

THIRD EDITION

TOP NOTCH

2

TEACHER'S EDITION and LESSON PLANNER

JOAN SASLOW
ALLEN ASCHER

with Daria Ruzicka

Top Notch: English for Today's World 2, Third Edition

Teacher's Edition and Lesson Planner

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LEARNING OBJECTIVES

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 1 Getting Acquainted PAGE 2	<ul style="list-style-type: none"> • Get reacquainted with someone • Greet a visitor to your country • Discuss gestures and customs • Describe an interesting experience 	<ul style="list-style-type: none"> • Tourist activities • The hand • Participial adjectives 	<ul style="list-style-type: none"> • The present perfect <ul style="list-style-type: none"> ◦ Statements and <u>yes / no</u> questions ◦ Form and usage ◦ Past participles of irregular verbs ◦ With <u>already, yet, ever, before, and never</u> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • The present perfect <ul style="list-style-type: none"> ◦ Information questions ◦ <u>Yet</u> and <u>already</u>: expansion, common errors ◦ <u>Ever, never, and before</u>: use and placement
UNIT 2 Going to the Movies PAGE 14	<ul style="list-style-type: none"> • Apologize for being late • Discuss preferences for movie genres • Describe and recommend movies • Discuss effects of movie violence on viewers 	<ul style="list-style-type: none"> • Explanations for being late • Movie genres • Adjectives to describe movies 	<ul style="list-style-type: none"> • The present perfect <ul style="list-style-type: none"> ◦ With <u>for</u> and <u>since</u> ◦ Other uses • Wants and preferences: <u>would like</u> and <u>would rather</u> <ul style="list-style-type: none"> ◦ Form and usage ◦ Statements, questions, and answers <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • The present perfect continuous • The present participle: spelling • Expressing preferences: review, expansion, and common errors
UNIT 3 Staying in Hotels PAGE 26	<ul style="list-style-type: none"> • Leave and take a message • Check into a hotel • Request housekeeping services • Choose a hotel 	<ul style="list-style-type: none"> • Hotel room types and kinds of beds • Hotel room amenities and services 	<ul style="list-style-type: none"> • The future with <u>will</u> <ul style="list-style-type: none"> ◦ Form and usage ◦ Statements and questions ◦ Contractions • The real conditional <ul style="list-style-type: none"> ◦ Form and usage ◦ Statements and questions <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • <u>Will</u>: expansion • <u>Can, should, and have to</u>: future meaning • The real conditional: factual and future; usage and common errors
UNIT 4 Cars and Driving PAGE 38	<ul style="list-style-type: none"> • Discuss a car accident • Describe a car problem • Rent a car • Discuss good and bad driving 	<ul style="list-style-type: none"> • Bad driving habits • Car parts • Ways to respond (with concern / relief) • Phrasal verbs for talking about cars • Car types • Driving behavior 	<ul style="list-style-type: none"> • The past continuous <ul style="list-style-type: none"> ◦ Form and usage ◦ Vs. the simple past tense • Direct objects with phrasal verbs <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • The past continuous: other uses • Nouns and pronouns: review
UNIT 5 Personal Care and Appearance PAGE 50	<ul style="list-style-type: none"> • Ask for something in a store • Make an appointment at a salon or spa • Discuss ways to improve appearance • Define the meaning of beauty 	<ul style="list-style-type: none"> • Salon services • Personal care products • Discussing beauty 	<ul style="list-style-type: none"> • Indefinite quantities and amounts <ul style="list-style-type: none"> ◦ <u>Some</u> and <u>any</u> ◦ <u>A lot of / lots of, many, and much</u> • Indefinite pronouns: <u>someone / no one / anyone</u> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • <u>Some</u> and <u>any</u>: indefiniteness • <u>Too many, too much, and enough</u> • Comparative quantifiers <u>fewer</u> and <u>less</u> • Indefinite pronouns: <u>something, anything, and nothing</u>

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> Use "I don't think so." to soften a negative answer Say "I know!" to exclaim that you've discovered an answer Use "Welcome to ____" to greet someone in a new place Say "That's great." to acknowledge someone's positive experience 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to classify Listen for details <p>Pronunciation</p> <ul style="list-style-type: none"> Sound reduction in the present perfect 	<p>Texts</p> <ul style="list-style-type: none"> A poster about world customs A magazine article about non-verbal communication A travel poster A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> Identify supporting details Relate to personal experience 	<p>Task</p> <ul style="list-style-type: none"> Write a description of an interesting experience <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Avoiding run-on sentences
<ul style="list-style-type: none"> Apologize and provide a reason when late Say "That's fine." to reassure Offer to repay someone with "How much do I owe?" Use "What would you rather do . . . ?" to ask about preference Softening a negative response with "To tell you the truth, . . ." 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen to infer Dictation <p>Pronunciation</p> <ul style="list-style-type: none"> Reduction of h 	<p>Texts</p> <ul style="list-style-type: none"> A movie website Movie reviews A textbook excerpt about violence in movies A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> Understand from context Confirm content Evaluate ideas 	<p>Task</p> <ul style="list-style-type: none"> Write an essay about violence in movies and on TV <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Paragraphs Topic sentences
<ul style="list-style-type: none"> Say "Would you like to leave a message?" if someone isn't available Say "Let's see." to indicate you're checking information Make a formal, polite request with "May I ____?" Say "Here you go." when handing someone something Use "By the way, . . ." to introduce new information 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to take phone messages Listen for main ideas Listen for details <p>Pronunciation</p> <ul style="list-style-type: none"> Contractions with <u>will</u> 	<p>Texts</p> <ul style="list-style-type: none"> Phone message slips A hotel website A city map A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> Draw conclusions Identify supporting details Interpret a map 	<p>Task</p> <ul style="list-style-type: none"> Write a paragraph explaining the reasons for choosing a hotel <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Avoiding sentence fragments with <u>because</u> or <u>since</u>
<ul style="list-style-type: none"> Express concern about another's condition after an accident Express relief when hearing all is OK Use "only" to minimize the seriousness of a situation Use "actually" to soften negative information Empathize with "I'm sorry to hear that." 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for details Listen to summarize <p>Pronunciation</p> <ul style="list-style-type: none"> Stress of particles in phrasal verbs 	<p>Texts</p> <ul style="list-style-type: none"> A questionnaire about bad driving habits Rental car customer profiles A feature article about defensive driving A driving behavior survey A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> Understand from context Critical thinking 	<p>Task</p> <ul style="list-style-type: none"> Write a paragraph comparing good and bad drivers <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Connecting words and sentences: <u>and</u>, <u>in addition</u>, <u>furthermore</u>, and <u>therefore</u>
<ul style="list-style-type: none"> Use "Excuse me." to initiate a conversation with a salesperson Confirm information by repeating it with rising intonation Use "No problem." to show you don't mind an inconvenience Use "Let me check" to ask someone to wait while you confirm information 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to recognize someone's point of view Listen to take notes <p>Pronunciation</p> <ul style="list-style-type: none"> Pronunciation of unstressed vowels 	<p>Texts</p> <ul style="list-style-type: none"> A spa and fitness center advertisement A health advice column A photo story <p>Skills/strategies</p> <ul style="list-style-type: none"> Paraphrase Understand from context Confirm content Apply information 	<p>Task</p> <ul style="list-style-type: none"> Write a letter on how to improve appearance <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Writing a formal letter

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 6 Eating Well PAGE 62	<ul style="list-style-type: none"> • Talk about food passions • Make an excuse to decline food • Discuss lifestyle changes • Describe local dishes 	<ul style="list-style-type: none"> • Nutrition terminology • Food passions • Excuses for not eating something • Food descriptions 	<ul style="list-style-type: none"> • Use <u>to / used to</u> • Negative <u>yes / no</u> questions GRAMMAR BOOSTER <ul style="list-style-type: none"> • <u>Use to / used to</u>: use and form, common errors • <u>Be used to vs. get used to</u> • Repeated actions in the past: <u>would</u> + base form, common errors • Negative <u>yes / no</u> questions: short answers
UNIT 7 About Personality PAGE 74	<ul style="list-style-type: none"> • Get to know a new friend • Cheer someone up • Discuss personality and its origin • Examine the impact of birth order on personality 	<ul style="list-style-type: none"> • Positive and negative adjectives • Terms to discuss psychology and personality 	<ul style="list-style-type: none"> • Gerunds and infinitives • Gerunds as objects of prepositions GRAMMAR BOOSTER <ul style="list-style-type: none"> • Gerunds and infinitives: other uses • Negative gerunds
UNIT 8 The Arts PAGE 86	<ul style="list-style-type: none"> • Recommend a museum • Ask about and describe objects • Talk about artistic talent • Discuss your favorite artists 	<ul style="list-style-type: none"> • Kinds of art • Adjectives to describe art • Objects, handicrafts, and materials • Passive participial phrases 	<ul style="list-style-type: none"> • The passive voice <ul style="list-style-type: none"> ◦ Form, meaning, and usage ◦ Statements and questions GRAMMAR BOOSTER <ul style="list-style-type: none"> • Transitive and intransitive verbs • The passive voice: other tenses • <u>Yes / no</u> questions in the passive voice: other tenses
UNIT 9 Living in Cyberspace PAGE 98	<ul style="list-style-type: none"> • Troubleshoot a problem • Compare product features • Describe how you use the Internet • Discuss the impact of the Internet 	<ul style="list-style-type: none"> • Ways to reassure someone • The computer screen, components, and commands • Internet activities 	<ul style="list-style-type: none"> • The infinitive of purpose • Comparisons with <u>as . . . as</u> <ul style="list-style-type: none"> ◦ Meaning and usage ◦ <u>Just, almost, not quite, not nearly</u> GRAMMAR BOOSTER <ul style="list-style-type: none"> • Expressing purpose with <u>in order to</u> and <u>for</u> • <u>As . . . as</u> to compare adverbs • Comparatives / superlatives: review • Comparison with adverbs
UNIT 10 Ethics and Values PAGE 110	<ul style="list-style-type: none"> • Discuss ethical choices • Return someone else's property • Express personal values • Discuss acts of kindness and honesty 	<ul style="list-style-type: none"> • Idioms • Situations that require an ethical choice • Acknowledging thanks • Personal values 	<ul style="list-style-type: none"> • The unreal conditional <ul style="list-style-type: none"> ◦ Form, usage, common errors • Possessive pronouns / <u>Whose</u> <ul style="list-style-type: none"> ◦ Form, usage, common errors GRAMMAR BOOSTER <ul style="list-style-type: none"> • <u>should, ought to, had better</u> • <u>have to, must, be supposed to</u> • Possessive nouns: review and expansion • Pronouns: summary

Grammar Readiness Self-Check	page xiv
References	page 123
Grammar Booster	page 126
Writing Booster	page 143
Top Notch Pop Lyrics	page 153

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

A 1:34 Listen to the conversation . . .

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To prepare for the activity, have students look at the pictures and guess what kind of movie each represents.
- To review vocabulary, write on the board *This movie looks [adjective]*. Refer students to the adjectives from the Vocabulary on page 20.
- Have students listen to the conversation while looking at the possible responses. Ask:
Who's talking? (A man and a woman.)
What are they reading? (Movie reviews in a newspaper.)
Which movie have they already seen? (*Fracas in Caracas*.)
- Have students compare answers in pairs. Have them listen again to confirm answers, if necessary. Ask *Were any of your guesses at the beginning of the exercise correct?*

AUDIOSCRIPT

M: Here are the movie reviews.
F: What do they say about *Follow Me to Rio*?
M: Hmm. Follow . . . Me . . . to . . . Rio . . . Oh, here. "Wonderful love story. Very romantic." How about that?
F: Hmm. I'm not sure. What do they say about *Streets of Saigon*?
M: "This weird movie starts out as a police drama but, incredibly, ends up as an animated children's film." Sounds too weird for me. Let's forget *that* one. Here. This sounds great. *Clouds Over Mount Fuji*. "Unforgettable."
F: I don't know. I saw the trailer. It doesn't sound that interesting to me. What else is there?
M: *Hamlet, the Musical*. Have you heard about that one? It's a musical of the famous Shakespeare tragedy. What do you think of that?
F: Not much, actually. Sounds really silly.
M: Well, what about *Inside the Sahara*? I think that's a documentary—your favorite, right?
F: Isn't that a Matson film? I don't think that's a documentary. His films are always very violent. Yeah—look here at the review. "Only for the brave. Very violent. Children under seventeen not admitted." That's not for me.
M: Well, that leaves only one other film: that comedy *Fracas in Caracas*, which we've already seen. I'd rather not see it again, would you?
F: Actually, no. It was pretty funny, but once is enough. It wasn't the best thing I've ever seen, anyway.
M: Well, it sounds like *Follow Me to Rio* is it. How about you follow me to the movies!
F: Deal!

Language and culture

- A *trailer* is a movie preview that is shown in movie theaters before the full-length film. It's a short advertisement that includes scenes from the movie and is designed to make viewers want to see it.
- A *fracas* is a noisy fight. This term usually appears in writing and is rarely used in spoken English.

Option: (+10 minutes) To extend the activity with speaking practice, have students work in small groups to discuss which movie they would choose to see. Encourage them to give reasons; for example, *I'd choose to see Streets of Saigon. I like police dramas and animation, and I really love weird movies.*

B Complete the conversations . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Tell students to use the pictures to identify the film genres. Then have them write the genres in the appropriate blanks. To provide extra support, write the words they will need to complete this exercise on the board: *comedy, action, science fiction, musical, drama*.
- Before students do the rest of the exercise, remind them to be aware of the placement of adverbial expressions (*lately, just, still, etc.*) and to look for past time references when deciding between using the simple past and present perfect.
- Review answers with the class.

C Complete each statement or question . . .

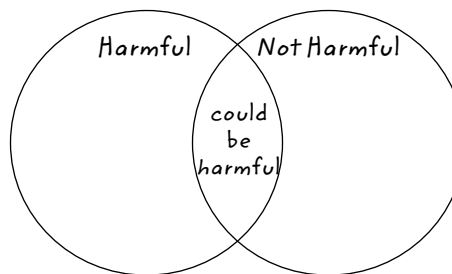
Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students underline times or dates in the past (2. last Tuesday; 3. I was a child; 6. 6:30.) and circle periods of time (1. Two weeks; 4. more than an hour; 5. over thirty years.) Point out that in item 3, *I was a child* functions as a time in the past.
- Review the present perfect with *since* + a time or date in the past and *for* + a period of time.
- Have students compare answers in pairs.

WRITING

Suggested teaching time:	15 minutes	Your actual teaching time:	
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- To help students organize their arguments, draw the chart below on the board. Model possible arguments by inviting individual students to the board to fill in their ideas.
- Have students fill in the chart with their own ideas. Then have them use the chart to help them write their paragraphs. Also refer students to the article on page 22 and the opinions on page 23 for ideas.



Option: **WRITING BOOSTER** (Teaching notes p. T144)



Graphic Organizers; Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

BEFORE YOU READ

Explore your ideas

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To introduce the reading topic, have students answer the question individually. If you teach young students, ask what they think their parents' opinion would be.
- After students answer the question, ask the class *What is the best way to choose a hotel? Why?* Write student responses on the board and rank them in order of popularity.
- Tell students to skim the Reading. Ask *What is the article about?* (Some of the best expensive and inexpensive hotels in New York City.)
- Ask *Where did the information in this article come from?* Tell students to scan the article for the answer. (topnotchtravel.com, a website.)

Option: (+5 minutes) Brainstorm different factors in choosing a hotel. (Possible responses: Price, location, room size, things people say about the hotel, services, facilities such as restaurants, fitness center, sauna.) Have groups discuss factors that are important to them or their parents when choosing a hotel. Ask students to give reasons.

2:15 READING

Suggested teaching time:	15 minutes	Your actual teaching time:	
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- To prepare students for deciding which hotel they like best, have students think about important factors in choosing a hotel while they read. If necessary, write some examples on the board: *price, location, room size, things people say about the hotel, services, facilities.*
- Point out the key with the dollar sign rating. Ask *Which type of hotel is the least expensive?* (Budget.) *Which type of hotel costs more, the "Moderately priced" or the "Expensive"?* ("Expensive.")

- Have students scan the reading for the dollar sign ratings. Ask:
 - Which hotel is rated "Very expensive"?* (The Plaza Hotel.)
 - Which hotels are rated "Moderately priced"?* (The Broadway at Times Square Hotel and the Casablanca Hotel.)
 - Which hotel is the most expensive?* (The Plaza Hotel.)
 - Which hotels are the least expensive?* (Hotel Pennsylvania, The Hotel Newton, The Gershwin Hotel.)
- After students read, ask *Which hotel would you rather stay at? Which factor(s) helped you decide?*

Language and culture

- Although students should be able to understand the hotel guide without knowing every word, you may want to explain the following:
 - as near as it gets:* very close
 - rub shoulders with [someone]:* meet and spend time with someone
 - attentive:* listening or watching carefully
 - concierge:* someone in a hotel whose job it is to help guests with problems
 - automatic electronic check-in, robot bell service:* the hotel has no human staff to check guests in or carry their luggage; these services are done by computers or robots
 - headache-free:* with no problems
 - atmosphere:* the feeling that a place gives you
 - affordable:* not expensive

Option: (+5–10 minutes) To challenge students, have them work in small groups to discuss their opinions of price ranges for each category. Write on the board the four price categories *very expensive, expensive, moderately priced, budget.* After they have finished their discussion, ask groups to share their answers with the class. Write their answers on the board.

Option: (+5–10 minutes) Have students describe the best hotel and the worst hotel they ever stayed at. Encourage them to refer to the hotel guide for services and facilities the hotels had or didn't have.

 **Learning Strategies**

C ▶ 2:20 Photo story

Suggested teaching time:	12–17 minutes	Your actual teaching time:	
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- To prepare students for the story, tell them to look at the photos. Ask:
Where are the two men in the first picture? (On a street.)
What are the men doing in the first picture? (Meeting / Shaking hands.)
Where are the two men in the second and third pictures? (In a coffee shop.)
What are the men doing in the second and third pictures? (Talking and drinking coffee.)
- Tell students to close their books and listen to the conversation.
- To check comprehension, ask:
Who is Brad buying a present for, and why? (Marissa, his wife, for their fifth anniversary.)
What did Brad just see? (An accident. A taxi hit a bus.)
What was the taxi driver doing? (Texting while he was driving.)
What does Mason say about driving in the city? (It's always been bad, but now it's really bad because everyone's texting and talking on the phone instead of paying attention to the road.)
- Have students open their books and read and listen to the conversation.

Language and culture

- In the third part of the Photo Story, the word *just* means “simply.”

D Focus on language

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- If students need help, tell them that the quotations are underlined in the Photo Story. Encourage them to find each quotation and read the sentences around it (the context) to figure out what it means.
- Have students compare answers in pairs.

E Think and explain

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Tell pairs to find the quotations in the Photo Story to figure out what they mean. (Item 1 is in the first part of the story, and item 2 is at the end of the third part of the story.)
- Call on pairs to share their answers with the class. Write the best answers on the board.

SPEAKING

Discussion

Suggested teaching time:	15 minutes	Your actual teaching time:	
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- Model the activity for the class by answering the questions yourself. For example: 1. *Have you ever seen an accident? (Yes.)* 2. *Where was it? (In a parking lot.)* 3. *What was the cause of the accident? (A man was talking on the phone while he was driving. He hit another car.)* Explain that students should not answer all the questions. If they have seen an accident, they should answer questions 2 and 3. If they haven't seen an accident, they should answer questions 4, 5, and 6.
- Have students complete the questions individually and then work in groups to tell other students about the accidents they have seen or heard about.
- Call on groups to share their answers with the class.

Option: [+5 minutes] Write a few bad driving habits on the board. For example:

talking or texting while driving
speeding
tailgating

Ask *Was this the cause of the accident you saw or heard about?* Read each cause aloud and have students raise their hands if they have seen or heard about accidents that were caused by these bad driving habits.

EXTRAS

Workbook

ORAL REVIEW

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

Group story

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To prepare, have students look at the four pictures and say all the words they know. Write them on the board.

Possible responses . . .

car rental, agent, woman, man, SUV, service station, fill up, speeding, not paying attention, talking on a cell phone, accident, damage, hood, bumper, broken headlights

- Tell students to give the characters names and create a story about them. Remind students to use the simple past tense for finished actions and the past continuous for actions that continued during a period of time in the past.

Possible responses . . .

John and Melissa Green picked up their rental car in Temuco on January 16. They rented an SUV. First they filled up the car with gas. John was not a good driver. Most of the time he was speeding and not paying attention. Melissa was not paying attention because she was talking on her phone, and John wasn't watching the road. Then he saw a lot of cows in the road. He had an accident. Luckily, no one was hurt. But there was damage to the car. They will have to replace the headlights and fix the hood and the bumper. Melissa called the rental agency and told them about the accident.

Pair work 1

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Assign each pair one of the illustrations. Before students create conversations, have them scan the illustration and suggest all possible scenarios. Encourage students to look back at the unit for vocabulary and ideas.

Possible responses . . .

January 16

A: Hello. My name is Melissa Green. I have a reservation.
B: Yes, of course. A compact car, right? **A:** No, I requested an SUV.
B: OK, no problem. We have an SUV available. You'd like the car for two weeks, right? **A:** Yes, that's right. **B:** I'll need your driver's license and a major credit card. **A:** Here you go. **B:** Here are the keys. Enjoy your trip!

January 17

A: Fill it up, please. **B:** Yes, ma'am. Anything else? **A:** Can you check the engine, please? It's making a funny noise. **B:** Can you drop off the car later? **A:** Actually, can you look at it right away? We're traveling. **B:** OK. I have some time now. **A:** Thank you very much.

January 18

A: Look at that mountain! **B:** Yes, it's beautiful. Sally, this is Melissa. We're in Chile! **A:** We can climb to the top tomorrow. **B:** What? Oh, OK. Sally? We're having so much fun. We rented a great red SUV. We're going to climb a mountain tomorrow.

Pair work 2

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To prepare students for the activity, tell them to look at the illustration and suggest all possible scenarios. Encourage students to look back at the unit for vocabulary and ideas.

Possible responses . . .

A: Good morning, Multi Car Rentals. This is Pedro. How may I help you? **B:** Pedro, this is Melissa Green. My husband and I had an accident! **A:** Oh, no! Are you OK? **B:** Yes, we're fine. No one was hurt. **A:** Thank goodness. Was there much damage to the car? **B:** Well, we'll have to replace the headlights. And fix the hood and the bumper.

Option: (+15 minutes) Have students look at the third and fourth pictures and make notes about the accident and its causes. Encourage students to look at the list of words on the board from the Group Story and to read the car parts Vocabulary on page 40. After students have finished writing, have pairs read each other's writing and compare details they included.

Option: Oral Progress Assessment

- Use the illustrations on page 49. Encourage students to use the language practiced in this unit.
- Point to the different items in the illustrations and have students identify them.
- Ask information questions; for example, *Where are they? What are they doing? Where do they want to go? What's this? What is he doing? Who is she talking to? What happened? How did the accident happen?*
- Invite a student to role-play a telephone conversation with you. Play the role of the woman and ask the student to play the receptionist at Multi Car Rentals.
- Evaluate the student on intelligibility, fluency, correct use of grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Have students research a news article about a car accident and prepare a presentation to the class.

Idea: Have students bring articles about car accidents to the class. The articles do not have to be in English.

Tell students to work in pairs and choose one article to present. Have pairs make notes about the article they choose, using the questions as a guide.

Students can refer to their notes when they present the accident 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

EXTENSION

Oral work

- Pair work: role play. Have students work in pairs to role-play Mr. Evans and Bob and reenact what happened in the video episode.
- Pair work: role play. Have students work in pairs to role-play Bob and Cheryl. Have Bob complain to Cheryl about how Mr. Evans refused to buy any new technology.

Written work

- Have students role-play Bob and write an e-mail to Mr. Evans, asking for the two items he originally said OK to—the scanner and digital camera. Tell students to make a good argument why he needs them. Then have students exchange letters with a partner and write a reply from Mr. Evans.
- Pair work. Tell students they will create True and False quizzes. Have students work in pairs to 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

Bob asks Mr. Evans for some new technology in order to build a website.

Bob: Hey, Mr. Evans?

Mr. Evans: Yes?

Bob: You asked me to build a website for the company.

Mr. Evans: Oh, yes. How's it coming along?

Bob: Well, sir, I think I need some new technology.

Mr. Evans: What do you need?

Bob: A new scanner.

Mr. Evans: What's that?

Bob: It's a scanner, sir, but it's **not nearly as good as** this one. This one will give us much better photos.

Mr. Evans: OK.

Bob: And a digital camera would be good.

Mr. Evans: What's that?

Bob: It's not a digital camera, sir. It won't take pictures **as easily as** this one.

Mr. Evans: OK.

Bob: And also a new laptop. It's **not as fast as** this one.

Mr. Evans: I see. Anything else?

Bob: A new DVD drive. And I could also use a new joystick.

Mr. Evans: A joystick? Isn't that for computer games?

Bob: Well, I don't really need the joystick.

Mr. Evans: What's all this going to cost me? What?!

Bob: Well, actually, we can do without the DVD drive . . . and the laptop . . . and the camera . . . and the scanner.

Mr. Evans: Great!

ANSWER KEY

- A. scanner, digital camera, laptop, DVD drive, joystick
- B. 1. True 2. True 3. False 4. True 5. False
- C. 1. scanner, nearly as good as 2. digital camera, as easily as 3. laptop, as fast as
- D. 1. Mr. Evans says OK to the new scanner and the digital camera. 2. DVD drive, laptop, camera, and scanner 3. *Individual responses may include variations like the following:* Mr. Evans is happy because he doesn't have to spend money.

Interview: Are you a computer addict?

PREVIEW

- Ask individual students *How many hours do you spend on the computer? Do you think you are a computer addict?*

REVIEW

- Ask comprehension questions. Play the video segment again if necessary.
 - Does Lisa use a computer at work? (yes)*
 - What does she use the computer for? (to make schedules and to e-mail friends and coworkers)*
 - Is Deepti a computer addict? (yes)*
 - What does Angelique think about playing games, surfing, and chatting? (too much is not a good idea)*
 - What does she think about researching projects on the Internet? (You can spend as much time as you want.)*
 - Does Deepti think children should use the Internet? (yes, but with guidance)*
 - What does James say are the advantages of the Internet? (communication and the knowledge you can get)*
 - Why does Lisa think there are dangers on the Internet for children? (because they are curious and cannot always decide what is right or wrong)*

EXTENSION

Oral work

- Discussion. Ask students these questions:
 - Have you ever found information online that was not true?*

M: Sure! I'm a pasta addict.
F1: And how about some broccoli?
M: I'm sorry. Broccoli doesn't agree with me.
F1: Really? How about some beets?
M: Actually, I'm not a big vegetable eater. Sorry. But the pasta looks great!
F2: Well, I'm crazy about beets. They're low calorie, and they have lots of vitamins.
F1: Great. Please help yourself.
F2: Thanks!
F1: Soda?
F2: Not for me, thanks. I'll just have water.
M: I'll have some. Thank you! Everything looks excellent.
F2: Wonderful!
F1: Thank you!

Unit 7, Lesson 1

Scene 1

F: So tell me something about yourself.
M: What would you like to know?
F: Well, for example, what do you like doing on weekends?
M: Let's see. Most of all, I enjoy watching old classic movies. I think they're fascinating. What about you?
F: Well, I find watching old movies a little boring. But I do love to go walking in the park.
M: So do I. We should go walking in the park together sometime, then.

Scene 2

M1: So tell me something about yourself.
M2: What would you like to know?
M1: Well, for example, what activities do you like doing outside of the office?
M2: Let's see. Most of all, I enjoy going bungee jumping. I think it's thrilling.

M1: Really? I find extreme sports scary. But I do like being outside, and I like camping in the mountains.
M2: So do I. So do you plan to do that on your vacation?
M1: Actually, my wife can't stand camping. She doesn't like to sleep outside. So on my next vacation, I'd like to take my family to Ocean World.

Unit 7, Lesson 2

Scene 1

M1: You look depressed. What's up?
M2: Oh, nothing serious. I'm just tired of getting up so early every day. But thanks for asking.
M1: I know what you mean. I hate getting up early too. How about going to bed earlier? That always helps me.
M2: Good idea.

Scene 2

F1: You look upset. What's up?
F2: Oh, nothing serious. I'm just a little depressed about having way too much work. I don't get home until 11 at night.
F1: I know what you mean. How about having a talk with your boss?
F2: I don't know. I'm worried about saying anything. She gets angry sometimes.
F1: Well, be sure to say that you're not complaining about working hard. Just say that you need to get home a little earlier at night. I'm sure she'll understand. I believe in telling the truth.
F2: That's actually a great idea.