

TOP NOTCH

3

Teacher's Edition and Lesson Planner

with Active Teach

Joan Saslow • Allen Ascher

With Silvia Carolina Tiberio

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As educators we spend a lot of time and energy preparing students for the rigors of study or work in an English-speaking setting. We design our courses and choose our materials carefully in order to teach the strategies that students will need to communicate effectively in English. However, when it comes to assessing their English skills, we realize that many high-stakes tests are simply a means to an end in which students dedicate valuable time to passing the test without developing real English skills.

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Why are educators so excited about the new test? This state-of-the-art test breaks many of the barriers in testing, but the key concern to teachers is that it truly helps students to become effective communicators in English.

"PTE Academic score data on the enabling language skills such as fluency, grammar, vocabulary and pronunciation, gives us a great tool to assess the language abilities of incoming MBA applicants to ensure they can interact at the levels expected in a small, experienced group of professionals on the Ashridge MBA program."

Donny Armstrong, Director of Marketing
Ashridge Business School

Relevant tasks

Comprising 20 different and often innovative items types, PTE Academic assesses the communicative skills of Listening, Reading, Speaking and Writing in a great number of ways. It assesses a range of enabling skills; grammar, oral fluency, pronunciation, spelling, vocabulary and written discourse to create a detailed profile of test takers' strengths and weaknesses.

Many of the 20 item types integrate these communicative and enabling skills to provide a real-life measure of a test taker's ability to deal with academic English language in communication.

International English

PTE Academic reflects the international world in which we live. Measures are taken to ensure that the material in the test is representative of international academic English. Not only are test development professionals based in several regions, including the United Kingdom, Australia and the United States, but test items are internationally cross-validated to ensure that there is no regional bias.

Targeted preparation for test takers

A variety of dedicated test preparation materials are available for test takers. These include:

- Two fully-scored online practice tests with same-day score reporting, providing an authentic predictor of official PTE Academic test performance
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- a free PTE Academic Tutorial providing an overview of the test, instruction on each item type that the test taker will encounter and tips on how to navigate through the test
- The *Official Guide to PTE Academic* providing detailed information on administration, descriptions of all item types, analysis of sample answers, test-taking strategies and a wealth of practice items on the accompanying CD-ROM

The skills that students acquire in preparing for PTE Academic will serve them greatly once they arrive at their higher education institutions, or professional and government organizations.

"As we evaluate candidates, PTE Academic will give us an important tool for measuring their ability to study in an academic environment where English is the primary language of instruction."

Randall Sawyer, Director of Admissions
Cornell University, The Johnson School

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Contents

METHODS HANDBOOK

What is <i>Top Notch</i> ?	Tiv
Methodology for a communicative classroom	Tvi
Commonsense testing and evaluation	Txiv
<i>Top Notch</i> unit format	Txvi
Applied methods: How to teach a <i>Top Notch</i> unit	Txviii
How to use ActiveTeach	Txxix

LESSON PLANNER

UNIT 1	Make Small Talk	T2
UNIT 2	Health Matters	T14
UNIT 3	Getting Things Done	T26
UNIT 4	Reading for Pleasure	T38
UNIT 5	Natural Disasters	T50
UNIT 6	Life Plans	T62
UNIT 7	Holidays and Traditions	T74
UNIT 8	Inventions and Discoveries	T86
UNIT 9	Controversial Issues	T98
UNIT 10	Beautiful World	T110
GRAMMAR BOOSTER		T122
WRITING BOOSTER		T141
Lyrics for <i>Top Notch Pop</i> songs		149

OTHER RESOURCES

<i>Top Notch TV</i> teaching notes	V1
ActiveTeach multimedia disc	Inside back cover

NOTE: Workbook Answer Key is available on ActiveTeach

METHODS HANDBOOK

What Is Top Notch?

Instructional levels

Top Notch (together with *Summit*) is a six-level communicative English course for adults and young adults.

- *Top Notch Fundamentals*: for true beginners or very weak false beginners
- *Top Notch 1*: for false beginners or for students who have completed *Top Notch Fundamentals*
- *Top Notch 2*: for pre-intermediate students
- *Top Notch 3*: for intermediate students
- *Summit 1*: for high-intermediate students
- *Summit 2*: for advanced students

The following chart shows the correlation of *Top Notch* and *Summit* to International Standards and Tests. For detailed correlations to the "Can do" statements of the Common European Framework (CEFR) and to U.S. federal and state standards, please consult the *Top Notch* website at: pearsonlongman.com/topnotch.

Correlations to International Standards and Tests

Course Level	TOEFL (Paper)	TOEFL (iBT)	TOEIC
Top Notch Fundamentals (true beginner)			110 – 250
Top Notch 1 (false beginner)	380 – 425	26 – 32	250 – 380
Top Notch 2 (pre-intermediate)	425 – 475	38 – 52	380 – 520
Top Notch 3 (intermediate)	475 – 525	52 – 70	520 – 700
Summit 1 (high-intermediate)	525 – 575	70 – 90	700 – 800
Summit 2 (advanced)	575 – 600	90 – 100	800 +

Course Level	Common European Framework (CEF)	Course Level	Cambridge Exams	
			IELTS	Exam Level
Top Notch Fundamentals (true beginner)	A1/Breakthrough	Top Notch Fundamentals (true beginner)		
Top Notch 1 (false beginner)		Top Notch 1 (false beginner)	3.0	KET
Top Notch 2 (pre-intermediate)	A2/Level 1	Top Notch 2 (pre-intermediate)	4.0	PET
Top Notch 3 (intermediate)		Top Notch 3 (intermediate)		
Summit 1 (high-intermediate)	B2/Level 3	Summit 1 (high-intermediate)	5.0	FCE
Summit 2 (advanced)	C1/Level 4	Summit 2 (advanced)	6.0	CAE

Scope

Each level of the *Top Notch* course contains enough material for 60 to 90 hours of classroom instruction. Split editions are also available. A wide choice of supplementary components makes it easy to tailor *Top Notch* to the needs of diverse classes and programs or to expand the total number of hours.

Goal

The goal of the course is to make English unforgettable, enabling learners to understand, speak, read, and write English accurately, confidently, and fluently. Three key features are emblematic of the *Top Notch* course:

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

Content

Top Notch has a classic sequential grammatical syllabus. Grammar, vocabulary, and social language are integrated within topical, communicative units. Offering a balance of practical and informational topics, the content is designed to be consciously appealing to the student learning English.

Language and culture

Since English is the primary language of international communication, the *Top Notch* course goes beyond the traditional cultural and linguistic features of English. It prepares students to communicate with the diverse array of English language speakers around the world—more than two-thirds of whom are non-native speakers of English.

Although the spellings, pronunciation, and usage in *Top Notch* language models for students are in standard American English, *Top Notch* integrates a variety of regional, national, and non-native accents throughout the listening texts and in the video program, *Top Notch TV*, beginning at the *Top Notch* 1 level. The first language of speakers with non-native accents is identified for you and your students. In addition, the Teacher's Edition contains a wealth of information, clarifying relevant differences between American and British usage.

In contrast to a focus on native language culture, *Top Notch* emphasizes “cultural fluency.” This emphasis helps students build the communication skills and self-confidence needed to navigate social, travel, and business situations in unfamiliar cultural settings.

All spoken language models in *Top Notch* are informed by and confirmed with the Longman

Corpus Network, which collects both spoken and written samples of authentic language. *Top Notch* students can be assured that the language they are learning is authentic and appropriate.

Instructional design

The following is a synopsis of the *Top Notch* instructional design.

A communication goal for each class session. Each of the four numbered two-page lessons in a *Top Notch* unit is designed for one class session of 45–60 minutes, and has a clearly stated communication goal.

Three reasons for having a communication goal are to make each class purposeful, to demonstrate progress in each class session, and to enable a more focused evaluation. When teachers and students are unaware of the purpose of each lesson, they often just “go through the motions.” Conversely, when teachers and students know the purpose of the lesson, they see value in it and are motivated to achieve a successful outcome.

Integration of skills and content. Research has confirmed that when students encounter new language only once or twice, they find it difficult to master or even remember. For that reason, new vocabulary and grammar are embedded in exercises, conversation models, pair work activities, listening comprehension texts, readings, and other activities to make them unforgettable. In each lesson, new language is examined, explained, integrated, expanded on, and applied so that students receive multiple exposures to the language as well as numerous opportunities to practice it in all skill areas.

Confirmation of progress. The culmination of each of the four lessons is a carefully constructed, guided communication activity called Now You Can. Each of these activities is a semi-controlled or free conversation, discussion, or role play in which students demonstrate their achievement of the goal of the lesson. Students are motivated by their success, and in keeping with the aims of the “Can do” statements of the Common European Framework, continually see the practical value of their instruction.

Explicit presentations of vocabulary, grammar, and social language. In order to allow the *Top Notch* Student's Books to double as both a teaching and a reviewing tool, language is presented explicitly. Explicit presentations take the guesswork out of understanding meaning, form, and use and provide a concrete reference for students to review. For those who prefer an inductive presentation of grammar, there are printable “Inductive Grammar Charts” on the ActiveTeach multimedia disc at

the back of this Teacher's Edition. These charts provide an alternative (inductive) approach to each grammar presentation in the Student's Book. In addition, Vocabulary Flash Cards on the ActiveTeach multimedia disc can also be used for an alternative approach to presenting vocabulary.

A model-based social language syllabus. Each unit in the *Top Notch* course contains at least two models of essential social language in short conversations. Each of these Conversation Models serves a clear communicative purpose by embedding key conversation strategies. A full list of conversation strategies can be found in the Learning Objectives charts on pages iv–vii of the Student's Book. The Conversation Models in *Top Notch* are designed to be changed and personalized by pairs or groups of students, using the target grammar and vocabulary. This practice activates and engraves the language in students' memories, providing them with "language in their pockets;" in other words, language that is accessible and ready to use in real life.

A systematic approach to developing free expression. *Top Notch* features a four-pronged approach to discussion: *idea framing*, *notepadding*, *text-mining*, and *wordposting* (described in *Methodology for a Communicative Classroom*, pages Tx–Txi). These four techniques enable students to actively access, use, remember, and recycle previously learned language as they express their ideas. This approach results in

confident and highly productive free expression and rehearses students for the real world.

A strategy-based focus on reading and listening comprehension. In addition to the rigorous practice of reading and listening, there is an emphasis on learning strategies. The strategies include such things as understanding meaning from context, distinguishing main ideas from details, comparing and contrasting, determining points of view, drawing conclusions, paraphrasing, and summarizing—all of which enrich students as learners and as communicators.

A systematic writing syllabus. The *Top Notch* course also contains guided writing practice. Beginning with *Top Notch 1*, writing activities guide students in the conventions of written English. The activities evolve with each level, taking students' writings from mere written production of what students can say to carefully constructed and correctly written sentences, paragraphs, and essays.

A complete course. *Top Notch* is a complete course with a wealth of supplementary components and a simple integrated technology, allowing the maximum flexibility for all teaching styles, learning settings, and course needs.

For a detailed presentation of all components of the *Top Notch* course, please see Student's Book pages ix–xi.

Methodology for a Communicative Classroom

The goal of any communicative language course should be to enable students to express themselves confidently, accurately, and fluently in speaking and writing; to understand spoken and written English as it is used in the world today; and to function socially in English in a variety of settings, both familiar and unfamiliar. Much practice is needed to reach these goals.

Because the typical student has limited opportunities to observe and practice English outside of class, the goal of the classroom must be to provide rich sources of input for observation as well as intensive opportunities for controlled and free practice. In other words, the classroom must become both a microcosm of, as well as a rehearsal for the "real world." It is the goal of this section and the goal of the *Top Notch* course to suggest a methodology which makes that possible.

Permitting active observation of language

Although the world is saturated with English (through the Internet, films, music, and television), much of it is incomprehensible to beginning and intermediate students and difficult and frustrating to learn from. Nevertheless, students should be encouraged to seek out and observe English outside of class whenever possible.

On the other hand, students benefit greatly and learn easily from exposure to models of spoken and written English at their own productive level or language just above that level. The level of challenge that benefits students most is often called "i+1" (Krashen and Terrell, 1983) or "comprehensible input." Comprehensible input is language that

* Krashen, Stephen and Terrell, Tracy D. 1983. *The Natural Approach: Language Acquisition in the Classroom*. Oxford: Pergamon Press.

contains some unknown words or structures, but is still at a level that students can understand. Such language, especially when it is authentic, is extremely valuable for student progress and is abundant in the *Top Notch* course.

Although current methodologies often expect immediate production of target language, we believe that each class session should provide students with an opportunity to observe language by reading it and hearing it as well.

In order to benefit from the observation process, students should be encouraged to look at and/or listen to reading and listening material for several minutes in order for them to process it and to make connections between what they know and what is new. Only after students have had ample opportunity to immerse themselves in the observation process should they begin discussing the text or answering questions about it. And to maximize the value of observation, we strongly suggest that students support their opinions or answers by indicating where in an observed text or listening they got the information they needed to answer or to form an opinion. In this way, observation becomes an active process rather than simply a receptive activity.

Encouraging repetition of new language

Some people believe that repetition of language is indicative of an outdated behaviorist audio-lingual approach. Consequently, recent trends in language teaching tend to de-emphasize or discourage repetition of language being learned. However, we have observed that repeating new language is valuable as long as it is not overused and does not interfere with awareness of meaning. Repetition helps students remember correct pronunciation, stress, and intonation. It is recommended that students listen and repeat new language being learned for production.

For this reason, when students are learning new vocabulary or new social language, they should be encouraged to listen, or to read and listen, and then to listen again and repeat. When using audio materials as models, students appreciate the opportunity to compare their pronunciation, stress, and intonation with those of the speakers on the audio. We recommend that repetition be a regular feature of the presentation of vocabulary and model conversations.

For activities requiring students to listen and repeat, we suggest having students listen the first time while looking at the written form in their textbooks. This allows students to link the written form in the textbook to the sounds they hear. Next, as students are asked to listen and repeat, have

them do it with their textbooks closed. This serves to reduce distractions and allows students to focus exclusively on listening and repeating, rather than reading. It also reduces the confusing effect of English spelling on pronunciation. However, if students find this difficult, allow them to keep their books open for visual support.

It is always beneficial to vary the method and sequence of repetition. Using alternative approaches does not diminish the value of repetition; the approaches add variety and help maintain interest. For example, it is not necessary to limit repetition to simply mimicking the words in the textbook. Occasionally, and within reason, students can practice by making small changes in conversation models as they are repeated. For instance, if the Conversation Model is "How have you been?" "Well, actually, I have a headache," students can be encouraged to change the model, substituting another ailment such as "backache." In this way, the original model is heard and used, yet not parroted mechanically, and still reinforces correct rhythm, intonation, and pronunciation.

It is best to vary the pace of repetition and personalization lively so that the greatest number of students have a chance to participate, maximizing their exposure to new language.

It is also beneficial to vary the number of people being asked to repeat. Sometimes it is helpful to have students repeat individually; at other times the whole class, half the class, all the males, all the females, etc. can be asked to repeat as a group. The goal is always served, no matter how the repetition is structured.

It is important, however, not to exaggerate the amount of class time devoted to repetition. A lively pace and a short time period will achieve the desired results; then it is time to move on to more substantive activities.

Ensuring that students use learning strategies

It is important to provide opportunities for students to work toward goals, to access prior knowledge, and to practice strategies such as planning, self-assessing, predicting, etc. These strategies have been proven to have positive results on students' learning. Knowing learning strategies is not enough, however. Research has shown that unless students are aware of the value of strategies, they are unlikely to incorporate them into their own learning initiatives.*

* The foundational learning strategies that follow are an intrinsic part of the *Top Notch Student's Book*. For teachers who would like to teach additional reading, listening, and vocabulary-building strategies, there are numerous printable extension activities on the ActiveTeach multimedia disc in the back of this Teacher's Edition.

Working toward goals. At the beginning of each term, before beginning instruction, probe students' individual personal goals in learning English. This discussion can be conducted in English or in the students' native language, depending on their level. Common goals could be for their profession, travel, academic study, etc. Help students become aware of how their course and/or their textbook will help them reach those goals; for example, by helping them learn to understand and communicate in spoken and written English. It is also worthwhile to encourage students to brainstorm a specific list of what they want to be able to do in English in practical or specific terms. For example:

I want to learn English because I want to:

- *order meals in a restaurant.*
- *get directions when I travel.*
- *give directions to foreign visitors to my city.*
- *check in and out of hotels.*
- *read academic journals or articles.*
- *write e-mails or letters.*
- *discuss news and current events.*
- *have social conversations.*
- *use the Internet.*

Have students look through their textbook to see if it will fulfill any of their goals. Ask them to point out lessons or units that they look forward to learning from.

Make goal-setting or goal awareness an important part of each unit and lesson. Before beginning a unit or lesson, have students look it over and brainstorm what they will be able to do at the end of it. Such awareness builds expectation of results, focuses students' attention on the purpose of instruction, and results in greater satisfaction with each class. Specific techniques for using the goals in class are covered in *Applied methods: How to teach a Top Notch unit* on pages Txviii and Txx.

Observing progress and self-reinforcing. When a brief discussion of goals takes place at the beginning of a class session, it then becomes easy for students to observe and confirm their progress that day. One simple way to ensure this is to ask "Did you learn how to give someone directions?" "What did you learn today?" and so on. When students confirm that the lesson's goal has been achieved, they value their instruction. Similarly, regularly review progress at the end of each full unit. In general, cumulative positive reinforcement of their study motivates learners to persevere. See a detailed explanation in *Applied methods: How to teach a Top Notch unit* on page Txxiii.

Being aware of the instructional process. Make students aware that presentations and activities in class, as well as those assigned for work outside of

class (homework, projects, laboratory activities), have a definite purpose and are not random or accidental.

Effective lessons offer students presentations and activities that integrate target content. However, merely *offering* students such lessons is often not enough. The lesson will be more effective if students are *cognitively aware* of the value of each section of the lesson in achieving the lesson goals.

When finishing tasks, projects, and homework, take a moment to review the language students used in the task; for example, ask "Where did you use the present perfect today?" When students become aware that they actually used the present perfect in their conversations, practicing it becomes valuable to them. It is surprising how often students are not aware of the way in which activities help reinforce what they are learning. They often see a conversation practice session as isolated from grammar or vocabulary content, viewing it as just for fun or something to do to fill time.

Reflecting on one's learning. A number of hurdles must be overcome in learning a foreign or second language. One such hurdle is confusing the difference between *understanding* a word and *being able to translate* it into one's own (native) language.

Learners instinctively attempt to translate everything they read or hear, word for word. This is futile for two reasons. First, no one can possibly translate word-for-word quickly enough to follow a speaker speaking at a natural pace. Second, word-for-word translations are impossible for idioms, expressions, metaphors, or other figurative language.

In order to build students' awareness of this fact, we must help them reflect on the meaning of "understanding." Help them to see that they can in fact derive both general and specific meaning from spoken and written texts that contain words they have not heard or seen before. If students say they do not understand the meaning of a new word being learned, help them to describe its meaning, rather than to try to translate it. For example: assume you have presented the word *tight* (for clothing size) through an illustration depicting a person in a shirt that is too small. The caption states, "The shirt is tight." Because students already know the word *small*, they may be puzzled at seeing *tight* used here, instead of *small*. The natural impulse of learners is to search for a word in their own language that means *tight*. They will probably ask "What's *tight*?" To help students grasp the difference between understanding and translating, ask them to explain the meaning of "The shirt is tight." They will say "The shirt is too small." Point out to students that

they in fact do understand the meaning of *tight* and that not being able to translate a word is different from not understanding it.

This is a profound awareness on which every learner of a new language needs to reflect. This awareness creates the desire and need to depend on context to infer meaning, promoting the development of one of the most important strategies for language learners—understanding meaning from context.

Managing pair, group, and collaborative activities

Collaborative activities, as well as pair and group work, facilitate interaction in English and are a hallmark of communicative language teaching. These activities encourage students to use their own language resources, which in turn makes the lesson more personal and meaningful. They also ensure that students initiate as well as respond in English. Also, by working together, students get to know each other faster and become more independent; they rely on the teacher less for guidance and ultimately take more responsibility for their own learning. We recommend the following approaches for activities featuring pair and group work.

Creating a student-centered environment. Some students, particularly those accustomed to teacher-centered lessons in which teachers spend a lot of time explaining, may not immediately see the benefits of working in pairs or groups. Remind students that working together allows them more time to practice their English and allows you to listen to more students individually. Reassure students that you will circulate to give them individual attention and that this will make you aware of any points that need explanation.

Encouraging cooperative learning and collaboration. Encourage students to help each other learn from each other; in other words, create a community of learners in the classroom. Whenever possible, try to elicit answers from other students before answering a question yourself. If a student asks a question that was previously asked by another student, direct him or her to the person who first asked that question. Also, before asking students to speak in front of the class, build their confidence by having them rehearse language in pairs, small groups, or chorally as a class. Students can also collaborate on written exercises with a partner or group, either by completing the activity together or by comparing their answers.

Facilitating a flexible seating arrangement. To ensure that students interact with a variety of partners, have

them sit in a different location for each class. When dividing the class into pairs or groups, try to match students of different abilities. One method of forming groups is to have students count off according to the number of groups needed. The “1”s work together, the “2”s work together, and so on.

Monitoring activities. During pair and group work activities, monitor students by moving around the room to keep them on task and to provide help as needed. When possible, avoid participating in pair work yourself, as this will limit your ability to monitor and offer assistance to the rest of the class. If you are faced with an odd number of students, create a group of three students. The third student can work as a helper to encourage eye contact and other socially appropriate behavior and to correct mistakes.

Managing time. To keep students on task, it is best to set time limits for each activity. End activities when most of the class has finished to avoid “dead time” during which students are waiting for others to finish. For students who finish a conversation activity early, have them write out the conversation they created. If you use supplementary activities, it is a good idea to have some of them photocopied and on hand.

Correcting errors purposefully

In general, language learners—particularly adults—like feedback and expect to be corrected when they make a mistake. However, recent research (Brown, 2007*) suggests that correcting errors in students’ speech and writing may not be as effective in promoting correct language use as is commonly believed. In fact, research indicates that excessive correction in a communicative course can embarrass or dishearten students and discourage them from attempting the experimentation and practice that is essential for language acquisition.

In view of these findings, we recommend striking a balance between the need for correction and maintaining feelings of success. The following are approaches to provide effective and positive feedback.

Promoting accuracy. For activities where accuracy is the focus, such as controlled conversation pair work, address mistakes shortly after they occur. Students need guidance as they attempt to use new words, phrases, and grammar; immediate correction is important. Ask students to incorporate the corrections as they continue their pair work.

* Brown, H. Douglas. 2007. *Teaching By Principles: An Interactive Approach to Language Pedagogy* (3rd ed.). White Plains: Pearson Education.

Promoting fluency. For freer and more challenging activities where fluency and free expression are the focus (discussions and role plays), refrain from stopping the flow of student discussion with corrections. In these activities, accuracy is less important than communicating ideas, improvising, and remembering and using the full range of language students have learned. Developing the ability to retrieve and use previously learned language is critical if students are to convert the English they have learned in the classroom into the English they need in their own lives. Interrupting students with corrections discourages this experimentation. Instead, take notes on common student mistakes and then review those errors with the entire class at the end of the activity.

Encouraging self-correction. If allowed, students are often able to correct their own mistakes. First let the student finish the thought, then indicate by sound or gesture that there has been a mistake. Try to point out where the mistake was to give the student an opportunity to self-correct.

Some techniques for eliciting self-correction include counting each word of the phrase on your fingers and pausing at the mistake, or repeating the student's sentence and pausing at the mistake; for example, S: "He has two child." T: "He has two?" S: "He has two *children*."

A less intrusive method is to correct the student's mistake by reformulating what the student said without stopping the flow of conversation; for example, S: "He have a car." T: "Oh, he *has* a car?" S: "Yes, he has a car." Note that these techniques often prompt the student to self-correct.

Being selective. Do not try to correct every mistake. Doing so could discourage or overwhelm students. Instead, focus corrections on the skills that are being taught in that particular lesson or on mistakes that interfere with comprehension.

Providing emotional support. Above all, be careful not to embarrass students. Be aware that students may be sensitive to criticism in front of their peers and may prefer more private feedback. Give students enough time to think before they answer to avoid making them feel pressured. There is nothing more effective in promoting student participation than reinforcing their belief that you are "on their side." To that end, we suggest that you show approval for student experimentation, even when language is inaccurate. Correction can come later. Experimentation is an essential step on the road to mastery.

Checking and managing homework. Maximizing the amount of time students have to interact and practice English is essential in a classroom environment. It is best to limit the amount of class time devoted to checking answers and correcting homework. For exercises done in class, have students check their answers with a partner. This increases interaction time, ensures that errors get corrected, and encourages students to correct their own mistakes. It also helps students avoid the possible embarrassment of giving incorrect answers in front of the entire class.

When the class has finished comparing answers, review the correct answers as a class, either by eliciting the answers from individual students or by having volunteers write their answers on the board. In classes with time constraints, we recommend that you write the answers on the board, as this method is faster.

We suggest that you follow a similar approach with homework by quickly reviewing correct answers. In large classes, you may prefer to systematically select which papers to review out of class in order to give individual feedback and check progress. If five to ten papers are collected every session, each student will receive individual feedback several times per term.

Accurately developing free expression

One of the greatest challenges in the English language classroom is successfully engaging learners in free discussions and role plays. Teachers often find that students sit silently, produce single short "fossilized" utterances, or resort to using their first language. Some impediments to students' success are lack of vocabulary, grammar, subject knowledge, or interest—or forgetting previously learned language. There are psychological and psychosocial hurdles as well. Adult and young-adult students have many ideas to express but worry that they will be judged by both their teachers as well as their peers.

The following four techniques form part of a process approach to discussion and are recommended to mitigate the challenge of free discussions and role plays. They support learner confidence and increase quantity, quality, and complexity of expression.

Idea framing. When students are presented—unprepared—with a discussion topic, they typically approach it narrowly; for example, if you propose a discussion of vacation preferences, students may only think about one particular aspect of vacations. Worse, students often worry about what you consider appropriate to include in the discussion.

Providing students with a stimulus such as an online or magazine survey or questionnaire can help them frame their ideas by indirectly suggesting topics to be included in the discussion to follow. Surveys and questionnaires you provide also reduce student anxiety by clarifying your expectations of what is appropriate to include in the discussion.

Notepadding. Giving students an opportunity to write notes helps them consider how they will express their ideas. Here again, students may start with a narrow view of what to include in the discussion, but when they are given preparation time beforehand, they will broaden their ideas and plan how they want to express them. Notepadding builds confidence and yields more complex statements than discussion without preparation does.

Text-mining. Although language textbooks usually contain readings that provide students with an opportunity to confront “i+1” comprehensible language, using these readings solely for reading comprehension can be a missed opportunity. One way to make the most of a textbook reading is to ask students to notice and select language from it (“mining its text”) that they can use in a discussion or role play. Permit students to circle, underline, or copy “mined” language prior to classroom discussions. Text-mining greatly enhances students’ ability to acquire and use language slightly above the level they have learned.

Wordposting. Another huge challenge to students is remembering known language—even recently learned language—and using it in discussions and role plays. But when students do not understand and reuse learned language, they inevitably forget it.

To ensure that students recycle previously taught language, we suggest that you (or the students themselves) make and keep “wordposts”—lists of relevant recyclable language. Wordposts can be written on the board or photocopied and distributed. To encourage the use of the wordposts during the discussion, you or your students can write a checkmark, cross out, or circle each word or phrase as it is used. Wordposting is one effective recycling technique that makes English unforgettable.

Teaching the receptive skills: reading and listening

Reading and listening are sometimes thought of as receptive skills. In a communicative classroom, however, reading and listening activities can greatly

enhance speaking and writing, provide growth of comprehension, and help students cope with authentic language containing unknown words and complex ideas. The following are suggestions for approaching reading and listening in order to gain maximum benefit.

Authentic reading and listening passages will always contain a quantity of unknown language. We know that students can understand more language than they can produce, but they are often frightened to tackle readings or listening activities that include unknown language. (See the earlier discussion of the value of “i+1” comprehensible input on pages Tvi–Tvii.)

Readings and listening activities should represent real language. However, it is important to avoid language that falls significantly above the comprehensible level. Identifying a zone of comprehensibility enables readings and listening activities to maximize the building of comprehension skills and vocabulary.

As stated earlier, it is important to recognize that most language learners instinctively try to translate every word they read and are frustrated by their inability to create a one-to-one correspondence of the English words to their native language. Adopting an approach that respects the amount of challenge a reading or listening activity presents, discouraging translation, and teaching reading and listening skills and strategies can help students read and listen successfully.

Reading strategies and applied comprehension skills. Reading skills and strategies that help students cope with the challenge of foreign- or second-language reading help prepare them to confront such readings with confidence. Some are practiced before, others during, and still others, after the actual reading.

Before a reading activity, encourage students to explore their ideas about the topic of the reading. To pique their interest in the reading, get them to access any knowledge they already have about the topic. Another strategy that helps students cope with a reading is identifying its source; for example, is it a magazine article, a website, a series of letters, an advertisement, etc.? These pre-reading strategies will help students approach a reading with the confidence that they know what is coming and will discourage them from focusing on every unknown word.

Some strategies and skills that help students while they read are *skimming*, *scanning*, and *focusing on the context* in which unknown words occur, to help students understand meaning (instead of trying to translate those words). Encourage students to quickly read the passage from beginning to end

* In *Top Notch* units, wordposts are listed within a box called *Be sure to recycle this language*.

without stopping for details. One way to teach skimming is to have students read the first sentence of each paragraph and the first few sentences at the beginning and the end of the passage.

Scanning for specific information is another helpful skill. Before students read line for line, they can be asked to find information about dates, names, ages, times, etc. Such information usually identifies itself by format—numbers, isolated words, charts, and the like. Keep in mind, though, that not all readings lend themselves naturally to skimming or scanning. Only choose skimming or scanning with readings that naturally lend themselves to that sort of examination.

As students read and encounter unknown words, help them to find the context clues that “explain” the meaning of those words. In the following sentence, the general meaning of the word *dousing* can be understood from the context: “Songkran is a wild and wonderful festival in which people of all ages have fun *dousing* each other with water for three solid days.” Many students would instinctively reach for the bilingual dictionary to look up *dousing* or simply decide the reading was too hard. But asking them to look for the meaning in the surrounding text (the “context,” where they will find “with water”) helps build the habit of searching for context clues and taking educated guesses.

A good way to help students see the value of searching for context clues is to ask them to explain their reasons for guessing the meaning of a word. Ask them to go into the text to provide support for their opinions. In the case above, students would cite “with water” to support their opinions. Note that a precise definition or translation is not necessarily the goal. Students should also be encouraged to guess the “sense” of a word; for example, whether it is positive or negative, male or female, something to wear or wear, etc. If this is done regularly, students will develop the habit of looking for meaning in the context.

After reading, *summarizing* a text is a valuable applied reading comprehension skill. When students are able to summarize a reading, it indicates that they have identified the main idea and can distinguish it from random facts or details that are included in the article.

One way to provide practice in distinguishing main ideas from details is to ask students to *take notes* as they read and to organize or separate their notes into categories; for example, in a reading about the experiences of a woman with physical challenges, students can be asked to take notes about her habitual activities in the morning, in the afternoon, and in the evening. In a reading about healthy eating habits, students can be asked to jot down information about

foods that are good for you and those that are not good for you. Putting notes into categories helps students perceive the details that support the main ideas of a reading and can provide a framework for a logical and articulately expressed summary. A further way to help students understand the main idea of or the point of view expressed in a reading is to ask them to try to *paraphrase* what the author’s idea is. As they read, ask students to put the author’s words into their own words.

The input/task ratio. When asking comprehension questions about a reading (or a listening activity; see below) it is helpful to keep in mind the relative difficulty of the text. If a text is very challenging and has a lot of difficult or unfamiliar language and complex ideas, questions and tasks should be relatively easy and receptive, such as determining general or main ideas. If a text is relatively easy, the tasks and questions should be commensurate, more difficult, productive, and inferential, and should require more critical thinking. In other words, the difficulty of the task should be inversely proportional to the difficulty of the text. If this ratio is respected, even very difficult texts can be used by students at lower levels.

Listening skills and strategies. Listening is often frustrating to students because of factors such as speed, accent, background interference, and the fact that in the real world, a listener usually has only one opportunity to understand. In contrast, a reading text—even if difficult—can be explored, studied, and re-read at the learner’s pace.

For most learners, understanding spoken language can be very difficult, especially when the speaker is not seen, as during a phone conversation or when listening to the radio, a podcast, or a classroom audio program. Listening skills and strategies can help reduce the natural panic that occurs when students listen to challenging speech.

If we want students to be able to cope with real spoken language, it is crucial to expose them to listening passages recorded at a normal rate of speed and in a variety of accents. When students are presented with unnaturally slow and over-enunciated listening passages, they may understand them easily and perform well on comprehension exercises. Unfortunately, however, this apparent success is misleading because it does not indicate that students will be able to understand authentic speech, which is inevitably faster and less enunciated. As language educators, it is important for us to ask ourselves what the purpose of listening comprehension exercises is in a communicative classroom. Is it to get students to understand every word they hear in a comprehension exercise or is it to help them learn how to successfully understand real spoken English in the world outside

the classroom? Although we know the answer is the latter, we struggle with our own feelings of "failure" when students are unable to easily understand the listening texts we bring to class.

To offset our own fears as educators, it is important to explain to students the value of challenging listening experiences and to reassure them that the exercise is not a test of whether or not they understood everything the first time. Be sure students understand that the purpose of this practice is to help them obtain meaning, even from something that is not completely understood, and not simply to answer questions.

In presenting listening comprehension practice in class, be sure students have several opportunities to listen to each passage. Focus students' attention by having them listen for a different purpose each time they listen. Build up the progression of tasks from easier to more challenging ones. Add an extra listening opportunity again after other tasks in order to let students check their work.

The input/task ratio especially applies to constructing listening activities in the classroom. (See page Txii.) If the listening passage is fast, accented, or otherwise difficult, present a less challenging or receptive task, such as understanding main ideas or identifying the global purpose. On the other hand, if the listening passage is slow or otherwise easy, present more productive or difficult exercises. A convenient way to apply the input/task ratio to listening comprehension exercises is to compare them to the reading skills of skimming and scanning: for more difficult listening passages, expect students to "skim" by listening and getting the main idea, but few details, inferences, or complexities. For easier listening passages, expect them to "scan" for details, make inferences, and draw conclusions based on those.

In all cases, however, make sure students realize that these exercises are meant to increase their ability to cope with natural spoken speech, not a means to judge what they can understand on one listening.

Improving written expression

Writing tasks perform a number of useful functions in a communicative classroom:

- First, they offer yet another vehicle for students to remember, practice, and consolidate language they are learning, reinforcing vocabulary and grammatical conventions.
- Second, they promote the development of accuracy because students and instructors read and edit the writing; errors are visible and can be meticulously corrected.
- Third, they can prepare students for the real writing they will do in their work and

social lives: letters, e-mails, reports, articles, messages, and the like.

- Fourth, tasks based on a writing syllabus can teach students the conventions of standard written expression, such as sentence and paragraph development, use of topic sentences, and written rhetorical devices. These cannot be learned through speaking activities.

Students should have frequent opportunities to write. In every class session, they should be offered grammar, vocabulary, reading, and listening comprehension exercises that require a written response. Exercises should include word and phrase-level cloze or fill-in-the-blanks exercises; sentence-level exercises that require one or several sentences; and other controlled writing tasks. Such exercises should be corrected for grammar, usage, punctuation, and capitalization errors, either through peer-correction or through self-correction by seeing the correct responses on the board. Alternatively, exercises that have written responses can be collected and corrected periodically. (See section on checking and managing homework on page Txiii.)

Students should also be given topics to write about. Even beginning-level learners can write short paragraphs based on the topic or theme of the textbook unit as long as the goal is specific; for example, if beginning-level students have learned the vocabulary of daily activities, the simple present tense, and frequency adverbs, a good writing assignment would be for them to write about their "typical day."

Expect an increase in both quality and quantity as students develop their writing skills. Students should be reminded and encouraged to actively use the language they have learned, and they should try to vary the vocabulary they use and the way they express themselves. In addition, they should always be encouraged to try and write a little more. If students share their writing in pairs or groups, have other students ask questions about information they want to know more about. Do the same when you read students' work.

Writing is a process that begins with ideas. Encourage students to brainstorm ideas, write lists, take notes, organize their thoughts, use graphic organizers, etc. before they begin writing a first draft. Encourage revision as a regular habit in writing. Students should get feedback from others and look at their own writing critically for clarity of ideas. Then they should rewrite to try and improve what they wrote in the first draft.

When you first read your students' writing, respond to the ideas they are trying to express,

rather than focusing on errors. Ask questions that encourage students to say more and clarify what they are saying. Focus on accuracy only after students have had an opportunity to revise and improve the content of their own work.

Intermediate-level and advanced-level learners can cope with more challenging assignments; for example, if students have completed a unit in their textbook on the unreal conditional, government, politics, and global issues, they can write an essay about what they would do about corruption if they were in government.

At all levels of instruction, however, it is important to construct a writing assignment that students are prepared to write about. Many failures in writing occur when students begin translating their ideas from their own language into English, instead of using the words, expressions, and grammar they are familiar with. When assigning a

writing task, ask yourself if it will require students to use known language or whether the subject is unrelated to what they know.

To help develop students' abilities in the conventions of writing, it is helpful to link each writing assignment to a particular skill to be applied, such as correct capitalization or punctuation, the use of connecting or sequencing words, the inclusion of topic sentences, and introductory and concluding statements, and other features of effective writing. In this way, students practice the language they are learning as well as the conventions expected in English writing. Finally, so that students become familiar with the conventions of formal and informal written expression, vary the text types in assignments, from e-mails to formal letters and essays.

Commonsense Testing and Evaluation

One of a teacher's most difficult challenges is to construct tests that fairly evaluate global student progress. Without pretending to present an exhaustive approach to testing and evaluation, we offer a few principles. First of all, although all teachers accept the principle that "we should test only what we teach," this is easier said than done in a communicative classroom, where more than 50% of class time is spent practicing the oral language skills. If we were to "test what we taught" this would require more than 50% of our test items to evaluate listening and speaking. However, oral tests take a lot of time because each student must be tested individually; few programs provide enough time for such testing. For this reason, most programs rely on tests that are largely written.

We would like to suggest procedures that answer the following two questions:

- How can students receive credit for their progress in speaking—the aspects of language learning that have received the most emphasis in class? In other words, how can we evaluate speaking?
- How can we construct a written test that permits students of all ability levels to demonstrate their knowledge of the language they've studied and which measures their abilities in listening and reading comprehension as well as written expression?

Oral tests

As mentioned above, formal oral tests are very time-consuming. In a class of thirty students, administering a fifteen-minute unit oral test to each student would take two and a half hours. Almost no program could dedicate that much time to oral testing at the end of each textbook unit, so it's only possible to administer a few oral tests per term. However, teachers report that when there are very few oral tests, students tend to panic and perform poorly because the stakes are too high. And a test on which students underperform doesn't accurately assess their progress. A more practical and effective way to measure students' progress is to provide an ongoing, less formal, in-class assessment of speaking skills.

One approach is to keep a record of students' progress in each class session. If a class has thirty students, we suggest focusing on ten students in each session, making a mental note of their spoken responses in whole class, small group, and pair work activities. At the end of the session, make a notation in your record book in a form that makes most sense to you. One simple notation system is to give each student you evaluated a "plus," a "check," or a "minus" for that day's oral work. In the following class session, focus on the next ten students, and in the following session, focus on the final third of the students. In that way, students receive credit for their progress as they begin to retrieve and use target language to communicate in class. You can determine the criteria

you wish to use to evaluate your students (e.g. fluency, accuracy, clarity, etc.). The important thing is that you have a record of each student's ongoing progress. This set of records can then be factored into the grade each student receives for the marking period, unit, term, etc. The percentage of weight you wish to give to this ongoing oral evaluation in relation to the written test is up to you and your program.

Written tests

How can we construct a written test that enables us to fairly evaluate the progress of all students—those who are gifted as well as those who struggle? All students learn, though not at the same rate, and some learn more from a textbook unit or from a lecture, etc. than others. We suggest that test items in written tests be weighted as follows so that all students who have progressed acceptably can demonstrate that growth on the test. (Note that the item types described below can be mixed throughout the test.)

We propose that 80% of the test items be receptive and literal ones. Examples of these item types would include such things as true and false, multiple choice, and cloze sentences with word banks from which to choose items. These items should “test” students’ knowledge of the target vocabulary and grammar they studied in the unit. In terms of difficulty, these items should be at a level that all students who have studied and learned the material can answer successfully.

In turn, 10% of test items should be items that require more thought and more productive responses than those mentioned above. Examples of these items would be an answer to a question, a completion of a conversation response, or cloze sentences in which students have to complete items without benefit of a word bank or set of choices. These items should “test” students’ knowledge and use of vocabulary and grammar learned in the unit. Regarding difficulty level, these items should target average and above-level students. While it is possible that weaker students will correctly complete these items, it is not probable. It is worth noting that all students sometimes perform above expectation, and that performance should be encouraged.

The final 10% of test items should require responses of multiple sentences or paragraphs, etc. that indicate mastery of vocabulary and grammar and that may require critical thinking, such as inferential understanding of language and ideas in context from reading passages. These items would typically target the strongest students in the class. Again, it is possible, however unlikely, that some weaker and average-ability students might perform well on these items. Any success should be supported.

If a written test is constructed using items apportioned as above, all students can demonstrate progress, with the weakest students (who have worked to their capacity) probably achieving a potential 80% score, average-ability students achieving a potential 90% score, and the best students achieving a potential 100%. Of course, these percentages are not guaranteed, but they do permit even the weakest students to see their progress and the best ones to demonstrate their mastery.

A compelling reason for this approach to constructing written tests is to address teachers’ frequent concern that their students don’t “do well on the test.” Research has shown that teachers often write tests that provide items weighted on the side of the most difficult content taught, under the rationale that “if students can answer these questions, I can assume they could have answered easier items.” The consequence of this assumption is that many students don’t receive recognition for the language they have learned because they are unable to answer the most difficult and productive items perfectly. However, it is our contention that the easier content, such as the knowledge of the target vocabulary, is at least as important as the ability to use the most difficult grammar. We believe that all of the content should be evaluated.

Once a score on a written test has been determined, you (or your program) can decide how much weight to give oral tests or the ongoing oral assessment in the student’s global evaluation. If we are to truly test what we taught, and the amount of time spent on the oral/aural skills was 75%, then a case could be made for “counting” the written test for 25% of the grade, although few programs would adopt such a scale, for reasons of expediency. Our purpose here is to provide a starting point for discussion to enable programs to consider what weight to assign the oral and written tests so that each student’s evaluation meets the goals of the program.



For more information on the topics in this section, please consult the ActiveTeach multimedia disc in the back of this Teacher’s Edition and Lesson Planner. You will also find four academic articles written by Joan Saslow and Allen Ascher:

- “Making English Unforgettable: Enhancing Acquisition in the EFL Setting”
- “The Purposeful Use of Songs in Language Instruction”
- “A Process Approach to Discussion: Four Techniques that Ensure Results”
- “From Awareness to Application: Five Essential Aids-to-Learner Training”

Top Notch Unit Format

Top Notch units contain six two-page lessons, described in detail on pages Txviii-Txxviii.

UNIT 3

Getting Things Done

Preview

Are you a PROCRUSTINIATOR?

- 1) At the beginning of every week, you
- ☐ a. always make to-do lists for your calendar
 - ☐ b. sometimes make to-do lists, but you often forget
 - ☐ c. don't bother with planning and just let things happen

- 2) When you need to buy something
- ☐ a. feel motivated to work even harder
 - ☐ b. feel a little nervous, but you get to work
 - ☐ c. have a hard time doing it

- 3) When you have a list of things you need to do, you often
- ☐ a. do the hardest things first
 - ☐ b. do the easiest things first
 - ☐ c. do anything but what you need to do

- 4) When you need to get something done in a short amount of time, you
- ☐ a. feel motivated to work even harder
 - ☐ b. feel a little nervous, but you get to work
 - ☐ c. have a hard time doing it

- 5) You feel most when there are things you haven't gotten done yet.
- ☐ a. sleep
 - ☐ b. sometimes
 - ☐ c. rarely

Your Turn: You are a procrastinator! You tend to put things off. You are a bit of a procrastinator, but you try to get things done on time. You are organized and self-motivated. You never put off what you can get done now.



Source: adapted from *www.english.com*

- A Pair work: Compare responses on the survey with a partner. Does your score accurately describe the kind of person you are? Explain, using examples.

- D Discussion: Based on the survey questions, what is a procrastinator? What do you think it means to be an "organized and self-motivated" person? What do you think are the advantages of being that type of person?

26

UNIT 3

40 Photo story Read and listen to some customers placing orders at a copy shop.



Manager: What can I do for you today, Ms. Kraus?

Customer 1: I need to get these documents copied a.s.a.p. Think I could get 300 copies done by 11:00?

Manager: I'm afraid that might be difficult. I've got a lot of orders to complete this morning.

Customer 1: Sorry, I know this is last minute. But it's really urgent.

Manager: Well, you're a good customer. Let me see what I can do.

Customer 1: Thanks a million. You're a lifesaver!



Manager: Excuse me... Hello. Happy Copy.

Customer 2: Hi, Sam. Ken Li here. Manager: Hi, Mr. Li. How can I help you today?

Customer 2: Well, I'm going through my to-do list, and I just realized I need to get fifty college sales binders made up for our meeting next week. Any chance you can get them done by this morning?

Manager: Tomorrow morning? No sweat. When you give me the documents to me, I'll make them up for you.

Customer 2: Absolutely. Thank you one, Sam!



Manager: Sorry to keep you waiting, Ms. Kraus.

Customer 1: Well, I see that you've got a lot on your plate today. I won't keep you any longer.

Manager: Don't worry, Ms. Kraus. We'll get your order done on time.

Customer 1: Should I give you a call later?

Manager: No need for that. Come at 11:00 and I'll have your documents ready.

Customer 1: Thanks, Sam.

a.s.a.p. = as soon as possible

Customer 2: Ken Li

- D Paragraphs Search for the following statements from the Photo Story in your own way.

- 1 "... this is last minute." "I've got you one!"
- 2 "It's really urgent." "You've got a lot on your plate..."
- 3 "You're a lifesaver!" "I won't keep you any longer."
- 4 "No sweat."

- E Discussion Based on the survey on page 26, how would you describe each character in the Photo Story? Complete the chart and compare charts with your classmates.

Kraus

Sam

Ken Li

Mr. Li

Ms. Kraus

Ken Li

Mr. Li

Ms. Kraus

Ken Li

Mr. Li

Ms. Kraus

Ken Li

Mr. Li

Ms. Kraus

Ken Li

Mr. Li

Ms. Kraus

Ken Li

Mr. Li

Ms. Kraus

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Mr. Li

Ms. Kraus

Ken Li

Mr. Li

Ms. Kraus

Ken Li

Mr. Li

Ms. Kraus

Ken Li

Mr. Li

Ms. Kraus

Lessons 1 and 2

- Goal and achievement based
- Integrate grammar, vocabulary, pronunciation, and social language
- End with a guided conversation

CONVERSATION MODEL

- 40 Read and listen to someone requesting express service.
- A: Do you think I could get this jacket dry-cleaned by tomorrow?
- B: Tomorrow? That might be difficult.
- A: I'm sorry, but it's pretty urgent. My friend is getting married this weekend.
- B: Well, I'll see what I can do. But it won't be ready until after 4:00.
- A: I really appreciate it. Thank!
- 40 Listen and repeat. Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Request express service

Change the Conversation Model. Use the ideas to request an express service and give a reason for why it's urgent. Then change roles.

- A: Do you think I could get this jacket dry-cleaned by tomorrow?
- B: Tomorrow? That might be difficult.
- A: I'm sorry, but it's pretty urgent. My friend is getting married this weekend.
- B: Well, I'll see what I can do. But it won't be ready until after 4:00.
- A: I really appreciate it. Thank!

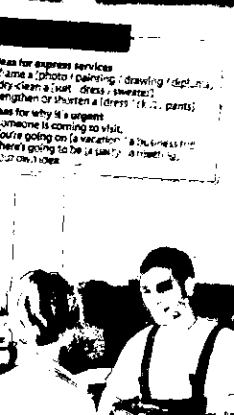
- Say you need to have the service completed earlier.
- Ask how much it will cost.

Be sure to recycle this language.

I owe you one! That's a million. You're a lifesaver!

I know this is last minute. I won't keep you any longer.

- D Change partners Request other express services.



LESSON 1

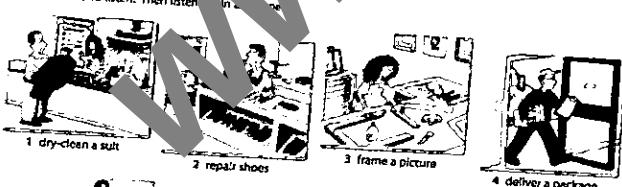
GOAL Get

LESSON 2

GOAL Request express service

VOCABULARY Services

- A 40 Read and listen. Then listen again and repeat.



- 5 lengthen / shorten a skirt

- 6 print a sign

- 7 copy a report

- D Pair work: Name other things you can get these services for.

You can also dry-clean sweaters or pants.

GRAMMAR The passive causative

Use a form of have or get with an object and a past participle to talk about arranging services. There is no difference in meaning between have and get.

They had my suit dry-cleaned. She had her car washed. We had the office painted last week. It looks great. (no by phrase)

Remember: In the passive voice, a by phrase is used when the information is important. We had the office painted last week. It looks great. (no by phrase)

Write questions using the passive causative. Write three questions with have and three with get.

- 1 Would it be possible to / these pictures / frame?
- 2 Could I / these sandals / repair / here?
- 3 Where can I / this bowl / gift wrap?
- 4 Can I / these shirts / dry-clean / by tomorrow?
- 5 Is it possible to / my hair / cut / at 3:00 / by George?
- 6 Would you / these photos / print / before 6:00?

26

UNIT 3

26

UNIT 3

B Activate language from a text. Find these adjectives in the Reading on page 32. Complete the descriptions, using the adjectives.

- 1 Find Portello's to compare to other and I can't find any prices.
- 2 What I like about they're so is a bit unusual.

3 Jamco Design is extremely have to worry about their doing

Lessons 3 and 4

- Goal and achievement based
- Build reading or listening skills and strategies
- End with a role play or free discussion

BEFORE YOU READ

Warm-up Have you or someone you know ever something to wear or something for your home?

READING

The Tailors of Hong Kong

The famous Hong Kong 2-hour suit is a thing of it but tailors there are still reliable. You can trust them if they say they'll have your clothes custom-made in just a few days.

Today, prices are quite reasonable—not as low as they used to be, but they're often about what you'd pay for a ready-made garment back home. The difference, of course, is that a tailor-made garment should fit you perfectly. Most tailors are extremely professional. The workmanship and quality of the better established shops rival even those of London's Savile Row—but at least half the price!

Tailors in Hong Kong are very helpful and are willing to make almost any garment you want. Most offer a wide range of fabrics from which to choose, from and linen to very fine wools, cashmere, to

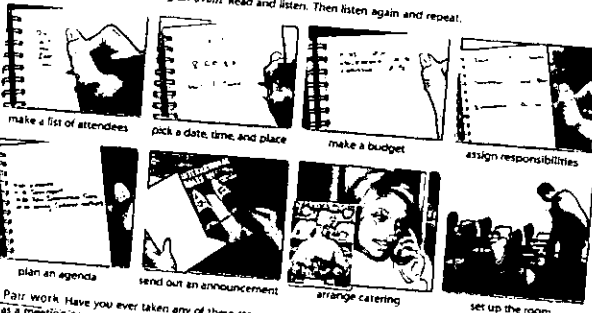
Source: Information from Freeman's Hong Kong

- A Identify supporting details C the article. Find information in it
- 1 You used to be able to get day in Hong Kong.
 - 2 Having a suit custom-made always less expensive than
 - 3 If you buy a garment on you will pay about twice pay for one custom-made

UNIT 3

BEFORE YOU LISTEN

A 400 Vocabulary • Planning an event Read and listen. Then listen again and repeat.



B Pair work Have you ever taken any of these steps to plan an event, such as a meeting or party? Which of the activities do you think you would be the best at doing? Use the Vocabulary.

LISTENING/COMPREHENSION

- A 400 Listen for main ideas Listen to the conversation and answer the questions.
- 1 What kind of event are they planning?
 - 2 How many people will come to the event?
 - 3 Is it a formal or informal event?
 - 4 Which of the following are mentioned as part of the event? (music / food / a lecture / meetings)

B 400 Listen for order of details Listen again and number the activities in the order they will occur. Circle the activities she'll do herself.

- make a list of attendees
- pick a date and time
- pick a location
- make a budget
- assign responsibilities
- send out announcements
- arrange catering
- arrange music
- set up the room

NOW YOU CAN Plan a meeting or a social event

A From your ideas Take the survey. Compare answers with a partner.

Check which event activities you would rather do. Choose from Column A or B.

Column A

- ☐ make a budget
- ☐ assign responsibilities
- ☐ plan an agenda
- ☐ arrange catering
- ☐ get people to set up the room
- ☐ leave before cleanup

What type of person are YOU?

If you chose four or more from Column A, you're a planner. If you chose four or more from Column B, you're a doer.

B Role playing In a group, plan a meeting or social event for your class. Choose the type of event and discuss what needs to be done. Write the activities and assign responsibilities. Discuss dates, times, and locations.

Activity	Location	Name

Be sure to recycle this language.

Why don't we ... ?
Why don't you ... ?
How about ... ?
What about ... ?
I think ...
What needs to be done (first)?
That's a (good idea / great idea / good point).
That would be great.
That sounds ...

C Discussion Present your plans to your class. Then choose the best plan.

Review

- A 400 Listening comprehension Listen to each conversation. Write a sentence to describe what the customer needs and when. Listen again if necessary.
- Example: He'd like to get his shoes shined by tomorrow morning.
- 1
 - 2
 - 3
 - 4
- B Complete each question or request with any noun phrase. Use with the passive causative verb.

Review Lesson

- Reviews content of the unit
- Evaluates readiness for assessment
- Enables students to confirm their achievement of the unit's goals

Watch Pop
Call back to you
p. 147

- 1 We got the travel agent
- 2 When I was young, my mother always made me
- 3 When you arrive, you should get the hotel
- 4 Don't forget to have the gas station attendant
- 5 I can never get my friends

D Writing Do you think being a procrastinator is a serious problem? On a separate sheet of paper, explain your views by giving examples from personal experience.

- Some possible examples
- getting things repaired
 - having things cleaned
 - paying bills
 - making plans for a vacation
 - keeping in touch with people

WRITING BOOSTER • p. 142
• Supporting an opinion with personal examples
• Guidance for Exercise D

ORAL REVIEW

GAME Study the pictures for one minute, paying attention to the time in each picture. Then close your books. Ask and answer questions about the photos, using the causative. Start like this:

What does Paul need to get done at 2:00?

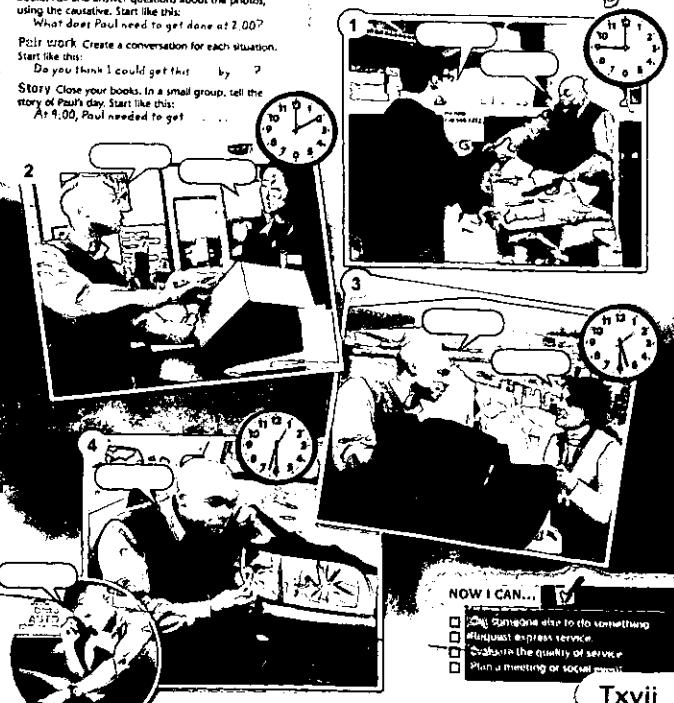
Pair work Create a conversation for each situation. Start like this:

Do you think I could get this by ... ?

Story Close your books. In a small group, tell the story of Paul's day. Start like this:

At 9:00, Paul needed to get ...

Paul's Difficult Day



NOW I CAN...
☐ Ask someone else to do something
☐ Request express service
☐ Evaluate the quality of service
☐ Plan a meeting or social event

Applied Methods: How to Teach a *Top Notch* Unit

See pages Txvi–Txvii for pictorial examples of the following lessons.

Preview Lesson

The purpose of the Preview Lesson is to provide an introduction to the topic and social language of the unit. A Goals list at the top right of the first page announces the communication goals that are presented in the unit, building students' anticipation of what they will learn in the unit. We suggest that the four goals be pointed out at the beginning of the unit and then individually as each of the four numbered lessons begins.

The Preview Lesson includes highly authentic “i+1” language which should be comprehensible yet challenging for a student at that level of the *Top Notch* series. It is well-known that students make good progress when they are exposed to such language as long as they are not expected to produce it right away. When students see that they can cope with somewhat challenging language, their confidence grows and they enter the unit motivated with the expectation of success. The Preview Lesson contains embedded illustrations, contextual photographs, and other visual cues to meaning.

The material included in each Preview Lesson helps students activate prior knowledge of themes, topics, and language. It also actively helps them build the strategy of determining meaning from context. Encouraging students to use visual cues as well as the surrounding context will help them understand any unknown language in what they are reading or listening to in this first part of the unit.

Preview text. The first page of the Preview Lesson contains a text for students to observe, read, and think about. It may be a website menu, a self-test, an advertisement, or something similar. When important topical vocabulary is included, there is an audio icon  indicating that the vocabulary is recorded on the Classroom Audio Program and provides whole-class pronunciation practice of these words. Alternatively, you might ask students to access the audio directly from their ActiveBook for individual practice. In addition to the preview text and vocabulary, you will find one or more exercises that provide practice with the content and language of the preview text.

FYI: There are several options for accessing the audio. If you are using the Classroom Audio Program audio CDs, CD and track numbers are listed directly above the audio icon on the Student's Book pages; for example, 4:15 indicates

that the recording is on CD 4, track 15. If you are using the Digital Student's Book on your ActiveTeach multimedia disc, you can click on the audio icons for instant play. Your students can do the same when using their own Digital Student's Book on the ActiveBook. Alternatively, your students can download individual MP3 files of each track directly from a folder on their ActiveBook. These files have the same CD and track numbers used in the Student's Book.

► **Teaching tips** Before discussing the preview text or doing the exercises, allow a few minutes for students to silently familiarize themselves with its content and form and explore its details. Always remind students to use the illustrations and context to help determine the meaning of unfamiliar words and phrases. This is an important learning strategy for understanding material above one's productive level. When students have a few minutes to take in the preview text, ask a few questions about the content of the text. Specific questions for each preview text are provided in the interleaved section of this Teachers Edition—the “Lesson Planner.”)

The exercises that follow the preview text are designed to help students to start talking about the unit topic. These discussion activities help students use both familiar and unfamiliar (new) language from the preview text. Students can discuss in pairs or small groups. After students have concluded their discussions, review by asking a few students to share their ideas with the whole class.

Photo Story. On the second page of the Preview Lesson, a short Photo Story permits students to see an illustrated conversation that contains natural, authentic, corpus-informed social language in a story context. The Photo Story is not intended to be a conversation model for students to repeat and “learn.” Rather, it is an opportunity to observe, read, and listen in order to notice language and how it is used. These examples of natural language will promote comprehension of real spoken English and will ready students for productive social language they will learn in the numbered integrated-skills lessons that follow the Preview Lesson. *Top Notch* Photo Stories contain highly appealing idiomatic language that many students will pick up and make their own.

A note about accented speakers in *Top Notch*: As mentioned on page Tv, in order to accustom students to listening to English in today's world, where native speakers of English have a variety of accents and more than two-thirds of English speakers are non-native speakers of the

language, *Top Notch* listening selections include regionally accented native speakers (British, Australian, Canadian, U.S. regional, etc.) as well as accented speakers from a variety of other languages. The first language of any non-native speakers in the Photo Stories is indicated on the Student's Book page. The Teacher's Edition identifies the regional or language background of all other speakers included in listening comprehension on the audio. We encourage you to share this information with your class and to remind students that English is an international language that is used to connect speakers from a variety of cultures and language backgrounds. Important: anything students are supposed to repeat (productive language models), such as vocabulary and Conversation Models are always in standard American English.

► **Teaching tips** Before students read and listen to the Photo Story conversation, ask questions about the photos, if possible. For variety, and to provide listening practice, you may sometimes want to have students listen with books closed. Another option is to have students read the Photo Story silently first, then read and listen, or listen without reading. (Specific suggestions for each Photo Story are given in the Lesson Planner, but we encourage you to use the approach you feel is best for your group.) No matter which approach you elect to use, however, it is always worthwhile to have students listen to the Photo Story, whether before or after reading it. (See FYI on page Txviii for alternative ways to access *Top Notch* audio.)

After students have become familiar with the Photo Story, ask questions to check comprehension. Use the questions that are provided in the Lesson Planner or your own questions. Questions can be presented to the full class, written on the board for students to answer with a partner, or read aloud for students to write answers to. If appropriate, ask additional questions that relate the content of the Photo Story conversation to students' own lives. Then proceed to the exercises that follow the Photo Story.

Photo Story exercises. A series of intensive exercises following each Photo Story provides practice in determining meaning of new language from context as well as activating previously learned language. One important feature of the second edition of *Top Notch* is an emphasis on asking students to **explain** their answers. In exercises called Think and Explain, students are asked to notice and cite key language from the Photo Story to explain the basis of their answers. In addition to building critical thinking skills, explaining provides an opportunity to make receptive exercises productive; it stimulates discussion in class and trains students to use

context to support an answer. An added benefit of asking students to find support for answers within a passage is improved performance on standardized tests that expect students to delve into texts to extract meaning.

Other exercises ask students to classify or paraphrase language encountered in the Photo Story in order to demonstrate understanding. Many of these are called Focus on Language. These productive exercises build the essential skills of determining meaning from context and of using known language to "talk around" words not yet known.

The final exercise in the Preview Lesson usually asks students to consolidate the information, personalize it, or discuss it before moving on to Lesson 1.

► **Teaching tips** The exercise questions can be asked in open class, written on the board for students to answer with a partner, or read aloud for students to write answers to. Specific suggestions are made in the Lesson Planner. When time is short, these exercises can be done as homework and reviewed quickly in class. They remain in the book, however, as a convenient reminder of meaning when students study and prepare for tests.

Lessons 1 and 2

FYI: All parts of these lessons are described below. The order of the parts may vary from lesson to lesson.

Lessons 1 and 2 contain a combination of rich input of social language as well as presentations and exercises in several of the following skill areas: grammar, vocabulary, pronunciation, and listening comprehension. These lessons always feature a Conversation Model and Pair Work in which students personalize and change the Conversation Model by using target grammar and vocabulary. Each lesson begins with the statement of its communication goal and concludes with Now You Can, which provides an opportunity for students to demonstrate their achievement of the goal. Each goal corresponds to the goals that are listed in the Preview Lesson. All content within any lesson is designed to lead students to, and is important for, the achievement of the goal.

Lessons have been organized to make full use of the interplay between vocabulary, grammar, and social language, and to provide variety from lesson to lesson. The sequencing of the internal elements of each lesson is approached logically, sometimes starting with the Conversation Model and other times with the Vocabulary or the Grammar. However, you

may wish to use a different sequence from time to time. This is possible because all parts of the lesson lead to its conclusion, Now You Can.

► **Teaching tips** Before beginning each lesson, be sure students focus on the goal of the lesson so that they will appreciate achieving it by the end of the lesson. Students should always be aware of their goals and their achievement.

Below are general suggestions for teaching all parts of Lessons 1 and 2. (Specific suggestions are given in the Lesson Planner.)

Conversation Model. A key element of the *Top Notch* pedagogy is the Conversation Model, which includes natural social language and conversation strategies. The models are appealing to students because their practical value is obvious. All Conversation Models provide at least one example of the target grammar and/or vocabulary from the lesson. The aim of each Conversation Model is to provide language students can “carry in their pockets” and can make their own. All Conversation Models are recorded so students can listen to the natural stress and intonation of spoken English.

► **Teaching tips** To build awareness and facilitate comprehension, begin by asking questions about the photo, if possible. Many questions are provided in the Lesson Planner, but it is not necessary to stop there. When you ask questions, however, be mindful of what students are capable of answering. Avoid eliciting language or information that students would not know prior to reading the Conversation Model.

One presentation technique is to play the audio of the Conversation Model or read it aloud yourself with a more confident student while the other students read and listen with books open (or closed). Then check students' understanding of the conversation by asking comprehension questions. The questions provided in the Lesson Planner help students focus on the essential information in the conversation and determine the meaning of any new language from context. Because at least one example of the lesson's grammar and/or vocabulary is embedded in the Conversation Model, the questions will also build familiarity, understanding, and correct usage of the lesson's target language.

An alternative presentation technique, especially in stronger groups, is to have students listen to the Conversation Model the first time with books closed in order to build comprehension and avoid being distracted by the written word. When choosing this

option, have students begin by looking at the picture to raise awareness of the social situation of the conversation.

Rhythm and Intonation. This activity directly follows the Conversation Model. It contains the same recording of the Conversation Model, but with pauses between the utterances so students can focus on and practice imitating the pronunciation, rhythm, stress, and intonation of the speakers on the audio. The Conversation Models have been recorded by native speakers who have standard American accents and speak naturally, but slowly enough so students can repeat at the same pace. It is important to make sure that students practice using socially appropriate pitch and intonation when they imitate the model. The teaching suggestions in the Lesson Planner provide specific rhythm, stress, and intonation points to pay attention to.

► **Teaching tips** Some instructors like to have students look at the text for support as they repeat. Some prefer to have students do the rhythm and intonation practice with books closed to avoid any interference caused by English spelling. We encourage experimentation to see which is more effective in your classroom. This exercise can be done orally, with the whole class participating. Alternatively, or additionally, it can be done by students using their own MP3 audio from the ActiveBook self-study disc in the back of their Student's Book.

With books open or closed, students listen and repeat after each utterance. Encourage students to imitate the rhythm, stress, and intonation of the conversation as closely as possible. Once students are more familiar with the model, you might want to have them continue practicing by playing a particular role in groups or individually; for example, one half of the class can be the first speaker and the other half the second speaker. Finally, have students practice the Conversation Model in pairs on their own, using the words of the original speakers. Correct their pronunciation, stress, or intonation when necessary. In this way students will be thoroughly familiar with the model and will be better prepared to change it and make it their own.

Another, more dynamic, approach to rhythm and intonation practice can be found in “Speaking Practice” in the *More Practice* section of the student's ActiveBook. Instruct students to go to the Conversation Model for this lesson in “Speaking Practice” and have them select “Record and Compare.” There they will be able to repeat each utterance of the

Conversation Model, record their voice, and compare it with the speaker on the audio. (See a description of the ActiveBook on page ix of the Student's Book.)

Grammar. In the Grammar boxes, rules for new structures are presented through explanations of form, meaning, and use. Following each explanation are one or more examples so students can visualize the grammar in actual sentences or in patterns. Certain words and phrases are in bold color type in order to focus students' attention on those words within examples that show the form.

The Grammar boxes in the Student's Book present grammar deductively so that each presentation can serve as a reference for future review or study. However, if you prefer an inductive approach to grammar, an alternative inductive presentation of the grammar is also available as a printable extension activity on the ActiveTeach multimedia disc (click on "Inductive Grammar Charts"). (See a full explanation of your ActiveTeach multimedia disc and its contents on pages Txxix–Txxx.)

► **Teaching tips** The Lesson Planner provides teaching suggestions and guidance for teaching the grammar in each Grammar box. However, it is important to remember that although focused presentations of grammar are essential, actual use of grammar greatly enhances its learning and activation.

Each new grammar structure is included at least one time within the Conversation Model so students always read, hear, and understand the structure in a conversational context. If you have presented the Conversation Model prior to presenting the Grammar, revisit the model and ask students to find the grammar they have just learned. Seeing the grammar in conversational use will help students remember it. If you haven't yet presented the Conversation Model, take a moment to ask students to find the grammar within the model after they have read and listened to it. At the end of the lesson, after students have completed the conversation practice in Now You Can, be sure to ask them to find the grammar again in their personalized conversations. (See "Now You Can" on page Txxiii.)

Grammar Booster. Everything students need to be successful in the lesson is covered in the Grammar box. However, following most Grammar boxes is an icon referring students to the optional Grammar Booster. Teachers and programs differ, so the Grammar Booster is an option for teachers who want to go beyond what is normally included in a textbook for this level.

Each Grammar Booster icon indicates the content of the Grammar Booster for that lesson. In some cases, the Grammar Booster expands on the specific grammar point taught in the lesson. In others, it includes related grammar concepts, some of which will be presented in more detail at a later stage in the series. In still other cases, the Grammar Booster provides targeted review of related concepts students have learned earlier. The Grammar Booster contains confirming exercises for each grammar point presented. Answers are printed in green on the Grammar Booster pages in this Teacher's Edition, or included in the lesson plan on the page facing the exercise, just as they are within the unit lesson. Please note that the Workbook has a separate section for optional extra Grammar Booster practice.

► **Teaching tips** The Lesson Planner provides teaching suggestions for all grammar presentations and exercises in the Grammar Booster. We suggest that even if you decide not to use the Grammar Booster or if you elect to use only some, but not all of it, that students be made aware that there is extra material in the back of the book. Stronger students may be encouraged to work through this material on their own.

Grammar practice. One or more individual or pair work or group work exercises always follow the grammar presentations. There are several exercises in *Top Notch*. Grammar Practice exercises provide written or oral practice of the structures being taught. Find the Grammar exercises direct students to look for examples of the structures in the Conversation Models or the Photo Stories. Understand the Grammar exercises have students demonstrate that they grasp the meaning of the grammar or how it works. Some exercises require listening comprehension of the grammar in context. (For general suggestions for teaching listening skills and strategies, see "Listening skills and strategies" within *Methodology for a communicative classroom* on page Txii. For information on managing listening comprehension exercises, see "Listening Comprehension" on page Txxiv.)

► **Teaching tips** You may wish to complete the exercises with the class as a whole or you may prefer that students complete the exercises independently. If necessary, model how to complete the first item in each task. In large groups, you might divide the class so half of the class is working on those exercises that require an individual written response and the other half is working on those that entail pair or group oral work. With fewer students doing pair or group work at once, you will have more time to circulate so you

can monitor, assist, and correct the pairs and groups. Then have the groups change tasks, allowing you to monitor and assist the oral work of the other students.

Specific suggestions are offered in the Lesson Planner for each exercise. When all the practice exercises are complete, you may wish to review answers with the whole class or have students check their answers with a partner.

If you would like your students to have even more practice of each grammar concept, encourage them to use their ActiveBook, where they will find numerous additional interactive grammar exercises with instant feedback. Students will find those by clicking on "Grammar and Vocabulary Practice." The *Top Notch* Workbook and the activities in the accompanying Copy & Go also include more grammar practice.

Vocabulary. Throughout *Top Notch*, new vocabulary is explicitly presented through captioned pictures, definitions, or in the context of example sentences. The vocabulary presentations in the Student's Book serve to convey clear meaning of each new vocabulary item and to provide a reference for self-study, especially valuable as students prepare for tests. Vocabulary in *Top Notch* is presented at word, phrase, and sentence level—including expressions, idioms, and collocations.

► **Teaching tips** Begin by focusing students' attention on the illustrations, definitions, or example sentences. An option is to have students cover the words with a sheet of paper and look only at the pictures. Pairs can test themselves and check which words and phrases they already know. Play the audio program from one of the available sources. (See FYI on page Txviii for alternative ways to access *Top Notch* audio.) If you don't have access to the audio, read the words aloud as a model. Alternatively, or in addition, students can study the words and phrases individually, using the MP3 audio files in their ActiveBook. Students should listen and repeat. Note that in the vocabulary presentations, singular count nouns are generally shown with the indefinite article *a/an*. Students should use the article when they repeat. Depending on your students' language background, the concept of count and non-count nouns may present a challenge. Using the indefinite article to contrast singular count nouns with non-count nouns will help reinforce this concept. For vocabulary that is presented as collocations or in the context of sentences, students should repeat the whole collocation or sentence as well.

If necessary, clarify the meaning of any words or phrases students have difficulty understanding. For lower-level students, convey the meaning physically—through gestures, mime, or reference to people or objects in the room—or give examples or a simple definition. Specific ideas for each vocabulary presentation are in the Lesson Planner.

When possible, personalize the vocabulary or use the vocabulary to talk about or ask questions about content familiar to your students. Many of the activities that immediately follow vocabulary presentations provide these opportunities.

Vocabulary presentations are followed by one or more exercises that may include written or oral responses. Many vocabulary presentations are followed by a listening comprehension exercise to reinforce and practice the new vocabulary. (For general suggestions for teaching listening skills and strategies, see *Methodology for a Communicative Classroom* on page Txii. For information on managing listening comprehension exercises, see "Listening comprehension" on page Txxiv.)

For review and reinforcement of vocabulary or as an alternative way to present it, use the "Vocabulary Flash Cards" from the printable *Extension Activities* section of the ActiveTeach multimedia disc. The Teaching Ideas found in the "Vocabulary Flash Cards" folder also contain a wealth of ideas for using the cards. In addition, the *Extension Activities* section of the ActiveTeach multimedia disc provides printable vocabulary-building strategies activity worksheets for many of the units. (See the "Learning Strategies" folder on ActiveTeach.) Another option is to ask students to use the *More Practice* section of their ActiveBook. Many of the activities in the Workbook and the interactive activities in Copy & Go provide more practice of the vocabulary as well.

Pronunciation. In addition to the rhythm and intonation practice that follows each Conversation Model, each unit presents and provides practice of a specific pronunciation point. Pronunciation points and activities are usually related to the lesson's content. Suggestions for extending this pronunciation practice are frequently given in the Lesson Planner as well.

► **Teaching tips** Play the audio from one of the sources, or model the pronunciation yourself. Have students first read and listen, then listen again and repeat. After students repeat, have them read the sentences to their partners. One technique is to have students exaggerate when they practice correct intonation, pronunciation, or stress to be sure they

are focused on the pronunciation point. Remind them however, not to exaggerate the pronunciation point when they are really speaking. Remind students to practice the pronunciation point as well when they do the pair work activity in Now You Can.

To extend practice of the pronunciation point in a pair work activity, print out the corresponding "Pronunciation Activity" from the *Extension Activities* section of your ActiveTeach multimedia disc. If you would like to do even more pronunciation work, print out the "Supplementary Pronunciation Lesson"* from the same source.

Now You Can. Each of the four integrated-skills lessons within *Top Notch* units ends with a feature called Now You Can. It is here, at the end of the lesson, that students demonstrate the achievement of the communication goal of the lesson. As students work through the exercises in this section, meaningfully activating the language of the lesson, they will feel motivated by their success and see confirmation of their efforts in achieving the goal. Because each goal has obvious practical and communicative value, students will see their English lessons as worthwhile. Cognitive awareness of progress is exhilarating for language learners and keeps them interested and learning.

Pair work activities. Now You Can sections in Lessons 1 and 2 always provide a guided conversation pair work, which is fashioned after the Conversation Model from the lesson. In the guided pair work, pairs of students personalize or role-play the Conversation Model, inserting their own choice of information in the blank spaces (gaps) so they can make the conversation their own. The gaps have been carefully placed within the conversation to offer a number of possibilities based on what the students have learned, so they are largely foolproof. The importance of this activity cannot be overstated, for it is in performing their own language in this controlled activity that students transfer language to reflect their own ideas, taking their first steps toward truly free language use.

Throughout Lessons 1 and 2 in *Top Notch*, the gaps in the Now You Can pair work activities perform a variety of roles. Some are included specifically because they enable students to substitute target vocabulary or grammar. Others are there so students can address each other with their own names. Still others are there so students can insert their own preferences; for example, foods or activities. Finally, others are there simply because students have already learned a number of ways to

express a particular thought. For instance, following "Thank you," a gap for a response is provided because students can respond in a number of previously learned ways, such as "You're welcome," "No problem," or "Sure!" Each gap has been tested to be sure students have enough language "in their pockets" to provide one or more responses.

This controlled communication practice makes the Conversation Model even more memorable. Additionally, it is of great value for pronunciation and intonation practice. Illustrations and other concrete cues are often provided to keep the ideas flowing.

So that students have more than one opportunity to personalize the conversation and practice several times, each time differently, Now You Can almost always directs students to first change roles and then change partners. With another partner or role, students access and activate even more language, making it unforgettable.

Don't Stop! To help students extend the conversation, a Don't stop! activity box suggests ways students could move beyond the actual Conversation Model, making it longer or taking it in another direction. Instructions have been carefully written to ensure that students have already learned any language they need in order to continue. In some cases, students are asked to continue the conversation by moving on to another subject that might naturally follow. Other Don't Stop! activities encourage students to ask and answer additional questions.

► **Teaching tips** Begin by focusing students on the title of the Now You Can activity. Remind them of, or solicit from them, the goal of the lesson so they are aware that they are about to achieve the goal. Then read the instructions aloud so students understand the purpose of the task and are reminded of the original Conversation Model and the vocabulary and grammar to use in performing the pair work activity. Show them the gaps in the pair work activity in which they need to use the grammar or the vocabulary from the lesson. Emphasis has been placed on building students' cognitive awareness of what they are doing. Research has shown that awareness greatly contributes to learning. To this end, ask students to look back at the vocabulary and grammar they learned in this lesson and encourage them to use it here.

Model the conversation with a more confident student to demonstrate that students should change the Conversation Model by filling in new language from the lesson or from other sources. *Be sure students do not think the point of the practice is to test their "memory" of the original Conversation Model.* The purpose is exactly the opposite. The point is

* Supplementary Pronunciation Lessons by Bertha Chela-Flores.

personalization and experimentation. The most effective way to encourage experimentation is to show approval when students use imagination and variety in their “gap fillers.”

Students practice the conversation with a partner and then change roles. Encourage students to vary their partners from lesson to lesson. As students practice, circulate and offer help and encouragement as needed. Make sure students are aware of the social situation of the conversation so that they use socially appropriate pronunciation and tone. To encourage active listening and socially appropriate body language, remind students to make eye contact during conversations. An option is to have pairs role-play their conversations for the class or for each other. Having different pairs of students perform their conversations in front of the class reminds all students of how much social language they have learned. Specific suggestions for each Now You Can section are provided in the Lesson Planner.

For additional reinforcement in class, direct students either before or after the pair work activity in Now You Can to the “Speaking Practice” section of their ActiveBooks. There they will find every Conversation Model in a format that permits them to role-play the conversation, recording their own voices as either Speaker A or Speaker B and responding in their own way, which they can play back as a complete conversation with the other recorded voice. This activity has limitless possibilities and is a lot of fun.

Another option or alternative is to print out and photocopy the “Conversation Pair Work Cards” from the *Extension Activities* section of your ActiveTeach multimedia disc (see page Txxix), assigning Speaker A’s role to one student and Speaker B’s role to his or her partner. This allows you to get students “out of the book” and actively listening to each other. Teaching Ideas are provided on your ActiveTeach multimedia disc to maximize the impact of this practice. (See the “Conversation Pair Work Cards” folder.) In addition, the *Extension Activities* section offers some printable activity worksheets for building conversation strategies (in the “Learning Strategies” folder).

Lessons 3 and 4

Lessons 3 and 4 provide integrated skills with a listening or reading focus. They begin with a communication goal and a pre-listening or pre-reading activity. Then each lesson culminates in a Now You Can activity, which is an opportunity for students to demonstrate their achievement of the goal.

Before You Listen and Before You Read. A Before You Listen (or Before You Read) feature prepares

students for the reading or listening passage that follows. In some places vocabulary is presented prior to the passage. This vocabulary is taken from the passage and should be learned and used productively by the student both before and after reading or listening. Elsewhere, there are discussion activities that tap into prior knowledge or explore students’ ideas on the topic of the reading or listening passage.

► **Teaching tips** The Lesson Planner suggests a procedure for each Before You Listen (or Before you Read) activity. In addition to the suggested procedure in the Lesson Planner, options and alternatives are also presented to help you approach these activities in a varied way. As always, we encourage you to use your own procedures with all activities and presentations if preferable.

Another pre-listening or pre-reading technique you can use in addition to what is already on the Student’s Book page is to give students a few minutes to examine any photos, captions, headings, or charts in the reading passage or accompanying the listening exercise that follows.

Listening Comprehension. Listening passages and the exercises that follow them in Lessons 3 and 4 provide the core listening practice of the unit and focus on the building of listening comprehension skills and strategies such as listening for main ideas, details, point of view, prediction, and the like. (The Learning Objectives charts on pages iv–vii show the full range of skills and strategies covered in this level of *Top Notch*.)

Listening passages contain language at students’ productive level as well as at the more challenging “i+1” level. Context, intonation, and similarity to language students already know all aid them in comprehending the listening passages.

► **Teaching tips** Point out to students that a major cause of lack of comprehension is the natural panic that occurs when learners hear unknown words. Be sure that they understand that the instructional purpose of a listening comprehension activity is to build their ability to derive meaning from listening *even when they don’t understand every word*. Make sure students understand that the listening comprehension activities are not meant to be tests, but rather skill-building activities.

To maximize the effectiveness of these activities, avoid providing students with explanations of new language beyond any vocabulary that was taught prior to the actual listening. If a student specifically asks about a new word, give the meaning, but do not spend a lot of time on it. Exposure to “i+1”

language promotes students' language development and prepares them to fend for themselves outside a classroom, where there will be no one to explain language to them prior to hearing it.

If information about the speakers, setting, or situation is provided in the directions to the exercise, read it aloud before listening. In general, we recommend that students listen to the passage the first time with books closed. (In some cases, the Lesson Planner provides an alternative approach.) In this way, students can focus on the "big picture" without the distraction of completing the exercise. Alternatively, you might prefer to ask general questions (after the first listening), such as "Who's talking?" "Where are the people?" "What are the people doing?" If students are not forthcoming with answers to these questions, you can restate a question, providing two answers from which to choose. The value of this approach is to convince students that they have, in fact, understood a good deal, even if they have not understood everything. Demonstrating to students that they have understood something challenging builds their confidence and helps reduce their fear of listening.

Before students listen again and complete an exercise, have them look at the exercise to focus their attention on the specific listening task, such as listening for locations, for opinions, in order to predict, and the like. Play the audio as many times as necessary for students to complete the activity. Try not to approach these exercises as "tests." Repeated exposure to each listening passage has substantial instructional value. Increasing students' exposure to challenging language enhances their comprehension and confidence.

Review answers with the whole class, or have students check their answers with a partner. Be sure to ask students to explain their answers.

Please note that all listening passages are accessible on the Student's ActiveBook. If, to save time, you wish students to listen individually and complete the exercises on their own, they can do that out of class. If an exercise is in the form of pair work or discussion, however, we recommend that it be completed during class time.

If you would like more exercises for the listening passage, there may be a corresponding listening comprehension strategy worksheet in the *Extension Activities* section of your ActiveTeach multimedia disc. (See the "Learning Strategies" folder.) If you want even more listening practice, there are additional listening passages and exercises for every unit, including dictation practice, in the *More Practice* section of the Student's ActiveBook.

Readings. Readings and the exercises that follow them provide the core reading experience in the *Top Notch* units. All readings are based on authentic sources. To avoid frustrating students at this level, we have adapted and simplified some of the language from the original sources, but have taken care to maintain the authentic character of the material. The readings in each unit are related to the content of the other lessons within the unit to facilitate discussion using previously learned language.

Exercises have been developed to go beyond simple factual comprehension questions and engage students in skills and strategies such as recognizing point of view, critical thinking, inference, and the like. Exercises are challenging and provide both receptive and productive responses. The exercises will not only build and check comprehension, they will stimulate discussion and help students build the skills they need to perform well on standardized tests.

► **Teaching tips.** As with the listening passages, students should be reminded that it is not necessary to know every word in a reading in order to understand it. They should be encouraged to read without looking up every new word in the dictionary. Remind students that reading in a foreign or second language always presents the challenge of some unknown language. Students need to learn that they can comprehend main ideas, get specific information, and infer information even without knowing every word. If students are apprehensive about not being able to "translate" every word into their own language (which students sometimes confuse with comprehension—see "Teaching the receptive skills: reading and listening" in *Methodology for a Communicative Classroom* on page Txi for a discussion of this problem), encourage them to guess the meaning of new words as much as possible, or to comprehend as much as they can without understanding every word. After students read, ask questions or use activities that lead them to figure out the meaning of new language and that help them identify the essential information from the reading. The Lesson Planner makes specific suggestions to help students build the skill of understanding vocabulary from context.

Please note that all readings are recorded on the Classroom Audio Program for optional listening practice. Listening to the readings gives excellent ear training for the rhythm, stress, and intonation of narrative (as opposed to conversational) speech. It also builds students' awareness of collocations

(words that “go together” as phrases.) Several optional alternatives for using the audio of the readings follow: If you choose to use the audio of the reading, you may play it as students read along for the first time, or not until after students have done all other strictly-reading applications. Or you may choose to have them listen with books closed for listening comprehension practice. Another approach is to use the audio as a model for reading aloud, which provides another level of pronunciation practice. The possibilities are numerous. We encourage you to use the reading audio in a way that matches your needs and your teaching philosophy. We also encourage you to experiment and try a variety of approaches. The Lesson Planner provides suggestions for using the audio as an alternative or additional activity.

For exercises following the reading, read the directions aloud, or ask volunteers to read them. Have students read the exercise items and then reread the reading passage independently. As students read, they can underline words or information that will help them complete the exercise. Allow students a set period of time to refer to the reading to complete the exercise individually, in pairs, or in small groups. Have students check their work with another pair or group, or review answers as a class. For a challenge, have students practice reading the passage or parts of it aloud in small groups.

In addition to the exercises on the page, optional basic comprehension and critical-thinking exercises on the same reading passage (“Extra Reading Comprehension Questions”) can be printed out from the student’s ActiveBook. There are also extra reading exercises for the same passage in the Workbook to teach strategies and prepare students for tests; there are printable activity worksheets for reading strategies in the *Extension Activities* section of your ActiveTeach multimedia disc. (See the “Learning Strategies” folder.) Printable “Extra Reading Comprehension Questions” are also in the *Extension Activities* section of your ActiveTeach multimedia disc.

If you are looking for even more reading practice, there are additional reading passages and exercises in the *More Practice* section of the student’s ActiveBook.

Now You Can. As in Lessons 1 and 2, Now You Can is an activity in which students demonstrate the achievement of the communication goal of the lesson. In Lessons 3 and 4, Now You Can is an integrated free-speaking activity based on the content and theme of the reading or listening passage. Surveys, questionnaires, and notepadding

activities are included to help students frame their thoughts and prepare what they will say.

► **Teaching tips** Success in the discussion or role play will be greatly enhanced by allowing students adequate time to complete any surveys and notepadding activities. (For an expanded discussion of this, see “Actively developing free expression” in the section entitled *Methodology for a communicative classroom* on pages Tx–Txi.) In every case, the Lesson Planner provides detailed suggestions and alternatives.

Be Sure to Recycle This Language. When language is out of sight it is often out of mind. The Be Sure to Recycle This Language feature, which represents a major instructional strategy of the *Top Notch* course, ensures that students get multiple opportunities to use previously learned language, making it unforgettable. The language listed in the form of “wordposts” has been included because it will support students in their discussions within Now You Can. (See a discussion of wordposting in “Actively developing free expression” on page Txi.) Be Sure to Recycle This Language boxes cumulatively gather language from the unit as well as from previous units, listing it to be used as wordposts. *No unknown language is included.*

Teaching tips Focus students’ attention on the wordposts and encourage them to look at the words and phrases as they conduct their discussions, role plays, and the like. One option is to have students check each one off as it is used. Alternatively, have students report which language they used after the activity is completed. Give students positive feedback when they use the wordposts, and encourage them to remember and use all the language that is, or should be, in their repertoire. To further elevate the importance of the wordposts, ask students to use the *Unit Study Guides* (which can be printed from the student’s ActiveBook or from your ActiveTeach multimedia disc) for each Now You Can activity, adding other language they have used and want to remember. If your class always meets in the same classroom, you may wish to have a permanent “word wall”—wordposts on large paper displayed on the classroom walls—that students can consult for support. (See “Wordposting” on page Txi.)

Review

The left-hand page reviews essential content and skills from the unit and provides exercises that require a written response. The first activity is always a listening comprehension exercise, and the page always ends with a writing assignment in

which students use the language content of the unit in a formal piece of writing that contains one or more paragraphs.

Writing Booster. An optional Writing Booster teaches and practices the conventions of written English and provides guidance for the writing activity on the page. (To see a list of the scope and sequence of writing skills in this level of *Top Notch*, see the Learning Objectives charts on pages iv-vii.) We suggest that even if you decide not to use the Writing Booster, or if you elect to use only some, but not all of it, students be made aware of it. Stronger students may be encouraged to work through this material on their own.

Oral Review. The right-hand page contains the Oral Review, a signature feature of the *Top Notch* course—a full-page illustration or a set of photos with instructions to use it as a stimulus for an oral review of the entire unit. The picture provides a clear visual context for practice and helps bridge the gap between practice and authentic language use. Activities on the page prompt students to find and name items in the picture, ask and answer questions about the picture, create conversations between people in the picture, tell stories about the people or situations in the picture, and more.

► **Teaching tips** Have students work individually to complete the exercises. Move around the room to offer help as needed. Review the correct answers as a class. Alternatively, or to save time, you may wish to have students complete these exercises as homework, reviewing the answers quickly the next day. Note any areas of difficulty and provide additional instruction and practice as necessary.

For the writing activity, there are optional “Writing Process Worksheets” you can print out from the *Extension Activities* section of your ActiveTeach multimedia list.

► **Teaching tips** Specific suggestions for getting full value out of each illustration are provided in the Lesson Planner for each Oral Review. Depending on the focus of the picture(s), the Lesson Planner indicates responses your students should be able to produce as they follow the directions at the top of the page. This information is enclosed in a text box on the Lesson Planner page and is called “Possible responses.”

Begin by having students read the directions for each activity. Be sure they review the example provided to feel confident they know what is expected. You may wish to have all students do each activity at the same time, or alternatively, you may

wish to divide the class so that groups of students are working on different activities. Divide students into pairs or small groups. Move around the room and offer help as needed. To encourage risk-taking and improvisation, avoid interrupting students with corrections. Instead, take notes on common student mistakes and review them as a class at the end of the activity. Encourage students to say as much as they can and to extend the suggested tasks as much as possible. The following are some techniques that teachers have found successful with the Oral Review:

- **Word Memory Game.** Allow students to look at the picture for one minute. Then have them close their books and write down all the vocabulary items they can remember from the picture. See who remembers the most items.
- **Groups of Four.** In pairs, students write three true statements and three false statements about the picture. Regroup students into groups of four. One pair reads their statements, in random order, to the other pair, who replies true or false.
- **Chain Story.** One group (or pair) begins by saying a sentence about the picture, and the next group follows by saying another sentence. Groups that can no longer say anything are eliminated until only one group (or pair) remains.
- **Content Memory Game.** Give students one minute to study the picture and remember all they can about it. Then have students close their books and form small groups. Ask questions about the picture and keep a record of the correct answers. After each question, allow the groups time to discuss and write down an answer. Review as a class and see which group has the most correct answers.
- **“Who Said It?” Game.** Give each character in the picture a name. Working in pairs, students write one line of conversation for each person in the picture. Then each pair of students joins another pair. Pairs take turns reading their lines and guessing who in the picture is speaking. Students may answer with the name of the character, by pointing, or by describing the character; for example, “the short woman.”
- **Mystery Characters.** Have volunteers act out one of their conversations in front of the class. Students listen and guess which people in the picture are being portrayed.
- **“What Did They Say?” Game.** Have two volunteers act out their conversation in front of the class. The class listens and tries to

remember exactly what was said. Working in pairs, students try to re-create the exact conversation they heard.

- **Script-Scramble.** In pairs, students write their conversation in dialogue form. Each pair then writes each line of its conversation on a separate slip of paper, mixes up the order of the slips, and gives them to another pair. The other pair must then put the conversation back in the correct order.
- **This Is Your Life.** Have students choose one person in the picture and write his or her biography. The details of the person's life should be based on what is in the picture, but students will have to make up much of the information. Have volunteers read their biographies to a group or to the class and have students guess who in the picture is being described.

Oral Progress Assessment. An optional Oral Progress Assessment based on the full-page picture is provided in the Lesson Planner.

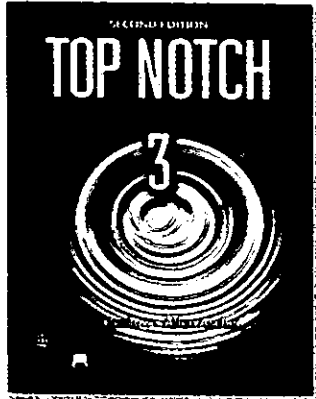
► **Teaching tips** The Oral Progress Assessment is designed to take no more than five minutes per student. These short tests make it possible to check class progress quickly. The *Oral Progress Assessment Charts* can be printed from your ActiveTeach multimedia disc and used to guide your assessment. Please note that the Complete Assessment Package provides Speaking Tests after Unit 5 and Unit 10.

Now I Can. This check box is provided for students to self-assess and demonstrate that they have achieved the communication goals of the unit. These goals appear in the Preview Lesson and then again at the beginning of the four integrated-skills lessons (Lessons 1–4). The check-box format is used in the spirit of the Common European Framework's "Can do" statements. Allowing students to check off each achieved goal is a motivating and success-confirming experience.

► **Teaching tips** Students can check the goals off at the end of the unit, demonstrating to themselves how much they've learned. Alternatively, they can check each one off at the end of each of the four lessons. We recommend that time be taken for informal congratulations to the students for their progress. One extension is to ask students where and when they imagine they can use their new communication abilities.

How to Use ActiveTeach

Notch 3. Active...



Other Resources (printable)

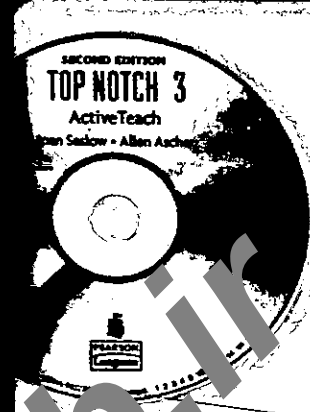
- ☐ How to use the Digital Student's Book
- ☐ Extension Activities
- ☐ Top Notch TV Activity Worksheets
- ☐ • Unit Study Guides
- ☐ • Pronunciation Table
- ☐ • Reference Charts
- ☐ • Oral Progress Assessment Charts
- ☐ • Audioscripts
- ☐ • Workbook Answer Key
- ☐ Authors' Academic Articles

Digital Student's Book with

- Interactive Whiteboard Software
- More Practice (from ActiveBook)
- Complete Classroom Audio Program
- Top Notch TV

ActiveTeach menu screen

Insert the disc into a computer and choose the Digital Student's Book or one of the printable resources.



The Digital Student's Book

Choose a unit and open any two-page lesson.

Choose any of the interactive activities from the student's ActiveBook.

Open any segment of the Top Notch TV video program.

Enlarge any section of the page.

Play the audio.

Top Notch 3 ActiveTeach

1 GOAL Get someone else to do something.

GRAMMAR Causatives get, have, and make

Use a causative to express the idea that one person causes another to do something.

Get: Use an object and to infinitive.

They got the students to clean up after the party.

Have: Use an object and the base form of a verb.

They had my assistant to buy the groceries.

Make: Use an object and the base form of a verb.

I made my brother to clean his room.

CONVERSATION MODEL

A: Read and listen to someone asking for a favor.

A: Martin, I wonder if you could do me a favor.

B: Sure. What do you need?

A: My car's at the repair shop and I need to pick it up at 1:00. Do you think you could give me a ride?

B: I would, but I have a doctor's appointment at 2:00.

NOW YOU CAN Let someone else to do something.

A: Review the Vocabulary. On a separate sheet of paper, write a list of three requests for a favor.

B: Pick words. Change the Conversation Model to create a new conversation. Use one of the favors from your list. Your partner gives a reason for turning down your request and suggest getting someone else to do it. Then change roles.

A: I wonder if you could do me a favor.

B: What do you need?

A: Do you think you could ... ?

B: I would, but ...

A: Oh, that's OK.

B: Maybe you could get ...

A: ...

C: Change partners. Try to get someone else to do you a favor.

FOR ARGUMENT ... to help another person

A: ... then ... and repeat

TOP NOTCH TV

Give someone a ride

Keep an eye on (someone or something)

Head (someone) (something)

Get in for (someone)

Pick up (something or someone)

Write, highlight, erase, create notes, etc.

Note: If you'd prefer to view Top Notch TV as a DVD, insert the disc into a DVD player instead.

Save any work you've created in class.