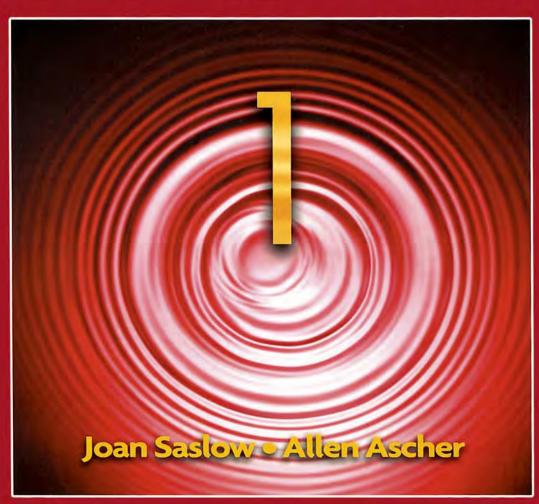
and Lesson Planner

with ActiveTeach



SECOND EDITION

TOP NOTCH













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Learning ObjectivesTop Notch 1 learning objectives are designed for false beginner. They offer a rigorous review and an expansion of key beginning as well as a wealth of new and challenging material.



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Communication Goals	Vocabulary	Grammar Grammar
Meet someone new Identify and describe people Provide personal information Introduce someone to a group	 Usage of formal titles Positive adjectives to describe people Personal information Countries and nationalities 	Information questions with be (review and common errors) Modification with adjectives (review) Yes / no questions and short answers with be (review) Be: usage and form (review) Be: common errors Possessive nouns and adjectives (review)
 Accept or decline an invitation Express locations and give directions Make plans to see an event Talk about musical tastes 	Music genres Entertainment and cultural events Locations and directions	Prepositions of time and place Questions with When, What time, and Where (review) GRAMMAR BOOSTER Prepositions of time and place: usage
Report news about relationships Describe extended families Compare people Discuss family cultural traditions	Extended family relationships Marital status Relatives by marriage Describing similarities and differences	The simple present tense (review): Affirmative and negative statements Yes / no questions Information questions Common errors GRAMMAR EDUSTIN
		 The simple present tense: Usage, form, common errors Questions with Who
Ask for a restaurant recommendation Order from a menu Speak to a server and pay for a meal	Parts of a meal Categories of food and drink Communicating with a waiter or waitress Adjectives to describe the	 There is and there are with count and non-count nouns Anything and nothing: common errors Definite article the: usage
Discuss food and fleatin	nearthumess of food	Non-count nouns: usage, expressing quantities How much / How many Count nouns: Spelling rules Some and any
 Suggest a brand or model Express frustration and sympathy Describe features of products Complain when things don't work 	Electronic products Household appliances and machines Features of manufactured products Ways to state a problem	The present continuous (review): Actions in progress and future plans Statements and questions GRAMMAR EQUATION
	Meet someone new Identify and describe people Provide personal information Introduce someone to a group Accept or decline an invitation Express locations and give directions Make plans to see an event Talk about musical tastes Report news about relationships Describe extended families Compare people Discuss family cultural traditions Ask for a restaurant recommendation Order from a menu Speak to a server and pay for a meal Discuss food and health Suggest a brand or model Express frustration and sympathy Describe features of products Complain when things	Meet someone new Identify and describe people Provide personal information Introduce someone to a group Accept or decline an invitation Express locations and give directions Make plans to see an event Talk about musical tastes Report news about relationships Describe extended families Compare people Discuss family cultural traditions Ask for a restaurant recommendation Order from a menu Speak to a server and pay for a meal Discuss food and health Suggest a brand or model Express frustration and sympathy Describe features of products Complain when things Electronic products Household appliances and machines Features of manufactured products



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Conversation Strategies	Listening/ Pronunciation	Reading	Writing
 Begin responses with a question to confirm Use <u>Let's</u> to suggest a course of action Ask personal questions to indicate friendliness Intensify an informal answer with <u>sure</u> 	Listening Skills: Listen for details Infer information Pronunciation: Intonation of questions	Texts: • An enrollment form • Personal profiles • A photo story Skills/strategies: • Infer information • Scan for facts	Task: Write a description of a classmate WRITING BOOSTER Capitalization
Use Really? to express enthusiasm Provide reasons to decline an invitation Use Too bad to express disappointment Repeat with rising intonation to confirm information Use Thanks, anyway to acknowledge an unsuccessful attempt to help	Listening Skills: Infer a speaker's intention Listen for main ideas Listen for details Listen for locations Pronunciation: Rising intonation to confirm information	Texts: • A music website • An entertainment events page • Authentic interviews • A survey of musical tastes • A photo story Skills/strategies: • Interpret maps and diagrams • Identify supporting details • Make personal comparisons	Task: • Write a short personal essay about one's musical tastes WRITING BOOSTER • The sentence
Use Actually to introduce a topic Respond to good news with Congratulations! Respond to bad news with I'm sorry to hear that Use Thanks for asking to acknowledge an inquiry of concern Use Well to introduce a lengthy reply Ask follow-up questions to keep a conversation going	Listening Skills: Infer information Understand key details Identify similarities and differences Listen to take notes Listen for main ideas Listen for details Pronunciation: Blending sounds	Texts: Family tree diagrams A self-help website A cultural-information survey A photo story Skills/strategies: Interpret a diagram Confirm facts Infer information	Task: Make a Venn diagram Compare two people in a family WRITING BODSTER Combining sentences with and or but
 Use <u>Could you?</u> to make a polite request Use <u>Sure</u> to agree to a request Clarify a request by asking for more specific information Indicate a sudden thought with <u>Actually</u> Use <u>I'll have</u> to order from a server Increase politeness with <u>please</u> 	Listening Skills: Listen to take notes Infer the location of a conversation Listen to predict Pronunciation: The before consonant and vowel sounds	Texts: • Menus • A nutrition website • A photo story Skills/strategies: • Interpret a map • Understand from context • Infer information	• Write a short article about food for a travel newsletter • WRITING BODSTEN • Connecting words and ideas: and, in addition
 Use <u>Hey</u> or <u>How's it going</u> for an informal greeting Use <u>What about?</u> to offer a suggestion Use <u>Really?</u> to indicate surprise Use <u>You know</u> to introduce a topic Express sympathy when someone is frustrated 	Listening Skills: Listen to predict Infer meaning Listen for details Pronunciation: Intonation of questions	Texts: • Newspaper advertisements • A magazine ad for a new product • A photo story Skills/strategies: • Understand from context • Activate language from a text	Task: • Write a paragraph describing a product WRITING BOOSTER • Placement of adjectives

Unit	Communication Goals	Vocabulary	Gran PRES
6 Staying in Shape	 Plan an activity with someone Talk about habitual activities Discuss fitness and eating habits Describe someone's routines 	 Physical activities Places for physical activities Frequency adverbs: expansion 	Can and have 1 and usage The present continuous and the simple present tense (review) The present continuous: common errors
page 62			Non-action verbs Frequency adverbs: common errors Time expressions More on can and have to
7 On Vacation	 Greet someone arriving from a trip Ask about someone's vacation Discuss vacation preferences Describe good and bad travel 	 Adjectives to describe trips and vacations Intensifiers Ways to describe good and bad travel experiences 	 The past tense of <u>be</u> (review): statements and questions The simple past tense (review): statements and questions Regular and irregular verb forms
page 77	experiences		The past tense of <u>be</u> : explanation of form The simple past tense: more on spelling, usage, and form
8 Shopping for Clothes _{page 86}	 Shop and pay for clothes Ask for a different size or color Navigate a mall or department store Discuss clothing do's and don'ts 	 Clothing departments Types of clothing and shoes Clothing that comes in "pairs" Interior store locations and directions Formality and appropriateness in clothing 	Uses of object pronouns Object pronouns: common errors Comparative adjectives GRAMMAR NOULLA Direct and indirect objects: usage rules Spelling rules for comparative adjectives
9 Taking Transportation _{page 98}	Discuss schedules and buy tickets Book travel services Understand airport announcements Describe transportation problems	Kinds of tickets and trips Travel services Airline passenger information Flight problems Transportation problems Means of public transportation	Modals should and could: statements and questions Be going to to express the future: review and expansion GRAMMAR BUILD! Modals: form, meaning, common errors Expansion: future actions
10 Shopping Smart page 110	 Ask for a recommendation Bargain for a lower price Discuss showing appreciation for service Describe where to get the best deals 	Financial terms How to bargain How to describe good and bad deals	Superlative adjectives Too and enough: usage and common errors GRAMMAN ROUSSIN Superlative adjectives: usage and form Comparatives (review)

Conversation Strategies	Listening/ Pronunciation	Reading	Writing P R E	S S
 Use Why don't we? to suggest an activity Say Sorry, I can't to apologize for turning down an invitation Provide a reason with have to to decline an invitation Use Well, how about? to suggest an alternative Use How come? to ask for a reason Use a negative question to confirm information 	Listening Skills: Infer meaning Infer information Listen for main ideas Listen for details Apply and personalize information Pronunciation: Can / can't The third-person singular -s	Texts: • A bar graph • A fitness survey • A magazine article • A photo story Skills/strategies: • Interpret a bar graph • Infer information • Summarize	Write an interview about health and exercise habits WRITING BOOSTER Punctuation of statements and questions	
Say Welcome back! to indicate enthusiasm about someone's return from a trip Acknowledge someone's interest with Actually Decline an offer of assistance with That's OK. I'm fine. Confirm that an offer is declined with Are you sure? Use Absolutely to confirm a response Show enthusiasm with No kidding! and Tell me more	Listening Skills: Listen for main ideas Listen for details Infer meaning Pronunciation: The simple past tense ending: regular verbs	Texts: Travel brochures Personal travel stories A vacation survey A photo story Skills/strategies: Activate language from a text Draw conclusions Identify supporting details	Task: • Write a guided essay about a vacation WRITING BOOSTER • Time order	
Use Excuse me to indicate you didn't understand or couldn't hear Use Excuse me to begin a conversation with a clerk Follow a question with more information for clarification Acknowledge someone's assistance with Thanks for your help Respond to gratitude with My pleasure	Listening Skills: Infer the appropriate location Infer the locations of conversations Understand locations and directions Pronunciation: Contrastive stress for clarification	Texts: A clothing catalogue Simple and complex diagrams and plans A travel blog A personal opinion survey A photo story Skills/strategies: Paraphrase Identify supporting details Apply information	• Write an e-mail or letter explaining what clothes to pack WRITING BODSTER • Connecting ideas with because and since	
 Use <u>I'm sorry</u> to respond with disappointing information Use <u>Well</u> to introduce an alternative. Use <u>I hope so</u> to politely respond to an offer of help Use <u>Let me check</u> to buy time to get information 	Listening Skills: Infer the type of travel service Understand public announcements Listen for details Use reasoning to evaluate statements of fact Pronunciation: Intonation for stating alternatives	Texts: Transportation schedules Public transportation tickets Arrival and departure boards Newspaper articles A photo story Skills/strategies: Make decisions based on schedules and needs Critical thinking	Task: • Write two paragraphs about trips WRITING RODUTEA • The paragraph	
 Use <u>Well</u> to connect an answer to an earlier question Use <u>How about?</u> to make a financial offer Use <u>OK</u> to indicate that an agreement has been reached 	Listening Skills: Listen for details Listen for main ideas Pronunciation: Rising intonation for clarification	Texts: • A travel guide • A magazine article • Personal travel stories • A photo story Skills/strategies: • Draw conclusions • Apply information	• Write a guide to your city, including information on where to stay, visit, and shop **WRITING RODITEA* • Connecting contradictory ideas: even though, however, on the other hand	

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 the Top Notch course 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.

Each full level of *Top Notch* contains enough material for 60 to 90 hours of classroom instruction. A wide choice of supplementary components makes it easy to tailor *Top Notch* to the needs of your classes.

*Summit 1 and Summit 2 are the titles of the fifth and sixth levels of the Top Notch course.

All Student's Books are available in split editions with bound-in workbooks.

The Top Notch instructional design

Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated communication goal. All lesson activities are integrated with the goal and systematically build toward a final speaking activity in which students demonstrate achievement of the goal. "Can-do" statements in each unit ensure students' awareness of the continuum of their progress.

A purposeful conversation syllabus

Memorable conversation models provide essential and practical social language that students can carry "in their pockets" for use in real life. Guided conversation pair work enables students to modify, personalize, and extend each model so they can use it to communicate their own thoughts and needs. Free discussion activities are carefully crafted so students can continually retrieve and use the language from the models. All conversation models are informed by the Longman Corpus of Spoken American English.

An emphasis on cultural fluency

Recognizing that English is a global language, Top Notch actively equips students to interact socially with people from a variety of cultures and deliberately prepares them to understand accented speakers from diverse language backgrounds.

Intensive vocabulary development

Students actively work with a rich vocabulary of high-frequency words, collocations, and expressions in all units of the Student's Book. Clear illustrations and definitions clarify meaning and provide support for independent study, review, and test preparation. Systematic recycling promotes smooth and continued acquisition of vocabulary from the beginning to the advanced levels of the course.

A dynamic approach to grammar

An explicit grammar syllabus is supported by charts containing clear grammar rules, relevant examples, and explanations of meaning and use. Numerous grammar exercises provide focused practice, and grammar usage is continually activated in communication exercises that illustrate the grammar being learned.

A dedicated pronunciation syllabus

Focused pronunciation, rhythm, and intonation practice is included in each unit, providing application of each pronunciation point to the target language of the unit and facilitating comprehensible pronunciation.

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Getting Acquainted

Preview

UNIT

How to plan a Top Notch lesson

The teaching suggestions for each two-page lesson add up to a total teaching time of 45–60 minutes. Your actual teaching time will vary from the times suggested, according to your needs, your schedule, and the needs of your class.

Activities labeled "Option" are additional to the 45–60 minutes, and the estimated teaching time for each is noted with the activity.

In addition, you will see other optional extensions to the material on the Student's Book page. These of course will also increase the time allotted to the lesson:

An extension activity from the

ActiveTeach Multimedia Disc in the back of this Teacher's

Edition

GRAMMAR BOOSTER An optional feature at the end of the Student's Book

WRITING BOOSTER An optional feature at the end of the Student's Book

EXTRAS (optional) Available supplementary components to support the lesson

These optional activities can be assigned as homework or class work. They come from the Workbook, Copy & Go, Top Notch TV, and the Complete Assessment Package.

Oral Progress Assessment and Top Notch Project

At the end of each unit there is also an optional oral progress assessment and Top Notch project. Time for these activities depends on the size of your class.

The Top Notch authors strongly encourage you to view these lesson plans and accompanying options and extensions as a menu of possibilities in creating the best lesson plan for you. You may wish to construct your lesson entirely without the options and extensions, or to extend the lesson to do all possible activities. The suggested teaching times are provided to help you do that.

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

Language and culture

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

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

A Pair work

Suggested	10 minutes	Your actual teaching time:	
teaching time:	minutez	teaching time.	

- To model this activity, write your full name, including a title, on the board; for example, Ms. Susan Miller (Here and throughout, substitute real names and information for examples provided.)
- Label and talk about each part of your name: [Susan]
 is my first name. My parents chose that name. [Miller] is
 my family name. Everyone in my family and my father's
 family has the name Miller.
- Tell the class where you are from and what you do; for example, I am from Australia. I am a teacher. Then write on the board:

Nationality: Australian

Occupation: Teacher

- Have students fill in the chart with their own information. Tell students who don't work to write student as their occupation on the form.
- Point out the Did You Know? fact above the form. Write
 the number 2 billion on the board (2,000,000,000). Then
 ask How many students are there in this class? Add the
 number of students to the large number on the board.
 For example: 2,000,000,025.
- Read each reason for studying English aloud. For the fifth option, other reasons, brainstorm ideas from students and write them on the board. For example:

People speak English everywhere.

I like English music.

It's a beautiful language.

I want to visit my sister in New York City.

· Have students compare their answers in pairs.

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

B Class survey

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

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



FYI: All recorded material is indicated with the following icon ◀ »). CD track numbers for all recorded material can be found on the Student's Book pages, above this icon. For example, 1:02 indicates that the recording is located on CD 1, track 2.

C (1) Photo story

Suggested teaching time:	10 minutes	Your actual teaching time:	

· To warm up, ask:

How many people are in the photos? (Four.) How many are men? (Two.) How many are women? (Two.)

 After students read and listen to the conversation, check comprehension. Ask:

In the first photo, what's the man's name? (Samuel Pike.)
What's his first (or given) name? (Samuel.)
What's his last (or family) name? (Pike.)
What is Cara's friend's name? (Susan Grant.)
What's her nickname? (Suzy.)
What's her occupation? (Photographer.)
Is Suzy married or single? (Married.)

Language and culture

 A nickname is a shorter form of someone's real name, usually given by friends or family. The following are two English names and their most common nicknames: Elizabeth: Liz, Beth, Betsy William: Billy, Will

What's her husband's first name? (Ted.)

and Pleased to meet you are also common ways to greet someone, but Nice to meet you is by far the most frequent of the three in spoken American English.

D Focus on language

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

- To make sure the class understands the word formal, say Ted calls Samuel Pike "Mr. Pike." Mr. Pike says "Please call me Sam." He doesn't want to be formal.
- Have students identify the underlined expressions in the Photo Story by taking turns reading them aloud.
- After students find the answers with a partner, review with the class. Write the answers on the board so students see a list of the key expressions in this dialogue. For example:

Introducing Someone	Meeting Someone	Not Being Formal with Someone
l'd like to introduce you to This is	It's a pleasure to meet you. Great to meet you. How nice to meet you.	Everyone colls me Just call me Please call me

())) Formal titles

 Make sure students understand the difference in pronunciation between Ms. (/miz/) and Miss (/mis/). Write your title with your first name and you
your last name on the board. Ask Which is co
cross out your title with your first name. Ma
students understand that a title is used with
(first and last name) or with just the family (

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(first and last name) or with just the family (last) name, but never with just the first name.

Ask Are you a man or a woman? Are you married or single?
 Have students determine which title to use with their
 family names. Female students will have a choice of
 titles (see the language and culture note below).

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

Language and culture

- In some English-speaking countries, some women
 prefer the title Ms. because it does not draw attention to
 whether they are married or single. Use Ms. when you
 don't know if a woman is married or when you don't
 know which title she prefers.
- When meeting someone for the first time, you should use a title and last name if the person is older or if you are in a professional / formal situation. If you're not sure, address the person formally. First names are commonly used in many English-speaking countries, but when speaking English with people from non-English-speaking countries, follow the customs of that particular country.

E Complete your response . . .

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

- Before students complete the exercise, read the lines in the speech balloons aloud to the class.
- To review, have volunteer pairs read the completed exchanges aloud.

Option: [+5 minutes] For further practice, have all the students write their names in large print on a folded piece of paper and place it in front of them so other students can read it. On the board, refer to the phrases in the *Not Being Formal with Someone* column in the chart from Exercise D. Then walk around the classroom and introduce several students. Use the student's title and family name. Say *Class, this is Mr. / Ms. / Mrs. / Miss [family name]*. Prompt the student to reply with one of the phrases and his or her own information (*Just call me [first name or nickname]*).

F Role play

Suggested	8-12	Your actual	
teaching time:	minutes	teaching time:	

- Have students brainstorm the names of famous people.
 Write their ideas on the board. Students can refer to the list as they do the role play.
- Have the class respond to each introduction with one of the phrases from the Photo Story. You can refer them to the phrases in the *Meeting Someone* column in the chart from Exercise D.

EXTRAS (optional)

• Workbook: Exercises 1-4



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o N

with those used in possessives, review possessive not and possessive adjectives. (A review of possessive not and adjectives can be found in the Grammar Booster

p. 123.) · Pick up a student's book and say [Jenna]'s book. Then write on the board: [Jenna]'s book.

Option: [+5 minutes] To contrast 's in these contractio

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

Language and culture

 There is a special vocabulary for saying e-mail addresses: @ is at; the period is called dot. For example, for the e-mail address Mary21@skyline.com, you say "Mary twenty-one at skyline dot com."

From the Longman Corpus: In spoken American English, the contractions who's, what's, where's, and that's are used more than seven times as often as who is, what is, where is, and that is.

Option: GRAMMAR BOOSTER (Teaching notes p. T123)

ActiveTeach

Inductive Grammar Charts

Grammar practice

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

· Have students check their answers with a partner. Then review as a class. For each item, have different students read the roles of A and B.

CONVERSATION MODEL

A ()) Read and listen . .

Suggested	2	Your actual	
teaching time:	minutes	teaching time:	

These conversation strategies are implicit in the model:

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

Is he Alex? [point to the man standing] (Yes.) Is Lauren from New York? (No.) Is Kate from New York? (Yes.)

B (1) Rhythm and intonation

Suggested	2	Your actual	
teaching time:	minutes	teaching time:	

- Have students repeat each line chorally. Make sure
- o use falling intonation in Who's that? and rising intonation in Over there?
- o pause after Well.

GRAMMAR

The second secon			_
Suggested	7-10	Your actual	
teaching time:	minutes	teaching time:	

 Review the examples. Practice the meanings of Who, What, Where, and How old. Call out a person, thing, place, or age. The class responds with the appropriate question word; for example, call out Kate and the class responds Who. For What, you can call out a name, title, nationality, or occupation.

B Grammar practice

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

· Review question words from page 4 with students.

Language and culture

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

C Pair work

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

 To model the activity, have volunteers ask you information questions with be. Write a few of the questions on the board and then answer with complete sentences. Your students might ask:

Who are your friends? What's your e-mail address? Where are you from? How old are you?

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

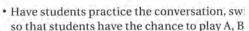
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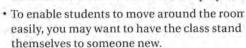
Meet someone new

A Role play

The state of the s			
Suggested	12-15 minutes	Your actual	
	Suggested teaching time:	20394444	24342124

- Model the conversation with a student. Play the role of B. Act out the conversation. Take the student playing the role of A over to meet the classmate he or she indicates.
- Be sure to reinforce the use of the conversation strategies; for example, have students ask personal questions to indicate friendliness. Ask the class for ideas about how to continue the conversation; for example, students can ask What city are you from? What's your occupation?







RE

• Give students a few minutes to skim the *word posts* (language in the Recycle box). For more information on wordposting, see the Actively Developing Free Expression section of the Introduction. Encourage students to use all the language in the Recycle box. Have them check off each question or phrase as they use it. Point out that students can also use the language for self-



- . Conversation Pair Work Cards
- Learning Strategies

introductions: I'm [Tania] and My name is [Tania].

B Change partners

Suggested	12-15	Your actual	
teaching time:	minutes	teaching time:	

 Make sure students switch roles when they change partners so they practice all parts of the conversation.

EXTRAS (optional)

Workbook: Exercises 5–9
Copy & Go: Activity 1

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GRAMMAR

Suggested	5	Your actual	
teaching time:	minutes	teaching time:	

- Write a sentence on the board about one of the famous people on page 3; for example,
 - Naomi Watts is famous. She's a famous actress.
- Underline the adjective in each sentence. Ask the class What other adjectives describe Naomi Watts? Is she handsome? (No.) Is she beautiful? (Yes.) Erase famous and write beautiful in the sentence.
- Write an example on the board: Jerry Rivera is a singer.
 Underline a and tell students that it is an article. Then write: Jerry Rivera is a terrific singer, and underline a again. Say, The article stays when I add an adjective.

Language and culture

 The positive adjective brilliant is very common in informal British English. It has a general positive meaning. In American English, when used to describe people, it always means, very intelligent.



. Inductive Grammar Charts

A Grammar practice

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

 After students complete the exercise, have them check their answers with a partner.

Option: [+5 minutes] To extend this practice, ask students Who are other famous people? Write the names on the board with their occupations and appropriate adjectives. For example:

Edward Pattinson: actor / handsome Haruki Murakami: writer / excellent

riaruki i lurakami. Writer i excelle

Taylor Swift: singer / wonderful

Have students take turns saying complete sentences with be; for example, Edward Pattinson is a handsome actor.

B Now write three sentences . .

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

- Before students write, brainstorm the names and occupations of famous people. Write the list on the board.
- · Have students read their sentences to a partner.

Option: [+10 minutes] Challenge students by having them write three sentences about one famous person. Students then read their sentences to the class and the class guesses who the famous person is. For example:

She is a beautiful actress.

She is from Spain.

Her boyfriend is Javier Bardem.

(Penélope Cruz)

CONVERSATION MODEL

A ()) Read and listen . . .

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

This conversation strategy is implicit in the model:

- · Intensify an informal answer with sure.
- Before listening to the conversation, have students look at the main photo. Point to the magazine photo of John Mayer and say They are talking about that man.

B () Rhythm and intonation

Suggested	2	Your actual	
teaching time:	minutes	teaching time:	

- Have students repeat each line chorally. Make sure students:
- use falling intonation in Who's John Mayer? and Where's he from?
- use rising intonation in You don't know? For real? and Is he famous?
- o stress sure in He sure is.

GRAMMAR

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

- On the board, write affirmative simple present tense statements with be about the famous people in Exercise A; for example, for Amy Tan: She is a writer.
- Demonstrate how to make the statements into questions. Is she a writer?
- Tell students that yes / no questions are usually answered with short answers. (Yes, I am. or No, I'm not.)
 Ask a few students Are you [Name]? Are you married / single? Are you a/an [occupation]? Are you from [city / neighborhood]?
- Then indicate a classmate and ask students a few thirdperson yes / no questions with be. (Is she [Helga]? Is Helga a teacher?)
- Remind students that there are two ways to contract is and are in negative sentences (isn't or 's not, aren't or 're not). Both ways are equally acceptable.

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

Is she married / single?

Is she a/an [artist]?

Is she [Japanese]? or Is she from [Japan]? Prompt students to answer with the appropriate short answers (Yes, he / she is. No, he / she isn't).

Option: GRAMMAR BOOSTER (Teaching notes p. T124)



Inductive Grammar Charts

SON PLAN

A Find the grammar

Suggested	1-2	Your actual	
teaching time:	minutes	teaching time:	

· Have two students read the Conversation Model on page 6 aloud as the rest of the class listens along and underlines the two information questions and the one ves / no question.

FYI: There are two additional questions in the dialogue (You don't know? For real?) that do not use be.

Grammar practice

Charles and a second	4.5	Value and at
Suggested	2-3	Your actual
teaching time:	minutes	teaching time:

· Remind students to capitalize the first letter of the first word when the answer comes at the beginning of a sentence, as in items 1, 2, 3, 4, and 6.

PRONUNCIATION

(iii) Use rising intonation . .

Γ	The state of the s		32	
ı	Suggested	2	Your actual	
I	teaching time:	minutes	teaching time:	

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

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

Pair work

Suggested	3	Your actual	
teaching time:	minutes	teaching time:	

· Brainstorm some questions with the class aloud. Then have students work in pairs to write their questions and ask them with correct intonation.

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

Yes she is.	1 am from China	No. he's not.
They are students	Yes, He is:	My name is Hong
He is a teacher.	I'm 21 years old	No, she's not.

Team 1: Is Frank from Canada? (No, he's not.) Team 2: What's your name? (My name is Hong.) Active (Bach Multimedia Disc

Pronunciation Activities

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NOW YOU CAN Identify and describe

A Look at the famous people . . .

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

· Read the names and information about the famous people aloud. Then ask, Who is another famous person? Where is [he] from? What is [his] occupation? Get several ideas from students to illustrate how many choices they have. Then point to the box and say Write about one famous person.

B Pair work

Suggested	8-12	Your actual	
teaching time:	minutes	teaching time:	

- Model the conversation with a student. Play the role of A
- · Ask the class for ideas about how the conversation can continue. Write the ideas on the board. For example:

What's [her] occupation?

How old is [she]?

Is [she] a good [singer]?

Is [she] married?

· Be sure to reinforce the use of the conversation strategy; for example, have students use emphatic stress on sure and is.



Conversation Pair Work Cards

C Change partners

Suggested	8-12	Your actual		
teaching time:	minutes	teaching time:		

· Have all students play both roles so they can both ask and answer questions.

EXTRAS (optional)

Workbook: Exercises 10–14

Copy & Go: Activity 2

BEFORE YOU LISTEN

A (1) Vocabulary

Suggested	5	Your actual	
teaching time:	minutes	teaching time:	

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

(iii)) Countries and nationalities

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

Language and culture

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



· Vocabulary Flash Cards

B Pair work

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

 On the board, write questions students can ask each other; for example, What's your [birthplace]?

Option: [+10 minutes] To create a survey activity, you can draw the following chart on the board or print out a copy for each student from the *ActiveTeach Multimedia Disc.* Have students complete the chart.

Name (first and last)	Birthplace	Hometown	Other information:
	-		



· Graphic Organizers

A ()) Listen for details

LISTENING COMPREHENSION

Suggested	10-14	Your actual	
teaching time:	minutes	teaching time:	

 Before listening to the conversations, read the occupations aloud. Have students repeat.

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

AUDIOSCRIPT

CONVERSATION 1 [M = Turkish]

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

CONVERSATION 2 [F = Japanese]

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

CONVERSATION 3 [F = Spanish]

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

CONVERSATION 4 [M = Canadian]

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

B (1) Infer information

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

 Make sure students understand the meaning of originally, say Originally means in the beginning; for example, John's birthplace is Albany, New York. Now he lives in Florida. John is originally from New York.

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