

THIRD EDITION

TOP NOTCH **3**

WORKBOOK



JOAN SASLOW
ALLEN ASCHER

ALWAYS LEARNING

PEARSON

THIRD EDITION

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3

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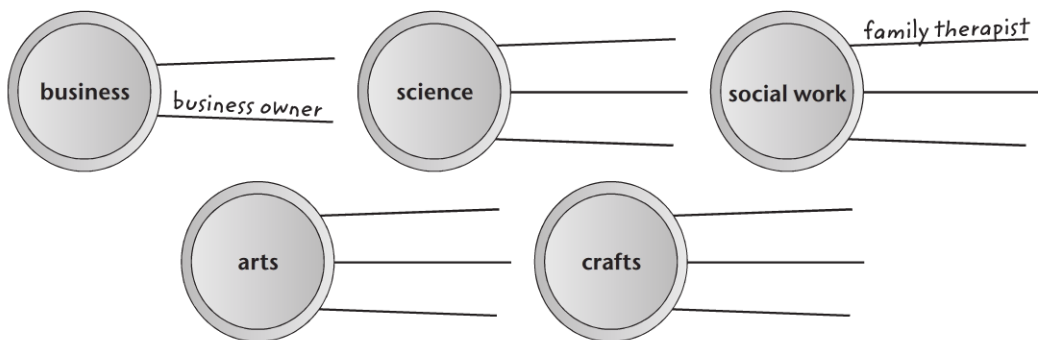
with Wendy Pratt Long and Penny Laporte

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

builder	business owner	furniture maker	dentist	designer
doctor	family therapist	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?

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

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

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

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

LESSON 1

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

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

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

—John 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.



Stacy

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 |

14 Read each sentence and question. Then check the box that answers the question.

1. "Someone might have heard us talking on the phone."
Did anyone hear them talking? ☐ yes ☐ no ☒ maybe
2. "Jen, you could have gone with Steve."
Did Jen go with Steve? ☐ yes ☐ no ☐ probably
3. "We should have invited Rita to come to dinner with us."
Did they invite Rita? ☐ yes ☐ no ☐ maybe
4. "I must have left my keys at home."
Did she leave her keys at home? ☐ yes ☐ no ☐ probably
5. "The kids shouldn't have watched that scary movie."
Did the kids watch a scary movie? ☐ yes ☐ no ☐ maybe
6. "Peter might not have talked to Jill yet."
Did Peter talk to Jill yet? ☐ yes ☐ no ☐ maybe

15 CHALLENGE. Complete the sentences with a perfect modal and the verb in parentheses. In some cases, more than one answer is possible.

1. I shouldn't have left (leave) before I finished my work, but I did.
2. James _____ (take) the job offer, but he didn't.
3. Bethany _____ (talk) to Dave. I haven't talked to her yet, but she'll tell us tonight.
4. Kelly _____ (get) stuck in traffic. I can't think of another reason for her to be late.
5. You _____ (sell) your car, but unfortunately, you did.
6. Harry _____ (get) home already, but I doubt it.
7. We _____ (do) anything differently, could we?

“Nobody on his deathbed ever said, ‘I wish I had spent more time at the office.’”

—Paul Tsongas, United States senator and former presidential candidate


LESSON 3

16 Complete each sentence with a word in the box.

experience	knowledge	a skill	a talent	qualifications
------------	-----------	---------	----------	----------------


1. _____ is an ability that you are born with.
2. _____ is an ability that you learn.
3. _____ refers to the time a person has spent working at a job in the past.
4. _____ refers to the understanding of a certain subject.
5. _____ are all the things that make you good for a job.

- 17** Read each person's statement. Decide if the person is talking about a talent, a skill, experience, or knowledge. Write your answers on the lines.




I've been a teacher for five years. I also worked as a teacher's assistant when I was in college.

1. _____




I have a good ear for music. I can play any song on the piano after hearing it just once.

2. _____



I love to create new dishes, and everyone says I'm an excellent cook.

3. _____



I'm very familiar with the history of the French Revolution. In fact, I wrote a few articles about it.

4. _____

- 18** Read the conversation. Check the skill, ability, or experience that each person has in the chart below.

Ms. Pitts: So, we're looking at three candidates for this job: Simon Clark, Clayton Boyer, and Christina Nelson. Let's talk about their qualifications.

Ms. King: Well, I was impressed with Christina's leadership skills. She has a lot of leadership experience.

Mr. Warton: That's true, but she doesn't have knowledge of sales.

Ms. Pitts: But she seems to have common sense. She must be able to learn quickly.

Mr. Warton: Well, if we're looking for knowledge of sales, Simon Clark is the best choice. He's been a sales representative for twelve years.

Ms. King: But what about other skills? Clayton speaks Spanish, French, and Portuguese.

Mr. Warton: Yes, and he is very artistic, too.

Ms. King: But the ability to think logically is more important than artistic ability for this job. And Simon can definitely think logically.

Ms. Pitts: Okay, let's look at Simon . . .

	Simon Clark	Clayton Boyer	Christina Nelson
1. good leadership skills			
2. common sense			
3. experience in sales			
4. good language skills			
5. artistic ability			
6. logical thinking ability			

- 19 Read the circled job advertisement. Check the qualities that are important for the job.

- ☐ artistic talent
- ☐ management skills
- ☐ good communication skills
- ☐ experience in a similar position
- ☐ organizational ability
- ☐ computer skills
- ☐ mathematical ability
- ☐ compassion
- ☐ common sense
- ☐ manual dexterity

<p>Assistant President of ds someone yday tasks. n Excel, Good uired. ful. -555-6390.</p>	<p>ADMINISTRATIVE ASSISTANT TO DIRECTOR</p>	<p>Administrative Full-time small com to assist Must be Word, Pe phone et Good me Fax resu</p>
<p>Assistant to nancial ng group. must have and 3 years e required. 0, ext. 3232.</p>	<p>This is an exciting opportunity for a talented individual. The successful candidate will work with high-level individuals in the company. Responsibilities include managing the director's calendar and commitments, managing special projects, serving as the director's representative to other offices and individuals, and supervising the administrative staff. This position requires 5+ years in a senior-level executive/administrative position. Experience and strong knowledge in a variety of computer software applications is also required. The successful candidate will be quick-thinking, flexible, and have common sense. He/She will have strong organizational skills and attention to detail. He/She should also have excellent oral and written communication, problem-solving, and project-management skills. Apply online at http://www.jobs.sanbellcorp.com, Job #0009838.</p>	<p>Administrative Small, bu seeks mo support l Successf excellent people sk administ</p>

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

1. What is one of your talents? _____
2. What is one of your skills? _____
3. What do you have experience with? _____
4. What do you know a lot about? _____

LESSON 4

- 21 Read the article *The Five Most Effective Work Habits* on page 70 in the Student's Book again. Circle the one item that does not complete the sentence correctly.



1. The five basic habits in the workplace _____.
 - a. are common sense
 - b. help you succeed
 - c. should be consistent
2. Volunteer for an assignment only when you _____.
 - a. want to learn about it
 - b. have the skills for it
 - c. have the knowledge for it
3. Always be nice to _____.
 - a. everyone
 - b. only your manager
 - c. people at levels above you and below you
4. Make a to-do list _____.
 - a. to prioritize your work
 - b. of things you want to accomplish
 - c. of urgent tasks for your company
5. When you stay positive, you _____.
 - a. face challenges better
 - b. stay focused on your work
 - c. succeed in office politics
6. If you see a problem, _____.
 - a. don't mention it to management
 - b. think about solutions
 - c. present the problem and solutions to your boss

Creating Your Life Plan

If you have goals in your life, but no plan to complete them, you will not be successful. That's why in order to have success in school, business, and your personal life, you need a life plan. A plan will help you turn your dreams into reality. To create your life plan, ask yourself two questions: *Where am I going? How will I get there?*

Where am I going?

To answer this question, follow these steps:

- Create a life map—not an ordinary map, but a map of where you have been in your life and where those experiences can take you. Write down the important events in your life over the past few years. You decide what is important. It is different for everyone. For example, did you get a new job last year that you love? Did you pass an exam? Did you learn something interesting? Did you get married? To see your life in the future, you should first look into your past.
- Next, look carefully at your list. Do you have regrets? Have your tastes changed over time? Planning for the future means making decisions that make you happy and match your interests and talents. Use your past experiences to set your goals for the future. Your life map can help you avoid making the same mistakes or having regrets.
- Finally, set your goals to achieve over the next weeks, months, and years.

How am I going to get there?

Once you've decided on your life destination, you can start following your plan. Here are some tips to help you:

- Break your large goals into smaller ones. Almost any goal, no matter how difficult, will be easier to achieve if you break it down into several smaller goals.
- Focus on your goals and don't get distracted by unimportant things.
- Don't give up. You won't be successful at everything right away, so you should always try again.
- Make friends. It's difficult to succeed if you're alone, so support from good friends is very important.

Once you have created your life plan, go forward with it, but also go back to it. Tastes change. Circumstances change. Don't be afraid to tailor your life to changes in your life.

"A goal without a plan is just a wish."
~ Antoine de Saint-Exupéry



- ☐ 1. A life plan can help you plan your career choices.
- ☐ 2. A life map is a list of your daily goals.
- ☐ 3. Don't use a life map if you don't have regrets.
- ☐ 4. It's helpful to analyze your past experiences when you plan for the future.
- ☐ 5. One of the first steps in life planning is to determine what makes you happy.
- ☐ 6. It's better to have a few big goals than many small goals.
- ☐ 7. Making a life plan helps you listen to others.
- ☐ 8. Once you make a life plan, you should not change it.

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

1. What are three important experiences you would put on your life map? Why do you think they are important? _____

2. What goals would you like to achieve this year, next year, and in the next five years? How are you going to complete them? Complete the list.

My goals for . . .	How am I going to complete them?
this year	
next year	
the next five years	

24 Write a paragraph about a difficult work or life decision you have made. Include information about your past plans, how your plans changed, and your regrets.

25 Circle the letter of the best response to each sentence.

- "I should have gone to school instead of taking this job."
 - "You must have changed your mind."
 - "Well, you're still young."
- "Why did you change your plans?"
 - "My friends talked me out of it."
 - "You never know."
- "I should have moved to another city when I had the chance."
 - "Maybe it's not too late."
 - "You must have moved."
- "I should have been an artist."
 - "Well, it's hard to make a living that way."
 - "It could happen to anyone."
- "I shouldn't have spent money on that sweater I bought last week. I regret my decision."
 - "Maybe you would have hated it."
 - "Maybe it's not too late to take it back."

GRAMMAR BOOSTER

- A** Answer each question with your own information. Use the correct form or tense for expressing the future. Write complete sentences.

1. What will the weather be like tomorrow?

you _____

2. What are you going to do this weekend?

you _____

3. When are you going on vacation?

you _____

4. What will probably be your biggest expense next year?

you _____

5. What time are you leaving your house tomorrow?

you _____

6. What time can we meet on Friday?

you _____

7. When should I start dinner?

you _____

- B** Read the conversations. Cross out the incorrect choice.

1. A: Do you want to go to the park later?

B: Well, they say it is **going to rain** / **will rain** / **rains** this afternoon.

2. A: My car broke down! How will I get to work? I guess I **could take** / **have to take** / **may take** the bus.

B: Don't worry. I **am going to take** / **will take** / **might take** you. Let's go.

3. A: Do you want to go to the movies tomorrow night?

B: I can't. I **am seeing** / **will see** / **am going to see** a play. You **could come** / **should come** / **are going to come** with me.

4. A: Let's go to Bloomfield's this weekend. I need a new pair of shoes.

B: I don't know . . . Bloomfield's **is having** / **can have** / **will have** their big sale tomorrow. There **are** / **will be** / **might be** too many people there!

5. A: The cable's out again! That's it! I **am calling** / **call** / **am going to call** a repairman!

B: Go ahead, but it **will take** / **takes** / **is taking** hours for him to get here on the weekend.

6. A: We need 100 copies of this report by the end of the week. **Will you make** / **Can you make** / **Do you make** them tomorrow, Frank?

B: I'm sorry. I **will be** / **am** / **can be** busy all day tomorrow.

C Read the sentences. Are they about future plans or predictions? Check the correct box.

	future plan	prediction
1. I'm going to see the doctor tomorrow.	<input type="checkbox"/>	<input type="checkbox"/>
2. He'll be a good doctor.	<input type="checkbox"/>	<input type="checkbox"/>
3. My sister is going to study Spanish in Mexico.	<input type="checkbox"/>	<input type="checkbox"/>
4. I'm going to buy a new car next year.	<input type="checkbox"/>	<input type="checkbox"/>
5. She's going to be very successful.	<input type="checkbox"/>	<input type="checkbox"/>
6. The airport will be crowded.	<input type="checkbox"/>	<input type="checkbox"/>

D Read the first sentence in each item. Circle the letter of the sentence that is closest in meaning.

1. I shouldn't have talked to him.
 - a. I talked to him, but it was a mistake.
 - b. I didn't talk to him, and it was a mistake.
2. We ought to have moved to Chicago.
 - a. We are going to move, but we don't know when.
 - b. It was a good idea to move, but we didn't do it.
3. I wish I had told them what I thought.
 - a. I didn't tell them, and now I regret it.
 - b. I told them, and that was a big mistake.
4. They should have warned us about the traffic.
 - a. They didn't know, so they couldn't tell us.
 - b. They knew, but they didn't tell us.
5. Mark wishes he hadn't taken the job in Tokyo.
 - a. He took the job, but it was a bad idea.
 - b. He didn't take the job, and now he regrets it.

E Rewrite each sentence expressing regret about the past. Use the word in parentheses.

1. I didn't go to college, and I regret that decision. (wish)
I wish I had gone to college.
2. I ordered chicken, but now I'm sorry that I did. (should)

3. Steve borrowed only two books from the library, but a few more would have been better. (ought to)

4. Christina and Mark went skiing for their vacation, but it was a bad choice. (wish)

5. Katie ate so many cookies that now she feels sick. (should)

6. Daniel studied law in college, but he'd prefer to be a doctor. (ought to)

WRITING BOOSTER

- A** Read the following short biography of the famous aviator, Amelia Earhart. Choose the correct headings and write them in the spaces below to divide the biography into sections. You will not use all the headings.

Headings:

Amelia's Education

Amelia's Mysterious Disappearance

Amelia's Family Life

Amelia's Childhood Years

Amelia's Marriage

Amelia's Flying Records

Amelia's Love of Flying

Amelia Earhart

Amelia Mary Earhart was born on July 24, 1897, in Atchison, Kansas. At three years old she went to live with her grandparents who lived fifty miles away. Amelia was a tomboy, and loved snow sledding and climbing trees. She lived with her grandparents until she was ten. At ten she moved back with her parents and her younger sister, Muriel.

Amelia saw her first airplane at the 1908 Iowa State Fair. At this fair, there was a stunt-flying exhibition, and it fascinated Amelia. It was here, as she watched these planes twirling and swooshing, that Amelia fell in love with the idea of flying. Amelia actually had to wait thirteen years to take her first ride in a plane, and just six months after that, she bought her first plane. It was bright yellow and she called it *Canary*.

Amelia was very competitive, and entered many flying contests over the next several years. She continually broke the records of other aviators. To mention just a few:

In June of 1928, she became the first woman to fly across the Atlantic.

In May of 1932, she became the second person to fly solo across the Atlantic

From August 24 to 25, 1932, she flew a solo nonstop flight from the west coast of the United States to the east coast, making her the first woman to do that.

From April 24 to 25, 1935, she was the first person to fly solo from Hawaii to California.

At the age of forty, in 1937, Amelia Earhart wanted to be the first woman to fly around the world. She and her navigator took off from Oakland, California, and flew to Miami, then through the Caribbean to Brazil and through Africa to India. After India, they flew to Bangkok, Indonesia, Australia, and then Papua New Guinea. From Papua New Guinea, they flew toward Howard Island, 2,200 miles away. They never arrived, and despite extensive searches, they were never found.

No one knows for sure what happened to Amelia and her navigator, but the world knows that Amelia is one of the most important and influential aviators in history.

- B** On a separate sheet of paper, write a short biography of someone you know or someone famous. Include information on this person's childhood, family, education, achievements, regrets, or any other information you would like to add. Divide the biography into sections. Include a heading for each section.