

THIRD EDITION

# TOP NOTCH **3A**

With Workbook



ALWAYS LEARNING

JOAN SASLOW  
ALLEN ASCHER

PEARSON

THIRD EDITION

# TOP NOTCH



ENGLISH FOR TODAY'S WORLD

with  
WORKBOOK

JOAN SASLOW  
ALLEN ASCHER

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

# ABOUT THE AUTHORS

## Joan Saslow

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.

## Allen Ascher

Allen Ascher has been a teacher and teacher trainer in China and the United States, as well as academic director of the intensive English program at Hunter College. Mr. Ascher has also been an ELT publisher and was responsible for publication and expansion of numerous well-known courses including *True Colors*, *NorthStar*, the *Longman TOEFL Preparation Series*, and the *Longman Academic Writing Series*. He is coauthor of *Summit*, and he wrote the "Teaching Speaking" module of *Teacher Development Interactive*, an online multimedia teacher-training program.

Ms. Saslow and Mr. Ascher are frequent presenters at professional conferences and have been coauthoring courses for teens, adults, and young adults since 2002.

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**Manuel Wilson Alvarado Miles**, Quito, Ecuador • **Shirley Ando**, Otemae University, Hyogo, Japan • **Vanessa de Andrade**, CCBEU Inter Americano, Curitiba, Brazil • **Miguel Arrazola**, CBA, Santa Cruz, Bolivia • **Mark Barta**, Proficiency School of English, São Paulo, Brazil • **Edwin Bello**, PROULEX, Guadalajara, Mexico • **Mary Blum**, CBA, Cochabamba, Bolivia • **Maria Elizabeth Boccia**, Proficiency School of English, São Paulo, Brazil • **Pamela Cristina Borja Baltón**, Quito, Ecuador • **Eliana Anabel L. Buccia**, AMICANA, Mendoza, Argentina • **José Humberto Calderón Díaz**, CALUSAC, Guatemala City, Guatemala • **Maria Teresa Calienes Csirke**, Idiomas Católica, Lima, Peru • **Esther María Carbo Morales**, Quito, Ecuador • **Jorge Washington Cárdenas Castillo**, Quito, Ecuador • **Eréndira Yadira Carrera García**, UVM Chapultepec, Mexico City, Mexico • **Viviane de Cássia Santos Carlini**, Spectrum Line, Pouso Alegre, Brazil • **Centro Colombo Americano**, Bogotá, Colombia • **Guven Ciftci**, Fatih University, Istanbul, Turkey • **Diego Cisneros**, CBA, Tarija, Bolivia • **Paul Crook**, Meisei University, Tokyo, Japan • **Alejandra Díaz Loo**, El Cultural, Arequipa, Peru • **Jesús G. Díaz Osío**, Florida National College, Miami, USA • **Maria Eid Ceneviva**, CBA, Bolivia • **Amalia Elvira Rodríguez Espinoza De Los Monteros**, Guayaquil, Ecuador • **Maria Argelia Estrada Vásquez**, CALUSAC, Guatemala City, Guatemala • **John Fieldeldy**, College of Engineering, Nihon University, Aizuwakamatsu-shi, Japan • **Marleni Humbelina Flores Urizar**, CALUSAC, Guatemala City, Guatemala • **Gonzalo Fortune**, CBA, Sucre, Bolivia • **Andrea Fredricks**, Embassy CES, San Francisco, USA • **Irma Gallegos Peláez**, UVM Tlalpan, Mexico City, Mexico • **Alberto Gamarra**, CBA, Santa Cruz, Bolivia • **Maria Amparo García Peña**, ICPNA Cusco, Peru • **Amanda Gillis-Furutaka**, Kyoto Sangyo University, Kyoto, Japan • **Martha Angelina González**

**Párraga**, Guayaquil, Ecuador • **Octavio Gorduno Ruiz** • **Ralph Grayson**, Idiomas Católica, Lima, Peru • **Murat Gültekin**, Fatih University, Istanbul, Turkey • **Oswaldo Gutiérrez**, PROULEX, Guadalajara, Mexico • **Ayaka Hashinishi**, Otemae University, Hyogo, Japan • **Alma Lorena Hernández de Armas**, CALUSAC, Guatemala City, Guatemala • **Kent Hill**, Seigakuin University, Saitama-ken, Japan • **Kayoko Hirao**, Nidhii Gakkan Company, COCO Juku, Japan • **Jesse Huang**, National Central University, Taoyuan, Taiwan • **Eric Charles Jones**, Seoul University of Technology, Seoul, South Korea • **Jun-Chen Kuo**, Tajen University, Pingtung, Taiwan • **Susan Krieger**, Embassy CES, San Francisco, USA • **Ana María de la Torre Ugarte**, ICPNA Chiclayo, Peru • **Erin Lemaistre**, Chung-Ang University, Seoul, South Korea • **Eleanor S. Leu**, Soachow University, Taipei, Taiwan • **Yihui Li (Stella Li)**, Fooyin University, Kaohsiung, Taiwan • **Chin-Fan Lin**, Shih Hsin University, Taipei, Taiwan • **Linda Lin**, Tatung Institute of Technology, Taiwan • **Kristen Lindblom**, Embassy CES, San Francisco, USA • **Patricio David López Logacho**, Quito, Ecuador • **Diego López Tasara**, Idiomas Católica, Lima, Peru • **Neil Macleod**, Kansai Gaidai University, Osaka, Japan • **Adriana Marcés**, Idiomas Católica, Lima, Peru • **Robyn McMurray**, Pusan National University, Busan, South Korea • **Paula Medina**, London Language Institute, London, Canada • **Juan Carlos Muñoz**, American School Way, Bogotá, Colombia • **Noriko Mori**, Otemae University, Hyogo, Japan • **Adrián Esteban Narváez Pacheco**, Cuenca, Ecuador • **Tim Newfields**, Tokyo University Faculty of Economics, Tokyo, Japan • **Ana Cristina Ochoa**, CCBEU Inter Americano, Curitiba, Brazil • **Tania Elizabeth Ortega Santacruz**, Cuenca, Ecuador • **Martha Patricia Pérez**, Quito, Ecuador • **Maria de Lourdes Pérez Valdespino**, Universidad del Valle de México, Mexico • **Wahrena Elizabeth Pfeister**,

University of Suwon, Gyeonggi-Do, South Korea • **Wayne Allen Pfeister**, University of Suwon, Gyeonggi-Do, South Korea • **Andrea Rebonato**, CCBEU Inter Americano, Curitiba, Brazil • **Thomas Robb**, Kyoto Sangyo University, Kyoto, Japan • **Mehran Sabet**, Seigakuin University, Saitama-ken, Japan • **Majid Safadaran Mosazadeh**, ICPNA Chiclayo, Peru • **Timothy Samuelson**, BridgeEnglish, Denver, USA • **Héctor Sánchez**, PROULEX, Guadalajara, Mexico • **Mónica Alexandra Sánchez Escalante**, Quito, Ecuador • **Jorge Mauricio Sánchez Montalván**, Quito, Universidad Politécnica Salesiana (UPS), Ecuador • **Leticia Santos**, ICBEU Ibiá, Brazil • **Elena Sapp**, INTO Oregon State University, Corvallis, USA • **Robert Sheridan**, Otemae University, Hyogo, Japan • **John Eric Sherman**, Hong Ik University, Seoul, South Korea • **Brooks Slaybaugh**, Asia University, Tokyo, Japan • **João Vitor Soares**, NACC, São Paulo, Brazil • **Silvia Solares**, CBA, Sucre, Bolivia • **Chayawan Sonchaeng**, Delaware County Community College, Media, PA • **Maria Julia Suárez**, CBA, Cochabamba, Bolivia • **Elena Sudakova**, English Language Center, Kiev, Ukraine • **Richard Swingle**, Kansai Gaidai College, Osaka, Japan • **Blanca Luz Terrazas Zamora**, ICPNA Cusco, Peru • **Sandrine Ting**, St. John's University, New Taipei City, Taiwan • **Christian Juan Torres Medina**, Guayaquil, Ecuador • **Raquel Torrico**, CBA, Sucre, Bolivia • **Jessica Ueno**, Otemae University, Hyogo, Japan • **Ximena Vacaflor C.**, CBA, Tarija, Bolivia • **René Valdivia Pereira**, CBA, Santa Cruz, Bolivia • **Solange Lopes Vinagre Costa**, SENAC, São Paulo, Brazil • **Magno Alejandro Vivar Hurtado**, Cuenca, Ecuador • **Dr. Wen-hsien Yang**, National Kaohsiung Hospitality College, Kaohsiung, Taiwan • **Juan Zárate**, El Cultural, Arequipa, Peru



# LEARNING OBJECTIVES

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

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

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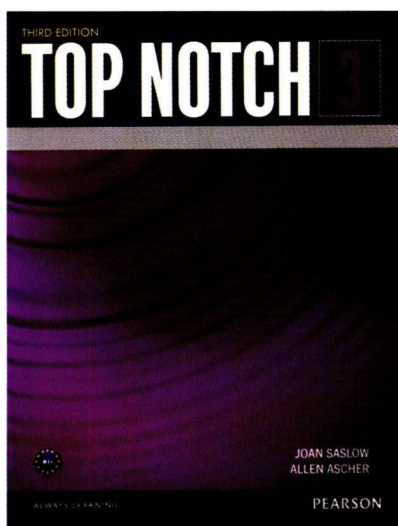
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# TO THE TEACHER

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



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

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

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

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

\* *Summit 1* and *Summit 2* are the titles of the 5th and 6th levels of the ***Top Notch*** course.

## Award-Winning Instructional Design\*

### Daily confirmation of progress

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

### Explicit vocabulary and grammar

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

### High-frequency social language

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

### Linguistic and cultural fluency

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

### Active listening syllabus

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

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

Joan Saslow and Allen Ascher

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

# Grammar Readiness

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## SELF-CHECK

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

## QUANTIFIERS FOR INDEFINITE QUANTITIES AND AMOUNTS

**A PRACTICE** Circle the correct quantifiers.

- 1 There isn't (much / many / some) milk in the fridge.
- 2 There are (much / many / any) beautiful figures in the Gold Museum.
- 3 We need to go shopping. We don't have (much / many / some) shampoo for the trip.
- 4 She doesn't use (many / a lot of / some) toothpaste when she brushes her teeth.
- 5 I'm on a diet. I just want to have (much / any / some) soup for lunch.
- 6 There aren't (much / many / some) calories in a salad.

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

- 1 In my bathroom, ..... right now, but .....
- 2 In my fridge, ..... right now, but .....

## THE REAL CONDITIONAL

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

- 1 If ..... me tomorrow morning, ..... you the information you need.  
you / call I / give
- 2 ..... open if ..... after 6:00 P.M.?  
the hotel gift shop / be I / arrive
- 3 If ..... , ..... open.  
you / not / hurry the fitness center / not / be
- 4 ..... the express train if ..... at the station after 4:00?  
we / miss we / arrive
- 5 If ..... on the scroll bar, ..... up and down.  
you / click the screen / move

**B USE THE GRAMMAR** Complete each statement, using the real conditional.

- 1 If I go on a trip to New York, I .....
- 2 I ..... if it rains tomorrow.

## THE UNREAL CONDITIONAL

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**A PRACTICE** Choose the correct way to complete each unreal conditional sentence.

- 1 If you ..... something in a store, would you pay for it?  
a would break      b broke      c break
- 2 What ..... if your computer crashed?  
a would you do      b were you doing      c did you do



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

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

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

### COMPARISON WITH AS . . . AS

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

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

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

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

## GERUNDS AND INFINITIVES

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

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

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

1 After I finish my English studies, I hope .....

2 I dislike ....., but I really don't mind .....

## THE PASSIVE VOICE

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

1 Gabriel García Márquez wrote *One Hundred Years of Solitude* in 1967.

.....

2 People eat fried cheese balls for lunch or snacks.

.....

3 The Spanish artist Diego Velázquez painted *Las Meninas* in 1656.

.....

4 People turn down the beds every night at the Gates Hotel.

.....

5 They grow mangos in many countries around the world.

.....

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

1 .....

2 .....

## THE PAST CONTINUOUS

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

I .....<sup>1 have</sup> a problem yesterday. While I .....<sup>2 look up</sup> some information on the Internet, I .....<sup>3 find</sup> a great website with some cool applications. So I .....<sup>4 decide</sup> to download one of

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

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

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

### USE TO / USED TO

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

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

**B USE THE GRAMMAR** Complete the statements with real information.

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

### THE PRESENT PERFECT

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

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

**B USE THE GRAMMAR** Complete the statements about yourself.

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



## UNIT

## 1

## Make Small Talk

## PREVIEW

## COMMUNICATION GOALS

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

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. Parntep at the front desk.

See attached meeting agenda for advance planning.

Bangkok agenda

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## ROWAN PAPER INTERNATIONAL

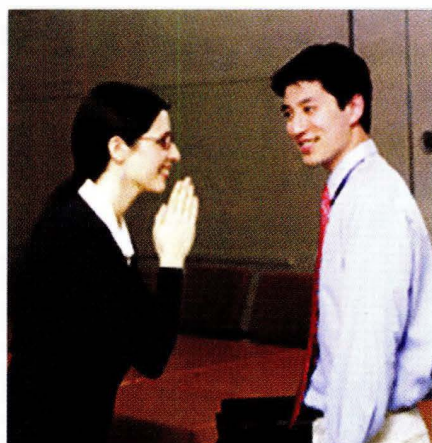
## Agenda-March 24

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

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



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



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

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

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

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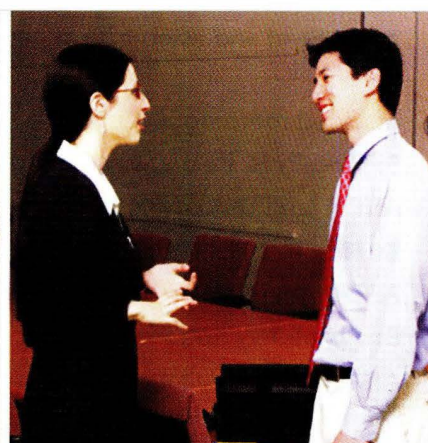
Surat: Well, *Sawatdee-Khrab*. Nice to  
 meet you, Ms. Segovia. I'm Surat  
 Leekpai.

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!"

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

- D THINK AND EXPLAIN** Answer the questions.

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

## SPEAKING

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

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

- B DISCUSSION** Talk about the questions.

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

## CONVERSATION MODEL

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

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

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

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

B: Nice to meet you, too.

A: Do you mind if I call you Kazuko?

B: Absolutely not. Please do.

A: And please call me Jane.

## ▶ 1:05 Asking about proper address

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

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



## GRAMMAR Tag questions: Use and form

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

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

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

## affirmative statements

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

## negative statements

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

## Be careful!

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

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

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

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

NOT ~~isn't~~ Bangkok?

**GRAMMAR BOOSTER** p. 127

• Tag questions: short answers

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

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

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



**PRONUNCIATION** *Intonation of tag questions*

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

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

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

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

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

**NOW YOU CAN****Make small talk**DIGITAL  
VIDEO

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

A: Good ..... , isn't it?

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

A: I'm .....

**DON'T STOP!**

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

**Ideas for tag questions**

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



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

Maria Carbone

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

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