

THIRD EDITION

# TOP NOTCH

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TEACHER'S EDITION and LESSON PLANNER

JOAN SASLOW  
ALLEN ASCHER

with Daria Ruzicka

# Top Notch: English for Today's World 1, Third Edition

## Teacher's Edition and Lesson Planner

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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*.

## B Classify the vocabulary . . .

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- Point to the four columns in the Student’s Book and say each heading aloud.
- To model the activity, say *A stove. What is a stove for?* (For cooking.) Write *a stove* under the correct column in your book and have students do the same.
- Some of the appliances and machines do not fit into the categories perfectly. This creates an opportunity for student discussion.
  - Some students may put *a coffee maker* in two categories: *cooking* and *food preparation*.
  - *A fan, an air conditioner, and a hair dryer* do not have a category in this activity. Ask students *What are fans and air conditioners for?* (To help you stay cool. / be comfortable in hot weather.) *What’s a hair dryer for?* (To dry hair.)

*Option: (+ 10 minutes)* To expand the activity, have students use a dictionary to add other appliances they use in their homes. For example, *a toaster, a space heater, an electric blanket, an air purifier, a humidifier, a steam mop, etc.*

## C ▶ 3:15 Listen to predict

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- When listening the first time, have students cover the two prediction options for each item so they can focus on the name of the appliance.

### AUDIOSCRIPT

SPEAKER 1 [F = U.S. regional]

**F:** Oh, my gosh. My parents are coming in a half hour and I don’t have enough clean dishes for all of us at the table. The machine is on the blink. Can you wash some by hand?

SPEAKER 2 [M = Japanese]

**M:** Ahh. It’s like an oven outside and it’s so nice and cool in here! And what a small machine. What brand is it?

SPEAKER 3

**M:** I need to heat up this coffee. How many seconds should I give it?

SPEAKER 4

**F:** Matt! What happened? Everything is warm in this thing. Just look at this ice cream! Did you leave the door open?

SPEAKER 5 [M = Portuguese]

**M:** Am I doing something wrong? Taste this! It tastes like water. And why isn’t it hot . . . or black!?

SPEAKER 6

**F:** That shirt looks so nice and clean. All the chocolate is gone. That machine is absolutely top notch!

SPEAKER 7 [M = Spanish]

**M:** Whew! It’s hot today! Let’s make a nice cool drink. What do you think? I’ll just put some sugar, lemon juice, and ice in this thing. It’ll be ready in an instant!

SPEAKER 8 [F = U.S. regional]

**F:** Oh, no! Look at the time. Your parents are coming in fifteen minutes. I can make a soup really fast. Can you get that thing out of the closet for me? It makes a nice soup in a half hour. A regular pot takes all day.

## NOW YOU CAN Express sympathy for a problem

### A Notepadding

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- Students can write about real products or any of the products that are on pages 50, 51, 53, and 54.
- Tell students to think about household products or electronics in their home that don’t work well. Give a few examples yourself: *My [HomeLife juicer] is on the blink.*

### B Conversation activator

Suggested teaching time:	10–14 minutes	Your actual teaching time:	
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#### Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 182 of this Teacher’s Edition.
- To model the conversation, role-play with a more confident student. Play the role of B.
- As students practice, circulate and listen. Make sure B uses *’s* for *But my [microwave]’s not working.*
- Be sure to reinforce the use of the conversation strategies; for example, make sure students express sympathy with appropriate tone and body language.

**DON’T STOP!** Extend the conversation. Point out the language in the Recycle box. If helpful, have students review the Photo Story on page 51 for more ideas.

- 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 to say how the model has been changed by the actors.

#### Conversation Activator Video Script; Conversation Activator Pair Work Cards

### C Change partners

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

- Encourage students to ask other questions to lengthen their conversations. For example:  
*What model is it? Is it fixable? Is it defective? Is it obsolete? Are you getting a new one?*
- Have students give suggestions about good brands and models to replace the broken products they are describing. They can refer to the Conversation Model on page 52.

## EXTRAS

#### Workbook or MyEnglishLab

#### Speaking Activities: Unit 5, Activity 2; “Find Someone Who . . .” Activity

## BEFORE YOU LISTEN

### Warm-up

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Model a response to the warm-up question; for example, *In my opinion it is important to stay in shape. People have to walk more every day and eat more vegetables.*
- You can ask additional questions, such as *What kind of food do people have to eat to stay in shape? What kind of exercise do people have to do to stay in shape?*

#### Language and culture

- **From the Longman Corpus:** *In shape* is most often used in the following phrases: *get in shape, keep in shape, and stay in shape.*

## LISTENING COMPREHENSION

### A ▶ 3:35 Listen for main ideas

Suggested teaching time:	6 minutes	Your actual teaching time:	
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- Write this question on the board: *Does this person exercise regularly?* Have students cover the statements on page 68 and look only at the photo and name as they listen the first time. Then have students check the box if the answer to the question is yes.

**AUDIOSCRIPT** See page T69.

### B ▶ 3:36 Listen for details

Suggested teaching time:	6 minutes	Your actual teaching time:	
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- Before students listen again, have them review the *Adjectives to describe the healthfulness of food* Vocabulary at the top of page 46 and the words in Exercise A at the top of page 47.
- To make sure students understand the new terms *junk food, pig out* and *sweet tooth*, say and ask:  
**Junk food** *is not healthy because it has lots of oil or sugar.*  
*What are some junk foods?* (french fries, chips, soft drinks, candy)  
*If you pig out on junk food, do you eat a little or lots of junk food?* (Lots.)  
*If you have a sweet tooth, do you like sweets?* (Yes.)
- Ask a few volunteers, *How often do you eat junk food? Do you ever pig out on junk food? Do you have a sweet tooth?*
- Have students read the habits and listen again.
- To review, have a student say a complete sentence for each person; for example, *Mark Newell goes to a gym, avoids grains, and avoids desserts.*

*Option: (+ 5 minutes)* Students can use their charts to practice *yes / no* questions and short answers in the simple present tense. For example, A: *Does Rika eat a lot of seafood?* B: *Yes, she does.* *Does Richard go to a gym?* A: *No, he doesn't.*

## C Discussion

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

- Model the first response; for example, *I think Mark Newell has good habits because he goes to the gym and avoids unhealthy food.*
- For the second response, write the following prompt on the board:  
*I am like \_\_\_\_\_. We both . . .*

### Learning Strategies

## PRONUNCIATION

### A ▶ 3:37 Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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### Pronunciation Coach Video

- Point out that the verbs in the third column have an extra syllable in their third-person singular form.

#### Language and culture

- When you add an *-s* to words that end with unvoiced sounds /f/, /k/, /p/, and /t/, they have an /s/ sound. When you add an *-s* to words that end in voiced sounds (all vowels, *b, g, l, m, n, r, v,* and *z*), they have a /z/ sound. You add *-es* to all words that end in *ch, sh, ss, x,* and *zz*. The *-es* gives the word an extra syllable.

*Option: (+ 5 minutes)* Draw the following chart on the board (without the answers). Call out verbs in the third-person singular and have students write them in the correct column.

/s/	/z/	/ɪz/
walks	runs	watches
likes	stays	washes
drinks	avoids	fixes
eats	goes	misses
sleeps	does	
talks	plays	
meets	cleans	
makes		

### B Pair work

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Circulate to make sure students pronounce the third-person singular correctly.

### Pronunciation Activities

## 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:	5–7 minutes	Your actual teaching time:	
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- Point to the pictures for January 15. Ask *Did they have a good trip?* (No, they didn't.) Point to the pictures for January 17–22. Ask *Did they have a good time on their vacation?* (Yes, they did.)
- Make sure students try to use all of the possibilities in each picture before they go to the next one.
- If your class is large, split the class into several teams and have them all compete against each other.

#### Possible responses . . .

The flight was bumpy.	I went swimming.
Someone stole our luggage.	I went shopping.
The room wasn't comfortable.	We played golf.
The food was terrible.	There was great entertainment.
The people were unfriendly.	It was so relaxing.
	We walked on the beach.

*Option: (+ 5 minutes)* To extend the activity, have students ask questions about each picture.

*Option: (+ 5 minutes)* In pairs, have students close their books and take turns retelling the events of the vacation.

*Option: (+ 10 minutes)* Working in pairs, students write three true statements and three false statements about the picture; for example, *The flight was terrific.* (False.) Regroup students into groups of four. With books closed, each pair reads their statements aloud to the other pair, who must decide which sentences are true and which are false.

### Role play

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Students create a conversation for the two women. To get them started, ask a few questions. For example: *Who went on a vacation? When did she go? How was the flight?*

#### Possible responses . . .

**A:** Were you on vacation? **B:** Yes, I was. I went to Florida. **A:** No kidding! When did you get back? **B:** Yesterday. **A:** Did you have a good time? **B:** Well, we had a really nice time, but the flight was long and bumpy. It was pretty scary. And then someone stole our luggage! **A:** Oh no! I'm sorry to hear that. How was the weather? **B:** Incredible! I went swimming every day. We also played golf and went walking on the beach. It was so scenic. **A:** Was it relaxing? **B:** Yes, but it wasn't boring. There was plenty to do. We had a lot of fun.

### Pair work

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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- Before students work in pairs, brainstorm with the class one possible conversation.

*Option: (+ 10 minutes)* Have students write the conversation in dialogue form and then role-play their conversation in front of the class. Classmates can identify the scene on page 85 that the students are enacting.

#### Option: Oral Progress Assessment

Use the illustrations for an oral test. Have students point to and say something about the things that happened on the woman's vacation; for example (pointing to the third picture on the top line), *Someone stole her luggage.* Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



#### Oral Progress Assessment Charts

#### Option: Top Notch Project

Bring in travel ads for the class. In small groups, have students choose a vacation and create a presentation for the class about it.

**Idea:** Write the questions that follow on the board.

Once groups choose an ad, have them read and discuss answers to the questions.

*Why does this vacation look good to you?  
Is it good for people who like natural beauty,  
history and culture, family activities, or physical  
activities?  
What are the activities you can do?  
How do you get there? Is it a flight, a drive, a  
cruise, or a train or bus trip?  
Is the vacation more relaxing, exciting,  
interesting, or unusual?*

**Idea:** After all the presentations, the class votes on the best vacation.

### EXTRAS

#### On the Internet:

- Online Teacher Resources: [pearsonelt.com/topnotch3e/](http://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

**VOCABULARY**

**A** ▶ 4:28 **Read and listen . . .**

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

- Explain that a *pair* is two of something; for example, a *pair of gloves* (two gloves) or a *pair of socks* (two socks).

**Language and culture**

- Some things are called a *pair* even though they are really only one item. Usually this is because they are made of two similar parts; for example, pantyhose, tights, pants, panties, boxers, briefs, and shorts all have two legs.
- In British English, a bathrobe is called a *dressing gown*, pants are called *trousers*, and *pajamas* is spelled *pyjamas*.

*Option: (+5 minutes)* For a challenge, ask *Why do you think pajamas are described as a pair?* (Maybe because they have two legs; maybe because there are two parts, a top and a bottom.) *Why do you think underwear is described as a pair?* (Maybe because they have openings for two legs.)

**Learning Strategies**

**B** ▶ 4:29 **Listen to infer**

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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- Direct students' attention to the Departments box. Tell them to choose from these departments as they complete the exercise.
- Have students look at page 86. Ask:
  - Which department would you find socks, pantyhose, and tights in?* (Hosiery.)
  - Which department would you find gloves in?* (Outerwear.)
  - Which department are pajamas in?* (Sleepwear.)
  - Which department are panties, boxers, and briefs in?* (Lingerie and Men's underwear.)

**Language and culture**

- A *directory* is a listing with names and locations of all the departments or offices in a building. It is usually located near the entrance or near an elevator or escalator.

**AUDIOSCRIPT**

CONVERSATION 1

**F1:** Do you see a store directory?  
**F2:** Yes. It's right over here. What do you need?  
**F1:** I need a pair of nice warm gloves for my sister.

CONVERSATION 2

**M:** These pajamas aren't comfortable. They're too small.  
**F:** Would you like me to get you a couple of new pairs when I go shopping?  
**M:** That'd be great. Thanks!

CONVERSATION 3

**F:** Look at these great tights. They have pictures of animals on them. Don't you just love them?  
**M:** Not particularly. They're a little wild for my taste.  
**F:** Well, if you really don't like them, I'll take them back to the store.

CONVERSATION 4 [M1= Indian]

**M1:** Can I help you sir?  
**M2:** Yes. I'm looking for boxers. I only see briefs.  
**M1:** They're right over here. Just follow me.  
**M2:** Thanks! I need a pair in extra large.

**GRAMMAR**

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Ask questions using comparatives. Have students answer in complete sentences:
  - Which are longer, shorts or pants?* (Pants are longer than shorts.)
  - Which are heavier, pantyhose or tights?* (Tights are heavier than pantyhose.)
  - Which are looser, boxers or briefs?* (Boxers are looser than briefs.)
  - Which are warmer, pajamas or boxers?* (Pajamas are warmer than boxers.)
  - Which are more comfortable, socks or pantyhose?* (Socks are more comfortable than pantyhose.)

▶ 4:30 **Spelling rules**

- Have students listen to the spelling rules for comparative adjectives.
- Give students some adjectives that are similar in form to the examples in the Grammar box. Ask the class how to change them to comparatives. For example:
  - long* (Add *-er*.)
  - fat* (Double the *-t* and add *-er*.)
  - nice* (Add *-r*.)
  - popular* (Use *more* or *less*.)
  - ugly* (Change the *-y* to *i* and add *-er*.)

▶ 4:31 **Irregular forms**

- Have students listen and repeat the forms. Write the following sentences on the board:
  - Cookies are good, but ice cream is \_\_\_\_\_. I love ice cream!*
  - The red bicycle is \_\_\_\_\_ than the blue bicycle, so I'm going to buy the blue bicycle.*
- Ask students to complete the sentences (better, worse).

**Language and culture**

- **From the Longman Corpus:** A common error for English learners is to use *more* with comparative adjectives that end in *-er*, such as *more cheaper* and *more bigger*.

*Option:* **GRAMMAR BOOSTER** (Teaching notes p. T137)

**Inductive Grammar Charts**

