

# TOP NOTCH

3A

THIRD EDITION  
with WORKBOOK

JOAN SASLOW  
ALLEN ASCHER



ALWAYS LEARNING

PEARSON

# TOP NOTCH

3A

THIRD EDITION

ENGLISH FOR TODAY'S WORLD

with Workbook

JOAN SASLOW  
ALLEN ASCHER

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

# Contents

Learning Objectives for 3A and 3B .....	<b>iv</b>
To the Teacher .....	<b>viii</b>
Components .....	<b>ix</b>

Grammar Readiness .....	<b>x</b>
<b>UNIT 1</b> Make Small Talk .....	<b>2</b>
<b>UNIT 2</b> Health Matters .....	<b>14</b>
<b>UNIT 3</b> Getting Things Done .....	<b>26</b>
<b>UNIT 4</b> Reading for Pleasure .....	<b>38</b>
<b>UNIT 5</b> Natural Disasters .....	<b>50</b>

Reference Charts .....	<b>122</b>
Grammar Booster .....	<b>127</b>
Writing Booster .....	<b>146</b>
<i>Top Notch Pop</i> Lyrics .....	<b>154</b>

## **WORKBOOK**

<b>UNIT 1</b> .....	<b>W1</b>
<b>UNIT 2</b> .....	<b>W11</b>
<b>UNIT 3</b> .....	<b>W22</b>
<b>UNIT 4</b> .....	<b>W33</b>
<b>UNIT 5</b> .....	<b>W44</b>
About the Authors .....	<b>last page</b>

# LEARNING OBJECTIVES

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<b>UNIT 1</b> <b>Make Small Talk</b> PAGE 2	<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>• Asking about proper address</li> <li>• Intensifiers</li> <li>• Manners and etiquette</li> </ul>	<ul style="list-style-type: none"> <li>• Tag questions: use, form, and common errors</li> <li>• The past perfect: Statements</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>• Tag questions: short answers</li> <li>• Verb usage: present and past: overview</li> </ul>
<b>UNIT 2</b> <b>Health Matters</b> PAGE 14	<ul style="list-style-type: none"> <li>• Show concern and offer help</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>• Describing symptoms</li> <li>• Medical procedures</li> <li>• Types of medical treatments</li> <li>• Medications</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing conclusions with <u>must</u></li> <li>• <u>Will be able to</u>; Modals <u>may</u> and <u>might</u></li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>• Other ways to draw conclusions: <u>probably</u> and <u>most likely</u></li> <li>• Expressing possibility with <u>maybe</u></li> </ul>
<b>UNIT 3</b> <b>Getting Things Done</b> PAGE 26	<ul style="list-style-type: none"> <li>• Offer a solution</li> <li>• Discuss how long a service will take</li> <li>• Evaluate the quality of service</li> <li>• Plan an event</li> </ul>	<ul style="list-style-type: none"> <li>• Ways to indicate acceptance</li> <li>• Services</li> <li>• Planning and running an event</li> </ul>	<ul style="list-style-type: none"> <li>• The causative</li> <li>• The passive causative</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>• Causative <u>make</u> to indicate obligation</li> <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>
<b>UNIT 4</b> <b>Reading for Pleasure</b> PAGE 38	<ul style="list-style-type: none"> <li>• Recommend a book</li> <li>• Ask about an article</li> <li>• Describe your reading habits</li> <li>• Discuss online reading</li> </ul>	<ul style="list-style-type: none"> <li>• Genres of books</li> <li>• Ways to describe a book</li> <li>• Some 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> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>• Verbs that can be followed by clauses with <u>that</u></li> <li>• Adjectives that can be followed by clauses with <u>that</u></li> <li>• Embedded questions               <ul style="list-style-type: none"> <li>◦ <u>with whether</u></li> <li>◦ usage and common errors</li> <li>◦ punctuation</li> </ul> </li> </ul>
<b>UNIT 5</b> <b>Natural Disasters</b> PAGE 50	<ul style="list-style-type: none"> <li>• Convey a message</li> <li>• Tell someone about the 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>• Reactions to news</li> <li>• Adjectives of severity</li> <li>• Emergency preparations and supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Indirect speech: Imperatives</li> <li>• Indirect speech: <u>Say</u> and <u>tell</u>—tense changes</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>• Direct speech: punctuation rules</li> <li>• Indirect speech: optional tense changes</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>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>• Listen for main ideas</li> <li>• Listen to summarize</li> <li>• Confirm the correct paraphrases</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>• Intonation of tag questions</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>• A business meeting e-mail and agenda</li> <li>• An online article about formal dinner etiquette of the past</li> <li>• A survey about culture change</li> <li>• A photo story</li> </ul> <b>Skills/Strategies</b> <ul style="list-style-type: none"> <li>• Apply prior knowledge</li> <li>• Draw conclusions</li> <li>• Understand from context</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>• Write a formal and an informal e-mail message</li> </ul> <b>WRITING BOOSTER</b> <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 sorry, but . . .</u></li> <li>• Show concern with <u>Is there anything wrong?</u> and <u>That must be awful</u></li> <li>• Begin a question of possibility 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>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>• Listen to activate vocabulary</li> <li>• Listen for details</li> <li>• Auditory discrimination</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>• Intonation of lists</li> </ul>	<b>Texts</b> <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 medicine label</li> <li>• A patient information form</li> <li>• A photo story</li> </ul> <b>Skills/Strategies</b> <ul style="list-style-type: none"> <li>• Understand from context</li> <li>• Relate to personal experience</li> <li>• Draw conclusions</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>• Write an essay comparing two types of medical treatments</li> </ul> <b>WRITING BOOSTER</b> <ul style="list-style-type: none"> <li>• Comparisons and contrasts</li> </ul>
<ul style="list-style-type: none"> <li>• Use <u>I'm sorry, but . . .</u> and an excuse to politely turn down a request</li> <li>• Indicate acceptance of someone's excuse with <u>No problem.</u></li> <li>• Suggest an alternative with <u>Maybe 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>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>• Listen to confirm</li> <li>• Listen for main ideas</li> <li>• Listen to summarize</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>• Emphatic stress to express enthusiasm</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>• A survey about procrastination</li> <li>• A business article about how to keep customers happy</li> <li>• A photo story</li> </ul> <b>Skills/Strategies</b> <ul style="list-style-type: none"> <li>• Infer point of view</li> <li>• Activate language from a text</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>• Write an essay expressing a point of view about procrastination</li> </ul> <b>WRITING BOOSTER</b> <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>Are you sure?</u> to confirm someone's willingness to do something</li> </ul>	<b>Listening Skills</b> <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> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>• Sentence stress in short answers with <u>so</u></li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>• An online bookstore website</li> <li>• A questionnaire about reading habits</li> <li>• A magazine article about the Internet's influence on our habits</li> <li>• A photo story</li> </ul> <b>Skills/Strategies</b> <ul style="list-style-type: none"> <li>• Recognize point of view</li> <li>• Understand meaning from context</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>• Write a summary and review of something you've read</li> </ul> <b>WRITING BOOSTER</b> <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>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>• Listen for main ideas</li> <li>• Listen for details</li> <li>• Paraphrase</li> <li>• Listen to infer meaning</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>• Direct and indirect speech: Rhythm</li> </ul>	<b>Texts</b> <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> <b>Skills/Strategies</b> <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>	<b>Task</b> <ul style="list-style-type: none"> <li>• Write a procedure for how to prepare for an emergency</li> </ul> <b>WRITING BOOSTER</b> <ul style="list-style-type: none"> <li>• Organizing detail statements by order of importance</li> </ul>

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<b>UNIT 6</b> <b>Life Plans</b> PAGE 62	<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> <b>GRAMMAR BOOSTER</b> <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> 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>• 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> <b>GRAMMAR BOOSTER</b> <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> PAGE 86	<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> <b>GRAMMAR BOOSTER</b> <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> PAGE 98	<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> <b>GRAMMAR BOOSTER</b> <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> 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>• 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> <b>GRAMMAR BOOSTER</b> <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>

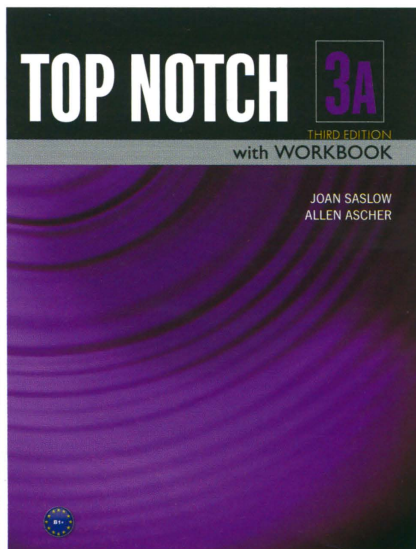
Grammar Readiness Self-Check .....	page x
Reference Charts .....	page 122
Grammar Booster .....	page 127

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>	<b>Listening Skills</b> <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> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Reduction of <b>have</b> in perfect modals</li> </ul>	<b>Texts</b> <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> <b>Skills/Strategies</b> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Confirm content</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write a short autobiography</li> </ul> <b>WRITING BOOSTER</b> <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>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen for main ideas</li> <li>Listen for details</li> <li>Infer information</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>"Thought groups"</li> </ul>	<b>Texts</b> <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> <b>Skills/Strategies</b> <ul style="list-style-type: none"> <li>Scan for facts</li> <li>Compare and contrast</li> <li>Relate to personal experience</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write a detailed description of two holidays</li> </ul> <b>WRITING BOOSTER</b> <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</b> and <b>No harm done</b></li> </ul>	<b>Listening Skills</b> <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> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Contractions with <b>'d</b> in spoken English</li> </ul>	<b>Texts</b> <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> <b>Skills/Strategies</b> <ul style="list-style-type: none"> <li>Find supporting details</li> <li>Understand from context</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write an essay about the historical impact of an important invention or discovery</li> </ul> <b>WRITING BOOSTER</b> <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>	<b>Listening Skills</b> <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> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Stress to emphasize meaning</li> </ul>	<b>Texts</b> <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> <b>Skills/Strategies</b> <ul style="list-style-type: none"> <li>Activate language from a text</li> <li>Critical thinking</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write an essay presenting the two sides of a controversial issue</li> </ul> <b>WRITING BOOSTER</b> <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>	<b>Listening Skills</b> <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> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Voiced and voiceless <b>th</b></li> </ul>	<b>Texts</b> <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> <b>Skills/Strategies</b> <ul style="list-style-type: none"> <li>Interpret maps</li> <li>Understand from context</li> <li>Critical thinking</li> <li>Summarize</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write a geographic description of your country, state, or province</li> </ul> <b>WRITING BOOSTER</b> <ul style="list-style-type: none"> <li>Organizing by spatial relations</li> </ul>

Writing Booster .....	page 146
Top Notch Pop Lyrics .....	page 154

# TO THE TEACHER

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



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

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

The ***Top Notch*** course has two beginning levels—***Top Notch Fundamentals*** for true beginners and ***Top Notch 1*** for false beginners. ***Top Notch*** is benchmarked to the Global Scale of English and is 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.

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

## Award-Winning Instructional Design\*

### Daily confirmation of progress

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

### Explicit vocabulary and grammar

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

### High-frequency social language

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

### Linguistic and cultural fluency

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

### Active listening syllabus

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

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

*We wrote it for you.*





Joan Saslow and Allen Ascher

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



## ActiveTeach

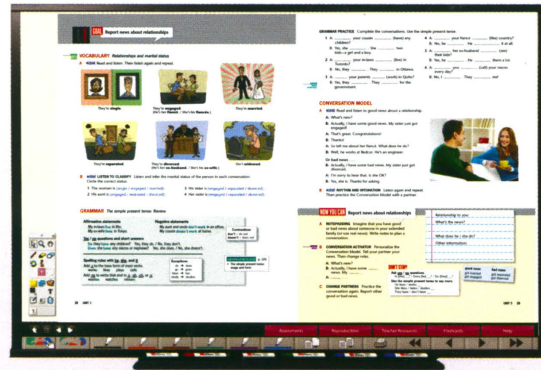
Maximize the impact of your **Top Notch** lessons. This digital tool provides an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of digital and printable features.

### For class presentation . . .

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

### PLUS

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



### For planning . . .

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

### For extra support . . .

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

### For assessment . . .

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

## Workbook

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

## Full-Course Placement Tests

## Teacher's Edition and Lesson Planner

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

# Grammar Readiness

## SELF-CHECK

The Grammar Readiness Self-Check is optional. Complete the exercises to confirm that you know this grammar previously taught in *Top Notch*.

### QUANTIFIERS FOR INDEFINITE QUANTITIES AND AMOUNTS

**A PRACTICE** Circle the correct quantifiers.

- 1 There isn't (much / many / some) milk in the fridge.
- 2 There are (much / many / any) beautiful figures in the Gold Museum.
- 3 We need to go shopping. We don't have (much / many / some) shampoo for the trip.
- 4 She doesn't use (many / a lot of / some) toothpaste when she brushes her teeth.
- 5 I'm on a diet. I just want to have (much / any / some) soup for lunch.
- 6 There aren't (much / many / some) calories in a salad.

**B USE THE GRAMMAR** Complete each statement with real information. Use an affirmative or negative form of there is / there are and the quantifiers some, any, a lot of, many, or much.

- 1 In my bathroom, ..... right now, but .....
- 2 In my fridge, ..... right now, but .....

### THE REAL CONDITIONAL

**A PRACTICE** Complete the statements and questions with the simple present tense or the future with will.

- 1 If ..... me tomorrow morning, ..... you the information you need.  
you / call I / give
- 2 ..... open if ..... after 6:00 P.M.?  
the hotel gift shop / be I / arrive
- 3 If ..... , ..... open.  
you / not / hurry the fitness center / not / be
- 4 ..... the express train if ..... at the station after 4:00?  
we / miss we / arrive
- 5 If ..... on the scroll bar, ..... up and down.  
you / click the screen / move

**B USE THE GRAMMAR** Complete each statement, using the real conditional.

- 1 If I go on a trip to New York, I .....
- 2 I ..... if it rains tomorrow.

### THE UNREAL CONDITIONAL

**A PRACTICE** Choose the correct way to complete each unreal conditional sentence.

- 1 If you ..... something in a store, would you pay for it?  
a would break b broke c break
- 2 What ..... if your computer crashed?  
a would you do b were you doing c did you do

- 3 If I found someone's wallet in a restaurant, I ..... the server.  
a would tell      b will tell      c told
- 4 I would go to Sam's Electronics if I ..... to get a great deal on a new tablet.  
a would want      b want      c wanted
- 5 How ..... if your husband got cosmetic surgery?  
a do you feel      b would you feel      c will you feel
- 6 If I ..... to New York, I would go to the top of the Empire State Building.  
a go      b went      c would go

**B USE THE GRAMMAR** Complete these unreal conditional statements in your own words.

- 1 If I had a lot of money, .....
- 2 I would stop studying English if .....

### COMPARISON WITH AS . . . AS

**A PRACTICE** Combine each pair of statements, using comparisons with as . . . as and the adverb in parentheses.

- 1 London is exciting. Rome is exciting too.  
(just) .....
- 2 The ceramic vase is beautiful. The glass vase is much more beautiful.  
(not / nearly) .....
- 3 I'm very rebellious. My sister is much more rebellious.  
(not / quite) .....
- 4 The Green Hotel is expensive. The Chelton Hotel is a little more expensive.  
(almost) .....
- 5 The movie *Kill Bill* was violent. *War of the Worlds* was violent too.  
(just) .....

**B USE THE GRAMMAR** Write statements with comparisons with as . . . as.

- 1 Compare two people in your family.  
.....
- 2 Compare two products, such as cars or electronics.  
.....

## GERUNDS AND INFINITIVES

**A PRACTICE** Complete the advice by choosing a gerund or infinitive form of each verb.

Are you an introvert? Are you afraid of (1 **speaking / to speak**) in front of a group of people? Are you tired of (2 **worrying / to worry**) about what other people think? Let me give you some tips for (3 **changing / to change**) how you feel. First of all, enjoy (4 **being / to be**) who you are. There's nothing wrong with (5 **getting / to get**) nervous in social situations. If you want (6 **feeling / to feel**) comfortable in those situations, you can learn how. Finally, learn (7 **accepting / to accept**) that you have unique strengths.

**B USE THE GRAMMAR** Complete each personal statement with a gerund or infinitive phrase.

- 1 After I finish my English studies, I hope .....
- 2 I dislike ....., but I really don't mind .....

## THE PASSIVE VOICE

**A PRACTICE** Change each sentence from active voice to passive voice. Use a by-phrase if it is important to mention who performs the action.

- 1 Gabriel García Márquez wrote *One Hundred Years of Solitude* in 1967.

.....

- 2 People eat fried cheese balls for lunch or snacks.

.....

- 3 The Spanish artist Diego Velázquez painted *Las Meninas* in 1656.

.....

- 4 People turn down the beds every night at the Gates Hotel.

.....

- 5 They grow mangos in many countries around the world.

.....

**B USE THE GRAMMAR** Write two facts about your city or country, using the passive voice. For example: *In my country, fish is usually served with rice.*

- 1 .....
- 2 .....

## THE PAST CONTINUOUS

**A PRACTICE** Complete the paragraph with the past continuous or the simple past tense.

I ..... a problem yesterday. While I ..... some information on the Internet,  
1 have 2 look up  
I ..... a great website with some cool applications. So I ..... to download one of  
3 find 4 decide

- 3 If I found someone's wallet in a restaurant, I ..... the server.  
a would tell      b will tell      c told
- 4 I would go to Sam's Electronics if I ..... to get a great deal on a new tablet.  
a would want      b want      c wanted
- 5 How ..... if your husband got cosmetic surgery?  
a do you feel      b would you feel      c will you feel
- 6 If I ..... to New York, I would go to the top of the Empire State Building.  
a go      b went      c would go

**B USE THE GRAMMAR** Complete these unreal conditional statements in your own words.

- 1 If I had a lot of money, .....
- 2 I would stop studying English if .....

### COMPARISON WITH AS . . . AS

**A PRACTICE** Combine each pair of statements, using comparisons with as . . . as and the adverb in parentheses.

- 1 London is exciting. Rome is exciting too.  
(just) .....
- 2 The ceramic vase is beautiful. The glass vase is much more beautiful.  
(not / nearly) .....
- 3 I'm very rebellious. My sister is much more rebellious.  
(not / quite) .....
- 4 The Green Hotel is expensive. The Chelton Hotel is a little more expensive.  
(almost) .....
- 5 The movie *Kill Bill* was violent. *War of the Worlds* was violent too.  
(just) .....

**B USE THE GRAMMAR** Write statements with comparisons with as . . . as.

- 1 Compare two people in your family.  
.....
- 2 Compare two products, such as cars or electronics.  
.....

them. While I ..... that, my computer ..... I ..... restarting,  
but nothing happened. While I ..... to solve the problem, the phone ..... It  
was my friend Mark. He ..... that the website I found had a virus.

**B USE THE GRAMMAR** Complete the statements, using the past continuous or the simple past tense.

- 1 While I was leaving home for class today, .....
- 2 Someone called me while .....

## USE TO / USED TO

**A PRACTICE** Complete each sentence with the correct affirmative or negative form of use to or used to.

- 1 I (like) ..... to eat seafood, but now I do.
- 2 My school (be) ..... near the mall, but it moved to another location.
- 3 ..... you (go) ..... to the beach a lot when you were a kid?
- 4 I (be) ..... kind of an introvert, but now I like being with lots of people.
- 5 There (be) ..... so many hotels on Bliss Street, but now there are lots of them.

**B USE THE GRAMMAR** Complete the statements with real information.

- 1 There didn't use to be ..... in our city.
- 2 I used to ..... when I was a kid.
- 3 I didn't use to like ..... , but now I do.

## THE PRESENT PERFECT

**A PRACTICE** Choose the present perfect or simple past tense verb phrase to complete each conversation.

- 1 A: I'm worried we're going to be late. Has Tom taken a shower yet?  
B: No. Actually, he (hasn't gotten up / didn't get up) yet!
- 2 A: Did you get Mr. Bland's message this morning?  
B: Yes, I did. But I (didn't have / haven't had) time to respond yet.
- 3 A: Have you seen DiCaprio's new movie?  
B: Actually, I (saw / have seen) it last night. It wasn't great.
- 4 A: Have you stayed at the Greenvale Hotel before?  
B: Not at the Greenvale. But I (stayed / 've stayed) at the Huntington next door twice.

**B USE THE GRAMMAR** Complete the statements about yourself.

- 1 I haven't ..... yet, but I'd like to.
- 2 I've ..... more than three times.
- 3 I've ..... since .....
- 4 I haven't ..... for .....

## Make Small Talk

## COMMUNICATION GOALS

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

## PREVIEW

From: ROWAN PAPER INTERNATIONAL  
 Sent: January 2 22:20:56 PM GMT  
 To: All Affiliates  
 Subject: Annual Meeting: Bangkok, Thailand, March 24-27

## Meeting Etiquette

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

- Please arrive promptly for meetings.
- Dress is business casual: no ties or jackets required. However, no denim or shorts, please. Women should feel free to wear slacks.
- Please refrain from making or taking calls, or texting during meetings. Put all phones on vibrate mode. If you have an urgent call, please step outside into the corridor.
- Note: Please treat everyone on a first-name basis.

FYI: Food is international style. All meals will provide non-meat options. If you have a special dietary requirement, please speak with Ms. Parnthep at the front desk.

See attached meeting agenda for advance planning.



Bangkok agenda



## ROWAN PAPER INTERNATIONAL

## Agenda-March 24

8:30	Breakfast buffet	Salon Bangkok
9:15	Welcome and opening remarks Philippe Martin, President and CEO	Ballroom
9:45	Fourth quarter results and discussion Angela de Groot, CFO	Ballroom
10:30	Coffee break	
11:00	International outlook and integrated marketing plans Sergio Montenegro	Ballroom
12:00	Luncheon	Ballroom
2:00	Regional marketing plans • U.S. and Canada Group • Mexico and Central America Group • Caribbean Group • South America (Southern Cone and Andes) Group • Brazil	Salon A Salon B Salon C Salon D Salon E

**A** Read and summarize the etiquette guidelines for an international business meeting. Write four statements beginning with Don't.

**B DISCUSSION** Why do you think Rowan Paper International feels it's necessary to tell participants about the meeting etiquette? What could happen if the company didn't clarify expectations?