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Teacher's Edition and Lesson Planner with ActiveTeach

SECOND EDITION

TOP NOTCH

3

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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
1 Make Small Talk page 2	<ul style="list-style-type: none"> • Make small talk • Describe a busy schedule • Develop your cultural awareness • Discuss how culture changes over time 	<ul style="list-style-type: none"> • Ways to ask about proper address • Intensifiers • Manners and etiquette 	<ul style="list-style-type: none"> • Tag questions: usage, form, and common errors • The past perfect: meaning, form, and usage <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Tag questions: short answers • Verb usage: present and past (review)
2 Health Matters page 14	<ul style="list-style-type: none"> • Call in sick • Make a medical or dental appointment • Discuss types of treatments • Talk about medications 	<ul style="list-style-type: none"> • Dental emergencies • Symptoms • Medical procedures • Types of medical treatments • Medications 	<ul style="list-style-type: none"> • Modal <u>must</u>: drawing conclusions • <u>Will be able to</u> • Modals <u>may</u> and <u>might</u> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Other ways to draw conclusions: <u>probably</u>; <u>most likely</u>; common errors • Expressing possibility with <u>maybe</u>; common errors
3 Getting Things Done page 26	<ul style="list-style-type: none"> • Get someone else to do something • Request express service • Evaluate the quality of service • Plan a meeting or social event 	<ul style="list-style-type: none"> • Ways to help out another person • Ways to indicate acceptance • Services • Planning an event 	<ul style="list-style-type: none"> • Causatives <u>get</u>, <u>have</u>, and <u>make</u> • The passive causative <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • <u>Let</u> to indicate permission • Causative <u>have</u>: common errors • The passive causative: the <u>by</u> phrase
4 Reading for Pleasure page 38	<ul style="list-style-type: none"> • Recommend a book • Offer to lend something • Describe your reading habits • Discuss the quality of reading materials 	<ul style="list-style-type: none"> • Types of books • Ways to describe a book • Ways to enjoy reading 	<ul style="list-style-type: none"> • Noun clauses: usage, form, and common errors • Noun clauses: embedded questions <ul style="list-style-type: none"> ◦ Form and common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Verbs and adjectives that can be followed by clauses with <u>that</u> • Embedded questions: usage and common errors, punctuation, with infinitives • Noun clauses as subjects and objects
5 Natural Disasters page 50	<ul style="list-style-type: none"> • Convey a message • Report news • Describe natural disasters • Prepare for an emergency 	<ul style="list-style-type: none"> • Severe weather and other natural disasters • Adjectives of severity • Emergency preparations and supplies 	<ul style="list-style-type: none"> • Indirect speech: <ul style="list-style-type: none"> ◦ Imperatives ◦ <u>Say</u> and <u>tell</u> ◦ Tense changes <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Direct speech: punctuation rules • Indirect speech: optional tense changes <ul style="list-style-type: none"> ◦ Form and common errors

Conversation Strategies	Listening / Pronunciation	Reading	Writing
<ul style="list-style-type: none"> • Talk about the weather to begin a conversation with someone you don't know • Use question tags to encourage someone to make small talk • Ask about how someone wants to be addressed • Answer a <u>Do you mind</u> question with <u>Absolutely not</u> to indicate agreement • Say <u>That was nothing</u> to indicate that something even more surprising happened • Use <u>Wow!</u> to indicate that you are impressed 	<p>Listening Skills:</p> <ul style="list-style-type: none"> • Listen for main ideas • Listen to summarize • Confirm the correct paraphrases <p>Pronunciation:</p> <ul style="list-style-type: none"> • Rising and falling intonation of tag questions 	<p>Texts:</p> <ul style="list-style-type: none"> • A business meeting memo and agenda • A magazine article about formal dinner etiquette of the past • A survey about culture change • A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> • Predict • Confirm facts • Summarize 	<p>Task:</p> <ul style="list-style-type: none"> • Write a formal and an informal e-mail message <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Formal e-mail etiquette
<ul style="list-style-type: none"> • Introduce disappointing information with <u>I'm afraid ...</u> • Express disappointment with <u>I'm sorry to hear that</u> • Show concern with <u>Is something wrong?</u> and <u>That must be awful</u> • Begin a request for assistance with <u>I wonder if ...</u> • Use <u>Let's see ...</u> to indicate you are checking for something • Confirm an appointment with <u>I'll / We'll see you then</u> • Express emphatic thanks with <u>I really appreciate it</u> 	<p>Listening Skills:</p> <ul style="list-style-type: none"> • Auditory discrimination • Listen for details <p>Pronunciation:</p> <ul style="list-style-type: none"> • Intonation of lists 	<p>Texts:</p> <ul style="list-style-type: none"> • A travel tips website about dental emergencies • A brochure about choices in medical treatments • A patient information form • A medicine label • A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> • Understand from context • Relate to personal experience • Draw conclusions 	<p>Task:</p> <ul style="list-style-type: none"> • Write an essay comparing two types of medical treatments <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Comparisons and contrasts
<ul style="list-style-type: none"> • Use <u>I would, but ...</u> and an excuse to politely turn down a request • Indicate acceptance of someone's excuse with <u>That's OK, I understand</u> • Suggest an alternative with <u>Maybe you could ...</u> • Soften a request by beginning it with <u>Do you think you could ...</u> • Soften an almost certain <u>no</u> with <u>That might be difficult</u> • Use <u>Well, ...</u> to indicate willingness to reconsider 	<p>Listening Skills:</p> <ul style="list-style-type: none"> • Listen for specific information • Listen for main ideas • Listen for order of details • Listen to summarize <p>Pronunciation:</p> <ul style="list-style-type: none"> • Emphatic stress to express enthusiasm 	<p>Texts:</p> <ul style="list-style-type: none"> • A survey about procrastination • A travel article about tailoring services • A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> • Identify supporting details • Activate language from a text 	<p>Task:</p> <ul style="list-style-type: none"> • Write an essay expressing a point of view about procrastination <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Supporting an opinion with personal examples
<ul style="list-style-type: none"> • Use <u>Actually</u> to show appreciation for someone's interest in a topic • Soften a question with <u>Could you tell me ...?</u> • Indicate disappointment with <u>Too bad</u> • Use <u>I'm dying to ...</u> to indicate extreme interest • Say <u>That would be great</u> to express gratitude for someone's willingness to do something 	<p>Listening Skills:</p> <ul style="list-style-type: none"> • Listen to take notes • Listen to infer a speaker's point of view and support your opinion <p>Pronunciation:</p> <ul style="list-style-type: none"> • Sentence stress in short answers with <u>so</u> 	<p>Texts:</p> <ul style="list-style-type: none"> • An online bookstore website • Capsule descriptions of four best-sellers • A magazine article about comics • A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> • Recognize points of view • Critical thinking 	<p>Task:</p> <ul style="list-style-type: none"> • Write a summary and review of something you've read <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Summarizing
<ul style="list-style-type: none"> • Use <u>I would, but ...</u> to politely turn down an offer • Say <u>Will do</u> to agree to a request for action • Use <u>Well</u> to begin providing requested information • Say <u>What a shame</u> to show empathy for a misfortune • Introduce reassuring contrasting information with <u>But, ...</u> • Say <u>Thank goodness for that</u> to indicate relief 	<p>Listening Skills:</p> <ul style="list-style-type: none"> • Listen for main ideas • Listen for details • Listen to paraphrase • Listen to infer meaning <p>Pronunciation:</p> <ul style="list-style-type: none"> • Direct and indirect speech: rhythm 	<p>Texts:</p> <ul style="list-style-type: none"> • News headlines • A textbook article about earthquakes • Statistical charts • A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> • Paraphrase • Confirm facts • Identify cause and effect • Interpret data from a chart 	<p>Task:</p> <ul style="list-style-type: none"> • Write a procedure for how to prepare for an emergency <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Organizing detail statements by order of importance

Unit	Communication Goals	Vocabulary	Grammar
<p>6 Life Plans page 62</p>	<ul style="list-style-type: none"> Explain a change in life and work plans Express regrets about past actions Discuss skills, abilities, and qualifications Discuss factors that promote success 	<ul style="list-style-type: none"> Reasons for changing plans Skills and abilities 	<ul style="list-style-type: none"> Future in the past: <u>was / were</u> and <u>would</u> <ul style="list-style-type: none"> Usage, form, and common errors Perfect modals <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Expressing the future (review) The future with <u>will</u> and <u>be going to</u> (review) Common errors Regrets about the past: <ul style="list-style-type: none"> <u>Wish</u> + the past perfect <u>Should have</u> and <u>ought to have</u>
<p>7 Holidays and Traditions page 74</p>	<ul style="list-style-type: none"> Wish someone a good holiday Ask about local customs Exchange information about holidays Explain wedding traditions 	<ul style="list-style-type: none"> Types of holidays Ways to commemorate a holiday Ways to give good wishes on holidays Getting married: events and people 	<ul style="list-style-type: none"> Adjective clauses with subject relative pronouns <u>who</u> and <u>that</u> <ul style="list-style-type: none"> Usage, form, and common errors Adjective clauses with object relative pronouns <u>who</u>, <u>whom</u>, and <u>that</u> <ul style="list-style-type: none"> Form and common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Adjective clauses: common errors Reflexive pronouns Reciprocal pronouns Adjective clauses: <u>who</u> and <u>whom</u> in formal English
<p>8 Inventions and Discoveries page 86</p>	<ul style="list-style-type: none"> Describe technology Take responsibility for a mistake Describe how inventions solve problems Discuss the impact of inventions / discoveries 	<ul style="list-style-type: none"> Describing manufactured products Descriptive adjectives 	<ul style="list-style-type: none"> Conditional sentences (review and common errors) The past unreal conditional <ul style="list-style-type: none"> Usage, form, and common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Real and unreal conditionals (review) Clauses after <u>wish</u> <u>Unless</u> in conditional sentences The unreal conditional: variety of forms
<p>9 Controversial Issues page 98</p>	<ul style="list-style-type: none"> Bring up a controversial subject Discuss controversial issues politely Propose solutions to global problems Debate the pros and cons of issues 	<ul style="list-style-type: none"> Political terminology A continuum of political and social beliefs Introducing sticky questions Controversial issues Ways to agree or disagree How to debate an issue politely 	<ul style="list-style-type: none"> Non-count nouns that represent abstract ideas Verbs followed by objects and infinitives <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Count and non-count nouns: review and extension Gerunds and infinitives: <ul style="list-style-type: none"> Review of form and usage Review of usage after certain verbs
<p>10 Beautiful World page 110</p>	<ul style="list-style-type: none"> Describe a geographical location Warn about a possible risk Describe a natural setting Discuss solutions to global warming 	<ul style="list-style-type: none"> Geographical features Geographical directions Ways to recommend or criticize a place Ways to describe possible risks Dangerous animals and insects Geographic nouns and adjectives Ways to talk about the environment 	<ul style="list-style-type: none"> Prepositions of geographical place <u>Too</u> + adjective and infinitive <ul style="list-style-type: none"> Usage, form, and common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Prepositions of place: more usage Proper nouns <ul style="list-style-type: none"> Capitalization Use of <u>the</u> Infinitives with <u>enough</u> <ul style="list-style-type: none"> Usage and common errors

Grammar Booster page 122
 Writing Booster..... page 141

Conversation Strategies	Listening / Pronunciation	Reading	Writing
<ul style="list-style-type: none"> Say <u>No kidding!</u> to indicate delight or surprise Say <u>How come?</u> to ask for a reason Express a regret with <u>I should have ...</u> Use <u>You never know...</u> to reassure someone Accept another's reassurance with <u>True</u> 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen to infer a speaker's motives Listen for details Listen to classify information <p>Pronunciation:</p> <ul style="list-style-type: none"> Reduction of <u>have</u> in perfect modals 	<p>Texts:</p> <ul style="list-style-type: none"> Career and skills inventories A magazine article with tips for effective work habits A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Understand from context Confirm content 	<p>Task:</p> <ul style="list-style-type: none"> Write a short autobiography <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Dividing an essay into topics
<ul style="list-style-type: none"> Show friendliness by wishing someone a good holiday Reciprocate good wishes with <u>Thanks! Same to you!</u> Preface a potentially sensitive question with <u>Do you mind if I ask you ...</u> Ask about socially appropriate behavior in order to avoid embarrassment Express appreciation with <u>Thanks. That's really helpful</u> 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen for the main idea Listen for details Infer information <p>Pronunciation:</p> <ul style="list-style-type: none"> "Thought groups" 	<p>Texts:</p> <ul style="list-style-type: none"> A magazine article about holidays around the world Proverbs about weddings Factoids on holidays A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Preview Scan for facts Compare and contrast Relate to personal experience 	<p>Task:</p> <ul style="list-style-type: none"> Write a detailed description of two holidays <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Descriptive details
<ul style="list-style-type: none"> Congratulate someone for a major new purchase Apologize for lateness and provide an explanation Indicate regret for a mistake by beginning an explanation with <u>I'm ashamed to say ...</u> Reduce another's self-blame with <u>That can happen to anyone</u> and <u>No harm done</u> 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Infer the correct adjective Listen for main ideas Listen to associate Listen to infer meaning <p>Pronunciation:</p> <ul style="list-style-type: none"> Contractions with 'd in spoken English 	<p>Texts:</p> <ul style="list-style-type: none"> Case studies of poor purchasing decisions A book excerpt about the printing press Factoids on famous inventions A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Infer information Identify cause and effect 	<p>Task:</p> <ul style="list-style-type: none"> Write an essay about the historical impact of an important invention <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Summary statements
<ul style="list-style-type: none"> Ask for permission when bringing up a sticky subject Politely indicate unwillingness with <u>No offense, but ...</u> Apologize for refusing with <u>I hope you don't mind</u> Use <u>How do you feel about...</u> to invite someone's opinion Use <u>Well, ...</u> to introduce a different point of view Use <u>So ...</u> to begin a question clarifying someone's statement 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Infer a speaker's political and social beliefs Infer a speaker's point of view Listen to summarize Auditory discrimination <p>Pronunciation:</p> <ul style="list-style-type: none"> Stress to emphasize meaning 	<p>Texts:</p> <ul style="list-style-type: none"> A self-test of political literacy A textbook introduction to global problems A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Activate language from a text Understand from context Critical thinking 	<p>Task:</p> <ul style="list-style-type: none"> Write an essay presenting the two sides of a controversial issue <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Contrasting ideas
<ul style="list-style-type: none"> Show interest in someone's plans by asking follow-up questions Indicate possible intention with <u>I've been thinking about it</u> Qualify a positive response with <u>Sure, but ...</u> Elaborate further information using <u>Well, ...</u> Express gratitude for a warning 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Infer a speaker's point of view Listen for main ideas Listen for details Listen to summarize <p>Pronunciation:</p> <ul style="list-style-type: none"> Voiced and voiceless <u>th</u> 	<p>Texts:</p> <ul style="list-style-type: none"> Maps A magazine article about ways to curb global warming A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> Interpret maps Understand from context Critical thinking Summarize 	<p>Task:</p> <ul style="list-style-type: none"> Write a geographic description of your country, state, or province <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Organizing by spatial relations

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.

Make 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.

Before Exercise A, give students a few minutes of silent time to observe the meeting guidelines and agenda.

A Read and summarize . . .

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- After students observe the text, check comprehension of key information by asking *What is this text about?* (Meeting etiquette.) Then ask:
Who is it addressed to? (Participants of an international business meeting.)

Where and when will the meeting take place? (In Thailand in March.)

Who has organized the meeting? (Rowan Paper International.)

- To personalize, ask students if they know anyone who has ever been to an international meeting. Encourage students to briefly talk about it by saying where and when the meeting took place.
- To model the activity, write the first guideline on the board: *Please arrive promptly for meetings.* Have students restate the guideline starting with the word *Don’t.* (Don’t arrive late for meetings.)
- Tell students to choose any four guidelines and rewrite them individually. Encourage students to use information in the text to help them figure out the meaning of words they don’t know. Students may need help with the following words: *affiliate* (A small company that is related or controlled by a larger one.); *run smoothly* (If an event runs smoothly, there are no problems to spoil it.); *promptly* (On time.); *refrain from [doing something]*. (To not do something that you want to do.)
- To review, have students compare statements with a partner. Then ask volunteers to say one of their statements aloud.

B Discussion

Suggested teaching time:	8–13 minutes	Your actual teaching time:	
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- Form groups of three. Encourage students to write two or three reasons why it is necessary to provide etiquette guidelines. (Possible answers: Because customs vary from country to country. Because levels of formality differ from country to country. Because what is appropriate in one culture might not be appropriate in another culture.)
- Ask several groups to say their reasons. Then write them on the board.
- To wrap up, have volunteers from different groups describe what could happen if a person didn’t know a country’s etiquette guidelines.

Option: [+10 minutes] To extend the activity, have students think of useful etiquette guidelines for an international meeting in their country. Form small groups. Ask different groups to report their ideas to the class. You may want to list a few on the board.

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 CD1, track 02.

C Photo story

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- As a warm-up, ask students to cover the conversations and look at the pictures. Have students predict answers to this question and write their answer on the board. *What are the people in the photos doing?* (Possible answers: Clapping, greeting each other, praying.)
- Ask students to answer the same question after they have read and listened. Then compare the answer with their prediction. (They are greeting each other.)
- Have students read and listen again. To check comprehension, ask:
 - Does Surat introduce himself first?* (No, Teresa introduces herself first.)
 - What does Teresa want to know?* (If Thais use their first names to address each other.)
 - When does Surat say it's OK to use first names?* (At company meetings held in English.)
- Tell students that the *wai* is the name of the gesture Thais use to greet each other. Point out that men and women say the greeting a bit differently. (See the *Language and culture* box.)
- Ask students to describe common formal and informal greetings in their country and greetings they are familiar with from other countries; for example, *In English-speaking countries people often shake hands in formal and informal situations. In Japan, people usually bow to each other in formal situations.*

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.

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.

- M-hmm* is an informal way of saying *yes*.
- In Thailand, people greet each other with the *wai* (putting their hands together as in the photo), nodding slightly. A woman says *Sawatdee-Kaa* and a man says *Sawatdee-Khrab*. The *wai* hand position is also used when making an apology and when expressing thanks.

• *You know what they say* is almost always used to introduce a common expression, proverb, or piece of information that the listener probably already knows.

• The quote, *When in Rome do as the Romans do* is so universally known that just the first half of it is said.

LEN From the Longman Corpus: Two people can be on a first-name basis or a person can be on a first-name basis with [someone]. Each has about the same level of frequency in American English.

D Think and explain

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have students discuss the questions in pairs.
- If students need help with item 5, ask *What should you do in a foreign country—follow the local customs or do things the way you do them in your country?*

Answers for Exercise D

Answers will vary, but may include the following:

- He was surprised because she is Chilean, but greeted him with the *wai*. He asked her where she learned it.
- Because she knew he was from Thailand.
- She meant that he didn't need to call her "Ms. Segovia."
- "People tend to be . . ." means people are usually (but not always) a little more formal. "People are . . ." means people are always a little more formal.
- It means when you are in a new place you should follow the local customs.

E Personalization

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Explain to students who checked the column *In some situations* that they need to identify the situations where they may want to be addressed differently; for example, on business trips or on school trips.

Language and culture

- A nickname is a shorter version of your name. It can also be a silly name or an endearing name usually used by your friends or family.
- In English-speaking countries, the order for names is first name (also known as your *given name*), middle name, and then last name (also known as your *surname* or *family name*). In the U.S., people usually call each other by their first names. In business situations, someone will often introduce a colleague with his or her full name and title, but then use the person's first name.

F Discussion

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Form groups of three. Ask students to share their opinions about each question. Point out that there are no correct or incorrect answers.

EXTRAS (optional)

- Workbook: Exercises 1–3

CONVERSATION MODEL

A Read and listen . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Talk about the weather to begin a conversation with someone you don't know.
 - Use question tags to encourage someone to make small talk.
 - Ask about how someone wants to be addressed.
 - Answer a "Do you mind" question with "Absolutely not" to indicate agreement.
- Before students read and listen, have them look at the picture and ask *What gesture are the women using to greet each other?* (Shaking hands.)
 - After students read and listen, check comprehension by asking *What are the women's first names?* (Kazuko and Jane.) *How do they prefer to be addressed—by their family names or first names?* (By their first names.)
 - Have students listen, and then repeat the questions in the box about addressing someone. Tell students that the questions are transferable to other situations. Point out that using these questions in real exchanges will help students engage in polite and friendly conversations with the people they meet.
 - To introduce the topic of small talk, ask *How does Jane start the conversation?* (She says *Good morning* and talks about the weather.) Tell students that talking about the weather helps Jane engage in an informal conversation with a stranger. This is small talk.

Language and culture

- Appropriate topics for small talk vary from country to country. In many English-speaking countries, appropriate topics are the weather, the food you are eating, the place you are visiting, sports, popular movies, and music.

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 students:
 - use rising intonation for *isn't it?* and *Do you mind if I call you Kazuko?*
 - link the *t* and *y* in *meet you* to form *ch*.

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To focus students' attention, have them read the first explanation and study the example. Ask students to identify the tag question. (Isn't it?) Point out that a tag question comes after a statement.
- Direct attention to the second explanation and have students study the examples. Point out the tag questions in blue. Explain that the auxiliary or verb in the tag question is the same as the verb in the statement.

- Have students look at example 1 in both the affirmative column and the negative column. The verb *be* in the statement, so *be* is needed in the tag question. Have students look at example 2 in both columns. The verb in the statement is in the present tense, but it is not *be*, so the tag question needs the auxiliary *does*.
- Have students read the explanations in the *Be careful!* box. To check comprehension, write the following questions and have students complete the sentences:
 - I'm not going to pass this class. —? aren't I? / am I?*
 - Jane went shopping yesterday. —? didn't Jane? / didn't she?*

Language and culture

- In British English, it is possible to use an affirmative tag question after an affirmative statement to confirm information; for example, *You're here on business, are you?*
- LEN** From the Longman Corpus: It is common for many learners to get confused when forming tag questions with sentences using the possessive *your*; for example, *Your favorite sport is baseball, aren't you?* rather than *Your favorite sport is baseball, isn't it?*

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



• Inductive Grammar Charts

A Find the grammar

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- To clarify how to reply to tag questions, point out that when responding to a tag question, the listener should agree or disagree with the information in the statement, not in the tag question. To exemplify, address a student and say *You're [student's correct name], aren't you?* The student should say *Yes, I am*. Address another student and say *You're [student's incorrect name], aren't you?* The student should say *No, I'm not*. Address a third student and say *This class starts at [incorrect time], doesn't it?* The student should say *No, it doesn't*.

Language and culture

- If a speaker asks a tag question someone agrees with, for example, *It's a great concert, isn't it?* the response can be *Yes, it (really) is. / Yes. / It sure is (ly). / I agree*. If someone doesn't agree, it is polite to give an opinion or a reason why; for example, *Well, I think the music is too loud. / No, it really isn't. / I don't like this kind of music*.

B Grammar practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class. Clarify that the correct answer is *isn't he* by pointing out that the statement uses *is* in the affirmative form, so the tag question requires *is* in the negative form. Also, the pronoun *he* is needed, not the person's name (Robert) which should not be repeated.
- Encourage students to underline the verb in each statement before writing the tag questions.

PRONUNCIATION

A Rising intonation . . .

Suggested teaching time:	2-3 minutes	Your actual teaching time:	
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- First listening: Have students listen. To check understanding, ask *Does intonation rise or fall at the end of each question?* (It rises.) *Are the speakers sure about the answers to their questions?* (No.)
- Second listening: Stop at the end of each tag question and have students repeat. Make sure students use rising intonation.

B Falling intonation . . .

Suggested teaching time:	2-3 minutes	Your actual teaching time:	
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- First listening: Have students listen and ask if they notice a difference in intonation. To check understanding, ask *Does intonation rise or fall at the end of each question?* (It falls.) *Does the speaker expect the listener to agree or disagree?* (To agree.)
- Second listening: Stop at the end of each question and have students repeat. Make sure students use falling intonation.

Option: [+3 minutes] To extend the activity, have students practice saying a statement twice—first using rising intonation and then using falling intonation.

C Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To prepare students for the activity, you may want to read aloud a few examples from the grammar chart on page 4 using either rising or falling intonation and then have students identify which kind of intonation you are using.

FYI: Reassure students that the difference is very subtle and if incorrectly intoned will not lead to a breakdown in communication. This pattern can be different from the pattern used by some speakers of British English.



• Pronunciation Activities

NOW YOU CAN Make small talk

A Pair work

Suggested teaching time:	5-10 minutes	Your actual teaching time:	
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- To prepare students for the activity, have them read the Conversation Model on page 4 again. You may also want to have students listen to the model.
- Review the *Ideas for tag questions* in the box. Ask several students to provide new options for the words in brackets and to complete the tag questions. For example:
Great weather, isn't it?
Nice day, isn't it?
Great book, isn't it?

Delicious food, isn't it?

The movie was really interesting, wasn't it?

- Be sure to reinforce the use of the conversation strategies. Encourage students to use question tags to make small talk. Remind students that the intonation they use “sends a message.”

Don't stop! Extend the conversation. Review the ideas in the box. Explain that these are tips for keeping the conversation going. Have students give examples of questions they could ask. You may want to write some of the questions on the board:

Are you from [Japan]?

You are [Japanese], aren't you?

Are you here on vacation / on business?

How do you like it here?

Do you work near here?

When did you start studying English?

You've taken English before, haven't you?

- To model the activity, role-play and extend the conversation with a more confident student.
- Encourage students to use the correct rhythm and intonation and to continue their conversations by asking follow-up questions. Then tell students to change partners.



- Conversation Pair Work Cards
- Learning Strategies

B Extension


Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Review the written model with the class. Then read aloud the question in the speech balloon.
- Ask students to provide other possible tag questions; for example, *You grew up here, didn't you?* *You started studying English long ago, didn't you?*
- Tell students to write at least five or six facts about themselves and their families. Point out that they should include present and past information. Remind students that they will ask tag questions to confirm their partner's information.
- Encourage students to use falling intonation in their tag questions because they are confirming information.

Option: [+10 minutes] To extend the activity, tell students to write two true statements and two false statements about themselves or their family on a sheet of paper. (The information should be different from the one used in the previous activity.) Ask students to exchange sheets of paper with a partner and take turns asking and answering tag questions; for example, Student A wrote *I speak French*. If Student B thinks the information is true, he or she asks *You speak French, don't you?* If Student B thinks the information is false, he or she asks *You don't speak French, do you?*

EXTRAS (optional)

- Workbook: Exercises 4-8
- Copy & Go: Activity 1

CONVERSATION MODEL
A  **Read and listen . . .**

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Say “That was nothing” to indicate that something even more surprising happened.
- Use “Wow!” to indicate that you are impressed.
- After students read and listen to check comprehension and reinforce the past perfect, ask *What had the man already done before 9:00?* (He had already taken the placement test, registered for class, and bought his books.) *What else had he done before 1:00?* (He had been across town for a meeting.) *Had he eaten lunch when he got to class?* (No, he hadn’t.)
- Have students listen, study, and then repeat the *Intensifiers* in the box.
- To practice, ask several students *So how was your day?* Encourage them to answer with an intensifier and the word *busy* or an adjective of their choice. (Possible answers: Incredibly long. Really interesting. So tiring. Pretty boring.)
- Point out that Speaker A shows interest in Speaker B by asking questions and making relevant comments. Ask students to find examples in the conversation. (Possible answers: So how was your day? That’s a lot to do before 9:00! What did you do about lunch? You must be pretty hungry by now!)
- Tell students they can do the same when they engage in real conversations to show interest and friendliness.

Language and culture

- *Yet* can come between *had not* and the past participle or at the end of the statement, as it appears in the Conversation Model *I hadn’t eaten yet.*

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 students:
 - use falling intonation for *So how was your day?*
 - put extra stress on *Unbelievably* and *busy*.
 - use falling intonation for *What did you do about lunch?*

NOW YOU CAN Describe a busy schedule

A Pair work

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- Remind students they should use the past perfect to express what they had already done by a particular time.
- Be sure to reinforce the use of the conversation strategies. Remind students to show enthusiasm when saying “Wow!” to indicate that they are impressed.

Don’t stop! Extend the conversation. Review the ideas in the box. Explain that these are tips for keeping the conversation going. Have students write three more questions to ask. For example:

Did you get there by bus?

How did the meeting go?

Were you able to find a parking space?

- To model the activity, role-play and extend the conversation with a more confident student.



- Conversation Pair Work Cards

B Change partners

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Encourage students to play a different role.
- Remind students to use other times and activities. To add variety to the exercise, ask students to be creative and talk about an imaginary day.

EXTRAS (optional)

- **Workbook:** Exercises 9–12
- **Copy & Go:** Activity 2

BEFORE YOU LISTEN

A  **Vocabulary**

Suggested teaching time:	2-3 minutes	Your actual teaching time:	
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- Point out the photograph of the fork and chopsticks. Ask students *In what countries do people eat with a fork, a hand, or chopsticks?* (Possible answers: fork—Canada, Italy, Argentina; hand—India, Nepal, Ethiopia; chopsticks—China, Japan, Korea, Thailand.)
- To check comprehension, ask the following questions and encourage students to give examples.
 - What are some basic rules of etiquette in this country?*
 - Is punctuality considered important here?*
 - What is considered offensive in this country?*
 - Are handshakes customary here?*

Language and culture

LCN From the Longman Corpus: *Impolite* is more commonly used in the phrase *impolite to [do something]* than *impolite to [someone]*. However, it is more common to say *offensive to [someone]* than *offensive to [do something]*.



- Vocabulary Flash Cards
- Learning Strategies

B Complete each sentence . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Complete the first item with the class. Then have students compare answers with a partner.

C Discussion

Suggested teaching time:	3-5 minutes	Your actual teaching time:	
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- Form small groups. Encourage students to take notes as they discuss each question and to use as many of the vocabulary words as they can.
- Ask a few groups to answer one of the questions.

LISTENING COMPREHENSION

A  **Listen for main ideas**

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To familiarize students with the format and purpose of the radio show, first have them listen to the radio announcer introducing the show and the guests. Ask students to listen for the answers to these questions: *How many guests are there in the studio?* (Three.) *Where are they from?* (Thailand, Dubai, and Nepal.) If there is a map in the room, point out the countries.
- Then have students listen to Call 1 and check the boxes in the first column of the chart. Ask them to compare answers with a partner.
- Review the answers with the class. Then have students listen to Calls 2 and 3.

FYI: You may want to tell students there is one item on the list of subjects that is not talked any conversation. (Punctuality.)

AUDIOSCRIPT

CALL 1 ARTURO AND JETTRIN [F1 = British English, M1 = Thai, F2 = Arabic, M2 = Indian, M3 = Spanish]

- F1:** Good morning, world. This is Millicent McKay in Brussels with today's worldwide Cultural Literacy Update. If you're new to the program, here's the format: In the studio three people take your phone calls and answer your questions about etiquette in their countries. Today's guests are Jettrin from Thailand, Nadia from Dubai in the United Arab Emirates, and Sujeet from Nepal. We're all first-name here, so let me welcome Jettrin, Nadia, and Sujeet.
- M1:** Sawatdee Khrab, Millicent. Good morning! I'm Jettrin from Thailand.
- F2:** Hello. It's nice to be with you. I'm Nadia from Dubai.
- M2:** And good morning, Millicent, Jettrin, and Nadia. Sujeet here from Nepal.
- F1:** OK. Let's get started. I see our first caller is on the line. Hello, Arturo from Montevideo. You're on the air.
- M3:** Good morning—actually, good evening. It's 10:30 at night here in Montevideo. Here's my question: I'm traveling on business to Thailand next month, and I'll be working with Thai business managers from my company. What should I know?
- M1:** Hello, Arturo. Jettrin here. Just a couple of things: First, a taboo: —Don't touch anyone's head, not even a child's.
- M3:** Hmm? Well, I don't ordinarily touch people's heads, but if you don't mind my asking, what's wrong with touching someone's head?
- M1:** Well, we believe the head is where the person's soul lives. So it's very disrespectful and offensive to touch a person's head.

AUDIOSCRIPT continues on page T9.

B  **Summarize**

Suggested teaching time:	12-14 minutes	Your actual teaching time:	
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- To help students focus on key information as they listen, write the following questions on the board:
 - Where is Jettrin from? What two taboos does he talk about? What does he say about the wai?*
 - Where is Nadia from? What does she say about clothing and taking pictures?*
 - Where is Sujeet from? What are some taboos and behaviors to know about when in Nepal?*
- Have students listen for the answers to the questions and take notes about them. (1. Thailand. Visitors should not touch people's heads or show the bottom of their feet. Thais appreciate it when foreigners do the *wai*, even if they don't do it right. 2. The United Arab Emirates. Visitors should dress modestly. They should not take pictures of Muslim women, and they need to ask a man for permission to take his picture. 3. Nepal. People eat with their right hands; visitors can use a fork. People from Nepal don't eat beef. When visiting a temple, visitors should ask if they are allowed to enter, take off their shoes or wear open sandals, and ask before using a camera. They should not take leather things near a temple.)



- Learning Strategies

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