

www.papyruspub.com

TOP NOTCH

3B

THIRD EDITION

with WORKBOOK

JOAN SASLOW
ALLEN ASCHER



ALWAYS LEARNING

www.papyruspub.com

PEARSON

TOP NOTCH

3B

THIRD EDITION

ENGLISH FOR TODAY'S WORLD

with Workbook

JOAN SASLOW
ALLEN ASCHER



With *Top Notch Pop Songs and Karaoke*
by Rob Morsberger

Contents

Learning Objectives for 3A and 3B	iv
To the Teacher	viii
Components	ix
UNIT 6 Life Plans	62
UNIT 7 Holiday Traditions	74
UNIT 8 Inventions and Discoveries	86
UNIT 9 Controversial Issues	98
UNIT 10 Beautiful World	110
Reference Charts	122
Grammar Booster	135
Writing Booster	150
<i>Top Notch Pop</i> Lyrics	154
WORKBOOK	
UNIT 6	W55
UNIT 7	W67
UNIT 8	W78
UNIT 9	W88
UNIT 10	W96
About the Authors	last page

LEARNING OBJECTIVES

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<p>UNIT 1</p> <p>Make Small Talk</p> <p>PAGE 2</p>	<ul style="list-style-type: none"> • Make small talk • Describe a busy schedule • Develop your cultural awareness • Discuss how culture changes over time 	<ul style="list-style-type: none"> • Asking about proper address • Intensifiers • Manners and etiquette 	<ul style="list-style-type: none"> • Tag questions: use, form, and common errors • The past perfect: Statements <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Tag questions: short answers • Verb usage: present and past: overview
<p>UNIT 2</p> <p>Health Matters</p> <p>PAGE 14</p>	<ul style="list-style-type: none"> • Show concern and offer help • Make a medical or dental appointment • Discuss types of treatments • Talk about medications 	<ul style="list-style-type: none"> • Dental emergencies • Describing symptoms • Medical procedures • Types of medical treatments • Medications 	<ul style="list-style-type: none"> • Drawing conclusions with <u>must</u> • <u>Will be able to</u>; Modals <u>may</u> and <u>might</u> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Other ways to draw conclusions: <u>probably</u> and <u>most likely</u> • Expressing possibility with <u>maybe</u>
<p>UNIT 3</p> <p>Getting Things Done</p> <p>PAGE 26</p>	<ul style="list-style-type: none"> • Offer a solution • Discuss how long a service will take • Evaluate the quality of service • Plan an event 	<ul style="list-style-type: none"> • Ways to indicate acceptance • Services • Planning and running an event 	<ul style="list-style-type: none"> • The causative • The passive causative <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Causative <u>make</u> to indicate obligation • <u>Let</u> to indicate permission • Causative <u>have</u>: common errors • The passive causative: the <u>by</u> phrase
<p>UNIT 4</p> <p>Reading for Pleasure</p> <p>PAGE 38</p>	<ul style="list-style-type: none"> • Recommend a book • Ask about an article • Describe your reading habits • Discuss online reading 	<ul style="list-style-type: none"> • Genres of books • Ways to describe a book • Some ways to enjoy reading 	<ul style="list-style-type: none"> • Noun clauses: usage, form, and common errors • Noun clauses: Embedded questions <ul style="list-style-type: none"> ◦ Form and common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Verbs that can be followed by clauses with <u>that</u> • Adjectives that can be followed by clauses with <u>that</u> • Embedded questions <ul style="list-style-type: none"> ◦ <u>with whether</u> ◦ usage and common errors ◦ punctuation
<p>UNIT 5</p> <p>Natural Disasters</p> <p>PAGE 50</p>	<ul style="list-style-type: none"> • Convey a message • Tell someone about the news • Describe natural disasters • Prepare for an emergency 	<ul style="list-style-type: none"> • Severe weather and other natural disasters • Reactions to news • Adjectives of severity • Emergency preparations and supplies 	<ul style="list-style-type: none"> • Indirect speech: Imperatives • Indirect speech: <u>Say</u> and <u>tell</u>—tense changes <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Direct speech: punctuation rules • Indirect speech: optional tense changes

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> • Talk about the weather to begin a conversation with someone you don't know • Use question tags to encourage someone to make small talk • Ask about how someone wants to be addressed • Answer a <u>Do you mind</u> question with <u>Absolutely not</u> to indicate agreement • Say <u>That was nothing!</u> to indicate that something even more surprising happened • Use <u>Wow!</u> to indicate that you are impressed 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen for main ideas • Listen to summarize • Confirm the correct paraphrases <p>Pronunciation</p> <ul style="list-style-type: none"> • Intonation of tag questions 	<p>Texts</p> <ul style="list-style-type: none"> • A business meeting e-mail and agenda • An online article about formal dinner etiquette of the past • A survey about culture change • A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> • Apply prior knowledge • Draw conclusions • Understand from context 	<p>Task</p> <ul style="list-style-type: none"> • Write a formal and an informal e-mail message <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Formal e-mail etiquette
<ul style="list-style-type: none"> • Introduce disappointing information with <u>I'm sorry, but . . .</u> • Show concern with <u>Is there anything wrong?</u> and <u>That must be awful</u> • Begin a question of possibility with <u>I wonder if . . .</u> • Use <u>Let's see . . .</u> to indicate you are checking for something • Confirm an appointment with <u>I'll / We'll see you then</u> • Express emphatic thanks with <u>I really appreciate it</u> 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen to activate vocabulary • Listen for details • Auditory discrimination <p>Pronunciation</p> <ul style="list-style-type: none"> • Intonation of lists 	<p>Texts</p> <ul style="list-style-type: none"> • A travel tips website about dental emergencies • A brochure about choices in medical treatments • A medicine label • A patient information form • A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> • Understand from context • Relate to personal experience • Draw conclusions 	<p>Task</p> <ul style="list-style-type: none"> • Write an essay comparing two types of medical treatments <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Comparisons and contrasts
<ul style="list-style-type: none"> • Use <u>I'm sorry, but . . .</u> and an excuse to politely turn down a request • Indicate acceptance of someone's excuse with <u>No problem.</u> • Suggest an alternative with <u>Maybe you could . . .</u> • Soften an almost certain <u>no</u> with <u>That might be difficult</u> • Use <u>Actually, . . .</u> to indicate willingness to reconsider 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen to confirm • Listen for main ideas • Listen to summarize <p>Pronunciation</p> <ul style="list-style-type: none"> • Emphatic stress to express enthusiasm 	<p>Texts</p> <ul style="list-style-type: none"> • A survey about procrastination • A business article about how to keep customers happy • A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> • Infer point of view • Activate language from a text 	<p>Task</p> <ul style="list-style-type: none"> • Write an essay expressing a point of view about procrastination <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Supporting an opinion with personal examples
<ul style="list-style-type: none"> • Use <u>Actually</u> to show appreciation for someone's interest in a topic • Soften a question with <u>Could you tell me . . . ?</u> • Indicate disappointment with <u>Too bad</u> • Use <u>I'm dying to . . .</u> to indicate extreme interest • Say <u>Are you sure?</u> to confirm someone's willingness to do something 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen to take notes • Listen to infer a speaker's point of view and support your opinion <p>Pronunciation</p> <ul style="list-style-type: none"> • Sentence stress in short answers with <u>so</u> 	<p>Texts</p> <ul style="list-style-type: none"> • An online bookstore website • A questionnaire about reading habits • A magazine article about the Internet's influence on our habits • A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> • Recognize point of view • Understand meaning from context 	<p>Task</p> <ul style="list-style-type: none"> • Write a summary and review of something you've read <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Summarizing
<ul style="list-style-type: none"> • Use <u>I would, but . . .</u> to politely turn down an offer • Say <u>Will do</u> to agree to a request for action • Use <u>Well</u> to begin providing requested information • Say <u>What a shame</u> to show empathy for a misfortune • Introduce reassuring contrasting information with <u>But . . .</u> • Say <u>Thank goodness for that</u> to indicate relief 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen for main ideas • Listen for details • Paraphrase • Listen to infer meaning <p>Pronunciation</p> <ul style="list-style-type: none"> • Direct and indirect speech: Rhythm 	<p>Texts</p> <ul style="list-style-type: none"> • News headlines • A textbook article about earthquakes • Statistical charts • A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> • Paraphrase • Confirm facts • Identify cause and effect • Interpret data from a chart 	<p>Task</p> <ul style="list-style-type: none"> • Write a procedure for how to prepare for an emergency <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Organizing detail statements by order of importance

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 6 Life Plans PAGE 62	<ul style="list-style-type: none"> • Explain a change of intentions and plans • Express regrets about past actions • Discuss skills, abilities, and qualifications • Discuss factors that promote success 	<ul style="list-style-type: none"> • Reasons for changing plans • Qualifications for work or study 	<ul style="list-style-type: none"> • Expressing intentions and plans that changed: <u>Was / were going to</u> and <u>would</u> • Perfect modals <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Expressing the future: review • The future with <u>will</u> and <u>be going to</u>: review • Regrets about the past: <ul style="list-style-type: none"> ◦ <u>Wish</u> + the past perfect ◦ <u>Should have</u> and <u>ought to have</u>
UNIT 7 Holidays and Traditions PAGE 74	<ul style="list-style-type: none"> • Wish someone a good holiday • Ask about local customs • Exchange information about holidays • Explain wedding traditions 	<ul style="list-style-type: none"> • Types of holidays • Ways to commemorate a holiday • Some ways to exchange good wishes on holidays • Getting married: events and people 	<ul style="list-style-type: none"> • Adjective clauses with subject relative pronouns <u>who</u> and <u>that</u> <ul style="list-style-type: none"> ◦ Usage, form, and common errors • Adjective clauses with object relative pronouns <u>who</u>, <u>whom</u>, and <u>that</u> <ul style="list-style-type: none"> ◦ Form and common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Adjective clauses: common errors • Reflexive pronouns • <u>By</u> + reflexive pronouns • Reciprocal pronouns: <u>each other</u> and <u>one another</u> • Adjective clauses: <u>who</u> and <u>whom</u> in formal English
UNIT 8 Inventions and Discoveries PAGE 86	<ul style="list-style-type: none"> • Describe technology • Take responsibility for a mistake • Describe new inventions • Discuss the impact of inventions / discoveries 	<ul style="list-style-type: none"> • Describing manufactured products • Descriptive adjectives 	<ul style="list-style-type: none"> • The unreal conditional: Review and expansion • The past unreal conditional <ul style="list-style-type: none"> ◦ Usage, form, and common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Real and unreal conditionals: review • Clauses after <u>wish</u> • <u>Unless</u> in conditional sentences • The unreal conditional: variety of forms
UNIT 9 Controversial Issues PAGE 98	<ul style="list-style-type: none"> • Talk about politics • Discuss controversial issues politely • Propose solutions to global problems • Debate the pros and cons of issues 	<ul style="list-style-type: none"> • Political terminology • A continuum of political and social beliefs • Some controversial issues • Ways to agree or disagree • How to debate an issue politely 	<ul style="list-style-type: none"> • Non-count nouns that represent abstract ideas • Verbs followed by objects and infinitives <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Count and non-count nouns: review and extension • Gerunds and infinitives: <ul style="list-style-type: none"> ◦ form and usage ◦ usage after certain verbs
UNIT 10 Beautiful World PAGE 110	<ul style="list-style-type: none"> • Describe a geographical location • Warn about a possible risk • Describe a natural setting • Discuss solutions to global warming 	<ul style="list-style-type: none"> • Geographical features • Compass directions • Ways to recommend or criticize a place • Ways to describe risks • Dangerous animals and insects • Geographic nouns and adjectives • Describing natural features • Energy and the environment 	<ul style="list-style-type: none"> • Prepositional phrases of geographical places • <u>Too</u> + adjective and infinitive <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Prepositions of place: more usage • Proper nouns: capitalization • Proper nouns: use of <u>the</u> • Infinitives with <u>enough</u>

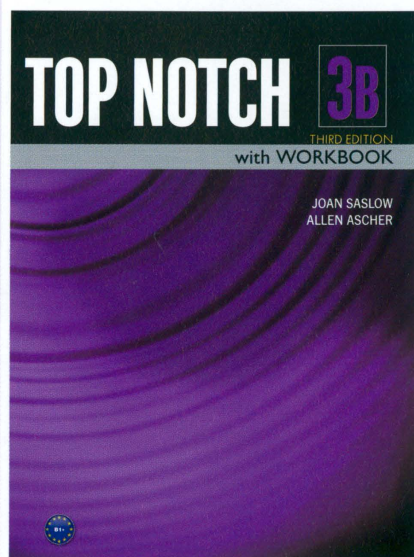
Reference Charts page 122

Grammar Booster page 135

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> Say No kidding! to indicate delight or surprise Say How come? to ask for a reason Express a regret with I should have . . . Use You never know . . . to reassure someone Accept another's reassurance with True 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for details Listen to classify information Listen to infer a speaker's motives <p>Pronunciation</p> <ul style="list-style-type: none"> Reduction of have in perfect modals 	<p>Texts</p> <ul style="list-style-type: none"> Career and skills inventories A magazine article with tips for effective work habits A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Understand from context Confirm content 	<p>Task</p> <ul style="list-style-type: none"> Write a short autobiography <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Dividing an essay into topics
<ul style="list-style-type: none"> Show friendliness by wishing someone a good holiday Reciprocate good wishes with Thanks! Same to you! Preface a potentially sensitive question with Do you mind if I ask you . . . Ask about socially appropriate behavior in order to avoid embarrassment Express appreciation with Thanks. That's really helpful 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen for details Infer information <p>Pronunciation</p> <ul style="list-style-type: none"> "Thought groups" 	<p>Texts</p> <ul style="list-style-type: none"> Factoids on holidays A magazine article about holidays around the world Proverbs about weddings A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Scan for facts Compare and contrast Relate to personal experience 	<p>Task</p> <ul style="list-style-type: none"> Write a detailed description of two holidays <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Descriptive details
<ul style="list-style-type: none"> Congratulate someone for a major new purchase Apologize for lateness and provide an explanation Indicate regret for a mistake by beginning an explanation with I'm ashamed to say . . . Reduce another's self-blame with That can happen to anyone and No harm done 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to draw conclusions Listen to summarize Listen to infer meaning Infer the correct adjective <p>Pronunciation</p> <ul style="list-style-type: none"> Contractions with 'd in spoken English 	<p>Texts</p> <ul style="list-style-type: none"> Case studies of poor purchasing decisions A book excerpt about antibiotics Factoids on famous inventions A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Find supporting details Understand from context 	<p>Task</p> <ul style="list-style-type: none"> Write an essay about the historical impact of an important invention or discovery <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Summary statements
<ul style="list-style-type: none"> Ask for permission when bringing up a topic that might be controversial Use So . . . to begin a question clarifying someone's statement Politely indicate unwillingness with No offense, but . . . Apologize for refusing with I hope you don't mind Use How do you feel about . . . to invite someone's opinion Offer an explanation for one's opinion. Use Well, . . . to introduce a different point of view 	<p>Listening Skills</p> <ul style="list-style-type: none"> Infer a speaker's political and social beliefs Infer a speaker's point of view Listen to summarize Auditory discrimination <p>Pronunciation</p> <ul style="list-style-type: none"> Stress to emphasize meaning 	<p>Texts</p> <ul style="list-style-type: none"> A self-test of political literacy A textbook introduction to global problems A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Activate language from a text Critical thinking 	<p>Task</p> <ul style="list-style-type: none"> Write an essay presenting the two sides of a controversial issue <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Contrasting ideas
<ul style="list-style-type: none"> Show interest in someone's plans by asking follow-up questions Indicate possible intention with I've been thinking about it Qualify a positive response with Sure, but . . . Elaborate further information using Well, . . . Express gratitude for a warning 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen to summarize Listen for details Infer a speaker's point of view <p>Pronunciation</p> <ul style="list-style-type: none"> Voiced and voiceless th 	<p>Texts</p> <ul style="list-style-type: none"> Maps An online article about ways to curb global warming A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Interpret maps Understand from context Critical thinking Summarize 	<p>Task</p> <ul style="list-style-type: none"> Write a geographic description of your country, state, or province <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Organizing by spatial relations

TO THE TEACHER

What is *Top Notch*? *Top Notch* is a four-level communicative course that prepares adults and young adults to interact successfully and confidently with both native and non-native speakers of English.



The goal of ***Top Notch*** is to make English unforgettable through:

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

The ***Top Notch*** course has two beginning levels—***Top Notch Fundamentals*** for true beginners and ***Top Notch 1*** for false beginners. ***Top Notch*** is benchmarked to the Global Scale of English and is correlated to the Can-do Statements of the Common European Framework of Reference.

Each full level of ***Top Notch*** contains material for 60–90 hours of classroom instruction.

NEW This third edition of ***Top Notch*** includes these new features: Extra Grammar Exercises, digital full-color Vocabulary Flash Cards, Conversation Activator videos, and Pronunciation Coach videos.

Award-Winning Instructional Design*

Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated practical communication goal closely aligned to the Common European Framework's Can-do Statements. All activities are integrated with the goal, giving vocabulary and grammar meaning and purpose. *Now You Can* activities ensure that students achieve each goal and confirm their progress in every class session.

Explicit vocabulary and grammar

Clear captioned picture-dictionary illustrations with accompanying audio take the guesswork out of meaning and pronunciation. Grammar presentations containing both rules and examples clarify form, meaning, and use. The unique *Recycle this Language* feature continually puts known words and grammar in front of students' eyes as they communicate, to make sure language remains active.

High-frequency social language

Twenty memorable conversation models provide appealing natural social language that students can carry "in their pockets" for use in real life. Rigorous controlled and free discussion activities systematically stimulate recycling of social language, ensuring that it's not forgotten.

Linguistic and cultural fluency

Top Notch equips students to interact with people from different language backgrounds by including authentic accents on the audio. Conversation Models, Photo Stories, and cultural fluency activities prepare students for social interactions in English with people from unfamiliar cultures.

Active listening syllabus

All Vocabulary presentations, Pronunciation presentations, Conversation Models, Photo Stories, Listening Comprehension exercises, and Readings are recorded on the audio to help students develop good pronunciation, intonation, and auditory memory. In addition, approximately fifty carefully developed listening tasks at each level of ***Top Notch*** develop crucial listening comprehension skills such as listen for details, listen for main ideas, listen to activate vocabulary, listen to activate grammar, and listen to confirm information.

*We wish you and your students enjoyment and success with **Top Notch 3**.*

We wrote it for you.





* ***Top Notch*** is the recipient of the Association of Educational Publishers' *Distinguished Achievement Award*.

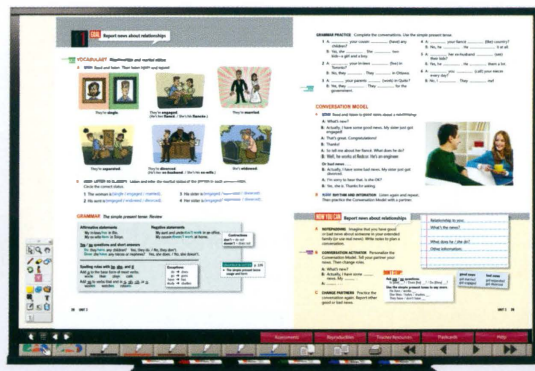
Joan Saslow and Allen Ascher

ActiveTeach



Maximize the impact of your **Top Notch** lessons. This digital tool provides an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of digital and printable features.

For class presentation . . .

-  **NEW** Conversation Activator videos: increase students' confidence in oral communication
-  **NEW** Pronunciation Coach videos: facilitate clear and fluent oral expression
-  **NEW** Extra Grammar Exercises: ensure mastery of grammar
-  **NEW** Digital Full-Color Vocabulary Flash Cards: accelerate retention of new vocabulary



PLUS

-  Clickable Audio: instant access to the complete classroom audio program
-  *Top Notch Pop* Songs and Karaoke: original songs for additional language practice

For planning . . .

- A *Methods Handbook* for a communicative classroom
- Detailed timed lesson plans for each two-page lesson
- Complete answer keys, audio scripts, and video scripts

For extra support . . .

- Hundreds of extra printable activities, with teaching notes
- *Top Notch Pop* language exercises

For assessment . . .

- Ready-made unit and review achievement tests with options to edit, add, or delete items.

Workbook

Lesson-by-lesson written exercises to accompany the Student's Book

Full-Course Placement Tests

Teacher's Edition and Lesson Planner

- Detailed interleaved lesson plans, language and culture notes, answer keys, and more
- Also accessible in digital form in the ActiveTeach



- 1 Explain a change of intentions or plans.
- 2 Express regrets about past actions.
- 3 Discuss skills, abilities, and qualifications.
- 4 Discuss factors that promote success.

UNIT 6 Life Plans

PREVIEW

What's the best career for you?

Take the preference inventory to see which fields might be a good match for you. Check the activities you like (or would like) to do.

- work on experiments in a science laboratory
- write songs
- manage a department of a large business corporation
- repair furniture
- be a doctor and care for sick people
- design the stage scenery for a play
- teach adults how to read
- study a company's sales
- restore antique cars
- teach science to young people
- help families with problems
- manage a company's sales representatives
- make clothes to sell
- interpret X-rays and other medical tests
- make paintings and sculptures
- help couples with their new babies
- start my own business
- build houses



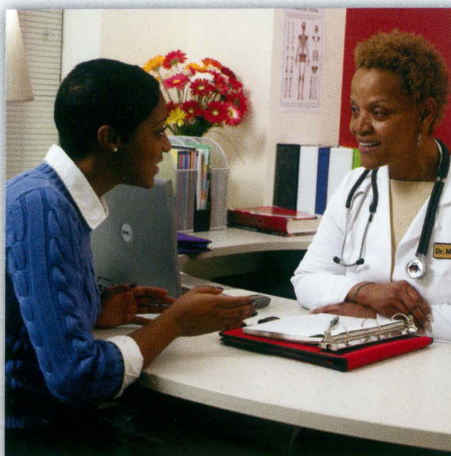
Write the number of check marks you have by each color.

Field: BUSINESS SCIENCE CRAFTS
 SOCIAL WORK ARTS

A DISCUSSION Talk about the questions.

- Which field or fields did you have the most check marks in?
- Were you surprised by your results? Explain.
- What are some jobs or professions in that field?

B 3:19 **PHOTO STORY** Read and listen to a conversation about a career choice.



Charlotte: Dr. Miller, I wonder if I could pick your brain.

Dr. Miller: Sure, Charlotte. What's on your mind?

Charlotte: Well, I always thought I would go to engineering school, but now I'm not so sure anymore.

Dr. Miller: Well, it's not so unusual for a person your age to change her mind . . .

Dr. Miller: I must have changed mine ten times before I settled on medicine! Have you decided on something else?

Charlotte: Well, actually, I've developed an interest in the health field, and since you're a doctor . . .

Dr. Miller: Are you thinking of medicine?

Charlotte: Not specifically. Something related that doesn't take that long to study . . .

Charlotte: I know there are some good options, but I'm having trouble making up my mind.

Dr. Miller: Well, have you given any thought to becoming a physical therapist? It's a great field. You help people, and there's always a job available.

Charlotte: Hmm. Physical therapy. I should have thought of that. I'll keep that in mind.

C FOCUS ON LANGUAGE Find the following expressions in the Photo Story. Use the context to help you match the expressions and their meanings.

..... 1 make up one's mind

..... 2 keep something in mind

..... 3 be on one's mind

..... 4 settle on

..... 5 change one's mind

..... 6 pick someone's brain

a decide to do something else

b remember something

c think of something

d decide to do something after considering conflicting choices

e ask someone about something

f make a final decision that won't change

SPEAKING

A Have you ever changed your mind before settling on something? Check any areas in which you have changed your mind.

a career or job choice

a field of study

a marriage

a flat or other place to live

the choice of a school or college

other

B DISCUSSION Survey the class. How many classmates checked each box? Discuss the reasons why people changed their plans.



CONVERSATION MODEL

A ▶ 3:20 Read and listen to a conversation about a change in plans.

A: So what are you doing these days?

B: Well, I'm in dental school.

A: No kidding! I thought you had other plans.

B: That's right. I was going to be an artist, but I changed my mind.

A: How come?

B: Well, it's hard to make a living as a painter!

B ▶ 3:21 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR Expressing intentions and plans that changed: Was / Were going to and would

Express and ask about past intentions and plans that changed with **was / were going to** + a base form.

I **was going to get** married (but I didn't).

They **were going to study** art (but they didn't).

Was she **going to take** the course?

Were you **going to study** with Dr. Mellon?

Weren't you **going to study** law? (Yes, I was. / No, I wasn't.)

Where **were** they **going to work**? (In Kuala Lumpur.)

Who **was going to teach** this class? (My sister was.)

You can also use **would** (the past of **will**) + a base form to express plans and intentions that changed, but only in a noun clause following verbs such as **thought**, **believed**, or **said**.

She **thought** she **would be** a doctor (but she changed her mind).

We **always believed** they **would get** married (but they never did).

They **said** they **would pay** for their daughter's studies (but they didn't).

Note: You can also use **was / were going to** in a noun clause after **thought**, **believed**, or **said**.

They **said** they **were going to arrive** before noon (but they didn't).

Be careful!

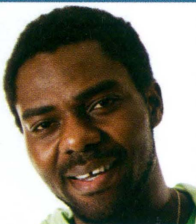
Don't use **would** + a base form alone. It must be used in a noun clause. Use **was / were going to** instead.

She was going to be a doctor.
NOT She ~~would be~~ a doctor.

GRAMMAR BOOSTER p. 135

- Expressing the future: review
- The future with **will** and **be going to**: review

GRAMMAR PRACTICE Write what each person said he or she was going to do.

1 
“ I'm going to stop smoking. ”

2 
“ I'm going to apply to law school. ”

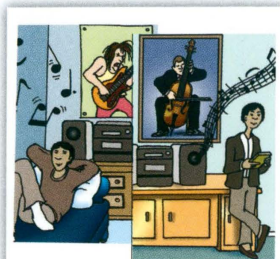
3 
“ I'm going to find a husband. ”

4 
“ I'm going to marry Sylvia. ”

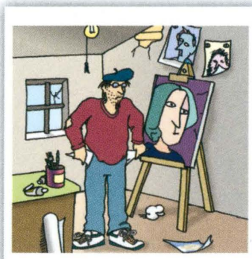
1. He said he was going to ...

VOCABULARY Reasons for changing plans

A ▶ 3:22 Read and listen. Then listen again and repeat.



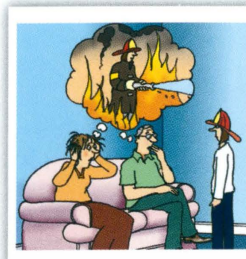
I wanted to be a pop star, but **my tastes changed**.



I was going to be an artist, but **it's hard to make a living as an artist**.



I thought I would be a lawyer, but **I didn't pass the exam**.



I wanted to become a firefighter, but my family **talked me out of it**.



I was going to marry George, but **I changed my mind**.

B VOCABULARY / GRAMMAR PRACTICE Complete each sentence, using would and a reason from the Vocabulary. Then compare reasons with a partner.

- 1 Laura thought / be / a doctor, but . . .
- 2 I thought / become / an astronaut, but . . .
- 3 We were sure / Bill / go / to the local university, but . . .
- 4 Joe always believed / become / a writer, but . . .

C ▶ 3:23 **LISTEN TO ACTIVATE VOCABULARY** Listen to the conversations. Complete each statement about the decision each person made. Then listen again and use the Vocabulary to write the reason each person changed his or her mind.

- 1 She wanted to be a . . . , but she changed her mind because . . .
- 2 He was going to . . . Jessica, but he didn't because . . .
- 3 He always thought she would become a . . . , but she didn't because . . .
- 4 She was going to . . . a Romanian named Andrei, but she didn't because . . .

NOW YOU CAN Explain a change of intentions or plans

A NOTEPADDING On the notepad, write some intentions or plans you had in the past but changed your mind about. Write the reasons for the changes, using the Vocabulary or other reasons.

for my life:

for my studies:

for my career:

B CONVERSATION ACTIVATOR With a partner, change the Conversation Model, using the information on your notepad. Then change roles.

- A: So what are you doing these days?
- B: Well,
- A: No kidding! I thought you had other plans.
- B: That's right. I was going to , but
- A: How come?
- B: Well,

DON'T STOP!

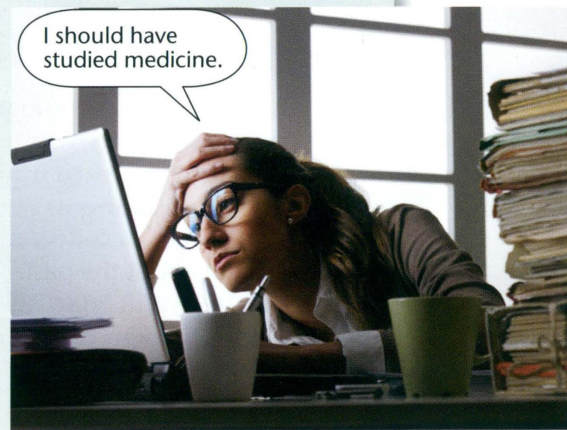
- Ask more questions.
- Explain your choices and decisions.
- Discuss the future.

C CHANGE PARTNERS Practice the conversation again about other intentions or plans from your notepad.

GRAMMAR *Perfect modals*

Use perfect modals to express feelings and beliefs about past actions and events:

- **Regrets or judgments:** should have + past participle
I **should have studied** medicine. (But unfortunately, I didn't.)
She **shouldn't have divorced** Sam. (But unfortunately, she did.)
- **Possibility:** may have / might have + past participle
I **may** (OR **might**) **have failed** the final exam. It was really hard.
He **may** (OR **might**) **not have been** able to make a living as a painter.
- **Ability (OR possibility):** could have + past participle
He was the driver. He **could have prevented** the accident.
The museum was closed, but she **couldn't have known** that. It's usually open on Tuesdays.
- **Certainty:** would have + past participle
You should have gone to Rio. You **would have loved** it.
It's good they didn't move to Europe. They **wouldn't have been** happy there.
- **Conclusions:** must have + past participle
Beth isn't here. She **must have gone** home early.
(I think that's what happened.)
They didn't buy the house. The price **must not have been** acceptable.
(I think that's the reason.)



GRAMMAR BOOSTER p. 136

Regrets about the past: wish + the past perfect; should have and ought to have

A GRAMMAR PRACTICE Choose the modal that logically completes each sentence. Write that modal and the verb in the perfect modal form.

- I don't know why she took that job. It the only one available.
(must OR should) be
- I architecture. I really good at it.
(should OR may) study (must OR would) be
- Jenna's not studying Chinese anymore. It too hard to learn Chinese and Japanese at the same time.
(should OR might) be
- We didn't know we were going to have five children. We such a small house.
(could not OR should not) buy
- Ella still loves big cities. She to the countryside.
(must not OR should not) move
- When I was young, everyone thought I was a great singer. But I decided to become a lawyer instead. Looking back, I think I on the wrong career.
(may OR should) decide

B PAIR WORK Provide three possible reasons for each statement. Use may / might have, must have, and could have. Follow the example.

Example: John is late for dinner.

“ He might have gotten stuck in traffic. ”

“ And he must not have taken his cell phone. ”

“ Or he could have had an important meeting at work. ”

- 1 My brother never got married.
- 2 All the classes were canceled today.
- 3 Michael is forty, and he just became a doctor.
- 4 Rachel grew up in New York, but now she lives in São Paulo.
- 5 They had one child, and then they had three more.
- 6 They had their honeymoon in the U.S. instead of in France.

PRONUNCIATION Reduction of have in perfect modals

A ▶ 3:24 Notice the reduction of have in perfect modals. Read and listen. Then listen again and repeat.

1 I ^{/ʃʊdəv/} should have married Marie.

3 We may ^{/nɒtəv/} not have seen it.

2 They ^{/maɪtəv/} might have left.

4 She ^{/kʊdəv/} could have been on time.

B PAIR WORK Take turns reading the sentences with perfect modals in Exercise A. Use correct reduction of have.

CONVERSATION MODEL

A ▶ 3:25 Read and listen to a conversation between two people discussing a regret about the past.

A: I should have married Steven.

B: Why do you think that?

A: Well, I might have had children by now.

B: Could be. But you never know. You might not have been happy.

A: True.

B ▶ 3:26 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Express regrets about past actions

A **NOTEPADDING** Write about some regrets you have about past actions. Say how you think things might have been different in your life today.

Past action	Regret	How might things have been different?
a job / career choice	I didn't take the job at MacroTech.	I might have been CEO by now!

Past action	Regret	How might things have been different?
a job / career choice		
a field of study		
a marriage / divorce		
a choice of house or apartment		
a move from one place to another		

B **CONVERSATION ACTIVATOR** With a partner, personalize the Conversation Model. Discuss your regrets and speculate on how things might have been different. Use information from your notepad and perfect modals. Then change roles.

A: I should (OR I shouldn't) have

B: Why do you think that?

A: Well, I

B: Could be. But you never know. You might

A:

DON'T STOP!

- Ask your partner more questions about his or her regrets.
- Speculate about what happened.
- Offer advice.



RECYCLE THIS LANGUAGE.

Why did / didn't you ___?
 Why don't you ___?
 How about ___?
 must (not) have ___
 may / might (not) have ___
 could have ___

BEFORE YOU LISTEN

DIGITAL
FLASH
CARDS

A ▶ 3:27 **VOCABULARY** • **Qualifications for work or study** Read and listen. Then listen again and repeat.

- talents** abilities in art, music, mathematics, etc., that you are born with
She was born with talents in both mathematics and art.
- skills** abilities that you learn, such as cooking, speaking a foreign language, or driving
She has several publishing skills: writing, editing, and illustrating.
- experience** time spent working at a job
Martin has a lot of experience in sales. He has worked at three companies.
- knowledge** understanding of or familiarity with a subject gained from experience or study
James has extensive knowledge of the history of film. You can ask him which classics to see.
- qualifications** talents, skills, experience, and knowledge that make a person a good candidate for a job
I have two qualifications for the English teaching position: I have a teaching certificate, and I have taught English for two years.

B THINK AND EXPLAIN Explain the following in your own words. Use examples from your life.

- the difference between a talent and a skill
- the difference between experience and knowledge

LISTENING COMPREHENSION

A ▶ 3:28 **LISTEN FOR DETAILS** Listen to nine people being interviewed at an international job fair. Stop after each interview and match the interviewee with his or her qualification for a job. Listen again if necessary.

Interviewee	Qualifications
..... 1 Sonia Espinoza	a a good memory
..... 2 Silvano Lucastro	b artistic ability
..... 3 Ivan Martinovic	c mathematical ability
..... 4 Agnes Lukins	d logical thinking
..... 5 Elena Burgess	e compassion
..... 6 Karen Trent	f manual dexterity
..... 7 Ed Snodgrass	g common sense
..... 8 Akiko Uzawa	h athletic ability
..... 9 Mia Kim	i leadership skills



B PAIR WORK With a partner, classify each qualification from Exercise A. Do you agree on all the classifications? Discuss and explain your opinions.

a talent	a skill
<i>athletic ability</i>	

“ I think athletic ability is a talent. You're born with that. ”

“ I don't agree. I think if you train and work at it, you can develop into a great athlete. I think it's a skill. ”

A FRAME YOUR IDEAS Take the skills inventory.

Preparing for an Interview

Whether you're looking for a job or interviewing for a school, interviewers expect you to answer questions about your interests, talents, skills, and experience. Take this inventory to prepare yourself for those questions.

Interests

Check the fields that interest you:

- business
- science
- education
- art
- manufacturing
- other _____

Qualifications

Check the qualifications you believe you have:

- manual dexterity
- logical thinking
- mathematical ability
- common sense
- athletic ability
- artistic ability
- compassion
- a good memory
- leadership skills
- other _____ (advanced computer skills, for example)

Experience

Briefly note information about your experience, skills, and any special knowledge you have.

Experience: _____

Skills: _____

Special knowledge: _____

B NOTEPADDING On your notepad, write specific examples of your qualifications. Then share and discuss your skills, abilities, and qualifications with a partner.

Qualification	Example
mathematical ability	I'm great at number puzzles.

Qualification	Example

C PAIR WORK Use the information on your notepad to do one of the following activities.

- Role-play an interview for a job.
- Role-play an interview for career advice.
- Role-play an interview for entry into a professional (or other kind of) school.

RECYCLE THIS LANGUAGE.

I have experience in [teaching].
 I don't have much experience, but ____.
 I'm good at [math].
 I have three years of [French].

- “ Please come in. / Have a seat. ”
- “ Tell me something about your [skills]. ”
- “ What [work experience] do you have? ”
- “ Do you have any special [skills]? ”

D GROUP WORK Tell your class what you learned about your partner in the interview.

“ My partner has a lot of experience in . . . ”



BEFORE YOU READ

A WARM-UP How important do you think the following factors are to career success? Number the factors in order of importance, making 1 the most important and 6 the least important.

- | | | |
|---|--|--------------------------------------|
| <input type="checkbox"/> skills | <input type="checkbox"/> talent | <input type="checkbox"/> work habits |
| <input type="checkbox"/> prior experience | <input type="checkbox"/> job knowledge | <input type="checkbox"/> other |
| <input type="checkbox"/> physical appearance, dress, etc. | | |

B DISCUSSION Explain the reasons for your most important and least important choices. Use concrete examples.

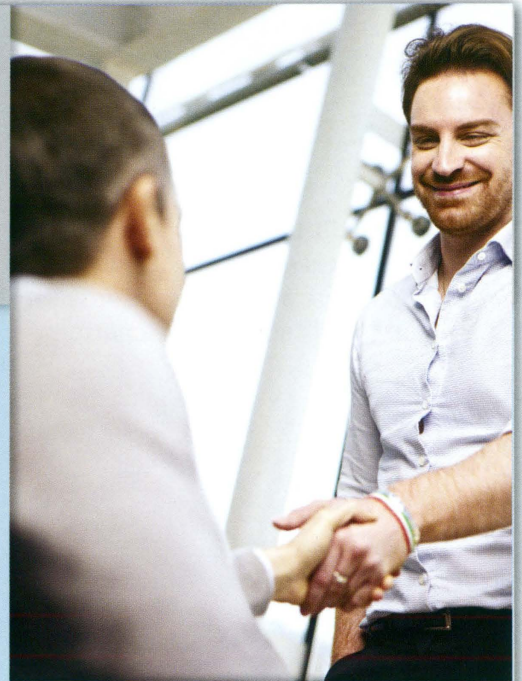
READING ▶ 3:29

The Five Most Effective Work Habits *Advice to new workers from a CEO*

If you are new to the working world, you are eager to demonstrate your skills and knowledge. However, in addition to those, some basic work habits may be even more effective in promoting your success. Read the following advice to new workers, written by the head of a company.

- 1 Volunteer for assignments** One of the best ways to signal that you are a keen learner and are not afraid of hard work is to volunteer for assignments. However, before volunteering for a task, be sure you have the skills and knowledge to accomplish it successfully.
- 2 Be nice to people** Be nice to people regardless of their rank or position. When you are nice to people, they go out of their way to help you, and every new worker needs help in order to get ahead.
- 3 Prioritize your work** We all love to start work on things that are close to our hearts. However, these may not be the most urgent and important in our list of tasks to do. Have a list of things to do according to their strategic importance to your company. When you prioritize your work, you are more productive, and that increases your chances of career success.
- 4 Stay positive** As someone new in the working world, you are not used to office culture. And there may be office politics that complicate things. Try to stay above politics and remain positive in the face of challenges. When you are positive, you stay focused on your goals. You make better decisions and, therefore, get more things done.
- 5 Highlight a problem but bring solutions** Offer a solution each time you highlight a problem to your boss or management. You need to remember that when you bring problems and not solutions, people may think of you as a “complainer.”

These five work habits, at first glance, may seem like common sense. However, in actual working environments, people tend to forget the basics. I counsel new workers in our company to internalize this behavior and consistently use it to increase their chances of career success.



Source: Adapted from www.career-success-for-newbies.com.

A UNDERSTAND FROM CONTEXT Find and underline the words below in the Reading. Use context to help you write a definition for each. Then compare definitions with a partner.

a habit	
a solution	
volunteer	
prioritize	

B CONFIRM CONTENT Answer the questions, according to what the CEO suggests.

- 1 Which may be most important in determining a new worker's success: knowledge, work habits, or skills?
- 2 Why should workers volunteer to do tasks?
- 3 Why is "being nice" a valuable habit to develop?
- 4 What is the value of prioritizing tasks?
- 5 How does staying positive help you be more productive?
- 6 What's wrong with stating a problem without proposing a solution?

DIGITAL
MORE
EXERCISES

NOW YOU CAN Discuss factors that promote success

A NOTEPADDING On your notepad, write some factors that have helped you be successful in your life, studies, or work, and some factors that have prevented you from being successful. (You can choose one, some, or all areas to comment on.) Then compare notepads with a partner.

Area	Factors that helped 😊	Factors that hurt ☹️
my personal life	love, patience, common sense!	not listening to or paying attention to others

Area	Factors that helped 😊	Factors that hurt ☹️
my personal life		
managing my home		
my studies / work		

B DISCUSSION Discuss factors that you think promote success and factors that don't. Use your notepad for support, but expand on it with specific examples from your life to illustrate each factor. Talk about plans that changed and any regrets you may have.



RECYCLE THIS LANGUAGE.

Factors

- talents
- skills
- experience
- knowledge
- common sense

Changes in plans

- I thought I would __, but __.
- I was going to __, but I changed my mind.
- __ talked me out of it.
- It's hard to make a living as __.
- My tastes changed.

Regrets

- I should have __.
- I could have __.
- I might have __.
- I would have __.

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion. For example: "prioritize your work."

REVIEW

A ▶ 3:30 Listen to the conversations between people talking about life changes. Write information on the notepad. Listen again if necessary.

	Why did the person change his or her mind?	Any regrets?
1		
2		
3		
4		

B Explain the meaning of each of the qualifications. Then write an occupation or course of study for a person with each qualification.

	Qualification	Definition	Occupation or Study
1	athletic ability		
2	artistic ability		
3	mathematical ability		
4	logical thinking ability		
5	a good memory		
6	leadership skills		

C Complete each statement of belief, using would.


- When I was a child, I thought I
- My parents believed
- My teachers were sure
- When I finished school, I didn't know

D Read each sentence. Complete the statement in parentheses, using a perfect modal.

- Marie was very unhappy in her marriage. (She should . . .)
- After Sylvia moved to another country, she discovered she liked her own better. (She could . . .)
- My parents were sorry they sold their country house. (They shouldn't . . .)
- I can't understand how she learned to speak Italian so fast. (She might . . .)
- Look at John's car. It's all smashed up. (He must . . .)

1. *She should have tried to communicate more with her husband.*

For additional language practice . . .


YORK TOP NOTCH POP • Lyrics p. 154
 "I Should Have Married Her"



WRITING

Write a short autobiography. Include information about one or all of the topics below. If you have any regrets, express them, using perfect modals.

- your birth
- your childhood
- your studies
- other aspects of your life

WRITING BOOSTER p. 150

- Dividing an essay into topics
- Guidance for this writing exercise

ORAL REVIEW

STORY IN PAIRS Choose one of the characters: Michael or Carlota. Look at the pictures for each of the three dates. Tell the story of your character to your partner. Then change partners and choose a different character.

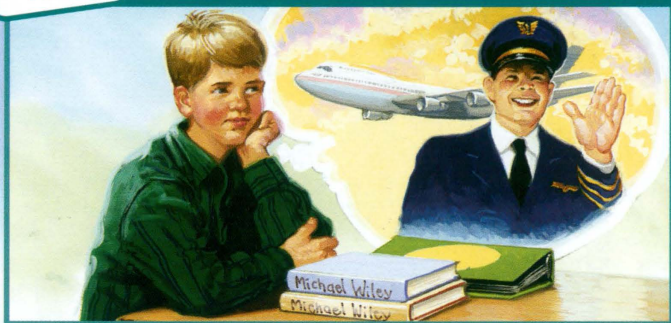
Michael

Carlota

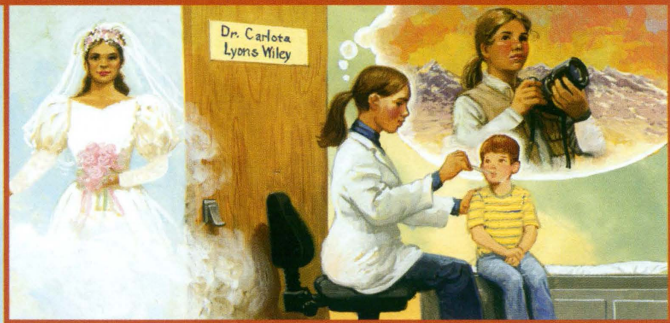
1980 Their parents' plans and dreams for them



1990 Their wishes and dreams for themselves



NOW Their actual choices and regrets



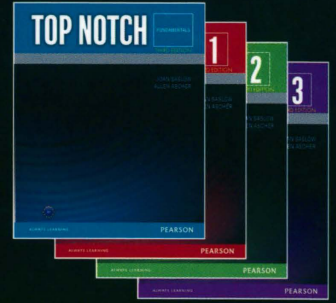
✓ NOW I CAN

- Explain a change of intentions or plans.
- Express regrets about past actions.
- Discuss skills, abilities, and qualifications.
- Discuss factors that promote success.

TOP NOTCH



THIRD EDITION



THE LEADER IN GLOBAL COMMUNICATION

Top Notch develops confident, culturally fluent English speakers who can successfully navigate the social, travel, and business situations that they will encounter in their lives. It delivers immediate, demonstrable results through its proven pedagogy and systematic recycling of language.

Top Notch provides more practice and more teacher support than any course available today.

COMPLETE AND FLEXIBLE

- **ActiveTeach** is a dynamic, customizable multimedia teaching tool. It includes the Student's Book, in digital form, with point-of-use audio, video, flash cards, interactive activities, and lesson plans. With printable resources and assessment.
- **Student's Book**
- **Workbook**
- **Teacher's Edition and Lesson Planner**
- **Full-Course Placement Tests**
- **Assessment** Printable from ActiveTeach

