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THIRD EDITION

# TOP NOTCH **2B**

With Workbook



JOAN SASLOW  
ALLEN ASCHER

ALWAYS LEARNING

PEARSON

## LEARNING OBJECTIVES

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<b>UNIT 6</b> <b>Eating Well</b>	<ul style="list-style-type: none"> <li>• Talk about food passions</li> <li>• Make an excuse to decline food</li> <li>• Discuss lifestyle changes</li> <li>• Describe local dishes</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition terminology</li> <li>• Food passions</li> <li>• Excuses for not eating something</li> <li>• Food descriptions</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Use to / used to</u></li> <li>• Negative <u>yes / no</u> questions</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• <u>Use to / used to</u>: use and form, common errors</li> <li>• <u>Be used to</u> vs. <u>get used to</u></li> <li>• Repeated actions in the past: <u>would</u> + base form, common errors</li> <li>• Negative <u>yes / no</u> questions: short answers</li> </ul>
<b>UNIT 7</b> <b>About Personality</b>	<ul style="list-style-type: none"> <li>• Get to know a new friend</li> <li>• Cheer someone up</li> <li>• Discuss personality and its origin</li> <li>• Examine the impact of birth order on personality</li> </ul>	<ul style="list-style-type: none"> <li>• Positive and negative adjectives</li> <li>• Terms to discuss psychology and personality</li> </ul>	<ul style="list-style-type: none"> <li>• Gerunds and infinitives</li> <li>• Gerunds as objects of prepositions</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Gerunds and infinitives: other uses</li> <li>• Negative gerunds</li> </ul>
<b>UNIT 8</b> <b>The Arts</b>	<ul style="list-style-type: none"> <li>• Recommend a museum</li> <li>• Ask about and describe objects</li> <li>• Talk about artistic talent</li> <li>• Discuss your favorite artists</li> </ul>	<ul style="list-style-type: none"> <li>• Kinds of art</li> <li>• Adjectives to describe art</li> <li>• Objects, handicrafts, and materials</li> <li>• Passive participial phrases</li> </ul>	<ul style="list-style-type: none"> <li>• The passive voice <ul style="list-style-type: none"> <li>◦ Form, meaning, and usage</li> <li>◦ Statements and questions</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Transitive and intransitive verbs</li> <li>• The passive voice: other tenses</li> <li>• <u>Yes / no</u> questions in the passive voice: other tenses</li> </ul>
<b>UNIT 9</b> <b>Living in Cyberspace</b>	<ul style="list-style-type: none"> <li>• Troubleshoot a problem</li> <li>• Compare product features</li> <li>• Describe how you use the Internet</li> <li>• Discuss the impact of the Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Ways to reassure someone</li> <li>• The computer screen, components, and commands</li> <li>• Internet activities</li> </ul>	<ul style="list-style-type: none"> <li>• The infinitive of purpose</li> <li>• Comparisons with <u>as . . . as</u> <ul style="list-style-type: none"> <li>◦ Meaning and usage</li> <li>◦ <u>Just, almost, not quite, not nearly</u></li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Expressing purpose with <u>in order to</u> and <u>for</u></li> <li>• <u>As . . . as</u> to compare adverbs</li> <li>• Comparatives / superlatives: review</li> <li>• Comparison with adverbs</li> </ul>
<b>UNIT 10</b> <b>Ethics and Values</b>	<ul style="list-style-type: none"> <li>• Discuss ethical choices</li> <li>• Return someone else's property</li> <li>• Express personal values</li> <li>• Discuss acts of kindness and honesty</li> </ul>	<ul style="list-style-type: none"> <li>• Idioms</li> <li>• Situations that require an ethical choice</li> <li>• Acknowledging thanks</li> <li>• Personal values</li> </ul>	<ul style="list-style-type: none"> <li>• The unreal conditional <ul style="list-style-type: none"> <li>◦ Form, usage, common errors</li> </ul> </li> <li>• Possessive pronouns / <u>Whose</u> <ul style="list-style-type: none"> <li>◦ Form, usage, common errors</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• <u>should, ought to, had better</u></li> <li>• <u>have to, must, be supposed to</u></li> <li>• Possessive nouns: review and expansion</li> <li>• Pronouns: summary</li> </ul>

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> <li>• Provide an emphatic affirmative response with "Definitely."</li> <li>• Offer food with "Please help yourself."</li> <li>• Acknowledge someone's efforts by saying something positive</li> <li>• Soften the rejection of an offer with "I'll pass on the ____"</li> <li>• Use a negative question to express surprise</li> <li>• Use "It's not a problem." to downplay inconvenience</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>• Listen for details</li> <li>• Listen to personalize</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• Sound reduction: <u>used to</u></li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• A food guide</li> <li>• Descriptions of types of diets</li> <li>• A magazine article about eating habits</li> <li>• A lifestyle survey</li> <li>• Menu ingredients</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>• Summarize</li> <li>• Compare and contrast</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>• Write a persuasive paragraph about the differences in present-day and past diets</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Connecting ideas: subordinating conjunctions</li> </ul>
<ul style="list-style-type: none"> <li>• Clarify an earlier question with "Well, for example, . . ."</li> <li>• Buy time to think with "Let's see."</li> <li>• Use auxiliary <u>do</u> to emphasize a verb</li> <li>• Thank someone for showing interest.</li> <li>• Offer empathy with "I know what you mean."</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>• Listen for main ideas</li> <li>• Listen for specific information</li> <li>• Classify information</li> <li>• Infer information</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• Reduction of <u>to</u> in infinitives</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• A pop psychology website</li> <li>• A textbook excerpt about the nature / nurture controversy</li> <li>• Personality surveys</li> <li>• A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>• Understand vocabulary from context</li> <li>• Make personal comparisons</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>• Write an essay describing someone's personality</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Parallel structure</li> </ul>
<ul style="list-style-type: none"> <li>• Say "Be sure not to miss ____" to emphasize the importance of an action</li> <li>• Introduce the first aspect of an opinion with "For one thing, . . ."</li> <li>• Express enthusiasm for what someone has said with "No kidding!"</li> <li>• Invite someone's opinion with "What do you think of ____?"</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>• Understand from context</li> <li>• Listen to take notes</li> <li>• Infer point of view</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• Emphatic stress</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• Museum descriptions</li> <li>• A book excerpt about the origin of artistic talent</li> <li>• An artistic survey</li> <li>• A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>• Recognize the main idea</li> <li>• Identify supporting details</li> <li>• Paraphrase</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>• Write a detailed description of a decorative object</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Providing supporting details</li> </ul>
<ul style="list-style-type: none"> <li>• Ask for assistance with "Could you take a look at ____?"</li> <li>• Introduce an explanation with "Well, . . ."</li> <li>• Make a suggestion with "Why don't you try ____ing?"</li> <li>• Express interest informally with "Oh, yeah?"</li> <li>• Use "Everyone says . . ." to introduce a popular opinion</li> <li>• Say "Well, I've heard ____" to support a point of view</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> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• Stress in <u>as . . . as</u> phrases</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• A social network website</li> <li>• An internet user survey</li> <li>• Newspaper clippings about the Internet</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> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>• Write an essay evaluating the benefits and problems of the Internet</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Organizing ideas</li> </ul>
<ul style="list-style-type: none"> <li>• Say "You think so?" to reconfirm someone's opinion</li> <li>• Provide an emphatic affirmative response with "Absolutely."</li> <li>• Acknowledge thanks with "Don't mention it."</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>• Listen to infer information</li> <li>• Listen for main ideas</li> <li>• Understand vocabulary from context</li> <li>• Support ideas with details</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• Blending of <u>d + y</u> in <u>would you</u></li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• A personal values self-test</li> <li>• Print and online news stories about kindness and honesty</li> <li>• A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>• Summarize</li> <li>• Interpret information</li> <li>• Relate to personal experience</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>• Write an essay about someone's personal choice</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Introducing conflicting ideas: <u>On the one hand</u>; <u>On the other hand</u></li> </ul>

# CONTENTS

## STUDENT BOOK

<b>UNIT 6</b>	Eating Well .....	<b>2</b>
<b>UNIT 7</b>	About Personality .....	<b>14</b>
<b>UNIT 8</b>	The Arts .....	<b>26</b>
<b>UNIT 9</b>	Living in Cyberspace.....	<b>38</b>
<b>UNIT 10</b>	Ethics and Values.....	<b>50</b>

## REFERENCE CHARTS

Pronunciation table / Irregular verbs .....	<b>63</b>
Grammar Booster .....	<b>66</b>
Writing Booster .....	<b>74</b>
<i>Top Notch Pop Lyrics</i> .....	<b>79</b>

## WORKBOOK

<b>UNIT 6</b>	Eating Well .....	<b>81</b>
<b>UNIT 7</b>	About Personality .....	<b>91</b>
<b>UNIT 8</b>	The Arts .....	<b>100</b>
<b>UNIT 9</b>	Living in Cyberspace.....	<b>110</b>
<b>UNIT 10</b>	Ethics and Values.....	<b>120</b>

## TO THE TEACHER

**What is *Top Notch*?** *Top Notch* is a six-level<sup>\*</sup> 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 tightly 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. In addition, the entire course can be tailored to blended learning with an integrated online component, *MyEnglishLab*.

**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.

\* ***Summit 1*** and ***Summit 2*** are the titles of the 5th and 6th levels of the ***Top Notch*** course.

## 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.

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

### 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 2***.*

*We wrote it for you.*

Joan Saslow and Allen Ascher

**COMMUNICATION GOAL**

- 1 Talk about food passion
- 2 Make an excuse to decline
- 3 Discuss lifestyle changes.
- 4 Describe local dishes.

**UNIT**

**6**

**Eating Well**

**PREVIEW**

**A HEALTHY DIET**

The right balance of foods will keep you healthy.



**3:19 VOCABULARY**

**Calcium:**

Dairy products and leafy green vegetables provide calcium for healthy bones and teeth

**Carbohydrates:**

Grains, pasta, and bread are sources of healthy carbohydrates.

**Protein:**

Meat, fish, poultry, eggs, legumes, and nuts are rich sources of protein.

**Vitamins:**

Vitamins A, B, C, and D come from a variety of foods, and they are important for good health.

- A** Look at the suggestions above for eating a healthy diet. Do you think this diet is healthy? Why or why not?
- B** Complete the chart about the foods you eat each day. Compare charts with a partner.
- C DISCUSSION** How are the Healthy Diet suggestions different from your chart? Which do you think is a healthier diet? Explain.

2-3 servings a day
3-5 servings a day
More than 5 servings a day

**D**  3:20 **PHOTO STORY** Read and listen to people talking about food choices.



**Rita:** Didn't you tell me you were avoiding sweets?  
**Joy:** I couldn't resist! I had a craving for chocolate.  
**Rita:** Well, I have to admit it looks pretty good. How many calories are in that thing anyway?

**Joy:** I have no idea. Want to try some?  
**Rita:** Thanks. But I think I'd better pass. I'm avoiding carbs.\*  
**Joy:** You? I don't believe it. You never used to turn down chocolate!  
**Rita:** I know. But I'm watching my weight now.

**Joy:** Come on! It's really good.  
**Rita:** OK. Maybe just a bite.  
**Joy:** Hey, you only live once!

\*carbs (informal) = carbohydrates

**E FOCUS ON LANGUAGE** Find an underlined sentence or phrase in the Photo Story with the same meaning as each of the following.

- |                                       |                           |
|---------------------------------------|---------------------------|
| 1 I don't know. ....                  | 5 I really wanted . . .   |
| 2 I should say no. ....               | 6 I agree . . .           |
| 3 I couldn't stop myself. ....        | 7 say no to .....         |
| 4 I'm trying not to get heavier. .... | 8 I'll try a little. .... |

**SPEAKING**

Read the descriptions of diets. Would you ever try any of them? Why or why not?

“I don't believe in the Atkins Diet. A lot of meat, eggs, and cheese doesn't sound like the right balance of foods for good health.”



**The Mushroom Diet**  
**For weight loss.**  
 Replace lunch or dinner every day—for two weeks—with a mushroom dish.

**The Vegan Diet**  
**For better health and prevention of disease.**  
 Avoid all animal products, including dairy and eggs. Eat lots of grains, beans, vegetables, and fruits.



**The Atkins Diet**  
**For weight loss.**  
 Eat high-protein foods such as meat, eggs, and cheese. Avoid foods that are high in carbohydrates, such as potatoes, bread, grains, and sugar.

**The Juice Fast**  
**For better health and prevention of disease.**  
 Instead of food, drink four to six glasses of fresh vegetable and fruit juices for anywhere from three days to three weeks. Get plenty of rest and avoid exercise during the fast.



DIGITAL  
FLASH  
CARDS

**VOCABULARY** Food passions

**A** ▶ 3:21 Read and listen. Then listen again and repeat.



**B** ▶ 3:22 **LISTEN TO ACTIVATE VOCABULARY** Circle the correct words to complete each statement about the speakers' food passions.

- 1 She (is crazy about / doesn't care for) sushi.
- 2 He (loves / can't stand) asparagus.
- 3 She (is a mango lover / doesn't care for mangoes).
- 4 He (is a big pasta eater / isn't crazy about pasta).
- 5 She (is an ice cream addict / can't stand ice cream).



sushi



mangoes



pasta



ice cream



asparagus

**C PAIR WORK** Tell your partner about some of your food passions.

“ I'm really a seafood lover, ”  
but I'm not crazy about clams.

**GRAMMAR** Use to / used to

Use **use to** and **used to** + the base form of a verb to describe things that were true in the past but are no longer true in the present.

I **used to be** crazy about candy, but now I don't care for it.

She **didn't use to eat** cheese, but now she has it all the time.

Did you **use to eat** a lot of fatty foods? Yes, I did. OR Yes, I used to.  
No, I didn't. OR No, I didn't use to.

What **did you use to have** for breakfast? (Eggs and sausage. But not anymore.)

Why **did you use to eat** so much? (Because I didn't use to worry about my health.)

**Be careful!**

They **used to** ... BUT They **didn't use to** ...  
Did they **use to** ... ?

**WRITING BOOSTER** p. 134

- Use to / used to: use and form, common errors
- Be used to vs. get used to
- Repeated actions in the past: would + base form, common errors



**GRAMMAR PRACTICE** Use the context to help you complete each sentence with used to or didn't use to. Then write two sentences about yourself.

- 1 Gary ..... go out to eat a lot, but now he eats at home more often.
- 2 Nina ..... eat a lot of pasta, but now she does.
- 3 Vinnie ..... drink a lot of coffee, but now he's a coffee addict.
- 4 Anton ..... eat a lot of vegetables, but now he doesn't.
- 5 Cate ..... hate seafood, but now she's crazy about fish.
- 6 Ted ..... eat a lot of fast food, but now he avoids them.
- 7 Burt ..... drink a lot of water, but now he has several glasses a day.
- 8 May ..... like salad, but now she has salads several times a week.
- 9 (used to) I .....
- 10 (didn't use to) I .....

DIGITAL  
MORE  
EXERCISES

DIGITAL  
VIDEO  
COACH

**PRONUNCIATION** Sound reduction: used to

▶3:23 Notice how the pronunciation of to in used to changes to /tə/ in natural speech. Read and listen. Then listen again and repeat. Practice the sentences on your own.

- 1 I **used to** be a big meat eater.
- 2 Jack **used to** like sweets.
- 3 Sally **used to** be crazy about fries.
- 4 They didn't **use to** like seafood.

**CONVERSATION MODEL**

- A ▶3:24 Read and listen to two people talking about their food passions.
- A: Are you a big coffee drinker?  
 B: Definitely. I'm crazy about coffee. What about you?  
 A: I used to drink it a lot. But recently I've cut back.  
 B: Well, I couldn't live without it.
- B ▶3:25 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



**NOW YOU CAN** Talk about food passions

- A **NOTEPADDING** Complete the notepad with foods you like and dislike.
- B **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model, exchanging information about your food passions. Talk about what you used to and didn't use to eat or drink. Use your notepad and the Vocabulary from page 64.
- A: Are you a big ..... ?  
 B: ..... What about you?  
 A: ..... .
- C **CHANGE PARTNERS** Talk about other food passions.

**DON'T STOP!**  
• Ask about more foods and drinks.

My food passions	
Foods I'm crazy about	Foods I can't stand

**CONVERSATION MODEL**

- A** ▶3:26 Read and listen to a dinner guest make an excuse to decline food.
- A: Please help yourself.
- B: Everything looks great! But I'll pass on the chicken.
- A: Don't you eat chicken?
- B: Actually, no. I'm a vegetarian.
- A: I'm sorry. I didn't know that.
- B: It's not a problem. I'll have something else.
- B** ▶3:27 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



▶3:28 **Variations**

It's not a problem.

Don't worry.

I'm fine.

DIGITAL FLASH CARDS

**VOCABULARY** Excuses for not eating something

- A** ▶3:29 Read and listen. Then listen again and repeat.



Coffee **doesn't agree with me.**



I'm **on a diet.** / I'm **trying to lose weight.**



I don't eat beef. It's **against my religion.**



I'm **allergic to** chocolate.



I'm **avoiding** sugar.



I **don't care for** broccoli.

- B** ▶3:30 **LISTEN TO ACTIVATE VOCABULARY** Listen to each conversation. Write the letter to complete each statement. Then listen again to check your work.

- ..... 1 Cindy ...      a is a vegetarian.
- ..... 2 Frankie ...    b is avoiding fatty, salty foods.
- ..... 3 Marie ...        c is trying to lose weight.
- ..... 4 Susan ...        d is allergic to something.
- ..... 5 George ...      e doesn't care for seafood.

- C PAIR WORK** Talk about foods or drinks you avoid. Explain why.

“I usually don't eat fried foods. I'm trying to lose weight.”



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THIRD EDITION

# TOP NOTCH **2B**

## WORKBOOK

JOAN SASLOW  
ALLEN ASCHER

with Terra Brockman and Julie C. Rouse

UNIT  
**6**

# Eating Well

PRE

1 Look at the Healthy Diet Plate. Then read the statements. Check true or false.



1. You should eat 3 servings per day of carbohydrates.
2. You should eat more vegetables than fruit.
3. You should avoid breads and grains.
4. Dairy products are a good source of fiber.
5. You should eat fruit for carbohydrates.
6. Exercise is an important part of a healthy life.

true	false
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

2 Rewrite the false statements in Exercise 1 to make them true.


3 Complete the statements with phrases from the box.

I'd better pass    I have no idea    I'm watching my weight  
I have to admit    I couldn't resist

1. I'm on a low-fat diet because \_\_\_\_\_.
2. The pasta looks delicious, but \_\_\_\_\_. I'm on the Atkins diet.
3. I usually avoid animal products, but \_\_\_\_\_ the ice cream they served for dessert. I just had to have it!
4. \_\_\_\_\_ how much fat is in this cheeseburger—and I don't want to know. I just want to enjoy it!
5. Eating a low-fat, high-fiber diet hasn't been easy, but \_\_\_\_\_ I look and feel better as a result.

## LESSON 1

4 Look at the pictures. What do you think the people are saying? Write sentences about the people and their food passions. Use the words and phrases from the box.

addict    big \_\_\_\_ eater    can't stand    crazy about    don't care for    love

1. *I'm crazy about asparagus.*



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_




6. \_\_\_\_\_



- 5 Read about Kate's food passions. Then complete each sentence with used to or didn't use to and the verb.

When I was a kid, I loved sweets. I think I ate about five cookies a day! When I was a teenager, I started eating a lot of meat. I had steaks and fries almost every day. I didn't care for vegetables or fruit. Then on my 20<sup>th</sup> birthday, I decided I needed a change, so I became a vegetarian. These days I eat meat again, but I avoid fatty foods and sugar. I've lost a lot of weight and I feel much better.



Kate

1. Kate \_\_\_\_\_ eat a lot of sweets, but now she avoids sugar.
2. When she was a teenager, she \_\_\_\_\_ have fatty foods.
3. Before she turned 20, she \_\_\_\_\_ like vegetables.
4. She \_\_\_\_\_ be a vegetarian, but now she eats meat.
5. Kate \_\_\_\_\_ take care of herself, but now she eats well.

## LESSON 2

- 6 Choose the correct response. Write the letter on the line.

- |  |  |
|--|--|
| 1. ____ "Please help yourself."                        | a. Actually, I've been cutting back.       |
| 2. ____ "I'll pass on the chocolates."                 | b. Thanks. Everything smells so good.      |
| 3. ____ "Don't you eat chicken?"                       | c. It's not a problem.                     |
| 4. ____ "I'm sorry. I didn't know you were on a diet." | d. Don't you eat sweets?                   |
| 5. ____ "I'm a coffee addict. What about you?"         | e. Actually, no. It's against my religion. |

- 7 Complete the statements with a food or drink to describe your own food preferences.

1. I'm not crazy about \_\_\_\_\_.
2. I'm avoiding \_\_\_\_\_.
3. I don't care for \_\_\_\_\_.
4. I'm not much of a \_\_\_\_\_ drinker.
5. \_\_\_\_\_ doesn't / don't agree with me.

8 Complete the conversation with phrases from the box.

is a vegetarian    is on a diet    is allergic to    doesn't care for    is avoiding

A: Let's have a dinner party Friday night. Help me prepare the menu.

B: OK. Remember that my sister \_\_\_\_\_, so we can't make anything too fatty. Why don't you make some chicken?

A: I would, but Stella \_\_\_\_\_. She never eats meat. Maybe I can make that rice dish.

B: I don't know. Miguel is trying to eat healthy, whole-grain foods, so he \_\_\_\_\_ white rice these days.

A: OK . . . Then how about black bean soup with peppers?

B: Uh, I don't think Julio would like that. He \_\_\_\_\_ spicy food.

A: Is there anything that everyone can eat?

B: Hmm . . . I don't know, but I hope you'll make that delicious chocolate cake for dessert!

A: I can't. Don't you remember how sick Paul was at our last dinner? He \_\_\_\_\_ chocolate!

B: I've got an idea—why don't we just go out to eat? Then everyone can order what they want!



9 Complete each negative **yes** / **no** question.

1. A: *Didn't you go to Latvia* \_\_\_\_\_ last year?  
B: Yes, I did. I went to Latvia in August.

4. A: \_\_\_\_\_ a great play?  
B: Yes, it was terrific.

2. A: \_\_\_\_\_ meat?  
B: No, I don't. I never touch meat.

5. A: \_\_\_\_\_ more noodles?  
B: No, thanks. I'm full. I've had enough.

3. A: \_\_\_\_\_ a doctor?  
B: No, she's not. David's mother is a dentist.

6. A: \_\_\_\_\_ China before?  
B: Actually, no. But I've been to Korea.

LESSON 3

10 Read the article "How Can It Be?" on page 68 of the Student's Book again. Then complete the chart.



American eating habits	French eating habits
	consume rich foods, but stay thin
"clean their plates"	
	spend a long time at the table
drive to the supermarket	
	buy fresh food daily

THIRD EDITION

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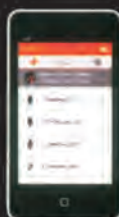
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