

Note: In communicative exercises where several answers are possible, this answer key contains some examples of correct answers, not all possible answers. Any valid answer in this type of exercise should be considered acceptable.

Exercise 1

business: manager
science: dentist, doctor, scientist
social work: marriage counselor, teacher
arts: designer, painter, song writer
crafts: tailor, builder, furniture maker

Exercise 4

1. a 2. a 3. b 4. a 5. b

Exercise 5

Correct order: 3, 1, 4, 5, 2, 6

Exercise 6

1. weren't going to
2. was going to
3. weren't going to
4. Was going to
5. was going to
6. was going to
7. Weren't: going to
8. were going to
9. wasn't going to
10. were going to

Exercise 7

2. When I was young, I believed I would study Chinese, but I never did.
3. We were sure Rick would become a doctor, but he didn't.
4. We didn't know we would have so many children, but now we have six!
5. I never thought I would get this job, but I did.
6. When he was a child, Jim thought he would be a firefighter, but he became a teacher instead.

Exercise 8

1. a 2. c 3. b 4. c 5. c

Exercise 10

1. c 2. a 3. b 4. e 5. d

Exercise 11

1. No 2. Yes 3. No 4. No

Exercise 12

1. must 2. should 3. wouldn't 4. shouldn't
5. might 6. must not 7. must

Exercise 13

1. no 2. yes 3. yes 4. maybe 5. probably

Exercise 14

2. no 3. no 4. probably 5. yes 6. maybe

Exercise 15

Answers may vary.
2. should have taken
3. might have talked
4. must have gotten
5. shouldn't have sold
6. might have gotten
7. couldn't have done

Exercise 16

1. A talent
2. A skill
3. Experience
4. Knowledge

Exercise 17

1. experience 2. talent 3. skill 4. knowledge

Exercise 18

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

Exercise 19

management skills
good communication skills
experience in a similar position
organizational ability
computer skills
common sense

Exercise 21

1. c 2. a 3. b 4. b 5. c 6. a

Exercise 22

1. True
2. False: A life map is a list of important things in your past.
3. False: Use a life map at any point in your life. It helps you look at your past and see if you have regrets so you can avoid them in the future.
4. True
5. True
6. False: It's better to break goals into smaller goals so they are easier to achieve.
7. False: No information in the text.
8. False: It's OK to change your life plan at any time if your life situation changes.

Exercise 25

1. b 2. a 3. a 4. a 5. b

GRAMMAR BOOSTER

Exercise A

Possible answers:

1. It'll be ... tomorrow.
2. I'm going to ...
3. I'm going on ...
4. ... will probably be my biggest expense.
5. I'm leaving at ...
6. We can / could meet ...
7. You should / could start ...

Exercise B

2. may take; might take
3. will see; are going to come
4. can have; are
5. call; is taking
6. Do you make; can be

Top Notch 3 Second Edition Unit 6

Christopher A. Smith



Top Notch 3 Second Edition Unit 6:

Understanding Multimodal Discourses in English Language Teaching Textbooks Christopher A.

Smith, 2022-08-11 Textbooks are indispensable components and in some case the cornerstones of the mission of English Language Teaching ELT However they are artefacts of a pedagogical culture that rarely echo the concerns of their most prolific consumers teachers and students This book offers a useful framework for evaluating ELT textbooks from a critical discourse perspective one that is based on sound current research but also offers practical guidance to teachers Building from a foundational understanding of ELT textbooks the author presents a systematic procedure to critically analyze their multimodal discourse examine how those discourses are negotiated between teachers and students in class and measure how those consumers privately value the lessons The book provides teachers with the tools they need to select and adapt materials based on critical multimodal discourse analysis where not only the text but the pictures websites audio visual elements too are subjected to a process which can reveal underlying ideologies assumptions omissions and reifications The triangulated approach demonstrated in a series of vignettes featuring Korean university students and native English speaking instructors can inform textbook choice instigate change and inspire lesson re contextualization to best suit the needs of its primary consumers

Issues in Materials Development Maryam Azarnoosh, Mitra Zeraatpishe, Akram Faravani, Hamid Reza Kargozari, 2016-03-22 Issues in Materials Development provides readers with theoretical foundations and practical aspects of designing materials for EFL ESL contexts It starts with discussing some basic and preliminary principles of materials design followed by scrutinizing critical issues in materials development in an objective and systematic way This ranges from considering learners needs adopting adapting selection and gradation of materials to the specific focus of the book on developing various types of materials for the four language skills pronunciation ESP vocabulary and computer assisted language learning materials Authenticity of materials to be designed and the inclusion of affective factors to develop motivating materials to engage language learners in addition to features of materials design at a universal level are other areas to read about This book finally tries to open new horizons and possible futuristic approaches to improve today's ELT materials

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