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# Teacher's Edition and Lesson Planner with ActiveTeach

SECOND EDITION

# TOP NOTCH

# 2

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IWB



ONLINE RESOURCES



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NOTE: Workbook Answer Key is available on ActiveTeach

# Learning Objectives

Unit	Communication Goals	Vocabulary	Grammar
<p><b>1</b></p> <p><b>Greetings and Small Talk</b></p> <p>page 2</p>	<ul style="list-style-type: none"> <li>• Get reacquainted with someone</li> <li>• Greet a visitor to your country</li> <li>• Discuss gestures and customs</li> <li>• Describe an interesting experience</li> </ul>	<ul style="list-style-type: none"> <li>• Tourist activities</li> <li>• Participial adjectives to describe experiences</li> </ul>	<ul style="list-style-type: none"> <li>• The present perfect               <ul style="list-style-type: none"> <li>◦ Statements and <u>yes</u> / <u>no</u> questions</li> <li>◦ Form and usage</li> <li>◦ Past participles of irregular verbs</li> <li>◦ With <u>already</u>, <u>yet</u>, <u>ever</u>, and <u>before</u></li> <li>◦ Common errors</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• The present perfect               <ul style="list-style-type: none"> <li>◦ Past participles: regular and irregular</li> <li>◦ Questions with <u>What</u> or <u>Which</u></li> <li>◦ <u>Yet</u> and <u>already</u>: expansion</li> <li>◦ <u>Ever</u>, <u>never</u>, and <u>before</u></li> <li>◦ Common errors</li> </ul> </li> </ul>
<p><b>2</b></p> <p><b>Movies and Entertainment</b></p> <p>page 14</p>	<ul style="list-style-type: none"> <li>• Apologize for being late</li> <li>• Discuss preferences for movie genres</li> <li>• Describe and recommend movies</li> <li>• Discuss effects of movie violence on viewers</li> </ul>	<ul style="list-style-type: none"> <li>• Explanations for being late</li> <li>• Movie genres</li> <li>• Phrases to describe preferences</li> <li>• Adjectives to describe movies</li> </ul>	<ul style="list-style-type: none"> <li>• The present perfect               <ul style="list-style-type: none"> <li>◦ With <u>for</u> and <u>since</u></li> <li>◦ Other uses</li> </ul> </li> <li>• <u>Would rather</u> + base form               <ul style="list-style-type: none"> <li>◦ Form and usage</li> <li>◦ Statements, questions, and answers</li> <li>◦ Common errors</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• The present perfect continuous</li> <li>• The present participle: spelling</li> <li>• Expressing preferences: review</li> </ul>
<p><b>3</b></p> <p><b>Staying in Hotels</b></p> <p>page 26</p>	<ul style="list-style-type: none"> <li>• Check into a hotel</li> <li>• Leave and take a telephone message</li> <li>• Request hotel housekeeping services</li> <li>• Choose hotels and explain reasons for choices</li> </ul>	<ul style="list-style-type: none"> <li>• Hotel room types and features</li> <li>• Hotel services</li> <li>• Hotel room amenities and services</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Had better</u> <ul style="list-style-type: none"> <li>◦ Usage</li> <li>◦ Vs. <u>should</u></li> <li>◦ Contractions</li> </ul> </li> <li>• The future with <u>will</u> <ul style="list-style-type: none"> <li>◦ Form and usage</li> <li>◦ Contractions</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Obligation: <u>have to</u> / <u>must</u></li> <li>• Suggestions and advice: <u>could</u> / <u>should</u> / <u>ought to</u> / <u>had better</u></li> <li>• Expectation: <u>be supposed to</u></li> <li>• <u>Will</u>: other uses; vs. <u>be going to</u></li> </ul>
<p><b>4</b></p> <p><b>Cars and Driving</b></p> <p>page 38</p>	<ul style="list-style-type: none"> <li>• Describe a car accident</li> <li>• Report a problem with a car</li> <li>• Rent a car</li> <li>• Discuss good and bad driving</li> </ul>	<ul style="list-style-type: none"> <li>• Car types</li> <li>• Car parts</li> <li>• Ways to show concern</li> <li>• Causes of car accidents</li> <li>• Phrasal verbs for talking about cars</li> <li>• Aggressive driving behavior</li> </ul>	<ul style="list-style-type: none"> <li>• The past continuous               <ul style="list-style-type: none"> <li>◦ Form and usage</li> <li>◦ Vs. the simple past tense</li> </ul> </li> <li>• Direct objects with phrasal verbs</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• The past continuous: other uses</li> <li>• Nouns and pronouns: review</li> </ul>
<p><b>5</b></p> <p><b>Personal Care and Appearance</b></p> <p>page 50</p>	<ul style="list-style-type: none"> <li>• Ask for something in a store</li> <li>• Request salon services</li> <li>• Discuss ways to improve one's appearance</li> <li>• Define and discuss the meaning of beauty</li> </ul>	<ul style="list-style-type: none"> <li>• Salon services</li> <li>• Personal care products</li> <li>• Ways to discuss beauty</li> </ul>	<ul style="list-style-type: none"> <li>• Indefinite quantities and amounts               <ul style="list-style-type: none"> <li>◦ <u>Some</u> and <u>any</u></li> <li>◦ <u>A lot of</u>, <u>many</u>, and <u>much</u></li> </ul> </li> <li>• Indefinite pronouns: <u>someone</u> / <u>no one</u> / <u>anyone</u></li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• <u>Some</u> and <u>any</u>: indefiniteness</li> <li>• <u>Too many</u>, <u>too much</u>, and <u>enough</u></li> <li>• Indefinite pronouns: <u>something</u>, <u>anything</u>, and <u>nothing</u></li> </ul>

Conversation Strategies	Listening/ Pronunciation	Reading	Writing
<ul style="list-style-type: none"> <li>Use "I don't think so." to soften a negative answer</li> <li>Say "I know!" to exclaim that you've discovered an answer</li> <li>Use "Welcome to ____." to greet someone to a new place</li> <li>Say "That's great." to acknowledge someone's positive experience</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to associate</li> <li>Listen for details</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Sound reduction in the present perfect</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A poster about customs</li> <li>A magazine article about non-verbal communication</li> <li>A geographical map</li> <li>A photo story</li> </ul> <p><b>Skills/Strategies:</b></p> <ul style="list-style-type: none"> <li>Identify supporting details</li> <li>Personalize information</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a description of a fascinating, strange, thrilling, or frightening experience</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Avoiding run-on sentences</li> </ul>
<ul style="list-style-type: none"> <li>Apologize and provide a reason when late</li> <li>Say "That's fine." to reassure</li> <li>Offer to repay someone with "How much do I owe?"</li> <li>Use "What would you say to ____?" to propose an idea</li> <li>Soften a negative response with "To tell you the truth, ..."</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen for main ideas</li> <li>Listen to infer meaning</li> <li>Dictation</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Reduction of <u>h</u></li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A movie website</li> <li>Movie reviews</li> <li>A textbook excerpt about violence in movies</li> <li>A photo story</li> </ul> <p><b>Skills/Strategies:</b></p> <ul style="list-style-type: none"> <li>Confirm content</li> <li>Evaluate ideas</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write an essay about violence in movies and on TV</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Paragraphs</li> <li>Topic sentences</li> </ul>
<ul style="list-style-type: none"> <li>Say "Let's see." to indicate you're checking information</li> <li>Make a formal, polite request with "May I ____?"</li> <li>Say "Here you go." when handing someone something</li> <li>Use "By the way, ..." to introduce new information</li> <li>Say "Would you like to leave a message?" if someone isn't available</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to take phone messages</li> <li>Listen for main ideas</li> <li>Listen for details</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Contractions with <u>will</u></li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A hotel website</li> <li>Phone message slips</li> <li>A hotel guide book</li> <li>A city map</li> <li>A photo story</li> </ul> <p><b>Skills/Strategies:</b></p> <ul style="list-style-type: none"> <li>Draw conclusions</li> <li>Identify supporting details</li> <li>Interpret a map</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a paragraph explaining the reasons for choosing a hotel</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Avoiding sentence fragments with <u>because</u> or <u>since</u></li> </ul>
<ul style="list-style-type: none"> <li>Express concern about another's condition after an accident</li> <li>Express relief when hearing all is OK</li> <li>Use "only" to minimize the seriousness of a situation</li> <li>Use "actually" to soften negative information</li> <li>Empathize with "I'm sorry to hear that."</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to summarize</li> <li>Listen to infer outcomes</li> <li>Listen for main ideas</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Stress of particles in phrasal verbs</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A rental car brochure</li> <li>Rental car case studies</li> <li>A feature article about defensive driving</li> <li>A driving behavior survey</li> <li>A photo story</li> </ul> <p><b>Skills/Strategies:</b></p> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Critical thinking</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a paragraph comparing good and bad drivers</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Connecting words and sentences: <u>and</u>, <u>in addition</u>, <u>furthermore</u>, and <u>therefore</u></li> </ul>
<ul style="list-style-type: none"> <li>Use "Excuse me." to initiate a conversation with a salesperson</li> <li>Confirm information by repeating it with rising intonation</li> <li>Use "Not at all." to show you don't mind an inconvenience</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to summarize</li> <li>Listen to take notes</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Pronunciation of unstressed vowels</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A hotel spa advertisement</li> <li>A health advice column</li> <li>A photo story</li> </ul> <p><b>Skills/Strategies:</b></p> <ul style="list-style-type: none"> <li>Predict</li> <li>Confirm content</li> <li>Apply information</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a letter on how to improve appearance</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Writing a formal letter</li> </ul>

Unit	Communication Goals	Vocabulary	Grammar
<p><b>6</b> <b>Eating Well</b> page 62</p>	<ul style="list-style-type: none"> <li>• Talk about food passions</li> <li>• Make an excuse to decline food</li> <li>• Discuss lifestyle changes you have made</li> <li>• Describe local dishes</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition terminology</li> <li>• Food passions</li> <li>• Excuses for not eating something</li> <li>• Food descriptions</li> </ul>	<ul style="list-style-type: none"> <li>• Use <i>to / use</i></li> <li>• Negative <i>yes / no</i> questions</li> <li>• Offers and suggestions with <i>Why don't ... ?</i></li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Use <i>to / used to</i>: expansion               <ul style="list-style-type: none"> <li>◦ <i>Be used to</i> vs. <i>get used to</i></li> <li>◦ <i>Would</i> + base form</li> </ul> </li> <li>• More about negative <i>yes / no</i> questions; <i>Why don't ... ?</i></li> </ul>
<p><b>7</b> <b>About Personality</b> page 74</p>	<ul style="list-style-type: none"> <li>• Get to know someone's likes and dislikes</li> <li>• Cheer someone up</li> <li>• Discuss personality and its origin</li> <li>• Examine the impact of birth order on personality</li> </ul>	<ul style="list-style-type: none"> <li>• Positive and negative adjectives</li> <li>• Terms to discuss psychology and personality</li> </ul>	<ul style="list-style-type: none"> <li>• Gerunds and infinitives as direct objects</li> <li>• Gerunds as objects of prepositions</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Gerunds and infinitives: other functions</li> <li>• Negative gerunds</li> </ul>
<p><b>8</b> <b>The Arts</b> page 86</p>	<ul style="list-style-type: none"> <li>• Recommend a museum</li> <li>• Ask about and describe art objects</li> <li>• Talk about artistic talent and where it comes from</li> <li>• Discuss your favorite artists and the reasons you like them</li> </ul>	<ul style="list-style-type: none"> <li>• Kinds of art</li> <li>• Positive adjectives</li> <li>• Materials and objects</li> <li>• Describing how art affects us</li> </ul>	<ul style="list-style-type: none"> <li>• The passive voice               <ul style="list-style-type: none"> <li>◦ Form, meaning, and usage</li> <li>◦ Statements and questions</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Transitive and intransitive verbs</li> <li>• The passive voice: form in all tenses</li> </ul>
<p><b>9</b> <b>Living with Computers</b> page 98</p>	<ul style="list-style-type: none"> <li>• Troubleshoot computer problems</li> <li>• Recommend a better deal</li> <li>• Describe how you use computers</li> <li>• Discuss the social impact of the Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Computer parts</li> <li>• Ways to reassure someone</li> <li>• Computer terms and commands</li> <li>• Internet activities</li> </ul>	<ul style="list-style-type: none"> <li>• The infinitive of purpose</li> <li>• Comparisons with <i>as ... as</i> <ul style="list-style-type: none"> <li>◦ Meaning and usage</li> <li>◦ <i>Just, almost, quite, nearly</i></li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Expressing purpose with <i>in order to</i> and <i>for</i></li> <li>• <i>As ... as</i> to compare adverbs</li> <li>• Comparatives / superlatives: review</li> </ul>
<p><b>10</b> <b>Ethics and Values</b> page 110</p>	<ul style="list-style-type: none"> <li>• Discuss ethical choices</li> <li>• Return someone else's property</li> <li>• Express personal values</li> <li>• Discuss acts of kindness and honesty</li> </ul>	<ul style="list-style-type: none"> <li>• Ways to confirm a response</li> <li>• Ethical choices</li> <li>• Ways to acknowledge thanks</li> <li>• Personal values</li> </ul>	<ul style="list-style-type: none"> <li>• The real and unreal conditional               <ul style="list-style-type: none"> <li>◦ Form, usage, common errors</li> </ul> </li> <li>• Possessive pronouns / <i>Whose</i> <ul style="list-style-type: none"> <li>◦ Form, usage, common errors</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Present and future factual conditionals: usage and common errors</li> <li>• Order of clauses: punctuation</li> <li>• Possessive nouns: review and expansion</li> <li>• Pronouns: summary</li> </ul>

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Conversation Strategies	Listening/ Pronunciation	Reading	Writing
<ul style="list-style-type: none"> <li>• Provide an emphatic affirmative response with "Definitely."</li> <li>• Offer food with "Please help yourself."</li> <li>• Acknowledge someone's efforts by saying something positive</li> <li>• Soften the rejection of an offer with "I'll pass on the ____."</li> <li>• Use a negative question to express surprise</li> <li>• Use "It's not a problem." to downplay inconvenience</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>• Listen for details</li> <li>• Listen to personalize</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>• Sound reduction: <u>use to / used to</u></li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• A healthy eating pyramid</li> <li>• Descriptions of types of diets</li> <li>• A magazine article about eating habits</li> <li>• A lifestyle survey</li> <li>• Menu ingredients</li> <li>• A photo story</li> </ul> <p><b>Skills/Strategies:</b></p> <ul style="list-style-type: none"> <li>• Understand from context</li> <li>• Summarize</li> <li>• Compare and contrast</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Write a persuasive paragraph about the differences in present-day and past diets</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Connecting ideas: subordinating conjunctions</li> </ul>
<ul style="list-style-type: none"> <li>• Clarify an earlier question with "Well, for example, ..."</li> <li>• Buy time to think with "Let's see."</li> <li>• Use auxiliary <u>do</u> to emphasize a verb</li> <li>• Thank someone for showing interest</li> <li>• Offer empathy with "I know what you mean."</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>• Listen for main ideas</li> <li>• Listen for specific information</li> <li>• Synthesize information</li> <li>• Infer information</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>• Reduction of <u>to</u> in infinitives</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• A pop psychology website</li> <li>• A textbook excerpt about the nature / nurture controversy</li> <li>• Personality surveys</li> <li>• A photo story</li> </ul> <p><b>Skills/Strategies:</b></p> <ul style="list-style-type: none"> <li>• Support reasoning with details</li> <li>• Understand from context</li> <li>• Make personal comparisons</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Write an essay describing someone's personality</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Parallel structure</li> </ul>
<ul style="list-style-type: none"> <li>• Say "Be sure not to miss ____" to emphasize the importance of an action</li> <li>• Introduce the first aspect of an opinion with "For one thing, ..."</li> <li>• Express enthusiasm for what someone has said with "No kidding!"</li> <li>• Invite someone's opinion with "What do you think of ____?"</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>• Understand from context</li> <li>• Listen to take notes</li> <li>• Infer point of view</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>• Emphatic stress</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• Museum descriptions</li> <li>• A book excerpt about the origin of artistic talent</li> <li>• An artistic survey</li> <li>• A photo story</li> </ul> <p><b>Skills/Strategies:</b></p> <ul style="list-style-type: none"> <li>• Recognize the main idea</li> <li>• Identify supporting details</li> <li>• Paraphrase</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Write a detailed description of a decorative object</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Providing supporting details</li> </ul>
<ul style="list-style-type: none"> <li>• Ask for assistance with "Could you take a look at ____?"</li> <li>• Introduce an explanation with "Well, ..."</li> <li>• Make a suggestion with "Why don't you try ____ing?"</li> <li>• Express interest informally with "Oh, yeah?"</li> <li>• Use "Everyone says ..." to introduce a popular opinion</li> <li>• Say "Well, I've heard ____" to support a point of view</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>• Infer meaning</li> <li>• Listen for the main idea</li> <li>• Listen for details</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>• Stress in <u>as ... as</u> phrases</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• A computer troubleshooting website</li> <li>• A computer user survey</li> <li>• Newspaper clippings about the Internet</li> <li>• A photo story</li> </ul> <p><b>Skills/Strategies:</b></p> <ul style="list-style-type: none"> <li>• Understand from context</li> <li>• Relate to personal experience</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Write an essay evaluating the benefits and problems of the Internet</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Organizing ideas</li> </ul>
<ul style="list-style-type: none"> <li>• Say "You think so?" to reconfirm someone's opinion</li> <li>• Provide an emphatic affirmative response with "Absolutely."</li> <li>• Acknowledge thanks with "Don't mention it."</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>• Listen to infer information</li> <li>• Listen for main ideas</li> <li>• Understand vocabulary from context</li> <li>• Listen to apply new vocabulary</li> <li>• Support reasoning with details</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>• Assimilation of <u>d + y</u> in <u>would you</u></li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• A personal values self-test</li> <li>• Print and online news stories about kindness and honesty</li> <li>• A photo story</li> </ul> <p><b>Skills/Strategies:</b></p> <ul style="list-style-type: none"> <li>• Predict</li> <li>• Infer meaning</li> <li>• Summarize</li> <li>• Interpret information</li> <li>• Relate to personal experience</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Write an essay about someone's personal choice</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Introducing conflicting ideas</li> </ul>

## 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.

UNIT  
**1**

# Greetings and Small Talk

## Preview

### 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.

### Preview

Suggested teaching time:	12–17 minutes	Your actual teaching time:	
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Before Exercise A, give students a few minutes to silently read and examine the photos and information about customs.

- Ask a volunteer to read the heading *Customs Around the World*.

- Call on students to read the section headings and the photo descriptions.
- To focus on *Greetings*, ask students for additional ways to greet people and write them on the board. (Possible responses: Pat on the back, nod, smile.)
- Focus on *Small Talk* by explaining that *small talk* is conversation about minor topics. Ask students to name additional topics that can be used for small talk. (Possible responses: The weather, hobbies, work.)

#### Language and culture\*

- Customs vary from culture to culture. In Japan, business cards are always presented to another person with two hands to show respect. In English-speaking countries, hugging or kissing is reserved for friends or close associates. In some cultures, asking about a person’s age, salary, or family is acceptable; in English-speaking countries, asking about age or salary can be rude, but asking about family is polite and often expected.

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



Vocabulary Flash Cards

### A Pair work

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- For a warm-up, ask *How do you usually greet people?*
- On the board, write *What behaviors would be unusual or strange in your country? Why?*
- Have pairs discuss the questions; then call on students to share their opinions with the class.

### B Discussion

Suggested teaching time:	7–12 minutes	Your actual teaching time:	
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- Model the activity by discussing the questions with a more confident student. Review the question and topics in the box with the class. Encourage students to fill in the blank with another conversation topic.
- Divide the class into groups of three and have students read and discuss the questions. Move around the room and help students as needed.
- Review answers with the class. Ask *Which topics would you feel uncomfortable talking about? Most comfortable? What other topics did you think of?*



**C** **Photo story**

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To prepare students for the activity, have them look at the photos. Ask:
  - Do you think the two men know each other well?* (No.)
  - How do they greet each other in the second photo?* (By shaking hands.)
  - How do they exchange business cards?* (Taka uses two hands to hold the card.)
- Have students read and listen to the conversation once or twice.
- To check comprehension, ask:
  - What countries are they from?* (Japan, Mexico.)
  - Where did they meet last week?* (At an IT business conference.)
  - Where is the conference going to be next year?* (Acapulco.)
- Listen again and review answers with the class.

**Language and culture**

- IT refers to *information technology*.
- What have you been up to?* means *What have you been doing?* and is commonly used in spoken English. The expression can be used in different tenses; for example, *What are you up to these days?* *What were you up to?*

**Option: [+5 minutes]** To extend the activity, have pairs role-play the Photo Story. Tell them to replace the names in the book with their own names.

**Option: [+10 minutes]** To challenge students, have them create and role-play their own conversations using the underlined expressions from the exercise. Tell them to imagine they met some time in the past and that now they meet again. For example,

A: *You look familiar. I'm* \_\_\_\_.

B: *Oh, yes, I think we met at* \_\_\_\_ *last week. I'm* \_\_\_\_.

Volunteers can present their role play to the class.

**ENGLISH FOR TODAY'S WORLD**

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

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

**D Focus on language**

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To prepare students, point out the underlined words in the Photo Story. Ask volunteers to read them aloud.
- Model the activity by doing the first item.
- After students do the matching, have them compare answers in pairs.
- Move around the room and help students as needed.

**E Think and explain**

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Tell students to make notes as they think about and answer the questions. Encourage them to use the underlined expressions from the Photo Story in their answers.
- Review answers with the class.

**F Pair work**


Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Ask students to read the samples in the quotes aloud. Explain vocabulary as needed. Ask *Who agrees with each statement?*
- Have students work in pairs. As pairs write their advice, move around the room to provide help with vocabulary and expressions. Tell students to use the same language to give their advice; for example, *Please don't . . . ; Never . . .*
- Invite students to share their advice with the class and explain why it is important.
- Ask the class *Did you find anyone's answers surprising? Whose?*

**EXTRAS (optional)**

- Workbook:** Exercises 1–4

## CONVERSATION MODEL

A  Read and listen . . .

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

- Use "I don't think so" to soften a negative answer.
- Say "I know!" to exclaim that you've discovered an answer.
- To prepare students for the activity, ask *What's happening in the picture?* (A man is introducing two women.) *Is this a business or a social situation?* (Social.)
- After students read and listen to the conversation, make sure they understand the conversation strategies by asking comprehension questions; for example, *Does Audrey recognize Hanah right away?* (No.) *Does Hanah recognize Audrey?* (Yes.)

B  Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
  - use rising intonation for . . . *have you met Hanah?*
  - use falling intonation for . . . *I'd like you to meet Audrey* and *How have you been?*

## GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To introduce the structure, write on the board 1 *They've met before.* 2 *She met him yesterday.*
- Ask:
  - Which sentence mentions specific time in the past?* (Number 2, yesterday.)
  - What is the verb in sentence 2?* (Met.)
  - What tense is the verb?* (Simple past tense.)
  - Write *simple past tense* above the sentence.
- Read the underlined verb in the first sentence. Then write *present perfect* above it. Explain that this sentence uses the present perfect because it does not mention a specific time in the past. We don't know exactly when she met him.
- To help students identify the difference between specific and non-specific times, explain that a specific time tells them when something happened. Practice this concept by presenting pairs of sentences and asking if the time is specific. For example, *I've read that book.* *Is this specific?* (Non-specific—at some time in the past.) *I read that book last week.* (Specific—*last week*.)
- Ask a student to read the first point in the Grammar box. Point out the specific time references in the simple past tense (1999, 2004). Make sure students understand the meaning of *indefinite* (non-specific) and *definite* (specific). Explain that the example in the present perfect does not have a definite time reference. We don't know when this person has met Bill.

- After reading the second point in the Grammar box volunteers to read the example sentences. Ask *Which verb is regular?* (Called.) *What is the base form of this verb?* (Call.) *Which verb is irregular?* (Met.) *What is a base form of this verb?* (Meet.)
- Review the formation of the simple past; remind students that regular verbs form the simple past tense by adding *-ed* to the base form. The past participle form is the same. Explain that irregular verbs do not form the simple past tense by adding *-ed*. The past participle form may be the same as the simple past form or different.
- Point out the contractions in the sentences and ask students to give the full form for each (*have–have not*; *has–has not*). Be sure to explain that short answers in the present perfect only contract the negative form and affirmative form.
- Ask a volunteer to read the remaining two example sentences. Go over question formation in the present perfect (*have / has + noun / pronoun + past participle*). Write *Have you taken a writing course?* *Have you read today's newspaper?* Have students respond. (Yes, I have. / No, I haven't.)

Option: **GRAMMAR BOOSTER** (Teaching notes p. T122)

Active Teach  
Multimedia Disc

• Inductive Grammar Charts

## A Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To prepare students for the activity, tell them to circle the definite past time references to help them identify the sentences that use the simple past tense (1B *this morning*; 4B *yesterday*).
- Point out the list of simple past forms and past participles for irregular verbs in the Grammar box. Remind students not to include the past participle in the short answers.
- After pairs have compared answers, have volunteers read the conversations aloud to the class.

## Language and culture

- In British English, the past forms of some words can be regular or irregular. For example, you can say *burned* or *burnt*, *learned* or *learnt*, *spelled* or *spelt*. The regular past forms of these words are always used in American English.
- The past participle of *get* is *got* in British English; in American English, the past participle of *get* is *gotten*.

**Option: [+10 minutes]** To challenge your students, have them work in pairs to prepare two short conversations. Tell students to use the present perfect in the question and the simple past tense or the present perfect in the response. Move around the room to provide help and answer questions. After finishing, have pairs role-play their conversations for the class. Ask the class to listen for the verb form and any definite time references in the response. After all the pairs have finished, review the verbs with the class.

## B Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To help students identify which sentences require the simple past tense, tell them to circle the definite past time references. (1. yesterday; 4. In 2006; 8. last September; 9. then.)
- Have students compare completed conversations in pairs.
- Review answers with the class. Refer to the Grammar box on page 4 if needed.

## PRONUNCIATION

### A Listen to how the sound . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- After students have listened to and read the sentences, tell them to listen again, paying attention to the disappearing /t/ sound of the negative contraction.
- Have students listen a third time and repeat in the pauses.

### B Now practice saying . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- For more practice, have pairs say the sentences to each other. Move around the room and listen for correct sound reduction. Provide help as needed.



#### • Pronunciation Activities

## NOW YOU CAN Get reacquainted with someone

Suggested teaching time:	13–18 minutes	Your actual teaching time:	
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- To review getting reacquainted with someone, refer students to the Conversation Model on page 4.
  - Ask a volunteer to read the Ideas list. Ask *Which of these places do you go to often? Why? At which places do you usually meet new people?*
  - Have students fill in their own idea and share answers with the class.
- Don't stop!** Extend the conversation. Encourage students to continue the conversation by using topics in the box.
- Be sure to reinforce the use of conversation strategies. On the board, write *Body language*. Demonstrate the use of appropriate gestures and facial expressions; for example, looking puzzled when responding "I don't think so . . ." to the question *Have we met before?*
  - Model the activity by role-playing with a more confident student. Take the role of Student A and use student names; for example, *Peter, have you met Mary?* Then extend the conversation by using a situation from the Ideas and Don't Stop! boxes.

- Divide the class into groups of three. Tell students to fill in the blanks and continue the conversation. Students refer to the Ideas list for places they might have met. Make sure each student has made an introduction.
- Move around the room and help students as needed. If necessary, remind students that *small talk* is conversation about minor topics.
- Make sure students change roles and start a new conversation at least once.

**Option: [+10 minutes]** To expand the activity, ask groups to perform their introductions. Have the rest of the class write down the body language they observe. To demonstrate, write *Student A stood very close to Student B. Student B moved his hands around a lot. Student A smiled and looked friendly.* After each introduction, ask *Was the person introduced using a first or last name? How did the people greet one another?*

**Option: [+10 minutes]** To challenge students, have pairs role-play introductions using the language in the Photo Story on page 3. Point out that each man introduces himself because there isn't a third person to make the introduction. The men get reacquainted when they recognize each other.

## EXTRAS (optional)

- **Workbook:** Exercises 5–7
- **Copy & Go:** Activity 1

### AUDIOSCRIPT for page T12 (A Listening Comprehension)

[M = Canadian English; F = Spanish]

**M:** Welcome to Vancouver! When did you get here?

**F:** Just yesterday, thanks.

**M:** Oh, that's great. Have you done any sightseeing yet?

**F:** Yes, I have. I've already been to the Vancouver Aquarium.

**M:** I love the Aquarium.

**F:** And I took a tour of Gastown.

**M:** Cool! Have you been to the top of Grouse Mountain yet?

**F:** Not yet. Is it nice?

**M:** Oh, yeah! The sky ride up is great. You shouldn't miss it. And you should definitely visit the Capilano Suspension Bridge. It's a great place to take pictures.

**F:** Oh, that sounds great. You know, everyone tells me I should try dim sum while I'm here.

**M:** Definitely. It's really delicious. And they bring the food right to your table and you choose what you want.

**F:** Sounds like fun. Oh, did I mention that I went to the top of the Harbour Centre Tower this morning?

**M:** No. Actually, I've never done that myself.

**F:** You should. It's a beautiful view. Vancouver's a great city.

**M:** Well, I hope you enjoy your stay.

**F:** Thanks.

**VOCABULARY**

**A** Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Invite volunteers to give the location of the places pictured, or tell students where they are. (*Mt. Fuji*—Japan; *Eiffel Tower*—Paris; *Tower of London*—England; *the Great Wall*—China)
- Ask *What are the tourists pointing to in the second picture?* (The Statue of Liberty.)

**Language and culture**

**LEN** From the Longman Corpus: A common mistake by English learners of all language backgrounds is to say *do sightseeing* instead of *go sightseeing*. However, *do some sightseeing* is a common expression in spoken English.



- Vocabulary Flash Cards
- Learning Strategies

**B Pair work**

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Write on the board *What tourist activities have you done?* and *Which haven't you done?* Read each question aloud. Model the activity by providing one or two of your own answers. Have students work in pairs to answer the questions using the vocabulary and their own information. Remind them to use the present perfect.
- As pairs are discussing their answers, move around the room and help students as needed.
- To review answers, have individuals report to the class a tourist activity that their partner has done; for example, *Ken has gone to the top of the Eiffel Tower.*

**Option:** [+5 minutes] Have students use the bold words in the Vocabulary to talk about other tourist activities they have done; for example, *I have gone sightseeing in Madrid. I have taken pictures of the Brooklyn Bridge.*

**GRAMMAR**

Suggested teaching time:	7 minutes	Your actual teaching time:	
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- To introduce the use of *yet* and *already*, write the first two examples from the Grammar box on the board. Underline *yet* and circle *already* in the questions. Ask a student to read aloud the first rule and examples while you point out the placement of *yet* at the end of the sentence and *already* before the past participle. Stress that each question is about activities a person has done a short time ago.

- Have a student read aloud the second rule and the two examples. Ask volunteers for additional questions with *yet*. Have students answer in the affirmative or negative using *yet* or *already*; for example, *Have you seen this movie yet?* (Yes, I have already seen it. No, I haven't seen it yet.)
- Write on the board the examples under the third rule. Explain that *before* means before now and refers to an indefinite time in the past. Point out that *ever* is placed before the past participle, and *before* is placed at the end of the sentence. Point out that *ever* and *before* can be used in the same sentence: *Have you ever been to London before?* Then have students read the Be careful! note.
- Explain that *yet*, *already*, and *ever* are optional. They emphasize the lack of a specific time reference.
- Read the fourth rule to students. Have students underline the affirmative statements. (*I've already tried Indian food three times; I've tried Indian food before.*) Point out that *I've never* and *I haven't ever* have the same meaning.

**Language and culture**

- *Still* is used to say that an earlier situation has not changed; for example, *It's eight o'clock and Jim still has not come home.*
- In British English, the present perfect is used with a past action that has a result in the present; for example, *David has lost his keys.* In American English, the present perfect and the simple past are both used, but the simple past is more common; for example, *David lost his keys.*

**Option:** **GRAMMAR BOOSTER** (Teaching notes p. T122)



- Inductive Grammar Charts

**A Grammar practice**

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Model the activity by doing the first item with the class and writing it on the board. Then ask several students the question. Remind them to use the present perfect in their answer.
- As students write the statements and questions, move around the room.
- Review the statements and questions with the class.

## B Listening comprehension

Suggested teaching time:	8-10 minutes	Your actual teaching time:	
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- To prepare students for the activity, tell them to look at the pictures and read the captions. If students don't know, explain that *ceviche* is raw fish marinated in lemon juice, oil, and spices.

### AUDIOSCRIPT

#### CONVERSATION 1 [M = Arabic]

**M:** Welcome to Egypt! First time here?

**F:** Actually, I've been here twice before.

**M:** Really! Have you taken pictures of the Great Pyramids for your friends back home?

**F:** Yes, I have.

#### CONVERSATION 2 [F = Japanese]

**M:** This is my second time in Japan.

**F:** Well, welcome to Kyoto. Where else have you been?

**M:** So far, I've been to Tokyo and Osaka. Tomorrow I'm going sightseeing here.

**F:** Kyoto is fantastic. You're going to enjoy it!

#### CONVERSATION 3 [M = Peruvian]

**F:** This is my first time in Peru. I've heard the food is great here.

**M:** Yes, it is. We're really proud of our food. Have you tried *ceviche*?

**F:** No, I haven't. Is it good?

**M:** Excellent.

**AUDIOSCRIPT** continues on page T8.

## C Write five questions . . .

Suggested teaching time:	5-8 minutes	Your actual teaching time:	
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- To review, write *yet*, *already*, *ever*, and *before* on the board. Ask students where these words appear in a present perfect statement or question. Provide or have students provide examples, such as *before* the past participle or at the end of a question.
- Have students work in pairs to ask each other their questions. Remind students to use the present perfect in their answer.



Active Teach  
Multimedia Disc

• Learning Strategies

### CONVERSATION MODEL

## A Read and listen . . .

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

- Use "Welcome to \_\_\_" to greet someone to a new place.
- Say "That's great" to acknowledge someone's positive experience.

- Have students look at the pictures on the right. Ask *What city is this?* (Rio de Janeiro.) *What are the two people doing?* (Shaking hands and introducing themselves.)
- After students listen and read, ask comprehension questions: *Has the man been to Rio before?* (No.) *Where did he go yesterday?* (To Sugarloaf.)

- Point out that *feijoada* is a famous Brazilian
- Point out that the expression *been to a place* in the present perfect. It is a very common *have visited a place*.

## B Rhythm and Intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Have you ever been here before?* and *Have you tried feijoada yet?*
  - use falling intonation for *What's that?*

### NOW YOU CAN Greet a visitor to your country

## A Notepadding

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

- Ask students for examples of tourist activities and popular dishes and drinks in their country. Make a list on the board of the most popular items.

## B Pair work

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

**Don't stop!** Extend the conversation. Encourage students to continue the conversation by asking each other for information about other places listed on their notepads.

- Be sure to reinforce the use of the conversation strategies; for example, to sound excited when saying "That's great!"
- Model changing and extending the conversation by role-playing with a more confident student. Play the role of Student A.
- To maximize their speaking practice, make sure that students change roles and start a new conversation at least once.



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• Conversation Pair Work Cards

## C Change partners

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

- Have students form new pairs by counting off 1, 2, 3, 4. Tell students 1 and 3 to form pairs and students 2 and 4 to form pairs.

### EXTRAS (optional)

- Workbook: Exercises 8-10
- Copy & Go: Activity 2

## BEFORE YOU READ

## Pair work

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

- To introduce the topic, call on students to read the captions. Ask *Which of these gestures do people use in this (your) country? Are any of these gestures considered rude? What other gestures do people use in these situations?*
- Ask students to imitate the gestures they are comfortable with and to demonstrate additional gestures people use in their country and say what they mean. (Possible responses: shrugging shoulders: I don't know; raising eyebrows: I don't believe you; waving: hello or good-bye)

## Language and culture

- In many European countries, *Come with me* is gestured palm up, but in many cultures this is considered rude and it is done palm down. In some Asian cultures, an open palm is preferred for indicating a third person. In Chinese culture, there are gestures for the numbers 6 through 10 using one hand.

## READING

Suggested teaching time:	12–17 minutes	Your actual teaching time:	
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- Before students read, write on the board *body talk* and ask students what they think it means. (Gestures and other non-verbal communication.) Explain to students that the term *body language* has the same meaning.
- Have students read the article. Then have students read the article again and underline the different gestures mentioned (handshake, hug, "OK" hand gesture).
- Ask *How are gestures different from speech? Do you think gestures can be more powerful than words? Give examples.* (Possible responses: Gestures express meaning without words. Some gestures can be understood between people who speak different languages. Some gestures can make people feel friendlier, angrier, or more interested.) Have students form small groups to share their opinions.
- Tell students to shake hands with a partner and note the type of handshake; for example, firm, light, short. Have students describe each other's handshakes to the class.

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- Extra Reading Comprehension Questions
- Learning Strategies

**AUDIOSCRIPT** Continued, for page T7 (B Listening comprehension)

## CONVERSATION 4 [F = Spanish]

**F:** Welcome to Mexico City! Is it your first time?

**M:** Yes.

**F:** When did you arrive?

**M:** Last week. I've done so much, but for me the best was climbing the Pyramid of the Sun.

**F:** When did you do that?

**M:** Yesterday. It was incredible.

## CONVERSATION 5 [M = Chinese]

**M:** Welcome to Beijing! Have you been to China before?

**F:** Well, I've been to Shanghai and Hong Kong. But this is my first time to Beijing.

**M:** Have you taken a tour of the Forbidden City?

**F:** No, not yet. But I plan to.

**M:** Oh, you really should! It's amazing.

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