

Teacher's Edition and Lesson Planner with ActiveTeach



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SECOND EDITION

TOP NOTCH

FUNDAMENTALS

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IWB



ONLINE RESOURCES



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NOTE: Workbook Answer Key is available on ActiveTeach.

Learning Objectives

Top Notch Fundamentals is designed for true beginning students; students needing the support of a very low-level beginning course. Knowledge of English is assumed or necessary.

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

Conversation Strategies	Listening / Pronunciation	Reading / Writing
<ul style="list-style-type: none"> Use <u>And you?</u> to show interest in another person Use <u>Excuse me</u> to initiate a conversation Use <u>Excuse me?</u> to indicate you haven't heard or didn't understand Use <u>Thanks!</u> to acknowledge someone's complying with a request 	<p>Listening task:</p> <ul style="list-style-type: none"> Circle the letter you hear Identify correct spelling of names Write the name you hear spelled Identify the correct occupation Write the missing information: names and occupations <p>Pronunciation:</p> <ul style="list-style-type: none"> Syllables 	<p>Reading Text:</p> <ul style="list-style-type: none"> Simple forms and business cards <p>Writing Task:</p> <ul style="list-style-type: none"> Write affirmative and negative statements about people in a picture
<ul style="list-style-type: none"> Identify someone's relationship to you when making an introduction Use <u>too</u> to reciprocate a greeting Begin a question with <u>And</u> to indicate you want additional information Repeat part of a question to clarify Repeat information to confirm 	<p>Listening task:</p> <ul style="list-style-type: none"> Complete statements about relationships Circle the correct information Fill in names, phone numbers, and e-mail addresses you hear <p>Pronunciation:</p> <ul style="list-style-type: none"> Stress in two-word pairs 	<p>Reading Text:</p> <ul style="list-style-type: none"> Short descriptions of famous people, their occupations, and countries of origin <p>Writing Task:</p> <ul style="list-style-type: none"> Write sentences about your relationships
<ul style="list-style-type: none"> Use <u>You're welcome</u> to formally acknowledge thanks Use <u>OK</u> to acknowledge advice Use <u>What about you?</u> to show interest in another person 	<p>Listening task:</p> <ul style="list-style-type: none"> Write the places you hear Write the directions you hear, using affirmative and negative imperatives Circle the means of transportation Write <u>by</u> phrases, check destinations you hear <p>Pronunciation:</p> <ul style="list-style-type: none"> Falling intonation for questions with <u>Where</u> 	<p>Reading Texts:</p> <ul style="list-style-type: none"> Simple maps and diagrams Introductions of people, their relationships and occupations, where they live, and how they get to work <p>Writing Task:</p> <ul style="list-style-type: none"> Write questions and answers about the places in a complex picture
<ul style="list-style-type: none"> Use <u>Well...</u> to indicate one is deciding how to begin a response Use <u>And how about...?</u> to ask for more information Use <u>Really?</u> to show interest or mild surprise 	<p>Listening task:</p> <ul style="list-style-type: none"> Identify the picture of a relative being described Choose the adjective that describes the people mentioned in a conversation <p>Pronunciation:</p> <ul style="list-style-type: none"> Number contrasts 	<p>Reading Texts:</p> <ul style="list-style-type: none"> A family tree A magazine article about famous actors and their families <p>Writing Task:</p> <ul style="list-style-type: none"> Write a description of the people in your family
<ul style="list-style-type: none"> Use <u>Uh-oh</u> to indicate you may have made a mistake Use <u>Look</u> to focus someone's attention on something Use <u>Great!</u> to show enthusiasm for an idea Offer someone best wishes on his or her birthday 	<p>Listening task:</p> <ul style="list-style-type: none"> Identify events and circle the correct times Write the events you hear in a date book Circle the dates you hear <p>Pronunciation:</p> <ul style="list-style-type: none"> Sentence rhythm 	<p>Reading Texts:</p> <ul style="list-style-type: none"> A world map with time zones Events posters Conversations A zodiac calendar <p>Writing Task:</p> <ul style="list-style-type: none"> Write about events at your school or in your city
<ul style="list-style-type: none"> Acknowledge a compliment with <u>Thank you</u> Apologize with <u>I'm sorry</u> when expressing disappointing information Use <u>That's too bad</u> to express disappointment Use <u>What about you?</u> to ask for someone's opinion Use <u>Well</u> to soften a strong opinion 	<p>Listening task:</p> <ul style="list-style-type: none"> Confirm details about clothes Determine colors of garments <p>Pronunciation:</p> <ul style="list-style-type: none"> Plural endings 	<p>Reading Text:</p> <ul style="list-style-type: none"> A sales flyer from a department store <p>Writing Task:</p> <ul style="list-style-type: none"> Write sentences about the clothes you have, need, want, and like
<ul style="list-style-type: none"> Say <u>Me?</u> to give yourself time to think of a personal response Use <u>Well</u> to introduce a lengthy response Use <u>So</u> to introduce a conversation topic Use <u>How about you?</u> to ask for parallel information Say <u>Sure</u> to indicate a willingness to answer Begin a response to an unexpected question with <u>Oh</u> 	<p>Listening task:</p> <ul style="list-style-type: none"> Match chores to the people who performed them <p>Pronunciation:</p> <ul style="list-style-type: none"> Third-person singular verb endings 	<p>Reading Text:</p> <ul style="list-style-type: none"> A review of housekeeping robots <p>Writing Tasks:</p> <ul style="list-style-type: none"> Write five sentences about robots Describe your typical week, using adverbs of frequency and time expressions

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

Countries and nationalities / Numbers 100 to 1,000,000,000 / Irregular verbs / Pronunciation tablepage 125
 Vocabulary Boosterpage 126
 Grammar Boosterpage 136

Conversation Strategies	Listening / Pronunciation	Reading / Writing
<ul style="list-style-type: none"> Use <u>Really?</u> to introduce contradictory information Respond positively to a description with <u>Sounds nice!</u> Use <u>Actually</u> to introduce an opinion that might surprise Say <u>I don't know. I'm not sure</u> to avoid making a direct negative statement 	<p>Listening task:</p> <ul style="list-style-type: none"> Determine the best house or apartment for clients of a real estate company Complete statements about locations of furniture and appliances <p>Pronunciation:</p> <ul style="list-style-type: none"> Linking sounds 	<p>Reading Texts:</p> <ul style="list-style-type: none"> House and apartment rental listings Descriptions of people and their homes <p>Writing Task:</p> <ul style="list-style-type: none"> Compare and contrast your home with homes in a complex illustration
<ul style="list-style-type: none"> Use <u>Hi</u> and <u>Hey</u> to greet people informally Say <u>No kidding!</u> to show surprise Answer the phone with <u>Hello?</u> Identify yourself with <u>This is ___</u> on the phone Use <u>Well, actually</u> to begin an excuse Say <u>Oh, I'm sorry</u> after interrupting Say <u>Talk to you later</u> to indicate the end of a phone conversation 	<p>Listening task:</p> <ul style="list-style-type: none"> Determine weather and temperatures in cities in a weather report Complete statements about people's activities, using the present continuous <p>Pronunciation:</p> <ul style="list-style-type: none"> Rising and falling intonation of <u>yes</u> / <u>no</u> and information questions 	<p>Reading Texts:</p> <ul style="list-style-type: none"> A daily planner A newspaper column about activities in a town <p>Writing Task:</p> <ul style="list-style-type: none"> Write about plans for the week, using the present continuous
<ul style="list-style-type: none"> Say <u>I'll check</u> to indicate you'll get information for someone Decline an offer politely with <u>No, thanks</u> Use <u>Please pass the ...</u> to ask for something at the table Say <u>Here you go</u> as you offer something Say <u>Nice to see you</u> to greet someone you already know Use <u>You too</u> to repeat a greeting politely 	<p>Listening task:</p> <ul style="list-style-type: none"> Identify the foods discussed in conversations <p>Pronunciation:</p> <ul style="list-style-type: none"> Vowel sounds: /i/, /ɪ/, /eɪ/, /ɛ/, /æ/ 	<p>Reading Texts:</p> <ul style="list-style-type: none"> Recipe cards A weekly schedule <p>Writing Task:</p> <ul style="list-style-type: none"> Write about what you eat in a typical day
<ul style="list-style-type: none"> Ask <u>why?</u> to ask for a clearer explanation Use <u>What about ___?</u> to ask for more information Use <u>just</u> to minimize the importance of an action Use a double question to clarify Say <u>Let me think</u> to gain time to answer Say <u>Oh yeah</u> to indicate you just remembered something 	<p>Listening task:</p> <ul style="list-style-type: none"> Circle the year you hear Infer the correct day or month Choose activities mentioned in conversations <p>Pronunciation:</p> <ul style="list-style-type: none"> Simple past tense regular verb endings 	<p>Reading Text:</p> <ul style="list-style-type: none"> A blog in which people describe what they did the previous weekend <p>Writing Tasks:</p> <ul style="list-style-type: none"> Write about the activities of two people, based on a complex picture Write about your weekend and what you did
<ul style="list-style-type: none"> Use <u>Oh</u> to indicate you've understood Say <u>I'm sorry to hear that</u>, <u>Oh, no</u>, and <u>That's too bad</u> to express sympathy Use <u>What's wrong?</u> to ask about an illness Use <u>really</u> to intensify advice with <u>should</u> Respond to good advice with <u>Good idea</u> Say <u>I hope you feel better</u> when someone feels sick 	<p>Listening task:</p> <ul style="list-style-type: none"> Identify the people described in conversations Complete statements about injuries Identify the ailments and remedies suggested in conversations <p>Pronunciation:</p> <ul style="list-style-type: none"> More vowel sounds 	<p>Reading Text:</p> <ul style="list-style-type: none"> A magazine article about two celebrities <p>Writing Task:</p> <ul style="list-style-type: none"> Write a description of someone you know
<ul style="list-style-type: none"> Use <u>I wish I could ...</u> to express a wish Use <u>But</u> to introduce contrasting information Suggest a shared course of action with <u>Let's</u> Politely decline a suggestion with <u>I'm really sorry but</u> and a reason Accept a refusal with <u>Maybe some other time</u> Use <u>Sure</u> and <u>No problem</u> to agree to someone's request for a favor 	<p>Listening task:</p> <ul style="list-style-type: none"> Complete requests for favors <p>Pronunciation:</p> <ul style="list-style-type: none"> Assimilation of sounds: <u>Could you</u> 	<p>Reading Text:</p> <ul style="list-style-type: none"> A journal article about infant-toddler development <p>Writing Task:</p> <ul style="list-style-type: none"> Describe things people can and can't do when they get old
<ul style="list-style-type: none"> Use <u>Not really</u> to soften a negative response Ask <u>What do you mean?</u> to request clarification Use <u>Well</u> to explain or clarify Use emphatic stress on <u>and</u> to indicate two answers 	<p>Listening task:</p> <ul style="list-style-type: none"> Choose correct statements Circle correct words or phrases Complete statements about activities, using the present continuous Infer people's wishes for the future and complete statements, using <u>would like</u> <p>Pronunciation:</p> <ul style="list-style-type: none"> Diphthongs 	<p>Reading Text:</p> <ul style="list-style-type: none"> A short biography of Harry Houdini <p>Writing Task:</p> <ul style="list-style-type: none"> Write your own illustrated life story, including plans and wishes for the future

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.

Welcome to *Top Notch!*

How to plan a *Top Notch* lesson

The Welcome Unit provides a short introduction to basic language for greeting and saying good-bye to people. After that, beginning with Unit 1, page 4, the teaching suggestions for each two-page lesson add up to a total teaching time of 45–60 minutes. To plan a class of approximately 45 minutes, use the shorter estimated teaching times when a range is shown. To plan a class of at least 60 minutes, use the longer estimated times. 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:


Active Teach
Multimedia Disc

An extension activity from the ActiveTeach Multimedia Disc in the back of this Teacher's Edition

VOCABULARY BOOSTER

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

GRAMMAR 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

At the end of each unit, there is also an optional oral progress assessment based on the picture on the last page of the unit. Time for this activity 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.

1 Conversation model

Suggested teaching time:	4 minutes	Your actual teaching time:	
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- Before students listen, write your first name on the board. Say *Hi. I'm [Ms. Franklin]*. Repeat as needed.

- To introduce the class, have each student repeat the model *Hi. I'm [Robert]*. Then indicate various students and ask the class to say their names.
- Have students listen to the conversation as you hold up the book and point to the characters as each speaks.

FYI: The two people shake hands as they say *Nice to meet you*.

2 Rhythm and intonation

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use falling intonation for *Nice to meet you* and *Nice to meet you, too*.
 - stress *you* and *too* in *Nice to meet you, too*.
 - pronounce the language chunks *Nice to meet you* and *Glad to meet you* as a single word.
 - pause slightly between *Hi, Martin* and *I'm Ben*.

Option: [+5 minutes] For additional practice, divide the class into two groups. Group 1 says Martin's lines chorally. Group 2 says Ben's lines chorally. Then they switch roles.

Language and culture*

- In most English-speaking countries, people greet each other with *Hi* and address each other with first names, no matter the employment or social relationships.
- In English-speaking countries, the order for names is first name (your given name), middle name, and then last name (your surname or family name).
- *Hello* is slightly more formal than *Hi*. *It's a pleasure to meet you* is slightly more formal than *Nice to meet you*, *Glad to meet you*.

NOW YOU CAN

Introduce yourself

Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have students listen to the greetings and responses in the boxes and repeat chorally.
- Model the conversation, approaching various students, using the different greetings and responses written on the board. Make sure the students stand with you, so you can shake hands more naturally.
- Have students walk around the room and greet at least five people and shake their hands.


Active Teach
Multimedia Disc

• Conversation Pair Work Cards

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

1 Conversation model

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Point to the man in the photo and say *This is Len*.

FYI: *Len* sounds like *Ben*.

- Have students read and listen. Have students listen as often as necessary.

2 Rhythm and intonation

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use falling intonation for *How are you?*
 - stress are in *How are you?*
 - use rising intonation for *And you?*
 - stress fine and you in *Fine, thanks. And you?*

Option: [+5 minutes] Divide the class into two groups. Group 1 chorally repeats A's lines. Group 2 chorally repeats B's line. Then students switch roles.

Language and culture

- In the U.S., people usually say *How are you?* to say *Hello*. It is not expected that you describe or give details about how you are feeling. *I'm fine* is sufficient. If someone wants to continue the conversation or wants to hear more personal information about you, he or she may add *So, how is everything?* or *How are things going?*
- Shaking hands is considered the accepted greeting in international business situations. It is also a common greeting in social situations. In general, when shaking hands in English-speaking countries, look at the person's eyes and smile. Shake hands briefly, but firmly.

3 Vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Make sure that students understand the abbreviations in the pictures:
 - A.M. = *in the morning*
 - P.M. = *in the afternoon or in the evening*
- If your students are not familiar with telling time this way, you may want to convert the times to 24-hour style to clarify. Write on the board:
 - 8:00 A.M. = 0800
 - 2:00 P.M. = 1400
 - 6:00 P.M. = 1800
- Have students listen and study the greetings and the time of day each greeting can be used.
- Then have students repeat each greeting chorally.

- Write on the board:

It's 3:00 P.M.

It's 7:00 P.M.

It's 9:00 A.M.

- Say each time and have students say the appropriate greeting. (Good afternoon, Good evening, Good morning.)

Option: [+5 minutes] For additional practice, have students work in pairs. Student A writes three times on a piece of paper. Student B says the matching greeting for each.

Language and culture

- Times can be said in different ways in English. 6:00 P.M. can be said six o'clock, six P.M., six, six in the evening. A.M. means before noon. P.M. indicates time between noon and midnight.
- Good evening* is a greeting and means *Hello*. *Good night* means *Good-bye*. At the end of a workday, many people in North America will say *Good night* even if it is only 5:00 in the afternoon.



Active Teach
Multimedia Disc

• Vocabulary Flash Cards

NOW YOU CAN

Greet people

1 Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have students listen to the greetings and responses in the boxes. Then have students repeat chorally.
- Model the conversation. Approach various students and use the different greetings and responses. For example:
 - T: *How's everything?*
 - S: *Not bad. And you?*
 - T: *Fine, thanks.*
- Have students walk around the room and say hello to five people. Tell them to talk to people they haven't talked to yet.
- Encourage students to try to use all of the greetings and responses presented in this unit.
- Encourage students to pay attention to their rhythm and intonation.
- Ask various students to role-play one of their conversations in front of the class.

Language and culture

- How's everything?* and *How's it going?* are more informal than *How are you?*
- The customary response to *How are you?* is *Fine*. If you are not doing well, you can say *Not bad* or *So-so*. Many people, however, always say *fine* no matter how badly they feel.



Active Teach
Multimedia Disc

• Conversation Pair Work Cards

1 Conversation model

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Before students listen, model waving with your hand and saying good-bye. The palm of the hand faces out and the hand moves side to side. In the photos, people's hands are at chest and shoulder height because they are close to each other. If you were far away from a person, you would probably wave your hand higher up in the air. You may want to ask students to wave to a classmate!
- Have students read and listen. Have students listen as often as necessary.

2 Rhythm and intonation

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use falling intonation for all of the sentences.
 - stress *-bye* in *Good-bye*.
 - stress *-mor-* in *tomorrow*.
 - stress the *o* in *OK* and *see* in *See you!*

Option: [+5 minutes] Extend the activity by dividing the class into two groups. Have the groups stand up and face each other. Group 1 repeats Emily's lines in the conversation. Group 2 repeats Charlotte's lines. Encourage students to wave good-bye. Then have students switch roles.

NOW YOU CAN Say good-bye

Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have students listen to the ways to say *good-bye* in the box. Then have students repeat chorally.
- Ask students to walk around the room and say good-bye to five different people. Have them use the gesture of waving as they walk away.
- Encourage students to pay attention to rhythm and intonation.



• Conversation Pair Work Cards

Oral Progress Assessment

The following can be used as a review of the material from the Welcome Unit. It is designed for use with the class.

- Introduce yourself to several students. For example:
T: *Hello. I'm [Mr. Rogers].*
S: *Hi, I'm [Natalie].*
T: *It's a pleasure to meet you.*
S: *Nice to meet you, too.*
- Greet several students. For example:
T: *Hi, [Paul]. How are you?*
S: *I'm fine. And you?*
T: *I'm great.*
- Say good-bye to several students. Use different forms. Encourage students to answer with different responses. For example:
T: *Good-bye [Name].*
S: *See you later.*

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



• Oral Progress Assessment Charts

UNIT
1

Names and Occupations

Lesson 1

1 Vocabulary

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
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- First listening: Have students study the words as they listen.
- Second listening: Have students repeat chorally.

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

Language and culture

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



• Vocabulary Flash Cards

2 Pair work

Suggested teaching time:	4-5 minutes	Your actual teaching time:	
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- Model the activity. Say the name of an occupation and have all students point to the corresponding photo. Move around the room to check their responses.
- If some pairs finish the activity quickly, have them reverse the activity. Student A covers the words and points to a picture, and Student B says the name of the occupation.

3 Grammar

Suggested teaching time:	10-15 minutes	Your actual teaching time:	
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- Direct attention to the affirmative statements and have students study the examples.
- Say *I am a teacher*. Indicate a student and say *You are a student*. Point to photo 5 in Exercise 1 and say *He is an athlete*. Point to photo 8 and say *She is a banker*.
- Write the following on the board and have students repeat each one chorally:
I am you are he is she is
- Direct attention to the contractions and have students study the examples.
- Show students how to form the contraction. On the board, erase the letter *a* in *am* and write an apostrophe (') where the *a* was to help students see that *I am = I'm* and that the apostrophe replaces the missing letter.

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

Option: [+5 minutes] For additional practice, write on the board *I am a teacher. He is a singer. She is an actor*. Ask students to make contractions. (I'm, He's, She's) Then have them make all possible negative forms. (I am not / I'm not, He is not / He's not / He isn't, She is not / She's not / She isn't)

Language and culture

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



• Inductive Grammar Charts

4 Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Review the answers. Then have students repeat the correct phrases (article + occupation) chorally.

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

Option: [+5 minutes] For a challenge, write on the board eight occupations from the Unit 1 Vocabulary Booster, page 126. Ask students to add the correct article for each word.

5 Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- In pairs, Student A points to the photos, covering the word for each occupation. Student B names the occupation. Then they switch roles.

Option: [+5 minutes] Have students do the same activity with the Vocabulary Booster photos on page 126.

6 Integrated practice

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Point to the first picture and say *Matt Damon*. Then review the example. Have students repeat chorally.
- Model the pronunciation of the other three celebrities.
- Point out that you can use any of the occupation words to write a negative statement; for example, *He's not a teacher. He's not a doctor.*
- Review answers by calling on three volunteers to write their sentences on the board. Make necessary corrections and review the sentences and the contractions with the class.

Language and culture

Matt Damon is an actor from the U.S. His films include *Saving Private Ryan*, the *Bourne* series, and *Invictus*.

Carlos Vives is a singer, songwriter, and TV actor from Colombia. He has recorded 13 albums.

Hee-Young Lim is an accomplished classical musician from South Korea. She plays the cello and performs all over the world.

Constantina Tomescu is a long distance runner from Romania. In the 2008 Olympics, she won the women's marathon at age 38.

NOW YOU CAN Tell a classmate your occupation

1 Conversation model

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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This conversation strategy is implicit in the model:

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

- Write the following questions on the board. Students repeat each question chorally using intonation.

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

- Write on the board:

The man is a _____. The woman is an _____.

- After students read and listen, ask for the answers. (Banker. Architect.)

Language and culture

LEN From the Longman Corpus: In spoken English *What do you do?* is more common than *What's your occupation?* Learners typically use *occupation* in statements rather than questions to talk about, for example, choosing an occupation.

2 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use falling intonation for *What do you do?*
 - stress the second do in *What do you do?*
 - use rising intonation and stress you in *And you?*

3 Pair work

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To support students in this activity, brainstorm all the occupation words they know. Write a list on the board.
- Model the conversation with a more confident student. Play Role B. Then model the conversation with another student. Play Role A.
- Be sure to reinforce the use of the conversation strategy; for example, to demonstrate showing interest in another person, have a student ask you *What do you do?* Answer *I'm an English teacher. And you?*
- To provide feedback, move around the room and listen in as students practice. Encourage students to use the correct rhythm and intonation.



• Conversation Pair Work Cards

4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To review, ask a few students *What does your partner do?* Your students can say, for example, *He's an architect. She's a student.*

EXTRAS (optional)

- Workbook: Exercises 1–3
- Copy & Go: Activity 1

1 Vocabulary

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- First listening: Have students point to each sentence as they listen.
- Second listening: Have students repeat the sentences chorally. Then call on individual students to say different sentences. For example:
T: [Name], three.
S: *She's a manager.*
T: [Name], eight.
S: *He's a pilot.*

Option: [+5 minutes] If you haven't already introduced the occupations in the Unit 1 Vocabulary Booster, page 126, you may want to do so now. Ask students to listen and study the words. Then ask them to repeat the words chorally.



- Vocabulary Flash Cards
- Learning Strategies

2 Grammar

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Direct attention to the singular and plural nouns and have students study the examples.
- Write the words that follow on the board. Point out the spelling pattern: plural nouns are usually formed by adding *-s*.
2 scientists 3 pilots 5 doctors
- If you have used the Vocabulary Booster, you can demonstrate another spelling pattern. Write *secretary* on the board. Use the eraser and erase the *-y*. Then write/add *-i* and then write/add *-es*. The word on the board is now *secretaries*.
- Direct attention to the affirmative statements. Point out that the plural form of *be* is *are*. Have students repeat each sentence chorally.
- Ask students to study the contracted forms in the Grammar box.
- Direct attention to the negative statements and have students study the examples.
- To check comprehension, write on the board *I am a pilot. We are pilots.*
- Ask students to make the sentences negative. (*I am not a pilot. We are not pilots.*)
- Emphasize that *not* is placed after the verb in both singular and plural statements.
- Call attention to the two negative contracted forms. Have students repeat them chorally.

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

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

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

Language and culture

- Point out that *you are* can be singular or plural. Indicate one student and say *You are a student*. Then indicate the entire class and say *You are students*.
- Contractions are often used in spoken English. In written English, especially in business and other formal contexts, full forms are preferred.
- In American English, the forms *he's (she's) not, we're not, you're not, and they're not* are more common than *he (she) isn't, we aren't, you aren't, and they aren't*. The form *isn't* is more common in British English than in American English.



- Inductive Grammar Charts

3 Grammar practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Do the first item together with the class. Point out that students can use the full (uncontracted) form or the contracted form for each item.
- Review the answers by having students write them on the board and having the class check them.

Option: [+2 minutes] For extra practice, have students repeat each correct sentence chorally.

4 Integrated practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Do the first item together with the class.
- Review the answers by calling on individual students to read their sentences aloud. Make necessary corrections.

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

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

They're not scientists. I . . . *I am not / I'm not a scientist.*
Make sure students use the prompt, either the singular form with *a / an* or the plural form, and the correct form of *be*.

5 Grammar

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Direct attention to the *yes / no* questions in the Grammar box and have students study the examples.
- Demonstrate how to form *yes / no* questions. Write the following statements on the board and change them into questions. Show that the subject and *be* invert (change places) and *are* and *is* move to the beginning.
You are Lisa. → *Are you Lisa?*
He is a manager. → *Is he a manager?*
- Point out that *yes / no* questions are answered with short answers. Long or full answers are unnatural.
- Have students look at the Be careful! box. English learners commonly make these mistakes. Point out that affirmative short answers do not get contracted and the words *Yes* and *No* are followed by a comma.
- Practice the question and answer format.
- Ask questions and have students give you short answers. [*Joe*], *are you a manager?* (Yes, I am. / No, I'm not.) *Is [Anna] an engineer?* (Yes, she is.)
- Indicate a group of students in front of you and ask them *Are you doctors?* (Yes, we are. / No, we're not.) Indicate a group of students and ask the class *Are they scientists?* (Yes, they are. / No, they're not.)
- You may want to model the intonation (the melody) of *yes / no* questions and short answers. The voice goes up at the end of *yes / no* questions and falls (goes down) at the end of the short answers. Write the following examples on the board:

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

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

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

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


 Active Teach
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• Inductive Grammar Charts

6 Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Read the example aloud with a student volunteer.
- Review answers and make necessary corrections.

7 Pair work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Have students role-play the corrected conversations. Encourage students to use the correct intonation.
- Have students switch roles.

8 Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have several pairs perform their conversations in front of the class.

NOW YOU CAN Identify your classmates

1 Conversation model

Suggested teaching time:	3 minutes	Your actual teaching time:	
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This conversation strategy is implicit in the model:

- Use Excuse me to initiate a conversation.

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

2 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 *Are you Marie?*
 - put stress on That's in *That's Marie*.

3 Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Move around the room and listen in on student conversations. Encourage students to use the correct rhythm and intonation.
- If students are uncertain about each other's names, have each student wear a name tag in large print during this activity.
- If students know each other's names well, write each student's name on a card and distribute the cards to students randomly. As students practice their conversations, have them ask for the person on the card. The partner in the conversation must reply by gesturing to the student by that name.


 Active Teach
Multimedia Disc

• Conversation Pair Work Cards

4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students stand up and find a new partner and then practice the conversation again.

EXTRAS (optional)

- **Workbook:** Exercises 4–10
- **Copy & Go:** Activity 2

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