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TOP NOTCH

3A

THIRD EDITION
with WORKBOOK

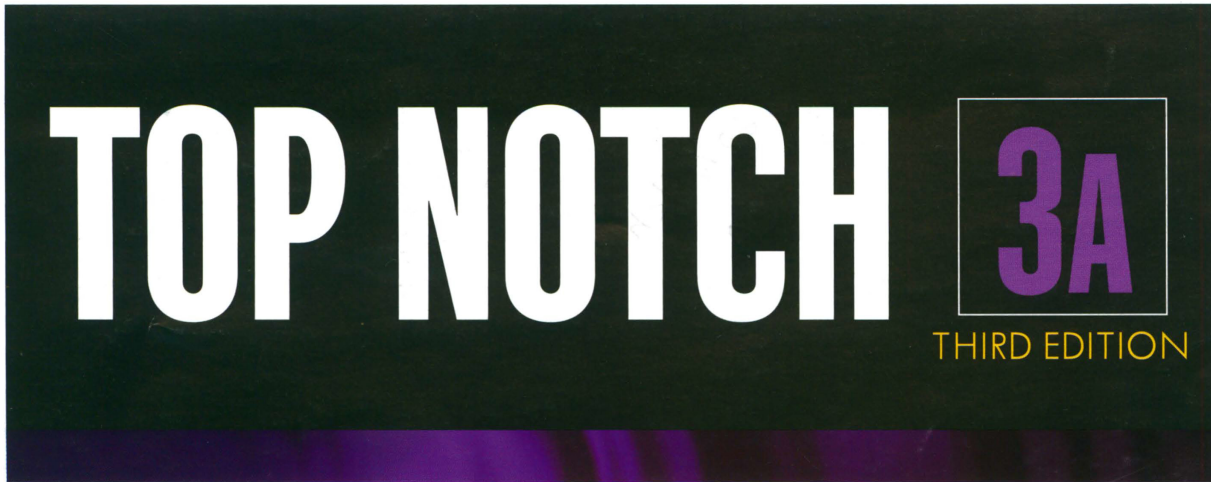
JOAN SASLOW
ALLEN ASCHER



ALWAYS LEARNING

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PEARSON



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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LEARNING OBJECTIVES

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

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

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

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

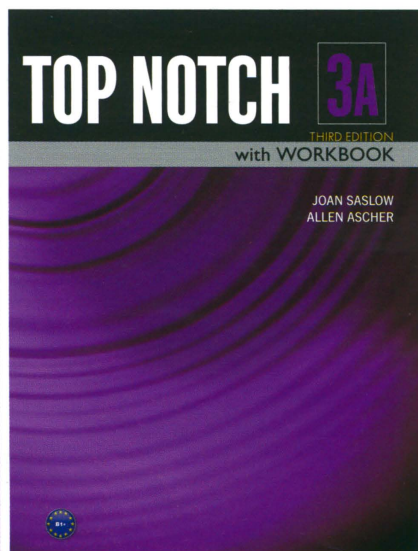
| CONVERSATION STRATEGIES | LISTENING / PRONUNCIATION | READING | WRITING |
|---|--|--|---|
| <ul style="list-style-type: none"> • Say No kidding! to indicate delight or surprise • Say How come? to ask for a reason • Express a regret with I should have . . . • Use You never know . . . to reassure someone • Accept another's reassurance with True | <p>Listening Skills</p> <ul style="list-style-type: none"> • Listen for details • Listen to classify information • Listen to infer a speaker's motives <p>Pronunciation</p> <ul style="list-style-type: none"> • Reduction of have in perfect modals | <p>Texts</p> <ul style="list-style-type: none"> • Career and skills inventories • A magazine article with tips for effective work habits • A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> • Understand from context • Confirm content | <p>Task</p> <ul style="list-style-type: none"> • Write a short autobiography <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Dividing an essay into topics |
| <ul style="list-style-type: none"> • Show friendliness by wishing someone a good holiday • Reciprocate good wishes with 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 | <p>Listening Skills</p> <ul style="list-style-type: none"> • Listen for main ideas • Listen for details • Infer information <p>Pronunciation</p> <ul style="list-style-type: none"> • "Thought groups" | <p>Texts</p> <ul style="list-style-type: none"> • Factoids on holidays • A magazine article about holidays around the world • Proverbs about weddings • A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> • Scan for facts • Compare and contrast • Relate to personal experience | <p>Task</p> <ul style="list-style-type: none"> • Write a detailed description of two holidays <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Descriptive details |
| <ul style="list-style-type: none"> • Congratulate someone for a major new purchase • Apologize for lateness and provide an explanation • Indicate regret for a mistake by beginning an explanation with I'm ashamed to say . . . • Reduce another's self-blame with That can happen to anyone and No harm done | <p>Listening Skills</p> <ul style="list-style-type: none"> • Listen to draw conclusions • Listen to summarize • Listen to infer meaning • Infer the correct adjective <p>Pronunciation</p> <ul style="list-style-type: none"> • Contractions with 'd in spoken English | <p>Texts</p> <ul style="list-style-type: none"> • Case studies of poor purchasing decisions • A book excerpt about antibiotics • Factoids on famous inventions • A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> • Find supporting details • Understand from context | <p>Task</p> <ul style="list-style-type: none"> • Write an essay about the historical impact of an important invention or discovery <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Summary statements |
| <ul style="list-style-type: none"> • Ask for permission when bringing up a topic that might be controversial • Use 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 | <p>Listening Skills</p> <ul style="list-style-type: none"> • Infer a speaker's political and social beliefs • Infer a speaker's point of view • Listen to summarize • Auditory discrimination <p>Pronunciation</p> <ul style="list-style-type: none"> • Stress to emphasize meaning | <p>Texts</p> <ul style="list-style-type: none"> • A self-test of political literacy • A textbook introduction to global problems • A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> • Activate language from a text • Critical thinking | <p>Task</p> <ul style="list-style-type: none"> • Write an essay presenting the two sides of a controversial issue <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Contrasting ideas |
| <ul style="list-style-type: none"> • Show interest in someone's plans by asking follow-up questions • Indicate possible intention with I've been thinking about it • Qualify a positive response with Sure, but . . . • Elaborate further information using Well, . . . • Express gratitude for a warning | <p>Listening Skills</p> <ul style="list-style-type: none"> • Listen for main ideas • Listen to summarize • Listen for details • Infer a speaker's point of view <p>Pronunciation</p> <ul style="list-style-type: none"> • Voiced and voiceless th | <p>Texts</p> <ul style="list-style-type: none"> • Maps • An online article about ways to curb global warming • A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> • Interpret maps • Understand from context • Critical thinking • Summarize | <p>Task</p> <ul style="list-style-type: none"> • Write a geographic description of your country, state, or province <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Organizing by spatial relations |

Writing Booster page 146

Top Notch Pop Lyrics page 154

TO THE TEACHER

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



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

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

The ***Top Notch*** course has two beginning levels—***Top Notch Fundamentals*** for true beginners and ***Top Notch 1*** for false beginners. ***Top Notch*** is benchmarked to the Global Scale of English and is tightly correlated to the Can-do Statements of the Common European Framework of Reference.

Each full level of ***Top Notch*** contains material for 60–90 hours of classroom instruction.

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

Award-Winning Instructional Design*

Daily confirmation of progress

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

Explicit vocabulary and grammar

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

High-frequency social language

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

Linguistic and cultural fluency

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

Active listening syllabus

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

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

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



We wrote it for you.

Joan Saslow and Allen Ascher


ActiveTeach

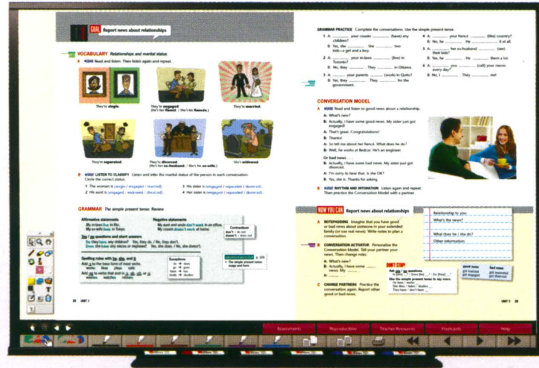
Maximize the impact of your **Top Notch** lessons. This digital tool provides an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of digital and printable features.

For class presentation . . .

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

PLUS

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



For planning . . .

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

For extra support . . .

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

For assessment . . .

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

Workbook

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

Full-Course Placement Tests

Teacher's Edition and Lesson Planner

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

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

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

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

COMPARISON WITH AS . . . AS

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

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

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

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

GERUNDS AND INFINITIVES

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

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

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

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

THE PASSIVE VOICE

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

- 1 Gabriel García Márquez wrote One Hundred Years of Solitude in 1967.
2 People eat fried cheese balls for lunch or snacks.
3 The Spanish artist Diego Velázquez painted Las Meninas in 1656.
4 People turn down the beds every night at the Gates Hotel.
5 They grow mangos in many countries around the world.

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

- 1
2

THE PAST CONTINUOUS

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

I a problem yesterday. While I some information on the Internet, I a great website with some cool applications. So I to download one of

- 3 If I found someone's wallet in a restaurant, I the server.
a would tell b will tell c told
- 4 I would go to Sam's Electronics if I to get a great deal on a new tablet.
a would want b want c wanted
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- 1 Compare two people in your family.
.....
- 2 Compare two products, such as cars or electronics.
.....

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

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

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

USE TO / USED TO

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

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

B USE THE GRAMMAR Complete the statements with real information.

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

THE PRESENT PERFECT

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

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

B USE THE GRAMMAR Complete the statements about yourself.

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



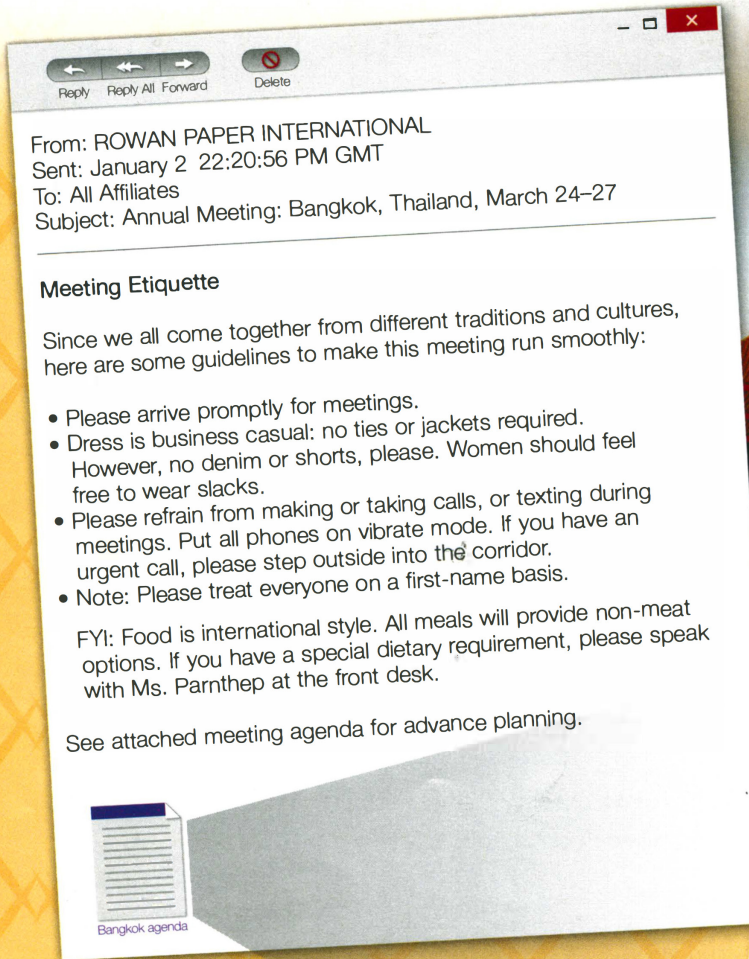
COMMUNICATION GOALS

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

UNIT 1

Make Small Talk

PREVIEW



ROWAN PAPER INTERNATIONAL

Agenda-March 24

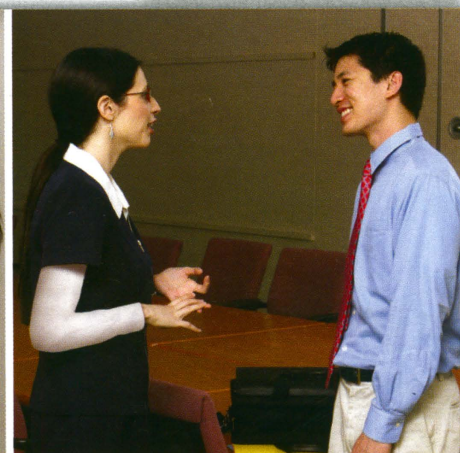
| | | |
|-------|---|---|
| 8:30 | Breakfast buffet | Salon Bangkok |
| 9:15 | Welcome and opening remarks Philippe Martin, President and CEO | Ballroom |
| 9:45 | Fourth quarter results and discussion Angela de Groot, CFO | Ballroom |
| 10:30 | Coffee break | |
| 11:00 | International outlook and integrated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

- A** Read and summarize the etiquette guidelines for an international business meeting. Write four statements beginning with Don't.
- B DISCUSSION** Why do you think Rowan Paper International feels it's necessary to tell participants about the meeting etiquette? What could happen if the company didn't clarify expectations?

Understand English speakers from different language backgrounds.

Teresa = Spanish speaker
Surat = Thai speaker

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



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

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

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

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

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

Surat: And please call me Surat.

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

Surat: Not at all.

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

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

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

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

D THINK AND EXPLAIN Answer the questions.

- 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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| by my first name. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| by my nickname. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I'd prefer to follow the local customs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B DISCUSSION Talk about the questions.

- 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.

CONVERSATION MODEL

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

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

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

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

B: Nice to meet you, too.

A: Do you mind if I call you Kazuko?

B: Absolutely not. Please do.

A: And please call me Jane.

▶ 1:05 Asking about proper address

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

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



GRAMMAR Tag questions: Use and form

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

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

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

affirmative statements

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

negative statements

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

Be careful!

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

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

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

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

GRAMMAR BOOSTER p. 127

• Tag questions: short answers

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

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

1 Rob is your manager, ?

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, ?

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

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

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

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

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

NOW YOU CAN Make small talk

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

A: Good , isn't it?
 B: It really is. By the way, I'm
 A: I'm

DON'T STOP!

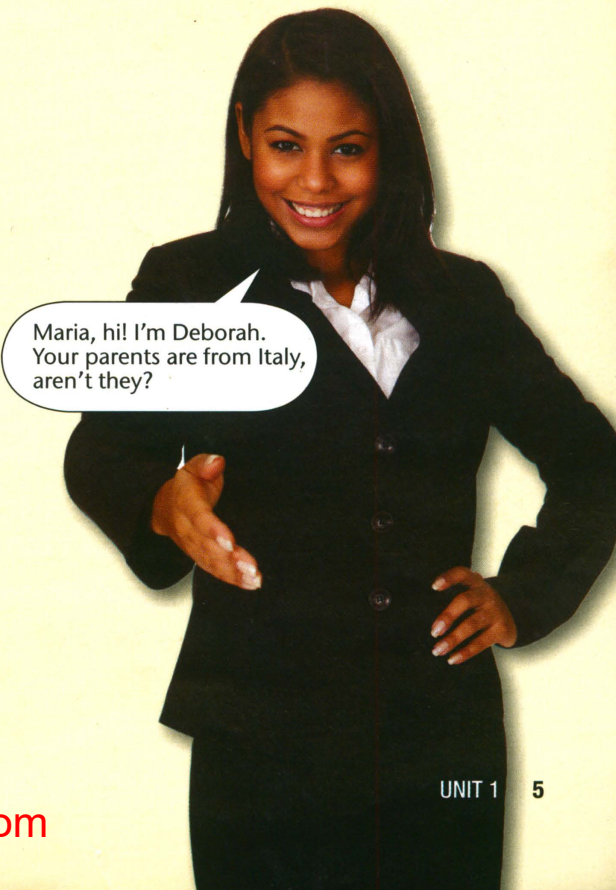
- Continue making small talk.
- Get to know your new classmates.
- Ask about families, jobs, travel, etc.

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



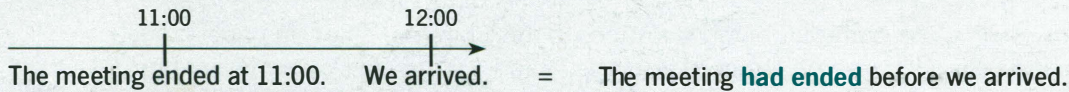
B EXTENSION Write your name and a few facts about yourself on a sheet of paper and put it on a table. Choose another classmate's paper, read it quickly, and put it back on the table. Then meet that person and confirm the information you read, using tag questions.

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



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.



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

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

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

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

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

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

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

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

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

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

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

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

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

GRAMMAR BOOSTER p. 128

- Verb usage: present and past (overview)

A GRAMMAR PRACTICE Choose the correct meaning for each statement.

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

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

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

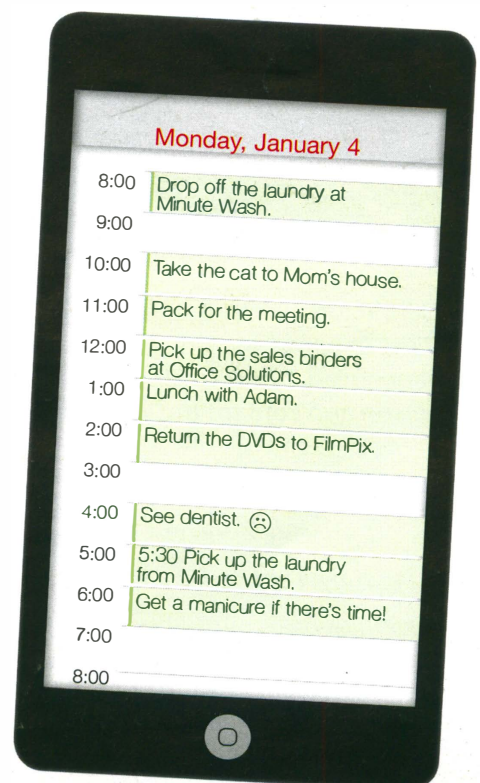
- First she reviewed the agenda. Then she got to the meeting.
 First she got to the meeting. Then she reviewed the agenda.

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

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

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

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



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

A: So how was your day?

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

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

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

A: What did you do about lunch?

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

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

▶ 1:10 Intensifiers

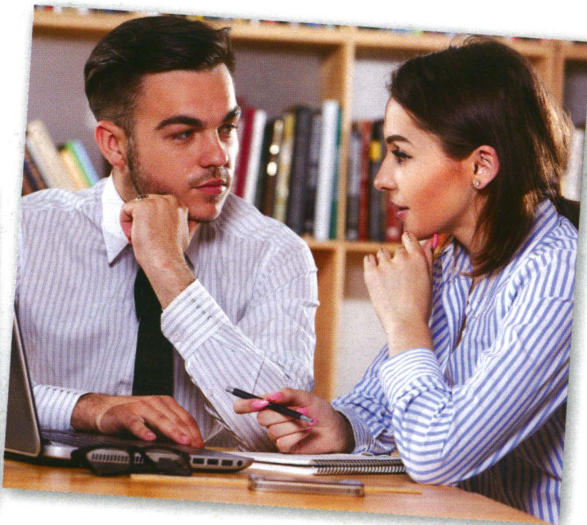
unbelievably ↑

incredibly ↑

really ↓

so ↓

pretty ↓



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

NOW YOU CAN Describe a busy schedule

DIGITAL VIDEO

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

A: So how was your ?

B: busy. By I

A: That's a lot to do before !

B: That was nothing!

A: What did you do about ?

B: Well,

A: Wow! I'll bet you !

DON'T STOP!

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

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



BEFORE YOU LISTEN

DIGITAL
FLASH
CARDS

A ▶ 1:11 **VOCABULARY • Manners and etiquette** Read and listen. Then listen again and repeat.

etiquette rules for polite behavior in society or in a particular group

cultural literacy knowing about and respecting the culture of others

table manners rules for polite behavior when eating with other people

punctuality the habit of being on time

impolite not polite, rude

offensive extremely rude or impolite

customary usual or traditional in a particular culture

taboo not allowed because of very strong cultural or religious rules

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

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



C DISCUSSION Discuss your opinions, using the Vocabulary.

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

LISTENING COMPREHENSION

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

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

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

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

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

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

Are greeting customs different for men and women? How?

When and how do you address people formally?

When and how do you address people informally?

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

Are certain foods or beverages taboo?

What are some taboo conversation topics?

What are the customs about punctuality?

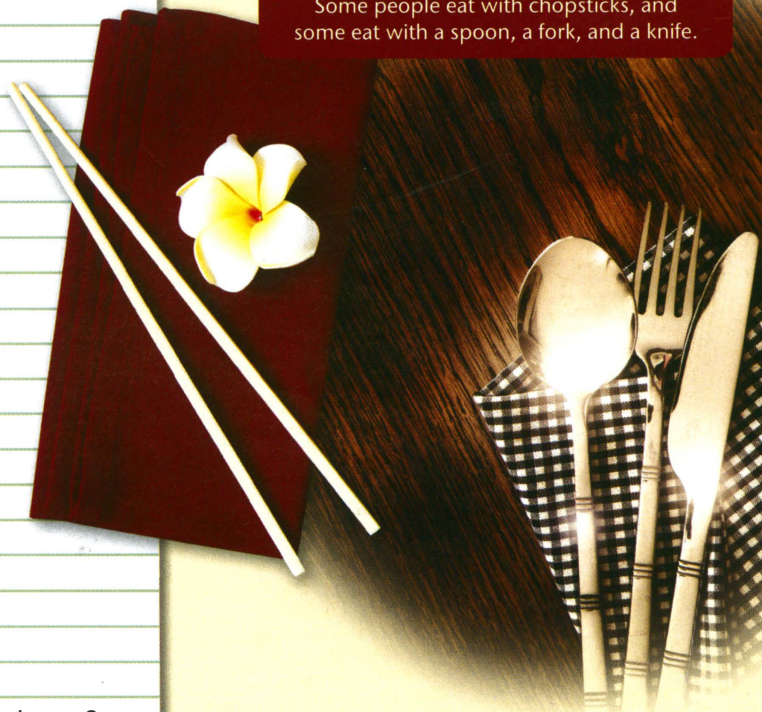
What is a customary gift to bring on a visit to someone's home?

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

Are there places where certain clothes would be inappropriate?

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

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



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

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

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

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

BEFORE YOU READ

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

READING ▶ 1:14

Global Culture

www.globalculture/profiles_places/interviews

Global Culture

Radio Archive Favorites About Us Store FAQ

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

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

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

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

GC: OK. How have those things changed?

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

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

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

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

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

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

Mississippi is in the southern U.S.

Eugenia Hartley

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

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

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

- elders
- workforce
- technology
- curfew
- grounded

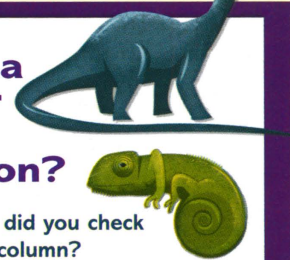
DIGITAL
MORE
EXERCISES

NOW YOU CAN Discuss how culture changes over time

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

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

Are you a dinosaur or a chameleon?



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

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

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

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

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

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

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

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

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

RECYCLE THIS LANGUAGE.

| | | |
|--|---|---|
| <p>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 ____.</p> | <p>Tag questions [People don't ____] as much, do they? [Customs] used to be ____, didn't they?</p> | <p>Agreement / Disagreement I agree. I think you're right. I disagree. Actually, I don't agree because ____. Really? I think ____.</p> |
|--|---|---|

REVIEW

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

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

B Complete each sentence with a tag question.

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

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

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

WRITING

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

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

WRITING BOOSTER p. 146

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

ORAL REVIEW

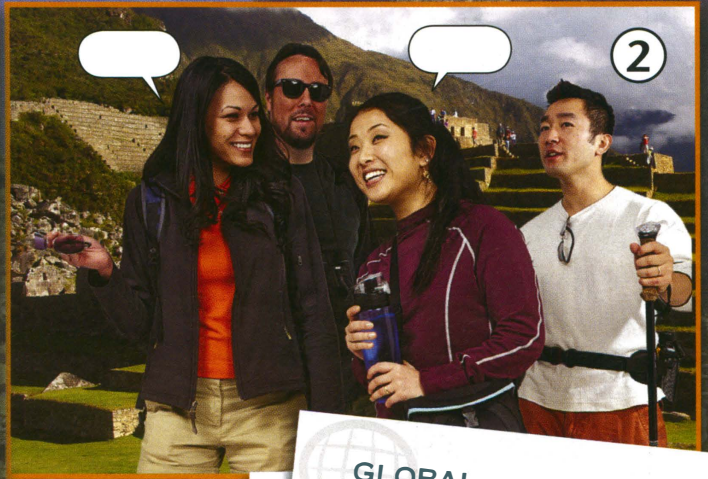
TELL A STORY First, look at the pictures and tell the story of the Garzas and the Itos on June 10. Then look at the itineraries below and use the past perfect to talk about what they had done by June 6. Start like this:

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

PAIR WORK Create conversations.

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

JUNE 10, 10:00 A.M.



LATER THAT DAY



GetAway Travel, Inc.

María and Antonio Garza—Peru itinerary

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

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

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

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

GLOBAL ADVENTURES, INC.

Haru and Kimi Ito—Peru Itinerary

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

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

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

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

NOW I CAN

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

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

UNIT

2

Health Matters


PREVIEW

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

Your dentist away from home...

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

[▶ SCHEDULE AN APPOINTMENT](#)



Red or swollen gums

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

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

—JUNE C.
CANBERRA, AUSTRALIA



A broken tooth

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

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

—PIETRO A.
MILAN, ITALY




A loose tooth

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

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

—KIKI M.
PUEBLA, MEXICO



Fillings

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

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

—BILL J.
TORONTO, CANADA

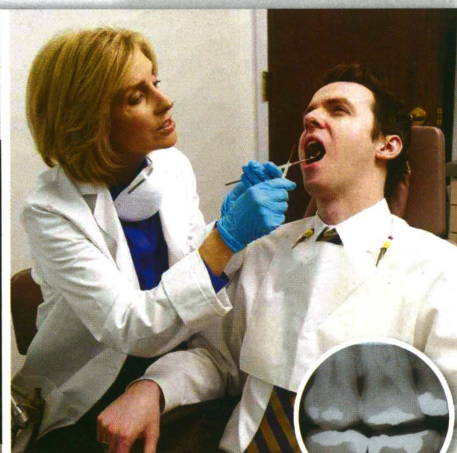
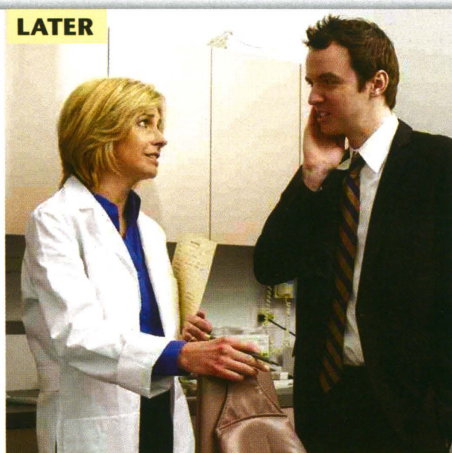
A DISCUSSION Discuss each of the dental emergencies described on the website. What would you do if you were far from home? Consider these questions:

Would you . . .

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

ENGLISH FOR TODAY'S WORLD
 Understand English speakers from different language backgrounds.
 Guest / Patient = Spanish speaker
 Clerk and Dentist = Russian speakers

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



Guest: I need to see a dentist as soon as possible. I think it's an emergency. I was wondering if you might be able to recommend someone who speaks English.
Clerk: Let me check. Actually, there is one not far from here. Would you like me to make an appointment for you?
Guest: If you could. Thanks. I'm in a lot of pain.

Dentist: So I hear you're from overseas.
Patient: From Ecuador. Thanks for fitting me in.
Dentist: Luckily, I had a cancellation. So what brings you in today?
Patient: Well, this tooth is killing me.

Dentist: When did it first begin to hurt?
Patient: It's been bothering me since last night.
Dentist: Let's have a look. Open wide.
Patient: Ah . . .
Dentist: Well, let's take an X-ray and see what's going on.

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

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

SPEAKING

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

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

B Tell your classmates about the emergency.

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

DIGITAL FLASH CARDS

VOCABULARY Describing symptoms

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

I feel ...



dizzy



nauseous



weak

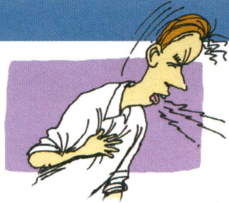


short of breath

I've been ...



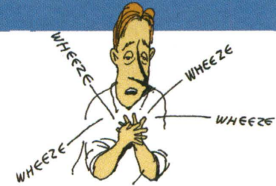
vomiting



coughing



sneezing



wheezing

I have pain ...



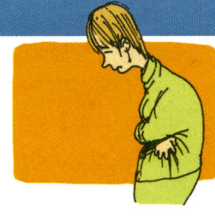
in my chest



in my hip



in my ribs



in my stomach

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

“ If you feel dizzy, you should lie down. ”

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

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

DIGITAL VIDEO COACH

PRONUNCIATION Intonation of lists

A ▶ 1:21 Use rising intonation on each item before the last item in a list. Use falling intonation on the last item. Read and listen. Then listen again and repeat.

- I feel weak and dizzy.
- I've been sneezing, coughing, and wheezing.
- I have pain in my neck, my shoulders, my back, and my hip.

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

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

GRAMMAR Drawing conclusions with must

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

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.

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

DIGITAL MORE EXERCISES

CONVERSATION MODEL

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

- A: I'm sorry, but I don't think I can come to the meeting this morning.
- B: Really? Is there anything wrong?
- A: Well, actually, I don't feel very well. I've been coughing since last night, and I feel a little short of breath.
- B: Oh, no. That must be awful. Would you like me to call a doctor?
- A: That's really nice of you, but I'm sure I'll be fine.
- B: Then call me later and let me know how you feel, OK?
- A: I will. Thanks.

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



NOW YOU CAN Show concern and offer help

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

- A: I'm sorry, but I don't think I can
- B: Really? Is there anything wrong?
- A: Well, actually, I don't feel very well. I
- B: That must be Would you like me to
- A: That's really nice of you, but I'm sure I'll be fine.
- B: Then call me later and let me know how you feel, OK?
- A:

Other ways to offer to help

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

RECYCLE THIS LANGUAGE.

Show concern

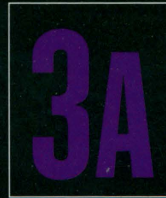
- Oh, no. / I'm sorry to hear that.
- That's [too bad / terrible / a shame].
- You must feel [awful / terrible / horrible / pretty bad].

DON'T STOP!

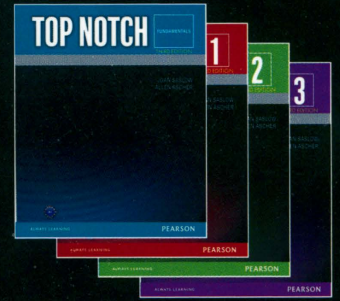
- Describe more symptoms.
- Make other offers to help.

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

TOP NOTCH



THIRD EDITION



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