Top Notch 3

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**To access the *Top Notch* Classroom Audio Program**

Go to **www.english.com/topnotch3e** to access the Classroom Audio Program.

***Top Notch* Audio MP3s**

Download mp3 files of the Classroom Audio Program for additional listening practice outside of class.

***Top Notch Go* app**

Take your listening practice a step further!

- **Be in charge of your own learning** - Navigate through the audio clips with ease and use the speed control function for playback without losing sound quality.

- **Practice at your own pace** - Click on the audio transcript and listen to the section you want, as often as you want.

- **Get the songs** - Listen to the *Top Notch Pop* songs and karaoke while you're on the go.

**Purchase the app that enhances your learning.**

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**THIRD EDITION**

**TOP NOTCH** 3

**ENGLISH FOR TODAY'S WORLD**

**JOAN SASLOW**

**ALLEN ASCHER**

With *Top Notch Pop* Songs and Karaoke

by Rob Morsberger

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Joan Saslow has taught in a variety of programs in South America and the United States. She is author or coauthor of a number of widely used courses, some of which are *Ready to* Go, *Workplace Plus, Literacy Plus,* and *Summit.* She is also author of *English in Context,* a series for reading science and technology. Ms. Saslow was the series director of *True Colors* and *True Voices.* She has participated in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs.

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# TO THE TEACHER

**What is *Top Notch?***

***Top Notch*** is a six-level[[[1]](#footnote-1)\*](##pviii001) 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. In addition, the entire course can be tailored to blended learning with an integrated online component, *MyEnglishLab.*

**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**[[[2]](#footnote-2)\*](##pviii002)

**Daily confirmation of progress**

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

**Explicit vocabulary and grammar**

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

**High-frequency social language**

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

**Linguistic and cultural fluency**

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

**Active listening syllabus**

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

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

*We wrote it for you.*

Joan Saslow and Allen Ascher

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# COMPONENTS

**Active Teach**

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 TV* Video Program: a hilarious sitcom and authentic on-the-street interviews

- *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

- *Top Notch TV* teaching notes

- Complete answer keys, audio scripts, and video scripts

**For extra support...**

- Hundreds of extra printable activities, with teaching notes

- *Top Notch Pop* language exercises

- *Top Notch TV* activity worksheets

**For assessment...**

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

**MyEnglishLab**

An optional online learning tool

- **NEW**: Grammar Coach videos plus the Pronunciation Coach videos, and Digital Vocabulary Flash Cards

- **NEW**: Immediate and meaningful feedback on wrong answers

- **NEW**: Remedial grammar exercises

- Interactive practice of all material presented in the course

- Grade reports that display performance and time on task

- Auto-graded achievement tests

**Workbook**

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

**Full-Course Placement Tests**

Choose printable or online version

**Classroom Audio Program**

- A set of Audio CDs, as an alternative to the clickable audio in the ActiveTeach

- Contains a variety of authentic regional and non-native accents to build comprehension of diverse English speakers

- **NEW**: The entire audio program is available for students at www.english.com/topnotch3e. The mobile app *Top Notch Go* allows access anytime, anywhere and lets students practice at their own pace.

**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

***For more information: www.pearsonelt.com/ topnotch3e***

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# Grammar Readiness: SELF-CHECK

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

**QUANTIFIERS FOR INDEFINITE QUANTITIES AND AMOUNTS**

Exercise 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.

Exercise B. **USE THE GRAMMAR**

Complete each statement with real information. Use an affirmative or negative form of ***there is*** / ***there are*** and the quantifiers ***some, any, a lot of, many,*** or ***much***.

1. In my bathroom, [ ] right now, but [ ].

2. In my fridge, [ ] right now, but [ ].

**THE REAL CONDITIONAL**

Exercise A. **PRACTICE**

Complete the statements and questions with the simple present tense or the future with ***will***.

1. If you / call me tomorrow morning, I / give you the information you need.

2. the hotel gift shop / be open if I / arrive after 6:00 P.M.?

3. If you / not / hurry, the fitness center / not / be open.

4. we / miss the express train if we / arrive at the station after 4:00?

5. If you / click on the scroll bar, the screen / move up and down.

Exercise B. **USE THE GRAMMAR**

Complete each statement, using the real conditional.

1. If I go on a trip to New York, I [ ].

2. I [ ] if it rains tomorrow.

**THE UNREAL CONDITIONAL**

Exercise A. **PRACTICE**

Choose the correct way to complete each unreal conditional sentence.

1. If you [ ] something in a store, would you pay for it?

a. would break, b. broke, c. break

2. What [ ] if your computer crashed?

a. would you do, b. were you doing, c. did you do

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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

Exercise 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***

Exercise 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) [ ]

Exercise 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.

[ ]

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**GERUNDS AND INFINITIVES**

Exercise 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.

Exercise 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**

Exercise 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.

[ ]

Exercise 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**

Exercise A. **PRACTICE**

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

I (1. have) [ ] a problem yesterday. While I (2. look up) [ ] some information on the Internet, I (3. find) [ ] a great website with some cool applications. So I (4. decide) [ ] to download one of

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them. While I (5. do) [ ] that, my computer (6. crash) [ ]. I (7. try) [ ] restarting, but nothing happened. While I (8. try) [ ] to solve the problem, the phone (9. ring) [ ]. It was my friend Mark. He (10. say) [ ] that the website I found had a virus.

Exercise 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***

Exercise A. **PRACTICE**

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

1. I (like) [ ] to eat seafood, but now I do.

2. My school (be) [ ] near the mall, but it moved to another location.

3. [ ] you (go) [ ] to the beach a lot when you were a kid?

4. My brother (have) [ ] a tattoo on his arm, but he went to a doctor and she removed it.

5. I (be) [ ] kind of an introvert, but now I like being with lots of people.

6. There (be) [ ] so many hotels on Bliss Street, but now there are lots of them.

Exercise 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**

Exercise 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.

Exercise 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 [ ].

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# UNIT 1: Make Small Talk

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COMMUNICATION GOALS

1. Make small talk.

2. Describe a busy schedule.

3. Develop your cultural awareness.

4. Discuss how culture changes over time.

## PREVIEW

Exercise A.

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

Exercise 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?

bk

From: ROWAN PAPER INTERNATIONAL

Sent: January 2 22:20:56 PM GMT

To: All Affiliates

Subject: Annual Meeting: Bangkok, Thailand, March 24-27

**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.

ek

bk

**ROWAN PAPER**

**INTERNATIONAL**

**Agenda-March 24**

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|  |  |  |
| --- | --- | --- |
| 8:30 | Breakfast buffet | Salon Bangkok |
| 9:15 | Welcome and opening remarks Philippe Martin, President and CEO | Ballroom |
| 9:45 | Fourth quarter results and discussion Angela de Groot, CFO | Ballroom |
| 10:30 | Coffee break |  |
| 11:00 | International outlook and integrated marketing plans |  |
|  | Sergio Montenegro | Ballroom |
| 12:00 | Luncheon | Gallery |
| 2:00 | Regional marketing plans  - 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 |

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Exercise C. **PHOTO STORY** (audio 1:02)

Read and listen to a conversation between two participants at the meeting in Bangkok.

**ENGLISH** FOR TODAY'S WORLD

Understand English speakers from different language backgrounds.

*Teresa = Spanish speaker*

*Surat = Thai speaker*

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Foto van Teresa die Surat begroet door haar handen plat tegen elkaar te drukken ter hoogte van haar hals en licht voorover te buigen.

eND

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**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.

ba

bND

Foto van de Surat dieTeresa op dezelfde manier begroet.

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**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!"

\*

Exercise 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

Exercise 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.

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|  |  |  |  |
| --- | --- | --- | --- |
| **I'd like to be called ...** | **Always** | **In some situations** | **Never** |
| by my title and my family name. | [ ] | [ ] | [ ] |
| by my first name. | [ ] | [ ] | [ ] |
| by my nickname. | [ ] | [ ] | [ ] |
| I'd prefer to follow the local customs. | [ ] | [ ] | [ ] |

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Exercise 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.

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## LESSON 1.

### GOAL: Make small talk

#### CONVERSATION MODEL

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Foto van twee mensen die elkaar begroeten. Ze staan bij een bordje met de tekst: **WILDLIFE CENTER NATURE TOURS**

eND

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Exercise A. (audio 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.

Exercise B. **RHYTHM AND INTONATION** (audio 1:04)

Listen again and repeat.

Then practice the Conversation Model with a partner.

(audio 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.***?

#### GRAMMAR

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***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**

bt

|  |  |
| --- | --- |
| 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?** |

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**negative statements**

bt

|  |  |
| --- | --- |
| 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?** |

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**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

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Exercise A. **FIND THE GRAMMAR**

Find and underline a tag question in the Photo Story on page 3.

Exercise 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, [ ]?

**DIGITAL: MORE EXERCISES**

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#### PRONUNCIATION

***Intonation of tag questions*** (**DIGITAL: VIDEO COACH**)

Exercise A. (audio 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?

Exercise B. (audio 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?

Exercise 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

Exercise A. **CONVERSATION ACTIVATOR** (**DIGITAL: VIDEO**)

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 [ ] ...

**Ideas for tag questions**

[Awful] weather, ...

Nice [afternoon], ...

Great [English class], ...

[Good] food, ...

The food is [terrible], ...

**DON'T STOP!**

- Continue making small talk.

- Get to know your new classmates.

- Ask about families, jobs, travel, etc.

Exercise 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.

Paper with:

[Maria Carbone]

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

Maria, hi! I'm Deborah.

Your parents are from Italy, aren't they?

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## LESSON 2.

### GOAL: Describe a busy schedule

#### GRAMMAR

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***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.**

bND

Tekening van een tijdlijn waar 11.00 en 12.00 op staat.

eND

The meeting ended at 11:00.

We arrived at 12:00

= The meeting **had ended** before we arrived.

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

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

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

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

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

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

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

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

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

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**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)

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Exercise 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.

Exercise 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***.

ba

bND

Text in image:

**Monday, January 4**

8:00 Drop off the laundry at Minute Wash.

9:00

10:00 Take the cat to Mom's house.

11:00 Pack for the meeting.

12:00 Pick up the sales binders at Office Solutions.

1:00 Lunch with Adam.

2:00 Return the DVDs to FilmPix.

3:00

4:00 See dentist. :-(

5:00 5:30 Pick up the laundry from Minute Wash.

6:00 Get a manicure if there's time!

7:00

8:00

eND

ea

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 Film Pix.

5. By 2:15 she [ ] the DVDs to FilmPix, but she [ ] the dentist.

6. At 5:55 she [ ] the dentist, but she [ ] a manicure.

**DIGITAL: MORE EXERCISES**

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#### CONVERSATION MODEL

Exercise A. (audio 1:08)

Read and listen to someone describing a busy schedule.

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bND

Foto van een man die uitgeteld op de bank hangt. Hij draagt een pak en een stropdas. Zijn vrouw gaat naast hem zitten.

eND

ea

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!

Exercise B. **RHYTHM AND INTONATION** (audio 1:09)

Listen again and repeat. Then practice the Conversation Model with a partner.

(audio 1:10) **Intensifiers**

unbelievably

incredibly

really

so

pretty

### NOW YOU CAN: Describe a busy schedule

Exercise A. **CONVERSATION ACTIVATOR** (**DIGITAL: VIDEO**)

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.

Exercise B. **CHANGE PARTNERS**

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

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## LESSON 3.

### GOAL: Develop your cultural awareness

#### BEFORE YOU LISTEN

Exercise A. **VOCABULARY: *Manners and etiquette*** (audio 1:11, **DIGITAL: FLASH CARDS**)

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

Exercise B.

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

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bND

Foto van twee mensen die elkaar begroeten door een lichte buiging naar elkaar te maken.

eND

ea

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.

Exercise 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

Exercise A. **LISTEN FOR MAIN IDEAS** (audio 1:12)

Look at the subjects on the chart. Listen to three calls from a radio show. Check the subjects that are discussed during each call.

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|  |  |  |  |
| --- | --- | --- | --- |
| **Subjects** | 1. **Arturo / Jettrin** | 2. **Hiroko / Nadia** | 3. **Javier / Sujeet** |
| table manners | [ ] | [ ] | [ ] |
| greetings | [ ] | [ ] | [ ] |
| dress and clothing | [ ] | [ ] | [ ] |
| male / female behavior | [ ] | [ ] | [ ] |
| taboos | [ ] | [ ] | [ ] |
| offensive behavior | [ ] | [ ] | [ ] |
| punctuality | [ ] | [ ] | [ ] |
| language | [ ] | [ ] | [ ] |

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Exercise B. **LISTEN TO SUMMARIZE** (audio 1:13)

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.

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### NOW YOU CAN: Develop your cultural awareness

Exercise 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?

[ ]

ba

Bijschrift: Text in image: Some people eat with chopsticks, and some eat with a spoon, a fork, and a knife.

bND

Foto van bestek en eetstokjes.

eND

ea

Exercise B. **DISCUSSION**

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

Exercise 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."

pp10

## LESSON 4.

### GOAL: Discuss how culture changes over time

#### 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 (audio 1:14)

Global Culture

www.globalculture/profiles\_places/interviews

**Global Culture**

ba

Bijschrift: Eugenia Hartley

bND

Foto van een oudere dame met wit haar en een bril. Ze kijkt vrolijk.

eND

ea

**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 dating customs, 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 dating. How has that changed?**

**Hartley:** Well, today, I see boys and girls on dates at the mall. They can't be more than twelve or thirteen years old! I wasn't allowed to go out on a proper date until I was sixteen. And when I finally was allowed to date, my parents didn't let me go out with a boy they hadn't already met. Oh. And I had a definite curfew. I had to be home by 11:00. If I came in late, I was grounded - for at least a month. It was a little different for my brother, though. I guess there was a bit of a double standard. He could go out on dates when he was sixteen, but his curfew wasn't as strict as mine. He was allowed to stay out until midnight.

**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.**

ba

Bijschrift: Mississippi is in the southern U.S.

ea

Exercise 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?

pp11

Exercise 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: [ ]

dating: [ ]

curfew: [ ]

grounded: [ ]

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Discuss how culture changes over time

Exercise 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.

bt

|  |  |  |  |
| --- | --- | --- | --- |
| **Culture Survey** | have changed a little | have changed a lot | Is the change for the better?  YES NO |
| 1. **Table manners** | [ ] | [ ] | [ ] [ ] |
| 2. **Musical tastes** | [ ] | [ ] | [ ] [ ] |
| 3. **Dating customs** | [ ] | [ ] | [ ] [ ] |
| 4. **Clothing customs** | [ ] | [ ] | [ ] [ ] |
| 5. **Rules about formal behavior** | [ ] | [ ] | [ ] [ ] |
| 6. **Rules about punctuality** | [ ] | [ ] | [ ] [ ] |
| 7. **Forms of address** | [ ] | [ ] | [ ] [ ] |
| 8. **Male / female roles in the workplace** | [ ] | [ ] | [ ] [ ] |
| 9. **Male / female roles in the home** | [ ] | [ ] | [ ] [ ] |
|  |  |  | **Total YES answers:** [ ] |

et

**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!"

Exercise B. **PAIR WORK**

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

Example:

"I think clothing customs have become less modest. 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 and even shorts!"

Exercise 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?

**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: "strict."

**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....

pp12

## REVIEW

Exercise A. (audio 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."

Exercise 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, [ ]?

Exercise 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.

For additional language practice...

**TOP NOTCH POP** - Lyrics p. 154

"It's a Great Day for Love"

**DIGITAL: SONG**

**DIGITAL: KARAOKE**

**WRITING BOOSTER**: p. 146

- Formal e-mail etiquette

- Guidance for this writing exercise

pp13

### ORAL REVIEW

**DIGITAL: GAMES**

**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.

ba

bND

Drie foto's:

Text in image: JUNE 10, 10:00 A.M.

María and Antonio Garza, Haru and Kimi lto

1. Twee stellen ontmoeten elkaar. Ze staan in een bergachtig landschap bij de ruïnes van Machu Picchu. De twee mannen geven elkaar een hand en zeggen iets tegen elkaar.

2. Ze lopen samen verder. De twee vrouwen zeggen iets tegen elkaar.

3. LATER THAT DAY

Ze zitten samen aan een tafeltje en drinken iets. Ze bekijken foto's op een camera.

eND

ea

bk

**GetAway Travel,** Inc.

***Maria 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)***

ek

bk

**GLOBAL ADVENTURES**, INC.

**Haru and Kimi lto-Peru Itinerary**

**May 29**

**Lima: Maria Angola Hotel**

La Paz 610, Miraflores

**May 31**

**Puno: Casa Andina Classic**

Independencia 185, Plaza de Armas

**June 4**

**Cusco: Novotel**

San Agustin 239

**June 9**

**Machu Picchu: Hanaq Pacha Hotel**

(Aguas Calientes)

ek

NOW I CAN

[ ] Make small talk.

[ ] Describe a busy schedule.

[ ] Develop your cultural awareness.

[ ] Discuss how culture changes over time.

pp14

# UNIT 2: Health Matters

COMMUNICATION GOALS

1. Show concern and offer help.

2. Make a medical or dental appointment

3. Discuss types of treatments.

4. Talk about medications.

## PREVIEW

bk

**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 Μ.**

**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**

ek

Exercise 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?

pp15

Exercise B. **PHOTO STORY** (audio 1:18)

Read and listen to someone with a dental emergency during a trip.

**ENGLISH** FOR TODAY'S WORLD

Understand English speakers from different language backgrounds.

*Guest / Patient = Spanish speaker*

*Clerk and Dentist = Russian speakers*

ba

bND

Foto van een man bij de receptie van het Grand Hotel. Hij houdt zijn hand tegen zijn wang.

eND

ea

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

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

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

**LATER**

ba

bND

Foto van de man bij de stoel van de tandarts.

eND

ea

**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.

ba

bND

Foto van de man in de stoel. De tandarts maakt een röntgenfoto.

eND

ea

**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.

Exercise C. **FOCUS ON LANGUAGE**

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

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

[ ] 2. I'll make an appointment.

[ ] 3. Thanks for fitting me in.

[ ] 4. It's killing me.

[ ] 5. Let's see what's going on.

a. causing a lot of pain

b. making time for an appointment

c. arrange a time to come

d. what the problem is

e. right away

## SPEAKING

Exercise 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?**

[ ]

Exercise 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."

pp16

## LESSON 1.

### GOAL: Show concern and offer help

#### VOCABULARY

***Describing symptoms*** (**DIGITAL: FLASH CARDS**)

Exercise A. (audio 1:19)

Read and listen. Then listen again and repeat.

ba

bND

Vier tekeningetjes: iemand die duizelig, misselijk, slap, buiten adem is.

eND

ea

**I feel ...**

**dizzy**

**nauseous**

**weak**

**short of breath**

ba

bND

Vier tekeningetjes: iemand die overgeeft, hoest, proest, piepend ademhaalt.

eND

ea

**I've been ...**

**vomiting**

**coughing**

**sneezing**

**wheezing**

ba

bND

Vier tekeningetjes van iemand die pijn heeft op de borst, bij de heup, bij de ribben, in de maag.

eND

ea

**I have pain ...**

**in my chest**

**in my hip**

**in my ribs**

**in my stomach**

Exercise 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."

Exercise C. **LISTEN TO ACTIVATE VOCABULARY** (audio 1:20)

Listen and check the symptoms each patient describes. Then listen again. If the patient has pain, write where it is.

bt

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **dizziness** | **nausea** | **weakness** | **vomiting** | **coughing** | **sneezing** | **wheezing** | **pain** | **If pain, where?** |
| 1. | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] |
| 6. | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] | [ ] |

et

#### PRONUNCIATION

***Intonation of lists*** (**DIGITAL: VIDEO COACH**)

Exercise A. (audio 1:21)

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

1. I feel weak and dizzy.

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

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

pp17

Exercise 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

bk

***Drawing conclusions with must***

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

A: I think I just broke my tooth!

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

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

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

ek

bk

**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***

ek

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

1. You look awful! You (be) [ ] in a lot of pain.

2. If your daughter feels nauseous, she (want) [ ] to eat anything.

3. The doctor said you're in perfect health! You (feel) [ ] really good.

4. If Gary has a headache, he (want) [ ] to take a nap.

5. I called the dentist's office, but no one answered. She (be) [ ] in today.

6. Ana (feel) [ ] sick anymore if she's gone back to work.

**DIGITAL: MORE EXERCISES**

#### CONVERSATION MODEL

Exercise A. (audio 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.

Exercise B. (audio 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

Exercise A. **CONVERSATION ACTIVATOR** (**DIGITAL: VIDEO**)

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].

Exercise B. **CHANGE PARTNERS**

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

**DON'T STOP!**

- Describe more symptoms.

- Make other offers to help.

pp18

## LESSON 2.

### GOAL: Make a medical or dental appointment

#### GRAMMAR

bk

***Will be able to***; Modals ***may*** and ***might***

***Will* (OR *won't*) *be able to* + base form: future ability**

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

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

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

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

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

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

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

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

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

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

**GRAMMAR BOOSTER**: p. 130

- Expressing possibility with ***maybe***

ek

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

1.

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

B: Well, I (get) [ ] you an 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 (have) [ ] time to see you this afternoon.

3.

A: I think I (be) [ ] a little sick this morning. I feel nauseous, and I've been vomiting.

B: Then you should see Dr. Anders. But he (have) [ ] any openings today.

4.

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

B: That's strange. He (hear) [ ] the phone.

**DIGITAL: MORE EXERCISES**

#### VOCABULARY

***Medical procedures*** (**DIGITAL: FLASH CARDS**)

Exercise A. (audio 1:24)

Read and listen. Then listen again and repeat.

ba

bND

Vijf foto's:

iemand die wordt onderzocht, iemand die een injectie krijgt, iemand die een ECG krijgt, een röntgenfoto van een hand, iemand bij wie bloed wordt afgenomen.

eND

ea

**a checkup / an examination**

**a shot / an injection**

**an EKG / an electrocardiogram**

**an X-ray**

**a blood test**

pp19

Exercise B. **PAIR WORK**

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

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

#### CONVERSATION MODEL

Exercise A. (audio 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.

Exercise B. **RHYTHM AND INTONATION** (audio 1:26)

Listen again and repeat. Then practice the Conversation Model with a partner.

### NOW YOU CAN: Make a medical or dental appointment

Exercise A. **CONVERSATION ACTIVATOR** (**DIGITAL: VIDEO**)

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

ba

bND

Foto van een computerscherm met afspraken:

bt

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

et

eND

ea

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]?

Exercise B. **CHANGE PARTNERS**

Make another appointment.

pp20

## LESSON 3.

### GOAL: Discuss types of treatments

#### 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 (audio 1:27)

Consider the Choices ...

**Conventional Medicine**

ba

Bijschrift: Surgical techniques have greatly improved over the last century.

ea

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**

ba

Bijschrift: Homeopathic remedies are popular in many countries.

ea

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**

ba

Bijschrift: Herbs are used to treat many ailments.

ea

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**

ba

Bijschrift: An acupuncturist inserts needles at certain points on the body.

ea

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**

ba

Bijschrift: Many believe meditation or prayer may help heal disease.

ea

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.

pp21

Exercise A. **UNDERSTAND FROM CONTEXT**

Four of these words have similar meanings.

Cross out the four words that don't belong. Look at the Reading again for help.

medications - treatments - symptoms - remedies - uses - purposes - therapies - illnesses

Exercise B. **RELATE TO PERSONAL EXPERIENCE**

Discuss the questions.

1. Which of the treatments in the Reading have you or your family tried?

2. Which treatments do you think are the most effective? Why?

Exercise C. **DRAW CONCLUSIONS**

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

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

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

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

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Discuss types of treatments

Exercise A. **NOTEPADDING**

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

bk

**Practitioners**

- a conventional doctor

- a homeopathic doctor

- an acupuncturist

- an herbal therapist

- a spiritual healer

ek

bt

|  |  |  |
| --- | --- | --- |
| **Ailment** | **You** | **Your partner** |
| a cold | [ ] | [ ] |
| a headache | [ ] | [ ] |
| nausea | [ ] | [ ] |
| back pain | [ ] | [ ] |
| a high fever | [ ] | [ ] |
| a broken finger | [ ] | [ ] |

et

Exercise B. **DISCUSSION**

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

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

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

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

**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."

pp22

## LESSON 4.

### GOAL: Talk about medications

#### BEFORE YOU LISTEN

Exercise A. **VOCABULARY: *Medications*** (audio 1:28, **DIGITAL: FLASH CARDS**)

Read and listen.

Then listen again and repeat.

ba

bND

Tien foto's van mensen die medicijnen nemen:

een pijnstiller, tabletten tegen verkoudheid, een neusspray, oogdruppels, een tablet tegen allergie/hooikoorts, een hoestdrank, antibiotica, een maagzuurremmer, een zalfje, vitaminepillen.

eND

ea

**a painkiller**

**cold tablets**

**a nasal spray / a decongestant**

**eye drops**

**an antihistamine**

**cough medicine**

**an antibiotic**

**an antacid**

**an ointment**

**vitamins**

(audio 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.

Exercise B. **PAIR WORK**

Discuss what you might use each medication for.

"I might take an antacid for a stomachache."

#### LISTENING COMPREHENSION

ba

Bijschrift: a prescription

bND

Foto van een hand die een recept uitschrijft.

eND

ea

Exercise A. **LISTEN TO ACTIVATE VOCABULARY** (audio 1:30)

Listen to each conversation with a doctor Use the medications Vocabulary above and the symptoms Vocabulary from page 16 to complete the chart for each patient.

Name: [Didem Yilmaz]

What are the patient's symptoms?

[ ]

Is the patient currently taking any medications?

[ ] Yes

[ ] No

If so, which ones?

[ ]

Did the patient get a prescription?

[ ] Yes

[ ] No

Name: [Lucy Fernández]

What are the patient's symptoms?

[ ]

Is the patient currently taking any medications?

[ ] yes

[ ] no

lf so, which ones?

[ ]

Did the patient get a prescription?

[ ] Yes

[ ] No

Name: [Mark Goh]

What are the patient's symptoms?

[ ]

Is the patient currently taking any medications?

[ ] Yes

[ ] No

If so, which ones?

[ ]

Did the patient get a prescription?

[ ] Yes

[ ] No

pp23

Exercise B. **LISTEN FOR DETAILS** (audio 1:31)

Listen again. Complete the information about each patient.

**Didem Yilmaz**

**Dosage**: One tablet [ ] a day

**Side effects**:

[ ] Yes

[ ] Νο

If so, what are they? [ ]

**Lucy Fernández**

**Dosage**: [ ] a day

**Side effects**:

[ ] Yes

[ ] Νο

If so, what are they? [ ]

**Mark Goh**

**Dosage**: Apply ointment [ ] a day

**Side effects**:

[ ] Yes

[ ] Νο

If so, what are they? [ ]

### NOW YOU CAN: Talk about medications

Exercise A. **PREPARATION**

Imagine you are visiting a doctor.

Complete the patient information form.

**Patient Information Form**

Last name: [ ]

First name: [ ]

1. What are your symptoms?

[ ] dizziness

[ ] coughing

[ ] nausea

[ ] weakness

[ ] sneezing

[ ] vomiting

[ ] shortness of breath

[ ] wheezing

[ ] pain (where?)

[ ] other·

2. How long have you had these symptoms?

[ ]

3. Are you currently taking any medications?

[ ] Yes

[ ] No

If so, which ones?

4. Are you allergic to any medications?

[ ] Yes

[ ] No

If so, which ones?

[ ]

Exercise B. **GROUP WORK**

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

**Roles**

- a patient

- a friend, colleague, classmate, or relative

- a receptionist

- a doctor

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

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

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

**RECYCLE THIS LANGUAGE.**

**Scene** 1.

I've been [wheezing / coughing].

I feel [dizzy / nauseous].

I have pain in my [chest / ribs].

I think you should try [ ].

Why don't you [ ]?

You may have to [ ].

I hope you feel better soon.

**Scene** 2.

I need to make an appointment for [ ].

I wonder if I might be able to [ ].

I really appreciate it.

Let me check.

Let's see if I can fit you in.

Would you be able to come [on / at] [ ]?

**Scene** 3.

Thanks for fitting me in.

Are there any side effects?

Luckily, I had a cancellation.

Let's have a look.

Are you taking any medications?

Are you allergic to any medications?

Call me tomorrow and let me know how you feel.

Exercise C. **PRESENTATION**

Perform your role play for the class.

pp24

## REVIEW

Exercise A. (audio 1:32)

Listen to each conversation and complete the statements. Then listen again to check your answers.

1. The patient lost [ ] when she was eating [ ].

2. The patient has [ ]. She needs to take [ ].

3. The patient needs [ ] of his [ ].

4. The patient would like to try [ ] for pain in her [ ].

Exercise B.

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

ba

bND

Vijf tekening van iemand met:

1. hoofdpijn 2. hooikoorts 3. buikpijn 4. rode ogen 5. koorts/griep

eND

ea

1. [ ]

2. [ ]

3. [ ]

4. [ ]

5. [ ]

Exercise C.

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

1.

A: I feel really nauseous. I've been vomiting all morning.

B. You [must feel terrible].

2.

A: My dentist can't fit me in till next month.

B: Your dentist [ ].

3.

A: My daughter was sick, but it wasn't anything serious, thank goodness.

B: You [ ].

4.

A: My husband fell down and broke his ankle.

B: He [ ]!

Exercise D.

Rewrite each statement, using ***may*** (or ***might)*** and ***be able to***.

1. It's possible that the doctor can see you tomorrow.

[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.

[ ]

For additional language practice...

**TOP NOTCH POP** - Lyrics p. 154

"X-ray of My Heart"

**DIGITAL: SONG**

**DIGITAL: KARAOKE**

### WRITING

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

- How are the two medical treatments similar or different?

- Which treatment do you think is more effective?

- Why might people choose each treatment?

- Which treatments do you - or people you now - use? Why?

**WRITING BOOSTER**: p. 146

- Comparisons and contrasts

- Guidance for this writing exercise

pp25

### ORAL REVIEW

**DIGITAL: GAMES**

ba

bND

Foto van twee vrouwen op een kantoor. De ene houdt haar hand tegen haar hoofd. Aan haar gezicht is te zien dat ze pijn heeft. Bij beide vrouwen staat een lege spreekwolk.

Daaronder staat een tekening van een huisartsenpraktijk. De receptioniste belt met iemand en maakt aantekeningen. Er zitten drie mensen in de wachtkamer. Eentje hoest en eentje heeft last van de rug. Er zijn vier spreekkamers. In de eerste wordt een röntgenfoto van het bovenlichaam van een man gemaakt, in de tweede wordt mogelijk de bloeddruk van een vrouw gemeten. In de derde krijgt een jongen een injectie in de arm. In de vierde lijken de oren van een man te worden onderzocht.

eND

ea

**PAIR WORK**

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

[I am sorry, but I don't think I can ...]

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

[A: Hello. Can I help you?]

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

**GAME** Take turns with your classmates. Describe the doctor's office and draw conclusions, using ***must*** or ***may*** and ***might***.

(If a student can't say anything, he or she is out.) For example:

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

NOW I CAN

[ ] Show concern and offer help.

[ ] Make a medical or dental appointment.

[ ] Discuss types of treatments.

[ ] Talk about medications.

pp26

# UNIT 3: Getting Things Done

COMMUNICATION GOALS

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.**

1. **At the beginning of every week, you**....

[ ] a. always make to-do lists for your calendar

[ ] b. sometimes make to-do lists, but you often forget

[ ] c. don't bother with planning and just let things happen

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

[ ] a. get something right away

[ ] b. buy something a few days before you have to give it

[ ] c. pick something up on the day you have to give it

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

[ ] a. immediately take it in to be repaired

[ ] b. wait for a convenient time to take it in

[ ] c. never get around to taking it in

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

[ ] a. the hardest things first

[ ] b. the easiest things first

[ ] c. anything but what you need to do

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

[ ] a. feel motivated to work even harder

[ ] b. feel a little nervous, but you get to work

[ ] c. have a hard time doing it

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

[ ] a. always

[ ] b. sometimes

[ ] c. rarely

**Your results**

**If you answered "c" four or more times:**

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

**If you answered "b" four or more times:**

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

**If you answered "a" four or more times:**

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

Exercise 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.

Exercise B. **DISCUSSION**

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

pp27

Exercise C. **PHOTO STORY** (audio 2:02)

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*

ba

bND

Foto van een vrouw die een dikke ordner vol papieren bij een kopieerwinkel brengt.

eND

ea

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

**Customer 1**: I need to have these documents copied a.s.a.p.[[[3]](#footnote-3)\*](##p027001) 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!

ba

bND

Foto van de manager die een andere klant aan de telefoon krijgt. De eerste klant staat te wachten.

eND

ea

**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 Jot 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.

Exercise 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?

bt

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Procrastinator?** | **Organized?** | **Explain** |
| Sam | [ ] | [ ] | [ ] |
| Ms. Krauss | [ ] | [ ] | [ ] |
| Mr. Li | [ ] | [ ] | [ ] |

et

pp28

## LESSON 1.

### GOAL: Offer a solution

#### CONVERSATION MODEL

Exercise A. (audio 2:03)

Read and listen to someone asking for a favor.

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

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

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

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

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

(audio 2:05) **Ways to indicate acceptance**

No problem.

I understand

No worries.

Don't worry about it.

Exercise B. **RHYTHM AND INTONATION** (audio 2:04)

Listen again and repeat.

Then practice the Conversation Model with a partner.

#### GRAMMAR

bk

***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.**

bt

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

et

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.

bt

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

et

**GRAMMAR BOOSTER**: p. 130

- Causative ***make*** to indicate obligation

- ***Let*** to indicate permission

- Causative ***have:*** common errors

ek

Exercise A. **GRAMMAR PRACTICE**

Complete each sentence with the causative ***get***.

1. (give) Why don't you [ ] your assistant [ ] them a ride to the meeting?

2. (buy) I might be able to [ ] my brother [ ] us tickets to the game.

3. (pick up) Could you [ ] your friends [ ] some things for the party?

4. (make) You should [ ] someone [ ] hotel reservations for us.

5. (wash) Why don't you [ ] your kids [ ] the dishes after dinner?

6. (lend) I'm sure you can [ ] the restaurant [ ] you a tie.

Exercise B.

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

1. [ ]

2. [ ]

3. [ ]

4. [ ]

5. [ ]

6. [ ]

pp29

Exercise C. **GRAMMAR PRACTICE**

Choose the correct forms in these sentences with the causatives ***get*** and ***have***.

1. I'll have someone at the front desk (recommend / to recommend) a restaurant.

2. Will your friend get someone (go / to go) shopping for her?

3. Did you have the salesclerk (find / to find) you a larger size?

4. I'm going to get someone (clean / to clean) up this room.

5. They should have the waiter (bring / to bring) them the check.

Exercise D. **LISTEN TO ACTIVATE GRAMMAR** (audio 2:06)

Listen to the conversations. Complete each statement, using the causative ***get***.

1. She's going to [ ] the assistant [ ] to the post office.

2. They're going to [ ] Susan [ ] for the meal.

3. At the party, they tried to [ ] him [ ] for everyone.

4. He might try to [ ] his parents [ ] him some money.

5. She's going to [ ] her husband [ ] the kids.

6. They [ ] someone [ ] their picture.

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Offer a solution

Exercise A. **CONVERSATION ACTIVATOR** (**DIGITAL: VIDEO**)

With a partner, change the Conversation Model. Change the request, the reason for turning it down, and the solution.

Use the Ideas from the box or your own ideas.

Then change roles.

A: Do you think [ ] ? [ ].

B: Gee, I'm sorry, but [ ]. I [ ].

A: [ ] I'll think of something.

B: Hey. I have an idea. Maybe you could get [ ] to [ ].

A: Good idea. I'll go ask [ ].

**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: [ ]

ba

bND

Text in image:

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

Do you think I could borrow your ...

eND

ea

**DON'T STOP!**

**Make other suggestions.**

What about [ ]?

Why don't you ask [ ]?

Exercise B. **CHANGE PARTNERS**

Make other requests.

Offer other solutions.

pp30

## LESSON 2.

### GOAL: Discuss how long a service will take

#### GRAMMAR

bk

*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.**

bt

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

et

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

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

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

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

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

**GRAMMAR BOOSTER**: p. 131

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

ek

Exercise A. **FIND THE GRAMMAR**

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

Exercise B. **GRAMMAR PRACTICE**

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

1. I'd like to make an appointment to / my teeth / clean.

[ ]

2. could I / these two sweaters / gift-wrap?

[ ]

3. where can I / my car / wash / in this neighborhood?

[ ]

4. I need to / my luggage / bring / to my room.

[ ]

5. yesterday / he / his hair / cut / very short.

[ ]

6. we need to / these photos / upload / a.s.a.p.

[ ]

**DIGITAL: MORE EXERCISES**

#### VOCABULARY

*Services* (**DIGITAL: FLASH CARDS**)

Exercise A. (audio 2:07)

Read and listen. Then listen again and repeat.

ba

bND

Zeven tekeningen van:

1. iemand die een pak afgeeft bij de stomerij

2. een schoenmaker die aan het werk is

3. iemand die een lijst maakt voor een schilderij

4. iemand die een pakketje bezorgt

5. een kleermaker die een rok afmeet bij een klant

6. iemand die een reclameposter maakt

7. een hele stapel papier kopieert

eND

ea

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**

pp31

Exercise B. **VOCABULARY / GRAMMAR PRACTICE**

Name other things you can get the services on page 30 for. Use the passive causative.

"You can also get sweaters or pants dry-cleaned."

Exercise C. **LISTEN TO ACTIVATE VOCABULARY AND GRAMMAR** (audio 2:08)

Listen to the conversations. Complete each statement with the item and the service. Use passive causatives.

1. She needs to have her [ ].

2. He needs to have the [ ].

3. She's thinking about having a [ ].

4. He needs to have his [ ].

5. She has to have her [ ].

6. He needs to have a [ ] this morning.

7. He wants to have his new [ ].

#### CONVERSATION MODEL

Exercise A. (audio 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!

Exercise B. **RHYTHM AND INTONATION** (audio 2:10)

Listen again and repeat.

Then practice the Conversation Model with a partner.

### NOW YOU CAN: Discuss how long a service will take

Exercise A. **CONVERSATION ACTIVATOR** (**DIGITAL: VIDEO**)

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: [ ]!

**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: [ ]

**DON'T STOP!**

- Say you need to have the service completed earlier.

- Ask how much it will cost.

**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.

Exercise B. **CHANGE PARTNERS**

Request other express services.

pp32

## LESSON 3.

### GOAL: Evaluate the quality of service

#### BEFORE YOU READ

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

#### READING (audio 2:11)

**How can I help you?**

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.

ba

bND

Text in image:

Customer

- Quality

- Efficiency

- Service

- Reliability

eND

ea

Exercise A. **INFER POINT OF VIEW**

Complete each statement, according to the point of view expressed in 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.

a. will, b. won't

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

pp33

Exercise B. **ACTIVATE LANGUAGE FROM A TEXT**

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

reliable - reasonable - workmanship - helpful - professional

1. I find Portello's prices really [ ] compared to other places. I've shopped around, and I can't find another service with such low prices.

2. What I like about Link Copy Services is that they're so [ ]. Even if the job is a bit unusual, they're willing to try.

3. Jamco Design is extremely [ ] You never have to worry about their doing anything less than an excellent job.

4. Dorn's Auto Repair is incredibly [ ] If they promise to have a job ready in an hour, you can be sure that they will.

5. The [ ] at J&N is amazing. Their products are all hand-made, and they last for years.

**DIGITAL: MORE EXERCISES**

#### PRONUNCIATION

*Emphatic stress to express enthusiasm* (**DIGITAL: VIDEO COACH**)

(audio 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.

2. They're in**CRED**ibly helpful.

3. They're ex**TREME**ly professional

4. They're **SO** reasonable.

### NOW YOU CAN: Evaluate the quality of service

Exercise A. **FRAME YOUR IDEAS**

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

**Reasons for choosing a business**

- efficiency

- helpfulness

- location

- Professionalism

- reasonable prices

- reliability

- workmanship

- other: [ ]

bt

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

et

Exercise B. **DISCUSSION**

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

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

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

**Text-mining (optional)**

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

For example: "treat them right."

pp34

## LESSON 4.

### GOAL: Plan an event

#### BEFORE YOU LISTEN (DIGITAL: FLASH CARDS)

Exercise A. **VOCABULARY: *Planning and running an event*** (audio 2:13)

Read and listen. Then listen again and repeat.

ba

bND

Elf foto's:

1. een uitnodiging

2. iemand zet de stoelen in de zaal klaar

3. iemand zet de overheadprojector klaar

4. iemand hangt bordjes met pijlen op

5. iemand controleert het geluid (Testing, testing, 1-2-3 ...)

6. een microfoon die vastzit op het spreekgestoelte

7. een microfoon die je in de hand kunt houden

8. een kleine microfoon die zit vastgeklemd op de kraag van iemand

9. iemand deelt de agenda uit (We'll start at 9:00. This is the agenda for the morning.)

10 iemand legt wat papieren op elke stoel in de zaal

11. iemand staat achter het spreekgestoeltje en zegt: 'It's my pleasure to introduce...'

eND

ea

1. send out the announcements

2. set up the room

3. set up the projector

4. put up the signs

5. check the sound system

6. a microphone / a mike

7. a handheld mike

8. a lapel mike

9. hand out the agenda

10. a handout

11. introduce the speaker / the guest

Exercise B. **PAIR WORK**

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

#### LISTENING COMPREHENSION

Exercise A. **LISTEN TO CONFIRM** (audio 2:14)

Listen to the conversations and check the items and equipment they mention.

[ ] agendas

[ ] coffee

[ ] hand-held

[ ] lapel mikes

[ ] projectors

[ ] snacks

[ ] announcements

[ ] desks

[ ] handouts

[ ] podiums

[ ] signs

[ ] tickets

Exercise B. **LISTEN FOR MAIN IDEAS** (audio 2:15)

Listen again. Use the Vocabulary and the causative to complete the statements.

**Conversation 1.**

1. Brian's going to get his [ ] to [ ] before the event.

2. Brian will also try to get [ ] to [ ] the morning of the event.

**Conversation 2.**

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

4. She's also going to get them to [ ] in each room.

**Conversation 3.**

5. Lester's going to get people to [ ] with enough chairs for 30 to 40 people.

6. He's also going to get people to [ ] things and get someone to [ ] at the podium and introduce each speaker.

pp35

### NOW YOU CAN: Plan an event

Exercise A. **GROUP WORK**

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

TYPE OF EVENT

[ ]

LOCATION

[ ]

DATE AND TIME

[ ]

BEFORE EVENT

What do you need to get done before the event?

[ ]

Who will get it done?

[ ]

DURING EVENT

What do you need to get done at the event?

[ ]

Who will get it done?

[ ]

**Some ideas**

- a special meeting

- a talk or a speech

- an "English practice" day

- a *Top Notch TV* day

- a *Top Notch Pop* karaoke show

**RECYCLE THIS LANGUAGE.**

Are you organized and self-motivated?

Do you procrastinate and put things off?

That might be difficult.

[I've] got a lot on [my] plate.

Gee, I'm sorry.

I'ΙΙ think of something.

Let me see what I can do.

Hey, I have an idea.

How can I help?

No sweat!

Thanks a million!

I owe you one.

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

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

Exercise B. **DISCUSSION**

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

pp36

## REVIEW

Exercise A. (audio 2:16)

Listen to each conversation. Then complete the statements, using the passive causative with ***have***. Listen again if necessary.

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

1. She'd like [ ].

2. He needs [ ].

3. He'd like [ ].

4. She'd like [ ].

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

1. (can I / my sweaters / dry-clean) [ ] by tomorrow?

2. (I'd like / this skirt / lengthen) [ ].

3. (where can I / these pants / shorten) [ ]?

4. (could you / this document / copy) [ ] for me?

5. (where did she / her painting / frame) [ ]?

6. (how much did he pay / his camera / repair) [ ]?

7. (we'd like / some handouts / print) [ ] a.s.a.p.

8. (can I / this package / deliver) [ ] by Friday?

Exercise C. Complete each causative statement in your own way, using the correct form of ***get***.

Remember to use the infinitive form of a verb.

1. After dinner last night, we [ ] the waiter [ ].

2. Last week, we [ ] our teacher [ ].

3. When I was young, my friends always [ ] me [ ].

4. When you arrive, you should [ ] the hotel [ ].

5. Don't forget to [ ] the doctor [ ]

6. I can never [ ] my friends [ ].

### WRITING

Do you think being a procrastinator is a serious problem?

Explain your views by giving examples from personal experience.

**Some possible examples**

- getting things repaired

- having things cleaned

- paying bills

- making plans for a vacation

- keeping in touch with people

**WRITING BOOSTER:** p. 148

- Supporting an opinion with personal examples

- Guidance for this writing exercise

For additional language practice...

**TOP NOTCH POP** - Lyrics p. 154

"I'll Get Back to You"

**DIGITAL: SONG**

**DIGITAL: KARAOKE**

pp37

### ORAL REVIEW

**DIGITAL: GAMES**

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

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

**PAIR WORK** Create a conversation for each situation.

Start like this:

[Do you think I could have this [ ] by [ ]?]

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

[At 9:00; Paul needed to have [ ]...]

**Paul's Difficult Day**

ba

bND

Vier foto's van Paul. Bij elke foto staan een klok en spreekwolken.

1. Klok op 9 uur: Paul staat bij de kopieermachine en het apparaat loopt vast. Hij raakt in paniek. Een collega geeft hem een telefoon aan. Er hangt een briefje met: For help, call 555-1212.

2. Klok op 2 uur: Paul is bij het postkantoor. Hij geeft een pakket af en zegt iets tegen de vrouw bij de balie. Ze kijkt hem vriendelijk aan.

3. Klok op half 6: Paul geeft een kostuum af bij de stomerij.

4. Klok op half 7: Paul kijkt geschrokken naar een flinke deuk in zijn auto. Hij belt met de garage.

eND

ea

NOW I CAN

[ ] Offer a solution.

[ ] Discuss how long a service will take.

[ ] Evaluate the quality of service.

[ ] Plan an event.

pp38

# UNIT 4. Reading for Pleasure

COMMUNICATION GOALS

1. Recommend a book.

2. Ask about an article.

3. Describe your reading habits.

4. Discuss online reading.

## PREVIEW

bND

Screenshot van een website waar je boeken kunt bestellen.

eND

bk

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

**Fiction**

***NOVELS***

**ERNEST HEMINGWAY**

*The Old Man and the Sea*

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

***MYSTERIES***

Agatha Chistie

**MURDER ON THE ORIENT EXPRESS**

Someone is killing people on Europe's most famous train.

Can Inspector Poirot find the killer?

***THRILLERS***

The Bourne Supremacy

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

***ROMANCE***

The LOVE Letter

BRENNA AUBREY

A young doctor tries to forget his past. Will he find love again?

***SCIENCE FICTION***

The War of the Worlds

H.G. WELLS

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

***SHORT STORIES***

**Great Short Short Stories**

Quick Reads by Great Writters

Edited by Paul Negri

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

**Non-Fiction**

**BIOGRAPHIES**

MANDELA

Donna Faulkner

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

**AUTOBIOGRAPHIES**

LONG WALK to FREEDOM

**NELSON MANDELA**

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

***TRAVEL***

Bill Bryson

notes from a small island

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

***MEMOIRS***

Marley & Me

Author John Grogan remembers what life was like with his lovable pet dog, Marley.

***SELF-HELP***

**YOUNGER YOU**

*Unlock the Hidden Power of Your Brain to Look and Feel 15 Years Younger*

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

ek

Exercise A. **VOCABULARY: *Genres of books*** (audio 2:19)

Read and listen. Then listen again and repeat.

bt

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

et

Exercise B. **DISCUSSION**

Do you prefer fiction or non-fiction? What genres? Have you ever read a book in English?

How about a magazine or a newspaper? If not, what would you like to read? Why?

pp39

Exercise C. **PHOTO STORY** (audio 2:20)

Read and listen to a conversation between two friends at a bookstore.

ba

bND

Drie foto's van twee vrouwen die elkaar tegenkomen in een boekwinkel.

eND

ea

**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.

Exercise D. **THINK AND EXPLAIN**

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

**Likes**

1. [ ]

2. [ ]

3. [ ]

**Doesn't like**

4. [ ]

5. [ ]

6. [ ]

Exercise E. **PARAPHRASE**

Say each underlined verb in your *own* way.

1. I've never ***run into*** you here before.

2. I'm just ***browsing***.

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

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

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

## SPEAKING

Exercise 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: [ ]

newspapers: [ ]

websites: [ ]

fiction: [ ]

non-fiction: [ ]

other: [ ]

Exercise B.

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

pp40

## LESSON 1.

### GOAL: Recommend a book

#### VOCABULARY

*Ways to describe a book* (**DIGITAL: FLASH CARDS**)

Exercise A. (audio 2:21)

Read and listen. Then listen again and repeat.

It's a **page-turner.** *It's so interesting that you want to keep reading it.*

It's a **cliff-hanger.** *It's so exciting that you can't wait to find out what happens next.*

It's a **best-seller.** *It's very popular, and everyone is buying copies.*

It's a **fast read.** *It's easy and enjoyable to read.*

It's **hard to follow.** *It's difficult to understand.*

It's **trash.** *It's very poor quality.*

Exercise B. **PAIR WORK**

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

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

#### GRAMMAR

bk

*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 Diaz's novels are fantastic.**

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

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

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

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

A: Does Stephen King have a new book out?

B: I think **so**. / I believe **so**. / I guess **so**. / I hope **so**.

***(so*** = that Stephen King has a new book out)

**A noun clause can also be an adjective complement.**

It's interesting **(that) she wrote a new book.**

I'm surprised **(that) he hasn't written a new novel yet.**

ek

bk

**Noun clauses often follow these verbs and adjectives.**

agree

think

believe

feel

suppose

doubt

guess

hear

see

understand

hope

forget

remember

know

disappointed

happy

sad

sorry

sure

surprised

ek

bk

**Be careful!**

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

BUT I guess **not**. / I hope **not.**

NOT: I {don't guess so}. / I {don't hope so}.

**GRAMMAR BOOSTER:** p. 131

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

ek

Exercise A. **FIND THE GRAMMAR**

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

Exercise B. **GRAMMAR PRACTICE**

Write statements and questions with noun clauses using ***that***.

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

[I think that the author Paulo Coelho is from Brazil.]

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

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

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

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

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

Exercise C. **GRAMMAR PRACTICE** (**DIGITAL: MORE EXERCISES**)

Now rewrite each sentence from Exercise B, omitting ***that***.

**DIGITAL: MORE EXERCISES**

pp41

#### PRONUNCIATION

*Sentence stress in short answers with* ***so*** (**DIGITAL: VIDEO COACH**)

Exercise A. (audio 2:22)

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 be**LIEVE** so.

Exercise B. **PAIR WORK**

Write five ***yes / no*** questions about your partner's future plans. Then read your questions aloud.

Respond to your partner's questions with short answers, using ***think, hope, believe***, or ***guess***.

"Are you going to read anything this weekend?"

"I THINK so."

#### CONVERSATION MODEL

Exercise A. (audio 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.

Exercise B. **RHYTHM AND INTONATION** (audio 2:24)

Listen again and repeat.

Then practice the Conversation Model with a partner.

### NOW YOU CAN: Recommend a book

Exercise A. **NOTEPADDING**

Write some notes about a book you've read, or choose one of the books on page 38.

Use the Vocabulary from pages 38 and 40.

Genre of book: [ ]

Title: [ ]

Author: [ ]

**What is it about?**

[ ]

Your description: [ ]

Exercise B. **CONVERSATION ACTIVATOR** (**DIGITAL: VIDEO**)

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 love [ ]s.

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?

pp42

## LESSON 2.

### GOAL: Ask about an article

#### CONVERSATION MODEL

Exercise A. (audio 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.

Exercise B. **RHYTHM AND INTONATION** (audio 2:26)

Listen again and repeat. Then practice the Conversation Model with a partner.

#### GRAMMAR

bk

*Noun clauses: Embedded questions*

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

bt

|  |  |
| --- | --- |
| ***Yes / no* questions** | **Embedded *yes / no* questions** |
| Is that magazine interesting? | Tell me **if that magazine is interesting.** |
| Did he like the article? | I'd like to know **if he liked the article.** |
| Have you finished that newspaper? | Could you tell me **if you've finished that newspaper?** |

et

**Use a question word to begin embedded information questions.**

bt

|  |  |
| --- | --- |
| **Information questions** | **Embedded information questions** |
| What's the article about? | I can't remember **what the article's about.** |
| Why have you decided to read it? | I don't understand **why you've decided to read it.** |
| Who's the writer? | I wonder **who the writer is.** |
| Whose magazine is it? | I'm not sure **whose magazine it is.** |
| When was it written? | I don't know **when it was written.** |
| Where is the writer from? | Do you know **where the writer is from?** |

et

**Be careful!**

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

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

**GRAMMAR BOOSTER:** p. 132

- Embedded questions:

- with ***whether***

- usage and common errors

- punctuation

ek

bk

**Punctuation**

If an embedded question is ...

- within a statement, use a period.

- with a question, use a question mark.

ek

Exercise A. **FIND THE GRAMMAR**

Find and underline two embedded questions in the Photo Story on page 39.

Exercise B. **GRAMMAR PRACTICE**

Change the questions to embedded questions.

1. Does her daughter like to read?

I wonder [ ].

2. Where did you get that magazine?

Could you tell me [ ]?

3. Is he a Bill Bryson fan?

I'd like to know [ ].

4. Why don't you read newspapers?

I don't understand [ ].

5. Who told her about your article?

I forgot [ ].

6 When did I see the new website?

I can't remember [ ].

pp43

Exercise C. **GRAMMAR PRACTICE**

Complete the chart. Look at a partner's chart.

Use embedded questions to learn more about your partner's likes and dislikes.

"Tell me why you like to read photography magazines."

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

My favorite magazines

[ ]

Some magazines I don't like

[ ]

My favorite sections of the newspaper

[ ]

Newspaper sections I don't like

[ ]

**Newspaper sections**

the international news section

the local news section

the sports section

the entertainment section

the business section

the food section

the travel section

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Ask about an article

Exercise A. **CONVERSATION ACTIVATOR** (**DIGITAL: VIDEO**)

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

A: Is that [ ]?

B: Yes, it is.

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

B: [ ]. But I think it's sold out.

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

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

A: Are you sure?

B: [ ]

**Adjectives to describe an article**

amazing

excellent

exciting

fantastic

fascinating

funny

hilarious

inspiring

interesting

thought-provoking

**DON'T STOP!**

Ask more questions about the article.

Exercise B. **CHANGE PARTNERS**

Ask about another magazine or newspaper.

pp44

## LESSON 3.

### GOAL: Describe your reading habits

#### BEFORE YOU LISTEN

**DIGITAL: FLASH CARDS**

Exercise A. **VOCABULARY: *Some ways to enjoy reading*** (audio 2:27)

Read and listen. Then listen again and repeat.

ba

bND

Zeven foto's van iemand die:

1. zit te lezen met de knieën opgetrokken en de voeten op de bank

2. voorleest aan een kind.

3. oortjes in heeft

4. de kruiswoordpuzzel in de krant maakt

5. met een laptop op schoot op de bank zit

6. snel met z'n vinger over een artikel heen beweegt

7. met een e-book aan het strand zit

eND

ea

**curl up with [a book]**

**read aloud [to someone]**

**listen to audio books**

**read [articles] online**

**skim through [a newspaper]**

**do puzzles**

**read e-books / read electronic books**

Exercise B. **PAIR WORK**

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

- Is convenient when you are driving

- Helps pass the time during a bus or train commute

- Is a good way to relax

- Is a way to keep up with the news

"I think doing puzzles is a great way to relax."

#### LISTENING COMPREHENSION

**LISTEN TO TAKE NOTES** (audio 2:28)

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

**Betty Song** - Taiwan

**Melissa White** - U.S.A

pp45

### NOW YOU CAN: Describe your reading habits

Exercise A. **FRAME YOUR IDEAS**

Complete the questionnaire.

**What are your reading habits?**

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

[ ]

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

[ ]

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

[ ]

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

[ ]

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

[ ]

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

[ ]

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

[ ]

8. Do you read a lot of magazines? Why or why not?

What kinds do you prefer?

[ ] news

[ ] sports

[ ] travel

[ ] photography

[ ] politics

[ ] music

[ ] computers & electronics

[ ] finance

[ ] entertainment

[ ] fashion

[ ] health & fitness

[ ] business

[ ] science

[ ] food & cooking

[ ] other [ ]

9. Have you ever read aloud to someone?

Has anyone ever read aloud to you?

When?

[ ]

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

[ ]

Exercise 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...

Exercise C. **GROUP WORK**

Now tell your classmates about your partner's reading habits.

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

pp46

## LESSON 4.

### GOAL: Discuss online reading

#### BEFORE YOU READ

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

#### READING (audio 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.

pp47

Exercise A. **RECOGNIZE POINT OF VIEW**

The Reading mentions both positive and negative aspects of reading on the Internet. Summarize some of each in the chart.

Positive aspects

[ ]

Negative aspects

[ ]

Exercise B. **UNDERSTAND MEANING FROM CONTEXT**

Find and underline these words in the Reading.

Use the context to match them with their meanings.

[ ] 1. skimming

[ ] 2. scanning

[ ] 3. concentration

[ ] 4. distracted

[ ] 5. bombarded

a. the ability to pay careful attention to one thing

b reading quickly for a general understanding

c. made to see or read things continuously

d. reading quickly in search of specific information

e. unable to focus because of interruptions

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Discuss reading online

Exercise A. **NOTEPADDING**

What do you read about on the Internet? Write some notes about your habits.

What topics do you like to read about on the Internet?

[ ]

Why?

[ ]

What websites do you visit regularly?

[ ]

Why?

[ ]

What Internet content do you think is high quality?

[ ]

Why?

[ ]

What Internet content do you think is "trash"?

[ ]

Why?

[ ]

Exercise B. **PAIR WORK**

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

**RECYCLE THIS LANGUAGE.**

I think (that)...

I 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."

pp48

## REVIEW

Exercise A. (audio 2:30)

Listen to each conversation and write the type of book each person is discussing.

Then listen again and decide if the person likes the book. Explain your answer.

bt

|  |  |  |
| --- | --- | --- |
| **Type of book** | **Likes it?** | **Explain your answer** |
| 1. [ ] | Y N | [ ] |
| 2. [ ] | Y N | [ ] |
| 3. [ ] | Y N | [ ] |

et

Exercise B.

Write the name of each type of book.

1. A novel about people falling in love: [ ]

2. A book about a famous person: [ ]

3. A book that a famous person writes about his or her own life: [ ]

4. A very exciting novel with people in dangerous situations: [ ]

5. Books that are about factual information: [ ]

6. A strange fictional story about the future: [ ]

Exercise 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...

**TOP NOTCH POP** - Lyrics p. 154

"A True Life Story"

**DIGITAL: SONG**

**DIGITAL: KARAOKE**

### 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

pp49

### ORAL REVIEW

**DIGITAL: GAMES**

ba

bND

Foto van een man en een vrouw. Ze zitten naast elkaar in een zaaltje. De vrouw heeft een boek in haar handen. De man wijst er naar.

Bij de vrouw staan drie denkwolken: zittend in bed met een boek, aan tafel de krant lezen met een kop koffie erbij, op de bank met de kruiswoordpuzzel uit de krant.

Bij de man staan ook drie denkwolken: op de bank met de krant en een glas drinken, hij haalt het tijdschrift World uit een rek, een denkwolk met een streep erdoor van hem met een koptelefoon op.

eND

ea

**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 puzzle; 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.]

NOWI CAN

[ ] Recommend a book.

[ ] Ask about an article.

[ ] Describe my reading habits.

[ ] Discuss online reading.

pp50

# UNIT 5. Natural Disasters

COMMUNICATION GOALS

1. Convey a message.

2. Tell someone about the news.

3. Describe natural disasters.

4. Prepare for an emergency.

## PREVIEW

**HISTORIC DISASTERS**

ba

bND

Drie foto's:

1. Oude foto van een lange gang met ziekenhuisbedden. Tussen de bedden zijn lakens opgehangen. Een verpleegster heeft een doek voor haar neus en mond geknoopt.

2. Tv-scherm met een foto van een Afrikaanse vrouw met een zeer sterk vermagerd kindje in haar armen. Op het scherm staat: WORLD NEWS *Famine in Somalia*

3. Cover van het tijdschrift **WORLD WEEK** met een foto van mensen in een sneeuwstorm. Er staat op: **The Blizzard of 2013 in Pictures**

eND

ea

1. *The influenza epidemic of 1918-1919 left an estimated 25 million people dead worldwide.*

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

3. *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.*

Exercise A. **DISCUSSION**

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

1. When stories about natural disasters such as epidemics, famines, and weather emergencies appear in the news, are you interested in knowing about them? Why or why not?

2. Why do newspapers often put stories like this on the front page?

3. Not all disasters are caused by nature. What are some other kinds of disasters? What are some of their causes?

pp51

Exercise B. **PHOTO STORY** (audio 3:02)

Read and listen to a conversation about a natural disaster.

ba

bND

Foto's van een vrouw die geschrokken naar haar computerscherm kijkt. Op het scherm zijn auto's te zien die tot aan de ramen onder water staan. Een man komt aangelopen en kijkt mee op het scherm.

eND

ea

**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.

Exercise 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.

3. A two-word phrase that means the destruction of or harm to buildings, cars, and other things that belong to victims of an event is [ ].

4. A two-word expression that is used to describe the first news reports of an important event that is happening at the present is [ ].

## SPEAKING

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

bt

|  |  |  |
| --- | --- | --- |
|  | **Advantages** | **Disadvantages** |
| a newspaper | [you can save an article] | [not as up-to-date as online news] |

et

bt

|  |  |  |
| --- | --- | --- |
|  | **Advantages** | **Disadvantages** |
| [ ] a newspaper |  |  |
| [ ] Internet news sites |  |  |
| [ ] TV or radio newscasts |  |  |
| [ ] a weekly news magazine |  |  |
| [ ] word of mouth |  |  |

et

Exercise B. **PAIR WORK**

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

pp52

## LESSON 1.

### GOAL: Convey a message

#### GRAMMAR

bk

*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.**

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

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

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

**Change the pronouns in indirect speech as necessary for logic.**

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

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

ek

bk

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

**GRAMMAR BOOSTER**: p. 133

- Direct speech: punctuation rules

ek

Exercise A. **GRAMMAR PRACTICE**

Rewrite each statement in indirect speech.

Make necessary changes to the pronouns.

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

[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."

Exercise B. **PAIR WORK**

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

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

"Please call me when it starts raining."

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

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

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

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

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

**DIGITAL: MORE EXERCISES**

#### PRONUNCIATION

*Direct and indirect speech: Rhythm* (**DIGITAL: VIDEO COACH**)

Exercise A. (audio 3:03)

Notice the rhythm of sentences in direct and indirect speech. Read and listen.

Then listen again and repeat.

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

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

Exercise 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.

pp53

#### CONVERSATION MODEL

Exercise A. (audio 3:04)

Read and listen to someone conveying a message.

ba

bND

Foto van een man die net in de auto stapt. Zijn vrouw komt aanlopen. Ze heeft een telefoon in de hand.

eND

ea

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.

Exercise B. **RHYTHM AND INTONATION** (audio 3:05)

Listen again and repeat. Then practice the Conversation Model with a partner.

### NOW YOU CAN: Convey a message

Exercise A. **NOTEPADDING**

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

**Possible excuses**

I'm running late.

I have an appointment.

I don't have time.

[ ]

**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.

[ ]

Exercise B. **CONVERSATION ACTIVATOR** (**DIGITAL: VIDEO**)

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.

ba

bND

Foto van een vrouw met een telefoon in haar hand. Ze vraagt iets aan een andere vrouw. Die staat te koken.

eND

ea

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.

Exercise C. **CHANGE PARTNERS**

Practice the conversation again.

Use another message. Use another excuse.

pp54

## LESSON 2.

### GOAL: Tell someone about the news

#### VOCABULARY

*Severe weather and other natural disasters* (**DIGITAL: FLASH CARDS**)

Exercise A. (audio 3:06)

Read and listen. Then listen again and repeat.

ba

bND

Vijf tekeningen van:

een windhoos, een orkaan, een overstroming, een aardverschuiving, droogte

eND

ea

**a tornado**

**a hurricane / a typhoon**

**a flood**

**a landslide**

**a drought**

Exercise B. **LISTEN TO INFER** (audio 3:07)

Listen to the news. Write the kind of event the report describes.

1. [ ]

2. [ ]

3. [ ]

4. [ ]

Exercise C. **LISTEN TO CONFIRM INFORMATION** (audio 3:08)

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.

2. He said it hadn't rained for a week.

3. She said the storm had done a lot of damage.

4. He said the storm wouldn't do a lot of damage.

#### GRAMMAR

bk

*Indirect speech:* ***Say*** *and* ***tell****-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.

**GRAMMAR BOOSTER:** p. 134

- Indirect speech: optional tense changes

ek

Exercise A. **GRAMMAR PRACTICE**

Circle the correct verbs for indirect speech.

**My Great-Grandmother Meets Hurricane Cleo**

Hurricane Cleo struck the United States in August 1964. My great-grandmother, Ana, was traveling in Miami when the hurricane struck.

She (1. said / told) me that she still remembers how scared everyone was.

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

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

pp55

Exercise B. **GRAMMAR PRACTICE**

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

1. The TV reporter said, "The landslide is one of the worst in history."

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

2. He also said, "It caused the destruction of half the houses in the town."

3. My sister called and said, "There is no electricity because of the hurricane."

4. The newspaper said, "There will be a typhoon in the next thirty-six hours."

5. The paper said, "The drought of *1999 was* the worst natural disaster of the twentieth century."

6. After the great snowstorm in 1888, a New York newspaper reported, "The blizzard of '88 caused more damage than any previous storm."

**DIGITAL: MORE EXERCISES**

#### CONVERSATION MODEL

Exercise (audio 3:09)

Read and listen to a conversation about the news.

A: What's going on in the news today?

B: Well, the *Times* says there was a terrible storm in the South.

A: Really?

B: Yes. It says lots of houses were destroyed.

A: What a shame!

B: But there haven't been any deaths.

A: Thank goodness for that!

**Reactions to news**

:-( What a shame!

:-) Thank goodness for that!

Exercise B. **RHYTHM AND INTONATION** (audio 3:10)

Listen again and repeat.

Then practice the Conversation Model with a partner.

### NOW YOU CAN: Tell someone about the news

Exercise A. **NOTEPADDING**.

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

ba

bND

Text in image:

**DAILY POST**

20,000 killed in earthquake in Iran

Over 100,000 homeless

**Digital NEWS Update**

People flee flooded river valley farms

Animals die in worst flood in U.S. history

**ASIA TIMES**

**Bird influenza epidemic causes 200 deaths in Mongolia**

Doctors urge children and elderly to receive vaccinations

**The Weekly Mail**

SPECIAL REPORT

DROUGHT IN ETHIOPIA causes widespread FAMINE

THOUSANDS DIE of HUNGER

**Journal and Times**

Mexicali hit by second huge storm this year. Less damage to cars, buildings this time

eND

ea

Exercise B. **CONVERSATION ACTIVATOR** (**DIGITAL: VIDEO**)

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]!

Exercise C. **CHANGE PARTNERS**

Practice the conversation again, using a different headline.

pp56

## LESSON 3.

### GOAL: Describe natural disasters

#### BEFORE YOU READ

Exercise A. **VOCABULARY: *Adjectives of severity*** (audio 3:11, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

Exercise 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 (audio 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.

ba

**Bijschrift: Port-au-Prince, 2010**

bND

Foto van huizen die deels zijn ingestort.

eND

ea

**TIMING**

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

**Ten Largest Earthquakes by Magnitude**

bt

|  |  |  |
| --- | --- | --- |
| **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 \* |

et

\* = estimate

Exercise A. **PARAPHRASE**

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

1. The ***magnitude*** of an earthquake is measured by the Richter scale.

2. There are four ***factors*** that affect the casualty rate of an earthquake.

3. Good construction techniques can ***lessen*** the danger to people in buildings affected by an earthquake.

4. Damage is often ***due to*** poor construction.

5. If an earthquake occurs near a major ***population center***, more people will be affected.

pp57

Exercise B. **CONFIRM FACTS**

Answer the questions, according to the information in the Reading.

Use indirect speech.

1. Where did the deadliest earthquake in history take place?

[The article said the deadliest earthquake in history took place in...]

2. Which earthquake had the highest recorded Richter-scale reading?

3. How can location affect the death toll of an earthquake?

4. What else can lessen the destruction and economic impact of an earthquake?

Exercise C. **IDENTIFY CAUSE AND EFFECT** (**DIGITAL: MORE EXERCISES**)

Discuss how magnitude and timing affect the casualty rate and exercises economic impact of earthquakes. Explain your ideas by putting together information from the article.

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Describe natural disasters

Exercise A. **PAIR WORK**

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

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

**INDONESIA TYPHOON**

Date: October 12

Place: Indonesia and western Malaysia

Event: Typhoon with highest winds ever recorded

Property damage: Catastrophic destruction

Casualties: 5,309 deaths with more than S missing; 8 million affected with many homeless

**BANGLADESH EARTHQUAKE**

Date: September 20

Place: Bangladesh

Event: Earthquake

Property damage At least 70% of homes (12,000) destroyed.

Casualties: 630 deaths and hundreds more injured

Exercise B. **NOTEPADDING**

Choose one of the historic disasters from the list.

Find information about it on the Internet, at a library, or in a bookstore, (or choose a disaster you are already familiar with.)

Write details about the disaster on your notepad.

Date: [ ]

Place: [ ]

Event: [ ]

Property damage: [ ]

Casualties: [ ]

**Some historic disasters**

- The San Francisco earthquake of 1906 (U.S.)

- The Bam earthquake of 2003 (Iran)

- The tsunami of 2004 (Indian Ocean)

- Hurricane Katrina 2005 (New Orleans, U.S.)

- A natural disaster of your choice: [ ]

Exercise C. **GROUP WORK**

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

**RECYCLE THIS LANGUAGE.**

**Types of disasters**

earthquake

epidemic

famine

flood

landslide

storm

**Adjectives**

mild

moderate

severe

deadly

catastrophic

**Features**

casualties

death toll

injuries

property damage

**Text-mining (optional)**

Find and underline three words or phrases in the Reading that were new to you. Use them in your Group Work.

For example: "death toll."

pp58

## LESSON 4.

### GOAL: Prepare for an emergency

#### BEFORE YOU LISTEN

Exercise A. VOCABULARY : Emergency preparations and supplies. (audio 3:13, **DIGITAL**: FLASH CARDS)

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

ba

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

ea

ba

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

ea

ba

Bijschrift: In a power outage, candles can provide light.

ea

ba

Bijschrift: Sometimes an evacuation is necessary in an emergency.

ea

Exercise 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

Exercise A. **LISTEN FOR MAIN IDEAS**: (audio 3:14)

Listen to an emergency radio broadcast. Write a sentence to describe the emergency the broadcaster is reporting.

Exercise B. **LISTEN FOR DETAILS**: (audio 3:15)

Listen again and correct each of the following false statements, using indirect speech.

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

"No. He said not to 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.

pp59

Exercise C. **PARAPHRASE**

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

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

He said to [ ].

2. What should you do with outdoor furniture?

He said to [ ].

3. What should you buy for flashlights and portable radios?

He said to [ ].

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

He said to [ ].

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

He said to [ ].

### NOW YOU CAN: Prepare for an emergency

Exercise A. **GROUP WORK**

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

**Kinds of emergencies**

a flood

a tornado

a severe storm (blizzard, hurricane, typhoon)

an epidemic

a famine

a drought

a landslide

an earthquake

Example:

bt

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

et

Type of emergency: [ ]

bt

|  |  |
| --- | --- |
| Plans | Reasons |
| [ ] | [ ] |
| [ ] | [ ] |
| [ ] | [ ] |
| [ ] | [ ] |

et

ba

bND

Text in image:

batteries

matches

bottled water

eND

ea

Exercise B. Present your plans to the class.

Compare your plans.

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

pp60

## REVIEW

Exercise A. (audio 3:16)

Listen to the report. The reporter describes three kinds of disasters. Listen carefully and check the ones that fall into the categories she describes. Listen again if necessary.

The 10 most deadly natural disasters of the 20th century:

bt

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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 |

et

Exercise B.

Complete each statement with the name of the disaster or emergency.

1. In [ ], mud and soil cover the houses and can bury 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.

Exercise 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?

Exercise 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.

Exercise 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...

**TOP NOTCH POP** : - Lyrics p. 154

"Lucky to Be Alive"

**DIGITAL: SONG**

**DIGITAL: KARAOKE**

## WRITING

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

**WRITING BOOSTER**: p. 150

- Organizing detail statements by order of importance

- Guidance for this writing exercise

pp61

## ORAL REVIEW

**DIGITAL**: GAMES

ba

bND

Tekening van een jongen die naar de tv kijkt en zijn vader belt. Zijn vader kijkt naar buiten. De jongen hoort dit bericht:

TUESDAY

TOMORROW'S WEATHER ...

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

Tekening van de vader die een doos met een deken, een zaklamp en een verbandtrommel naar de auto draagt. In de auto staat al een doos met eten en water. Uit de radio komt dit bericht:

WEDNESDAY

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

eND

ea

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

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

**PAIR WORK**

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

The announcer said a tropical storm was coming ...

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

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

NOW I CAN

[ ] Convey a message.

[ ] Tell someone about the news.

[ ] Describe natural disasters.

[ ] Prepare for an emergency.

pp62

# UNIT 6: Life Plans

COMMUNICATION GOALS

1. Explain a change of intentions or plans.

2. Express regrets about past actions.

3. Discuss skills, abilities, and qualifications.

4. Discuss factors that promote success.

## PREVIEW

**What's the best career for you**

ba

bND

Foto's van een bouwhelm en werkhandschoenen, een schilderspalet, een tablet met een staafdiagram, een microscoop en een paspop.

eND

ea

Take the preference inventory to see which fields might be a good match for you. Check the activities you like (or would like) to do.

[ ] (S) work on experiments in a science laboratory

[ ] (A) write songs

[ ] (B) manage a department of a large business corporation

[ ] (C) repair furniture

[ ] (S) be a doctor and care for sick people

[ ] (A) design the stage scenery for a play

[ ] (SW) teach adults how to read

[ ] (B) study a company's sales

[ ] (C) restore antique cars

[ ] (S) teach science to young people

[ ] (SW) help families with problems

[ ] (B) manage a company's sales representatives

[ ] (A) make clothes to sell

[ ] (S) interpret X-rays and other medical tests

[ ] (A) make paintings and sculptures

[ ] (SW) help couples with marriage problems

[ ] (B) start my own business

[ ] (C) build houses

Write the number of check marks you have by each color.

Field:

[ ] (B) BUSINESS

[ ] (S) SCIENCE

[ ] (C) CRAFTS

[ ] (SW) SOCIAL WORK

[ ] (A) ARTS

Exercise A. **DISCUSSION**

Talk about the questions.

- Which field or fields did you have the most check marks in?

- Were you surprised by your results? Explain.

- What are some jobs or professions in that field?

pp63

Exercise B. **PHOTO STORY** (audio 3:19)

Read and listen to a conversation about a career choice.

ba

bND

Foto's van een vrouw van een jaar of dertig die met een arts praat. Ze lopen samen de praktijk uit.

eND

ea

**Charlotte:** Dr. Miller, I wonder if I could pick your brain.

**Dr. Miller:** Sure, Charlotte. What's on your mind?

**Charlotte:** Well, I always thought I would go to engineering school, but now I'm not so sure anymore.

**Dr. Miller:** Well, it's not so unusual for a person your age to change her mind ...

**Dr. Miller:** I must have changed mine ten times before I settled on medicine! Have you decided on something else?

**Charlotte:** Well, actually, I've developed an interest in the health field, and since you're a doctor ...

**Dr. Miller:** Are you thinking of medicine?

**Charlotte:** Not specifically. Something related that doesn't take that long to study ...

**Charlotte:** I know there are some good options, but I'm having trouble making up my mind.

**Dr. Miller:** Well, have you given any thought to becoming a physical therapist? It's a great field. You help people, and there's always a job available.

**Charlotte:** Hmm. Physical therapy. I should have thought of that. I'll keep that in mind.

Exercise C. **FOCUS ON LANGUAGE**

Find the following expressions in the Photo Story. Use the context to help you match the expressions and their meanings.

[ ] 1. make up one's mind

[ ] 2. keep something in mind

[ ] 3. be on one's mind

[ ] 4. settle on

[ ] 5. change one's mind

[ ] 6. pick someone's brain

a. decide to do something else

b. remember something

c. think of something

d. decide to do something after considering conflicting choices

e. ask someone about something

f. make a final decision that won't change

## SPEAKING

Exercise A.

Have you ever changed your mind before settling on something?

Check any areas in which you have changed your mind.

[ ] a career or job choice

[ ] a field of study

[ ] a marriage

[ ] a divorce

[ ] the choice of a boyfriend or girlfriend

[ ] other [ ]

Exercise B. **DISCUSSION**

Survey the class. How many classmates checked each box? Discuss the reasons why people changed their plans.

pp64

## LESSON 1.

### GOAL: Explain a change of intentions or plans.

#### CONVERSATION MODEL

Exercise A. (audio 3:20)

Read and listen to a conversation about a change in plans.

A: So what are you doing these days?

B: Well, I'm in dental school.

A: No kidding! I thought you had other plans.

B: That's right. I was going to be an artist, but I changed my mind.

A: How come?

B: Well, it's hard to make a living as a painter!

Exercise B. **RHYTHM AND INTONATION** (audio 3:21)

Listen again and repeat. Then practice the Conversation Model with a partner.

#### GRAMMAR

bk

*Expressing intentions and plans that changed:* ***Was / Were going to*** *and* ***would***

**Express and ask about past intentions and plans that changed with *was / were going to* + a base form.**

I **was going to get** married (but I didn't).

**Was** she **going to take** the course?

They **were going to study** art (but they didn't).

**Were** you **going to study** with Dr. Mellon?

**Weren't** you **going to study** law? (Yes, I was. / No, I wasn't.)

Where **were** they **going to work?** (In Kuala Lumpur.)

Who **was going to teach** this class? (My sister was.)

**You can also use *would* (the past of *will*) + a base form to express plans and intentions that changed, but only in a noun clause following verbs such as *thought*, *believed*, or *said*.**

**She thought** she **would be** a doctor (but she changed her mind).

**We always believed** they **would get** married (but they never did).

**They said** they **would pay** for their daughter's studies (but they didn't).

**Be careful!**

**Don't use *would* + a base form alone. It must be used in a noun clause. Use *was* / *were going to* instead.**

She was going to be a doctor.

NOT: She {would be a} doctor.

Note: You can also use *was* / *were going to* in a noun clause after *thought*, *believed*, or *said*.

**They said** they **were going to arrive** before noon (but they didn't).

**GRAMMAR BOOSTER**: p. 135

- Expressing the future: review

- The future with *will* and *be going to*: review

ek

**GRAMMAR PRACTICE**: Write what each person said he or she was going to do.

ba

bND

Text in images:

1. "I'm going to stop smoking."

2. "I'm going to apply to law school."

3. "I'm going to find a husband."

4. "I'm going to marry Sylvia."

eND

ea

[1. He said he was going to ...]

**DIGITAL: MORE EXERCISES**

pp65

#### VOCABULARY

*Reasons for changing plans* (**DIGITAL**: FLASH CARDS)

Exercise A. (audio 3:22)

Read and listen. Then listen again and repeat.

ba

bND

Vijf tekeningen:

1. Een jonge vrouw luistert naar rockmuziek. Dezelfde vrouw maar dan iets ouder luistert naar klassieke muziek.

2. Een kunstschilder staat voor een schilderij. Zijn kamer is leeg. In de muur zitten scheuren. Hij keert zijn broekzakken binnenstebuiten. Die zijn ook leeg.

3. Een vrouw bekijkt de uitslagen van een examen.

4. Een kind staat met een brandweerhelm op voor zijn ouders. De ouders kijken verschrikt. In een denkwolk zien ze het kind midden in een groot vuur.

5. Vrouw die haar verlovingsring teruggeeft.

eND

ea

1. I wanted to be a rock star, but **my tastes changed**.

2. I was going to be an artist, but **it's hard to make a living as** an artist.

3. I thought I would be a lawyer, but **I didn't pass the exam**.

4. I wanted to become a firefighter, but my family **talked me out of it**.

5. I was going to marry George, but **I changed my mind**.

Exercise B. **VOCABULARY / GRAMMAR PRACTICE**

Complete each sentence, using ***would*** and a reason from the Vocabulary. Then compare reasons with a partner.

1. Laura thought / be / a doctor, but ...

2. I thought / become / an astronaut, but ...

3. We were sure / Bill and Stella / get / a divorce, but ...

4. Joe always believed / become / a writer, but ...

Exercise C. **LISTEN TO ACTIVATE VOCABULARY** (audio 3:23)

Listen to the conversations. Complete each statement about the decision each person made. Then listen again and use the Vocabulary to write the reason each person changed his or her mind.

1. She wanted to be a [ ], but she changed her mind because [ ]

2. He was going to [ ] Jessica, but he didn't because [ ]

3. He always thought she would become a [ ], but she didn't because [ ]

4. She was going to [ ] a Romanian named Andrei, but she didn't because [ ]

### NOW YOU CAN: Explain a change of intentions or plans

Exercise A. **NOTEPADDING**

On the notepad, write some intentions or plans you had in the past but changed your mind about. Write the reasons for the changes, using the Vocabulary or other reasons.

for my life: [ ]

for my studies: [ ]

for my career: [ ]

Exercise B. **CONVERSATION ACTIVATOR** (**DIGITAL: VIDEO**)

With a partner, change the Conversation Model, using the information on your notepad. Then change roles.

A: So what are you doing these days?

B: Well, [ ].

A: No kidding! I thought you had other plans.

B: That's right. I was going to [ ], but [ ].

A: How come?

B: Well, [ ].

**DON'T STOP!**

- Ask more questions.

- Explain your choices and decisions.

- Discuss the future.

Exercise C. **CHANGE PARTNERS**

Practice the conversation again about other intentions or plans from your notepad.

pp66

## LESSON 2.

### GOAL: Express regrets about past actions

#### GRAMMAR

bk

*Perfect models*

**Use perfect modals to express feelings and beliefs about past actions and events:**

- **Regrets or judgments: *should have* + past participle**

I **should have studied** medicine. (But unfortunately, I didn't.)

She **shouldn't have divorced** Sam. (But unfortunately, she did.)

- **Possibility: may have / might have + past participle**

I **may**(OR **might) have failed** the final exam. It was really hard.

He **may** (OR **might) not have been** able to make a living as a painter.

- **Ability (OR possibility): *could have* + past participle**

He was the driver. He **could have prevented** the accident.

The museum was closed, but she **couldn't have known** that. It's usually open on Tuesdays.

- **Certainty: *would have* + past participle**

You should have gone to Rio. You **would have loved** it.

It's good he broke up with Anne. They **wouldn't have been** happy together.

- **Conclusions: *must have* + past participle**

Beth isn't here. She **must have gone** home early.

(I think that's what happened.)

They didn't buy the house. The price **must not have been** acceptable.

(I think that's the reason.)

ba

bND

Foto van een vrouw die aan een bureau zit met een hoge stapel ordners. Ze kijkt moedeloos en zegt:

I should have studied medicine.

eND

ea

**GRAMMAR BOOSTER: p. 136**

Regrets about the past: *wish* + the past perfect; *should have* and *ought to have*

ek

Exercise A. **GRAMMAR PRACTICE**

Choose the modal that logically completes each sentence. Write that modal and the verb in the perfect modal form.

1. I don't know why she married him. He (must OR should) be [ ] the only man available.

2. I (should OR may) study [ ] architecture. I (must OR would) be [ ] really good at it.

3. Jenna's not studying Chinese anymore. It (should OR might) be [ ] too hard to learn Chinese and Japanese at the same time.

4. We didn't know we were going to have five children. We (could not OR should not) buy [ ] such a small house.

5. Ella still loves Ben. She (must not OR should not) break up [ ] with him.

6. When I was young, everyone thought I was a great singer. But I decided to become a lawyer instead. Looking back, I think I (may OR should) decide [ ] on the wrong career.

Exercise B. **PAIR WORK**

Provide three possible reasons for each statement. Use *may* / *might have*, *must have*, and *could have*. Follow the example.

**Example:** John is late for dinner.

"He might have gotten stuck in traffic."

"And he must not have taken his cell phone."

"Or he could have had an important meeting at work."

1. My brother never got married.

2. All the classes were canceled today.

3. Michael is forty, and he just became a doctor.

4. Rachel grew up in New York, but now she lives in Sâo Paulo.

5. They had one child, and then they adopted three more.

6. They had their honeymoon in the U.S. instead of in France.

**DIGITAL: MORE EXERCISES**

pp67

#### PRONUNCIATION

*Reduction of* ***have*** *in perfect modals* (**DIGITAL: VIDEO COACH**)

Exercise A. (audio 3:24)

Notice the reduction of *have* in perfect modals. Read and listen. Then listen again and repeat.

1. I should\_{h}ave /shödëv/ married Marie.

2. They might\_{h}ave /maitëv/ left.

3. We may not\_{h}ave /na:tëv/ seen it.

4. She could\_{h}ave /ködëv/ been on time.

Exercise B. **PAIR WORK**

Take turns reading the sentences with perfect modals in Exercise A. Use correct reduction of ***have.***

#### CONVERSATION MODEL

Exercise A. (audio 3:25)

Read and listen to a conversation between two people discussing a regret about the past.

A: I should have married Steven.

B: Why do you think that?

A: Well, I might have had children by now.

B: Could be. But you never know. You might not have been happy.

A: True.

Exercise B. **RHYTHM AND INTONATION** (audio 3:26)

Listen again and repeat. Then practice the Conversation Model with a partner.

### NOW YOU CAN: Express regrets about past actions

Exercise A. **NOTEPADDING**

Write about some regrets you have about past actions. Say how you think things might have been different in your life today.

Example:

bt

|  |  |  |
| --- | --- | --- |
| **Past action** | **Regret** | **How might things have been different?** |
| a job / career choice | I didn't take the job of Macro Tech. | I might have been CEO by now! |

et

bt

|  |  |  |
| --- | --- | --- |
| **Past action** | **Regret** | **How might things have been different?** |
| a job / career choice | [ ] | [ ] |
| a field of study | [ ] | [ ] |
| a marriage / divorce | [ ] | [ ] |
| a boyfriend / girlfriend choice | [ ] | [ ] |
| a breakup | [ ] | [ ] |

et

Exercise B. **CONVERSATION ACTIVATOR** (**DIGITAL: VIDEO**)

With a partner, personalize the Conversation Model. Discuss your regrets and speculate on how things might have been different. Use information from your notepad and perfect modals. Then change roles.

A: I should (OR I shouldn't) have [ ]

B: Why do you think that?

A: Well, I [ ].

B: Could be. But you never know. You might [ ].

A: [ ].

**DON'T STOP!**

- Ask your partner more questions about his or her regrets.

- Speculate about what happened.

- Offer advice.

**RECYCLE THIS LANGUAGE.**

Why did / didn't you [ ]?

Why don't you [ ]?

How about [ ]?

must (not) have [ ]

may / might (not) have [ ]

could have [ ]

pp68

## LESSON 3.

### GOAL: Discuss skills, abilities, and qualifications

#### BEFORE YOU LISTEN

Exercise A. **VOCABULARY: *Qualifications for work or study*** (audio 3:27, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

**talents**: abilities in art, music, mathematics, etc., that you are born with

*She was born with talents in both mathematics and art.*

**skills**: abilities that you learn, such as cooking, speaking a foreign language, or driving

*She has several publishing skills: writing, editing, and illustrating.*

**experience**: time spent working at a job

*Martin has a lot of experience in sales. He has worked at three companies.*

**knowledge**: understanding of or familiarity with a subject gained from experience or study

*James has extensive knowledge of the history of film. You can ask him which classics to see.*

**qualifications** talents, skills, experience, and knowledge that make a person a good candidate for a job

*I have two qualifications for the English teaching position: I have a teaching certificate, and I have taught English for two years.*

Exercise B. **THINK AND EXPLAIN**

Explain the following in your own words. Use examples from your life.

- the difference between a talent and a skill

- the difference between experience and knowledge

#### LISTENING COMPREHENSION

Exercise A. **LISTEN FOR DETAILS** (audio 3:28)

Listen to nine people being interviewed at an international job fair. Stop after each with his or her qualification for a job. Listen again if necessary.

**Interviewee**

[h] 1. Sonia Espinoza

[ ] 2. Silvano Lucastro

[ ] 3. Ivan Martinovic

[ ] 4. Agnes Lukins

[ ] 5. Elena Burgess

[ ] 6. Karen Trent

[ ] 7. Ed Snodgrass

[ ] 8. Akiko Uzawa

[ ] 9. Mia Kim

**Qualifications**

a. good memory

b. artistic ability

c. mathematical ability

d. logical thinking

e. compassion

f. manual dexterity

g. common sense

{h}. athletic ability

leadership skills

Exercise B. **PAIR WORK**

With a partner, classify each qualification from Exercise A. Do you agree on all the classifications? Discuss and explain your opinions.

a talent: [athletic ability] [ ]

a skill: [ ]

"I think athletic ability is a talent. You're born with that.

"I don't agree. I think if you train and work at it, you can develop into a great athlete. I think it's a skill."

pp69

### NOW YOU CAN: Discuss skills, abilities, and qualifications

Exercise A. **FRAME YOUR IDEAS**

Take the skills inventory.

**Preparing for an Interview**

Whether you're looking for a job or interviewing for a school, interviewers expect you to answer questions about your interests, talents, skills, and experience. Take this inventory to prepare yourself for those questions.

**Interests**

Check the fields that interest you:

[ ] business

[ ] science

[ ] education

[ ] art

[ ] manufacturing

[ ] other [ ]

**Qualifications**

Check the qualifications you believe you have:

[ ] manual dexterity

[ ] logical thinking

[ ] mathematical ability

[ ] common sense

[ ] athletic ability

[ ] artistic ability

[ ] compassion

[ ] a good memory

[ ] leadership skills

[ ] other [ ] (advanced computer skills, for example)

**Experience**

Briefly note information about your experience, skills, and any special knowledge you have.

Experience: [ ]

Skills: [ ]

Special knowledge: [ ]

Exercise B. **NOTEPADDING**

On your notepad, write specific examples of your qualifications. Then share and discuss your skills, abilities, and qualifications with a partner.

Qualification: mathematical ability

Example: I'm great at number puzzles.

Qualification: [ ]

Example: [ ]

Qualification: [ ]

Example: [ ]

Qualification: [ ]

Example: [ ]

Exercise C. **PAIR WORK**

Use the information on your notepad to do one of the following activities.

- Role-play an interview for a job.

- Role-play an interview for career advice.

- Role-play an interview for entry into a professional (or other kind of) school.

"Please come in. / Have a seat."

"Tell me something about your [skills].

"What [work experience] do you have?"

"Do you have any special [skills]?"

**RECYCLE THIS LANGUAGE.**

I have experience in [teaching].

I don't have much experience, but [ ].

I'm good at [math].

I have three years of [French].

Exercise D. **GROUP WORK**

Tell your class what you learned about your partner in the interview.

"My partner has a lot of experience in ..."

pp70

## LESSON 4.

### GOAL: Discuss factors that promote success

#### BEFORE YOU READ

Exercise A. **WARM-UP**

How important do you think the following factors are to career success? Number the factors in order of importance, making 1 the most important and 6 the least important.

[ ] skills

[ ] talent

[ ] work habits

[ ] prior experience

[ ] job knowledge

[ ] other

[ ] physical appearance, dress, etc.

Exercise B. **DISCUSSION**

Explain the reasons for your most important and least important choices. Use concrete examples.

#### READING (audio 3:29)

***The Five Most Effective Work Habits***

***Advice to new workers from a CEO***

If you are new to the working world, you are eager to demonstrate your skills and knowledge. However, in addition to those, some basic work habits may be even more effective in promoting your success. Read the following advice to new workers, written by the head of a company.

1. **Volunteer for assignments** One of the best ways to signal that you are a keen learner and are not afraid of hard work is to volunteer for assignments. However, before volunteering for a task, be sure you have the skills and knowledge to accomplish it successfully.

2. **Be nice to people** Be nice to people regardless of their rank or position. When you are nice to people, they go out of their way to help you, and every new worker needs help in order to get ahead.

3. **Prioritize your work** We all love to start work on things that are close to our hearts. However, these may not be the most urgent and important in our list of tasks to do. Have a list of things to do according to their strategic importance to your company. When you prioritize your work, you are more productive, and that increases your chances of career success.

4. **Stay positive** As someone new in the working world, you are not used to office culture. And there may be office politics that complicate things. Try to stay above politics and remain positive in the face of challenges. When you are positive, you stay focused on your goals. You make better decisions and, therefore, get more things done.

5. **Highlight a problem but bring solutions** Offer a solution each time you highlight a problem to your boss or management. You need to remember that when you bring problems and not solutions, people may think of you as a "complainer."

These five work habits, at first glance, may seem like common sense. However, in actual working environments, people tend to forget the basics. I counsel new workers in our company to internalize this behavior and consistently use it to increase their chances of career success.

Source: Adapted from *www.career-success-for-newbies.com*.

pp71

Exercise A. **UNDERSTAND FROM CONTEXT**

Find and underline the words below in the Reading. Use context to help you write a definition for each. Then compare definitions with a partner.

a habit: [ ]

a solution: [ ]

volunteer: [ ]

prioritize: [ ]

Exercise B. **CONFIRM CONTENT**

Answer the questions, according to what the CEO suggests.

1. Which may be most important in determining a new worker's success: knowledge, work habits, or skills?

2. Why should workers volunteer to do tasks?

3. Why is "being nice" a valuable habit to develop?

4. What is the value of prioritizing tasks?

5. How does staying positive help you be more productive?

6. What's wrong with stating a problem without proposing a solution?

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Discuss factors that promote success

A. **NOTEPADDING**

On your notepad, write some factors that have helped you be successful in your life, studies, or work, and some factors that have prevented you from being successful. (You can choose one, some, or all areas to comment on.) Then compare notepads with a partner.

Example:

bt

|  |  |  |
| --- | --- | --- |
| **Area** | **Factors that helped** :-) | **Factors that hurt** :-( |
| my personal life | love, patience, common sense! | not listening to or paying attention to others |

et

bt

|  |  |  |
| --- | --- | --- |
| **Area** | **Factors that helped** :-) | **Factors that hurt** :-( |
| my personal life | [ ] | [ ] |
| managing my home | [ ] | [ ] |
| my studies / work | [ ] | [ ] |

et

Exercise B. **DISCUSSION**

Discuss factors that you think promote success and factors that don't. Use your notepad for support, but expand on it with specific examples from your life to illustrate each factor. Talk about plans that changed and any regrets you may have.

**RECYCLE THIS LANGUAGE.**

**Factors**

talents

skills

experience

knowledge

common sense

**Changes in plans**

I thought I would [ ], but [ ].

I was going to [ ], but I changed my mind.

[ ] talked me out of it.

It's hard to make a living as [ ].

My tastes changed.

**Regrets**

I should have [ ].

I could have [ ].

I might have [ ].

I would have [ ].

**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: "prioritize your work."

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## REVIEW

Exercise A. (audio 3:30)

Listen to the conversations between people talking about life changes. Write information on the notepad. Listen again if necessary.

Why did the person change his or her mind?

1. Why did the person change his or her mind?

[ ]

Any regrets?

[ ]

2. Why did the person change his or her mind?

[ ]

Any regrets?

[ ]

3. Why did the person change his or her mind?

[ ]

Any regrets?

[ ]

4. Why did the person change his or her mind?

[ ]

Any regrets?

[ ]

Exercise B.

Explain the meaning of each of the qualifications. Then write an occupation or course of study for a person with each qualification.

bt

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Qualification** | **Definition** | **Occupation or Study** |
| 1. | athletic ability |  |  |
| 2. | artistic ability |  |  |
| 3. | mathematical ability |  |  |
| 4. | logical thinking ability |  |  |
| 5. | a good memory |  |  |
| 6. | leadership skills |  |  |

et

Exercise C.

Complete each statement of belief, using *would*.

1. When I was a child, I thought I [ ].

2. My parents believed [ ].

3. My teachers were sure [ ].

4. When I finished school, I didn't know [ ].

Exercise D.

Read each sentence. Complete the statement in parentheses, using a perfect modal.

1. Marie was very unhappy in her marriage. (She should ...)

[She Should have tried to communicate more with her husband.]

2. After Sylvia and David got separated, they discovered they were still in love. (They could ...)

3. My parents were sorry they sold their country house. (They shouldn't ...)

4. I can't understand how she learned to speak Italian so fast. (She might ...)

5. Look at John's car. It's all smashed up. (He must ...)

For additional language practice...

**TOP NOTCH: POP**

- Lyrics p. 155

"I Should Have Married Her"

**DIGITAL: SONG**

**DIGITAL: KARAOKE**

## WRITING

Write a short autobiography. Include information about one or all of the topics below. If you have any regrets, express them, using perfect modals.

- your birth

- your childhood

- your studies

- other aspects of your life

**WRITING BOOSTER**: p. 150

- Dividing an essay into topics

- Guidance for this writing exercise

pp73

## ORAL REVIEW

**DIGITAL: GAMES**

**STORY IN PAIRS**: Choose one of the characters: Michael or Carlota. Look at the pictures for each of the three dates. Tell the story of your character to your partner. Then change partners and choose a different character.

ba

bND

Drie tekeningen van Michael en drie van Carlota in verschillende jaren.

1980

Their parents' plans and dreams for them

Michael is geboren. Vader ziet hem als piloot. Moeder ziet hem als chirurg.

Carlota is geboren. Moeder ziet haar als modefotograaf. Vader ziet haar als kinderarts.

1990

Their wishes and dreams for themselves

Michael zit op school en ziet zichzelf als piloot.

Carlota voetbalt en ziet zichzelf als natuurfotograaf.

NOW

Their actual choices and regrets

Michael en Carlota trouwen met elkaar en zijn allebei kinderarts.

Michael denkt nog steeds aan piloot zijn.

Carlota denkt nog steeds aan natuurfotograaf zijn.

eND

ea

NOW I CAN

[ ] Explain a change of intentions or plans.

[ ] Express regrets about past actions.

[ ] Discuss skills, abilities, and qualifications.

[ ] Discuss factors that promote success.

pp74

# UNIT 1: Holidays and Traditions

COMMUNICATION GOALS

1. Wish someone a good holiday.

2. Ask about local customs.

3. Exchange information about holidays.

4. Explain wedding traditions.

## PREVIEW

ba

Bijschrift: Japan - People picnicking and viewing the cherry blossoms at a *Hanami* in Japan

bND

Foto van mensen die in groepjes in een park zitten. De kersenbomen in het park staan in bloei.

eND

ea

ba

Bijschrift: United States - *Thanksgiving* dinner in the United States, featuring te traditional main dish of roast turkey

bND

Foto van een gezin dat aan tafel zit. Een man komt aanlopen met een grote schaal waar een gebraden kalkoen op ligt.

eND

ea

ba

Bijschrift: Korea - A couple dressed in the traditional hanbok during the Korean holiday of *Chuseok*

bND

Foto van een jong paar dat is gekleed in traditionele Koreaanse kleding.

eND

ea

ba

Bijschrift: Mexico - Friends who have come together for *Quinceañera* to celebrate a girl's fifteenth birthday and her entry into adulthood in Mexico

bND

Foto van een tienermeisje met een kroontje op haar hoofd en een mooie jurk aan. Ze staat bij een grote taart. Er staan mensen om haar heen.

eND

ea

ba

Bijschrift: Brazil - Dancers in the fantastic costumes of Brazil's world-famous yearly celebration of *Carnaval*

bND

Foto van een groep danseressen in lange jurken met hele wijde rokken in felle kleuren. Op hun hoofd dragen ze een tooi van veren.

eND

ea

Exercise A.

Look at the photos. Which traditions are you already familiar with? Which ones would you like to know more about? Why?

Exercise B. **DISCUSSION**

Why do people keep traditions alive? Do you think it's important to learn about the customs of other cultures? Explain your reasons.

pp75

Exercise C. **PHOTO STORY** (audio 4:02)

Read and listen to a conversation about holiday traditions.

**ENGLISH** FOR TODAY'S WORLD

Understand English speakers from different language backgrounds.

*Basma = Arabic speaker*

*Mi-Cha = Korean speaker*

ba

bND

Drie foto's van twee vrouwen die samen een fotoalbum bekijken en daarover praten.

eND

ea

**Basma**: Wow! That dress your sister's wearing is gorgeous! What was the occasion?

**Mi-Cha**: Oh, that was for Chuseok. The dress is called a hanbok.

**Basma**: Did you say Chuseok? What's that-a holiday?

**Mi-Cha**: That's right. It's a traditional Korean holiday. It takes place in September or October each year to celebrate the harvest.

**Basma**: So does everyone dress up like that?

**Mi-Cha**: Some people do.

**Basma**: So what else does everyone do on Chuseok?

**Mi-Cha**: We get together with our relatives. And we eat a lot!

**Basma**: Well, that sounds nice.

**Mi-Cha**: Not only that, but we go to our hometowns and visit the graves of our ancestors.

**Basma**: So I suppose the airports and train stations are mobbed with people, right?

**Mi-Cha**: Totally. And the traffic is impossible. It takes hours to get anywhere.

**Basma**: I think every country's got at least one holiday like that!

**Mi-Cha**: What holiday comes to mind for you?

**Basma**: It reminds me of Eid al-Adha, a four-day religious holiday we celebrate where I come from.

**Mi-Cha**: In what way?

**Basma**: Well, people put on their best clothes, and we eat a ton of great food. We also travel to be with our relatives and visit the graves of our loved ones who have died.

**Mi-Cha**: How about that! Sounds just like our holiday.

Exercise D. **PARAPHRASE**

Find each underlined expression in the Photo Story. Write each sentence in your own words.

1. "It **takes place in** September or October."

[ ]

2. "We **get together with** our relatives."

[ ]

3. "The train stations **are mobbed with people**."

[ ]

4. "The traffic **is impossible**."

[ ]

5. "It **reminds me of** Eid al-Adha."

[ ]

Exercise E. **FOCUS ON LANGUAGE**

Write five sentences about a holiday or a tradition in your country, using the underlined language from Exercise D.

[Songkran takes place in April.]

## SPEAKING

Complete the chart about traditions in your country.

Present your information to the class.

A special type of clothing

[ ]

Explain when it is worn.

[ ]

A type of music

[ ]

Explain when it is played.

[ ]

A special dish

[ ]

Explain when it is eaten.

[ ]

A traditional dance

[ ]

Explain when it is danced.

[ ]

A special event

[ ]

Explain what happens.

[ ]

pp76

## LESSON 1.

### GOAL: Wish someone a good holiday

#### CONVERSATION MODEL

Exercise A. (audio 4:03)

Read and listen to a conversation about a holiday.

A: I heard there's going to be a holiday next week.

B: That's right. The Harvest Moon Festival.

A: What kind of holiday is it?

B: It's a seasonal holiday that takes place in autumn. People spend time with their families and eat moon cakes.

A: Well, have a great Harvest Moon Festival!

B: Thanks! Same to you!

ba

Bijschrift: a moon cake

bND

Foto van een ronde taart die aan de bovenkant is versierd.

eND

ea

(audio 4:05) **Types of holidays**

seasonal

historical

religious

Exercise B. **RHYTHM AND INTONATION** (audio 4:04)

Listen again and repeat.

Then practice the Conversation Model with a partner.

#### VOCABULARY

*Ways to commemorate a holiday* (**DIGITAL**: FLASH CARDS)

Exercise A. (audio 4:06)

Read and listen. Then listen again and repeat.

ba

bND

Negen foto's:

1. vuurwerk

2. een parade met een muziekkorps

3. een gezin dat picknickt in het park

4. mensen die geknield en voorover gebogen zitten te bidden

5. een meisje dat kaarten verstuurd

6. iemand die een cadeautje krijgt

7. elkaar veel geluk wensen

8. iemand die een graf bezoekt

9. twee mensen die verkleed zijn en maskers dragen

eND

ea

1. set off fireworks

2. march in parades

3. have picnics

4. pray

5. send cards

6. give gifts

7. wish each other well

8. remember the dead

9. wear costumes

Exercise B. **PAIR WORK**

Match the Vocabulary with holidays and celebrations you know.

"Everyone wears costumes on ..."

pp77

Exercise C. **LISTEN TO ACTIVATE VOCABULARY** (audio 4:07)

Listen and use the Vocabulary to complete the chart.

bt

|  |  |  |
| --- | --- | --- |
|  | **Type of holiday** | **What people do to celebrate** |
| Mardi Gras (U.S.) | [ ] | [ ] |
| Bastille Day (France) | [ ] | [ ] |
| Tsagaan Sar (Mongolia) | [ ] | [ ] |

et

#### GRAMMAR

bk

*Adjective clauses with subject relative pronouns* ***who*** *and* ***that***

**Adjective clauses identify or describe people or things. Introduce adjective clauses about people with the relative pronouns *who* or *that*.**

A mariachi singer is someone - **who** (OR **that**) **sings traditional Mexican music.**

Carnaval is a great holiday for people - **who** (OR **that**) **like parades.**

Families - **who** (OR **that**) **want to watch the fireworks** go to the park.

**Use *that*, not *who*, for adjective clauses that describe things.**

Thanksgiving is a celebration - **that takes place in November.**

The parade - **that commemorates Bastille Day** is very exciting.

**Be careful!**

**Don't use a subject pronoun after the relative pronouns *who* or *that*.**

Don't say: Thanksgiving is a celebration that {it} takes place in November.

**GRAMMAR BOOSTER**: p. 136

- Adjective clauses: common errors

- Reflexive pronouns

- ***By*** + reflexive pronouns

- Reciprocal pronouns: ***each other*** and ***one another***

ek

Exercise A. **UNDERSTAND THE GRAMMAR**

Underline the adjective clauses and circle the relative pronouns. Then draw an arrow from the relative pronoun to the noun or pronoun it describes.

1. Ramadan is a religious tradition that begins on a different day every year.

2. Chuseok is a Korean seasonal holiday that celebrates the yearly harvest.

3. The woman who designed those amazing costumes for the parade is really talented.

4. The celebrations that take place in Brazil during Carnaval are really wild!

5. People who remember April Fool's Day every April 1st have a lot of fun.

6. The Dragon Boat Festival in China is a holiday that takes place in May or June.

Exercise B. **GRAMMAR PRACTICE**

On a separate sheet of paper, write five sentences with adjective clauses to describe some holidays and traditions in your country.

**DIGITAL: MORE EXERCISES**

[... is a religious tradition that ...]

[... is a great holiday for people who ...]

### NOW YOU CAN: Wish someone a good holiday

Exercise A. **CONVERSATION ACTIVATOR** (**DIGITAL: VIDEO**)

Use your chart from page 75 to role-play the Conversation Model with a visitor to your country.

Wish each other a good holiday. Then change roles.

A: I heard there's going to be a holiday next [ ].

B: That's right [ ].

A: What kind of holiday is it?

B: It's a [ ] holiday that takes place [ ] People [ ].

A: Well,[ ]!

B: [ ].

**Some ways to exchange good wishes on holidays**

Have a [nice / great / happy] holiday!

Enjoy yourself on [Chuseok]!

You too! / Same to you!

**DON'T STOP!**

**Ask and answer more questions. Use the Vocabulary.**

What else do people do?

Do people [send cards]?

What kinds of [food do you eat / music do they play]?

Where do people [march in parades]?

Exercise B. **CHANGE PARTNERS**

Exchange wishes about other holidays.

People celebrate the Holi Festival in India by throwing colored powder and water on each other.

pp78

## LESSON 2.

### GOAL: Ask about local customs

#### CONVERSATION MODEL

Exercise A. (audio 4:08)

Read and listen to a conversation about local customs.

ba

bND

Foto van een Aziatische man en een Amerikaanse vrouw.

eND

ea

A: Do you mind if I ask you about something?

B: Of course not. What's up?

A: I'm not sure about the customs here. If someone invites you for dinner, should you bring the host a gift?

B: Yes. It's a good idea. But the gift that you bring should be inexpensive.

A: Would it be appropriate to bring flowers?

B: Definitely!

A: Thanks. That's really helpful.

Exercise B. **RHYTHM AND INTONATION** (audio 4:09)

Listen again and repeat.

Then practice the Conversation Model with a partner.

#### GRAMMAR

bk

*Adjective clauses with object relative pronouns* ***who****,* ***whom****, and* ***that***

**In some adjective clauses, the relative pronoun is the subject of the clause. In other adjective clauses, the relative pronoun is the object of the clause.**

***who*** as subject = (**The people** are the guests.)

The people **who are the guests** should bring gifts.

***who*** as object = (You invite **the people**.)

The people **who you invite** should bring gifts.

**When a relative pronoun is an object of a clause, use *who*, *that*, or *whom* for people and *that* for things.**

**The relative pronoun is often omitted, especially in speaking.** (Note: ***whom*** is very formal.)

The people **who** (OR **that / whom**) **you invite** should bring gifts. / The people **you invite** should bring gifts.

The gifts **that you bring** should be inexpensive. / The gifts **you bring** should be inexpensive.

**Be careful!**

**When the relative pronoun is the subject of the clause, it can NOT be omitted.**

Don't say: {The people are the guests} should bring gifts.

**Do not use an object pronoun after the verb.**

Don't say: The people who you invite {them} should bring gifts.

**GRAMMAR BOOSTER**: p. 138

- Adjective clauses: ***who*** and ***whom*** in formal English

ek

Exercise A. **UNDERSTAND THE GRAMMAR**.

Correct the error in the adjective clause in each sentence. Explain each correction.

1. Putting butter on a child's nose is a birthday tradition {who} [that] people observe on the Atlantic coast of Canada.

"Only use ***who*** for people."

2. On the Day of the Dead, Mexicans remember family members who they have died.

[ ]

3. The tomatoes that people throw them at each other during La Tomatina in Buñol, Spain, make a terrible mess.

[ ]

4. The performer sang that traditional holiday song is world-famous.

[ ]

5. The fireworks people set them off during the summer festivals in Japan are very beautiful.

[ ]

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Exercise B. **GRAMMAR PRACTICE**.

Complete the adjective clause in each sentence, using the cues. Omit the relative pronoun when possible.

ba

Bijschrift: A Chinese woman wearing a traditional cheongsam

ea

1. The traditional Chinese dress (She's wearing the dress.) [she's wearing] is called a cheongsam.

2. The man (You met the man yesterday.) [ ] plays in a mariachi band.

3. The young people (You saw the young people in the parade.) [ ] were all wearing traditional costumes.

4. People (People visit other countries.) [ ] should find out the local customs.

5. Anzac Day is a holiday (People celebrate the holiday in Australia.) [ ] to remember the soldiers who died in wars.

**DIGITAL: MORE EXERCISES**

#### PRONUNCIATION

*"Thought groups"* (**DIGITAL: VIDEO COACH**)

Exercise A. (audio 4:10)

"Thought groups" clarify the meaning of sentences. Notice how sentence rhythm indicates how thoughts are grouped. Read and listen.

Then listen again and repeat.

1. [The person] [who comes for dinner] [should bring flowers.]

2. [The man] [we invited to the party] [is from Senegal.]

3. [The song] [that you were listening to] [is fado music] [from Portugal.]

4. [The Cherry Blossom Festival] [is a tradition] [that people observe] [in japan] [every spring.]

Exercise B.

Practice reading aloud the sentences you completed in Exercise B above, breaking the sentences into thought groups.

### NOW YOU CAN: Ask about local customs

Exercise A. **CONVERSATION ACTIVATOR** (**DIGITAL: VIDEO**)

With a partner, change the Conversation Model. Role-play a conversation in which you ask about local customs. Use the Ideas from the box. Then change roles.

A: Do you mind if I ask you about something?

B: [ ]. What's up?

A: I'm not sure about the customs here. If [ ], should [ ]?

B: [ ].

A: Would it be appropriate to [ ]?

B: [ ].

A: Thanks. That's really helpful.

**Ideas**

- Someone invites you out for dinner.

- Someone invites you to a party.

- Someone gives you a gift.

- Someone makes a special effort to help you.

- Your own idea: [ ]

**DON'T STOP!**

**Ask and answer other questions.**

Is it OK if [ ]?

Would it be [customary / impolite / offensive] to [ ]?

Should I [ ]?

Exercise B. **CHANGE PARTNERS**

Ask about local customs in other situations.

pp80

## LESSON 3.

### GOAL: Exchange information about holidays

#### BEFORE YOU READ

**WARM-UP** Look at the photos and the names of the holidays in the Reading. How would you categorize each holiday-historical, seasonal, or religious? Are you familiar with any of these holidays? What do you know about them?

#### READING (audio 4:11)

Holidays: Around the World

**Ramadan, the Month of Fasting**

"May you be well throughout the year" is the typical greeting during Ramadan, the ninth month of the Islamic calendar, a special occasion for over one billion Muslims throughout the world. According to Islamic tradition, Ramadan marks the time when Muhammad received the word of God through the Koran. Throughout the month, Muslims fast - totally abstaining from food and drink from the break of dawn until the setting of the sun. It is also a time of increased worship and giving to the poor and the community. Ramadan ends with the festival of Eid ul-Fitr - three days of family celebrations - and eating!

ba

Bijschrift: Worshippers pray during Ramadan.

bND

Foto van rijen mensen die bidden in een moskee.

eND

ea

**The Chinese New Year**

The Chinese New Year is celebrated by Chinese around the world and marks the beginning of the first month in the Chinese calendar. The celebration usually takes place in February and lasts for fifteen days. Before the holiday begins, families clean out their houses to sweep away bad luck, and they decorate their doors with red paper and big Chinese characters for happiness, wealth, and longevity.

The night before, families gather together for a delicious meal. Outside, people set off firecrackers that make loud noises all through the night. In the morning, children wish their parents a healthy and happy new year and receive red envelopes with money inside. It is customary for people to give each other small gifts of fruits and sweets and to visit older family members. In the street, lion and dragon dancers set off more firecrackers to chase away evil spirits.

ba

Bijschrift: On the last day people dance in the street carrying a large cloth dragon.

bND

Foto van een grote, felgekleurde draak.

eND

ea

**Simón Bolivar's Birthday**

Simón Bolívar was born on July 24,1783, in Caracas, Venezuela. He is known throughout Latin America as "The Liberator" because he led the fight for independence from Spain. His armies freed Venezuela, Bolivia, Colombia, Ecuador, and Peru. He is memorialized in many ways, but two countries celebrate his birthday every July 24th - Venezuela and Ecuador. On that day, schools and most general businesses are closed, and there are military parades and government ceremonies. But the malls are open, and people usually use the holiday to go shopping.

ba

Bijschrift: Bolívar led the fight for independence.

bND

Foto van een standbeeld van Bolivar op een paard.

eND

ea

pp81

Exercise A. **SCAN FOR FACTS**

Complete the chart. Check the holidays on which each tradition is observed, according to the information in the Reading. Explain your answers.

bt

|  |  |  |  |
| --- | --- | --- | --- |
| **On this holiday, people...** | Ramadan | Chinese New Year | Bolivar's Birthday |
| give gifts. | [ ] | [ ] | [ ] |
| wear costumes. | [ ] | [ ] | [ ] |
| pray. | [ ] | [ ] | [ ] |
| wish each other well. | [ ] | [ ] | [ ] |
| get together with their families. | [ ] | [ ] | [ ] |
| perform traditional dances. | [ ] | [ ] | [ ] |
| decorate their homes. | [ ] | [ ] | [ ] |
| celebrate for several days. | [ ] | [ ] | [ ] |
| give away money. | [ ] | [ ] | [ ] |
| have parades. | [ ] | [ ] | [ ] |
| avoid eating during the day. | [ ] | [ ] | [ ] |

et

**Which holiday is celebrated in more than one country?**

[ ] Ramadan

[ ] Chinese New Year

[ ] Simón Bolivar's Birthday

Exercise B. **COMPARE AND CONTRAST** (**DIGITAL: MORE EXERCISES**)

Which holiday or tradition from the Reading do you find the most interesting? Why?

Exercise C. **RELATE TO PERSONAL EXPERIENCE**

Name one holiday you know for each tradition in the chart.

### NOW YOU CAN: Exchange information about holidays

Exercise A. **NOTEPADDING**

With a partner, choose three holidays in your country. Discuss the traditions of each holiday and write notes about them on your notepads.

bt

|  |  |  |  |
| --- | --- | --- | --- |
|  | **A historical holiday** | **A seasonal holiday** | **A religious holiday** |
| name of holiday | [ ] | [ ] | [ ] |
| purpose | [ ] | [ ] | [ ] |
| typical food | [ ] | [ ] | [ ] |
| typical music | [ ] | [ ] | [ ] |
| typical clothing | [ ] | [ ] | [ ] |
| other traditions | [ ] | [ ] | [ ] |

et

**RECYCLE THIS LANGUAGE.**

Traditionally, people [ ].

It's customary to [ ].

It's probably best to [ ].

It's offensive to [ ].

[ ] is taboo.

It's impolite to [ ].

Exercise B. **GROUP WORK**

Choose a holiday from your notepad and present it to your class. Your classmates ask questions.

**Text-mining (optional)**

Find and underline three words or phrases in the Reading that were new to you. Use them in your Group Work.

For example: "a special occasion."

pp82

## LESSON 4.

### GOAL: Explain wedding traditions

#### BEFORE YOU LISTEN

Exercise A. **VOCABULARY**: ***Getting married*** (audio 4:12, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

**THE EVENTS**

**an engagement** an agreement to marry someone - **get engaged** *v*.

**a (marriage) ceremony** the set of actions that formally makes two single people become a married couple - **get married** *v*.

**a wedding** a formal marriage ceremony, especially one with a religious service

**a reception** a large formal party after a wedding ceremony

**a honeymoon** a vacation taken by two newlyweds after their wedding

**THE PEOPLE**

**a fiancé** a man who is engaged

**a fiancee** a woman who is engaged

**a bride** a woman at the time she gets married

**a groom** a man at the time he gets married

**newlyweds** the bride and groom immediately after the wedding

Exercise B. **DISCUSSION**

Read about wedding traditions in many English-speaking countries.

How are these similar to or different from traditions practiced in your country?

ba

bND

Drie foto's:

1. De bruid gooit het boeket over haar hoofd naar achteren. Achter haar staan mensen die proberen het boeket te vangen.

2. Een pasgetrouwd stel snijdt samen de bruidstaart aan.

3. De bruidegom draagt de bruid over de drempel het huis binnen.

eND

ea

1. **The bride** throws the bouquet after the wedding ceremony. The woman who catches it is believed to be the next to get married.

2. **The newlyweds** cut the cake together at the wedding reception.

3. **The groom** carries the bride "across the threshold," through the doorway to their new home. Soon after the wedding, they go on their honeymoon.

#### LISTENING COMPREHENSION

Exercise A. **LISTEN FOR MAIN IDEAS** (audio 4:13)

Listen to Part 1 of a lecture about a traditional Indian wedding.

Which of the statements best summarizes the information?

[ ] a. An Indian couple gets engaged long before the wedding.

[ ] b. There's a lot of preparation before an Indian wedding.

[ ] c. An Indian wedding lasts for days.

Exercise B. **LISTEN FOR DETAILS** (audio 4:14)

Listen again to Part 1 and circle the best way to complete each statement.

1. A traditional Hindu wedding celebration can last for more than (two / five) days.

2. The bride's and groom's birthdates are used to choose the (engagement / wedding) date.

3. Before the wedding, musicians visit the (bride's / groom's) home.

4. The (bride / groom) is washed with oil.

5. An older relative offers the (bride / groom) money.

6. Relatives spend a lot of time painting the (bride's / groom's) skin.

pp83

Exercise C. **LISTEN FOR MAIN IDEAS** (audio 4:15)

Now listen to Part 2 of the lecture. What is the information mainly about?

[ ] a. the wedding ceremony

[ ] b. the honeymoon

[ ] c. the reception after the wedding

Exercise D. **LISTEN FOR DETAILS** (audio 4:16)

Listen again to Part 2 and check the statements that are true. Correct the statements that are false.

[ ] 1. Relatives wash the bride's and groom's hands.

[ ] 2. The bride is seated behind a cloth so the groom cannot see her.

[ ] 3. Relatives throw rice grains at the bride and groom.

[ ] 4. The couple gives each other rings made of flowers.

[ ] 5. The groom places a flower necklace around the bride's neck.

### NOW YOU CAN: Explain wedding traditions

Exercise A. **FRAME YOUR IDEAS**

With a partner, read each saying or proverb about weddings and marriage. Discuss what you think each one means.

"Marry off your son when you wish. Marry off your daughter when you can."

**Italy**

"Marriages are all happy. It's having breakfast together that causes all the trouble."

**Ireland**

"Marriage is just friendship if there are no children."

**South Africa**

"The woman cries before the wedding and the man after."

**Poland**

Advice to the bride: "Wear something old and something new something borrowed and something blue."

**United Kingdom**

Exercise B. **DISCUSSION**

Do you find any of the sayings or proverbs offensive? Why or why not? What sayings or proverbs about weddings do you know in your own language?

Exercise C. **NOTEPADDING**

On your notepad, make a list of wedding traditions in your country. Compare your lists with those of other groups.

Before the wedding:

[ ]

At the wedding ceremony:

[ ]

After the wedding:

[ ]

Exercise D. **PAIR WORK**

Role-play a conversation in which you describe local wedding traditions to a visitor to your country. Ask and answer questions about the details.

Use the Vocabulary.

**RECYCLE THIS LANGUAGE**

[a religious] tradition

[a huge] celebration

the bride / the groom / the newlyweds

take place in

spend time with [someone]

It's [customary / common / appropriate] to [ ].

"Well, before they get engaged, they have to ..."

"So how does a couple get engaged here?"

pp84

## REVIEW

Exercise A. (audio 4:17)

Listen to each conversation and circle the occasion or the people they are talking about. Then listen again and circle ***T*** if the statement is true or ***F*** if it is false. Correct any false statements. Listen again if necessary.

1. (an engagement / a reception / a honeymoon)

T [ ] F [ ] The man who is speaking is the groom.

2. (an engagement / a reception / a honeymoon)

T [ ] F [ ] The man who is speaking will be the groom.

3. (a bride / a groom / relatives)

T [ ] F [ ] The woman who is speaking is the bride.

4. (a bride / a groom / relatives)

T [ ] F [ ] The woman who is speaking is a guest.

Exercise B.

Complete each statement, using verbs from the unit Vocabulary. Then write the name of a holiday you know for each statement.

bt

|  |  |
| --- | --- |
| **Name a holiday when people ...** | **Examples** |
| 1. [ ] fireworks. |  |
| 2. [ ] in parades. |  |
| 3. [ ] picnics. |  |
| 4. [ ] time with their families. |  |
| 5. [ ] costumes. |  |
| 6. [ ] gifts. |  |
| 7. [ ] each other well. |  |

et

Exercise C.

Complete each sentence with an adjective clause. Find the information in this unit, if necessary.

1. A groom is a man [who has just gotten married]

2. Eid ul-Fitr is a religious holiday [ ].

3. A honeymoon is a vacation [ ].

4. A hanbok is a traditional dress [ ].

5. A wedding reception is a party [ ].

6. Chuseok is a holiday [ ].

Exercise D.

On a separate sheet of paper, complete each statement about local traditions in your country.

1. If someone invites you to his or her house for dinner, you should ...

2. If someone gives you an expensive gift, you should ...

3. If you are invited to a formal wedding, you should wear ...

4. If a friend or colleague gets engaged, you should ...

5. If someone wants to get married, he or she should ...

For additional language practice...

**TOP NOTCH POP** - Lyrics p.155

**POP**

"Endless Holiday"

**DIGITAL: SONG**

**DIGITAL: KARAOKE**

## WRITING

Describe two different holidays that are celebrated in your country.

Include as many details as you can about each.

- What kind of holiday is it?

- When is it celebrated?

- How is it celebrated?

- What do people do / eat / say / wear, etc.?

**WRITING BOOSTER**: p. 151

- Descriptive details

- Guidance for this writing exercise

pp85

## ORAL REVIEW

**DIGITAL: GAMES**

ba

bND

Foto van een man en een vrouw die met elkaar praten. Bij elke persoon staat een lege spreekwolk.

[ ]

[ ]

eND

ea

**PAIR WORK CHALLENGE**

For one minute, look at the Fact Sheet for one of the holidays. Your partner looks at the other Fact Sheet. Then close your books. Ask and answer questions about each other's holidays. For example:

[Why do people celebrate Songkran?]

**PAIR WORK**

Create conversations for the people.

1. Ask about one of the holidays. Start like this:

[I heard there's going to be a holiday.]

2. Ask about local customs during the holiday. Start like this:

[Do you mind if I ask you something?]

**GROUP PRESENTATION**

Choose one of the holidays and give a presentation to your group or class. Use adjective clauses.

[Songkran if a seasonal holiday that...]

ba

bND

Foto van een Boeddhabeeld. Een vrouw gooit er rozenblaadjes op.

eND

ea

bk

FACT SHEET

***Songkran Water Festival***

Celebrated in Thailand. Lasts for three days.

Marks the...

- start of the Buddhist New Year.

- beginning of the farming season.

People...

- clean their homes.

- make offerings at temples.

- sing and dance in the street.

- throw lots of water at each other!

NOTE: Don't worry! It's customary for people to throw lots of water at complete strangers on this holiday.

ba

bND

Foto van een grote groep mensen. Ze gooien bakjes water naar elkaar.

eND

ea

ek

bk

FACT SHEET

***Mexican Independence Day***

Celebrated on September 15 and 16.

*Commemorates...*

- the beginning of the War of Independence.

- Mexico's independence from Spain.

*People...*

- march in parades.

- perform traditional music and dances.

- decorate with the colors of the Mexican flag (red, white, and green).

- set off fireworks.

- eat special dishes (sometimes red, white, and green).

NOTE: It's customary for people to shout, "Viva México!" Even if you are not Mexican, you can join in.

ba

bND

Foto van een danseres in een lange, wijde jurk.

eND

ea

ek

ba

bND

Foto van een man en een vrouw die met elkaar praten. Bij elke persoon staat een lege spreekwolk.

[ ]

[ ]

eND

ea

NOW I CAN

[ ] Wish someone a good holiday.

[ ] Ask about local customs.

[ ] Exchange information about holidays.

[ ] Explain wedding traditions.

pp86

# UNIT 8: Inventions and Discoveries

COMMUNICATION GOALS

1. Describe technology.

2. Take responsibility for a mistake.

3. Describe new inventions.

4. Discuss the impact of inventions *I* discoveries.

## PREVIEW

ba

bND

Collage van foto's van een karrewiel, een strip penicillinetabletten, een 3D-printer, een klamboe boven een bed, een röntgenfoto van een hand met een ring om, en een van de eerste televisies.

Text in image:

**The wheel**

**Penicillin:** the first "wonder drug"

**Penicillin** Tablets

**The 3-D printer**

**The mosquito net**

**The X-ray**

**The television**

eND

ea

Exercise A. **DISCUSSION**

Most of the pictures represent inventions. Do you know which one(s) resulted from a discovery? How would you explain the difference between an invention and a discovery?

Provide some examples of inventions and discoveries.

pp87

Exercise B. **PHOTO STORY** (audio 4:20).

Read and listen to a conversation about how an invention might have helped someone.

ba

bND

Foto van twee vrouwen die met elkaar praten in een winkelcentrum. De ene vrouw staat te krabben.

eND

ea

**Leslie:** This itching is driving me crazy!

**Jody:** Look at your arm! Are those mosquito bites?

**Leslie:** Yeah. Ben and I got eaten alive last weekend. We went away for a second honeymoon at this cute little bed and breakfast in the mountains, but the mosquitoes were brutal.

**Jody:** That doesn't sound very romantic. Didn't they have screens in the windows?

**Leslie:** Well, they did, but ours had a big hole, and we didn't realize it until the middle of the night. What a nightmare!

**Jody:** Too bad you didn't bring any insect repellent. There are tons of mosquitoes in the mountains this time of year. Hello!

**Leslie:** We actually *did* have some, but it just didn't work that well. You know how Ben is - everything has to be organic and natural and ...

**Jody:** Well, with all due respect to Ben, you just have to bite the bullet once in a while and use the stuff that works. Whether you like it or not, the poison *is* effective.

**Leslie:** I agree, but Ben won't hear of it. You know, next time we go away for a romantic weekend, I'm packing one of those mosquito nets to hang over the bed.

Exercise C. **PARAPHRASE**

Say each of the underlined expressions from the Photo Story in your own way.

1. "Ben and I **got eaten alive** last weekend."

2. "... the mosquitoes **were brutal**."

3. "There are **tons of** mosquitoes in the mountains this time of year."

4. "... you just have **to bite the bullet** once in a while and use the stuff that works."

5. "**Whether you like it or not**, the poison *is* effective."

6. "I agree, but Ben **won't hear of it**."

Exercise D. **THINK AND EXPLAIN**

Answer the questions, according to the Photo Story.

1. What effect does a mosquito bite cause?

2. Where were Leslie and Ben when they got the mosquito bites?

3. How did mosquitoes get into their bedroom?

4. Why would Ben object to "the stuff that works"?

5. What is another preventive measure against mosquitoes?

## SPEAKING

Read the list of important inventions and discoveries and add another important one to the list. Then rank them in order of importance from 1 (most important) to 10 (least important). With a partner compare rankings and explain your reasons for ranking one the most important.

bt

|  |  |
| --- | --- |
| **Rank** | **Item** |
| [ ] | air travel |
| [ ] | antibiotics |
| [ ] | smart phones |
| [ ] | insect repellents |
| [ ] | mosquito nets |
| [ ] | the printing press |
| [ ] | the Internet |
| [ ] | vaccination |
| [ ] | water purification systems |
| [ ] | other: [ ] |

et

pp88

## LESSON 1.

### GOAL: Describe technology

#### VOCABULARY

*Describing manufactured products* (**DIGITAL: FLASH CARDS**)

Exercise A. (audio 4:21)

Read and listen. Then listen again and repeat.

bt

|  |  |  |
| --- | --- | --- |
| **Uses new technology** | **Offers high quality** | **Uses new ideas** |
| **high-tech** OR | **high-end** OR | **innovative** OR |
| **state-of-the-art** OR | **top-of-the-line** OR | **revolutionary** OR |
| **cutting-edge** | **first-rate** | **novel** |

et

Exercise B. **LISTEN TO ACTIVATE VOCABULARY** (audio 4:22)

Listen to the ads and choose the correct word or phrase.

1. The Strawberry smart phone is (state-of-the-art / top-of-the-line).

2. The Blackstone is a (revolutionary / high-end) device.

3. The Micro scanner is a (high-end / cutting-edge) product.

4. The Digicon Β1X Beta is a (novel / first-rate) camera.

5. The 17-inch LCD monitor is (innovative / top-of-the-line).

#### GRAMMAR

bk

*The unreal conditional: Review and expansion*

**Remember: Unreal conditional sentences describe unreal conditions - conditions that don't exist.**

**Use the simple past tense or *were* in the if clause. Use *would* or *could* in the result clause.**

***if* clause (unreal action or condition)** - **result clause (if it were true)**

If I **wanted** a cutting-edge phone, - I'**d look** for one at TechnoWorld. (But I *don't* want one.)

If you **were** here, - we **could study** together. (But you are *not* here.)

**The *if* clause can occur first or last. If the *if* clause comes first, use a comma.**

If it weren't so expensive, they would buy it. OR They would buy it if it weren't so expensive.

**Questions**

If you **saw** a lighter laptop, **would** you **buy** it? (Yes, I would. / No, I wouldn't.)

Where **would** you **go** if there **were** an affordable cruise?

If your car **died** on the highway, who **would** you **call?**

**Be careful!**

Never use ***would*** in an if clause.

Don't say: If you {would be} here ...

ek

bk

Contractions

I / you would → I'**d** / you'**d**

he / she would → he'**d** / she'**d**

we / they would → we'**d** / they'**d**

**GRAMMAR BOOSTER**: p. 139

- Real and unreal conditionals: review

- Clauses after ***wish***

- ***Unless*** in conditional sentences

ek

Exercise A. **UNDERSTAND THE GRAMMAR**

Check the statements that describe unreal conditions.

[ ] 1. If they see something first-rate, they buy it.

[ ] 2. If you turned off your phone in the theater, it wouldn't bother the other theatergoers.

[ ] 3. I'll save a lot of money on gas if I rent the Alva.

[ ] 4. She could show us how to use the Digicon remote keyboard if she were here.

Exercise B. **GRAMMAR PRACTICE**

Choose the correct forms to complete the unreal conditional sentences.

1. If the Teknicon 17-inch monitor (were / would be) on sale, I (will / would) buy it right away.

2. If they (would invent / invented) a safe way to text-message while driving, people (will / would) be happy.

3. If she (knew / would know) about the Pictopia camera watch, she (will / would) use it on her trip.

4. What (will / would) you do if your laptop (broke / would break)?

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Exercise C.

Use the prompts to create unreal conditional sentences.

1. (Most people / buy) high-end products if (they / have) enough money.

2. If (there / be) an Internet connection in her room, (she / send) her office the report now?

3. (I / not / get) a Lunetti phone if (I / have) all the money in the world. They say it's cutting-edge, but I don't think it's first-rate.

4. If (you / go) to Airport Electronics, (you / pay) a lot less for a top-of-the-line tablet?

Exercise D. **PAIR WORK**

Complete the statements. Then share and explain your statements with your class.

1. If money were not a problem,...

2. People would stop getting infected with diseases if...

3. I would stay up all night tonight if...

**DIGITAL: MORE EXERCISES**

#### CONVERSATION MODEL

Exercise A. (audio 4:23)

Read and listen to a conversation about new technology.

A: I just got a new car.

B: No kidding! What kind?

A: The Alva 500. The 500 model is top-of-the-line. I thought I'd treat myself.

B: Well, congratulations! If I had the money, I'd get a new car myself.

Exercise B. **RHYTHM AND INTONATION** (audio 4:24)

Listen again and repeat.

Then practice the Conversation Model with a partner.

### NOW YOU CAN: Describe technology

Exercise A. **NOTEPADDING**

Write one product you've recently gotten (or would like to have) for each category.

Example:

bt

|  |  |  |
| --- | --- | --- |
| **Quality** | **Product name** | **Adjective** |
| Uses new technology: | [the Whisper combination hairdryer / cell phone] | [state-of-the-art] |

et

bt

|  |  |  |
| --- | --- | --- |
| **Quality** | **Product name** | **Adjective** |
| Uses new technology: | [ ] | [ ] |
| Offers high quality: | [ ] | [ ] |
| Uses new ideas: | [ ] | [ ] |

et

Exercise B. **CONVERSATION ACTIVATOR** (**DIGITAL: VIDEO**)

With a partner, role-play a new conversation, changing the Conversation Model with one of the products and adjectives on your notepad. Use the unreal conditional. Then change roles.

A: I just got [ ].

B: No kidding! What kind?

A: [ ]. It's [ ]. I thought I'd treat myself.

B: Well, congratulations! If I [ ], I'd [ ].

**DON'T STOP!**

**Discuss another product and use other adjectives. Ask questions about it:**

What does it look like?

How does it work?

How [fast / accurate / powerful] is it?

Does it work well?

Is it guaranteed?

Exercise C. **CHANGE PARTNERS**

Personalize the conversation again, using other products on your notepad.

pp90

## LESSON 2.

### GOAL: Take responsibility for a mistake

#### CONVERSATION MODEL

Exercise A. (audio 4:25)

Read and listen to someone taking responsibility for a mistake.

A: Sorry I'm late. I thought the meeting was tomorrow.

B: What happened?

A: I'm ashamed to say I just forgot to put it on my calendar.

B: Don't worry. That can happen to anyone.

A: Well, if I had written it down, I wouldn't have forgotten.

B: No harm done. We were just getting started.

ba

bND

Foto van iemand die te laat bij een vergadering komt.

eND

ea

Exercise B. **RHYTHM AND INTONATION** (audio 4:26)

Listen again and repeat.

Then practice the Conversation Model with a partner.

#### GRAMMAR

bk

*The past unreal conditional*

**The past unreal conditional describes past unreal or untrue conditions and results. Use the past perfect in the** ***if*** **clause. Use** ***would have*** **or** ***could have*** **+ a past participle in the result clause.**

If she **had rented** a more economical car, she **wouldn't have spent** so much money on gas.

(But she *didn't* rent a more economical car.)

If Jonas Salk **hadn't invented** a vaccine to protect people against polio, many more people **would have gotten** the disease. (But he *did* invent a vaccine.)

**Questions and answers**

**Could** they **have prevented** the accident if they **had known** the tires were so old?

(Yes, they could have. / No, they couldn't have.)

What **would** you **have done if** you **hadn't had** your phone with you?

(I would have borrowed one.)

**Be careful!**

**Don't use** ***would*** **or** ***could*** **in the** ***if*** **clause.**

Don't say: "If Jonas

Salk {wouldn't have} invented ..."

**GRAMMAR BOOSTER**: P. 104

- The unreal conditional: variety of forms

ek

Exercise A. **UNDERSTAND THE GRAMMAR**

Choose the meaning of each past unreal conditional sentence.

1. I wouldn't have gone to class if I had known I had the flu.

a. I went to class.

b. I didn't go to class.

2. If we had used our GPS, we wouldn't have gotten lost.

a. We got lost.

b. We didn't get lost.

3. If they hadn't planted that new variety of tomatoes, they would have lost this year's crop.

a. They lost this year's crop.

b. They didn't lose this year's crop.

4. The airline wouldn't have canceled the flight if the weather had been better.

a. They canceled the flight.

b. They didn't cancel the flight.

Exercise B. **GRAMMAR PRACTICE**

Complete the sentences in the past unreal conditional. Use ***would***.

1. What [ ] you (do) [ ] if you (miss) [ ] the train?

2. We not/have [ ] this digital video conference if an Internet connection not/be [ ] available.

3. If our huge old camcorder not/break [ ], we not/buy [ ] this smaller one.

4. If she not/take [ ] her smart phone, she not/know [ ] they canceled her flight.

5. If they not/have [ ] good weather, they not/land [ ] in Alaska this morning.

6. If the weather (be) [ ] better, we (go) [ ] to the beach.

pp91

Exercise C. **PAIR WORK**.

Read each case study and complete the statements with your own ideas and the past unreal conditional.

1. On Monday you bought a new Blendini sports car because its advertising said it was very economical. However, on Friday you read this headline in the newspaper: "Blendini Company fined for lying about statistics. Car uses more fuel than all others of its class."

If I had seen [ ]

2. You forgot to close the windows in your house before a weekend trip. There was a terrible rainstorm. When you got home, some of your furniture was damaged by the water. Your family blamed you because you were the last to leave the house.

If I hadn't forgotten [ ]

3. There was a big sale at the Morton Street Mall. Everything in every store was half-price. You didn't know, and you went shopping somewhere else. When you got home, a friend called to tell you about all the bargains she got.

If I [ ]

4. You bought some insect repellent for a trip to the mountains. When you got there, the mosquitoes were brutal. Before you sprayed the repellent on yourself and your children, you looked at the label. It said, "Caution. Not for use on children under 12."

If I [ ]

Exercise D. **APPLY THE GRAMMAR**. (**DIGITAL: MORE EXERCISES**)

Reread the Photo Story on page 87. Complete this statement:

If [ ], Leslie and Ben wouldn't have gotten eaten alive by mosquitoes.

#### PRONUNCIATION

*Contractions with* ***'d*** *in spoken English* (**DIGITAL: VIDEO COACH**)

Exercise A. (audio 4:27)

Notice the pronunciation of the spoken contractions of ***had, would,*** and ***did***. Read and listen.

Then listen again and repeat.

1. Where did you go? → Where'd (/wεrd/) you go?

2. Who did you see? → Who'd (/hud/) you see?

3. It would be OK. → It'd (/ited/) be OK.

If we had had a map, we wouldn't have gotten lost. → If we'd (/wid/) had a map, we wouldn't have gotten lost.

**Note:** ***Where'd, Who'd,*** and ***It'd*** are contracted in speech, but not in writing.

Exercise B. **LISTENING COMPREHENSION** (audio 4:28)

Write the sentences you hear. Write full, not contracted, forms.

1. [ ]

2. [ ]

3. [ ]

4. [ ]

5. [ ]

6. [ ]

### NOW YOU CAN: Take responsibility for a mistake

Exercise A. **CONVERSATION ACTIVATOR**. (**DIGITAL: VIDEO**)

Role-play a new conversation with a partner, taking responsibility for a different mistake. Use the Ideas (or your own ideas) and the past unreal conditional. Then change roles.

A: Sorry I [ ].

B: What happened?

A: I'm ashamed to say I just [ ].

B: Don't worry. That can happen to anyone.

A: Well, if I [ ], I [ ] have [ ].

B: No harm done [ ].

**Ideas**

**Some mistakes you can make**

- You were late for something.

- you forgot to do something.

- you missed a meeting.

- You missed someone's birthday.

- You didn't call someone.

- You didn't return someone's call.

- Another mistake: [ ]

**Some reasons for a mistake**

- you accidentally deleted an e-mail.

- you forgot to write something down.

- you wrote down the wrong date or time.

- You just got too busy, and it slipped your mind.

- Someone stole your [phone / purse / date book].

- Another reason: [ ]

**DON'T STOP!**

Continue the conversation.

Exercise B. **CHANGE PARTNERS**.

Take responsibility for another mistake.

pp92

## LESSON 3.

### GOAL: Describe new inventions

#### BEFORE YOU LISTEN

Exercise A. **VOCABULARY**: ***More descriptive adjectives*** (audio 4:29, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

ba

bND

Vier tekeningen:

1. Het is warm. De ene persoon waait zichzelf koelte toe met een waaier. Een ander zit bij de airco.

2. Een bril met ruitenwissers.

3. Een bijzondere auto. Er staat bij:

NEW! LIKE NO OTHER CAR IN THE WORLD!

4. Een bakker die een taart decoreert met een slagroomspuit. Achter hem staat een machine die automatisch vier dezelfde taarten decoreert.

eND

ea

1. **low-tech / high-tech**

2. **wacky**

3. **unique**

4. **efficient / inefficient**

Exercise B.

Complete the chart with the correct adjective and one product or invention you know.

bt

|  |  |  |
| --- | --- | --- |
| **Definition** | **Adjective** | **A product or invention** |
| the only one of its kind | [ ] | [ ] |
| pretty silly | [ ] | [ ] |
| doesn't use modern technology | [ ] | [ ] |
| uses modern technology | [ ] | [ ] |
| doesn't waste time, money, or energy | [ ] | [ ] |
| wastes time, money, or energy | [ ] | [ ] |

et

#### LISTENING COMPREHENSION

Exercise 4. **LISTEN TO DRAW CONCLUSIONS** (audio 4:30)

Listen and write the number of the conversation next to the invention each person should have had.

ba

bND

Vier tekeningen:

THE ROBO-TILLER: Een robot die een akker bewerkt.

The All Body Umbrella: Een paraplu met een doorzichtige koker die helemaal om je heen hangt tot aan de grond.

The Pet Exit: Een kattenluikje.

The VAC-BOT: Een robotstofzuiger.

eND

ea

[ ] THE ROBO-TILLER

[ ] The All Body Umbrella

[ ] The Pet Exit

[ ] The VAC-BOT

Exercise B. **LISTEN TO SUMMARIZE** (audio 4:31)

Listen again and then write each problem in your own words.

1. [ ]

2. [ ]

3. [ ]

4. [ ]

Exercise C. **DISCUSSION**.

Describe each of the inventions. Use one or more of the adjectives from the Vocabulary above and from page 88. Listen again if necessary.

"It's not a novel idea, but the Pet Exit is both low-tech and efficient. It doesn't need electronics or machinery."

pp93

### NOW YOU CAN: Describe new inventions

Exercise A. **FRAME YOUR IDEAS**

Read the checklist and check the boxes of at least five categories where you think new inventions are needed.

WHAT DO WE NEED NEW INVENTIONS FOR?

[ ] for safety in the car

[ ] for safety at home

[ ] for organizing things at home

[ ] for cooking and preparing food

[ ] for eating or snacking

[ ] for getting into shape

[ ] for raising children

[ ] for taking care of pets

[ ] for relaxing at home

[ ] for reading faster

[ ] for preparing for a natural disaster

[ ] for writing at the office

[ ] for training office staff

[ ] for communicating with colleagues

[ ] for learning new English words and grammar

[ ] for preparing for tests

[ ] (your own idea) [ ]

Exercise B. **NOTEPADDING**

Imagine an invention for five situations you checked. On the notepad, write a description and benefit of each invention.

Example:

bt

|  |  |
| --- | --- |
| Descriptions of your inventions | Benefits |
| [a wake-up alarm in the car] | [so you don't fall asleep while driving.] |

et

bt

|  |  |  |
| --- | --- | --- |
|  | Descriptions of your inventions | Benefits |
| 1. | [ ] | [ ] |
| 2. | [ ] | [ ] |
| 3. | [ ] | [ ] |
| 4. | [ ] | [ ] |
| 5. | [ ] | [ ] |

et

Exercise C. **PROJECT**

Work in small groups. Choose one invention from someone's chart. Give it a name, draw a picture of it, and write an advertisement for it. Include real and unreal conditional sentences in your ad. (For fun, the invention can be low-tech, high-tech, wacky, or even impossible! The name can be funny.)

**RECYCLE THIS LANGUAGE.**

top-of-the-line

high-tech / low-tech

high-end

state-of-the-art

cutting-edge

first-rate

innovative

wacky

unique

efficient / inefficient

novel

revolutionary

Exercise D. **GROUP WORK**

Present your ads to the class.

If I were you, I'd get the new revolutionary "Drive Awake" alarm. You'll never have to worry about falling asleep while driving your car. Be safe. Stay awake with the Drive Awake Alarm.

ba

bND

Tekening van een autostuur met een wekker.

Text in image: BEEP!!!

eND

ea

If she had bought the state-of-the-art "EAR-RINGS," she would have gotten your phone call. Very practical!

ba

bND

Tekening van een oorbel die rinkelt.

Text in image: R-r-ring

Hello?

eND

ea

pp94

## LESSON 4.

### GOAL: Discuss the impact of inventions / discoveries

#### BEFORE YOU READ

**WARM-UP** In your opinion, what has been the most important medical discovery in history? Explain your reason(s).

#### READING (audio 4:32)

**Antibiotics**

**Today, vaccines can prevent some of the infectious diseases that in the past resulted in serious illness and death. Fortunately, for diseases caused by bacteria (tiny organisms that can only be seen by microscope), vaccines can make the difference between life and death.**

**What are antibiotics?**

Antibiotics are substances that work in one of two ways. Some antibiotics, such as penicillin, kill disease-causing bacteria. Others, such as tetracycline, stop them from multiplying.

ba

Bijschrift: Fleming examines the behavior of penicillium in a petri dish.

ea

**History**

In 1675, Dutch scientist Antonie Van Leeuwenhoek, using a microscope, discovered the existence of microorganisms.

However, it wasn't known that they could cause disease until French scientist Louis Pasteur confirmed that approximately 200 years later. Finally, in 1928, British scientist Alexander Fleming noticed that a mold, pénicillium, growing in one of his petri dishes, was capable of killing bacteria, and the development of antibiotics became possible. Fleming named the active agent in the mold "penicillin" but was unable to create a drug from it.

In 1940, during the Second World War, two scientists working at Oxford University, Ernst Chain and Howard Florey, were able to make an antibacterial powder from penicillin that was safe to use on humans. Penicillin was mass-produced for use on soldiers in the war. If there had been no penicillin, many would have died from bacterial infections caused by their injuries and wounds. Soon penicillin was used for serious diseases such as pneumonia and tuberculosis, which had always caused many deaths. Fleming, Florey, and Chain received the Nobel Prize in 1945. Antibiotics changed medicine and continue today to enable people to survive conditions that would have killed them before the antibiotic age.

**Overuse of antibiotics**

Since their discovery and widespread use, antibiotics have been considered a wonder drug. Many common diseases, however, are caused by viruses, not bacteria, and antibiotics are not effective against them. Nevertheless, too many people use antibiotics regularly, believing they will cure viral illnesses such as common upper respiratory infections, colds, and sore throats. Why is this a problem?

First, it is a waste of money to use antibiotics to treat viruses. Our body's immune system eventually combats most viruses, and we recover without treatment. But more importantly, bacteria exposed to an antibiotic can become resistant to it, making the antibiotic less effective, or even useless. If antibiotics no longer work against infections and diseases, people will begin to die from them again.

If scientists had recognized that bacteria could develop resistance, perhaps they would have warned doctors not to use antibiotics unless a patient has a bacterial infection. Hopefully, worldwide awareness of this threat to an important class of drugs will convince us to avoid using them for conditions that don't require them.

**Some diseases caused by bacteria**

Tuberculosis

Plague

Pertussis

Streptococcal sore throat (or "strep throat")

**Some diseases caused by viruses**

Influenza (or "the flu")

Polio

AIDS

The common cold

Hepatitis

ba

Bijschrift: Van Leeuwenhoek used a microscope to observe microorganisms.

ea

pp95

Exercise A. **FIND SUPPORTING DETAILS**

Answer the questions in your own words. Explain your answers, based on information in the Reading.

1. What is the benefit of antibiotics?

2. Why are antibiotics not effective against the common cold?

3. Why are antibiotics effective against strep throat?

4. What problem has overuse of antibiotics caused?

Exercise B. **UNDERSTAND FROM CONTEXT**

Choose the correct word to complete the sentence.

1. (An antibiotic / A vaccine) prevents diseases from occurring.

2. (Bacteria / Tetracycline) can cause infectious diseases.

3. Bacteria are small organisms that can only be exercises seen (in a petri dish / with a microscope).

4. (Pénicillium / Penicillin) is a drug that kills bacteria.

5. The common cold and influenza are common (bacterial / upper respiratory) infections.

6. Some antibiotics are no longer effective because certain bacteria have developed (overuse / resistance) to antibiotics.

**DIGITAL: MORE EXERCISES**

### NOW YOU CAN: Discuss the impact of inventions / discoveries

Exercise A. **FRAME YOUR IDEAS**.

Look at some key inventions and discoveries and how they changed people's lives.

ba

bND

Foto van een boer die zijn land ploegt. De ploeg wordt getrokken door twee paarden.

eND

ea

2000 BCE: The plow loosens and turns the soil so crops can be planted efficiently.

ba

bND

Foto van een pers waarmee boeken worden gedrukt.

eND

ea

15th Century: Johannes Gutenberg invents typecasting, resulting in the printing press, which could print more than one copy of a book.

ba

bND

Foto van een injectiespuit die in een bovenarm wordt gezet.

eND

ea

1796: The discovery by Edward Jenner of the process of vaccination made the first successful vaccine possible.

ba

bND

Foto van een rits.

eND

ea

1914: The modern zipper permits the opening and closing of clothes without buttons and buttonholes.

ba

bND

Foto van een hele grote computer.

eND

ea

1940-1945: The first electronic computers, the size of a large room, enabled users to organize and examine information. The computer opened a new era of communications and research technology.

Exercise B. **NOTEPADDING**

Write you ideas about how life was before and after each invention or discovery.

bt

|  |  |  |
| --- | --- | --- |
|  | **What was life like before?** | **What was life like after?** |
| the plow | [ ] | [ ] |
| the printing press | [ ] | [ ] |
| vaccination | [ ] | [ ] |
| the zipper | [ ] | [ ] |
| the computer | [ ] | [ ] |

et

Exercise C. **GROUP REPORT**

Present a report about an invention or a discovery to your class. Describe its impact in history.

Use the past unreal conditional.

**Text-mining (optional)**

Find and underline three words or phrases in the Reading that were new to you. Use them in your Group Report.

For example: "infections."

"After the plow was invented, farmers could plant large areas. If it hadn't been invented, they couldn't have planted enough food to sell."

pp96

## REVIEW

Exercise A. (audio 4:33)

Listen to people talking about new products. Match the name of each product with the best adjective to describe it.

**Name of product**

[ ] 1. The Ultraphone

[ ] 2. Dinner-from-a-distance

[ ] 3. Kinder-TV

[ ] 4. Ten Years Off

**Adjective**

a. top-of-the-line

b. unique

c. efficient

d. cutting-edge

Exercise B.

Check the statement that is true for each situation.

1. We wouldn't have gotten lost if we had remembered to bring our portable GPS device.

[ ] We brought it, and we got lost.

[ ] We brought it, and we didn't get lost.

[ ] We didn't bring it, and we got lost.

[ ] We didn't bring it, and we didn't get lost.

2. If the salesclerk were here, she would explain how the Omni works.

[ ] The salesclerk is here, so she will explain how the Omni works.

[ ] The salesclerk is here, but she won't explain how the Omni works.

[ ] The salesclerk isn't here, but she will explain how the Omni works.

[ ] The salesclerk isn't here, so she won't explain how the Omni works.

3. If Ron had brought the Ultraphone with him, he would have already sent those e-mails.

[ ] Ron brought the Ultraphone, and he has already sent those e-mails.

[ ] Ron brought the Ultraphone, but he hasn't sent those e-mails yet.

[ ] Ron didn't bring the Ultraphone, but he has already sent those e-mails.

[ ] Ron didn't bring the Ultraphone, so he hasn't sent those e-mails yet.

Exercise C.

Complete each conditional sentence with your own ideas.

1. If the computer hadn't been invented, [ ].

2. If I had to decide what the most important scientific discovery in history was, [ ].

3. If most people cared about the environment, [ ].

4. Would new cars be less expensive if [ ]?

5. If Ella had known that being a teacher was so hard, [ ]?

### WRITING

Choose one of the inventions or discoveries on pages 86, 94, or 95, or another invention or discovery. Describe the advantages, disadvantages, and historical impact of the invention or discovery you chose.

For additional language practice...

**TOP NOTCH POP** - Lyrics p. 155

"Reinvent the Wheel"

**DIGITAL: SONG**

**DIGITAL: KARAOKE**

**WRITING BOOSTER**: p. 152

- Summary statements

- Guidance for this writing exercise

pp97

### ORAL REVIEW

**DIGITAL: GAMES**

**CONTEST** Look at the pictures about the uses of the wheel for one minute. Then close your books and try to remember all the uses of the wheel in the pictures. You get a bonus point for thinking of another use.

ba

bND

Afbeeldingen van soorten wielen:

- Een wagenwiel.

- Ronde palen die bij het bouwen van een piramide worden gebruikt om zware stenen te verplaatsen.

- Een Griekse strijdwagen op twee wielen. De wagen wordt getrokken door paarden. De menner staat op de wagen.

- Een draaischijf van een pottenbakker.

- Een kar met twee grote wielen. De kar wordt getrokken door ossen. De kar is volgeladen.

- Een T-Ford.

Text in image:

1. **Uses of the WHEEL**

**the wagon wheel**

**logs used as wheels**

**the horse-drawn chariot**

**the potter's wheel**

**the two-wheeled cart**

**the automobile**

2. Foto van een gezin in een auto. De moeder kijkt op haar horloge en belt met oma.

eND

ea

**PAIR WORK**

1. Choose one use of the wheel. Discuss how it changed history and people's lives. Present your ideas. For example:

[The log helped people move heavy objects over great distances. They could build more easily with stone.]

2. The family in the picture below is late. Create a conversation for the two women. For example:

[A: Hello, Mom. I'm sorry. We're going to be late. If we hadn't...]

NOW I CAN

[ ] Describe technology.

[ ] Take responsibility for a mistake.

[ ] Describe new inventions.

[ ] Discuss the impact of inventions / discoveries.

pp98

# UNIT 9: Controversial Issues

COMMUNICATION GOALS

1. Talk about politics.

2. Discuss controversial issues politely.

3. Propose solutions to global problems.

4. Debate the pros and cons of issues.

## PREVIEW

How politically literate are you? Test yourself to find out.

Choose the correct term for each definition. Then look at the answers to see how you did.

1. A group of people who govern a country or state

[ ] a government

[ ] a constitution

2. The art or science of government or governing

[ ] a constitution

[ ] politics

3. A set of basic laws and principles that a country is governed by, which cannot easily be changed by the political party in power

[ ] a constitution

[ ] a democracy

4. An occasion when people vote to choose someone for an official position

[ ] a government

[ ] an election

5. Show, by marking a paper or using a machine, etc., which person you want in a government position

[ ] govern

[ ] vote

6. Lead or take part in a series of actions intended to win an election for a government position

[ ] campaign

[ ] vote

7. A system of government in which every citizen in the country can vote to elect its government officials

[ ] a monarchy

[ ] a democracy

8. A system in which a country is ruled by a king or queen

[ ] a dictatorship

[ ] a monarchy

9. Government by a ruler who has complete power

[ ] a democracy

[ ] a dictatorship

10. A country ruled by a king or a queen whose power is limited by a constitution

[ ] a dictatorship

[ ] a constitutional monarchy

**ANSWERS:** 1. a government 2. politics 3. a constitution 4. an election 5. vote 6. campaign 7. a democracy 8. a monarchy 9. a dictatorship 10. a constitutional monarchy

Exercise A. **VOCABULARY**: ***Political terminology*** (audio 5:02)

Read and listen. Then listen again and repeat.

a government - politics - a constitution - an election - vote - campaign - a democracy - a monarchy - a dictatorship - a constitutional monarchy

Exercise B. **PAIR WORK**

How much do you know about world politics? On the chart, discuss and write the name of at least one country for each type of government. Then compare charts with other classmates.

bt

|  |  |  |  |
| --- | --- | --- | --- |
| **A democracy** | **A monarchy** | **A constitutional monarchy** | **A dictatorship** |
| [ ] | [ ] | [ ] | [ ] |

et

pp99

Exercise C. **PHOTO STORY** (audio 5:03)

Read and listen to a conversation about discussing politics.

**ENGLISH** FOR TODAY'S WORLD

Understand English speakers from different language backgrounds.

*Carlo = Italian speaker*

ba

bND

Drie foto's van twee mannen die elkaar in een zelfbedieningsrestaurant tegenkomen en samen gaan lunchen.

eND

ea

**Paul:** What a coincidence! I was just thinking about calling you. It's been such a long time.

**Carlo:** It sure has. Let's sit down and catch up.... What are you up to these days?

**Paul:** Busy, busy. The office has been crazy, with the election coming up next month. You can imagine.

**Carlo:** But I'll bet working at a TV station is exciting.... Hey, Paul, do you mind if I ask you a political question? I hope it's not inappropriate. I'm not sure it's polite to ask about politics here in the U.S.

**Paul:** That's funny. They always say not to talk about religion or politics, but everyone does. Shoot.

**Carlo:** OK. Who are you planning to vote for in the election?

**Paul:** Well, because we're friends, I'll answer. But I should warn you that it might not be a good idea to ask just anyone that question. Some people might find it a little personal.

**Carlo:** Oops.

**Paul:** No worries. Actually, I haven't made up my mind. I'm leaning toward Clancy, though. I think he's better than the other guy.

Exercise D. **PARAPHRASE**

Restate each of the following sentences from the Photo Story in your own words.

1. "Let's sit down and catch up."

2. "What are you up to these days?"

3. "Some people might find it a little personal."

4. "No worries."

5. "Actually, I haven't made up my mind."

6. "I'm leaning toward Clancy ..."

Exercise E. **THINK AND EXPLAIN**

Answer the questions, based on your understanding of the Photo Story.

1. Why does Paul say "What a coincidence!" when he sees Carlo?

2. What does Paul mean when he says, "Busy, busy. The office has been crazy."

3. Why does Carlo ask whether Paul minds if he asks him a political question?

4. Why does Paul warn Carlo not to ask some people about their political opinions?

## SPEAKING

*Discussion topics*

1 Do you like to talk about politics? Do you think politics is a good topic for discussion with "just anybody"? Or is politics always "a little too personal"? Explain.

2 Review the types of government from page 98. Do you think every country should have the same form of government? Why don't all countries have the same form of government? In your opinion, is there a "best" form of government? Explain.

ba

Bijschrift: Do you like to discuss politics at the dinner table?

bND

Foto van mensen die zitten te eten en te praten.

eND

ea

pp100

## LESSON 1.

### GOAL: Talk about politics

#### GRAMMAR

bk

*Non-count nouns that represent abstract ideas*

**Nouns that represent abstract ideas are always non-count nouns.**

**Education** is an important issue.

NOT: {The} education is an important issue.

NOT: {Educations are} an important issue.

**News** about politics is always interesting.

NOT: News about {the politics} is always interesting.

NOT: News about politics {are} always interesting.

**Nouns for abstract ideas**

advice

crime

education

health

help

information

investment

justice

life

news

patience

peace

politics

poverty

progress

proof

success

time

work

**GRAMMAR BOOSTER**: p. 141

- Count and non-count nouns: review and extension

ek

Exercise A. **GRAMMAR PRACTICE**

Choose the correct form of the nouns and verbs.

1. Our (advice / advices) to you (is / are) to avoid discussing politics.

2. (Poverty / The poverty) (was / were) the topic of the international conference.

3. Both candidates have programs for (the health / health) and (educations / education).

4. Making (peace / the peace) takes a lot of (work / works) and a long time.

5. Good news (is / are) hard to find in the newspaper these days.

Exercise B. **GRAMMAR PRACTICE**

Correct the errors.

Here's some political {informations} [information] about the election. The good news are that both candidates have programs for the education. The liberal candidate, Bill Slate, says financial helps for the schools are a question of the justice. The poverty has affected the quality of the schools, and students from schools in poor areas don't have a success. Joanna Clark, the conservative candidate, disagrees. She believes a progress has been made by investing in the teacher education. Her advices are to keep exercises the old policy. "Creating better schools takes the time and a patience," she says.

**DIGITAL: MORE EXERCISES**

#### VOCABULARY

*A continuum of political and social beliefs*

Exercise A. (audio 5:04)

Read and listen. Then listen again and repeat.

**radical** *adj.* supporting complete political or social change **- a radical** *n.*

**liberal** *adj.* supporting changes in political, social, or religious systems that respect the different beliefs, ideas, etc., of other people **- a liberal** *n.*

**moderate** *adj.* having opinions or beliefs, especially about politics, that are not extreme and that most people consider reasonable or sensible **- a moderate** *n.*

**conservative** *adj.* preferring to continue to do things as they have been done in the past rather than risking changes **- a conservative** *n.*

**reactionary** *adj.* strongly opposed to political or social change **- a reactionary** *n.*

Exercise B. **LISTEN TO INFER AND ACTIVATE VOCABULARY** (audio 5:05)

Listen to each conversation. Then, with a partner, complete the chart. Listen again, if necessary, to check your work or settle any disagreements.

bt

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **radical** | **liberal** | **moderate** | **conservative** | **reactionary** |
| 1. He's | [ ] | [ ] | [ ] | [ ] | [ ] |
| 2. She's | [ ] | [ ] | [ ] | [ ] | [ ] |
| 3. He's | [ ] | [ ] | [ ] | [ ] | [ ] |
| 4. She's | [ ] | [ ] | [ ] | [ ] | [ ] |
| 5. He's | [ ] | [ ] | [ ] | [ ] | [ ] |

et

pp101

#### CONVERSATION MODEL

Exercise A. (audio 5:06)

Read and listen to a conversation about politics.

A: Do you mind if I ask you a political question?

B: No problem. What would you like to know?

A: Well, are you a liberal or a conservative?

B: Actually, I'm neither. I like to make up my mind based on the issue.

A: So, would you say you're an independent?

B: I guess you could say that.

**If you don't want to answer ...**

B: No offense, but I feel a little uncomfortable talking about that. I hope you don't mind.

A: Absolutely not. It's a good thing I asked.

Exercise B. **RHYTHM AND INTONATION** (audio 5:07)

Listen again and repeat.

Then practice the Conversation Model with a partner.

#### PRONUNCIATION

*Stress to emphasize meaning* (**DIGITAL: VIDEO COACH**)

Exercise A. (audio 5:08)

Listen to the different intonations of the same sentence. Then listen again and repeat.

1. Are you a conservative? (normal stress - no special meaning)

2. Are you a con**SERV**ative? (I'm surprised that you would have such a belief.)

3. Are **YOU** a conservative? (I'm surprised that you, among all people, would be a conservative.)

4. **ARE** you a conservative? (I think you might be a conservative, and I'd like to be sure.)

Exercise B. **PAIR WORK**

Practice varying the stress in this statement: "Would you say you're an independent?" Discuss the different meanings.

### NOW YOU CAN : Talk about politics

Exercise A. **PAIR WORK**

Which political questions do you think would be too personal or controversial to ask?

[ ] What advice would you like to give the president / prime minister / king / queen?

[ ] What do you think about the president / prime minister / king / queen?

[ ] What do you think about our government's policies?

[ ] Are you liberal or conservative?

[ ] Who are you voting for in the election?

Exercise B. **CONVERSATION ACTIVATOR** (**DIGITAL: VIDEO**)

With a partner, change the Conversation Model to bring up a topic that might be controversial. Partner B can answer or decline to discuss the question. Then change roles.

A: Do you mind if I ask you a political question?

B: No problem. What would you like to know?

A: Well, [ ] ?

B: Actually, [ ]

**DON'T STOP!**

Ask other political questions.

Exercise C. **CHANGE PARTNERS**

Discuss another political subject.

pp102

## LESSON 2.

### GOAL: Discuss controversial issues politely

#### CONVERSATION MODEL

Exercise A. (audio 5:06)

Read and listen to a polite conversation about a controversial issue.

A: How do you feel about capital punishment?

B: I'm in favor of it. I believe if you kill someone, you deserve to be killed. What about you?

A: Actually, I'm against the death penalty. I think it's wrong to take a life, no matter what.

B: Well, I guess we'll have to agree to disagree!

Exercise B. **RHYTHM AND INTONATION** (audio 5:10)

Listen again and repeat. Then practice the Conversation Model with a partner.

Exercise C. **DISCUSSION**

Are you in favor of capital punishment? Explain.

**Disagreement** (audio 5:11)

***I guess we'll have to agree to disagree.***

Really? I have to disagree with you there.

Do you think so? I'm not sure I agree.

Well, I'm afraid I don't agree.

No offense, but I just can't agree.

**Agreement** (audio 5:12)

I agree with you on that one.

I couldn't agree more.

I couldn't have said it better myself.

That's exactly what I think.

#### VOCABULARY

*Some controversial issues* (**DIGITAL: FLASH CARDS**)

Exercise A. (audio 5:13)

Read and listen. Then listen again and repeat.

ba

bND

Vijf tekeningen:

1. Mensen in uniform verscheuren boeken en knippen filmbanden kapot.

2. Mensen in legeruniform gaan een gebouw binnen. Er staat op de muur:

**ALL CITIZENS MUST SERVE IN THE MILITARY AT AGE 18**

Een baliemedewerker verandert de leeftijd op een poster:

**REGISTER HERE FOR A DRIVER'S LICENSE.**

**YOU MUST BE {18} 16.**

Bij een stembureau is een bordje aangepast:

**REGISTER TO VOTE YOU MUST BE {18} 21 YEARS OLD**

Een man staat te roken. Een vrouw kijkt hem boos aan en wijst naar een bordje met:

**NO SMOKING**

eND

ea

1. **censorship of books and movies**

2. **compulsory military service**

3. **lowering the driving age**

4. **raising the voting age**

5. **prohibiting smoking indoors**

pp103

Exercise B. **LISTEN TO ACTIVATE VOCABULARY** (audio 5:14)

Listen to people's opinions about controversial issues.

Complete the chart with each issue they discuss.

Use the Vocabulary.

Exercise C. **LISTEN TO INFER** (audio 5:15).

Now listen again and check ***For*** or ***Against*** in the chart, according to what the person says.

bt

|  |  |  |  |
| --- | --- | --- | --- |
|  | **The issues they discuss** | **For** | **Against** |
| 1. | [ ] | [ ] | [ ] |
| 2. | [ ] | [ ] | [ ] |
| 3. | [ ] | [ ] | [ ] |
| 4. | [ ] | [ ] | [ ] |
| 5. | [ ] | [ ] | [ ] |

et

#### GRAMMAR

bk

*Verbs followed by objects and infinitives*

**Certain verbs can be followed by infinitives, but some verbs must be followed by an object before an infinitive.**

The newspaper reminded **all eighteen-year-olds** ***to vote***.

We urged **them** ***to write*** letters against the death penalty.

**Verbs followed by an object before an infinitive:**

advise

allow

cause

convince

encourage

invite

permit

persuade

remind

request

require

tell

urge

warn

**These verbs cannot be followed by an object. However, they can be followed directly by an infinitive.**

agree

appear

can't afford

can't wait

decide

deserve

hope

learn

manage

need

offer

plan

pretend

refuse

seem

**GRAMMAR BOOSTER**: p. 141

Gerunds and infinitives: review of

- form and usage

- usage after certain verbs

ek

Exercise A. **GRAMMAR PRACTICE**

Complete each statement or question with an object and an infinitive.

1. The newspaper advised (all voters/register) [all voters to register] early for the next election.

2. Did you remind (your daughter / complete) [ ] her voter registration card?

3. We persuaded (our friends / vote) [ ] for our candidate.

4. Our teacher always encourages (students / study) [ ] every night, not just the day before the exam.

5. Can't we convince (legislators / lower) [ ] taxes on property?

Exercise B. **GRAMMAR PRACTICE** (**DIGITAL: MORE EXERCISES**)

Write two sentences using verbs that can be followed directly by an infinitive and exercises two sentences with verbs that must have an object before an infinitive.

### NOW YOU CAN: Discuss controversial issues politely

Exercise A. **CONVERSATION ACTIVATOR** (**DIGITAL: VIDEO**)

With a partner, change the Conversation Model, giving a reason for your point of view. Use the Vocabulary and expressions of Agreement and Disagreement from page 102. Then change roles and issues.

A: How do you feel about [ ]?

B: I [ ] I [ ] What about you?

A: Actually, I [ ]. I think [ ].

B: [ ]

**DON'T STOP!**

Ask your partner's opinion of other issues.

**RECYCLE THIS LANGUAGE.**

I'm against [ ].

I'm in favor of [ ].

I think / believe/feel:

it's wrong.

it's right.

it's wrong, no matter what,

it depends.

Exercise B. **CHANGE PARTNERS**

Discuss another issue, giving reasons to support your opinion.

pp104

## LESSON 3.

### GOAL: Propose solutions to global problems

#### BEFORE YOU READ

**EXPLORE YOUR IDEAS** What is the difference between a problem and a global problem? Do you think your generation faces more serious global problems than the generation of your parents or grandparents? Explain.

#### READING (audio 5:16)

The following issues were most frequently mentioned in a global survey about current world problems.

**CORRUPTION** People all over the world complain about the corruption of police, government officials, and business leaders. Two examples of corruption are:

- A police officer takes money (a "bribe") from a driver so he doesn't give the driver a ticket for speeding.

- A company that wants to do business with a government agency offers a public official money or a gift to choose that company for the job.

Some people feel that power promotes corruption and that corruption is unavoidable. But an independent media - for example, non-government-backed newspapers, television stations, and Internet blogs - can also play an important role in exposing corruption.

**POVERTY** Approximately one-fifth of the world's population, over 1 billion people, earns less than US $1 a day. Each day, over a billion people in the world lack basic food supplies. And according to UNICEF, each day, 25,000 children under the age of five die of starvation or preventable infectious disease.

There are many causes of poverty, ranging from catastrophic natural events to bad economic and agricultural policies, so there's no one solution to poverty worldwide. Some people feel that wealthy nations must send aid to poorer nations, while others are concerned that nothing will help unless local corruption is reduced and bad government policies are changed.

**TERRORISM** Every day, we see or hear about suicide bombings and other violent acts committed against innocent people for religious or political reasons. Many ask why terrorism is on the rise.

Some social scientists believe that television and movies may contribute to growing anger. They claim that some people may feel frustrated and powerless when they measure their lives against the lives of extremely wealthy people they see in the media.

However, views about what causes terrorism can be very controversial, and many people disagree about its causes or possible solutions. While some feel that terrorism can be met with military force, others believe that people's extreme poverty and powerlessness must be reduced to make a difference.

**RACISM AND DISCRIMINATION** Racism (the belief that one's own race or ethnic group is superior to others) and racial and ethnic discrimination (treating members of other groups unfairly) exist in many places. These two common problems cause human rights violations all over the world. In some cases a more powerful ethnic or racial group justifies the domination and, horribly, even the complete destruction of ethnic or racial minorities they consider to be inferior. When taken to this extreme, genocides such as the European Holocaust and the massacre in Sudan have threatened to wipe out entire peoples.

Can racism and discrimination be eliminated - or are these simply unfortunate features of human nature? Many people believe that education can help build tolerance of the "other" and may contribute to creating a more peaceful world.

Exercise A. **UNDERSTAND FROM CONTEXT**

Match each definition with a word from the box.

a. a bribe

b. genocide

c. poverty

d. corruption

e. discrimination

f. racism

[ ] 1. a lack of necessary money to survive

[ ] 2. the attempt to destroy all members of a racial or ethnic group

[ ] 3. judging or harming people because of their racial or ethnic heritage

[ ] 4. money paid or some other reward given to a person to perform a dishonest or unethical act or to provide a favor

[ ] 5. the abuse of power by people in government or business

[ ] 6. the belief that other racial or ethnic groups are inferior to one's own

pp105

Exercise B. **ACTIVATE LANGUAGE FROM A TEXT**

Based on the information in the Reading, cross out the one word or phrase in each row that is unrelated to the others. Explain your reasoning.

1. people - politics - ethnic groups - races

2. money - property - income - racism

3. bribe - corruption - discrimination - money

4. hunger - starvation - domination - lack of food

5. racism - business - discrimination - prejudice

Exercise C. **CRITICAL THINKING**

Discuss each of the following.

1. Reread the section on corruption in the Reading. What do all acts of corruption have in common? Do you think it is possible to end corruption, or do you feel that it is a part of human nature? Use specific examples in your discussion.

2. What are some of the causes of poverty, and what are its effects?

3. In your opinion, why do people engage in acts of terrorism? Is terrorism an expression of power or powerlessness and frustration? Provide examples to support your opinion.

4. What reasons do people have to hate other groups? Is hatred of another group ever understandable, appropriate, or justified? Explain the reasons for your opinion.

5. Do you see a single problem connecting all four issues in the Reading? If so, what is it?

**DIGITAL MORE EXERICSES**

### NOW YOU CAN: Propose solutions to global problems

Exercise A. **FRAME YOUR IDEAS**

On a scale of 1 to 6, put the goals in order of importance and difficulty to accomplish (1 = most important or most difficult).

bt

|  |  |  |
| --- | --- | --- |
| ORDER OF IMPORTANCE | GOAL | ORDER OF DIFFICULITY TO ACCOMPLISH |
| [ ] | **reducing poverty and hunger** | [ ] |
| [ ] | **preventing terrorism** | [ ] |
| [ ] | **avoiding war** | [ ] |
| [ ] | **ending or reducing corruption** | [ ] |
| [ ] | **wiping out racism and ethnic discrimination** | [ ] |
| [ ] | **protecting human rights** | [ ] |

et

Exercise B. **NOTEPADDING**

Write some possible solutions to global problems.

Problem: [ ]

Possible solutions: [ ]

Problem: [ ]

Possible solutions: [ ]

Problem: [ ]

Possible solutions: [ ]

Exercise C. **DISCUSSION**

Discuss the solutions to the global problems you proposed. Do you all have the same concerns?

**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: "a bribe."

pp106

## LESSON 4.

### GOAL: Debate the pros and cons of issues

#### BEFORE YOU LISTEN (DIGITAL: FLASH CARDS)

Exercise A. **VOCABULARY**: ***How to debate an issue politely*** (audio 5:17)

Read and listen. Then listen again and repeat.

1.

"I think smoking is a disgusting habit."

"**That may be true, but** if you only smoke in your own house, you're not hurting anyone but yourself."

2.

"I think more people should be active in politics. That way, we would have better governments."

"**I see what you mean, but** it's not realistic to expect everyone to care."

3.

"I think our president is doing an excellent job."

"**Well, on the one hand,** he's not corrupt. **But on the other hand,** he hasn't done much to improve the country."

4.

"I think we should just vote against everyone who's in office now. That's a good way to get change."

"**That's one way to look at it, but** how do we know inexperienced candidates will be any better than what we already have?"

Exercise B. **PAIR WORK**

Take turns saying and responding to each opinion. Use the Vocabulary above to disagree politely. Or, if you agree with the opinion, use the language of agreement from page 102. For example:

1. "In some countries, dictatorship has helped stop corruption."

"I couldn't agree more. Countries with dictatorships are better off."

**OR**

"That may be true, but no one should have to live under a dictatorship."

2. "There is no real democracy. All governments are controlled by a few powerful people."

3. "I think moderates are the only people you can trust in government."

4. "I'm not going to vote. All the candidates are corrupt."

5. "Terrorism is getting worse and worse all over the world."

6. "I don't think it's important to vote. Nothing ever changes."

pp107

#### LISTENING COMPREHENSION

**LISTEN TO SUMMARIZE** (audio 5:18)

Listen to three conversations about dictatorship, democracy, and monarchy. Then listen again and, on a separate sheet of paper, take notes about the arguments in favor of and against each system of government. Then work in pairs. Partner A: Summarize the arguments in favor. Partner B: Summarize the arguments against.

### NOW YOU CAN: Debate the pros and cons of issues

Exercise A. **GROUP WORK**

Choose an issue that you'd like to debate.

- Banning text-messaging while driving

- Decriminalizing the use of illegal drugs

- Preventing children from going to movie theaters to see extremely violent movies

- Using the military to fight terrorism

- Permitting people to say or write anything as long as it doesn't cause physical danger

- Your own local or political issue:

[ ]

Exercise B. **NOTEPADDING**

On your notepad, write arguments in favor and against.

Issue: [ ]

Arguments in favor: [ ]

Arguments against: [ ]

Exercise C. **DEBATE**.

Divide the group into two teams, with one team in favor and the other team against.

Take turns presenting your views. Use the Vocabulary from page 106. Take turns and disagree politely. Then continue the discussion.

**RECYCLE THIS LANGUAGE.**

**Discuss controversies**

Are you in favor of [ ]?

I'm against / in favor of [ ].

I think / believe/feel:

it's wrong.

it's right.

it's wrong, no matter what.

it depends.

**Express agreement**

I agree with you on that one.

I couldn't agree more.

I couldn't have said it better myself.

That's exactly what I think.

**Express disagreement**

I guess we'll have to agree to disagree!

I have to disagree with you there.

I'm not sure I agree.

I'm afraid I don't agree.

No offense, but I can't agree.

pp108

## REVIEW

Exercise A. (audio 5:19)

Listen to the news report about four news stories. Then listen again and circle the correct word or phrase.

1. Sorindians and Ramays are two (ethnic groups / governments) that occupy land areas next to each other.

2. (Sorindians / Ramays) want to be able to observe their dietary laws and traditional clothing customs.

3. The problem between the Sorindians and the Ramays is an example of (corruption / ethnic discrimination).

4. A package left in the bathroom at the central post office raised fears of (terrorism / corruption).

5. Poor people are migrating into the (city from the countryside / countryside from the city).

6. Another story in the news is the reported (corruption / poverty) of a police captain.

Exercise B.

Complete the paragraph about an election, using verbs and count and non-count nouns correctly.

Many (1. candidate / candidates) [ ] running for election make (2. promise / promises) [ ] about (3. education / the education) [ ] But (4. progress / the progress) [ ] comes slowly, and (5. information / informations) [ ] (6. is / are hard) [ ] to get. Voters would like to see (7. proof / proofs) that their (8. advice / advices) (9. is / are) being followed. For instance, we are just now receiving (10. news / the news) [ ] of education statistics and (11. it's / they're) [ ] not very good. (12. Help / The help) [ ] is needed, and (13. the time / time) [ ] is necessary to improve our schools.

Exercise C.

Complete each sentence.

1. The law doesn't allow [ ] the Constitution.

a. the president change

b. the president to change

c. change

2. Our friends advised [ ] disappointed about the election.

a. not to be

b. us not to be

c. us to be not

3. The Constitution requires [ ] office after two terms.

a. to leave

b. senators to leave

c. senators leave

4. The election committee permitted [ ] about their educational policies.

a. the candidates to speak

b. the candidates speak

c. to speak

Exercise D.

Disagree politely with each statement, using a different way to disagree each time. Then add a reason why you disagree with each statement.

[1. That's one way to look at it, but...]

1. Monarchies are dictatorships.

YOU: [ ]

2. There's no such thing as a real democracy anywhere in the world.

YOU: [ ]

3. All people with power are corrupt.

YOU: [ ]

For additional language practice...

**TOP NOTCH** **POP** - Lyrics p. 155

"We Can Agree to Disagree"

**DIGITAL: SONG**

**DIGITAL: SONG**

### WRITING

Write at least two paragraphs about one of these issues: compulsory military service, capital punishment, or censorship of books and movies.

Include both the pros and cons of the issue.

**WRITING BOOSTER**: p. 152

- Contrasting ideas

- Guidance for this writing exercise

pp109

### ORAL REVIEW

**DIGITAL: GAMES**

**CONTEST** Look at the pictures for one minute. Then close your books and name the three issues depicted in the news.

ba

bND

Drie foto's van twee mensen die een nieuwsbericht lezen of op tv zien en daarover praten.

1. Tekening van een rechter die stiekem geld aanneemt. Bericht in de krant:

**CITY POST**

**Judge goes to prison for taking bribes.**

2.

**Daily Gazette**

**Car bomb explodes near open-air market.**

**Numerous casualties. Unknown group claims responsibility.**

3.

ELECTION IN SENEGAL

eND

ea

**PAIR WORK** Create conversations.

1. Create a conversation between the man and woman in Picture 1. Continue the conversation, discussing corruption in general. Start like this:

[Look at this article about tine judge who taking bribes in court.]

2. Create a conversation between the two women in Picture 2. Start like this and continue the conversation, discussing terrorism in general:

[A: Look! Another terrorist bombing.]

[B: Terrible! What do you think causes this?]

3. Create a conversation between the two men discussing the election in Senegal in Picture 3. Start like this and continue the conversation:

[Do you mind if I ask you a question about the elections in Senegal?]

NOW I CAN

[ ] Talk about politics.

[ ] Discuss controversial issues politely.

[ ] Propose solutions to global problems.

[ ] Debate the pros and cons of issues.

pp110

# UNIT 10: Beautiful World

COMMUNICATION GOALS

1. Describe a geographical location.

2. Warn about a possible risk.

3. Describe a natural setting.

4. Discuss solutions to global warming.

## PREVIEW

ba

Bijschrift: The Arenal Volcano

Bijschrift: The waterfall at La Fortuna

bND

Foto's van een waterval en van een rokende vulkaan. Daartussen staat een kaartje van Costa Rica. Costa Rica ligt tussen de Pacific Ocean en de Caribbean Sea. In het noorden grenst het land aan Nicaragua en in het zuiden aan Panama. De hoofdstad is San José. Deze stad ligt in het Central Volcanic Range. Het grootste nationale park is La Amistad. Vlakbij de Arenal-vulkaan ligt een groot meer. Het Lake Arenal. In het land zijn twee grote baaien: de Gulf of Nicoya en de Gulf of Dulce. De afstand tussen de hoofdstad en Puntanares is ongeveer 75 km.

Legenda:

**Mountain Ranges**

1. Guanacaste Range

2. Central Volcanic Range

3. Talamanca Range

Volcano

City

Capital City

**National Parks**

4. Santa Rosa

5. Braulio Carrillo

6. Tortuguero

7. Chirrip

8. La Amistad

9. Corcovado

eND

ea

Exercise A. **VOCABULARY**: ***Geographical features*** (audio 5:22)

Read and listen. Then listen again and repeat. Find these features on the map.

a gulf - a bay - a lake - an ocean - a sea - a volcano - a mountain range - a national park

Exercise B.

Use the map to answer the questions about Costa Rica.

1. What two countries share a border with Costa Rica?

2. In what mountain range is Costa Rica's capital located?

3. What is Costa Rica's largest national park?

4. What is Costa Rica's largest lake?

5. Approximately how far is Puntarenas from San José?

6. What bodies of water are on Costa Rica's two coasts?

pp111

Exercise C. **PHOTO STORY** (audio 5:23)

Read and listen to two tourists talking about Costa Rica.

**ENGLISH** FOR TODAY'S WORLD

Understand English speakers from different language backgrounds.

*Max = Italian speaker*

*Frank = Chinese speaker*

ba

bND

Drie foto's van twee vakantiegangers die bij het zwembad staan en aan de praat raken.

eND

ea

**Max:** Have you folks been here long?

**Frank:** A little over a week. Unfortunately, we've only got two days left. You?

**Max:** We just got here yesterday, actually.

**Frank: I'm** Frank, by the way. Frank Lew. From Hong Kong.

**Max:** Max Belli. From Labro, Italy. Have you heard of it?

**Frank:** I can't say I have.

**Max:** It's a very small town about 20 kilometers north of Rome.

**Max:** Hey, you wouldn't happen to know anything about the La Fortuna waterfall, would you? We plan on driving up there this weekend.

**Frank:** Actually, we just got back from there yesterday.

**Max:** What a coincidence! Was it worth seeing?

**Frank:** Spectacular. You don't want to miss it.

**Frank:** But be sure to take it slow on the path down to the bottom of the falls. It can get pretty wet and slippery.

**Max:** Thanks for the warning. What if we want to get a look at the Arenal Volcano, too? Do you think that's doable in two days?

**Frank:** No problem. The volcano's only about twenty minutes west of La Fortuna by car. So I'm sure you could handle them both.

Exercise D. **FOCUS ON LANGUAGE**

Write each of the following statements from the Photo Story in your *own way*. Use the context of the story to help you restate each one.

1. "I can't say I have." [ ]

2. "What a coincidence!" [ ]

3. "Was it worth seeing?" [ ]

4. "You don't want to miss it." [ ]

5. "... be sure to take it slow." [ ]

6. "Do you think that's doable in two days?" [ ]

7. "... I'm sure you could handle them both." [ ]

## SPEAKING

Exercise A. **PAIR WORK**

Brainstorm and write the names of places you know for each of the following geographical features.

an ocean or sea: [ ]

a bay or gulf: [ ]

a mountain or volcano: [ ]

a mountain range: [ ]

a national park: [ ]

a lake: [ ]

a waterfall: [ ]

a capital: [ ]

Exercise B. **GUESSING GAME**

Describe a geographical feature of your country. Your classmates guess what place it is.

"It's a beautiful lake. It's between ..."

"It's a volcano. It's near..."

pp112

## LESSON 1.

### GOAL: Describe a geographical location

#### GRAMMAR

bk

*Prepositional phrases of geographical place*

**Look at the map and study the examples.**

Mexico is **north of** (OR **to the north of)** Guatemala.

Honduras and El Salvador are located **to the south.**

Tikal is **in the north.** Guatemala City is **in the south.**

Cobán is located **in the central part of** Guatemala.

El Rancho is located **on the** Motagua River.

Champerico is on **the west coast of** Guatemala.

Flores is **on the south shore of Lake** Petén Itzá.

ba

bND

Kaartje van Guatemala. In het noorden grenst dit land aan Mexico, in het zuidoosten aan Honduras en El Salvador en in het zuiden aan de Grote Oceaan (Pacific Ocean).

eND

ea

**GRAMMAR BOOSTER**: p. 143

- Prepositions of place: more usage

- Proper nouns: capitalization

- Proper nouns: use of ***the***

ek

bk

**Compass directions** (audio 5:24)

N = north

S = south

E = east

W = west

NE = northeast

NW = northwest

SE = southeast

SW = southwest

Note: the **east** coast (OR **eastern** coast)

Also: the [northern / southern / western] coast

ek

Exercise A. **GRAMMAR PRACTICE**

Complete the sentences with the correct prepositions.

1. Vladivostok is located [ ] the eastern coast [ ] Russia.

2. Barranquilla is [ ] the northern part [ ] Colombia.

3. Haikou is [ ] the northern coast [ ] Hainan Island in China.

4. Machu Picchu is located about 100 kilometers northwest [ ] Cuzco.

5. Vietnam is located south [ ] China.

6. Kota Kinabalu is [ ] the north coast of Borneo, a part of Malaysia.

7. Manaus is located [ ] the Amazon River in Brazil.

8. Canada is [ ] the north [ ] the United States.

Exercise B. **PAIR WORK**

With a partner, choose five places you know in or near your country. Then describe and write where they are, using prepositional phrases of geographical location.

**DIGITAL: MORE EXERCISES**

#### PRONUNCIATION

*Voiced and voiceless* ***th*** (**DIGITAL: VIDEO COACH**)

Exercise A. (audio 5:25).

Read and listen. Then listen again and repeat.

bt

|  |  |
| --- | --- |
| **Voiced** ***th*** | **Voiceless** ***th*** |
| 1. **th**ere | **th**anks |
| 2. **th**is | **th**ink |
| 3. nor**th**ern | nor**th** |
| 4. sou**th**ern | sou**th** |
| 5. **th**e west | sou**th**west |

et

Exercise B. **PAIR WORK**

Take turns reading the sentences you wrote in Exercise B above, paying attention to voiced and voiceless ***th*** sounds.

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#### CONVERSATION MODEL

Exercise A. (audio 5:26)

Read and listen to someone describing a geographical location.

A: Where exactly is the temple located?

B: About 15 kilometers north of Kyoto. Are you planning to go there?

A: I've been thinking about it.

B: It's a must-see. Be sure to take pictures!

(audio 5:28) **Recommendations**

It's a must-see.

You don't want to miss it.

(audio 5:29) **Criticisms**

It's overrated.

It's a waste of time.

Exercise B. **RHYTHM AND INTONATION** (audio 5:27)

Listen again and repeat.

Then practice the Conversation Model with a partner.

### NOW YOU CAN: Describe a geographical location

Exercise A. **CONVERSATION ACTIVATOR** (**DIGITAL: VIDEO**)

With a partner, change the Conversation Model to talk about the location of an interesting place. Use the map and the pictures or a map of your own country. Then change roles.

ba

bND

Kaartje van Australië met vier foto's van bezienswaardigheden.

**Ayers Rock**: in het midden van het land, in de Great Victoria Desert.

**THE GREAT BARRIER REEF**: in de oceaan ten noordoosten van het land.

**KAKADU NATIONAL PARK**: in het noorden van het land.

**THE SNOWY MOUNTAINS**: in het zuidoosten van het land, tussen Melbourne en Canberra.

eND

ea

A: Where exactly [ ] located?

B: [ ] Are you planning to go there?

A: I've been thinking about it.

B: [ ]

**DON'T STOP!**

- **Ask more questions about the place.**

[Is it / Are they] worth seeing?

Is [it / the trip] doable in [one day]?

- **Ask about other places.**

Exercise B. **CHANGE PARTNERS**

Describe other places.

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## LESSON 2.

### GOAL: Warn about a possible risk

#### VOCABULARY

*Describe risks* (**DIGITAL: FLASH CARDS**)

Exercise A. (audio 5:30)

Read and listen. Then listen again and repeat.

(audio 5:31) **Some places**

ba

bND

Drie tekeningen: een pad, een klif en een grot.

eND

ea

a path

a cliff

a cave

ba

bND

Zeven tekeningen:

1. Een rotsblok staat op het punt om naar beneden te vallen. Op het pad eronder loopt een wandelaar.

2. Een wandelaar loopt over een pad dat vol ligt met grote rotsblokken.

3. Een wandelaar beklimt een steile trap.

4. Een wandelaar glijdt uit op een helling naar beneden.

5. Iemand loopt in een donker bos.

6. Een wandelaar staat uit te puffen op een steil pad omhoog.

7. Een wandelaar is de weg kwijt in de mist.

eND

ea

1. It can be quite **dangerous.**

2. It can be very **rocky.**

3. It can be extremely **steep.**

4. It can be so **slippery.**

5. It can be pretty **dark.**

6. It can be terribly **exhausting.**

7. It can be really **foggy.**

(audio 5:32) Dangerous animals and insects

"Watch out for [snakes]."

"Keep an eye out for [bears]"

ba

bND

Zes foto's: een slang, een haai, een kwal, een beer, een schorpioen en een mug.

eND

ea

a snake

a shark

a jellyfish

a bear

a scorpion

a mosquito

Exercise B. **LISTEN TO INFER** (audio 5:33)

Listen to the conversations. Check if the speaker thinks the place is risky or not.

1. He thinks hiking around the waterfall is ...

[ ] risky

[ ] not risky

2. She thinks climbing the mountain is ...

[ ] risky

[ ] not risky

3. She thinks swimming in the bay is ...

[ ] risky

[ ] not risky

4. He thinks walking on the cliffs is ...

[ ] risky

[ ] not risky

Exercise C. **LISTEN TO ACTIVATE VOCABULARY** (audio 5:34)

Listen again.

Complete each statement with the risks.

1. He warns that the path is sometimes [ ] and there may be [ ].

2. She warns that there may be [ ] and that the path can be [ ].

3. He's worried that there will be a lot of [ ] and there may be [ ].

4. He warns that the cliffs are [ ] and there may be [ ].

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#### GRAMMAR

bk

***Too*** *+ adjective and infinitive*

**Use** ***too*** **+ an adjective and an infinitive to give a warning or an explanation.**

It's **too dark to go** hiking now. = Don't go hiking now because it's dark.

Those cliffs are **too steep to climb.** = You shouldn't climb those cliffs because they're very steep.

**Use a** ***for*** **phrase to further clarify a warning or explanation.**

It's too dangerous **for children** to go swimming there. (Only adults should swim there.)

**GRAMMAR BOOSTER**: p. 145

- Infinitives with ***enough***

ek

**GRAMMAR PRACTICE** Complete the sentences, using ***too*** + an adjective and a ***for*** phrase + an infinitive.

1. It's dangerous / you / go [ ] to that neighborhood alone.

2. The pyramid at Teotihuacán is steep / older tourists / climb [ ].

3. It's late / your friends / catch [ ] the last train to the capital.

4. The path is rocky / your children / walk on [ ] safely.

5. It's really hot / us / go [ ] hiking to the waterfall today.

6 Don't you think this map is confusing / them / understand [ ]?

**DIGITAL: MORE EXERCISES**

#### CONVERSATION MODEL

Exercise A. (audio 5:35)

Read and listen to someone warning about a risk.

ba

bND

Foto van twee vrouwen. De ene heeft een handdoek en een tas bij zich. De ander waarschuwt haar voor een onderstroom.

eND

ea

A: Excuse me. Can you tell me the way to the beach?

B: That way. It's not very far.

A: Thanks. Is it safe to go swimming there?

B: Sure, but be careful. There's sometimes an undertow.

A: Really?

B: Well, it's too dangerous for children to go swimming there. But I'm sure you'll be fine.

A: Thanks for the warning.

Exercise B. **RHYTHM AND INTONATION** (audio 5:36)

Listen again and repeat.

Then practice the Conversation Model with a partner.

### NOW YOU CAN: Warn about a possible risk

Exercise A. **CONVERSATION ACTIVATOR**. (**DIGITAL: VIDEO**)

With a partner, change the Conversation Model. Ask for directions to another place.

Warn about possible risks. Then change roles.

A: Excuse me. Can you tell me the way to [ ] ?

B: [ ]

A: Thanks. Is it safe to [ ] there?

B: [ ]

**Places to go**

a waterfall

a path

a cave

a beach

cliffs

a volcano

a national park

**Things to do**

go swimming

go hiking

go climbing

go biking

go skiing

**DON'T STOP!**

- **Ask for more information.**

Do I need to watch out for [jellyfish / sharks]?

Are there a lot of [snakes / bears]?

Is the path very [steep / rocky / slippery]?

[Is it / Are they] worth seeing?

- **Warn about other risks.**

Watch out for [scorpions].

It's too [dangerous / dark] [for [ ]] to [ ] there.

Exercise B. **CHANGE PARTNERS**

Warn about another place.

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## LESSON 3.

### GOAL: Describe a natural setting

#### BEFORE YOU LISTEN

Exercise A. **VOCABULARY**: ***Describing natural features*** (audio 5:37, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

**Geographic nouns**

ba

bND

Zes foto's: bos, een oerwoud, een vallei, een ravijn, een eiland en een gletsjer.

eND

ea

**a forest**

**a jungle**

**a valley**

**a canyon**

**an island**

**a glacier**

**Geographic adjectives**

ba

bND

Vijf foto's: een berg, heuvels, vlak land, een woestijn met een cactus, groene struiken en bomen

eND

ea

**mountainous**

**hilly**

**flat**

**dry / arid**

**lush / green**

(audio 5:38) **Strong positive adjectives**

The scenery was **breathtaking.**

The views were **spectacular.**

The sights were **extraordinary.**

Exercise B. **PAIR WORK**

Talk about places you know, using the nouns and adjectives from the Vocabulary.

"The north of this country is pretty flat and arid, but in the south it's really mountainous. The green valleys and forests are spectacular."

#### LISTENING COMPREHENSION

Exercise A. **LISTEN FOR MAIN IDEAS** (audio 5:39)

Read the questions. Listen to a description of a memorable trip and answer the questions.

1. What country did Mr. Yamagichi visit?

a. the U.S.

b. Australia

c. Canada

d. the U.K.

2. What kind of place did he visit?

a. a park

b. a beach

c. an island

d. a jungle

3. What activity did he and his wife do the most?

a. go skiing

b. go swimming

c. go hiking

d. go hang gliding

4. What geographical adjective best describes this place?

a. flat

b. arid

c. hilly

d. mountainous

ba

Bijschrift: Mitsuhiko Yamagichi

ea

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Exercise B. **LISTEN FOR DETAILS** (audio 5:40)

Listen again and pay attention to how Mr. Yamagichi describes what he saw on his trip. Complete each phrase with a word from the box.

air, canyon, cliffs, forests, glacier, hotel, lake, mountains, path, views, water, waterfalls

1. amazing [ ]

2. breathtaking [ ]

3. extraordinary [ ]

4. famous [ ]

5. fantastic [ ]

6. fresh, clean [ ]

7. slippery [ ]

8. spectacular [ ]

Exercise C. **PAIR WORK**

With a partner, summarize Mr. Yamagichi's trip in your own words by restating key details. Listen again if necessary.

### NOW YOU CAN: Describe a natural setting

Exercise A. **FRAME YOUR IDEAS**

Choose a photo. Describe the place and what a person could do there. Your partner guesses which place you chose.

"It's a lush island in a beautiful ocean. You can lie on the beach and do nothing or go snorkeling. "

ba

bND

Vijf foto's:

The Galapagos Islands, Ecuador: foto van enorme schildpadden.

Tahiti: foto van een eilandje in de oceaan. Het water rondom is heel blauw. Midden op het eiland zijn groene heuvels.

Yellow Mountain, China: foto van een wandelpad langs een steile berg.

Alaska: foto van mensen die kanoën tussen grote brokken ijs.

Iguazu Falls, Brazil and Argentina: foto van grote watervallen.

eND

ea

Exercise B. **NOTEPADDING**

On your notepad, write about a spectacular place you know or a place you'd like to visit. What does it look like? What can you do there?

Name of place: [ ]

Description: [ ]

Things you can do there: [ ]

Exercise C. **PAIR WORK**

Tell your partner about the place you wrote about on your notepad. Use the Vocabulary.

**RECYCLE THIS LANGUAGE.**

It's in the [north] / on the [coast].

It's located on the [Orinoco River].

It's located on the [shore / east coast] of [Lake Victoria].

It's south of [ ].

It's in the central part of [ ].

It's a must-see.

You don't want to miss it.

[Bash Bish Falls] is overrated, but [Niagara Falls] is breathtaking.

[Saw Valley] is a waste of time, but [Pine Valley] is extraordinary.

It's very [rocky / steep / slippery].

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## LESSON 4.

### GOAL: Discuss solution to global warming

#### BEFORE YOU READ

Exercise A. **VOCABULARY**: ***Energy and the environment***.(audio 5:41, **DIGITAL: FLASH CARDS**)

Read and listen. Then listen again and repeat.

**the environment** *n.* the air, water, and land in which people, animals, and plants live

**pollution** *n.* the act of causing air, water, or land to become dirty and unhealthy for people, animals, and plants

**climate change** *n.* a long-term change in the Earth's temperatures and weather patterns

**power** *n.* electricity or other force that can be used to make machines, cars, etc., work

**renewable energy** *n.* power from natural resources, such as wind power or solar power (from the sun), that is continually available for human use

**energy-efficient** *adj.* using as little power as possible

(audio 5:42) **Stress in verbs and nouns**

**increase** *v.* to become larger in amount **an increase** in [temperature] *n.*

**decrease** *v.* to become smaller in amount **a decrease** in [pollution] *n.*

Exercise B. **DISCUSSION**

What do you already know about global warming?

What causes it? What effect is it having on the environment?

#### READING (audio 5:43)

Choose Clean Energy and Help Curb Global Warming

ba

**Bijschrift: Compact fluorescent light bulbs use less electricity.**

ea

**Fossil fuels such as oil, coal, and natural gas provide energy for our cars and homes, but increase the amount of carbon dioxide (CO\_2) in the air, contributing to climate change in the form of global warming. However, there are choices we can make that can lessen their negative impact on the environment.**

**Get moving** - Take good care of your car and keep your tires properly inflated with air. You will use less gasoline and save money. Better yet, skip the drive and walk, take public transportation, or ride a bicycle when you can.

**Upgrade** - Replace your old refrigerator or air conditioner with a new energy-efficient model. Not only will you save money on your electric bill, but you'll contribute to cutting back on the pollution that causes global warming.

**See the light** - Use new energy-saving compact fluorescent light bulbs. They produce the same amount of light as older incandescent bulbs, but they use 75% less electricity and last much longer.

**Cut back** - Try to reduce the amount of water you use for showers, laundry, and washing dishes. And turn the temperature on your hot water heater down.

**Recycle** - Use products that are recycled from old paper, glass, and metal to reduce energy waste and pollution by 70 to 90%. And before you toss things in the garbage, think about what you can reuse.

**Think local** - Shipping foods over long distances is a waste of energy and adds to pollution. In addition, the pesticides and chemicals used to grow them are bad for the environment. So buy locally grown fruits and vegetables instead.

**Speak out** - Talk to lawmakers about your interest in curbing global warming. Support their attempts to improve standards for fuel efficiency, to fund renewable and clean energy solutions, such as wind and solar power, and to protect forests.

The effects of global warming

- An increase in floods, droughts, tornadoes, and other extreme weather conditions

- A rise in sea levels, causing flooding in coastal areas

- Higher sea surface temperatures, endangering sea life

- The shrinking of glaciers, leading to a decrease in fresh water for rivers and less energy production

- A loss of tropical forests, an increase in arid lands, more forest fires, and a loss of animal and plant species

- A decrease in agricultural yields, leading to famine

**Clean, renewable energy solutions like wind power can help curb global warming.**

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Exercise A. **UNDERSTAND FROM CONTEXT**

Find and underline each of the following words or phrases in the Reading. Then use your understanding of the words to write definitions.

1. fossil fuels [ ]

2. global warming [ ]

3. inflated [ ]

4. reduce [ ]

5. curbing [ ]

6 a rise [ ]

Exercise B. **CRITICAL THINKING**

Discuss the questions.

1. The article mentions fossil fuels as a major source of energy. What two other sources of energy are mentioned? How are they different from fossil fuels?

2. Look at the list of the effects of global warming in the Reading. What impact could they have on these aspects of your country's economy: tourism, food production, housing, and disaster relief?

Exercise C. **SUMMARIZE** (**DIGITAL: MORE EXERCISES**)

Review the Reading again. Then close your book. With a partner, discuss and make a list of the exercises ways the Reading suggests you can help curb global warming.

### NOW YOU CAN: Discuss solutions to global warming

Exercise A. **NOTEPADDING**

What do you do in your daily life that might contribute to the energy waste and pollution that causes global warming? Make a list on your notepad.

at home: [ ]

at work: [ ]

at school: [ ]

in transportation: [ ]

other: [ ]

Exercise B. **PAIR WORK**

Compare notepads with a partner. Discuss what you think each of you could do to help cut down on energy waste and pollution.

" I don't really recycle everything I can right now, but I'd like to. I think it would be better for the environment if I did."

" I want to buy energy-efficient light bulbs, but they're more expensive than the regular kind."

Exercise C. **DISCUSSION**

Do you agree with the suggestions in the Reading? Discuss the value of trying to take personal actions to help curb global warming. Talk about:

- what you are doing now.

- what you'd like to do in the future.

- what you think is not worth doing.

**RECYCLE THIS LANGUAGE.**

Are you in favor of [ ]?

I think / don't think it's a good idea to [ ].

I'm against [ ].

That's true, but [ ].

I see what you mean, but [ ].

Well, on the one hand, . But, on the other hand, [ ].

That's one way to look at it, but[ ].

That depends.

We'll have to agree to disagree.

**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: "a waste of energy."

ba

bND

Text in image:

GLASS

PLASTIC

PAPER

METAL

eND

ea

pp120

## REVIEW

Exercise A. (audio 5:44)

Listen to the conversations. Write the type of place each person is talking about, choosing words from the box. Then check whether or not the person recommends going there.

a canyon - a desert - an island - a volcano - a cave - a glacier - a valley - a waterfall

**Type of place - Recommended?**

1. [ ]

[ ] yes

[ ] no

2. [ ]

[ ] yes

[ ] no

3. [ ]

[ ] yes

[ ] no

4. [ ]

[ ] yes

[ ] no

Exercise B.

Look at the pictures. Complete the warnings about each danger, using ***too***.

ba

bND

Vier tekeningen:

1. Een fietser wrijft over zijn hoofd. Op de weg liggen veel stenen. Een andere fietser stopt.

2. Een toerist met een camera glijdt van een natte trap.

3. Een donkere grot waarin alleen vier paar ogen te zien zijn.

4. Vier mensen staan klaar om te gaan zwemmen. Onder water zwemt een haai.

eND

ea

1. That road [ ] to ride on if you're not careful.

2. Those steps [ ] climb safely after a rain.

3. [ ] go in the cave without a flashlight.

4. [ ] go swimming in the bay.

Exercise C.

Complete the locations, using the map.

ba

bND

Kaartje van twee eilandjes in de Atlantische Oceaan. Het grootste, noordelijke eiland heet Miquelon en het kleinste, zuidelijke eiland heet Island of Saint Pierre. Helemaal in het noorden ligt Village of Miquelon. In het midden, aan de oostkant van het eiland zijn stranden. Helemaal in het zuiden, op het kleine eilandje ligt de hoofdstad Town of Saint Pierre. De afstand tussen beide steden is ongeveer 20 mijl.

eND

ea

1. The town of Saint-Pierre is [ ] the shore [ ] the island of Saint-Pierre.

2. Grand Barachois Bay [ ] the village of Miquelon.

3. The island of Saint-Pierre [ ] Langlade.

4. The village of Miquelon [ ] about [ ] from the town of Saint-Pierre.

5. The beaches [ ] the [ ] coast.

### WRITING

Write a description of your country, state, or province. Include the location and description of major cities, geographical features, national parks, and other points of interest. Use adjectives to provide details that help the reader see and feel what the places are like.

quiet / noisy

crowded

hot / warm

cold / cool

mountainous

flat / hilly

humid / foggy

dry / arid

lush / green

steep / rocky

high / low

green / blue

spectacular

breathtaking

extraordinary

beautiful

gorgeous

unique

**WRITING BOOSTER**: p. 153

- Organizing by spatial relations

- Guidance for this writing exercise

For additional language practice...

**TOP NOTCH POP** - Lyrics p. 155

"It's a Beautiful World"

**DIGITAL: SONG**

**DIGITAL: KARAOKE**

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### ORAL REVIEW

**DIGITAL: GAMES**

**GAME** Using the map and the pictures, describe a location or natural features. Your classmates guess the place. For example:

[It's located south of Denali National Park.] OR [It has spectacular glaciers.]

**PAIR WORK** Use the map and the "Explore Alaska!" chart to create conversations for the man and the woman. Start like this:

[Where exactly is [ ]?] OR [Excuse me. Could you tell me the way to [ ]?]

ba

bND

Kaart van Alaska met foto's van Glacier Bay National park en Katmai National Park. Alaska grenst in het oosten aan Canada en is verder omringd door zee. Het Denali National Park ligt tussen de steden Fairbanks en Anchorage. Het Katmai National Park ligt in het zuidwesten en het Glacier Bay National Park ligt in het zuidoosten, bij de hoofdstad Juneau.

eND

ea

**Explore Alaska!**

bt

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | bears | mosquitos | snakes | fog |
| **Denail National Park** | Y | Y | N | Y |
| **Kodiak Island** | Y | Y | N | Y |
| **Katmai National Park** | Y | Y | N | N |
| **Glacier Bay National Park** | N | N | N | Y |

et

NOW I CAN

[ ] Describe a geographical location.

[ ] Warn about a possible risk.

[ ] Describe a natural setting.

[ ] Discuss solutions to global warming

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# Reference Charts

## PRONUNCIATION TABLE

**Vowels**

**Symbol - Key Words**

/i:/ - b**ea**t, f**ee**d

/i/ - b**i**t, d**i**d

/ei/ - d**a**te, p**ai**d

/ε/ - b**e**t, b**e**d

/ä/ - b**a**t, b**a**d

/a:/ - b**o**x, **o**dd, f**a**ther

/o:/ - b**ough**t, d**o**g

/οö/ b**oa**t, r**oa**d

/ö/ - b**oo**k, g**oo**d

/u:/ - b**oo**t, f**oo**d, fl**u**

/u/ - b**u**t, m**u**d, m**o**ther

/ë/ - b**a**nan**a**, **a**mong

/u:/ - sh**ir**t, m**ur**d**er**

/ai/ - b**i**te, cr**y**, b**uy**, **eye**

/aö/ - ab**ou**t, h**ow**

/oi/ - v**oi**ce, b**oy**

/ir/ - d**ee**r

/εr/ - b**ar**e

/ar:/ - b**ar**

/or:/ - d**oor**

/ör/ - t**our**

**Consonants**

**Symbol - Key Words**

/p/ - **p**ack, ha**pp**y

/b/ - **b**ack, ru**bb**er

/t/ - **t**ie

/d/ - **d**ie

/k/ - **c**ame, **k**ey, **q**ui**ck**

/g/ - **g**ame, **g**uest

/tsh/ - **ch**urch, na**t**ure, wa**tch**

/dzh/ - **j**u**dg**e, **g**eneral, ma**j**or

/f/ - **f**an, **ph**otograph

/v/ - **v**an

/th/ - **th**ing, brea**th**

/dh/ - **th**en, brea**th**e

/s/ - **s**ip, **c**ity, **ps**ychology

/ţ/ - bu**tt**er, bo**tt**le

/t/ - bu**tt**on

/z/ - **z**ip, plea**s**e, goe**s**

/sh/ - **sh**ip, ma**ch**ine, sta**t**ion, spe**c**ial, discu**ss**ion

/zh/ - mea**s**ure, vi**s**ion

/h/ - **h**ot, **wh**o

/m/ - **m**en

/n/ - su**n**, **kn**ow, **pn**eumonia

/ng/ - su**ng**, ri**ng**i**ng**

/w/ - **w**et, **wh**ite

/l/ - **l**ight, **l**ong

/r/ - **r**ight, **wr**ong

/y/ - **y**es

## IRREGULAR VERBS

**base form - simple past - past participle**

be - was / were - been

become - became - become

begin - began - begun

bite - bit - bit / bitten

bleed - bled - bled

break - broke - broken

bring - brought - brought

build - built - built

burn - burned / burnt - burned / burnt

buy - bought - bought

catch - caught - caught

choose - chose - chosen

come - came - come

cost - cost - cost

cut - cut - cut

do - did - done

draw - drew - drawn

dream - dreamed / dreamt - dreamed / dreamt

drink - drank - drunk

drive - drove - driven

eat - ate - eaten

fall - fell - fallen

feed - fed - fed

feel - felt - felt

fight - fought - fought

find - found - found

fit - fit - fit

flee - fled - fled

fly - flew - flown

forbid - forbade - forbidden

forget - forgot - forgotten

get - got - gotten

give - gave - given

go - went - gone

grow - grew - grown

have - had - had

hear - heard - heard

hit - hit - hit

hold - held - held

hurt - hurt - hurt

keep - kept - kept

know - knew - known

leave - left - left

lend - lent - lent

let - let - let

lose - lost - lost

make - made - made

mean - meant - meant

meet - met - met

pay - paid - paid

put - put - put

quit - quit - quit

read /rid/ - read /red/ - read /red/

ride - rode - ridden

ring - rang - rung

rise - rose - risen

run - ran - run

say - said - said

see - saw - seen

sell - sold - sold

send - sent - sent

sew - sewed - sewn

shake - shook - shaken

sing - sang - sung

sit - sat - sat

sleep - slept - slept

speak - spoke - spoken

spend - spent - spent

spread - spread - spread

stand - stood - stood

steal - stole - stolen

stick - stuck - stuck

sting - stung - stung

strike - struck - struck

swim - swam - swum

take - took - taken

teach - taught - taught

tell - told - told

think - thought - thought

throw - threw - thrown

understand - understood - understood

wake up - woke up - woken up

wear - wore - worn

win - won - won

write - wrote - written

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## VERB TENSE REVIEW: PRESENT, PAST, AND FUTURE

**1. THE PRESENT OF *BE***

**Statements**

I | am / am not | late.

You / We / They | are / aren't | late.

He / She / It | is / isn't | late.

**2. THE SIMPLE PRESENT TENSE**

**Statements**

I / You / We / They | speak / don't speak | English.

He / She | speaks / doesn't speak | English.

***Yes / no* questions**

Do / Don't | I / you / we / they | know | them?

Does / Doesn't | he / she | eat | meat?

**Short answers**

Yes, | I / you / we / they | do.

Yes, | he / she / it | does.

No, | I / you / we / they | don't.

No, | he / she / it | doesn't.

**Information questions**

What | do | I / you / we / they | need?

When | does | he / she / it | start?

Who | does | she | like?

who | [ ] | wants / needs / likes | this book?

**3. THE PRESENT CONTINUOUS**

**Statements**

I | am | watching TV.

You / We / They | are | studying English.

He / She / it | is | arriving now.

***Yes* / *no* questions**

Am | I | going too fast?

Are | you / we / they | going too fast?

Is | he / she / it | going too fast?

**Short answers**

Yes, | I | am.

Yes, | you | are.

Yes, | he / she it | is.

Yes, | you / we / they | are.

No, | I'am not.

No, | you aren't / you're not.

No, | he isn't / he's not. / She isn't / she's not. / it isn't / it's not.

No, | you aren't / you're not. / we aren't / we're not. / they aren't / they're not.

**Information questions**

What | are | you / we / they | doing?

When | is | he / she / it | leaving?

Where | am | I | staying tonight?

Who | is | [ ] | driving?

**4. THE PAST CONTINOUS**

**Statements**

I | was / wasn't | singing that song.

You / We / They | were / weren't | playing the piano.

He / She / it | was / wasn't | leaving from Central Station.

***Yes* / *no* questions.**

Was | I / he / she / it | landing in Sydney when the storm began?

Were | we / you / they | landing in Sydney when the storm began?

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*(The past continuous-continued)*

**Short answers**

Yes, | I / he / she / it | was.

Yes, | we / you / they | were.

No, | I / he / she / it | wasn't.

No, | we / you / they | weren't.

**Information questions**

When | was | I / he / she | speeding?

Where | were | we / you / they | going?

Who | was | [ ] | arriving?

**5. THE PAST OF *BE***

**Statements**

I / He / She / It | was | late.

We / You / They | were | early.

***Yes* / *no* questions**

Was | I / he / she / it | on time?

Were | we / you / they | in the same class?

**Short answers**

Yes, | I / he / she / it | was.

Yes, | we / you / they | were.

No, | I / he / she / it | wasn't.

No, | we / you / they | weren't.

**Information questions**

When | was | we / you / they

Where | was | he / she / it | here?

Who | was | they?

Who | was | he / she / it?

**6. THE SIMPLE PAST TENSE**

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

**Statements**

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

***Yes* / *no* questions**

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

**Short answers**

Yes, | I / you / he / she / it / we / they | did.

No, | I / you / he / she / it / we / they | didn't.

**Information questions**

when | did | I / you / he / she / we / they | read that?

Who | did | they | see?

Who | [ ] | [ ] | called?

**7. THE FUTURE WITH *WILL***

**Affirmative and negative statements**

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

***Yes* / *no* questions**

will | I / you / he / she / It / we / they | be on time?

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*(The future with* ***will****-continued)*

**Affirmative and negative short answers**

Yes, | I / you / he / she / it / we / they | will.

No, | I / you / he / she / it / we / they | won't

**Information questions**

What will | I / you / he / she / it / we / they | do?

Who will | [ ] | be there?

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

**Statements**

I'm / You're / He's / She's / It's / We're / They're | going to / not going to | be here soon.

***Yes* / *no* questions**

Are | you / we / they | going to | want coffee?

Am | I | going to | be late?

Is | he / she / it | going to | arrive on time?

**Short answers**

Yes, | I | am.

Yes, | you | are.

Yes, | he / she / it | is.

Yes, | you / we / they | are.

No, | I'm not.

No, | you aren't / you're not.

No, | he isn't / he's not. ? she isn't / she's not. / it isn't / it's not.

No, | you aren't / you're not / we aren't / we're not. / they aren't / they're not.

**Information questions**

What | are | you / we / they | going to | see?

When | is | he / she / it | going to | stop?

Where | am | I | going to | stay tomorrow?

Who | is | [ ] | going to | call?

**9 THE PRESENT PERFECT**

**Affirmative and negative short answers**

I / You / We / They | have / haven't | left.

He / She / It | has / hasn't | left.

***Yes* / *no* questions?**

Have | I / you / we / they | said enough?

Has | he / she / it | already started?

**Affirmative and negative short answers**

Yes, | I / you / we / they | have.

No, | I / you / we / they | haven't.

Yes, | he / she / it | has.

No, | he / she / it | hasn't

**Information questions**

Where | have | I / you / we / they | seen the book?

How | has | he / she / it | been?

Who | has | [ ] | read it?

**10. THE PASSIVE VOICE**

**Form the passive voice with a form of *be* and the past participle of the verb**

bt

|  |  |  |
| --- | --- | --- |
|  | **ACTIVE VOICE** | **PASSIVE VOICE** |
| simple present | Art collectors **buy** famous paintings | Famous paintings **are bought** by art collectors. |
| present continuous | The Cineplex **is showing** that film. | That film **is being shown** by the Cineplex. |
| present perfect | All the critic **have reviewed** that book. | That book **has been reviewed** by all the critics. |
| simple past | Vera Wang **designed** this dress. | This dress **was designed** by Vera Wang. |
| past continuous | Last year, World Air **was** still **selling** tours to the Ivory Coast. | Last year, tours to the Ivory Coast **were** still **being sold**. |
| future with ***will*** | 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. |

et

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## GERUNDS AND INFINITIVES

***Verbs followed by a gerund***

acknowledge

admit

advise

appreciate

avoid

can't help

celebrate

consider

delay

deny

detest

discontinue

discuss

dislike

endure

enjoy

escape

explain

feel like

finish

forgive

give up

imagine

justify

keep

mention

mind

miss

postpone

practice

prevent

prohibit

propose

quit

recall

recommend

report

resent

resist

risk

suggest

support

tolerate

understand

**Verbs followed directly by an infinitive**

afford

agree

appear

arrange

ask

attempt

can't wait

choose

consent

decide

deserve

expect

fail

grow

hesitate

hope

hurry

intend

learn

manage

mean

need

neglect

offer

pay

plan

prepare

pretend

promise

refuse

request

seem

struggle

swear

volunteer

wait

want

wish

would like

yearn

**Verbs followed by an object before an infinitive \***

advise

allow

ask \*

cause

challenge

choose \*

convince

enable

encourage

expect \*

forbid

force

get \*

help \*

hire

invite

need \*

order

pay

permit

persuade

promise \*

remind

request

require

teach

tell

urge

warn

want \*

wish \*

would like \*

\* 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

can't stand

continue

forget \*

hate

like

love

prefer regret

remember \*

start

stop \*

try \*

\* There is a complete difference in meaning when these verbs are followed by a gerund or an infinitive.

I forgot **closing** the window. (= I forgot that I did it.)

I forgot **to close** the window. (= I didn't do it because I forgot.)

I remembered **locking** the door. (= I have a memory of having locked it.)

I remembered **to lock** the door. (= I didn't forget to lock it.)

I stopped **smoking**. (= I stopped the habit.)

I stopped **to smoke**. (= I stopped what I was doing in order to smoke.)

**Adjectives followed by an infinitive \***

afraid

alarmed

amazed

angry

anxious

ashamed

curious

delighted

depressed

determined

disappointed

distressed

disturbed

eager

easy

embarrassed

encouraged

excited

fortunate

glad

happy

hesitant

likely

lucky

pleased

proud

ready

relieved

reluctant

sad

shocked

sorry

surprised

touched

upset

willing

\* EXAMPLE: I'm willing **to accept** that.

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# Grammar Booster

**The Grammar Booster is optional. It offers more information and extra practice. Sometimes it further explains or expands the unit grammar and points out common errors. In other cases, it reviews and practices previously learned grammar that would be helpful when learning new grammar concepts. If you use the Grammar Booster, you will find extra exercises in the Workbook in a separate section labeled Grammar Booster. The Grammar Booster content is not tested on any *Top Notch* tests.**

## UNIT 1: Lesson 1.

bk

***Tag questions: short answers***

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

Short answers

You're Lee, **aren't you**?

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

You're not Amy, **are you**?

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

She speaks Thai, **doesn't she**?

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

I don't know you, **do I**?

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

He's going to drive, **isn't he**?

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

We're not going to eat here, **are we**?

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

They'll be here later, **won't they**?

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

It won't be long, **will it**?

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

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

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

He wasn't driving, **was he**?

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

There isn't any sugar, **is there**?

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

We didn't know, **did we**?

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

You were there, **weren't you**?

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

She hasn't been here long, **has she**?

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

They left, **didn't they**?

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

You wouldn't do that, **would you**?

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

It's been a great day, **hasn't it**?

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

He can't speak Japanese, **can he**?

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

Ann would like Quito, **wouldn't she**?

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

They can hear me, **can't they**?

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

ek

Exercise A.

Complete each conversation by circling the correct tag question and completing the short answer.

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, [ ]

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Exercise B.

Correct the error in each item.

1. They'd both like to study abroad, {would} [wouldn't] they?

2. It's only a six-month course, is it?

3. Clark met his wife on a rafting trip, didn't Clark?

4. Marian made three trips to Japan last year, hasn't she?

5. There were a lot of English-speaking people on the tour, wasn't it?

6. The students don't know anything about that, don't they?

7. There isn't any problem with my student visa, isn't there?

8. It's always interesting to travel with people from other countries, aren't they?

9. With English, you can travel to most parts of the world, can you?

10. I'm next, don't I?

## UNIT 1: Lesson 2.

bk

***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.

bk

**Stative (non-action) verbs**

appear

be

believe

belong

contain

cost

feel

hate

have

hear

know

like

look

love

need

notice

own

possess

prefer

remember

see

seem

smell

sound

suppose

taste

think

understand

want

weigh

ek

**Use the present continuous (but NOT the simple present tense):**

**- for actions happening now (but NOT with Stative or non-action verbs)**

They'**re talking** on the phone.

**- for actions occurring during a time period in the present**

This year I'**m studying** English.

**- for some future actions, especially those already planned**

Thursday I'**m going** to the theater.

**Use the present perfect or the present perfect continuous:**

**- for unfinished or continuous actions**

I'**ve lived** here since 2012. OR I'**ve been living** here since 2012.

We'**ve lived** here for **five years**. OR We'**ve been living** here for **five years**.

**Use the present perfect (but NOT the present perfect continuous):**

**- for completed or non-continuing actions**

I'**ve eaten** there three times.

I'**ve** never **read** that book.

I'**ve** already **seen** him.

**Use the simple past tense:**

**- for actions completed at a specified time in the past**

I **ate** there in 2010. NOT {I've eaten} there in 2010.

**Use the past continuous:**

**- for one or more actions in progress at a time in the past**

At 7:00, we **were eating** dinner.

They **were swimming**, and we **were sitting** on the beach.

**Use the past continuous and the simple past tense:**

**- for a continuing action in the past that was interrupted**

I **was eating** when my sister **called**.

**Use *use to* / *used to*:**

**- for past situations and habits that no longer exist**

I **used to smoke**, but I stopped.

They **didn't use to require** a visa, but now they do.

**Use the past perfect:**

**- to indicate that one past action preceded another past action.**

When I arrived, they **had finished** lunch.

ek

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Exercise A.

Correct the verbs in the sentences.

1. I talk on the phone with my fiancé right now.

2. She's usually avoiding sweets.

3. They eat dinner now and can't talk on the phone.

4 Every Friday I'm going to the gym at 7:00.

5 Burt is wanting to go home early.

6. Today we all study in the library.

7. The train is never leaving before 8:00.

8. Water is freezing when the temperature goes down.

9. We're liking coffee.

10 On most days I'm staying home.

Exercise B.

Complete each sentence with the present perfect continuous.

1. We (come) [ ] to this spa for two years.

2 *Life of Pi* (play) [ ] at the Classic Cinema since last Saturday.

3 Robert (wait) [ ] for an admissions letter from the language school for a week.

4 The tour operators (worry about) [ ] weather conditions for the rafting trip.

5. He (talk about) [ ] that tour with everyone.

Exercise C.

Check the sentences and questions that express unfinished or continuing actions. Then, on a separate sheet of paper, change the verb phrase in those sentences to the present perfect continuous.

The Averys have lived in New York since the late nineties.

[The Averys have been living in New York since the late nineties.]

[ ] 1. Their relatives have already called them.

[ ] 2. We have waited to see them for six months.

[ ] 3. I haven't seen the Berlin Philharmonic yet.

[ ] 4. This is the first time I've visited Dubai.

[ ] 5. We have eaten at that old Peruvian restaurant for years.

[ ] 6. Has he ever met your father?

[ ] 7. How long have they studied Arabic?

[ ] 8. My husband still hasn't bought a car.

[ ] 9. The kids have just come back from the soccer game.

## UNIT 2: Lesson 1.

bk

***Draw conclusions with probably and most likely***

**You can draw conclusions with less certainty than *must* by using *probably* or *most likely.***

***Probably* and *most likely* frequently occur after the verb *be* or when *be* is part of a verb phrase.**

They**'re probably** (OR They**'re most likely**) at the dentist's office.

It**'s probably** (OR It**'s most likely**) going to rain.

**Use *probably* or *most likely* before *isn't* or *aren't*. With *is not* or *are not,* use *probably* before *not.***

She **probably** (OR They'**re most likely) isn't** feeling well.

She**'s probably** (OR It**'s most likely) not** feeling well.

**Use *probably* or *most likely* before other verbs.**

He **probably** (OR **most likely) forgot** about the appointment.

The dentist **probably** (OR **most likely) doesn't have** time to see a new patient.

**You can also use *Probably* or *Most likely* at the beginning of a sentence to draw a conclusion.**

**Probably** (OR **Most likely**) she's a teacher.

**Probably** (OR **Most likely**) he forgot about the appointment.

**Be careful! Don't use *probably* or *most likely* after verbs other *be***

Don't say: He {forgot probably} about the appointment.

Don't say: He {forgot most likely} about the appointment.

ek

On a separate sheet of paper, rewrite each sentence with ***probably*** or ***most likely***.

1. He must have a terrible cold.

2. She must be feeling very nauseous.

3. They must not like going to the dentist.

4. The dentist must not be in her office today.

5. Acupuncture must be very popular in Asia.

6. A conventional doctor must have to study for a long time.

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## UNIT 2: Lesson 2.

bk

***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.

ek

On a separate sheet of paper, rewrite each sentence with ***maybe***.

1. His doctor may use herbal therapy.

2. Conventional medicine may be the best choice.

3. The doctor may want to take a blood test.

4. She may prefer to wait until tomorrow.

5. They may be afraid to see a dentist.

## UNIT 3: Lesson 1.

bk

***Causative make to indicate obligation***

**The causative *make* is used to express the idea that one person forces another to do something. Use a form of *make* + an object and the base form of a verb.**

**object - base form**

They **make** their kids **finish** their homework before dinner.

She **made** him **sign** the form.

ek

Exercise A.

Complete the statements and questions, using the causative ***make***. Use the correct form of ***make***.

1. Yesterday, [ ] (Nick's mother / make / apologize / him) for his mistake.

2. [ ] (you / be going to / make / tell / your friends) the truth?

3. [ ] (our teacher / might / make / turn off / us) our phones.

4. [ ] (we / should / make / pay / your sister) for dinner?

5. [ ] (no one / not can / make / come / Gail) to the meeting if she doesn't want to.

6. If you go to that restaurant, [ ] (they / will / your husband / make / wear) a tie.

7. The movie was awful! [ ] (we / can / make / give / the theater) our money back?

bk

***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.

***Let* has the same meaning as *permit*. Use let to indicate that permission is being given to do something.**

My boss **let** me **take** the day off.

I **don't let** my children **stay** out after 9:00 p.m.

**Be careful!**

Don't say: She let her sister {to wear} her favorite skirt

Don't use an infinitive after ***let***.

ek

Exercise B.

On a separate sheet of paper, rewrite each sentence, using ***let***.

1. Don't permit your younger brother to open the oven door.

2. You should permit your little sister to go to the store with you.

3. We don't permit our daughter to eat a lot of candy.

4. I wouldn't permit my youngest son to go to the mall alone.

5. Will you permit your children to see that movie?

6. You should permit them to make their own decision

7. We always permit him to stay out late.

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bk

**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.)

ek

Exercise C.

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

We had them fix the car before our trip. [They] fixed [the car].

We had fixed the car before our trip. [We] fixed [the car].

Janet had already called her mother. [ ] called [ ].

Janet had her mother call the train station. [ ] called [ ].

Mark had his friends help him with moving. [ ] helped [ ].

Mark had helped his friends with moving. [ ] helped [ ].

My father had signed the check for his boss. [ ] signed [ ].

My father had his boss sign the check. [ ] signed [ ].

Mr. Gates had them open the bank early. [ ] opened [ ].

Mr. Gates had opened the bank early. [ ] opened [ ].

## UNIT 3: Lesson 2.

bk

***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)

ek

On a separate sheet of paper, use the cues to write advice about services, using ***You should*** and the passive causative ***get*** or ***have***. Use a ***by*** phrase if the information is specific or important.

shoe / repair / Mr. B / at the Boot Stop

[You should get your shoes repaired by Mr. B at the Boot Stop.]

1. picture / frame / Lydia / at Austin Custom Framing

2. hair / cut / one of the great hairdressers / at the Curl Up Hair Salon

3. photos / print / someone / at the mall

4. a suit / make / Luigi / at Top Notch Tailors

5. sweaters / dry-clean / someone / at Midtown Dry Cleaners

## UNIT 4: Lesson 1.

bk

***Verbs that can be followed by noun clauses with that***

**The following verbs often have noun clauses as their direct objects. Notice that each verb expresses a kind of "mental activity." In each case, it is optional to include *that*.**

She **agrees / thinks / believes / feels** (that) the students should work harder.

We **hear / see / understand / hope** (that) the government has a new plan.

They **decided/ discovered / dreamed / hoped, learned** (that) everyone could pass the test.

I **assume / suppose / doubt / guess** (that) they made reservations.

He **forgot / noticed / realized / remembered / knew** (that) the stores weren't open.

ek

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bk

***Adjectives that can be followed by clauses with that***

**Use a clause with that after a predicate adjective of emotion to futher explain its meaning.**

I'm **afraid / angry** (that) we'll have to leave early.

We're **worried / ashamed** (that) we won't be on time to the event.

They're **happy / sad** (that) the teacher is leaving.

He's **sorry / unhappy** (that) the flight was canceled.

She's **surprised / disappointed** (that) the news spread so fast.

ek

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 4: Lesson 2.

bk

***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?**

ek

Exercise A.

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?

bk

***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?

ek

bk

**Phrases that are often followed by embedded questions**

I don't know ...

I'd like to know ...

Let me know ...

I can't remember ...

Let's ask ...

I wonder ...

I'm not sure ...

Do you know ...?

Can you tell me ...?

Can you remember ...?

Could you explain ...?

Would you mind telling me ...?

ek

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bk

***Embedded questions: punctuation***

**Sentences with embedded questions are punctuated according to the meaning of the whole sentence.**

**If an embedded question is in a statement, use a period.**

I don't know (something). → I don't know **who she is**.

**If an embedded question is in a question, use a question mark.**

Can you tell me (something)? → Can you tell me **who she is**?

ek

Exercise 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?)

Exercise C.

On a separate sheet of paper, rewrite each question more politely, using noun clauses with embedded questions.

Begin each one with a different phrase. Follow the example.

Where's the airport? [Can you tell me where the airport is?]

1. What time does the concert start?

2. How does this new e-reader work?

3. Why is the express train late?

4. Where is the nearest bathroom?

5. Who speaks English at that hotel?

6. When does Flight 18 arrive from Paris?

Exercise D.

Correct the wording and punctuation errors in each item.

1. Could you please tell me does this train go to Nagoya.

2. I was wondering can I get your phone number?

3. I'd like to know what time does the next bus arrive?

4. Can you tell me how much does this magazine cost.

5. Do you remember where did he use to live?

6. I'm not sure why do they keep calling me.

7. I wonder will she come on time?

## UNIT 5: Lesson 1.

bk

***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."

ek

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Exercise 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

Exercise B.

On a separate sheet of paper, change each statement in indirect speech to direct speech.

They told us to be home before midnight.

[They told us, "Be home before midnight."]

1. The sign downtown said to pack emergency supplies before the storm.

2. Your daughter called and told me to turn on the radio and listen to the news about the flood.

3. Your parents said not to call them before 9 a.m.

4. Mr. Rossi phoned to tell me not to go downtown this afternoon.

## UNIT 5: Lesson 2.

bk

***Indirect speech: optional tense changes***

**When the reporting verbs *say* or *tell* are in the simple past tense, it is not always necessary to use a different tense in indirect speech from the one the speaker used. These are three times when it's optional:**

**When the statement refers to something JUST said:**

I just heard the news. They said a storm **is** coming. OR

I just heard the news. They said a storm **was** coming.

**When the quoted speech refers to something that's still true:**

May told us she **wants** to get a flu shot tomorrow. OR

May told us she **wanted** to get a flu shot tomorrow.

**When the quoted speech refers to a scientific or general truth:**

They said that English **is** an international language. OR

They said that English **was** an international language.

**Be careful! Remember that when the reporting verb is in the present tense, the verb tense in indirect speech does not change.**

They **say** a big storm **is** expected to arrive tomorrow morning.

Don't say: They say a big storm {was} expected to arrive tomorrow morning.

ek

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.)

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## UNIT 6: Lesson 1.

bk

***Expressing the future: review***

**These forms can express or imply the future:**

**The present continuous**

My tooth has been killing me all week. I**'m calling** the dentist tomorrow.

What are you doing this afternoon? I**'m going** to the beach.

**The simple present tense**

The office is usually open until 9:00, but it **closes** at 6:00 tomorrow.

Although ***should***, ***could***, ***ought to***, ***may***, ***might***, ***can***, and ***have to*** are not future forms, they often imply a future action.

You **could catch** the next bus.

We **should call** her next week.

ek

Exercise A.

Read each sentence. Check the sentences that have future meaning.

[ ] 1. Hannah is studying English this month.

[ ] 2. Nancy studies English in the evening.

[ ] 3. You should call me tomorrow.

[ ] 4. He might have time to see you later.

[ ] 5. My parents are arriving at 10:00.

[ ] 6. I'm taking my daughter out for dinner tonight.

[ ] 7. I'm eating dinner with my daughter. Can I call you back?

[ ] 8. The class always starts at 2:00 and finishes at 4:00.

[ ] 9. We may stay another week in Paris.

bk

***The future with will and be going to: review***

**Use *will* or *be going to* to make a prediction or to indicate that something in the future will be true. There is no difference in meaning.**

Getting a new car **will cost** a lot of money. = Getting a new car **is going to cost** a lot of money.

**Use *be going to* to express a plan.**

My tooth has been killing me all week. I**'m going to call** a dentist. NOT I {will call} a dentist.

**Be careful! *Will* is also used for willingness. This use of *will* doesn't have a future meaning. *Be going to* cannot be used for willingness.**

A: Is it true that you **won't go** to the dentist?

B: I**'ll go** to the dentist, but I don't like fillings. NOT {I'm going to go} to the dentist, but...

ek

Exercise B.

Complete the conversations, using ***will*** or ***be going to***.

1.

A: Would you like to go running in the park? I (leave) [ ] in about half an hour.

B: That sounds great. I (meet) [ ] you there.

2.

A: It's midnight. Why are you still reading?

B: We (have) [ ] a test tomorrow.

3.

A: Do you have plans for tomorrow?

B: Yes. I (see) [ ] a chiropractor for the first time.

4.

A: I hope you can come tomorrow night. We'd really like you to be there.

B: OK. I (come) [ ].

5.

A: I'm thinking about getting a new laptop.

B: Really? Well, I (show) [ ] you mine. I love it.

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## UNIT 6: Lesson 2.

bk

***Regrets about the past: wish + the past perfect; should have and ought to have***

***Wish* + the past perfect**

I **wish** I **had married** later in life. And I **wish** I **hadn't married** Celine!

Do you **wish** you **had bought** that car when it was available?

***Should have* and *ought to have* + past participle**

***Ought to have* has the same meaning as *should have*.**

I **should have married** later in life. = I **ought to have married** later in life.

I **shouldn't have married** Celine. = I **ought not to have married** Celine.

**Note: American English speakers commonly use *should have* instead of *ought to have* in negative statements and in questions.**

ek

Exercise A.

On a separate sheet of paper, rewrite the statements and questions, changing ***wish*** + the past perfect to ***should have*** or ***ought to have***.

She wishes she had had children, (ought to)

[She ought to have had children.]

1. Do you wish you had studied Swahili? (should)

2. I wish I had gone to New Zealand instead of Australia, (ought to)

3. Do you wish you had taken the job at the embassy? (should)

4. I wish I hadn't studied law. (should)

Exercise B.

Answer each question with a statement using ***wish*** + the past perfect.

1. Steven said, "I should have stopped smoking." What does Steven wish? [He wishes he had stopped smoking.]

2. Lauren said, "I shouldn't have bought this car." What does Lauren wish? [ ]

3. Carl's wife said, "You should have bought a convertible." What does Carl's wife wish? [ ]

4. Ms. Baker said, "The students should have studied more for the exam." What does Ms. Baker wish? [ ]

## UNIT 7: Lesson 1.

bk

***Adjective clauses: common errors***

**Remember:**

**Use the relative pronouns *who* or *that* for adjective clauses that describe people. Use *that* for adjective clauses that describe things.**

Don't say: Feijoada is a dish {who} is famous in Brazil.

**Don't use a subject pronoun after the relative pronoun.**

Don't say: Feijoada is a dish that {it} is famous in Brazil.

ek

Exercise A.

On a separate sheet of paper, combine the two sentences into one, making the second sentence an adjective clause. Use ***who*** whenever possible. When it isn't possible, use ***that***. Follow the example.

The hotel clerk was very helpful. / He recommended the restaurant.

[The hotel clerk who recommended the restaurant was very helpful.]

1. My cousin lives in New Zealand. / She called today.

2. We have a meeting every morning. / It begins at 9:30.

3. The celebration is exciting. / It takes place in spring.

4. The teacher is not very formal. / She teaches the grammar class.

5. Patients might prefer homeopathy. / They want to avoid strong medications.

6. The copy shop is closed on weekends. / It offers express service.

7. The hotel is very expensive. / It has three swimming pools.

8. Do you like the teacher? / He teaches advanced English.

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bk

***Reflexive pronouns***

**A reflexive pronoun should always agree with the subject of the verb.**

**People** really enjoy **themselves** at Brazil's Carnaval celebrations.

**My sister** made **herself** sick from eating so much.

bk

Reflexive pronouns

myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

ek

**Common expressions with reflexive pronouns**

believe in oneself - If you **believe in yourself**, you can do anything.

enjoy oneself - We **enjoyed ourselves** on our vacation.

feel sorry for oneself - Don't sit around **feeling sorry for yourself**.

help oneself (to something) - Please **help yourselves** to dessert.

hurt oneself - Paul **hurt himself** when he tried to move the fridge.

give oneself (something) - I wanted to **give myself** a gift, so I got a massage.

introduce oneself - Why don't you **introduce yourselves** to your new neighbors?

be proud of oneself - She was **proud of herself** for getting the job.

take care of oneself - You should **take** better **care of yourself**.

talk to oneself - I sometimes **talk to myself** when I feel nervous.

teach oneself (to do something) - Nick **taught himself** to use a computer.

tell oneself (something) - I always **tell myself** I'm not going to eat dessert, but I do.

work for oneself - Oscar left the company and now he **works for himself**.

ek

Exercise B.

Complete the sentences with reflexive pronouns.

1. My brother and his wife really enjoyed [ ] on their vacation.

2. My uncle has been teaching [ ] how to cook.

3. The food was so terrific that I helped [ ] to some more.

4. Instead of staying at home and feeling sorry for [ ] after the accident, I stayed in touch with all my friends.

5. I hope your sister's been taking good care of [ ].

6. I was too shy to introduce [ ] to anyone at the party.

7. Mr. Yu hurt [ ] while lighting firecrackers for the Chinese New Year.

Exercise C.

Complete each sentence with one of the common expressions with reflexive pronouns. Then add two more sentences of your own.

1. When did your brother [ ] how to play the guitar?

2. You'd better tell your daughter to stop playing near the stove or she'll [ ].

3. I really hope you [ ] when you're on vacation.

4. [ ]

5. [ ]

bk

***By + reflexive pronouns***

**Use *by* with a reflexive pronoun to mean "alone."**

You cannot put on a kimono **by yourself**. You need help.

Students cannot learn to speak English **by themselves**. They need practice with others in English.

ek

Exercise D.

Complete each sentence with ***by*** and a reflexive pronoun.

1. Very young children shouldn't be allowed to play outside [ ].

2. Did your father go to the store [ ]?

3. How old were you when you learned to make breakfast [ ]?

4. We got tired of waiting for a table at the restaurant, so we found one [ ].

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bk

***Reciprocal pronouns: each other and one another***

***Each other* and *one another* have the same meaning, but *one another* is more formal.**

People give **each other** (or **one another**) gifts.

Friends send **each other** (or **one another**) cards.

**Be careful!**

**Reciprocal pronouns don't have the same meaning as reflexive pronouns.**

They looked at **themselves**. (Each person looked in a mirror or at a photo.)

They looked at **each other**. (Each person looked at the other person.)

ek

Exercise E.

On a separate sheet of paper, rewrite each underlined phrase, using a reciprocal pronoun. Then add one sentence of your own. Follow the example.

On Christmas, in many places in the world, people ***give and receive*** presents.

[On Christmas, in many places in the world, people give each other presents.]

1. On New Year's Eve in New York City, people wait in Times Square for midnight to come so they can ***kiss other people*** and ***wish other people*** a happy new year.

2. During the Thai holiday Songkran, people ***throw water at other people*** on the street.

3. During the Tomato Festival in Buñol, Spain, people have a lot of fun ***throwing tomatoes at other people*** for about two hours.

4. After a day of fasting during Ramadan, Muslims around the world ***invite other people*** home to have something to eat that evening.

5. (Your own sentence)

## UNIT 7: Lesson 2.

bk

***Adjective clauses: who and whom in formal English***

**In formal written or spoken English, use *who* for subject relative pronouns and *whom* for object relative pronouns.**

**subject**

The singer was terrible. + **He** sang in the restaurant.

The singer + **who sang in the restaurant** was terrible.

**object**

The singer was terrible. + We heard **him** last night.

The singer + **whom we heard last night** was terrible.

**Remember: An object relative pronoun can be omitted.**

The singer we heard last night was terrible.

ek

Complete each formal sentence with ***who*** or ***whom***.

1. The front desk clerk [ ] works at that hotel is very helpful.

2. The man [ ] I met on the plane has invited us to lunch.

3. The manager [ ] lives in Singapore may apply for the job.

4. I'm very satisfied with the dentist [ ] you recommended.

5. The guests [ ] we invited to the dinner were an hour late.

6. The sales representative [ ] you are going to call speaks English.

7. The singer [ ] you told me about is performing tonight.

8. My friend [ ] works at the bank can help you.

9. Is your colleague someone [ ] I can ask to help me?

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## UNIT 8: Lesson 1.

bk

***Real and unreal conditionals: review***

**Real (or "factual") conditionals express the present or future results of real conditions.**

***Present or everlasting results:* Use the present of *be* or the simple present tense in both clauses.**

If I **speak** slowly, people **understand** me.

If the temperature of water **rises** above 100 degrees Celsius, it **turns** to steam.

**Future results: Use the present of *be* or the simple present tense in the *if* clause. Use a future form (future with *will* or present continuous for the future) in the result clause.**

If I**'m** late, I**'ll disturb** the others at the meeting.

**Unreal conditionals express the results of conditions that don't exist. Use the simple past tense or *were* in the *if* clause. Use *would* + a base form in the result clause. The order of the clauses can be reversed.**

If I **bought** a more economical car, I **wouldn't worry** so much about the price of gasoline.

If he **were** here, he **would tell** us about his trip.

**Remember: The order of the clauses in conditional sentences can be reversed. It's customary to use a comma after the *if* clause when it comes first.**

If you **buy** a food processor, you **won't need to buy** a blender.

You **won't need to buy** a blender if you **buy** a food processor.

ek

bk

**Remember: Conditional sentences have two clauses: an *if* clause and a result clause.**

- Don't use a future form in an ***if*** clause. Don't say: If I {will be} late, I'll disturb the others at the meeting.

- Don't use ***would*** in an if clause. Don't say: If he {would be} here, he would tell us about his trip.

ek

Exercise A.

Correct the errors in the conditional sentences. More than one correct answer may be possible.

1. If you will take a good picture, it can preserve memories of times you might forget.

2. If I was you, I would send them an e-mail right away.

3. If you would go out today, you'll need an umbrella.

4. Most people would eat healthy food if they understand the consequences of eating too much junk food.

5. These speakers will be OK if you used them in a smaller room.

6. If the weather will be better, I'd go for a swim.

7. If I would have a chance, I would work shorter hours.

8. Will you ride a bicycle to work if your car broke down?

9. What would you do if I would ask you to make dinner?

10. He won't eat at that restaurant if they would tell him he had to wear formal clothes.

bk

***Clauses after wish***

**Use *were* or the simple past tense after *wish* to express a regret about something that's not true now.**

I **wish** my laptop **were** top-of-the-line. (But it's not top-of-the-line.)

I **wish** I **had** a Brew Rite digital coffeemaker. (But I don't have one.)

**Remember: Use the past perfect after *wish* to express a regret about something that was not true in the past.**

Sean **wishes** he **hadn't sold** his car. (But he did sell it.)

Sean **wished** he **hadn't sold** his car. (But he did.)

**Use the conditional (*would* + a base form) after *wish* to express a desire in the present that something will occur in the future or on an ongoing basis.**

I **wish** it **would rain**, (a desire for a future occurrence)

I **wish** it **would rain** more often, (a desire for something to occur on an ongoing basis)

**Use *would* and a base form after *wished* to express a wish one had in the past for a future occurrence.**

Yesterday I **wished** it **would rain**, but it didn't, (a past wish for a future occurrence)

ek

Exercise B.

Complete each statement or question with the correct form of the verb.

1. I wish my favorite author (write) [ ] a new book. I've read all her old books so many times.

2. Pat wished she (spend) [ ] more time test-drivinq cars before she bought that SUV.

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3. Most people wish they (be) [ ] rich.

4. I wish it (be) [ ] possible for me to get a better camera when I bought this one.

5. They wished they (know) [ ] sooner that their computer was a lemon.

6. When I was a child, my parents wished I (become) [ ] a doctor.

7. Do you wish you (have) [ ] a more comfortable car for the trip tomorrow?

8. Marie and her boyfriend are going to Germany tomorrow. Does she wish her boyfriend (study) [ ] German?

9. I wish you (go) [ ] to bed earlier when you have to get up for work.

bk

***Unless in conditional sentences***

**You can use *unless* instead of *if* + *not*.**

**Unless** they buy a freezer, they'll have to go shopping every day. (= If they don't buy a freezer,... )

She wouldn't go for a long drive **unless** she had a phone with her. (= ...if she didn't have a phone with her.)

Martin doesn't buy electronics **unless** they're state-of-the-art. (= ... if they're not state-of-the-art.)

ek

Exercise C.

On a separate sheet of paper, rewrite the sentences, changing ***if*** + ***not*** statements to ***unless*** and making any necessary changes. Follow the example.

If you don't buy the Brew Rite coffeemaker, you'll have to spend a lot more money on another brand.

[Unless you buy the Brew Rite coffeemaker, you'll have to spend a lot more money on another brand.]

1. If you aren't in a hurry, you should walk.

2. If you don't care about special features, you shouldn't consider getting the top-of-the-line model.

3. She won't go running in the park if her friends don't go with her.

4. Claire won't buy a car if it doesn't have a high-tech sound system.

## UNIT 8: Lesson 2.

bk

***The unreal conditional: variety of forms***

**Unreal conditional sentences can have a variety of active and passive forms in either clause.**

If she **had worn** a seat belt, she **wouldn't have been** hurt.

If the car **had been** badly **damaged**, he **would have bought** a new one.

If the automobile **hadn't been invented**, we **would** still **be using** horses.

If horses **were** still **being used**, our high-speed highway system **would never have been created**.

If Marie Claire **were getting** married today, she **wouldn't marry** Joe.

If Ellie **had married** Tom, she **would have** children today.

ek

On a separate sheet of paper, complete the unreal conditional sentences in your own way, using active and passive forms. Refer to the presentation above for some possibilities.

1. If I were elected ruler of a country,...

2. The car would have been invented earlier if...

3. If I were looking for a high-tech smart phone,...

4. If this laptop had been available when I was looking for one,...

5. ..., I wouldn't be studying English now.

6. If I were going to take a commercial space flight today,...

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## UNIT 9: Lesson 1.

bk

***Count and non-count nouns: review and extension***

**Count nouns name things that can be counted individually. They have singular and plural forms.**

a president / presidents

a liberal / liberals

a candidate / candidates

a government / governments

an election / elections

a monarchy / monarchies

**Non-count nouns name things that are not counted individually. They don't have singular or plural forms and they are not preceded by *a* or *an*. To express a specific quantity of a non-count noun, use unit expressions.**

a piece of news

a cup of tea

2 kilos of rice

a time of peace

an act of justice

**Many nouns can be used as count or non-count nouns, but the meaning is different.**

She studied **government** at the university. (= an academic subject)

That country has had four **governments** in ten years. (= a group of people who rule the country)

**Democracy** is the best form of government. (= a type of government)

After the revolution, the country became **a democracy**. (= a country with a democratic system)

I love chicken, (the food, in general)

I bought **a chicken**. (one actual bird)

She has blond **hair**, (in general = all of her hair)

She got **a hair** in her eye. (= one individual strand of hair)

ek

Complete each sentence with the correct form of each noun.

1. The government has made (progress) [ ] with the economic situation.

2. They've given a lot of (importance) [ ] to making the banks stable.

3. Unfortunately, (radical) [ ] changed the law.

4. (peace) [ ] can only come if people stop making war.

5. (moderate) [ ] don't favor extreme change.

6. He's (reactionary) [ ] who would like to outlaw freedom of speech.

7. If I could give you one piece of (advice) [ ], it would be to vote.

8. If more people don't find (work) [ ], people will elect a different president.

9. Some are (government) [ ] more liberal than others.

10. It's impossible to end all (poverty)[ ].

## UNIT 9: Lesson 2.

bk

***Gerunds and infinitives: review of form and usage***

**Form**

**Gerunds: A gerund is a noun formed from a verb. All gerunds end in *-ing*. To form a gerund, add *-ing* to the base form of a verb.**

discuss → discuss**ing**

**If the base form ends in a silent -e, drop the -e and add -ing.**

vote → vot**ing**

**In verbs of one syllable, if the last three letters are a consonant-vowel-consonant\* (CVC) sequence, double the last consonant and then add -ing to the base form.**

**CVC**: s i t → si**tt**ing

**BUT: If the base form of the verb ends in -*w*, -*x*, or -*y*, don't double the final consonant.**

blow → blo**w**ing fix → fi**x**ing say → sa**y**ing

bk

\* Vowels = a, e, i, o, u

\* Consonants = b, c, d, f, g, h, j,k, I, m, n, p, q, r,s, t, v, w, x, y, z

ek

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**If a base form has more than one syllable and ends in a consonant-vowel-consonant sequence, double the last consonant only if the spoken stress is on the last syllable.**

per**mit** → permi**tt**ing BUT **or**der → orde**r**ing

**Infinitives: An infinitive is also a verbal noun. It is formed with *to* + the base form of a verb.**

elect → **to elect** persuade → **to persuade**

**Usage**

**Gerunds can be subjects, objects, and subject complements within sentences.**

**Discussing** politics is my favorite activity, (subject)

I love **reading** about government, (direct object of verb love)

I read a book about **voting.** (object of preposition about)

My favorite pastime is **watching** TV news, (subject complement after be)

**Infinitives function as subjects, direct objects, and subject complements.**

**To hang** out all day discussing politics would be my favorite weekend activity, (subject)

I love **to guess** who's going to win elections, (direct object of verb love)

My greatest dream for the future is **to work** in the government, (subject complement after be)

ek

Exercise A.

Using the sentences in the grammar presentation above as a model, write pairs of sentences on a separate sheet of paper, using the gerunds and infinitives in the two ways shown.

1. voting

a. (as the subject of a sentence)

b. (as a direct object)

2. smoking

a. (as a direct object)

b. (as an object of the preposition to)

3. censoring

a. (as the object of the preposition of)

b. (as a subject complement)

4. to permit

a. (as the subject of a sentence)

b. (as a direct object)

5. to lower

a. (as a direct object)

b. (as the subject of a sentence)

bk

***Gerunds and infinitives: review of usage after certain verbs***

**Certain verbs are followed by gerunds:**

avoid, can't stand, discuss, dislike, enjoy, feel like, (don't) mind, practice, quit, sick of, suggest

**Other verbs are followed by infinitives:**

agree, choose, decide, expect, hope, learn, need, plan, seem, want, wish, would like

**Other verbs can be followed by either a gerund or an infinitive:**

begin, continue, hate, like, love, prefer

For a review of gerunds and infinitives,see the Reference Charts on page 126.

ek

Exercise B.

Complete the paragraph with gerunds or infinitives. When either a gerund or an infinitive would be correct, fill in the blank with both forms.

I hope (1. make) [ ] some positive changes in my life, and I would like (2. start) [ ] right away. I have observed that a lot of people enjoy (3. complain) [ ] about the political situation, but they don't like (4. do) [ ] anything about it. They love (5. watch) [ ] the news and (6. say) [ ] they care about all the poor people who don't have enough to eat, but they don't feel like (7. do) [ ] anything to change the situation. They worry about poverty, but they don't mind (8. waste) [ ] money on stupid things they don't need (9. have) [ ] Well, I'm sick of (10. read) [ ] about how people are suffering, and I've agreed (11. join) [ ] a political action group. I simply hate (12. not do) [ ] anything!

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## UNIT 10: Lesson 1.

bk

***Prepositions of place: more usage***

It's **in** Cheju Province.

It's **in** the Rocky Mountains.

It's **in** the Central Valley.

It's **in** the Sahara Desert.

It's **in** the Atlantic Ocean.

It's **in**the state of Jalisco.

It's **on** the Nicoya Peninsula.

It's **on** Easter Island.

It's **on** the Hudson River.

It's **on** Coronado Bay.

It's **on** the coast.

It's **on** Lake Placid.

It's **on** the Gulf of Aqaba.

It's in the central part **of** Madrid.

It's southwest **of** Madrid.

It's about 50 kilometers north **of** Madrid.

ek

Exercise A.

Write the correct prepositions of place, using in, on, or of.

1. Pisco is [ ] the Pacific coast of Peru.

2. Tianjin, in China, is [ ] Hebei Province.

3. Desaguadero is [ ] Lake Titicaca in Bolivia.

4. The island of Bahrain is [ ] the Persian Gulf.

5. Cabimas is [ ] Lake Maracaibo in Venezuela.

6. Sapporo is [ ] Hokkaido Island in Japan.

7. Riobamba is [ ] the Pastaza River in Ecuador.

8. Taiwan's Jade Mountain National Park is east [ ] the city of Alishan.

9. Fengkang is [ ] the southern part Taiwan.

10. The city of Budapest, Hungary, is [ ] the Danube River.

11. Denmark is north [ ] Germany.

12. The capital of Chile, Santiago, is located [ ] the Central Valley.

bk

***Proper nouns: capitalization***

**Capitalize names of:**

- **places** : **B**olivia, the **U**nited **K**ingdom, **K**yoto

- **languages / nationalities** : **F**rench, **K**orean, **A**rabic

- **buildings and public places** : the **P**aramount **T**heater, the **T**ower of **L**ondon, the **G**olden **G**ate **B**ridge

- **organizations** : the **U.N.,** the **W**orld **B**ank, the **E**uropean **U**nion

- **names and titles** : **M**ary, **M**ary **S**mith, **D**r. **M**ary **S**mith

- **days / months / holidays** : **M**onday, **J**anuary, the **M**oon **F**estival

- **religions** : **I**slam, **B**uddhism, **C**hristianity

- **historic times or events** : the **C**old **W**ar, the **M**iddle **A**ges, the **E**do **P**eriod

**When a proper noun has more than one word, each word is capitalized, except for articles *(the)* and prepositions *(of)*.**

**P**anama **C**ity

the **G**ulf of **A**qaba

**M**ount **F**uji

the **U**niversity of **B**uenos **A**ires

**N**iagara **F**alls

the **B**ay of **B**iscayne

**Capitalize all the words of a title, except for articles and prepositions that have fewer than four letters. If an article or a preposition is the first word of a title, capitalize it.**

***T****he* ***S****tory of* ***E****nglish*

***L****ooking* ***B****ack on* ***M****y* ***L****ife*

***T****he* ***F****inancial* ***T****imes*

***I******K****now* ***W****hy the* ***C****aged* ***B****ird* ***S****ings*

ek

Exercise B.

On a separate sheet of paper, rewrite each sentence with correct capitalization. Follow the example.

i'm reading one hundred years of solitude.

[I'm reading One Hundred Years of Solitude.]

1. my cousins are studying french.

2. the leaning tower of pisa is in northern italy.

3. it's on the southern coast of australia.

4. i visit the city museum of art every Saturday.

5. my uncle jack works for the united nations.

6. the channel tunnel between england and france was completed in 1994.

7. she graduated from the university of Washington.

8. we liked the movie about the great wall of china.

9. my son is in the college of sciences.

10. his father speaks korean and japanese fluently.

11. their grandson was born last march.

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bk

***Proper nouns: use of the***

**When a proper noun includes the word *of*, use *the*.**

**With *the* - without *the***

the Republic of Korea - Korea

the Gulf of Mexico - Mexico City

the Kingdom of Thailand - Thailand

**When a proper noun uses a political word such as *republic*, *empire*, or *kingdom*, use *the*.**

the United Kingdom

the British Empire

the Malagasy Republic

**When a proper noun is plural, use *the*.**

the Philippines

the United States

the Netherlands

the Andes Mountains

**When a proper noun includes a geographical word such as *ocean*, *desert*, or *river*, use *the*. BUT do not use the with these geographical words: *lake*, *bay*, *mountain*, *island*, or *park*.**

with *the* - without *the*

the Atlantic Ocean - Crystal Lake

the Atacama Desert - Hudson Bay

the Persian Gulf - Yellow Mountain

the Yangtze River - Hainan Island

the Iberian Peninsula - Ueno Park

**When words like *east* or *southwest* are used as the name of a geographical area, use *the*. Do not use *the* when they are used as adjectives.**

with *the* - without *the*

the Middle East - Western Europe

the Far East - East Timor

the West - Northern Ireland

**When a proper noun includes a word that is a kind of organization or educational group, use *the*. Do not use *the* with a university or college (unless the name uses *of*).**

with *the* - without *the*

the International Language Institute - Columbia College

the United Nations - Chubu University

the World Health Organization

the University of Adelaide

**Do not use 'the' with acronyms.**

U.C.L.A. (the University of California, Los Angeles)

NATO (the North Atlantic Treaty Organization)

OPEC (the Organization of Petroleum Exporting Countries)

ek

Exercise C.

Correct the errors in the sentences. Explain your answers.

1. When she went to the Malaysia, she brought her husband with her.

2. A lot of people from United States teach English here.

3. The Haiti is the closest neighbor to Dominican Republic.

4. When we arrived in the Berlin, I was very excited.

5. The Jordan is a country in Middle East.

6. I introduced our visitors to University of Riyadh.

7. I lived in People's Republic of China for about two years.

8. Mr. Yan is a student at College of Arts and Sciences.

9. She is the director of English Language Institute.

10. She's the most famous actress in Netherlands.

11. He's interested in cultures in Far East.

12. The Poland was one of the first countries in the Eastern Europe to change to democracy.

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## UNIT 10: Lesson 2.

bk

***Infinitives with enough***

You can use an infinitive after an adjective + *enough* to give an explanation.

She's **old enough** to vote.

He's not **busy enough** to complain.

**Be careful! *Too* comes before an adjective, but *enough* comes after an adjective.**

It's **too far** to walk.

It isn't **close enough** to walk. NOT: It isn't {enough close} to walk.

ek

Exercise A.

On a separate sheet of paper, complete each statement in your own way, using an infinitive.

1. He's tall enough ...

2. He isn't strong enough ...

3. She's thirsty enough ...

4. She isn't hungry enough ...

5. The movie was interesting enough ...

6. The movie wasn't exciting enough ...

Exercise B.

On a separate sheet of paper, write ten sentences, using your choice of adjectives from the box. Write five using *too* and an infinitive and five using enough and an infinitive.

early - heavy - important - old - young - long - expensive - high - loud - sick - scary - short

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# Writing Booster

**The Writing Booster is optional. It is intended to orient students to the conventions of written English. Each unit's Writing Booster is focused both on a skill and its application to the Writing exercise from the Unit Review page.**

## UNIT 1: Formal e-mail etiquette

Social e-mails between friends are informal and have almost no rules. Friends use "emoticons" and abbreviations and don't mind seeing spelling or grammar errors.

**Emoticons**

:-) = I'm smiling.

:-( = I'm not happy.

**Abbreviations**

LOL = "Laughing out loud"

LMK = "Let me know"

BTW = "By the way"

IMHO = "In my humble opinion"

However, e-mail is also commonly used in business communication between people who have a more formal relationship. When writing a more formal e-mail, it is not acceptable to use the same informal style you would use when communicating with a friend.

bk

**For formal e-mails ...**

**Do:**

Use title and last name and a colon in the salutation, unless you are already on a first-name basis:

Dear Mr. Samuelson:

Dear Dr. Kent:

If you are on a first-name basis, it's appropriate to address the person with his or her first name:

Dear Marian:

- Write in complete sentences, not fragments or run-on sentences.

- Check and correct your spelling.

- Use capital and lowercase letters correctly.

- Use correct punctuation.

- Use a complimentary close as in a formal letter, such as:

- Sincerely, Cordially, Thank you, Thanks so much,

- End with your name, even though it's already in the e-mail message bar

**Don't**

- Use emoticons.

- Use abbreviations such as "LOL" or "u" for "you."

- Use all lowercase or uppercase letters

- Date the e-mail the way you would a written letter. (The date is already in the headings bar.)

ek

Exercise A.

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.

Exercise B.

**Guidance for the Writing Exercise (on page 12)** Use the do's and don'ts for formal e-mails to check the two e-mail messages you wrote.

bk

**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**.

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- **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.

ek

bk

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.

ek

Exercise 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)

Exercise 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)

Exercise 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.

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## UNIT 3: Supporting an opinion with personal examples

bk

**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.

ek

bk

**Note: All of these expressions for stating your opinion can be used either at the beginning of a sentence or at the end of 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**.

ek

**Be careful!**

Do not use *for example* or for *instance* to combine sentences.

Don't write: I'm usually on time for everything I do, {for example} I always pay my bills on time.

bk

**Remember**

Use a comma before *such as* when it introduces a dependent clause.

ek

Exercise 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?

Exercise B.

On a separate sheet of paper, provide a personal example for each of the statements.

1. I'm (I'm not) a very well-organized person.

2. Some (None) of the people I know procrastinate.

3. I always (I don't always) pay my bills on time.

4. I've always (I've never) had a hard time doing things on time.

Exercise 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.

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## UNIT 4: Summarizing

bk

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.

ek

bk

**Some basic information questions:**

**Who is the book about?**

The book I read is about Benito Juárez.

**Who was Juárez?**

Juárez was the president of Mexico from 1861 to 1872.

**Why was he important?**

He restored the Republic and modernized the country.

ek

Exercise A.

Practice answering basic information questions. Think of a movie you really like. On a separate sheet of paper, write any answers you can to the questions.

1. Who is the movie about?

2. When does the movie take place?

3. Where does the movie take place?

4. In three to five sentences, what is the movie about?

5. What actors are in the movie? Who is the director?

6. (Add your own information question.)

Exercise B.

Practice focusing on main ideas. In the article, underline any sentences you think are main ideas. Cross out any sentences you think are details.

bk

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.

ek

bk

**After you have completed Exercise B, read this summary of the article. How does it compare with the sentences you underlined in the article?**

Thirty years ago, most people in the United States, Canada, and Europe didn't think about what to wear 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.

ek

Exercise C.

**Guidance for the Writing Exercise (on page 48)** Answer each question if you can. If you cannot answer a question, answer the next one. Then use your answers to write the summary within your review.

1. What is the title of the reading material you chose?

2. Who is the writer?

3. Who is it about?

4. What is it about?

5. Where does it take place?

6. When does it take place?

7. Why was it written?

8. Why is it important?

9. Did you like it? Why or why not?

10. Would you recommend it to others? Why or why not?

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## UNIT 5: Organizing detail statements by order of importance

bk

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.

ek

bk

**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 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 occur. Earthquakes with a Richter reading of 9 or over are uniformly catastrophic. The second most important factor is location, ... etc.

**2. Write a topic sentence that states the details in the order of importance.**

**The severity of an earthquake is determined by four factors, in order of importance: magnitude, location, quality of construction, and timing.** The magnitude of an earthquake is by far the most significant factor in its destructive power ... etc.

ek

Exercise A.

On a separate sheet of paper, rewrite the paragraph, inserting words to indicate the relative importance of each item.

bk

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.

ek

Exercise 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.

Type of emergency: [ ]

bt

|  |  |  |
| --- | --- | --- |
|  | **Supplies and resources** | **Notes** |
|  | non-perishable food | [ ] |
|  | bottled water | [ ] |
|  | batteries | [ ] |
|  | smart phones | [ ] |
|  | GPS devices | [ ] |
|  | medications | [ ] |
|  | phone numbers | [ ] |

et

## UNIT 6: Dividing an essay into topics

bk

Look at the picture in the Oral Review on page 73. The picture tells the story of the lives of Michael and Carlota. It is divided into three topics, each with a date and a topic heading. The headings help the viewer see at a glance how the story will be organized.

Similarly, if a piece of writing contains more than one section or topic, it is sometimes helpful to include **topic headings** each time a new section begins. Each topic heading signals the topic of the paragraph or section in the way a table of contents in a book tells a reader what the sections will be about.

ek

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Exercise A.

Read the short biography of famous Dutch painter Vincent Van Gogh. Write your own topic headings to divide the biography into sections.

[Early Life]

Vincent Van Gogh was born in a small village in Holland on March 30, 1853. He was an introverted child, and he didn't have many friends. But his younger brother, Theo, was one of them. As he grew up, Vincent became interested in drawing - and he was very good at it.

[ ]

In 1886, Vincent Van Gogh moved to Paris to live with Theo, who collected and sold paintings. In Paris, he met other artists and was influenced by their work. He also became interested in Japanese art and collected woodblock prints.

[ ]

In 1888, he moved to Arles, a town in southern France. The artist Paul Gauguin moved there, too, and they became good friends. But they didn't have much money. Van Gogh often became sad and could not paint.

[ ]

After a while, Van Gogh recovered and began to paint again. He sent some paintings to Paris, but he could not sell them. Then, in 1890, early on a Sunday evening, Van Gogh went out to the countryside with his paints. He took out a gun and shot himself in the chest. In his short, sad life, Van Gogh painted 200 paintings. He sold only one of them.

Exercise B.

**Guidance for the Writing Exercise (on page 72)** Use headings like these to organize your autobiography by topic. Under each heading, write notes of facts that belong in that section. Then refer to those notes as you write your autobiography.

**Some headings:**

My parents

My birth

My childhood

My studies

(other)

## UNIT 7: Descriptive details

bk

**To describe an event, be sure to provide descriptive details that express these four senses:**

**sight**: The fireworks are like beautiful red and yellow flowers in the sky.

There is a huge parade with thousands of people, and everyone is smiling

**sound**: As you walk down the street, you can hear music and people singing.

The fireworks are as loud as thunder, and you have to cover your ears

**smell**: You can smell the meat grilling on the street.

Everything smells delicious, and you can't wait to eat!

**taste**: The pastries are as sweet as honey, and you can't stop eating them.

The dish has the sour taste of lemon.

ek

bk

**Try using these patterns in some of your details.**

**like**

This traditional dessert looks **like** a beautiful white cloud.

**as ... as**

When it is in season, this local fruit is **as sweet as** sugar.

**so ... that**

The decorations in the street are **so colorful that** you feel like a child seeing them for the first time.

ek

Exercise A.

On a separate sheet of paper, write a sentence that expresses one of the four senses for each of the topics.

Try to use ***like, as*** ... ***as,*** and ***so*** ... ***that*** in some of your sentences.

1. Describe a smell in someone's kitchen.

2. Describe a sound in your classroom.

3. Describe the taste of your favorite food.

4. Describe the taste of something you liked as a child.

5. Describe something you see early in the morning.

6. Describe something you hear at a park.

7. Describe something you see at a park.

Exercise B.

**Guidance for the Writing Exercise (on page 84)** Write the names of the two holidays you chose. Then, under the name of each holiday, make a list of sights, sounds, smells, and tastes associated with it. Use these details in your writing.

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## UNIT 8: Summary statements

bk

When a piece of writing contains several paragraphs, the ideas are often summarized in a paragraph at the end. Including a final **summary statement** reminds the reader of the main ideas that were presented. Read the short essay to the right. Notice the summary statement at the end.

ek

bk

After a problem or a breakdown, many drivers say, "If I had only had a spare tire, I would have been able to fix it and be on my way in a few minutes." Here are the things responsible drivers should never forget. First, a flashlight with working batteries can help you repair your car in the dark. Second, a spare tire can save you hours of waiting for help. You can't change that tire without a jack. If your car breaks down at night, flares can warn oncoming traffic that you are stopped. And if your battery dies, jumper cables can help you start the car again.

**No matter how high-tech a car you have, breakdowns can happen at a moment's notice. However, we can plan ahead and be equipped with some simple technology to prevent a problem from becoming worse.**

ek

Exercise A.

Read the paragraphs and underline the main ideas. Then write your own summary statement.

There are a number of excellent presentation graphics technologies available today. Two well-known ones are Microsoft Office's PowerPointTM and Macintosh's KeynoteTM. No matter which technology you use, here are some do's and don'ts that will make your presentation more successful.

First, the do's: Keep your slides concise. Keep the amount of text to a minimum because it's hard for the audience to focus on your main points if there's too much text. Use large letters (from 18 to 48 points) and simple, easy-to-read fonts. Use bullets to separate items in a list. Use just a few colors and keep that color scheme consistent throughout the presentation. If you project your slides in a bright room, light-colored text on dark backgrounds will be easiest to read.

What should a presenter avoid? Don't use all capital letters. They are hard to read. Never use dark letters on a dark background. The presentation will be hard to see. Don't use sound effects that are unrelated to the meaning of your presentation and avoid distracting transitions.

When presenting from a PowerPoint or Keynote presentation, look at your computer screen or handheld notes, not the screen the audience is looking at - to do that you would have to turn away from your audience and you would lose contact with the people you are presenting to.

**Your summary statement:**

[ ]

Exercise B.

**Guidance for the Writing Exercise (on page 96)** After you have completed writing about the advantages, disadvantages, and historical impact of your invention or discovery, circle the main ideas in each paragraph. Use the main ideas to write a summary statement for your final paragraph.

## UNIT 9: Contrasting ideas

bk

The following language helps organize information by contrasting it.

It signals to the reader that a contrasting idea will follow.

**in contrast**

**on the one hand / on the other hand**

**however**

**nevertheless**

**even though**

A technique to help organize contrasting ideas is to make two lists: pros (arguments in favor) and **cons** (arguments against).

To the right are handwritten notes a student made to prepare an essay that presents arguments for and against the mandatory use of a motorcycle helmet. The actual essay can be organized in two ways:

1. the pros and cons are presented together in contrasting sentences in each paragraph, or

2. as two paragraphs with the ideas in favor in one paragraph and the ideas against in another.

ek

bk

Pros

- injuries will be less serious in case of accidents

- lives will be saved

- medical costs will be lower in case of accidents

- people don't have good judgment, so the government has to make decisions for them

- looks cool

Cons

- it limits a person's freedom

- people should drive carefully to prevent most accidents

- if people think they are protected and safe from injury when they use a helmet, they might not drive carefully

- the government shouldn't interfere in the decisions of adults

- messes up your hair

ek

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Exercise A.

The essay is organized into two paragraphs. Read the essay and write the main idea of each paragraph.

Should motorcycle drivers be required to wear helmets?

Main idea: [ ]

Many cities and countries have laws requiring motorcycle drivers to wear a helmet. In some ways, these laws are good and effective. For example, it is well known that motorcycle driving is very dangerous. If a motorcycle collides with another vehicle, the driver of the motorcycle has no protection and is often injured or killed. Most fatal injuries are caused by the driver's head hitting the pavement. **On the one hand**, such injuries are often not survivable. **But on the other hand**, if a driver is wearing a helmet, the chance of fatal head injury is reduced. Unfortunately, **even though** drivers know that helmet use could save their lives, many think an accident won't happen to them. **However,** if there is a law requiring drivers to wear helmets, a lack of judgment won't matter. Drivers will have no choice but to wear the helmet.

Main idea: [ ]

**Nevertheless,** there are arguments against compulsory helmet-use laws. Some people feel that wearing a helmet causes drivers to have a false sense of security. In other words, drivers may feel that when they are wearing a helmet, they don't have to drive carefully. With a helmet, they feel they have a justification for reckless driving. **In contrast,** other people object to helmet laws because they feel that the government shouldn't interfere with the decisions of adults. They argue that if they get hurt, it's their own responsibility, and if they die, it doesn't hurt anyone but themselves. People who have this opinion often complain about government intrusion in personal freedom.

Exercise B.

**Guidance for the Writing Exercise (on page 108)** Write the issue you chose and make a list of pros and cons. Use your notes to organize and write your essay.

## UNIT 10: Organizing by spatial relations

bk

**To describe a place, organize details according to spatial relations. Choose a starting point (for example, the capital city or the largest city). Describe its location.**

Lima is the capital of Peru. It is located **on** the west coast, **on** the Pacific Ocean.

The largest city in China is Shanghai. It is located **in** the southeast, **along** the East China Sea.

**Describe where things are located in relation to that point. Choose a logical order to follow, such as north to south or west to east, so it is easy for the reader to understand.**

- **To the [north] of**

**To the north of** Säo Paulo is the city of Campinas.

- **In the [south] of**

**In the south of** the island is the city of Kaosiung.

- **[East] of**

**East of** Tokyo is the city of Chiba.

- **Next to**

**Next to** Washington, D.C., is the city of Baltimore.

- **In the middle / center of**

**In the center of** the country is the city of Madrid.

- **Along tne [coast / river]**

**Along the coast,** and west of the capital, are the cities of Valparaiso and Viña del Mar.

- **At the start of**

**At the start of** the Pan-American Highway is the city of Fairbanks, Alaska.

- **At the end of**

**At the end of** the Volga River is the Caspian Sea.

**Here are three possible ways to organize details by spacial relations.**

ba

bND

Tekening van drie keer hetzelfde eiland. Het eiland is in het noorden smaller dan in het zuiden. Het eiland is op drie verschillende manieren ingedeeld:

1. In twee delen: het noorden is deel 1. Het zuiden is deel 2.

2. In drie delen: het zuidwesten is deel 1, het zuidoosten is deel 2 en het noorden is deel 3.

3. In drie concentrische cirkels: deel 1 is het gebied rond de hoofdstad (the capital), deel 2 is een grotere cirkel rond deel 1. Deel 3 is nog een grotere cirkel. Hierin liggen alleen de buitenste randen van het eiland.

eND

ea

ek

Exercise A.

On a separate sheet of paper, write a description for each of these places, using the language above. (Use the map on the page shown.)

1. Cobán (page 112)

2. Denali National Park (page 121)

3. Sydney (page 113)

4. Mexico (page 112)

5. Alice Springs (page 113)

6. Juneau (page 121)

Exercise B.

**Guidance for the Writing Exercise (on page 120)** Draw a simple map of the place you chose. Write numbers on your map for at least two important places, beginning with 1 for the location you will start from, 2 for the next location, and so on. Then use your map to help you write your descriptions, using the language of spatial relations.

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# Top Notch Pop Lyrics

## It's a Great Day for Love [Unit 1]

(audio 116-1:17)

Wherever you go,

there are things you should know,

so be aware

of the customs and views -

all the do's and taboos -

of people there.

You were just a stranger in a sea of new faces.

Now we're making small talk on a

first-name basis.

**(CHORUS)**

**It's a great day for love, isn't it?**

**Aren't you the one I was hoping to find?**

**It's a great day for love, isn't it?**

**By the time you said hello,**

**I had already made up my mind.**

Wherever you stay

be sure to obey

the golden rules,

and before you relax,

brush up on the facts

you learned at school.

Try to be polite and always be sure to get

some friendly advice on proper etiquette.

**(CHORUS)**

And when you smiled at me

and I fell in love,

the sun had just appeared

in the sky above.

You know how much I care, don't you?

And you'll always be there, won't you?

**(CHORUS)**

## X-ray of My Heart [Unit 2]

(audio 1:33-1:34)

Thanks for fitting me in.

This heart is killing me.

Oh, that must hurt.

Are you in a lot of pain?

Yes, I thought I'd better

see someone right away.

It might be an emergency -

could you try to explain?

**(CHORUS)**

**Give me something to keep me**

**from falling apart.**

**Doctor, won't you please**

**take an X-ray of my heart.**

You know, I'm here on business,

and today I saw a guy ...

Why don't you have a seat

while I do some simple tests?

Thanks. As I was saying,

he walked by without a word.

So that's what's bothering you -

just go home and get some rest!

**(CHORUS)**

The minute that I saw him

I felt weak in the knees.

Are you dizzy, short of breath?

Does it hurt when you sneeze?

Yes, I have all those symptoms -

and a pain in my chest.

Well, love at first sight

can have painful side effects.

Now, I might not be able

to go to work today.

Could I get a prescription

for some kind of medicine?

Well, let's have a look now.

You might have to heal yourself,

or try another treatment

for the kind of pain you're in.

**(CHORUS)**

## I'll Get Back to You [Unit 3]

(audio 2:17-2:18)

Your camera isn't working right.

It needs a few repairs.

You make me ship it overnight.

Nothing else compares.

You had to lengthen your new skirt,

and now you want to get

someone to wash your fancy shirts

and dry them when they're wet.

Come a little closer-

let me whisper in your ear.

Is my message getting across

to you loud and clear?

**(CHORUS)**

**You're always making plans.**

**I'll tell you what I'll do:**

let me think it over and

I'll get back to you.

You want to get your suit dry-cleaned.

You want to get someone

to shorten your new pair of jeans

and call you when they're done.

I guess I'll have them print a sign

and hang it on your shelf,

with four small words in one big line:

"Just do it yourself."

Let me tell you what this song

is really all about.

I'm getting tired of waiting while you

figure it out.

I've heard all your demands,

but I have a life, too.

Let me think it over and

I'll get back to you.

I'm really reliable,

incredibly fast,

extremely helpful

from first to last.

Let me see what I can do.

Day after day,

everybody knows

I always do what I say.

**(CHORUS)**

## A True Life Story [Unit 4]

(audio 2:31-2:32)

The story of our lives

is a real page-turner,

and we both know

what it's all about.

It's a fast read,

but I'm a slow learner,

and I want to see

how it all turns out.

**(CHORUS)**

**It's a true life story.**

**I can't put it down.**

**If you want to know who's in it,**

**just look around.**

The story of our lives

is a real cliffhanger.

It's hard to follow,

but boy, does it pack a thrill -

a rollercoaster ride

of love and anger,

and if you don't write it,

baby, then I will.

**(CHORUS)**

You can't judge a book by its cover.

I wonder what you're going to discover.

When you read between the lines,

you never know what you might find.

It's not a poem or a romance novel.

It's not a memoir or a self-help book.

If that's what you like, baby, please

don't bother.

If you want the truth, take another look.

**(CHORUS)**

## Lucky to Be Alive [Unit 5]

(audio 3:17-3:18)

**(CHORUS)**

**Thank you for helping me to survive.**

**I'm really lucky to be alive.**

When I was caught in a freezing snowstorm,

you taught me how to stay warm.

When I was running from a landslide

with no place to hide,

you protected me from injury.

Even the world's biggest tsunami

has got nothing on me,

because you can go faster.

You keep me safe from disaster.

You're like some kind of hero -

you're the best friend that I know.

**(CHORUS)**

When the big flood came with the

pouring rain,

they were saying that a natural

disaster loomed.

You just opened your umbrella.

You were the only fellow who kept calm

and prepared.

You found us shelter.

I never felt like anybody cared

the way that you did when you said,

"I will always be there -

you can bet your life on it."

And when the cyclone turned the day

into night,

you held a flashlight and showed me the safe

way home.

You called for help on your cell phone.

You said you'd never leave me.

You said, "Believe me,

in times of trouble you will never be alone."

They said it wasn't such a bad situation.

It was beyond imagination.

I'm just glad to be alive -

and that is no exaggeration.

**(CHORUS)**

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## I Should Have Married Her [Unit 6]

(audio 331-332)

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)**

## Endless Holiday [Unit 7]

(audio 4:18-4:19)

Day after day,

all my thoughts drift away

before they've begun.

I sit in my room

in the darkness and gloom

just waiting for someone

to take me to a tourist town,

with parties in the street and people dancing

to a joyful sound.

**(CHORUS)**

**It's a song that people sing.**

**It's the laughter that you bring**

**on an endless holiday.**

**It's the happiness inside.**

**It's a roller coaster ride**

**on an endless holiday.**

I try and I try

to work hard, but I

get lost in a daze,

and I think about

how sad life is without

a few good holidays.

I close my eyes, pull down the shade,

and in my imagination I am dancing in a

big parade,

and the music is loud.

I get lost in the crowd

on an endless holiday.

It's a picnic at noon.

It's a trip to the moon

on an endless holiday,

with flags and confetti,

wild costumes and a great big

marching band,

as we wish each other well

in a language we all understand.

The sky above fills with the light

of fireworks exploding, as we dance along

the street tonight.

**(CHORUS)**

## Reinvent the Wheel [Unit 8]

(audio 4:34-4:35)

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)**

## We Can Agree to Disagree [Unit 9]

(audio 5:20-5:21)

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)**

## It's a Beautiful World [Unit 10]

(audio 5:45-5:46)

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)**

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# Overige informatie boek

## Colofon uitgave

**Top Notch: English for Today's World Level 3, Third Edition**

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**In Memoriam**

**Rob Morsberger (1959-2013)**

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

## Inhoudsopgave bronbestand

### LEARNING OBJECTIVES

UNIT 1: **Make Small Talk** PAGE 2

**COMMUNICATION GOALS:**

- Make small talk

- Describe a busy schedule

- Develop your cultural awareness

- Discuss how culture changes over time

**VOCABULARY**:

- Asking about proper address

- Intensifiers

- Manners and etiquette

**GRAMMAR**:

- Tag questions: use, form, and common errors

- The past perfect: Statements

**GRAMMAR BOOSTER**:

- Tag questions: short answers

- Verb usage: present and past: overview

**CONVERSATION STRATEGIES**:

- 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 ***Do you mind*** question with ***Absolutely not*** to indicate agreement

- Say ***That was nothing!*** to indicate that something even more surprising happened

- Use ***Wow***! to indicate that you are impressed

**LISTENING/ PRONUNCIATION**:

**Listening Skills**

- Listen for main ideas

- Listen to summarize

- Confirm the correct paraphrases

**Pronunciation**

- Intonation of tag questions

**READING**:

**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

**WRITING**:

**Task**

- Write a formal and an informal e-mail message

**WRITING BOOSTER**:

- Formal e-mail etiquette

UNIT 2: **Health Matters** PAGE 14

**COMMUNICATION GOALS:**

- Show concern and offer help

- Make a medical or dental appointment

- Discuss types of treatments

- Talk about medications

**VOCABULARY**:

- Dental emergencies

- Describing symptoms

- Medical procedures

- Types of medical treatments

- Medications

**GRAMMAR**:

- Drawing conclusions with ***must***

- ***Will be able to***; Modals ***may*** and ***might***

**GRAMMAR BOOSTER**:

- Other ways to draw conclusions: ***probably*** and ***most likely***

- Expressing possibility with ***maybe***

**CONVERSATION STRATEGIES**:

- 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***

**LISTENING/ PRONUNCIATION**:

**Listening Skills**

- Listen to activate vocabulary

- Listen for details

- Auditory discrimination

**Pronunciation**

- Intonation of lists

**READING**:

**Texts**

- A travel tips website about dental emergencies

- A brochure about choices in medical treatments

- A medicine label

- A patient information form

- A photo story

**Skills/Strategies**

- Understand from context

- Relate to personal experience

- Draw conclusions

**WRITING**:

**Task**

- Write an essay comparing two types of medical treatments

**WRITING BOOSTER**:

- Comparisons and contrasts

UNIT 3: **Getting Things Done** PAGE 26

**COMMUNICATION GOALS:**

- Offer a solution

- Discuss how long a service will take

- Evaluate the quality of service

- Plan an event

**VOCABULARY**:

- Ways to indicate acceptance

- Services

- Planning and running an event

**GRAMMAR**:

- The causative

- The passive causative

**GRAMMAR BOOSTER**:

- Causative ***make*** to indicate obligation

- Let to indicate permission

- Causative ***have***: common errors

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

**CONVERSATION STRATEGIES**:

- Use ***I'm sorry, but...*** and an excuse to politely turn down a request

- Indicate acceptance of someone's excuse with ***No problem.***

- Suggest an alternative with ***Maybe you could...***

- Soften an almost certain ***no*** with ***That might be difficult***

- Use ***Well,...*** to indicate willingness to reconsider

**LISTENING/ PRONUNCIATION**:

**Listening Skills**

- Listen to confirm

- Listen for main ideas

- Listen to summarize

**Pronunciation**

- Emphatic stress to express enthusiasm

**READING**:

**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

**WRITING**:

**Task**

- Write an essay expressing a point of view about procrastination

**WRITING BOOSTER**:

- Supporting an opinion with personal examples

UNIT 4: **Reading for Pleasure** PAGE 38

**COMMUNICATION GOALS:**

- Recommend a book

- Ask about an article

- Describe your reading habits

- Discuss online reading

**VOCABULARY**:

- Genres of books

- Ways to describe a book

- Some ways to enjoy reading

**GRAMMAR**:

- Noun clauses: usage, form, and common errors

- Noun clauses: Embedded questions

- Form and common errors

**GRAMMAR BOOSTER**:

- Verbs that can be followed by clauses with ***that***

- Adjectives that can be followed by clauses with ***that***

- Embedded questions

- ***with whether***

- usage and common errors

- punctuation

**CONVERSATION STRATEGIES**:

- Use ***Actually*** to show appreciation for someone's interest in a topic

- 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

**LISTENING/ PRONUNCIATION**:

**Listening Skills**

- Listen to take notes

- Listen to infer a speaker's point of view and support your opinion

**Pronunciation**

- Sentence stress in short answers with ***so***

**READING**:

**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

**WRITING**:

**Task**

- Write a summary and review of something you've read

**WRITING BOOSTER**:

- Summarizing

UNIT 5: **Natural Disasters** PAGE 50

**COMMUNICATION GOALS:**

- Convey a message

- Tell someone about the news

- Describe natural disasters

- Prepare for an emergency

**VOCABULARY**:

- Severe weather and other natural disasters

- Reactions to news

- Adjectives of severity

- Emergency preparations and supplies

**GRAMMAR**:

- Indirect speech: Imperatives

- Indirect speech: ***Say*** and ***tell*** - tense changes

**GRAMMAR BOOSTER**:

- Direct speech: punctuation rules

- Indirect speech: optional tense changes

**CONVERSATION STRATEGIES**:

- 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/ PRONUNCIATION**:

**Listening Skills**

- Listen for main ideas

- Listen for details

- Paraphrase

- Listen to infer meaning

**Pronunciation**

- Direct and indirect speech: Rhythm

**READING**:

**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

**WRITING**:

**Task**

- Write a procedure for how to prepare for an emergency

**WRITING BOOSTER**:

- Organizing detail statements by order of importance

UNIT 6: **Life Plans** PAGE 62

**COMMUNICATION GOALS**:

- Explain a change of intentions and plans

- Express regrets about past actions

- Discuss skills, abilities, and qualifications

- Discuss factors that promote success

**GRAMMAR**:

- Reasons for changing plans

- Qualifications for work or study

**GRAMMAR**:

- 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***

**CONVERSATION STRATEGIES**:

- 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/ PRONUNCIATION**:

**Listening Skills**

- Listen for details

- Listen to classify information

- Listen to infer a speaker's motives

**Pronunciation**

- Reduction of ***have*** in perfect modals

**READING**:

**Texts**

- Career and skills inventories

- A magazine article with tips for effective work habits

- A photo story

**Skills/Strategies**

- Understand from context

- Confirm content

**WRITING**:

**Task**

- Write a short autobiography

**WRITING BOOSTER**:

- Dividing an essay into topics

UNIT 7: **Holidays and Traditions** PAGE 74

**COMMUNICATION GOALS:**

- Wish someone a good holiday

- Ask about local customs

- Exchange information about holidays

- Explain wedding traditions

**VOCABULARY**:

- Types of holidays

- Ways to commemorate a holiday

- Some ways to exchange good wishes on holidays

- Getting married: events and people

**GRAMMAR**:

- 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

**CONVERSATION STRATEGIES**:

- 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/ PRONUNCIATION**:

**Listening Skills**

- Listen for main ideas

- Listen for details

- Infer information

**Pronunciation**

- "Thought groups"

**READING**:

**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

**WRITING**:

**Task**

- Write a detailed description of two holidays

**WRITING BOOSTER**:

- Descriptive details

UNIT 8: **Inventions and Discoveries** PAGE 86

**COMMUNICATION GOALS:**

- Describe technology

- Take responsibility for a mistake

- Describe new inventions

- Discuss the impact of inventions / discoveries

**VOCABULARY**:

- Describing manufactured products

- Descriptive adjectives

**GRAMMAR**:

- 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

**CONVERSATION STRATEGIES**:

- 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/ PRONUNCIATION**:

**Listening Skills**

- Listen to draw conclusions

- Listen to summarize

- Listen to infer meaning

- Infer the correct adjective

**Pronunciation**

- Contractions with ***'d*** in spoken English

**READING**:

**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

**WRITING**:

**Task**

- Write an essay about the historical impact of an important invention or discovery

**WRITING BOOSTER**:

- Summary statements

UNIT 9: **Controversial Issues** PAGE 98

**COMMUNICATION GOALS:**

- Talk about politics

- Discuss controversial issues politely

- Propose solutions to global problems

- Debate the pros and cons of issues

**VOCABULARY**:

- Political terminology

- A continuum of political and social beliefs

- Some controversial issues

- Ways to agree or disagree

- How to debate an issue politely

**GRAMMAR**:

- 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

**CONVERSATION STRATEGIES**:

- 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/ PRONUNCIATION**:

**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

**READING**:

**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

**WRITING**:

**Task**

- Write an essay presenting the two sides of a controversial issue

**WRITING BOOSTER**:

- Contrasting ideas

UNIT 10: **Beautiful World** PAGE 110

**COMMUNICATION GOALS:**

- Describe a geographical location

- Warn about a possible risk

- Describe a natural setting

- Discuss solutions to global warming

**VOCABULARY**:

- 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

**GRAMMAR**:

- 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**:

- 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/ PRONUNCIATION**:

**Listening Skills**

- Listen for main ideas

- Listen to summarize

- Listen for details

- Infer a speaker's point of view

**Pronunciation**

- Voiced and voiceless ***th***

**READING**:

**Texts**

- Maps

- An online article about ways to curb global warming

- A photo story

**Skills/Strategies**

- Interpret maps

- Understand from context

- Critical thinking

- Summarize

**WRITING**:

**Task**

- Write a geographic description of your country, state, or province

**WRITING BOOSTER**:

- Organizing by spatial relations

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**Reference Charts** page 122

**Grammar Booster** page 127

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ek einde kader

bt begin tabel

et einde tabel

ba begin afbeelding

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1. \*. ***Summit 1*** and ***Summit 2*** are the titles of the 5th and 6th levels of the ***Top Notch*** course. [↑](#footnote-ref-1)
2. \*. Top Notch is the recipient of the Association of Educational Publishers' Distinguished Achievement Award. [↑](#footnote-ref-2)
3. \*. a.s.a.p. = as soon as possible [↑](#footnote-ref-3)