



**RAHNAMA**  
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THIRD EDITION

# TOP NOTCH **3B**

With Workbook



JOAN SASLOW  
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ALWAYS LEARNING

PEARSON

## LEARNING OBJECTIVES

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<b>UNIT 6</b> <b>Life Plans</b>	<ul style="list-style-type: none"> <li>Explain a change of intentions and 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>Qualifications for work or study</li> </ul>	<ul style="list-style-type: none"> <li>Expressing intentions and plans that changed: <u>Was / were going to</u> and <u>would</u></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>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>UNIT 7</b> <b>Holidays and Traditions</b>	<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>Some ways to exchange 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><u>By</u> + reflexive pronouns</li> <li>Reciprocal pronouns: <u>each other</u> and <u>one another</u></li> <li>Adjective clauses: <u>who</u> and <u>whom</u> in formal English</li> </ul>
<b>UNIT 8</b> <b>Inventions and Discoveries</b>	<ul style="list-style-type: none"> <li>Describe technology</li> <li>Take responsibility for a mistake</li> <li>Describe new inventions</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>The unreal conditional: Review and expansion</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>UNIT 9</b> <b>Controversial Issues</b>	<ul style="list-style-type: none"> <li>Talk about politics</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>Some 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>form and usage</li> <li>usage after certain verbs</li> </ul> </li> </ul>
<b>UNIT 10</b> <b>Beautiful World</b>	<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>Compass directions</li> <li>Ways to recommend or criticize a place</li> <li>Ways to describe risks</li> <li>Dangerous animals and insects</li> <li>Geographic nouns and adjectives</li> <li>Describing natural features</li> <li>Energy and the environment</li> </ul>	<ul style="list-style-type: none"> <li>Prepositional phrases of geographical places</li> <li><u>Too</u> + adjective and infinitive</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Prepositions of place: more usage</li> <li>Proper nouns: capitalization</li> <li>Proper nouns: use of <u>the</u></li> <li>Infinitives with <u>enough</u></li> </ul>



CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> <li>• Say <b>No kidding!</b> to indicate delight or surprise</li> <li>• Say <b>How come?</b> to ask for a reason</li> <li>• Express a regret with <b>I should have . . .</b></li> <li>• Use <b>You never know . . .</b> to reassure someone</li> <li>• Accept another's reassurance with <b>True</b></li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>• Listen for details</li> <li>• Listen to classify information</li> <li>• Listen to infer a speaker's motives</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• Reduction of <b>have</b> 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 <b>Thanks! Same to you!</b></li> <li>• Preface a potentially sensitive question with <b>Do you mind if I ask you . . .</b></li> <li>• Ask about socially appropriate behavior in order to avoid embarrassment</li> <li>• Express appreciation with <b>Thanks. That's really helpful</b></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>• 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>• Factoids on holidays</li> <li>• A magazine article about holidays around the world</li> <li>• Proverbs about weddings</li> <li>• A photo story</li> </ul> <p><b>Skills/Strategies</b></p> <ul style="list-style-type: none"> <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 <b>I'm ashamed to say . . .</b></li> <li>• Reduce another's self-blame with <b>That can happen to anyone and No harm done</b></li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>• Listen to draw conclusions</li> <li>• Listen to summarize</li> <li>• Listen to infer meaning</li> <li>• Infer the correct adjective</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• Contractions with 'd 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 antibiotics</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>• Find supporting details</li> <li>• Understand from context</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 or discovery</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 topic that might be controversial</li> <li>• Use <b>So . . .</b> to begin a question clarifying someone's statement</li> <li>• Politely indicate unwillingness with <b>No offense, but . . .</b></li> <li>• Apologize for refusing with <b>I hope you don't mind</b></li> <li>• Use <b>How do you feel about . . .</b> to invite someone's opinion</li> <li>• Offer an explanation for one's opinion.</li> <li>• Use <b>Actually . . .</b> to introduce a different point of view</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>• 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 <b>I've been thinking about it</b></li> <li>• Qualify a positive response with <b>Sure, but . . .</b></li> <li>• Elaborate further information using <b>Well . . .</b></li> <li>• Express gratitude for a warning</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>• Listen for details</li> <li>• Infer a speaker's point of view</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• Voiced and voiceless <b>th</b></li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• An online 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>

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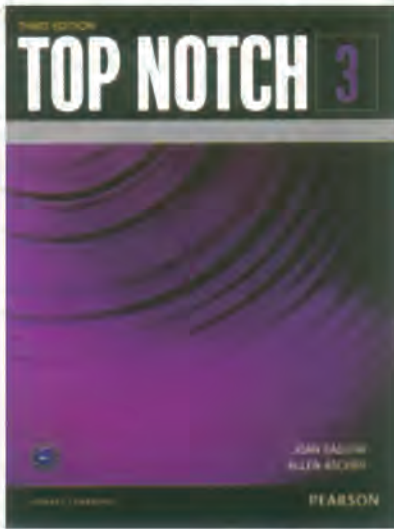
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## TO THE TEACHER

**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 **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.

### Linguistic and cultural fluency

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

### Active listening syllabus

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

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

*We wrote it for you.*

Joan Saslow and Allen Ascher

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



**COMMUNICATION GOAL**

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

**UNIT 6** Life Plans

**PREVIEW**

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

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

- work on experiments in a science laboratory
- write songs
- manage a department of a large business corporation
- repair furniture
- be a doctor and care for sick people
- design the stage scenery for a play
- teach adults how to read
- study a company's sales
- restore antique cars
- teach science to young people
- help families with problems
- manage a company's sales representatives
- make clothes to sell
- interpret X-rays and other medical tests
- make paintings and sculptures
- help couples with 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 questions.
- Which field or fields did you have the most check marks in?
  - Were you surprised by your results? Explain.
  - What are some jobs or professions in that field?



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



**Charlotte:** Dr. Miller, I wonder if I could pick your brain.  
**Dr. Miller:** Sure, Charlotte. What's on your mind?  
**Charlotte:** Well, I always thought I would go to engineering school, but now I'm not so sure anymore.  
**Dr. Miller:** Well, it's not so unusual for a person your age to change her mind . . .

**Dr. Miller:** I must have changed mine ten times before I settled on medicine! Have you decided on something else?  
**Charlotte:** Well, actually, I've developed an interest in the health field, and since you're a doctor . . .  
**Dr. Miller:** Are you thinking of medicine?  
**Charlotte:** Not specifically. Something related that doesn't take that long to study . . .

**Charlotte:** I know there are some good options, but I'm having trouble making up my mind.  
**Dr. Miller:** Well, have you given any thought to becoming a physical therapist? It's a great field. You help people, and there's always a job available.  
**Charlotte:** Hmm. Physical therapy. I should have thought of that. I'll keep that in mind.

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

- |                                |  |
|--------------------------------|--|
| ..... 1 make up one's mind     | a decide to do something else                                  |
| ..... 2 keep something in mind | b remember something   |
| ..... 3 be on one's mind       | c think of something   |
| ..... 4 settle on              | d decide to do something after considering conflicting choices |
| ..... 5 change one's mind      | e ask someone about something                                  |
| ..... 6 pick someone's brain   | f make a final decision that won't change                      |

**SPEAKING**

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

- |   |  |
|---|--|
| <input type="checkbox"/> a career or job choice | <input type="checkbox"/> a divorce                               |
| <input type="checkbox"/> a field of study       | <input type="checkbox"/> the choice of a boyfriend or girlfriend |
| <input type="checkbox"/> a marriage             | <input type="checkbox"/> other .....                             |

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





## CONVERSATION MODEL

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

A: So what are you doing these days?

B: Well, I'm in dental school.

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

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

A: How come?

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

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



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

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

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

Was she going to take the course?

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

Were you going to study with Dr. Mellon?

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

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

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

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

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

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

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

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

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

### Be careful!

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

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

### GRAMMAR BOOSTER p. 135

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

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



1. He said he was going to ...



**VOCABULARY** Reasons for changing plans

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



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



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



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



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



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

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

- 1 Laura thought / be / a doctor, but . . .
- 2 I thought / become / an astronaut, but . . .
- 3 We were sure / Bill and Stella / get / a divorce, but . . .
- 4 Joe always believed / become / a writer, but . . .

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

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

**NOW YOU CAN** Explain a change of intentions or plans

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

	for my life:
	for my studies:
	for my career:

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

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

**DON'T STOP!**

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

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



**GRAMMAR** Perfect modals

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

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



**GRAMMAR BOOSTER** p. 136  
Regrets about the past: wish + the past perfect; should have and ought to have

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

- 1 I don't know why she married him. He ..... the only man available.  
(must OR should) be
- 2 I ..... architecture. I ..... really go to work.  
(should OR may) study (must OR would) be
- 3 Jenna's not studying Chinese anymore. It ..... too hard to learn Chinese and Japanese at the same time.  
(should OR might) be
- 4 We didn't know we were going to have five children. We ..... such a small house.  
(could not OR should not) buy
- 5 Ella still loves Ben. She ..... with him.  
(must not OR should not) break up
- 6 When I was young, everyone thought I was a great singer. But I decided to become a lawyer instead. Looking back, I think I ..... on the wrong career.  
(may OR should) decide

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

**Example:** John is late for dinner.

He might have gotten stuck in traffic.

And he must not have taken his cell phone.

Or he could have had an important meeting at work.

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





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THIRD EDITION

# TOP NOTCH **3B**

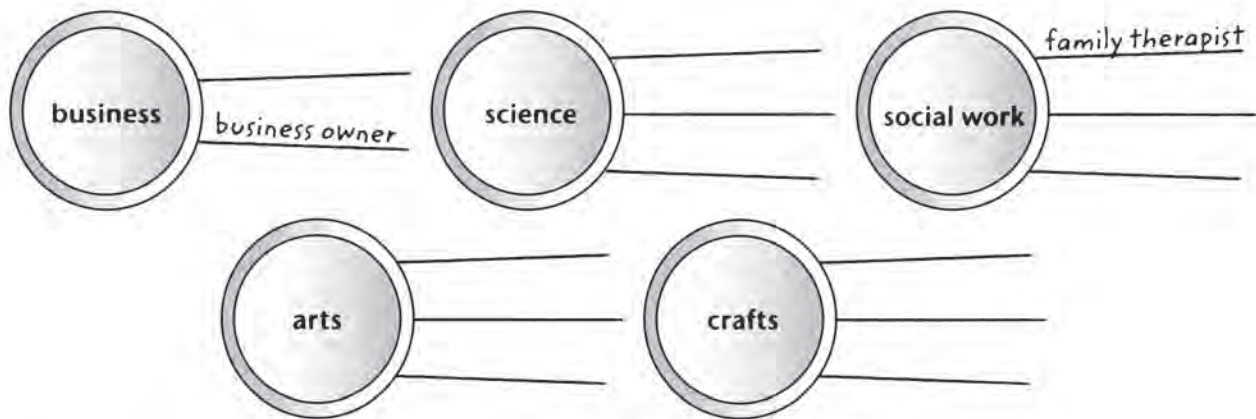
## WORKBOOK

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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? \_\_\_\_\_

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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 Lennon, British composer and musician; from the song "Beautiful Boy," which he wrote for his son Sean

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.

**7 Use the cues to make statements with would.**

1. In 2010 Sam thought / be / a lawyer, but he changed his mind.

In 2010 Sam thought he would be a lawyer, but he changed his mind.

2. When I was young, I believed / study Chinese, but I never did.

3. We were sure / Rick / become / a doctor, but he didn't.

4. We didn't know / we / have so many children, but now we have six!

5. I never thought / I / get this job, but I did.

6. When he was a child, Jim thought / be / a firefighter, but he became a teacher instead.

**8 Circle the letter of the answer that correctly completes each sentence.**

1. Did you think you \_\_\_\_\_ feel this way about the news?

a. would

b. were going

c. weren't going

2. I thought we \_\_\_\_\_ to eat dinner inside since it's getting cold.

a. aren't going

b. wouldn't

c. were going

3. No one knew that the product \_\_\_\_\_ such a success.

a. would

b. was going to be

c. wasn't going to

4. Bob and Glenn \_\_\_\_\_ going to wait for us, were they?

a. were

b. would

c. weren't

5. They always thought they \_\_\_\_\_ move someplace warmer, but they didn't.

a. wouldn't

b. weren't going to

c. would

**9 WHAT ABOUT YOU? What life changes have you made? Complete each sentence in your own way.**

1. I was going to \_\_\_\_\_, but \_\_\_\_\_.

2. I never thought I would \_\_\_\_\_, but \_\_\_\_\_.

3. A few years ago, I thought I would \_\_\_\_\_ because \_\_\_\_\_.

4. Five years ago, I thought I would \_\_\_\_\_ at my age.

**10 Match the sentences that have similar meanings. Draw a line.**

1. I changed my mind.

a. I don't like the same things anymore.

2. My tastes changed.

b. I convinced her not to do it.

3. I talked her out of it.

c. I decided to do something else.

4. It's hard to make a living.

d. I didn't meet the requirements.

5. I didn't pass the exam.

e. I can't make a lot of money.



**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

**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 12. 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 |

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