

THIRD EDITION

# TOP NOTCH

Fundamentals

TEACHER'S EDITION and LESSON PLANNER

JOAN SASLOW  
ALLEN ASCHER

with Daria Ruzicka

# Top Notch: English for Today's World Fundamentals, Third Edition

## Teacher's Edition and Lesson Planner

Copyright © 2015 by Pearson Education, Inc.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior permission of the publisher.

Pearson Education, 10 Bank Street, White Plains, NY 10606 USA

**Staff credits:** The people who made up the *Top Notch* team are Peter Benson, Kimberly Casey, Tracey Munz Cataldo, Rosa Chapinal, Aerin Csigay, Dave Dickey, Gina DiLillo, Nancy Flaggman, Irene Frankel, Shelley Gazes, Christopher Leonowicz, Julie Molnar, Laurie Neaman, Sherri Pemberton, Pamela Pia, Jennifer Raspiller, Charlene Straub, and Kenneth Volcjak.

Cover photo credit: Sprint/Corbis

Text composition: TSI Graphics

Printed in the United States of America

ISBN-10: 0-13-381046-1

ISBN-13: 978-0-13-381046-2

1 2 3 4 5 6 7 8 9 10—V064—19 18 17 16 15 14

[pearsonelt.com/topnotch3e](http://pearsonelt.com/topnotch3e)

**Photo credits:** Original photography by Sharon Hoogstraten, David Mager and Libby Ballengee/TSI Graphics. Page 2 (tl) Image Source/Getty Images, (tl) Gogo Images Corporation/Alamy, (tr) WaveBreakMedia/Shutterstock, (tr) Comstock Images/Stockbyte/Getty Images, (bl) DAJ/Getty Images, (bm) WaveBreakMedia/Shutterstock, (br) Jack Hollingsworth/Photodisc/Getty Images; p. 5 (tl) Daniel Grill/Getty Images, p. 6 (The Forbidden Palace) Rabbit75\_fot/Fotolia, (Beijing Duck) Zhangsan/Fotolia, (Two men shake hands) Asia Images Group/Getty Images; p. 7 (Taj Mahal) Saiko3p/Fotolia, (Temple) Searagen/Fotolia, (Ceviche) Ildi.Food/Alamy, (Pyramid of Sun) F9photos/Fotolia, (Dabldy/Fotolia; p. 8 (tr) Olly/Fotolia, (tr) Aeroking/Fotolia, (mr) Andrey Arkusha/Shutterstock; p. 10 (snail) Sergio Martinez/Fotolia, (1) Michael Spring/Fotolia, (2) Syda Productions/Fotolia, (3)Blend Images/Shutterstock; p. 11 (br) Diego Cervo/Shutterstock; p. 12 (1) Luiz Rocha/Shutterstock, (2) Worakit Sirijinda/Fotolia, (3) Aania/Fotolia, (4) Sam Edwards/Caia Image/Glow Images; p. 13 (The Prado Museum) Anibal Trejo/Fotolia, (Tapas) Paul Brighton/Fotolia, (The Millineum Wheel) QQ7/Shutterstock, (Carnaby Street) Image Source/Getty Images, (Eiffel Tower) Wajan/Fotolia, (Tour Boat) Elenathewise/Fotolia, (Ballet) Ria Novosti/Alamy, (Borscht) Cook\_inspire/Fotolia, (Colosseum) Pablo Debat/Fotolia, (Gelato) Eldorado/Fotolia; p. 14 (tl) AF archive/Alamy, (tm) AF archive/Alamy, (tr) Pictorial Press Ltd/Alamy; p. 16 (mr) Allstar Picture Library/Alamy; p. 18 (An action film) AF archive/Alamy, (A horror film) BortN66/Fotolia, (A science-fiction film) Innovari/Fotolia, (An animated film) Natalia Maroz/Shutterstock, (A comedy) KPA Honorar & Belege/United Archives GmbH/Alamy, (A drama) Auremar/Shutterstock, (A documentary) Amar and Isabelle Guillen/Guillen Photo LLC/Alamy, (A musical) Bettina Strenske/Alamy; p. 19 Monkey Business/Fotolia; p. 21 (tl) Gary Conner/Photodisc/Getty Images, (tm) Adam Gregor/Shutterstock, (ml) Eugenia Petrenko/Shutterstock, (mr) Ktsdesign/Fotolia; p. 22 Rich Yasick/E+/Getty Images; p. 23 Nyul/Fotolia; p. 26 (tl) BjdLzx/E+/Getty Images, (tm) BjdLzx/E+/Getty Images, (tr) BjdLzx/E+/Getty Images, (bl) Pejo/Shutterstock, (bml) Tom Wang/Shutterstock, (bmr) Zoonar RF/Thinkstock/Getty Images; p. 28 (tl) EpicStockMedia/Fotolia, (br) Racorn/Shutterstock; p. 32 (tl) Cornelia Pithart/Fotolia, (tl) LudmilaFoto/Fotolia, (rm) Razihusin/Fotolia, (tr) Anterovium/Fotolia, (tr) Nyasha/Fotolia, (bl) Mark Peterson/Corbis News/Corbis, (bl) Comstock/Stockbyte/Thinkstock/Getty Images, (bm) (Woman) Chris Ryan/Ojo Images Ltd/Alamy, (Newspaper) Jovic/Shutterstock, (br) Glow Images/Superstock; p. 33 Degree/eStock Photo/Alamy; p. 34 (The Plaza Hotel) Sandra Baker/Alamy, (Rockefeller center) Marcorubino/Fotolia, (Manhattan Skyline) Rudi1976/Fotolia, (Times Square) Richard Berenholtz/Alamy, (Grand Central Station) Forcdan/Fotolia; p. 37 (1) Image Source/Getty Images, (2) Quavando/Vetta/Getty Images; p. 39 (tl bg) Amy Walters/Shutterstock, (tm bg) Horid85/Fotolia, (tr bg) Horid85/Fotolia; p. 44 (1) Supertrooper/Fotolia, (2) DeusexLupus/Fotolia, (3) Algre/Fotolia, (4) National Motor Museum/Motoring Picture Library/Alamy, (5) Yuri Bizgaimer/Fotolia, (6) Rob Wilson/Shutterstock, (7) Supertrooper/Fotolia, (8) Buzz Pictures/Alamy; p. 45 (1) Tracy Whiteside/Fotolia, (2) Arek Malang/Shutterstock, (3) BikeRiderLondon/Shutterstock, (4) R. Gino Santa Maria/Shutterstock, (5) Andres/Shutterstock; p. 46 Tomml/E+/Getty Images; p. 47 Carlos\_bcn/Fotolia; p. 50 (Haircuts) Lester120/Fotolia, (Facials) Valua Vitaly/Fotolia, (Shaves) Yalcin Sonat/Shutterstock, (Manicures) Vladimir Sazonov/Fotolia, (Pedicures) Tomek Pa/Shutterstock, (Massage) Valua Vitaly/Fotolia, (Yoga) Furmananna/Fotolia, (Kickboxing) Erik Isakson/Getty Images, (Pilates) Andres Rodriguez/Fotolia, (Spinning) Wavebreak media LTD/Alloy/Corbis, (Exercise equipment) Hero Images/Getty Images, (Personal trainers) Visionsi/Fotolia; p. 52 (t) (1) Lan 2010/Fotolia, (2) Akova/Fotolia, (3) Ilya Akinshin/Fotolia, (4) Lan 2010/Fotolia, (5) Darak77/Fotolia, (6) Glovatskiy/Fotolia, (b) (1) Picfive/Fotolia, (2) Coprid/Fotolia, (3) Mile Atanasov/Fotolia, (4) Igor/Fotolia, (5)Sreal Mckee/Shutterstock, (6) Vadim Ponomarenko/Shutterstock, (bg) Madgooch/Fotolia, (7) Toskov/Fotolia, (8) Stephen Coburn/Shutterstock, (9) Monkey Business/Fotolia, (10) Vipman/Shutterstock, (12) Olya6105/Fotolia, (13) Gresi/Fotolia, (14) Hugh O'Neill/Fotolia, (15) Africa Studio/Fotolia, (16) Urfin/Shutterstock; p. 54 (tr) Hola Images/Alamy, (Female speaking on phone) Minerva Studio/Fotolia; p. 56 (tr) Juanmonino/E+/Getty Images, (bl) Racorn/Shutterstock; p. 57 Igor Gratzner/Shutterstock; p. 58 (l) Fotoluminate LLC/Fotolia, (r) Diego Cervo/Fotolia; p. 59 (1) Holbox/Shutterstock, (2) Tom Cockrem/Stockbyte/Getty Images, (3) Hannamariah/Shutterstock, (4) Eric Lafforgue/Alamy; p. 62 (tl bg) Ilya Zaytsev/Fotolia, (tl) D. Hurst/Alamy, (tr bg) Ilya Zaytsev/Fotolia, (tl) D. Hurst/Alamy, (butter) Coleman Yuen/Pearson Education Asia Ltd, (Fork) Vo/Fotolia, (m bg) Ilya Zaytsev/Fotolia, (Fruit) Koszivu/Fotolia, (Bread,grains,pasta) Nikolay Petkov/Shutterstock, (Vegetables) Ana Blazic Pavlovic/Shutterstock, (Meat,fish,beans) D. Hurst/Alamy, (green napkin) Karandaev/Fotolia, (blue placemat) Aleksandr Ugorenkov /Fotolia; p. 63 (Mushroom diet) Viktor Fotolia, (Vegan diet) Studio Gi/Fotolia, (Atkins diet) Vladimir Melnik/Fotolia, (Juice Fast) Larisa Lofitskaya/Shutterstock; p. 64 (Sushi) Motorika/Fotolia, (Mangoes) Volff/Fotolia, (Pasta) Vagabondo/Fotolia, (Ice cream) Unpicit/Fotolia, (Asparagus) Africa Studio/Fotolia; p. 67 (Octopus) Denio109/Fotolia, (Shellfish) Maceo/Fotolia, (Tofu) Lilyana Vynogradova/Fotolia, (Steak) Joe Gough/Fotolia, (Broccoli) Ping Han/Fotolia, (Beets) Mitev/Fotolia, (Chocolate) Taigi/Fotolia; p. 68 (tr) Fotandy/Shutterstock, (br) Sajje/Alamy, p. 69 Apollofoto/Shutterstock; p. 70 (a) Shakzu/Fotolia, (Grasshopper) Valery Kirsanov/Fotolia, (b) Paul Brighton/Fotolia, (c) Nattawut Thammasak/Fotolia, (d) Africa Studio/Fotolia, (e) Vankad/Shutterstock, (f) Uckylo/Fotolia, (Cabbage) Nomad Soul/Fotolia; p. 71 (1,2,3,4) Mariusz Blach/Fotolia, (br) Mourad/Tarek/ Bon Appetit/Alamy; p. 73 (Pad Thai) Narith\_2527/iStock/Thinkstock/Getty Images, (Bi Bim Bop) Ain Bagwell/Photodisc/Getty Images, (Chicken Mole) Uckylo/Fotolia, (Potato Soup) Juanmonino/E+/Getty Images, (Tabouleh Salad) M.studio/Fotolia, (Pot Stickers) Chiyacat/Fotolia, (br) Yuris/Shutterstock; p. 74 Lightboxx/Shutterstock; p. 78 Imagesource/Glow Images; p. 79 LightWaveMedia/Shutterstock; p. 80 Pavel L Photo and Video/Shutterstock; p. 81 (tr) Zschreiner/Shutterstock, (bl) Taka/Fotolia, (br) Eurobanks/Fotolia; p. 82 Monkey Business Images/Shutterstock; p. 83 (t) Rob/Fotolia, (b) Tanya Constantine/Blend/Corbis; p. 85 (1) WaveBreakMedia/Shutterstock, (2) Jeremy Woodhouse/Blend Images/Getty Images, (3) Corey Rich/Aurora/Getty Images; p. 86 (Jewelry) Harshmunjal/Fotolia, (Fashion) Terex/Fotolia, (Pottery) Africa Studio/Fotolia, (Painting) Boyan Dimitrov/Shutterstock, (Photography) Philippova Anastasia/Shutterstock; p. 87 (ml) Boyan Dimitrov/Fotolia, (m) Gurgen Bakhshetsyan/Shutterstock, (mr) Rozaliya/Fotolia, (mr) Nils Volkmer/Shutterstock; p. 89 (MonaLisa) Dennis Hallinan/Alamy, (Gold Museum) *Cacique Guatavita, known as El Dorado's raft in gold and emeralds, Colombia, Chibcha civilization (or Muisca)/De Agostini Picture Library/G. Dagli Orti/Bridgeman Images, (National Palace Museum) Chinese cabbage, Korean, 19th century (jade) / National Palace Museum, Taipei, Taiwan/ Bridgeman Images, (Museum of Modern Art) GL Archive/Alamy; p. 90 (Wood) Pavel K/Shutterstock, (Glass) Sagir/Shutterstock, (Silver) Nolte Lourens/Fotolia, (Gold ring)Lynnette/Shutterstock; (Cloth) NH7/Fotolia, (Ceramic) Deborah McCague/Shutterstock, (Stone) Winnond/Shutterstock; p. 91 (Vase) Nikonbhoy/Fotolia, (Plate) Piero Gentili/Fotolia, (Dolls) Ketsur/Fotolia, (Figure) Kanvag/Fotolia, (Cups) Mrpuiii/Shutterstock; p. 92 Audrey Benson; p. 93 Africa Studio/Fotolia; p. 94 (Stella) AFP/Newscom, (Vincent) De Agostini Picture Library/Getty Images, (Charles) Picture-alliance/Newscom, (Valentino) Splash News/Newscom, (Frida) Bettmann/Corbis, (Henri) Charles Platiau/Reuters/Newscom, (Ang Lee) Fox 2000 Pictures/Album/Newscom; p. 95 (l) Nicholas Piccillo/Fotolia, (m) Michael Jung/Shutterstock, (r) Arek Malang/Shutterstock; p. 96 (a) Pytralona/Shutterstock, (b) Swissippo/Fotolia, (c) Nerthuz/Fotolia, (d) www.TouchofArt.eu/Fotolia, (e) Zezep/Fotolia; p. 97 (Accademia Gallery) Akg-Images/Cameraphoto/Newscom, (David) Ndpfoto/Shutterstock, (Museum d'Orsay) Brian Janssen/Alamy, (Apples and Oranges) *Apples and Oranges, 1895-1900 (oil on canvas), Cezanne, Paul (1839-1906)/Museum d'Orsay, Paris, France/Giraudon/Bridgeman Images, (Peru) Eduardo Rivero/Shutterstock, (India) Сергей Чирков/Fotolia, (China) Stockphoto Mania/Shutterstock, (Sweden) Tobyphotos/Shutterstock; p. 98 (Frank) Yulia Mayorova/Shutterstock, (Kathy) Phototalk/E+/Getty Images, (Nardo) Warren Goldswain/Fotolia; p. 100 (tr) Blue Images/Ivy/Corbis, (Monitor,screen) Antiksu/Fotolia, (Mouse) Violetkaipa/Shutterstock, (Touchpad) Tagore75/Fotolia; p. 102 Nikkytkot/Fotolia; p. 103 (joystick) Geargodz/Fotolia, StockLite/Shutterstock; p. 104 (4) Hero Images/Getty Images; p. 106 Chanpipat/Shutterstock; p. 107 (l) Glow Images/Getty Images, (r) Kitty/Shutterstock; p. 109 (ml) Olix Wirtinger/Fancy/Corbis; p. 115 (Book) Irina Burakova/Fotolia, (Smartphone) Bloomua/Fotolia, (Wallet) Grigoriy Lukyanov/Fotolia, (Coat) LudmilaFoto/Fotolia, (Headphones) Alexander Demyanenko/Fotolia, (Gloves) Spe/Fotolia, (Bag) Nikolai Sorokin/Fotolia; p. 116 (l) Jaroslav Kviz/Profimedia.CZ a.s./Alamy; (m) Tristan Savatier/Moment/Getty Images, (r) AnnaDe/Shutterstock; p. 117 Underwood Photo Archives/Superstock; p. 118 Bikeworldtravel/Fotolia.**

**Illustration credits:** Steve Attoe, pp. 6, 64; Sue Carlson, p. 35; John Ceballos, pp. 25, 37, 49, 121; Mark Collins, pp. 27, 42 (left); Brian Hughes, pp. 24 (bottom), 41; Adam Larkum, p. 61; Pat Lewis, p. 10; Andy Myer, pp. 16 (left, center), 66; Dusan Petricic, pp. 33, 41, 70, 78, 79, 113; Jake Rickwood, p. 24 (top); Geoffrey P. Smith, p. 38; Neil Stewart, p. 119 (center, bottom); Gary Torrisi, p. 46; Anne Veltfort, pp. 16 (right), 31, 42 (right), 66 (top-right), 119 (top).

**Text credits:** Page 46: *Six Tips for Defensive Driving*, © The Nemours Foundation/KidsHealth. Reprinted with permission; Page 74: *Psychology of Color* from [infoplease.com](http://infoplease.com). Reprinted with permission.

# LEARNING OBJECTIVES

*Top Notch Fundamentals* is designed for true beginning students or for students needing the support of a very low-level beginning course. No prior knowledge of English is assumed or necessary.

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<b>UNIT 1</b> <b>Names and Occupations</b> PAGE 4	<ul style="list-style-type: none"> <li>Tell a classmate your occupation</li> <li>Identify your classmates</li> <li>Spell names</li> </ul>	<ul style="list-style-type: none"> <li>Occupations</li> <li>The alphabet</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More occupations</li> </ul>	<ul style="list-style-type: none"> <li>Verb <u>be</u>:                             <ul style="list-style-type: none"> <li>Singular and plural statements, contractions</li> <li>Yes / no questions and short answers</li> <li>Common errors</li> </ul> </li> <li>Subject pronouns</li> <li>Articles <u>a</u> / <u>an</u></li> <li>Nouns:                             <ul style="list-style-type: none"> <li>Singular and plural / Common and proper</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b> <u>Extra practice</u></p>
<b>UNIT 2</b> <b>About People</b> PAGE 12	<ul style="list-style-type: none"> <li>Introduce people</li> <li>Tell someone your first and last name</li> <li>Get someone's contact information</li> </ul>	<ul style="list-style-type: none"> <li>Relationships (non-family)</li> <li>Titles</li> <li>First and last names</li> <li>Numbers 0–20</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More relationships / More titles</li> </ul>	<ul style="list-style-type: none"> <li>Possessive nouns and adjectives</li> <li><u>Be from</u> / Questions with <u>Where</u>, common errors</li> <li>Verb <u>be</u>: information questions with <u>What</u></li> </ul> <p><b>GRAMMAR BOOSTER</b> <u>Extra practice</u></p>
<b>UNIT 3</b> <b>Places and How to Get There</b> PAGE 20	<ul style="list-style-type: none"> <li>Talk about locations</li> <li>Discuss how to get places</li> <li>Discuss transportation</li> </ul>	<ul style="list-style-type: none"> <li>Places in the neighborhood</li> <li>Locations</li> <li>Ways to get places</li> <li>Means of transportation</li> <li>Destinations</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More places</li> </ul>	<ul style="list-style-type: none"> <li>Verb <u>be</u>: questions with <u>Where</u></li> <li>Subject pronoun <u>it</u></li> <li>The imperative</li> <li><u>By</u> to express means of transportation</li> </ul> <p><b>GRAMMAR BOOSTER</b> <u>Extra practice</u></p>
<b>UNIT 4</b> <b>Family</b> PAGE 28	<ul style="list-style-type: none"> <li>Identify people in your family</li> <li>Describe your relatives</li> <li>Talk about your family</li> </ul>	<ul style="list-style-type: none"> <li>Family relationships</li> <li>Adjectives to describe people</li> <li>Numbers 21–101</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Verb <u>be</u>:                             <ul style="list-style-type: none"> <li>Questions with Who and common errors</li> <li>With adjectives</li> <li>Questions with <u>How old</u></li> </ul> </li> <li>Adverbs <u>very</u> and <u>so</u></li> <li>Verb <u>have</u> / <u>has</u>: affirmative statements</li> </ul>
<b>UNIT 5</b> <b>Events and Times</b> PAGE 36	<ul style="list-style-type: none"> <li>Confirm that you're on time</li> <li>Talk about the time of an event</li> <li>Ask about birthdays</li> </ul>	<ul style="list-style-type: none"> <li>What time is it?</li> <li><u>Early</u>, <u>on time</u>, <u>late</u></li> <li>Events</li> <li>Days of the week</li> <li>Ordinal numbers</li> <li>Months of the year</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More events</li> </ul>	<ul style="list-style-type: none"> <li>Verb <u>be</u>: questions about time</li> <li>Prepositions <u>in</u>, <u>on</u>, and <u>at</u> for dates and times</li> <li>Contractions and common errors</li> </ul> <p><b>GRAMMAR BOOSTER</b> <u>Extra practice</u></p>
<b>UNIT 6</b> <b>Clothes</b> PAGE 44	<ul style="list-style-type: none"> <li>Give and accept a compliment</li> <li>Ask for colors and sizes</li> <li>Describe clothes</li> </ul>	<ul style="list-style-type: none"> <li>Clothes</li> <li>Colors and sizes</li> <li>Opposite adjectives to describe clothes</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More clothes</li> </ul>	<ul style="list-style-type: none"> <li>Demonstratives <u>this</u>, <u>that</u>, <u>these</u>, <u>those</u></li> <li>The simple present tense: <u>like</u>, <u>want</u>, <u>need</u>, and <u>have</u>:                             <ul style="list-style-type: none"> <li>Affirmative and negative statements</li> <li>Questions and short answers</li> <li>Spelling rules and contractions</li> </ul> </li> <li>Adjective placement and common errors</li> <li><u>One</u> and <u>ones</u></li> </ul> <p><b>GRAMMAR BOOSTER</b> <u>Extra practice</u></p>
<b>UNIT 7</b> <b>Activities</b> PAGE 52 <b>Units 1–7 Review</b> PAGE 60	<ul style="list-style-type: none"> <li>Talk about morning and evening activities</li> <li>Describe what you do in your free time</li> <li>Discuss household chores</li> </ul>	<ul style="list-style-type: none"> <li>Daily activities at home</li> <li>Leisure activities</li> <li>Household chores</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More household chores</li> </ul>	<ul style="list-style-type: none"> <li>The simple present tense:                             <ul style="list-style-type: none"> <li>Third-person singular spelling rules</li> <li>Questions with <u>When</u> and <u>What time</u></li> <li>Questions with <u>How often</u>, time expressions</li> <li>Questions with <u>Who</u> as subject, common errors</li> </ul> </li> <li>Frequency adverbs and time expressions:                             <ul style="list-style-type: none"> <li>Usage, placement, and common errors</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b> <u>Extra practice</u></p>

## CONVERSATION STRATEGIES

## LISTENING / PRONUNCIATION

## READING / WRITING

- Use And you? to show interest in another person
- Use Excuse me to initiate a conversation
- Use Excuse me? to indicate you haven't heard or didn't understand
- Use Thanks! to acknowledge someone's complying with a request

### Listening Tasks

- Circle the letter you hear
- Identify correct spelling of names
- Write the name you hear spelled
- Identify the correct occupation
- Write the missing information: names and occupations

### Pronunciation

- Syllables

### Reading Text

- Simple forms and business cards

### Writing Task

- Write affirmative and negative statements about people in a picture

**WRITING BOOSTER** Guided writing practice

- Identify someone's relationship to you when making an introduction
- Use too to reciprocate a greeting
- Begin a question with And to indicate you want additional information
- Repeat part of a question to clarify
- Repeat information to confirm

### Listening Tasks

- Complete statements about relationships
- Circle the correct information
- Fill in names, phone numbers, and e-mail addresses you hear

### Pronunciation

- Stress in two-word pairs

### Reading Text

- Short descriptions of famous people, their occupations, and countries of origin

### Writing Task

- Write sentences about your relationships

**WRITING BOOSTER** Guided writing practice

- Use You're welcome to formally acknowledge thanks
- Use OK to acknowledge advice
- Use What about you? to show interest in another person

### Listening Tasks

- Write the places you hear
- Write the directions you hear, using affirmative and negative imperatives
- Circle the means of transportation
- Write by phrases, check destinations you hear

### Pronunciation

- Falling intonation for questions with Where

### Reading Texts

- Simple maps and diagrams
- Introductions of people, their relationships and occupations, where they live, and how they get to work

### Writing Task

- Write questions and answers about the places in a complex picture

**WRITING BOOSTER** Guided writing practice

- Use And to shift the topic
- Use Tell me about to invite someone to talk about a topic
- Use Well, to indicate you are deciding how to begin a response
- Use And how about? to ask for more information
- Use Really? to show interest or mild surprise

### Listening Tasks

- Identify the picture of a relative being described
- Choose the adjective that describes the people mentioned in a conversation

### Pronunciation

- Number contrasts

### Reading Texts

- A family tree
- A magazine article about famous actors and their families

### Writing Task

- Write a description of the people in your family

**WRITING BOOSTER** Guided writing practice

- Use Uh-oh to indicate you may have made a mistake
- Use Look to focus someone's attention on something
- Use Great! to show enthusiasm for an idea
- Offer someone best wishes on his or her birthday
- Respond to a person's birthday wishes

### Listening Tasks

- Identify events and circle the correct times
- Write the events you hear in a date book
- Circle the dates you hear

### Pronunciation

- Sentence rhythm

### Reading Texts

- A world map with time zones
- Events posters
- Newspaper announcements
- A zodiac calendar

### Writing Task

- Write about events at your school or in your city

**WRITING BOOSTER** Guided writing practice

- Acknowledge a compliment with Thank you
- Apologize with I'm sorry when expressing disappointing information
- Use That's too bad to express disappointment
- Use What about you? to ask for someone's opinion
- Use Well to soften a strong opinion

### Listening Tasks

- Confirm details about clothes
- Determine colors of garments

### Pronunciation

- Plural nouns

### Reading Texts

- A sales flyer from a department store

### Writing Task

- Write sentences about the clothes you have, need, want, and like

**WRITING BOOSTER** Guided writing practice

- Say Me? to give yourself time to think of a personal response
- Use Well to introduce a lengthy response
- Use What about you? to ask for parallel information
- Use So to introduce a conversation topic
- Use How about you? to ask for parallel information
- Say Sure to indicate a willingness to answer
- Begin a response to an unexpected question with Oh

### Listening Task

- Match chores to the people who performed them

### Pronunciation

- Third-person singular verb endings

### Reading Text

- A review of housekeeping robots

### Writing Task

- Describe your typical week, using adverbs of frequency and time expressions

**WRITING BOOSTER** Guided writing practice

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<b>UNIT 8</b> <b>Home and Neighborhood</b> PAGE 64	<ul style="list-style-type: none"> <li>Describe your neighborhood</li> <li>Ask about someone's home</li> <li>Talk about furniture and appliances</li> </ul>	<ul style="list-style-type: none"> <li>Buildings</li> <li>Places in the neighborhood</li> <li>Rooms</li> <li>Furniture and appliances</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More home and office vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>The simple present tense:               <ul style="list-style-type: none"> <li>Questions with <u>Where</u>, prepositions of place</li> </ul> </li> <li><u>There is</u> and <u>there are</u>:               <ul style="list-style-type: none"> <li>Statements and <u>yes</u> / <u>no</u> questions</li> <li>Contractions and common errors</li> </ul> </li> <li>Questions with <u>How many</u></li> </ul> <p><b>GRAMMAR BOOSTER</b> <u>Extra practice</u></p>
<b>UNIT 9</b> <b>Activities and Plans</b> PAGE 72	<ul style="list-style-type: none"> <li>Describe today's weather</li> <li>Discuss plans</li> <li>Ask about people's activities</li> </ul>	<ul style="list-style-type: none"> <li>Weather expressions</li> <li>Present and future time expressions</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More weather vocabulary / seasons</li> </ul>	<ul style="list-style-type: none"> <li>The present continuous:               <ul style="list-style-type: none"> <li>Statements: form and usage</li> <li><u>Yes</u> / <u>no</u> questions</li> <li>Information questions</li> <li>For future plans</li> </ul> </li> <li>The present participle: spelling rules</li> </ul> <p><b>GRAMMAR BOOSTER</b> <u>Extra practice</u></p>
<b>UNIT 10</b> <b>Food</b> PAGE 80	<ul style="list-style-type: none"> <li>Discuss ingredients for a recipe</li> <li>Offer and ask for foods</li> <li>Invite someone to join you at the table</li> </ul>	<ul style="list-style-type: none"> <li>Foods and drinks</li> <li>Places to keep food in a kitchen</li> <li>Containers and quantities</li> <li>Cooking verbs</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More vegetables and fruits</li> </ul>	<ul style="list-style-type: none"> <li><u>How much</u> / <u>Are there any</u></li> <li>Count nouns and non-count nouns</li> <li><u>How much</u> / <u>Is there any</u></li> </ul> <p><b>GRAMMAR BOOSTER</b> <u>Extra practice</u></p>
<b>UNIT 11</b> <b>Past Events</b> PAGE 88	<ul style="list-style-type: none"> <li>Tell someone about an event</li> <li>Describe your past activities</li> <li>Talk about your weekend</li> </ul>	<ul style="list-style-type: none"> <li>Past-time expressions</li> <li>Outdoor activities</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>The past tense of <u>be</u>; <u>There was</u> / <u>there were</u>:               <ul style="list-style-type: none"> <li>Statements, questions, and contractions</li> </ul> </li> <li>The simple past tense               <ul style="list-style-type: none"> <li>Regular verbs, irregular verbs</li> <li>Statements, questions, and short answers</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b> <u>Extra practice</u></p>
<b>UNIT 12</b> <b>Appearance and Health</b> PAGE 96	<ul style="list-style-type: none"> <li>Describe appearance</li> <li>Show concern about an injury</li> <li>Suggest a remedy</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives to describe hair</li> <li>The face</li> <li>Parts of the body</li> <li>Accidents and injuries</li> <li>Ailments, remedies</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>Describing people with <u>be</u> and <u>have</u></li> <li><u>Should</u> + base form for suggestions</li> </ul> <p><b>GRAMMAR BOOSTER</b> <u>Extra practice</u></p>
<b>UNIT 13</b> <b>Abilities and Requests</b> PAGE 104	<ul style="list-style-type: none"> <li>Discuss your abilities</li> <li>Politely decline an invitation</li> <li>Ask for and agree to do a favor</li> </ul>	<ul style="list-style-type: none"> <li>Abilities</li> <li>Adverbs <u>well</u> and <u>badly</u></li> <li>Reasons for not doing something</li> <li>Favors</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More musical instruments</li> </ul>	<ul style="list-style-type: none"> <li><u>Can</u> and <u>can't</u> for ability</li> <li><u>Too</u> + adjective, common errors</li> <li>Polite requests with <u>Could you</u> + base form</li> </ul> <p><b>GRAMMAR BOOSTER</b> <u>Extra practice</u></p>
<b>UNIT 14</b> <b>Life Events and Plans</b> PAGE 112 <b>Units 8–14 Review</b> PAGE 120	<ul style="list-style-type: none"> <li>Get to know someone's life story</li> <li>Discuss plans</li> <li>Share your dreams for the future</li> </ul>	<ul style="list-style-type: none"> <li>Some life events</li> <li>Academic subjects</li> <li>More leisure activities</li> <li>Some dreams for the future</li> </ul> <p><b>VOCABULARY BOOSTER</b></p> <ul style="list-style-type: none"> <li>More academic subjects</li> <li>More leisure activities</li> </ul>	<ul style="list-style-type: none"> <li><u>Be going to</u> + base form</li> </ul> <p><b>GRAMMAR BOOSTER</b> <u>Extra practice</u></p>

**CONVERSATION STRATEGIES**

**LISTENING / PRONUNCIATION**

**READING / WRITING**

- Begin a question with And to indicate you want additional information
- Use Really? to introduce contradictory information
- Use Well to indicate you are deciding how to begin a response
- Respond positively to a description with Sounds nice!
- Use Actually to introduce an opinion that might surprise
- Say I don't know. I'm not sure to avoid making a direct negative statement

- Listening Tasks**
- Determine the best house or apartment for clients of a real estate company
  - Complete statements about locations of furniture and appliances
- Pronunciation**
- Linking sounds

- Reading Texts**
- House and apartment rental listings
  - Descriptions of people and their homes
- Writing Task**
- Compare and contrast your home with other homes
- WRITING BOOSTER** Guided writing practice

- Use Hi and Hey to greet people informally
- Say No kidding! to show surprise
- Use So to introduce a conversation topic
- Answer the phone with Hello?
- Identify yourself with This is on the phone
- Use Well, actually to begin an excuse
- Say Oh, I'm sorry after interrupting
- Say Talk to you later to indicate the end of a phone conversation

- Listening Tasks**
- Determine weather and temperatures in cities in a weather report
  - Complete statements about people's activities, using the present continuous
- Pronunciation**
- Rising and falling intonation of yes / no and information questions

- Reading Texts**
- A daily planner
  - The weather forecast for four cities
- Writing Task**
- Write about plans for the week, using the present continuous
- WRITING BOOSTER** Guided writing practice

- Say I'll check to indicate you'll get information for someone
- Decline an offer politely with No, thanks
- Use Please pass the to ask for something at the table
- Say Here you go as you offer something
- Say Nice to see you to greet someone you already know
- Use You too to repeat a greeting politely

- Listening Task**
- Identify the foods discussed in conversations
- Pronunciation**
- Vowel sounds: /i/, /ɪ/, /eɪ/, /ɛ/, /æ/

- Reading Texts**
- Recipe cards
  - A weekly schedule
- Writing Task**
- Write about what you eat in a typical day
- WRITING BOOSTER** Guided writing practice

- Ask Why? to ask for a clearer explanation
- Use What about? to ask for more information
- Use a double question to clarify
- Use just to minimize the importance of an action
- Say Let me think to gain time to answer
- Say Oh yeah to indicate you just remembered something

- Listening Tasks**
- Circle the year you hear
  - Infer the correct day or month
  - Choose activities mentioned in conversations
- Pronunciation**
- Simple past tense regular verb endings

- Reading Text**
- A blog in which people describe what they did the previous weekend
- Writing Task**
- Write about the activities of two people, based on a complex picture
  - Write about your weekend and what you did
- WRITING BOOSTER** Guided writing practice

- Use Oh to indicate you've understood
- Say No kidding to show surprise
- Say I'm sorry to hear that, Oh, no, and That's too bad to express sympathy
- Use Actually to introduce an opinion that might surprise
- Use What's wrong? to ask about an illness
- Use really to intensify advice with should
- Respond to good advice with Good idea
- Say I hope you feel better when someone feels sick

- Listening Tasks**
- Identify the people described in conversations
  - Complete statements about injuries
  - Identify the ailments and remedies suggested in conversations
- Pronunciation**
- More vowel sounds

- Reading Text**
- A magazine article about two celebrities
- Writing Task**
- Write a description of someone you know
- WRITING BOOSTER** Guided writing practice

- Use Actually to give information
- Use Really? to show surprise or interest
- Suggest a shared course of action with Let's
- Politely decline a suggestion with I'm really sorry but and a reason
- Accept a refusal with Maybe some other time
- Use Sure and No problem to agree to someone's request for a favor

- Listening Task**
- Complete requests for favors
- Pronunciation**
- Blending of sounds: Could you

- Reading Text**
- An article about infant-toddler development
- Writing Task**
- Describe things people can and can't do when they get old
- WRITING BOOSTER** Guided writing practice

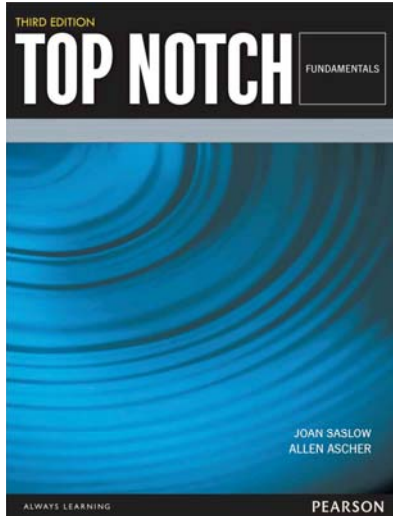
- Use And you? to show interest in another person
- Use Not really to soften a negative response
- Ask What about you? to extend the conversation
- Use Well and Actually to explain or clarify

- Listening Tasks**
- Choose correct statements
  - Circle correct words or phrases
  - Complete statements about activities, using the present continuous
  - Infer people's wishes for the future
- Pronunciation**
- Diphthongs

- Reading Text**
- A short biography of Harry Houdini
- Writing Task**
- Write your own illustrated life story, including plans and dreams for the future
- WRITING BOOSTER** Guided writing practice

# TO THE TEACHER

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



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

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

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

Each full level of ***Top Notch*** contains material for 60–90 hours of classroom instruction. In addition, the entire course can be tailored to blended learning with an integrated online component, *MyEnglishLab*.

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

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

## Award-Winning Instructional Design\*

### Daily confirmation of progress

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

### True-beginner vocabulary and grammar

Clear captioned picture-dictionary illustrations with accompanying audio take the guesswork out of meaning and pronunciation. Grammar presentations clarify form, meaning, and use. The unique *Recycle this Language* feature continually puts known words and grammar in front of students' eyes as they communicate, to make sure language remains active. A new Writing Booster in the back of the Student's Book provides guided writing practice that incorporates vocabulary and grammar from the unit.

### Authentic social language

Even beginning students should learn appealing natural social language. Forty-two memorable Conversation Models provide lively controlled conversation practice that ensures enthusiasm and motivation.

### Active listening syllabus

All Vocabulary presentations, Pronunciation presentations, Conversation Models, Listening Comprehension exercises, and Readings are recorded on the audio, ensuring that students develop good pronunciation, intonation, and auditory memory. In addition, approximately fifty tasks specifically developed for beginning learners develop fundamental comprehension skills.

*We wish you and your students enjoyment and success with **Top Notch Fundamentals**. We wrote it for you.*

Joan Saslow and Allen Ascher

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

# ABOUT THE AUTHORS

## Joan Saslow

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

## Allen Ascher

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

Ms. Saslow and Mr. Ascher are frequent presenters at professional conferences and have been coauthoring courses for teens, adults, and young adults since 2002.

## AUTHORS' ACKNOWLEDGMENTS

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

**Manuel Wilson Alvarado Miles**, Quito, Ecuador • **Shirley Ando**, Otemae University, Hyogo, Japan • **Vanessa de Andrade**, CCBEU Inter Americano, Curitiba, Brazil • **Miguel Arrazola**, CBA, Santa Cruz, Bolivia • **Mark Barta**, Proficiency School of English, São Paulo, Brazil • **Edwin Bello**, PROULEX, Guadalajara, Mexico • **Mary Blum**, CBA, Cochabamba, Bolivia • **María Elizabeth Boccia**, Proficiency School of English, São Paulo, Brazil • **Pamela Cristina Borja Baltán**, Quito, Ecuador • **Eliana Anabel L. Buccia**, AMICANA, Mendoza, Argentina • **José Humberto Calderón Díaz**, CALUSAC, Guatemala City, Guatemala • **María Teresa Calienes Csirke**, Idiomas Católica, Lima, Peru • **Esther María Carbo Morales**, Quito, Ecuador • **Jorge Washington Cárdenas Castillo**, Quito, Ecuador • **Eréndira Yadira Carrera García**, UVM Chapultepec, Mexico City, Mexico • **Viviane de Cássia Santos Carlini**, Spectrum Line, Pouso Alegre, Brazil • **Centro Colombo Americano**, Bogotá, Colombia • **Guven Ciftci**, Fatih University, Istanbul, Turkey • **Diego Cisneros**, CBA, Tarija, Bolivia • **Paul Crook**, Meisei University, Tokyo, Japan • **Alejandra Díaz Loo**, El Cultural, Arequipa, Peru • **Jesús G. Díaz Osío**, Florida National College, Miami, USA • **María Eid Ceneviva**, CBA, Bolivia • **Amalia Elvira Rodríguez Espinoza De Los Monteros**, Guayaquil, Ecuador • **María Argelia Estrada Vásquez**, CALUSAC, Guatemala City, Guatemala • **John Fieldeldy**, College of Engineering, Nihon University, Aizuwakamatsu-shi, Japan • **Marleni Humbelina Flores Urizar**, CALUSAC, Guatemala City, Guatemala • **Gonzalo Fortune**, CBA, Sucre, Bolivia • **Andrea Fredricks**, Embassy CES, San Francisco, USA • **Irma Gallegos Peláez**, UVM Tlalpan, Mexico City, Mexico • **Alberto Gamarra**, CBA, Santa Cruz, Bolivia • **María Amparo García Peña**, ICPNA Cusco, Peru • **Amanda Gillis-Furutaka**, Kyoto Sangyo University, Kyoto, Japan • **Martha Angelina González**

**Párraga**, Guayaquil, Ecuador • **Octavio Gorduno Ruiz** • **Ralph Grayson**, Idiomas Católica, Lima, Peru • **Murat Gultekin**, Fatih University, Istanbul, Turkey • **Oswaldo Gutiérrez**, PROULEX, Guadalajara, Mexico • **Ayaka Hashinishi**, Otemae University, Hyogo, Japan • **Alma Lorena Hernández de Armas**, CALUSAC, Guatemala City, Guatemala • **Kent Hill**, Seigakuin University, Saitama-ken, Japan • **Kayoko Hirao**, Nichii Gakkan Company, COCO Juku, Japan • **Jesse Huang**, National Central University, Taoyuan, Taiwan • **Eric Charles Jones**, Seoul University of Technology, Seoul, South Korea • **Jun-Chen Kuo**, Tajen University, Pingtung, Taiwan • **Susan Krieger**, Embassy CES, San Francisco, USA • **Ana María de la Torre Ugarte**, ICPNA Chiclayo, Peru • **Erin Lemaistre**, Chung-Ang University, Seoul, South Korea • **Eleanor S. Leu**, Soochow University, Taipei, Taiwan • **Yihui Li (Stella Li)**, Fooyin University, Kaohsiung, Taiwan • **Chin-Fan Lin**, Shih Hsin University, Taipei, Taiwan • **Linda Lin**, Tatung Institute of Technology, Taiwan • **Kristen Lindblom**, Embassy CES, San Francisco, USA • **Patricio David López Logacho**, Quito, Ecuador • **Diego López Tasara**, Idiomas Católica, Lima, Peru • **Neil Macleod**, Kansai Gaidai University, Osaka, Japan • **Adriana Marcés**, Idiomas Católica, Lima, Peru • **Robyn McMurray**, Pusan National University, Busan, South Korea • **Paula Medina**, London Language Institute, London, Canada • **Juan Carlos Muñoz**, American School Way, Bogota, Colombia • **Noriko Mori**, Otemae University, Hyogo, Japan • **Adrián Esteban Narváez Pacheco**, Cuenca, Ecuador • **Tim Newfields**, Tokyo University Faculty of Economics, Tokyo, Japan • **Ana Cristina Ochoa**, CCBEU Inter Americano, Curitiba, Brazil • **Tania Elizabeth Ortega Santacruz**, Cuenca, Ecuador • **Martha Patricia Pérez**, Quito, Ecuador • **María de Lourdes Pérez Valdespino**, Universidad del Valle de México, Mexico • **Wahrena Elizabeth Pfeister**,

University of Suwon, Gyeonggi-Do, South Korea • **Wayne Allen Pfeister**, University of Suwon, Gyeonggi-Do, South Korea • **Andrea Rebonato**, CCBEU Inter Americano, Curitiba, Brazil • **Thomas Robb**, Kyoto Sangyo University, Kyoto, Japan • **Mehran Sabet**, Seigakuin University, Saitamaken, Japan • **Majid Safadaran Mosazadeh**, ICPNA Chiclayo, Peru • **Timothy Samuelson**, BridgeEnglish, Denver, USA • **Héctor Sánchez**, PROULEX, Guadalajara, Mexico • **Mónica Alexandra Sánchez Escalante**, Quito, Ecuador • **Jorge Mauricio Sánchez Montalván**, Quito, Universidad Politécnica Salesiana (UPS), Ecuador • **Leticia Santos**, ICPBEU Ibiá, Brazil • **Elena Sapp**, INTO Oregon State University, Corvallis, USA • **Robert Sheridan**, Otemae University, Hyogo, Japan • **John Eric Sherman**, Hong Ik University, Seoul, South Korea • **Brooks Slaybaugh**, Asia University, Tokyo, Japan • **João Vitor Soares**, NACC, São Paulo, Brazil • **Silvia Soares**, CBA, Sucre, Bolivia • **Chayawan Sonchaeng**, Delaware County Community College, Media, PA • **María Julia Suárez**, CBA, Cochabamba, Bolivia • **Elena Sudakova**, English Language Center, Kiev, Ukraine • **Richard Swingle**, Kansai Gaidai College, Osaka, Japan • **Blanca Luz Terrazas Zamora**, ICPNA Cusco, Peru • **Sandrine Ting**, St. John's University, New Taipei City, Taiwan • **Christian Juan Torres Medina**, Guayaquil, Ecuador • **Raquel Torrico**, CBA, Sucre, Bolivia • **Jessica Ueno**, Otemae University, Hyogo, Japan • **Ximena Vacafior C.**, CBA, Tarija, Bolivia • **René Valdivia Pereira**, CBA, Santa Cruz, Bolivia • **Solange Lopes Vinagre Costa**, SENAC, São Paulo, Brazil • **Magno Alejandro Vivar Hurtado**, Cuenca, Ecuador • **Dr. Wen-hsien Yang**, National Kaohsiung Hospitality College, Kaohsiung, Taiwan • **Juan Zárate**, El Cultural, Arequipa, Peru



1 **1:14 Vocabulary**

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**V** Vocabulary Flash Card Player

- First listening: Have students study the words as they listen.
- Second listening: Have students repeat the words chorally.

Option: **VOCABULARY BOOSTER** (+5–10 minutes)

**Language and culture**

- **From the Longman Corpus:** It is becoming increasingly common, in both spoken and written English, to use *actor* rather than *actress* to refer to females. However, *actress* is used about three times more often for girls and women.

2 **Pair work**

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Model the activity. Say the name of an occupation and have all students point to the corresponding photo. Move around the room to check their responses.
- If some pairs finish the activity quickly, have them reverse the activity. Student A covers the words and points to a picture, and Student B says the occupation.

3 **Grammar**

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Direct attention to the affirmative statements and have students study the examples.
- Say *I am a teacher*. Indicate a student and say *You are a student*. Point to photo 5 in Exercise 1 and say *He is an athlete*. Point to photo 8 and say *She is a banker*.
- Write the following on the board and have students repeat each one chorally:  
*I am you are he is she is*
- Direct attention to the contractions and have students study the examples.
- Show students how to form the contraction. On the board, erase the letter *a* in *am* and write an apostrophe (') where the *a* was to help students see that *I am = I'm* and that the apostrophe replaces the missing letter.

- Invite volunteers to the board to write the contractions for *you are*, *he is*, and *she is*. (*you're*, *he's*, *she's*.)
  - Have students repeat the contractions chorally. Make a pulling gesture with your hands to indicate the length of the vowel in *he's* and *she's*.
  - Direct attention to the negative statements and have students study the examples.
  - Write on the board *I am a singer*. Point to yourself and say *I am not a singer*. Write the word *not* after *am* on the board: *I am not a singer*.
  - Show students that *not* is placed after the verb *be*.
  - Call attention to the two negative contracted forms. Have students repeat them chorally.
  - Direct attention to the box on the right with articles.
  - Write on the board:  
vowels: *a, e, i, o, u*  
consonants: *b, d, f, g, h, j, k, l, m, ... (etc.)*
  - Direct students' attention to the way that *a* and *an* are presented in Exercise 1. Ask them to say the occupations that begin with vowel sounds in Exercise 1. (architect, actor, athlete, artist) Say the rule *Use an before a vowel*.
  - Ask students to say the occupations beginning with consonant sounds. (teacher, student, musician, banker, singer, flight attendant) Say the rule *Use a before a consonant*.
  - You may want to write the two rules on the board.
- Option: (+5 minutes) For additional practice, write on the board *I am a teacher. He is a singer. She is an actor*. Ask students to make contractions. (*I'm, He's, She's*) Then have them make all possible negative forms. (*I am not / I'm not, He is not / He's not / He isn't, She is not / She's not / She isn't*)

**Language and culture**

- The rule for *a / an* is based on sound, not on spelling. In some English words, the initial letter *h* is not pronounced; for example, *hour*, so we say *an hour*. Also, sometimes the initial *u* in English words is pronounced as a consonant sound, */y/*; for example, *university*. In that case we say *a university*.

**Inductive Grammar Charts**

## 4 Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Review the answers. Then have students repeat the correct sentences chorally.

*Option: (+5 minutes)* For more practice, have students do a pair work activity with Exercise 1 on page 4. Student A says an occupation from Exercise 1 without the article. Student B says the occupation with the correct article.

*Option: (+5 minutes)* For a challenge, write on the board eight occupations from the Unit 1 Vocabulary Booster, page 125. Ask students to add the correct article for each word.

## 5 Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- In pairs, Student A points to the photos, covering the word for each occupation. Student B names the occupation. Then they switch roles.

*Option: (+5 minutes)* Have students do the same activity with the Vocabulary Booster photos on page 125.

## 6 Vocabulary / grammar practice

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Point to the first picture and say *Orlando Bloom*. Then review the example. Have students repeat chorally.
- Model the pronunciation of the other three celebrities.
- Point out that you can use any of the occupation words to write a negative statement; for example, *He's not a teacher. He's not a doctor.*
- Review answers by calling on three volunteers to write their sentences on the board. Review the sentences and the contractions with the class.

### Language and culture

**Orlando Bloom** is an English actor. He is known for his roles in *The Lord of the Rings* series and *The Pirates of the Caribbean* series.

**Luis Miguel** is a famous pop singer from Mexico. He has won five Grammy Awards and four Latin Grammy Awards.

**Joo Yeon Sir** is an accomplished musician from South Korea. She plays the violin and has won many competitions around the world.

**Marta** is a famous football player from Brazil. She has been named FIFA Athlete of the Year five times in a row and was on two Olympic silver medal football teams.



Extra Grammar Exercises

## NOW YOU CAN Tell a classmate your occupation

### 1 ▶ 1:15 Conversation model

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

This conversation strategy is implicit in the model:

- Use *And you?* to show interest in another person.

- Write the following questions on the board. Have students repeat each question chorally using falling intonation.

*What do you do? = What's your job? = What's your occupation?*

- Write on the board:

*The man is a \_\_\_\_\_. The woman is an \_\_\_\_\_.*

- After students read and listen, ask for the answers. (banker, architect.)

### Language and culture

- From the Longman Corpus:** In spoken English *What do you do?* is more common than *What's your occupation?*

### 2 ▶ 1:16 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *What do you do?*
  - stress the second *do* in *What do you do?*
  - use rising intonation and stress *you* in *And you?*

### 3 Conversation activator

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To support students in this activity, brainstorm all the occupation words they know. Write a list on the board.
- Model the conversation with a more confident student. Play Role B. Then model the conversation with another student. Play Role A.
- Be sure to reinforce the use of the conversation strategy. Have a student ask you *What do you do?* Answer *I'm an English teacher. And you?*
- To provide feedback, move around the room and listen in as students practice. Encourage students to use the correct rhythm and intonation.



Conversation Activator Pair Work Cards

### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- To review, ask a few students *What does your partner do?* Students can say, for example, *He's an actor. She's a student.*

## EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 1, Activity 1

1 **1:17 Vocabulary**

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**V** Vocabulary Flash Card Player

- First listening: Have students point to each sentence as they listen.
- Second listening: Have students repeat the sentences chorally. Then call on individual students to say different sentences. For example:

T: [Name], *three*.                      T: [Name], *eight*.  
 S: *She's a manager*.                      S: *He's a pilot*.

*Option: (+5 minutes)* If you haven't already introduced the occupations in the Unit 1 Vocabulary Booster, page 125, you may want to do so now. Ask students to listen and study the words. Then ask them to repeat the words chorally.

**Learning Strategies**

2 **Grammar**

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the singular and plural nouns and have students study the examples.
- Write the words that follow on the board. Point out the spelling pattern: plural nouns are usually formed by adding *-s*.  
*2 scientists    3 pilots    5 doctors*
- If you have used the Vocabulary Booster, you can demonstrate another spelling pattern. Write *secretary* on the board. Erase the *-y*. Then write/add *-i* and then write/add *-es*. The word on the board is now *secretaries*.
- Direct attention to the affirmative statements. Point out that the plural form of *be* is *are*. Have students repeat each sentence chorally.
- Ask students to study the contracted forms.
- Direct attention to the negative statements on the right and have students study the examples.
- To check comprehension, write on the board *I am a pilot*.  
*We are pilots*.
- Ask students to make the sentences negative. (*I am not a pilot. We are not pilots*.)
- Emphasize that *not* is placed after the verb in both singular and plural statements.
- Call attention to the negative contracted forms. Have students repeat them chorally.

*Option: (+5 minutes)* To provide additional practice with contractions, say statements using the full negative form. Have students say the two corresponding contracted forms. For example:

*We are not artists.* (We're not artists. We aren't artists.)  
*They are not bankers.* (They're not bankers. They aren't bankers.)  
*You are not chefs.* (You're not chefs. You aren't chefs.)

*Option: (+10 minutes)* For a challenge, play the game *Charades*. Ask individual students to use mime—facial expressions, movement, and gestures—to show an occupation in the pictures. The class guesses which one it is. Model the first one; for example, mime holding a camera to your eye and moving your finger as if you were taking pictures. Students say *You're a photographer*.

**Language and culture**

- Point out that *you are* can be singular or plural. Indicate one student and say *You are a student*. Then indicate the entire class and say *You are students*.
- Contractions are often used in spoken English. In written English, especially in business and other formal contexts, full forms are preferred.

**Inductive Grammar Charts**

3 **Grammar practice**

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Do the first item together with the class. Point out that students can use the full (uncontracted) form or the contracted form for each item.
- Review the answers by having students write them on the board and having the class check them.

*Option: (+2 minutes)* For extra practice, have students repeat each correct sentence chorally.

4 **Vocabulary / grammar practice**

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Do the first item together with the class.
- Review the answers by calling on individual students to read their sentences aloud. Make necessary corrections.

*Option: (+10 minutes)* To provide more practice with the verb *be*, do a substitution drill. Say a sentence, give a prompt, and have individual students complete the sentence. For example:

Teacher:	Student:
<i>I'm a banker. He . . .</i>	<i>He is / He's a banker.</i>
<i>You're a pilot. They . . .</i>	<i>They are / They're pilots.</i>
<i>We're not teachers. She . . .</i>	<i>She is not / She's not a teacher.</i>

*They're not scientists. I . . .*      *I am not / I'm not a scientist.*

Make sure students use the prompt, either the singular form with *a / an* or the plural form, and the correct form of *be*.

**★ Extra Grammar Exercises**

## 5 Grammar

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the *yes / no* questions in the Grammar box and have students study the examples.
- Demonstrate how to form *yes / no* questions. Write the following statements on the board and change them into questions. Show that the subject and *be* invert (change places) and *are* and *is* move to the beginning.  
*You are Lisa.* → *Are you Lisa?*  
*He is a manager.* → *Is he a manager?*
- Point out that *yes / no* questions are answered with short answers. Long or full answers are unnatural.
- Have students look at the Be careful! box. Point out that affirmative short answers do not get contracted and the words *Yes* and *No* are followed by a comma.
- Ask questions and have students give you short answers. [Joe], *are you a manager?* (Yes, I am. / No, I'm not.) *Is [Anna] an engineer?* (Yes, she is. / No, she's not.)
- Indicate a group of students in front of you and ask them *Are you doctors?* (Yes, we are. / No, we're not.) Indicate a group of students and ask the class *Are they scientists?* (Yes, they are. / No, they're not.)
- You may want to model the intonation (the melody) of *yes / no* questions and short answers. The voice goes up at the end of *yes / no* questions and falls (goes down) at the end of the short answers. Write the following examples on the board:

*Are you Laura?* Yes, I *am.* / No, I'm *not.*

- Have students chorally repeat the questions and short answers in the box.

*Option: (+5 minutes)* To extend the activity, have students form groups of four and take turns asking *yes / no* questions using the occupations on pages 4 and 6. Write the following model conversation on the board.

*Is he / she a \_\_\_? Yes, he / she is.*  
*No, he's not. He's a / an [occupation].*



### Inductive Grammar Charts

## 6 Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Read the example aloud with a student volunteer.
- Review answers and make necessary corrections.



### Extra Grammar Exercises

## 7 Pair work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students role-play the corrected conversations. Encourage students to use the correct intonation.
- Have students switch roles.

## 8 Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have several pairs perform their conversations in front of the class.

### NOW YOU CAN Identify your classmates

#### 1 ▶ 1:18 Conversation model

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

This conversation strategy is implicit in the model:

- Use Excuse me to initiate a conversation.
- After students read and listen, point to the picture and then point to the woman in the blue sweater and ask these questions: *Is she Marie?* (No, she's not.) *Is she Laura?* (Yes, she is.) *Where is Marie?* (She's over there.) Encourage students to use contractions.

#### 2 ▶ 1:19 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use rising intonation for *Are you Marie?*
  - put stress on That's in *That's Marie.*

#### 3 Conversation activator

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Move around the room and listen in on student conversations. Encourage students to use the correct rhythm and intonation.
- If students are unsure about each other's names, have them wear name tags in large print during this activity.
- If students know each other's names well, write each student's name on a card and distribute the cards to students randomly. As students practice their conversations, have them ask for the person on the card. The partner in the conversation must reply by gesturing to the correct student.



### Conversation Activator Pair Work Cards

#### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students stand up and find a new partner and then practice the conversation again.

### EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 1, Activity 2

**1** ▶ 1:20 **Vocabulary**

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**V** **Vocabulary Flash Card Player**

- Have students point to each letter as they hear its name. Then they listen and repeat.

**Language and culture**

- In American English, the letter z is pronounced /zi/. In British English, it is pronounced /zed/.

*Option: (+5 minutes)* Write a few students' names on the board and ask the class to say the letters in each name.

**2** ▶ 1:21 **Listening comprehension**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students listen and circle their answers. Then have them listen again and check their answers.
- Ask students which letter pairs were difficult and have students practice choral repetition of those pairs.

**AUDIOSCRIPT**

1 A 2 B 3 N 4 O 5 Z 6 C 7 F 8 X 9 V 10 J 11 N 12 K  
13 D 14 H 15 E

**3 Pair work**

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Student A says a letter and Student B points to it. Then they switch roles.
- If your students are ready, present the following: *I'm sorry. Could you repeat that?*

**4** ▶ 1:22 **Listening comprehension**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Before students listen, have them read the answer choices. Point out that the pronunciation of the names in items 1, 2 and 3 is the same.
- To review answers, call on individual students to spell the name they circled.

**AUDIOSCRIPT**

**CONVERSATION 1**  
**M:** Hi. I'm Leonard Greene.  
**F:** Green. G-R-E-E-N?  
**M:** No. G-R-E-E-N-E.  
**F:** Thank you, Mr. Greene.

**CONVERSATION 3**  
**F:** Hello. I'm Katharine Kane.  
**M:** Excuse me?  
**F:** Katharine Kane.  
**M:** Is that Katharine with a C?

**CONVERSATION 2**  
**M:** Your name, please?  
**F:** Sure. I'm Karen Leigh.  
**M:** Is that L-E-E?  
**F:** No. It's L-E-I-G-H.

**F:** No, with a K. And an A in the middle.  
**M:** Could you spell that, please?  
**F:** Sure! K-A-T-H-A-R-I-N-E.

**5** ▶ 1:23 **Listening comprehension**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students listen and write each name as they hear it spelled. Remind students that the first letter of a name uses a capital letter.

**AUDIOSCRIPT**

**CONVERSATION 1**  
**F:** My name's Sarah.  
**M:** Sarah? Is that S-A-R-A-H?  
**F:** Yes, that's right. Thanks.

**CONVERSATION 2**  
**M:** How do you spell Cherie?  
**F:** C-H-E-R-I-E.  
**M:** Excuse me. Did you say S-H-E-R-I-E?  
**F:** No. It's C-H-E-R-I-E.  
**M:** Oh, sorry.  
**F:** No problem.


**CONVERSATION 3**  
**F1:** Ms. Browne?  
**F2:** Yes.  
**F1:** Is that Brown with an E or without an E?  
**F2:** With. B-R-O-W-N-E.  
**F1:** Thanks.

**6 Grammar**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students study the examples of proper and common nouns.
- Point to the blue capital letters in the examples in the box and say *These are capital letters*. Point to the blue lowercase letters and say *These are lowercase letters*.
- To check comprehension, write the following on the board:  
*bob smith artist paris Photographer*  
 Ask volunteers to make corrections where necessary. (Bob Smith, artist, Paris, photographer)

*Option: (+5 minutes)* For further practice, have students write a proper noun that is an example of a country, a city, a man, a woman, a restaurant, an actor, a singer, an athlete, a musician (or print out the graphic organizer).

 **Graphic Organizers; Inductive Grammar Charts**

**Language and culture**

- A common noun names a class or group of people, places, or things. A proper noun names a particular individual within that class.
- Articles and prepositions in a proper name are not capitalized; for example, the United States of America.

## 7 Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Model the activity. Write on the board:  
*morning Marie Florida musician*
- Ask *Is morning a common noun or a proper noun?* (A common noun.) Then underline it. Continue with the others, underlining common nouns and circling proper nouns.

*Option: (+2 minutes)* Have students identify proper nouns in the Conversation Model on page 7.

## 8 Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Model the first two items with the class. Have students compare their answers. Write the corrected proper nouns on the board (3 Sarah Browne, and 5 Canada).



### Extra Grammar Exercises

*Option: (+5–10 minutes)* As an alternative, write sentences on the board using the vocabulary of this unit and have students come up and capitalize the proper nouns.

## 9 1:24 Pronunciation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--



### Pronunciation Coach Video

- First listening: Have students listen and read. Then illustrate by saying the words and clapping or tapping out the number of syllables.
- Second listening: Have the class clap or tap out the syllables as they repeat the words chorally.



### Pronunciation Activities

## 10 1:25 Pair work

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Play the first item. Ask students how many syllables they hear in the word *teacher* (2). Review answers by having students say each word and then the number of syllables.

*Option: (+5 minutes)* Draw the following graphic organizer on the board (without the words) or print it out. Form pairs. Ask students to write at least two words in each column. Tell students they can find words anywhere in the book.

1 Syllable	2 Syllables	3 Syllables	4 Syllables
<i>chef</i>	<i>teacher</i>	<i>Canada</i>	<i>photographer</i>



### Graphic Organizers

## NOW YOU CAN Spell names

### 1 1:26 Conversation model

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Use Excuse me? to indicate you haven't heard or didn't understand.
- Use Thanks! to acknowledge someone's complying with a request.

- Write the following questions on the board:  
*What is his name? How do you spell that?*
- After students read and listen, ask for the answers.

### Language and culture

- **From the Longman Corpus:** Native speakers of English use *Hi* much more frequently than *Hello*.

### 2 1:27 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use rising intonation for *Excuse me?*
  - use falling intonation for *How do you spell that?*
  - pronounce each letter separately as they spell.

### 3 Conversation activator

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--



### 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.

**DON'T STOP!** Extend the conversation. Write on the board:  
*What do you do? I'm a \_\_\_\_.* Review words for occupations.

- 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 how the model has been changed by the actors.
- Model the conversation with a more confident student. Play Role A. Prompt students to extend the conversation by asking the question *What do you do?*
- Be sure to reinforce the use of the conversation strategies.



### Conversation Activator Video Script; Conversation Activator Pair Work Cards

### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Encourage students to introduce themselves with other names.

## EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 1, Activity 3

## 1 ▶ 1:28 Listening comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Before students listen, have them look at the pictures and identify the occupations in each one.
- First listening: Have students listen and write the number of each conversation in the box.
- Second listening: Have students listen to confirm their answers.

<b>AUDIOSCRIPT</b>	
CONVERSATION 1 <b>M:</b> Are they flight attendants? <b>F:</b> Yes, they are.	CONVERSATION 3 <b>M1:</b> Is Marianne a scientist? <b>M2:</b> No way! She's a chef.
CONVERSATION 2 <b>M:</b> So, what do you do? <b>F:</b> Me? I'm a photographer. <b>M:</b> A photographer? That's great! <b>F:</b> Yes, it is.	CONVERSATION 4 <b>F:</b> What do you do? <b>M:</b> Us? We're scientists. <b>F:</b> You're scientists? Really? <b>M:</b> Yes, we are.

## 2 ▶ 1:29 Listening comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Before students listen, direct attention to the cards. Point to the empty space on each card. Demonstrate writing something into the empty space; for example, copy the first card on the board. Point to the empty space and say *occupation*. Write *banker* in the blank.
- First listening: Have students listen and write the information.
- Second listening: Have students confirm their answers.
- To review answers, ask students to compare their information with a partner. Then write the answers on the board and have students check their spelling.

<b>AUDIOSCRIPT</b>	
CONVERSATION 1 <b>F:</b> Are you Alan Porter? <b>M:</b> Yes, I am. <b>F:</b> Could you spell that, please? <b>M:</b> Sure. It's A-L-A-N. Porter is P-O-R-T-E-R. <b>F:</b> Thanks. And what's your occupation? <b>M:</b> I'm a singer.	
CONVERSATION 2 <b>M:</b> Hello. I'm John Davidson. <b>F:</b> Davidson. How do you spell Davidson? <b>M:</b> D-A-V-I-D-S-O-N. <b>F:</b> Thanks. And what do you do? <b>M:</b> I'm a pilot.	
CONVERSATION 3 <b>M:</b> Excuse me. Are you the English teacher? <b>F:</b> Yes, I am. I'm Lorraine Clare. <b>M:</b> Nice to meet you, Ms. Clare. I'm Paul Sato. <b>F:</b> It's a pleasure to meet you, Mr. Sato.	

## 3 Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- As a class, think of names of celebrities. Write some of students' suggestions on the board so they have a model of the correct spelling.

## 4 Vocabulary / grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students look at the pictures of the celebrities. Model the pronunciation of each celebrity's name.
- Have students answer the questions individually and then compare answers with a partner.

### Language and culture

**Idris Elba** is a British television and film actor. He has won the Golden Globe Best Actor award, and has been nominated for many other awards for his work.

**Paulina Aguirre** is an Ecuadorian singer and songwriter who has won many awards. She often duets with other famous Latin American singers on her pop hits.

**Zheng Jie** is a Chinese tennis player. She has won four WTA singles titles and twelve doubles titles. She is one of the most successful tennis players to come from China.

**Mario Vargas Llosa** is considered one of the world's greatest writers. He is from Peru and won the 2010 Nobel Prize in Literature. Some of his more famous works are *The Time of the Hero* (1963) and *Aunt Julia and the Scriptwriter* (1977).

## 5 Personal responses

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--


- Have students work individually to complete the conversations with their own information.

*Option: (+5 minutes)* To extend the activity, pair students. Have each pair choose one conversation and perform it in front of the class.

*Option: **GRAMMAR BOOSTER** (+25 minutes)*



**Top Notch Pop Song Video and Karaoke Video**

 **Digital Games**

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

**Point**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Hold up your book and point to the person identified in the example. Have students repeat the sentence *She's an artist*.
- Students take turns identifying the occupations of the people in the picture. Encourage students to use complete sentences. They should not form questions.

**FYI:** It's not possible to determine the occupation of every person in the picture. Accept any reasonable answer.

*Option: (+5 minutes)* For a different approach, hold up the book and point to various people. Ask *What is his / her occupation?* Students say, for example, *He is an architect*.

**Pair work 1**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Role-play the example with a more confident student.
- In pairs, students write *yes / no* questions and then ask and answer their questions with another pair.
- Encourage students to add follow-up information; for example, **A:** *Is he a pilot?* **B:** *No, he's not. He's an architect. The pilot is (right) over there.*

**Possible responses . . . \***

**A:** Is Marie a pilot? **B:** Yes, she is. **A:** Are Tim and Martin architects? **B:** No, they aren't. Tim is a banker. Martin is a musician. **A:** Is he Ben? **B:** Yes, he is. **A:** Are you Emily? **B:** No, I'm not. Emily is over there.

**Pair work 2**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- With a more confident student, model the conversation prompted in the book. For example:  
Ann: *Hi. I'm Ann.*  
Emily: *Hi, Ann. I'm Emily.*  
Ann: *Nice to meet you, Emily.*  
Emily: *Nice to meet you, too.*
- Pair work. Students choose different people and situations in the picture and create conversations.
- Encourage students to ask as many types of questions as they can. They should also pay attention to their rhythm and intonation.

*Option: (+5 minutes)* For a challenge, have pairs role-play one of their conversations for the class. Have students listen and guess which people in the picture their classmates are presenting.

\*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.

**Possible responses . . .**

**(Reception desk/hotel manager and artist)**  
**A:** Hello. I'm [Rose]. **B:** Excuse me? **A:** [Rose Peters].  
**B:** How do you spell that? **A:** [R-O-S-E P-E-T-E-R-S].  
**B:** Thanks. **A:** You're welcome.

**(Two men talking on the left)**  
**A:** Is that Ben? **B:** No. That's Tim. That's Ben. **A:** Where?  
**B:** Right over there. **A:** Thank you. **B:** You're welcome.

**(Two men and one woman talking in the center)**  
**A:** What do you do Marie? **B:** I'm a pilot. **A:** Excuse me? **B:** I'm a pilot. And you? **A:** I'm a banker. What do you do, Martin? **C:** I'm a musician.

**(Two women shaking hands)**  
**A:** Hi. / Hello. / Good morning. / Good afternoon. / Good evening. I'm Ann. **B:** Hi, Ann. I'm Emily. **A:** Nice to meet you. / Glad to meet you. / It's a pleasure to meet you, Emily.  
**B:** Nice to meet you (too). **A:** What do you do, Emily? **B:** I'm a / an [occupation]. And you? **A:** I'm a / an [occupation].

**Writing**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students work individually to write at least four sentences about the people in the picture.
- Have students read their sentences to a partner.
- Collect the sentences to make necessary corrections.

 **Writing Process Worksheets**

**Option: Oral Progress Assessment**

Use the illustration on page 11 for an oral test.

- Tell the student that you're going to say different occupations and that the student should point to the correct picture; for example, *She's a pilot. He's a businessman. She's an artist.*
- Ask the student to choose a situation and start a conversation. For example, for the two women shaking hands: **S:** *Hi. I'm [Ann Post]. Nice to meet you.* **T:** *Hi. I'm [Emily Brown]. Nice to meet you, too.* **S:** *Are you a banker?*

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

 **Oral Progress Assessment Charts**

*Option:* **WRITING BOOSTER** (Structured support for preparing writing)

**EXTRAS**

**On the Internet:**

- **Online Teacher Resources:** [pearsonelt.com/topnotch3e](http://pearsonelt.com/topnotch3e)

**Additional printable resources on the ActiveTeach:**

- **Assessment**
- **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**




1  1:32 **Vocabulary**

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

 **Vocabulary Flash Card Player**

- To check comprehension, ask *Is [Martha] your classmate? Is she your neighbor? Are [Charlie and Ellen] your friends? Are they your classmates? Am I your boss? Am I your colleague?*

Option: **VOCABULARY BOOSTER** (+5 minutes)

 **Learning Strategies**2 **Grammar**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Introduce possessive nouns.
- Point to a student and the student's book and say *[name]'s book*. Write the phrase on the board. Give more examples, indicating possession as you point to various students and their books. Be sure to give examples with a female student, a male student, two female students, and two male students to illustrate that the possessive 's doesn't change.
  - [teacher's name]'s book*
  - [Peter]'s book*
  - [Linda]'s book*
  - [Paul and Brian]'s book*
  - [Carol and Jane]'s book*

- Point to the examples of possessive nouns on the board and say them. Then walk around the classroom and identify several objects belonging to students; for example, *[Nancy]'s desk*, *[Jim]'s pen*.

- Introduce possessive adjectives.
- Point to one of your books and say *my book*. Indicate possession as you point to books belonging to different students and say *your book*, *his book*, *her book*, *our book*, *their books*.

- Write the possessive adjectives on the board:

*my      your*  
*his      our*  
*her      their*

- Direct attention to the sentences under "Possessive adjectives" and have students study the examples. Read each example aloud.

**FYI:** In the first three examples, the possessive adjectives *her*, *his*, and *their* correspond to the possessive nouns in the sentences on the left. In the last two examples, the possessive adjectives *my* and *our* correspond to the subject pronouns in the sentences on the right.

- Review contractions with *be* to make sure students don't confuse a contraction with the possessive.
- Write the following sentences on the board:

*She's John's teacher.*

*He's Clark's teacher.*

Point to each phrase with an apostrophe and ask *Is this a contraction?* Circle the contractions to distinguish them from the possessive nouns.

**Language and culture**

- In possessives with two or more people, the last proper noun receives the 's; for example, *Pete and Jane's address*.
- Learners often make the mistake of writing *they're* when they mean *their*, or *you're* when they mean *your*.

 **Inductive Grammar Charts**3 **Grammar practice**

Suggested teaching time:	2–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Before students begin, indicate a student and say *Are you [Jeff]?* Point to an object the student has and say *Is this your [pen]?* Remind students that *your* shows possession.
- Do item 1 together with the class.
- Review answers by calling on different students.

Option: (+5 minutes) For additional practice, have students role-play a short conversation for items 2–5. For example:  
Student A: *Is [Mrs. Corey] your teacher?*  
Student B: *Yes, she is. / No, she's not. [Mr. Stern] is my teacher.*

 **Extra Grammar Exercises**4 **Pair work**

Suggested teaching time:	2–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Write on the board *\_\_\_ is my \_\_\_*.
- Model the activity. Say *[Mr. Peters] is my colleague. [Ms. Fernandez] is my boss. [Mrs. Barker] is my friend.*

Option: (+5 minutes) To extend the activity, have students write down the names their partner mentions. Then have students report to the class. Students can say *[Jack] is his / her classmate. [Lynn] is his / her friend. [Karen] is his / her neighbor.*

## 5 ▶ 1:33 Listening comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Before students listen, have them read the sentence starters.
- Review answers by saying each sentence starter and having students give the answer chorally.

<p><b>AUDIOSCRIPT</b></p> <p>CONVERSATION 1  <b>F:</b> Hi, Steve. This is Bruce.  Bruce is my classmate.  <b>M1:</b> Nice to meet you, Bruce.  <b>M2:</b> Nice to meet you, Steve.</p> <p>CONVERSATION 2  <b>M:</b> Helen. This is Patty.  <b>F1:</b> Hi, Patty.  <b>F2:</b> Hi, Helen.  <b>M:</b> Patty's my neighbor.</p> <p>CONVERSATION 3  <b>F:</b> Mario, this is my boss, Mr. Grant.</p>	<p><b>M1:</b> Hello, Mr. Grant.  Nice to meet you.  <b>M2:</b> Nice to meet you, Mario.</p> <p>CONVERSATION 4  <b>M:</b> Is Rob your classmate?  <b>F:</b> No, he isn't.  He's my colleague.</p> <p>CONVERSATION 5  <b>M1:</b> Mary, this is my friend, Carlos.  <b>F:</b> Hi, Carlos.  Nice to meet you.  <b>M2:</b> Nice to meet you, Mary.</p>
---	---

## 6 Grammar

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Write on the board *I'm from \_\_\_\_*. Say *I'm from [your home city]*. Ask a more confident student *Where are you from?*
- Direct attention to the questions and answers in the box and have students study the examples.
- Ask several students *Where are you from?*
- Write on the board *She's from \_\_\_\_*. *He's from \_\_\_\_*. Indicate students and ask the class *Where is \_\_\_\_ from?*
- Write on the board *Where is [Nick] from?* Erase the *i* in *is* and insert an apostrophe. Read the question aloud. Have the class repeat chorally.



### Inductive Grammar Charts

## 7 Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Review the answers orally. Be sure students use contractions in all items except in 2A, 5A, and 6A.



### Extra Grammar Exercises

## NOW YOU CAN Introduce people

### 1 ▶ 1:34 Conversation model

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

These conversation strategies are implicit in the model:

- Identify someone's relationship to you when making an introduction.
- Use too to reciprocate a greeting.

- Point to the photo. Point to the woman and say *This is Paula*. Point to the man on the right and say *This is Tom*.

**FYI:** Make sure students understand that *Paula's* in *Paula's my classmate* is not a possessive noun.

## 2 ▶ 1:35 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - pause after *Tom* in *Tom, [pause] this is Paula*.
  - use the contraction ('s)—not the full form—in *Paula's my classmate*.
  - stress meet in *Nice to meet you*.
  - stress too in *Nice to meet you, too*.

## 3 Conversation activator

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**DON'T STOP!** Extend the conversation. Give students a few minutes to skim the *wordposts* (language in the Recycle box). For more information on wordposting, see the Actively Developing Free Expression section of the Introduction. Ask various students *Where are you from? What do you do?*

- You may also wish to add these questions: *And you? Are you a student? Are you from [name of nearby city]?*
- Form pairs. Then have the pairs walk around the room and introduce their partners to other students.
- If students still do not know each others' names, have everyone wear name tags. Encourage students to use the questions in the Recycle box and on the board.

**FYI:** If students are all from the same city, encourage them to talk about what part of town they're from.



### Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Listen in on the groups' conversations. Encourage students to pay attention to rhythm and intonation.

*Option: (+5 minutes)* As a challenge, give the class an oral quiz. Indicate various students and ask *What's his / her name / Where is he / she from?*

## EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 2, Activity 1

1 ▶ 1:36 **Vocabulary**

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- To introduce titles, direct students' attention to the four columns in the chart before they listen. Point to each category heading and describe it; for example, *a single man, a single woman, a married man, a married woman*.
- Point to the photograph. Say *This is Brendan Hu, and this is Lisa Hu*.
- After students listen, ask questions about the Hus. Ask *What is his first name?* (Brendan) *What is his last name?* (Hu) *What is her first name?* (Lisa)
- Direct attention to the Be careful! box. Say *It's not OK to use a title with a person's first name*. Give examples. Write the following versions of the Hus' names on the board. For each one ask *Is this correct?*  
*Mr. Brendan*  
*Mr. Brendan Hu*  
*Mr. hu*  
*Mrs. Hu*  
*Mrs. Lisa*  
*Mrs. Lisa hu*
- To check comprehension, ask *What's your first name?* *What's your last name?* Then have students introduce themselves with a title; for example, *I'm Mr. [Al Jones]. I'm Ms. [Kate Bond]*.

Option: **VOCABULARY BOOSTER** (+5 minutes)

**Language and culture**

- In English-speaking countries, *Mr.* is used for a male regardless of marital status. *Mrs.* is used only for married women. *Miss* is used for single women. In the U.S. and Canada, *Ms.* is used for both married and single women and is quite common.
- In English, a first name is also called a *given name*, and a last name is also called a *family name* or *surname*. In most Western cultures, the family name comes after the given name. In most Eastern cultures, the family name (or last name) comes first.
- From the Longman Corpus:** Among speakers of American English, *first name* is preferred over *given name*, and *last name* is preferred over *surname*. *Surname* is used with some frequency in written English such as legal documents and forms.

2 **Pair work**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Model the activity. Introduce yourself using a title; for example, *I'm Ms. [last Name]*.

Option: (+10 minutes) For a different approach, divide students into groups of five or six and have them do a chain activity. Student A introduces himself / herself whatever way he / she wants (first name only, first and last name, with a title or without). Student B introduces himself / herself and Student A. Student C introduces himself / herself and Student B, etc. Encourage students to use different ways to introduce themselves. You may want to write the following model on the board. Add real names.

Student A: *I'm Janet Carlson.*

Student B: *My first name is Tom. My last name is Williams. And she's Janet Carlson.*

Student C: *My name is Ms. Greene. His first name is Tom. His last name is Williams. And she's Janet Carlson.*

Student D: *I'm Mr. Brown. This is Ms. Greene.*

3 ▶ 1:37 **Listening comprehension**

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Before students listen, have them look at the pictures and read each person's title and name aloud; for example, *Mr. Craig Bryant*.
- To review answers, ask the questions from the audioscript; for example, *What's his first name?* Students answer in full sentences. (*His first name is Craig.*)

Option: (+5 minutes) For a different approach, place students in pairs. Have them take turns asking and answering questions about the pictures. Model both affirmative and negative responses. For example:

*Is his first name Craig? Yes, it is.*

*Is his last name Sullivan? No, it isn't. His last name is Bryant.*

**AUDIOSCRIPT**

- What's his first name? Circle his first name.
- What's her last name? Circle her last name.
- What's his title and his last name? Circle his title and his last name.
- What's their last name? Circle their last names.
- What's her first name? Circle her first name.
- What's her title? Circle her title.

## 4 Vocabulary practice

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- To show students how to complete the three forms, fill out the first form with information about yourself. Demonstrate by making a *check* (✓) in the box and filling in your first and last names.
- Have a student write his / her completed forms on the board. Circulate and make sure that students have used correct information in each form.

### NOW YOU CAN Tell someone your first and last name

#### 1 1:38 Conversation model

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

These conversation strategies are implicit in the model:

- Begin a question with **And** to indicate you want additional information.
  - Repeat part of a question to clarify.
- After students read and listen, ask *What's the man's name?* (Bob Fava) *What's his title?* (Mr.)

#### Language and culture

- In English-speaking countries, people usually respond to *Thank you*. Some common responses are *You're welcome*, *No problem*, or *My pleasure*.

#### 2 1:39 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *What's your last name, please?*
  - use rising intonation for *And your first name?* and *My first name?*
  - stress **first** in *And your first name?*

#### 3 Conversation activator

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Explain that students will be doing two tasks: practicing the conversation and filling out the form with their partner's information.

**DON'T STOP!** Extend the conversation. Review the language in the Recycle box. Ask various students *How do you spell your first name? What do you do? Where are you from?* Call on different students to respond. For extra support, you may wish to write the questions from the Recycle box on the board:

*How do you spell that?*  
*What do you do?*  
*Where are you from?*

- Model the conversation with a more confident student. Take Role A so that you can model extending the conversation with questions from the Recycle box.
 

A: *What's your last name, please?*  
 B: *Preston.*


A: *How do you spell that?*  
 B: *P-R-E-S-T-O-N.*  
 A: *And your first name?*  
 B: *My first name? Anita.*  
 A: *What do you do, Ms. Preston?*  
 B: *I'm a student.*  
 A: *And where are you from?*  
 B: *Chicago.*  
 A: *Thank you, Ms. Preston.*  
 B: *You're welcome.*

- Move around the room and make sure students are using the questions in the Recycle box.
- Call on a few students to introduce their partner to the class.

#### 4 Change partners


Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students change partners and write down their partner's information, but this time on a separate paper.
- To review, call on a few students to introduce their partner to the class.

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

### EXTRAS

Workbook or MyEnglishLab

 **Speaking Activities: Unit 2, Activity 2**

#### AUDIOSCRIPT for page T16.

##### CONVERSATION 1

**M:** Ms. Peterson, what's your first name?  
**F:** Valerie.  
**M:** That's V-A-L-E-R-I-E?  
**F:** That's right.  
**M:** And what's your phone number?  
**F:** 257-0843  
**M:** Thank you. And how about your e-mail address?  
**F:** It's peterson five at hipnet dot com.

##### CONVERSATION 2

**M:** Last name?  
**F:** Elyakin.  
**M:** How do you spell that?  
**F:** E-L-Y-A-K-I-N  
**M:** Thank you. And your phone number?  
**F:** 301-555-4500

##### CONVERSATION 3

**F:** Mr. Quinn, What's your phone number?  
**M:** My phone number? It's 338-2257.  
**F:** And your first name is James?  
**M:** Yes, it is.  
**F:** J-A-M-E-S. Oh, and what's your e-mail address?  
**M:** It's quinn 18 at hipnet dot com.  
**F:** Thank you, Mr. Quinn.

##### CONVERSATION 4

**F:** So your last name is Park, correct?  
**M:** That's right. P-A-R-K.  
**F:** Thank you. And your phone number, Mr. Park?  
**M:** 011-99-33-67

1 ▶ 1:40 **Vocabulary**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**V** Vocabulary Flash Card Player

- Point out that for the word *twenty*, native speakers often drop the second /t/ sound and say /'twɛni/.

*Option: (+5 minutes)* For additional practice, have students do a pair work activity. Student A says a page number and Student B turns to that page. Make it clear that students should use only pages 1–20 in this activity. Model an example with the class. Say *Page four*. Check that students turn to page 4.

*Option: (+5 minutes)* As an alternative, dictate the following years (as two separate numbers) and have students write the numbers on a separate piece of paper: 1513, 1812, 1914, 2011. Then write the years on the board and have students check their answers.

**Language and culture**

- In English, years are often pronounced as two separate numbers; for example, 1917 is said *nineteen seventeen*.
- In British English, *nought* is often used for zero.
- In spoken American English, zero is usually pronounced as *oh* when saying years, phone numbers, credit card numbers, etc. For example, the year 1905 is said *nineteen oh five*; the phone number 876–8005 is said *eight seven six, eight oh oh five*.

2 **Pair work**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students write the numbers they hear.
- If students have difficulty, ask them to do the exercise again with a new partner.

3 **Grammar**

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Direct attention to the questions and have students study the examples.
- Call on individual students to read each question and answer.

**FYI:** Questions with *What* are called *information questions* because they require an answer that gives details (information). *Yes / no* questions require only *yes* or *no* for an answer.

- Direct attention to the contraction *What's*.
- Write on the board *What is your name?* Ask a student to come up and make the contraction. (*What's*)
- Point out that *what is* can be contracted but *what are* cannot.

*Option: (+10 minutes)* For basic practice, have students form groups of three and take turns. Student A asks Student B for some contact information: *What's your [phone number, address, etc.]?* Then Student C asks Student A *What's his / her \_\_\_?* and Student A repeats the information. Encourage students to write the information they hear.

**Language and culture**

- In spoken English, when saying an e-mail address, say *at* for @ and *dot* for a period; for example, Dan23@starlink.com is *Dan twentythree at starlink dot com*.

 **Inductive Grammar Charts**

4 ▶ 1:41 **Pronunciation**


Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

 **Pronunciation Coach Video**

- Point out that each example consists of two words and that the first word or syllable receives the stronger stress.
- To provide more practice, write the following word pairs on the board and have students practice:

*home address      work number*  
*travel agent      flight attendant*

*Option: (+5 minutes)* Call on various students to say their first and last names; for example, *My first name is [Karen]. My last name is [Brown].*

 **Pronunciation Activities**

5 ▶ 1:42 **Listening comprehension**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Before students listen, read the names on the form aloud to help familiarize students with their sound. Mathilda = /mæ'tɪldə/; Quinn = /kɪn/
- Review the answers with the class by asking four students to write their answers on the board. Make necessary corrections.

**AUDIOSCRIPT** See page T15.

*Option: (+5 minutes)* Pair work. To practice using information questions with *What*, have students role-play short conversations using their own information or created information. For example:

Student A: *What's your name?*  
Student B: [*Eric Price*].  
Student A: *What's your phone number?*  
Student B: [*555-6793*].  
Student A: *What's your e-mail address?*  
Student B: [*Eric fourteen at fastmail dot com*].

## 6 Vocabulary / grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Review the example first.
- Point out the street sign for item 3. Make sure students understand that *St.* is the abbreviation for *street*. Write on the board *Bank St. = Bank Street*.
- To review, have pairs read the conversations for the class. Make sure phone numbers and e-mail addresses are said correctly.



### Extra Grammar Exercises

### NOW YOU CAN Get someone's contact information

#### 1 ▶ 1:43 Conversation model

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

This conversation strategy is implicit in the model:

- Repeat information to confirm.

- As students listen, point to the person in the photo who is speaking. (The woman is A and the man is B.)
- Point out how the speaker pauses between the two sets of numbers, 523 and 6620.

#### 2 ▶ 1:44 Rhythm and intonation

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *What's your name?* and *And what's your phone number?*
  - say telephone numbers in chunks: 5-2-3 [pause] 6-6 [pause] 2-0.
  - use rising intonation for *523-6620?*

#### 3 Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--



### 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.

**DON'T STOP!** Extend the conversation. Review the language from lessons 1 and 2 in the Recycle box. Ask various students questions, such as *What's your first name? What's your last name? What's your address? What's your e-mail address?* Call on different students to respond.

- 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 how the model has been changed by the actors.
- You may want to write a list of created (not real) information on the board for students who do not want to give out their personal information.
- Role-play the conversation with a more confident student. Take Role A so that you can model extending the conversation by using phrases from the Recycle box.
- Be sure to reinforce the use of the conversation strategy. For example, say the phone number two ways to demonstrate the different intonations used for giving information (falling intonation) and confirming information (rising intonation).
- Move around the classroom and remind students to use the language from the Recycle box. Have students check each word or phrase as they use it.



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

#### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students stand up, walk around the room, and have the conversation with another partner.

### EXTRAS

#### MyEnglishLab



### Speaking Activities: Unit 2, Activity 3; "Find Someone Who . . ." Activity

## 1 1:45 Reading

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Pre-reading: To practice the strategy of scanning, ask students to read the text (quickly) and underline the countries the people are from. (Nadia Santini: Italy; Chris Botti: the U.S.; Li Na: China; Vincent Lam: Canada; Diana Haddad: Lebanon; Sophie Okonedo: the U.K.)
- If there is a world map in the room, point out the countries.
- Then have students read the text silently.
- Check comprehension. Ask the following questions:  
*Is Nadia Santini from the United States?* (No, she's not. She's from Italy.)  
*Is Nadia Santini an architect?* (No, she's not.)  
*Where's Chris Botti from?* (He's from the U.S.)  
*Is Chris Botti an architect?* (No, he's not.)  
*Is Li Na a flight attendant?* (No, she's not.)  
*Is Li Na from China?* (Yes, she is.)  
*Is Vincent Lam a writer?* (Yes, he is.)  
*Where's Diana Haddad from?* (She's from Lebanon.)  
*What's Sophie Okonedo's occupation?* (She's an actor.)

*Option: (+2 minutes)* If you wish to include the audio, have students read silently as they listen to the descriptions.

*Option: (+10–15 minutes)* To turn this reading into a listening activity, draw the following graphic organizer on the board (without the answers) or print it out. Then have students listen to the audio twice. First listening: With books closed, students listen for and write down the country each person is from. Help with any spelling questions. Second listening: Students listen for the occupation of each person. Then they read the text to confirm their answers.

	Country	Occupation
Nadia Santini	Italy	chef
Chris Botti	United States	musician
Li Na	China	athlete
Vincent Lam	Canada	doctor/writer
Diana Haddad	Lebanon	singer
Sophie Okonedo	United Kingdom	actor

### Graphic Organizers

#### Language and culture

**Nadia Santini** is an Italian chef who is best known for her award-winning restaurant, Del Pescatore.

**Chris Botti** is a trumpet player who plays jazz and pop music.

**Li Na** is a world tennis champion.

**Vincent Lam** is an emergency room doctor who has also written award-winning stories.

**Diana Haddad** is a successful female Arab artist who sings both traditional and pop music.

**Sophie Okonedo** has appeared in British and American movies and TV shows.

## 2 Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Model the example questions and have students repeat. Make sure they use rising intonation at the end of the *yes / no* questions and falling intonation at the end of the information question.
- Give students a few minutes to write questions to ask their partner.
- Encourage students to ask both *yes / no* questions and questions with *What*.

#### Possible responses . . .

*Is Mr. Lam a chef?* (No, he isn't. He's a doctor and a writer.)  
*What does Nadia Santini do?* (She's a chef.)  
*Where is Diana Haddad from?* (She's from Lebanon.)  
*Is Li Na from Japan?* (No, she isn't. She's from China.)  
*What is Mr. Botti's occupation?* (He's a musician.)  
*What's Ms. Okonedo's first name?* (Her first name is Sophie.)



### Extra Reading Comprehension Exercises

## 3 Speaking

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Encourage students to use the possessive adjectives: *his, her, their*.
- As students ask questions with *What's*, walk around the room and encourage them to use the correct rhythm and intonation.
- You may want to make a list of items students have difficulty with for review at the end of this unit; for example, question formation, pronunciation, etc.

#### Possible responses . . .

What's [Lisa]'s phone number? (Her phone number is [25-61-0078].)  
 What's [Peter]'s e-mail address? (His e-mail address is [pmatson at c-c-c dot com].)  
 What's [Fran and Bill]'s address? (Their address is [13 Quinn Street].)  
 What's [Peter]'s last name? (His last name is [Matson].)  
 What's [Ms. Kim]'s first name? (Her first name is [Lisa].)

*Option:* **GRAMMAR BOOSTER** (+20 minutes)



### Top Notch Pop Song Video and Karaoke Video

 **Digital Games**

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

**Pair work 1**

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students look at the first photo. Say *This man is asking this woman for her personal information. What questions is he asking?* With the class, think of the possible questions. Do not write them on the board.

*Option: (+10 minutes)* To provide more support for this activity, have students complete the information box first, write out the questions, and then role-play the conversation.

**Possible responses . . .**

**A:** Good morning. **B:** Hello. **A:** What's your first name please?  
**B:** [Angela]. **A:** And your last name? **B:** My last name? [Thompson].  
**A:** How do you spell that? **B:** [T-H-O-M-P-S-O-N]. **A:** Thanks.  
**B:** What's your address? **A:** My address? [18 Bank Street].  
**B:** And your phone number? **A:** My phone number is [93-580-05-12].  
**B:** [93-580-05-12]? **A:** That's right. **B:** What's your e-mail address?  
**A:** [Angela dot thompson at hipnet dot com] **B:** Thank you.  
**A:** You're welcome.

**Pair work 2**

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Have students look at the second photo. Say *He is introducing the two people. What is he saying?*
- Have students work in groups of three to create the conversation.
- Call on volunteers to role-play one of their conversations for the class.

*Option: (+10 minutes)* To provide extra support, allow students to write the conversation before they act it out.

**Possible responses . . .**

**A:** Alice, this is Matt. Matt's my friend. Alice is my colleague.  
**B:** Hi, Matt. **C:** Hi, Alice. Nice to meet you. **B:** Nice to meet you, too.  
**C:** Where are you from? **B:** I'm from California. And you? **C:** I'm from Florida. **B:** And what do you do? **C:** I'm a doctor. And you? Are you an architect, too? **B:** Yes, I am.

**Writing**

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Model the activity. Write about someone important to you. For example, write on the board:  
*Francisco Mesa is my friend. He's from Spain. He's a teacher. His address is 10 Quinn Street.*
- Then erase the model and have students write their own sentences.

**Possible responses . . .**

Linda is my friend. Her last name is Morin. She's a banker. She's from Denver. Her address is 16 Main Street. Her phone number is 303-555-4848. Her e-mail address is LindaM@pop.com.

 **Writing Process Worksheets**

**Option: Oral Progress Assessment**

Use one of the photos on page 19 for an oral test. Have the student point to the people in the photographs and create stories about them. For example, the student might point to the woman in the top photograph and say *Her first name is Patricia. Her last name is Wells. She's from England. She's an athlete.*

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

 **Oral Progress Assessment Charts**

*Option:* **WRITING BOOSTER** (Structured support for preparing writing)

**EXTRAS**

**On the Internet:**

- **Online Teacher Resources:** [pearsonelt.com/topnotch3e/](http://pearsonelt.com/topnotch3e/)

**Additional printable resources on the ActiveTeach:**

- **Assessment**
- *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*



1 ▶ 1:48 **Vocabulary**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**V** Vocabulary Flash Card Player

- To focus students' attention on word stress, clap or tap out each syllable as they listen the first time. Then have them listen and repeat.

*Option: (+3 minutes)* For more practice, say the places in random order and have students point to the correct photos.

*Option: **VOCABULARY BOOSTER** (+5–10 minutes)*

**Language and culture**

- Another word for *pharmacy* is *drugstore*. In British English the word for *pharmacy* is *chemist*.
- *School* means a place where people learn in classes. Both children and adults go to school, but each kind of school has a special name. An *elementary school* is for young children. A *high school* is for teenage children. A *university* is for people who have finished high school.

**Learning Strategies**2 ▶ 1:49 **Listening comprehension**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- First listening: Have students write the words they hear. Students can refer to the words in Exercise 1 to guide their spelling.
- Second listening: Have students confirm their answers.
- Call on students for the answers. Ask them to spell each word aloud.

**AUDIOSCRIPT**

- 1 a bank
- 2 a school
- 3 a pharmacy
- 4 a bookstore

3 **Pair work**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Student A dictates a word and Student B writes it down.
- Student A checks the spelling before dictating the next word.
- After three words, Students A and B switch roles.

4 ▶ 1:50 **Vocabulary**

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**V** Vocabulary Flash Card Player

- Before students listen, demonstrate some of the vocabulary. Stand in front of the class and turn your back to the students. Say *left* and *right* and use your hands and arms to point in the correct direction. Stand close to a student and say *next to*. Stand between two students and say *between*.
- Have students listen and study the phrases and pictures.
- To check comprehension, demonstrate the vocabulary and have students tell you the correct word. For example:
 

T: gestures to the right	Class: <i>right</i>
T: gestures to the left	Class: <i>left</i>
T: faces a student	Class: <i>across</i>
T: stands next to a student	Class: <i>next to</i>
T: stands between two students	Class: <i>between</i>

*Option: (+5 minutes)* For a challenge, ask students to name places near your school. Make a list on the board. Then have students make sentences describing the location of the places; for example, *A pharmacy is around the corner. A bookstore is next to our school.*

## 5 Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Before students do the activity, have them identify the buildings in the pictures.

*Option: (+5 minutes)* Have Student A describe a picture and Student B point to the correct one. Then have them switch roles.

*Option: (+5 minutes)* Have students write one sentence about each picture and then compare their sentences in pairs.

## 6 Grammar

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Have students study the examples in the chart.
- To demonstrate that *Where* is used to ask about places, ask questions with *Where* and places on page 20. Say *Where's the pharmacy? Where's the restaurant?*
- Show that *it* can refer to a place. Write on the board:  
*The bank is across the street. = It is across the street.*
- Direct attention to the Contractions box and review how to form contractions. Write on the board *Where is* and *It is* and ask two students to come up and form the contractions. (*Where's, It's*)
- Ask several students about places near your class; for example, *Where's the [Save Bank]? It's [across the street].*

### Language and culture

- In *Where is the bookstore?*, the definite article *the* is used because the question is about a specific place—both speakers know there is a bookstore.
- *Down the street* and *up the street* are often used interchangeably.



### Inductive Grammar Charts

## 7 Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students study the example. Point out the contractions *Where's* and *It's* in the question and answer.



### Extra Grammar Exercises

## 8 Pronunciation

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--



### Pronunciation Coach Video

- Remind students that *yes / no* questions have a rising intonation. Write the following question. As you say it, mark it with a falling arrow:  
*Where are you from?*
- Have students listen and repeat chorally. Then call on individual students to say a question from Exercise 7 with the correct intonation.



### Pronunciation Activities

## NOW YOU CAN Talk about locations

### 1 Conversation model

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

This conversation strategy is implicit in this model:

- Use *You're welcome* to formally acknowledge thanks.

- To prepare students, point to the people in the picture. Say *The man and woman are here. Where is the bank?*
- After students read and listen to the conversation, ask *Where's the bank?* (Around the corner.)

### 2 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *Excuse me* and *Where's the bank?*
  - use rising intonation for *the bank?*

### 3 Conversation activator

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Point out the two people on the map. Ask *What are the places on the map?* Students should use the article *a* in their answers. (A restaurant, a bookstore, a school, a pharmacy, a newsstand, a bank.)
- Ask *yes / no* questions about the locations of the buildings in the picture. For example:  
*Is the school next to the bank?* (No, it isn't.)  
*Is the restaurant around the corner?* (Yes, it is.)

**DON'T STOP!** Extend the conversation. Make a list of the places on the map. Students ask about other places.

- Model the conversation with a more confident student. Play Role A.
- Listen in on student conversations. Encourage students to use the correct rhythm and intonation.



### Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- To remind students of questions they can ask and answer with their new partners, write on the board:  
bank                      pharmacy              bookstore  
newsstand              school                      restaurant

## EXTRAS

### Workbook or MyEnglishLab



### Speaking Activities: Unit 3, Activity 1

1 ▶ 1:54 **Vocabulary**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

 **Vocabulary Flash Card Player**

- First listening: Have students study the photos and the words.
- Second listening: Have students repeat the words chorally.

*Option: (+5 minutes)* To extend the activity, have students take turns saying a vocabulary word as a partner listens and points to the correct picture.

*Option: (+5 minutes)* If you haven't already introduced the places in the neighborhood in the Unit 3 Vocabulary Booster on page 126, you may want to do so now. Ask students to listen and study the words. Then ask them to repeat words chorally.

**Language and culture**

- A *taxi* can also be called a *cab*. There is no difference in meaning.
- When a person says *Take the bus*, he or she is talking about the specific bus that goes to a specific destination; the definite article *the* must be used. However, when a person says *Take a taxi*, the person is talking about *any* taxi. The indefinite article *a* must be used. At the Fundamentals level, it is not advisable to explain this difference unless a student asks.

2 **Grammar**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Tell students that imperatives are used to give directions. Say *Walk*, and then demonstrate. Say *Don't walk*, and stop walking. Ask the class to stand. Say *Walk!* and have students take a couple of steps. Then say *Don't walk!* Repeat these two instructions several times, so that students understand that imperatives are instructions.

**FYI:** These verbs are introduced in the imperative form. Students have not yet been taught the simple present or the present continuous. Therefore, it is not advisable to ask questions or to expect students to produce language using these forms.

- Direct attention to the sentences. Have students repeat them chorally.
- Show students how to form the negative imperative. Write *walk* on the board. Then write *Do not* before *walk*. Then erase the *o* in *not* and draw an apostrophe above the empty space to form the contraction. Have students repeat the phrase chorally.
- Books closed. Say an affirmative imperative and ask students to make it negative using *don't*. For example:  
T: *Walk*. S: *Don't walk*.  
T: *Take a taxi*. S: *Don't take a taxi*.  
T: *Drive*. S: *Don't drive*.

 **Inductive Grammar Charts**

3 **Vocabulary / grammar practice**

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Model the first item for the class. Ask a student to read item 1 aloud to you. (*Walk to the bookstore*.) Point to each picture and say *Walk to the bookstore?* Say *No*. until you reach the very last option (j). Then say *Walk to the bookstore?* Say *Yes!* Letter *j*.
- Have students do the activity in pairs. Move around the room and listen in.
- To review the answers, say each imperative sentence and have individual students respond with the correct letter. For example:  
T: *Walk to the bookstore*.  
S: *Letter j*.

 **Extra Grammar Exercises**

#### 4 ▶ 1:55 Listening comprehension

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Tell students that they will listen to the directions and write one affirmative and one negative imperative for each item.
- First listening: Stop the audio after each item. Have students listen to each sentence, repeat the imperatives they hear, and then write the two imperative sentences. Use gestures to clarify the procedure: listen, repeat, write.

**FYI:** If you do not use the audio, be sure to say the sentences using natural speech. Your students may want you to say each word separately, but they need to practice understanding chunks. Let them listen multiple times, but do not break the sentences down word by word.

- Second listening: Have students confirm their answers.
- To review answers, write the sentences on the board and have students correct their answers.

#### AUDIOSCRIPT

- 1 Don't drive to the restaurant. Take the bus.
- 2 Drive to the bank. Don't walk.
- 3 Walk to the school. Don't take the bus.
- 4 Don't take the bus to the bookstore. Take a taxi.
- 5 Take the bus to the pharmacy. Don't drive.

#### NOW YOU CAN Discuss how to get places

#### 1 ▶ 1:56 Conversation model

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

This conversation strategy is implicit in the model:

- Use **OK** to acknowledge advice.

- Point to the photo. Point to the woman and say *She is A*. Point to the man and say *He is B*.

**FYI:** Only *Can I walk . . . ?* is taught in this practice. Students should not be expected to produce *Can she walk*, *Can you walk*, *Can he drive*, etc.

#### 2 ▶ 1:57 Rhythm and intonation

Suggested teaching time:	2–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use rising intonation for *Can I walk to the bookstore?*
  - use falling intonation for *And what about the school?*
  - include a short pause between *Don't walk* and *Drive*.
  - use rising intonation for *The bookstore? The school?*

#### 3 Conversation activator

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

#### 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 the class look at the photographs of places and identify each one. (Pharmacy, newsstand, bookstore, restaurant, school, and bank)

**DON'T STOP!** Extend the conversation. To review the language in the Recycle box, ask various students *Where is the pharmacy?* or *Where is the restaurant?*, etc., and have them tell you where each place is located.

- 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 how the model has been changed by the actors.
- With the class, brainstorm different ways to get to places and write them on the board. Use the Vocabulary from page 22.
- Model the conversation with a more confident student. Play Role A to model extending the conversation.
 

T: *Can I walk to the bank?*  
S: *The bank? Sure.*  
T: *And what about the pharmacy?*  
S: *The pharmacy? Don't walk. Take the bus.*  
T: *OK. Thanks!*

T: *Can I walk to the bank?*  
S: *The bank? Sure.*  
T: *Where is it?*  
S: *It's next to the bookstore.*

- Encourage students to use as much language from the Recycle box as possible. Have students check off the phrases in the Recycle box as they use them.
- Be sure to reinforce the use of the conversation strategy. Make sure students say *OK. Thanks!* like they mean it!

#### Conversation Activator Video Script; Conversation Activator Pair Work Cards

#### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Encourage students to take turns asking about other places with a new partner. Encourage them to use the pictures and the language in the Recycle box.

*Option: (+5 minutes)* To extend the activity, have several pairs role-play a conversation in front of the class.

#### EXTRAS

Workbook or MyEnglishLab

#### Speaking Activities: Unit 3, Activity 2

**1** ▶ 1:58 **Vocabulary**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**V** **Vocabulary Flash Card Player**

- After listening and repeating the words, focus on syllables and stress in multi-syllabic words. This will help students' pronunciation. Tap or clap out the syllables as you say each word. In the multi-syllabic words, clap or tap more loudly on the stressed syllable. For example:

car: 1  
 Bicycle: 3  
 MOped: 2  
 SUBway: 2  
 MOtorcycle: 4

**Language and culture**

• A *train* goes in and out of cities, but *subway* is used for a train that travels underground. Many cities have special names for their subway systems; for example: Washington D.C. has the *Metro* and San Francisco the *BART* (for *Bay Area Rapid Transit*). In London the subway is called the *tube* or *underground*.

**2** **Pair work**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Model the activity. Spell a word aloud and have students write it down.
- Encourage students to include some words from the vocabulary lessons on pages 20 and 22.

*Option: (+5 minutes)* For a different approach, have students participate in a spelling bee in pairs. Student A calls out a new vocabulary word and Student B spells it aloud. After three words, have them switch roles.

**3** **Grammar**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Point to each picture and say the caption aloud. Then point and ask the class to repeat.
- Say other means of transportation from the Vocabulary and have students use the word in a *by-* phrase.

T: *Moped.*  
 S: *By moped.*

 **Inductive Grammar Charts**

**4** ▶ 1:59 **Listening comprehension**

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Before students listen, have them identify all the means of transportation in the pictures.
- First listening: Have students listen and circle the correct item.
- Second listening: Have students confirm their answers.

**AUDIOSCRIPT**

- 1 I go by motorcycle to the restaurant.
- 2 I go by taxi to the pharmacy.
- 3 I go by moped to the bookstore.
- 4 I go by bus to the Morton School.
- 5 I go by train to New York.

  **Extra Grammar Exercise**

## 5 ▶ 1:60 Vocabulary

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

### Vocabulary Flash Card Player

- Point out that there is no *to* in *go home*. Write on the board *go to home* and then cross out *to*.
- Point out there is no definite article *the* in these expressions. Write on the board: *go to the school* and then cross out *the*.

**FYI:** In the Vocabulary, only *go + [place]* is taught in this lesson. The simple present tense is taught in Unit 7, so at this point students should not be expected to produce *he goes, she goes, etc.*

## 6 ▶ 1:61 Listening comprehension

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Do the example together as a class.
- Play the audio two times for each item. First listening: have students check *work, home, or school*. Second listening: Have students write the phrase with *by*.

**FYI:** Items 3 and 5 use the verb *take + [means of transportation]*. Students need to write down *by + [means of transportation]* (3 by train, 5 by bus)

**Option:** (+5 minutes) For a challenge, have students use the information in the chart to write complete sentences; for example, *I go home by car. I go to work by subway. I go to school by train.*

### **AUDIOSCRIPT**

- I go home by car.
- I go to work by subway.
- I take the train to school.

- I go to work by motorcycle.
- I take the bus home.
- I go to school by taxi.

## **NOW YOU CAN** Discuss transportation

### 1 ▶ 1:62 Conversation model

Suggested teaching time:	2–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

This conversation strategy is implicit in the model:

- Use *What about you?* to show interest in another person.

- Ask various students *How do you go to school?* Students can answer *by [subway] or I walk.*

**FYI:** *I walk* is taught for this practice only. Students should not be expected to produce other simple present forms of *walk* yet.

### **Language and culture**

- *I walk* is more common than *I go by foot* in spoken English.

## 2 ▶ 1:63 Rhythm and intonation

Suggested teaching time:	2–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *How do you go to school?* and *What about you?*
  - use rising intonation for *Me?*

## 3 Conversation activator

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Brainstorm with the class other places around town students can mention in the conversation, and write them on the board. For example:  
*the supermarket      the pharmacy      the bank*
- Move around the room and listen in as students practice their conversations.

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- To review, ask several students *How do you go to school? How do you go to work? How do you go home?*

**Option:** (+15 minutes) Extend the activity by drawing the following bar graph organizer on the board, or print it out and distribute to students. Have students survey the class, or other students in the school, on how they go to school. Students put an “X” in one box for each response.

Bar Graph: How do you go to school?								
				X				
				X				
			X	X				
X			X	X				
X			X	X		X		
X			X	X		X		
I drive.	I walk.	By taxi.	By bicycle.	By moped.	By train.	By bus.	By subway.	other:

### Graphic Organizers; Conversation Activator Pair Work Cards

### **EXTRAS**

Workbook or MyEnglishLab

### Speaking Activities: Unit 3, Activity 3; “Find Someone Who . . .” Activity

## 1 ▶ 1:64 Reading

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Pre-reading: To practice scanning, ask students to read the text (quickly) and underline the transportation each person uses (walk, car, train, walk, bus).
- Have students read the text silently. Then have them close their books. On the board, write *Mark Jackson, Laura Blake, Min Park, Matt Carson, Art Green*.
- Pronounce each name and have students repeat. Then read the following sentences. Have students identify who each person is.

*He's an architect.* (Mark Jackson.)

*He is Laura Blake's colleague.* (Brad Lane.)

*She is Brad Lane's neighbor.* (Laura Blake.)

*He is Matt Carson's teacher.* (Art Green.)

*She is a doctor.* (Min Park.)

*She's a bank manager.* (Laura Blake)

*He's Art Green's student.* (Matt Carson.)

*Option: (+10 minutes)* To use this reading for pronunciation practice, have students read silently as they listen to the audio. Have students circle words they want to practice. After each reading segment, stop the audio, ask students for their circled words, model the pronunciation of these words one-by-one, and have students repeat chorally.



### Learning Strategies

## 2 Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Read the model aloud with a student.
- Give students a few minutes to find the answers to the questions in the text.
- Then have pairs ask and answer the questions.
- To review answers, call on two students for each item. Student A reads the question, and Student B answers.

*Option: (+10 minutes)* For a different approach, divide the class into teams and quiz them on the reading. Each team has 15 seconds to answer your questions. Allow students to look for the answers in the book. Ask the questions in the book and these additional questions:

*Where is Matt Carson's home?* (Around the corner from the school.)

*Is Min Park a teacher?* (No, she's not.)

*Is Mr. Jackson a doctor?* (No, he's not.)

*Is Mr. Green a teacher?* (Yes, he is.)

*What is Laura Blake's occupation?* (She's a bank manager.)

*What is Laura Blake's neighbor's name?* (Brad Lane.)

*Is Matt Carson a student?* (Yes, he is.)

*Is Min Park's office next to her home?* (No, it isn't.)



### Extra Reading Comprehension Exercises

## 3 Group work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- If there is enough board space, have groups of students draw their own maps on the board. If the board space is limited, draw one map with student input.
- To encourage students to add detail to their maps, ask questions; for example, *Where is [the pharmacy / supermarket / newsstand / restaurant / bookstore]?*
- Review the Recycle box before students start their conversations. You may want to have students repeat each line chorally.
- Circulate and listen in on student conversations. When students' conversations slow down, point to a new question in the Recycle box that they can use.

*Option: (+5 minutes)* For a different approach, make true and false statements about the neighborhood map on the board. Have students say whether your statement is true or false and then correct your false statements. For example:

T: *The newsstand is next to the pharmacy.*

S: *False. The newsstand is next to the bank.*

*Option: GRAMMAR BOOSTER (+15 minutes)*



### Top Notch Pop Song Video and Karaoke Video

 **Digital Games**

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:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Divide the class into small teams. Give the students one minute to study the picture. Tell the teams to close the book.
- Have teams take turns making one statement about the picture. For example:  
*The school is down the street.*  
*The pharmacy is next to the restaurant.*
- Give each team one point for each sentence that is correct in both form and meaning.

**Possible responses . . .**

The bank is next to the restaurant.  
The pharmacy is around the corner.  
The bookstore is across the street.  
The school is down the street.  
The newsstand is on the left.  
The subway is on the right.

*Option: (+5–10 minutes)* As an alternative, ask the teams questions. Give each team one point for each question it answers correctly in 30 seconds. If a team can't answer the question, the next team tries to answer the same question. For example:

*Where is the bank?* (The bank is next to the restaurant.)  
*Is the newsstand next to the pharmacy?* (No, it isn't.)  
[Point to the pharmacy and say *You are at the pharmacy.*]  
*Is the bank around the corner?* (Yes, it is.)

**Pair work**

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Point to the two people by the school. Model the example conversation with a student. Then extend the conversation by asking more questions; for example: *How do you go to school? How do you go home?*
- Have students work in pairs to create conversations.
- Call on volunteers to role-play a conversation for the class.

*Option: (+5 minutes)* To provide extra support, allow students to write the conversation before they act it out.

**Possible responses . . .**

(The two people in front of the school.)  
**A:** How do you go to work? **B:** By bus. What about you?  
**A:** Me? By car. How do you go to school? **B:** By subway. And you?  
**A:** I walk.  
(The two people at the newsstand.)  
**A:** Can I walk to the supermarket? **B:** The supermarket? Don't walk. Take a taxi.  
**A:** OK. Thanks!

(The two people at the bus stop.)

**A:** Excuse me. Where is the school? **B:** The school? It's down the street. **A:** Can I walk to the school? **B:** Yes. It's over there. **A:** Thank you. **B:** You're welcome.

(The two people at the bookstore)

**A:** Excuse me. Where's the bank? **B:** The bank? It's across the street. It's next to the restaurant. It's on the right. **A:** On the right? **B:** Yes. **A:** Thank you. **B:** You're welcome.

**Writing**

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Have students work individually on their questions and answers. Review answers as a class. Write questions and answers on the board as students give them.

**Possible responses . . .**

Where is the bank? The bank is next to the restaurant.  
Where is the subway? The subway is across the street.  
Where is the school? It's down the street.  
Where is the pharmacy? It's on the right.  
Where is the bookstore? It's across the street.  
Is the newsstand next to the bank? No, it isn't.  
Is the pharmacy next to the restaurant? Yes, it is.  
Is the bank around the corner? Yes, it is.  
Is the newsstand across the street? No, it isn't.  
Is the bookstore on the left? Yes, it is.  
Is the bank between the restaurant and the pharmacy? No, it isn't.

 **Writing Process Worksheets**

**Option: Oral Progress Assessment**

Use the illustration on page 27 for an oral test. Tell the student that you are going to do a role play. Point to the two people talking in front of the bookstore. Ask *Where is the bank?* Have the student respond. Ask other questions about the locations of places in the picture. Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.

 **Oral Progress Assessment Charts**

*Option:* **WRITING BOOSTER** (Structured support for preparing writing)

**EXTRAS**

**On the Internet:**

- Online Teacher Resources: [pearsonelt.com/topnotch3e/](http://pearsonelt.com/topnotch3e/)

**Additional printable resources on the ActiveTeach:**

- Assessment
- 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



## 1 ▶ 2:02 Vocabulary

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Give students a minute to look at the family tree before listening. Write on the board: *man, woman, boy, girl*. Point to people in the pictures in the family tree and ask *Is she a woman? Is he a boy?* Students can answer *yes* or *no*.
- After students listen twice, ask *How many syllables are in each word?* Say each word again and have students say the number of syllables.
- Write the words on the board and draw dots above each syllable (see page 16 of the Student’s Book for an example). Draw a larger dot above the first syllable of all the multi-syllabic words. Say *The first syllable has more stress; for example, GRANDmother GRANDfather MOTHER FATHER*.
- Have students chorally practice each word with the proper stress.
- To check comprehension, ask *Is a grandson a boy or girl?* (A boy.) *Is a daughter a boy or a girl?* (A girl.) *Is a brother a boy or girl?* (A boy.) *Is a grandmother a man or a woman?* (A woman.) *Is a husband a man or a woman?* (A man.) *Is a wife a man or a woman?* (A woman.) *Is a grandfather a man or a woman?* (A man.) *Is a sister a boy or a girl?* (A girl.) *Is a father a man or a woman?* (A man.) *Is a son a boy or a girl?* (A boy) *Is a mother a man or a woman?* (A woman.) *Is a granddaughter a boy or a girl?* (A girl.)

*Option: (+5 minutes)* To review subject pronouns and the verb *be*, have students work in pairs to say or write sentences about the people in the pictures; for example, *She’s a grandmother. He’s a grandfather. They’re grandparents.*

**Language and culture**

- In spoken informal English, these words are often used, especially within a family: (grandmother) *Grandma*; (grandfather) *Grandpa, Granddad*; (mother) *Mom, Ma, Mommy* (by young children); (father) *Dad, Daddy* (by young children). In informal English, many people use the expressions *my baby sister* or *my baby brother* for a younger sister or brother and *my big sister* or *my big brother* for an older sister or brother.
- In British English, *Mum* or *Mummy* (by young children) are often used for mother and *Dad* is often used for father.

## 2 Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Model the activity. Point to the mother on the family tree and then point to the daughter. Say *She is her daughter*. Point to the grandmother and then point to the daughter. Say *She is her granddaughter*. Say the following sentences and have students point to the pictures of the people in the relationship.  
*She’s his sister. He’s her husband.*  
*He’s her brother. They’re their children.*  
*She’s their granddaughter.*

**FYI:** Some students may struggle with a feminine possessive adjective before a masculine word (for example, *his sister*) or a masculine possessive adjective before a feminine word (for example, *her brother*). In English, the possessive adjective is determined by the possessor (she or he), not the person possessed. To clarify this point for students, point to the picture of the mother [5] and say *her* and then point to the picture of the son [9] and say *son*. Repeat with a few other combinations (*his wife, his daughter, her brother, his sister, his granddaughter, her father, his mother*).

- Move around the room as students are talking and make sure they are using the subject pronouns and possessive adjectives correctly.

## 3 ▶ 2:03 Listening comprehension

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- First listening: Have students look at the pictures and check the correct picture.
- Second listening: Review answers by asking students to identify the correct picture; for example, Teacher: *Number one.* Student: *Picture two.*
- You may want students to listen again to review the correct information.

*Option: (+5 minutes)* For a challenge, give students a dictation. Say each sentence from the audio twice. Ask students to write the sentence. To review answers, ask various students to write one sentence on the board. Correct any mistakes. Then ask students to repeat each sentence chorally.

**AUDIOSCRIPT**

- 1 The boy? He’s my grandson.
- 2 She’s my wife.
- 3 They’re my sisters.
- 4 He’s my brother.
- 5 She’s my daughter.
- 6 The girls? They’re my granddaughters.

## 4 Grammar

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the Grammar box and have students study the examples.
- Write on the board:
  - \_\_\_\_\_ is she? She's my sister.
  - \_\_\_\_\_ is he? He's my brother,
  - \_\_\_\_\_ are they? They're my parents.
- Point to each blank and ask *Who or What?* (Who.) Fill in the blanks and say *We use who to ask questions about people.*
- Direct attention to the contractions and have students repeat them after you.
- Point to your questions on the board. Ask *Is a contraction OK in question 1?* (Yes.) *Is a contraction OK in question 2?* (Yes.) *Is a contraction OK in question 3?* (No.) Write in the contractions on the board where possible and cross out the uncontracted forms. (*Who's she? Who's he?*)
- Point out that the form *Who are* cannot be contracted.
- Indicate one student and ask *Who is she?* (She's [Pamela].) Indicate two or three students and ask *Who are they?* (They're [our classmates].) Say a specific name and ask *Who's Tom?* (He's [my / our classmate].)
- Point out that questions with *Who* can be answered with just a name or a relationship; for example, *Who is he?* *My dad.* *Who are they?* *My sisters.*

*Option: (+5 minutes)* Extend the activity by showing photos of celebrities. Have students work with a partner to ask and answer questions with *Who*.



### Inductive Grammar Charts

## 5 Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Read the example aloud.
- Remind students to make contractions when possible. (Items 4 and 6 cannot be contracted.)
- To review, have students compare answers in pairs. Then call on pairs to read the conversations aloud to the class. Encourage students to be expressive as they read aloud.



### Extra Grammar Exercises

## NOW YOU CAN Identify people in your family

### 1 ▶ 2:04 Conversation model

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

This conversation strategy is implicit in the model:

- Use *And . . . ?* to shift the topic.

- Point to the photo album and the woman on the left and say *These are photos of her family.*
- To check comprehension after students listen, ask *Who are the people in the photos?* (Her father and her sisters.)

## 2 ▶ 2:05 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *Who's that?* and *And who are they?*
  - stress *that* and *they* in the two questions.

## 3 Conversation activator

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

**FYI:** Students may use photos of their family that they have on their cell phones. Students who do not have family photos or cell phone pictures can draw a family tree on a piece of paper and write in the names of family members.

**DON'T STOP!** Extend the conversation. Before students begin their conversations, tell them to ask additional questions from the Recycle box.

- Model the conversation with a more confident student. For example:

T: *Who's that?* [pointing to a picture the student is holding]

S: *That's my brother.*

T: *What's his name?*

S: *His name is Sam.*

T: *How do you spell that?*

S: *S-A-M.*

T: *Is your brother a student?*

S: *No, he isn't. He's a banker.*

T: *And who's that?*

S: *That's my mother.*

T: *What's her occupation?*

- Be sure to reinforce the use of the conversation strategy; for example, point to someone the student is not talking about in his or her photo and ask *And who's that?* to shift the topic.



### Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- To review, ask students about their partner's pictures.

## EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 4, Activity 1

1 ▶ 2:06 **Vocabulary**

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

**V** Vocabulary Flash Card Player

- Show that *good-looking* is used for both males and females. Point to the pictures of the man and woman. Say *She's good-looking. He's good-looking. They're good-looking.*

Option: **VOCABULARY BOOSTER** (+5 minutes)

**Language and culture**

- Pretty* is generally not used for men. *Cute* for children means adorable. *Cute* for adults means *attractive* in informal spoken English. In most English-speaking countries, it can be rude to refer to someone directly as *old*.

2 **Grammar**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the first part of the Grammar box and have students read the examples.
- To check comprehension, point to the pictures in the family tree on page 28 and make statements. Have students correct your false statements. For example:  
[Pointing to picture 2] *She's young.* (No, she's not. She's old.)  
[Pointing to picture 5] *She's handsome.* (No, she's not. She's pretty.)  
[Pointing to picture 14] *He's pretty.* (No, he's not. He's handsome.)  
[Pointing to picture 16] *He's cute.* (Yes, he is.)
- Direct attention to the bottom part of the box and have students study the explanation and examples with *very* and *so*. Point out the box on the side that shows the meaning of *very* and *so*.
- Show students that *very* and *so* come before the adjective. Point out that *very* and *so* are stressed. Have students say the examples chorally.
- To practice the new adjectives, have students identify famous people who fit the adjectives. Say *Let's talk about actors and athletes. Who is very handsome? Who is very tall? Who is very pretty? Who is so cute? Who's very old? Who's very young?*

 **Inductive Grammar Charts**

3 **Pair work**

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Read the model aloud to the class. Then give an example from your own class.

4 ▶ 2:07 **Listening comprehension**

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Have students listen and circle the adjectives for the people. Then have them listen to confirm their answers.

**FYI:** Items 1 and 6 on the audio are different from the words on the page, but they have the same meaning. (1 good-looking = handsome; 6 pretty = good-looking.)

- To review the answers, ask individual students to say the complete sentences; for example, *Number one. Her husband is handsome.*

**AUDIOSCRIPT**

CONVERSATION 1

**F1:** What's your husband's name?

**F2:** Renaldo.

**F1:** Is he good-looking?

**F2:** Yes, he is.

CONVERSATION 2

**F:** Who's that?

**M:** Oh, that's my daughter. She's twelve.

**F:** She's so cute!

**M:** Thank you.

CONVERSATION 3

**M:** Are those your brothers?

**F:** Yup.

**M:** Oh, they're so young!

**F:** Yeah, Mike's sixteen. And Don's only twelve.

CONVERSATION 4

**F:** Who's that?

**M:** That's my son. He's eighteen.

**F:** He's very tall!

**M:** Yes, he is.

CONVERSATION 5

**M:** Who's that?

**F:** Oh, that's my father. He's an architect.

**M:** Really?

**F:** Yes. And he's very short. Like me.


CONVERSATION 6

**F:** Who are they?

**M:** They're my sisters.

**F:** Oh, they're so pretty!

**M:** I think so, too.

 **Learning Strategies**

5 **Vocabulary / grammar practice**

Suggested teaching time:	4 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- To warm up, have students look at the photos, listen to the questions, and point to the corresponding people in the photos on pages 30 and 31. *Who's pretty?* (The women in Photos 1, 4, 5, and 6.) *Who's young?* (Photo 2 and the children in Photo 3.) *Who's old?* (The men in Photos 3 and 5.) *Who's cute?* (Photo 2 and the children in Photo 3.) *Who's short?* (The man in Photo 4 and the woman in Photo 6.) *Who's tall?* (The woman in Photo 4 and the man in Photo 6.)
- After students complete the exercises, ask individual students to read their sentences aloud to the class.

Option: (+5 minutes) Extend the activity by having students write additional sentences about the people in the pictures.

  **Extra Grammar Exercises**

## 6 Vocabulary / grammar practice

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Model the activity. Write a few sentences on the board about your family. For example:  
*My husband is very handsome. He's tall.*  
*My children are young. They're so cute.*  
 Erase your sentences before students begin to write their own sentences.
- Have volunteers write one of their sentences on the board.

### NOW YOU CAN Describe your relatives

#### 1 ▶ 2:08 Conversation model

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

These conversation strategies are implicit in the model:

- Use **Tell me about . . .** to invite someone to talk about a topic.
  - Use **Well, . . .** to indicate you are deciding how to begin a response.
  - Use **And how about . . . ?** to ask for more information.
- After students read and listen, check comprehension. Ask *What's his father's occupation?* (He's a doctor.) *What's his mother's occupation?* (She's an engineer.) *Is his father short?* (No, he's not. He's very tall.) *Is his mother pretty?* (Yes, she is. She's very pretty.)

#### 2 ▶ 2:09 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *Tell me about your father* and *And how about your mother?*
  - pronounce the language chunk *Tell me about your* as a single word.
  - pause slightly after *Well . . .*

#### 3 Conversation activator

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Review the words for family relationships. Say *Tell me all the words for relatives*. Write students' ideas on the board:  
*grandparents: grandmother / grandfather*  
*parents: mother / father*  
*children: daughter / son*  
*grandchildren: grandson / granddaughter*  
*wife / husband*  
*sister / brother*

- Have students list their relatives and words to describe them. Model this step. Write on the board:  
*sister: tall, athlete*  
*mother: doctor, short*  
*grandfather: old, short*  
 Say *My sister is very tall. She's an athlete and a student. My mother is a doctor. She's short. My grandfather is very old. He's short.*

**DON'T STOP!** Extend the conversation. Brainstorm additional questions students can ask their partners to continue the conversation. Ask the class *What are more questions about your classmate's family?* Write students' ideas on the board. Students can say:

*Where is he / she from?*  
*Is he / she a [student]?*  
*Is he / she good-looking?*  
*Is he / she tall?*

- Model the conversation with a more confident student. Play Role A so that you can ask more questions. For example:  
 T: *Tell me about your family.*  
 S: *Well, my mother is a teacher. She's very tall.*  
 T: *Is she pretty?*  
 S: *Yes, she's very pretty!*  
 T: *And how about your father?*
- To provide feedback as students practice their conversations, move around the room and listen in. Encourage students to ask additional questions from the board. Tell students to make a list of the additional questions they ask in their conversations.

*Option: (+5 minutes)* For a different approach, bring to class magazines, newspapers, or other print materials that have pictures of people. Have students create conversations describing them.

#### Conversation Activator Pair Work Cards

#### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- To review, ask students about their partner's family. Say *Tell me about his / her family*. Your students can say, for example, *She has a daughter. She's very cute. Her husband is from \_\_\_\_\_. He's tall and handsome. He's an engineer.*

### EXTRAS

Workbook or MyEnglishLab

 Speaking Activities: Unit 4, Activity 2

## 1 Grammar

Suggested teaching time:	8 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Direct attention to the sentence in the speech balloon. Read it aloud to the class. Have students study the examples in the box.
- To clarify the meaning of *have*, talk about classroom objects and things (not people). Hold up a book and say *I have a book*. Indicate a student and say *[Steve] has two books*. Walk around the room and say sentences to point out different objects students have.
- To demonstrate the use of *have* to talk about family members, write family vocabulary on the board: *sister, brother, wife, husband, daughter, son*.
- Make statements about your own family; for example, *I have [one sister]. I have [two daughters]*.
- Call on various students to use *have* to make a statement about their family. You may want to write their sentences on the board.

*Option: (+5 minutes)* For basic practice, do a substitution drill with the class. For example: Teacher: *I have a book*. Amanda. Student A: *Amanda has a book*. Teacher: *Grace and Dennis*. Student B: *Grace and Dennis have a book*.



### Inductive Grammar Charts

## 2 Grammar practice

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Do the first item with the class.
- Have students compare their answers in pairs.
- Call on individual students to read their personal sentence to the class.

*Option: (+5 minutes)* For a different approach, write on the board a few correct and incorrect sentences with *have*. For example:

*I'm have a brother.*

*You have two sisters.*

*She's has three grandchildren.*

*He have one son.*

*They have two daughters.*

Point to each sentence and ask the class *Is it OK?* If the class says *no*, invite a student volunteer to come up to the board and correct the sentence.

### Language and culture

- In spoken English, it is common to say *I have no brothers or sisters* and *I have no children* (instead of *I don't have any brothers or sisters* and *I don't have any children*).



### Extra Grammar Exercises

## 3 2:10 Vocabulary

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--



### Vocabulary Flash Card Player

- Before listening: Review numbers 0–20 (Unit 2) by asking students to count aloud. You may want to write some numbers on the board and have students identify them.
- Have students repeat the numbers chorally as they listen.
- After listening: Check comprehension. Dictate strings of two or three numbers and have students write them as numerals; for example, *29, 40, 64*. Include numbers not presented on this page; for example, *33, 45, 52*, etc. Write the numbers on the board for students to check their answers.

### Language and culture

- For the numbers 101, 102, etc. people also say *one hundred and one*, etc.

*Option: (+10 minutes)* For a challenge, introduce the language of addition and do math problems with students. Write the plus sign and say *plus*. Write the equals sign and say *equals*. Write examples on the board:

(plus) (equals)

$$23 + 10 = 33$$

$$15 + 42 = 57$$

$$64 + 16 = 80$$

Make sure the totals do not add up to over 100. Say *twenty-three plus ten equals thirty-three*. Then ask students to work in pairs to say the other equations.

## 4 2:11 Pronunciation

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--



### Pronunciation Coach Video

- First listening: Ask students to listen and notice the stress for each number.
- Second listening: Have students listen and repeat chorally, paying particular attention to where they place the stress in each word.



### Pronunciation Activities

## 5 Pair work

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Model the activity with the class. Say a number from the chart and have everyone circle it. Make sure everyone circled the correct number.

*Option: (+5 minutes)* Ask students to say two of their circled numbers and have the class write the numerals down. Then check answers.

*Option: (+5 minutes)* For additional practice, have the class count backwards from 100; for example, Student A: *One hundred*; Student B: *Ninety-nine*; Student C: *Ninety-eight*, etc.

## 6 Grammar

Suggested teaching time:	8 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Direct attention to the Grammar box.
- Call on individual students to read the questions and answers to the class. Make sure they pronounce the contractions correctly.
- Write the following on the board:
  1. \_\_\_\_\_ is she? *She's my sister.*
  2. \_\_\_\_\_ is her name? *Her name is Jane.*
  3. \_\_\_\_\_ are they? *They're 16 and 17.*
- Point to each blank and ask *What, Who, or How old?* (1. Who, 2. What, 3. How old)
- Point out that the question words and verbs, *How old is* and *How old are*, cannot be contracted.

### Language and culture

- In English-speaking cultures, it can be rude to ask adults their age directly.
- The question *How old is she?* may be answered *She is twenty years old, She is twenty, or Twenty.*
- In rapid speech (but not in writing), the adjective *old* and the verb *be* are often contracted when used with nouns and proper nouns in the question *How old is . . . ?*; for example, *How old's your sister?* In writing, use the full form.



### Inductive Grammar Charts

## 7 Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Model the first item for the class.
- To review, call on individual students to read the questions aloud.



### Extra Grammar Exercises

## NOW YOU CAN Talk about your family

### 1 ▶ 2:12 Conversation model

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

This conversation strategy is implicit in the model:

- Use Really? to show interest or mild surprise.
- After students listen and read, ask *How old is his brother?* (Twenty.) *How old are his sisters?* (Eighteen and twenty-two.)

### 2 ▶ 2:13 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally and:
  - use slightly rising intonation for *one brother* and falling intonation for *and two sisters*.
  - use falling intonation for *How old is your brother?*
  - use rising intonation for *Really?* and *And your sisters?*
  - use rising intonation for *Eighteen* and falling intonation for *and twenty-two*.

## 3 Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--



### 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.

**DON'T STOP!** Extend the conversation. Prepare students to continue the conversation by reviewing the questions in the Recycle box with them. Model each question in the box and have students repeat chorally.

- 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 how the model has been changed by the actors.
- To practice the questions, ask various students *What's your father's name?* or *What's his occupation?* or *Tell me about your grandparents.* Have students answer with their personal information.
- Model the conversation with a more confident student. Play Role B so that you can model how to extend the conversation using additional questions from the Recycle This Language box. For example:

S: *I have one brother.*  
T: *Really? How old is your brother?*  
S: *He's 24.*  
T: *What's his name?*  
S: *Jerry.*  
T: *What's his occupation?*  
S: *He's an engineer.*
- Reinforce the conversation strategy by encouraging students to say *Really?* with genuine interest.
- To provide feedback on student conversations, move around the room and listen in. Make sure each student asks at least one additional question. Have students make a checkmark (✓) next to the question(s) they use.

**FYI:** Students can use real or imaginary information about their family.



### Conversation Activator Video Scripts; Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have pairs of students present their conversation to the class. After the conversation, ask questions, such as *How old is [her sister]? What's [her] occupation?, etc.*

## EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 4, Activity 3

## 1 ▶ 2:14 Reading

Suggested teaching time:	9–12 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Pre-reading: To practice scanning, ask students to read the text quickly and underline the occupations of Gael García Bernal, Diego Luna, Dakota Fanning, and Jay Chou. (All are actors.)
- Then have students read the text silently.
- On the board, write *Mr. Bernal*, *Mr. Luna*, *Ms. Fanning*, and *Mr. Chou*.
- Pronounce each of the names and have students repeat. Then have students read the descriptions again. To check comprehension, ask the following questions. Encourage students to find and read the answers from the text:
  - Who is from the United States?* (Ms. Fanning.)
  - Who is from Taiwan?* (Mr. Chou.)
  - Who has one sister?* (Mr. Bernal and Ms. Fanning.)
  - Who has a girlfriend?* (Mr. Chou.)
  - Who is very pretty?* (Ms. Fanning and her sister, and Ms. Quinlivan.)
  - Who is handsome?* (Mr. Bernal and Mr. Luna.)
  - Who has no brothers or sisters?* (Mr. Chou.)
- Ask students to identify each person:
  - His parents are teachers.* (Mr. Chou.)
  - His parents are actors.* (Mr. Bernal.)
  - Her sister is an actor.* (Ms. Fanning.)

*Option: (+5 minutes)* To use the reading for pronunciation practice, play the audio for the description of Dakota Fanning as students read. Pause after each sentence and have students repeat, imitating the pronunciation and intonation.

*Option: (+10–15 minutes)* To turn this reading into a listening activity, draw the following graphic organizer on the board (without the answers) or print out the graphic organizer. First listening: Have students listen for and write down the countries people are from with books closed. Help with any spelling questions. Second listening: Have students listen for and write down the occupation and family of each person. Then have students read the text to confirm their answers.

	Country	Occupation	Family
Gael García Bernal	Mexico	actor	parents, 1 sister, 2 brothers
Dakota Fanning	United States	actor, student	actor sister, salesman father, athlete mother
Jay Chou	Taiwan	singer, musician and actor	teacher parents, girlfriend

### Language and culture

- Chinese uses characters rather than an alphabet, so names cannot be directly translated from English to Chinese. However, people can choose Chinese characters that sound like the English pronunciation of the name. That is why Hannah Quinlivan's Chinese name is Kun Ling.

### Graphic Organizers; Learning Strategies

## 2 Reading comprehension

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To review the answers, call on individual students to read the sentences. Make necessary corrections.

### Extra Reading Comprehension Exercises

## 3 Pair work

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students look at the notepad. Point to each column and ask *What are the questions?* Students can say *Tell me about your family* and ask:
  - What's his / her name?*
  - How old is he / she?*
  - What's his / her occupation?*
  - And how about . . . ?*
 Write the questions on the board.
- Model the activity with a more confident student. Copy the notepad categories on the board and ask the student questions about his or her family. Complete the notepad on the board with information about the student's family.
- Write clarifying questions on the board to help students communicate with their partners. For example:
  - How do you spell that?*
  - What?*
  - Is she / he your . . . ?*

## 4 Group work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students work in groups of three or four.
- Have students take turns describing their partner's family to the group. Encourage students to use their notes.

*Option: (+5 minutes)* As an alternative, have students write six to eight sentences about their partner's family using their notes from their interview.

*Option:* **GRAMMAR BOOSTER** (+20 minutes)

### Top Notch Pop Song Video and Karaoke Video

 **Digital Games**

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

**Pair work 1**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Say the name of each person in the photographs and have students repeat.
- Have two students read the conversation aloud. Ask *Who's Ellen?* Have them point to the picture of Ellen.
- Move around the room to listen in and make sure students are forming questions correctly.

**Possible responses . . .**

**A:** Who's Nora? **B:** She's Kate and Matt's daughter. **A:** Is Mia old? **B:** No, she isn't. **A:** How old is she? **B:** She's about 3 or 4. **A:** Is Mia Brandon's sister? **B:** Yes, she is. **A:** Is Nora Ann's daughter? **B:** No, she isn't. She's Ann's granddaughter. **A:** Is Mia handsome? **B:** No, she isn't. She's cute.

**Pair work 2**

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students point to Matt in the picture. Read the example to the class.
- Point to two other people in the pictures and call on students to make sentences with *has* or *have*.

**Possible responses . . .**

John is a grandfather. / He has a daughter. / Her name is Natalie. / John has two grandchildren. / Their names are Mia and Brandon. / His grandchildren are very cute.

*Option: (+5–7 minutes)* As an alternative, have students work together to write statements instead of making them orally.

*Option: (+5 minutes)* For a different approach, form groups of three and have students play a guessing game. Student A describes a person in one of the pictures. Students B and C try to identify the person. Then students switch roles.

**Description**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Review the adjectives students have learned in this unit.
- Students can do this activity in pairs as a speaking activity or individually as a writing activity.

**Possible responses . . .**

John is old. / Brandon is very cute. / Natalie is pretty. / Tony is handsome. / Ann is [67]. / Ted is [70]. / Nora is [12]. / Nick is young.

*Option: (+5 minutes)* Have students compete in teams of three to write as many sentences as possible about one person in the photos. Set a five-minute time limit. Then have teams take turns reading sentences from their list aloud to the class. Every correct sentence gets a point.

**Writing**

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students work individually to write their sentences.
- In pairs, have students read their sentences aloud to a partner and make any necessary corrections before submitting their writing to you.

**Possible responses . . .**

My grandparents are old. They are 82. They're from Chicago. Their names are Jim and Sara Parker. My parents are doctors. My mother's name is Sandra Allen. My father's name is Jules Parker. My mother is very short. My father is very tall. My mother is from New York. I have two brothers. They are 20 and 17 years old. Their names are Jules and Jimmy. They are students.

 **Writing Process Worksheets**

*Option: (+5 minutes)* For a different approach, organize a student dictation. In groups of three, have students take turns saying two statements about their families. Other students write what they hear.

**Option: Oral Progress Assessment**

Use the photos on page 35.

- Test listening comprehension: Say *Point to the correct person*; for example, say *I am Ann. She is my daughter.* (Student points to Kate.) Say *They are my grandchildren.* (Student points to Nora and Nick.) Say *He is my husband.* (Student points to Ted.)
- Test speaking: Point at one of the photos. Say *Tell me about the family.*

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

 **Oral Progress Assessment Charts**

*Option:* **WRITING BOOSTER** (Structured support for preparing writing)

**EXTRAS**

**On the Internet:**

- **Online Teacher Resources:** [pearsonelt.com/topnotch3e/](http://pearsonelt.com/topnotch3e/)

**Additional printable resources on the ActiveTeach:**

- **Assessment**
- **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**



1 ▶ 2:17 **Vocabulary**

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

**V** Vocabulary Flash Card Player

- To review numbers for times, have the class count together from 1–60.
- Have students listen once. Then explain some special features about telling time in English:
  - Point out that *o'clock* is used only when identifying the exact hour. Write some digital clock times on the board. For example:  
*6:00 6:15* Say *It's six o'clock* NOT *It's six fifteen o'clock.*  
*2:00 2:20* Say *It's two o'clock* NOT *It's two twenty o'clock.*
- Explain A.M. and P.M. Write on the board: *8:00 A.M.*  
*8:00 P.M.* Say *A.M. is from twelve midnight to 11:59 in the morning. P.M. is for twelve noon to 11:59 at night. Eight A.M. is eight in the morning. Eight P.M. is eight in the evening.*
- Point out that noon or midnight can be stated as *It's twelve o'clock.*
- After listening and repeating, check comprehension. Write the following times on the board, and ask students to say them in as many ways as possible:  
*3:00* (It's three o'clock.)  
*3:45* (It's three forty-five. It's a quarter to four.)  
*4:30* (It's four thirty. It's half past four.)  
*5:15* (It's five fifteen. It's a quarter past five.)  
*6:20* (It's six twenty. It's twenty after six.)  
*7:40* (It's seven forty. It's twenty to eight.)


*Option: (+5 minutes)* To practice the times, have students take turns dictating different times to a partner and writing them. Student A says: *It's eight (o'clock) in the morning.* Student B writes: *8:00 A.M.*

**Language and culture**

- Telling time digitally (saying the exact numbers on the clock: *It's eleven forty-five*) is more common than the traditional way (using expressions like *a quarter to: It's a quarter to twelve*). However, encourage students to understand and be able to tell time both ways.
- English speakers use *oh* and NOT *zero* to tell time. They say *eight oh three* for 8:03 and *ten oh five* for 10:05.
- In the U.K., the 24-hour clock is normally used instead of A.M. / P.M. for train, bus, and air timetables. The 12-hour clock is normally used in the U.S., Canada, and Australia.

2 ▶ 2:18 **Pronunciation**

Suggested teaching time:	2 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

 **Pronunciation Coach Video**

- Have students listen and pay attention to the sentence rhythm.
- Then have them listen again and repeat chorally.

**Language and culture**

- Words stressed in a sentence are usually content words, for example, nouns, verbs, and adjectives. They provide the most important information in a sentence. Words such as pronouns, prepositions, and articles are called function words and are not usually stressed.

3 **Pronunciation practice**

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Call on individual students to read the sentences aloud.
- Write additional time sentences on the board. Read each one aloud and invite students to come up and draw a dot over the two stressed syllables. For example:

*It's <sup>ˈ</sup>tɛn <sup>ˈ</sup>oʊkloʊk.*

*It's <sup>ˈ</sup>nɪn <sup>ˈ</sup>θɪrty.*

*It's <sup>ˈ</sup>hɑlf <sup>ˈ</sup>pɑst <sup>ˈ</sup>oʊn.*

*It's <sup>ˈ</sup>ɑ <sup>ˈ</sup>kwɑrtər <sup>ˈ</sup>tə <sup>ˈ</sup>fɪv.*

*It's <sup>ˈ</sup>θri <sup>ˈ</sup>fɪfti <sup>ˈ</sup>ɛn.*

 **Pronunciation Activities**4 **Pair work**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Model the correct pronunciation of A.M. and P.M. /'eɪ ɛm/ and (/ˈpi ɛm/).
- Hold up your book and point to the map. Point to London and ask *What time is it in London?* (It's five forty P.M.) Have students repeat the question and the answer chorally.
- Ask students a few more questions about times around the world; for example, *What time is it in Beijing?* (It's 1:40 A.M.) *What time is it in Caracas?* (It's 1:10 P.M.)
- As students work in pairs, move around the room and listen in. Ask students to provide the alternative way to say a time, whenever possible; for example, *one ten* and *ten past one*.

*Option: (+5 minutes)* For additional practice, have students take turns saying a time and then which city matches that time; for example, Student A: *It's 4:40 A.M. Where am I?* Student B: *You're in Sydney.* Student A: *Correct!*

## 5 ▶ 2:19 Vocabulary

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

### Vocabulary Flash Card Player

- Have students listen and study the words and the clocks in the pictures.
- Ask questions to make sure students understand the context of each picture. Ask *What time does English class start? (9:00.) What time is it in picture 1? (8:45.) What time is it in picture 2? (8:57.) What time is it in picture 3? (9:20.)*
- After students listen, check comprehension by asking questions about students in your class. *In our class, who's on time? Who's late? Who's early?* Students can respond to each question by raising their hands.

#### Language and culture

- Different cultures have different beliefs about the appropriate time to arrive for an event. In most English-speaking countries, it is important to arrive on time or even somewhat early for both informal and formal events. It is also polite to call and let someone know if you're going to be late.

### **NOW YOU CAN** Confirm that you're on time

#### 1 ▶ 2:20 Conversation model

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- This conversation strategy is implicit in the model:
- Use Uh-oh to indicate you may have made a mistake.

- Direct attention to the picture insert. Say *This is a meeting.*
- After students read and listen, ask *What time is it? (It's five to ten.) What time is the meeting? (10:00.) Is the man late? (No, he's early.)*
- Point out that the man says *Five to ten?* with rising intonation to confirm the time he heard.

#### 2 ▶ 2:21 Rhythm and intonation

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *What time is the meeting?*
  - use rising intonation for *Am I late?* and *Five to ten?*
  - stress *No* and *not* in *No, you're not.*
  - do not stress *to* in *Five to ten?*
- To focus students on the stress in each sentence, have them listen a third time and place a large dot over the stressed syllables in each sentence. (Stressed syllables: TIME, MEETing, TEN, LATE, NO, NOT, FIVE, TEN, FIVE, TEN, RIGHT, EARly.)

## 3 Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Prepare students for the conversation. Say *Now it's 2:15.*
- Model the conversation with a more confident student. Play Role A to emphasize the intonation and expression possible in this conversation.
  - A: *What time is the class?*
  - B: *2:15.*
  - A: *Uh-oh. Am I late?*
  - B: *No, you're not. It's 2:15.*
  - A: *2:15?*
  - B: *That's right. You're on time.*
- Be sure to reinforce the use of the conversation strategy listed with the Conversation Model; for example, to indicate you made a mistake, say *Uh-oh* with concern.
- As students work in pairs, move around the room listening in on their conversations. Remind students to use different ways to say the time (*Two / Two o'clock; Two fifteen / A quarter past two; Two-thirty / Half past two.*) Also remind students to switch roles and practice using a different prompt. Encourage students to use the correct rhythm and intonation.



### Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Write a new time on the board and some new event times so students can continue to practice with their new partners. For example:
  - It's 4:25*
  - Class is at 4:30.*
  - The train is at 4:15.*
  - The bus is at 5:00.*

### **EXTRAS**

#### Workbook or MyEnglishLab



#### Speaking Activities: Unit 5, Activity 1

1 ▶ 2:22 **Vocabulary**

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**V** Vocabulary Flash Card Player

- Have students study the words and pictures as they listen.
- Have students work in pairs. Student A points to the photos, covering the word for each event. Student B names the event. Then they switch roles.

*Option: (+2–3 minutes)* Extend the activity by having students talk about their favorite events. Say A [dance] is number 1 for me. What is number 1 for you? Students can say A [game] is number 1 for me.

**Language and culture**

- In British English, a movie is called a film.

Learning Strategies

2 ▶ 2:23 **Listening comprehension**

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- First listening: Have students write the name of the event.
- Second listening: Have students circle the time.
- Third listening: Have students confirm their answers.
- Review answers by asking questions; for example, *What time is the [dinner]?* (Seven forty five. OR A quarter to eight.)

<p><b>AUDIOSCRIPT</b></p> <p><b>CONVERSATION 1</b>  <b>M:</b> What time's the dinner?  <b>F:</b> A quarter to eight.  <b>M:</b> A quarter to eight? Thanks.</p> <p><b>CONVERSATION 2</b>  <b>F1:</b> What time's the dance? Eight o'clock?  <b>F2:</b> Eight? No. It's at nine o'clock.  <b>F1:</b> Oh, OK. Thanks.</p> <p><b>CONVERSATION 3</b>  <b>F:</b> What time's the concert?  <b>M:</b> It's at half past three.  <b>F1:</b> Half past three? Are we late?  <b>M:</b> No. It's only three o'clock.</p>	<p><b>CONVERSATION 4</b>  <b>M1:</b> What time's the game?  <b>M2:</b> At noon. Don't be late.  <b>M1:</b> OK. See you at noon.</p> <p><b>CONVERSATION 5</b>  <b>M:</b> What time's the movie?  <b>F:</b> A quarter after nine.  <b>M:</b> A quarter after nine? Thanks. See you there.</p> <p><b>CONVERSATION 6</b>  <b>F:</b> What time's the party?  <b>M:</b> At midnight.  <b>F:</b> Midnight? Wow.</p>
--	--

Learning Strategies

3 ▶ 2:24 **Vocabulary**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

**FYI:** The *o* in *Monday* and the *u* in *Sunday* are pronounced the same as the sound /ʌ/ in *but*.

- Introduce the days of the week. Have students point to the words as they listen and repeat.
- Practice the *th* sound /θ/ in *Thursday*.
- Point out that the days of the week are always capitalized in English.
- Have students take turns saying the days of the week; for example, Student 1: *Monday*, Student 2: *Tuesday*, Student 3: *Wednesday*, etc.
- To check comprehension, say true and false sentences and have students correct you. For example:  
*Monday is on the weekend.* (No. Monday is a weekday.)  
*Wednesday is a weekday.* (Yes.)  
*Saturday is on the weekend.* (Yes.)  
*Sunday is a weekday.* (No. Sunday is on the weekend.)

*Option: (+5 minutes)* To extend the activity, write abbreviations for the days in random order on the board, and have students say the full name. Some common abbreviations are *Mon., Tues., Wed., Thurs., Fri., Sat., Sun.* Then have students write the abbreviations in the correct order on a separate piece of paper.

4 **Grammar**

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Direct attention to the questions and answers about times and days and have students study the examples.
- Model the three ways to answer the second question: *What time's the party? Nine thirty. At nine thirty. It's at nine thirty.*
- Point out that the answer to a question with *When* can be a day or a time. *When's the dance?* (On Friday. At 10:00.)
- Direct attention to the information about contractions. Use the board and the eraser to show how the contractions are formed. Erase the *i* in *is* three times and add an apostrophe (') to make *time's*, *day's*, and *when's*.
- Point out the Be careful! information about when not to use the contracted form.

*Option: (+5 minutes)* For some basic practice, ask questions about your own class. *When is our class? What day is the class? What time's the class on [Tuesday]?, etc.*

**FYI:** The prepositions for telling dates and months are presented on page 41.

Inductive Grammar Charts

## 5 Grammar practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Point out that each blank line is for one word only.
- To review answers, have pairs of students take turns reading the dialogues to the class.



### Extra Grammar Exercises

## 6 ▶ 2:25 Listening comprehension

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students look at the agenda and identify the days of the week and times for each day.
- You may choose to pause after each event to allow students more time to write.
- Have students compare answers.
- To review answers, say a day of the week and have individual students say the correct event and time for that day in a complete sentence; for example, Teacher: *Monday.* Student: *The game is on Monday at 5:30.*

*Option: (+5 minutes)* For a challenge, have students listen again. Then ask more detailed comprehension questions. Examples: *When's the meeting?* (On Thursday at seven.) *Who's the dinner for?* (The students.)

### AUDIOSCRIPT

- F:** Oh good. You have your calendar.  
**M:** Yeah. So what events are there this week?  
**F:** Let's see . . . Well, on Thursday, there's a school meeting at seven.  
**M:** Meeting . . . at seven o'clock.  
**F:** And this weekend there's a party.  
**M:** A party? That sounds good. When is it?  
**F:** Saturday at six thirty.  
**M:** At half past six? That's early. Oh, look. On Friday there's a dinner.  
**F:** A dinner?  
**M:** Yes. For the students.  
**F:** Oh, right. What time?  
**M:** At seven o'clock.  
**F:** OK. Friday . . . dinner at seven. Is there a game on Friday?  
**M:** No. There's a game on Monday. At five thirty.  
**F:** Five thirty. OK. You know, there's also a concert this week. Maya Peters, the singer.  
**M:** Nice! When is it?  
**F:** Wednesday at a quarter after seven.  
**M:** At seven fifteen?  
**F:** Right.  
**M:** How about a movie? Is there a movie this week?  
**F:** Yes, there is. There's a Jackie Chan movie on Tuesday at six thirty.  
**M:** Jackie Chan? Great. Tuesday . . . half past six. So . . . that's it?  
**F:** That's it. Sounds like a good week.

## NOW YOU CAN Talk about the time of an event

### 1 ▶ 2:26 Conversation model

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Use Look to focus someone's attention on something.
- Use Great! to show enthusiasm for an idea.

- After students read and listen, ask *When is the dance?* (10:30.) *Where's the dance?* (At Pat's Restaurant.)
- Point out that the preposition *at* is used with places.

### Language and culture

- *Let's* is the contraction for *let us* and is used often in spoken English to make a suggestion.

## 2 ▶ 2:27 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line and:
  - say *Great!* with enthusiasm.
  - pause slightly after *Great!*
  - use falling intonation for *What time?*
  - use rising intonation for *Really?*

## 3 Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students look at the different events. Ask *What day is the basketball game?* (Saturday.) *What time is the concert?* (8:00.) *When is the movie?* (On Thursday at 9:00.) *When is the school dinner?* (On Saturday at 8:00.)
- Model the conversation with a more confident student. Play Role A. For example:  
 A: *Look. There's a basketball game on Saturday.*  
 B: *Great! What time?*  
 A: *10:00. At Athlete Central.*  
 B: *Really? Let's meet at 9:45.*
- Reinforce the use of the conversation strategies. Point to the event in the book as you say enthusiastically *Look. There's a [concert] on [Friday].*
- Listen in as students work in pairs. Make sure students are expressive when they say *Look, Great!,* and *Really?*

*Option: (+10 minutes)* Make copies of a local listing of events. Have students make more conversations.



### Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To review, invite a few pairs to act out their conversations.

## EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 5, Activity 2

1 ▶ 2:28 **Vocabulary**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

**V** Vocabulary Flash Card Player

- First listening: Have students study the numbers and the words.
- Between the first and second listening, have students underline the last two letters in each word; for example, first, second, third, fourth. Point out that those are also the two letters next to the numerals.
- Second listening: Have students repeat chorally. Encourage students to pronounce the end of each word clearly.
- To help students pronounce the /θ/ sound, show how your tongue rests between your teeth as you blow air. Some students may be embarrassed to show their tongues, in which case they can shield their mouths with their papers or hands until they are more comfortable.
- To help students identify and pronounce all the syllables in the ordinal numbers twentieth, thirtieth, fortieth, fiftieth, write these words on the board and have them draw dots above each syllable. For example:

• • •      • • •      • • •      • • •  
 twen ti eth      thir ti eth      for ti eth      fif ti eth

*Option: (+5 minutes)* For additional practice, have students take turns dictating random ordinal numbers (1st, 22nd, 43rd, etc.) to a partner. The partner writes the cardinal form (1, 22, 43, etc.).

**Language and culture**

- Use ordinal numbers to say dates; for example, *January fifteenth*. In formal writing, use cardinal numbers; for example, *January 15*. It is common to use ordinal numbers in informal writing.

2 **Pair work**

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Model the activity with a student. Write two columns on the board: one with cardinal numbers and the other with the corresponding ordinal numbers.
- Call out a cardinal number and point to the corresponding ordinal number to prompt the student to say it. Repeat with another student.


3 ▶ 2:29 **Vocabulary**

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Play the audio to introduce the months of the year.
- Have students point to the words as they listen and repeat.
- Point out that the months of the year are always capitalized in English.

*Option: (+5 minutes)* For a different approach, write the following abbreviations for months of the year in random order on the board, and have students say the full name: *Jan., Feb., Mar., Apr., Aug., Sept., Oct., Nov., Dec.*

*Option: (+5 minutes)* As an alternative, say a series of four months, but clap in place of one month; for example, say *March, April, [clap], June*. Have students say the missing month. (May.) Have students take turns leading the activity in small groups.

 **Learning Strategies**

4 ▶ 2:30 **Listening comprehension**

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- First listening: Model the first item with the class. Play the audio, pause it, and then circle the date on the calendar. Continue playing and have students mark the dates on the calendar.
- Second listening: Pause after each date, have students repeat, and then confirm their answers.

**AUDIOSCRIPT**

- F:** January sixteenth
- M:** April fourth
- F:** November eleventh
- M:** October twenty-first
- F:** May seventeenth
- M:** December second
- F:** February twenty-eighth
- M:** March fourteenth
- F:** June first
- M:** August thirty-first
- F:** September twelfth
- M:** July twenty-third

5 **Pair work**

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Model the activity with the students. Say *January 15<sup>th</sup>*. Then have students write *January 15<sup>th</sup>*.
- Have students first write a list of the dates they will read to their partners, so that they can check their partner's answers.

**Language and culture**

- In British English, when dates are written giving the month as a word, the number may precede or follow the month: *January 15* or *15 January*. In American English, the number always follows the month.

## 6 Grammar

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the prepositions of time and have students study the examples.
- Have students repeat chorally. Point out that we use *in* with months, *on* for days and dates, and *at* with times.
- Write three categories on the board with the headings:  
*in on at*
- Say the following time phrases and then point to the three categories: *the evening, Friday, night, Sunday, the afternoon, January, March 10th, midnight, three o'clock*. Have students indicate the category where each phrase belongs. (Alternatively, print out the graphic organizer.)



### Graphic Organizers

*Option: (+5 minutes)* To check comprehension, ask students about your class. Examples: *What time is our class?* (At 8:00.) *When is our class?* (In the [morning]. On [Tuesday].)



### Inductive Grammar Charts

## 7 Grammar practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Do item 1 together as a class.
- Have students compare answers in pairs.



### Extra Grammar Exercises



### Learning Strategies

### **NOW YOU CAN** Ask about birthdays

#### 1 ▶ 2:31 Conversation model

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- These conversation strategies are implicit in the model:
- Offer someone best wishes on his or her birthday.
  - Respond to a person's birthday wishes.
- Introduce the word *birthday*. Say *My birthday is on [May 24th]*. Draw a birthday cake with candles to illustrate the meaning of *birthday*.
  - After students read and listen, ask *When's her birthday?* (November 13th.) *When's his birthday?* (July 15th.)
  - Point out that the birthdays are given in two different ways in the conversation:  
It's on [month] [date]. Example: *It's on July 15th.*  
It's in [month]. On the [date]. Example: *It's in November. On the 13th.*
  - Ask several students *When's your birthday?*
  - Call attention to the box showing how to give and respond to a birthday wish, and play the audio.
  - Have students practice saying *Happy birthday!* and *Thank you!* with enthusiasm.

#### 2 ▶ 2:32 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally and:
  - use falling intonation for *When's your birthday?*
  - pronounce the *s* in the contractions *When's* and *birthday's*.
  - pronounce the ordinal numbers *fifteenth* and *thirteenth* with stress on *teenth*.

#### 3 Conversation activator

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--



### 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.

**DON'T STOP!** Review the list of people in the Don't stop! chart. Tell students to ask questions about the people in the chart and write down their birthdays.

- 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 how the model has been changed by the actors.
- Model the conversation with a more confident student. Play Role A to illustrate how to continue the conversation.  
A: *When's your birthday?*  
B: *On [September 5th]. When's your birthday?*  
A: *My birthday's in [March]. On the [10th]. When's your brother's birthday?*  
B: *It's on April 22nd.*  
A: *OK. And your mother's birthday?*  
B: *It's in February. On the 2nd.*
- As students work in pairs, move around the room listening in on their conversations. Remind students to use different ways to say their birthdays. Also, remind students to do the activity in the Don't stop! box.
- Students may find the phrase *I don't remember* useful in these conversations.



### Conversation Activator Video Script; Conversation Activator Pair Work Cards

#### 4 Change partners

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

### EXTRAS

#### Workbook or MyEnglishLab



### Speaking Activities: Unit 5, Activity 3; "Find Someone Who . . ." Activity

## 1 ▶ 2:34 Reading

Suggested teaching time:	7–12 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Pre-reading: To practice the reading strategy of scanning, have students read quickly and underline the dates and the times of the events.
- Then have students read the texts silently.
- To check comprehension, ask the following questions:  
*When is Sally's birthday?*  
*What day is the party? What time?*  
*What time is the movie tonight?*  
*What movie is it?*  
*Who is in the movie?*  
*When is the dance?*  
*Where is Casey's Restaurant?*  
*What time is the meeting?*  
*What day is the game?*

*Option: (+10 minutes)* To extend the activity, have students listen to the conversations and note the rhythm of the sentences. Have them underline the words and syllables the speakers stress; for example, *June 21<sup>st</sup> is Sally Neufield's birthday! 90 years old, and so young!* Have volunteers read each announcement aloud with the correct intonation.

*Option: (+10–15 minutes)* To turn this reading into a listening activity, draw the following graphic organizer on the board (without the answers) or print it. Then have students listen to the audio twice. First listening: With books closed, have students listen for and write down each event. Second listening: Have students listen for and write down the day or date, time, and place of the event. Then have them read to confirm their answers.

Announcement	What	When	Where
Party	<i>Sally Neufield's 90<sup>th</sup> birthday</i>	<i>June 21<sup>st</sup> at 7:00 P.M.</i>	<i>Chuck's Cafe</i>
Movie	<i>The Party</i>	<i>June 24<sup>th</sup> at 8:30 P.M.</i>	<i>New School</i>
Dance	<i>dance</i>	<i>June 25<sup>th</sup> at 8:30 P.M.</i>	<i>Casey's Restaurant</i>
Meeting	<i>Bank Managers Association meeting</i>	<i>June 23<sup>rd</sup> at 9:00 A.M.</i>	<i>Family Bank</i>
Game	<i>volleyball game</i>	<i>June 26<sup>th</sup> at 2:00 P.M.</i>	<i>Branfield School</i>

### Graphic Organizers

*Option: (+15 minutes)* For more practice, have pairs compose their own version of one of the announcements, changing some of the facts (event, date and time, location). Have each pair read aloud their new announcement as the rest of the class listens and completes information in the graphic organizer.

### Learning Strategies

## 2 Reading comprehension

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Ask students to scan the announcements to find the correct information for each item. Have students underline the necessary information in the text and then correct the sentences.
- Review answers by having students read the corrected sentences aloud.

### Extra Reading Comprehension Exercises

## 3 Group work

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat the name of each sign chorally.
- Model the range of dates for each sign. Use the full names for the abbreviations of the months: *Capricorn: December twenty-second to January twentieth.*
- Call out each sign and call on different students to provide the range of dates: T: *Aquarius. S: January twenty-first to February nineteenth.* T: *Pisces. S: February twentieth to March twentieth.*
- Provide a model for completing the chart with your own information. Say *My birthday is May 18th. I'm a Taurus.* Write on board: *Name: Ms. Jackson Birthday: May 18 Zodiac sign: Taurus.* Choose various students and ask *When's your birthday? What's your sign?*
- Have students walk around, ask one another about their birthdays, and complete the chart.
- Move around the room. Listen in on student conversations and assist students in pronouncing the names of the signs.

*Option: (+5 minutes)* To extend the activity, take a poll. Ask students to raise their hands as you call out each zodiac sign when they hear their own sign. Write the number of students for each sign on the board.

*Option: (+5 minutes)* Say the dates and have students tell you the sign. Teacher: *September 23rd to October 22nd.* Students: *Libra.* This activity may also be done in pairs.

### Language and culture

- The astrology zodiac is made up of twelve signs that correspond to a range of dates based on the system used by the Greeks as early as 600 BCE. Many people enjoy studying the zodiac for fun, and most people know their own sign.

*Option:* **GRAMMAR BOOSTER** (+10 minutes)

### Top Notch Pop Song Video and Karaoke Video

 **Digital Games**

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

**Pair work 1**

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Brainstorm questions about the day, date, and time of events. Write them on the board. For example:  
*What time is the concert?*  
*When is the dinner?*  
*What day is the party?*
- Model a conversation about events with a more confident student. For example:  
*A: Look. There's a basketball game on Sunday.*  
*B: Really? What time?, etc.*
- Have students practice conversations about the events. Encourage them to use different questions for asking about the day and time of events.

*Option: (+5 minutes)* For a challenge, have students plan a weekend. Provide copies of a weekend list of cultural events. (If a listing of real events is not available, create a list of four to five events.) Then have students work in pairs to discuss the events and decide what to do during the weekend. Tell students to use *Let's*.

**Possible responses . . .**

**A:** Look. There's a party for students on Saturday. **B:** Really? What time is it? **A:** 9:30 in the evening. **B:** OK. Let's meet at 9:30.  
**A:** Great!  
**A:** When is the concert? **B:** It's on May 24<sup>th</sup>. **A:** What time?  
**B:** At 10:30 P.M.

**Pair work 2**

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Model a conversation with a more confident student in which you confirm that you are on time for an event. For example:  
*T: What time's the dinner?*  
*S: 8:30 P.M.*  
*T: Uh-oh. Am I late?, etc.*
- For the confirming conversations, set a new time for each event. For example:  
*Basketball game: Now it's 12:15 on Sunday, May 22<sup>nd</sup>.*  
*Concert: Now it's 10:00 on Tuesday, May 24<sup>th</sup>.*  
*Party: Now it's 8:30 on Saturday, May 21<sup>st</sup>.*

**Possible responses . . .**

**A:** When is the concert? **B:** 10:30. **A:** Uh-oh. Am I late?  
**B:** No. It's 10:00. **A:** Really? **B:** That's right. You're early.

**Contest**

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Give students one minute to study the picture.

- Tell students to close their books. Ask *How many events are there? What are the events? When are they?* Don't expect students to reconstruct all the information.
- When students can't remember any more, have them open their books to find the information.
- Print out the graphic organizer to help students reconstruct the information.

 **Graphic Organizers**

**Writing**

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Brainstorm with the class events in your community. Write the ideas on the board. For example:  
*dance: Saturday night at 10, April 4*  
*game: Sunday A.M., April 5*  
*Option: (+10 minutes)* For additional practice, have students write as many sentences as they can about the events on page 43. To review, call on individual students to say their sentences. Listen for students to use prepositions of time correctly. Make necessary corrections.

**Possible responses . . .**

[There's a [concert / dinner / dance / game / movie / party] on [Thursday, June 18th], at [8:30 in the evening].

 **Writing Process Worksheets**

**Option: Oral Progress Assessment**

Use the illustration on page 43. Encourage students to use the language practiced in this unit as well as previous units. Ask the student questions about the information in the illustration; for example, T: *When is the concert?* S: *It's on Tuesday, May 24<sup>th</sup>.* T: *At what time?* S: *10:30 P.M.*

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

 **Oral Progress Assessment Charts**

*Option:* **WRITING BOOSTER** (Structured support for preparing writing)

**EXTRAS**

- On the Internet:**
  - **Online Teacher Resources:** [pearsonelt.com/topnotch3e/](http://pearsonelt.com/topnotch3e/)
- Additional printable resources on the ActiveTeach:**
  - **Assessment**
  - **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**



1 ▶ 2:37 **Vocabulary**

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

 **Vocabulary Flash Card Player**

- Have students listen and point to the words. Then have them listen and repeat the words chorally. Make sure students say the indefinite article *a* with each word, except *pants* and *shoes*. Point out that *pants* and *shoes* are plural nouns.
- Have students look around the room and say the items of clothing they see.


**Option:** **VOCABULARY BOOSTER** (+5–10 minutes)

**Language and culture**

- *Shirt* refers to both men's and women's clothes.
- *Blouse* is used for women's clothes only.
- *Pants* is used in American English for both men's and women's clothes. *Pants* is grammatically plural even though the word refers to one item, a pair of pants. In British English, this article of clothing is called *trousers*.

2 ▶ 2:38 **Pronunciation**


Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

 **Pronunciation Coach Video**

- Before students listen, tell them to put their hands on their throats and say /s/, /z/, and /ɪz/. With the latter two sounds, they will feel a vibration coming from their throat.
- First listening: Have students listen and study the words.
- Second listening: Make sure students are clearly pronouncing three different sounds for the plural endings.

**Language and culture**

- Add *-s* to most nouns to make them plural. Add *-es* to nouns ending in *-ch*, *-sh*, *-s*, *-ss*, or *-x*; for example, *beaches*, *dishes*, *buses*, *dresses*, *boxes*. There are two rules for nouns ending in *-y*. If there is a vowel before the *-y*, add *-s* (*keys*). If there is a consonant before the *-y*, change the *-y* to *-i* and add *-es* (*baby-babies*).

 **Pronunciation Activities**3 **Grammar**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Direct attention to the Grammar box and have students study the examples.
- To demonstrate *this* and *that*, pick up a book. Hold it close to you and say *This book*. Then point to a book on a desk far from you and say *That book*. Repeat with *these books* and *those books*.
- Point out that the words *these* and *those* have the same /z/ sound students were practicing in Activity 2 with *shoes* and *sweaters*.

 **Inductive Grammar Charts**4 **Vocabulary / grammar practice**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- To help students interpret the distance between the objects and the pictures on pages 44 and 45, point to each picture and ask *Is he / she next to the clothes?* (1. No. 2. Yes. 3. Yes. 4. No. 5. Yes. 6. Yes. 7. Yes. 8. No.)
- To review answers, call on individual students to say the complete answer. Make any corrections, and have the class repeat the correct answers chorally.

**Option:** (+5 minutes) For additional practice, have students take turns saying *this*, *that*, *these*, and *those* to identify clothes or objects in the room.

## 5 Grammar

Suggested teaching time:	9–12 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the examples of *like, want, need, and have* on the left. Say each sentence and have students repeat.
- Direct attention to the forms on the top right and have students study the examples. Say each sentence and have students repeat chorally.
- Direct attention to the third-person singular forms.
- Point to the group of third-person singular subjects on the bottom right and to the *-s* added to each verb. Have a student read aloud the note on the far right, bottom.
- Point to the examples on the left again and read the examples aloud. Write on the board *she hases*. Cross out *hases* and replace it with *has*.
- For practice, do a substitution drill; for example, T: *I like. You. S: You like. T: He. S: He likes. T: We. S: We like. T: She. S: She likes*. Repeat with the verbs *want, need, and have*.
- Check comprehension. Ask students to talk about things they have, want, like, and need; for example, *I have a bicycle. I want a car. I like my classes. I need work.*



### Inductive Grammar Charts

*Option: (+5 minutes)* Have students do a substitution drill. Form groups of four. The teacher starts with an affirmative statement and gives a pronoun for a new sentence. A student in each group uses the pronoun to create a new sentence; for example, S1: *I have shoes. You. S2: You want shoes. She. S3: She likes shoes. They. S4: They need shoes.* Write sentences on the board that students can transform. For example:  
*He needs pants. / We like those blouses. / I have two suits.*

## 6 Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Do the first item together with the class.
- If students have difficulty determining the form needed in each sentence, ask them to substitute the subject in the sentence with a pronoun from the board. This should help them to determine when the verb needs an *-s*; for example: 2. *my friends = they* 3. *Janet = She* 4. *Peter = He* 6. *Sue and Tara = They*
- To review answers, call on different students to read the complete sentences. Make any necessary corrections.

*Option: (+5–10 minutes)* Extend the activity by bringing to class pictures of different clothes. Pair students. Ask them to identify the clothes they see. Ask students to create sentences with *I like*; for example, *I like that shirt. I like these shoes.*

*Option: (+5 minutes)* Have students form groups of three. Students take turns saying what they like, want, need, and have. Then another student repeats the information using the third-person singular. Student A: *I like music.* Student B: *She likes music.* Student B: *I want those shoes.* Student C: *He wants those shoes.*



### Extra Grammar Exercises

## NOW YOU CAN Give and accept a compliment

### 1 ▶ 2:39 Conversation model

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

This conversation strategy is implicit in the model:

- Acknowledge a compliment with *Thank you*.

- Write on the board: *Thank you = Thanks.*

### Language and culture

- In most English-speaking countries, it is common to give another person a compliment on his or her clothes.

### 2 ▶ 2:40 Rhythm and intonation

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - stress *like* and *dress* in *I like that dress*.
  - stress *Thank* in *Thank you*.
  - stress *wel-* in *welcome*.
- Have students practice the rhythm and intonation of *I like + that / those + [clothing item]*. Brainstorm with students the names of other clothes and write their ideas on the board. Elicit the vocabulary from page 44.

### 3 Conversation activator

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students look around the classroom and notice the clothes their classmates are wearing. Divide the class into pairs.
- **DON'T STOP!** Extend the conversation. Tell students to talk about other clothes on page 44.
- Model the conversation with a more confident student and then switch roles; for example: A: *I really like that shirt.* B: *Really?* A: *Yes. And I like those shoes, too!* B: *Thank you!*, etc.
- Be sure to reinforce the use of the conversation strategy; for example, make sure students acknowledge the compliment by saying *Thank you* with enthusiasm.



### Conversation Activator Pair Work Cards

### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students stand up and find another partner. Make sure they switch roles so that they practice both giving and accepting compliments.

## EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 6, Activity 1

1 ▶ 2:41 **Vocabulary**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**V** Vocabulary Flash Card Player

- Have students listen and repeat the colors and sizes chorally.
- Call out colors and have students point to something in the classroom with that color.

*Option: (+5 minutes)* For a different approach, describe the clothes a student is wearing and have the class identify the student. For example:

T: *Brown pants. A white shirt. An extra large jacket.*  
 SS: *Andrew!*

**Language and culture**

- In English, you can use an indefinite article before a size, but it is not necessary; for example, *My shirt is medium. My shirt is a medium.* Both are correct.

2 **Pair work**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Model the activity. Say *My shoes are [brown]. My pants are [black]. My shirt is [large].*
- Allow students two minutes to write down a few sentences before they talk in pairs.
- Ask students to report back one of their partner's sentences; for example, *His shoes are white.*

 **Learning Strategies**

3 **Grammar**

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Direct attention to the negative statements and have students study the examples.
- Write the following affirmative sentence on the board: *I need extra large.* Then insert *don't* into the sentence. Repeat this process using sentences with *you, they, and we.*
- Write the following affirmative sentence on the board: *She wants red shoes.* Then insert *doesn't* into the sentence and cross out the *s* in *wants*. Repeat this process using a sentence with *he.*
- Call attention to the box on contractions. On the board, show how *do not* becomes *don't*. Then have a student come to the board and show how *does not* becomes *doesn't*.
- Point out that *don't* or *doesn't* always comes before the base form of the verb.
- Direct attention to the *yes / no* questions and answers and have volunteers read the examples aloud.
- Write these prompts on the board. Then ask students to make them into *yes / no* questions. For example:

*you / need / a sweater*  
*Do you need a sweater?*  
*they / like / the shoes*  
*Do they like the shoes?*  
*[Jennifer] / have / a yellow jacket*  
*Does [Jennifer] have a yellow jacket?*  
*[Mr. Matthews] / want / more students*  
*Does [Mr. Matthews] want more students?*

You may wish to write students' questions on the board.

- Direct students' attention to the examples of answers.
- Write *Yes, \_\_\_* after each question on the board. Ask students to complete the answers. (*Yes, [I] do. Yes, [they] do. Yes, [she] does. Yes, [he] does.*)
- Write *No, \_\_\_* after each question on the board, and have students complete the answers. (*No, I don't. No, they don't. No, [she] doesn't. No, [he] doesn't.*)
- Ask students *yes / no* questions and have them respond. Write on the board the two responses *Yes, I do. No, I don't*. For example:  
*Do you like [Miami]? (Yes, I do. / No, I don't.)*  
*Do you like [Matt Damon]? (Yes, I do. / No, I don't.)*  
*Do you like my shoes? (Yes, I do. / No, I don't.)*  
*Do you like the color red? (Yes, I do. / No, I don't.)*

*Option: (+10 minutes)* For more practice, have students transform affirmative sentences into negative sentences. Dictate the following affirmative sentences. Have students rewrite the sentences in the negative and then work in pairs to check and correct their work.

*I like this sweater*                      *You want a car.*  
*He likes that suit.*                      *He wants a blue tie.*  
*She needs shoes.*                      *She has this red shirt.*  
*We need that suit in black.*              *They have small and medium sizes.*

*Option: (+10 minutes)* For a challenge, dictate the sentences above. Have students rewrite each as a *yes / no* question and then work in pairs to check and correct their work.

**Language and culture**

- Review the pronunciation of the vowel sounds in *do / dʊ/; does /dʊz/; don't /dɒnt/; and doesn't /dʊzənt/.*

 **Inductive Grammar Charts**

4 **Grammar practice**

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To review answers, have pairs of students read the conversations to the class. Make sure they use rising intonation for *yes / no* questions, falling for responses.

**Language and culture**

- *Actually* is used to emphasize an opinion or give new information that might be surprising.

  **Extra Grammar Exercises**

## 5 ▶ 2:42 Listening comprehension

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Before students listen, have them read the sentences and identify the colors.
- First listening: Have students listen and mark if each statement is true or false.
- Second listening: Have students listen and circle the colors.
- Third listening: Have students confirm their answers.
- To review answers, ask students to say *true* or *false* and give the correct information for false statements. (2 He needs a sweater. 5 She needs the sweater in large or extra large. 6 They have his size.)

### AUDIOSCRIPT

#### CONVERSATION 1

**F1:** I really like that blue dress.

**F2:** I do, too.

#### CONVERSATION 2

**F:** Do you need shoes?

**M:** No, actually I don't. But I need a brown sweater.

#### CONVERSATION 3

**M:** Does Matt need a blue suit for work?

**F:** Yes, he does.

#### CONVERSATION 4

**M1:** I'm sorry, sir. You need a tie in this restaurant.

**M2:** Well, I don't have one.

**M1:** No problem. We have a nice red tie here for you.

**M2:** That's good. Thanks.

#### CONVERSATION 5

**F:** I like this sweater. But it's a small.

**M:** What size do you need, ma'am?

**F:** Actually, I need a large or an extra large.

**M:** No problem. What color?

**F:** Gray, please.

#### CONVERSATION 6

**M:** I don't think this store has my size. I need something very large.

**F:** What size do you need?

**M:** A 46.

**F:** Well, that IS large. But look over here. These black shoes are a 46.

**M:** Hmm. And I like them. Great!

## NOW YOU CAN Ask for colors and sizes

### 1 ▶ 2:43 Conversation model

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Apologize with I'm sorry when expressing disappointing information.
- Use That's too bad to express disappointment.

- Point to the woman in the photo and say *This is A*. Point to the man and say *This is B*.
- After students read and listen, ask *What does she want?* (She wants the sweater in green and the shirt in large.) *Do they have the sweater in green?* (Yes.) *Do they have the shirt in large?* (No.)

## 2 ▶ 2:44 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Do you have this sweater in green?* and *Do you have that shirt in large?*
  - pronounce the language chunk *Do you have* as a single word.
  - say *Great* with enthusiasm.
- Have students practice the rhythm and intonation of *Do you have [this shirt] in [red]?* Have students close their books and brainstorm other words for colors and sizes. Prompt students for the colors and sizes they learned on page 46 and write them on the board.
- Write on the board *Do you have \_\_\_ in \_\_\_?* Have students practice this question in pairs, using words from the board. For example:  
*Do you HAVE this TIE in GREEN?*  
*Do you HAVE these SHOES in BLUE?*

## 3 Conversation activator

Suggested teaching time:	7–9 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students identify the clothes in the pictures using *this* and *these* (these pants, this tie, this suit, this sweater, these shoes, this jacket and this skirt)
- Model the conversation with a more confident student. Play Role A. For example:  
*A: Do you have these pants in black?*  
*B: Yes, we do.*  
*A: Great. And my daughter needs a sweater. Do you have that sweater in small?*  
*B: No, I'm sorry. We don't.*  
*A: That's too bad.*

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- When students change partners, encourage them to extend their conversations by asking about other clothes (such as blouse, skirt, jacket, dress) and mentioning a variety of colors and sizes.



Conversation Activator Pair Work Cards

## EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 6, Activity 2

**1** ▶ 2:45 **Vocabulary**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**V** **Vocabulary Flash Card Player**

- Give students a minute to study the pictures before they listen to the audio.

*Option: (+5 minutes)* To practice the words, have students take turns covering the adjectives in their books, pointing to a picture, and saying the adjective; for example,

A: (points to picture #2) B: *Old*.

**Language and culture**

- The adjective *cute* (Unit 4) can also be used to describe clothes.

**2 Grammar**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the first rule. Have students read the rule and study the examples.

- On the board, write a list that shows the pattern of adjective placement. For example:

adjective + noun  
*a red shirt shirt*  
*an old dress*  
*long pants*  
*new shoes*

- Direct attention to the second rule. Have students read the rule and study the examples.
- Tell students that adjectives do not have plural forms. Point out that the noun becomes plural but the adjective remains unchanged. Write on the board:

*a red shirt red shirts*  
*a blue coat blue coats*

Circle the plural nouns. Underline the adjectives to emphasize that they do not change.

- Direct attention to the third rule. Have students read and study the examples. Point to item 3 in Exercise 1 and say *The shirt is very dirty*. Ask students to make sentences about items 5–10.

- Draw attention to the Be careful! box.

- To check comprehension, ask students to describe the clothes in Exercise 1. For example:

- |                             |                                |
|-----------------------------|--------------------------------|
| 1 <i>new shoes</i>          | 6 <i>a very tight shirt</i>    |
| 2 <i>old shoes</i>          | 7 <i>a very cheap suit</i>     |
| 3 <i>very dirty clothes</i> | 8 <i>a very expensive suit</i> |
| 4 <i>very clean clothes</i> | 9 <i>a very long skirt</i>     |
| 5 <i>a very loose shirt</i> | 10 <i>a very short skirt</i>   |

 **Inductive Grammar Charts**

**3 Pair work**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Write the two sentence structures on the board:  
*Allen has new shoes. Allen's shoes are new.*  
*Joe has an old jacket. Joe's jacket is old.*

- Have students practice both sentence types. Give the class the following prompts and have students use them to form both sentence types:

*a tight shirt* (Michael has a tight shirt. His shirt is tight.)

*clean pants* (Melissa has clean pants. Her pants are clean.)

*a new sweater* (I have a new sweater. My sweater is new.)

- Listen in as students talk about each other's clothes. Write down any incorrect sentences you hear. At the end of the pair work time, write the incorrect sentences on the board and have the class correct the errors.

*Option: (+10 minutes)* For additional practice, have students write down three true or false statements about their classmates' clothes. Ask them to read their sentences aloud to the class. The class listens and decides if each statement is true or false and corrects the false statements. For example:

S1: *Lee has new shoes.*

Class: *True.*

S2: *The teacher has short pants.*

Class: *False. She has long pants.*

**4 Grammar practice**

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Read the examples aloud.
- Have students complete the sentences and then compare answers.
- Review answers by dividing the class into two groups. Group A says the first sentence *The blouses are clean*. Group B responds *They're clean blouses*.



**Extra Grammar Exercises**

## 5 Grammar

Suggested teaching time:	9–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Call on one student to read each question, another to read each answer.
- Point out that the answers to information questions give details (more information). (Compare: Answers to *yes / no* questions are *yes* or *no* with no additional information.)

- Write the following lists on the board:

*who*      *choice*  
*what*     *time*  
*which*    *people*  
*when*     *things*  
*why*      *because*

Ask students to match the *Wh-* word to its answer. (*Who* = people, *what* = things, *which* = choice, *when* = time, *why* = because.)

- Ask students to study the word order of the information questions in the box.
- Write on the board:  
*Wh- word + do / does + subject + base form*  
*What / Andrea / want*  
*What / you / want*  
*Which / sweater / you / like*  
*Which / suit / she / like*  
*Why / you / like / those shoes*
- Ask students to work in pairs and make information questions with the scrambled information; for example, *What does [Andrea] want? Which [sweater] do you like? Why do you like [those shoes]?*
- Point out that information questions have falling intonation at the end. Say the questions in the box with falling intonation and have students repeat chorally.



### Inductive Grammar Charts

## 6 Grammar practice

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Do item 1 together. (*Which skirt does she want?*) Tell students *Your answers can be different*; for example, I can say *The white one* or *The large one*. *What is another answer?*
- Have students complete the activity independently.
- Have students compare their answers in pairs and practice their different conversations. Move around the room and check answers.



### Extra Grammar Exercises

## NOW YOU CAN Describe clothes

### 1 ▶ 2:46 Conversation model

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Use What about you? to ask for someone's opinion.
- Use Well to soften a strong opinion.

- To prepare students, point to the picture. Ask *Where are they?* (In a store.) *Is that his jacket?* (No, it's not.)
- After students listen and read, ask *Does she like the jacket?* (Yes, she does.) *Does he like the jacket?* (Yes, he does, but it's a little tight.)

## 2 ▶ 2:47 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *What do you think of this jacket?* and *What about you?*
  - pause between *Well, it's nice,* and *but it's a little tight.*

## 3 Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--



### 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.
- 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 how the model has been changed by the actors.
- Write on the board the sentence *I think it's nice, but it's a little \_\_\_*. Write these prompts on the board for students to practice building sentences:  
*shirt / loose* (I think it's nice, but it's a little loose.)  
*skirt / short* (I think it's nice, but it's a little short.)  
*jacket / tight* (I think it's nice, but it's a little tight.)  
*pants / long* (I think they're nice, but they're a little long.)
- Model the conversation with a more confident student. Play Role A so that you can model using language from the Recycle box. For example:  
A: *What do you think of this shirt?*  
B: *I think it's nice. What about you?*  
A: *Well, it's nice, but it's a little expensive.*  
B: *Let's keep looking.*  
A: *What about these pants?, etc.*



### Conversation Activator Video Script; Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- To review, ask partners to act out their conversations.

## EXTRAS

### Workbook or MyEnglishLab



### Speaking Activities: Unit 6, Activity 3

## 1 ▶ 2:48 Reading

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- To prepare students, have them look at the ad and say which clothes they like, need, or want.
- To practice the reading strategy of scanning, ask students to tell you what they know about the store. (It has clothes for men, women, and children. It has a sale today. It's open until midnight. It has three locations.)
- Have students read the ad silently.
- Check comprehension. Ask the following questions:  
*What is on sale?* (Sweaters, blouses, shoes, and children's jackets and shoes.)  
*What colors are the sweaters?* (Green, purple, blue, pink, and black.)  
*Do they have more than three styles of shoes?* (Yes, they do.)  
*Do they have white blouses at South Street Station location?* (No, they don't.)

*Option: (+10 minutes)* If you wish to include the audio, have students read silently while they listen to the ad.

*Option: (+5 minutes)* For additional practice, have students take turns describing the items they see in the ad. Encourage them to use the vocabulary and structures they learned in this unit and previous units; for example, *It's a blue sweater. That sweater is blue. Those shoes are very nice.*

## 2 Reading comprehension

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Review answers by having students take turns reading the statements. Have them correct the false statements. (1 The sale is today only. 5 Blue sweaters are at the Main Street store only. 6 Smith and Company has children's shoes.)



Extra Reading Comprehension Exercises



Learning Strategies


## 3 Pair work

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Review the language in the Recycle box before students start their conversations.
- Role-play the example with a more confident student. Extend the conversation with some language from the Recycle box. For example:  
 A: *What do you need?*  
 B: *I need a white blouse, and my sister needs shoes for school. Let's go to Smith and Company. They have a great sale.*  
 A: [Pointing to the red blouse.] *Do you like this blouse?*  
 B: *Yes, I do. What about you?*  
 A: *I think it's nice. Do you need a red blouse?*  
 B: *No, I don't. I need a white one.*
- You may want to provide more questions students can ask in the Pair Work. Write the following questions on the board: *What do your children need? Does your husband need new shoes? Do you want new shoes? Why do you like that sweater? Which shoes do you like?*
- Move around the room and encourage students to use the questions in the Recycle box and on the board. Ask various students, *What does your partner need? What does your partner like? What does your partner's [wife / husband] want? What do their children want?*
- To encourage students to use as much language from the Recycle box as possible, have them number the expressions in the Recycle box in the order they hear their partner use them.

*Option: (+5 minutes)* Extend the activity by asking various students to tell the class about what their partner (and his or her family) likes / doesn't like, wants, and needs / doesn't need. Examples: [Ben's] *children need new clothes. His wife wants red shoes.*

*Option: GRAMMAR BOOSTER (+10 minutes)*

 **Digital Games**

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

**Game**

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Model the activity. Describe the clothes a person in the picture is wearing and have the class point to the person in the picture. For example:

T: *She has a loose purple shirt and black pants.*

**Possible responses . . .**

He has a black jacket, a white shirt, and brown pants. She has a blue suit and a white shirt / blouse. She has a red dress. She has a pink shirt / blouse.

*Option: (+5 minutes)* For a different approach, have students do a chain activity in the form of a “shopping trip.” Form groups of six to eight students. Student A: *I need shoes.* Student B: *I need shoes and a blue shirt.* Student C: *I need shoes, a blue shirt, and a black jacket.* Each student adds an item and repeats the previous items.

**Pair work 1**

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Point out that there are five conversations in the picture.
- Have students work in pairs to create a conversation for each situation in the picture.

*Option: (+10 minutes)* For a different approach, allow students to write the conversation before they act it out.

**Possible responses . . .**

**The man and woman need shoes.**  
**A:** Look. There’s a sale. **B:** Great. I need shoes. **A:** Actually, I need shoes, too. Which ones do you like? **B:** I like those shoes. What about you? **A:** I like these shoes. It’s a good sale.

**The man and woman are in the store now.**  
**A:** What do you think of these shoes? **B:** I think they’re nice. What about you? **A:** Well, they’re nice, but they’re a little expensive.  
**B:** Look! Do you like those shoes? **A:** Yes, I do. Do they have those shoes in size 44?

**The mother and son are also in the store. He needs pants.**  
**A:** Do you like these pants? **B:** No, I don’t. They’re brown. I want blue pants. **A:** You don’t need blue pants. You have blue pants. Do you want black pants? **B:** OK. Do they have my size? **A:** No they don’t. Let’s keep looking.

**The woman wants a new dress.**  
**A:** What do you think of this dress? **B:** I think it’s beautiful. What about you? **A:** Well, it’s beautiful, but it’s a little tight. Do you have this dress in size 10? **B:** No, we don’t. **A:** That’s too bad. **B:** We have a blue dress in size 10. **A:** Great.

**The man needs a sweater. He’s in the store with his wife.**  
**A:** Which sweater do you like? **B:** I like this one. I like green. **A:** Well, it’s nice, but it’s a little expensive. **B:** Let’s keep looking.

*Option: (+10 minutes)* For a challenge, have students role-play a customer and a salesperson in the store. Encourage them to make the conversation as long as possible by talking about everything in the picture.

**Pair work 2**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Model the conversation. Have a more confident student ask you the example question. Reply and ask another question; for example: A: *Do you like these shoes?* B: *Yes, I do. Do you like that dress?* A: *No, I don’t.*

**Writing**

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Prewriting: In pairs, have students discuss these questions: *What clothes do you have? What clothes do you need? What clothes do you like? What clothes do you want?*
- Have students write at least six sentences about clothes they have and clothes they need, like, and want.

 **Writing Process Worksheets**

**Option: Oral Progress Assessment**

Use the illustration on page 51. Encourage students to use the language practiced in this unit as well as in previous units.

**Listening comprehension:** Tell the student that you’re going to identify different things and information in the picture and the student should point to them. Examples: *It’s Saturday, April 5th. There’s a sale today. The [brown] pants. The [green] sweater.*

**Role-play:** Start a conversation and ask the student to continue. Example: T: *There’s a sale today. What do you need?* OR T: *Do you like these shoes? Do you like those ties?*

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

 **Oral Progress Assessment Charts**

*Option:* **WRITING BOOSTER** (Structured support for preparing writing)

**EXTRAS**

**On the Internet:**

- **Online Teacher Resources:** [pearsonelt.com/topnotch3e/](http://pearsonelt.com/topnotch3e/)

**Additional printable resources on the ActiveTeach:**

- **Assessment**
- *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**



## 1 ▶ 3:02 Vocabulary

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

 Vocabulary Flash Card Player

- Review telling time. Write a few clock times on the board and ask *What time is it?* For example:  
6:00 *What time is it?* (It's six o'clock.)  
7:30 *What time is it?* (It's seven thirty. It's half past seven.)  
8:20 *What time is it?* (It's eight twenty. It's twenty after eight.)
- Give students a minute to look at the pictures. Point to items 7, 8, and 9 and for each picture, ask *What time is it? Is it the morning or the evening?*
- First listening: Have students listen and point to each phrase.
- Second listening: Have students listen and repeat.

*Option: (+5 minutes)* For additional practice, act out the daily activities in front of the class while students keep their books closed. Encourage students to say the complete phrase; for example, *brush your hair, take a shower.*



## Learning Strategies

## 2 Pair work

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- ▶ 3:03 Have students listen to and repeat the vocabulary for meals.
- Model the activity. Read the example and then add other times and activities; for example, *say I get up at 6:00. I eat breakfast at 6:30.*
- You may want to give students a minute to write out some sentences before they meet in pairs to talk about their daily activities.

## 3 Grammar

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students read the spelling rules for the third person singular forms of the simple present tense and study the examples.
- Point out that these rules are for the third person singular: the verb forms used with *he, she, it*.
- Point out the second rule and write on the board: *She watches TV after dinner. He brushes his teeth at 10:00.* Underline the *-es* endings.
- Direct attention to the Remember note. Tell students that some verbs are irregular, and they will need to memorize those verbs. Say the verbs and have students repeat chorally.
- Show students that verbs ending in a consonant + *y* follow a rule. Write on the board *study*. Then erase the letter *-y* and write *-ies*.
- Have students practice the forms. Use verbs from Exercise 1. At this point, avoid verbs that end in *-ch* or *-sh* (*watch* or *brush*). Write on the board:  
*She / take a shower / at 7:00*  
*She / put on makeup / in the morning*  
*He / make dinner / in the evening*  
Call on various students to say the sentences. (*She takes a shower at 7:00. She puts on makeup in the morning. He makes dinner in the evening.*) You may want to write the sentences on the board and underline the *-s*.
- Check understanding. Write sentences on the board, some with correct spelling and some with incorrect spelling. Have students identify the incorrect verbs. For example:  
*She brush her hair.* (brushes)  
*He gets dressed.*  
*She gos to work.* (goes)  
*He hases two daughters.* (has)  
*He shaves in the morning.*  
*She studys at night.* (studies)



## Inductive Grammar Charts

## 4 Vocabulary / grammar practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Do the first item with the class.
- Ask *How do you spell goes in item 5? (G-O-E-S)*



### Extra Grammar Exercises

## 5 Grammar

Suggested teaching time:	6–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Ask volunteer students to read the examples aloud. Point out that questions with *when* can be answered with a general time of day. (*When does he study? At night.*) Questions with *what time* require a more specific time answer. (*What time does he go to work? Before 7:00.*)
- Write two columns on the board with the headings *Before 7:00* and *After 7:00*. Call out different times and have students decide if each time is before or after 7:00.
- Ask students to study the word order of the information questions in the box. Then write on the board, for example:  
*When / you / study*  
*What time / she / eat lunch*
- Ask students to work in pairs and make questions with the prompts on the board; for example, *When do you study? What time does she eat lunch?*



### Inductive Grammar Charts

## 6 Grammar practice

Suggested teaching time:	6–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Review the sentences in Exercise 4. Have students take turns reading the sentences aloud.
- Give students several minutes to write their five questions.



### Extra Grammar Exercise

### **NOW YOU CAN** Talk about morning and evening activities

## 1 Conversation model

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Say Me? to give yourself time to think of a response.
  - Use Well to introduce a lengthy response.
  - Use What about you? to ask for parallel information.
- After students listen, check comprehension. Point to the woman on the right and ask *Is she a morning person?* (No, she's not. She's an evening person.) *What time does she get up?* (After ten [in the morning].) *What time does she go to bed?* (After two [in the morning].) Point to the woman on the left and ask the same questions.

### Language and culture

- A *morning person* is someone who gets up early and doesn't mind it. An *evening person* is someone who likes to stay up late into the night.

## 2 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally.
- Make sure students:
  - use rising intonation for *a morning person* and falling intonation for *or an evening person?*
  - stress *definitely* in *I'm definitely an evening person.*

## 3 Conversation activator

Suggested teaching time:	6–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Ask students to think about activities they do every day or every week, and make a list on the board.

**DON'T STOP!** Extend the conversation. Tell students to ask additional questions from the Recycle box.

- Model the conversation with a more confident student. For example:

S: *Are you a morning person or an evening person?*

T: *Me? I'm definitely a morning person.*

S: *And why do you say that?*

T: *Well, I get up at 5:30 in the morning. And I have breakfast at 6:00. What about you?*

S: *I'm also a morning person. I get up at 6:00.*

T: *What time do you eat breakfast?*



### Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To review, ask a few students *Is your partner a morning person or an evening person? What time does [she] get up? What time does [she] go to bed?*

## 5 Class survey

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Ask the class. *Who is a morning person? Who is an evening person?* Have students raise their hands.
- Write the total numbers on the board. Say *[14] students are evening people and [10] are morning people.* Point out that the plural form of *person* is *people*.



### Graphic Organizers

### EXTRAS

### Workbook or MyEnglishLab



### Speaking Activities: Unit 7, Activity 1

1 **3:06 Vocabulary**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**V** Vocabulary Flash Card Player

- Say *On the weekend I have free time. On the weekend I do what I want. Leisure time is the same as free time.*
- Have students look at each illustration before they listen to the audio.
- First listening: Have students listen and study the words and phrases.
- Second listening: Have students listen and repeat chorally.
- To check comprehension, ask students about their own leisure activities; for example, *Do you read, [Daniel]? When do you exercise, [Jessica]?*

**Language and culture**

- In American English, the game most of the world calls *football* is called *soccer*. Football in the U.S. is a different sport. In British English, *soccer* is called *football*.

*Option: (+3–5 minutes)* For basic practice, have students work in pairs. They cover the words and phrases of a group of pictures and take turns pointing to a picture and saying the activity.

- A: (points to picture 6)
- B: *check e-mail*

2 **Vocabulary / grammar practice**

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Give students several minutes to write their questions.
- Have students compare and correct their questions in pairs. As they work in pairs, move around the classroom and help with corrections as needed.

3 **Grammar**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the box and have students study the examples.
- Direct attention to the four frequency adverbs and have students look at the arrow and the percentages.
- Tell students that *frequency* means how many times we do something.
- Point out that *usually* and *sometimes* have different meanings: *Usually* means more often than *sometimes*.

- Direct students' attention to the Be careful! box. Call on a student to read the rule aloud. Have students read the examples.
- Write correct and incorrect sentences on the board. Ask volunteer students to come up to the board and correct the incorrect sentences. For example:  
*He never plays soccer.* (correct)  
*She checks her e-mail always.* (She always checks her e-mail.)  
*They eat breakfast usually.* (They usually eat breakfast.)  
*He sometimes reads.* (correct)  
*I take usually a nap.* (I usually take a nap.)

- Ask various students questions using adverbs; for example, *Do you always take the train to school? Do you usually eat lunch at noon? Do you sometimes go to the movies on a weekday? What is something you never do?* Encourage students to answer in complete sentences. (Possible answers: Yes, I always take the train to school. No, I don't. I usually eat lunch at one or two o'clock. Yes, I sometimes go to the movies on a weekday. I never take a nap because I don't have time!)

**Language and culture**

- Frequency adverbs come after the simple present verb *be*; for example, *Tom is always late for dinner.*

*Option: (+5 minutes)* For a different approach, form groups of four. Have students take turns saying things their families and friends do and how often; for example, *My sister always goes to bed at 10:00.* Encourage students to use all four frequency adverbs and to use the verbs from this and other units.

 **Inductive Grammar Charts**

4 **Pair work**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Model the question-and-answer activity. Have a more confident student ask you questions. Model how to elaborate on answers. For example:  
S: *When do you play soccer?*  
T: *I usually play soccer on Friday. I sometimes play on Sunday. What about you? What time do you check your e-mail?*  
S: *I sometimes check my e-mail in the morning. I always check my e-mail at 5:00 P.M.*
- Make sure students take notes on their partner's answers in preparation for Exercise 5.

## 5 Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Write sentences on the board from the conversation you modeled in the previous activity. For example:  
*[Alex] sometimes checks his e-mail in the morning.  
 He always checks his e-mail at 5:00 P.M.*
- After students finish writing, have them read their sentences aloud to a partner.
- Have each student write one sentence on the board about their partner. Have students read their sentence to the class.



### Extra Grammar Exercises

## 6 Group work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have the pairs from Exercise 4 form groups of four. Students report to the group one interesting thing they learned about their partners; for example, *He gets up at 5:30 in the morning!*

*Option: (+10 minutes)* To extend the activity, have students compare their daily activities. In groups of four, have students find out if they do similar activities and if they do them on the same days. Call on individual students to report about their group to the class.

### **NOW YOU CAN** Describe what you do in your free time

#### 1 ▶ 3:07 Conversation model

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Use Well to introduce a lengthy response.
- Use What about you? to ask for parallel information.

- Point out the phrase *typical day* in the conversation. Say *My typical day is my usual day. My typical day: I get up at [7:00]. I go to work at [8:00], and I come home at 7:00.*
- After students listen, check comprehension. Ask *What's his typical day like?* (He goes to work at 9:00 and he comes home at 6:00. He sometimes reads or watches TV.) *What's her typical day like?* (Pretty much the same.)

#### Language and culture

- *Pretty much the same* means *almost the same*. The use of *pretty* as an intensifier is very frequent in spoken English, and rare in written English.

#### 2 ▶ 3:08 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *What's your typical day like?*, *And what do you do in your free time?*, and *What about you?*
  - pause after *Well* in *Well, I usually go . . .*

## 3 Conversation activator

Suggested teaching time:	7–12 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students write times and activities on the notepad. Model the first entry. On the board, write *On weekends*. Below that, write *1:00 P.M.* and to the right of that, *go to work*.

**DON'T STOP!** Extend the conversation. Review the list of time expressions in the Recycle box. Tell students to ask more questions and use time expressions in their conversation; for example, *What's your typical evening like? What do you do on Saturday?*

- Model the conversation with a more confident student. Be sure to use additional time expressions from the Recycle box. For example:

T: *What's your typical day like?*

S: *Well, I usually go to work at 8:00 and come home at 1:00. In the afternoon I go to class. What about you?*

T: *I go to work at 1:00 in the afternoon. I come home at 9:00 in the evening. And what do you do in your free time?*

S: *Well, I usually exercise in the evening. I sometimes go out for dinner and visit friends. What about you?*

T: *I always exercise in the morning. I listen to music and read. What's your typical weekend like?*

S: *I usually go dancing on Saturday. On Sunday morning I sleep!*

- Be sure to reinforce the use of the conversation strategies; for example, pause after you say *Well* to demonstrate that you are about to give a long explanation.
- Move around the room and listen in as students work in pairs.



### Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Remind students that each conversation is different. Say *Ask different questions in this new conversation.*

### EXTRAS

#### Workbook or MyEnglishLab



#### Speaking Activities: Unit 7, Activity 2

1 ▶ 3:09 **Vocabulary**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--


 **Vocabulary Flash Card Player**

- Explain household chores. Say *Household chores are the work you do in your home.*
- Give students a minute to look at the pictures before they listen to the audio.
- To check comprehension, ask students about their own activities; for example, *Do you take out the garbage, [Monica]? When do you do the laundry, [Steve]?*

**Language and culture**

- **From the Longman Corpus:** Many English learners make the mistake of saying *do shopping* instead of *go shopping*. In informal English, *do the shopping* is fairly common.

Option: **VOCABULARY BOOSTER** (+5 minutes)

 **Learning Strategies**

2 **Grammar**

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Write on the board: *How often do you go shopping?* Say *I go shopping every day.* Ask the class *Do you go shopping every day? Do you go shopping one day a week?*
- Direct attention to the box and have students study the examples. Review the abbreviations for the days of the week. (M = Monday, T = Tuesday, W = Wednesday, T = Thursday, F = Friday, S = Saturday, S = Sunday)
- Point out that *every Saturday* and *on Saturdays* have the same meaning. You could also point out that if students answered *On Saturday.* to the question *How often does she go shopping?*, then the meaning would be that she goes shopping once a week (on Saturday).
- Ask students *What do you do every day? What do you do on Saturdays?*
- Direct attention to the *Other time expressions*, and have students study the expressions and the chart. Explain that *once a week* means *one time [in] a week* and *twice a week* means *two times [in] a week*.
- Ask students *What do you do once a week?* (I go to the movies once a week. I do the laundry once a week.) Repeat with the phrase *twice a week*.
- Show students that *once, twice, three times, etc.*, can be used with day, week, month, or year; for example, *I visit my grandmother twice a month.* Ask students *What do you do once or twice a month? What do you do once a year?*

 **Inductive Grammar Charts**

3 **Pair work**

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Brainstorm *How often* questions with the class. For example: *How often do you do the laundry?* Write several of these questions on the board to provide support as students do the activity.

Option: (+10 minutes) Have students write sentences about their partners after they complete their conversation. Call on students to read their sentences to the class.

4 ▶ 3:10 **Pronunciation**

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

 **Pronunciation Coach Video**

**Language and culture**

- The third-person singular ending /ɪz/ is pronounced as an extra syllable after the sounds /s/, /z/, /ʃ/, /ʒ/, /tʃ/, and /dʒ/. The ending /s/ follows voiceless consonants like /p/, /t/, /k/, /f/. The ending /z/ follows voiced sounds like /g/, /l/, /m/, /r/.

- First listening: Have students listen and study the verbs.
- Show students how the ending /ɪz/ adds another syllable to the word; for example, *wash* (1 syllable), *washes* (2 syllables).
- Second listening: Have students listen and repeat chorally.

Option: (+5 minutes) Write on the board: *like, need, want, go, do, brush, watch.* Ask students to form the third-person singular and then put each verb in the correct sound group. (/s/: likes, wants; /z/: needs, goes, does; /ɪz/: brushes, watches)

 **Pronunciation Activities**

5 **Vocabulary / grammar practice**

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Tell students to look at their notes from Exercise 3. Ask *How often does your partner [wash the dishes]?*
- Have students take turns reporting what they learned about their partners. Pay special attention to their correct pronunciation of the third-person singular endings.

 **Extra Grammar Exercise**

6 **Grammar**

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Write the following questions on the board: 1. *How often does she wash the dishes?* 2. *Who washes the dishes?*
- Point to the verbs in each question: *does wash, washes.* Ask *What's the difference between questions 1 and 2?*
- Direct attention to the Be careful! information.

 **Inductive Grammar Charts**

## 7 ▶ 3:11 Listening comprehension

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Stop the audio after each conversation and have students choose their answers. Then have students listen to confirm answers.
- To review, ask students to say complete sentences about each person; for example, *She cleans the house. Her husband washes the dishes. Her son . . . etc.*

### AUDIOSCRIPT

#### CONVERSATION 1

**M:** So, who does the household chores in your family?  
**F:** We all do. My husband washes the dishes. My son does the laundry. My daughter makes dinner. And I clean the house.

#### CONVERSATION 2

**F:** Who does the chores in your family?  
**M:** Well, I wash the dishes. And my brother does the laundry.  
**F:** And what about your sister?  
**M:** Oh, she never does chores.

#### CONVERSATION 3

**M:** Who usually does the chores? You or your husband?  
**F:** Me. I do everything.  
**M:** Really?  
**F:** I get up. He doesn't. I make breakfast. I do the laundry.  
**M:** Really?  
**F:** And in the evening, I come home. I make dinner. And he watches TV.

#### CONVERSATION 4

**F:** Do you do household chores?  
**M:** Of course! Actually, we all do in my family.  
**F:** That's great! Who does what?  
**M:** Well, my wife usually makes dinner and I wash the dishes. On weekends, I do the laundry and she cleans the house. And our son washes the dishes on weekdays.

## 8 Grammar practice

Suggested teaching time:	4 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have two students read the model aloud.
- Move around the room as students do this activity. Pay special attention to their *Who* questions.



### Extra Grammar Exercise

## NOW YOU CAN Discuss household chores

### 1 ▶ 3:12 Conversation model

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Use So to introduce a conversation topic.
  - Use How about you? to ask for parallel information.
  - Say Me? to give yourself time to think of a response.
  - Say Sure to indicate a willingness to answer.
  - Begin a response to an unexpected question with Oh.
- Have students look at the photo. Ask *Are they neighbors? What household chores does he do?* (He does the laundry.)

- After students read and listen, ask *How often does he do the laundry?* (About twice a week.) *How often does she do the laundry?* (Never.) *Who cleans his house?* (His brother.)

## 2 ▶ 3:13 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use falling intonation with *How often do you do the laundry? How about you?* and *Who cleans the house?*
  - use rising intonation with *Could I ask another question?*
  - stress *never* in *I never do the laundry.*

## 3 Conversation activator

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--



### 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.

**DON'T STOP!** Extend the conversation. Brainstorm other questions students can ask. For example:

*Who [washes the dishes]?*

- 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 how the model has been changed by the actors.
- Model and extend the conversation with a more confident student. Play Role A. For example:  
*A: So, how often do you go shopping? B: About once a week. How about you? A: Me? I go shopping twice a week. I go shopping on Saturdays and Wednesdays . . . (etc.)*



### Conversation Activator Video Script; Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Tell students to take notes on their partner's responses in this conversation to help prepare them for Exercise 5.

## 5 Group work

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have pairs form groups of four. Each student explains what household chores his or her partner does.

*Option: (+10 minutes)* As an alternative, have students tally the kinds of chores that the people in their group do and then report back to the class.

## EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 7, Activity 3

## 1 3:14 Reading

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Ask students *Do you like housework?* Have students raise their hands in response. Tally the number of *yes* and *no* responses.
- Focus attention on the title. Point out that the title *Don't like household chores?* is asking the reader to confirm that he or she doesn't like to do housework.
- Introduce the word *robot*. Point to each of the photos and say *This is a robot*. Introduce the words *vacuum* and *floor*. Point to picture 2 on page 56 and say *The woman vacuums the house*. Point to the picture of the Scooba on page 58. Point to the floor and say *This is a floor*.
- Pre-reading: To practice scanning, have students read quickly and underline the names of the robots and the activities each robot can do. Call on various students to read the sentences from the text that describe what each robot does.
- Have students read the article silently.
- Check comprehension. Ask the following questions:  
*Does the iRobot Roomba vacuum the floors?* (Yes, it does.)  
*What does the iRobot Scooba do?* (It washes the floor.)  
*Does ASIMO clean the house?* (No, it doesn't.) *Does it take out the garbage?* (No, it doesn't.)  
*What does ASIMO do?* (It walks and carries things.)

*Option: (+10 minutes)* To extend the activity, have students listen to the audio as they read. Pause after each sentence in the second paragraph and have students repeat, imitating the pronunciation and intonation. Make sure students pay attention to groups of words (collocations) that go together.



### Learning Strategies

## 2 Reading comprehension

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Review answers by having students take turns reading the statements.
- Option: (+2 minutes)* For further review, say false sentences about the robots. Have students correct them. For example:  
*The Scooba walks and carries things.* (The Scooba washes the floor.)  
*ASIMO cleans the house.* (ASIMO walks and carries things.)  
*The Roomba does the laundry.* (The Roomba cleans the house. OR The Roomba vacuums the floor.)



### Extra Reading Comprehension Exercises

## 3 Discussion


Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Write the following sentences on the board:  
*I want the \_\_\_ because it \_\_\_.*  
*I don't want the \_\_\_ because \_\_\_.*
- Have students complete the sentences and then meet in groups to talk about their preferences.
- Encourage students to use *like*, *need*, and *want* in their discussions.
- Survey the class. Ask *Who wants the iRobot Roomba?* Count the students who raise their hands. Ask *Why do you want the iRobot Roomba?* Then ask about the other robots.

*Option:* **GRAMMAR BOOSTER** (+20 minutes)



### Top Notch Pop Song Video and Karaoke Video

 **Digital Games**

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

**Contest**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- After students have become familiar with the photos, have them close their books. Say *Tell me about Jack's day*. Don't expect students to reconstruct all the information.
- When students can't remember any more, have them open their books to find information they missed.

**Possible responses . . .**

Jack gets up at 7:00 A.M. He takes a shower at 7:10. He always eats breakfast. He takes out the garbage after breakfast. He goes to work at 8:30. He comes home at 6:00 P.M. He exercises before dinner. He makes dinner at 7:00. He washes the dishes after dinner. He watches TV. He checks his e-mail at 10:15. He goes to bed at 11:00.

*Option: (+5 minutes)* For a different approach, do a pair work activity. Students take turns saying a time and making sentences about Jack's daily activities. Student A: 8:00 P.M. Student B: *He watches TV at 8:00 P.M. or He doesn't make dinner at 8:00 P.M. He watches TV.*

*Option: (+10 minutes)* Challenge your students by having them write the story of Jack's Typical Day. Encourage students to use frequency adverbs: *always, usually, sometimes, never*. After students finish writing, have them read their stories in pairs or small groups.

**Pair work**

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students review the Conversation Models on pages 53, 55, and 57.
- Have students work in pairs and have them create a conversation. One student in each pair pretends to be Jack.

**Possible responses . . .**

**Student:** Jack, are you a morning person or an evening person?  
**Jack:** Me? I'm an evening person. **Student:** Why do you say that?  
**Jack:** Well I get up at 7:00 in the morning. And I go to bed at 11:00.  
**Student:** What time do you [eat dinner]? **Jack:** At about 7:15.  
**Student:** When do you exercise? **Jack:** In the evening.  
**Student:** What's your typical day like? **Jack:** Well, I usually get up at 7:00. I go to work at 8:30 and I come home at 6:00. **Student:** And what do you do in your free time? **Jack:** Well, I exercise in the evening. I watch TV. I check e-mail.  
**Student:** What's your typical morning like? **Jack:** Well, I get up at 7:00. I take a shower. I get dressed. I eat breakfast. I take out the garbage. At 8:30 I go to work.  
**Student:** So, how often do you wash the dishes? **Jack:** I wash the dishes every night. **Student:** Could I ask you another question?  
**Jack:** Sure. **Student:** When do you exercise? **Jack:** Oh, I exercise in the evening before dinner.

**True or false?**

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Ask two students to read the example sentences to the class. Model a few more possibilities. For example:  
*Jack checks e-mail in the afternoon.* (False. He checks e-mail at night.)  
*Jack washes the dishes after dinner.* (True.)

**Possible responses . . .**

Jack usually exercises in the morning. (False. He usually exercises in the evening.)  
 Jack usually eats breakfast at 7:45. (True.)  
 Jack usually makes lunch. (False. He usually makes dinner.)  
 Jack is a student. (False. He goes to work.)  
 Jack usually takes the garbage out at 8:15. (True.)  
 Jack usually comes home at 6:00. (True.)  
 Jack usually watches TV after dinner. (True.)  
 Jack usually goes to bed at 10:00. (False. He usually goes to bed at 11:00.)

**Writing**

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Students can use the notes they wrote down on page 55.
- Model the activity. Talk about your typical week. Then write several sentences on the board. For example:  
*On weekdays I get up early and I go to work. I sometimes do chores in the evening. I go shopping or . . .*

 **Writing Process Worksheets**

**Option: Oral Progress Assessment**

- Use the illustration on page 59.
- Question and answer: Tell the student you are going to ask questions about Jack; for example, T: *What does Jack do on a typical morning?* S: *He usually gets up at seven o'clock. He takes a shower. He gets dressed. He eats breakfast. He takes out the garbage. And he goes to work.* T: *What does he do in the evening?* S: *He comes home at six o'clock. He exercises at 6:30. He makes dinner and washes the dishes.*

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

 **Oral Progress Assessment Charts**

*Option:* **WRITING BOOSTER** (Structured support for preparing writing)

**EXTRAS**

**On the Internet:**

- **Online Teacher Resources:** [pearsonelt.com/topnotch3e/](http://pearsonelt.com/topnotch3e/)

**Additional printable resources on the ActiveTeach:**

- **Assessment**
- **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**



# Units 1–7 REVIEW

## 1 3:17 Listening comprehension

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

This activity reviews occupations (Unit 1).

- Before listening, have students read the sentences.
- Have students listen and check the correct column again to confirm their answers.

<b>AUDIOSCRIPT</b>	
<p><b>CONVERSATION 1</b>  <b>M:</b> Your name, please?  <b>F:</b> Jennifer Anderson.  <b>M:</b> Good morning, Ms. Anderson. Your occupation?  <b>F:</b> I'm a teacher.</p>	<p><b>CONVERSATION 4</b>  <b>F:</b> Is your brother a student?  <b>M:</b> Actually, he's a teacher now.  <b>F:</b> Really!</p>
<p><b>CONVERSATION 2</b>  <b>F:</b> So tell me about your father. What does he do?  <b>M:</b> My father? Oh, he's a doctor.</p>	<p><b>CONVERSATION 5</b>  <b>M:</b> So tell me about your grandparents.  <b>F:</b> Well, my grandfather's an artist, and my grandmother is, too.</p>
<p><b>CONVERSATION 3</b>  <b>M:</b> Who's that? Is she your sister?  <b>F:</b> Yes. That's my sister, Nancy.  <b>M:</b> Is she an artist?  <b>F:</b> Yes, she is.</p>	<p><b>CONVERSATION 6</b>  <b>F:</b> Who's that in the photo?  <b>M:</b> That's my neighbor.  <b>F:</b> She's very pretty.  <b>M:</b> Yes. She is.</p>

## 2 Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

This activity reviews: locations (Unit 3).

- Review the example. Point out the contractions. Remind students to include the article in their question.

### Possible responses . . .

**A:** Where's the school? **B:** It's around the corner on the left. (*first picture*) **A:** Where's the bank? **B:** It's around the corner on the right. (*first picture*) / It's between the bookstore and the restaurant. (*second picture*) **A:** Where's the bookstore? **B:** It's on the left. / It's next to the bank. **A:** Where's the restaurant? **B:** It's next to the bank. (*second picture*) / It's down the street on the right. (*fourth picture*) **A:** Where's the pharmacy? **B:** It's across the street. It's next to the newsstand. **A:** Where's the newsstand? **B:** It's across the street. (*third picture*) / It's next to the pharmacy. (*third picture*) / It's down the street on the left. (*fourth picture*)

## 3 Grammar practice

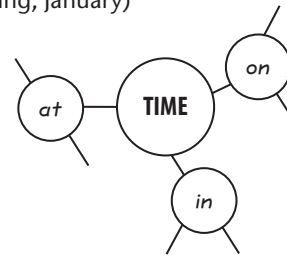
Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

This activity reviews: prepositions *in*, *on*, and *at* for dates and times (Unit 5).

- Review answers by having students read the sentences aloud.

Option: (+10 minutes) To review prepositions of time, write the following list of information on the board: *noon, the morning, January, 4:00, the weekend, March 12<sup>th</sup>*.

Then draw the diagram below on the board and have students match the dates and times with the correct preposition. (at: noon, 4:00; on: the weekend, March 12<sup>th</sup>; in: the morning, January)



### Graphic Organizers

## 4 Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

This activity reviews: demonstratives (Unit 6).

- Review answers by having students read the sentences aloud.

Option: (+10 minutes) For additional practice, have students use *this*, *that*, *these*, *those* to give compliments about the clothes their classmates are wearing; for example, Student A: *I like those shoes.* Student B: *Thank you.*

## 5 Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

This activity reviews: *yes / no* questions and short answers (Unit 1); questions with *Where* (Unit 2); subject pronoun *it* (Unit 3); ways to get places (Unit 3); imperative (Unit 3); *early*, *on time*, and *late* (Unit 5); simple present tense with *like* (Unit 6); questions with *When* (Unit 5 and Unit 7).

- Model the first item with a more confident student.

## 6 Pair work

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

This activity reviews: introductions (Welcome Unit); occupations (Unit 1); titles and names (Unit 2); verb *have* (Unit 4); *What time is it?* (Unit 5); questions with *When* (Unit 5 and Unit 7).

- If possible, pair students with partners they have not worked with a lot before.
- Encourage students to offer extra information and ask follow-up questions.

### Possible responses . . .

**1 A:** Hi. I'm John. **B:** Nice to meet you. I'm Sam. **A:** Nice to meet you, too.  
**2 A:** What's your last name? **B:** Burton. **A:** How do you spell that? **B:** B-U-R-T-O-N. And what's your last name? **A:** Lee.  
**3 A:** What do you do? **B:** I'm a musician. And you? **A:** I'm an actor.  
**4 A:** Do you have children? **B:** Yes, I do. I have two daughters. What about you? **A:** I have a son.  
**5 A:** When's your birthday? **B:** It's in June. On the 16th. When's yours? **A:** On October 2nd.  
**6 A:** What time is it? **B:** 7:45. Are we late? **B:** No, we're early. The concert is at 8:00.

Option: (+10 minutes) To provide more practice in asking and answering the questions in this exercise, have students walk around the room and talk to different classmates. To review, ask various students to introduce two people they spoke to and say one thing they learned about each person; for example: Student A: *This is Sam. His last name is Brown. John has [two] children.*

## 7 Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

This activity reviews: the imperative (Unit 3); ways to get places (Unit 3).

- Direct attention to item 4 and remind students that this is a symbol for *don't*.
- To review answers, call on individual students. Then have students repeat each corrected imperative chorally.

Option: (+5 minutes) Challenge students to add a sentence to each item. For example:

**1** Walk to the bank. Don't drive a car. **2** Take the train to work. Don't walk to work. **3** Take the bus to the pharmacy. Don't take the train. **4** Don't walk to the restaurant. Take a taxi. **5** Don't drive to school. Take the bus to school. **6** Don't take the train to the bookstore. Walk to the bookstore.

## 8 Conversation practice

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

This activity reviews: names and occupations (Unit 1); family relationships; adjectives to describe people (Unit 4); *be* with adjectives (Unit 4); questions with *How old* (Unit 4).

- Write the four topics in the Ideas box on the board and then orally brainstorm questions students can ask and language they can use. For example:

*Names:* What's your [sister]'s name?

*Ages:* How old is your [brother]?

*Occupations:* What's your [father]'s occupation?

*Describe people:* She's tall and pretty.

### Possible responses . . .

**A:** What's your brother's name? **B:** Manny. **A:** How old is he? **B:** He is 19 years old. **A:** What's his occupation? **B:** He's a student. **A:** Really? Where? **B:** City University. **A:** Tell me about him. **B:** Well, he's tall and handsome. **A:** Really?

## 9 3:18 Listening comprehension

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

This activity reviews: *yes / no* questions with *be* (Unit 1); the alphabet (Unit 1); numbers (Unit 2); information questions with *What* (Unit 2); questions with *How old* (Unit 4); *What time is it?* (Unit 5).

- Have students read the questions before they listen to the conversations.
- First listening: Students write their answers.
- Second listening: Students confirm their answers.

### AUDIOSCRIPT

#### CONVERSATION 1

**M:** What's your phone number?

**F:** It's 845 82 28 009.

**M:** 845 82 28 009. Is that right?

**F:** That's right.

#### CONVERSATION 2

**F:** Please spell your name.

**M:** My first name or last name?

**F:** Last.

**M:** Sure. It's Jonsen. J-O-N-S-E-N.

#### CONVERSATION 3

**F:** Is that your son?

**M:** Yes.

**F:** How old is he?

**M:** He's five.

**F:** He's so cute!

#### CONVERSATION 4

**M:** Excuse me. Where's the Corner School?

**F:** The Corner School? It's around the corner.

**M:** Around the corner?

**F:** Yes. The address is 12 West 12<sup>th</sup> Street.

#### CONVERSATION 5

**M:** Excuse me. What time is it?

**F:** It's a quarter to three.

**M:** A quarter to three?

**F:** That's right.

## 10 Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

This activity reviews: possessive nouns and adjectives (Unit 2).

- Call on individual students to say the correct sentence.

## 11 Vocabulary / grammar practice

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

This activity reviews: *yes / no* questions with *be* (Unit 1); questions with *What*, *Where*, *When*, and *Who* (Units 2, 3, 4, and 5).

- First have students write the questions.
- Review the questions by having pairs of students read the conversations aloud. Note that students may have some different responses for item 1. For item 2, *What do you do?* is also correct.

## 12 Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

This activity reviews: *yes / no* questions with *be* and *have* and the simple present tense (Unit 1, Unit 4 and Unit 6).

- Model the first item with a more confident student.
- To review, have pairs of students read the conversations aloud.

Option: (+5–10 minutes) For a challenge, have students write questions for the unused answer option. There are many possible questions students can write. For example:

1 a Do you want a new dress? (Yes, I do.)

2 a Is he a chef? (Yes, he is.)

3 a Is he handsome? (Yes, he is.)

4 b Do you like the red shoes? (Yes, I do.)

5 b Do you need a new coat? (Yes, I do.)

6 a Is she young? (Yes, she is.)

## 13 Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

This activity reviews: statements and questions with *be* (Unit 1); verb *have* (Unit 4); *yes / no* questions with *want* and *need* (Unit 6); questions with *Why* (Unit 6); questions with *Who* (Unit 7).

- Have students read their answers aloud to the class.

## 14 Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

This activity reviews: daily activities, leisure activities, and household chores (Unit 7); frequency adverbs (Unit 7).

- Have students read their answers aloud to the class. Make sure they pronounce the third person -s in items 1, 3, 5, and 6. Also make sure they spell *goes* correctly in item 5.

## 15 Vocabulary / grammar practice

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

This activity reviews: daily activities and leisure activities (Unit 7); frequency adverbs (Unit 7); time expressions (Unit 7).

- Review answers by having each student write one sample answer on the board.

*Option: (+10 minutes)* For additional practice, brainstorm more questions with the class that students can answer in writing. For example:

*What do you do on Mondays?*

*What do you do at night after dinner?*

*What do you do on weekdays?*

## 16 Conversation practice

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

This activity reviews: event times and locations (Unit 5); places in the neighborhood (Unit 3); locations (Unit 3).

- Give students a few minutes to look at the information in the event announcements.

- Model the conversation with a more confident student.

For example:

*A: Look! There's a concert on Sunday.*

*B: Really? What time?*

*A: It's at 3:30 in the afternoon.*

*B: Great! Let's go!*

- Move around the room and make sure students extend their conversations with the language in the Recycle box. Have students make a check mark next to the expressions and phrases in the Recycle box that they use in their conversations.

- Have various pairs role-play some of their conversations in front of the class.

### Possible responses . . .

**A:** There's a movie on Thursday at 6:00. **B:** Really? What movie?

**A:** *About a Girl*, with Fiona Nichols. **B:** Great! Let's go!

**A:** When is the school dance? **B:** It's on Wednesday at 10:30 P.M.

**A:** Let's go! Where is it? **B:** Pat's Restaurant. It's around the corner.

**A:** Let's meet at 10:15. **B:** Good idea.

**A:** Look! There's a basketball game on Saturday. **B:** Great! Let's go! What time? **A:** 8:30 P.M. Let's meet at 8.

## EXTRAS

- **Workbook or MyEnglishLab**
- **Assessments**

1 ▶ 3:19 **Vocabulary**


Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

 **Vocabulary Flash Card Player**

- Give students a minute to look at all the illustrations. Point to each building in the book and say its name: *a house, an apartment building, an office building.*
- Play the audio and have students listen. Then have students listen and repeat chorally.
- Check comprehension; ask:
  - How many floors are in the office building?* (Three.)
  - How many floors are in the house?* (Two.)
  - Does the apartment building have an elevator?* (No, it doesn't.)
  - Does the house have a garage?* (Yes, it does.)
  - Does the apartment building have balconies?* (Yes, it does.)
  - Does the house have balconies?* (No, it doesn't.)

**Language and culture**

- In many countries there is a *ground floor* and then the *first floor* is above the ground floor. In the U.S., the *ground floor* is also called the *first floor*.
- In British English, an elevator is called a *lift*, and an apartment is called a *flat*.

 **Learning Strategies**2 **Grammar**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the top half of the Grammar box, Questions with *Where*, and have students study the examples.
- Write on the board: *Where do \_\_\_ live?* Point to the blank and add the subject *you*. (Where do you live?) Say *I live in [Chicago]*. Now point to the blank and add the subject *we*. (Where do we live?) Say *We live in [the United States]*.
- Write on the board: *Where does \_\_\_ live?* Point to the blank and add the subject *she*. (Where does she live?) Say *She lives in [Toronto]*. Point to the blank and add the subject *he*. (Where does he live?) Say *He lives in [Canada]*.
- Direct attention to *in*, *at*, and *on* in the bottom half of the Grammar box and have students study the examples.
- Remind students that in previous units they studied *on* and *at* to talk about location and time; for example, *Where's the bank? It's on the right. When is the game? It's at seven o'clock.*

- Tell students that *in*, *at*, and *on* are words that show where someone or something is; for example, *Where does she live? She lives in an apartment. Where does he work? He works at the bank. Where do they live? They live on the third floor.*

- Write the following questions on the board:  
*Where do you live? Where do you work?*  
Ask students to give answers for each question, using *in*, *at*, and *on*. You may want to write on the board sample answers for the first question.

*I live in an apartment. I live on Jones Street.  
I live at 3 Jones Street.*

**Language and culture**

- The preposition *in* is used for inside a building (*in an apartment, in a house, in an office*). *At* is used for a specific location (*at home, at 50 Main Street*) or a place with a definite article (*at the bookstore, at the new English School*). *On* is used with street names (*on Bank Street, on 34th Avenue*) and for floors (*on the tenth floor*).

 **Inductive Grammar Charts**3 **Grammar practice**

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Remind students to use the simple present tense.
- Write on the board:
  - Where do you live?*      *Where is your house?*
  - Where does your mother live?*      *Where is your mother's house?*
 Point out that *do* and *does* are used in questions with verbs in the simple present tense.
- To review, have pairs of students read the dialogues aloud to the class.

 **Extra Grammar Exercises**4 ▶ 3:20 **Pronunciation**

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

 **Pronunciation Coach Video**

- Write on the board: *It's on First Avenue*. Have students repeat "It's on" as if it were one word.
- Play the audio and have students listen. Then have students listen and repeat chorally.
- Call on a few students to say the sentences.

 **Pronunciation Activities**

## 5 Vocabulary / grammar practice

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Brainstorm with students various questions they can ask. (Do not write the questions on the board.) For example: *Where does your father work?, Where does your mother work?, Where do you work?, Where do you live?, Where does your family live?, Where do your grandparents live?, Where does your sister live?*
- Give students two minutes to write questions they want to ask. Move around the room to check whether their questions are correct.
- Have students ask and answer their questions in pairs.
- To review, ask students to tell the class about their partner's family.

## 6 ▶ 3:21 Vocabulary

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

### Launch the Vocabulary Flash Card Player.

- Give students one minute to look at the photos and words. Then play the audio and have students listen and then listen again and repeat.
- Call on individual students to pronounce the words. For example: T: *Number 4.* S: *A park.* T: *Number 7.* S: *An airport.*
- Play the audio for the Preposition *near*. Give further examples of *near*. Talk about what is near the school; for example, *[The stadium] is near our school.*

*Option: (+3–5 minutes)* For additional practice, have students do a pair work activity. Have them cover the words of a group of pictures and then take turns pointing to a picture and saying the word. A: (points to item 2), B: *A train station.*

## **NOW YOU CAN** Describe your neighborhood

### 1 ▶ 3:23 Conversation model

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Begin a question with And to indicate you want additional information.
  - Use Really? to introduce contradictory information.
- Introduce the new vocabulary *far*. Say *[The train station] is not near our school. It's far from our school.*
  - After students listen, point to the man on the right and ask *Does he live far from here?* (No, he doesn't.) *Is his neighborhood nice?* (Yes, it is.) Point to the man on the left and ask *Where does he live?* (Near an airport.)

## 2 ▶ 3:24 Rhythm and intonation

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Do you live far from here?*, *And is the neighborhood nice?*, and *Really?*
  - emphasize *My* and *airport* in *My apartment is next to an airport.*

## 3 Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Review places around town; for example, ask *What places are near our school?* (Possible responses: A pharmacy, a school, a bank, a restaurant, a bookstore, a newsstand.)
- Review forms of transportation (Unit 3); for example, ask students *How do you get to school?* (Possible responses: By car, by taxi, by bicycle, by bus, by train.)

**DON'T STOP!** Extend the conversation. Review the questions in the Don't stop! box. Brainstorm more questions with *Where* that students can ask, and write students' ideas on the board. For example:

*Where do you exercise?*  
*Where do you go out for lunch?*  
*Where do you watch [soccer] games?*  
*Where do you go dancing?*

- Model the conversation with a more confident student. Play the role of Student A. For example:  
 A: *Do you live far from here?*  
 B: *No. About twenty minutes by car.*  
 A: *And is the neighborhood nice?*  
 B: *No, it isn't. My apartment is next to a hospital.*  
 A: *Really? My neighborhood doesn't have a hospital.* (etc.)
- Make sure students ask additional questions about their partner's neighborhood. Encourage them to ask the questions on the board or from the Don't stop! box.

### Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To review, have several pairs of students act out their conversation in front of the class.

## **EXTRAS**

Workbook or MyEnglishLab

### Speaking Activities: Unit 8, Activity 1

1 **3:25 Vocabulary**

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**V** Vocabulary Flash Card Player

- Give students one minute to look at the diagram.
- Have students listen and point. Then have them listen and repeat chorally.
- Direct attention to the “Preposition in” box and read the example.
- Check comprehension of *upstairs* (any floor above) and *downstairs* (any floor below). Ask *Which rooms in the house are upstairs? Which rooms are downstairs?* If appropriate, say *Right now we’re at the school. What’s upstairs? What’s downstairs?*

2 **Pair work**

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Model the activity; for example, say *This is my house. My house has two floors. Upstairs I have a bedroom and a bathroom. Downstairs I have a living room, a dining room, and a kitchen.*
- In pairs, have students describe the rooms in their homes.
- Move around the room and make sure students pronounce the names of the rooms correctly.

**Language and culture**

- *Home* is the place a person lives. It can refer to either a house or an apartment.

3 **Grammar**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the Grammar box and have students study the rule for *there is / there are* and the examples.
  - Write some prompts on the board; for example:  
*five rooms*  
*a bathroom*  
*two floors*  
*three windows*  
*two doors*  
*a living room*
- Call on various students to make sentences with the prompts and *there is* and *there are*; for example, *There are five rooms. There is one bathroom.*
- Show that the verb used with *there* is singular if the first noun that follows it is singular; the verb is plural if the first noun that follows it is plural. Write:  
*There is a bathroom and a bedroom upstairs.*  
*There is a door and two windows in the bedroom.*  
*There are two windows and a door in the bedroom.*

For each sentence, ask students *Is the verb singular or plural in this sentence?* Point to the noun that follows each verb; ask *Is the noun singular or plural?*

- Write *there is* and *there are* on the board. Show students that *there is* can be contracted to *there’s*, but that *there are* cannot be contracted.
- Call attention to the Be careful! box on the right. Have various students read aloud the questions and short answers with *there is* and *there are* above the box. Point out that the negative forms of the responses can be contracted (*there isn’t* and *there aren’t*), but the affirmative forms cannot be contracted.
- Direct attention to the rule for *How many* and the examples.
- Point out that you use *How many* to ask about quantity (a number).
- To check comprehension, ask about the house in the Vocabulary:  
*How many bedrooms are there? (One.)*  
*How many floors are there? (Two.)*  
*How many rooms are there? (Five.)*  
*How many bathrooms are there? (One.)*

 **Inductive Grammar Charts**

4 **Grammar practice**

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Review the example with the class.
- Before students write, have them look at the nouns that follow the blanks and say whether they are singular or plural. (Singular: a small bedroom, a balcony, an elevator, a garden, a park; plural: bedrooms, windows.)
- Have students compare answers in pairs.
- To review answers, call on individual students to read their complete sentences. As they say the sentences aloud, point out that the *-s* in *there’s* links with the *a* in the following word. For example:  
 2 There’s a small bedroom; 3 There’s a balcony;  
 4 There’s a elevator; 5 There’s a garden;  
 7 There’s a park.

  **Extra Grammar Exercises**

## 5 Grammar practice

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Model the activity. Write example sentences on the board about your home.

### Possible responses . . .

There are six rooms in my house. There's a large kitchen, a living room, and a small dining room downstairs. There are two bedrooms upstairs. The bedrooms have large closets. A bathroom is downstairs next to the kitchen. (etc.)

## 6 ▶ 3:26 Listening comprehension

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Before students listen, have them read the names of the cities and the descriptions of the houses and apartments.
- Have students listen and check the best choice. Review answers by asking students to read the correct description for each item.

*Option: (+5 minutes)* To provide additional support, review the information with students before they listen. Ask *Does the one-bedroom apartment in Paris have a big kitchen? Does the house in Montreal have a garden?*, etc.

### AUDIOSCRIPT

#### CONVERSATION 1

- M:** I need a house or apartment in Paris in April.  
**F:** April in Paris! Nice. Hmm . . . Well, we have a small one-bedroom apartment near a park.  
**M:** What about the kitchen? My wife wants a large kitchen.  
**F:** A large kitchen? Hmm . . . Oh OK. We have a two-bedroom house with a large kitchen. Is that OK?  
**M:** Great.

#### CONVERSATION 2

- F:** We need a house in Buenos Aires in February. What's available?  
**M:** We have two houses available then. How many bedrooms do you need?  
**F:** We need a second bedroom for our son.  
**M:** I have a nice two-bedroom house with two bathrooms. Is that OK?  
**F:** Perfect.

#### CONVERSATION 3

- M:** Do you have an apartment available in Tokyo in September?  
**F:** Is a one-bedroom OK?  
**M:** Yes. That's fine.  
**F:** Well, I have two one-bedrooms available. Do you need a large kitchen?  
**M:** Not really. But what about closets?  
**F:** Well, I have one with a large closet. But it has a small kitchen.  
**M:** That's fine.

#### CONVERSATION 4

- F:** What's available in Montreal in July?  
**M:** We have a two-bedroom apartment with a balcony.  
**F:** Actually, we want a house.  
**M:** OK, let's see. Oh, we also have a two-bedroom house. And it has a small garden.  
**F:** That sounds great!



Learning Strategies

## NOW YOU CAN Ask about someone's home

### 1 ▶ 3:27 Conversation model

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Use Well . . . to indicate you are deciding how to begin a response.
- Respond positively to a description with Sounds nice!

- To check comprehension, ask *Is her apartment large?* (Yes.)

### 2 ▶ 3:28 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *in a house* and falling intonation for *or an apartment?*
  - use falling intonation for *What's it like?*

### 3 Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--



#### 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.

**DON'T STOP!** Extend the conversation. Brainstorm questions that begin with *Is there \_\_\_?*, *Are there \_\_\_?*, and *How many \_\_\_?* Write students' ideas on the board. For example:  
*Is there a garage in your house? Are there large closets? How many floors are there?*

- 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 how the model has been changed by the actors.
- Model the conversation with a more confident student. Play Role A so that you can model asking many different questions from the Don't stop! box.
- Be sure to reinforce the use of the conversation strategies.



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

### 4 Change partners

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To review, ask a few students *What is your partner's home like?*

*Option: (+10 minutes)* Challenge students by having them describe their dream house.

## EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 8, Activity 2



1 ▶ 3:29 **Vocabulary**

Suggested teaching time:	9–12 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

**V** Vocabulary Flash Card Player

- Have students look at all the rooms and then write the name of each room in the space provided. Review students' answers before they listen to the audio.
- First listening: Have students listen and point to the items in the illustrations.
- Second listening: Have students listen and repeat chorally. Make sure students pronounce the indefinite articles (*a / an*) clearly.
- Give students a few minutes to practice pronouncing the words on their own. Then ask students if there are any items they would like to practice further with you. Have students identify the number of the word for you to model the pronunciation. For example: Student A: *Number 11*. Teacher: *Sink*. Student A: *Sink*. Student B: *Number 19*. Teacher: *Refrigerator*. Student B: *Refrigerator*.


*Option: (+5 minutes)* For additional practice, have students identify all the furniture and appliances in each room of the house in the illustration on Student's Book page 66; for example, *In the bedroom there's a bed. There's a lamp next to the bed. There's also a dresser.*

*Option: (+5 minutes)* As an alternative, have students do a pair work activity. One student describes a room in one of the illustrations on page 68. The partner listens and identifies the room; for example, A: *There's a refrigerator on the left. There's a microwave and stove on the right*. B: *The kitchen*. Then they switch roles.

*Option:* **VOCABULARY BOOSTER** (+10–15 minutes)

**Language and culture**

- An *appliance* is a piece of electrical or fuel-operated equipment (a refrigerator, a stove) for a house or apartment. A *rug* covers part of a floor but a *carpet* covers the whole floor. A small table next to a bed is called a *night table*. A low table in front of a sofa is called a *coffee table*. Another word for *sofa* is *couch*. A *microwave oven* is usually referred to as a *microwave*.
- *Refrigerator* and *fridge* have the same meaning (*fridge* is less formal). Some students find *refrigerator* difficult to pronounce. Model the pronunciation and give special emphasis to the second syllable: reFRIGerator.
- In British English, *sofa* is *settee* and *stove* is a *cooker*.

 Learning Strategies

2 ▶ 3:30 **Listening comprehension**

Suggested teaching time:	9–12 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Play the audio for Conversation 1. Do the first item together with the class, demonstrating the location of the stove in the picture of the kitchen. Be sure students understand that they have to find each item mentioned in the conversations in order to answer correctly.
- First listening: Have students listen and write their answers.
- Second listening: Have students listen to confirm their answers.
- To review answers, call on individual students to say the sentences.

**AUDIOSCRIPT**

CONVERSATION 1

- M:** Is that stove new?
- F:** No. It's about five years old.
- M:** But it looks new.
- F:** Really?

CONVERSATION 2

- F:** Is that a new computer?
- M:** Not really. It's about two years old.

CONVERSATION 3

- M:** Do you like my new sofa?
- F:** Is it new? It's very nice.

CONVERSATION 4

- F:** I need to brush my hair. Do you have a mirror?
- M:** Yeah. Just go upstairs and turn left.

CONVERSATION 5

- M:** I like your red chairs!
- F:** Really? Thanks. I like those chairs, too.

CONVERSATION 6

- F:** Where's Susan's phone number?
- M:** It's upstairs, on the dresser.
- F:** Oh . . . Thanks.

### 3 Pair work

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Give students two minutes to think about their homes and write down the furniture in each room. Move around the room and help students with vocabulary.
- Brainstorm questions students can ask one another. Write students' ideas on the board. For example:  
*What's in your kitchen?*  
*Do you have a dining room? What's in it?*  
*Is there an office? What's in it?*
- If you have presented the words from the Unit 8 Vocabulary Booster, page 129, encourage students to use them in this exercise.

*Option: (+5 minutes)* For a different approach, have students make sentences with *have*, *want*, and *need* about furniture in their home; for example, *We have three TVs in our apartment. I need a new computer in my office.*

### NOW YOU CAN Talk about furniture and appliances

#### 1 ▶ 3:31 Conversation model

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Use **Actually** to introduce an opinion that might surprise.
- Say **I don't know. I'm not sure** to avoid making a direct negative statement.
- Write on the board: *Does she like the sofa? Does she like the lamp?*
- After students read and listen, ask for answers. (She likes the sofa. She doesn't like the lamp.)
- Direct attention to the box with positive and negative adjectives. Point to the smiling face and say, *These are positive adjectives.* Point to the frowning face and say *These are negative adjectives.* Play the audio and have students repeat chorally.

#### Language and culture

- *What do you think?* = *What do you think of the sofa?* = *Do you like the sofa?*
- In some cultures, people live by the saying, "If you can't say anything good, don't say anything at all." In those cultures, it is more appropriate for a person to say *I don't know. I'm not sure* rather than express a negative opinion of something. In other cultures, it is more acceptable to give a direct opinion, in which case a person could say *I think it's ugly.*

### 2 ▶ 3:32 Rhythm and intonation

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *What do you think?* and *And what about this lamp?*
  - emphasize *beautiful* in *I think it's beautiful.*
  - pronounce the language chunk *What do you think?* as a single word.
- Model these statements and have students repeat chorally. Make sure the stress falls on the adjective:  
*I think it's nice.*                      *I think it's awful.*  
*I think it's great.*                      *I think it's terrible.*  
*I think it's ugly.*

### 3 Conversation activator

Suggested teaching time:	8–12 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Review the vocabulary for the pictures by having students say the words. (Chair, lamp, mirror, refrigerator, rug, stove.)
- Direct attention to the Recycle box. Have students use the phrases to give their opinion about the furniture and appliances in the pictures.

**DON'T STOP!** Extend the conversation. Have students continue their conversations by talking about other furniture and appliances.

- Model the conversation with a more confident student. Play Role B. For example:  
 A: *This is a nice chair. What do you think?*  
 B: *Actually, I think it's pretty awful.*  
 A: *Really? And what about the lamp?*  
 B: *I think it's nice! What about you?*  
 A: *I don't know. I'm not sure.*
- Move around the room and listen in as students work in pairs. Encourage students to use the language in the Recycle box, and the positive and negative adjectives, to give their opinions about other furniture and appliances. Make sure students are expressive when they give their opinions.



#### Conversation Activator Pair Work Cards

### 4 Change partners

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To review, ask a few students *Which furniture does your partner like?*

### EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 8, Activity 3; "Find Someone Who . . ." Activity

## 1 3:34 Reading

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Pre-reading: To practice scanning, have students read quickly and underline the information that tells what kind of home each person has.
- Then have students read the text silently.
- Check comprehension. Ask the following questions:  
*Who lives in a house?* (Mr. Yoon and Ms. Williams.)  
*Who lives in an apartment?* (Mr. Calero.)  
*Who lives in Venezuela?* (Mr. Calero.)  
*Where does Mr. Yoon live?* (He lives in Busan, Korea.)  
*Does Ms. Williams live in Venezuela?* (No she doesn't. She lives in the United States.)  
*How many bedrooms does Mr. Yoon have?* (Two.)  
*How many bathrooms does Ms. Williams have?* (One.)  
*Who has a big living room?* (Mr. Yoon)  
*What can Mr. Calero see from his living room?* (The city of Caracas.)  
*Who has a big garage?* (Ms. Williams.)

*Option: (+10–15 minutes)* To turn this reading into a listening activity, draw the following graphic organizer on the board (without the answers) or print it out. Have students read the questions before they listen. Play the audio twice for students to answer the questions in the chart. Then have them read the text to confirm their answers.

	Mr. Yoon	Ms. Williams	Mr. Calero
Where?	<i>Busan, Korea</i>	<i>Seattle, U.S.</i>	<i>Caracas, Venezuela</i>
A house or an apartment?	<i>house</i>	<i>house</i>	<i>apartment</i>
How many floors?	<i>two</i>	<i>two</i>	<i>one</i>
How many bedrooms?	<i>two</i>	<i>two</i>	<i>three</i>
How many bathrooms?	<i>one</i>	<i>one</i>	<i>two</i>
Garden?	<i>no</i>	<i>yes</i>	<i>no</i>
Garage?	<i>yes</i>	<i>yes</i>	<i>yes</i>
Small or large kitchen?	<i>small</i>	<i>large</i>	<i>small</i>
Small or large living room?	<i>large</i>	<i>small</i>	
Office?	<i>no</i>	<i>yes</i>	<i>no</i>

### Graphic Organizers

## 2 Reading comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students read the information in the left column of the chart. Then have them scan the article again for the answers.
- Ask students to underline the sentence in the text that supports each answer. For example, Eduardo Calero has three bedrooms. The supporting sentence is in paragraph 2 (the first sentence): *We have three bedrooms and two bathrooms.*
- Have students compare their answers and supporting information.
- Review answers by asking individual students to say which information should be checked for each person in the reading.



### Extra Reading Comprehension Exercises



### Learning Strategies

## 3 Pair work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Call on individual students to read the example sentences aloud to the class.
- As students talk, move around the room to listen in on their conversations. Answer any questions as needed.

*Option: (+5 minutes)* For a different approach, do a group activity. Have students say why they like the house or apartment they live in; for example, *I like my apartment. The rooms are very big, and there are many windows.*

### Possible responses . . .

Ms. Williams lives in a house. I live in a house, too.  
 Mr. Calero's apartment building has an elevator. My apartment building doesn't.  
 Mr. Yoon's house doesn't have a garden. My house has a big garden.

*Option:* **GRAMMAR BOOSTER** (+20 minutes)



### Top Notch Pop Song Video and Karaoke Video

 **Digital Games**

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

**Info Gap**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Pair work. Direct attention to the two different pictures (Partner A's Picture and Partner B's Picture) and tell each pair to decide which picture each partner will use.
- Review the examples. Encourage students to use different types of questions during the activity; for example, *How many \_\_\_ are there? Does the \_\_\_ have \_\_\_? Is there a \_\_\_? Are there \_\_\_?*

**Possible responses . . .**

How many bedrooms are there? Is the chair near the table? Does the bathroom have two sinks? How many rooms are there? Where is the table? Is there a dining room? Is there a rug?

*Option: (+10 minutes)* As an alternative, do a guessing game. Student A says where an item is without saying the name. Student B asks *yes / no* questions. A: *It's in the bedroom.* B: *Is it large or small?* A: *It's small.* B: *Is it next to the bed?* A: *Yes, it is.* B: *Is it the table?*

*Option: (+10 minutes)* For a different approach, have students work in small groups to make alphabetical lists of the furniture and appliances in each picture; for example, for the letter B: bathtub, bed, bookcase, etc.

**Pair work 1**

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Give students a few minutes to explore the pictures silently and formulate opinions about the items in each house.
- In pairs, have students point to furniture and appliances and express their opinions.

**Possible responses . . .**

**A:** What do you think of this table / lamp / bed / bathroom / house / kitchen / stove? **B:** Actually, I think it's beautiful. And what about this sofa / desk / bookcase? **A:** I don't know. I'm not sure. **B:** Really? I think it's pretty ugly.

*Option: (+10 minutes)* For a challenge, have students redecorate one of the houses. On the board, review the phrases students will need; for example, *Let's put \_\_\_ next to the \_\_\_.* *I want a \_\_\_ in the \_\_\_.* *We need a \_\_\_.* *We don't have a \_\_\_, but we need one.*

**Pair work 2**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Model the activity: Have a student read the example aloud as you draw what you hear on the board.

*Option: (+10 minutes)* As an alternative, have students take turns describing a room on page 71. Their partner listens and identifies the room; for example, A: *There's a sofa and*

*a chair. There's a small table with a lamp next to the chair. There's a big bookcase.* B: [pointing to the living room in Partner B's picture] *Oh! This living room.*

**Writing**

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Use students' names to write examples with *but* and *too* on the board; for example: [Mark] *lives in an apartment, but [Vicky] lives in a house. [Linda] lives in an apartment. [Gary] lives in an apartment, too.*
- Point out the use of commas with both *but* and *too*.

*Option: (+5 minutes)* To extend the activity, have students read their sentences aloud in small groups or to the class.

**Possible responses . . .**

My bedroom has two beds, and this bedroom has two beds, too. There are windows in this bathroom, but in my home there are no windows in the bathroom. This house has a garage for one car, but my house has a garage for two cars. This living room has a large bookcase. My living room has a large bookcase, too. This living room doesn't have a TV, but I have a TV in my living room. There is old furniture in this house, but there is new furniture in my house.


 **Writing Process Worksheets**

**Option: Oral Progress Assessment**

Use the illustration on page 71. Encourage students to use the language practiced in this unit as well as previous units.

Create a conversation together. Point to one of the two pictures and say *This is your house.* Ask questions about the student's house. The student should answer based on the picture; for example, *Do you live in an apartment or a house? How many rooms are there in your house? Do you have a garden? Does your bedroom have a bookcase? What do you need in your house?*

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

 **Oral Progress Assessment Charts**

*Option:* **WRITING BOOSTER** (Structured support for preparing writing)

**EXTRAS**

**On the Internet:**

- Online Teacher Resources: [pearsonelt.com/topnotch3e/](http://pearsonelt.com/topnotch3e/)

**Additional printable resources on the ActiveTeach:**

- Assessment
- 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

1 **3:37 Vocabulary**

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**V** Vocabulary Flash Card Player

- Direct attention to pictures 1–5 in the book. Give students a minute to look at the illustrations and read the sentences.
- First listening: Have students listen and read along.
- Second listening: Have students listen and repeat.
- Direct attention to pictures 6–9 and the temperatures.
- Introduce *It's hot* and *It's cold* with appropriate gestures. Mime putting on a jacket to introduce *It's cool*. Mime taking off the jacket to introduce *It's warm*.
- Explain the meaning of *C* and *F* on the thermometers. Point to a temperature on the left side of the thermometer and say [35] *Celsius is [95] Fahrenheit*.
- Introduce the words *temperature* and *degrees*. Write on the board: *What's the temperature? It's \_\_\_ degrees*. Point to each illustration 6–9 and ask *What's the temperature? (It's [35] degrees. or It's [95] degrees., etc.)*
- Introduce the symbol ° for *degrees*. Write on the board: *It's [35] degrees*. Erase the word *degrees* and write in °.

Option: **VOCABULARY BOOSTER** (+5–10 minutes)

**Language and culture**

- The Celsius scale is used in most countries. The Fahrenheit scale is used in the United States. Many people in the U.S. are not familiar with the Celsius scale.



## Learning Strategies

2 **3:38 Listening comprehension**

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Before students listen, have them study the chart. Point to each city name and pronounce it so they can recognize it in the audio. If a world map is available, point out the five cities.
- Have students read the direction line. Tell them that they will listen to the weather report three times, once for each task in the directions.
- Review answers by asking students to describe the weather and temperature in each city, using complete sentences; for example, *It's warm in Madrid today*.

**AUDIOSCRIPT**

## REPORT 1

**M:** Good morning, Cali. This is your English language weather forecast for today. The weather is great today, if you like it hot! The temperature right now is 35 degrees, and it's nice and sunny.

## REPORT 2

**F:** Hello from Madrid in the heart of Spain. Today's weather is a nice and warm 30 degrees. But it's a little windy this morning so take a light sweater with you. Tune in again this afternoon for your Madrid weather update.

## REPORT 3

**M:** This is Tim Sellers with today's Seoul weather report. The weather in Seoul is unusually cool for this time of the year. The temperature is 10 degrees, but it's sunny.

## REPORT 4

**F:** Good afternoon from Dubai in the United Arab Emirates. This is your two o'clock weather report. It's a hot and uncomfortable 33 degrees at this hour in Dubai, and it's raining.

## REPORT 5

**F:** Hello again. Michaela Soros here with today's Montreal weather. The weather every day this week is cold. It's snowing hard right now, and the temperature is a cold 1 degree. A tip for Montrealers: Don't drive today. We suggest public transportation, and reports are that trains and buses are running normally.

3 **Grammar**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the affirmative statements and have students study the rules and examples.
- Write on the board: *It rains every day. It's raining now. Say These sentences are different. Sentence 1 is about every day. It is in the simple present tense. Sentence 2 is about right now. It is in the present continuous.*
- Direct attention to the negative statements and have students study the examples. Point out that *not* comes after *be* and before the present participle.
- Point out the two forms for negative contractions. To review the formation of contractions, write *It is*, erase the *-i*, and draw in an apostrophe. Then write *It is not*, erase the *-o*, and draw in an apostrophe. Continue with other examples in the present continuous.
- Direct attention to the small box about present participles on the right. Demonstrate on the board that the last *-e* in *exercise* is dropped when you add *-ing*.

**FYI:** There are more spelling rules for forming the present participle on Student's Book page 76.



## Inductive Grammar Charts

## 4 Grammar

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Direct attention to the questions and answers and have students study the examples.
- Show students how the present continuous *yes / no* question is formed. Write the formula on the board and several example questions. For example:  

be	+	subject	+	verb / -ing ?
Are		you		studying English?
Is		she		walking to school?
- Remind students that contractions are not used in affirmative short answers. Correct: *Yes, I am.* NOT correct: *Yes, I'm.*
- Call attention to the two forms for negative contractions in short answers.
- To check comprehension, ask questions; for example, *Are you studying English right now?* (Yes, I am.) *Are you watching TV right now?* (No, I'm not.) *Is [Ryan] walking?* (No, [he's] not.) *Is [Michelle] listening?* (Yes, [she] is.)

**Option: (+10 minutes)** For more practice, make a list on the board of verbs students know; for example, *eat, take, rain, walk, exercise, watch, study.* Have students take turns asking and answering *yes / no* questions in the present continuous; for example, A: *Are you studying English?* B: *Yes, I am.* B: *Is [Larry] watching TV?* A: *No, he's not.*



### Inductive Grammar Charts

## 5 Grammar practice

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students work independently to complete the exercise and then compare their answers in pairs.
- When reviewing answers, make sure students spelled *making, exercising,* and *taking* correctly. Point out the two possible ways to express the negative response in items 3 and 6.



### Extra Grammar Exercises

## NOW YOU CAN Describe today's weather

### 1 ▶ 3:39 Conversation model

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Use **Hi** and **Hey** to greet people informally.
  - Say **No kidding!** to show surprise.
- Point out Vancouver and São Paulo on a map.
  - After students read and listen, ask *How's the weather in Vancouver today?* (It's hot and sunny.) *How's the weather in São Paulo?* (It's raining and cold.)

## 2 ▶ 3:40 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *How's the weather there in São Paulo?*
  - use rising intonation for *Today?*

## 3 Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- DON'T STOP!** Extend the conversation. Direct attention to the Don't stop! box. Ask *What is Molly wearing?* (A coat and scarf.) *What is Jonathan wearing?* (A shirt.) Have students review the names of clothing items they know and write them on the board: *scarf, sweater, jacket, coat, shoes, shirt, tie, dress, suit, blouse, pants, skirt.* If you have assigned the Vocabulary Booster, include those words as well: *bathing suit / swimsuit, bathrobe, boots, hat, jeans, nightgown, raincoat, umbrella, sandals, pajamas, T-shirt, shorts, socks, pantyhose, underwear.* Have students say what they are and are not wearing.
- Have students brainstorm different cities in this country or around the world and think about the weather there. Make a weather chart on the board. For example:  

Cairo, Egypt	It's hot and sunny.
Calgary, Canada	It's cold, and it's snowing.
  - Model the conversation with a more confident student. Play Role A to show how to expand the conversation and talk about clothes, too.  
 A: *Hi, [Nick]. [Emily].*  
 B: *Hey, Emily. Where are you?*  
 A: *I'm calling from [Moscow]. How's the weather there in [Caracas]?*  
 B: *Today? Terrible! It's raining and cool.*  
 A: *No kidding! It's warm and sunny here! I'm wearing shorts and sandals!*
  - Be sure to reinforce the use of the conversation strategies; for example, make sure students express surprise when they say, *No kidding!*
  - Encourage students to use the adjectives in the box to describe the weather. Encourage students to talk about the clothing they "are wearing" in the different locations.

## 4 Change partners

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students stand up and find another partner. Make sure they describe the weather in other places around the world.



### Conversation Activator Pair Work Cards

## EXTRAS

### Workbook or MyEnglishLab



### Speaking Activities: Unit 9, Activity 1

**1** ▶ 3:41 **Vocabulary**

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Before students listen, give them a few minutes to study the date book pages.
- After students listen, check their comprehension. *What is today?* (Monday.) *What is tomorrow?* (Tuesday.) *What is the day after tomorrow?* (Wednesday.) *What date is today?* (August 2.) *What date is next Monday?* (August 9.)
- Direct attention to the date book for *today* and have students repeat the time phrases chorally.
- Further check comprehension by saying clock times and having students choose the appropriate time phrase; for example, 9 *A.M.* (This morning.) 3 *P.M.* (This afternoon.) 7 *P.M.* (This evening. / Tonight.)

**2 Grammar**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Direct attention to the Grammar box and have students study the examples.
- Point out that time expressions give important information about when things are happening: in the present (now) or in the future. Have students circle the blue time expressions in the Grammar box. Say *The time expression tells you that the action is happening now or in the future.*

*Option: (+5 minutes)* For additional practice with time expressions, ask students questions. Start with *yes / no* questions and move on to information questions; for example, *Are you working this week? When are you working this week? Are you studying tonight? What are you studying tonight? Are you going shopping this afternoon? Where are you going shopping this afternoon?*

**Inductive Grammar Charts****3 Grammar practice**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the date book and have students study the information. Ask a few questions to make sure students understand the information. For example:  
*What time is Marissa meeting her mom for lunch?* (At 11:00.)  
*When is she cleaning the kitchen?* (On Sunday.)  
*What is she doing on Thursday afternoon?* (She's going to Chinese class.)
- Review the examples with the class.
- Give students a few minutes to complete the exercise. Have them work independently.
- To review answers, have students read the complete sentences. (Use of contractions may vary.)

**FYI:** This exercise uses many time expressions, such as *then*, *later*, *after*, and *that evening*. You may want to explain these before students start the exercise.

**Extra Grammar Exercise**

## 4 Pair work

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- For the *yes / no* questions, encourage students to formulate some questions that will require their partner to say no and then give follow-up information; for example, A: *Is she meeting Sandy on Tuesday morning?* B: *No, she isn't. She's meeting Sandy in the evening.*
- Give students a few minutes to write down some questions to ask their partners.
- Listen for rising intonation for *yes / no* questions and falling intonation for information questions.

### Possible responses . . .

Where is Marissa meeting Sandy? (At the City Bookstore.)  
 Who is exercising with Marissa on Saturday? (Sarah.)  
 What is Marissa doing on Saturday evening? (She's going to a concert.)  
 Is Marissa meeting her mom at the mall on Wednesday? (No she isn't. She's meeting her mom on Monday.)  
 When is Marissa doing the laundry? (On Monday.)

## NOW YOU CAN Discuss plans

### 1 ▶ 3:42 Conversation model

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

This conversation strategy is implicit in the model:

- Use So to introduce a conversation topic.
- Direct attention to the photo. Say *It's Friday afternoon. They're talking about their weekend plans.*
- After students read and listen, point to the woman in the photo and ask *What is she doing on Saturday?* (She's meeting Pam in the park.) Point to both of them and ask *What are they doing on Sunday?* (They're getting together.)

### 2 ▶ 3:43 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - pause after saying *Well*.
  - say *Sure!* with enthusiasm.

### 3 Plan your conversation

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Brainstorm activity ideas with students and write their ideas on the board to inspire them as they fill in the date book.
- Tell students to write only the time phrase and the verb phrase in the date book. Say *On Monday evening at seven, I'm doing my laundry*, but write on the board: *7:00 P.M. do laundry*.
- Walk around and provide help as needed.

## 4 Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

### 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.

**DON'T STOP!** Extend the conversation. Review the time expressions in the Recycle box. Write the following question on the board: *What are you doing \_\_?* Have students practice creating new questions using the time expressions in the Recycle box; for example, *What are you doing on Friday? What are you doing this afternoon?*

- 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 how the model has been changed by the actors.
- Model the conversation with a more confident student. Expand the conversation with language from the Recycle box. For example:
  - A: *What terrible weather! It's so windy and cold!*
  - B: *It really is! . . . So, [Ann], are you doing anything special tomorrow?*
  - A: *Well, tomorrow, I'm going to a new restaurant.*
  - B: *Do you want to get together the day after tomorrow?*
  - A: *Sure! Call me tomorrow evening, OK?*

- Make sure students accept the invitation with enthusiasm by saying *Sure!* as if they really mean it.
- Have students check off each word or phrase in the Recycle box as they use it in their conversation.

*Option: (+10 minutes)* For a different approach, bring to class listings of local cultural or sports events. Pair students and ask them to identify the events. Make a list on the board. Then have students make plans and practice their conversations, substituting these events.

### Conversation Activator Video Script; Conversation Activator Pair Work Cards

## 5 Change partners

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- When students change partners, encourage them to extend their conversations by asking about other times of the week.

## EXTRAS

Workbook or MyEnglishLab

 Speaking Activities: Unit 9, Activity 2



### 1 Grammar

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Direct attention to the information questions and answers and have students study the examples.
- Write *Who is wearing a coat?* on the board. Circle the verb *is* and the *-ing* ending. Say *The present continuous always uses be and the present participle in the -ing form.*
- Say *Who is the subject in this question.* Draw a circle around *Who* and write *S* above it. Write *What is Jonathan wearing?* Say *Jonathan is the subject in this sentence.* Draw a circle around *Jonathan* and write *S* above it. Say *When Who is the subject of the question, the word order is subject + verb. When Who is not the subject of the question, the word order is verb + subject.*



#### Inductive Grammar Charts

### 2 Pair work

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Ask students to study the pictures. Review the example with the class.
- Remind students to use information questions using the present continuous; for example, *Who's making breakfast?* (Mike is.) *What's Patty doing at 8:50?* (She's washing the dishes.) *What are Patty and Mike doing at 7:30?* (They're getting up.)
- Encourage students to use contractions. Encourage them to help each other correct mistakes.
- Ask pairs to role-play their questions and answers.

*Option: (+3 minutes)* As an alternative, give students a few minutes to write their questions before they talk about the pictures.

#### Possible responses . . .

**7:30 A.M.**

- What's Mike doing? (He's getting up.)
- What's Patty doing? (She's getting up, too.)
- What are they wearing? (Pajamas.)

**8:00 A.M.**

- What's Mike making? (He's making coffee.)
- What's Patty doing? (She's taking a shower.)

**8:20 A.M.**

- What's Mike doing? (He's eating breakfast.)
- What's Patty doing? (She's eating breakfast, too. She's reading the newspaper.)

**8:50 A.M.**

- Where's Mike reading the newspaper? (In the kitchen.)
- Who's washing the dishes? (Patty is.)
- Who's listening to music? (Mike and Patty are.)
- Who's watching Patty? (The cat.)



#### Extra Grammar Exercises

### 3 ▶ 3:44 Pronunciation

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--



#### Pronunciation Coach Video

- Direct attention to the box and have students study the questions and the arrows.
- First listening: Have students listen and focus on the intonation at the end of each question.
- Point out that *yes / no* questions have rising intonation and information questions have falling intonation.
- Second listening: Have students listen and repeat chorally. Permit students to exaggerate their intonation to emphasize the different intonations.

#### Language and culture

- In American English, *family* always takes a singular verb. In British English *family* can sometimes take a plural verb.



#### Pronunciation Activities

### 4 Grammar

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students study the examples in the Grammar box in their book.
- You may want to say the examples and have students repeat chorally.

*Option: (+5 minutes)* For an inductive approach, ask students to notice what happens at the end of the verb.

The chart below summarizes spelling rules for forming the present participle.

End of verb	Spelling rule	Examples
consonant + e	drop the <i>-e</i> and add <i>-ing</i>	make—making take—taking
one vowel + one consonant	double the consonant and add <i>-ing</i> *	sit—sitting shop—shopping
two vowels and one consonant	add <i>-ing</i> ; do not double the consonant	rain—raining read—reading
two consonants	add <i>-ing</i> ; do not double the consonant	brush—brushing work—working

\*Exception: Do not double *-w*, *-x*, and *-y*: snow—snowing; fix—fixing; say—saying

*Option: (+5 minutes)* For additional practice, have students brainstorm verbs they know. Write the verbs on the board. Then have students write the present participle of each verb.



#### Inductive Grammar Charts

## 5 Grammar practice

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students compare answers with a partner.
- To review answers, have students write the participles on the board. Make necessary corrections.



### Extra Grammar Exercise

## 6 ▶ 3:45 Listening comprehension

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Prepare students by saying *People are talking on the phone.*
- First listening: Students listen and complete each item.
- Second listening: Students listen and confirm their answers.
- To review answers, students say the sentences.

### AUDIOSCRIPT

#### CONVERSATION 1

- F1:** Hello?  
**F2:** Hi, Sara. It's me. Are you working?  
**F1:** Working? No way. It's Saturday. I'm watching TV.

#### CONVERSATION 2

- M1:** Hello?  
**M2:** Hi, Dan. It's Bret. What's up?  
**M1:** Not much. I'm just washing the dishes.  
**M2:** Want to go to the movies later?

#### CONVERSATION 3

- F1:** Eva! What are you doing here?  
**F2:** Me? I'm going shopping. I need a sweater. What about you?  
**F1:** Just meeting my mom.

#### CONVERSATION 4

- M1:** Hello?  
**M2:** Hi, Paul. Can you talk?  
**M1:** Sure. I'm just reading.

#### CONVERSATION 5

- F:** Hello. Marla here.  
**M:** Marla? Ben. Are you in the car?  
**F:** Yes. I'm driving home. I can't talk right now.  
**M:** No problem. Call me when you're home, OK?  
**F:** Sure.

## NOW YOU CAN Ask about people's activities

### 1 ▶ 3:46 Conversation model

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Answer the phone with Hello?
  - Identify yourself with This is \_\_\_ on the phone.
  - Use Well, actually, to begin an excuse.
  - Say Oh, I'm sorry after interrupting.
  - Say Talk to you later at the end of a phone call.
- Prepare students by pointing to the photo and asking *What's she doing?* (She's talking on the phone.)
  - After students read and listen, ask *Who is calling?* (Jessica is calling Grace.) *What is Grace doing?* (She's doing the laundry.)

## 2 ▶ 3:47 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Hello?* and *Should I call you back later?*
  - use falling intonation for *What are you doing?*
  - pause after *Well,* and *actually.*

## 3 Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students look at the pictures of the people talking on the phone. Have them say the present continuous verb phrase for the other action in each one. (Watching a movie. Eating dinner / lunch. Watching TV. Making dinner / lunch.)

**DON'T STOP!** Extend the conversation. Remind students they can use the time expressions on page 74 and exact times (from Unit 5).

- Model the conversation with a more confident student.

For example:

- A: *Hello?*  
 B: *Hi, [Matt]. This is [Katie]. What are you doing?*  
 A: *Well, actually, I'm watching a movie right now.*  
 B: *Oh, I'm sorry. Should I call you back later?*  
 A: *Yes, thanks. Talk to you later. Bye.*  
 B: *Bye.*

- Be sure to reinforce the use of the conversation strategies; for example, in the role play, pause slightly after each word when you say *Well, actually,* to indicate you are giving an excuse not to talk right now.
- Move around the room and listen in as students work. Make sure students change roles, so everyone can practice both roles.

## 4 Change partners

Suggested teaching time:	4 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Write other activities on the board so students can practice new conversations. For example:

*I'm taking a nap.*      *I'm studying English.*  
*I'm exercising.*      *I'm driving.*



### Conversation Activator Pair Work Cards

## EXTRAS

Workbook or MyEnglishLab



### Speaking Activities: Unit 9, Activity 3; "Find Someone Who . . ." Activity

**FYI:** The Unit Vocabulary / Grammar Review (Exercise 4) may make this lesson difficult to complete in 45, or even 60, minutes. If you have only a 45-minute period, two options are suggested:

1. Play the game as a warm-up for another lesson.
2. Have students prepare the Writing exercise on page 79 as homework.

## 1 3:48 Reading

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- To practice the reading strategy of scanning, ask students *Where is it sunny today?* Give students a few minutes to scan for their answers. (Guadalajara, Miami)
- Then have students read the text silently.
- Check students' comprehension. Ask the following questions:
  - What's the weather going to be like in Toronto in the afternoon?* (Cold with a mix of rain and snow.)
  - What time will the sun rise in Miami?* (At 7:01.)
  - What's the weather going to be like in Seattle in the morning?* (Rainy.)
  - How hot will it get in Guadalajara?* (It will be 24°C.)
  - How cold will it get in Toronto?* (It will be -3°C.)
  - What's the weather going to be like in Miami in the evening?* (Rainy, windy, and cool.)

*Option: (+10 minutes)* To use this Reading for pronunciation practice, have students read the forecast while they listen to the recording of it. Pause after each city and have small groups of students repeat, imitating the pronunciation and intonation.

*Option: (+10–15 minutes)* To turn this reading into a listening activity, draw the following graphic organizer on the board (without the answers), or print it out. First listening: Have students listen with books closed and fill in the temperatures. Second listening: Have students listen and write the morning, afternoon, and evening weather. Third listening: Have students listen and write the sunrise and sunset times. Have students read the text to confirm their answers.

	Seattle	Guadalajara	Toronto	Miami
temperatures	high 7°c, low 2°c	high 24°c, low 5°c	high -2°c, low -3°c	high 26°c, low 17°c
morning weather	rainy	sunny / warm	cloudy / cold	sunny / warm
afternoon weather	rainy	cloudy / warm	mix of rain / snow	sunny / hot
evening weather	snow / cold	cold	cold	rainy / windy / cool
sunrise / sunset	7:52 / 4:18	7:23 / 6:16	7:45 / 4:42	7:01 / 5:33

 **Graphic Organizers; Learning Strategies**

## 2 Reading comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Ask students to look at the shaded column and row in the chart and then scan the reading again. Complete the first row of the chart as a class.
- Have students complete the chart independently.
- Have students compare answers in pairs.
- To review answers, go around the room and have students name the cities that have each type of weather. Encourage students to point out the information from the forecast that confirms their answer.

## 3 Reading comprehension

- Have students refer to the forecast to answer the questions.
- Ask students to check their answers in pairs and point to the correct answers in the forecast above.

### Extra Reading Comprehension Exercises

## 4 Vocabulary / grammar game

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Tell students they are going to act out the verbs in the box. Demonstrate what *act out* means. Write *comb your hair* on the board. Use gestures and facial expressions to act this activity out.
- Point to the word *mimes* in the directions. Explain to students that *mimes* means the same as *act out*.
- Form teams. Create several small teams or divide the class into two teams. Students on Team 1 take turns acting out a verb in the present continuous. Students on Team 2 ask *yes / no* questions. Model using the following example:
  - Team 1 Student: (acts out *exercising*)
  - Team 2 Student: *Are you getting dressed?* (rising intonation)
  - Team 1 Student: *No, I'm not.* (continues acting out *exercising*)
  - Team 2 Student: *Are you exercising?* (rising intonation)
  - Team 1 Student: *Yes, I am.*
- Remind students to use proper intonation with *yes / no* questions: The voice goes up at the end.
- Have the teams switch roles and repeat the game.

*Option:* **GRAMMAR BOOSTER** (+15 minutes)

 **Digital Games**

Before the first activity, give students a few minutes of silent time to look at the photos and become familiar with them. Ask Who's Sam? Who's Debbie? (Students can point in response.)

**Pair work**

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Role play the model with a more confident student.
- Have students work in pairs. Students will create a phone conversation for each set of photos.
- Call on various pairs to role-play one of their conversations in front of the class.

*Option: (+10 minutes)* For a different approach, allow students to write the conversation before they act it out. This will give them extra support as they act it out.

**Possible responses . . .**

**Thursday, May 5, 1:20 P.M.**

**A:** Hi, Sam. This is Debbie. What are you doing? **B:** Well, actually I'm making lunch right now. **A:** Oh, I'm sorry. Should I call you back later? **B:** No, it's OK. So what are you doing tomorrow evening?

**A:** I'm not doing anything special. Do you want to get together?

**B:** Sure! Call me tomorrow afternoon after work. **A:** OK. Talk to you later. Bye. **B:** Bye.

**Saturday, May 7, 6:30 P.M.**

**A:** Hi, Sam. This is Debbie. **B:** Hey, Debbie. Where are you? **A:** I'm calling from [New York]. **B:** How's the weather there in New York?

**A:** Today? It's beautiful. It's warm and sunny. **A:** No kidding! It's awful here! It's raining, and it's cool.

**Writing**

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Prewriting: Ask students to make notes about what they're planning to do next week.
- Model the activity by briefly talking about your plans for next week and then writing a few sentences on the board. For example:

*I'm doing the laundry on Monday.*

*I'm going to a concert on Thursday night.*

*On Friday evening, I'm having dinner with friends from school.*

- Make sure students understand they need to use the present continuous for future actions in their writing. Remind them to use a time expression in each sentence.

*Option: (+10 minutes)* To extend the activity, have students work in pairs or small groups to share their writing and compare plans. Ask them to find out if anyone has the same activities planned.

 **Writing Process Worksheets**

**Option: Oral Progress Assessment**

Use the first photo on page 79. Encourage the student to use the language practiced in this unit as well as in previous units.

Create a conversation together. Tell the student, *I'm [Sam] and you're [Debbie]. I'm calling you.* Make a phone ringing sound to prompt the student to say *Hello?* For example:

**A:** Hello? **B:** Hi, [Debbie]. This is [Sam]. What are you doing? **A:** Oh, hi, Sam! I'm watching TV. **B:** What are you doing this weekend? **A:** I'm not doing anything special. Do you want to get together? **B:** Sure! **A:** How about Saturday evening? **B:** Good idea! There's a movie at the movie theater. **A:** What time? **B:** 8:00 P.M. **A:** OK. Let's meet there at 7:30.

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

 **Oral Progress Assessment Charts**

*Option:* **WRITING BOOSTER** (Structured support for preparing writing)

**EXTRAS**

**On the Internet:**

- **Online Teacher Resources:** [pearsonelt.com/topnotch3e/](http://pearsonelt.com/topnotch3e/)

**Additional printable resources on the ActiveTeach:**

- **Assessment**
- *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**

# UNIT 10 Food

## LESSON 1

### 1 4:02 Vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

#### Vocabulary Flash Card Player

**FYI:** Count nouns and non-count nouns are presented in Exercise 3 on page 82.

- Tell students *Count nouns are things we can count*. To demonstrate, count out the number of beans in picture 10 (Eight.). You can draw three apples on the board and count them out, too.
- First listening: Have students listen and point to the items.
- Second listening: Have students listen and repeat chorally.

*Option: (+3 minutes)* As an alternative, after students listen and repeat each item, ask them to say the plural form. (You may want to have students review the pronunciation of plural forms on page 44 of Unit 6.) For example:

/z/ eggs, onions, apples, lemons, bananas, tomatoes, potatoes, peppers, beans, peas

/ɪz/ oranges

/s/ None of the food items on page 80 have this final sound in the plural. In the Vocabulary Booster, the following plural forms have this final sound: *grapefruits, grapes, apricots, dates*.

*Option:* **VOCABULARY BOOSTER** (+7–10 minutes)

### 2 4:03 Listening comprehension

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Before students listen, have them look at the answer choices (the pictures) and say each food item shown.
- First listening: Stop the audio after item 1 and review the example. Tell students that some conversations will have more than one answer. Then continue.
- Second listening: Have students listen to confirm their answers.
- To review answers, have students say the foods that should be checked for each conversation.

#### **AUDIOSCRIPT**

##### CONVERSATION 1

**F1:** Let's see. I have oranges, lemons, bananas. What do you like?

**F2:** Hmm. I really like oranges. I guess I'll have an orange.

##### CONVERSATION 2

**M:** Where are you going?

**F:** To the supermarket. We need onions.

**M:** Actually, we need potatoes, too.

**F:** Oh yeah, I forgot. Thanks!

##### CONVERSATION 3

**M1:** What are you making?

**M2:** Nothing special. Just some eggs.

**M1:** That's all?

**M2:** Well, actually, I'm making some potatoes, too.

##### CONVERSATION 4

**M:** I really want bananas for breakfast tomorrow.

**F:** Well, the bananas are right over there.

**M:** Where?

**F:** Next to the apples.

##### CONVERSATION 5

**F:** Excuse me. Where are the onions?

**M:** Onions? They're on the right . . . next to the oranges and lemons.

**F:** Oh! And I need some peas, too.

**M:** Peas are between the potatoes and the onions.

**F:** Thanks!

### 3 Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Model the activity. Write the following sentence on the board:

*I don't like \_\_\_\_, but I really like \_\_\_\_.*

Talk about your food preferences; for example, *I don't like onions, but I really like tomatoes*. Then have a student read the example to the class.

### 4 Grammar

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Direct attention to the questions and answers in the Grammar box. Have students read the rule and study the examples.
- Write on the board:  
*How many \_\_ are there?*  
*Are there any \_\_?*
- Point out that the answer to *how many* is a number.
- To check comprehension, ask various students questions with *How many*; for example, *How many students are there in this class? How many months are there in a year? How many days are there in a week?*
- Write on the board *Are there any \_\_?*
- Remind students that a question beginning with *Are there . . .* is a *yes / no* question.
- Write the following responses on the board:  
*Yes, there are. There are [number].*  
*No there aren't.*
- To check comprehension, ask *Are there any computers in this room? Are there any desks in this room? Are there any windows in this room?*



#### Inductive Grammar Charts

## 5 4:04 Vocabulary

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

### V Vocabulary Flash Card Player

- Illustrate the new word, *keep*. Ask *Where do you keep your food? Do you keep your food in the stove? Do you keep your food in the closet? Say I keep my food in the fridge. Where do you keep your food?*
- First listening: Students listen and pay special attention to the prepositions of place: *in* and *on*.
- Second listening: Students listen and repeat chorally.

*Option: (+5 minutes)* For additional practice, do the following exercise in groups of three. Write two columns on the board. 1. *Keep in the fridge* and 2. *Don't keep in the fridge*. Have students categorize the foods in Exercise 1, using the two categories. After a few minutes, write students' ideas on the board.

## 6 Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Model an example with *How many . . . ?* Ask *How many tomatoes are there on the counter?* (There are two.)
- In pairs, have students take turns asking and answering questions with *How many . . . ?* and *Are there any . . . ?*, using the photos from Exercise 5.

### ★ 🖨️ Extra Grammar Exercises

## NOW YOU CAN Discuss ingredients for a recipe

### 1 4:05 Conversation model

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Introduce the words *recipe* and *ingredients*. Point to the recipes and their ingredients and say *These are recipes for lunch and dinner. Each recipe has ingredients; for example, the ingredients for green bean salad are beans, peas, and onions.*

This conversation strategy is implicit in the model:

- Say *I'll check* to indicate you'll get information for someone.

- To prepare students for this conversation, say *Two people are in their home. They are talking about lunch.*
- After students listen, ask *Are there any beans in the fridge?* (Yes, there are.) *Are there any onions?* (The person is not sure.)

### 2 4:06 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *How about some green bean salad?*
  - use rising intonation for *Green bean salad?*, *Are there any beans in the fridge?*, and *And do we have any onions?*
  - say *That sounds delicious!* with enthusiasm.

## 3 Conversation activator

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

### 🎥 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.
- Review the names of the recipes and the ingredients needed. Ask comprehension questions; for example, *Are there any onions in the tomato potato soup?* (Yes, there are.) *Are there any eggs in the stuffed peppers?* (No, there aren't.) *How many ingredients are there in the potato pancakes?* (There are three ingredients.)

**DON'T STOP!** Read the instructions in the Don't stop! box. Review the language in the Recycle box. Give some examples: *I like stuffed peppers. We have tomatoes and onions. We need peppers. Do you want fruit salad?*, etc. Have students practice making statements and asking questions using this language.

- 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 how the model has been changed by the actors.

- Model the conversation with a more confident student. Play the role of Student A so that you can model expanding the conversation with questions about what you need, want, have, and like. For example:

A: *How about some fruit salad?*

B: *Fruit salad? That sounds delicious! I love fruit salad!*

A: *Are there any apples in the fridge?*

B: *Yes, there are.*

A: *And do we have any oranges?*

B: *I'm not sure. I'll check. . . . No there aren't.*

A: *We need oranges.*

- Be sure to reinforce the use of the conversation strategy; for example, make sure students pause after *I'll check* and mime looking in the fridge.

- To provide feedback on student conversations, move around the room and listen in. Encourage students to ask about all of the ingredients needed for the recipe. Make sure students use language from the Recycle box.

### 🖨️ Conversation Activator Video Script; Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- When all pairs are finished with their conversations, ask *What recipe do you like? What ingredients do you have? What ingredients do you need?*

## EXTRAS

Workbook or MyEnglishLab

🖨️ Speaking Activities: Unit 10, Activity 1

1 ▶ 4:07 Vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

**V** Vocabulary Flash Card Player

- Tell students *Non-count nouns are things we can't count. For example, we can't count water. We can't say one water, two waters.*
- Point out that *a* or *an* is not used with non-count nouns.
- First listening: Have students listen, look at the pictures, and study the words.
- Second listening: Have students listen, point, and repeat chorally.

**FYI:** Containers and quantities are presented on page 83.

*Option: (+5 minutes)* For additional practice, have students take turns covering the words and saying the name of a food or drink and pointing to the picture of it. Student A: *Coffee*. Student B: (points to coffee).

**Language and culture**

- Other words for soda are *soft drink* and (*soda*) *pop*.

2 Vocabulary practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Write the following model on the board to guide students in their conversations:  
*A: I like \_\_\_\_.*  
*B: Me too! \_\_\_\_ is my favorite food.*  
*C: Not me. I really don't like \_\_\_\_.*
- Call on three students to read the example in the book aloud to the class.

*Option: (+5 minutes)* To extend the activity, take a poll to see how many students like the drinks and foods on this page. Ask *How many people like [coffee]?* Keep track on the board of the number of *yes* responses. For example:

<i>How many people like . . .</i>	
<i>coffee?</i>	<i>4</i>
<i>tea?</i>	<i>10</i>
<i>juice</i>	<i>19</i>

Call on various students to summarize the survey results; for example, Student A: *Four people like coffee*. Student B: *Ten people like tea*.

3 Grammar

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the Grammar box and have students study the rules and examples.
  - Explain the difference between count and non-count nouns.
  - Write on the board:  
*count nouns: egg, apple, banana*  
*non-count nouns: butter, milk, meat*  
 Say *one egg, two eggs, three eggs*. Then do the same with *apple* and *banana*. Then shake your head as you say *Don't say one butter, two butters*.
  - Write on the board:  
*I want \_\_\_\_.*  
*I like \_\_\_\_.*  
*I need \_\_\_\_.*
  - Ask students to complete the sentences with count nouns from Exercise 1 on page 80. Tell students to use an article, the plural form, or a number; for example, *I want an apple. I like bananas. I need two lemons.*
  - Then ask students to complete the same sentences on the board with non-count nouns from Exercise 1 on page 82. Tell students not to use articles, plural forms, or numbers; for example, *I want butter. I like tea. I need bread.*
  - Direct attention to the Be careful! box. Read the first rule and examples. Write on the board *Pasta is good for you*. Circle *is* and say *Non-count nouns use singular verbs*. Ask *Is milk good for you?* Model the answer *Milk is good for you*. Ask the same question with other non-count nouns. Call on students to answer.
  - Read the second rule and examples in the Be careful! box. Read aloud the sentences with non-count nouns. For each sentence, emphasize the form of the noun; for example, say *I don't eat sugar. We don't say "I don't eat a sugar" or "I don't eat sugars."*
- Option: (+5 minutes)* To review count and non-count nouns, do the following exercise with students, books closed. Say or write vocabulary from this page and page 80 and ask students to say if each word is a count noun or a non-count noun.

**Language and culture**

- The word *pepper* is a count noun when it refers to the vegetable; it is a non-count noun when it refers to the seasoning.

 Inductive Grammar Charts

## 4 Grammar practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- After students complete the chart, have them take turns talking about what they eat or drink.

*Option: (+5 minutes)* To extend the activity, have students take turns asking about what their partners eat or drink. Student A: *Do you eat fish?* Student B: *No, I don't. Do you drink soda?* Student A: *I love soda!*



### Extra Grammar Exercises

## 5 Grammar

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students study the rule and examples.
- Direct attention to the Remember box. Read the rule and examples aloud.
- To check comprehension of *How much* vs. *How many*, write the following questions on the board:
  1. *How many* \_\_\_ are there?
  2. *Are there any* \_\_\_ in the fridge?
  3. *How much* \_\_\_ is there?
  4. *Is there any* \_\_\_ on the shelf?Then tell students to complete each question with an appropriate count or non-count noun.



### Inductive Grammar Charts

## 6 Vocabulary

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Point out that each item has an article (*a*).
- Point out that the stress is on the nouns; for example, *a BOX of PASTa*, *a LOAF of BREAD*.
- Point out that containers and quantities are count nouns. Write the plural forms of the ones in this activity on the board. For example:  
*boxes, loaves, bottles, cans, bags*

*Option: (+5 minutes)* As an alternative, have students think about different foods and drinks they know and the types of containers they come in. Make a list on the board.



### Learning Strategies

## 7 Grammar practice

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Review how to choose between *much* and *many*. Write on the board:
  1. *How* \_\_\_ bags of rice do you need?
  2. *How* \_\_\_ rice do you need?Ask *Is rice a count noun?* (No.) *Do I write much or many?* (Much.) *Is bag a count noun?* (Yes.) *Do I write much or many?* (Many.)



### Extra Grammar Exercises

## NOW YOU CAN Offer and ask for foods

### 1 Conversation model

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Decline an offer politely with No, thanks.
- Use Please pass the . . . to ask for something at the table.
- Say Here you go as you offer something.

- After students read and listen, ask *What is she drinking?* (Coffee.) *Does she want sugar?* (No.)
- Demonstrate *Here you go* by offering something.

### Language and culture

- *Would you like* and *Do you want* have the same meaning, but *Would you like* is more formal.

### 2 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Would you like coffee* and falling intonation with *or tea?*
  - use rising intonation for *And would you like sugar?*

### 3 Conversation activator

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Model the conversation with a more confident student. As you speak, mime the gestures for offering food. For example:

T: *Would you like juice or water?*

S: *I'd like juice, please. Thanks.*

T: *Here you go. . . And would you like cheese?*

S: *Yes, please.*

T: *Here you go.*

S: *Thanks.*

T: *Please pass the meat, etc.*

- Be sure to reinforce the use of the conversation strategies when modeling the conversation.



### Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Remind students to create new conversations.

## EXTRAS

Workbook or MyEnglishLab



### Speaking Activities: Unit 10, Activity 2



## 1 Grammar

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students study the first rule about the simple present tense and the examples. Show that we use *have*, *want*, *need*, and *like* with the simple present tense (not with the present continuous). Write *We are needing a box of pasta*. Cross out *are needing* and write *need*.
- Ask students to study the second rule about the simple present tense and the examples.
- Point out that the simple present tense is used to talk about actions a person does as a habit (again and again); for example, *She takes the bus every morning. He studies English on Tuesdays*.
- Ask students if they remember the four frequency adverbs they studied in Unit 7.
- Ask students to study the rule about the present continuous and the examples.
- Point out that the present continuous is used to talk about actions that are happening now.
- Have students identify the time expressions in these sentences. (Now. / This year.)
- Have students practice distinguishing between the simple present tense and the present continuous.
- Write on the board:
 

<i>simple present tense</i>	<i>present continuous</i>
1. <i>You study English.</i>	3. <i>You are studying English.</i>
2. <i>They eat breakfast.</i>	4. <i>They are eating breakfast.</i>
- Have students work in pairs to add frequency adverbs to sentences 1 and 2; for example, *always, usually*. Have students add time expressions to sentences 3 and 4; for example, *now, today, this week*.
- Ask students for their answers and make necessary corrections. (Possible answers: **1** Always / usually / sometimes / never. **2** Always / usually / sometimes / never. **3** Now / this [year]/[tomorrow] morning. **4** Now / in the morning / on [Friday]).



### Inductive Grammar Charts

## 2 Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Read through all the exercise items with the class. For each one, ask *Is this happening now? Does this happen every day? Is the verb have, want, need, or like?* Then have students complete the exercises.
  - To review answers, ask students to say the completed sentences.
- Option: (+10 minutes)* For additional practice, write sentence prompts on the board and have students complete the sentences. For example:

1. *we / practice English / every day* (We practice English every day.)
2. *I / never / go out for dinner* (I never go out for dinner.)
3. *we / cook / all our meals / at home / this month* (We are cooking all our meals at home this month.)
4. *I / need / milk / for my coffee* (I need milk for my coffee.)
5. *you / watch / TV / every evening* (You watch TV every evening.)
6. *I / eat / only / fruit and vegetables / today* (I'm eating only fruit and vegetables today.)

## 3 Grammar practice

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Tell students to look at the photo and read the date book. Then read the example. Ask *What is Suzanne doing right now? What does she do every week? What is she doing this week?* (Answers may vary, but it is important to decide which activities are habitual and which ones are not, so students can write correct sentences.)
- Encourage students to write as many sentences as they can using the simple present tense and the present continuous.
- To review, ask students to work in small groups and check each other's sentences. Then have students submit their writing to you for correction.
- Call on various students to read one or two sentences to the class. Make necessary corrections.

### Possible responses . . .

#### Present continuous

Suzanne is listening to music. She's eating an apple. She's checking her e-mail. She's sitting in a chair. On Sunday she is cooking for her mom and dad.

#### Simple present tense

Suzanne teaches on Mondays, Tuesdays, Wednesdays, and Thursdays. She works at home on Tuesdays and Thursdays. She studies Chinese on Fridays. She does the laundry and goes shopping on Saturdays.

## 4 Pair work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Encourage students to write *yes / no* and information questions and to use both the simple present tense and the present continuous; for example, *What does Suzanne do on Mondays and Wednesdays at 10:00? Is Suzanne eating at her desk? Does Suzanne speak Chinese?*
- Option: (+5 minutes)* As an alternative, play this game. Set a time limit of two minutes and have students write as many questions as they can. Then have students read their questions aloud to the class. Each grammatically correct question receives one point.



### Extra Grammar Exercises

## 5 ▶ 4:11 Pronunciation

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--



### Pronunciation Coach Video

- Point to each column and clearly pronounce each vowel sound. Ask students to study the chart.
- Have students listen and focus on the vowel sound represented in each group.
- **FYI:** For the sounds /i/ and /eɪ/, the tongue is tensed. For the sounds /ɪ/, /ɛ/, and /æ/, the tongue is relaxed. Make sure students open their mouths wide for the sound /æ/.
- Have students listen again and repeat chorally.

*Option: (+5 minutes)* For a challenge, call out the following words in random order and have students listen and identify which vowel category each word belongs to. For example:

/i/ cheese, peas, meat  
 /ɪ/ chicken, fridge, milk  
 /eɪ/ game, tomato, rain  
 /ɛ/ shelf, egg, bread  
 /æ/ class, practice, bank



### Pronunciation Activities

## 6 Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Model the activity. Tell a student to choose a word from the Pronunciation box and read it aloud as you write it on the board.
- Have students work in pairs saying and writing words.
- After a few minutes, have students compare the words they wrote with the words in the Pronunciation box. Ask the class *Which words were difficult?* Write those words on the board and practice them again.

## NOW YOU CAN Invite someone to join you at the table

### 1 ▶ 4:12 Conversation model

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

These conversation strategies are implicit in the model:

- Say Nice to see you to greet someone you already know.
  - Use You too to repeat a greeting politely.
- After students read and listen, ask *What is Rita drinking?* (Lemonade.)
  - Tell students that *Would you like to join me?* means *Would you like to [sit] with me?*

## 2 ▶ 4:13 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Do you come here often?* and *Would you like to join me?*
  - use falling intonation for *What are you drinking?*
  - pause after *Sure*.

## 3 Conversation activator

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Write on the board *Would you like \_\_\_?* Ask students what they could say to complete the question. Write their ideas on the board and then practice the exchange; for example, A: *Would you like [soda]?* B: *No, thanks.*
- To prepare students, have them think about different language they can use during the conversation. Have them identify the drinks and foods they see in the photos at the bottom of the page. (Coffee, fruit salad, soda, stuffed peppers.) For example:  
*What are you drinking?* Soda.  
*What are you eating?* Fruit salad.

**DON'T STOP!** Extend the conversation. Tell students to use language from the Recycle box in their conversations.

- Model the conversation with a more confident student. Be sure to ask additional questions using *Would you like . . . ?*. For example:  
 T: *Hi, [Paul]. Nice to see you!*  
 S: *You too, [Ms. Williams]. Do you come here often?*  
 T: *Yes, I do. Would you like to join me?*  
 S: *Sure. What are you eating?*  
 T: *Stuffed peppers.*  
 S: *Mmm. Sounds good.*  
 T: *Would you like some green bean salad?*  
 S: *No, thanks.*



### Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Encourage students to talk about the different foods written on the board from your brainstorming session in Exercise 3.
- Make sure students switch roles so that each student has a chance to practice inviting someone to join him or her at the table.

## EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 10, Activity 3

## 1 ▶ 4:14–4:15 Reading

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the recipe.
- Introduce the following vocabulary by pointing to the items in the pictures.  

head of cabbage	pan
measuring cup	black pepper
egg noodles	

If necessary, make simple drawings on the board for 1/2 cup and pan.
- Play the audio of the cooking verbs and have students look at the numbered pictures.
- Pre-reading: To practice the reading strategy of scanning, have students read quickly and underline all the cooking verbs in the recipe. (Cut, put, add, put, drain, melt, sauté, cook, drain, mix, add.)
- Then have students read the recipe silently.
- Check comprehension. Ask the following questions:  
*After you cut the cabbage, what do you do?* (put in a large bowl and add salt.)  
*Where do you put the cabbage overnight?* (In the refrigerator.)  
*What do you sauté the cabbage with?* (Butter.)  
*What do you mix with the noodles?* (The cabbage.)  
*What is the last ingredient you add?* (Black pepper.)

*Option: (+10 minutes)* To extend the activity, have students listen to the audio as they read. Pause after each step and have students repeat, imitating the intonation and pronunciation.

*Option: (+5 minutes)* For additional practice, have students work in pairs. As one student reads steps 1–7, the other student acts out the instructions with imaginary kitchen tools.



### Learning Strategies

## 2 Reading comprehension

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Ask students to scan the text again to find the answer to each question.
- Review answers by asking the questions and having students say the answer.
- Have students read the text one more time to confirm the correct answers.



### Extra Reading Comprehension Exercises

## 3 ▶ 4:16 Listening comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Pre-teach the following vocabulary by asking students to point to the items in the pictures and read the captions: cloves of garlic, olive oil, tablespoon. Point to the pictures of *pot* and *bowl* and say these words.
- To prepare for the listening activity, give students several minutes to look at the illustrations. Ask them to guess what is happening in each picture. (Cut the garlic, put the pasta in a bowl, sauté / cook the garlic, cook the pasta, drain the pasta.)
- Play the audio once and have students mark their responses. Have students listen a second time to confirm their answers.
- Ask students which of the two recipes on this page they want to try. Ask why.

### AUDIOSCRIPT

**F:** Good morning. This is Alexis Allen with today's radio recipe. Do you have your pencils ready? OK, let's begin. Today's recipe is for pasta with garlic and olive oil. These are the ingredients: 4 cloves of garlic, 6 tablespoons of olive oil, and 1 box of pasta. Here are the steps:  
**1** Cook the pasta in a large pot of water.  
**2** Drain the pasta into the sink.  
**3** Cut the garlic into small slices.  
**4** Cook the garlic in oil.  
**5** Put the pasta and the garlic in a bowl. Add salt and pepper if you like.

Enjoy! Tomorrow I'll have another delicious recipe for you. This is Alexis Allen with your radio recipe for today.

## 4 Speaking practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Brainstorm with students all the words for foods and drinks they have learned from this unit. Write the words on the board. For example:

apple	fish	pepper	coffee
banana	lemon	potato	juice
beans	meat	rice	milk
bread	oil	salt	soda
butter	onion	sugar	tea
cheese	orange	tomato	water
chicken	pasta		
egg	peas		

- Write the meals of the day on the board. Ask students *What do you like to eat for breakfast? For lunch? For dinner?* Have students answer the question in pairs.
- Ask students to tell the class about one food their partner likes.

*Option:* **GRAMMAR BOOSTER** (+10 minutes)



### Top Notch Pop Song Video and Karaoke Video

 **Digital Games**

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

**Memory game**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Give students one minute to study the pictures.
- Set a two-minute time limit for students to write what they remember. Encourage them to describe the containers; for example, *boxes of pasta, a bottle of juice*.
- Have students compare their lists in pairs or small groups. Then have them open their books to check their lists and add words they forgot.

**Possible responses . . .**

(a bottle of ) olive oil, (a bottle of) apple juice, (cans of) soda, (cans of) tomatoes, (cans of) coffee, (a bag of) onions, potatoes, tomatoes, (a bag of) apples, (a loaf of) bread, (boxes of) pasta, (a box of) rice, (a box of) milk, eggs, butter, cheese, chicken, meat, salt and pepper

*Option: (+5 minutes)* For more practice, tell students to write sentences about the picture with *There is* and *there are . . .* and to indicate the location of the items; for example, *There is a bag of apples on the counter.*

**Description**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Remind students to use the present continuous to describe what the people are doing now and the simple present to give information about habitual actions.

**Possible responses . . .**

In the pictures, on Monday Michael is doing the laundry. Sylvia is putting food in the refrigerator. On Tuesday, Michael is reading a recipe and making soup. Sylvia is taking out the garbage. On Friday, Sylvia and Michael are eating dinner. Sylvia is saying *Would you like peas?* Michael is saying *Yes, please.*

Michael does the laundry once a week. He does the laundry on Mondays. Sylvia cooks dinner and goes shopping on Mondays, Wednesdays, and Fridays. Michael goes shopping and cooks dinner on Tuesdays, Thursdays, and Saturdays. Sylvia takes out the garbage on Tuesdays, Thursdays, and Saturdays. Michael and Sylvia don't have chores on Sundays.

**Pair work 1**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Write the question words on the board:  
*How many \_\_\_? How much \_\_\_?*
- Say a few items from the pictures and have students tell you which question they can ask about that item; for example, T: *cans of soda* S: *How many cans of soda are there?* T: *olive oil* S: *How much olive oil is there?*
- In pairs, have students take turns asking and answering questions about the items in the pictures. Then have them switch roles.

**Pair work 2**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Encourage students to include follow-up questions.

**Possible responses . . .**

Monday

**Sylvia:** What are you doing, Michael? **Michael:** I'm doing the laundry. Are you making dinner tonight? **Sylvia:** Yes, I am. **Michael:** What are you making? **Sylvia:** Meat and potatoes. **Michael:** That sounds good.

Tuesday

**Sylvia:** What are you making? **Michael:** Tomato potato soup. **Sylvia:** Mmm. That sounds delicious. I love soup. What are the ingredients?

Friday

**Sylvia:** Would you like peas? **Michael:** Please. I love peas. **Sylvia:** Here you go. **Michael:** Thanks. And please pass the salt. **Sylvia:** Here you go. Would you like tomatoes?

**Writing**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Remind students to use the simple present tense for habitual actions such as things you do on a typical day.
- Complete the example with students; for example, write *For breakfast, I eat eggs and bread and drink coffee.*



**Writing Process Worksheets**

**Option: Oral Progress Assessment**

Use the illustration on page 87. Encourage the student to use the language practiced in previous units.

Description: Ask the student to describe different things the two people in the pictures are doing or do every week, according to their list of chores; for example, *Michael is doing the laundry.*

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



**Oral Progress Assessment Charts**

*Option:* **WRITING BOOSTER** (Structured support for preparing writing)

**EXTRAS**

**On the Internet:**

- **Online Teacher Resources:** [pearsonelt.com/topnotch3e/](http://pearsonelt.com/topnotch3e/)

**Additional printable resources on the ActiveTeach:**

- **Assessment**
- **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**

### 1 4:19–4:20 Vocabulary

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**FYI:** Present the vocabulary in two parts: the time expressions (items 1–4) and the years, decades, and centuries (in the blue box).

- Have students listen to the time expressions and study them on the page. Then have them listen again and repeat chorally.
- To check comprehension, ask *What day is today?* Write on the board *yesterday / the day before yesterday*. Point to each word or phrase and say *Tell me the day*. Then ask *What month is it now?* Write on the board *last month / two months ago*. Point to each phrase and say *Tell me the month*.
- Have students listen to the pronunciation of the years, decades, and centuries in the blue box. Then have them listen again and repeat chorally.
- To check comprehension, ask *What year is it now?* Write on the board *last year / two years ago*. Point to each phrase and say *Tell me the year*. Then ask *What century is it now?* Write on the board *last century*. Point to the phrase and say *Tell me the century*.

### 2 4:21 Listening comprehension

Suggested teaching time:	2 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students first read the years silently and then listen and circle the year they hear.

#### Language and culture

- In English, the convention is to say years as two two-digit numbers; for example, 1955 is *nineteen fifty-five*; 1809 is *eighteen oh nine*; and 2010 is *twenty ten*. But there are exceptions such as 2001 *two thousand one*; 2008 *two thousand eight*; and 1800 *eighteen hundred*.
- Speakers of British English may say *Tuesday last* instead of *last Tuesday*.

#### AUDIOSCRIPT

**1 M:** nineteen thirty  
**2 F:** twenty sixteen

**3 M:** nineteen sixty-seven  
**4 F:** twenty twenty-one

### 3 Pair work

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To model this activity, say a year and have a more confident student circle it.

- Walk around and notice which numbers are difficult for students. Do a quick review of the activity by having students say the numbers aloud as a class.

2008 *two thousand eight*, 1914 *nineteen fourteen*,  
1910 *nineteen ten*, 1809 *eighteen oh nine*,  
1955 *nineteen fifty-five*, 1800 *eighteen hundred*,  
1998 *nineteen ninety-eight*, 1814 *eighteen fourteen*,  
1615 *sixteen fifteen*, 2016 *twenty sixteen*,  
1922 *nineteen twenty-two*, 2012 *twenty twelve*.

*Option: (+5 minutes)* Choose five years that are not printed in the book. Say each year two times and have students write the numbers. Choose students to write on the board.

### 4 Grammar

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Review the simple present of *be*. Write on the board:  
I \_\_\_ in class right now.  
[Dana] \_\_\_ not in class now.  
They \_\_\_ very tired today.  
Ask students to complete the sentences with *is*, *am*, or *are*. (Am, is, are.)
- Have students study the example sentences with *was* and *were* in the Statements section of the box. Ask students to underline the time expressions in the examples that signal the past. (Yesterday, last night, last weekend.)
- Direct attention to the contractions in the small box.
- Write the following on the board:
  1. I \_\_\_ at a soccer game two days ago.
  2. He \_\_\_ (not) at school yesterday.
  3. We \_\_\_ at the park last Sunday.
  4. They \_\_\_ (not) at the party last night.
 To check comprehension, ask students to fill in the blanks with *was* or *were*. Encourage students to use contractions in 2 and 4 (and cross out *not* where contractions are used). (Was, wasn't, were, weren't)
- Have students study the examples in the Questions part of the box.
- Write the following on the board:  
*Yes / no questions:* [Was / were] + subject  
*Information questions:* Question word + [was / were] + subject  
*Questions with Who as the subject:* Who + [was / were]
- Have students repeat the questions in the box chorally.
- Ask various students questions with *be* in the past tense. Encourage students to use short answers and to offer follow-up information. For example:  
*Were you in class yesterday?* (No, I wasn't. I was at work.)  
*Where were you last Friday night?* (I was at a restaurant.)  
*Who was not here Monday?* (Paul and Lisa weren't here.)

#### Inductive Grammar Charts

## 5 Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Review ordinal numbers 1st–30th with the class. Say each number and have students repeat chorally. Then have the class count out 1st to 30th, with each student in turn calling out one number.
- Direct attention to April 20 on the calendar on page 89 or use a current calendar for this exercise.
- Model the question and answer with a student. Point out that the answer is a complete sentence with the past form of *be*.

### Possible responses . . .

(These answers are based on the calendar on page 89.)  
**1** Yesterday was April 19th. **2** April 14th was six days ago. **3** March 20th was one month ago. **4** The day before yesterday was April 18th. **5** The dates of last Saturday and Sunday were April 13th and 14th. **6** Two months ago it was February 20th.

### Language and culture

- Ordinal numbers are always used to say dates; for example, *April twentieth*. It is common to use ordinal numbers in informal writing: April 20th. However, in formal writing, cardinal numbers are often used: April 20.



### Extra Grammar Exercises

## 6 ▶ 4:22 Listening comprehension

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Make sure students understand that for each conversation they need to pay attention to which day or month to start with and then listen for the time information so that they can figure out the correct answer.
- To prepare, have students listen and write down the time information for each conversation. Then have them read the sentences and answer choices.

### AUDIOSCRIPT

#### CONVERSATION 1

**F:** How was the party last night?  
**M:** It was nice.  
**F:** Were there a lot of people?  
**M:** Yes, there were.

#### CONVERSATION 2

**M:** When was your birthday?  
**F:** It was last month.  
**M:** Really? Mine was too! What day was yours?  
**F:** The first. What about yours?  
**M:** The 15th.

#### CONVERSATION 3

**F:** So when was your game?  
**M:** The day before yesterday.  
**F:** How was it?  
**M:** Great! There were a lot of people there.  
**F:** That's terrific! Sorry I wasn't there too.



### Learning Strategies

## NOW YOU CAN Tell someone about an event

### 1 ▶ 4:23 Conversation model

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

This conversation strategy is implicit in the model:

- Ask *Why?* to ask for a clearer explanation.

- After students listen, check comprehension. Ask *When was the party?* (Last night.) *Where was the party?* (At Celia's house.) *Were both women at the party?* (No.)

### 2 ▶ 4:24 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *Where were you last night?*, *What time?*, and *Why?*
  - use rising intonation for *There was?*

### 3 Conversation activator

Suggested teaching time:	7–8 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students look at the pictures and say the words for events to use in their conversations; for example, *a movie*, *a game*, *a concert*.

- Brainstorm different past time expressions students can use in the conversation and write students' ideas on the board. For example:

*last week*      *two days ago*  
*yesterday*    *the day before yesterday*  
*last Sunday*

- Model the conversation with a more confident student. For example:

S: *Where were you two days ago?*  
 T: *What time?*  
 S: *At about 3:00.*  
 T: *I was at home. Why?*  
 S: *Because there was a great game at school.*  
 T: *There was? Too bad I wasn't there!*

- Be sure to reinforce the use of the conversation strategy; for example, make sure students say *Why?* with interest.



### Conversation Activator Pair Work Cards

### 4 Change partners

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To review, invite a few pairs to act out their conversation for the class. As a follow-up, ask *Where was [George] [the day before yesterday]? Where / When was the [party]?*

## EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 11, Activity 1

## 1 Grammar

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the simple past tense statements in the affirmative and have students study the rule and examples in the left column.
- To practice forming the simple past tense, write regular verbs on the board: *rain, snow, exercise, study, listen, clean, wash, brush, check, watch, call, talk, work*. Ask students to form the simple past tense. (For all add *-ed*; but: add *-d* only to *exercise* only: *exercised*; change the *-y* of *study* to *i* and add *-ed*: *studied*.)
- Point out that there is only one simple past form for all subjects. Read the affirmative examples to reinforce this point: *I liked, you liked, he / she liked, we liked, they liked*.
- Direct attention to the simple past tense statements in the negative and have students study the examples.
- Point out that we use the past tense of irregular verbs in affirmative statements, but to form the negative, we add *did + not* and use the base form of the verb; for example, *He didn't go to school yesterday. We didn't watch the movie last night. They didn't clean the house on Saturday*.
- Direct attention to the information about irregular verbs. Tell students that there is no rule for forming the past tense of irregular verbs, so they will need to memorize them.
- Have students listen and study the examples of irregular verbs.
- To practice irregular forms, have students close their books. Ask them to listen again and write the simple past tense form for each verb. Have students open their books and check their spelling. Ask students to rewrite any verbs they misspelled.

### Inductive Grammar Charts

## 2 4:26 Pronunciation

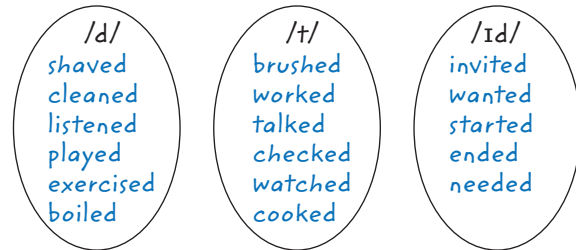
Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

### Pronunciation Coach Video

- Point out that there are three different sounds for simple past tense endings. The three pronunciations of the *-ed* ending are /d/, /t/, and /ɪd/. The *-ed* ending is pronounced as an extra syllable /ɪd/ only after the sounds /t/ and /d/; for example, *started, ended*. It is pronounced as /t/ after the voiceless sounds /p/, /k/, /f/, /s/, /ʃ/, and /tʃ/; for example, *stopped, talked, laughed, missed, washed, watched*. It is pronounced as /d/ after all vowels and voiced consonants other than /d/; for example, *loved, called, stayed*.
- Have students listen and study the examples. Then have students listen and repeat chorally. Encourage them to produce each ending clearly.

**FYI:** Students often pronounce the simple past tense *-ed* ending as /ɪd/ for every verb. Some students drop the *-ed* ending altogether, especially if words in their native language do not normally end with consonant sounds.

*Option: (+5 minutes)* Draw the following graphic organizer on the board (without the answers) or print out the graphic organizer. Call out verbs that are regular in the simple past tense and have students write the verbs in the appropriate column.



*Option: (+5 minutes)* In pairs, students take turns saying a base form and responding with the simple past tense form; for example, Student A: *Work*. Student B: *Worked*.

### Graphic Organizers; Pronunciation Activities

## 3 Grammar practice

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- To prepare students for this activity, say *This is an e-mail from Brian*.
- To review answers, read the completed e-mail aloud to the class so students get an opportunity to hear the correct pronunciation of simple past tense endings of regular verbs.

### Extra Grammar Exercises

## 4 Grammar

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the *yes / no* questions and short answers and have students study the examples. Write the structure of a *yes / no* question on the board:  
*Did + subject + base form of verb*
- Have students repeat the *yes / no* question for each pronoun chorally.
- Ask various students *yes / no* questions. Encourage students to use short answers. For example:  
*Did you watch TV last night? (Yes, I did. / No, I didn't.)*  
*Did you see a movie? (Yes, I did. / No, I didn't.)*
- Direct attention to the information questions in the bottom of the box. Write the structure of an information question on the board:  
*Where + did + subject + base form of verb*
- Say the example for *Where* aloud: *Where did you go last weekend?* Then erase *Where* and *go* and write *What time* and *go*. Say the example for *What* aloud: *What time did they go out to dinner?* Continue with the other question words. Point to the elements of the questions to emphasize their similar structures.
- Have students repeat the information questions chorally.
- Ask various students information questions; for example, *What did you make for dinner last night? When did you check your e-mail yesterday?*
- Direct attention to the question with *Who*. Have two students read the question and answer to the class.
- Direct attention to the **Be careful!** box and say  
*When Who is about an object, use Who did + subject + verb.*  
*When Who is about a subject, use Who + verb + object.*

**FYI:** At this level, keep explanations about the subject and object of the sentence very simple.

*Option: (+5 minutes)* For a challenge, have pairs of students take turns saying sentences in the simple past tense and changing them into past tense questions. A: *I went shopping on Saturday.* B: *What did you do on Saturday?* B: *Sara went to France last year.* A: *When did Sara go to France?*



Inductive Grammar Charts

## 5 Grammar practice

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Point out that items 14, 15, 16, and 17 use *do* as a verb.
- Review answers by having a pair of students read each conversation aloud.



Extra Grammar Exercises

**NOW YOU CAN** Describe your past activities

### 1 ▶ 4:27 Conversation model

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Use *What about . . . ?* to ask for more information.
- Use a double question to clarify.
- Use *just* to minimize the importance of an action.

- After students read and listen, point to the speaker on the right and ask *What did he do yesterday?* (He got up at seven. He made breakfast. He went to work. After work, he made dinner. He watched a movie.)

## 2 ▶ 4:28 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *So what did you do yesterday?* and *What about after work?*
  - use rising intonation for *Did you do anything special?*

## 3 Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

**DON'T STOP!** Extend the conversation. Have students read the text in the Don't stop! box and the Ideas box. Then have students brainstorm more questions they can ask and write them on the board. Prompt them to ask both *yes / no* questions and information questions.

- Model the conversation with a more confident student. Play Role A so you can model asking a variety of questions. For example:  
A: *So what did you do yesterday?*  
B: *Well, I got up at 5:30. I exercised. I took a shower. Then I drove to work.*  
A: *What about in the evening? Did you do anything special?*  
B: *Well, I went out to dinner with my friends.*  
A: *Where did you go?*  
B: *The World Café.*
- Be sure to reinforce the use of the conversation strategies.
- Be sure students pronounce the simple past tense correctly as they describe past activities.



Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students move around the room and practice the conversation until they find a classmate who did one of the same activities they did.

**EXTRAS**

Workbook or MyEnglishLab



Speaking Activities: Unit 11, Activity 2



**1** ▶ 4:29 **Vocabulary**

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**V** **Vocabulary Flash Card Player**

- First listening: Have students listen, look at the pictures, and study the verb phrases.
- Second listening: Have students listen and repeat chorally. Make sure they stress the key words in each phrase; for example, **1** go to the BEACH **2** go RUNning **3** go BIKE RIDing **4** go for a WALK **5** go SWIMming **6** go for a DRIVE.

Option: **VOCABULARY BOOSTER** (+5–7 minutes)

**2** **Pair work**

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Point out that this conversation is about activities you do frequently. It uses the simple present tense.
- Model the activity with a more confident student. Have the student ask you the example question. For example:  
S: *How often do you go to the beach?*  
T: *I go about three times a year. How about you?*  
S: *I go every weekend.*
- As students practice their conversations in pairs, move around the room and make sure they are using the simple present tense to talk about their habits.

**3** ▶ 4:30 **Listening comprehension**

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students look at all the pictures and identify the activities in each one; for example, **1a** go for a drive; **b** go for a walk; **2a** go swimming; **b** go running; **3a** go for a walk; **b** go bike riding; **4a** go swimming; **b** go bike riding.

- Before students listen, say *For each conversation think about these two questions: Who is speaking? Are they talking about the past or the present?*
- Have students listen once to check the correct picture and a second time to confirm their answers.
- To review answers, have students say the completed statements aloud; for example, *Rosalie went for a walk.*

**AUDIOSCRIPT**

CONVERSATION 1

- M:** Where's Rosalie?  
**F:** I'm not sure. She said she wanted to go for a drive.  
**M:** Well, she didn't. Her car's still here.  
**F:** Well, maybe she went for a walk. The weather's great. And she loves to walk.  
**M:** Oh, you're right. I see her on the street in front of the house.

CONVERSATION 2

- F:** Want to go to the beach?  
**M:** Sure. But I don't want to go swimming. I want to relax. I went running this morning.  
**F:** That's fine. You can just sit and read if you want. But I'm going swimming.  
**M:** Sounds like a plan to me. What time?  
**F:** How's noon?  
**M:** Great.

CONVERSATION 3

- M:** I'd like to go bike riding. What about you?  
**F:** Hmm. I went bike riding yesterday. What about a run?  
**M:** Actually, I went running this morning.  
**F:** So what would you like to do?  
**M:** Let's just go for a walk. That's always nice.

CONVERSATION 4

- F:** I'd really like to go swimming. Want to come along with me?  
**M:** I'd like to but I'm working this afternoon.  
**F:** But today's Saturday. I thought you only worked from Monday to Friday.  
**M:** I usually do. But this week I didn't work on Tuesday or Wednesday.  
**F:** How come?  
**M:** I went bike riding with my cousin. So I'm working today to make up the time.

## NOW YOU CAN Talk about your weekend

### 1 ▶ 4:31 Conversation model

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Say Let me think to gain time to answer.
  - Say Oh, yeah to indicate you just remembered something.
- After students read and listen, check comprehension by asking *What did she do on Saturday?* (She went bike riding and to a movie.) *What did she do on Sunday?* (She went for a drive.) *What did he do on Saturday?* (He went for a walk.) *What did he do on Sunday?* (He went to the beach.)

### 2 ▶ 4:32 Rhythm and intonation

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Did you have a good weekend?*
  - use falling intonation for *What did you do?* and *What about you?*
  - stress *great* in *I had a great weekend.*

### 3 Notepadding

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Model this notepadding activity for students. Talk about what you did on the weekend and then write notes on the board. For example, say  
*Last Saturday morning I went to a soccer game.  
Then my husband and I went for a walk.  
My family went to a concert in the evening.  
On Sunday, I made breakfast.  
I went bike riding.  
I cleaned the house.  
In the evening my children and I studied.*  
As you say each sentence above, write the corresponding note for it on the board:  
*On Saturday: went to a soccer game  
went for a walk  
went to a concert*  
*On Sunday: made breakfast  
went bike riding  
cleaned the house  
studied*

### 4 Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

#### 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.

**DON'T STOP!** Extend the conversation. Brainstorm questions using other past-time expressions and questions about other past activities. Write students' questions on the board. For example:

*What did you do last Tuesday evening?  
What did you do yesterday?  
What did you do the day before yesterday?  
Where did you go?  
When did you come home?  
Who went with you?*

- 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 how the model has been changed by the actors.
- Model the conversation with a more confident student. Be sure to ask questions about other times and activities in the past. Ask follow-up questions to keep the conversation going. For example:  
T: *Did you have a good weekend?*  
S: *Let me think . . . Oh yeah. I had a nice weekend.*  
T: *What did you do?*  
S: *Well, on Saturday I went shopping with my friends. Then I studied English. On Sunday, I went for a walk with my parents. What about you?*  
T: *Well, on Saturday the weather was awful, so I cleaned the house. I didn't go out all day. On Sunday, the weather was good, so I went to the beach. I went swimming. It was nice. What did you do last night?*  
S: *Well, I did my homework.*  
T: *Did you have a lot of homework?*  
S: *Not really.*
- Be sure to reinforce the use of the simple past tense and the conversation strategies. For example, make sure students pause and think when they say *Let me think*.
- Listen in as students work in pairs. Encourage students to ask each other a variety of questions in the simple past tense.
- Have students practice using the questions in the Recycle box.

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

### 5 Change partners

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To review, have students write three sentences about their partner's activities and report to the class.

## EXTRAS

Workbook or MyEnglishLab

 Speaking Activities: Unit 11, Activity 3; "Find Someone Who . . ." Activity

## 1 4:33 Reading


Suggested teaching time:	8–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Pre-reading: To practice scanning, ask students to read the text quickly and underline what each person did last weekend. (Gaby: drove to Puerto Vallarta, ate at a fish restaurant, got up early, went to the beach; Kwan-Jin: went to New York, ate in a hotel, watched a concert on TV, went to Central Park, saw a play and ate in the park; Paul: went for a walk in the Old City, went out to eat, went dancing, stayed out late, went to the movies and the mall.)
- Then have students read the web site silently.
- Check comprehension. Ask the following questions:  
*Where did Gaby go last weekend?* (She went to Puerto Vallarta. / She went to the beach.)  
*Who did she go with?* (She went with her husband.)  
*Where did Kwan-Jin go last weekend?* (He went to New York.) *Why?* (Because he wanted to go to an American restaurant and an outdoor concert.) *Was the weather good?* (No, it wasn't.)  
*What did Paul do on Friday night?* (He went out to eat at a restaurant.) *Did he stay out late on Saturday night?* (Yes, he did.)

**Option:** (+10–15 minutes) To turn this reading into a listening activity, draw the following graphic organizer on the board (without the answers) or print it out. Then have students listen to the audio twice. First listening: With books closed, students listen and put an “X” in the correct column. Second listening: Students listen and confirm their answers aurally. Then students read the text to confirm their answers.

**FYI:** The actors who read these monologues are from the countries indicated: Gaby (Mexico), Kwan-Jin (Korea), and Paul (Canada).

Activity	Gaby	Kwan-Jin	Paul
saw friends			X
stayed inside		X	
watched TV		X	
went dancing			X
went for a walk			X
went out to eat in a restaurant	X	X	X
went to a beach	X		
went to bed late			X
went to New York		X	
got up early	X		

 **Graphic Organizers; Learning Strategies**

## 2 Reading comprehension

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Give students 2–3 minutes to write their questions. Remind students that they can write past tense questions with *be* as well as with other verbs.
- As students are writing questions, move around the room to check their work. Correct any errors.
- Have students work in pairs to ask their questions and answer their partner's questions.

### Possible responses . . .

**Gaby:** Where did Gaby go? (To the beach.) Did she eat chicken? (No, she didn't. She ate fish.) Did she have a good time? (Yes, she did.) Was the weather good? (Yes, it was.)

**Kwan-Jin:** Was the weather good? (No, it wasn't. It rained and it was cold.) What did Kwan-Jin do? (He watched TV.) Did he go to a concert? (No, he didn't.) Why did he go to New York? (Because he wanted to go to an American restaurant and an outdoor concert.)

**Paul:** Did Paul cook? (No, he didn't. He went to a restaurant.) Who visited him? (His friends.) When did he go dancing? (Saturday night.) Where did he go for a walk? (In the Old City.)

### Extra Reading Comprehension Exercises

## 3 Speaking / grammar practice

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students read the Ideas box. Then brainstorm additional questions they can ask and answer. Write their ideas on the board. For example:  
*Did you [go bike riding]?*  
*When did you go [to the movies]?*  
*Where did you go [for a walk]?*  
*Who went [for a drive] with you?*  
*Was the [weather] good?*
- Move around the room as students are speaking. Make sure they are forming correct questions in the simple past tense.

**Option:** **GRAMMAR BOOSTER** (+10 minutes)

### Top Notch Pop Song Video and Karaoke Video

 **Digital Games**

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

**Verb game**

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Form teams. Give students one minute to study the pictures.
- With books closed, have the teams write as many verb phrases (in base form) for the pictures as they can remember.
- Review the lists with the class. Have each team say a word from their list as you write it on the board. If students disagree about a verb, the class can open the book and check the pictures.

**Possible responses . . .**

**[Karen Yesterday]** watch TV, go shopping, cook dinner  
**[Don Yesterday]** do the laundry, clean the apartment, go for a walk  
**[Don Last Weekend]** go swimming, go shopping, eat lunch / go out for lunch  
**[Karen Last Weekend]** go out for dinner, go to a concert, get up late

*Option: (+5 minutes)* Have students give the simple past tense form of the verbs on the board. (watched TV, went shopping, cooked dinner, did the laundry, cleaned the apartment, went for a walk, went swimming, went shopping, ate lunch / went out for lunch, went out for dinner, went to a concert, got up late.)

**Story**

Suggested teaching time:	7–9 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Tell students to choose one person (Don or Karen) and tell that person’s story for yesterday or last weekend.
- Divide the class into pairs. Give students a few minutes to take some notes before they tell their stories.

*Option: (+10–15 minutes)* If students need more writing practice, have them write their story instead of telling it and then share their story with a partner.

**Possible responses . . .**

Karen watched TV yesterday. She also went shopping. Then she made dinner. On Saturday, Karen went out for dinner with a friend. Then there was a concert in the restaurant. There were two musicians and a singer. On Sunday, she slept late.

Don did chores yesterday. He did the laundry and cleaned the house. In the afternoon, he went for a walk with his friend, [Sue]. On Saturday, Don went swimming in the morning. In the afternoon, he went shopping [with Sue] and bought new shirts. On Sunday, he went to a restaurant with [Sue].

**Pair work**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Model the activity with a more confident student. Have the student start with the example question, playing the role of Don or Karen.

- Encourage students to ask follow-up questions; for example, *Was the weather nice? Where did you go for dinner? What did you eat?*

**Possible responses . . .**

**Karen:** So what did you do last weekend? Did you have a good weekend? **Don:** Let me think . . . I had a great weekend. I went swimming on Saturday morning. Then in the afternoon, I went shopping with my girlfriend. How about you? Did you do anything special this weekend? **Karen:** Saturday was great. I went out to eat at a terrific restaurant with my boyfriend. Then we went to a concert. **Don:** How about Sunday? **Karen:** Well, I stayed up late on Saturday, so Sunday I just slept late. What did you do on Sunday? **Don:** I went out for lunch with my girlfriend. **Karen:** Where did you go? **Don:** We went to [Beach Foods]. **Karen:** What did you eat? **Don:** We ate [fish]. **Karen:** How was it? **Don:** It was delicious!

**Writing**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Read the example aloud. Remind students to:
  - Use time phrases; for example, *last weekend, in the morning, in the afternoon, then.*
  - Use adjectives to describe the weather, the food, the activities.

*Option: (+10 minutes)* To prepare students, have them describe their weekend in small groups. The students who are listening should write down one follow-up question to ask.

 **Writing Process Worksheets**

**Option: Oral Progress Assessment**

Use the illustrations on page 95. Encourage the student to use the language practiced in this unit as well as previous units.

Ask the student to tell the story of Don or Karen’s weekend.

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

 **Oral Progress Assessment Charts**

*Option:* **WRITING BOOSTER** (Structured support for preparing writing)

**EXTRAS**

**On the Internet:**

- **Online Teacher Resources:** [pearsonelt.com/topnotch3e/](http://pearsonelt.com/topnotch3e/)

**Additional printable resources on the ActiveTeach:**

- **Assessment**
- *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**

## LESSON 1

### 1 ▶ 4:36 Vocabulary

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

#### Vocabulary Flash Card Player

- Play the audio and have students look at the photos and listen. Then have them listen and repeat chorally.
- To check comprehension, point to students in the class and ask *Is [Laura's] hair straight? Is your hair red? Does [Tony] have a mustache? Is [Roger] bald? Is my hair long? Does [Karen] wear glasses?*

#### Language and culture

- *Hair* is a non-count noun. We say *What color is your hair?* NOT *What color are your hairs?*
- The spelling *mustache* and *moustache* are both correct.

### 2 ▶ 4:37 Vocabulary

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

#### Vocabulary Flash Card Player

- Have students listen and study the words. Then have them listen and repeat chorally.
- Say the plural forms *teeth, eyes, eyebrows, eyelashes, ears* and have students repeat chorally.
- To check understanding, have students take turns pointing to a part of their face and having a partner say what it is. For example:  
A: (points to nose) B: *Your nose.*

*Option: (+5 minutes)* To extend practice, bring to class magazines, newspapers, or other print materials that have pictures of people. In pairs, have students take turns looking at pictures and identifying the different types of hair they see and describing the faces in the pictures.

### 3 ▶ 4:38 Listening comprehension

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- To review, play the audio again and have students listen and compare answers before reviewing answers with the class.

#### AUDIOSCRIPT

##### CONVERSATION 1

- M:** What does he look like?  
**F:** Well, he has short, dark hair. And a mustache.  
**M:** Is he good-looking?  
**F:** I think so.

##### CONVERSATION 2

- F:** What does she look like?  
**M:** Well, she has short, straight, gray hair.  
**F:** Is she old?  
**M:** No. She isn't very old . . . Oh, and she wears glasses.  
**F:** Ah.

##### CONVERSATION 3

- F:** What does she look like?  
**M:** She has long, straight hair.  
**F:** What color? Blonde? Brown?  
**M:** Blonde.

##### CONVERSATION 4

- M:** What does he look like?  
**F:** He has curly, gray hair.  
**M:** Gray hair?  
**F:** Yes. And he has a beard.

##### CONVERSATION 5

- M:** What does she look like?  
**F:** She has long, curly hair.  
**M:** Light or dark?  
**F:** She has dark hair. And she's very pretty.  
**M:** Does she wear glasses?  
**F:** No.



#### Learning Strategies

## 4 Grammar

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students study the examples in the Grammar box.
- Point out the difference between the use of *have* and *be* to describe people. Say *Use be with an adjective. Use have with an adjective + a noun.*
- To make sure the difference is clear, write examples describing yourself on the board. Use both *be* and *have*. For example, write on the board:  
 I \_\_\_ [brown] hair. (have)    My eyes \_\_\_ [green] (are).  
 My hair \_\_\_ [straight]. (is)    I \_\_\_ [long, dark] eyelashes. (have)

Circle *I* in the two sentences. Say *I is a person. What verb do I use?* [Have.] Underline *My hair* and *My eyes*. Say *My hair* and *My eyes* are things. What verb do I use? [Be.] Write the correct verbs in the blanks and ask students to repeat the sentences after you.

- Ask various students questions. Ask *What color are your eyes? Your hair? What color are his / her eyes? His / her hair?* Make sure students answer with *is, are*.
  - Write on the board:  
 My eyes are brown.                      His eyes are blue.  
 My hair is black and wavy.              Her hair is long and blonde.
- Ask students to rewrite these sentences using *have*. Have students compare their sentences. Then ask for answers. (I have brown eyes. I have black, wavy hair. He has blue eyes. She has long, blonde hair.)

*Option: (+5 minutes)* To extend practice, have students take turns describing the hair and eyes of other people. Ask *What does [Jeff / Angelina Jolie / your best friend / your sister or brother] look like?* Encourage students to use both *be* and *have* in their descriptions.



### Inductive Grammar Charts

## 5 Grammar practice

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Complete the first conversation together.
- To review the answers, have students practice the conversations in pairs. Offer help as needed.



### Extra Grammar Exercises

## NOW YOU CAN Describe appearance

### 1 ▶ 4:39 Conversation model

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Use Oh to indicate you've understood.
  - Say No kidding! to show surprise.
- To prepare students for the listening, write on the board:  
*Who are they talking about? Who is she?*

- Play the audio and ask for the answers. (Ivete Sangalo. She's a singer from Brazil.)

### Language and culture

- *She looks familiar* means the speaker thinks that perhaps he knows her, has seen her, or has met her before.
- *No kidding!* means *Really?* or *Wow!*

## 2 ▶ 4:40 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *Who's that?* and *Who?*
  - stress the adjectives *long* and *dark* in *The woman with the long, dark hair.*

## 3 Conversation activator

Suggested teaching time:	7–8 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students look at the photos. Read the names and ask students to repeat after you.
  - Ask students to describe each person. Talk about who they are, what they do, and how they look; for example, *Ivete Sangalo is a Brazilian singer. She has straight, brown hair. She has dark eyes and long, pretty eyelashes.*
- DON'T STOP!** Extend the conversation. Have students say other things about how each person looks.
- Model the conversation with a more confident student. Then have students use the Conversation Model to create conversations about the people in the photos.
  - Be sure to reinforce the use of the conversation strategies.
  - Have students use the statements in the Recycle box.

### Language and culture

- **Ivete Sangalo** is a Brazilian singer, songwriter, actress, and TV host.
- **Andrea Bocelli**, a famous opera and pop singer from Italy, has been blind since the age of 12.
- **Amy Adams**, an American actor, starred in movies such as *Man of Steel* (2013) and *Enchanted* (2007).
- **Emeli Sandé** is a singer and songwriter from the United Kingdom.
- **Chris Hemsworth**, an Australian actor, starred in movies such as *Thor* (2011) and *The Avengers* (2012).



### Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Make sure students switch roles when they change partners so they all practice describing appearance.

## EXTRAS

### Workbook or MyEnglishLab



### Speaking Activities: Unit 12, Activity 1

1 ▶ 4:41 **Vocabulary**

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**V** Vocabulary Flash Card Player

- Give students one minute to look at the pictures and words.
- First listening: Have students listen and point to the parts of the body.
- Second listening: Have students listen and repeat chorally.
- Point out that the plural form of *foot* is *feet*.
- Set a time limit of one minute for students to study the words. Have students close their books and write as many words for parts of the body as they can. Then have students compare their list with a classmate.
- Have students open their books and check their lists with the book and review any words they did not have on the list.

*Option: (+5 minutes)* For a challenge, review the words *left* and *right*. Turn around (with your back to the class) and hold up your right hand and say *my right hand*. Hold up your left hand and say *my left hand*. Point to your left leg. Prompt students to say *Your left leg*. In pairs, have students take turns pointing to different parts of their own bodies and saying which side of the body it is on. Student A: (points to own left eye) Student B: *Your left eye*.

*Option:* **VOCABULARY BOOSTER** (+5–10 minutes)

2 **Game / vocabulary practice**

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Ask the class to stand.
- Model the game. Say *Touch your toes*. *Touch your head*. *Don't touch your (left) hand*. Check to make sure that students are doing the actions. If a student makes a mistake, he or she must sit down. The last student standing wins.
- Have students take turns giving directions.

3 ▶ 4:42–4:43 **Vocabulary**

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**V** Vocabulary Flash Card Player

- First listening: Have students listen, look at the pictures, and read the sentences under the pictures.
- Second listening: Have students listen and repeat the sentences chorally.
- Direct attention to the list of verbs in the box. Have students listen and read. Then have them listen again and repeat chorally.

- Ask students to point to and read aloud the irregular verbs on that list and their past forms. *Hurt*, *cut*, *break*, and *fall* are irregular verbs. *Burn* is a regular verb.

*Option: (+5 minutes)* For additional practice, do a pair work activity. Students cover the sentences in their books with paper and take turns saying what happened. Encourage students to include extra information about each accident or injury, such as when it happened; for example, Student A: *He burned his finger yesterday*. Student B: *He burned his finger twice last week*.

**Language and culture**

- In British English, the simple past tense form *burnt* is used as well as *burned*.

**AUDIOSCRIPT** for page 99.

CONVERSATION 1

- M:** Cindy, are you OK?  
**F:** Oh, this? It's nothing. I burned my arm last Tuesday.  
**M:** Are you sure?  
**F:** Oh, yeah. I'm fine.

CONVERSATION 2

- F:** Hi, George. How are you?  
**M:** Not so good. I hurt my shoulder yesterday.  
**F:** Oh, that's too bad.  
**M:** Thanks.

CONVERSATION 3

- M:** What happened to Nicole?  
**F:** She broke her finger last week.  
**M:** Is she OK?  
**F:** I think so.

CONVERSATION 4

- F:** Robert, what happened?  
**M:** What?  
**F:** Your face.  
**M:** Oh, this. I cut my chin. I always cut my chin when I shave. It's nothing.

CONVERSATION 5

- M:** How's your grandmother?  
**F:** Well, actually she fell down this morning in the kitchen.  
**M:** Oh, no!  
**F:** Yeah. But she's OK.  
**M:** Well, that's good.

CONVERSATION 6

- F:** Why isn't Stewart here today?  
**M:** Well, actually he went to the doctor. He burned his hand on the stove this morning.  
**F:** Really? That's too bad. I hope he's OK.

## 4 ▶ 4:44 Listening comprehension

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- First have students listen and complete the sentences. Pause after each conversation to give them time to write.
- Then have students listen to confirm their answers.
- Review by asking students to read the sentences aloud.

## 5 ▶ 4:45 Pronunciation

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--



### Pronunciation Coach Video

- First listening: Have students listen and read the words.
- Second listening: Have students listen and repeat chorally. Encourage them to produce each vowel sound correctly. Make sure they try to produce five distinctly different sounds.

*Option: (+5 minutes)* For further practice, have students take turns saying one of the words. The other student listens and points to the word he / she understands. If it is the wrong word, the partners help each other to pronounce the word clearly.

### Language and culture

- The vowel sounds presented here are produced with the back of the tongue. The tip of the tongue is at the level of the lower front teeth. The lips move from rounded for /u/, /ʊ/, /oʊ/, and /ɔ/ to wide open and relaxed for /a/. Probably the most difficult sound in this group for non-native speakers of English is the sound /ʊ/ in column 2. The lips should be relaxed and opened only slightly. It is important to point out that each sound is represented in multiple ways in writing; for example, the sound /u/ in column 1 has 29 different spellings, including *oo-tooth, ue-blue, u-truly, o-do, oe-shoe, ough-through, ou-you*.



### Pronunciation Activities

## NOW YOU CAN Show concern about an injury

### 1 ▶ 4:46 Conversation model

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

These conversation strategies are implicit in the model:

- Say I'm sorry to hear that, Oh, no, and That's too bad to express sympathy.
  - Use Actually to introduce an opinion that might surprise.
- Prepare students for the conversation by writing on the board *What happened to Evan?* After students read and listen, ask for the answer. (Evan broke his ankle.)

- Call attention to the *Ways to express concern* box. Play the audio and have students repeat the expressions chorally. Then call on students individually to repeat the expressions.
- Make statements about accidents and injuries, and call on various students to express concern; for example, Teacher: *I cut my finger.* Student: *Oh, no.*

## 2 ▶ 4:47 Rhythm and intonation

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *What happened?*
  - stress *sorry* and *hear* in *I'm sorry to hear that*.

## 3 Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students review the pictures and say the sentences for the injuries. (She burned her hand. He broke his leg. He hurt his back. She cut her arm. He broke his arm.)
- Model the conversation with a more confident student. Play Role A so that you can model extending the conversation by asking questions. For example:
  - A: *Hey, Mario. What happened?*
  - B: *I burned my arm.*
  - A: *Oh, no. Does it hurt a lot?*
  - B: *Actually, no. It doesn't.*
  - A: *Where were you?*
  - B: *In the kitchen. The stove was too hot.*
  - A: *When?*
  - B: *The day before yesterday.*
  - A: *That's too bad!*
- Be sure to reinforce the use of the conversation strategies. For example, make sure students express sympathy appropriately.

## 4 Change partners

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Encourage students to describe different injuries and express concern in varied ways.



### Conversation Activator Pair Work Cards

## EXTRAS

Workbook or MyEnglishLab



### Speaking Activities: Unit 12, Activity 2




**1** ▶ 4:49 **Vocabulary**

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**V** **Vocabulary Flash Card Player**

- Before students listen, point out that when you talk about an ailment, you use the verb *have*; for example, *I have [a headache]*.
- First listening: Have students listen and point to the pictures.
- Second listening: Have students listen and repeat chorally. Make sure students include the indefinite articles (*a / an*).
- Give students a few minutes to practice pronouncing the words on their own. Then ask students if there are any words they would like to practice further with you. Model the pronunciation of words students ask you to repeat.
- Check comprehension by writing on the board: *What's wrong? Do you have \_\_\_?* Have students close their books and tell them you are going to act out the ailments. Students ask the question on the board, using the vocabulary they have just learned; for example, hold your hand to your head. Students say *What's wrong? Do you have a headache?*

 **Learning Strategies**

**2** **Vocabulary practice**

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Give students a minute or two to think about a time when they had an ailment. Move around the room and help students with vocabulary.
- Read the example aloud with a student.
- In pairs, have students tell their partners about ailments they have had.

**3** ▶ 4:50 **Vocabulary**

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**V** **Vocabulary Flash Card Player**

- First listening: Have students listen and look at the pictures.
  - Second listening: Have students listen and repeat chorally.
- Option: (+5 minutes)* For a challenge, ask various students to say one or two sentences about what they do when they have various ailments. Examples: *I always take something when I have a headache. I usually lie down on the couch when I have a cold.* Write the sentences on the board. Take a survey of how many students use the same remedies and rank the sentences on the board from most common to least common remedies.

**4** **Grammar**

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Direct attention to the Grammar box and have students study the examples.
- Have students look at the examples in the speech bubbles. Point out the form used to make suggestions: *should / shouldn't* + base form of the verb. Have students repeat the sentences chorally.
- To check comprehension, tell students that you are going to say you have an ailment and they're going to use *should* or *shouldn't* to make suggestions; for example, *I have a headache. (You should take something.) I broke my foot. (You should go to a hospital.) I have a bad cold. (You shouldn't go to school.)*
- To provide more practice, describe different situations. Ask students to make suggestions; for example, *Thomas has a backache. (He should lie down.) Maria has a fever. (She shouldn't go to work.) Rob has a stomachache. (He should have some tea.)*

**Language and culture**

- The modal verb *should* has only one form and does not change regardless of the pronoun that comes before it; for example, *he should / I should / they should / you should*. *Should* is always followed by the base form of the verb: *He should go*. NOT *He should to go* OR *He should goes*.

 **Inductive Grammar Charts**

## 5 ▶ 4:51 Listening comprehension

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Before students listen, have them study the chart. (One conversation will have more than one answer.)
- Have students listen and check the ailments they hear in each conversation. Then have them listen and complete the last column with a suggestion. Read the example to be sure students understand the task.

### Language and culture

- When someone sneezes, it is polite to say *Bless you!* (*You poor thing* is a very informal way of expressing sympathy to a family member or friend. *Ow!* is said in response to pain. In Conversation 6, the woman is expressing empathy for the man's pain.)

### AUDIOSCRIPT

#### CONVERSATION 1

- F:** I don't feel well.  
**M:** What's wrong?  
**F:** I have a headache.  
**M:** Oh, that's too bad. You should take something.  
**F:** I know. Thanks.

#### CONVERSATION 2

- F:** What's wrong?  
**M:** I have a backache.  
**F:** Really? A backache? You should lie down.  
**M:** Good idea.

#### CONVERSATION 3

- F:** I really don't feel well.  
**M:** What's wrong?  
**F:** I have a stomachache and a fever.  
**M:** A stomachache and a fever?  
**F:** Yes, I feel terrible.  
**M:** I'm so sorry to hear that. You should see a doctor.

#### CONVERSATION 4

- M:** [sneezes]  
**F:** Bless you! Are you OK?  
**M:** Sorry. I have a cold.  
**F:** You should take something.  
**M:** You think so?  
**F:** Yes. Poor thing.

#### CONVERSATION 5

- M:** What's wrong?  
**F:** I have a sore throat.  
**M:** Well, you should have some tea.  
**F:** Good idea.

#### CONVERSATION 6

- F:** What's wrong?  
**M:** I have a toothache.  
**F:** What? You have a headache?  
**M:** A toothache.  
**F:** A toothache! Ow! You should see a dentist.  
**M:** OK.

These conversation strategies are implicit in the model:

- Use What's wrong? to ask about an illness.
- Use really to intensify advice with should.
- Respond to good advice with Good idea.
- Say I hope you feel better when someone feels sick.

- Write on the board: *What's wrong? What should he do?*
- After students read and listen, ask for answers. (He has a headache. He should take something.)
- Direct attention to the *Ways to say you're sick* box. Play the audio and have students repeat chorally.

## 2 ▶ 4:53 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *What's wrong?*
  - stress *head-* in *I have a headache*.
  - stress *really* and *take* in *You really should take something*.

## 3 Conversation activator


Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

### 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.
- Review the lesson vocabulary.

**DON'T STOP!** Extend the conversation. Have students give other advice.

- 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 how the model has been changed by the actors.
- Model the conversation with a more confident student. Play Role B. For example:  
**A:** *I don't feel so good.* **B:** *What's wrong?* **A:** *I have a fever.* **B:** *Oh, that's too bad! You really should go to bed.*  
**A:** *Good idea. Thanks.* **B:** *And you really should see a doctor, etc.*

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

## 4 Change partners

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students volunteer to present their conversation.

## EXTRAS

Workbook or MyEnglishLab

 **Speaking Activities: Unit 12, Activity 3**

## 6 Vocabulary / grammar practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To review answers, call on pairs to read the ailments and make suggestions.
- Answers for Exercise 6 will vary but may include the following: **1** You should lie down. **2** You should see a doctor. **3** He should take something. **4** You should see a dentist. **5** You should have some tea. **6** She should take something.



**Extra Grammar Exercises**

## NOW YOU CAN Suggest a remedy

### 1 ▶ 4:52 Conversation model

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

## 1 4:55 Reading

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Pre-reading: To preview the reading, direct attention to the photos. Ask students who they recognize and what they know about these famous people.
- To practice scanning, have students read quickly and underline what these people do (Shakira is a singer and songwriter; Johnny Depp is an actor), and where they are from (Shakira is from Colombia; Johnny Depp is from the U.S.).
- Then have students read the article silently.
- Check comprehension. Have students answer the following questions.

*What is Johnny Depp's full name?* (John Christopher Depp.)

*How many children does Johnny Depp have?* (Two.)

*What was Johnny Depp before he was an actor?* (A rock musician.)

*What is Shakira's full name?* (Shakira Isabel Mebarak Ripoll.)

*What music did she listen to when she was young?* (Traditional Arabic music.)

*When did she record her first album in English?* (In 2001.)

*Option: (+10 minutes)* Extend the activity by having students listen to the audio as they read. Encourage students to read at the same speed as the audio.



### Learning Strategies

## 2 Reading comprehension

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Give students a few minutes to find the answers in the text. Remind them to use the words in the box to answer the questions.
- To review the answers, call on individual students to read the sentences. Make necessary corrections.

## 3 Pair work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Direct attention to the two photos of Shakira. Ask *Does Shakira look the same in the two photos? What is different?* (In the first photo, her hair is black. In the second photo, her hair is blonde.) Direct attention to the two photos of Johnny Depp. Ask *Does Johnny Depp look the same in the two photos? What is different?* (In the first photo, he doesn't have a beard or a mustache. And he doesn't have a hat or glasses. In the second photo, he has a beard and a mustache. He also has a hat and glasses.)

- Model the activity. Read the text in the speech bubble aloud, and ask a student to complete the sentence.
- As students talk, move around the room and listen in on their conversations. Offer help as needed.

*Option: (+5–10 minutes)* For a different approach, do a group activity. Have students work in groups of four. Each student in the group picks a different picture and describes it. Have the students decide which picture of Johnny Depp and which picture of Shakira they like better and why. Discuss the pictures with the class, and decide which of the pictures is the better advertisement for the person.



### Extra Reading Comprehension Exercises

## 4 Discussion

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To prepare for the discussion, review the vocabulary from Lesson 1. Write on the board: *Hair color* and *Hair style* in two columns. Have students call out words for each column as you write them on the board.
- To review descriptive adjectives, write two incorrect sentences on the board, and have students correct them and say what is wrong: *She has eyes blue.* (Correct sentence is *She has blue eyes* because adjectives come before the nouns they describe.) *She has blues eyes. Her eyes are blues.* (Correct sentences are *She has blue eyes. Her eyes are blue* because adjectives are never plural).
- Model the activity. Read the text in the speech bubble and ask students to discuss their opinions as a class. Listen for the correct use of descriptive adjectives and offer help as needed.

## 5 Group work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have the class work in groups of three or four students.
- To provide support, take a few minutes to have students look around the room at their classmates. Ask students to call out words that describe their classmates. Make a list on the board of items of clothing students are wearing, style of hair, color of hair and eyes, size of classmates. (Possible items: *tall, short, thin, white shirt, red dress, black sweatshirt, big T-shirt*, etc.) Tell students to refer to the list to help them as they play their group guessing game.
- Have students take turns describing a classmate and guessing the name of the classmate from the description.

*Option:* **GRAMMAR BOOSTER** (+10 minutes)

 **Digital Games**

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

**Game**

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Prepare students for the game by reading the example sentence. Ask them to point to the picture and describe what is happening in it.
- To keep score, tell them to count how many times each student points to a picture and makes a statement. Repeated statements do not count.

**Possible responses . . .**

**(Girl in bed)** She has a fever. She has a cold. She doesn't feel well. **(Boy with a headache)** He has a headache. His head hurts. **(Woman in kitchen)** She burned her finger. Her finger hurts. **(Man with backache)** He hurt his back. He has a backache. **(Girl with bicycle)** She fell down. She feels terrible. She hurt her arm. She broke her arm. **(Man with stomachache)** He has a stomachache. His stomach hurts. He doesn't feel well.

**Pair work 1**

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Read the example.
- Encourage students to describe the people in as many different ways as possible. Encourage them also to use *be* as well as *have*; for example, *He has brown hair. His hair is brown.*

**Pair work 2**

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Model the activity. Have a student read the example aloud, and ask other students which picture it is and why they think so.

*Option: (+5 minutes)* For a different approach, have students work in groups of four. One student acts out one of the ailments in the pictures. The other students guess what the ailment is and suggest a remedy.

**Pair work 3**

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To prepare for this Pair Work, have students review the Conversation Models in Lessons 2 and 3.
- Encourage students to change roles with different conversations, so that in one conversation the student has an ailment and in another conversation the student offers advice or a remedy and expresses concern.

*Option: (+5–10 minutes)* As an alternative approach, secretly assign one of the pictures to each pair of students. Have students perform their dialogues for the class. The other students then say which picture their classmates are performing.

**Possible responses . . .**

**A:** I feel terrible. **B:** What's wrong? **A:** I have a stomachache. **B:** That's too bad. You really should take something. **A:** Good idea. Thanks.  
**A:** What happened? **B:** I burned my finger. **A:** Does it hurt a lot? **B:** Actually, no. It doesn't.

**Writing**

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Model the activity. Say *I have a friend named Sam*. Then read the example in the book aloud. Add one or two more sentences to model the exercise. Write on the board: *He has brown eyes and glasses. He also has short, curly hair. We are good friends.*
- In preparation, have students think about someone they would like to describe. Offer suggestions such as someone famous, a family member, a classmate, a friend, a teacher, etc.
- In pairs, have students read their sentences aloud to a partner and make any necessary corrections.



**Writing Process Worksheets**

**Option: Oral Progress Assessment**

Use the illustrations on page 103. Encourage the student to use the language practiced in this unit as well as previous units.

Ask the student to say at least five sentences about each illustration. Ask questions to provide guidance. For example:

*T: Where is the woman? S: She is in her bedroom. She is in bed. T: What does she look like? S: She has long, straight, blonde hair. T: What's wrong with her? (Or What happened?) S: She has a fever. T: What advice do you have for her? S: She should call a doctor. She shouldn't go to work. She should have some tea.*

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



**Oral Progress Assessment Charts**

*Option:* **WRITING BOOSTER** (Structured support for preparing writing)

**EXTRAS**

**On the Internet:**

- **Online Teacher Resources:** [pearsonelt.com/topnotch3e/](http://pearsonelt.com/topnotch3e/)

**Additional printable resources on the ActiveTeach:**

- **Assessment**
- *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**

### 1 ▶ 5:02–5:03 Vocabulary

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

#### **V** Vocabulary Flash Card Player

- Give students a minute to look at the illustrations.
- Play the audio and have students listen. Then have students listen and repeat chorally.
- Direct students' attention to the Adverbs box with *well* and *badly*. Play the audio. Then have students listen again and repeat.
- Make statements about yourself using the vocabulary from the lesson with *well* and *badly* while demonstrating the statements; for example, *I sing well, but I dance badly*.
- To check comprehension, ask students about their own abilities; for example, *Do you sing well?* (Yes, I do. or No, I sing badly.)

Option: **VOCABULARY BOOSTER** (+5–10 minutes)

### 2 Vocabulary practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Encourage students to use the vocabulary from the lesson. Move around the room and help with vocabulary as needed.

Option: (+5 minutes) Extend the activity by having students come to the board and take turns writing different sentences describing their abilities. Take time to correct any errors in the writing.

### 3 Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Review the example first. Ask a student to read the model aloud.
- Have students use the sentences they wrote in Exercise 2 to share information with their partners.

### 4 Group work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Ask a student to read the example aloud. Then ask the student to say something he or she learned about his or her partner during the Pair Work.
- Have students work in groups to share information about their classmates' abilities.
- As students work in groups, move around the room and listen. Offer help as needed.

Option: (+5 minutes) To challenge students, point out that *but* means there is opposite or different information, whereas *and* means there is additional information of the same kind. Write *and* and *but* on the board. Say and demonstrate sentences with both *and* and *but* as you point to the words. Call on students and ask them to tell you their abilities as you point to the words on the board; for example, point to *and*. The student might say *I drive well and I cook well*. Point to *but* and call on another student. The student might say *I drive well, but I sew badly*.

## 5 Grammar

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Have students study the examples under the pictures.
- To check comprehension, write on the board:  
*can / can't + base form of the verb*  
*I can \_\_\_ English. He can't \_\_\_.*  
*She can \_\_\_ English. You can't \_\_\_.*  
 Ask students to fill in the blanks.
- Point out the use of *well* with *can / can't*. Add *well* to each of the previous examples; for example, *I can speak English well. He can't draw well.*
- Call attention to the questions and answers.
- Ask questions with *can*; for example, *Can you cook? Can you play the guitar? Can you play soccer? Can you speak English? (Yes, I can. or No, I can't.)*
- Review the question form by writing on the board:  
*can + subject + base form of the verb?*  
*Can you \_\_\_? Can they \_\_\_?*  
*Can he / she \_\_\_? Can we \_\_\_?*  
 Ask students to fill in the blanks.

*Option: (+5 minutes)* To practice, ask questions with *can*; for example, *Can you [do the laundry]? Can you [make dinner]?* (Yes, I can. or No, I can't.) Then ask other students about their families; for example, *Can [your father] [make dinner]?*

### Language and culture

- The common negative form for spoken English is *can't*. *Cannot* is used in formal writing.



### Inductive Grammar Charts

## 6 Grammar practice

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To review the answers, have students practice the conversation in pairs.



### Extra Grammar Exercises

## NOW YOU CAN Discuss your abilities

### 1 ▶ 5:04 Conversation model

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Use Actually to give information.
  - Use Can you? to ask about others' abilities.
  - Use Really? to show surprise or interest.
- To prepare students for the conversation, say *Look at the picture. Two friends are talking about things they can do and things they can't do.*
  - After students read and listen, ask *Can he draw?* (No, he can't.) *Can she draw?* (Yes, she can.) *Can she draw well?* (No, she can't. or No, not very well.)

## 2 ▶ 5:05 Rhythm and intonation

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use rising intonation and stress *you* in *Can you?*

## 3 Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- To prepare students for the conversation, write on the board *Can you \_\_\_? Actually, I \_\_\_.*
- Call on different students to complete the sentence about their own abilities.
- Remind students about different ways to respond by pointing out the box on the page.

**DON'T STOP!** Extend the conversation. Review the questions in the Recycle box. Write on the board *What do you \_\_\_? How often do you \_\_\_? Where do you \_\_\_?* Tell students to ask additional questions like these in their conversations.

- Model extending the conversation with a more confident student. For example:

T: *Can you swim?*  
 S: *Actually, yes, I can. Can you?*  
 T: *Yes, I can.*  
 S: *Really? That's great!*  
 T: *Where do you swim?*  
 S: *At the beach.*  
 T: *How often do you swim?*  
 S: *I swim on Saturdays.*

- Be sure to reinforce the use of the conversation strategies; for example, encourage students to say *Really? That's great!* with enthusiasm.
- Move around the room, and encourage students to extend the conversation by asking questions like the ones in the Recycle box.



### Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Remind students to ask different questions and talk about different abilities.

## EXTRAS

### Workbook or MyEnglishLab



### Speaking Activities: Unit 13, Activity 1

1 ▶ 5:07 **Vocabulary**

Suggested teaching time:	6–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**V** Vocabulary Flash Card Player

- Before students listen, explain that to *decline an invitation* means to say *no*.
- First listening: Have students point to each picture as they listen and read the sentences.
- Second listening: Have students listen and repeat the sentences chorally.

**Language and culture**

- In English-speaking countries, and especially in business or formal situations, it is more polite to give a reason why you are declining an invitation. It is impolite to simply decline.
- *I'm full* is a common way of explaining that you can't eat any more.

2 **Pair work**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Read the example aloud to the class. Then model your own example: *On my birthday, I ate three pieces of cake. I was so full.*
- Remind students that *so* in these sentences means *very*. *I'm so full = I'm very full.*

*Option: (+5 minutes)* To extend the activity, have students write down the information about their partners. Then have students report to the class. Students can say [*Mario*] *studied late last night. He is so tired.*

3 **Grammar**

Suggested teaching time:	7–12 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the Grammar box, and have students study the rule and the examples.
- To help clarify the use of *too* and *so*, read the Be careful! box. Explain that *too* + adjective means there is more than you want or need, or that something is not right. *So* + adjective means *very*.
- Point to the first example and ask *Why can't he talk right now?* (He's too busy.) Ask *Why do you think he is too busy?* (Possible answer: He has a lot of work.)
- Point to the second example and ask *Why doesn't she want to go to the movies?* (She's too tired.) Ask *Why do you think she is tired?* (Possible answer: She went to bed late last night.)
- Point to the third example and ask *Why does she want to go to bed?* (It's too late.) Ask *What time do you think it is?* (Possible answer: Midnight.)

**Language and culture**

- Many students confuse *too* and *very*. The word *too* has a negative meaning; for example, *The tea is too hot. I can't drink it.* vs. *The tea is very hot. I like it that way.* The word *too* can have another meaning: *also*; for example, *I like very hot tea, too.*

 **Inductive Grammar Charts**

4 **Grammar practice**

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To prepare students for the exercise, give them a minute to look at the pictures.
- Ask students to describe what they see. (Possible answers: expensive shoes, a cold girl, a tired man, a short shirt, a busy woman, evening or night.)
- To further help students think of appropriate adjectives for the exercise, ask students to explain each picture; for example, say *Why don't you want these shoes?* (They're too expensive.) *Why can't she go swimming?* (It's too cold.) *Why can't you read right now?* (I'm too tired.) *Why doesn't he want that shirt?* (It's too short / small.) *Why can't you talk right now?* (I'm too busy.) *Why don't you want to watch a movie?* (It's too late.)
- Have students complete the activity individually.

*Option: (+5–10 minutes)* For a challenge, bring to class magazines, newspapers, or other pictures of people, weather, clothes. Do a pair work activity. Have students take turns making sentences about the pictures, using *too* + adjective and *so* + adjective; for example, for a picture of a large TV screen, possible answer: *That TV is so beautiful, but it is too big. My apartment is small.*

  **Extra Grammar Exercises**

## NOW YOU CAN Politely decline an invitation

### 1 ▶ 5:08 Conversation model

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

These conversation strategies are implicit in this conversation:

- Suggest a shared course of action with Let's.
- Politely decline a suggestion with I'm really sorry, but and a reason.
- Accept a refusal with Maybe some other time.

- Write on the board *What is the woman doing? Are they going to a movie? Why or why not?*
- After students read and listen, ask for the answers to the questions on the board. (Possible answers: She's working / studying. No, they aren't. She's too busy.)

#### Language and culture

- *Maybe some other time* means he will probably ask her again in the future. Other ways to make follow-up suggestions after someone declines an invitation include: *How about next weekend? Are you free this Friday?*

#### Learning Strategies

### 2 ▶ 5:09 Rhythm and intonation

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - stress the first syllable of *busy* in *I'm too busy*.
  - pause after *That's OK*.

### 3 Conversation activator

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

#### 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 photos and identify the places and what the people are doing.

**DON'T STOP!** Extend the conversation. Brainstorm other activities and write them on the board; for example, *go running, go swimming, watch TV*. Ask students for additional excuses and add them to the board; for example, *I'm tired. I have a backache. It's too cold today*. Tell students to use the photos and language in the Recycle box and the activities and excuses on the board when they decline the invitation.

- 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 how the model has been changed by the actors.

- Model extending the conversation with a more confident student by suggesting another activity. Demonstrate both declining and accepting the invitation. For example:
  - S: *Let's go to a movie.*
  - T: *I'm really sorry, but I'm so tired.*
  - S: *That's OK. Maybe some other time.*
  - T: *Well, how about tomorrow night?*
  - S: *Sounds great.*
  - T: *OK.*

- Be sure to reinforce the use of the conversation strategies listed with the Conversation Model; for example, make sure students say *I'm really sorry* like they genuinely regret declining the invitation and give a reason for doing so.
- Provide feedback on student conversations by walking around the room and listening in. Tell students to practice accepting invitations as well as declining them. Remind them to offer a polite excuse if they decline the invitation and to use the photos and language in the Recycle box to suggest a different activity. Encourage students to use the correct rhythm and intonation.

#### Conversation Activator Video Script; Conversation Activator Pair Work Cards

### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students stand up, move around the room, and extend an invitation to a new partner. Encourage them to use other activities and reasons with their new partners.

#### EXTRAS

Workbook or MyEnglishLab

#### Speaking Activities: Unit 13, Activity 2



## 1 Grammar

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Direct attention to the Grammar box, and have students study the rules and examples.
- To review the base form of verbs, write on the board:
 

open	closing
sings	danced
painting	cook
fix	draws
played	drive

Ask students to tell you which ones are in the base form. (Open, cook, fix, drive.) Ask students to come to the board and change the other verbs to the base form. (Delete *-ing* from *closing* and add *e*. Delete *-s* from *sings*. Delete *-d* from *danced*. Delete *-ing* from *painting*. Delete *-s* from *draws*. Delete *-ed* from *played*.)
- Read the first rule again, and remind students that *Could you* is always followed by the base form.

### Language and culture

- *Could you* + base form is a polite way of asking for a favor. Adding *please* makes the expression even more polite. *Please* can be placed after the phrase *Could you (please)* or at the end of the request *Could you wash the dishes (please)?* It is rarely placed at the beginning of the request.
- Other ways to ask for a favor are:
  - Would you (please)* + base form
  - Can you (please)* + base form (sometimes considered a bit less formal)

### Inductive Grammar Charts

## 2 5:10 Vocabulary

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

### Vocabulary Flash Card Player

- Give students a minute to study the pictures.
- First listening: Play the audio and have students listen.
- Second listening: Have students listen and repeat chorally.
- To check comprehension, make requests by asking various students to do the activities in the pictures; for example, *Could you please hand me that book?* Encourage students to answer with *Sure*, *No problem*, or *Of course*. Or to ask for clarification *This book?*

- To introduce other favors, encourage students to make polite requests using other objects. Write on the board, in one column, the verbs in bold type in the speech bubbles and in another column the objects shown in the pictures and printed below the pictures. (Do not include *help me*.) Ask students to think of other objects to use with each verb and write them. Possible answers:

<b>open</b>	<i>the window, the door, the refrigerator, your book</i>
<b>close</b>	<i>the door, window, the microwave door, the refrigerator, your book</i>
<b>turn on</b>	<i>the light, the stove, the computer, the TV, the lamp</i>
<b>turn off</b>	<i>the TV, the microwave, the light, the stove, the computer, the lamp</i>
<b>hand me</b>	<i>my glasses, my sweater, my book, your papers, my keys, my jacket</i>

*Option: (+5 minutes)* To practice the verbs in the Vocabulary, have students play a game of charades. In small groups, students mime one of the actions below the pictures; for example, a student mimes opening a door or closing the door. The other students guess the request: *Could you please open the door / close the door?*

*Option: (+5 minutes)* For a different approach, play Simon Says. Tell students you are going to ask them to do different things. If they hear *Could you please . . .*, they should do what is asked. If they don't hear *please*, they should not do anything; for example, *Could you please stand up?* (Students stand.) *Could you close the door?* (Students do nothing.) Then ask individual students to play your role.

### Language and culture

- *Hand me [my glasses]* means *give me [my glasses]*. *Give [someone] a hand* is an expression that means *help [someone]*. These can be confusing, so it would be good to make the difference clear to students.

## 3 Vocabulary / grammar practice

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To check that students understand that they have to use their own verbs, complete the second sentence together. Ask students what verbs they can use to complete the sentence. (Some examples: make, get, cook)
- After students complete the exercise, ask individual students to read their sentences aloud to the class.
- After each sentence, encourage students who have written a different sentence completion to read their sentence.

### Extra Grammar Exercises

#### 4 ▶ 5:11 Listening comprehension

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Play the first conversation. Pause the audio and ask *What's the problem?* (It's a little cold. / They're cold.) *What does the man ask?* (Could you close the window, please?) Then say *Listen for the requests* and play the other conversations.
- Play the audio again and have students write the requests.

#### AUDIOSCRIPT

##### CONVERSATION 1

**F:** Hi, Mark. What's wrong?

**M:** I'm freezing!

**F:** Actually, it is a little cold in here.

**M:** Could you close the window, please?

**F:** Oh yeah, sure.

##### CONVERSATION 2

**M:** Mmm! What's for dinner?

**F:** Chicken and rice.

**M:** Yum! You sure can cook.

**F:** Thanks. Could you turn off the stove?

**M:** Sure.

##### CONVERSATION 3

**M:** Hi, Ellen. What are you doing?

**F:** Oh, hi, Andy. I'm fixing this lamp.

**M:** Need any help?

**F:** No, but thanks . . . Well, actually, could you please hand me my glasses?

##### CONVERSATION 4

**F:** Where were you?

**M:** I went shopping.

**F:** Look at all those things! Can I help you?

**M:** Actually, could you please open the door?

**F:** My pleasure.

##### CONVERSATION 5

**F1:** Hi, Becky. What are you knitting?

**F2:** A sweater. But I can't knit very well.

**F1:** Well, I can. Do you need help?

**F2:** Yes, please! Could you help me?

**F1:** Of course.

#### 5 ▶ 5:12 Pronunciation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--



#### Pronunciation Coach Video

- Ask students to listen and notice the pronunciation of *Could you*. Then have them listen and repeat chorally, paying particular attention to how they say *Could you*.



#### Pronunciation Activities

#### 6 Vocabulary / pronunciation practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Give students time to select the requests from the Vocabulary. Then have them practice.
- Have volunteers say their request aloud to the class. Pay particular attention to the blending of sounds.

#### NOW YOU CAN Ask for and agree to do a favor

#### 1 ▶ 5:13 Conversation model

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

This conversation strategy is implicit in the model:

- Use Sure and No problem to agree to someone's request for a favor.

- After students read and listen, ask *What favor does the woman ask?* (Could you please close the window?) *Why do you think she asks that?* (It's too cold. or She's cold.) *Does the man agree to do the favor?* (Yes, he does.)
- Play the *Ways to agree to a request*. Then have students listen and repeat chorally.

#### Language and culture

- Do *[someone] a favor* or *Do a favor for [someone]* means *do something helpful for someone*.

#### 2 ▶ 5:14 Rhythm and intonation

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Could you do me a favor?* and *Could you please close the window?*
  - pause slightly after *Sure*.

#### 3 Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

**DON'T STOP!** Extend the conversation. Ask students to make a list of three or four additional requests for help, and three or four reasons for needing help.

- Role-play the conversation with a more confident student. For example:
  - T: *Could you do me a favor?*
  - S: *Of course.*
  - T: *I'm busy. Could you please make dinner tonight?*
  - S: *Sure.*
  - T: *And could you take out the garbage? I'm very tired.*
  - S: *No problem.*
- As you listen in on student conversations, pay attention to the blending of sounds in *Could you*.



#### Conversation Activator Pair Work Cards

#### 4 Change partners

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students present their conversations to the class.

#### EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 13, Activity 33

## 1 ▶ 5:16 Reading

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Direct attention to the title and the pictures. Tell students *infant* means a small baby and *toddler* means a child who is just beginning to walk.
- Ask students if they have or know any infants or toddlers. Ask them what they like most about infants. Ask what they like most about toddlers.
- Pre-reading: To practice the reading strategy of scanning, write on the board: *cry when she's hungry, say no, sit with help, sit without help*. Have students read quickly and say at which age an infant can usually do each of these things.
- Then have students read the text silently.
- Check comprehension. Ask students the following questions:
  - At what age can a baby reach for things?* (Between 3 and 6 months.)
  - At what age can a baby play next to other children?* (Between 1 and 2 years.)
  - When can a baby crawl?* (Between 6 and 12 months.)
  - When can a baby turn her head?* (Between 1 and 3 months.)
  - When can a baby look at his own hands?* (Between 3 and 6 months.)

*Option: (+3 minutes)* To practice increasing reading speed, have students read silently while they listen to the audio.

*Option: (+10–15 minutes)* To turn this reading into a listening activity, draw the following graphic organizer on the board (without the answers) or print it out. Then have students listen to the audio twice. First listening: Ask students to listen for the answer to these questions: **1** When can a baby smile? (1–3 months.) **2** When can a baby say *no*? (1–2 years.) Second listening: Ask students to listen for the age when a baby can do the things on the list in the chart. Then have students read the text to confirm their answers.

	1–3 months	3–6 months	6–12 months	1–2 years
1 sit with help		X		
2 walk				X
3 pick up small objects			X	
4 laugh		X		
5 roll over	X			
6 stand			X	

**FYI:** This chart can also be used as a reading comprehension activity.

 **Graphic Organizers; Learning Strategies**

## 2 Reading comprehension

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Ask students to scan the article to find the correct information about a five-month-old baby.
- Review answers by saying the information that should have a checkmark.



**Extra Reading Comprehension Exercises**

## 3 Activate grammar

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Ask students to read the article again to find the answers. Encourage students to write complete sentences.
- Have students compare sentences.
- Review answers by having students say their sentences.

## 4 Group work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Read the examples aloud to the class.
- Encourage students to include memories and personal experiences in their discussion; for example, *At five years, a child can read. I read books when I was five.*
- Walk around the room and provide help as needed.

*Option:* **GRAMMAR BOOSTER** (+20 minutes)



**Top Notch Pop Song Video and Karaoke Video**

 **Digital Games**

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

**Pair work 1**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Prepare for the activity by asking *Where are the people?* (In their apartments.) *What's happening in each picture?* (Possible answers: Apartment 3A: A man is resting. A woman is talking to a man. Apartment 2A: A girl is closing the window. A woman is knitting. A man is fixing a bicycle. Apartment 2B: A boy is playing the violin. Apartment 1A: A man and a woman are watching TV. They're eating a sandwich and drinking soda.)
- Brainstorm different ways to begin the conversations. Write the ideas on the board. For example:  
Apartment 3A: **A:** *Let's go to a concert.*  
Apartment 2A: **A:** *Could you please close the window?*  
Apartment 1A: **A:** *Could you please hand me my soda? / Could you please turn off the TV?*
- In pairs, have students create conversations for the people. Encourage them to continue the conversations.

**Pair work 2**

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Model the activity. Have a student complete the examples aloud about Apartment 3A. Have another student answer the questions; for example: *Can she dance?* (Yes, she can. or No, she can't) *Can he paint?* (Yes, he can.)
- Students take turns asking and talking about abilities.

**Language and culture**

- Sometimes the answer to a question may not be clear. In such cases, *I'm not sure* is often used.

**Game**

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To prepare, make a false statement using *too* and an adjective. Call on a student to explain why the statement is false; for example, *The woman in Apartment 3A is tired.* (That's false. She's asking the man to go out.)
- In small groups, have students take turns making false statements.

**Story**

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Set a two-minute time limit for students in pairs to create a story. Ask for volunteers to share their stories with the class.

*Option: (+5 minutes)* For a challenge, have students close their books and work from memory, in groups. One student is the recorder and writes the story. The groups read their stories aloud to the class.

**Possible responses . . .**

It's 9:00 in the evening. In Apartment 3A, a woman wants to go dancing. She's wearing a beautiful white dress. Her husband is very tired. Three people live in Apartment 2A. The woman is cold. Her daughter is closing the window. The girl's father is fixing her bicycle. In Apartment 2B, a boy is playing the violin. He can't play well. The music is awful! In Apartment 1A, two people are watching TV and eating a sandwich.

**Writing**

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- In pairs, have students read their sentences aloud to a partner. Tell students to discuss if they do not agree with the *can* and *can't* sentences their partners wrote.

**Possible responses . . .**

At eighty, some people can't see well. They can't read. Some people can't hear well. Some old people are healthy and some have ailments. Some people can't walk well. But some people can exercise and run at eighty or ninety. Many old people can't do daily activities. My grandmother can't go shopping or do the laundry. But she can cook dinner and wash the dishes. And she can read, sew, and check her e-mail. Some people can't live alone, but my grandmother can.

 **Writing Process Worksheets**

**Option: Oral Progress Assessment**

Use the illustration on page 111. Encourage students to use the language they learned from the unit.

**Description:** Ask the student to point to the picture and make statements with *can* and *can't* about the people.

**Conversation:** Tell the student that you are going to create a conversation. Ask the student to make requests for people in the pictures. Offer both *yes* and *no* responses; for example, point to the boy in Apartment 2B, and tell the student he or she is a neighbor: **S:** *Could you do me a favor?* **T:** *Of course.* **S:** *Could you please play the violin tomorrow? It's so late, etc.*

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

 **Oral Progress Assessment Charts**

*Option:* **WRITING BOOSTER** (Structured support for preparing writing)

**EXTRAS**

**On the Internet:**

- **Online Teacher Resources:** [pearsonelt.com/topnotch3e/](http://pearsonelt.com/topnotch3e/)

**Additional printable resources on the ActiveTeach:**

- **Assessment**
- **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**

# UNIT 14

# Life Events and Plans

## LESSON 1

### 1 ▶ 5:19 Vocabulary

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

#### Vocabulary Flash Card Player

- Explain that *life events* are important things that happen in your life. They tell your *life story*.
- First listening: Have students listen, study the pictures, and read the verbs.
- Second listening: Have students listen and repeat the words chorally.

#### Language and culture

- In English, the common understanding of *grow up* is the time from when you are a baby until you are an adult.
- The verbs and phrases in this lesson are often followed by specific prepositions. The choice of the preposition is important, as it changes the meaning of the phrase. Some common prepositions used with these are:
  - *be born*: *on* + date (on July 1) / *in* + place (in Detroit) / *in* + year (in 1990) / *at* + time (at 3:00)
  - *grow up*: *in* + city (in Omaha)
  - *go to school*: *in* + place (in Los Angeles) / *at* + place (at the New School)
  - *move*: *to* + place (to New York) / *in* + date (in July 2008)
  - *study*: *at* + place (at home) / *in* + place (in the library) / *for* + event (for the test)
  - *graduate*: *from* + school (from the New School) / *in* + year (in 2009) / *on* + day (on Monday)

### 2 ▶ 5:20 Pronunciation

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

#### Pronunciation Coach Video

- First listening: Have students read the words and listen to how the diphthong sounds blend.
- Second listening: Have students listen and repeat chorally.

#### Pronunciation Activities

### 3 Pronunciation practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Give students a minute to read the questions and study the details in the Vocabulary pictures for the answers.
- Move around the room and make sure they are pronouncing the words with diphthongs correctly: boy, Roy, Floyd, town, Royal.

### 4 ▶ 5:21 Listening comprehension

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To practice the listening strategy of predicting, ask students to guess what kind of information they may hear about Graciela Boyd's life story. (Possible answers: her age, her occupation, where she was born)
- Have students read the statements and then listen and check the correct answer.

### 5 ▶ 5:22 Listening comprehension

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students listen and circle the information that is true.
- Write the correct answers on the board.

#### AUDIOSCRIPT

- M:** Good morning. This is *It's Your Life*, the radio program that brings you interesting life stories of people who live in beautiful Boston and other U.S. cities. This morning we're talking to Graciela Boyd, who lives here in Boston. Ms. Boyd, thanks for talking to us at *It's Your Life*.
- F:** You're quite welcome. The pleasure is mine.
- M:** Let's start with your first name. That's a Spanish name, isn't it?
- F:** That's right. My mom is from Costa Rica and her name is Graciela, and her mother's name was Graciela, too. I guess the name Graciela is a family tradition now.
- M:** Were you born in Costa Rica?
- F:** No. Actually, I was born in London. My mother went there to teach Spanish at a British university. My dad is British—he was a Spanish teacher at the same university. They got married, and she stayed. So I was born in London.
- F:** Very interesting. So when did you come to the U.S., Ms. Boyd?
- M:** The family moved here when I was four years old. My mother and father both teach at a university here in Boston. My little brother Max was born here.
- M:** So you grew up here in Boston. That's why you sound like an American.
- F:** True.
- M:** And finally, where did you go to school?
- F:** Here in Boston. Right now I'm studying at Harvard University—I'm graduating in May. Then I'm going to medical school. I want to be a doctor.
- M:** That's great! Congratulations! And thanks for taking time to talk with us at *It's Your Life*.

#### Learning Strategies

### 6 Pair work

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Encourage students to give answers with extra information; for example, *I grew up in [Smithtown]*.
- Have students report about their partner in small groups or in front of the class.

## 7 ▶ 5:23 Vocabulary

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

### Vocabulary Flash Card Player

- Have students listen and read the words. Then have them listen and repeat chorally.
- To test comprehension, ask students to think about each academic subject and, in pairs, make a list of related words they know. Write examples on the board:  
*Architecture: architect, buildings, draw*  
*Law: lawyer, court, judge*
- Walk around as students make their lists and provide help as needed.
- Call on pairs to say their words. Write the words on the board. (Possible answers: **2** Medicine: doctor, nurse, hospital, ailment. **3** Psychology: doctor, think, problems, help. **4** Business: office, manager, money. **5** Education: teacher, student, study, subject **6** Engineering: engineer, buildings, make **7** Mathematics / Math: teacher, numbers, count. **8** Information technology: computer. **9** Nursing: doctor, medicine, hospital, ailment. **10** Architecture: architect, buildings, draw)
- To practice, say a sentence about yourself: *When I was in school, I loved [math and science].* Then ask various students questions to prompt use of the academic subjects vocabulary; for example, *What did you study? What do you do? What are you studying now? Which academic subjects did [do] you like in school?*

*Option: (+5 minutes)* As an alternative, have students form groups of three and take turns asking one another about what their friends and family studied (or study now) and what they do now (occupation); for example, *Do you have [a brother]? What does / did [your brother] study? Where did [he] study? When did [he] graduate? What does [he] do?*

*Option: **VOCABULARY BOOSTER** (+5–10 minutes)*

#### Language and culture

- In British English, the alternative term for *mathematics* is *maths*.

### **NOW YOU CAN** Get to know someone's life story

#### 1 ▶ 5:24 Conversation model

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

This conversation strategy is implicit in the model:

- Use And you? to show interest in another person.
- To prepare students for the listening, point to the photo and ask them to make guesses about the people; for example, *Who are they? (Possible answer: students.) Are they friends? Where are they now? Where are they from?*
- After students read and listen, ask questions to check comprehension; for example, *Where was she born? (In Lima.) Where did she grow up? (In New York.) Where was he born? (In Houston.) Where did he grow up? (In*

*Houston.) Where is Lima? (In Peru.) Where is New York? (In the United States.) Are they good friends? (No. / Not really.) Where are they now? (In Houston.)*

#### 2 ▶ 5:25 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *Where were you born?*
  - use rising intonation for *And did you grow up here?, And you?,* and *Did you grow up there?*

#### 3 Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

**DON'T STOP!** Extend the conversation. Before students begin their conversations, write the language from the Recycle box on the board. Brainstorm with students additional questions they can ask in their conversations; for example, *How many sisters and brothers do you have? Where does your family live? What do they do? When did you move? Do you like it here?*

- Model the conversation with a more confident student.
 

T: *Where were you born?*  
 S: *In [Colombia].*  
 T: *And did you grow up there?*  
 S: *Yes, I did. And you?*  
 T: *Well, I was born in [California].*  
 S: *Did you grow up in [California]?*  
 T: *Yes, I did.*  
 S: *And did you go to school there?*  
 T: *No, I didn't. I went to school in New York.*  
 S: *What did you study?, etc.*
- Be sure to reinforce the use of the conversation strategy; for example, make sure students ask *And you?* to focus the conversation on their partners.
- Walk around the room and listen in on the conversations. Encourage students to use the questions in the Recycle box and on the board to extend their conversations. Encourage students to use the correct rhythm and intonation.



#### Conversation Activator Pair Work Cards

#### 4 Change partners

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students take notes about their partners.
- To review, ask students to share the information they learned about their classmates with the class.

### **EXTRAS**

Workbook or MyEnglishLab



Speaking Activities: Unit 14, Activity 1

1 ▶ 5:26 **Vocabulary**

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**V** Vocabulary Flash Card Player

- Give students a minute to study the pictures. Then have them listen and read the verbs and phrases.
- Have students listen again and repeat chorally.
- Direct attention to the Also remember box.
- To check comprehension, ask students questions to personalize the vocabulary; for example, *Do you travel often? Where do you go? Who do you go with? When do you travel? Do you like to relax on the weekend? What do you do? What time do you get up? Do you hang out with your family?*

Option: **VOCABULARY BOOSTER** (+5–10 minutes)

2 ▶ 5:27 **Listening comprehension**

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- First listening: To focus attention, pause after the first conversation. Say *What words tell you that Charlie is doing nothing?* (Not much. / Just sitting here. / Looking out the window.)
- Second listening: Have students listen and complete the sentences.

Option: (+5 minutes) Before playing the audio, take a few minutes to review the present continuous forms of the verbs. Write subject pronouns on the board:

I      you      he      she      we      they

Point to one of the pronouns and say one of the verbs from the Vocabulary or from the Also remember box. Ask a student to make a sentence with the present continuous form of the verb.

**AUDIOSCRIPT**

CONVERSATION 1

**M:** Hello?  
**F:** Hi, Charlie. Sarah. What are you doing?  
**M:** Actually, not much. I'm just sitting here looking out the window.

CONVERSATION 2

**F:** Hello?  
**M:** Hi, Rachel. This is Clark. What's up?  
**F:** Oh, hey! My friends Claire and Mallory are here. We're just sitting around.

CONVERSATION 3

**M1:** Hello. Pete here.  
**M2:** Hi, Pete. Ken. Ella said you called.  
**M1:** Oh, yeah. Thanks for calling back. Joanne and I are going fishing on Saturday. Do you and Ella want to come, too?  
**M2:** That sounds great!

CONVERSATION 4

**F1:** Hello.  
**F2:** Hi, Barbara. Mom here. Are you busy?  
**F1:** Hi, Mom. What time is it?  
**F2:** One o'clock. Are you still in bed?  
**F1:** Yeah, Mom. I got home really late last night.

CONVERSATION 5

**M:** Hello?  
**F:** Hi, Harvey. Where are you?  
**M:** Actually, we're in the car. We're driving all the way to New York. The kids are both with us.  
**F:** Wow! When are you coming back?  
**M:** In about two weeks.

3 **Grammar**

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Write the following sentences on the board and tell students that both sentences refer to the future.
  1. *I'm going to the movies tomorrow.*
  2. *I'm going to go to the movies.*
- Point out that sentence 1 uses the present continuous plus a time word. Point out that sentence 2 uses the following structure to talk about the future: *be going to + base form of a verb.*
- Direct attention to the affirmative statements in the left side of the box. Have students read the examples.
- Write the following verbs and verb phrases on the board: *go to a concert, make dinner, do the laundry, wash the dishes, take the train, study, graduate, move to New York, paint a picture, read a book.* Have students take turns expressing future plans with *be going to* and the verbs. Listen for the complete phrase *be going to*.
- Direct attention to the negative statements on the right, and have students read the examples.
- Have students read the small box on contractions on the right. Write on the board *He is not going to go camping this weekend.* Erase the *i* in *is* and replace it with an apostrophe so that the sentence now reads *He's not going to go camping.* Next to this new sentence write *He isn't going to go camping.*
- Call on students to make negative statements with *be going to* and the verbs on the board. For each verb, have them use the uncontracted form and both negative contractions; for example, *He is not going to go to a concert. He's not going to go to a concert. He isn't going to go to a concert.*
- Direct attention to the *yes / no* questions and short answers in the box, and have students read the examples. Point out that the short answers to *yes / no* questions include *be* and not the base form of the verb: *Yes, she is. No, she isn't.* Not *Yes, she's going / No, she isn't going.*
- Ask various students questions with *be going to + base form.* Encourage them to use short answers. Examples: *Are you going to study English next year? Are you going to move to a new country?, etc.*



Inductive Grammar Charts

## 4 Grammar practice

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Do the first item with the class.
- Move around the room as students write the sentences and offer help as needed.
- Have students compare their answers in pairs.
- To review answers, have students read their sentences aloud.
- To check answers, have students who finish quickly write one of their sentences on the board when they complete the exercise. Students should add a sentence only if it isn't on the board yet or if they have written the sentence a different way. Correct the sentences on the board as a class.

### Language and culture

- Note that *going to* in *be going to* is often pronounced /gʌŋə/; for example, *I'm /gʌŋə/ go to bed*. However, *going to* in the present continuous as in *I'm going to bed* is never reduced to /gʌŋə/. It can only be reduced to /gəʊɪŋ tə/.



### Extra Grammar Exercises

## NOW YOU CAN Discuss plans

### 1 ▶ 5:28 Conversation model

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

This conversation strategy is implicit in the model:

- Use Not really to soften a negative response.

- Point out that B pronounces *going to* as /gʌŋə/ in *I'm just going to hang out with friends*. Tell students to listen for this pronunciation.
- After students listen and read, ask *Do the women have plans for the weekend?* (Yes, they do.) *Are they going to do the same thing?* (No, they aren't.) *Is one woman going to go fishing?* (No, she isn't.) *Is she going to go camping?* (Yes, she is.) *Is the other woman going to play soccer this weekend?* (No, she isn't.) *Is she going to hang out with friends?* (Yes, she is.)

### Language and culture

- It is common and natural in spoken English to shorten *yes / no* questions with a *you* subject: *Any plans for the weekend?* (*Do you have any plans for the weekend?*)

### 2 ▶ 5:29 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Any plans for the weekend?*
  - use rising intonation for *And you?*
  - pause slightly after *Actually*.

## 3 Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--



### 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.

**DON'T STOP!** Extend the conversation. Prepare students to continue the conversation by reviewing the question and time phrases in the Recycle box. Brainstorm with students other future time phrases students know and write them on the board; for example, *next year, next month, after school, after work, in a month, in a week*.

- 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 how the model has been changed by the actors.
- Have students study the photos. Ask them to tell you what the people are doing in each photo. (They're going for a drive. / He's cleaning the house. / He's going fishing. / He's watching TV. / He's relaxing.)
- Model and extend the conversation with a more confident student. Encourage the student to use the photos and language in the Recycle box and on the board to create a new conversation. For example:
 

A: *Any plans for after class?*  
B: *Not really. I'm just going to watch TV. And you?*  
A: *Actually, I'm going to go for a drive. How about this weekend? Do you have any plans?, etc.*
- Be sure to reinforce the use of the conversation strategy; for example, make sure students say *Not really* casually and without emphasis, to soften a negative response.
- Move around the room and listen in as students work in pairs. Be sure students use the correct rhythm and intonation.



### Conversation Activator Video Script; Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students stand up and find another partner. Make sure they switch roles so that they practice both asking and answering questions about future plans.

## EXTRAS

### Workbook or MyEnglishLab



### Speaking Activities: Unit 14, Activity 2



**1** ▶ 5:30 **Vocabulary**

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**V** **Vocabulary Flash Card Player**

- Give students one minute to study the pictures.
- First listening: Have students listen and read the words and phrases.
- Second listening: Have students listen and repeat chorally.

**2** ▶ 5:31 **Listening comprehension**

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Play the recording for the first person on the audio. Then ask students to read the answer in the book. (She'd like to get married.)
- Have students listen and complete each of the sentences in their books using the lesson vocabulary. Stop the recording after each person speaks to give students more time to think and complete the sentences.
- To review the answers, ask students to say the complete sentences.

**AUDIOSCRIPT**

PERSON 1

**F:** I met Kevin last year at a party. I think he is a wonderful man and I really want to be his wife.

PERSON 2

**M:** My grandma is 99 years old. I want to live to be 99 too!

PERSON 3

**F:** I'm a student now, and I'm studying law. Lawyers make a lot of money, so that's a good career for me!

PERSON 4

**M:** I'm a lawyer, but I don't like my work. Next month I'm going to study education. In two years, I think I can get a job as a teacher at the law school.

PERSON 5

**F:** I gave money last year for the children's hospital. It made me feel good. I want to do that again this year and every year if I can.

PERSON 6

**F:** I'm 63 years old and I'm tired of working at the bank. I want to stay home now and spend my free time at home. My husband and I love to cook, so we can spend all day in the kitchen.

PERSON 7

**M3:** My wife and I got married last year. We have a big house, and we want a large family.

PERSON 8

**F:** Where do I want to go? The question is Where don't I want to go? Japan, India, Africa, Asia. Other places too!

**3** **Activate vocabulary**

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students write a checkmark (✓) next to the things they'd like to do in the future and an X next to the things they wouldn't like to do. If students don't know what they want to do, ask them to imagine.
- Write on the board: *I'd like to buy a new car.* Ask students to identify the infinitive. Ask volunteers to offer sentences about what they would like to do in the future. Have students write their sentences on the board. Make sure each sentence contains an infinitive.
- Walk around and provide help as necessary.

## 4 Vocabulary practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students look back at the dreams that they checked on the previous page. Do the first item together. Remind students to use *I'd like to* at the beginning of the sentence.

## 5 Pair work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have pairs of students compare the dreams they wrote on the notepad above. Tell them to talk about their dreams for the future with their partner. Then have them report to the class.

*Option: (+5–10 minutes)* To extend the activity, have students tell the class how their partner answered the survey; for example, *Martha would like to study Chinese and travel to China. She'd like to graduate in two years. Then she'd like to get a job. And she would like to get married and have children.*

### **NOW YOU CAN** Share your dreams for the future

#### 1 ▶ 5:32 Conversation model

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Use Well and Actually to explain or clarify.
- Direct attention to the photo. Say *These people are colleagues. They are talking about their dreams for the future.*
- After students read and listen, ask *What would Person B like to do in the future?* (He would like to get married and have children.) *What would his colleague like to do?* (He'd like to study art).

#### 2 ▶ 5:33 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students repeat each line chorally. Make sure they:
  - pause after Well and Actually.
  - stress the word *and* in *I'd like to get married and have children.*

## 3 Conversation activator

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

**DON'T STOP!** Extend the conversation. Tell students to ask additional questions, using the ideas in the Don't stop! box and the Vocabulary on page 116.

- Model the conversation with a more confident student. Ask additional questions about dreams for the future and encourage the student to do the same. For example:
  - A: *So what are your dreams for the future, [Bill]?*
  - B: *Well, I'd like to get a new job in architecture. What about you?*
  - A: *Me? Actually, I'd like to study nursing.*
  - B: *No kidding! Would you like to travel?*
  - A: *Yes, I'm going to see the Taj Mahal.*
  - B: *Sounds great!*
- Be sure to reinforce the use of the conversation strategies; for example, make sure students pause after *actually*.
- Remind students to use the phrases in the Recycle box.
- Provide feedback on student conversations by moving around the room and listening in. Encourage students to use the correct rhythm and intonation.



Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Make sure students switch roles when they change partners so they practice all parts of the conversation.
- To review, have some students tell the class about their partner's dreams for the future.

### **EXTRAS**

Workbook or MyEnglishLab



Speaking Activities: Unit 14, Activity 3

## 1 ▶ 5:34 Reading

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Focus attention on the title and the pictures. Point to the pictures and say *This is Houdini. You're going to read about his life story.*
- Pre-reading: To practice the reading strategy of scanning, have students read quickly and underline the dates in Houdini's life story. Call on various students to read the sentences from the text in which the dates appear.
- Then have students read the article silently.
- To check comprehension, write the following statements on the board. Ask students to say if they are true or false and correct the false statements.
  - Houdini was a famous escape artist.* (True.)
  - Harry Houdini's real name was Robert Houdin.* (False. His name was Ehrich Weisz.)
  - Houdini married Bess Raymond.* (True.)
  - Houdini and his wife had many children.* (False. They didn't have children.)
  - In one famous escape act, Houdini escaped from chains underwater.* (True.)
  - Houdini died in 1952.* (False. He died in 1926.)

*Option: (+10 minutes)* For a challenge, have students read and listen to the first two paragraphs. After each paragraph, have students close their books and tell you what they remember from the paragraph.

## 2 Reading comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Review answers by having students take turns reading the statements. Have students read aloud the sentence in the text that supports each answer.
 

*Option: (+10–15 minutes)* As a challenge, work with the whole class to tell Houdini's life story. Have students create a time line by writing Houdini's life events on the board. Then have them use the time line to summarize Houdini's life and tell his life story.

*Option: (+15 minutes)* If students have access to computers, have them do an Internet search to look for the answers to the questions they wrote in **10 Challenge**. Encourage students to write the answers and prepare to present them to the class at another time.



Extra Reading Comprehension Exercises



Learning Strategies

## 3 Pair work

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Brainstorm a list of questions that students can use to tell their life story. Write the questions on the board. For example:
  - Where were you born?*
  - How many people are in your family?*
  - What was your family like?*
  - Where did you grow up?*
  - Where did you go to school?*
  - What would you like to do in two or three years?*
  - What were your favorite academic subjects?*
  - What would you like to do in the future?*
  - What are you going to do when you graduate?*
- Give students a few moments to think about their life story and make notes of important dates and events, based on the questions on the board. Then put them in pairs to tell each other their life story.

*Option: (+10 minutes)* For a challenge, ask students to research the life story of a famous person outside of class. Choose students to present the stories to the class.

*Option:* **GRAMMAR BOOSTER** (+15 minutes)



Top Notch Pop Song Video and Karaoke Video

 **Digital Games**

Before the first activity, give students a few minutes of silent time to review the photos.

**Pair work**

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Prepare students for the activity by asking them to think of one or two questions about Miranda’s life. Point to the pictures as a prompt, and write the questions on the board.
- Put students into pairs. Have them take turns asking and answering questions about Miranda’s life in the past, present, and future.

**Possible responses . . .**

When was Miranda born? Was she a pretty baby? Did she grow up in Atlanta? Where did her family move? When did they move? Was she a happy child? Where did she go to school? When did she graduate? What is her occupation? Where does she live now? What would she like to do in the future?

*Option: (+5–10 minutes)* To review language about appearance and clothing from Units 6 and 12, have students describe Miranda’s appearance in each picture.

**Tell a story**

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Ask students to study the pictures and information about Miranda’s life and then work together to tell about her important life events. Call on one student to begin. Call on different students to add to the information each previous student gives. For example:  
 Student 1: *Miranda was born in 1993 in San Antonio.*  
 Student 2: *Her family moved to Atlanta in 1995.*  
 Student 3: *She grew up in Atlanta.*
- Encourage students to use their imagination to tell the story. Tell them to add details where they can.

*Option: (+ 5–10 minutes)* Have students write Miranda’s life story on a separate piece of paper.

*Option: (+10–15 minutes)* As an alternative, have students work in groups of three. Tell them to make a time line of Miranda’s life, using the pictures and their imagination. Then have them use the time line to give a report about her life to groups or in front of the class. Encourage students to ask follow-up questions; for example, *How old is she going to be when she gets married? How many children is she going to have?*

**Possible response . . .**

Miranda was born in 1993 in San Antonio. She was a beautiful baby, and her parents were very happy. Her family moved to Atlanta in 1995. She grew up in Atlanta. She lived in a big, white house. She was a happy child. Miranda went to Millerton State Business College in Las Vegas. She was a good student and graduated in 2013. Today, she’s an engineer. She lives in Los Angeles. Next year, she’d like to get married. She also wants to start a family. She’d like to have children in three years.

**Writing**

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- Students can use the notes and questions they prepared in the Pair Work activity on page 118.
- Model the activity. Talk about some events in your life, and write several sentences on the board. For example:  
*I was born in Detroit, Michigan. I grew up in Los Angeles with my brother and sister. They went to school there, but I went to school in Santa Monica. I had a lot of friends in school, and I was very happy. I liked to hang out with my friends, and we did many things together. We played ball, we went bike riding, and we often went camping and fishing . . .*
- You may want to have students write their life stories and post them on the classroom wall for others to read. They can also add photos.

*Option: (+15–20 minutes)* To challenge students, have them interview their classmates and take notes on the answers. Tell students to ask questions about past events, what is happening now, and plans and wishes for the future. Examples: *When did you come to this city? Where did you go to school? What do you do in your free time? Do you hang out with your friends on the weekend? What are you going to do after you learn English? What would you like to do next year?* Tell students to write the story of their classmate’s life.

 **Writing Process Worksheets**

**Option: Oral Progress Assessment**

Use the photos on page 119. Encourage students to use the language they learned from the unit.

Have the student tell you Miranda’s life story (or his or her own life story).

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

 **Oral Progress Assessment Charts**

*Option:* **WRITING BOOSTER** (Structured support for preparing writing)

**EXTRAS**

**On the Internet:**

- **Online Teacher Resources:** [pearsonelt.com/topnotch3e/](http://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**

# Units 8–14 REVIEW

## 1 5:37 Listening comprehension

Suggested teaching time:	9–12 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

This activity reviews: questions with *where* in the simple present tense; prepositions of place; names of buildings (Unit 8).

- Before students listen, have them study the pictures and identify the place in each picture. Then have them read the questions.
- First listening: Have students listen and check the correct picture.
- Second listening: Have students listen again to confirm their answers.
- Review answers by asking students to say *a* or *b* as you read each question.

*Option: (+5–10 minutes)* Challenge students by asking them to give complete answers to the questions. (Possible answers: **1** He lives in an apartment. **2** He works in his apartment. **3** She works in an office. **4** She teaches at the airport. **5** She works at a hospital / at the Eastside Hospital. **6** She works in her house.)

*Option: (+5 minutes)* To challenge students further and to review vocabulary and negative statements, ask students to look at the pictures they did not check and make negative statements about them. (Possible answers: **1** He doesn't live in a house. **2** He doesn't work in his house. **3** She doesn't work in / at the train station. **4** She doesn't teach at a school. **5** She doesn't work in a restaurant. **6** She doesn't work in an office.)

### AUDIOSCRIPT

#### CONVERSATION 1

**F:** So where do you live?

**M:** Me? I live in an apartment building on Center Street.

#### CONVERSATION 2

**M1:** What do you do?

**M2:** I'm a writer.

**M1:** Do you have an office?

**M2:** Not really. I work at home in my apartment.

#### CONVERSATION 3

**M:** Where do you live?

**F:** I live in an apartment building on Sutton Place.

**M:** And is your office near your home?

**F:** Yes. The office building is right around the corner from the train station.

#### CONVERSATION 4

**F1:** Are you a teacher?

**F2:** Well, actually, yes, I am.

**F1:** Where do you teach?

**F2:** At the airport. We have a class for pilots there, near their work.

**F1:** How interesting!

#### CONVERSATION 5

**M:** Are you a chef?

**F:** Yes, I am. But I don't work in a restaurant.

**M:** Really? Where do you work?

**F:** I work at the Eastside Hospital.

**M:** You work at a hospital?

**F:** Yes, I'm the chef in the hospital kitchen. We cook for the patients and doctors.

#### CONVERSATION 6

**F:** Where does your daughter live?

**M:** My daughter? She and her husband live in Canada.

**F:** Really? What do they do?

**M:** They're both doctors. They have a big house, and their office is in the house.

## 2 Vocabulary / grammar practice

Suggested teaching time:	9–12 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

This activity reviews: names of rooms, furniture, and appliances; *There is* and *There are* (Unit 8).

- Before students complete the e-mail, have them take a minute to study the picture.
- Ask students to name the rooms, the furniture, and the appliances in the picture. Help students recall the names if needed.
- While students complete the exercise, write the numbers 1–16 on the board.
- As students complete the exercise, have them come to the board to write the answers next to the appropriate numbers.
- Review answers by checking the words on the board with the class.

*Option: (+5–10 minutes)* For additional practice, have students draw a diagram of their own apartment, room, or house, including rooms, furniture, and appliances. Ask students to show the diagram to a partner and, using the e-mail in the book as a model, talk about their diagram.

*Option: (+5 minutes)* As a challenge, bring in pictures from magazines. Give pictures to pairs of students, and have them work together to describe the pictures. Pairs can then form groups with other pairs to talk about their pictures. For students who feel more confident with the grammar and vocabulary, give a different picture to each student to describe to a partner.

### 3 Grammar practice

Suggested teaching time:	9–12 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

This activity reviews: Questions with *Where* and *What*; *Is there . . . ?* and *Are there . . . ?* (Unit 8).

- Model the first item or two with a more confident student in the class. For example:  
T: *Where do you live?*  
S: *I live in an apartment.*  
T: *Where is the apartment?*  
S: *It's on Bleeker Street.*
- Have students write the questions and then find a partner to complete the activity. (Possible questions: Is there a train station near your office? Are there restaurants in your neighborhood? Where do you go shopping? What do you do? Where do you work?)
- Tell students to read over their questions and answers to make sure the capitalization and punctuation are correct.
- Review answers by having pairs of students read the questions and responses aloud.

*Option: (+5 minutes)* Have students write their questions on the board. Correct the questions. Then have students in pairs ask and answer the questions.

### 4 Grammar practice

Suggested teaching time:	8–9 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

This activity reviews: Simple past tense questions and answers (Unit 11).

- Review answers by having pairs of students role-play the conversations for other pairs of students.
- Option: (+5 minutes)* For a different approach, have students role-play their conversations for the class. Encourage students not to look at their lines as they role-play. Tell them to read their line to themselves quickly, then look up and say the line to their partner. Correct for rhythm, intonation, and expression, as well as accuracy.

### 5 Conversation practice

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

This activity reviews: Locations (Unit 3); places in the neighborhood (Unit 3, Unit 8); buildings, rooms, furniture, and appliances (Unit 8); *There is* and *There are* (Unit 8); information questions and *yes / no* questions with the simple present tense (Unit 6, Unit 7, Unit 8).

- Write the three topics in the Ideas box on the board. Brainstorm questions students can ask and the language they can use to answer them. Write the questions on the board. For example:  
*Location of your home, school, and workplace:*  
*Where do you work?* (In an office.) *Where is your office?* (It's near the museum.)  
*Places in your neighborhood:*  
*What's your neighborhood like?* (It's great! There are restaurants and stores. There's a subway near my apartment.)  
*Description of your home:*  
*What's your apartment like?* (It's big. It's beautiful.)  
*How many rooms are there?* (There are three rooms. There's a large kitchen, a bedroom, and a small bathroom. There's also a large living room.) *Is there a balcony?* (No, there isn't.)

- Remind students to use the example questions on the board and the questions they wrote in Grammar Practice 3.
- Have various pairs role-play their conversations in front of the class.

*Option: (+5–10 minutes)* As an alternative, have students practice the conversation by talking to three different partners and comparing answers.

#### *Language and culture*

- Remind students about polite ways to respond to people to keep the conversation going; for example, in response to *I have a big apartment. I live in a nice neighborhood*, a polite response might be: *Sounds nice. / That's great. / That's good. / No kidding.* In response to *I have an ugly apartment. I live near an airport*, a polite response could be: *Really? / That's too bad. / Oh, I'm sorry. / Oh, no. / That's too bad.*

## 6 Grammar practice

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

This activity reviews: present continuous (Unit 9 and Unit 10); simple present tense (Unit 7 and Unit 10); daily activities and household chores (Unit 7); simple present tense with *like, want, need, have* (Unit 6).

- Give students a minute to read the telephone conversations.
- Point out the words *usually* and *often* in the first conversation. Review frequency adverbs with the simple present tense. Review other adverbs used with the simple present tense; for example, *always, never, sometimes, on Sundays, every day*.
- Point out the words *right now* in the second conversation. Review time expressions used with the present continuous; for example, *this week, today, this year, etc.*
- To prepare students for writing the present continuous, review the formation of the present participle. Write these verbs on the board. Ask students to say and write the present participle form:

*wash (washing)*  
*eat (eating)*  
*take (taking)*  
*get (getting)*  
*drive (driving)*

- To prepare students for writing the simple present tense, review the simple present form of the verb with *he* and *she*. Erase the participles from the board. Ask students to say and write the simple present tense forms for *he / she* next to the verbs on the board:

*wash (washes)*  
*eat (eats)*  
*take (takes)*  
*get (gets)*  
*drive (drives)*

- Erase the verbs from the board, and have students complete the exercise independently.
- Review the answers by having students read the conversations aloud.

*Option: (+5 minutes)* To confirm correct spelling and subject / verb agreement of the sentences in the conversations, ask students to write the verbs from the conversation on the board, and correct them as a class.

## 7 Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

This activity reviews: *There is* and *There are* (Unit 8); count and non-count nouns (Unit 10); *How many* and *Are there any* (Unit 10); *How much* and *Is there any?* (Unit 10).

- Divide the class into two groups: Partner A and Partner B. Pair students from each group.
- Remind students not to look at their partner's picture.
- Model the conversation with a more confident student. Encourage the student to ask a variety of question types about the picture. For example:
  - A: *Are there any apples on your table?*
  - B: *No, there aren't. Is there any milk on your table?*
  - A: *Yes, there is. What about you?*
  - B: *No, there isn't. How much milk is there on your table?*
  - A: *There's one carton of milk. Is there any sugar on your table?*
- Move around the room as students practice, and offer help as needed.

## 8 Grammar practice

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

This activity reviews: Information questions and *yes / no* questions with the simple present tense (Unit 6 and Unit 7); information questions and *yes / no* questions with the simple past tense (Unit 11); *can* and *can't* for ability (Unit 13).

- Model the first item with a more confident student in the class. Take the role of A. Review the answer first.
- Have students read each answer before they write the question. Tell them to pay attention to the verb and tense used in the answer in order to write the matching question correctly.
- To review, have pairs of students read the conversations aloud.

*Option: (+5 minutes)* For further practice, have students read their questions and practice responding with short answers. (Possible questions and answers: **1** A: Where do you usually eat lunch? B: At the office. **2** A: Where did Dana and Eric go? B: To Colorado. **3** A: How much milk do we need? B: Two large containers. **4** A: Who teaches math? B: Sally. Or A: What does Sally teach? B: Math. **5** A: Where was Madhur born? B: In India. Or A: Who was born in India? B: Madhur. **6** A: Can you sing? B: No. **7** A: Are you going to graduate this year? B: No. **8** A: What happened? B: She broke her leg. Or A: What did she break? B: Her leg. **9** A: Who's that? B: Scarlett Johansson. **10** A: Can your parents speak Arabic? B: Yes.)

## 9 ▶ 5:36 Listening comprehension

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

This activity reviews: time expressions (Unit 9); present continuous (Unit 9); past tense of *be* (Unit 11); simple past tense (Unit 11); *be going to* + infinitive (Unit 14).

- First listening: Have students check the correct column.
- Second listening: Have students listen to confirm answers.
- Review answers by asking students to say *past*, *present*, or *future* for each item.

### AUDIOSCRIPT

#### CONVERSATION 1

**F:** What a beautiful day!

**M:** It is. But it's a little hot.

**F:** Really? It's never too hot for me!

#### CONVERSATION 2

**M:** When did your mother see the doctor?

**F:** Last week.

**M:** What did he say?

**F:** He said she was much better.

#### CONVERSATION 3

**M:** What are you doing?

**F:** Right now? I'm washing the dishes.

#### CONVERSATION 4

**F:** What are your kids doing on Saturday?

**M:** They're going camping.

#### CONVERSATION 5

**M:** Are you going to leave for the airport at four?

**F:** Yes. Do you think that's too late?

#### CONVERSATION 6

**F:** Where were his parents born?

**M:** In Vietnam.

## 10 Vocabulary / grammar practice

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

This activity reviews: Accidents, injuries, and ailments; expressing concern and offering advice; *should* and *shouldn't* (Unit 12).

- Give students a few minutes to read the problems.
- Do the first item with the class. Tell students that there will often be more than one correct response. Call on various students for other responses to the first item. (Possible responses: That's too bad. You should lie down. I'm sorry to hear that. You shouldn't go to class.)
- Review the answers by having various pairs of students read their conversations aloud.

*Option: (+ 5 minutes)* An alternate way of checking responses is to make a chart with two columns on the board: *expressing sympathy* and *making suggestions*. As students read their conversations, write the different expressions of sympathy and suggestions in the appropriate column. Ask students to add to the chart if appropriate.

## 11 Conversation practice

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

This activity reviews: Adjectives to describe appearance; *be* and *have* to describe people (Unit 12); abilities (Unit 13); life events and plans (Unit 14); academic subjects (Unit 14).

- Give students a few minutes to look at the information in the Ideas and Recycle boxes.
- Model the beginning of the conversation with a more confident student. For example:

T: *Tell me about your parents. What do they look like?*  
S: *Well, my mother is tall. She has straight black hair and blue eyes.*  
T: *Is your father tall, too?*  
S: *Yes, he is. He's very tall. He has curly gray hair and brown eyes. And he has a beard.*  
T: *What do your parents do?*  
S: *My father's a lawyer. My mother is also a lawyer.*  
T: *Would you like to be a lawyer, too?*  
S: *Oh, no. I wouldn't. I'm going to study computers.*
- If possible, pair students with partners they have not worked with.
- Encourage students to offer extra information and ask follow-up questions.
- Have various pairs role-play their conversations in front of the class.

### EXTRAS

- Workbook or MyEnglishLab
- Assessments



# Reference Charts

## COUNTRIES AND NATIONALITIES

Argentina	Argentinean / Argentine	Guatemala	Guatemalan	Peru	Peruvian
Australia	Australian	Holland	Dutch	Poland	Polish
Belgium	Belgian	Honduras	Honduran	Portugal	Portuguese
Bolivia	Bolivian	Hungary	Hungarian	Russia	Russian
Brazil	Brazilian	India	Indian	Saudi Arabia	Saudi / Saudi Arabian
Canada	Canadian	Indonesia	Indonesian	Spain	Spanish
Chile	Chilean	Ireland	Irish	Sweden	Swedish
China	Chinese	Italy	Italian	Switzerland	Swiss
Colombia	Colombian	Japan	Japanese	Taiwan	Chinese
Costa Rica	Costa Rican	Korea	Korean	Thailand	Thai
Ecuador	Ecuadorian	Lebanon	Lebanese	Turkey	Turkish
Egypt	Egyptian	Malaysia	Malaysian	the United Kingdom	British
El Salvador	Salvadorean	Mexico	Mexican	the United States	American
France	French	Nicaragua	Nicaraguan	Uruguay	Uruguayan
Germany	German	Panama	Panamanian	Venezuela	Venezuelan
Greece	Greek	Paraguay	Paraguayan	Vietnam	Vietnamese

## NUMBERS 100 TO 1,000,000,000

100	one hundred	1,000	one thousand	10,000	ten thousand	1,000,000	one million
500	five hundred	5,000	five thousand	100,000	one hundred thousand	1,000,000,000	one billion

## IRREGULAR VERBS

This is an alphabetical list of all irregular verbs in the *Top Notch Fundamentals* units.

base form	simple past	base form	simple past	base form	simple past
be	was / were	get	got	say	said
break	broke	give	gave	see	saw
bring	brought	go	went	sing	sang
buy	bought	grow	grew	sit	sat
choose	chose	hang out	hung out	sleep	slept
come	came	have	had	stand	stood
cut	cut	hear	heard	swim	swam
do	did	hurt	hurt	take	took
draw	drew	lie	lay	teach	taught
drink	drank	make	made	tell	told
drive	drove	meet	met	think	thought
eat	ate	put	put	throw	threw
fall	fell	read	read	wear	wore
feel	felt	ride	rode	write	wrote
find	found				

## PRONUNCIATION TABLE

These are the pronunciation symbols used in *Top Notch Fundamentals*.

Vowels				Consonants			
Symbol	Key Words	Symbol	Key Words	Symbol	Key Words	Symbol	Key Words
i	feed	ə	banana, around	p	park, happy	t̩	butter, bottle
ɪ	did	ɜ	shirt, birthday	b	back, cabbage	t̩	button
eɪ	date, table	aɪ	cry, eye	t	tie	ʃ	she, station, special, discussion
ɛ	bed, neck	aʊ	about, how	d	die	ʒ	leisure
æ	bad, hand	ɔɪ	boy	k	came, kitchen, quarter	h	hot, who
ɑ	box, father	ɪr	here, near	g	game, go	m	men
ɔ	wash	ɛr	chair	tʃ	chicken, watch	n	sun, know
oʊ	comb, post	ɑr	guitar, are	dʒ	jacket, orange	ŋ	sung, singer
ʊ	book, good	ɔr	door, chore	f	face, photographer	w	week, white
u	boot, food, student	ʊr	tour	v	vacation	l	light, long
ʌ	but, mother			θ	thing, math	r	rain, writer
				ð	then, that	y	yes, use, music
				s	city, psychology		
				z	please, goes		

# Grammar Booster

The Grammar Booster is optional. It contains extra practice of each unit's grammar.

## UNIT 1

1 Write each sentence again. Use a contraction.

- 1 He is an engineer. *He's an engineer.*
- 2 We are teachers. *We're teachers.*
- 3 No, we are not. *No, we're not.*
- 4 They are not artists. *They're not / They aren't artists.*
- 5 I am a student. *I'm a student.*
- 6 She is a chef. *She's a chef.*

2 Write the indefinite article a or an for each occupation.

- 1 *a* chef
- 2 *an* actor
- 3 *a* banker
- 4 *a* musician
- 5 *a* scientist
- 6 *an* architect
- 7 *a* photographer

3 Complete each sentence with the correct subject pronoun.

- 1 Mary is a student. *She* is a student.
- 2 Ben is a student, too. *He* is a student, too.
- 3 My name is Nora. *I* am an artist.
- 4 Your occupation is doctor. *You* are a doctor.
- 5 Jane and Jason are scientists. *They* are scientists.

4 Write a question for each answer.

- 1 A: *Are you musicians?*  
B: Yes, we are. We're musicians.
- 2 A: *Are they teachers?*  
B: No, they're not teachers. They're scientists.
- 3 A: *Is Ann a doctor?*  
B: Yes. Ann is a doctor.
- 4 A: *Is Ellen a writer?*  
B: No. Ellen is an architect. She's not a writer.
- 5 A: *Are you a pilot?*  
B: Yes, I'm a pilot.
- 6 A: *Are you flight attendants?*  
B: No. We're not flight attendants. We're pilots.

5 Write six proper nouns and six common nouns. Use capital and lowercase letters correctly.

Note: Answers will vary. 1–6 (Proper nouns) should all begin with capital letters.

Proper nouns

- 1 *New York City*
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

Common nouns

- 7 *a city*
- 8 .....
- 9 .....
- 10 .....
- 11 .....
- 12 .....

7–12 (Common nouns) should be written in all lowercase letters

## UNIT 2

### 1 Write the correct possessive adjectives.

- 1 Miss Kim is Mr. Smith's student. Mr. Smith is *her* teacher.
- 2 Mr. Smith is Miss Kim's teacher. Miss Kim is *his* student.
- 3 Mrs. Krauss is John's teacher. Mrs. Krauss is *his* teacher.
- 4 John is Mrs. Krauss's student. John is *her* student.
- 5 Are *your* colleagues from Japan? No, they aren't. My colleagues are from South Korea.
- 6 Mr. Bello is *my* teacher. I am *his* student.
- 7 Jake is not Mrs. Roy's student. He's *her* boss!
- 8 Mr. Gee is not Jim and Sue's teacher. He's *their* doctor.

### 2 Complete the sentences about the people. Use He's from, She's from, or They're from.

- 1 Ms. Tomiko Matsuda: *She's from* Hamamatsu, Japan.
- 2 Miss Berta Soliz: *She's from* Monterrey, Mexico.
- 3 Mr. and Mrs. Franz Heidelberg: *They're from* Berlin, Germany.
- 4 Mr. George Crandall: *He's from* Victoria, Canada.
- 5 Ms. Mary Mellon: *She's from* Melbourne, Australia.
- 6 Mr. Jake Hild and Ms. Betty Parker: *They're from* Los Angeles, U.S.
- 7 Mr. Cui Jing Wen: *He's from* Wuhan, China.
- 8 Ms. Noor Bahjat: *She's from* Cairo, Egypt.

### 3 Complete the questions. Begin each question with a capital letter.

- 1 *What's* your name?
- 2 *Where* are you from?
- 3 *What's* his e-mail address?
- 4 *Is* she a student?
- 5 *What's* her phone number?
- 6 *Are* they colleagues?
- 7 *Is* he from China?
- 8 *What are* their first names?

### 4 Complete each question with the correct possessive adjective.

- 1 A: What's *your* name?  
B: I'm Mrs. Barker.
- 2 A: What's *your* last name?  
B: My last name is Lane.
- 3 A: What's *his* address?  
B: Mr. Marsh's address is 10 Main Street.
- 4 A: What's *her* e-mail address?  
B: Ms. Down's e-mail address? It's down5@unet.com.
- 5 A: What are *their* first names?  
B: They're Gary and Rita.
- 6 A: What's *her* phone number?  
B: Miss Gu's number is 555-0237.

## UNIT 3

1 Write the sentences with contractions.

- 1 Where is the pharmacy? *Where's the pharmacy?*
- 2 It is down the street. *It's down the street.*
- 3 It is not on the right. *It's not. / It isn't on the right.*
- 4 What is your name? *What's your name?*
- 5 What is your e-mail address? *What's your e-mail address?*
- 6 She is an architect. *She's an architect.*
- 7 I am a teacher. *I'm a teacher.*
- 8 You are my friend. *You're my friend.*
- 9 He is her neighbor. *He's her neighbor.*
- 10 They are my classmates. *They're my classmates.*

2 Complete each sentence with an affirmative or a negative imperative. Begin each sentence with a capital letter.

- 1 Take the bus to the restaurant. *Don't walk.*
- 2 Don't walk. *Take* the bus to the bank.
- 3 *Walk* to the restaurant. It's right over there, on the right.
- 4 *Don't take* a taxi to the bank. It's across the street.

3 Complete the questions and answers. Use subject pronouns and use contractions when possible.

- 1 A: *Where's* the pharmacy?  
B: The pharmacy? *It's* across the street.
- 2 A: *Where's* the newsstand?  
B: *It's* down the street on the right.
- 3 A: *Can* I *walk* to the restaurant?  
B: No, don't walk. *Take* a taxi.
- 4 A: *How* do you go to school?  
B: Me? I go *by* motorcycle.

## UNIT 4

1 Write questions. Use Who's or Who are and he, she, or they.

- 1 A: *Who's he*?  
B: He's my grandfather.
- 2 A: *Who's she?*?  
B: She's my mother.
- 3 A: *Who's he?*?  
B: He's Mr. Ginn's grandson.
- 4 A: *Who are they?*?  
B: They're Ms. Breslin's grandparents.
- 5 A: *Who's she?*?  
B: She's Sam's wife.
- 6 A: *Who are they?*?  
B: They're his wife and son.

2 Unscramble the words and write sentences. Use is or are. Begin each sentence with a capital letter.

- |   |   |
|---|---|
| 1 so / father / my / handsome                 | ..... <i>My father is so handsome.</i>                |
| 2 brother / very / her / short                | ..... <i>Her brother is very short.</i>               |
| 3 grandchildren / cute / neighbor's / so / my | ..... <i>My neighbor's grandchildren are so cute.</i> |
| 4 his / tall / not / sister / very            | ..... <i>His sister is not very tall.</i>             |
| 5 grandfather / very / old / my / not         | ..... <i>My grandfather is not very old.</i>          |
| 6 girlfriend / pretty / so / brother's / my   | ..... <i>My brother's girlfriend is so pretty.</i>    |

3 Complete the sentences. Use have or has.

- I *have* two brothers.
- She *has* one child.
- They *have* four grandchildren.
- We *have* six children.
- You *have* ten brothers and sisters!
- He *has* three sisters.

4 Complete the questions. Use How old is or How old are.

- How old are* your children?
- How old is* his son?
- How old are* her grandchildren?
- How old are* Nancy's sisters?
- How old is* Matt's daughter?
- How old is* their grandmother?

## UNIT 5

1 Write a question for each answer. Use What time, What day, or When. Use a question mark (?).

- |  |  |
|--|--|
| 1 <i>What time is it?</i> It's 6:30.       |  |
| 2 ..... The party is at ten o'clock.       | 2 <i>What time is the party? / What time's the party? / When is the party? / When's the party?</i>         |
| 3 ..... The dinner is on Friday.           | 3 <i>What day is the dinner? / What day's the dinner?</i>  |
| 4 ..... The dance is at 11:30 on Saturday. | 4 <i>When is the dance? / When's the dance?</i>  |
| 5 ..... The concert is in May.             | 5 <i>When is the concert? / When's the concert?</i>  |
| 6 ..... The meeting is at noon.            | 6 <i>What time is the meeting? / What time's the meeting? / When is the meeting? / When's the meeting?</i> |
| 7 ..... It's a quarter to two.             | 7 <i>What time is it?</i>  |
| 8 ..... The movie is on Wednesday.         | 8 <i>What day is the movie? / What day's the movie?</i>  |

2 Complete each sentence with in, on, or at.

- The concert is *in* March.
- The dinner is *on* Friday *at* 6:00.
- The party is *on* April 4<sup>th</sup> *at* 9:00.
- The movie is *at* 3:00 P.M. *on* Tuesday.
- The game is *at* noon *on* Monday.
- The meeting is *on* August 10<sup>th</sup> *at* 9:00 A.M.

## UNIT 6

- Complete each sentence with the correct form of the verb.
  - They *have* ..... nice ties at this store.  
have
  - She ..... a long blue skirt for the party.  
wants  
want
  - I ..... my shoes.  
like  
like
  - We ..... clean shirts.  
don't have  
not have
  - Our children ..... blue pants for school.  
don't need  
not need
  - ..... short skirts?  
Does she like  
she / like
  - ..... new shoes?  
Does your wife need  
your wife / need
  - ..... a suit for work?  
Do I need  
I / need
  - Why ..... those old shoes?  
does she like  
she / like
  - Which shirt ..... for tomorrow?  
do you want  
you / want
  - ..... this sweater in extra large?  
Do they have  
they / have

- Choose this, that, these, or those.

- I like (this / these) red sweaters.
- I don't like (this / these) skirt. It's too long.
- Why do you want (that / those) black pants?
- (That / These) skirt is great for the school concert.

- Answer each question with true answers. Begin each answer with a capital letter. End with a period (.)

(Note: Answers will vary but may include:)

- What clothes do you need? ..... I need some T-shirts and a sweater.
- Do you need new shoes? ..... Yes, I do. / No, I don't.
- Do you have a long skirt? ..... Yes, I do. / No, I don't.
- Do you like pink shirts? ..... Yes, I do. / No, I don't.
- Do you have a loose sweater? ..... Yes, I do. / No, I don't.
- Do you like expensive clothes? ..... Yes, I do. / No, I don't.

## UNIT 7

- Write the third-person singular form of each verb.

- |                                    |                                |
|------------------------------------|--------------------------------|
| 1 shave ..... <i>shaves</i>        | 13 come ..... <i>comes</i>     |
| 2 brush ..... <i>brushes</i>       | 14 change ..... <i>changes</i> |
| 3 go ..... <i>goes</i>             | 15 make ..... <i>makes</i>     |
| 4 have ..... <i>has</i>            | 16 get ..... <i>gets</i>       |
| 5 study ..... <i>studies</i>       | 17 comb ..... <i>combs</i>     |
| 6 do ..... <i>does</i>             | 18 put ..... <i>puts</i>       |
| 7 take ..... <i>takes</i>          | 19 eat ..... <i>eats</i>       |
| 8 play ..... <i>plays</i>          | 20 watch ..... <i>watches</i>  |
| 9 exercise ..... <i>exercises</i>  | 21 clean ..... <i>cleans</i>   |
| 10 visit ..... <i>visits</i>       | 22 read ..... <i>reads</i>     |
| 11 practice ..... <i>practices</i> | 23 check ..... <i>checks</i>   |
| 12 wash ..... <i>washes</i>        | 24 listen ..... <i>listens</i> |

2 Complete each question with do or does.

- 1 When do you go shopping?
- 2 What time does she make dinner?
- 3 How often do they clean the house?
- 4 What time does your son come home?
- 5 How often do your parents go out for dinner?
- 6 What time do you go to bed?
- 7 When does our teacher check e-mail?
- 8 How often does Alex do the laundry?

3 Unscramble the words and write sentences in the simple present tense. Begin each sentence with a capital letter. End with a period (.).

- 1 usually / on weekends / go shopping / she ..... She usually goes shopping on weekends.
- 2 go dancing / my sisters / on Fridays / sometimes ..... My sisters sometimes go dancing on Fridays. / Sometimes my sisters go dancing on Fridays.
- 3 in the morning / never / check e-mail / I ..... I never check e-mail in the morning.
- 4 always / my daughter / to work / take the bus ..... My daughter always takes the bus to work.
- 5 we / to school / walk / never ..... We never walk to school.
- 6 sometimes / my brother / after work / visit his friends ..... My brother sometimes visits his friends after work. / Sometimes my brother visits his friends after work. / Sometimes after work my brother visits his friends.

4 Complete each response with do or does.

- 1 Who takes out the garbage in your house? My daughter does.....
- 2 Who washes the dishes in your family? I do.....
- 3 Who makes dinner? My parents do.....
- 4 Who does the laundry in your house? My brother does.....
- 5 Who watches TV before dinner? My granddaughter does.....
- 6 Who takes a bath in the evening? My sister does.....

## UNIT 8

1 Write questions with Where. Use a question mark (?).

- 1 your grandparents / live ..... Where do your grandparents live?
- 2 John's friend / go shopping ..... Where does John's friend go shopping?
- 3 her brother / study English ..... Where does her brother study English?
- 4 you / eat breakfast ..... Where do you eat breakfast?
- 5 they / listen to music ..... Where do they listen to music?
- 6 Rob and Nancy / exercise ..... Where do Rob and Nancy exercise?
- 7 his mother / work ..... Where does his mother work?
- 8 your brother / do the laundry ..... Where does your brother do the laundry?

2 Complete the statements with in, on, at, or to.

- 1 His house is on Barker Street.
- 2 They work on the tenth floor.
- 3 Ms. Cruz takes the train to work.
- 4 It's at 18 Spencer Street.
- 5 Jack studies French at the BTI Institute.
- 6 Mr. Klein works at / in the hospital.
- 7 Ms. Anderson's office is on the fifth floor.
- 8 Jason's sister works at 5 Main Street.

3 Complete each sentence with There's or There are.

- 1 There's ..... a movie at noon.
- 2 There's ..... a concert at 2:00 and a game at 3:00.
- 3 There's ..... a bank on the corner of Main and 12<sup>th</sup> Street.
- 4 There are ..... two apartment buildings across the street.
- 5 There are ..... bookstores nearby.
- 6 There's ..... a pharmacy and a newsstand around the corner.
- 7 There are ..... two dressers in the bedroom.
- 8 There are ..... three elevators in the Smith Building.

4 Write questions with Is there or Are there. Use a question mark (?).

- 1 a dance / this weekend Is there a dance this weekend?
- 2 three meetings / this week Are there three meetings this week?
- 3 a bank / nearby Is there a bank nearby?
- 4 how many / games / this afternoon How many games are there this afternoon?
- 5 how many / pharmacies / on 3<sup>rd</sup> Avenue How many pharmacies are there on 3<sup>rd</sup> Avenue?
- 6 how many / parties / this month How many parties are there this month?

## UNIT 9

1 Write the present participle of the following base forms.

- |                               |                            |
|-------------------------------|----------------------------|
| 1 rain <u>raining</u>         | 15 come <u>coming</u>      |
| 2 snow <u>snowing</u>         | 16 wear <u>wearing</u>     |
| 3 watch <u>watching</u>       | 17 shop <u>shopping</u>    |
| 4 eat <u>eating</u>           | 18 go <u>going</u>         |
| 5 take <u>taking</u>          | 19 study <u>studying</u>   |
| 6 drive <u>driving</u>        | 20 listen <u>listening</u> |
| 7 check <u>checking</u>       | 21 wash <u>washing</u>     |
| 8 make <u>making</u>          | 22 play <u>playing</u>     |
| 9 do <u>doing</u>             | 23 read <u>reading</u>     |
| 10 exercise <u>exercising</u> | 24 clean <u>cleaning</u>   |
| 11 shave <u>shaving</u>       | 25 work <u>working</u>     |
| 12 put <u>putting</u>         | 26 write <u>writing</u>    |
| 13 comb <u>combing</u>        | 27 talk <u>talking</u>     |
| 14 brush <u>brushing</u>      | 28 buy <u>buying</u>       |

2 Check (✓) the sentences that indicate a future plan.

- 1 On Tuesday I'm working at home.
- 2 I'm watching TV right now.
- 3 Is Marina taking a shower?
- 4 Where is she going tomorrow night?
- 5 Jen's eating dinner.
- 6 I'm driving to the mall this afternoon.
- 7 I'm studying Arabic this year. My teacher is very good.
- 8 Who's making dinner on Saturday?



3 Complete each conversation with the present continuous.

- 1 A: *What are you doing* ..... ?  
what / you / do  
 B: *I'm washing* ..... my hair.  
I / wash
- 2 A: *Where's she driving?* ..... ?  
where / she / drive  
 B: *She's going* ..... to the bookstore.  
she / go
- 3 A: *Why is he taking* ..... the bus?  
why / he / take  
 B: Because ..... *it's raining.*  
it / rain
- 4 A: *Are we eating* ..... at home tonight?  
we / eat  
 B: No. .... *We're going* ..... out for dinner.  
we / go
- 5 A: *Is Maya wearing* ..... a dress to the party?  
Maya / wear  
 B: No. .... *She's not wearing* ..... a dress. .... *She's wearing* ..... pants.  
she / not wear she / wear

## UNIT 10

1 Complete each question with How much or How many.

- 1 *How much* ..... sugar do you want in your coffee?  
 2 *How many* ..... onions do you need for the potato pancakes?  
 3 *How many* ..... cans of coffee are there on the shelf?  
 4 *How much* ..... meat do you eat every day?  
 5 *How many* ..... loaves of bread do we need for dinner?  
 6 *How much* ..... pepper would you like in your chicken salad?  
 7 *How many* ..... bottles of oil does she need from the store?  
 8 *How many* ..... eggs do you eat every week?  
 9 *How many* ..... oranges are there? I want to make orange juice.  
 10 *How much* ..... pasta would you like?

2 Choose the correct word or phrase to complete each statement. Circle the letter.

- |  |  |
|--|--|
| 1 I ..... English every day.<br>a am studying <b>(b)</b> study             | 5 This store ..... beautiful clothes.<br>a is having <b>(b)</b> has            |
| 2 We usually ..... the bus to work.<br>a are taking <b>(b)</b> take        | 6 On Wednesdays I ..... dinner for my parents.<br>a am cooking <b>(b)</b> cook |
| 3 Annemarie ..... the kitchen now.<br><b>(a)</b> is cleaning      b cleans | 7 They never ..... coffee.<br>a are drinking <b>(b)</b> drink                  |
| 4 He really ..... lemonade.<br>a is liking <b>(b)</b> likes                | 8 Our children ..... TV on weekdays.<br>a are watching <b>(b)</b> don't watch  |

# UNIT 11

1 Complete the conversations with the past tense of be.

- 1 A: Where were Paul and Jackie last night?  
 B: I don't know, but they weren't here.
- 2 A: Was she at school yesterday?  
 B: No. She was at home.
- 3 A: When were you in Italy? Last year?  
 B: Last year? No, we weren't in Italy last year.  
 We were there in 2012.
- 4 A: What time was the movie?  
 B: It was at 7:00.
- 5 A: Were your parents at home at 10:00 last night?  
 B: No. They were at a play.
- 6 A: Who was at work on Monday?  
 B: Barry and Anne were. But I wasn't.

2 First complete each question. Use the simple past tense. Then write a true answer. Begin each answer with a capital letter. End with a period (.). (Note: "response" answers will vary)

- 1 Did you go to work yesterday?  
YOU Yes, I did. / No, I didn't
- 2 What time did you make dinner?  
YOU At 7:00.
- 3 What did you eat for breakfast?  
YOU Toast and eggs.
- 4 Who ate breakfast with you?  
YOU My husband.
- 5 What did you buy this week?  
YOU A new dress.

# UNIT 12

1 Write (a) a sentence with be and (b) a sentence with have. Use a period (.)

- 1 Kate / hair / long / straight  
 a Kate's hair is long and straight.  
 b Kate has long straight hair.
- 2 George / short / black / hair  
 a George's hair is short and black.  
 b George has short black hair.
- 3 Harry / long / curly / hair  
 a Harry's hair is long and curly.  
 b Harry has long curly hair.
- 4 Mary / eyes / blue  
 a Mary's eyes are blue.  
 b Mary has blue eyes.
- 5 Adam / beard / gray  
 a Adam's beard is gray.  
 b Adam has a gray beard.
- 6 Amy / pretty / eyes  
 a Amy's eyes are pretty.  
 b Amy has pretty eyes.

2 Complete each sentence with should and a verb from the box.

- 1 It's your birthday. You should go out for dinner!
- 2 I'm sorry you have a toothache. You should see a dentist.
- 3 There's a movie on TV tonight. We should watch it.
- 4 You have a cold? You shouldn't exercise today.
- 5 We have tomatoes, potatoes, and onions. We should make tomato potato soup for dinner tonight!
- 6 Pam's taking a shower right now. You should call back later.
- 7 Martin has a headache. He shouldn't play soccer tonight.
- 8 It's time for bed. You should get undressed.

- |                |
|----------------|
| call           |
| (not) exercise |
| go             |
| watch          |
| make           |
| (not) play     |
| see            |
| get            |

## UNIT 13

1 Write sentences with the simple present tense and the adverbs well or badly. Begin each sentence with a capital letter. End with a period (.).

- 1 my father / sing / really well My father sings really well.
- 2 my mother / cook French food / well My mother cooks French food well.
- 3 my grandfather / play the guitar / badly My grandfather plays the guitar badly.
- 4 my grandmother / sew clothes / very well My grandmother sews clothes very well.
- 5 my sister / knit sweaters / well My sister knits sweaters well.
- 6 my friend / draw pictures / really well My friend draws pictures really well.
- 7 I / play the violin / badly I play the violin badly.

2 Answer each question with true information. Use short answers with can or can't. Begin each answer with a capital letter. End with a period (.). (Note: answers will vary)

- 1 Can you play the piano? .....
- 2 Can you ski? .....
- 3 Can your parents sing well? .....
- 4 Can your friends speak English? .....
- 5 Can you draw? .....
- 6 Can your father fix things? .....

3 Complete each sentence. Use too and an adjective.



1 I need a new dress. This dress is too old.

2 This skirt is too long. I want a short skirt.



3 His shirt is ..... **too large / loose** ..... He needs size small.



4 I don't want that suit. It's ..... **too expensive** .....

5 He needs size medium. This shirt is ..... **too small / tight** .....



## UNIT 14

1 Answer the following questions with true information. Use **be going to**. Begin each answer with a capital letter. End with a period (.). (Note: answers will vary)

- 1 Are your classmates going to study tonight? .....
- 2 Are you going to relax this weekend? .....
- 3 Are you going to exercise today? .....
- 4 Are you going to make dinner tonight? .....
- 5 Are you going to move in the next two years? .....
- 6 Are you going to check your e-mail today? .....
- 7 Are you going to hang out with your friends or family this weekend? .....

2 Write a question with **be going to** for each answer. Don't use the verb **do**. Begin each question with a capital letter. End with a question mark (?).

- 1 **Are you going to go to the movies tonight?** ..... Yes. I'm going to go to the movies tonight.
- 2 **Are they going to eat in a restaurant after the concert?** ..... Yes. They're going to eat in a restaurant after the concert.
- 3 **Is Carla's brother going to go fishing with her?** ..... Yes. Carla's brother is going to go fishing with her.
- 4 **Are you going to go to work tomorrow?** ..... Yes. I'm going to go to work tomorrow.
- 5 **Is he going to graduate this year?** ..... No. He's not going to graduate this year.
- 6 **Are they going to take the bus to school?** ..... Yes. They're going to take the bus to school.

# Writing Booster

The Writing Booster is optional. It gives guidance for the writing task on the last page of each unit.

## UNIT 1

**Guided Writing Practice** Look at the picture on page 11. Answer the questions, based on the picture. Write five sentences.

- Is Martin a flight attendant?
- Is he a musician?
- Is Tim a musician?
- Is he a manager?
- Is Marie a flight attendant?

Example: *No. He's not a flight attendant.*

1
2
3
4
5

## UNIT 2

**Guided Writing Practice** Write sentences about your relationships.

Example: Write about a friend: *Ryan is my friend. He's a student, too. His last name is Grant.*

1 Write about a friend:
2 Write about a classmate:
3 Write about a neighbor:
4 Write about a boss, colleague, or teacher:

## UNIT 3

**Guided Writing Practice** Look at the picture on page 27. Write five questions and answers, based on the picture.

Example: Q: *Where's the bank?*

A: *It's next to the restaurant.*

Q: *Is the bank next to the ...*

A: *No, it isn't. It's ...*

1 Q:
A:
2 Q:
A:
3 Q:
A:
4 Q:
A:
5 Q:
A:

## UNIT 4

**Guided Writing Practice** Choose two relatives. Write about each person.

Answer some of these questions.

- How old is [he / she]?
- Is [he / she] tall or short?
- Is [he / she] old or young?
- Is [he / she] good-looking? cute?
- What's [his / her] occupation?

Example: *My sister is 24 years old. She's short and good-looking. She's an architect.*

1	
2	

## UNIT 5

**Guided Writing Practice** Look at the event announcements on pages 42 and 43.

Choose five events. Write sentences about the events below.

Example: The birthday party: *The birthday party is at Chuck's Café. Chuck's Café is around the corner from the bank.*

The movie
The meeting
The dance
The volleyball game
The basketball game
The dinner
The "Evening" concert
The "welcome" party

## UNIT 6

**Guided Writing Practice** Answer some or all of the following questions. Put the sentences together to write about clothes you need, you want, and you like, and about clothes you have or don't have.

- Do you want new clothes? Why?
- Do you need new clothes? Why?
- What clothes do you need?
- What size do you need?
- What colors do you like?

Example:

*I need new clothes! I need a sweater, and I need new shoes, too. I want a white sweater and black shoes. Why? My white sweater is old and my black shoes are dirty. I need the sweater in large and the shoes in size 40.*


## UNIT 7

**Guided Writing Practice** Answer the questions about your typical week. Use time expressions and frequency adverbs.

- What do you do in the morning?
- What do you do in the afternoon?
- What do you do in the evening?
- What do you do on Saturdays and Sundays?

Example: *In the morning, I usually get up at 7:00. Then I . . .*


## UNIT 8

**Guided Writing Practice** Choose one of the homes in the Reading on page 70. Write the features of that home and your home in the chart.

On a separate sheet of paper, compare the two homes in the chart. Use and and but.

Example:

<i>Eduardo's home is an apartment, and I live in an apartment, too. There's an elevator in his building, but we don't have an elevator. In his apartment, there are . . .</i>
---

	his or her home	my home
Is it a house or apartment?		
How many bedrooms are there?		
How many bathrooms are there?		
Is the kitchen small or large?		
Is there an office?		
Is there a garage or an elevator?		
Is there a garden?		
Is there a view?		
Other features?		

## UNIT 9

**Guided Writing Practice** Write answers to some or all of the following questions about your plans for the week. Use time expressions.

- What are you doing right now?
- What are you doing this evening?
- What are you doing tomorrow?
- Are you doing anything special this weekend?
- What are you doing on Saturday and Sunday?

Example:

<i>Right now, I'm writing about my plans for the week. This evening, I'm checking e-mail and . . .</i>

## UNIT 10

**Guided Writing Practice** Answer some or all of the questions to help you write what you eat on a typical day. Use frequency adverbs sometimes, usually, and always. Use time expressions every day, once a week, twice a week, etc.

- What do you eat for breakfast on weekdays?
- What do you eat for breakfast on weekends?
- What time do you usually eat your meals?
- Do you eat after school or work?
- How many times a week (or month) do you go out for dinner?

Example: *On weekdays, I usually eat breakfast at 9:00. I always eat bread and eggs, and . . .*


# UNIT 11

**Guided Writing Practice** Write about your weekend. Use past time expressions. Answer some or all of the questions to guide your writing.

- Did you have a good time last weekend?
- How was the weather?
- What did you do on Friday night?
- What did you do on Saturday?
- What did you do on Sunday?

Example: *Last weekend, I had a great time . . .*

# UNIT 12

**Guided Writing Practice** Choose a person you want to describe. On a separate sheet of paper, answer the questions in your description.

- Who is this person?
- How old is the person?
- Is he or she tall or short?
- Is he or she good-looking?
- What color is his or her hair?
- Is it short or long? Straight, wavy, or curly?
- What color are his or her eyes?
- Does he or she wear glasses?

Example:

# UNIT 13

**Guided Writing Practice** What can people do when they are eighty years old? Complete the chart. Then use the information from the chart to write about the topic. Write on a separate sheet of paper. Write as much as you can.

Example: *Old people can't do some things, but sometimes they can . . .*

	Yes, they can.	They can sometimes.	No, they can't.
work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cook meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
live on the second floor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
get dressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
take a shower or bath	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clean the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exercise / go running / go bike riding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
drive a car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
go dancing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# UNIT 14

**Guided Writing Practice** Write the story of your own life. Then write your plans and dreams for the future. Answer some or all of the following questions in your story. Write on a separate sheet of paper. Write as much as you can.

- Where were you born?
- Where do you live now?
- Where did you grow up?
- What school did you go to?
- What did you study? (Or what are you studying now?)
- Did you graduate?
- What are your dreams for the future? (Write *I'd like . . .*)

Example: *I was born on September 3rd, 1999 in . . .*