UNIT GOALS. Clearly state the communication goals of the unit.

TOPIC PREVIEW. Comprehensible “+1” input previews the content of the unit, accesses prior knowledge, and provides a reference for student study.

LANGUAGE SUPPORT. Illustrations ensure comprehensibility of +1 language.

SOUND BITES. Previews the language of the unit and provides exposure to +1 natural language for observation.

WHAT ABOUT YOU? Confirms students’ understanding and readies them for the unit.

TOPIC PREVIEW. Read the menu. Which foods do you like? Which foods do you dislike?

Look at the menu again. Check the information you can find.

□ 1. food choices
□ 2. beverage choices
□ 3. prices
□ 4. the name of the restaurant owner
□ 5. the names of the waiters and waitresses
□ 6. the name of the chef
□ 7. a restaurant review

SOUND BITES. Read along silently as you listen to a natural conversation.

WAITER: Are you ready to order? Or do you need some more time?
CUSTOMER: I’m ready. I think I’ll start with the black bean soup. Then I’ll have the roast chicken. That comes with salad, doesn’t it?
WAITER: Yes, it does. And there’s also a choice of vegetables. Tonight we have carrots or grilled tomatoes.
CUSTOMER: The carrots, please.
WAITER: Anything to drink?
CUSTOMER: I’ll have bottled water, no ice.

Read the conversation carefully again. Then write true or false.

____ 1. The customer orders carrots.
____ 2. The customer doesn’t order soup.
____ 3. The chicken comes with salad.
____ 4. The chicken comes with a vegetable.

WHAT ABOUT YOU? Look at the menu from the World Café again. Write the items that you would like to order.

PAIR WORK. Compare your choices. Are they the same or different?
VOCABULARY BUILDING.
Categories of food. Add another food you know to each list. Then listen and practice.

**Fruit**
- apples
- bananas
- grapes
- oranges
- mangoes

**Vegetables**
- carrots
- peppers
- broccoli
- onions

**Meat**
- chicken
- lamb
- sausage
- beef

**Seafood**
- fish
- clams
- shrimp
- squid

**Grains**
- pasta
- rice
- noodles
- bread

**Dairy Products**
- butter
- cheese
- milk
- yogurt

**Oils**
- corn oil
- olive oil
- coconut oil

**Sweets**
- candy
- pie
- cake
- cookies

LISTENING COMPREHENSION.
Listen to the conversations. Then listen again. Classify the foods in each conversation.

1. **Dairy Products**
2. **Vegetables**
3. **Meat**
4. **Seafood**
5. **Grains**
6. **Dairy Products**

CONTROLLED COMMUNICATION PRACTICE.
Discuss what to eat. Use foods you like and eat. Use the guide, or create a new conversation.

A: What is there to eat?
B: Not much. Cheese, bread... eggs.
A: Is that all? I'm in the mood for seafood.
B: Sorry. You're out of luck. Let's go out!
A: Good idea!

Rhythm and intonation practice

**Count nouns**
- an appetizer
- an onion
- an apple
- an orange
- a cookie
- a sandwich
- an egg
- a vegetable

**Non-count nouns**
- rice
- chocolate
- milk
- soup
- coffee
- pasta
- sugar
- fruit

Complete each sentence or question with a form of there is or there are.

1. **Is there** anything in the fridge?
2. **Are there** any cookies?
3. **Is there** anything in this cake? I'm allergic.
4. **Is there** anything to eat in this house? I'm hungry.
5. **Are there** eggs in the fridge? We could make an omelette.
6. **There aren't** any vegetables.
7. **Are there** too much sugar in this coffee?
8. **Are there** enough lettuce to make a salad?

GRAMMAR.

**Count and non-count nouns / there is and there are**

- **Count nouns** name things you can count. They are singular or plural.
- **Plural count nouns**
  - ten eggs
- **There is** milk and an apple in the fridge.
- **There are** oranges, too. But there aren't any vegetables.
- **Non-count nouns** name things you cannot count. They are not singular or plural.
- **Non-count nouns**
  - rice

**There is** with singular count nouns.
- **There's** milk and an apple in the fridge.

**There are** with plural count nouns.
- **There are** orange, too. But there aren't any vegetables.

**Use there is with**
- something, anything, or nothing
- Is there anything to eat? No, there isn't anything.

**Controlled communication practice.**
Students personalize the Conversation Model, using the new vocabulary and grammar and confirming their progress on a daily basis.

**Grammar booster.**
For those who want more, a Grammar Booster in the back of the Student's Book expands the presentation with additional explanations, examples, grammar points, timely reviews, as well as additional practice.
COMMUNICATION GOAL. Keeps students aware that they’ll achieve something of value to use in their lives outside the classroom.

CONVERSATION MODEL. Conversation models motivate students because of their practical application.

RHYTHM AND INTONATION PRACTICE. Provides targeted practice of rhythm and intonation to ensure comprehensibility of student speech.

PRONUNCIATION. A comprehensive pronunciation syllabus promotes accurate and comprehensible pronunciation.

CONTEXTUALIZED PRACTICE. Increases memorability and mastery of new language.
COMMUNICATION GOAL. Underscores practical application of the lesson.

VOCABULARY. Vocabulary is also treated at phrase level or as collocation, furnishing students with ready-to-use social language “chunks.”

FREE COMMUNICATION PRACTICE. Offering students an opportunity to integrate language taught from previous lessons, Top Notch Interactions are rehearsals for real-life communication.

AUTHENTICITY. Life-like documents recycle known language and prepare students to cope with authentic documents in English.

LISTENING COMPREHENSION. Listen to the conversations in a restaurant. Then listen again and predict the next thing the customer will say to the waiter or waitress.

1. Is the tip included? We’ll take the check, please.
2. Is the tip included? No, thanks. We’ll take the check, please.
3. Is the tip included? We’re ready to order.
4. Is the tip included? Do you accept credit cards?
5. Is the tip included? I’ll have the seafood soup, please.

PAIR WORK. Imagine you’re in a restaurant. Practice asking and answering the questions. Write the answers. Then reverse roles and do it again.

Your questions
1. What do you feel like eating for an appetizer?
2. What do you want for a main course?
3. What would you like for a beverage?
4. How about a dessert? What are you in the mood for?

Your partner’s answers

NEED HELP? Provides reminders to students of the language they have previously learned—in this unit and earlier units—that can be used in the Top Notch Interaction. Guarantees that students will not forget the language they know.
4 UNDERSTANDING MEANING FROM CONTEXT. Students learn the essential skill of guessing meaning through context.

COMMUNICATION GOAL. *Top Notch* has a fully-developed discussion syllabus. Students progress beyond functional language and express their ideas successfully in high-frequency discussion topics.

VOCABULARY. Dictionary-style definitions and examples ensure understanding of new vocabulary that can’t be taught through simple illustrations. Provide students with a model for explaining meaning.

READING. Warm-Up questions build expectation and get students talking. Authentic readings from identified sources prepare students to comprehend real reading materials in English.

UNDERSTANDING MEANING FROM CONTEXT. Use each sentence to help you understand the meaning of each underlined word or phrase.

1. Take a piece of fruit to during your commute. □ eat □ buy
2. If you like to eat meat, all visible fat. □ eat □ cut off
3. Use “lite” dairy products which are low-fat and better for your health. □ fatty □ not fatty
4. so you don’t eat too much unhealthy food. □ Eat larger portions □ Eat smaller portions

ADEQUATE PREPARATION. Concrete “steps”—such as notepadding activities, surveys, and critical thinking activities—prepare students for successful and productive free communication.
UNIT WRAP-UP. A full-page illustration deliberately and completely elicits and reviews all language from this unit, ensuring a sense of mastery to all students in the class.

CHECKPOINT. Ten integrated skills checkpoints permit students to consolidate and confirm what they've learned.

LISTENING COMPREHENSION. Listen critically to the conversations. Are they in a restaurant or at home? Check the boxes.

Restaurant   Home
1.   
2.   
3.   
4.   

Classify foods. Complete the chart with some foods in each category.

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Vegetables</th>
<th>Meat</th>
<th>Dairy products</th>
<th>Seafood</th>
<th>Grains</th>
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<tbody>
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</table>

Write four questions you can ask a waiter or a waitress.

1. ?
2. ?
3. ?
4. ?

Complete with a form of there is or there are.

1. ______ too much pepper in the soup.
2. I hope ______ not too much sugar in the cake. Sugar isn't good for you.
3. I'm looking for a good restaurant. ______ any restaurants near you?
4. ______ any low-fat desserts on the menu?
5. ______ an inexpensive restaurant nearby?
6. You should eat some fruit. ______ some oranges on the kitchen table.
7. ______ enough cheese in the fridge for two sandwiches?
8. I'm in the mood for soup. What kind of soup ______ on the menu?

WRITING. On a separate piece of paper, write information about food in this country for the readers of a travel newsletter.

EXTRA TOP NOTCH FEATURES. Three exciting features add value to Top Notch units by extending language practice and use.

SELF-ASSESSMENT. Students confirm mastery of the unit’s communication goals.
Other *Top Notch* Components

**WORKBOOK**
An illustrated workbook contains exercises that provide additional practice and reinforcement of language concepts and skills from the *Top Notch* Student’s Book and its Grammar Booster.

**COMPLETE ASSESSMENT PACKAGE WITH EXAMVIEW® SOFTWARE**
Ten easy-to-administer and easy-to-score unit achievement tests assess listening, vocabulary, grammar, social language, reading, and writing. Two review tests – one mid-book and one end-of-book – provide additional cumulative assessment. Two speaking tests assess progress in speaking.

In addition to the photocopiable achievement tests, ExamView® software enables teachers to customize tests that best meet their own needs.

**COPY & GO: READY-MADE INTERACTIVE ACTIVITIES FOR BUSY TEACHERS**
Motivating games, puzzles, and other practice activities in convenient photocopiable form support Student’s Book content and provide a welcome change of pace.
COMPANION WEBSITE
A companion website at www.longman.com/topnotch provides numerous additional resources for students and teachers. This no-cost, high-benefit feature includes opportunities for further practice of language and content from the Top Notch Student’s Book.

CLASS AUDIO PROGRAM
The audio program contains listening comprehension activities, rhythm and intonation practice, and targeted pronunciation activities that focus on accurate and comprehensible pronunciation.

To prepare students to communicate with a variety of speakers, regional and non-native accents are included. Each class audio program also includes five Top Notch Pop songs in standard and karaoke form.

TOP NOTCH TV
A hilarious TV-style situation comedy reintroduces language from each unit. Also includes authentic unrehearsed interviews and Top Notch Pop karaoke. Comes with Activity Worksheets and Teaching Notes.