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SECOND EDITION

TOP NOTCH

with ActiveBook

3A

Joan Saslow • Allen Ascher



PEARSON
Longman



eBOOK



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Learning Objectives

Unit	Communication Goals	Vocabulary	Grammar
1 Make Small Talk page 2	<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"> • Ways to ask about proper address • Intensifiers • Manners and etiquette 	<ul style="list-style-type: none"> • Tag questions: usage, form, and common errors • The past perfect: meaning, form, and usage <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Tag questions: short answers • Verb usage: present and past (review)
2 Health Matters page 14	<ul style="list-style-type: none"> • Call in sick • Make a medical or dental appointment • Discuss types of treatments • Talk about medications 	<ul style="list-style-type: none"> • Dental emergencies • Symptoms • Medical procedures • Types of medical treatments • Medications 	<ul style="list-style-type: none"> • Modal <u>must</u>: drawing conclusions • <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>; <u>most likely</u>; common errors • Expressing possibility with <u>maybe</u>; common errors
3 Getting Things Done page 26	<ul style="list-style-type: none"> • Get someone else to do something • Request express service • Evaluate the quality of service • Plan a meeting or social event 	<ul style="list-style-type: none"> • Ways to help out another person • Ways to indicate acceptance • Services • Planning an event 	<ul style="list-style-type: none"> • Causatives <u>get</u>, <u>have</u>, and <u>make</u> • The passive causative <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • <u>Let</u> to indicate permission • Causative <u>have</u>: common errors • The passive causative: the <u>by</u> phrase
4 Reading for Pleasure page 38	<ul style="list-style-type: none"> • Recommend a book • Offer to lend something • Describe your reading habits • Discuss the quality of reading materials 	<ul style="list-style-type: none"> • Types of books • Ways to describe a book • 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 and adjectives that can be followed by clauses with <u>that</u> • Embedded questions: usage and common errors, punctuation, with infinitives • Noun clauses as subjects and objects
5 Natural Disasters page 50	<ul style="list-style-type: none"> • Convey a message • Report news • Describe natural disasters • Prepare for an emergency 	<ul style="list-style-type: none"> • Severe weather and other natural disasters • Adjectives of severity • Emergency preparations and supplies 	<ul style="list-style-type: none"> • Indirect speech: <ul style="list-style-type: none"> ◦ Imperatives ◦ <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 <ul style="list-style-type: none"> ◦ Form and common errors

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"> • Rising and falling intonation of tag questions 	<p>Texts:</p> <ul style="list-style-type: none"> • A business meeting memo and agenda • A magazine 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"> • Predict • Confirm facts • Summarize 	<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 afraid ...</u> • Express disappointment with <u>I'm sorry to hear that</u> • Show concern with <u>Is something wrong?</u> and <u>That must be awful</u> • Begin a request for assistance 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"> • Auditory discrimination • Listen for details <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 patient information form • A medicine label • 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 would, but ...</u> and an excuse to politely turn down a request • Indicate acceptance of someone's excuse with <u>That's OK. I understand</u> • Suggest an alternative with <u>Maybe you could ...</u> • Soften a request by beginning it with <u>Do you think you could ...</u> • Soften an almost certain <u>no</u> with <u>That might be difficult</u> • Use <u>Well, ...</u> to indicate willingness to reconsider 	<p>Listening Skills:</p> <ul style="list-style-type: none"> • Listen for specific information • Listen for main ideas • Listen for order of details • 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 travel article about tailoring services • A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> • Identify supporting details • 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>That would be great</u> to express gratitude for 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 • Capsule descriptions of four best-sellers • A magazine article about comics • A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> • Recognize points of view • Critical thinking 	<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 • Listen to 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

Unit	Communication Goals	Vocabulary	Grammar
6 Life Plans page 62	<ul style="list-style-type: none"> • Explain a change in life and work 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 • Skills and abilities 	<ul style="list-style-type: none"> • Future in the past: <u>was / were</u> and <u>would</u> <ul style="list-style-type: none"> ◦ Usage, form, and common errors • 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) • Common errors • 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>
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 • Ways to give 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 • Reciprocal pronouns • Adjective clauses: <u>who</u> and <u>whom</u> in formal English
8 Inventions and Discoveries page 86	<ul style="list-style-type: none"> • Describe technology • Take responsibility for a mistake • Describe how inventions solve problems • Discuss the impact of inventions / discoveries 	<ul style="list-style-type: none"> • Describing manufactured products • Descriptive adjectives 	<ul style="list-style-type: none"> • Conditional sentences (review and common errors) • 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
9 Controversial Issues page 98	<ul style="list-style-type: none"> • Bring up a controversial subject • 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 • Introducing sticky questions • 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"> ◦ Review of form and usage ◦ Review of usage after certain verbs
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 • Geographical directions • Ways to recommend or criticize a place • Ways to describe possible risks • Dangerous animals and insects • Geographic nouns and adjectives • Ways to talk about the environment 	<ul style="list-style-type: none"> • Prepositions of geographical place • <u>Too</u> + adjective and infinitive <ul style="list-style-type: none"> ◦ Usage, form, and common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Prepositions of place: more usage • Proper nouns <ul style="list-style-type: none"> ◦ Capitalization ◦ Use of <u>the</u> • Infinitives with <u>enough</u> <ul style="list-style-type: none"> ◦ Usage and common errors

Grammar Booster..... page 122
 Writing Booster..... page 141

Conversation Strategies	Listening / Pronunciation	Reading	Writing
<ul style="list-style-type: none"> • Say <u>No kidding!</u> to indicate delight or surprise • Say <u>How come?</u> to ask for a reason • Express a regret with <u>I should have ...</u> • Use <u>You never know...</u> to reassure someone • Accept another's reassurance with <u>True</u> 	<p>Listening Skills:</p> <ul style="list-style-type: none"> • Listen to infer a speaker's motives • Listen for details • Listen to classify information <p>Pronunciation:</p> <ul style="list-style-type: none"> • Reduction of <u>have</u> 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 <u>Thanks! Same to you!</u> • Preface a potentially sensitive question with <u>Do you mind if I ask you ...</u> • Ask about socially appropriate behavior in order to avoid embarrassment • Express appreciation with <u>Thanks. That's really helpful</u> 	<p>Listening Skills:</p> <ul style="list-style-type: none"> • Listen for the main idea • 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"> • A magazine article about holidays around the world • Proverbs about weddings • Factoids on holidays • A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> • Preview • 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 <u>I'm ashamed to say ...</u> • Reduce another's self-blame with <u>That can happen to anyone</u> and <u>No harm done</u> 	<p>Listening Skills:</p> <ul style="list-style-type: none"> • Infer the correct adjective • Listen for main ideas • Listen to associate • Listen to infer meaning <p>Pronunciation:</p> <ul style="list-style-type: none"> • Contractions with <u>d</u> in spoken English 	<p>Texts:</p> <ul style="list-style-type: none"> • Case studies of poor purchasing decisions • A book excerpt about the printing press • Factoids on famous inventions • A photo story <p>Skills/Strategies:</p> <ul style="list-style-type: none"> • Infer information • Identify cause and effect 	<p>Task:</p> <ul style="list-style-type: none"> • Write an essay about the historical impact of an important invention <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 sticky subject • Politely indicate unwillingness with <u>No offense, but ...</u> • Apologize for refusing with <u>I hope you don't mind</u> • Use <u>How do you feel about...</u> to invite someone's opinion • Use <u>Well, ...</u> to introduce a different point of view • Use <u>So ...</u> to begin a question clarifying someone's statement 	<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 • Understand from context • 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 <u>I've been thinking about it</u> • Qualify a positive response with <u>Sure, but ...</u> • Elaborate further information using <u>Well, ...</u> • Express gratitude for a warning 	<p>Listening Skills:</p> <ul style="list-style-type: none"> • Infer a speaker's point of view • Listen for main ideas • Listen for details • Listen to summarize <p>Pronunciation:</p> <ul style="list-style-type: none"> • Voiced and voiceless <u>th</u> 	<p>Texts:</p> <ul style="list-style-type: none"> • Maps • A magazine 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 six-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 the *Top Notch* course 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.

Each full level of *Top Notch* contains enough material for 60 to 90 hours of classroom instruction. A wide choice of supplementary components makes it easy to tailor *Top Notch* to the needs of your classes.

**Summit 1* and *Summit 2* are the titles of the fifth and sixth levels of the *Top Notch* course. All Student's Books are available in split editions with bound-in workbooks.

The *Top Notch* instructional design

Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated communication goal. All lesson activities are integrated with the goal and systematically build toward a final speaking activity in which students demonstrate achievement of the goal. "Can-do" statements in each unit ensure students' awareness of the continuum of their progress.

A purposeful conversation syllabus

Memorable conversation models provide essential and practical social language that students can carry "in their pockets" for use in real life. Guided conversation pair work enables students to modify, personalize, and extend each model so they can use it to communicate their own thoughts and needs. Free discussion activities are carefully crafted so students can continually retrieve and use the language from the models. All conversation models are informed by the Longman Corpus of Spoken American English.

An emphasis on cultural fluency

Recognizing that English is a global language, *Top Notch* actively equips students to interact socially with people from a variety of cultures and deliberately prepares them to understand accented speakers from diverse language backgrounds.

Intensive vocabulary development

Students actively work with a rich vocabulary of high-frequency words, collocations, and expressions in all units of the Student's Book. Clear illustrations and definitions clarify meaning and provide support for independent study, review, and test preparation. Systematic recycling promotes smooth and continued acquisition of vocabulary from the beginning to the advanced levels of the course.

A dynamic approach to grammar

An explicit grammar syllabus is supported by charts containing clear grammar rules, relevant examples, and explanations of meaning and use. Numerous grammar exercises provide focused practice, and grammar usage is continually activated in communication exercises that illustrate the grammar being learned.

A dedicated pronunciation syllabus

Focused pronunciation, rhythm, and intonation practice is included in each unit, providing application of each pronunciation point to the target language of the unit and facilitating comprehensible pronunciation.

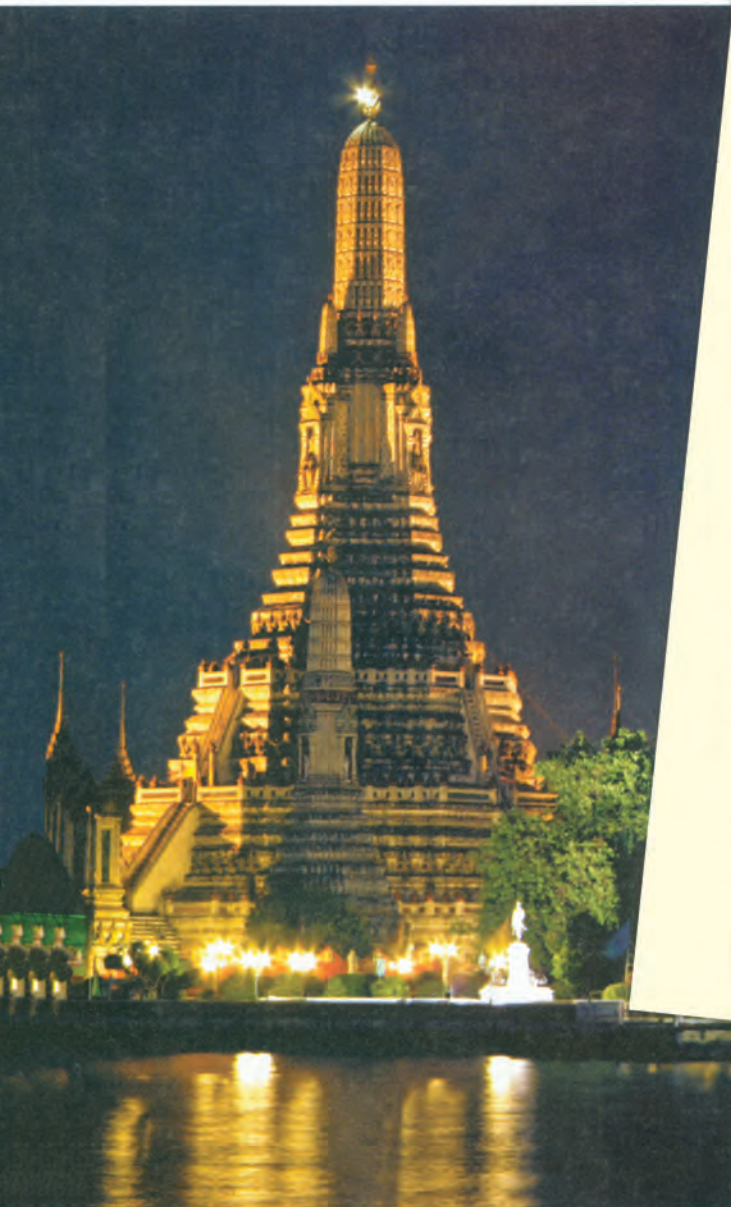
UNIT
1

Make Small Talk

GOALS After Unit 1, you will be able to:

- 1 Make small talk.
- 2 Describe a busy schedule.
- 3 Develop your cultural awareness.
- 4 Discuss how culture changes over time.

Preview



ROWAN PAPER
International

Annual Meeting for Affiliates
Bangkok, Thailand
March 24 – 27

Meeting Etiquette

WELCOME TO OUR AFFILIATES FROM
ALL PARTS OF THE WORLD!

Since we all come together from different traditions and cultures, here are some guidelines to make this meeting run smoothly:

- Please arrive promptly for meetings.
 - Dress is business casual: no ties or jackets required. However, no denim or shorts, please. Ladies should feel free to wear slacks.
 - Please refrain from making or taking calls during meetings. Put all cell phones and pagers on vibrate mode. If you have an urgent call, please step outside into the corridor.
 - Note: Everyone is on a first-name basis.
- FYI: Food is international style. All meals will provide non-meat options. If you have a special dietary requirement, please speak with Ms. Parntep at the front desk.

ROWAN PAPER

Agenda—March 24

8:30: Breakfast buffet in Salon Bangkok	Ballroom
9:15: Welcome and opening remarks Philippe Martin President and CEO	Ballroom
9:45: First quarter results and discussion Angela de Groot CFO	Ballroom
10:30: Coffee break	Ballroom
11:00: International outlook and integrated marketing plans Sergio Montenegro	Ballroom
11:00: Regional marketing plans	Salon A
• U.S. and Canada Group	Salon B
• Mexico and Central America Group	Salon C
• Caribbean Group	
• South America (Southern Cone and Andes) Group	Salon D
• Brazil	Salon E

- A** Read and summarize the etiquette guidelines for an international business meeting. Write four statements beginning with Don't.
- B Discussion** Why do you think Rowan Paper International feels it's necessary to tell participants about meeting etiquette? What could happen if they didn't clarify expectations?

C **Photo story** Read and listen to a conversation between two participants at the meeting in Bangkok.

ENGLISH FOR TODAY!
connecting people from dif
and language backg



Teresa: Allow me to introduce myself. I am Teresa Segovia from the Santiago office. *Sawatdee-Kaa*.

Surat: Where did you learn the *wai*? You're Chilean, aren't you?

Teresa: Yes, I am. But I have a friend in Chile from Thailand.

Surat: Well, *Sawatdee-Khrab*. Nice to meet you, Ms. Segovia. I'm Surat Leekpai.

Teresa: No need to be so formal. Please call me Terri.

Surat: And please call me Surat.

Teresa: OK. Surat, do you mind my asking you a question about that, though?

Surat: Not at all.

Teresa: Is it customary in Thailand for people to be on a first-name basis?

Surat: Well, at company meetings in English, always. In other situations, though, people tend to be a little more formal. It's probably best to watch what others do. You know what they say: "When in Rome, . . ."

Teresa: Mm-hmm . . ., "do as the Romans do!"

Teresa: Spanish speaker / Surat: Thai speaker

*Thais greet each other with a gesture called the wai and by saying "Sawatdee-Kaa" (women) / "Sawatdee-Khrab" (men).

D Think and explain Answer the following questions.

- 1 Why was Surat surprised about the way Teresa greeted him? How do you know he was surprised?
- 2 Why do you think Teresa decided to say "Sawatdee-Kaa"?
- 3 What did Teresa mean when she said, "No need to be so formal"?
- 4 What do you think the difference is between "People *tend to be* a little more formal" and "People *are* a little more formal"?
- 5 What do you think the saying "When in Rome, do as the Romans do" means?

E Personalization Look at the chart. If you took a trip to another country, how would you like to be addressed? Explain your reasons.

I'd like to be called . . .	Always	In some situations	Never
by my title and my family name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
by my first name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
by my nickname.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'd prefer to follow the local customs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F Discussion Talk about the following questions.

- 1 In your opinion, is it inappropriate for two people of very different status (such as a CEO and an assistant) to be on a first-name basis? Explain.
- 2 In general, when do you think people should use first names with each other? When should they use titles and last names? Explain your reasons.

CONVERSATION MODEL

A ^{1:03} Read and listen to two people meeting and making small talk.

A: Good morning. Beautiful day, isn't it?

B: It really is. By the way, I'm Kazuko Toshinaga.

A: I'm Jane Quitt. Nice to meet you.

B: Nice to meet you, too.

A: Do you mind if I call you Kazuko?

B: Absolutely not. Please do.

A: And please call me Jane.

^{1:05} **Ways to ask about proper address**
Do you mind if I call you [Kazuko]?
Would it be rude to call you [Kazuko]?
What would you like to be called?
How do you prefer to be addressed?
Do you use Ms. or Mrs.?

B ^{1:04} **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR Tag questions: use and form

Use tag questions to confirm information you already think is true or to encourage someone to make small talk with you.
(It's a) beautiful day, **isn't it?**

When the statement is affirmative, the tag is negative. When the statement is negative, the tag is affirmative.

<p>affirmative You're Lee, She speaks Thai, He's going to drive, They'll be here later, You were there, They left, It's been a great day, Ann would like Quito, They can hear me,</p>	<p>aren't you? doesn't she? isn't he? won't they? weren't you? didn't they? hasn't it? wouldn't she? can't they?</p>
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<p>negative You're not Amy, I don't know you, We're not going to eat here, It won't be long, He wasn't driving, We didn't know, She hasn't been here long, You wouldn't do that, He can't speak Japanese,</p>	<p>are you? do I? are we? will it? was he? did we? has she? would you? can he?</p>
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Be careful!
Use **aren't I?** for negative tag questions after **I am**.
I'm on time, **aren't I?** BUT I'm not late, **am I?**
Use pronouns, not names or other nouns, in tag questions.
Bangkok is in Thailand, **isn't it?**
NOT **isn't Bangkok?**

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• Tag questions: short answers

A Find the grammar Find a tag question in the Photo Story on page 3.

B Grammar practice Complete each statement with a tag question.

- | | |
|--|--|
| <p>1 Rob is your manager,.....?</p> <p>2 I turned off the projector,.....?</p> <p>3 Tim is going to present next,.....?</p> <p>4 She won't be at the meeting before 2:00,.....?</p> <p>5 We haven't forgotten anything,.....?</p> <p>6 There was no one here from China,.....?</p> | <p>7 The agenda can't be printed in the business center before 8:00 A.M.,.....?</p> <p>8 They were explaining the etiquette rules,.....?</p> <p>9 She wants to be addressed by her first name,.....?</p> <p>10 It was a great day,.....?</p> |
|--|--|

Make Small Talk

Preview

1

Read the tips on business etiquette. Then read the situations below. Decide if the behavior in each situation is appropriate or inappropriate.

TIPS ON BUSINESS ETIQUETTE

- ▶ Always introduce the most important person first.
- ▶ Use your business card as a way to stay in touch with people you meet. Exchanging and saving business cards can help you “network” later.
- ▶ Being on time is absolutely necessary for business appointments. The rule is to arrive ten to fifteen minutes early. However, for social events, such as business parties, it is considered impolite to arrive early.
- ▶ In major cities, business clothing is usually formal. Blue, black, or gray suits are conservative and always appropriate. In warm climates, neat and comfortable khakis, jeans, or slacks, sometimes with a jacket, are OK. However, the first time you visit a company, it is always best to start with a conservative look.
- ▶ Business conversations often take place during meals. The meals are a time to relax, get to know the other person socially, and then talk a little business. Depending on the person’s schedule, these meetings can be at breakfast, lunch, or dinner.
- ▶ Eye contact is very important. Always look at everyone in your conversation group. Move your eyes from one person to another. It makes people feel important and holds their attention.



Source: www.cyborlink.com

1. While you’re meeting with a client, the CEO of your company comes into your office. You introduce the CEO to your client first. appropriate inappropriate
2. You are meeting with a group of four people. While speaking, you’re looking only at the highest level manager in the group. appropriate inappropriate
3. You have an interview at a new company on Friday. You know the company allows employees to dress casually on Fridays, so you decide to wear casual clothing. appropriate inappropriate
4. You don’t have time during the regular business hours to meet with a client. You decide to meet over dinner. appropriate inappropriate
5. You’re invited to a business party and the invitation says the party is from 7:00 to 9:00 P.M. You arrive at 6:45. appropriate inappropriate

2

Match the correct response to each statement or question. Write the letter on the line.

- | | |
|---|--|
| 1. Nice to meet you. _____ | a. Not really. People tend to be more formal here. |
| 2. What is the custom here? _____ | b. Please call me by my nickname. |
| 3. How would you like to be called? _____ | c. Nice to meet you, too. |
| 4. Are most people on a first-name basis? _____ | d. No need to be so formal. Please call me Robert. |
| 5. Nice to meet you, Mr. Reston. | e. I'm not sure. It's probably best to watch what others do. |

3

WHAT ABOUT YOU? Answer the questions in your own way.

1. What do you prefer to be called by your family? _____
2. What do you like to be called by your friends? _____
3. What do you prefer to be called by your colleagues or classmates? _____

LESSON 1

4

Put the conversation in the correct order. Write the number on the line.

- _____ Hi! It's a great day, isn't it?
- _____ Nice to meet you, too. Would it be rude to call you Joe?
- _____ It really is. Allow me to introduce myself. I'm Amanda Decker.
- _____ Absolutely not. Please do.
- _____ Great. And call me Amanda.
- _____ I'm Joe Hanson. It's nice to meet you.

5

Complete each statement with a tag question.

1. He didn't know about that custom, _____?
2. It's a great day to go to the beach, _____?
3. You learned Japanese in school, _____?
4. Mike will be here later, _____?
5. You're not from Turkey, _____?
6. The program in Bali wasn't very successful, _____?
7. I'm presenting my report at 2, _____?
8. There weren't a lot of people at the conference, _____?

6 Read the situations and complete the tag questions.

- You think your friend got a good grade on her science test.
"She got a good grade on her science test, didn't she?"
- You see two people talking, but you don't think that they know each other.
"They don't know each other, do they?"
- You're talking to your friend. You think he'll be late to the party tonight.
"You _____ late to the party tonight, _____?"
- When you get to class, you think your friend Diane hasn't gotten there yet.
"Diane _____ here yet, _____?"
- You heard that your friend Bill was in a car accident yesterday, but you don't think that's true.
"Bill _____ in a car accident yesterday, _____?"
- You think that Dr. Jenkins doesn't like to be called by her first name.
"Dr. Jenkins _____ to be called Kate, _____?"

7 Read the information about Allison McFarland. Then use the information on the form to write statements with tag questions.

Name:	Allison McFarland
Preferred title:	Ms.
Date of birth:	October 27, 1985
Place of birth:	Hong Kong
Country of residence:	Canada
Occupation:	student



- You're Allison McFarland, aren't you?
- _____
- _____
- _____
- _____

8 WHAT ABOUT YOU? Which topics are appropriate for small talk in your country? Check yes or no. If you check no, then explain why the topic is not appropriate.

	yes	no	
1. what someone would like to be called	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. how much money a person makes	<input type="checkbox"/>	<input type="checkbox"/>	_____
3. a person's work or studies	<input type="checkbox"/>	<input type="checkbox"/>	_____
4. someone's marital status	<input type="checkbox"/>	<input type="checkbox"/>	_____

LESSON 2

9

Look at Ken Klein's weekly planner. Then circle the letter of the answer that completes each sentence. Today is Sunday.

<p>MONDAY</p> <p>12:00 travel to Copenhagen 7:00 meet Jason Bailey for dinner</p>	<p>THURSDAY</p> <p>9:00 read TechServe report 1:00 have meeting with TechServe</p>
<p>TUESDAY</p> <p>8:30 have meeting with Computech 12:30 prepare client presentation</p>	<p>FRIDAY</p> <p>8:00 have meeting with Nelson Company 3:00 present results of Nelson Company meeting 8:30 fly home to London</p>
<p>WEDNESDAY</p> <p>9:00 fly to Brussels 1:30 meet Clark Sampson for lunch 4:00 give presentation to clients 7:30 take clients to dinner</p>	<p>SATURDAY</p> <p>relax all afternoon! 7:45 go to the movies with Tania</p>
	<p>SUNDAY</p> <p>exercise in morning at gym</p>

- By 5:00 P.M. on Monday, Ken _____ to Copenhagen.
a. had already traveled b. hadn't yet traveled
- On Tuesday, Ken _____ Clark Sampson for lunch.
a. had already met b. hadn't yet met
- On Wednesday evening, Ken _____ to Brussels.
a. hadn't yet flown b. had already flown
- Ken _____ the results of the Nelson Company meeting at 2:00 on Friday.
a. hadn't yet presented b. had already presented
- Ken _____ all week before he was able to relax on Saturday.
a. had worked b. hadn't worked

10

Look at Ken Klein's weekly planner again. Complete the statements using the past perfect and already or not yet.

- By the time he flew to Brussels, Ken had already had the meeting with Computech, but he hadn't yet had the meeting with TechServe.
- At 7:00 P.M. on Wednesday, he _____ the presentation to the clients, but he _____ the clients to dinner.
- Ken _____ the TechServe report when he had the meeting with TechServe.
- Ken _____ the meeting with Nelson Company when he had the meeting with TechServe.
- By Saturday evening, Ken _____ at the gym.
- At 8:00 on Saturday, Ken _____ to the movies with Tania.

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