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

**TOPIC PREVIEW.** Previews the content of the unit and accesses prior knowledge.

**LANGUAGE SUPPORT.** Illustrations and photos define new language and ensure comprehensibility.

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

**UNDERSTANDING MEANING FROM CONTEXT.** Students learn an essential skill for comprehension of unfamiliar language.

**WHAT ABOUT YOU?** Confirms students' understanding, provides language support, and readies students for the unit.
UNIT 8

Practice distinguishing between factual and unreal conditions.

Grammar. Factual and unreal conditional sentences: review

Check the statements that describe unreal conditions.

A: If I were a photographer, I would sell my old camera and buy a new one.
B: They won't get any phone calls if they don't have their cell phones.
C: If you walked to the theater, you would get there late.

Be careful! Don't use a future form in the result clause.

Present factual conditionals: Use the simple present tense in both clauses.

Future factual conditionals: Use the future with will or be going to in the result clause.

Present unreal conditionals: Use the simple present tense in the if clause.

Future unreal conditionals: Use the future with will or be going to in the result clause.

Choose the correct form to complete each future factual conditional sentence.

1. If I needed a car, I'd buy one. If I needed a car, I'd buy one. Then I'd be happy.
2. If I were an inventor, I... If I were an inventor, I... would... would... a super special product.
3. If they see something first-rate, they buy it. If they... they... would... would... a great idea.
4. If Water... if Water... its temperature to 100 degrees.

Choose the correct form to complete each present unreal conditional sentence.

1. If I... I... to get there fast, I would take the express train.
2. If they... they... the product, they would enjoy it.
3. If they... they... her tomorrow, they... they... her new camera phone.
4. If I... I... to get the phone in time, I would... I would... it.

PAIR WORK. Take turns completing each present unreal conditional in your own way.

1. If I were an inventor, I... I... a super special product.
2. If I could go anywhere in the world, I... I... a trip to... a trip to...
3. If I needed a car, I... I... a new one.

Vocabulary. Describing manufactured products. Listen and practice.

Uses new technology  Offers high quality

It's top of the line.

Save $50

Digicon B1X

US $379

Micro Scanner

US $389

Digi-Phone

US $79

Strawberry Palmtop

US $99

17” LCD Monitor

US $199

Digicon B1X

● Cutting edge technology

● 5.4 megapixel

17” LCD Monitor

● Flat-Panel Technology

● 1.8 GHz processor

Digi-Phone

● Hand-Held

● Internet capable

● Secure digital media card slot

Strawberry Palmtop

● Palm OS

● Bluetooth

● Secure digital media card slot

通信支持。现实的视觉提示提供支持并确保成功。
COMMUNICATION GOAL. Shows students the practical value of this lesson.

PRONUNCIATION. A comprehensive pronunciation syllabus promotes accurate and comprehensible pronunciation. Each pronunciation point is linked to the target language of the lesson.

RHYTHM AND INTONATION PRACTICE. Provides targeted pronunciation practice to ensure comprehensibility of student speech.

EXTENSIVE PAIR WORK ACTIVITIES. Ensure a student-centered approach.

CONVERSATION “GUIDES.” These guides ensure that students practice manipulating the Conversation Model in their own way, rather than merely repeating it.
Evaluate Inventions

DISCUSSION. Describe each invention with one or more of the adjectives from the vocabulary.

It’s not a novel idea, but the Pet Exit is both low-tech and efficient. It doesn’t need electronics or machinery.

LISTENING COMPREHENSION. Listen carefully to people discussing their problems. Write the number of the conversation next to the invention each person should have had.

The All-Body Umbrella
The Pet Exit
The Vac Bot
The Robo-Tiller

LISTENING COMPREHENSION. Listening tasks go beyond auditory discrimination to include critical thinking skills.

TOP NOTCH INTERACTION • Eureka! I’ve got an idea!

STEP 1. Check the boxes to show where you think new inventions are needed. Then complete the chart with more information about each invention.

New invention Why people would want it
home and car □/H12012
a wake-up alarm   so you don’t fall asleep while driving
□
for organizing □
□
for cooking
□
for raising children
□
□
for pets
□
□
for cleaning
□
for relaxing
□
□
for sitting
□
□
for communicating
□
□
for entertaining
□
□
for eating lunch or snacking
□
□
for learning new words and grammar
□
□
for getting more speaking practice
□
□
for preparing to take tests
□
□
for reading faster
□
□
for writing
□
□
for organizing papers
□
□
for training staff
□
□
for communicating
□
□

STEP 2. PAIR WORK. Choose one area and invent something. It can be wacky, low-tech, high-tech, or even impossible! Name your invention. On a separate sheet of paper, draw a picture of it or write a description of it.

STEP 3. DISCUSSION. Tell the class about your invention. Explain what would happen if you had one now. Explain what you could have done if you’d had one in the past.

NEED HELP? Here’s language you already know:

VOCABULARY. Clear defining illustrations take the guesswork out of the meaning of new words and provide a permanent reference.

FREE COMMUNICATION PRACTICE. Offering students an opportunity to remember and use language taught in this AND previous lessons, Top Notch Interactions provide support for successful discussion.

FREE PRACTICE

UNIT 8

NEW INVENTIONS

Descriptive adjectives
low-tech / high-tech
wacky
unique
efficient / inefficient

Factual and unreal conditionals
Don’t you wish someone would invent something for you? If I had a , I would be able to . If I had had a , I would have been able to .

NEED HELP? Provides reminders to students of the language they have previously learned—in this unit and earlier units—that can be used in free communication.

Unit walk-through
**READING WARM-UP.** In what ways did people communicate words and ideas to each other before the invention of the telegraph, the telephone, the radio, and the computer?

**READING.** Read about the invention of printing. How do you think this invention changed the world?

**The Printing Press**

Until the 6th or 7th century, all books had to be written by hand. Creating a book was difficult, and in comparison with today, very few books existed. Therefore, very few people read books. In the sixth and seventh centuries, the Japanese and Chinese invented a way to print pages by carving characters and pictures on wooden, ivory, or clay blocks. They would put ink on the blocks and then press paper onto the ink, printing a page from the block. This process is called letterpress printing. The invention of letterpress printing was a great advance in communication because each block could be inked many times and many copies of each page could be made. Many books could now be made. Therefore, many people could read the same book. Later, in the 11th century, another great advance occurred. The Chinese invented “movable” type. Each character was made as a separate block which could be used many times in many texts. This meant that pages could be created by putting together individual characters rather than having to have whole pages carved. Movable type was much more efficient than the earlier Japanese and Chinese print blocks because books could be created much more quickly by people with less skill. In Europe, movable type was used for the first time in the 15th century. And there, Johannes Gutenberg invented typecasting, a way to make movable type much more quickly, by melting metal and pouring it into the forms of the letters. This greatly increased the speed of printing, and eventually made books available to many more people. 

**AUTHENTICITY.** Authentic readings from identified sources prepare students to comprehend real reading materials in English.

**DESCRIPTIVE WRITING.** Concrete steps—such as “notepadding” activities, charts, surveys, and critical thinking activities—prepare students for successful and productive free communication.

**SPEAKING MODELS.** Ensure students know what they can say.

**COMMUNICATION GOAL.** Top Notch has a fully developed discussion syllabus. Students progress beyond functional language and express their views successfully on a variety of popular discussion topics.

**DISCUSSION.**
1. How would life have been different if printing hadn’t been invented?
2. In what ways do we communicate “in writing” today?
3. What makes an invention important? What do you think are the top two or three inventions in history?

**TOP NOTCH INTERACTION.** It’s the greatest invention since the wheel!

**STEP 1. PAIR WORK.** On your notepads, write your own ideas about how life changed as a result of each of these inventions. Then rank the four inventions in order of importance.

**STEP 2. GROUP WORK.** Choose one of the inventions above or another invention. Present a report to your classmates about the impact the invention had in history. 

**ADDITIONAL READING.** Eyewitness Books: Invention.

CHECKPOINT. Integrated-skills checkpoints permit students to consolidate, review, and confirm what they’ve learned.

UNIT WRAP-UP. A full-page illustration deliberately elicits and reviews all language from this unit, demonstrating to all students their mastery of new language.

UNIT 8 CHECKPOINT

LISTENING COMPREHENSION. Listen to the people talking about new products. Match the name of the product and the adjective that best describes it.

<table>
<thead>
<tr>
<th>Products</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Ultraphone</td>
<td>a. cutting-edge</td>
</tr>
<tr>
<td>2. Dinner-from-a-distance</td>
<td>b. efficient</td>
</tr>
<tr>
<td>3. Kinder-TV</td>
<td>c. unique</td>
</tr>
<tr>
<td>4. Ten Years Off</td>
<td>d. top-of-the-line</td>
</tr>
</tbody>
</table>

UNIT WRAP-UP

SELF-ASSESSMENT. Students confirm mastery of the unit’s communication goals.

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

UNIT WRAP-UP

VOCABULARY. Talk about the items in the store, using adjectives to describe them.

GRAMMAR. Complete the statements, using the factual and unreal conditional. Then make more statements.

If she buys the …

If you bought the …

If she hadn’t bought the …

SPEAKING. Create conversations for the people.

TOP NOTCH PROJECT

Choose an invention appearing during your own lifetime that has changed your life. Make a presentation to the class about the invention.

TOP NOTCH WEBSITE

For Unit 8 online activities, visit the Top Notch Companion Website at www.longman.com/topnotch.

Writhe. Choose one of the following inventions. Write about how it changed your life and what would have happened if it had not been invented.

- the telephone
- the washing machine
- the microwave oven
- the computer

EXTRA TOP NOTCH FEATURES.

UNIT WRAP-UP. A full-page illustration deliberately elicits and reviews all language from this unit, demonstrating to all students their mastery of new language.
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 photocopyable 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.