andrew's children. Say *Jenny is Zach's older sister. Zach is Jenny's younger brother*. Then say *Look at Andrew and his sister Carrie. How old do you think Andrew is? How old do you think Carrie is? Who's older? (Andrew.) Who's younger? (Carrie.)*
- Before students read and listen, have them look at the photos. Point to the woman on the left. Say *This is Emma*. Point to the second woman. Say *This is Grace*. Ask *What are they looking at?* (Family photos.)
- After students read and listen, ask *Who are the people in Grace's photos?* (Her brother-in-law and her nephew in New York, her niece and two nephews in Vancouver.) *Does Grace have a younger sister?* (Yes.)

Language and culture

- The word *kids* means *children*. It is used only in informal spoken language but is very commonly used. When we say two people *look alike*, it means that they are similar in some way. (I have blond hair. My sister has blond hair. We *look alike*.) When we say *looks like*, it means *it seems*. (They are smiling and laughing in the photo. It *looks like* they are having fun.)
- Many English learners make the mistake of saying *He's the only child* instead of *He's an only child*.
- **From the Longman Corpus:** Native speakers are about twenty times more likely to use the word *guy* than English learners (non-native speakers typically use the word *man*). The word *guy* is used quite often in informal American English.

ENGLISH FOR TODAY'S WORLD The box at the top of this page, titled "English for Today's World," indicates that one or both of the speakers in the Photo Story is not a "native speaker" of English. Remind students that in today's world, they must learn to understand both a variety of standard and regional spoken "native" accents as well as "non-native" accents because most English speakers in the world are not native-speakers of the language. Language backgrounds are shown in the box so you can point them out to students.

FYI: The subtitle of the *Top Notch* series is *English for Today's World*. This is in recognition of the fact that English is a language for communication between people from a variety of language backgrounds.

E Think and explain

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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- Have students complete the exercise independently.
- Ask these additional comprehension questions:
Who is adopted? (Aiden.)
Where does Grace's older sister live? (In New York.)
Who are twins? (Cole and Casey.)
Where does Grace's younger sister live? (In Vancouver.)
- Review answers and explanations as a class. **2** True. Matthew is married to Grace's sister. **3** False. Matthew is Ariana's uncle. **4** False. Alexa has one niece and two nephews. **5** True. Their mothers are sisters. **6** False. Matthew and Alexa have *one child*. / Aiden is an only child.)

SPEAKING

A Complete the chart . . .

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Before students start the activity, ask the class *Do you have a big family? How many people are in your family? Do you have a large extended family?*

B Group work

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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- Model the activity with an advanced student; for example:
Teacher: *How many brothers do you have?*
Student: *Two. How about you?*
Teacher: *I have one brother, but I have two sisters. How many sisters do you have?*
- After students compare in groups, ask the class *Which students have large extended families? Which students have small extended families?* Make two lists on the board.

EXTRAS

Workbook

VOCABULARY

A ▶ 2:04 Read and listen . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- After students read and listen, have them use the Vocabulary to describe their own family members. They can write sentences or tell a partner. Model the activity by writing a sentence about one of your family members on the board. For example, *My brother is single. My aunt and uncle are separated.* Some examples of what students may write are as follows:

My sister is single.

My brother is married.

My uncle is divorced.

My grandmother is widowed.

My cousin is engaged.

B ▶ 2:05 Listen to classify

Suggested teaching time:	4–7 minutes	Your actual teaching time:	
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- Point out that item 1 is about the woman who is speaking in the conversation. You may want to model this item for the class.

AUDIOSCRIPT

CONVERSATION 1

M: Who are these people in the picture?

F: That older couple? Those are my in-laws.

M: Of course! They look just like Larry.

F: Yeah, they do.

CONVERSATION 2

F: These two are a cute couple! Who are they?

M: That's my aunt . . . and that's her ex-husband.

F: Her ex-husband?

M: Yeah. They're not married anymore.

CONVERSATION 3

F: Is that your sister?

M: Yes, it is.

F: And who's that guy? Her husband?

M: Not yet. That's her fiancé!

F: Oh, how nice!

CONVERSATION 4 [M = Russian; F = Australian English]

M: Who's that in this picture?

F: That's my sister and her husband.

M: Nice-looking couple.

F: Yeah. They WERE a nice-looking couple. They're thinking about getting divorced.

M: Oh, that's too bad.

F: Yeah. She's living with my parents right now.

GRAMMAR

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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Affirmative statements

- Emphasize adding *-s* to the base form of the verb for third-person singular. Ask *Where do you live?* Students should answer in the first person; for example, *I live in ____.* Then write on the board *____ lives in ____.* Continue until you have statements about several students on the board.
- Circle two sentences about students who live in the same place. Then write on the board *____ and ____ live in ____.*

Negative statements

- On the board, write the following verbs:
live, work, have, study, speak, like
- Make a negative statement about yourself, using one of the verbs from the board; for example, *I don't speak French.* Ask a volunteer to change your statement to the third person. (*[Teacher's name] doesn't speak French.*) Have the same student then make a negative statement and have another student change the statement to the third person. Continue until all students have participated.
- Ask *Did any students make the same negative statement?* Write on the board *____ and ____ don't ____.*

Spelling rules

- To ensure students understand the spelling rules, write two columns on the board:

He lives.

He washes.

She play.

She relax.

It work.

It catch.

He think.

He fix.

- Call on students to say which letter or letters should go at the end of each word. When all words are complete, write “+ *s*” or “+ *-es*” at the top of the appropriate column.
- Draw attention to the “Exceptions” box. Explain to students that these are four common words with spelling exceptions for the simple present tense.

Option: (+5 minutes) For more practice with affirmative and negative statements, ask students to write five simple present tense statements about family members; for example, *My older sister has three kids.*

Option: (+10 minutes) For practice with *yes / no* questions and short answers, write the questionnaire below on the board. On a sheet of paper, students answer the questions with *Yes, I do* or *No, I don't*. Students then switch papers and tell the class or another pair about their partners.

Questionnaire

- Do you have a big family?*
- Do you have any children?*
- Do you have lots of photos of your family?*

Language and culture

- In British English, *have* and *has* are *have got* and *has got*. For example, *I've got two sisters*. In informal spoken American English, this usage is also very common.

Option: GRAMMAR BOOSTER (Teaching notes p. T126)



Inductive Grammar Charts

Grammar practice

Suggested teaching time:	3–6 minutes	Your actual teaching time:	
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- Point out that *do* and *don't* are used with *I*, *you*, *we*, and *they*. *Does* and *doesn't* are used with *he* and *she*.



Extra Grammar Exercises

CONVERSATION MODEL

A ▶ 2:06 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- 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.

- Point out there are two conversations: the first one is about reporting and reacting to good news and the second one is about reporting and reacting to bad news.
- After students read and listen to the two models, ask *What is the good news?* (Her sister got engaged.) *What is the bad news?* (Her sister got divorced.)

Language and culture

- Get* has many meanings in English and is part of many idioms. With the past participles *engaged*, *married*, *separated*, and *divorced*, *get* expresses the act of divorcing, marrying, etc.

B ▶ 2:07 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- After students listen again and repeat, have them underline the questions in the conversation. Ask them what kind of intonation they should use with each question. Make sure they remember to use rising intonation with *yes / no* questions and falling intonation with information questions.
- Have students repeat each line chorally. Make sure students:
 - pause after *Actually* and *Well*.
 - say *Congratulations!* with enthusiasm.
 - say *I'm sorry to hear that* with concern.

NOW YOU CAN Report news about relationships

A Notepadding

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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- To model the notepadding activity, say *I'm going to talk about my brother. He just got engaged. He is a teacher.*

His fiancée is from [Ecuador]. As you speak, write the information on the board; for example:

Relationship: *My brother*

News: *He got engaged.*

Occupation: *Teacher*

Other: *Fiancée from [Ecuador]*

B Conversation activator

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the ActiveTeach. The script also appears on page 180 of this Teacher's Edition.
- To model the conversation with a more confident student, play the role of Student B and use the information you wrote on the board.
- Be sure to reinforce the use of the conversation strategies; for example, have students say *Congratulations!* with enthusiasm to respond to good news.

DON'T STOP! Extend the conversation. Before students begin their conversations, brainstorm with the class more questions students can ask one another from the Don't stop! box. Write the questions on the board; for example:

Is he / she married?

Is he / she single?

Does he / she have any children?

Does he / she live in ___?

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.



Conversation Activator Video Script; Conversation Activator Pair Work Cards

C Change partners

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Ask *What is other good or bad news you can report?* Have students write notes about two other pieces of good or bad news.

Option: (+5 minutes) To extend the activity, ask a few students to tell the class about their partner's news.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 3, Activity 1

VOCABULARY

A ▶ 2:08 **Read and listen . . .**

Suggested teaching time:	2 minutes	Your actual teaching time:	
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V **Vocabulary Flash Card Player**

- To check students' comprehension, ask *Do half-brothers have the same birth mother or birth father? (Yes.) Do stepbrothers have the same birth mother or birth father? (No.)*

Language and culture

- *Stepbrother* and *half-brother* are both compound nouns, but they are written in different ways. Some compound nouns are written together as one word; for example, *stepmother* or *stepfather*. Other compound nouns are written with a hyphen between the two words; for example, *half-brother* or *half-sister*. There is no rule to explain why some words go together and others are separated by a hyphen. The best way to find out how to write a compound noun is to look it up in the dictionary.

B **Pair work**

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have pairs check off each name as they use it in a question. Each student should ask six questions.

Option: (+5 minutes) To support lower-level students, you can brainstorm the Pair Work questions as a class and write them on the board. These are possible questions:

- Who is Steve's stepson?*
- Who is Tania's stepfather?*
- Who is Julia's stepdaughter?*
- Who is Jake's half-sister?*
- Who is Darcy's half-brother?*

C ▶ 2:09 **Listen to infer**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students read the sentences before they listen to the conversations.

Language and culture

- In the U.S. and Canada, children usually call their mothers "Mom" or "Mum" and their fathers "Dad." In some families, stepchildren call their stepmothers "Mom" and their stepfathers "Dad." In other families, children call their stepparents by their first name; for example, in Vocabulary Exercise A, Trevor calls his stepfather "Steve."

AUDIOSCRIPT

SPEAKER 1

F: Well, after a few years my brother finally got married again. His new wife is really nice. She has three daughters and I know he loves them a lot.

SPEAKER 2

M: Carol and I are very close. Her mom married my dad when I was about seven. So we really grew up together.

SPEAKER 3

F: My parents got divorced when I was only three. After a few years, my father married again. We don't live together, but I call his new wife "mom."

SPEAKER 4 [M = Jamaican English]

M: Leo's a great kid. I'm really glad I married his mother. The three of us are really happy together.

SPEAKER 5

F: Hank and I have the same father. My mom is his stepmother. HIS mother is MY father's ex-wife.

GRAMMAR

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- To make it clear how to form information questions in the simple present tense, write the following headings on the board:

question word(s) + do / does + subject + base form of verb

- Write the first few questions from the Grammar box on the board, putting each part of the sentence under the appropriate heading.
- After reviewing the examples in the Grammar box, ask each information question to a different student; for example, *Where do your cousins live?*

Option: (+2 minutes) To practice *do* vs. *does* with the question *What do you do?*, call out a subject and have the class respond with *do* or *does* in a question; for example: *you* (What do you do?); *they* (What do they do?); *your daughter* (What does she do?); *his parents* (What do they do?); *her mother-in-law* (What does she do?); *Andrew* (What does he do?); *Andrew and Diane* (What do they do?); *his ex-wife* (What does she do?)

Option: (+10 minutes) For more practice, write the following questions on the board:

- What do you do?*
- Where do you live?*
- When do you study English?*
- What time do you go to bed?*
- How many languages do you speak?*
- How often do you see your brothers and sisters?*

In pairs, have students ask and answer the questions in complete sentences. Then have them write sentences about their partners, using their partner's answers; for example, *My partner works with children. She lives in . . . , etc.*

Option: **GRAMMAR BOOSTER** (*Teaching notes p. T127*)

 **Inductive Grammar Charts**

A **Find the grammar**

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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- Have students underline all information questions in the Photo Story on page 27.

B Grammar practice

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
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- Point out that students will need to write more than one word in some of the spaces.
- To check their work, have students read each conversation aloud with a partner.



Extra Grammar Exercises

CONVERSATION MODEL

A ▶ 2:10 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Use *Well* to introduce a lengthy reply.
- Ask follow-up questions to keep a conversation going.
- To set the context of this conversation, remind the class of the information they learned when they talked about their extended families in Exercise B on page 27.
- To make sure students understand what *On my [mother's / father's] side* means, say *On my father's side* means *in my father's family*. *On my mother's side* means *in my mother's family*.
- After students read and listen, point to the man in the photo. Ask:
How many brothers does he have? (Two.)
How many sisters does he have? (None.)
How many aunts and uncles does he have? (Eight.)

B ▶ 2:11 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Language and culture

- In some cultures it is not polite to ask about other people's families. However, in English-speaking countries, it is. In fact, it is expected in friendly conversation.
- Have students repeat each line chorally. Make sure students:
 - pause briefly after *Well*.
 - accurately imitate the intonation for *That's pretty big!*

NOW YOU CAN Describe extended families

A Notepadding

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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- As a class, review the relationships students will list on their notepads (aunts, uncles, cousins, nieces, nephews).

B Conversation activator

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 181 of this Teacher's Edition.
- Be sure to reinforce the use of the conversation strategies; for example, ask *What information can you ask about with What about . . . ?*

DON'T STOP! Before students begin their conversations, brainstorm more questions students can ask one another from the Don't stop! box. Write the questions on the board; for example:

Is he / she single?
What does he / she do?
Where do they live?
When do you see them?
Who lives here in [name of city]?
How often do you see your [cousins]?
How many children does he / she have?

Option: (+5 minutes) To provide feedback to students on their usage of the simple present tense, circulate throughout the class and listen in. Take note of any errors. When students have finished, review some of the most common errors you heard during their conversations. Have students correct the errors on the board or orally.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.



Conversation Activator Video Script; Conversation Activator Pair Work Cards; Learning Strategies

C Group work

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Give students a few minutes to write notes about their partner's family before they speak to the class. They may want to check with their partners to make sure their information is accurate.

Option: (+5 minutes) For a different approach, have students form small groups of two pairs each and then tell the group members about their partner's family.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 3, Activity 2

BEFORE YOU LISTEN

A ▶ 2:12 Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- As a class, give names to the four people pictured; for example, *Krista, Jane, Alexander, and Joe*. Ask:
Does [Krista] like rock music? (Yes, she does.)
Does [Jane] like rock music? (Yes, she does.)
Does [Alexander] like rock music? (Yes, he does.)
Does [Joe] like rock music? (No, he doesn't.)
What kind of music does [Joe] like? (He likes classical.)

Language and culture

- To be like [someone] means that you are very similar: *I am like him. She is like me.* To look like [someone] is another way to say two people look alike.

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Model this conversation with a more confident student in the class. Ask questions about the student's family and musical tastes; for example:
Teacher: *How many brothers and sisters do you have?*
Student: *I have two sisters. What about you?*
Teacher: *I have one brother. Do you like hip-hop music?*
Student: *Yes, I do.*
Teacher: *I do, too!*

Then write on the board: *We both like hip-hop music.*
Option: (+5 minutes) To support lower-level students, ask the class to brainstorm questions they would ask to find out about similarities and differences. (Do you like [hip-hop music]? How many cousins do you have? Do you like to play basketball? Do you have children?) Write their ideas on the board. Encourage students to refer to these questions for support as they do the Pair Work activity.

Option: (+10 minutes) For a different approach, have students find one thing they have in common with five people in the class. Have students pair up and ask each other questions until they find one way in which they are alike. They write a sentence and then move on to ask and answer questions with another classmate.

LISTENING COMPREHENSION

A ▶ 2:13 Listen to identify similarities and differences

Suggested teaching time:	14–16 minutes	Your actual teaching time:	
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- Have students look at Exercise A, Vocabulary. Point to the first picture under *How are you similar?* Say *They both wear glasses*. Then point to the third picture under *How are you different?* Ask *Do they like the same kind of music?* (No). Point and say *He likes rock music, but he doesn't*.
- To help students prepare for the listening task, have them read the list of statements before listening to the interview.
- The first time through, have students listen only for how Lucille and her sister Laura are alike. The second time, have students listen for how Lucille and Laura are different.

AUDIOSCRIPT

M: We're talking today with Lucille, who comes from a family of three kids and . . . Lucille, I hear you have a younger brother . . .

F: Right. Five years younger.

M: And a sister.

F: That's right.

M: And you and your sister are twins. Is that right?

F: Right. She was born eight minutes before me. I was the little one.

M: Well, tell us a bit about your sister. What's her name, by the way?

F: Her name's Laura.

M: Laura! So, Lucille. Do you look alike?

F: We do, actually. A lot of people can't tell us apart.

M: Really.

F: But I wear glasses all the time. She only wears them for reading.

M: I see. Some people say twins like the same things. Is that true for you two?

F: Well, we both LOVE Mexican food. We always have the same thing when we go to restaurants. And let's see . . . we like the same kinds of movies.

M: Anything else?

F: Well, this is kind of funny. Sometimes we each buy almost the same clothes. Not because we want to. It just happens by accident. I go to visit her and she's wearing the same shirt I am. It's always a surprise.

M: So how are you different from each other?

F: Well, Laura's a great dancer. And me, I can't dance at all.

M: Anything else?

F: Let's see . . . her favorite color is green; mine's blue . . . She loves football and I love baseball . . . I could go on and on.

M: Well, how about musical tastes?

F: Oh yeah. I love classical music. But she really prefers pop. I actually play the piano, but she doesn't play any musical instrument. I'd say she's really more of a dancer than a musical person.

M: And how about your own marriages and families? Are they similar in any way?

F: Well, we both have two kids. I've got a boy and a girl. She's got two boys. But our husbands are completely different . . . Not at all alike.

M: Really! Well, thank you, Lucille Kennedy, for talking with us today about you and your twin sister.

F: Thank YOU. That was fun!

B ▶ 2:14 Listen to take notes

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Tell the class *We are going to listen one more time. This time take notes about Laura and Lucille's appearance, their sports preferences, their families, their favorite colors, their musical tastes, and their clothes.*
- Read the example aloud. Ask *What does appearance mean? (How they look.)*

Option: (+5 minutes) To provide a little more support, you can draw the following graphic organizer (without the answers) on the board, or print a blank version and have students complete it as they listen.

	Laura	Lucille
Appearance	<i>glasses for reading</i>	<i>glasses all the time</i>
Sports preferences	<i>football</i>	<i>baseball</i>
Families	<i>two sons</i>	<i>a son and a daughter</i>
Favorite colors	<i>green</i>	<i>blue</i>
Musical tastes	<i>pop</i>	<i>classical</i>
Clothes	<i>same</i>	<i>same</i>

Graphic Organizers

PRONUNCIATION

A ▶ 2:15 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- Be sure students listen one time before they listen and repeat the sentences.

B Now practice . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- To be better able to hear their own voices, have students cover one ear as they practice pronouncing the sentences.

Option: (+5 minutes) To extend the practice linking sounds, have students read the questions aloud in the Grammar boxes on pages 28 and 30.

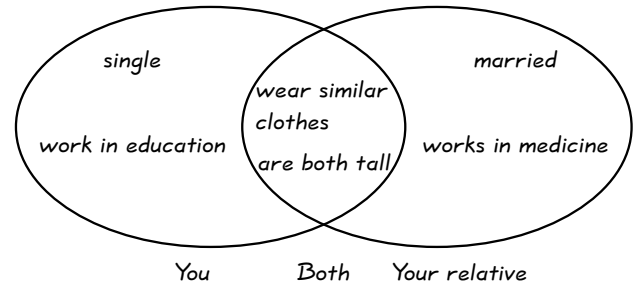
Pronunciation Activities

NOW YOU CAN Compare people

A Notepadding

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- Model the activity by comparing yourself to one of your family members. Copy the Venn diagram on the board, filling in your information; for example:



- To make students aware of the items in the Ideas box, have them check off each idea as they use it in their Venn diagrams.

B Pair work

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Model the activity with a more confident student. Tell something about the family member you wrote about on the board.
- In their conversations, students should focus on the family member they wrote about in Notepadding. If students have photos of their relatives with them, have them show the photos to their partners. If students stop talking, tell them to ask and answer questions about other members of their partner's family.
- To encourage students to use as much language from the Recycle box as possible, have students check off the phrases as they use them. Make note of the students who were able to use most of the phrases in the Pair Work activity.

Option: (+5 minutes) To extend the activity, have students write sentences comparing themselves to the relative from the Notepadding activity.

EXTRAS

Workbook or MyEnglishLab

Speaking Activities: Unit 3, Activity 3; "Find Someone Who . . ." Activity

BEFORE YOU READ

Warm-up

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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- Model the activity by answering the question yourself; for example, *I think adult children should leave their parents' home when they get married.*
- Ask *What do you think? When should an adult child leave home?* Write students' ideas on the board to generate discussion.

▶ 2:16 READING

Suggested teaching time:	15–18 minutes	Your actual teaching time:	
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- Say *This is an advice website. When people have family problems, they can write Mr. Dad and ask for advice.*
- Have students look at the website. Ask *What is Mr. Dad's real name?* (Armin Brott.)
- Tell students *When you're reading something for the first time, it's helpful to read for general information first.* Write on the board *What is the problem? What does Armin Brott suggest?*

Option: (+5 minutes) As an alternate approach based on listening, begin by having students close their books and listen to the question on the audio. Ask *What advice would you give?* Then have students listen to the response and say whether or not they agree with the advice.



Learning Strategies

A Confirm facts

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students open their books and complete the exercise on their own. Then have students read the website again to check their answers.
- Now have students read the article again more carefully. Ask:

Why does the daughter plan to move back home? (She doesn't have a job.)

Did the parents expect their oldest daughter to return home? (No.)

Do many adult children return home in the U.S.? (Yes, today more adults are returning home to live.)

Does Mr. Dad think it will be a difficult situation for the parents? (Yes.)

Does Mr. Dad think it will be a difficult situation for the daughter? (Yes.)

B Infer information

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- As students complete the exercise, have them underline the corresponding information in the text. The words are not exactly the same, so students have to think about the meaning of the text.

Option: (+5 minutes) To challenge students, have them read all the suggestions in item 2. Ask *Which ones do you agree with? Why?*

Option: (+5 minutes) To extend the activity, say *Think about the daughter. What should she do when she moves back home? What can she do to have a good relationship with her parents?* Have students discuss their ideas in pairs and then share their ideas with the class.



Extra Reading Comprehension Exercises

NOW YOU CAN Discuss family cultural traditions

A Frame your ideas

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Say *Think about this (or your) country when you answer these questions.*
- After students compare answers with a partner, have pairs write something in the *Other* category for items 2–4.

B Notepadding

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- To help students contrast the two sets of information, have them go back to the survey in Exercise A and respond again to the questions with a different color pen. This time they should think about what the website says about families in North America. Now students have two sets of information they can compare easily. For example:

What's the same?	What's different?
<i>Parents are very happy when adult children are home.</i>	<i>Children leave at 18.</i>
<i>Adult children help with the chores.</i>	<i>Children go away to study.</i>

Option: (+5 minutes) To challenge students, have them write complete sentences about the differences between North American cultural traditions and their cultural traditions. For example:

In North America, adult children usually leave home at age 18, but in this / my country children usually leave at age 25.

In North America, adult children leave home to study, but in this / my country adult children leave home when they get married.

C Group work

Suggested teaching time:	12–15 minutes	Your actual teaching time:	
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- Remind students to use their responses in the survey to guide them when they speak.
- Give students a limit of two minutes speaking time each.

Text-mining: Have students write their Text-mining examples on the board. Encourage students to use the expressions in their discussions. Check them off as they are used.

Option: (+10 minutes) Divide the class in half. Assign one half to prepare a talk about adult children living at home in North America and the other half to prepare a talk about the same subject in their own country. Then pair students one from each group so that, in pairs, Student A speaks about North America and Student B talks about the home country.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 3, Activity 4

A ▶ 2:17 Listen to the people . . .

Suggested teaching time:	4–7 minutes	Your actual teaching time:	
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- For the first listening, have students cover the third column *Number of children*, so they focus on the main idea (big family or small family) first.

Option: (+5 minutes) To extend the activity, have students listen a third time and answer this question you write on the board:

Is the speaker happy with the size of his/her family?
Yes No Not enough information

AUDIOSCRIPT

SPEAKER 1

F: My name's Brenda. My parents, George and Nancy McCann, live in Houston. My father's an engineer and my mom's a homemaker. I'm actually an only child, so when I was a kid I sometimes really wanted to have lots of brothers and sisters. But I was pretty lucky. I had lots of friends . . . and my parents loved me. So it was OK. And now I'm an engineer like my dad.

SPEAKER 2 [M = Canadian English]

M: You want my name first? OK. Steven Bartmeyer. I'm 22. Let's see . . . well . . . Growing up, I actually always wanted to be an only child. It was sometimes a little crowded around the house with seven brothers and sisters . . . I'm the baby in the family. But my mom and dad were great.

SPEAKER 3

F: Leslie Green here. You want to hear about my family? OK, let me think. Well, there's uh . . . sorry, there's a bunch of us . . . Maya, Ricky, and me, I'm in the middle . . . Walter, Sandra, and . . . Andrew. There, that's everyone. But you know something—we have a lot of fun. We're a happy family.

SPEAKER 4 [M = U.S. regional]

M: Hi. I'm Jason. Jason Sanders. I have a younger brother, Gus. That's it. He's a manager over at PBM. Actually, he lives in Vancouver now, so I don't see him very much. What else . . . Well . . . my father's retired—he stopped working two years ago. And my mom, she still works. She's a professor.

B Complete the sentences . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To provide more support, write the exercise answers in a word bank on the board. Tell students to choose words from the board as they complete the exercise. For example:
cousins, uncles, stepfather, nieces, twins, only child, in-laws, ex-husband
- To review, have students read their answers aloud.

C Complete the questions . . .

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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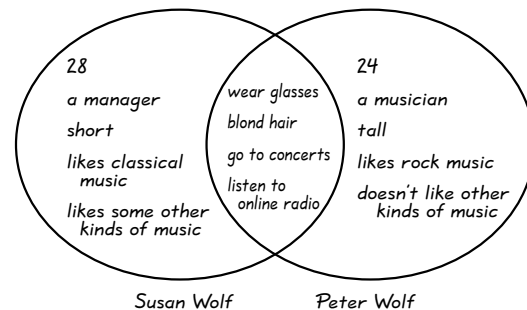
- To remind students how to form questions in the simple present, have them quickly review the Grammar boxes on pages 28 and 30.
- To review answers, have students who finish early write the questions on the board. Sometimes students will not notice errors they make with *do / does* and the base form. By putting the answers on the board, students can carefully check their answers.

WRITING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Brainstorm with the class ways to compare two relatives; for example:
marital status
occupation
appearance
clothing
likes and dislikes
abilities
- If helpful, have students write one paragraph about how their two relatives are similar and one paragraph about how they are different.

Option: (+10 minutes) Students can use a Venn diagram to brainstorm the similarities and differences between their two relatives. Draw a Venn diagram on the board for students to copy. For example:



*Option: **WRITING BOOSTER** (Teaching notes p. T143)*



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the family tree and become familiar with it.

Contest

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- On the board, write *Enrique Iglesias*. Ask *Who is he?* (He's a singer.)
- Preview the family tree. Make sure students understand the family relationships.
- Ask these comprehension questions:
Who is Enrique Iglesias's father? (Julio Iglesias.)
Who is his mother? (Isabel Preysler.)
Who is his stepmother? (Miranda Rijnsburger.)
How many children did his father have? (Eight.)
- Point out that to make *Iglesias* possessive, you add 's /iz/: *Iglesias's*. Pronounce it and have students repeat.
- Read the question aloud so that all students hear it at the same time. The first student to answer it correctly wins.

Possible responses . . .

Enrique Iglesias has one brother and one sister. He has three half-brothers and two half-sisters.

Julio Iglesias has one brother, one half-sister, and one half-brother.

Option: (+5 minutes) Extend the activity. Point to two people in the picture and have students explain their relationship. For example:

Teacher: [points to Ronna Keitt and Julio Iglesias]

Student: *Stepmother and stepson.*

Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To prepare, have the class think of some questions. Write them on the board:
Who is Julio Iglesias's stepmother?
What are the names of the twins?
What is the name of Julio's first child?
What does Julio Jr. do?
How many half-brothers does Julio Iglesias have?
When was Dr. Julio Iglesias Puga born?

Option: (+15 minutes) To play a game, divide the class into groups of four. Split each group into two teams. For five minutes, have each pair work together to write twenty questions about the family tree. Then have the pairs take turns asking and answering their questions. Each correct answer gets a point. If the pair cannot answer the question in 15 seconds, the team who asks the question gets a point.

Game

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Model the activity. Describe the Iglesias family from one person's view and then ask *Who am I?* For example:
Teacher: *Julio Iglesias is my father. Rodrigo is my younger brother. Who am I?*
Student: *Miguel Alejandro.*

Option: (+10 minutes) For a different approach, have students write three sentences about one person in the family tree. Students then pass the sentences to a partner who must write the name of the person described.

Possible responses . . .

I have three children, a son-in-law, and a daughter-in-law. I have two grandchildren. I am Julio Iglesias's ex-wife. (Isabel Preysler)

I am Isabel's son. I have a younger sister. Julio Iglesias is my grandfather. (Alejandro)

Option: Oral Progress Assessment

Use the family tree on page 37 for an oral test. Have students compare two members of the Iglesias family. For example:

Julio Jr. and Enrique are brothers. They are both singers.

Julio Jr. is married, but Enrique is single.

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Have students create a family scrapbook with photos from home and written descriptions of their relatives. Have students tell the class about their families.

Idea: Write the questions that follow on the board. Say *Use the questions on the board for ideas.*

What are their names?

How old are they?

Where do they work? / What do they do?

Where do they live?

Are they married, single, divorced, or widowed?

Do they have any children?

Who do they look like?

What do they like?

EXTRAS

On the Internet:

- **Online Teacher Resources:** pearsonelt.com/topnotch3e/

Additional printable resources on the ActiveTeach:

- **Assessment**
- **Just for Fun**
- **Top Notch Pop Song Activities**
- **Top Notch TV Video Program and Activity Worksheets**
- **Supplementary Pronunciation Lessons**
- **Conversation Activator Video Scripts**
- **Audioscripts and Answer keys**
- **Unit Study Guides**

PREVIEW

Before Exercise A, give students a few minutes of silent time to observe the menu.

A Read the menu . . .

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Ask students *What's the name of the restaurant?* (World Café.)
- Review the names of each pictured menu item as a class. Point out that beverages are not pictured.
- To familiarize students with new vocabulary, have them circle new words and ask you questions about them. To help students formulate questions, write the following on the board:
What is ___?
What are ___?
- Point to the photos to help explain your answers. (Every food item has a corresponding photo.)
- Make sure students understand the word *spicy*. Say *Spicy food has a strong taste. It feels hot in your mouth.*
Ask:
What kinds of food are spicy?
Do you like spicy food?
What is a spicy dish that you like?
- To check students' understanding of the beverages, ask questions such as:
Do you like coffee or tea?
Do you drink soft drinks?
What's your favorite soft drink?
What type of fruit juice do you like?
Do you like still or sparkling water?

Option: (+5 minutes) Challenge your students by asking them to find three words on the menu that describe how the food is prepared (fried, grilled, roast[ed]). Some students may be able to explain the meaning of each (fried = *cooked in hot oil*; grilled = *cooked on a hot surface, such as a pan*; roast[ed] = *cooked in a hot, dry oven*).

Language and culture

- Soft drinks are carbonated nonalcoholic beverages. Depending on where a person is from, there are variations of the term *soft drinks*. Some are: *soda, pop, soda pop*. In British English they are called *fizzy drinks*. Bottled water with bubbles is called *sparkling water*. It's also sometimes called *seltzer* or *club soda*.

B ▶ 2:20 Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students point to the words on the menu as they hear them.

Language and culture

- Each category of the menu (appetizer, salad, entrée, etc.) is called a *course*. The word *entrée* occasionally means *first course*, but in this context it means *main course*. The meaning varies according to the country or region in which the restaurant is located.

C Pair work

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Write a few model sentences on the board to guide the students' conversations. For example:
A: I like ___. What about you?
B: I like the ___ but I don't like the ___.
- After students speak with their partners, have several pairs report to the class. Possible responses: *We both like ice cream. / Both of us like ice cream. He likes fish, but I don't.* Note: Students practiced language for comparing in Unit 3, page 32.

D Notepadding

Suggested teaching time:	7 minutes	Your actual teaching time:	
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- Students may name dishes that don't have an English equivalent. That is OK at this point in the unit. The purpose of this exercise is for them to categorize foods they know according to this new *course* vocabulary.

Option: (+5 minutes) For additional practice, call out the names of dishes from the students' home country and have them decide in what category the dish fits.

Option: (+5–10 minutes) To expand the activity, have students work in pairs to plan a menu for a delicious dinner with one food item for each category, which they then present to the class. For example:

appetizer: fish soup
salad: tomato salad
entrée: grilled chicken
dessert: chocolate ice cream
beverage: water and then coffee with dessert

E ▶ 2:21 Photo story

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Before students read and listen to the conversation, have them look at the photos for a few moments. Ask *Where are they?* (In a restaurant.) *What's the man's occupation?* (He's a waiter.) *What is the woman doing?* (She's ordering food from the menu.)
- After students read and listen, ask *Does the customer order an appetizer?* (Yes, she does.) *What appetizer does she order?* (She orders potato soup.) Continue in a similar manner for each course.
- Have students listen to the conversation again. Tell students to circle three items the customer orders from the menu on page 38. Students should circle potato soup, roast chicken, and sparkling water.

Language and culture

- *Anything to drink?* is short for *Would you like anything to drink?*
- **From the Longman Corpus:** When ordering food or drinks, *I'll have the . . .* is almost three times more common than *I'd like the . . .* in spoken American English.

F Infer meaning

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students cover the menu on page 38 with a piece of paper and try to answer item 1.

Option: (+2 minutes) Ask *What do entrées come with at your favorite restaurant?*

SPEAKING

A Practice ordering.

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Have students independently complete the statements with their food choices.
- For items 3, 4, and 5, be sure students choose an entrée, dessert, and beverage.
- Model the pronunciation of the phrases and have students repeat.
- To model the activity, ask a more confident student *Are you ready to order?* As you listen to the student's order, take notes on the board. For example:

fried squid
mixed green salad
Brazilian steak
German chocolate cake
soft drink

FYI: This activity focuses on the language for ordering dishes and listening for the Vocabulary in the menu. Students may want to do a full role play between a waiter and a diner, but explain that everyone will practice role plays between waiters and diners later in the unit.

B Now change roles.

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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Option: (+5 minutes) Have students also complete the statements using their favorite foods that are not found on the menu on page 38. Then have them practice ordering with a new partner.

EXTRAS

Workbook

VOCABULARY

A ▶ 2:22 Read and listen . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Before students read and listen to the categories of food, have them cover the words under the pictures with a sheet of paper so that they are looking only at the pictures. With a partner, have students name as many of the pictured foods as they can.
- After students complete the activity, write the categories of food on the board. Elicit from the class examples of additional foods for each category, and list them under the appropriate category on the board. Have students write down any food words that are new to them, creating individualized vocabulary lists.

Language and culture

- In British English, *candy*, *cookies*, *french fries*, and *chips* are called *sweets*, *biscuits*, *chips*, and *crisps* respectively. In American English, *biscuits* are a kind of small bread.


B Expand the vocabulary

Suggested teaching time:	4–7 minutes	Your actual teaching time:	
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- To maximize the potential of this activity, review answers as a class. Write all of the students' ideas on the board.
- Have students add new vocabulary items to their individualized vocabulary lists.

Option: (+10 minutes) Have students plan their meals for tomorrow. Draw the following graphic organizer on the board (without the answers) or print it out. Have students fill in a plan for each meal, writing the foods in the appropriate row according to the category they belong to. After students complete their charts, have them share their food plans in pairs. For example, *For breakfast tomorrow, I'll have a banana, bread, and yogurt. What about you?*

	Breakfast	Lunch	Dinner	Snacks
fruit				
vegetable				
meat				
seafood				
grains				
dairy products				
sweets				

 Graphic Organizers; Learning Strategies

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Have students look at the foods in the vocabulary presentation. Point out that the words that are in plural form are *count nouns* and the others are *non-count nouns*. Then have students read the first two points of the Remember note in the Grammar box.
- Have students make a list of five foods that are in their own refrigerators right now. On the board, draw a two-column chart with the headings *Count Nouns* and *Non-count Nouns*. Ask individual students *What's in your fridge?* and have them tell you one food from their list. Ask whether the food is a count or a non-count noun before writing it in the chart.
- Have students use their lists to write sentences with *there is* and *there are*. Point out that with plural nouns and non-count nouns, it's optional to use *some* to describe an indefinite number or amount; for example, *There are (some) tomatoes in my fridge. There is / There's (some) orange juice in my fridge.*
- When students finish, they can use their sentences to ask and answer *Is there anything to eat?* with several classmates and check each other's work at the same time; for example, *Is there anything to eat? There are (some) tomatoes.*
- Direct students' attention to the information in the Be careful! box.
- Have students list five foods that are not in their refrigerators right now and then write sentences with *there isn't* and *there aren't*. Point out that with plural nouns and non-count nouns, it's necessary to use *any* before the noun in negative sentences; for example, *There aren't any tomatoes or There isn't any orange juice.*
- Write on the board:
Yes, there is / No, there isn't.
Yes, there are. / No, there aren't.
 Ask a student *Is / Are there any [milk] in your fridge?* Elicit a short answer from the board. Have the same student ask another student *Is / Are there any / some ___ in your fridge?* Continue until all students have participated.

FYI: *Some* and *any* are taught in the Grammar Booster. Students do not need *some* to complete this lesson successfully.

Language and culture

- The word *fridge* is a shortened form of the word *refrigerator*. It is used only in informal spoken language but is very common.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T128)



Inductive Grammar Charts

Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Remind students to pay attention to end punctuation as they complete the exercise. Point out that some answers are negative.
- Have students check answers with a partner, or review as a class.

Language and culture

- **From the Longman Corpus:** Learners often use *there* are incorrectly, such as before a list of items. For example, *There are a banana, an apple, and bread.*



Extra Grammar Exercises

CONVERSATION MODEL

A ▶ 2:23 Read and listen . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- 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.

- Make sure students understand the meaning of *in the mood for*. Say *Right now I would like to eat sweets. I'm in the mood for sweets.* Then write on the board:

A: *What are you in the mood for?*

B: *I'm in the mood for ____.*

- Have students ask and answer the question with several classmates.
- After students read and listen, ask comprehension questions:
 - Is he very hungry?* (No.)
 - What does he want to eat?* (A sandwich.)
 - Is there a good place to eat nearby?* (Yes.)
 - What's the name of the restaurant?* (Tom's.)

▶ 2:25 Degrees of hunger

- Practice phrases for expressing degrees of hunger. Say *I'm hungry. Are you?* Call on a few students to answer *Yes, I'm starving.* or *Yes, I'm really hungry.* or *No, I'm not very hungry.*

B ▶ 2:24 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use rising intonation with *Could you recommend a restaurant for this evening?* and *Would you like directions?*
 - use falling intonation with *What are you in the mood for?*
 - pause after *Sure*.

NOW YOU CAN Ask for a restaurant recommendation

A Conversation activator

Suggested teaching time:	10–13 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 181 of this Teacher's Edition.
- Have students look at the restaurant names on the map on page 41. Ask *What kind of food do you think they serve?*
- Have students look at the map. Say *We are in the hotel. Where is the World Café?* (It's across the street.) *Where is Roberto's Restaurant?* (It's around the corner.) Continue asking about other places on the map. Note: This is a review of the language for giving directions from Unit 2, page 18.
- Be sure to reinforce the use of the conversation strategies; for example, remind students to use appropriate intonation to make a polite request with *Could you . . . ?*

DON'T STOP! Extend the conversation. Encourage students to continue the conversation by giving and clarifying directions with language from the Recycle box. Students can ask for clarification by repeating the directions with a rising intonation. For example:

B: *Would you like directions?*

A: *Sure.*

B: *It's on Pike Street. It's on the left side, down the street from the Pasta Palace.*

A: *On the left?*

B: *That's right.*

- Model the activity with a more confident student. Play the role of Student B. Give directions to the place you recommend.
- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.



Conversation Activator Video Script; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	10–13 minutes	Your actual teaching time:	
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- Have students take turns playing the roles of Student A and Student B.
- Ask volunteers to present their conversations to the class.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 4, Activity 1

CONVERSATION MODEL

A ▶ 2:26 Read and listen . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Use **I'll have** to order from a server.
- Increase politeness with **please**.
- Before they listen, have students look at the picture. Ask *Where are they?* (In a restaurant.) *What is the man looking at?* (A menu.) *What is he doing?* (He's ordering food.)
- Check comprehension using the notepad on page 38. Have students copy the course names onto a sheet of paper and then close their books. Play the conversation two times. The first time, instruct students to place a checkmark next to the courses the customer orders (salad, main course, beverage). The second time, have them write what he orders (Main course: pasta; beverage: water).

Option: (+10 minutes) On the board, write the lines from the conversation in random order, numbering them from 1 to 7. Have students try to determine who says each line. On a sheet of paper, have students number from 1 to 7 and write either *customer* or *waitress* for each item.

Language and culture

- **From the Longman Corpus:** *Kind of* (in *What kind of soup is there?*) is much more common than *type of* in both spoken and written American English and is almost always used when talking about food or drinks.

B ▶ 2:27 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use falling intonation on *What does that come with?* and *What kind of soup is there?*
 - use rising intonation with *And to drink?*
 - accurately imitate the intonation of these sentences: *It comes with soup or a salad* and *There's tomato soup or chicken soup*. Students should use rising intonation before *or* and falling intonation after *or*.

GRAMMAR

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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- Have students read the examples in the Grammar box.
- Make sure students understand that:
 - the first time a singular (count) noun is mentioned, we use the article *a* or *an*.
 - the first time a plural noun or a non-count noun is used, no article is used.
 - the second time a noun (singular or plural or a non-count noun) is mentioned, use *the*.
 - when talking about something specific, use *the*.
- Have students read the soup and appetizer specials from the menu on page 38. Ask each student *What would you like?* Prompt them to answer in a complete sentence and use *the* before their choices; for example, *I'd like the seafood salad*.

Option: (+10 minutes) For a challenge in groups that are ready, draw on the board the inside of a refrigerator with three shelves (a rectangle with three horizontal lines). Make the drawing as large as possible. Label the shelves **top shelf**, **middle shelf**, **bottom shelf**. Say *Tell me what to put on the shelves in the fridge*. Have students direct you to draw different foods and beverages. (*Put **an** onion on the top shelf. Put **some** milk on the bottom shelf.*) Tell students to use *a / an* with singular nouns and *some* with non-count or plural nouns. After a few items are in the refrigerator, say *You can also tell me to move something that is already in the fridge*. Erase and redraw items according to students' directions. Make sure they use *the* when telling you to move an item; for example, *Move **the** milk to the top shelf*. With pencil and paper, students can do the same activity with a partner.

Option: **GRAMMAR BOOSTER** (*Teaching notes p. T130*)

Inductive Grammar Charts

A Understand the grammar

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students number the two rules of *the* in the Grammar box on page 42: 1) to name something a second time; and 2) to talk about something specific. Have students indicate the rule for each example of *the* in this exercise.

B Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- After students complete the exercise, have them check their answers by reading each conversation in pairs. Ask volunteers to present one of the conversations to the class.
- For all instances of *the*, have students indicate the rule from the grammar chart.

Extra Grammar Exercise

PRONUNCIATION

A ▶ 2:28 Compare the pronunciation . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- Before students listen, have them look at the two lists of words. Ask *How are the words in the first list alike?* (They all start with a consonant.) Then do the same for the second list. (They all start with a vowel sound.) Explain that *the* is pronounced differently before consonants and vowel sounds. If necessary, explain the terms *consonant* and *vowel*. A consonant is any letter in the English alphabet except *a, e, i, o, and u*, which are vowels.

B Write a check mark . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Review answers by saying each item aloud and having students raise their hand when the underlined word begins with a vowel sound. By reading the phrases aloud, you are modeling the pronunciation for the next activity.

C Pair work

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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- Circulate as students practice the pronunciation, and correct as needed.

Option: (+2 minutes) For further practice, call out food choices and have individual students indicate which one they want with the correct pronunciation. For example:

Teacher: *Today we have onion salad or green salad.*

Student 1: *I'll have the green salad.*

Possible food choices include: *onion bread or olive bread; egg sandwich or steak sandwich; ice cream or pie; entrée or appetizer; spicy noodles or Italian pasta; fried clams or fried squid; candy or chocolate.*

Pronunciation Activities

NOW YOU CAN Order from a menu

A Pair work

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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- Have students work in pairs to create a restaurant. Encourage them to refer to the previous pages for food vocabulary.

B Conversation activator

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 181 of this Teacher's Edition.
- Model the activity with a more confident student. Look at a student's menu. Play the role of Student A. In Student A's second line, use *appetizers* instead of *soup* and emphasize *are* in *What kind of appetizers are there?*
- As a class, brainstorm responses other than *Certainly* for Student B's last line, such as *OK, Sure, Great, Absolutely.*
- In pairs, students practice ordering from their menus. Have students change roles to practice both parts.
- Be sure to reinforce the use of the conversation strategies; for example, have students use appropriate politeness and body language to order and take the order.

DON'T STOP! Extend the conversation. Encourage students to continue the conversation by ordering an appetizer, soup or a salad, and a dessert.

Option: (+5 minutes) Have pairs trade menus with another pair and practice the conversation again.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.

Conversation Activator Video script; Conversation Activator Pair Work Cards

C Extension

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- You may choose to assign this activity for the following class. Download and print a few menus from the Internet in case students forget, or are not able, to bring a menu to class.

FYI: It is OK if students bring in menus in languages other than English. The menus serve as speaking prompts for the role play.

EXTRAS

Workbook or MyEnglishLab

 Speaking Activities: Unit 4, Activity 2

BEFORE YOU LISTEN

▶ 2:29 Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

- To check students' understanding, ask (for *We're ready to order.*) *Do they know what they want to eat?* (Yes.); (for *I'm sorry. This isn't what I ordered.*) *Does she want to eat this?* (No.); (for *We'll take the check, please.*) *Are they finished with their meal?* (Yes.); (for *Do you accept credit cards?*) *Do they want to pay with cash?* (No.)

Language and culture

- In most countries around the world people leave a tip for the server, but in some countries, particularly in Asia, tipping is not customary.
- Tell students to think about their favorite restaurants. Ask questions about the restaurants:
 - What is the name of the restaurant? Where is it?*
 - What do you usually order?*
 - Is the tip included in the check?*
 - How much do you usually give for a tip?*
 - Do they accept credit cards?*

Language and culture

- **From the Longman Corpus:** In restaurants and bars, some people refer to *the check* and some people refer to *the bill*. They are equally common in spoken American English.

Learning Strategies

LISTENING COMPREHENSION

A ▶ 2:30 Listen to predict

Suggested teaching time:	11–15 minutes	Your actual teaching time:	
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- Tell students that they will listen to conversations between people in a restaurant (server, customers). Play the conversations twice.
- Before students listen the second time, have them read the answer choices.
- After students complete the exercise, have them explain their choices. If they need support, have them listen a third time, pausing after each conversation. Ask a few questions about the conversation. For example, for Conversation 1, ask *Do they have the check or do they need the check? Was their meal expensive? What does the customer probably want to know?*

AUDIOSCRIPT

CONVERSATION 1

- M1:** Can you believe this check?
M2: What do you mean?
M1: Look! This is more than I earn in a week!
M2: Oh, my gosh! I don't have that kind of cash on me.

CONVERSATION 2 [F1 = Australian English]

- F1:** What are you in the mood for?
F2: Something fast. I don't have much time.
F1: Well, why don't you order soup? They have your favorite, black bean.
F2: Good idea. That won't take long.

CONVERSATION 3

- M:** Excuse me. Are you finished with your meal?
F: Yes, thanks. It was delicious.
M: Would you care for some dessert or some coffee? Or an after-dinner drink?

CONVERSATION 4 [F1 = Arabic]

- F1:** Oh, no! Where's the waiter? I wanted the pasta salad.
F2: What salad is that?
F1: I'm not sure. It looks like a seafood salad. Oh, there he is!

CONVERSATION 5 [M = British English]

- M:** Good evening. I'm John, and I'll be your server. Would you like to hear about tonight's specials?
F: Actually, no thanks. We're ready to order.
M: Certainly.

B Pair work

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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- Point out that students will complete these dialogues with the vocabulary they learned at the top of page 44.
- Review answers as a class. Have pairs of students act out the conversations.

Option: (+10 minutes) Challenge your students by having them create a response for the waiter in each conversation. For example:

1. Server: Yes, we do.
2. Server: I'm very sorry. I'll take that to the kitchen and bring you the tomato soup.
3. Server: No, we don't.
4. Server: Certainly. I'll bring you the check right now.
5. Server: No, it isn't.
6. Server: OK. What would you like?

NOW YOU CAN Speak to a server and pay for a meal

A Notepadding

Suggested teaching time:	8–11 minutes	Your actual teaching time:	
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- Have students work individually to choose their courses.

FYI: Students know most of the words in this menu, although the words have been combined in different ways. If students have difficulty, read each item aloud and have students go back to the menu on page 38 and the food vocabulary on page 40 to help them understand the dishes.

B Group work

Suggested teaching time:	18–22 minutes	Your actual teaching time:	
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- To prepare students for the activity, review key language for discussing a menu and ordering and paying for food from Preview and Lessons 1 and 2.
- Put students into groups of three. Have students practice discussing the menu, ordering, and paying. Each person in the group should take a turn playing the role of server.
- Remind students to refer to the Recycle box to support them in their role play.
- Have volunteers present their role play to the class.

Option: (+5 minutes) For a different approach, tell each group to create their own menu. Then have groups exchange menus and practice discussing and ordering from the menus and paying for their meals.

Option: (+5 minutes) Provide a listening task for the class while others perform their role plays. Have students copy the notepad on page 45. As they listen to their classmates perform, have them write down what each classmate orders. Have students check their work with a partner.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 4, Activity 3

BEFORE YOU READ

A ▶ 2:31 Vocabulary

Suggested teaching time:	3 minutes	Your actual teaching time:	
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 Vocabulary Flash Card Player
Language and culture

- *Healthful* is the more traditional way to describe foods; *healthy* is more traditional for describing a person's health. It is more common today, however, to hear *healthy* for both meanings.

- On the board, draw a two-column chart with the headings *Healthy* and *Not healthy*. Before students read or listen to the vocabulary, ask *What foods are good for your body? What foods are not good for your body?* Record students' answers on the chart.
- Have students read the definitions and examples. Then discuss the Vocabulary as a class. For each Vocabulary item, ask a question:
 - Do you usually eat healthy foods?*
 - What is your favorite unhealthy dish?*
 - What is your favorite fatty food?*
 - Do you like salty food?*
 - Do you eat sweets every day?*
 - What is a popular high-calorie dish?*
 - What is your favorite low-calorie dish?*

B Warm-up

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Before students read the questions, have them name several popular fast-food restaurants and some of their most popular dishes. Write their ideas on the board.
- In pairs, have students discuss the questions and talk about the dishes you listed on the board.
- Follow-up by asking questions about the dishes, for example:
 - Which dish is high-calorie?*
 - Which dish is low-calorie?*
 - Which dish is sweet?*
 - Which dish is salty?*
 - Which dish is very unhealthy?*
 - Which dish is healthy?*
 - Which dish do you like the most? Why?*
 - Can you get healthy food at a fast-food restaurant?*

▶ 2:32 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Have students read the article silently.
- To check comprehension, ask:
 - Why is sharing a restaurant meal a good idea?* (You will eat less. It's less expensive.)
 - Why are fries unhealthy?* (They are high-calorie, fatty, and salty.)
 - Which is better for you, grilled fish or fried fish?* (Grilled fish.)
 - Which is a good idea, eating in front of the TV or eating slowly?* (Eating slowly.)
 - Why is eating in front of the TV a bad idea?* (Because you will eat more.)
 - Are there any healthy desserts?* (Yes. Low-fat frozen yogurt and fruit.)
- For each tip, ask students if it is something they already do. For example:
 - Do you eat a small meal in restaurants?*
 - Do you order fries when you eat fast food?*
 - Do you prefer grilled food or fried food?*
 - Do you eat in front of the TV?*
 - Do you eat fast or slowly?*
 - Do you eat fruit for dessert?*

Language and culture

- *Super-sized* portions are extra-extra large.
- *Fries* is an informal word for *French fries*, which are fried potatoes.

Option: (+5 minutes) To extend the activity, have students listen to the audio. Pause after each tip in bold print to have students listen and repeat, imitating the intonation. Do this with other phrases from the reading in which you think students might have a problem pronouncing or imitating the intonation.



Learning Strategies

A Understand from context

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- Have students read the words and phrases. Tell students to find and circle these words and phrases in the Reading on page 46.
- Review the answers as a class.
- Have students compare and correct their sentences in pairs. Circulate to help with corrections.

B Infer information

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- Have students complete the exercise with a partner.
- Share responses as a class. Have volunteers explain how the tips can help you avoid too much fat or sugar.

Option: (+10 minutes) Have students look for healthy eating tips on the Internet or in newspapers or magazines. Encourage students to bring in what they find and share it with the class.



Extra Reading Comprehension Exercises

NOW YOU CAN Discuss food and health

A Frame your ideas

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- For each food students marked with an X, ask them *Why is the food unhealthy?* (It's high in calories / fat / salt / sugar.)
- Have students compare answers and discuss any different answers they have. Students may disagree about which foods are healthy (see the language and culture note that follows).

Language and culture

- People in different places around the world have different ideas about healthy eating. Some people count calories. They try to eat small portions and choose foods that are low in sugar and fat. Other people follow a low-fat, high-fiber diet (avoid fatty foods and eat a lot of grains, fruits, and vegetables). Some people have diets that are high in protein and low in carbohydrates. These people eat a lot of meat, seafood, and nuts. They don't eat much bread, rice, pasta, noodles, or even many high-carbohydrate fruits and vegetables.

B Notepadding

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- Model the activity. Write the two categories on the board. Write several examples from the unit in each category. For example:

<u>Healthy</u>	<u>Unhealthy</u>
rice	ice cream
salad	french fries

- Have students write their lists on a separate piece of paper so they can write more items.
- If students need ideas for their lists, tell them to look at the menus on pages 38 and 45. They can also review the Vocabulary on page 40.

C Discussion

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Model the activity by giving a few tips yourself. For example:
Eat grilled seafood. It's healthy.
Avoid fried food.
- Have students discuss in groups of three or four.
- Circulate around the classroom and remind students to use the language from the Recycle box. Have them put a check mark next to the words and phrases as they use them in their discussion.
- Have groups report at least one food tip from their discussions.

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner.

- Option: (+10 minutes)* For more discussion, write some statements about healthful eating on the board. Have students tell you whether they agree or disagree and why. For example:

Olive oil is good for you.
Butter is not good for you.
Milk is good for you.
Fruit is very sweet. You don't need to eat other sweets.
Red meat is bad for you.
Seafood is good for you.
Tea is good for you.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 4, Activity 4; "Find Someone Who . . ." Activity

A 2:33 Listen to the conversations.

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Before students listen, ask *What words would you use or hear when talking about food in a restaurant?* (menu, appetizer, entrée, “I’ll have,” check) *What words would you use or hear when talking about food at home?* (fridge, kitchen, cook)
- Tell students that they will first listen for whether the people are at home or in a restaurant.
- Have students read the second part of each item (fill-in sentences). Play the audio a second time.
- Review answers as a class.

AUDIOSCRIPT

CONVERSATION 1 [M = U.S. regional]

- M:** I feel like something sweet. Do you think the price of the entrée includes dessert?
F: The menu doesn’t say. Just ask.

CONVERSATION 2

- F1:** Mom, there’s nothing in this fridge but veggies.
F2: Oh, Caroline. What’s wrong with veggies? They’re so good for you.
F1: But I feel like eating something really fatty and salty—like fries!

CONVERSATION 3 [F = U.S. regional]

- F:** What do you feel like eating?
M: Actually I feel like seafood tonight.
F: Well, there’s a fried squid appetizer and grilled fish for a main course.

CONVERSATION 4

- F:** Is there anything good to eat?
M: You bet there is. There’s cheese, eggs, butter, and some really nice lettuce.

B Write examples of foods . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- To provide more support, write a list of different kinds of foods from the unit on the board. Students can use these words to complete the chart. For example: salad, broccoli, pizza, rice, chips, chicken, ice cream, etc.
- Have students work individually and then compare their charts.

Option: (+2 minutes) To extend the activity, have students put a check mark next to the foods in the chart they like and an X next to the foods they don’t like.

Option: (+5 minutes) Review the words in the chart by calling out a category and have students take turns saying an item in that category. Every student must name a different item. Stop when no one can add any new items to the category. Then call out another category.

C Write questions . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students share their questions with the class.
- Some possible questions are:
What does the entrée come with?
What kind of soup is there?
Is the [Thai chicken] spicy?
Do you accept credit cards?
Is the tip included?

Option: (+2 minutes) Have students practice asking and answering their questions with a partner.

D Complete each sentence . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Explain that students will use *there is / there’s, there are, is there, are there, there isn’t, or there aren’t*.
- If students have trouble, have them underline the noun in each sentence. (pepper, restaurants, desserts, restaurant, oranges, cheese, sugar, soup) Make sure students know if the noun is not plural, the answer is *there is / isn’t* (or *is there*, if the sentence is a question).
- Remind students to use a capital letter to start a sentence.

WRITING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Before students write, generate ideas. Ask *What is the food like in this country?* Write students’ ideas on the board.

Option: **WRITING BOOSTER** (Teaching notes p. T143)



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

Pair work

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- For a warm up, ask (for photo #1) *Where are they?* (In a hotel.); *What are they looking at?* (A list of restaurants nearby.); *Does the woman know where she is going to eat?* (No.) (for photo #2) *Where are they?* (In a restaurant.); *Who is ready to order?* (The two people at the table.); (for photo #3) *Who are the two people?* (A diner and a server.)
- Have students create conversations for photo 1, 2, or 3.

Option: (+10 minutes) Writing activity. Have students write their conversations in dialogue form.

Option: (+10 minutes) Guessing game. Have students act out one of their conversations. Other students guess which people in the picture are being portrayed.

Possible responses . . .

(Picture 1)

A: Could you recommend a restaurant for this evening? **B:** Sure. What are you in the mood for? **A:** I don't know. Maybe some seafood. I'm really hungry. **B:** Actually, there's a great place nearby. It's called *By the Sea*. Would you like directions? **A:** Sure. **B:** It's down the street from the Cineplex. It's across from the park. **A:** Thanks!

(Picture 2)

Man: Excuse me! We're ready to order. **Server:** Certainly. What would you like? **Man:** We'll have the crab cakes and rice. Does that come with anything? **Server:** Certainly. It comes with soup or salad. **Man:** The salad, please. **Server:** OK. And to drink? **Man:** Tea and sparkling water.

(Picture 3)

Server: Here's your check, sir. **Man:** Thanks. Is the tip included? **Server:** No, it isn't. **Man:** OK. Do you accept credit cards? **Server:** Certainly, sir.

Contest

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Divide the class into small teams. Give the students four minutes to study the picture, identify food items, and write their sentences.
- The teacher judges whether the sentence is correct. Every sentence must be about a different food.

Possible responses . . .

There's fish. There's pasta.	There's bread. There's shrimp.
There's a steak. There's water.	There are entrées. There is a salad.

Option: (+10 minutes) In pairs, one student closes his or her book while the other looks at the photos. The student with the closed book asks the other student questions and writes the foods. (Is there any bread?) The student looking at the picture answers *Yes, there is / are.* or *No, there isn't / aren't.*

Option: (+10 minutes) In pairs, have students write five true / false statements with *There is* or *There are* about the picture. One pair reads their statements to another pair, who says *True* or *False*. For example, *There is a salad in the picture.* (True.) *There are two servers in the picture.* (False. *There aren't two servers in the picture. There is one server in the picture.*)

Option: Oral Progress Assessment

Use the photos on page 49 for an oral test. Have students point to people and items in the illustration and make six statements. For example, students could say *There are customers in the restaurant. They're ordering food.* Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Have groups of students create a presentation about a traditional dish. They can use magazine pictures, photos, or real objects. They should describe what's in it, when people eat it, how it tastes, how it is made, etc.

Idea: Each group presents its dish to the class without telling the name of the dish. The class guesses what dish the group is describing.

EXTRAS

On the Internet:

- **Online Teacher Resources:** pearsonelt.com/topnotch3e/

Additional printable resources on the ActiveTeach:

- **Assessment**
- **Just for Fun**
- **Top Notch Pop Song Activities**
- **Top Notch TV Video Program and Activity Worksheets**
- **Supplementary Pronunciation Lessons**
- **Conversation Activator Video Scripts**
- **Audioscripts and Answer keys**
- **Unit Study Guides**

PREVIEW

Before Exercise A, give students a few minutes of silent time to observe the ad.

A ▶ 3:02 **Vocabulary**

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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V **Vocabulary Flash Card Player**

- After students listen and repeat, have them listen a second time and underline the words in the ad as they hear them. Pause after each item to allow students time to find it in the ad.

- Ask the class questions about the electronics in the ad. For example:

*Which products can you use to get directions?
Which products do you use to listen to music?
Which products can you use to get online?
Which products do you use to keep in touch with your friends?
Which products can you use with a computer?*

Option: (+5–10 minutes) Ask for volunteers to act out using different electronics from the ad. The class guesses the product.

Option: (+5–10 minutes) Have students list five electronic devices that they use. Put them in order from most important (1) to least important (5). Students compare lists with a partner.

B **Pair work**

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- Have students write a check mark next to the products in the ad they have. Then have them circle a product they need or want.
- Ask a few volunteers *Which product did you circle? Why do you need or want [a tablet]?*
- Circulate around the classroom and listen to students' discussions. Write the most popular products on the board. Then elicit and list reasons why students need each product.

Option: (+10 minutes) Bring in some catalogs that sell electronics for students to look at. You can also have students look at electronic products online. Have students look for one product that they think is good. In small groups, have students talk about why they need or want the product.

C ▶ 3:03 Photo story

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Before students read and listen, ask questions about the first photo. Point to the man. Ask *What's the man looking at? (A printer.) Is he happy? (No.)*
- After students read and listen, say the following statements. Have students say whether they are true or false:
 - The printer isn't working. (True.)*
 - The printer is new. (False.)*
 - The printer is wireless. (False.)*
 - The printer is up-to-date. (False.)*
 - They are going to shop for a new printer. (True.)*

Language and culture

- If something is called a *lemon*, it means that it has a lot of problems and doesn't work correctly. The term is most frequently used to describe a car.

D Focus on language

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To clarify that all the phrases in Exercise D are from the Photo Story conversation, have students underline the phrases in the Photo Story.
- After students check their answers in pairs, model the pronunciation of each phrase with emphatic stress and intonation on the negative words and have students repeat.

Option: (+5 minutes) To expand the activity, ask *What electronics do you use that drive you crazy?*

SPEAKING

A Read and listen . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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▶ 3:04 Replacing products

- Have students read the definitions in the Replacing products box and then listen to the audio.
- Say *Think about the electronic products you have now.* Then ask:
 - Are any of your products broken?*
 - Are any of your products obsolete?*
 - Are any of your products defective?*
 - Which products do you want to replace?*

B Discussion

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To model the discussion, talk about an electronic product you want to replace. For example, *I need a new laptop. My laptop is obsolete. And it's so slow!*
- Have students discuss in groups of three or four.
- Have one volunteer from each group report what the group needs; for example, *___ and ___ need [tablets]. ___ needs [a smart phone]. I need [a printer].*

Language and culture

- *Electronics* are small machines for everyday use, at home or in the office. They use electricity that has passed through chips. In this unit, they are called *electronics*, *electronic devices*, and *electronic products* interchangeably.

EXTRAS

Workbook

CONVERSATION MODEL

A ▶ 3:05 Read and listen . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Use **Hey** for an informal greeting.
- Use **What about . . . ?** to offer a suggestion.
- Use **Really?** to indicate surprise.
- Use **You know . . .** to introduce a topic.

- Before students read and listen, ask *Where do you think they are?* (In an office.)
- After students read and listen, ask:
 - What does Rachel want to buy?* (A camcorder.)
 - What kind of camcorder does he recommend?* (An Alton MX2.)
 - Is it expensive?* (No.)
 - Is he going shopping later?* (Yes.)

▶ 3:07 Positive descriptions

- Point out that:
 - *great, terrific, and awesome* mean *very good*.
 - *pretty good* is not as strong as the other positive descriptions.
- Explain that Alton is a *brand* and that MX2 is a *model*, and that brands have different models. Ask *What brands do you think are good?* Have students list one brand they think is *awesome* and one brand they think is *pretty good* for tablets, smart phones, cameras, and laptops.

Language and culture

- **From the Longman Corpus:** *Cheap* is used about six times more frequently in spoken American English than *inexpensive*. Both mean *not expensive*, but *cheap* can also mean that something is not of good quality.

B ▶ 3:06 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use rising intonation on *Any suggestions?* and *Really?*
 - use falling intonation on *What about the Alton?*
 - use correct intonation on *Hey, Rachel.*

GRAMMAR

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- On the board, write *Actions in progress now*. Ask *What is Rachel doing in the picture?* (She's uploading a video. She's talking to her co-worker.) Then ask *What are we doing right now?* Write students' answers on the board.
- On the board, write the heading *Future plans*. Ask several students *What are you doing tomorrow?* Write students' responses under the heading.

Option: (+5 minutes) Have students write about what they think their family members are doing right now, using the present continuous. For example:

My brother is sleeping. My mother is working.
Have a few volunteers share their sentences with the class.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T130)

Inductive Grammar Charts

A Find the grammar

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- After students underline the three sentences with present continuous in the Conversation Model, ask *Which sentences express actions in progress now?* (What are you doing? I'm uploading a video.) *Which expresses a future plan?* (I'm going shopping at the mall after work.)

B Understand the grammar

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
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- Have students circle any words that tell them whether the item is an action in progress (now) or a future plan (future). (1 this weekend 2 this morning 3 in ten minutes 5 on Friday; **Note:** There is nothing to underline in items 4 or 6.)

Extra Grammar Exercises

PRONUNCIATION

▶ 3:08 Listen and check . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- Model rising and falling intonation. Say *Is your laptop a Pell? What brand is your laptop?*
- Have students repeat each question, practicing the correct intonation.
- After students complete the activity, ask *Do yes / no questions have rising or falling intonation?* (Rising intonation.); *Do information questions have rising or falling intonation?* (Falling intonation.)

Option: (+5 minutes) For more practice, write these questions on the board. Have students practice them in pairs.

When are you leaving class?
Are we speaking too fast?

Pronunciation Activities

VOCABULARY

A 3:09 Read and listen . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

- Ask students to name the electronic devices they see in the pictures (digital camera, digital camera and laptop, camcorder, scanner, photocopier).
- Write *a scanner* and *a photocopier / copier* on the board. Have students label these two devices in the pictures, as they are new vocabulary.
- After students listen and repeat, point to the photo on page 52 and ask *What is Rachel doing?* (She's uploading a video.)
- Point to each of the actions in Exercise A and ask *What is she doing?* (She's taking a picture / photo. She's making a video. She's scanning a document.) or *What's he doing?* (He's making a photocopy.) or *What is someone doing?* (He or She's uploading a photo.)

Language and culture

- A *collocation* is a group of words that are often used together.

B Vocabulary / grammar practice

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- Say the words in the box and have students repeat after you.
- To review, have students read the completed conversations aloud with a partner. Remind students to use the proper intonation for the questions:
Rising intonation for:
Are you taking lots of pictures of Paris?
Falling intonation for:
What are you scanning?
What are you doing here?
What's the problem?
- Have students check their spelling of the present participles. With *take* and *make*, students need to drop the *-e* before adding *-ing* (*taking, making*). With *scan*, they need to double the last letter (*scanning*) before adding *-ing*. If necessary, have students review the spelling rules on page 131 (in the Grammar Booster).
- Ask whether the conversations are about actions in progress or future plans. (The second "A" line in item 3 is about future plans. The other items are about actions in progress.)

NOW YOU CAN Recommend a brand or model

A Conversation activator

Suggested teaching time:	10–14 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 182 of this Teacher's Edition.
- Have students identify the electronics in the illustration (headphones, digital camera, printer, smart phone, speakers, webcam).
- Go over the phrases in the Activities box. Tell students to try to use the activities in their conversations.
- Model the activity with a student. Play the role of B.
- Be sure to reinforce the use of the conversation strategies; for example, make sure students smile and sound friendly when they say "Hey."

DON'T STOP! Extend the conversation. Review the language from Unit 2. Encourage students to accept or decline the invitation and to make alternative plans.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.

Conversation Activator Video Script; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	10–14 minutes	Your actual teaching time:	
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- Circulate around the room and make sure students are using the language in the Don't stop! and Activities boxes to extend the conversation.
- When all pairs are finished with their conversations, ask individual students *What product does your partner suggest? Are you going shopping together?*

Option: (+ 10 minutes) Have pairs choose one of the products pictured and list as many activities as they can for that product. Each pair reads their list to the class, and the class guesses the product. For example, for *digital camera*: *take pictures, make a video, upload a photo.*

Option: (+ 5 minutes) As a class, brainstorm as many activities as possible for *smart phone*; for example: *listen to music, take pictures, make a video, upload a photo, upload a video, watch a video, check e-mail, check Facebook, download music, get directions, look at photos, keep in touch with family / friends, read restaurant recommendations, play a game, download an app.*

EXTRAS

Workbook or MyEnglishLab

Speaking Activities: Unit 5, Activity 1

CONVERSATION MODEL

A ▶ 3:10 Read and listen . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Use *How's it going?* for an informal greeting.
 - Express sympathy when someone is frustrated.
- Before students read and listen, ask questions about the picture. Ask *What are they doing?* (They're talking on the phone.) Point to the man and ask *What is he thinking about?* (A microwave.) *Does he look happy?* (No, he doesn't.)
 - After students read and listen, ask:
 - What's wrong with Ed's microwave?* (It's not working.)
 - What brand is his microwave?* (Quickpoint.)
 - Is Quickpoint a good brand?* (No, it's not.)

Language and culture

- *How's it going?* *How are you?* and *How are you doing?* are similar to *hello* or *hi* in English. English speakers respond to these questions as greetings, not as actual questions. They usually answer *Fine*, *thanks* or *Not so good* automatically. They don't usually give long explanations of how they are doing.
- **From the Longman Corpus:** *How's it going?* is a popular and informal way to greet someone in spoken American English. However, *How are you?* is twelve times more common.

▶ 3:12 Ways to sympathize

- Have students listen to the expressions and repeat. Make sure they use the correct intonation.

▶ 3:13 Negative descriptions

- Point out that:
 - *terrible*, *horrible*, and *awful* mean *very bad*.
 - *a piece of junk* and *a lemon* are both words to describe something that's not useful. *A piece of junk* is usually bad because it's old or very inexpensive. *A lemon* can be a new machine or a good brand, but it has a lot of problems.
 - *pretty bad* is strong, but not as strong as the other negative descriptions.

Option: (+5 minutes) To expand the activity, students can talk about any bad machines or electronics they have; for example, *I have a car. It's a [Monsoon Sport]. It's ten years old. It's a piece of junk.*

B ▶ 3:11 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
 - use falling intonation in *How's it going?* and *What brand is it?*
 - accurately imitate the intonation of *I'm sorry to hear that* and *It's a piece of junk*.

VOCABULARY

A ▶ 3:14 Read and listen . . .


Suggested teaching time:	2 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- After students listen and repeat, ask a few students *Do you have a [coffee maker]?* If the students say *Yes*, ask some follow-up questions such as:
 - What brand is it?*
 - Is it a good product?*
 - Does it work?*
 - How old is it?*
 - Was it expensive or inexpensive?*

Language and culture

- In British English, a vacuum cleaner is called *a Hoover*, and a stove is called *a cooker*.

 **Learning Strategies**

B Classify the vocabulary . . .

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- Point to the four columns in the Student’s Book and say each heading aloud.
- To model the activity, say *A stove. What is a stove for?* (For cooking.) Write *a stove* under the correct column in your book and have students do the same.
- Some of the appliances and machines do not fit into the categories perfectly. This creates an opportunity for student discussion.
 - Some students may put *a coffee maker* in two categories: *cooking* and *food preparation*.
 - *A fan, an air conditioner, and a hair dryer* do not have a category in this activity. Ask students *What are fans and air conditioners for?* (To help you stay cool. / be comfortable in hot weather.) *What’s a hair dryer for?* (To dry hair.)

Option: (+ 10 minutes) To expand the activity, have students use a dictionary to add other appliances they use in their homes. For example, *a toaster, a space heater, an electric blanket, an air purifier, a humidifier, a steam mop, etc.*

C 3:15 Listen to predict

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- When listening the first time, have students cover the two prediction options for each item so they can focus on the name of the appliance.

AUDIOSCRIPT

SPEAKER 1 [F = U.S. regional]

F: Oh, my gosh. My parents are coming in a half hour and I don’t have enough clean dishes for all of us at the table. The machine is on the blink. Can you wash some by hand?

SPEAKER 2 [M = Japanese]

M: Ahh. It’s like an oven outside and it’s so nice and cool in here! And what a small machine. What brand is it?

SPEAKER 3

M: I need to heat up this coffee. How many seconds should I give it?

SPEAKER 4

F: Matt! What happened? Everything is warm in this thing. Just look at this ice cream! Did you leave the door open?

SPEAKER 5 [M = Portuguese]

M: Am I doing something wrong? Taste this! It tastes like water. And why isn’t it hot . . . or black!?

SPEAKER 6

F: That shirt looks so nice and clean. All the chocolate is gone. That machine is absolutely top notch!

SPEAKER 7 [M = Spanish]

M: Whew! It’s hot today! Let’s make a nice cool drink. What do you think? I’ll just put some sugar, lemon juice, and ice in this thing. It’ll be ready in an instant!

SPEAKER 8 [F = U.S. regional]

F: Oh, no! Look at the time. Your parents are coming in fifteen minutes. I can make a soup really fast. Can you get that thing out of the closet for me? It makes a nice soup in a half hour. A regular pot takes all day.

NOW YOU CAN Express sympathy for a problem

A Notepadding

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- Students can write about real products or any of the products that are on pages 50, 51, 53, and 54.
- Tell students to think about household products or electronics in their home that don’t work well. Give a few examples yourself: *My [HomeLife juicer] is on the blink.*

B Conversation activator

Suggested teaching time:	10–14 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 182 of this Teacher’s Edition.
- To model the conversation, role-play with a more confident student. Play the role of B.
- As students practice, circulate and listen. Make sure B uses *’s* for *But my [microwave]’s not working.*
- Be sure to reinforce the use of the conversation strategies; for example, make sure students express sympathy with appropriate tone and body language.

DON’T STOP! Extend the conversation. Point out the language in the Recycle box. If helpful, have students review the Photo Story on page 51 for more ideas.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.



Conversation Activator Video Script; Conversation Activator Pair Work Cards

C Change partners

Suggested teaching time:	10–14 minutes	Your actual teaching time:	
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- Encourage students to ask other questions to lengthen their conversations. For example:
What model is it? Is it fixable? Is it defective? Is it obsolete? Are you getting a new one?
- Have students give suggestions about good brands and models to replace the broken products they are describing. They can refer to the Conversation Model on page 52.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 5, Activity 2; “Find Someone Who . . .” Activity

BEFORE YOU LISTEN

A ▶ 3:16 **Vocabulary**

Suggested teaching time:	2 minutes	Your actual teaching time:	
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V **Vocabulary Flash Card Player**

- Say *Use won't to describe a problem with something. When something isn't working, say what it won't do. For example, The printer won't print; the cell phone won't turn on; the microwave won't heat food.*

FYI: *Will* and *won't* are taught as grammar in Student's Book 2 where the future with *will* is presented. The expressions taught here are treated as lexical chunks. Students do not need to have learned the future to understand or use this vocabulary.

- Have students label *the window, the iron, the air conditioner, the fridge, the toilet, and the sink* in each picture.
- Use a door to demonstrate *open* and *close*. Use a light switch to demonstrate *turn on* and *turn off*.

Language and culture

- The air conditioning is the system that makes the air in a room cool. The machine or piece of equipment that creates air conditioning is called *an air conditioner*. *Fridge* is an abbreviation for *refrigerator*.

B **Write the names . . .**

Suggested teaching time:	4–8 minutes	Your actual teaching time:	
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- Have students brainstorm in pairs or small groups and then share their ideas with the class.

LISTENING COMPREHENSION

A ▶ 3:17 **Listen for details**

Suggested teaching time:	15–18 minutes	Your actual teaching time:	
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- Point to the Guest Complaint Log and say *In this hotel, when guests in a hotel complain about a problem, the front desk clerk writes it in the complaint log.*
- Tell students that the conversations are not in order. Tell them to listen for the problem and then write the room number.
- Have students listen a second time and write the additional problem in each room.

AUDIOSCRIPT

CONVERSATION 1 [M = Spanish]

- F:** Front desk.
M: This is Mr. Ramos. There's a serious problem with my room.
F: I'm sorry to hear that. What is it?
M: It's the toilet. It won't stop flushing.
F: It won't STOP flushing?
M: Yes, that's right. And it's making a lot of noise.
F: Any other problems, Mr. Ramos?
M: Actually, yes. The TV won't turn on.
F: Oh, my goodness. What room are you in?
N: Uh . . . 203.

CONVERSATION 2 [M = Arabic]

- M:** Front desk. This is Ahmed.
F: Yes. This is Mrs. Johnson in 732. I have an emergency.
M: What kind of emergency?
F: It's the sink in the bathroom. It's clogged and there's water all over the floor. And that's not all. The hair dryer won't turn on.
M: I'm so sorry. Don't worry, Mrs. Johnson. I'll send a plumber and an electrician right away. I'm sure they're both fixable.

CONVERSATION 3 [M1 = British English]

- M1:** Front desk. How can I help you?
M2: This is Mr. Prentice in room 1517. I have a problem.
M1: Yes, Mr. Prentice. What seems to be the problem?
M2: It's the air conditioning. It's freezing in here.
M1: Have you tried shutting it off?
M2: Of course. That's why I'm calling you.
M1: I'm so sorry, Mr. Prentice. Is there anything else we can help you with today?
M2: Actually, yes. The coffee maker is making a funny sound.
M1: We'll take care of everything. Don't worry.

CONVERSATION 4 [F2 = Korean]

- F1:** Front desk. Marlene speaking. How may I direct your call?
F2: This is Ms. Lee in room 608.
F1: Excuse me. What room did you say you were in?
F2: 608.
F1: Certainly. How can I help you?
F2: There's a problem with my fridge.
F1: Not working?
F2: Yes, that's right. Everything's warm. And the fridge door won't close.
F1: I'm sorry. I'll have someone look at it right away.

B **Discussion**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- As a warm-up, write the headings *Serious* and *Not serious* on the board. Tell students to look at the Vocabulary in Exercise A again. Have students say whether the problem is serious or not serious. Write the problem under the appropriate heading.
- Ask students to give a simple explanation for why they think the problem belongs in that column.
- Have students discuss the problems in the Guest Complaint Log in pairs or small groups.

Option: (+3 minutes) Have students mark the eight problems in the Guest Complaint Log from 1–8, with 1 being the most serious.

NOW YOU CAN Complain when things don't work

A Notepadding

Suggested teaching time:	6–9 minutes	Your actual teaching time:	
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- On the board, write the titles from the notepad (*Room or place / Problem*).
- To model the activity, identify a problem as a class. Point to the woman with the hair dryer. Ask *What room is she in?* (201) Write the room number on the board. Then ask *What's the problem?* (The hair dryer is making a funny sound.) Write the problem on the board.
- After students write the problems on the notepad, ask about the other problems in the hotel. For example, *What's another problem?*

FYI: Only three hotel rooms and the elevator have problems. All should fit on the notepad. Students might be confused because the hotel room pictures also include bathrooms.

Option: (+5 minutes) Students can create more problems. Say *This is a terrible hotel. What problems do other guests have?* Write students' ideas on the board. For example:

The fridge isn't working.

The bed is broken.

The window won't open.

The iron won't turn on.

The air conditioner won't turn off.

The TV won't turn on.

The bathroom door won't open.

The window won't close.

FYI: Leave these ideas on the board to provide additional ideas for students in the following Role Play exercise.

B Role play

Suggested teaching time:	15–18 minutes	Your actual teaching time:	
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- Have pairs use their notepads to create telephone conversations.
- Have partners take turns playing the roles of the front desk clerk and the guest. Remind students to refer to the Recycle box to support them while creating their conversations.

Option: (+10 minutes) After each conversation, have students pair up with a different classmate and practice a new conversation with a different problem.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 5, Activity 3

BEFORE YOU READ

Warm-up

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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- To help students focus their answers, name a kind of product. For example, *What kinds of features are important to you in a new computer? How about a new washing machine? How about a new music system?*

▶ 3:18 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Before students read, ask:
 - What kind of product is this?* (A music system.)
 - What is the name of the product?* (Pro Musica.)
 - Who wrote the information about this product?* (Music Lover 322.)
 - Does Music Lover 322 like this product?* (Yes.)
 - How do you know?* (He gave it five stars. / He wrote “Very good!”)
 - Who is Music Lover 322?* (A customer.)
 - What does the Pro Musica come with?* (A carrying case, a remote, and speakers.)
- After students read the online review, ask comprehension questions about the product:
 - What is special about Pro Musica?* (It plays different kinds of music at the same time.)
 - What else does Pro Musica come with?* (Six pairs of wireless earbuds.)
 - Is Pro Musica . . .*
 - easy or difficult to use?* (Easy to use.)
 - large or small?* (Small.)
 - inexpensive or expensive?* (Inexpensive.)
 - Does Music Lover 322 recommend Pro Musica?* (Yes.)
- Have students read through the review and place a check mark next to the features that they feel are the most important to them.

Option: (+5 minutes) Have students listen to the audio of the review with their books closed. Pause after each feature at the bottom of the reading (It’s convenient; It’s popular; etc.) and have students repeat using proper intonation and pronunciation.

 **Learning Strategies**

A Understand from context

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- Draw students’ attention to the adjectives in the Features box to the right of the exercise. Point out that these features are in bold type at the bottom of the ad. Have students circle these words in the ad.
- To help students complete the exercise, have them underline words in the reading that define each adjective. For example:
 - convenient: everything you need is built into the system
 - popular: All my friends love this system.
 - portable: tiny; small; easy-to-carry; you can take it with you when you travel
 - affordable: costs much less
 - guaranteed: you can return it for a full refund

Option: (+3 minutes) Write the following sentences on the board. Have students complete the sentences with a household appliance or electronic product.

- **are convenient.**
- **are popular right now.**
- **are portable.**
- **are affordable now.**
- **are usually guaranteed for one year.**

B Activate language from a text

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students discuss in pairs. Then elicit ideas from the class.
- Option: (+5 minutes)* Extend the activity by asking *Would you buy the Pro Musica? Why or why not?* Have pairs explain their answers.

  **Extra Reading Comprehension Exercises**

C ▶ 3:19 **Listen to classify**

Suggested teaching time:	6 minutes	Your actual teaching time:	
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- To prepare students, tell them to listen for the adjectives *convenient*, *popular*, *portable*, *affordable*, and *guaranteed*. Tell students to also listen for words that mean the same thing, such as: *convenient (easy and fast)*; *portable (small, take it anywhere)*; *guaranteed (money back)*.

AUDIOSCRIPT

ADVERTISEMENT 1

F: Having trouble sleeping? Thinking about taking sleeping pills? Try *The Sleeper!* Our portable CD player plays relaxing sounds of nature to help you fall asleep. But you'll have to move fast! This popular gadget is on everybody's gift list for the holidays.

ADVERTISEMENT 2

M: Are you considering air conditioning your home or office? Stop! Before spending all that money, ask to see *Cool as a Cucumber*, the amazing portable affordable air conditioner you WEAR! Yes, you heard right. You wear *Cool as a Cucumber* around your neck. And it's so small you can take it anywhere—to the beach, to the office, even on the bus! So stay cool with *Cool as a Cucumber*.

ADVERTISEMENT 3

F: Be the first person in your school or office to have *The Scribbler*—the world's first electronic pencil. Just plug the convenient *Scribbler* into any outlet and start writing: notes, ideas, plans, lists, memos. Makes writing so easy and fast, you'll save hours every day! And it's guaranteed for a full year. If you don't love your *Scribbler*, we'll give you your money back! No questions asked.

D ▶ 3:20 **Pair work**

Suggested teaching time:	7–8 minutes	Your actual teaching time:	
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- Model the activity by trying to sell *Pro Musica* (the product on page 58) to the class. You can say *Pro Musica is awesome. It's convenient. You can listen to the music you want to hear. It's portable. You can take it anywhere. It's affordable. You save money because you only need one device. And it's guaranteed. You get your money back if you do not like it.*

Option: (+10 minutes) To expand the activity, have pairs of students create their own gadgets and then describe them to the class. The descriptions must answer two questions: *What's the gadget for? What are its features?*

NOW YOU CAN Describe features of products

A Notepadding

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Ask students to close their books.
- To remind students of all the possibilities, have the class brainstorm the names of all the appliances, electronic products, and gadgets they learned in this unit.
- To remind students of good and bad features, have them brainstorm the language they can use to talk about features of a product. Write students' ideas on the board.

B Discussion

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Write the following model language on the board:

I recommend the ____.
You should buy the ____.
I hear the ____ is great.
What about the ____?
My recommendation is the ____.
I don't recommend the ____.
You shouldn't buy the ____.
I hear the ____ is terrible.

- Do this activity in large groups or as a class.
- Remind students to refer to the Recycle box to support them during their discussions. Have students check off each word or phrase as they use it.

Option: (+3 minutes) Take a poll. Write on the board the names of products students recommended. Have students raise their hands for the one they would like to have. Tell students they can only choose one of the products.

Text-mining: After students write their Text-mining examples on the board, elicit words and phrases that have the opposite meaning. For example, for *simple and easy to use*, elicit and write *complicated and difficult to use*. Encourage students to use the expressions in their discussions. Check them off as they are used.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 5, Activity 4

A ▶ 3:21 Listen to the conversations . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Play the audio twice. The first time, ask *What's the product?* The second time, ask *What's the problem?*

AUDIOSCRIPT

CONVERSATION 1 [F, M = U.S. regional]

F: This thing is such a lemon!

M: What thing?

F: My smart phone. It's not working. They should call it a dumb phone!

CONVERSATION 2

M: My laptop's driving me crazy!

F: Why?

M: It makes this funny sound every time I turn it on.

CONVERSATION 3

F1: It's so hot in here.

F2: Well, no wonder. The air conditioner is off.

F1: I know. It won't turn on.

CONVERSATION 4 [M = Russian]

M: This coffee is still cold.

F: Heat it up in the microwave.

M: I tried. But the microwave door won't close.

F: Again? That thing is a total piece of junk!

B Complete each conversation . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Remind students to place the verb *be* before the subject.
- Have students write a check mark next to the sentences that have a future meaning (items 1, 3, and 4). Item 2 could have a future meaning. Students can express their opinion about whether it does or doesn't.

C Complete each statement . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To review, have different students read each completed sentence aloud.

Option: (+5 minutes) Have students write sentences with the vocabulary items they did not circle.

D Add products . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To provide support, write the names of products, appliances, and gadgets students learned in this unit on the board. For example:

air conditioner	juicer
blender	laptop
camcorder	oven
cell phone / mobile phone	photocopier
coffee maker	pressure cooker
desktop	printer
digital camera	projector
dishwasher	refrigerator
dryer	rice cooker
earbuds	scanner
fan	smart phone
flash drive	speakers
food processor	stove
freezer	tablet
GPS	vacuum cleaner
hair dryer	washing machine
headphones	webcam
iron	

- Have students compare their charts in pairs and then share their ideas with the class.

WRITING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To help students get started, write the following questions on the board:

What is it?
What is it for?
What brand is it?
What model is it?
What are its features?
Is it a good product? Why or why not?
What adjectives describe it?
Is it working?
Does it drive you crazy?
How old is it?
Is it guaranteed?
Do you recommend it?

- Ask students to answer the questions before they write.

Option: **WRITING BOOSTER** (Teaching notes p. T144)



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

CONTEST 1

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- While students study the pictures, have them circle all the products they see. Then have them close their books.
- To review, have students name the products in the pictures using there is or there are.

Possible responses . . .

headphones	digital camera	blender
photocopier / copier	laptop	dishwasher
smart phone	washing machine	refrigerator
camcorder	coffee maker	vacuum cleaner

Option: (+1 minutes) While students' books are still closed, ask *Which products are there two of?* (digital cameras, laptops, dishwashers, refrigerators, vacuum cleaners)

CONTEST 2

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Pronounce the names and have students repeat after you.
- Ask volunteers to name the activities they see (*listen to music, make a photocopy, talk on the phone, make a video, take a picture, upload a photo, do the laundry, buy a coffee maker, buy a blender*)

Possible responses . . .

Is XXX making a video? (Yes, she is.)	Is XXX buying a blender? (No, he isn't.)
Is XXX making a photocopy? (No, he isn't.)	Is XXX doing the laundry? (Yes, she is.)
Is XXX uploading a photo? (Yes, he is.)	Is XX talking on the phone? (No, he isn't.)
Is XXX washing the dishes? (No, she isn't.)	Is XXX listening to music? (Yes, she is.)

Option: To simplify the activity, have one or both teams keep their books open.

Pair work 1

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have pairs take turns asking and answering questions.

Possible responses . . .

What's [XXX] doing? She's . . . listening to music. making a photocopy. making a video. doing the laundry.	What's [XXX] doing? He's . . . talking on the phone. taking a photo. uploading a photo. buying a coffee maker and a blender.
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Pair work 2

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Point to the picture of people shopping online. Ask *What do they want to buy?* (A dishwasher, a refrigerator, and a vacuum cleaner.)
- Pronounce the brand names and have students repeat after you. Then ask questions about the products:
Which dishwasher is guaranteed? (The Disheroo.)
Which dishwasher is more popular? (The Kitchenmax.)
Which refrigerator is more affordable? (The Cool Rite.)
Which vacuum cleaner is portable? (The Kleen Up.)

Possible responses . . .

A: Hey, what are you doing? **B:** The dishwasher's not working again. I'm looking for a new one. Any suggestions? **A:** Again? What about the Disheroo? I hear it's pretty good. And it's guaranteed. **B:** Really? The Kitchenmax is more popular. **A:** But it's too expensive!

Option: (+10 minutes) Role-play. Have students write the conversations in dialogue form and then role-play their conversation in front of the class.

Option: Oral Progress Assessment

Use the photos on page 61 for an oral test. Ask students questions about the pictures, such as *Is he buying a rice cooker? Who's listening to music? What are they looking for? Which vacuum cleaner is affordable?* Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Have students write and design ads for products. They should include drawings or photographs. Have groups answer these questions:

- What does it do?*
- When do you use it?*
- Why is it a good product?*

Idea: Have groups choose one or two good products from the charts they completed on page 59, or ask groups to look at the ads on page 50 and online review on page 58 before they design their own ads. You may also want to bring in a flyer from an electronics store.

EXTRAS

On the Internet:

- **Online Teacher Resources:** pearsonelt.com/topnotch3e/

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- *Top Notch Pop Song Activities*
- *Top Notch TV Video Program and Activity Worksheets*
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

PREVIEW

Before Exercise A, give students a few minutes of silent time to observe the graph.

FYI: These calorie charts are based on a calorie calculator from an authentic source. You and your students may be surprised at some of the information. You may want to ask your students if they are surprised.

A 3:24 Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students listen and repeat one time without reading, and then listen and repeat as they read along.

Option: (+ 10 minutes) To practice the Vocabulary, have a volunteer act out one of the activities. The class guesses what the student is doing. To make a guess, students should use the present continuous; for example, *Are you cleaning the house? Are you going swimming?* The student who guesses correctly then acts out a different activity.

B Class survey

Suggested teaching time:	10 minutes	Your actual teaching time:	
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Language and culture

- In British English, *soccer* is called *football*. In American English, football is a different game, which is called *American football* in British English.

- Have students put a check mark next to the activities they do every day or most days.
- Looking at the check marks on the graph, have students add up the number of calories they usually burn in a day. Tell students that if they do an activity for more than one hour, they should multiply the number of calories burned by the number of hours they engage in the activity; for example, if a student rides his or her bike two hours every day, then that student burns 1,000 calories (500×2).
- Give students three minutes to circulate around the classroom and ask their classmates *How many calories do you burn every day?*
- Ask *Who burns more than 1,500 calories a day?* Have students raise their hands in response.

Option: (+ 10 minutes) Ask *What can you do to burn more calories?* Have students make a weekly exercise plan. For example:

Monday	Wednesday	Friday	Saturday
7:00–8:00 A.M.	6:00–8:00 P.M.	7:00–8:00 A.M.	10:00–11:30 A.M.
go running	play soccer	go running	go bike riding

Option: (+ 10 minutes) Take a poll to find out the most popular activities. On the board, write down the activities from the graph. Ask *Who likes to go walking? Who likes to go dancing?* Continue in the same manner for all the physical and everyday activities listed. Students raise their hands when they hear the activities they do. Count the number of students who respond to each item and write the number next to the activity name on the board.

Option: (+ 5–10 minutes) Draw the following bar graph organizer on the board (without the Xs) and have students copy it, or print it out and distribute to students. As students find out their classmates' favorite kind of exercise, they can mark an X in one box for each student response. Have students talk to classmates and then compare their bar graphs in groups. If you have a large class, divide the class into smaller groups and complete the graphs separately.

	X						X		
	X						X		
X	X	X	X			X	X		
X	X	X	X			X	X	X	
play basketball	go running	go swimming	play soccer	go bike riding	do aerobics	play golf	go dancing	go walking	other:

Graphic Organizers

C ▶ 3:25 Photo story

Suggested teaching time:	10–14 minutes	Your actual teaching time:	
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- After students read and listen, ask some comprehension questions:
Where's Joy? (She's in the park.)
How often does Joy play tennis? (She plays three times a week.)
Does Lynn play tennis? (Yes, she does.)
Does Lynn's husband, Ken, play tennis? (No, he doesn't.)
Why not? (He's a couch potato. He just watches TV and eats junk food.)
Does Joy's husband play tennis? (Yes, he does.)
Does he like tennis a lot or a little? (A lot. He's crazy about tennis.)

Language and culture

- A *couch potato* is someone who spends a lot of time sitting and watching television and who doesn't really exercise a lot.
- **From the Longman Corpus:** English learners almost always use *crazy about* to talk about something they really like. Native speakers are more likely to say they are **not crazy about** something to indicate they don't particularly like it.

Option: (+ 5 minutes) To challenge students, ask the following questions:

- Who's burning a lot of calories today?* (Joy.)
Why? (Because she's playing tennis.)
Who's not burning a lot of calories today? (Ken.)
Why? (Because he's watching TV.)

D Focus on language

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Remind students to look back at the Photo Story for help understanding the phrases in Exercise D.
- Have students check their answers by reading each item with a partner.

Option: (+ 10 minutes) Write the following questions on the board:

- Are you a couch potato?*
Do you know any couch potatoes?
What are you crazy about?
What are your family members crazy about?

First, model the activity by answering the questions yourself. (I'm not a couch potato. My sister, Kristen, is a couch potato. I'm crazy about soccer. My father is crazy about basketball.) Then have students discuss in small groups.

SPEAKING

A Personalize

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- To make sure students understand the frequency terms, draw the chart on the board and fill in the first row yourself. Explain how often you do each activity. For example:
I take a shower every day—Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday.
I play golf every weekend—every Saturday or Sunday.
I clean the house once a week—every Friday.
I almost never play tennis—maybe once a year.
I never do aerobics. I don't like aerobics.
 - Students can use the activities on page 62 and their own activities to complete the chart.
 - Read the activities on the board aloud and have students repeat.
- Option:* (+ 5 minutes) Introduce the terms *once a week*, *twice a week*, and *three times a week*.

B Pair work

Suggested teaching time:	8–12 minutes	Your actual teaching time:	
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- Point out that time expressions go at the end of the sentence; for example, *I go swimming **every Saturday***. *I talk on the phone **every day***. *Almost never and never* go before verbs in the simple present tense; for example, *I almost **never** lift weights. I **never** play golf.*
- Encourage students to come up with other activities. Write any new activities on the board.
- To review, ask a few students *What do you do every day?* *What do you do every weekend?* etc.

EXTRAS

Workbook

GRAMMAR

Suggested teaching time:	8–12 minutes	Your actual teaching time:	
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can: possibility

- Say *Imagine that I am new to [your town]. Answer my questions about possible places to go for different activities.*

Then ask:

*Where can I go dancing?
Where can I go swimming?
Where can I play tennis?
Where can I eat good seafood?*

- Go over the information in the Remember box. Say *I can speak English, but I can't speak [Arabic].* Ask students several questions with *can*, talking about ability. For example:

*Can you play golf?
Can you dance?
Can you speak [Russian]?
Can you order and pay for a meal in English?*

have to: obligation

- Tell the class what your obligations are this week: *I have to teach on Monday, Wednesday, and Friday. I have to clean the house. I have to cook dinner for my in-laws on Sunday.*
- On the board, write *What do you have to do this week?* In pairs, students ask each other about their obligations.
- Have each student tell the class about one of their partner's obligations; for example, *[Gerry] has to work every day this week.*
- Go over the information in the Usage box. Write on the board:
*A: Do you want to have lunch with me today?
B: Sorry, I can't. I ___ lunch with my mother.*
- Have students complete the second sentence (have to eat).
- Put the two grammar points together. Say to a student *Can you go shopping on [the day and time your next class meets]?* The student should answer *No, I can't.* Ask *Why not?* (I have to come to class.) Ask other students other questions, such as:
*Can you stay late after class?
Can you go out tonight?*

Language and culture

- Many native English speakers pronounce the *v* in *have* to as an *f*, so it sounds like /hæf/ to.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T132)



Inductive Grammar Charts

A Find the grammar

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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- Have students underline the three sentences in the Photo Story on page 63.

B Grammar practice

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- To review answers, ask different students to read each sentence aloud.

C Grammar practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Remind students that *can* is a modal (also sometimes called a *helping* or *auxiliary*) verb and never uses *do* in questions. Also, be sure that students do not follow *can* with an infinitive; for example, *Can you to play tennis?*



Extra Grammar Exercises

PRONUNCIATION

A ▶ 3:26 Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- After students listen and repeat, have them practice the pronunciation and stress of *can* and *can't* by reading the sentences in the Grammar box on page 64 aloud.

B ▶ 3:27 Listen to the statements . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- If students have a hard time distinguishing between *can* and *can't*, reverse the steps; have students first repeat the statement and then check the correct box.

Option: (+ 5 minutes) Extend the activity. Read several sentences aloud and have students raise their hands if they hear *can*.

I can work this weekend. She can't meet us tonight. We can go now. They can't meet us here at 7:00.

Option: (+ 5 minutes) Have students tell a partner three things they can do and three things they can't do, using the correct pronunciation and stress of *can* and *can't*. For example: *I can speak Swahili. I can't speak Russian.*



Pronunciation Activities

AUDIOSCRIPT

- 1 I can play the guitar.
- 2 I can't cook.
- 3 I can't play tennis at ten.
- 4 I can play tennis at six-thirty.
- 5 I can go swimming on Saturday.
- 6 I can't go swimming on Sunday.

CONVERSATION MODEL

A ▶ 3:28 Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- 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.

- After students read and listen, ask:
What are the two men planning to do? (They're planning to go running.)
Is Gary free to go running Friday morning at 9:00? (No, he isn't.)
Why not? What's he doing at that time? (He's working.)
Is he free to go on Sunday afternoon at 2:00? (Yes, he is.)
- Point out that *Why don't we . . . ?* is similar to *Do you want to . . . ?*

Language and culture

- In English-speaking countries, it's always more polite to provide a reason for declining an invitation. (*Sorry, I can't. I have to work.*)
- *That sounds fine* is an acceptance of the invitation.

B ▶ 3:29 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat chorally. Make sure they:
 - use falling intonation for *Why don't we go running sometime? When's good for you?* and *How about Sunday afternoon at 2:00?*
 - use rising intonation for *Friday morning at 9:00?* This is a shortened version of *Is Friday morning at 9:00 OK?*
 - pause after *Sorry, I can't.*

NOW YOU CAN Plan an activity with someone

A Notepadding

Suggested teaching time:	3–6 minutes	Your actual teaching time:	
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- Remind students to include some activities they *have to* do this weekend; for example, work, visit family, go food shopping, clean the house, study English.
- Tell students to leave some boxes blank.
- To review the completed schedules, ask students about their plans for the weekend: *What are you doing on [Saturday] at [1:00]?* Include questions with: *morning, afternoon, evening, and night*; for example, *What are you doing on Sunday morning? What are you doing Friday evening at 7:00?*

B Conversation activator

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 182 of this Teacher's Edition.
- Have students consult their daily planners as they make plans with their partners.
- To agree on an activity or on a time and place, students can say:

<i>Perfect.</i>	<i>That's good for me.</i>
<i>Terrific.</i>	<i>See you then.</i>
<i>Great idea.</i>	<i>Sounds good.</i>
<i>Great!</i>	<i>I'd love to go.</i>
- You may want to remind students of other language for declining an invitation, such as:

<i>That's not for me.</i>
<i>I'd love to go, but . . .</i>
<i>Maybe some other time.</i>
<i>Thanks, anyway.</i>
- Be sure to reinforce the use of the conversation strategies; for example, invite several students to do something with *Why don't we . . . ?* Each time, decline with *Sorry, I can't. I have to . . .*

DON'T STOP! Extend the conversation. Encourage students to continue the conversation by talking about where to meet. Write model language on the board. For example:

Let's meet . . .
in front of [my house / the club].
on [Fifth] Street.
on the corner or [Main Street] and [1st Avenue].
in the park.
at [the bus stop / your house].

Language and culture

- In British English, *schedule* is pronounced /'ʃedju:/. In American English it is pronounced /skedʒu/.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.

Conversation Activator Video Script; Conversation Activator Pair Work Cards

C Change partners

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- To review, ask a few students to tell you about their plans. Your students can say *[David] and I are [going bike riding] on [Saturday] at [9:00].*

EXTRAS

Workbook or MyEnglishLab

 Speaking Activities: Unit 6, Activity 1

VOCABULARY

A 3:30 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

- After students listen and repeat, ask them to name one activity you can do in each place; for example, *You can go walking in the park.*
- Ask students about the names of places they go in their communities. Ask:
Do you ever go to the park? Which park do you go to?
Do you go to a gym? Which gym do you go to?
Do you ever go to a pool? Which pool do you go to?, etc.

Language and culture

- A *gym* can be a building with weights, other exercise equipment, and rooms for aerobics and other exercise classes (also called a *health club* or *fitness center*). A *gym* can also be a building for indoor sports, such as basketball (also called a *gymnasium*).

Learning Strategies

B Pair work

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- For a warm-up, ask students *What kinds of activities can you do at each place?*
- For higher-level students, you may want to point out some common prepositions used with places.
 You can go walking **in** a park.
 You can go running **in** a park.
 You can go running **at** a track.
 You can go running **in** a gym.
 You can go swimming **in** a pool.
 You can play soccer **on** an athletic field.
 You can play golf **on** a golf course.
 You can play tennis **on** a tennis court.

GRAMMAR

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- 3:31 **Frequency adverbs** After students read the information in the Grammar box, read the frequency adverbs aloud and have students repeat.
- To practice the frequency adverbs, write on the board the list of activities that follows. Have students tell a partner how often they do each activity—*always, almost always, usually, never*, etc. Point out that frequency adverbs should be placed before verbs in the simple present tense. (*I always eat breakfast.*)
eat breakfast
read the news in the morning
cook dinner
watch TV in the evening

go out on Saturday nights
sleep late on weekends
listen to music when I study

- Point out that frequency adverbs (*usually, never*, etc.) come before a verb in the simple present tense but that time words (*right now, this weekend, today*, etc.) usually go at the end of the sentence.
- Go over the information in the Be careful! box. Point out that it's becoming common in casual conversations to use the present continuous with *have, want, need*, or *like*; for example, *I'm liking it.*
- On the board, write the headings *present continuous* and *simple present tense*. Ask the class *When do you use the simple present tense? When do you use the present continuous?* List students' responses under the appropriate heading.

<u>present continuous</u>	<u>simple present tense</u>
actions in progress	frequency
future plans	habits
	routines
	(with <u>have, want, need, or like</u>)

- In pairs, have students write an example question and answer for each item on the list. For example:
present continuous
 actions in progress: *What are you doing right now? We're writing sentences right now.*
 future plans: *What are you doing after class? We're playing soccer after class.*
simple present tense
 frequency: *How often do you go shopping? We almost always go shopping once a week.*
 habits: *Does Anna eat junk food? Anna hardly ever eats junk food.*
 routines: *When does Elizabeth go walking? Elizabeth goes walking every day at 4:00 P.M.*
 with *have, want, need, or like*: *Do you like seafood? I don't like seafood.*

Language and culture

- **From the Longman Corpus:** A common error for English learners is to place *always* incorrectly, by saying or writing something such as *I go always to the gym*. Also, learners often misspell this word as *allways* or *all ways*.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T133)

Inductive Grammar Charts

A Vocabulary / grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Read the first example aloud. Elicit and have students circle the verb (go). Elicit and have students underline the frequency adverb (*almost always*) and the time expression (*on Fridays*). Ask *Where is the frequency adverb?* (Before the verb.) *Where is the time expression?* (After the verb.)
- Circulate and check that students are using the simple present tense, placing frequency adverbs before the verb, and placing time expressions at the end of the sentence.

B Grammar practice

Suggested teaching time:	7–8 minutes	Your actual teaching time:	
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- Have students underline any frequency words or time expressions in the sentences that indicate whether to use the simple present tense or the present continuous.



Extra Grammar Exercises

C ▶ 3:32 Listen to activate grammar

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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- Have students read the items before listening.

AUDIOSCRIPT

CONVERSATION 1

M: Do you play golf?

F: Once in a while.

M: Like how often?

F: Oh, I get to the golf course maybe . . . oh twice a year.

M: That's all?

CONVERSATION 2

F: So how often do you get to the gym?

M: A few times a week.

F: Oh yeah? That's pretty good.

M: Yeah. Usually three times a week. But once in a while, four.

CONVERSATION 3 [M = British English]

M: Why don't we get together and play tennis sometime?

F: That would be great. I play at the tennis courts in the park all the time.

M: Really? We should definitely play there then.

CONVERSATION 4

F: Well, I'm off to the pool. Want to come?

M: Me? I don't think so.

F: Come on. You can burn some calories.

M: No way. Swimming's not for me.

CONVERSATION 5

M: What are you doing this afternoon?

F: Nothing special. Why?

M: You want to go bike riding?

F: Did you know I'm a big bike riding fan?

M: Actually, no, I didn't.

F: It's true. I ride my bike every weekend—rain or shine.

M: That's great!

CONVERSATION MODEL

A ▶ 3:33 Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Use How come? to ask for a reason.
 - Use a negative question to confirm information.
- Ask *When does Nancy usually go to the gym?* (On the weekend.) *Why is Nancy going to the gym today?* (Because she's going to the beach this weekend.)

B ▶ 3:34 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Point out that *usually* is stressed. Have students read the sentence aloud, stressing the frequency adverb.
- Have students repeat each line chorally. Make sure they:
 - use rising intonation with *Really?* and *Don't you usually go there on weekends?*
 - use falling intonation with *Where are you off to?* and *How come?*

C Find the grammar

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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- Have students decide which example of the present continuous is about an action in progress now and which one is about future plans.

NOW YOU CAN Talk about habitual activities and plans

A Conversation activator

Suggested teaching time:	8–12 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 183 of this Teacher's Edition.
- Make sure that students use the simple present tense after *usually*. Make sure they use the present continuous to talk about a future action in the last blank.
- Be sure to reinforce the use of the conversation strategies.

DON'T STOP! Extend the conversation. Remind students to express interest by asking follow-up questions. For example: *When do you usually go to [the gym]?*
- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.



Conversation Activator Video Script; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	8–12 minutes	Your actual teaching time:	
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- Pair students up with classmates they don't usually talk to in class. Make sure students play both A and B roles.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 6, Activity 2; "Find Someone Who . . ." Activity

BEFORE YOU LISTEN

Warm-up

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Model a response to the warm-up question; for example, *In my opinion it is important to stay in shape. People have to walk more every day and eat more vegetables.*
- You can ask additional questions, such as *What kind of food do people have to eat to stay in shape? What kind of exercise do people have to do to stay in shape?*

Language and culture

- **From the Longman Corpus:** *In shape* is most often used in the following phrases: *get in shape, keep in shape, and stay in shape.*

LISTENING COMPREHENSION

A ▶ 3:35 Listen for main ideas

Suggested teaching time:	6 minutes	Your actual teaching time:	
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- Write this question on the board: *Does this person exercise regularly?* Have students cover the statements on page 68 and look only at the photo and name as they listen the first time. Then have students check the box if the answer to the question is yes.

AUDIOSCRIPT See page T69.

B ▶ 3:36 Listen for details

Suggested teaching time:	6 minutes	Your actual teaching time:	
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- Before students listen again, have them review the *Adjectives to describe the healthfulness of food* Vocabulary at the top of page 46 and the words in Exercise A at the top of page 47.
- To make sure students understand the new terms *junk food, pig out* and *sweet tooth*, say and ask:
Junk food *is not healthy because it has lots of oil or sugar. What are some junk foods?* (french fries, chips, soft drinks, candy)
If you pig out on junk food, do you eat a little or lots of junk food? (Lots.)
If you have a sweet tooth, do you like sweets? (Yes.)
- Ask a few volunteers, *How often do you eat junk food? Do you ever pig out on junk food? Do you have a sweet tooth?*
- Have students read the habits and listen again.
- To review, have a student say a complete sentence for each person; for example, *Mark Newell goes to a gym, avoids grains, and avoids desserts.*

Option: (+ 5 minutes) Students can use their charts to practice *yes / no* questions and short answers in the simple present tense. For example, A: *Does Rika eat a lot of seafood?* B: *Yes, she does. Does Richard go to a gym?* A: *No, he doesn't.*

C Discussion

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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- Model the first response; for example, *I think Mark Newell has good habits because he goes to the gym and avoids unhealthy food.*
- For the second response, write the following prompt on the board:
I am like _____. We both . . .

 **Learning Strategies**

PRONUNCIATION

A ▶ 3:37 Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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 **Pronunciation Coach Video**

- Point out that the verbs in the third column have an extra syllable in their third-person singular form.

Language and culture

- When you add an *-s* to words that end with unvoiced sounds /f/, /k/, /p/, and /t/, they have an /s/ sound. When you add an *-s* to words that end in voiced sounds (all vowels, b, g, l, m, n, r, v, and z), they have a /z/ sound. You add *-es* to all words that end in *ch, sh, ss, x,* and *zz.* The *-es* gives the word an extra syllable.

Option: (+ 5 minutes) Draw the following chart on the board (without the answers). Call out verbs in the third-person singular and have students write them in the correct column.

/s/	/z/	/ɪz/
walks	runs	watches
likes	stays	washes
drinks	avoids	fixes
eats	goes	misses
sleeps	does	
talks	plays	
meets	cleans	
makes		

B Pair work

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Circulate to make sure students pronounce the third-person singular correctly.

 **Pronunciation Activities**

AUDIOSCRIPT for page T68 (A Listen for main ideas and B Listen for details)

MARK NEWELL

M: My name is Mark. I'm twenty-three, and I do a lot to stay in shape. Four or five days a week, I run on a treadmill at the gym for about thirty minutes, and then I lift weights for about an hour. My wife thinks I'm crazy! She goes to an aerobics class, but I don't take exercise classes or anything like that. And, of course, I also try to eat right. I generally skip things like rice, bread, or pasta. And I avoid sweets, if I can. I go with meat and veggies, and some fruit. But it's hard to eat like that all the time, so once in a while I pig out on junk food—maybe some pizza or a burger. But that doesn't happen very often.

RIKA OINUMA [*Japanese*]

F: Hi, my name is Rika and I'm 18. I don't go to a gym, but I do what I can to stay in good shape. For example, I ride my bike to school every day—it's about thirty minutes each way. That's exercise, right? And I almost always play golf with my friends on weekends. When it comes to food, I watch what I eat. I think it's important to avoid foods that aren't good for you and to choose foods that *are*. I don't eat fried foods—or any foods that are high in unhealthy fat. They say fish is very healthy, so I eat a lot of that. My only problem is I have a sweet tooth—I *love* sweet things. And, of course, sweets are high in calories.

RICHARD CLARK

M: I'm Richard—Richard Clark. Thirty-four years old. Listen, I don't exercise at all. And that's just the truth. I don't have the time, and I just don't like it. My brother Patrick is big on exercise. He goes to a gym several days a week. But that's just not for me. And I don't understand all this stuff about eating healthy food. What's wrong with *real* food? It's good. It's good *for* you. What's the problem? I just relax and enjoy my meals. I avoid eating big portions. . . . I eat slowly. I think people should just relax and eat what they want. OK? That's my opinion.

NOW YOU CAN Discuss fitness and eating habits

A Frame your ideas

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Using the scoring chart on the right side of the survey, have students determine the point value for each of their answers and then add up their scores.

B Pair work

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- To model elaborating on each answer, talk about your answers to the first few survey questions; for example, *I go to the gym every morning at 8:00 A.M. I lift weights and run. I sometimes don't get enough sleep. I have a two-month-old daughter.* Encourage students to elaborate on their answers.

C Group work

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- Write the first item from the chart on the board. Then write *Do you . . . ?* Elicit the class's help in changing the first item to a question. Then write *Do you stay in great shape?*
- To model the activity, ask the question to different students until you get a positive response. When a student answers *Yes, I do*, write his or her name next to the first item.
- You can elicit questions for all the items in the chart. Point out to students that the question for the second item doesn't start with *do*. (The question is *Are you out of shape?*)
- Remind students that they can ask their classmates *How do you spell your first name?*

DON'T STOP! Extend the conversation. Encourage students to ask each other questions to elaborate on their answers. Some other questions students can ask include *What kind of exercise do you do? Where do you [play basketball]? How often do you [swim]? Why do you rarely sleep more than [four] hours?* Circulate as students ask questions. Make sure they are not using the third-person singular *-s* when they ask their classmates questions.

D Discussion


Suggested teaching time:	8–12 minutes	Your actual teaching time:	
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- Have several students tell the class about one of their classmates.

Option: (+ 10 minutes) Give students a minute to review their charts. Then have them close their books. Have volunteers tell the class what they remember about one of their classmates; for example, *Charles eats a lot of junk food.* To confirm that the student remembered correctly, check with the student talked about; for example, *Charles, do you eat a lot of junk food?*

EXTRAS

Workbook or MyEnglishLab

 Speaking Activities: Unit 6, Activity 3

BEFORE YOU READ

Preview

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students look at the pictures and read the captions. Ask *What sport does Mark Zupan play?* (Rugby.) *What sport does Bethany Hamilton do?* (Surfing.)
- Ask *Do you know who Bethany Hamilton is? What happened to her?* (She was attacked by a shark.)
- If necessary, explain the meaning of *wheelchair*.

▶ 3:38 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Explain that *quad rugby* is short for *quadriplegic rugby*. *Quadriplegics* cannot move their arms and legs. *Paraplegics* cannot use their legs. Zupan can use his arms, but he does not have normal movement.
- Have students read the articles independently.
- Then have students read the articles again. Pause after each article and ask comprehension questions. Encourage students to find and read the answers from the text:

Mark Zupan

When did Mark Zupan have his accident? (When he was eighteen years old.)

What's wrong with Mr. Zupan? (He can't move his arms or legs normally.)

What does Mr. Zupan do every day? (He lifts weights.)

How does he stay in shape? (He is careful about his diet and avoids unhealthy and fatty foods.)

Bethany Hamilton

How old was Bethany Hamilton when she lost her left arm? (Thirteen.)

What does Ms. Hamilton do every day? (She practices.)

How does she tell people about her experiences? (She appears on TV.)

Option: (+ 5 minutes) If you wish to include the audio, have students read silently while they listen to the paragraphs.

Option: (+ 10 minutes) Have students make a list of all the things these people do. Following are examples of what your students can write:

He plays quad rugby.

He gives talks.

He raises money for his sport.

He lifts weights.

He drives a car.

He goes to rock concerts.

He avoids fatty foods.

She surfs.

She appears on TV.

She writes books.

She helps other people.



Learning Strategies

A Infer information

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Remind students that *can* indicates both possibility and ability.
- Have students review their answers in pairs by reading the sentences aloud. Circulate to check their pronunciation of *can* and *can't*.

B Summarize

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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- Remind students that some verbs are not usually used in the present continuous; for example, item 2: *have* and item 8: *want*.
- To provide support for the second part of the exercise, write *Mark Zupan's routines* on the board. Ask students to call out the things that Mark does regularly and write a list on the board. For example:
lifts weights
drives a car
goes to rock concerts
avoids unhealthy and fatty foods



Extra Reading Comprehension Exercises

NOW YOU CAN Describe your routines

A Notepadding

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- To model the exercise, tell students about things you usually do in the morning, afternoon, and evening. Explain things you can't do every day; for example, *I can't go to the gym every day because I don't have time.* Explain things you have to do every day; for example, *I drink coffee every morning. I can't start my day without coffee.* Explain one thing you don't have to do every day; for example, *I don't have to cook every day because sometimes I go to a restaurant.*
- Have students complete the notepad independently.

B Pair work

Suggested teaching time:	14–16 minutes	Your actual teaching time:	
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- To help students with their interview questions, write some questions on the board for students to follow:
What are some things you usually do in the morning / afternoon / evening?
What are things you

<i>can't do every day?</i>] Why?
<i>have to do every day?</i>	
<i>don't have to do every day?</i>	

- Encourage students to ask follow-up questions. For example:

Do you exercise in the morning?
Do you usually eat breakfast?
When do you wake up?
Where do you [go bike riding]?

- Have students take turns telling their groups about their partner's routines.

Option: (+ 5 minutes) When students finish interviewing their partners, have them write notes about their partners' routines. Then they can show the notes to their partners to make sure they remembered the information correctly.

Option: (+ 10 minutes) Have students tell the class about one interesting routine their partners have. Take notes and then follow up with questions for the students about their classmates. For example:

Who wakes up at 5:00?
Who studies English every morning?
Who runs every day?
Who has to drink coffee or he can't wake up?
Who doesn't have to wake up early?
Who can't sleep six hours because her baby wakes her up?

Option: (+ 10 minutes) Have students write an article about their routines or their partners' routines.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 6, Activity 4

A ▶ 3:39 Listen to the conversations.

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have students read the options before they listen.

AUDIOSCRIPT

CONVERSATION 1 [M = Spanish]

- F:** Hey, why don't we go running together sometime?
M: Good idea. I need to burn some calories.
F: What do you mean? You're in pretty good shape.
M: Well, I eat way too much junk food. And after work I just sit around and watch TV. I think I need to start exercising again.
F: Then let's start tomorrow!

CONVERSATION 2

- F:** Fred! What are you doing here?
M: Angela! What a surprise! I never see you here. Do you come to the pool often?
F: I'm afraid not. This is my first time in months.
M: So you don't swim regularly?
F: You know me. I'm basically a couch potato. But everyone has to change sometime, right?

CONVERSATION 3

- F:** So what do you do to stay in shape?
M: Not much, actually. I'm just one of those people who can eat and eat and never get fat.
F: I wish I could do that! If I'm not careful about the calories, I'm in big trouble.
M: Don't you do anything to stay in shape?
F: Me? No way.

CONVERSATION 4

- F:** Did you read about this blind athlete, Dave Heeley?
M: No. What does he do?
F: He's a runner. He runs in marathons all over the world.
M: How can he do that if he can't see?
F: Well, he has to get help from another runner who can see. But from what I hear, the other runner has to work really hard to keep up with him!

B What activities can you do . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Tell students to write at least three sentences for each place. A variety of answers are possible. Students can use activities from page 62 or their own activities.
- Have students share their sentences in pairs.

C Change each statement . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To review, call on volunteers to read the questions to the class.

Option: (+ 1–2 minutes) When a student reads a question, have the class respond chorally with the appropriate short answer. For example, *Student: Does Magda have to see a doctor this afternoon? Class: Yes, she does.*

D Answer the questions . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Make sure students use the simple present tense for items 1 and 2, and the present continuous for item 3.
- To review, have students take turns reading the questions and their answers with a partner.

WRITING

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
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- To help students get started, brainstorm questions about exercise and health habits and write them on the board.

For example:

*What do you do to stay in shape?
 Do you go to a gym?
 Where do you usually exercise?
 Do you eat junk food?
 What foods do you avoid?
 How often do you exercise?
 How much TV do you watch?*

- Encourage students to use the frequency adverbs on page 66. Remind students to use the simple present tense.

Option: (+ 20 minutes) Have students interview a classmate and then write a summary of their partner's exercise and health habits.

Option: **WRITING BOOSTER** (Teaching notes p. T145)



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the picture and become familiar with it.

Contest

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Ask *What are Karen and Andy doing in the pictures?*
Students can answer:

<i>Andy's playing soccer.</i>	<i>Karen's exercising.</i>
<i>He's dancing.</i>	<i>She's running.</i>
<i>He's lifting weights.</i>	<i>She's eating.</i>
<i>He's playing tennis.</i>	<i>She's shopping.</i>
<i>He's going bike riding.</i>	<i>She's swimming.</i>
<i>He's eating.</i>	<i>She's sleeping late.</i>

- Give teams time to write questions with *how often*.
- Help students decide if questions and answers are correct.

Option: (+ 5 minutes) To extend the activity, have students work in pairs and ask their partners how often they do the activities in the pictures. For example: A: *How often do you play soccer?* B: *I hardly ever play soccer. How about you?*

Game

Suggested teaching time:	4 minutes	Your actual teaching time:	
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- Give students time to read the planners. Ask:
When is Andy eating breakfast on Saturday? (At 9:00.)
Who is Andy meeting at the airport? (His Dad.)
What is Andy doing at 11:00 on Sunday? (The laundry.)
Where is Karen going on Sunday morning? (The pool.)
What is Karen doing with Diane at 12:00 on Saturday? (She's eating lunch with Diane.)

Option: (+ 5 minutes) Challenge your students by reading some statements and having students decide if they are true or false. If a statement is false, the student should correct it. For example:

Teacher: *Karen's eating lunch with Diane.*

Student A: *True.*

Teacher: *Karen's going to the pool on Saturday morning.*

Student B: *False. She's going to the pool on Sunday.*

Option: (+ 10 minutes) In pairs, students write six true / false statements about Karen and Andy, using the planners. Divide the class into groups of four. One pair reads their statements to the other pair, who says *True* or *False*. Students correct false statements.

A: *Karen is not exercising on Saturday morning.*

B: *True.*

A: *Andy is eating breakfast with Karen on Sunday morning.*

B: *False. He's eating breakfast with his Dad.*

Role play

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Review the language students have learned to make plans and extend and decline invitations:

Making plans:

Why don't we [go bike riding]?

Are you free at [10:00] on [Sunday morning]?

Would you like to [play tennis] with me?

When's good for you?

How about [Sunday at 10:00]?

Saying you're not free:

Sorry, I can't. I have to [have breakfast with my Mom].

I'd love to go, but I'm busy. I have to [study].

Possible responses . . .

A: Hey, Andy. Where are you off to? **B:** Hi, Karen. I'm eating breakfast with Craig. Where are you going? **A:** I'm going to my mom's house. I'm eating breakfast with her. **B:** Hey, why don't we go bike riding sometime? **A:** Sure, I'd love to. **B:** When's good for you? **A:** How about Sunday morning at 9:00? **B:** Sorry, I can't. I'm eating breakfast with my dad. How about at 12:00? **A:** Sorry, I can't. I'm eating lunch with my friend Pat. How about after lunch? At 2:00? **B:** Sure! That's perfect! Let's meet in front of your house. **A:** Sounds great! See you then.

Option: Oral Progress Assessment

Use the illustration for an oral test. Point to the people and ask present continuous questions, such as *What is she doing right now?* Students should make statements using the present continuous. Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Have groups of students design a poster with five important health habits.

Idea: Students vote on the five most important habits. Each student can vote only five times. Circle the five habits with the most votes.

- Some examples of good health habits are:

Exercise regularly.

Eat small meals.

Avoid junk food / sweets.

Drink a lot of water.

Get enough sleep.

Eat fish often.

Eat a lot of fruits and vegetables.

EXTRAS

On the Internet:

- Online Teacher Resources: pearsonelt.com/topnotch3e/

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

PREVIEW

Before Exercise A, give students a few minutes of silent time to observe the brochures.

Language and culture

- The West End is an area of central London that is famous for its theaters.
- The British Museum is also in London. It has a fantastic collection of art and ancient objects.
- The Eiffel Tower is located in Paris, France.
- The Colosseum is a ruin from Roman times. It is located in Rome, Italy.
- Vienna is the capital of Austria.

Option: (+ 5 minutes) Ask questions about the ads:

Where is the West End? (In London.)

Where is the Colosseum? (In Rome.)

What is Vienna famous for? (Its desserts.)

Where can you go snorkeling? (In Oahu.)

Where is a good place to go walking in Hilo? (On the black sand beaches.)

A Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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• Ask students:

What cities does the tour visit in Europe?

What activities can you do on the tour of Europe?

What islands does the cruise visit in Hawaii?

What activities can you do on the Hawaiian cruise?

Option: (+ 5 minutes) Challenge your students. Have them compare answers by mentioning what they like to do and suggesting vacations to each other. For example:

A: *I need a vacation. I like history and culture. Any suggestions?*

B: *What about London? You can visit the British Museum and see a play in the West End.*

Language and culture

- In British English, a *vacation* is called a *holiday*. In American English, a *holiday* is a day of celebration and/or commemoration of an event.

B Discussion

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To model an answer to the question, say *I'd like to take the Hawaiian Cruise. I like physical activities. I like to swim and go dancing.*

Option: (+ 5 minutes) Ask more questions to compare the two vacations. For example:

Which vacation is better in July?

Which vacation is better in January?

Which vacation is more fun for teenagers?

Which vacation is more fun for families with young children?

C ▶ 4:02 Photo story

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- After students read and listen, ask:
When did Kate come home from her trip? (Last night.)
How was her trip? (Great.)
How was the food? (Incredible.)
Did she go windsurfing? (Yes.)
Did she go dancing? (No.)
Did she go snorkeling? (Yes.)

Language and culture

- **From the Longman Corpus:** *Get back* is less formal than *return* and is used more frequently in spoken American English.

D Focus on language

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
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- Model the pronunciation of the underlined expressions. Have students repeat after you.
- To review, have students read their phrases aloud.

Language and culture

- In this context, *incredible* means *very good*. However, it can also mean *too strange to believe* or *very difficult to believe* and have a negative meaning. For example:
A: *The flight was delayed five hours, and they lost our luggage.*
B: *Incredible!*
- *Cool* has several different meanings. As a casual expression, it means *very good*; for example, *The cruise was cool*. In the Photo Story, *cool* means *That's great news, or I'm glad to hear that*. However, when talking about temperature, *cool* means *a little cold*; for example, *The days were warm and the evenings were cool*.

E Think and explain

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To review, have students compare their answers in pairs as you circulate to answer any questions.

Option: (+ 5 minutes) To personalize these new expressions, ask follow-up questions; for example:

What is your kind of vacation? (I travel. I do nothing. I see my friends.)

What is something you can't wait for? (The weekend, summer vacation, the next song by [Alicia Keys], basketball season, etc.)

F Personalization

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- Have students take notes before discussing.
- Encourage students to explain their opinions.

SPEAKING

Pair work

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Tell students that they can check more than one box.

Option: (+ 5 minutes) For further discussion, show a world map and ask students *Where would you like to go for vacation?* Have students talk about places they would like to visit and why.

EXTRAS

Workbook

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- After students read the information in the Grammar box, ask *How is the weather today?* Write a sentence with *is* and an adjective on the board: *Today the weather is [nice].* Then ask *How was the weather yesterday?* Write a sentence with *was* and an adjective on the board: *Yesterday the weather was [terrible].* Ask *What is the past tense of is?* (*Was.*) *What is the past tense of are?* (*Were.*)
- Model the pronunciation of the contractions *wasn't* and *weren't*. Have students repeat after you.
- Make sure students understand when to use *There was* and *There were*. First, direct their attention to the second example in the chart. Then ask the class to turn to page 61 and look at the Oral Review picture for Unit 5 again. Have them study the picture for 30 seconds and then close their books. Ask *What was there in the picture?* Have students answer in complete sentences. Write a few of their sentences on the board. Write singular examples in one column and plural examples in another. For example:

<u>Singular</u>	<u>Plural</u>
<i>There was a photocopier.</i>	<i>There were two dishwashers.</i>
<i>There was a camcorder.</i>	<i>There were two vacuum cleaners.</i>

Option: **GRAMMAR BOOSTER** (Teaching notes p. T135)



Inductive Grammar Charts

A Find the grammar

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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- Point out that the Photo Story has several examples of other past tense verbs; students are only looking for the verb *be*.

B Grammar practice

Suggested teaching time:	7–9 minutes	Your actual teaching time:	
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- Write on the board *My flight was a little late.* Then ask *What's the subject? (flight) Is flight singular or plural? (singular) Do you use was or were? (was)*
- Have students underline the subjects for each item before they complete the statements and questions. (1 drive, buses, you, I, my brother; 2 flight, it, flight attendants, passengers; 3 you, I, who, he, you, we; 4 Kayla, she and her husband, they, they, it)
- To check their work, students read the conversations with a partner.

Option: (+ 5 minutes) For further practice, have students describe a vacation they took.

- Write on the board:

<i>amazing</i>	<i>terrific</i>	<i>pretty bad</i>
<i>incredible</i>	<i>great</i>	<i>terrible</i>
<i>awesome</i>	<i>pretty good</i>	<i>awful</i>

- Have students use the adjectives on the board and the past tense of *be* to describe a trip they took; for example, *The food was incredible. The weather was terrible. The trip was short. The activities were cool.*
- Then have students use *There was* and *There were* to write a few more sentences about the vacation they described in the optional activity above. For example: *There was a great museum. There was a beautiful beach. There were incredible restaurants. There were lots of activities.*



Extra Grammar Exercises

VOCABULARY

A ▶ 4:03 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

- Have students listen and repeat the adjectives to describe trips.

▶ 4:04 Intensifiers

- After students listen and repeat the intensifiers, have them underline intensifiers in the vocabulary sentences. For example: Our trip was so scary.
- Point out that all the intensifiers have similar meanings, but *so* is stronger than the others and *kind of* is less strong.

Option: (+ 5 minutes) Read the definitions that follow. Have students identify the adjective that's defined.

<i>with beautiful views all around</i> (scenic)
<i>making you feel afraid or nervous that something bad might happen</i> (scary)
<i>not interesting or fun</i> (boring)
<i>jumping and moving a lot</i> (bumpy)
<i>nice to sit in</i> (comfortable)

B Pair work

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- To prepare students for the activity, ask:
Was your last trip a flight, a drive, a cruise, a train trip, or a bus trip?
Was it scary?
Was it bumpy?
Was it short or long?
Was it scenic?
Was it comfortable?
Was it boring?
- Students can answer *Yes, it was.* / *No, it wasn't.* or *It was short / long.* If a student answers *yes*, ask *How [scary] was it?* Prompt the student to choose an intensifier, for example, *It was [pretty] scary.*
- Give students a few minutes to think about a trip they took and write down some notes. Then have students talk in pairs about their trips.
- Circulate and remind students to use intensifiers.

CONVERSATION MODEL

A ▶ 4:05 Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- 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.
- Have students look at the photo. Ask *Where are the people?* (In an airport.) *What are they doing?* (Greeting each other and talking.)

Language and culture

- Pretty* is a common spoken intensifier, but it is not used in formal writing. It means *quite*.

▶ 4:07 Decline help / Accept help

Language and culture

- It's OK, I'm fine* is a more polite way to turn down an offer of help than *No, thanks.*
- In English-speaking countries, it is common to offer help two times. It's traditional to stop offering help after someone has declined assistance twice.
- From the Longman Corpus:** This use of *I'm fine* to decline help from someone is very common in spoken American English and is often used by customers when declining assistance from sales clerks.

B ▶ 4:06 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
 - use rising intonation with *Hey, can I give you a hand?* and *Are you sure?*
 - use falling intonation with *So, how was the flight?*
 - accurately imitate the intonation of *That's good!*

NOW YOU CAN Greet someone arriving from a trip

A Conversation activator

Suggested teaching time:	10–13 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 183 of this Teacher's Edition.
- Model the activity with a more confident student.
- Go over the information in the Responses box. Point out that students should respond to the positive adjectives with *That's good!* and to the negative adjectives with *That's too bad!* Practice first by asking students to respond to your statements with the appropriate response.
 T: *It was pretty scenic.* S: *That's good!*
 T: *It was kind of long.* S: *That's too bad!*
- Be sure to reinforce the use of the conversation strategies; for example, be sure students show gratitude while confirming their response declining assistance.

DON'T STOP! Extend the conversation. Encourage students to ask more questions about their partners' trips. As a class, brainstorm some questions. For example:

Was your drive long / short?
Was your trip bumpy?
Were your friends with you?
Were there many stops?
Was the food good?
How was the weather?
Was it scenic?
Was it boring?

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.

Conversation Activator Video Script; Conversation Activator Pair Work Cards


B Change partners

Suggested teaching time:	10–13 minutes	Your actual teaching time:	
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- To review, ask a few students to tell you about their partners' trips. Your students can say *[David]'s trip was pretty bad. The trip was kind of long. The food was terrible. The flight was not very comfortable.*

EXTRAS

Workbook or MyEnglishLab

 Speaking Activities: Unit 7, Activity 1

CONVERSATION MODEL

A ▶ 4:08 Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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This conversation strategy is implicit in the model:
 • Show enthusiasm with **No kidding!** and **Tell me more.**

- Point to the woman in the photo. Say *She's describing her vacation. Do you think she had a good time?* (Yes.)
- After students read and listen, ask:
Where did she go on vacation? (Paris.)
How was the trip? (Fantastic.)
Where did she stay? (In a really nice hotel.)
Was the food good? (Yes.)

B ▶ 4:09 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat chorally. Make sure they:
 - use emphatic stress on *kid* in *No kidding!*
 - pause after *Fantastic*.

GRAMMAR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- After students read the main section of the Grammar box, have them read the lists of regular and irregular verbs. Then model the words and have students repeat.
- Have students look at the spelling rules for regular past tense verbs. Explain that you change the *y* to *i* when the verb ends with a consonant + *y*. You do not change the *y* when the verb ends in vowel + *y*. For example:
 study → studied play → played
 try → tried enjoy → enjoyed
 apply → applied stay → stayed
- Have students look back at the list of activities on page 62. Have them make an **X** next to the activities they did yesterday. Then have students write a sentence with each activity. For example:
I slept until 9:00 A.M. yesterday.
I played golf yesterday afternoon.
I talked on the phone yesterday.
I went walking.
- Students can use the same list of activities to ask and answer simple past tense *yes / no* questions with a partner. For example:
Did you sleep late yesterday?
Did you watch TV yesterday?
Did you play golf yesterday?
- Students answer *Yes, I did* or *No, I didn't*.
- To review, ask a few *yes / no* questions such as the ones above. When a student answers *Yes, I did*, follow up with an information question. For example:
How long did you sleep?
What did you watch?
Who did you talk to?

Where did you go shopping?
When did you take a shower?
Who went dancing with you?

▶ 4:10 Some irregular verbs

- Have students listen and repeat. Tell them they will need to memorize the past tenses of these verbs because they are irregular.

Language and culture

- *Read* (/rɪd/) is an irregular verb. The past tense of *read* is *read* (/rɛd/). The spelling is the same, but the pronunciation is different.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T135)

Inductive Grammar Charts

A Find the grammar

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
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- Have students draw two columns on a sheet of paper with *Regular verbs* as one heading and *Irregular verbs* as the second heading. After students circle the verbs in the Photo Story, have them write the verbs in the correct column. They may need to refer to the Grammar box to decide if a verb is regular or irregular. For example:

Regular verbs	Irregular verbs
<i>needed</i>	<i>did-get</i>
<i>enjoyed</i>	<i>did-have</i>
	<i>was (x3)</i>
	<i>had</i>
	<i>were (x2)</i>
	<i>went</i>
	<i>sat</i>

B Grammar practice

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To check their work, students read the post aloud to a partner. Ask a few questions about *Ida's* vacation:
How was her flight?
Where do you think she went?
What did she eat?
What did she drink?
What did she do?

Option: (+ 10 minutes) Challenge your students. Have them think about their last vacations. With a partner, have them ask and answer questions. You may want to have the class first brainstorm questions to ask. For example:
Where did you go?

Extra Grammar Exercises

C Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Point out that the questions can be *yes / no* questions (*Did she / they . . . ?*) or information questions (*What / Where / When did she / they . . . ?*).
- Remind students to use the base form of the verb with *did*.
- To check their work, have students read the questions with a partner.

Option: (+ 5 minutes) Extend the activity by having pairs create answers to the questions. Review answers as a class.

D Grammar practice

Suggested teaching time:	4 minutes	Your actual teaching time:	
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- Brainstorm possible sentences with the class before students begin to write. You might want to use the brochure on page 74 for ideas.

★ Extra Grammar Exercises

PRONUNCIATION

A 4:11 Look at the chart . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- If helpful, explain that *-ed* is pronounced as:
 - /d/* after voiced sounds. The voiced sounds are */b/, /g/, /z/, /v/, /ʒ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/,* and */ð/*. With voiced sounds, you feel a vibration when you put your hand on your throat and say them.
 - /t/* after the voiceless sounds */p/, /k/, /s/, /f/, /ʃ/, /tʃ/*, and */θ/*. With voiceless sounds, there's no vibration when you put your hand on your throat and say them.
 - /ɪd/* after */t/* and */d/*. Point out that when you pronounce these endings, you split the word before */d/* or */t/* so that the ending begins with a consonant: *visi/ted, nee/ded, wai/ted*.

FYI: See the pronunciation chart in the back of the Student's Book.

B 4:12 Listen to the verbs . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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- After students complete the activity, have them practice pronouncing the words in pairs.

Option: (+ 10 minutes) On a sheet of paper, have students make three columns with the headings */d/, /t/,* and */ɪd/*. Read the words from the chart at the top of column on the right in random order. Students listen for which ending is being used and write the word in the correct column.

<i>/d/</i>	<i>/t/</i>	<i>/ɪd/</i>
<i>arrived</i>	<i>packed</i>	<i>waited</i>
<i>called</i>	<i>liked</i>	<i>lifted</i>
<i>stayed</i>	<i>missed</i>	<i>avoided</i>
<i>enjoyed</i>	<i>stopped</i>	<i>visited</i>

Pronunciation Activities

NOW YOU CAN Ask about someone's vacation

A Conversation activator

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 184 of this Teacher's Edition.
- Have students look at the travel posters. Ask questions about each location. For example:
 - What can you do in Thailand?* (Go snorkeling, eat Thai food.)
 - Where is the Empire State Building?* (In New York.)
- Be sure to reinforce the use of the conversation strategy; for example, be sure students express *No kidding!* and *Tell me more* with enthusiasm.

DON'T STOP! Extend the conversation. Brainstorm with students other questions they can ask each other. Write their ideas on the board. For example:

Did you visit [the Parthenon]?
Did you [take pictures / go shopping]?

- Model the conversation with a more confident student. Play the role of Student A. For example:
 - T:** *Were you on vacation?*
 - S:** *Yes, I was. I went to New York.*
 - T:** *No kidding! Did you have a good time?*
 - S:** *Wonderful. I went shopping and saw the Empire State Building.*
 - T:** *That sounds great. Tell me more. What did you buy?*
- Remind students to use the language in the Recycle box.
- Play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.

Conversation Activator Video Script; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- After their conversations, review by asking a few students to tell you about their partners' vacations.

EXTRAS

Workbook or MyEnglishLab

Speaking Activities: Unit 7, Activity 2

BEFORE YOU READ

A 4:13 Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students look back at the travel ads on pages 74 and 79. Ask which vacations look *relaxing, exciting, interesting, or unusual*.
- Direct students' attention to the adjectives in the Also remember box. Ask *Are most of these adjectives positive or negative?* (Positive)
- Ask *Which adjective means the opposite of both exciting and interesting?* (boring)

Language and culture

- **From the Longman Corpus:** *Exciting* is one of the 2,000 most frequent words in spoken American English. *Interesting* is one of the 1,000 most frequent words.

B Pair work

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Give students a couple of minutes to think about a relaxing / exciting / interesting / unusual vacation they had and write down some notes about what they did on the vacation.

Option: (+ 5 minutes) Extend the activity by matching students up with new partners. Have students tell their new partners about their original partners' vacation.

4:14 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Have students look at the photos. Ask *Which vacation looks relaxing? Which vacation looks exciting? Which vacation looks interesting? Which vacation looks unusual?*
- If possible, have students locate the three different vacation destinations on a world map before they read.
- After students read the client reviews of all three vacations, have them read them again. After each review ask the following questions:

Vacation 1

Where did Jason K. and his wife go? (Bali, Indonesia.)
What did they do? (They went swimming and bike riding.)
How was the food? (Healthy.)
Did they have a good time? (Yes, they did.)
Was it relaxing? (Yes, it was.)

Vacation 2

Where did Paula B. go? (Victoria Falls, between Zambia and Zimbabwe.)
What did she do? (She went bungee jumping.)
Did she have a good time? (Yes, she did.)
Was it exciting? (Yes, it was.)

Vacation 3

Where did Arturo Manuel R. go? (Tajikistan)
How long did he stay? (26 days.)
What did he do? (He helped build new homes. He went sightseeing. He bought souvenirs.)
Did he have a good time? (Yes, he did.)
Was it interesting? (Yes, it was.)

- To relate the Reading to students' own lives, ask questions such as:

Do you ever go to spas? Is it relaxing?
Would you like to go bungee jumping? Why or why not?
Do you ever do volunteer work? What do you do?

Language and culture

- A *souvenir* is an object you keep to remind you of a special occasion or place you have visited.

Option: (+ 10 minutes) To extend the activity, have students listen to the audio of the Reading. Pause after every few statements and have students repeat, imitating the intonation and pronunciation of the speaker.

Option: (+ 10 minutes) Draw the following chart on the board (without the verb phrases) and have students copy it. For each vacation package, have students find and list the activities.

Vacation 1	Vacation 2	Vacation 3
eat healthy meals go to workshops go swimming go bike riding	go bungee jumping	help build new homes go sightseeing buy souvenirs get to know the other volunteers

Learning Strategies

A Support an opinion

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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- Point out that students can also use adjectives from the Vocabulary on page 76 and the *Also remember* box on page 80.
- Students' answers will vary. Encourage them to write at least one other adjective for each vacation in the last column of the chart.
- Have students share their opinions with a partner. Then, for each vacation, ask a volunteer to share their opinion with the class.

B Draw conclusions

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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- Have students decide with their partners which vacation is best for each person pictured. Have students write the vacation they choose above the person's photo.
- Your students will probably assign the vacations in this order: Vacation 3, Vacation 2, Vacation 2 or 3, Vacation 1. If students have other ideas, encourage them to explain their answers.

Option: (+ 5 minutes) Say Now choose one of the vacations for yourself. Explain why it is a good vacation for you. To model the activity, say, for example: I like relaxing vacations. I want to stay in a nice hotel. Vacation 1 is good for me. Then ask several students to read their travel interests aloud, leaving out their vacation choices. Have the class guess which vacation they chose.



Extra Reading Comprehension Exercises

NOW YOU CAN Discuss vacation preferences

A Frame your ideas

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- Point out that students can check more than one box for the vacation preference part of the survey.

B Discussion

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- In small groups, have students compare their answers: *I like interesting and inexpensive vacations. What about you?*

Possible responses . . .

A: I prefer vacations that are scenic and inexpensive. I like vacations with natural beauty. **B:** That's not for me! I like exciting vacations. I like to do sports and physical activities. I like to travel and meet new people. What about you? **C:** I prefer relaxing vacations. I'm happy with warm weather and a beautiful beach. **D:** I like to go to top-notch hotels. I like entertainment, good food, and lots of history and culture. That's why I go on vacation once a year. It's expensive!

Option: (+ 10 minutes) To extend the activity, have students write about their vacation preferences.

Text-mining: Have students write their Text-mining examples on the board. Encourage students to use the expressions in their discussions. Check them off as they are used.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 7, Activity 3; "Find Someone Who . . ." Activity

BEFORE YOU LISTEN

A ▶ 4:15 Vocabulary

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Point out to students that the first two Vocabulary items in each category use the simple past tense of *be* and the last two in each category use the simple past tense of regular and irregular verbs.
- Have students look at the sentences and the Irregular Verb Chart on page 122. Ask:
What is the present tense form of stole? (steal)
What is the present tense form of lost? (lose)
What is the present tense form of found? (find)
- To practice the Vocabulary, say *I'm going to describe a bad travel experience. Change the experience to make it good.* Say and elicit:
The weather was horrible. (The weather was amazing.)
The people were so unfriendly. (The people were so friendly.)
They lost my luggage. (They found my luggage.)
Someone stole my wallet. (Someone found my wallet.)

FYI: *Awful, horrible, and terrible* have the same meaning. *Pretty bad* isn't as harsh as the other three words. *Warm* and *cold* can be used to describe how friendly people are.

B Look at the pictures . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Tell students to complete the sentences with the Vocabulary from Exercise A. There is more than one correct answer to items 2, 3, and 4.
- Option: (+ 10 minutes)* For a challenge, ask pairs of students to talk about a time one of these bad things happened to them; for example, *One time, someone stole my purse. I was downtown. I was sitting outside at a nice restaurant. I put my purse on the chair next to me. A man walked by and took the purse. I went to the police station, but we never found my purse.*

AUDIOSCRIPT for page T83 (A Listen for main ideas)

CONVERSATION 1

- M:** Martha! You're back!
F: Yeah.
M: So tell me about your cruise!
F: Well, there isn't much to tell.
M: What do you mean?
F: Well, I didn't really have a very good time.
M: Oh, I'm sorry to hear that.
F: What can I say . . . The food was horrible.
M: Oh, no.
F: My room was too small. And the entertainment was terrible.
M: Sorry to hear that.
F: Well, I'll never do that again.
M: I don't blame you.

CONVERSATION 2 [M = French]

- F:** So did you do anything nice for your vacation?
M: Yeah. Nina and I took the kids to Miami.
F: Miami? How was it?
M: It was fantastic! The hotel was great—the people were really nice. And the food was wonderful. But you won't believe what happened.
F: What?
M: Someone stole our car!
F: No way!
M: It's true. We looked and looked, and it wasn't there.
F: That's terrible!
M: But it wasn't so bad. They found it the next day.
F: That's incredible.
M: It was. And it didn't stop us from having a great time in Miami. The kids loved it.

CONVERSATION 3

- F:** Matt! You look great! When did you get back from vacation?
M: Just yesterday.
F: So tell me about your trip! How was it?
M: Don't ask.
F: What do you mean?
M: Everything went wrong. When I got there, I found out that they lost my luggage. When I asked about it, the people were very unfriendly. They didn't help me at all.
F: Oh, no.
M: Two days with no clean clothes! It was a very bad start.
F: Too bad. How did the rest of your vacation go?
M: Well, the hotel was beautiful. I had a great room. But on the third day, someone stole my laptop.
F: Oh, no!
M: It was pretty hard to have a good time after that.

CONVERSATION 4

- F:** Hey, I'm back.
M: Hey, how was your vacation?
F: OK.
M: OK? Did you have a good time?
F: Yeah.
M: Was the food good?
F: It was wonderful.
M: How were the people? Warm . . . friendly?
F: They were great.
M: So, no problems?
F: Not really.
M: Then why do you look so unhappy?
F: It was too short.

LISTENING COMPREHENSION

A ▶ 4:16 Listen for main ideas

Suggested teaching time:	8–12 minutes	Your actual teaching time:	
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- Say *Listen to the conversations. Some people had good and bad experiences on their vacations. You have to decide if the vacation was good or bad in general.*

AUDIOSCRIPT See page T82.


B ▶ 4:17 Listen for details

Suggested teaching time:	8–12 minutes	Your actual teaching time:	
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- Have students read the answer choices before they listen to the conversations.

Option: (+ 10 minutes) Draw the following chart on the board (without the answers) and have students copy it, or print it out and distribute to students. Have students listen a third time and take notes on what experiences were good and bad for each vacationer.

	Good Experiences	Bad Experiences
Conversation 1	X	food entertainment room
Conversation 2	hotel food people	someone stole car
Conversation 3	hotel room	luggage people no clean clothes someone stole laptop
Conversation 4	food people	X

 Graphic Organizers; Learning Strategies

NOW YOU CAN Describe vacation experiences

A Notepadding

Suggested teaching time:	12–15 minutes	Your actual teaching time:	
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- To model the activity, talk about different vacations you took. Write your experiences on the board. For example:

<u>Good experiences</u>	<u>Bad experiences</u>
I went to London. I saw a fantastic play.	I went to New York. They lost my luggage on the flight.

FYI: If you have younger learners who do not have many travel experiences, they can talk about family members' experiences instead. Or they can use their imagination.

Option: (+ 5 minutes) Have students think about one vacation experience and all the good and bad things that happened during that trip. Have them write their experiences on a separate sheet of paper; for example,

I flew to Tokyo. The hotel was really nice. The weather was really bad. It rained every day. etc.

B Pair work

Suggested teaching time:	12–15 minutes	Your actual teaching time:	
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- Have students ask questions about each other's vacations. To model the conversation, ask a student about a vacation experience. Ask several questions. For example:
 - T: *Tell me about a vacation you had.*
 - S: *Well, I went to Miami in 2009.*
 - T: *How was it?*
 - S: *It was great! I met a lot of interesting people.*
 - T: *Did you go to the beach?*
 - S: *Yes. The beaches were beautiful. The water was so warm!*
 - T: *That's great! How long did you stay?*
 - S: *Ten days.*
 - T: *No kidding! etc.*
- Make sure students are aware that the Recycle box can provide support by reminding them of language they know. Have them write a check mark next to each phrase or question as they use it.

Possible responses . . .

A: In the summer of 2010 I went to Europe for ten days. **B:** What did you do? **A:** I went to Paris and London. **B:** How was it? **A:** Paris was wonderful. The food was amazing. **B:** Did you go to museums? **A:** Yes, we did. We went to a lot of museums and restaurants. I also saw the Eiffel Tower. **B:** Wow! How was the hotel? **A:** It was pretty nice. The people were very friendly.

B: Tell me about London. **A:** Well, it was pretty bad. The hotel was terrible. The weather was awful. The food was horrible. **B:** Too bad! Did you see a play? **A:** Actually, we did. That was fun. We saw *The Lion King*. It was great! **B:** That sounds good. **A:** And the shopping was good, too. You can buy anything in London!

EXTRAS

Workbook or MyEnglishLab

 Speaking Activities: Unit 7, Activity 4

A ▶ 4:18 Listen to each person . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Have students read the answer choices before they listen to the audio.

AUDIOSCRIPT

- 1** [F = Russian]
F: You want to hear about my flight? Oh, it was terrible. First of all, there was a terrible storm. Everyone was afraid, including me. The children were crying. I was frightened we weren't going to arrive at all! I never want to go on a flight like that again!
- 2** [M = French]
M: The weather was just wonderful. It was warm and sunny every day. In the morning we went swimming and sat in the sun. We had very nice lunches which we ate right at the beach. After lunch we slept for about an hour, and then we went shopping or walked around the town. In the evening, we just walked along the beach and watched the sun go down.
- 3** [F = Australian English]
F: Let's see. I left my house about four. I drove up the coast and it was really scenic. There really was no traffic, so it went pretty fast. I got there about, oh, I guess by 5:15. I really thought the trip was going to take at least two hours. Not bad at all.
- 4** [M = Korean]
M: Well, we took the train there this time instead of flying. The trip was long, but very nice. We had big windows so we could see everything. The mountains were just beautiful, especially in the early morning and late afternoon. And for part of the trip, we could actually see the ocean. I loved it. Just beautiful.

B ▶ 4:19 Listen again . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- To check answers as a class, have several students read the correct sentences aloud to the class.

Option: (+ 5 minutes) For a challenge, ask *What other adjective can describe each travel experience?* (1 terrible, 2 wonderful, 3 scenic, 4 long)

Option: (+ 5–10 minutes) For a challenge, ask students to describe a *scary, relaxing, short, or scenic* trip they took. Students can write about the trip or tell a partner or small group.

C Complete each information question . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- If necessary, refer students to the Grammar boxes on pages 76 and 78.
- To check their work, students read the conversations with a partner.

FYI: In items 1 and 3, students must supply the verb. In items 2 and 4, the verb is provided.

D Complete each statement . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- If helpful, refer students to page 78 and the list of irregular verbs on page 122.

WRITING

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
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- To stimulate their writing, tell students to look at the list of ideas and Recycle box in the Now You Can activities on page 83.

Option: **WRITING BOOSTER** (Teaching notes p. T146)



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

Contest

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Point to the pictures for January 15. Ask *Did they have a good trip?* (No, they didn't.) Point to the pictures for January 17–22. Ask *Did they have a good time on their vacation?* (Yes, they did.)
- Make sure students try to use all of the possibilities in each picture before they go to the next one.
- If your class is large, split the class into several teams and have them all compete against each other.

Possible responses . . .

The flight was bumpy.	I went swimming.
Someone stole our luggage.	I went shopping.
The room wasn't comfortable.	We played golf.
The food was terrible.	There was great entertainment.
The people were unfriendly.	It was so relaxing.
	We walked on the beach.

Option: (+ 5 minutes) To extend the activity, have students ask questions about each picture.

Option: (+ 5 minutes) In pairs, have students close their books and take turns retelling the events of the vacation.

Option: (+ 10 minutes) Working in pairs, students write three true statements and three false statements about the picture; for example, *The flight was terrific.* (False.) Regroup students into groups of four. With books closed, each pair reads their statements aloud to the other pair, who must decide which sentences are true and which are false.

Role play

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Students create a conversation for the two women. To get them started, ask a few questions. For example: *Who went on a vacation? When did she go? How was the flight?*

Possible responses . . .

A: Were you on vacation? **B:** Yes, I was. I went to Florida. **A:** No kidding! When did you get back? **B:** Yesterday. **A:** Did you have a good time? **B:** Well, we had a really nice time, but the flight was long and bumpy. It was pretty scary. And then someone stole our luggage! **A:** Oh no! I'm sorry to hear that. How was the weather? **B:** Incredible! I went swimming every day. We also played golf and went walking on the beach. It was so scenic. **A:** Was it relaxing? **B:** Yes, but it wasn't boring. There was plenty to do. We had a lot of fun.

Pair work

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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- Before students work in pairs, brainstorm with the class one possible conversation.

Option: (+ 10 minutes) Have students write the conversation in dialogue form and then role-play their conversation in front of the class. Classmates can identify the scene on page 85 that the students are enacting.

Option: Oral Progress Assessment

Use the illustrations for an oral test. Have students point to and say something about the things that happened on the woman's vacation; for example (pointing to the third picture on the top line), *Someone stole her luggage.* Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Bring in travel ads for the class. In small groups, have students choose a vacation and create a presentation for the class about it.

Idea: Write the questions that follow on the board.

Once groups choose an ad, have them read and discuss answers to the questions.

*Why does this vacation look good to you?
Is it good for people who like natural beauty,
history and culture, family activities, or physical
activities?
What are the activities you can do?
How do you get there? Is it a flight, a drive, a
cruise, or a train or bus trip?
Is the vacation more relaxing, exciting,
interesting, or unusual?*

Idea: After all the presentations, the class votes on the best vacation.

EXTRAS

On the Internet:

- Online Teacher Resources: pearsonelt.com/topnotch3e/

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

PREVIEW

Before Exercise A, give students a few minutes of silent time to observe the online catalogue.

A ▶ 4:22 Vocabulary

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Ask students a few general questions about the online catalogue. For example:
 - What's the name of the store?* (Lannie Trainor.)
 - What can you buy?* (Clothes, shoes, bags, etc.)
 - Does this store have men's clothes?* (Yes.)
 - Does this store have women's clothes?* (Yes.)
- Have students listen and repeat.
- To explain *lingerie*, point to the photo of men's boxers. Say *This is underwear. This is clothing you wear under your clothes. It's men's underwear. Lingerie is women's underwear (bras and panties).*
- Ask questions about the different parts of the online catalogue:
 - You need some clothes to exercise at the gym. What can you click on?* (Athletic wear.)
 - The weather is cold now. You need a jacket. What can you click on?* (Outerwear.)
 - You need some warm socks. What can you click on?* (Hosiery.)
 - You want to get your mother a new bathrobe. What can you click on?* (Sleepwear.)
 - You need a new belt. What can you click on?* (Bags and accessories.)

Language and culture

- Stores use *clothing* to refer to clothes in general. To talk about individual items people wear, *clothes* is more common. Both *clothes store* and *clothing store* are correct.
- A number of clothing items have different names in American English and British English. For example:

American English	British English
sweater	jumper
purse	handbag
panties	knickers

B Discussion

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- In small groups, have students write a list of advantages and disadvantages of shopping online. They should include reasons for each.

Option: (+5 minutes) To continue the discussion, ask students *Which are your favorite stores for outerwear? How about for underwear and lingerie? Bags and accessories? Sleepwear? Athletic wear?*

Option: (+5 minutes) Ask students *What are some popular websites for clothes?* Have each group decide on the website they think is best. Write the Web address on the board. Read each site out loud, and have students vote for their favorites.

Option: (+5 minutes) To test students' understanding of the Vocabulary, have them close their books. Call out several items and have students identify the clothing department the items belong to. For example:

- sweaters, gloves* (Outerwear)
- boxers, bras* (Underwear)
- pantyhose, tights* (Hosiery)
- pajamas, nightgowns* (Sleepwear)
- running shoes, pants* (Athletic wear)
- purses, belts* (Bags and accessories)

C ▶ 4:23 Photo story

Suggested teaching time:	8–12 minutes	Your actual teaching time:	
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- Have students look at the photos. Ask *Where are the women?* (At a clothing store.)
- Point to the woman on the right. Ask *What's her occupation?* (She's a clerk.)
- After students read and listen, ask:
 - What does the shopper want to buy?* (A V-neck [sweater].)
 - What color is it?* (Red.)
 - What size is it? / Is it a small, a medium, or a large?* (A medium.)
 - What's the price? How much is it?* (\$55)
 - Who is the sweater for?* (Her sister.)
 - Is it a gift?* (Yes.)
- If helpful, demonstrate the meaning of *V-neck*. Draw two simple sweaters on the board. On one, draw an opening for the neck in the shape of the letter V. Label it *V-neck*. On the other, draw a small circular opening for the neck. Label it *crewneck*. Ask a few students *Do you prefer V-necks or crewnecks?*
- Have students label the photo in the thought balloon gift wrap.

Language and culture

- Variations in clothing sizes, colors, and styles always use the preposition *in*; for example, *Do you have this shirt in a darker color? in a large? in size 40 (or in a 40)?*
- **From the Longman Corpus:** *Would you be nice enough* and *Would you be kind enough* have the same meaning, but English learners almost always use *kind enough*. Students should be encouraged to vary their speech.

D Think and explain

Suggested teaching time:	6 minutes	Your actual teaching time:	
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- Have students find the three statements that explain their answers for items 2–4 and underline them in the conversation. Then have them copy the statements into the exercise.

Option: (+5 minutes) For a challenge, ask some analytical-thinking questions:

Do you agree with the shopper? Is \$55 not too bad for a sweater? Or do you think \$55 is expensive?*

If the second sweater is a larger size, what size was the first sweater? (A small.)

E Focus on language

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
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- If students have difficulty, you could write the three expressions on the board (out of order) and then ask students to identify which is correct for items 1, 2, and 3. For example:
 - Here you go.* (3)
 - Excuse me.* (1)
 - That's not too bad.* (2)

SPEAKING

Discussion

Suggested teaching time:	13–15 minutes	Your actual teaching time:	
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- Ask *Are prices important to you when you decide where to go shopping? How important?*
- You may want to clarify the meanings of *brand* (manufacturer of the clothes), *selection* (how many different items and styles are available), and *service* (the help that clerks give you).
- Students complete the chart by filling in one of the circles in each row.
- With a partner, have students compare their charts.
- Possible responses: *Prices are very important to me. Brands are not important to me.*
- After students compare their opinions, ask a few students *What's most important to you—prices, brands, selection, or service? Why?*

Option: (+10 minutes) Students take a survey and complete a bar graph. Draw the following chart on the board (without the Xs) and have students copy it, or print it out and distribute to students. Have students take a poll to find out which factor is most important to their classmates. As students find out what is most important to their classmates, they can mark an X in one box for each student response. Have students talk to classmates and then compare their bar graphs in groups. If you have a large class, divide the class into groups and complete the graphs separately. To model the activity, ask a student *What is very important to you when you choose a clothing store or website? Prices, brands, selection, or service? Choose only one.*

Bar graph: What is very important to you when you choose a clothing store or website? Choose only one.			
	X		
	X		
	X	X	
X	X	X	
X	X	X	X
Prices	Brands	Selection	Service

Graphic Organizers

EXTRAS

Workbook

* In *Top Notch*, where U.S. dollars are given, you may wish to substitute prices in more familiar local currency.

VOCABULARY

A ▶ 4:24 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students look at the casual clothes. To help establish the meaning of *casual*, ask:

Do you wear casual clothes . . .
to the park?
to the movies, concerts, plays?
to work?
to school?
to restaurants?

- Students can answer *Yes, I do* or *No, I don't* or with a frequency adverb. (Yes, usually.)

B Pair work

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- If someone is wearing a sweater, ask the class *Who's wearing a sweater today?* Then ask about the types of sweaters those students are wearing; for example, *OK, [Judy] is wearing a sweater. Is it a crewneck, a cardigan, a turtleneck, or a V-neck?*
- Have students look at the sweaters and jackets. Ask *What color is the crewneck?* Write on the board *a yellow crewneck*. Elicit descriptions of the other sweaters and jackets (*a green cardigan, a blue turtleneck, a red V-neck, a light blue windbreaker, a black blazer*).
- Ask several students *What type of shoes are you wearing today?*
- Have students look at the shoes. Ask *What color are the oxfords?* Write on the board *black oxfords*. Elicit descriptions of the other shoes (*brown loafers, tan sandals, blue running shoes, red pumps, blue flats*).
- Circulate and check that students begin by saying *I'm wearing . . .* Check for correct placement of adjectives (colors) and articles.

Option: (+5 minutes) Ask the class *Who's wearing [jeans] today?* Choose one student who raises his or her hand. Using language your students know, describe everything that student is wearing; for example, you could say *[Tim] is wearing jeans, a white polo shirt, and brown oxfords*. Next, have that student describe what another classmate is wearing. Continue until several students have had a chance to participate.

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Go over the information in the Grammar box and the examples in the Subject pronouns/Object pronouns box. Then have students go back to the Photo Story on page 87 and underline the seven instances of the word *it*. Have students decide in which three instances *it* functions as a *subject pronoun* and in which four instances *it* functions as an *object pronoun*.
- To practice object pronouns in prepositional phrases, hand a book to a student and say *Who did I give the book to?* Then have students answer with the object pronouns. (*You gave the book to [him].*) Have this student pass the book to a classmate. Ask *Who did [he] give the book to?* (*[He] gave the book to [her].*) Add variations so students have to use different pronouns; for example, have a student give a book to two classmates and say *She gave the book to them*.
- Continue until several students have had a chance to participate and students have used a variety of object pronouns.

Option: GRAMMAR BOOSTER (Teaching notes p. T136)

Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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- Before students do the exercise, point out the “A:” line in each item. Elicit from the class the noun or noun phrase that is a direct object in each sentence. Underline it.
- To model the exercise on the board, write *A: I like her shoes. Do you?* *B: Yes, I like —, too.* Ask the class for the correct object pronoun (*them*) and write it on the blank line.

Option: (+5 minutes) To get students to hear and use object pronouns in quick succession, challenge students with a quick transformation drill. Say a short sentence and call on students to respond, using an object pronoun and changing the subject. Repeat the exercise, using a different object each time. For example:

T: <i>I'm teaching you.</i>	S: <i>You're teaching us.</i>
T: <i>You're listening to me.</i>	S: <i>We're listening to you.</i>
T: <i>I like the red jacket.</i>	S: <i>You like it.</i>
T: <i>I want the shoes.</i>	S: <i>You want them.</i>
T: <i>I don't need the green T-shirt.</i>	S: <i>You don't need it.</i>
T: <i>I'm buying the black shirt for [Paul].</i>	S: <i>You're buying it for him.</i>

Extra Grammar Exercises

B Grammar practice

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Copy item 1 on the board. Point to the subject *I* and write the word on the board. Then ask *What's the verb?* Write *am buying* after the word *I*. Have the class finish the sentence by putting the remaining words in order.
- Remind students that the prepositional phrases come last. If helpful, have students circle the prepositional phrases before they write out the sentences.



Extra Grammar Exercises

CONVERSATION MODEL

A ▶ 4:25 Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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This conversation strategy is implicit in the model:

- Use Excuse me to indicate you didn't understand or couldn't hear.

- To set the scene for the conversation, ask *Are they in the men's clothing department or the women's clothing department?* (The men's clothing department.)
- After students read and listen, ask:
What is the shopper buying? (Polo shirts.)
How is he paying? (Credit.)
Are the shirts for him? (No, they're a gift.)
- To demonstrate *cash* and *credit*, hold up paper money and say *cash*, and hold up a credit card and say *credit*.
- Ask a few students *Do you usually pay cash or use credit to buy clothes?*
- Ask *What's the difference between Excuse me in the Photo Story on page 87 and Excuse me? in this Conversation Model?* (The first is to get the clerk's attention. The second is to ask for clarification.)

▶ 4:27 Responses

- Point out that *Of course!* is an enthusiastic way to say *Yes*. Say the other enthusiastic ways to say *yes* in the Responses box and ask students to repeat.

B ▶ 4:26 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Point out that in this conversation *Excuse me?* is used to ask for clarification or repetition. In this situation, *Excuse me?* has rising intonation. Read A's second line aloud and have students repeat.
- Have students repeat each line chorally. Make sure they:
 - use falling intonation with *How would you like to pay for them?*
 - use rising intonation with *And could you gift wrap them for me?*

- use rising intonation on *cash* and falling intonation on *credit* with *Cash or credit?*

C Find the grammar

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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- There are two instances of the object pronoun *them* in the Conversation Model. There are four instances of the object pronoun *it* in the Photo Story.
- The phrase *Excuse me* also contains the direct object *me*. Because it is a social chunk of language, don't expect all your students to notice it.

NOW YOU CAN Shop and pay for clothes

A Conversation activator

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 184 of this Teacher's Edition.
 - Have students choose an item of clothing from the Vocabulary on page 88 or the catalogue on page 86.
 - Reinforce the use of the conversation strategy; for example, be sure students look inquisitive and use rising intonation on *Excuse me?* to indicate that they didn't understand or couldn't hear.
- DON'T STOP!** Extend the conversation. Suggest some other questions students can ask, such as *How much are these [shorts]? Could I get [this jacket] in a [larger size]?*
- As students practice their conversations, circulate and check that their object pronouns match the item of clothing they chose.
 - Play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.



Conversation Activator Video Script; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Make sure students play both roles so they both ask and answer questions.
- Encourage students to practice the conversation again, using different clothing items from the Vocabulary on page 88 or the online store on page 86.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 8, Activity 1

VOCABULARY

A ▶ 4:28 **Read and listen . . .**

Suggested teaching time:	2 minutes	Your actual teaching time:	
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V **Vocabulary Flash Card Player**

- Explain that a *pair* is two of something; for example, a *pair of gloves* (two gloves) or a *pair of socks* (two socks).

Language and culture

- Some things are called a *pair* even though they are really only one item. Usually this is because they are made of two similar parts; for example, pantyhose, tights, pants, panties, boxers, briefs, and shorts all have two legs.
- In British English, a bathrobe is called a *dressing gown*, pants are called *trousers*, and *pajamas* is spelled *pyjamas*.

Option: (+5 minutes) For a challenge, ask *Why do you think pajamas are described as a pair?* (Maybe because they have two legs; maybe because there are two parts, a top and a bottom.) *Why do you think underwear is described as a pair?* (Maybe because they have openings for two legs.)

Learning Strategies

B ▶ 4:29 **Listen to infer**

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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- Direct students' attention to the Departments box. Tell them to choose from these departments as they complete the exercise.
- Have students look at page 86. Ask:
 - Which department would you find socks, pantyhose, and tights in?* (Hosiery.)
 - Which department would you find gloves in?* (Outerwear.)
 - Which department are pajamas in?* (Sleepwear.)
 - Which department are panties, boxers, and briefs in?* (Lingerie and Men's underwear.)

Language and culture

- A *directory* is a listing with names and locations of all the departments or offices in a building. It is usually located near the entrance or near an elevator or escalator.

AUDIOSCRIPT

CONVERSATION 1

F1: Do you see a store directory?
F2: Yes. It's right over here. What do you need?
F1: I need a pair of nice warm gloves for my sister.

CONVERSATION 2

M: These pajamas aren't comfortable. They're too small.
F: Would you like me to get you a couple of new pairs when I go shopping?
M: That'd be great. Thanks!

CONVERSATION 3

F: Look at these great tights. They have pictures of animals on them. Don't you just love them?
M: Not particularly. They're a little wild for my taste.
F: Well, if you really don't like them, I'll take them back to the store.

CONVERSATION 4 [M1= Indian]

M1: Can I help you sir?
M2: Yes. I'm looking for boxers. I only see briefs.
M1: They're right over here. Just follow me.
M2: Thanks! I need a pair in extra large.

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Ask questions using comparatives. Have students answer in complete sentences:
 - Which are longer, shorts or pants?* (Pants are longer than shorts.)
 - Which are heavier, pantyhose or tights?* (Tights are heavier than pantyhose.)
 - Which are looser, boxers or briefs?* (Boxers are looser than briefs.)
 - Which are warmer, pajamas or boxers?* (Pajamas are warmer than boxers.)
 - Which are more comfortable, socks or pantyhose?* (Socks are more comfortable than pantyhose.)

▶ 4:30 **Spelling rules**

- Have students listen to the spelling rules for comparative adjectives.
- Give students some adjectives that are similar in form to the examples in the Grammar box. Ask the class how to change them to comparatives. For example:
 - long* (Add *-er*.)
 - fat* (Double the *-t* and add *-er*.)
 - nice* (Add *-r*.)
 - popular* (Use *more* or *less*.)
 - ugly* (Change the *-y* to *i* and add *-er*.)

▶ 4:31 **Irregular forms**

- Have students listen and repeat the forms. Write the following sentences on the board:
 - Cookies are good, but ice cream is _____. I love ice cream!*
 - The red bicycle is _____ than the blue bicycle, so I'm going to buy the blue bicycle.*
- Ask students to complete the sentences (better, worse).

Language and culture

- **From the Longman Corpus:** A common error for English learners is to use *more* with comparative adjectives that end in *-er*, such as *more cheaper* and *more bigger*.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T137)

Inductive Grammar Charts

A Grammar / Vocabulary practice

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students brainstorm the opposite for each adjective. Write students' ideas on the board. (For some items there is more than one possibility.) *tall (short), light (heavy or dark), tight (loose), more expensive (less expensive), less popular (more popular)*

Option: (+10 minutes) To practice the formation of comparative adjectives, have students change adjectives from previous units into the comparative. For example: boring (more boring), bumpy (bumpier), cold (colder), cool (cooler), exciting (more exciting), friendly (friendlier), horrible (more horrible), interesting (more interesting), long (longer), relaxing (more relaxing), scary (scariest), scenic (more scenic), unusual (more unusual), warm (warmer).

B Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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FYI: When something is *flattering*, it makes you look attractive.

- Before students start, remind them to use *than* after the adjective when comparing two items in the same sentence.

Option: (+10 minutes) Practice comparative sentences with a transformation drill. Write on the board *This shirt is cheaper than that shirt*. Then say the adjective *large* and elicit from the class *This shirt is larger than that shirt*. Then point to a student and say *comfortable*. Elicit the sentence *This shirt is more / less comfortable than that shirt*, etc.



Extra Grammar Exercises

CONVERSATION MODEL

A ▶ 4:32 Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- 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.

- Before students read and listen, ask:
What department are they in? (Bags and Accessories.)
Which one do you think is the clerk? (The woman.)
- After students listen and read, ask:
What is the shopper looking for? (Gloves.)
What size does he need? (Medium.)
Does he buy them? (Yes.)

B ▶ 4:33 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Point out that in this conversation *Excuse me* is used to ask for help or initiate a conversation. Here, *Excuse me* has falling intonation.
- Have students repeat each line chorally. Make sure they:
 - use falling intonation with *Excuse me*.
 - use rising intonation with *Do you have these gloves in a smaller size?* and *Would you like to take them?*

NOW YOU CAN Ask for a different size or color

A Notepadding

Suggested teaching time:	1–3 minutes	Your actual teaching time:	
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- Refer students back to the Vocabulary on pages 88 and 90 if they need help coming up with items for the list.

B Conversation activator

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 183 of this Teacher's Edition.
- Remind students to use *this* with singular items (*this jacket*) and *these* with plural items (*these bathrobes*). Point out that *these* is used with all clothing described as a pair (*these pants*).
- Reinforce the use of the conversation strategies.

DON'T STOP! Extend the conversation. Encourage students to continue the conversation by asking for more items and then paying for them. Student B can also offer an alternative; for example, *We also have these [gloves] in [red]*.

- Remind students to use the language in the Recycle box.
- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.



Conversation Activator Video Script; Conversation Activator Pair Work Cards

C Change partners

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- To review, ask a few students *What did your partner buy?*

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 8, Activity 2

BEFORE YOU LISTEN

4:34 Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- After students listen and repeat, ask what the two floors between the top floor and the ground floor are called. (Third floor; second floor.) Review ordinal numbers so students will be able to give directions in a multi-story building.
- To personalize the Vocabulary, ask *What floor is our classroom on? Who's sitting in the front of the classroom? Who's sitting in the back of the classroom?*

4:35 Prepositions of interior location

- Have students listen and repeat the phrases. Explain that English learners often make mistakes with *on* and *in* when they talk about locations, so students should try to memorize the uses of these prepositions.

Option: (+5 minutes) Have students write directions to your classroom from your building's entrance. Students who live in apartment buildings can write directions from the building's entrance to their apartments.

Language and culture

- In the U.K., the first floor is always called *the ground floor*. The next floor up is called *the first floor*. In the U.S. and Canada, the first floor may be called *the ground floor* or *the first floor*. The next floor up is called *the second floor*.
- *Floor* is more common in multi-story buildings; *level* is more common in malls.
- In British English, an elevator is called *a lift*.
- **From the Longman Corpus:** A common error for English learners is to say *in the [top / ground] floor* and *on the basement*.

LISTENING COMPREHENSION

A 4:36 Understand locations and directions

Suggested teaching time:	13–15 minutes	Your actual teaching time:	
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- Before students listen to the conversations, tell them that they are looking at a diagram of a department store.
- Ask students the following questions and have them point to the items on the diagram as they answer.
 - Where's the information desk?* (On the ground floor, on the left.)
 - Where is the elevator?* (In the back.)
 - Where is the escalator on each floor?* (On the right.)
- Students start at the information desk. The places are talked about in the conversations in the same order as they are listed in the directory.

Language and culture

- The adverb *right* in *right in front of the elevators* and *it's right there* means exactly.

AUDIOSCRIPT

LOCATION 1 [M = Spanish]

- M:** Where are the men's sweaters?
F: Right here on the ground floor in men's casual. That department is in the back of the store, right in front of the elevators.
M: Back of the store? Thanks! Oh. And the restrooms?
F: In the basement, near the elevators.
M: Thanks!
F: No problem.

LOCATION 2 [M = Indian]

- F:** Yes, sir. How can I help you?
M: I'm looking for the shoe department.
F: Men's or women's?
M: Children's, actually.
F: The children's department is upstairs. Take the escalator to the second floor and walk to the back of the store. It's right there. You'll see it.

LOCATION 3 [M = U.S. regional]

- M:** Excuse me. Where's the restaurant?
F: There are two restaurants, sir. There's a coffee shop and a self-service buffet.
M: The coffee shop.
F: That's downstairs in the basement.
M: How do I get there?
F: Just take the escalator and turn right when you get off.

LOCATION 4

- M:** Excuse me, ma'am. Where is the lingerie department? I'd like to buy something special for my wife.
F: The lingerie department is on the top floor, in the front of the store. Just go up the stairs and turn right.

LOCATION 5

- F1:** I'm looking for purses.
F2: Purses? They're in accessories.
F1: Where's that, please?
F2: Go straight down the hall. It's just after you pass the escalators.
F1: Thanks!

B Pair work

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- Have students take turns asking for and giving directions from the information desk to the places on the diagrams.

Possible responses . . .

- A:** Excuse me. Where's the coffee shop? **B:** The coffee shop is downstairs in the basement. **A:** How do I get there? **B:** Just go down the stairs and turn right. **A:** Thanks.
A: Excuse me. Where are the men's jeans? **B:** They're here on the ground floor. The men's department is in the back of the store, in front of the elevators. **A:** Thank you.

PRONUNCIATION

A 4:37 Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- After students read, listen, and repeat, ask *Which words are said louder? (First and third in the last two lines.) Why are they said louder?* (Because B doesn't understand where the shoe department is; B is checking that she heard right, and A is correcting her.)

B Pair work

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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- Circulate around the room monitoring students' conversations as they practice using contrastive stress for clarification.

Option: (+5 minutes) For further practice, ask students about the locations of places in the diagram on page 92 and then ask for clarification. Use contrastive stress. For example:

T: *Where are the restrooms?*

S: *They're in the basement, next to the elevator.*

T: *Next to the **escalator**?*

S: *No. Next to the **elevator**.*

Pronunciation Activities

NOW YOU CAN Navigate a mall or department store

A Notepadding

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- Refer students back to the Vocabulary for clothing and shoes on pages 88 and 90 if they need help coming up with items for a list. For electronics and appliances, review the vocabulary from Unit 5.

B Review and recycle language

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- After students work in pairs to brainstorm the language for each category, ask them to share their ideas with the class. Write their ideas on the board. For example:

Ask for directions

Where's the ___?

Where are the ___?

I'm looking for ___.

How do I get to ___?

Describe store locations

It's on the right / left side.

It's across from ___.

It's around the corner from ___.

It's between ___ and ___.

Turn left / right.

Ask for a size, color, etc.

Could I get this / these ___ in a smaller / larger size?

Do you have this / these ___ in a darker / lighter color?

Do you have this / these ___ in size small / medium / large / extra large / extra extra large?

Pay for things

How would you like to pay for it / them?

Cash or credit?

I'll take this [shirt] / these [shirts].

C Role play

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Give students several minutes to study the diagram. Have students locate the information desk, the escalators, the elevators, and the stairs.
- To model the activity, ask a more confident student where to find an item; for example, *Excuse me. Where are the coffee makers?* When the student answers, ask for clarification. Use contrastive stress.

Possible responses . . .

A: Excuse me. I'm looking for jackets. **B:** Men's or women's?

A: Men's. **B:** The men's outerwear department is on the second floor, in the back of the store. Take the escalator up and then turn right.


A: Take the escalator up and turn left? **B:** No. Turn right. **A:** Thank you. **B:** My pleasure.

Option: (+5 minutes) Without saying the name of the department, have students give directions to a partner from the information desk to a place in the store. Partners follow the directions and see if they end up in the correct place.

Option: (+10 minutes) Working in pairs, students write three true statements and three false statements about the diagram; for example, *The men's shoe department is on the ground floor.* (False.) Regroup students into groups of four. Each pair reads their statements aloud to the other pair, who must decide which sentences are true and which are false. Students should correct false statements.

EXTRAS

Workbook or MyEnglishLab

 Speaking Activities: Unit 8, Activity 3

BEFORE YOU READ

4:38 Vocabulary

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

FYI: Here, *dress* means *clothing of a particular type or for a particular occasion*, not women’s clothing; *liberal* and *conservative* also describe attitudes on a broad range of topics, such as politics, economics, and social behavior.

- Have students brainstorm examples of clothes that are: *formal* (a jacket and tie, a suit, a tuxedo, pumps); *casual* (jeans, a windbreaker, sandals); *liberal* (short skirt); *conservative* (long skirt).
- Draw two columns on the board with the headings *appropriate* and *inappropriate*. Ask *What is appropriate to wear to English class? What is inappropriate to wear to English class?* Write students’ ideas in the correct column on the board. Then explain that all the ideas in the appropriate clothing column are *do’s* and all of the items in the inappropriate column are *don’t’s*; for example, *Wear long pants. Don’t wear boxers and sandals.*

Option: (+10 minutes) Have students look through magazines for examples of *formal*, *informal*, *liberal*, *conservative*, *appropriate*, and *inappropriate* (in their opinion) clothing.

Language and culture

- *Do’s* and *don’t’s* are the advice someone gives a person. *Do’s* are things a person should do and *don’t’s* are things a person shouldn’t do.

4:39 READING

Suggested teaching time:	12–15 minutes	Your actual teaching time:	
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- Give students a minute to look at the pictures and read the captions on the travel website.
- Ask questions about the top two pictures with captions:
 - Where is the Blue Mosque? (Istanbul, Turkey.)*
 - Do you think liberal or conservative dress is more appropriate in a mosque? (Conservative dress.)*
 - Are flip-flops formal or informal? (Informal.)*
 - Do you ever wear flip-flops? Where do you wear them?*
- If helpful, demonstrate the meaning of *sleeveless*. Draw a long-sleeved blouse on the board. Say *These are sleeves*. Then erase the sleeves and say *This is a sleeveless blouse*. Then ask questions about the bottom two pictures with captions:
 - Is it appropriate for women to wear sleeveless blouses in this country?*
 - Where are the young people from? (The United States.)*
 - What do you think “anything goes” means? (With almost no rules for appropriate dress.)*
- After students read about Turkey, ask them to find a word that has a similar meaning to *conservative* (Modest).

- After students read about the United States, ask them to find a word that has a similar mean to *liberal* or *anything goes* (Wild.)

Option: (+10 minutes) Make sure students have understood *wild* and *modest* from the context of the article. (*Wild* clothing is different, unusual, strange; *modest* clothing covers your body.) Have pairs write descriptions of a wild outfit and a modest outfit. (An *outfit* is all the clothes worn together at the same time.) For example:

<u>wild</u>	<u>modest</u>
a T-shirt	a turtleneck
boxers	a blazer
tights	pants
boots	socks
lots of accessories	oxfords

Have pairs choose clothes from the Vocabulary on pages 86, 88, and 90 to make an outfit. Then have the class say whether the outfit is *wild* or *modest*.

Option: (+5 minutes) If you wish to include the audio, have students read silently while they listen. Play the audio again, and pause after each section. Have small groups of students repeat, imitating the pronunciation and intonation of the speaker on the audio.

Language and culture

- A *good rule of thumb* is a general rule that is usually true and a good idea to follow.
- *Light* can be used both to describe the weight of a material (light weight) or the color (pale).

Learning Strategies

A Identify supporting details

Suggested teaching time:	7 minutes	Your actual teaching time:	
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- Tell students to find and underline the information in the text that supports their answers.
- Have students review their answers in pairs. Tell them to use the information they underlined to explain their answers.

- 1 "If you visit a mosque . . . shorts are definitely inappropriate . . ."
- 2 "On Turkey's beaches . . . anything goes for tourists."
- 3 "Even though most tourists wear T-shirts and shorts, Turkish people usually wear more modest clothes . . ."
- 4 "The dress code is generally liberal . . ."
- 5 "The dress code, however, is definitely *not* anything goes in . . . religious institutions."
- 6 "The dress code, however, is definitely *not* anything goes in restaurants . . . There, more conservative clothes and shoes are appropriate . . ."

B Paraphrase

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Draw the following chart on the board (without the answers) for students to copy.

Turkey	U.S.
Informal clothes are more modest.	Informal clothes are more liberal.
Women have to cover their heads in mosques.	Women don't have to cover their heads.
Sleeveless blouses are inappropriate for women.	Sleeveless blouses are always appropriate for women.

- In pairs, have students find and list the main differences in the dress codes of Turkey and the U.S. Challenge them to include all the Vocabulary from page 94 in their chart. Have them check off each word as they use it.

Option: (+10 minutes) Have students draw another two-column chart. Tell pairs to write a list of clothing do's and don'ts for Turkey or the U.S. Point out that students do not need to use the word *do* when they write their do's; for example (for Turkey), we say *Wear light clothing* not *Do wear light clothing*.

C Apply information

Suggested teaching time:	7 minutes	Your actual teaching time:	
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- Give students five minutes to write their packing lists. Then put them in pairs to compare and discuss their choices.



Extra Reading Comprehension Exercises

NOW YOU CAN Discuss clothing do's and don'ts

A Frame your ideas

Suggested teaching time:	2–5 minutes	Your actual teaching time:	
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- Read the first statement aloud. Say *If you have the same opinion, check agree. If you have a different opinion, check disagree.*
- Have students complete this survey individually so they answer according to their own personal opinions. Then have them compare their opinions in pairs.

Option: (+10 minutes) To review answers, take a poll. Read each question aloud to the class. Have students raise their hands (first students who agree, then students who disagree). On the board, write the total number of students who agree and the total number of students who disagree for each statement. Discuss the results by asking students to explain their answers.

B Notepadding

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Make sure students understand the settings listed. Ask: *What is an example of a formal restaurant?* (Students name a known formal restaurant.) *What is an example of a casual social setting?* (A friend's house, a classmate's party, a fast-food restaurant.) *What is an example of a religious institution?* (A church, a mosque, a temple, a synagogue.)
- Remind students they don't need to use the word *do* when they write their do's; for example, we say *Wear nice pants* and *a blazer* not *Do wear nice pants* and *a blazer*.
- If appropriate, students can write a separate set of do's and don'ts for men and women.

C Group work

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- Have students compare their notepads. Each student in a group reads his or her do's and don'ts for each place. Students may want to add to their own do's and don'ts as they discuss.

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner.

Option: (+10 minutes) Regroup students. Each student reads the lists aloud to the group, who must decide which items are do's and which are don'ts.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 8, Activity 4; "Find Someone Who . . ." Activity

A ▶ 4:40 Listen to the conversations.

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Say *Listen to the shoppers and clerks in a department store. Write the name of the department they are in.*
- Tell students to refer to the vocabulary in the Departments box if they need help as they complete the exercise.

AUDIOSCRIPT

CONVERSATION 1

F: Can you help me?

M: Certainly, ma'am.

F: Do you have these pumps in a smaller size? They're a little large.

CONVERSATION 2

M: Excuse me. I'm looking for a windbreaker.

F: Certainly. Is a light windbreaker OK?

M: Yes, thanks. We're going to Tanzania. They say it's incredibly hot there this time of year, but very windy.

CONVERSATION 3 [F1= Russian]

F1: Excuse me. Where are the less expensive purses?

F2: Just over there, across from the belts.

CONVERSATION 4

M: Do you think you could gift wrap these tights for me? They're a present for my daughter.

F: I'm sorry, but I can't. We don't gift wrap in this department. But if you go to the service desk, they can help you with that.

CONVERSATION 5 [F = British English]

F: I just love this nightgown, but my husband says pink isn't a good color for me. Do you have it in black?

M: I think we do. What size, madam?

F: Extra large, please.

B Express your opinion.

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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- Explain that *occasion* means *event* here.
- Have students compare their answers with a partner.

C Complete the travel article . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Be sure students have spelled *hotter* and *heavier* correctly.
Option: (+5 minutes) To check their work, students read the paragraph aloud to a partner.

D Rewrite each sentence . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	
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- To provide extra support, write the item 1 sentence on the board:
Please show the loafers to my husband.
- Circle *the loafers* and *my husband*. Say *Which object pronoun can we change the loafers to? (Them.)* Then say *Which object pronoun can we change my husband to? (Him.)* Write on the board underneath the sentence:
Please show them to him.

WRITING

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
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- Write the following questions on the board:
Is your friend a man or a woman?
Is your friend coming for business and / or tourism?
What is the weather like in January?
- After students answer the questions, have them make a list of what to pack.
- Have students use their answers to the questions and their lists to write a letter or e-mail.

Option: **WRITING BOOSTER** (Teaching notes p. T146)



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the picture and become familiar with it.

Contest

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Divide the class into small teams. Set a time limit of three minutes for the activity.
- After students compare answers in pairs, review on the board as a class.

Option: (+5 minutes) Have students study the picture for one minute and then close their books. In small groups, have them write the names of clothing they remember.

Option: (+10 minutes) Divide the class into groups of four. One group begins by saying a word or sentence about the picture and each group follows by saying something more. Groups that can no longer say anything are eliminated until only one group remains.

Pair work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- On the board, brainstorm adjectives students can use for this activity. For example:

dark	small	warm
light	cheap	comfortable
heavy	expensive	convenient
formal	loose	pretty
informal	tight	appropriate
conservative	short	inappropriate
liberal	long	
large	practical	

- To help students get started, ask a couple of questions such as *Which are more formal, pumps or flats?* (Pumps.)

Possible responses . . .

The blazer is heavier than the windbreaker.
 The turtleneck is warmer than the V-neck.
 The coats are longer than the jackets.
 The jeans are more casual than the pants.
 The loafers are more comfortable than the pumps.
 The gray purse is more practical than the pink purse.

Role play

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- Point out that there are two separate conversations at the information desk: one between the female shopper and the female clerk; and the other between the male shopper and the male clerk.

Option: (+15 minutes) In pairs, have students write their conversations in dialogue form. Each pair then writes each line of their conversation on a slip of paper, mixes up the

order of the slips, and gives them to another pair. The other pair must then put the conversation back in the correct order.

Possible responses . . .

(The shopper with two children and the female clerk at the information desk)

A: Excuse me. I'm looking for the children's department. **B:** The electronics department? **A:** No. The children's department. **B:** Oh. It's on the third floor. You can take the elevator. **A:** Thanks.

(The male shopper and the male clerk at the information desk)

A: Excuse me. Where's the men's department? **B:** The women's department? **A:** No. The men's department. **B:** Right here on the ground floor. Go through the entrance there. It's there on the right next to the escalators. **A:** Thank you.

(The clerk and the customer paying for clothes)

A: I'll take this pink shirt. **B:** Would you like to try it on first? **A:** No, thanks. It's for my daughter. **B:** How would you like to pay for it? **A:** Credit, please. And could you gift wrap it for me? **B:** I'm sorry. We don't gift wrap in this department, but you can take it to the gift wrap department.

(The customer and the clerk talking about the jackets)

A: Excuse me. Do you have this blazer in a smaller size? **B:** Yes, we do. Here you go. This one is size 36. Is this OK? **A:** Yes, it's fine. How much is it? **B:** It's \$75. **A:** That's not too bad. **B:** Would you like to take it? **A:** Yes, please. Thanks for your help. **B:** My pleasure.

Option: Oral Progress Assessment

Use the illustration for an oral test. Have students point to and make three comparisons about items in the picture; for example, students could say *The windbreakers are shorter than the blazers*. Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

In small groups, students write packing tips for this country for the travel website on page 94. Have students use their surveys, their notepads, and the website for ideas.

Idea: Brainstorm on the board adjectives to describe clothing. For example:

tight	heavy	wild	formal
loose	conservative	modest	comfortable
light	liberal	casual	practical

EXTRAS

On the Internet:

- **Online Teacher Resources:** pearsonelt.com/topnotch3e/

Additional printable resources on the ActiveTeach:

- **Assessment**
- **Just for Fun**
- **Top Notch Pop Song Activities**
- **Top Notch TV Video Program and Activity Worksheets**
- **Supplementary Pronunciation Lessons**
- **Conversation Activator Video Scripts**
- **Audioscripts and Answer keys**
- **Unit Study Guides**

PREVIEW

Before Exercise A, give students a few minutes of silent time to observe the schedules.

A Read the schedules.

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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Language and culture

- A 12-hour clock with A.M. and P.M. is typically used in the U.S. and Canada. Use of the 24-hour clock, often referred to as *military time*, is more prevalent worldwide, especially in more official settings such as airports and train / bus stations.

- If possible, have the class look at a world map. Ask the following questions and have students locate the countries and cities on the map:
Where are Lima and Nazca? (Peru.)
Where are Beijing and Shanghai? (China.)
Where are Osaka and Tokyo? (Japan.)
- Before students do the exercise, make sure they understand the vocabulary used in the schedules. Say *Look at the first schedule.* Ask *What is the destination?* (Where the bus is going—Nazca.) *What is the frequency?* (How often the bus goes—Daily.) *What is the departure?* (The time the bus leaves Lima.) *What is the arrival?* (The time the bus gets to Nazca.) *What are the stops?* (The places the bus stops on the way to Nazca.) *What is the terminal?* (The bus station.) Then say *Look at the second schedule.* Ask *What is “Train No.”?* (The number of the train.) *What is the travel time of the first train?* (9 hours and 44 minutes.)
- Have students check their answers with a partner.

Option: (+5 minutes) To extend the activity, ask additional questions. For example:

How much time does it take to get from Lima to Nazca on a non-stop bus? (Six hours.)

How many buses leave for Nazca in the afternoon? (Three.)

It’s 10:00. When is the next train to Shanghai? (11:05.)

What time does the Z21 train leave Beijing? (19:32 or 7:32 P.M.)

If you want to get to Shanghai in less than 12 hours, which train should you NOT take? (1461.)

It’s 9:30. Which flights have already left Osaka?

(Flights 22, 4, and 26.)

Which flight is earlier, flight 22 or flight 4? (Flight 22.)

B Pair work

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Write the following question words on the board to prompt students:

What time...?

When...?

Which train / bus / flight...?

How much time...?

C ▶ 5:02 Photo story

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Before students read and listen, have them look at the photos. Ask *Where are the men?* (At an airport.)
- After students read and listen, ask comprehension questions such as:
 - Where are they both going?* (To Manila.)
 - What flight are they taking?* (Flight 56.)
 - When is it boarding?* (In 15 minutes.)
 - Where is Roger from?* (France.)
 - Is Marcos from the Philippines?* (No, he isn't. He's from Brazil.)
 - Where is Roger going next week?* (Brazil.)

Language and culture

- The expression *What a small world!* is used to express surprise when people meet by coincidence or have surprising similarities.

D Focus on language

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Point out the underlined phrases in the Photo Story.
- Review answers as a class.

Option: (+5 minutes) To focus further on the language in the Photo Story, read the explanations below. Have students supply the line from the conversation that means the same thing as the explanation.

Marcos is happy he found someone who speaks English. He says . . . (Thank goodness!)

Marcos is looking for Terminal 2. Roger is going there. He says . . . (I'm on my way there now. Just follow me.)

Roger wants to know where Marcos is from. He asks . . . (And where is home?)

Marcos is Brazilian. Roger is going to Brazil next week. This is a coincidence. They are both surprised. Marcos says . . . (What a small world!)

Language and culture

- *Catch a flight* means *take a flight*. It sometimes implies that there's a danger of missing it.

E Think and explain

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- Tell students to find and underline the information in the text that explains their answers. When they cannot find the information in the text, they know it is a *no information* (NI) answer.
- Have students explain their answers in pairs.

SPEAKING

Pair work

Suggested teaching time:	12–15 minutes	Your actual teaching time:	
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- Brainstorm means of transportation on the board; for example, *on foot* (walking), *bicycle*, *bus*, *car*, *subway*, *boat*, *train*, *taxi*, *airplane*.
- Refer students to the Recycle box and remind them to use the adjectives they learned in Units 5 and 7.
- To model the activity, say *I walk to school and work. It's relaxing.*

Option: (+10 minutes) To discuss the advantages and disadvantages of each means of transportation, draw the following chart on the board (without the comments) and have students copy it, or print it out and distribute to students. In small groups, have students discuss what they like and dislike about the different means of transportation.

	Driving to school or work	Flying for vacations in my country	Riding a bus for vacations in my country
Advantages	<i>convenient</i> <i>comfortable</i>	<i>fast</i>	<i>scenic</i> <i>cheap</i>
Disadvantages	<i>hard to park</i>	<i>expensive</i> <i>not scenic</i>	<i>slow</i>

Graphic Organizers

EXTRAS

Workbook

VOCABULARY

A ▶ 5:03 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- After students listen and repeat, point to the Japan Rail schedule and ask *Which train makes stops, a local or an express? (A local.) Which one is faster? (An express.)*
- Point to the Air China flight signs and ask *Which flight makes stops, a direct flight or a non-stop flight? (A direct flight.) Which one is faster? (A non-stop flight.)*
- To personalize the Vocabulary, have students think about the last flight they (or someone they know) took. Ask:
Did you have a one-way or a round-trip ticket?
Was it a direct or a non-stop flight?
Did you have to change planes?
Did you have an aisle or a window seat?
- Then ask:
What about your last train trip?
Did you have a one-way or a round-trip ticket?
Did you take a local or an express?
Did you have an aisle or a window seat?
- Have students use the Vocabulary to talk about their last airplane and train trips.

Language and culture

- Airlines distinguish between non-stop and direct flights, though the general public tends to use them interchangeably. A direct flight makes an intermediary stop where some passengers get off the plane while others remain. New passengers may get on the plane at this stop.

Learning Strategies

B Complete the conversations . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- To check their work, students read the completed conversations with a partner.

Language and culture

- In British English, a one-way ticket is called a *single* and a round-trip is a *return*.

GRAMMAR

Suggested teaching time:	13–15 minutes	Your actual teaching time:	
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should

- To demonstrate that *should* is used for asking for and giving advice, students look again at the train schedule from Beijing to Shanghai on page 98. Ask *Should I take the 1461 or the Z21? Why?* Write students' answers on the

board with *should*; for example, *You should take the Z21 because it is faster. You should take the 1461 because it's more scenic.*

could

- Say to the class *How many different ways could I travel to [Istanbul]?* Elicit suggestions from the class and write them on the board. Write students' answers on the board with *could*. Students' answers should begin with, *You could . . .*

Possible responses . . .

You could take a train.	You could take a boat.
You could fly.	You could drive.

- Then ask *What is the best way to travel to [Istanbul]?* On the board, write *You should [fly]*. Read aloud one of the sentences with *could* and the sentence with *should*. Ask *Which suggestion is stronger? (You should [fly].)*

Option: (+5 minutes) Have students give each other advice about vacation destinations.

Option: (+5 minutes) For further practice, give students different travel problems and ask for their advice. Some possible travel problems: *I lost my passport. Someone stole my purse. The airline lost my luggage. I missed my flight.*

Language and culture

- **From the Longman Corpus:** *Could* and *should* are two of the 1,000 most frequent words in both written and spoken American English.

Option: GRAMMAR BOOSTER (Teaching notes p. T138)

Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Before students work on the exercise, write on the board:
— a round-trip ticket.
she / buy
- Then write incorrect sentences on the board. Have students circle the problem with each answer.
She shoulds buy a round-trip ticket.
She should buys a round-trip ticket.
She should buying a round-trip ticket.
She should to buy a round-trip ticket.
- Elicit the correct answer from the class and write it on the board. (*She should buy . . .*)
- Have students change the same statement into a question and write it on the board. (*Should she buy a round-trip ticket?*) Then have them make it negative and write it on the board. (*She shouldn't buy a round-trip ticket.*)
- Remind students to use a capital letter at the beginning of a sentence.

★ Extra Grammar Exercises

B Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Give students a minute to study the train schedule. Ask a few comprehension questions. For example:
When does the 7:15 train arrive in Northway? in Oak Plains? in Carmel?
Which trains stop in Oak Plains?
Which train is non-stop to Carmel?
- If students are uncertain when to use *could* or *should*, say Use *could* when you are talking about what is possible. Use *should* when you are talking about what is better. For example:
"I could take the 7:30." It is possible.
"I should take the 7:25." It is faster. It's the better choice.

CONVERSATION MODEL

A ▶ 5:04 Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Use I'm sorry to respond with disappointing information.
- Use Well to introduce an alternative.
- Have students look at the photo. Ask *What time is it?* (5:17 / 17:17) Point to the woman behind the desk and ask *What is her occupation?* (She's a ticket clerk.)
- After students read and listen, ask:
Where does he want to go? (To Montreal.)
Can he take the 5:12 bus? (No.)
Why not? (It left at 5:12. It's 5:17 now.)
When's the next bus? (At 5:30.)
How long does he have to wait? (13 minutes.)
- Tell students that *ago* is used to show how far back in the past something happened. To make sure students understand its use, say *It's 5:17 now. The bus left at 5:12. The bus left five minutes ago.*
- Ask *When did we come to class?* Have students use *ago* in their response; for example, *We came to class forty minutes ago.* Ask individual students *When did you start studying English?* Example response: *Two years ago.*

Language and culture

- *To make a bus* means to get on the bus before it leaves. The phrase is often used with *can*; for example, **A:** *Can I make the 5:10 train?* **B:** *No, but you can make the 5:20 train. You still have eight minutes.*
- It's common in spoken English to reduce noun phrases; for example, the ticket clerk says *the 5:30* instead of *the 5:30 bus*.

B ▶ 5:05 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat chorally. Make sure they:
 - emphasize *could* in *Well, you could take the 5:30.*
 - use rising intonation in *one way* and falling intonation in *round-trip*.

- Have students switch roles to practice both parts and substitute different ways to express disappointment from the box for *Too bad*.

▶ 5:06 Ways to express disappointment

- Have students listen and repeat the expressions. Make sure students use the correct intonation for each expression.
- Explain that *Oh, no!* is usually a little stronger than the other two expressions.

NOW YOU CAN Discuss schedules and buy tickets

A Conversation activator

Suggested teaching time:	10–14 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 185 of this Teacher's Edition.
- Have students look at the departure board. Ask *What time is it?* (7:15 A.M.)
- Point out that Student A is playing the role of a customer. Student B is a ticket clerk.
- Be sure to reinforce the use of the conversation strategies.
- Encourage students to use the phrases in the Ways to express disappointment box.

DON'T STOP! Extend the conversation. Remind students of other language they can use in these conversations. For example:

How much is the ticket?
Does the train make stops? / Is it a local or express?
Can I have an [aisle] seat?
What track is it leaving from?

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.

Conversation Activator Video Script; Conversation Activator Pair Work Cards


B Change partners

Suggested teaching time:	10–14 minutes	Your actual teaching time:	
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- To ensure that students vary who they talk to in Pair Work activities, pair them up with someone who shares the same birthday month.
- Tell students to vary their conversations.

EXTRAS

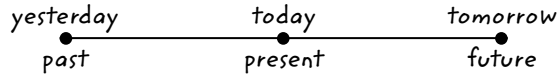
Workbook or MyEnglishLab

 Speaking Activities: Unit 9, Activity 1

GRAMMAR

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To be sure students understand the concept of “future,” draw the following timeline on the board:



- After students read the information in the Grammar box and the Remember box, ask *What are your future plans?* On the board, write:

Tonight . . . Next week . . .
 Tomorrow . . . Next month . . .
 This weekend . . .

Have students use *be going to* to write statements about their future activities. (Tomorrow, I’m going to play soccer.)

- Ask *What are you going to do [tonight]?* Have several students read their sentences aloud. Check that students use the correct form of *be going to* with the base form of a verb.

Language and culture

- In casual conversation, *going to* in the future with *be going to* is often pronounced “gonna.” However, in written English, the words are always spelled *going to*.
- The simple present tense is often used for the future when discussing travel dates, schedules, and times; for example, *We arrive next week.*

Option: **GRAMMAR BOOSTER** (Teaching notes p. T139)

 **Inductive Grammar Charts**

A Grammar practice

Suggested teaching time:	1–3 minutes	Your actual teaching time:	
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- Write incorrect sentences on the board. Have students circle the problem with each.
He going to buy a ticket.
He’s going buy a ticket.
Hes going to buy a ticket.
Is he going to buy a ticket.
- Elicit the correct sentences from the class and write them on the board. (*He’s going to buy a ticket. / Is he going to buy a ticket?*)

Option: (+5 minutes) On a sheet of paper, have students rewrite items 1–5, using the present continuous. (1 They’re not buying . . . 2 . . . is she leaving . . . ? 3 Are you asking for . . . ? 4 . . . is taking . . . ? 5 . . . is he calling . . .) (Note: Do not ask students to rewrite item 6 because the present continuous cannot be used with the verb *be* to express future plans.)

 **Extra Grammar Exercises**

B Complete the e-mail.

Suggested teaching time:	3–6 minutes	Your actual teaching time:	
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- To check their work, students read the e-mail aloud to a partner.

Option: (+5 minutes) Write the following on the board:

place of departure:
 airline:
 flight number:
 departure time:
 destination:
 arrival time:

Have students find the travel information in the e-mail. Ask volunteers to come up and write in the correct answers. (Mexico City, Atlas Airlines, 6702, 4:45 P.M., Chicago, 9:50 P.M.)

Option: (+5 minutes) Ask the class:

What time is Mara’s flight going to arrive? (10:00 P.M.)
What’s the name of the airport in Chicago? (O’Hare.)
Is Mara going to stay in Chicago for long? (No. She’s flying to Tokyo the next day.)

C Pair work

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have the class brainstorm questions they can ask one another. For example:
What are you going to do tonight / this weekend / next summer?
What are you going to eat for dinner tonight?
Where are going to go on your next vacation?
What kind of job are you going to have in five years?

VOCABULARY

A ▶ 5:07 **Read and listen.**

Suggested teaching time:	2 minutes	Your actual teaching time:	
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 **Vocabulary Flash Card Player**

- Explain that a *rental car* is a car you pay to use for a short time.
- To personalize the Vocabulary, ask:
What about your last vacation?
Where did you go?
Did you use a rental car?
Did you use a taxi?
Did you use a limousine?
Did you have a hotel reservation?

Language and culture

- In informal speech, limousines are often called *limos*. An airport limousine is usually reserved in advance.
- From the Longman Corpus:** Some words are frequently used together with *reservation*. Phrases include *have a reservation*, *make a reservation*, and *get a reservation*.

B ▶ 5:08 Listen to infer

Suggested teaching time:	3–6 minutes	Your actual teaching time:	
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- Ask where Bogotá, Seoul, New York, and Montevideo are. (Colombia, South Korea, the United States, and Uruguay) If possible, show students where each country is on a world map.



Graphic Organizers

AUDIOSCRIPT

CONVERSATION 1 [F = Spanish]

- M:** Good morning. How can we assist you today?
F: I'm flying to Bogotá on October 6th, and I need a limousine.
M: Certainly. For you alone?
F: No. I'll be traveling with my three children. We'll have lots of luggage.
M: That's no problem. I can book you a limo with a large trunk for the luggage. Are you going to need a hotel reservation in Bogotá?
F: No, thank you. Bogotá is my home.

CONVERSATION 2 [M2 = U.S. regional]

- M1:** Yes, sir. Can I help you with something?
M2: I hope so. I'm arriving in Seoul on October 4th, and I need a hotel reservation. I'm very concerned because I don't speak any Korean.
M1: Don't be concerned, sir. The hotel staff all speak English.

CONVERSATION 3 [F = Chinese]

- F:** Excuse me. I need some help with a rental car reservation overseas.
M: Yes, of course. Please have a seat. I'll be right with you . . . Now, ma'am. Where do you need that car?
F: In New York, at John F. Kennedy airport. I arrive on the third.
M: Of October?
F: Yes, at 11:30 P.M. Is that too late to get a car?
M: Certainly not. Nothing's too late in New York!

CONVERSATION 4 [M2 = Eastern European]

- M1:** Excuse me. Do you work here?
M2: Yes, sir. How can I assist you this afternoon?
M1: I'm arriving in Montevideo from Porto Alegre on October 4th at 8:00 in the morning. I have a reservation at the Hotel del Centro. I'll need either a taxi or a limousine. Are there limousines from the airport to the hotel?
M2: Let me check . . . Actually no. You'll need to take a taxi.
M1: Is it possible to make a reservation? I have a lunch meeting and I want to be sure I don't have to wait for the taxi. Is that possible?
M2: Anything is possible. If you'll just give me a moment, I'll go online to see what the options are.

CONVERSATION MODEL

A ▶ 5:09 Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Use I hope so to politely respond to an offer of help.
- Use Let me check to buy time to get information.

- After students read and listen, ask *Where is B going?* (Dubai.) *When is B arriving in Dubai?* (On April 6th.) *What does B need?* (A rental car.)

Option: (+2 minutes) Elicit three ways to express B's arrival date and time. (He's going to arrive in Dubai on April 6th at 5:45. He's arriving in Dubai on April 6th at 5:45. He arrives in Dubai on April 6th at 5:45.)

B ▶ 5:10 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat chorally. Make sure they:
 - stress *hope* in *I hope so*.
 - use rising intonation with *Can I help you?*

C Find the grammar

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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- Review answers as a class.

NOW YOU CAN Book travel services

A Conversation activator

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 185 of this Teacher's Edition.
- Ask questions about the tickets. For each ticket, ask:
 - What's the form of transportation?* (Flight, bus, train.)
 - What's the destination?* (Cuzco, Sokcho, Washington.)
 - What's the arrival date?* (April 11, August 13, June 26.)
 - What's the arrival time?* (19:15 / 7:15 P.M., 11:55, 9:10 P.M.)

DON'T STOP! Extend the conversation. Have the class brainstorm other services they might need; for example, a hotel reservation, a rental car, a limo, a taxi.

- Reinforce the conversation strategies; for example, make sure students say *I hope so* in a friendly manner.
- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.



Conversation Activator Video Script; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Give students a few minutes to create their own tickets.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 9, Activity 2

BEFORE YOU LISTEN

A ▶ 5:11 Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students point to each numbered item as they listen to the audio.

Option: (+5 minutes) To check comprehension, after students have listened and repeated the Vocabulary, give the definitions that follow. Have students supply the correct Vocabulary word or phrase:

- *The traveler on the plane is a . . .* (a passenger)
- *If a passenger is leaving, he or she is . . .* (departing)
- *When the plane leaves the ground, it . . .* (takes off)
- *When the plane comes down from the air and touches ground, it . . .* (lands)
- *The person who takes your boarding pass when you get on an airplane is an . . .* (agent)
- *When the airline says a flight is not going to depart, the flight is . . .* (canceled)
- *When there are more passengers than seats on the plane, the plane is . . .* (overbooked)
- *The place where passengers walk through machines to check their carry-on luggage is . . .* (security)
- *The place everyone waits before getting on the plane is the . . .* (departure lounge)
- *The ticket you show the agent to get on the plane is a . . .* (a boarding pass)
- *The door you walk through when you leave the airport to get on the plane is . . .* (the gate)

▶ 5:12 Some flight problems

- Have students listen and repeat the sentences.
- To make sure students understand the meaning of the sentences, ask a few questions. For example:
I can't board my flight because there are too many passengers. There aren't enough seats on the plane. Is my flight canceled? (No. Your flight is overbooked.)

B Use the Vocabulary . . .

Suggested teaching time:	6 minutes	Your actual teaching time:	
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- Make sure students write *passengers* in the plural form for item 4.

Option: (+5 minutes) In groups of four, have students demonstrate the pre-flight instructions. One student narrates as the other three students mime the actions. Invite one or two groups to present the demonstration to the class.

LISTENING COMPREHENSION

AUDIOSCRIPT

[F, M = Spanish]

- F:** Lanca Airlines, flight 692, with service to Antofagasta, Chile, and continuing service to Santiago, is now ready for boarding through gate 26B. Passengers with boarding passes should pass through security and proceed immediately to the gate.
- F:** This is a gate change for Lanca Airlines, flight 692, with service to Antofagasta, Chile, and Santiago. The new gate is gate 16C. This is a gate change for Lanca Airlines, flight 692, with service to Antofagasta, Chile, and Santiago. The new gate is gate 16C.
- M:** This is an announcement for passengers on Lanca Airlines flight 692 with service to Santiago with an intermediate stop in Antofagasta. Ladies and gentlemen, please take your seats. The captain informs me that there is a mechanical problem, and the new departure time will be at 7:00. If you are traveling on flight 692, please take your seat. The flight has been delayed. The new departure time is 7:00. We're sorry for the delay.
- M:** Ladies and gentlemen, Lanca Airlines, flight 692 to Antofagasta, with continuing service to Santiago is now available for boarding through gate 16C. Passengers requiring assistance or with small children will be boarded first. We're now ready to board passengers in the Wide World Alliance or those passengers with first-class or business-class boarding passes. Have a good flight!

A ▶ 5:13 Listen for details

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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- To provide more support, play the audio all the way through once, and then play it again. Pause the audio after each announcement to allow students to fill in the correct information for each item. (The first announcement gives the answer to item 1, the second announcement gives the answer to item 2, and the third announcement gives the answers to items 3 and 4.)
- After students complete the exercise, ask *Is flight 692 direct or non-stop?* (Direct.)

B ▶ 5:14 Listen to understand announcements

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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- When you review, ask *Was there a delay? Was there a cancellation?* etc. Students answer *Yes, there was*, or *No, there wasn't*.

PRONUNCIATION

A ▶ 5:15 Listen to the rhythm . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- Point out how intonation rises on the first of two alternatives and falls on the second.

Option: (+10 minutes) Have partners plan a trip together. They suggest alternatives to each other, practicing the correct rhythm and intonation. To make the activity more interesting, students can choose from the alternatives their partner suggests. (I'd like to go to Europe.)

B Now practice saying . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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- If students have a difficult time focusing on their own speech production, tell them to plug one ear as they speak. They will be able to hear themselves better.

Pronunciation Activities

NOW YOU CAN Understand airport announcements

A ▶ 5:16 Read and listen . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Remind students that when something is overbooked, there are more passengers than seats. The airline sold too many tickets.
- To check comprehension, ask:
 - What's the problem with the flight?* (It's overbooked.)
 - What does the airline want someone to do?* (Take a later flight.)
 - What do you get if you volunteer to take a later flight?* (A free round-trip ticket for another flight.)

Option: (+5 minutes) Have students find and circle the words *volunteer* and *volunteers* in the speech balloon. Ask what part of speech *volunteer(s)* is in each context. (It's a noun in the first balloon, a verb in the second.) Ask *How many volunteers does the airline need?* (Two.) *Would you like to volunteer? Why or why not?*

B Pair work

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Ask the following questions and elicit answers from the class. Write the answers on the board:
 - What time is flight 58 going to depart?* (17:25)
 - When's the next flight to São Paulo?* (17:50)
 - What time does it arrive?* (19:50)
 - What time is your very important dinner?* (20:30)
- Remind students to practice the correct rhythm and intonation when they state alternatives.
- Remind students of language for discussing plans. Write the following on the board:
 - What should we do?*
 - We should ____.*
 - We could ____.*
 - What about ____?*
 - Can we make the ____?*

C Discussion

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Ask individual students *What are you going to do?* and *What's your partner going to do?* To encourage students to say more, ask *Why?*

Possible responses . . .

I'm going to take flight 58. I have to be on time for the dinner. My partner's going to volunteer. He wants a free ticket. He's going to go to Rio in February.

EXTRAS

Workbook or MyEnglishLab

 Speaking Activities: Unit 9, Activity 3

BEFORE YOU READ

A ▶ 5:17 **Vocabulary**

Suggested teaching time:	2 minutes	Your actual teaching time:	
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V **Vocabulary Flash Card Player**

- After students read and repeat, ask *Did you ever have one of these problems? What happened?*

Language and culture

• If travelers *get bumped from a flight*, it means they lost their seat on this flight (usually due to overbooking). To get seasick means to feel very nauseated because of movement of a boat or ship. Someone who gets sick because of the motion on a plane is said to be *airsick*. *Carsick* means to get sick because of the motion of a car.

B ▶ 5:18 **Listen to activate vocabulary**

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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- When you review, have students check that they used the correct possessive adjective, *their*, in items 3 and 5.

Option: (+5 minutes) Have students listen again for the means of transportation in each conversation. (1 cruise; 2 limo; 3 airplane; 4 train; 5 airplane)

AUDIOSCRIPT

CONVERSATION 1 [F1 = British English]

- F1:** You'll never believe what happened on our holiday.
F2: What?
F1: Well, we took this great cruise, but the weather was really bad. The sea was so rough, it was even hard to walk.
F2: Oh, no! What bad luck. Well, was the food good at least?
F1: Food? Are you kidding? We couldn't eat a thing. We felt awful!

CONVERSATION 2

- F:** How was the trip with your family?
M: It ended well. But it started badly.
F: What do you mean?
M: Well, the airport limo hit a bus.
F: Did anyone get hurt?
M: No. But it was really scary.

CONVERSATION 3 [M = Portuguese; F = Indian]

- M:** How was your trip?
F: Pretty good, except for one thing.
M: What was that?
F: Well, they overbooked our flight, and we couldn't get on.
M: What do you mean, they overbooked your flight? You had tickets, didn't you?
F: Yes. But so did two hundred other people. There were only a hundred and ten seats on the plane.
M: Oh, no! So what happened?
F: Well, it turned out OK. They put us on a later flight, but we got in too late for the party.

CONVERSATION 4

- M1:** What time does your parents' train arrive?
M2: Well, it was supposed to arrive at five, but they called to say it was late.
M1: How come? What happened?
M2: I'm not sure . . . something about the doors on the train. I think they wouldn't close. But they fixed it. They're just late.

CONVERSATION 5

- F:** What are you doing home?
M: There was a ton of traffic and we got to the airport five minutes late. Unfortunately, the flight left on time.
F: Well, that WAS bad luck! Most flights leave late. What are you going to do?
M: It's OK. We're going to take the first flight out in the morning.

▶ 5:19 **READING**

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Have students read the first article only. Ask:
What is a "no-show"? (A person with reservations who doesn't show up for the flight.)
Why do some people get bumped from their flight? (Because there are more passengers on the flight than seats on the plane.)
What do airlines do to help the bumped passengers? (They give them cash, free flights, hotels, and/or meals.)
- Now have students read the second article. Ask:
Why did the man take a wrong turn? (The GPS said "turn.")
Why did the man and his son leave the car on the train tracks? (They couldn't move it.)
Was anyone hurt in the accident? (No.)

Option: (+5 minutes) If you wish to include the audio, have students listen with their books closed before they read the articles.

Option: (+5 minutes) Have students read the articles again and use the context to explain the following words or sentences.

Article 1: perks (things that are given for free, such as cash, flights, hotel rooms, and/or meals); deplane (get off a flight)

Article 2: abandon the car (leave the car behind); There were no injuries. (No one was hurt.)

 **Learning Strategies**

Critical thinking

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Ask students to explain their answers.



Extra Reading Comprehension Exercises

NOW YOU CAN Describe transportation problems

A Check all the means of transportation . . .

Suggested teaching time:	2–5 minutes	Your actual teaching time:	
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- If helpful, explain that a *ferry* is a boat that takes people across a river or a narrow area of water. Give an example. You can say *Many tourists in Europe take a ferry from England to France*; or better still, give an example of a local ferry.

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To model the activity, look at a student's notepad and say *[Jan] took a ferry. Where did you take the ferry, [Jan]? Make sure students note that the past tense of take is took.*
- Point out that to ask about airplane trips, it is more natural to say *Where did you fly?* than *Where did you take the airplane?* Ask *What is the past tense of fly?* (Flew.)

Option: (+5 minutes) Have students walk around and find one classmate who took each means of transportation. For each means of transportation, have students write a sentence about a classmate. Have them write eight sentences, similar to this: *[Iris] took [a bus] to [Mexico City].*

C Notepadding

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Write the headings from the notepad on the board. To model the activity, write notes on the board about a trip when you had transportation problems.

D Group work

Suggested teaching time:	12–15 minutes	Your actual teaching time:	
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- Use your notepad to tell your students about your trip. Talk about the information that is on the notepad, but also give more information and details.
- Have the class ask you a few questions about your trip.
- Give students a few minutes to think about how to tell their stories.
- After students in each group tell their stories, have classmates ask at least two questions.
- To encourage students to talk more, have them check off each problem and response in the Recycle box as they use it. Encourage students to check off every item.

Option: (+15 minutes) Have students use their notepads to write their stories. Encourage them to include more information and details. Have volunteers read their stories to the class.

Text-mining: Have students write their Text-mining examples on the board. Encourage students to use the expressions in their discussions. Check them off as they are used.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 9, Activity 4; "Find Someone Who . . ." Activity

A ▶ 5:20 It's 7:26 A.M. now.

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- Give students a minute to look at the Departures schedule.
- Ask a few comprehension questions to prepare them for the conversations:
 - What time is it? (7:26.)*
 - What times do the Philadelphia trains depart? (7:25 and 8:31.)*
 - What is a track? (The two metal lines that a train travels on; the place the train leaves from.)*
 - What track does the early train to Philadelphia depart from? (19.)*
 - Which train leaves from track 8? (The Washington train.)*
 - What times do the Boston trains depart? (7:22 and 8:26.)*
 - Which train left at 7:10? (The Washington train.)*
- Have students read each item before they listen to each conversation.
- Point out that item 1 is for Conversation 1, item 2 is for Conversation 2, etc.

Option: (+5 minutes) Have students correct the false statements and make them true.

AUDIOSCRIPT

CONVERSATION 1 [F = U.S. regional]

- F:** Oh, my God! Look at the time. It's almost 7:30!
M: We are definitely going to miss the train!
F: Absolutely. Track 19 is all the way on the other side of the station!

CONVERSATION 2

- F:** Do you think we can still make the train?
M: I don't know. It's already 7:26. The schedule says it leaves at 7:25.
F: Yeah. I guess we missed it.

CONVERSATION 3

- M:** Oh, no! The train left 16 minutes ago. What should we do?
F: Have breakfast! The next one's going to leave in an hour.

CONVERSATION 4 [F = Spanish; M = Chinese]

- F:** Excuse me, sir?
M: Yes?
F: I'm looking for track 8.
M: No problem. That's where I'm going. Just follow me.

CONVERSATION 5 [M1 = U.S. regional]

- M1:** Hey! What are YOU doing here?! Do you usually take the 8:31?
M2: Actually, no. I got up late and then I had a problem with my car. So I missed my train. Now I'm going to be late for a meeting.

CONVERSATION 6

- F:** What time is it?
M: Let me check . . . 7:26.
F: Do you think we can still make the early train to Boston?
M: Are you kidding?

B Complete each statement . . .

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
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- To provide support for this exercise, write a word bank on the board. Have students choose words from the word bank as they do the exercise. For example:
 - direct, hotel reservation, canceled, aisle, overbooked, limousine, express, non-stop, rental car*

Option: (+5 minutes) Ask some questions:

- What do you prefer, an aisle seat or a window seat?*
- Which is more convenient, a rental car or a taxi?*
- Which is more expensive, a round-trip ticket or a one-way ticket?*

C Complete the conversation . . .

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
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- To check their work, students read the conversation with a partner.

WRITING

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
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- Have students write notes about the two trips. Tell them to think about where they went or are going to go and the means of transportation, the kinds of tickets and trips, and travel services used.

Option: **WRITING BOOSTER** (Teaching notes p. T147)

Writing Process Worksheets

Top Notch Pop Song Video and Karaoke Video.

ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

Contest

Suggested teaching time:	8 minutes	Your actual teaching time:	
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- Have the class name the husband and wife before they begin. Use the names for all the activities on this page.
- Ask some questions about the pictures:
 - What are they doing on June 6th? (Planning a vacation.)*
 - Where do they decide to go? (Hawaii.)*
 - What's the date in the picture at the top right? (August 22nd.)*
 - What happened to Flight 3450? (It was canceled.)*
 - What happened in Hawaii? (They missed the bus.)*
 - What could they do? (They could take the 15:15 or 15:45.)*

Possible responses . . .

When did they go to the travel agent? (On June 6th.)
 What is the name of the travel agent? (Laura Costas.)
 Which vacation did they choose? (Hawaii.)
 What flight did they get tickets for? (Flight 3450.)
 What was the problem with the flight? (It was canceled.)
 What did they do? (They took the next flight at 8:30.)
 What happened the next day? (They missed their bus.)
 Where did the bus go? (On a volcano tour.)

Role play

Suggested teaching time:	8 minutes	Your actual teaching time:	
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- Encourage students to use language from Unit 7.

Possible responses . . .

(June 6th)

Travel agent: How can I help you? **Wife:** We need a vacation. Where should we go? **Travel agent:** Well, what do you like? Do you like history and culture, or natural beauty? **Husband:** We like nature. We like warm weather and nice beaches, too. **Travel agent:** You could go to Hawaii. It's scenic and relaxing. **Wife:** What do you think? Should we go to Hawaii? **Husband:** Sure, let's go.

(August 22nd)

Wife: Oh, no! They canceled our flight. **Husband:** What should we do? **Wife:** Well, we could take a later flight. **Husband:** What time's the next flight? **Wife:** At 8:30. Flight 3460. It leaves from the same gate. **Husband:** OK. We have to wait one hour. We could have dinner. **Wife:** Good idea.

(August 23rd)

Wife: Can we make the 14:45 bus? **Tour bus agent:** No, I'm sorry. It left. **Husband:** Oh, no! We missed our bus. What should we do? **Tour bus agent:** Well, you could take the 15:15 bus. It leaves in 30 minutes.

Option: (+10 minutes) Have volunteers act out their conversations in front of the class.

Option: (+10 minutes) In pairs, have students write their conversations in dialogue form. Each pair writes each line of the conversation on a slip of paper, mixes up the order of the slips, and gives them to another pair who puts the conversation back in the correct order.

Group story

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Tell students to try to talk about all the possibilities in one picture before they go on to the next.

Option: (+10 minutes) After the class tells the story, have students work individually to write it out.

Possible responses . . .

On June 6th, Martha and George Benson went to a travel agent. The travel agent's name was Laura Costas. She showed them different vacations. They talked about different trips. They liked the trip to Hawaii. They booked a flight and a volcano tour in Hawaii. On August 22nd, they went to the airport. There was a problem. The airline canceled their flight. Martha and George took the next flight. On August 23rd, they arrived at 14:45 for their tour. The bus left at 14:45. They just missed their bus. They had to wait for the next bus at 15:15.

Option: Oral Progress Assessment

Use the illustrations for an oral test. Have students ask you questions about the pictures, using *should* or *could*; for example, the student could point to the bus schedule in the last frame and ask *What bus should they take?* You could answer *They should take the 15:15 bus.* Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Have small groups plan a trip using real schedules and travel services and present the information to the class.

Idea: Have students use the Internet to find the following (if students don't have easy access to the Internet, they can visit a travel agency or look at travel books): a means of transportation, a departure time, an arrival time, the cost of the transportation, a hotel or other accommodations, transportation at their destinations (rental car, taxi, limo, public transportation, etc.)

FYI: Websites in students' native language are OK, too, as long as the information students report is in English.

EXTRAS

On the Internet:

- **Online Teacher Resources:** pearsonelt.com/topnotch3e/

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- *Top Notch Pop Song Activities*
- *Top Notch TV Video Program and Activity Worksheets*
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

PREVIEW

Before Exercise A, give students a few minutes of silent time to observe the web information.

A ▶ 5:23 Vocabulary

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Before listening, ask students a few warm-up questions:
 - Do you travel to other countries?*
 - How do you pay for things when you travel?*
 - Do you use a credit card?*
 - Do you use the country's money?*
 - How do you exchange your money for the country's money?*
- Have students point to *exchange rate*, *cash*, *foreign currency*, *ATM*, and *fee* in the text.
- Now have students listen to the vocabulary and repeat. Tell students to point to the images of *exchange rates*, *cash*, *foreign currency*, an *ATM*, and a *fee*.
- To make sure students understand the vocabulary, ask:
 - What should you do before you travel to another country?* (Find out the exchange rate.)
 - What should you do if you want to exchange cash?* (Go to a bank or post office.)
 - How do you get the best exchange rate?* (With an ATM card or credit card.)
 - Do all ATM cards work in all countries?* (No.)
 - Do many credit card companies charge fees for foreign transactions?* (Yes.)

Option: (+5 minutes) To extend the activity, ask *Do you agree with the advice in the article? Is there anything you want to add?*

Language and culture

- An ATM is called a *cashpoint* in British English and a *bank machine* in Canadian English.

B Pair work

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- Students discuss these questions in pairs or small groups.

Option: (+5 minutes) Have students close their books. Say *You're going on a trip to [the U.S.]. What should you do before you go? What should you bring with you?* Possible answers are:

- I should find out the exchange rate.
- I should bring credit cards and my ATM card.
- I should exchange cash at banks or post offices.
- I should use my credit card to pay for larger expenses.

Option: (+10 minutes) If possible, have students bring to class any examples of foreign currencies they have at home. In small groups, students can show each other the various currencies and compare their shapes and sizes. Students can also explain how they got the money and ask and answer questions about their travels.

C ▶ 5:24 Photo story

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- Have students look at the photos. Ask *What are the women doing?* (Shopping.) *What are the women looking at in the second picture?* (A bowl.)
- After students read and listen, ask:
What does Jenn want to buy? (A gift for her mother.)
What's the problem? (She doesn't have much cash.)
Does she have a credit card? (Yes.)
Does Jenn like the bowl Pat shows her? (Yes.)
What's the problem with it? (It's expensive.)
What does Pat say she should do? (Ask for a better price.)
What does the clerk show her? (A more affordable bowl.)
How much does it cost? (40 euros.)
Do they accept credit cards? (No.)

Language and culture

- **From the Longman Corpus:** *Accept credit cards* is more frequently used than *take credit cards*, even though the verb *take* is much more common than the verb *accept*. In spoken American English, the word *gorgeous* is used to describe things much more often than it is used to describe people.

D Focus on language

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To personalize some of the new terms, ask or say:
What do you do when you are out of cash?
Tell the class about a store in your area that has really nice stuff.
What do you do when you want something, but it's a bit more than you wanted to spend?
Have you ever bargained for a better price?

Option: (+10 minutes) For a class discussion about bargaining, ask *Do you ever bargain for better prices? Are you good at bargaining? Where do people usually bargain? Can you bargain in a department store? How about in a small shop?*

SPEAKING

Pair work

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Make sure students understand that *advantages of* means *good things about* and *disadvantages of* means *bad things about*. Ask *What are the good things about credit cards?* *What are the bad things about credit cards?*
- Have students write their ideas individually and then share their opinions with a partner.

Option: (+5 minutes) For further discussion, ask *What advice do you have for a person coming to visit your country? Should the person bring credit cards? Should the person carry cash? Should the person try to bargain? Where should the person exchange currencies?*

EXTRAS

Workbook

GRAMMAR

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- After students read the information in the Grammar box, ask:

Which is warmer, a cardigan or a blazer?

Which is the warmest, a cardigan, a blazer, or a coat?

Which is more expensive, a bus trip or a flight?

Which is the most expensive, a bus trip, a flight, or a cruise?

- Explain that comparative adjectives are used to compare two people, places, or things. Superlative adjectives are used to compare three or more people, places, or things. Point out that students should use *the* with superlative adjectives (*the largest*).
- Ask *What's the difference between the adjectives on the left side of the box and the ones on the right side of the box?* (The adjectives on the right are longer / have more syllables.)

Option: (+10 minutes) Practice superlative sentences with a transformation drill. Write on the board *This one is the nicest*. Say the adjective *cheap* and elicit from the class the sentence *This one is the cheapest*. Then point to a student and say *small*. Elicit the sentence *This one is the smallest*. In this manner, continue to elicit superlative sentences by prompting students with adjectives.

 5:26 Irregular forms

- Have students listen and repeat the irregular forms.
- To make sure students understand the forms, ask a few questions. For example:
 - Which is better, [Mexican food] or [Thai food]?*
 - Which is the best, [Mexican food], [Thai food], or [Indian food]?*
 - Is [this cell phone] worse than [that cell phone]?*
 - Which is the worst, [cell phone A], [cell phone B], or [cell phone C]?*

- Call on students to respond to the questions and ask them to explain their answers.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T140)



Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	3–6 minutes	Your actual teaching time:	
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- To remind students of the vocabulary they learned in Unit 5, have them circle the product in each statement (1 vacuum cleaner 2 blender 3 washing machine 4 digital camera 5 webcam 6 juicer 7 coffeemaker 8 projector 9 projector). Ask:
 - Which appliances are for cleaning or washing?* (vacuum cleaner, washing machine)
 - Which devices do you use with a computer?* (digital camera, webcam, projector)
 - Which appliances are for food preparation?* (blender, juicer, coffeemaker)
- Have students check their spelling of *easiest* in item 3.

Option: (+5 minutes) As a class, brainstorm names of popular electronic products on the board; for example, *smart phone, tablet, laptop*, etc. Ask:

Which electronic product do you think is generally . . .

the most expensive?

the cheapest?

the most convenient?

the most popular?

the biggest?

the smallest?

the easiest to use?

the most difficult to use?

B Grammar practice

Suggested teaching time:	3–6 minutes	Your actual teaching time:	
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- To check their work, students read the conversations with a partner.



Extra Grammar Exercises

CONVERSATION MODEL

A ▶ 5:27 Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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This conversation strategy is implicit in the model:

- Use Well to connect an answer to an earlier question.

- Have students look at the photo. Ask:
Where are the people? (In a store.)
Which one is the clerk? (The man.)
Which one is the shopper? (The woman.)
What kind of products are they looking at? (Small appliances. / Kitchen products.)
- After students read and listen, ask:
What is the woman shopping for? (A pressure cooker.)
Is the Steam 2000 expensive or inexpensive? (Inexpensive.)
Is it very good? (No.)
Are there good pressure cookers for less than \$100? (Yes.)
- Make sure students understand *in your price range*. Ask
How much can the shopper spend? (No more than \$100.)
Say So any pressure cooker that costs less than \$100 is in her price range. Is a pressure cooker that costs \$150 in her price range? (No.)

Language and culture

- **From the Longman Corpus:** *Take a look* is more common than *have a look* in American English, but both are acceptable.

B ▶ 5:28 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students find and circle *least* and *best* in the Conversation Model. Make sure students stress *least* and *best*.
- Ask students to underline the questions in the conversation and identify if they have falling or rising intonation.

NOW YOU CAN Ask for a recommendation

A Conversation activator

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 185 of this Teacher's Edition.
- Ask *What electronic products do you see in the ads?* (food processors, coffeemakers, air conditioners) For each ad, you can ask the following questions:
What are the brand names?
What's good about the ___?
How much does the ___ cost?
Which ___ is the cheapest?
Which ___ is the most expensive?

DON'T STOP! Extend the conversation. Encourage students to continue the conversation by asking for more items, comparing them, and then paying for them.

Option: (+5 minutes) Bring in ads for electronic products, or ask students to bring them in. Have students use the ads to practice the conversation.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.



Conversation Activator Video Script; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- To review, ask a few students *What product does your partner recommend?* Your students can say *[Elsa] recommends the Cooksmart because it is the cheapest and easiest to use.*

C Extension

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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FYI: It's OK if the ads are not in English. Students can use the information to discuss the ads in English.

- To prepare students for the activity, call on individual students to make statements about their ads. For example, *I like these three microwaves, but this one is the cheapest.*

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 10, Activity 1

CONVERSATION MODEL

A ▶ 5:29 Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Use How about . . . ? to make a financial offer.
- Use OK to indicate that an agreement has been reached.

- Have students look at the photo. Ask:
Where are the men? (In a store.)
What are the men looking at? (Rugs, carpets.)
Which one is the salesperson? (The man on the right.)
Which one is the shopper? (The one on the left.)
- After students read and listen, ask:
What is the original / first price for the rug? (300.)
How much does the shopper say he can pay? (200.)
What is the final price for the rug? (225.)
What did the shopper do? (He bargained for a lower price.)

Language and culture

- The acceptability of bargaining varies around the world. In some cultures, bargaining is expected, and a merchant never expects the customer to accept the first price. In others, bargaining is discouraged.
- In discussions about money, the currency name is often dropped since it's understood.

B ▶ 5:30 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
 - use falling intonation with *How much do you want for that rug?* and *How about 225?*
 - use rising intonation with *This one?* (a shortened form of *Do you mean this one?*) Make sure students put stress on *this*.
 - emphasize *that* and *big* in *No, that one's not big enough* and *other* in *The other one*.

GRAMMAR

Suggested teaching time:	8–12 minutes	Your actual teaching time:	
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- After students read the information in the Grammar box, have them look at the Conversation Model again. Ask *What was the problem with the first rug?* (It wasn't big enough.) Have students underline *not big enough* in the model. Then have students change *not big enough* to a phrase with *too* that has the same meaning. (Too small.) Have students read the first three lines of the new conversation with a partner.
- Direct students' attention to the information in the Be careful! box. Draw a sad face on the board. Next to it write:
too + an adjective
not + an adjective + enough
- Draw a happy face on the board. Next to it write:
an adjective + enough

- Say *Think of something you own that you don't like. Why don't you like it? Write a sentence with too or not enough.* Ask a few students to read their sentences. Your students can say *My car is too old. It's not quiet enough.*
- Say *Think of something you own that you like. Why do you like it? Write a sentence with enough.* Ask a few students to read their sentences. Your students can say *My computer is fast enough.*

Option: **GRAMMAR BOOSTER** (Teaching notes p. T141)

 Inductive Grammar Charts

Grammar practice

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Encourage students to refer to the Adjectives box as they complete the exercise.
- To check their work, students read the conversations with a partner.

  Extra Grammar Exercises

AUDIOSCRIPT for page T115 (B Listen for details)

CONVERSATION 1 [M = Spanish; F = Russian]

- M:** How much do you want for that vase?
F: The green one? You can have it for thirty-five.
M: Thirty-five? That's more than I want to spend.
F: Well, I can go as low as thirty. But that's it.
M: OK, it's a deal.

CONVERSATION 2 [F = Jamaican English; M = Arabic]

- F:** That's a nice chair. Would you take seventy-five for it?
M: This one?
F: No, that one's too big. The smaller one.
M: You can have it for ninety.
F: How about eighty?
M: Sorry. I can't go lower than ninety.
F: Are you sure?
M: Sorry.
F: OK. It's a deal. Is there an ATM nearby?

CONVERSATION 3 [M = Japanese; F = Portuguese]

- M:** How much is that bowl?
F: The big one?
M: That's right.
F: How much do you want to spend?
M: I can give you twenty for it.
F: How about twenty-five?
M: Sorry. All I have is twenty.
F: There's an ATM right around the corner.
M: There is? OK. It's a deal.

CONVERSATION 4 [F = Australian English; M = Russian]

- F:** How much do you want for that bag?
M: Ninety-five.
F: Ninety-five? I can give you seventy.
M: Sorry. That's not enough. I can't go lower than ninety.
F: Well, all I have is eighty.
M: How about eighty-five?
F: Sorry. All I have is eighty.
M: It's a very nice bag.
F: It really is . . . I can give you cash.
M: Cash? . . . Well, OK. It's a deal.

PRONUNCIATION

A ▶ 5:31 Use rising intonation . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- To make sure students are using the correct intonation, have them listen and repeat in small groups. Encourage students to listen to their group members' intonation and point out incorrect intonation.

B Pair work

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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- Have pairs of students find two of each of any of the following small objects: keys, phones, pens, pencils, paper clips, reading glasses, sunglasses, or cell phones. Have students put these objects on their desks and then practice their conversations.

Option: (+10 minutes) Bring in clothing or electronics catalogs, or ask students to bring them in. Have students practice using rising intonation to confirm the subject by asking about items in the catalog; for example, **A:** *Do you like that jacket?* **B:** *The black one?* **A:** *Yes.* **B:** *I like it a lot.*

Pronunciation Activities

VOCABULARY

A ▶ 5:32 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

- Before students listen, have them underline the questions and decide whether each one has rising or falling intonation.

Option: (+10 minutes) After students listen and repeat, have pairs use the bargaining language to write a conversation between a seller and a buyer. Ask a couple of pairs to perform their conversations for the class.

B ▶ 5:33 Listen for details

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Make sure students understand that each item goes with one of the conversations they will hear (item 1 goes with Conversation 1, item 2 with Conversation 2, etc.)
- Play each conversation twice so students can get all the information they need to complete each statement.

AUDIOSCRIPT See page T114.

NOW YOU CAN Bargain for a lower price

A Conversation activator

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 186 of this Teacher's Edition.
- Have students name the pairs of objects they see in the photos; for example, *two belts, two juicers, two vases.*
- Tell students to point and use rising intonation when they say *This one?*
- Be sure to reinforce the use of the conversation strategies; for example, make sure students use appropriate body language as they bargain over the price.

DON'T STOP! Extend the conversation. Write some adjectives on the board that students can use with *too* and *enough* and in the superlative form. For example:
small, big, large, tall, short, nice, light, dark

- To model the conversation, point to an item on the page and ask a more confident student *How much do you want for that [belt]?*

FYI: Students can use a currency of their own choice to give prices.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.

Conversation Activator Video Script; Conversation Activator Pair Work Cards; Learning Strategies

B Change partners

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Make sure students choose another item to bargain for.

Option: (+15 minutes) Turn the classroom into a marketplace. Have students put small objects on their desks (such as sunglasses, purses, pens) for "sale." Half the class sells the goods and the other half are the buyers. The buyers walk around the classroom and bargain for goods. Then have the two groups switch roles.

EXTRAS

Workbook or MyEnglishLab

Speaking Activities: Unit 10, Activity 2

BEFORE YOU READ

Warm-up

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Check students’ understanding of *appreciation* from the context. Ask *If you have good service, what do you want to say to the person who served you? (Thank you.) Say To show appreciation is to express thanks.*
- To make sure students understand *custom*, say *A custom is the way a group of people do things. This article is about the different ways people give tips for good service. Why is it important to understand the customs of other countries?*

5:34 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- After students read, ask *Where is tipping not customary? (Japan, Korea, Malaysia, New Zealand, Singapore, Thailand, United Arab Emirates, and Vietnam.)*
- To make sure students understand the phrase *round off the fare*, write the following taxi fares / prices on the board. Round off the first fare. Ask students to round off the other fares. Substitute local currency for these dollar amounts:
 \$4.75 (\$5)
 \$6.50 (\$7)
 \$3.40 (\$4)
- Ask the following comprehension questions:
How much do you tip a waiter in the U.S.? (15–20% of the check.) In most other countries? (About 10% of the check.)
How do you tip a waiter in the U.S.? (Leave the tip on the table.) in Austria? (Hand it directly to the server.)
How much do you tip a taxi driver in Canada? (15%.) In South America? (Round off the fare.)
How much do you tip a porter in Australia? (About AUS \$3 per bag.) In most other countries? (About US \$1 per bag.)
How much do you tip a hotel maid in most countries? (About US \$1 to US \$2 a day.)

Language and culture

- Another word for *housekeeper* is *maid*; *chambermaid* is also used. When the person who cleans the room is male, that person is referred to as a *housekeeper*.

Option: (+5 minutes) If you wish to include the audio, have students read along silently while they listen.

 **Learning Strategies**

A Classify

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Point out that students should circle **two** answers to each question.
- After students complete the exercise, ask:
Is tipping customary in this country?
Do restaurants add a service charge to the check?
Do hotel porters and housekeepers expect a tip?
Is it OK to leave a tip on the table?

B Draw conclusions

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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- Have students read the people's questions independently and then identify the country and the service for each one. (Australia, porter; U.S., restaurant server; New Zealand, housekeeper; Canada, taxi)
- Give students several minutes to find the relevant information in the Reading and underline it and take notes.
- With a partner, have students take turns reading the people's questions and giving advice.

Possible responses . . .

You should tip the porter AUS \$6.
You should look at the bill. If there's a service charge, don't leave a tip. If there's not a service charge, leave US \$60–\$80.
You should tip the housekeeper US \$6–12.
You should pay the taxi driver CAN \$6.45.

C Apply information

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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- To model the activity, say *I'm going to Paris. I'm going to take a taxi from my hotel to the Eiffel Tower. If the fare is 11.50 euros, how much should I tip?* (Round the fare off to 12 euros.)
- Have students work in small groups to decide how much to tip in the various situations they describe.



Extra Reading Comprehension Exercises

NOW YOU CAN Discuss showing appreciation for service

A Frame your ideas

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- On the board, brainstorm other ways to show appreciation, besides tipping.
- After students check their responses, see what the most popular ways to show appreciation are. Read each item. Have students raise their hands if they checked it. Note the most popular way to express appreciation.

B Notepadding

Suggested teaching time:	8 minutes	Your actual teaching time:	
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- Students can use *should* or the imperative to write their tipping rules or to explain how to show appreciation for good service.

C Discussion

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Students can make changes to the rules from their notepads based on their discussions with classmates. If their rules are different, they can also discuss the reason why their rules are different.

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 10, Activity 3

BEFORE YOU LISTEN

A ▶ 5:35 **Vocabulary**

Suggested teaching time:	2 minutes	Your actual teaching time:	
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V **Vocabulary Flash Card Player**

- Before students listen and repeat, have them look at the pictures. Ask:
 - What is the BZ-100?* (a [digital] camera.)
 - How much did the woman pay for the BZ-100?* (\$145.)
 - How much did the man pay for the BZ-100?* (\$189.)
 - Who got the better price?* (The woman.)
 - Who got the worse price?* (The man.)
- To make sure students understand *saved*, *a deal*, and *a rip-off*, have students look at the picture. Ask:
 - What is the regular price for the BZ-100?* (\$179)
 - How much did the woman pay?* (\$145)
 - So how much did she save?* (\$34)
 - Point to the woman in the picture. Say *She paid a low price. She got a great deal.*
 - Then point to the man in the picture. Say *He paid a high price. He paid too much money. It was a rip-off.*

Option: (+5 minutes) Give high, low, and fair prices for electronics or other items. Have the class say whether the price is a *rip-off*, *a great deal*, or *a good price*.

Language and culture

- Students should be careful with *What a rip-off!* It is very informal and can be rude in certain situations; for example, it's not OK to say *What a rip-off!* directly to a salesperson. It is more appropriate for complaining at a later time to a friend about a bad purchase.
- **From the Longman Corpus:** The noun *rip-off* is used much more frequently in spoken rather than written American English.

B **Activate new vocabulary**

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- After students read the first shopping experience independently, ask:
 - What did he buy?* (A rug.)
 - Did he bargain?* (Yes, he did.)
 - What did the seller's handshake mean?* ("It's a deal.")
 - Do you think the shopper got a good deal? Why?* (Yes, because the seller agreed to his price.)
- After students read the second shopping experience independently, ask:
 - What did she buy?* (A vase.)
 - Did she bargain?* (Yes, she did.)
 - Do you think she got a good deal? Why not?* (No, because the vase was not really an antique.)
- For each shopping experience, call on a few volunteers to read their two-sentence summary.

Option: (+5 minutes) To discuss the custom of hand shaking, say *In the first story there was a misunderstanding about*

hand shaking. Think about your country. In what situations do people shake hands?

Option: (+10 minutes) For a challenge, have students create a conversation between the shopper and the salesperson in one of the two stories and perform it for the class.

LISTENING COMPREHENSION

A ▶ 5:36 **Listen for main ideas**

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- To introduce the activity, say *These are conversations about shopping. Some of the shoppers got good deals and some didn't.*
- Have students listen to the conversations twice. First they listen for the items bought and then they listen for whether or not the shoppers got a good price.

AUDIOSCRIPT

CONVERSATION 1

M: I just got some gifts for my family. Look.
F: Nice! Hey, I love this vase. How much did you pay for it?
M: Twenty euros. It's really nice, isn't it?
F: That's all? It's beautiful. I'd say you got a real bargain.
M: You think so?
F: Definitely. I'll bet it's worth a lot more than that.

CONVERSATION 2

F: Hey, I got a really great price on this camera!
M: Oh yeah? What did you pay for it?
F: Only two hundred pounds.
M: Two hundred? Wow. I hate to tell you this, but you paid too much.
F: What do you mean?
M: Well, that camera sells for about half that price back home.
F: No way! What a rip-off. I'm going to take it back to the store.

CONVERSATION 3

M: Guess what? I just saved a ton of money on this tablet!
F: How did you do that?
M: They were having a sale. A hundred dollars off.
F: Terrific. So what did you pay for it?
M: Two-fifty.
F: Uh-oh.
M: What do you mean uh-oh?
F: I just saw an ad for that same tablet for two hundred.
M: Oh. I guess I got a bad deal.

CONVERSATION 4 [M = Korean]

F: Look at this great souvenir I bought.
M: Let me see . . . What a beautiful sweater! Looks expensive!
F: Well, it wasn't. I only paid eighteen thousand pesos!
M: No kidding! What a great deal. It looks much more expensive than that.
F: Maybe I'll buy another one.

B ▶ 5:37 **Listen for details**

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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- Have students check answers with a partner.
- To review as a class, write answers on the board.

NOW YOU CAN Describe where to get the best deals

A Notepadding

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
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- Ask the first question to the whole class *What are the best restaurants?* Elicit opinions. When students give their opinions, ask *Why?*
- Have pairs discuss the questions and note at least two local places for each one.
- Remind students to write down reasons for their opinions. To provide support for this, write down useful vocabulary on the board. Ask students for suggestions. For example: *good prices, great deal, save money, expensive, comfortable, convenient*

B Discussion

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Point out that students can say *I agree* or *I disagree* and then give their own opinions.

Option: (+10 minutes) Take a class poll. Write the eight categories (best restaurant, nicest hotel, etc.) as headings on the board. Have students write their choices under the headings. Remind students to look at the places already listed and not write the same place twice. Then read the places listed. Have students vote for one place in each category by raising their hands.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 10, Activity 4; “Find Someone Who . . .” Activity

A ▶ 5:38 Listen to each conversation.

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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- Explain that *satisfactory* means that the person is happy with the item and *unsatisfactory* means that the person is not happy with the item.

Option: (+5 minutes) For a challenge, have students listen again and write the problem with the three items that are not satisfactory. Have students use *too* + adjective or *not* + adjective + *enough* to express the problem. (Answers: **1** too expensive / not cheap enough; **3** too tall, too big / not small enough; **4** too heavy / not light enough)

AUDIOSCRIPT

CONVERSATION 1 [F = Brazilian accent]

- M:** Can I help you, ma'am?
F: Yes, please. I'm looking for a new tablet.
M: Well, in my opinion, the Summit's the best model you can buy.
F: And why is that?
M: Of all the tablets we carry, the Summit is the lightest and fastest. Have a look.
F: It's nice. But it's a bit more than I want to spend.
M: Well, I can show you something more affordable, but it won't be the best.

CONVERSATION 2 [M = British English]

- F:** Can I help you, sir?
M: I think so. Can I have a look at that jacket?
F: You mean the blue one?
M: No, the one next to it.
F: Oh, nice choice. Here you go.
M: Is it a medium?
F: Yes, it is. And it's the warmest jacket we have.
M: Really?
F: And it's also our least expensive.
M: Hmm . . . OK, I'll take it.

CONVERSATION 3 [F = Japanese]

- F:** I'm looking for a nice vase.
M: Well, we have some very beautiful vases right here. Would you like to have a closer look at any of them?
F: Hmm . . . Those are a little too big, I think. Do you have any smaller ones?
M: Sorry, ma'am. These are the smallest vases we have, I'm afraid.
F: Well, they are beautiful. Can I take a look at the blue one?
M: Of course. Here you go.
F: It's really nice. But I want to put it on my bookshelf, and I'm afraid it's just too tall.

CONVERSATION 4

- M:** Let me show you the Pell 80. If you're looking for an easy-to-use laptop, this one's the best.
F: Really?
M: Definitely. And it's very affordable.
F: Well, that sounds good. Is it light?
M: It's not the lightest model we have, but it's pretty good. Here. Hold it yourself.
F: You call this light? This is way too heavy for me. Can I see one of the lighter models?
M: You bet.

B Complete the sentences.

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- If students need help, refer them to pages 110 and 118, or write a word bank on the board. Add an extra word to the word bank for a challenge. For example:
a tip *cash* (extra word)
an ATM *rip-off*
bargain *exchange rate*

C Rewrite each sentence . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- If necessary, ask students the opposites of *cheap*, *slow*, *cool*, *noisy*, *big*, and *long* before they begin work on the exercise. (expensive, fast, warm, quiet, small, short)

D Write two sentences . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Students can look back at Exercise B on page 119 for ideas.

Option: (+5 minutes) Have students read their sentences to a partner. Partners say whether they agree or disagree with each sentence.

WRITING

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
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- Say *Write about the stores you listed in Exercise D, but also write about our city's hotels, museums, theaters, and neighborhoods. You can write a short paragraph for each topic.*

Option: **WRITING BOOSTER** (Teaching notes p. T148)

Writing Process Worksheets

Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the picture and become familiar with it.

Contest

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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• Ask:

- What are the names of the two stores? (Al's Electronics and Gifts 'N Things.)*
- What kinds of electronics are on sale at Al's Electronics? (Digital cameras, projectors, flat screen TVs.)*
- Who is the salesclerk at Al's? (The woman.)*
- Who is the salesclerk at Gifts 'N Things? (The man.)*
- What do you see in the gift store? (Sunglasses, gloves, belts, purses, plates, bowls, sweaters, lamps, statues.)*

- To model the activity, point to the CoolRay 6 digital camera in the ad. Say *The CoolRay 6 is the fastest camera at Al's*. Elicit the correction *No, the Basik XT is the fastest*.
- Give each team five minutes to write false statements about the products before they begin the contest.

Language and culture

- Native speakers of English often reduce the pronunciation of *and* to an /n/ sound. Sometimes this sound is written informally as 'n as in *Gifts 'N Things*.

Option: (+10 minutes) Before the contest, have students look at the picture for 20 seconds and then close their books. In teams, have students state one sentence about the picture. If the sentence is true, the team gets a point. If the team says something that is not true (for example, *There's an ATM in the picture*) they do not get a point. Each team can make only one sentence at a time. Each sentence can be used only once.

Option: (+10 minutes) Have pairs of students write true and false statements about the products. Regroup students into groups of four. Each pair reads their statements aloud to the other pair, who must decide which sentences are true and which are false.

Possible responses . . .

- Team 1:** The Dazio 420 is the brightest projector.
- Team 2:** That's not true. The Manna T-20 is the brightest projector. The Cloud 9 is the most portable flat screen TV.
- Team 1:** No, the Runex is the most portable. The Washburn is the loudest TV.
- Team 2:** False. The Cloud 9 is the loudest.

Role play

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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- Have students work in pairs to create a conversation for the people at Al's Electronics.
- Then have students change partners and create a conversation for the people at Gifts 'N Things.

Possible responses . . .

(Al's Electronics)

Shopper: I'm looking for a digital camera. Which is the least expensive? **Salesperson:** The Easy Pix is the cheapest, but it's not the best. How much can you spend? **Shopper:** No more than \$250. **Salesperson:** Well, we have a very good one on sale for only \$220. **Shopper:** Can I have a look? **Salesperson:** Certainly. This is the CoolRay 6. It is the thinnest camera we have, and it's the easiest to use.

(Gifts 'N Things)

Salesperson: Can I help you? **Shopper:** I'm looking for a gift for my sister. **Salesperson:** How about a handbag? **Shopper:** Sure. How much do you want for that handbag? **Salesperson:** This one? **Shopper:** No, that's too big. The other one. It's gorgeous. **Salesperson:** \$200. **Shopper:** That's a lot more than I want to spend. I can give you \$100. **Salesperson:** How about \$150? **Shopper:** OK. It's a deal.

Option: (+10 minutes) Invite student volunteers to present their conversations to the class.

Option: (+10 minutes) Have students write a story about one of the shoppers' experiences, modeled after the stories on page 118.

Option: Oral Progress Assessment

Use the illustration for an oral test. Divide the class into pairs. Have each pair select two people in the illustration and then role-play asking and answering questions; for example, **A:** *How much is that projector?* **B:** *\$3,899.* **A:** *That's a lot more than I want to spend. How much is the cheapest projector?* **B:** *\$849, but it's not the best.* Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Have pairs create a presentation of tips for a traveler to their country about how to show appreciation for good service.

Idea: Students should use their notepads from page 117 to write about their country's tipping customs. After students write about tipping customs in your country, they can look at a travel guide for your country and compare their rules and advice with the book's.

Idea: Have students research tipping customs in a country they plan to visit or would like to visit and present on that topic.

EXTRAS

On the Internet:

- **Online Teacher Resources:** pearsonelt.com/topnotch3e/

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- *Top Notch Pop Song Activities*
- *Top Notch TV Video Program and Activity Worksheets*
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

Grammar Booster
and
Writing Booster

Grammar Booster

Note about the Grammar Booster

Many will elect to do the Grammar Booster as self-study. However, if you choose to use the Grammar Booster with the classroom activity instead, teaching notes are included here.

UNIT 1 Lesson 1

Information questions with *be*: usage and form

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Direct students' attention to the questions in the box and have them study the examples.
- On the board, write the following answers to information questions. In pairs, have students create an information question with *be* for each answer. For example:
Yao Ming. (What's his name? / Who is he?)
He's a basketball player. (What's his occupation?)
Chinese. (What's his nationality?)
Shanghai, China. (Where's he from?)
The Little Giant. (What's his nickname?)

Option: (+7 minutes) For additional practice, play a game. Have pairs create a set of answers for a famous person. Each pair joins another pair to make a group of four. One pair asks questions with *be* to try to guess the identity of the famous person. They cannot ask what the person's name is.

Option: (+7 minutes) For additional practice, cut out photos of famous couples from a magazine, or have students bring in photos. Give one photo to each small group of students. Have students write information questions with *be* about the couple; for example, *Who are they? What are their occupations? Where are they from? How old are they?* Each group takes a turn coming to the front of the room to show the photo and ask the class their questions.

A Choose an answer . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- To review answers, have pairs of students take turns asking and answering the questions.

Possessive nouns and adjectives

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Direct students' attention to the rules in the box. Have students study the examples.

- To focus on the second rule for possessive nouns, write the following sentences on the board and elicit or point out that the first sentence refers to one friend. The second sentence refers to two friends.

My friend's name is Maria.

My friends' names are Maria and Steven.

- To explain the third rule, write the following sentences on the board. Point out the placement of the apostrophe for possession when something belongs to more than one person. *What are Lee's and Gan's addresses?* Say *They do not live together. Lee's address is 121 Main Street. Gan's address is 40 Elm Street.* Then write *What's Lee and Gan's address?* Say *They live together. They have the same address. Their address is 10 Oak Street.*
- Point out the correspondence between the subject pronouns (*I, you, he, she, it, we, they*) and the possessive adjectives (*my, your, his, her, its, our, their*).

B Complete each sentence . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To review, have students write the answers on the board. Confirm the use of apostrophes and answer questions as needed.

Option: (+3 minutes) To challenge students, have them say the sentences aloud, replacing the possessive nouns with possessive adjectives. **1** His father is an engineer. **2** What is his e-mail address? **3** [Note that this sentence needs to add the word *book* after the possessive adjective.] The book is her book. **4** Their class is at eight. **5** What are their occupations?)

C On a separate sheet of paper, . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Before students complete the exercise, have them circle the possessive nouns and adjectives in the sentences. (**1** Lin and Ben's; **2** His; **3** Dave's; **4** Sandra's; **5** My; **6** Ray's)
- For the sentences with possessive nouns, have students note the corresponding possessive adjective; for example, Lin and Ben's = *their*.
- Have students complete the exercise. To check their work, have students take turns asking and answering the questions with a partner.

Option: (+3 minutes) To challenge students, write sentences on the board and have them say in which sentences 's = is. Possible sentences: *Ben's address is 2 Bay Street.* (possessive) *It's the house on the corner.* (is) *Who's Sandy?* (is) *Where's Dave?* (is) *What's Dave's last name?* (is / possessive) *Nicole and Sean's car is old.* (possessive) *Nicole's not old.* (is)

D Complete each sentence . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Complete the first and second items with the class. Write on the board: *This is my sister. ___ husband is from Ecuador.* Ask *What is the possessive adjective for sister? (Her).* Write *Her* in the blank and draw an arrow between *Her* and *sister*.
- Repeat with the second item in the exercise to make sure students understand. *What is the possessive adjective for Robert? (His).*
- Have students complete and correct their sentences in pairs. Circulate around the room to answer questions as needed.

UNIT 1 Lesson 2

Verb *be*: usage and form

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have a volunteer read the first rule in the box. Call on other students to read the example sentences.
- Confirm understanding of the meaning of *subject* of a sentence. Write these sentences on the board:
Anna is a painter.
She is from Mexico.
Ask students to identify the subject of the sentences. (Anna / She.) Write other sentences with noun and pronoun subjects for students to identify.

Option: (+5 minutes) To check understanding of *noun* and *pronoun* and practice further, ask *Is Anna a proper noun, a pronoun, or a noun?* (A proper noun.) Then ask about *She*. (A pronoun.) Ask students to create sentences about their classmates, first by using their classmates' names (proper nouns), then adding information by using a pronoun.

Affirmative statements

- Have a volunteer read the information about affirmative statements. Ask another to read the example sentences.
- Read the subject pronouns and forms of *be* aloud and have students repeat. Say *I am, you are, he is, she is, it is, you are, we are, they are*. Call out different subjects (proper nouns, pronouns, and nouns) and have students respond with the correct form of *be*; for example, say *we (are), Meryl Streep (is), the students (are), I (am)*.

Contracted forms

- Have students read the information about contracted forms of *be*.
- Call on a student to read aloud the contracted forms of *be* in the examples and have the rest of the class repeat.

Option: (+5 minutes) To extend the presentation of contractions, write sentences on the board and have students change them by using contractions. Possible sentences:

He is Chinese. (He's Chinese.)
I am hungry. (I'm hungry.)
She is a teacher. (She's a teacher.)
You are in my class. (You're in my class.)
It is 3:00. (It's 3:00.)
They are my friends. (They're my friends.)
We are late. (We're late.)

Negative contractions

- Have students read the information about negative contractions independently.
- On the board, write: *Scarlett Johansson is American.* *She ___ Chinese.* Ask for two different ways to complete the sentence. ('s not / isn't)
- Write example sentences for other pronouns and check comprehension of *be* + negative formation.

Short answers with *be*: common errors

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Direct attention to the box. Have students study the rules and examples.
- Point out that contractions are used in negative short answers with *be*.

Option: (+2 minutes) For an extension of the presentation, ask *yes / no* questions with *be* and call on students to give short answers. Be sure students do not use contractions in affirmative responses; for example, *Is [Luis] a doctor?* (Yes, he is. / No, he isn't.) *Are you cold?* (Yes, I am. / No, I'm not.) *Is this lesson easy?* (Yes, it is. / No, it isn't.)

A On a separate sheet of paper, . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students review answers in small groups and take turns saying each sentence aloud.
- Circulate around the class to offer help as needed.

B On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Encourage students to write the full short answer; for example, *Yes, I am. / No, I'm not.*
- Have students take turns asking and answering the questions with a partner.
- To review, have volunteers write the short answers on the board. Note that some answers may vary.

Option: (+5 minutes) To extend the practice, have students write a true statement to clarify each negative response in the exercise; for example, for item 1, the answer is *No, it isn't.* Elicit from students: *It's in the United States.*

UNIT 2 Lesson 1

Prepositions of time and place: usage rules

Suggested teaching time:	5 minutes	Your actual teaching time:	
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Time

- Have students read the information about prepositions of time independently.
- To practice, call out specific moments in time, periods of time, days, and dates in random order. Ask the class to respond with the correct preposition and the time that you called out; for example, if you say *August*, the class says *in August*. Possible prompts: *Saturday* (on), *midnight* (at), *4 o'clock* (at), *2005* (in), *January* (in), *March 28* (on), *Monday morning* (on), *spring* (in), *the morning* (in).

Place

- Have students read the information about prepositions of place independently.
- To practice, call out specific physical locations and names of streets, larger locations, cities, countries, continents, interior locations and general locations of activity in random order. Ask the class to respond with the correct preposition and the place that you called out. Possible prompts: *the bookstore* (at), *Moscow* (in), *Canada* (in), *the art exhibit* (at), *New Street* (on), *Fifth Avenue* (on), *Asia* (in), *the library* (at), *the left side of the street* (on), *the classroom* (in), *home* (at).

FYI: The preposition *at* is generally used for a specific location (*at home, at 50 Main Street, at the bookstore, at the new English School*). The preposition *in* is used to express the idea of “inside a building” (*in an apartment, in a house, in an office*). However, it is common to see and hear both “I work at a bank” and “I work in a bank.”

A Complete the sentences . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- After students complete the exercise, have them take turns reading the conversations and sentences aloud with a partner.

Option: (+5 minutes) To extend the practice, draw the following charts on the board (without the answers). Have students copy and complete the charts with the times and places from the exercise.

Prepositions of time	<i>in: the 19th century, the morning, the afternoon, November</i>
	<i>on: Friday, January 1, the weekend, Thursday morning</i>
	<i>at: 8:30, 6:00, dusk</i>

Prepositions of place	<i>in: the center of town, Africa</i>
	<i>on: Grove Street, the right side of the street</i>
	<i>at: work, the public library</i>

Option: (+5 minutes) To extend practice, have students use the prepositions, times, and places in the charts to create their own sentences; for example, *Our English class is in the afternoon.*

B Look at the tickets.

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Elicit an example of each type of question and answer, and write them on the board. Possible questions:
When is “Phantom of the Opera”? On Friday.
What time is the concert? At midnight.
Where is the play? At the Metro Hill Street Mall.
- Be sure students understand that *when* asks about a day, date, or clock time; *what time* asks only about clock time; and *where* asks about a location or place.
- To review questions, have students compare their questions in pairs, or ask for volunteers to write their questions on the board.

Answers to Exercise B

Questions will vary. Possible questions include:

- Where is Phantom of the Opera?*
- When is Phantom of the Opera?*
- What time is Phantom of the Opera?*
- What time is the Electric Mayhem concert?*
- When is the concert?*
- Where is the concert?*
- Where is The Cat Club?*

Option: (+7 minutes) To extend the practice of prepositions, draw the following chart (without the answers) on the board. Have volunteers respond with the times and places only and write the answers on the board, leaving enough room for students to write the prepositions. Then call on students to come up to the board and write *in*, *at*, or *on* before each time or place listed on the board.

	Phantom of the Opera	Electric Mayhem
When?	<i>on Friday</i> <i>on October 17</i>	<i>on Saturday</i> <i>on October 23</i>
What time?	<i>at 8:55 P.M.</i>	<i>at midnight</i> <i>at 12:00</i>
Where?	<i>at the Metro Hill Street Mall</i>	<i>at The Cat Club</i>

Would like for preference: review and expansion

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students look at the tickets on page 125 again. Ask several students *Would you like to see the Phantom of the Opera? Would you like to go to the Electric Mayhem concert?* Elicit and write on the board *Yes, I would. / No, I wouldn't.*
- Have students read the information in the box independently.
- Read the examples under Statements out loud. Ask different pairs of students to read the examples under Questions and answers out loud.
- Tell students to think about entertainment events and things to do in your area. Ask them to write one question with would like.
- Have a volunteer ask a classmate his or her question. The classmate answers and then asks another student his or her own question. Continue in this way, allowing all students to ask and answer a question.

C Complete the conversations . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To check their work, have students practice the completed conversations with a partner.

UNIT 3 Lesson 1

The simple present tense: usage and form

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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Usage

- Have students read the information about usage independently.
- Use the simple present to tell the class about your typical weekday; for example, *I wake up at 7:00 A.M. I go home at 5:00 P.M. I go to work at 8:00 A.M. I eat dinner at 7:00 P.M. I eat lunch at 12:30 P.M. I go to bed at 11:00 P.M.*
- Have pairs take turns describing their typical weekday to a partner.
- With a new partner, have students discuss facts about themselves, such as where they live, what languages they speak, or how many brothers and sisters they have.

Form

- Direct students' attention to the section on form.
- Remind students that the simple present form of the third person singular (he, she, it, the store, Marlene) adds -s to the base form of the verb. To make this clear, write the following on the board and circle the s in *lives*.

I / you / we / they	live
he / she / it	live <u>s</u>
- In some cases, the addition of the -s changes the spelling of the verb, as in *studies, washes*. Ask students for other verbs they know with this spelling change.

Negative forms

- Have a student read the rule for negative forms aloud. Have another student read the examples.
- To make the rule clear, write the following on the board:

I / you / we / they	don't live
he / she / it	doesn't live

Ask *How many forms are there for the negative of the simple present? (2.) What are they? (Don't / doesn't.) When do you use doesn't? (With he, she, it.) When do you use don't? (With all other pronouns.)*
- Point out that in third-person singular, there is no -s on the main verb (the verb after *do / don't / does / doesn't*); for example, *She doesn't like Mexican food.* (NOT *She doesn't likes Mexican food.*)

Yes / no questions

- Have students read about *yes / no* questions independently.
- To make the rule clear, write the following on the board:

Do (I, you, we, they) live in . . . ?
Does (he, she, it) live in . . . ?
(NOT Does (he, she, it) lives in . . . ?)

Explain that for *yes / no* questions in the simple present tense, *do* or *does* is used before the subject.

Option: (+5–10 minutes) As an extension, draw the chart below on the board and have students copy it. To model the activity, choose a student and write his or her name in the first box. Ask the student *Do you like basketball?* etc. Write an "X" for each *yes* answer. Have students walk around the room asking their classmates questions and filling in their charts. To review, have each student tell the class about another student's likes and dislikes.

	basketball	Italian food	rap music	art exhibits	coffee	horror movies
Martin		X		X	X	

A Write negative statements . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Model the first sentence. Write the following on the board: *Her sister doesn't like classical music.* Be sure students understand the task.
- To review, call on volunteers to read their answers to the class. Call on other volunteers to write the negative sentences on the board.

Option: (+3 minutes) To extend the practice, have students make the positive sentences in the exercise negative, and the negative sentences positive; for example, **1** Gwen doesn't like classical music. Her sister likes classical music. **2** The café doesn't close at 6:00. The bookstore closes at 6:00.

B Write yes / no questions.

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Before students complete the exercise, have them look at the answers to the questions and circle the subjects. (**1** she / She; **2** he / My brother; **3** We; **4** My in-laws; **5** she / My niece; **6** they / My cousins; **7** The bookstore)
- Tell students to remember to:
 - decide whether to use *Do* or *Does*; for example, *does* goes with *he / My brother*.
 - change the subject pronoun or possessive adjective if necessary; for example, *my brother* to *your brother*.
 - use the base form of the main verb; for example, *drink*.
- To check their work, have students take turns asking and answering the questions with a partner.
- Circulate and make sure students have correctly formed the questions.

UNIT 3 Lesson 2

Information questions in the . . .

Suggested teaching time:	10 minutes	Your actual teaching time:	
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Do and does

- Direct attention to Do and does.
- To review yes / no questions in the simple present, have students ask you questions about your family; for example, *Do your parents live with you? Do you have any brothers or sisters? Do they live in your town? Do you have aunts and uncles?*
- Write What, Where, When, and How often on the board. Have the class use the question words to ask you about your family members; for example, *Where do your parents live? How often do you visit your parents? What does your [brother] do?*

Questions with who

- Direct attention to Questions with who.
- Be sure students understand the difference between the subject and object of the sentence. Write several

sentences on the board and ask students to identify the subjects and objects. Write **S** or **O** above the correct words. For example:

My mother teaches young children. [My mother = S / young children = O]

My brother lives with my parents. [My brother = S / my parents = O]

His wife likes French designers. [His wife = S / French designers = O]

- Direct students' attention to the explanation of *who* in the box. Remind students that *who* asks about people. The verb with *who* is always in the third-person singular form.
- Have students ask questions about the subjects and objects on the board; for example, say *Ask a question using your mother.* (Who does your mother teach?) *Ask a question using the children.* (Who teaches young children?)

How many

- Direct attention to the explanation of *how many* in the box.
- To check understanding of the use of plural nouns with *how many*, write several correct and incorrect sentences on the board. Ask students to identify the incorrect ones, identify the problem, and say how to correct them. Be sure to erase the incorrect forms and write the correct forms instead. Possible sentences:
 - How many children do you have?* (Correct.)
 - How many class does she take?* (Incorrect. Needs plural *classes*.)
 - How many city are there in the U.S.?* (Incorrect. Needs plural *cities*.)
 - How many instruments do you play?* (Correct.)
 - How many language does he speak?* (Incorrect. Needs plural *languages*.)

Option: (+5 minutes) To extend the practice, have students choose their own family members— both individuals and couples—and write their names and relationships on a slip of paper. They can also make up family members if they prefer not to use their own. Students exchange slips and take turns asking information questions about each other's family members. Circulate and check that students are forming their questions correctly.

Complete the information questions.

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Before students complete the exercise, have them look at the answers to the questions. Ask students to note whether each answer tells *what, where, when, how many, or who*. Review with the class.
- Remind students to look at the subjects to decide whether to use *do* or *does*.
- To check their work, have students practice the completed conversations with a partner.

UNIT 4 Lesson 1

Non-count nouns: expressing quantities

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students read the information in the box independently.
- If possible, bring in objects or pictures to make the meaning of the countable phrases clear; for example, bring in a loaf of bread. Hold it up and say *bread*. Then say *a loaf of bread*. Next, count the slices of bread. Say *one slice of bread, two slices of bread*, etc. Break apart some bread and say *a piece of bread*. Continue to show and count several pieces of bread. Show pictures of different kinds of bread. Say *[three] kinds of bread*.

A Complete each statement . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Before students complete the exercise, have them circle the non-count noun that comes after the answer space in each item; for example, *milk, water, gas*.
- When students complete the exercise, review with the class. Call on volunteers to read their sentences. Elicit a couple of possible responses for each item.

Option: (+5 minutes) To challenge students, have them write a description of “The Perfect Sandwich”; for example, *The perfect sandwich has two slices of bread. It has two pieces of chicken and three slices of cheese. It has lettuce, but it doesn't have tomatoes*. Have students vote on the best sandwich.

Some and any

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Call on a student to read the first point in the box. Call on other students to read the example sentences.
- Ask volunteers to read the second point in the box and the example. Continue in this way until all points and examples are read.

- To confirm understanding of the use of *some* and *any*, draw a chart on the board with the following headings (without the answers). Fill in the answers as students provide them. Then have volunteers make affirmative and negative sentences and questions.

	Affirmative	Negative	Question
Count nouns and non-count nouns	<i>some</i>	<i>any</i>	<i>some / any</i>

B Change the sentences . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Before students complete the exercise, review the negative forms of present tenses:
 There is / There are → There isn't / There aren't
 We have / He has → We don't have / He doesn't have
 She's buying / They're buying → She's not buying / They're not buying
- After students complete the exercise, call on volunteers to read the negative sentences aloud.

C Complete each sentence . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- To check their work, have students read the completed sentences with a partner.

Option: (+5 minutes) For extended practice, have students imagine the sentences are answers to *yes / no* questions. Have students write the *yes / no* questions; for example, *Do you want (any / some) more coffee? Is there (some / any) salt in this soup? Do you see (some / any) sandwiches on the menu?* Have students compare their answers in groups.

Questions with *How much* and *How many*

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students read the information in the box independently.
- Write the following on the board (without the answers):
 - *students are in this class?* (How many)
 - *glasses of water do you drink every day?* (How many)
 - *sugar do you put in your coffee?* (How much)
 - *bread do you buy every week?* (How much)
 - *cousins do you have?* (How many)
 - *cheese do you put on your sandwiches?* (How much)
 - *TV do you watch?* (How much)

Have volunteers complete the questions on the board with *How much* or *How many*. Then have them answer the questions in pairs.

- Circulate around the class and make sure students understand the use of these question words.

D Complete each question . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Before students complete the exercise, have them look at the nouns that follow each answer space.
- Ask *Which are count nouns?* (**4** spoonfuls; **7** slices; **8** cups) *Which do you use with count nouns; how much or how many?* (How many.) *Which do you use with non-count nouns?* (How much.)
- To confirm answers after students complete the exercise, have students take turns reading the questions with a partner.

Words that can be count nouns or . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students read the information in the box independently.
- Read each example aloud. First read the non-count use, then the count use. When you read the count use, draw a simple picture on the board. Draw two chickens, three TVs, and a lamp. After you read each count example, point to the picture(s) and count. Explain that in each example the non-count use is general and the count use refers to specific objects.

FYI: In informal speech, some non-count nouns may be used as count nouns; for example, *I'd like two teas and two waters* means *I'd like two cups of tea and two glasses of water.* *I'd like a coffee* means *I'd like a cup of coffee.* *I'd like two sugars* means *I'd like two packets or cubes of sugar.*

Plural count nouns: spelling rules

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students read the information in the box independently.
- Pronounce the plural forms under each rule and have students repeat.

E Write the plural form . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- After students complete the exercise, have volunteers write the plural forms on the board.

Option: (+5 minutes) To challenge students, have them write the headings /ɪz/, /s/, and /z/ on a sheet of paper. Pronounce each of these plural sounds and ask students to repeat. Then read each word out of order. Have students listen and write the word under the appropriate heading. Review with the class. Then have students use their lists to practice pronouncing the plural nouns with a partner.

/ɪz/	/s/	/z/
sandwiches	cups	clams
	snacks	olives
		spoonfuls
		pears
		vegetables
		potatoes
		fries

UNIT 4 Lesson 2

Non-count nouns: categories . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students read the information in the box independently.
- Have students form small groups. Assign each group one of the five categories. Groups write sentences with non-count nouns in their category. Students can use the non-count nouns listed or their own non-count nouns. The non-count nouns should be the subject of the sentences.
- One student from each group writes one of the group's sentences on the board. Have students read their sentences aloud and make any necessary corrections with the class. For each sentence, ask what the category is and what the verb is. Check that the verb is singular. Possible sentences:
 - Good health is very important.* (Abstract ideas.)
 - Golf is difficult.* (Sports and activities.)
 - Cancer kills many people.* (Illnesses.)
 - English is my favorite class.* (Academic subjects.)
 - Many people drink coffee.* (Foods.)

A Complete each sentence . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Remind students to use the third-person singular forms of the verbs in parentheses.
- After students complete the exercise, call on volunteers to read their answers to the class.

Option: (+3 minutes) To personalize the activity, have students complete the following sentences with their own non-count nouns. Call on volunteers to share their answers with the class.

- ___ is my favorite beverage.
- ___ is very good for you.
- ___ isn't good for you.
- ___ is my favorite subject.
- ___ is my favorite sport.

B Complete the sentences . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Prepare students for the exercise by reminding them to use *an* before count nouns that begin with a vowel sound and *a* before count nouns that begin with a consonant sound.
- Remind students that non-count nouns do not use *a* or *an*.
- After students complete the exercise, call on volunteers to read their answers to the class.

UNIT 5 Lesson 1

The present continuous: spelling rules for . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students read the spelling rules.
- To confirm students' understanding of the rules, write the following on the board: *talk, take, hit, mow, sit, bake, mix*. Call on students to write the present participle form of each verb (talking, taking, hitting, mowing, sitting, baking, mixing). Be sure students have correctly dropped the *-e* in *taking* and doubled the consonant in *hitting*. Explain the meaning of any unknown words.
- Continue confirming students' understanding by writing the following words on the board: *begin, open, permit, order*. Ask students to look at the last three letters in each word and elicit that they end in consonant, vowel, consonant (g=consonant, i=vowel, n=consonant; p=consonant, e=vowel, n=consonant, etc.). Direct students' attention to the side box with the consonants and vowels listed and remind students to use it as a reference if needed.
- Say *permit* and *order* aloud, exaggerating the stressed syllables (perMIT, ORder). Have students repeat the words, focusing on the proper stress. Ask which word has stress on the last syllable (*permit*). Point out the double consonant in *permitting* and read the last rule in the box aloud.

A Write the present participle . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Read the list of verbs aloud. Have students circle the verbs that have more than one syllable (**5** open; **8** exit; **14** listen; **17** begin).
- Draw a chart on the board with example words for each spelling rule across the top of the chart as below (without the answers). Have students copy the chart on a separate sheet of paper. As students complete the exercise, have them write each present participle under the example that follows the same spelling rule.
- Review with the class. Complete the chart on the board to confirm answers. Point out that the present participle of *be* is *being*.

talking	leaving	sitting	blowing / fixing / saying	permitting	ordering
turning	closing	running	buying	beginning	opening
raining	writing	stopping	mixing		exiting
helping	using	putting	sewing		listening
eating	changing		paying		
being	having				
doing					
going					

The present continuous: rules for forming . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students read the information in the box independently.
- Review forms of *be* with the various pronouns, if necessary: *I'm / I'm not; you're / you're not; he's / he's not*, etc.

B On a separate sheet of paper, . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Circulate around the class as students complete the exercise. Be sure students use the negative correctly.
- After students complete the exercise, call on volunteers to read their answers to the class.

Option: (+3 minutes) To challenge students, have them work in small groups to talk about things they are doing or not doing today, this afternoon, tomorrow, or right now. Remind them to use the present continuous.

C Write answers to the questions . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- After students complete the exercise, review with the class. Read the first question and call on a student to answer. The student answers, then reads the next question and calls on another student to answer. Continue until all the questions are answered.

- Allow for a variety of answers as long as they correctly include the present continuous affirmative and negative.

Option: (+7 minutes) To extend practice, have students walk around the classroom asking questions to three different students. Then call on students to tell one thing they learned about each of the three students they spoke with. Correct the use of present continuous as needed.

The present continuous: rules for . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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Yes / no questions

- Have students read the rule for *yes / no* questions independently.
- Ask different students to read the examples aloud.
- To check understanding, write several affirmative sentences on the board. Possible sentences:
She is watching TV.
You are driving to school today.
They are coming to dinner at 8:00.
Ask students which words need to be changed to make each statement a question.
- Ask students to say the questions as you erase the subject and verb and rewrite them on the board. Be sure to also replace the period with a question mark.
Is she watching TV?
Are you driving to school today?
Are they coming to dinner at 8:00?

Information questions

- Have students read the rule and examples for information questions independently.
- Remind students that *Why* asks about reasons, *Who* can ask about the subject or the object, and *How much* asks for information about a non-count noun.

Option: (+3 minutes) To practice, have pairs ask *yes / no* questions about present or future activities. Then ask for additional information with information questions. Model an example with a more confident student. For example:

Teacher: *Are you studying Russian this year?*

Student: *No, I'm not studying Russian.*

Teacher: *What are you studying?*

Student: *I'm studying English, of course.*

Teacher: *Where are you studying?*

D Write a question . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Before students complete the exercise, tell them to circle the subjects in the responses to help them identify which pronoun they should use.
- Remind students about the meaning of contractions: *'m = am; 're = are; 's = is*.
- Ask *Which items are responses to yes / no questions? (1 and 2.) Which are responses to information questions? (3 and 4.)*
- To check their work, have students take turns asking and answering the questions with a partner. Note that there may be multiple correct questions.

UNIT 6 Lesson 1

Can and Have to: form and common errors

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students read the information in the box independently.
- Have five students write a sentence on the board about something they *have to* or *don't have to* do. Have five other students write a sentence on the board about something they *can* or *can't* do. Students should write their names next to their sentences.
- With the class, make any necessary corrections to the sentences on the board.
- To reinforce that the base form is used after *can* / *can't* (that is, *-s* is not added to the main verb in the third-person singular after *can* / *can't*), have students rewrite the sentences on the board in the third person. For example:
I can sing. → Julia can sing.

A Correct the sentences.

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Be sure students understand that the sentences are not correct. Model the first sentence with the class. Ask *Why is this sentence incorrect?* (*Can* is followed by the base form of the main verb. In this sentence, the *-ing* form of *come*, the present participle *coming*, is incorrect.)
- Review with the class. Ask for volunteers to read the corrected sentences while other volunteers write the corrections on the board.

Can and have to: information questions

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students read the examples with *can* to themselves.
- Ask a few volunteers to read the example sentences for *have to* aloud.
- Direct attention to the Be careful! note. Note the use of *Who* instead of *Whom* in *Who can John visit on the weekend?* and *Who do you have to call?* The use of *whom* is considered very formal; *who* is more common in spoken English.
- Remind students that in information questions with *have to*, a form of *do* (*do*, *does*, *don't*, *doesn't*) is used.
- To check understanding, have students work in pairs to create four information questions with *can* and four information questions with *have to*, using question words *what*, *when*, *how often*, and *where*.
- Have volunteers write their sentences on the board.

B Complete the questions . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Model the first item with the class. Be sure students understand how to use the cues to complete the questions.
- Have students role-play the conversations to check their work.

C Complete the questions and answers . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Remind students to use the correct form of *do* in their questions.
- To check their work, have students take turns reading the questions and responses with a partner.

Option: (+5 minutes) To extend the practice, write the following list of obligations on the board. Students tell a partner which ones they have to do and which ones they don't have to do this week. Then each student tells the class one thing his or her partner *has to do* and one thing his or her partner *doesn't have to do*.

go to class
go shopping
study English
work
make dinner
go running
clean the house

Can and be able to: present and past forms

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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Be able to

- Have students read the information about *be able to* in the box independently.
- Have one student read the sentences with *can* aloud. Have another student read the corresponding sentences with *be able to* aloud.
- To be sure students understand the form, draw the following chart (without answers) on the board and ask students to help you complete it. Write the correct forms in the chart as students say them.

Can	Be able to
I <u>can</u> swim.	I <u>am able to</u> swim.
You / We / They <u>can</u> swim.	You / We / They <u>are able to</u> swim.
He / She / It <u>can</u> swim.	He / She / It <u>is able to</u> swim.

- Call on students to make the sentences negative; for example, *I can't swim. I'm not able to swim. You can't swim. You aren't able to swim. You're not able to swim.*, etc.

Could or was / were able to

- Have students read the information for *could* and *was / were able to* and the Be careful! note.
- Ask one student to read an example sentence with *could*. Ask a more confident student to read the same example sentence with *was / were able to*. For example:
A: *When I was four, I could ride a bike.*
B: *When I was four, I was able to ride a bike.*

D On a separate sheet of paper, . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students look at the chart on the board for help as they complete the exercise.
- To check their work, have students compare answers with a partner. Help students if they do not have the same responses.

E On a separate sheet of paper, . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Remind students that *he, she, and it* require *was* in the past form of *be*. Ask them what form is required for *I, you, we, they*. (Were.)
- Complete the first and second items with the class to be sure they understand when to use *could* and when to use *was / were able to*.
- To check their work, call on students to read their sentences aloud.

UNIT 6 Lesson 2

The simple present tense: non-action verbs

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students read the information in the box independently.
- Explain that non-action verbs are verbs that express feelings, behaviors, senses, etc.
- Write the non-action verbs from the box on the board. Pronounce each one and have students repeat.
- Ask for volunteers to use one of the verbs from the list to say something about themselves; for example, *I love rap music*. Write the sentence and the student's name on the board next to the sentence. Elicit one sentence for each of the verbs. Review the meaning of any unfamiliar verbs.
- Play a memory game. Give students about 30 seconds to review the sentences on the board. Then erase the sentences. Have students tell a partner as much as they can remember about their classmates. Circulate and make sure students add the third-person singular -s to the verbs. (*[Jesse] loves rap music.*) Have students confirm which statements are correct.
- To make sure students understand how some non-action verbs have action and non-action meanings, have them complete the following sentences:
I have . . . (a car.)
I'm having . . . (pasta for dinner.)
I think . . . (Canada is beautiful.)
I'm thinking about . . . (my next vacation.)

A Complete the message . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- To review, ask a volunteer to read the letter aloud.

FYI: While most non-action verbs are not usually used in the present continuous, exceptions to this rule can be heard in spoken English; for example, *I'm loving this movie.* = *I'm enjoying this movie.* *You're being silly.* = *You're acting silly.* *You're seeing things.* = *You're imagining things.*

The simple present tense: placement of . . .

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students read the information in the box independently. Write the following lists of verbs and frequency expressions on the board. Have students write five sentences about their own habits and activities, using one word from each list. Model one or two sentences about yourself; for example, *I always eat lunch at school.* *I never drink coffee.*

<u>Verb</u>	<u>Frequency adverb</u>
be	always
play	almost always
go	usually / often / generally
eat	sometimes / occasionally
exercise	hardly ever / not ever
drink	never / not ever

- Have students read their sentences aloud in small groups. The group checks for correct word order in all sentences. Circulate as students read their sentences, offering help as needed.
- Have students rewrite any sentences that can be written correctly in a different order.

Time expressions

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Call on a student to read the first point in the box. Ask another student to read the example sentences.
- Do the same for the second point and the example sentences in the box.
- Read the time expressions aloud and have students repeat.

Option: (+3 minutes) An alternative way to introduce time expressions is to bring a calendar to class. Talk about yourself, using the time expressions and pointing to the calendar; for example, *I teach English every other day.* Point to the days on the calendar. Ask students to come and point to the calendar and say something about their own habits and routines. Remind students that the simple present tense is used to tell or ask about habits, customs, regular occurrences, routines, or facts.

B On a separate sheet of paper, . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To review, ask volunteers to read the corrected sentences aloud.

Option: (+5 minutes) To challenge students, have them number the eight rules in the two boxes, including the Be careful! rules. As students rewrite each sentence, have them note the number of the rule they used to correct the sentence. Do item 1 with the class. Elicit the correct sentence (She usually plays golf on Sunday.) and then the number of the appropriate rule. (Number 1.) **(2 1; 3 1; 4 7; 5 6; 6 3; 7 1; 8 7; 9 1, 2; 10 7)**

UNIT 7 Lesson 1

The past tense of *be*: form

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Ask a volunteer to read the first rule in the box. Call on other students to read the example sentences.
- Write the following on the board:
she / he / it was / wasn't
you / we / they were / weren't
- Tell students that *wasn't* is the contraction for *was* and *not*. Ask what *weren't* is. (The contraction for *were* and *not*.) Remind students that the contraction is commonly used in negative statements and short answers, in speaking and in writing.
- Ask the class what past time expressions they know. Write them on the board. For example:
last night last summer
last weekend last year
last month in 2000
- Call on a student to read the second rule in the box. Ask other volunteers to read the example questions.
- Do the same for the third rule and example questions.
- To check understanding, write the following two sentences on the board:
My dinner was terrific.
Their passports were on the table.
- Ask two students to change the sentences to *yes / no* questions. Write the questions on the board.
Was your dinner terrific?
Were their passports on the table?
- Ask two students to create an information question for each sentence. Write the questions on the board.
How was your dinner?
Where were their passports?

A Complete the conversations . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students check their work by role-playing the conversations with a partner.

B On a separate sheet of paper, . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Encourage students to use past time expressions.
- Before students begin, remind them to use a capital letter to begin each question as well as a question mark at the end. Model the first item with the class. Write the sentences on the board and circle the capital letter and the question mark.
- To check their work, have students read the questions aloud.

UNIT 7 Lesson 2

The simple past tense: spelling rules for . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students read the rules and examples independently.
- Direct students' attention to the list of irregular verbs on page 122. Help them understand the meaning of verbs that are unfamiliar to them.

A Write the simple past tense form . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Read the list of words. Have students put a check mark next to the verbs that have two syllables. (**1** return; **7** travel; **8** arrive; **11** offer; **12** hurry)
- Have students look at the verbs that are checked and circle the ones that end in a vowel + consonant (travel, offer). Pronounce these two verbs again. Have students underline the syllable that is stressed (travel, offer).
- Have students number the rules in the Grammar Box from 1 to 7 (including the Be careful! note).
- Then have students find the rule that determines how to spell each word in the simple past tense.
- Have students compare to check their answers.

B Write the simple past tense form . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students write as many of the simple past tense irregular forms as they can without referring to the list on page 122.
- Have students look at the list to check their work and fill in any forms they didn't know.

The simple past tense: usage and form

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Read the first rule in the box aloud. Ask a student to read the examples.
- Ask students to talk about what they did last year, using correct past tense verbs.

Negative forms

- Have students read the information in the box about negative forms and study the examples.
- To check understanding, ask the following questions and write the answers on the board:

What is the negative form of do / does? (don't / doesn't)

What is the negative form of did? (didn't)

What form of the main verb follows don't, doesn't, and didn't? (the base form)

Write some forms on the board and have students use a check mark or an X to identify which ones are base forms and which are not. For example:

going X	has X	have ✓	to buy X
went X	had X	eat ✓	buy ✓
go ✓	having X		

- Have students create negative sentences. On the board, begin a sentence and ask students to create negative sentences; for example, *Last summer, my family went on vacation together. We ____.* Possible answers: *didn't go to the beach; didn't have a good time; didn't eat well; didn't buy souvenirs.*

Questions

- Call on a student to read the first rule under Questions and ask another student to read the example question.
- Call on another volunteer to read the second rule and ask another student to read the example questions.

- To check understanding, write the two examples from the beginning of this presentation box on the board:

My grandparents went to Paris in April.

Last year, we played tennis and did aerobics every day.

Ask the class to change the sentences to *yes / no* questions and write them on the board. Underline the verbs.

Did your grandparents go to Paris?

Did you play tennis and do aerobics every day?

Ask the class to create an information question for each sentence and write it on the board. Underline the question words and the verbs.

Where did your grandparents go?

What did you do every day?

C On a separate sheet of paper, . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Ask students to underline the past tense verbs in the sentences.
- As a reminder to use the base form of the verb, call on students to tell you the base form of each of the verbs in the sentences and write them on the board. (**1** sleep; **2** go; **3** eat; **4** drink; **5** have; **6** buy)
- To check their work, have students show and read their sentences to a partner.

D On a separate sheet of paper, . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students scan the exercise and underline any question words. Ask students which sentences are information questions. (**1** Where; **2** When; **4** What; **6** How long)
- Model the first sentence with the class. (*Where did you go on vacation last summer?*)
- To check their work, call on students to read the sentences aloud.

UNIT 8 Lesson 1

Direct objects: usage

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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- Have students read the information in the box independently.
- Read the two examples aloud. Ask *What do I like?* (Spicy food.) *What does Anne wear?* (Dark clothes.)
- Explain that the direct objects answer the question *What?*

Option: (+5–7 minutes) For more practice, have students write their own sentences following the subject + verb + direct object pattern. Suggest that students use the verbs *like, love, have, want, need*. Ask several volunteers to write a sentence on the board. Have different volunteers come to the board to underline the subjects and circle the direct objects in the sentences.

(See page T137 for Exercise A teaching notes)

A Underline the subjects . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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(Exercise A is on p. 136)

- Remind students that the subject and object can be nouns as well as pronouns.
- Review the answers with the class.
- Have students look at the underlined subjects. Ask *Are there any subject pronouns?* (Yes.) *What are they?* (I, you, you.) *What are the noun subjects?* (Stacey, Many people, Sanford and Gloria, Marianne.)
- Have students look at the circled direct objects. Ask *Are there any object pronouns?* (No. The direct objects are all nouns.) *What are the object pronouns?* (bathrobe, outerwear, red shoes, shorts, this store, your credit card, a pair of warm pajamas.)
- Permit students to circle the direct object alone or the direct object phrase; for example, in item 3, allow students to circle *shoes* or *red shoes*.

Indirect objects: usage rules and common errors

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students read the information in the box independently.
- Ask students to identify the direct object in each example sentence (the gloves, the sweater, a letter).

B On a separate sheet of paper, . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Before students complete the exercise, have them underline the prepositional phrase in each sentence that acts as an indirect object. (**1** for them; **2** to her father; **3** to our children; **4** to us; **5** to me)
- Review with the class. Have volunteers read the rewritten sentences.

Answers for Exercise B

2. Laurie sends him a check every month.
3. At night we read them stories.
4. They serve us meals in the dining room.
5. They never give me gifts on my birthday.

C On a separate sheet of paper, . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Before students complete the exercise, have them underline the indirect object(s) in each sentence. (**1** me; **2** me; **3** my colleagues; **4** him; **5** her mother)
- Review with the class. Have volunteers read the rewritten sentences.

Answers for Exercise C

2. He always gives the check to me.
3. I sent the tickets to my colleagues.
4. His friend showed the check for dinner to him.
5. She'd like to get a book for her mother.

D On a separate sheet of paper, . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Before students complete the exercise, have them circle the direct object in each sentence. (**1** it; **2** breakfast; **3** the truth; **4** lunch; **5** flowers)
- Remind students that the prepositional phrase goes after the direct object; the indirect object alone goes before the direct object.
- To review, have volunteers read their answers.

Option: (+5 minutes) For a challenge, tell students to imagine they have won a contest at a local department store. They can buy four gifts and spend any amount of money.

- Have students write sentences about what they are buying and for whom. Have students use prepositional phrases in their sentences; for example, *I'm buying a tablet for my parents.*
- Then have students rewrite their sentences using the other pattern—the indirect object first; for example, *I'm buying my parents a tablet.*
- Finally, have students rewrite their sentences using an object pronoun in place of the indirect object noun; for example, *I'm buying them a tablet.*

Answers for Exercise D

2. Did they give you breakfast at the hotel?
3. We always tell her the truth.
4. They make lunch for him every day.
5. He brought flowers for his wife last night.

UNIT 8 Lesson 2

Comparative adjectives: spelling rules

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students read the information in the box independently.
- Be sure students understand what is meant by *syllable*. Read the words in the examples in the box and some from the exercise. Ask students to hold up fingers indicating the number of syllables in the words; for example, *tight* (1 syllable), *hot* (1 syllable), *pretty* (2 syllables), *affordable* (4 syllables), *convenient* (3 syllables), *conservative* (4 syllables), *tall* (1 syllable).

A On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Ask students to read the list of adjectives and identify any they do not understand. Help explain the meaning of those words to the class.
- To help students listen to syllables, read or ask students to read the adjectives aloud before they begin the exercise.
- Review with the class. Pronounce each of the comparative forms and have students repeat.

Option: (+3 minutes) For additional practice, have students write sentences using the comparative adjectives from the exercise; for example, *Flats are more comfortable than pumps*. Have students volunteer to read their sentences to the class.

Answers for Exercise A

- 1 taller
- 2 sunnier
- 3 more comfortable
- 4 heavier
- 5 lighter
- 6 cleaner
- 7 larger
- 8 later
- 9 sadder
- 10 fatter
- 11 saltier
- 12 sweeter
- 13 spicier
- 14 healthier
- 15 cuter
- 16 shorter
- 17 more popular
- 18 redder
- 19 more conservative
- 20 more interesting

B Complete each sentence . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- After students complete the exercise, call on volunteers to read the sentences aloud.

UNIT 9 Lesson 1

Modals *can*, *could*, and *should*: meaning, . . .

Suggested teaching time:	10 minutes	Your actual teaching time:	
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Meaning

- Read each rule under Meaning and ask a student to read the examples aloud.

FYI: Modals are also called *auxiliary verbs*. They come before main verbs and change the meaning of the verb in some way.

Form

- Have students read the three rules and examples under Form independently.
- With the class, create 3–5 affirmative sentences for each of the three modals: *can*, *could*, *should*; for example, *Marina can play the guitar*.
- Have the class create a negative sentence for *can* and *should*; for example, *Eric can't come to class on Friday*.
- Direct attention to the note about *Who* in the box. Write on the board:
Who could they call? They could call the travel agent.
- Ask students how this example is different from the one in the box.
- Have the class add a *yes / no* and information question; for example, *Can we have a party for our last class? Who can speak three languages?*
- Direct attention to the Common errors.

Circle the correct phrases . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- To review, call on volunteers to read their answers aloud.

UNIT 9 Lesson 2

Expansion: future actions

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Call on a student to read the rule for *Be going to* in the box.
- Ask another student to read the example sentences.
- Continue in this manner until all four ways to express future actions and their corresponding examples have been read.
- To confirm understanding, write the four headings on the board:
Be going to
The present continuous
The simple present
The present of be
- Have students write a future statement for each heading and then have volunteers share their examples with the class.

A Read the arrival and departure schedules . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students look at the schedules. Ask about the form of transportation for each. (Bus, flight / airplane, train.) Point out that the schedules show future departure and arrival times.
- If students are not sure which verbs to use, refer them back to the list of motion verbs in the presentation box under *The simple present tense* heading.
- To review, have volunteers read their answers to the class. Check that students include the third-person singular *-s* in the statements and use the base form of the verb in the questions.

B On a separate sheet of paper, . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Remind students that they can express their future plans in more than one way.
- Write your own response to item 1 on the board; for example, *I'm visiting my sister in London.*
- Ask a volunteer to change it to another form; for example, *I'm going to visit my sister in London.*
- After students complete the exercise, elicit a response to each question.

Option: (+5 minutes) To extend the practice, have pairs take turns asking and answering the questions. Then ask for volunteers to share information about their classmates with the class. Be sure students use the correct form of the verb.

UNIT 10 Lesson 1

Comparative and superlative adjectives: . . .

Suggested teaching time:	10 minutes	Your actual teaching time:	
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Usage

- Have a student read the first rule about comparative adjectives aloud and ask another student to read the examples.
- To confirm understanding, elicit more examples of comparative sentences from the class and write them on the board.
- Ask a volunteer to read the second rule about superlative adjectives aloud and have another volunteer read the example sentence.
- Direct students' attention to the Be careful! box.
- To confirm understanding, write on the board:
Computer (Price: \$800)
Sweater (Price: \$40)
Hair dryer (Price: \$25)
- Ask students to write two sentences about the items. Tell them to use a comparative adjective in one sentence and a superlative adjective in the other. For example, *The hair dryer is cheaper than the sweater. The computer is the most expensive.*
- Ask several students to read one of their sentences. After each sentence, ask whether a comparative or a superlative adjective was used.

Form and Superlative adjectives: spelling

- Give students several minutes to read the two sections on form and spelling.
- While students are studying the rules, write the following on the board:
A cat is ____, a tiger is ____, but a cheetah is ____. (fast)
A car is ____, but a truck is ____ a car. A train is ____. (heavy)
A chair is ____ a bench. But a sofa is ____. (comfortable)
- Have students copy and complete the sentences on the board, using comparative and superlative adjectives.
- While students are completing the sentences, ask three volunteers to come up and complete the sentences on the board. (A cat is fast, a tiger is faster, but a cheetah is the fastest. A car is heavy, but a truck is heavier than a car. A train is the heaviest. A chair is more comfortable than a bench. But a sofa is the most comfortable.)
- Review answers with the class.

A Write both the comparative . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- In the presentation chart on page 140:
 - Have students number the rules for spelling superlative adjectives 1 through 4.
 - Ask students to say the number of the rule that explains each answer. (**1** 1; **2** 3; **3** 4; **4** 3; **5** 4; **6** 3; **7** 4; **8** 1; **9** 4; **10** 4; **11** 4; **12** 1; **13** 4; **14** 4; **15** 4; **16** 1; **17** 1; **18** 3)

B Complete each sentence . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Remind students that sentences that compare two things use a comparative adjective, and that superlatives are used to compare more than two things.
- Point out that after students decide whether the sentence needs a comparative or a superlative adjective, they have to determine its correct form.
- To review, ask volunteers to read the sentences aloud.

* You may wish to use local currency.

UNIT 10 Lesson 2

Intensifiers *very, really, and too*

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students read the information in the box independently.
- Be sure students know that intensifiers come before the adjective.
- Direct attention to the Be careful! note. To confirm their understanding of adjectives with positive meaning, ask students to identify some adjectives that can and some that cannot be used with *too*; for example, *expensive* (yes), *inexpensive* (generally no), *beautiful* (no), *ugly* (yes), *scary* (yes), *sweet* (yes), *interesting* (no).

A Complete each sentence . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Before students complete the exercise, point out that more than one answer is possible for each item.
- Review with the class. Elicit more than one answer for each item.
- Point out that the only sentences that can accept *too* are items 2, 3, 7, and 8. Read the possible answers for these items aloud: *too fatty, too expensive, too slow, too tight*. Emphasize that these all have negative meaning.

B Complete each conversation . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- To remind students about the use of *too* and *enough*, on the board write:

<u>satisfactory</u>	<u>not satisfactory</u>
adjective + enough	too + adjective
	not + adjective + enough
- To check their work, have students read the conversations with a partner.

FYI: A negative sentence with *too* expresses that something is satisfactory; for example, *It's not too sweet* means that it's just right.

Writing Booster

Note about the Writing Booster

These teaching notes and suggested teaching times are provided if you choose to use the Writing Booster in class.

UNIT 1

Capitalization

Suggested teaching time:	20 minutes	Your actual teaching time:	
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- Direct students' attention to the rules and examples. Be sure they understand the meaning of *capital letter*. Begin by having students circle all the capital letters in the examples, and then compare circled letters with a partner.
- Review the categories in the presentation by asking for more examples. Write them on the board and underline the capital letters. For example:
cities/countries: Mexico City, San Francisco, New York, The United States, Peru, Indonesia
nationalities: British, Colombian, Chinese
languages: English, Portuguese
days and months: Monday, Wednesday, January, February, March
names and formal titles: Mrs. Jones, Dr. Hernández, Professor Lee, Jim, Sylvia

FYI: All proper nouns are capitalized in English. Common nouns are not.

FYI: In text messaging, e-mails, blogs, and personal notes, capitalization is often avoided in an effort to write more quickly. It is still required in academic writing, formal letters, and standard writing, however.

A On a separate sheet of paper, . . .

- Model the first sentence. Have a student write it on the board. *Please say hello to Julio Cueva from Lima, Peru.*
- Have students say which rules apply to this sentence. (Begin a sentence with a capital letter; use a capital letter for names; use a capital letter for cities and countries.)
- Have students complete the exercise. Encourage students to refer to the rules.
- To check their work, have students write the sentences on the board.

Option: (+3 minutes) To build awareness, have students identify the rule that applies to each correction.

Option: (+5 minutes) To extend practice, bring in a short article from a magazine, newspaper, or website. Have students circle the capital letters and try to identify rules that could apply. Be sure to bring in an article that exemplifies the accurate use of capitalization.

B Guidance for the Writing Exercise (on page 12)

- Prepare students by asking questions similar to the ones in this exercise. Have students write the answers about themselves on a separate sheet of paper. Possible questions: *What's your name? Do you have a nickname? What is it? When were you born? What is your hometown? Where were you born? Who's your favorite actor or actress? What languages do you speak?* Have volunteers write their answers on the board and correct any errors in capitalization.
- Have students write short answers to the questions, using correct capitalization.
- Have students circle any questions they can't answer. Encourage students to write at least one additional question. Give students a few minutes to ask the classmate they interviewed these questions.

UNIT 2

The sentence

Suggested teaching time:	20 minutes	Your actual teaching time:	
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- Have a volunteer read the rule in the presentation.
- Call on another student to read the example sentences.
- To confirm students' understanding of the meanings of *subject* and *verb*, write the following items on the board. Have students identify subjects and verbs, or add the missing words.
I study at the library. [*I* = subject; *study* = verb]
The students in the museum. [missing verb = *are*]
She home. [missing verb = *is / is going*]
Are very smart. [missing subject = *they / we / you*]

A Circle the subject . . .

- Have students confirm answers with a partner.

B Write an X . . .

- To review with the class, have students say which items are not sentences.
- Have students offer suggestions to make them sentences, and write the correct suggestions on the board. Possible answers: **1** I'm a theater fan. **3** It's down the street and around the corner from the art gallery. **5** I don't like really loud concerts. **6** He is downloading music now.
- Point out the words that are capitalized in the corrected sentences. Remind students that the first word in a sentence is always capitalized.

C Guidance for the Writing Exercise (on page 24)

- Before students write, point out the list of ideas. Have them talk about their ideas in pairs and make notes to help them as they write their sentences.
- Remind students to pay attention to subjects, verbs, and periods in each sentence. Encourage them to use the sentences on the board and the rules in the presentation to guide them.

UNIT 3

Combining sentences with *and* or *but*

Suggested teaching time:	20 minutes	Your actual teaching time:	

- To confirm that students understand the difference between *and* and *but*, write several short sentences on the board and ask students to combine them, using *and* or *but*. Possible sentences;

I love classical music. I really don't like Mozart.

(I love classical music, but I really don't like Mozart.)

My friend called last night. She told me good news.

(My friend called last night, and she told me good news.)

My brother eats a lot of french fries. They're not good for him.

(My brother eats a lot of french fries, but they're not good for him.)

I like jazz. My friend likes folk music.

(I like jazz, but my friend likes folk music.)

We went to Osaka. We stayed at a hotel.

(We went to Osaka, and we stayed at a hotel.)

A On a separate sheet of paper, . . .

- Model the first sentence. Write the two sentences and the combined sentence on the board. Point out the change in capitalization and punctuation and the additional word in the combined sentence. For example:

My sister-in-law has long hair. She's very pretty. →

My sister-in-law has long hair, and she's very pretty.

Ask students to tell you what the three changes are and write them on the board:

period → comma S → s and (added)

- After students complete the exercise, have them take turns reading the sentences aloud with a partner.

B On a separate sheet of paper, . . .

- Model the first sentence with the class. Write the two sentences and the combined sentence on the board. Point out the changes in the combined sentence. For example:

My brother wears old clothes. I wear new clothes. →

My brother wears old clothes, but I wear new clothes.

Ask students to tell you what the two changes are and write them on the board:

period → comma but (added)

Ask *Why is I capitalized? It isn't the beginning of the sentence.* (Because *I* is always capitalized.)

Option: (+5 minutes) To extend the lesson, remind students that there is usually a pause after a comma when you are reading aloud. Read the answers from Exercise B aloud and have students repeat after you; for example, *My brother wears old clothes, [pause] but I wear new clothes.*

C Guidance for the Writing Exercise (on page 36)

- Before students write, direct their attention to the list of ideas. Have them brainstorm ideas in pairs and make notes to help them as they write.
- Remind students to check their punctuation and capitalization.

UNIT 4

Connecting words or ideas: *and* . . .

Suggested teaching time:	30 minutes	Your actual teaching time:	

- Have students read the rules and examples.
- Direct attention to the Be careful! note.
- Point out that *and* is used with a list of things (Italian, Mexican, **and** French) and to combine two sentences into one (I enjoy Italian restaurants, **and** I enjoy . . .).
- Point out that *In addition* begins a new sentence.
- To confirm understanding, write sentences on the board to practice the use of *and* and *in addition*. For example:
1 I enjoy Italian, Mexican, ___ French restaurants.
2 I enjoy Italian restaurants, ___ I also enjoy Mexican ___ French restaurants.
3 I enjoy Italian restaurants. ___, I enjoy Mexican ___ French restaurants.

Ask students to complete the sentences with *and* or *in addition*. (**1** and; **2** and / and; **3** In addition / and)

- Circle the commas in the sentences. Point out that in item 3 there is no comma after *Mexican* because the list includes only two things (Mexican and French restaurants).
- Have students make up new sentences for 1, 2, and 3 on the board with information about things they enjoy. Ask for volunteers to write the sentences on the board. Check for the use of *and*, *in addition*, and punctuation.

FYI: Although *and* and *in addition* both add information, *in addition* is more formal. It is used less frequently than *and* in casual writing and speaking.

FYI: The final comma in a series is optional. The example of multiple commas in the presentation could also be written, *I like apples, oranges, grapes and other fruits.*

A Connect the words . . .

- After students complete the exercise, have them take turns reading the sentences aloud with a partner.

B Guidance for the Writing Exercise (on page 48)

- Before students write, have them read the paragraph and underline the examples of *and*, *but*, and *in addition*.
- Ask students these questions:
 - What is this reading about?* (Two types of regional American food.)
 - What is regional food?* (Food from a special or local area.)
 - What is the regional food in this reading?* (Clam chowder / barbecue.)
 - What are some of the ingredients in clam chowder?* (Clams, milk, tomatoes.)
 - What are two regional foods you know?*
- Have students describe to the class several regional foods they know. Write some key words from their descriptions on the board.
- Encourage students to use the words on the board to make sentences that use *and*, *but*, and *in addition*.

- Have students read the rest of the rules independently and study the examples.
- Direct students' attention to the Adjectives box and explain any unfamiliar words.

A Circle the adjectives . . .

- To check answers, call on students to read aloud the adjectives they circled.

UNIT 5

Placement of adjectives: before . . .

Suggested teaching time:	20–30 minutes	Your actual teaching time:	
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- Read the first description of adjectives in the presentation. Have a student read the highlighted adjectives.
- Be sure students understand the meanings of *noun* and *pronoun*. To confirm understanding, have students skim the paragraphs in Exercise B above (in Unit 4) to find nouns and say them aloud. As they do, write the nouns on the board. Do the same for pronouns. Leave the words on the board.
- Read the next rule in the presentation. Have a student read the examples.
- Point out that adjectives also come after other verbs, such as *feel*, *seem*, *become*, etc. (I feel sick. This seems clear. It's becoming difficult.) These verbs are often referred to as "linking verbs."
- On the board, write a list of adjectives from the same reading; for example, *spicy*, *American*, *regional*, *delicious*, *authentic*, *proud*. Ask volunteers to come to the board and create sentences with *be* and the adjectives, nouns, and pronouns. Check for correct placement of adjectives; for example, *This soup is delicious. Regional foods are popular.*
- Continue by asking students to write more sentences with the adjectives, nouns, and pronouns, and other (non-linking) verbs; for example, *People love regional food. I make delicious soup.*

B On a separate sheet of paper, . . .

- When students have completed the exercise, have them read their sentences to each other in small groups.
- Circulate while students are reading their sentences and correct any errors.

C Guidance for the Writing Exercise (on page 60)

- Give students several minutes to think about products they use. Have them name some products as you write them on the board.
- Have students read the questions in the exercise. Encourage them to use the products on the board or other products they use.
- Be sure to encourage students to use adjectives to describe the products.

UNIT 6

Punctuation of statements and questions

Suggested teaching time:	20–30 minutes	Your actual teaching time:	
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- Have students read the rules and examples independently.

FYI: For humor or emphasis in informal writing, some writers add several question marks or exclamation points at the end of a sentence; for example, *I miss you so much!! He said what???* However, this is not standard use of punctuation and should be avoided in more formal writing.

A On a separate sheet of paper, . . .

- For item 3, placing a comma after *a lot* is optional. For item 5, placing a comma after *sweets* is optional.
- To review their answers, have students work in pairs or ask for volunteers to write their sentences on the board.

B Guidance for the Writing Exercise (on page 72)

- Ask a student to read the Ideas in the box.
- Give students a few minutes to write the three questions with “I.” Then ask volunteers to write the questions on the board. (*What foods do I eat? What foods do I avoid? What is my exercise routine?*) Correct capitalization and punctuation as a class.
- To review, ask several volunteers to read one of the questions and their response.

UNIT 7

Time order

Suggested teaching time:	20–30 minutes	Your actual teaching time:	
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- Have students read the rules and examples independently.
- To confirm understanding, write an outline of a paragraph in time order on the board. For example:
Today was a busy day. First, ____.
After I ____, I ____.
Then, ____. Before ____, I ____.
Next, ____. Finally, I came to class and here I am!
Ask for volunteers to use this outline as a guide to describe their day.

A On a separate sheet of paper, . . .

- Write the example on the board: *Before we went to the beach, we had lunch.* Point out the punctuation used when combining two sentences with *before* and *after*.
- After students complete the exercise, have them compare answers.

Answers for Exercise A

- 2 After we visited Rome, we went to Venice.
- 3 Before they had lunch, they went snorkeling.
- 4 After he arrived in Miami on Saturday, he looked for a hotel.
- 5 Before I flew to Cancún, I spent three days in Mexico City.
- 6 After she got back from the airport, she called her mother.
- 7 Before it rained, the weather was beautiful.

B On a separate sheet of paper, . . .

- Before students rewrite the paragraph, have them number the events in the order they took place. (1 I flew from New York to London. 2 I took the train through the Chunnel to Paris. 3 I got a car and drove to Rome. 4 I took a boat to the island of Sardinia. 5 I flew back to London and back home to New York.)
- Have students look at the events and decide which time order words and phrases to use to introduce each event.
- To check answers, have pairs of students compare their paragraphs. Help resolve differences of opinion.

Answers for Exercise B

Let me tell you about my trip. First, I flew from New York to London, and I spent two days there. Next, I took the train through the Chunnel to Paris. Paris was amazing. Then, I got a car and drove to Rome. It was a long drive, but it was really scenic. After that, I took a boat to the island of Sardinia. It was very beautiful. Finally, I flew back to London and back home to New York.

C Guidance for the Writing Exercise (on page 84)

- Encourage students to use the paragraph in Exercise B as a model for their own paragraph.

UNIT 8

Connecting ideas with *because* and *since*

Suggested teaching time:	20–30 minutes	Your actual teaching time:	
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- Have volunteers take turns reading the rules and the examples in the presentation.
- Direct attention to the Remember box.
- To confirm understanding, write *Why* questions on the board. Elicit responses from students. For example:
Why are you eating a lot of vegetables?
(Because they're healthy.)
Why are you wearing a suit?
(Because I have an interview.)
Why are all your dresses red?
(Because it's my favorite color.)
Why do you shop at TB Max?
(Because it isn't expensive.)
- Have students use the responses to the *Why* questions to write complete sentences beginning with *because* or *since*. Have students read the sentences they wrote aloud. For example:
Because they're healthy, I'm eating a lot of vegetables.
Because I have an interview, I'm wearing a suit.
Since red is my favorite color, all my dresses are red.
Since it isn't expensive, I shop at TB Max.
- Have other students come to the board and rewrite each sentence with the order of the clauses reversed; for example:
I'm eating a lot of vegetables because they're healthy.
I'm wearing a suit because I have an interview.
All my dresses are red since red is my favorite color.
I shop at TB Max since it isn't expensive.
Be sure to correct punctuation errors.
- Be sure students understand that clauses with *since* and *because* answer the question *why*.

FYI: A *clause* is a group of words that includes a subject and a verb. *Independent clauses* are complete sentences. *Dependent clauses* begin with words such as *because* and *since* and are not complete sentences. Clauses with *because* and *since* explain the reason for the idea in the independent clause. When a dependent clause comes before an independent clause, a comma is necessary to separate the two clauses.

FYI: *Because* is used much more frequently than *since* in informal writing and speaking.

A On a separate sheet of paper, . . .

- Before students begin the exercise, read the last rule of the presentation aloud as a reminder of correct punctuation.
- To check answers, have pairs of students compare their sentences. Help resolve differences of opinion.

Option: (+5 minutes) To prepare students to recognize the reason clause, have students read each item in the exercise. Ask *Which sentence explains the reason?* (1 I feel cold. 2 It was his birthday. 3 He needed it for a business trip. 4 They didn't have a ticket for the concert. 5 Our printer is broken.)

Answers for Exercise A

(Answers will vary.)

- 1 I'm wearing a sweater because I feel cold.
- 2 She called her brother since it was his birthday.
- 3 He bought a blue blazer because he needed it for a business trip.
- 4 Since they didn't have a ticket for the concert, they stayed home.
- 5 Because our printer is broken, we have to get a new one.

B On a separate sheet of paper . . .

- Have students read the third rule in the Presentation. Remind students to answer the questions with complete sentences.
- To check their work, have partners take turns asking and answering the questions.

C Guidance for the Writing Exercise (on page 96)

- In small groups, have students brainstorm a list of clothing do's and don'ts and make notes.
- Encourage students to use their notes as a guide as they write the tips.

UNIT 9

The paragraph

Suggested teaching time:	20–30 minutes	Your actual teaching time:	
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- Have students read the presentation independently.
- Have a student volunteer read the title and the first paragraph about clothing customs in the United States aloud.
- Have another student read the second paragraph about East Africa aloud.

Option: (+5 minutes) To challenge students, have them identify the main and supporting ideas in each paragraph and make a simple outline with informally written notes on the board. For example:

Clothing customs in the United States	Clothing customs in East Africa
generally liberal Shorts and sandals are usually OK.	more conservative Women should keep their shoulders covered.

Point out that outlining a paragraph before writing is a useful guide. It helps organize the important ideas and keeps the writing on topic.

A Write a check mark . . .

- To prepare students to rewrite the paragraphs, have them read *Famous families* independently.
- Ask *How many famous families are mentioned?* (Three.) *Who are they?* (Jackie Chan's family / the Williams family / the Fernández family.) *After the information about Jackie Chan, how is each new family introduced?* (Another famous family / Still another famous family.)
- Remind students that each family is a new topic.
- To check their work, have students compare their paragraphs. Resolve any differences of opinion.

B Guidance for the Writing Exercise (on page 108)

- Before students begin to write, have them read the questions. Ask the following questions:
What are you going to write about? What is the theme?
(Past and future trips.)
What is the first paragraph about? (A trip I took.)
What is the second paragraph about? (A trip I am going to take.)

UNIT 10

Connecting contradictory ideas: . . .

Suggested teaching time:	20–30 minutes	Your actual teaching time:	
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- Have a volunteer read the first rule in the presentation aloud.
- To confirm understanding of *even though*, have students read the examples independently. Then ask *What are the opposite ideas, or the ideas that contrast in these sentences?* (Possible answers: Bee Flowers is expensive [that's bad], but it's popular [that's good]. Marty's has low prices [that's good], but the service isn't friendly [that's bad].)
- Have a volunteer read the second rule aloud.
- Ask two volunteers to come to the board and write the examples with *even though* with the order of the clauses reversed. Point out that when the clauses are reversed the comma is optional. Remind students that when the clause with *even though* comes first, the comma is obligatory.
- To clarify, write the following on the board:
[Idea A] even though [Idea B].
Even though [Idea B] [Idea A].
[Idea A]. However [Idea B].
[Idea A]. On the other hand [Idea B].
Explain to the class that these phrases are missing commas. Ask volunteers to come to the board and place commas where necessary.

FYI: Another way of writing sentences with *however* is to join the two sentences with a semicolon; for example, *Bee Flowers is quite expensive; however, it is the most popular shop in town.*

A On a separate sheet of paper, . . .

- Model the two ways to write the first item on the board.
- Encourage students to refer to the models (from the procedure above) on the board as they complete the exercise.
- Have pairs of students check their answers.

Answers for Exercise A

- 1 Even though you can find some good deals at the Savoy Hotel, their rooms are the most expensive in town.
- 2 Even though you can bargain for really low prices at the Old Market, it isn't the prettiest place to shop.
- 3 Even though the Philcov X30 is easy to use and not too expensive, it isn't the most popular camera.

- 4 Even though the prices of smart phones are getting lower every year, they can still be very expensive.
- 5 Even though the Samson camcorder is the most professional camera you can buy, it isn't the lightest.

B Now, rewrite the sentences . . .

- Model the two ways to write the first item on the board.
- Encourage students to refer to the models on the board as they complete the exercise.
- Have pairs of students check their answers. Resolve any differences of opinion.

Answers for Exercise B

Answers will vary, but may include the following:

- 1 You can find some good deals at the Savoy Hotel. However, their rooms are the most expensive in town.
- 2 You can bargain for really low prices at the Old Market. On the other hand, it isn't the prettiest place to shop.
- 3 The Philcov X30 is easy to use and not too expensive. However, it isn't the most popular camera.
- 4 The prices of smart phones are getting lower every year. However, they can still be very expensive.
- 5 The Samson camcorder is the most professional camera you can buy. On the other hand, it isn't the lightest.

C Guidance for the Writing Exercise (on page 120)

- Have students work in small groups to brainstorm places to shop. Have them make notes about the places, what the places offer that is good, and what the disadvantages of shopping there are.
- Encourage students to use their notes as a guide as they write their sentences.
- Be sure students use *even though*, *however*, and *on the other hand* to connect contradictory ideas.

