

THIRD EDITION

# TOP NOTCH 3A

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With Workbook

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JOAN SASLOW  
ALLEN ASCHER

ALWAYS LEARNING



PEARSON

THIRD EDITION

# TOP NOTCH



## ENGLISH FOR TODAY'S WORLD

with  
WORKBOOK

JOAN SASLOW  
ALLEN ASCHER

این مجموعه با لوگوی مرجع زبان ایرانیان  
به صورت نشر برخط و حامل به ثبت رسیده است.  
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.

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

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## 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.

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## AUTHORS' ACKNOWLEDGMENTS

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# 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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## REFERENCE CHARTS

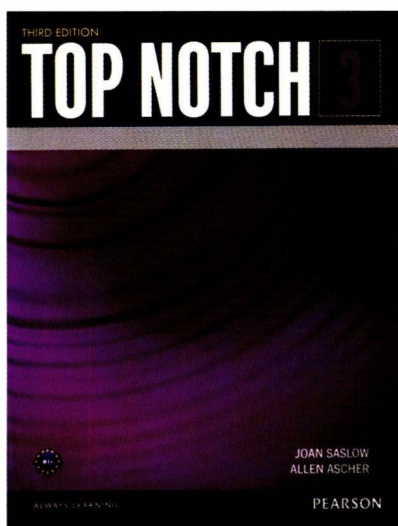
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# TO THE TEACHER

**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

## 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

irlanguage.com

**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 .....

# COMMUNICATION GOALS

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

## UNIT

# 1

## Make Small Talk

### PREVIEW

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. Parthep at the front desk.

See attached meeting agenda for advance planning.

Bangkok agenda

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### ROWAN PAPER INTERNATIONAL

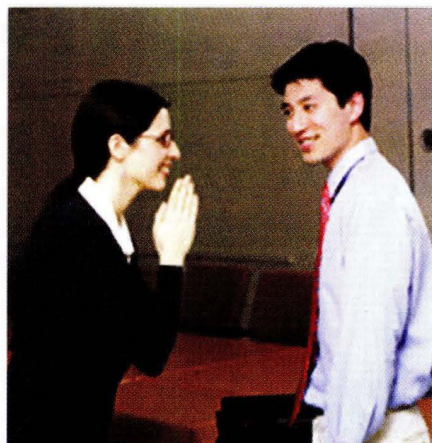
#### Agenda-March 24

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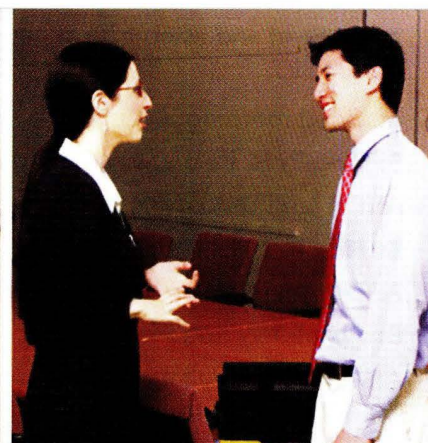
Surat: Well, *Sawatdee-Khrab*. Nice to meet you, Ms. Segovia. I'm Surat Leekpai.

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.

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

## SPEAKING

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

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

**B DISCUSSION** Talk about the questions.

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



## CONVERSATION MODEL

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

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

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

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

B: Nice to meet you, too.

A: Do you mind if I call you Kazuko?

B: Absolutely not. Please do.

A: And please call me Jane.

## ▶ 1:05 Asking about proper address

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

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



## 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 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?

## 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**

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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], ...



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**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?



## GRAMMAR The past perfect: Statements

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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.)

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

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

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

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

## GRAMMAR BOOSTER p. 128

- Verb usage: present and past (overview)

## A GRAMMAR PRACTICE Choose the correct meaning for each statement.

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

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

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

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

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

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

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

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





## CONVERSATION MODEL

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

A: So how was your day?

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

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

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

A: What did you do about lunch?

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

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

### ▶ 1:10 Intensifiers

unbelievably

incredibly

really

so

pretty



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

## NOW YOU CAN

### Describe a busy schedule

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DIGITAL VIDEO

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

A: So how was your ..... ?

B: ..... busy. By ..... I ..... .

A: That's a lot to do before ..... !

B: That was nothing! ..... .

A: What did you do about ..... ?

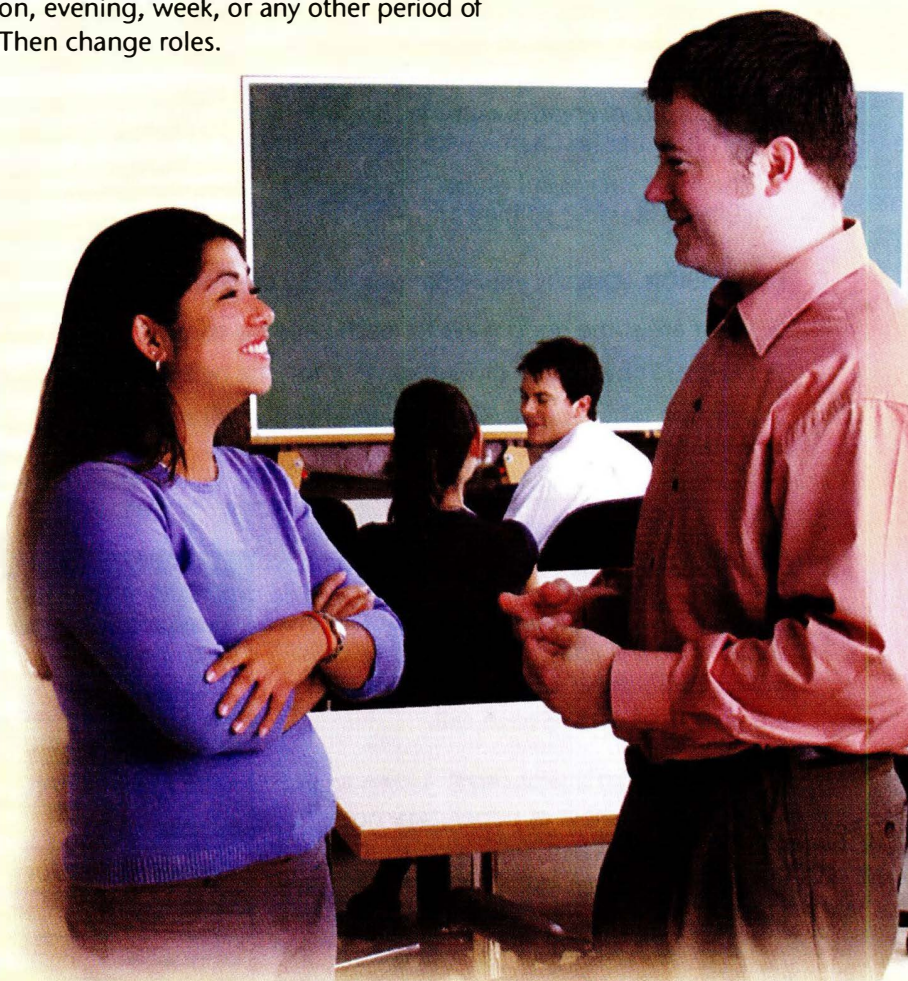
B: Well, ..... .

A: Wow! I'll bet you ..... !

### DON'T STOP!

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

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





## BEFORE YOU LISTEN

DIGITAL  
FLASH  
CARDSA ▶ 1:11 VOCABULARY • *Manners and etiquette* Read and listen. Then listen again and repeat.**etiquette** rules for polite behavior in society or in a particular group**cultural literacy** knowing about and respecting the culture of others**table manners** rules for polite behavior when eating with other people**punctuality** the habit of being on time**impolite** not polite, rude**offensive** extremely rude or impolite**customary** usual or traditional in a particular culture**taboo** not allowed because of very strong cultural or religious rules

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

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

C DISCUSSION Discuss your opinions, using the Vocabulary.

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

## LISTENING COMPREHENSION

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

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

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



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

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

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

Are greeting customs different for men and women? How?

When and how do you address people formally?

When and how do you address people informally?

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

Are certain foods or beverages taboo?

What are some taboo conversation topics?

What are the customs about punctuality?

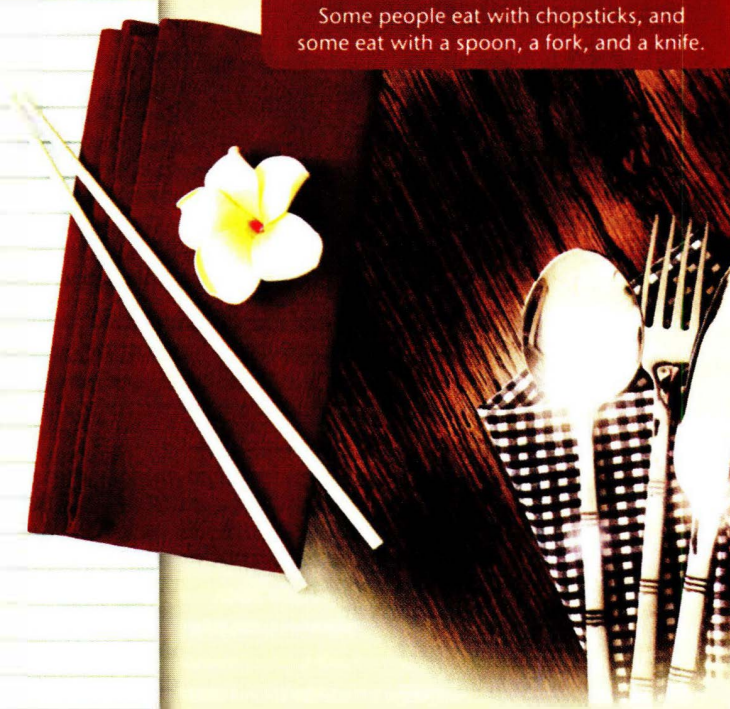
What is a customary gift to bring on a visit to someone's home?

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

Are there places where certain clothes would be inappropriate?

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

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



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

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

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

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



## BEFORE YOU READ

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

## READING ▶ 1:14

Global Culture x

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**Global Culture**

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**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.



Mississippi is in the southern U.S.



**Eugenia Hartley**

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

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

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

elders

workforce

dating

curfew

grounded

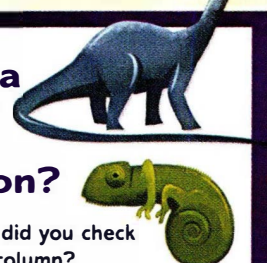
**ORIGINAL**  
MORE  
EXERCISES

## NOW YOU CAN

Discuss how culture changes over time

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

Culture Survey	have changed a little	have changed a lot	Is the change for the better?	
			YES	NO
1. Table manners				
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: _____	



**Are you a dinosaur or a chameleon?**

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

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

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

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

- B PAIR WORK** Compare and discuss your answers. Provide specific examples of changes for each answer. Use the past perfect if you can.
- C DISCUSSION** Talk about how culture has changed. Include these topics in your discussion:
- Which changes do you think are good? Which changes are not good? Explain your reasons.
  - How do you think older people feel about these changes?
  - Do you think men and women differ in their feelings about cultural change? If so, how?

“ I think clothing customs have become less 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! ”

### 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 \_\_\_\_.



# REVIEW

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

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

**B** Complete each sentence with a tag question.

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

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

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

## WRITING

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

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

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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



## ORAL REVIEW

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

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

**PAIR WORK** Create conversations.

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

JUNE 10, 10:00 A.M.



LATER THAT DAY



**GetAway Travel, Inc.**

**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)

**GLOBAL  
ADVENTURES, INC.**

**Haru and Kimi Ito—Peru Itinerary**

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

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

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

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

**NOW I CAN**

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



## COMMUNICATION GOALS


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

## UNIT

# 2

## Health Matters

## PREVIEW



**International  
Dental Services (IDS)**

[HOME](#) | [DENTAL SERVICES](#) | [LOCATIONS](#) | [PATIENT INFO](#) | [CONTACT](#)

### Your dentist away from home...

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


[▶ SCHEDULE AN APPOINTMENT](#)



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

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


—JUNE C.  
CANBERRA, AUSTRALIA



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

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


—PIETRO A.  
MILAN, ITALY



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

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

—KIKI M.  
PUEBLA, MEXICO



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

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

—BILL J.  
TORONTO, CANADA

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

Would you . . .

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

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

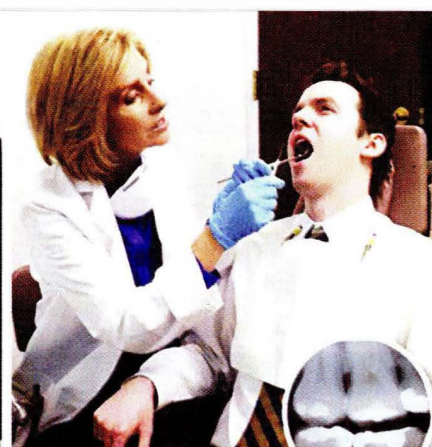


**Guest:** I need to see a dentist as soon as possible. I think it's an emergency. I was wondering if you might be able to recommend someone who speaks English.  
**Clerk:** Let me check. Actually, there is one not far from here. Would you like me to make an appointment for you?  
**Guest:** If you could.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

**LATER**



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



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

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

**SPEAKING**

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

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

**B** Tell your classmates about the emergency.

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



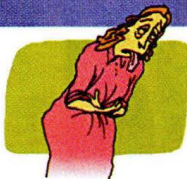
DIGITAL  
FLASH  
CARDS**VOCABULARY** Describing symptoms**A** ▶ 1:19 Read and listen. Then listen again and repeat.

مرجع زبان ایرانیان

I feel ...



dizzy



nauseous



weak



short of breath

I've been ...



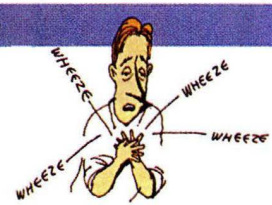
vomiting



coughing



sneezing



wheezing

I have pain ...



in my chest



in my hip



in my ribs



in my stomach

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

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

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

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

DIGITAL  
VIDEO  
COACH**PRONUNCIATION** Intonation of lists**A** ▶ 1:21 Use rising intonation on each item before the last item in a list. Use falling intonation on the last item. Read and listen. Then listen again and repeat.

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.

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

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

## GRAMMAR Drawing conclusions with must

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.

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

### GRAMMAR BOOSTER p. 129

- Drawing conclusions with probably and most likely

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

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

DIGITAL  
MORE  
EXERCISES

## CONVERSATION MODEL

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

A: I'm sorry, but I don't think I can come to the meeting this morning.

B: Really? Is there anything wrong?

A: Well, actually, I don't feel very well. I've been coughing since last night, and I feel a little short of breath.

B: Oh, no. That must be awful. Would you like me to call a doctor?

A: That's really nice of you, but I'm sure I'll be fine.

B: Then call me later and let me know how you feel, OK?

A: I will. Thanks.

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



## NOW YOU CAN

### Show concern and offer help

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DIGITAL  
VIDEO

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

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

B: Really? Is there anything wrong?

A: Well, actually, I don't feel very well. I .....

B: ..... That must be ..... Would you like me to ..... ?

A: That's really nice of you, but I'm sure I'll be fine.

B: Then call me later and let me know how you feel, OK?

A: .....

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

### Other ways to offer to help

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



### RECYCLE THIS LANGUAGE.

#### Show concern

Oh, no. / I'm sorry to hear that.

That's [too bad / terrible / a shame].

You must feel [awful / terrible / horrible / pretty bad].

### DON'T STOP!

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



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

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**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**

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 ..... <sup>get</sup> you an appointment at 2:00. Would that be OK?

2 A: Is Dr. Lindt in this morning? I'm not feeling very well.

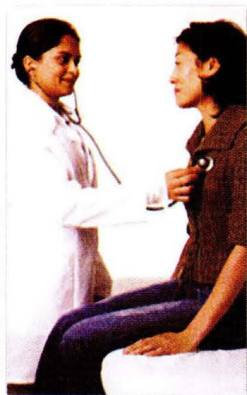
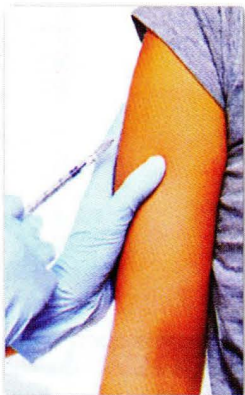
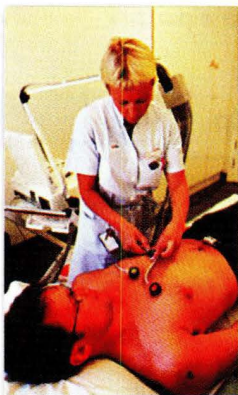
B: She is, but she doesn't have any openings. However, she ..... <sup>have</sup> time to see you this afternoon.3 A: I think I ..... <sup>be</sup> a little sick this morning. I feel nauseous, and I've been vomiting.B: Then you should see Dr. Anders. But he ..... <sup>have</sup> any openings today.

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

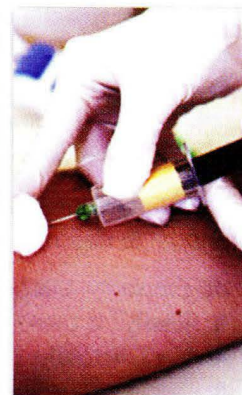
B: That's strange. He ..... <sup>hear</sup> the phone.DIGITAL  
MORE  
EXERCISESDIGITAL  
FLASH  
CARDSVOCABULARY *Medical procedures*

A ▶ 1:24 Read and listen. Then listen again and repeat.

www.irLanguage.com

a checkup /  
an examinationa shot /  
an injectionan EKG /  
an electrocardiogram

an X-ray



a blood test

- 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

- A** ▶ 1:25 Read and listen to someone making a medical appointment.

A: Hello. Doctor Star's office. Can I help you?

B: Hello. This is Ann Webb. I need to make an appointment for a blood test. I wonder if I might be able to come in early next week.

A: Let's see if I can fit you in. How about Tuesday?

B: Could I come in the morning?

A: Let me check . . . Would you be able to be here at 10:00?

B: That would be perfect.

A: We'll see you then.

B: Thanks! I really appreciate it.

- B** ▶ 1:26 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



## NOW YOU CAN

### Make a medical or dental appointment

DIGITAL VIDEO

- A CONVERSATION ACTIVATOR** 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.

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]?

- B CHANGE PARTNERS** Make another appointment.

	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 Gains	flu shot
3 pm		
4 pm	Teresa Keyes	EKG
5 pm		
6 pm	Anna Holmes	blood test
7 pm		

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## BEFORE YOU READ

**WARM-UP** What do you do when you get sick or you're in pain? Do you treat the problem yourself or see a doctor right away?

## READING ▶ 1:27

Consider the **Choices ...**

## Conventional Medicine



**Surgical techniques have greatly improved over the last century.**

The beginnings of conventional medicine can be traced back to the fifth century BCE in ancient Greece. It is based on the scientific study of the human body and illness.

In the last century, there has been great progress in what doctors have been able to do with modern surgery and new medications. These scientific advances have made conventional medicine the method many people choose first when they need medical treatments.



**Herbs are used to treat many ailments.**

[www.irLanguage.com](http://www.irLanguage.com)

## Homeopathy



**Homeopathic remedies are popular in many countries.**

Homeopathy was founded in the late eighteenth century in Germany. It is a low-cost system of natural medicine used by hundreds of millions of people worldwide.

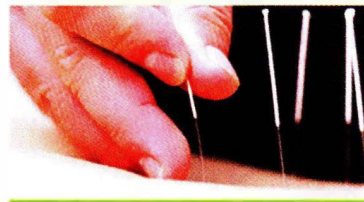
In homeopathy, a patient's symptoms are treated with remedies that cause similar symptoms. The remedy is taken in very diluted form: one part remedy to one trillion (1,000,000,000,000) parts water.

## Herbal Therapy

Herbal medicine, often taken as teas or pills, has been practiced for thousands of years in almost all cultures around the world. In fact, many conventional medicines were discovered by scientists studying traditional uses of herbs for medical purposes.

The World Health Organization claims that 80% of the world's population uses herbal therapies for their regular health care.

## Acupuncture



**An acupuncturist inserts needles at certain points on the body.**

Acupuncture originated in China over 5,000 years ago. Today, it is used worldwide for a variety of problems.

Acupuncture needles are inserted at certain points on the body to relieve pain and/or restore health. Many believe acupuncture may be effective in helping people stop smoking as well.

## Spiritual Healing



**Many believe meditation or prayer may help heal disease.**

Also known as faith healing, or "mind and body connection," various forms of spiritual healing exist around the world. This is a form of healing that uses the mind or religious faith to treat illness.

A number of conventional doctors say that when they have not been able to help a patient, spiritual healing just may work.

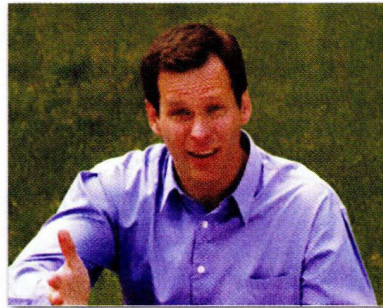
- A UNDERSTAND FROM CONTEXT** Four of these words have similar meanings. Cross out the four words that don't belong. Look at the Reading again for help.

medications	treatments	symptoms	remedies
uses	purposes	therapies	illnesses

- B RELATE TO PERSONAL EXPERIENCE** Discuss the questions.

- Which of the treatments in the Reading have you or your family tried?
- Which treatments do you think are the most effective? Why?

- 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

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

Ailment	You	Your partner
a cold		
a headache		
nausea		
back pain		
a high fever		
a broken finger		

### Practitioners

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

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

### Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.  
For example: “low-cost.”

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

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

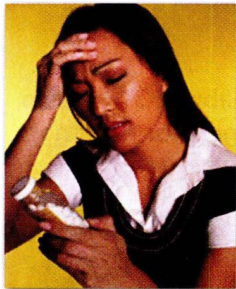
“I see a homeopathic doctor regularly, but my partner doesn't believe in that. He prefers a conventional doctor.”



## BEFORE YOU LISTEN

DIGITAL  
FLASH  
CARDS

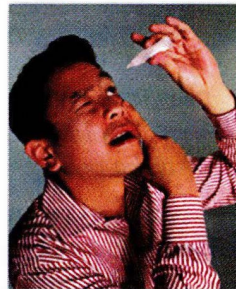
**A** ▶ 1:28 **VOCABULARY • Medications** Read and listen.  
Then listen again and repeat.

▶ 1:29 **Medicine label information****Dosage:** Take 1 tablet by mouth every day.**Warnings:** Do not take while driving or operating machinery.**Side effects:** May cause dizziness, nausea, or vomiting.

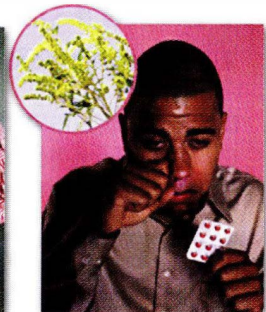
a painkiller



cold tablets

a nasal spray /  
a decongestant

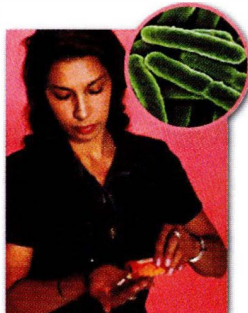
eye drops



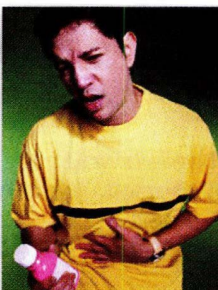
an antihistamine



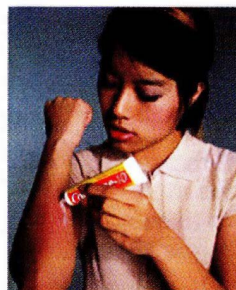
cough medicine



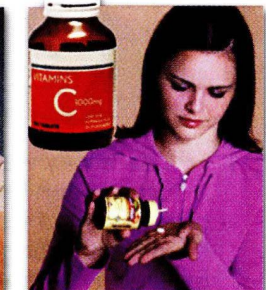
an antibiotic



an antacid



an ointment



vitamins

**B PAIR WORK** Discuss what you might use each medication for.

“ I might take an antacid  
for a stomachache. ”

## LISTENING COMPREHENSION

**A** ▶ 1:30 **LISTEN TO ACTIVATE VOCABULARY** 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.

a prescription

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 ☐ NoName: *Lucy Fernández*

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 ☐ NoName: *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



- B ▶ 1:31 LISTEN FOR DETAILS** Listen again. Complete the information about each patient.

Didem Yılmaz

Dosage: One tablet \_\_\_\_\_ a day

Side effects: ☐ Yes ☐ No

If so, what are they? \_\_\_\_\_

Lucy Fernández

Dosage: \_\_\_\_\_ a day

Side effects: ☐ Yes ☐ No

If so, what are they? \_\_\_\_\_

Mark Goh

Dosage: Apply ointment \_\_\_\_\_ a day

Side effects: ☐ Yes ☐ No

If so, what are they? \_\_\_\_\_

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**NOW YOU CAN**

## Talk about medications

- A PREPARATION** Imagine you are visiting a doctor. Complete the patient information form.

- 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.

### 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?

## 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.

- C PRESENTATION** Perform your role play for the class.



# REVIEW

**A** ▶ 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 .....

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



1 .....



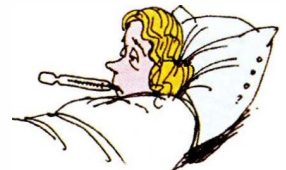
2 .....



3 .....



4 .....



5 .....

**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 ..... !

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

- 1 It's possible that the doctor can see you tomorrow. 1. The doctor might be able to see you tomorrow.
- 2 It's possible that an acupuncturist can help you.
- 3 It's possible that the hotel can recommend a good dentist.
- 4 It's possible that she can't come to the office before 6:00.
- 5 It's possible that you can buy an antihistamine in the hotel gift shop.

## WRITING

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

For additional language practice ...

**TOP NOTCH POP** • Lyrics p. 154

"X-ray of My Heart"

DIGITAL SONG DIGITAL KARAOKE





## ORAL REVIEW

### PAIR WORK

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

*I'm sorry, but I don't think I can ...*

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

*A: Hello. Can I help you?*

*B: I wonder if I might be able to ...*

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

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### NOW I CAN

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

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UNIT 2 25