

Catalogue Publication Data

Authors: Ioan Saslow, Allen Ascher

Flagship Level 8

First published

Pearson Educación de México, S.A. de C.V., 2017

ISBN: 978-607-32-4093-2

Area: ELT

Format: 21 x 27.6 cm

Page count: 96

Managing Director: Sergio Fonseca III Innovation & Learning Delivery Director: Alan David Palau III Regional Content Manager-English: Andrew Starling III Publisher: Jaquelin Camizao III Editorial Services Manager-Asbel Ramírez III Art and Design Coordinator: Juan Manuel Santamaria III Layout: Salvador Carmona III Cover Design: Factor III Photo Research: Julien de Preux III Photo Credits: Pearson Asset Libray, 123RF Fotolia, Shutterstock

Contact: soporte@pearson.com

This adaptation is published by arrangement with Pearson Education Limited

Every effort has been made to trace the copyright holders and we apologize in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.

First published, 2017

ISBN PRINT BOOK: 978-607-32-4093-2

D.R. © 2017 por Pearson Educación de México, S.A. de C.V. Avenida Antonio Dovallí Jaime #70 Torre B, Piso 6, Colonia Zedec Ed. Plaza Santa Fe Delegación Álvaro Obregón, México, Ciudad de México, C. P. 01210

www.PearsonELT.com

Impreso en México. Printed in Mexico.

1234567890-20191817



All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher.

Pearson Hispanoamérica

Argentina ■ Belice ■ Bolivia ■ Chile ■ Colombia ■ Costa Rica ■ Cuba ■ República Dominicana ■ Ecuador ■ El Salvador ■ Guatemala ■ Honduras ■ México ■ Nicaragua ■ Panamá ■ Paraguay ■ Perú ■ Uruguay ■ Venezuela

Unit 1 Make Small Talk	6
Unit 2 Health Matters	20
Unit 3 Getting Things Done	34
Unit 4 Reading for Pleasure	48
Unit 5 Natural Disasters	62
Reference charts	
Verb Tense Review	
Grammar booster	
Writing booster	
Flagship pop lyrics	94

SCOPE AND SEQUENCE

SCOF L AND SEGOENCE							
	COMMUNICATION GOALS	VOCABULARY	GRAMMAR				
Make Small Talk PAGE 6	Make small talk Describe a busy schedule Develop your cultural awareness Discuss how culture changes over time	Asking about proper address Intensifiers Manners and etiquette	Tag questions use, form, and common errors The past perfect: Statements GAMMAR BOOSTES Tag questions short answers Verb usage: present and past: overview				
Health Matters PAGE 20	Show concern and offer help Make a medical or dental appointment Discuss types of treatments Talk about medications	Dental emergencies Describing symptoms Medical proedures Types of medical treatments Medications	Drawing conclusions with must Will be able to Modals may and might GRAMMAR BOOSTE Other ways to draw conclusions probably most likely Expressing possibility with maybe				
Getting Things Done PAGE 34	Offer a solution Discuss how long a service will take Evaluate the quality of service Plan an event	Ways to indicate acceptance Services Planning and running an event	The causative The passive causative GRAMMAR BOOSTER Causative make to indicate obligation Let to indicate permission Causative page common errors The passive causative: the by phrase				
Reading for Pleasure PAGE 48	Recommend a book Ask about an article Describe your reading habits Discuss online reading	Genres of books Ways to describe a book Some ways to enjoy reading	Noun clauses: usage, form, and common errors Noun clauses: Embedded questions Form and common errors AMMAR BOOK When the clauses with that Adjectives that can be followed by clauses with that Embedded questions with that Embedded questions with whether usage and common errors punctuation				
Natural Disasters PAGE 62	Convey a message Tell someone about the news Describe natural disasters Prepare for an emergency	Severe weather and other natural disasters Reactions to news Adjectives of severity Emergency preparations and supplies	Indirect speech imperatives Indirect speech sizy and still—tense changes GAMMAB 800TE Direct speech punctuation rules Indirect speech optional tense changes				
Reference Charts PAGE 76		Grammar Booster PAGE 81 Writing Booster PAGE 89					

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
Talk about the weather to begin a conversation with someone you large conversation with someone you large conversation 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 it on indicate that something even more surprising happened. Use Wowl to indicate that you are impressed.	Listening Skills Listen for main ideas Listen to summarize Confirm the correct paraphrases Pronunciation Intonation of tag questions	Texts a business meeting e-mail ad agenda An online article about formal dinner etiquette of the past A survey about culture change A photo story Skills/Strategies Apply prior knowledge Draw conclusions Understand from context	Task • Write a formal and an informal e-mail message WRINING BOOSTES • Formal e-mail etiquette
Introduce disappointing information with Im sorry, but Show concern with is there anything, wrong? and That must be awful. Begin a question of possibility with Iwonder. If the International Confirm an appointment with III / We'll see you then Express emphatic thanks with Ireally appreciate it.	Listening Skills Listen to activate vocabulary Listen for details Auditory discrimination Pronunciation Intonation of lists	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 Stills/Strateglies Understand from context Relate to personal experience Draw conclusions	Task Write an essay comparing two types of medical treatments WRITING BUOSTER Comparisons and contrasts
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 Skills Listen to confirm Listen for main ideas Listen to summarize Pronunciation Emphatic stress to express enthusiasm	Texte A survey about procrastination A business article about how to keep customers happy A photo story Skills/Strategies Infer point of view A ctivate language from a text	Task • Write an essay expressing • point of view about procrastination WRITING BOOSTER • Supporting an opinion with personal examples
Use Actually to show appreciation for someone's interest in a topic. Soften a question with Codel you tell. Define the soft of the soft o	Listening Skills Listen to take notes Listen to infer speaker's Listen to infer speaker's popinion Promunication Sentonce stress in short enewers with 50	Texts An online bookstore whoste A questionnaire about reading habits A magazine article about the Internet's influence on our habits A photo story Skills/Strategies Recognize point of view Understand meaning from context	Task Wirks a summary and review of something you've read WRITING BOOSTES Summarizing
Use I would, but to politely turn down an offer Say Will do to agree to a request Use Well to begin providing requested information Say What a shame to show empathy for an infortune Introduce reassuring contrasting information with But Say Thank goodness for that to indicate relief	Listening Skills Listen for mani deas Listen for details Paraphrase Listen to infer mening Pronunciation Direct and indirect speech Rhythm	Texts News headlines A textbook article about A textbook article about Statistical charts A photo story Skilla/Strategies Landines Confirm facts I dentify cause and effect Interpret data from a chart	Task Write a procedure for how to propare for an emergency procedure for the second for the sec



Make Small Talk

Muse

COMMUNICATION GOALS

Make small talk.

- 3 Develop your cultural awareness.
- 4 Discuss how culture changes

KEY VOCABULARY

Asking about proper address

Manners and etiquette

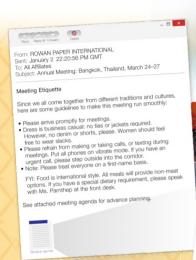
KEY GRAMMAR

Tag questions: Use and form
 The past perfect: Statement





Make Small Talk



- A Read and summarize the etiquette guidelines for an international business meeting. Write four statements beginning with <u>Don't</u>.
- 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?



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

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



Teresa: Allow me to introduce myself. I am Teresa Segovia from the Santiago office. Sawatdee-Kaa. Surat: Where did you learn the wai*? You're Chilean, aren't you?

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



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

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

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

Surat: Not at all.



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 dol"

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

- D THINK AND EXPLAIN Answer the questions.
 - 1 Why was Surat surprised about the way Teresa greeted him? How do you know he was surprised?
 - 2 Why do you think Teresa decided to say "Sawatdee-Kaa"?
- 3 What did Teresa mean when she said, "No need to be so formal"?
- 4 What do you think the saving "When in Rome, do as the Romans do" means?

SPEAKING

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

by my title and my family name.		
by my first name.		
by my nickname.		
I'd prefer to follow the local customs.		

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

GOAL Make small talk

- A CONVERSATION MODEL Read and listen to two people meeting and making small talk.
 - A: Good morning, Beautiful day, isn't it?
 - B: It really is, By the way, I'm Kazuko Toshinaga,
 - A: I'm Jane Quitt. Nice to meet you.
 - B: Nice to meet you too.
 - A: Do you mind if I call you Kazuko?
 - B: Absolutely not. Please do.
 - A: And please call me Jane.



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

GRAMMAR . Tag auestions: Use and form

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

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

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

affirmative statements

You're Lee aren't vou? doesn't she? She speaks Thai. 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?

hasn't it? It's been a great day. Ann would like Quito. wouldn't she? They can hear me, can't they?

Be carefull

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 guestions.

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

are you?

are we?

do I?

negative statements

You're not Amv. I don't know you. We're not going to eat here,

It won't be long. He wasn't driving.

We didn't know. She hasn't been here long. You wouldn't do that. would you?

He can't speak Japanese. can he?

will it? was he? did we? has she?

> GRAMMAR BOOSTER p. 81 Tag questions: short answers

- A FIND THE GRAMMAR Find and underline a tag question in the Photo Story on page 9.
- 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
- 10 There was no one here from China.



PRONUNCIATION • Intonation of tag auestions

- 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?
- 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?

NOW YOU CAN Make small talk



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

C PAIR WORK Take turns reading the examples of tag questions in the Grammar chart on page 10. Read each with both rising and falling intonation. Listen to tracks 1:06 and 1:07 to check your intonation.

A: Good isn't it?

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

A: I'm

DON'T STOP!

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

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



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

Mar	ia Carbone
gre	ew up here, but my parents are from
Italy	. I started studying English when I was
n p	rimary school.





2 By 10:45 she the cat to her mom's house, but she for the meeting.

4 At 1:30 she lunch with Adam, but she the DVDs to FilmPix.

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

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

..... the sales binders at

GRAMMAR • The past perfect: Statements

	Use the past perfect to describe an action that occurred before a specific time in the past. Look at the timeline to see the order of the actions. Form the past perfect with had + a past participle. 11:00 12:00 The meeting ended at 11:00. We arrived. = The meeting had ended before we arrived.
	Time markers by, already, and yet are often used with the past perfect. By four o'clock the tour had begun. They had already eaten when their friends called. When the flight took off, the storm hadn't started yet [OR hadn't yet started]. Use the past perfect with the simple past tense or the past of be to clarify which of two past actions occurred first. The meeting had begun late, so we didn't have lunch until 2-00. [First the meeting began; then we had lunch.] By the time the tour was over, Ann had already met Kazuko. (First Ann and Kazuko met; then the tour was over.]
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.
В	□ First the CEO began her presentation. Then they asked us to turn off our cell phones. It's now 7:00 p.m. Read Meg's to-do list and complete the statements, using the past perfect, already, and yet. 1 At 8:30 Meg





3 By 12:15 she ...



- 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!





Model with a partner.

NOW YOU CAN Describe a busy schedule



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

RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation

1.50	how	MOO	MOUL	2

- B: busy. By I
- A: That's a lot to do before!
- B: That was nothing!
- A: What did you do about ?
- B: Well.
- A: Wow! I'll bet you!

DON'T STOP!

- Ask more questions about
- your partner's activities.

 Provide more details about
- the activities.
- B CHANGE PARTNERS Practice the conversation again. Ask other classmates to describe their busy schedules.



BEFORE YOU LISTEN



OCABULARY • Manners and etiquette Read and listen. Then listen again and repeat.

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

cultural literacy knowing about and respecting the culture of others

table manners rules for polite behavior when eating with other people

punctuality the habit of being on time

impolite not polite, rude

offensive extremely rude or impolite

customary usual or traditional in a particular culture

cultural or religious rules

- B Complete each sentence with the correct word or phrase from the Vocabulary.
 - 1 It's (taboo / impolite) to eat pork in some religions. No one would ever do it.
 - 2 Many people believe that (cultural literacy / punctuality) is important and that being late is impolite.
 - 3 In some cultures, it's (offensive / customary) to take pictures of people without permission, so few people do that.
 - 4 Some people think that talking with a mouth full of food is an example of bad (cultural literacy / table manners).
 - 5 In some cultures, it's (customary / offensive) to name children after a living relative, and most people observe that tradition.
 - 6 Each culture has rules of (cultural literacy / etiquette) that are important for visitors to that country to know.
 - 7 In more conservative cultures, it's slightly (impolite / taboo) to call someone by his or her first name without being invited to, but it isn't truly offensive.
 - 8 The most successful global travelers today have developed their (punctuality / cultural literacy) so they are aware of differences in etiquette from culture to culture.
- C DISCUSSION Discuss your opinions, using the Vocabulary.
 - 1 What are some good ways to teach children etiquette? Give examples.
 - 2 Do you know of any differences in etiquette between your culture and others? Give examples.
 - 3 Why are table manners important in almost all cultures? How would people behave if there were no rules?

LISTENING COMPREHENSION





Subjects	Jettrin	Nadia	
table manners			
greetings			
dress and clothing			
male / female behavior			
taboos			
offensive behavior			
punctuality			
language			

NOW YOU CAN Develop your cultural awareness

A FRAME YOUR IDEAS With a partner, look at the guestions about your culture on the notenad 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?

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



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

> 66 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.