

THIRD EDITION

TOP NOTCH



TEACHER'S EDITION and LESSON PLANNER

JOAN SASLOW
ALLEN ASCHER

with Daria Ruzicka

Top Notch: English for Today's World 3, Third Edition

Teacher's Edition and Lesson Planner

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LEARNING OBJECTIVES

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 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"> • Asking about proper address • Intensifiers • Manners and etiquette 	<ul style="list-style-type: none"> • Tag questions: use, form, and common errors • The past perfect: Statements GRAMMAR BOOSTER <ul style="list-style-type: none"> • Tag questions: short answers • Verb usage: present and past: overview
UNIT 2 Health Matters PAGE 14	<ul style="list-style-type: none"> • Show concern and offer help • Make a medical or dental appointment • Discuss types of treatments • Talk about medications 	<ul style="list-style-type: none"> • Dental emergencies • Describing symptoms • Medical procedures • Types of medical treatments • Medications 	<ul style="list-style-type: none"> • Drawing conclusions with <u>must</u> • <u>Will be able to</u>: Modals <u>may</u> and <u>might</u> GRAMMAR BOOSTER <ul style="list-style-type: none"> • Other ways to draw conclusions: <u>probably</u> and <u>most likely</u> • Expressing possibility with <u>maybe</u>
UNIT 3 Getting Things Done PAGE 26	<ul style="list-style-type: none"> • Offer a solution • Discuss how long a service will take • Evaluate the quality of service • Plan an event 	<ul style="list-style-type: none"> • Ways to indicate acceptance • Services • Planning and running an event 	<ul style="list-style-type: none"> • The causative • The passive causative GRAMMAR BOOSTER <ul style="list-style-type: none"> • Causative <u>make</u> to indicate obligation • <u>Let</u> to indicate permission • Causative <u>have</u>: common errors • The passive causative: the <u>by</u> phrase
UNIT 4 Reading for Pleasure PAGE 38	<ul style="list-style-type: none"> • Recommend a book • Ask about an article • Describe your reading habits • Discuss online reading 	<ul style="list-style-type: none"> • Genres of books • Ways to describe a book • Some 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 GRAMMAR BOOSTER <ul style="list-style-type: none"> • Verbs that can be followed by clauses with <u>that</u> • Adjectives that can be followed by clauses with <u>that</u> • Embedded questions <ul style="list-style-type: none"> ◦ <u>with whether</u> ◦ usage and common errors ◦ punctuation
UNIT 5 Natural Disasters PAGE 50	<ul style="list-style-type: none"> • Convey a message • Tell someone about the news • Describe natural disasters • Prepare for an emergency 	<ul style="list-style-type: none"> • Severe weather and other natural disasters • Reactions to news • Adjectives of severity • Emergency preparations and supplies 	<ul style="list-style-type: none"> • Indirect speech: Imperatives • Indirect speech: <u>Say</u> and <u>tell</u>—tense changes GRAMMAR BOOSTER <ul style="list-style-type: none"> • Direct speech: punctuation rules • Indirect speech: optional tense changes



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 	Listening Skills <ul style="list-style-type: none"> Listen for main ideas Listen to summarize Confirm the correct paraphrases Pronunciation <ul style="list-style-type: none"> Intonation of tag questions 	Texts <ul style="list-style-type: none"> A business meeting e-mail and agenda An online article about formal dinner etiquette of the past A survey about culture change A photo story Skills/Strategies <ul style="list-style-type: none"> Apply prior knowledge Draw conclusions Understand from context 	Task <ul style="list-style-type: none"> Write a formal and an informal e-mail message WRITING BOOSTER <ul style="list-style-type: none"> Formal e-mail etiquette
<ul style="list-style-type: none"> Introduce disappointing information with <u>I'm sorry, but . . .</u> Show concern with <u>Is there anything wrong?</u> and <u>That must be awful</u> Begin a question of possibility 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> 	Listening Skills <ul style="list-style-type: none"> Listen to activate vocabulary Listen for details Auditory discrimination Pronunciation <ul style="list-style-type: none"> Intonation of lists 	Texts <ul style="list-style-type: none"> A travel tips website about dental emergencies A brochure about choices in medical treatments A medicine label A patient information form A photo story Skills/Strategies <ul style="list-style-type: none"> Understand from context Relate to personal experience Draw conclusions 	Task <ul style="list-style-type: none"> Write an essay comparing two types of medical treatments WRITING BOOSTER <ul style="list-style-type: none"> Comparisons and contrasts
<ul style="list-style-type: none"> Use <u>I'm sorry, but . . .</u> and an excuse to politely turn down a request Indicate acceptance of someone's excuse with <u>No problem.</u> Suggest an alternative with <u>Maybe 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 	Listening Skills <ul style="list-style-type: none"> Listen to confirm Listen for main ideas Listen to summarize Pronunciation <ul style="list-style-type: none"> Emphatic stress to express enthusiasm 	Texts <ul style="list-style-type: none"> A survey about procrastination A business article about how to keep customers happy A photo story Skills/Strategies <ul style="list-style-type: none"> Infer point of view Activate language from a text 	Task <ul style="list-style-type: none"> Write an essay expressing a point of view about procrastination WRITING BOOSTER <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>Are you sure?</u> to confirm someone's willingness to do something 	Listening Skills <ul style="list-style-type: none"> Listen to take notes Listen to infer a speaker's point of view and support your opinion Pronunciation <ul style="list-style-type: none"> Sentence stress in short answers with <u>so</u> 	Texts <ul style="list-style-type: none"> An online bookstore website A questionnaire about reading habits A magazine article about the Internet's influence on our habits A photo story Skills/Strategies <ul style="list-style-type: none"> Recognize point of view Understand meaning from context 	Task <ul style="list-style-type: none"> Write a summary and review of something you've read WRITING BOOSTER <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 	Listening Skills <ul style="list-style-type: none"> Listen for main ideas Listen for details Paraphrase Listen to infer meaning Pronunciation <ul style="list-style-type: none"> Direct and indirect speech: Rhythm 	Texts <ul style="list-style-type: none"> News headlines A textbook article about earthquakes Statistical charts A photo story Skills/Strategies <ul style="list-style-type: none"> Paraphrase Confirm facts Identify cause and effect Interpret data from a chart 	Task <ul style="list-style-type: none"> Write a procedure for how to prepare for an emergency WRITING BOOSTER <ul style="list-style-type: none"> Organizing detail statements by order of importance





	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 6 Life Plans PAGE 62	<ul style="list-style-type: none"> Explain a change of intentions and 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 Qualifications for work or study 	<ul style="list-style-type: none"> Expressing intentions and plans that changed: <u>Was / were going to</u> and <u>would</u> Perfect modals GRAMMAR BOOSTER <ul style="list-style-type: none"> Expressing the future: review The future with <u>will</u> and <u>be going to</u>: review 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>
UNIT 7 Holidays and Traditions PAGE 74	<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 Some ways to exchange 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 GRAMMAR BOOSTER <ul style="list-style-type: none"> Adjective clauses: common errors Reflexive pronouns <u>By</u> + reflexive pronouns Reciprocal pronouns: <u>each other</u> and <u>one another</u> Adjective clauses: <u>who</u> and <u>whom</u> in formal English
UNIT 8 Inventions and Discoveries PAGE 86	<ul style="list-style-type: none"> Describe technology Take responsibility for a mistake Describe new inventions Discuss the impact of inventions / discoveries 	<ul style="list-style-type: none"> Describing manufactured products Descriptive adjectives 	<ul style="list-style-type: none"> The unreal conditional: Review and expansion The past unreal conditional <ul style="list-style-type: none"> Usage, form, and common errors GRAMMAR BOOSTER <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
UNIT 9 Controversial Issues PAGE 98	<ul style="list-style-type: none"> Talk about politics 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 Some 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 GRAMMAR BOOSTER <ul style="list-style-type: none"> Count and non-count nouns: review and extension Gerunds and infinitives: <ul style="list-style-type: none"> form and usage usage after certain verbs
UNIT 10 Beautiful World PAGE 110	<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 Compass directions Ways to recommend or criticize a place Ways to describe risks Dangerous animals and insects Geographic nouns and adjectives Describing natural features Energy and the environment 	<ul style="list-style-type: none"> Prepositional phrases of geographical places <u>Too</u> + adjective and infinitive GRAMMAR BOOSTER <ul style="list-style-type: none"> Prepositions of place: more usage Proper nouns: capitalization Proper nouns: use of <u>the</u> Infinitives with <u>enough</u>

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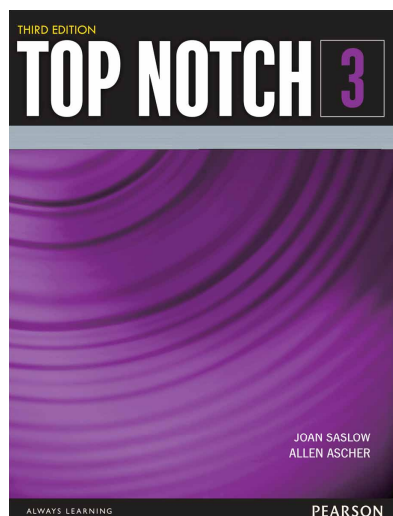
CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> Say No kidding! to indicate delight or surprise Say How come? to ask for a reason Express a regret with I should have . . . Use You never know . . . to reassure someone Accept another's reassurance with True 	Listening Skills <ul style="list-style-type: none"> Listen for details Listen to classify information Listen to infer a speaker's motives Pronunciation <ul style="list-style-type: none"> Reduction of have in perfect modals 	Texts <ul style="list-style-type: none"> Career and skills inventories A magazine article with tips for effective work habits A photo story Skills/Strategies <ul style="list-style-type: none"> Understand from context Confirm content 	Task <ul style="list-style-type: none"> Write a short autobiography WRITING BOOSTER <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 Thanks! Same to you! Preface a potentially sensitive question with Do you mind if I ask you . . . Ask about socially appropriate behavior in order to avoid embarrassment Express appreciation with Thanks. That's really helpful 	Listening Skills <ul style="list-style-type: none"> Listen for main ideas Listen for details Infer information Pronunciation <ul style="list-style-type: none"> "Thought groups" 	Texts <ul style="list-style-type: none"> Factoids on holidays A magazine article about holidays around the world Proverbs about weddings A photo story Skills/Strategies <ul style="list-style-type: none"> Scan for facts Compare and contrast Relate to personal experience 	Task <ul style="list-style-type: none"> Write a detailed description of two holidays WRITING BOOSTER <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 I'm ashamed to say . . . Reduce another's self-blame with That can happen to anyone and No harm done 	Listening Skills <ul style="list-style-type: none"> Listen to draw conclusions Listen to summarize Listen to infer meaning Infer the correct adjective Pronunciation <ul style="list-style-type: none"> Contractions with 'd in spoken English 	Texts <ul style="list-style-type: none"> Case studies of poor purchasing decisions A book excerpt about antibiotics Factoids on famous inventions A photo story Skills/Strategies <ul style="list-style-type: none"> Find supporting details Understand from context 	Task <ul style="list-style-type: none"> Write an essay about the historical impact of an important invention or discovery WRITING BOOSTER <ul style="list-style-type: none"> Summary statements
<ul style="list-style-type: none"> Ask for permission when bringing up a topic that might be controversial Use So . . . to begin a question clarifying someone's statement Politely indicate unwillingness with No offense, but . . . Apologize for refusing with I hope you don't mind Use How do you feel about . . . to invite someone's opinion Offer an explanation for one's opinion. Use Actually . . . to introduce a different point of view 	Listening Skills <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 Pronunciation <ul style="list-style-type: none"> Stress to emphasize meaning 	Texts <ul style="list-style-type: none"> A self-test of political literacy A textbook introduction to global problems A photo story Skills/Strategies <ul style="list-style-type: none"> Activate language from a text Critical thinking 	Task <ul style="list-style-type: none"> Write an essay presenting the two sides of a controversial issue WRITING BOOSTER <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 I've been thinking about it Qualify a positive response with Sure, but . . . Elaborate further information using Well . . . Express gratitude for a warning 	Listening Skills <ul style="list-style-type: none"> Listen for main ideas Listen to summarize Listen for details Infer a speaker's point of view Pronunciation <ul style="list-style-type: none"> Voiced and voiceless th 	Texts <ul style="list-style-type: none"> Maps An online article about ways to curb global warming A photo story Skills/Strategies <ul style="list-style-type: none"> Interpret maps Understand from context Critical thinking Summarize 	Task <ul style="list-style-type: none"> Write a geographic description of your country, state, or province WRITING BOOSTER <ul style="list-style-type: none"> Organizing by spatial relations

Writing Booster	page 146
Top Notch Pop Lyrics	page 154



TO THE TEACHER

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



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

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

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

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

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

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

Award-Winning Instructional Design*

Daily confirmation of progress

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

Explicit vocabulary and grammar

Clear captioned picture-dictionary illustrations with accompanying audio take the guesswork out of meaning and pronunciation. Grammar presentations containing both rules and examples clarify form, meaning, and use. The unique *Recycle this Language* feature continually puts known words and grammar in front of students' eyes as they communicate, to make sure language remains active.

High-frequency social language

Twenty memorable conversation models provide appealing natural social language that students can carry "in their pockets" for use in real life. Rigorous controlled and free discussion activities systematically stimulate recycling of social language, ensuring that it's not forgotten.

Linguistic and cultural fluency

Top Notch equips students to interact with people from different language backgrounds by including authentic accents on the audio. Conversation Models, Photo Stories, and cultural fluency activities prepare students for social interactions in English with people from unfamiliar cultures.

Active listening syllabus

All Vocabulary presentations, Pronunciation presentations, Conversation Models, Photo Stories, Listening Comprehension exercises, and Readings are recorded on the audio to help students develop good pronunciation, intonation, and auditory memory. In addition, approximately fifty carefully developed listening tasks at each level of ***Top Notch*** develop crucial listening comprehension skills such as listen for details, listen for main ideas, listen to activate vocabulary, listen to activate grammar, and listen to confirm information.

*We wish you and your students enjoyment and success with ***Top Notch 3***.*

We wrote it for you.

Joan Saslow and Allen Ascher

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

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Joan Saslow

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

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

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

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USING YOUR TOP NOTCH TEACHER'S EDITION AND LESSON PLANNER

The **Teacher's Edition and Lesson Planner** provides detailed notes for planning and presenting your lessons, plus ideas for extending them. You will find additional support in *ActiveTeach*, a digital tool that goes hand in hand with the Teacher's Edition. *ActiveTeach* provides an interactive classroom experience with or without an interactive whiteboard (IWB).

The instructions here will guide you as you use the teaching suggestions in the Lesson Plans, and explain the printable and digital resources in *ActiveTeach*.

In addition, the authors recommend you consult the **Methods Handbook** for support in developing effective techniques for teaching in a communicative classroom and for teaching tips for achieving the best results with the *Top Notch* course. You can find the **Methods Handbook** in the folder labeled "Methodology" within "Teacher Resources" on *ActiveTeach*. Within "Methodology", you will also find the article "**Great Ideas for Teaching with ActiveTeach**," which explains numerous ways in which you can use *ActiveTeach* to enhance your in-class lessons.

Overview

Starting with Unit 1, each two-page lesson is designed for a period of 45 to 60 minutes. To plan a class of approximately 45 minutes, use the shorter estimated teaching times as a guide when a range is shown. To plan a class of at least 60 minutes, use the longer estimated times. Your actual teaching time may vary according to your students' needs, your program schedule, and your teaching style. Write your actual teaching time in the space provided for future reference.

Activities labeled *Option* include suggested teaching times that should be added to the lesson.

In addition, these optional digital activities referenced throughout this Teacher's Edition are available in *ActiveTeach* to enrich your lesson.

Vocabulary Flash Card Player

By clicking on the icon, you will have instant access to digital full-color vocabulary flash cards for dynamic presentation, practice, or review.

More Exercises

Additional exercises are provided for each grammar presentation and each reading. The Extra Grammar Exercises can be presented as interactive digital

activities, or they can be printed out and distributed as handouts from the "Printable Extension Activities" menu in "Teacher Resources." The Extra Reading Comprehension Exercises can also be presented in the classroom, to be done in class as an oral activity, or they can be printed out from the menu as handouts for written responses.

Conversation Activator Video

This extra speaking support is provided to encourage students to change, personalize, and extend the Conversation Models. This exciting video tool accompanies the Conversation Activator activities in each unit.

The Conversation Activator has two scenes. In Scene 1, actors demonstrate how to change and personalize the Conversation Model. In Scene 2, the actors extend their conversation, saying as much as they can. If you wish, you can print out the video script from the "Teacher Resources" menu in *ActiveTeach*. You can also show a transcript from the video player on *ActiveTeach*.

Pronunciation Coach Video

This extra pronunciation support features a coach who models and expands the pronunciation topic. The video provides animated examples to further clarify the topic and offers further spoken practice.


Top Notch Pop Song Video and Karaoke Video

Designed to provide targeted practice of unit language and improve students' pronunciation, the *Top Notch Pop* songs are accessible in two video formats: first, with a vocalist, and then karaoke-style, without the vocalist. Both videos feature the song lyrics with a "bouncing ball," enabling students to sing or "rap" the songs. Both formats are also available in audio only by clicking the audio icons on the *Top Notch Pop* Lyrics page at the end of the Student's Book. *Top Notch Pop* song activities are available for each unit's song. The activities provide practice of the unit grammar and vocabulary in the songs as well as comprehension exercises of the lyrics. Access the activities from the "Top Notch Pop Songs" menu in *ActiveTeach*.



Digital Games

Choose from two games available for additional review and practice of unit language. They can be opened by clicking the icon on the digital Student's Book page in *ActiveTeach*, or they can be accessed in "Teacher Resources" within *ActiveTeach*.

Open Printable extension activities and other resources in ActiveTeach

A multitude of additional activities and resources can be viewed and printed from the “Printable Extension Activities” menu in “Teacher Resources” within *ActiveTeach*. Throughout the Lesson Plan notes, the following printable extension activities and resources are referenced with the print icon  at the suggested point of use in the lesson: Conversation Activator Pair Work Cards, Conversation Activator Video Script, Speaking Activities, “Find Someone Who” Activities, Graphic Organizers, Inductive Grammar Charts, Learning Strategies, Pronunciation Activities, Writing Process Worksheets, Extra Grammar Exercises, Extra Reading Comprehension Exercises. Other available resources, listed at the end of each unit, include Unit Study Guides, Supplementary Pronunciation Lessons, “Just for Fun” Activities, and Oral Progress Assessment Charts.

GRAMMAR BOOSTER WRITING BOOSTER

Clicking on  next to the Grammar Booster and Writing Booster boxes on the digital Student’s Book page in *ActiveTeach* opens the associated Booster page from the back of the Student’s Book. Clicking on the  icon returns you to the lesson you were viewing.

Other Supplements

In addition to the digital and printable extras listed, *Top Notch 3* offers even more supplements. The **EXTRAS** icon throughout the Lesson Plan pages lists additional supplementary components and materials available to support the lesson or individual units.

Supplementary components include:

Workbook Lesson-by-lesson written exercises.

MyEnglishLab An online learning tool with a multitude of features to support students and teachers, including: Grammar Coach videos, immediate and meaningful feedback on wrong answers, remedial grammar exercises, interactive practice of all material presented in the course, grade reports that display performance and time on tasks, and auto-graded achievement tests. The Pronunciation Coach videos and digital vocabulary flash cards used in *ActiveTeach* for presentation and practice are also part of MyEnglishLab, giving students an opportunity to review this content on their own time and at their own pace.

Top Notch TV A highly popular video program which includes a hilarious situation comedy and authentic On-the-Street Interviews. *Top Notch TV* Activity Worksheets provide additional listening and language review and practice. Access the full video program and the worksheets from the “*Top Notch TV*” menu in *ActiveTeach*.
















Assessment Ready-made unit and review achievement tests, with options to edit, add, or delete items.

Online Teacher Resources Additional teacher resources are available at pearsonelt.com/topnotch3e.

Full Course Placement Tests Accurately place your students into *Top Notch*. Available on CD or online. Includes detailed instructions for administering the test, and guidelines for scoring and placement.

Student’s Book icons and ActiveTeach icons

The icons used in the Student’s Book and *ActiveTeach* are different. Here are the corresponding icons:

	Student’s Book icon	ActiveTeach icon
Vocabulary Flash Card Player		
Extra Grammar Exercises		
Extra Reading Comprehension Exercises		
Conversation Activator Video		
Pronunciation Coach Video		
Top Notch Pop Song Video and Karaoke Video	 	
Games		

Make Small Talk

PREVIEW

Before Exercise A, give students a few minutes of silent time to observe the e-mail and agenda.

- After students observe the e-mail, check comprehension of key information by asking *What is this e-mail 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.

A Read and summarize . . .

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To model the activity, write the first guideline from the e-mail on the board: *Please arrive promptly for meetings.* Ask students if they know what the word *promptly* means. (On time.) Then 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 with *Don't*. 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.); *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.

Answers for Exercise A

Answers will vary, but may include the following:

- Don't be late for meetings.
- Don't wear denim or shorts.
- Don't make or take calls, or text during meetings.
- Don't have your phone on ring.
- Don't take calls in the meeting room.
- Don't use last names.

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 ▶ 1:02. CD track numbers for all recorded material appear in this icon. For example, 1:02 indicates that the recording is located on CD 1, track 2.

C ▶ 1:02 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 answers 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 predictions. (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 box 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 also shown in the box 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.

- Mm-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.
- 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 4, 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 Surat was from Thailand.
- She meant that Surat didn’t need to call her “Ms. Segovia.”
- It means when you are in a new place, you should follow the local customs.

SPEAKING

A 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 specific business or pleasure trip situations where they may want to be addressed differently.

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.

B 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

Workbook

CONVERSATION MODEL

A ▶ 1:03 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.)
 - 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.

▶ 1:05 Asking about proper address

- Have students listen and then repeat the questions in the box. Tell students that the questions are transferable to other situations.

B ▶ 1:04 Rhythm and intonation

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

- Have students repeat each line chorally. Make sure students:
 - use rising intonation for *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* is used 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 *do*.

- 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?*
- **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. T127)



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*.

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 (ly) is. / 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 (Rob) which should not be repeated.
- Encourage students to underline the verb in each statement before writing the tag questions.



Extra Grammar Exercises

PRONUNCIATION

A ▶ 1:06 Rising intonation . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- 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 ▶ 1:07 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 question 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 Conversation activator

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 185 of this Teacher's Edition.
- 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 food is really good, isn't it?

Option: (+3 minutes) Point out to students that in the first four examples, the subject and verb are only implied and unstated. To check understanding, ask students to restate the four examples, using full statements; for example, *The weather is awful, . . . or It's awful weather, . . . etc.*

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?

When did you start studying English?

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

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- 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 Activator Video Script; Conversation Activator 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 they know.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 1, Activity 1

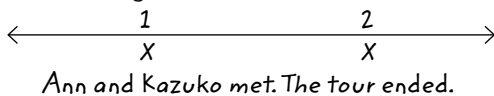
GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Remind students how the past perfect is formed. Write two examples of the past perfect on the board: *had met* / *had opened*. Review how past participles are formed: *What verb is met the past participle of?* (Meet.) *Is meet a regular or an irregular verb?* (Irregular.) *What verb is opened the past participle of?* (Open.) *Is open a regular or an irregular verb?* (Regular.)
- Have students read and study the first explanation, time line and sentences, and example. To make sure students understand the order of when each event happened, ask *What event happened first?* (The meeting ended.) *What event happened second?* (They arrived.)
- Direct attention to the second explanation and set of examples.
 - Point out that the specific time in the past is often a phrase starting with *by* [point in time]; for example, *By Saturday*, *By yesterday afternoon*, *By lunchtime*. To check comprehension, ask students *What had you already done by eight o'clock this morning?* (Possible answer: I had eaten breakfast.) Say a different time each time you ask a new student.
 - Explain that *already* appears midsentence and indicates that something happened earlier than the other action.
 - Point out that *yet* in negative statements adds emphasis about something not complete.

FYI: It is more common in spoken English to insert *yet* at the end of the sentence; for example, *She hadn't taken the cat to her mom's house yet.*

- Have students read the third explanation and study the examples. To convey the time relationship between the two past events, draw a time line on the board and write the following information:



- Review the timing of the two events by saying *First Ann met Kazuko. Then the tour ended. By the time the tour ended, Ann had already met Kazuko*, or *Ann had already met Kazuko by the time the tour ended*.
- To make sure students understand how to use the past perfect with the simple past, ask students to make a time line and write three sentences about their own lives using the simple past and the past perfect with *when*, *by*, or *yet*. Form pairs and have students share their sentences.
- Ask students to read the note and study the examples. To check comprehension, ask *When can the simple past be used instead of the past perfect?* (In informal speech.) Then ask students to rewrite the first example with the past perfect instead of the simple past tense. (By April, he had started his new job.)

Option: (+5 minutes) To extend the activity, ask students to say the past participle of several verbs and write them on the board: *choose* (*chosen*), *live* (*lived*), *introduce* (*introduced*), *call* (*called*). Then have students write sentences using the past perfect with the verbs on the

board. Encourage them to make up the information; for example, *By June, I had already chosen my next vacation destination. By the time I was twelve, I had lived in three different countries.*

Option: **GRAMMAR BOOSTER** (Teaching notes p. T128)



Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Ask students to complete the first item and review the correct answer with the class. Ask *What happened first—they decided to have the meeting in Bangkok, or the person decided to take his or her vacation there?* (The person decided to take his or her vacation there.)
- Have students compare answers with a partner. Then review with the class.

Language and culture

- In British English a cell phone, or a cellular phone, is called a *mobile*, or a *mobile phone*.

B It's now 7:00 P.M. . . .

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- To clarify the use of *already*, point out that *already* is placed between *had* and the past participle. Tell students that *already* is not necessary, but adds emphasis to show that something has finished.
- Remind students that *yet* can be placed between *had not* / *hadn't* and the past participle.
- You may want to tell students that they will need to use the past perfect tense because it is almost the end of the day and they are describing what happened before specific times in the past.
- Encourage students to pay attention to the verbs used in the to-do list, as they will need them to write the answers. Ask students which verb is needed for *lunch with Adam*. (Have or eat lunch with someone.)
- To review, have students check answers with a partner.

Option: (+10 minutes) For a challenge, write on the board:

- You had invited friends to dinner at your house at 6:00 P.M. They arrived at 5:00.*
- You had called for a car service to pick you up at 9:00 A.M. to take you to the airport. The car arrived at 8:00 A.M.*

Form pairs and have students take turns telling a short story about what happened in each situation. Encourage students to talk about what they had or hadn't done up to the earlier point in time in each situation. Remind students they will use the past perfect and the simple past; for example, *When the doorbell rang, I had already set the table, but I hadn't finished cooking yet. I had already taken a shower, so I was lucky!*



Extra Grammar Exercises

CONVERSATION MODEL

A ▶ 1:08 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, check comprehension and reinforce the past perfect by asking *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 and arrived back at school for class.) *Had he eaten lunch when he got to class?* (No, he hadn’t.)

▶ 1:10 Intensifiers

- 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? I’ll bet you’re 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 ▶ 1:09 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 Conversation activator

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 185 of this Teacher’s Edition.
- 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 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.
- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.



Conversation Activator Video Script; Conversation Activator 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

Workbook or MyEnglishLab



Speaking Activities: Unit 1, Activity 2

BEFORE YOU LISTEN

A ▶ 1:11 Vocabulary

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

- Point out the photographs of the fork and chopstick on page 9. 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

- 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]*.

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 each question.

LISTENING COMPREHENSION

A ▶ 1:12 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 distracter—one item on the list of subjects that is not talked about in 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 ▶ 1:13 Listen to 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. Dubai / 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

NOW YOU CAN Develop your cultural awareness

A Frame your ideas

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Encourage students to write brief notes for each item on the notepad.

B Discussion

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- As students share their answers, encourage them to use the Vocabulary whenever possible; for example, *In our culture it's customary to shake hands.*
- Identify the items students did not agree on with a check mark or other symbol. Encourage a friendly discussion.

C Group work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To prepare students for the activity, review the speech balloons with the class.
- Remind students to use language that they learned in Lesson 1; for example, making small talk, using tag questions, and ways to meet and greet people.
- To model the activity, role-play a conversation with a more confident student.
- Encourage students to keep the conversation going by asking questions or making relevant comments about what is customary in their cultures; for example, *In this country, the woman should extend her hand first.*
- To review, ask a few groups to role-play one of their conversations to the class.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 1, Activity 3

AUDIOSCRIPT Continued from page T8 (A Listen for main ideas)

M3: Any other tips?

M1: Well, when you are seated, be sure not to cross your legs in such a way that others can see the bottom of your foot.

M3: Actually, I knew that. But don't worry. It's good to be reminded. I do have one more specific question before I hang up.

M1: Sure. What's that?

M3: In Uruguay it's customary to shake hands, and I know Thai people greet each other with the *wai*. Will it seem impolite for a foreigner to do the *wai*?—and what happens if I don't do it right? Will that be offensive?

M1: Absolutely not! Just put the palms of your hands together on your chest and bow slightly. Say "Sawatdee- khrab." For the women listening, you say "Sawatdee kaa." You will warm our hearts with that. Don't worry if you don't do it exactly the way Thais do it. And don't worry about the pronunciation. Have a wonderful trip to Thailand. Try to do some sightseeing. And taste our wonderful food!

M3: Thanks so much.

F1: Thank YOU, Jettrin and Arturo, for a good lesson in cultural literacy. Let's take a break and then another call.

CALL 2 HIROKO AND NADIA [F3 = Japanese]

F1: Welcome back, listeners. This is Millicent McKay with a worldwide town meeting, answering all your questions about do's and taboos around the world. Let's say hello to Hiroko from Osaka, Japan. Hiroko, you're on the air.

F3: Thank you, Millicent. My husband and I are going to Dubai. He's a banker and has business there, but I'm going with him as a tourist. I'm very interested in all kinds of culture, and I understand Dubai is very different from Japan. I have three questions.

F2: Hello, Hiroko. Nadia on the line.

F3: Thanks, Nadia. If I'm alone, can I walk on the street or drive a car? When we went to Saudi Arabia, women were not permitted to go out alone or drive.

F2: Absolutely. As a woman traveler, you will have no difficulty getting around, even if you are alone. You can drive, and as long as you dress modestly, you can wear whatever you like.

F3: Second question: I don't speak any Arabic.

F2: Again, no problem. As you know, Arabic is the official language of Dubai, but English is commonly used in tourism and commerce.

F3: You speak very good English, Nadia. Where did you learn it?

F2: I actually am an English teacher. I learned my English in the United States, at the University of Wisconsin.

F3: And my last question: I'm an amateur photographer. Will I be able to take pictures in Dubai?

F2: Well, yes, but you should know that it is considered offensive to take pictures of Muslim women here.

F3: Oh. I'm glad I asked. What about pictures of men?

F2: Well, yes, just be sure to ask permission.

F3: I don't know how to thank you. I'm really looking forward to the trip!

F1: We'll be right back with our final call.

CALL 3 JAVIER AND SUJEET [M4 = Spanish]

F1: I think we have time for one more caller. Javier from Mexico City! Welcome to the show. How can we help you?

M4: I'm going to Nepal next month on an international trek. I will be staying with a Nepalese family for a weekend, and I want to be sure I don't offend anyone. Mexico is very different from Nepal.

F1: Well . . . let's ask Sujeet to comment.

M2: Hi, Javier. Let's talk about table manners. First of all, Nepalese don't usually use spoons, forks, or knives.

M4: No? So how do the people eat? How will I eat?

M2: Well, your hosts will eat with their right hand, never the left hand. But I'm sure they'll provide you with spoons and forks. If they are welcoming foreigners into their home, they'll want you to be comfortable. But remember one important taboo: Beef is strictly forbidden as a food in both Hindu and Buddhist homes. Our typical food, however, is wonderful and very flavorful and healthy.

M4: That's great, because I'm Mexican, and we have great food in Mexico, too. I love good food when I travel. Sujeet, I'm very interested in culture, but I don't know much about Hinduism and Buddhism. What can you tell me?

M2: Well, if you visit a Hindu temple or a Buddhist shrine, you must remove your shoes. Or, if you prefer, you can wear open sandals. Check first; in some Hindu temples, non-Hindus can't enter. And, very important, don't take leather things near the temple. And if you want to take a picture, be sure to ask before using your camera.

M4: Thanks so much. I feel very prepared now.

M2: My pleasure.

F1: Well, that's all we have time for today. Until next time, this is Millicent McKay in Brussels, reminding you that in today's world, cultural literacy is an essential survival skill.

BEFORE YOU READ

Apply prior knowledge

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- To prompt students, ask the following questions and have selected students answer them:
Which meal did the family always sit down together for?
Who always fixed the meals?
Could children speak whenever they wanted when sitting at a table with adults?
Was there a dress code for meals?
- Write students' ideas on the board (Possible answers: Dinner. The mother. No, children had to be spoken to first. Nice, clean clothes were required.)
- Ask students what other kinds of cultural changes their grandparents have seen in their lifetime. Write their ideas on the board.

1:14 READING

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- To help students focus on the Reading, ask them to look for interesting information. It can be something they consider funny, strange, unusual, surprising, etc.
- After students read, have volunteers share information that interested them. Encourage them to explain why.
- To wrap up, have students compare their ideas on the board with the information in the article. Were their ideas the same?



Learning Strategies

A Draw conclusions

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Tell students to scan the article to find the answers to the questions. You may want to ask students to underline relevant information.
- Have students compare answers with a partner. Then review with the class.

Language and culture

- Ms. Hartley speaks about the old South and the new South and how culture has changed. She limits her remarks to her personal experiences and doesn't touch on the subject of racial segregation, which was a significant part of the past.

Option: (+10 minutes) For a different approach, draw the following chart on the board (without the answers) or print out this graphic organizer for each student. Ask students to read the statements and then have them quickly read the article to decide if they are true or false. Correct the false statements. (The blue text in the chart represents examples of possible answers.)

Statements	True	False	Corrections
"The forties" refers to the 1940s.	X		
Ms. Hartley's upbringing was liberal.		X	Ms. Hartley's upbringing was <u>traditional</u> / <u>strict</u> .
The family enforced table manners and etiquette for interacting with adults.	X		
Ms. Hartley's parents believed in disciplining their children if they broke rules.	X		
Ms. Hartley didn't date as a teenager.		X	Ms. Hartley <u>dated as a teenager</u> .
Ms. Hartley's brother had more freedom than she did.	X		
The interviewer doesn't think Ms. Hartley sounds a little old-fashioned.		X	The interviewer <u>agrees that Ms. Hartley sounds a little old-fashioned</u> .



Graphic Organizers

Answers for Exercise A

Answers will vary, but may include the following:

- In her 80s.
- The present. She says the present is different "in a lot of good ways."
- She thinks it's unfortunate that "they don't have time to make a proper meal."
- No. She wishes that families still sat down together for meals, and that kids didn't eat so many snacks and so much fast food. She implies that children don't follow table etiquette anymore. She thinks boys and girls begin dating too young. She also doesn't like how children and teens call adults by their first names.

B Understand from context

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- After students have found the words in the Reading, ask volunteers to read aloud the sentences in which the words were found.
- Elicit synonyms for each word and write students' ideas on the board. Have students plug the synonyms into the original sentence to determine if the synonyms make sense. Students can use the synonyms to write their definitions.
- After students have written definitions, ask students to share their definitions with the class. (Possible answers: *Elders*: people who are older than you. *Workforce*: all the people in a country who work. *Dating*: going out with someone or having a romantic relationship with someone. *Curfew*: the time when a child must be home in the evening. *Grounded*: not allowed to go out as a punishment for doing something wrong.)
- Ask volunteers to make a new sentence with each word.



Extra Reading Comprehension Exercises

NOW YOU CAN Discuss how culture changes over time

A Frame your ideas

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Direct attention to *Are you a dinosaur* . . . on the right and have students read it.
- To check comprehension, ask *Why do you think the dinosaur is used to describe someone who doesn't like change?* (Because it's an animal that no longer exists because it couldn't adapt to change.) *Why is the chameleon used to describe someone who adapts to change?* (Because this animal can change its color to match the colors around it to survive.)
- Tell students to fill in the survey, count the number of yes answers, and then find the information that describes how they feel about change.

Option: (+5 minutes) Form small groups. To challenge students, write on the board: *Do you feel the description is true? Not true? Why?* Elicit students' opinions of the results of their survey. Have them compare which description—dinosaur or chameleon—their scores earned and discuss the questions on the board.

Language and culture

- The expression *If it isn't broken, don't fix it!* means if something is working OK, then don't change anything. Often the slang version is used: *If it ain't broke, don't fix it!*
- The expression *Easy does it!* is usually used to tell someone to slow down and/or be careful.
- The expression *Out with the old, in with the new!* means someone looks forward to and makes changes easily.

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To help students prepare for the activity, review the speech balloon with the class.
- Remind students that they should give examples to support why they think each of the cultural items has changed a little or a lot; for example, *I think table manners have changed a lot. Young people don't seem to have any.*
- Remind students to use the past perfect if they can; for example, *When my grandmother was young, women didn't work outside the home. By the time my mother was my age, women had already started working at certain types of jobs. Now women do a lot of different jobs.*

C Discussion

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have pairs of students combine to form groups of four.
- Point out the Recycle box and review the expressions. You may want to have students repeat them before starting the discussion.
- Encourage students to give examples and to ask each other follow-up questions.
- To wrap up, ask a few groups to say if they agreed with each other or not and to explain why.

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner. *For example:

[] is very conservative. [] is an example of a
I [] snacks. double standard.
She didn't have time to My school has strict [].
prepare proper []. [] are old-fashioned.

*Follow the same procedure with students' Text-mining examples in other units.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 1, Activity 4; "Find Someone Who . . ." Activity

A 1:15 Listen to the conversations . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To prepare students for listening, have them read the statements.
- To help students focus their attention, ask *What do you think the conversations are about?* (People's names and ways to be addressed.)
- Have students compare answers with a partner. Then review with the class.

Option: (+5 minutes) To extend the activity, have students listen to the recording and write the information that supports each answer. (1. Please call me *Ana*. 2. *Mrs. Denman* would be fine. 3. *Martin's* right over there. . . . And while you're at it, feel free to call me *Ramona*. . . . And please call me *Sofia*. 4. Not at all. *Robert's* fine with me. 5. I use *doctor*.)

AUDIOSCRIPT

CONVERSATION 1 [F = Spanish]

F: Good morning. I'm Dr. Ana Montoya.
M: Good morning, Dr. Montoya.
F: Please call me Ana.

CONVERSATION 2 [F = British English]

M: Hi. I'm Larry Lockhart.
F: Hi. I'm Winnie Denman. Nice to meet you.
M: Nice to meet you, too. By the way, how would you prefer to be addressed?
F: "Mrs. Denman" would be fine.

CONVERSATION 3 [F1 = Portuguese]

F1: Excuse me. I'm Sofia Peres. I'm looking for Martin Page.
F2: Certainly, Ms. Peres. I'm Ramona Wright. Martin's right over there. Come. I'll introduce you.
F1: Thanks. And would it be rude if I called him Martin?
F2: No, that's fine. And while you're at it, feel free to call me Ramona.
F1: And please call me Sofia.

CONVERSATION 4

M: Hi. I'm Robert Morse, the new English instructor.
F: Oh, hello, Dr. Morse. I'm Laura Lane, the department secretary. I'll take you to your class. By the way, how would you like to be introduced to the class?
M: Well, what's the custom here?
F: We're pretty informal. The policy is generally first name. We think it makes for a more conversational English class. Do you mind?
M: Not at all. "Robert's" fine with me!

CONVERSATION 5 [F1 = Japanese]

F1: Hello. I'm Mayumi Sato. I'm pre-registered for the conference.
F2: Certainly. Let me make up your name badge. Do you prefer Ms. or Mrs.?
F1: Actually, neither. I use "doctor."
F2: Of course, Dr. Sato. Here you go.
F1: Thanks!

B Complete each sentence . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Before students complete the sentences, review tag questions on page 4.

- Ask volunteers to read their sentences aloud.

Option: (+5 minutes) To extend the activity, write true and false information about yourself on the board; for example, *I live in a house / an apartment. I'm going to [the mall] / [the beach] this weekend.* Ask students to make tag questions to check which information is true. Remind students that falling intonation means the speaker is confirming information he or she knows, and rising intonation means the speaker doesn't know and wants the correct information. For example:

Student A: *You live in a house, don't you?* [falling intonation]

Teacher: *Actually, I don't. I live in an apartment.*

Student B: *You're going to the beach this weekend, aren't you?* [rising intonation]

Teacher: *Why yes, I am.*

C Complete each statement . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Before students complete the sentences, review the Vocabulary on page 8.

Option: (+5 minutes) To challenge students, call out key phrases and ask students to say the matching words from the Vocabulary on page 8. Say *Arriving on time* (Punctuality.); *Insulting someone* (Offensive.); *Chewing with your mouth open* (Bad table manners.); *Rules of polite behavior* (Etiquette.); *Not saying Thank you* (Impolite.); *Eating beef in India* (Taboo.); *Saying Good morning*. (Customary.)

WRITING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Before students write, list the following topics on the board:

Greetings
Addressing people
Food and table manners
Conversation topics
Punctuality
Gifts
Clothing

- Ask students to choose three or four topics that they would like to write about and then look at the questionnaire on page 9 and review their notes. Encourage students to think about which topics would be useful for a businessperson and which ones would be useful for a friend.

Option: WRITING BOOSTER (Teaching notes p. T146)



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

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

Tell a story

Suggested teaching time:	10–13 minutes	Your actual teaching time:	
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- Have students identify the Itos and the Garzas in the pictures and then read the itineraries.
- Before students tell the story in pairs, encourage them to use the information in the itineraries as well as their imaginations. Encourage students to add information about tours, dining experiences, etc.
- To wrap up, have selected students share their stories.

Language and culture

- Machu Picchu, the remains of an ancient city of the Inca Empire, is situated in the Andes Mountains in Peru. The site is believed to have been built in the mid-1400s. The ruins are located about 2,400 meters (8,000 feet) above sea level and cover about 13 square kilometers (5 square miles). It was rediscovered by archeologists in 1911 and has become a popular tourist destination.

Pair work 1

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To help students prepare for the activity, have them describe what the people are doing in the pictures. (Possible answers: In the first picture they are greeting each other. In the second picture they are making small talk. In the third picture they are sharing photos.)
- Before students create the conversations, you may want to model the conversation with a more confident student.

Possible responses . . . *

A: Beautiful place, isn't it? **B:** Yes. It's great. By the way, I'm Haru Ito.
A: I'm Antonio Garza. Nice to meet you. **B:** Nice to meet you, too.
 Can I call you Antonio? **A:** Of course. **B:** And please call me Haru.

*Here and throughout this Teacher's Edition, possible responses provide a sample of the quantity and quality of response students have been prepared for. Actual responses will vary.

Pair work 2

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Model this activity. Remind students that the women are making small talk.

Possible responses . . .

A: This place is fantastic, isn't it? **B:** It really is. You know, you look familiar. You're staying at the Hanaq Pacha Hotel, aren't you? **A:** Oh, yes, I am. Are you staying there, too? **B:** Yes. Great hotel, isn't it?
A: It really is.

Pair work 3

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Model this activity. Suggest that students refer to the itineraries on this page. Remind them to use the past perfect when possible.

Possible responses . . .

A: How long have you been in Peru? **B:** For about two weeks.
A: Have you visited many places? **B:** Oh, yes. By the end of our first week here, we had already been to Lima, Puno, and Cusco. **A:** Wow! That's a lot!

Option: (+5 minutes) To challenge students, have pairs talk about the places they had already visited at different times in their lives. Ask students to use the past perfect.

Option: Oral Progress Assessment

Use the photographs on page 13. Encourage students to use the language practiced in this unit and previous units.

- Tell the student to ask you four questions about the photographs using tag questions. Encourage him or her to practice using rising and falling intonation; for example, **S:** *This is Machu Picchu, isn't it?* **T:** *Yes, it is.*
- Point to one of the pictures of people talking and tell the student that together you are going to role-play a conversation. Tell him or her you will start with small talk and he or she should continue; for example, **T:** *Hi. Nice place, isn't it?* **S:** *Yes, it is. I'm [Thomas] [Martin].*
- Tell the student you will ask questions about the Itos using the past perfect. Tell him or her to answer in complete sentences. Ask *What cities had the Itos visited by May 31?*
- Evaluate the student on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Have students work in small groups and create a cultural literacy guidebook.

Idea: With the class, brainstorm topics that could be included in a cultural literacy guidebook. Encourage students to assign tasks; for example, researching, writing and editing, finding photographs and illustrations, and putting together the guidebook. Have groups present their guidebooks to the class.

EXTRAS

On the Internet:

- Online Teacher Resources: pearsonelt.com/topnotch3e/

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

PREVIEW

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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Before Exercise A, give students a few minutes of silent time to observe the website.

- After students observe the website, check comprehension of key information by asking *What's the name of the website?* (International Dental Services) *What kind of tips does it give?* (What you should do if you have dental problems.) *Who are the tips for?* (International travelers.)
- Ask students to quickly read the text to find the four dental problems for which tips are given. (You have red or swollen gums. You have a broken tooth. You have a loose tooth. You need a filling.) As students say the problems, write them on the board. Clarify any confusion students may have about the vocabulary.
- Have students scan the website for a tip to solve each problem. Encourage students to use the text to help them figure out the meaning of words they don't know. Students may need help with the following words: *swollen* (bigger than usual because of injury or infection); *treatment* (care or cure for an illness); *filling* (small piece of metal to a fill hole in a tooth).
- Ask several students to read a tip aloud.

A Discussion

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Ask students if they have ever had the problems described on the website during a trip (or if they know someone who has). Have them briefly talk about their experiences by saying what the problem was and where they were.

Option: (+5 minutes) To extend the activity, ask students to tell about other emergencies that happen on trips or kinds of medical care that people go away to get; for example, *emergencies: breaking a [leg], needing an operation, losing a passport, having your rented car break down on a back road; medical care: cosmetic surgery, special operation.*

- Have students spend a few minutes thinking about the options.
- To help students with the language they will need during the discussion (and to review unreal conditional sentences), write on the board:

If	I lost a filling, my gums were swollen, my tooth came loose, I broke a tooth, I had a toothache,	I would . . .
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- Have students work in pairs. Walk around the room and provide help as needed. Ask several students to say what they would do in one of the situations.

Option: (+10 minutes) To challenge students, brainstorm with the class and write on the board a list of things to do to prepare for an international trip; for example, *booking a hotel, making airline reservations, collecting / preparing necessary travel documents, packing your suitcase(s), finding out about local customs and etiquette, finding out about the local currency.* Ask students to work in pairs and write a few tips about a task. Have pairs combine with other pairs to share their tips. For example:

Booking a hotel: Check where the hotel is located before you make your reservation.

Book in advance. Reconfirm your reservation a week before you leave.

Bring a copy of your reservation with you.

Travel documents: Make sure you have a valid passport.

Find out if you need a visa.

Pack a WHO (World Health Organization) card, or a similar card, which lists your medical history and any allergies.

Get an international driver's license.

B 1:18 Photo story

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- As a warm-up, have students cover the conversations and look at the pictures. Ask them to make predictions for the following questions: *Where are the people in the first picture? Who do you think they are? What do you think they are talking about?* (Possible answers: At the front desk in a hotel. A hotel guest and a hotel clerk. The guest is asking for something / maybe he has a problem.) *Who is the woman in the other two pictures and where is she?* (Possible answers: A dentist. In a dentist's office. In a hospital.) *What kind of problem do you think the man has?* (Possible answers: He lost a filling. He has a toothache.)
- After reading and listening to the conversation, ask students the same questions and have them compare their answers with their predictions.
- Write on the board:
What does the guest ask the clerk to recommend?
Who calls the dentist?
How is the guest able to get an appointment?
- To check comprehension, ask students to read and listen again and then answer the questions. (1. A dentist who speaks English; 2. the hotel clerk; 3. another patient canceled / didn't come.)

Language and culture

- **From the Longman Corpus**
- *Could you recommend. . .* is much more common than *I was wondering if you might be able to recommend. . .* However, the latter is considered much more polite.
- In the expression *I hear [noun clause]. . .*, the word *that* is frequently deleted. For example, *I hear ~~that~~ you are from overseas.*

C Focus on language

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Encourage students to identify who says the expressions and to use the context of the conversation to help figure out the meaning. (1 Patient; 2 Clerk; 3 Patient; 4 Patient; 5 Dentist)

SPEAKING

A Have you . . .

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Ask students to use the chart to help them organize their ideas about an emergency they had. Alternatively, students can write about events that happened to someone they know.
- Encourage students to use a dictionary if necessary. Walk around the room to provide help as needed.

B Tell your classmates . . .

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Model the activity by role-playing with a student. Ask the student to read aloud the model in the speech bubble and then ask him or her a follow-up question; for example, *Did you stay in the hospital?* or *What did the doctor do?*
- Ask several students to give a brief summary of their emergency experiences to the class. Ask them to use their notes as a guide to talk about their experiences. Encourage the rest of the class to ask follow-up questions.

EXTRAS

Workbook

VOCABULARY

A ▶ 1:19 Read and listen . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

- To prepare students for the activity, ask them to listen and study the words and pictures. Then have students listen and repeat chorally.



Learning Strategies

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To help students generate ideas, as a class brainstorm things people usually do / don't do when they have some kind of health problem. Write students' ideas in two columns on the board. For example:

Do's	Don'ts
<i>drink some tea</i>	<i>go out</i>
<i>go to bed</i>	<i>do exercise</i>
<i>stay at home</i>	<i>go to work</i>
<i>see a doctor</i>	<i>lift heavy objects</i>
<i>take some medication</i>	<i>drink coffee</i>

- Read the speech balloon aloud. Encourage students to discuss suggestions for all of the symptoms. Remind them that they can use ideas from the board.

Language and culture

- In the sentence *If you feel dizzy, you should lie down*, you is used impersonally to give general advice.

C ▶ 1:20 Listen to activate vocabulary

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- To prepare students for listening, have them study the chart. Point out that the first three column heads in the chart use the noun forms of the symptoms. Ask students to provide the adjective forms. (Dizzy, nauseous, weak.)

FYI: *Nausea* and *nauseousness* are both noun forms.

- Pause after each conversation to allow students time to check the columns and write about the pain.

AUDIOSCRIPT

CONVERSATION 1

M: What seems to be the problem today, Mrs. Gilles?

F: Well, I've been feeling pretty dizzy for the last few days. I have to lie down all the time. I feel really weak, and I have so little energy—I can't even make myself lunch or dinner.

M: I'm sorry to hear that.

F: And I can hardly walk up stairs. I'm so short of breath whenever I try.

M: Any pain?

F: Funny you should ask. I have pain in my shoulder, too.

CONVERSATION 2 [F = Chinese]

F: Is there anything bothering you today, Mr. Baker?

M: Well, when I woke up this morning I felt terrible. I had this pain in the back of my neck, and I thought I'd better get in to see the doctor right away.

F: Have you been coughing?

M: A lot, actually. I've had a bad cold for over a week now.

F: That might explain the pain you've been feeling in your neck. I'm going to give you something for that cold.

CONVERSATION 3 [M = Australian English]

M: The doctor will be right with you, Ms. Rice. Have you not been feeling well?

F: Not great, actually. And I've been sneezing like crazy.

M: Oh, that's too bad.

F: Anyway, today my back is killing me. So I thought, that's it, I'd better come in.

M: Come. I'll take you in to see the doctor.

CONVERSATION 4

F: You're here to see Dr. Fox?

M: Yes, I am. I've been really sick.

F: Oh, I'm sorry to hear that. Have you been nauseous?

M: Oh, yeah.

F: Any vomiting?

M: Yes. I'm afraid I've been throwing up everything I eat.

F: Any dizziness?

M: Not really. Just nauseousness.

F: Well, Dr. Fox will be with you in a moment.

CONVERSATION 5

M: You're Ms. Pearlman?

F: Yes, I am.

M: The doctor will be with you soon. Can I ask you a few questions?

F: OK.

M: What brings you in today?

F: Well, I've been wheezing a lot since yesterday. I don't know what's wrong. It's really annoying.

M: Are you allergic to anything?

F: Not that I can think of.

M: Any other symptoms?

F: Not really.

CONVERSATION 6 [M = Arabic]

F: Mr. Rashid?

M: That's me.

F: Hello, Mr. Rashid. The doctor will see you in just a moment. Are you in a lot of pain?

M: Well, my hip has been bothering me a lot for the past two days. It hurts all the time.

F: Hmm. Did you fall or have an accident?

M: Not that I can remember.

F: Any pain anywhere else? In your knees? Your elbows?

M: No.

PRONUNCIATION

A ▶ 1:21 Use rising intonation . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- Make sure students identify the difference in intonation between the first item(s) and the last item. To check understanding, ask *Does rising intonation show that the list is complete or incomplete?* (Incomplete.) *What does falling intonation at the end of a list show?* (That the list is complete.)

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Tell students they can be dramatic.
- If necessary, have students write their sentences first before reading them aloud.

Pronunciation Activities

GRAMMAR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Direct attention to the chart and have students read the explanation and examples. To help students understand, write two column heads on the board: *Situation / Conclusion*. Then have students identify the situation and the conclusion in each example. (Example 1: Situation: I broke a tooth. Conclusion: That must hurt. Example 2: Situation: The doctor said I should come in next week. Conclusion: It must not be an emergency.) List students' answers under each column head on the board.
- To help clarify, say Use must when you are not 100% certain, but you are almost sure that something is true. Point out that the negative is *must not*.

Language and culture

- The contraction of *must not* (*mustn't*) is only used for prohibiting, not for drawing a conclusion.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T129)

Inductive Grammar Charts

Grammar practice

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class.
- Have students compare answers with a partner. Then review with the class.

Extra Grammar Exercises

CONVERSATION MODEL

A ▶ 1:22 Read and listen . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Introduce disappointing information with “I’m sorry, but. . .”
- Show concern with “Is there anything wrong?” and “That must be awful.”

- Have students look at the photograph and describe what is happening. Ask *What is the woman on the left doing?* (Holding her head.) *What is the woman on the right doing?* (Talking to the woman on the left. She looks worried.)

- After students read and listen, check comprehension by asking *What problem does the woman on the left have?* (She’s not feeling well. She’s been coughing since last night and feels a little short of breath.) *What does the colleague suggest?* (She offers to call a doctor, and she asks the sick woman to call her later to let her know how she’s feeling.)

B ▶ 1:23 Rhythm and intonation

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use rising intonation for *Is there anything wrong?*
 - put extra stress on *awful* in *That must be awful*.
 - use rising intonation for *OK?*

NOW YOU CAN Show concern and offer help

A Conversation activator

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 185 of this Teacher’s Edition.
- If necessary, review the Vocabulary for symptoms by having students act out problems and guess symptoms.
- Be sure to reinforce the use of the conversation strategies. Have students brainstorm ways they can use *I’m sorry, but . . .* to introduce disappointing information.

DON'T STOP! Extend the conversation. Review the language in the Recycle box. Give students a few minutes to skim the *wordposts* (language in the Recycle box). For more information on wordposting, see the Actively Developing Free Expression section of the Introduction.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- To model the activity, role-play and extend the conversation with a more confident student.

Conversation Activator Video Scripts; Conversation Activator Pair Work Cards; Learning Strategies

B Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Assign students new partners. Remind them to substitute other situations.

EXTRAS

Workbook or MyEnglishLab

Speaking Activities: Unit 2, Activity 1

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Direct attention to the chart and have students read the first explanation and study the examples. To help clarify, tell students that *be able to* and *can* have the same meaning. Point out that *can* is not used with *will*.
- To check comprehension, ask several students to say what they will or won't be able to do later today, tomorrow, etc.; for example, *I'll be able to leave work early today. We won't be able to get tickets tonight for the concert tomorrow.*
- Have students read the second explanation and study the examples. To help clarify, write on the board:
Kevin may / might come tomorrow.
It's possible Kevin will come tomorrow.
- Tell students that both sentences mean we're not sure if Kevin will come tomorrow.
- To check comprehension, write on the board: *Saturday morning, go shopping / Sunday afternoon, go to the movies.* Form pairs and ask students to write sentences using *may* and *might* with the information on the board. Encourage students to add information about who else is going, why they are going, etc. To review, ask several students to say one sentence about each day. Make necessary corrections.
- Tell students that the negatives of *may* and *might* are *may not* and *might not*. Write on the board: *The dentist may / might not have a cancellation.* The negative of *will be able to* is *will not be able to*. Add to the board: *He will not be able to see you tomorrow.* The contraction for *will not be able to* is *won't be able to*. *May not* and *might not* cannot be contracted.
- Have students read the Note and study the examples. Point out that *may*, *might*, and *must* come before *be able to*. Also point out that *be able to* is followed by a base form.
- To check understanding, say *It's possible I can see her today* and ask students to restate the sentence using *may* or *might* and *be able to*. (I may / might be able to see her today.) Then say *She probably can't hear the phone* and have students restate the sentence using *must* and *be able to*. (She must not be able to hear the phone.)

Option: (+5 minutes) To challenge students, ask them to write a list of four things they would ideally like to do this weekend; for example, *Go away for the weekend. Go out for dinner.* Then ask volunteers to say what they think they may / might be able to do. (Possible answers: I won't be able to go away for the weekend, but I might be able to go out for dinner.) Make necessary corrections.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T130)



Inductive Grammar Charts

Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class.
- Have students compare answers with a partner. Then review with the class.



Extra Grammar Exercises

VOCABULARY

A ▶ 1:24 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

- Have students listen and study the words and pictures. Then have students repeat chorally.
- If you feel it is appropriate, ask several students questions about their own lives; for example, *Have you ever had an X-ray? When did you last get an injection?*

Option: (+3 minutes) To extend the presentation, review *verb + noun* combinations, and tell students that the medical procedures in this section are normally used with *have*. Write on the board: *have + medical procedure*. Have students work in pairs and ask questions about medical procedures. For example:

Student A: *When did you last have a checkup?*

Student B: *I had a checkup last year.*

Student B: *When did you have a shot?*

Student A: *I had an injection when I went to South Africa in April.*

B Pair work

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- Read the speech balloon aloud. Encourage students to think of two situations that might need each medical procedure.
- Then ask several students to say a situation. For example:
You may need a checkup / an examination if you have a fever.
You might need a shot if you travel to [India].
You may need an EKG / electrocardiogram if you have pain in your chest.
You might need an X-ray if you have a car accident.
You may need a blood test if you feel weak.

CONVERSATION MODEL

A ▶ 1:25 Read and listen . . .

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

- Begin a question of possibility with “I wonder if. . .”
 - Use “Let’s see . . .” to indicate you are checking for something.
 - Confirm an appointment with “I’ll / We’ll see you then.”
 - Express emphatic thanks with “I really appreciate it.”
- Before students read and listen to the conversation, have them look at the photographs. Ask *Where is the man?* (At a hospital. In a doctor’s office.) *Where is the woman?* (At home.)
 - After students read and listen, check comprehension by asking:
What does the woman need to make an appointment for? (A blood test.)
When does she want the appointment? (Early next week.)
When is the appointment? (Tuesday at 10:00.)
 - It is important for students to understand that the use of these conversation strategies will help them engage in socially appropriate conversations and communicate effectively.

B ▶ 1:26 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 *How about Tuesday?*
 - use rising intonation for *Could I come in the morning?* and *Would you be able to be here at 10:00?*
 - put extra stress on *really* in *I really appreciate it.*

NOW YOU CAN Make a medical or dental appointment

A Conversation activator

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 186 of this Teacher’s Edition.
- Read aloud the questions in the *Ideas* box. Then review the Vocabulary on page 18 and have students look at the medical procedures listed on the schedule.
- Be sure to reinforce the use of the conversation strategies. For example, make sure students express thanks using *I really appreciate it* emphatically.

DON’T STOP! Extend the conversation. Have students give examples of what they can say to discuss other days and times or to ask for more information. For example:

Can I get an appointment later today?
Can I have an appointment earlier than that?
Could I have your name, please?
Could I please get your phone number?

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- You may also want to review other questions an assistant might ask. For example:
Have you been here before?
Could I have your name, please?
Are you from out of town?
Where are you from?
- Choose a student and role-play the conversation. Then walk around the room and provide help as needed. Encourage students to use the correct rhythm and intonation and to continue their conversations by asking follow-up questions.



Conversation Activator Video Scripts; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To form new pairs, have students count off, alternating A and B. Then have them find a new partner with the same letter.
- Walk around and provide help as needed. Remind students to make new appointments for different medical procedures and at different times.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 2, Activity 2

BEFORE YOU READ

Warm-up

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- In small groups, have students take turns saying what they do when they get sick or when they are in pain. For example:
Student A: *When I get sick, I go to bed.*
Student B: *When I'm in pain, I usually take some medicine.*
Student C: *When I feel nauseous, I drink some cold water.*
Student D: *When I don't feel well, I see a doctor right away.*
- Encourage students to offer information about more than one situation. Ask several students to share one of their situations with the class.

1:27 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To activate students' prior knowledge, have them look at the pictures and subheadings and make simple statements about what they already know about each medical treatment. For example:
I drink herbal tea when my stomach hurts.
Acupuncture uses needles.
My sister believes in meditation.
- Then draw the following graphic organizer on the board (without the answers) or print it out and distribute to students. Ask students to fill it in as they read and listen to the article. Point out that no information is given about where two of the treatments originated. (The blue text represents example answers.)

Treatment	What does it use? / What is done?	Where did it start?
Conventional medicine	<i>medications, surgery</i>	<i>Greece</i>
Homeopathy	<i>natural medicine</i>	<i>Germany</i>
Herbal therapy	<i>teas, pills</i>	<i>no information</i>
Acupuncture	<i>needles</i>	<i>China</i>
Spiritual healing	<i>the mind, religious faith</i>	<i>no information</i>

FYI: The acronym *B.C.E.* means *Before the Common Era*

- To check comprehension, have students answer the following questions about the treatments. Tell them they can look back at the article for the answers.
 - When did conventional medicine begin?* (Fifth century B.C.E.)
 - Which treatment uses teas and pills?* (Herbal therapy.)
 - What is conventional medicine based on?* (Scientific study of the human body.)
 - What is spiritual healing also known as?* (Faith healing or “mind and body connection.”)
 - When was homeopathy founded?* (Late eighteenth century.)
 - Which treatment is said to help people stop smoking?* (Acupuncture.)

Option: (+5 minutes) For a different approach, have students work in small groups. Ask the groups to look at the photograph of each treatment and describe it. (Spiritual healing: two people meditating, sitting on the ground, looking very peaceful with their eyes closed.) Then ask each group to discuss whether they think the photograph illustrates the treatment accurately. Elicit suggestions of other photographs or illustrations that would describe the treatments.



Learning Strategies

A Understand from context

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- If students need help, tell them to find four words that are related to restoring health or treating illness.
- Have students compare answers with a partner. Then review with the class.

B Relate to personal experience

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Ask students to form groups of three or four. Have them use the Vocabulary from previous lessons, such as the symptoms on page 16, medical procedures on page 18, and the information in the reading.
- For question 1, encourage students to make a list of the treatments they or their family have tried.
- For question 2, encourage students to use their own experiences to talk about the effectiveness of treatments. To help students with the language they need, brainstorm ways to describe how treatments helped / didn't help. Write students ideas' on the board. For example:
It helped me with my [back] pain.
It stopped my [cough] right away.
It helped me feel better.
It didn't relieve my pain.
It just didn't work.
It didn't help at all.
- Then ask volunteers to share their experiences with a type of treatment and say why they think it is or it is not effective. Encourage the class to ask follow-up questions and share their own experiences with the same treatment.

C Draw conclusions

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Remind students to choose at least two types of treatment for each patient—one that the patient might / must not want to use and one that the patient might / must prefer to use. Encourage them to give reasons why they chose their particular answers.
- Have students compare answers with a partner. Then ask several students to tell the class the treatments they chose for each person.

Option: (+3 minutes) To extend the activity, have students work in pairs. Ask them to take turns saying if they agree or disagree with the opinions of the people in the pictures and explain why.



Extra Reading Comprehension Exercises

NOW YOU CAN Discuss types of treatments

A Notepadding

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Review the list of *Practitioners* in the box.
- Clarify the task: First ask students to fill in the first column with their own information. Then discuss their answers and take notes about their partner. Encourage students to explain their choices.

B Discussion

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Select several students to read the speech balloons aloud for the class.
- Form groups of four. Before students begin their discussions, review the different ways to say whether a treatment works or not. For example:
It works for me.
It helped me with [headaches].
It helped my body to heal itself.
It relieved my pain.
I felt a lot better.
- Walk around the room and provide help as needed. Then take a poll to find out which type of treatment and which kind of practitioner are the most popular in the class.

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner. *For example:

[] is a low-cost form of treatment.	[] should be diluted with water.
[] is one of the greatest scientific advances in my lifetime.	My brother-in-law claims []

*Follow the same procedure with students' text-mining examples in other units.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 2, Activity 3

BEFORE YOU LISTEN

A ▶ 1:28 Vocabulary

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

- Ask students which medicine they use or someone they know uses.
- Draw students' attention to the medicine label information. Tell them that a prescription is a medicine ordered by a doctor for an illness.

▶ 1:29 Medicine label information

- Have students read and listen. Then write on the board:
 1. dosage
 2. warnings
 3. side effects
 - a. things you shouldn't do
 - b. symptoms a medication can cause
 - c. how much medicine to take and when to take it
- To check comprehension, ask students to match the words with the definitions. (1. c; 2. a; 3. b.)
- Have students listen and study the medications. Then have them listen and repeat chorally.



Learning Strategies

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To prepare students for the activity, read the speech balloon and review the Vocabulary for symptoms on page 16. Brainstorm other symptoms or illnesses and write them on the board: *flu, a cold, a fever, a sore throat, a headache, red eyes, a rash, a burn.*
- To help students with the language they will need, point out the following *verb + noun* combinations and write them on the board:
 - get a prescription for ____
 - use [a nasal spray / eye drops / an ointment]
 - take [a painkiller / cold tablets / an antihistamine / cough medicine / an antibiotic / an antacid / vitamins]
- To review, have volunteers say when they would take one or more medications.

Language and culture

- In American English, the store where you buy medicine is called a *drugstore* or *pharmacy*. In British and Australian English, a pharmacy is called a *chemist's*.
- In North America, a doctor's prescription is required for many medications. Medicines that don't need a prescription are called *over-the-counter* medicines or *OTCs*. Antibiotics, for example, require a prescription and are never sold over-the-counter at a pharmacy.

LISTENING COMPREHENSION

A ▶ 1:30 Listen to activate vocabulary

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- To prepare students for listening, have them look at the charts to see what information they should listen for. Pause after each conversation so that students can complete each chart.
- To help focus attention, you may choose to have students listen each time for different information in the charts.
- To review, have students compare answers with a partner and then with the class.

AUDIOSCRIPT See page T23.

B 1:31 Listen for details

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Follow the same procedure as for Exercise A.

NOW YOU CAN Talk about medications

A Preparation

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Point out that students should complete the form with imaginary information.

B Group work

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Form groups of four. Have students read the list of *Roles* in the box and the descriptions of the three scenes.
- Point out the Recycle box and review the wordposts. As you review each expression, you may want to have students say who is likely to say it (the patient, the friend, the doctor, or the receptionist); for example, you or a student reads *I've been wheezing / coughing*. The class says: *The patient*.
- Encourage students to use as many of the expressions in the box as they can. Ask them to check off the ones they use.


C Presentation

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- Ask students to practice their scenes before performing them for the class.

EXTRAS

Workbook or MyEnglishLab

 **Speaking Activities: Unit 2, Activity 4; "Find Someone Who . . ." Activity**

AUDIOSCRIPT for page T22 (A Listen to activate vocabulary)

CONVERSATION 1 [M = Korean, F = Turkish]

M: Ms. Yilmaz? I'm Dr. Lee. I understand you're here on business.
F: That's right. I'm from Turkey, actually.
M: And you're not feeling well?
F: No, I'm afraid not. My back has been killing me for several days now.
M: Are you taking anything?
F: Just some painkillers. But they're not really helping.
M: Let me give you a prescription for a stronger painkiller. I think you might find it very helpful.
F: Does it have any side effects?
M: Well, for very few patients it causes nausea or vomiting. But that's very rare. I really don't think you'll have to worry. Call me if you feel at all nauseous, OK?
F: OK. Thanks.
M: The dosage is one tablet in the morning, one in the evening, with food. The pharmacist will give you a full set of instructions when you pick up your prescription.
F: Thank you, Dr. Lee.

CONVERSATION 2 [M = Japanese, F = Spanish]

M: Lucy Fernández? I'm Dr. Hirano.
F: Thanks so much for fitting me in.
M: My pleasure. Where are you from?
F: Mexico. I'm here on business.
M: You're a long way from home! What can I do for you today?
F: Well, I've got a splitting headache, and I've been kind of nauseous since Monday.
M: You must feel terrible. Are you currently taking any medication?
F: I've been taking an antacid and a painkiller.
M: Are you allergic to any medications?
F: I think I might be allergic to penicillin. But I'm not sure.
M: Well, that's OK. Keep taking the painkiller for that headache. But you can stop taking the antacid. I'm going to give you a prescription for your nausea. Take it twice a day.
F: Will there be any side effects?
M: It might make you a little tired during the day. But chances are you'll be fine. Call me if you don't feel better.

CONVERSATION 3 [M = Chinese]

M: Dr. Benson? Hi, I'm Mark Goh.
F: Hello, Mr. Goh. I hear you're not from around here.
M: Right. I'm visiting from Hong Kong for a few weeks.
F: You've come a long way to see a doctor! Well, what can I do for you today?
M: My eyes have been really red for about a week now.
F: Have you been using any medication?
M: Well, I got some eye drops at the drugstore, but they aren't helping.
F: For your condition, I think you might want something stronger. I'm going to give you a prescription for an eye ointment. Use it twice a day, and wash your eyes several times a day.
M: OK.
F: It's a strong medication, but there aren't any side effects you need to worry about. If you keep your eyes clean, the ointment should do the trick.
M: Thanks.
F: Will you still be here next week? I'd like you to come back to see me.
M: Yes, I'll still be here.
F: Good. You can make an appointment at the front desk on your way out.
M: Thanks, Doctor.

A 1:32 Listen to each conversation . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- First listening: To prepare students for the activity, have them identify which problem each patient has. (First patient: She has some pain in her tooth. Second patient: She's been sneezing all day. Third patient: His leg hurts. Fourth patient: Her back has been killing her.)
- Second listening: Have students read the incomplete statements and then listen again to complete them.
- Ask students to compare answers with a partner. Then review with the class.

Option: (+5 minutes) To extend the activity, tell students that the cause or reason for the problem is given for three of the patients. Have them listen to the conversations again and write the cause or reason. (1. Eating candy / something hard; 2. allergies; 3. skiing fast and falling down; 4. not known.)

AUDIOSCRIPT

CONVERSATION 1

- M:** So, what's bothering you today?
F: Well, I've had some pain in my tooth. Here, on the right side.
M: Let's have a look. Hmm . . . Looks like you lost a filling.
F: Really? My regular dentist just put that in a month ago!
M: Have you eaten anything hard or chewy or crunchy lately?
F: Uh-oh. I think that's it. It was probably that candy I ate two days ago.
M: Well, how about we take care of that right now, OK?
F: Thanks.

CONVERSATION 2

- F:** Thanks for fitting me in. I've been sneezing like crazy all day. I thought I'd better come in and get something.
M: Allergies?
F: Mm-hmm. I get them every spring at this time. I don't know if it's the trees or the flowers or what. But my eyes get red. I sneeze.
M: Well, I can give you a prescription to take care of that. ClearAid is a very good antihistamine.
F: Thanks. I'd really appreciate that.

CONVERSATION 3

- F:** You must be in a lot of pain.
M: I am. My leg really hurts a lot.
F: You said you were skiing?
M: Yes. I guess I went a little too fast.
F: Well, don't worry about that now. Let's get you into radiology and then we'll know if you've broken anything or not. Have you ever been X-rayed before?
M: Just for my teeth.

CONVERSATION 4

- M:** You look like you're in a lot of pain.
F: Yes. My back's been killing me for several days now. I've been taking painkillers several times a day.
M: And that hasn't helped?
F: Not really. I still can't sit. I can't stand. All I can do is lie down.
M: Well, I could write you a prescription for a stronger medication if you like. That might help.
F: I don't know. Everyone says acupuncture is good for pain. Do you think I should try that?
M: Sometimes it helps. I could give you a referral if you like.
F: I'd like that. I need to try something else.

B Suggest a medication for . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- To review, ask students to use complete sentences to say what the problem is and which medication the person should take; for example, *She has a headache. She needs a painkiller. He has allergies. He needs an antihistamine.*

Option: (+5 minutes) To extend the activity, write the following ailments and medications in two columns on the board. Ask students to match them. Have students compare answers with a partner and review with the class. (1. b; 2. d or a; 3. a or d; 4. f; 5. e; 6. c.)

- | | |
|--------------------------------------|-------------------------------|
| 1. a burn | a. antihistamine |
| 2. a stuffy nose | b. ointment |
| 3. an allergy | c. cold tablets |
| 4. a burning feeling in your stomach | d. nasal spray / decongestant |
| 5. a headache | e. painkiller |
| 6. a cold | f. antacid |

C Complete each conversation . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- First review the example.
- Then have pairs of students read the sentences aloud to each other in order to complete them.

Option: (+2 minutes) To extend the activity, ask students to take turns role-playing the completed conversations.

D Rewrite each statement, . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- First review the example. Then restate the example using *may*: *The doctor may be able to see you tomorrow.* Remind students that *may* and *might* usually have the same meaning.
- Ask students to compare answers with a partner. Call on several students to read their answers aloud.

WRITING

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Before students begin, ask them to name the different medical treatments they have discussed in this unit. (Conventional medicine, homeopathy, herbal therapy, acupuncture, spiritual healing.)
- Have students choose two treatments to compare and answer the questions. Walk around the room as students write and provide help as needed.

Option: WRITING BOOSTER (Teaching notes p. T146)



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

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

Pair work 1

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To help students prepare for the activity, ask *Where are the women?* (They are in a business setting.) *What seems to be the problem?* (The woman on the left has a headache.)
- Have pairs of students choose roles. Remind them that the person who is sick should explain what is wrong. His or her colleague should show sympathy and make a suggestion.
- Before students create the conversations, you may want to model one with a student.

Possible responses . . .

A: I'm sorry, but I'm going to have to go home early today. **B:** Really? Is there anything wrong? **A:** I have a cold / a high fever. I've been coughing all day. **B:** That must be terrible. Would you like me to call a doctor? **A:** That's nice of you, but I'll be fine. **B:** Well, call me later, OK? **A:** I will. Thanks.

Pair work 2

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Choose a student and role-play the conversation.
- Walk around the room monitoring students' work. Make sure each student plays both roles. Then ask one or two pairs to role-play their conversations for the class.

Possible responses . . .

A: Hello. Can I help you? **B:** I wonder if I might be able to get an appointment for a checkup today. **A:** Are you in pain? **B:** Yes, actually, I am. [My stomach really hurts. I've been vomiting a lot.] **A:** Well, don't worry. I'm sure Dr. [Jones] can help you. Could you be here at [3:00]? **B:** Yes. That would be fine. Thanks for fitting me in.

A: Hello. Can I help you? **B:** I wonder if I might be able to get an appointment for [a blood test / a chest X-ray / a flu shot / an EKG]. **A:** Well, let me check. Would you be able to be here at 5:00? **B:** That would be perfect. **A:** We'll see you then. **B:** Thanks.

Game

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Before students create the conversation, ask *Where are these people?* (At a medical office / at a clinic.)
- Have students work in groups and take turns describing a patient and drawing a conclusion.

Possible responses . . .

The man is going to have an X-ray. He may have pain in his chest. The woman is having a blood test. She might feel weak. The man is getting a shot. He might be going on a trip. The man is coughing. He must have a cold. The woman is touching her hip. She must be in pain.

Option: (+5 minutes) To extend the activity, tell students to create a new conversation to make a dental appointment. Explain that the receptionist should ask what is wrong and the patient should describe the problem. Remind students of the vocabulary they practiced on page 14.

Option: (+5 minutes) To challenge students, ask them to create conversations for the people in the different medical examination rooms. For example (first room):

Student A: Hello, [Mr. Black]. Tell me what happened.

Student B: Well, I was [washing the car]. I slipped and fell down and now I have pain in my [back].

Student A: I understand. Are you in a lot of pain now?

Student B: It isn't too bad.

Student A: Well, we'd better take an X-ray.

Option: Oral Progress Assessment

Use the images on page 25. Encourage students to use the language practiced in this unit and previous units.

- Tell the student you are going to role-play a conversation between the women in the first picture. The student should play the woman who is sick. Tell him or her to start by saying *I'm sorry, but I'm not going to be able to come in today.*
- Tell the student you are going to ask questions about several people in the waiting area and have him or her make a statement of deduction using *may*, *might*, or *must*; for example, **T:** *Why does the man on the telephone need an appointment?* **S:** *He might be on a business trip, and he feels weak and nauseous.*
- Evaluate the student on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Have students prepare a presentation on a world health problem such as AIDs, malaria, or tuberculosis.

Idea: Encourage students to include visual aids such as photographs and drawings to help illustrate the ideas. Have students keep a list of new medical vocabulary and look up their definitions. Ask them to copy and hand out the list before giving the presentation.

EXTRAS

On the Internet:

- Online Teacher Resources: pearsonelt.com/topnotch3e/

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

Getting Things Done

PREVIEW

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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Before Exercise A, give students a few minutes of silent time to observe the survey.

- Direct students' attention to the title and ask *What will you find out by completing this survey?* (If you're a procrastinator.)

FYI: Do not clarify the meaning of *procrastinator*. Instead tell students that the survey will help them figure out its meaning. Students will be discussing what a procrastinator is in Exercise B.

- Write two column heads on the board:
Things I try to do right away
Things I tend to put off
- Ask students to read both heads and guess what “put off” means. Ask *What's the opposite of doing things right away?*
- To help students prepare for the survey, ask them to list examples of things they tend to put off and things they do right away. Then ask students to fill in the survey, count the number of “a,” “b,” and “c” answers, and then look at the results. Have students use examples from their lists to explain if their scores accurately describe the kind of people they are.

A Pair work

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- After pairs compare their responses on the survey, have volunteers tell the class why they agree or don't agree with the results.

Option: [+5 minutes] To extend the activity, have students form small groups and choose a question from the survey. Then ask each group to give an example to back up the answer they chose; for example, *I usually buy gifts on the day I have to give them. It was my brother's birthday last week. I remember I was late for his dinner party because I had to go to the mall to pick up a gift.*

B Discussion

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- To reinforce the concept of what a procrastinator is, write the following statements on the board and have students choose the correct words to complete them.

A procrastinator . . .

- puts / doesn't put things off.*
- does / doesn't do things right away.*
- is / is not organized.*
- is / is not self-motivated.*

(a. puts; b. doesn't do; c. is not; d. is not.)

- To help students explain what an organized and self-motivated person is, have them choose examples from the survey; for example, *An organized person always makes to-do lists. A self-motivated person does the hardest things first.*
- To check students' understanding, ask volunteers to answer one of the discussion questions.

C ▶ 2:02 Photo story

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To help students prepare, have them cover the conversations and look at the pictures. Ask *Where are the people?* (Two of the people are in a copy shop. A third man is somewhere else.) *Is it a quiet day or a busy day in the shop?* (A busy day.) *Why?* (Possible answer: There is a customer in the shop and another customer is calling the shop.)
- After reading and listening, check comprehension by having students summarize the conversations using the questions as a guide. For example:
 - Conversation 1: Ms. Krauss needs 300 copies of a document by 11:00. The manager is very busy, but agrees to do the work because she is a good customer.
 - Conversation 2: Mr. Li needs fifty sales binders for tomorrow morning. The manager says he can do the work.
- Point out that *a.s.a.p.* is said with the four letters A-S-A-P.

Option: (+5 minutes) For an initial presentation based on listening, follow the discussion of the pictures by writing the following questions on the board:

What does each customer need?

When does he or she need it by?

How is each situation resolved?

Ask students to listen for the answers to these questions.

Language and culture

- The omission of words that are not necessary for understanding the message is common in rapid, spoken English. The full forms of *Any chance I could* and *No need for that* are *Is there any chance I could get them done by first thing tomorrow morning?* and *There is no need for that.*
- **From the Longman Corpus:** The acronym *a.s.a.p.* is used frequently in spoken English and informal writing, such as in e-mails. The use of *first thing* as an adverb is especially common in spoken and informal English.

D Focus on language

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Write on the board the underlined expressions from the Photo Story. Ask volunteers to put the expressions in their own words. Point out the context of the expression to clarify meaning.
- Have students compare answers with a partner. Then review with the class.

Answers for Exercise D

1. it's really urgent
2. you've got a lot on your plate
3. I know this is last minute
4. No sweat
5. I owe you one / You're a lifesaver
6. I won't keep you any longer

SPEAKING

Suggested teaching time:	9–13 minutes	Your actual teaching time:	
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- To help students generate ideas to complete the chart ask:
 - Who makes to-do lists?* (Mr. Li.)
 - Who needs to get a job done right away?* (Ms. Krauss.)
 - Who needs to get a job done for the next day?* (Mr. Li.)
 - Who is busy, but feels motivated to work hard?* (Sam, the manager.)
- To describe the characters, ask students to use the chart to help them organize their ideas. Walk around the room to provide help as needed. Then ask three volunteers to describe a character.

Option: (+5 minutes) To extend the activity, have students form small groups and share their own experiences. Ask them to think of a day when they needed to do something right away. Then have them explain what they needed and if they managed to do it on time. Encourage students to ask follow-up questions.

EXTRAS

Workbook

CONVERSATION MODEL

A ▶ 2:03 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:

- Use “I’m sorry, but . . .” and an excuse to politely turn down a request.
- Indicate acceptance of someone’s excuse with “No problem.”
- Suggest an alternative with “Maybe you could . . .”.

- To introduce the activity tell students to look at the photograph. Ask *Where are the people?* (At work. In an office.)
- After students read and listen, check comprehension by asking:
Where does the first woman need to go? (To the airport.)
Can her colleague give her a ride? (No.)
Why not? (Because she has a doctor’s appointment.)
What does she suggest? (Ask Jack for his car.)

▶ 2:05 Ways to indicate acceptance

- Have students listen, study, and then repeat the *Ways to indicate acceptance* in the box. Remind students that the expressions in the box are transferable to other situations. Point out that using them in real exchanges will help students engage in polite conversations.

Option: (+5 minutes) To extend the activity, have students work in pairs and say whether they sometimes lend or borrow their car or other things to friends or family members. If necessary, clarify the difference between *borrow* and *lend*; for example, *The giver lends, the receiver borrows*. Elicit the kinds of things they lend or borrow.

Language and culture

- *I’ll go + base form* is a common way to announce intention.

B ▶ 2:04 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 *Do you think I could borrow your car this afternoon?*
 - pause slightly after *I’m sorry* in *I’m sorry, but I’m going to need it. I have a doctor’s appointment.*
 - put extra stress on *Jack* and *his* in *Maybe you could get Jack to lend you his car.*

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Direct attention to the chart and have students read the explanation and study the examples. Write on the board: *get + [person] + infinitive*. To help clarify how to form the causative with *get*, point to the items on the board as you say *I got my sister to make the cake*.
- Write on the board: *I finally convinced my brother to help, and he mailed the invitations*. To check comprehension, ask students to rewrite the sentence starting with *I got*. (*I got my brother to mail the invitations*.)
- Have students read the box and study the examples. Write on the board: *have + [person] + base form*. To help clarify how to form the causative with *have*, point to the items on the board as you say *I had my sister organize my closet*.
- Write on the board: *I asked my assistant to send the announcement*. To check comprehension, ask students to rewrite the sentence starting with *I had*. (*I had my assistant send the announcement*.)

Option: GRAMMAR BOOSTER (Teaching notes p. T130)



Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Remind students that the causative *get* needs the infinitive.
- Have students compare answers with a partner and then review with the class.

B Now rewrite each sentence . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Remind students that the structure with *have* is the not the same as with *get*: *subject + have + object + base form*.

Option: (+3 minutes) To extend the activity and reinforce the use of causatives, have students work in pairs. Ask students to take turns restating the sentences using just the first part of the sentence (*Why don’t you . . . ; I might be able to . . .*) with either *get* or *have*, and a new object and infinitive.

C Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Remind students that the structures are different for *get* and *have*.
- For extra support, have students underline *get* or *have* in each sentence.

D 2:06 Listen to activate grammar

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Explain that students will hear six different conversations about getting someone to do something.
- Encourage students to listen to the entire conversation before trying to complete the sentence.
- Have students read the incomplete sentences first, to provide a context and target for their listening.

AUDIOSCRIPT

CONVERSATION 1

- M:** Jody, aren't you going to the ten o'clock meeting?
F: Oh, hi Jim. Actually, I can't. I have to go to the post office.
M: The post office? Now?
F: Well, it's actually pretty urgent.
M: Look, Jody. It's nice that you're so self-motivated, but this meeting's important. The assistant can go **for** you. That's what he's here for.
F: You're right. I'll go speak with him now.

CONVERSATION 2

- M1:** Uh-oh.
M2: What's wrong, Bill?
M1: I asked the waiter for the check, but I forgot my wallet. And all these important clients are at the table . . .
M2: No problem. Susan has a company credit card. She can pay.
M1: Excellent idea. I'll ask her.

CONVERSATION 3

- F:** Good morning, Steve. How was the party last night?
M: Morning, Tina. It was pretty nice, actually. I had a good time.
F: Was Marty there?
M: He was.
F: Did he sing for everyone?
M: We asked him to sing. But he said he had a cold.
F: Too bad! He's a great singer.

CONVERSATION 4

- M:** Look at this ad. What a beauty!
F: The L10? I hear that's a great car.
M: I'd like to get one.
F: Cool! You should.
M: But I don't have the money right now.
F: Can your parents lend you the money?
M: You mean I should try to borrow some money from my parents?
F: Maybe. I mean it can't hurt to ask.
M: You're right. I'll do that.

CONVERSATION 5

- F1:** That was a great movie, wasn't it?
F2: Hilarious! I'm glad we went.
F1: Hey, let's get some coffee, OK?
F2: Oh, I can't. I need to pick up the kids from the mall.
F1: What about your husband? Can't he pick them up?
F2: You know, maybe he can. I'll give him a call right now.

CONVERSATION 6 [M2 = French]

- M1:** I can't believe we're in Paris!
F: I know. Look, there's the Eiffel Tower. Let's take a selfie!

- M1:** Actually, I have a better idea . . . Excuse me, *monsieur*. Do you speak English?
M2: Yes, I do. How can I help you?
F: Could you do us a favor and take our picture?
M2: My pleasure. In front of the Eiffel Tower? Perfect.



Extra Grammar Exercises

NOW YOU CAN Offer a solution

A Conversation activator

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 186 of this Teacher's Edition.
- Review the Ideas for requests and Some reasons to turn down a request in the box. Have students add more ideas and reasons; for example, *mail a letter for you, help with a project; You're leaving right away. You have to work right now. You have to meet your sister.*
- Remind students to use causatives whenever possible.
- Be sure to reinforce the use of the conversation strategies. Remind students that they have learned different ways to indicate acceptance of another person's excuse. (No problem. I understand. No worries. Don't worry about it.)

DON'T STOP! Extend the conversation. Review the ideas in the box. Explain that these are tips for keeping the conversation going. Ask students to write two more questions they could ask; for example, *Maybe you could have George help you?*

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- To model the activity, role-play and extend the conversation with a more confident student.
- Walk around the room and provide help as needed. Encourage students to use the correct rhythm and intonation and to continue their conversations by asking follow-up questions.



Conversation Activator Video Scripts; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Make sure students change roles and partners.
- Remind students to make other requests and offer other solutions.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 3, Activity 1

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Direct students' attention to the chart and ask them to read the first explanation and study the examples. Write on the board:
 I got my shoes repaired.
 I had my shoes repaired.
- Point out that the passive causative is formed with *have* or *get* + object (*shoes*) + past participle (*repaired*). Write on the board:
 Kim cleaned the carpet.
 Kim had the carpet cleaned.
- To check comprehension of the usage of the passive causative, ask students to identify the difference between the two sentences. (Kim cleaned the carpet herself. / Someone else cleaned Kim's carpet.)
- Direct attention to the different forms of *get* and *have* in the chart and the box. Point out that the passive causative can be used in all tenses. Write on the board:

I	had	my car repaired.
	am getting	
	will have	

- Clarify that the past participle (*repaired*) remains the same with the different tenses and modals.
- Have students read the last explanation and study the examples. Write on the board:
 Sue needs to get this report copied.
 Sue needs to get this report copied by Frank.
- Point out that in the first example, what is important to know is that Sue needs copies. In the second example, *by Frank* is included because *who's* doing the copying is important for the reader / listener.

Language and culture

- **From the Longman Corpus:** The passive causative with *get* is much more frequently used in speech than in writing. *Have* is used more frequently in written English.

Option: (+15 minutes) For a different approach, draw the following graphic organizer on the board or print out one for each student.

Activity	Me	My partner
Clean the house / apartment		
Paint the house / apartment		
Get a haircut		
Wash the car		
Wash clothes		
Other		
Other		

Have students work in pairs. First, ask students to add two more activities to the bottom of the chart. Then have them identify which activities they do themselves and which

they use services for. Combine the pairs and have students share information about themselves and their partners; for example, *I always clean my house on Fridays. Gina doesn't have time to clean, so she has it cleaned once a week.*

Option: **GRAMMAR BOOSTER** (Teaching notes p. T131)



Inductive Grammar Charts

A Find the grammar

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Remind students of the passive causative structure: *have* + object + past participle.
- Explain that words and phrases such as *need to*, *can*, *should*, and *would like to* can be added before *have*.
- If students are having trouble locating the two examples, give them clues: *The first example is under the first picture. Customer 1 / Ms. Krauss says it. ("I need to have these documents copied a.s.a.p.")* For the second example: *It's under the second picture. Customer 2 / Ken Li says it. ("Well, I'm going through my to-do list, and I just realized I need to have fifty 30-page sales binders made up for our meeting next week.")*

B Grammar practice

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Complete the first item with the class. Point out that the given punctuation will tell them if they're to write a statement or question.



Extra Grammar Exercises

VOCABULARY

A ▶ 2:07 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

- Ask students to listen and study the phrases. Then have students listen and repeat chorally.

Option: (+10 minutes) To provide practice, ask students to describe the pictures without using the Vocabulary or saying to a partner which service it is. Have partners guess which service is being described. Then change roles. Point out that the student describing can talk about people or objects, and use any tense, but the person guessing only needs to say *the service*. For example:

Student A: *This service is working with clothes. Cleaning them, but not washing them in water.*

Student B: *Dry-clean.*

Student B: *This person makes a lot of the same thing. If I have one, but I want fifty, this person does this.*

Student A: *Copy. (OR Make copies.)*



Learning Strategies

B Vocabulary / grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- To prepare students for the activity, ask them to brainstorm other nouns that can be used with the verbs. Write the nouns (without the verbs) in random order on the board; for example, *dry-clean—a jacket; a raincoat; a blouse; repair—a car; a copier; frame—a painting, a photo; deliver—a letter, a box; lengthen / shorten—pants, a dress; print—a document, a card; copy—a document, a letter.*
- Review the speech balloon. Then ask students to create sentences using the nouns on the board or their own ideas.

C ▶ 2:08 Listen to activate . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Pause after each conversation to allow students time to complete the statements.
- Review answers by having students say the complete sentences. Make sure they use passive causative correctly.

AUDIOSCRIPT See page T32

CONVERSATION MODEL

A ▶ 2:09 Read and listen . . .

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

- Soften an “almost certain” no with “That might be difficult.”
- Use “Well, . . .” to indicate a willingness to reconsider.
- Before students listen, use the photograph to predict what will happen. Ask *Where does the conversation occur?* (At the dry-cleaner’s.) *What do you think is happening?* (The woman needs her jacket cleaned.)
- After students read and listen, ask *Why does the woman need her jacket cleaned so quickly?* (She needs it for a friend’s wedding on the weekend.) *When will the jacket be ready?* (Tomorrow after four o’clock.)

B ▶ 2:10 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 *Could I have this jacket dry-cleaned by tomorrow?* and *Tomorrow?*
 - put extra stress on *really* in *I really appreciate it.*

NOW YOU CAN Discuss how long a service will take

A Conversation activator

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 187 of this Teacher’s Edition.
- Review the *Ideas for express services* and *Ideas for why it’s urgent* in the box. Have students brainstorm other ideas.
- Be sure to reinforce the use of the conversation strategies. Make sure students say *That might be difficult* politely and then use *Well, I’ll see what I can do* to provide an option.
- Review the expressions in the Recycle box. Remind students to use the passive causative whenever possible.

DON’T STOP! Extend the conversation. Review the ideas in the box. Explain that these are tips for keeping the conversation going. Ask students to write two more questions; for example, *Could I [get them done] earlier than that? Should I give you a call later?*

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- To 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.

Conversation Activator Video Scripts; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- Challenge students to keep the conversation going by asking for more than one service.

EXTRAS

Workbook or MyEnglishLab

Speaking Activities: Unit 3, Activity 2

BEFORE YOU READ

Warm-up

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To help students generate ideas, first brainstorm kinds of businesses with students. Write their ideas on the board. Then ask students by show of hands who frequents which businesses (*Who goes to the dry-cleaner's?*) and follow with *What keeps you coming back?* Add those ideas to the board.

2:11 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To practice the reading strategy of scanning, have students look at the headline, the subheads, and the photos to answer these questions: *What is the article about?* (Customer service.) *What adjectives describe a good businessperson?* (From the subheads: reliable, friendly, courteous, helpful.)

Option: (+3 minutes) After students read and listen, explore the idea of point of view with students. Ask *Does the author of this article generally agree with the statement "The customer is always right?"* (Yes.) Ask students to discuss with a partner if they agree or disagree with the author's point of view and to explain why or why not. Then call on volunteers to express their opinions.

Language and culture

- English is full of business-related expressions such as "The customer is always right." Time and money are often the focus: *Time is money. Don't waste time. Take time to make time. It takes money to make money.*



Learning Strategies

A Infer point of view

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have students try to complete the activity without looking back at the article. Ask *How much about being a good businessperson is common sense?*
- Have students compare answers with a partner and then review with the class.

AUDIOSCRIPT for page T31

CONVERSATION 1 [F1 = Chinese]

- F1:** Look at these pants. They're way too short.
F2: You know, you can get someone to lengthen them.
F1: Do you know a good tailor?
F2: You should take them to Kisco's. They do good work there.
F1: Thanks. I'll try them.

CONVERSATION 2

- M:** Hey, Carrie. Got a second?
F: Sure, Matt. Are you guys all ready for the big meeting?
M: Almost. I still have to get someone to make two hundred copies of the agenda. Do you know a good place for that?
F: Just take them to Al's Printing. They're right across the street. And they're pretty fast. I bet they can have them done in an hour.
M: Thanks, Carrie. You're a lifesaver.

CONVERSATION 3 [F = Eastern European]

- M:** Where'd you take that photo?
F: This one? I took that last year when we were in the south of France.
M: You really should get someone to frame it. It's really nice.
F: I'm thinking about it. I like it, too.

CONVERSATION 4

- F:** Hey, that's a nice sweater.
M: Thanks. But it's got a little tomato sauce on it right here . . . Do you know a good dry-cleaner?
F: Well, you could try Downtown Cleaners. That's who I use. And I think they're pretty good.
M: Thanks for the recommendation!

CONVERSATION 5 [F = British English]

- F:** OK, smile! Say cheese!
M: Cheese!
F: Uh-oh.
M: What's the matter?
F: Well, my camera isn't working right.
M: That's too bad. You can probably have someone repair it.
F: That's what I'm thinking.
M: You can try Hoyt Camera. I've heard they're very good. You could probably have it repaired there the same day.
F: OK. I will.

CONVERSATION 6

- M:** The Mumbai office is going to need this package a.s.a.p.
F: You mean it hasn't been sent out yet?
M: No. The medications just came in yesterday.
F: Then you should use IDP Services. If they pick up the package this morning, they can get it to Mumbai really fast.
M: Good idea.

CONVERSATION 7 [M = Italian]

- F:** Hey, Lucio. How's your new restaurant doing?
M: Business is good, actually. Thanks for asking.
F: That's great. What's that?
M: This? It's my new menu. I need to get someone to print fifty of them for me. Do you know a good place for that?
F: Well, there's a place on Main Street. I think it's called Harrison's. They say it's the best.
M: Thanks!

B Activate language from a text

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have students find the words from the word box in the text and circle them.
- Next ask students to help you write short definitions on the board, for example, *reliable*: doing what you say you're going to do; *reasonable*: agreeable; *workmanship*: the care that goes into a product; *helpful*: offering information or something needed; *professional(ly)*: formal(ly).
- Ask volunteers to give an example of each word in a business context. For example: *Give an example of an experience you had with a reliable businessperson. What happened?* or *Give an example of something you own that shows good workmanship.*

Option: (+10 minutes) Assign pairs and have students role-play a situation demonstrating the qualities of reliable, reasonable, helpful, and professional. Encourage them to liven up the exchange by using language from the text: *keep (you) coming back; your valuable time; top of my to-do list*, etc.



Extra Reading Comprehension Exercises

PRONUNCIATION

A ▶ 2:12 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- Have students listen and study the examples.
- Write on the board: *They're REALLY reliable.*
- Point out that the underlined word is spoken louder to make it stand out. Explain that when you say *REALLY reliable* and stress *really*, you want to give the message that the person is very, very reliable (not just reliable). Point out that stress affects the meaning of a message.

Option: (+5 minutes) To extend the activity and provide more practice, have pairs take turns asking and answering questions about services, using emphatic stress in their answers; for example, **A:** *Why do you have your clothes dry-cleaned at Brenda's?* **B:** *Because they're incredibly fast.*



Pronunciation Activities

NOW YOU CAN Evaluate the quality of service

A Frame your ideas

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- To prepare students for the activity, review the *Reasons for choosing a business* in the box. Point out that *professionalism* refers to the qualities and skills that someone is expected to have, *reliability* means you can depend on something, and *workmanship* refers to the skill in making things.

- To help students with the vocabulary they will need, brainstorm adjectives that can be used to describe the reasons for choosing a business; for example, *fast, efficient, reliable, honest, reasonable, low-cost, professional, helpful, near, accessible*. Remind students to use some of these adjectives when they complete the chart.
- Encourage students who don't remember the name of a business to think of another way to identify it; for example, *the one on the corner, the one at the mall, the one opposite my office*.

B Discussion

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To prepare students for the discussion, read aloud the speech balloons. Point out the causatives and remind students to use them.
- Form small groups. Ask students to use their charts as a guide to recommend a local business. Encourage them to include as many adjectives as they can.
- Walk around the room and provide help as needed. Make sure students use the causatives *have* and *get* correctly. Encourage them to keep the conversation going by asking questions or making relevant comments based on personal experiences. For example:

What kinds of clothes do you get dry-cleaned there?

Have you ever brought in a leather jacket to be cleaned?

Are their prices reasonable?

I also have my shoes repaired there.

I have my shoes repaired at High Heels.

They are fast and reliable, too, but they are not as cheap.

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner. *For example:

[] *to treat them right.* We recommend [].

[] *is the key to my success.* They always take

[] *is at the top of her to-do list.* responsibility for [].

*Follow the same procedure with students' text-mining examples in other units.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 3, Activity 3

BEFORE YOU LISTEN

A ▶ 2:13 Vocabulary

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students listen and study the phrases. Then have them listen and repeat chorally.
- To help students understand the Vocabulary, read the first item and have students look at the photo. Ask *What are announcements?* (Something, such as a card, that tells people about an event.) *Who are announcements sent to?* (The people who are invited. / The attendees.) *What is this announcement for?* (An international sales meeting.)
- Then ask questions about the other photos. You can say:
 - set up the room: *How is he setting up the room?* (He's putting the chairs in rows and is putting information on each chair.)
 - set up the projector: *What is a projector?* (a device that shows images)
 - put up the signs: *What kinds of signs are meant here?* (Signs that direct people where to go, what to do, etc.)
 - check the sound system: *What does a sound system do?* (It enables large groups of people in a large setting to hear the main speaker.) *Why is the woman saying "Testing, testing . . . ?"* (Because sound systems need to be adjusted for the given room / space.)
 - microphone / handheld mike: *Why would someone use a mike?* (Because he or she needs to be heard by a large group of people or in a large setting.)
 - lapel mike: *Why would someone use a lapel mike?* (Because he or she wants free hands.)
 - hand out the agenda: *What is an "agenda"?* (The list of things that will be done.)
 - handout: *What kind of information is on a handout?* (Background about the speakers. Details about the meeting.)
 - introduce the speaker / the guest: *Why does someone need to introduce the speaker / guest?* (To give the audience background information about that person.) *What kinds of people are speakers / guests at events?* (Famous people. People with important or interesting information or stories.)
 - podium: *Why do speakers stand behind a podium?* (So they have somewhere to set their notes, glasses, water, etc.)
- To reinforce the Vocabulary, write the following words and draw the chart (without answers) on the board. Ask students to close their books. Then have them choose the words that go with the verbs and fill in the chart. Review with the class.

<i>the microphone</i>	<i>the announcements</i>
<i>the room</i>	<i>the projector</i>
<i>the sound system</i>	<i>the agenda</i>
<i>the speaker</i>	<i>the handout</i>
	<i>the guest</i>

send out . . .	set up . . .	put up . . .	check . . .	hand out . . .	introduce . . .
<i>the announcement</i>	<i>the room</i> <i>the projector</i>	<i>the signs</i>	<i>the sound system</i> <i>the microphone / mikes</i>	<i>the agenda</i> <i>handouts</i>	<i>the speaker</i> <i>the guest</i>

B Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To help students prepare for the activity, write on the board: *What kind of event was it? When was it?*
- Have students choose two or three activities they have done or seen and write notes about them, using the questions on the board as a guide. Ask students to choose an activity they would volunteer to do and write notes to explain why.
- Form pairs. Walk around the room monitoring students' work. Then have several students tell the class about their experience with and interest in planning and running events.

LISTENING COMPREHENSION

A ▶ 2:14 Listen to confirm

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Tell students they are going to listen to three conversations about planning an event.
- To prepare students for listening, have them read the items and equipment so they know what information to listen for. If necessary, have students listen again to confirm their answers.

AUDIOSCRIPT See page T35.

B ▶ 2:15 Listen for main ideas

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- First review with students the scenario: Ginny is organizing an event and calls three people for help: Brian, Myra, and Lester. Elicit from students the other, unnamed individuals who are mentioned in the calls (Brian's brother, Myra's colleagues, Lester's volunteers).
- In a 3-column chart on the board, write: *Brian / Brian's brother, Myra / Myra's colleagues, and Lester / Lester's volunteers*. Tell students to take notes about the tasks Ginny asks each to do. Explain that sometimes other people are involved and students should note that information as well; for example, Brian is going to get his brothers to help with a task.
- Review the notes together before students complete the sentences.



Learning Strategies

NOW YOU CAN Plan an event

A Group work

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Have students look at the pictures and the list of events in the *Some ideas* box. If necessary, clarify the meaning of a *karaoke* (/kær-i-'ou-ki/) *show* (A party in which people sing to recorded music for fun.).
- Brainstorm and write on the board other social events the class might like to attend; for example, *a dinner, a picnic, a dance, a concert*, etc.
- Review the expressions in the Recycle box.
- Form groups of three or four. Have each group choose one social event to plan. Encourage students to include as many details for the event as possible.
- Draw students' attention to the two speech balloons. Read them aloud. Remind students to use the passive causative as they choose people to help with their event.

B Discussion

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- As groups present their plans to the class, list the groups and types of events on the board; for example, *Group 1: Top Notch Pop karaoke show*.
- Encourage the class to ask questions beyond those in the chart. For example:
Have you made a budget?
How much money will you spend?
What about food?
Will you have a caterer?
When will you send out the invitations?
- After all groups have presented their plans, have students raise their hands to vote for each of the events listed on the board. Keep a tally on the board to find out the best or most popular plan. You may want to hold the event if your students are enthusiastic about it.

Language and culture

- In the U.S., people sometimes hire "event planners" to organize and delegate all the tasks involved in planning and running a large event, such as a wedding or business conference, or even an elaborate children's birthday party.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 3, Activity 4; "Find Someone Who . . ." Activity

AUDIOSCRIPT for page T34 (A Listen to confirm, B Listen for main ideas)

CONVERSATION 1

- F:** Hello, Brian? Ginny. How are you doing?
M: I'm good, Ginny. What's up?
F: Listen, I want to get the preparations moving for the talks at next month's event. There are a few things we need to have done.
M: Great. How can I help?
F: Well, I've asked someone to create an announcement. But we need someone to send them out. Do you think you could find someone to do that?
M: No problem. That's easy. I'll get my brothers to do it. Is there anything else you need?
F: Well, I've also asked someone to print some signs for the event. Could you ask some people to help put up the signs that morning?
M: Sure. I'll talk to some of my friends. I'm sure they'll be willing to do it.

CONVERSATION 2

- F1:** Hello, Myra? Ginny.
F2: Hey, Gin. How are ya?
F1: Great. Hey, thanks for volunteering to help with the event next month. As our tech person, there are a few things you should put on your to-do list for the morning of the event.
F2: OK.
F1: We'll need someone to check the sound system in each room before 8:30. Is that OK?
F2: Of course. I'll ask some of my colleagues to do that. They're really good.
F1: And for the talks, we'll want each speaker to be able to choose a hand-held mike or a lapel mike, OK? We don't want them to have to use a mike at the podium if they don't want to.
F2: Understood. I'll make sure they set that up in each room.
F1: And of course we'll need someone to set up the projectors in each room, too.
F2: Don't worry. They can do that, too.

CONVERSATION 3

- F:** Good morning, Lester. Ginny here.
M: Hi Ginny.
F: Lester, I understand you already have a team of people ready to help out on the day of the event.
M: That's right. I've got six volunteers already.
F: Great! We'll need to get the chairs in each room set up before 8:30. About the same time that Myra's people will be checking the sound system.
M: OK. How many people do you think there'll be in each room?
F: It would be great if you could have each room set up for about thirty to forty people.
M: Will do.
F: And we'll need someone at the front table to hand out the agendas. And someone at the door to each room to give people any handouts for the talks.
M: No problem.
F: And Lester, do you think someone can introduce each speaker as well?
M: I may need to get a few more volunteers, but that should be no problem.
F: Good. They'll have to be free to stand at the podium to do that. So it can't be the same person that's handing things out.
M: Right. We'll work that out.
F: Thanks, Lester!

A ▶ 2:16 Listen to each conversation . . .

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Review the example with the class.
- Pause after each conversation to allow students time to write.
- Review by having students read the sentences aloud. Make any necessary corrections.

AUDIOSCRIPT

CONVERSATION 1

- F:** I'd like to have this dress dry-cleaned.
M: OK. It'll be ready on Monday.
F: Actually, it's kind of urgent. Any chance I could have it by Friday?
M: I'll see what I can do.

CONVERSATION 2

- M1:** I need to have these pants shortened. Can I get them back by Wednesday?
M2: I don't know . . . We're pretty busy this week.
M1: I'd really appreciate it.
M2: We'll try. But they might not be ready until Thursday. OK?

CONVERSATION 3

- F:** I'd like to have a sign printed. Does it take long to do?
M: Just one sign? Not too long. You can have it by Thursday.
F: Gee. Could I have it done a little sooner. I'm in a bit of a rush.
M: How about Wednesday? Is that OK?
F: That would be perfect. Thanks a million!

CONVERSATION 4 [F = Korean]

- F:** Can you do a rush job for me?
M: That depends. What do you need to have done?
F: I just need to have this picture framed. Can I have it by four?
M: Today? I'm sorry. That wouldn't be possible. But I could have it for you first thing in the morning.
F: OK. That would be great.

B Complete each question . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Encourage students to look at the verbs to help them decide how to complete each sentence. Have students compare answers with a partner.
- Ask several students for their information and make a list of possible answers on the board.

Option: (+5 minutes) To extend the activity, have volunteers reply to your statements with a passive causative question. *Why don't you ____?* Remind students to use the vocabulary from the unit and *have*. For example:

My pants are too long. (Why don't you have them shortened?)

The copier is broken. (Why don't you have it repaired?)

I've bought a beautiful painting. (Why don't you have it framed?)

My white jacket is stained with blue ink. (Why don't you have it dry-cleaned?)

I need fifty copies of this test a.s.a.p. (Why don't you have it copied at Quick Copy Service?)

I need a new sign for this room. (Why don't you have one printed?)

C Complete each causative . . .

Suggested teaching time:	2–5 minutes	Your actual teaching time:	
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- Write on the board:
 I | *get* | *my brother* _____.
- To prepare students for the activity, ask them to create sentences; for example, *I got my brother to drive me to school*. Point out the structure: *get* + person + infinitive.
- Then have students compare statements with a partner. Review with the class.

WRITING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Review the ideas in the *Some possible examples* box. Point out that they are activities we can get done on time or put off until the last minute. Brainstorm other activities and write them on the board. For example:

buying gifts	reserving a table at a
sending holiday greetings	restaurant
buying tickets	replying to e-mails
packing before a trip	sending a thank-you card
planning parties	studying for a test
- To help students generate ideas, have them decide if they tend to do these activities right away or put them off until the last minute. Ask students to think of examples and write them down.
- Encourage students to start their writing by saying whether they think procrastinating is a serious problem or not, and then have them use their notes as a guide to give examples to support their statements. As students write, walk around the room and provide help as needed.

Option: **WRITING BOOSTER** (Teaching notes p. T148)



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

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

Game

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To help students prepare for the activity, tell them that they will play a memory game. They will take turns asking and answering questions about the pictures, using the causative.
- As students study the pictures, remind them to look at the time shown on each clock.
- If necessary, review what kinds of problems the man is having. (The copier doesn't work, he needs to get a package to L.A. right away, his pants are too long, he got in a car accident / he hit something with his car.)
- Form pairs. Review the example. Have students close their books and take turns asking and answering questions. Once students are finished, ask them to open their books and confirm their answers.

Possible responses . . .

1 He needs to get something copied. 2 He needs to get a package in the mail. 3 He needs to have his pants shortened. 4 He needs to have a mechanic fix his car.

Option: (+5 minutes) For a different approach, ask students to share their own experiences in small groups. Have them describe a day in which they had to get lots of things done. Encourage students to ask questions to keep the conversation going.

Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Before students create the conversations, model a conversation with a student.
- Then have students choose roles. Finally, ask one or two pairs to role-play their conversations.

Possible responses . . .

A: Hey, Paul. What's going on? **B:** I need to have these documents copied by 9:30, but the copier isn't working! Do you think you could take a look? **A:** Gee, I'm sorry, but I'm not very good with machines. Why don't you call the help desk? **B:** Good idea. Could I borrow your phone? **A:** No problem. Here you go.

A: Could I get this package delivered to L.A. by the end of this week? **B:** That should be no problem. You can have it air expressed. **A:** When will it get there? **B:** On Friday morning. Is that OK? **A:** Thanks. You're a lifesaver!

A: Could I get these pants dry-cleaned by tomorrow? **B:** Tomorrow? That might be difficult. **A:** I'm sorry, but it's pretty urgent. I need them for a party this weekend. **B:** Well, in that case, I'll see what I can do. **A:** I really appreciate it. Thanks!

A: I need to get my car repaired a.s.a.p. **B:** What happened? **A:** Well, I hit a wall in the garage. **B:** Oh, no! What do you need to have done? **A:** I need to get a new headlight. Can you do it this week? **B:** I don't know. I'm very busy. **A:** Can you get it done next week? **B:** Yes. Next week would be fine.

Story

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Form small groups. Ask each student to contribute a sentence to the story.
- Remind students to use the causatives *have* and *get*. Then ask a group to retell the story to the class.

Option: (+5 minutes) To extend the activity, have students work in small groups and make up an ending to the story. Ask them to imagine what else happened to Paul that night. Walk around the room and provide help as needed. Then have several groups tell their story to the class.

Option: Oral Progress Assessment

Use the photographs on page 37. Encourage students to use the language practiced in this unit and prior units.

- Tell the student you are going to ask questions about the photographs and he or she should answer using the causative; for example, *What does Paul's colleague say about the copy machine? Why is Paul holding a package? What is Paul telling the tailor? Why is Paul talking on the phone?*
- Tell the student that together you are going to role-play a conversation between Paul and the employee at the dry-cleaner's. The student should play Paul. Have the student start like this: *Do you think I could have these pants shortened by Friday?* Tell the student to continue the conversation and say as much as he or she can.
- Evaluate the student on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Have students plan a social event for the class.

Idea: Ask students to make a list of the guests who will be invited. Form four groups and assign each group one of the following to think about and plan: food and drinks, music, invitations, and decorations. Encourage each group to take notes as they plan. Finally, have the groups report their ideas and suggestions to the class.

EXTRAS

On the Internet:

- Online Teacher Resources: pearsonelt.com/topnotch3e/

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

PREVIEW

Suggested teaching time:	10 minutes	Your actual teaching time:	
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Before Exercise A, give students a few minutes of silent time to observe the website.

- Ask students to review the books listed under *Fiction* and *Non-fiction* and ask *What is the difference between fiction and non-fiction?* (Fiction: books and stories about imaginary people and events; non-fiction: books and stories about real people and actual events.)
- To personalize, have students choose a book that they are interested in, or one that attracted their attention, and ask them what they liked about it; for example, *its author, its title, the type of book, the topic, the picture on the cover*, etc. Ask several students to tell the class which book they chose and why; for example, *I picked Murder on the Orient Express. I don't know the author, but I love mysteries.*
- Take a poll to find out which books on the lists are the most popular choices in the class.

Language and culture

- *Contemporary* means modern or belonging to the present time; *on the edge of your seat* is waiting with great excitement to see what will happen next; and a *masterpiece* is a work of art, piece of writing, or music etc., that is of very high quality.

A 2:19 Vocabulary

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students listen and study the descriptions of fiction and non-fiction book types. Then have students listen and repeat chorally.
- To help students figure out the meaning of unknown words, ask them to look at the website and read the descriptions of the books.
- To check comprehension, use the following information to describe a type of book. Have students say the type of book:
 - *A book about life on another planet.* (Science fiction.)
 - *A book about tips to stay healthy.* (A self-help book.)
 - *A book about a person who discovers a killer.* (A mystery.)
 - *A book with many stories, not just one.* (Short stories.)

- *A book about people in love.* (A romance novel.)
- *A book about one's own life.* (An autobiography.)
- *A book about the life of an important person.* (A biography.)
- *A book about invented people and events.* (A novel.)
- *A book about visiting a foreign country.* (A travel book.)
- *A book with an exciting story.* (A thriller.)
- *A book about someone's personal experiences.* (A memoir.)

Language and culture

- There are many compound nouns with *book*; for example, *a travel book, a self-help book*, etc. However, do not say: *a novel book*.
- An *autobiography* is a person's life story. A *memoir* is about a person's experiences in a specific situation; for example, *in a particular career or during a war*.
- **From the Longman Corpus:** *Biography* and *autobiography* are frequently followed by the preposition *of* (a biography of Mahatma Gandhi, *The Autobiography of Nelson Mandela*).

B Discussion

Suggested teaching time:	10–13 minutes	Your actual teaching time:	
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- To help students prepare for the discussion, ask *How many students like to read books?* Then ask them to write the titles of some of their favorite books in any language and label them fiction or non-fiction. Then ask students to write the titles (or even types) of books they have read or tried to read in English. If students read English on the computer / on websites, they should include this information. Finally, ask students to write the names of the newspapers and magazines they like to read.
- Form small groups. Encourage students to give reasons for their choices and to ask each other follow-up questions. For example:
 - Student A:** *I try to read the newspaper The Herald Tribune at least once a week.*
 - Student B:** *Why only once a week?*
 - Student A:** *The vocabulary is difficult, so I use a dictionary. It takes me a week to read it.*
- To review, make a list on the board of books, magazines, and newspapers students have read or would like to read in English.

C ▶ 2:20 Photo story

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- To help students prepare for the Photo Story, have them cover the conversation and look at the pictures. Ask *Where are the women?* (In a bookstore.) *What do you think they are talking about?* (Possible answer: The types of books or magazines in the store.)
- After students read and listen, ask *What is Sophie shopping for?* (Gardening magazines for her mom.) *What has Lynn chosen?* (A biography of Helen Keller.) *What does Sophie say she's reading?* (A mystery.) *What does Lynn recommend?* (A new book by John Grisham.)
- Point out that *till the end* means *until the end*. If students have questions regarding vocabulary, tell them that the next exercise may clarify their questions.

Language and culture

- Helen Keller, who lost her sight, hearing, and speech to illness as a young child, is famous for her many achievements despite the physical challenges she faced. Born in Alabama in 1880, Keller went on to learn to read and write in Braille, graduate from college, promote special education, and write several books. She lived to be 88.
- U.S. writer John Grisham is considered a master of the legal thriller. Graduating from law school and practicing law inspired him to write his first novel, *A Time to Kill*, in 1988. Grisham's books have been translated into twenty-nine languages, and seven have been turned into Hollywood movies.
- *I can't seem to . . .* is a colloquial way to say *I'm not able to*. *I can't seem to get into . . .* could also be stated as *I can't get into. . .*

D Think and explain

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Encourage students to use the context of the conversation to figure out the meaning of the expressions.
- Have students compare answers with a partner. Then review with the class. Encourage them to use information from the story to explain their answers; for example, *I think can't get enough of means likes*. *Sophie is buying some gardening magazines because her mother likes them*.
- If necessary, clarify the meaning of the expressions *I can't put it down*. / *It's a real page-turner*. (I find it extremely interesting. / I can't stop reading it.) *I can't seem to get into it*. / *I can't get into it*. (I can't get interested in it.) *I can't get enough of it*. (I like it so much that I want a lot of it.) *They just aren't my thing*. (I don't like them.) *They put me to sleep*. (I am not interested, they are very boring.)

Option: (+5 minutes) To extend the activity, have students work in pairs and take turns briefly telling their partners about books or materials they have read or are reading using the expressions from the activity.

E Paraphrase

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Encourage students to identify who says each phrase and to use the context of the conversation to help figure out the meaning. (1 *Lynn*, 2 *Lynn*, 3 *Sophie*, 4 *Sophie*, 5 *Lynn*)
- To review answers, you may want to encourage students to say complete sentences. (Possible answers: 1. I've never seen / met you here before. 2. I'm just looking around. I'm not looking for anything special. 3. I'm looking for and buying some gardening magazines for my mom. 4. Do you think I could have it when you are done with it? 5. I'd be happy to give it to you for a while.)

SPEAKING

A What percentage of your . . .

Suggested teaching time:	10–13 minutes	Your actual teaching time:	
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- Ask students to write notes about what they would include in the category *other*.
- Ask students to give examples of what they are reading in each category.
- To check comprehension, take a poll. Ask students to say which reading material they assigned the highest percentage to.

B Tell a partner . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students share their answers with a partner. Encourage them to make relevant comments and ask follow-up questions; for example, *You spend a lot of your time reading magazines. When do you read them? I also read a lot of websites. I like to read about things I can do to protect the environment*.

EXTRAS

Workbook

VOCABULARY

A ▶ 2:21 Read and listen . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students listen and study the words. Then have them listen and repeat chorally.
- To provide practice, write the Vocabulary on the board. Form pairs. Have students take turns reading a definition aloud and matching it with a word or phrase on the board. Ask one student in each pair to read three definitions. Have the other student keep his or her book closed and say the word or phrase.

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To help students prepare for the activity, brainstorm different types of books. Write them on the board.
- Point out the speech balloon and read it to the class.

Option: (+3 minutes) For a different approach, if students are not regular readers, ask them which description they think would best match each type of book. For example, I think a biography of a famous person might be a page-turner. It would be interesting to read.

GRAMMAR

Suggested teaching time:	10–13 minutes	Your actual teaching time:	
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- Direct attention to the chart and have students read the first explanation and study the examples. Write on the board:
I didn't know [something]. (direct object)
that he was the author. (direct object noun clause)
- Point to the text on the board to clarify that a noun clause functions as a noun.
- Tell students the underlined noun clause on the board is the direct object of the verb. It expresses the information you know, believe, think, etc.
- Review the verbs in the box and explain why they are called “mental activity” verbs. Note: Do not review the adjectives at this point.
- Have students read the second explanation and study the examples. Write on the board:
I think (that) she has a ticket.
- Tell students that when a noun clause is a direct object of the verb, the word *that* is often omitted, especially in spoken English. To check comprehension of direct object noun clauses, ask several students to form such sentences; for example, *I know [that] he passed the test. I believe [that] we're going to the mall. I guess [that] she left.*
- Have students read the third explanation and study the examples. Write on the board:

Did Pam make it? → Yes. I think that she made it.
 I think so.

- To help clarify, say *Noun clauses can be replaced by so in short answers.*
- Review the negative forms in the *Be careful!* box.
- To check comprehension, ask questions and have several students reply with the verbs *think*, *believe*, or *guess* and *so*. Ask *Did Frido Kahlo write an autobiography? Did Ernest Hemingway write short stories? Is The Bourne Identity a thriller?*
- Have students read the last explanation and study the examples.
- Write on the board: *I'm sure [that] you will like it.* Have students identify the adjective (Sure.) and the clause that follows it. (That you will like it.)
- Now review the adjectives in the box. To check comprehension, have students use some of the adjectives to write sentences with noun clauses.

Language and culture

- **From the Longman Corpus:** A common learner error with noun clauses is using an incorrect tense when the main verb is in the past tense, for example: *I thought he is crazy.*

Option: GRAMMAR BOOSTER (Teaching notes p. T131)



Inductive Grammar Charts

A Find the grammar

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To help students find the three examples, have them scan the conversation and underline any verbs from the box.
- After students have had a chance to find the examples, volunteers read them aloud, identifying where in the sentence *that* has been omitted (I guess [that] mysteries just aren't my thing. / I didn't know [that] he had a new book out. / Do you think [that] I could borrow it when you're done with it?).

B Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- First, review the example.
- Be sure students use the correct sequence of tenses in each answer. If there's confusion about the tense needed in the noun clause, give students that information: present: 1, 2; past: 3, 4, 6; present perfect: 5. You can point out the specific time references in items 3, 4, and 6 and *yet* in item 5.
- Have students compare answers with a partner and then review with the class.

C Grammar practice

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students compare sentences with a partner. Then ask volunteers to say one of their sentences aloud.



Extra Grammar Exercises

PRONUNCIATION

A ▶ 2:22 Read and listen . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- Have students listen and study the examples. Then have them listen and repeat.
- Ask students to take turns asking and answering the questions in the exercise. Remind them to use rising intonation for the questions.

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To help students generate ideas, draw the following diagram on the board (without the examples). Write *Weekend Activities* in the center circle. Brainstorm activities and write them in the surrounding circles.



- Read the speech balloon aloud with a student.
- Encourage students to use some of the activities on the board as they create their conversations. Remind students that *hope* and *guess* are followed by *not* in the negative. (I hope not. I guess not. NOT: I don't hope so. I don't guess so.)

Pronunciation Activities

CONVERSATION MODEL

A ▶ 2:23 Read and listen . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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This conversation strategy is implicit in the model:

- Use “Actually” to show appreciation for someone’s interest in a topic.
- To set the scene for the conversation, ask *Where does this conversation take place?* (In a park.) *What is the woman holding?* (A book.)
- After students read and listen, check comprehension by asking *What kind of book is the woman reading?* (A thriller / fiction.) *Is it a good book?* (Yes, it’s a cliff-hanger.) *What is the woman going to do with the book when she’s finished?*

(Let the man borrow it.)

- To point out the conversation strategy in the model, ask *How does the woman show her appreciation for the man’s interest in what she is reading?* (She says *actually*.)

B ▶ 2:24 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:
 - pause slightly before saying the book title.
 - use rising intonation for *Have you read anything interesting lately?* and *Is it any good?*
 - stress *highly* in *I highly recommend it*.

NOW YOU CAN Recommend a book

A Notepadding

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To review the Vocabulary, ask students to name types of books. Then ask them to say reasons for recommending or not recommending a book. Elicit the Vocabulary they have learned in this unit; for example, *Reasons for recommending a book: It’s a page-turner. It’s a cliff-hanger. It’s a best-seller. It’s a fast read. Reasons for not recommending a book: It’s hard to follow. It’s trash. It put me to sleep. It’s boring.*

B Conversation activator

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 187 of this Teacher’s Edition.
- Be sure to reinforce the use of the conversation strategy. Encourage students to show appreciation by saying *actually*.

DON'T STOP! Extend the conversation. Review the ideas in the box. Ask students to write two more questions they could ask; for example, *Is it very long?* *Have you read other books by the same author?*

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- To model the activity, role-play and extend the conversation with a more confident student.

Conversation Activator Video Scripts; Conversation Activator Pair Work Cards; Learning Strategies

EXTRAS

Workbook or MyEnglishLab

Speaking Activities: Unit 4, Activity 1

CONVERSATION MODEL

A ▶ 2:25 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:

- Soften a question with “Could you tell me . . .?”
- Indicate disappointment with “Too bad.”
- Use “I’m dying to . . .” to indicate extreme interest.
- Ask “Are you sure?” to confirm someone’s willingness to do something.

- Have students look at the photo. Ask *What do you think the men are doing?* (Talking about a magazine.)
- To check comprehension after students read and listen, ask *What’s the man reading?* (A magazine / *Car Magazine*) *What does the other man want to know?* (Where he bought it.) *What do you think “it’s sold out” means?* (That there are no more copies.) *What does the other man offer to do?* (Give him his copy.)
- To point out some of the conversation strategies in the model, write on the board: *Where did you buy it?* Ask students to find a question in the conversation with the same meaning. (Could you tell me where you bought it?) Point out that a question starting with *Could you tell me . . .* is more polite than a direct question.
- Write *Really?* on the board. Ask students to find another way to confirm information. (Are you sure?)

Option: (+5 minutes) To extend the activity, have students work in pairs and say whether they talk with friends about something they’ve read online or in a newspaper or magazine. What kinds of articles do they discuss? Do they pass on the reading material or send a link? Do they read articles that others recommend to them?

B ▶ 2:26 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 rising intonation for *Is that this month’s Car Magazine?* and *Could you tell me where you bought it?*
 - stress *dying* in *I’m dying to read it.*
 - use extra stress on *sure* in *Are you sure?*

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Direct attention to the chart and have students read the first explanation and study the examples. Write on the board:
 1. *Is it a best-seller?*
 2. *I don’t know if it is a best-seller.*
- To help clarify, point out the underlined words in sentence 2 and say *An embedded question is part of a larger sentence.* Then point to sentence 1 on the board and ask *Is this a yes / no question or an information*

question? (A *yes / no* question.) Then point to sentence 2 and say *Embedded yes / no questions can start with if.*

- Write on the board:
 3. *Does he like the book?*
 4. *I don’t know if he likes the book.*
- Point out that auxiliary verbs are not used in embedded questions. Then point out the verb form in sentence 4.
- Remind students that an embedded question is a direct object noun clause. It is the object of the verb in the introductory clause (“Tell me . . .,” “I’d like to know . . .,” or “Could you tell me . . .”)
- Have students read the second explanation and study the examples. Write on the board:
 5. *Where did you buy it?*
 6. *Can you tell me where you bought it?*
- Point to sentence 5 and ask *Is this a yes / no question or an information question?* (An information question.) Say *Embedded information questions start with a question word.* Point out the underlined information in sentence 6.
- Have students look at the embedded information questions in the chart and underline the question words. (What, why, who, whose, when, where.)
- Have students read the box about punctuating embedded information questions. Point out the “I can’t remember . . .” question as an example of using a period, and the “Do you know . . .” question as an example of using a question mark.
- Review the *Be careful!* note. Point out sentences 2, 4, 6 on the board.

Language and culture

- **From the Longman Corpus:** Learners across all language backgrounds commonly make errors with word order in embedded questions; for example, *Do you know what are the advantages of studying English?* Be sure students are aware of correct word order.

Option: GRAMMAR BOOSTER (Teaching notes p. T132)



Inductive Grammar Charts

A Find the grammar

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- To model the activity, find one of the two embedded questions with the class. (I wonder if you could recommend something for me. / If you can wait till the end of the week, I’d be happy to lend it to you.)
- Have students identify whether the embedded questions are *yes / no* or information questions. (*Yes / no* questions.)

B Grammar practice

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Complete the first item with the class. Make sure students use the correct verb form (*likes*) and not the auxiliary verb *does* in the embedded question.

C Grammar practice

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To help students generate ideas, brainstorm kinds of magazines and write them on the board. Ask students for examples of magazines for each of these categories: world news, sports, photography, computers and electronics, entertainment, music, fashion, economics, health and fitness, business, food and cooking, do-it-yourself, home, and lifestyle.
- Then point out the names of newspaper sections in the box. Read the list aloud. Elicit other newspaper sections: *opinion*, *classifieds*, *cartoons*, *letters to the editor*, *weather*, *arts*.
- After students complete the chart, read the speech balloons aloud with the class. Ask students to identify the embedded question in each one. Point out the normal (not inverted) word order.
- Have students exchange charts with a partner so they can use them as a guide for their questions. Encourage students to ask as many embedded questions as they can.

Language and culture

- Do-It-Yourself* magazines give advice for cooking, making or building things, etc. *Home* magazines give advice for decorating home interiors and exteriors. *Lifestyle* magazines give advice for healthy living. *Classifieds* are ads for jobs, apartments, etc.
- In British English the word *favorite* is spelled *favourite*. Many American English words that end in *-or* such as *color*, *favor*, and *honor* are spelled with *-our* such as *colour*, *favour*, and *honour* in British English.



Extra Grammar Exercises

NOW YOU CAN Ask about an article

A Conversation activator

Suggested teaching time:	10 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 188 of this Teacher's Edition.
- To prepare students for the activity, have them read the Conversation Model on page 42 again. You may also want to have students listen to the model.
- Brainstorm ideas to complete the first question and write them on the board. For example:

Is that...

today's [*Journal World*]?
 this week's [*Entertainment Guide*]?
 this month's [*Healthy You*]?
 yesterday's [*Gazette*]?

- Review the adjectives in the box to be sure students understand all the meanings.
- Encourage students to use the adjectives to describe the article they're discussing.
- Be sure to reinforce the use of the conversation strategies; for example, encourage students to politely ask for information by using embedded questions.

DON'T STOP! Extend the conversation. Have students write questions they could ask to keep the conversation going. For example:

Could you tell me why you decided to read it?

I can't remember who wrote it.

Tell me how long it is.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- To model the activity, role-play and extend the conversation with a more confident student.
- Walk around the room and provide help as needed. Encourage students to use the correct rhythm and intonation and to continue their conversations by asking follow-up questions.



Conversation Activator Video Scripts; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Remind students to use other magazines or newspapers. To challenge your students, you may want to encourage them to answer some of the questions with noun clauses or new embedded questions. For example:

I don't know when it was written.

I guess it came out last week.

I don't remember where or when I bought it.

I think it was a birthday gift.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 4, Activity 2

BEFORE YOU LISTEN

A ▶ 2:27 Vocabulary

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students listen and study the phrases. Then have them listen and repeat chorally.
- To clarify the meaning of *curl up with [a book]*, direct attention to the way the woman is relaxing on the sofa. To clarify the meaning of *skim*, direct attention to the way the person is using his finger to read through a text quickly for the main ideas.
- Write on the board:
 1. David enjoys word games.
 2. Steve is very busy, but wants to be informed.
 3. Maria has young children.
 4. John loves reading at night.
 5. Alex uses a notebook most of the time.
 6. Sarah drives to work every day.
 7. Brian always buys the latest technological gadgets.
- To check comprehension and review drawing conclusions with *must*, form pairs and ask students to discuss each person's reading habits. (Possible answers: 1. David must like to do puzzles. 2. Steve must skim through the newspaper. 3. Maria must read aloud to her children. 4. John must curl up with a book at night. 5. Alex must read articles online. 6. Sarah must listen to audio books. 7. Brian must read electronic books / e-books.)

B Pair work

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students match each situation with one or more activities.
- To review, have several students describe some situations in which they enjoy reading.

Option: (+3 minutes) To extend the activity, encourage students to think of more situations. For example:

Doing puzzles is a great way to practice vocabulary if you are learning a foreign language.

Reading articles online is the best way to find information when you do not have other materials available.

Parents usually read aloud to their children before they go to sleep.

Listening to audio books is convenient if you are busy. You can listen to them while you walk, drive, or exercise.

Answers for Exercise B

Answers will vary, but may include the following:

- listen to audio books
- listen to audio books, do puzzles, read [articles] online, skim through [a newspaper], read electronic books / e-books
- curl up with [a book], read aloud [to someone], listen to audio books, do puzzles
- read [articles] online, skim through [a newspaper]

LISTENING COMPREHENSION

A ▶ 2:28 Listen to take notes

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To prepare students for the activity, brainstorm the different types of reading materials they've learned about in the unit.
- Before students listen, have them read the questions to know what information they should listen for.
- Stop after each section to allow students to complete their notes. You may want to play each section two or three times before moving on to the next one.

AUDIOSCRIPT

BETTY SONG [Chinese]

There is nothing I like more than curling up with a good book. I like all kinds of literature—novels, general fiction, short stories . . . I also read a lot of books written by Japanese authors, translated into Chinese. My favorite author, though, is Chang Ailing. She is a very famous author from China. Her work has inspired women for many generations.

I like to read whenever I have a bit of quiet time—like early in the morning or during lunch hour—and at night when I'm lying in bed. I usually read in a small room next to my living room. It's like a small library with good natural sunlight. I really don't enjoy reading in coffee shops or other public places. I need a quiet space to read.

For me, reading is a spiritual experience that gives me great personal satisfaction. Television and movies can't do that. I can't understand why anyone doesn't enjoy reading. I can't think of any better way to relax, to forget the pressure of each day.

SILVIO FERRANTE [Spanish]

I really like to keep up with the news. I get the paper delivered on weekends, so that's when I enjoy reading it most. Pretty much from the first to the last page. During the week I enjoy skimming through the newspaper in a café. But the weekend is the best time. There's nothing like lying in bed with the paper, a good cup of coffee, and some croissants or toast. Or when the weather is nice, sitting in the garden and reading about what's going on in the world. And, well, I have to admit, one of my favorite places to read is in the, um, well, bathroom . . . I can spend a good half hour there reading the paper.

Aside from newspapers, I really enjoy stopping at newsstands and spending about five or ten minutes browsing through magazines. And, of course, I also enjoy going to book shops and checking out the latest novels. Particularly historical novels. I just can't seem to read enough of those.

MELISSA WHITE

I don't really consider myself to be a big reader because I don't actually read a lot of books. Most of the reading I do is either on the Internet—or in newspapers. I can't start my day without skimming through the newspaper during breakfast, checking out what's going on in local news, or maybe what's going on in business. Mainly I just look for the articles that look interesting, and I save them for later when I get back home from work. Then I like to curl up on the sofa with my newspaper and a good cup of tea.

The truth is I don't have a lot of time for reading books. And I don't have a lot of interest in reading them. Once in a while, I'll read one of the best-sellers, or a good romance novel. But I spend a lot more time surfing the Internet, checking out my favorite blogs. That's where I get my information from—and my entertainment. It works for me.



Learning Strategies

NOW YOU CAN Describe your reading habits

A Frame your ideas

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- As students complete the survey, encourage them to look back into the unit if they need help with vocabulary.
- Have students either write complete sentences or just write short notes, such as *Not a big reader / Too busy*. Walk around, providing help as needed.

B Pair work

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Review the Recycle box. Have students write sentences to complete some of the items. For example:
I guess that I'm not a very good reader.
I think that I used to be a better reader when I was a child.
Could you tell me if you have a favorite author?
I'd like to know if you consider yourself a big reader.
- Encourage students to ask follow-up questions during the interview. For example:
Student A: *When do you like to read?*
Student B: *At night.*
Student A: *Could you tell me why?*
Student B: *I guess it helps me relax and go to sleep.*
- Walk around, providing help as needed.
- Then have students compare their reading habits; for example, **Student A:** *We both enjoy reading at night.*
Student B: *Yes, but you like to read thrillers, and I like to read romance novels.*

Option: (+5 minutes) To extend the activity, ask students to interview a second student and then compare the reading habits of the two people they interviewed.

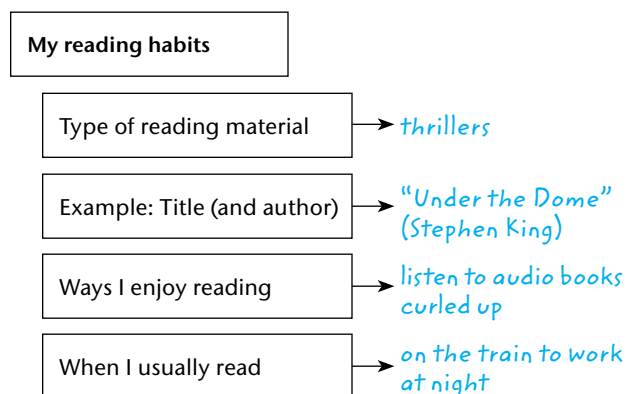
C Group work

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Form groups of four. Have students who've worked together in pairs for the previous activity join different groups for this activity.
- Review the speech balloon.
- Encourage students to compare their partner's reading habits and ask follow-up questions. For example:
Student A: *[Carolyn] likes to read the newspaper every morning.*
Student B: *[Andrew] also likes to read the newspaper in the morning. What newspaper does [Carolyn] read?*
Student A: *[Daily News]. And [Andrew]?*
Student B: *He reads [The World Journal].*
- To check comprehension, have volunteers from different groups choose two of their partners' answers to share with the class.

Option: (+5 minutes) To extend the activity, as students talk about their partners' answers, take notes to help create questions to ask about the reading habits in the class; for example, *Who hates reading aloud? Who always skims newspapers and never reads them? Who has a favorite author and has read all of his or her books?* Read the questions aloud and ask students to respond.

Option: (+10 minutes) To challenge students, have them write a paragraph describing their reading habits. Ask them to include the type of reading materials they like, examples of their favorite titles, ways they enjoy reading, and when they usually read. Have them use the information from the questionnaire. Draw the following graphic organizer on the board (include the examples) or print it out and distribute to students.



EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 4, Activity 3

BEFORE YOU READ

Warm-up

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To focus students' attention on the question, take a poll to see who in the class reads online. Then ask who reads printed material. Students can raise their hands for both categories.
- Ask students to brainstorm ways in which reading online is different from reading in print; for example, Online stories are often shorter. Reading something in print means you have a copy of it if you want to give it to someone.

2:29 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Have students read the article title, look at the picture, read the first paragraph, and read the two subheads.
- Ask *Do you think the Internet has had a positive or a negative impact on our reading habits?* Note the number of hands for each.

Option: (+10 minutes) To draw on students' prior knowledge before they read, draw a T chart on the board with the headings Before and Now. First, ask students about the reading habits of their parents (or other adults over the age of 45): for example *Do they read things online or in print? Do they read hardcopy books or electronic books?* Make a list of those habits under the heading Before.

Ask students about their own reading habits; for example, *How many of you have read a non-fiction book in the past year? If you wanted to know when a historic figure was born, would you look online or in an encyclopedia?* Take notes under the heading Now in the T chart.

Have students study the two columns and then ask if there are any differences. Ask *What's changed?* (New technology. The Internet. Fewer printed materials/bookstores/newsstands. Busier lives.)

Language and culture

- Despite the pervasiveness of the Internet, according to a 2011 study, more Americans read print magazines and newspaper than the online equivalent. For example, 13% of those polled said they spent five hours per week reading print while only 6% said they spent the same amount of time reading online.



Learning Strategies

A Recognize point of view

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students underline in the article the positive aspects of reading on the Internet. Have them circle the negative aspects. Then have them complete the chart with the information.
- Discuss with the class whether they agree with the author's points about what's been positive and what's been negative: *Do you read more online/electronic material throughout the day or more printed material? Have you ever found information online that isn't accurate? Do you find yourself reading "trash" just because it's, say, on the page where you log on to your e-mail?*

Option: (+5 minutes) Ask students to suggest some pros and cons the author doesn't discuss.

- Ask students to compare answers with a partner. Then review with the class.

B Understand meaning from context

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Complete the first item with the class. Then have students compare answers with a partner.
- To confirm comprehension, write sample sentences on the board and ask volunteers to complete them with the vocabulary; for example, *I can't concentrate on this article because I'm being (bombarded) by pop-up ads.*

Option: (+5 minutes) Have students work in pairs to write a short dialogue using the vocabulary from the article. Ask volunteers to present to the class.



Extra Reading Comprehension Exercises

NOW YOU CAN Discuss reading online

A Notepadding

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To help students prepare for the activity, brainstorm with students Internet topics and popular websites, writing them on the board.
- Ask students to define the terms "high quality" and "trash" and to give examples of each (citing Internet content). Take notes on the board.

B Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Point out the Recycle box and review the expressions. Have several students complete a sentence expressing an opinion; for example, *I think that getting the news online is better than reading a newspaper because it's more up-to-date.*
- Encourage students to use the language to describe their habits; for example, *I'm embarrassed to admit it, but I can't get enough of online games.*
- Remind students to ask their partners *Why?* when interviewing them about their Internet habits; for example, *Why do you like online games? / Because they help me relax.*

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner.* For example:

[] has a negative impact on children.
[] has fundamentally changed my life.
[] at his fingertips.
She jumps from [] to [].
[] doesn't work for me.

*Follow the same procedure with students' text-mining examples in other units.

- Have pairs combine to form groups of four. Encourage students to give examples and to ask each other follow-up questions. Also encourage them to politely express their views. You may want to write some useful language on the board:
*I see your point, but . . .
You may be right, but . . .
As I see it, . . .
That's exactly what I think.
I couldn't agree more.*

FYI: The language of agreement and disagreement will be taught fully in Unit 9.

- Walk around the room and provide help as needed. To check comprehension, ask several groups to say whether they agreed with each other or not and to explain why.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 4, Activity 4; "Find Someone Who . . ." Activity

A ▶ 2:30 Listen to each conversation . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- First, have students listen for the type of book. Then have them listen again for the words or phrases that indicate whether the person likes the book or not. You may want to ask them to write the words they hear.
- Pause after each conversation to allow students time to write.
- Have students compare answers with a partner. Encourage them to use *I think* and a noun clause to discuss the answers; for example, **Student A:** *The speaker doesn't like the book.* **Student B:** *I think that he likes it. He said he can't wait to get to the ending.*
- Review with the class.

AUDIOSCRIPT

CONVERSATION 1

M: I'm reading a new mystery by Smithson.
F: Really? Is it any good?
M: Oh, it's a real cliff-hanger. I can't wait to get to the ending!
F: Then don't tell me how it ends. I might want to read it, too.
M: I'll let you borrow it.
F: Thanks!

CONVERSATION 2

F: How's that travel book you're reading?
M: Well, apparently it's a best-seller.
F: Oh, yeah? Must be good.
M: Actually, I can't get into it. It's not a fast read—at all.
F: Oh.

CONVERSATION 3

M: When are you going to finish that romance novel?
F: Pretty soon. To tell the truth, it's really trash. But you know something? I just can't put it down.
M: I don't get it. Why are you reading it if it's trash?
F: I can't help it. It's a page-turner. I've really been getting into it.

CONVERSATION 4

M: I'm reading an autobiography by a famous Italian artist.
F: Wow. That must be interesting.
M: I guess it should be. But I'm just not really into it.
F: Don't you like autobiographies?
M: Sure! I love them. Just not this one.

B Write the name . . .

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- Complete the first item with the class.
- Have students compare answers with a partner. Then review with the class.

C Use the expressions . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Remind students that embedded questions use normal word order. Tell students that they can only use each expression once.
- Call on students to share their answers with the class.

WRITING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Point out that students can choose something they enjoyed or did not enjoy reading.
- To help students organize their ideas, have them begin by saying what they read and when or where they read it; for example, *Last week I read an interesting article in the newspaper.* / *I once read a story about a doctor in Africa. It was great!*
- To help students with the language, draw the following chart on the board (without the sentence starters) or print it out and distribute to students.

Book or Article:
Summarize
<i>It is about</i>
<i>It takes place</i>
<i>It tells the story of</i>
Express your opinion
<i>I enjoyed / didn't enjoy reading it because</i>
<i>I'd highly recommend it because</i>
<i>I would recommend it to</i>

- Have students write the title of the book or article on the first line and then write the sentence starters on the board.
- As students complete the sentences, walk around the room and provide help as needed.

Option: (+10 minutes) To extend the activity, have students work in groups of three and read their reviews aloud. Encourage them to ask each other follow-up questions. Have students say if they would or would not like to read any of the recommendations and explain their reasons.

Option: **WRITING BOOSTER** (Teaching notes p. T149)



Writing Process Worksheets; Graphic Organizers



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

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

Game

Suggested teaching time:	12–15 minutes	Your actual teaching time:	
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- Remind students to use noun clauses. They can start with *I think / believe / guess* + a noun clause or *I'm sure* + a noun clause; for example, *I think it's the woman. I'm sure it's the woman.*

Pair work 1

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To set the scene for the conversation, ask *Where are the people?* (Possible answers: At a university, at language school, in a coffee shop, in a restaurant.)
- To prepare students for the activity, draw the following chart (without the answers) on the board.

Ask about what someone is reading	Comment on a book
<i>Have you read anything interesting (lately)? Are you reading anything good (these days)? What's that you're reading?</i>	<i>I've heard about it. / I've never heard of that one. Is it any good? / Would you recommend it? I've always wanted to read that!</i>
Borrow a book or offer to lend it	Recommend a book
<i>Do you think I could borrow it when you're done? Would you like to borrow it? I'd be happy to lend it to you when I'm done.</i>	<i>I highly recommend it. It's a (real) cliff-hanger. It's a (real) page-turner. It's a fast read. It's a best-seller.</i>

- Brainstorm ideas for each of the situations in the chart. Write them on the board as students say them. Before students create the conversations, choose a student and model the conversation.

Possible responses . . .

A: Are you reading anything interesting? **B:** Actually, I'm reading a [type of book] called [title of the book]. **A:** I've never heard about it. Is it any good? **B:** Oh, I think it's great. It's a real page-turner. **A:** Do you mind if I borrow it when you're done? **B:** Not at all.

A: Are you reading anything good these days / lately? **B:** Well, I'm reading a [type of book] by [author of the book]. **A:** Really? I've always wanted to read that! **B:** I'd be happy to lend it to you when I'm done with it. **A:** Are you sure? **B:** Definitely.

Pair work 2

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To prepare students for the activity, have them describe the reading habits shown in the circular pictures.
- Encourage students to keep the conversation going by asking follow-up questions. Point out that they can invent the information. For example:

When do you usually do puzzles?

Do you like reading in bed?

Why don't you like listening to audio books?

Possible responses . . .

A: I usually like to curl up with a good book in bed. **B:** Really? I usually read on the sofa. **A:** What do you like to read? **B:** The newspaper.

I always read it as I drink my morning coffee. How about you?

A: Actually, I just skim through it every morning.

Option: (+5 minutes) For a different approach, ask students to work in pairs and share their own experiences. Have them take turns discussing their own reading habits; for example, *I love listening to audio books. I always listen to them on the train.*

Option: Oral Progress Assessment

Use the images on page 49. Encourage students to use the language practiced in this unit and previous units.

- Ask the student to tell you about the woman's (or the man's) reading habits and to compare them with his or her own reading habits. (Possible answer: The woman likes to curl up in bed with a book. I like to . . .)
- Tell the student that together you are going to role-play a conversation between the man and the woman. Have the student play the woman and offer to lend the book she is holding; start like this: *What are you reading?*
- Evaluate the student on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Have students create a literary review journal, a magazine containing reviews of books, magazines, and other reading materials.

Idea: Ask students to work in small groups. Encourage them to include their reviews from the Writing on page 48 and add more reviews. Students can design a cover for their journal including the name of the journal, their names, and some decorative art.

EXTRAS

On the Internet:

- Online Teacher Resources: pearsonelt.com/topnotch3e/

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

PREVIEW

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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Before Exercise A, give students a few minutes of silent time to observe the pictures and read the captions.

- To help students focus on key information and understand the content of the news, write on the board: *an epidemic / a blizzard / a famine*. Ask students to match the words to each news item using the pictures and the captions to help understand the meaning of the words. (Possible answers: Epidemic—a situation in which many people are sick with the same ailment; blizzard—a severe storm with a lot of snow and wind; famine—a situation in which a large number of people have little or no food for a long time and many people die.) As students read the items, they may need help with the following words: *reached* (Measured.); *power outages* (Loss of electricity.); *shortages* (Lack of.).
- Then write on the board: *What happened? / Where? / When?* Ask three volunteers to summarize the content of one news item using the questions on the board as a guide. (Possible answers: There was a worldwide influenza epidemic in 1918 and 1919. There was a giant blizzard in the Northeastern U.S. in 2013. There was a famine in Somalia between 2010 and 2012.)

A Discussion

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To help students prepare for the discussion, assign the following tasks:
 - For question 1, ask them to write information about any epidemics, famines, or weather emergencies they know about and to write notes about reasons why they are or are not interested in reading news stories about disasters.
 - For question 2, ask students to write one or two reasons. (Possible answers: So more people buy the newspapers. Because people are interested in shocking news. Because bad news attracts people's attention.)

- For question 3, ask students to make a list of disasters that are not caused by nature. (Possible answers: Oil spills, pollution, traffic accidents, plane crashes, forest destruction, wars, terrorist attacks, waste dumping.) Walk around the room and help students with this vocabulary.
- Form small groups and have students use their notes as a guide to discuss the questions. Encourage students to draw conclusions for each question as a group.
- Then have volunteers from several groups share their conclusions with the class.

Language and culture

- *News* is a non-count noun and needs a singular verb. *The news is often about disasters. Look at this news.* *The news* refers to a radio or television program that gives reports of recent events. *I saw it on the news. I watched the news last night.*
- The influenza epidemic of 1918 infected approximately one-fifth of the world's population, killing 25 million people. The epidemic broke out at the end of World War I. With the majority of doctors still working with the troops, the Red Cross had to recruit thousands of volunteers to help care for the people with influenza.
- A storm that paired heavy snowfall with hurricane-force winds struck the northeastern corner of the U.S. on Feb. 9, 2013, from New York extending up the eastern coast to Maine and into Canada. Hardest hit was Hamden, Connecticut, which received 40 inches, a record for that area. Wind gusts reached a high of 102 mph, recorded in Nova Scotia. Approximately 700,000 people lost electricity during the storm, which was blamed for at least eighteen deaths.
- A severe drought in Somalia, coupled with fighting between militant groups in the area, led to a famine that killed nearly 260,000 people, half of whom were children. During the famine, outside groups offering humanitarian aid were prevented from getting supplies to the area of conflict because of the controlling militia. In the area hardest hit by the famine—southern and central Somalia—approximately 10% of children five years old and younger died.

B 3:02 Photo story

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- To help students prepare for the Photo Story, brainstorm adjectives that describe the facial expressions and emotions of the two people in the photos. Write them on the board. (Possible answers: Worried, shocked, concerned, upset, confused.)
- After students read and listen to the conversation, check comprehension. Ask *Why is Rachel concerned?* (There is a flood in Slovakia.) *What does she know about the flood?* (It's in the middle of the city. Fifty percent of the houses are underwater.) *How will Rachel find out more about the flood?* (She will watch the news.)

Option: (+5 minutes) To extend the presentation, have students look back at the text to answer the following questions:

What does the word enormous describe? (The flood in Slovakia.)

What could end up being huge? (The death toll.)

What does Rachel say about property damage? (Fifty percent of the houses in town are underwater.)

According to Rachel, what TV channel usually has breaking news? (CNN.)

Language and culture

• From the Longman Corpus

- The three most common words to follow *oh, my . . .* in spoken English are *God*, *gosh*, and *goodness*, in that order.
- The collocation *breaking news* is used most frequently to describe TV and radio news broadcasts. It is rarely used for other kinds of news.

C Focus on language

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students compare answers with a partner and then review their answers with the class.
- Be sure students understand that items 3 and 4 are referring to expressions formed by two words.
- To reinforce the language, tell students that the words in this exercise are typically used to talk about disasters. Other common words that are used in the conversation are *death toll* (The total number of people who die in an accident, disaster, or war.), *damage* (Physical harm to something.), and *injury* (Physical harm to a person.). For example:

The death toll reached 10,000.

There was a lot of damage to buildings. / A lot of buildings were damaged.

There were some injuries. / Some people were injured.

SPEAKING

A Check your news . . .

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Explain that students should first put a checkmark in the box beside the news sources they use. Then they should write a pro (advantage) and con (disadvantage) for each one.
- Review the example together.
- Ask for a definition of *word of mouth* (heard from someone known personally / an unofficial source).
- After students have completed their charts, take a poll to find out which sources are the most popular. Ask volunteers to share specific sources (*The New York Times*, *CNN*, etc.).

B Pair work

Suggested teaching time:	15 minutes	Your actual teaching time:	
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- Have students compare the sources they use, and why. Encourage students to ask each other follow-up questions. For example:
Student A: *I get most of my news from Internet news sites.*
Student B: *Why?*
Student A: *Because I think online news is more up-to-date than the stories in a newspaper. That's a big advantage of Internet news sites—they can continuously update stories.*
- As a class, have students share opinions on advantages and disadvantages.

EXTRAS

Workbook

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Direct attention to the chart and have students read the first explanation and study the examples. To help clarify, write on the board: *Steve said, "Ask Carol." / Steve said to ask Carol.* Then say *Direct speech uses the exact words someone says. Indirect speech does not use the exact words.* Point out the quotation marks in direct speech. Clarify that they are placed at the beginning of the quoted information and after the period at the end.
- Have students read the second explanation and study the examples. To help clarify how the affirmative imperative changes in indirect speech, point out *ask* and *to ask* in the examples on the board. To check comprehension, tell students to change the following sentences into indirect speech starting with *The teacher said . . .*
 - "Do the homework." (The teacher said to do the homework.)
 - "Come to class on time." (The teacher said to come to class on time.)
 - "Have fun learning English!" (The teacher said to have fun learning English!)
- To help clarify how the negative imperative changes in indirect speech, write on the board: *The guide said, "Don't touch it." / The guide said not to touch it.* Point out that the negative imperative—*Don't touch*—becomes a negative infinitive—*not to touch*.
- Have students read the last explanation and study the examples. To help clarify, point out the change from *me* and *you* to *him* and *I* in the first example and from *me* and *you* to *her* and *I* in the second example.
- You may wish to point out that when the direct quote is an imperative, you can use "ask" in the indirect speech to suggest a request rather than a command. In the last example, either *told* or *asked* would be grammatically correct.

FYI: Indirect speech with *say* and *tell* and tense changes is covered on page 54.

Option: (+3 minutes) To extend the presentation, point out other words that often change when using indirect speech; for example, *here* changes to *there*, and *this* changes to *that*. Write on the board: *Bart said, "Leave this book here." / Bart said to leave that book there.*

Language and culture

- In British English the quotation marks around direct speech could be single quotes *' '* or double quotes *" "* as in American English.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T133)



Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To model the activity, review the example with the class. Remind students to change time expressions if necessary.

B Pair work

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- To model the activity, read the speech balloon aloud. Point out the change in the pronoun *him* to *me*. Also point out the use of *please*, as it is a request.
- To review, ask volunteers for their answers.

Option: (+3 minutes) To extend the activity, form groups of three and ask students to talk about instructions or commands their parents give them or used to give them. For example:

Student A: *My mother told me not to be home late.*

Student B: *My mother tells me to be home before 10:00.*

Student C: *When my father lent me his car, he told me not to drive fast.*

Student A: *My father never lends me his car. He tells me to take the bus.*



Extra Grammar Exercises

PRONUNCIATION

A ▶ 3:03 Notice the rhythm . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- First listening: Have students listen and study the examples. Point out that in direct speech, the pause tells listeners they're going to hear the exact words. Point out that there is no pause in indirect speech.
- Second listening: Have students listen and repeat chorally. Make sure students pause before saying the exact words the speaker said and don't pause in sentences using indirect speech.
- Clarify that in written direct speech, a comma indicates the pause. Point out the comma after *said* and *parents* in the examples. Then point out that there is no comma in indirect speech.

B Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have one student in each pair read the direct speech statement aloud and the other student read the corresponding indirect speech statement aloud. Then have pairs change roles.
- Walk around and encourage students to use correct rhythm.



Pronunciation Activities

CONVERSATION MODEL

A ▶ 3:04 Read and listen . . .

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

- Use “I would, but . . .” to politely turn down an offer.
- Say “Will do” to agree to a request for action.

- To introduce the conversation, have students infer what is happening between the two people in the photograph. (Possible answers: The man is about to leave. There’s a call for the man.)
- After students read and listen, ask *Why doesn’t the man talk to his parents?* (Because he’s in a hurry / he’s late.) *What advice does he give?* (His parents should watch the news because there’s going to be a storm.)
- Point out that there are other ways to say *Will do*, such as *I will*, *Sure*, or *OK*.

B ▶ 3:05 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 rising intonation for *Would you like to say hello?*
 - pause after *would* in *I would, but I’m running late*.
 - use rising intonation for *Anything you’d like me to tell them?*
 - use falling intonation in *Will do*.

Language and culture

- **From the Longman Corpus:** *To be late* is more frequently used than *running late*, but *running late* is more informal.

NOW YOU CAN Convey a message

A Notepadding

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Read the *Possible excuses* aloud and have students write three more reasons they might give for not being able to speak with someone on the phone.
- To review, ask volunteers to share their excuses with the class. You may want to write some of them on the board. For example:
I have to be at the office at 10:00.
If I don’t leave now, I’ll miss the train.
I start school earlier today.
- Read the *Possible messages* aloud and have students write three more messages they might leave for a friend or relative on the phone. Point out that the messages can be related to the storm that is on the way or to any social situation. Remind students that they should use the affirmative or negative imperative.

- To review, ask volunteers to share their messages with the class. You may want to write some of them on the board. For example:

Come for lunch on Sunday.

Buy a birthday gift for [Sam].

Read the emergency instructions in the newspaper.

Don’t go out until the storm is over.

B Conversation activator

Suggested teaching time:	7–12 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 188 of this Teacher’s Edition.
- Remind students that they should use indirect speech. If necessary, students can refer to the Grammar chart on page 52 for help.
- Be sure to reinforce the use of the conversation strategies; for example, emphasize that they should sound willing if they agree to a request for action. Remind students they can say *Will do*, *I will*, *Sure*, or *OK* to agree.

DON’T STOP! Extend the conversation. Review the ideas in the box. Have students give examples of what they can say for each of the items in the box. For example:

What time will you get back home?

Could you do me a favor on your way to work?

Can you call me later?

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- To model the activity, role-play and extend the conversation with a more confident student.
- Then walk around the room and provide help as needed. Encourage students to use the correct rhythm and intonation and to continue their conversations by asking follow-up questions.



Conversation Activator Video Scripts; Conversation Activator Pair Work Cards

C Change partners

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Assign students new partners and have them create new messages.
- Walk around and provide help as needed. Remind students to use different messages and excuses.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 5, Activity 1

VOCABULARY

A ▶ 3:06 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Ask students to listen and study the words. Then have students listen and repeat chorally.
- To check comprehension, write on the board:
 1. *strong winds and heavy rain*
 2. *a long period with no rain*
 3. *a lot of water covering an area*
 4. *earth and rocks falling down a mountain*
 5. *strong winds moving quickly in a circle*
- Have students work in pairs. Student A has the book open and says each vocabulary word (not in order). Student B says which definition on the board matches each word. (1. hurricane or typhoon; 2. drought; 3. flood; 4. landslide; 5. tornado.)

Language and culture

- Hurricanes, typhoons, and cyclones are all the same severe weather event, but what they are called depends on where they are formed. Hurricanes are formed in the Atlantic and East Pacific Oceans, typhoons are formed in the West Pacific Ocean, and cyclones are formed in the Indian Ocean and the South Pacific.

B ▶ 3:07 Listen to infer

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To prepare students for the activity, point out that the reports do not use the actual vocabulary words from Exercise A. They describe the weather events instead. Encourage students to listen for the details about each event so they can infer which event is being described.

AUDIOSCRIPT

REPORT 1

F: Brazil farmers report the loss of dairy and beef cattle. There has been no measurable rainfall in three months, and the dry land cannot feed their animals.

REPORT 2

M: The rain hasn't stopped in a week, and people nearest the river are moving out of their houses because the roads are covered in water.

REPORT 3

F: The storm's winds reached a record 150 kilometers per hour, and the torrential rains are expected to continue for at least six more hours. Trees are down, and areas nearest the beaches are heavily damaged.

REPORT 4

M: A fast-moving, dark, funnel-shaped cloud is making its way across the eastern side of town, knocking down trees. Roofs on many houses have blown off. Residents are urged to immediately go underground and take cover until the danger has passed.

C ▶ 3:08 Listen to confirm information

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To prepare students for the activity, have them read the four statements.
- Pause after each report and have students explain their answers.

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Direct attention to the chart and have students read the first explanation and study the examples. To check comprehension, write on the board:
 1. *She ___ to use her computer.*
 2. *He ___ us to listen to the news.*
 3. *They ___ John to buy the newspaper.*
 4. *Pete ___ to get the best tickets for the game.*
- Ask students to complete the sentences with *said* or *told*. Encourage students to identify a listener. (1. said; 2. told / us; 3. told / John; 4. said.)
- Have students read the second explanation and study the examples. To help clarify, ask a student *What kind of music do you like?* **S:** *I like [pop music].* Then tell the class *[Carol] said that she liked [pop music].* Ask another student *What did you do last Saturday?* **S:** *I [visited some friends].* Then tell the class *[Amy] said that she had [visited some friends].* Point out that *that* can be omitted. Say *[Amy] said she had [visited some friends].*
- To point out the tense changes (backshifts), write on the board:

Direct speech		Indirect speech
"I work."	→	worked.
"I worked."		had worked.
"I have worked."	He said that he	had worked.
"I am working."		was working.
"I can work."		could work.
"I will work."		would work.

- Clarify that both the simple past tense and the present perfect change to the past perfect in indirect speech.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T134)



Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	4–7 minutes	Your actual teaching time:	
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- Complete the first item with the class. You may want to have students explain why *told* is the correct answer. (Because the listener, *me*, is mentioned.)
- If students need help, encourage them to figure out the exact words the speaker said and then report them.

FYI: In some cases, the backshift is optional. (The Grammar Booster covers optional tense changes.)

B Grammar practice

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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- To model the activity, review the example with the class. Have students identify the change in tense. (*Is* changes to *was*.)
- Before students complete the exercise, point out that they should change the verb tense in each item for this exercise.

Answers for Exercise B

2. He also said (that) it had caused the destruction of half the houses in the town.
3. My sister called and said (that) there was no electricity because of the hurricane.
4. The newspaper said (that) there would be a typhoon in the next thirty-six hours.
5. The paper said (that) the drought of 1999 had been the worst natural disaster of the twentieth century.
6. After the great snowstorm in 1888, a New York newspaper reported that the blizzard of '88 had caused more damage than any previous storm.



Extra Grammar Exercises

CONVERSATION MODEL

A ▶ 3:09 Read and listen . . .

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

- Use “Well” to begin providing requested information.
 - Say “What a shame” to show empathy for a misfortune.
 - Introduce reassuring contrasting information with “But . . .”.
 - Say “Thank goodness for that” to indicate relief.
- To clarify the expressions in the conversation, tell students that another way to say *What a shame* is *That’s too bad*. Point out that *Thank goodness for that* means *I’m glad* or *That’s good news*.

FYI: Speakers use the present *says* (rather than *said*) when discussing a publication one is reading.

B ▶ 3:10 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:
 - put extra stress on new information, such as, *terrible*, *storm*, and *South* in *Well, there was a terrible storm in the South*.
 - use rising intonation for *Really?*
 - put extra stress on *what* and *shame* in *What a shame*.

NOW YOU CAN Tell someone about the news

A Notepadding

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Give students a few minutes of silent time to read the headlines.

- To help students prepare for the activity, point to each news source and ask *What is the name of this news source? What disaster happened? Where did it happen?*
- If necessary, clarify the meaning of *flee* (Escape.) and *elderly* (Old people.).
- Before students report what the headlines say, point out that headlines often use the *simple present* to refer to *past actions*. Students will need to change the verb to the past tense in reported speech; for example, The *Daily Post Online* says that 20,000 were killed.
- You may also want to point out that headlines use the *simple present* to refer to *present actions*. Students won’t need to change the verb to the past tense in reported speech if they use a reporting verb in the present; for example, *The Weekly Mail headline says that drought in Ethiopia is causing widespread famine*.

B Conversation activator

Suggested teaching time:	5 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 189 of this Teacher’s Edition.
- Review the Recycle box to remind students of the language they can use to express their reactions.

DON’T STOP! Extend the conversation. Review the ideas in the box. Have students give examples of questions they could ask to discuss the headlines. You may want to write some questions on the board. For example:

Where did that happen?
How many people died?
Why did so many people die?

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- To model the activity, role-play and extend the conversation with a more confident student.



Conversation Activator Video Scripts; Conversation Activator Pair Work Cards; Learning Strategies

C Change partners

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Remind students to use a different headline when they change partners.

Option: (+5 minutes) For a challenge, ask students to extend the conversation by talking about events they remember; for example, recent earthquakes, floods, etc.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 5, Activity 2

BEFORE YOU READ

A 3:11 Vocabulary

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students listen to the adjectives in the box. Then ask them to listen and repeat chorally.
- To help clarify, point out that the adjectives are graded from least damaging to most damaging, and that they are often used to describe types of disasters; for example, *a mild earthquake, a severe storm, a deadly epidemic*.

B Warm-up

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- To help students organize their ideas, write on the board:
Type of natural disaster: _____
Where? When? How serious was it? What happened to buildings / people?
- Ask students to answer these questions with information about a disaster that they or people they know have experienced. Point out that they can also use information about a disaster they have only heard about.
- Form groups of four. Encourage students to use the Vocabulary to describe the event.
- To review, have several students describe an event to the class.

3:12 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To practice the reading strategy of scanning, write these two topics on the board:
 1. *The deadliest earthquakes in history*
 2. *The factors that determine the consequences of an earthquake*
- Have students scan the text to decide which topic best describes what the article is about. Encourage students to support their choices by underlining the four factors in the text (magnitude or strength, location, quality of construction, timing). (Answer: 2.)

- Draw the following graphic organizer on the board (without the possible answers) or print it out and distribute to students. Have them complete the chart with how the four factors determine the consequences of earthquakes.

	An earthquake will cause more damage if . . .	An earthquake will cause less damage if . . .
Magnitude	<i>it measures over 6 on the Richter scale</i>	<i>it measures low / below 6 on the Richter scale</i>
Location	<i>it strikes a city</i>	<i>it strikes far from a city / in the ocean</i>
Quality of construction	<i>buildings are old</i>	<i>buildings are modern</i>
Timing	<i>it strikes at night</i>	<i>it strikes during the day</i>

Option: (+10 minutes) To challenge students, have pairs create a series of *True* and *False* statements for another pair to answer using the information in the Reading; for example, *The strongest earthquake ever recorded was 9.5.* (True.) *Earthquakes that occur during the day cause more deaths.* (False.) Walk around the room and help students as needed. Then have pairs exchange their questions with other pairs and answer them.

Language and culture

- The Richter scale measures the intensity of earthquakes from 1 to 10. 1 = very weak, 10 = the strongest.



Learning Strategies; Graphic Organizers

A Paraphrase

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- To help students figure out the meaning of the underlined words, encourage them to find the paragraph in the Reading that includes the information in each statement.
- Then have students compare answers with a partner and review with the class.

B Confirm facts

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- To model the activity, review the text in the example, pointing out that it uses indirect speech.
- Have students look at the text and take notes for each question. Make sure they use indirect speech.

Option: (+5 minutes) For a challenge, have students play a memory game in small groups. Ask each student to write two questions starting with *What does the article say about ...?* Then have students take turns asking and answering the questions. Remind them to use indirect speech.

Answers for Exercise B

- The article said (that) the highest Richter-scale reading was recorded in the Pacific Ocean, near the Chilean coastline.
- The article said (that) if an earthquake strikes far from population centers, it causes fewer deaths.
- The article said (that) modern building construction techniques and an earthquake that occurs during the day (when people are outdoors) can lessen the destruction and economic impact.

C Identify cause and effect

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Form groups of four. Encourage students to support their views with examples from the article.
- Ask several students for their answers and opinions and write them on the board.



Extra Reading Comprehension Exercises

NOW YOU CAN Describe natural disasters

A Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Ask pairs to decide who is reading which fact sheet. Point out that the information is not factual. Give students a few minutes to read their fact sheets.
- To model the activity, review the speech balloon with the class.
- Encourage students to ask follow-up questions.

B Notepadding

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Review *Some historic disasters* in the box with the class. To draw on students' prior knowledge, ask them if they know about any of these disasters.
- Point out that students can also choose another disaster, one that they are familiar with.
- As students write details about the disaster they chose, encourage them to use the fact sheets in Exercise A as a model. Direct their attention to the Recycle box in Exercise

C, and ask them to include some of the vocabulary from this box.

Language and culture

- On April 18, 1906, an earthquake measuring 7.9 on the Richter scale struck San Francisco, California, in the United States. More than 3,000 people died, and there was a lot of damage to buildings and roads. More than half the population of 400,000 was left homeless. A three-day fire followed and caused more damage than the earthquake.
- An earthquake struck the city of Bam, Iran, at dawn on December 26, 2003. Over 26,000 people died, and tens of thousands of people were injured and left homeless. Tents were set up on the outskirts of the city to provide water, food, and shelter for survivors. Bam is a historic city, with many buildings made of mud brick. This is the main reason why the earthquake caused so much property damage—it destroyed 70% of the city's buildings.
- An undersea earthquake in the Indian Ocean on December 26, 2004, generated a tsunami. The result was one of the deadliest disasters in modern history. Scientists now believe the earthquake registered 9.3 on the Richter scale. The death toll reached 300,000 people. Southeast Asia and nine other countries were the most directly impacted, but countries around the world were also affected because many holiday travelers were in the region.
- On August 29, 2005, Hurricane Katrina hit the south coast of New Orleans, Louisiana, in the United States, with winds of approximately 200 kilometers per hour. Much of New Orleans is below sea level, and the city is protected from flooding by a system of canals and levees (special walls to stop rivers from flooding). The hurricane caused breaches, or large gaps in the levees, and by August 30, 80% of New Orleans was underwater.

C Group work

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To form groups, have students who have researched the same disaster work together and compare information.
- Text-mining:** Have students share their Text-mining examples and use them to create new statements with a partner.
- Then ask groups to write a script for their broadcasts or presentations. Suggest they include language from the Recycle box and vocabulary they have learned in this unit.
- Ask groups to present their broadcasts or presentations to the class.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 5, Activity 3

BEFORE YOU LISTEN

A ▶ 3:13 Vocabulary

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students listen and study the words and the definitions. Then have students listen and repeat chorally.
- Direct students' attention to the photographs. Read the captions aloud. Write on the board:
 - a portable light
 - a small box with supplies to treat injuries
 - a safe building
 - a time with no electricity
 - a dangerous situation
 - foods that need no refrigeration
 - to leave a dangerous place
- Have students close their books. Ask them to listen again and to provide a word or phrase for each definition.
- Ask students to compare answers with a partner. Then check their answers. (1. a flashlight; 2. a first-aid kit; 3. a shelter; 4. a power outage; 5. an emergency; 6. non-perishable food; 7. evacuate.)

Language and culture

- In British English a *flashlight* is called a *torch*. In American English a *torch* is a stick with fire at the end that also produces light.

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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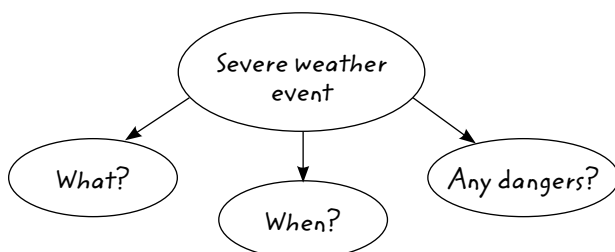
- To model the activity, review the example with the class.
- To help students generate ideas, encourage them to write about their own experiences or events they may be familiar with; for example, *I always keep my flashlight near me in case of an emergency. I remember a few years ago there was a power outage in [New York City].*

LISTENING COMPREHENSION

A ▶ 3:14 Listen for main ideas

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To help students prepare for the activity, draw the following diagram on the board:



- Direct students' attention to the diagram and tell them to listen for the type of severe weather event the broadcaster is talking about, when it is expected, and what the dangers are.
- After students listen, have three students answer a question from the diagram. (Possible answers: *What?*—A tropical storm [Maria] with high winds and heavy rain. *When?*—October 12 between 9 and 11 A.M. *Any dangers?*—Floods.)
- Have students write their sentences using the diagram as a guide.

AUDIOSCRIPT

[M = U.S. regional]

M: Today is Monday, October 11. This is a Government Weather Service update on Tropical Storm Maria, which is approaching our area. The storm is expected to arrive between 9 and 11 A.M. tomorrow. This is an extremely dangerous storm with high winds and heavy rain. Flooding is expected, and evacuation may be necessary. The following are emergency procedures that all area residents should follow:

- Fill your car with gas now, in case evacuation is necessary.
- Bring outdoor furniture, tools, and other objects inside. They can be dangerous in high winds.
- Close all windows and cover windows with wooden boards. When the storm hits, don't go near windows in case the wind causes the glass to break.
- Turn your refrigerator and freezer to very cold and only open when necessary to preserve perishable food in the event of a power outage.
- Buy extra batteries for flashlights in case there is a power outage or an evacuation.
- If you don't have a portable battery-operated radio, buy one today, and have a good supply of extra batteries for the radio. Listen to the radio for official instructions in case evacuation is necessary.
- Check your first-aid kit. Be sure it contains bandages, painkillers, and antiseptic in case of minor injuries.
- Put valuable papers in a waterproof container on the highest floor of your home in case of flooding.
- Get a supply of non-perishable food and water. You may have to stay indoors for several days, and local water supplies may be contaminated by flooding.

If evacuation becomes necessary:

- Leave as soon as possible. Avoid flooded roads. Follow radio instructions for the best and safest evacuation route.
- Listen to the radio for the location of shelters serving your neighborhood.
- Take all emergency supplies and warm clothing and blankets to the shelter.
- Lock your home and leave.

B ▶ 3:15 Listen for details

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To prepare students for the activity, first have them read the statements.
- To model the activity, play the recording and stop after the correct answer to the example sentence; review the text in the speech balloon.
- Have students listen to the rest of the program and make corrections as they listen.
- To review, read the statements aloud and have students correct them, using indirect speech.

C Paraphrase

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Have students read the questions. Form pairs and encourage students to complete the statements with the information they remember from the emergency broadcast.
- Have students listen again and complete any unfinished items.
- Review with the class. You may want students to listen again to review the corrected statements.

Option: (+5 minutes) For a different approach, have students choose two emergency procedures described by the announcer that they consider important. Form groups and have students discuss the procedures they have chosen and explain why.



Learning Strategies

NOW YOU CAN Prepare for an emergency

A Group work

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To prepare students for the activity, review *Kinds of emergencies* in the box. You may want to tell students that they can also choose to prepare for an emergency that is not on the list.
- Point out the example on the notepad. Ask students what kind of emergency the plan on the notepad could be for. (Possible answer: Flood, because water can become contaminated.)
- To help students generate ideas, brainstorm plans they will make. Write a list on the board. For example:
Plans can be about:
getting supplies
deciding where to take shelter
warning relatives or friends
protecting one's property
evacuating—where to go and what to take
getting official information
taking care of pets
- If necessary, brainstorm and write on the board a list of supplies; for example, *non-perishable food, a flashlight, a first-aid kit, wooden boards, warm clothing, blankets, a battery-operated radio, matches, gas.*
- Encourage students to write about at least four plans and indicate whether each plan is for a long-term or short-term emergency.
- As students write their plans, walk around the room and provide help as needed.

B Present your plans . . .

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Review the speech balloon with the class. You may wish to point out the indirect speech.
- As the groups present their plans, ask the class to take notes. The notes will help the class compare the plans. You may want to draw the following chart on the board or print one for each student to help students organize their notes.

Group number	Type of emergency	Plans	Reasons
1			
2			
3			
4			
5			

- To compare the plans, encourage students to find at least one difference and one similarity between their plans and those of another group. Have volunteers share the differences and similarities with the class.



Graphic Organizers

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 5, Activity 4; “Find Someone Who . . .” Activity

A ▶ 3:16 Listen to the report . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To prepare students for listening, have them look at the chart. Ask *Which was the most deadly disaster of the twentieth century?* (The 1917 worldwide epidemic.) *What types of natural disasters does the chart include?* (Epidemics, famines, floods, and droughts.) *Which seems to be the most deadly type of disaster?* (Epidemics.)
- Before students do the activity, tell them they will listen to a general report, but that specific disasters are not mentioned. Ask them to listen for the vocabulary that identifies each type of disaster.
- First listening: Have students listen to the report and check the disasters they heard about. Ask students to take notes of key words that support their choices; for example, *lack of rainfall, too much water, sickness*.
- Second listening: Have students compare answers with a partner and listen again to confirm them.
- To review with the class, have students name the disasters they checked and explain their reasons.

AUDIOSCRIPT

[F = British English]

F: Good morning, listeners. Today we'll be discussing some of the worst natural disasters of the last century. It's hard to imagine events with death tolls over a million, but believe it or not, they're surprisingly common. Once, in the last century, a lack of rainfall killed over a million people. And twice, too much water has done the same thing. But the worst disasters by far are episodes of sickness that affect millions. Five were situations where over a million people died.

B Complete each statement . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class.
- Have students compare answers with a partner and then review with the class.

Option: (+5 minutes) To extend the activity, have pairs take turns making a statement that describes a disaster and guessing the type of disaster; for example, **Student A:** *It is very dry, and there has been no rain for a long time.*

Student B: *A drought.* Have students continue until each one guesses three disasters. (Students learned the names of nine types of disasters in this unit: blizzard, tornado, hurricane, typhoon, flood, landslide, drought, earthquake, and epidemic.)

C Complete each indirect statement . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students work individually and then compare answers with a partner. If necessary, remind students that we use a form of *tell* when we mention the listener and a form of *say* when we don't.

D Rewrite the indirect . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Explain that, in item 1, the verb tense changes (*knew* changes to *know*) and the pronoun changes (*she* changes to *I*) in a direct statement.
- Call on students to share their answers with the class.

Answers for Exercise D

1. She said, "I know the reason there is so much property damage."
2. I said, "Don't tell the children about the storm."
3. The radio announcer said, "Fill up your cars with gas before the storm."
4. He asked, "Was the epidemic severe?"

E Rewrite the direct . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Point out that the imperative in direct speech (*Don't wait*) becomes an infinitive (*not to wait*) in indirect speech. If necessary, remind students that a backshift in tense can be necessary when reporting statements.
- Have several students read their sentences aloud.

Answers for Exercise E

1. Robert told Marie *not to wait* for the evacuation order.
2. Sylvia said *she thought* the earthquake had occurred during the night.
3. The emergency broadcast said *to buy* bottled water before the hurricane.
4. They told Marlene *to call* them on Tuesday.

WRITING

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Brainstorm different types of emergencies students might experience in their area or city. Have students choose one to write about. If students need to review information or vocabulary about preparing for emergencies, have them look at Lesson 4.
- Ask students to write notes about:
what to do
what supplies to have
what preparations to make
- Review ideas about how to organize their writing with the class; for example, you may want to encourage them to write a separate paragraph about each of the topics they made notes about.
- As students write, walk around the room and provide help as needed.

Option: **WRITING BOOSTER** (Teaching notes p. T150)



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

Give students a few minutes of silent time to explore the pictures and become familiar with them.

Tell a story

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- First, have students give each man a name. Then ask *What could the relationship between the two men be?* (Father and son, grandfather and grandson, uncle and nephew, friends, neighbors.)
- Model the activity by reading the example aloud.
- To help students become familiar with the story, ask:
What kind of disaster is expected? (A tropical storm.)
What are possible consequences of the storm? (Flooding in coastal areas.)
What supplies will the older man take to the shelter? (Possible answers: Non-perishable food, bottled water, a flashlight, a blanket, a first-aid kit.)
- To help students prepare their stories, write the following questions on the board:
Why did the younger man call the older man?
What did the older man do on Wednesday?
How severe was the storm?
What happened after the storm?
- Have students write notes for each question. Encourage them to use the language they learned. Ask students to invent an ending for their stories to answer the last question, *What happened after the storm?*
- Form groups of three and have students take turns telling their stories.

Pair work 1

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To model the activity, read the example aloud, pointing out the indirect speech.
- Remind students to use indirect speech and make necessary changes to the words the announcer said.

Option: (+5 minutes) To challenge students, have pairs write four additional pieces of information the announcer could have given. Have them write the announcer's exact words. For example:

"Avoid flooded roads."

"Listen to the radio for instructions about what to do."

"Don't forget to cover windows with wooden boards."

"The storm is expected to hit the coast at 5:00."

Have pairs join other pairs and use indirect speech to report what the announcer said.

Pair work 2

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To model the activity, read the example aloud.
- Ask students to use the language they learned in this unit to create the conversation. Encourage them to invent information to keep the conversation going.

Possible response . . .

A: Hello, [Dad]. Did you hear the weather report? **B:** No. What's going on? **A:** There's a tropical storm on the way. **B:** Really? **A:** Yes. Floods are expected in coastal areas. **B:** Did they say to prepare for an emergency? **A:** Yes. They said to get your car ready for evacuation.

Option: (+10 minutes) To extend the activity, ask pairs to write a paragraph that describes the consequences of the storm. Encourage students to include the vocabulary about natural disasters that they learned in Lesson 3.

Option: Oral Progress Assessment

Use the illustrations on page 61. Encourage students to use the language practiced in this unit and previous units.

- Tell the student to answer your questions using indirect speech. Point out that he or she can invent the information. Start like this: **T:** *What did the report say about the weather?* **S:** *It said there was going to be a tropical storm. / It said a tropical storm was expected.*
- Point to the top picture (the two men speaking on the phone) and tell the student that together you are going to role-play a conversation. Ask him or her to use indirect speech. Have the student take the role of the younger man. Start the conversation: *What's going on in the news today?*
- Evaluate the student on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Have students make a presentation about a severe weather event or a disaster.

Idea: Encourage students to research information about a recent weather event or disaster *not* caused by nature. Ask them to use the Internet, newspapers, and magazines. Have students take notes, write about the event or disaster, and then present the information to the class.

EXTRAS

On the Internet:

- **Online Teacher Resources:** pearsonelt.com/topnotch3e/

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

PREVIEW

Suggested teaching time:	10 minutes	Your actual teaching time:	
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Before Exercise A, give students a few minutes of silent time to look at the preference inventory.

- Help students become interested in the topic. Ask *What is this inventory about?* (People's interests.) *How do you think it could be useful?* (It could help people choose a suitable occupation.) *What jobs or occupations do the pictures represent?* Elicit the jobs or occupations, not the objects that represent them. (Possible answers: Construction worker or engineer, painter or artist, scientist or doctor, businessperson, fashion designer.)
- Ask students if they have ever taken an inventory like this one before. Have volunteers tell the class about their experiences. Encourage students to describe the inventory and tell whether it was useful or not.
- Have students check the activities they are interested in, count up the check marks according to color, and write the totals at the bottom.

A Discussion

Suggested teaching time:	13–15 minutes	Your actual teaching time:	
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- Before students work together in groups, give them a few minutes to read the questions and write notes as they prepare their answers.
- As students discuss the questions, encourage them to give reasons for their choices and to ask each other follow-up questions. For example:

Student A: *I really want to be a doctor.*
Student B: *A doctor? Why?*
Student A: *I like learning about the body and how it works.*
Student C: *But are you interested in working with people?*
Student A: *Yes. I especially want to work with children.*
- Take a poll to see which fields students have more jobs in, or which fields students are most interested in.

- Have several volunteers tell the class why they were or weren't surprised by their results. Ask students if their present jobs match the results of their inventories. If your students have not yet entered the workforce, ask them to talk about someone they know or what kind of job or career they are thinking about in the future.
- To review the jobs and professions, draw the following chart on the board (without the possible responses). Have students say the jobs in each field and write them on the board.

Business	Science	Crafts
manager sales analyst accountant sales director stockbroker	scientist researcher doctor technician biologist	woodworker builder carpenter architect jewelry designer
Social Work	Arts	
teacher social worker therapist marriage counselor	musician painter sculptor fashion designer graphic designer	

Option: (+5 minutes) To extend the activity, form small groups and have students take turns talking about the jobs and occupations of family members and friends; for example, *Are most of them happy in their jobs? Are they doing what they dreamed about when they were young?*

Language and culture

- Crafts include furniture, clothing, jewelry making, etc.
- Career inventories can help people get a better understanding of what their job or career options are. These inventories and assessments are designed to measure someone's interests or skills, indicate personality preferences, and identify work-related and life values. Career guidance companies and some schools use these tools with the goal of helping people make successful career choices.

B 3:19 Photo story

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- As a warm-up, have students cover the text and look at the pictures. Ask them to make predictions for the following questions: *Where are the women?* (Possible answers: In a doctor's office, in a hospital.) *Who are the two women?* (Possible answer: They could be friends or relatives.)
- To check comprehension after reading and listening, write on the board:
 - What is the reason for Charlotte's visit?
 - What does Dr. Miller suggest? Why?
- Have students discuss the questions in pairs and listen again to the Photo Story if necessary.
- To review, ask volunteers for their answers. (1. Charlotte needs some advice. She's interested in the health field, but wants to study something that doesn't take very long. 2. Dr. Miller suggests that she become a physical therapist because she can help people and there are always jobs available.)

C Focus on language

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- Encourage students to identify who says the phrases and to use the context of the conversation to help figure out the meaning.
- Then have students compare answers with a partner and review with the class.

SPEAKING

A Have you ever changed . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To prepare students for the activity, review the list of areas in which people change their minds. As a class, brainstorm topics for the category *other* and write them on the board; for example, *buying a car, taking a trip, making an investment, buying a house or apartment, going to a particular school/university.*
- Have students check the areas and take notes of reasons why they have changed their mind.

B Discussion

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Ask students to work in small groups and use their notes as a guide to talk about their experiences. Encourage the students who are listening to ask follow-up questions.
- To review, write the six areas on the board and take a poll to find out how many people have changed plans in each area. Have volunteers give a brief description of the plan they have changed and explain why.

Option: (+5 minutes) For a challenge, write on the board:

Think of something that has been on your mind for some time.

Think of reasons why you have been having trouble making up your mind.

Think of someone whose brain you could pick to help you make a decision.

Have students individually write notes to prepare to discuss the topics on the board and then tell a partner about their responses. Encourage students to use the language from the Photo Story. To review, have volunteers share their responses with the class.

Language and culture

- A *job* is something a person does to earn money. A *career* is a chosen profession that involves long-range planning and makes use of special skills, training, and education.

EXTRAS

Workbook

AUDIOSCRIPT for page T65 (C Listen to activate vocabulary)

CONVERSATION 1 [M = U.S. regional]

M: So what did you want to be when you grew up?

F: Me? I actually wanted to be a sculptor. And I was one for about five years.

M: Really? So how come you're an architect now?

F: I guess it was just impossible to make a living.

M: I can imagine.

CONVERSATION 2 [M = British English]

F: Weren't you going to marry that beautiful American dancer—what was her name—Jessica??

M: You remember! You're amazing!

F: Who could forget Jessica?

M: Hmmm. Well, she was gorgeous!

F: What made you change your mind?

M: I never really changed my mind. My parents convinced me not to do it.

CONVERSATION 3 [F = Russian]

M: I always thought you would become a lawyer.

F: What do you mean?

M: Well, you love to argue, and you love to win.

F: To tell you the truth, I really thought I would become a lawyer too, but I couldn't pass the entrance exam. I took it twice.

M: You're kidding!

F: Well, there's more to law than arguing and winning.

CONVERSATION 4

F1: I remember that Romanian skier you were going to marry.

F2: Oh, yes. Andrei. He was so cute.

F1: Whatever happened?

F2: When you get older, your tastes just change, I guess. That's why I married Jerome.

CONVERSATION MODEL

A ▶ 3:20 Read and listen . . .

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

- Say “No kidding!” to indicate delight or surprise.
- Say “How come?” to ask for a reason.

- Point out to students the title of the lesson, *Explain a change of intentions or plans*. Then have students look at the photograph and ask *What do you think the men are talking about?* (Possible answers: Someone wants to change his career or move to a different place.)
- After students read and listen, check comprehension by asking *What school is the man attending?* (Dental school.) *Why is his friend surprised?* (Because he thought he wanted to do something else.) *Why did the man change his mind?* (He wanted to make more money.)

B ▶ 3:21 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 what are you doing these days?* and *How come?*
 - put extra stress on *other* in *I thought you had other plans.*

Language and culture

- **From the Longman Corpus:** A person can *make a living as a [doctor / cook, etc.]* or *make a living by [teaching / selling cars, etc.]*. Use of *as* and a job title is said most frequently.

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Direct students’ attention to the chart and have them read the first explanation and study the examples. To help clarify, say *Use “was going to” or “were going to” to express intentions and plans that changed.*
- To check comprehension, direct attention to the first example and ask *What plans did this person have?* (To get married.) *Did he or she get married?* (No.)
- To review the structure, write on the board: *was / were going to + base form of the verb.*
- To provide practice, have students work in small groups and say one thing they wanted to do, but didn’t. Ask them to give the reason why they didn’t. Encourage students to ask each other detailed questions using the future in the past. For example:

Student A: *We were going to go on vacation, but my sister broke her leg.*

Student B: *Where were you going to go?*

- Have students read the second explanation and study the examples. To help clarify, say *After verbs of belief or reporting verbs, you can use would followed by a base form to talk about plans and intentions that changed.*
- To check comprehension, have students identify the verbs of belief (thought, believed) and the reporting verb (said) in the examples.
- To provide practice, write on the board:
 1. *She thought he was going to the party.*
 2. *They knew they were going to be late.*
- Ask students to rewrite these sentences using *would + base form* to express future in the past. (1. *She thought he would go to the party.* 2. *They knew they would be late.*)
- Direct attention to the *Be careful!* box. Be sure students understand that *would* can only be used to express intentions or plans that changed after verbs of belief or reporting verbs.
- Have students read the Note. To help clarify, say *Was / were going to can also be used after verbs of belief (thought, believed) and reporting verbs (said).*
- To provide practice, have students restate the examples from the second explanation using *was / were going to*. (She thought she was going to be a doctor. We always believed they were going to get married. They said they were going to pay for their daughter’s studies.)

Option: **GRAMMAR BOOSTER** (Teaching notes p. T135)



Inductive Grammar Charts

GRAMMAR PRACTICE

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To model the activity, review the example with the class.
- Have students compare and explain their answers in pairs. Then review with the class.

Option: (+5 minutes) To extend the activity, form small groups and have students compare the plans and beliefs they had about their own futures at an earlier time in their lives; for example, **Student A:** *When I was a child, I thought I would be a teacher.* **Student B:** *That’s interesting. I thought I was going to be a teacher, too, but I changed my mind.* Then ask students from different groups to say whether they had similar or different plans and beliefs.

Answers for Grammar practice

- He said he was going to stop smoking. (He said he would stop smoking.)
- She said she was going to apply to law school. (She said she would apply to law school.)
- She said she was going to find a husband. (She said she would find a husband.)
- He said he was going to marry Sylvia. (He said he would marry Sylvia.)

Option: (+5 minutes) Ask students to change each statement, using *would* instead of *was going to*.



Extra Grammar Exercises

VOCABULARY

A ▶ 3:22 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students listen and read the sentences. Then have them listen and repeat chorally.
- To check comprehension, ask students to identify the vocabulary that corresponds to each of the statements:
I studied really hard, but I failed the exam. (I didn't pass the exam.)
I have to work two jobs now to earn enough money. (It's hard to make a living.)
I was going to travel, but my family thought I was crazy, so I'm not going. (My family talked me out of it.)
I used to collect stamps; now I collect coins. (My tastes changed.)
I was going to go out to dinner after class, but I think I'll just go home. (I changed my mind.)

Language and culture

- In the United States, the person who practices law is called a *lawyer* or an *attorney*. In England and Wales, a *barrister* handles legal matters inside the court, and a *solicitor* advises clients as to their legal rights. In Canada and Australia, the terms *lawyer*, *barrister*, and *solicitor* are all used. In India, the official term for *lawyer* is *advocate*.

B Vocabulary / 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. Point out that there can be many correct reasons.

Answers for Exercise B

Answers will vary, but may include the following:

1. Laura thought she would be a doctor, but she changed her mind.
2. I thought I would become an astronaut, but I didn't pass the exam.
3. We were sure Bill and Stella would get a divorce, but their families talked them out of it.
4. Joe always believed he would become a writer, but it's hard to make a living as a writer.

C ▶ 3:23 Listen to activate vocabulary

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students listen to the conversations and take notes about each person's plans. Then ask students to complete the blanks in each sentence.

AUDIOSCRIPT See page T63.

NOW YOU CAN Explain a change of intentions or plans

A Notepadding

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Encourage students to write at least one intention or plan for each category. Allow them to write about other types of intentions or plans if they want to.

B Conversation activator

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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Conversation Activator Video

- **Note:** You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 189 of this Teacher's Edition.
- Remind students to use the conversation strategies; for example, make sure students express *No kidding!* with enthusiasm.

DON'T STOP! Extend the conversation. Have students give examples of questions they can ask. Remind them that they can also use tag questions. For example:

So where do you live now?

You don't get much free time, do you?

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.

Conversation Activator Video Scripts; Conversation Activator Pair Work Cards; Learning Strategies

C Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Assign students new partners and remind them to use other life choices and plans.

EXTRAS

Workbook or MyEnglishLab

Speaking Activities: Unit 6, Activity 1

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Direct attention to the chart and have students read the first explanation. To point out how a perfect modal is formed, say *A perfect modal is a modal followed by have and the past participle*. Write on the board:

perfect modal = modal + have + past participle

should		been
may / might		gone
could	have	walked
would		
must		

- Have students read the second explanation and study the examples. To help clarify meaning, write on the board: *I should have brought my raincoat. Say I didn't bring a raincoat. Now I regret it. To check comprehension, ask students to turn to a classmate and use should have to express a regret or judgment; for example, *I should have studied more. I should have taken a taxi this morning.**
- Have students read the third explanation and study the examples. To help clarify meaning, write on the board: *I decided not to go sailing, but I may have enjoyed it. Say I didn't go sailing. Now I look back and think that I may have enjoyed it. To check comprehension, say *I may have been a good nurse* and have students explain the meaning of your sentence. (You are not a nurse, but now you look back and think that if you were a nurse, maybe you would be a good one.) Be sure students understand that *may* and *might* have the same meaning and can be used interchangeably.*
- Have students read the fourth explanation and study the examples. To help clarify meaning, write on the board: *I was good at science. I could have been a scientist. To check comprehension, ask students to turn to a classmate and use could have to express an ability or possibility; for example, *I could have studied more.**
- Have students read the fifth explanation and study the examples. To help clarify meaning, write on the board:
I should have taken the entrance exam. → I would have passed.
- Ask *Did I take the entrance exam?* (No.) *Am I sure that I would have gotten a passing grade?* (Yes.)
- Have students read the last explanation and study the examples. To help clarify meaning, write on the board: *Susan didn't call back. She must have forgotten.* Tell students that using *must* means you are saying why you think or believe something happened or why someone did something.
- To check comprehension, write on the board: *[Lucy] was late for class today.* Ask students to turn to a classmate and draw conclusions about why that person was late to class today. Have students use *must*. (Possible answers: He or she must have come by car and not by bus. He or she must have missed the bus. He or she must have met a friend on his or her way. He or she must have overslept.)

- To point out how the negative is formed, say *The negative is formed by adding not after the modal*. Have students look back at the examples and identify negative statements. Write on the board: *I should have taken the train.* To provide practice, have students turn the sentence on the board into the negative. (I should not / shouldn't have taken the train.)

Option: **GRAMMAR BOOSTER** (Teaching notes p. T136)



Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class.
- Call on students to read their sentences aloud.

B Pair work

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To focus students' attention, have them read and study the example and the three possible reasons. Ask them to identify the types of feelings and beliefs in the speech balloons (Possibility. Conclusion. Possibility.)
- Point out that students should provide three reasons for each of the items: they should speculate with *may have* or *might have*, draw a conclusion with *must have*, and state a possibility with *could have*.
- As students work in pairs, walk around the room and provide help as needed.
- Ask volunteers to share their answers to each of the situations.



Extra Grammar Exercises

PRONUNCIATION

A ▶ 3:24 Notice the reduction . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- Have students listen and study the examples. Ask if they notice the reduction of *have*. To check understanding, direct attention to item 1 and ask *Is should have pronounced as two words or just one word?* (One word.) Direct attention to item 3. Point out that in negative perfect modals, *not* and *have* are pronounced together.

B Pair work

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Before students practice, read the first item aloud and have students repeat chorally after you. Make sure students use the reduced pronunciation of *have*.

Language and culture

- The auxiliary *have* is reduced in spoken English because it is a function word. Function words—for example, auxiliaries (*have*), articles (*a, an, the*), prepositions (*on, in, at, for*, etc.), pronouns (*he, his, him*, etc.), conjunctions (*and, or, but*, etc.), and forms with *be* (*he's, they're*, etc.)—are often reduced because they do not provide important information in a sentence. Content words—such as nouns, verbs, adjectives, and adverbs—are generally not reduced.



Pronunciation Activities

CONVERSATION MODEL

A ▶ 3:25 Read and listen . . .

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

- Express a regret with “*I should have . . .*”
- Use “*You never know . . .*” to reassure someone.
- Accept another’s reassurance by saying “*True.*”
- To introduce the conversation, have students look at the photograph. Ask *Do you think the women are talking about something serious?* (Yes.) *Why?* (They are not smiling.)
- To check comprehension after students read and listen, ask *What does the first woman / speaker regret?* (That she didn’t marry Steven.) *Why?* (She wants children. She thinks she would have children by now.)
- Point out that *Could be* means *That could be true*.

B ▶ 3:26 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:
 - put extra stress on *Steven* in *I should have married Steven.*
 - put extra stress on *that* in *Why do you think that?*
 - pause slightly after *Well.*
 - put extra stress on *know* in *But you never know.*

NOW YOU CAN Express regrets about past actions

A Notepadding

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Review the example with the class. Brainstorm more ideas for the last column and write them on the board. Encourage the use of different perfect modals; for example, *I would have made a lot of money. I may have traveled to different countries. I could have been a chef.*
- Encourage students to write three or four regrets. They can be real or imaginary. Remind students to use perfect modals to express how things might have been different. Walk around and provide help as needed.

B Conversation activator

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 190 of this Teacher’s Edition.
- Be sure to reinforce the use of the conversation strategies; for example, encourage students to reassure their partners.

DON'T STOP! Extend the conversation. Review the language in the Recycle box. Have several students provide options to speculate about what happened and complete the questions and suggestions. For example:

You could have had a quieter life.

You would have been happier.

Why didn't you get married?

Why don't you try to get a new job?

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- To model the activity, role-play and extend the conversation with a more confident student.

Option: (+5 minutes) To challenge students, combine pairs to form groups of four and have students take turns reporting their partners’ regrets and adding their opinions. For example:

Student A: *[Brandon] says he should have moved to the mountains. I think he might have had a boring life there.*

Student B: *But I think I might have been happier there than here in the city.*

Student C: *And you would have had a quieter life.*

Student D: *I agree.*



Conversation Activator Video Script; Conversation Activator Pair Work Cards

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 6, Activity 2

BEFORE YOU LISTEN

A 3:27 Vocabulary

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students listen and study the words and the definitions. Then have them listen and repeat chorally.
- To check comprehension, write the following sentences on the board and ask students to fill in the blanks with the vocabulary words:

1. He has done this kind of job before, so he has _____.
 2. She types fast and knows at least five computer programs. She has the _____ we need for this position.
 3. She has many _____. She sings and plays the violin.
 4. I've met the job _____ and think I'd be a good candidate.
 5. They studied twentieth-century politics. I'm sure they have a lot of _____ about World War II.
- (1. experience; 2. skills; 3. talents; 4. qualifications; 5. knowledge)

Learning Strategies

B Think and explain

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Have students work in pairs to explain the difference between the words. Encourage them to take notes and to contribute an example for each word.
- To help students give correct examples, point out the prepositions that usually follow the words. Write on the board:
have skills in / at
have knowledge of
have experience in / with
have a talent for

LISTENING COMPREHENSION

A 3:28 Listen for details

Suggested teaching time:	10–14 minutes	Your actual teaching time:	
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- Have students listen to the first interview and review the example. Ask students to listen again for the information that supports the correct answer. (She plays tennis, golf, and she's on a basketball team. She's won a few swimming contests, and she teaches swimming.)
- Ask students to take notes as they listen to the other interviews. Have them listen for jobs the people are interested in and the qualifications for that job. Draw the following graphic organizer on the board (without the answers) or print it out and distribute to students.

Conversation	Job applying for	Qualifications
Sonia Espinoza	Director of a sports program	plays tennis, golf, basketball won swimming contests teaches swimming
Silvano Lucastrro		
Ivan Martinovic		
Agnes Lukins		
Elena Burgess		
Karen Trent		
Ed Snodgrass		
Akiko Uzawa		
Mia Kim		

Option: (+5 minutes) To extend the activity, have pairs tell each other which qualifications they have or don't have and give reasons; for example, *I have a good memory for numbers. I can easily remember people's phone numbers.*

Graphic Organizers

AUDIOSCRIPT

[Interviewer = British English]

CONVERSATION 1 [F = Spanish]

M: Good morning.

F: Hello. I'm Sonia Espinoza. I'm interested in the job as director of the sports program. The one on the cruise ship.

M: Do you have any experience with sports programs or any special athletic ability?

F: Yes. I play tennis, golf, and I'm on a basketball team. I've won a few swimming contests, and I've been teaching swimming at a club for five years. I actually thought I would be an Olympic swimmer, but I'm not good enough for that.

CONVERSATION 2 [M2 = Italian]

M1: Good morning. Please come in.

M2: Thank you. I'm Silvano Lucastrro. I'm interested in working in an international company, but I'm not sure what jobs might be available.

M1: OK. Tell me something about yourself. What do you see as your strengths?

M2: Well, I'm very logical. I can figure things out when other people can't. Whenever there is a problem, people bring it to me to look for an answer. I write everything down in a list and then think about every solution. It's a good way to solve problems.

AUDIOSCRIPT continues on page T69.

B Pair work

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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- Review the difference between a talent and a skill by asking *Which one is an ability you learn?* (Skill.) *What is an example of a talent?* (Art, music.)
- Role-play the speech balloons with a student. Point out that it's not necessary to agree with your partner. Encourage students to give reasons for their answers.
- To review, have volunteers express their opinions.

NOW YOU CAN Discuss skills, abilities, and qualifications

A Frame your ideas

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have students read the skills inventory to familiarize themselves with it. Ask *What's this inventory for?* (To prepare you for a job or school interview.) *What kind of information does it ask for?* (Your interests, your qualifications, your background experience.)
- Before students take the inventory, brainstorm and write on the board a list of useful skills; for example, *problem-solving skills, communication skills, planning skills, organizational skills*.
- As students take the inventory, walk around and help them with vocabulary they might need in order to write about their experiences.

B Notepadding

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Review the example with the class.
- Point out that there is a list of qualifications in the skills inventory in Exercise A. Brainstorm other qualifications with the class and write them on the board; for example, *time management, enthusiasm, motivation, professionalism, responsibility, reliability, honesty*.
- Encourage students to write four or five qualifications and examples for each.

C Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Form pairs and have students choose one role play from the list.
- Role-play the speech balloons with a volunteer. Review the language in the Recycle box.
- Encourage students to use their imaginations as well as the vocabulary and grammar from this unit. Remind them to include information from their skill inventories and notepads.

D Group work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Read the speech balloon aloud.
- Form small groups and have students share what they learned about their partners. Encourage students to express their opinions. If their partners already have a job or are already taking a course, ask them to explain why they think their partners have / don't have the right job or are /aren't taking the right course. If their partners don't have a job or are not taking a course, ask students to offer some career advice or suggestions for the future.
- Ask several students to report the results of their interviews to the class.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 6, Activity 3

AUDIOSCRIPT for page T68 (A Listen for details)

CONVERSATION 3 [M2 = Serbian]

M1: Hello. Please come in and have a seat.

M2: Thanks.

M1: Which job are you interested in?

M2: Well, I'm not sure. I don't have a family yet, and my English is pretty good. I'd love to work somewhere outside of the country for a while, but I don't have much work experience.

M1: That's OK. We have jobs for people at every level. Please tell me about your qualifications.

M2: Well, ever since I was a child, I've been great with my hands.

M1: Hmm. Manual dexterity . . . Can you tell me a little more?

M2: Sure. People always tell me that I'm good at fixing things. I love to fix things that are broken.

M1: That's great. I actually know of a nice position that might be just right for you . . . in the U.S., working for a Ukrainian piano company. Let me get your personal information. Please spell your name.

M2: It's Ivan Martinovic. That's M-A-R-T-I-N-O-V-I-C.

CONVERSATION 4

M: Good afternoon.

F: Hi! I'm Agnes Lukins, and I'm a people person.

M: A people person. Could you please explain what you mean, Ms. Lukins?

F: I just love working with people. And, actually, people like working with me . . . and for me. They say I'm a good boss.

M: So would you say you have strong leadership qualities?

F: I guess so. I manage people well and my last two jobs have been in management. I'd like to know if there's anything available abroad . . . maybe in Mexico? I can speak Spanish.

M: Let's have a look at the possibilities there.

CONVERSATION 5 [F = Australian English]

M: Come in. You're Elena Burgess, aren't you?

F: Yes, that's right. I see you have two jobs available for psychologists. I just finished my studies, and I'm not sure which job to apply for. This would be my first job.

M: Well, please tell me about yourself. What do you see as your strengths?

F: Strengths? Hmm . . . Well, people say I have a lot of compassion.

M: You're compassionate? In what way?

F: I'm able to understand other people's feelings—to put myself in their shoes. I think I must have gotten that from my parents. Both my parents are psychologists, too.

CONVERSATION 6

M: Good afternoon. You must be Karen Trent.

F: Yes . . . I'm looking for a job.

M: Certainly, Ms. Trent. What kind of experience do you have?

F: Well, I'm a painter. I painted the murals at the new Design Center reception area.

M: Really? Those are beautiful! I understand they won a prize. You do have a lot of talent.

F: Thanks! I actually have a teaching certificate in art, and I'd love to work with children. Is there anything available in Europe? I speak French and German as well as English, and I'd love a chance to practice!

AUDIOSCRIPT continues on page T70.

BEFORE YOU READ

A Warm-up

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Give students a few minutes to put the career success factors in order of importance. Point out that there isn't one correct answer. For the last item, *other*, tell students they can also include one of the skills and qualifications they discussed in the previous lesson.

B Discussion

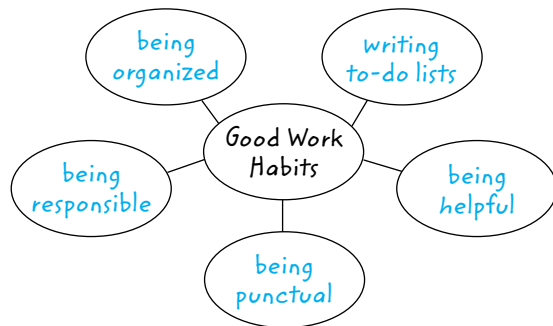
Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Form small groups. Have students share their rankings and discuss their choices using the notes they made in the previous exercise.
- Have several students share their views with the class. Ask them to support their choices of the most important factor and the least important factor; for example, *I think that the most important factor for career success is having prior experience. If you have prior experience, you know what the job will be like.*

3:29 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Before students read and listen, have them scan the text so they can answer the following questions: *What is it about?* (Effective work habits.), *Who wrote it?* (A CEO/ the head of a company.), and *Who is it written for?* (New workers.)
- To access students' prior knowledge, draw the following diagram (without the possible answers) on the board and write *Good Work Habits* in the center circle. Have students close their books and give their own examples of good work habits and write them in the surrounding circles.



- After students read the article, have five volunteers each summarize a tip from the article and add them to the diagram on the board. Encourage students to be brief; for example, *you should volunteer for assignments.*
- Elicit opinions by having students explain why they think the work habits in the text are or aren't important.

Option: (+10 minutes) For a different approach, write the following questions on the board and have students listen for the answers:

1. *When should you not volunteer for assignments?*
2. *Why is it important to be nice to people?*
3. *Why shouldn't you start with the tasks you like?*
4. *What should you do so office politics don't affect you?*
5. *What should you do if you need to tell your boss about a problem?*

To review, have five volunteers each answer a question.

(1. When you don't have the skills and knowledge to do them well. 2. Because they will go out of their way to help you. 3. You might become less productive because some tasks may not be important to the company. 4. Rise above them and be positive. 5. You should offer a solution.)



Learning Strategies

AUDIOSCRIPT for page T68 (A Listen for details)

CONVERSATION 7 [M2 = U.S. regional]

M1: Please come in and have a seat.

M2: Thank you. I'm Ed Snodgrass, and I'm a student. I'm looking for some kind of a summer job . . . maybe in Thailand? Would that be possible?

M1: Asia. Well, let's see. Tell me something about your skills and abilities.

M2: Well, I'm pretty young, but people have always said I have a lot of common sense.

M1: Now that DOES sound good. What specifically do you mean?

M2: Well, I don't really have a lot of experience or skill, but I have a talent for just knowing what to do. Things seem pretty simple to me. I just seem to be able to figure out what to do when others can't.

CONVERSATION 8 [F = Japanese]

M: Please come in and have a seat.

F: Thank you very much. I'm Akiko Uzawa. I've been working as a computer programmer, but I'm interested in moving to information technology. I see there's a job available with a multinational.

M: Yes, that's right. This would be a change for you, Ms. Uzawa. What makes you feel you would be good at information technology?

F: Well, I went into programming because I was always good at math. I think with my background in mathematics I understand the needs and problems of people in IT.

CONVERSATION 9

M: Hello. Are you Mia Kim?

F: Yes, that's right. I'm currently working as a receptionist at a law firm, but I've just finished a course as a legal secretary and I'd like to apply for the opening in Paris.

M: Paris? Do you speak French?

F: Yes. I have a good knowledge of French. My parents both worked in France for a Korean company, and I went to a French-speaking school.

M: What do you see as your strengths?

F: Well, I have a great memory for details. Also for faces and facts. I hope you'll consider me for this job.

A Understand from context

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Ask students to underline the words in the article on page 70.
- If students need help writing the definitions, write the following sentences on the board and have students complete them:
A habit is something that ____.
If you find a solution to a problem, you ____.
To volunteer for a task is to ____.
To prioritize a task is to ____.
- Ask several volunteers to read their definitions aloud.

B Confirm content

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To help students prepare for the discussion, have them identify the sentences or paragraphs in the article that provide the answer to each question. Then have students write notes to support their answers.
- Form small groups. Encourage students to use their notes to support their answers with information from the article.
- To review, have students from several groups share their answers.

Answers for Exercise B

1. Work habits.
2. To show that they are keen learners and are not afraid of hard work.
3. Because if you are nice to people, they will go out of their way to help you.
4. You become more productive, and that increases your chance of career success.
5. You stay focused on your goals so you make better decisions and get more things done.
6. People may think of you as a “complainer.”



Extra Reading Comprehension Exercises

NOW YOU CAN Discuss factors that promote success

A Notepadding

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Review the example with the class. Tell students that they can also talk about other people. Suggest ways that younger students can adapt this exercise; for example, *managing my home* could change to *managing my room / bedroom*.
- As students write notes, encourage them to include as many factors as possible. Ask them to think of specific examples that have helped and hurt them.
- Have students compare notepads with a partner. Encourage them to find differences and similarities.

B Discussion

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To prepare students for the discussion, review the language in the Recycle box. Ask students to relate the language there to each area on their notepads. Start with the first area—my personal life—and provide options to complete some of the sentences; for example, *I thought I would get married, but I didn't. I should have been more patient with my [kids / parents]*. Then ask students to think about the second area—managing my home—and do the same; for example, *I was going to have someone help me clean my house, but it was too expensive. I could have asked [my husband] to pay the bills*. Follow the same procedure with the third area—my studies / work; for example, *My parents talked me out of it. I might have been a good photographer. I could have studied French*.
- To help students have an organized discussion, ask them to discuss one area at a time. Remind students to talk about plans that changed and things they regret. Have students ask follow-up questions to find out why their partners changed their plans or why they regret something about the past. Encourage them to give their partners advice.

Option: (+5 minutes) To extend the activity, ask students from different groups to report about a past plan made by someone in their group that changed, or about a decision made by someone in their group that he or she regrets.

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner. *For example:

[____] *prioritize your work.*
Be nice to people regardless of [____].
 [____] *increases your chances of career success.*
 [____] *office politics.*
In the face of challenges, [____].

*Follow the same procedure with students' text-mining examples in other units.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 6, Activity 4; “Find Someone Who . . .” Activity

A ▶ 3:30 Listen to the conversations . . .

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- To prepare students for listening, review the reasons for changing plans from the Vocabulary on page 65.
- Pause after each conversation to allow students time to write their answers. Encourage them to use vocabulary from this unit.
- To review, have students compare answers with a partner.

Option: (+5 minutes) To extend the activity, have students listen to the recording again and take notes about the plan that each person changed. (1. He was going to get married. 2. She was going to accept a bank manager's position. 3. She was going to be an art teacher. 4. He was going to be an interpreter at the United Nations.)

AUDIOSCRIPT

CONVERSATION 1

- F:** What happened? Weren't you going to get married?
M: Yes, but my parents were against the marriage.
F: How come?
M: My fiancée had to travel all the time for her work, and my parents convinced me that it would be hard to have a family. In the end, I agreed with them.
F: No regrets?
M: None.

CONVERSATION 2 [M = Spanish]

- F:** I really wish I'd accepted that bank manager's position last year.
M: I thought you were going to take it. Why didn't you?
F: Well, I'd already planned to spend a couple of weeks with my relatives in Canada, and I really didn't want to have to cancel that trip. By the time I got back, it was too late. They'd given the job to someone else.
M: Well, in any case, you've got a great job now.
F: True. But it'll take a long time before I get a job in management. I think I sort of missed the boat.

CONVERSATION 3

- M:** Didn't you use to teach painting?
F: Yes. I thought I would always teach art.
M: So how come you're a lawyer?
F: I have pretty expensive tastes. And I wasn't getting paid enough. . . . And it turns out that I really like law.
M: So all's well that ends well!
F: You bet!

CONVERSATION 4 [M = French]

- F:** I thought you were going to be an interpreter at the United Nations?
M: Well, I was, but I tried twice, and my English wasn't good enough, so I couldn't. The exam is extremely hard.
F: That's too bad.
M: Yes, I wish I had studied more.

B Explain the meaning . . .

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- To help students with their definitions, write on the board: *If you have [athletic ability], you . . .* Have students complete the sentence on the board for the first item. (Possible answer: If you have athletic ability, you are

able to play sports well.) Continue in the same manner with the other qualifications. Encourage students to use the sentences on the board to write the definitions of the other qualifications. Then ask students to think of an occupation or field of study for each ability. (Possible answers are included in the teacher annotations within the chart. Other possible answers: 1. Professional athlete, athletic director; 2. photographer, artist, musician, designer; 3. engineer, architect; 4. lawyer, scientist; 5. doctor, salesperson, police officer; 6. manager, teacher.)

- Call on students to share their answers with the class.

C Complete each statement . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To model the activity, brainstorm different options to complete the first sentence; for example, *When I was a child, I thought I would be a doctor / would be famous / would travel all over the world / would be rich.*
- Then have students exchange papers with a partner. Have them ask questions if the statements are not clear.

D Read each sentence . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Review the example with the class. Have students write other ways to complete the statement; for example, *She should have gotten divorced. She should have looked for professional advice. She should not have married that man.*
- Have students compare answers with a partner and review with the class.

Answers for Exercise D

Answers will vary, but may include the following:

2. They could have been happy together.
3. They shouldn't have sold it.
4. She might have taken a crash course.
5. He must have had an accident.

WRITING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- After reading the list of topics, brainstorm other aspects of life students can write about. List them on the board; for example, *trips, friends, celebrations, adventures, family reunions.*
- Have students choose the topics and take notes about them. Remind students to include information about any regrets they may have.
- Walk around as students write and provide help as needed.

Option: **WRITING BOOSTER** (Teaching notes p. T150)



ORAL REVIEW

Give students a few minutes of silent time to explore the pictures and become familiar with them.

Story in pairs

Suggested teaching time:	15 minutes	Your actual teaching time:	
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- To check comprehension, ask *Who are the main characters in the stories?* (Michael and Carlota.) *When do their stories start?* (When they were born in 1980.) *When do the stories end?* (Now, when they are grown-ups.)
- Form pairs and have each student choose a different character to tell about.
- To help students prepare their stories, draw the following chart on the board and tell them to write the name of the character they chose (Michael or Carlota).

The character I chose:	
Mother and father's dream for him or her	
Child's dream when he or she was young	
The actual choice and any regrets	
Reasons why he or she may have changed his or her mind	

- Have students copy the chart and write in the chart notes about the character they chose. Tell students that they will need to infer information from the pictures and use their imaginations. Encourage students to use the grammar from this unit to express Michael and Carlota's regrets and to offer reasons why they may have changed their minds. For example:
Michael thinks he could have been a good pilot.
His mother must have talked him out of being a pilot.
Carlota thinks she would have enjoyed being a photographer.
She might have thought it was hard to make a living as a photographer.
- Encourage students to use time expressions as they tell their stories; for example, *When Michael was a baby . . . / After graduating from medical school . . .*
- Walk around the room as students tell their stories and provide help as needed.
- Have students change partners and then describe the other character. Ask students to copy the chart again and write notes about the new character.
- Walk around the room as students tell their stories and provide help as needed.

Possible responses . . .

When Michael was born, his father thought he should be a pilot. His father must have been a pilot. Michael's mother thought he should be a doctor. She might have been a doctor. When Michael was a schoolboy he was going to be a pilot, but he did not become one. He

might have changed his mind. His mother must have persuaded him to become a doctor. Now Michael thinks he should have been a pilot. He thinks he would have been happier if he had become a pilot. When Carlota was a baby, her mother thought she should be a photographer. Carlota's mother might have been a photographer. Carlota's father thought she should be a doctor. Carlota's father must have admired doctors. When Carlota was a young girl, she believed she would be a photographer, but she did not become one. She may have thought it was hard to make a living as a photographer. Her father must have talked her out of it. Now Carlota thinks she should have been a photographer. She thinks life would have been much more exciting.

Option: Oral Progress Assessment

Use the illustrations on page 73. Encourage students to use the language practiced in this unit and previous units.

- Tell the student you are going to ask questions about Michael's dreams and his parents' plans for him. Ask the student to answer in full sentences. Ask *What did Michael's father think Michael should be? What did his mother believe he should be? When Michael was a boy, what did he think he was going to be?*
- Ask the student to choose a character and role-play a discussion with you about his or her life choices and regrets. You play the other character. Start like this:
T: *So what did you want to be when you were a child?*
- Evaluate the student on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Have small groups of students write job advertisements.

Idea: Ask students to research jobs on the Internet or in newspapers to use as models. Have them look for advertisements in their professions or in a field they would like to work in. Form groups of four. Ask each group to write two advertisements. Place the ads on the board, and have students walk around and read them. Then ask volunteers to say which job(s) they would apply for and why.

EXTRAS

On the Internet:

- Online Teacher Resources: pearsonelt.com/topnotch3e/

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

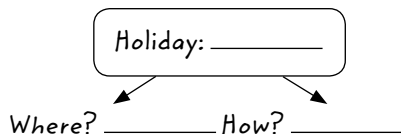
Holidays and Traditions

PREVIEW

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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Before Exercise A, give students a few minutes of silent time to look at the photos and the captions.

- To help students focus on main ideas, draw the following diagram on the board:



- Ask pairs to look at the photos and the captions to identify the name of each holiday, where it is celebrated, and how people celebrate it.
- To review, have volunteers describe a holiday; for example, *Carnaval is celebrated in Brazil. The dancers wear fantastic costumes and have a great time.*

A Look at the photos . . .

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- To get students to share prior knowledge, have them turn to a partner and tell what they already know about the traditions pictured. You can also have them ask each other questions about the photos and captions. For example:
Student A: *Do you know when Thanksgiving is celebrated?*
Student B: *I think it is celebrated in November each year.*
Student C: *Do you know where in Brazil people celebrate Carnaval?*
Student D: *I think it is celebrated all over the country, but the most famous one is in Rio de Janeiro.*
- To review, ask several students to name one tradition they would like to know more about and why. For example:
I want to know more about Quinceañera because I'm interested in how people celebrate birthdays.
I'd like to know if Korean couples wear hanbok when they get married.
I'd like to know why the Japanese celebrate Hanami.
- Encourage students who may know the answers to their classmates' questions to raise their hands and provide the answers.

FYI: You may want to use the information in the *Language and Culture* box to answer some of the questions yourself.

Language and culture

- Hanami*, or the Cherry Blossom Festival, is celebrated each spring when the trees are in bloom. It lasts for two weeks. It is a tradition for family and friends to visit parks, shrines, and temples to have picnics and view the flowers.
- In some Latin American countries, people celebrate a girl's transition from childhood to womanhood. They call this celebration the *Quinceañera* (/kin-sɛ-an-'yɛ-ra/), or 15th birthday. The girl and her friends get dressed up in formal clothes, and the celebration ends with a party that often includes food, music, and dancing.
- (Chuseok or Chu Suk is described in the Photo Story on page 75.)
- Thanksgiving is a national holiday in the United States. It is celebrated on the fourth Thursday in November. Families and friends get together and "give thanks" for all they have as they share a large meal. The traditional foods served on Thanksgiving—turkey, potatoes, and vegetables—are symbols of a successful harvest. Thanksgiving is also celebrated in Canada on the second Monday of October.
- Carnaval* is an annual festival celebrated in Brazil, in February or March. It includes colorful parades with music and dancing. There are also similar types of carnivals in many other countries, including Venezuela, Argentina, Spain, and the United States.

B Discussion

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To help students prepare for the discussion, write on the board: *An old tradition in my country is _____*. Have students complete the sentence on a separate sheet of paper and write notes about the importance of the tradition.
- Brainstorm with the class reasons why we keep traditions alive. Write a list on the board. For example:
Traditions bring families and communities together.
They remind or teach us about important historical events.
Traditions are dependable, something we can rely on.
They represent our culture.
- Then discuss why it is important to learn about other cultures' customs and traditions; for example, *It can help us understand other cultures. Learning about others helps teach respect for different ways of thinking and doing things.*
- Have students work in small groups. Ask them to share their opinions about why it is important to keep traditions alive and learn about other people's traditions. Ask volunteers to share their responses with the class.

C 4:02 Photo story

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To prepare students, have them look at the photographs and the first line of the dialogue. Ask *What are the women doing?* (Looking at a book / photographs together. Talking about something.) *Are they having a good time?* (Yes.) *Why do you think so?* (They are smiling and laughing.)
- After students read and listen, check comprehension by asking *How many holidays do the women talk about?* (Two.) *What are they called?* (Chuseok and Eid al-Adha.)
- To help students focus on details, have them read and listen again and look for the similarities between the two holidays.
- To review, have several students each name a similarity. Write their answers on the board. (Possible answers: People wear special clothes. They visit their relatives. They eat a lot. They visit the graves of their ancestors.)
- To personalize, ask students if they have any similar traditions. Encourage them to describe those traditions.

Language and culture

- Harvest is the time when crops (vegetables, fruits, grains, etc.) are ripe and then picked or taken from the field. Harvest is often a time for celebration in many different cultures all over the world.
- Eid al-Adha, or the Festival of Sacrifice, is a religious holiday celebrated by Muslims around the world. It commemorates the willingness of Ibrahim (known as Abraham by Jews and Christians) to sacrifice his son as an act of obedience to God.

D Paraphrase

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Encourage students to identify who says the phrases and to use the context of the conversation to help figure out the meanings.
- To model the activity, complete the first item with the class.
- Have students compare answers with a partner and then review with the class.

E Focus on language

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- To model the activity, review the example with the class.
- Before students write their sentences, write the following collocations on the board:
takes place in [May] / [Spring]
takes place on [date]
get together with our friends / relatives / parents
airports / stations / stores / streets are mobbed with people
the traffic / airports / highways is / are impossible
reminds me of [a celebration] / [a special dish] / [a time of the year] / my childhood
- Tell students they can use the words and phrases to describe one holiday or a few holidays. To review, have several students read one or two of their sentences aloud. You may want to write some of them on the board.

Language and culture

- Songkran marks the start of the Buddhist New Year in Thailand. It is a wild festival in which people of all ages have fun throwing water at each other.

SPEAKING

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Have pairs write notes about a tradition.
- Then ask volunteers to present their information to the class. Elicit follow-up questions about what is new or unusual; for example, **Student A:** *In a Greek wedding, plates are smashed on the floor.* **Student B:** *Why?*
Student A: *It's supposed to bring good luck.*

EXTRAS

Workbook

CONVERSATION MODEL

A ▶ 4:03 Read and listen . . .

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Show friendliness by wishing someone a good holiday.
- Reciprocate good wishes with “Thanks! Same to you!”

- To prepare students for the Conversation Model, review the seasons (winter, spring, summer, fall / autumn). Have students call them out and write them on the board.
- To check comprehension, after students read and listen to the conversation, ask *What’s special about next week?* (It’s a holiday, the Harvest Moon Festival.) *What do people do during this holiday?* (They spend time with their families / get together with their relatives and eat moon cakes.)

▶ 4:05 Types of holidays

- Have students read and listen to the different types of holidays listed in the box. Then have students listen again and repeat. To clarify the meaning of a seasonal holiday, ask *What kind of holiday is the Harvest Moon Festival?* (Seasonal.) *Why?* (Because people celebrate it each year in autumn.)

Option: (+3 minutes) To extend the activity, form small groups and have students write one or two examples they know for each type of holiday. To review, write students’ responses on the board.

Language and culture

- In China, the Harvest Moon Festival celebrates the end of the summer harvesting season, under the biggest, brightest full moon of the year. Other Asian countries have their own versions of this holiday, such as Chuseok in Korea.
- **From the Longman Corpus:** *With, in, and on* are the prepositions that most frequently follow *spend time*. It is also common to say *spend time (doing something)*.

B ▶ 4:04 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 *What kind of holiday is it?*
 - stress new and important information such as *seasonal* and *autumn* in *It’s a seasonal holiday that takes place in autumn.*

VOCABULARY

A ▶ 4:06 Read and listen . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students listen and study the vocabulary. Then have them listen and repeat chorally.
- To provide practice and reinforce collocations, have pairs play a game: Student A says a verb from the exercise. Student B does not look at the book and says the verb plus a phrase to go with that verb; for example,

Student A: *march.* **Student B:** *march in parades.*

Student B: *wear.* **Student A:** *wear costumes.*

Language and culture

- The people in the photo for *pray* are praying in the Muslim tradition.
- The people in the photo for *wish each other well* are dressed for a New Year’s Eve party in the U.S.
- The people in the photo for *wear costumes* are celebrating Halloween—a U.S. holiday mainly for children every October 31st. Many adults also enjoy dressing up in costumes for Halloween parties. In British English a *fancy dress* is the term used for a *costume*.
- **From the Longman Corpus:** While both are used, *have a picnic* is used more frequently than *go on a picnic*.

📄 Learning Strategies

B Pair work

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To model the activity, read the speech balloon aloud and brainstorm ways to complete it.

FYI: The example uses the preposition *on*, but students can make any necessary changes for local or other holidays; for example, *Everyone wears costumes on Halloween / at Carnival / when it’s Halloween.*

- Encourage pairs to write down one occasion or holiday for each vocabulary phrase.
- To review, ask students to say their examples in complete sentences; for example, *We set off fireworks and march in parades on Independence Day.*

Option: (+5 minutes) To extend the activity, have pairs discuss some of their favorite traditions for special events or holidays. Encourage students to use the vocabulary and their own ideas; for example, *going on a picnic for [my birthday], preparing traditional food for [a holiday], wearing traditional costumes on [a holiday], visiting my relatives on [a holiday], setting off fireworks on [a holiday], sending cards to [relatives].* To review, have volunteers share their favorite traditions with the class. You may want to make a list on the board.

C 4:07 Listen to activate vocabulary

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- First, have students study the chart. If there is a world map in the classroom, point out the countries indicated.
- As students listen, stop the recording after each description to allow them time to write.

AUDIOSCRIPT See page T80.

GRAMMAR

Suggested teaching time:	12–15 minutes	Your actual teaching time:	
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- Direct attention to the chart and have students read the first explanation and examples. Write on the board: *My sister is the girl who is wearing a costume.* Have students identify the adjective clause and underline it. (Who is wearing a costume.) Then ask *Who is the adjective clause giving more information about?* (The girl.) *Can that be used instead of who to introduce the clause?* (Yes.) Add *that* below *who* on the board.
- Have students read the second explanation and study the examples. Write on the board: *The Harvest Moon Festival is a holiday that takes place in autumn.* Have students identify the adjective clause and underline it. (That takes place in autumn.) Then ask *What is the adjective clause giving more information about?* (The holiday.) *Can who be used instead of that?* (No.)
- Have students read the *Be careful!* note and study the example. To check comprehension, write on the board:
 - Carnaval is a holiday that it usually comes in February.*
 - My brother is the boy who he is carrying the flag.*
- Have students correct the sentences by crossing out the unnecessary word in each adjective clause. (1. it; 2. he.)

Option: **GRAMMAR BOOSTER** (Teaching notes p. T136)



A Understand the grammar

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- First, write on the board: *The costume is for the person who leads the parade.* Have students identify the adjective clause, *who leads the parade*.
- Then have them identify the relative pronoun (*who*) and the noun or pronoun it describes (*the person*).

Language and culture

- (See the Reading on page 80 for information about Ramadan.)
- On April Fool's Day people play tricks on one another. It takes place on April 1 in various English-speaking countries, such as the United Kingdom, the United States, Australia, and Canada.
- The Dragon Boat Festival originated in China. People race in boats that are decorated with a Chinese dragon head and tail while someone beats a drum.

B Grammar practice

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- Point out the examples. Remind students to use adjective clauses and relative pronouns as they write.



Extra Grammar Exercises

NOW YOU CAN Wish someone a good holiday

A Conversation activator

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 190 of this Teacher's Edition.
- To reinforce the use of the conversation strategies, be sure that students sound friendly when wishing someone a good holiday. Point out the *Some ways . . .* box. Explain that good wishes are appropriate for only celebratory holidays, not for a serious holiday.

DON'T STOP! Extend the conversation. Have students give examples of questions they can ask. For example:

Do people give each other gifts?

What kinds of costumes do they wear?

Then have students give examples of sentences that use adjective clauses to provide extra information; for example, *It is a seasonal holiday that takes place in spring. Children put up decorations that they make with paper.*

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- Choose a more confident student and role-play and extend the conversation.



Conversation Activator Video Script; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Assign students new partners. Remind them to use other holidays.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 7, Activity 1

B Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To help students understand, review the first item with the class. Ask students if the relative pronoun can be omitted. (Yes, because *that* is the object of the clause.)
- Have students compare answers with a partner and then review with the class.

Option: (+5 minutes) To extend the activity, write the following statements on the board:

- Carnaval is a holiday that is very popular in Brazil.*
- Carnaval is a holiday that I have always enjoyed.*
- I gave her the flowers that I picked from my garden.*
- I can't find the gift that she gave me.*
- I saw some friends who were marching in a parade.*

Ask students to identify and cross out relative pronouns that can be omitted. (Sentences 1 and 5: relative pronouns can't be omitted; sentences 2, 3, 4: they can be omitted.)

Language and culture

- Anzac Day is a day of remembrance in Australia and New Zealand that takes place on April 25. *Anzac* stands for Australian and New Zealand Arry Corps. It marks the day in which these two military forces fought at Gallipoli in Turkey during the First World War.



Extra Grammar Exercises

PRONUNCIATION

A ▶ 4:10 "Thought groups" . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- First listening: Have students listen and study the examples. Ask students if they noticed the pauses between the *thought groups* as they listened.
- Clarify that a *thought group* is a group of words said together in the rhythm of a sentence in order to help convey meaning. Point out that adjective clauses form natural *thought groups*.
- Second listening: Have students listen and repeat. Be sure students pause slightly between thought groups.

B Practice reading . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- To model the activity, call on a student to read the first sentence aloud. Make any necessary corrections.
- To review, have volunteers read the other sentences aloud.



Pronunciation Activities

NOW YOU CAN Ask about local customs

A Conversation activator

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 190 of this Teacher's Edition.
- Have students read the *Ideas* in the box and ask them to write a question someone might ask about each situation. Write a list on the board. For example:
Someone invites you out for dinner: Should I offer to pay the check?
Someone invites you to a party: Should I bring the host a gift?
Someone gives you a gift: Should I open it in front of the person?
Someone makes a special effort to help you: Should I give the person a gift?
- Ask students to suggest more ideas and write them on the board.
- Brainstorm answers to the question *Do you mind if I ask you about something?* (Possible answers: Sure. Not at all. No problem.)

DON'T STOP! Extend the conversation. Elicit examples of more questions students can ask. For example:

Is it OK if I take off my shoes?
Would it be impolite to leave earlier?
Should I eat everything on my plate?

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- Choose a more confident student and role-play and extend the conversation.
- Be sure to reinforce the use of the conversation strategies; for example, make sure students sound like they mean it when they express appreciation.



Conversation Activator Video Scripts; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Tell students to form new pairs by working with the person on their left. Remind them to ask about local customs in other situations.
- Walk around and provide help as needed. Make note of any errors you hear. Write some errors on the board and ask the class to correct them.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 7, Activity 2

BEFORE YOU READ

Warm-up

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have pairs of students look at the photos and read the captions to determine what type of holidays the Reading will describe. (Religious, seasonal, historic.) Remind them not to read the text yet. Encourage them to explain their choices.
- To review, have three volunteers say how they would categorize each holiday. Ask them to support their choices. For example:
The first photo shows a religious holiday, Ramadan. I think it is a religious holiday because the people are praying.
The second photo shows a seasonal holiday in China.
People are celebrating the beginning of a new year.
The third photo shows an important man in the history of a country. His name is Simón Bolívar. Celebrating his birthday must be a historical holiday.
- To elicit prior knowledge, ask students to say what they may already know about each holiday. Encourage them to be brief. For example:
Ramadan is celebrated by Muslims.
People set off fireworks on the Chinese New Year.
Simón Bolívar is an important man in the history of some Latin American countries.

4:11 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To help students focus on the main ideas as they read, draw the following chart on the board. After students read and listen, have them complete the chart with notes from the Reading.

Name of holiday	Time of the year	Location	Reason

- To review, ask students to give their answers in complete sentences. (Possible answers: Ramadan takes place in the ninth month of the Islamic calendar. It is celebrated by Muslims around the world. It commemorates the time when Muhammad received the word of God through the Koran. / The Chinese New Year takes place in February each year. It is celebrated by Chinese people around the world. It marks the beginning of the first month in the Chinese calendar. / Simón Bolívar's birthday is celebrated on July 24th in Venezuela and Ecuador. People honor him because he led the fight for independence for their country.)

Language and culture

- The *Koran* is the holy book of Islam. To *abstain* means to not do something or to stop doing something. *Longevity* means long life. A *liberator* is a person who frees another person or country from someone's control.



Learning Strategies

AUDIOSCRIPT for page T77 (C Listen to activate vocabulary)

LISTENING 1

M: There are Mardi Gras celebrations in many places in the world, but the Mardi Gras celebrations in New Orleans in the United States are world famous. Mardi Gras means "fat Tuesday," and usually occurs in February. It began as a religious holiday in which people could really enjoy themselves before the more solemn Catholic celebration of Lent. Now it's considered to be "the biggest party in the world," and people travel from all over to enjoy the celebrations. On this day, people wear really wild costumes and dance in a huge parade to New Orleans's famous jazz music. Along the parade route, people in the parade throw purple-, green-, and gold-colored necklaces, candy, and other things to the people who are watching.

LISTENING 2

F: Celebrated on July 14th, Bastille Day is France's most important national holiday. It celebrates the attack on the hated Bastille prison, which marked the beginning of the French Revolution that led to modern France. It's a joyous holiday in which people celebrate being French. You can see people dancing in the streets together and eating all kinds of food. Usually in the morning there are military parades with French flags flying all over. And in the evening, fireworks are set off and families sit together to watch them.

LISTENING 3

M: Tsagaan Sar—or White Month—is a celebration of the lunar new year in Mongolia. It's held for three days in February or March. Before the first day of the celebration, families clean every corner of their house. During this time, people wear new clothes—usually traditional Mongolian clothing—and they make lots of traditional foods. They also give each other gifts, and especially enjoy giving gifts to their children. One of the ways Mongolians really enjoy themselves during this holiday is to watch wrestling matches and horse races. All these activities symbolize starting the new year clean, rich, and happy.

A Scan for facts

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To help students practice the reading strategy of scanning, ask them to scan the article for the traditions that people observe for each celebration. You may want to ask students to underline the information.
- Have students complete the chart individually and then compare answers with a partner.
- To review, have volunteers each explain one tradition. Encourage them to support their answers, giving additional information about each tradition; for example, *The Chinese give gifts. They give small gifts of fruits and sweets.*

B Compare and contrast

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Encourage students to think of reasons to support their choices. You may want to ask them to make notes of the reasons. Have pairs compare choices with a partner.
- Review one holiday at a time and have students who made the same choice share their reasons with the class; for example, *I find Ramadan a very interesting holiday. It's a long holiday, and it's a time in which people pray and give to others.*

C Relate to personal experience

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students work in pairs to match the traditions in the chart with holidays they know. Encourage them to write sentences; for example, *We give gifts at Christmas.*
- Then have several students give their own examples for the same tradition.



Extra Reading Comprehension Exercises

NOW YOU CAN Exchange information about holidays

A Notepadding

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Encourage students to write notes rather than complete sentences on the notepad.
- Ask students to use the vocabulary they learned in this unit. Point out that they can use the chart on this page and the Vocabulary on page 76 for reference.
- You may want to encourage students to point out what they like or dislike about the customs and traditions of holidays as they write about them on their notepads.
- Walk around and provide help as needed.

B Group work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Form groups of three to six students.
- Review the language in the Recycle box. Brainstorm ways to complete the sentences. For example:
Traditionally, people decorate their homes with the national flag.
It's customary to get together with relatives.
It's probably best not to go into town because the traffic is impossible.
It's offensive to open someone's gift when you receive it.
Purple is taboo. You shouldn't give purple flowers.
It's impolite to leave food on your plate.
- Brainstorm questions students can ask to find out more about the holidays. For example:
How many days is it?
What kinds of gifts do people give?
Do people go out for dinner with their families?
What kinds of food do they eat?
Do people go to their hometowns / travel to see their relatives?
Is the traffic impossible?
Are train and bus stations or airports mobbed with people?
Do people wear their best clothes?
Do children wear costumes?

Option: (+5 minutes) Take a poll to find out which holidays your students chose to write notes about. Then have a few volunteers say what they like about those holidays.

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner. *For example:

[] is a special occasion.
 [] at the break of dawn.
 [] takes place in autumn.
 It is customary for [].
 They led the fight for [].

*Follow the same procedure with students' text-mining examples in other units.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 7, Activity 3

BEFORE YOU LISTEN

A ▶ 4:12 Vocabulary

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students listen and study the words that describe *The events*. Then have students listen and repeat chorally.
- Follow the same procedure for the words that describe *The people*.
- To check comprehension, write the following phrases on the board: *a reception, an engagement, a honeymoon, a wedding (a marriage ceremony)*. Have students close their books and put these events in the order in which they take place. Ask volunteers to explain the order of the events. (1. An engagement; 2. a wedding (a marriage ceremony); 3. a reception; 4. a honeymoon.)
- To review, have several students explain the order of the events using the Vocabulary. For example:
The engagement comes first because it is when a man and a woman agree to marry.
After the engagement, the couple becomes the fiancé and the fiancée.
The wedding comes next. / This is the occasion when the bride and the groom get married. During the wedding is the marriage ceremony.
After the wedding, the newlyweds are given a reception.
After the wedding, the couple takes a trip called a honeymoon.

B Discussion

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students look at the photographs and read the captions.
- To check comprehension, ask:
What does the bride do after the wedding ceremony? (She throws the bouquet and a guest catches it.)
What do the newlyweds do at the reception? (They cut the cake together.)
What does the groom do after the reception? (He carries the bride through the doorway to their new home.)
Where do they go after that? (On their honeymoon.)
- Form small groups. Encourage students to find differences and similarities with the traditions that are familiar to them. To help students generate ideas, write these questions on the board:
Do newlyweds go on a honeymoon?
Does the groom carry the bride through the doorway?
Do the bride and groom cut the cake together?
Does the bride throw the bouquet?

LISTENING COMPREHENSION

A ▶ 4:13 Listen for main ideas

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- To help students prepare for listening, have them read the statements. Point out that all of the statements may be true, but students should decide which one is the best summary.
- To review, have students support their choices. (The best summary is “b” because the lecture gives information about the different activities that the couple and their families do before the wedding.)

AUDIOSCRIPT

PART 1

F: In India, Hindu wedding traditions vary from state to state.

But most families are known to go out of their way to make a wedding a huge celebration which can last for as long as five days or more. It is common for wedding preparations to start a year before the actual date. After a couple gets engaged to be married, the date for the wedding is chosen very carefully based on the bride and groom's birthdays—and other details—to bring good luck.

Two days before the wedding, celebrations begin at the groom's home. This is called “Making the Groom.” Musicians visit his home as early as four in the morning and play traditional music while the groom's relatives and neighbors come to see him. While there, they make decorations from mango leaves, which will later be used at the wedding ceremony. Next, someone washes the groom with coconut or olive oil. His face is painted with a black dot on each cheek and a spot between his eyes. Then an older person in the family offers the groom money as a gift.

The bride goes through a ceremony before the wedding called “Making the Bride.” Her face, arms, hands, and feet are painted attractively by her relatives, leaving her skin a red color. This process takes many hours to do and requires a lot of patience.

B ▶ 4:14 Listen for details

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- To prepare students for the activity, have them read the statements before listening again.
- Ask students to compare answers with a partner and then review with the class.
- Ask students what other details they can add from the listening passage. They can listen again if necessary.

C ▶ 4:15 Listen for main ideas

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Follow the same procedure as in Exercise A Listen for Main Ideas on page 82.
- To review, have students support their choices. (The correct answer is “a” because the lecture gives information about the traditions that are observed during the wedding ceremony—from beginning to end.)

AUDIOSCRIPT

PART 2

F: The wedding ceremony is usually held in the evening. When the bride and groom arrive, there is a lot of noise and music. Members of the family wash their feet and sprinkle flowers and water on them. The couple sits in chairs under a special roof made of leaves and flowers. While the bride is seated behind a cloth so the groom can't see her, the guests eat and enjoy the wedding feast. Then when it's near the end of the feast, the cloth is removed and the music is played again. It is considered bad luck to sneeze at this moment. All the guests clap their hands while the music is playing. Then one by one the guests come to the couple and throw rice grains at their heads for prosperity. Everyone wishes the couple well. Then the couple gives each other rings made of flowers and handfuls of rice. The groom places a golden necklace over the bride's neck.

Finally, the groom places a second necklace around the bride's neck to signify the end of the wedding.

D ▶ 4:16 Listen for details

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Follow the same procedure as in Exercise B Listen for Details on page 82.
- Ask students what other details they recall from the listening passage. Permit them to listen again if necessary.

Option: (+10 minutes) To challenge students, have pairs discuss which tradition from the listening passage was the most interesting. Encourage students to offer follow-up comments; for example, *I think it's interesting and fun that the wedding celebration lasts so long, especially for guests who have to travel far to get there.* To review, have volunteers share their views with the class.



Learning Strategies

NOW YOU CAN Explain wedding traditions

A Frame your ideas

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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- Before students read the sayings and proverbs, point out the difference in meaning between a *wedding* or *marriage ceremony* and *marriage* by itself. Call on a student to describe what a *wedding* or *marriage ceremony* is. (The ceremony in which two people become married.) Explain that the word *marriage* on its own refers to the relationship between two people who are married; for example, *After the wedding, they had a long and happy marriage.*

- To review, encourage pairs to use some of the vocabulary on page 82 to discuss what the sayings and proverbs mean. Then have volunteers each explain a proverb or saying. (Possible answers: Italian saying—Girls should find a husband as soon as possible; boys can wait if they want to. Irish saying—Getting married is easy; it's living together that's difficult. South African proverb—Having children makes a marriage more complete. Polish saying—Women cry before the wedding because they are happy; men cry after because they regret their decision to marry. British saying—The bride should have these things for good luck.)

Language and culture

- The proverb from the U.K. expresses superstitions associated with weddings. If the bride wears something old, her old friends will remain close. If she wears something new, the newlyweds will have a prosperous future. If someone lends her something to wear, the couple will have a happy marriage. If the bride wears something blue, the couple will be faithful to each other.

B Discussion

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- To personalize, have students choose two proverbs and write notes about why they agree or don't agree with them and why they find or don't find them offensive.
- Ask students to share other proverbs, sayings, or superstitions they know about weddings and marriage.

C Notepadding

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- As students complete their notepads individually, encourage them to use the vocabulary they learned in this unit including the words and phrases in the Recycle box.

D Pair work

Suggested teaching time:	6–7 minutes	Your actual teaching time:	
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- To model the activity, review the speech balloons with the class.
- Before students create their role play, brainstorm questions “the visitor” can ask. You may want to write some of them on the board. For example:
How do the bride and the groom choose the date?
How long is the wedding ceremony?
What do the bride and the groom usually wear?
Are there any things to avoid?
What happens during the reception?
Do the newlyweds go on honeymoon trips?

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 7, Activity 4; “Find Someone Who . . .” Activity

A ▶ 4:17 Listen to each conversation . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To review the vocabulary, you may want to call on volunteers to give a brief definition or description of each word.
- First listening: Have students listen and circle the occasion or people mentioned. Pause after each conversation to allow students time to write their answers.
- Second listening: Have students listen and decide if the statements are true or false.
- To review, have students support their answers. (1. The groom is talking about his honeymoon in Tahiti. 2. The man is going to be a groom, but there is no date yet. 3. The woman who is speaking is a guest. 4. The couple is talking about the bride's family.)

Language and culture

- *Tie the knot* is an informal expression meaning "to get married."

AUDIOSCRIPT

CONVERSATION 1

- M:** Check out these pictures we took in Tahiti.
F: Oh, these are really nice! Is that your wife?
M: Yes. We took off right after the reception.
F: How romantic! How long were you there?
M: Ten days.

CONVERSATION 2

- F:** Hey, congratulations! I heard the news!
M: Thanks. I guess everyone knows now.
F: That's great! So when's the date?
M: In September. We've got a lot of planning to do.
F: Well, the great thing is that you've decided to tie the knot. Congratulations!

CONVERSATION 3

- M:** Is it true what I hear—that you caught the bouquet?
F: Uh-huh. She threw it right to me.
M: Well, you've been great friends since childhood, right?
F: Yeah, we have. I'm so happy for her!

CONVERSATION 4

- F:** Can you believe how much money they paid for this reception?
M: I know. It's unbelievable! It must have cost a fortune.
F: I heard the parents and grandparents all wanted a really big wedding. They must have a lot of money!
M: Well, you know what they say. Weddings are really for the family.
F: I guess so. Everyone does seem to be having a wonderful time.

B Complete each statement . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class.
- As students do the activity, tell them that they can refer to information about holidays and traditions found throughout the unit.

C Complete each sentence . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Review the example with the class.
- Have students read their complete sentences aloud. Make necessary corrections.

D On a separate sheet of paper . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Do an example together first: *If someone invites you to his or her house for dinner, you should arrive on time.*
- Encourage students to write two or three sentences for each item.
- Then have students share their statements with a partner. Ask several students to read their statements aloud.

WRITING

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- To help students prepare for writing, brainstorm the kind of information that can be used to answer each question:
 - *What kind of holiday is it?* (Seasonal, religious, historical.)
 - *When is it celebrated?* (Date / time of the year; how long it lasts.)
 - *How is it celebrated?* (Do people celebrate in public places? Do they celebrate in their homes? Do they get together with their families? Do they travel long distances to see their relatives? Do they decorate their homes? Are there any parades / fireworks?)
 - *What do people do / eat / say / wear, etc.?* (Do people give gifts? Do they send cards? Do they perform any ceremonies? Do they eat traditional foods? What do they say to wish each other a good holiday? Do they wear traditional costumes?)
- Encourage students to write a paragraph for each holiday. You may want to tell them to finish each paragraph by saying what people enjoy the most about that holiday.

Option: **WRITING BOOSTER** (Teaching notes p. T151)



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

Pair work challenge

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To model the activity, review the example with the class. Have students brainstorm questions about a holiday. (Possible answers: What kind of holiday is it? Where do people celebrate it? How long does it last? What do people do? What do they eat?)
- Form pairs and divide the class into Students A and Students B. Students A will read about *Songkran* and Students B will read about *Mexican Independence Day*.
- To begin, ask students to open their books and look at the Fact Sheet for one minute.
- Then have students close their books and discuss the holidays in pairs.

Pair work 1

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To prepare students for the first conversation, have them work in pairs. Tell each pair to imagine that one of them is a visitor to Thailand or Mexico and wants to know more about a local holiday. The other student is from, or working or studying in, that country.
- Encourage students to ask what kind of holiday it is, when it takes place, and what people do. Remind them to wish each other a good holiday.

Possible responses . . .

A: I heard there's going to be a holiday. **B:** That's right. Mexican Independence Day. **A:** What kind of holiday is it? **B:** It's a historical holiday that takes place in September each year. People march in parades and perform traditional dances. **A:** Do they set off fireworks? **B:** Lots of them. **A:** Well, have a great Independence Day! **B:** Thank you!

A: I heard there's going to be a holiday. **B:** That's right. It's Songkran next week. **A:** What kind of holiday is it? **B:** It's a seasonal holiday that lasts for three days. People have lots of fun throwing water at each other in the streets. **A:** Well, enjoy yourself on Songkran! **B:** Thanks!

Pair work 2

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Follow the same procedure as in Pair Work 1. Direct attention to the Notes at the end of each Fact Sheet.
- Have students discuss the holiday they did not use for the first conversation. Point out that students should ask if a custom is appropriate.

Possible responses . . .

A: Do you mind if I ask you about something? **B:** Of course not. What's up? **A:** I'm not sure about the customs here. I know that people throw water at each other during Songkran. Is it OK to throw water at a complete stranger? **B:** Definitely! You should feel free to throw water at anyone. People never get offended. **A:** Thanks. That's really helpful.

A: Do you mind if I ask you about something? **B:** Sure. What's up? **A:** I'm not sure about the customs here. I know that people shout "Viva México" to celebrate their country's independence. Would it be appropriate for a foreigner to shout it also? **B:** Definitely! Even if you're not Mexican, you can join in. **A:** Thanks. That's really helpful.

Group presentation

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Review the example with the class.
- Ask students to write as many statements as they can about the holidays using adjective clauses.
- Have students give a presentation to their group or to the class using the sentences they wrote as a guide.

Option: (+10 minutes) To challenge students, ask them to write eight statements about the holidays, some of which should be false. Have them keep their books closed. Students then exchange sheets of paper with a partner and mark the statements *true* or *false*.

Option: Oral Progress Assessment

Use the photographs on page 85. Encourage students to use language practiced in this unit and previous units.

- Tell the student to describe the holidays and the pictures using three adjective clauses; for example, *Songkran is a seasonal holiday that people celebrate in Thailand. In the first picture, there is a woman who is making an offering. In the second picture, there are people who are throwing water at each other.*
- Ask the student to choose one of the pairs of people in the photos. Tell the student that together you are going to role-play a conversation.
- Evaluate the student on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Have students create a presentation about a holiday or a wedding tradition.

Idea: Have students work in small groups and choose a holiday or wedding tradition from another country. Ask each group to use the library or the Internet to research information. Ask groups to include visuals such as photographs from magazines or the Internet.

EXTRAS

On the Internet:

- Online Teacher Resources: pearsonelt.com/topnotch3e/

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

Inventions and Discoveries

PREVIEW

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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Before Exercise A, give students a few minutes of silent time to look at the pictures and read the captions.

- To draw on students' prior knowledge, have pairs share what they know about the inventions or discoveries represented in the pictures. Encourage students to imagine what life was like before these inventions or discoveries. For example:
Before the X-ray was invented, doctors could only examine patients' bones by feel.
Many people used to die of diseases that now can be cured with penicillin.
The wheel was invented thousands of years ago. Before the wheel, people had to carry things themselves or on animals.
Before the invention of the television, people got their news from the radio or newspapers.
- To review, have volunteers explain the importance of one of these inventions / discoveries; for example, *To me, penicillin is important because it has saved and continues to save millions of lives. I think the television is an important invention because it shows us what is happening all over the world.*

Language and culture

- Alexander Fleming in London, England, accidentally discovered penicillin in 1928. The use of penicillin (once also called the "miracle drug") to treat diseases and illness began in the 1940s. Read more about penicillin in the Reading on page 94.
- The oldest wheel, discovered in Mesopotamia, has been dated back to 4000–3500 B.C.E. Before the discovery of the wheel, people moved heavy objects by placing logs under them and pushing and pulling.
- A German scientist named Wilhelm Conrad Roentgen discovered the use of X-rays in 1895. In his discovery, Roentgen found that the X-ray would pass through the tissue of humans leaving the bones and metals visible. One of Roentgen's first experiments was a film of his wife Bertha's hand with a ring on her finger (shown on page 86). The news of Roentgen's discovery spread quickly. Soon scientists around the world began duplicating his experiment, and within a year, X-rays were being utilized clinically in the United States for examining injuries, including bone fractures and gunshot wounds.
- Inventors from Germany, England, Russia, and the United States contributed to the invention of the television. In 1926, Scottish inventor John Logie Baird was the first to transmit a live moving image. Televisions have been available to the public since the 1930s.
- Developed in the early 1980s, 3-D printing is a process in which an object is created in layers based on a scanned model and other input. Once only an industrial tool, 3-D printers have made their way into the consumer market, with the price dropping to as little as \$500. They can produce a wide range of objects, from rocket engines and circuit boards to sculptures and jewelry.

A Discussion

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Have students discuss the questions in small groups. If students need help explaining the difference between an *invention* and a *discovery*, write the following definitions on the board:
Something that was designed or created for the first time
Something that already existed but was not known before
- Ask students to match the definitions with the correct terms. (Invention / discovery.)
- To review, draw the following chart on the board (without the possible responses):

Inventions	Discoveries
television computer airplane telephone 3-D printer	fire gold gravity dinosaurs the cell that the Earth is round penicillin

- Have volunteers classify the objects represented by the pictures and place them under the correct headings. Then ask students to give their own examples. List them in the correct column.
- Explain that penicillin and the X-ray were results of discoveries: the X-ray, from the discovery of radium, and penicillin, from the discovery of Penicillium. Students will learn more about penicillin in the Reading.

B 4:20 Photo story

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Before students read and listen to the Photo Story, ask questions about the photos. *What are the women doing?* (Shopping.) *How can you tell?* (They are in a shopping mall. They are carrying shopping bags.)
- To check comprehension after students read and listen, ask *What happened during Leslie's trip?* (She was bitten by mosquitoes. / She got a lot of mosquito bites.) *What product does Jody say Leslie should have brought?* (Insect repellent.) *Did Leslie bring some?* (Yes.) *Why didn't it work?* (Because it had no poison.)
- To personalize, ask students if they've ever gotten a lot of mosquito bites. Encourage them to say where they were and whether they could have prevented the bites.

C Paraphrase

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Encourage students to identify which woman says each of the phrases and to use the context of the conversation to help figure out their meaning.
- Have students compare answers with a partner and then review with the class. Students should support their answers with a reason based on the Photo Story.

Answers for Exercise C:

Answers will vary, but may include the following:

1. got a lot of mosquito bites
2. bit us a lot
3. a lot of
4. have to use it even if you don't like it
5. You may not want to use the poison repellent, but . . .
6. . . . won't agree

D Think and explain

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students answer the questions individually. You may want to ask them to underline the information that supports their answers.
- To review, have volunteers read their answers aloud.

Answers for Exercise D

1. itching
2. in the mountains
3. through a hole in the screen
4. because it isn't organic or natural
5. mosquito nets to hang over the bed

SPEAKING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- First, have students add an important invention or discovery to the list.
- Ask students to rank the items and take notes about why they ranked them the way they did. Tell students they can base their choices on what is important for them or for people in general. Clarify that both criteria are valid as long as they can support their choices.
- To review, write the items on the board and keep a tally of the invention / discovery that students consider the most important. Then have volunteers explain their choices of the most important inventions.

EXTRAS

Workbook

AUDIOSCRIPT for page T88 (B Listen to activate vocabulary)

AD 1

M: Need the newest technology? The Strawberry palmtop is a smart phone with 10,000 applications, and room enough for 10,000 more. Get the latest technology for the lowest price—now that's smart!

AD 2

F: For the most reliable workhorse in digital office phones, order the classic and traditional Blackstone. The Blackstone uses familiar, time-proven technology—no gimmicks or hard-to-understand buttons. No other office phone provides unfailing service and sound quality that's clear enough for a conference call with fifty people in the room.

AD 3

M: The Micro Scanner enables you to scan images from a remote source. Clear-as-a-bell color images transmitted from anywhere in your phone network can be instantly uploaded onto your PC. No more old-fashioned two-step processes. The Micro Scanner is simple and inexpensive and makes all low-tech scanners obsolete.

AD 4

F: What's better than a camera phone? What about a phone camera? The Digicon B1X Beta permits you to talk to people on site in wide angle and telephoto scenes, permitting you to direct them to get the best shot. Talk right into the lens. It's always ready. This all-in-one device uses ideas that most people haven't yet imagined. And it's available today for people who simply have to have all the latest applications.

AD 5 [M = British English]

M: Available today from Teknicon: the 17-inch LCD monitor—the latest in Teknicon's award-winning monitors. This model has a beautiful, sleek design and enhanced virtual surround-sound speakers. Impress your guests! They'll know just by seeing it that you have purchased the very best in the Teknicon line.

VOCABULARY

A ▶ 4:21 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

- To introduce the topic, tell students they will learn words to describe manufactured products. Point out that manufactured products are goods or items such as cameras and cars that are made in large quantities in factories. Ask students to name additional examples.
- Point out that the words are all adjectives (words that describe nouns); for example, *a cutting-edge monitor*, *a revolutionary camera*, *a novel invention*. Explain that the words in each column are synonyms with no real difference in meaning.

Language and culture

- Compound adjectives are hyphenated when they precede nouns. *I want a high-tech computer. She bought a first-rate camera.* However, they are not hyphenated when they are subject complements. *My computer is high tech. Her camera is first rate.*
- Top-of-the-line* and *state-of-the-art* are usually hyphenated both before nouns and after the verb *be*.

B ▶ 4:22 Listen to activate vocabulary

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- First listening: Ask students to take notes of the key words that might support their choices. Stop after each ad to allow them time to choose the correct adjectives.
- Second listening: Have students listen again to confirm their choices and make any necessary corrections.

AUDIOSCRIPT See page T87.

GRAMMAR

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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Option: (+10 minutes) Before introducing the Grammar chart, review real (or factual) conditionals. Write on the board:

- Present real conditional
1. If you buy first-rate products, you spend more money.
- If clause Result clause
- Future real conditional
2. If he gets a raise, he'll buy lots of high-tech products.
- If clause Result clause

- To review conditional sentences, point out the *if* clauses and the *result* clauses. You may also want to point out the comma after the *if* clause and tell students that if the *if* clause is second, a comma is not used.

- To review the verb forms of present real conditionals, ask *What verb form does sentence 1 use in the if clause?* (Simple present.) *And in the result clause?* (Simple present.) To clarify, say *We use the present real conditional to express habits or general truths.*
- To review the verb forms of future real conditionals, ask *What verb form does sentence 2 use in the if clause?* (Simple present.) *And in the result clause?* (Will + base form.) To clarify, say *We use the future real conditional to say what will happen under a certain condition.* Then ask *What is the condition in sentence 2?* (Getting a raise.) *And its result?* (Buying lots of high-tech products.)
- Have students look at the chart and study the first set of examples. Write on the board:
If I needed a new car, I would / could buy a high-end model.
- To review the verb forms of unreal conditionals, ask *What verb form does this sentence use in the if clause?* (Simple past.) *And in the result clause?* (Would / could + base form.)
- To review, say *We use the unreal conditional to express an imagined condition and its imagined result.* Then ask *What is the imagined condition?* (Needing a car.) *And its imagined result?* (Buying one.)
 - To provide practice, ask several students to say which car they would buy if they had enough money to buy a new top-of-the-line car; for example, *If I had enough money for a new car, I'd buy a Futura 360.*
 - Have students read the *Contractions* and *Be careful!* notes. Explain that unlike *would*, *could* can't be contracted to 'd.
- Have students read the second explanation and examples.
 - Have students read the examples under *Questions* and ask students questions; for example, *Would you take a job in another country if it were offered to you? If you were an inventor, what would you invent?*

Option: **GRAMMAR BOOSTER** (Teaching notes p. T139)



Inductive Grammar Charts

A Understand the grammar

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class. Have students identify the verb forms in each clause (Simple present.) and which type of conditional sentence it is. (Present real conditional.)

Language and culture

- In American English, the fuel for a car is *gasoline*, or *gas*. In British English, *gas* only refers to something to cook with or heat a home. *Petrol* is the fuel for cars.

B Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- To review answers, ask several students to read a sentence aloud. Make necessary corrections.

C Use the prompts . . .

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Tell students that they should only use *would* (not *could*) in these sentences.
- Have students compare answers with a partner and then review with the class.

Answers for Exercise C:

1. **Most people would buy** high-end products if **they had** enough money.
2. **If there were** an Internet connection in her room, **could she send** her office the report now?
3. **I would not get** a Lunetti phone if **I had** all the money in the world.
4. **If you went** to Airport Electronics, **would you pay** a lot less for a top-of-the-line tablet?

D Pair work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- To model the activity, brainstorm different ways to complete the first item; for example, *If money were not a problem, I'd travel around the world / I'd buy a new house.*
- Have students explain their sentences to a partner and then review with the class.

Option: (+5 minutes) To extend the activity, have pairs take turns saying where they would travel if they could go anywhere in the world, and then have them ask follow-up questions.

Have volunteers share their travel wishes with the class.



Extra Grammar Exercises

CONVERSATION MODEL

A ▶ 4:23 Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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This conversation strategy is implicit in the model:

- Congratulate someone for a major new purchase.

- After students read and listen, ask *What kind of car did the woman buy?* (The Alva 500 / a top-of-the-line Alva.) *Would her friend like to buy a new car?* (Yes, if she had the money.)

Language and culture

- *To treat oneself to something* is to buy something special for yourself. *She treated herself to a state-of-the-art computer.* You can also treat someone else to something; for example, *He treated us to dinner.*

B ▶ 4:24 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 kind?*
 - put extra stress on *myself* in *I'd get a new car myself.*

NOW YOU CAN Describe technology

A Notepadding

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- Review the example with the class. Have students identify the product (Hairdryer/cell phone.) and the adjective to describe it (State-of-the-art.).
- Before students complete their notepads, encourage them to be creative and invent new products. Point out that they can write about *dream products* they would like to have.
- Remind students to use the vocabulary they learned in this unit. Walk around and provide help as needed.

B Conversation activator

Suggested teaching time:	5 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 191 of this Teacher's Edition.
- Remind students that they need to display enthusiasm when they congratulate someone.
- Direct attention to the last sentence in the conversation and remind students that they should use the unreal conditional to say what they would do. Brainstorm ways to complete the sentence. Encourage students to use contractions. You may want to write some examples on the board:
 If I *needed* a [phone], I'd buy *that one*, too.
 If I *could afford* it, I'd get *the* [Alva 700].
 If I *had the money*, I'd go [to Japan].

DON'T STOP! Extend the conversation. Have students give more examples of questions they can ask. For example:

Where did you buy it?
Have you tried it?
That's a first-rate product, isn't it?
Is it easy to use?

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- To model the activity, role-play and extend the conversation with a more confident student. As students interact, walk around the room and provide help as needed.



Conversation Activator Video Scripts; Conversation Activator Pair Work Cards

C Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Make sure students personalize the activity and use other products.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 8, Activity 1

CONVERSATION MODEL

A ▶ 4:25 Read and listen . . .

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

- Apologize for lateness and provide an explanation.
- Indicate regret for a mistake by beginning an explanation with “I’m ashamed to say . . .”.
- Reduce another’s self-blame with “That can happen to anyone.” and “No harm done.”

- Have students look at the photograph. Ask *How many people are in the photograph?* (Three.) *Where are they?* (At work. In a meeting.)
- To check comprehension after students read and listen, ask *Why was the man sorry?* (Because he was late for the meeting.) *What was his colleague’s reaction?* (He said not to worry.) *Why was he late for the meeting?* (Because he forgot to put it on his calendar.)

Language and culture

- It is common to say “Sorry I’m late” instead of “I’m sorry I’m late.”

B ▶ 4:26 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:
 - put extra stress on *happen* and *anyone* in *That can happen to anyone*.
 - pause slightly after *well* in *Well, if I had written it down*.
 - put extra stress on *wouldn’t* and *forgotten* in *I wouldn’t have forgotten*.

GRAMMAR

Suggested teaching time:	10–13 minutes	Your actual teaching time:	
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- Direct attention to the chart and have students read the first explanation and study the examples. Write on the board:
If he had remembered the meeting, he would have arrived on time.
- To review the verb forms of the past unreal conditional, ask *What form do you see in the if clause?* (Past perfect.) *And the result clause?* (Would + have + past participle.) Point out that *could* + *have* + past participle is also possible. To clarify, say *We use the unreal conditional to talk about an unreal or untrue condition and its possible result.* Then ask *What is the unreal condition in the example?* (That he remembered the meeting—unreal, because he didn’t.) *And its result?* (He would have arrived on time.)
- To provide practice, ask students to say how they would have reacted if they had been the man’s boss. For example:
If I had been his boss:
I would have gotten angry, but I wouldn’t have let him know.

I would have told him not to worry.
I would have understood.

- Have students read the *Questions and answers*. To provide practice, have pairs take turns asking each other if they would have made up an excuse or told the truth if they had been the man who was late for the meeting. For example:

Student A: *Would you have made up an excuse?*

Student B: *Maybe I would have blamed the traffic. And you? What would you have done?*

Student A: *I would have told the truth.*

- Have students read the *Be careful!* box. Point out that this is a common error.

Option: (+5 minutes) To challenge students, write the following sentences on the board and ask them to correct the mistakes in the past unreal conditional.

1. *If I had remembered it was her birthday, I would call her.*

2. *If I would have had my credit card, I would have bought it.*

3. *What would you have done if you knew the truth?*

Review with the class. (1. Would have called; 2. had had; 3. had known.)

FYI: The use of *might* + *have* + past participle in the *result clause* for past unreal conditional sentences is covered in *Summit*.

Language and culture

- **From the Longman Corpus:** A common error of learners across all language backgrounds is to say *would had* instead of *would have*, and *had have* instead of *had had*.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T140)



Inductive Grammar Charts

A Understand the grammar

Suggested teaching time:	2–5 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class. You may want to ask *Why did she go to class?* (Because she didn’t know she had the flu.)

B Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To review, ask several volunteers to share their answers with the class.

Option: (+5 minutes) To extend the exercise, ask pairs to imagine past unreal conditions and take turns saying how their lives would have been different. For example:

If I had gone to another school, I wouldn’t have learned any English.

If I had bought that new sports car, I would have made a big mistake.

C Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To clarify the task, say *Read each situation aloud and discuss what you would have done.*
- To model the activity, read the first situation aloud and ask several students to say what they would have done. Point out that they can change the verb *seen* in the example, if necessary.
- Encourage students to give reasons for the actions they would have taken.

D Apply the grammar

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Tell students to use the past unreal conditional, for example, *If they'd stayed inside, Leslie and Ben . . .*



Extra Grammar Exercises

PRONUNCIATION

A ▶ 4:27 Notice the pronunciation . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- Explain that these contractions represent spoken English, but are not used in writing.
- First listening: Have students listen and study the examples. Be sure students notice that *Where'd*, *Who'd*, and *we'd* are pronounced as one syllable and that there is an additional syllable in *It'd*.
- Second listening: Have students listen and repeat chorally.

B ▶ 4:28 Listening comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To clarify the task, tell students that they will listen to contracted forms, but they will write full forms.
- To model the activity, pause after the first item and have students repeat what they hear. (*Where'd they go?*) Ask *What verb is the 'd a reduction of in Where'd?* (Did.) Then have a volunteer write the full question on the board. (*Where did they go?*)
- Before students write their sentences, remind them that the reductions they hear can be *had*, *would*, or *did*.

AUDIOSCRIPT

- 1 **F:** Where'd they go?
 2 **M:** Who'd they talk to?
 3 **F:** When'd you buy that car?
 4 **M:** If I'd wanted that laptop, we would have gotten it.
 5 **F:** If we'd known we couldn't use that scanner, we wouldn't have tried.
 6 **M:** Why'd they try to fix the coffeemaker?



Pronunciation Activities

NOW YOU CAN Take responsibility for a mistake

A Conversation activator

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 191 of this Teacher's Edition.
- Review the list of mistakes and reasons for making them in the *Ideas* box. Encourage students to think of more mistakes and more reasons.
- To help students generate ideas, ask them to use the unreal conditional to explain how things could have been different for some of the mistakes. For example:
 You were late:
If I had gotten up earlier, I wouldn't have been late.
 You forgot someone's birthday:
If I had looked at the calendar, I would have remembered.
 You forgot to pay a bill:
If I had been more organized, I wouldn't have forgotten to pay it.
 You forgot to call someone:
If I had written it down, I wouldn't have forgotten.
 You broke something you borrowed:
If I'd been more careful, I wouldn't have dropped it.
- To reinforce the use of the conversation strategies, brainstorm ways to respond to an apology and to reduce someone's self-blame; for example, *It can happen to anyone. Don't worry. It's not a problem. It's OK.*
- Choose a more confident student and role-play a conversation.

DON'T STOP! Encourage students to continue the conversation beyond the script. Suggest that the person who says, "No harm done." then goes on to take some responsibility; for example, *If I had called to remind you, you wouldn't have forgotten.*

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.



Conversation Activator Video script; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Pair students with classmates who don't usually talk. Remind them to take responsibility for a different mistake.



Workbook or MyEnglishLab



Speaking Activities: Unit 8, Activity 2

BEFORE YOU LISTEN

A ▶ 4:29 Vocabulary

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students listen and study the words and phrases. Then have students listen and repeat chorally.
- To check comprehension of the vocabulary, ask the following questions and have students look at the pictures and answer them.
 - Why is the fan low tech?* (Because it is simple and old-fashioned.)
 - Why is the air conditioner high tech?* (Because it uses modern technology.)
 - Why do you think the glasses are wacky?* (Because they are silly and have windshield wipers.)
 - Why is the red car unique?* (Because it has an unusual shape, and it is not like the others.)
 - Why is the machine efficient?* (Because it can decorate many cakes in an orderly way.)
 - Why is the man inefficient?* (Because he is decorating just one cake at a time and making a mess.)

Language and culture

- Wacky* is an informal word mainly used in spoken English.
- From the Longman Corpus:** The adjective *unique* is frequently modified by adverbs such as *very* and *really* in spoken English.

Learning Strategies

B Complete the chart . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students complete the chart individually. Point out that they can refer to brands to describe the products in the last column. They can write about products they have or products they know about.
- Ask students to compare answers with a partner.
- To review, have students say complete sentences; for example, *My new Xenox printer is very efficient. At home I have a twenty-year-old low-tech radio.*

LISTENING COMPREHENSION

A ▶ 4:30 Listen to draw conclusions

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
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- To prepare students for listening, have them look at the pictures and say what each invention does. (Possible answers: The Robo-Tiller—It prepares the soil / ground / earth for planting. It's a garden tool. The All-Body Umbrella—It protects your whole body from the rain because it reaches the floor. The Pet Exit—It's a small door

for pets to come in and go out of by themselves. The Vac-Bot—It is a vacuum cleaner that cleans by itself without someone pushing it.)

- As students listen, ask them to write the number of the conversation for each invention and take notes to support their answers.
- To review with the class, have students explain their choices. (Possible answers: Conversation 1—The woman should have had the Pet Exit because the cats woke her up three times last night. Conversation 2—They should have had the Vac-Bot because the floor was dusty / dirty, and they had just one hour to clean up. Conversation 3—The woman should have had the All-Body Umbrella because cars had splashed water on her skirt. Conversation 4—The man should have had the Robo-Tiller because he had to get the soil ready for tomatoes, and he had a lot of work to do in his home.)

Language and culture

- In British English, a *vacuum cleaner* is called a *hoover*.

B ▶ 4:31 Listen to summarize

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Pause after each conversation to allow students time to write each problem. Encourage them to write short, simple sentences.
- Have students compare answers with a partner and then review with the class.

AUDIOSCRIPT See page T93.

C Discussion

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- To help students prepare for the discussion, read the speech balloon aloud and ask them to write a few sentences describing each invention. Encourage them to use the vocabulary.
- Divide students into small groups. In their discussions, encourage group members to say if they would use the inventions and to explain why.
- To review, have volunteers describe the inventions and say if they would use them if they had them. (Possible answers—The Robo-Tiller is high tech. It looks fast and efficient. I wouldn't use it if I had it because my garden is very small. The All-Body Umbrella is really wacky. But it's also low tech and efficient. If I had it, I wouldn't use it because I don't want to look silly. The Pet Exit is low tech and efficient. I don't have a pet, so I wouldn't use it if I had one in my house. The Vac-Bot is unique. It looks very efficient! I would use it if I had it because I don't have much time to clean my house.)

NOW YOU CAN Describe new inventions

A Frame your ideas

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- First have students write their own ideas. Help them brainstorm by suggesting general categories such as healthcare, education, transportation, and recreation.
- Encourage them to check categories that they're interested in and to use a dictionary for words they don't know if needed.

B Notepadding

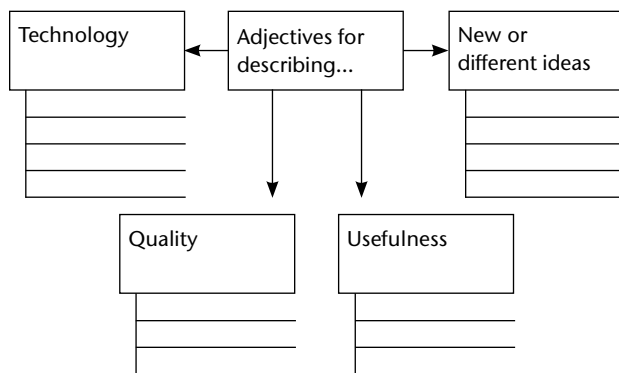
Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Review the example first. Point out the impersonal use of *you*, which students might also want to use to describe their new inventions. Say *So you don't fall asleep while driving means so people don't fall asleep while driving.*

C Project

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To review adjectives, draw the following graphic organizer on the board or print it out and distribute to students.



- Have students complete the graphic organizer with the adjectives from the Recycle box. (Possible answers: Technology—high-tech, state-of-the-art, cutting-edge, low-tech. Quality—top-of-the-line, high-end, first-rate. Usefulness—efficient, inefficient, practical. New or different ideas—innovative, wacky, unique, novel, revolutionary.)
- To review real and unreal conditionals, read the examples and have students identify the type of conditional used in each. (The first example uses the unreal conditional and the second example uses the past unreal conditional.) Have students suggest other conditional sentences; for example, *If you had our cutting-edge Smart Planner, your weekdays would be as organized as ever. / No time for cooking? If you get the revolutionary Efficient Home Cook, you'll get your meals done in no time.*
- As groups work, walk around to provide help as needed.



D Group work

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Have groups present their ads to the class. Encourage the class to ask follow-up questions. For example:
Is it expensive?
Does it use high-end technology?
How does it work?
What does it look like?
Is it guaranteed?
Where can you get it?
Does it use batteries?
- To finish, have several students say which products they would like to have and why.

EXTRAS

Workbook or MyEnglishLab

Speaking Activities: Unit 8, Activity 3

AUDIOSCRIPT for page T92 (A Listen to draw conclusions)

CONVERSATION 1

F1: I'm going crazy. I didn't sleep a wink last night.

F2: How come?

F1: It's my cats again. If they're out, they want to come in. And if they're in, they want to go out. Like T.S. Eliot said: "They're on the wrong side of every door." Last night they woke me up three times.

CONVERSATION 2

F: Oh, no! Look at the time! It's already six o'clock and your mother is coming at seven!

M: This place is a mess. Look at the dust on the floor! What'll we do?

F: Relax. I'll clean up while you make dinner.

M: We'll never be ready in time. Maybe she won't notice the dust.

CONVERSATION 3 [F2 = French]

F1: Georgette! What happened to your skirt? You look like you fell in the river.

F2: I might as well have. I had to wait a long time for the bus, and every car that passed by splashed water on me.

F1: Yeah! The puddles from the rain are enormous.

F2: And filthy!

CONVERSATION 4

M: Thanks so much for the tomato plants! I love homegrown tomatoes.

F: You're welcome. Just be sure to plant them within a couple of days. They're getting a little too big for their pots.

M: I will. See you soon!

F: Bye now.

M: Oh, my gosh. I don't have time to get the soil ready for so many plants! I have a lot of work to do in the house this weekend.

BEFORE YOU READ

Warm-up

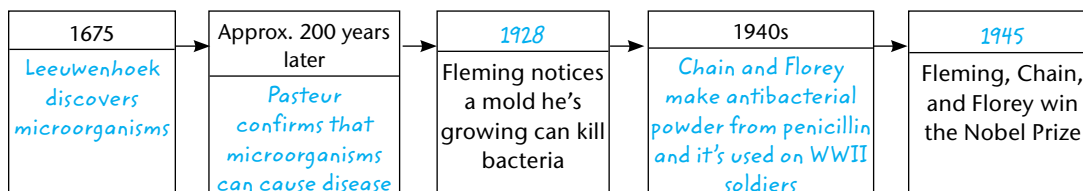
Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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- Before students decide on the most important medical discovery in history, brainstorm and discuss various discoveries as a class. Allow inventions as well. (Possible ideas: antibiotics, prosthetic limbs, mosquito nets, hearing aids, the polio vaccine.)
- Have several students explain their choice to the class.

▶ 4:32 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Encourage students to identify events and dates related to the discovery of penicillin.
- After students read, draw the following graphic organizer on the board (without the answers) or print it out for students. Have student complete it with the events and dates related to the discovery of penicillin. To review with the class, complete the diagram as students provide answers.



FYI: Students will be discussing these events in detail in the exercises that follow.

Option: (+10 minutes) To challenge students, ask them to scan the text to find the sentences that give information about each picture. Have students compare answers with a partner and then review with the class. (Possible answers: Alexander Fleming examining petri dish—first paragraph under “History”; microscope—first paragraph under “History”; background image of bacteria—multiple mentions including introductory paragraph / first paragraph under “What are antibiotics?” / last paragraph under “Overuse of antibiotics”).

Language and culture

- Fleming, Chain, and Florey shared the 1945 Nobel Prize in Physiology or Medicine, in the category of Chemotherapy / Drug Development. In his acceptance speech, Fleming—a life-long scientist—credited “destiny” for the series of events that led to the discovery of penicillin. “It may be that while we think we are masters of the situation,” Fleming said, “we are merely pawns being moved about on the board of life by some superior power.”



Learning Strategies; Graphic Organizers

A Find supporting details

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Before students answer the questions, encourage them to identify the paragraph from the Reading that provides each answer and to underline relevant information.
- To review, have students take turns reading their answers with a partner.

Answers will vary, but may include the following:

1. They kill or stop bacteria from multiplying.
2. Because it's caused by a virus.
3. Because it's caused by bacteria.
4. Resistance of bacteria can render the antibiotic less effective or useless. In turn, people may begin to die from those bacteria.

B Understand from context

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- To review, ask several volunteers to share their answers with the class.
- Ask students to find the paragraph that includes the correct answer.



Extra Reading Comprehension Exercises

NOW YOU CAN Discuss the impact of inventions / discoveries

A Frame your ideas

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students look at the pictures and read the captions. If necessary, clarify vocabulary: *crops* (Plants you grow to eat or make things.); and *era* (A period in time marked by notable events.).
- To check comprehension, ask the following questions about each invention. Encourage students to answer in their own words.
 - What is a plow used for?* (Getting the soil / land ready for planting crops.)
 - What change did the printing press bring?* (The ability to make multiple copies at a time.)
 - Why are vaccinations important?* (Because they protect people from serious diseases.)
 - Why do people prefer zippers to buttons?* (Because they are easier to use.)
 - Why is the invention of the computer important?* (Because it started a new era of communications.)

B Notepadding

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- To help students generate ideas, write the following questions on the board and have students use them as a guide to complete their notepads.
 - How did it improve the quality of (daily) life?*
 - Did it lead to other inventions? Which ones?*

Did it create economic growth? How?
What other positive outcomes did the invention create?

- Walk around the room as students write their notes, providing help as needed. (Possible answers: Plow—(life before) people had to dig by hand using a simple tool; (life after) people could use more land to grow things. The printing press—(life before) there weren't many reading materials; (life after) with more reading materials, literacy improved and information was more easily shared. Vaccines—(life before) a lot of people died of infectious diseases; (life after) saved a lot of lives, many diseases were stopped from spreading. Zipper—(life before) more time-consuming to get dressed, it took longer to make clothes because people had to sew on many buttons and make button holes; (life after) it made getting dressed easier, it took less time to make clothes because zippers are easier to sew on. Computer—(life before) research not available to everyone and harder to get, more difficult to share information and ideas; (life after) communication improved throughout the world, making it more accessible and faster.

C Group report

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- Read the speech balloon aloud.
- To help students organize, write the following steps on the board:
 1. Share the information on your notepads.
 2. Choose an invention or discovery.
 3. Create a report: Include information about its impact (life before and after the invention) and a conclusion (what life would have been like without it).
 4. Share your report with the class.
- Encourage students to use the past unreal conditional; for example, *If the plow hadn't been invented, farms would have remained small.*

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner. *For example:

Infections [____].
[____] is safe to use.
[____] are mass-produced.
There's widespread use of [____].
[____] is a waste of money.

*Follow the same procedure with students' text-mining examples in other units.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 8, Activity 4; "Find Someone Who . . ." Activity

A ▶ 4:33 Listen to people talking . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- To prepare students for listening, have them read the information in the lists. Point out that they will hear descriptions of the products, not the adjectives in the list.
- Pause after each conversation to allow students time to match the products and the adjectives.
- Have students listen again and write information that supports their answers; for example, *Ten Years Off* is *top-of-the-line* because it is the best one Lake makes. Ask students to compare their answers and reasons with a partner. Review with the class.

Option: (+5 minutes) To extend the activity, have students listen again and identify each product and what it does.
 (1. A phone that can read your lips and permits you to create documents in your office. 2. A machine operated by a remote (control) that keeps food cold and then cooks it. 3. A special TV that permits you to remove the programs you don't want your children to watch. 4. A face cream that makes you look younger.)

AUDIOSCRIPT

CONVERSATION 1

- M:** I want one of those phones that does everything: takes pictures, does e-mail, pays bills . . . I'm tired of my old-fashioned phone. All you can do is call people and talk!
- F:** Well, have you seen the Ultraphone? It's got the latest technology. You just talk into it, and it can create documents at your office.
- M:** How does it do that?
- F:** It can read your lips. You just speak into the lens of the camera so it can see your lips.
- M:** You're pulling my leg. That sounds impossible!
- F:** No. Just step this way. I'll show you how it works.
- M:** Wow! The Ultraphone . . .

CONVERSATION 2

- F1:** I need a faster way to get dinner ready. It takes too long to start after I get home from work.
- F2:** Well, let me show you something better—remote-controlled cookware. You combine the ingredients the night before and just plug it in. The cookware keeps everything cold until you press the button on this remote. Then the cookware heats up and cooks everything. When you get home, dinner is ready!
- F1:** "Dinner-from-a-Distance" sounds like a lot less work in a lot less time!

CONVERSATION 3 [M2 = U.S. regional]

- M1:** We're worried about what our children are watching on TV. There are so many terrible programs. What can we do?
- M2:** Well, have you heard about Kinder-TV? It takes the worry out of TV for parents.
- M1:** No. What's that?
- M2:** Well, you buy this special TV and then you register by e-mail. Once a week, you receive an e-mail describing daytime TV programs for that week. You just check off the programs you don't want and Kinder-TV simply removes them.
- M1:** Unbelievable. I've never heard of anything like that.
- M2:** It's absolutely the only one that exists.

CONVERSATION 4

- F1:** This face cream is great. It makes me look ten years younger.
- F2:** You DO look great. What's it called?
- F1:** "Ten Years Off."
- F2:** Who makes it?
- F1:** Lake.
- F2:** Well, Lake is the best brand, so I'm not surprised that "Ten Years Off" is great.
- F1:** They make a lot of creams, but they told me "Ten Years Off" is absolutely the best one they make.

B Check the statement . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Remind students that the present and past unreal conditionals express imagined conditions and results—things that do / did not actually happen / happened.
- Have students compare answers with a partner and then review with the class.

C Complete each conditional . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Model item 1 by saying a sentence; for example, *If the computer hadn't been invented, we would have to send letters by mail.*
- To review, call on students to read their sentences aloud.

WRITING

Suggested teaching time:	9–12 minutes	Your actual teaching time:	
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- Encourage students to write two paragraphs. Have one paragraph describe the advantages and disadvantages of the invention or discovery. Have the other paragraph explain the historical impact, what would have happened if it hadn't been invented.
- If necessary, have students review the grammar for conditionals on pages 88 and 90.
- You may want to ask students to conclude their writing with a third paragraph about their own use of the invention. Walk around and provide help as needed.

Option: **WRITING BOOSTER** (Teaching notes p. T152)



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

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

Contest

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Have students write the uses in a list.
- After the task, ask students to compare their lists in small groups.
- When students have finished the contest, review the uses of the wheel with the class. Students earn one point for each correct use that they listed.

Language and culture

- A *potter's wheel* enabled potters to make pots in less time and with less effort. The earliest known use of a potter's wheel was in Mesopotamia around 4000–3500 B.C.E. Some scholars have suggested that it could have been invented even earlier in Egypt or China.

Pair work 1

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To model the activity, read the example aloud.
- Have pairs choose one use of the wheel and discuss life before and after its invention. You may want to ask them to write a few sentences.
- To review, have several students present their ideas to the class. (Possible answers: Before the invention of the wooden wagon wheel, it took a long time to travel short or long distances. People used animals to carry and move things, or they carried things on their back. After the invention of the wheel, people could travel long distances more quickly. People could use carts to transport things, thereby expanding trade. Before the invention of the car, people traveled by tram or train. After the invention of the car, people started using public transportation less often.)

Pair work 2

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To prepare students for this exercise, direct their attention to the picture of the people in the car and brainstorm reasons they are going to be late. (Possible answers: They were delayed by the rain or a storm. They got stuck in traffic. There was an accident on the highway. They forgot about the invitation. The man or woman had to work late. The man or woman had a problem at work.)
- As students role-play, walk around the room monitoring their work. Encourage students to use the unreal conditional.

Possible responses . . .

A: Hello, Mom. I'm sorry. We're going to be late. If I hadn't had to work late, we would have been there already. **B:** Don't worry. Your father hasn't gotten home yet. **A:** We'll be there soon. **B:** That'll be fine.

A: Hello, Mom. I'm sorry. We're going to be late. **B:** What happened?

A: There was an accident on the highway. If there hadn't been an accident, we would have been there on time. **B:** That's OK. It's still early. Dinner is at 8:00. **A:** Great.

Option: Oral Progress Assessment

Use the pictures on page 97. Encourage students to use the language practiced in this unit and previous units.

- Tell the student to look at the *Uses of the Wheel* and answer these questions: *Is the wheel an invention or a discovery?* (An invention.) *Why do you think it is an important invention?* (Because before the invention of the wheel, it was very difficult to carry heavy objects, and it took a very long time to travel great distances.) Then ask the student to use some of the adjectives from this unit to describe the two-wheeled cart and the car. (The two-wheeled cart is low-tech, but very useful. The car in the picture is an old-fashioned car.)
- Point to the second picture. Ask the student to tell a short story about what happened.
- Evaluate the student on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Ask students to prepare a presentation about an invention or discovery that has appeared during their lifetimes and that has changed their lives. Encourage students to do some research on the invention or discovery.

Idea: Point out that the invention / discovery can be a small and simple product that affected them in some way. Ask students to create visuals for the presentation (photographs, drawings, charts, etc.). Tell them to include the following details in their presentation:

- Name of the invention / discovery
- How old they were when it was invented / discovered
- Why it changed their lives / Why it is important for them
- How their lives would be different if it hadn't been invented / discovered

EXTRAS

On the Internet:

- Online Teacher Resources: pearsonelt.com/topnotch3e/

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

PREVIEW

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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Before Exercise A, give students a few minutes of silent time to look at the test.

- Direct students' attention to the unit title. Elicit or explain that *controversial issues* are problems or topics that can cause a lot of disagreement because people have strong personal opinions about them. Ask students to name some topics that they feel are controversial; for example, *politics, family traditions, values, religious beliefs, environmental problems, smoking in public places*, etc. Explain any unfamiliar words or topics.
- Give students a few minutes to answer the questionnaire and check the answer key.
- Ask students how well they did.

A ▶ 5:02 Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Ask students to listen and study the words. Then have them listen and repeat chorally.
- To provide practice, write the Vocabulary words on the board and have pairs take turns reading definitions from the questionnaire aloud and matching the words. Ask the student who is identifying the words to keep his or her book closed. Point out that students don't need to give the complete definition. For example:

Student A: *A set of laws and principles that cannot easily be changed.*

Student B: *A constitution.*

Student A: *A country that is ruled by a king.*

Student B: *A monarchy.*

Option: (+5 minutes) To extend the activity, play a memory game with the class. Have students look back at the questionnaire for one minute as you write the following questions on the board:

1. Which four words are systems of government?
2. Which three words are related to a democracy?
3. Which word means a set of laws?
4. Which word means a group of people who govern?
5. Which word means the art or science of governing?

Then have students close their books and write the answers for each question. Ask students to compare answers with a partner. (1. Democracy, monarchy, constitutional monarchy, dictatorship; 2. election, vote, campaign; 3. constitution; 4. government; 5. politics.)

Language and culture

- *Democracy, dictatorship, and monarchy* can be used to describe both a form of government (non-count noun) and a country having that form of government (count noun); for example, *Some countries are slowly moving toward democracy. Argentina is a democracy.*
- The United Kingdom of Great Britain and Northern Ireland is an example of a *constitutional monarchy*. A *monarch* is the head of state. Democratic elections choose the government, including a prime minister who is the head of the government.

B Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Encourage pairs to write one to three countries for each type of government.
- To review, draw the chart on the board and complete it as students call out names of countries. If you or your students are unsure about a country, ask them to research the question for the next time the class meets. (Possible answers: democracy—The United States, France, Argentina, Switzerland, Mexico, Brazil, India, Turkey; monarchy—Brunei, Oman, Saudi Arabia; constitutional monarchy—The United Kingdom, Spain, Morocco, Japan, Norway, Swaziland; dictatorship—North Korea, Myanmar (Burma), Libya, Niger.)

C 5:03 Photo story

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To help students focus on main ideas, write the following questions on the board:
 1. What situation does Carlo need help with?
 2. What does Paul say?
- After students read and listen to the Photo Story, have pairs discuss the questions.
- Then ask volunteers to say their answers aloud. (Possible answers: 1. He wants to know if he can ask Paul a political question. Specifically, he wants to know who Paul is planning to vote for in the election. 2. He says it might not be a good idea to ask just anyone about politics. But since they're friends, it's ok.)

Language and culture

- Phrasal verbs comprise a significant portion of verbs in spoken and informal English. Examples include expressions such as *catch up*, *be up to*, *make up* (one's mind), and *lean toward*. Unlike regular verb + preposition expressions (*depend on*, *refer to*, *pay for*), phrasal verbs (constructed with a verb + one or two particles, usually prepositions or adverbs) undergo a change in the meaning of the verb when the particle is added.

D Paraphrase

Suggested teaching time:	7–8 minutes	Your actual teaching time:	
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- To practice the reading skill of understanding vocabulary from context, encourage students to use the information in the text to help them figure out the meaning of the expressions.
- To model the activity, complete the first item with the class. Review other ways to suggest having a conversation: *I'd like to hear what's going on with you.*
- Have students compare answers with a partner and then review with the class.

Answers for Exercise D

Answers will vary, but may include the following:

1. I want to hear what's going on with you.
2. What have you been doing lately?
3. Some people might be offended by that question.
4. Don't worry about it.
5. To tell the truth, I haven't decided.
6. I'm considering voting for Clancy.

E Think and explain

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have students answer the questions individually and then discuss them with a partner.

Answers for Exercise E

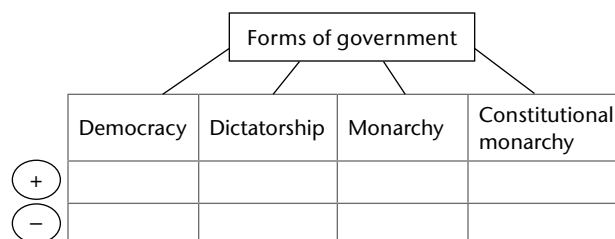
Answers will vary slightly, but may include the following:

1. Because he is surprised to meet the person he had been meaning to call.
2. There's been a lot of activity at his workplace lately.
3. Because he is not sure it's polite to ask political questions in the U.S.
4. Because they're friends and he doesn't want Carlo to offend anyone.

SPEAKING

Suggested teaching time:	15 minutes	Your actual teaching time:	
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- To help students prepare to discuss question 1, have them write notes about reasons why they like or don't like to talk about politics and why politics is or isn't a good topic for discussion with certain people / in certain situations. Do they feel that a person's politics is personal?
- To help students prepare to discuss question 2, draw the following graphic organizer on the board or print it out and distribute to students.



- Have students think of some advantages and disadvantages for each form of government and write notes in the chart.
- As students discuss the questions in groups, remind them that they don't have to agree. Encourage them to give reasons for their answers and ask each other follow-up questions. For example:
Student A: *I don't like to talk about politics.*
Student B: *Really? Why not?*
- To review, ask several students to say if they think every country should have the same form of government. (Possible answers: Every country couldn't have the same form of government because people's values and beliefs affect the way in which they want to be governed. All countries don't have the same form of government because they all have a different history.)
- Then ask several students to say which form of government they think is best and to give their reasons.
- To finish the activity, ask several students to say what they would tell a visitor to their country about talking about politics at the dinner table.



Graphic Organizers

EXTRAS

Workbook

GRAMMAR

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To draw on students' prior knowledge, ask them to say non-count nouns they already know and write them on the board; for example, *butter, money, bread, love*. Ask *Do these nouns have a plural form?* (No.) *Do they need singular or plural verbs?* (Singular verbs.) You may want to ask students to use them in sentences.
- Have students read the explanation and study the correct and incorrect examples. Ask *Why is the wrong in the first example?* (Because non-count nouns cannot be preceded by *a, an, or the*.) *What's wrong with the second example?* (Non-count nouns have no plural form and need a singular verb.) Do the same with the last two examples.
- Review the nouns in the *Nouns for abstract ideas* box. Point out that the word *news* is always singular. A news report is called *the news*. To provide practice, have pairs write three simple sentences with nouns from the box.
- Review the nouns *democracy, monarchy, dictatorship, and government* and point out that they can be count or non-count, depending on how they are being used; for example, *The best system of government is democracy. There are many democracies in the world today.*

Option: **GRAMMAR BOOSTER** (Teaching notes p. T141)



Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class.

B Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Review the example with the class.
- Ask students to read their paragraphs aloud to a partner.



Extra Grammar Exercises

VOCABULARY

A ▶ 5:04 Read and listen . . .

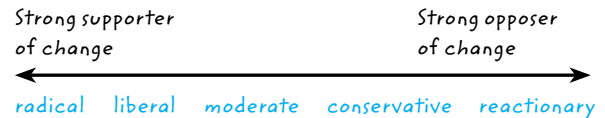
Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

- To help students understand the Vocabulary, draw the following diagram on the board (without the answers)

and clarify that a continuum shows different degrees of something. Have students copy the diagram:



- Ask students to listen and study the Vocabulary. Then have them listen and repeat chorally.
- To check comprehension, ask students to name the two words that are defined in the diagram. (Strong supporter of change: radical; Strong opposer of change: reactionary) Have students add the words to the diagram.
- Then ask students to close their books. Say the remaining words: *moderate, conservative, liberal* and have students write them in the correct order on the continuum.

Language and culture

- The vocabulary words are both adjectives and nouns; for example, *She has radical views. She's a radical.*
- *Left-wing (radical, liberal), centrist, and right-wing (reactionary, conservative)* are also common ways to describe political beliefs. *Liberal, moderate, and conservative* are used to describe beliefs that are not extreme.

B ▶ 5:05 Listen to infer and activate vocabulary

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Before students listen, point out that they should pay attention to the pronouns at the beginning of each statement to identify which person's opinions they are evaluating.
- For the first listening, stop after each conversation to ask students to identify the topic of each discussion. (1. marriage; 2. an election; 3. roles for men and women; 4. violence in movies / rules for children; 5. an election.)
- Have students listen again to confirm their answers.
- To review with the class, ask students to give reasons for their choices. (Possible answers: 1. He's a radical because he wants to end the institution of marriage. 2. She's conservative because she wants to vote for a political party that doesn't make any changes. 3. He's liberal because he thinks change that helps people is good. 4. Her views are reactionary because she thinks the old laws should be brought back. 5. His views are moderate because he's not going to vote for a liberal, but for someone who is not so extreme.)

FYI: Answers may vary depending on personal judgment.

AUDIOSCRIPT See page T106.

CONVERSATION MODEL

A ▶ 5:06 Read and listen . . .

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

- Ask for permission when bringing up a topic that might be controversial.
- Use “So . . .” to begin a question clarifying someone’s statement.
- Politely indicate unwillingness with “No offense, but . . .”.
- Apologize for refusing with “I hope you don’t mind.”
- To introduce the conversation, have students look at the photograph. Ask *Do the men look angry?* (No.)
- To check comprehension after students read and listen, ask *What does the man want to know about his colleague?* (If he’s a liberal or a conservative.) *Does he ask the question right away?* (No, he asks if he can ask a political question first.)

B ▶ 5:07 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 *Do you mind if I ask you a political question?* and *So, would you say you’re an independent?*
 - use falling intonation for *What would you like to know?*
 - use rising intonation for *Well, are you a liberal* and falling intonation for *or a conservative?*

PRONUNCIATION

A ▶ 5:08 Listen to the different intonations . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- Have students listen and study the examples. Review the information in parentheses and be sure students understand that changing the stress in a sentence affects its meaning.
- Have students listen again and repeat chorally.

B Pair work

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- To prepare students for the activity, write the question on the board and identify three words or word parts you want students to stress as they practice:
 1. *Would you say you’re an inde**PEN**dent?*
 2. *Would **YOU** say you’re an independent?*
 3. *Would you say **YOU**’re an independent?*
- Have students take turns asking the question and identifying the information that is stressed. Encourage students to discuss the different meanings.
- To review, discuss the meanings with the class. (1. I am surprised that you would consider yourself an independent, so I’m asking this question to confirm it. 2. Other people might say you’re an independent, but what is your opinion—would you say the same? 3. Other people say they are independent. But what about you?)

Option: (+5 minutes) To extend the activity, write on the board:

1. Did **TOM** buy a car?
2. Did Tom **BUY** a car?
3. Did Tom buy a **CAR**?
4. Did Tom buy a **SPORTS** car?

Ask pairs to write possible answers for each of the questions based on the stressed information. Complete the first item with the class. Point out the stress is on Tom, which means the speaker is surprised (or clarifying that) it was Tom who bought a car. Write on the board: *No, Tim bought a car.* (Possible answers: 2. No, he rented a car. 3. No, he bought a motorcycle. 4. No, he bought a convertible.)



Pronunciation Activities

NOW YOU CAN Talk about politics

A Which political questions . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have students check the questions individually. Point out that there are no wrong answers.
- Have pairs of students explain their choices; for example, *I think the last question is OK if you’re not in a work situation.*

B Conversation activator

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 192 of this Teacher’s Edition.

DON’T STOP! Extend the conversation. Encourage students to ask more questions. Write these prompts on the board.

What don’t you like about ___?

Why don’t ___?

Do you think ___ will win the election?

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- Point out that Partner B can decline the question.
- To model the activity, role-play and extend the conversation with a more confident student.



Conversation Activator Video Scripts; Conversation Activator Pair Work Cards; Learning Strategies

C Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Remind students to discuss another political subject.



Workbook or MyEnglishLab



Speaking Activities: Unit 9, Activity 1

CONVERSATION MODEL

A ▶ 5:09 Read and listen . . .

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

- Use “How do you feel about . . .” to invite someone’s opinion.
- Use “Actually,” to introduce a different point of view.
- To check comprehension after students read and listen, ask them to summarize how each woman defends her opinion. (Possible answers: Speaker A thinks there is never a good reason for killing someone. Speaker B believes the death penalty is the right way to punish someone for killing another person.)
- Point out that the expression *No matter what* means “in any or all circumstances or situations” and that *death penalty* (the legal punishment of being killed) and *capital punishment* are synonyms.

▶ 5:11 Disagreement / ▶ 5:12 Agreement

- Have students listen and read ways to express agreement and disagreement. Then have them repeat what they heard.

Option: (+5 minutes) To extend the activity and practice the ways to agree and disagree, have pairs take turns role-playing short discussions: Student A makes a *position statement* for a controversial issue. Student B agrees or disagrees. Then they change roles. Point out that the purpose of the activity is not to express personal opinions, but to practice the expressions. For example:

Student A: *I believe monarchies are the best form of government.*

Student B: *Really? I have to disagree with you there.*

Language and culture

- *Death penalty* is almost always preceded by *the* (the death penalty) but *capital punishment* is a non-count noun.

B ▶ 5:10 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
 - use falling intonation for *How do you feel about capital punishment?*
 - use emphatic stress with *against* in *I’m against the death penalty.*

C Discussion

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To help students prepare for the discussion, ask them to take notes about the reasons why they are in favor of or against capital punishment.
- As students discuss in small groups, encourage them to use the ways to agree and disagree from the boxes.

VOCABULARY

A ▶ 5:13 Read and listen . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students listen, study the phrases, and look at the pictures. Then have students listen and repeat chorally.
- To check comprehension, ask:
 - Do you know of any books that have been censored?*
 - Is military service compulsory in this country?*
 - What’s the driving age in this country?*
 - When can people vote in this country?*
 - When did smoking become a controversial issue?*
- Then take a poll and ask each student to say which controversial issue concerns him or her the most.

Language and culture

- **From the Longman Corpus:** *Prohibit* and *compulsory* are formal words that are used more frequently in writing than in speech. It is more common in spoken English to say that something is *not allowed* or that someone *can’t* (*do something*) than that something is *prohibited*. And it is more common to say that someone *has to* (*do something*) than that something is *compulsory*.

AUDIOSCRIPT for page T103 (B Listen to activate vocabulary)

- 1
F: Oh, no! I can’t believe how inconsiderate people are. My eyes are burning, and I can’t taste the food. I really think smoking should be outlawed in restaurants.
- 2 [M = French]
M: I’m a pacifist. I am against all wars, no matter what. I really think governments would be less likely to go to war if there weren’t so many soldiers to send! Let’s change the law so the government doesn’t have such a large military force.
- 3
F: Look at this article in the newspaper. It says research has proved that sixteen-year-olds are not mature enough to drive cars. People shouldn’t be permitted to drive until they’re at least eighteen. I think we should change the driving age.
- 4
M: I think it’s ridiculous that people can go in the army at eighteen, but they can’t vote until they’re twenty-one. Eighteen-year-olds are smart enough to vote.
- 5 [F = Indian]
F: Some of the things you see on TV these days are horrible. I don’t want my children watching so much violence and immoral behavior. Can’t we stop the TV stations from showing such terrible stuff?

B ▶ 5:14 Listen to activate vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To prepare students for listening, point out that they will not hear the exact phrases from Exercise A. Instead, they will listen to people giving their opinions of the issues.
- Have students listen for the issues and complete the first column in the chart, using the exact phrases from Exercise A.

AUDIOSCRIPT See page T102.

C ▶ 5:15 Listen to infer

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students listen for each person's opinion and check the correct column in the chart.

GRAMMAR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Direct students' attention to the chart and have them read the explanation and examples. To check comprehension, write the following sentences on the board:
 - I agreed to plan the party.
 - I advised him to stay home.
 - I reminded them not to be late.
 - I pretended not to see her.
- Ask *Which verbs are followed directly by an infinitive?* (Agreed, pretended.) *Which verbs are followed by an object before an infinitive?* (Advised, reminded.)
- Point out that in items 3 and 4 on the board the negative is formed by adding *not* before the infinitive.
- Ask students to study the lists of verbs in the boxes.

Language and culture

- From the Longman Corpus:** In the list *Verbs followed by an object before an infinitive*, learners across all language backgrounds make the most errors with the verbs *permit*, *allow*, and *advise*.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T141)

Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- To model the activity, read the first item aloud.
- Have students compare answers with a partner.

B Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students choose verbs from the boxes and write sentences, using their own ideas.

Option: (+10 minutes) To extend the activity, write the following statements on the board.

- I decided the train.
- I reminded the invitations.
- I can't afford that car.
- I warned to strangers.
- I convinced on vacation with us.

Have students decide whether to use an infinitive or an object and an infinitive after the underlined verbs, and then complete the statements with their own ideas.



Extra Grammar Exercises

NOW YOU CAN Discuss controversial issues politely

A Conversation activator

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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Conversation Activator Video

- Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 192 of this Teacher's Edition.
- Brainstorm topics students can discuss and write them on the board. Help students with words they might not know in English. (Possible answers: divorce, drug addiction, discrimination, genetic engineering, pollution, animal testing.)
- Review the language in the Recycle box.
- Remind students to explain why they are in favor of or against an issue.

DON'T STOP! Extend the conversation. Before they practice, have students brainstorm examples of questions they can ask. For example: *What about you? So, would you say ___? Are you in favor of ___?*

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- As students interact, walk around the room and provide help as needed.



Conversation Activator Video Scripts; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Assign students new partners. Remind them to discuss another issue.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 9, Activity 2

BEFORE YOU READ

Explore your ideas

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Give students a few minutes to think about the questions individually.
- Then ask a student to explain the difference between a problem and a global problem. (Possible answer: A global problem affects the whole world.)
- Have students brainstorm issues they consider to be serious and make a list on the board. For example:

education	epidemics	wars
vaccination	famine	pollution
censorship	clean water	poverty
infectious diseases	natural disasters	genetic manipulation
- To finish, have several students evaluate which issues they consider to be the most serious today.

▶ 5:16 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Ask students to scan the text for the four problems discussed in the article. (Corruption, poverty, terrorism, racism / discrimination.)

FYI: If students do not know the meanings of the words, tell them that they will learn the meanings in the Reading.

- To give students a focus for reading, ask them to find information that describes causes and solutions for each problem. You may want to ask them to underline this information as they read.
- To review, draw the following graphic organizer (without the answers) on the board or print it out and distribute to students. Complete it with the class as you get feedback.

Causes ⇄ **Global problem** ⇄ **Solutions**

<ul style="list-style-type: none"> • <i>having power</i> • <i>human nature</i> 	corruption	<ul style="list-style-type: none"> • <i>independent media can help expose it</i>
<ul style="list-style-type: none"> • <i>catastrophic natural events</i> • <i>bad economic and agricultural policies</i> 	poverty	<ul style="list-style-type: none"> • <i>sending aid</i> • <i>reducing corruption</i> • <i>changing bad government policies</i>
<ul style="list-style-type: none"> • <i>growing anger due to frustration and powerlessness</i> 	terrorism	<ul style="list-style-type: none"> • <i>using military force</i> • <i>reducing extreme poverty and powerlessness</i>
<ul style="list-style-type: none"> • <i>believing that one race is superior to other races</i> 	racism and discrimination	<ul style="list-style-type: none"> • <i>educating to build tolerance of others</i>

Option: (+5 minutes) As an alternate approach, use the Reading as a listening activity. Ask students to close their books. Write the following questions on the board and have students listen for the answers.

1. *Corruption: What are two common examples?*
2. *Poverty: What are some consequences of this problem?*
3. *Terrorism: What is a possible reason why it might be increasing?*
4. *Racism: What are some consequences of this belief?*

Encourage students to take notes as they listen. Then have students reread the text to check their answers. (Possible answers: 1. A driver gives money to a police officer so he doesn't get a ticket. A company gives money to a public official so the company is chosen for a job. 2. A lot of people die of starvation or infectious diseases. 3. Some people may feel frustrated and powerless when they measure their lives against the lives of wealthy people they see in the media. 4. The domination over ethnic and racial minorities and possibly genocide.)

Language and culture

- *Starvation* is suffering or death due to the lack of food; *unavoidable* means impossible to prevent; *powerlessness* is the inability to stop or control something because one does not have the power or strength to do it.
- *Genocide* is a count noun in the Reading because it refers to specific occurrences of genocide in history.



Learning Strategies; Graphic Organizers

A Understand from context

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students find the words in the text. Encourage them to complete the items they know first.
- Have students compare answers with a partner. Then review with the class.

B Activate language from a text

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class. Elicit or explain that *politics* does not refer to people. Then ask *Does ethnic groups relate to people?* (Yes.) *Does races relate to people?* (Yes.)
- As students complete the activity, encourage them to write notes to support their choices.
- Have students compare answers with a partner. To review with the class, ask students to give the reason for each answer. (Possible answers: 2. Other words are related to money; 3. other words are things that are illegal; 4. other words are related to not having food; 5. other words refer to negative attitudes or actions against people.)

Language and culture

- *Domination* is the power or control over someone or something; *prejudice* is an unreasonable dislike and distrust of people who are different from you in some way, especially because of their race, sex, or religion.

C Critical thinking

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Give students a few minutes to look back at the text and take notes for each question individually.
- As students discuss the questions in small groups, encourage them to use the vocabulary they learned on page 102 to agree and disagree.
- To review, have students from different groups share their views with the class.



Extra Reading Comprehension Exercises

NOW YOU CAN Propose solutions to global problems

A Frame your ideas

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Have students rank the ideas individually. Then ask a few students to share their rankings and explain their reasons to the class.
- Take a poll to find out which issues ranked highest in importance and which ranked highest in difficulty to accomplish.

B Notepadding

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Point out that students can include solutions for local or global problems. They can also include some of the solutions offered in the text on page 104.
- Encourage students to write notes, not full sentences. (Possible answers: reducing poverty and hunger—help poor countries grow food, raise money for the poor, teach

the poor how to use their land; preventing terrorism—change foreign policy, reduce poverty, promote freedom in all countries, guarantee human rights in all countries; avoiding war—promote peace, respect others; ending or reducing corruption—promote moral values, enforce stricter legal punishments; wiping out racism and ethnic discrimination—teach children to respect others, teach children to value diversity; protecting human rights—teach democratic values, help international organizations that protect them.)

- As students write their notes, walk around and provide help as needed.

C Discussion

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Before students begin, ask them to review the Conversation Model on page 102 for ways to agree and disagree.
- Encourage students to use their rankings from Exercise A to give their opinions of the most important issues and their notes from Exercise B to give their suggestions for solutions to the problems.

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner.

- As students discuss the questions in small groups, remind them to acknowledge their partner's opinion (agree / disagree), give their reasons, and state their own opinion and reason(s). For example:

Student A: *I'm very concerned about poverty and hunger. I think it's shocking that some people die of starvation while others throw away food.*

Student B: *I agree with you on that one. Governments could spend less money on wars and use that money to help prevent this problem.*

OR

Student C: *To me, the most important issue is preventing terrorism.*

Student D: *Really? I'm afraid I don't agree. Many more people die of hunger.*

Student C: *That may be true, but . . .*

Option: (+10 minutes) To extend the activity, choose ideas from the list in Exercise A and ask several groups for solutions they discussed. Make a list on the board.

Option: (+15 minutes) For a challenge, have students write a paragraph about one or more topics from Exercise A. Ask them to explain the problem and suggest solutions.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 9, Activity 3

BEFORE YOU LISTEN

A ▶ 5:17 Vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students listen and study the captions. Then have students listen and repeat the phrases chorally.
- Point out that the phrases in boldface type are used by the second speaker to tell the first speaker that he or she disagrees with the first speaker's opinion.
- To reinforce the Vocabulary, write a position on the board; for example, *I feel that military action is the only way to stop terrorism*. Encourage students to disagree with you politely using the vocabulary they have learned. (Possible answers: That may be true, but I'm against violence. / Well, that's one way to look at it. I think that it might be better to fight its causes.)

Language and culture

- *On the one hand* is always used together with *on the other hand*. However, *on the other hand* is often used alone to present a conflicting idea.

B Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Review the first item and speech balloons with the class. Point out that students can agree or disagree with each other.
- You may want to have students review ways to agree and disagree from page 102.

AUDIOSCRIPT for page T100 (B Listen to infer and activate vocabulary)

CONVERSATION 1

M: I'm completely against marriage. I don't think a piece of paper means anything!

F: What piece of paper are you talking about?

M: A marriage license. What good is it? Everyone today is getting divorced anyway. I think we should simply end the institution of marriage! Marriage is a thing of the past.

F: Those are pretty extreme ideas.

CONVERSATION 2

M: Well, you're finally old enough to vote, Marianne. Who are you going to vote for?

F: I'm going to vote for the Constitution Party.

M: The Constitution Party? Wow, is that a surprise! You're so young. Don't you want to see change? The Constitution Party just has the same old ideas election after election.

F: So? What's wrong with the same ideas? They're better than some of the new ones! I think it's safer to stick with policies that have been successful. If it isn't broke, don't fix it.

CONVERSATION 3

M: You know—I used to be afraid of change. I thought there was only one way to look at things. That the way we did things when I was young was the only way.

F: How have you changed?

M: Well, for instance, I used to think there should be certain roles for men and certain roles for women. Now I've come to think I was silly.

F: You mean you're turning out to be a radical in your old age?

M: Come on. I'm no radical, just more thoughtful. I'm not in favor of big changes, but a little change is good. Especially when it makes people more free.

F: That sounds reasonable.

CONVERSATION 4

F: I can't imagine bringing children into this twenty-first century world.

M: What do you mean?

F: Well, there are no rules anymore. You can buy anything . . . anywhere. You can see all kinds of disgusting stuff on TV and in the movies: violence, sex, whatever! Anything goes. There's no respect.

M: I can't believe anyone so young can have such old ideas!

F: I think we should bring back some of the old laws.

CONVERSATION 5

F: Who are you going to vote for?

M: I think I'm going to vote for Bartlett Nardone.

F: I thought you liked Al Smith.

M: No. He's too liberal for me. But Nardone, he's not so extreme. He's a pretty sensible guy.

LISTENING COMPREHENSION

▶ 5:18 Listen to summarize

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- First listening: To provide practice with listening for main ideas, have students listen and write down which form of government is discussed in each conversation. Review with the class. (Conversation 1: dictatorship; Conversation 2: democracy; Conversation 3: monarchy.)
- Second listening: To provide practice with listening for details, have students listen for the arguments for and against the different types of government and take notes. Stop the recording after each conversation to allow students time to write.

AUDIOSCRIPT

CONVERSATION 1

M: You know, I feel that some countries don't deserve democracy. The citizens are just incapable of living in peace.

F: Well, what form of government would be best for them?

M: I hate to say it, but some places need dictatorships. Even military dictatorships. They're effective. They're efficient. They make people live in peace.

F: I totally disagree. I believe dictatorships are morally wrong. The people have no rights in a dictatorship. If the government does something terrible, the people can't replace it.

CONVERSATION 2 [F = Australian English]

F: Which party are you going to vote for in the election?

M: The Liberal Party.

F: Why?

M: Because they want to change the election laws so there can be only two candidates for president.

F: But that's not democratic. This is a democracy. The people have the power. They can vote for who they like. That's what's good about democracy.

M: That's one way to look at it. But one of the disadvantages of democracy is that we can get a president who only has a small percentage of the votes. We're supposed to have majority rule, not minority rule.

CONVERSATION 3 [F = Dutch]

M: How do you feel about the royal family?

F: Me? Well, on the one hand, I like the royals as people—they do a lot of important charity work, like visiting sick children and raising money for hospitals. But on the other hand, I believe that in this day and age, monarchy is wrong. The monarchs aren't the real government and they cost us a lot of money.

M: That's true, but if you didn't have the monarchy, you'd lose your tradition and your history.

F: I see what you mean, but with all the problems we have, we should use all that money to help people with their problems.

Answers for Listen to summarize

Answers will vary, but may include the following:

Dictatorship: In favor—effective, efficient, and people live in peace; Against—morally wrong, people have no rights.

Democracy: In favor—people have the power to vote for who they want; Against—a president who only has a small percentage of the votes.

Monarchy: In favor—traditions and history; Against—not the real government, costs a lot of money.



Learning Strategies

NOW YOU CAN Debate the pros and cons of issues

A Group work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Ask students for suggestions about political issues or other issues to add to the choices.
- Take a poll to see which issue will be debated.

FYI: If you think your students will find it difficult to debate, use Exercises B and C to help prepare them.

B Notepadding

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Encourage students to use the vocabulary and grammar from this unit to write their reasons. Tell students to include specific examples to support their arguments.

C Debate

Suggested teaching time:	15 minutes	Your actual teaching time:	
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- Before dividing the class in half, point out that students will be supporting one of the arguments— regardless of their personal opinion.
- Review the language in the Recycle box. Encourage students to review and use the vocabulary from the unit.
- To help students plan their debate, draw the following graphic organizer on the board or print it out and distribute to students. Ask students to write notes about the pros and cons of the issue they have chosen.

Issue: _____

Pros	Cons
• _____	• _____
• _____	• _____
• _____	• _____

- Encourage a friendly and polite debate.

FYI: If students are role-playing, have them work in groups of two or three. Ask them to role-play a debate for each topic. Then ask several groups to perform in front of the class.



Learning Strategies; Graphic Organizers

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 9, Activity 4; “Find Someone Who . . .” Activity

A ▶ 5:19 Listen to the news report . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To prepare students for listening, review words for global problems that were discussed in this unit; for example, *corruption, terrorism, racism, discrimination, poverty, war, hunger, drug abuse*, etc.
- Pause after each report to allow students time to choose their answers.
- To review, have students compare answers with a partner and then with the class.

AUDIOSCRIPT

F: Good evening. Fighting has broken out again tonight on the border between the Sorindian and Ramay provinces. Ethnic Sorindians say they are not permitted to observe their dietary laws and that their children are not permitted to wear traditional dress at school.

On another note, a package containing a large amount of explosive material was discovered at the central post office today. Authorities are searching for the person or persons who left it in the men's restroom.

In the central city, volunteers are opening soup kitchens to feed the large numbers of homeless poor who have recently arrived from the countryside. The government is making funds available to help this growing population.

And finally, a police captain in Spartock has been accused of taking bribes to permit engineers to build buildings that don't conform to safe construction laws. A report will be issued tomorrow.

B Complete the paragraph . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To prepare students for the activity, review what they learned about non-count nouns. Ask *Are nouns that refer to abstract ideas count or non-count?* (Non-count.) *Do non-count nouns have plural forms?* (No.) *Are they normally used with articles?* (No.) *Do they need plural or singular verbs?* (Singular verbs.)
- Point out that not all the nouns in the paragraph are non-count nouns.
- Ask volunteers to read their paragraphs aloud.

C Complete each sentence . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Complete the first item with the class.
- Have students compare answers with a partner.

D Disagree politely . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- To prepare students for the activity, read the example aloud. Then have volunteers say the phrases that they remember to express agreement and disagreement.

For example:

I agree with you on that one.

I couldn't agree more.

I have to disagree with you there.

I'm not sure I agree.

- To review with the class, have several students express their views about each issue.

WRITING

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Ask students to write notes about the pros and cons of the issue they have chosen.
- Walk around the room as students write, helping as needed.
- Explain that students should organize their writing so that one paragraph discusses the pros of the issue and one paragraph discusses the cons of the issue.
- Encourage students to add a third paragraph stating their opinion of whether they are for or against the issue and explaining their reasons, summarizing the details they included in the first two paragraphs.

Option: **WRITING BOOSTER** (Teaching notes p. T152)



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

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

Contest

Suggested teaching time:	6 minutes	Your actual teaching time:	
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- Clarify the task. Tell students they will look at the pictures for one minute and then turn to a partner and take turns identifying what the people are talking about in each picture.
- After students have finished the contest, review the news with the class by having several students say as much as they can about the pictures. (Possible answers: In the first picture, the people are talking about a case of corruption. A judge took bribes. It was discovered and he was sent to prison. In the second picture, the women are talking about terrorism. A car exploded in a public place. A lot of innocent people were hurt. An unknown terrorist group seems to be responsible. In the third picture, the men are discussing elections in Senegal. Senegal is a democracy. A president will be elected.)

Pair work 1

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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- Encourage students to express their concerns about the problem and about how it could be solved.
- Remind students to use the ways to agree and disagree they learned in this unit.

Possible responses . . .

A: Look at this article. It says a judge who was taking bribes in court is being sent to prison. **B:** A judge? I'm concerned about so much corruption. I think we need stricter laws to reduce it. **B:** I see what you mean, but we also need to teach traditional moral values. **A:** I couldn't agree more.

Pair work 2

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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- Encourage students to express their concerns about the problem and discuss its causes and possible solutions.

Possible responses . . .

A: Look! Another terrorist bombing. **B:** That's terrible! Why would anyone do something like that? **A:** Well, I think some people in poorer countries feel angry about their poverty and that makes them violent. **B:** That may be true, but I believe we need to bring back capital punishment.

Pair work 3

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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- Review the vocabulary to describe the continuum of political and social thought. (Radical, liberal, moderate, conservative, reactionary.) Ask students to choose where their character belongs on the continuum.

- As students role-play, encourage them to express their opinions based on their own choices.

Possible responses . . .

A: Do you mind if I ask you a question about the elections in Senegal? **B:** Sure, what's up? **A:** Who are you in favor of? **B:** I'm for Leon Mubumba because he's a moderate. He's against radical change but he thinks a little change will be good. What about you? **A:** Actually, I'm in favor of Sam Bombasa. **B:** Really? But he's so conservative. **A:** True, but I don't think Senegal needs too much change. Things are not so bad right now. **B:** Well, that's one way to look at it, but how will things ever get better?

Option: (+5 minutes) For a challenge, ask students to role-play a conversation between the elected candidate and the TV reporter. Have the student playing the TV reporter ask the candidate how his party is planning to solve different world problems.

Option: Oral Progress Assessment

Use the illustrations on page 109. Encourage students to use the language practiced in this unit and previous units.

- Tell the student to choose one of the world issues the people are talking about: *corruption, terrorism, or elections*. Give the student one minute to propose some solutions to one of the problems; for example, *I believe that teaching moral values to young people can help stop corruption. Children should be taught the importance of being honest at school*. Ask two follow-up questions about the student's proposed solutions.
- Evaluate the student on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Ask students to make a presentation about an international organization.

Idea: Have students form small groups. Ask each group to research an international organization; for example, the United Nations, the World Bank, or Oxfam. Ask students to visit the organization's website and international news websites, such as the BBC or CNN, to gather information. Find out how these organizations are trying to solve some of the problems discussed in this unit. Ask students to take notes so that they can report their findings to the class. Encourage them to explain whether they agree or disagree with what the organization is doing and give supporting reasons.

EXTRAS

On the Internet:

- Online Teacher Resources: pearsonelt.com/topnotch3e/

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

PREVIEW

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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Before Exercise A, give students a few minutes of silent time to look at the maps and the photos.

- Ask students to study the map legend and encourage them to use the map labels, photos, and captions to figure out the meaning of unknown words.
- To check comprehension, ask:
 - What country is featured on the map?* (Costa Rica.)
 - What other countries are there on the map?* (Nicaragua and Panama.)
 - What are some cities in Costa Rica?* (Liberia, La Fortuna, Puntarenas, San José, Puerto Limón, Quepos.)
 - What does a star indicate?* (The capital city.)
 - What symbol shows a volcano?* (A triangle.)
 - What is a mountain range?* (A group of mountains.)
 - How many mountain ranges are there in Costa Rica?* (Three.)
 - How many national parks are shown on the map?* (Six.)
- Point out the scale for distance under the legend. Ask *Is Costa Rica a small or a large country?* (A small country.)
- To draw on students' prior knowledge, ask them what they know about Costa Rica. Then have students share their impressions or experiences with the class.

Language and culture

- Costa Rica, which means “Rich Coast,” is a tropical country with a variety of habitats and microclimates. Over a million people visit Costa Rica annually. It is a popular spot for eco-tourists, who come to see the diverse flora and fauna—mountains, rainforests, volcanoes, 850 species of birds, and 200 species of mammals.
- In American English, some words that end in *-ter*, such as *kilometer*, *center*, and *theater* are spelled with *-tre* in British English; *kilometre*, *centre*, and *theatre*.

A ▶ 5:22 Vocabulary

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students listen and study the words. Then ask them to listen and repeat chorally.
- To provide practice, have pairs take turns saying a vocabulary word and giving an example from the map; for example, **Student A:** *sea*. **Student B:** *Caribbean Sea*.

Language and culture

- A *sea* is a large body of salt water that is smaller than an ocean or is enclosed by land; a *gulf* or *bay* is an inlet of the sea almost surrounded by land. A *bay* is usually, but not always, smaller than a gulf.

B Use the map . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students answer the questions individually and then compare answers with a partner. For question 5, point out that students should figure out the approximate distance by using the scale.
- Review the answers with the class.

Option: (+5 minutes) For a challenge, have pairs take turns describing a location on the map and guessing that location. For example:

Student A: *This national park is between Coronado Bay and the Gulf of Dulce.*

Student B: *Corcovado.*

Answers for Exercise B

1. Nicaragua and Panama
2. Central Volcanic Range
3. La Amistad
4. Lake Arenal
5. Approximately 80 km / 48 miles
6. The Pacific Ocean and the Caribbean Sea

C 5:23 Photo story

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Before students read and listen to the conversation, have them look at the photos. Ask *Where are the men?* (At a resort. By the pool.)
- After students read and listen, ask:
 - Where are Max and Frank from?* (Max is from Italy and Frank is from Hong Kong.)
 - What places is Max planning to visit?* (The La Fortuna waterfall and the Arenal Volcano.)
 - Is the waterfall worth visiting?* (Yes, it's spectacular.)
 - What does Frank warn Max about?* (The path down to the bottom of the falls—it can get wet and slippery.)
 - What's Frank's opinion about visiting both places in the same day?* (He doesn't think it's a problem.)
- To personalize, direct students' attention to the pictures of the La Fortuna waterfall and the Arenal Volcano on page 110. Have students turn to a partner and say if they would like or wouldn't like to visit these places and give reasons. To review, have several volunteers share their opinions with the class. (Possible answers: I'd love to visit the waterfall. It looks really beautiful. / I'd like to go to the waterfall, but I'm not sure I'd enjoy getting there. It might be difficult.)

Language and culture

- *You wouldn't happen to know . . . , would you?* is used to make the question seem less direct than *Do you know*, and therefore more polite.
- **From the Longman Corpus:** *Get a look, take a look*, and *have a look* at something mean the same thing, but *take a look* is the most frequently used.

D Focus on language

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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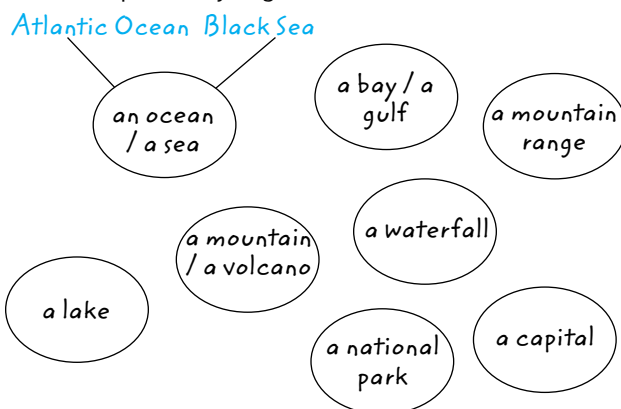
- Encourage students to identify which person says each of the phrases and to use the context of the conversation to help figure out the meaning.
- Have students support their answers with a reason based on the Photo Story, and then have them compare answers with a partner.

SPEAKING

A Pair work

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Encourage students to write the names of one or two places for each geographical feature. Point out that they can name places in different countries. Students should include names in English if they know them.
- To review with the class, draw the following diagram on the board. Then draw lines from each circle and write the names of places as you get feedback from students.



B Guessing game

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To prepare students for the activity, ask them to think of three geographical features and write sentences to describe them. Point out that if students choose a place in a country not their own, they should include the country's name in their descriptions.
- To model the activity, read the speech balloons and brainstorm ways to complete them. (Possible answers: It's a beautiful lake. It's between two mountain ranges / a mountain range and a small town. It's a volcano. It's near a big city / the sea.)
- Form small groups and have students take turns describing the places and guessing the names. Walk around, monitoring students' work.

EXTRAS

Workbook

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Direct students' attention to the chart and have them study the examples and find the places on the map.

▶ 5:24 Compass directions

- Ask students to read and listen to the words in the *Compass directions* box. Have them listen and repeat. Then have students find the directions on the compass on the map.
- Direct students' attention to the note in the *Compass directions* box. Be sure students understand that there is no change in meaning between *the east coast* and *the eastern coast*. The same applies to the other directions.
- To provide practice with prepositions and directions, ask questions about the map: *Where is Guatemala—to the south of Mexico or to the north of Mexico?* (To the south of Mexico.) *Is Guatemala City in the north or in the south of the country?* (In the south.) *Is Champerico on the eastern coast or on the western coast?* (On the western coast.) *Is Flores on the southern shore or on the northern shore of a lake?* (On the southern shore of a lake.)

Language and culture

- *North, south, east, and west* can be used as nouns (They live in the east.) or as adjectives (They live on the east coast.). *Northern, southern, eastern, and western* are only used as adjectives (They live on the eastern coast, not They live in the eastern.).
- **From the Longman Corpus:** It is a common error for learners across all language backgrounds to use *from* instead of *in* in directions (*It is a small city west from Munich*.). Be sure students use *in* instead.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T143)



Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class. Point out that students can refer to the information in the grammar box if necessary.
- Have students compare answers with a partner. Then review with the class.

B Pair work

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have pairs write the five places (cities or geographical features) they want to describe.
- To model the activity, give some examples. *Cancún is located on the eastern coast of Mexico. New York is north of Washington, D.C. Mt. Fuji is located west of Tokyo.*
- Have pairs discuss the locations of the places they chose and then write sentences.

- To review with the class, have several students describe the location of a place.



Extra Grammar Exercises

PRONUNCIATION

A ▶ 5:25 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- Have students read and listen to the examples. Point out that if a sound is voiced, there is vibration in the throat and that if a sound is voiceless, there is no vibration. You may want to have students put a hand on their throats to compare the vibration with the voiced *th-* (the) and the lack of vibration with the voiceless *th-* (thanks). (See the *Language and culture* box below.)
- Have students listen again and repeat chorally.

B Pair work

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Before students practice reading the sentences, ask them to identify the voiced and voiceless *th-* sounds. Have them circle the voiced sounds and underline the voiceless sounds. Be sure students have circled and underlined the sounds correctly.

Option: (+5 minutes) To extend the activity, draw the chart and write the words *Thursday, that, those, these, path, think, and breathe* on the board.

Voiceless <i>th-</i>	Voiced <i>th-</i>

Ask students to write the words in the correct columns. Then have pairs take turns reading the words. (Answers: Voiceless *th*—*Thursday, path, think*; Voiced *th*—*that, breathe, those, these*.)

Language and culture

- Students often have difficulty pronouncing the sound /ð/, as in *there*, and substitute a sound like /z/ or /d/. Demonstrate the position of the tongue: The tongue is placed loosely between the upper and lower teeth. The tip of the tongue lightly touches the upper teeth and vibrates. The sound /ð/ is voiced, which means the vocal cords vibrate, and the voice is used to produce the sound. Also difficult for many students is the voiceless *th-* sound /θ/, as in *thin*. They often substitute a sound like /s/ or /t/. To pronounce the sound /θ/, the tongue is placed between the upper and lower teeth. The tip of the tongue very lightly touches the upper teeth (and doesn't vibrate). The sound /θ/ is voiceless; the vocal cords do not vibrate and the voice is not used. Although it is worthwhile to help students create these sounds, their mispronunciation rarely interferes with comprehensibility.



Pronunciation Activities

CONVERSATION MODEL

A ▶ 5:26 Read and listen . . .

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

- Show interest in someone's plans by asking follow-up questions.
- Indicate possible intention with "I've been thinking about it."

- Before listening to the conversation, have students describe what is in the thought bubble. (A map of Japan. The location of Sanzen-In temple.)

▶ 5:28 Recommendations / ▶ 5:29 Criticisms

- Have students listen and read the *Recommendations* and *Criticisms* boxes. If necessary, clarify the meaning of the expressions: *It's a must-see* and *You don't want to miss it*. (It is so good, exciting, interesting, etc., that you think people should not fail to see it or visit it.) *It's overrated*. (It is not as good or important as some people say it is.) *It's a waste of time*. (It is not worth the time to visit it.)
- To personalize, ask students to use the expressions in the boxes to describe things they have seen and places they have visited; for example, *[Name of a movie] is overrated—I fell asleep watching it*.

Language and culture

- It is possible to say *plan to do something* or *plan on doing something*.
- *Sanzen-in Temple* is the main attraction of Ohara, a small village north of Kyoto, the old capital city of Japan. It was built in 784 and is famous for its beautiful gardens.

B ▶ 5:27 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 *Where exactly is the temple located?*
 - put extra stress on *Kyoto* in *About 15 kilometers north of Kyoto*.
 - stress both *must* and *see* in *It's a must-see*.

NOW YOU CAN Describe a geographical location

A Conversation activator

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 193 of this Teacher's Edition.
- To draw on students' prior knowledge, ask them to say what they already know about Australia.

- To help students become familiar with the places shown in the photos, have pairs write sentences about them. Encourage students to write one sentence describing what they can see and one sentence describing what they think can be done in that place. (See the *Language and culture* box below.) For example:

Ayers Rock is a big red rock in the middle of a desert. It is a good place for climbing.

The Snowy Mountains reach high up into the air. They must be a good place for hiking and climbing.

- Remind students to ask follow-up questions with interest and enthusiasm.

DON'T STOP! Extend the conversation. Have students give more examples of questions a tourist could ask. For example:

It isn't overrated, is it?

What are some activities you can do?

What's the best way to get there?

What kinds of animals are there?

Encourage students to be creative and point out that if necessary, they can invent the answers to the questions as they role-play.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.

Conversation Activator Video Scripts; Conversation Activator Pair Work Cards; Learning Strategies

B Change partners

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Make sure students switch roles when they change partners and describe other places.

Language and culture

- Canberra is the capital of Australia. Sydney, the largest city in Australia, is known as an important seaport and commercial center. It is home of the famous Sydney Opera House. Melbourne is the second largest city and the cultural center of the country. Perth is a modern isolated city on the west coast of Australia with beautiful beaches and great surfing.
- Ayers Rock is 348 meters (1,142 feet) high and changes color according to the time of the day.
- The Great Barrier Reef is 2,000 kilometers (1,243 miles) long. There are many types of beautiful coral and fish.
- In Kakadu National Park, you can go hiking, boating, or fishing, but canoes are prohibited because of crocodiles.
- In the Snowy Mountains you can enjoy spectacular views.
- In Tasmania there are several national parks that offer beautiful scenery.

EXTRAS

Workbook or MyEnglishLab

 Speaking Activities: Unit 10, Activity 1

VOCABULARY

A ▶ 5:30 Read and listen . . .

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students study the pictures and read the captions. Then ask them to listen and repeat chorally.
- Write the following continuum on the board and tell students that the adverbs express different degrees of intensity. (Note: these degrees can vary depending on the speaker's intonation.)

(+) (++) (++++)
 pretty / quite very / really / so extremely / terribly

▶ 5:31 Some places

- Have students read the *Some places* box. Then ask them to listen and repeat chorally.
- To provide practice with adjective and adverb placement, draw the following diagram on the board and have pairs make different combinations to describe places. Encourage students to write four or five combinations.



- To review with the class, have several students read their combinations. You may want to write some of them on the board; for example, *an extremely steep cliff, a very dark cave, a pretty slippery path, a quite dangerous road*.

▶ 5:32 Dangerous animals and insects

- Have students read the names of *Dangerous animals and insects*. Then have them listen and repeat chorally.
- Draw students' attention to the warnings in the speech balloons *Watch out for . . .* and *Keep an eye out for . . .*. Give examples and explain their meanings: *Watch out for snakes*. (Be careful because there are snakes in the area.) *Keep an eye out for bears*. (Be careful because there may be bears.)
- To provide practice, write the sentences on the board and have pairs complete them with their own ideas.
 In [place], you should watch out for ____ / keep an eye out for ____.

Option: (+10 minutes) For a challenge, form small groups and have students take turns describing places and experiences, using the vocabulary in Exercise A. Ask the other students to guess the place.

Language and culture

- *Jellyfish* is both the singular and plural form (a jellyfish / many jellyfish).
- Snakes, sharks, bears, and mosquitos bite. Jellyfish and scorpions sting.
- *Watch out* can also be used without *for* to mean "be careful;" for example, *Watch out! There's a snake!*

B ▶ 5:33 Listen to infer

Suggested teaching time:	2–5 minutes	Your actual teaching time:	
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- To prepare students for listening, point out that each conversation is between a man and a woman. Ask students to pay attention to the *He* or *She* at the beginning of each statement, and listen to this person's opinion of each place.
- As students listen, stop after each conversation to allow them time to choose their answers.

FYI: Do not go into details at this stage. Students will be discussing the risks in the next exercise.

AUDIOSCRIPT

CONVERSATION 1 [F = Spanish]

- F:** I can't wait to see the waterfall. They say it's really beautiful.
M: Oh, it's a must-see. But be careful.
F: Why?
M: Just watch out on your way down. The path can be really slippery. You don't want to fall.
F: Don't worry. I'll be careful.
M: And make sure you bring something for the mosquitoes. They can be terrible this time of year.
F: OK, I will.

CONVERSATION 2 [M = Korean]

- M:** Well, I'll be heading off for Sorak Mountain tomorrow morning.
F: Wow! That's great. First time?
M: Uh-huh.
F: Well, keep an eye out for bears, OK? They say it's good to make a lot of noise while you're hiking there.
M: I'll do that.
F: And make sure you bring a lot of water. They say that hiking the path can be quite exhausting if you're not used to it.
M: OK.

CONVERSATION 3 [M = British English]

- M:** Is it OK to go swimming in the bay here?
F: Definitely, it's beautiful. The water is great.
M: I heard there are a lot of scorpions, though. Is that true?
F: On the beach? I don't think so.
M: Are you sure? Someone said I should be careful.
F: Who told you that? We go to the beach there all the time.
M: What about jellyfish?
F: Don't worry about it. We've gone swimming there for years and we've never had a problem.

CONVERSATION 4 [F = U.S. regional]

- F:** I'd like to take a walk north of the town to see the cliffs.
M: The views of the ocean are fantastic. But make sure you stay on the path, OK? The cliffs are really steep and it's dangerous to stand too close to the edge.
F: Thanks for the warning.
M: One other thing. I'm sure you won't have a problem, but keep an eye out for snakes.
F: You're kidding. For real?
M: Well, there are snakes in the area. Just be careful and I'm sure you'll be fine.

C ▶ 5:34 Listen to activate vocabulary

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To help students focus on the correct details, ask them to listen for the reasons why each place is or might be risky.
- Have students compare answers with a partner.

GRAMMAR

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Direct students' attention to the chart and have them read the first explanation and study the examples. To help clarify, write on the board:

It's too foggy to drive fast.

↓ ↓ ↓
too + adj. + infinitive

- Point out that *too* + an adjective + an infinitive is used to give an explanation, reason, or warning. Restate the sentence on the board: *Don't drive fast because it is very foggy.*
- Have students read the second explanation and study the examples. To help clarify, tell students to use *for* + the person or people for whom the explanation or warning is given. Point out that when a pronoun is used after *for*, an object pronoun must be used. Write on the board:

It's too dangerous for
children to climb
that mountain.
them (NOT ~~they~~).

Option: **GRAMMAR BOOSTER** (Teaching notes p. T145)



Inductive Grammar Charts

Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- After students complete the exercise, have them check answers with a partner.



Extra Grammar Exercises

CONVERSATION MODEL

A ▶ 5:35 Read and listen . . .

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

- Qualify a positive response with "Sure, but . . .".
- Elaborate further information with "Well, . . .".
- Express gratitude for a warning.

- Direct students' attention to the illustration of the undertow. If necessary, explain that an *undertow* is a current under the water's surface that pulls away from the land when a wave comes onto the shore; it can pull a swimmer out to sea.

B ▶ 5:36 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 *Can you tell me the way to the beach?*, *Is it safe to go swimming there?*, and *Really?*
 - pause slightly after *That way.* and *Sure.*

Language and culture

- **From the Longman Corpus:** The verbs *tell*, *show*, and *know* are frequently used with the noun *way*. You can *know the way* (to a place) or *tell* or *show someone the way*.

NOW YOU CAN Warn about a possible risk

A Conversation activator

Suggested teaching time:	10 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 193 of this Teacher's Edition.
- Review the lists of Places to go and Things to do. Encourage students to think of more places and activities.
- Tell students they should use *the* in the first blank in the conversation, unless they use a proper noun that doesn't require *the*.
- Be sure to reinforce the use of the conversation strategies; for example, make sure students sound like they mean it when they express gratitude for a warning.

DON'T STOP! Extend the conversation. Have students give more examples of questions they can ask. For example:

Are the cliffs [dangerous]?

Should I keep an eye out for [snakes / scorpions]?

Then have students give examples of risks they can warn others about. Encourage students to provide examples using the vocabulary from page 114 or *too* + adjectives + infinitives. For example:

Keep an eye out for bears.

It's too dangerous to go swimming because of the sharks.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- Model the conversation and extend it with a more confident student.



Conversation Activator Video Scripts; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To review, ask a few students *What did your partner warn you about?*

EXTRAS

Workbook or MyEnglishLab



Speaking Activities; Unit 10, Activity 2

BEFORE YOU LISTEN

A ▶ 5:37 Vocabulary

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

- Have students look at the photographs and read the geographic nouns. Then have them listen and repeat chorally.
- To provide practice with the nouns, describe a place. Ask students to call out the noun.
It's an area of land completely surrounded by water.
 (An island.)
It's a large mass of ice. (A glacier.)
It's between two mountains or mountain ranges.
 (A valley.)
- Have students look at the photographs and read the geographic adjectives. Then have them listen and repeat chorally.
- To provide practice with the adjectives, describe a type of geography. Ask students to call out the adjective.
When it hardly ever rains and there are very few plants.
 (Dry / arid.)
When there are no mountains or hills. (Flat.)

▶ 5:38 Strong positive adjectives

- Have students read the *Strong positive adjectives*. Ask them to listen and repeat. To clarify the meaning of the adjectives, point out that they all mean *very impressive* or *exciting*. To clarify the meaning of the nouns, point out that *scenery*, *view*, and *sights* are often used to describe nature. If necessary, provide definitions of the nouns: *scenery* (The natural features of a place, such as mountains, forests, and deserts.); *views* (The area that you can see from a place.); and *sights* (Things that you can see.).

Language and culture

- **From the Longman Corpus:** The adjective *lush* frequently collocates with the adjective *green* (*lush green valleys / lawns / hills*).

Learning Strategies

B Pair work

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- To model the activity, read the speech balloon with the class.
- Encourage students to talk about places they know or other places they may have read about. You may want to ask pairs to write four or five sentences describing these places.
- To review, have several students describe the places they discussed.

LISTENING COMPREHENSION

A ▶ 5:39 Listen for main ideas

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To prepare students for listening, have them read the questions to know what information to listen for.
- Encourage students to take notes as they listen.
- To review, have students compare answers with a partner and then review with the class.

AUDIOSCRIPT

MITSUHIKO YAMAGICHI [Japanese]

Last July, my wife and I took a trip to Canada to visit a place called Banff National Park. We flew from Tokyo to Vancouver, which is a beautiful city in the west of Canada, and we rented a car and drove to Banff. It's about eight hundred kilometers to the east of Vancouver, so it took about nine hours to get there. The park is located in the southwest corner of the province of Alberta.

In Banff, we stayed at a huge old hotel right on Lake Louise. The Lake Louise Hotel is really famous—you can see it in pictures on the internet. It was pretty expensive, but worth it. Lake Louise was breathtaking—it's a beautiful greenish blue color and surrounded by mountains. Even in July, you could still see snow at the top of many of the mountains. The lake was like a mirror—when we hiked around it, we could actually see the mountains and the hotel in the lake. And at the far end of the lake, at the foot of Mount Victoria, you can see Victoria Glacier. It was really spectacular. That's where a lot of the water in Lake Louise comes from.

There are lots of hiking paths from Lake Louise, and we hiked every day. The fresh, clean air and the green forests were amazing. One day we actually saw a bear! Another time we followed the path to Fairview Mountain, which has amazing cliffs—really high up. When you get to the top, the views are fantastic.

We also visited Johnson Canyon, a short drive from Lake Louise. There are seven different waterfalls you can visit. Near some of the falls, the path was a little slippery, so we had to be careful. But each one was extraordinary. My wife couldn't stop taking pictures.

We spent four days there, and it was an unforgettable trip.

Learning Strategies

B 5:40 Listen for details

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Review the adjectives and the nouns in the box.
- Ask students to match the words as they listen. Then have them listen again to confirm their choices and take notes to support their answers.
- To review, have pairs compare their answers and support their choices. Then review with the class.

C Pair work

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- To help students focus on main ideas, have them review their answers in Exercises A and B.
- On the board, write the names of some of the places.

Tokyo	Lake Louise
Vancouver	Fairview Mountain
Banff National Park	Johnson Canyon
- If necessary, play the recording again while students take notes about each place.

Option: (+10 minutes) To extend the activity, ask several volunteers to present their summaries to the class.

NOW YOU CAN Describe a natural setting

A Frame your ideas

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To prepare students for the activity, ask them to look at the photographs. Call out a place and brainstorm words (nouns and adjectives) to describe it. Students should say words or phrases rather than complete sentences; for example, **T:** *The Galapagos Islands*. **S:** *lush, green, fresh, natural, beauty*.
- Encourage students to use the vocabulary they learned in this unit.

Language and culture

- The Galapagos Islands, a group of volcanic islands in the Pacific Ocean, are located about 1,050 kilometers (650 miles) to the west of Ecuador (South America). Some wildlife species, such as giant tortoises and lizards, are found only on these islands.
- With unique granite peaks and a moderate year-round climate, China's Yellow Mountain is the destination of millions of tourists every year. Located in eastern China and featured in traditional Chinese paintings and photography, the range features striking sunrises and ancient trees. In 1990, it became a UNESCO World Heritage site because of its scenery and the habitat it provides for endangered species.
- Alaska, the largest state in the U.S., has spectacular scenery, with mountains, glaciers, volcanoes, and forests.

- Tahiti, an island in the southern Pacific Ocean, is a popular tourist destination. Mountains, waterfalls, and lush vegetation cover the island.
- Iguazu Falls is located between Brazil (Iguaçu) and Argentina (Iguazú). It means "big water." It is considered to be one the most spectacular waterfalls in the world.

B Notepadding

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Point out that students can write about a place they have visited or read about.
- To help students generate ideas, brainstorm the kinds of information that can be included under the headings *Description* and *Things you can do there*. Write on the board (without the possible answers):

Description	Things you can do there
<i>location</i> <i>natural features</i> <i>adjectives to describe</i> <i>the features</i> <i>wildlife</i> <i>weather</i> <i>advice</i> <i>warnings</i>	<i>places to go: towns,</i> <i>waterfalls, mountains,</i> <i>beaches, cliffs, caves,</i> <i>paths, forests</i> <i>activities: hiking,</i> <i>climbing, swimming,</i> <i>taking pictures,</i> <i>canoeing, resting,</i> <i>relaxing, snorkeling,</i> <i>diving, skiing, surfing,</i> <i>lying on the beach</i>

- As students complete their notepads, walk around the room, providing help as needed.

C Pair work

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Review the language in the Recycle box. Remind students to use the language they learned in this unit.
- Encourage the students who are listening to ask their partner follow-up questions.

Option: (+10 minutes) For a challenge, have students give presentations about the places they chose to the class. Ask them to use their notepads as a guide. Have their classmates ask follow-up questions.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 10, Activity 3

BEFORE YOU READ

A 5:41 Vocabulary

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Ask students to read the words and their definitions. Then have them listen and repeat chorally.

5:42 Stress in verbs and nouns

- Follow the same procedure with the words in the box. Point out the change in stress between the verb forms and noun forms. (The verb forms have the stress on the second syllable. The noun forms have the stress on the first.)
- To check comprehension, write the following definitions on the board.
 - uses little power
 - force that makes machines work
 - to become larger in amount
 - air, water, and land
 - power that doesn't run out
 - act of damaging air, water, or land
 - new and ongoing differences in the planet's weather
 - to become smaller in amount
- Ask students to study the vocabulary words for a minute and then close their books. Ask them to work in pairs to write the correct word for each definition. To review, have them open their books and check their answers. (1. Energy-efficient; 2. power; 3. increase; 4. the environment; 5. renewable energy; 6. pollution; 7. climate change; 8. decrease.)

B Discussion

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Ask students what global warming is. (Possible answer: *Global warming is an increase in Earth's temperature.*)
- To help students visualize the main points of their discussion, write the following on the board:

Global Warming	
Causes	Effects
- In small groups, have students discuss global warming's causes and effects. Encourage them to take notes, using the Vocabulary from Exercise A.
- To review, call on students from different groups to share their ideas with the class. As you get feedback from students, list some causes and effects on the board. (Possible answers: Causes—pollution, cars, and factories. Effects—storms are worse, oceans rise, summers are hotter.)

Language and culture

- The term *global warning* is increasingly being referred to as *climate change*.

READING 5:43

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To help students practice the reading strategy of skimming, write the following questions on the board and have students skim quickly through the text to decide which question best describes what the article is about. Then review with the class.
 - What is global warming?
 - What are the main causes and effects of global warming?
 - What can be done to reduce global warming?
 - Why is Earth's temperature rising so quickly?
 (Question 3.)
- After students have read the article, call attention to the sidebar. Review the effects of global warming. Ask students if any of these match the effects students discussed in Exercise B.

Option: (+5 minutes) To extend the activity, write on the board the following tips for helping to curb global warming. Have students read the tips and then put them in the order in which they occur in the Reading. Ask students to reread the text to confirm their answers.

- Buy recycled products and recycle the products you already have.
 - Try to use less water.
 - Express your concern and support those who take action.
 - Try to use less gasoline.
 - Get new light bulbs that use less electricity.
 - Buy foods that are produced locally.
 - Get a new energy-efficient refrigerator or air conditioner.
- (4, 7, 5, 2, 1, 6, 3)



Learning Strategies

A Understand from context

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Ask students to find and underline the words in the text. Encourage them to complete the items they are confident about first.
- Have students compare answers with a partner. Then review with the class. Ask students to explain why they made their choices.

B Critical thinking

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Give students a few minutes to look back through the text and take notes for each question individually.
- As students discuss the questions in small groups, encourage them to use the Vocabulary in Exercise A on page 118.
- For question 2, if necessary, clarify the meaning of *disaster relief*. (Food and clothes given to people who need help after a natural disaster.)
- To review, have students from different groups share their answers with the class.

C Summarize

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To prepare students for the activity, have them look back at the text and count the number of ways to curb global warming given in the article. (Approximately ten.)
- Elicit these ways from students and write them on the board. Have students use them as a guide to write their summaries.
- Walk around as pairs write their summaries, providing help as needed. Make sure students use their own words rather than copy from the article.
- Ask students to include other ways to curb global warming.



Extra Reading Comprehension Exercises

NOW YOU CAN Discuss solutions to global warming

A Notepadding

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students include activities that increase energy waste and pollution. Encourage students to write at least

two ideas for each category on their notepads. (Possible answers: At home—I use old light bulbs. I don't have an energy-efficient refrigerator. I don't always buy locally-grown products. I keep my home too warm. I take long showers. I use a lot of water to wash dishes and clothes every day; At work—We never turn the lights off when we leave. We use a lot of energy for air-conditioning; At school—We don't recycle paper. We put lots of things in the garbage without considering if they can be reused; Transportation—I never walk or ride my bike to school. I usually drive to work. I never take public transportation; Other—I buy things with a lot of packaging. I don't usually express my concerns about the environment.)

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To model the activity, review the speech balloons with the class.
- To help students with the language they will need for the activity, you may want to write some ways to give suggestions on the board:
(Maybe) you should . . .
Why don't you try . . . ?
You should / could . . .
If I were you, I'd . . .
Have you ever thought of . . . ?
You might want to . . .
- As students share their ideas, encourage them to give each other as many suggestions as they can.

C Discussion

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- To prepare students for the activity, review the language in the Recycle box.
- Text-mining:** Have students share their Text-mining examples and use them to create new statements with a partner.
- As students discuss the topics in small groups, remind them to acknowledge their partner's opinions and state their own opinions and reasons.
 - Ask volunteers from different groups to report their conclusions to the class.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 10, Activity 4; "Find Someone Who . . ." Activity

A ▶ 5:44 Listen to the conversations . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To prepare students for listening, review the words in the box.
- As students listen, pause after each conversation to allow them time to answer.
- To review, have students compare answers with a partner.

Option: (+5 minutes) To extend the activity, have students listen to the passage again and write the speakers' negative or positive comments about each place. Encourage students to listen for the expressions they learned in this unit. (1. It's a little overrated. 2 It's a must-see. 3. You don't want to miss it. 4. It's a waste of time.)

AUDIOSCRIPT

CONVERSATION 1

- F:** Have you ever gone to Morton's Pass?
M: Oh, yeah.
F: I heard it's a pretty nice canyon to visit. How far is it?
M: Oh, I'd say about 50 miles south of the city.
F: Would you recommend it?
M: Well, if you ask me, it's a little overrated. I'd pick something else to see, instead.
F: Thanks for letting me know.

CONVERSATION 2

- M:** Terry tells me that you've been to Bash Bish Falls.
F: Did she tell you that?
M: Yeah. I'm thinking of going next week. I love waterfalls. So what do you think? Is it worth it?
F: In my opinion, it's a must-see. You'd be crazy not to go.
M: Really!

CONVERSATION 3

- F:** Have you ever been to Treasure Island?
M: A bunch of times. Why?
F: Well, I'm wondering if it's worth a trip. I'm not sure if I'd like being on an island.
M: In my opinion?
F: Yes, I'd love to hear your opinion.
M: You don't want to miss it.
F: That's all you have to say?
M: That's all I have to say.

CONVERSATION 4

- M:** So in the last days of my vacation, I'm thinking of spending some time in Pipo Valley. Tom told me it was spectacular.
F: Oh, yeah?
M: What do you mean, "Oh, yeah?"
F: Well, if you ask me, I'd say it was a waste of time.
M: You've been there?
F: I've been there. There's Mount Pi on one side. And Mount Po on the other side.
M: And?
F: I still don't think it's worth it. But to each his own.

B Look at the pictures . . .

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. Point out that students should use *too* + adjective + infinitive.
- Have students compare answers with a partner and then review with the class.

C Complete the locations . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Before students begin the activity, tell them that Saint-Pierre and Miquelon are small rocky islands off the coast of Newfoundland, Canada. They are the last possessions of France.
- Point out that they also need to write the correct form of *be* in items 2 through 5.
- Call on students to share their answers with the class.

WRITING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Have students choose the country, state, or province they want to write about.
- To help students generate ideas, write the following checklist on the board.

<i>Location</i>	<i>Wildlife</i>
<i>Cities</i>	<i>Activities</i>
<i>Geographical features</i>	<i>Possible risks</i>
- Before they write, ask students to take notes about each category from the checklist. Encourage them to use the adjectives in the box and to refer to the grammar and vocabulary from the unit.
- Walk around the room and provide help as needed.

Option: **WRITING BOOSTER** (Teaching notes p. T153)



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

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

Game

Suggested teaching time:	12–15 minutes	Your actual teaching time:	
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- To model the activity, review the examples with the class.
- To prepare students, ask them to write four sentences describing a location or a natural feature. Point out that there are many ways to describe a place.
- Form small groups and have students use the sentences they wrote to play the guessing game. (Possible answers: It's located south of Katmai National Park. [Kodiak Island.]; It's to the east of Alaska. [Canada.]; It's a large area of water southwest of Alaska. [The Bering Sea.]; It's a capital. [Juneau.]; It's north of Anchorage. [Denali National Park / Fairbanks.]; It's a large area of water to the north of Alaska. [The Arctic Ocean.]
- To review, say *Juneau* and have several students share with the class a sentence they used to describe it. (Possible answers: It's a capital city. It's a city to the east of a park. It's on the coast of Alaska. It's near some glaciers.) Follow the same procedure with the other cities and geographical features shown on the map.

Pair work

Suggested teaching time:	12–15 minutes	Your actual teaching time:	
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- To prepare students for the conversation, ask them to imagine that they are visitors to Alaska; one of them asks directions to a place and the other explains the way and warns about a possible risk.
- Direct attention to the icons under *Explore Alaska!* and have students name the risks or lack of risks in each place. (Possible answers: Watch out for bears in Denali National Park. There are a lot of mosquitoes in Katmai National Park. Don't worry, there aren't any snakes on Kodiak Island.)
- Ask students to choose one of the places under *Explore Alaska!* for their conversations.

Possible responses . . .

A: Where is Katmai National Park? **B:** About three hours southwest of Anchorage by car. Are you planning to go there? **A:** I've been thinking about it. **B:** You don't want to miss it. Be sure to take some insect repellent. **A:** Are there mosquitoes? **B:** Yes, a lot. You'll get eaten alive if you don't have any.

Possible responses . . .

A: Excuse me. Could you tell me the way to Denali National Park? **B:** That way. It is about 100 kilometers north of here. **A:** I'm thinking of going today. Is it worth it? **B:** Absolutely. The views are spectacular. **A:** Is it safe to go to the park with children? **B:** Sure, but keep an eye out for bears. There are a lot in the area. **A:** Really? **B:** Yes. Just be careful.

Option: (+10 minutes) For a challenge, ask students to visit the official websites of the Denali National Park or the Kodiak National Wildlife Refuge and find and report interesting information about them.

Language and culture

- Alaska is the largest state in the United States.
- Anchorage, the largest city in Alaska, is a modern city, but you can see wild animals such as moose wandering around town. Fairbanks is the second largest city.
- The tallest mountain in North America, Mt. McKinley (or Denali), is in Denali National Park.
- Katmai National Park is an ideal place for viewing brown bears in their natural habitat.
- Glacier Bay National Park has spectacular mountain ranges, beaches, and glaciers. Visitors go kayaking, river rafting, glacier viewing, and whale watching.
- Kodiak Island is a beautiful island with rugged mountains and the largest brown bears in North America.

Option: Oral Progress Assessment

Use the images on page 121. Encourage students to use the language practiced in this unit and previous units.

- Tell the student to look at the map and pictures and describe the geographical features of Alaska.
- Tell the student to give at least three warnings about the risks in Alaska, using the pictures, the *Explore Alaska!* brochure, and his or her imagination. Ask the student to also use *too* if possible. For example:
The mountains at Glacier Bay National Park are too high to climb.
- Evaluate the student on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Form small groups of three or four students and have them create a travel brochure.

Idea: Ask students to choose a place from this unit, or another interesting place. Have them do research and take notes. Then ask students to prepare a brochure that includes pictures and maps. Encourage students to give reasons why their classmates should plan a trip to that particular place. Then have groups present their brochures to the class.

EXTRAS

On the Internet:

- Online Teacher Resources: pearsonelt.com/topnotch3e/

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

Reference Charts

PRONUNCIATION TABLE

Vowels		Consonants			
Symbol	Key Words	Symbol	Key Words	Symbol	Key Words
i	beat, feed	p	pack, happy	z	zip, please, goes
ɪ	bit, did	b	back, rubber	ʃ	ship, machine, station,
eɪ	date, paid	t	tie		special, discussion
ɛ	bet, bed	d	die	ʒ	measure, vision
æ	bat, bad	k	came, key, quick	h	hot, who
ɑ	box, odd, father	g	game, guest	m	men
ɔ	bought, dog	tʃ	church, nature, watch	n	sun, know, pneumonia
oʊ	boat, road	dʒ	judge, general, major	ŋ	sung, ringing
ʊ	book, good	f	fan, photograph	w	wet, white
u	boot, food, flu	v	van	l	light, long
ʌ	but, mud, mother	θ	thing, breath	r	right, wrong
ə	banana, among	ð	then, breathe	y	yes
ʌ	shirt, murder	s	sip, city, psychology		
aɪ	bite, cry, buy, eye	t	butter, bottle		
aʊ	about, how	tʰ	button		
ɔɪ	voice, boy				
ɪr	deer				
ɛr	bare				
ɑr	bar				
ɔr	door				
ʊr	tour				

IRREGULAR VERBS

base form	simple past	past participle	base form	simple past	past participle
be	was / were	been	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	lose	lost	lost
bite	bit	bit / bitten	make	made	made
bleed	bled	bled	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burned / burnt	burned / burnt	quit	quit	quit
buy	bought	bought	read /rɪd/	read /rɛd/	read /rɛd/
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	rise	rose	risen
cost	cost	cost	run	ran	run
cut	cut	cut	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
dream	dreamed / dreamt	dreamed / dreamt	send	sent	sent
drink	drank	drunk	sew	sewed	sewn
drive	drove	driven	shake	shook	shaken
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spend	spent	spent
find	found	found	spread	spread	spread
fit	fit	fit	stand	stood	stood
flee	fled	fled	steal	stole	stolen
fly	flew	flown	stick	stuck	stuck
forbid	forbade	forbidden	sting	stung	stung
forget	forgot	forgotten	strike	struck	struck
get	got	gotten	swim	swam	swum
give	gave	given	take	took	taken
go	went	gone	teach	taught	taught
grow	grew	grown	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hit	hit	hit	understand	understood	understood
hold	held	held	wake up	woke up	woken up
hurt	hurt	hurt	wear	wore	worn
keep	kept	kept	win	won	won
know	knew	known	write	wrote	written
leave	left	left			

1 THE PRESENT OF BE

Statements

I	am / am not	late.
You We They	are / aren't	
He She It	is / isn't	

2 THE SIMPLE PRESENT TENSE

Statements

I You We They	speak / don't speak	English.
He She	speaks / doesn't speak	English.

Yes / no questions

Do / Don't	I you we they	know	them?
Does / Doesn't	he she	eat	meat?

Short answers

Yes,	I you we they	do.	No,	I you we they	don't.
	he she it	does.		he she it	doesn't.

Information questions

What	do	I you we they	need?
When	does	he she it	start?
Who	does	she	like?
Who		wants needs likes	this book?

3 THE PRESENT CONTINUOUS

Statements

I	am	watching TV.
You We They	are	studying English.
He She It	is	arriving now.

Yes / no questions

Am	I	going too fast?
Are	you we they	
	he she it	

Short answers

Yes,	I	am.	No,	I'm not.
	you	are.		you aren't / you're not.
	he she it	is.		he isn't / he's not. she isn't / she's not. it isn't / it's not.
	you we they	are.		you aren't / you're not. we aren't / we're not. they aren't / they're not.

Information questions

What	are	you we they	doing?
When	is	he she it	leaving?
Where	am	I	staying tonight?
Who	is		driving?

4 THE PAST CONTINUOUS

Statements

I	was / wasn't	singing that song.
You We They	were / weren't	playing the piano.
He She It	was / wasn't	leaving from Central Station.

Yes / no questions

Was	I he she it	landing in Sydney when the storm began?
Were	we you they	

Short answers

Yes,	I he she it	was.	No,	I he she it	wasn't.
	we you they	were.		we you they	weren't.

Information questions

When	was	I he she	speeding?
Where	were	we you they	going?
Who	was		arriving?

5 THE PAST OF BE**Statements**

I He She It	was	late.
We You They	were	early.

Yes / no questions

Was	I he she it	on time?
Were	we you they	in the same class?

Short answers

Yes,	I he she it	was.	No,	I he she it	wasn't.
	we you they	were.		we you they	weren't.

Information questions

Where	were	we? you? they?	
When	was	he she it	here?
Who	were	they?	
Who	was	he? she? it?	

6 THE SIMPLE PAST TENSE

Many verbs are irregular in the simple past tense. See the list of irregular verbs on page 122.

Statements

I You He She It We They	stopped / didn't stop	working.
---	--------------------------	----------

Yes / no questions

Did	I you he she we they	make a good dinner?
-----	-------------------------------------	---------------------

Short answers

Yes,	I you he she it	did.
	we they	didn't

Information questions

When	did	I you he she we they	read that?
Who	did	they	see?
Who			called?

7 THE FUTURE WITH WILL**Affirmative and negative statements**

I You He She It We They	will / won't	stop at five o'clock.
---	-----------------	-----------------------

Yes / no questions

Will	I you he she It we they	be on time?
------	---	-------------

Affirmative and negative short answers

Yes,	I you he she it we they	will.
No,		won't

Information questions

What will	I you he she it we they	do?
Who will		be there?

8 THE FUTURE WITH BE GOING TO**Statements**

I'm You're He's She's It's We're They're	going to / not going to	be here soon.
--	----------------------------	---------------

Yes / no questions

Are	you we they	going to	want coffee?
Am	I	going to	be late?
Is	he she it	going to	arrive on time?

Short answers

Yes	I	am.	No,	I'm not.
	you	are.		you aren't / you're not.
	he she it	is.		he isn't / he's not. she isn't / she's not. it isn't / it's not.
	you we they	are.		you aren't / you're not we aren't / we're not. they aren't / they're not.

Information questions

What	are	you we they	going to	see?
When	is	he she it	going to	stop?
Where	am	I	going to	stay tomorrow?
Who	is		going to	call?

9 THE PRESENT PERFECT**Affirmative and negative short answers**

I You We They	have / haven't	left.
He She It	has / hasn't	

Yes / no questions

Have	I you we they	said enough?
Has	he she it	already started?

Affirmative and negative short answers

Yes,	I you we they	have.
No,		haven't.
Yes,	he she it	has.
No,		hasn't.

Information questions

Where	have	I you we they	seen the book?
How	has	he she it	been?
Who	has		read it?

10 THE PASSIVE VOICE**Form the passive voice with a form of be and the past participle of the verb**

	ACTIVE VOICE	PASSIVE VOICE
simple present	Art collectors buy famous paintings	Famous paintings are bought by art collectors.
present continuous	The Cineplex is showing that film.	That film is being shown by the Cineplex.
present perfect	All the critic have reviewed that book.	That book has been reviewed by all the critics.
simple past	Vera Wang designed this dress.	This dress was designed by Vera Wang.
past continuous	Last year, World Air was still selling tours to the Ivory Coast.	Last year, tours to the Ivory Coast were still being sold .
future with <u>will</u>	The children will return the books tomorrow.	The books will be returned tomorrow.
<u>be going to</u>	Bar's Garage is going to repair my car this afternoon.	My car is going to be repaired by Bart's Garage this afternoon.

GERUNDS AND INFINITIVES

Verbs followed by a gerund

acknowledge	delay	escape	keep	propose	risk
admit	deny	explain	mention	quit	suggest
advise	detest	feel like	mind	recall	support
appreciate	discontinue	finish	miss	recommend	tolerate
avoid	discuss	forgive	postpone	report	understand
can't help	dislike	give up	practice	resent	
celebrate	endure	imagine	prevent	resist	
consider	enjoy	justify	prohibit		

Verbs followed directly by an infinitive

afford	choose	hesitate	need	promise	volunteer
agree	consent	hope	neglect	refuse	wait
appear	decide	hurry	offer	request	want
arrange	deserve	intend	pay	seem	wish
ask	expect	learn	plan	struggle	would like
attempt	fail	manage	prepare	swear	yearn
can't wait	grow	mean	pretend		

Verbs followed by an object before an infinitive *

advise	convince	get*	order	remind	urge
allow	enable	help*	pay	request	warn
ask*	encourage	hire	permit	require	want*
cause	expect*	invite	persuade	teach	wish*
challenge	forbid	need*	promise*	tell	would like*
choose*	force				

* In the active voice, these verbs can also be followed by the infinitive without an object (example: *want to speak* or *want someone to speak*).

Verbs followed by either a gerund or an infinitive

begin	hate	remember*
can't stand	like	start
continue	love	stop*
forget*	prefer	try*
	regret	

* There is a complete difference in meaning when these verbs are followed by a gerund or an infinitive.

I forgot **closing** the window. (= I forgot that I did it.)

I forgot **to close** the window. (= I didn't do it because I forgot.)

I remembered **locking** the door. (= I have a memory of having locked it.)

I remembered **to lock** the door. (= I didn't forget to lock it.)

I stopped **smoking**. (= I stopped the habit.)

I stopped **to smoke**. (= I stopped what I was doing in order to smoke.)

Adjectives followed by an infinitive *

afraid	curious	disturbed	fortunate	pleased	shocked
alarmed	delighted	eager	glad	proud	sorry
amazed	depressed	easy	happy	ready	surprised
angry	determined	embarrassed	hesitant	relieved	touched
anxious	disappointed	encouraged	likely	reluctant	upset
ashamed	distressed	excited	lucky	sad	willing

* EXAMPLE: I'm willing **to accept** that.

Grammar Booster

Note about the Grammar Booster

Many will elect to do the Grammar Booster as self-study. However, if you choose to use the Grammar Booster with the classroom activity instead, teaching notes are included here.

UNIT 1 Lesson 1

Tag questions: short answers

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the presentation and the examples.
- To check comprehension, write the following on the board:
He is Canadian, isn't he? Yes, he is. / No, he isn't.
He went to Brazil, didn't he? Yes, he did. / No, he didn't.
- Ask students to name the main verb in the first statement (Is.) and the verbs used in the short answers. (Is, isn't.) Follow the same procedure with the second statement. (Went, did, didn't.)
- Point out that the tense of the verb or auxiliary in the short answer should match the verb tense in the statement.
- Be sure students understand that the listener should agree or disagree with the information in the statement, not in the tag question.

A Complete each conversation . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Remind students that when the statement is affirmative, the tag question is negative, and that when the statement is negative, the tag question is affirmative.

B Correct the error . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Write the following on the board: *Sam isn't here, is he?*
- Point out *Sam* in the statement and *he* in the tag question. Remind students that pronouns rather than names or nouns are used in tag questions.
- Point out that affirmative statements with *I am* require negative tag questions with *aren't*, as in item 10.
- As students complete the exercise, encourage them to underline the verb or verb phrase (auxiliary plus main verb) in each statement to help them write the correct tag question. (1. 'd like; 2. 's; 3. met; 4. made; 5. were; 6. don't know; 7. isn't; 8. 's; 9. can travel; 10. 'm.)

UNIT 1 Lesson 2

Verb usage: present and past (overview)

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
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The simple present tense . . .

- Have students read the first rule and examples.
- To review, ask *Which sentence expresses a scientific fact?* (Water boils at 100 degrees Celsius.) *What do the other two sentences express?* (Things that happen regularly.)
- To check comprehension, ask pairs to write two examples of facts and two examples of regular occurrences.
- Ask groups to read their sentences aloud.
- Ask students to name the frequency adverb in the second example. (Never.) Elicit other examples of frequency adverbs: *usually, often, sometimes, occasionally, rarely.*
- Have students find the two time expressions in the statement. (Before 6:00 / on weekdays.) Then elicit other time expressions; for example, *at night, in the morning, after lunch, at weekends, on Saturdays.*
- Direct students' attention to the list of Stative verbs. Ask them if it's possible to perform the action "feel." (No.) Explain that non-action verbs cannot be used in the present continuous.
- Have pairs make sentences using the simple present tense for future actions; for example, *The train leaves at 2:00 tomorrow. The meeting starts at 6:00 tonight.*

The present continuous . . .

- Write on the board:
 1. *this Friday / next weekend*
 2. *this week / month / year*
 3. *now / right now*
- To check comprehension, have students match each set of time expressions on the board with the three uses of the present continuous presented. (1. Future actions; 2. actions occurring during a time in the present; 3. actions happening now.)

The present perfect or the present perfect continuous

- Point out that with *for* or *since*, there is no difference in meaning between the present perfect and the present perfect continuous. Write the following on the board:

since I was born
for a long time
- Have pairs make statements about themselves, using the phrases on the board and the present perfect or the present perfect continuous; for example, *I've lived / I've been living in the same house since I was born. I've studied / I've been studying English for a long time.*

The present perfect (but NOT . . .)

- Have volunteers tell the class how many meals or snacks they have had so far today.

The simple past tense

- Point out that past time expressions help make it clear when that action happened; for example, *We went to Tokyo last year. We were at the game on Sunday.*
- Write the following on the board: *What did you do [past time expression]?*
- Have pairs take turns asking and answering questions using the simple past tense. For example:

A: *What did you do last June?*
B: *Last June I took a trip to Paris.*

The past continuous

- To review, ask *How do we form the past continuous?* (*Was* or *were* plus the present participle.)
- To check comprehension, say *At 8:00 this morning I was eating breakfast.* Then ask several students *What were you doing at 8:00 this morning?*

The past continuous and the simple past . . .

- Point out that the action in the simple past tense interrupts the action in the past continuous.
- To check comprehension, ask several students to say what they were doing when you— or another person— arrived earlier today; for example, *I was talking with Sarah when you walked into the classroom. I was taking out my books when you came in.*

Use to / used to

- Point out the affirmative *used to* + base form of the verb. (Smoke.) Then point out the negative form *didn't* + *use to* and make sure students notice the spelling.
- To check comprehension, ask several students to say something they did in the past but no longer do now.

The past perfect

- Point out that the past perfect is used for the event that happened / finished first.
- To review how to form the past perfect, ask *How do we form the past perfect?* (*Had* + past participle.)
- Have students share with the class what they had done by [10:00 o'clock] this morning; for example, *By ten o'clock this morning I had walked the dog and read the newspaper.*

A Correct the verbs . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Ask students to think about what each statement expresses—a fact, a regular occurrence, an action happening now, a description of a schedule, OR a future action.
- Encourage students to take note of frequency adverbs, time expressions, and stative verbs.

B Complete each sentence . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- This exercise provides practice with the present perfect continuous.
- To review, ask *When do we use the present perfect continuous?* (For unfinished or continuing actions.)
- After students complete the exercise, have them compare answers. Then review with the class.

Option: (+3 minutes) To provide more practice, ask students to change phrases with *for* to *since* and phrases with *since* to *for* in items 1, 2, and 3. (Possible answers: 1. We have been coming to this spa since [2008]. 2. *Life of Pi* has been playing at the Classic Cinema for [one week]. 3. Robert has been waiting for an admissions letter from the language school since [last month].)

C Check the sentences . . .

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- Review the instructions with the class to make sure students understand that there are two tasks: identifying items with actions that are unfinished or continuing and then changing the tense in the identified sentences.
- Review the example with the class. Point out that *have lived* and *since* tells us that the Averys are still living in New York. (An unfinished / continuing action.) Point out that the present perfect continuous tells us that an action started in the past and is still happening now. (Have been living.)
- Complete item 1 with the class. Point out that *already* tells us that the call was made and it's finished. Point out that the present perfect continuous is not used for finished actions.
- Have students compare answers with a partner. Then review with the class.

UNIT 2 Lesson 1

Draw conclusions with . . .

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students study the rules, the examples, and the *Be careful!* note.

- To check comprehension of the use of *probably* and *most likely* with the verb *be*, write the following on the board:
 1. He's *probably* / *most likely* in his office.
 2. He's *probably* / *most likely* going to come.
 3. He *probably* / *most likely* isn't going to see a doctor.
 4. He's *probably* / *most likely* not going to see a doctor.
- Ask *Do we use probably and most likely to express facts or to draw conclusions?* (To draw conclusions.)
- Direct students' attention to the first two examples. Ask *Do probably and most likely come before or after be?* (After.)
- Direct students' attention to the next two examples. Ask *Are these affirmative or negative statements?* (Negative.) *Where do probably and most likely come in negative sentences?* (Before *isn't* OR between *is* and *not*.)
- To provide practice, write the following on the board: *They're going to make a new appointment.* Ask students to write the sentence inserting *probably* or *most likely* and then rewrite it in the negative. (They're *probably* / *most likely* going to make a new appointment. They *probably* / *most likely* aren't going to make a new appointment. OR They're *probably* / *most likely* not going to make a new appointment.)
- To check comprehension of the placement of *probably* / *most likely* with other verbs, write the following on the board: *She probably / most likely got a prescription.*
- Ask *Do probably and most likely come before or after verbs that are not be?* (Before.)
- Point out that *probably* and *most likely* can also be used at the beginning of a sentence. Make it clear that we can use *most likely* in all the same positions as *probably*.

On a separate sheet of paper, . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Complete the first item with the class. Have students provide the four possible answers.
- Point out that students can choose to use *probably* and *most likely* at the beginning or in the middle of sentences.
- Review with the class.

Answers for Unit 2, Lesson 1

1. He probably / most likely has a terrible cold. / Probably / Most likely he has a terrible cold.
2. She's probably / most likely feeling very nauseous. / Probably / Most likely she's feeling very nauseous.
3. They probably / most likely don't like going to the dentist. / Probably / Most likely they don't like going to the dentist.
4. The dentist probably / most likely isn't in her office today. / Probably / Most likely the dentist isn't in her office today.
5. Acupuncture is probably / most likely very popular in Asia. / Probably / Most likely acupuncture is very popular in Asia.
6. A conventional doctor probably / most likely has to study for a long time. / Probably / Most likely a conventional doctor has to study for a long time.

UNIT 2 Lesson 2

Expressing possibility with *maybe*

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To check comprehension, write the following on the board:
 1. *She may need a blood test.*
 2. *Maybe she'll need a blood test.*
- Ask *Do both examples have the same meaning? (Yes.) Do they express certainty or possibility? (Possibility.) Which example uses a modal? (1) Is maybe a modal, too? (No.) Where does maybe usually appear in a sentence? (At the beginning.)*
- To summarize, write the following on the board:

maybe

 - expresses possibility
 - is not a modal
 - occurs at the beginning of a sentence

On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Complete the first item with the class. Remind students to spell *maybe* as one word (*maybe* not *may be*).
- Review with the class.

Answers for Unit 2, Lesson 2

1. *Maybe his doctor uses herbal therapy.* **OR** *Maybe his doctor will use herbal therapy.*
2. *Maybe conventional medicine is the best choice.*
3. *Maybe the doctor wants to take a blood test.* **OR** *Maybe the doctor will want to take a blood test.*
4. *Maybe she prefers to wait until tomorrow.*
5. *Maybe they are afraid to see a dentist.*

UNIT 3 Lesson 1

Causative *make* to indicate obligation

A Complete the statements . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	
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- Remind students of the causative *have*. Explain that *make* functions in a similar way (*make* + object + base verb), but that the meaning is stronger.
- Have students read the examples. Ask them how the meaning would change with *have*. (With *have*, the kids and the person signing the form aren't being forced.)
- Ask for examples of things the students *make* other people do.

Answers for Exercise A

1. *Yesterday, Nick's mother made him apologize for his mistake.*
2. *Are you going to make your friends tell the truth?*
3. *Our teacher might make us turn off our phones.*

4. *Should we make your sister pay for dinner?*
5. *No one can make Gail come to the meeting if she doesn't want to.*
6. *If you go to that restaurant, they will make your husband wear a tie.*
7. *The movie was awful! Can we make the theater give our money back?*

Let to indicate permission

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Point out that *let* is used to talk about giving or asking for permission.
- Remind students that *let* is an irregular verb: the base form, the simple past, and the past participle are all *let*.
- Write the following on the board: *They let me go.*
- Ask *How is this sentence formed? (Let + object + base form.)*
- Point out that the object can be a noun (or noun phrase) or object pronoun. Provide an example with a noun and a noun phrase: *He let Kate go. He let his daughter go.*
- To provide practice, ask several students *What did your parents let you do when you were a child? What didn't they let you do?* (Possible answers: My parents let me walk to school by myself. They let me go to bed late on Saturday nights. They didn't let me ride my bike in the street. They didn't let me stay out late at night.)

B On a separate sheet of paper, . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	
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- As students work on the exercise, remind them to pay attention to necessary changes in verb forms.
- Have students compare answers with a partner. Then review with the class.

Answers for Exercise B

1. *Don't let your younger brother open the oven door.*
2. *You should let your little sister go to the store with you.*
3. *We don't let our daughter eat a lot of candy.*
4. *I wouldn't let my youngest son go to the mall alone.*
5. *Why don't you let your children see that movie?*
6. *You should let them make their own decision.*
7. *We always let him stay out late.*

Causative have: common errors

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Before students study the presentation, write the following on the board: *I have them fix it.*
- Review with students that the causative can occur in different tenses. Ask *In what tense is the statement on the board?* (Simple present.)
- Have students change the statement on the board to the simple past (*I had them fix it.*) and then to the future. (*I will have them fix it.*)
- Have students study the *Be careful!* note and examples in the presentation.
- To check comprehension, ask *In the first example, who called before 10:00?* (They / the other people.) *In the second example, who called before 10:00?* (The speaker / I.) *Which example uses the simple past tense causative?* (The first.) *What tense does the second example use?* (The past perfect.)
- Write the following on the board:
 1. *Steven had the air conditioner repaired before the party.*
 2. *Steven had repaired the air conditioner before the party.*
- Ask students to explain the difference between the two examples on the board. (1. Someone else repaired the air conditioner for Steven. 2. Steven repaired the air conditioner himself.)

C Who did what? Read each . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Review the first example with the class. Ask *Did the people fix the car themselves, or did someone else do it?* (Someone else.)
- Ask students to explain how we know that *had* is causative in the first sentence. (Because it is followed by an object and a base form.)
- Have students compare answers with a partner. Then review with the class.

UNIT 3 Lesson 2

The passive causative: the by phrase

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Before students study the presentation, write the following on the board:
I had the document copied.
got
- Review the passive causative by asking *How do we form the passive causative?* (*Have* or *get* + object + the past participle.)
- Review the use of the passive causative by brainstorming everyday services the students use; for example, *have a document copied, get a sweater dry-cleaned, have your house cleaned*, etc.

- Have students study the first rule and example. Point out that the *by* phrase in the example (*by someone*) does not add any specific or helpful information, so it is not necessary.
- Then have students study the second rule and example. Point out that the *by* phrase in the example sentence (*by someone at the hotel front desk*) adds specific information. The listener learns who performed the action.
- Point out that if students want to say the location where a service is received, they need to use *at*; for example, *at the garage, at the bank, at the hair salon*.
- To review the structure, ask *Where do we place the by (or at) phrase in the sentence?* (After the past participle.)
- Write the following on the board:

<i>photos printed</i>	<i>documents copied</i>
<i>hair colored</i>	<i>clothes cleaned</i>
<i>car repaired</i>	<i>checks cashed</i>
- To check comprehension, ask students to say who offers these services or where they can get them done. You may want to point out they can use *by* plus a person or *at* plus a place; for example, *I have my photos printed by my sister. I have my photos printed at the drugstore.*

On a separate sheet of paper, . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Review the example with the class. Point out that the example includes *by* plus a person and *at* plus a place.
- To review, ask several students to read their sentences aloud. Make necessary corrections.

Option: (+5 minutes) To extend the activity, have students form groups of three. Ask them to share good or bad experiences they have had arranging a service; for example, *I got my report copied by Quick Copy. But it was two days late.* To finish the activity, ask a few volunteers to share one of their experiences with the class.

UNIT 4 Lesson 1

Verbs that can be followed by noun clauses with that

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students study the presentation and the examples.
- Write the following on the board: *I dreamed that I was sailing around the world.*
- Have students identify the noun clause and underline it. (*That I was sailing around the world.*)
- Ask students to identify the verb of mental activity in the example. (*Dreamed.*) You may want to remind students that the noun clause functions as the direct object of the verb of mental activity.
- Ask students *Can that be omitted?* (Yes.) Write parentheses () around *that* on the board.
- To check comprehension, say or write verbs from the list one by one and ask students to make sentences with the verb and a noun clause. Make necessary corrections.
- Students can complete this activity in pairs or small groups.

Adjectives that can be followed by clauses . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students study the presentation and the examples.
- Point out that predicate adjectives of emotion follow verbs such as *be*; for example, *I'm afraid that I won't finish the project*. Write the following on the board:
I + am + afraid + that I won't finish the project.
- Then write the following on the board:
 1. *They were sure that they would miss the plane.*
 2. *I'm sorry to hear that you didn't get the job.*
- Have students identify the adjectives and the noun clauses in the examples. (1. *sure* + [that] *they would miss the plane*; 2. *sorry* + [that] *you didn't get the job*.)

Option: (+3 minutes) If students need more controlled practice before starting the next exercise, write the following sentences on the board:

We hear that the class ____.
I noticed that the teacher ____.
He forgot that the assignment ____.
We were happy that everyone ____.

Ask students to complete the noun clauses; for example, *We hear that the class is difficult*. You may want to write their sentences on the board as well.

On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students compare their answers.
- Review with the class by having several students read one of their sentences aloud. Make necessary corrections.

Option: (+5 minutes) To provide more practice, ask students to work in pairs or small groups and think about important moments and first-time experiences in their lives; for example, their first day of school or college, their first job interview, their first day at work, their first time on an airplane, etc. Write the following on the board:

I was ____ that ____.
My parents were ____ that ____.

Ask students to take turns expressing their feelings about these moments or experiences by completing the sentences on the board. Encourage students to use the expressions in the presentation; for example, *When I started my new job, I was afraid that I would make mistakes. My parents were disappointed that I didn't want to play sports in school*. Walk around and provide help as needed.

Answers for Unit 4, Lesson 1

Answers will vary, but may include the following:

1. (that) I would be tall one day.
2. (that) I would go back to school.
3. (that) I can play the piano pretty well.
4. (that) I had a doctor's appointment.
5. (that) they were planning a trip.
6. (that) we go on an exciting vacation.
7. (that) I enjoy learning new languages.
8. (that) I liked to cook.
9. (that) I used to ride horses.
10. (that) I was traveling to the moon.

UNIT 4 Lesson 2

Embedded questions with *whether*

Suggested teaching time:	4 minutes	Your actual teaching time:	
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- To review embedded questions, ask students to read and underline the embedded question in each statement on the left. (If that magazine is interesting, if he liked the article, if you've finished the newspaper.)
- Explain that *whether* is used in the same manner as *if*.
- Have students read the *whether* half of the pairs of examples aloud. Ask *Is there any difference in meaning?* (No.)

Answers for Exercise A

- 1 I can't remember whether there's a test today.
- 2 We're not sure whether the restaurant is still open at 10:00 p.m.
- 3 Could you tell me whether the movie has started yet?
- 4 I wonder whether this hotel has 24-hour room service.
- 5 Would she like to know whether there's an express train?
- 6 Do you know whether this book has a happy ending?

Embedded questions: usage and common errors

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students study the presentation, the examples, and the *Be careful!* note.
- To check comprehension, write the following on the board:
 1. I know where he is.
 2. I know where is he.
 3. I don't know what did he buy.
 4. I don't know what he bought.
- Ask students to say which statements on the board are correct. (1 and 4.) Remind students that embedded questions require normal word order.
- Have students study the phrases that are often followed by embedded questions.
- Point out that phrases with embedded questions are more polite than direct questions. They are often used when asking for a favor, for information, or when talking to people we don't know.
- To provide practice, ask several students to make statements using a phrase with an embedded question; for example, *I don't know when they are coming. I wonder where I put my jacket. Can you tell me what time it is?*

Option: (+3 minutes) For a different approach, have students take turns role-playing a tourist visiting this city or town and someone who lives here. Encourage the tourist to use embedded questions; for example, **Student A:** *Hello. Can you tell me how to get to the train station from here?*

Student B: *Sure. Walk up this street two blocks.*

Embedded questions: punctuation

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the presentation and the examples.
- Write the following on the board:
 1. *Do you know why she's not here*
 2. *I wonder why she's not here*
- To check comprehension, ask students to tell which punctuation is needed for each item. (1. a question mark; 2. a period.)

B On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Complete the first item with the class.
- Have students compare answers. Then review with the class.

C On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Review the example with the class.
- Tell students they can refer to the presentation for phrases to use. Also point out that more than one phrase can be correct for each item.
- Review with the class by having several students write their questions on the board. Make necessary corrections.

D Correct the wording . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Point out that the first sentence could be *Could you please tell me if this train goes . . .* or *Could you please tell me whether this train goes . . .*
- Have students compare answers. Then review with the class.

UNIT 5 Lesson 1

Direct speech: punctuation rules

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Have students study the rules and examples.
- Remind students that in direct speech we are quoting the exact words someone said.
- Write two incorrect direct speech sentences on the board:
 1. *Sandra "said don't call me before six."*
 2. *He said, I have a meeting next Monday.*
- Have pairs identify the errors and rewrite the sentences correctly. (1. Sandra said, "Don't call me before six."
2. He said, "I have a meeting next Monday.")
- Review with the class.

A On a separate sheet of paper, . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Before students start the exercise, write the following on the board:
 1. *Brandon said, "I'm hungry."*
 2. *Brandon said he was hungry.*
- Ask *Do the two sentences on the board have the same meaning? (Yes.) What's the difference between them?* (Item 1 uses direct speech—the exact words the speaker said; item 2 uses indirect speech.)
- Read the example aloud. Have students compare answers with a partner. Then review with the class.

Answers for Exercise A

1. Martin told me, "Don't get a flu shot."
2. My daughter said, "Please pick me up after school."
3. The English teacher said, "Read the newspaper tonight and bring in a story about the weather."
4. We said, "Please don't forget to listen to the news."
5. They said, "Don't buy milk."
6. We told them, "Please call us in the morning."
7. She said, "Please tell your parents I'm sorry I can't talk right now."

B On a separate sheet of paper . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Complete the first item with the class.
- Have students compare answers with a partner. Then review with the class.

Option: (+5 minutes) Ask students to think about instructions they heard today or on a previous day. Encourage them to write three or four statements using direct speech. Have pairs read each other's sentences and make any necessary corrections; for example, *This morning my father said, "Don't forget your umbrella." My boss told me, "I need the report right now."*

Answers for Exercise B

1. The sign downtown said, "Pack emergency supplies before the storm."
2. Your daughter told me, "Turn on the radio and listen to the news about the flood."
3. Your parents said, "Don't call us before 9 A.M."
4. Mr. Rossi phoned to tell me, "Don't go downtown this afternoon."

UNIT 5 Lesson 2

Indirect speech: optional tense changes

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the three rules and corresponding examples.
- Emphasize that the change in verb tense is optional only when the reporting verb is in the simple past. Point out that students should be able to understand and even produce both forms.

- To check comprehension, say several sentences and have students work in pairs to make sentences in reported speech. Encourage students to use both *say* and *tell* as well as *teacher*, *she* / *he*, and *just*. For example:

1. *School is closed tomorrow.* (The teacher said the school was closed tomorrow. OR The teacher said the school is closed tomorrow.)
2. *The weather report says there will be rain tomorrow.* (The weather report said there will be rain tomorrow. OR The weather report says there will be rain tomorrow.)
3. *You need to work on increasing your active vocabulary.* (The teacher told us we needed to work on increasing our active vocabulary. OR The teacher told us we need to work on increasing our active vocabulary.)

- Have students study the *Be careful!* note.

On a separate sheet of paper, . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Complete the first item with the class. Remind students that the verb tense needs to change because it doesn't meet the three criteria of optional changes in the presentation.
- Have students compare answers with a partner. Encourage them to discuss why the verb tense changes or not based on the presentation.
- Then review with the class.

Answers for Unit 5, Lesson 2

1. Last Friday my husband said he was going to pick up some things at the pharmacy before the storm.
2. My next-door neighbors said they are going to Spain on vacation this year.
3. She told them this year's flu shot is not entirely protective against the flu.
4. He just said the danger of a flood is over.
5. We always say it's easier to take the train than drive.
6. When I was a child, my parents told me it's really important to get a good education.
7. The National Weather Service is saying that tonight's weather is terrible.
8. Your parents just told me they want to leave for the shelter immediately.

UNIT 6 Lesson 1

Expressing the future: review

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the examples of the present continuous.
- Then have them find and say the time words in the examples. (Tomorrow, this afternoon.)
- Point out that including time words when using the present continuous for the future is common but not necessary, unless they are needed for clarity.
- To provide practice, say the following statements and have students restate them using the present continuous for the future. Students should add a time word each time; for example, *I'm going to travel to Spain.* (I'm traveling to Spain [next week].) *I'm going to see Sue.* (I'm seeing Sue tomorrow [at 3:00].) *He's going to leave.* (He's leaving [after supper].)
- Have students study the example of the simple present tense.
- To check comprehension, write the following on the board:
 1. *Our Friday meetings usually start at 10:00.*
 2. *This Friday our meeting starts at 11:00.*
- Ask *Which example shows the simple present tense used with future meaning?* (2) *How do you know?* (Because it says *This Friday*.)
- Have students study the modals that can be used with future meaning and the examples.
- Although time words are not necessary to give modals future meaning, provide practice by saying each modal and asking several students to make a sentence including time words to give it future meaning. For example:

You should see her tomorrow.
Maybe we could go to Canada next summer.
He may be late to class on Monday.
She might find a surprise when she gets home.
You have to finish this by Friday.
I can help you with your homework after dinner.

A Read each sentence . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Ask students to underline the time words that give the statements future meaning. (3. tomorrow; 4. later; 5. at 10:00; 6. tonight.)
- If necessary, point out that in item 1, *this month* refers to an action occurring during a present period of time.
- Ask students to find a statement in which the future meaning is given by the context only. (9)
- Have students compare answers with a partner. Then review with the class.

The future with *will* and *be going to*: review

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the presentation and the examples.
- Be sure students understand that both *will* and *be going to* can be used for predictions. *Be going to* is used for plans. *Will* is used for decisions made at the moment of speaking.
- To review, ask students to work in pairs and provide examples for *will* and *be going to* to express predictions and *be going to* to express plans. Encourage students to give feedback to each other.
- Walk around and provide help as needed.
- Have students study the *Be careful!* note. Make sure students understand that this use of *will* does not refer to the future. It indicates what the person is / is not willing to do.

B Complete the conversations, . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Complete the first item with the class. Review the correct answers: A: *I'm going to leave*—The person has a plan. B: *'ll meet*—The person has no plan. He / She makes a decision at the moment of speaking.
- Have students compare answers with a partner. Then review with the class.

Option: (+5 minutes) To extend the activity, write the following on the board:

1. A: *Are you free this Friday?*
B: *No, I ____.*
2. A: *Did you hear the weather report for tomorrow?*
B: *Yes, it ____.*
3. A: *I don't know how to use this copier. Can you give me a hand?*
B: *Sure. I ____.*

Have students work in pairs. Ask them to complete the conversations using *will* or *be going to*. To review, ask several pairs to perform one of their conversations. (Make sure students use: 1. *be going to*—prior plan; 2. *will* / *be going to*—prediction; 3. *will*—no plan, decision made at the moment of speaking.)

UNIT 6 Lesson 2

Regrets about the past: *wish* + the . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Before students study the presentation, write: *I wish I had a car.* Ask students, *Does this sentence express a present or a past regret?* (A present regret.)
- Tell students that to express a present regret, we use the simple past tense after *wish*.
- Then write: *I wish I had gone to the party.* Ask *Does this sentence express a regret about the present or the past?* (A regret about the past.)
- Point out that the past perfect follows *wish* to express a past regret.
- Have students study the first rule and examples.
- Ask several students to make sentences using *I wish* about past actions or decisions they regret; for example, *I wish I had never moved to the city. I wish I had married my first boyfriend.*
- Have students study the second rule and examples.
- Point out that both *should have* and *ought to have* express regret.
- To provide practice, ask students to work in pairs. Student A uses *I wish* to express a past regret. Then Student B says the same sentence using *I should have* or *I ought to have*. For example:
Student A: *I wish I had listened to my parents about studying.*
Student B: *I should have listened to my parents about studying. OR I ought to have listened to my parents about studying.*
- Make sure to point out the Note. In American English *should have* is more common than *ought to have* in negative statements and in questions.

A On a separate sheet of paper, . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Review the first item with the class.
- Have students compare answers with a partner. Then review with the class.

Option: (+5 minutes) Write the following on the board:
studies trips work / job

Have students form pairs. Ask students to take turns using *wish*, *should have*, or *ought to have* to talk about past decisions they regret making, using the topics on the board. (Possible answers: *I wish I had gone to college. I should have finished my studies. I ought to have gone on vacation when I had the chance. I wish I hadn't spent so much money on my vacation. I should have accepted the first job I was offered. I ought to have taken a part-time job while I was at college.*)

B Answer each question with a statement, . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	
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- Review the example with the class.
- Have students compare answers with a partner. Then review with the class.

UNIT 7 Lesson 1

Adjective clauses: common errors

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- To review adjective clauses, write the following on the board: *I just took a trip that I will never forget.*
- Ask students to find and say the adjective clause in the statement. (That I will never forget.)
- Then ask *What do adjective clauses give additional information about?* (A noun / a person or thing.) *What does the clause on the board give additional information about?* (A trip.)
- Have students study the rules and examples.
- To check comprehension, write the following on the board:
 1. *Mexico is a country who I would like to visit.*
 2. *I don't like the food that it is served in that restaurant.*
- Ask students what's not correct in each sentence. Have pairs decide why they are wrong, based on the presentation.
- Review with the class. (1. *That*, not *who*, is used for adjective clauses that describe things. 2. The subject *it* is not necessary because *that* is the subject of the clause.)

A On a separate sheet of paper, . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Review the example with the class.
- Remind students that they should use *who* whenever it is possible.
- Have students compare answers with a partner. Review with the class.

Option: (+5 minutes) To extend the activity, form groups of three. Ask students to use adjective clauses to make sentences about different people they have seen or talked to recently and several things they did this past week. For example:

The friend who / that I saw yesterday used to be my neighbor.

The movie that opened on Saturday was not very good.

Answers for Exercise A

1. My cousin who lives in New Zealand called today.
2. We have a meeting that begins at 9:30 every morning.
3. The celebration that takes place in the spring is exciting.
4. The teacher who teaches the grammar class is not very formal.
5. Patients who want to avoid strong medications might prefer homeopathy.
6. The copy shop that offers express service is closed on weekends.
7. The hotel that has three swimming pools is very expensive.
8. Do you like the teacher who teaches advanced English?

Reflexive pronouns

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Point out the reflexive pronoun in the phrase *Enjoy yourself on [Chuseok!]* in the *Some ways . . .* box on page 77.
- Ask students to read the reflexive pronouns in the box in this presentation.
- To check comprehension, write the following on the board: _____ *looked at* _____ *in the mirror.*
- Say subject pronouns in random order and have volunteers use each pronoun plus a reflexive pronoun to complete the sentence on the board; for example,
T: *He.*
S1: *He looked at himself in the mirror.*
T: *We.*
S2: *We looked at ourselves in the mirror.*
- Have students study the common expressions and the examples.
- Answer any questions students may have. Students will practice these expressions in Exercise C.

B Complete the sentences . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Have students find and underline the subject of the verb *enjoyed*. (My brother and his wife.) Make sure students understand that the correct answer is *themselves* because *My brother and his wife* can be replaced by *They*.
- Have students compare answers with a partner. Then review with the class.

C Complete each sentence . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Complete the first item with the class.
- Have students compare answers with a partner. Then review with the class.

Option: (+3 minutes) For a challenge, ask several students questions using the expressions with reflexive pronouns in the presentation. Point out that students should use the expressions in their answers. For example:

Have you ever hurt yourself badly?
How do you introduce yourself to people you meet?
Have you ever taught yourself to do something?
Do you ever talk to yourself?
Would you like to work for yourself?
Do you ever give yourself gifts?

By + reflexive pronouns

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- To check comprehension, ask students if they can think of other things they or others can and can't do by themselves; for example, *I can't drive by myself yet; I'm still taking driving lessons. My grandparents can't live by themselves anymore; they need help now.*

D Complete each sentence . . .

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

Reciprocal pronouns: each other and . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Call students' attention to the Vocabulary on page 76. Point out that *wish each other well* uses a reciprocal pronoun.
- Write the following on the board:
Friends send each other cards.
Friends send one another cards.
- Point out that the subject *Friends* and the reciprocal pronouns *each other* and *one another* refer to the same people. Tell students that using reciprocal pronouns shows that everyone is doing the same action.
- To provide practice, ask students *When do people give each other gifts in your family or in your circle of friends? When do we send one another cards / write letters?* Encourage students to respond in full sentences and use reciprocal pronouns; for example, *In our family, we give each other gifts on [our birthdays]. My friends and I send one another [postcards] when we go on vacation.*
- Have students study the *Be careful!* note and the examples.
- To help clarify, write the following on the board:
1. *They looked at themselves in the mirror.*
A → A B → B
2. *They looked at each other.*
A ↔ B
- Say *In item 1, A looked at A and B looked at B. In item 2, A looked at B and B looked at A.*

E On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Review the example with the class.
- Have students compare answers with a partner. Then ask several students to write their sentences on the board.

Option: (+5 minutes) To provide more practice, have students think about someone they know. Form pairs. Have students take turns asking each other questions about their partner's choice. Students should use reflexive pronouns in their questions and answers. Write some example questions on the board to guide students.

1. *Where did you meet each other?*
2. *How do you keep in touch with each other?*
3. *What do you usually tell each other about?*
4. *Do you send each other cards or gifts?*
5. *Do you ever see each other?*

Answers for Exercise E

1. On New Year's Eve in New York City, people wait in Times Square for midnight to come so they can kiss each other / one another and wish each other / one another a happy new year.
2. During the Thai holiday Songkran, people throw water at each other / one another on the street.
3. During the tomato Festival in Buñol, Spain, people have a lot of fun throwing tomatoes at each other / one another for about two hours.

4. After a day of fasting during Ramadan, Muslims around the world invite each other / one another home to have something to eat that evening.

UNIT 7 Lesson 2

Adjective clauses: who and whom . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Point out that most native speakers use *who* instead of *whom*. *Whom* is considered very formal.
- To check comprehension, write on the board:
1. *The woman who wanted to see you is here.*
2. *The woman whom you wanted to see is here.*
- Ask students to make two sentences out of each example. (1. The woman is here. She wanted to see you. 2. The woman is here. You wanted to see her.)
- Underline *who* in item 1 and point out that it is the subject of the clause. Underline *you* in item 2 and point out that it is the subject of the clause. Then underline *whom* and point out that it is the object of the clause. Point out that *whom* can be omitted because it is the object of the clause.
- To provide practice, ask students to use these sentence starters to write two sentences:
The man / woman who . . .
The man / woman whom . . .
- Review with the class. (Possible answers: The man who really influenced me in life was my grandfather. The woman who just called is my mother. The man whom you met is my brother. The woman whom you wanted to talk to is here.)

Complete each (formal) sentence . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Remind students to use *whom* for object relative pronouns (not *who*) in this exercise.
- Have students compare answers with a partner. Then review with the class.

UNIT 8 Lesson 1

Real and unreal conditionals: review

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Have students read the first rule and examples.
- To check comprehension, draw the following chart on the board (without the answers).

		If clause	Result clause
Real conditionals	Present results of real conditions	present of <u>be</u> or simple present	present of <u>be</u> or simple present
	Future results of real conditions	present of <u>be</u> or simple present	<u>will</u> or present continuous
Unreal conditionals	Results of conditions that don't exist	<u>were</u> or simple past	<u>would</u> + a base form

- Write *Present results of real conditions* in the first row of the second column, and complete the items for the *if* clause and the result clause in the first row with the class.
- Have students read the rule about future results and the examples.
- Write *Future results of real conditions* in the second row of the second column, and complete the items for the *if* clause and the result clause in the second row with the class.
- Review with the class. (1. A comma is needed after *good*. 2. Don't use *would* in an *if* clause. 3. The simple present form *have* is needed in the *if* clause.)
- Have students read the rule about unreal conditionals and the examples.
- Write *Results of conditions that don't exist* in the third row of the second column, and with the class, complete the items for the *if* clause and the result clause in the third row.
- Have students read the *Remember* notes.
- To check comprehension, write the following examples on the board (do not erase the chart) and have students find the mistake in each example.
 1. If the price is good I will buy it.
 2. If she would have time she would cook dinner.
 3. If I will have time, I will call her.

A Correct the errors . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Complete the first item with the class. Ask *Does this sentence express a real condition or an unreal condition?* (A real condition.) *Can we use will in the if clause?* (No.) *What form is needed?* (The simple present tense, *take*.)
- Have students compare answers with a partner. Then review with the class.

Clauses after *wish*

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students study the first rule and examples.
- Remind students that *were* is used for all persons; for example, *I wish I were rich*. (NOT *I wish I was rich*.)
- To check comprehension, ask several students to make (simple) sentences with *I wish* + *were*; for example, *I wish I were on vacation*. *I wish my car were faster*. *I wish laptops were cheaper*.
- Have students study the second rule and examples.
- To check comprehension, write the following on the board:
I wish I had (not) ____. *I wished I had (not) ____*.
- Ask several students to complete the sentences. Check to make sure they use the past participle; for example, *I wish I had studied more for the test today*. *John wished he hadn't spent all his money on a new car*. *I wish I had tried to make my hotel reservations earlier*.
- Have students study the third rule and examples.
- To check comprehension, write the following on the board:
I wish ____ would ____.
- Ask several students to complete the sentence. They can make sentences about themselves or about someone they know. Tell students they should say two sentences: their wish plus the reason or information why they wish it. For example:
I wish it would be sunny today. *I want to go outside*.
I wish he would come home earlier. *I get worried when he's out so late*.
- Have students study the fourth rule and the example.
- To check comprehension, ask volunteers to express wishes they had in the past for the future; for example, *When I was on vacation last summer, I wished the week would never end*. *When I was in college, I wished I would find a girlfriend*.

B Complete each statement . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Review the first item with the class. Ask students to say what the clause after *wish* expresses. (A desire in the present that something will occur in the future.)
- Before students write their answers, encourage them to figure out which of the four uses in the presentation on page 139 each item refers to.
- Have students compare answers with a partner. Then review with the class.

Option: (+5 minutes) To extend the activity, write the following on the board:

1. something you have but you wish you didn't have
2. something you don't have but you wish you had
3. something you did but you wish you hadn't done
4. something you didn't do but you wish you had done
5. something you have to do but you wish you wouldn't have to do

Ask students to think about each situation and write brief notes for each one. Form small groups. Have students take turns talking about their wishes and regrets using their notes as a guide. Walk around and help as needed.

Unless in conditional sentences

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Have students study the presentation and the examples.
- Point out that *unless* has the same meaning as *if . . . not*.
- To check comprehension, write the following on the board:
 1. If you don't hurry, you'll be late.
 2. Unless ____, you'll be late.
 3. He won't buy it if it's not on sale.
 4. He won't buy it unless ____.
- Ask students to complete items 2 and 4. (Possible responses: 2. you hurry; 4. it's on sale.)

C On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Review the example with the class.
- Point out the comma in the example. Remind students to include a comma after the *if* clause or *unless* clause when they come at the beginning of the sentence.
- Have students compare answers with a partner. Then review with the class.

Answers for Exercise C

1. Unless you are in a hurry, you should walk.
2. Unless you care about special features, you shouldn't consider getting the top-of-the-line model.
3. She won't go running in the park unless her friends go with her.
4. Claire won't buy a car unless it has a high-tech sound system.

UNIT 8 Lesson 2

The unreal conditional: variety of forms

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the rule and examples.
- To check comprehension of active and passive forms, write the following on the board:
 1. If they had advertised the job, he would have applied for it.
 2. If he had applied for the job, they would have hired him.
- Ask pairs to rewrite the sentences, changing the verbs in the underlined clauses into the passive.
- Review with the class. (1. If the job had been advertised, he would have applied for it. 2. If he had applied for the job, he would have been hired.)
- To check comprehension of continuous verb forms, write the following on the board:
 1. If the car hadn't broken down, we would have been ____.
 2. If we had been ____, we would have heard the news.

- With students, complete the sentences with continuous verb forms and add any other necessary information. (Possible answers: 1. dancing OR swimming at the beach OR playing golf; 2. watching TV OR listening to the radio OR paying attention.)
- To check comprehension of past conditions with present results, write the following on the board:
 1. If she had taken part, she would have won.
 2. If he had gotten a degree, he would have a better job now.
- Ask Which example expresses the present result of a past condition? (2)
- You may want to have students give their own examples of past conditions with present results.

On a separate sheet of paper, . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Have students share answers with a partner.
- Then review with the class by having several students write their sentences on the board.

UNIT 9 Lesson 1

Count and non-count nouns: . . .

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students study the first rule and examples.
- Ask the class to give examples of other count nouns. Have students give the singular form using *a* or *an* and then the plural form; for example, *a book—books, an umbrella—umbrellas, a season—seasons*, etc.
- Have students study the second rule and examples.
- Point out that abstract ideas are also non-count nouns; for example, *progress, help, importance, health, education*.
- Point out that fields of study, some foods, and materials are also non-count nouns; for example, *law, biology, chocolate, juice, wood, cotton, plastic*.
- Write the following on the board:
 1. *paper*
 2. *bread*
 3. *water*
 4. *furniture*
- Ask students to say or write unit expressions for each item. (Possible answers: 1. a piece of; 2. a loaf of, a piece of; 3. a glass of, a pitcher of, a bottle of; 4. a piece of.)
- Have students study the third rule and examples.
- Write the following on the board:
 1. I don't like coffee.
 2. I had a coffee.
 3. I saw a chicken.
 4. I ate chicken.
 5. Turn on the light.
 6. There's very little light in this room.
- Ask students to work in pairs. Have them discuss how the meaning of the underlined words is different in each pair of sentences. Ask students to say if an item is count or non-count.
- Review with the class. (1. Non-count; 2. count; 3. count; 4. non-count; 5. count; 6. non-count.)

Complete each sentence . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Point out that students might need to include an article or the plural form of the noun.
- Have students compare answers with a partner. Then review with the class.

Option: (+5 minutes) If you feel your students need more practice, have them write sentences with the words in the presentation, as well as any words you may have written on the board during the presentation.

UNIT 9 Lesson 2

Gerunds and infinitives: review . . .

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Have students read the spelling rules for gerunds and the examples.
- To check comprehension, write the following on the board:
 1. *write*
 2. *play*
 3. *allow*
 4. *vote*
 5. *put*
 6. *stop*
 7. *admit*
 8. *mix*
- Ask pairs to turn the base forms into gerunds and refer to the presentation if necessary.
- Review with the class. (1. Writing; 2. playing; 3. allowing; 4. voting; 5. putting; 6. stopping; 7. admitting; 8. mixing.)

- Have students read the rule about how infinitives are formed.
- To check comprehension, call on volunteers to name some infinitives. (Possible answers: To write, to play, to allow, etc.)
- Have students study the rule about uses of gerunds and the examples.
- Clarify any questions students might have about the grammatical functions; for example, subjects precede verbs in statements; direct objects follow verbs; objects of prepositions follow prepositions; subject complements follow *be*.
- Write the following on the board:
 1. *You should avoid talking to strangers.*
 2. *Skiing is his passion.*
 3. *I'm not interested in discussing politics.*
 4. *Her favorite pastime is sailing.*
- To check comprehension, ask students to underline the gerunds and identify their function. Ask students to compare answers with a partner.
- Review with the class. (1. *Talking*: direct object; 2. *skiing*: subject; 3. *discussing*: object of preposition *in*; 4. *sailing*: subject complement.)
- Have students study the rule about uses of infinitives and the examples.
- Write the following on the board:
 1. *I hope to see her this weekend.*
 2. *My plan is to go on vacation in July.*
 3. *To be informed is important.*
- Ask pairs to underline the infinitives and identify their function.
- Review with the class. (1. *To see*: direct object; 2. *to go*: subject complement; 3. *to be*: subject.)

A Using the sentences in the grammar . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Encourage students to refer to the presentation if they need help.
- To review, you can have students compare answers and do peer correction. Students should exchange papers and focus on checking for the correct usage of gerunds and infinitives.

Answers for Exercise A

Answers will vary, but may include the following:

1. a Voting is a right people have in democratic countries.
b He felt like voting for the radical candidate.
2. a She quit smoking last month.
b I look forward to smoking a cigarette.
3. a She is in favor of censoring books.
b His occupation is censoring movies.
4. a To permit eighteen-year-olds to vote wouldn't be a wise decision.
b They don't want to permit that kind of behavior.
5. a They need to lower the driving age.
b To lower the amount of fat in your diet is an excellent idea.

Gerunds and infinitives: review . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students read the first rule and the list of verbs.
- If students do not know the meaning of a verb, you may want to give an example with an explanation.
- Form pairs or small groups. Ask students to take turns making sentences using the verbs and gerunds.
- Have students read the second rule and the list of verbs.
- Answer any questions about meaning.
- Ask students to find new partners and take turns making sentences with infinitives.
- Have students read the third rule and the list of verbs.
- You may want to give examples: *Yesterday I began crying for no reason. Yesterday I began to cry for no reason.*
- Ask students to find new partners. Encourage them to make two sentences, one with a gerund and the other with an infinitive; for example, *I felt really sick, but I continued working. Even though I was sick, I continued to work.*

B Complete the paragraph . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Point out that students can refer to the list in the presentation or an expanded list in the Reference Charts on page 126.
- Have students compare answers with a partner. Then review with the class.

UNIT 10 Lesson 1

Prepositions of place: more usage

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students read the examples with *in*. Provide more examples: *The Galápagos Islands are in the Pacific Ocean. There are many active volcanoes in Ethiopia.* Then ask students to create their own examples.
- Have students read the examples with *on*. Provide more examples: *Cairo is on the Nile River. I spent my vacation on an island in the Caribbean.* Then ask students to create their own examples.
- Have students read the examples with *of*. Provide more examples: *Chile is west of Argentina. Mongolia is north of China.* Then ask students to create their own examples.

A Write the correct prepositions of place . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Complete the first item with the class. Remind students that an island is *in* a body of water, not *on* it.
- Have students compare answers with a partner and then review with the class.

Option: (+5 minutes) To provide more practice, have students choose a place they know well and use the prepositions to describe that place. Students can work in pairs or small groups. Encourage the class to focus on prepositions and to give each other feedback.

Proper nouns: capitalization

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the list of names that need capitalization. Say each category aloud and ask for more examples. Make necessary corrections.
- Have students study the information about proper nouns and the examples.
- Ask the class for any examples they know of proper nouns with more than one word; for example, *the Eiffel Tower*, *Times Square*, *the Great Wall*, *Ipanema Beach*, etc.
- Have students study the last explanation and the examples.
- Write the following on the board:
 1. *the story of my life*
 2. *six legends to remember*
 3. *adventures in the mountains*
 4. *tales of the jungle*

- Tell students to imagine the phrases on the board are titles of books. Ask students to say which words should be capitalized. (1. The Story of My Life; 2. Six Legends to Remember; 3. Adventures in the Mountains; 4. Tales of the Jungle.)

B On a separate sheet of paper, . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Review the example with the class.
- Have students compare answers with a partner. Encourage them to refer to the presentation if necessary.
- Review with the class.

Answers for Exercise B

1. My cousins are studying French.
2. The Leaning Tower of Pisa is in northern Italy.
3. It's on the southern coast of Australia.
4. I visit the City Museum of Art every Saturday.
5. My uncle Jack works for the United Nations.
6. The Channel Tunnel between England and France was completed in 1994.
7. She graduated from the University of Washington.
8. We liked the movie about the Great Wall of China.
9. My son is in the College of Sciences.
10. His father speaks Korean and Japanese fluently.
11. Their grandson was born last March.

Proper nouns: use of *the*

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students study the explanations and the examples.
- Point out the last use of *the* in the presentation and explain that an acronym is a word made up from the first letters of the names of something.
- Write the following on the board:
 1. *the Indian Ocean*
 2. *the World Meteorological Organization*
 3. *South Korea*
 4. *the Czech Republic*
 5. *the Pyrenees*
 6. *the Bay of Biscay*
 7. *NASA*
- Ask students to number the rules in the presentation from 1 to 7. Then have them match the examples with the explanations. (1. 4; 2. 6; 3. 5; 4. 2; 5. 3; 6. 1; 7. 7)

Option: (+5 minutes) To provide more practice, form groups of three or four. Bring in newspapers in English. (If no newspapers in English are available, and there's an Internet connection, students can visit the CNN or BBC websites.) Student A scans the text to find three names of countries, organizations, or geographical areas. Then he / she writes them on a slip of paper with no capitalization. If the names include *the*, they can be written with or without *the*. Then he / she gives the slip of paper to Students B and C, who capitalize the names and add *the* wherever necessary. Student A corrects his / her partners' work. Then students change roles.

C Correct the errors . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Complete the first item with the class.
- Have students compare answers with a partner. Then review with the class.

UNIT 10 Lesson 2

Infinitives with *enough*

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the presentation and the examples.
- To check comprehension, write the following on the board:

1. strong	a. stay home
2. tall	b. reach the shelf
3. sick	c. drive on his / her own
4. old	d. lift that suitcase
- Ask students to work in pairs and match a numbered adjective with a lettered phrase to write statements using *enough* + an infinitive.
- Ask several pairs to read their answers. Make necessary corrections. (Possible answers: 1. He's not strong enough to lift that suitcase. 2. She's tall enough to reach that shelf. 3. I'm sick enough to stay home. 4. She's not old enough to drive on her own.)
- Draw attention to the *Be careful!* note.
- To check comprehension, write the following on the board:

1. She's very young. She cannot vote. (young)
2. He's 21 years old. He can vote. (old)
- Have students combine the sentences using the words in parentheses and *too* or *enough*, as needed. (1. She's too young to vote. 2. He's old enough to vote.)
- Review with the class.

A On a separate sheet of paper, . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Complete the first item with the class. You may want to write students' ideas on the board; for example, *He's tall enough to be a model. He's tall enough to reach the shelf.*
 - Have students compare answers with a partner.
 - To review with the class, call on volunteers to read their sentences aloud.
- Option: (+3 minutes)* To provide more practice, ask students to describe people in their family, friends, or other people they know using *too* or *enough* plus an infinitive; for example, *My sister is beautiful enough to be a model. My brother is too lazy to get a job.*

Answers for Exercise A

Answers will vary, but may include the following:

1. He's tall enough to reach the shelf.
2. He isn't strong enough to lift that box by himself.
3. She's thirsty enough to drink three glasses of water.
4. She isn't hungry enough to eat now.
5. The movie was interesting enough to keep me awake.
6. The movie wasn't exciting enough to see again.

B On a separate sheet of paper, . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- You may want to have students write the sentences in pairs.
- To review, ask each pair / student to read a sentence. Encourage the class to make necessary corrections.
- You may want to write the correct sentences on the board.

Writing Booster

Note about the Writing Booster

These teaching notes and suggested teaching times are provided if you choose to use the Writing Booster in class.

UNIT 1

Formal e-mail etiquette

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Have students read the presentation about e-mails.
- To check comprehension, ask *What is acceptable when communicating with a friend, but unacceptable when writing a business e-mail?* (Making spelling errors, making grammar errors, using emoticons, using abbreviations, writing in informal style.)
- Have students read the *Do's* and *Don'ts* for formal e-mails.
- To check comprehension, write the following on the board:
 1. salutation
 2. sentences
 3. spelling
 4. capital and lowercase letters
 5. punctuation
 6. complimentary close
 7. ending your message
 8. emoticons and abbreviations
 9. dating your e-mail
- Ask students to close their books. Call on volunteers to choose a topic from the board and explain a rule for writing formal e-mails; for example, *If you are on a first-name basis, you can use a person's first name in the salutation.*

FYI: Point out that e-mail can be used as a count noun or a non-count noun; for example, *I sent her an e-mail.* (count) *E-mail is fast and convenient.* (non-count)

A Circle all the formal e-mail . . .

- Have students compare answers with a partner.
- Encourage students to use the information in the box to explain the errors.

Answers for Exercise A

Use “Dear” and “first name” and a colon: “Dear Glenn:”

Don't use abbreviations: “you”

Don't write sentence fragments.

Don't use informal language: “in your office”

Don't use numbers to replace words: “to”

Don't make spelling errors: “discuss”

Use a period at the end of sentences. “I know you love long meetings.”

Don't use abbreviations or informal language: “Let me know if you want to change the time.”

Use a complimentary close and end with your name.

B Guidance for the Writing Exercise (on page 12)

- After students have written their e-mail messages, have them use the *Do's* and *Don'ts* as a checklist to edit their writing.
- Encourage students to make any necessary corrections.

UNIT 2

Comparisons and contrasts

Suggested teaching time:	20–30 minutes	Your actual teaching time:	
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- Have students study the presentation about comparisons.
- To check comprehension, have pairs write a sentence expressing the similarities between two people, cars, restaurants, etc. For example:

My sister and I are alike in some ways. We both like to sing.
My sister likes dancing, and I like it, too.
- To review, call on pairs to share their sentences with the class.

- Have students study the presentation about contrasts.
- To check comprehension, have the same pairs write new sentences expressing the differences between the two items they previously discussed. Encourage them to provide details. For example:
*I'm also different from my sister in a number of ways.
 I like singing and dancing in public, but my sister doesn't.
 I like to wear dresses and skirts. In contrast, my sister wears jeans and sneakers.*
- To review, call on pairs to share their sentences with the class.

FYI: You may want to point out that although it is often heard, it is not correct to say *different than* instead of *different from* since *different* is not a comparative form.

A On a separate sheet of paper, . . .

- Complete the first item with the class.
- Have students compare answers with a partner. Then review with the class.

Answers for Exercise A

1. There's nothing scarier than having a toothache while traveling. Likewise, feeling short of breath while on the road can be a frightening experience.
2. Both painkillers and antihistamines can be bought without a prescription.
3. A broken tooth requires a visit to the dentist, and a lost filling does, too.
4. You may have to wait for the results of an X-ray. Similarly, the results of a blood test may not be ready for several days.
5. An X-ray doesn't take much time to do, and a blood test doesn't either.

B On a separate sheet of paper, . . .

- Complete the first item with the class.
- Have several students write their answers on the board.

Option: (+10 minutes) For further practice of the language of comparisons and contrasts, write the following chart on the board (without the questions):

Food	Getting around	Vacations
<i>How do you like your coffee? Do you like international food?</i>	<i>Do you take the train to work? Do you enjoy driving?</i>	<i>What do you like to do when you are on vacation? What is your favorite destination?</i>

With the class, brainstorm simple interview questions for each topic and write them on the chart. Have pairs of students take turns asking and answering the questions in the chart as well as asking other follow-up questions. Then have students report their findings, using the language of comparisons and contrasts from the presentation on pages 146 and 147. For example:

*Hans doesn't take sugar in his coffee, and Joanna doesn't either.
 Unlike me, Sheila loves Mexican food.
 Samuel enjoys visiting crowded cities. However, Sandra loves going to quiet, isolated places.*

Answers for Exercise B

Answers will vary, but may include the following:

1. If you feel pain in your back, you can try taking a painkiller. On the other hand, if you have pain in your chest, you should see a doctor.
2. While homeopathy is fairly common in Europe, it is not as popular in the United States.
3. Unlike other types of treatments, spiritual healing uses the mind or religious faith to treat illnesses.
4. Conventional medicine and acupuncture have been used for thousands of years, whereas homeopathy was only introduced in the late eighteenth century.
5. Many people choose conventional medicine first when they need medical help. However, about 80% of the world's population uses some form of herbal therapy for their regular health care.

C Guidance for the Writing Exercise (on page 24)

- Draw the following chart on the board:

	Treatment 1: _____	Treatment 2: _____
Similarities	1. 2. 3.	1. 2. 3.
Differences	1. 2. 3.	1. 2. 3.

- Have students copy the chart to write notes about the similarities and differences between the two treatments they chose. Ask them to use the ideas in their charts to write their sentences.
- Walk around the room and provide help as needed.

UNIT 3

Supporting an opinion . . .

Suggested teaching time:	20–30 minutes	Your actual teaching time:	
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- Have students read the expressions and the examples.
- Ask *Which expressions are followed by a comma?* (In my opinion, / To me, / From my point of view.) *Which expressions are followed by a clause?* (I believe / I find.) Point out that *that* can be omitted after both *I believe* and *I find*.
- To provide practice, call on several students to express their opinions about procrastinating; for example, *In my opinion, putting things off is not a problem as long as you get them done in the end. / I believe you can't do a good job if you're not well organized.*
- Draw students' attention to the Note. Explain that a comma is used for all of the expressions when the expression is at the end of the sentence.
- Have students read the personal examples.
- To check comprehension, write the following on the board:
I leave things for the last minute. For example, . . .
For instance, . . .
Whenever . . .
Every time . . .
When I . . .
- Have pairs complete the sentences on the board with actions; for example, *paying bills, exercising, writing a report, buying gifts, fixing the car, finishing my homework*, etc. Encourage students to be creative.
- To review, call on a few volunteers to share their sentences with the class.
- Draw attention to the *Be careful!* and the *Remember* note. Tell students to use a period before *For example* and *For instance* and a comma before *such as*.

FYI: It is also permissible to use a semicolon before *for example* and *for instance*. In that case, *for* is not capitalized. However, because many learners tend to overuse semicolons and use them incorrectly, it is recommended that they separate two sentences with a period.

A On a separate sheet of paper, . . .

- Have students answer the questions individually. You may want to encourage them to support their views with an example.
- Have students compare answers with a partner.
- To review with the class, have several students share their answer to each question.

Answers for Exercise A

Answers will vary, but may include the following:

1. From my point of view, children should study the arts in school because it gives them the chance to express themselves freely.

2. In my opinion, extroverts aren't better people than introverts, but they are probably friendlier and more fun to be with.
3. I believe it's OK to wear casual clothes in an office as long as you look clean and neat.

B On a separate sheet of paper, . . .

- Complete the first item with the class. Encourage several students to give examples. You may want to write them on the board; for example, *Every time I start working on a new project, I write a to-do list. For example, I always plan my vacations months ahead.*
- To review with the class, have several students share their examples.

Option: (+5 minutes) For further practice, have students write a sentence describing an aspect of their personality and have them support it with an example. Form pairs and have students share their sentences. To review, call on students to describe their partner, using the information they previously shared. Encourage the use of examples.

Answers for Exercise B

Answers will vary, but may include the following:

1. For example, I always make to-do lists on my calendar.
2. Whenever they have a lot of things to do, they do the easiest things first.
3. When I get a bill, I put it on a shelf, and I often forget about it.
4. I've never had a hard time doing things on time, such as paying bills or calling people on their birthdays.

C Guidance for the Writing Exercise (on page 36)

- Ask students to write a sentence stating their opinion on the topic they chose.
- Encourage them to use different expressions to introduce examples from the presentation on pages 147 and 148.
- Walk around the room and provide help as needed.
- Encourage students to use all or some of their examples in their writing.

UNIT 4

Summarizing

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
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- Have students read the presentation about how to write a good summary.
- Direct attention to item 1. With the class, choose a story all students know, such as a fairy tale. One by one, ask the basic *Who?*, *What?*, *When?*, *Where?*, *Why?*, and *How?* questions about the story. Call on volunteers to answer them.
- Direct students' attention to item 2. Call on volunteers to identify the main ideas of the story they discussed in the previous activity. Then ask them to share a few details.
- Finally, direct students' attention to the basic information questions in the note on the right.

A Practice answering basic information . . .

- Have students work in pairs. Have pairs choose a movie they have both seen.
- Ask students to read the questions and then write their own question about the movie.
- Elicit answers to as many questions in the exercise as possible.
- To review with the class, have pairs use the questions as a guide to tell the class about the movie they discussed.

B Practice focusing on main ideas. . . .

- Have students read the article for meaning. Ask them to read it again and underline the main ideas.
- Then have students read it a third time to confirm the main ideas they underlined and then cross out any sentences that are really just details.
- Finally, have students read the summary on the right.
- Ask students to work in pairs. Have them compare the main ideas they underlined with the information in the summary.

C Guidance for the Writing Exercise (on page 48)

- Have students answer as many questions as they can. You may want to ask them to answer the questions in note form instead of in complete sentences.
- Move around the room and provide help as needed.
- Have students use their answers to write the summary within their reviews.

UNIT 5

Organizing detail statements . . .

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
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- Have students read the presentation about organizing details by order of importance.
- Point out that we can order details by beginning with the most important one first. Ask *What expressions can we use to introduce the most important detail?* (First, First and most important.) *What expressions can we use to introduce details that come next in importance?* (Second, Next, Following that.) *What expressions can we use to introduce details that are less important than the ones already mentioned?* (Last, Finally.)
- Point out that it is also possible to start with the least important detail and build to the most important.
- Have students read the ways to construct a paragraph in the note on the right.
- Ask *What is a topic sentence?* (A sentence that gives information about the main ideas or details contained in a paragraph.) *What are two ways to construct a paragraph that includes supporting details?* (We can state the main idea in the topic sentence and then explain the details in the sentences that follow. OR We can state the details in order of importance in the topic sentence and then give more information about them.)

A On a separate sheet of paper, . . .

- To help students prepare for the exercise, ask them to recall the expressions they have learned that help organize the importance of details. Write them on the board:

<i>First</i>	<i>Second</i>	<i>Last</i>
<i>First and most</i>	<i>Next</i>	<i>Finally</i>
<i>important</i>	<i>Following that</i>	
- Ask students to read the paragraph for meaning.
- Have them read it again and insert words from the board into the paragraph.
- Then have students compare answers with a partner. Finally, review with the class.

Option: (+5 minutes) Form small groups. Have students take turns telling their partners about something they know how to do. It can be a simple activity, such as driving a car or making a sandwich. Encourage them to use the words they practiced in this unit; for example, *Driving a car with an automatic transmission is not difficult. First, check that the car is in “park” and start the engine. Next, put your foot on the brake pedal and move the gear shift to “drive.” Finally, put your foot on the accelerator and press gently.*

Answers for Exercise A

Answers will vary, but may include the following: Here are some things not to forget when preparing for an emergency. First, / First and most important, call your relatives who live in other places, telling them where you are so they don't worry. Second, / Next, / Following that, have a discussion with all family members about the importance of listening to emergency broadcasts. Next, / Following that, keep a supply of blankets and warm jackets in case of power outages or flooding. Last, / Finally, be sure to follow all emergency instructions carefully: your life and the life of your family could depend on it.

B Guidance for the Writing Exercise (on page 60)

- Have students complete the chart individually.
- Place students who have chosen the same or a similar type of emergency in small groups. Ask them to compare their charts and explain their choices.
- Encourage students to use the information in their charts as a guide when writing about how to prepare for an emergency.

UNIT 6

Dividing an essay into topics

Suggested teaching time:	20–30 minutes	Your actual teaching time:	
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- Ask students to look at the pictures in the Oral Review on page 73. Ask *What story do these pictures tell about?* (The lives of Michael and Carlota.)
- Have students read the presentation.
- Have students look at the pictures again. Call on a volunteer to read the headings aloud. (1980. Their parents' plans and dreams for them. / 1990. Their wishes and dreams for themselves. / Now. Their actual choices and regrets.)
- Ask *Why are these headings useful?* (Because they help organize the information in the story.)
- Then ask *In a piece of writing, why are headings useful?* (Because they indicate the topic of each paragraph and they help the reader understand the text.)

A Read the following short biography . . .

- Have students read the biography for meaning.
- Review the example with the class. Ask *Why is Early life an appropriate heading for this paragraph?* (Because it is about Van Gogh's early days—where and when he was born, his childhood, and what he did as he grew up.)
- Have partners discuss the main ideas in each paragraph before writing their own topic headings. Students can write the headings individually or in pairs.
- Review with the class.

B Guidance for the Writing Exercise (on page 72)

- Review the headings in the box.
- Brainstorm other headings with the class. Write them on the board: *My home, My favorite pastimes, My friends, School days, Changes.*
- Ask students to choose suitable headings for their autobiographies and then write notes for each heading they chose. Move around the room and provide help as needed.
- Encourage students to refer to their notes as they write their autobiographies.

UNIT 7

Descriptive details

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
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- Have students read the presentation and study the examples.
- Ask pairs to write an additional example for each of the four senses.
- To review, call on volunteers to read their examples aloud.
- Draw students' attention to the patterns in the box.
- Write the following on the board:
 1. *The clouds / sky / sun look(s) like ____.*
 2. *The buildings / shops / flowers are as ____ as ____.*
 3. *The people / beaches / streets are so ____ that ____.*
- Have pairs complete each sentence with their own ideas.
- To review, call on volunteers to share their sentences with the class.

A On a separate sheet of paper, . . .

- Complete the first item with the class; have several students share their ideas and write them on the board; for example, *Her kitchen always smells like a freshly-baked apple pie.*
- Have students write their sentences individually or in pairs.
- Review with the class by having students share their sentences.

Option: (+5 minutes) For further practice, have pairs choose one of the pictures on page 74 and write a description of what is happening in the picture. Encourage them to use their imaginations and include descriptive details and some of the patterns they learned in this section. To review, call on volunteers to read their descriptions aloud.

B Guidance for the Writing Exercise (on page 84)

- Remind students to use the patterns they previously learned to express some of the details.
- Encourage students to write as many sentences as they can, and then choose the ones they want to include in their writing. Walk around the room and provide help as needed.

UNIT 8

Summary statements

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
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- Ask students to read the presentation.
- To check comprehension, ask *Why is it a good idea to include a summary statement at the end of an essay?* (Because it reminds the reader of the main ideas that were presented.)
- Have students read the short essay on the right.
- To check comprehension, ask *What is the essay about?* (How to plan ahead and prepare for a problem with your car.)
- Have students read the summary statement again. Help them become aware that the main idea of the essay is expressed in the summary statement.

A Read the following paragraphs . . .

- Ask students to read the text for meaning.
- Have students read the text again and underline the main ideas.
- Then ask students to compare the sentences they underlined with a partner.
- Review the main ideas with the class.
- Have students write their summary statements individually or in pairs. Then review with the class.

B Guidance for the Writing Exercise (on page 96)

- Ask students to identify the main ideas in their paragraphs. Encourage them to underline one or two sentences in each paragraph.
- Have students use the information they underlined to write their summary statements in a final paragraph.

UNIT 9

Contrasting ideas

Suggested teaching time:	20–30 minutes	Your actual teaching time:	
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- Have students read the presentation.
- Have them read aloud the list of *Pros* and *Cons* to the right of the presentation.
- To check comprehension, ask *What words can we use to tell the reader that a contrasting idea will follow?* Write them on the board as students say them.
 - in contrast*
 - on the one hand / on the other hand*
 - however*
 - nevertheless*
 - even though*

- Clarify any questions students may have about the words.
- Then ask *How can we organize an essay that contrasts ideas?* (We can write the pros in one paragraph and the cons in another paragraph. OR We can write the pros and cons in the same paragraph, using contrasting sentences.)

Option: (+5 minutes) To provide practice of the language used for contrasting ideas, have pairs choose contrasting items from each list (pros and cons) and write sentences using some of the words in the box or their own ideas. For example:

On the one hand, the government should not interfere in the decisions of adults. But on the other hand, if they don't, people who don't have good judgment may make the wrong decision.

Some people think that wearing a helmet messes up their hair. In contrast, other people think that a helmet looks cool.

A The essay is organized . . .

- Have students read each paragraph for meaning.
- Encourage students to write a summary of about 50 words. You can have students write it individually or in pairs.
- To review with the class, call on volunteers to read their summaries aloud.

B Guidance for the Writing Exercise (on page 108)

- Encourage students to write 4–5 items on each list. Walk around the room and provide help as needed.
- Before students write about the issue they chose, ask them to decide if they will present the pros and cons together using contrasting sentences, or write the pros in one paragraph and the cons in the other.

B Guidance for the Writing Exercise (on page 120)

- Point out the examples of the simple maps on the right.
- Have students draw their own maps individually and divide them into sections as they would organize their writing. Encourage students to include as many details as possible such as key cities / towns, lakes, mountains, parks, etc.
- To help students prepare for writing, form pairs and have students take turns describing to their partners the places they chose as they point to the map they have drawn.
- Remind students to use the language of spatial relations.
- Encourage students to use their maps as they write, organizing their ideas by spatial relations.

UNIT 10

Organizing by spatial relations

Suggested teaching time:	20–30 minutes	Your actual teaching time:	
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- Have students read the presentation and the examples.
- Summarize the ideas in the box by writing the following on the board:
 1. Choose a point: [a city, state, province, etc.]
 2. Describe its location. [It is on the west coast, on the Pacific Ocean.]
 3. Describe other things in relation to that point: [To the southeast of ____ is the city of ____.]
- Use an example from your country to give a description using the patterns on the board.
- Have pairs write their own examples for each item.
- To review, call on volunteers to give descriptions of places using the information they wrote.

A On a separate sheet of paper, . . .

- Ask students to find the places on the maps in Unit 10.
- Complete the first item with the class. Write students' ideas on the board.
- Have students write their sentences individually and then compare them with a partner.
- Review with the class.

Answers for Exercise A

Answers will vary, but may include the following:

1. In the middle of the country is the city of Cobán.
2. To the north of Anchorage is Denali National Park.
3. Along the coast are the cities of Sydney and Canberra.
4. To the north of Guatemala is Mexico.
5. In the center of the country is the city of Alice Springs.
6. East of Glacier Bay National Park is the city of Juneau.

Top Notch TV Teaching Notes

For some general guidelines on using the *Top Notch TV* sitcom and interviews, see the General Methodology document in the *Top Notch TV* folder on the ActiveTeach. **Note:** The Answer Keys included in these Teaching Notes provide answers to the Activity Worksheet exercises on the ActiveTeach.

UNIT 1

Sitcom: *I'm a little early, aren't I?*

Social language

- Make small talk
- Ask how someone would like to be addressed
- Explain customs

Grammar

- Tag questions

SCENE 1

PREVIEW

- Ask students these questions:
Have you ever pronounced someone's name incorrectly?
Do you usually ask people how to pronounce their name if you aren't sure?
How do you feel when someone mispronounces your name?

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
What is Marie doing? (preparing information for Mr. Rashid's group)
Is she in a rush? (yes)
What is slowing Marie down? (Mrs. Beatty is talking to her.)
What is Marie's family name? (LePage)
Does Mrs. Beatty pronounce it correctly? (no)
What is Marie's title? (Ms.)
What does Mrs. Beatty want to call Marie? (Ms. LePage) Why? (She loves the way it sounds.)
Where is Marie from? (Paris, France)
When Cheryl comes back, does Marie have the information for her? (no)
What does Cheryl do to help her? (She takes Mrs. Beatty to Mr. Evans's office.)

EXTENSION

Oral work

- Pair work: role play. Ask *How does Marie feel in this video? (stressed)* Does Mrs. Beatty realize this? (no) Have students role-play Marie and Mrs. Beatty and reenact their exchange in the video episode.
- Discussion. Ask *What does Marie tell Mrs. Beatty she can call her? (by her first name—Marie)* Then ask individual students *What do your friends call you? Your boss? Your colleagues? Your clients, if any?* As a class, make a list on the board of situations when it is appropriate to call people by their title and family names. Then make a list of situations when it is appropriate to call people by their first names.

Written work

- Pair work. Have students work in pairs to summarize the story in the video episode. Write these sentences on the board to help students begin:
Marie was working very hard on information for Mr. Rashid's group when Mrs. Beatty came into the office. Mrs. Beatty was early for her appointment with Mr. Evans . . .
- Pair work. Have students work in pairs to continue the conversation between Mrs. Beatty and Cheryl for a few more exchanges. Encourage students to use tag questions, especially for Mrs. Beatty's lines. Invite pairs to read their conversations to the class.

VIDEO SCRIPT

Marie is working very hard to finish something, but she is constantly interrupted by Mrs. Beatty.

Cheryl: Marie, can I have that information for Mr. Rashid's group? He'll be here in a few minutes.

Marie: I'm working as fast as I can. (to Mrs.

Beatty) Mr. Evans will be with you very soon.

Mrs. Beatty: That's fine. I'm a little early, **aren't I?**

Marie: Just a few minutes.

Mrs. Beatty: Is your last name pronounced "Le-PAIGE"?

Marie: It's "Le-PAHGE," actually.

Mrs. Beatty: Oh, that's beautiful.

Marie: Thank you.

Mrs. Beatty: Now, is it Ms. LePage or Mrs. LePage?

Marie: Um, it's Ms., but you can call me by my first name.

Mrs. Beatty: Do you mind if I call you Ms.

LePage? I love the way it sounds.

Marie: That's fine.

Mrs. Beatty: I'm keeping you from your work, **aren't I?**

Marie: I'm sorry. I'd love to talk, but I really have to get this done right away.
 Mrs. Beatty: I understand. You're not from here, **are you?**
 Marie: Excuse me?
 Mrs. Beatty: Your accent. You come from France, **don't you?**
 Marie: Yes. Paris, actually.
 Mrs. Beatty: That's nice. It sure is a beautiful day, **isn't it?**
 Marie: Mmm-hmm.
 Cheryl: Can I have that information?
 Marie: I'm not quite done.
 Cheryl: What's taking so long? *(to Mrs. Beatty)*
 Mrs. Beatty, I can take you to Mr. Evans's office. He'll be here shortly.
 Mrs. Beatty: Why, thank you. Beautiful day, **isn't it?**
 Cheryl: Yes, it is.

ANSWER KEY

- A. 1. c 2. b 3. c 4. a 5. b 6. a
 B. 1. You're not from here 2. You come from France 3. It sure is a beautiful day
 C. *Following are the expected answers. Students may produce variations that are also correct.*
 1. information for Mr. Rashid's group 2. Mrs. Beatty is talking to her 3. Mr. Evans's office

SCENE 2

PREVIEW

- Tell students to imagine they are traveling to a country they have never been to. Ask *What can you do to learn about the etiquette of the country? (for example, talk to a person from the country or someone who has been to the country; read books; look up information on the Internet)*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
Who has traveled to India many times? (Mr. Rashid)
Why does Paul need to learn Indian etiquette? (because a tourist group from India is coming next week)
How does Paul greet Mr. Rashid? (with a handshake)
Is this OK in Indian culture? (no) Why not? (It can be insulting, especially for women, since men and women generally do not touch.)
In Indian culture, what does waving one's hand mean? (It means "Go away.")
How should Paul greet the tourists from India? (He should fold his hands and say "Namaste.")
Is pointing with one's finger OK? (no) Why not? (It's considered impolite.)

What should Paul point with? (his chin)
Does Mr. Rashid say Paul is doing well learning the etiquette? (yes)

EXTENSION

Oral work

- Pair work: role play. Play the video with the sound off. Have students look at Paul's and Mr. Rashid's body language and identify what they are talking about. Then have students work in pairs to role-play Paul and Mr. Rashid in this episode.
- Discussion. Have students name the various things Paul learns from Mr. Rashid and write them on the board. Ask these questions:
Are any of the gestures Paul uses considered impolite in your culture?
What gestures are considered impolite in your culture?
Have you ever seen a tourist in your country use a gesture that was impolite?
Do you think it is important to learn the etiquette of a country before traveling there?

Written work

- Pair work. Pair students. Tell pairs that they will write information about etiquette in India for a travel website. Have them make a list of do's and don'ts using what they have learned from the video episode.
- Pair work. Have students work in pairs to write a thank-you letter for Paul to thank Mr. Rashid for what he has taught him.

LANGUAGE AND CULTURE NOTE: The *Namaste* is a gesture and bow used when greeting or parting with someone. It is also an expression of respect. The word *Namaste* in Sanskrit means *bowing to you*.

VIDEO SCRIPT

Mr. Rashid teaches Paul how to greet people from India.

Mr. Evans: Paul, we have our first group from India coming next week. Since Mr. Rashid has traveled to India many times, I've asked him to talk to you about etiquette in India. Mr. Rashid?

Mr. Rashid: Paul, why don't you greet me as if I were an Indian tourist? Ask me to come with you and show me to the tour bus.

Paul: OK. Hi, there! I'm Paul.

Mr. Rashid: If I were an Indian woman, you would have just insulted me. Women and men generally do not touch.

Paul: OK. Uh, hi, there.

Mr. Rashid: You just told me to go away.

Paul: Oh, I'm sorry.

Mr. Rashid: Oh, too close. You should stand this far away from someone. Instead of shaking hands, do this and say “Namaste.”

Paul: Namaste.

Mr. Rashid: Excellent. Now tell me to come with you to the tour bus.

Paul: OK. Come with me.

Mr. Rashid: This is a rude gesture in India. Do it like this.

Paul: Come with me.

Mr. Rashid: Good.

Paul: . . . to the bus over there. I know. I’ve just insulted you.

Mr. Rashid: Pointing with your fingers is considered impolite. Use your chin instead.

Paul: . . . to the bus over there. I’m never going to get this.

Mr. Rashid: You’re doing wonderfully.

Paul: Oh, thank you, Mr. Rashid.

Mr. Rashid: Oh, too close.

ANSWER KEY

- A. 1. True 2. False 3. False 4. True 5. True 6. False
- B. 1. a 2. c 3. b
- C. *Following are the expected answers. Students may produce variations that are also correct.*
- shake hands to greet someone, especially women
 - wave to say “Hello”
 - stand too close to another person
 - point with your finger



Top Notch Pop and Karaoke: *It’s a Great Day for Love*

UNIT 2

Sitcom: *Are you OK?*

Social language

- Describe symptoms
- Show concern

Grammar

- Modals *may, might, must*
- Be able to*

SCENE 1

PREVIEW

- On the board, write *Laughter is the best medicine*. Ask students *Have you ever heard this saying in English before? Do you think laughter can be the best medicine? In what situations?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
 - What is wrong with Paul? (He is sick; he feels awful.)*
 - What does Marie suggest? (He may have to go see a doctor.)*
 - Does Paul like doctors? (no)*
 - What does Bob suggest Paul is allergic to? (work)*
 - What does Bob say he used to want to be? (a doctor)*
 - Who is meeting with Mr. Evans in the café? (Dr. Anderson)*
 - Why does Cheryl want to ask Dr. Anderson to come up? (to take a look at Paul)*
 - What does Bob say is the best medicine? (laughter)*
 - Does Paul agree? (No. He says it hurts.)*

EXTENSION

Oral work

- Group work: role play. Play the video episode with the sound off. Have students look at Paul’s body language and identify the ailments and symptoms he is talking about. Then have them focus on the nonconventional medicine Bob jokingly suggests to Paul. Call on volunteers to role-play the episode.
- Discussion. Create a list on the board of the ailments and symptoms Paul has. (*He has a cold; he is sneezing; his back hurts; he has pain in his hip; his neck is bothering him; he has a stomachache.*) Ask individual students *What suggestion would you give Paul? Do you ever try nonconventional medical treatments?*

Written work

- Ask students to name the different nonconventional medical treatments Bob recommends to Paul and write them on the board (*acupuncture, an herbal remedy, spiritual healing*). Then have students write a paragraph stating what would be best for Paul.
- Have students write a list of questions that a doctor might ask Paul to find out what is causing his symptoms.

LANGUAGE NOTE: *My back is killing me* means *My back hurts very much.*

VIDEO SCRIPT

Paul is not feeling well, and Cheryl, Marie, and Bob try to give him suggestions.

Cheryl: Let’s get Ms. Novak’s tickets ready. She **may be** stopping by this afternoon.

Marie: Paul, are you OK?

Paul: No. I feel awful.

Cheryl: What’s wrong?

Paul: I’ve got this horrible cold. I’m sneezing, and my back is killing me. I’ve got this pain in my hip. My neck has been bothering me all day. And I have a stomachache.

Marie: You **may have to go** see a doctor.
 Paul: No! I hate doctors.
 Cheryl: I wonder what could be wrong?
 Bob: Maybe he's allergic to work.
 Paul: I'm not kidding here. I'm in pain.
 Bob: I used to want to be a doctor, you know.
 Say "Ahhh."
 Paul: Ahhh-choo!
 Bob: Now I remember why I didn't become a doctor.
 Cheryl: Paul, you really **must get** some medical help.
 Bob: A little acupuncture **might help** you feel better.
 Paul: Stay away from me.
 Cheryl: Dr. Anderson is meeting Mr. Evans downstairs in the café. Should we ask her to come up? She **may be able to help**.
 Marie: Great idea. I'll go get her.
 Bob: You **might prefer** an herbal remedy.
 Paul: Stop it.
 Cheryl: How long have you been feeling this way?
 Paul: I got the cold last night, and the pain in my back started this morning.
 Bob: Want to try a little spiritual healing?
 Paul: You're making me laugh.
 Bob: Laughter is the best medicine, you know.
 Paul: But it hurts!

ANSWER KEY

- A. 1. awful 2. see a doctor 3. work 4. the café
 5. Dr. Anderson 6. nonconventional 7. last night 8. this morning
 B. 1. cold 2. sneezing 3. back 4. hip 5. neck
 6. stomachache
 C. 1. acupuncture 2. herbal remedy 3. spiritual healing

SCENE 2

PREVIEW

- Ask *If you have a cold, should you stay home? Do you take medications when you have a cold? If yes, which ones?* Write a list of cold medications on the board.

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
Where does Dr. Anderson examine Paul? (in the Top Notch Travel office)
Does Paul have a cold? (yes)
Has Paul taken any medications lately? (yes) Which ones? (pain killer, cold tablets, nasal spray, cough medicine, vitamins, antacid, decongestant)
What does Dr. Anderson say about the medicine? (Paul has taken too much medicine in one day.)

Has Paul spent time with (or been with) someone who is sick? (yes—his friend Don)
How long has Don had a cold? (all week)
What did Paul do with Don yesterday? (lifted weights and ran)
Does Paul usually exercise this much? (no, he just started this exercise routine yesterday)
So why is Paul in a lot of pain? Is it because of his cold? (No. Paul is in a lot of pain because he exercised too much.)

EXTENSION

Oral work

- Discussion. Have students recall the list of medications Paul has taken. Write them on the board (*pain killer, cold tablets, nasal spray, cough medicine, vitamins, antacid, decongestant*). Ask students these questions:
For which symptoms do you think Paul took the different medications?
Which of these medications do you take when you are sick?
Have you ever taken too many different medications as Paul did? How did you feel?
- Pair work. Ask students *What advice do you think Dr. Anderson will give Paul?* Have students work in pairs to continue the conversation between Dr. Anderson and Paul for a few more exchanges. Invite students to perform their scenarios for the class.

Written work

- Tell students to imagine they are Dr. Anderson. Tell them to write up a report of her examination of Paul.
- Pair work. Pair students. Tell students they will create True and False quizzes. Have each pair write true and false statements about the video episode. Then combine pairs into groups of four and have them exchange quizzes and answer them. Finally, have the writers of each quiz check the answers.

VIDEO SCRIPT

Dr. Anderson comes to examine Paul.

Dr. Anderson: Say "Ahhh."

Bob: Cover your face, doc.

Paul: Ahhh.

Dr. Anderson: Well, you have a cold, that's for sure.

Cheryl: What about the other stuff? The pain in the back and the side . . . ?

Dr. Anderson: Have you taken any medications lately?

Paul: Just some over-the-counter stuff—pain killer, cold tablets, nasal spray.

Dr. Anderson: That sounds OK.
 Paul: And some cough medicine, vitamins, antacid.
 Dr. Anderson: That's a lot of medicine.
 Paul: And some decongestant.
 Dr. Anderson: That's too much medicine in one day.
 Marie: That **must be** why you're feeling so bad.
 Dr. Anderson: Have you been around anyone else who's sick?
 Paul: My friend Don has had a cold all week. We lifted weights last night for about an hour and ran five miles. He had to walk the last mile.
 Dr. Anderson: Is that your usual exercise routine?
 Paul: Yep. I started it yesterday.
 Dr. Anderson: Well, that explains it. You exercised too much.
 Paul: That's all?
 Dr. Anderson: That's all.
 Bob: A little chiropractic treatment **might help** you.
 Paul: Stay away from me.

ANSWER KEY

- A. 1. False 2. False 3. True 4. True 5. False
 6. True 7. False
 B. 1. pain killer 2. cold tablets 3. nasal spray
 4. cough medicine 5. vitamins 6. antacid
 7. decongestant
 C. *Following are the expected answers. Students may produce variations that are also correct.*
 1. He took too much medication 2. He got a cold from his friend Don 3. He exercised too much

Interview: Are you traditional in your medical ideas?

PREVIEW

- On the board, create two columns titled *Traditional medicine* and *Nontraditional medicine*. Ask students to give examples for each category. Take a poll of which type of medicine students use more.

REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
Does Joe use nontraditional medical treatments often? (no)
Does he think they could be good? (yes)
Does James use nontraditional medical treatments? (no)
What types of medicines does Vanessa prefer? (natural herbal medicines)

Is James comfortable with Western medicine and surgery? (yes) Why? (because of the research and proven facts behind it)
What does Joe think are disadvantages of Western medicine? (It sometimes makes a problem worse instead of better.)
Does Lisa use any nontraditional therapies? (yes) What kind? (She drinks a lot of tea.)
What does Vanessa do when she feels like she is coming down with something? (She takes an herbal medicine and drinks orange juice for the vitamin C.)
What does Vanessa do when she actually feels really sick? (She takes cough medicine.)

EXTENSION

Oral work

- Pair work: role play. Have students work in pairs to choose one of the interviewees and role-play the short conversation between the interviewer and the interviewee.
- Discussion. On the board, write the first interview question: *Are you traditional in your medical ideas?* Have students discuss the interviewees' answers and say who they are most like. Tell students to give examples of their preferences.

Written work

- Ask *Do you agree with Joe's statement that Western medicine can make a problem worse instead of making it better?* Have students write a paragraph explaining their point of view.
- On the board, write *What are the advantages of traditional Western medicine and surgery?* Have students write a paragraph answering this question. Tell them to say whether they agree with James's comment.

LANGUAGE NOTES: Joe says that *there's probably a lot of merit* in nontraditional treatments. This means there is probably a lot of value to them.

To come down with something means to get sick.

VIDEO SCRIPT

Interviewer: Are you traditional in your medical ideas? That is, do you kind of believe in Western medicine, or do you like to explore nontraditional treatments, such as acupuncture or homeopathic medicine?
 Joe: I don't explore nontraditional treatments as much as I would probably like to. I think there's probably a lot of merit in them, and they haven't been studied enough.
 James: I'm more traditional than anything else in my medication, in my medical practices.

Vanessa: I'm more for the naturalistic approach. I like, you know, more natural herbal medicines.

Interviewer: In your opinion, what are the advantages of traditional Western medicine and surgery?

James: I think the enormous amount of research and . . . and . . . proven fact that's behind our medicine just makes it . . . makes me feel more comfortable with it.

Interviewer: What do you see as maybe some disadvantages of Western medicine?

Joe: I think at times Western medicine can make the problem worse than trying to make the problems better.

Interviewer: Are there any nontraditional therapies that you use?

Lisa: I drink a lot of tea actually, so I guess that's pretty nontraditional.

Vanessa: Usually when I feel myself coming down with something, I will take an echinacea, which is an herbal medicine. I'll probably drink a lot of orange juice because vitamin C helps you. But if I feel really sick, then I'll take cough medicine.

ANSWER KEY

- A. 1. b 2. c 3. a
- B. takes an herbal medicine, drinks a lot of orange juice
- C. *Following are the expected answers. Students may produce variations that are also correct.*
1. *advantages:* There's an enormous amount of research and proven fact behind Western medicine.
 2. *disadvantages:* At times Western medicine can make a problem worse, instead of making it better.



Top Notch Pop and Karaoke: X-ray of My Heart

UNIT 3

Sitcom: *I need to get a package to Australia a.s.a.p.!*

Social language

- Request express service
- Recommend a service provider
- Plan a social event

Grammar

- Causatives

SCENE 1

PREVIEW

- Ask students *Have you ever been in an emergency situation where you needed express service? What was the situation? What was the express service?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
 - Who made the mistake with the travel documents? (Mr. Evans)*
 - What did he do? (He was supposed to give them to Mr. Wells, but he gave them to Mr. Rashid by mistake.)*
 - When does Mr. Wells need the documents? (the day after tomorrow)*
 - Why does he need them? (His group is flying in on Thursday.)*
 - What does Marie say she will do? (She will call the courier.)*
 - What will Paul do? (He will reprint the tour information.)*
 - Will Paul also print the travel guides? (no) Why not? (because he can't print twenty-five copies that fast)*
 - Where will they have the travel guides printed? (at Harper's)*
 - Why won't they have the travel guides printed at Copies To Go? (because Harper's is faster and much more reliable)*
 - What will Bob do? (He will reprint the tickets.)*
 - Who is Mr. Evans calling? (his tailor) Why? (because his sleeves are too long)*

EXTENSION

Oral work

- Discussion. Ask students these questions:
 - Do you think Mr. Evans has a good staff?*
 - Do they handle the problem well?*
 - Which workers are more active?*
 - Which are less active?*
 - Which of the workers are you most like? Why?*
- Group work: role play. Divide the class into groups of four. Tell students to imagine that Marie, Cheryl, Paul, and Bob are having dinner after their hectic afternoon getting the package of travel documents out. Have students role-play the four friends to talk about what happened. To help students begin, write on the board:
 - Cheryl: Can you believe that Mr. Evans was calling his tailor during the meeting?*

Written work

- Pair work. Have students work in pairs to summarize the story in the video episode. Write this sentence on the board to help them begin:
 - Mr. Evans had a meeting with his staff this afternoon . . .*

- Pair work. Pair students. Have students focus on Mr. Rashid. Tell them to imagine that he arrives in Lebanon and opens the big white envelope Mr. Evans gave him. He calls Mr. Evans to tell him about the mistake. Write these lines to help students begin. Have them continue for a few more exchanges.
Mr. Rashid: Hello, Mr. Evans? This is Mr. Rashid.
Mr. Evans: Hello! How are you? I was expecting your call, actually.

VIDEO SCRIPT

Mr. Evans misplaced some travel documents, and the staff scrambles to reproduce the documents and have them sent to the right client.

Mr. Evans: Now, about the travel documents for the Australian group. We've **had** everything **mailed** to them, right?

Cheryl: Mr. Evans, we gave you the package of travel documents to give to Mr. Wells the other night at dinner, before he flew home to Sydney.

Mr. Evans: A white envelope about this big?

Cheryl: Yes.

Mr. Evans: I gave it to Mr. Rashid before he left for Lebanon.

Cheryl: Oh, Mr. Wells needs those documents the day after tomorrow! His group is flying in on Thursday.

Marie: I'll call the courier. If they can pick up a package by 5:00 P.M., we should be OK.

Paul: That gives us an hour. I'll reprint the tour information, but what about the travel guides? I can't print twenty-five copies that fast.

Cheryl: I'll call Copies To Go and **have** them **reprint** the travel guides.

Marie: They can't do a rush job. Call Harper's instead. They're faster and much more reliable. *(on the phone)* Hello, National Express? I need to get a package to Australia a.s.a.p.!

Paul: If Harper's can't make the color copies that fast, we'll take black and white.

Cheryl: Bob, are you reprinting the tickets?

Bob: Yep.

Cheryl: *(on the phone)* Hello. I need to **get** twenty-five color documents **printed** right away.

Mr. Evans: *(on the phone)* Yes, it's very much a hurry.

Cheryl: Who are you calling, Mr. Evans?

Mr. Evans: What's that? Oh, uh . . . my tailor.

Cheryl: Your tailor?

Mr. Evans: These sleeves are too long, and they're driving me crazy.

ANSWER KEY

- A. 1. c 2. c 3. c 4. b 5. a 6. b
 B. 1. Marie 2. Cheryl 3. Paul 4. Bob

C. Following are the expected answers. Students may produce variations that are also correct.

1. have the package picked up / have them pick up the package
2. have the travel guides reprinted / have them reprint the travel guides
3. they're faster and much more reliable
4. his tailor, his sleeves are too long

LANGUAGE NOTE: *a.s.a.p.* means as soon as possible.

SCENE 2

PREVIEW

- Ask individual students *Imagine you have to organize a party or dinner for your company. Which is better? To do everything yourself, or to ask for help? Why?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
Who is the party next week for? (Mr. Wells's group)
Who has Mr. Evans asked to organize a party? (Cheryl)
What does Cheryl ask Marie to do? (choose a restaurant)
What does Cheryl ask Bob to do? (choose the menu)
What does Cheryl ask Paul to do? (plan the music)
Is it difficult for Marie to choose a restaurant? (no) Why not? (She only has to choose between two restaurants.)
What is the name of the restaurant she chooses? (The Green Room)
What does Bob want on the menu? (steak and potatoes)
What does the client want? (fish or chicken)
Which does Bob choose? (chicken)
Is it difficult for Paul to plan the music? (no) Why not? (Cheryl already has a list of music choices.)
Is Paul happy? (no) Why not? (because he does not have much to do)
Does Mr. Evans think Cheryl did a good job? (yes)

EXTENSION

Oral work

- Discussion. Ask students *Is anyone here like Cheryl when it comes to organizing? If you were Marie, Bob, or Paul, would you mind Cheryl doing all the work?*
- Group work: role play. Divide the class into groups of four. Have students role-play Cheryl, Marie, Bob, and Paul and reenact the meeting in the video episode. Encourage students role-playing Marie, Bob, and Paul to use their facial expressions to convey the characters' feelings.

Written work

- Have students write Cheryl's to-do list after Mr. Evans asked her to plan the party. Tell students to use information from the video episode. For example, *Call Mr. Wells and ask for food preference. Call restaurants for prices for a party room.*
- Pair work. Tell students their boss has asked them to plan a party. Have students work individually to create a list of restaurants, a choice of menus, and a selection of music. Then have students exchange papers with a partner and select a restaurant, a menu, and music for the party.

VIDEO SCRIPT

Bob, Paul, and Marie help Cheryl plan a party for a client.

Mr. Evans: Thank you, everyone, for fixing my mistake with Mr. Wells. Now, I've asked Cheryl to plan a party for his group next Friday. I'd like for everyone to help. Cheryl, do you have a plan?

Cheryl: Yes, I do. Marie, I'd like to **have** you **choose** a restaurant for the party.

Marie: I'd love to!

Cheryl: Bob, I'll let you choose the menu.

Bob: You will?

Cheryl: Paul, could you plan the music?

Paul: Yes!

Cheryl: Good. Now, Marie, I called ten restaurants and **had** them **give** us a price for a party room. These two had the best prices.

Marie: The Green Room is a nice restaurant.

Cheryl: Great! That's my favorite, too. Now, Bob, about the food . . .

Bob: I was thinking steak and potatoes and . . .

Cheryl: Well, the client asked for fish or chicken. So I **had** the restaurant **put** together a menu with each. Which do you like better?

Bob: I like chicken more than fish, I guess.

Cheryl: Great! Chicken it is. Now Paul . . .

Paul: Let me guess. You have a list of music choices.

Cheryl: Yes!

Paul: These look fine.

Cheryl: Great! I think we're all done.

Mr. Evans: You see how easy it is to plan something when we do it all together?

Marie: So glad we could help.

ANSWER KEY

- A. 1. True 2. True 3. False 4. False 5. True
B. 1. c 2. a 3. c 4. c 5. b 6. a 7. b
C. 1. choose a restaurant for the party 2. choose the menu 3. plan the music



Top Notch Pop and Karaoke: *I'll Get Back to You*

UNIT 4

Sitcom: *May I ask you what you're reading?*

Social language

- Agree to lend something
- Describe reading material

Grammar

- Noun clauses

SCENE 1

PREVIEW

- Ask students these questions:
Are comic books popular in your country?
Do you read comic books?
With what age group are comics most popular?

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
Is Bob eating alone? (No. Paul and Marie went to get newspapers.)
What does Bob say he is reading? (A History of the World)
Why is Mr. Evans surprised? (because Bob is reading nonfiction over lunch; he heard that it's a very difficult book)
Does Bob agree that it's a very difficult book? (No. He says it's a pretty easy read.)
What kind of books does Mr. Evans usually prefer? (fiction—thrillers, mysteries, and science fiction)
Why is Bob surprised? (because Mr. Evans also reads science fiction)
Does Bob say he is learning a lot from his book? (yes)
What does he say he is reading about? (Great Britain)
What happens when Mr. Evans looks at the book? (He sees that Bob is actually reading a comic book.)
What does Mr. Evans want to borrow from Bob? (A History of the World)
What does Bob think Mr. Evans wants to borrow? (the comic book he's reading)

EXTENSION

Oral work

- Pair work: discussion. Write on the board *I usually prefer _____ myself. You know, _____, _____ . . . There's nothing like curling up with a good _____, is there?* Ask students to fill in the blanks with words Mr. Evans says. (*I usually prefer fiction myself.*

You know, *thrillers, mysteries* . . . There's nothing like curling up with a good *science fiction novel*, is there?) Then have students work in pairs to read the sentence with their own preferences and discuss.

- Pair work: role play. Tell students to imagine that Cheryl comes into the restaurant and catches Bob reading his comic book. Have students work in pairs to role-play a conversation between Bob and Cheryl.

Written work

- Ask Why do you think Bob is surprised that Mr. Evans reads science fiction? Why do you think Mr. Evans tells him not to tell anyone? Have students write a paragraph to explain Bob's and Mr. Evans's reactions and their own opinion of science fiction.
- Have students summarize the story in the video episode. Write these sentences on the board to help them begin: *Mr. Evans joins Bob for lunch. Bob is reading a book . . .*

LANGUAGE NOTE: Bob says, "Cheryl hates when I read comics." The more grammatically accurate expression should be "Cheryl hates *it* when I read comics." The word *it* is dropped because it's casual speech.

VIDEO SCRIPT

Bob is reading a book and eating lunch in the café when Mr. Evans enters to join him.

Mr. Evans: Hello, Bob. Dining alone?

Bob: Paul and Marie went to get newspapers.

Mr. Evans: Do you mind **if I join you?**

Bob: Please, sit down.

Mr. Evans: May I ask **what you're reading?**

Bob: Um . . . *A History of the World*.

Mr. Evans: The bestseller? I'm very impressed! Reading nonfiction over lunch! I hear **that it's a very difficult book**.

Bob: Oh . . . uh, no. It's a pretty easy read. I . . . I can't put it down, actually.

Mr. Evans: A real page-turner, huh? Do you think **I could borrow it** when you're done?

Bob: Sure.

Mr. Evans: I usually prefer fiction myself. You know, thrillers, mysteries . . . There's nothing like curling up with a good science-fiction novel, is there?

Bob: You read science fiction, too?

Mr. Evans: Don't tell anyone. Are you learning a lot from your book?

Bob: Uh, yes. I think so.

Mr. Evans: So tell me **what you're reading about right now**.

Bob: Um . . . this part is about Great Britain.

Mr. Evans: Really? Do you mind **if I take a look?**

Bob: Cheryl hates when I read comics.

Mr. Evans: Then I can understand **why you can't put the book down**. Do you think **that I could borrow it**, then?

Bob: I'm still reading this one, but I have another one I can loan you.

Mr. Evans: I meant this one.

Bob: Oh, help yourself.

ANSWER KEY

A. 1. False 2. True 3. False 4. True 5. True
6. False

B. 1. b 2. b 3. a 4. b

C. 1. what you're reading about right now 2. if I take a look 3. why you can't put the book down 4. that I could borrow it

SCENE 2

PREVIEW

- Ask students *Do you read newspapers? If yes, what kind? Can you believe everything you read in them?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.

What is the first story Paul mentions from his paper? (A tornado carried a woman 300 miles and she lived to tell about it.)

What does Marie ask Paul? (if he knows that the story is not true)

How does he reply? (He says that it's in the paper, so it must be true.)

What does Marie say Paul should read for real news? (the paper she is reading)

What does Paul say about her paper? (that it's boring)

What does Marie say about the headlines in Paul's paper? (that they are offensive)

What does Paul say about the headlines in Marie's paper? (that they are offensive)

Do Bob and Mr. Evans say what paper they read? (no) Why not? (They don't want to be part of Paul and Marie's argument.)

EXTENSION

Oral work

- Discussion. Ask *Would you read newspapers similar to the newspaper Paul reads? Why or why not?* Have students express and discuss their opinions.
- Pair work: role play. Have students work in pairs to role-play Marie and Paul and reenact what happened in the video episode. Encourage students to make up their own headlines.

Written work

- Pair work. Ask students to imagine that Mr. Evans and Bob actually responded to Marie's question about the type of newspapers they read. Have students work in pairs to write a conversation. Write this line on the board to help students begin:
Mr. Evans: Well, I agree with . . .

- Pair work. Have students recall all the newspaper headlines from the video episode and write them on the board. Then have students work in pairs to choose one headline and write a newspaper story for it.

CULTURE NOTE: The newspaper Paul reads is a tabloid paper, which is designed to entertain and to report sensational stories that are often not true.

VIDEO SCRIPT

Over lunch in the café, Paul and Marie argue about newspapers.

Paul: Look at this. The paper says **that a tornado carried a woman for 300 miles**, and she lived to tell about it.

Marie: I'm not sure **if you know this**, but that story isn't true.

Paul: It's in the paper. It must be true.

Marie: That paper is trash. I can't believe **you're reading it**.

Paul: What do you mean?

Marie: It's fiction, not news. Nothing in there is true. If you want real news, you have to read this paper.

Paul: That paper is boring. This one's much more interesting.

Marie: "Woman Gives Birth to Cow!" "Man Builds House from Bread!" "Baby with Two Heads!" Come on. This is offensive.

Paul: "Storm Kills 100 in Texas." "Train Accident Kills Five, Injures More." "Man Kills Wife and Son." I'm sorry, but all that death and destruction is pretty offensive to me.

Marie: I know **that these things happened**. And I know **that those didn't**.

Paul: You don't know that. You just assume **that it's true**.

Marie: Let's ask Bob and Mr. Evans **what paper they read**. Never mind. Let's just read.

Paul: That sounds good to me. Look at this! "A Man with Four Legs!"

ANSWER KEY

- A. 1. Paul's 2. Paul's 3. Marie's 4. Marie's
5. Marie's 6. Paul's 7. Paul's
B. 1. Paul 2. Marie 3. Marie 4. Paul 5. Paul

C. Individual responses may include variations like the following:

1. Marie thinks that Paul's paper is trash
2. Paul thinks that Marie's newspaper is boring
3. Bob and Mr. Evans don't give their opinions about the newspapers

Interview: Do you do a lot of reading?

PREVIEW

- Ask students to name different kinds of books and write them on the board—for example, *novel*, *mystery*, *science fiction*, *memoir*, *biography*. Ask students about their favorite types of books to read.

REVIEW

- Ask comprehension questions. Play the video segment again if necessary.

Does Herb do a lot of reading? (no) Does Blanche? (yes)

What does she like to read? (novels, mystery stories, and travel stories)

Does Lorayn get books from the library? (no)

Where does she get her books? (She buys them and then trades them with her friends.)

Does Blanche like books on tape? (no) Why not? (because they put her to sleep)

Did Dan like the book he's just read? (yes) Why? (It was probably the funniest book he has ever read.)

What type of magazines does Alvino like to read? (fashion)

What type of magazines does Lorayn buy for her husband? (how-to)

Which sections of the newspaper are most important to Dan? (the front page and "Arts and Leisure")

EXTENSION

Oral work

- Pair work: interviews. On the board, write the following interview questions that the interviewer asks the people:

Do you do a lot of reading?

Do you buy books or get them from the library?

Do you like books on tape?

Who are some of your favorite authors?

Do you read newspapers and magazines? If yes, which ones?

If you read a newspaper, which part is most important to you?

Do you read how-to magazines?

Pair students and have them take turns asking and answering the questions.

- Discussion. Tell students to recall the different types of reading materials mentioned in the video

(*novels, mystery stories, travel stories, newspapers, magazines, how-to magazines*). Have students discuss how their reading habits are similar to or different from those of the interviewees.

Written work

- Pair work. Have students work in pairs to write summaries of the interviewees' reading habits.
- Pair work. Tell students they will create True and False quizzes. Have them work in pairs to write true and false statements about the video segment. Then combine pairs into groups of four and have them exchange quizzes and answer them. Finally, have the writers of each quiz check the answers.

LANGUAGE NOTES: The interviewer asks "Do you folks do a lot of reading?" *Folks* means *people*. *You folks* is an informal way of saying *all of you* or *both of you*.

To tend to do something means to be likely to do something.

Put me to sleep means *make me fall asleep*.

A *belly laugh* is a deep laugh. When Dan says "belly laughs on every page," he means every page made him laugh very hard.

CULTURE NOTE: Alvino says he reads fashion magazines. He mentions *Details*. This is the name of a popular fashion magazine for men in the United States.

OOPS! The interviewer says, "And what part of the newspapers *are* most important to you?" The grammatically correct sentence should be "And what part of the newspapers *is* most important to you" because the subject *part* is a singular noun.

VIDEO SCRIPT

Interviewer: Do you folks do a lot of reading?

Herb: She does.

Blanche: I do, particularly. I like to read novels and mystery stories, sometimes travel stories.

Interviewer: Do you buy books, or do you get them from the library?

Lorayn: I buy books, and I tend to trade them with friends.

Interviewer: How about books on tape?

Blanche: I tried that. They put me to sleep.

Interviewer: So, novels. You like to read fiction. Who are some of your favorite authors?

Dan: I just read Nick Hornby—*How to Be Good*—which was probably the funniest book I've ever read.

Interviewer: Would you say it's a real page-turner?

Dan: Absolutely. Absolutely. I mean, belly laughs on every page.

Interviewer: So, do you read anything else like newspapers, magazines?

Alvino: I do read magazines, yes.

Interviewer: Could you tell me, let's see, what sorts of magazines you like to read?

Alvino: Fashion. I enjoy fashion—*Details*, actually.

Interviewer: How about how-to magazines? Do you ever buy magazines about home repair or cooking, for instance?

Lorayn: I buy my husband magazines on . . . how-to magazines. He's the one that's good at fixing things and repair, even cooking.

Interviewer: How about newspapers? Do you read newspapers?

Dan: The *New York Times* when I'm home.

Interviewer: And what part of the newspapers are most important to you?

Dan: The front page and "Arts and Leisure."

ANSWER KEY

A. 1. False 2. True 3. False 4. True 5. False 6. False

B. 1. Dan 2. Alvino 3. Dan 4. Lorayn

C. 1. novels, mystery stories, travel stories 2. funny 3. fashion 4. front page, Arts and Leisure 5. fixing, repair, cooking



Top Notch Pop and Karaoke: A True Life Story

UNIT 5

Sitcom: *I want to go someplace different.*

Social language

- Express fear of disasters
- Reassure someone
- Convey a message

Grammar

- Indirect speech

SCENE 1

PREVIEW

- Have students name some severe weather events—for example, *tornadoes, hurricanes, monsoons, floods, landslides, droughts*. Ask *What parts of the world have these problems often?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
 - Where does Mrs. Beatty usually travel? (to major cities in Europe)*
 - Where does she want to travel now? (someplace away from the city)*
 - What does Mrs. Beatty say about California? (that there are earthquakes)*
 - Thailand? (that there's a monsoon)*
 - Australia? (that there are tornadoes)*
 - Jamaica? (that there are hurricanes)*
 - South Africa? (that there are floods)*
 - Hawaii? (that there are landslides)*
 - What does Mr. Evans finally suggest? (Finland)*
 - What does Mr. Evans say about Finland? (that it's wild and beautiful and that nothing bad ever happens there)*
 - Does Mrs. Beatty agree to go to Finland? (yes)*

EXTENSION

Oral work

- Discussion. Have students discuss the different destinations Mr. Evans suggests to Mrs. Beatty. Ask *Do you think Mrs. Beatty has a reason to be so worried about natural disasters? Do you worry about such things when you travel or choose travel destinations?*
- Pair work: role play. Pair students. One student should role-play Mr. Evans, and the other student should be a client. Have Mr. Evans suggest travel destinations and see which ones the client would like to visit most. Have the client make up excuses why he / she does not want to go to some places.

Written work

- Pair work. Have students work in pairs to create Mrs. Beatty's to-do list before she goes on her trip. Write eight to ten things she needs to do.
- Pair work. Have pairs of students write a letter from Mrs. Beatty to one of her friends about her travel plans and how she came to that decision.

VIDEO SCRIPT

Mr. Evans tries to come up with a place for Mrs. Beatty's vacation—a place that does not have natural disasters.

Mr. Evans: So, Mrs. Beatty, you're looking for an exciting place for your next vacation.

Mrs. Beatty: I usually travel to major cities in Europe, but this time I want to go someplace different—someplace away from the city—as long as it's safe.

Mr. Evans: How about California? The Big Sur area is spectacular.

Mrs. Beatty: California has lots of earthquakes, doesn't it?

Mr. Evans: Well, they have earthquakes occasionally, but not very often.

Mrs. Beatty: But it *does* have earthquakes.

Mr. Evans: Yes.

Mrs. Beatty: I'm not going.

Mr. Evans: OK. How about someplace in Asia? A beach in Thailand? Ko Chang has beautiful beaches, and it's very quiet there.

Mrs. Beatty: A quiet beach sounds nice. But they **said** on the news **there's** a monsoon in Thailand.

Mr. Evans: But the monsoon will be over by the time you go.

Mrs. Beatty: What else can you recommend?

Mr. Evans: Australia. The Australian outback is amazing.

Mrs. Beatty: I've heard they have tornadoes in Australia.

Mr. Evans: Well, some parts . . .

Mrs. Beatty: Where else?

Mr. Evans: Jamaica?

Mrs. Beatty: Hurricanes.

Mr. Evans: South Africa?

Mrs. Beatty: Floods.

Mr. Evans: Hawaii?

Mrs. Beatty: Landslides.

Mr. Evans: You know a lot about natural disasters, don't you, Mrs. Beatty? Let's see. What about Finland?

Mrs. Beatty: Finland?

Mr. Evans: It's wild, beautiful, and very different from other parts of Europe. And nothing bad ever happens in Finland.

Mrs. Beatty: Finland sounds good. I'll go to Finland.

Mr. Evans: Great. I'll book your tickets.

ANSWER KEY

- A. 1. c 2. a 3. c 4. b 5. c
B. California, Thailand, Australia, Jamaica, South Africa, Hawaii, Finland
C. 1. California, it has earthquakes 2. Thailand, it has monsoons 3. Australia, it has tornadoes 4. Jamaica, it has hurricanes 5. South Africa, it has floods 6. Hawaii, it has landslides

SCENE 2

PREVIEW

- Ask students *Are you ever afraid when you travel somewhere? If yes, what are you afraid of? (for example, flying, getting sick, having documents stolen) Do you ever let your fears stop you from doing what you want to do?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.

Why does Marie interrupt Mr. Evans and Mrs. Beatty? (She has an urgent phone call.)

Who's calling? (Mr. Woods, a client)

What is the problem? (He is traveling, and there is some sort of epidemic.)

What kind of epidemic is there? (the new influenza)

Was Mr. Woods vaccinated before he left? (yes)

What does Mr. Woods want from Mr. Evans? (He wants to fly home today.)

What information does Mr. Evans get from the Internet? (that only three people are sick)

What does Mrs. Beatty ask? (where Mr. Woods is traveling)

What does Mr. Evans tell her? (that she'll get vaccinated and she'll be fine)

Does Mrs. Beatty feel better in the end? (no) Why not? (She's afraid of getting hit by a bus.)

EXTENSION

Oral work

- Pair work: role play. Have students work in pairs to role-play the telephone conversation between Mr. Woods and Marie. Tell students to use their imagination and the information from the video episode.
- Discussion. Ask students these questions:
 - Do you agree with Mrs. Beatty? Would you travel to Finland for vacation if you knew there was a flu epidemic there?*
 - Do you agree with Mr. Evans's final comment? Has anyone had a similar experience to Mrs. Beatty's? What did you do?*

Written work

- Pair work. Have students work in pairs to write an imaginary phone conversation between Mr. Evans and Mr. Woods. Tell students to use their imagination and the information from the video episode.
- Tell students to imagine that Mrs. Beatty left Top Notch Travel too scared to think about another trip. Mr. Evans writes her a letter to apologize for scaring her and to encourage her to think about traveling somewhere again. Tell students to suggest a few very safe destinations.

VIDEO SCRIPT

After Mr. Evans has booked Mrs. Beatty's vacation, something happens that changes Mrs. Beatty's mind.

Mr. Evans: OK, I just booked your tickets to Helsinki, Finland. You'll be staying at the Palace Hotel.

Mrs. Beatty: That's great.

Marie: Excuse me, Mr. Evans?

Mr. Evans: Yes, Marie?

Marie: Mr. Woods is on the phone. He **told me to tell you it's** urgent.

Mr. Evans: Urgent?

Marie: He's traveling, you know.

Mr. Evans: Yes?

Marie: He **said there's** some kind of epidemic.

Mr. Evans: What kind of epidemic?

Marie: It sounds like it's that new influenza.

Mr. Evans: But he was vaccinated for that before he left.

Marie: I know. But he **told me to tell you** that he **wants** to fly home today.

Mr. Evans: On the Internet it **says** only three people **are** sick. That is not an epidemic. And it's not like anybody's dying from this flu.

Marie: He **said** he **didn't want** to be the first.

Mrs. Beatty: Where is he traveling, may I ask?

Marie: He's in Finland.

Mrs. Beatty: Finland? I just booked tickets to Finland!

Mr. Evans: Mrs. Beatty, everything will be fine. You'll get vaccinated, and you'll have nothing to worry about.

Mrs. Beatty: I'm not going to Finland. You **told me** nothing bad ever **happens** in Finland.

Mr. Evans: Mrs. Beatty, I can't think of anywhere in the world you can go and be completely safe. Right here in this city you could go outside and get hit by a bus. But you can't let that stop you from doing the things you want to do. Look, why don't we go to lunch and we'll talk it over?

Marie: I don't think she's going anywhere.

ANSWER KEY

A. 1. False 2. True 3. False 4. True 5. False 6. False

B. 1. c 2. b 3. a 4. a 5. b

C. *Following are the expected answers. Students may produce variations that are also correct.*

1. was urgent, an epidemic in Finland, wants to fly home today, doesn't want to be the first to die from the flu

2. had been vaccinated for the flu before he left, there is no epidemic in Finland, nobody is dying from the flu



Top Notch Pop and Karaoke: Lucky to Be Alive

UNIT 6

Sitcom: *I could have been a great dancer . . .*

Social language

- Explain life choices
- Express regrets

Grammar

- The future in the past
- Perfect modals

SCENE 1

PREVIEW

- Ask students *When you were growing up, what did you want to be?* Write students' responses on the board.

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
 - What did Cheryl think she would be when she was young? (a chef)*
 - Why didn't she become a chef? (Her mother talked her out of it—she thought Cheryl would always have to work late, and she was afraid Cheryl would never meet a man and get married.)*
 - Does Paul think Cheryl would have met Bob if she had become a chef? (no) Why not? (because Bob only ate fast food before he met her)*
 - What was Bob going to be when he was younger? (a dancer)*
 - Did Marie and Paul know this? (no)*
 - Where did Bob dance when he was young? (in the state ballet)*
 - Why didn't he become a dancer? (The diet was too hard.)*
 - What food was hardest for Bob to stop eating? (bread and butter)*
 - Does Bob enjoy watching ballet now? (no) Why not? (It makes him hungry.)*

EXTENSION

Oral work

- Group work: role play. Have students work in groups to role-play the characters and reenact what happened in the video episode.
- Group work: role play. Have students work in groups to role-play the characters in the conversation. Have them continue the story for a few more exchanges in which Marie and Paul add what they were going to be when they were young. To help students begin, write on the board:
Cheryl: So, Marie, what did you think you were going to be when you were younger?

Written work

- Have students write a summary of the story in the video episode. To help students begin, write this sentence on the board: *After dinner in Cheryl's apartment, the friends talk about what they wanted to be when they were younger . . .*
- Review that Bob wanted to be a dancer, but this required a very strict diet, and he decided not to continue this dream. Have students write a paragraph about what they wanted to be when they were younger. Tell them to include details of what was required to achieve this dream. Finally, have them say whether they continued with the dream. If they changed their minds, have them describe what they became and explain why.

LANGUAGE NOTE: *To talk someone out of something* means to convince someone not to do something.

VIDEO SCRIPT

After dinner in Cheryl's apartment, Cheryl and Bob talk about their future plans when they were younger.

Marie: Another wonderful dinner, Cheryl. Thank you.

Cheryl: You're welcome. I really enjoy cooking. Actually, when I was young, I thought I **was going to be** a chef.

Paul: You could be a chef. These cookies are fantastic!

Marie: Why didn't you become a chef?

Cheryl: My mother talked me out of it. She thought I **would** always **have to work** at night. She was afraid I **would** never **meet** a man and get married.

Paul: She was probably right. If you were a chef, you **wouldn't have met** Bob.

Cheryl: How do you know?

Paul: Before he met you, Bob only ate fast food.

Bob: It's true.

Mr. Evans: Your mother **must have been** very happy when you and Bob got engaged.

Cheryl: She was. Hey, you'll never guess what Bob **was going to be**.

Bob: Cheryl . . .

Marie: A rock musician?

Paul: A basketball player?

Cheryl: No, Bob **was going to be** a dancer. He was actually in the state ballet when he was young.

Marie: No kidding!

Paul: You never told me this!

Bob: I **could have been** a great dancer.

Paul: What made you change your mind?

Bob: The diet was too hard. I had to stop eating everything—chocolate cake, fried chicken,

potato chips. I tried. I **might have been** able to do it. But then they said no more bread and butter. Bread and butter! Can you believe it? And that was the end.

Marie: Wow, Bob. I never knew. Do you enjoy watching ballet at all?

Bob: I can't. I'd like to, but as soon as the music starts, I get very, very . . . hungry.

ANSWER KEY

- A. 1. wouldn't have 2. must have 3. could have 4. might have
 B. 1. fast food 2. a dancer 3. state 4. diet 5. bread and butter 6. hungry
 C. 1. was going to be a chef 2. would always have to work 3. would never meet a man

SCENE 2

PREVIEW

- Ask students *Do you give your honest opinion to someone who's not good at singing? How about acting? cooking? dancing?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
What did Mr. Evans think he was going to be? (He thought he was going to be a television etiquette teacher.)
Why did he want to do this? (He has always loved etiquette.)
Why does Cheryl think Mr. Evans would be good at this job? (because he is very polite)
What reason does Bob give? (Mr. Evans always knows which fork to use at a restaurant.)
What reason does Paul give? (Mr. Evans has taught Paul a lot about the customs of other cultures.)
Is Mr. Evans's performance good? (no)
Does everyone give their honest opinion of the performance? (no) Why not?

EXTENSION

Oral work

- Pair work. Call on a volunteer to role-play Mr. Evans's performance as a TV host. Then ask *What is the topic of the program? (dinner conversation)* *What topics are acceptable at the dinner table in this country?* Have students work in pairs to prepare a TV program on dinner conversation. Tell them to use information they know about etiquette in their own culture and in other cultures. Have each pair perform their TV program for the class.
- Pair work. Pair students. On the board, write *I have always loved _____.* *I thought I would have made a great _____.*

Have students fill in the blanks and say the lines to their partner. Have the partner respond whether he / she thinks the person could still do this and explain why or why not. For example, *I think you could still do it. It's perfect for you.*

Written work

- Pair work. Have students work in pairs to summarize the story in the video episode. Write these sentences on the board to help them begin:
Mr. Evans said he'd always loved etiquette. He thought he would have made a great TV etiquette teacher . . .
- Have students write a list of qualifications a person must have to apply for a job in television, as Mr. Evans would like to do. Then have students write a paragraph explaining why they think Mr. Evans would or would not be good for the job.

LANGUAGE NOTE: *To give something a try* means to try something.

VIDEO SCRIPT

Mr. Evans tries his hand at being a TV host for etiquette.

Marie: What about you, Mr. Evans? What did you think you **were going to be** when you were younger?

Mr. Evans: If I tell you, will you try not to laugh?

Marie: Of course.

Mr. Evans: I always thought I **would have** my own television program to talk about etiquette.

Cheryl: I didn't know you were so interested in etiquette.

Mr. Evans: I have always loved etiquette. I think I **would have made** a great television etiquette teacher.

Cheryl: Well, I think you could still do it. It's perfect for you.

Mr. Evans: Really? Why?

Cheryl: Well, you're very polite, for one thing.

Bob: You always know which fork to use at a restaurant. That's a real talent.

Paul: You've taught me a lot about the customs of other cultures.

Mr. Evans: Maybe I could still give it a try. "Today's topic: dinner conversation. If your international guests look offended and are leaving the table early, you've probably chosen a topic that's taboo in their home country. Find out what's acceptable and what's not . . . coming up on *International Etiquette with Evans*." What do you think?

Bob: Wow.

Cheryl: Amazing.

Marie: Unforgettable.

Paul: You have a real . . . talent all right.

Mr. Evans: Thank you.

ANSWER KEY

- A. 1. a 2. b 3. c 4. a 5. b 6. c
B. 1. very polite 2. the customs of other cultures 3. which fork to use at a restaurant
C. 1. dinner conversation 2. international guests 3. topic 4. taboo 5. home country 6. what's acceptable

Interview: *How would you describe your skills and abilities?*

PREVIEW

- Ask students to name different abilities they have and write them on the board. Then ask individual students *Do you think you were born with these abilities, or did you learn them?*

REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
 - What is Rita's occupation? (teacher)*
 - What will Matt's career be in? (marketing)*
 - What does San do? (She works in television.)*
 - What does she want to do in the future? (produce and direct TV programs)*
 - When Matt was a child, what did he think he would do when he grew up? (He thought he would be president of the United States or drive a fire truck.)*
 - What made teaching a good career for Rita? (She loves children and the idea of sharing knowledge with them.)*
 - What skills does San have? (She has artistic ability.)*
 - Matt? (He comes up with new creative ideas.)*
 - Does San think talents and abilities are genetic? (She thinks they are a combination of genetics and environment.)*

EXTENSION

Oral work

- Pair work: interviews. On the board, write the following interview questions:
 - Could you tell me what your career will be?*
 - Did you think you'd be in this career when you were a child?*
 - Is _____ a good career for you?*
 - (if yes) What makes _____ a good career for you?*
 - (if no) What would be a good career for you?*Pair students and have them take turns asking and answering each of the questions.
- Pair work: role play. Have students work in pairs to choose San or Rita from the video segment and role-play the short conversations between the interviewee and the interviewer. Tell students to try to include all the information they talked about.

Written work

- Ask *Do you think talents and abilities are genetic?* Tell students to write a paragraph explaining whether they agree or disagree with San's comment.
- Tell students that Matt is applying for a job at a company and that he needs to write an e-mail describing his skills and talents. Tell students to write this e-mail, using information from the video segment and making up details.

LANGUAGE NOTES: *To impart knowledge* means to teach.

A *buzz* is a slang term for a strong feeling of excitement or interest.

VIDEO SCRIPT

Interviewer: Could you tell me what your career or occupation is?

Rita: I'm an elementary school teacher.

Matt: My career path will be in marketing, helping companies build their brand and help market products to the general consumer.

San: I work in television, and I would like to eventually produce and direct.

Interviewer: Did you think that you'd be in marketing when you were a child?

Matt: No. I thought I'd be president of the United States or drive a fire truck.

Interviewer: What made teaching a good career for you?

Rita: First of all, I love children, and I liked the idea of imparting some of my knowledge to young ones.

Interviewer: Everybody has skills, talents, and abilities, so, you know, some people are artistic, others have mechanical ability. What would you say are some of your skills?

San: I would say I have a lot of artistic ability. I did a lot of art in school.

Matt: Good question. My skills and talents would be coming up with new ideas, different ideas, creative ideas that kind of build a buzz around a product.

Interviewer: Do you think that talents and abilities are genetic?

San: I think they're a combination of both genetics and environment. I think that you are born with certain qualities that your parents I think have, and just living with some people around you and learning from your teachers and those that you're constantly interacting with, you pick up certain skills.

ANSWER KEY

- A. 1. school teacher 2. marketing 3. television
B. 1. produce and direct 2. be president of the United States, drive a fire truck 3. she loves children, knowledge
C. 1. True 2. False 3. False 4. True 5. True 6. False



Top Notch Pop and Karaoke: *I Should Have Married Her*

UNIT 7

Sitcom: *I want a large wedding.*

Social language

- Discuss a wedding
- Discuss holiday traditions

Grammar

- Adjective clauses

SCENE 1

PREVIEW

- Tell students to recall weddings they have attended or their own wedding. Ask *Do you prefer large or small weddings? Why?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
 - What are Bob and Cheryl talking about? (their wedding)*
 - What is the problem? (They can't agree on several things.)*
 - Where does Bob want to get married? (outdoors, in a park or at the beach)*
 - What about Cheryl? (indoors) Why? (so she won't get wet if it rains)*
 - What type of music does Cheryl prefer? (traditional) Bob? (contemporary)*
 - Does Bob want a long ceremony? (no) Cheryl? (yes)*
 - What type of reception does Bob want? (huge) Cheryl? (short)*
 - What does Marie suggest doing about the size and location of the wedding? (She suggests making the wedding large enough to fit all of Cheryl's family. She also suggests having the ceremony in the park on Oak Street that has a building they can go to if it rains.)*

What does Marie suggest about the music?

(She suggests having traditional music in the ceremony and contemporary music at the party.)

What does Marie suggest about the cakes? (She suggests having two cakes—one white and one chocolate.)

Do Bob and Cheryl like Marie's suggestions? (yes)

EXTENSION

Oral work

- Discussion. On the board, write *size, location, music, length of ceremony, reception, and cake*. Have students discuss Bob's and Cheryl's preferences and then say who they agree with more on the different points.
- Group work: role play. Divide the class into groups of three. Have students role-play Cheryl, Bob, and Marie and reenact what happened in the video episode.

Written work

- Have students imagine that Cheryl has just e-mailed them her dilemma about the wedding planning. Tell students to write her an e-mail with advice different from the advice Marie gave them.
- Pair work. Have students work in pairs to write a list of things Cheryl and Bob need to do to prepare for the wedding. Tell them to use information from the video episode—for example, *get permission from the park to have their wedding there, order two cakes from the bakers*.

VIDEO SCRIPT

In the café, Marie helps Cheryl and Bob plan their wedding.

Bob: I don't know. I didn't know that planning a wedding would be so hard.

Cheryl: Marie, could you give us your opinion on a few things?

Marie: I'd love to!

Cheryl: First, how many people should we invite? Bob wants a small wedding.

Bob: Twenty guests would be nice.

Cheryl: I want a large wedding. About 300 people.

Bob: Three hundred?! Yesterday you said 200!

Cheryl: I have a lot of relatives **who want to come**.

Bob: Then there's the location. I always thought I would get married in a park or at the beach.

Marie: That's so romantic!

Cheryl: I would like to get married indoors, where **I won't get wet** if it's raining.

Marie: That makes sense.

Cheryl: I prefer traditional music in the ceremony.

Bob: Contemporary music.
 Cheryl: I'd like a long ceremony, and a short reception.
 Bob: I want a short ceremony, and a huge celebration afterwards.
 Cheryl: I want a white cake.
 Bob: And I want . . .
 Marie: A chocolate cake, I know.
 Bob: How are we ever going to agree on this?
 Marie: Don't hurt yourself. Here's an idea **that might work**. Plan a wedding **that's big enough to include all of Cheryl's family** . . . sorry, Bob . . . in the park on Oak Street **that has that building where you can go if it rains**. You can have traditional music in the ceremony and contemporary music at the party, and you could have two cakes at the reception—one white and one chocolate.
 Bob: Sounds OK to me.
 Cheryl: Me, too.
 Bob: Hey! We did it!
 Cheryl: Yeah! I'm so happy.
 Marie: Excuse me.
 Cheryl: Oh, Marie, thank you so much.
 Bob: You're amazing! We couldn't have done it without you.

ANSWER KEY

A. 1. False 2. False 3. True 4. True 5. False
 6. True 7. True

B.

	Bob	Cheryl
Size of wedding	small	large
Location	in a park or at the beach	indoors
Music	contemporary	traditional
Length of ceremony	short	long
Length of reception	huge (or long)	short
Cake	chocolate	white

C. 1. that might work 2. that's big enough to include all of Cheryl's family 3. that has that building where you can go

SCENE 2

PREVIEW

- Ask students *What are some popular holidays in your culture?* Write students' responses on the board. Ask individual students *Which is your favorite holiday? Are there any new holidays you'd like to see?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
 - Why does Paul come to the restaurant? (to tell everyone to come back to the office)*
 - Why doesn't Bob want to go back to work? (He's too tired from planning the wedding.)*
 - What does Paul suggest? (making today a holiday)*
 - What holiday does Paul suggest? (National Wedding Day)*
 - Does he say what happens on National Wedding Day? (no) Why not? (He doesn't know.)*
 - What holiday does Marie suggest? (National Singles Day)*
 - What happens on this holiday? (Married people give gifts to their single friends.)*
 - Does Bob like Marie's holiday idea? (no) Why not? (because buying gifts is hard work)*
 - What holiday does Cheryl suggest? (Red Day)*
 - What happens on this holiday? (People wear red clothes, and there's dancing in the streets all night.)*
 - What holiday does Bob suggest? (National Buy-Your-Friend-Another-Cup-of-Coffee Day)*
 - What holiday does Mr. Evans suggest? (National On-Time Day)*
 - What happens on this holiday? (People remind each other to come back to work on time.)*

EXTENSION

Oral work

- Group work. Point out that Paul does not have an idea for what could happen on National Wedding Day. Have students work in groups to discuss what could happen on National Wedding Day. Then bring the class together and have groups share their ideas.
- Group work: role play. Divide the class into groups of four. Have students role-play Paul, Bob, Marie, and Cheryl. Tell each student to suggest one more holiday before Mr. Evans comes to the café.

Written work

- Tell students to imagine that Cheryl, Marie, Paul, and Bob have been coming back to work from lunch late all week. When Mr. Evans returns from his lunch, he sends everyone an e-mail about not returning late anymore. Tell students to write this e-mail.
- Pair work. Review what Cheryl said about Red Day. (*Everyone wears red, and there's dancing in the street that goes on all night.*) Tell students they are in charge of organizing their town's Red Day this year. Have students work in pairs to write a list of things they need to do in preparation. On the board, write *location, advertising, music, food* to give students hints of the kinds of things they need to think about.

VIDEO SCRIPT

Paul, Marie, Cheryl, and Bob each tries to come up with a holiday.

Paul: Hi. Lunchtime is over. Are you coming up to the office?

Bob: I'm too tired to go back to the office. Planning a wedding is hard work. I need a holiday.

Paul: Let's make today a holiday. We'll tell Mr. Evans we can't come back to work.

Bob: That's a great idea.

Marie: What are we celebrating?

Paul: You're getting married. How about National Wedding Day?

Bob: What happens on National Wedding Day?

Paul: I don't know. Why am I the one **who has to think of everything**?

Marie: Why don't we make it National Singles Day instead? All the married people give gifts to their single friends.

Bob: No. Buying gifts is hard work. I want to enjoy myself on our new holiday.

Cheryl: What about a Red Day? Everybody wears red clothes, and there's dancing in the street **that goes on all night**.

Bob: How about National Buy-Your-Friend-Another-Cup-of-Coffee Day?

Paul: Nice try.

Mr. Evans: How about National On-Time Day?

Bob: What happens on National On-Time Day?

Mr. Evans: You remind one another to come back to work on time.

Paul: Happy holiday.

Mr. Evans: Waitress!

ANSWER KEY

A. 1. a 2. c 3. b 4. b

B. 1. e 2. c 3. b 4. a 5. d

C. *Individual responses may include variations like the following:*

1. *National Singles Day:* All the married people give gifts to their single friends.
2. *Red Day:* Everybody wears red clothes, and there's dancing in the street that goes on all night.
3. *National On-Time Day:* People remind one another to come back to work on time.

Interview: Could you please describe a typical wedding in your country?

PREVIEW

- Ask students *What are some wedding traditions in this culture?* Write students' responses on the board.

REVIEW

- Ask comprehension questions. Play the video segment again if necessary.

What comes first in a German wedding—the civil ceremony or the religious ceremony? (the civil ceremony)

Where does the civil ceremony happen? (at City Hall)

Where does the religious ceremony happen? (traditionally at a church)

What happens after the religious ceremony? (People wait for the bride and groom to come out and throw rice and flowers at them.)

Is there a reception afterwards? (yes)

What do people wear for traditional African weddings? (special clothing and outfits)

How long does a traditional African wedding last? (two days sometimes)

What happens during the reception? (a lot of traditional dancing and eating lots of food)

Do people give speeches? (yes) About what? (about the bride and groom; about advice on how to be together)

EXTENSION**Oral work**

- Discussion. Have students compare German wedding customs with those in their own country and discuss whether any of the traditions in their culture are similar to those in Germany.
- Discussion. Invite students to share what they think is a perfect wedding. Tell them to refer to the traditions Jessica and Emma spoke about and say whether any of them would fit into their idea of a perfect wedding.

Written work

- Tell students to write a summary of Jessica's description of a wedding in Germany or of Emma's description of a wedding in Ghana.
- Have students write a paragraph comparing wedding traditions in their culture and those in Germany or Ghana. Encourage them to refer to traditions Jessica and Emma spoke about and if there are any similarities.

OOPS! Jessica talks about the *broom* and bride. She means *groom*.

VIDEO SCRIPT

Interviewer: You're from Germany. What is a wedding like in Germany?

Jessica: Well, first of all, you have to have a civil ceremony where you go to the City Hall, and . . . well, you make everything official. And then traditionally, you go to church and have the religious ceremony.

Interviewer: And is there a wedding reception afterwards?

Jessica: Usually there is, of course. After church when everybody's waiting for the broom and the bride coming out and throwing rice at them and flowers, and then the whole crew's going to a nice place and having dinner and having a party.

Interviewer: You mentioned that your family is originally from Ghana.

Emma: Yes.

Interviewer: Could you tell me a little bit about the courtship and marriage ceremonies of your country?

Emma: There's a traditional . . . sometimes they do involve, like the American type of wedding, the very traditional. You walk down the aisle. But they also, there's also the traditional part in African culture. You wear the clothing and the outfits. It's much longer. Sometimes it can go into the next day. Some people extend.

Interviewer: Tell me about the reception.

Emma: They find a place to go to, or it's outside sometimes, there's a big tent. It just depends on the bride and groom, what they want. And there's tons of dancing, traditional dancing, eating, lots of food. Sometimes you have somebody come in and talk about how they know him and how good he is and what he's done and, you know, people giving lots of wisdom of how to be together. It's just . . . it's just really a great thing.

ANSWER KEY

- A. 1. False 2. True 3. True 4. False 5. True
B. There's a lot of traditional dancing. People eat a lot of food. People give speeches about the groom. People give advice to the couple about how to be together.
C. 1. City Hall, civil ceremony 2. church, religious ceremony 3. (wedding) reception



Top Notch Pop and Karaoke: *Endless Holiday*

UNIT 8

Sitcom: *Technology today is amazing!*

Social language

- Describe innovative products
- Offer advice

Grammar

- Conditionals: review
- The past unreal conditional

SCENE 1

PREVIEW

- Ask students *What are some of the latest inventions on the market today? What inventions would you like to see?* Write students' replies on the board.

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
 - What is Bob wearing? (TV glasses)*
 - What is Bob doing? (watching TV)*
 - What is he watching? (a basketball game)*
 - Why does Bob scream "Yes!"? (because his team is winning)*
 - What does Cheryl think of the TV glasses? (She thinks they are great.)*
 - What does Marie wish people would invent? (something that would make people who talk on cell phones quieter)*
 - What does Bob start laughing at? (a guy on TV)*
 - What would Cheryl invent for Bob? (something that would automatically charge him when he goes over the speed limit)*
 - What would make Bob slow down? (if he had to pay)*
 - Why does Bob scream "No!"? (He wants Cheryl to leave his car alone.)*

EXTENSION

Oral work

- Discussion. Ask students *What does Cheryl think of Bob's TV glasses? Would you mind if someone you spend a lot of time with watched TV glasses all the time? Why or why not?*
- Discussion. Ask students *What do you think of Cheryl's and Marie's ideas for inventions? Do you think these inventions would be valuable to society?*

Written work

- Pair work. Have students work in pairs to create a commercial for Bob's TV glasses. Tell students to use information from the video episode. Then have pairs present their commercials to the class.

- Pair work. Ask *If you could invent something, what would it be? Why do you think it is necessary?* Have students work in pairs to write a paragraph describing their invention. Then invite pairs to present their inventions to the class.

LANGUAGE NOTE: A *speed limit* is the maximum speed at which drivers are permitted to drive on a road.

VIDEO SCRIPT

In Cheryl's apartment, Marie, Bob, and Cheryl talk about technology and inventions.

Marie: What are those wacky glasses you are wearing?

Bob: These are ultra high-tech, top-of-the-line, state-of-the-art, cutting-edge TV glasses.

Marie: And you're actually watching TV right now?

Bob: Yeah. Right here on the corner.

Marie: What are you watching?

Bob: The basketball game.

Marie: Unbelievable. And Cheryl doesn't mind this?

Bob: Yes!

Marie: What?

Bob: Sorry. My team's winning.

Marie: This new invention doesn't bother you?

Cheryl: Are you kidding? If I **had known** how happy they would make him, I **would have bought** those glasses for Bob long ago.

Marie: Technology today is amazing. You know, I **wish** they'd **invent** something that would make people who talk on cell phones quieter. This guy in the café today was so loud, I couldn't hear myself talking.

Bob: Ha-ha-ha . . .

Marie: It wasn't funny.

Bob: What? Oh, sorry. I was laughing at this guy on TV.

Cheryl: If I **could invent** something, it **would be** a thing for Bob's car that would automatically charge him when he goes over the speed limit. He drives so fast sometimes, but he'd **slow down** if he **had to pay**.

Bob: No!

Marie: Is your team losing?

Bob: No. I heard what you said. You just leave my car alone.

ANSWER KEY

- A. ultra high-tech, top-of-the-line, state-of-the-art, cutting-edge
 B. 1. had known 2. would make 3. would have bought 4. invent 5. would make 6. could invent 7. would be 8. would 9. charge 10. slow down
 C. 1. Bob says "Yes!" because his team is winning 2. Bob is laughing at the guy on TV

SCENE 2

PREVIEW

- Ask individual students *Have you ever bought a product that did not work or turned out to be dangerous? What was the product, and what did you do?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.

What is the problem with Paul's cell phone?

(Whenever he is traveling with a group, he can never hear his cell phone ring or feel it vibrate.)

What did he do about it? (He got a new invention that lets him know when his phone is ringing.)

Where does he keep this invention? (He wears it on his arm.)

How does it work? (It buzzes him.)

Does the buzz hurt? (yes)

Does Paul know who called him? (No. There is no answer.)

What does Marie suggest Paul do? (She suggests that Paul take the invention back to the store before he hurts himself.)

What does Marie say after Paul leaves? (that she hopes he will be able to drive)

How does Bob know that Paul will be fine? (because he will stop calling him)

EXTENSION

Oral work

- Group work. Have students work in groups to come up with a more effective and less dangerous invention that would solve Paul's problem. Then have groups share their ideas with the class.
- Pair work: role play. Tell students that Paul returns to the store where he purchased this invention to complain. Have students work in pairs to role-play a conversation between Paul and the salesperson at the store.

Written work

- On the board, write *If I were Paul and I couldn't hear my cell phone ring or feel it vibrate, I would . . .* Have students write a paragraph describing what they would do.
- Pair work. Imagine Paul bought his invention on the Internet, not in the store. He decides to e-mail the company right away to complain about it. Have students work in pairs to write this e-mail.

VIDEO SCRIPT

Paul enters the apartment to show his new cell phone.

Cheryl: Hi, Paul.

Paul: Wait 'til you see what I've got.

Bob: What is it?

Paul: Well, I have this problem with my cell phone. Whenever I'm traveling with a group, I can never hear it ring or feel it vibrate. So I got this thing that lets me know whenever my phone is ringing.

Marie: How does it do that?

Paul: It buzzes me.

Marie: Buzzes?

Paul: You know, bzzz, bzzz. So I can feel it.

Cheryl: Does it work?

Paul: I don't know. No one's called me yet . . . Ow!

Marie: What?!

Paul: Someone's calling me! Hello? Hello? No one's there. Wow. That was a big buzz. That almost hurt.

Cheryl: Maybe it isn't working right.

Paul: It's working fine . . . Ooh! Ow! Another phone call. Hello? Hello? That's strange. Man, if I ever **get used to** that, I'll always **know** whenever my phone is ringing . . . Ahhhhhhh! Stop calling me!

Marie: Paul. If I **were** you, I **would take** that thing back to the store before you hurt yourself.

Paul: I'm going. I'll see you later.

Marie: I hope he can drive OK.

Bob: He'll be fine.

Cheryl: How do you know?

Bob: I'll stop calling him.

ANSWER KEY

- A. 1. True 2. False 3. True 4. False 5. True
B. 1. hear 2. feel 3. buzzes 4. hurts 5. Bob
C. 1. 'I'll always know whenever my phone is ringing 2. would take that thing back to the store 3. he can drive OK



Top Notch Pop and Karaoke: Reinvent the Wheel

UNIT 9

Sitcom: *Can we please avoid discussing politics?*

Social language

- State an opinion
- Disagree politely about controversial issues
- Discuss politics

Grammar

- Non-count nouns for abstract ideas
- Verbs followed by objects and infinitives

SCENE 1

PREVIEW

- Ask students these questions:

Are you interested in politics?

Do you like to discuss politics with your friends?

Why or why not?

If not, what do you like to talk about with your friends?

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.

According to Paul, what are politicians planning to do? (raise taxes)

What has the government decided to spend money on? (building a stronger military)

What two things does Marie think they should spend more money on? (education and eliminating poverty)

Who does not want to discuss politics? (Cheryl) Why? (because they always argue when they discuss politics)

What does Bob think they should spend more money on? (fighting corruption) Why? (If they were able to stop corrupt officials, they wouldn't need to raise taxes.)

Who thinks the government should spend more money on the military? (Paul)

What does Cheryl think the government should spend more money on? (cooking schools) Why? (because most people can't cook well)

Is she serious? (no)

How does everyone react? (They get mad at her.)

Why does Cheryl say this? (to show that they always get mad at each other when discussing politics)

EXTENSION

Oral work

- Group work: discussion. Have groups of students join Bob, Paul, and Marie's discussion and talk about what they think the government should spend more money on. Tell students to refer to the characters in the video if they agree with their points of view.
- On the board, write *Should the government raise taxes to build a stronger military?* Debate. Divide the class in half. Have students choose whether they want to argue yes or no. Even out the teams. Have students prepare their arguments for or against spending more money on the military. Encourage them to use arguments that Paul, Bob, and Marie made in the video. Then have students make their arguments and invite members of the opposing group to respond. Finally, as a class, decide which group had the strongest argument.

Written work

- Write on the board *Do you agree with Cheryl that it's better not to discuss politics with friends?* Have students write a paragraph to express their opinions. Tell students to give examples from their own lives.
- Pair work. Have students work in pairs to write a letter to a local politician suggesting things that need to be done in the community or complaining about government policies.

VIDEO SCRIPT

In Cheryl's apartment, Paul, Bob, and Marie are talking about politics, while Cheryl tries to avoid the topic.

Paul: Did you see the politicians expect to raise taxes again?

Bob: Really? What has the government decided to spend our money on now?

Paul: They're planning to build a stronger military.

Marie: It's wrong to spend so much on the military. They should spend it on **education** instead.

Cheryl: Can we please avoid discussing **politics**?

Marie: Why?

Cheryl: Every time we begin talking about **politics**, people get mad at each other.

Bob: They should spend more money on fighting **corruption**. If they were able to stop corrupt officials, maybe they wouldn't need to raise our taxes.

Paul: That's true, but I think we need to spend more money on the military. Without a strong military, the world won't be very safe.

Marie: That's one way to look at it. But maybe the world would be safer—and better—if we tried to eliminate **poverty**.

Bob: What do you think, Cheryl?

Cheryl: I think that if I say what I really think, you'll get all mad and call me crazy or ridiculous.

Marie: Cheryl. Don't be so afraid. We're only talking.

Cheryl: I think that the government should spend more money on cooking schools.

Marie: What?

Cheryl: Most people don't know how to cook well. I think the government should help teach them.

Marie: That's ridiculous!

Bob: Are you crazy?

Paul: Use our taxes to pay for cooking schools?

Cheryl: Of course not! But look at you. You're all mad at me. This is why I never discuss **politics** with friends. But don't let me stop you from getting mad at each other.

ANSWER KEY

- A. "That's true, but I think . . ." "That's one way to look at it."
B. 1. d 2. c 3. a 4. b
C. *Following are the expected answers. Students may produce variations that are also correct.*
1. Without a strong military, the world won't be very safe. 2. The world would be safer and better if we tried to eliminate poverty. 3. If they were able to stop corrupt officials, maybe they wouldn't need to raise taxes. 4. Most people don't know how to cook well.

SCENE 2

PREVIEW

- Write on the board the names of different political beliefs: *radical, liberal, moderate, conservative, reactionary*. Ask students *Do you usually think of people you know as liberal, conservative, moderate, and so on? Are you ever wrong?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
 - What does Marie call Paul? (a conservative)*
 - Why? (because he always wants things to be just like they used to be)*
 - Does he agree with her? (no)*
 - What does Paul call Marie? (a radical) Why? (because she always wants to change everything)*
 - Does she agree with him? (no)*
 - What does Bob call Marie? (a liberal)*
 - Does Marie agree that Bob is liberal? (no) Why not? (because she thinks he is a moderate)*
 - Why does Marie think Bob is a moderate? (because Bob is always in the middle)*
 - Why does Paul call Marie a little dictator? (because she tells Bob he can't be one thing and call it something else)*
 - How does Marie know so much about political beliefs? (She studied politics in school.)*
 - Does anyone know Cheryl's political beliefs? (no)*
 - Does she share them? (no)*
 - What does Cheryl say? (that she believes the chips are the best she has ever tasted)*

EXTENSION

Oral work

- Group work: role play. Divide the class into groups of four. Have students role-play Marie, Bob, Cheryl, and Paul and reenact what happened in the video episode.
- Discussion. Ask students these questions:
Do you think Cheryl is interested in politics at all?

If you were Cheryl, would you be able to stay quiet during a discussion like they are having? Who in the video are you most like? Why?

Written work

- Tell students that the government has recently announced that the education system in their country will be restructured. Have students individually take the role of Marie, Bob, or Paul and write a letter to the government to make some suggestions. Tell students to keep in mind each person's political beliefs while writing the letter.
- Pair work. Have students work in pairs to write a conversation between Marie and Cheryl. Marie knows Cheryl does not like to talk about politics, so she decides to carefully ask her some questions in a regular conversation to try to find out her political beliefs. Have pairs share their conversations with the class.

VIDEO SCRIPT

Marie, Paul, and Bob continue to express their political and social beliefs, while Cheryl stays above the fray.

Marie: Paul, I never knew you were so conservative.

Paul: I'm not conservative.

Marie: Sure you are. You always seem to **want things to be** just like they used to be.

Paul: That's not conservative. That's just smart. (to Cheryl) Thanks.

Marie: That's the definition of conservative.

Paul: Really? Well, I didn't know you were so radical.

Marie: What makes you think I'm radical?

Paul: You always want to change everything.

Marie: No, I don't. I just **want our government to realize** that it's the twenty-first century and they need new ways of doing things. (to Cheryl) Thank you.

Paul: That sounds radical to me.

Marie: Bob, tell him I'm not a radical.

Bob: She's not a radical. She's a liberal. Like me.

Marie: I wouldn't call you a liberal.

Bob: Oh, really?

Marie: I'd say you're more of a moderate. You're always in the middle.

Bob: If I want to be a liberal, I'll be a liberal. (to Cheryl) Thank you, honey.

Marie: You can be whatever you want, you just can't be one thing and call it something else.

Paul: Listen to you. You're like a little dictator.

Marie: I studied **politics** in school. I know something about the definitions of political beliefs.

Paul: Is that so? So what is Cheryl? A radical? Moderate? Conservative?

Marie: Who knows? She's not saying.

Paul: Cheryl, what are you? Would you mind telling us that much?

Cheryl: OK. You want to know what I believe? I believe . . . I believe . . . I believe these are the best chips I have ever tasted.

ANSWER KEY

A. 1. True 2. True 3. False 4. True 5. False

B. *Following are the expected answers. Students may produce variations that are also correct.*

1. conservative, he always seems to want things to be just like they used to be
2. radical, she always wants to change everything
3. moderate, he's always in the middle

C. *Individual responses may include variations like the following:*

1. The government should realize that it's the twenty-first century, and they need new ways of doing things
2. Because she studied politics in school
3. Cheryl says she believes that the chips she's eating are the best chips she's ever tasted

Interview: How do you feel about . . . ?

PREVIEW

- Ask students *What do you think are the biggest problems in the world today?* Write students' responses on the board. Leave them there for the oral work.

REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
 - Is Ian a smoker? (yes)*
 - What does he think about prohibiting smoking indoors? (He doesn't appreciate it all the time, but he understands why.)*
 - Do you think Christiane is a smoker? (probably not)*
 - What does she say about restaurants where smoking is prohibited? (The food tastes better, and your clothes don't smell.)*
 - Is Stephan in favor of censorship of books or movies? (no) Why not? (He thinks that censorship creates fear and prevents people from getting information that should be available to them.)*
 - What does Christiane think are two big problems in the world? (war and racism)*
 - What is the most important way to prevent these problems? (communication)*

EXTENSION

Oral work

- Discussion. Ask *Do you agree with Christiane that the two big problems in the world are war and*

racism? Encourage students to discuss other problems and solutions, referring to the list on the board from the preview.

- Discussion. Ask students these questions:
Who do you agree with about prohibiting smoking indoors—Ian or Christiane?
What are some other benefits of prohibiting smoking indoors?
What are some disadvantages for smokers?

Written work

- Have students summarize Christiane's comments about ways to solve the problems of war and racism in the world. Then have students write some additional solutions.
- Have students write a paragraph explaining why they agree or disagree with Stephan's views on censorship.

OOPS! Christiane talks about sitting down *on* a table. She means sitting down *at* a table.

VIDEO SCRIPT

Interviewer: How do you feel about prohibiting smoking indoors?

Ian: As a smoker I don't appreciate it all the time, but I can understand why.

Christiane: I think it's fantastic. I think it's great. If you go to restaurants and nobody can smoke, the food tastes better and your clothes don't smell.

Interviewer: How about censorship of books or movies by a government?

Stephan: I am 100 percent against censorship of any books or movies or any expression of creativity, and I feel that when governments try to censor books or movies, then it creates a sort of atmosphere of fear, and people don't get to . . . don't have ready access to information that should be available to them.

Interviewer: If you could tell me maybe two things that you think are big problems in the world today . . .

Christiane: I think one of the biggest problems is war. And I think another big problem is racism in this world.

Interviewer: And of those, could you tell me, you know, a little bit more about what you think could be done to alleviate these problems?

Christiane: I think, actually with both problems, it's mostly about understanding each other and sitting down on a table and . . . talk, get to know each other and be able to make more compromises and understand different cultures and reasons why people do certain

things certain ways. And I think we would all be much happier.

Interviewer: Communication.

Christiane: Communication. That's the clue. Exactly. Yeah.

ANSWER KEY

- A. war, racism
- B. understand different cultures, make more compromises, communicate better
- C. 1. books, movies 2. governments 3. information
- D. *Individual responses may include variations like the following:*
 - 1. Ian doesn't appreciate prohibiting smoking indoors because he's a smoker
 - 2. Christiane thinks prohibiting smoking indoors is fantastic because the food in restaurants tastes better and clothes don't smell



Top Notch Pop and Karaoke: We Can Agree to Disagree

UNIT 10

Sitcom: *We weren't going to tell you this, but . . .*

Social language

- Warn about risks and dangers
- Describe the natural world

Grammar

- Prepositions of location
- Too + adjective and infinitive

SCENE 1

PREVIEW

- Ask students these questions:
Do married couples in your country usually go on a honeymoon after a wedding?
Do you know any popular honeymoon destinations?
What do you think would be the best honeymoon destination?

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
What do Cheryl and Bob need help with?
(choosing a destination for their honeymoon)

Does Bob want to go anywhere special? (No. He doesn't like to travel, so he will go anywhere Cheryl wants to go, as long as the hotel has nice bathrooms and a TV.)

What is the first place Cheryl says she wants to go? (Cozumel, off the Yucatán Peninsula)

Does Paul recommend this place? (yes)

What does Marie say to discourage Cheryl and Bob from going there? (She says there are too many sharks to go swimming there.)

What is the second place Cheryl says she wants to go? (Tierra del Fuego in the south of Argentina and Chile)

Does Paul recommend this place? (yes)

What does Marie say to discourage Cheryl and Bob from going there? (She says that in June it's too dark to do very much there.)

What is the third place Cheryl says she wants to go? (jungles and rain forests in Malaysia)

What does Paul say to discourage Cheryl and Bob from going there? (He says that some people feel the scorpions make it too dangerous to hike.)

Where does Bob suggest they go? (to the hotel on Grand Street) Why? (because they have really nice bathrooms and big televisions)

EXTENSION

Oral work

- Discussion. Ask students these questions:
Why do you think Marie keeps interrupting Paul when he says nice things about Cheryl's ideas for the vacation?
Are you familiar with the places Cheryl mentions?
Would you like to go to any of the places for vacation? Why or why not?
- Group work: role play. Have students work in groups to come up with a honeymoon destination for Cheryl and Bob. Tell students to give a description of the location. Then have each group continue the conversation for several more exchanges. Have students role-playing Mr. Evans recommend the honeymoon destination to Cheryl and Bob.

Written work

- Have students write a description of Bob's ideal honeymoon vacation, using the information they know about his dislike for travel.
- Pair work. Ask students *Do you think Cheryl and Bob will have fun on their honeymoon if Cheryl wants to see exciting things and Bob is most interested in a nice hotel and a big TV?* Have students work in pairs to choose a destination and write a postcard to Mr. Evans from Bob and Cheryl on their honeymoon.

VIDEO SCRIPT

In the café, Cheryl and Bob ask the rest of the Top Notch Travel staff to help them decide on a location for their honeymoon.

Cheryl: Everyone, we'd like to ask your opinion about something.

Mr. Evans: What is that?

Cheryl: We're trying to decide where to go on vacation after the wedding, for our honeymoon.

Bob: We thought you might be able to help us decide on a location.

Mr. Evans: An excellent idea. Where are you thinking of going?

Cheryl: Well, Bob doesn't really like to travel, so he's agreed to go wherever I want to go, as long as the hotel has nice bathrooms and a TV.

Mr. Evans: That sounds fair. What's your first choice?

Cheryl: I've always wanted to go to Cozumel, **off** the Yucatán Peninsula.

Paul: Cozumel is spectacular. The island itself is pretty flat, but the beaches are beautiful and the ocean is so blue.

Marie: Aren't there **too** many sharks **to go** swimming there?

Paul: No! It's very safe. What? Oh! But it's somewhat overrated.

Bob: You just said . . .

Mr. Evans: What else are you thinking of?

Cheryl: What about Tierra del Fuego **in** the south **of** Argentina and Chile?

Paul: The scenery is extraordinary! The mountain ranges and national parks are breathtaking.

Marie: But in June, won't it be **too dark to do** very much?

Paul: No! Plenty of people go there in June to go skiing or . . . But, of course, it's probably not romantic enough for a honeymoon.

Cheryl: I've heard the jungles and rain forests **in** Malaysia are a must-see.

Paul: They're so lush. . . . Of course, some people feel that the scorpions make it **too dangerous to hike**.

Bob: We could go to that hotel **on** Grand Street **along** the river.

Cheryl: Stay in town? For our honeymoon?

Bob: Well, I heard the rooms have really nice bathrooms and big televisions.

ANSWER KEY

- A. 1. b 2. c 3. a 4. b
 B. 1. b 2. c 3. a
 C. 1. off 2. too many sharks to go swimming
 3. in the south of 4. too dark to do 5. must-see
 6. too dangerous to hike

SCENE 2

PREVIEW

- Ask students *What do you know about Tahiti? Do you think Tahiti is a good honeymoon destination?*

REVIEW

- Ask comprehension questions. Play the video episode again if necessary.
 - How did Marie know Cheryl wants to go to Tahiti? (Cheryl told her once.)*
 - Do Mr. Evans, Paul, and Marie all recommend Tahiti as a honeymoon destination? (yes)*
 - What does Bob say about Tahiti? (that it's too expensive)*
 - How does he know? (Mr. Rashid traveled there.)*
 - Does Cheryl remember how expensive Mr. Rashid's trip was? (yes)*
 - What does Mr. Evans say about a vacation in the South Pacific? (He thinks it would be perfect.)*
 - Why does Cheryl think they can't go there? (because it's too expensive)*
 - What does Mr. Evans tell them? (that he, Marie, and Paul would like to send them to Tahiti as a wedding present)*
 - How long will the vacation be? (two weeks)*
 - What does Mr. Evans tell Bob? (that the hotel has a spectacular bathroom and a big TV)*

EXTENSION

Oral work

- Group work: role play. Divide the class into groups of five. Have students role-play a conversation in which Bob and Cheryl tell everyone about their honeymoon in Tahiti.
- Group work: role play. Divide the class into groups of five. Have students imagine that Mr. Evans tells Bob that unfortunately there is no TV in the hotel room, and the bathroom is just a regular bathroom. Have students role-play Bob's reaction and continue the conversation for several more exchanges.

Written work

- Group work. Have students work in groups to create a Tahiti travel brochure. Encourage students to describe why Tahiti would be a perfect location for a honeymoon.
- Pair work. Have students work in pairs to write a thank-you letter from Bob and Cheryl to Mr. Evans, Paul, and Marie from Tahiti, where they are on their honeymoon.

LANGUAGE NOTE: *I'm out of ideas* means *I can't think of any more ideas.*

VIDEO SCRIPT

The rest of the Top Notch Travel staff give Bob and Cheryl a surprise wedding gift.

Marie: Cheryl, you once told me that you wanted to go to Tahiti.

Cheryl: That's right. I forgot about that.

Mr. Evans: You would love Tahiti.

Paul: One of the most beautiful places on earth.

Marie: And very, very romantic.

Cheryl: Really? You all think Tahiti is a good idea?

Mr. Evans: I think you'd love it.

Bob: It's too expensive.

Cheryl: How expensive?

Bob: Well, do you remember how much Mr. Rashid's vacation to Tahiti cost?

Cheryl: Yes, I do.

Bob: He traveled cheaply.

Cheryl: Well, that's it. I'm out of ideas. I guess we'll go someplace boring.

Mr. Evans: We weren't going to tell you until a couple of months from now, but Paul, Marie, and I were talking, and we thought a vacation **in** the South Pacific would be perfect.

Cheryl: I just wish we could afford it.

Mr. Evans: So we decided that as our wedding gift to you, we would like to send you to Tahiti. All expenses paid.

Cheryl: You're kidding!

Mr. Evans: We've booked your flights and a hotel **on** the southern coast for two weeks.

Cheryl: I don't know how to thank you!

Bob: But the . . .

Mr. Evans: And the hotel room has a spectacular bathroom and a TV this big.

Bob: I don't know how to thank you!

Cheryl: Thank you so much! I'm so excited!

ANSWER KEY

- A. 1. False 2. True 3. False 4. True 5. True
B. 1. c 2. a 3. b
C. 1. a vacation in the South Pacific 2. All expenses paid 3. flights 4. on the southern coast



Top Notch Pop and Karaoke:
It's a Beautiful World

Conversation Activator Video Script

Unit 1, Lesson 1

Scene 1

M1: Good afternoon. Hot day, isn't it?

M2: It really is. By the way, I'm Aaron Black.

M1: I'm Ed Selden. Nice to meet you.

M2: Nice to meet you, too.

M1: How do you prefer to be addressed, Mr. Black?

M2: Please call me Aaron.

M1: And please call me Ed.

Scene 2

F: Good morning. Awful coffee, isn't it?

M: It really is. By the way, I'm Ed Selden.

F: I'm Katherine Green. Nice to meet you.

M: Nice to meet you.

F: Would it be rude to call you Ed?

M: Not at all. Please do. And how do you prefer to be addressed?

F: Please call me Katie.

M: OK, Katie. So what do you do?

F: I'm a teacher.

M: Really? How nice. What do you teach?

F: I teach chemistry. And what about you?

M: Me? I'm a dentist.

F: That's interesting. Where's your office?

M: It's in the Miller Building.

F: Oh, that's on First Street, isn't it?

M: Yes, it is.

Unit 1, Lesson 2

Scene 1

M1: So how was your day?

M2: Incredibly busy. By noon I had gone to the dentist, attended a sales meeting, and completed my monthly report.

M1: That's a lot to do before twelve!

M2: That was nothing! Then I went to the airport to pick up my boss. By four, I had already prepared the presentation for tomorrow.

M1: What did you do about eating?

M2: Well, I didn't have lunch or even a snack.

M1: Wow! I'll bet you're tired and hungry now!

Scene 2

F1: So how was your week?

F2: Well, it was pretty busy. I gave Tom a little party on Friday. By Tuesday morning I had sent out all the e-vites, bought the decorations, cleaned the house, and shopped for the beverages.

F1: That's a lot to do before Tuesday!

F2: That was nothing! I also had a lot of work at the office this week. But by Thursday, I had made all the desserts and set the table so I didn't have to do that on Friday.

F1: What did you do about the rest of the food?

F2: Well, I knew I didn't have a lot of time, so I ordered some stuff from a great restaurant in the neighborhood. Then Thursday I stayed up late, and by midnight I had made three nice salads and baked some bread.

F1: Wow! That sounds great. How was the party?

F2: Actually, it was awesome. Everyone loved the food and had a great time.

Unit 2, Lesson 1

Scene 1

M: I'm sorry, but I don't think I can go sightseeing with you this afternoon.

F: Really? Is there anything wrong?

M: Well, actually, I don't feel very well. I've been vomiting since this morning, and I feel really nauseous.

(continued)

F: That's too bad. That must be awful.
Would you like me to pick up
something from the pharmacy?

M: That's really nice of you, but I'm sure
I'll be fine.

F: Then call me later and let me know
how you feel. OK?

M: OK. Thanks.

Scene 2

F: I'm sorry, but I don't think I can meet
you at the restaurant at 6:00.

M: Really? Is there anything wrong?

F: Well, actually, I don't feel very well.
I feel a little weak, and I've been
sneezing for hours.

M: That's a shame. Would you like me
to drive you to a clinic?

F: That's really nice of you, but I'm sure
I'll be OK. Actually, I have some pain
in my shoulder, too.

M: Oh no. Would you like me to pick up
something from the pharmacy?

F: Thanks. I'd really appreciate it.

M: No problem. Write down what you
want and I'll go to the pharmacy
right away. Then call me later and
let me know how you feel. Is there
anything else I can do?

F: No, but thank you very much.

M: Well, feel better!

Unit 2, Lesson 2

Scene 1

F: Hello. Doctor Morton's office. Can I
help you?

M: Hello. This is Dan Smith. I need to
make an appointment for an EKG. I
wonder if I might be able to come in
early next week.

F: Let's see if I can fit you in. How
about Friday?

M: Could I come in after 3?

F: Let me check. Would you be able to
be here at 3:30?

M: That would be perfect.

F: We'll see you then.

M: Excellent! I really appreciate it.

Scene 2

M: Hello. Doctor Morton's office. Can I
help you?

F: Good morning. I need to make an
appointment for an examination. I
wonder if I might be able to come in
the week of the fourth.

M: The week of the fourth? Let's see if I
can fit you in. How about the sixth?

F: The sixth? Hmm . . . Oh, I'm sorry, I
can't. I have classes all day on the
sixth. What about the seventh?

M: Let me check . . . Would you be able
to be here at noon?

F: At noon on the seventh? Just a
minute. I'm sorry. I'm in classes
until one that day. How about in the
afternoon?

M: I have something at 2. Is that OK?

F: Perfect! Thank you.

M: Great. Could I have your name?

F: It's Stacey Keefe. That's K-E-E-F-E.

M: OK. We'll see you then.

F: That's great. I really appreciate it.

Unit 3, Lesson 1

Scene 1

M1: Do you think I could borrow your
laptop for about an hour? Mine's
not working, and I have to finish a
report.

M2: Gee, I'm sorry, but I'm working on
a report, too. I have to finish it by
three o'clock.

M1: That's OK. I'll think of something.

(continued)

M2: Hey, I have an idea. Maybe you could get David to lend you his laptop. He'll be at a meeting all afternoon.

M1: Good idea. I'll go ask him.

Scene 2

F: Do you think you could pick up some lunch for me? I'm starving. But I'm really busy and I can't leave my desk right now.

M: Gee, I'm sorry, but I'm not coming back. I have an appointment.

F: No sweat. I'll think of something.

M: Hey, I have an idea. Maybe you could get Peter to pick up something for you.

F: Actually, I already asked him, but he's really busy, too.

M: Oops. Hey, why don't you ask Tina? She usually goes to lunch around now.

F: That's a great idea. I will.

M: Next time, I'll pick up lunch for you. My treat!

F: Sounds great. Deal!

Unit 3, Lesson 2

Scene 1

M: Could I have this picture framed by Monday?

F: Monday? That might be difficult.

M: I'm sorry, but it's pretty urgent. This is a gift for my wife, and it's her birthday on Monday.

F: Well, I'll see what I can do. But it won't be ready until the afternoon.

M: That's perfect! You're a lifesaver. Thanks!

Scene 2

F: Excuse me. Could I have these shoes repaired by the weekend?

M: This weekend? That might be difficult.

F: I'm sorry, but it's pretty urgent. I'm going on vacation for two weeks. My flight is on Saturday.

M: Well, I'll see what I can do. But they won't be ready until Saturday morning.

F: But my flight is at ten in the morning. I'm sorry . . . I know this is last minute, but I really need these shoes. Do you think you could repair them earlier?

M: Well, you could pay a little more for faster service.

F: How much?

M: Three fifty.

F: No problem.

M: OK, then. They'll be ready on Friday after 5.

F: Great! What time do you close on Friday?

M: At 6.

F: I really appreciate it! Thanks a million!

M: You're welcome.

F: Well, I won't keep you any longer. See you Friday!

Unit 4, Lesson 1

Scene 1

F: Have you read anything interesting lately?

M: Actually, I'm reading a travel book called *A Small Island*.

F: I've never heard of that one. Is it any good?

M: Oh, I think it's a hilarious book. And it's a fast read. I highly recommend it.

F: Well, do you think I could borrow it when you're done? I love fast reads.

M: Sure! I doubt I'll finish it before Friday though.

F: That's OK. I can wait.

(continued)

Scene 2

- M:** Have you read anything interesting lately?
- F:** Actually, I'm reading a science fiction book called *War of the Worlds*.
- M:** I've never heard of that one. Is it any good?
- F:** Oh, I think it's a pretty scary book. And it's a real page-turner. I highly recommend it.
- M:** What's it about?
- F:** Well, the U.K. is attacked by beings from another planet.
- M:** Sounds cool. Do you think I could borrow it when you're done? I love real page-turners.
- F:** Sure! I doubt that I'll finish it before the end of the month though.
- M:** That's fine. I can wait.
- F:** So how about you? Have you read anything interesting?
- M:** I'm reading a self-help book called *Younger You*.
- F:** *Younger You*? What's it about?
- M:** It's about doing things to stay young.
- F:** Really? Sounds interesting.

Unit 4, Lesson 2

Scene 1

- F1:** Is that last week's *People* magazine?
- F2:** Yes, it is.
- F1:** Could you tell me where you bought it? I can't find it anywhere.
- F2:** At the pharmacy next door. But I think it's sold out.
- F1:** Too bad. There's an article in there about the singer Adele. I'm dying to read it.
- F2:** I can understand why. It was great. Listen. Take *my* copy. I'm done with it.
- F1:** Are you sure?
- F2:** Of course.

Scene 2

- M1:** Is that today's *Times*?
- M2:** Yes, it is.
- M1:** Could you tell me where you bought it? I can't find it anywhere.
- M2:** At the newsstand downstairs. But I think it's sold out.
- M1:** Too bad. There's an article in the sports section about the World Cup. I'm dying to read it.
- M2:** I can understand why. It was amazing. Actually, there are two articles about the World Cup. I'm reading the other one now.
- M1:** Could you tell me what it's about?
- M2:** Of course. It's about who the best players are.
- M1:** I'm curious if the article talks about that new player from France, Charles Dubois?
- M2:** No. I don't see anything about him.
- M1:** Really? I'm surprised that he isn't in there.
- M2:** Me, too. Listen. Take my copy. I'm done with it.
- M1:** Really? Aren't you still reading the article?
- M2:** I can finish it online.
- M1:** OK. That would be great! Thanks.

Unit 5, Lesson 1

Scene 1

- F:** I'm on the phone with your sister. Would you like to say hello?
- M:** I would, but I don't have time.
- F:** Anything you'd like me to tell her?
- M:** Yes. Please tell her to call me at the office.
- F:** OK.

Scene 2

- M:** I'm on the phone with Ed and Claire. Would you like to say hello?
- (continued)

F: I would, but I'm late for a doctor's appointment.
M: Anything you'd like me to tell them?
F: Yes. Please tell them to meet me at Mario's for dinner at 7.
M: Will do.
F: And what are you doing for dinner?
M: Nothing, actually.
F: Well, would you like to join us?
M: Yes, I would. But could you do me a favor?
F: Sure.
M: I won't have my car. Can you come here at 6:30 and give me a ride to the restaurant?
F: Sure. No problem. See you at 6:30.

Unit 5, Lesson 2

Scene 1

F1: What's going on in the news today?
F2: Well, the Daily Post says there was an earthquake in Iran.
F1: Really?
F2: Yes. It says there were 20,000 killed.
F1: Oh, no!
F2: And it says there are over one hundred thousand homeless.
F1: What a shame!

Scene 2

M: What's going on in the news today?
F: Well, the Asia Times says there's a bird influenza epidemic in Tajikistan.
M: Really?
F: Yes. It says it has caused record deaths.
M: What a disaster!
F: It says children and the elderly should get vaccinations. . . . And that's not all.
M: What do you mean?
F: The *Weekly Mail* says there's a famine in Ethiopia. It's caused by the drought.

M: Oh, no!
F: It says, "Thousands die of hunger."
M: That's horrendous.
F: You can say that again.

Unit 6, Lesson 1

Scene 1

F1: So what are you doing these days?
F2: Well, I'm getting married.
F1: No kidding! I thought you had other plans.
F2: That's right. I was going to go to drama school, but I changed my mind.
F1: How come?
F2: Well, it's hard to make a living as an actor.

Scene 2

F: So what are you doing these days?
M: Well, my wife and I are going to have a baby.
F: No kidding! I thought you had other plans.
M: That's right. We were going to take a trip around the world, but our parents talked us out of it.
F: How come?
M: Well, they said it was time to start a family. And actually, we decided they were right.
F: So when is the baby going to be born?
M: In September.
F: Your wife is a teacher, isn't she?
M: Yes, she is.
F: Is she going to keep working after the baby is born?
M: Yes. I'm going to stay home. I'm studying, and I can do that at home.
F: That's great. Best of luck!

Unit 6, Lesson 2

Scene 1

- F1:** I shouldn't have studied law.
F2: Why do you think that?
F1: Well, I don't really like law. I think I would have enjoyed being a doctor.
F2: Could be. But you never know. You might not have liked medicine.
F1: That's true.

Scene 2

- M1:** I should have become an artist.
M2: Why do you think that?
M1: Well, I might have been a really good one.
M2: Could be. But you never know. You might not have been happy.
M1: True. So, why didn't you become a teacher?
M2: Well, teachers don't make a lot of money. I used to want to make a lot of money, but I've changed my mind about that.
M1: It's not too late. Why don't you study teaching now?
M2: You must have spoken to my wife. She says the same thing.
M1: No, I didn't. Do you have other regrets about your life?
M2: Not really. You know, I could have married Jackie Miller! Then I would really have regrets!
M1: Jackie? You're right.

Unit 7, Lesson 1

Scene 1

- F:** I heard there's going to be a holiday next weekend.
M: That's right. National Day.
F: What kind of holiday is it?
M: It's a historical holiday that takes place in March. People set off fireworks and march in parades.

F: Well, have a really nice National Day!

M: Thanks! You too!

Scene 2

- M:** I heard there's going to be a holiday next Thursday.
F: That's right. Thanksgiving.
M: What kind of holiday is it?
F: It's a historical holiday that takes place in November. People spend time with their family and eat a big meal together.
M: Nice. What else do people do?
F: Well, a lot of people watch football on TV, too.
M: Oh yeah? Do people give gifts or wear costumes on Thanksgiving?
F: On Thanksgiving? No, they don't. But they usually wish each other well.
M: Sounds like a nice holiday. Well, have a happy Thanksgiving!
F: Thank you! Same to you! . . . Hey, you should come to *my* house on Thursday. We'll have lots of food.
M: Really? Thanks! That sounds great.

Unit 7, Lesson 2

Scene 1

- M:** Do you mind if I ask you about something?
F: No problem. What's up?
M: I'm not sure about the customs here. If someone invites you to a party, should you wear formal clothes?
F: No. Formal clothes aren't necessary. But the clothes you wear shouldn't be too informal.
M: Would it be appropriate to bring a gift?
F: Sure. But you don't *have* to bring anything.
M: Thanks. That's really helpful.

Scene 2

- F:** Do you mind if I ask you about something?
- M:** No. What's up?
- F:** I'm not sure about the customs here. If someone invites you out for dinner, should you offer to pay the bill at the end of the meal?
- M:** You can. But don't be surprised if the other person says no. Usually the person who invites expects to pay the bill.
- F:** Really? That's interesting. Would it be impolite to offer to pay the tip?
- M:** Actually, no. But tipping isn't customary here.
- F:** Oh you're right! I forgot. Is it OK if I invite the person out to dinner at a later time?
- M:** Of course.
- F:** Thanks! That's really helpful.

Unit 8, Lesson 1**Scene 1**

- M1:** I just got a new refrigerator.
- M2:** No kidding! What kind?
- M1:** A Freeze King. It's huge, and it's first-rate. I thought I'd treat myself.
- M2:** Well, congratulations! If I had the room for such a big fridge, I'd get one for my house.

Scene 2

- F:** I just got a new underwater camera.
- M:** No kidding! What kind?
- F:** An SF Marine 2000. It's state-of-the-art. I've wanted this camera for two years. I thought I'd treat myself.
- M:** Well, congratulations. If I did underwater photography, I'd want one of those, too. I saw an ad for it in Photo Magazine. What a great camera. The SF's are all state of the art, but the 2000 is revolutionary.

- F:** I know. It sends images wirelessly from under water. Is that incredible or what?
- M:** It is. I have an SF Land model. It's pretty innovative, too. It's so small it fits in my shirt pocket.
- F:** Does it have all the features of the full-size SFs?
- M:** It does! I love it. I hear they're coming out with an even smaller model. If I had the money, I'd treat myself to that, too.

Unit 8, Lesson 2**Scene 1**

- F1:** Sorry I didn't return your call yesterday.
- F2:** What happened?
- F1:** I'm ashamed to say I just got so busy, I didn't notice the time.
- F2:** Don't worry. That can happen to anyone.
- F1:** Well, if I had made a note and stuck it to my computer screen, I would have remembered.
- F2:** No harm done. We can talk now. I have time.

Scene 2

- M:** Sorry I missed your birthday party.
- F:** What happened?
- M:** I'm ashamed to say I just didn't write it down, and then I accidentally deleted the e-mail invitation. I'm sorry.
- F:** Don't worry. That can happen to anyone.
- M:** Well, if I had written it down, I would have been there.
- F:** No harm done. But it was a great party. Too bad you weren't there.
- M:** Tell me about it. Who was there?
- F:** My husband, of course, and some friends from the office—Len and Brad. Do you know Laura Bass?

(continued)

M: Yes, I do. Was she there?
F: Yes. And she brought me a beautiful cake.
M: I'm so sorry I wasn't there.
F: No worries. I'll invite you again next year.
M: And I'll write it down!

Unit 9, Lesson 1

Scene 1, Part 1

F1: Do you mind if I ask you a political question?
F2: No problem. What would you like to know?
F1: Well, what do you think about the president?
F2: Actually, I think she's great.

Scene 1, Part 2 (if you don't want to answer)

F1: Do you mind if I ask you a political question?
F2: No offense, but I feel a little uncomfortable talking about that. I hope you don't mind.
F1: Absolutely not. It's a good thing I asked.

Scene 2

F: Do you mind if I ask you a political question?
M: No problem. What would you like to know?
F: Well, are you a liberal?
M: No, I'm not. I'm a moderate.
F: So what do you think about our banking policies?
M: I'm not sure. What about you?
F: I haven't made up my mind. Can I ask you another question?
M: Sure. Shoot.
F: Who are you voting for in the election next week?

M: No offense, but I feel a little uncomfortable talking about that. It's a little personal. I hope you don't mind.
F: Absolutely not.

Unit 9, Lesson 2

Scene 1

M1: How do you feel about compulsory military service?
M2: I'm against it. I don't think military service should be compulsory. What about you?
M1: Actually, I'm afraid I don't agree. I think if it weren't compulsory, no one would serve in the military.
M2: Do you think so? I'm not sure I agree.

Scene 2

F: How do you feel about lowering the driving age?
M: I'm in favor. I think young people need transportation, and the buses are awful. What about you?
F: No offense, but I just can't agree. Young people are terrible drivers. They speed. They text while they're driving. It's just too dangerous. Drivers should be at least 18 years old.
M: Well, then, what do you think about raising the voting age?
F: Actually, I'm against that. I don't think voting and driving are the same thing.
M: That's exactly what I think. I couldn't agree with you more. If we have compulsory military service at 18, people should be able to vote at 18.
F: I couldn't have said it better myself.

Unit 10, Lesson 1

Scene 1

- F:** Where exactly are the Adirondack Mountains located?
- M:** About five hours north of New York City. Are you planning to go there?
- F:** I've been thinking about it.
- M:** You don't want to miss it. If you go in October, the colors are amazing.

Scene 2

- M:** Where exactly is Niagara Falls located?
- F:** It's south of Toronto. Toronto's in eastern Canada, and Niagara Falls is on the border of Canada and the U.S. Are you planning to go there?
- M:** I've been thinking about it.
- F:** Well, the waterfalls are amazing. But I think the place is overrated. There are too many tourists there.
- M:** What about Lake George? Is it worth seeing?
- F:** Definitely. You don't want to miss Lake George. It's gorgeous.
- M:** Is a trip there and to Niagara Falls doable in a few days?
- F:** Sure.
- M:** So can I get reservations for a hotel in Lake George and drive to Niagara Falls for the day?
- F:** Not really. Niagara Falls is about five hours northwest of Lake George by car. But you can stay at the lake first and then drive to the Falls the next day.
- M:** Great idea.

Unit 10, Lesson 2

Scene 1

- M:** Excuse me. Can you tell me the way to the waterfall?

- F:** Sure. It's about a fifteen-minute walk that way. You'll see the path at the top of the cliff.
- M:** Thanks. Is it safe to walk on the path there?
- F:** Sure, but be careful. It can be a little slippery.
- M:** Thanks.
- F:** And you should use some insect repellent for the mosquitos. It's too hot to wear a sweater.
- M:** Thanks for the warning.

Scene 2

- F:** Excuse me. Can you tell me the way to Smith's Cave?
- M:** Yes, I can. It's that way. You'll see a sign for the path.
- F:** Thanks. Is it safe to go inside the cave?
- M:** Sure. There are snakes. But don't worry. They're not dangerous.
- F:** Thanks.
- M:** And be sure to bring a flashlight. It can be pretty dark in the cave.
- F:** Thanks. Are there any bears around here?
- M:** Bears? No. You don't have to worry about that. Just keep an eye out for the snakes.
- F:** Is the path very rocky or steep?
- M:** No. But sometimes it can be too foggy for you to see very well there.
- F:** Thanks for the warning. Tell me. Is Smith's Cave worth seeing?
- M:** Actually, I think it's a waste of time. If you want to see a really great cave, take a drive north to Patterson and visit Rocky Cave. It's a must-see!
- F:** Thanks! I'll do that.