

UNIT

3

Getting Things Done

PREVIEW

COMMUNICATION GOALS

- 1 Offer a solution.
- 2 Discuss how long a service will take.
- 3 Evaluate the quality of service.
- 4 Plan an event.

Are you a PROCRASTINATOR?

Take the survey.

- 1** At the beginning of every week, you ____.
☐ a. always make to-do lists for your calendar
☐ b. sometimes make to-do lists, but you often forget
☐ c. don't bother with planning and just let things happen
- 2** When you need to buy someone a gift, you ____.
☐ a. get something right away
☐ b. buy something a few days before you have to give it
☐ c. pick something up on the day you have to give it
- 3** When you have something that's broken, you ____.
☐ a. immediately take it in to be repaired
☐ b. wait for a convenient time to take it in
☐ c. never get around to taking it in
- 4** When you have a lot of things you need to do, you do ____.
☐ a. the hardest things first
☐ b. the easiest things first
☐ c. anything but what you need to do
- 5** When you need to get something done in a short amount of time, you ____.
☐ a. feel motivated to work even harder
☐ b. feel a little nervous, but you get to work
☐ c. have a hard time doing it
- 6** You ____ feel bad when there are things you haven't gotten done yet.
☐ a. always
☐ b. sometimes
☐ c. rarely

Your results

If you answered "c" four or more times:

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

If you answered "b" four or more times:

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

If you answered "a" four or more times:

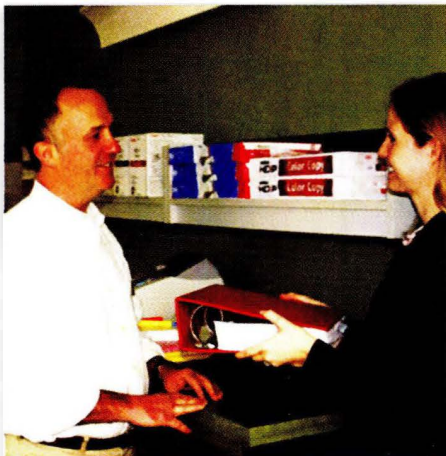
You are organized and self-motivated. You never put off what you can get done now.



A PAIR WORK Compare responses on the survey with a partner. Does your score accurately describe the kind of person you are? Explain, using examples.

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

C ▶ 2:02 PHOTO STORY Read and listen to some customers placing orders at a copy shop.



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

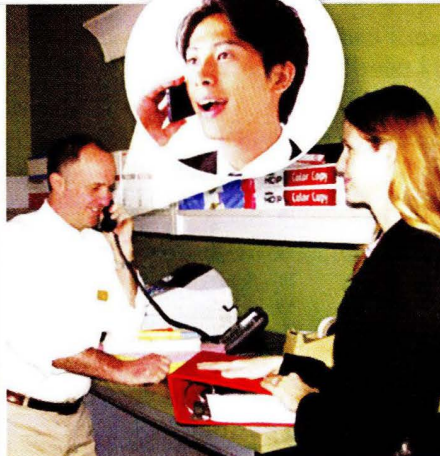
Customer 1: I need to have these documents copied a.s.a.p.* Do you think you could make 300 copies by 11:00?

Manager: I'm afraid that might be difficult. I've got a lot of orders to complete this morning.

Customer 1: Sorry. I know this is last minute. But it's really urgent.

Manager: Well, you're a good customer. I'll get someone to take care of it right away.

Customer 1: Thanks a million. You're a lifesaver!



Manager: Excuse me . . . Hello. Happy Copy.

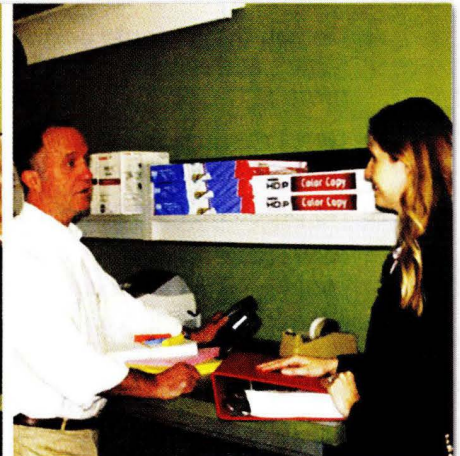
Customer 2: Hi, Sam. Ken Li here.

Manager: Hi, Mr. Li. How can I help you today?

Customer 2: Well, I'm going through my to-do list, and I just realized I need to have fifty 30-page sales binders made up for our meeting next week. Any chance I could have them first thing tomorrow morning?

Manager: Tomorrow morning? No sweat. Can you bring the documents in before noon?

Customer 2: Absolutely. I owe you one, Sam!



Manager: Sorry to keep you waiting, Ms. Krauss.

Customer 1: Well, I see you've got a lot on your plate today. I won't keep you any longer.

Manager: Don't worry, Ms. Krauss. Your order will be ready on time.

Customer 1: Should I give you a call later?

Manager: No need for that. Come in at 11:00, and I'll have your documents ready.

Customer 1: Thanks, Sam.

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D FOCUS ON LANGUAGE Find an underlined expression in the Photo Story you might use for each of these situations. (Two of the expressions can be used for the same situation.)

- 1 You need something a.s.a.p.
- 2 You can see that someone is really busy.
- 3 There isn't a lot of time to do something.
- 4 You want to assure someone that a request is no problem for you.
- 5 You want to express gratitude for a favor.
- 6 You don't want to take too much of someone's time.

SPEAKING

Based on the survey on page 26, how would you describe each character in the Photo Story? Complete the chart and then compare opinions with your classmates. Which character are you the most like?

	Procrastinator?	Organized?	Explain
Sam	<input type="checkbox"/>	<input type="checkbox"/>	
Ms. Krauss	<input type="checkbox"/>	<input type="checkbox"/>	
Mr. Li	<input type="checkbox"/>	<input type="checkbox"/>	

CONVERSATION MODEL

A ▶ 2:03 Read and listen to someone asking for a favor.

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

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

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

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

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

▶ 2:05 **Ways to indicate acceptance**

No problem.
I understand.
No worries.
Don't worry about it.

B ▶ 2:04 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



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GRAMMAR The causative

Use the causative to express the idea that one person persuades or "causes" another person to do something. Use **get** + an object and an infinitive.

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

You can also use **have** + an object and a base form as a causative. It expresses the idea that one person directs another to do something.

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

GRAMMAR BOOSTER p. 130

- Causative **make** to indicate obligation
- **Let** to indicate permission
- Causative **have**: common errors

A **GRAMMAR PRACTICE** Complete each sentence with the causative **get**.

- 1 (give) Why don't you your assistant them a ride to the meeting?
- 2 (buy) I might be able to my brother us tickets to the game.
- 3 (pick up) Could you your friends some things for the party?
- 4 (make) You should someone hotel reservations for us.
- 5 (wash) Why don't you your kids the dishes after dinner?
- 6 (lend) I'm sure you can the restaurant you a tie.

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

- 1
- 2
- 3
- 4
- 5
- 6

C GRAMMAR PRACTICE Choose the correct forms in these sentences with the causatives get and have.

- 1 I'll have someone at the front desk (recommend / to recommend) a restaurant.
- 2 Will your friend get someone (go / to go) shopping for her?
- 3 Did you have the salesclerk (find / to find) you a larger size?
- 4 I'm going to get someone (clean / to clean) up this room.
- 5 They should have the waiter (bring / to bring) them the check.

D ▶ 2:06 LISTEN TO ACTIVATE GRAMMAR Listen to the conversations. Complete each statement, using the causative get.

- 1 She's going to the assistant to the post office.
- 2 They're going to Susan for the meal.
- 3 At the party, they tried to him for everyone.
- 4 He might try to his parents him some money.
- 5 She's going to her husband the kids.
- 6 They someone their picture.

DIGITAL
MORE
EXERCISES

NOW YOU CAN Offer a solution

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VIDEO

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Change the request, the reason for turning it down, and the solution. Use the Ideas from the box or your own ideas. Then change roles.

- A: Do you think ?
 B: Gee, I'm sorry, but I
 A: I'll think of something.
 B: Hey. I have an idea. Maybe you could get to
 A: Good idea. I'll go ask

DON'T STOP!

Make other suggestions.

What about ____?
 Why don't you ask ____?

B CHANGE PARTNERS Make other requests. Offer other solutions.

Ideas for requests

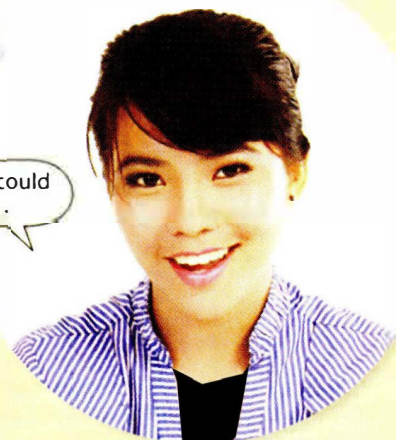
- lend you [their laptop / some money]
- drive you to [the airport]
- pick up [some coffee / lunch] for you
- pick up someone from [the airport / the mall]

Some reasons to turn down a request

- You're late for an appointment.
- You have a meeting in an hour.
- You're expecting an important phone call.
- Your own reason: ____



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



Do you think I could borrow your ...

LESSON 2

GOAL

Discuss how long a service will take

GRAMMAR The passive causative

The passive causative focuses on the object rather than the subject of the sentence. Use a form of **have** + an object and a past participle.

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

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

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

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

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

We got our picture taken.

GRAMMAR BOOSTER p. 131

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

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

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

- I'd like to make an appointment to / my teeth / clean.
- could I / these two sweaters / gift-wrap?
- where can I / my car / wash / in this neighborhood?
- I need to / my luggage / bring / to my room.
- yesterday / he / his hair / cut / very short.
- we need to / these photos / upload / a.s.a.p.

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EXERCISES

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VOCABULARY Services

A ▶ 2:07 Read and listen. Then listen again and repeat.



1 dry-clean a suit



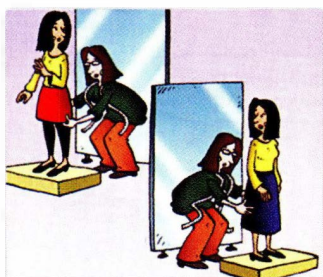
2 repair shoes



3 frame a picture



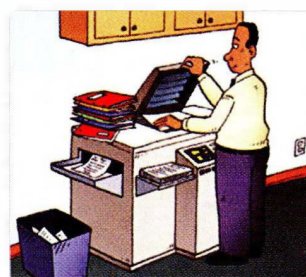
4 deliver a package



5 lengthen / shorten a skirt



6 print a sign



7 copy a report

- B VOCABULARY / GRAMMAR PRACTICE** Name other things you can get the services on page 30 for. Use the passive causative.

“ You can also get sweaters or pants dry-cleaned. ”

- C ▶ 2:08 LISTEN TO ACTIVATE VOCABULARY AND GRAMMAR** Listen to the conversations. Complete each statement with the item and the service. Use passive causatives.

- 1 She needs to have her
- 2 He needs to have the
- 3 She's thinking about having a
- 4 He needs to have his
- 5 She has to have her
- 6 He needs to have a this morning.
- 7 He wants to have his new

CONVERSATION MODEL

- A ▶ 2:09** Read and listen to someone requesting express service.

A: Could I have this jacket dry-cleaned by tomorrow?

B: Tomorrow? That might be difficult.

A: I'm sorry, but it's pretty urgent. My friend is getting married this weekend.

B: Well, I'll see what I can do. But it won't be ready until after 4:00.

A: I really appreciate it. Thanks!

- B ▶ 2:10 RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

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NOW YOU CAN

Discuss how long a service will take

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DIGITAL VIDEO

- A CONVERSATION ACTIVATOR** With a partner, change the Conversation Model. Use the Ideas to request an express service and give a reason for why it's urgent. Then change roles.

A: Could I by ?

B: ? That might be difficult.

A: I'm sorry, but it's pretty urgent.

B: Well, I'll see what I can do. But it won't be ready until

A: !

DON'T STOP!

- Say you need to have the service completed earlier.
- Ask how much it will cost.

Ideas for express services

- frame [a photo / a painting / a drawing / a diploma]
- dry-clean [a suit / a dress / a sweater]
- lengthen or shorten [a dress / a skirt / pants]

Ideas for why it's urgent

- Someone is coming to visit.
- You're going on [a vacation / a business trip].
- There's going to be [a party / a meeting].
- Your own idea: —



RECYCLE THIS LANGUAGE.

I owe you one!
Thanks a million.
You're a lifesaver!

I know this is last minute.
I won't keep you any longer.

- B CHANGE PARTNERS** Request other express services.

BEFORE YOU READ

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

READING ▶ 2:11



How can I help you?

They say, "The customer is always right." That may not be completely true, but a smart business treats customers as though they are. Whether you work for a business or have your own, remember this secret: customers don't really buy services and products; they buy solutions and relationships. Here's how to keep them coming back:

Don't procrastinate! Make sure you get things done on time. Don't waste your customers' valuable time by making them wait for service. Giving customers what they want *now* is key to your success, and it should be at the top of your to-do list. The business that gets the job done efficiently and fast is the one that customers will come back to.

Be really reliable. If you say you are going to do something, do it. If a problem keeps you from doing it, apologize and promise to find a solution. However, avoid making promises you won't be able to keep. Treat customers right by being honest, and they will recommend you to their colleagues, friends, and family.

Stand by your products and services.

The good workmanship and attention that go into your high quality product, excellent service, or reasonable prices will be appreciated. No one wants a product that falls apart or doesn't work. If that happens, take responsibility and arrange to repair it or replace it.

Be extremely friendly and courteous, as well as a good listener. Be sure your customers feel respected and heard. Pay attention to complaints as well as praise.

Always try to be helpful. Sometimes it's difficult to answer a customer's question or fulfill a request. Instead of "I don't know," say, "I may not have the answer right now, but I'll find out." Instead of "I don't have time right now," say, "I'll make time." A "can-do" attitude, even under stress, assures customers that you will treat them professionally and that you are ready and willing to help. Above all, make your customers feel important and valued, and always thank them for their business.



A INFER POINT OF VIEW Complete each statement, according to the point of view expressed in the Reading.

- If you waste your customers' time, they come back.
a will b won't
- If you don't do what you say you will do, your customers think you are reliable.
a will b won't
- If you aren't courteous to your customers, they complain.
a will b won't
- If your customers don't feel valued, they feel important.
a will b won't
- If you don't have a "can-do" attitude, your customers think you're willing to help.
a will b won't

B ACTIVATE LANGUAGE FROM A TEXT

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

reliable reasonable workmanship helpful professional

- 1 I find Portello's prices really compared to other places. I've shopped around, and I can't find another service with such low prices.
- 2 What I like about Link Copy Services is that they're so Even if the job is a bit unusual, they're willing to try.
- 3 Jamco Design is extremely You never have to worry about their doing anything less than an excellent job.
- 4 Dom's Auto Repair is incredibly If they promise to have a job ready in an hour, you can be sure that they will.
- 5 The at J&N is amazing. Their products are all hand-made, and they last for years.

DIGITAL
MORE
EXERCISES

DIGITAL
VIDEO
COACH

PRONUNCIATION *Emphatic stress to express enthusiasm*

► 2:12 Read and listen. Then listen again and repeat. Finally, read each statement on your own, using emphatic stress.

- 1 They're **REAL**ly reliable.
- 2 They're in**CRED**ibly helpful.
- 3 They're ex**TREME**ly professional.
- 4 They're **SO** reasonable.

NOW YOU CAN

Evaluate the quality of service

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

Reasons for choosing a business

- efficiency
- helpfulness
- location
- professionalism
- reasonable prices
- reliability
- workmanship
- other: _____

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

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

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

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

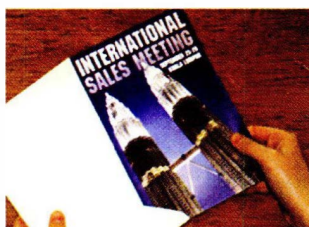
Text-mining (optional)

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

DIGITAL
FLASH
CARDS

BEFORE YOU LISTEN

A ▶ 2:13 **VOCABULARY** • *Planning and running an event* Read and listen. Then listen again and repeat.



1 send out the announcements



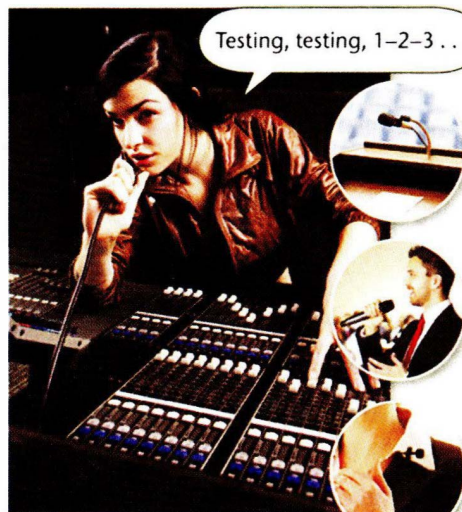
2 set up the room



3 set up the projector



4 put up the signs



5 check the sound system

6 a microphone /
a mike

7 a handheld
mike

8 a lapel mike

We'll start at 9:00. This is
the agenda for the morning.



9 hand out the agenda

10 a handout



11 introduce the speaker / the guest

12 — a podium

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

LISTENING COMPREHENSION

A ▶ 2:14 **LISTEN TO CONFIRM** Listen to the conversations and check the items and equipment they mention.

- | | | | | | |
|--|---------------------------------|--|--------------------------------------|-------------------------------------|----------------------------------|
| <input type="checkbox"/> agendas | <input type="checkbox"/> coffee | <input type="checkbox"/> hand-held mikes | <input type="checkbox"/> lapel mikes | <input type="checkbox"/> projectors | <input type="checkbox"/> snacks |
| <input type="checkbox"/> announcements | <input type="checkbox"/> desks | <input type="checkbox"/> handouts | <input type="checkbox"/> podiums | <input type="checkbox"/> signs | <input type="checkbox"/> tickets |

B ▶ 2:15 **LISTEN FOR MAIN IDEAS** Listen again. Use the Vocabulary and the causative to complete the statements.

Conversation 1

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

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

Conversation 2

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

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

Conversation 3

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

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

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

TYPE OF EVENT

LOCATION

DATE AND TIME

BEFORE EVENT

What do you need to get done before the event?

Who will get it done?

DURING EVENT

What do you need to get done at the event?

Who will get it done?



Some ideas

- a special meeting
- a talk or a speech
- an "English practice" day
- a *Top Notch* TV day
- a *Top Notch* Pop karaoke show



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RECYCLE THIS LANGUAGE.

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Are you organized and self-motivated?
Do you procrastinate and put things off?
That might be difficult.
[I've] got a lot on [my] plate.
Gee, I'm sorry.
I'll think of something.

Let me see what I can do.
Hey, I have an idea.
How can I help?
No sweat!
Thanks a million!
I owe you one.

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

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

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

REVIEW

A ▶ 2:16 Listen to each conversation. Then complete the statements, using the passive causative with have. Listen again if necessary.

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

- 1 She'd like
- 2 He needs
- 3 He'd like
- 4 She'd like

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

- 1 (can I / my sweaters / dry-clean) by tomorrow?
- 2 (I'd like / this skirt / lengthen)
- 3 (where can I / these pants / shorten) ?
- 4 (could you / this document / copy) for me?
- 5 (where did she / her painting / frame) ?
- 6 (how much did he pay / his camera / repair) ?
- 7 (we'd like / some handouts / print) a.s.a.p.
- 8 (can I / this package / deliver) by Friday?

C Complete each causative statement in your own way, using the correct form of get. Remember to use the infinitive form of a verb.

- 1 After dinner last night, we the waiter
- 2 Last week, we our teacher
- 3 When I was young, my friends always me
- 4 When you arrive, you should the hotel
- 5 Don't forget to the doctor
- 6 I can never my friends

WRITING

Do you think being a procrastinator is a serious problem?
Explain your views by giving examples from personal experience.

Some possible examples

- getting things repaired
- having things cleaned
- paying bills
- making plans for a vacation
- keeping in touch with people

WRITING BOOSTER p. 148

- Supporting an opinion with personal examples
- Guidance for this writing exercise

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For additional language practice ...

🎵 **TOP NOTCH POP** • Lyrics p. 154

"I'll Get Back to You"

DIGITAL SONG DIGITAL KARAOKE

ORAL REVIEW

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

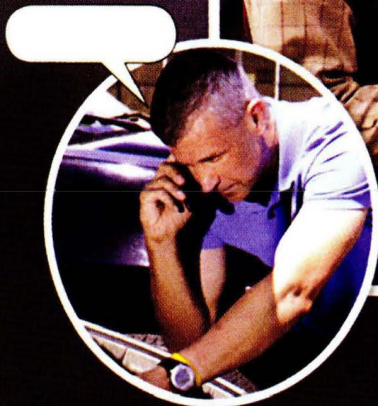
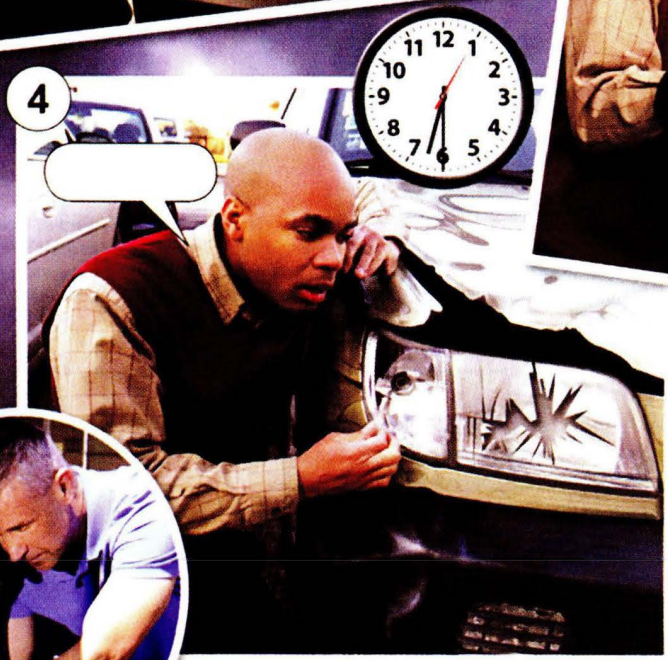
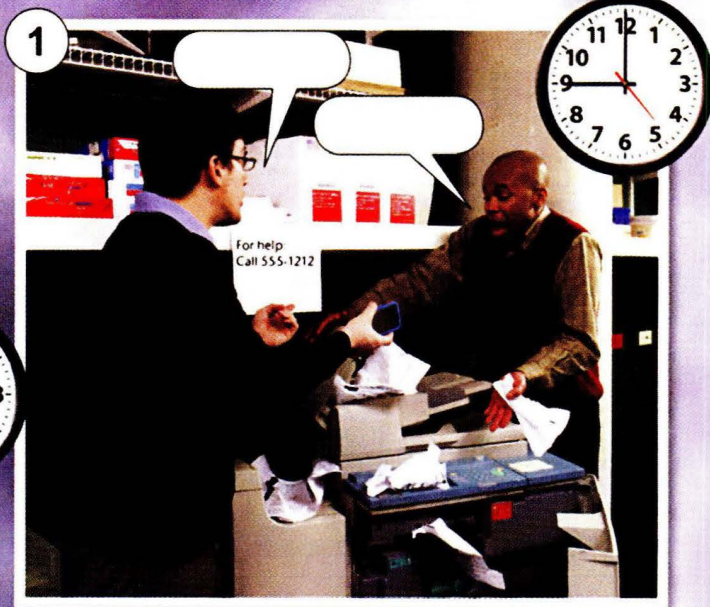
What does Paul need to have done at 2:00?

PAIR WORK Create a conversation for each situation. Start like this:

Do you think I could have this _ by _?

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

At 9:00, Paul needed to have _ ...

Paul's
Difficult Day

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✓ NOW I CAN

- ☐ Offer a solution.
- ☐ Discuss how long a service will take.
- ☐ Evaluate the quality of service.
- ☐ Plan an event.

COMMUNICATION GOALS

- 1 Recommend a book.
- 2 Ask about an article.
- 3 Describe your reading habits.
- 4 Discuss online reading.

UNIT

4

Reading for Pleasure

PREVIEW

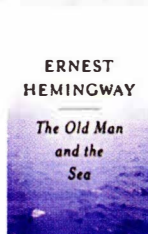


Looking for a good classic? Check our recommendations. Click on a category for more. ▾

Fiction

[see all >](#)

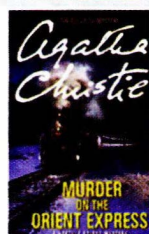
NOVELS



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

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MYSTERIES



Someone is killing people on Europe's most famous train. Can Inspector Poirot find the killer?

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THRILLERS



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

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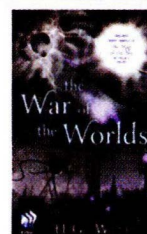
ROMANCE



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

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SCIENCE FICTION



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

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SHORT STORIES



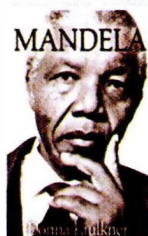
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Non-Fiction

[see all >](#)

BIOGRAPHIES



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

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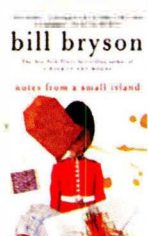
AUTOBIOGRAPHIES



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

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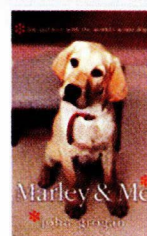
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A hilarious account of Bill Bryson's travels through the United Kingdom.

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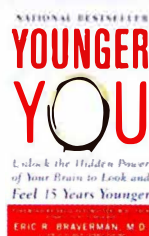
MEMOIRS



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

print e-book audio

SELF-HELP



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

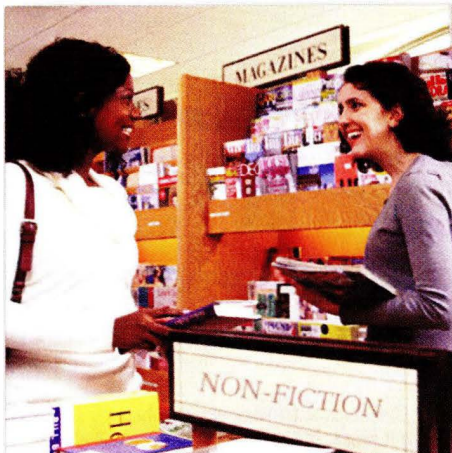
A ▶ 2:19 **VOCABULARY • Genres of books** Read and listen. Then listen again and repeat.

Credits appear on page 156.

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

B DISCUSSION Do you prefer fiction or non-fiction? What genres? Have you ever read a book in English? How about a magazine or a newspaper? If not, what would you like to read? Why?

C ▶ 2:20 **PHOTO STORY** Read and listen to a conversation between two friends at a bookstore.



Lynn: Hey, Sophie! I've never run into you here before!

Sophie: Lynn! Good to see you. Looking for anything special?

Lynn: No, I'm just browsing. How about you?

Sophie: I'm just picking up some gardening magazines for my mom. She can't get enough of them. So, anything interesting?



Lynn: This one doesn't look bad. It's a biography of Helen Keller. What about you? Are you reading anything good these days?

Sophie: Well, I've got a new mystery on my night table, but I can't seem to get into it. I guess mysteries just aren't my thing.

Lynn: I know what you mean. They put me to sleep.

Sophie: Well, you're a big reader. I wonder if you could recommend something for me.



Lynn: Have you read the new John Grisham thriller?

Sophie: No, I haven't. I didn't know he had a new book out.

Lynn: Well, I can't put it down. It's a real page-turner.

Sophie: Thanks for the tip! Do you think I could borrow it when you're done with it?

Lynn: Of course. If you can wait till the end of the week, I'd be happy to lend it to you.

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

Likes	Doesn't like
1	4
2	5
3	6

E PARAPHRASE Say each underlined verb in your own way.

1 I've never run into you here before.

2 I'm just browsing.

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

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

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

SPEAKING

A What percentage of your total reading time do you spend on the reading materials in the chart? (Make sure it adds up to 100%!) Compare percentages with your classmates.

magazines		fiction	
newspapers		non-fiction	
websites		other	

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



VOCABULARY Ways to describe a book

A ▶ 2:21 Read and listen. Then listen again and repeat.

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

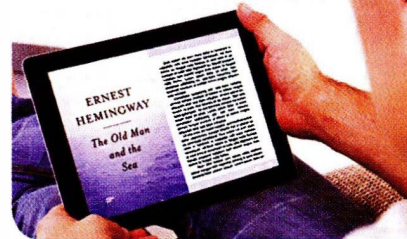
It's a **cliff-hanger**. *It's so exciting that you can't wait to find out what happens next.*

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

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

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

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



Credits appear on page 156.

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

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

GRAMMAR Noun clauses

A noun clause functions as a noun, often as a direct object. A noun clause can be introduced by **that**.

	noun clause
I didn't know	that he wrote this book.
I think	that Junot Díaz's novels are fantastic.
Did you forget	that her biography was 500 pages long?

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

I didn't know he wrote this book.

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

A: Does Stephen King have a new book out?

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

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

Be careful!

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

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

NOT I ~~don't guess so~~. / I ~~don't hope so~~.

Noun clauses often follow these verbs and adjectives.

agree	hear	disappointed
think	see	happy
believe	understand	sad
feel	hope	sorry
suppose	forget	sure
doubt	remember	surprised
guess	know	

A noun clause can also be an adjective complement.

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

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

GRAMMAR BOOSTER p. 131

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

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

B GRAMMAR PRACTICE Write statements and questions with noun clauses using **that**.

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

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

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

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

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

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

1. I think that the author Paulo Coelho is from Brazil.

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

PRONUNCIATION Sentence stress in short answers with so

- A** ▶ 2:22 Read and listen. Notice the stress on the verb in short answers with so. Then listen again and repeat.
- 1 Are there a lot of characters in the story? I **THINK** so.
 - 2 Has she read that book yet? I don't **THINK** so.
 - 3 Do you think this thriller will be good? I **HOPE** so.
 - 4 Does the story have a happy ending? I **BELIEVE** so.

CONVERSATION MODEL

- A** ▶ 2:23 Read and listen to someone recommending a book.
- A: Have you read anything interesting lately?
- B: Actually, I'm reading a thriller called *Don't Close Your Eyes*.
- A: I've never heard of that one. Is it any good?
- B: Oh, I think it's a great book. And it's a cliff-hanger. I highly recommend it.
- A: Well, do you think I could borrow it when you're done? I love cliff-hangers.
- B: Sure! I doubt I'll finish it before next week, though.
- A: No problem. I can wait.
- B** ▶ 2:24 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

- B PAIR WORK** Write five yes / no questions about your partner's future plans. Then read your questions aloud. Respond to your partner's questions with short answers, using think, hope, believe, or guess.

“ Are you going to read anything this weekend? ”

“ I THINK so. ”



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NOW YOU CAN**Recommend a book**

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- A NOTEPADDING** Write some notes about a book you've read, or choose one of the books on page 38. Use the Vocabulary from pages 38 and 40.

Genre of book:

Title:

Author:

What is it about?

Your description:

- B CONVERSATION ACTIVATOR** With a partner, personalize the Conversation Model. Recommend a book, using the notes on your notepad.

- A: Have you read anything interesting lately?
- B: Actually, I called
- A: I've never heard of that one. Is it any good?
- B: Oh, I think it's book. And it's a
I highly recommend it.
- A: Well, do you think I could borrow it when you're done? I loves.
- B: Sure! I doubt I'll finish it before, though.
- A: I can wait.

DON'T STOP!

Ask questions about the book.

What's it about?
Where does it take place?
Why did you decide to read it?

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CONVERSATION MODEL

A ▶ 2:25 Read and listen to someone asking about an article.

A: Is that this month's *Car Magazine*?

B: Yes, it is.

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

B: At the newsstand across the street. But I think it's sold out.

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

B: I can understand why. It was really interesting. Listen. Take my copy. I'm done with it.

A: Are you sure?

B: Definitely.



B ▶ 2:26 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR Noun clauses: Embedded questions

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

Yes / no questions

Is that magazine interesting?

Did he like the article?

Have you finished that newspaper?

Embedded yes / no questions

Tell me if that magazine is interesting.

I'd like to know if he liked the article.

Could you tell me if you've finished that newspaper?

GRAMMAR BOOSTER p. 132

- Embedded questions:
 - with whether
 - usage and common errors
 - punctuation

Use a question word to begin embedded information questions.

Information questions

What's the article about?

Why have you decided to read it?

Who's the writer?

Whose magazine is it?

When was it written?

Where is the writer from?

Embedded information questions

I can't remember what the article's about.

I don't understand why you've decided to read it.

I wonder who the writer is.

I'm not sure whose magazine it is.

I don't know when it was written.

Do you know where the writer is from?

Punctuation

If an embedded question is . . .

- within a statement, use a period.
- with a question, use a question mark.

Be careful!

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

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

A FIND THE GRAMMAR Find and underline two embedded questions in the Photo Story on page 39.

B GRAMMAR PRACTICE Change the questions to embedded questions.

1 Does her daughter like to read?

I wonder

4 Why don't you read newspapers?

I don't understand

2 Where did you get that magazine?

Could you tell me ?

5 Who told her about your article?

I forgot

3 Is he a Bill Bryson fan?

I'd like to know

6 When did I see the new website?

I can't remember

- C GRAMMAR PRACTICE** Complete the chart. Look at a partner's chart. Use embedded questions to learn more about your partner's likes and dislikes.

“ Tell me why you like to read photography magazines. ”

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

My favorite magazines	My favorite sections of the newspaper
Some magazines I don't like	Newspaper sections I don't like

Newspaper sections
the international news section
the local news section
the sports section
the entertainment section
the business section
the food section
the travel section

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EXERCISES

NOW YOU CAN

Ask about an article

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VIDEO

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

A: Is that ?
B: Yes, it is.
A: Could you tell me where you bought it? I can't find it anywhere.
B: But I think it's sold out.
A: Too bad. There's an article in there about I'm dying to read it.
B: I can understand why. It was Listen. Take my copy. I'm done with it.
A: Are you sure?
B:

Adjectives to describe an article

amazing
excellent
exciting
fantastic
fascinating
funny
hilarious
inspiring
interesting
thought-provoking

DON'T STOP!

Ask more questions about the article.

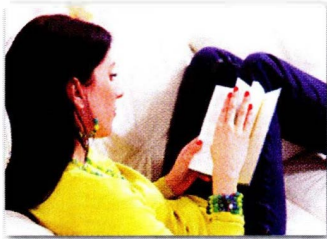
- B CHANGE PARTNERS** Ask about another magazine or newspaper.



DIGITAL
FLASH
CARDS

BEFORE YOU LISTEN

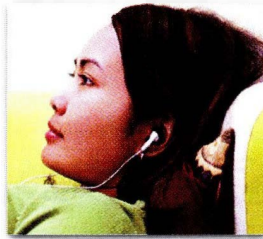
A ▶2:27 VOCABULARY • Some ways to enjoy reading Read and listen. Then listen again and repeat.



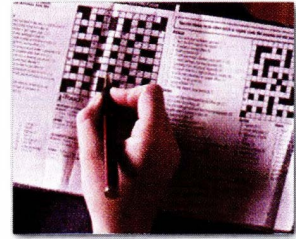
curl up with [a book]



read aloud [to someone]



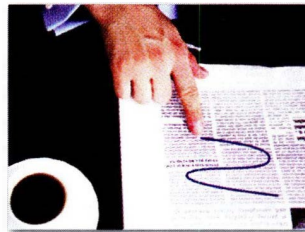
listen to audio books



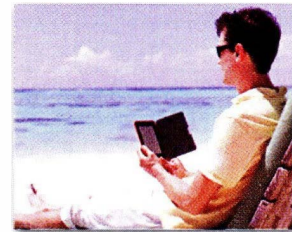
do puzzles



read [articles] online



skim through [a newspaper]



read e-books / read electronic books

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

- Is convenient when you are driving
- Helps pass the time during a bus or train commute
- Is a good way to relax
- Is a way to keep up with the news

“I think doing puzzles is a great way to relax.”

LISTENING COMPREHENSION

▶2:28 LISTEN TO TAKE NOTES Listen and take notes to answer these questions about each speaker. Listen again if necessary.

- 1 What kinds of reading material does he or she like?
- 2 When does he or she like to read?
- 3 Where does he or she like to read?

Betty Song • Taiwan



Silvio Ferrante • Argentina



Melissa White • U.S.A.



A FRAME YOUR IDEAS Complete the questionnaire.

What are your reading habits?

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

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

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

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

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

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

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

8 Do you read a lot of magazines? Why or why not? What kinds do you prefer?

- ☐ news ☐ sports ☐ travel
☐ photography ☐ politics ☐ music
☐ computers & electronics ☐ finance
☐ entertainment ☐ fashion
☐ health & fitness ☐ business
☐ science ☐ food & cooking
☐ other _____

9 Have you ever read aloud to someone? Has anyone ever read aloud to you? When?

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



B PAIR WORK Compare questionnaires with your partner. Discuss your reading habits. Ask and answer questions, and take notes about your partner's habits.

C GROUP WORK Now tell your classmates about your partner's reading habits.



RECYCLE THIS LANGUAGE.

I [think / guess / believe / feel] that ...
 I [hear / understand / see] that ...
 It's [interesting / surprising] that ...
 I'm [sure / surprised] that ...
 Could you tell me if ... ?
 I'd like to know if ...

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

BEFORE YOU READ

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

READING ▶ 2:29

Reading Habits in Transition

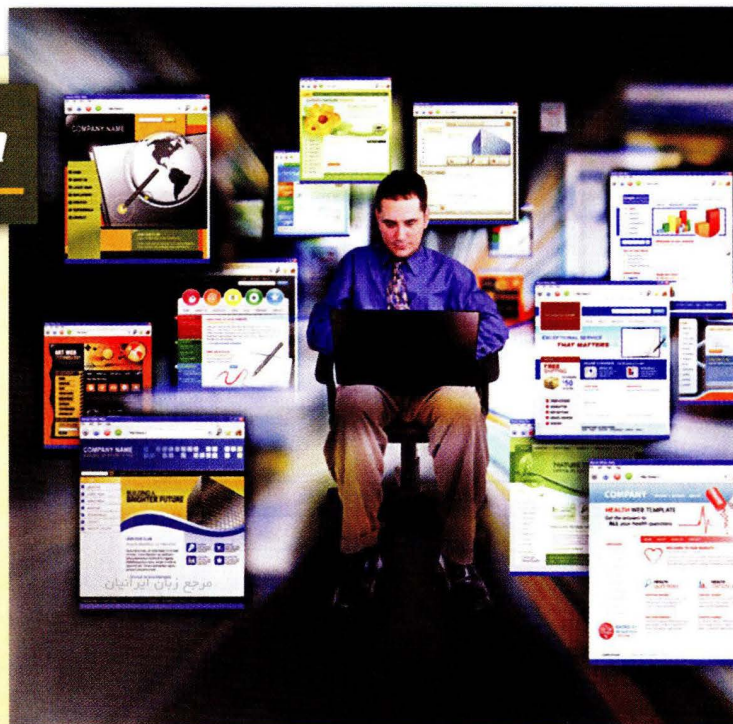
Most experts agree that the Internet has fundamentally changed how we read, think, and remember things. However, whether this has had a positive or negative impact is still unknown.

How has the Internet changed the way we read? There is evidence that we are reading fewer books, particularly non-fiction. Let's say you need medical advice, cooking instructions, or biographical information. Who wants to buy a 300-page book when you can find a 300-word article on the Internet about the same subject? It's easier to read, it's free, and it's a lot faster. However, we are, in fact, reading a lot more overall. In addition to our offline reading, we read online throughout the day as we check our smart phones, surf the Internet, visit social media sites, and catch up on our e-mail.

We also do a lot more skimming and scanning on the Internet than we do when we read physical books or periodicals, such as magazines and newspapers. As we surf the Internet, we skim quickly for topics that interest us and scan for the specific information we need. A search engine puts millions of possibilities at our fingertips.

How has the Internet changed how we think and remember?

Before there was an Internet, people spent a lot of time taking notes in libraries so they could remember and recall information easily. Today, when you can use a search engine to take you to what you're looking for in an instant, that kind of concentration isn't as necessary. You can simply bookmark any page and return to it easily. However, many argue that online information sources often contain errors and can't be trusted, so we need to be more careful when we use them.



Some wonder if the Internet has made it more difficult to concentrate on one task without getting distracted by other things. We are constantly interrupted by updates from social media sites and e-mail messages. We follow links to other websites where we find more links to other websites and jump from topic to topic. We are also bombarded with a lot of junk—for example, newsfeeds about celebrities, pop-up ads about products we don't want or need, and warnings about viruses.

Some consider what we read on the Internet to be trash compared to traditional offline reading, while others see many advantages in the reading we do on the Internet. Some argue that reading on the Internet is like exercise for the brain, making it easier for us to cope with distractions and think clearly as we learn to make choices that work for us. In a recent study, 81% of those surveyed agreed that our use of the Internet has actually made us smarter. If you are a digital native—that is, someone who grew up with the Internet—that's very good news, indeed.

- A RECOGNIZE POINT OF VIEW** The Reading mentions both positive and negative aspects of reading on the Internet. Summarize some of each in the chart.

Positive aspects	Negative aspects

- B UNDERSTAND MEANING FROM CONTEXT** Find and underline these words in the Reading. Use the context to match them with their meanings.

- | | |
|-----------------------|---|
| 1 skimming | a the ability to pay careful attention to one thing |
| 2 scanning | b reading quickly for a general understanding |
| 3 concentration | c made to see or read things continuously |
| 4 distracted | d reading quickly in search of specific information |
| 5 bombarded | e unable to focus because of interruptions |

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EXERCISES

NOW YOU CAN

Discuss reading online

- A NOTEPADDING** What do you read about on the Internet? Write some notes about your habits.

	Why?
What topics do you like to read about on the Internet?	
What websites do you visit regularly?	
What Internet content do you think is high quality?	
What Internet content do you think is "trash"?	

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



RECYCLE THIS LANGUAGE.

I think (that) . . .	I'm really into [social media].
I believe (that) . . .	I can't get enough of [celebrity newsfeeds].
I guess (that) . . .	[Blogs] aren't my thing.
In my opinion, . . .	[Online games] don't turn me on.
	[Celebrity websites] put me to sleep.

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Pair Work. For example: "a positive or negative impact."

REVIEW

- A** ▶ 2:30 Listen to each conversation and write the type of book each person is discussing. Then listen again and decide if the person likes the book. Explain your answer.

Type of book	Likes it?	Explain your answer
1	Y N	
2	Y N	
3	Y N	
4	Y N	

- B** Write the name of each type of book.

- 1 A novel about people falling in love:
- 2 A book about a famous person:
- 3 A book that a famous person writes about his or her own life:
- 4 A very exciting novel with people in dangerous situations:
- 5 Books that are about factual information:
- 6 A strange fictional story about the future:

- C** Use the expressions in the box to change each question to an embedded question. (Use each expression once.) Use correct punctuation at the end of each one.

I wonder . . .	Could you tell me . . .	I don't know . . .
I can't remember . . .	Do you know . . .	

- 1 Where does the story take place?

.....

- 2 Who is the main character in the novel?

.....

- 3 How much was that newspaper?

.....

- 4 How do you say this in English?

.....

- 5 What does this word mean?

.....

For additional language practice . . .

TOP NOTCH POP • Lyrics p. 154

"A True Life Story"

DIGITAL SONG **DIGITAL KARAOKE**

WRITING

Write a review of something you've read—a book or an article from a magazine, a newspaper, or the Internet.

- Summarize what it was about.
- Make a recommendation to the reader.

WRITING BOOSTER p. 149

- Summarizing
- Guidance for this writing exercise

ORAL REVIEW

GAME Close your books. Make an "I" statement about the reading habits of the man or woman. Your partner guesses if you're describing the man or woman. For example:

I like to do the puzzles in the newspaper.

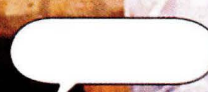
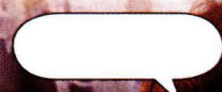
PAIR WORK

- 1 Create a conversation for the man and woman in which he asks about the book she is reading. She makes a recommendation. He asks if he can borrow the book. Start like this:

Are you reading anything interesting?

- 2 Use the pictures to create a conversation in which the man and woman discuss their reading habits. For example:

I usually like to curl up in bed with a good book.



✓ NOW I CAN

- ☐ Recommend a book.
- ☐ Ask about an article.
- ☐ Describe my reading habits.
- ☐ Discuss online reading.