

THIRD EDITION

TOP NOTCH



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

Copyright © 2015 by Pearson Education, Inc.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior permission of the publisher.

Pearson Education, 10 Bank Street, White Plains, NY 10606 USA

Staff credits: The people who made up the *Top Notch* team are Peter Benson, Kimberly Casey, Tracey Munz Cataldo, Rosa Chapinal, Aerin Csigay, Dave Dickey, Gina DiLillo, Nancy Flaggman, Irene Frankel, Shelley Gazes, Christopher Leonowicz, Julie Molnar, Laurie Neaman, Sherri Pemberton, Pamela Pia, Jennifer Raspiller, Charlene Straub, and Kenneth Volcjak.

Cover photo credit: Sprint/Corbis

Text composition: TSI Graphics

Printed in the United States of America

ISBN-10: 0-13-381046-1

ISBN-13: 978-0-13-381046-2


1 2 3 4 5 6 7 8 9 10—V064—19 18 17 16 15 14


pearsonelt.com/topnotch3e

Photo credits: Original photography by Sharon Hoogstraten, David Mager and Libby Ballengee/TSI Graphics. Page 2 (tl) Image Source/Getty Images, (tl) Gogo Images Corporation/Alamy, (tr) WaveBreakMedia/Shutterstock, (tr) Comstock Images/Stockbyte/Getty Images, (bl) DAJ/Getty Images, (bm) WaveBreakMedia/Shutterstock, (br) Jack Hollingsworth/Photodisc/Getty Images; p. 5 (tl) Daniel Grill/Getty Images, p. 6 (The Forbidden Palace) Rabbit75_fot/Fotolia, (Beijing Duck) Zhangsang/Fotolia, (Two men shake hands) Asia Images Group/Getty Images; p. 7 (Taj Mahal) Saiko3p/Fotolia, (Temple) Searagen/Fotolia, (Ceviche) Ildi.Food/Alamy, (Pyramid of Sun) F9photos/Fotolia, (Dabldy) Fotolia; p. 8 (tr) Olly/Fotolia, (tr) Aeroking/Fotolia, (mr) Andrey Arkusha/Shutterstock; p. 10 (snail) Sergio Martinez/Fotolia, (1) Michael Spring/Fotolia, (2) Syda Productions/Fotolia, (3) Blend Images/Shutterstock; p. 11 (br) Diego Cervo/Shutterstock; p. 12 (1) Luiz Rocha/Shutterstock, (2) Worakit Sirijinda/Fotolia, (3) Aania/Fotolia, (4) Sam Edwards/Caia Image/Glow Images; p. 13 (The Prado Museum) Anibal Trejo/Fotolia, (Tapas) Paul Brighton/Fotolia, (The Millineum Wheel) QQ7/Shutterstock, (Carnaby Street) Image Source/Getty Images, (Eiffel Tower) Wajan/Fotolia, (Tour Boat) Elenatheweise/Fotolia, (Ballet) Ria Novosti/Alamy, (Borscht) Cook_inspire/Fotolia, (Colosseum) Pablo Debat/Fotolia, (Gelato) Eldorado/Fotolia; p. 14 (tl) AF archive/Alamy, (tm) AF archive/Alamy, (tr) Pictorial Press Ltd/Alamy; p. 16 (mr) Allstar Picture Library/Alamy; p. 18 (An action film) AF archive/Alamy, (A horror film) BortN66/Fotolia, (A science-fiction film) Innovari/Fotolia, (An animated film) Natalia Maroz/Shutterstock, (A comedy) KPA Honorar & Belege/United Archives GmbH/Alamy, (A drama) Auremar/Shutterstock, (A documentary) Amar and Isabelle Guillen/Guillen Photo LLC/Alamy, (A musical) Bettina Strenske/Alamy; p. 19 (Monkey Business/Fotolia; p. 21 (tl) Gary Conner/Photodisc/Getty Images, (tm) Adam Gregor/Shutterstock, (ml) Eugenia Petrenko/Shutterstock, (mr) Ktsdesign/Fotolia; p. 22 Rich Yasick/E+/Getty Images; p. 23 Nyul/Fotolia; p. 26 (tl) Bjdldz/E+/Getty Images, (tm) Bjdldz/E+/Getty Images, (tr) Bjdldz/E+/Getty Images, (bl) Pejo/Shutterstock, (bml) Tom Wang/Shutterstock, (bmr) Zoonar RF/Thinkstock/Getty Images; p. 28 (tl) EpicStockMedia/Fotolia, (br) Racorn/Shutterstock; p. 32 (tl) Cornelia Pithart/Fotolia, (tl) LudmilaFoto/Fotolia, (tm) Razihusin/Fotolia, (tr) Anterovium/Fotolia, (tr) Nyasha/Fotolia, (bl) Mark Peterson/Corbis News/Corbis, (bl) Comstock/Stockbyte/Thinkstock/Getty Images, (bm) (Woman) Chris Ryan/Ojo Images Ltd/Alamy, (Newspaper) Jovic/Shutterstock, (br) Glow Images/Superstock; p. 33 Degree/eStock Photo/Alamy; p. 34 (The Plaza Hotel) Sandra Baker/Alamy, (Rockefeller center) Marcorubino/Fotolia, (Manhattan Skyline) Rudi1976/Fotolia, (Times Square) Richard Berenholtz/Alamy, (Grand Central Station) Forcdan/Fotolia; p. 37 (1) Image Source/Getty Images, (2) Quavando/Vetta/Getty Images; p. 39 (tl bg) Amy Walters/Shutterstock, (tm bg) Horid85/Fotolia, (tr bg) Horid85/Fotolia; p. 44 (1) Supertrooper/Fotolia, (2) DeusexLupus/Fotolia, (3) Algre/Fotolia, (4) National Motor Museum/Motoring Picture Library/Alamy, (5) Yuri Bizgaimer/Fotolia, (6) Rob Wilson/Shutterstock, (7) Supertrooper/Fotolia, (8) Buzz Pictures/Alamy; p. 45 (1) Tracy Whiteside/Fotolia, (2) Arek Malang/Shutterstock, (3) BikeRiderLondon/Shutterstock, (4) R. Gino Santa Maria/Shutterstock, (5) Andres/Shutterstock; p. 46 Tomml/E+/Getty Images; p. 47 Carlos_bcn/Fotolia; p. 50 (Haircuts) Lester120/Fotolia, (Facials) Valua Vitaly/Fotolia, (Shaves) Yalcin Sonat/Shutterstock, (Manicures) Vladimir Sazonov/Fotolia, (Pedicures) Tomek Pa/Shutterstock, (Massage) Valua Vitaly/Fotolia, (Yoga) Furmananna/Fotolia, (Kickboxing) Erik Isakson/Getty Images, (Pilates) Andres Rodriguez/Fotolia, (Spinning) Wavebreak media LTD/Alloy/Corbis, (Exercise equipment) Hero Images/Getty Images, (Personal trainers) Visionsi/Fotolia; p. 52 (b) (1) Lan 2010/Fotolia, (2) Akova/Fotolia, (3) Ilya Akinshin/Fotolia, (4) Lan 2010/Fotolia, (5) Darak77/Fotolia, (6) Glovatskiy/Fotolia, (b) (1) Picsfive/Fotolia, (2) Coprid/Fotolia, (3) Mile Atanasov/Fotolia, (4) Igor/Fotolia, (5) Sreal Mckee/Shutterstock, (6) Vadim Ponomarenko/Shutterstock, (bg) Madgooch/Fotolia, (7) Toskov/Fotolia, (8) Stephen Coburn/Shutterstock, (9) Monkey Business/Fotolia, (10) Vipman/Shutterstock, (12) Olya6105/Fotolia, (13) Gressei/Fotolia, (14) Hugh O'Neill/Fotolia, (15) Africa Studio/Fotolia, (16) Urfin/Shutterstock; p. 54 (tr) Hola Images/Alamy, (Female speaking on phone) Minerva Studio/Fotolia; p. 56 (tr) Juanmonino/E+/Getty Images, (bl) Racorn/Shutterstock; p. 57 Igor Gratzner/Shutterstock; p. 58 (l) Fotoluminate LLC/Fotolia, (r) Diego Cervo/Fotolia; p. 59 (1) Holbox/Shutterstock, (2) Tom Cockrem/Stockbyte/Getty Images, (3) Hannamariah/Shutterstock, (4) Eric Lafforgue/Alamy; p. 62 (tl bg) Ilya Zaytsev/Fotolia, (tl) D. Hurst/Alamy, (tr bg) Ilya Zaytsev/Fotolia, (tl) D. Hurst/Alamy, (butter) Coleman Yuen/Pearson Education Asia Ltd, (Fork) Vo/Fotolia, (m bg) Ilya Zaytsev/Fotolia, (Fruit) Koszivu/Fotolia, (Bread, grains, pasta) Nikolay Petkov/Shutterstock, (Vegetables) Ana Blazic Pavlovic/Shutterstock, (Meat, fish, beans) D. Hurst/Alamy, (green napkin) Karandaev/Fotolia, (blue placemat) Aleksandr Ugorenkov/Fotolia; p. 63 (Mushroom diet) Viktor Fotolia, (Vegan diet) Studio Ci/Fotolia, (Atkins diet) Vladimir Melnik/Fotolia, (Juice Fast) Larisa Lofitskaya/Shutterstock; p. 64 (Sushi) Motorika/Fotolia, (Mangoes) Volff/Fotolia, (Pasta) Vagabondo/Fotolia, (Ice cream) Unpic/Fotolia, (Asparagus) Africa Studio/Fotolia; p. 67 (Octopus) Denio109/Fotolia, (Shellfish) Maceo/Fotolia, (Tofu) Lilyana Vynogradova/Fotolia, (Steak) Joe Gough/Fotolia, (Broccoli) Ping Han/Fotolia, (Beets) Mitev/Fotolia, (Chocolate) Taigi/Fotolia; p. 68 (tr) Fotandy/Shutterstock, (br) Sajje/Fotolia; p. 69 Apollofoto/Shutterstock; p. 70 (a) Shakzu/Fotolia, (Grasshopper) Valery Kirsanov/Fotolia, (b) Paul Brighton/Fotolia, (c) Nattawut Thammajak/Fotolia, (d) Africa Studio/Fotolia, (e) Vankad/Shutterstock, (f) Uckyof/Fotolia, (Cabbage) Nomad Soul/Fotolia; p. 71 (1,2,3,4) Mariusz Blach/Fotolia, (br) Mourad/Tarek/ Bon Appetit/Alamy; p. 73 (Pad Thai) Narith_2527/iStock/Thinkstock/Getty Images, (Bi Bim Bop) Ain Bagwell/Photodisc/Getty Images, (Chicken Mole) Uckyof/Fotolia, (Potato Soup) Juanmonino/E+/Getty Images, (Tabouleh Salad) M.studio/Fotolia, (Pot Stickers) Chiyacat/Fotolia, (br) Yuris/Shutterstock; p. 74 Lightboxx/Shutterstock; p. 78 Imagesource/Glow Images; p. 79 LightWaveMedia/Shutterstock; p. 80 Pavel L. Photo and Video/Shutterstock; p. 81 (tr) Zsschreiner/Shutterstock, (bl) Taka/Fotolia, (br) Eurobanks/Fotolia; p. 82 Monkey Business Images/Shutterstock; p. 83 (t) Rob/Fotolia, (b) Tanya Constantine/Blend/Corbis; p. 85 (1) WaveBreakMedia/Shutterstock, (2) Jeremy Woodhouse/Blend Images/Getty Images, (3) Corey Rich/Aurora/Getty Images; p. 86 (Jewelry) Harshmunjal/Fotolia, (Fashion) Terex/Fotolia, (Pottery) Africa Studio/Fotolia, (Painting) Boyan Dimitrov/Shutterstock, (Photography) Philippova Anastasia/Shutterstock; p. 87 (ml) Boyan Dimitrov/Fotolia, (m) Gurgen Bakhshetsyan/Shutterstock, (mr) Rozaliya/Fotolia, (mr) Niils Volkmer/Shutterstock; p. 89 (Mona Lisa) Dennis Hallinan/Alamy, (Gold Museum) *Cacique Guatavita, known as El Dorado's raft in gold and emeralds, Colombia, Chibcha civilization (or Muisca)*/De Agostini Picture Library/G. Dagli Orti/Bridgeman Images, (National Palace Museum) *Chinese cabbage, Korean, 19th century (jade)* / National Palace Museum, Taipei, Taiwan/ Bridgeman Images, (Museum of Modern Art) GL Archive/Alamy; p. 90 (Wood) Pavel K/Shutterstock, (Glass) Sagir/Shutterstock, (Silver) Nolte Lourens/Fotolia, (Gold ring) Lynnette/Shutterstock; (Cloth) NH7/Fotolia, (Ceramic) Deborah McCague/Shutterstock, (Stone) Winmond/Shutterstock; p. 91 (Vase) Nikonbhoy/Fotolia, (Plate) Piero Gentili/Fotolia, (Dolls) Ketsur/Fotolia, (Figure) Kanvag/Fotolia, (Cups) Mrpuiii/Shutterstock; p. 92 Audrey Benson; p. 93 Africa Studio/Fotolia; p. 94 (Stella) AFP/Newscom, (Vincent) De Agostini Picture Library/Getty Images, (Charles) Picture-alliance/Newscom, (Valentino) Splash News/Newscom, (Frida) Bettmann/Corbis, (Henri) Charles Platiau/Reuters/Newscom, (Ang Lee) Fox 2000 Pictures/Album/Newscom; p. 95 (l) Nicholas Piccillo/Fotolia, (m) Michael Jung/Shutterstock, (r) Arek Malang/Shutterstock; p. 96 (a) Pytralna/Shutterstock, (b) Swisshippo/Fotolia, (c) Nerthuz/Fotolia, (d) www.TouchofArt.eu/Fotolia, (e) Zezef/Fotolia; p. 97 (Accademia Gallery) Akg-Images/Cameraphoto/Newscom, (David) Ndpfoto/Shutterstock, (Museum d'Orsay) Brian Janssen/Alamy, (Apples and Oranges) *Apples and Oranges, 1895-1900 (oil on canvas)*, Cezanne, Paul (1839-1906)/Museum d'Orsay, Paris, France/Giraudon/Bridgeman Images, (Peru) Eduardo Rivero/Shutterstock, (India) Сергей Чирков/Fotolia, (China) Stockphoto Mania/Shutterstock, (Sweden) Tobyphotos/Shutterstock; p. 98 (Frank) Yulia Mayorova/Shutterstock, (Kathy) Phototalk/E+/Getty Images, (Nardo) Warren Goldswain/Fotolia; p. 100 (tr) Blue Images/Ivy/Corbis, (Monitor, screen) Antiksu/Fotolia, (Mouse) Violetkaipa/Shutterstock, (Touchpad) Tagore75/Fotolia; p. 102 Nikkytok/Fotolia; p. 103 (joystick) Geargodz/Fotolia, (StockLite/Shutterstock; p. 104 (4) Hero Images/Getty Images; p. 106 Chanpipat/Shutterstock; p. 107 (l) Glow Images/Getty Images, (r) Kitty/Shutterstock; p. 109 (ml) Olix Wirtinger/Fancy/Corbis; p. 115 (Book) Irina Burakova/Fotolia, (Smartphone) Bloomua/Fotolia, (Wallet) Grigoriy Lukyanov/Fotolia, (Coat) LudmilaFoto/Fotolia, (Headphones) Alexander Demyanenko/Fotolia, (Gloves) Spe/Fotolia, (Bag) Nikolai Sorokin/Fotolia; p. 116 (l) Jaroslav Kviz/Profimedia.CZ a.s./Alamy; (m) Tristan Savatier/Moment/Getty Images, (r) AnnaDe/Shutterstock; p. 117 Underwood Photo Archives/Superstock; p. 118 Bikeworldtravel/Fotolia.



Illustration credits: Steve Attoe, pp. 6, 64; Sue Carlson, p. 35; John Ceballos, pp. 25, 37, 49, 121; Mark Collins, pp. 27, 42 (left); Brian Hughes, pp. 24 (bottom), 41; Adam Larkum, p. 61; Pat Lewis, p. 10; Andy Myer, pp. 16 (left, center), 66; Dusan Petricic, pp. 33, 41, 70, 78, 79, 113; Jake Rickwood, p. 24 (top); Geoffrey P. Smith, p. 38; Neil Stewart, p. 119 (center, bottom); Gary Torrisi, p. 46; Anne Veltfort, pp. 16 (right), 31, 42 (right), 66 (top-right), 119 (top).

Text credits: Page 46: *Six Tips for Defensive Driving*, © The Nemours Foundation/KidsHealth. Reprinted with permission; Page 74: *Psychology of Color* from infoplease.com. Reprinted with permission.

 **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.

Copyright © 2015 by Pearson Education, Inc. Permission granted to reproduce for classroom use.

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		

BEFORE YOU READ

A 3:11 Vocabulary

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

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:	
--------------------------	-----------	----------------------------	--

- 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:	
--------------------------	---------------	----------------------------	--

- 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:	
--------------------------	-------------	----------------------------	--

- 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.

NOW YOU CAN Discuss skills, abilities, and qualifications**A Frame your ideas**

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- 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:	
--------------------------	------------	----------------------------	--

- 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:	
--------------------------	-----------	----------------------------	--

- 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:	
--------------------------	-----------	----------------------------	--

- 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.

PREVIEW

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

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:	
--------------------------	------------	----------------------------	--

- 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.

C Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- 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:	
--------------------------	-----------	----------------------------	--

- 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:	
--------------------------	-----------	----------------------------	--



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:	
--------------------------	-----------	----------------------------	--

- 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:	
--------------------------	--------------	----------------------------	--



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:	
--------------------------	-----------	----------------------------	--

- Pair students with classmates who don't usually talk. Remind them to take responsibility for a different mistake.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 8, Activity 2

UNIT 5

Organizing detail statements . . .

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- 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 important</i>	<i>Next</i>	<i>Finally</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:	
--------------------------	---------------	----------------------------	--

- 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.)