

THIRD EDITION

TOP NOTCH

3A

ENGLISH FOR TODAY'S WORLD

with Workbook

JOAN SASLOW

ALLEN ASCHER

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

Top Notch: English for Today's World Level 3A with Workbook, Third Edition

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In Memoriam

Rob Morsberger (1959–2013)

The authors wish to acknowledge their memory of and gratitude to **Rob Morsberger**, the gifted composer and songwriter of the *Top Notch Pop Songs* and Karaoke that have provided learners both language practice and pleasure.

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LEARNING OBJECTIVES

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 1 Make Small Talk PAGE 2	<ul style="list-style-type: none"> • Make small talk • Describe a busy schedule • Develop your cultural awareness • Discuss how culture changes over time 	<ul style="list-style-type: none"> • Asking about proper address • Intensifiers • Manners and etiquette 	<ul style="list-style-type: none"> • Tag questions: use, form, and common errors • The past perfect: Statements GRAMMAR BOOSTER <ul style="list-style-type: none"> • Tag questions: short answers • Verb usage: present and past: overview
UNIT 2 Health Matters PAGE 14	<ul style="list-style-type: none"> • Show concern and offer help • Make a medical or dental appointment • Discuss types of treatments • Talk about medications 	<ul style="list-style-type: none"> • Dental emergencies • Describing symptoms • Medical procedures • Types of medical treatments • Medications 	<ul style="list-style-type: none"> • Drawing conclusions with <u>must</u> • <u>Will be able to</u>: Modals <u>may</u> and <u>might</u> GRAMMAR BOOSTER <ul style="list-style-type: none"> • Other ways to draw conclusions: <u>probably</u> and <u>most likely</u> • Expressing possibility with <u>maybe</u>
UNIT 3 Getting Things Done PAGE 26	<ul style="list-style-type: none"> • Offer a solution • Discuss how long a service will take • Evaluate the quality of service • Plan an event 	<ul style="list-style-type: none"> • Ways to indicate acceptance • Services • Planning and running an event 	<ul style="list-style-type: none"> • The causative • The passive causative GRAMMAR BOOSTER <ul style="list-style-type: none"> • Causative <u>make</u> to indicate obligation • <u>Let</u> to indicate permission • Causative <u>have</u>: common errors • The passive causative: the <u>by</u> phrase
UNIT 4 Reading for Pleasure PAGE 38	<ul style="list-style-type: none"> • Recommend a book • Ask about an article • Describe your reading habits • Discuss online reading 	<ul style="list-style-type: none"> • Genres of books • Ways to describe a book • Some ways to enjoy reading 	<ul style="list-style-type: none"> • Noun clauses: usage, form, and common errors • Noun clauses: Embedded questions <ul style="list-style-type: none"> ◦ Form and common errors GRAMMAR BOOSTER <ul style="list-style-type: none"> • Verbs that can be followed by clauses with <u>that</u> • Adjectives that can be followed by clauses with <u>that</u> • Embedded questions <ul style="list-style-type: none"> ◦ <u>with whether</u> ◦ usage and common errors ◦ punctuation
UNIT 5 Natural Disasters PAGE 50	<ul style="list-style-type: none"> • Convey a message • Tell someone about the news • Describe natural disasters • Prepare for an emergency 	<ul style="list-style-type: none"> • Severe weather and other natural disasters • Reactions to news • Adjectives of severity • Emergency preparations and supplies 	<ul style="list-style-type: none"> • Indirect speech: Imperatives • Indirect speech: <u>Say</u> and <u>tell</u>—tense changes GRAMMAR BOOSTER <ul style="list-style-type: none"> • Direct speech: punctuation rules • Indirect speech: optional tense changes

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> Talk about the weather to begin a conversation with someone you don't know Use question tags to encourage someone to make small talk Ask about how someone wants to be addressed Answer a <u>Do you mind</u> question with <u>Absolutely not</u> to indicate agreement Say <u>That was nothing!</u> to indicate that something even more surprising happened Use <u>Wow!</u> to indicate that you are impressed 	Listening Skills <ul style="list-style-type: none"> Listen for main ideas Listen to summarize Confirm the correct paraphrases Pronunciation <ul style="list-style-type: none"> Intonation of tag questions 	Texts <ul style="list-style-type: none"> A business meeting e-mail and agenda An online article about formal dinner etiquette of the past A survey about culture change A photo story Skills/Strategies <ul style="list-style-type: none"> Apply prior knowledge Draw conclusions Understand from context 	Task <ul style="list-style-type: none"> Write a formal and an informal e-mail message WRITING BOOSTER <ul style="list-style-type: none"> Formal e-mail etiquette
<ul style="list-style-type: none"> Introduce disappointing information with <u>I'm sorry, but . . .</u> Show concern with <u>Is there anything wrong?</u> and <u>That must be awful</u> Begin a question of possibility with <u>I wonder if . . .</u> Use <u>Let's see . . .</u> to indicate you are checking for something Confirm an appointment with <u>I'll / We'll see you then</u> Express emphatic thanks with <u>I really appreciate it</u> 	Listening Skills <ul style="list-style-type: none"> Listen to activate vocabulary Listen for details Auditory discrimination Pronunciation <ul style="list-style-type: none"> Intonation of lists 	Texts <ul style="list-style-type: none"> A travel tips website about dental emergencies A brochure about choices in medical treatments A medicine label A patient information form A photo story Skills/Strategies <ul style="list-style-type: none"> Understand from context Relate to personal experience Draw conclusions 	Task <ul style="list-style-type: none"> Write an essay comparing two types of medical treatments WRITING BOOSTER <ul style="list-style-type: none"> Comparisons and contrasts
<ul style="list-style-type: none"> Use <u>I'm sorry, but . . .</u> and an excuse to politely turn down a request Indicate acceptance of someone's excuse with <u>No problem.</u> Suggest an alternative with <u>Maybe you could . . .</u> Soften an almost certain <u>no</u> with <u>That might be difficult</u> Use <u>Well, . . .</u> to indicate willingness to reconsider 	Listening Skills <ul style="list-style-type: none"> Listen to confirm Listen for main ideas Listen to summarize Pronunciation <ul style="list-style-type: none"> Emphatic stress to express enthusiasm 	Texts <ul style="list-style-type: none"> A survey about procrastination A business article about how to keep customers happy A photo story Skills/Strategies <ul style="list-style-type: none"> Infer point of view Activate language from a text 	Task <ul style="list-style-type: none"> Write an essay expressing a point of view about procrastination WRITING BOOSTER <ul style="list-style-type: none"> Supporting an opinion with personal examples
<ul style="list-style-type: none"> Use <u>Actually</u> to show appreciation for someone's interest in a topic Softens a question with <u>Could you tell me . . . ?</u> Indicate disappointment with <u>Too bad</u> Use <u>I'm dying to . . .</u> to indicate extreme interest Say <u>Are you sure?</u> to confirm someone's willingness to do something 	Listening Skills <ul style="list-style-type: none"> Listen to take notes Listen to infer a speaker's point of view and support your opinion Pronunciation <ul style="list-style-type: none"> Sentence stress in short answers with <u>so</u> 	Texts <ul style="list-style-type: none"> An online bookstore website A questionnaire about reading habits A magazine article about the Internet's influence on our habits A photo story Skills/Strategies <ul style="list-style-type: none"> Recognize point of view Understand meaning from context 	Task <ul style="list-style-type: none"> Write a summary and review of something you've read WRITING BOOSTER <ul style="list-style-type: none"> Summarizing
<ul style="list-style-type: none"> Use <u>I would, but . . .</u> to politely turn down an offer Say <u>Will do</u> to agree to a request for action Use <u>Well</u> to begin providing requested information Say <u>What a shame</u> to show empathy for a misfortune Introduce reassuring contrasting information with <u>But, . . .</u> Say <u>Thank goodness for that</u> to indicate relief 	Listening Skills <ul style="list-style-type: none"> Listen for main ideas Listen for details Paraphrase Listen to infer meaning Pronunciation <ul style="list-style-type: none"> Direct and indirect speech: Rhythm 	Texts <ul style="list-style-type: none"> News headlines A textbook article about earthquakes Statistical charts A photo story Skills/Strategies <ul style="list-style-type: none"> Paraphrase Confirm facts Identify cause and effect Interpret data from a chart 	Task <ul style="list-style-type: none"> Write a procedure for how to prepare for an emergency WRITING BOOSTER <ul style="list-style-type: none"> Organizing detail statements by order of importance

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 6 Life Plans PAGE 62	<ul style="list-style-type: none"> • Explain a change of intentions and plans • Express regrets about past actions • Discuss skills, abilities, and qualifications • Discuss factors that promote success 	<ul style="list-style-type: none"> • Reasons for changing plans • Qualifications for work or study 	<ul style="list-style-type: none"> • Expressing intentions and plans that changed: <u>Was / were going to</u> and <u>would</u> • Perfect modals GRAMMAR BOOSTER <ul style="list-style-type: none"> • Expressing the future: review • The future with <u>will</u> and <u>be going to</u>: review • Regrets about the past: <ul style="list-style-type: none"> ◦ <u>Wish</u> + the past perfect ◦ <u>Should have</u> and <u>ought to have</u>
UNIT 7 Holidays and Traditions PAGE 74	<ul style="list-style-type: none"> • Wish someone a good holiday • Ask about local customs • Exchange information about holidays • Explain wedding traditions 	<ul style="list-style-type: none"> • Types of holidays • Ways to commemorate a holiday • Some ways to exchange good wishes on holidays • Getting married: events and people 	<ul style="list-style-type: none"> • Adjective clauses with subject relative pronouns <u>who</u> and <u>that</u> <ul style="list-style-type: none"> ◦ Usage, form, and common errors • Adjective clauses with object relative pronouns <u>who</u>, <u>whom</u>, and <u>that</u> <ul style="list-style-type: none"> ◦ Form and common errors GRAMMAR BOOSTER <ul style="list-style-type: none"> • Adjective clauses: common errors • Reflexive pronouns • <u>By</u> + reflexive pronouns • Reciprocal pronouns: <u>each other</u> and <u>one another</u> • Adjective clauses: <u>who</u> and <u>whom</u> in formal English
UNIT 8 Inventions and Discoveries PAGE 86	<ul style="list-style-type: none"> • Describe technology • Take responsibility for a mistake • Describe new inventions • Discuss the impact of inventions / discoveries 	<ul style="list-style-type: none"> • Describing manufactured products • Descriptive adjectives 	<ul style="list-style-type: none"> • The unreal conditional: Review and expansion • The past unreal conditional <ul style="list-style-type: none"> ◦ Usage, form, and common errors GRAMMAR BOOSTER <ul style="list-style-type: none"> • Real and unreal conditionals: review • Clauses after <u>wish</u> • <u>Unless</u> in conditional sentences • The unreal conditional: variety of forms
UNIT 9 Controversial Issues PAGE 98	<ul style="list-style-type: none"> • Talk about politics • Discuss controversial issues politely • Propose solutions to global problems • Debate the pros and cons of issues 	<ul style="list-style-type: none"> • Political terminology • A continuum of political and social beliefs • Some controversial issues • Ways to agree or disagree • How to debate an issue politely 	<ul style="list-style-type: none"> • Non-count nouns that represent abstract ideas • Verbs followed by objects and infinitives GRAMMAR BOOSTER <ul style="list-style-type: none"> • Count and non-count nouns: review and extension • Gerunds and infinitives: <ul style="list-style-type: none"> ◦ form and usage ◦ usage after certain verbs
UNIT 10 Beautiful World PAGE 110	<ul style="list-style-type: none"> • Describe a geographical location • Warn about a possible risk • Describe a natural setting • Discuss solutions to global warming 	<ul style="list-style-type: none"> • Geographical features • Compass directions • Ways to recommend or criticize a place • Ways to describe risks • Dangerous animals and insects • Geographic nouns and adjectives • Describing natural features • Energy and the environment 	<ul style="list-style-type: none"> • Prepositional phrases of geographical places • <u>Too</u> + adjective and infinitive GRAMMAR BOOSTER <ul style="list-style-type: none"> • Prepositions of place: more usage • Proper nouns: capitalization • Proper nouns: use of <u>the</u> • Infinitives with <u>enough</u>

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CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> • Say <u>No kidding!</u> to indicate delight or surprise • Say <u>How come?</u> to ask for a reason • Express a regret with <u>I should have . . .</u> • Use <u>You never know . . .</u> to reassure someone • Accept another's reassurance with <u>True</u> 	Listening Skills <ul style="list-style-type: none"> • Listen for details • Listen to classify information • Listen to infer a speaker's motives Pronunciation <ul style="list-style-type: none"> • Reduction of <u>have</u> in perfect modals 	Texts <ul style="list-style-type: none"> • Career and skills inventories • A magazine article with tips for effective work habits • A photo story Skills/Strategies <ul style="list-style-type: none"> • Understand from context • Confirm content 	Task <ul style="list-style-type: none"> • Write a short autobiography WRITING BOOSTER <ul style="list-style-type: none"> • Dividing an essay into topics
<ul style="list-style-type: none"> • Show friendliness by wishing someone a good holiday • Reciprocate good wishes with <u>Thanks! Same to you!</u> • Preface a potentially sensitive question with <u>Do you mind if I ask you . . .</u> • Ask about socially appropriate behavior in order to avoid embarrassment • Express appreciation with <u>Thanks. That's really helpful</u> 	Listening Skills <ul style="list-style-type: none"> • Listen for main ideas • Listen for details • Infer information Pronunciation <ul style="list-style-type: none"> • "Thought groups" 	Texts <ul style="list-style-type: none"> • Factoids on holidays • A magazine article about holidays around the world • Proverbs about weddings • A photo story Skills/Strategies <ul style="list-style-type: none"> • Scan for facts • Compare and contrast • Relate to personal experience 	Task <ul style="list-style-type: none"> • Write a detailed description of two holidays WRITING BOOSTER <ul style="list-style-type: none"> • Descriptive details
<ul style="list-style-type: none"> • Congratulate someone for a major new purchase • Apologize for lateness and provide an explanation • Indicate regret for a mistake by beginning an explanation with <u>I'm ashamed to say . . .</u> • Reduce another's self-blame with <u>That can happen to anyone and No harm done</u> 	Listening Skills <ul style="list-style-type: none"> • Listen to draw conclusions • Listen to summarize • Listen to infer meaning • Infer the correct adjective Pronunciation <ul style="list-style-type: none"> • Contractions with <u>'d</u> in spoken English 	Texts <ul style="list-style-type: none"> • Case studies of poor purchasing decisions • A book excerpt about antibiotics • Factoids on famous inventions • A photo story Skills/Strategies <ul style="list-style-type: none"> • Find supporting details • Understand from context 	Task <ul style="list-style-type: none"> • Write an essay about the historical impact of an important invention or discovery WRITING BOOSTER <ul style="list-style-type: none"> • Summary statements
<ul style="list-style-type: none"> • Ask for permission when bringing up a topic that might be controversial • Use <u>So . . .</u> to begin a question clarifying someone's statement • Politely indicate unwillingness with <u>No offense, but . . .</u> • Apologize for refusing with <u>I hope you don't mind</u> • Use <u>How do you feel about . . .</u> to invite someone's opinion • Offer an explanation for one's opinion. • Use <u>Actually, . . .</u> to introduce a different point of view 	Listening Skills <ul style="list-style-type: none"> • Infer a speaker's political and social beliefs • Infer a speaker's point of view • Listen to summarize • Auditory discrimination Pronunciation <ul style="list-style-type: none"> • Stress to emphasize meaning 	Texts <ul style="list-style-type: none"> • A self-test of political literacy • A textbook introduction to global problems • A photo story Skills/Strategies <ul style="list-style-type: none"> • Activate language from a text • Critical thinking 	Task <ul style="list-style-type: none"> • Write an essay presenting the two sides of a controversial issue WRITING BOOSTER <ul style="list-style-type: none"> • Contrasting ideas
<ul style="list-style-type: none"> • Show interest in someone's plans by asking follow-up questions • Indicate possible intention with <u>I've been thinking about it</u> • Qualify a positive response with <u>Sure, but . . .</u> • Elaborate further information using <u>Well, . . .</u> • Express gratitude for a warning 	Listening Skills <ul style="list-style-type: none"> • Listen for main ideas • Listen to summarize • Listen for details • Infer a speaker's point of view Pronunciation <ul style="list-style-type: none"> • Voiced and voiceless <u>th</u> 	Texts <ul style="list-style-type: none"> • Maps • An online article about ways to curb global warming • A photo story Skills/Strategies <ul style="list-style-type: none"> • Interpret maps • Understand from context • Critical thinking • Summarize 	Task <ul style="list-style-type: none"> • Write a geographic description of your country, state, or province WRITING BOOSTER <ul style="list-style-type: none"> • Organizing by spatial relations

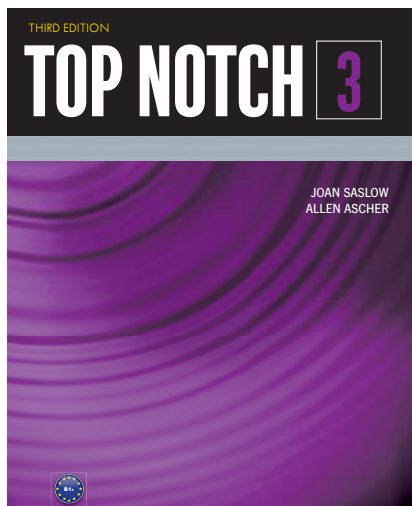
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TO THE TEACHER

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



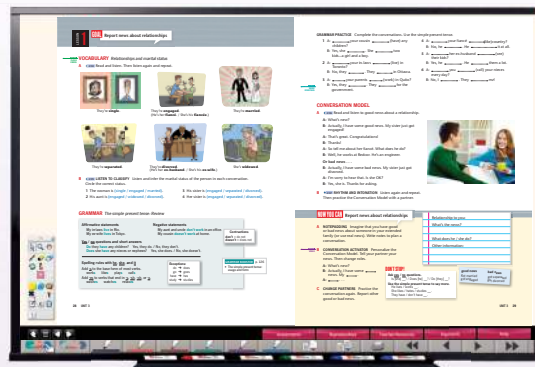
NEW Pronunciation Coach videos: facilitate clear and fluent oral expression



NEW Extra Grammar Exercises: ensure mastery of grammar



NEW Digital Full-Color Vocabulary Flash Cards: accelerate retention of new vocabulary



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.

PLUS

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

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

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 My brother (have) a tattoo on his arm, but he went to a doctor and she removed it.
- 5 I (be) kind of an introvert, but now I like being with lots of people.
- 6 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

UNIT

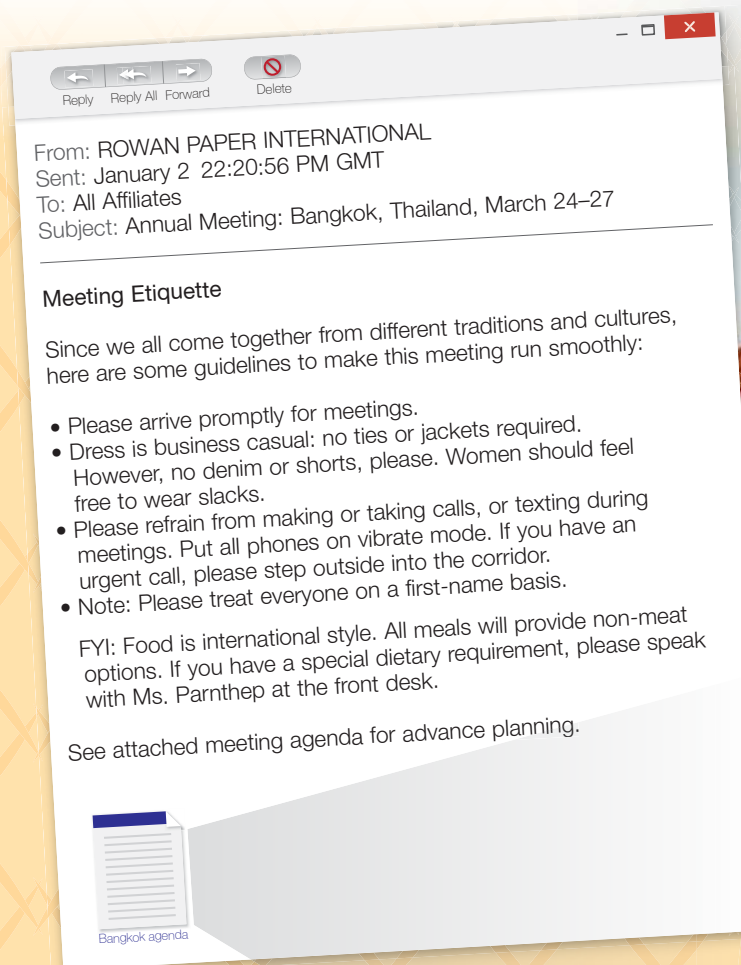
1

Make Small Talk

PREVIEW

COMMUNICATION GOALS

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

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	Gallery
2:00	Regional marketing plans	Salon A
	• U.S. and Canada Group	Salon B
	• Mexico and Central America Group	Salon C
	• Caribbean Group	
	• South America (Southern Cone and Andes) Group	Salon D
	• Brazil	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?

C **1:02 PHOTO STORY** Read and listen to a conversation between two participants at the meeting in Bangkok.



Teresa: Allow me to introduce myself. I am Teresa Segovia from the Santiago office. *Sawatdee-Kaa*.

Surat: Where did you learn the *wai*? You're Chilean, aren't you?

Teresa: Yes, I am. But I have a friend in Chile from Thailand.



Surat: Well, *Sawatdee-Khrab*. Nice to meet you, Ms. Segovia. I'm Surat Leekpai.

Teresa: No need to be so formal. Please call me Terri.

Surat: And please call me Surat.

Teresa: OK. Surat, do you mind my asking you a question about that, though?

Surat: Not at all.



Teresa: Is it customary in Thailand for people to be on a first-name basis?

Surat: Well, at company meetings in English, always. In other situations, though, people tend to be a little more formal. It's probably best to watch what others do. You know what they say: "When in Rome . . ."

Teresa: Mm-hmm . . . , "do as the Romans do!"

*Thais greet each other with a gesture called the *wai* and by saying "*Sawatdee-Kaa*" (women) / "*Sawatdee-Khrab*" (men).

D THINK AND EXPLAIN Answer the questions.

- Why was Surat surprised about the way Teresa greeted him? How do you know he was surprised?
- Why do you think Teresa decided to say "*Sawatdee-Kaa*"?
- What did Teresa mean when she said, "No need to be so formal"?
- What do you think the saying "When in Rome, do as the Romans do" means?

SPEAKING

A PERSONALIZATION If you took a business or pleasure trip to another country, how would you like to be addressed? Complete the chart. Then discuss and explain your reasons to a partner.

I'd like to be called . . .	Always	In some situations	Never
by my title and my family name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
by my first name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
by my nickname.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'd prefer to follow the local customs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B DISCUSSION Talk about the questions.

- In your opinion, is it inappropriate for two people of very different status (such as a CEO and an assistant) to be on a first-name basis? Explain.
- In general, when do you think people should use first names with each other? When should they use titles and last names? Explain your reasons.

CONVERSATION MODEL

- A** ▶ 1:03 Read and listen to two people meeting and making small talk.

A: Good morning. Beautiful day, isn't it?

B: It really is. By the way, I'm Kazuko Toshinaga.

A: I'm Jane Quitt. Nice to meet you.

B: Nice to meet you, too.

A: Do you mind if I call you Kazuko?

B: Absolutely not. Please do.

A: And please call me Jane.

▶ 1:05 Asking about proper address

Do you mind if I call you [Kazuko]?
Would it be rude to call you [Kazuko]?
What would you like to be called?
How do you prefer to be addressed?
Do you use Ms. or Mrs.?

- B** ▶ 1:04 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR Tag questions: Use and form

Use tag questions to confirm information you already think is true or to encourage someone to make small talk with you.

It's a beautiful day, **isn't it?**

When the statement is affirmative, the tag is negative. When the statement is negative, the tag is affirmative. Use the same verb tense or modal in the tag question as in the main statement.

affirmative statements

You're Lee,	aren't you?
She speaks Thai,	doesn't she?
He's going to drive,	isn't he?
They'll be here later,	won't they?
There are a lot of rules,	aren't there?
There isn't any sugar,	is there?
You were there,	weren't you?
They left,	didn't they?
It's been a great day,	hasn't it?
Ann would like Quito,	wouldn't she?
They can hear me,	can't they?

negative statements

You're not Amy,	are you?
I don't know you,	do I?
We're not going to eat here,	are we?
It won't be long,	will it?
He wasn't driving,	was he?
We didn't know,	did we?
She hasn't been here long,	has she?
You wouldn't do that,	would you?
He can't speak Japanese,	can he?

Be careful!

Use **aren't I** for negative tag questions after **I am**.

I'm on time, **aren't I?** BUT I'm not late, **am I?**

Use pronouns, not names or other nouns, in tag questions.

Bangkok is in Thailand, isn't **it**?
NOT **isn't Bangkok?**

GRAMMAR BOOSTER p. 127

• Tag questions: short answers

- A FIND THE GRAMMAR** Find and underline a tag question in the Photo Story on page 3.

- B GRAMMAR PRACTICE** Complete each statement with the correct tag question.

- | | |
|--|--|
| 1 Rob is your manager, ? | 7 The agenda can't be printed in the business center before 8:00 A.M., ? |
| 2 I turned off the projector, ? | 8 They were explaining the meeting etiquette, ? |
| 3 Tim is going to present next, ? | 9 She wants to be addressed by her first name, ? |
| 4 She won't be at the meeting before 2:00, ? | 10 There was no one here from China, ? |
| 5 We haven't forgotten anything, ? | |
| 6 It was a great day, ? | |

PRONUNCIATION *Intonation of tag questions*

A ▶ 1:06 Rising intonation usually indicates that the speaker is confirming the correctness of information. Read and listen. Then listen again and repeat.

- 1 People use first names here, *don't they?*
- 2 That meeting was great, *wasn't it?*
- 3 It's a beautiful day for a walk, *isn't it?*

B ▶ 1:07 Falling intonation usually indicates that the speaker expects the listener to agree. Read and listen. Then listen again and repeat.

- 1 People use first names here, *don't they?*
- 2 That meeting was great, *wasn't it?*
- 3 It's a beautiful day for a walk, *isn't it?*

C PAIR WORK. Take turns reading the examples of tag questions in the Grammar chart on page 4. Read each with both rising and falling intonation. Listen to tracks 1:06 and 1:07 to check your intonation.

NOW YOU CAN Make small talk

A CONVERSATION ACTIVATOR With a partner, personalize the Conversation Model to greet a classmate. Make small talk. Ask each other about how you would like to be addressed. Then change partners.

A: Good , isn't it?

B: It really is. By the way, I'm

A: I'm

DON'T STOP!

- Continue making small talk.
- Get to know your new classmates.
- Ask about families, jobs, travel, etc.

Ideas for tag questions

[Awful] weather, ...
Nice [afternoon], ...
Great [English class], ...
[Good] food, ...
The food is [terrible], ...



B EXTENSION Write your name and a few facts about yourself on a sheet of paper and put it on a table. Choose another classmate's paper, read it quickly, and put it back on the table. Then meet that person and confirm the information you read, using tag questions.

	Maria Carbone
	I grew up here, but my parents are from
	Italy. I started studying English when I was
	in primary school.

Maria, hi! I'm Deborah.
Your parents are from Italy,
aren't they?



GRAMMAR The past perfect: Statements

Use the past perfect to describe an action that occurred before a specific time in the past. Look at the timeline to see the order of the actions. Form the past perfect with **had** + a past participle.

11:00 12:00
 The meeting ended at 11:00. We arrived. = The meeting **had ended** before we arrived.

Time markers **by**, **already**, and **yet** are often used with the past perfect.

By four o'clock the tour **had begun**.

They **had already eaten** when their friends called.

When the flight took off, the storm **hadn't started yet** (OR **hadn't yet started**).

Use the past perfect with the simple past tense or the past of **be** to clarify which of two past actions occurred first.

The meeting **had begun** late, so we **didn't have** lunch until 2:00.

(First the meeting began; then we had lunch.)

By the time the tour **was over**, Ann **had** already **met** Kazuko.

(First Ann and Kazuko met; then the tour was over.)

Note: In informal speech, you can use the simple past instead of the past perfect when the words **by**, **before**, and **after** make the order of events clear.

By April he **started** his new job.

Before I got married, I **studied** marketing.

After she **made** the presentation, they promoted her.

GRAMMAR BOOSTER p. 128

- Verb usage: present and past (overview)

A GRAMMAR PRACTICE Choose the correct meaning for each statement.

1 "Before they decided to have the meeting in Bangkok, I had already decided to take my vacation there."

- ☐ First they decided to have the meeting in Bangkok. Then I decided to take my vacation there.
☐ First I decided to take my vacation in Bangkok. Then they decided to have the meeting there.

2 "By the time she got to the meeting, she had already reviewed the agenda."

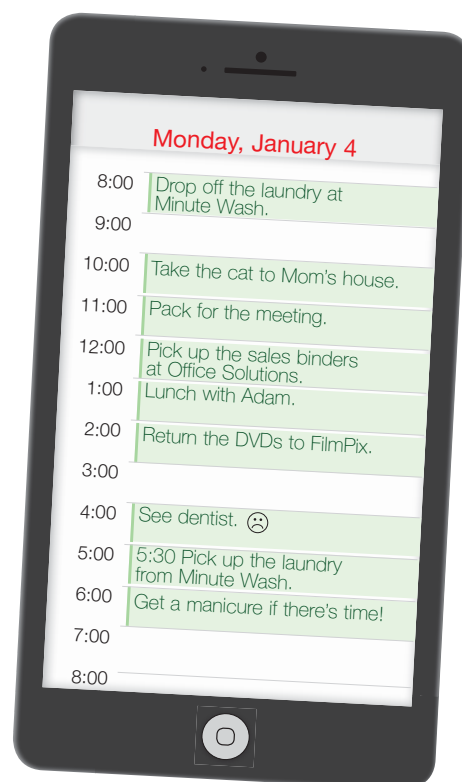
- ☐ First she reviewed the agenda. Then she got to the meeting.
☐ First she got to the meeting. Then she reviewed the agenda.

3 "They had already asked us to turn off our cell phones when the CEO began her presentation."

- ☐ First they asked us to turn off our cell phones. Then the CEO began her presentation.
☐ First the CEO began her presentation. Then they asked us to turn off our cell phones.

B It's now 7:00 P.M. Read Meg's to-do list and complete the statements, using the past perfect, **already**, and **yet**.

- 1 At 8:30 Meg her laundry, but she the cat to her mom's house.
 2 By 10:45 she the cat to her mom's house, but she for the meeting.
 3 By 12:15 she the sales binders at Office Solutions, but she lunch with Adam.
 4 At 1:30 she lunch with Adam, but she the DVDs to FilmPix.
 5 By 2:15 she the DVDs to FilmPix, but she the dentist.
 6 At 5:55 she the dentist, but she a manicure.



CONVERSATION MODEL

A ▶ 1:08 Read and listen to someone describing a busy schedule.

A: So how was your day?

B: Unbelievably busy. By 9:00 I had taken the placement test, registered for class, and bought my books.

A: That's a lot to do before 9:00!

B: That was nothing! At 10:00, I had a meeting across town, but by 1:00 I had already arrived back at school for my class.

A: What did you do about lunch?

B: Well, when I got to class, I hadn't eaten yet, so I just got a snack.

A: Wow! I'll bet you're pretty hungry now!

▶ 1:10 Intensifiers

unbelievably

incredibly

really

so

pretty



B ▶ 1:09 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Describe a busy schedule

DIGITAL VIDEO

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model to describe a busy day, morning, afternoon, evening, week, or any other period of time in the past. Use the past perfect. Then change roles.

A: So how was your ?

B: busy. By I

A: That's a lot to do before !

B: That was nothing!

A: What did you do about ?

B: Well,

A: Wow! I'll bet you !

DON'T STOP!

- Ask more questions about your partner's activities.
- Provide more details about the activities.

B CHANGE PARTNERS Practice the conversation again. Ask other classmates to describe their busy schedules.



BEFORE YOU LISTEN

DIGITAL
FLASH
CARDSA ▶ 1:11 VOCABULARY • *Manners and etiquette* Read and listen. Then listen again and repeat.**etiquette** rules for polite behavior in society or in a particular group**cultural literacy** knowing about and respecting the culture of others**table manners** rules for polite behavior when eating with other people**punctuality** the habit of being on time**impolite** not polite, rude**offensive** extremely rude or impolite**customary** usual or traditional in a particular culture**taboo** not allowed because of very strong cultural or religious rules

B Complete each sentence with the correct word or phrase from the Vocabulary.

- 1 It's (**taboo / impolite**) to eat pork in some religions. No one would ever do it.
- 2 Many people believe that (**cultural literacy / punctuality**) is important and that being late is impolite.
- 3 In some cultures, it's (**offensive / customary**) to take pictures of people without permission, so few people do that.
- 4 Some people think that talking with a mouth full of food is an example of bad (**cultural literacy / table manners**).
- 5 In some cultures, it's (**customary / offensive**) to name children after a living relative, and most people observe that tradition.
- 6 Each culture has rules of (**cultural literacy / etiquette**) that are important for visitors to that country to know.
- 7 In more conservative cultures, it's slightly (**impolite / taboo**) to call someone by his or her first name without being invited to, but it isn't truly offensive.
- 8 The most successful global travelers today have developed their (**punctuality / cultural literacy**) so they are aware of differences in etiquette from culture to culture.



C DISCUSSION Discuss your opinions, using the Vocabulary.

- 1 What are some good ways to teach children etiquette? Give examples.
- 2 Do you know of any differences in etiquette between your culture and others? Give examples.
- 3 Why are table manners important in almost all cultures? How would people behave if there were no rules?

LISTENING COMPREHENSION

A ▶ 1:12 LISTEN FOR MAIN IDEAS Look at the subjects on the chart. Listen to three calls from a radio show. Check the subjects that are discussed during each call.

B ▶ 1:13 LISTEN TO SUMMARIZE Listen again. On a separate sheet of paper, take notes about the calls. Then, with a partner, write a summary of each call. Use the Vocabulary.

Subjects	1 Arturo / Jettrin	2 Hiroko / Nadia	3 Javier / Sujeet
table manners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
greetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dress and clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
male / female behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
taboos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
offensive behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOW YOU CAN Develop your cultural awareness

A FRAME YOUR IDEAS With a partner, look at the questions about your culture on the notepad. Discuss each question and write answers.

How do people greet each other when they meet for the first time?

How do they greet each other when they already know each other?

Are greeting customs different for men and women? How?

When and how do you address people formally?

When and how do you address people informally?

What are some do's and don'ts for table manners?

Are certain foods or beverages taboo?

What are some taboo conversation topics?

What are the customs about punctuality?

What is a customary gift to bring on a visit to someone's home?

Are there any gift taboos (kinds of flowers, etc.)?

Are there places where certain clothes would be inappropriate?

Is there an important aspect of your culture that's not on this list?

Some people eat with chopsticks, and some eat with a spoon, a fork, and a knife.

C GROUP WORK Role-play a conversation with a visitor to your country. Tell the visitor about your culture. Use the answers to the questions on the notepad.

“ It's bad table manners to pick up a soup bowl and drink soup from it. You have to use a spoon. ”

“ It's not customary for a man to extend his hand to shake hands with a woman. He should wait for the woman to do that. ”

B DISCUSSION Combine classmates' notes on the board for the class to share. Does everyone agree? Discuss your differences of opinion.

BEFORE YOU READ

APPLY PRIOR KNOWLEDGE In what ways do you think table manners have changed since the days when your grandparents were children?

READING ▶ 1:14

Global Culture
www.globalculture/profiles_places/interviews

Radio Archive
Favorites
About Us
Store
FAQ

Global Culture

GC: Today, Global Culture is interviewing Eugenia Hartley of Jackson, Mississippi, in the U.S. about changes to culture. Ms. Hartley, culture has changed a bit since you were growing up in the forties, hasn't it?

Hartley: Oh, definitely, and maybe more so for me than for others because Jackson is in the South, which was pretty socially conservative when I was a young girl.

GC: Please tell us about some of the changes you have personally experienced.

Hartley: My heavens! Well, the new South is so different from the old South in a lot of good ways, as everyone knows. But since you ask me personally, it would probably be technology, the way young people talk to their elders, table manners . . .

GC: OK. How have those things changed?

Hartley: Well, for example, when I was growing up, the family dinner hour was the one time in the day when the family sat down together, and it was a special time. Today, that's changed. In many families, there is no dinner hour. Kids eat snacks or fast food all day, moms are out in the workforce and don't have time to make a proper meal, and there are so many activities that it seems like no one has time. In my day, children were more respectful and quiet at the table—we spoke when we were spoken to, we didn't put our elbows on the table, and we dressed nicely. No one came to the dinner table in shorts or jeans the way they do today.


GC: That is different, isn't it? You mentioned technology. How has that changed?

Hartley: How hasn't it changed! Well, today, I see boys and girls staring at screens for hours. I didn't see a television until I was sixteen. Very few people had one. And when I finally saw one, watching it was always a family occasion. I wasn't allowed to watch it on my own. The whole family gathered to watch sports or news. Oh. And the Internet didn't exist! If I wanted to get some information, I went to the library and found a book, or I asked someone. I guess it's easier to study now, but back then we had to be a bit more social and go outside and talk to people. But we couldn't be out too late! I had a curfew, and if I wasn't home by 11:00 I was grounded – for at least a month.


GC: And you mentioned the way young people addressed their elders. How has that changed?

Hartley: Well, today you hear teens, even children, calling adults by their first names. We had to address adults as "sir" or "ma'am." And we always used Mr. and Mrs. I suppose that sounds a little old-fashioned today, doesn't it?

GC: Maybe so! Thanks so much, Ms. Hartley, for an interesting interview.



Eugenia Hartley



Mississippi is in the southern U.S.

A DRAW CONCLUSIONS Answer the questions, based on the Reading. Explain the reasoning behind each of your answers.

- 1 How old do you estimate Ms. Hartley to be today?
- 2 Does Ms. Hartley prefer the culture of the past or the culture of the present?
- 3 What is Ms. Hartley's opinion of the change in the role of mothers?
- 4 Does Ms. Hartley approve of the differences in child and teen behavior that have taken place?

- B UNDERSTAND FROM CONTEXT** Find and underline each of the following words in the Reading. Then use your understanding of the words to write definitions.

elders

workforce

technology

curfew

grounded


DIGITAL
MORE
EXERCISES

NOW YOU CAN Discuss how culture changes over time

- A FRAME YOUR IDEAS** Think about how culture has changed since your parents or grandparents were your age. If necessary, ask your parents or grandparents for information. Complete the survey.

Culture Survey	have changed a little	have changed a lot	Is the change for the better?	
			YES	NO
1. Table manners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Musical tastes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Clothing customs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Rules about formal behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Rules about punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Forms of address	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Male / female roles in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Male / female roles in the home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			Total YES answers: ____	

Are you a dinosaur or a chameleon?



How many times did you check YES in the third column?

0-3 = Definitely a dinosaur.
You prefer to stick with tradition. Your motto: "If it isn't broken, don't fix it!"

4-6 = A little of both. You're willing to adapt to change, but not too fast. Your motto: "Easy does it!"

7-9 = Definitely a chameleon.
You adapt to change easily. Your motto: "Out with the old, in with the new!"

- B PAIR WORK** Compare and discuss your answers. Provide specific examples of changes for each answer. Use the past perfect if you can.

- C DISCUSSION** Talk about how culture has changed. Include these topics in your discussion:

- Which changes do you think are good? Which changes are not good? Explain your reasons.
- How do you think older people feel about these changes?
- Do you think men and women differ in their feelings about cultural change? If so, how?

“ I think clothing customs have become less strict. My mother wore a uniform to school. But by the time I started school, girls had stopped wearing them. Now girls can go to school in jeans! ”

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion. For example: "elders."



RECYCLE THIS LANGUAGE.

Formality

be on a first-name basis
prefer to be addressed by ____
It's impolite to ____.
It's offensive to ____.
It's customary to ____.
It isn't customary to ____.

Tag questions

[People don't ____] as much, do they?
[Customs] used to be ____, didn't they?

Agreement / Disagreement

I agree.
I think you're right.
I disagree.
Actually, I don't agree because ____.
Really? I think ____.

REVIEW

A ▶ 1:15 Listen to the conversations between people introducing themselves. Check the statement that correctly paraphrases the main idea.

- 1 ☐ She'd like to be addressed by her title and family name.
☐ She'd like to be addressed by her first name.
- 2 ☐ She'd prefer to be called by her first name.
☐ She'd prefer to be called by her title and last name.
- 3 ☐ It's customary to call people by their first name there.
☐ It's not customary to call people by their first name there.
- 4 ☐ He's comfortable with the policy about names.
☐ He's not comfortable with the policy about names.
- 5 ☐ She prefers to use the title "Mrs."
☐ She prefers to use the title "Dr."

B Complete each sentence with a tag question.

- 1 You're not from around here, ?
- 2 You were in this class last year, ?
- 3 They haven't been here since yesterday, ?
- 4 Before the class, she hadn't yet told them how she wanted to be addressed, ?
- 5 I can bring flowers as a gift for the hosts, ?
- 6 You won't be back in time for dinner, ?
- 7 I met you on the tour in Nepal, ?
- 8 We'll have a chance to discuss this tomorrow, ?
- 9 They were going to dinner, ?
- 10 My friends are going to be surprised to see you, ?

C Complete each statement with a word from the Vocabulary on page 8.

- 1 Offending other people when eating a meal is an example of bad
- 2 Each country has customs and traditions about how to behave in social situations.
The rules are sometimes called
- 3 Each culture has its own sense of It's important to understand people's ideas about lateness.

WRITING

Write two e-mail messages—one formal and one informal—telling someone about the cultural traditions in your country. Review the questionnaire about cultural traditions on page 9 for information to select from.

- For the formal e-mail, imagine you are writing to a businessperson who is coming to your country on a business trip.
- For the informal e-mail, imagine you are writing to a friend who is visiting your country as a tourist.

WRITING BOOSTER p. 146

- Formal e-mail etiquette
- Guidance for this writing exercise

ORAL REVIEW

TELL A STORY First, look at the pictures and tell the story of the Garzas and the Itos on June 10. Then look at the itineraries below and use the past perfect to talk about what they had done by June 6. Start like this:

By June 5, the Itos had been to ...

PAIR WORK Create conversations.

- 1 Create a conversation for the two men in the first picture. Each man tells the other how he'd like to be addressed.
- 2 Create a conversation for the two women in the second picture. The women are making small talk.
- 3 Create a conversation for the people in the third picture. Ask and answer questions about their trips to Peru. Use the past perfect when possible.

JUNE 10, 10:00 A.M.



LATER THAT DAY



GetAway Travel, Inc.

**María and Antonio Garza—
Peru itinerary**

May 30
Lima: **María Angola Hotel**
La Paz 610, Miraflores

June 3
Arequipa: **Tierra Sur Hotel**
Consuelo 210

June 6
Nasca: **Brabant Hostel**
Calle Juan Matta 978

June 9
Machu Picchu: **Hanaq Pacha Hotel**
(Aguas Calientes)

GLOBAL ADVENTURES, INC.

Haru and Kimi Ito—Peru Itinerary

May 29
Lima: **María Angola Hotel**
La Paz 610, Miraflores

May 31
Puno: **Casa Andina Classic**
Independencia 185, Plaza de Armas

June 4
Cusco: **Novotel**
San Agustín 239

June 9
Machu Picchu: **Hanaq Pacha Hotel**
(Aguas Calientes)

NOW I CAN

- ☐ Make small talk.
- ☐ Describe a busy schedule.
- ☐ Develop your cultural awareness.
- ☐ Discuss how culture changes over time.

COMMUNICATION GOALS

- 1 Show concern and offer help.
- 2 Make a medical or dental appointment.
- 3 Discuss types of treatments.
- 4 Talk about medications.

PREVIEW

International Dental Services (IDS) HOME | DENTAL SERVICES | LOCATIONS | PATIENT INFO | CONTACT

Your dentist away from home...

Whether you are having a dental emergency away from home, or you just want to save some money on dental care, schedule an appointment online or ask your hotel to help. You'll be surprised at our low prices! IDS has offices in 16 major cities around the world.

[► SCHEDULE AN APPOINTMENT](#)

Red or swollen gums
Don't wait to get back home if you have tooth pain or your gums are swollen.

"I was on vacation in Japan and had a problem with my gums. It was pretty scary, but your dentist gave me something to stop the swelling so I was able to continue my vacation in comfort."

—JUNE C.
CANBERRA, AUSTRALIA

A broken tooth
If you break a tooth, see a dentist right away—especially if there is any pain.

"I was eating dinner with my colleagues from the Korea office, and I bit down on something hard and broke a tooth! Your clinic provided a temporary solution until I could see my own dentist."

—PIETRO A.
MILAN, ITALY

A loose tooth
If your tooth moves when you touch it, make an appointment. Our dentists can determine if you need emergency treatment.

"I woke up and discovered that one of my teeth was loose! Your clinic took me in the same day, recommended a treatment, and even sent X-rays to my dentist back home."

—KIKI M.
PUEBLA, MEXICO

Fillings
Whether you need a new filling or need to fix an old one, we can help.

"I was in Istanbul on business and ate something really chewy. One of my fillings came out! Your clinic got me an appointment the same day. Thank you!"

—BILL J.
TORONTO, CANADA

A DISCUSSION Discuss each of the dental emergencies described on the website. What would you do if you were far from home? Consider these questions:

Would you . . .

- ignore the problem and just not do anything?
- make an appointment to see a local dentist right away?
- call or e-mail your own dentist for advice?

ENGLISH FOR TODAY'S WORLD

Understand English speakers from different language backgrounds.

Guest / Patient = Spanish speaker
Clerk and Dentist = Russian speakers

B 1:18 **PHOTO STORY** Read and listen to someone with a dental emergency during a trip.



Guest: I need to see a dentist as soon as possible. I think it's an emergency. I was wondering if you might be able to recommend someone who speaks English.

Clerk: Let me check. Actually, there is one not far from here. Would you like me to make an appointment for you?

Guest: If you could. Thanks. I'm in a lot of pain.

LATER



Dentist: So I hear you're from overseas.

Patient: From Ecuador. Thanks for fitting me in.

Dentist: Luckily, I had a cancellation. So what brings you in today?

Patient: Well, this tooth is killing me.



Dentist: When did it first begin to hurt?

Patient: It's been bothering me since last night.

Dentist: Let's have a look. Open wide.

Patient: Ah . . .

Dentist: Well, let's take an X-ray and see what's going on.

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

..... 1 I'll do it as soon as possible.

..... 2 I'll make an appointment.

..... 3 Thanks for fitting me in.

..... 4 It's killing me.

..... 5 Let's see what's going on.

a causing a lot of pain

b making time for an appointment

c arrange a time to come

d what the problem is

e right away

SPEAKING

A Have you—or someone you know—ever had an emergency that required dental or medical attention? Complete the chart.

Where did it happen?	When did it happen?	What happened?

B Tell your classmates about the emergency.

“ Last year, I went skiing, and I broke my arm. I had to go to the emergency room at the hospital. ”

DIGITAL
FLASH
CARDS**VOCABULARY** Describing symptoms**A** ▶ 1:19 Read and listen. Then listen again and repeat.

I feel ...



dizzy



nauseous



weak



short of breath

I've been ...



vomiting



coughing



sneezing



wheezing

I have pain ...



in my chest



in my hip



in my ribs



in my stomach

B PAIR WORK Discuss what you would suggest to someone with some of the symptoms from the Vocabulary.

If you feel dizzy, you should lie down.

C ▶ 1:20 **LISTEN TO ACTIVATE VOCABULARY** Listen and check the symptoms each patient describes. Then listen again. If the patient has pain, write where it is.

	dizziness	nausea	weakness	vomiting	coughing	sneezing	wheezing	pain	If pain, where?
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

DIGITAL
VIDEO
COACH**PRONUNCIATION** Intonation of lists**A** ▶ 1:21 Use rising intonation on each item before the last item in a list. Use falling intonation on the last item. Read and listen. Then listen again and repeat.

1 I feel weak and dizzy.

2 I've been sneezing, coughing, and wheezing.

3 I have pain in my neck, my shoulders, my back, and my hip.

B PAIR WORK Take turns using the Vocabulary to make lists of symptoms. Practice correct intonation for lists.

“ I feel dizzy, weak, and short of breath. ”

GRAMMAR Drawing conclusions with must

Use the modal must + the base form of a verb to draw a conclusion and indicate that you think something is probably true.

A: I think I just broke my tooth!

B: Oh, no. That **must hurt**.

A: The doctor said I should come in next week.

B: That's good. It **must not be** an emergency.

Remember: Can, could, should, will, and must are modals. Modals don't change form. Always follow modals with a base form.

GRAMMAR BOOSTER p. 129

- Drawing conclusions with probably and most likely

GRAMMAR PRACTICE Complete the statements by drawing conclusions, using must or must not.

- You look awful! You in a lot of pain.
be
- If your daughter feels nauseous, she to eat anything.
want
- The doctor said you're in perfect health! You really good.
feel
- If Gary has a headache, he to take a nap.
want
- I called the dentist's office, but no one answered. She in today.
be
- Ana sick anymore if she's gone back to work.
feel

DIGITAL
MORE
EXERCISES

CONVERSATION MODEL

A ▶ 1:22 Read and listen to someone showing concern and offering help.

A: I'm sorry, but I don't think I can come to the meeting this morning.

B: Really? Is there anything wrong?

A: Well, actually, I don't feel very well. I've been coughing since last night, and I feel a little short of breath.

B: Oh, no. That must be awful. Would you like me to call a doctor?

A: That's really nice of you, but I'm sure I'll be fine.

B: Then call me later and let me know how you feel, OK?

A: I will. Thanks.

B ▶ 1:23 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Show concern and offer help

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model to describe other symptoms. Then change roles.

A: I'm sorry, but I don't think I can

B: Really? Is there anything wrong?

A: Well, actually, I don't feel very well. I

B: That must be Would you like me to ?

A: That's really nice of you, but I'm sure I'll be fine.

B: Then call me later and let me know how you feel, OK?

A:

B CHANGE PARTNERS Change the conversation again, using a different event or activity.

Other ways to offer to help

- make a doctor's appointment for someone
- drive someone to a hospital or a clinic
- pick up something from a pharmacy
- bring someone some soup or tea



RECYCLE THIS LANGUAGE.

Show concern

Oh, no. / I'm sorry to hear that.

That's [too bad / terrible / a shame].

You must feel [awful / terrible / horrible / pretty bad].

DON'T STOP!

- Describe more symptoms.
- Make other offers to help.

GRAMMAR *Will be able to; Modals may and might***Will (or won't) be able to + base form: future ability**

The doctor **will be able to see** you tomorrow. (= The doctor can see you tomorrow.)

She **won't be able to come** to work this week. (= She can't come to work this week.)

May / might (or may not / might not) + base form: possibility

The dentist **may (or might) arrive** at the office a little late this morning.

You **may not (or might not) need** to come in right away.

Note: You can use **be able to** with **may** and **might** for possibility or with **must** for drawing conclusions.

The doctor **may be able to see** you today.

I **might not be able to get** there till 6:00.

We **must be able to park** here. See the sign?

They **must not be able to cancel** the appointment.

GRAMMAR BOOSTER p. 130

- Expressing possibility with maybe

GRAMMAR PRACTICE Complete each conversation. Use might, might not, might be able to, or must not be able to and the base form.

1 A: I'd like to see a dentist right away. I think it's an emergency.

B: Well, I ^{get} you an appointment at 2:00. Would that be OK?

2 A: Is Dr. Lindt in this morning? I'm not feeling very well.

B: She is, but she doesn't have any openings. However, she ^{have} time to see you this afternoon.

3 A: I think I ^{be} a little sick this morning. I feel nauseous, and I've been vomiting.

B: Then you should see Dr. Anders. But he ^{have} any openings today.

4 A: I've been calling Mr. Reis for an hour. I know he's home, but no one's answering.

B: That's strange. He ^{hear} the phone.

DIGITAL
MORE
EXERCISES

DIGITAL
FLASH
CARDS

VOCABULARY *Medical procedures*

A ▶ 1:24 Read and listen. Then listen again and repeat.



a checkup /
an examination



a shot /
an injection



an EKG /
an
electrocardiogram



an X-ray



a blood test

B PAIR WORK Discuss when a person might need each medical procedure from the Vocabulary.

“ If you have pain in your arm, you might need an X-ray. ”

CONVERSATION MODEL

- A** ▶ 1:25 Read and listen to someone making a medical appointment.
- A:** Hello. Doctor Star's office. Can I help you?
- B:** Hello. This is Ann Webb. I need to make an appointment for a blood test. I wonder if I might be able to come in early next week.
- A:** Let's see if I can fit you in. How about Tuesday?
- B:** Could I come in the morning?
- A:** Let me check . . . Would you be able to be here at 10:00?
- B:** That would be perfect.
- A:** We'll see you then.
- B:** Thanks! I really appreciate it.

B ▶ 1:26 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Make a medical or dental appointment

DIGITAL VIDEO

A CONVERSATION ACTIVATOR With a partner, role-play making an appointment to see a doctor or dentist. Suggest a day and time. Write the appointment on the schedule. Then change roles.

A: Hello. Doctor . . . 's office. Can I help you?

B: . . . I need to make an appointment for . . . I wonder if I might be able to come in . . .

A: Let's see if I can fit you in. How about . . . ?

B: Could I come in . . . ?

A: Let me check . . . Would you be able to be here at . . . ?

B: That would be perfect.

A: We'll see you . . .

B: . . . ! I really appreciate it.

DON'T STOP!

- Discuss other possible days and times.
- Ask for more information, such as name and phone number.

Ideas

- How about . . .
- tomorrow?
 - next week?
 - early next week?
 - at the end of next week?
 - the week of [the 3rd]?

B CHANGE PARTNERS Make another appointment.

	Patient's name	Notes
8 am	Bill Reed	blood test
9 am	Marie Petton	chest X-ray
10 am		
11 am		
12 pm		
1 pm	Angela Baker	checkup
2 pm	Victor Gains	flu shot
3 pm		
4 pm	Teresa Keyes	EKG
5 pm		
6 pm	Anna Holmes	blood test
7 pm		

BEFORE YOU READ

WARM-UP What do you do when you get sick or you're in pain? Do you treat the problem yourself or see a doctor right away?

READING ▶ 1:27Consider the **Choices ...****Conventional Medicine**

Surgical techniques have greatly improved over the last century.

The beginnings of conventional medicine can be traced back to the fifth century BCE in ancient Greece. It is based on the scientific study of the human body and illness.

In the last century, there has been great progress in what doctors have been able to do with modern surgery and new medications. These scientific advances have made conventional medicine the method many people choose first when they need medical treatments.

Homeopathy

Homeopathic remedies are popular in many countries.

Homeopathy was founded in the late eighteenth century in Germany. It is a low-cost system of natural medicine used by hundreds of millions of people worldwide.

In homeopathy, a patient's symptoms are treated with remedies that cause similar symptoms. The remedy is taken in very diluted form: one part remedy to one trillion (1,000,000,000,000) parts water.

Acupuncture

An acupuncturist inserts needles at certain points on the body.

Acupuncture originated in China over 5,000 years ago. Today, it is used worldwide for a variety of problems.

Acupuncture needles are inserted at certain points on the body to relieve pain and/or restore health. Many believe acupuncture may be effective in helping people stop smoking as well.

Spiritual Healing

Many believe meditation or prayer may help heal disease.

Also known as faith healing, or "mind and body connection," various forms of spiritual healing exist around the world. This is a form of healing that uses the mind or religious faith to treat illness.

A number of conventional doctors say that when they have not been able to help a patient, spiritual healing just may work.



Herbs are used to treat many ailments.

Herbal Therapy

Herbal medicine, often taken as teas or pills, has been practiced for thousands of years in almost all cultures around the world.

In fact, many conventional medicines were discovered by scientists studying traditional uses of herbs for medical purposes.

The World Health Organization claims that 80% of the world's population uses herbal therapies for their regular health care.

- A UNDERSTAND FROM CONTEXT** Four of these words have similar meanings. Cross out the four words that don't belong. Look at the Reading again for help.

medications	treatments	symptoms	remedies
uses	purposes	therapies	illnesses

- B RELATE TO PERSONAL EXPERIENCE** Discuss the questions.

- 1 Which of the treatments in the Reading have you or your family tried?
- 2 Which treatments do you think are the most effective? Why?

- C DRAW CONCLUSIONS** Decide which treatment or treatments each patient would probably NOT want to try and which he or she might prefer. Explain your answers, using might, might not, must, or must not. (More than one therapy might be appropriate.)



- 1 “I definitely want to see a doctor when I have a problem. But I want to avoid taking any strong medications or having surgery.”



- 2 “I believe you have to heal yourself. You can't just expect a doctor to do everything for you.”



- 3 “I think it would be silly to try a health care method that isn't strongly supported by scientific research.”

DIGITAL
MORE
EXERCISES

NOW YOU CAN Discuss types of treatments

- A NOTEADDING** With a partner, discuss treatments and practitioners you prefer for each ailment. Write your views on the notebook.

Ailment	You	Your partner
a cold		
a headache		
nausea		
back pain		
a high fever		
a broken finger		

Practitioners

- a conventional doctor
- a homeopathic doctor
- an acupuncturist
- an herbal therapist
- a spiritual healer

- B DISCUSSION** Compare the kinds of treatments and practitioners you and your classmates would use. Say what you learned about your partner.

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.
For example: “low-cost.”

“My partner has been to an acupuncturist a few times. It really helped for back pain.”

“I would never try herbal therapy. I just don't think it works. My partner agrees.”

“I see a homeopathic doctor regularly, but my partner doesn't believe in that. He prefers a conventional doctor.”

BEFORE YOU LISTENDIGITAL
FLASH
CARDS

- A** ▶ 1:28 **VOCABULARY • Medications** Read and listen. Then listen again and repeat.

▶ 1:29 **Medicine label information****Dosage:** Take 1 tablet by mouth every day.**Warnings:** Do not take while driving or operating machinery.**Side effects:** May cause dizziness, nausea, or vomiting.

a painkiller



cold tablets

a nasal spray /
a decongestant

eye drops



an antihistamine



cough medicine



an antibiotic



an antacid



an ointment



vitamins

- B PAIR WORK** Discuss what you might use each medication for.

“ I might take an antacid
for a stomachache. ”

LISTENING COMPREHENSION

- A** ▶ 1:30 **LISTEN TO ACTIVATE VOCABULARY** Listen to each conversation with a doctor. Use the medications Vocabulary above and the symptoms Vocabulary from page 16 to complete the chart for each patient.

a prescription

Name: **Didem Yilmaz**

What are the patient's symptoms?

Is the patient currently taking any medications? ☐ Yes ☐ No

If so, which ones?

Did the patient get a prescription?
☐ Yes ☐ NoName: **Lucy Fernández**

What are the patient's symptoms?

Is the patient currently taking any medications? ☐ Yes ☐ No

If so, which ones?

Did the patient get a prescription?
☐ Yes ☐ NoName: **Mark Goh**

What are the patient's symptoms?

Is the patient currently taking any medications? ☐ Yes ☐ No

If so, which ones?

Did the patient get a prescription?
☐ Yes ☐ No

- B** ▶ 1:31 **LISTEN FOR DETAILS** Listen again. Complete the information about each patient.

Didem Yilmaz

Dosage: One tablet _____ a day

Side effects: ☐ Yes ☐ No

If so, what are they? _____

Lucy Fernández

Dosage: _____ a day

Side effects: ☐ Yes ☐ No

If so, what are they? _____

Mark Goh

Dosage: Apply ointment _____ a day

Side effects: ☐ Yes ☐ No

If so, what are they? _____

NOW YOU CAN Talk about medications

- A PREPARATION** Imagine you are visiting a doctor. Complete the patient information form.

- B GROUP WORK** With three other classmates, role-play a visit to a doctor. First, choose roles. Then role-play the three scenes below. Use the patient information form.

Roles

- a patient
- a friend, colleague, classmate, or relative
- a receptionist
- a doctor

Scene 1: The friend, colleague, classmate, or relative recommends a doctor.

Scene 2: The patient calls the receptionist to make an appointment.

Scene 3: The doctor asks the patient about the symptoms and recommends medication, etc.

Patient Information Form			
Last name		First name	
1. What are your symptoms?			
<input type="checkbox"/> dizziness	<input type="checkbox"/> coughing	<input type="checkbox"/> nausea	<input type="checkbox"/> weakness
<input type="checkbox"/> sneezing	<input type="checkbox"/> vomiting	<input type="checkbox"/> shortness of breath	
<input type="checkbox"/> wheezing	<input type="checkbox"/> pain (where?)		
<input type="checkbox"/> other:			
2. How long have you had these symptoms?			
3. Are you currently taking any medications? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If so, which ones?			
4. Are you allergic to any medications? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If so, which ones?			

RECYCLE THIS LANGUAGE.

Scene 1

I've been [wheezing / coughing].
I feel [dizzy / nauseous].
I have pain in my [chest / ribs].

I think you should try ____.
Why don't you ____?
You may have to ____.
I hope you feel better soon.

Scene 2

I need to make an appointment for ____.
I wonder if I might be able to ____.
I really appreciate it.

Let me check.
Let's see if I can fit you in.
Would you be able to come [on / at] ____?

Scene 3

Thanks for fitting me in.
Are there any side effects?

Luckily, I had a cancellation.
Let's have a look.
Are you taking any medications?
Are you allergic to any medications?
Call me tomorrow and let me know how you feel.

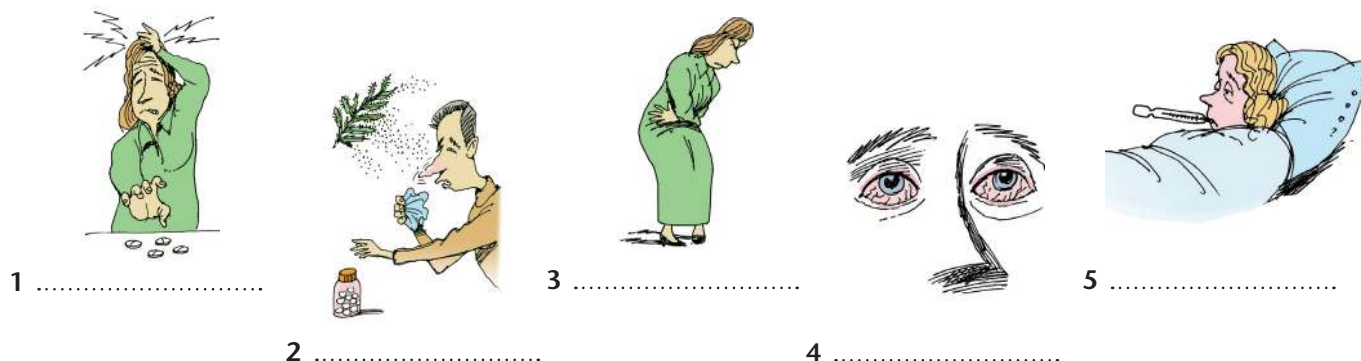
- C PRESENTATION** Perform your role play for the class.

REVIEW

A ▶ 1:32 Listen to each conversation and complete the statements. Then listen again to check your answers.

- 1 The patient lost when she was eating
- 2 The patient has She needs to take
- 3 The patient needs of his
- 4 The patient would like to try for pain in her

B Suggest a medication for each person. (Answers will vary.)



C Complete each conversation by drawing your own conclusion with must.

- 1 A: I feel really nauseous. I've been vomiting all morning.
B: You must feel terrible .
- 2 A: My dentist can't fit me in till next month.
B: Your dentist
- 3 A: My daughter was sick, but it wasn't anything serious, thank goodness.
B: You
- 4 A: My husband fell down and broke his ankle.
B: He !

D Rewrite each statement, using may (OR might) and be able to.

- 1 It's possible that the doctor can see you tomorrow.
- 2 It's possible that an acupuncturist can help you.
- 3 It's possible that the hotel can recommend a good dentist.
- 4 It's possible that she can't come to the office before 6:00.
- 5 It's possible that you can buy an antihistamine in the hotel gift shop.

1. The doctor might be able to see you tomorrow.

WRITING

Compare two types of medical treatments. Use the Reading on page 20 and your own experiences and ideas. Consider the following questions:

- How are the two medical treatments similar or different?
- Which treatment do you think is more effective?
- Why might people choose each treatment?
- Which treatments do you—or people you now—use? Why?

WRITING BOOSTER p. 146

- Comparisons and contrasts
- Guidance for this writing exercise



ORAL REVIEW

PAIR WORK

1 Create a conversation for the women in the photo. Start like this:

I'm sorry, but I don't think I can ...

2 Create a conversation between the receptionist in the doctor's office and the man on the phone in the pictures below. Make an appointment. Start like this:

A: Hello. Can I help you?

B: I wonder if I might be able to ...

GAME Take turns with your classmates. Describe the doctor's office and draw conclusions, using must or may and might. (If a student can't say anything, he or she is out.) For example:

He's touching his arm. He must be in a lot of pain.



✓ NOW I CAN

- ☐ Show concern and offer help.
- ☐ Make a medical or dental appointment.
- ☐ Discuss types of treatments.
- ☐ Talk about medications.

Getting Things Done

PREVIEW

COMMUNICATION GOALS

- 1 Offer a solution.
- 2 Discuss how long a service will take.
- 3 Evaluate the quality of service.
- 4 Plan an event.

Are you a **PROCRASTINATOR?**

Take the survey.

1 At the beginning of every week, you ____.

- ☐ a. always make to-do lists for your calendar
- ☐ b. sometimes make to-do lists, but you often forget
- ☐ c. don't bother with planning and just let things happen

2 When you need to buy someone a gift, you ____.

- ☐ a. get something right away
- ☐ b. buy something a few days before you have to give it
- ☐ c. pick something up on the day you have to give it

3 When you have something that's broken, you ____.

- ☐ a. immediately take it in to be repaired
- ☐ b. wait for a convenient time to take it in
- ☐ c. never get around to taking it in

4 When you have a lot of things you need to do, you do ____.

- ☐ a. the hardest things first
- ☐ b. the easiest things first
- ☐ c. anything but what you need to do

5 When you need to get something done in a short amount of time, you ____.

- ☐ a. feel motivated to work even harder
- ☐ b. feel a little nervous, but you get to work
- ☐ c. have a hard time doing it

6 You ____ feel bad when there are things you haven't gotten done yet.

- ☐ a. always
- ☐ b. sometimes
- ☐ c. rarely

Your results

If you answered "c" four or more times:

You are a classic procrastinator! You tend to put things off.

If you answered "b" four or more times:

You are a bit of a procrastinator, but you try to get things done on time.

If you answered "a" four or more times:

You are organized and self-motivated. You never put off what you can get done now.



A PAIR WORK Compare responses on the survey with a partner. Does your score accurately describe the kind of person you are? Explain, using examples.

B DISCUSSION Based on the survey questions, what is a procrastinator? What do you think it means to be an "organized and self-motivated" person? What do you think are the advantages of being that type of person?

ENGLISH FOR TODAY'S WORLD

Understand English speakers from different language backgrounds.
Customer 2 = Chinese speaker

C **2:02 PHOTO STORY** Read and listen to some customers placing orders at a copy shop.



Manager: What can I do for you today, Ms. Krauss?

Customer 1: I need to have these documents copied a.s.a.p.* Do you think you could make 300 copies by 11:00?

Manager: I'm afraid that might be difficult. I've got a lot of orders to complete this morning.

Customer 1: Sorry. I know this is last minute. But it's really urgent.

Manager: Well, you're a good customer. I'll get someone to take care of it right away.

Customer 1: Thanks a million. You're a lifesaver!



Manager: Excuse me . . . Hello. Happy Copy.

Customer 2: Hi, Sam. Ken Li here.

Manager: Hi, Mr. Li. How can I help you today?

Customer 2: Well, I'm going through my to-do list, and I just realized I need to have fifty 30-page sales binders made up for our meeting next week. Any chance I could have them first thing tomorrow morning?

Manager: Tomorrow morning? No sweat. Can you bring the documents in before noon?

Customer 2: Absolutely. I owe you one, Sam!



Manager: Sorry to keep you waiting, Ms. Krauss.

Customer 1: Well, I see you've got a lot on your plate today. I won't keep you any longer.

Manager: Don't worry, Ms. Krauss. Your order will be ready on time.

Customer 1: Should I give you a call later?

Manager: No need for that. Come in at 11:00, and I'll have your documents ready.

Customer 1: Thanks, Sam.

*a.s.a.p. = as soon as possible

D FOCUS ON LANGUAGE Find an underlined expression in the Photo Story you might use for each of these situations. (Two of the expressions can be used for the same situation.)

- 1 You need something a.s.a.p.
- 2 You can see that someone is really busy.
- 3 There isn't a lot of time to do something.
- 4 You want to assure someone that a request is no problem for you.
- 5 You want to express gratitude for a favor.
- 6 You don't want to take too much of someone's time.

SPEAKING

Based on the survey on page 26, how would you describe each character in the Photo Story? Complete the chart and then compare opinions with your classmates. Which character are you the most like?

	Procrastinator?	Organized?	Explain
Sam	<input type="checkbox"/>	<input type="checkbox"/>	
Ms. Krauss	<input type="checkbox"/>	<input type="checkbox"/>	
Mr. Li	<input type="checkbox"/>	<input type="checkbox"/>	

CONVERSATION MODEL

A ▶ 2:03 Read and listen to someone asking for a favor.

A: Do you think I could borrow your car this afternoon? Mine's at the repair shop, and I need to pick up my mom at the airport.

B: Gee, I'm sorry, but I'm going to need it. I have a doctor's appointment.

A: No problem. I'll think of something.

B: Hey. I have an idea. Maybe you could get Jack to lend you *his* car.

A: Good idea. I'll go ask him.

▶ 2:05 **Ways to indicate acceptance**

No problem.
I understand.
No worries.
Don't worry about it.

B ▶ 2:04 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR *The causative*

Use the causative to express the idea that one person persuades or "causes" another person to do something. Use **get** + an object and an infinitive.

	object	infinitive
I'll get	the waiter	to correct the check.
They got	him	to pay for dinner.
Did she get	her friends	to give money to the school?

You can also use **have** + an object and a base form as a causative. It expresses the idea that one person directs another to do something.

	object	base form
I'll have	my assistant	call your office.
We had	them	bring breakfast to our room.

GRAMMAR BOOSTER p. 130

- Causative **make** to indicate obligation
- **Let** to indicate permission
- Causative **have**: common errors

A **GRAMMAR PRACTICE** Complete each sentence with the causative **get**.

- 1 (give) Why don't you your assistant them a ride to the meeting?
- 2 (buy) I might be able to my brother us tickets to the game.
- 3 (pick up) Could you your friends some things for the party?
- 4 (make) You should someone hotel reservations for us.
- 5 (wash) Why don't you your kids the dishes after dinner?
- 6 (lend) I'm sure you can the restaurant you a tie.

B Now rewrite each sentence from Exercise A, using **have**.

- 1
- 2
- 3
- 4
- 5
- 6

C GRAMMAR PRACTICE Choose the correct forms in these sentences with the causatives get and have.

- 1 I'll have someone at the front desk (recommend / to recommend) a restaurant.
- 2 Will your friend get someone (go / to go) shopping for her?
- 3 Did you have the salesclerk (find / to find) you a larger size?
- 4 I'm going to get someone (clean / to clean) up this room.
- 5 They should have the waiter (bring / to bring) them the check.

D ▶2:06 **LISTEN TO ACTIVATE GRAMMAR** Listen to the conversations. Complete each statement, using the causative get.

- 1 She's going to the assistant to the post office.
- 2 They're going to Susan for the meal.
- 3 At the party, they tried to him for everyone.
- 4 He might try to his parents him some money.
- 5 She's going to her husband the kids.
- 6 They someone their picture.

DIGITAL
MORE
EXERCISES

NOW YOU CAN Offer a solution

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Change the request, the reason for turning it down, and the solution. Use the Ideas from the box or your own ideas. Then change roles.

- A: Do you think ?
 B: Gee, I'm sorry, but I
 A: I'll think of something.
 B: Hey. I have an idea. Maybe you could get to
 A: Good idea. I'll go ask

DON'T STOP!

Make other suggestions.

What about ____?
 Why don't you ask ____?

B CHANGE PARTNERS Make other requests. Offer other solutions.

Ideas for requests

- lend you [their laptop / some money]
- drive you to [the airport]
- pick up [some coffee / lunch] for you
- pick up someone from [the airport / the mall]

Some reasons to turn down a request

- You're late for an appointment.
- You have a meeting in an hour.
- You're expecting an important phone call.
- Your own reason: ____



Do you think you could give me a ride to ...



Do you think I could borrow your ...

GRAMMAR *The passive causative*

The passive causative focuses on the object rather than the subject of the sentence. Use a form of **have** + an object and a past participle.

	object	past participle
We had	our picture	taken after the meeting. (We had someone take it.)
They plan to have	the offices	painted next week. (They'll have someone paint them.)
Can she have	her X-rays	sent this morning? (Can she have someone send them?)

Remember: In the passive voice, a **by** phrase is used when the information is important.

We had the office painted last week. It looks great. (no **by** phrase)

We're having the office painted **by Royal Painting Services**. They're the best!

You can also form the passive causative with **get**, with no change in meaning.

We **got** our picture **taken**.

GRAMMAR BOOSTER p. 131

- The passive causative: the **by** phrase

A FIND THE GRAMMAR Look at the Photo Story on page 27. Find and underline two examples of the passive causative with **have**.

B GRAMMAR PRACTICE Write statements and questions, using the passive causative with **have**.

- 1 I'd like to make an appointment to / my teeth / clean. 4 I need to / my luggage / bring / to my room.

- 2 could I / these two sweaters / gift-wrap? 5 yesterday / he / his hair / cut / very short.

- 3 where can I / my car / wash / in this neighborhood? 6 we need to / these photos / upload / a.s.a.p.

DIGITAL
MORE
EXERCISES

DIGITAL
FLASH
CARDS

VOCABULARY *Services*

A ▶ 2:07 Read and listen. Then listen again and repeat.



1 dry-clean a suit



2 repair shoes



3 frame a picture



4 deliver a package



5 lengthen / shorten a skirt



6 print a sign



7 copy a report

B VOCABULARY / GRAMMAR PRACTICE Name other things you can get the services on page 30 for. Use the passive causative.

“ You can also get sweaters or pants dry-cleaned. ”

C ▶ 2:08 LISTEN TO ACTIVATE VOCABULARY AND GRAMMAR Listen to the conversations. Complete each statement with the item and the service. Use passive causatives.

- 1 She needs to have her
- 2 He needs to have the
- 3 She's thinking about having a
- 4 He needs to have his
- 5 She has to have her
- 6 He needs to have a this morning.
- 7 He wants to have his new

CONVERSATION MODEL

A ▶ 2:09 Read and listen to someone requesting express service.

A: Could I have this jacket dry-cleaned by tomorrow?

B: Tomorrow? That might be difficult.

A: I'm sorry, but it's pretty urgent. My friend is getting married this weekend.

B: Well, I'll see what I can do. But it won't be ready until after 4:00.

A: I really appreciate it. Thanks!

B ▶ 2:10 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Discuss how long a service will take

DIGITAL VIDEO

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Use the Ideas to request an express service and give a reason for why it's urgent. Then change roles.

A: Could I by ?

B: ? That might be difficult.

A: I'm sorry, but it's pretty urgent.

B: Well, I'll see what I can do. But it won't be ready until

A: !

DON'T STOP!

- Say you need to have the service completed earlier.
- Ask how much it will cost.

Ideas for express services

- frame [a photo / a painting / a drawing / a diploma]
- dry-clean [a suit / a dress / a sweater]
- lengthen or shorten [a dress / a skirt / pants]

Ideas for why it's urgent

- Someone is coming to visit.
- You're going on [a vacation / a business trip].
- There's going to be [a party / a meeting].
- Your own idea: _____



RECYCLE THIS LANGUAGE.

I owe you one!
Thanks a million.
You're a lifesaver!

I know this is last minute.
I won't keep you any longer.

B CHANGE PARTNERS Request other express services.

BEFORE YOU READ

WARM-UP What are the best ways for a business to keep its customers coming back? Explain your reasons.

READING ▶ 2:11

They say, "The customer is always right." That may not be completely true, but a smart business treats customers as though they are. Whether you work for a business or have your own, remember this secret: customers don't really buy services and products; they buy solutions and relationships. Here's how to keep them coming back:

Don't procrastinate! Make sure you get things done on time. Don't waste your customers' valuable time by making them wait for service. Giving customers what they want *now* is key to your success, and it should be at the top of your to-do list. The business that gets the job done efficiently and fast is the one that customers will come back to.

Be really reliable. If you say you are going to do something, do it. If a problem keeps you from doing it, apologize and promise to find a solution. However, avoid making promises you won't be able to keep. Treat customers right by being honest, and they will recommend you to their colleagues, friends, and family.

Stand by your products and services. The good workmanship and attention that go into your high quality product, excellent service, or reasonable prices will be appreciated. No one wants a product that falls apart or doesn't work. If that happens, take responsibility and arrange to repair it or replace it.

Be extremely friendly and courteous, as well as a good listener. Be sure your customers feel respected and heard. Pay attention to complaints as well as praise.

Always try to be helpful. Sometimes it's difficult to answer a customer's question or fulfill a request. Instead of "I don't know," say, "I may not have the answer right now, but I'll find out." Instead of "I don't have time right now," say, "I'll make time." A "can-do" attitude, even under stress, assures customers that you will treat them professionally and that you are ready and willing to help. Above all, make your customers feel important and valued, and always thank them for their business.



A INFER POINT OF VIEW Complete each statement, according to the point of view expressed in the Reading.

- If you waste your customers' time, they come back.
a will b won't
- If you don't do what you say you will do, your customers think you are reliable.
a will b won't
- If you aren't courteous to your customers, they complain.
a will b won't
- If your customers don't feel valued, they feel important.
a will b won't
- If you don't have a "can-do" attitude, your customers think you're willing to help.
a will b won't

B ACTIVATE LANGUAGE FROM A TEXT

Find and underline these words in the Reading on page 32. Complete the descriptions, using the words.

reliable reasonable workmanship helpful professional

- 1 I find Portello's prices really compared to other places. I've shopped around, and I can't find another service with such low prices.
- 2 What I like about Link Copy Services is that they're so Even if the job is a bit unusual, they're willing to try.
- 3 Jamco Design is extremely You never have to worry about their doing anything less than an excellent job.
- 4 Dom's Auto Repair is incredibly If they promise to have a job ready in an hour, you can be sure that they will.
- 5 The at J&N is amazing. Their products are all hand-made, and they last for years.

DIGITAL
MORE
EXERCISES

DIGITAL
VIDEO
COACH

PRONUNCIATION *Emphatic stress to express enthusiasm*

▶ 2:12 Read and listen. Then listen again and repeat. Finally, read each statement on your own, using emphatic stress.

- 1 They're **REALLY** reliable.
- 2 They're **INCREDIBLY** helpful.
- 3 They're **EXTREMELY** professional.
- 4 They're **SO** reasonable.

NOW YOU CAN

Evaluate the quality of service

- A FRAME YOUR IDEAS** Complete the chart with services you or someone you know uses. Write the name of the business and list the reasons why you use that business. Then compare charts with a partner.

Reasons for choosing a business

- efficiency
- helpfulness
- location
- professionalism
- reasonable prices
- reliability
- workmanship
- other: _____

Service	Name of business	Reason
laundry / dry-cleaning		
repairs		
delivery		
haircuts		
copying		
other:		

- B DISCUSSION** Recommend local businesses from your chart. Explain why you and their other customers use them. Use active and passive causatives.

“ I always get my clothes dry-cleaned at Quick Clean. They're near my home and their prices are reasonable. ”

“ I rarely have my shoes repaired. But I hear that Al's Shoes is fast and reliable. ”

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion. For example: “treat them right.”

BEFORE YOU LISTEN

A ▶ 2:13 **VOCABULARY • Planning and running an event** Read and listen. Then listen again and repeat.



1 send out the announcements



2 set up the room



3 set up the projector



4 put up the signs



5 check the sound system

6 a microphone / a mike

7 a handheld mike

8 a lapel mike

We'll start at 9:00. This is the agenda for the morning.



9 hand out the agenda



10 a handout



11 introduce the speaker / the guest

12 a podium

B PAIR WORK Which of the activities in the Vocabulary have you done yourself or seen someone do? Which activities would you volunteer to do?

LISTENING COMPREHENSION

A ▶ 2:14 **LISTEN TO CONFIRM** Listen to the conversations and check the items and equipment they mention.

- | | | | | | |
|--|---------------------------------|--|--------------------------------------|-------------------------------------|----------------------------------|
| <input type="checkbox"/> agendas | <input type="checkbox"/> coffee | <input type="checkbox"/> hand-held mikes | <input type="checkbox"/> lapel mikes | <input type="checkbox"/> projectors | <input type="checkbox"/> snacks |
| <input type="checkbox"/> announcements | <input type="checkbox"/> desks | <input type="checkbox"/> handouts | <input type="checkbox"/> podiums | <input type="checkbox"/> signs | <input type="checkbox"/> tickets |

B ▶ 2:15 **LISTEN FOR MAIN IDEAS** Listen again. Use the Vocabulary and the causative to complete the statements.

Conversation 1

- Brian's going to get his to before the event.
- Brian will also try to get to the morning of the event.

Conversation 2

- Myra's going to get her to in each room, and they'll make sure there's a choice of mikes for each speaker.

- She's also going to get them to in each room.

Conversation 3

- Lester's going to get people to with enough chairs for 30 to 40 people.
- He's also going to get people to at the podium and introduce each speaker.

NOW YOU CAN Plan an event

- A GROUP WORK** Plan an event for your class, school, or community. Fill out the form. Discuss each person's strengths and weaknesses and assign who will be responsible for each activity.

TYPE OF EVENT

LOCATION

DATE AND TIME

BEFORE EVENT

What do you need to get done before the event?

Who will get it done?

DURING EVENT

What do you need to get done at the event?

Who will get it done?



Some ideas

- a special meeting
- a talk or a speech
- an "English practice" day
- a *Top Notch Pop* karaoke show



RECYCLE THIS LANGUAGE.

Are you organized and self-motivated?
Do you procrastinate and put things off?
That might be difficult.
[I've] got a lot on [my] plate.
Gee, I'm sorry.
I'll think of something.

Let me see what I can do.
Hey, I have an idea.
How can I help?
No sweat!
Thanks a million!
I owe you one.

“ Nathan's really organized. Why don't we get him to . . . ”

“ I'm not really good with technology, but I can get people to . . . ”

- B DISCUSSION** Present your plans to your class. Be sure to use the causative with get and the passive causative with have. Then choose the best plan.

REVIEW

- A** ▶ 2:16 Listen to each conversation. Then complete the statements, using the passive causative with have. Listen again if necessary.

Example: He'd like to have his shoes repaired by tomorrow morning.

- 1 She'd like
- 2 He needs
- 3 He'd like
- 4 She'd like

- B** Complete each question or request, using the passive causative have.

- 1 (can I / my sweaters / dry-clean) by tomorrow?
- 2 (I'd like / this skirt / lengthen)
- 3 (where can I / these pants / shorten) ?
- 4 (could you / this document / copy) for me?
- 5 (where did she / her painting / frame) ?
- 6 (how much did he pay / his camera / repair) ?
- 7 (we'd like / some handouts / print) a.s.a.p.
- 8 (can I / this package / deliver) by Friday?

- C** Complete each causative statement in your own way, using the correct form of get. Remember to use the infinitive form of a verb.

- 1 After dinner last night, we the waiter
- 2 Last week, we our teacher
- 3 When I was young, my friends always me
- 4 When you arrive, you should the hotel
- 5 Don't forget to the doctor
- 6 I can never my friends

WRITING

Do you think being a procrastinator is a serious problem?
Explain your views by giving examples from personal experience.




Some possible examples

- getting things repaired
- having things cleaned
- paying bills
- making plans for a vacation
- keeping in touch with people

WRITING BOOSTER p. 148

- Supporting an opinion with personal examples
- Guidance for this writing exercise

For additional language practice . . .

 **TOP NOTCH** **POP** • Lyrics p. 154
 "I'll Get Back to You"
 

ORAL REVIEW

GAME Study the pictures for one minute, paying attention to the time in each picture. Then close your books. Ask and answer questions about the photos, using the causative. Start like this:

What does Paul need to have done at 2:00?

PAIR WORK Create a conversation for each situation. Start like this:

Do you think I could have this __ by __?

STORY Close your books. In a small group, tell the story of Paul's day. Start like this:

At 9:00, Paul needed to have __ ...

Paul's Difficult Day



✓ NOW I CAN

- ☐ Offer a solution.
- ☐ Discuss how long a service will take.
- ☐ Evaluate the quality of service.
- ☐ Plan an event.

COMMUNICATION GOALS

- 1 Recommend a book.
- 2 Ask about an article.
- 3 Describe your reading habits.
- 4 Discuss online reading.

PREVIEW

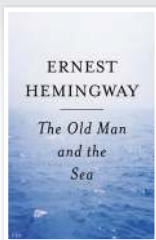


Looking for a good classic? Check our recommendations. Click on a category for more. ▾

Fiction

[see all >](#)

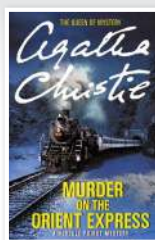
NOVELS



Hemingway's masterpiece about a poor fisherman and the big fish he hopes will change his life.

print e-book audio

MYSTERIES



Someone is killing people on Europe's most famous train. Can Inspector Poirot find the killer?

print e-book audio

THRILLERS



A thrilling contemporary story that will have you sitting on the edge of your seat!

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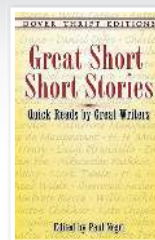
SCIENCE FICTION



Strange beings from another planet try to conquer the planet Earth. Will they win?

print e-book audio

SHORT STORIES



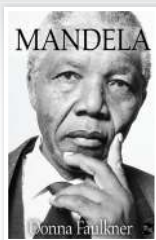
A collection of thirty short stories by some of the world's most beloved writers.

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Non-Fiction

[see all >](#)

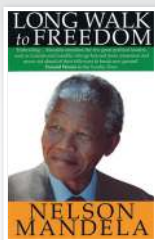
BIOGRAPHIES



The true story of Nelson Mandela, the man who inspired millions.

print e-book audio

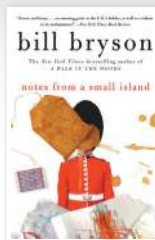
AUTOBIOGRAPHIES



In Nelson Mandela's own words—his unforgettable story.

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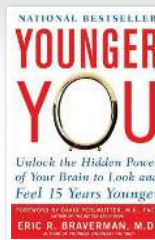
TRAVEL



A hilarious account of Bill Bryson's travels through the United Kingdom.

print e-book audio

SELF-HELP



Want to look and feel younger? Here are the secrets to a newer and better you!

print e-book audio

Credits appear on page 156.

A ▶ 2:19 **VOCABULARY • Genres of books** Read and listen. Then listen again and repeat.

Fiction		Non-Fiction	
a novel	a science fiction book	a biography	a self-help book
a mystery	a short story	an autobiography	
a thriller		a travel book	

B DISCUSSION Do you prefer fiction or non-fiction? What genres? Have you ever read a book in English? How about a magazine or a newspaper? If not, what would you like to read? Why?

C **2:20 PHOTO STORY** Read and listen to a conversation between two friends at a bookstore.



Lynn: Hey, Sophie! I've never run into you here before!

Sophie: Lynn! Good to see you. Looking for anything special?

Lynn: No, I'm just browsing. How about you?

Sophie: I'm just picking up some gardening magazines for my mom. She can't get enough of them. . . . So, anything interesting?



Lynn: This one doesn't look bad. It's a biography of Helen Keller. What about you? Are you reading anything good these days?

Sophie: Well, I've got a new mystery on my night table, but I can't seem to get into it. I guess mysteries just aren't my thing.

Lynn: I know what you mean. They put me to sleep.

Sophie: Well, you're a big reader. I wonder if you could recommend something for me.



Lynn: Have you read the new John Grisham thriller?

Sophie: No, I haven't. I didn't know he had a new book out.

Lynn: Well, I can't put it down. It's a real page-turner.

Sophie: Thanks for the tip! Do you think I could borrow it when you're done with it?

Lynn: Of course. If you can wait till the end of the week, I'd be happy to lend it to you.

D THINK AND EXPLAIN Classify each of the six underlined expressions from the Photo Story by its meaning. Explain your choices.

Likes	Doesn't like
1	4
2	5
3	6

E PARAPHRASE Say each underlined verb in your own way.

1 I've never run into you here before.

2 I'm just browsing.

3 I'm picking up some gardening magazines for my mom.

4 Do you think I could borrow it when you're done with it?

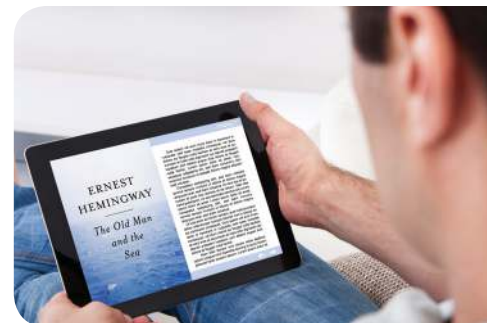
5 I'd be happy to lend it to you.

SPEAKING

A What percentage of your total reading time do you spend on the reading materials in the chart? (Make sure it adds up to 100%!) Compare percentages with your classmates.

magazines		fiction	
newspapers		non-fiction	
websites		other	

B Tell a partner about what you read the most and the least, and why.

DIGITAL
FLASH
CARDS**VOCABULARY** Ways to describe a book**A** ▶ 2:21 Read and listen. Then listen again and repeat.It's a **page-turner**. *It's so interesting that you want to keep reading it.*It's a **cliff-hanger**. *It's so exciting that you can't wait to find out what happens next.*It's a **best-seller**. *It's very popular, and everyone is buying copies.*It's a **fast read**. *It's easy and enjoyable to read.*It's **hard to follow**. *It's difficult to understand.*It's **trash**. *It's very poor quality.*

Credits appear on page 156.

B PAIR WORK Discuss which types of books you find the most interesting. Use the Vocabulary from here and page 38.

“ I prefer thrillers. A thriller is usually a pretty fast read. It helps pass the time. ”

GRAMMAR Noun clauses

A noun clause functions as a noun, often as a direct object. A noun clause can be introduced by that.

	noun clause
I didn't know	that he wrote this book.
I think	that Junot Díaz's novels are fantastic.
Did you forget	that her biography was 500 pages long?

When a noun clause functions as a direct object, that may be omitted, especially in speaking.

I didn't know **he wrote this book.**

In short answers, use so to replace a noun clause after the verbs **think**, **believe**, **guess**, and **hope**.

A: Does Stephen King have a new book out?
B: I think **so**. / I believe **so**. / I guess **so**. / I hope **so**.
(so = that Stephen King has a new book out)

A noun clause can also be an adjective complement.

It's interesting (**that**) **she wrote a new book.**
I'm surprised (**that**) **he hasn't written a new novel yet.**

Noun clauses often follow these verbs and adjectives.

agree	hear	disappointed
think	see	happy
believe	understand	sad
feel	hope	sorry
suppose	forget	sure
doubt	remember	surprised
guess	know	

Be careful!

I don't think **so**. / I don't believe **so**.
BUT I guess **not**. / I hope **not**.
NOT I ~~don't~~ guess ~~so~~. / I ~~don't~~ hope ~~so~~.

GRAMMAR BOOSTER p. 131

- More verbs and adjectives that can be followed by clauses with that

A FIND THE GRAMMAR In the Photo Story on page 39, find three examples of noun clauses that omit that.**B GRAMMAR PRACTICE** Write statements and questions with noun clauses using that.

1 I think / the author Paulo Coelho / be from / Brazil.

1. I think that the author Paulo Coelho is from Brazil.2 I believe / the novel *Juliet* / take place / in Italy.

3 I didn't know / U.K. author J.K. Rowling / write a new novel / in 2014.

4 Are you sure / Peruvian author Mario Vargas Llosa / write the novel *The Feast of the Goat* / in 1998?

5 Are you disappointed / U.S. author Stephen King / not win / the Nobel Prize for Literature yet?

6 I'm happy / the Chinese author Mo Yan / win / in 2012.

DIGITAL
MORE
EXERCISES**C GRAMMAR PRACTICE** Now rewrite each sentence from Exercise B, omitting that.

PRONUNCIATION Sentence stress in short answers with so

- A** ▶ 2:22 Read and listen. Notice the stress on the verb in short answers with so. Then listen again and repeat.
- Are there a lot of characters in the story? I **THINK** so.
 - Has she read that book yet? I don't **THINK** so.
 - Do you think this thriller will be good? I **HOPE** so.
 - Does the story have a happy ending? I **belIEVE** so.

CONVERSATION MODEL

- A** ▶ 2:23 Read and listen to someone recommending a book.
- A: Have you read anything interesting lately?
 B: Actually, I'm reading a thriller called *Don't Close Your Eyes*.
 A: I've never heard of that one. Is it any good?
 B: Oh, I think it's a great book. And it's a cliff-hanger. I highly recommend it.
 A: Well, do you think I could borrow it when you're done? I love cliff-hangers.
 B: Sure! I doubt I'll finish it before next week, though.
 A: No problem. I can wait.
- B** ▶ 2:24 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- B PAIR WORK** Write five yes / no questions about your partner's future plans. Then read your questions aloud. Respond to your partner's questions with short answers, using think, hope, believe, or guess.

“ Are you going to read anything this weekend? ”

“ I **THINK** so. ”

**NOW YOU CAN** Recommend a book

- A NOTEPADDING** Write some notes about a book you've read, or choose one of the books on page 38. Use the Vocabulary from pages 38 and 40.
- B CONVERSATION ACTIVATOR** With a partner, personalize the Conversation Model. Recommend a book, using the notes on your notepad.
- A: Have you read anything interesting lately?
 B: Actually, I called
 A: I've never heard of that one. Is it any good?
 B: Oh, I think it's book. And it's a
 I highly recommend it.
 A: Well, do you think I could borrow it when you're done? I loves.
 B: Sure! I doubt I'll finish it before , though.
 A: I can wait.

DON'T STOP!**Ask questions about the book.**

What's it about?
 Where does it take place?
 Why did you decide to read it?

Genre of book:
Title:
Author:
What is it about?
Your description:



CONVERSATION MODEL

A ▶ 2:25 Read and listen to someone asking about an article.

A: Is that this month's *Car Magazine*?

B: Yes, it is.

A: Could you tell me where you bought it? I can't find it anywhere.

B: At the newsstand across the street. But I think it's sold out.

A: Too bad. There's an article in there about SUVs. I'm dying to read it.

B: I can understand why. It was really interesting. Listen. Take *my* copy. I'm done with it.

A: Are you sure?

B: Definitely.

B ▶ 2:26 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR Noun clauses: Embedded questions

A question can be embedded in a noun clause. Use **if** to begin an embedded **yes / no** question.

Yes / no questions

Is that magazine interesting?

Did he like the article?

Have you finished that newspaper?

Embedded yes / no questions

Tell me **if that magazine is interesting**.

I'd like to know **if he liked the article**.

Could you tell me **if you've finished that newspaper**?

Use a question word to begin embedded information questions.

Information questions

What's the article about?

Why have you decided to read it?

Who's the writer?

Whose magazine is it?

When was it written?

Where is the writer from?

Embedded information questions

I can't remember **what the article's about**.

I don't understand **why you've decided to read it**.

I wonder **who the writer is**.

I'm not sure **whose magazine it is**.

I don't know **when it was written**.

Do you know **where the writer is from**?

Be careful!

Use normal word order (not question word order) in embedded questions.

Don't say: I wonder ~~who is~~ the writer. Do you know ~~where is~~ the writer from?

GRAMMAR BOOSTER p. 132

- Embedded questions:
 - with **whether**
 - usage and common errors
 - punctuation

Punctuation

If an embedded question is . . .

- within a statement, use a period.
- with a question, use a question mark.

A FIND THE GRAMMAR Find and underline two embedded questions in the Photo Story on page 39.

B GRAMMAR PRACTICE Change the questions to embedded questions.

1 Does her daughter like to read?

I wonder

2 Where did you get that magazine?

Could you tell me ?

3 Is he a Bill Bryson fan?

I'd like to know

4 Why don't you read newspapers?

I don't understand

5 Who told her about your article?

I forgot

6 When did I see the new website?

I can't remember

- C GRAMMAR PRACTICE** Complete the chart. Look at a partner's chart. Use embedded questions to learn more about your partner's likes and dislikes.

“ Tell me why you like to read photography magazines. ”

“ Could you tell me which sections of the newspaper you like to read online? ”

My favorite magazines	My favorite sections of the newspaper
Some magazines I don't like	Newspaper sections I don't like

Newspaper sections

the international news section
the local news section
the sports section
the entertainment section
the business section
the food section
the travel section

DIGITAL
MORE
EXERCISES

NOW YOU CAN Ask about an article

DIGITAL
VIDEO

- A CONVERSATION ACTIVATOR** With a partner, change the Conversation Model, using a magazine or newspaper you know. Use a different adjective. Then change roles.

A: Is that ?

B: Yes, it is.

A: Could you tell me where you bought it? I can't find it anywhere.

B: But I think it's sold out.

A: Too bad. There's an article in there about I'm dying to read it.

B: I can understand why. It was Listen. Take *my* copy. I'm done with it.

A: Are you sure?

B:

Adjectives to describe an article

amazing
excellent
exciting
fantastic
fascinating
funny
hilarious
inspiring
interesting
thought-provoking

DON'T STOP!

Ask more questions about the article.

- B CHANGE PARTNERS** Ask about another magazine or newspaper.



DIGITAL
FLASH
CARDS

BEFORE YOU LISTEN

A ▶ 2:27 **VOCABULARY** • *Some ways to enjoy reading* Read and listen. Then listen again and repeat.



curl up with [a book]



read aloud [to someone]



listen to audio books



do puzzles



read [articles] online



skim through [a newspaper]



read e-books / read electronic books

B PAIR WORK Discuss which activities from the Vocabulary match each situation below. Explain your reasons.

- Is convenient when you are driving
- Helps pass the time during a bus or train commute
- Is a good way to relax
- Is a way to keep up with the news

“ I think doing puzzles is a great way to relax. ”

LISTENING COMPREHENSION

▶ 2:28 **LISTEN TO TAKE NOTES** Listen and take notes to answer these questions about each speaker. Listen again if necessary.

- 1 What kinds of reading material does he or she like?
- 2 When does he or she like to read?
- 3 Where does he or she like to read?

Betty Song • Taiwan



Silvio Ferrante • Argentina



Melissa White • U.S.A.



NOW YOU CAN Describe your reading habits

A FRAME YOUR IDEAS Complete the questionnaire.

What are your reading habits?

1 Do you consider yourself to be a big reader? Why or why not?

2 Do you spend a lot of time reading online? Why or why not?

3 Do you listen to audio books? If so, when and where?

4 When and where do you prefer to read the most?

5 Do you have any favorite authors? Who are they?

6 Do you prefer any particular genres of books? Which ones? Why?

7 Are you a big newspaper reader? Why or why not?

8 Do you read a lot of magazines? Why or why not? What kinds do you prefer?

- ☐ news ☐ sports ☐ travel
- ☐ photography ☐ politics ☐ music
- ☐ computers & electronics ☐ finance
- ☐ entertainment ☐ fashion
- ☐ health & fitness ☐ business
- ☐ science ☐ food & cooking
- ☐ other _____

9 Have you ever read aloud to someone? Has anyone ever read aloud to you? When?

10 Is there anything else to add here about your reading habits?



B PAIR WORK Compare questionnaires with your partner. Discuss your reading habits. Ask and answer questions, and take notes about your partner's habits.



RECYCLE THIS LANGUAGE.

I [think / guess / believe / feel] that . . .
I [hear / understand / see] that . . .
It's [interesting / surprising] that . . .
I'm [sure / surprised] that
Could you tell me if . . . ?
I'd like to know if . . .

C GROUP WORK Now tell your classmates about your partner's reading habits.

“ Ellen thinks the best place to read is in bed before she goes to sleep. She also likes . . . ”

BEFORE YOU READ

WARM-UP In what ways do you think reading something online is different from reading in print?

READING ▶ 2:29

Reading Habits in Transition

Most experts agree that the Internet has fundamentally changed how we read, think, and remember things. However, whether this has had a positive or negative impact is still unknown.

How has the Internet changed the way we read?

There is evidence that we are reading fewer books, particularly non-fiction. Let's say you need medical advice, cooking instructions, or biographical information. Who wants to buy a 300-page book when you can find a 300-word article on the Internet about the same subject? It's easier to read, it's free, and it's a lot faster. However, we are, in fact, reading a lot more overall. In addition to our offline reading, we read online throughout the day as we check our smart phones, surf the Internet, visit social media sites, and catch up on our e-mail.

We also do a lot more skimming and scanning on the Internet than we do when we read physical books or periodicals, such as magazines and newspapers. As we surf the Internet, we skim quickly for topics that interest us and scan for the specific information we need. A search engine puts millions of possibilities at our fingertips.

How has the Internet changed how we think and remember?

Before there was an Internet, people spent a lot of time taking notes in libraries so they could remember and recall information easily. Today, when you can use a search engine to take you to what you're looking for in an instant, that kind of concentration isn't as necessary. You can simply bookmark any page and return to it easily. However, many argue that online information sources often contain errors and can't be trusted, so we need to be more careful when we use them.



Some wonder if the Internet has made it more difficult to concentrate on one task without getting distracted by other things. We are constantly interrupted by updates from social media sites and e-mail messages. We follow links to other websites where we find more links to other websites and jump from topic to topic. We are also bombarded with a lot of junk—for example, newsfeeds about celebrities, pop-up ads about products we don't want or need, and warnings about viruses.

Some consider what we read on the Internet to be trash compared to traditional offline reading, while others see many advantages in the reading we do on the Internet. Some argue that reading on the Internet is like exercise for the brain, making it easier for us to cope with distractions and think clearly as we learn to make choices that work for us. In a recent study, 81% of those surveyed agreed that our use of the Internet has actually made us smarter. If you are a digital native—that is, someone who grew up with the Internet—that's very good news, indeed.

- A RECOGNIZE POINT OF VIEW** The Reading mentions both positive and negative aspects of reading on the Internet. Summarize some of each in the chart.

Positive aspects	Negative aspects

- B UNDERSTAND MEANING FROM CONTEXT** Find and underline these words in the Reading. Use the context to match them with their meanings.

- | | |
|-----------------------|---|
| 1 skimming | a the ability to pay careful attention to one thing |
| 2 scanning | b reading quickly for a general understanding |
| 3 concentration | c made to see or read things continuously |
| 4 distracted | d reading quickly in search of specific information |
| 5 bombarded | e unable to focus because of interruptions |

DIGITAL
MORE
EXERCISES

NOW YOU CAN Discuss reading online

- A NOTEPADDING** What do you read about on the Internet? Write some notes about your habits.

	Why?
What topics do you like to read about on the Internet?	
What websites do you visit regularly?	
What Internet content do you think is high quality?	
What Internet content do you think is “trash”?	

- B PAIR WORK** With a partner, compare what you wrote on your notepads and share your experiences with reading online. Do you think the Internet interferes with concentration, or do you think it makes you a better reader?



RECYCLE THIS LANGUAGE.

I think (that) . . .	I'm really into [social media].
I believe (that) . . .	I can't get enough of [celebrity newsfeeds].
I guess (that) . . .	[Blogs] aren't my thing.
In my opinion, . . .	[Online games] don't turn me on.
	[Celebrity websites] put me to sleep.

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Pair Work. For example: “a positive or negative impact.”

REVIEW

- A** ▶ 2:30 Listen to each conversation and write the type of book each person is discussing. Then listen again and decide if the person likes the book. Explain your answer.

Type of book	Likes it?	Explain your answer
1	Y N	
2	Y N	
3	Y N	
4	Y N	

- B** Write the name of each type of book.

- 1 A book about a famous person:
- 2 A book that a famous person writes about his or her own life:
- 3 A very exciting novel with people in dangerous situations:
- 4 Books that are about factual information:
- 5 A strange fictional story about the future:

- C** Use the expressions in the box to change each question to an embedded question. (Use each expression once.) Use correct punctuation at the end of each one.

I wonder . . .	Could you tell me . . .	I don't know . . .
I can't remember . . .	Do you know . . .	

- 1 Where does the story take place?
.....
- 2 Who is the main character in the novel?
.....
- 3 How much was that newspaper?
.....
- 4 How do you say this in English?
.....
- 5 What does this word mean?
.....

WRITING

Write a review of something you've read—a book or an article from a magazine, a newspaper, or the Internet.

- Summarize what it was about.
- Make a recommendation to the reader.

WRITING BOOSTER p. 149

- Summarizing
- Guidance for this writing exercise

For additional language practice . . .


TOP NOTCH **POP** • Lyrics p. 154
 "A True Life Story"




ORAL REVIEW

GAME Close your books. Make an “I” statement about the reading habits of the man or woman. Your partner guesses if you’re describing the man or woman. For example:

I like to do the puzzles in the newspaper.

PAIR WORK

- 1 Create a conversation for the man and woman in which he asks about the book she is reading. She makes a recommendation. He asks if he can borrow the book. Start like this:

Are you reading anything interesting?

- 2 Use the pictures to create a conversation in which the man and woman discuss their reading habits. For example:

I usually like to curl up in bed with a good book.



✓ NOW I CAN

- ☐ Recommend a book.
- ☐ Ask about an article.
- ☐ Describe my reading habits.
- ☐ Discuss online reading.

PREVIEW

COMMUNICATION GOALS

- 1 Convey a message.
- 2 Tell someone about the news.
- 3 Describe natural disasters.
- 4 Prepare for an emergency.

HISTORIC DISASTERS

The influenza epidemic of 1918–1919 left an estimated 25 million people dead worldwide.



Between 2010 and 2012, 260,000 people died in Somalia in one of the worst food shortages in modern history.



In February 2013, a major blizzard hit the Northeastern U.S. with heavy snowfall and high winds. Snowfall in some areas reached 100 cm, causing travel delays, school closures, and power outages.

A DISCUSSION Discuss one or more of the topics about the content of the news.

- 1 When stories about natural disasters such as epidemics, famines, and weather emergencies appear in the news, are you interested in knowing about them? Why or why not?
- 2 Why do newspapers often put stories like this on the front page?
- 3 Not all disasters are caused by nature. What are some other kinds of disasters? What are some of their causes?

B 3:02 **PHOTO STORY** Read and listen to a conversation about a natural disaster.



Rachel: Oh, my goodness. Take a look at this!

Tom: Why? What's going on?

Rachel: There's this enormous flood in Slovakia—look at these people on the roof! The water's up to the second floor. And look at these cars. I sure hope there was no one in them.

Tom: That sounds horrendous. Any word on casualties?



Rachel: It says, "No reports of deaths or injuries so far . . ." But it's in the middle of a city, for goodness sake. The death toll could end up being huge.

Tom: And can you imagine the property damage?

Rachel: Well, they estimate almost 50% of the houses in town are under water already.

Tom: What a disaster!



Rachel: I wonder how this flood compares to the one they had in New Orleans a few years back. Remember that?

Tom: You bet I do. How could anyone forget? And that flooded almost half the city, too.

Rachel: Let's turn on CNN. They usually have breaking news about stuff like this.

C FOCUS ON LANGUAGE Complete each statement with words or phrases from the Photo Story.

- Two words that mean very big are and
- The number of indicates the number of people who are injured or killed in an event.
- A two-word phrase that means the destruction of or harm to buildings, cars, and other things that belong to victims of an event is
- A two-word expression that is used to describe the first news reports of an important event that is happening at the present is

SPEAKING

A Check your news sources and write an advantage and disadvantage for each one.

	Advantages	Disadvantages
<input checked="" type="checkbox"/> a newspaper	<i>you can save an article</i>	<i>not as up-to-date as online news</i>

	Advantages	Disadvantages
<input type="checkbox"/> a newspaper		
<input type="checkbox"/> Internet news sites		
<input type="checkbox"/> TV or radio newscasts		
<input type="checkbox"/> a weekly news magazine		
<input type="checkbox"/> word of mouth		

B PAIR WORK Compare opinions with your partner. Do you both use the same sources? Why or why not?

GRAMMAR *Indirect speech: Imperatives*

To report what someone said without quoting the exact words, use indirect speech. Don't use quotation marks when you write indirect speech.

Direct speech: Peter said, "Be careful if you go out during the storm."

Indirect speech: Peter said to be careful if you go out during the storm.

Indirect speech is a kind of noun clause. It is the direct object of a reporting verb such as say, tell, or ask.

An imperative in direct speech becomes an infinitive in indirect speech.

They said, "Read the weather report." → They said to read the weather report.

She says, "Don't go out without a full tank of gas." → She says not to go out without a full tank of gas.

Change the pronouns in indirect speech as necessary for logic.

Martin said, "Tell me as soon as you know." → Martin told me to tell him as soon as I know.

She told me, "Please call me when you get home." → She asked me to call her when I get home.

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• Direct speech: punctuation rules

A GRAMMAR PRACTICE Rewrite each statement in indirect speech.

Make necessary changes to the pronouns.

1 Martha told me, "Be home before the snowstorm."

1. Martha told me to be home before the snowstorm.

2 Everyone is saying, "Get ready for a big storm."

3 The radio says, "Get supplies of food and water in case the roads are closed."

4 They told her, "Don't be home too late this afternoon."

5 Maria always tells them, "Don't leave your doors open."

6 Carl told me, "Call me when you hear the news."

B PAIR WORK For each sentence, say what you think the speaker's original words were. Take turns.

1 He asked them to call him when it starts raining.

☞ Please call me when it starts raining. ☞

2 The newspaper said to leave a window or door open when there's going to be a severe storm.

3 She told his parents to read the emergency instructions in the newspaper.

4 Ray told Allison to look for the story about him in the paper on Tuesday.

5 She asked him to pick up some food for her on the way home.

6 They told me not to wait until the snow gets heavy.

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EXERCISES

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COACH

PRONUNCIATION *Direct and indirect speech: Rhythm*

A ▶ 3:03 Notice the rhythm of sentences in direct and indirect speech. Read and listen. Then listen again and repeat.

1 He said, [pause] "Be home before midnight." → He said to be home before midnight.

2 I told your parents, [pause] "Get a flu shot at the clinic." → I told your parents to get a flu shot at the clinic.

B PAIR WORK Take turns reading aloud the sentences in Exercise A Grammar Practice, above. Read both the original sentences and the sentences you wrote, using correct rhythm for direct and indirect speech.

CONVERSATION MODEL

A ▶ 3:04 Read and listen to someone conveying a message.

A: I'm on the phone with your parents. Would you like to say hello?

B: I would, but I'm running late.

A: Anything you'd like me to tell them?

B: Yes. Please tell them to turn on the TV. There's a storm on the way.

A: Will do.

B ▶ 3:05 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Convey a message

A NOTEPADDING Read the possible excuses and messages. Then write one or two more excuses and messages.

Possible excuses

I'm running late.
I have an appointment.
I don't have time.

DIGITAL VIDEO

B CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Role-play conveying a message. Choose messages and excuses from the lists in the boxes, or use your own. Then change roles.

A: I'm on the phone with
Would you like to say hello?

B: I would, but

A: Anything you'd like me to tell ?

B: Yes. Please tell to

A:

Possible messages

[Watch / Listen to] the news. There's a story about ____.
Check the weather online. There's a bad storm on the way.
Call me at the office.

DON'T STOP!

Continue the conversation. Ask your partner:

what time he or she will be home.

to do you a favor.

to call you later.

C CHANGE PARTNERS Practice the conversation again. Use another message. Use another excuse.



VOCABULARY Severe weather and other natural disasters

A ▶ 3:06 Read and listen. Then listen again and repeat.



a tornado



a hurricane / a typhoon



a flood



a landslide



a drought

B ▶ 3:07 LISTEN TO INFER Listen to the news. Write the kind of event the report describes.

1 2 3 4

C ▶ 3:08 LISTEN TO CONFIRM INFORMATION Listen again. After each report, say if the statement is true or false. Explain your answers.

- | | |
|---|--|
| 1 She said it hadn't rained in a month. | 3 She said the storm had done a lot of damage. |
| 2 He said it hadn't rained for a week. | 4 He said the storm wouldn't do a lot of damage. |

GRAMMAR Indirect speech: Say and tell—tense changes

GRAMMAR BOOSTER p. 134

- Indirect speech: optional tense changes

Use tell when you mention the listener. Use say when you don't.Maggie **told her parents** to stay home. (listeners mentioned)Maggie **said** to stay home. (listeners not mentioned)When say and tell are in the past tense, the verbs in the indirect speech statement often change. Present becomes past. Past becomes past perfect. Will becomes would. Can becomes could.They said, "The weather **is** awful." → They said (that) the weather **was** awful.Dan said, "We all **had** the flu." → Dan said (that) they all **had had** the flu.They said, "There **will** be snow tonight." → They said there **would** be snow tonight.My husband said, "You **can** come with me." → My husband said I **could** come with him.

A GRAMMAR PRACTICE Circle the correct verbs for indirect speech.



My Great-Grandmother Meets Hurricane Cleo

Hurricane Cleo struck the United States in August, 1964. My great-grandmother, Ana, was traveling in Miami when the hurricane struck. She (1 **said / told**) me that she still remembers how scared everyone was.

She (2 **said / told**) me that the hotel (3 **has called / had called**) her room one morning and had (4 **said / told**) her that a big storm (5 **is / was**) on the way. They (6 **said / told**) that all hotel guests (7 **have to / had to**) stay in the hotel until the weather service (8 **tell / said**) that it (9 **is / was**) safe to leave.

She stayed in her room, and she didn't know what happened until the storm was over. When she turned on the TV, the reports (10 **said / told**) that a lot of people (11 **have been / had been**) injured and that all the roads (12 **are / were**) flooded. She always (13 **says / said**) that she still (14 **feels / felt**) lucky to have survived Hurricane Cleo.

B GRAMMAR PRACTICE Change each statement from direct speech to indirect speech, changing the verb tense in the indirect speech statement.

- 1 The TV reporter said, "The landslide is one of the worst in history."
- 2 He also said, "It caused the destruction of half the houses in the town."
- 3 My sister called and said, "There is no electricity because of the hurricane."
- 4 The newspaper said, "There will be a typhoon in the next thirty-six hours."
- 5 The paper said, "The drought of 1999 was the worst natural disaster of the twentieth century."
- 6 After the great snowstorm in 1888, a New York newspaper reported, "The blizzard of '88 caused more damage than any previous storm."

1. The TV reporter said the landslide was one of the worst in history.

DIGITAL
MORE
EXERCISES

CONVERSATION MODEL

A 3:09 Read and listen to a conversation about the news.

- A: What's going on in the news today?
 B: Well, the *Times* says there was a terrible storm in the South.
 A: Really?
 B: Yes. It says lots of houses were destroyed.
 A: What a shame!
 B: But there haven't been any deaths.
 A: Thank goodness for that!

Reactions to news

- ☹ What a shame!
- ☺ Thank goodness for that!

B 3:10 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Tell someone about the news

A NOTEPADDING Read each headline. Then, on a separate sheet of paper, write what it said. Use indirect speech.

The Daily Post Online says an earthquake killed 20,000 in Iran.

B CONVERSATION ACTIVATOR Tell your partner what the news is, using the headlines. Then change roles and headlines.

- A: What's going on in the news today?
 B: Well, says
 A: Really?
 B: Yes. It says
 A: !

DON'T STOP!

- Discuss other headlines.
- Express your reactions to the news.



RECYCLE THIS LANGUAGE.

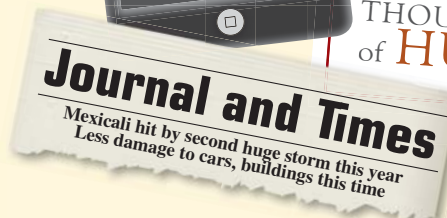
What a shame!
 Thank goodness for that!
 Oh, no!
 What a disaster!
 That's [enormous / gigantic / huge / horrendous]!

C CHANGE PARTNERS Practice the conversation again, using a different headline.



ASIA TIMES

Bird influenza epidemic causes 200 deaths in Mongolia
 Doctors urge children and elderly to receive vaccinations



BEFORE YOU READDIGITAL
FLASH
CARDS**A** ▶ 3:11 **VOCABULARY • Adjectives of severity** Read and listen. Then listen again and repeat.**B WARM-UP** Have you or someone you know experienced a natural disaster? What kind of disaster was it? How severe was it? Tell the class about it.

mild	!
moderate	!!
severe	!!!
deadly	!!!!
catastrophic	!!!!

READING ▶ 3:12**EARTHQUAKES**

Earthquakes are among the deadliest natural disasters, causing the largest numbers of casualties, the highest death tolls, and the greatest destruction. In 1556 in China, the deadliest earthquake in history killed 830,000 people. But many other earthquakes have caused the deaths of more than 200,000 people, and it is not unusual, even in modern times, for an earthquake death toll to reach 20,000–30,000 people with hundreds of thousands left homeless and with countless injured. The floodwaters of the 2004 tsunami in Sumatra, which killed over 200,000 people, were caused by a catastrophic earthquake.

There are four factors that affect the casualty rate of earthquakes: magnitude, location, quality of construction of buildings, and timing.

MAGNITUDE

The magnitude, or strength, of an earthquake is measured on the Richter scale, ranging from 1 to 10, with 10 being the greatest. Earthquakes over 6 on the Richter scale are often deadly, and those over 8 are generally catastrophic, causing terrible damage.

LOCATION

A severe earthquake that is located far from population centers does not cause the same damage as a less severe one that occurs in the middle of a city. As an example, in 1960, the strongest earthquake ever recorded, 9.5 magnitude on the Richter scale, struck in the Pacific Ocean near the Chilean coastline, destroying buildings, killing over 2,000, and injuring another 3,000 in regional cities near the coast. The location of this earthquake, far away from a population center, however, prevented it from being catastrophic, with hundreds of thousands of deaths.

QUALITY OF CONSTRUCTION

Modern building construction techniques can lessen the death toll and economic impact of a moderate earthquake that would otherwise cause severe destruction of older-style buildings.



Port-au-Prince, 2010

In 2010, a terrible earthquake in Port-au-Prince, the capital of Haiti, caused the destruction of a tremendous number of the city's buildings, mostly due to poor construction. In contrast, an even stronger earthquake later that year in Chile caused less destruction because of that country's use of earthquake-resistant construction.

TIMING

Finally, the time of occurrence of an earthquake can affect the number of deaths and casualties. Earthquakes that occur in the night, when people are indoors, usually cause a greater death toll than ones that occur when people are outdoors.

Ten Largest Earthquakes by Magnitude

Year	Place	Magnitude
1960	Valdivia, Chile	9.5
1964	Alaska, U.S.	9.2
2004	Sumatra, Indonesia	9.1–9.3
1952	Kamchatka, Russia	9.0
2011	Tochuko region, Japan	9.0
1615	Arica, Chile	8.8
1833	Sumatra, Indonesia	8.7–9.2*
1906	Ecuador / Colombia	8.8
2010	Bio-Bio, Chile	8.8
1700	Pacific Ocean: U.S. / Canada	8.7–9.2*

* estimate

A PARAPHRASE Rewrite the statements in your own words, changing the underlined word or phrase.

- 1 The magnitude of an earthquake is measured by the Richter scale.
- 2 There are four factors that affect the casualty rate of an earthquake.
- 3 Good construction techniques can lessen the danger to people in buildings affected by an earthquake.
- 4 Damage is often due to poor construction.
- 5 If an earthquake occurs near a major population center, more people will be affected.

B CONFIRM FACTS Answer the questions, according to the information in the Reading. Use indirect speech.

- 1 Where did the deadliest earthquake in history take place?
- 2 Which earthquake had the highest recorded Richter-scale reading?
- 3 How can location affect the death toll of an earthquake?
- 4 What else can lessen the destruction and economic impact of an earthquake?

1. The article said the deadliest earthquake in history took place in ...

DIGITAL
MORE
EXERCISES

C IDENTIFY CAUSE AND EFFECT Discuss how magnitude and timing affect the casualty rate and economic impact of earthquakes. Explain your ideas by putting together information from the article.

NOW YOU CAN Describe natural disasters

A PAIR WORK Partner A, read the fact sheet about the Indonesia typhoon. Partner B, read the fact sheet about the Bangladesh earthquake. In your own words, tell your partner about the disaster.

INDONESIA TYPHOON	
Date:	October 12
Place:	Indonesia and western Malaysia
Event:	Typhoon with highest winds ever recorded
Property damage: Catastrophic destruction	
Casualties: 5,309 deaths with more than 1,740 missing; 8 million affected with many homeless	

BANGLADESH EARTHQUAKE	
Date:	September 20
Place:	Bangladesh
Event:	Earthquake
Property damage: At least 70% of homes (12,000) destroyed.	
Casualties: 630 deaths and hundreds more injured	

“ A severe typhoon hit Indonesia on October 12. There were high winds and catastrophic property damage. ”

B NOTEADDING Choose one of the historic disasters from the list. Find information about it on the Internet, at a library, or in a bookstore. (OR choose a disaster you are already familiar with.) Write details about the disaster on your notepad.

Date:	
Place:	
Event:	
Property damage:	
Casualties:	

Some historic disasters

- The San Francisco earthquake of 1906 (U.S.)
- The Bam earthquake of 2003 (Iran)
- The tsunami of 2004 (Indian Ocean)
- Hurricane Katrina 2005 (New Orleans, U.S.)
- A natural disaster of your choice: ____

C GROUP WORK Make a news broadcast or presentation about the disaster you researched (OR one of the disasters in Exercise A above). Describe the natural disaster to your class.



RECYCLE THIS LANGUAGE.

Types of disasters

earthquake
epidemic
famine
flood
landslide
storm

Adjectives

mild
moderate
severe
deadly
catastrophic

Features

casualties
death toll
injuries
property damage

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Group Work. For example: “death toll.”

DIGITAL
FLASH
CARDS

BEFORE YOU LISTEN

A ▶ 3:13 **VOCABULARY • Emergency preparations and supplies** Read and listen. Then listen again and repeat.

evacuate to remove all people from an area that is too dangerous

an emergency a very dangerous situation that requires immediate action

a power outage an interruption in the flow of electrical power over a large area

a shelter a safe place where people may go when the area they live in has been evacuated

a first-aid kit a small box or package containing supplies to treat minor injuries and illnesses

a flashlight a portable, battery-operated light

non-perishable food food that doesn't need refrigeration, such as canned or dried food



Be sure to have a first-aid kit with scissors and bandages.



A battery-operated flashlight is a must when there is a power outage.



In a power outage, candles can provide light.



Sometimes an evacuation is necessary in an emergency.

B PAIR WORK With a partner, write sentences using the Vocabulary words and phrases.

They tried to evacuate the entire population of the city before the flood, but lots of people refused to go.

LISTENING COMPREHENSION

A ▶ 3:14 **LISTEN FOR MAIN IDEAS** Listen to an emergency radio broadcast. Write a sentence to describe the emergency the broadcaster is reporting.

B ▶ 3:15 **LISTEN FOR DETAILS** Listen again and correct each of the following false statements, using indirect speech.

Example: He said you should stand near windows during the storm.

- 1 He said you should turn your refrigerator and freezer off.
- 2 He said that in case of a flood, you should put valuable papers on the lowest floor of your home.
- 3 He said you should read the newspapers for the location of shelters.

“ No. He said *not* to stand near windows during the storm. ”

C PARAPHRASE What did the radio announcer say in the emergency radio broadcast? With a partner, discuss the questions and complete each statement, using indirect speech. Listen again if necessary.

1 What should you do to get your car ready for an evacuation?

He said to

2 What should you do with outdoor furniture?

He said to

3 What should you buy for flashlights and portable radios?

He said to

4 How should you prepare to have food and water in case you have to stay indoors for several days?

He said to

5 What should you listen to in case of an evacuation?

He said to

NOW YOU CAN Prepare for an emergency

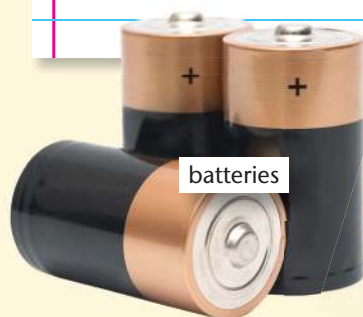
A GROUP WORK Choose an emergency from the list. Write some plans for the emergency on the notepad. Provide a reason for each plan.

Plans	Reasons
Have 2 liters of water	to have enough water in case
per person per day.	the water is unsafe to drink

Kinds of emergencies

- a flood
- a tornado
- a severe storm (blizzard, hurricane, typhoon)
- an epidemic
- a famine
- a drought
- a landslide
- an earthquake

Type of emergency:	Plans	Reasons



batteries



matches



bottled water

B Present your plans to the class. Compare your plans.

“ Our group prepared for a storm. We said to be sure cell phones were working. A power outage might occur. ”

REVIEW

- A** ▶ 3:16 Listen to the report. The reporter describes three kinds of disasters. Listen carefully and check the ones that fall into the categories she describes. Listen again if necessary.

The 10 most deadly natural disasters of the 20th century				
	Disaster	Place	Year	Killed
<input type="checkbox"/> 1	epidemic	worldwide	1917	20,000,000
<input type="checkbox"/> 2	famine	Soviet Union	1932	5,000,000
<input type="checkbox"/> 3	flood	China	1931	3,700,000
<input type="checkbox"/> 4	drought	China	1928	3,000,000
<input type="checkbox"/> 5	epidemic	worldwide	1914	3,000,000
<input type="checkbox"/> 6	epidemic	Soviet Union	1917	2,500,000
<input type="checkbox"/> 7	flood	China	1959	2,000,000
<input type="checkbox"/> 8	epidemic	India	1920	2,000,000
<input type="checkbox"/> 9	famine	Bangladesh	1943	1,900,000
<input type="checkbox"/> 10	epidemic	China	1909	1,500,000

- B** Complete each statement with the name of the disaster or emergency.

- In _____, mud and soil cover the houses and can bury entire towns.
- A widespread event in which many people become sick with the same illness is _____.
- A storm with high winds and rain is _____.
- A _____ is a natural event in which there is no rain for a long period of time.
- In _____, there is not enough food and many people go hungry.

- C** Complete each indirect statement or question with said or told.

- They _____ me to call the office in the morning.
- The students _____ the test had been very difficult.
- He _____ the storm was awful.
- Who _____ us to get extra batteries?

- D** Rewrite the indirect speech statements in direct speech. Be sure to use correct punctuation.

- She said she knew the reason there was so much property damage.
- I said not to tell the children about the storm.
- The radio announcer told the people to fill up their cars with gas before the storm.
- He asked if the epidemic had been severe.

- E** Rewrite the direct speech statements in indirect speech.

- Robert told Marie, "Don't wait for the evacuation order."
- Sylvia said, "I think the earthquake occurred during the night."
- The emergency broadcast said, "Buy bottled water before the hurricane."
- They told Marlene, "Call us on Tuesday."

For additional language practice ...

TOP NOTCH POP • Lyrics p. 154
"Lucky to Be Alive"

DIGITAL SONG DIGITAL KARAOKE

WRITING

Write about how to prepare for an emergency. Choose an emergency and include information on what to do, what supplies to have, and what preparations to make.

WRITING BOOSTER p. 150

- Organizing detail statements by order of importance
- Guidance for this writing exercise

TUESDAY

ORAL REVIEW

TELL A STORY Give the people names and relationships. Then tell the story of Tuesday and Wednesday in the pictures. For example:

On Tuesday, [Robert] called [his father] and told him to __.

PAIR WORK

- 1 Tell your partner what the TV announcer said on Tuesday. Then switch roles. Your partner tells you what the radio announcer said on Wednesday. Use indirect speech. For example:

The announcer said a tropical storm was coming...

- 2 Create a conversation between the two men on Tuesday. Start like this:

Hello, [Dad]. There's going to be a bad storm. They say...

TROPICAL STORM
EXPECTED, WITH HIGH
WINDS, DAMAGING RAIN,
POSSIBLE FLOODING NEAR
COASTAL AREAS.

WEDNESDAY

THE SHELTER IS NOW
OPEN AND ACCEPTING
PEOPLE FROM AREAS
NEAR THE BEACH.

✓ NOW I CAN

- ☐ Convey a message.
- ☐ Tell someone about the news.
- ☐ Describe natural disasters.
- ☐ Prepare for an emergency.

Reference Charts

PRONUNCIATION TABLE

Vowels		Consonants			
Symbol	Key Words	Symbol	Key Words	Symbol	Key Words
i	beat, feed	p	pack, happy	z	zip, please, goes
ɪ	bit, did	b	back, rubber	ʃ	ship, machine, station,
eɪ	date, paid	t	tie		special, discussion
ɛ	bet, bed	d	die	ʒ	measure, vision
æ	bat, bad	k	came, key, quick	h	hot, who
ɑ	box, odd, father	g	game, guest	m	men
ɔ	bought, dog	tʃ	church, nature, watch	n	sun, know, pneumonia
oʊ	boat, road	dʒ	judge, general, major	ŋ	sung, ringing
ʊ	book, good	f	fan, photograph	w	wet, white
u	boot, food, flu	v	van	l	light, long
ʌ	but, mud, mother	θ	thing, breath	r	right, wrong
ə	banana, among	ð	then, breathe	y	yes
ɝ	shirt, murder	s	sip, city, psychology		
aɪ	bite, cry, buy, eye	tʃ	butter, bottle		
aʊ	about, how	t	button		
ɔɪ	voice, boy				
ɪr	deer				
ɛr	bare				
ɑr	bar				
ɔr	door				
ʊr	tour				

IRREGULAR VERBS

base form	simple past	past participle	base form	simple past	past participle
be	was / were	been	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	lose	lost	lost
bite	bit	bit / bitten	make	made	made
bleed	bled	bled	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burned / burnt	burned / burnt	quit	quit	quit
buy	bought	bought	read /rɪd/	read /r d/	read /r d/
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	rise	rose	risen
cost	cost	cost	run	ran	run
cut	cut	cut	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
dream	dreamed / dreamt	dreamed / dreamt	send	sent	sent
drink	drank	drunk	sew	sewed	sewn
drive	drove	driven	shake	shook	shaken
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spend	spent	spent
find	found	found	spread	spread	spread
fit	fit	fit	stand	stood	stood
flee	fled	fled	steal	stole	stolen
fly	flew	flown	stick	stuck	stuck
forbid	forbade	forbidden	sting	stung	stung
forget	forgot	forgotten	strike	struck	struck
get	got	gotten	swim	swam	swum
give	gave	given	take	took	taken
go	went	gone	teach	taught	taught
grow	grew	grown	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hit	hit	hit	understand	understood	understood
hold	held	held	wake up	woke up	woken up
hurt	hurt	hurt	wear	wore	worn
keep	kept	kept	win	won	won
know	knew	known	write	wrote	written
leave	left	left			

1 THE PRESENT OF BE

Statements

I	am / am not	late.
You We They	are / aren't	
He She It	is / isn't	

2 THE SIMPLE PRESENT TENSE

Statements

I You We They	speak / don't speak	English.
He She	speaks / doesn't speak	English.

Yes / no questions

Do / Don't	I you we they	know	them?
Does / Doesn't	he she	eat	meat?

Short answers

Yes,	I you we they	do.	No,	I you we they	don't.
	he she it	does.		he she it	doesn't.

Information questions

What	do	I you we they	need?
When	does	he she it	start?
Who	does	she	like?
Who		wants needs likes	this book?

3 THE PRESENT CONTINUOUS

Statements

I	am	watching TV.
You We They	are	studying English.
He She It	is	arriving now.

Yes / no questions

Am	I	going too fast?
Are	you we they	
	he she it	

Short answers

Yes,	I	am.	No,	I'm not.
	you	are.		you aren't / you're not.
	he she it	is.		he isn't / he's not. she isn't / she's not. it isn't / it's not.
	you we they	are.		you aren't / you're not. we aren't / we're not. they aren't / they're not.

Information questions

What	are	you we they	doing?
When	is	he she it	leaving?
Where	am	I	staying tonight?
Who	is		driving?

4 THE PAST CONTINUOUS

Statements

I	was / wasn't	singing that song.
You We They	were / weren't	playing the piano.
He She It	was / wasn't	leaving from Central Station.

Yes / no questions

Was	I he she it	landing in Sydney when the storm began?
Were	we you they	

Short answers

Yes,	I he she it	was.	No,	I he she it	wasn't.
	we you they	were.		we you they	weren't.

Information questions

When	was	I he she	speeding?
Where	were	we you they	going?
Who	was		arriving?

5 THE PAST OF BE

Statements

I He She It	was	late.
We You They	were	early.

Yes / no questions

Was	I he she it	on time?
Were	we you they	in the same class?

Short answers

Yes,	I he she it	was.	No,	I he she it	wasn't.
	we you they	were.		we you they	weren't.

Information questions

Where	were	we? you? they?	
When	was	he she it	here?
Who	were	they?	
Who	was	he? she? it ?	

6 THE SIMPLE PAST TENSE

Many verbs are irregular in the simple past tense. See the list of irregular verbs on page 122.

Statements

I You He She It We They	stopped / didn't stop	working.
---	--------------------------	----------

Yes / no questions

Did	I you he she we they	make a good dinner?
-----	-------------------------------------	---------------------

Short answers

Yes, No,	I you he she it we they	did. didn't
-------------	---	----------------

Information questions

When	did	I you he she we they	read that?
Who	did	they	see?
Who			called?

7 THE FUTURE WITH WILL

Affirmative and negative statements

I You He She It We They	will / won't	stop at five o'clock.
---	-----------------	-----------------------

Yes / no questions

Will	I you he she It we they	be on time?
------	---	-------------

Affirmative and negative short answers

Yes,	I you he	will.
No,	she it we they	won't

Information questions

What will	I you he she it we they	do?
Who will		be there?

8 THE FUTURE WITH BE GOING TO**Statements**

I'm You're He's She's It's We're They're	going to / not going to	be here soon.
--	----------------------------	---------------

Yes / no questions

Are	you we they	going to	want coffee?
Am	I	going to	be late?
Is	he she it	going to	arrive on time?

Short answers

Yes	I	am.	No,	I'm not.
	you	are.		you aren't / you're not.
	he she it	is.		he isn't / he's not. she isn't / she's not. it isn't / it's not.
	you we they	are.		you aren't / you're not we aren't / we're not. they aren't / they're not.

Information questions

What	are	you we they	going to	see?
When	is	he she it	going to	stop?
Where	am	I	going to	stay tomorrow?
Who	is		going to	call?

9 THE PRESENT PERFECT**Affirmative and negative short answers**

I You We They	have / haven't	left.
He She It	has / hasn't	

Yes / no questions

Have	I you we they	said enough?
Has	he she it	already started?

Affirmative and negative short answers

Yes,	I you we they	have.
No,	he she it	haven't.
Yes,	he she it	has.
No,	he she it	hasn't.

Information questions

Where	have	I you we they	seen the book?
How	has	he she it	been?
Who	has		read it?

10 THE PASSIVE VOICE**Form the passive voice with a form of be and the past participle of the verb**

	ACTIVE VOICE	PASSIVE VOICE
simple present	Art collectors buy famous paintings	Famous paintings are bought by art collectors.
present continuous	The Cineplex is showing that film.	That film is being shown by the Cineplex.
present perfect	All the critic have reviewed that book.	That book has been reviewed by all the critics.
simple past	Vera Wang designed this dress.	This dress was designed by Vera Wang.
past continuous	Last year, World Air was still selling tours to the Ivory Coast.	Last year, tours to the Ivory Coast were still being sold .
future with <u>will</u>	The children will return the books tomorrow.	The books will be returned tomorrow.
<u>be going to</u>	Bar's Garage is going to repair my car this afternoon.	My car is going to be repaired by Bart's Garage this afternoon.

GERUNDS AND INFINITIVES

Verbs followed by a gerund

acknowledge	delay	escape	keep	propose	risk
admit	deny	explain	mention	quit	suggest
advise	detest	feel like	mind	recall	support
appreciate	discontinue	finish	miss	recommend	tolerate
avoid	discuss	forgive	postpone	report	understand
can't help	dislike	give up	practice	resent	
celebrate	endure	imagine	prevent	resist	
consider	enjoy	justify	prohibit		

Verbs followed directly by an infinitive

afford	choose	hesitate	need	promise	volunteer
agree	consent	hope	neglect	refuse	wait
appear	decide	hurry	offer	request	want
arrange	deserve	intend	pay	seem	wish
ask	expect	learn	plan	struggle	would like
attempt	fail	manage	prepare	swear	yearn
can't wait	grow	mean	pretend		

Verbs followed by an object before an infinitive *

advise	convince	get*	order	remind	urge
allow	enable	help*	pay	request	warn
ask*	encourage	hire	permit	require	want*
cause	expect*	invite	persuade	teach	wish*
challenge	forbid	need*	promise*	tell	would like*
choose*	force				

* In the active voice, these verbs can also be followed by the infinitive without an object (example: *want to speak* or *want someone to speak*).

Verbs followed by either a gerund or an infinitive

begin	hate	remember*
can't stand	like	start
continue	love	stop*
forget*	prefer	try*
	regret	

* There is a complete difference in meaning when these verbs are followed by a gerund or an infinitive.

I forgot **closing** the window. (= I forgot that I did it.)

I forgot **to close** the window. (= I didn't do it because I forgot.)

I remembered **locking** the door. (= I have a memory of having locked it.)

I remembered **to lock** the door. (= I didn't forget to lock it.)

I stopped **smoking**. (= I stopped the habit.)

I stopped **to smoke**. (= I stopped what I was doing in order to smoke.)

Adjectives followed by an infinitive *

afraid	curious	disturbed	fortunate	pleased	shocked
alarmed	delighted	eager	glad	proud	sorry
amazed	depressed	easy	happy	ready	surprised
angry	determined	embarrassed	hesitant	relieved	touched
anxious	disappointed	encouraged	likely	reluctant	upset
ashamed	distressed	excited	lucky	sad	willing

* EXAMPLE: I'm willing **to accept** that.

TOP NOTCH

3A

Grammar Booster

Grammar Booster

The Grammar Booster is optional. It offers more information and extra practice. Sometimes it further explains or expands the unit grammar and points out common errors. In other cases, it reviews and practices previously learned grammar that would be helpful when learning new grammar concepts. If you use the Grammar Booster, you will find extra exercises in the Workbook in a separate section labeled Grammar Booster. The Grammar Booster content is not tested on any *Top Notch* tests.

UNIT 1 Lesson 1

Tag questions: short answers

Tag questions are **yes / no** questions and they can be answered with short answers. The short answers to tag questions, like the short answers to all **yes / no** questions, use the same tense or modal as the question. Following are the short answers to the tag questions from page 4.

	Short answers
You're Lee, aren't you ?	Yes, I am. / No, I'm not.
You're not Amy, are you ?	Yes, I am. / No, I'm not.
She speaks Thai, doesn't she ?	Yes, she does. / No, she doesn't.
I don't know you, do I ?	Yes, you do. / No, you don't.
He's going to drive, isn't he ?	Yes, he is. / No, he isn't.
We're not going to eat here, are we ?	Yes, we are. / No, we aren't.
They'll be here later, won't they ?	Yes, they will. / No, they won't.
It won't be long, will it ?	Yes, it will. / No, it won't.
There are a lot of rules, aren't there ?	Yes, there are. / No, there aren't.
He wasn't driving, was he ?	Yes, he was. / No, he wasn't.
There isn't any sugar, is there ?	Yes, there is. / No, there isn't.
We didn't know, did we ?	Yes, you did. / No, you didn't.
You were there, weren't you ?	Yes, I was. / No, I wasn't.
She hasn't been here long, has she ?	Yes, she has. / No, she hasn't.
They left, didn't they ?	Yes, they did. / No, they didn't.
You wouldn't do that, would you ?	Yes, I would. / No, I wouldn't.
It's been a great day, hasn't it ?	Yes, it has. / No, it hasn't.
He can't speak Japanese, can he ?	Yes, he can. / No, he can't.
Ann would like Quito, wouldn't she ?	Yes, she would. / No, she wouldn't.
They can hear me, can't they ?	Yes, they can. / No, they can't.

A Complete each conversation by circling the correct tag question and completing the short answer.

- | | |
|--|--|
| <p>1 A: Mary would like to study foreign cultures, (would / wouldn't) she?
B: Yes,</p> <p>2 A: It's a long time until dinner, (is / isn't) it?
B: No,</p> <p>3 A: We met last summer, (did / didn't) we?
B: Yes,</p> <p>4 A: They're starting the meeting really late, (haven't / aren't) they?
B: No,</p> <p>5 A: There weren't too many delays in the meeting, (wasn't it / were there)?
B: No,</p> | <p>6 A: You don't know what to do, (do / don't) you?
B: No,</p> <p>7 A: There isn't any reason to call, (is / isn't) there?
B: No,</p> <p>8 A: It's awful to not have time for lunch, (isn't it / aren't you)?
B: Yes,</p> <p>9 A: When you know etiquette, you can feel comfortable anywhere, (can / can't) you?
B: Yes,</p> <p>10 A: It's really getting late, (is it / isn't it)?
B: No,</p> |
|--|--|

B Correct the error in each item.

- wouldn't*
- 1 They'd both like to study abroad, ~~would~~ they?
 - 2 It's only a six-month course, is it?
 - 3 Clark met his wife on a rafting trip, didn't Clark?
 - 4 Marian made three trips to Japan last year, hasn't she?
 - 5 There were a lot of English-speaking people on the tour, wasn't it?
 - 6 The students don't know anything about that, don't they?
 - 7 There isn't any problem with my student visa, isn't there?
 - 8 It's always interesting to travel with people from other countries, aren't they?
 - 9 With English, you can travel to most parts of the world, can you?
 - 10 I'm next, don't I?

UNIT 1 Lesson 2

Verb usage: present and past (overview)

Use the simple present tense (but NOT the present continuous):

- for facts and regular occurrences
I **study** English. Class **meets** every day. Water **boils** at 100 degrees Celsius.
- with frequency adverbs and time expressions
They never **eat** before 6:00 on weekdays.
- with stative ("non-action") verbs
I **remember** her now.
- for future actions, especially those indicating schedules
Flight 100 usually leaves at 2:00, but tomorrow it **leaves** at 1:30.

Use the present continuous (but NOT the simple present tense):

- for actions happening now (but NOT with stative or non-action verbs)
They're **talking** on the phone.
- for actions occurring during a time period in the present
This year I'm **studying** English.
- for some future actions, especially those already planned
Thursday I'm **going** to the theater.

Use the present perfect or the present perfect continuous:

- for unfinished or continuous actions
I've **lived** here since 2012. OR I've **been living** here since 2012.
We've **lived** here for **five years**. OR We've **been living** here for **five years**.

Use the present perfect (but NOT the present perfect continuous):

- for completed or non-continuing actions
I've **eaten** there three times.
I've never **read** that book.
I've already **seen** him.

Use the simple past tense:

- for actions completed at a specified time in the past
I **ate** there in 2010. NOT I've ~~eaten~~ there in 2010.

Use the past continuous:

- for one or more actions in progress at a time in the past
At 7:00, we **were eating** dinner.
They **were swimming**, and we **were sitting** on the beach.

Use the past continuous and the simple past tense:

- for a continuing action in the past that was interrupted
I **was eating** when my sister **called**.

Use **use to** / **used to**:

- for past situations and habits that no longer exist
I **used to smoke**, but I stopped.
They **didn't use to require** a visa, but now they do.

Use the past perfect:

- to indicate that one past action preceded another past action.
When I arrived, they **had finished** lunch.

Stative (non-action) verbs

appear	notice
be	own
believe	possess
belong	prefer
contain	remember
cost	see
feel	seem
hate	smell
have	sound
hear	suppose
know	taste
like	think
look	understand
love	want
need	weigh

A Correct the verbs in the sentences.

- 1 I talk on the phone with my fiancé right now.
- 2 She's usually avoiding sweets.
- 3 They eat dinner now and can't talk on the phone.
- 4 Every Friday I'm going to the gym at 7:00.
- 5 Burt is wanting to go home early.
- 6 Today we all study in the library.
- 7 The train is never leaving before 8:00.
- 8 Water is freezing when the temperature goes down.
- 9 We're liking coffee.
- 10 On most days I'm staying home.

B Complete each sentence with the present perfect continuous.

- 1 We to this spa for two years.
come
- 2 *Life of Pi* at the Classic Cinema since last Saturday.
play
- 3 Robert for an admissions letter from the language school for a week.
wait
- 4 The tour operators weather conditions for the rafting trip.
worry about
- 5 He that tour with everyone.
talk about

C Check the sentences and questions that express unfinished or continuing actions. Then, on a separate sheet of paper, change the verb phrase in those sentences to the present perfect continuous.

The Averys have lived in New York since the late nineties.

The Averys have been living in New York since the late nineties.

- | | |
|---|---|
| <input type="checkbox"/> 1 Their relatives have already called them. | <input type="checkbox"/> 6 Has he ever met your father? |
| <input type="checkbox"/> 2 We have waited to see them for six months. | <input type="checkbox"/> 7 How long have they studied Arabic? |
| <input type="checkbox"/> 3 I haven't seen the Berlin Philharmonic yet. | <input type="checkbox"/> 8 My husband still hasn't bought a car. |
| <input type="checkbox"/> 4 This is the first time I've visited Dubai. | <input type="checkbox"/> 9 The kids have just come back from the soccer game. |
| <input type="checkbox"/> 5 We have eaten at that old Peruvian restaurant for years. | |

UNIT 2 Lesson 1

Draw conclusions with probably and most likely

You can draw conclusions with less certainty than must by using probably or most likely.

Probably and most likely frequently occur after the verb be or when be is part of a verb phrase.

They're probably (OR They're most likely) at the dentist's office.

It's probably (OR It's most likely) going to rain.

Be careful! Don't use probably or most likely after verbs other than be.

Don't say: He ~~forgot probably~~ about the appointment.

Don't say: He ~~forgot most likely~~ about the appointment.

Use probably or most likely before isn't or aren't. With is not or are not, use probably before not.

She probably (OR They're most likely) isn't feeling well.

She's probably (OR It's most likely) not feeling well.

Use probably or most likely before other verbs.

He probably (OR most likely) forgot about the appointment.

The dentist probably (OR most likely) doesn't have time to see a new patient.

You can also use Probably or Most likely at the beginning of a sentence to draw a conclusion.

Probably (OR Most likely) she's a teacher.

Probably (OR Most likely) he forgot about the appointment.

On a separate sheet of paper, rewrite each sentence with probably or most likely.

- | | |
|--|---|
| 1 He must have a terrible cold. | 4 The dentist must not be in her office today. |
| 2 She must be feeling very nauseous. | 5 Acupuncture must be very popular in Asia. |
| 3 They must not like going to the dentist. | 6 A conventional doctor must have to study for a long time. |

UNIT 2 Lesson 2

Expressing possibility with maybe

Maybe most frequently occurs at the beginning of a sentence.

Maybe he'll need an X-ray. (= He may need an X-ray.)

Be careful! Don't confuse maybe and may be.

She may be a doctor.

NOT She maybe a doctor.

Maybe she's a doctor.

NOT May be she's a doctor.

On a separate sheet of paper, rewrite each sentence with maybe.

- 1 His doctor may use herbal therapy.
- 2 Conventional medicine may be the best choice.
- 3 The doctor may want to take a blood test.
- 4 She may prefer to wait until tomorrow.
- 5 They may be afraid to see a dentist.

UNIT 3 Lesson 1

Causative make to indicate obligation

The causative make is used to express the idea that one person forces another to do something. Use a form of make + an object and the base form of a verb.

	object	base form	
They <u>make</u>	their kids	<u>finish</u>	their homework before dinner.
She <u>made</u>	him	<u>sign</u>	the form.

A Complete the statements and questions, using the causative make. Use the correct form of make.

- 1 Yesterday, (Nick's mother / make / apologize / him) for his mistake.
- 2 (you / be going to / make / tell / your friends) the truth?
- 3 (our teacher / might / make / turn off / us) our phones.
- 4 (we / should / make / pay / your sister) for dinner?
- 5 (no one / not can / make / come / Gail) to the meeting if she doesn't want to.
- 6 If you go to that restaurant, (they / will / your husband / make / wear) a tie.
- 7 The movie was awful! (we / can / make / give / the theater) our money back?

Let to indicate permission

Use an object and the base form of a verb with let.

	object	base form
She <u>let</u>	her sister	<u>wear</u>

her favorite skirt.

Let has the same meaning as permit. Use let to indicate that permission is being given to do something.

My boss let me take the day off.

I don't let my children stay out after 9:00 P.M.

Be careful!

Don't say: She let her sister ~~to wear~~ her favorite skirt

Don't use an infinitive after let.

B On a separate sheet of paper, rewrite each sentence, using let.

- 1 Don't permit your younger brother to open the oven door.
- 2 You should permit your little sister to go to the store with you.
- 3 We don't permit our daughter to eat a lot of candy.
- 4 I wouldn't permit my youngest son to go to the mall alone.
- 5 Will you permit your children to see that movie?
- 6 You should permit them to make their own decision.
- 7 We always permit him to stay out late.

Causative have: common errors

Be careful! Don't confuse the simple past tense causative have with the past perfect auxiliary have.

I **had** them **call** me before 10:00. (They called me.)

I **had called** them before 10:00. (I called them.)

C Who did what? Read each sentence. Complete each statement. Follow the example.

We had them fix the car before our trip.

..... *They* fixed *the car*

We had fixed the car before our trip.

..... *We* fixed *the car*

1 Janet had already called her mother.

..... called

Janet had her mother call the train station.

..... called

2 Mark had his friends help him with moving.

..... helped

Mark had helped his friends with moving.

..... helped

3 My father had signed the check for his boss.

..... signed

My father had his boss sign the check.

..... signed

4 Mr. Gates had them open the bank early.

..... opened

Mr. Gates had opened the bank early.

..... opened

UNIT 3 Lesson 2

The passive causative: the by phrase

Use a by phrase to add specific or important information. If knowing who performed the action is not important, you don't need to include a by phrase.

I had my dress shortened **by someone** at the shop next to the train station. (not necessary)

I had my luggage delivered to my room **by someone at the hotel front desk**. (specific information)

On a separate sheet of paper, use the cues to write advice about services, using You should and the passive causative get or have. Use a by phrase if the information is specific or important.

shoe / repair / Mr. B / at the Boot Stop

You should get your shoes repaired by Mr. B at the Boot Stop.

1 picture / frame / Lydia / at Austin Custom Framing

2 hair / cut / one of the great hairdressers / at the Curl Up Hair Salon

3 photos / print / someone / at the mall

4 a suit / make / Luigi / at Top Notch Tailors

5 sweaters / dry-clean / someone / at Midtown Dry Cleaners

UNIT 4 Lesson 1

Verbs that can be followed by noun clauses with that

The following verbs often have noun clauses as their direct objects. Notice that each verb expresses a kind of "mental activity." In each case, it is optional to include that.

She **agrees**
thinks
believes
feels (that) the students should work harder.

I **assume**
suppose
doubt
guess (that) they made reservations.

We **hear**
see
understand
hope (that) the government has a new plan.

He **forgot**
noticed
realized
remembered
knew (that) the stores weren't open.

They **decided**
discovered
dreamed
hoped
learned (that) everyone could pass the test.

Adjectives that can be followed by clauses with that

Use a clause with that after a predicate adjective of emotion to further explain its meaning.

I'm	afraid angry	(that) we'll have to leave early.	He's	sorry unhappy	(that) the flight was canceled.
We're	worried ashamed	(that) we won't be on time to the event.	She's	surprised disappointed	(that) the news spread so fast.
They're	happy sad	(that) the teacher is leaving.			

On a separate sheet of paper, complete each sentence in your own way. Use clauses with that.

- When I was young, I couldn't believe . . .
- Last year, I decided . . .
- This year, I was surprised to discover . . .
- I'm really happy . . .
- Last week, I forgot . . .
- Recently, I heard . . .
- In the future, I hope . . .
- Now that I study English, I know . . .
- In the last year, I learned . . .
- Not long ago, I remembered . . .
- Sometimes I'm worried . . .
- Recently, I dreamed . . .
- (Your own idea)
- (Your own idea)

UNIT 4 Lesson 2

Embedded questions with whether

You can also use whether to begin embedded yes / no questions. Whether has the same meaning as if.

Tell me **if that magazine is interesting**. = Tell me **whether that magazine is interesting**.

I'd like to know **if he liked the article**. = I'd like to know **whether he liked the article**.

Could you tell me **if you've finished that newspaper**? = Could you tell me **whether you've finished that newspaper**?

A On a separate sheet of paper, rewrite each embedded question, using whether.

- I can't remember if there's a test today.
- We're not sure if the restaurant is still open at 10:00 P.M.
- Could you tell me if the movie has started yet?
- I wonder if this hotel has 24-hour room service.
- Would she like to know if there's an express train?
- Do you know if this book has a happy ending?

Embedded questions: usage and common errors

You can use an embedded question to ask for information more politely.

Are we late? → Can you tell me **if we're late**?

What time is it? → Can you tell me **what time it is**?

Why isn't it working? → Could you explain **why it isn't working**?

Where's the bathroom? → Do you know **where the bathroom is**?

How do I get to the bank? → Would you mind telling me **how I get to the bank**?

Be careful! Do not invert the subject and verb in embedded questions. Use regular statement word order.

Do you know **why she won't read** the newspaper?

Don't say: Do you know why ~~won't she~~ read the newspaper?

Can you tell me **whether this bus runs** express?

Don't say: Can you tell me ~~does this bus run~~ express?

Phrases that are often followed by embedded questions

I don't know . . .	Do you know . . . ?
I'd like to know . . .	Can you tell me . . . ?
Let me know . . .	Can you remember . . . ?
I can't remember . . .	Could you explain . . . ?
Let's ask . . .	Would you mind telling me . . . ?
I wonder . . .	
I'm not sure . . .	

Embedded questions: punctuation

Sentences with embedded questions are punctuated according to the meaning of the whole sentence.

If an embedded question is in a statement, use a period.

I don't know (something). → I don't know **who she is**.

If an embedded question is in a question, use a question mark.

Can you tell me (something)? → Can you tell me **who she is?**

- B** On a separate sheet of paper, combine each phrase and question to write a statement or question with an embedded question.

- 1 Please let me know (When does the movie start?)
- 2 I wonder (Where is the subway station?)
- 3 Can you tell me (How do you know that?)
- 4 We're not sure (What should we bring for dinner?)
- 5 They'd like to understand (Why doesn't Pat want to come to the meeting?)
- 6 Please tell the class (Who painted this picture?)

- C** On a separate sheet of paper, rewrite each question more politely, using noun clauses with embedded questions. Begin each one with a different phrase. Follow the example.

Where's the airport? *Can you tell me where the airport is?*

- 1 What time does the concert start?
- 2 How does this new e-reader work?
- 3 Why is the express train late?
- 4 Where is the nearest bathroom?
- 5 Who speaks English at that hotel?
- 6 When does Flight 18 arrive from Paris?

- D** Correct the wording and punctuation errors in each item.

- 1 Could you please tell me does this train go to Nagoya.
- 2 I was wondering can I get your phone number?
- 3 I'd like to know what time does the next bus arrive?
- 4 Can you tell me how much does this magazine cost.
- 5 Do you remember where did he use to live?
- 6 I'm not sure why do they keep calling me.
- 7 I wonder will she come on time?

UNIT 5 Lesson 1

Direct speech: punctuation rules

When writing direct speech, use quotation marks to indicate the words the speaker actually said.

Put final punctuation marks before the second quotation mark.

Jeremy said, "Don't answer the phone."

Use a comma after the verb or verb phrase that introduces the quoted speech.

They said, "Call me after the storm."

Begin the quoted speech with a capital letter.

I said, "Please come to dinner at nine."

A On a separate sheet of paper, write and punctuate each of the statements in direct speech. Follow the example.

They said tell us when you will be home

They said, "Tell us when you will be home."

- 1 Martin told me don't get a flu shot
- 2 My daughter said please pick me up after school
- 3 The English teacher said read the newspaper tonight and bring in a story about the weather
- 4 We said please don't forget to listen to the news
- 5 They said don't buy milk
- 6 We told them please call us in the morning
- 7 She said please tell your parents I'm sorry I can't talk right now

B On a separate sheet of paper, change each statement in indirect speech to direct speech.

They told us to be home before midnight.

They told us, "Be home before midnight."

- 1 The sign downtown said to pack emergency supplies before the storm.
- 2 Your daughter called and told me to turn on the radio and listen to the news about the flood.
- 3 Your parents said not to call them before 9 A.M.
- 4 Mr. Rossi phoned to tell me not to go downtown this afternoon.

UNIT 5 Lesson 2

Indirect speech: optional tense changes

When the reporting verbs **say** or **tell** are in the simple past tense, it is not always necessary to use a different tense in indirect speech from the one the speaker used. These are three times when it's optional:

When the statement refers to something JUST said:

I just heard the news. They said a storm **is** coming. OR

I just heard the news. They said a storm **was** coming.

When the quoted speech refers to something that's still true:

May told us she **wants** to get a flu shot tomorrow. OR

May told us she **wanted** to get a flu shot tomorrow.

When the quoted speech refers to a scientific or general truth:

They said that English **is** an international language. OR

They said that English **was** an international language.

Be careful! Remember that when the reporting verb is in the present tense, the verb tense in indirect speech does not change.

They **say** a big storm **is** expected to arrive tomorrow morning. OR

Don't say: They say a big storm **was** expected to arrive tomorrow morning.

On a separate sheet of paper, write each direct speech statement in indirect speech. Change the verb in the indirect speech only if necessary.

- 1 Last Friday my husband said, "I'm going to pick up some things at the pharmacy before the storm." (The storm hit on Saturday.)
- 2 My next-door neighbors said, "We're going to Spain on vacation this year."
- 3 She told them, "This year's flu shot is not entirely protective against the flu."
- 4 He just said, "The danger of a flood is over."
- 5 We always say, "It's easier to take the train than drive."
- 6 When I was a child, my parents told me, "It's really important to get a good education." (They still believe that today.)
- 7 The National Weather Service is saying, "Tonight's weather is terrible."
- 8 Your parents just told me, "We want to leave for the shelter immediately." (The storm is almost here.)

TOP NOTCH 3A

Writing Booster

Writing Booster

The Writing Booster is optional. It is intended to orient students to the conventions of written English. Each unit's Writing Booster is focused both on a skill and its application to the Writing exercise from the Unit Review page.

UNIT 1 Formal e-mail etiquette

Social e-mails between friends are informal and have almost no rules. Friends use “emoticons” and abbreviations and don't mind seeing spelling or grammar errors.

Emoticons

- ☺ = I'm smiling.
- ☹ = I'm not happy.

Abbreviations

- LOL = “Laughing out loud”
- LMK = “Let me know”
- BTW = “By the way”
- IMHO = “In my humble opinion”

However, e-mail is also commonly used in business communication between people who have a more formal relationship. When writing a more formal e-mail, it is not acceptable to use the same informal style you would use when communicating with a friend.

For formal e-mails . . .

Do:

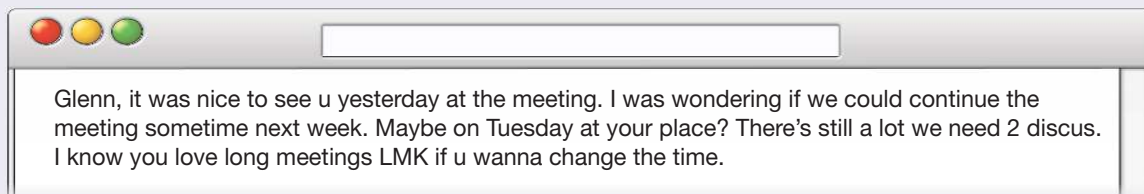
- Use title and last name and a colon in the salutation, unless you are already on a first-name basis:
Dear Mr. Samuelson:
Dear Dr. Kent:
If you are on a first-name basis, it's appropriate to address the person with his or her first name:
Dear Marian:
- Write in complete sentences, not fragments or run-on sentences.
- Check and correct your spelling.
- Use capital and lowercase letters correctly.
- Use correct punctuation.

- Use a complimentary close as in a formal letter, such as:
Sincerely, Cordially, Thank you, Thanks so much,
- End with your name, even though it's already in the e-mail message bar.

Don't:

- Use emoticons.
- Use abbreviations such as “LOL” or “u” for “you.”
- Use all lowercase or uppercase letters.
- Date the e-mail the way you would a written letter. (The date is already in the headings bar.)

- A** Circle all the formal e-mail etiquette errors in the e-mail to a business associate. Then explain your reasons.



- B** **Guidance for the Writing Exercise (on page 12)** Use the do's and don'ts for formal e-mails to check the two e-mail messages you wrote.

UNIT 2 Comparisons and contrasts

COMPARISONS: Use this language to compare two things:

To introduce similarities

- **be alike**
Herbal medicine and homeopathy **are alike** in some ways.
- **be similar to**
Homeopathy **is similar to** conventional medicine in some ways.

To provide details

- **both**
Both herbal medicine and homeopathy are based on plants. / Herbal medicine and homeopathy are **both** based on plants.
- **and . . . too**
Herbal medicine is based on plants, **and** homeopathy is **too**.

- **and . . . (not) either**
Herbal medicine doesn't use medications, **and** homeopathy **doesn't either**.
- **also**
Many of the medications in conventional medicine **also** come from plants.
- **as well**
Many of the medications in conventional medicine come from plants **as well**.
- **Likewise,**
Herbs offer an alternative to conventional medications. **Likewise**, homeopathy offers a different approach.
- **Similarly,**
Similarly, homeopathy offers a different approach.

CONTRASTS: Use this language to contrast two things: To introduce differences

- **be different from**
Conventional medicine **is different from** acupuncture in a number of ways.

To provide details

- **but**
Herbal medicine treats illness with herbs, **but** acupuncture mainly treats illness with needles.
- **while / whereas**
Herbal medicine treats illness with herbs **while** (or **whereas**) acupuncture treats illness with needles. OR **While** (or **Whereas**) herbal medicine treats illness with herbs, acupuncture treats illness with needles.
- **unlike**
Spiritual healing involves taking responsibility for one's own healing, **unlike** conventional medicine. OR **Unlike** conventional medicine, spiritual healing involves taking responsibility for one's own healing.
- **However,**
Conventional doctors routinely treat heart disease with bypass surgery. **However**, acupuncturists take a different approach.
- **In contrast,**
Herbal doctors treat illnesses with teas made from plants. **In contrast**, conventional doctors use medicines and surgery.
- **On the other hand,**
Conventional medicine is based on modern scientific research. **On the other hand**, herbal therapy is based on centuries of common knowledge.

A On a separate sheet of paper, make comparisons, using the cues in parentheses.

- 1 There's nothing scarier than having a toothache while traveling. Feeling short of breath while on the road can be a frightening experience. (**likewise**)
- 2 Many painkillers can be bought without a prescription. Many antihistamines can be bought without a prescription. (**both**)
- 3 A broken tooth requires a visit to the dentist. A lost filling requires a visit to the dentist. (**and . . . too**)
- 4 You may have to wait for the results of an X-ray. The results of a blood test may not be ready for several days. (**similarly**)
- 5 An X-ray doesn't take much time to do. A blood test doesn't take much time to do. (**and . . . not / either**)

B On a separate sheet of paper, make contrasts, using the cues in parentheses.

- 1 If you feel pain in your back, you can try taking a painkiller. If you have pain in your chest, you should see a doctor. (**on the other hand**)
- 2 Homeopathy is fairly common in Europe. It is not as popular in the United States. (**while**)
- 3 Spiritual healing uses the mind or religious faith to treat illnesses. Other types of treatments do not. (**unlike**)
- 4 Conventional medicine and acupuncture have been used for thousands of years. Homeopathy was only introduced in the late eighteenth century. (**whereas**)
- 5 Many people choose conventional medicine first when they need medical help. About 80% of the world's population uses some form of herbal therapy for their regular health care. (**however**)

C **Guidance for the Writing Exercise (on page 24)** Write three statements that show similarities in the two medical treatments you chose to write about and three statements that contrast them. Use the language of comparison and contrast in each statement. Use these statements in your writing.

UNIT 3 Supporting an opinion with personal examples

Use these expressions to state your opinions. Follow the punctuation style in the examples.

- **In my opinion,**
In my opinion, there's nothing wrong with being a procrastinator. People just have different personalities.
- **To me,**
To me, it's better to be well organized. Being a procrastinator keeps a person from getting things done.
- **From my point of view,**
From my point of view, if you aren't well organized, you're going to have a lot of problems in life.
- **I believe**
I believe that people who are procrastinators have other strengths, such as creativity.
- **I find**
I find being well organized helps a person get more done.

Use personal examples to make your opinions clear and interesting to readers.

- **For example,**
I'm usually on time in everything I do. **For example,** I always pay my bills on time.
- **For instance,**
My brother is usually on time in everything he does, but sometimes he isn't. **For instance,** last week he completely forgot to get our mother a birthday gift.
- **... , such as ...**
There are a few things I tend to put off, **such as** paying bills and studying for tests.
- **Whenever**
Some people have a hard time paying their bills on time. **Whenever** my husband receives a bill, he puts it on the shelf and forgets about it.
- **Every time**
Every time I forget to pay a bill, I feel terrible.
- **When I was ...**
I had to learn how to be well organized. **When I was** a child, my parents did everything for me.

Note: All of these expressions for stating your opinion can be used either at the beginning of a sentence or at the end. Use a comma before the expression when you use it at the end of a sentence.

There's nothing wrong with being a procrastinator, **in my opinion.**
Being well-organized helps a person get more done, **I find.**

Be careful!

Do not use for example or for instance to combine sentences. Don't write: I'm usually on time for everything I do, ~~for example,~~ I always pay my bills on time.

Remember:

Use a comma before such as when it introduces a dependent clause.

A On a separate sheet of paper, write a sentence expressing your personal opinion in response to each of the questions.

- 1 Do you think children should study the arts in school?
- 2 Do you think extroverts are better people than introverts?
- 3 Do you think it's OK to wear casual clothes in an office?

B On a separate sheet of paper, provide a personal example for each of the statements.

- 1 I'm (I'm not) a very well-organized person.
- 2 Some (None) of the people I know procrastinate.
- 3 I always (I don't always) pay my bills on time.
- 4 I've always (I've never) had a hard time doing things on time.

C **Guidance for the Writing Exercise (on page 36)** State your opinion on the topic. Then list at least five personal examples to support your view. Use the examples in your writing.

UNIT 4 Summarizing

A good summary provides only the main ideas of a much longer reading, movie, or event. It should not include lots of details. Here are two effective ways to write a summary:

- 1 Answer basic information questions:** For a longer reading, one approach to writing a summary is to think about the answers to the basic questions of: Who?, What?, When?, Where?, Why?, and How?
- 2 Focus on main ideas instead of details:** For a shorter reading, identify the main ideas. Sentences that are main ideas provide enough information to tell the story. After you have identified the sentences that express the main ideas, rewrite them in your own words.

Some basic information questions:

Who is the book about?

The book I read is about Benito Juárez.

Who was Juárez?

Juárez was the president of Mexico from 1861 to 1872.

Why was he important?

He restored the Republic and modernized the country.

- A** Practice answering basic information questions. Think of a movie you really like. On a separate sheet of paper, write any answers you can to the questions.

- 1 Who is the movie about?
- 2 When does the movie take place?
- 3 Where does the movie take place?
- 4 In three to five sentences, what is the movie about?
- 5 What actors are in the movie? Who is the director?
- 6 (Add your own information question.)

- B** Practice focusing on main ideas. In the article, underline any sentences you think are main ideas. Cross out any sentences you think are details.

Thirty years ago, most people in the United States, Canada, and Europe didn't think about what to wear to work in an office. Men always wore suits and ties. Women wore suits or conservative skirt outfits. But in the 1990s, that started to change.

It began with "casual Fridays." During the summer, some companies invited their employees to "dress down," or wear more casual clothes to work on Fridays. The policy quickly became popular with employees. After this, it didn't take long for employees to start dressing more casually every day of the week.

Many employees welcomed the new dress policy and the more comfortable work environment that came with it. Etiquette had definitely changed, and suits and ties were rarely seen in many offices. Some employees went as far as wearing jeans, T-shirts, and sneakers to the office.

Then some people began to change their minds about casual dress at work. Many managers felt that casual dress had led to casual attitudes toward work. Now the etiquette for dress in many companies is beginning to change back again.

After you have completed Exercise B, read this summary of the article. How does it compare with the sentences you underlined in the article?

Thirty years ago, most people in the United States, Canada, and Europe didn't think about what to wear to work in an office. But in the 1990s, that started to change. During the summer, some companies invited their employees to "dress down," or wear more casual clothes to work on Fridays. Then some people began to change their minds about casual dress at work. Now the etiquette for dress in many companies is beginning to change back again.

- C** **Guidance for the Writing Exercise (on page 48)** Answer each question if you can. If you cannot answer a question, answer the next one. Then use your answers to write the summary within your review.

- 1 What is the title of the reading material you chose?
- 2 Who is the writer?
- 3 Who is it about?
- 4 What is it about?
- 5 Where does it take place?
- 6 When does it take place?
- 7 Why was it written?
- 8 Why is it important?
- 9 Did you like it? Why or why not?
- 10 Would you recommend it to others? Why or why not?

UNIT 5 Organizing detail statements by order of importance

One way to organize supporting details within a paragraph is by **order of importance**, usually beginning with the most important and ending with the least important. Or, if you wish, it is possible to reverse the order, beginning with the least important and building to the most important.

Imagine you are writing an essay about how to prepare for a trip. Use words and expressions that indicate the relative importance of details to the reader.

First, [OR **First and most important**,] make sure your passport is up-to-date. Nothing can be worse than arriving at the airport and not being able to get on the plane.

Second, [OR **Next**, OR **Following that**,] check the weather for your destination. This will ensure that you bring the right clothes. It's terrible to arrive somewhere and find out that the weather is unusually cold for this time of year. The last thing you want to do is to have to go shopping!

Last, [OR **Finally**,] write a list of important phone numbers and e-mail addresses of people you have to contact. It can be hard to get that information if you are out of your own country.

A On a separate sheet of paper, rewrite the paragraph, inserting words to indicate the relative importance of each item.

Here are some things not to forget when preparing for an emergency. Call your relatives who live in other places, telling them where you are so they don't worry. Have a discussion with all family members about the importance of listening to emergency broadcasts. Keep a supply of blankets and warm jackets in case of power outages or flooding. Be sure to follow all emergency instructions carefully: Your life and the life of your family could depend on it.

B **Guidance for the Writing Exercise (on page 60)**
Look at the list of supplies and resources. Number them in order of their importance for the emergency you chose. Write notes about why each one is important. Use your notes to help you write about how to prepare for your emergency.

Following are two ways to construct the paragraph:

1 Write a topic sentence stating the main idea of the paragraph and then begin describing the details in order of importance.

The severity of an earthquake is determined by several factors. First and most important, the magnitude of the quake can make a huge difference. Really strong earthquakes cause lots of damage, even to well-constructed buildings, no matter where or when they occur. Earthquakes with a Richter reading of 9 or over are uniformly catastrophic. The second most important factor is location, . . . etc.

2 Write a topic sentence that states the details in the order of importance.

The severity of an earthquake is determined by four factors, in order of importance: magnitude, location, quality of construction, and timing. The magnitude of an earthquake is by far the most significant factor in its destructive power . . . etc.

Type of emergency: _____

Supplies and resources	Notes
non-perishable food	
bottled water	
batteries	
smart phones	
GPS devices	
medications	
phone numbers	



Top Notch Pop Lyrics

► 2:17–2:18 I'll Get Back to You [Unit 3]

Your camera isn't working right.
It needs a few repairs.
You make me ship it overnight.
Nothing else compares.
You had to lengthen your new skirt,
and now you want to get
someone to wash your fancy shirts
and dry them when they're wet.
Come a little closer—
let me whisper in your ear.
Is my message getting across
to you loud and clear?

(CHORUS)

**You're always making plans.
I'll tell you what I'll do:
let me think it over and
I'll get back to you.**

You want to get your suit dry-cleaned.
You want to get someone
to shorten your new pair of jeans
and call you when they're done.
I guess I'll have them print a sign
and hang it on your shelf,
with four small words in one big line:
"Just do it yourself."
Let me tell you what this song
is really all about.
I'm getting tired of waiting while you
figure it out.
I've heard all your demands,
but I have a life, too.
Let me think it over and
I'll get back to you.
I'm really reliable,
incredibly fast,
extremely helpful
from first to last.
Let me see what I can do.
Day after day,
everybody knows
I always do what I say.

(CHORUS)

► 2:31–2:32 A True Life Story [Unit 4]

The story of our lives
is a real page-turner,
and we both know
what it's all about.
It's a fast read,
but I'm a slow learner,
and I want to see
how it all turns out.

(CHORUS)

**It's a true life story.
I can't put it down.
If you want to know who's in it,
just look around.**

The story of our lives
is a real cliffhanger.
It's hard to follow,

but boy, does it pack a thrill—
a rollercoaster ride
of love and anger,
and if you don't write it,
baby, then I will.

(CHORUS)

You can't judge a book by its cover.
I wonder what you're going to discover.
When you read between the lines,
you never know what you might find.
It's not a poem or a romance novel.
It's not a memoir or a self-help book.
If that's what you like, baby, please
don't bother.
If you want the truth, take another look.

(CHORUS)

► 3:17–3:18 Lucky to Be Alive [Unit 5]

(CHORUS)

**Thank you for helping me to survive.
I'm really lucky to be alive.**

When I was caught in a freezing snowstorm,
you taught me how to stay warm.
When I was running from a landslide
with no place to hide,
you protected me from injury.
Even the world's biggest tsunami
has got nothing on me,
because you can go faster.
You keep me safe from disaster.
You're like some kind of hero—
you're the best friend that I know.

(CHORUS)

When the big flood came with the
pouring rain,
they were saying that a natural
disaster loomed.
You just opened your umbrella.
You were the only fellow who kept calm
and prepared.
You found us shelter.
I never felt like anybody cared
the way that you did when you said,
"I will always be there—
you can bet your life on it."
And when the cyclone turned the day
into night,
you held a flashlight and showed me the safe
way home.
You called for help on your cell phone.
You said you'd never leave me.
You said, "Believe me,
in times of trouble you will never be alone."
They said it wasn't such a bad situation.
It was beyond imagination.
I'm just glad to be alive—
and that is no exaggeration.

(CHORUS)

► 3:31–3:32 I Should Have Married Her [Unit 6]

She was born with talents
in both literature and art.
It must have been her love of books
that first captured my heart.
We both had experience
with unhappiness before.
I thought we would be together
for rich or for poor.

(CHORUS)

**I should have married her.
She was the love of my life,
but now she's someone else's wife.
I thought we would be happy.
I thought our love was so strong.
I must have got it all wrong.**

It's hard to make a living
when you're living in the past.
I wish we could have worked it out,
but some things just don't last.
I wonder what she's doing
or if she thinks of me.
One day she just changed her mind.
The rest is history.

(CHORUS)

It's too late for regrets.
She's gone forever now.
We make our plans,
but people change,
and life goes on somehow.

(CHORUS)

► 4:34–4:35 **Reinvent the Wheel**

[Unit 8]

You've got your digi-camera with
the Powershot,
Four mega pixels and a memory slot.
You've got your e-mail and your Internet.
You send me pictures of your digi-pet.
I got the digi-dog and the digi-cat,
the "digi" this and the "digi" that.
I hate to be the one to break the news,
but you're giving me the "digi" blues,

(CHORUS)

**And you don't know
the way I really feel.**

**Why'd you have to go and
reinvent the wheel?**

You've got your cordless phone and
your microwave,
and your Reflex Plus for the perfect shave.
It's super special, top of the line,
with the latest new, cutting-edge design.
You've got your SLR and your LCD,
your PS2 and your USB.
I've seen the future and it's pretty grim:
They've used up all the acronyms.

(CHORUS)

I keep waiting for a breakthrough innovation:
Something to help our poor communication.
Hey, where'd you get all of that high-tech taste?
Your faith in progress is such a waste.
Your life may be state of the art,
but you don't understand the human heart.

(CHORUS)

► 5:20–5:21 **We Can Agree to Disagree**

[Unit 9]

I believe that dogs should be
allowed to wander free.
That may be true, but don't you think
that people have rights, too?
I believe that time has come
for true dog liberty.
I see what you mean, but I don't
share your point of view.

(CHORUS)

**We can agree to disagree
about what's wrong and right.
It wouldn't be cool for you and me
to fight when we don't see eye to eye.**

I think my cat deserves to eat
a treat, no matter what.
Well, on the one hand, yes,
but on the other hand, well, no.
Don't you feel that every meal
should be shared with a pet?
That's one way to look at it,
but I don't think so.

(CHORUS)

You can be a radical.
You can be conservative.
My dog doesn't care, and he won't ask you
to leave.
You can be a moderate.
You can be a liberal.
You can believe what you want to believe.

I urge you to think it over
before you decide.
That your dog is very nice,
I couldn't agree more.
I believe that you and I
should be the best of friends.
That's exactly what I think.
Why weren't we friends before?

(CHORUS)

► 5:45–5:46 **It's a Beautiful World**

[Unit 10]

The path is located
half an hour west of here.
I heard it's a must-see,
and that it goes pretty near
to a breathtaking beach
a little farther up the coast.
That's the one that everybody
seems to like the most.

(CHORUS)

**It's a beautiful world.
Be careful as you go.
The road is dark and dangerous.
Be sure to take it slow.
Yes, it's a beautiful world,
from the mountains to the seas.
Through life's lonesome valleys,
won't you come with me?**

Are you planning on going
to see the waterfall?
I've been thinking about it,
and I want to do it all!
Would you happen to know
anything about Rocky Cave?
How do you get there?
Can you show me the way?

(CHORUS)

I can't wait.
I don't want to miss it.
There isn't a place worth seeing
that I don't want to visit.

(CHORUS)

THIRD EDITION

TOP NOTCH **3A**

WORKBOOK

JOAN SASLOW
ALLEN ASCHER

with Wendy Pratt Long and Penny Laporte

- 1 Read the tips on business etiquette. Then read the situations below. Decide if the behavior in each situation is appropriate or inappropriate.

TIPS ON BUSINESS ETIQUETTE

- ▶ Always introduce the most important person first.
- ▶ Use your business card as a way to stay in touch with people you meet. Exchanging and saving business cards can help you “network” with people later.
- ▶ Being on time is absolutely necessary for business appointments. The rule is to arrive ten to fifteen minutes early. However, for social events, such as business parties, it is considered impolite to arrive early.
- ▶ In major cities, business clothing is usually formal. Blue, black, or gray suits are conservative and always appropriate. In warm climates, neat and comfortable khakis, jeans, or slacks, sometimes with a jacket, are OK. However, the first time you visit a company, it is always best to start with a conservative look.
- ▶ Business conversations often take place during meals. The meals are a time to relax, get to know the other person socially, and then talk a little business. Depending on the person’s schedule, these meetings can be at breakfast, lunch, or dinner.
- ▶ Eye contact is very important. Always look at everyone in your conversation group. Move your eyes from one person to another. It makes people feel important and holds their attention.



1. While you’re meeting with a client, the CEO of your company and two executives come into your office. You introduce the CEO to your client first. ☐ appropriate ☐ inappropriate
2. You are meeting with a group of four people. While speaking, you’re looking only at the highest level manager in the group. ☐ appropriate ☐ inappropriate
3. You have an interview at a new company on Friday. You know the company allows employees to dress casually on Fridays, so you decide to wear casual clothing. ☐ appropriate ☐ inappropriate
4. You don’t have time during regular business hours to meet with a client. You decide to meet over dinner. ☐ appropriate ☐ inappropriate
5. You’re invited to a business party and the invitation says the party is from 7:00 to 9:00 P.M. You arrive at 6:45. ☐ appropriate ☐ inappropriate

2 Match the correct response to each statement or question. Write the letter on the line.

- | | |
|---|--|
| 1. Nice to meet you. _____ | a. Not really. People tend to be more formal here. |
| 2. What is the custom here? _____ | b. Please call me by my nickname. |
| 3. How would you like to be called? _____ | c. Nice to meet you, too. |
| 4. Are most people on a first-name basis? _____ | d. No need to be so formal. Please call me Robert. |
| 5. Nice to meet you, Mr. Reston. | e. I'm not sure. It's probably best to watch what others do. |

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

1. What do you prefer to be called by your family? _____
2. What do you like to be called by your friends? _____
3. What do you prefer to be called by your colleagues or classmates? _____

LESSON 1

4 Put the conversation in the correct order. Write the number on the line.

- _____ Hi! It's a great day, isn't it?
- _____ Nice to meet you, too. Would it be rude to call you Joe?
- _____ It really is. Allow me to introduce myself. I'm Amanda Decker.
- _____ Absolutely not. Please do.
- _____ Great. And call me Amanda.
- _____ I'm Joe Hanson. It's nice to meet you.

5 Complete each statement with a tag question.

1. He didn't know about that custom, _____?
2. It's a great day to go to the beach, _____?
3. You learned Japanese in school, _____?
4. Mike will be here later, _____?
5. You're not from Turkey, _____?
6. The program in Bali wasn't very successful, _____?
7. I'm presenting my report at 2, _____?
8. There weren't a lot of people at the conference, _____?

6 Read the situations and complete the tag questions.

- You think your friend got a good grade on her science test.
"She got a good grade on her science test, didn't she?"
- You see two people talking, but you don't think that they know each other.
"They don't know each other, do they?"
- You're talking to your friend. You think he'll be late to the party tonight.
"You _____ late to the party tonight, _____?"
- When you get to class, you think your friend Diane hasn't gotten there yet.
"Diane _____ here yet, _____?"
- You heard that your friend Bill was in a car accident yesterday, but you don't think that's true.
"Bill _____ in a car accident yesterday, _____?"
- You think that Dr. Jenkins doesn't like to be called by her first name.
"Dr. Jenkins _____ to be called Kate, _____?"

7 Read the information about Allison McFarland. Then use the information on the form to write statements with tag questions.

Name:	Allison McFarland
Preferred title:	Ms.
Date of birth:	October 27, 1995
Place of birth:	Hong Kong
Country of residence:	Canada
Occupation:	student



- You're Allison McFarland, aren't you?
- _____
- _____
- _____
- _____

8 WHAT ABOUT YOU? Which topics are appropriate for small talk in your country? Check yes or no. If you check no, then explain why the topic is not appropriate.

	yes	no	
1. what someone would like to be called	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. how much money a person makes	<input type="checkbox"/>	<input type="checkbox"/>	_____
3. a person's work or studies	<input type="checkbox"/>	<input type="checkbox"/>	_____
4. someone's marital status	<input type="checkbox"/>	<input type="checkbox"/>	_____

LESSON 2

- 9 Look at Ken Klein's weekly planner. Then circle the letter of the answer that completes each sentence. Today is Sunday.

MONDAY 12:00 travel to Copenhagen 7:00 meet Jason Bailey for dinner	THURSDAY 9:00 read TechServe report 1:00 have meeting with TechServe
TUESDAY 8:30 have meeting with Computech 12:30 prepare client presentation	FRIDAY 8:00 have meeting with Nelson Company 3:00 present results of Nelson Company meeting 8:30 fly home to London
WEDNESDAY 9:00 fly to Brussels 1:30 meet Clark Sampson for lunch 4:00 give presentation to clients 7:30 take clients to dinner	SATURDAY relax all afternoon! 7:45 go to the movies with Tania
	SUNDAY exercise in morning at gym

- By 5:00 P.M. on Monday, Ken _____ to Copenhagen.
a. had already traveled b. hadn't yet traveled
 - On Tuesday, Ken _____ Clark Sampson for lunch.
a. had already met b. hadn't yet met
 - On Wednesday evening, Ken _____ to Brussels.
a. hadn't yet flown b. had already flown
 - Ken _____ the results of the Nelson Company meeting at 2:00 on Friday.
a. hadn't yet presented b. had already presented
 - Ken _____ all week before he was able to relax on Saturday.
a. had worked b. hadn't worked
- 10 Look at Ken Klein's weekly planner again. Complete the statements using the past perfect and already or not yet.
- By the time he flew to Brussels, Ken had already had the meeting with Computech, but he hadn't yet had the meeting with TechServe.
 - At 7:00 P.M. on Wednesday, he _____ the presentation to the clients, but he _____ the clients to dinner.
 - Ken _____ the TechServe report when he had the meeting with TechServe.
 - Ken _____ the meeting with Nelson Company when he had the meeting with TechServe.
 - By Saturday evening, Ken _____ at the gym.
 - At 8:00 on Saturday, Ken _____ to the movies with Tania.

11 Read the Conversation Model on page 7 in the Student's Book again. Then read each sentence below. Circle the letter of the sentence that has the same or similar meaning.

- | | |
|--|---|
| <p>1. "By 9:00 I had already bought my books."
 a. I bought my books before 9:00.
 b. I bought my books at 9:00.</p> <p>2. "What did you do about lunch?"
 a. Did you have lunch?
 b. Do you want lunch?</p> | <p>3. "When I got to class, I hadn't eaten yet."
 a. I got to class after I ate.
 b. I got to class before I ate.</p> <p>4. "I'll bet you're pretty hungry."
 a. I think you're hungry now.
 b. I'm sure you're hungry now.</p> |
|--|---|

12 **WHAT ABOUT YOU?** Complete the sentences in your own way.

- When I left the house this morning, I had already _____
_____.
- At 8:00 today, I hadn't yet _____
_____.
- By the time I started to study English, I had already _____,
but I hadn't yet _____.

LESSON 3

13 Cross out the word or phrase that has a different meaning from the others.

- | | | |
|--------------|-------------|-------------------|
| 1. offensive | very rude | polite |
| 2. customary | not allowed | taboo |
| 3. impolite | nice | rude |
| 4. not usual | traditional | customary |
| 5. etiquette | punctuality | manners |

Did you know . . .

that etiquette and rules for behavior have a very long history? The first instructions for etiquette were written in the year 2400 B.C.E by an Egyptian named Ptahhotep. His guide included advice about how to get along with others and how to advance in the world.



14 Read the article about punctuality. Then read the statements on page 6 and check true, false, or no information, according to the article.

RIGHT ON TIME

Everyone knows that different cultures have different ideas about punctuality. But one country—Ecuador—is trying something new.

A group called Citizens' Participation has found that being late costs the country about \$724 million each year. They report that more than half of all public events, as

well as many government appointments and social activities, begin late. The group is trying to make people aware of punctuality and is reminding them to be on time. The government, including the Ecuadorian president, is supporting the effort.

Hundreds of Ecuadorian organizations and companies have signed agreements to be on time. Posters have been

put up that remind people: "If you're late, someone else is waiting." One newspaper prints a list of government officials who arrive to events late.

The campaign has generally been well-received by the Ecuadorian people, and it seems to be working. Many businesses have reported that more meetings are now beginning on time.

	true	false	no information
1. The country of Ecuador made more money because people were often late.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Citizens' Participation doesn't think punctuality is very important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The government of Ecuador wants people to be on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Signs and posters have been made to remind people to be punctual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Punctuality is more important now in Ecuador than in most other countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ecuadorians are on time less often than they used to be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15 WHAT ABOUT YOU? How important is punctuality to you for each of the following events? Explain your answers.

	Very important	Somewhat important	Not important	Why?
work or school				
dinner at a friend's house				
a meeting with a co-worker				
a doctor's appointment				
a movie				



“BETTER THREE HOURS TOO SOON
THAN A MINUTE TOO LATE.”
—William Shakespeare, English playwright and poet

LESSON 4



16 Read the article *Global Culture* on page 10 in the Student's Book again. Check each behavior that would be considered unacceptable in the 1940s according to Eugenia Hartley. Then write the proper behavior next to it.

- ☐ You don't join your family for dinner hour.
- ☐ Children talk at the dinner table whenever they want.
- ☐ People put their elbows on the table.
- ☐ Children speak only when an adult speaks to them.
- ☐ Parents watch television with their children.
- ☐ Children call adults by their first names.

17 Read the article and then circle the letter of the answer that best completes each sentence.

Dressing for Work

HOW CASUAL IS TOO CASUAL?

Thirty years ago or so, most people in the United States, Canada, and Europe didn't think about what to wear to work in an office. Men always wore suits and ties. Women wore suits or conservative skirt outfits. But in the 1990s, that started to change.

It began with "casual Fridays." During the summer, some companies invited their employees to "dress down," or wear more casual clothes to work on Fridays. The policy quickly became popular with employees. After this, it didn't take long for employees to start dressing more casually every day of the week.

Many employees welcomed the new dress policy and the more comfortable work environment that came with it. Etiquette had definitely changed, and suits and ties were rarely seen in many offices. Some employees went as far as wearing jeans, T-shirts, and sneakers to the office. Many people felt that casual attire made the workplace a friendlier place. Co-workers were more relaxed

with each other. People enjoyed coming to work knowing it was a comfortable place to be.

Then some people began to change their minds about casual dress at work. Many managers felt that casual dress had led to casual attitudes toward work. Some people started to notice an increase in employees being late to work. If "clothes make the man," as the saying goes, then casual clothes make a casual person who is less committed to company productivity and quality.

One of the biggest reasons why there have been such mixed opinions about dressing down is that there is no real standard for appropriate casual dress. Is it shorts, T-shirts, brightly colored tops, and flip-flops? Is it designer jeans, polo shirts, and trendy sneakers? Is it khakis and sport jackets? Or are Hawaiian shirts and torn jeans OK? Without a casual dress code policy, the etiquette for dress in many companies is beginning to change back to more formal business attire—a style that everyone understands.

casual (adjective):

- not caring;
- suitable for everyday use;
- without attention;
- not planned

ONLINE

- Men used to wear _____ to work in an office.
 - suits
 - conservative skirt outfits
 - jeans and ties
- Casual Fridays started _____.
 - about thirty years ago
 - in the summer
 - with women
- Employees in most companies _____ the idea of casual Fridays.
 - liked
 - didn't enjoy
 - didn't know about
- Now many managers think that employees should _____.
 - wear jeans
 - not dress casually
 - work on casual Friday
- Etiquette for dressing for work is once again becoming _____ in many companies.
 - more casual
 - less professional
 - more professional

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

- How has the etiquette for dressing changed in your country?

- Is this change for the better?

- 19 Read about Naomi's problem and give her advice about the etiquette and cultural changes in your country. Use ideas from the box or your own ideas.



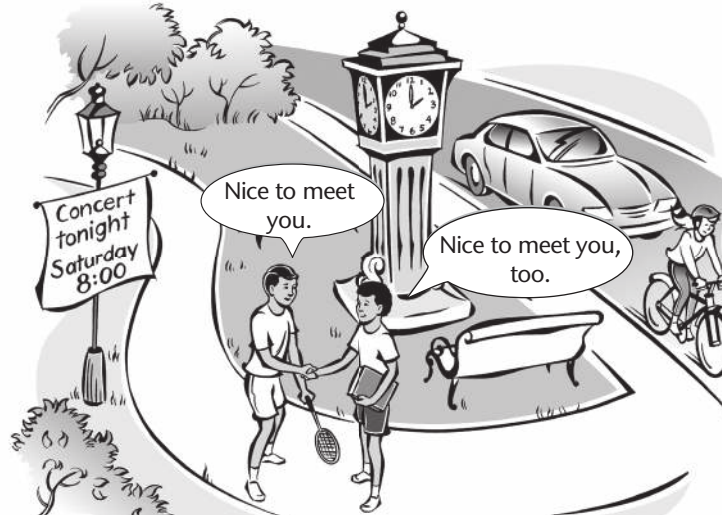
"I've been out of the country for over fifteen years. Now I'm back, but so much has changed. I don't know what to do. Can you tell me about the changes in etiquette and culture?"

clothing customs
forms of address
male/female roles in the home
male/female roles in the workplace
rules about formal behavior
rules about punctuality
table manners

Blank lined area for writing.

GRAMMAR BOOSTER

- A Complete the tag questions. Then look at the picture. Answer each question with a short answer.



1. It's a beautiful day today, isn't it ?
2. It's not 2:30 yet, is it ?
3. It's a good day to ride a bike, _____?
4. The girl on the bike can't see the car, _____?
5. Yesterday was Sunday, _____?
6. The people haven't met before today, _____?
7. They're not cold, _____?
8. The man plays tennis, _____?

Yes, it is.

No, it isn't.

B Complete each sentence with the correct form of the words in parentheses. Use the present continuous or the simple present tense.

1. It sounds (sound) like they had a great vacation.
2. I _____ (have) English class every Tuesday at 5:30.
3. The children are hungry, so I _____ (make) them sandwiches.
4. Dr. Angle always _____ (tell) her patients to exercise more.
5. Our boss _____ (go) to Cairo next Monday.
6. What _____ you _____ (do) tomorrow evening?
7. The bus _____ (leave) at 3:00 on the weekends.
8. I _____ (bake) a cake for Emma's party tomorrow.

C Complete each sentence in the e-mail with the present perfect or the present perfect continuous.

Dear Sydney,

Hi! How are you? So far, I _____ a great time in Mexico. The sun

1. have

_____ the whole time! I started my trip in Cancún, and spent a

2. shine

few days there. Now I'm in San Cristobál. I _____ here

3. be

before, so it's nice to be back. I _____ some other travelers.

4. meet

They _____ for a long time, so they have a lot of great tips.

5. travel

We're all going to Oaxaca next. I can't wait!

Talk to you soon!

Chris

D Correct the verbs in the following sentences.

1. Sheila was studying in London when she ~~was meeting~~^{met} her friend.
2. My family was going to Cairo last summer. It was a great trip!
3. They have know her since 2013.
4. He didn't used to work there, but now he does.
5. I watched a movie when he called, but I didn't mind the interruption.
6. I already seen that movie.
7. We have been traveling to Mexico three times.

WRITING BOOSTER

A Match the emoticon and abbreviation with the phrase that has the same meaning. Write the letter on the line.

- | | |
|----------------------------|---------------------------|
| 1. <u> b </u> 😊 | a. "Let me know." |
| 2. <u> </u> LOL | b. "I'm smiling." |
| 3. <u> </u> IMHO | c. "I'm not happy." |
| 4. <u> </u> ☹️ | d. "Laughing out loud" |
| 5. <u> </u> GR8 2 C U | e. "By the way" |
| 6. <u> </u> BTW | f. "In my humble opinion" |
| 7. <u> </u> LMK | g. "See you later." |
| 8. <u> </u> C U L8R | h. "Great to see you." |
| 9. <u> </u> R U OK? | i. "Are you okay?" |

B Complete the chart. Write the letter of the things you should do and the things you shouldn't do in formal e-mail etiquette.

- a. Use a title, last name, and colon to address someone you don't know well.
- b. Write in complete sentences.
- c. Use correct spelling.
- d. Use emoticons.
- e. Use all lower-case letters.
- f. Punctuate carefully.
- g. Date the e-mail.
- h. End with your name.
- i. Close the e-mail as a formal letter, for example, *Thank you so much*.
- j. Include abbreviations.
- k. Use a first name and comma to address someone you know well.

Do's: a

Don'ts: d

C Read the following e-mail and circle all the formal e-mail etiquette errors. Then, on a separate sheet of paper, rewrite the e-mail and correct the etiquette errors.

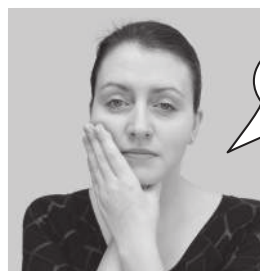
Maria, Thanks 4 lunch yesterday. it was GR8 2 C U. let's continue our conversation about the project. maybe Wednesday next week? My place? There's still lots 2 discus. ☹️ BTW, please don't forget to bring the info we talked about. LMK about next week. C U L8R.
Peter

- 1 What dental emergency does each person have? Write broken tooth, lost filling, loose tooth, swollen gums, or toothache on the line. You will not use all of the phrases.



I have a terrible pain in my tooth. I need to find a dentist as soon as possible.

1. _____



They've been bothering me since yesterday. They're all red and painful.

2. _____



I'm in a lot of pain. I hear you can put chewing gum in the hole until you see the dentist.

3. _____



A piece of it broke off when I was eating candy yesterday. Luckily, it doesn't hurt that much.

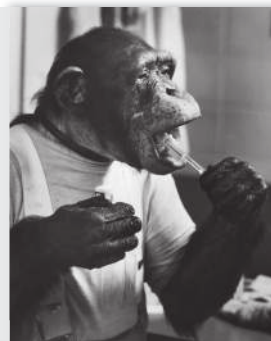
4. _____

- 2 **WHAT ABOUT YOU?** Which of the following health-related items do you take when you travel?

- ☐ extra medication
- ☐ an extra pair of glasses or contact lenses
- ☐ special food
- ☐ exercise clothes or equipment
- ☐ the name and number of a doctor at your destination
- ☐ other: _____

Here are a few tips to maintain good dental health:

- You should brush your teeth at least twice a day, especially after meals.
- Brush your teeth for at least two minutes each time you brush. (Try timing yourself. Very few people actually brush for this long.)
- Brush gently with a soft toothbrush. Brushing too hard can hurt your teeth and gums.
- Don't forget to brush your tongue and the roof of your mouth.
- Change your toothbrush every three to four months.



3 Complete the conversations. Choose the letter of the correct answer.

1. A: I hear you're from England.

B: _____

- a. London.
- b. Yes, I am.
- c. I really appreciate it.

2. A: Thanks for fitting me in.

B: _____

- a. Would you like me to make an appointment for you?
- b. If you could. Thanks.
- c. Luckily, I had a cancellation.

3. A: _____

B: Well, let's have a look.

- a. Can you recommend a dentist?
- b. Actually, there's one not far from here.
- c. This tooth is killing me.

4. A: I need to see a dentist. I think it's an emergency.

B: _____

- a. Thanks for fitting me in.
- b. OK, there's one not far from here.
- c. When did it first begin to hurt?

LESSON 1

4 Write the word from the box that matches each definition. You will not use all the words.

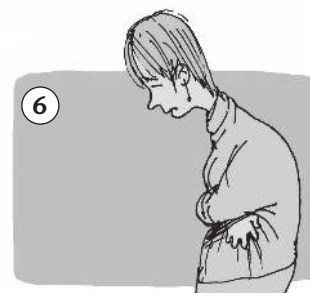
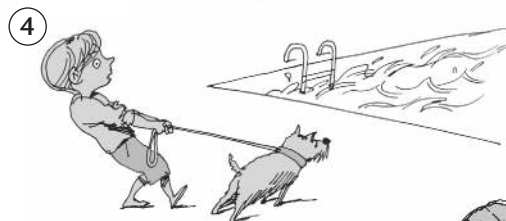
chest	coughing	dizzy	hip	nauseous
short of breath	sneezing	stomach	weak	wheezing

- 1. _____ part of the body between the neck and stomach
- 2. _____ not strong, without energy
- 3. _____ feeling that you're going to vomit
- 4. _____ making a noise by air suddenly coming out of the nose
- 5. _____ suddenly pushing air out of the throat with a short sound
- 6. _____ part of the body below the chest and above the legs

5 Complete the statements with must or must not to draw conclusions.

- 1. He hasn't slept for two days. He _____ tired.
be
- 2. If Heather didn't eat any pizza, she _____ well. She loves pizza.
feel
- 3. Tim broke his leg. It _____ a lot.
hurt
- 4. She's been sneezing all day. She _____ a cold.
have
- 5. Karen hasn't left yet. She _____ in a hurry.
be
- 6. Bob's allergies are bothering him today. He _____ to go hiking with us.
want

6 Look at the pictures. Complete each sentence with must or must not to draw conclusions.



1. He _____ be getting a checkup.
2. He _____ be going on vacation.
3. She _____ like the dark.
4. The dog _____ want to go swimming.
5. She _____ have gloves with her.
6. She _____ be feeling well.

7 **WHAT ABOUT YOU?** Think about the last time you were sick. Fill in this patient information form from a doctor's office.

Name: Date of visit: / /
month day year

Date of your last visit: / /
month day year

Please check all of your symptoms:

<p>1. Are you:</p> <p><input type="radio"/> dizzy?</p> <p><input type="radio"/> short of breath?</p> <p><input type="radio"/> nauseous?</p> <p><input type="radio"/> weak?</p> <p>2. Do you have any pain in your:</p> <p><input type="radio"/> stomach?</p> <p><input type="radio"/> ribs?</p> <p><input type="radio"/> hips?</p> <p><input type="radio"/> chest?</p> <p><input type="radio"/> other: _____</p>	<p>3. Have you been:</p> <p><input type="radio"/> wheezing?</p> <p><input type="radio"/> coughing?</p> <p><input type="radio"/> sneezing?</p> <p><input type="radio"/> vomiting?</p> <p>4. Please give a brief description of your illness:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	---



“An apple a day keeps the doctor away.”

—This line comes from an old poem that was told to children to encourage them to eat healthy foods like fruits and vegetables. It's still a common saying today in English.

LESSON 2

8 Complete each sentence with a word from the box.

a blood test a checkup an EKG a shot an X-ray

- The nurse will take a sample of blood so _____ can be done.
- The doctor will give you the medicine by giving you _____ in the arm.
- The doctor is going to take _____ to look at the broken bone.
- _____ records electrical signals from the heart's activity.
- I'm going to the doctor for _____ to make sure that I'm healthy.

9 Complete the conversation. Use the words and phrases from the box. You will not use all of the words and phrases.

an appointment appreciate chest a checkup an EKG
fit an injection need a pain a toothache

Receptionist: Hello, Dr. Winters' office.

Alexander York: Hello. I'm calling because I'd like to make

_____ to see the doctor.

I have _____ in my _____.

Receptionist: I think you might need _____. Let's see—

I can _____ you in this afternoon.

Would you be able to come in at 4:00?

Alexander York: Yes, that's great. I really _____ it.



Pictures taken with X-rays show inside the body because different parts of it absorb the rays of radiation at different rates. Calcium in bones absorbs the most radiation, so bones look white on an X-ray image (also called a radiograph). Fat and other softer body parts absorb less and look gray. Air absorbs the least amount of radiation, so lungs look black on an X-ray.

10 Now answer these questions about the conversation. Check yes, no, or no information.

- | | yes | no | no information |
|---------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. Does Mr. York have chest pain? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the receptionist need an EKG? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is Mr. York from overseas? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Can the doctor see Mr. York today? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Does Mr. York need a checkup? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

11 Circle the word that correctly completes each sentence.

1. The dentist **may** / **will** be able to see you today, but I'm not sure.
2. Your gums are really swollen. You **might** / **must** be in a lot of pain.
3. Bill hates to miss class. He **must** / **might** be really sick if he's not here today.
4. We **will** / **might** be able to go shopping this weekend. It depends on if we have time.
5. You lost a filling? That **must** / **may** really hurt!
6. The patient **might** / **must** need a blood test. The doctor will have to examine him to be sure.
7. Susan **will** / **must** be able to meet us for dinner, but she said she'd be a little late.

12 Rewrite each sentence using may, might, or must and be able to.

1. She has a lot of work to do, so she might not be able to keep her doctor's appointment.
2. Dr. Morris isn't in until this afternoon. He _____ see you.
3. I'm sorry, but I have to cancel today. I _____ see you until the end of the week. I'll have to check my schedule.
4. If I leave work at 5:00, I _____ get there by 5:30. It depends on how much traffic there is.
5. Mrs. Graham has called several dentists. She _____ get an appointment for today.

LESSON 3

13 Read the article *Consider the Choices* on page 20 in the Student's Book again. Write the names of the treatments.



1. When modern medicine and surgeries are unsuccessful, a person might try one of these treatments.

2. A person who is afraid of needles would not want this treatment.

3. A person who needs surgery would want this treatment.

4. A person who feels strongly that there is a mind and body connection would choose this treatment.

5. A lot of conventional medicines are based on the study of this treatment.

6. A person who is using a remedy that can actually cause the symptoms the person suffers from is using this treatment.

14 WHAT ABOUT YOU? What are some pros and cons of each type of treatment? Use your own ideas.

	Pros	Cons
acupuncture	<i>It can help you quit smoking. It's 5,000 years old, so it must work.</i>	<i>I don't like needles!</i>
conventional medicine		
herbal therapy		
homeopathy		
spiritual healing		

15 Read the website about a type of medical treatment. Then circle the letter of the answer that correctly completes each sentence.

File Edit View Favorites Tools Help

home **a short introduction** origins and history recent popularity more about treatments reflexology near you

all about reflexology

Reflexology is a natural treatment dating back to ancient times. It is based on the idea that there are zones, or areas, in the feet and hands that are related to other parts and systems of the body. For example, the tips of the toes and fingers are related to the head and neck, and the ball of the foot is related to the heart and chest. A reflexologist applies pressure to specific areas in a patient's feet and hands to relieve symptoms or pain in other related areas.

This type of treatment does not cure or diagnose specific health problems, and it does not involve any medication. Yet many patients find that it successfully relieves symptoms of stress and disease. Reflexology is effective for pain, headaches, and sleeping difficulties, among other ailments. Applying pressure to the feet and hands relieves tension, improves blood circulation, and relaxes muscles. It promotes the natural, healthy functions and well-being of the entire body. Reflexology is often used along with other types of treatments, including conventional medicine.

This gentle therapy is safe and simple. A reflexologist's only tools are his or her hands. Pressure is strong, but not uncomfortable. It's not uncommon for patients to fall asleep during treatments.

A typical treatment session lasts one hour. Treatment is usually focused on the feet for most of the session. A patient is asked to remove his or her shoes and socks, to sit in a comfortable reclining chair, and then to relax as the reflexologist warms the patient's feet with his or her hands and applies pressure to the appropriate parts of the foot. The last ten minutes of the session are dedicated to the hands.

After relieving specific problems, many patients continue a regular program of treatment to maintain good health. Some reflexologists suggest building at least a five-minute reflexology session into every day for long-term relief of stress and pain.

1. A reflexologist is a _____.
 - a. person who provides reflexology treatment
 - b. patient
 - c. person who receives reflexology treatment
 - d. doctor
2. The article doesn't mention that reflexology can relieve _____.
 - a. headaches
 - b. problems with the feet
 - c. tension
 - d. symptoms of disease
3. Reflexology _____ with other treatments.
 - a. can be combined
 - b. is never combined
 - c. isn't usually combined
 - d. might be combined in the future
4. In a typical session of reflexology, about _____ is spent on the feet.
 - a. one hour
 - b. fifty minutes
 - c. ten minutes
 - d. half the time
5. The ideas behind reflexology are most similar to those of _____.
 - a. conventional medicine
 - b. spiritual healing
 - c. herbal therapy
 - d. acupuncture

16 Complete the chart. Use the information from the website in Exercise 15 and the Reading on page 20 in the Student's Book.

Type of treatment	How it's similar to reflexology	How it's different from reflexology
homeopathy		
herbal therapy		
acupuncture		

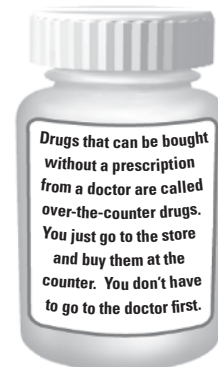
LESSON 4

17 Suggest medications for the following symptoms. In some cases, more than one type might be helpful. Explain why you think each medication is helpful.

Symptom	Medication	Reason
sneezing	<i>Cold tablets,</i>	
a toothache		
weakness		
coughing		
stomach problems		
a burn from hot oil		
red eyes		
an infection		

- 18 WHAT ABOUT YOU?** How do you buy medications in your country? Which ones do you need a prescription for? Which ones can you buy without a prescription? Which are available both ways?

	Prescription always needed	Prescription not needed	Some kinds require a prescription
antacids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
painkillers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
antibiotics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vitamins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cold tablets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
antihistamines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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

- What are some of the medications listed in Exercise 18 that you have taken? _____
- What is the normal dosage? _____
- Do you need a prescription to get them? _____
- What are some warnings or side effects of these medicines? _____

GRAMMAR BOOSTER

- A** Rewrite the sentences, using probably and most likely.

- He feels terrible. He must have the flu.

- My arm aches. It must be from the shot I got yesterday.

- My doctor is not answering the phone. He must not be in today.

- An herbalist must know a lot of different plants.

- Lucy is not eating anything. She must not be feeling well.

B Rewrite each sentence with maybe.

1. She's been sneezing since she got here. She may be allergic to my cat.

2. I'm not feeling well. I may have the flu.

3. He's taking a lot of medication. He may be sick.

4. He has pain in his chest. He may need an EKG.

5. She hates to fly. She may prefer to take the train.

6. It looks like a bad infection. The doctor may want to prescribe antibiotics.

C Each sentence below has an error. Rewrite each sentence correctly.

1. I think I forgot probably to take my medication.

2. He doesn't have a fever. May be it's just a cold.

3. She is dizzy because she doesn't most likely get enough sleep.

4. We don't have probably any cough medicine at home.

5. He maybe able to return to work tomorrow.

6. He likes natural medicine so he prefers probably herbal therapy.

7. They're late probably because they overslept.

8. She prefers maybe to wait until Monday.

- C** Look at the chart comparing Chinese health massage and acupuncture. On a separate sheet of paper, write a short paragraph comparing the two. Use these ideas or your own ideas.

Chinese health massage	Acupuncture
has been used for a very long time	has been used for thousands of years
increases energy flow in the body	increases energy flow throughout the body
helps the body's immune or defense system	improves the body's immune or defense system

- D** Look at the chart contrasting the Japanese and American healthcare systems. On a separate sheet of paper, write a short paragraph contrasting the two. Use these ideas or your own ideas.

Japanese healthcare system	American healthcare system
universal healthcare system (available to all citizens)	not universal
Japanese employees pay more for healthcare if they are overweight.	American employees do not pay more if they are overweight.
Healthcare companies are not allowed to make a profit.	Healthcare companies can make a profit.
Employers are encouraged to check the weight of employees. Higher weight tends to indicate a less healthy employee.	Employers cannot check the weight of employees. It is against the law.

- 1 Look at the pictures. Which person is a procrastinator? Which person is well-organized? Check (✓) the correct box.

Oh, no! I have to get these pressed for my interview today!



I need to get this package to Jakarta by Wednesday. Do you think it will get there in two days?



I'd like 100 more pages just like this by next week, OK?



1. ☐ procrastinator ☐ well-organized 2. ☐ procrastinator ☐ well-organized 3. ☐ procrastinator ☐ well-organized

I need 50 copies of my report printed from this flash drive for my meeting in Beijing next month.



4. ☐ procrastinator ☐ well-organized

What a mess! And the guests are coming in an hour!



5. ☐ procrastinator ☐ well-organized

“Procrastination is the art of keeping up with yesterday and avoiding today.”

~Wayne Dyer



- 2 Match the sentences with similar meanings. Draw a line.

- | | |
|--------------------------------|---|
| 1. I have a really urgent job. | a. I am really busy. |
| 2. I've got a lot on my plate. | b. I have to get this done as soon as possible. |
| 3. I need this a.s.a.p. | c. I don't want to take up more of your time. |
| 4. I won't keep you then. | d. I'm working on a really important task. |
| 5. I owe you one. | e. No problem. |
| 6. No sweat. | f. I really appreciate your help. |

LESSON 1

3 Circle the word or phrase that best completes each sentence.

1. You can have someone **do** / **does** / **to do** that for you.
2. The lawyer will make them **signed** / **sign** / **to sign** the papers.
3. She got a service **to clean** / **cleaned** / **clean** her house before the party.
4. Why don't you get someone **helped** / **to help** / **help** you?
5. Mrs. Oliver always makes people **to do** / **did** / **do** whatever she wants.
6. Have someone else **taken** / **to take** / **take** care of that.

4 Complete the paragraph with the correct form of the verbs.

BEFORE:



My life used to be so crazy. I tried to do everything myself, and I never got anyone _____ me. Then I realized that it's OK to have other people _____ a few things for me. For example, now I make the kids _____ their rooms themselves. And I have my husband _____ at the grocery store on his way home from work if I need something. I've even gotten the kids _____ a little bit. It's not always the best food, but at least I don't have to do it! I've found that my life is much calmer when I have everyone _____ the responsibilities.

AFTER:



5 Match each request with a similar sentence. Write the letter on the line.

- | | |
|--|-----------------------------|
| _____ 1. Would you fill in for me at the soccer game this weekend? | a. Can you get it? |
| _____ 2. Is it possible for you to give me a ride home? | b. Can I use it? |
| _____ 3. Will you pick up dinner on your way home? | c. Could you watch it? |
| _____ 4. Could you lend me your phone for a minute? | d. Can you drive me? |
| _____ 5. Would you keep an eye on the soup? | e. Could you take my place? |

6 Complete the conversation. Use the words in the box. You will not use all of the words.

get	favor	fill in for	have	lend
lifesaver	owe	pick up	problem	understand

Anna: Hey, Greg. Are you busy? Could you do me a _____ 1. ?

Greg: No _____ 2. . What can I do for you?

Anna: Well, I have a meeting in a few minutes, but I need to _____ 3. some documents from the copy place down the street.

Greg: Why don't you _____ 4. them deliver the documents?

Anna: I'm afraid that might be difficult. There's no time.

Greg: I _____ 5. .

Anna: Thanks a million, Greg. You're a _____ 6. . I _____ 7. you one.

Greg: No sweat.

LESSON 2

7 What kind of service does each person want to have done? Use the words in the box.

copying	printing	haircut	delivery
dry cleaning	framing	shoe repair	

"I just bought this great poster. Now I need to get it fixed so that I can hang it above my desk."



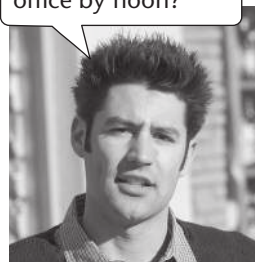
1. framing

"Can you shorten it by about 3 inches?"



2. _____

"Could I have these packages in my office by noon?"



3. _____

"I need this sweater done a.s.a.p. It's urgent."



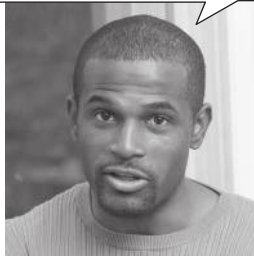
4. _____

"I lost the heel on these sandals. Can you fix it for me?"



5. _____

"Can you have this sign for me by tomorrow?"



6. _____

"I have to get more handouts for tomorrow's meeting."



7. _____

8 Read the services in Exercise 7. Complete the sentences with the service each person needs. Use the passive causative.

1. He would like to have his poster framed.
2. She wants to get _____.
3. He would like to have _____.
4. She needs to have _____.
5. She wants to have _____.
6. He needs to get _____.
7. He has to get _____.

9 Complete each sentence with the passive causative. Use the correct tense.

1. We will have the sign copied tomorrow because the printer is closed today.
have / the sign / copy
2. Don't _____ there. They've lost my shirts twice!
have / your shirts / press
3. Can you please _____ before this afternoon's meeting?
get / these pages / copy
4. Last week I _____, and now it looks like new.
have / my blouse / dry-clean
5. Mr. Sutton needs to _____ today.
have / these flowers / deliver
6. Would it be possible to _____ by this afternoon?
get / this photo / print
7. Bill's pants were too long, but then yesterday, he _____.
have / them / shorten
8. Sometime next week she _____.
get / her computer / repair

10 CHALLENGE. Correct the mistake in each sentence.

1. You can have the packages ^{delivered} ~~delivering~~ to your home or office.
2. If you're getting dry-cleaned your suit, make sure you can pick it up tomorrow.
3. You can have your shoes repair for much less than it costs to buy a new pair.
4. We're having signs to print to announce the big event next week.
5. Where did you got your pants lengthened? They did a great job.
6. You should get your shirt press so it looks smarter.
7. I'd like to have framed this diploma so I can hang it up.
8. They didn't had the house cleaned yesterday.

11 WHAT ABOUT YOU? Which services do you use? Complete each sentence in your own way. Use the passive causative.

1. I always have _____.
2. I've never had _____.
3. I have gotten _____.
4. Sometimes I get _____.

LESSON 3

- 12 Read the article *How can I help you?* on page 32 in the Student's Book again. Check true, false, or no information.



	true	false	no information
1. Customers buy services and products.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Most businesses make their customers wait a long time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. You should promise customers whatever they want to hear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If your product breaks, offer to fix it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. You should pay more attention to praise than to complaints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Find out the answers to a customer's question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 13 Read the article. Then write T for true or F for false for each statement, according to the information in the article. Correct the false statements.

"Dry" cleaning

When you need your delicate garments cleaned, you take them to your local dry cleaning store. You give them your clothes, get a ticket, and after a few hours or a few days, your clothes are as good as new. But do you know what dry cleaning is? Do you know how it first started?

Despite its name, dry cleaning is actually not a dry process. Clothes are washed in liquid chemicals, but without water. (That's why the process became known as *dry cleaning*.) Dry cleaning is often used instead of washing delicate fabrics by hand. It can also remove stains that can't be removed at home.

The invention of dry cleaning was an accident. In 1855, a Frenchman named Jean Baptiste Jolly made a discovery: A lamp filled with kerosene fell on a greasy cloth in his home (kerosene is a type of oil that burns well). When the kerosene dried, the cloth was cleaner where the liquid had been.

Based on this discovery, people began to use chemicals to clean clothes. But most of these chemicals, such as kerosene and gasoline, could easily catch on fire, so dry cleaning was very dangerous.

In the 1930s, people started to use a new chemical, called *perchloroethylene*, or *perc* for short. This chemical cleaned well, was gentle on most fabrics, and most importantly, it didn't catch on fire easily, so it was much safer than the chemicals that were used earlier. It is still used today by most dry cleaners. However, in recent years, some people have been worried about possible health issues related to perc.

While perc does not catch on fire easily, people who work in dry cleaning shops have complained of dizziness, headaches, sleepiness, sore eyes and throat, and other more serious illnesses from the chemical smells. Some new machines have been developed to help keep the fumes from escaping during the cleaning process and to keep the air in the shops cleaner, fresher, and safer.

- _____ 1. No liquid is used in the dry cleaning process.
- _____ 2. Jean Baptiste Jolly was trying to find a new way to clean clothes.
- _____ 3. When kerosene got on the cloth in Jolly's home, the cloth caught on fire.
- _____ 4. Kerosene can clean greasy cloth.
- _____ 5. People stopped using gasoline and kerosene because they were dangerous.
- _____ 6. Perc doesn't burn as easily as kerosene and gasoline.
- _____ 7. Perc isn't used in dry cleaning anymore.

14 Read the article again. Then answer the questions.

1. How is dry cleaning different from the way people normally wash their clothes at home?

2. What chemicals did people use to dry-clean their clothes in the late 1800s?

3. Why did people start using perc for dry cleaning?

15 Look at the completed customer survey. Then answer the questions about the customer's experience. Write yes, no, or no information.

Thank you for choosing **Sew Clean** for your tailoring and dry cleaning needs. We want to know about your experience. Please take a moment to complete this survey and evaluate our quality of service.

	5 excellent	4 good	3 average	2 poor	1 unacceptable
Quality of work	⑤	4	3	2	1
Speed of service	5	④	3	2	1
Price of service	5	4	3	②	1
Knowledge of employees	⑤	4	3	2	1

Do you have any other comments? The tailor knew what she was doing. She shortened my pants perfectly. And they were ready on time. She told me that they would be finished the next day, and they were!

1. Does the customer think that the business is efficient? _____
2. Does the customer think that the business is professional? _____
3. Does the customer think that the prices are reasonable? _____
4. Does the customer think that the employees are helpful? _____
5. Does the customer think that the employees are reliable? _____
6. Does the customer think that the business offers a lot of different services? _____
7. Did the customer use the tailoring services? _____
8. Did the customer use the dry cleaning services? _____

- 16 Read and respond to the instant message. Describe the quality of the service and the workmanship of one business in your area.

Rudy425

File Edit Actions Tools Help

rudy425: I'm new to the area and would really like to know about the local services. Can you recommend any businesses?

you: _____

LESSON 4

- 17 Look at the plans for the business event. Answer the questions.

Plans for small business event:

Mike: decide which small businesses to invite
write down all the businesses that we'll invite

Kayla: call our departments to see when they are available
decide which day most people can come

Alan: visit Bryce Park Center and Shady Grove
Conference Center
decide which one is best for the event

Ryan: decide how many guest speakers to have

Paige: send out the announcements

Abby: set up the room
set up the projector; check the sound system

Samantha: make copies of the agenda; prepare handouts

Carrie: announce the speakers at the conference

1. Who is going to pick a date? _____
2. Who is going to make copies of the agenda? _____
3. Who is going to decide who to invite? _____
4. Who is going to pick a place? _____
5. Who is going to announce the speakers? _____
6. Who is going to check the sound system? _____
7. Who is going to send out announcements? _____
8. Who is going to decide how many speakers to have? _____

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

1. Which step for planning a conference or meeting would you most like to do? Why?

2. Which step would you least like to do? Why?

19 Read the article about planning a party. Then circle the letter of the correct answer to each question.

HOW TO ENJOY YOUR OWN



Sometimes hosts are so busy planning a party that they don't enjoy themselves at the actual event. Here are some tips to help you relax and have fun!

Make lists of:

- everything you're going to clean
- how you'll decorate
- food that you'll serve
- stores you need to go to (grocery store, florist, party store, etc.)
- personal preparations (buy an outfit, get hair done, shower, etc.)

- Assign cleaning, cooking, decorating, and other responsibilities. Have your family and friends help, or hire someone.
- Decide which foods you can make before the day of the party. Have a caterer make everything else.
- Make a schedule for the day of the party. Include cleaning and decorating tasks as well as personal preparations.

Now, follow the schedule you've made, and enjoy the party!

1. According to the article, you'll enjoy your own party more if you _____.
 a. plan for it well b. look fabulous c. serve delicious food
2. Make lists to help you _____.
 a. choose which foods to serve b. make a hair appointment c. plan
3. You should make food _____ the party.
 a. during b. before the day of c. on the day of
4. The article doesn't mention _____.
 a. getting people to help you b. shopping c. how to choose the menu

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

1. What do you think is most important at a party? Rate the details from 1 to 5, 1 being the most important, 5 being the least important.

_____ music
 _____ food
 _____ decorations
 _____ place
 _____ other: _____

2. Explain why you think that _____ is the most important detail in party planning.

3. What are some reasons for having a party?

GRAMMAR BOOSTER

- A** Look at the chart about what each child is permitted to do. Complete each item with information from the chart. Use let.

	Go to bed late	Eat a lot of sugar	Stay home from school
Tina	X	✓	✓
John	✓	X	X
Michael and Jim	✓	✓	X

1. Tina's parents don't let her go to bed late. But they let her eat a lot of sugar.
 And sometimes they _____ home from school.
2. John's mother _____ to bed late. But she _____ a lot of sugar.
 And she _____ home from school either.
3. Michael and Jim's parents _____ to bed late. They also _____
 a lot of sugar. But they _____ home from school.

- B** Read each statement. Give advice about what the person should or shouldn't permit. Use let or don't let.

1. "The kids are running all over the house."
 (YOU) Let them play outside. OR Don't let them climb on the furniture.
2. "My daughter broke a tooth on a piece of candy."
 (YOU) _____
3. "My little sister watches too much TV"
 (YOU) _____

C Read each sentence and then answer the question.

- | | |
|--|--------------------------------------|
| 1. We had made some cookies for the kids. | Who made the cookies? <u>We did.</u> |
| 2. Lisa had her parents send in the form. | Who sent in the form? _____ |
| 3. They had their friends move the furniture. | Who moved the furniture? _____ |
| 4. Jeff's boss, Brian, had cancelled the meeting. | Who cancelled the meeting? _____ |
| 5. We had talked to the clients about the problem. | Who talked about the problem? _____ |
| 6. Taylor had Steve take the messages for Christine. | Who took the messages? _____ |

D Read each sentence. Cross out the by phrase if it is not important.

1. I had my shirt's sleeves shortened ~~by someone~~.
2. The gallery always gets things framed by Colin's Frames.
3. We get our holiday cookies made by a professional bakery down the street.
4. You should get your photos printed by the people at the mall.
5. They're having the package sent by Zipp's Delivery Service.
6. She got the kids' pictures taken by the person with the camera.
7. I get my clothes dry-cleaned by a person at Summit Cleaners.
8. She always gets her hair cut by Clara at Shear Perfection.

WRITING BOOSTER

A Write a sentence expressing your personal opinion in response to each of the following questions. Use expressions for stating opinions from the chart on page 149 in the Student's Book.

1. Do you think people who are very organized get more done with less stress?

2. Do you think it's important for people to get along at work?

3. Do you think children should be required to study music at school?

4. Do you think getting people to help is better than trying to do everything yourself?

5. Do you think speed and reliability are the most important reasons to choose one store over another?

6. Do you think employers should be allowed to check their employees' health?

B Complete each statement with a personal example.

1. I'm a very organized person. For example, _____
_____.
2. Some people are good at making a budget, but I am not one of them. Whenever _____

_____.
3. I feel great every time _____
_____.
4. There are a lot of times I have to run late for an appointment. For instance, _____
_____.
5. I used to be a terrible procrastinator. When I was _____
_____.
6. My neighbors are so nice, and they always help me in a lot of ways, such as _____

_____.

C Look at the statements in Exercise A. Choose one opinion and list three personal examples to support your view. Use the expressions for stating personal examples from Exercise B.

Your opinion: _____

Personal examples:

1 _____

2 _____

3 _____

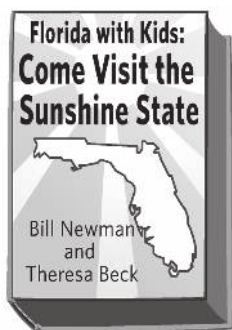
- 1 Read the book covers. Write the type of book. Use the types from the box. You will not use all of the types.

an autobiography
science fiction

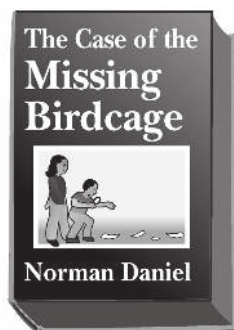
a biography
a self-help book

a mystery
short stories

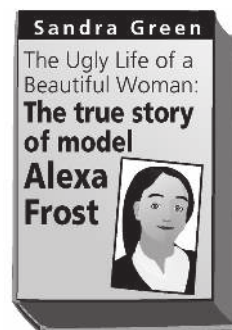
a thriller
a travel book



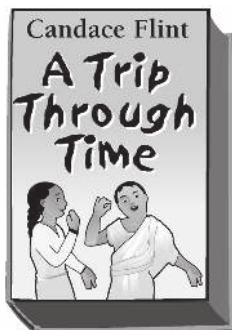
1. _____



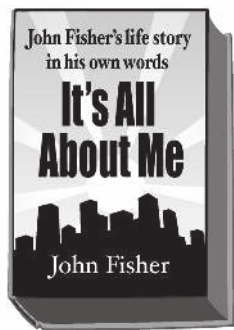
2. _____



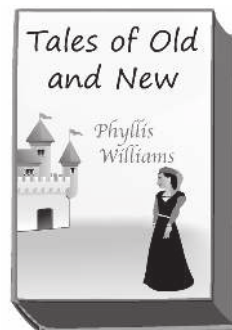
3. _____



4. _____



5. _____



6. _____

- 2 Read each pair of sentences. Write “=” if the sentences have the same or similar meanings and “≠” if the sentences have different meanings.

- | | | |
|-------------------------|-------|----------------------------------|
| 1. I can't get into it. | ≠ | I can't put it down. |
| 2. It's not my thing. | _____ | I don't like it. |
| 3. I can't put it down. | _____ | It's a real page-turner. |
| 4. I can't get into it. | _____ | I can't get enough of it. |
| 5. It puts me to sleep. | _____ | I really like it. |
| 6. I'll lend it to you. | _____ | You can borrow it. |
| 7. I'm just browsing. | _____ | I'm looking for a specific book. |

“A room without books
is like a body
without a soul.”

— **Marcus Tullius Cicero** (Ancient Roman
politician, writer, and public speaker)

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

1. Name a book or other reading material that you can't get enough of.

2. Name a book or other reading material that puts you to sleep.

LESSON 1

4 Read each sentence. Check true or false.

	true	false
1. A page-turner describes a book that you can't put down.	<input type="checkbox"/>	<input type="checkbox"/>
2. If you think a book is a cliff-hanger, you probably can't get into it.	<input type="checkbox"/>	<input type="checkbox"/>
3. A book becomes a best-seller when a lot of people buy it.	<input type="checkbox"/>	<input type="checkbox"/>
4. A book that is a fast read is very difficult.	<input type="checkbox"/>	<input type="checkbox"/>
5. A book that is trash isn't usually considered to be good literature.	<input type="checkbox"/>	<input type="checkbox"/>

5 Respond to each question with a clause using that. Use the prompts.

1. What's in the latest issue of *Car Magazine*? (an article on hybrid cars / I think)

I think that the latest issue of Car Magazine has an article on hybrid cars.

2. What do you think about this book? (hard to follow / I believe)

3. What book did she write? (a book about English grammar / I think)

4. Where do Tolstoy's novels take place? (in Russia / I guess)

5. Who are the main characters in *The Red and the Black* novel? (Julien and Mathilde / I believe)

6. What is Adam Johnson's short story "Hurricanes Anonymous" about? (a father / I think)

7. What is Alice Sebold's most famous novel? (*The Lovely Bones* / I suppose)

8. They don't have any articles on knitting in this magazine, do they? (disappointed / I)

6 WHAT ABOUT YOU? Complete the sentences in your own way. Use noun clauses.

1. I believe (that) _____.
2. I used to think (that) _____.
3. I didn't know (that) _____.
4. I'm sure (that) _____.
5. I'm happy (that) _____.

7 Write the letter of the sentence that best answers each question.

- | | |
|---|--|
| _____ 1. Has Kristin Hannah stopped writing novels? | a. I think so, but I can't remember the title. |
| _____ 2. Are you reading anything good these days? | b. I hope not. I really like her books. |
| _____ 3. Do you think the new Jody Picoult novel is going to be any good? | c. I'm afraid not. I'm surprised I can't find anything good. |
| _____ 4. Is your book any good? | d. I believe so. I've just started reading it. |
| _____ 5. Have you read anything by Amy Tan? | e. I guess so. All of her books are great. |

8 Complete each conversation with a logical response. Use so or not.

1. A: Does this magazine cost less than this book?
B: I think _____.
2. A: I'm glad the interview went well. Do you think they'll offer you a job?
B: I hope _____. I really like the company.
3. A: Is Scott going to meet us tonight?
B: Well, he's already an hour late, so I guess _____.
4. A: Is it going to rain for our picnic tomorrow?
B: I hope _____.
5. A: Do the stores close at 4:00 in the afternoon?
B: I don't believe _____.

9 WHAT ABOUT YOU? Complete the conversation in your own way. Recommend a book to a friend. Explain why you recommend it.

Your friend: I'm looking for something good to read. Do you have any recommendations?

you You should read _____. I highly recommend it.

Your friend: Really? Why's that?

you _____

LESSON 2

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

- _____ I know. I think I bought the last copy.
- _____ Yes, I just bought it at the newsstand downstairs.
- _____ I'll lend it to you when I'm done with it.
- _____ I was just down there, but it's sold out.
- _____ Really? That's great. Thanks.
- _____ Is this the latest issue?
- _____ Too bad. There's an article in there I really want to read.

*"Tell me what you read and
I shall tell you what you are."*
— anonymous proverb

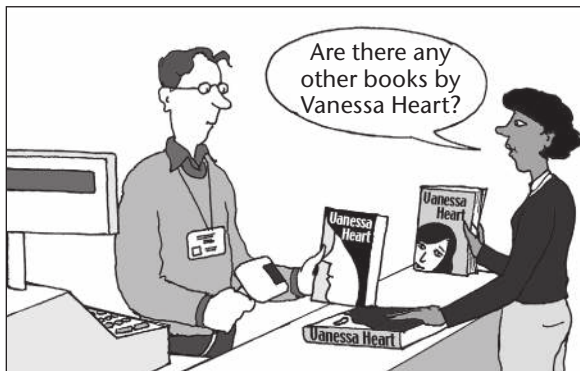
11 Look at the pictures and complete each sentence. Make embedded questions.



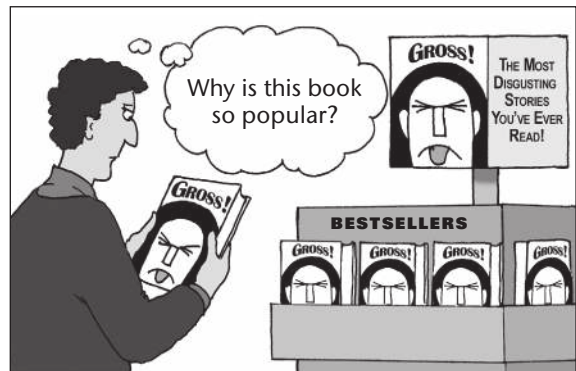
1. She would like to know if (whether) Red Thunder is the author's second novel _____.



2. He'd like to know _____.



3. She wonders _____.



4. He wonders _____.

12 Read each pair of embedded questions. Circle the letter of the correct sentence in each pair.

1. a. I don't know if it's trash.
b. I don't know if is it trash.
2. a. Would you mind asking Angie whether I could see her book?
b. Would you mind asking Angie that I could see her book?

3. a. Do you know why Helen Keller wrote about her life?
b. Do you know why did Helen Keller write about her life?
4. a. I wonder who is Anne's new friend.
b. I wonder who Anne's new friend is.
5. a. Tell me when did you get this.
b. Tell me when you got this.
6. a. Could you tell me where the children's books are?
b. Could you tell me where are the children's books?

13 Circle the word that correctly completes each embedded question.

1. I wonder **whether** / **who** John Steinbeck wrote this.
2. I'd like to know **if** / **that** anyone recommends reading this book.
3. Do you know **who** / **when** you bought it?
4. Tell me **what** / **whether** this book is about.
5. I don't know **what** / **if** the book is available online or not.

14 Change each sentence to an embedded question. Begin each question in a different way.

1. Who took my novel? I'd like to know who took my novel. OR Tell me who took my novel.
OR I wonder who took my novel.
2. Is this a best-seller?

3. Why didn't you finish reading this?

4. When did she write her memoir?

5. Who is this present for?

6. Do you like to read non-fiction?

7. Are we ready to go to the library?

15 WHAT ABOUT YOU? Complete the sentences with embedded questions in your own way.

1. I don't know _____.
2. I wonder _____.
3. I'd like to know _____.

LESSON 3

16 Complete the paragraphs with the phrases in the box.

curled up with	did puzzles	listened to an audio book
read aloud	read the travel section online	skimmed through

Yesterday, Claudia Martins and her mom started the day by looking at the paper. They didn't have plans for the weekend, so they quickly _____ 1. _____ the entertainment section of the newspaper to see what events were going on around town. Then they _____ 2. _____ because their family is planning a vacation and they're not sure where to go. So they looked at several articles about places that they thought were interesting.

Later that day, Claudia went with her mom for a car ride. Since it was a long trip and they didn't want to get bored, they _____ 3. _____ in the car. When they got home, they _____ 4. _____ together. Her mom helped her figure out the items she couldn't answer.

At the end of the day, Claudia got ready for bed, and her mother _____ 5. _____ to her. After Claudia fell asleep, her mother _____ 6. _____ a mystery novel.

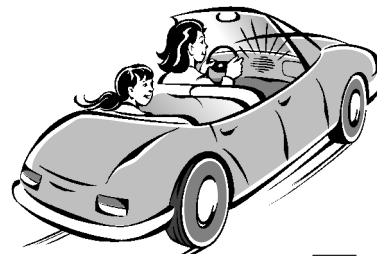
17 Look at the pictures and label them with the phrases from the box in Exercise 16. Then number the activities in the order they occurred in the paragraph.



a. _____ ☐



b. _____ ☐



c. _____ ☐



d. _____ ☐



e. _____ ☐



f. _____ ☐

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

1. What time of day do you usually read? _____
2. Do you mostly read for pleasure or for school / work? _____

3. Where do you like to read? _____
4. Do you like to hear other noise (music, television, etc.) when you read? Why or why not?

5. Have you ever read an e-book? How does it compare with a traditional book?

6. What do you read online? _____

LESSON 4

19 Read the article *Reading Habits in Transition* on page 46 in the Student's Book again. Then answer the questions.



1. What are three reasons people might prefer reading on the Internet instead of a traditional book?

2. What are some examples of things people read (offline and online) every day?

3. How has the Internet changed how much we remember?

4. What do some people say about the number of errors in online information sources?

5. What are some examples of how the Internet is making it more difficult for us to concentrate?

6. Why do some people think that the Internet has made us smarter?

Letters to the Editor

Stop Book Banning Now!

From Alicia Vohn, age 16

You might think that book banning is a thing of the past. However, it is certainly not the case. Some books have been removed from the shelves of my own school library. In fact, according to the American Library Association (ALA), over 10,000 books have been banned from schools and public libraries around the country since they started keeping track of book banning in 1990. Many types of books: classics, fiction, non-fiction, award-winning books, and even children's picture books have been objected to by angry parents or banned completely, by either removing them from the schools or preventing their purchase.

Why do books get banned?

The reason people give for removing books from school bookshelves is to protect people, especially children and young adults like me, from content that might be dangerous.

Most banned books contain violent, political, or racial content or contain offensive language. Some people think that banning such books will discourage children and young adults from developing bad attitudes, speech, and behavior. But, personally, I don't think young people find words or details in books that they have not yet seen or heard in real life!

Who bans a book?

A "challenge" is a formal written complaint requesting that a book be removed from a curriculum or a library. A book can be challenged by any person or group of people who think its content is inappropriate. Once that happens, a group of experts reviews the book to see if it might be harmful to young people. If they decide that it is, the book is removed. However, schools can ban books without such a review. They just choose not to buy the books at all!



Book banning is wrong and should stop! It's wrong to limit young people's access to books. Book banning limits our freedom to make choices! It stops us from examining different ideas and beliefs and learning to form our own opinions. Schools should teach us to be tolerant of others' ideas and respect our differences. How can tolerance be taught in a classroom that bans books with "unacceptable" ideas?

According to the article, . . .

1. over 10,000 books have been banned in 1990.
2. if a book is banned, it is not allowed in a school or library.
3. people object to some books because their content might be harmful to young people.
4. young people learn offensive language only from books.
5. anyone can challenge a book.
6. the American Library Association reviews challenges against books.
7. a school must wait for the experts' review before it bans a book.
8. a school can ban a book by not buying it.
9. young people should be free to choose what books they can or can't read.
10. banning inappropriate books will teach children tolerance and respect.

true false

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

21 Read about two books that have been banned from some schools and libraries. Check agree if you agree with the ban and disagree if you don't agree with the ban. Then explain your opinion.

1. *Scary Stories to Tell in the Dark* by Alvin Schwartz is a collection of short stories for children ages nine through twelve. The stories are filled with horror and scary images that are meant to make the reader jump with fear. The collection includes traditional horror tales, contemporary folklore, and scary stories with surprise endings. Beautifully illustrated with Stephen Gammell's spine-chilling pictures, this series is often considered a page-turner that you won't be able to put down. But this series has been listed as one of the most challenged. Many people don't approve of its violence, and parents worry that the stories and frightening illustrations will terrify their children and cause nightmares.

agree ☐ disagree ☐

2. *Bridge to Terabithia* by Katherine Paterson is a story of two fifth-graders, a boy named Jess and a girl named Leslie. Jess is shy, and he often gets angry or sad. Leslie is a talented and outgoing girl who makes friends easily. Once they become friends, the two are inseparable. Jess shows Leslie his love of art, and Leslie shares with Jess her love of fantasy stories. They create an imaginary kingdom, called Terabithia, in the woods where they spend every day after school. Terabithia is filled with imaginary creatures, and while there, Jess and Leslie pretend to fight fears they face in real life. Although many critics consider this book one of the best novels for young readers, it has often been banned because of the disrespect the children show to adults, their impolite behavior, some offensive language, the confusion of combining fantasy with reality, and the death of a child.

agree ☐ disagree ☐

GRAMMAR BOOSTER

A Complete the sentences in your own way. Use clauses with that.

1. It's nice that your children play well together.
2. Many children are afraid _____.
3. Some people are worried _____.
4. Most people agree _____.
5. Until recently, I had never noticed _____.
6. We were surprised _____.
7. I'm disappointed _____.

B Read each sentence with an embedded question. Circle the letter of the underlined word, phrase, or punctuation that contains an error. Each sentence contains only one error.

1. Do you know who she is.
a. b. c.
2. Could you tell me when does the bus arrives?
a. b. c.
3. I can't decide whether I should go to the movies or stay home ?
a. b. c.
4. Does anyone know who is the author ?
a. b. c.
5. Can you remember do they sell newspapers at that store ?
a. b. c.

C Check the correct sentence in each pair and correct the error(s) in the incorrect sentence.

1. ☐ Let's ask how much ~~does~~ it cost^s.
☒ She asked how much it costs.
2. ☐ We're wondering if the baby is a boy or a girl.
☐ We're wondering whether is it going to rain.
3. ☐ Can you tell me what is the time?
☐ Could you explain what the problem is?
4. ☐ I'm not sure when did they arrive.
☐ I want to know when their plane left.
5. ☐ Can you tell me the book is a page-turner?
☐ Can you tell me if the book is based on a true story?

D Rewrite the sentences. Use an infinitive.

1. I don't know what I can do for you.
I don't know what to do for you.
2. She can't decide what she should have for dinner.

3. They're not sure whether they should stay or leave.

4. I wonder when I could call her.

5. Let me know if I should invite Janet.

6. Mark can't decide where he should buy a new car.

E Use the prompts in parentheses to write sentences with noun clauses.

1. (I completed my article in one day.) That I completed my article in one day is amazing.
2. Let's ask _____ (How much does it cost?)
3. (What did she write in her book?) _____ shocked many people.
4. (This book is a page-turner.) _____ doesn't surprise me.
5. I don't know _____ (Should I read a thriller or a mystery novel?)
6. (How did this book become a best-seller?) _____ is a pretty interesting story.
7. Do you know _____ (Who wrote *My Sister's Keeper*?)

WRITING BOOSTER

A Read each sentence. Check true or false.

	true	false
1. A summary of a long reading provides a lot of details about the topic.	<input type="checkbox"/>	<input type="checkbox"/>
2. When you write a good summary, focus on the main ideas.	<input type="checkbox"/>	<input type="checkbox"/>
3. The main ideas of a reading do not give enough information to tell the story.	<input type="checkbox"/>	<input type="checkbox"/>
4. For a short reading, step number one of writing a summary is to identify the details.	<input type="checkbox"/>	<input type="checkbox"/>
5. You should use your own words in the summary.	<input type="checkbox"/>	<input type="checkbox"/>
6. It helps to answer basic information questions about the reading before writing the summary.	<input type="checkbox"/>	<input type="checkbox"/>

B Read the article and answer the questions.

In her 60s, Anna Mary Robertson Moses enjoyed sewing. But as she grew older, it became painful for her. So at age 76, Anna began to paint instead. Many of her early paintings were given as gifts to family members and friends. She also tried to sell a few of her paintings to make a little money. She charged \$2 for a small painting and \$3 for a larger one.

In 1938, an art collector saw her paintings and bought all that she had. He was so impressed that he convinced an art dealer to show her paintings in his gallery in New York City. This made many art collectors and museums all over the world interested in her work. She became one of the best-known American artists in the world, with art shows in America, Europe, and Japan.

She became known as “Grandma Moses” and continued to paint until she died at the age of 101. In 26 years she produced over 3,600 paintings. Her paintings show scenes from daily life in rural upstate New York, where she lived most of her life. Some of her paintings were used on greeting cards and on U.S. postage stamps. In 2006, a 1943 Grandma Moses painting sold for \$1.3 million.



1. What is the article about?

2. When did Grandma Moses begin painting?

3. How did she become a famous painter?


4. What did she paint?

5. How many paintings did she create?

C On a separate sheet of paper, write a summary of the article. Use your answers to the questions in Exercise B.

- 1 Look at the news source. Then check true, false, or no information.

Huge natural disaster: Earthquake in Indian Ocean causes tsunami



AFFECTED COUNTRIES

THE LATEST NUMBERS

HOW CAN I HELP?

MORE ABOUT EARTHQUAKES

MORE ABOUT TSUNAMIS

OTHER RECORD DISASTERS

After yesterday's disaster, the search for survivors continues. Reports say the number of casualties is increasing. There is a record amount of property damage. Our website is your online center for disaster news and information about relief efforts.

Different cultures around the world have tried to explain what causes earthquakes. Here is one ancient legend from India:

- The earth is held up by four elephants that stand on a turtle's back. The turtle stands on top of a snake. When any of these animals move, the earth moves and shakes.



- | | true | false | no information |
|--|--------------------------|--------------------------|--------------------------|
| 1. The news source for this information is the Internet. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The tsunami caused the earthquake. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Three countries were affected by this disaster. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. This is the worst tsunami ever. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The number of dead or injured is increasing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. There was no property damage. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- 2 Complete the conversation. Use the words from the box.

blizzard breaking news casualties enormous property damage

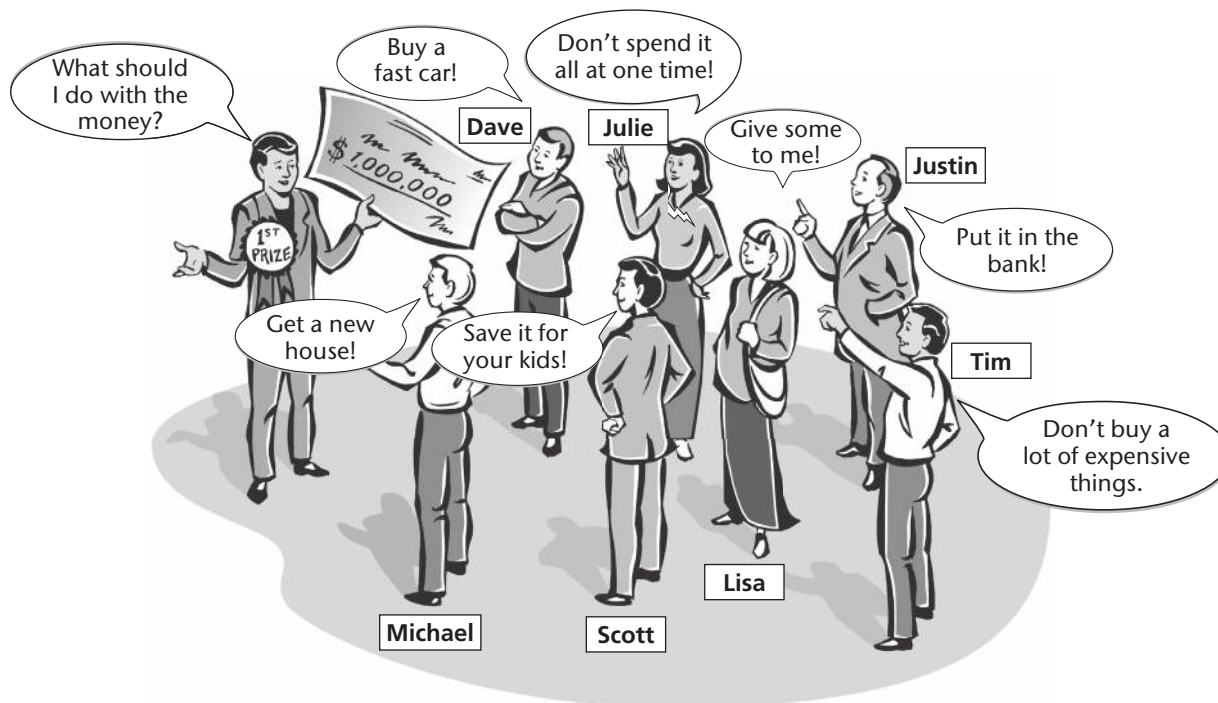
George: Look at this _____ 1. from the north. There was a major _____ 2. there last night. Almost five feet of snow fell.

Christie: That's an _____ 3. amount of snow. That much snow can be dangerous.

George: There was some _____ 4. because of fallen trees. There were also some accidents because of slippery roads. Luckily, there were no _____ 5., just minor injuries.

LESSON 1

- 3 Look at the illustration. What did each person say? Write sentences in indirect speech. Make changes in pronouns if necessary.



1. Dave said to buy a fast car.
 2. Michael said _____.
 3. Julie told him _____.
 4. Scott said _____.
 5. Lisa said _____.
 6. Justin told him _____.
 7. Tim told him _____.
- 4 Rewrite each statement in indirect speech. Make changes in pronouns if necessary.
1. My mom told me, "Heather, go help your cousins."
My mom told me to go help my cousins.
 2. Tina said, "Don't make a mess in the kitchen!"

 3. Sarah told Katie, "Eat all your vegetables."

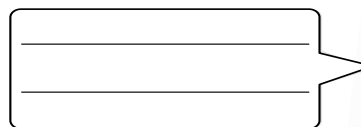
 4. Rebecca said, "Don't touch my stuff!"

 5. Dad told the kids, "Put away your things."

- 5 Look at the pictures. What is each person saying? Write an imperative in the speech bubble. Then rewrite the imperative in indirect speech.



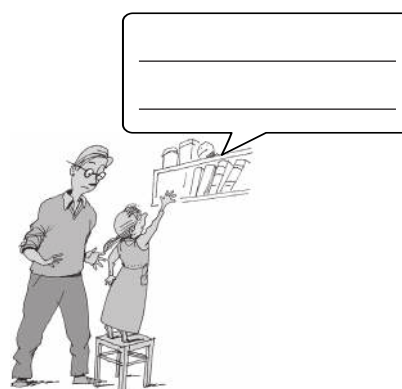
1. She told the cat _____.



2. The dentist told the patient _____.



3. She said _____.



4. Her dad said _____.

- 6 **WHAT ABOUT YOU?** Complete each sentence in your own way. Use indirect imperatives.

1. When I was younger, people told me _____.
2. Our teacher often tells us _____.
3. Today someone said _____.

LESSON 2

- 7 Complete each sentence with the correct word from the box.

drought	flood	hurricane	landslide	tornado
---------	-------	-----------	-----------	---------

1. When there is a _____, a lot of water covers an area where there usually isn't water.
2. A _____ refers to a long time without rain.
3. When there is a _____, a lot of rocks and earth fall down a hill.
4. A _____ is a storm with a lot of wind that moves over water.
5. A _____ is a storm in which the air moves very quickly in a circle.

8 Complete the conversation. Circle the correct word or phrase in each pair.

Jonathan: I just talked to Gary Feldman on the phone.

Barbara: Oh, what did he **tell / say**?

Jonathan: He **said / told** me **don't go / not to go** to work today. He **told / said** that he **has tried / had tried** to go, but he **can't / couldn't**.

Barbara: Why? What happened?

Jonathan: He **said / told** that the storm **is / was** really awful. The roads are covered in ice.

Barbara: Really? I listened to the weather report last night, and they **told / said** it **isn't / wasn't** going to be too bad.

9 Change each person's words to indirect speech, changing the verb tense in the indirect speech statement. Use the verbs in parentheses. Make changes in pronouns if necessary.

1. Nick to Joshua (said): "There is a flood in the valley."

Nick said (that) there was a flood in the valley.

2. Brenda to Aaron (told): "Bad weather was coming our way."

3. Ryan to Debbie (told): "There's a problem with the car."

4. Valerie to Daniel (said): "They called me late."

5. Kathy to Colleen (told): "I'm ready to go any time."

6. Paul to Doug (said): "Everyone got sick."

10 Change each sentence from indirect speech to direct speech. Make necessary changes to the tense and pronouns.

1. Ms. Jones told us that the storm was going to be strong.

Ms. Jones: *"The storm is going to be strong."*

2. Alexa said that the blizzard was coming in our direction.

Alexa: _____

3. Mr. Kirk said that the weather in the islands had been terrible.

Mr. Kirk: _____

4. The radio announcer said that a flood covered the roads.

The radio announcer: _____

5. Howard Denton told me that the hurricane had damaged a lot of houses.

Howard Denton: _____

- 11** Rewrite each conversation. Use indirect speech to tell what each person said. Use the correct form of say or tell. Change pronouns and verb tenses if necessary.

1. **Linda:** Terri and I are going to the mall later.

Stacy: I want to go with you!

Linda told Stacy that she and Terri were going to the mall later.

Stacy said that she wanted to go with them.

2. **Chris:** I just got back from Machu Picchu in Peru.

Theresa: Show me the pictures!

3. **Little girl:** Tell me the story about the princess.

Father: You've already heard that story a thousand times!

4. **Joey:** I got the fruits and vegetables at a farmer's market.

Brooke: They're very fresh and delicious.

LESSON 3

- 12** Read the article *Earthquakes* on page 56 in the Student's Book again. Check the statements that are true. Correct the false statements.



- ☐ 1. The most catastrophic earthquake recorded was in Sumatra.
- ☐ 2. Severe earthquakes cause casualties, damage to property, and serious economic consequences.
- ☐ 3. The tsunami in 2004 was caused by an earthquake.
- ☐ 4. Earthquakes with a magnitude of over 6 on the Richter Scale are generally moderate.
- ☐ 5. Location can determine the severity of an earthquake just as much as magnitude.
- ☐ 6. Older-style buildings are safer than modern buildings.
- ☐ 7. Earthquakes that happen when people are outdoors usually have a higher death toll.

- 13** Rate the following adjectives from 1 to 5, 1 being the worst.

_____ severe

_____ mild

_____ deadly

_____ catastrophic

_____ moderate

Did you know?

- Four out of five of the world's earthquakes take place along the rim of the Pacific Ocean, a zone called the Pacific Ring of Fire.
- Most earthquakes last a minute or less.
- Each year, there are about a million earthquakes around the world. Only about 100 of these cause serious damage.

STORM CHASERS

Tornadoes. Hurricanes. Enormous storms. Just reading these words makes people imagine catastrophic events that can cause countless injuries and severe damages. No one looks forward to weather reports or breaking news that announce these natural disasters. No one, except a small group of about 100 people known as “storm chasers.”

Who are these people, and what do they do? A storm chaser is a person who tries to get as close to a severe storm as possible. A few storm chasers are scientists who want to learn more about storms and how they develop. They want to be able to learn more so that someday they can better predict when and where storms will occur. With more information, they could help people avoid the catastrophic destruction and high casualties that often happen when huge storms hit. Others are professional photographers, movie makers, or TV reporters. Some are tour guides who take people close to the center of a storm as part of an adventure vacation. Most are just people who are fascinated by nature and chase storms as a hobby.

Storm chasers travel thousands of miles a week in cars loaded with laptops, cameras, videos, emergency supplies, and a lot of scientific equipment. The most famous storm chases occur in the springtime in an area called Tornado Alley. It is in the Great Plains states of the United States—such as Nebraska, Oklahoma, Iowa, and Texas—where severe storms and tornadoes frequently happen.



Storm chasers study weather data and look closely at the sky to guess the timing and location of storms as they form. They hope to be there when a tornado forms and to follow it as it touches ground. If they are lucky, they will catch a tornado at least once in every five to ten trips.

In 1996, the thriller *Twister* introduced storm chasing to moviegoers. Since then, a lot of people have been fascinated by the topic. There have been TV shows, documentaries, and hundreds of books written about this exciting “sport.”

But storm chasing is not for everyone. It is a dangerous hobby. Roads are often wet and dangerous to drive; severe floods can wash away cars; hailstorms can cause injuries and damage to cars; and lightning storms can cause casualties. So why do storm chasers do it? They say that it is amazingly fun, exciting, and always enormously beautiful.

1. Storm chasers look for opportunities to study and photograph huge storms.
2. There are a lot of women storm chasers.
3. There are over 1,000 people who are storm chasers.
4. Storm chasers look forward to tornadoes.
5. Storm chasers know exactly when a tornado will hit a town.
6. There are TV shows about storm chasing.
7. *Twister* is the best movie about storm chasing.
8. Storm chasing is easy.

true	false	no information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15 Read the article again. Answer the questions.

1. Why do people become storm chasers? _____
2. How do storm chasers predict when a storm will hit? _____
3. What is Tornado Alley? _____
4. When do storms usually occur? _____
5. Why is storm chasing dangerous? _____

16 Look at the picture. Write about the disaster. What do you think happened? Describe what's happening now.

[illegible]

LESSON 4

17 Put a check next to the words that are examples of emergency preparations and supplies.

- ☐ tornado
 ☐ flood
 ☐ shelter
- ☐ first-aid kit
 ☐ power outage
 ☐ bottled water
- ☐ evacuation
 ☐ flashlight
 ☐ earthquake
- ☐ non-perishable food
 ☐ battery-operated radio
 ☐ other: _____


- 18 Read the statements from an emergency radio broadcast. Write the letter of the word that is described in each sentence. You will not use all of the words.

- | | |
|--|------------------------|
| <u> h </u> 1. "All residents must leave their homes immediately." | a. shelter |
| <u> </u> 2. "The situation is dangerous, and residents must respond immediately." | b. matches |
| <u> </u> 3. "The city has been without electricity for four hours now." | c. non-perishable food |
| <u> </u> 4. "Beds have been set up at local schools until people can return to their homes." | d. first-aid kit |
| <u> </u> 5. "Buy items that will last a long time, such as canned beans and tuna fish, in case of emergency." | e. power outage |
| <u> </u> 6. "If the lights go out, you'll need a battery-powered source of light." | f. batteries |
| <u> </u> 7. "Prepare a small set of medications and supplies to treat injuries." | g. emergency |
| | h. evacuation |
| | i. flashlight |
| | j. bottled water |

- 19 Read the following brochure. Then check the statements that the brochure recommends.

A Family Emergency Plan

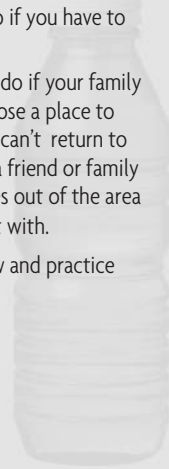
The thing about emergencies and disasters is that there usually isn't a lot of time to prepare for them. An emergency can strike any place at any time. Is your family prepared?



The best way to deal with an emergency is to prepare for it before it happens. You can do this by making a family emergency plan. Here are some tips on how to prepare one:

- Put a list of emergency phone numbers, including the police, fire, and emergency medical departments, near every phone. Review with children how to call these numbers.
- Make an emergency supplies kit. This should include non-perishable food, bottled water, flashlights, matches, batteries, blankets, a battery-operated radio, a first-aid kit, etc.

- Teach responsible family members how and when to shut off water, gas, and electricity sources in the house.
- Learn basic first aid.
- Decide what you will take and where you will go if you have to evacuate.
- Decide what to do if your family is separated. Choose a place to meet in case you can't return to your home. Pick a friend or family member who lives out of the area to stay in contact with.
- Regularly review and practice your plans.



- ☒ Have a plan in case there is an emergency or disaster.
- ☐ Write down emergency telephone numbers.
- ☐ Gather together some things you might need in an emergency.
- ☐ Show young children how to turn on and off the water, gas, and electricity.
- ☐ Know how to use the items in a first-aid kit.
- ☐ Decide when to evacuate.
- ☐ Find a place for everyone in your family to go if you aren't together.
- ☐ Practice your plans one time.

20 Complete the indirect speech statements with information from the brochure.

1. The brochure says to prepare for an emergency before it happens.
2. The brochure tells people _____ a family emergency plan.
3. The brochure says _____ with children how to call emergency phone numbers.
4. The brochure says _____ where you'll go if you have to evacuate.
5. The brochure tells you _____ a place to meet if you can't go home.

21 WHAT ABOUT YOU? Are you prepared for an emergency? Which of the following supplies do you have in your home?

- | | | |
|--|--|---|
| <input type="checkbox"/> bottled water | <input type="checkbox"/> non-perishable food | <input type="checkbox"/> battery-operated radio |
| <input type="checkbox"/> candles | <input type="checkbox"/> matches | <input type="checkbox"/> other: _____ |
| <input type="checkbox"/> flashlights | <input type="checkbox"/> first-aid kit | <input type="checkbox"/> other: _____ |
| <input type="checkbox"/> extra batteries | <input type="checkbox"/> fire extinguisher | |

GRAMMAR BOOSTER

A Read each sentence. If the punctuation is correct, write C. If the punctuation is incorrect, write I and correct the punctuation.

1. Mom said, "^Don't go in the water." I
2. The child said please read me a story. _____
3. I said not to touch anything. _____
4. We told the dog to stay. _____
5. The travel guide tells visitors try to take a tour of the island. _____
6. The woman told her son don't play with your food. _____

B Change each statement from indirect speech to direct speech. Use correct punctuation.

1. The teacher told us to have a good weekend.
The teacher told us _____
2. Tammy told her assistant to put the mail on the desk.
Tammy told her assistant _____
3. The waiter said to try the salmon.
The waiter said _____
4. The actor said not to believe everything on television.
The actor said _____
5. Mom said not to come home too late.
Mom said _____

C Write each direct speech statement in indirect speech. Change the tense only if necessary.

1. Mom just told me, "I need to get some emergency supplies before the storm."

2. Sarah said, "We bought a new car last year."

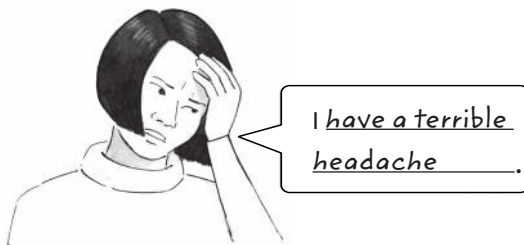
3. Our teacher told us yesterday, "Water boils at 100 degrees Celsius."

4. His doctor told him, "You need to exercise more."

5. Last month my parents told me, "We're going to Peru in December."

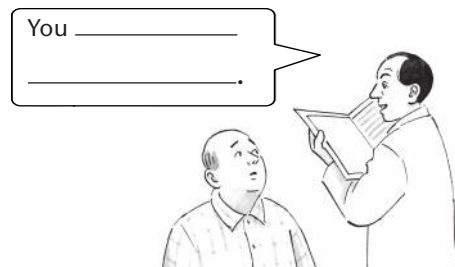
D Look at the pictures. Complete the speech bubbles. Then complete each sentence in indirect speech. Change the verb in indirect speech only if necessary.

1.



Jodi just said that she has a terrible
headache.

2.



Yesterday, the doctor said _____
_____.

3.



Kimmy told her mother _____
_____.

4.



The coach said _____
_____.

WRITING BOOSTER

A Read the paragraph below. Add words and expressions to show the order of importance of the details in the paragraph.

It is very important to know what to do in the case of a fire. Fires can be deadly, so knowing what to do in a fire can save your life. _____^{1.}, look around and locate the nearest escape route, usually the nearest door. _____^{2.}, if the door is closed, check it for heat before you open it. If the door is hot, do not open it. Escape through a window instead. If the door is not hot, open it slowly to check whether smoke or fire will block your way out. _____^{3.}, close the door behind you when you leave that room. This can help prevent the fire from spreading to other places and rooms. _____^{4.}, drop down and crawl towards the exit. It is important not to run or walk as smoke and heat rise. _____^{5.}, once outside, call the emergency number to alert firefighters to the fire. Sit down and try to stay calm until the firefighters arrive. Never go back into the house.

B Read the statements about what to do in an earthquake. Organize the statements in order of importance.

- _____ Check for injuries and damage. See if you can find your way out.
- _____ Drop to the ground. If you're standing up, you could fall and hurt yourself.
- _____ Look for a table or another piece of furniture and take cover. This will help protect you from breaking glass or things that fall. Do not move from that place until the shaking stops.
- _____ When the shaking stops, move slowly away from where you are. Be careful not to trip over fallen objects.

C Use the statements in Exercise B to write a short paragraph about what to do in an earthquake. Use words and expression of importance. Begin with a topic sentence. Add more information if necessary.

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Joan Saslow has taught in a variety of programs in South America and the United States. She is author or coauthor of a number of widely used courses, some of which are *Ready to Go*, *Workplace Plus*, *Literacy Plus*, and *Summit*. She is also author of *English in Context*, a series for reading science and technology. Ms. Saslow was the series director of *True Colors* and *True Voices*. She has participated in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs.

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