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**SECOND EDITION**

# TOP NOTCH

with ActiveBook

# 3B

**Joan Saslow • Allen Ascher**



PEARSON  
Longman



eBOOK



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# Learning Objectives

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

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

Unit	Communication Goals	Vocabulary	Grammar
<b>6</b> <b>Life Plans</b> page 62	<ul style="list-style-type: none"> <li>• Explain a change in life and work plans</li> <li>• Express regrets about past actions</li> <li>• Discuss skills, abilities, and qualifications</li> <li>• Discuss factors that promote success</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons for changing plans</li> <li>• Skills and abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Future in the past: <u>was / were</u> and <u>would</u> <ul style="list-style-type: none"> <li>◦ Usage, form, and common errors</li> </ul> </li> <li>• Perfect modals</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Expressing the future (review)</li> <li>• The future with <u>will</u> and <u>be going to</u> (review)</li> <li>• Common errors</li> <li>• Regrets about the past:                             <ul style="list-style-type: none"> <li>◦ <u>Wish</u> + the past perfect</li> <li>◦ <u>Should have</u> and <u>ought to have</u></li> </ul> </li> </ul>
<b>7</b> <b>Holidays and Traditions</b> page 74	<ul style="list-style-type: none"> <li>• Wish someone a good holiday</li> <li>• Ask about local customs</li> <li>• Exchange information about holidays</li> <li>• Explain wedding traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Types of holidays</li> <li>• Ways to commemorate a holiday</li> <li>• Ways to give good wishes on holidays</li> <li>• Getting married: events and people</li> </ul>	<ul style="list-style-type: none"> <li>• Adjective clauses with subject relative pronouns <u>who</u> and <u>that</u> <ul style="list-style-type: none"> <li>◦ Usage, form, and common errors</li> </ul> </li> <li>• Adjective clauses with object relative pronouns <u>who</u>, <u>whom</u>, and <u>that</u> <ul style="list-style-type: none"> <li>◦ Form and common errors</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Adjective clauses: common errors</li> <li>• Reflexive pronouns</li> <li>• Reciprocal pronouns</li> <li>• Adjective clauses: <u>who</u> and <u>whom</u> in formal English</li> </ul>
<b>8</b> <b>Inventions and Discoveries</b> page 86	<ul style="list-style-type: none"> <li>• Describe technology</li> <li>• Take responsibility for a mistake</li> <li>• Describe how inventions solve problems</li> <li>• Discuss the impact of inventions / discoveries</li> </ul>	<ul style="list-style-type: none"> <li>• Describing manufactured products</li> <li>• Descriptive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Conditional sentences (review and common errors)</li> <li>• The past unreal conditional                             <ul style="list-style-type: none"> <li>◦ Usage, form, and common errors</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Real and unreal conditionals (review)</li> <li>• Clauses after <u>wish</u></li> <li>• <u>Unless</u> in conditional sentences</li> <li>• The unreal conditional: variety of forms</li> </ul>
<b>9</b> <b>Controversial Issues</b> page 98	<ul style="list-style-type: none"> <li>• Bring up a controversial subject</li> <li>• Discuss controversial issues politely</li> <li>• Propose solutions to global problems</li> <li>• Debate the pros and cons of issues</li> </ul>	<ul style="list-style-type: none"> <li>• Political terminology</li> <li>• A continuum of political and social beliefs</li> <li>• Introducing sticky questions</li> <li>• Controversial issues</li> <li>• Ways to agree or disagree</li> <li>• How to debate an issue politely</li> </ul>	<ul style="list-style-type: none"> <li>• Non-count nouns that represent abstract ideas</li> <li>• Verbs followed by objects and infinitives</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Count and non-count nouns: review and extension</li> <li>• Gerunds and infinitives:                             <ul style="list-style-type: none"> <li>◦ Review of form and usage</li> <li>◦ Review of usage after certain verbs</li> </ul> </li> </ul>
<b>10</b> <b>Beautiful World</b> page 110	<ul style="list-style-type: none"> <li>• Describe a geographical location</li> <li>• Warn about a possible risk</li> <li>• Describe a natural setting</li> <li>• Discuss solutions to global warming</li> </ul>	<ul style="list-style-type: none"> <li>• Geographical features</li> <li>• Geographical directions</li> <li>• Ways to recommend or criticize a place</li> <li>• Ways to describe possible risks</li> <li>• Dangerous animals and insects</li> <li>• Geographic nouns and adjectives</li> <li>• Ways to talk about the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions of geographical place</li> <li>• <u>Too</u> + adjective and infinitive                             <ul style="list-style-type: none"> <li>◦ Usage, form, and common errors</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Prepositions of place: more usage</li> <li>• Proper nouns                             <ul style="list-style-type: none"> <li>◦ Capitalization</li> <li>◦ Use of <u>the</u></li> </ul> </li> <li>• Infinitives with <u>enough</u> <ul style="list-style-type: none"> <li>◦ Usage and common errors</li> </ul> </li> </ul>

Grammar Booster..... page 130  
 Writing Booster..... page 145

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

# 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  
**6**

# Life Plans

**GOALS** After Unit 1, y

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

## Preview

### What's the best career for you?

Take this preference inventory to see which fields are the best match for you. Check all the activities you 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
- take a creative writing class
- read to blind people
- manage a company's sales representatives
- make clothes to sell
- interpret X-rays and other medical tests
- make paintings and sculptures
- help couples with marriage problems
- 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 following 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**  **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** Look at the underlined expressions in the Photo Story. Then match each expression with its meaning.

..... 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

**D Discussion** Is it common to change life or work plans before settling on something? Check any areas in which you have ever changed your mind. Then take a survey of the class. How many people have changed plans in each area? Discuss reasons people change their plans.

- a career or job choice
- a field of study
- a marriage
- a divorce
- the choice of a fiancé or fiancée
- other .....



**GOAL** Explain a change in life and work

**CONVERSATION MODEL**

**A** <sup>3:20</sup>  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** <sup>3:21</sup>  **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



**GRAMMAR** Future in the past: was / were going to and would

**Was / were going to** is the past form of **be going to**. It is used to express or ask about future plans or expectations someone had in the past. It is often used for plans that changed or weren't achieved.

- 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.)

**Would** is the past form of **will**. It can also express future in the past. Use **would** + the base form in a noun clause direct object that describes future plans or expectations.

- 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).

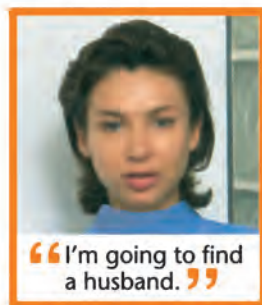
**Note:** Noun clause direct objects can also use **was / were going to** + the base form.  
 They **said** they **were going to arrive** before noon (but they didn't).

**Be careful!** Don't use **would** + a base form alone to express future plans or expectations. Use **was / were going to** instead.  
 She was going to be a doctor.  
 NOT She ~~would be~~ a doctor.

**GRAMMAR BOOSTER** - p. 130

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

**Grammar practice** On a separate sheet of paper, write what each person said he or she was going to do. Write the sentences two ways, once with was going to and once with said and would.

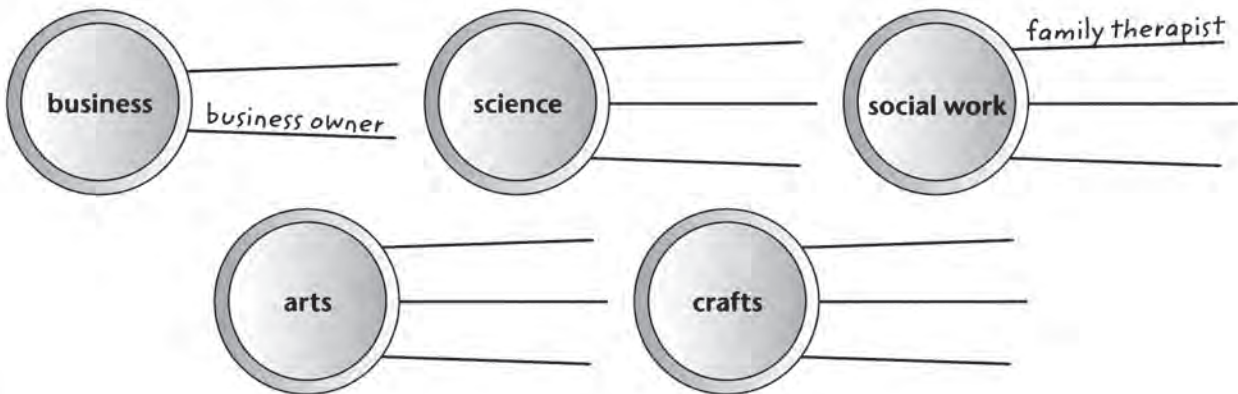


He was going to stop smoking. / He said he would stop smoking.

# Life Plans

1 Complete the word webs. Write the professions on the lines.

builder	<del>business owner</del>	furniture maker	dentist	designer
doctor	<del>family therapist</del>	manager	marriage counselor	painter
scientist	song writer	tailor	teacher	



2 WHAT ABOUT YOU?

a. On a scale of 1–5, how important are the following qualities for you in a job? A 5 indicates that the quality is very important to you. A 1 indicates that the quality is not important to you at all.

- |                                |  |
|--------------------------------|--|
| _____ make a lot of money      | _____ work outside   |
| _____ travel                   | _____ work with people   |
| _____ work in a big company    | _____ be able to work anywhere (from home, when traveling, etc.) |
| _____ have a flexible schedule | _____ have a lot of time to spend with my family                 |
| _____ be creative              | _____ have a job that people think is important                  |

b. Look at one of the qualities you gave a 5. Why is this quality important to you?

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3 WHAT ABOUT YOU? Answer the questions with your own information.

- Which field do you work in / plan to work in? \_\_\_\_\_
- Why did you choose this field? \_\_\_\_\_

---

**4 Read each sentence. Then circle the letter of the sentence that has a similar meaning.**

1. I made my decision.
  - a. I made up my mind.
  - b. It's on my mind.
2. I'll think about your ideas.
  - a. I'll keep them in mind.
  - b. I'll change my mind.
3. What can I do for you?
  - a. Have you made up your mind?
  - b. What's on your mind?
4. I've been thinking about something a lot lately.
  - a. It's been on my mind lately.
  - b. I've changed my mind lately.
5. He was thinking about traveling, but he's going to work instead.
  - a. He'll keep traveling in mind.
  - b. He's changed his mind about traveling.

**LESSON 1**

**5 Put the conversation in order. Write the number on the line.**

- |   |                                |
|---|--------------------------------|
| _____ No kidding! I thought you wanted to be a police officer.  | _____ Really? Why?             |
| _____ What are you doing these days?                            | _____ Well, I'm a lawyer now.  |
| _____ That's right. I was going to, but then I changed my mind. | _____ Well, my tastes changed. |

**“ Life is what happens to you / While you're busy making other plans ”**

—John, British composer and musician from the song “Beautiful Boy,” which he wrote for his son Sean

“Beautiful Boy” Words and Music by John Lennon

**6 Complete each sentence with was going to or were going to.**

1. We \_\_\_\_\_ (not) visit Robert, but then we changed our minds.
2. Everyone \_\_\_\_\_ find out the truth, sooner or later.
3. They \_\_\_\_\_ (not) see that movie, but it was the only one at 9:00.
4. \_\_\_\_\_ she \_\_\_\_\_ move to an apartment in the city?
5. Who \_\_\_\_\_ watch the children this evening?
6. Mr. Nan \_\_\_\_\_ make the announcement at today's meeting.
7. \_\_\_\_\_ (not) Charlie and Kim \_\_\_\_\_ get married last month?
8. You \_\_\_\_\_ talk to your boss about getting a raise, weren't you?
9. I thought I \_\_\_\_\_ (not) like the book, but I really enjoyed it.
10. People \_\_\_\_\_ start complaining if something wasn't done soon.



**LESSON 2**

**11 Read the conversation. Answer the questions.**

**Jessica:** I should have continued playing the guitar.

**Joshua:** Why do you say that?

**Jessica:** I love music. It makes me so happy. I might have been famous!

**Joshua:** Maybe. But you never know. You might not have liked the lifestyle of a musician.

1. Does Jessica still play the guitar? \_\_\_\_\_
2. Does she regret her decision? \_\_\_\_\_
3. Is Jessica famous? \_\_\_\_\_
4. Does Jessica have the lifestyle of a musician? \_\_\_\_\_

“ I would rather regret the things that I have done than the things that I have not. ”  
—Lucille Ball, American comedienne

Source: [www.saidwhat.co.uk](http://www.saidwhat.co.uk)

**12 Complete Stacy's thoughts. Circle the correct word.**



I can't believe what I did! Everyone (1.) **may / must** have laughed so hard when they heard about it—I'm sure of it. I (2.) **should / must** have taken Jason's good advice. If I had listened to him, I (3.) **would / wouldn't** have made such a fool of myself! And I (4.) **shouldn't / must** have left immediately, either. I (5.) **might / must** have made the situation better by staying there for a little while. I (6.) **must not / should not** have been thinking clearly. But I just had to leave. Everyone (7.) **should / must** have talked about it afterward. I'm so embarrassed!

**13 Read the completed paragraph in Exercise 13. Then check the box that answers each question.**

- |  |                              |                                |                                   |
|--|------------------------------|--------------------------------|-----------------------------------|
| 1. Did Stacy take Jason's advice?                | <input type="checkbox"/> yes | <input type="checkbox"/> no    | <input type="checkbox"/> maybe    |
| 2. Did Stacy make a mistake?                     | <input type="checkbox"/> yes | <input type="checkbox"/> no    | <input type="checkbox"/> probably |
| 3. Did Stacy leave immediately?                  | <input type="checkbox"/> yes | <input type="checkbox"/> maybe | <input type="checkbox"/> probably |
| 4. Did Stacy's leaving make the situation worse? | <input type="checkbox"/> yes | <input type="checkbox"/> no    | <input type="checkbox"/> maybe    |
| 5. Did everyone talk about it afterward?         | <input type="checkbox"/> yes | <input type="checkbox"/> no    | <input type="checkbox"/> probably |

# SECOND EDITION TOP NOTCH 3B

Over 3 million students worldwide  
learned English using the *Top Notch*



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## A proven pedagogy with demonstrated results

The six-level *Top Notch* program makes English unforgettable through multiple exposures to language, numerous opportunities to practice it, and systematic and intensive recycling. Goals- and achievement-based lessons with can-do statements enable students to confirm their progress.

## The leader in global communication

*Top Notch* prepares students to communicate in English with a diverse array of speakers around the world who have a wide range of native and non-native accents. An emphasis on cultural fluency enables students to navigate the social, travel, and business situations that they will encounter in their lives.

## ActiveBook

- ▶ Student's Book in digital format with full audio
- ▶ Interactive speaking, listening, reading, grammar, and vocabulary practice
- ▶ Printable unit study guides



## Complete and flexible

- Student's Book with ActiveBook
- Student's Book with ActiveBook and MyTopNotchLab
- Workbook
- Teacher's Edition and Lesson Planner with ActiveTeach
- Classroom Audio Program
- Copy & Go (photocopiable interactive activities)
- Complete Assessment Package
- Full-Course Placement Tests

CEFR	
A1	Top Notch Fundamentals Top Notch 1
A2	Top Notch 2
B1	Top Notch 3
B2	Summit 1
C1	Summit 2



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