TOP NOTCH

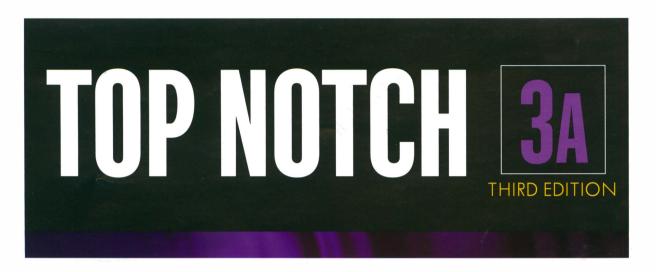


THIRD EDITION

with WORKBOOK

JOAN SASLOW ALLEN ASCHER





ENGLISH FOR TODAY'S WORLD

with Workbook

JOAN SASLOW ALLEN ASCHER

With Top Notch Pop Songs and Karaoke by Rob Morsberger

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Contents

Learning Objectives for 3A and 3B	iv
To the Teacher	viii
Components	ix
Grammar Readiness	. x
UNIT 1 Make Small Talk	. 2
UNIT 2 Health Matters	14
UNIT 3 Getting Things Done	26
UNIT 4 Reading for Pleasure	
UNIT 5 Natural Disasters	50
Reference Charts	22
Grammar Booster	27
Writing Booster	46
Top Notch Pop Lyrics	54
WORKBOOK	
UNIT 1 V	V1
UNIT 2 W	
UNIT 3 W	22
UNIT 4 W	33
UNIT 5	
About the Authors	

LEARNING OBJECTIVES

COMMUNICATION GOALS VOCABULARY GRAMMAR Asking about proper address . Tag questions: use, form, and common errors · Make small talk · Describe a busy schedule Intensifiers . The past perfect: Statements · Develop your cultural awareness . Manners and etiquette GRAMMAR BOOSTER · Discuss how culture changes · Tag questions: short answers Make Small · Verb usage: present and past: overview Talk PAGE 2 · Show concern and offer help · Dental emergencies . Drawing conclusions with must UNIT Make a medical or dental · Describing symptoms . Will be able to; Modals may and might appointment Medical procedures GRAMMAR BOOSTER · Discuss types of treatments . Types of medical treatments · Other ways to draw conclusions: probably and Health · Talk about medications Medications most likely **Matters** · Expressing possibility with maybe PAGE 14 Offer a solution . Ways to indicate acceptance The causative . Discuss how long a service will take The passive causative Services . Evaluate the quality of service · Planning and running an event GRAMMAR BOOSTER · Plan an event · Causative make to indicate obligation Getting · Let to indicate permission **Things Done** · Causative have: common errors PAGE 26 . The passive causative: the by phrase · Recommend a book · Genres of books · Noun clauses: usage, form, and common errors · Ask about an article · Ways to describe a book · Noun clauses: Embedded questions · Describe your reading habits · Some ways to enjoy reading · Form and common errors · Discuss online reading GRAMMAR BOOSTER Reading for · Verbs that can be followed by clauses with that **Pleasure** · Adjectives that can be followed by clauses with that PAGE 38 · Embedded questions with whether usage and common errors punctuation · Convey a message · Severe weather and other natural · Indirect speech: Imperatives disasters · Tell someone about the news Indirect speech: Say and tell—tense changes · Reactions to news · Describe natural disasters GRAMMAR BOOSTER · Adjectives of severity · Prepare for an emergency · Direct speech: punctuation rules · Emergency preparations and **Natural** · Indirect speech: optional tense changes supplies **Disasters** PAGE 50

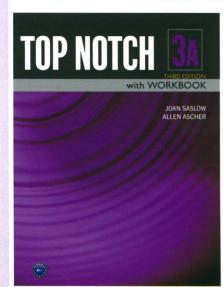
CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
 Talk about the weather to begin a conversation with someone you don't know Use question tags to encourage someone to make small talk Ask about how someone wants to be addressed Answer a <u>Do you mind</u> question with <u>Absolutely not</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 Listen for main ideas Listen to summarize Confirm the correct paraphrases Pronunciation Intonation of tag questions	Texts 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 Apply prior knowledge Draw conclusions Understand from context	Task Write a formal and an informal e-mail message WRITING BOOSTER Formal e-mail etiquette
 Introduce disappointing information with I'm sorry, but Show concern with Is there anything wrong? and That must be awful Begin a question of possibility with I wonder if Use Let's see to indicate you are checking for something Confirm an appointment with I'll / We'll see you then Express emphatic thanks with I really appreciate it 	 Listen to activate vocabulary Listen for details Auditory discrimination A travel tips website about dental emergencies A brochure about choices in medical treatments 		Task Write an essay comparing two types of medical treatments WRITING BOOSTER Comparisons and contrasts
 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 Listen to confirm Listen for main ideas Listen to summarize Pronunciation Emphatic stress to express enthusiasm	Texts A survey about procrastination A business article about how to keep customers happy A photo story Skills/Strategies Infer point of view Activate language from a text	Task Write an essay expressing a point of view about procrastination WRITING BOOSTER Supporting an opinion with personal examples
 Soften a question with Could you tell me? Indicate disappointment with Too bad Use I'm dying to to indicate extreme interest Say Are you sure? to confirm someone's willingness to do something Listen to take notes Listen to take notes Listen to take notes Sentence a speaker's point of view and support your opinion Sentence stress in short answers with so 		Texts 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 Recognize point of view Understand meaning from context	Task Write a summary and review of something you've read WRITING BOOSTER Summarizing
 Use I would, but to politely turn down an offer Say Will do to agree to a request for action Use Well to begin providing requested information Say What a shame to show empathy for a misfortune Introduce reassuring contrasting information with But, Say Thank goodness for that to indicate relief 	Listening Skills Listen for main ideas Listen for details Paraphrase Listen to infer meaning Pronunciation Direct and indirect speech: Rhythm	Texts News headlines A textbook article about earthquakes Statistical charts A photo story Skills/Strategies Paraphrase Confirm facts Identify cause and effect Interpret data from a chart	Task Write a procedure for how to prepare for an emergency WRITING BOOSTER Organizing detail statements by order of importance

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
Life Plans PAGE 62	 Explain a change of intentions and plans Express regrets about past actions Discuss skills, abilities, and qualifications Discuss factors that promote success 	 Reasons for changing plans Qualifications for work or study 	Expressing intentions and plans that changed: Was / were going to and would Perfect modals GRAMMAR BOOSTER Expressing the future: review The future with will and be going to: review Regrets about the past: Wish + the past perfect Should have and ought to have
Holidays and Traditions PAGE 74	Wish someone a good holiday Ask about local customs Exchange information about holidays Explain wedding traditions	 Types of holidays Ways to commemorate a holiday Some ways to exchange good wishes on holidays Getting married: events and people 	Adjective clauses with subject relative pronouns who and that Usage, form, and common errors Adjective clauses with object relative pronouns who, whom, and that Form and common errors GRAMMAR BOOSTER Adjective clauses: common errors Reflexive pronouns By + reflexive pronouns Reciprocal pronouns: each other and one another Adjective clauses: who and whom in formal English
Inventions and Discoveries PAGE 86	 Describe technology Take responsibility for a mistake Describe new inventions Discuss the impact of inventions / discoveries 	 Describing manufactured products Descriptive adjectives 	The unreal conditional: Review and expansion The past unreal conditional Usage, form, and common errors GRAMMAR BOOSTER Real and unreal conditionals: review Clauses after wish Unless in conditional sentences The unreal conditional: variety of forms
Controversial Issues PAGE 98	 Talk about politics Discuss controversial issues politely Propose solutions to global problems Debate the pros and cons of issues 	Political terminology A continuum of political and social beliefs Some controversial issues Ways to agree or disagree How to debate an issue politely	Non-count nouns that represent abstract ideas Verbs followed by objects and infinitives GRAMMAR BOOSTER Count and non-count nouns: review and extension Gerunds and infinitives: form and usage usage after certain verbs
Beautiful World PAGE 110	 Describe a geographical location Warn about a possible risk Describe a natural setting Discuss solutions to global warming 	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	Prepositional phrases of geographical places Too + adjective and infinitive GRAMMAR BOOSTER Prepositions of place: more usage Proper nouns: capitalization Proper nouns: use of the Infinitives with enough

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
 Say No kidding! to indicate delight or surprise Say How come? to ask for a reason Express a regret with I should have Use You never know to reassure someone Accept another's reassurance with True 	Listening Skills Listen for details Listen to classify information Listen to infer a speaker's motives Pronunciation Reduction of have in perfect modals	Texts Career and skills inventories A magazine article with tips for effective work habits A photo story Skills/Strategies Understand from context Confirm content	Task • Write a short autobiography WRITING BOOSTER • Dividing an essay into topics
 Show friendliness by wishing someone a good holiday Reciprocate good wishes with Thanks! Same to you! Preface a potentially sensitive question with Do you mind if I ask you Ask about socially appropriate behavior in order to avoid embarrassment Express appreciation with Thanks. That's really helpful 	Listening Skills Listen for main ideas Listen for details Infer information Pronunciation "Thought groups"	Texts Factoids on holidays A magazine article about holidays around the world Proverbs about weddings A photo story Skills/Strategies Scan for facts Compare and contrast Relate to personal experience	Task Write a detailed description of two holidays WRITING BOOSTER Descriptive details
 Congratulate someone for a major new purchase Apologize for lateness and provide an explanation Indicate regret for a mistake by beginning an explanation with I'm ashamed to say Reduce another's self-blame with That can happen to anyone and No harm done 	Listening Skills Listen to draw conclusions Listen to summarize Listen to infer meaning Infer the correct adjective Pronunciation Contractions with 'd in spoken English	Texts Case studies of poor purchasing decisions A book excerpt about antibiotics Factoids on famous inventions A photo story Skills/Strategies Find supporting details Understand from context	Task Write an essay about the historical impact of an important invention or discovery WRITING BOOSTER Summary statements
 Ask for permission when bringing up a topic that might be controversial Use So to begin a question clarifying someone's statement Politely indicate unwillingness with No offense, but Apologize for refusing with I hope you don't mind Use How do you feel about to invite someone's opinion Offer an explanation for one's opinion. Use Actually to introduce a different point of view 	Listening Skills Infer a speaker's political and social beliefs Infer a speaker's point of view Listen to summarize Auditory discrimination Pronunciation Stress to emphasize meaning	Texts A self-test of political literacy A textbook introduction to global problems A photo story Skills/Strategies Activate language from a text Critical thinking	Task Write an essay presenting the two sides of a controversial issue WRITING BOOSTER Contrasting ideas
 Show interest in someone's plans by asking follow-up questions Indicate possible intention with I've been thinking about it Qualify a positive response with Sure, but Elaborate further information using Well, Express gratitude for a warning 	Listening Skills Listen for main ideas Listen to summarize Listen for details Infer a speaker's point of view Pronunciation Voiced and voiceless th	Texts Maps An online article about ways to curb global warming A photo story Skills/Strategies Interpret maps Understand from context Critical thinking Summarize	Task Write a geographic description of your country, state, or province WRITING BOOSTER Organizing by spatial relations

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.

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

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

COMPONENTS

ActiveTeach

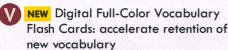
Maximize the impact of your *Top Notch* lessons. This digital tool provides an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of digital and printable features.

For class presentation . . .









Comparison and addragate | The Comparison of the Comparison of

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

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

OUANTIFIERS FO	OR INDEFINITE	OHANTITIES		AMOUNTS
UUANIIFIERS F	UK HINDEFHINHE	UUANIIIES	AINU	AIVIUUIN I 3

QU	ANTIFIERS 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.
В	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
TH	E REAL CONDITIONAL
Α	PRACTICE Complete the statements and questions with the simple present tense or the future with will.
	1 If you the information you need.
	2 open if after 6:00 P.M.?
	3 If open.
	4 the express train if at the station after 4:00?
	5 If
В	USE THE GRAMMAR Complete each statement, using the real conditional.
	1 If I go on a trip to New York, I
	2 if it rains tomorrow.
TH	E UNREAL CONDITIONAL
Α	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

	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
В	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
CO	MPARISON WITH <u>AS</u> <u>AS</u>
Α	PRACTICE Combine each pair of statements, using comparisons with $\underline{as} \dots \underline{as}$ 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)
В	USE THE GRAMMAR Write statements with comparisons with <u>as</u> <u>as</u> .
	1 Compare two people in your family.
	2 Compare two products, such as cars or electronics.

GFRIINI	NS AND	INFIN	ITIVFS

GE	RUNDS 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.
В	USE THE GRAMMAR Complete each personal statement with a gerund or infinitive phrase. 1 After I finish my English studies, I hope
TH	IE PASSIVE VOICE
A	 PRACTICE Change each sentence from active voice to passive voice. Use a <u>by</u>-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.
В	USE THE GRAMMAR Write two facts about your city or country, using the passive voice. For example: <i>In my country, fish is usually served with rice.</i>
	1
	2
TH	IE PAST CONTINUOUS
A	PRACTICE Complete the paragraph with the past continuous or the simple past tense.
	I
	I

	 3 If I found someone's wallet in a restaurant, I
	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
В	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
CC	MPARISON WITH <u>AS</u> <u>AS</u>
A	PRACTICE Combine each pair of statements, using comparisons with <u>as as</u> 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)
D	USE THE GRAMMAR Write statements with comparisons with <u>as as</u> .
В	1 Compare two people in your family.
	2. Compare two products, such as care or electronics
	2 Compare two products, such as cars or electronics.

	them While I that my computer I restarting
	them. While I
	but nothing happened. While I to solve the problem, the phone
	was my friend Mark. He that the website I found had a virus. 10 say
В	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
US	SE TO / USED TO
Α	PRACTICE Complete each sentence with the correct affirmative or negative form of <u>use to</u> or <u>used to</u> .
	1 I (like) to eat seafood, but now I do.
	2 My school (be) near the mall, but it moved to another location.
	3 you (go) to the beach a lot when you were a kid?
	4 I (be) kind of an introvert, but now I like being with lots of people.
	5 There (be) so many hotels on Bliss Street, but now there are lots of them.
В	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.
TH	IE PRESENT PERFECT
Α	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.
В	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 haven't for

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Make Small Talk

PREVIEW



Meeting Etiquette

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

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

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

See attached meeting agenda for advance planning.



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

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



Agenda-Ma

9:15

9:45

10:30 11:00

12:00 2:00

4-	Warch 24	
0	Breakfast buffet	
5	Welcome and	C I
	Welcome and opening remarks Philippe Martin, President	Salon Bangkok
	Fourth quarter and CEO	Ballroom
	rilgela de Groot Cro alla discussion	-um oom
	Collee break	Ballroom
	International outlook and integrated	
1	marketing plans Sergio Montenegro	
1	Luncheon	D
F	Regional	Ballroom
•	Regional marketing plans U.S. and Canada Group Mexico and Communication	Gallery
•	Mexico and Group	0.1
•	Caribbean Group	Salon A
	outil Amani - (a	Salon B Salon C
F	and Andes) Group Brazil	anoli C
-	Tazii T	0

Salon D

Salon E

2

ENGLISH FOR TODAY'S WORLD

Understand English speakers from different language backgrounds. Teresa = Spanish speaker Surat = Thai speaker

C 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!"

- **D** THINK AND EXPLAIN Answer the questions.
 - 1 Why was Surat surprised about the way Teresa greeted him? How do you know he was surprised?
 - 2 Why do you think Teresa decided to say "Sawatdee-Kaa"?
- 3 What did Teresa mean when she said, "No need to be so formal"?
- 4 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.			
by my first name.		12	
by my nickname.			. 🗆
I'd prefer to follow the local customs.			

- **B DISCUSSION** Talk about the questions.
 - 1 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.
- 2 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.

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

CONVERSATION MODEL

- A P1:03 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.
- B •1:04 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

binaga. ▶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.?

Be careful!

Use <u>aren't I</u> 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 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,
She speaks Thai,
He's going to drive,
They'll be here later,
There are a lot of rules,
There isn't any sugar,
You were there,
They left,
It's been a great day,
Ann would like Quito,
They can hear me,

.....?

aren't you? doesn't she? isn't he? won't they? aren't there? is there? weren't you? didn't they? hasn't it? wouldn't she? can't they? negative statements
You're not Amy,
I don't know you,
We're not going to eat here,
It won't be long,
He wasn't driving,
We didn't know,
She hasn't been here long,
You wouldn't do that,
He can't speak Japanese,

are you?
do I?
are we?
will it?
was he?
did we?
has she?
would you?
can he?

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,?
 - 2 I turned off the projector,?

 3 Tim is going to present next,?
 - 4 She won't be at the meeting before 2:00,
 - 5 We haven't forgotten anything,?
 - **6** It was a great day,?

- 7 The agenda can't be printed in the business center before 8:00 A.M.,?
- 8 They were explaining the meeting etiquette,
- 9 She wants to be addressed by her first name,?
- 10 There was no one here from China,?

PRONUNCIATION Intonation of tag questions

- ▶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?
- 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

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.

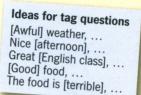
A: Good , isn't it?

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.





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.





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.

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 vet (OR hadn't vet 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)

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





NOW YOU CAN Describe a busy schedule

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 1
- 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



A 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 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			
greetings			
dress and clothing			
male / female behavior			
taboos			
offensive behavior			
punctuality			
language			





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



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.

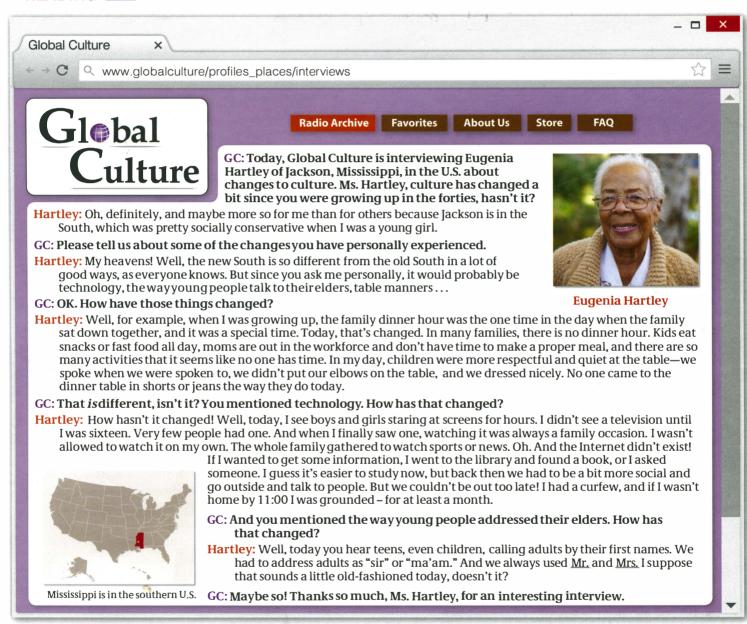
- C GROUP WORK Role-play a conversation with a visitor to your country. Tell the visitor about your culture. Use the answers to the questions on the notepad.
 - It's bad table manners to pick up a soup bowl and drink soup from it. You have to use a spoon. 77
 - It's not customary for a man to extend his hand to shake hands with a woman. He should wait for the woman to do that. ??

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



- 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?

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

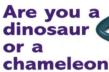
elders	7
workforce	
technology	
curfew	
grounded	



NOW YOU CAN Discuss how culture changes over time

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	0	0	00
2. Musical tastes	0	0	0 0
3. Technology	0	0	0 0
4. Clothing customs	0	0	0 0
5. Rules about formal behavior	0	0	0 0
6. Rules about punctuality	0	0	0 0
7. Forms of address	0		0 0
8. Male / female roles in the workplace	0	0	0 0
9. Male / female roles in the home	0	0	0 0
			Total YES answers:





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!"

- PAIR WORK Compare and discuss your answers. Provide specific examples of changes for each answer. Use the past perfect if you can.
- 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! 77

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 ___.



Α	▶1:15 Listen to the conversations between people introducing themselves. Check the statement that correctly paraphrases the main idea.
	1 \square 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.
	\square She'd prefer to be called by her title and last name.
	3 It's customary to call people by their first name there.
	$\ \square$ It's not customary to call people by their first name there.
	4 \square 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."
В	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,?
С	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
W	RITING
	rite two e-mail messages—one formal and one informal—telling someone
	out the cultural traditions in your country. Review the questionnaire about Itural traditions on page 9 for information to select from.
	For the formal e-mail, imagine you are writing to a businessperson who

12 UNIT 1

is coming to your country on a business trip.

visiting your country as a tourist.

• For the informal e-mail, imagine you are writing to a friend who is

WRITING BOOSTER p. 146

• Guidance for this writing exercise

• Formal e-mail etiquette

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.



GLOBAL ADVENTURES, INC.

Haru and Kimi Ito-Peru Itinerary

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



GetAway Travel, Inc.

María and Antonio Garza-Peru itinerary

May 30

Lima: María Angola Hotel La Paz 610, Miraflores

Arequipa: Tierra Sur Hotel Consuelo 210

June 6 Nasca: Brabant Hostel Calle Juan Matta 978

Machu Picchu: Hanaq Pacha Hotel (Aguas Calientes)

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

COMMUNICATION GOALS

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

1 Health Matters

PREVIEW

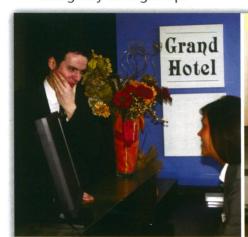


A **DISCUSSION** Discuss each of the dental emergencies described on the website. What would you do if you were far from home? Consider these questions:

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?

Understand English speakers from different language backgrounds. Guest / Patient = Spanish speaker Clerk and Dentist = Russian speakers



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.

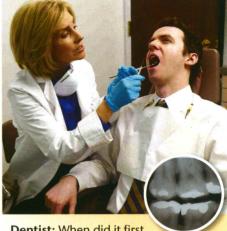


Dentist: So I hear you're from overseas.

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.

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

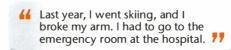
- 1 I'll do it as soon as possible.
- 2 I'll make an appointment.
- 3 Thanks for fitting me in.
- 4 It's killing me.
- 5 Let's see what's going on.
- a causing a lot of pain
- **b** making time for an appointment
- c arrange a time to come
- d what the problem is
- e right away

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?
	ű.	

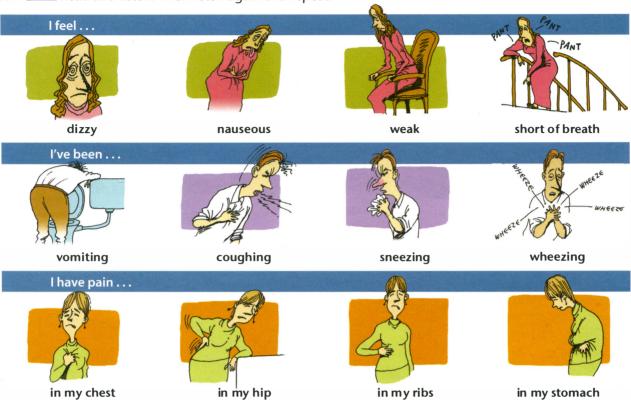
Tell your classmates about the emergency.





VOCABULARY Describing symptoms

A 1:19 Read and listen. Then listen again and repeat.



- **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. 77
- C 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									
2									
3							*.		
4									
5									
6									

VIDEO

PRONUNCIATION Intonation of lists

- A D1:21 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.

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

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!
- A: The doctor said I should come in next week.
- B: Oh. no. That must hurt.
- 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.

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

CONVERSATION MODEL

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



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

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

NOW YOU CAN Show concern and offer help

- **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?

Model to describe other symptoms. Then change roles.

CONVERSATION ACTIVATOR With a partner, change the Conversation

- **CHANGE PARTNERS** Change the conversation again, using a different event or activity.
- Describe more symptoms.
- Make other offers to help.

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].



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
I might not be able to

see you today. get there till 6:00.

We must be able to They must not be able to

park here. See the sign? cancel the appointment.

GRAMMAR BOOSTER p. 130

Expressing possibility with maybe

GRAMMAR PRACTICE Complete each conversation. Use <u>might</u>, <u>might not</u>, <u>might be able to</u>, 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 you an get 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 time have to see you this afternoon.
- 3 A: I think I a little sick this morning. I feel nauseous, and I've been vomiting.
 - B: Then you should see Dr. Anders. But he 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. Hehear the phone.

DIGITAL MORE EXERCISES

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

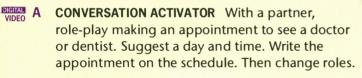
B PAIR WORK Discuss when a person might need each medical procedure from the Vocabulary.

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.
- ▶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



- 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]?

CHANGE PARTNERS Make another appointment.



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 ▶1:27

Consider the Choices.

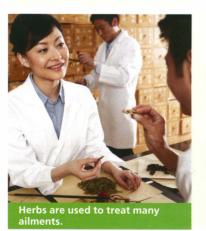
Conventional Medicine



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

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.

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.

medications	treatments	symptoms	remedies	
uses	purposes	therapies	illnesses	

- **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?
- 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, wing might, might not, must, or must not. (More than one therapy might be appropriate.)



1 **6** 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 If I believe you have to heal yourself. You can't just expect a doctor to do everything for you. ""



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

NOW YOU CAN Discuss types of treatments

NOTEPADDING 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	ng sa	•
nausea		
back pain	*	
a high fever	×	
a broken finger		

Practitioners

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

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. 77
- I would never try herbal therapy. I just don't think it works. My partner agrees. 77
- I see a homeopathic doctor regularly, but my partner doesn't believe in that. He prefers a conventional doctor. ??

BEFORE YOU LISTEN

DIGITAL FLASH CARDS

▶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

PAIR WORK Discuss what you might use each medication for.

page 16 to complete the chart for each patient.

LISTENING COMPREHENSION

A F1:30 LISTEN TO ACTIVATE VOCABULARY Listen to each conversation with a doctor Use the medications Vocabulary above and the symptoms Vocabulary from

I might take an antacid for a stomachache. ""



T	Name: Didem Yilmaz
-	What are the patient's symptoms?
	ls the patient currently taking any
	medications? Yes No
	If so, which ones?
	t tion?
	Did the patient get a prescription?
	☐ Yes ☐ No

	Name: Lucy Fernández
The second secon	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

Name: Mark Goh
What are the patient's symptoms?
ls the patient currently taking any medications? ☐ Yes ☐ No
If so, which ones?
Did the patient get a prescription? ☐ Yes ☐ No

В	Didem Yilmaz Dosage: One tablet a day Side effects:Yes No If so, what are they? If so, what are they?		I No		opply ointmenta day cts: □ Yes □ No	
	PREPARATION Imagine you are Complete the patient information of the role-play a visit to a doctor. First Then role-play the three scenes the patient information form. Roles a patient a friend, colleague, classmate, or relative a receptionist a doctor Scene 1: The friend, colleague relative recommends a doctor. Scene 2: The patient calls the make an appointment. Scene 3: The doctor asks the paymptoms and recommends means a symptoms and recommends means.	e visiting a doctor. on form. classmates, t, choose roles. below. Use	dizzine sneezir wheezir other: 2. How long 3. Are you cu	re your symptoms? ss		
•	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 appointm 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	o		side effects? a cancellation. bok.	
С	PRESENTATION Perform your	ole play for the class.		100		

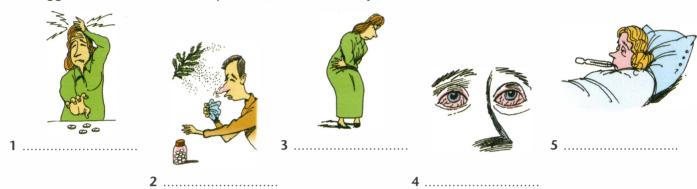


A	▶1:32 Listen to each conversation and complete the statements.	Then listen	again to
	check your answers.		

3 The patient needs of his

4 The patient would like to try for pain in her

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



- Complete each conversation by drawing your own conclusion with <u>must</u>.
 - 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!
- Rewrite each statement, using may (OR might) and be able to.
 - 1 It's possible that the doctor can see you tomorrow.

1. The doctor might be able to 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.

WRITING

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

- · 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 ...

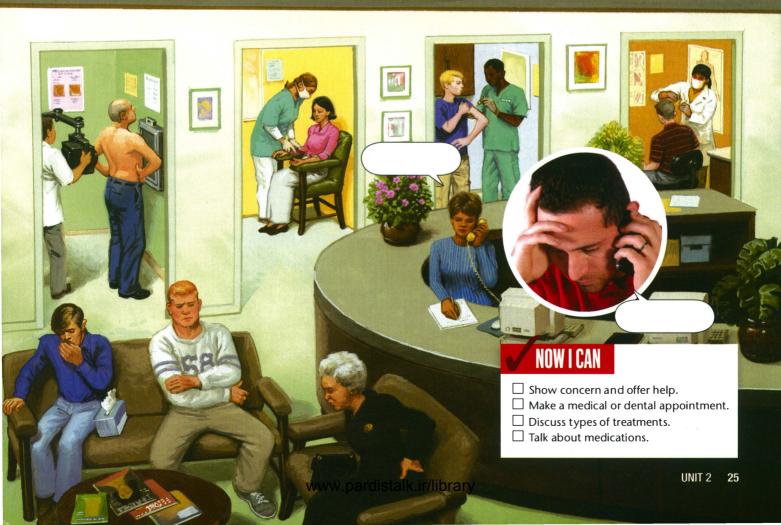
2 Create a conversation between the receptionist in the doctor's office and the man on the phone in the pictures below. Make an appointment. Start like this:

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 <u>must</u> or <u>may</u> and <u>might</u>. (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.





Getting Things Done

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

PREVIEW

Are you a PROCRASTINATOR?

Take the survey.

When you have a lot of things At the beginning of every you need to do, you do . week, you ___. a. always make to-do lists for your calendar a. the hardest things first ☐ b. sometimes make to-do lists, but you □ b. the easiest things first anything but what you need to do often foraet and just let When you need to get things happen something done in a short When you need to buy someone amount of time, you ___. a gift, you ___. a. feel motivated to work even harder a. get something right away □ b. feel a little nervous, but you get to work ☐ b. buy something a few days before C. have a hard time doing it you have to give it You __ feel bad when there are a c. pick something up on the day you things you haven't gotten done yet. have to give it a. always When you have something □ b. sometimes that's broken, you _ ☐ c. rarely 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 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.

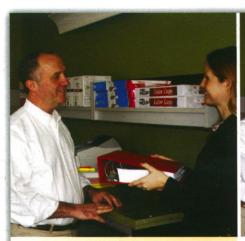
- A PAIR WORK Compare responses on the survey with a partner. Does your score accurately describe the kind of person you are? Explain, using examples.
- **DISCUSSION** Based on the survey questions, what is a procrastinator? What do you think it means to be an "organized and self-motivated" person? What do you think are the advantages of being that type of person?

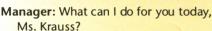
C PHOTO STORY Read and listen to some customers placing orders at a copy shop.

ENGLISH FOR TODAY'S WORLD

Understand English speakers from different language backgrounds.

Customer 2 = Chinese speaker





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.

- **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			
Ms. Krauss			
Mr. Li			

^{*}a.s.a.p. = as soon as possible

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 lack 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. to pay for dinner.

They got him 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.

I'll have We had

object my assistant them

base form call your office.

bring breakfast to our room.

GRAMMAR BOOSTER p. 130

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

Α	GRAMMAR PRACTICE	Complete each sentence w	vith the causative get.
---	------------------	--------------------------	-------------------------

ı	(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.

Now rewrite each sentence from Exercise A, using have.

ı	
2	
_	
	·
5	
_	

- **C GRAMMAR PRACTICE** Choose the correct forms in these sentences with the causatives <u>get</u> and <u>have</u>.
 - 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 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.

MOISES

NOW YOU CAN Offer a solution

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 ?
- 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: __





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.

You can also form the passive causative with get, with no change in meaning. We got our picture taken.

We had	
They plan to have	
Can she have	

object past participle our picture

taken after the meeting. (We had someone take it.) painted next week. (They'll have someone paint them.) 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)

the offices

her X-ravs

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

GRAMMAR BOOSTER p. 131

The passive causative: the by phrase

- FIND THE GRAMMAR Look at the Photo Story on page 27. Find and underline two examples of the passive causative with have.
- **GRAMMAR PRACTICE** Write statements and questions, using the passive causative with <u>have</u>.
 - 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 FLASH CARDS

VOCABULARY Services

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

В	VOCABULARY / GRAMMAR PRACTICE	Name other things you can get
	the services on page 30 for. Use the pa	assive causative.

44	You can also get sweaters or pants dry-cleaned. 77
	or pants dry-cleaned. 77

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
	He needs to have the
3	She's thinking about having a
4	He needs to have his
	She has to have her
	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!
- ▶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



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.

CHANGE PARTNERS Request other express services.

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.



BEFORE YOU READ

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





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.



Α	INFER POINT OF VIEW	Complete each statement,	according to the point o	f view expressed in t	the Reading.
---	---------------------	--------------------------	--------------------------	-----------------------	--------------

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

В	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.
- they're willing to try.
- 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.



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 **REAL**ly reliable.
- 3 They're exTREMEly professional.
- 2 They're in CREDibly helpful.
- 4 They're **SO** reasonable.

NOW YOU CAN Evaluate the quality of service

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:		

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. 77

> 1 rarely have my shoes repaired. But I hear that Al's Shoes is fast and reliable. 77

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

E2:13 VOCABULARY • Planning and running an event Read and listen. Then listen again and repeat.

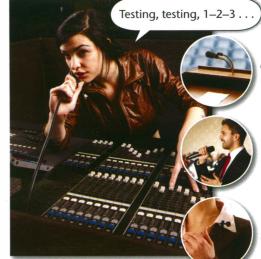


1 send out the announcements



2 set up the room





6 a microphone / a mike

a handheld mike

8 a lapel mike



3 set up the projector



4 put up the signs



11 introduce the speaker / the guest



9 hand out the agenda

10 a handout

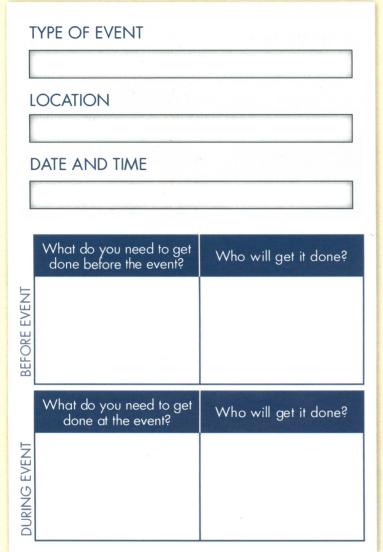
PAIR WORK Which of the activities in the Vocabulary have you done yourself or seen someone do? Which activities would you volunteer to do?

LISTENING COMPREHENSION

Α	▶2:14 LISTEN TO CONFIRM Listen to the conversations	and check the items and equipment they mention.	
	□ agendas□ coffee□ hand-held mikes□ desks□ handouts	☐ lapel mikes ☐ projectors ☐ snacks ☐ podiums ☐ signs ☐ tickets	
В	▶2:15 LISTEN FOR MAIN IDEAS Listen again. Use the Voc	abulary and the causative to complete the statements.	
	Conversation 1 1 Brian's going to get his to before the event.	4 She's also going to get them to	
	2 Brian will also try to get to the morning of the event.	5 Lester's going to get people to with enough chairs for 30 to 40 people.	
	Conversation 2 3 Myra's going to get her to to in each room, and they'll make sure there's a choice of mikes for each speaker.	6 He's also going to get people to	



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.





Some ideas

- · a special meeting
- · a talk or a speech
- an "English practice" day
- a York Top Notch TV day
- a York 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 ... 77

> I'm not really good with technology, but I can get people to ... 77

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.



A	▶ 2:16 Listen to each conversation. Then complete the statements, using the passive causative with <u>have</u> . 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	
В	Complete each question or request, using the passive causative <u>have</u> .	
	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?
С	Complete each causative statement in your own way, using the correct form of <u>get</u> . 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

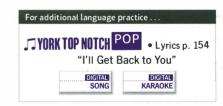
Do you think being a procrastinator is a serious problem? Explain your views by giving examples from personal experience.

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



36



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?

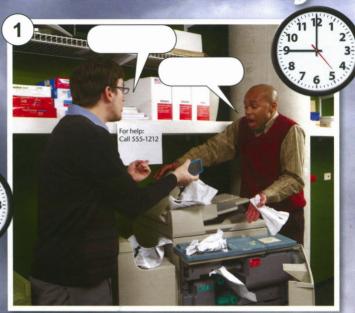
PAIR WORK Create a conversation for each situation. Start like this:

Do you think I could have this _ by _?

STORY Close your books. In a small group, tell the story



Paul's Difficult Day







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



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



Reading for Pleasure

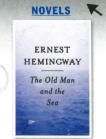
PREVIEW



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

Fiction

see all >



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?

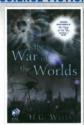
print e-book audio



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

print e-book audio

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.

print e-book audio

Non-Fiction



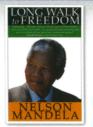




The true story of Nelson Mandela, the man who inspired millions.

print e-book audio

AUTOBIOGRAPHIES



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

print e-book audio

TRAVEL

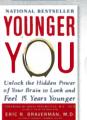


A hilarious account of Bill Bryson's travels through the United Kingdom.

print e-book audio

SELF-HELP

see all >



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

print e-book audio

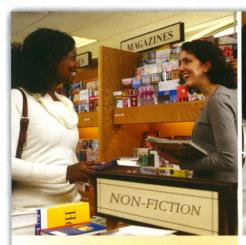
Credits appear on page 156.

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

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

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 P2:20 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 <u>run into</u> you here before.
 - 2 I'm just browsing.
 - 3 I'm <u>picking up</u> some gardening magazines for my mom.
- 4 Do you think I could <u>borrow</u> it when you're done with it?
- 5 I'd be happy to <u>lend</u> 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.



VOCABULARY Ways to describe a book

A **2221** 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.

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



Credits appear on page 156.

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. that her biography was 500 pages long? Did you forget

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 think see believe understand feel hope suppose forget remember doubt guess know

disappointed happy sad sorry sure surprised

GRAMMAR BOOSTER p. 131

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

FIND THE GRAMMAR In the Photo Story on page 39, find three examples of noun clauses that omit that.

Be careful!

I don't think so. / I don't believe so.

NOT I don't guess so. / I don't hope so.

BUT I guess not. / I hope not.

- **GRAMMAR PRACTICE** Write statements and questions with noun clauses using that.
 - 1 I think / the author Paulo Coelho / be from / Brazil.

2 I believe / the novel *Juliet* / take place / in Italy.

1. I think that the author Paulo Coelho is from Brazil.

- 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.



GRAMMAR PRACTICE Now rewrite each sentence from Exercise B, omitting that.

VIDEO

PRONUNCIATION Sentence stress in short answers with <u>so</u>

- A P2:22 Read and listen. Notice the stress on the verb in short answers with so. Then listen again and repeat.
 - 1 Are there a lot of characters in the story? I THINK so.

2 Has she read that book yet?

I don't THINK so.

3 Do you think this thriller will be good?

I HOPE so.

4 Does the story have a happy ending?

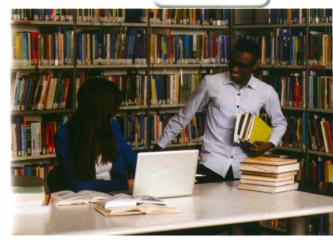
I beLIEVE so.

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.

- 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 quess.
- Are you going to read anything this weekend? 👭

1 THINK so. 77



NOW YOU CAN Recommend a book

- **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.
 - **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:
1	



www.pardistalk.ir/library

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:
 - o 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.

Α	FIND THE GRAMMAR	Find and	underline two	o embedded	questions i	n the Photo	Story on p	age 39	١.
---	------------------	----------	---------------	------------	-------------	-------------	------------	--------	----

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?
	Lforgot

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. 77

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

) ou mis to roud orimiter ?
My favorite magazines	My favorite sections of the newspaper	
		Newspaper sections the international news section the local news section the sports section the entertainment section
Some magazines I don't like	Newspaper sections I don't like	the business section the food section the travel section

RCISES

NOW YOU CAN Ask about an article

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.

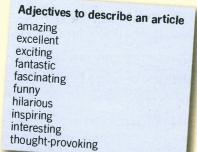
A: Are you sure?

B:

DON'T STOP!

Ask more questions about the article.

B CHANGE PARTNERS Ask about another magazine or newspaper.







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

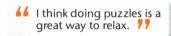


skim through [a newspaper]



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



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?



Silvio Ferrante • Argentina		Melissa White • U.S.A.
,		
	The second secon	

A FRAME YOUR IDEAS Complete the questionnaire.

What are your reading habits? Do you consider yourself to be a big Are you a big newspaper reader? Why or why not? reader? Why or why not? Do you read a lot of magazines? Why or why not? Do you spend a lot of time reading online? Why or why not? What kinds do you prefer? ○ news ○ sports ○ travel Do you listen to audio books? If so, ○ photography ○ politics ○ music when and where? ○ computers & electronics ○ finance ○ entertainment ○ fashion health & fitnessbusiness ○ science ○ food & cooking When and where do you prefer to read Oother ___ the most? Have you ever read aloud to someone? Has anyone ever read aloud to you? When? Do you have any favorite authors? Who are they? Is there anything else to add here about your reading habits? Do you prefer any particular genres of books? Which ones? Why?

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.

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.

46

Positive aspects		Negative aspects		
		underline these words in	the Reading.	
. ½ 1 skimming	them with their meaning a the ability to pay of	s. reful attention to one thir	na	
2 scanning		a general understanding	19	
3 concentration	c made to see or read	•		
4 distracted	d reading quickly in s	earch of specific informat	ion	
5 bombarded	e unable to focus be	ause of interruptions		
YOU CAN Discuss rea	ding online			
		ernet? Write some notes a		
OTEPADDING What do	you read about on the In	240	about your habits. Why?	
OTEPADDING What do		240		
OTEPADDING What do	you read about on the In	240		
What topics do you like	you read about on the Internation	240		
OTEPADDING What do	you read about on the Internation	240		
What topics do you like	you read about on the Internation	240		
What topics do you like what websites do you vi	you read about on the Internation read about on the Internation	et?		
What topics do you like what websites do you vi	you read about on the Internation	et?		
What topics do you like what websites do you vi	you read about on the Internation read about on the Internation	et?		
What topics do you like what websites do you vi	you read about on the Internation read about on the Internation regularly?	et?		
What topics do you like what websites do you vi	you read about on the Internation read about on the Internation regularly?	et?		
What topics do you like what websites do you vi	you read about on the Internation read about on the Internation regularly?	et?		

with concentration, or do you think it makes you a better reader?

RECYCLE THIS LANGUAGE.

I think (that) . . . I believe (that) . . . I guess (that) . . . In my opinion, ... I'm really into [social media]. I can't get enough of [celebrity newsfeeds]. [Blogs] aren't my thing.

[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."



A E2:30 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	YN	
2	YN	
3	YN	
4	YN	

	В	Write th	e name	of each	type	of book.
--	---	----------	--------	---------	------	----------

A book about a famous person	on:
------------------------------	-----

- 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?

For additional language practice . J YORK TOP NOTCH POP "A True Life Story" DIGITAL DIGITAL

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

48

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.









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



Natural Disasters

PREVIEW

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.

- **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.
---	-------------------	--	--------------

- 1 Two words that mean very big are and
- 2 The number of indicates the number of people who are injured or killed in an event.

SPEAKING

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

	Advantages	Disauvantages	
✓ a newspaper	you can save an article	not as up-to-date as online news	
	Advantages	Disadvantages	
☐ a newspaper			7 194
☐ Internet news sites			rain and
☐ TV or radio newscasts		and the second s	
☐ a weekly news magazine		a second second	9 1
☐ word of mouth		- District Control of the Control of	

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." \rightarrow They said to read the weather report. She says, "Don't go out without a full tank of gas." \rightarrow 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.

GRAMMAR BOOSTER p. 133

• 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.

when there's going to be a severe storm.

44 Please call me when it starts raining. 77

2 The newspaper said to leave a window or door open

- 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.



PRONUNCIATION Direct and indirect speech: Rhythm

- A Signary 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." \rightarrow He said to be home before midnight.
 - 2 I told your parents, [pause] "Get a flu shot at the clinic." \rightarrow 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.
- ▶3:05 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Convey a message

- **NOTEPADDING** Read the possible excuses and messages. Then write one or two more excuses and messages.
- **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:

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.

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

Possible excuses

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

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.

VOCABULARY Severe weather and other natural disasters

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











a tornado

a hurricane / a typhoon

a flood

a landslide

a drought

- ▶ 3:07 LISTEN TO INFER Listen to the news. Write the kind of event the report describes.
 - 2 1
- 3
- ▶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 charles

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 greatgrandmother, 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.

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

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!
- ▶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

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.



- 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]!

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



BEFORE YOU READ



- 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.



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.

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*

- A PARAPHRASE Rewrite the statements in your own words, changing the underlined word or phrase.
 - 1 The <u>magnitude</u> of an earthquake is measured by the Richter scale.
 - **2** There are four <u>factors</u> 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.

В	CONFIRM FA		r the questions	, according to the	e information	in the Reading.
	1 Where di	d the deadlie	est earthquake i	in history take pla	ace?	1. The article said the deadliest
			•	orded Richter-scal		
		•	•	ll of an earthqual	0	earthquake in history took place in
				and economic in	100000	rthquake?
С						ct the casualty rate and ner information from the article.
N	DW YOU CAN	Describe	natural disast	ers		
A	typhoon. Pa earthquake.	artner B, read . In your owi	d the fact sheet	eet about the Indo about the Bangla ur partner about	adesh	A severe typhoon hit Indonesia on October 12. There were high winds
	INDONESIA	TYPHOON				and catastrophic property damage.
	Date:	October 12	d wes tern Malaysia	BANGLADES	SH EARTHQUAKE	
	Place:		h highest winds ev	Per Date:	September 20	
	Event:	recorded	il llighese william	Place:	Bangladesh	
	Property d	lamage: Catasti	rophic destruction	Event:	Earthquake	
		- 200 deaths	with more than	Property dam	1200	of homes
	1,740 mis	ssing; 8 million	affected with man	Casualties: 63	rroyed. 30 deaths and hui	ndreds
В	Find inform bookstore. Write detail Date: Place: Event:	ation about (OR choose a	it on the Intern	oric disasters from et, at a library, or re already familian notepad.	in a	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:
	Casualt	ties:	*			
С	(OR one of		in Exercise A ab			ster you researched ster to your class.
	Types	of disasters	Adjectives	Features		
	earthd epider famine flood landsli	mic e	mild moderate severe deadly catastrophic	casualties death toll injuries property damage	Find and that were	ng (optional) underline three words or phrases in the Reading new to you. Use them in your Group Work. ample: "death toll."

landslide storm



BEFORE YOU LISTEN

▶ 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

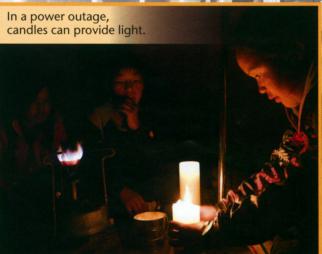
a shelter a safe place where people may go when the area they live in has been evacuated

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

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





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



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 E3:14 LISTEN FOR MAIN IDEAS Listen to an emergency radio broadcast. Write a sentence to describe the emergency the broadcaster is reporting.

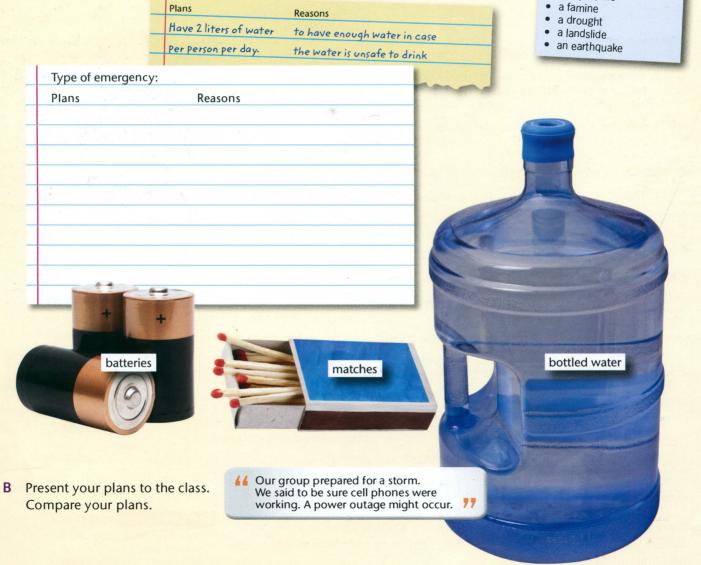
B **13:15 LISTEN FOR DETAILS** Listen again and correct each of the following false statements, using indirect speech.

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.

1 No. He said *not* to stand near windows during the storm. 77

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 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. Note that the said to Sinds of emergency	blizzard				
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					
He said to					
What should you do to get your car ready for an evacuation? He said to					
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.					





A Distance 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.

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

B Complete each statement with the name of the disaster or emergence	В	Complete ea	ch statement	with the nam	e of the disast	er or emergenc
---	---	-------------	--------------	--------------	-----------------	----------------

1	In	, mud and soil cover
	the houses and can bury e	entire towns.

- 2 A widespread event in which many people become sick with the same illness is
- 3 A storm with high winds and rain is

......

- 4 A is a natural event in which there is no rain for a long period of time.
- **5** In, there is not enough food and many people go hungry.

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

- 1 They me to call the office in the morning.
- 2 The students the test had been very difficult.
- 3 He the storm was awful.
- 4 Who us to get extra batteries?
- **D** Rewrite the indirect speech statements in direct speech. Be sure to use correct punctuation.
 - 1 She said she knew the reason there was so much property damage.
 - 2 I said not to tell the children about the storm.
- 3 The radio announcer told the people to fill up their cars with gas before the storm.
- 4 He asked if the epidemic had been severe.

E Rewrite the direct speech statements in indirect speech.

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

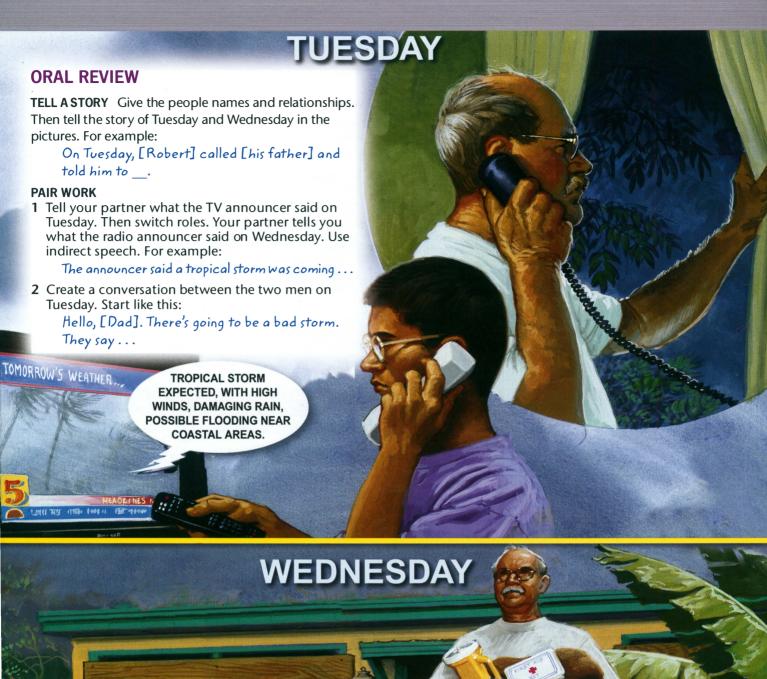
For additional language practice ... POP • Lyrics p. 154 "Lucky to Be Alive" DIGITAL SONG KARAOKE

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





Reference Charts

PRONUNCIATION TABLE

	Vowels	Consonants			
Symbol	Key Words	Symbol	Key Words	Symbol	Key Words
i E E E	b ea t, f ee d b i t, d i d d a te, p ai d b e t, b e d	p b t d	pack, happy back, rubber tie die	z ∫ 3	zip, please, goes ship, machine, station, special, discussion measure, vision
æ a c o o o u n a a a i i i i a a a a a a a a a a a a	bat, bad box, odd, father bought, dog boat, road book, good boot, food, flu but, mud, mother banana, among shirt, murder bite, cry, buy, eye about, how voice, boy deer bare bar	k g tf dz f v 0 ð s t	came, key, quick game, guest church, nature, watch judge, general, major fan, photograph van thing, breath then, breathe sip, city, psychology butter, bottle button	3 h m n g W I r y	hot, who men sun, know, pneumonia sung, ringing wet, white light, long right, wrong yes

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 /rid/	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			
cut	cut	cut	run	ran said	run said
do	did	done	say		
			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			

VERB TENSE REVIEW: PRESENT, PAST, AND FUTURE

1 THE PRESENT OF BE

Statements

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

2 THE SIMPLE PRESENT TENSE

Statements

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

Yes / no questions

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

Short answers

Yes,	you we they	do.
	he she it	does.

No,	you we they	don't.
	he she it	doesn't.

Information questions

What	do	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

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

Yes / no questions

Am	1	
	you	
Are	we	
	they	going too fast?
	he	
Is	she	
	it	

Short answers

	I	am.
	you	are.
	he	
Yes,	she	is.
	it	
	you	are.
	we	al G.
	they	

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

Information questions

intornation 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

1	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	he she it	landing in Sydney when the storm began?
Were	we you they	landing in Sydney when the storm began:

Short answers

	Onort a	11344613				
	Yes,	he she it	was.	No	he she it	wasn't.
		we you they	were.	No,	we you they	weren't.

Information questions

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

5 THE PAST OF BE

Statements

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

Yes / no questions

100 / 110 quodiono		
Was	he she it	on time?
Were	we you they	in the same class?

Short answers

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

Information questions

illioilliation 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

1		
You		
He		
She	stopped /	working.
It	didn't stop	
We		
They		

Yes / no questions

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

Short answers

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

Information questions

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

7 THE FUTURE WITH WILL

Affirmative and negative statements

You He She It We They	stop at five o-clock.
--------------------------------------	-----------------------

Yes / no questions

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

Affirmative and negative short answers

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

Information questions

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

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	ı	going to	be late?
Is	he she it	going to	arrive on time?

Short answers

	1	am.
	you	are.
Yes	he she it	is.
	you we they	are.

		I'm not.
-		you aren't / you're not.
		he isn't / he's not.
	No,	she isn't / she's not.
		it isn't / it's not.
		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	1	going to	stay tomorrow?
Who	is		going to	call?

THE PRESENT PERFECT

Affirmative and negative short answers

You We They	have / haven't	left.
He She It	has / hasn't	

Yes / no questions

Have	you we they	said enough?
Has	he she it	already started?

Affirmative and negative short answers

Yes,	you you	have.
No,	we they	haven't.
Yes,	he	has.
No,	she it	hasn't.

Information questions

Where	have	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 <u>be</u> 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 continous	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 continous	Last year, World Air was still selling tours to the Ivory Coast.	Last year, tours to the lvory Coast were still being sold.	
future with <u>will</u>	The children will return the books tomorrow.	The books will be returned tomorrow.	
be going to	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 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.

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.)

TOP NOTCH BANGrammar 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

Lesson 1

Tag questions: short answers

Tag questions are $\underline{\text{yes}}$ / $\underline{\text{no}}$ questions and they can be answered with short answers. The short answers to tag questions, like the short answers to all $\underline{\text{yes}}$ / $\underline{\text{no}}$ questions, use the same tense or modal as the question. Following are the short answers to the tag questions from page 4.

You're Lee, aren't you?
You're not Amy, are you?
She speaks Thai, doesn't she?
I don't know you, do I?
He's going to drive, isn't he?
We're not going to eat here, are we?
They'll be here later, won't they?
It won't be long, will it?

There are a lot of rules, aren't there?

He wasn't driving, was he?
There isn't any sugar, is there?
We didn't know, did we?
You were there, weren't you?

She hasn't been here long, has she?

They left, didn't they?

You wouldn't do that, would you? It's been a great day, hasn't it? He can't speak Japanese, can he?

Ann would like Quito, wouldn't she? They can hear me, can't they?

Short answers

Yes, I am. / No, I'm not. Yes, I am. / No, I'm not.

Yes, she does. / No, she doesn't.

Yes, you do. / No, you don't.

Yes, he is. / No, he isn't.

Yes, we are. / No, we aren't. Yes, they will. / No, they won't.

Yes, it will. / No, it won't.

Yes, there are. / No, there aren't.

Yes, he was. / No, he wasn't.

Yes, there is. / No, there isn't. Yes, you did. / No, you didn't.

Yes, I was. / No. I wasn't.

Yes, she has. / No, she hasn't.

Yes, they did. / No, they didn't.

Yes, I would. / No, I wouldn't.

Yes, it has. / No, it hasn't.

Yes, he can. / No, he can't.

Yes, she would. / No, she wouldn't.

Yes, they can. / No, they can't.

A	Complete each	conversation	by circlina	the correct	tag guestion	and c	ompleting t	the short answer	۲.

- 1 A: Mary would like to study foreign cultures, (would / wouldn't) she?
 - B: Yes,
- 2 A: It's a long time until dinner, (is / isn't) it?
 - B: No,
- 3 A: We met last summer, (did / didn't) we?
 - B: Yes,
- 4 A: They're starting the meeting really late, (haven't / aren't) they?
 - B: No,
- 5 A: There weren't too many delays in the meeting, (wasn't it / were there)?
 - B: No,

- 6 A: You don't know what to do, (do / don't) you?
 - B: No,
- 7 A: There isn't any reason to call, (is / isn't) there?
 - B: No,.....
- 8 A: It's awful to not have time for lunch, (isn't it / aren't you)?
 - B: Yes.....
- 9 A: When you know etiquette, you can feel comfortable anywhere, (can / can't) you?
 - B: Yes,
- 10 A: It's really getting late, (is it / isn't it)?
 - B: No,.....

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

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 late there in 2010. NOT | 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

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.	6 To	day we all study in the library.
	2 She's usually avoiding sweets.	7 Th	e train is never leaving before 8:00.
	3 They eat dinner now and can't talk on the phone.		ater is freezing when the temperature goes down.
	4 Every Friday I'm going to the gym at 7:00.		e're liking coffee.
	5 Burt is wanting to go home early.		n most days I'm staying home.
В	Complete each sentence with the present perfect contin		
		iuous.	
	1 We to this spa for two years.		
	2 Life of Pi at the Classic Cinema sin		
	3 Robert for an admissions letter fro	om the la	nguage school for a week.
	4 The tour operators weather cond worry about	itions for	the rafting trip.
	5 He that tour with everyone.		
С	Check the sentences and questions that express unfinish change the verb phrase in those sentences to the preser		
	The Averys have lived in New York since the late nir	neties.	
	The Averys have been living in New York since		e nineties.
	☐ 1 Their relatives have already called them.		☐ 6 Has he ever met your father?
	2 We have waited to see them for six months.		7 How long have they studied Arabic?
	☐ 3 I haven't seen the Berlin Philharmonic yet.		☐ 8 My husband still hasn't bought a car.
	4 This is the first time I've visited Dubai.		9 The kids have just come back from the soccer game
	5 We have eaten at that old Peruvian restaurant for		1 7 The kids have just come back from the soccer game
	NIT Lesson 1		
L	Draw conclusions with <u>probably</u> and <u>most likely</u>		
Υ	ou can draw conclusions with less certainty than must by using	g probably	or most likely.
<u>P</u>	Probably and most likely frequently occur after the verb be or v	when <u>be</u> is	Be careful! Don't use probably or most likely after verbs
p	part of a verb phrase.		other than <u>be</u> .
	They're probably (OR They're most likely) at the dentist's office It's probably (OR It's most likely) going to rain.	e.	Don't say: He forgot probably about the appointment. Don't say: He forgot most likely about the appointment.
U	Ise <u>probably</u> or <u>most likely</u> before <u>isn't</u> or <u>aren't</u> . With <u>is not</u> or She <u>probably</u> (OR They're most likely) isn't feeling well. She's <u>probably</u> (OR It's most likely) not feeling well.	are not, u	se <u>probably</u> before <u>not</u> .
U	Jse <u>probably</u> or <u>most likely</u> 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 patie	nt.
Y	You can also use Probably or Most likely at the beginning of a second Probably (OR Most likely) she's a teacher. Probably (OR Most likely) he forgot about the appointment.	entence to	draw a conclusion.
100	On a separate sheet of paper, rewrite each sentence wit	h probab	v or most likely.
			nust not be in her office today.
			must be very popular in Asia.
	3 They must not like going to the dentist. 6 A co	nivention	al doctor must have to study for a long time.

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.
- 4 She may prefer to wait until tomorrow.
- 2 Conventional medicine may be the best choice.
- 5 They may be afraid to see a dentist.
- 3 The doctor may want to take a blood test.

UNIT

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

their kids

hase form finish

their homework before dinner

They make She made

him

sign

the form.

- 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 let her sister wear her favorite skirt.

Be careful!

Don't say: She let her sister to wear her favorite skirt Don't use an infinitive after let.

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.

- 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.)

Who did what? Read each sentence. Complete each statement. Follow the example.

They fixed the car We had them fix the car before our trip. We fixed the car We had fixed the car before our trip. 1 Janet had already called her mother.calledcalled Janet had her mother call the train station.helped 2 Mark had his friends help him with moving. 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

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

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." I	n each case, it i	is optional to include <u>that</u> .			
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

He

se a claus	e with that aff	ter a predicate adjective of emotion to futhe	r explair	i its meaning.	
l'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	(that) the teacher is leaving.			

On a separate sheet of paper, complete each sentence in your own way. Use clauses with that.

- 1 When I was young, I couldn't believe . . .
- 2 Last year, I decided . . .
- 3 This year, I was surprised to discover . . .
- 4 I'm really happy . . .
- 5 Last week, I forgot . . .
- 6 Recently, I heard . . .
- 7 In the future, I hope . . .

- 8 Now that I study English, I know . . .
- 9 In the last year, I learned . . .
- 10 Not long ago, I remembered . . .
- 11 Sometimes I'm worried . . .
- 12 Recently, I dreamed . . .
- 13 (Your own idea)
- 14 (Your own idea)

UNIT

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?

- On a separate sheet of paper, rewrite each embedded question, using whether.
 - 1 I can't remember if there's a test today.
 - 2 We're not sure if the restaurant is still open at 10:00 P.M.
 - 3 Could you tell me if the movie has started yet?
 - 4 I wonder if this hotel has 24-hour room service.
 - 5 Would she like to know if there's an express train?
 - 6 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

Do you know . . . ? I don't know . . . I'd like to know . . . Can you tell me . . . ? Let me know . . . Can you remember . . . ? I can't remember . . . Could you explain . . . ?

I'm not sure . . .

Let's ask . . . I wonder . . .

Would you mind telling me . . . ?

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)? \rightarrow 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?)
- 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

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

Lesson 2

Indirect speech: optional tense changes

When the reporting verbs <u>say</u> or <u>tell</u> 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 BANGE 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 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 Abbreviations

LOL = "Laughing out loud" ⊕ = I'm smiling. LMK = "Let me know" \odot = I'm not happy.

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 pe gon 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.)
- Circle all the formal e-mail etiquette errors in the e-mail to a business associate. Then explain your reasons.



Glenn, it was nice to see u yesterday at the meeting. I was wondering if we could continue the meeting sometime next week. Maybe on Tuesday at your place? There's still a lot we need 2 discus. I know you love long meetings LMK if u wanna change the time.

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 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 <u>for example</u> or <u>for instance</u> 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 <u>such as</u> 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.
- 3 I always (I don't always) pay my bills on time.
- 2 Some (None) of the people I know procrastinate.
- 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

- 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.)
- 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.

fer 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.

- 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

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.

Supplies and resources	Notes
non-perishable food	Hotes
bottled water	
batteries	1
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.

▶ 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)

(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)

(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.

▶ 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-

vou'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 thereyou can bet your life on it." And when the cyclone turned the day 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 | 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)



WORKBOOK

JOAN SASLOW ALLEN ASCHER

with Wendy Pratt Long and Penny Laporte

Make Small Talk

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.

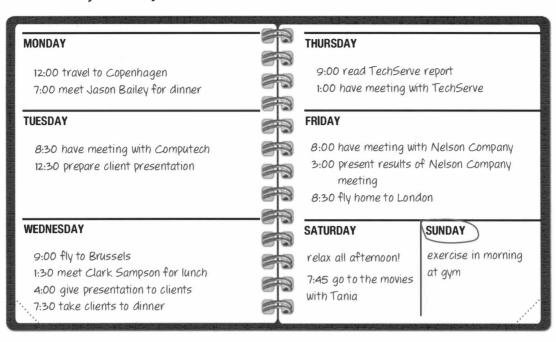
1.	While you're meeting with a client, the CEO of your company and two executives come into your office. You introduce the CEO to your client first.	□appropriate	□ inappropriate
2.	You are meeting with a group of four people. While speaking, you're looking only at the highest level manager in the group.	□ 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 o	r qı	estion. 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 you	our	<u>own</u> 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 colleag	gues	or classmates?
	4		
.ESS	SON		
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'n	n Ar	nanda 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	, —	?

	au the situations and C	omplete the tag questions.				
1.	You think your friend g	ot a good grade on her science test.				
	"Shegot	a good grade on her science test,didn't she?"				
2.	You see two people tall	king, but you don't think that they know each other.				
	"They <u>don't know</u>	each other, <u>do they</u> ?"				
3.	You're talking to your fr	riend. You think he'll be late to the party tonight.				
	"You	late to the party tonight,?"				
4.	When you get to class,	you think your friend Diane hasn't gotten there yet.				
	"Diane	here yet,?"				
5.	You heard that your frie	end Bill was in a car accident yesterday, but you don't think that's true				
	"Bill in a car accident yesterday,?"					
6.	You think that Dr. Jenki	ns doesn't like to be called by her first name.				
	"Dr. Jenkins	to be called Kate,?"				
	Name:	Allison McFarland				
	Preferred title:	Ms.				
	Date of birth:	October 27, 1995				
	Place of birth:	Hong Kong				
	Country of residence:	Canada				
	Occupation:	student				
		A STATE OF THE STA				
pana						
1.	You're Allison McFarl	and, aren't you?				
1. 2.		and, aren't you?				
		,				
3.		,				
3. 4.		,				
3. 4.		,				
3. 4. 5.	THAT ABOUT YOU? Wh	ich topics are appropriate for small talk in your country? Check <u>y</u> e	es or			
3. 4. 5.	THAT ABOUT YOU? Wh		es or			
3. 4. 5.	THAT ABOUT YOU? Wh	ich topics are appropriate for small talk in your country? Check <u>y</u> e	es or			
3. 4. 5. W	WHAT ABOUT YOU? Whe you check no, then exp	ich topics are appropriate for small talk in your country? Check <u>ye</u> lain why the topic is not appropriate. yes no ike to be called \(\sum_{				
3. 4. 5. W If y 1. 2.	WHAT ABOUT YOU? What you check no, then exp	ich topics are appropriate for small talk in your country? Check yelain why the topic is not appropriate. yes no ike to be called rson makes				
3. 4. 5. W If y 1. 2. 3.	WHAT ABOUT YOU? Whe you check no, then exp	ich topics are appropriate for small talk in your country? Check yelain why the topic is not appropriate. yes no ike to be called				



9 Look at Ken Klein's weekly planner. Then circle the letter of the answer that completes each sentence. Today is Sunday.



1.	By 5:00 р.м. on Monday, Ken to Copenhagen. a. had already traveled b. hadn't yet traveled
2.	On Tuesday, Ken Clark Sampson for lunch. a. had already met b. hadn't yet met
3.	On Wednesday evening, Ken to Brussels. a. hadn't yet flown b. had already flown
4.	Ken the results of the Nelson Company meeting at 2:00 on Friday. a. hadn't yet presented b. had already presented
5.	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.

1.	By the time he flew to Brussels, Ken <u>had already had</u> the meeting with Computech, but he
	hadn't yet had the meeting with TechServe.
2.	At 7:00 P.M. on Wednesday, he the presentation to the clients, but he
	the clients to dinner.
3.	Ken the TechServe report when he had the meeting with TechServe.
	Ken the meeting with Nelson Company when he had the meeting with TechServe.
5.	By Saturday evening, Ken at the gym.
6.	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.
 - 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.
 - 2. "What did you do about lunch?"
 - a. Did you have lunch?
 - b. Do you want lunch?

- 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.
- 4. "I'll bet you're pretty hungry."
 - a. I think you're hungry now.
 - b. I'm sure you're hungry now.
- 12 WHAT ABOUT YOU? Complete the sentences in your own way.

1.	When I left the house this morning, I had already	-
2.	At 8:00 today, I hadn't yet	

3. 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 <u>true</u>, <u>false</u>, or <u>no information</u>, 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.			
2.	Citizens' Participation doesn't think punctuality is very important.			
3.	The government of Ecuador wants people to be on time.			
4.	Signs and posters have been made to remind people to be punctual.			
5.	Punctuality is more important now in Ecuador than in most other countries.			
6.	Ecuadorians are on time less often than they used to be.			

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				





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.

1.	☐ You don't join your	family for dinner hour.
	_	

2. Children talk at the dinner table whenever they want.

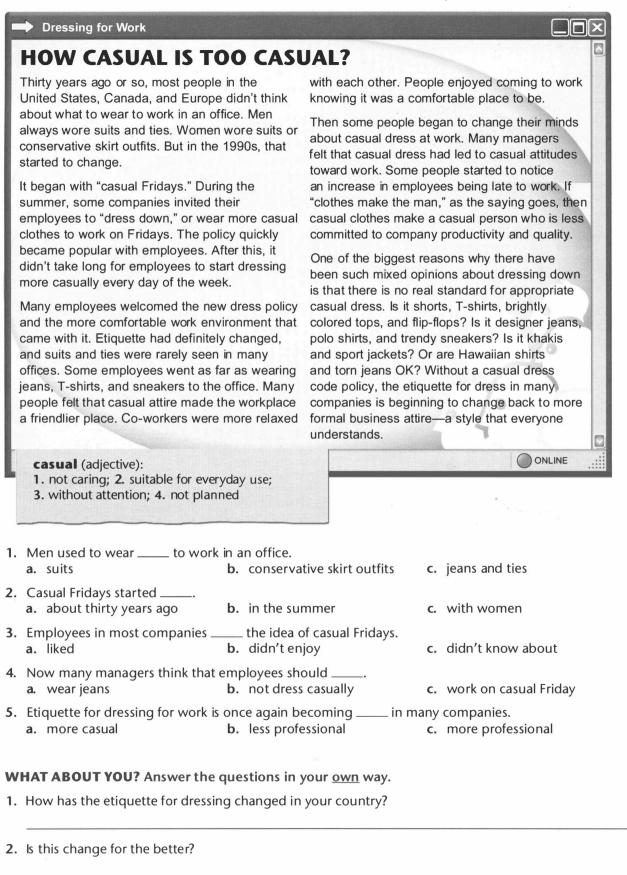
3. \square People put their elbows on the table.

4. \square Children speak only when an adult speaks to them.

5. \square Parents watch television with their children.

6. \square Children call adults by their first names.

17 Read the article and then circle the letter of the answer that best completes each sentence.



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.



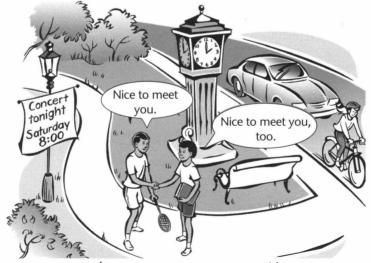
"I've been out of the country for over fifteen years. Now I'm back, but so much has changed. I don't know what to do. Can you tell me about the changes in etiquette and culture?"

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



GRAMMAR BOOSTER

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, <u>is it</u>?
- 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, _____?

163	, 11 1).		
Ν/ ~	itica't		

No	it isn't.	

 _		

			_

1.	It (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.	
	What you (do) tomorrow evening?	
	The bus (leave) at 3:00 on the weekends.	
8.	(bake) a cake for Emma's party tomorrow.	
Co	omplete each sentence in the e-mail with the present perfect or the present perfect continu	ous
	Dear Sydney,	
	Hi! How are you? So far, I a great time in Mexico. The sun	
	the whole time! I started my trip in Cancún, and spent a	
	few days there. Now I'm in San Cristobál. I here	
	before, so it's nice to be back. I some other travelers.	
	They for a long time, so they have a lot of great tips.	
	We're all going to Oaxaca next. I can't wait!	
	Talk to you soon!	
	Chris	
_		
	orrect the verbs in the following sentences.	
1.	Sheila was studying in London when she was-meeting 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.	

Complete each sentence with the correct form of the words in parentheses. Use the present

continuous or the simple present tense.

WRITING BOOSTER

A	Match the emoticon and abbrevi letter on the line.	atio	on with the phrase that has the same meaning. Write the
	1. <u>b</u> ©	a.	"Let me know."
	2LOL	b.	"I'm smiling."
	3IMHO	c.	"I'm not happy."
	4 🙁	d.	"Laughing out loud"
	5 GR8 2 C U	e.	"By the way"
	6BTW	f.	"In my humble opinion"
	7 LMK	g.	"See you later."
	8 C U L8R	h.	"Great to see you."
	9 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.
- **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

PREVIEW

Health Matters

What dental emergency does each person have? Write <u>broken tooth</u>, <u>lost filling</u>, <u>loose tooth</u>, <u>swollen gums</u>, or <u>toothache</u> 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.



They've been bothering me since yesterday. They're all red and painful.



I'm in a lot of pain. I hear you can put chewing gum in the hole until you see the dentist.



A piece of it broke off when I was eating candy yesterday. Luckily, it doesn't hurt that much.

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.



Complete the conversations. Choose the let . A: I hear you're from England.			
a. London. b. Yes, I am. c. I really appreciate it.	J.		Well, let's have a look. a. Can you recommend a dentist? b. Actually, there's one not far from c. This tooth is killing me.
A: Thanks for fitting me in. B:	4.	A:	I need to see a dentist. I think it's an emergency.
 a. Would you like me to make an appointment for you? b. If you could. Thanks. c. Luckily, I had a cancellation. 		B:	a. Thanks for fitting me in.b. OK, there's one not far from herc. When did it first begin to hurt?
Vrite the word from the box that matches	each def	initi	on. You will not use all the words
chest coughing dizz	y	hi	p nauseous
short of breath sneezing ston	nach	W	eak wheezing
nart of the body between	the nec	k an	d stomach
part of the body betweer not strong, without energy feeling that you're going making a noise by air success suddenly pushing air out	gy to vomit Idenly co	min	g out of the nose
not strong, without energy feeling that you're going making a noise by air success. suddenly pushing air out	gy to vomit Idenly co of the th	min roat	g out of the nose with a short sound
not strong, without energy feeling that you're going have making a noise by air such suddenly pushing air out part of the body below the complete the statements with must or must be be	to vomit Idenly co of the th ne chest a	min roat and drav ed.	g out of the nose with a short sound above the legs w conclusions.
not strong, without energy feeling that you're going making a noise by air such suddenly pushing air out part of the body below the feeling that you're going making a noise by air such suddenly pushing air out part of the body below the feeling that you're going making a noise by air such suddenly pushing air out part of the body below the feeling that you're going making a noise by air such suddenly pushing air out part of the body below the feeling that you're going making a noise by air such suddenly pushing air out part of the body below the feeling that you're going making a noise by air such suddenly pushing air out part of the body below the feeling that you're going making a noise by air such suddenly pushing air out part of the body below the feeling that you're going making a noise by air such suddenly pushing air out part of the body below the feeling that you're going air such suddenly pushing air out part of the body below the feeling that you're going air out part of the body below the feeling that you're going air out part of the body below the feeling that you're going air out part of the body below the feeling that you're going air out part of the body below the feeling that you're going air out part of the body below the feeling that you're going air out part of the body below the feeling that you're going air out part of the body below the feeling that you're going air out part of the body below the feeling that you're going air out part of the feeling that you're going air out part of the body below the feeling that you're going air out part of the body below the feeling that you're going air out part of the body below the feeling that you're going air out part of the feeling that you're going air out part of the body below the feeling that you're going air out part of the body below the feeling that you're going air out part of the feeling that you're going air out part of the feeling that you're going air out part of the feeling that you're going air out part of the feeling that you're goi	to vomit Idenly co of the th ne chest a	min roat and drav ed.	g out of the nose with a short sound above the legs w conclusions.
not strong, without energy feeling that you're going making a noise by air such suddenly pushing air out part of the body below the feeling that you're going making a noise by air such suddenly pushing air out part of the body below the feeling feeling that you're going making a noise by air such suddenly pushing air out feeling feeling feeling that you're going feeling	to vomit denly co of the th ne chest a trot to	min roat and drav ed. we	g out of the nose with a short sound above the legs conclusions. II. She loves pizza.
not strong, without energy feeling that you're going have making a noise by air such suddenly pushing air out part of the body below the hasn't slept for two days. He be left for two days. He hasn't slept for two days. He for the below the left for two days. He hasn't slept for two days.	to vomit denly co of the th ne chest a trot to tir	min roat and drav ed. we	g out of the nose with a short sound above the legs conclusions. II. She loves pizza.
not strong, without energy feeling that you're going making a noise by air such suddenly pushing air out part of the body below the feeling that you're going making a noise by air such suddenly pushing air out part of the body below the feeling feeling that you're going making a noise by air such suddenly pushing air out feeling feeling feeling that you're going feeling	to vomit Idenly co of the th ne chest a t not to tir eel a in a hurry	min roat drav ed. we cold	g out of the nose with a short sound above the legs conclusions. II. She loves pizza.

3

5

6 Look at the pictures. Complete each sentence with <u>must</u> or <u>must not</u> to draw conclusions.



7 WHAT ABOUT YOU? Think about the last time you were sick. Fill in this patient information form from a doctor's office.

Name: D	ate of visit:/	Y V V
Date of your last visit:	ay year	
Please check all of your symptoms		
1. Are you:	3. Have you been:	
odizzy?	wheezing?	
short of breath?	oughing?	
nauseous?	sneezing?	"An apple a
weak?	ovomiting?	day keeps the
2. Do you have any pain in your:	4. Please give a brief	doctor away."
stomach?	description of your illness:	-This line comes from a
Oribs?		old poem that was told
hips?	and the second s	to children to encourage them to eat healthy foods
Chest?		like fruits and vegetables
Other:		It's still a common saying today in English.



9

10

8 Complete each sentence with a word from the box.

1. The nurse w	ill take a sample of bloo	d so		can be done	e.
	vill give you the medicir				
. The doctor is	going to take		to loc	k at the broken bone	e.
·	records electri	cal signa	als from th	e heart's activity.	
i. I'm going to I'm healthy.	the doctor for		to ma	ake sure that	
ou will not use	onversation. Use the we all of the words and pentageneral	hrases.			
fit	an injection			a toothache	 Pictures taken with X-rays show inside the
	: Hello. I'm calling beca 1. I have2. I think you might need	to see th	ne doctor.		in bones absorbs the most radiation, so bones look white on an X-ray image (also
eceptionist:	I think you might need I can	yo	u in this af	Let's see— ternoon.	called a radiograph). Fa and other softer body parts absorb less and look gray. Air absorbs
Alexander York	: Yes, that's great. I reall	ly	6.	it.	the least amount of radiation, so lungs look black on an X-ray.
low answer th	ese questions about th	e conve	ersation. C		information.
Doos Mr Vo	rk have chest pain?	yes	no 🗆	no information	
. Dues IVII. 10					
. Does the rec	•				
2. Does the red 3. Is Mr. York fr	•				

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.

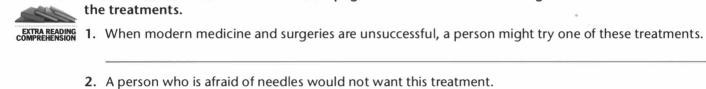
12	Rewrite each	sentence	using may,	might,	or must and	be able to
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1.	She has a lot of work to do, so she might not be a	<u>able to</u> keep her doctor's appointmen
2.	Dr. Morris isn't in until this afternoon. He	see you.
3.	I'm sorry, but I have to cancel today. Ithe week. I'll have to check my schedule.	see you until the end of
4.	If I leave work at 5:00, I much traffic there is.	get there by 5:30. It depends on how
5.	Mrs. Graham has called several dentists. She for today.	get an appointment



13

Read the article Consider the Choices on page 20 in the Student's Book again. Write the names of

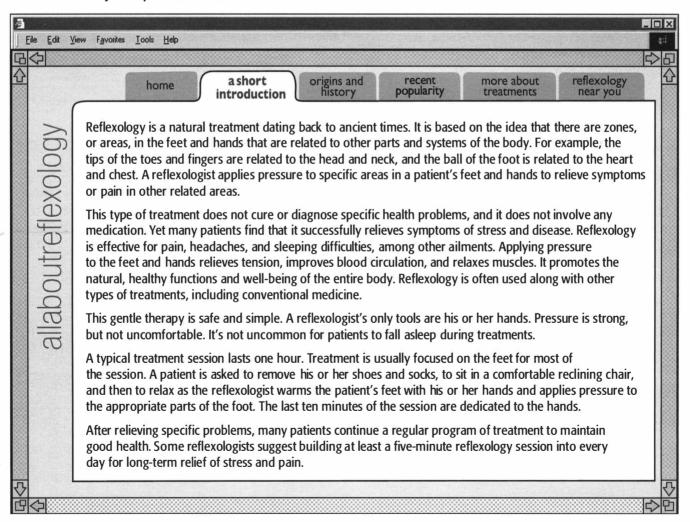


- 3. A person who needs surgery would want this treatment.
- 4. A person who feels strongly that there is a mind and body connection would choose this treatment.
- 5. A lot of conventional medicines are based on the study of this treatment.
- 6. A person who is using a remedy that can actually cause 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	It can help you quit smoking. It's 5,000 years old, so it must work.	I don't like needles!
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.



1.	A reflexologist is aa. person who provides reflexology treatmentc. person who receives reflexology treatment		patient doctor
2.	The article <u>doesn't</u> mention that reflexology can relieve a. headaches c. tension	b.	problems with the feet symptoms of disease
3.	Reflexology with other treatments. a. can be combined c. isn't usually combined		is never combined might be combined in the future
4.	In a typical session of reflexology, about is spent a. one hour c. ten minutes	b.	the feet. fifty minutes half the time
5.	The ideas behind reflexology are most similar to those a. conventional medicine c. herbal therapy	b.	spiritual healing 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		



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	Cold tablets,	
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				
painkillers				Drugs that can
antibiotics				without a pres from a doctor a
vitamins				over-the-count You just go to t
cold tablets				and buy them counter. You d
antihistamines				to go to the do
other:				
. What are some o		listed in Exercise 18	3 that you have taken?	
2. What are some of the control of t	of the medications mal dosage?	listed in Exercise 18	3 that you have taken?	
2. What are some of the control of t	of the medications mal dosage?	listed in Exercise 18	3 that you have taken?	
2. What are some of the control of t	of the medications mal dosage?	listed in Exercise 18	3 that you have taken?	
. What are some of the control of th	of the medications mal dosage?	them?	s that you have taken?	

2. My arm aches. It must be from the shot I got yesterday.

5. Lucy is not eating anything. She must not be feeling well.

4. An herbalist must know a lot of different plants.

3. My doctor is not answering the phone. He must not be in today.

В	Re	write each sentence with <u>maybe</u> .							
	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		ch sentence below has an error. Rewrite each sentence correctly. 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.							

WRITING BOOSTER

A Read the sentences. Are they comparing or contrasting things? Check the correct answer.

		Comparison	Contrast
1.	My sister is different from my brother in the way she acts toward her friends.		
2.	Vegetables are healthy and low in carbohydrates. Likewise, fruit is healthy even though it is higher in carbohydrates.		
3.	Unlike New York, San Diego is on the west coast.		
4.	High school and college are alike in many ways.		
5.	Riding a bicycle is good exercise. On the other hand, driving a car uses little energy.		_
6.	If you have an infection, you can take antibiotics, but if you have the flu, the antibiotics will not work.		
7.	Many of the subjects he is studying require a lot of reading. They also require essay writing.		
8.	A broken ankle is very painful. A sprained ankle is very painful as well.		
9.	I enjoy traveling by train. However, I really dislike plane travel.		
10.	Both Saturday and Sunday are my favorite days of the week.		

B Circle the word that correctly completes each sentence.

1.	A very painful ankle may require a. too		K-ray. A painful tooth may require one, similarly
2.	acupuncture and spiritual h medicine.a. Whereas		ing are considered holistic medicine, not conventional Both
3.	Doctors that prescribe convention prescribe natural medications do a. On the other hand	n't l	
4.	a slight headache, a severe a. Whereas		dache might need a painkiller. Unlike
5.	You need a prescription to buy as some painkillers. a. However		iotics, you don't need a prescription to buy vitamins or Similarly

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 <u>own</u> 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 <u>own</u> 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.

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



- Match the sentences with similar meanings. Draw a line.
 - 1. I have a really urgent job.
 - 2. I've got a lot on my plate.
 - 3. I need this a.s.a.p.
 - 4. I won't keep you then.
 - 5. I owe you one.
 - 6. No sweat.

- a. I am really busy.
- b. I have to get this done as soon as possible.
- c. I don't want to take up more of your time.
- d. I'm working on a really important task.
- e. No problem.
- f. I really appreciate your help.



- 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 every	
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 4. stop	his way home from work if I need something.
I've even gotten the kids a little b	it. 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.	6. share

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?
 - **2.** Is it possible for you to give me a ride home?
 - _____ 3. Will you pick up dinner on your way home?
 - **4.** Could you lend me your phone for a minute?
 - _____ 5. Would you keep an eye on the soup?

- a. Can you get it?
- b. Can I use it?
- c. Could you watch it?
- d. Can you drive me?
- 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 _____?

Greg: No ______, What can I do for you?

Anna: Well, I have a meeting in a few minutes, but I need to ______ some documents

from the copy place down the street.

Greg: Why don't you _____ them deliver the documents?

Anna: I'm afraid that might be difficult. There's no time.

Anna: Thanks a million, Greg. You're a ______, I ______ you one.

Greg: No sweat.

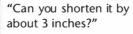
LESSON

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."







"Could I have these packages in my



"I need this sweater done a.s.a.p. It's urgent."



1. framing

2.

3.

"I lost the heel on these sandals. Can you fix it for me?"



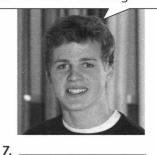
5.

"Can you have this sign for me by tomorrow?"



6.

"I have to get more handouts for tomorrow's meeting."



	the passive causative.
	1. He would like to have <u>his poster framed</u>
	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.
	2. Don't there. They've lost my shirts twice!
	3. Can you please before this afternoon's meeting?
	4. Last week I, and now it looks like new.
	5. Mr. Sutton needs to today.
	have / these flowers / deliver 6. Would it be possible to by this afternoon? get / this photo / print
	get / this photo / print 7. Rill's pants were too long, but then vesterday, he
	7. Bill's pants were too long, but then yesterday, he
	8. Sometime next week she
10	CHALLENGE. Correct the mistake in each sentence.
	delivered 1. You can have the packages delivering t o 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
	A. Completion of the Complete
	4. Sometimes I get

Read the services in Exercise 7. Complete the sentences with the service each person needs. Use

8



EXTRA READING

Read the article *How can I help you?* on page 32 in the Student's Book again. Check <u>true</u>, <u>false</u>, or <u>no information</u>.

		true	false	no information
1.	Customers buy services and products.			
2.	Most businesses make their customers wait a long time.			
3.	You should promise customers whatever they want to hear.			
4.	If your product breaks, offer to fix it.			
5.	You should pay more attention to praise than to complaints.			
6.	Find out the answers to a customer's question.			

13 Read the article. Then write <u>T</u> for <u>true</u> or <u>F</u> for <u>false</u> 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.

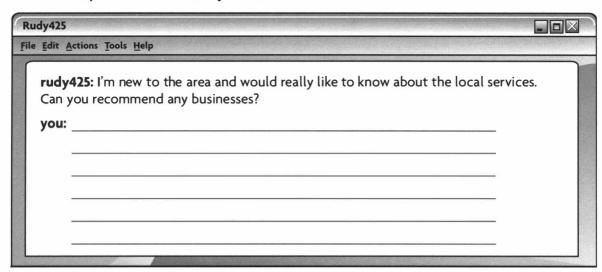
Based on this discovery, people began to use chemicals to clean clothes. But most of these chemicals, such as kerosene and gasoline, could easily catch on fire, so dry cleaning was very dangerous.

In the 1930s, people started to use a new chemical, called *percholoroethylene*, 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.

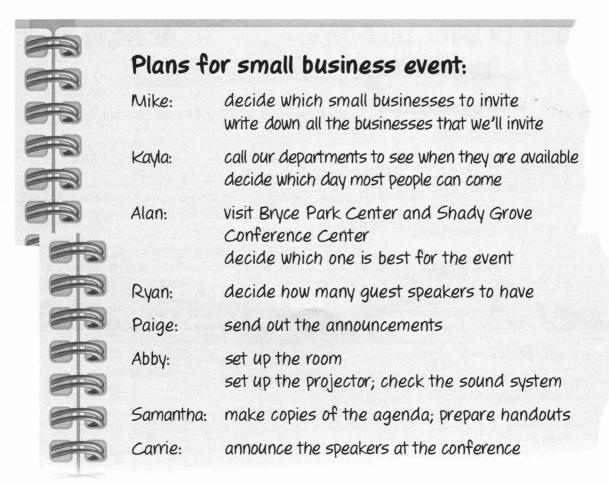
		-			
ead the article again. Then a					
•		•			
. How is dry cleaning differer	nt from the	way people	normally wash	their cloth	es at home?
. What chemicals did people	use to dry-	clean their cl	lothes in the la	te 1800s?	
. Why did people start using	perc for dr	y cleaning?			
ook at the completed custor xperience. Write <u>yes</u> , <u>no</u> , or			er tire questio		e custome.
Thank you for choosing Sev					
know about your experience quality of service.	e. riease iak	e a momeni	to complete ini	s survey an	a evaluale ou
	5 excellent	4 good	3 average	2 poor	1 unacceptabl
Quality of work	⑤	4	3	2	1
	5	4	3		1
Speed of service					
Price of service	5 5	4	3	2	1
Price of service Knowledge of employees	5	4 4	3	2	1
Price of service Knowledge of employees Do you have any other comm	⑤ ments? <u>The</u>	4 4 tailor knew	3 what she was	2 s doing. Sh	
Price of service Knowledge of employees Do you have any other commany pants perfectly. And the	5 ments? <u>The</u> they were	4 4 tailor knew ready on tin	3 what she was	2 s doing. Sh	
Price of service Knowledge of employees Do you have any other comm	5 ments? <u>The</u> they were	4 4 tailor knew ready on tin	3 what she was	2 s doing. Sh	
Price of service Knowledge of employees Do you have any other commy pants perfectly. And a finished the next day, and	⑤ ments? <u>The</u> they were d they wer	4 4 tailor knew ready on tin	3 what she way ne. She told m	2 s doing. Sho e that the	
Price of service Knowledge of employees Do you have any other commy pants perfectly. And thinished the next day, and the customer think the	ments? <u>The</u> they were d they wer at the busir	tailor knew ready on time!	3 what she way ne. She told m	2 s doing. Sho e that the	
Price of service Knowledge of employees Do you have any other commany pants perfectly. And thinished the next day, and the customer think the does the customer think the cust	ments? The they were d they wer at the busin at the busin	tailor knew ready on time! ness is efficientess is profes	3 what she way ne. She told m nt?	2 s doing. Sho e that the	
Price of service Knowledge of employees Do you have any other commany pants perfectly. And the next day, and the next day, and the customer think	ments? The they were d they were at the busin at the price	tailor knew ready on time! ness is efficientess is profests are reasonal	3 what she way ne. She told m nt? ssional? able?	2 s doing. Shi se that the	
Price of service Knowledge of employees Do you have any other commy pants perfectly. And refinished the next day, and the next day, and the customer think the description of the customer think the description.	ments? The they were d they were at the busin at the price at the empl	tailor knew ready on time! ness is efficientess is profests are reasonalloyees are he	3 what she way ne. She told m nt? able?	2 s doing. She e that the	
Price of service Knowledge of employees Do you have any other commy pants perfectly. And refinished the next day, and t	ments? The they were d they were at the busin at the price at the emplat the emplat the emplat the emplat the emplat the emplat the emplates.	tailor knew ready on time! ness is efficientess is profests are reasonalloyees are relatives are relatives are relatives are relatives.	3 what she way ne. She told m nt? able? liable?	2 s doing. She e that the	
Price of service Knowledge of employees Do you have any other commy pants perfectly. And refinished the next day, and t	ments? The they were at the busin at the price at the emplat the busin at the busin	tailor knew ready on time! ness is efficientess is profests are reasonal loyees are helioyees are related these offers a liness offers offers a liness offers offer	3 what she way ne. She told m nt? sional? elpful? liable? lot of different	2 s doing. She e that the	

16 Read and respond to the instant message. Describe the quality of the service and the workmanship of one business in your area.



LESSON 4

17 Look at the plans for the business event. Answer the questions.



	Who is going to pick a date?					
,						
	Who is going to make copies of	-				
	Who is going to decide who to i			-		
	Who is going to pick a place?					
	Who is going to announce the s					
	Who is going to send out annou					
8.	Who is going to decide how ma	ny speakers to hav	e?	<u> </u>		
w	WHAT ABOUT YOU? Answer the questions in your <u>own</u> way.					
1.	Which step for planning a conference or meeting would you most like to do? Why?					
2.	Which step would you <u>least</u> like	to do? Why?				
	HOW TO ENJOY Y	UUR UWN				
	PART	Sometim they don are some	t enjoy themsel tips to help you	busy planning a party that wes at the actual event. Here a relax and have fun!		
	Make lists of: - everything you're going to clea	Sometim they don are some	t enjoy themsel tips to help you Assign cleanir other respons	ves at the actual event. Here		
	Make lists of:	Sometim they don are some	Assign cleanir other respons friends help, c	ves at the actual event. Here u relax and have fun! ng, cooking, decorating, and ibilities. Have your family and or hire someone. foods you can make before party. Have a caterer make		
	Make lists of: - everything you're going to clea - how you'll decorate - food that you'll serve	Sometim they don are some	Assign cleanir other respons friends help, con Decide which the day of the everything els	ves at the actual event. Here u relax and have fun! ng, cooking, decorating, and ibilities. Have your family and or hire someone. foods you can make before party. Have a caterer make e. lule for the day of the party. ng and decorating tasks as wel		
	Make lists of: - everything you're going to clea - how you'll decorate - food that you'll serve - stores you need to go to (groce party store, etc.) - personal preparations (buy an or	Sometim they don are some	Assign cleanir other respons friends help, of Decide which the day of the everything else Make a sched Include cleani as personal process tips to help the day of the everything else Make a sched Include cleani as personal process tips to help the them.	ves at the actual event. Here a relax and have fun! ng, cooking, decorating, and ibilities. Have your family and or hire someone. foods you can make before party. Have a caterer make e. lule for the day of the party. ng and decorating tasks as wel reparations.		
1.	Make lists of: - everything you're going to cleate - how you'll decorate - food that you'll serve - stores you need to go to (groce party store, etc.) - personal preparations (buy an odone, shower, etc.)	Sometim they don are some on are some on are some on are some on a	Assign cleanir other respons friends help, of the day of the everything else Make a sched Include cleani as personal products and enjo	ves at the actual event. Here a relax and have fun! ng, cooking, decorating, and ibilities. Have your family and or hire someone. foods you can make before party. Have a caterer make e. lule for the day of the party. ng and decorating tasks as wel reparations. y the party!		
	Make lists of: - everything you're going to clea - how you'll decorate - food that you'll serve - stores you need to go to (groce party store, etc.) - personal preparations (buy an odone, shower, etc.) Now, follow the	Sometim they don are some on are some on are some on the some of the south of the s	Assign cleanir other respons friends help, of the day of the everything else Make a sched Include cleani as personal property more if you	ves at the actual event. Here u relax and have fun! ng, cooking, decorating, and ibilities. Have your family and or hire someone. foods you can make before party. Have a caterer make e. lule for the day of the party. ng and decorating tasks as wel reparations. y the party!		
2.	Make lists of: - everything you're going to cleate - how you'll decorate - food that you'll serve - stores you need to go to (groce party store, etc.) - personal preparations (buy an odone, shower, etc.) Now, follow the According to the article, you'll eta. plan for it well Make lists to help you	Sometim they don are some on a som	Assign cleanir other respons friends help, of Decide which the day of the everything else Make a sched Include cleani as personal proposition of the proposition of t	ves at the actual event. Here u relax and have fun! ng, cooking, decorating, and ibilities. Have your family and or hire someone. foods you can make before party. Have a caterer make e. lule for the day of the party. ng and decorating tasks as wel reparations. y the party! c. serve delicious food		

WHAT ABOUT YOU?	 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 						
	is most important at a pa g the least important.	arty? Rate the details from	1 to 5, 1 being the mo				
music							
food							
decorations							
place							
other:							
2. Explain why you th	nink that	is the most important det	ail in party planning.				
3. What are some rea	isons for having a party?						
	_						
IMAR BOOSTER							
Look at the chart abo	out what each child is ne	ermitted to do. Complete	each item with				
Look at the chart abo	out what each child is pe e chart. Use <u>let</u> .	ermitted to do. Complete	each item with				
	e chart. Use <u>let</u> .	ermitted to do. Complete	each item with				
		Eat a lot of sugar	Stay home from so				
information from the	Go to bed late	Eat a lot of sugar	Stay home from so				
information from the Tina John	Go to bed late X	Eat a lot of sugar ✓ X	Stay home from so				
information from the	Go to bed late	Eat a lot of sugar	Stay home from so				
Tina John Michael and Jim	Go to bed late X	Eat a lot of sugar X	Stay home from so				
Tina John Michael and Jim 1. Tina's parents don	Go to bed late X /	Eat a lot of sugar	Stay home from so				
Tina John Michael and Jim 1. Tina's parents dor And sometimes the	Go to bed late X / / //tlether go to bed I	Eat a lot of sugar	Stay home from so				
Tina John Michael and Jim 1. Tina's parentsdor And sometimes the	Go to bed late X / / / // tlet her go to bed let	Eat a lot of sugar	Stay home from so				
Tina John Michael and Jim 1. Tina's parentsdor And sometimes the 2. John's mother And she	Go to bed late X / / / / // tlet her go to bed let to bed let	Eat a lot of sugar	Stay home from so				
Tina John Michael and Jim 1. Tina's parentsdor And sometimes the 2. John's mother And she And Jim's garentsdor And she	Go to bed late X / / / / / / / / / / / /	Eat a lot of sugar	Stay home from so				
Tina John Michael and Jim 1. Tina's parentsdor And sometimes the 2. John's mother And she And Jim's garentsdor And she	Go to bed late X A'tlether go to bed let eyh to bed let home from so	Eat a lot of sugar	Stay home from so				
Tina John Michael and Jim 1. Tina's parents dor And sometimes the 2. John's mother And she 3. Michael and Jim's a lot of sugar. But the	Go to bed late X A'tlether go to bed let eyh to bed let home from so	Eat a lot of sugar	Stay home from so				
Tina John Michael and Jim 1. Tina's parents don And sometimes the 2. John's mother And she 3. Michael and Jim's a lot of sugar. But the Read each statement don't let.	Go to bed late X / / / / / / / / / / / /	Eat a lot of sugar	Stay home from so				
Tina John Michael and Jim 1. Tina's parentsdon And sometimes the 2. John's mother And she 3. Michael and Jim's a lot of sugar. But the Read each statement don't let. 1. "The kids are runn	Go to bed late X / / / / / / / / / / / /	Eat a lot of sugar X V late. But they <u>let her eat</u> nome from school. late. But she chool either to bed late. They also home from school. t the person should or sl	Stay home from so				
Tina John Michael and Jim 1. Tina's parents dor And sometimes the And she Sale and Jim's a lot of sugar. But the And she sead each statement don't let. 1. "The kids are runn Let them and Sale and S	Go to bed late X A'tlether go to bed ley to be delay a ley be delay be a bout what ling all over the house." In the lether go to bed late to be delay to be delay be del	Eat a lot of sugar	Stay home from so X X X X X = a lot of sugar a				
Tina John Michael and Jim 1. Tina's parents _dor And sometimes the 2. John's mother And she 3. Michael and Jim's a lot of sugar. But to Read each statement don't let. 1. "The kids are runn You _Let them 2. "My daughter bro You	Go to bed late X A'tlether go to bed lete ey to bed lete to bed lete to bed lete to bed lete and to bed lete to bed lete to bed lete and to bed lete beautiful to bed lete and to bed lete to bed lete and to bed let	Eat a lot of sugar	Stay home from so X X X X X = a lot of sugar a				
Tina John Michael and Jim 1. Tina's parents dor And sometimes the And she Sale and Jim's a lot of sugar. But the And she sead each statement don't let. 1. "The kids are runn Let them and Sale and S	Go to bed late X A'tlether go to bed lete ey to bed lete to bed lete to bed lete to bed lete and to bed lete to bed lete to bed lete and to bed lete beautiful to bed lete and to bed lete to bed lete and to bed let	Eat a lot of sugar	Stay home from so x x x x x x x = a lot of sugar =				

20

U	ке	ad each sentence and then answer the ques	stion.				
	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	Re	ad each sentence. Cross out the <u>by</u> phrase i	f it is not important.				
	1.	1. I had my shirt's sleeves shortened by someone.					
	2.	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.	7. I get my clothes dry-cleaned by a person at Summit Cleaners.					
	8.	She always gets her hair cut by Clara at Shea	r Perfection.				
WRI	W	G BOOSTER rite a sentence expressing your personal op e expressions for stating opinions from the	inion in response to each of the following questions. 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	t 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 mo	ost important reasons to choose one store over another?				
	6.	Do you think employers should be allowed to	o check their employees' health?				

C

	mplete each statement with a personal example.					
	I'm a very organized person. For example,					
	Some people are good at making a budget, but I am not one of them. Whenever					
	I feel great every time					
	There are a lot of times I have to run late for an appointment. For instance,					
	I used to be a terrible procrastinator. When I was					
	My neighbors are so nice, and they always help me in a lot of ways, such as					
ık	ok at the statements in Exercise A. Choose one opinion and list three personal examples to oport your view. Use the expressions for stating personal examples from Exercise B.					
– Р	ersonal examples:					
2						

В

C

Reading for Pleasure

1 Read the book covers. Write the type of book. Use the types from the box. You will not use all of the types.

The Case of the

Missing

Birdcage

an autobiography science fiction

a biography

a self-help book

a mystery short stories

a thriller

a travel book



Norman Daniel

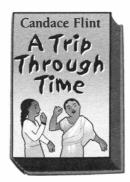
The Ugly Life of a Beautiful Woman:
The true story of model
Alexa
Frost

1.



lohn Fisher's life story

3.



About Me John Fisher Tales of Old and New

Phyllis
Williams

66A room without books 9
is like a body

— Marcus Tullius Cicero (Ancient Roman politician, writer, and public speaker)

4.

5. _____

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.
- _≠_ l ca
 - 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.

2.	Name a book or other reading material that puts you to sleep.
N	1
	ad each sentence. Check <u>true</u> or <u>false</u> .
	true false
1.	A page-turner describes a book that you can't put down.
	If you think a book is a cliff-hanger, you probably can't get into it.
	A book becomes a best-seller when a lot of people buy it.
	A book that is a fast read is very difficult.
	A book that is trash isn't usually considered to be good literature. \Box
20	spond to each question with a clause using <u>that</u> . Use the prompts.
	What's in the latest issue of Car Magazine? (an article on hybrid cars / I think)
١.	I think that the latest issue of Car Magazine has an article on hybrid cars.
_	•
۷.	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 <i>The Red and the Black</i> 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? (<i>The Lovely Bones / I suppose</i>)
8.	They don't have any articles on knitting in this magazine, do they? (disappointed / I)

U	WITAT ABOUT TOO: Complete the sentences in y	our own way. Ose flour 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.b. I hope not. I really like her books.
	2. Are you reading anything good these days?	 c. I'm afraid not. I'm surprised I can't find anything good.
	3. Do you think the new Jody Picoult novel is going to be any good?	d. I believe so. I've just started reading it.
	4. Is your book any good?	e. I guess so. All of her books are great.
	5. Have you read anything by Amy Tan?	
	 A: Does this magazine cost less than this book? B: I think A: I'm glad the interview went well. Do you think B: I hope I really like the company. A: Is Scott going to meet us tonight? B: Well, he's already an hour late, so I guess A: Is it going to rain for our picnic tomorrow? B: I hope A: Do the stores close at 4:00 in the afternoon? B: I don't believe 	Sec
9	WHAT ABOUT YOU? Complete the conversation if friend. Explain why you recommend it.	
	Your friend: I'm looking for something good to read	. Do you nave any recommendations? I highly recommend it.
		Triighiy recommend it.
	Your friend: Really? Why's that?	
	YOU	
	·	
	:	



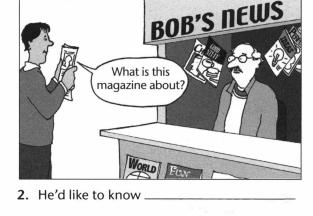
10 Put the conversation in order. Write the number on the line.

- ____ 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.

11 Look at the pictures and complete each sentence. Make embedded questions.



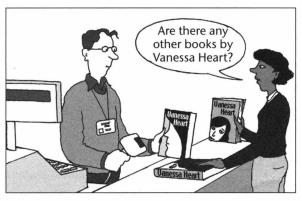
1. She would like to know if (whether) Red
Thunder is the author's second novel



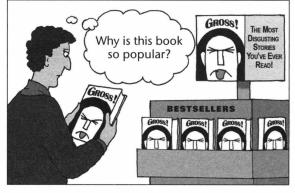
"Tell me what you read and

I shall tell you what you are."

— anonymous proverb



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?

		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	Ci	rcle 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	Ch	ange 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?
	••	When did she write her memon.
	5	Who is this present for?
	٥.	who is this present for:
	,	Da van like to need non fistion?
	о.	Do you like to read non-fiction?
	_	
	/.	Are we ready to go to the library?
15	W	HAT ABOUT YOU? Complete the sentences with embedded questions in your <u>own</u> way.
	1.	I don't know
	2.	I wonder
	3.	I'd like to know

3. a. Do you know why Helen Keller wrote about her life?

4. a. I wonder who is Anne's new friend.

b. Do you know why did Helen Keller write about her life?



16 Complete the paragraphs with the phrases in the box.

After Claudia fell asleep, her mother ___

curled up with	did puzzles	listened to an audio book
read aloud	read the travel section online	skimmed through

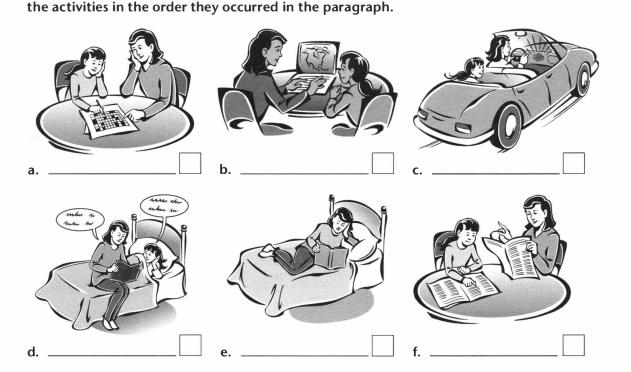
Yesterday, Claudia Martins and her mom started the day by looking at the paper. They didn't have plans for the weekend, so they quickly _________ the entertainment section of the newspaper to see what events were going on around town. Then they ________ 2. because their family is planning a vacation 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 _______ in the car. When they got home, they _______ 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 _______ to her

17 Look at the pictures and label them with the phrases from the box in Exercise 16. Then number

_ a mystery novel.



10	W	HAI ABOUT YOU? Answer the questions with your <u>own</u> information.
	1.	What time of day do you usually read?
		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?
LESS		ad the article <i>Reading Habits in Transition</i> on page 46 in the Student's Book again.
		en answer the questions.
EXTRA READING COMPREHENSION	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, nonfiction, 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?

Ac	cording to the article,	true	false
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.		

	ug	agree with the ban and <u>disagree</u> 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 disagree					
		<u>v </u>					
	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 🗆					
GRA	мм	AR BOOSTER					
CITY		AR BOOSTER					
Α	Co	omplete the sentences in your <u>own</u> way. Use clauses with <u>that</u> .					
	1.						
	2.	It's nice <u>that your children play well together</u> .					
	-	It's nice <u>that your children play well together</u> . Many children are afraid					
	3.						
		Many children are afraid					
	4.	Many children are afraid Some people are worried					
	4. 5.	Many children are afraid Some people are worried Most people agree					
	4. 5. 6.	Many children are afraid Some people are worried Most people agree Until recently, I had never noticed					
R	4.5.6.7.	Many children are afraid Some people are worried Most people agree Until recently, I had never noticed We were surprised I'm disappointed					
В	4. 5. 6. 7.	Many children are afraid Some people are worried Most people agree Until recently, I had never noticed We were surprised					
В	4. 5. 6. 7. Re	Many children are afraid					
В	4. 5. 6. 7. Re or 1.	Many children are afraid Some people are worried Most people agree Until recently, I had never noticed We were surprised I'm disappointed ead each sentence with an embedded question. Circle the letter of the underlined word, phrase, punctuation that contains an error. Each sentence contains only one error. Do you know who she is b					
В	4. 5. 6. 7. Re or 1.	Many children are afraid					
В	4. 5. 6. 7. Re or 1. 2. 3.	Many children are afraid Some people are worried Most people agree Until recently, I had never noticed We were surprised I'm disappointed ad each sentence with an embedded question. Circle the letter of the underlined word, phrase, punctuation that contains an error. Each sentence contains only one error. Do you know who she is Could you tell me when does the bus arrives? a. b. c. I can't decide whether I should go to the movies or stay home ? a. b. c.					
В	4. 5. 6. 7. Re or 1. 2. 3. 4.	Many children are afraid Some people are worried Most people agree Until recently, I had never noticed We were surprised I'm disappointed ad each sentence with an embedded question. Circle the letter of the underlined word, phrase, punctuation that contains an error. Each sentence contains only one error. Do you know who she is Could you tell me when does the bus arrives? a. b. c. I can't decide whether I should go to the movies or stay home? a. Does anyone know who is the author? Does anyone know who is the author?					
В	4. 5. 6. 7. Re or 1. 2. 3. 4.	Many children are afraid Some people are worried Most people agree Until recently, I had never noticed We were surprised I'm disappointed ad each sentence with an embedded question. Circle the letter of the underlined word, phrase, punctuation that contains an error. Each sentence contains only one error. Do you know who she is Could you tell me when does the bus arrives? a. b. c. I can't decide whether I should go to the movies or stay home ? a. b. c.					

Read about two books that have been banned from some schools and libraries. Check agree if you

21

U	CII	leck the correct sentence in each pair and correct the error(s) in the incorrect sentence.
	1.	☐ Let's ask how much does it cost [?]
		☑ 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	Re	write 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	Us	e 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?)
		(The wrote my size is keeperly

WRITING BOOSTER

A Read each sentence. Check <u>true</u> or <u>false</u>.

		true	false
1.	A summary of a long reading provides a lot of details about the topic.		
2.	When you write a good summary, focus on the main ideas.		
3.	The main ideas of a reading do not give enough information to tell the story.		
4.	For a short reading, step number one of writing a summary is to identify the details.		
5.	You should use your own words in the summary.		
6.	It helps to answer basic information questions about the reading before writing the summary.		

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.

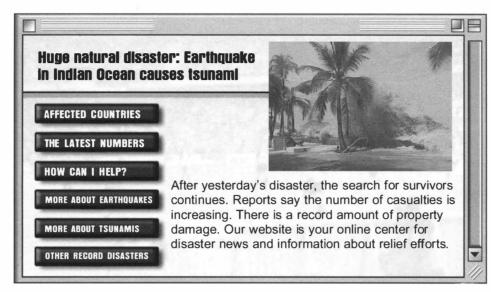


- 1. What is the article about?
- 2. When did Grandma Moses begin painting?
- **3.** How did she become a famous painter?
- 4. What did she paint?
- 5. How many paintings did she create?
- On a separate sheet of paper, write a summary of the article. Use your answers to the questions in Exercise B.

UNIT

Natural Disasters

1 Look at the news source. Then check true, false, or no information.



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.



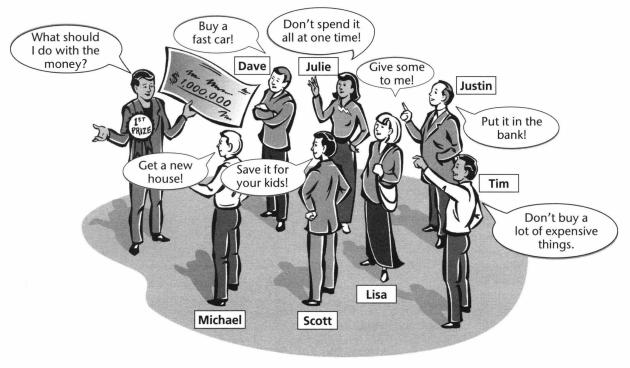
		true	false	no information
1.	The news source for this information is the Internet.			
2.	The tsunami caused the earthquake.			٠
3.	Three countries were affected by this disaster.			
4.	This is the worst tsunami ever.			
5.	The number of dead or injured is increasing.			
6.	There was no property damage.			

2 Complete the conversation. Use the words from the box.

blizzar	d breaking news	casualties	enormous	property damage	
George:	Look at this			s a major2.	76
Christie:	That's an3.	amount of	snow. That much	snow can be dangero	ous.
George:	There was some	bec	ause of fallen tree	es. There were also son	ne accidents
	because of slippery roads.	**	ere no	just minor	injuries.



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	
	I Jave card	10 DOY a Tast 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."

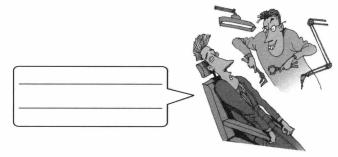
My mom told me to go help my cousins.

- 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.



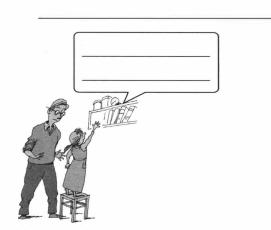
1. She told the cat ______



2. The dentist told the patient _____



3. She said _____



4. Her dad said _____

- **6 WHAT ABOUT YOU?** Complete each sentence in your <u>own</u> way. Use indirect imperatives.
 - 1. When I was younger, people told me ______.
 - 2. Our teacher often tells us ________.
 - 3. Today someone said ______



7 Complete each sentence with the correct word from the box.

	drought	flood	hurricane	landslide	tornado	
1.	When there is usually isn't w				_, a lot of wate	er covers an area where there
2.	Α			refers to a lo	ng time witho	ut rain.
3.	When there is	s a			_, a lot of rock	s and earth fall down a hill.
4.	Α			is a storm w	ith a lot of win	d that moves over water.
5.	Α			is a storm in	which the air r	noves very quickly in a circle.

Jo	nathan:	I just talked to Gary Feldman on the phone.				
Ba	arbara:	Oh, what did he tell / say?				
Jo	nathan:	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.				
Ba	arbara:	Why? What happened?				
Jo	nathan:	He said / told that the storm is / was really awful. The roads are covered in ice.				
Ba	arbara:	Really? I listened to the weather report last night, and they told / said it isn't / wasn't going to be too bad.				
	nange each person's words to indirect speech, changing the verb tense in the indirect speech atement. Use the verbs in parentheses. Make changes in pronouns if necessary.					
1.	Nick to	Joshua (said): "There is a flood in the valley."				
	Nick sa	id (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 t	o Colleen (told): "I'm ready to go any time."				
6.	Paul to	Doug (said): "Everyone got sick."				
te	nse and Ms. Jor	ach sentence from indirect speech to direct speech. Make necessary changes to the pronouns. The storm is going to be strong.				
	,	es: "The storm is going to be strong."				
2.		aid that the blizzard was coming in our direction.				
	Alexa:					
3.	Mr. Kirl	said that the weather in the islands had been terrible.				
	Mr. Kirl	·:				
4.	The rac	lio announcer said that a flood covered the roads.				
	The rac	lio announcer:				
5.	Howard	d Denton told me that the hurricane had damaged a lot of houses.				

Complete the conversation. Circle the correct word or phrase in each pair.

8

			Use indirect speech to tell what each person said. Use the correct form of ins and verb tenses if necessary.
	1.	Linda: Terri and I are goi	ing to the mall later.
		Stacy: I want to go with	you!
		Linda told Stacy that she	e and Terri were going to the mall later.
		Stacy said that she want	ed to go with them.
	2.	Chris: I just got back from	m Machu Picchu in Peru.
		Theresa: Show me the p	victures!
		<u> </u>	
	3.	Little girl: Tell me the st	ory about the princess.
		•	eard that story a thousand times!
	4.	Joey: I got the fruits and	vegetables at a farmer's market.
		Brooke: They're very fre	sh and delicious.
		=======================================	
- - -	ON	3	
_00	ON		
2			es on page 56 in the Student's Book again. Check the statements that
	are	e true. Correct the false s	tatements.
ADING NSION			earthquake recorded was in Sumatra.
			use casualties, damage to property, and serious economic consequences.
		3. The tsunami in 2004 w	as caused by an earthquake.
		4. Earthquakes with a ma	gnitude of over 6 on the Richter Scale are generally moderate.
		5. Location can determine	e the severity of an earthquake just as much as magnitude.
		6. Older-style buildings a	re safer than modern buildings.
		7. Earthquakes that happe	en when people are outdoors usually have a higher death toll.
13	Ra	te the following adjectiv	es from 1 to 5, 1 being the worst.
	_	severe	Did you know?
	_	mild	
	_	deadly	 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.
	_	catastrophic	Most earthquakes last a minute or less.
	_	moderate	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.

		true	false	no information
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.			

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.
.ESS(on 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:

h	1.	"All residents must	leave their homes immediatel	y."	a. shelter
	2.	"The situation is dainmediately."	angerous, and residents must i	respond	b. matches
	3		without electricity for four ho	urs now"	c. non-perishable foodd. first-aid kit
		•	et up at local schools until peo		e. power outage
	7.	return to their hon		pic carr	f. batteries
	5.		Il last a long time, such as canr	ned	g. emergency
			h, in case of emergency."	h. evacuation	
	6.	"If the lights go ou source of light."	it, you'll need a battery-power	ed	i. flashlight
	7.	9	et of medications and supplies		j. bottled water
		to treat injuries."			
			The best way to deal with an emergency is to prepare for it before it happens. You can do this	• Teach res	ponsible family members when to shut off water,
Em	A	Family rency Plan	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	 Teach reshow and was, and elhouse. Learn bas 	ponsible family members hen to shut off water, ectricity sources in the sic first aid.
Emo	A erg	Family Plan about ties and disasters	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	Teach reshow and was, and elhouse. Learn bas Decide wwhere you	ponsible family members when to shut off water, ectricity sources in the
The temes is the lot of	A thing rgence at the of time	Family rency Plan about ties and disasters ere usually isn't a e to prepare for	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	Teach reshow and was, and elhouse. Learn base Decide wwhere you evacuate. Decide w	ponsible family members when to shut off water, ectricity sources in the sic first aid. what you will take and will go if you have to
The temes is the lot of them strike	thing reence at the of time. An eany	about cies and disasters ere usually isn't a e to prepare for emergency can place at any	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	Teach reshow and was, and elhouse. Learn base Decide wwhere you evacuate. Decide wis separate	ponsible family members when to shut off water, ectricity sources in the sic first aid. what you will take and will go if you have to
The temes is the lot of them strike	thing reen cat the of time. An e any. Is yo	about cies and disasters ere usually isn't a e to prepare for emergency can place at any our family	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.	Teach reshow and was, and elhouse. Learn base Decide wwhere you evacuate. Decide wis separate meet in cayour home	ponsible family members when to shut off water, ectricity sources in the sic first aid. What you will take and will go if you have to what to do if your family d. Choose a place to se you can't return to be pick a friend or family
The temes is the lot of them strike time	thing reen cat the of time. An e any. Is yo	about cies and disasters ere usually isn't a e to prepare for emergency can place at any our family	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	Teach reshow and was, and elhouse. Learn base Decide was where you evacuate. Decide wis separate meet in cayour home member was to stay in or separate was separate was separate meet in cayour home member was separate was se	ponsible family members when to shut off water, ectricity sources in the sic first aid. What you will take and will go if you have to what to do if your family d. Choose a place to se you can't return to be Pick a friend or family tho lives out of the area contact with.
The temes is the lot of them strike time	thing reen cat the of time. An e any. Is yo	about cies and disasters ere usually isn't a e to prepare for emergency can place at any our family	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,	Teach reshow and was, and elhouse. Learn base Decide was where you evacuate. Decide wis separate meet in cayour home member was to stay in contents.	ponsible family members when to shut off water, ectricity sources in the sic first aid. What you will take and will go if you have to what to do if your family d. Choose a place to se you can't return to be Pick a friend or family tho lives out of the area contact with.

■ 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 s	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 pe	ople	a family emergency plan.						
	3. The brochure says phone numbers.		with children how to call emergency						
	4. The brochure says		where you'll go if you have to evacuate.						
	5. The bruchure tells you	u	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 yo have in your home?								
	☐ bottled water	non-perishable food	☐ battery-operated radio						
	☐ candles	☐ matches	☐ other:						
	☐ flashlights	☐ first-aid kit	☐ other:						
	☐ extra batteries	☐ fire extinguisher							
GRA	MMAR BOOSTER								
A	correct the punctuation	ı. ·	. If the punctuation is incorrect, write <u>I</u> and						
	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 any	ything							
	4. We told the dog to sta	ау							
	5. The travel guide tells	visitors try to take a tour of the isla	and						
	6. The woman told her s	on don't play with your food	_						
В	Change each statement	from indirect speech to direct s	peech. Use correct punctuation.						
	1. The teacher told us to	•	F						
		9							
		ant to put the mail on the desk.							
	•	•							
	3. The waiter said to try		_						
	•								
		believe everything on television.	-						
	5. Mom said not to com								

- **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 <u>that she has a terrible</u> headache 2.



Yesterday, the doctor said

3.



Kimmy told her mother _____

4.



The coach said _____

WRITING BOOSTER

4	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, look around and locate the nearest escape route,
	usually the nearest door, 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, close the door behind
	you when you leave that room. This can help prevent the fire from spreading to other places and rooms.
	, drop down and crawl towards the exit. It is important not to run or walk as smoke
	and heat rise, 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.
1	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.
	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.
	·

ABOUT THE AUTHORS

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AUTHORS' ACKNOWLEDGMENTS

The authors are indebted to these reviewers, who provided extensive and detailed feedback and suggestions for York Top Notch, as well as the hundreds of teachers who completed surveys and participated in focus groups.

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