

# Welcome to *Top Notch!*

**FYI:** All recorded material is indicated with the following icon ▶ 1:02. CD track numbers for all recorded material appear in the icon. For example, 1:02 indicates that the recording is located on CD1, track 2.

## 1 ▶ 1:02 Conversation model

Suggested teaching time:	4 minutes	Your actual teaching time:	
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- Before students listen, write your first name on the board. Say *Hi. I'm [Ms. Franklin]*. Repeat as needed.
- To introduce the class, have each student repeat the model *Hi. I'm [Robert]*. Then indicate various students and ask the class to say their names.
- Have students listen to the conversation as you hold up the book and point to the characters as each speaks.

**FYI:** The two people shake hands with each other as they say *Nice to meet you*.

## 2 ▶ 1:03 Rhythm and intonation

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *Nice to meet you* and *Nice to meet you, too*.
  - stress you and too in *Nice to meet you, too*.
  - pronounce the language chunks *Nice to meet you* as a single word.
  - pause slightly between *Hi, Martin* and *I'm Ben*.

**Option:** (+5 minutes) For additional practice, divide the class into two groups. Group 1 says Martin's lines chorally. Group 2 says Ben's lines chorally. Then they switch roles.

### Language and culture\*

- In most English-speaking countries, people greet each other with *Hi* and address each other with first names, no matter the employment or social relationships.
- In English-speaking countries, the order for names is first name (your given name), middle name, and then last name (your surname or family name).
- *Hello* is slightly more formal than *Hi*. *It's a pleasure to meet you* is slightly more formal than *Nice to meet you*, *Glad to meet you*.

## NOW YOU CAN Introduce yourself

### ▶ 1:04–1:05 Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have students listen to the greetings and responses in the boxes and repeat chorally.

- Model the conversation, approaching various students, using the different greetings and responses. Make sure students stand with you, so you can shake hands more naturally.
- Have students walk around the room and greet at least five people and shake their hands.



Conversation Activator Pair Work Cards

\*Language and culture notes are provided to offer students enrichment or more information about language and / or culture. Their use is optional.

## COMMUNICATION GOALS

- 1 Introduce yourself.
- 2 Greet people.
- 3 Say good-bye.

# Welcome to *Top Notch!*

## GOAL Introduce yourself

- 1 ▶ 1:02 **CONVERSATION MODEL** Read and listen.



A: Hi. I'm Martin.  
B: Hi, Martin. I'm Ben.



A: Nice to meet you, Ben.  
B: Nice to meet you, too.

- 2 ▶ 1:03 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

## NOW YOU CAN Introduce yourself

**PAIR WORK** Now introduce yourself to your classmates.

### ▶ 1:04 Greetings

Hi.  
Hello.  
I'm [Lisa].



### ▶ 1:05 Responses

Nice to meet you.  
Glad to meet you.  
It's a pleasure to meet you.

## GOAL Greet people

### 1 1:06 CONVERSATION MODEL Read and listen.

A: Hi, Len. How are you?

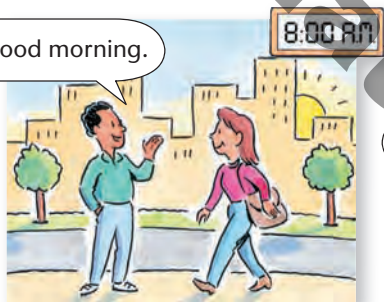
B: Fine, thanks. And you?

A: I'm fine.

### 2 1:07 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

### 3 1:08 VOCABULARY • More greetings Read and listen. Then listen again and repeat.

1 Good morning.



2 Good afternoon.



3 Good evening.



## NOW YOU CAN Greet people

**PAIR WORK** Now greet your classmates.

### 1:09 Greetings

How are you?  
How's everything?  
How's it going?

### 1:10 Responses

😊 Fine. / I'm fine.  
Great.

😞 Not bad.  
So-so.



## 1 ▶ 1:06 Conversation model

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Point to the man in the photo and say *This is Len*.

**FYI:** *Len* sounds like *Ben*.

- Have students read and listen. Have students listen as often as necessary.

## 2 ▶ 1:07 Rhythm and intonation

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *How are you?*
  - stress are in *How are you?*
  - use rising intonation for *And you?*
  - stress fine and you in *Fine, thanks. And you?*

**Option:** (+5 minutes) Divide the class into two groups. Group 1 chorally repeats A's lines. Group 2 chorally repeats B's line. Then students switch roles.

### Language and culture

- In the U.S., people usually say *How are you?* to say *Hello*. It is not expected that you describe or give details about how you are feeling. *I'm fine* is sufficient. If someone wants to continue the conversation or wants to hear more personal information about you, he or she may add *So, how is everything?* or *How are things going?*
- Shaking hands is considered the accepted greeting in international business situations. It is also a common greeting in social situations. In general, when shaking hands in English-speaking countries, look at the person's eyes and smile. Shake hands briefly, but firmly.

## 3 ▶ 1:08 Vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Make sure that students understand the abbreviations in the pictures:
  - A.M. = *in the morning*
  - P.M. = *in the afternoon or in the evening*
- If your students are not familiar with telling time this way, you may want to convert the times to 24-hour style to clarify. Write on the board:
  - 8:00 A.M. = 0800
  - 2:00 P.M. = 1400
  - 6:00 P.M. = 1800
- Have students listen and study the greetings and the time of day each greeting can be used.
- Then have students repeat each greeting chorally.

- Write on the board:

*It's 3:00 P.M.*

*It's 7:00 P.M.*

*It's 9:00 A.M.*

- Say each time and have students say the appropriate greeting. (Good afternoon, Good evening, Good morning.)

**Option:** (+5 minutes) For additional practice, have students work in pairs. Student A writes three times on a piece of paper. Student B says the matching greeting for each.

### Language and culture

- Times can be said in different ways in English. 6:00 P.M. can be said six o'clock, six P.M., six, six in the evening. A.M. means before noon. P.M. indicates time between noon and midnight.
- Good evening* is a greeting and means *Hello*. *Good night* means *Good-bye*. At the end of a workday, many people in North America will say *Good night* even if it is only 5:00 in the afternoon.

## NOW YOU CAN Greet people

### ▶ 1:09–1:10 Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have students listen to the greetings and responses in the boxes. Then have students repeat chorally.
- Model the conversation. Approach various students and use the different greetings and responses. For example:
  - T: *How's everything?*
  - S: *Not bad. And you?*
  - T: *Fine, thanks.*
- Have students walk around the room and say hello to five different people.
- Encourage students to try to use all of the greetings and responses presented in this unit.
- Encourage students to pay attention to their rhythm and intonation.
- Ask various pairs to role-play one of their conversations in front of the class.

### Language and culture

- How's everything?* and *How's it going?* are more informal than *How are you?*
- The customary response to *How are you?* is *Fine*. If you are not doing well, you can say *Not bad* or *So-so*. Many people, however, always say *fine* no matter how bad they feel.



Conversation Activator Pair Work Cards



## 1 ▶ 1:11 Conversation model

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Before students listen, model waving with your hand and saying good-bye. The palm of the hand faces out and the hand moves side to side. In the photos, people's hands are at chest and shoulder height because they are close to each other. If you were far away from a person, you would probably wave your hand higher up in the air. You may want to ask students to wave to a classmate.
- Have students read and listen to the conversation. Have students listen as often as necessary.

## 2 ▶ 1:12 Rhythm and intonation

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
  - use falling intonation for all of the sentences.
  - stress *-bye* in *Good-bye*.
  - stress *-mor-* in *tomorrow*.
  - stress the *q* in *OK* and *see* in *See you!*

*Option: (+5 minutes)* Extend the activity by dividing the class into two groups. Have the groups stand up and face each other. Group 1 repeats Emily's lines in the conversation. Group 2 repeats Charlotte's lines. Encourage students to wave good-bye. Then have students switch roles.

### NOW YOU CAN Say good-bye

#### ▶ 1:13 Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have students listen to the ways to say *good-bye* in the box. Then have students repeat chorally.
- Ask students to walk around the room and say good-bye to five different people. Have them use the gesture of waving as they walk away.
- Encourage students to pay attention to rhythm and intonation as they talk.



Conversation Activator Pair Work Cards

### Option: Oral Progress Assessment

The following can be used as a review of the material in the Welcome Unit. It is designed for use with the whole class.

- Introduce yourself to several students. For example:  
T: *Hello. I'm [Mr. Rogers].*  
S: *Hi, I'm [Natalie].*  
T: *It's a pleasure to meet you.*  
S: *Nice to meet you, too.*
- Greet several students. For example:  
T: *Hi, [Paul]. How are you?*  
S: *I'm fine. And you?*  
T: *I'm great.*
- Say good-bye to several students. Use different forms. Encourage students to answer with different responses. For example:  
T: *Good-bye [Name].*  
S: *See you later.*

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

**GOAL** Say good-bye

1 ▶ 1:11 **CONVERSATION MODEL** Read and listen.

A: Good-bye, Charlotte.

B: Good-bye, Emily.

A: See you tomorrow.

B: OK. See you!

2 ▶ 1:12 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



**NOW YOU CAN** Say good-bye

**PAIR WORK** Now say good-bye to your classmates.

▶ 1:13 **Ways to say good-bye**

Good-bye.

Bye.

See you later.

Take care.



**✓ NOW I CAN**

- ☐ Introduce myself.
- ☐ Greet people.
- ☐ Say good-bye.



## UNIT

## 1

## Names and Occupations

## COMMUNICATION GOALS

- 1 Tell a classmate your occupation.
- 2 Identify your classmates.
- 3 Spell names.

## LESSON 1

## GOAL

Tell a classmate your occupation

## VOCABULARY BOOSTER

More occupations • p. 125

DIGITAL  
FLASH  
CARDS

- 1 ▶ 1:14 VOCABULARY • Occupations Read and listen. Then listen again and repeat.



1 a teacher



2 a student



3 an architect



4 an actor



5 an athlete



6 a musician



7 an artist



8 a banker



9 a singer



10 a flight attendant

- 2 PAIR WORK Say the name of an occupation. Your partner points (☞) to the picture.

- 3 GRAMMAR • Verb be: singular statements / Contractions

## Affirmative statements / Contractions

I **am** Ann. / I'**m** Ann.You **are** an architect. / You'**re** an architect.He **is** a teacher. / He'**s** a teacher.She **is** a singer. / She'**s** a singer.

## Negative statements / Contractions

I **am not** Jen. / I'**m not** Jen.You **are not** an artist. / You'**re not** an artist. / You **aren't** an artist.He **is not** a student. / He'**s not** a student. / He **isn't** a student.She **is not** a banker. / She'**s not** a banker. / She **isn't** a banker.Articles a / an

a teacher

an actor

## Names and Occupations

## 1 ▶ 1:14 Vocabulary

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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## V Vocabulary Flash Card Player

- First listening: Have students study the words as they listen.
- Second listening: Have students repeat the words chorally.

Option: **VOCABULARY BOOSTER** (+5–10 minutes)

## Language and culture

- **From the Longman Corpus:** It is becoming increasingly common, in both spoken and written English, to use *actor* rather than *actress* to refer to females. However, *actress* is used about three times more often for girls and women.

## 2 Pair work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Model the activity. Say the name of an occupation and have all students point to the corresponding photo. Move around the room to check their responses.
- If some pairs finish the activity quickly, have them reverse the activity. Student A covers the words and points to a picture, and Student B says the occupation.

## 3 Grammar

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Direct attention to the affirmative statements and have students study the examples.
- Say *I am a teacher*. Indicate a student and say *You are a student*. Point to photo 5 in Exercise 1 and say *He is an athlete*. Point to photo 8 and say *She is a banker*.
- Write the following on the board and have students repeat each one chorally:  
*I am    you are    he is    she is*
- Direct attention to the contractions and have students study the examples.
- Show students how to form the contraction. On the board, erase the letter *a* in *am* and write an apostrophe (') where the *a* was to help students see that *I am = I'm* and that the apostrophe replaces the missing letter.

- Invite volunteers to the board to write the contractions for *you are*, *he is*, and *she is*. (*you're*, *he's*, *she's*.)
  - Have students repeat the contractions chorally. Make a pulling gesture with your hands to indicate the length of the vowel in *he's* and *she's*.
  - Direct attention to the negative statements and have students study the examples.
  - Write on the board *I am a singer*. Point to yourself and say *I am not a singer*. Write the word *not* after *am* on the board: *I am not a singer*.
  - Show students that *not* is placed after the verb *be*.
  - Call attention to the two negative contracted forms. Have students repeat them chorally.
  - Direct attention to the box on the right with articles.
  - Write on the board:  
vowels: *a, e, i, o, u*  
consonants: *b, d, f, g, h, j, k, l, m, ... (etc.)*
  - Direct students' attention to the way that *a* and *an* are presented in Exercise 1. Ask them to say the occupations that begin with vowel sounds in Exercise 1. (architect, actor, athlete, artist) Say the rule *Use a before a vowel*.
  - Ask students to say the occupations beginning with consonant sounds. (teacher, student, musician, banker, singer, flight attendant) Say the rule *Use a before a consonant*.
  - You may want to write the two rules on the board.
- Option: (+5 minutes) For additional practice, write on the board *I am a teacher. He is a singer. She is an actor*. Ask students to make contractions. (*I'm*, *He's*, *She's*) Then have them make all possible negative forms. (*I am not* / *I'm not*, *He is not* / *He's not* / *He isn't*, *She is not* / *She's not* / *She isn't*)

## Language and culture

- The rule for *a* / *an* is based on sound, not on spelling. In some English words, the initial letter *h* is not pronounced; for example, *hour*, so we say *an hour*. Also, sometimes the initial *u* in English words is pronounced as a consonant sound, /y/; for example, *university*. In that case we say *a university*.



Inductive Grammar Charts



#### 4 Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Review the answers. Then have students repeat the correct sentences chorally.

*Option: (+5 minutes)* For more practice, have students do a pair work activity with Exercise 1 on page 4. Student A says an occupation from Exercise 1 without the article. Student B says the occupation with the correct article.

*Option: (+5 minutes)* For a challenge, write on the board eight occupations from the Unit 1 Vocabulary Booster, page 125. Ask students to add the correct article for each word.

#### 5 Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- In pairs, Student A points to the photos, covering the word for each occupation. Student B names the occupation. Then they switch roles.

*Option: (+5 minutes)* Have students do the same activity with the Vocabulary Booster photos on page 125.

#### 6 Vocabulary / grammar practice

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Point to the first picture and say *Orlando Bloom*. Then review the example. Have students repeat chorally.
- Model the pronunciation of the other three celebrities.
- Point out that you can use any of the occupation words to write a negative statement; for example, *He's not a teacher. He's not a doctor.*
- Review answers by calling on three volunteers to write their sentences on the board. Review the sentences and the contractions with the class.

##### Language and culture

**Orlando Bloom** is an English actor. He is known for his roles in *The Lord of the Rings* series and *The Pirates of the Caribbean* series.

**Luis Miguel** is a famous pop singer from Mexico. He has won five Grammy Awards and four Latin Grammy Awards.

**Joo Yeon Sir** is an accomplished musician from South Korea. She plays the violin and has won many competitions around the world.

**Marta** is a famous football player from Brazil. She has been named FIFA Athlete of the Year five times in a row and was on two Olympic silver medal football teams.



Extra Grammar Exercises

#### NOW YOU CAN Tell a classmate your occupation

#### 1 1:15 Conversation model

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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This conversation strategy is implicit in the model:

- Use *And you?* to show interest in another person.

- Write the following questions on the board. Have students repeat each question chorally using falling intonation.

*What do you do? = What's your job? = What's your occupation?*

- Write on the board:

*The man is a \_\_\_\_\_. The woman is an \_\_\_\_\_.*

- After students read and listen, ask for the answers. (banker. architect.)

##### Language and culture

- From the Longman Corpus:** In spoken English *What do you do?* is more common than *What's your occupation?*

#### 2 1:16 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *What do you do?*
  - stress the second do in *What do you do?*
  - use rising intonation and stress you in *And you?*

#### 3 Conversation activator

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To support students in this activity, brainstorm all the occupation words they know. Write a list on the board.
- Model the conversation with a more confident student. Play Role B. Then model the conversation with another student. Play Role A.
- Be sure to reinforce the use of the conversation strategy. Have a student ask you *What do you do?* Answer *I'm an English teacher. And you?*
- To provide feedback, move around the room and listen in as students practice. Encourage students to use the correct rhythm and intonation.



Conversation Activator Pair Work Cards

#### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To review, ask a few students *What does your partner do?* Students can say, for example, *He's an actor. She's a student.*

#### EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 1, Activity 1

**4 GRAMMAR PRACTICE** Write the article a or an for each occupation.

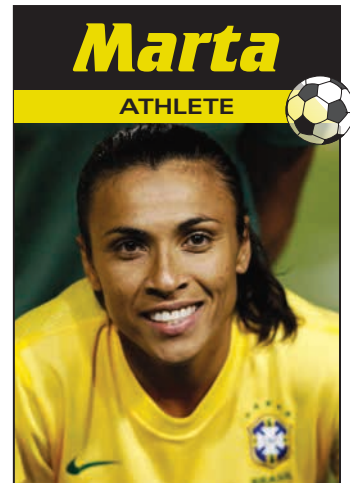
- 1 I'm ....an... architect.      3 He's not ....a... banker.      5 She is ....a... singer.  
2 She's ....a... student.      4 He is ....a... musician.      6 I'm not ....an... athlete.

**5 PAIR WORK** Point to the people on page 4. Say *He's* \_\_\_\_\_ or *She's* \_\_\_\_\_.

“ He's a teacher. ”

“ She's a flight attendant. ”

**6 VOCABULARY / GRAMMAR PRACTICE** Read the names and occupations. Write affirmative and negative statements.



Negative answers will vary.

- 1 Orlando Bloom .... *is an actor. He's not a singer.*  
2 Luis Miguel .... *Luis Miguel is a singer. He's not a teacher.*  
3 Joo Yeon Sir .... *Joo Yeon Sir is a musician. She's not a banker.*  
4 Marta .... *Marta is an athlete. She's not an actor.*

**NOW YOU CAN** Tell a classmate your occupation

**1** ▶ 1:15 **CONVERSATION MODEL** Read and listen.

- A: What do you do?  
B: I'm an architect. And you?  
A: I'm a banker.

**2** ▶ 1:16 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

**3 CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use your own occupations.

- A: What do you do?  
B: I'm ..... And you?  
A: I'm .....

**4 CHANGE PARTNERS** Tell another classmate your occupation.





DIGITAL  
FLASH  
CARDS

## 1 1:17 VOCABULARY • More occupations Read and listen. Then listen again and repeat.

1 She's a **chef**.2 He's a **writer**.3 She's a **manager**.4 She's a **scientist**.5 He's a **doctor**.6 She's an **engineer**.7 He's a **photographer**.8 He's a **pilot**.2 GRAMMAR • Singular and plural nouns / Be: plural statements

## Singular nouns

a chef

an athlete

## Plural nouns

2 chefs

3 athletes

## Affirmative statements / Contractions

We **are** photographers. / We're photographers.You **are** scientists. / You're scientists.They **are** writers. / They're writers.

## Negative statements / Contractions

We **are not** chefs. / We're **not** chefs. / We **aren't** chefs.You **are not** pilots. / You're **not** pilots. / You **aren't** pilots.They **are not** artists. / They're **not** artists. / They **aren't** artists.

## Subject pronouns

## Singular

I

you

he

she

## Plural

we

you

they

3 GRAMMAR PRACTICE Complete each statement with a singular or plural form of be.1 I'm / am a writer.3 We're / are doctors.5 We're / are managers.2 She's / is not a pilot.4 They're / are not scientists.

## 4 VOCABULARY / GRAMMAR PRACTICE Circle the correct word or words to complete each statement.

1 I am (an artist) / artists / artist).3 She is (banker / a banker) / bankers).2 We are (a flight attendant / flight attendants) / flight attendant).4 They are (a writer / writers) / writer).DIGITAL  
MORE  
EXERCISES



## 1 1:17 Vocabulary

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

- First listening: Have students point to each sentence as they listen.
- Second listening: Have students repeat the sentences chorally. Then call on individual students to say different sentences. For example:

T: [Name], three.                      T: [Name], eight.  
S: She's a manager.                  S: He's a pilot.

**Option: (+5 minutes)** If you haven't already introduced the occupations in the Unit 1 Vocabulary Booster, page 125, you may want to do so now. Ask students to listen and study the words. Then ask them to repeat the words chorally.

### Learning Strategies

## 2 Grammar

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Direct attention to the singular and plural nouns and have students study the examples.
- Write the words that follow on the board. Point out the spelling pattern: plural nouns are usually formed by adding *-s*.

2 scientists    3 pilots    5 doctors

- If you have used the Vocabulary Booster, you can demonstrate another spelling pattern. Write *secretary* on the board. Erase the *-y*. Then write/add *-i* and then write/add *-es*. The word on the board is now *secretaries*.
- Direct attention to the affirmative statements. Point out that the plural form of *be* is *are*. Have students repeat each sentence chorally.
- Ask students to study the contracted forms.
- Direct attention to the negative statements on the right and have students study the examples.
- To check comprehension, write on the board *I am a pilot. We are pilots.*
- Ask students to make the sentences negative. (*I am not a pilot. We are not pilots.*)
- Emphasize that *not* is placed after the verb in both singular and plural statements.
- Call attention to the negative contracted forms. Have students repeat them chorally.

**Option: (+5 minutes)** To provide additional practice with contractions, say statements using the full negative form. Have students say the two corresponding contracted forms. For example:

*We are not artists.* (We're not artists. We aren't artists.)  
*They are not bankers.* (They're not bankers. They aren't bankers.)  
*You are not chefs.* (You're not chefs. You aren't chefs.)

**Option: (+10 minutes)** For a challenge, play the game *Charades*. Ask individual students to use mime—facial expressions, movement, and gestures—to show an occupation in the pictures. The class guesses which one it is. Model the first one; for example, mime holding a camera to your eye and moving your finger as if you were taking pictures. Students say *You're a photographer*.

### Language and culture

- Point out that *you are* can be singular or plural. Indicate one student and say *You are a student*. Then indicate the entire class and say *You are students*.
- Contractions are often used in spoken English. In written English, especially in business and other formal contexts, full forms are preferred.

### Inductive Grammar Charts

## 3 Grammar practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Do the first item together with the class. Point out that students can use the full (uncontracted) form or the contracted form for each item.
- Review the answers by having students write them on the board and having the class check them.

**Option: (+2 minutes)** For extra practice, have students repeat each correct sentence chorally.

## 4 Vocabulary / grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Do the first item together with the class.
- Review the answers by calling on individual students to read their sentences aloud. Make necessary corrections.

**Option: (+10 minutes)** To provide more practice with the verb *be*, do a substitution drill. Say a sentence, give a prompt, and have individual students complete the sentence. For example:

Teacher:	Student:
<i>I'm a banker. He . . .</i>	<i>He is / He's a banker.</i>
<i>You're a pilot. They . . .</i>	<i>They are / They're pilots.</i>
<i>We're not teachers. She . . .</i>	<i>She is not / She's not a teacher.</i>

*They're not scientists. I . . .*    *I am not / I'm not a scientist.*  
Make sure students use the prompt, either the singular form with *a / an* or the plural form, and the correct form of *be*.

### Extra Grammar Exercises

## 5 Grammar

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Direct attention to the *yes / no* questions in the Grammar box and have students study the examples.
- Demonstrate how to form *yes / no* questions. Write the following statements on the board and change them into questions. Show that the subject and *be* invert (change places) and *are* and *is* move to the beginning.

*You are Lisa.* → *Are you Lisa?*  
*He is a manager.* → *Is he a manager?*

- Point out that *yes / no* questions are answered with short answers. Long or full answers are unnatural.
- Have students look at the Be careful! box. Point out that affirmative short answers do not get contracted and the words *Yes* and *No* are followed by a comma.
- Ask questions and have students give you short answers. [Joe], *are you a manager?* (Yes, I am. / No, I'm not.) *Is [Anna] an engineer?* (Yes, she is. / No, she's not.)
- Indicate a group of students in front of you and ask them *Are you doctors?* (Yes, we are. / No, we're not.) Indicate a group of students and ask the class *Are they scientists?* (Yes, they are. / No, they're not.)
- You may want to model the intonation (the melody) of *yes / no* questions and short answers. The voice goes up at the end of *yes / no* questions and falls (goes down) at the end of the short answers. Write the following examples on the board:

*Are you Laura?* Yes, I am. / No, I'm not.

- Have students chorally repeat the questions and short answers in the box.

*Option: (+5 minutes)* To extend the activity, have students form groups of four and take turns asking *yes / no* questions using the occupations on pages 4 and 6. Write the following model conversation on the board.

*Is he / she a \_\_\_? Yes, he / she is.*  
*No, he's not. He's a / an [occupation].*



### Inductive Grammar Charts

## 6 Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Read the example aloud with a student volunteer.
- Review answers and make necessary corrections.



### Extra Grammar Exercises

## 7 Pair work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Have students role-play the corrected conversations. Encourage students to use the correct intonation.
- Have students switch roles.

## 8 Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have several pairs perform their conversations in front of the class.

### NOW YOU CAN Identify your classmates

#### 1 ▶ 1:18 Conversation model

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

This conversation strategy is implicit in the model:

- Use Excuse me to initiate a conversation.

- After students read and listen, point to the picture and then point to the woman in the blue sweater and ask these questions: *Is she Marie?* (No, she's not.) *Is she Laura?* (Yes, she is.) *Where is Marie?* (She's over there.) Encourage students to use contractions.

#### 2 ▶ 1:19 Rhythm and intonation

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

- Have students repeat each line chorally. Make sure students:
  - use rising intonation for *Are you Marie?*
  - put stress on That's in *That's Marie*.

#### 3 Conversation activator

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Move around the room and listen in on student conversations. Encourage students to use the correct rhythm and intonation.
- If students are unsure about each other's names, have them wear name tags in large print during this activity.
- If students know each other's names well, write each student's name on a card and distribute the cards to students randomly. As students practice their conversations, have them ask for the person on the card. The partner in the conversation must reply by gesturing to the correct student.



### Conversation Activator Pair Work Cards

#### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students stand up and find a new partner and then practice the conversation again.

### EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 1, Activity 2

## 5 GRAMMAR • Be: yes / no questions and short answers

### Yes / no questions

Are you  
Is he an architect?  
Is Tanya

Are you  
Are they musicians?  
Are Ted and Jane

### Short answers

Yes, I **am**.  
Yes, he **is**.  
No, she **isn't**.

Yes, we **are**.  
No, they **aren't**.



### Be careful!

Yes, I am. NOT ~~Yes, I'm.~~  
Yes, she is. NOT ~~Yes, she's.~~  
Yes, we are. NOT ~~Yes, we're.~~

## 6 GRAMMAR PRACTICE Complete the conversations. Use contractions when possible.

- A: **Are** they Abby and Jonah?  
B: Yes, **they are**.
- A: **Is** Hanna a scientist?  
B: No, she **isn't**. **She's** a doctor.
- A: **Are** you Rachel and Philip?  
B: No, we **aren't**. **We're** Judith and Jack.
- A: **Are you** a chef?  
B: Yes, I **am**.
- A: **Is** he Evan?  
B: No, **he's** not. **He's** Michael.
- A: **Is** Tim an actor?  
B: No, he **isn't**. **He's** a teacher.

## 7 PAIR WORK Practice the conversations from Exercise 6.

## 8 PAIR WORK Ask your partner two questions. Answer your partner's questions.

“Are you an artist?”

“Yes, I am.”

## NOW YOU CAN Identify your classmates

### 1 ▶ 1:18 CONVERSATION MODEL Read and listen.

A: Excuse me. Are you Marie?  
B: No, I'm not. I'm Laura. That's Marie.  
A: Where?  
B: Right over there.  
A: Thank you.  
B: You're welcome.

### 2 ▶ 1:19 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

### 3 CONVERSATION ACTIVATOR With a partner, personalize the conversation. Use real names. Then change roles.

A: Excuse me. Are you .....?  
B: No, I'm not. I'm ..... That's .....  
A: Where?  
B: Right over there.  
A: Thank you.  
B: You're welcome.

### 4 CHANGE PARTNERS Identify other classmates.





DIGITAL  
FLASH  
CARDS

- 1 ▶ 1:20 **VOCABULARY** • *The alphabet* Read and listen. Then listen again and repeat.



- 2 ▶ 1:21 **LISTENING COMPREHENSION** Listen. Circle the letter you hear.

- |   |                         |                         |   |   |                         |   |                         |                         |    |                         |                         |    |                         |                         |
|---|-------------------------|-------------------------|---|---|-------------------------|---|-------------------------|-------------------------|----|-------------------------|-------------------------|----|-------------------------|-------------------------|
| 1 | <input type="radio"/> A | K                       | 4 | U | <input type="radio"/> O | 7 | <input type="radio"/> F | X                       | 10 | <input type="radio"/> J | G                       | 13 | <input type="radio"/> D | G                       |
| 2 | <input type="radio"/> B | E                       | 5 | B | <input type="radio"/> Z | 8 | <input type="radio"/> X | S                       | 11 | L                       | <input type="radio"/> N | 14 | <input type="radio"/> H | K                       |
| 3 | M                       | <input type="radio"/> N | 6 | T | <input type="radio"/> C | 9 | Z                       | <input type="radio"/> V | 12 | <input type="radio"/> K | J                       | 15 | P                       | <input type="radio"/> E |

- 3 **PAIR WORK** Read 10 letters aloud to your partner. Point to the letters you hear.



- 4 ▶ 1:22 **LISTENING COMPREHENSION** Listen. Circle the correct spelling. Then spell each name aloud.

1	Green	<input type="radio"/> Greene	Grin
2	<input type="radio"/> Leigh	Lee	Li
3	<input type="radio"/> Katharine	Katherine	Catharine

- 5 ▶ 1:23 **LISTENING COMPREHENSION** Listen to the conversations. Write the names.

- |   |        |
|---|--------|
| 1 | Sarah  |
| 2 | Cherie |
| 3 | Browne |

- 6 **GRAMMAR** • *Proper nouns and common nouns*

#### Proper nouns

The names of people and places are proper nouns. Use a capital letter to begin a proper noun.

Melanie Pepper      New Delhi      Nicaragua

#### Common nouns

Other nouns are common nouns. Use a lowercase letter to begin a common noun.

morning      doctor      student

Capital letters

A B C

Lowercase letters

a b c

## 1 1:20 Vocabulary

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

- Have students point to each letter as they hear its name. Then they listen and repeat.

#### Language and culture

- In American English, the letter z is pronounced /zi/. In British English, it is pronounced /zed/.

*Option: (+5 minutes)* Write a few students' names on the board and ask the class to say the letters in each name.

## 2 1:21 Listening comprehension

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students listen and circle their answers. Then have them listen again and check their answers.
- Ask students which letter pairs were difficult and have students practice choral repetition of those pairs.

#### AUDIOSCRIPT

1 A 2 B 3 N 4 O 5 Z 6 C 7 F 8 X 9 V 10 J 11 N 12 K  
13 D 14 H 15 E

## 3 Pair work

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Student A says a letter and Student B points to it. Then they switch roles.
- If your students are ready, present the following: *I'm sorry. Could you repeat that?*

## 4 1:22 Listening comprehension

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Before students listen, have them read the answer choices. Point out that the pronunciation of the names in items 1, 2 and 3 is the same.
- To review answers, call on individual students to spell the name they circled.

#### AUDIOSCRIPT

##### CONVERSATION 1

**M:** Hi. I'm Leonard Greene.  
**F:** Green. G-R-E-E-N?  
**M:** No. G-R-E-E-N-E.  
**F:** Thank you, Mr. Greene.

##### CONVERSATION 3

**F:** Hello. I'm Katharine Kane.  
**M:** Excuse me?  
**F:** Katharine Kane.  
**M:** Is that Katharine with a C?

##### CONVERSATION 2

**M:** Your name, please?  
**F:** Sure. I'm Karen Leigh.  
**M:** Is that L-E-E?  
**F:** No. It's L-E-I-G-H.

**F:** No, with a K. And an A in the middle.  
**M:** Could you spell that, please?  
**F:** Sure! K-A-T-H-A-R-I-N-E.

## 5 1:23 Listening comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students listen and write each name as they hear it spelled. Remind students that the first letter of a name uses a capital letter.

#### AUDIOSCRIPT

##### CONVERSATION 1

**F:** My name's Sarah.  
**M:** Sarah? Is that S-A-R-A-H?  
**F:** Yes, that's right. Thanks.

##### CONVERSATION 2

**M:** How do you spell Cherie?  
**F:** C-H-E-R-I-E.  
**M:** Excuse me. Did you say S-H-E-R-I-E?  
**F:** No. It's C-H-E-R-I-E.  
**M:** Oh, sorry.  
**F:** No problem.

##### CONVERSATION 3

**F1:** Ms. Browne?  
**F2:** Yes.  
**F1:** Is that Brown with an E or without an E?  
**F2:** With. B-R-O-W-N-E.  
**F1:** Thanks.

## 6 Grammar

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students study the examples of proper and common nouns.
- Point to the blue capital letters in the examples in the box and say *These are capital letters*. Point to the blue lowercase letters and say *These are lowercase letters*.
- To check comprehension, write the following on the board:  
*bob smith artist paris Photographer*  
Ask volunteers to make corrections where necessary.  
(Bob Smith, artist, Paris, photographer)

*Option: (+5 minutes)* For further practice, have students write a proper noun that is an example of a country, a city, a man, a woman, a restaurant, an actor, a singer, an athlete, a musician (or print out the graphic organizer).



Graphic Organizers; Inductive Grammar Charts

#### Language and culture

- A common noun names a class or group of people, places, or things. A proper noun names a particular individual within that class.
- Articles and prepositions in a proper name are not capitalized; for example, the United States of America.

## 7 Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Model the activity. Write on the board:  
*morning Marie Florida musician*
- Ask *Is morning a common noun or a proper noun?* (A common noun.) Then underline it. Continue with the others, underlining common nouns and circling proper nouns.

*Option: (+2 minutes)* Have students identify proper nouns in the Conversation Model on page 7.

## 8 Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Model the first two items with the class. Have students compare their answers. Write the corrected proper nouns on the board (3 Sarah Browne, and 5 Canada).



### Extra Grammar Exercises

*Option: (+5–10 minutes)* As an alternative, write sentences on the board using the vocabulary of this unit and have students come up and capitalize the proper nouns.

## 9 Pronunciation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--



### Pronunciation Coach Video

- First listening: Have students listen and read. Then illustrate by saying the words and clapping or tapping out the number of syllables.
- Second listening: Have the class clap or tap out the syllables as they repeat the words chorally.



### Pronunciation Activities

## 10 Pair work

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Play the first item. Ask students how many syllables they hear in the word *teacher* (2). Review answers by having students say each word and then the number of syllables.

*Option: (+5 minutes)* Draw the following graphic organizer on the board (without the words) or print it out. Form pairs. Ask students to write at least two words in each column. Tell students they can find words anywhere in the book.

1 Syllable	2 Syllables	3 Syllables	4 Syllables
<i>chef</i>	<i>teacher</i>	<i>Canada</i>	<i>photographer</i>



### Graphic Organizers

## NOW YOU CAN Spell names

### 1 Conversation model

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

These conversation strategies are implicit in the model:

- Use Excuse me? to indicate you haven't heard or didn't understand.
- Use Thanks! to acknowledge someone's complying with a request.

- Write the following questions on the board:  
*What is his name? How do you spell that?*
- After students read and listen, ask for the answers.

### Language and culture

- From the Longman Corpus:** Native speakers of English use *Hi* much more frequently than *Hello*.

### 2 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
  - use rising intonation for *Excuse me?*
  - use falling intonation for *How do you spell that?*
  - pronounce each letter separately as they spell.

### 3 Conversation activator

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

- Note:** You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 181 of this Teacher's Edition.

**DON'T STOP!** Extend the conversation. Write on the board:  
*What do you do? I'm a \_\_\_\_.* Review words for occupations.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- Model the conversation with a more confident student. Play Role A. Prompt students to extend the conversation by asking the question *What do you do?*
- Be sure to reinforce the use of the conversation strategies.



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

### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Encourage students to introduce themselves with other names.

## EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 1, Activity 3



**7 GRAMMAR PRACTICE** Circle the proper nouns. Underline the common nouns.

- 1 Mary Chase      3 name      5 partners  
2 letter      4 France      6 alphabet

**8 GRAMMAR PRACTICE** Check ☒ the common nouns. Capitalize the proper nouns.

- ☐ 1 Marie      ☐ 3 Sarah Browne      ☐ 5 Canada      ☒ 7 letter  
☒ 2 partner      ☒ 4 teacher      ☒ 6 noun      ☒ 8 grammar

**9** ▶ 1:24 **PRONUNCIATION • Syllables** Read and listen. Then listen again and repeat.

1 syllable	2 syllables	3 syllables	4 syllables
chef	bank • er	ar • chi • tect	pho • tog • ra • pher

**10** ▶ 1:25 **PAIR WORK** First, take turns saying each word. Write the number of syllables. Then listen to check your work.

- 1 teacher ....2....      3 vocabulary ....5....      5 occupation ....4....  
2 students ....2....      4 alphabet ....3....      6 they're ....1....

**NOW YOU CAN** Spell names

**1** ▶ 1:26 **CONVERSATION MODEL** Read and listen.

- A: Hello. I'm John Bello.  
B: Excuse me?  
A: John Bello.  
B: How do you spell that?  
A: B-E-L-L-O.  
B: Thanks!

**2** ▶ 1:27 **RHYTHM AND INTONATION**

Listen again and repeat. Then practice the Conversation Model with a partner.

**3 CONVERSATION ACTIVATOR**

With a partner, personalize the conversation. Use real names. Then change roles.

- A: Hello. I'm .....  
B: Excuse me?  
A: .....  
B: How do you spell that?  
A: .....  
B: Thanks!

**DON'T STOP!**

Ask about occupations:  
What do you do?

**4 CHANGE PARTNERS**

Personalize the conversation again.



# EXTENSION

- 1 ▶ 1:28 **LISTENING COMPREHENSION** Listen to the conversations. Write the number of each conversation in the correct box.



3



1



4



2

- 2 ▶ 1:29 **LISTENING COMPREHENSION** Listen to the conversations. Complete the information.

NAME	OCCUPATION
Alan Porter	singer

Available for charters

John Davidson

**PILOT**

Licensed Insured

john@airtaxi.com

World Language Institute

Lorraine Clare 1-800-555-6788

English teacher

- 3 **PAIR WORK** Choose a famous person. Write that person's information on the form. Then play the role of that person and introduce "yourself" to your partner.

NAME:
OCCUPATION:

Hi, I'm [Bradley Cooper].  
I'm [an actor]. And you?"

- 4 **VOCABULARY / GRAMMAR PRACTICE** Answer the questions about four famous people. Use subject pronouns and contractions.



Idris Elba  
actor



Paulina Aguirre  
singer



Zheng Jie  
athlete



Mario Vargas Llosa  
writer

- |  |   |  |
|--|---|--|
| 1 Is Idris Elba an actor or a singer?<br><u>He's an actor.</u> | 3 Is Zheng Jie a teacher?<br><u>No, she's not.</u>                            | 5 Is Mario Vargas Llosa an actor?<br><u>No, he's not. He's a writer.</u> |
| 2 Is Paulina Aguirre a singer?<br><u>Yes, she is.</u>          | 4 Are Zheng Jie and Mario Vargas Llosa scientists?<br><u>No, they're not.</u> | 6 Is Zheng Jie an athlete or a writer?<br><u>She's an athlete.</u>       |

- 5 **PERSONAL RESPONSES** Write responses with real information.

1 "Hi. I'm Art Potter."  
**YOU** .....

2 "Are you a teacher?"  
**YOU** .....

3 "What do you do?"  
**YOU** .....

4 "Thank you."  
**YOU** .....

## GRAMMAR BOOSTER

Unit 1 review • p. 135

For additional language practice ...

**TOP NOTCH POP** • Lyrics p. 150  
"What Do You Do?"

DIGITAL  
SONG

DIGITAL  
KARAOKE

1 ▶ 1:28 **Listening comprehension**

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Before students listen, have them look at the pictures and identify the occupations in each one.
- First listening: Have students listen and write the number of each conversation in the box.
- Second listening: Have students listen to confirm their answers.

**AUDIOSCRIPT**

## CONVERSATION 1

**M:** Are they flight attendants?

**F:** Yes, they are.

## CONVERSATION 2

**M:** So, what do you do?

**F:** Me? I'm a photographer.

**M:** A photographer? That's great!

**F:** Yes, it is.

## CONVERSATION 3

**M1:** Is Marianne a scientist?

**M2:** No way! She's a chef.

## CONVERSATION 4

**F:** What do you do?

**M:** Us? We're scientists.

**F:** You're scientists? Really?

**M:** Yes, we are.

2 ▶ 1:29 **Listening comprehension**

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

- Before students listen, direct attention to the cards. Point to the empty space on each card. Demonstrate writing something into the empty space; for example, copy the first card on the board. Point to the empty space and say *occupation*. Write *banker* in the blank.
- First listening: Have students listen and write the information.
- Second listening: Have students confirm their answers.
- To review answers, ask students to compare their information with a partner. Then write the answers on the board and have students check their spelling.

**AUDIOSCRIPT**

## CONVERSATION 1

**F:** Are you Alan Porter?

**M:** Yes, I am.

**F:** Could you spell that, please?

**M:** Sure. It's A-L-A-N. Porter is P-O-R-T-E-R.

**F:** Thanks. And what's your occupation?

**M:** I'm a singer.

## CONVERSATION 2

**M:** Hello. I'm John Davidson.

**F:** Davidson. How do you spell Davidson?

**M:** D-A-V-I-D-S-O-N.

**F:** Thanks. And what do you do?

**M:** I'm a pilot.

## CONVERSATION 3

**M:** Excuse me. Are you the English teacher?

**F:** Yes, I am. I'm Lorraine Clare.

**M:** Nice to meet you, Ms. Clare. I'm Paul Sato.

**F:** It's a pleasure to meet you, Mr. Sato.

3 **Pair work**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- As a class, think of names of celebrities. Write some of students' suggestions on the board so they have a model of the correct spelling.

4 **Vocabulary / grammar practice**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students look at the pictures of the celebrities. Model the pronunciation of each celebrity's name.
- Have students answer the questions individually and then compare answers with a partner.

*Language and culture*

**Idris Elba** is a British television and film actor. He has won the Golden Globe Best Actor award, and has been nominated for many other awards for his work.

**Paulina Aguirre** is an Ecuadorian singer and songwriter who has won many awards. She often duets with other famous Latin American singers on her pop hits.

**Zheng Jie** is a Chinese tennis player. She has won four WTA singles titles and twelve doubles titles. She is one of the most successful tennis players to come from China.

**Mario Vargas Llosa** is considered one of the world's greatest writers. He is from Peru and won the 2010 Nobel Prize in Literature. Some of his more famous works are *The Time of the Hero* (1963) and *Aunt Julia and the Scriptwriter* (1977).

5 **Personal responses**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students work individually to complete the conversations with their own information.

*Option: (+5 minutes)* To extend the activity, pair students. Have each pair choose one conversation and perform it in front of the class.

*Option:* **GRAMMAR BOOSTER** (+25 minutes)



*Top Notch Pop Song Video and Karaoke Video*





## Digital Games

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

### Point

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Hold up your book and point to the person identified in the example. Have students repeat the sentence *She's an artist*.
- Students take turns identifying the occupations of the people in the picture. Encourage students to use complete sentences. They should not form questions.

**FYI:** It's not possible to determine the occupation of every person in the picture. Accept any reasonable answer.

**Option:** (+5 minutes) For a different approach, hold up the book and point to various people. Ask *What is his / her occupation?* Students say, for example, *He is an architect*.

### Pair work 1

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Role-play the example with a more confident student.
- In pairs, students write *yes / no* questions and then ask and answer their questions with another pair.
- Encourage students to add follow-up information; for example, **A:** *Is he a pilot?* **B:** *No, he's not. He's an architect. The pilot is (right) over there.*

#### Possible responses . . . \*

**A:** Is Marie a pilot? **B:** Yes, she is. **A:** Are Tim and Martin architects? **B:** No, they aren't. Tim is a banker. Martin is a musician. **A:** Is he Ben? **B:** Yes, he is. **A:** Are you Emily? **B:** No, I'm not. Emily is over there.

### Pair work 2

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- With a more confident student, model the conversation prompted in the book. For example:  
Ann: *Hi. I'm Ann.*  
Emily: *Hi, Ann. I'm Emily.*  
Ann: *Nice to meet you, Emily.*  
Emily: *Nice to meet you, too.*
- Pair work. Students choose different people and situations in the picture and create conversations.
- Encourage students to ask as many types of questions as they can. They should also pay attention to their rhythm and intonation.

**Option:** (+5 minutes) For a challenge, have pairs role-play one of their conversations for the class. Have students listen and guess which people in the picture their classmates are presenting.

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

#### Possible responses . . .

##### (Reception desk/hotel manager and artist)

**A:** Hello. I'm [Rose]. **B:** Excuse me? **A:** [Rose Peters].  
**B:** How do you spell that? **A:** [R-O-S-E P-E-T-E-R-S].  
**B:** Thanks. **A:** You're welcome.

##### (Two men talking on the left)

**A:** Is that Ben? **B:** No. That's Tim. That's Ben. **A:** Where?  
**B:** Right over there. **A:** Thank you. **B:** You're welcome.

##### (Two men and one woman talking in the center)

**A:** What do you do Marie? **B:** I'm a pilot. **A:** Excuse me? **B:** I'm a pilot. And you? **A:** I'm a banker. What do you do, Martin? **C:** I'm a musician.

##### (Two women shaking hands)

**A:** Hi. / Hello. / Good morning. / Good afternoon. / Good evening. I'm Ann. **B:** Hi, Ann. I'm Emily. **A:** Nice to meet you. / Glad to meet you. / It's a pleasure to meet you, Emily.  
**B:** Nice to meet you (too). **A:** What do you do, Emily? **B:** I'm a / an [occupation]. And you? **A:** I'm a / an [occupation].

## Writing

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students work individually to write at least four sentences about the people in the picture.
- Have students read their sentences to a partner.
- Collect the sentences to make necessary corrections.



### Writing Process Worksheets

#### Option: Oral Progress Assessment

Use the illustration on page 11 for an oral test.

- Tell the student that you're going to say different occupations and that the student should point to the correct picture; for example, *She's a pilot. He's a businessman. She's an artist.*
- Ask the student to choose a situation and start a conversation. For example, for the two women shaking hands: **S:** *Hi. I'm [Ann Post]. Nice to meet you.* **T:** *Hi. I'm [Emily Brown]. Nice to meet you, too.* **S:** *Are you a banker?*

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



### Oral Progress Assessment Charts

**Option:** **WRITING BOOSTER** (Structured support for preparing writing)

## EXTRAS

#### On the Internet:

- Online Teacher Resources: [pearsonelt.com/topnotch3e](https://www.pearsonelt.com/topnotch3e)

#### Additional printable resources on the ActiveTeach:

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

**POINT** Name the occupations in the pictures. For example:

*She's an artist.*

**PAIR WORK**

1 Ask and answer questions about the people. For example:

*Is John a photographer? Yes, he is.*

2 Create conversations for the people. For example:

*Hi. I'm \_\_\_\_.*

**WRITING** Write affirmative and negative statements about the people in the picture. For example:

*Rose is an artist. She's not an architect.*

**WRITING BOOSTER** p. 146

Guidance for this writing exercise

Rose



**NOW I CAN**

- ☐ Tell a classmate my occupation.
- ☐ Identify my classmates.
- ☐ Spell names.