**Top Notch unit walk-through**


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

**PAIR WORK.** Continual opportunities for pair work enable a student-centered experience.

**GRAMMAR.** Grammar is presented with simple, understandable explanations appropriate for true-beginner students.

**EXAMPLES.** Use of color text ensures that students focus on the target grammar.

**RHYTHM AND INTONATION PRACTICE.** Provides focused practice of rhythm and intonation to increase comprehensibility of student speech.

**CONVERSATION MODEL.** Integrates known language with target vocabulary and grammar from this unit.

**VISUAL CUES.** Provide communication support and ensure success with the PAIR WORK activity.

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**UNIT 10 Food**

**Get ingredients for a Recipe**

**VOCABULARY.** Foods: count nouns. Listen and practice.

1. an egg
2. an onion
3. an apple
4. an orange
5. a lemon
6. a banana
7. a tomato
8. a potato
9. a pepper
10. a carrot

**LISTENING COMPREHENSION.** Frequent task listenings increase exposure to new language and build critical listening skills.

**GRAMMAR.** How many and Are there any with plural nouns.

- How many tomatoes are there?
- How many potatoes are in the fridge?

**PAIR WORK.** Role-play a conversation. Use the recipes. Start like this:

A: **How about some ?**
B: **?** That sounds delicious! I love .
A: **Are there any ?**
B: . . .

Continue in your own way . . .

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**LISTENING COMPREHENSION.** Listen to the conversations. Check ✔ of the foods from the vocabulary you hear in each conversation. Then listen again to check your work.

1. ✔
2. ✔
3. ✔
4. ✔
5. ✔
6. ✔
7. ✔
8. ✔
9. ✔
10. ✔

**VOCABULARY BOOSTER.** Optional vocabulary for those who want or are ready for more.

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**GETTING STARTED.** With new vocabulary and focus on target grammar.

**LISTENING COMPREHENSION.** Listen to the conversations. Check ✔ of the foods from the vocabulary you hear in each conversation. Then listen again to check your work.

1. ✔
2. ✔
3. ✔
4. ✔
5. ✔
6. ✔
7. ✔
8. ✔
9. ✔
10. ✔

**CONVERSATION MODEL.** Integrates known language with target vocabulary and grammar from this unit.

**PAIR WORK.** Role-play a conversation. Use the recipes. Start like this:

A: **How about some ?**
B: **?** That sounds delicious! I love .
A: **Are there any ?**
B: . . .

Continue in your own way . . .
COMMUNICATION GOALS. Inform students and motivate learning because of their practical usefulness.

VOCABULARY. Organized to support students as they learn the fundamental concept of count and non-count nouns.

GRAMMAR. Students learn form, meaning, and use—essential to a good foundation.

EXAMPLES. Clear, visual examples clarify correct and incorrect grammar, avoiding too many grammar terms.

GRAMMAR. All “rules” supported by examples.

VOCABULARY. Vocabulary is presented at both word level and phrase level.

CONVERSATION MODEL. Presents highly social and practical language necessary for polite communication.

CONVERSATION “GUIDES.” These guides permit students to manipulate the CONVERSATION MODEL, rather than merely repeat it.

PRACTICE. Controlled practice activities permit students to both personalize and integrate known grammar: count and non-count nouns.
Talk about Present-time Activities

GRAMMAR. The present continuous and the simple present tense

1. Use the present continuous for actions that continue in the present.
   - I'm eating dinner now.
   - They're studying English this year.
2. Use the simple present tense for habitual actions.
   - My husband cooks dinner for our family.
   - I never eat eggs for breakfast. NOT I am never eating eggs for breakfast.
3. Use the simple present tense with want, need, and like.
   - I like coffee. NOT I am liking coffee.

Complete each statement or question with the simple present tense or the present continuous.

1. Who lunch today?
2. We any sugar.
3. She sometimes lunch early.
4. They milk in their coffee.
5. I the kitchen every day.
6. I'm busy. I the kids.
7. What onion soup?
8. How much sugar in your tea?
9. What now?
10. I never eat eggs for breakfast. NOT I am never eating eggs for breakfast.

WRITING. Writing tasks are successful because students are given a lot of support—here with a picture and a date book from which they can write a rich composition.

PRONUNCIATION. A thorough fundamentals-level pronunciation syllabus links sound and symbol and promotes accurate, comprehensible pronunciation.

COMMUNICATION GOALS. Clarify the communication goal of this grammar.

MODELS. Models of student writing clarify expectations and keep students on track. Models approximate the real writing a fundamentals-level student can produce.

CONVERSATION MODEL. Provides informal models of natural social language.

PAIR WORK. Continues to reinforce vocabulary of the unit (foods and drinks).
UNIT WRAP-UP. A full-page illustration deliberately and completely elicits and reviews all language from the unit, demonstrating to all students their mastery of new language.

TOP NOTCH ACTIVITIES. Freer communication activities integrate the language of the unit, providing reading and communication practice.

EXTRA TOP NOTCH FEATURES. A companion website adds value by extending language practice and use.

TOP NOTCH ACTIVITIES

READING. Read and listen to the two recipes.

Garlic and Oil Spaghetti
Ingredients
1. 2 medium cloves garlic
2. 6 tablespoons of olive oil
3. 1 small onion
4. 8 ounces (225 grams) of pasta
5. Salt

TUESDAY
LATER
SATURDAY

1. Boil a large pot of water.
2. Cook the spaghetti.
3. Drain the spaghetti.
4. Chop the garlic.
5. Saute the garlic in the olive oil until it is pale yellow and not dark.
6. Mix the garlic, cooked spaghetti, and 1/2 cup of the cooking water in a bowl.
7. Serve with salt and pepper.

Napa Cabbage and Ham Soup
Ingredients
1. 1 head of Napa cabbage
2. 2 cans of diced tomatoes
3. 3 tablespoons of olive oil
4. 2 tablespoons of flour
5. 4 cups of chicken broth
6. Salt and pepper

TUESDAY
THURSDAY
SUNDAY

1. Boil the cabbage in water.
2. Add the broths and 1/2 cup of water to the mixture.
3. Add the flour mixture to the vegetable mixture.
4. Add the chicken broth to the vegetable mixture.
5. Boil the soup for 30 minutes.
6. Boil the soup for 30 minutes. Serve the cabbage and ham soup.
7. Serve the soup in a large pot. Serve the soup and the ham soup.
8. Cover the noodles and slow cook for 10 minutes.
9. Cover the noodles and slow cook for 10 minutes.
10. Serve the noodles and slow cook for 10 minutes.

Answer the questions.
1. Are there any onions in the recipes?
2. Is there any pasta in the recipes?
3. Which recipe has butter?
4. Which recipe has garlic?

WHAT ABOUT YOU?
Create your own recipe with only three ingredients. Write the ingredients. Use a dictionary for the food names you don’t know. Then tell the class about your recipe.

"My recipe is for my grandmother’s chicken soup. It’s very good..."

OPTIONS

1. n
2. n
3. n
4. n

My recipe is for my grandmother’s chicken soup. It’s very good...

UNIT WRAP-UP
- Vocabulary. Look at the picture. Close your book. Write the names of all the foods and drinks you remember.
- Grammar. Ask questions about the picture. Use How much, How many, Is there any, and Are there any.
- Writing. Write sentences about what the people are doing and their schedules. Michelle cleans the apartment on Monday.

AUTHENTICITY. Even at the fundamentals level, students encounter authentic sourced readings, building confidence. Visual cues support meaning when necessary, as here.

REALISTIC TASKS. All tasks are adequately prepared for, worthwhile, and realistic.

EXAMPLES. Realistic “student-level” examples help students get started in free communication activities.

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

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Other *Top Notch* Components

**W**ORK**BOOK**

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 Vocabulary Booster.

**COMPLETE ASSESSMENT PACKAGE WITH EXAMVIEW® SOFTWARE**

Fourteen 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.
The Top Notch Teacher’s Resource Disk

A complete menu of free printable activities to personalize YOUR Top Notch classroom.

➤ Vocabulary cards: for games and other reinforcement activities
➤ Pair work cards: for an alternative approach to Conversation Pair Work
➤ Grammar self-checks: for reinforcement or for an inductive presentation
➤ Cumulative vocabulary activities: for additional vocabulary-building strategies
➤ Learning strategies: for conversation, listening, reading, and vocabulary building
➤ Graphic organizers: for reading and listening support

Events

- a game

Cut or Fold

NAME: _______________________
DATE: _________________

Grammar Self-check (Unit 5, page 41)

Look at these prepositions of time.

at on in
at 4:00 on March 12
in January
at noon on Monday
in the morning
at midnight on the weekend
in the afternoon
at night on a weekday
in the evening

FIGURE IT OUT . . .
Which preposition do we use with . . .
- the days of the week? _____
- months? _____
- times? _____
- specific dates? _____

Look at these prepositions of place.

at on in
or
at 25 Bay St. on Main Street in / at the mall
school on the left in / at Central Park
work on the corner in / at the bus station

FIGURE IT OUT . . .
Which preposition do we use with . . .
- specific addresses? _____
- streets? _____
- specific location (for example, the mall, bus station)? _____

NAME: _______________________
DATE: _________________

Cumulative Vocabulary Activity (Unit 5)

Association: people and events

Match the words in column I with the words in column II. Some words have more than one answer.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>student</td>
<td>movie</td>
</tr>
<tr>
<td>athlete</td>
<td>play</td>
</tr>
<tr>
<td>musician</td>
<td>concert</td>
</tr>
<tr>
<td>actor</td>
<td>game</td>
</tr>
<tr>
<td>friend</td>
<td>class</td>
</tr>
<tr>
<td>boss</td>
<td>party</td>
</tr>
</tbody>
</table>

NAME: _______________________
DATE: _________________
Pronunciation supplements: for additional pronunciation topics and practice
Writing process worksheets: for pre-writing and peer-editing activities
Extra reading comprehension activities: for both traditional comprehension and critical thinking
Pronunciation activities: for additional reinforcement of pronunciation
Top Notch Pop song activity sheets: for reinforcement of target language