

TOP NOTCH

3B

THIRD EDITION
with WORKBOOK

JOAN SASLOW
ALLEN ASCHER



ALWAYS LEARNING

TOP NOTCH

3B

THIRD EDITION

ENGLISH FOR TODAY'S WORLD

with Workbook

JOAN SASLOW
ALLEN ASCHER

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



Bookkand.com

Contents

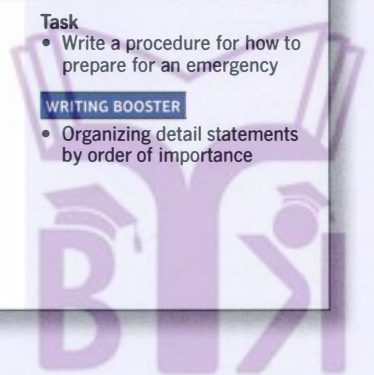
Learning Objectives for 3A and 3B	iv
To the Teacher	viii
Components	ix
UNIT 6 Life Plans	62
UNIT 7 Holiday Traditions	74
UNIT 8 Inventions and Discoveries	86
UNIT 9 Controversial Issues	98
UNIT 10 Beautiful World	110
Reference Charts	122
Grammar Booster	135
Writing Booster	150
<i>Top Notch Pop</i> Lyrics	154
WORKBOOK	
UNIT 6	W55
UNIT 7	W67
UNIT 8	W78
UNIT 9	W88
UNIT 10	W96
About the Authors	last page



LEARNING OBJECTIVES

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 1 Make Small Talk PAGE 2	<ul style="list-style-type: none"> • Make small talk • Describe a busy schedule • Develop your cultural awareness • Discuss how culture changes over time 	<ul style="list-style-type: none"> • Asking about proper address • Intensifiers • Manners and etiquette 	<ul style="list-style-type: none"> • Tag questions: use, form, and common errors • The past perfect: Statements <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Tag questions: short answers • Verb usage: present and past: overview
UNIT 2 Health Matters PAGE 14	<ul style="list-style-type: none"> • Show concern and offer help • Make a medical or dental appointment • Discuss types of treatments • Talk about medications 	<ul style="list-style-type: none"> • Dental emergencies • Describing symptoms • Medical procedures • Types of medical treatments • Medications 	<ul style="list-style-type: none"> • Drawing conclusions with must • Will be able to; Modals may and might <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Other ways to draw conclusions: probably and most likely • Expressing possibility with maybe
UNIT 3 Getting Things Done PAGE 26	<ul style="list-style-type: none"> • Offer a solution • Discuss how long a service will take • Evaluate the quality of service • Plan an event 	<ul style="list-style-type: none"> • Ways to indicate acceptance • Services • Planning and running an event 	<ul style="list-style-type: none"> • The causative • The passive causative <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Causative make to indicate obligation • Let to indicate permission • Causative have: common errors • The passive causative: the by phrase
UNIT 4 Reading for Pleasure PAGE 38	<ul style="list-style-type: none"> • Recommend a book • Ask about an article • Describe your reading habits • Discuss online reading 	<ul style="list-style-type: none"> • Genres of books • Ways to describe a book • Some ways to enjoy reading 	<ul style="list-style-type: none"> • Noun clauses: usage, form, and common errors • Noun clauses: Embedded questions <ul style="list-style-type: none"> ◦ Form and common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Verbs that can be followed by clauses with that • Adjectives that can be followed by clauses with that • Embedded questions <ul style="list-style-type: none"> ◦ with whether ◦ usage and common errors ◦ punctuation
UNIT 5 Natural Disasters PAGE 50	<ul style="list-style-type: none"> • Convey a message • Tell someone about the news • Describe natural disasters • Prepare for an emergency 	<ul style="list-style-type: none"> • Severe weather and other natural disasters • Reactions to news • Adjectives of severity • Emergency preparations and supplies 	<ul style="list-style-type: none"> • Indirect speech: Imperatives • Indirect speech: Say and tell—tense changes <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Direct speech: punctuation rules • Indirect speech: optional tense changes

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



	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 6 Life Plans PAGE 62	<ul style="list-style-type: none"> • Explain a change of intentions and plans • Express regrets about past actions • Discuss skills, abilities, and qualifications • Discuss factors that promote success 	<ul style="list-style-type: none"> • Reasons for changing plans • Qualifications for work or study 	<ul style="list-style-type: none"> • Expressing intentions and plans that changed: <u>Was / were going to</u> and <u>would</u> • Perfect modals <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Expressing the future: review • The future with <u>will</u> and <u>be going to</u>: review • Regrets about the past: <ul style="list-style-type: none"> ◦ <u>Wish</u> + the past perfect ◦ <u>Should have</u> and <u>ought to have</u>
UNIT 7 Holidays and Traditions PAGE 74	<ul style="list-style-type: none"> • Wish someone a good holiday • Ask about local customs • Exchange information about holidays • Explain wedding traditions 	<ul style="list-style-type: none"> • Types of holidays • Ways to commemorate a holiday • Some ways to exchange good wishes on holidays • Getting married: events and people 	<ul style="list-style-type: none"> • Adjective clauses with subject relative pronouns <u>who</u> and <u>that</u> <ul style="list-style-type: none"> ◦ Usage, form, and common errors • Adjective clauses with object relative pronouns <u>who</u>, <u>whom</u>, and <u>that</u> <ul style="list-style-type: none"> ◦ Form and common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Adjective clauses: common errors • Reflexive pronouns • <u>By</u> + reflexive pronouns • Reciprocal pronouns: <u>each other</u> and <u>one another</u> • Adjective clauses: <u>who</u> and <u>whom</u> in formal English
UNIT 8 Inventions and Discoveries PAGE 86	<ul style="list-style-type: none"> • Describe technology • Take responsibility for a mistake • Describe new inventions • Discuss the impact of inventions / discoveries 	<ul style="list-style-type: none"> • Describing manufactured products • Descriptive adjectives 	<ul style="list-style-type: none"> • The unreal conditional: Review and expansion • The past unreal conditional <ul style="list-style-type: none"> ◦ Usage, form, and common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Real and unreal conditionals: review • Clauses after <u>wish</u> • <u>Unless</u> in conditional sentences • The unreal conditional: variety of forms
UNIT 9 Controversial Issues PAGE 98	<ul style="list-style-type: none"> • Talk about politics • Discuss controversial issues politely • Propose solutions to global problems • Debate the pros and cons of issues 	<ul style="list-style-type: none"> • Political terminology • A continuum of political and social beliefs • Some controversial issues • Ways to agree or disagree • How to debate an issue politely 	<ul style="list-style-type: none"> • Non-count nouns that represent abstract ideas • Verbs followed by objects and infinitives <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Count and non-count nouns: review and extension • Gerunds and infinitives: <ul style="list-style-type: none"> ◦ form and usage ◦ usage after certain verbs
UNIT 10 Beautiful World PAGE 110	<ul style="list-style-type: none"> • Describe a geographical location • Warn about a possible risk • Describe a natural setting • Discuss solutions to global warming 	<ul style="list-style-type: none"> • Geographical features • Compass directions • Ways to recommend or criticize a place • Ways to describe risks • Dangerous animals and insects • Geographic nouns and adjectives • Describing natural features • Energy and the environment 	<ul style="list-style-type: none"> • Prepositional phrases of geographical places • <u>Too</u> + adjective and infinitive <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Prepositions of place: more usage • Proper nouns: capitalization • Proper nouns: use of <u>the</u> • Infinitives with <u>enough</u>

Reference Charts	page 122
Grammar Booster	page 135

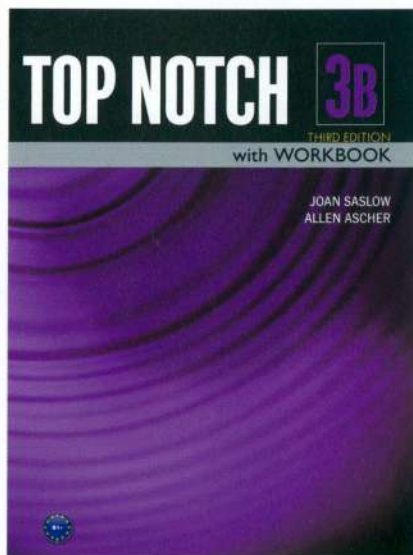
CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> Say No kidding! to indicate delight or surprise Say How come? to ask for a reason Express a regret with I should have . . . Use You never know . . . to reassure someone Accept another's reassurance with True 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for details Listen to classify information Listen to infer a speaker's motives <p>Pronunciation</p> <ul style="list-style-type: none"> Reduction of have in perfect modals 	<p>Texts</p> <ul style="list-style-type: none"> Career and skills inventories A magazine article with tips for effective work habits A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Understand from context Confirm content 	<p>Task</p> <ul style="list-style-type: none"> Write a short autobiography <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Dividing an essay into topics
<ul style="list-style-type: none"> Show friendliness by wishing someone a good holiday Reciprocate good wishes with Thanks! Same to you! Preface a potentially sensitive question with Do you mind if I ask you . . . Ask about socially appropriate behavior in order to avoid embarrassment Express appreciation with Thanks. That's really helpful 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen for details Infer information <p>Pronunciation</p> <ul style="list-style-type: none"> "Thought groups" 	<p>Texts</p> <ul style="list-style-type: none"> Factoids on holidays A magazine article about holidays around the world Proverbs about weddings A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Scan for facts Compare and contrast Relate to personal experience 	<p>Task</p> <ul style="list-style-type: none"> Write a detailed description of two holidays <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Descriptive details
<ul style="list-style-type: none"> Congratulate someone for a major new purchase Apologize for lateness and provide an explanation Indicate regret for a mistake by beginning an explanation with I'm ashamed to say . . . Reduce another's self-blame with That can happen to anyone and No harm done 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to draw conclusions Listen to summarize Listen to infer meaning Infer the correct adjective <p>Pronunciation</p> <ul style="list-style-type: none"> Contractions with 'd in spoken English 	<p>Texts</p> <ul style="list-style-type: none"> Case studies of poor purchasing decisions A book excerpt about antibiotics Factoids on famous inventions A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Find supporting details Understand from context 	<p>Task</p> <ul style="list-style-type: none"> Write an essay about the historical impact of an important invention or discovery <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Summary statements
<ul style="list-style-type: none"> Ask for permission when bringing up a topic that might be controversial Use So . . . to begin a question clarifying someone's statement Politely indicate unwillingness with No offense, but . . . Apologize for refusing with I hope you don't mind Use How do you feel about . . . to invite someone's opinion Offer an explanation for one's opinion. Use Well, . . . to introduce a different point of view 	<p>Listening Skills</p> <ul style="list-style-type: none"> Infer a speaker's political and social beliefs Infer a speaker's point of view Listen to summarize Auditory discrimination <p>Pronunciation</p> <ul style="list-style-type: none"> Stress to emphasize meaning 	<p>Texts</p> <ul style="list-style-type: none"> A self-test of political literacy A textbook introduction to global problems A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Activate language from a text Critical thinking 	<p>Task</p> <ul style="list-style-type: none"> Write an essay presenting the two sides of a controversial issue <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Contrasting ideas
<ul style="list-style-type: none"> Show interest in someone's plans by asking follow-up questions Indicate possible intention with I've been thinking about it Qualify a positive response with Sure, but . . . Elaborate further information using Well, . . . Express gratitude for a warning 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen to summarize Listen for details Infer a speaker's point of view <p>Pronunciation</p> <ul style="list-style-type: none"> Voiced and voiceless th 	<p>Texts</p> <ul style="list-style-type: none"> Maps An online article about ways to curb global warming A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Interpret maps Understand from context Critical thinking Summarize 	<p>Task</p> <ul style="list-style-type: none"> Write a geographic description of your country, state, or province <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Organizing by spatial relations

Writing Booster page 150
 Top Notch Pop Lyrics page 154



TO THE TEACHER

What is *Top Notch*? *Top Notch* is a four-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 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.

NEW This third edition of ***Top Notch*** includes these new features: Extra Grammar Exercises, digital full-color Vocabulary Flash Cards, Conversation Activator videos, and Pronunciation Coach videos.

Award-Winning Instructional Design*

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.

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





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

Joan Saslow and Allen Ascher



ActiveTeach

Maximize the impact of your **Top Notch** lessons. This digital tool provides an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of digital and printable features.

For class presentation . . .

-  **NEW** Conversation Activator videos: increase students' confidence in oral communication
-  **NEW** Pronunciation Coach videos: facilitate clear and fluent oral expression
-  **NEW** Extra Grammar Exercises: ensure mastery of grammar
-  **NEW** Digital Full-Color Vocabulary Flash Cards: accelerate retention of new vocabulary

PLUS

-  Clickable Audio: instant access to the complete classroom audio program
-  *Top Notch Pop* Songs and Karaoke: original songs for additional language practice



For planning . . .

- A *Methods Handbook* for a communicative classroom
- Detailed timed lesson plans for each two-page lesson
- Complete answer keys, audio scripts, and video scripts

For extra support . . .

- Hundreds of extra printable activities, with teaching notes
- *Top Notch Pop* language exercises

For assessment . . .

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

Workbook

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

Full-Course Placement Tests

Teacher's Edition and Lesson Planner

- Detailed interleaved lesson plans, language and culture notes, answer keys, and more
- Also accessible in digital form in the ActiveTeach



COMMUNICATION GOALS

- 1 Explain a change of intentions or plans.
- 2 Express regrets about past actions.
- 3 Discuss skills, abilities, and qualifications.
- 4 Discuss factors that promote success.

UNIT

6

Life Plans

PREVIEW

What's the best career for you?

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

- work on experiments in a science laboratory
- write songs
- manage a department of a large business corporation
- repair furniture
- be a doctor and care for sick people
- design the stage scenery for a play
- teach adults how to read
- study a company's sales
- restore antique cars
- teach science to young people
- help families with problems
- manage a company's sales representatives
- make clothes to sell
- interpret X-rays and other medical tests
- make paintings and sculptures
- help couples with their new babies
- start my own business
- build houses

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

Field: BUSINESS SCIENCE CRAFTS
 SOCIAL WORK ARTS



A DISCUSSION Talk about the questions.

- Which field or fields did you have the most check marks in?
- Were you surprised by your results? Explain.
- What are some jobs or professions in that field?

B 3:19 **PHOTO STORY** Read and listen to a conversation about a career choice.



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

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

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

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

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

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

Dr. Miller: Are you thinking of medicine?

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

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

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

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

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

- | | |
|--------------------------------|--|
| 1 make up one's mind | a decide to do something else |
| 2 keep something in mind | b remember something |
| 3 be on one's mind | c think of something |
| 4 settle on | d decide to do something after considering conflicting choices |
| 5 change one's mind | e ask someone about something |
| 6 pick someone's brain | f make a final decision that won't change |

SPEAKING

A Have you ever changed your mind before settling on something? Check any areas in which you have changed your mind.

- | | |
|---|--|
| <input type="checkbox"/> a career or job choice | <input type="checkbox"/> a flat or other place to live |
| <input type="checkbox"/> a field of study | <input type="checkbox"/> the choice of a school or college |
| <input type="checkbox"/> a marriage | <input type="checkbox"/> other |

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



GOAL Explain a change of intentions or plans**CONVERSATION MODEL**

A ▶ 3:20 Read and listen to a conversation about a change in plans.

A: So what are you doing these days?

B: Well, I'm in dental school.

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

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

A: How come?

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

B ▶ 3:21 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

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

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

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

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

Was she going to take the course?

Were you going to study with Dr. Mellon?

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

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

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

Be careful!

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

She was going to be a doctor.
NOT She would be a doctor.

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

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

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

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

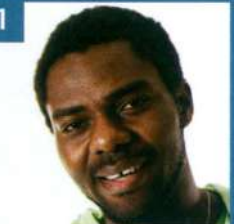
Note: You can also use was / were going to in a noun clause after thought, believed, or said.

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

GRAMMAR BOOSTER p. 135


- Expressing the future: review
- The future with will and be going to: review

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

1 
“ I'm going to stop smoking. ”

2 
“ I'm going to apply to law school. ”

3 
“ I'm going to find a husband. ”

4 
“ I'm going to marry Sylvia. ”

1. He said he was going to ...

VOCABULARY *Reasons for changing plans*

A ▶ 3:22 Read and listen. Then listen again and repeat.



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



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



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



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



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

B VOCABULARY / GRAMMAR PRACTICE Complete each sentence, using would and a reason from the Vocabulary. Then compare reasons with a partner.

- 1 Laura thought / be / a doctor, but . . .
- 2 I thought / become / an astronaut, but . . .
- 3 We were sure / Bill / go / to the local university, but . . .
- 4 Joe always believed / become / a writer, but . . .

C ▶ 3:23 **LISTEN TO ACTIVATE VOCABULARY** Listen to the conversations. Complete each statement about the decision each person made. Then listen again and use the Vocabulary to write the reason each person changed his or her mind.

- 1 She wanted to be a . . . , but she changed her mind because . . .
- 2 He was going to . . . Jessica, but he didn't because . . .
- 3 He always thought she would become a . . . , but she didn't because . . .
- 4 She was going to . . . a Romanian named Andrei, but she didn't because . . .

NOW YOU CAN Explain a change of intentions or plans

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

for my life:

for my studies:

for my career:

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

A: So what are you doing these days?

B: Well,

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

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

A: How come?

B: Well,

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

DON'T STOP!

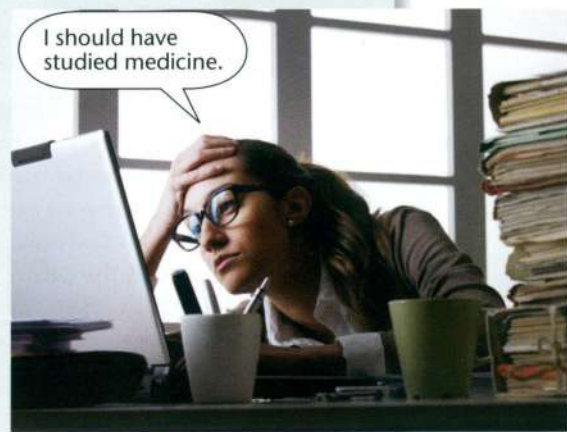
- Ask more questions.
- Explain your choices and decisions.
- Discuss the future.



GRAMMAR Perfect modals

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

- **Regrets or judgments:** **should have + past participle**
I **should have studied** medicine. (But unfortunately, I didn't.)
She **shouldn't have divorced** Sam. (But unfortunately, she did.)
- **Possibility:** **may have / might have + past participle**
I **may** (OR **might**) **have failed** the final exam. It was really hard.
He **may** (OR **might**) **not have been** able to make a living as a painter.
- **Ability (OR possibility):** **could have + past participle**
He was the driver. He **could have prevented** the accident.
The museum was closed, but she **couldn't have known** that. It's usually open on Tuesdays.
- **Certainty:** **would have + past participle**
You should have gone to Rio. You **would have loved** it.
It's good they didn't move to Europe. They **wouldn't have been** happy there.
- **Conclusions:** **must have + past participle**
Beth isn't here. She **must have gone** home early.
(I think that's what happened.)
They didn't buy the house. The price **must not have been** acceptable.
(I think that's the reason.)



GRAMMAR BOOSTER p. 136

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

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

- I don't know why she took that job. It the only one available.
(must OR should) be
- I architecture. I really good at it.
(should OR may) study (must OR would) be
- Jenna's not studying Chinese anymore. It too hard to learn Chinese and Japanese at the same time.
(should OR might) be
- We didn't know we were going to have five children. We such a small house.
(could not OR should not) buy
- Ella still loves big cities. She to the countryside.
(must not OR should not) move
- When I was young, everyone thought I was a great singer. But I decided to become a lawyer instead. Looking back, I think I on the wrong career.
(may OR should) decide

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

Example: John is late for dinner.

“ He might have gotten stuck in traffic. ”

“ And he must not have taken his cell phone. ”

“ Or he could have had an important meeting at work. ”

- 1 My brother never got married.
- 2 All the classes were canceled today.
- 3 Michael is forty, and he just became a doctor.
- 4 Rachel grew up in New York, but now she lives in São Paulo.
- 5 They had one child, and then they had three more.
- 6 They had their honeymoon in the U.S. instead of in France.

PRONUNCIATION Reduction of have in perfect modals

A ▶ 3:24 Notice the reduction of have in perfect modals. Read and listen. Then listen again and repeat.

1 I ^{/ʃʊdəv/} should have married Marie.

3 We may ^{/nɒtəv/} not have seen it.

2 They ^{/maɪtəv/} might have left.

4 She ^{/kʊdəv/} could have been on time.

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

CONVERSATION MODEL

A ▶ 3:25 Read and listen to a conversation between two people discussing a regret about the past.

A: I should have married Steven.

B: Why do you think that?

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

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

A: True.

B ▶ 3:26 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Express regrets about past actions

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

Past action	Regret	How might things have been different?
a job / career choice	I didn't take the job at MacroTech.	I might have been CEO by now!

Past action	Regret	How might things have been different?
a job / career choice		
a field of study		
a marriage / divorce		
a choice of house or apartment		
a move from one place to another		

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

A: I should (OR I shouldn't) have

B: Why do you think that?

A: Well, I

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

A:

DON'T STOP!

- Ask your partner more questions about his or her regrets.
- Speculate about what happened.
- Offer advice.



RECYCLE THIS LANGUAGE.

Why did / didn't you ___?
 Why don't you ___?
 How about ___?
 must (not) have ___
 may / might (not) have ___
 could have ___

BEFORE YOU LISTEN

DIGITAL
FLASH
CARDS

A ▶ 3:27 **VOCABULARY** • **Qualifications for work or study** Read and listen. Then listen again and repeat.

- talents** abilities in art, music, mathematics, etc., that you are born with
She was born with talents in both mathematics and art.
- skills** abilities that you learn, such as cooking, speaking a foreign language, or driving
She has several publishing skills: writing, editing, and illustrating.
- experience** time spent working at a job
Martin has a lot of experience in sales. He has worked at three companies.
- knowledge** understanding of or familiarity with a subject gained from experience or study
James has extensive knowledge of the history of film. You can ask him which classics to see.
- qualifications** talents, skills, experience, and knowledge that make a person a good candidate for a job
I have two qualifications for the English teaching position: I have a teaching certificate, and I have taught English for two years.

B THINK AND EXPLAIN Explain the following in your own words. Use examples from your life.

- the difference between a talent and a skill
- the difference between experience and knowledge

LISTENING COMPREHENSION

A ▶ 3:28 **LISTEN FOR DETAILS** Listen to nine people being interviewed at an international job fair. Stop after each interview and match the interviewee with his or her qualification for a job. Listen again if necessary.

Interviewee	Qualifications
..... 1 Sonia Espinoza	a a good memory
..... 2 Silvano Lucastro	b artistic ability
..... 3 Ivan Martinovic	c mathematical ability
..... 4 Agnes Lukins	d logical thinking
..... 5 Elena Burgess	e compassion
..... 6 Karen Trent	f manual dexterity
..... 7 Ed Snodgrass	g common sense
..... 8 Akiko Uzawa	h athletic ability
..... 9 Mia Kim	i leadership skills



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

a talent	a skill
<i>athletic ability</i>	

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

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

NOW YOU CAN Discuss skills, abilities, and qualifications

A FRAME YOUR IDEAS Take the skills inventory.

Preparing for an Interview

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

Interests

Check the fields that interest you:

- business art
 science manufacturing
 education other _____

Qualifications

Check the qualifications you believe you have:

- manual dexterity artistic ability
 logical thinking compassion
 mathematical ability a good memory
 common sense leadership skills
 athletic ability other _____ (advanced computer skills, for example)

Experience

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

Experience: _____

Skills: _____

Special knowledge: _____

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

Qualification	Example
mathematical ability	I'm great at number puzzles.

Qualification	Example

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

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

RECYCLE THIS LANGUAGE.

I have experience in [teaching].
 I don't have much experience, but _____.
 I'm good at [math].
 I have three years of [French].

“ Please come in. / Have a seat. ”

“ Tell me something about your [skills]. ”

“ What [work experience] do you have? ”

“ Do you have any special [skills]? ”

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

“ My partner has a lot of experience in . . . ”



BEFORE YOU READ

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

- | | | |
|---|--|--------------------------------------|
| <input type="checkbox"/> skills | <input type="checkbox"/> talent | <input type="checkbox"/> work habits |
| <input type="checkbox"/> prior experience | <input type="checkbox"/> job knowledge | <input type="checkbox"/> other |
| <input type="checkbox"/> physical appearance, dress, etc. | | |

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

READING ▶ 3:29

The Five Most Effective Work Habits Advice to new workers from a CEO

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

- 1 Volunteer for assignments** One of the best ways to signal that you are a keen learner and are not afraid of hard work is to volunteer for assignments. However, before volunteering for a task, be sure you have the skills and knowledge to accomplish it successfully.
- 2 Be nice to people** Be nice to people regardless of their rank or position. When you are nice to people, they go out of their way to help you, and every new worker needs help in order to get ahead.
- 3 Prioritize your work** We all love to start work on things that are close to our hearts. However, these may not be the most urgent and important in our list of tasks to do. Have a list of things to do according to their strategic importance to your company. When you prioritize your work, you are more productive, and that increases your chances of career success.
- 4 Stay positive** As someone new in the working world, you are not used to office culture. And there may be office politics that complicate things. Try to stay above politics and remain positive in the face of challenges. When you are positive, you stay focused on your goals. You make better decisions and, therefore, get more things done.
- 5 Highlight a problem but bring solutions** Offer a solution each time you highlight a problem to your boss or management. You need to remember that when you bring problems and not solutions, people may think of you as a “complainer.”

These five work habits, at first glance, may seem like common sense. However, in actual working environments, people tend to forget the basics. I counsel new workers in our company to internalize this behavior and consistently use it to increase their chances of career success.



Source: Adapted from www.career-success-for-newbies.com.

A UNDERSTAND FROM CONTEXT Find and underline the words below in the Reading. Use context to help you write a definition for each. Then compare definitions with a partner.

a habit	
a solution	
volunteer	
prioritize	

B CONFIRM CONTENT Answer the questions, according to what the CEO suggests.

- 1 Which may be most important in determining a new worker's success: knowledge, work habits, or skills?
- 2 Why should workers volunteer to do tasks?
- 3 Why is "being nice" a valuable habit to develop?
- 4 What is the value of prioritizing tasks?
- 5 How does staying positive help you be more productive?
- 6 What's wrong with stating a problem without proposing a solution?

DIGITAL
MORE
EXERCISES

NOW YOU CAN Discuss factors that promote success

A NOTEPADDING On your notepad, write some factors that have helped you be successful in your life, studies, or work, and some factors that have prevented you from being successful. (You can choose one, some, or all areas to comment on.) Then compare notepads with a partner.

Area	Factors that helped 😊	Factors that hurt ☹️
my personal life	love, patience, common sense!	not listening to or paying attention to others
Area	Factors that helped 😊	Factors that hurt ☹️
my personal life		
managing my home		
my studies / work		

B DISCUSSION Discuss factors that you think promote success and factors that don't. Use your notepad for support, but expand on it with specific examples from your life to illustrate each factor. Talk about plans that changed and any regrets you may have.



RECYCLE THIS LANGUAGE.

Factors

talents
skills
experience
knowledge
common sense

Changes in plans

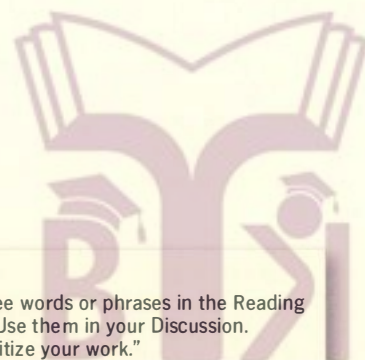
I thought I would __, but __.
I was going to __, but I changed my mind.
__ talked me out of it.
It's hard to make a living as __.
My tastes changed.

Regrets

I should have __.
I could have __.
I might have __.
I would have __.

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.
For example: "prioritize your work."



REVIEW

A ▶ 3:30 Listen to the conversations between people talking about life changes. Write information on the notepad. Listen again if necessary.

	Why did the person change his or her mind?	Any regrets?
1		
2		
3		
4		

B Explain the meaning of each of the qualifications. Then write an occupation or course of study for a person with each qualification.

	Qualification	Definition	Occupation or Study
1	athletic ability		
2	artistic ability		
3	mathematical ability		
4	logical thinking ability		
5	a good memory		
6	leadership skills		

C Complete each statement of belief, using would.

- When I was a child, I thought I
- My parents believed
- My teachers were sure
- When I finished school, I didn't know

D Read each sentence. Complete the statement in parentheses, using a perfect modal.

- Marie was very unhappy in her marriage. (She should . . .)
- After Sylvia moved to another country, she discovered she liked her own better. (She could . . .)
- My parents were sorry they sold their country house. (They shouldn't . . .)
- I can't understand how she learned to speak Italian so fast. (She might . . .)
- Look at John's car. It's all smashed up. (He must . . .)

1. *She should have tried to communicate more with her husband.*

WRITING

Write a short autobiography. Include information about one or all of the topics below. If you have any regrets, express them, using perfect modals.

- your birth
- your childhood
- your studies
- other aspects of your life

WRITING BOOSTER p. 150

- Dividing an essay into topics
- Guidance for this writing exercise

For additional language practice . . .

YORK TOP NOTCH POP • Lyrics p. 154

"I Should Have Married Her"

DIGITAL SONG DIGITAL KARAOKE



ORAL REVIEW

STORY IN PAIRS Choose one of the characters: Michael or Carlota. Look at the pictures for each of the three dates. Tell the story of your character to your partner. Then change partners and choose a different character.

Michael

Carlota

1980

Their parents' plans and dreams for them



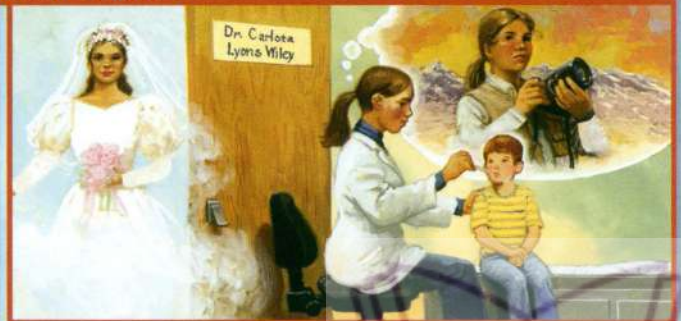
1990

Their wishes and dreams for themselves



NOW

Their actual choices and regrets



NOW I CAN

- Explain a change of intentions or plans.
- Express regrets about past actions.
- Discuss skills, abilities, and qualifications.
- Discuss factors that promote success.

COMMUNICATION GOALS

- 1 Wish someone a good holiday.
- 2 Ask about local customs.
- 3 Exchange information about holidays.
- 4 Explain wedding traditions.

UNIT

7

Holidays and Traditions

PREVIEW



Japan

People picnicking and viewing the cherry blossoms at a *Hanami* party in Japan



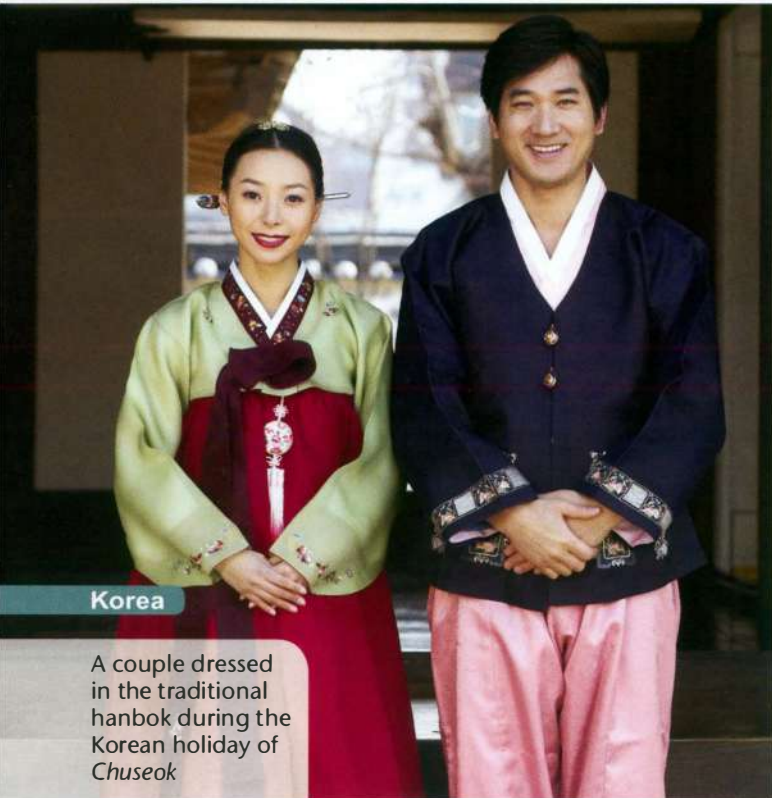
United States

Thanksgiving dinner in the United States, featuring the traditional main dish of roast turkey



Mexico

Friends who have come together for *Quinceañera* to celebrate a girl's fifteenth birthday and her entry into adulthood in Mexico



Korea

A couple dressed in the traditional hanbok during the Korean holiday of *Chuseok*



Brazil

Performers in the fantastic costumes of Brazil's world-famous yearly celebration of *Carnaval*

A Look at the photos. Which traditions are you already familiar with? Which ones would you like to know more about? Why?

B DISCUSSION Why do people keep traditions alive? Do you think it's important to learn about the customs of other cultures? Explain your reasons.

C 4:02 PHOTO STORY Read and listen to a conversation about holiday traditions.



Basma: Wow! That dress your sister's wearing is gorgeous! What was the occasion?

Mi-Cha: Oh, that was for Chuseok. The dress is called a hanbok.

Basma: Did you say Chuseok? What's that—a holiday?

Mi-Cha: That's right. It's a traditional Korean holiday. It takes place in September or October each year to celebrate the harvest.

Basma: So does everyone dress up like that?

Mi-Cha: Some people do.

Basma: So what else does everyone do on Chuseok?

Mi-Cha: We get together with our relatives. And we eat a lot!

Basma: Well, that sounds nice.

Mi-Cha: Not only that, but we go to our hometowns and visit the graves of our ancestors.

Basma: So I suppose the airports and train stations are mobbed with people, right?

Mi-Cha: Totally. And the traffic is impossible. It takes hours to get anywhere.

Basma: I think every country's got at least one holiday like that!

Mi-Cha: What holiday comes to mind for you?

Basma: It reminds me of Eid al-Adha, a four-day religious holiday we celebrate where I come from.

Mi-Cha: In what way?

Basma: Well, people put on their best clothes, and we eat a ton of great food. We also travel to be with our relatives and visit the graves of our loved ones who have died.

Mi-Cha: How about that! Sounds just like our holiday.

D PARAPHRASE Find each underlined expression in the Photo Story. Write each sentence in your own words.

1 "It takes place in September or October."

.....

2 "We get together with our relatives."

.....

3 "The train stations are mobbed with people."

.....

4 "The traffic is impossible."

.....

5 "It reminds me of Eid al-Adha."

.....

E FOCUS ON LANGUAGE Write five sentences about a holiday or a tradition in your country, using the underlined language from Exercise D.

Songkran takes place in April.

SPEAKING

Complete the chart about traditions in your country. Present your information to the class.

A special type of clothing	Explain when it is worn.
A type of music	Explain when it is played.
A special dish	Explain when it is eaten.
A traditional song	Explain when it is sung.
A special event	Explain what happens.

CONVERSATION MODEL

A ▶ 4:03 Read and listen to a conversation about a holiday.

A: I heard there's going to be a holiday next week.

B: That's right. The Harvest Moon Festival.

A: What kind of holiday is it?

B: It's a seasonal holiday that takes place in autumn. People spend time with their families and eat moon cakes.

A: Well, have a great Harvest Moon Festival!

B: Thanks! Same to you!

B ▶ 4:04 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

▶ 4:05 **Types of holidays**

seasonal
historical
religious



a moon cake



DIGITAL
FLASH
CARDS

VOCABULARY Ways to commemorate a holiday

A ▶ 4:06 Read and listen. Then listen again and repeat.



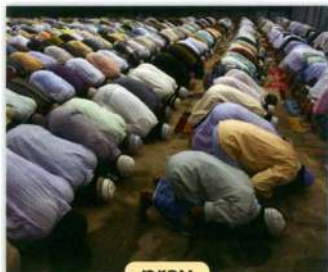
set off fireworks



march in parades



have picnics



pray



send cards



give gifts



wish each other well



remember the dead



wear costumes

B PAIR WORK Match the Vocabulary with holidays and celebrations you know.

“ Everyone wears costumes on . . . ”

C ▶ 4:07 **LISTEN TO ACTIVATE VOCABULARY** Listen and use the Vocabulary to complete the chart.

	Type of holiday	What people do to celebrate
Mardi Gras (U.S.)		
Bastille Day (France)		
Tsagaan Sar (Mongolia)		

GRAMMAR Adjective clauses with subject relative pronouns who and that

Adjective clauses identify or describe people or things. Introduce adjective clauses about people with the relative pronouns who or that.

A mariachi singer is someone **who (OR that) sings traditional Mexican music.**
 Carnival is a great holiday for people **who (OR that) like parades.**
 Families **who (OR that) want to watch the fireworks** go to the park.

Use that, not who, for adjective clauses that describe things.

Thanksgiving is a celebration **that takes place in November.**
 The parade **that commemorates Bastille Day** is very exciting.

Be careful!

Don't use a subject pronoun after the relative pronouns who or that.

Don't say: Thanksgiving is a celebration that it takes place in November.

GRAMMAR BOOSTER p. 136

- Adjective clauses: common errors
- Reflexive pronouns
- By + reflexive pronouns
- Reciprocal pronouns: each other and one another

A UNDERSTAND THE GRAMMAR Underline the adjective clauses and circle the relative pronouns. Then draw an arrow from the relative pronoun to the noun or pronoun it describes.

- 1 Ramadan is a religious tradition that begins on a different day every year.
- 2 Chuseok is a Korean seasonal holiday that celebrates the yearly harvest.
- 3 The woman who designed those amazing costumes for the parade is really talented.
- 4 The celebrations that take place in Brazil during Carnival are really wild!
- 5 People who remember April Fool's Day every April 1st have a lot of fun.
- 6 The Dragon Boat Festival in China is a holiday that takes place in May or June.

B GRAMMAR PRACTICE On a separate sheet of paper, write five sentences with adjective clauses to describe some holidays and traditions in your country.

... is a religious tradition that ...
 ... is a great holiday for people who ...

NOW YOU CAN Wish someone a good holiday

A CONVERSATION ACTIVATOR Use your chart from page 75 to role-play the Conversation Model with a visitor to your country. Wish each other a good holiday. Then change roles.

- A: I heard there's going to be a holiday next
 B: That's right.
 A: What kind of holiday is it?
 B: It's a holiday that takes place People
 A: Well, !
 B:

DON'T STOP!

Ask and answer more questions. Use the Vocabulary.

- What else do people do?
- Do people [send cards]?
- What kinds of [food do you eat / music do they play]?
- Where do people [march in parades]?

B CHANGE PARTNERS Exchange wishes about other holidays.

Some ways to exchange good wishes on holidays

Have a [nice / great / happy] holiday!
 Enjoy yourself on [Chuseok]!
 You too! / Same to you!

People celebrate the Holi Festival in India by throwing colored powder and water on each other.

CONVERSATION MODEL

A ▶ 4:08 Read and listen to a conversation about local customs.

A: Do you mind if I ask you about something?

B: Of course not. What's up?

A: I'm not sure about the customs here. If someone invites you for dinner, should you bring the host a gift?

B: Yes. It's a good idea. But the gift that you bring should be inexpensive.

A: Would it be appropriate to bring flowers?

B: Definitely!

A: Thanks. That's really helpful.

B ▶ 4:09 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR

Adjective clauses with object relative pronouns who, whom, and that

In some adjective clauses, the relative pronoun is the subject of the clause. In other adjective clauses, the relative pronoun is the object of the clause.

who as subject = (The people are the guests.)

The people **who are the guests** should bring gifts.

who as object = (You invite the people.)

The people **who you invite** should bring gifts.

When a relative pronoun is an object of a clause, use **who**, **that**, or **whom** for people and **that** for things. The relative pronoun is often omitted, especially in speaking. (Note: **whom** is very formal.)

The people **who** (OR **that** / **whom**) **you invite** should bring gifts. / The people **you invite** should bring gifts.

The gifts **that you bring** should be inexpensive. / The gifts **you bring** should be inexpensive.

Be careful!

When the relative pronoun is the subject of the clause, it can NOT be omitted.

Don't say: ~~The people are the guests~~ should bring gifts.

Do not use an object pronoun after the verb.

Don't say: The people who you invite ~~them~~ should bring gifts.

GRAMMAR BOOSTER

p. 138

- Adjective clauses: who and whom in formal English

A **UNDERSTAND THE GRAMMAR** Correct the error in the adjective clause in each sentence.

Explain each correction.

1 Putting butter on a child's nose is a birthday tradition ^{that} ~~who~~ people observe on the Atlantic coast of Canada.

2 On the Day of the Dead, Mexicans remember family members who they have died.

3 The tomatoes that people throw them at each other during La Tomatina in Buñol, Spain, make a terrible mess.

4 The performer sang that traditional holiday song is world-famous.

5 The fireworks people set them off during the summer festivals in Japan are very beautiful.

“ Only use who for people. ”

B GRAMMAR PRACTICE Complete the adjective clause in each sentence, using the cues. Omit the relative pronoun when possible.

- The traditional Chinese dress *she's wearing* is called a cheongsam.
She's wearing the dress.
- The man *You met the man yesterday.* plays in a mariachi band.
- The young people *You saw the young people in the parade.* were all wearing traditional costumes.
- People *People visit other countries.* should find out the local customs.
- Anzac Day is a holiday *People celebrate the holiday in Australia.* to remember the soldiers who died in wars.



A Chinese woman wearing a traditional cheongsam

PRONUNCIATION "Thought groups"

- A** ▶4:10 "Thought groups" clarify the meaning of sentences. Notice how sentence rhythm indicates how thoughts are grouped. Read and listen. Then listen again and repeat.
- The person who comes for dinner should bring flowers.
 - The man we invited to the party is from Senegal.
 - The song that you were listening to is fado music from Portugal.
 - The Cherry Blossom Festival is a tradition that people observe in Japan every spring.
- B** Practice reading aloud the sentences you completed in Exercise B above, breaking the sentences into thought groups.

NOW YOU CAN Ask about local customs

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Role-play a conversation in which you ask about local customs. Use the Ideas from the box. Then change roles.

- A: Do you mind if I ask you about something?
 B: What's up?
 A: I'm not sure about the customs here. If , should ?
 B:
 A: Would it be appropriate to ?
 B:
 A: Thanks. That's really helpful.

- Ideas**
- Someone invites you out for dinner.
 - Someone invites you to a party.
 - Someone gives you a gift.
 - Someone makes a special effort to help you.
 - Your own idea: ____

DON'T STOP!
Ask and answer other questions.
 Is it OK if ____?
 Would it be [customary / impolite / offensive] to ____?
 Should I ____?

B CHANGE PARTNERS Ask about local customs in other situations.



BEFORE YOU READ

WARM-UP Look at the photos and the names of the holidays in the Reading. How would you categorize each holiday—historical, seasonal, or religious? Are you familiar with any of these holidays? What do you know about them?

READING ▶ 4:11

Holidays

Around the World

Ramadan, the Month of Fasting

“May you be well throughout the year” is the typical greeting during Ramadan, the ninth month of the Islamic calendar, a special occasion for over one billion Muslims throughout the world. According to Islamic tradition, Ramadan marks the time when Muhammad received the word of God through the Koran. Throughout the month, Muslims fast—totally abstaining from food and drink from the break of dawn until the setting of the sun. It is also a time of increased worship and giving to the poor and the community. Ramadan ends with the festival of Eid ul-Fitr—three days of family celebrations—and eating!



Worshippers pray during Ramadan.

The Chinese New Year

The Chinese New Year is celebrated by Chinese around the world and marks the beginning of the first month in the Chinese calendar. The celebration usually takes place in February and lasts for fifteen days. Before the holiday begins, families clean out their houses to sweep away bad luck, and they decorate their doors with red paper and big Chinese characters for happiness, wealth, and longevity. The night before, families gather together for a delicious meal. Outside, people set off firecrackers that make loud noises all through the night. In the morning, children wish

their parents a healthy and happy new year and receive red envelopes with money inside. It is customary for people to give each other small gifts of fruits and sweets and to visit older family members.



On the last day, people have a parade in the street carrying a large cloth dragon.

Simón Bolívar's Birthday

Simón Bolívar was born on July 24, 1783, in Caracas, Venezuela. He is known throughout Latin America as “The Liberator” because he led the fight for independence from Spain. His armies freed Venezuela, Bolivia, Colombia, Ecuador, and Peru. He is memorialized in many ways, but two countries celebrate his birthday every July 24th—Venezuela and Ecuador. On that day, schools and most general businesses are closed, and there are military parades and government ceremonies. But the malls are open, and people usually use the holiday to go shopping.



Bolívar led the fight for independence.

A SCAN FOR FACTS Complete the chart. Check the holidays on which each tradition is observed, according to the information in the Reading. Explain your answers.

On this holiday, people...	Ramadan	Chinese New Year	Bolívar's Birthday
give gifts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
wear costumes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pray.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
wish each other well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
get together with their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
decorate their homes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
celebrate for several days.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
give away money.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have parades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
avoid eating during the day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which holiday is celebrated in more than one country?

Ramadan Chinese New Year Simón Bolívar's Birthday

B COMPARE AND CONTRAST Which holiday or tradition from the Reading do you find the most interesting? Why?

C RELATE TO PERSONAL EXPERIENCE Name one holiday you know for each tradition in the chart.

NOW YOU CAN Exchange information about holidays

A NOTEPADDING With a partner, choose three holidays in your country. Discuss the traditions of each holiday and write notes about them on your notepads.

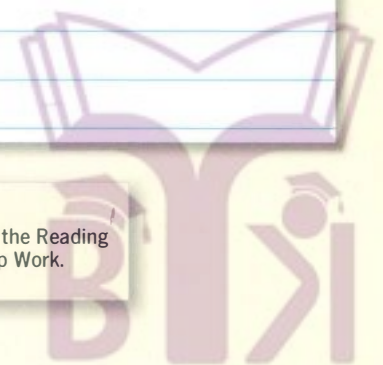
RECYCLE THIS LANGUAGE.

Traditionally, people ___. | It's offensive to ___.
 It's customary to ___. | ___ is taboo.
 It's probably best to ___. | It's impolite to ___.

	A historical holiday	A seasonal holiday	A religious holiday
name of holiday			
purpose			
typical food			
typical music			
typical clothing			
other traditions			

B GROUP WORK Choose a holiday from your notepad and present it to your class. Your classmates ask questions.

Text-mining (optional)
 Find and underline three words or phrases in the Reading that were new to you. Use them in your Group Work.
 For example: "a special occasion."



BEFORE YOU LISTEN

DIGITAL
FLASH
CARDSA ▶ 4:12 VOCABULARY • *Getting married* Read and listen. Then listen again and repeat.

THE EVENTS

an engagement an agreement to marry someone—*get engaged* v.**a (marriage) ceremony** the set of actions that formally makes two single people become a married couple—*get married* v.**a wedding** a formal marriage ceremony, especially one with a religious service**a reception** a large formal party after a wedding ceremony**a honeymoon** a vacation taken by two newlyweds after their wedding

B DISCUSSION Read about wedding traditions in many countries. How are these similar to or different from traditions practiced in your country?

**The bride** throws the bouquet after the wedding ceremony. The woman who catches it is believed to be the next to get married.**The newlyweds** cut the cake together at the wedding reception.**The groom** carries the bride “across the threshold,” through the doorway to their new home. Soon after the wedding, they go on their honeymoon.

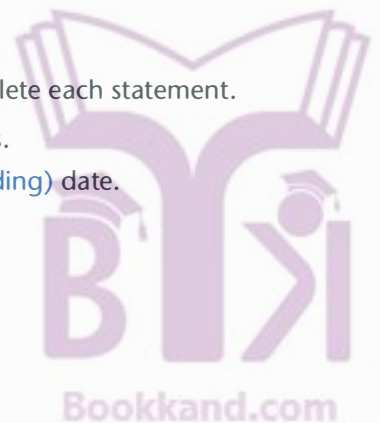
LISTENING COMPREHENSION

A ▶ 4:13 LISTEN FOR MAIN IDEAS Listen to Part 1 of a lecture about a traditional Indian wedding. Which of the statements best summarizes the information?

- a An Indian couple gets engaged long before the wedding.
- b There’s a lot of preparation before an Indian wedding.
- c An Indian wedding lasts for days.

B ▶ 4:14 LISTEN FOR DETAILS Listen again to Part 1 and circle the best way to complete each statement.

- 1 A traditional Hindu wedding celebration can last for more than (**two / five**) days.
- 2 The bride’s and groom’s birthdates are used to choose the (**engagement / wedding**) date.
- 3 Before the wedding, musicians visit the (**bride’s / groom’s**) home.
- 4 The (**bride / groom**) is washed with oil.
- 5 An older relative offers the (**bride / groom**) money.
- 6 Relatives spend a lot of time painting the (**bride’s / groom’s**) skin.



C ▶ 4:15 **LISTEN FOR MAIN IDEAS** Now listen to Part 2 of the lecture. What is the information mainly about?

- a the wedding ceremony b the honeymoon c the reception after the wedding

D ▶ 4:16 **LISTEN FOR DETAILS** Listen again to Part 2 and check the statements that are true.

Correct the statements that are false.

- 1 Relatives wash the bride's and groom's hands.
 2 The bride is seated behind a cloth so the groom cannot see her.
 3 Relatives throw rice grains at the bride and groom.
 4 The couple gives each other rings made of flowers.
 5 The groom places a flower necklace around the bride's neck.

NOW YOU CAN Explain wedding traditions

A **FRAME YOUR IDEAS** With a partner, read each saying or proverb about weddings and marriage. Discuss what you think each one means.

"Marry off your son when you wish. Marry off your daughter when you can."

Italy

"Marriages are all happy. It's having breakfast together that causes all the trouble."

Ireland

"Marriage is just friendship if there are no children."

South Africa

"The woman cries before the wedding and the man after."

Poland

Advice to the bride:
"Wear something old and something new, something borrowed, and something blue."

United Kingdom

B **DISCUSSION** Do you find any of the sayings or proverbs offensive? Why or why not? What sayings or proverbs about weddings do you know in your own language?

C **NOTEPADDING** On your notepad, make a list of wedding traditions in your country. Compare your lists with those of other groups.

D **PAIR WORK** Role-play a conversation in which you describe local wedding traditions to a visitor to your country. Ask and answer questions about the details. Use the Vocabulary.

RECYCLE THIS LANGUAGE.

[a religious] tradition
[a huge] celebration
the bride / the groom / the newlyweds

take place in
spend time with [someone]

It's [customary / common / appropriate] to ___.

“ Well, before they get engaged, they have to ... ”

“ So how does a couple get engaged here? ”

Before the wedding:

At the wedding ceremony:

After the wedding:



REVIEW

A ▶ 4:17 Listen to each conversation and circle the occasion or the people they are talking about. Then listen again and circle T if the statement is true or F if it is false. Correct any false statements. Listen again if necessary.

- 1 (an engagement / a reception / a honeymoon)
- 2 (an engagement / a reception / a honeymoon)
- 3 (a bride / a groom / relatives)
- 4 (a bride / a groom / relatives)

T	F	The man who is speaking is the groom.
T	F	The man who is speaking will be the groom.
T	F	The woman who is speaking is the bride.
T	F	The woman who is speaking is a guest.

B Complete each statement, using verbs from the unit Vocabulary. Then write the name of a holiday you know for each statement.

Name a holiday when people . . .	Examples
1 fireworks.	
2 in parades.	
3 picnics.	
4 time with their families.	
5 costumes.	
6 gifts.	
7 each other well.	

C Complete each sentence with an adjective clause. Find the information in this unit, if necessary.

- 1 A groom is a man who has just gotten married
- 2 Eid ul-Fitr is a religious holiday
- 3 A honeymoon is a vacation
- 4 A hanbok is a traditional dress
- 5 A wedding reception is a party
- 6 Chuseok is a holiday

D On a separate sheet of paper, complete each statement about local traditions in your country.

- 1 If someone invites you to his or her house for dinner, you should . . .
- 2 If someone gives you an expensive gift, you should . . .
- 3 If you are invited to a formal wedding, you should wear . . .
- 4 If a friend or colleague gets engaged, you should . . .
- 5 If someone wants to get married, he or she should . . .

WRITING

Describe two different holidays that are celebrated in your country. Include as many details as you can about each.

- What kind of holiday is it?
- When is it celebrated?
- How is it celebrated?
- What do people do / eat / say / wear, etc.?

WRITING BOOSTER p. 151

- Descriptive details
- Guidance for this writing exercise



ORAL REVIEW

PAIR WORK CHALLENGE For one minute, look at the Fact Sheet for one of the holidays. Your partner looks at the other Fact Sheet. Then close your books. Ask and answer questions about each other's holidays. For example:

Why do people celebrate Songkran?

PAIR WORK Create conversations for the people.

1 Ask about one of the holidays. Start like this:

I heard there's going to be a holiday.

2 Ask about local customs during the holiday. Start like this:

Do you mind if I ask you something?

GROUP PRESENTATION Choose one of the holidays and give a presentation to your group or class. Use adjective clauses.

Songkran is a seasonal holiday that . . .



FACT SHEET

Songkran Water Festival

Celebrated in Thailand. Lasts for three days.

Marks the . . .

- start of the Buddhist New Year.
- beginning of the farming season.

People . . .

- clean their homes.
- make offerings at temples.
- sing in the street.
- throw lots of water at each other!



NOTE: Don't worry! It's customary for people to throw lots of water at complete strangers on this holiday.

FACT SHEET

Mexican Independence Day

Celebrated on September 15 and 16.

Commemorates . . .

- the beginning of the War of Independence.
- Mexico's independence from Spain.

People . . .

- march in parades.
- perform traditional music.
- decorate with the colors of the Mexican flag (red, white, and green).
- set off fireworks.
- eat special dishes (sometimes red, white, and green).



NOTE: It's customary for people to shout, "Viva México!" Even if you are not Mexican, you can join in.



NOW I CAN

- Wish someone a good holiday.
- Ask about local customs.
- Exchange information about holidays.
- Explain wedding traditions.

COMMUNICATION GOALS

- 1 Describe technology.
- 2 Take responsibility for a mistake.
- 3 Describe new inventions.
- 4 Discuss the impact of inventions / discoveries.

UNIT

8

Inventions and Discoveries

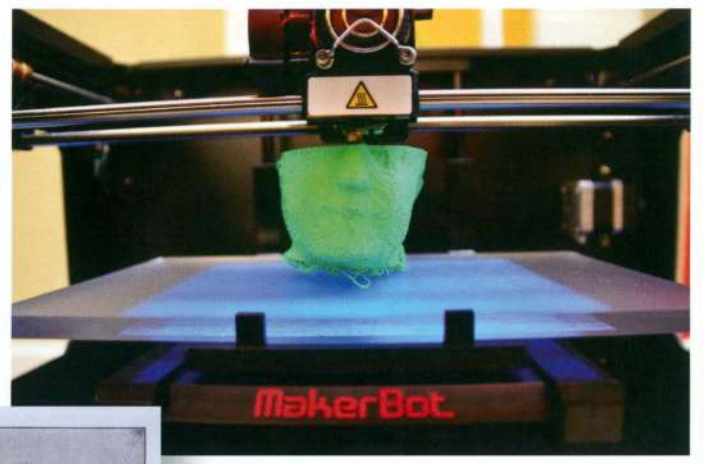
PREVIEW

The wheel



Penicillin:
the first “wonder drug”

The 3-D printer



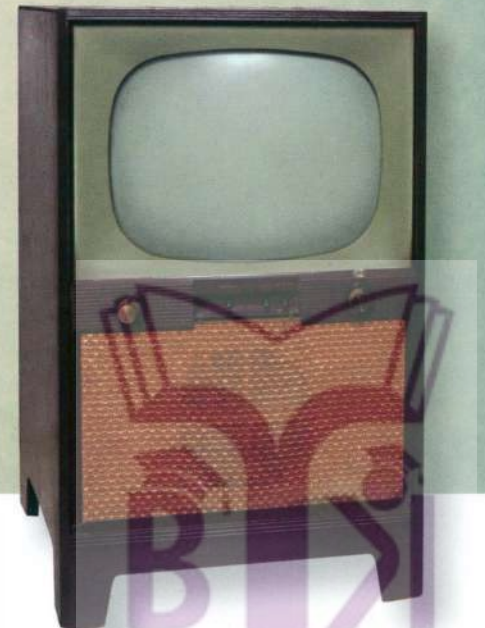
The mosquito net



The X-ray



The television



A DISCUSSION Most of the pictures represent inventions. Do you know which one(s) resulted from a discovery? How would you explain the difference between an invention and a discovery? Provide some examples of inventions and discoveries.

B ▶ 4:20 **PHOTO STORY** Read and listen to a conversation about how an invention might have helped someone.



Leslie: This itching is driving me crazy!

Jody: Look at your arm! Are those mosquito bites?

Leslie: Yeah. Ben and I got eaten alive last weekend. We went away for a second honeymoon at this cute little bed and breakfast in the mountains, but the mosquitoes were brutal.

Jody: That doesn't sound very romantic. Didn't they have screens in the windows?

Leslie: Well, they did, but ours had a big hole, and we didn't realize it until the middle of the night. What a nightmare!

Jody: Too bad you didn't bring any insect repellent. There are tons of mosquitoes in the mountains this time of year. Hello!

Leslie: We actually *did* have some, but it just didn't work that well. You know how Ben is—everything has to be organic and natural and . . .

Jody: Well, with all due respect to Ben, you just have to bite the bullet once in a while and use the stuff that works. Whether you like it or not, the poison *is* effective.

Leslie: I agree, but Ben won't hear of it. You know, next time we go away for a romantic weekend, I'm packing one of those mosquito nets to hang over the bed.

C PARAPHRASE Say each of the underlined expressions from the Photo Story in your own way.

- 1 "Ben and I got eaten alive last weekend."
- 2 ". . . the mosquitoes were brutal."
- 3 "There are tons of mosquitoes in the mountains this time of year."
- 4 ". . . you just have to bite the bullet once in a while and use the stuff that works."
- 5 "Whether you like it or not, the poison *is* effective."
- 6 "I agree, but Ben won't hear of it."

D THINK AND EXPLAIN Answer the questions, according to the Photo Story.

- 1 What effect does a mosquito bite cause?
- 2 Where were Leslie and Ben when they got the mosquito bites?
- 3 How did mosquitoes get into their bedroom?
- 4 Why would Ben object to "the stuff that works"?
- 5 What is another preventive measure against mosquitoes?

SPEAKING

Read the list of important inventions and discoveries and add another important one to the list. Then rank them in order of importance from 1 (most important) to 10 (least important). With a partner compare rankings and explain your reasons for ranking one the most important.

Rank	Item	Rank	Item
	air travel		the printing press
	antibiotics		the Internet
	smart phones		vaccination
	insect repellents		water purification systems
	mosquito nets		other:



VOCABULARY Describing manufactured products

A ▶ 4:21 Read and listen. Then listen again and repeat.

Uses new technology	Offers high quality	Uses new ideas
high-tech OR	high-end OR	innovative OR
state-of-the-art OR	top-of-the-line OR	revolutionary OR
cutting-edge	first-rate	novel

B ▶ 4:22 **LISTEN TO ACTIVATE VOCABULARY** Listen to the ads and choose the correct word or phrase.

- The Strawberry smart phone is (state-of-the-art / top-of-the-line).
- The Blackstone is a (revolutionary / high-end) device.
- The Micro scanner is a (high-end / cutting-edge) product.
- The Digicon B1X Beta is a (novel / first-rate) camera.
- The 17-inch LCD monitor is (innovative / top-of-the-line).

Contractions

I / you would → I'd / you'd
 he / she would → he'd / she'd
 we / they would → we'd / they'd

GRAMMAR The unreal conditional: Review and expansion

Remember: Unreal conditional sentences describe unreal conditions—conditions that don't exist. Use the simple past tense or **were** in the **if** clause. Use **would** or **could** in the result clause.

if clause (unreal action or condition)	result clause (if it were true)
If I wanted a cutting-edge phone,	I'd look for one at TechnoWorld. (But I <i>don't</i> want one.)
If you were here,	we could study together. (But you are <i>not</i> here.)

The **if** clause can occur first or last. If the **if** clause comes first, use a comma.

If it weren't so expensive, they would buy it. OR They would buy it if it weren't so expensive.

Be careful!

Never use **would** in an **if** clause.
 Don't say: If you **would be** here . . .

Questions

- If you **saw** a lighter laptop, **would** you **buy** it? (Yes, I would. / No, I wouldn't.)
 Where **would** you **go** if there **were** an affordable cruise?
 If your car **died** on the highway, who **would** you **call**?

GRAMMAR BOOSTER p. 139

- Real and unreal conditionals: review
- Clauses after **wish**
- **Unless** in conditional sentences

A UNDERSTAND THE GRAMMAR Check the statements that describe unreal conditions.

- 1 If they see something first-rate, they buy it.
- 2 If you turned off your phone in the theater, it wouldn't bother the other theatergoers.
- 3 I'll save a lot of money on gas if I rent the Alva.
- 4 She could show us how to use the Digicon remote keyboard if she were here.

B GRAMMAR PRACTICE Choose the correct forms to complete the unreal conditional sentences.

- If the Teknicon 17-inch monitor (**were** / **would be**) on sale, I (**will** / **would**) buy it right away.
- If they (**would invent** / **invented**) a safe way to text-message while driving, people (**will** / **would**) be happy.
- If she (**knew** / **would know**) about the Pictopia camera watch, she (**will** / **would**) use it on her trip.
- What (**will** / **would**) you do if your laptop (**broke** / **would break**)?

- C** Use the prompts to create unreal conditional sentences.
- 1 (Most people / buy) high-end products if (they / have) enough money.
 - 2 If (there / be) an Internet connection in her room, (she / send) her office the report now?
 - 3 (I / not / get) a Lunetti phone if (I / have) all the money in the world. They say it's cutting-edge, but I don't think it's first-rate.
 - 4 If (you / go) to Airport Electronics, (you / pay) a lot less for a top-of-the-line tablet?
- D PAIR WORK** Complete the statements. Then share and explain your statements with your class.
- 1 If money were not a problem, . . .
 - 2 People would stop getting infected with diseases if . . .
 - 3 I would stay up all night tonight if . . .

CONVERSATION MODEL

- A** ▶ 4:23 Read and listen to a conversation about new technology.

A: I just got a new car.

B: No kidding! What kind?

A: The Alva 500. The 500 model is top-of-the-line. I thought I'd treat myself.

B: Well, congratulations! If I had the money, I'd get a new car myself.

- B** ▶ 4:24 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Describe technology

- A NOTEPADDING** Write one product you've recently gotten (OR would like to have) for each category.

Quality	Product name	Adjective
Uses new technology:	<i>the Whisper combination</i>	<i>state-of-the-art</i>
	<i>hairdryer / cell phone</i>	

Quality	Product name	Adjective
Uses new technology:		
Offers high quality:		
Uses new ideas:		

- B CONVERSATION ACTIVATOR** With a partner, role-play a new conversation, changing the Conversation Model with one of the products and adjectives on your notepad. Use the unreal conditional. Then change roles.

A: I just got

B: No kidding! What kind?

A: It's I thought I'd treat myself.

B: Well, congratulations! If I , I'd

- C CHANGE PARTNERS** Personalize the conversation again, using other products on your notepad.

DON'T STOP!

Discuss another product and use other adjectives. Ask questions about it:

- What does it look like?
- How does it work?
- How [fast / accurate / powerful] is it?
- Does it work well?
- Is it guaranteed?

CONVERSATION MODEL

A ▶ 4:25 Read and listen to someone taking responsibility for a mistake.

A: Sorry I'm late. I thought the meeting was tomorrow.

B: What happened?

A: I'm ashamed to say I just forgot to put it on my calendar.

B: Don't worry. That can happen to anyone.

A: Well, if I had written it down, I wouldn't have forgotten.

B: No harm done. We were just getting started.

B ▶ 4:26 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR *The past unreal conditional*

The past unreal conditional describes past unreal or untrue conditions and results. Use the past perfect in the **if** clause. Use **would have** or **could have** + a past participle in the result clause.

If she **had rented** a more economical car, she **wouldn't have spent** so much money on gas. (But she *didn't* rent a more economical car.)

If Jonas Salk **hadn't invented** a vaccine to protect people against polio, many more people **would have gotten** the disease. (But he *did* invent a vaccine.)

Be careful!

Don't use **would** or **could** in the **if** clause.

Don't say: "If Jonas Salk **wouldn't have** invented . . ."

Questions and answers

Could they **have prevented** the accident if they **had known** the tires were so old?

(Yes, they could have. / No, they couldn't have.)

What **would** you **have done** if you **hadn't had** your phone with you?

(I would have borrowed one.)

GRAMMAR BOOSTER p. 140

- The unreal conditional: variety of forms

A UNDERSTAND THE GRAMMAR Choose the meaning of each past unreal conditional sentence.

1 I wouldn't have gone to class if I had known I had the flu.

a I went to class.

b I didn't go to class.

2 If we had used our GPS, we wouldn't have gotten lost.

a We got lost.

b We didn't get lost.

3 If they hadn't planted that new variety of tomatoes, they would have lost this year's crop.

a They lost this year's crop.

b They didn't lose this year's crop.

4 The airline wouldn't have canceled the flight if the weather had been better.

a They canceled the flight.

b They didn't cancel the flight.

B GRAMMAR PRACTICE Complete the sentences in the past unreal conditional. Use **would**.

1 What you if you the train?

2 We this digital video conference if an Internet connection available.

3 If our huge old camcorder , we this smaller one.

4 If she her smart phone, she they canceled her flight.

5 If they good weather, they in Alaska this morning.

6 If the weather better, we to the beach.

C PAIR WORK Read each case study and complete the statements with your own ideas and the past unreal conditional.

1 On Monday you bought a new Blendini sports car because its advertising said it was very economical. However, on Friday you read this headline in the newspaper: "Blendini Company fined for lying about statistics. Car uses more fuel than all others of its class."

If I had seen

3 There was a big sale at the Morton Street Mall. Everything in every store was half-price. You didn't know, and you went shopping somewhere else. When you got home, a friend called to tell you about all the bargains she got.

If I

2 You forgot to close the windows in your house before a weekend trip. There was a terrible rainstorm. When you got home, some of your furniture was damaged by the water. Your family blamed you because you were the last to leave the house.

If I hadn't forgotten

4 You bought some insect repellent for a trip to the mountains. When you got there, the mosquitoes were brutal. Before you sprayed the repellent on yourself and your children, you looked at the label. It said, "Caution. Not for use on children under 12."

If I

D APPLY THE GRAMMAR Reread the Photo Story on page 87. Complete this statement:

If, Leslie and Ben wouldn't have gotten eaten alive by mosquitoes.

DIGITAL MORE EXERCISES

PRONUNCIATION Contractions with 'd in spoken English

DIGITAL VIDEO COACH

A ▶ 4:27 Notice the pronunciation of the spoken contractions of had, would, and did. Read and listen. Then listen again and repeat.

1 Where did you go? → ^{/wɛrd/} **Where'd** you go?

3 It would be OK. → ^{/ɪtəd/} **It'd** be OK.

2 Who did you see? → ^{/hʊd/} **Who'd** you see?

4 If we had had a map, we wouldn't have gotten lost. → ^{/wɪd/} **If we'd** had a map, we wouldn't have gotten lost.

Note: Where'd, Who'd, and It'd are contracted in speech, but not in writing.

B ▶ 4:28 **LISTENING COMPREHENSION** Write the sentences you hear. Write full, not contracted, forms.

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

NOW YOU CAN Take responsibility for a mistake

A CONVERSATION ACTIVATOR Role-play a new conversation with a partner, taking responsibility for a different mistake. Use the Ideas (OR your own ideas) and the past unreal conditional. Then change roles.

A: Sorry I

B: What happened?

A: I'm ashamed to say I just

B: Don't worry. That can happen to anyone.

A: Well, if I, I have

B: No harm done.

DON'T STOP!

Continue the conversation.

B CHANGE PARTNERS Take responsibility for another mistake.

Ideas

Some mistakes you can make

- You were late for something.
- You forgot to do something.
- You missed a meeting.
- You missed someone's birthday.
- You didn't call someone.
- You didn't return someone's call.
- Another mistake: _____

Some reasons for a mistake

- You accidentally deleted an e-mail.
- You forgot to write something down.
- You wrote down the wrong date or time.
- You just got too busy, and it slipped your mind.
- Someone stole your [phone / purse / date book].
- Another reason: _____

DIGITAL VIDEO

BEFORE YOU LISTEN

DIGITAL FLASH CARDS

A ▶ 4:29 **VOCABULARY** • *More descriptive adjectives* Read and listen. Then listen again and repeat.



low-tech / high-tech



wacky



unique



efficient / inefficient

B Complete the chart with the correct adjective and one product or invention you know.

Definition	Adjective	A product or invention
the only one of its kind		
pretty silly		
doesn't use modern technology		
uses modern technology		
doesn't waste time, money, or energy		
wastes time, money, or energy		

LISTENING COMPREHENSION

A ▶ 4:30 **LISTEN TO DRAW CONCLUSIONS** Listen and write the number of the conversation next to the invention each person should have had.

THE ROBO-TILLER

The All Body Umbrella

The Pet Exit

The VAC-BOT

B ▶ 4:31 **LISTEN TO SUMMARIZE** Listen again and then write each problem in your own words.

- 1
- 2

- 3
- 4

C DISCUSSION Describe each of the inventions. Use one or more of the adjectives from the Vocabulary above and from page 88. Listen again if necessary.

“ It’s not a novel idea, but the Pet Exit is both low-tech and efficient. It doesn’t need electronics or machinery. ”

NOW YOU CAN Describe new inventions

- A FRAME YOUR IDEAS** Read the checklist and check the boxes of at least five categories where you think new inventions are needed.

WHAT DO WE NEED NEW INVENTIONS FOR?

- | | |
|---|---|
| <input type="checkbox"/> for safety in the car | <input type="checkbox"/> for reading faster |
| <input type="checkbox"/> for safety at home | <input type="checkbox"/> for preparing for a natural disaster |
| <input type="checkbox"/> for organizing things at home | <input type="checkbox"/> for writing at the office |
| <input type="checkbox"/> for cooking and preparing food | <input type="checkbox"/> for training office staff |
| <input type="checkbox"/> for eating or snacking | <input type="checkbox"/> for communicating with colleagues |
| <input type="checkbox"/> for getting into shape | <input type="checkbox"/> for learning new English words and grammar |
| <input type="checkbox"/> for raising children | <input type="checkbox"/> for preparing for tests |
| <input type="checkbox"/> for taking care of pets | <input type="checkbox"/> (your own idea) _____ |
| <input type="checkbox"/> for relaxing at home | |

- B NOTEPADDING** Imagine an invention for five situations you checked. On the notepad, write a description and benefit of each invention.

Descriptions of your inventions	Benefits
a wake-up alarm in the car	so you don't fall asleep while driving

	Descriptions of your inventions	Benefits
1		
2		
3		
4		
5		

- C PROJECT** Work in small groups. Choose one invention from someone's chart. Give it a name, draw a picture of it, and write an advertisement for it. Include real and unreal conditional sentences in your ad. (For fun, the invention can be low-tech, high-tech, wacky, or even impossible! The name can be funny.)

RECYCLE THIS LANGUAGE.

top-of-the-line	innovative
high-tech / low-tech	wacky
high-end	unique
state-of-the-art	efficient / inefficient
cutting-edge	novel
first-rate	revolutionary

If I were you, I'd get the new revolutionary "Drive Awake" alarm. You'll never have to worry about falling asleep while driving your car. Be safe. Stay awake with the Drive Awake Alarm.



If she had bought the state-of-the-art "EAR-RINGS," she would have gotten your phone call. Very practical!



- D GROUP WORK** Present your ads to the class.

BEFORE YOU READ

WARM-UP In your opinion, what has been the most important medical discovery in history? Explain your reason(s).

READING ▶ 4:32

Antibiotics

Today, vaccines can prevent some of the infectious diseases that in the past resulted in serious illness and death. Fortunately, for diseases caused by bacteria (tiny organisms that can only be seen by microscope), vaccines can make the difference between life and death.

What are antibiotics?

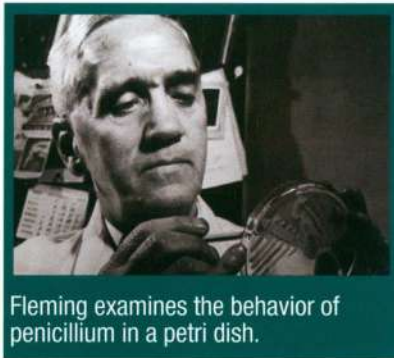
Antibiotics are substances that work in one of two ways. Some antibiotics, such as penicillin, kill disease-causing bacteria. Others, such as tetracycline, stop them from multiplying.

History

In 1675, Dutch scientist Antonie Van Leeuwenhoek, using a microscope, discovered the existence of microorganisms. However, it wasn't known that they could cause disease until French scientist

Louis Pasteur confirmed that approximately 200 years later. Finally, in 1928, British scientist Alexander Fleming noticed that a mold, penicillium, growing in one of his petri dishes, was capable of killing bacteria, and the development of antibiotics became possible. Fleming named the active agent in the mold "penicillin" but was unable to create a drug from it.

In 1940, during the Second World War, two scientists working at Oxford University, Ernst Chain and Howard Florey, were able to make an antibacterial powder from penicillin that was safe to use on humans. Penicillin was mass-produced for use on soldiers in the war. If there had been no penicillin, many would have died from bacterial



Fleming examines the behavior of penicillium in a petri dish.

infections caused by their injuries and wounds. Soon penicillin was used for serious diseases such as pneumonia and tuberculosis, which had always caused many deaths. Fleming, Florey, and Chain received the Nobel Prize in 1945. Antibiotics changed medicine and continue today to enable people to survive conditions that would have killed them before the antibiotic age.

Overuse of antibiotics

Since their discovery and widespread use, antibiotics have been considered a wonder drug. Many common diseases, however, are caused by viruses, not bacteria, and antibiotics are not effective against them. Nevertheless, too many people use antibiotics regularly, believing they will cure viral illnesses such as common upper respiratory infections, colds, and sore throats. Why is this a problem?

First, it is a waste of money to use antibiotics to treat viruses. Our body's immune system eventually combats most viruses, and we recover without treatment. But more importantly, bacteria exposed to an antibiotic can become resistant to it, making the antibiotic less effective, or even useless. If antibiotics no longer work against infections and diseases, people will begin to die from them again.

If scientists had recognized that bacteria could develop resistance, perhaps they would have warned doctors not to use antibiotics unless a patient has a bacterial infection. Hopefully, worldwide awareness of this threat to an important class of drugs will convince us to avoid using them for conditions that don't require them.

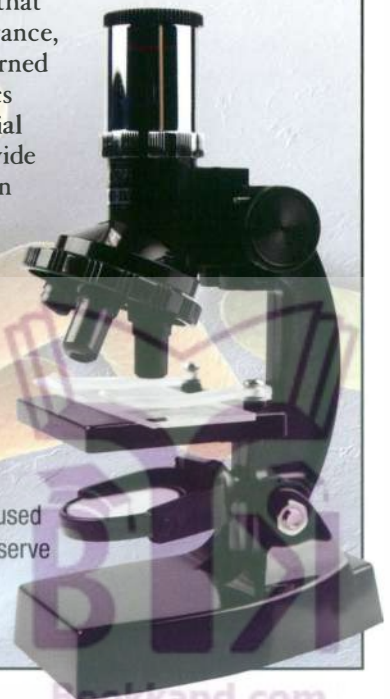
Some diseases caused by bacteria

Tuberculosis
Plague
Pertussis
Streptococcal sore throat (or "strep throat")

Some diseases caused by viruses

Influenza (or "the flu")
Polio
AIDS
The common cold
Hepatitis

Van Leeuwenhoek used a microscope to observe microorganisms.



A FIND SUPPORTING DETAILS Answer the questions in your own words. Explain your answers, based on information in the Reading.

- 1 What is the benefit of antibiotics?
- 2 Why are antibiotics not effective against the common cold?
- 3 Why are antibiotics effective against strep throat?
- 4 What problem has overuse of antibiotics caused?

B UNDERSTAND FROM CONTEXT Choose the correct word to complete the sentence.

- 1 (An antibiotic / A vaccine) prevents diseases from occurring.
- 2 (Bacteria / Tetracycline) can cause infectious diseases.
- 3 Bacteria are small organisms that can only be seen (in a petri dish / with a microscope).
- 4 (Penicillium / Penicillin) is a drug that kills bacteria.
- 5 The common cold and influenza are common (bacterial / upper respiratory) infections.
- 6 Some antibiotics are no longer effective because certain bacteria have developed (overuse / resistance) to antibiotics.

DIGITAL
MORE
EXERCISES

NOW YOU CAN Discuss the impact of inventions / discoveries

A FRAME YOUR IDEAS Look at some key inventions and discoveries and how they changed people's lives.



2000 BCE: The plow loosens and turns the soil so crops can be planted efficiently.

15th Century: Johannes Gutenberg invents typesetting, resulting in the printing press, which could print more than one copy of a book.



1796: The discovery by Edward Jenner of the process of vaccination made the first successful vaccine possible.

1914: The modern zipper permits the opening and closing of clothes without buttons and buttonholes.



1940–1945: The first electronic computers, the size of a large room, enabled users to organize and examine information. The computer opened a new era of communications and research technology.

B NOTEPADDING Write your ideas about how life was before and after each invention or discovery.

	What was life like before?	What was life like after?
the plow		
the printing press		
vaccination		
the zipper		
the computer		

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Group Report. For example: "infections."

C GROUP REPORT Present a report about an invention or a discovery to your class. Describe its impact in history. Use the past unreal conditional.

“ After the plow was invented, farmers could plant large areas. If it hadn't been invented, they couldn't have planted enough food to sell. ”

REVIEW

A ▶ 4:33 Listen to people talking about new products. Match the name of each product with the best adjective to describe it.

Name of product	Adjective
___ 1 The Ultraphone	a top-of-the-line
___ 2 Dinner-from-a-distance	b unique
___ 3 Kinder-TV	c efficient
___ 4 Ten Years Off	d cutting-edge

B Check the statement that is true for each situation.

1 We wouldn't have gotten lost if we had remembered to bring our portable GPS device.

- We brought it, and we got lost.
- We brought it, and we didn't get lost.
- We didn't bring it, and we got lost.
- We didn't bring it, and we didn't get lost.

2 If the salesclerk were here, she would explain how the Omni works.

- The salesclerk is here, so she will explain how the Omni works.
- The salesclerk is here, but she won't explain how the Omni works.
- The salesclerk isn't here, but she will explain how the Omni works.
- The salesclerk isn't here, so she won't explain how the Omni works.

3 If Ron had brought the Ultraphone with him, he would have already sent those e-mails.

- Ron brought the Ultraphone, and he has already sent those e-mails.
- Ron brought the Ultraphone, but he hasn't sent those e-mails yet.
- Ron didn't bring the Ultraphone, but he has already sent those e-mails.
- Ron didn't bring the Ultraphone, so he hasn't sent those e-mails yet.

C Complete each conditional sentence with your own ideas.

- 1 If the computer hadn't been invented,
- 2 If I had to decide what the most important scientific discovery in history was,
- 3 If most people cared about the environment,
- 4 Would new cars be less expensive if ..?
- 5 If Ella had known that being a teacher was so hard, ..?

WRITING

Choose one of the inventions or discoveries on pages 86, 94, or 95, or another invention or discovery. Describe the advantages, disadvantages, and historical impact of the invention or discovery you chose.

WRITING BOOSTER p. 152

- Summary statements
- Guidance for this writing exercise

For additional language practice ...

YORK TOP NOTCH POP • Lyrics p. 155

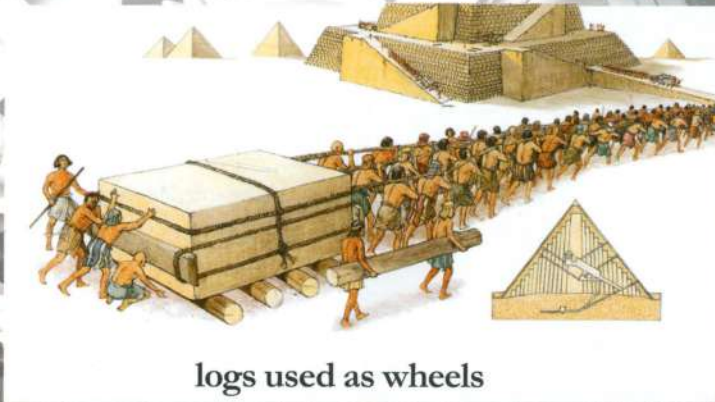
"Reinvent the Wheel"

DIGITAL SONG DIGITAL KARAOKE

① Uses of the WHEEL



the wagon wheel



logs used as wheels



the horse-drawn chariot



the potter's wheel



the two-wheeled cart



the automobile

ORAL REVIEW

CONTEST Look at the pictures about the uses of the wheel for one minute. Then close your books and try to remember all the uses of the wheel in the pictures. You get a bonus point for thinking of another use.

PAIR WORK

1 Choose one use of the wheel. Discuss how it changed history and people's lives. Present your ideas. For example:

The log helped people move heavy objects over great distances. They could build more easily with stone.

2 The family in the picture below is late. Create a conversation for the two women. For example:

A: Hello, Mom. I'm sorry. We're going to be late. If we hadn't...

2



NOW I CAN

- Describe technology.
- Take responsibility for a mistake.
- Describe new inventions.
- Discuss the impact of inventions / discoveries.

- 1 Talk about politics.
- 2 Discuss controversial issues politely.
- 3 Propose solutions to global problems.
- 4 Debate the pros and cons of issues.

Controversial Issues

PREVIEW

How politically literate are you? Test yourself to find out.

Choose the correct term for each definition. Then look at the answers to see how you did.

- 1 A group of people who govern a country or state
 a government a constitution
- 2 The art or science of government or governing
 a constitution politics
- 3 A set of basic laws and principles that a country is governed by, which cannot easily be changed by the political party in power
 a constitution a democracy
- 4 An occasion when people vote to choose someone for an official position
 a government an election
- 5 Show, by marking a paper or using a machine, etc., which person you want in a government position
 govern vote
- 6 Lead or take part in a series of actions intended to win an election for a government position
 campaign vote
- 7 A system of government in which every citizen in the country can vote to elect its government officials
 a monarchy a democracy
- 8 A system in which a country is ruled by a king or queen
 a dictatorship a monarchy
- 9 Government by a ruler who has complete power
 a democracy a dictatorship
- 10 A country ruled by a king or a queen whose power is limited by a constitution
 a dictatorship a constitutional monarchy



ANSWERS: 1 a government 2 politics 3 a constitution 4 an election 5 vote 6 campaign 7 a democracy 8 a monarchy 9 a dictatorship 10 a constitutional monarchy

A ▶ 5:02 **VOCABULARY • Political terminology** Read and listen. Then listen again and repeat.

a government	politics	a constitution	an election	vote
campaign	a democracy	a monarchy	a dictatorship	a constitutional monarchy

B PAIR WORK How much do you know about world politics? On the chart, discuss and write the name of at least one country for each type of government. Then compare charts with other classmates.

A democracy	A monarchy	A constitutional monarchy	A dictatorship

C ▶ 5:03 **PHOTO STORY** Read and listen to a conversation about discussing politics.



Paul: What a coincidence! I was just thinking about calling you. It's been such a long time.

Carlo: It sure has. Let's sit down and catch up. . . . What are you up to these days?

Paul: Busy, busy. The office has been crazy, with the election coming up next month. You can imagine.



Carlo: But I'll bet working at a TV station is exciting. . . . Hey, Paul, do you mind if I ask you a political question? I hope it's not inappropriate. I'm not sure it's polite to ask about politics here in the U.S.

Paul: That's funny. They always say not to talk about religion or politics, but everyone does. Shoot.



Carlo: OK. Who are you planning to vote for in the election?

Paul: Well, because we're friends, I'll answer. But I should warn you that it might not be a good idea to ask just anyone that question. Some people might find it a little personal.

Carlo: Oops.

Paul: No worries. Actually, I haven't made up my mind. I'm leaning toward Clancy, though. I think he's better than the other guy.

D PARAPHRASE Restate each of the following sentences from the Photo Story in your own words.

- | | |
|--|--|
| 1 "Let's sit down and catch up." | 4 "No worries." |
| 2 "What are you up to these days?" | 5 "Actually, I haven't made up my mind." |
| 3 "Some people might find it a little personal." | 6 "I'm leaning toward Clancy . . ." |

E THINK AND EXPLAIN Answer the questions, based on your understanding of the Photo Story.

- Why does Paul say "What a coincidence!" when he sees Carlo?
- What does Paul mean when he says, "Busy, busy. The office has been crazy."
- Why does Carlo ask whether Paul minds if he asks him a political question?
- Why does Paul warn Carlo not to ask some people about their political opinions?

SPEAKING Discussion topics

- Do you like to talk about politics? Do you think politics is a good topic for discussion with "just anybody"? Or is politics always "a little too personal"? Explain.
- Review the types of government from page 98. Do you think every country should have the same form of government? Why don't all countries have the same form of government? In your opinion, is there a "best" form of government? Explain.



Do you like to discuss politics at the dinner table?

GRAMMAR Non-count nouns that represent abstract ideas

Nouns that represent abstract ideas are always non-count nouns.

Education is an important issue.

NOT: ~~The~~ education is an important issue.

NOT: ~~Educations are~~ an important issue.

News about politics is always interesting.

NOT: News about ~~the politics~~ is always interesting.

NOT: News about politics are always interesting.

Nouns for abstract ideas

advice	justice	progress
crime	life	proof
education	news	success
health	patience	time
help	peace	work
information	politics	
investment	poverty	

GRAMMAR BOOSTER p. 141

- Count and non-count nouns: review and extension

A GRAMMAR PRACTICE Choose the correct form of the nouns and verbs.

- Our (*advice / advices*) to you (*is / are*) to avoid discussing politics.
- (*Poverty / The poverty*) (*was / were*) the topic of the international conference.
- Both candidates have programs for (*the health / health*) and (*educations / education*).
- Making (*peace / the peace*) takes a lot of (*work / works*) and a long time.
- Good news (*is / are*) hard to find in the newspaper these days.

B GRAMMAR PRACTICE Correct the errors.

Here's some political ^{information} ~~informations~~ about the election. The good news are that both candidates have programs for the education. The liberal candidate, Bill Slate, says financial helps for the schools are a question of the justice. The poverty has affected the quality of the schools, and students from schools in poor areas don't have a success. Joanna Clark, the conservative candidate, disagrees. She believes a progress has been made by investing in the teacher education. Her advices are to keep the old policy. "Creating better schools takes the time and a patience," she says.

VOCABULARY A continuum of political and social beliefs

A ▶ 5:04 Read and listen. Then listen again and repeat.

radical *adj.* supporting complete political or social change —a **radical** *n.*

liberal *adj.* supporting changes in political, social, or religious systems that respect the different beliefs, ideas, etc., of other people —a **liberal** *n.*

moderate *adj.* having opinions or beliefs, especially about politics, that are not extreme and that most people consider reasonable or sensible —a **moderate** *n.*

conservative *adj.* preferring to continue to do things as they have been done in the past rather than risking changes —a **conservative** *n.*

reactionary *adj.* strongly opposed to political or social change —a **reactionary** *n.*

B ▶ 5:05 LISTEN TO INFER AND ACTIVATE VOCABULARY Listen to each conversation. Then, with a partner, complete the chart. Listen again, if necessary, to check your work or settle any disagreements.

	radical	liberal	moderate	conservative	reactionary
1 He's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 She's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 He's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 She's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 He's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CONVERSATION MODEL

A ▶ 5:06 Read and listen to a conversation about politics.

A: Do you mind if I ask you a political question?

B: No problem. What would you like to know?

A: Well, are you a liberal or a conservative?

B: Actually, I'm neither. I like to make up my mind based on the issue.

A: So, would you say you're an independent?

B: I guess you could say that.

If you don't want to answer . . .

B: No offense, but I feel a little uncomfortable talking about that. I hope you don't mind.

A: Absolutely not. It's a good thing I asked.

B ▶ 5:07 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



DIGITAL
VIDEO
COACH

PRONUNCIATION *Stress to emphasize meaning*

A ▶ 5:08 Listen to the different intonations of the same sentence. Then listen again and repeat.

1 Are you a conservative? (normal stress—no special meaning)

2 Are you a con**SERV**ative? (I'm surprised that you would have such a belief.)

3 Are **YOU** a conservative? (I'm surprised that you, among all people, would be a conservative.)

4 **ARE** you a conservative? (I think you might be a conservative, and I'd like to be sure.)

B PAIR WORK Practice varying the stress in this statement: "Would you say you're an independent?" Discuss the different meanings.

NOW YOU CAN Talk about politics

A PAIR WORK Which political questions do you think would be too personal or controversial to ask?



What advice would you like to give the president / prime minister / king / queen?

What do you think about the president / prime minister / king / queen?

What do you think about our government's policies?

Are you liberal or conservative?

Who are you voting for in the election?

DIGITAL
VIDEO

B CONVERSATION ACTIVATOR With a partner, change the Conversation Model to bring up a topic that might be controversial. Partner B can answer or decline to discuss the question. Then change roles.

A: Do you mind if I ask you a political question?

B: No problem. What would you like to know?

A: Well, ?

B: Actually,

DON'T STOP!

Ask other political questions.

C CHANGE PARTNERS Discuss another political subject.



CONVERSATION MODEL

A ▶ 5:09 Read and listen to a polite conversation about a controversial issue.

A: How do you feel about capital punishment?

B: I'm in favor of it. I believe if you kill someone, you deserve to be killed. What about you?

A: Actually, I'm against the death penalty. I think it's wrong to take a life, no matter what.

B: Well, I guess we'll have to agree to disagree!

B ▶ 5:10 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

C **DISCUSSION** Are you in favor of capital punishment? Explain.

▶ 5:11 Disagreement

I guess we'll have to agree to disagree.
Really? I have to disagree with you there.
Do you think so? I'm not sure I agree.
Well, I'm afraid I don't agree.
No offense, but I just can't agree.

▶ 5:12 Agreement

I agree with you on that one.
I couldn't agree more.
I couldn't have said it better myself.
That's exactly what I think.

VOCABULARY *Some controversial issues*

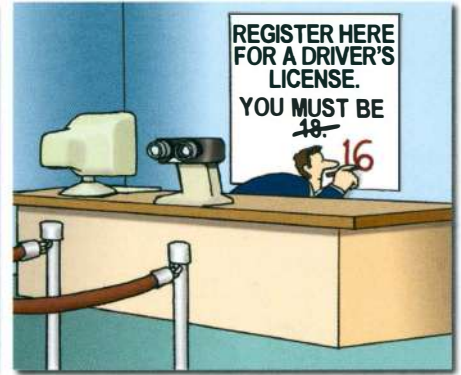
A ▶ 5:13 Read and listen. Then listen again and repeat.



censorship of books and movies



compulsory military service



lowering the driving age



raising the voting age



prohibiting smoking indoors

B ▶ 5:14 LISTEN TO ACTIVATE VOCABULARY Listen to people's opinions about controversial issues. Complete the chart with each issue they discuss. Use the Vocabulary.

	The issues they discuss	For	Against
1			
2			
3			
4			
5			

C ▶ 5:15 LISTEN TO INFER Now listen again and check For or Against in the chart, according to what the person says.

GRAMMAR Verbs followed by objects and infinitives

Certain verbs can be followed by infinitives, but some verbs must be followed by an object before an infinitive.

The newspaper reminded **all eighteen-year-olds** to vote. We urged **them** to write letters against the death penalty.

These verbs cannot be followed by an object. However, they can be followed directly by an infinitive.

- | | | | | |
|--------------|------------|--------|-------|---------|
| agree | can't wait | hope | need | pretend |
| appear | decide | learn | offer | refuse |
| can't afford | deserve | manage | plan | seem |

Verbs followed by an object before an infinitive:

- | | | | |
|----------|-----------|---------|------|
| advise | encourage | remind | urge |
| allow | invite | request | warn |
| cause | permit | require | |
| convince | persuade | tell | |

GRAMMAR BOOSTER p. 141

Gerunds and infinitives: review of

- form and usage
- usage after certain verbs

A GRAMMAR PRACTICE Complete each statement or question with an object and an infinitive.

- The newspaper advised all voters to register early for the next election.
all voters / register
- Did you remind her voter registration card?
your daughter / complete
- We persuaded for our candidate.
our friends / vote
- Our teacher always encourages every night, not just the day before the exam.
students / study
- Can't we convince taxes on property?
legislators / lower

B GRAMMAR PRACTICE Write two sentences using verbs that can be followed directly by an infinitive and two sentences with verbs that must have an object before an infinitive.

NOW YOU CAN Discuss controversial issues politely

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model, giving a reason for your point of view. Use the Vocabulary and expressions of Agreement and Disagreement from page 102. Then change roles and issues.

- A: How do you feel about ?
 B: I What about you?
 A: Actually, I I think
 B:

DON'T STOP!

Ask your partner's opinion of other issues.

RECYCLE THIS LANGUAGE.

- I'm against ____.
 I'm in favor of ____.
 I think / believe / feel:
 it's wrong.
 it's right.
 it's wrong, no matter what.
 it depends.

B CHANGE PARTNERS Discuss another issue, giving reasons to support your opinion.



BEFORE YOU READ

EXPLORE YOUR IDEAS What is the difference between a problem and a global problem? Do you think your generation faces more serious global problems than the generation of your parents or grandparents? Explain.

READING 5:16

The following issues were most frequently mentioned in a global survey about current world problems.

CORRUPTION People all over the world complain about the corruption of police, government officials, and business leaders. Two examples of corruption are:

- A police officer takes money (a “bribe”) from a driver so he doesn’t give the driver a ticket for speeding.
- A company that wants to do business with a government agency offers a public official money or a gift to choose that company for the job.

Some people feel that power promotes corruption and that corruption is unavoidable. But an independent media—for example, non-government-backed newspapers, television stations, and Internet blogs—can also play an important role in exposing corruption.

POVERTY Approximately one-fifth of the world’s population, over 1 billion people, earns less than US \$1 a day. Each day, over a billion people in the world lack basic food supplies. And according to UNICEF, each day, 25,000 children under the age of five die of starvation or preventable infectious disease.

There are many causes of poverty, ranging from catastrophic natural events to bad economic and agricultural policies, so there’s no one solution to poverty worldwide. Some people feel that wealthy nations must send aid to poorer nations, while others are concerned that nothing will help unless local corruption is reduced and bad government policies are changed.

TERRORISM Every day, we see or hear about suicide bombings and other violent acts committed against innocent people for religious or political reasons. Many ask why terrorism is on the rise.

Some social scientists believe that television and movies may contribute to growing anger. They claim that some people may feel frustrated and powerless when they measure their lives against the lives of extremely wealthy people they see in the media.

However, views about what causes terrorism can be very controversial, and many people disagree about its causes or possible solutions. While some feel that terrorism can be met with military force, others believe

that people’s extreme poverty and powerlessness must be reduced to make a difference.

RACISM AND DISCRIMINATION Racism (the belief that one’s own race or ethnic group is superior to others) and racial and ethnic discrimination (treating members of other groups unfairly) exist in many places. These two common problems cause human rights violations all over the world. In some cases a more powerful ethnic or racial group justifies the domination and, horribly, even the complete destruction of ethnic or racial minorities they consider to be inferior. When taken to this extreme, genocides such as the European Holocaust and the massacre in Sudan have threatened to wipe out entire peoples.

Can racism and discrimination be eliminated—or are these simply unfortunate features of human nature? Many people believe that education can help build tolerance of the “other” and may contribute to creating a more peaceful world.

A UNDERSTAND FROM CONTEXT Match each definition with a word from the box.

- 1 a lack of necessary money to survive
- 2 the attempt to destroy all members of a racial or ethnic group
- 3 judging or harming people because of their racial or ethnic heritage
- 4 money paid or some other reward given to a person to perform a dishonest or unethical act or to provide a favor
- 5 the abuse of power by people in government or business
- 6 the belief that other racial or ethnic groups are inferior to one’s own

- a a bribe
b genocide
c poverty
d corruption
e discrimination
f racism

B ACTIVATE LANGUAGE FROM A TEXT Based on the information in the Reading, cross out the one word or phrase in each row that is unrelated to the others. Explain your reasoning.

1	people	politics	ethnic groups	races
2	money	property	income	racism
3	bribe	corruption	discrimination	money
4	hunger	starvation	domination	lack of food
5	racism	business	discrimination	prejudice

C CRITICAL THINKING Discuss each of the following.

- 1 Reread the section on corruption in the Reading. What do all acts of corruption have in common? Do you think it is possible to end corruption, or do you feel that it is a part of human nature? Use specific examples in your discussion.
- 2 What are some of the causes of poverty, and what are its effects?
- 3 In your opinion, why do people engage in acts of terrorism? Is terrorism an expression of power or powerlessness and frustration? Provide examples to support your opinion.
- 4 What reasons do people have to hate other groups? Is hatred of another group ever understandable, appropriate, or justified? Explain the reasons for your opinion.
- 5 Do you see a single problem connecting all four issues in the Reading? If so, what is it?

DIGITAL
MORE
EXERCISES

NOW YOU CAN Propose solutions to global problems

A FRAME YOUR IDEAS On a scale of 1 to 6, put the goals in order of importance and difficulty to accomplish (1 = most important or most difficult).

ORDER OF IMPORTANCE	GOAL	ORDER OF DIFFICULTY TO ACCOMPLISH
<input type="checkbox"/>	reducing poverty and hunger	<input type="checkbox"/>
<input type="checkbox"/>	preventing terrorism	<input type="checkbox"/>
<input type="checkbox"/>	avoiding war	<input type="checkbox"/>
<input type="checkbox"/>	ending or reducing corruption	<input type="checkbox"/>
<input type="checkbox"/>	wiping out racism and ethnic discrimination	<input type="checkbox"/>
<input type="checkbox"/>	protecting human rights	<input type="checkbox"/>



B NOTEPADDING Write some possible solutions to global problems.

Problem	Possible solutions

C DISCUSSION Discuss the solutions to the global problems you proposed. Do you all have the same concerns?

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.
For example: "a bribe."

BEFORE YOU LISTEN

A ▶ 5:17 VOCABULARY • *How to debate an issue politely* Read and listen. Then listen again and repeat.

1



“ I think smoking is a disgusting habit. ”



“ **That may be true, but** if you only smoke in your own house, you’re not hurting anyone but yourself. ”

2



“ I think more people should be active in politics. That way, we would have better governments. ”



“ **I see what you mean, but** it’s not realistic to expect everyone to care. ”

3



“ I think our president is doing an excellent job. ”



“ **Well, on the one hand,** he’s not corrupt. **But on the other hand,** he hasn’t done much to improve the country. ”

4



“ I think we should just vote against everyone who’s in office now. That’s a good way to get change. ”



“ **That’s one way to look at it, but** how do we know inexperienced candidates will be any better than what we already have? ”

B PAIR WORK Take turns saying and responding to each opinion. Use the Vocabulary above to disagree politely. Or, if you agree with the opinion, use the language of agreement from page 102. For example:

1 “In some countries, dictatorship has helped stop corruption.”

“ I couldn’t agree more. Countries with dictatorships are better off. ”

OR

“ That may be true, but no one should have to live under a dictatorship. ”

2 “There is no real democracy. All governments are controlled by a few powerful people.”

3 “I think moderates are the only people you can trust in government.”

4 “I’m not going to vote. All the candidates are corrupt.”

5 “Terrorism is getting worse and worse all over the world.”

6 “I don’t think it’s important to vote. Nothing ever changes.”




LISTENING COMPREHENSION

▶ 5:18 **LISTEN TO SUMMARIZE** Listen to three conversations about dictatorship, democracy, and monarchy. Then listen again and, on a separate sheet of paper, take notes about the arguments in favor of and against each system of government. Then work in pairs. Partner A: Summarize the arguments in favor. Partner B: Summarize the arguments against.

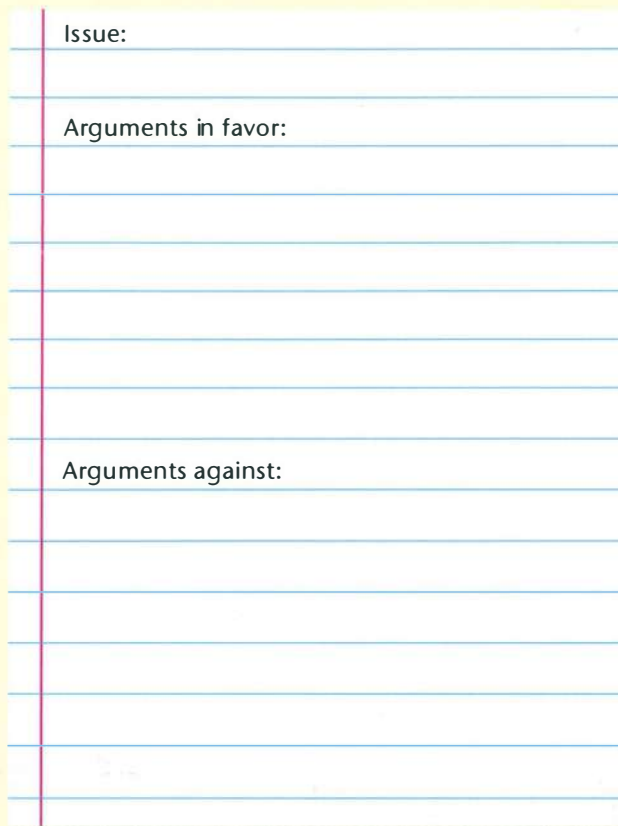
NOW YOU CAN Debate the pros and cons of issues

A GROUP WORK Choose an issue that you'd like to debate.

- 
- Banning text-messaging while driving
 - Decriminalizing the use of illegal drugs
 - Preventing children from going to movie theaters to see extremely violent movies
 - Using the military to fight terrorism
 - Permitting people to say or write anything as long as it doesn't cause physical danger
 - Your own local or political issue:



B NOTEPADDING On your notepad, write arguments in favor and against.



Issue:

Arguments in favor:

Arguments against:

C DEBATE Divide the group into two teams, with one team in favor and the other team against. Take turns presenting your views. Use the Vocabulary from page 106. Take turns and disagree politely. Then continue the discussion.

RECYCLE THIS LANGUAGE.

Discuss controversies

Are you in favor of ___?
I'm against / in favor of ____.
I think / believe / feel:
it's wrong.
it's right.
it's wrong, no matter what.
it depends.

Express agreement

I agree with you on that one.
I couldn't agree more.
I couldn't have said it better myself.
That's exactly what I think.

Express disagreement

I guess we'll have to agree to disagree!
I have to disagree with you there.
I'm not sure I agree.
I'm afraid I don't agree.
No offense, but I can't agree.

REVIEW

A ▶ 5:19 Listen to the news report about four news stories. Then listen again and circle the correct word or phrase.

- 1 Sorindians and Ramays are two (**ethnic groups / governments**) that occupy land areas next to each other.
- 2 (**Sorindians / Ramays**) want to be able to observe their dietary laws and traditional clothing customs.
- 3 The problem between the Sorindians and the Ramays is an example of (**corruption / ethnic discrimination**).
- 4 A package left in the bathroom at the central post office raised fears of (**terrorism / corruption**).
- 5 Poor people are migrating into the (**city from the countryside / countryside from the city**).
- 6 Another story in the news is the reported (**corruption / poverty**) of a police captain.

B Complete the paragraph about an election, using verbs and count and non-count nouns correctly.

Many running for election make about
 1 candidate / candidates 2 promise / promises
 But comes slowly, and
 3 education / the education 4 progress / the progress 5 information / informations
 hard to get. Voters would like to see that their
 6 is / are 7 proof / proofs
 being followed. For instance, we are just now
 8 advice / advices 9 is / are
 receiving of education statistics and not very good.
 10 news / the news 11 it's / they're
 is needed, and is necessary to improve our schools.
 12 Help / The help 13 the time / time

C Complete each sentence.

- 1 The law doesn't allow the Constitution.
 a the president change b the president to change c change
- 2 Our friends advised disappointed about the election.
 a not to be b us not to be c us to be not
- 3 The Constitution requires office after two terms.
 a to leave b senators to leave c senators leave
- 4 The election committee permitted about their educational policies.
 a the candidates to speak b the candidates speak c to speak

D Disagree politely with each statement, using a different way to disagree each time. Then add a reason why you disagree with each statement.

- 1 Monarchies are dictatorships.
 (YOU)
- 2 There's no such thing as a real democracy anywhere in the world.
 (YOU)
- 3 All people with power are corrupt.
 (YOU)

1. That's one way to look at it, but ...

For additional language practice ...

YORK TOP NOTCH POP • Lyrics p. 155
 "We Can Agree to Disagree"

DIGITAL SONG DIGITAL KARAOKE

WRITING BOOSTER p. 152

- Contrasting ideas
- Guidance for this writing exercise

WRITING

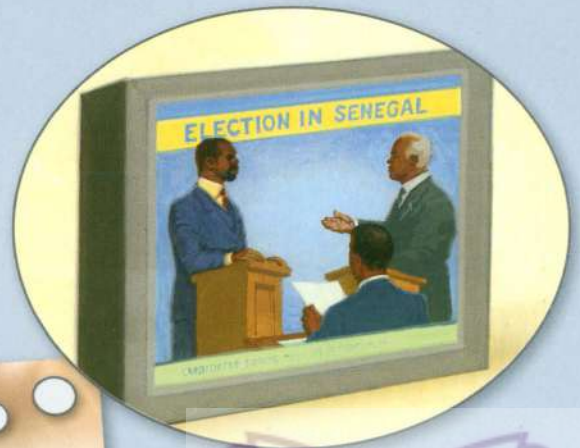
Write at least two paragraphs about one of these issues: compulsory military service, capital punishment, or censorship of books and movies. Include both the pros and cons of the issue.

ORAL REVIEW

CONTEST Look at the pictures for one minute. Then close your books and name the three issues depicted in the news.

PAIR WORK Create conversations.

- 1 Create a conversation between the man and woman in Picture 1. Continue the conversation, discussing corruption in general. Start like this:
Look at this article about the judge who was taking bribes in court.
- 2 Create a conversation between the two women in Picture 2. Start like this and continue the conversation, discussing terrorism in general:
A: Look! Another terrorist bombing.
B: Terrible! What do you think causes this?
- 3 Create a conversation between the two men discussing the election in Senegal in Picture 3. Start like this and continue the conversation:
Do you mind if I ask you a question about the elections in Senegal?



NOW I CAN

- Talk about politics.
- Discuss controversial issues politely.
- Propose solutions to global problems.
- Debate the pros and cons of issues.

COMMUNICATION GOALS

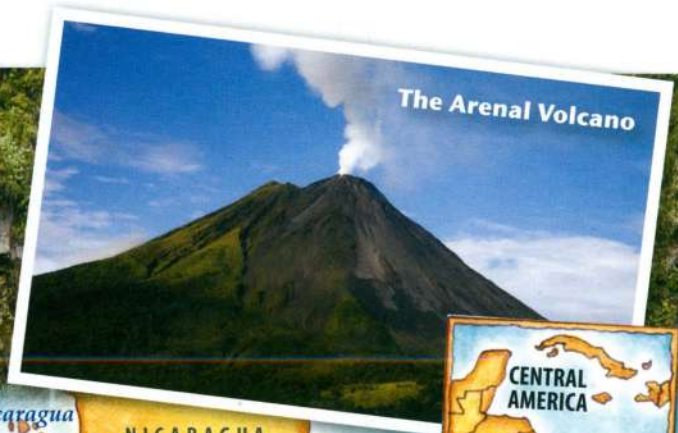
- 1 Describe a geographical location.
- 2 Warn about a possible risk.
- 3 Describe a natural setting.
- 4 Discuss solutions to global warming.

UNIT 10 Beautiful World

PREVIEW



The waterfall at La Fortuna



A ▶ 5:22 **VOCABULARY • Geographical features** Read and listen. Then listen again and repeat. Find these features on the map.

a gulf an ocean a mountain range
 a bay a sea a national park
 a lake a volcano

B Use the map to answer the questions about Costa Rica.

- 1 What two countries share a border with Costa Rica?
- 2 In what mountain range is Costa Rica's capital located?
- 3 What is Costa Rica's largest national park?
- 4 What is Costa Rica's largest lake?
- 5 Approximately how far is Puntarenas from San José?
- 6 What bodies of water are on Costa Rica's two coasts?

C ▶ 5:23 **PHOTO STORY** Read and listen to two tourists talking about Costa Rica.



Max: Have you folks been here long?

Frank: A little over a week. Unfortunately, we've only got two days left. You?

Max: We just got here yesterday, actually.

Frank: I'm Frank, by the way. Frank Lew. From Hong Kong.

Max: Max Belli. From Labro, Italy. Have you heard of it?

Frank: I can't say I have.

Max: It's a very small town about 20 kilometers north of Rome.

Max: Hey, you wouldn't happen to know anything about the La Fortuna waterfall, would you? We plan on driving up there this weekend.

Frank: Actually, we just got back from there yesterday.

Max: What a coincidence! Was it worth seeing?

Frank: Spectacular. You don't want to miss it.

Frank: But be sure to take it slow on the path down to the bottom of the falls. It can get pretty wet and slippery.

Max: Thanks for the warning. What if we want to get a look at the Arenal Volcano, too? Do you think that's doable in two days?

Frank: No problem. The volcano's only about twenty minutes west of La Fortuna by car. So I'm sure you could handle them both.

D FOCUS ON LANGUAGE Write each of the following statements from the Photo Story in your own way. Use the context of the story to help you restate each one.

- 1 "I can't say I have."
- 2 "What a coincidence!"
- 3 "Was it worth seeing?"
- 4 "You don't want to miss it."
- 5 "... be sure to take it slow."
- 6 "Do you think that's doable in two days?"
- 7 "... I'm sure you could handle them both."

SPEAKING

A PAIR WORK Brainstorm and write the names of places you know for each of the following geographical features.

an ocean or sea	a national park
a bay or gulf	a lake
a mountain or volcano	a waterfall
a mountain range	a capital

B GUESSING GAME Describe a geographical feature of your country. Your classmates guess what place it is.

“ It's a beautiful lake. It's between ... ”

“ It's a volcano. It's near ... ”

GRAMMAR Prepositional phrases of geographical place

Look at the map and study the examples.

Mexico is **north of** (OR **to the north of**) Guatemala.
Honduras and El Salvador are located **to the south**.

Tikal is **in the north**. Guatemala City is **in the south**.
Cobán is located **in the central part of** Guatemala.

El Rancho is located **on the** Motagua River.
Champerico is **on the west coast of** Guatemala.
Flores is **on the south shore of** Lake Petén Itzá.

GRAMMAR BOOSTER p. 143

- Prepositions of place: more usage
- Proper nouns: capitalization
- Proper nouns: use of the

▶ 5:24 **Compass directions**

N = north NE = northeast
S = south NW = northwest
E = east SE = southeast
W = west SW = southwest

Note: the **east coast** (OR **eastern coast**)
Also: the [northern / southern / western] coast

A GRAMMAR PRACTICE Complete the sentences with the correct prepositions.

- 1 Vladivostok is located the eastern coast Russia.
- 2 Barranquilla is the northern part Colombia.
- 3 Haikou is the northern coast Hainan Island in China.
- 4 Machu Picchu is located about 100 kilometers northwest Cuzco.
- 5 Vietnam is located south China.
- 6 Kota Kinabalu is the north coast of Borneo, a part of Malaysia.
- 7 Manaus is located the Amazon River in Brazil.
- 8 Canada is the north the United States.

B PAIR WORK With a partner, choose five places you know in or near your country. Then describe and write where they are, using prepositional phrases of geographical location.

PRONUNCIATION Voiced and voiceless th

A ▶ 5:25 Read and listen. Then listen again and repeat.

Voiced <u>th</u>	Voiceless <u>th</u>
1 there	thanks
2 this	think
3 northern	north
4 southern	south
5 the west	southwest

B PAIR WORK Take turns reading the sentences you wrote in Exercise B above, paying attention to voiced and voiceless th sounds.



CONVERSATION MODEL

A ▶ 5:26 Read and listen to someone describing a geographical location.

A: Where exactly is the temple located?

B: About 15 kilometers north of Kyoto.
Are you planning to go there?

A: I've been thinking about it.

B: It's a must-see. Be sure to take pictures!

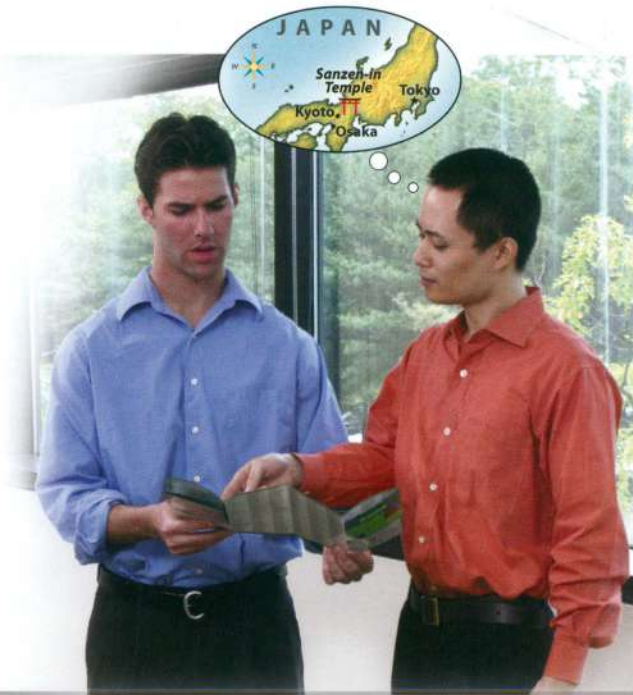
▶ 5:28 **Recommendations**

It's a must-see.
You don't want to miss it.

▶ 5:29 **Criticisms**

It's overrated.
It's a waste of time.

B ▶ 5:27 **RHYTHM AND INTONATION** Listen again and repeat.
Then practice the Conversation Model with a partner.



NOW YOU CAN Describe a geographical location

DIGITAL VIDEO

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model to talk about the location of an interesting place. Use the map and the pictures or a map of your own country. Then change roles.

A: Where exactly located?

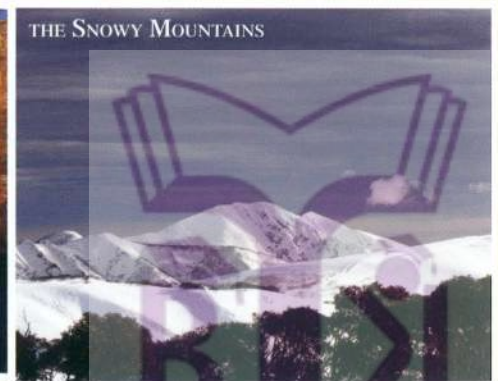
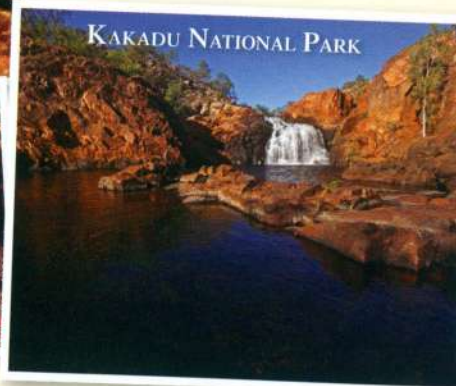
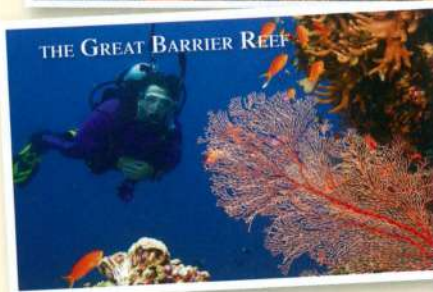
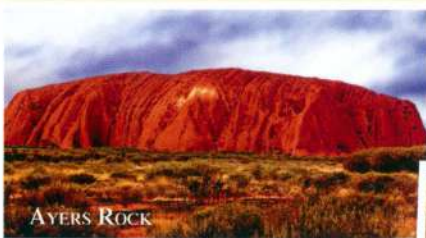
B: Are you planning to go there?

A: I've been thinking about it.

B:

DON'T STOP!

- Ask more questions about the place.
[Is it / Are they] worth seeing?
Is [it / the trip] doable in [one day]?
- Ask about other places.



B CHANGE PARTNERS Describe other places.

VOCABULARY Describe risks

A ▶ 5:30 Read and listen. Then listen again and repeat.



It can be quite **dangerous**.



It can be very **rocky**.



It can be extremely **steep**.

▶ 5:31 Some places

a path



a cliff



a cave



It can be so **slippery**.



It can be pretty **dark**.



It can be terribly **exhausting**.



It can be really **foggy**.

▶ 5:32 Dangerous animals and insects

“ Watch out for [snakes]. ”

“ Keep an eye out for [bears]. ”



a snake



a shark



a jellyfish



a bear



a scorpion



a mosquito

B ▶ 5:33 LISTEN TO INFER Listen to the conversations. Check if the speaker thinks the place is risky or not.

- | | risky | not risky |
|--|--------------------------|--------------------------|
| 1 He thinks hiking around the waterfall is . . . | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 She thinks climbing the mountain is . . . | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 She thinks swimming in the bay is . . . | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 He thinks walking on the cliffs is . . . | <input type="checkbox"/> | <input type="checkbox"/> |

C ▶ 5:34 LISTEN TO ACTIVATE VOCABULARY Listen again. Complete each statement with the risks.

- 1 He warns that the path is sometimes and there may be
- 2 She warns that there may be and that the path can be
- 3 He's worried that there will be a lot of and there may be
- 4 He warns that the cliffs are and there may be



GRAMMAR *Too + adjective and infinitive*

Use **too** + an adjective and an infinitive to give a warning or an explanation.

It's **too dark to go** hiking now. = Don't go hiking now because it's dark.

Those cliffs are **too steep to climb**. = You shouldn't climb those cliffs because they're very steep.

Use a **for** phrase to further clarify a warning or explanation.

It's too dangerous **for children** to go swimming there. (Only adults should swim there.)

GRAMMAR BOOSTER p. 145

- Infinitives with **enough**

GRAMMAR PRACTICE Complete the sentences, using **too** + an adjective and a **for** phrase + an infinitive.

- 1 It's to that neighborhood alone.
dangerous / you / go
- 2 The pyramid at Teotihuacán is
steep / older tourists / climb
- 3 It's the last train to the capital.
late / your friends / catch
- 4 The path is safely.
rocky / your children / walk on
- 5 It's really hiking to the waterfall today.
hot / us / go
- 6 Don't you think this map is ?
confusing / them / understand

DIGITAL
MORE
EXERCISES

CONVERSATION MODEL

A ▶ 5:35 Read and listen to someone warning about a risk.

A: Excuse me. Can you tell me the way to the beach?

B: That way. It's not very far.

A: Thanks. Is it safe to go swimming there?

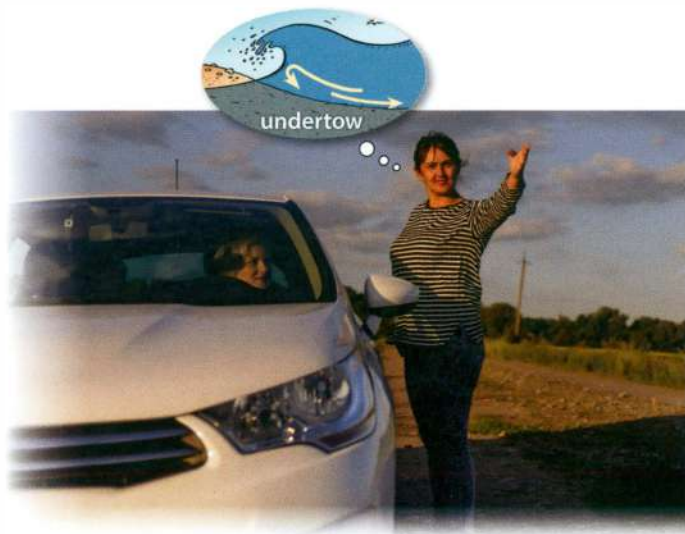
B: Sure, but be careful. There's sometimes an undertow.

A: Really?

B: Well, it's too dangerous for children to go swimming there. But I'm sure you'll be fine.

A: Thanks for the warning.

B ▶ 5:36 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Warn about a possible risk

A **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model. Ask for directions to another place. Warn about possible risks. Then change roles.

A: Excuse me. Can you tell me the way to ?

B:

A: Thanks. Is it safe to there?

B:

B **CHANGE PARTNERS** Warn about another place.

DON'T STOP!

- **Ask for more information.**

Do I need to watch out for [jellyfish / sharks]?

Are there a lot of [snakes / bears]?

Is the path very [steep / rocky / slippery]?

[Is it / Are they] worth seeing?

- **Warn about other risks.**

Watch out for [scorpions].

It's too [dangerous / dark] [for ___] to ___ there.

Places to go

a waterfall
a path
a cave
a beach
cliffs
a volcano
a national park

Things to do

go swimming
go hiking
go climbing
go biking
go skiing

DIGITAL
VIDEO



BEFORE YOU LISTEN

DIGITAL
FLASH
CARDS

- A ▶ 5:37 **VOCABULARY** • *Describing natural features* Read and listen.
Then listen again and repeat.

▶ 5:38 **Strong positive adjectives**
The scenery was **breathtaking**.
The views were **spectacular**.
The sights were **extraordinary**.

Geographic nouns



a forest



a jungle



a valley



a canyon



an island



a glacier

Geographic adjectives



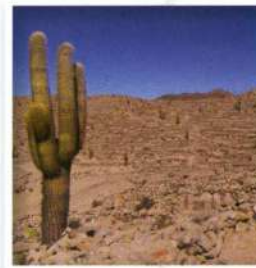
mountainous



hilly



flat



dry / arid



lush / green

- B **PAIR WORK** Talk about places you know, using the nouns and adjectives from the Vocabulary.

“ The north of this country is pretty flat and arid, but in the south it's really mountainous. The green valleys and forests are spectacular. ”

LISTENING COMPREHENSION

- A ▶ 5:39 **LISTEN FOR MAIN IDEAS** Read the questions. Listen to a description of a memorable trip and answer the questions.

- What country did Mr. Yamagichi visit?
a the U.S. b Australia c Canada d the U.K.
- What kind of place did he visit?
a a park b a beach c an island d a jungle
- What activity did he and his wife do the most?
a go skiing b go swimming c go hiking d go hang gliding
- What geographical adjective best describes this place?
a flat b arid c hilly d mountainous



Mitsuhiro Yamagichi



B ▶ 5:40 **LISTEN FOR DETAILS** Listen again and pay attention to how Mr. Yamagichi describes what he saw on his trip. Complete each phrase with a word from the box.

- | | |
|-----------------------|----------------------|
| 1 amazing | 5 fantastic |
| 2 breathtaking | 6 fresh, clean |
| 3 extraordinary | 7 slippery |
| 4 famous | 8 spectacular |

air	lake
canyon	mountains
cliffs	path
forests	views
glacier	water
hotel	waterfalls

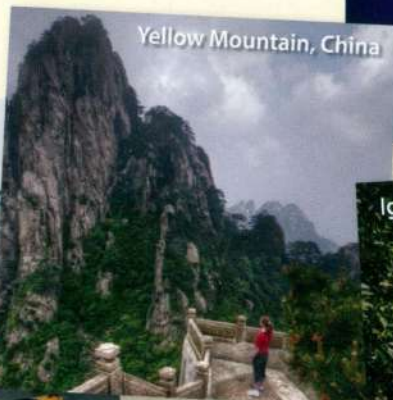
C PAIR WORK With a partner, summarize Mr. Yamagichi's trip in your own words by restating key details. Listen again if necessary.

NOW YOU CAN Describe a natural setting

A FRAME YOUR IDEAS Choose a photo. Describe the place and what a person could do there. Your partner guesses which place you chose.



“ It's a lush island in a beautiful ocean. You can lie on the beach and do nothing or go snorkeling. ”



B NOTEPADDING On your notepad, write about a spectacular place you know or a place you'd like to visit. What does it look like? What can you do there?

Name of place:	Things you can do there:
Description:	

C PAIR WORK Tell your partner about the place you wrote about on your notepad. Use the Vocabulary.

RECYCLE THIS LANGUAGE.

<p>It's in the [north] / on the [coast]. It's located on the [Orinoco River]. It's located on the [shore / east coast] of [Lake Victoria]. It's south of ____. It's in the central part of ____. It's a must-see.</p>	<p>You don't want to miss it. [Bash Bish Falls] is overrated, but [Niagara Falls] is breathtaking. [Saw Valley] is a waste of time, but [Pine Valley] is extraordinary. It's very [rocky / steep / slippery].</p>
--	--



BEFORE YOU READ

DIGITAL
FLASH
CARDS

A ▶ 5:41 **VOCABULARY • Energy and the environment** Read and listen. Then listen again and repeat.

the environment *n.* the air, water, and land in which people, animals, and plants live

pollution *n.* the act of causing air, water, or land to become dirty and unhealthy for people, animals, and plants

climate change *n.* a long-term change in the Earth's temperatures and weather patterns

power *n.* electricity or other force that can be used to make machines, cars, etc., work

renewable energy *n.* power from natural resources, such as wind power or solar power (from the sun), that is continually available for human use

energy-efficient *adj.* using as little power as possible

▶ 5:42 **Stress in verbs and nouns**

increase *v.* to become larger in amount
an increase in [temperature] *n.*

decrease *v.* to become smaller in amount
a decrease in [pollution] *n.*

B DISCUSSION What do you already know about global warming? What causes it? What effect is it having on the environment?

READING ▶ 5:43

Choose Clean Energy and Help Curb Global Warming



Compact fluorescent light bulbs use less electricity.

Fossil fuels such as oil, coal, and natural gas provide energy for our cars and homes, but increase the amount of carbon dioxide (CO₂) in the air, contributing to climate change in the form of global warming. However, there are choices we can make that can lessen their negative impact on the environment.

Get moving—Take good care of your car and keep your tires properly inflated with air. You will use less gasoline and save money. Better yet, skip the drive and walk, take public transportation, or ride a bicycle when you can.

Upgrade—Replace your old refrigerator or air conditioner with a new energy-efficient model. Not only will you save money on your electric bill, but you'll contribute to cutting back on the pollution that causes global warming.

See the light—Use new energy-saving compact fluorescent light bulbs. They produce the same amount of light as older incandescent bulbs, but they use 75% less electricity and last much longer.

Cut back—Try to reduce the amount of water you use for showers, laundry, and washing dishes. And turn the

temperature on your hot water heater down.

Recycle—Use products that are recycled from old paper, glass, and metal to reduce energy waste and pollution by 70 to 90%. And before you toss things in the garbage, think about what you can reuse.

Think local—Shipping foods over long distances is a waste of energy and adds to pollution. In addition, the pesticides and chemicals used to grow them are bad for the environment. So buy locally grown fruits and vegetables instead.

Speak out—Talk to lawmakers about your interest in curbing global warming. Support their attempts to improve standards for fuel efficiency, to fund renewable and clean energy solutions, such as wind and solar power, and to protect forests.

The effects of global warming

- An increase in floods, droughts, tornadoes, and other extreme weather conditions
- A rise in sea levels, causing flooding in coastal areas
- Higher sea surface temperatures, endangering sea life
- The shrinking of glaciers, leading to a decrease in fresh water for rivers and less energy production
- A loss of tropical forests, an increase in arid lands, more forest fires, and a loss of animal and plant species
- A decrease in agricultural yields, leading to famine

Clean, renewable energy solutions like wind power can help curb global warming.

A UNDERSTAND FROM CONTEXT Find and underline each of the following words or phrases in the Reading. Then use your understanding of the words to write definitions.

- | | |
|------------------------|-----------------|
| 1 fossil fuels | 4 reduce |
| 2 global warming | 5 curbing |
| 3 inflated | 6 a rise |

B CRITICAL THINKING Discuss the questions.

- The article mentions fossil fuels as a major source of energy. What two other sources of energy are mentioned? How are they different from fossil fuels?
- Look at the list of the effects of global warming in the Reading. What impact could they have on these aspects of your country's economy: tourism, food production, housing, and disaster relief?

C SUMMARIZE Review the Reading again. Then close your book. With a partner, discuss and make a list of the ways the Reading suggests you can help curb global warming.

NOW YOU CAN Discuss solutions to global warming

A NOTEPADDING What do you do in your daily life that might contribute to the energy waste and pollution that causes global warming? Make a list on your notepad.

at home:
at work:
at school:
in transportation:
other:

C DISCUSSION Do you agree with the suggestions in the Reading? Discuss the value of trying to take personal actions to help curb global warming. Talk about:

- what you are doing now.
- what you'd like to do in the future.
- what you think is not worth doing.

RECYCLE THIS LANGUAGE.

Are you in favor of ___?
 I think / don't think it's a good idea to ___.
 I'm against ___.
 That's true, but ___.
 I see what you mean, but ___.
 Well, on the one hand, ___. But, on the other hand, ___.
 That's one way to look at it, but ___.
 That depends.
 We'll have to agree to disagree.

Text-mining (optional)
 Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.
 For example: "a waste of energy."

B PAIR WORK Compare notepads with a partner. Discuss what you think each of you could do to help cut down on energy waste and pollution.

“ I don't really recycle everything I can right now, but I'd like to. I think it would be better for the environment if I did. ”

“ I want to buy energy-efficient light bulbs, but they're more expensive than the regular kind. ”



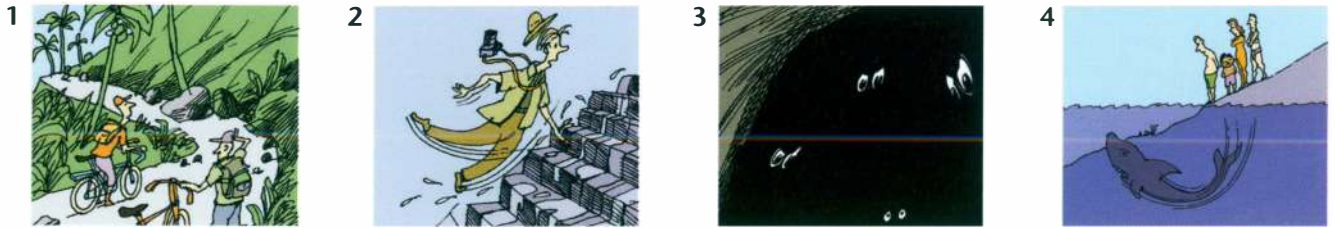
REVIEW

A ▶ 5:44 Listen to the conversations. Write the type of place each person is talking about, choosing words from the box. Then check whether or not the person recommends going there.

- | | | | |
|----------|-----------|-----------|-------------|
| a canyon | a desert | an island | a volcano |
| a cave | a glacier | a valley | a waterfall |

Type of place	Recommended?	Type of place	Recommended?
1	<input type="checkbox"/> yes <input type="checkbox"/> no	3	<input type="checkbox"/> yes <input type="checkbox"/> no
2	<input type="checkbox"/> yes <input type="checkbox"/> no	4	<input type="checkbox"/> yes <input type="checkbox"/> no

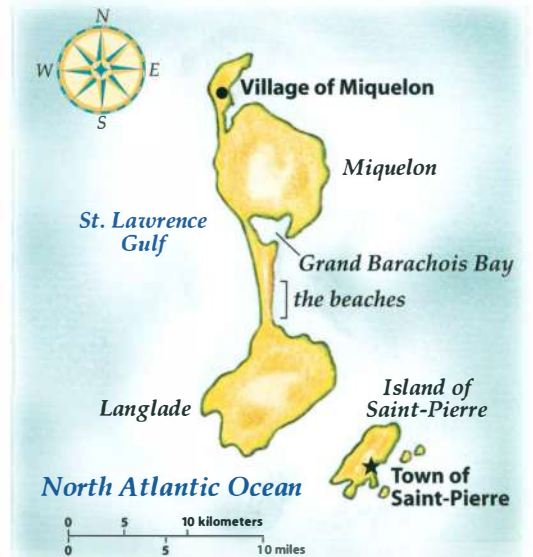
B Look at the pictures. Complete the warnings about each danger, using too.



- That road to ride on if you're not careful.
- Those steps climb safely after a rain.
- go in the cave without a flashlight.
- go swimming in the bay.

C Complete the locations, using the map.

- The town of Saint-Pierre is the shore the island of Saint-Pierre.
- Grand Barchois Bay the village of Miquelon.
- The island of Saint-Pierre Langlade.
- The village of Miquelon about from the town of Saint-Pierre.
- The beaches the coast.



WRITING

Write a description of your country, state, or province. Include the location and description of major cities, geographical features, national parks, and other points of interest. Use adjectives to provide details that help the reader see and feel what the places are like.

quiet / noisy	humid / foggy	spectacular
crowded	dry / arid	breathtaking
hot / warm	lush / green	extraordinary
cold / cool	steep / rocky	beautiful
mountainous	high / low	gorgeous
flat / hilly	green / blue	unique

WRITING BOOSTER p. 153

- Organizing by spatial relations
- Guidance for this writing exercise

For additional language practice ...

TOP NOTCH POP • Lyrics p. 155
"It's a Beautiful World"

DIGITAL SONG

DIGITAL KARAOKE

ORAL REVIEW

GAME Using the map and the pictures, describe a location or natural features. Your classmates guess the place. For example:

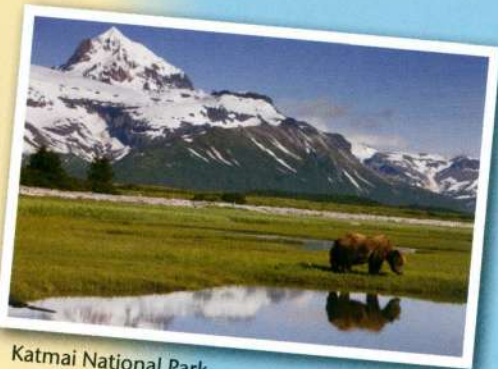
It's located south of Denali National Park. OR It has spectacular glaciers.

PAIR WORK Use the map and the "Explore Alaska!" chart to create conversations for the man and the woman. Start like this:

Where exactly is ___? OR Excuse me. Could you tell me the way to ___?



Glacier Bay National Park



Katmai National Park



Explore Alaska!



	bears	mosquitos	snakes	fog
Denali National Park	✓	✓	x	✓
Kodiak Island	✓	✓	x	✓
Katmai National Park	✓	✓	x	x
Glacier Bay National Park	x	x	x	✓



✓ NOW I CAN

- Describe a geographical location.
- Warn about a possible risk.
- Describe a natural setting.
- Discuss solutions to global warming.

Reference Charts

PRONUNCIATION TABLE

Vowels		Consonants			
Symbol	Key Words	Symbol	Key Words	Symbol	Key Words
i	beat, feed	p	pack, happy	z	zip, please, goes
ɪ	bit, did	b	back, rubber	ʃ	ship, machine, station,
eɪ	date, paid	t	tie		special, discussion
ɛ	bet, bed	d	die	ʒ	measure, vision
æ	bat, bad	k	came, key, quick	h	hot, who
ɑ	box, odd, father	g	game, guest	m	men
ɔ	bought, dog	tʃ	church, nature, watch	n	sun, know, pneumonia
oʊ	boat, road	dʒ	judge, general, major	ŋ	sung, ringing
ʊ	book, good	f	fan, photograph	w	wet, white
u	boot, food, flu	v	van	l	light, long
ʌ	but, mud, mother	θ	thing, breath	r	right, wrong
ə	banana, among	ð	then, breathe	y	yes
ɝ	shirt, murder	s	sip, city, psychology		
aɪ	bite, cry, buy, eye	t	butter, bottle		
aʊ	about, how	t̩	button		
ɔɪ	voice, boy				
ɪr	deer				
ɛr	bare				
ɑr	bar				
ɔr	door				
ʊr	tour				

IRREGULAR VERBS

base form	simple past	past participle	base form	simple past	past participle
be	was / were	been	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	lose	lost	lost
bite	bit	bit / bitten	make	made	made
bleed	bled	bled	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burned / burnt	burned / burnt	quit	quit	quit
buy	bought	bought	read /rɪd/	read /rɛd/	read /rɛd/
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	rise	rose	risen
cost	cost	cost	run	ran	run
cut	cut	cut	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
dream	dreamed / dreamt	dreamed / dreamt	send	sent	sent
drink	drank	drunk	sew	sewed	sewn
drive	drove	driven	shake	shook	shaken
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spend	spent	spent
find	found	found	spread	spread	spread
fit	fit	fit	stand	stood	stood
flee	fled	fled	steal	stole	stolen
fly	flew	flown	stick	stuck	stuck
forbid	forbade	forbidden	sting	stung	stung
forget	forgot	forgotten	strike	struck	struck
get	got	gotten	swim	swam	swum
give	gave	given	take	took	taken
go	went	gone	teach	taught	taught
grow	grew	grown	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hit	hit	hit	understand	understood	understood
hold	held	held	wake up	woke up	woken up
hurt	hurt	hurt	wear	wore	worn
keep	kept	kept	win	won	won
know	knew	known	write	wrote	written
leave	left	left			



1 THE PRESENT OF BE

Statements

I	am / am not	late.
You We They	are / aren't	
He She It	is / isn't	

2 THE SIMPLE PRESENT TENSE

Statements

I You We They	speak / don't speak	English.
He She	speaks / doesn't speak	English.

Yes / no questions

Do / Don't	I you we they	know	them?
Does / Doesn't	he she	eat	meat?

Short answers

Yes,	I you we they	do.
	he she it	does.
No,	I you we they	don't.
	he she it	doesn't.

Information questions

What	do	I you we they	need?
When	does	he she it	start?
Who	does	she	like?
Who		wants needs likes	this book?

3 THE PRESENT CONTINUOUS

Statements

I	am	watching TV.
You We They	are	studying English.
He She It	is	arriving now.

Yes / no questions

Am	I	going too fast?
Are	you we they	
	he she it	

Short answers

Yes,	I	am.	No,	I'm not.
	you	are.		you aren't / you're not.
	he she it	is.		he isn't / he's not. she isn't / she's not. it isn't / it's not.
	you we they	are.		you aren't / you're not. we aren't / we're not. they aren't / they're not.

Information questions

What	are	you we they	doing?
When	is	he she it	leaving?
Where	am	I	staying tonight?
Who	is		driving?

4 THE PAST CONTINUOUS

Statements

I	was / wasn't	singing that song.
You We They	were / weren't	playing the piano.
He She It	was / wasn't	leaving from Central Station.

Yes / no questions

Was	I he she it	landing in Sydney when the storm began?
Were	we you they	

Short answers

Yes,	I he she it	was.	No,	I he she it	wasn't.
	we you they	were.		we you they	weren't.

Information questions

When	was	I he she	speeding?
Where	were	we you they	going?
Who	was		arriving?

5 THE PAST OF BE

Statements

I He She It	was	late.
We You They	were	early.

Yes / no questions

Was	I he she it	on time?
Were	we you they	in the same class?

Short answers

Yes,	I he she it	was.	No,	I he she it	wasn't.
	we you they	were.		we you they	weren't.

Information questions

Where	were	we? you? they?	
When	was	he she it	here?
Who	were	they?	
Who	was	he? she? it?	

6 THE SIMPLE PAST TENSE

Many verbs are irregular in the simple past tense. See the list of irregular verbs on page 122.

Statements

I You He She It We They	stopped / didn't stop	working.
---	--------------------------	----------

Yes / no questions

Did	I you he she we they	make a good dinner?
-----	-------------------------------------	---------------------

Short answers

Yes,	I you he she it	did.
	No, we they	didn't

Information questions

When	did	I you he she we they	read that?
Who	did	they	see?
Who			called?

7 THE FUTURE WITH WILL

Affirmative and negative statements

I You He She It We They	will / won't	stop at five o'clock.
---	-----------------	-----------------------

Yes / no questions

Will	I you he she It we they	be on time?
------	---	-------------

Affirmative and negative short answers

Yes,	I you he she it we they	will.
No,		won't

Information questions

What will	I you he she it we they	do?
Who will		be there?

8 THE FUTURE WITH BE GOING TO

Statements

I'm You're He's She's It's We're They're	going to / not going to	be here soon.
--	----------------------------	---------------

Yes / no questions

Are	you we they	going to	want coffee?
Am	I	going to	be late?
Is	he she it	going to	arrive on time?

Short answers

Yes	I	am.	No,	I'm not.
	you	are.		you aren't / you're not.
	he she it	is.		he isn't / he's not. she isn't / she's not. it isn't / it's not.
	you we they	are.		you aren't / you're not we aren't / we're not. they aren't / they're not.

Information questions

What	are	you we they	going to	see?
When	is	he she it	going to	stop?
Where	am	I	going to	stay tomorrow?
Who	is		going to	call?

9 THE PRESENT PERFECT

Affirmative and negative short answers

I You We They	have / haven't	left.
He She It	has / hasn't	

Yes / no questions

Have	I you we they	said enough?
Has	he she it	already started?

Affirmative and negative short answers

Yes,	I you we they	have.
No,		haven't.
Yes,	he she it	has.
No,		hasn't.

Information questions

Where	have	I you we they	seen the book?
How	has	he she it	been?
Who	has		read it?

10 THE PASSIVE VOICE

Form the passive voice with a form of be and the past participle of the verb

	ACTIVE VOICE	PASSIVE VOICE
simple present	Art collectors buy famous paintings	Famous paintings are bought by art collectors.
present continuous	The Cineplex is showing that film.	That film is being shown by the Cineplex.
present perfect	All the critic have reviewed that book.	That book has been reviewed by all the critics.
simple past	Vera Wang designed this dress.	This dress was designed by Vera Wang.
past continuous	Last year, World Air was still selling tours to the Ivory Coast.	Last year, tours to the Ivory Coast were still being sold .
future with <u>will</u>	The children will return the books tomorrow.	The books will be returned tomorrow.
<u>be going to</u>	Bar's Garage is going to repair my car this afternoon.	My car is going to be repaired by Bart's Garage this afternoon.

GERUNDS AND INFINITIVES

Verbs followed by a gerund

acknowledge	delay	escape	keep	propose	risk
admit	deny	explain	mention	quit	suggest
advise	detest	feel like	mind	recall	support
appreciate	discontinue	finish	miss	recommend	tolerate
avoid	discuss	forgive	postpone	report	understand
can't help	dislike	give up	practice	resent	
celebrate	endure	imagine	prevent	resist	
consider	enjoy	justify	prohibit		

Verbs followed directly by an infinitive

afford	choose	hesitate	need	promise	volunteer
agree	consent	hope	neglect	refuse	wait
appear	decide	hurry	offer	request	want
arrange	deserve	intend	pay	seem	wish
ask	expect	learn	plan	struggle	would like
attempt	fail	manage	prepare	swear	yearn
can't wait	grow	mean	pretend		

Verbs followed by an object before an infinitive *

advise	convince	get*	order	remind	urge
allow	enable	help*	pay	request	warn
ask*	encourage	hire	permit	require	want*
cause	expect*	invite	persuade	teach	wish*
challenge	forbid	need*	promise*	tell	would like*
choose*	force				

* In the active voice, these verbs can also be followed by the infinitive without an object (example: *want to speak* or *want someone to speak*).

Verbs followed by either a gerund or an infinitive

begin	hate	remember*
can't stand	like	start
continue	love	stop*
forget*	prefer	try*
	regret	

* There is a complete difference in meaning when these verbs are followed by a gerund or an infinitive.

I forgot **closing** the window. (= I forgot that I did it.)

I forgot **to close** the window. (= I didn't do it because I forgot.)

I remembered **locking** the door. (= I have a memory of having locked it.)

I remembered **to lock** the door. (= I didn't forget to lock it.)

I stopped **smoking**. (= I stopped the habit.)

I stopped **to smoke**. (= I stopped what I was doing in order to smoke.)

Adjectives followed by an infinitive *

afraid	curious	disturbed	fortunate	pleased	shocked
alarmed	delighted	eager	glad	proud	sorry
amazed	depressed	easy	happy	ready	surprised
angry	determined	embarrassed	hesitant	relieved	touched
anxious	disappointed	encouraged	likely	reluctant	upset
ashamed	distressed	excited	lucky	sad	willing

* EXAMPLE: I'm willing **to accept** that.



TOP NOTCH **3B**

Grammar Booster



Expressing the future: review

These forms can express or imply the future:

The present continuous

My tooth has been killing me all week. I'm **calling** the dentist tomorrow.
What are you doing this afternoon? I'm **going** to the beach.

The simple present tense

The office is usually open until 9:00, but it **closes** at 6:00 tomorrow.

Although **should**, **could**, **ought to**, **may**, **might**, **can**, and **have to** are not future forms, they often imply a future action.

You **could catch** the next bus. We **should call** her next week.

A Read each sentence. Check the sentences that have future meaning.

- | | |
|--|--|
| <input type="checkbox"/> 1 Hannah is studying English this month. | <input type="checkbox"/> 6 I'm taking my daughter out for dinner tonight. |
| <input type="checkbox"/> 2 Nancy studies English in the evening. | <input type="checkbox"/> 7 I'm eating dinner with my daughter. Can I call you back? |
| <input type="checkbox"/> 3 You should call me tomorrow. | <input type="checkbox"/> 8 The class always starts at 2:00 and finishes at 4:00. |
| <input type="checkbox"/> 4 He might have time to see you later. | <input type="checkbox"/> 9 We may stay another week in Paris. |
| <input type="checkbox"/> 5 My parents are arriving at 10:00. | |

The future with will and be going to: review

Use **will** or **be going to** to make a prediction or to indicate that something in the future will be true. There is no difference in meaning.

Getting a new car **will cost** a lot of money. = Getting a new car **is going to cost** a lot of money.

Use **be going to** to express a plan.

My tooth has been killing me all week. I'm **going to call** a dentist. NOT ~~I will call~~ a dentist.

Be careful! **Will** is also used for willingness. This use of **will** doesn't have a future meaning. **Be going to** cannot be used for willingness.

A: Is it true that you **won't go** to the dentist?

B: I'll **go** to the dentist, but I don't like fillings. NOT ~~I'm going to go~~ to the dentist, but . . .

B Complete the conversations, using **will** or **be going to**.

- A: Would you like to go running in the park? I in about half an hour.
B: That sounds great. I you there. ^{leave}
_{meet}
- A: It's midnight. Why are you still reading?
B: We a test tomorrow.
_{have}
- A: Do you have plans for tomorrow?
B: Yes. I a chiropractor for the first time.
_{see}
- A: I hope you can come tomorrow night. We'd really like you to be there.
B: OK. I
_{come}
- A: I'm thinking about getting a new laptop.
B: Really? Well, I you mine. I love it.
_{show}



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

Wish + the past perfect

I **wish** I **had married** later in life. And I **wish** I **hadn't married** Celine!
Do you **wish** you **had bought** that car when it was available?

Should have and ought to have + past participle

Ought to have has the same meaning as **should have**.

I **should have married** later in life. = I **ought to have married** later in life.

I **shouldn't have married** Celine. = I **ought not to have married** Celine.

Note: American English speakers commonly use **should have** instead of **ought to have** in negative statements and in questions.

A On a separate sheet of paper, rewrite the statements and questions, changing wish + the past perfect to should have or ought to have.

She wishes she had had children. (ought to)

She ought to have had children.

- 1 Do you wish you had studied Swahili? (should)
- 2 I wish I had gone to New Zealand instead of Australia. (ought to)
- 3 Do you wish you had taken the job at the embassy? (should)
- 4 I wish I hadn't studied law. (should)

B Answer each question with a statement using wish + the past perfect.

- 1 Steven said, "I should have stopped smoking." What does Steven wish? *He wishes he had stopped smoking.*
- 2 Lauren said, "I shouldn't have bought this car." What does Lauren wish?
- 3 Carl's wife said, "You should have bought a convertible." What does Carl's wife wish?
- 4 Ms. Baker said, "The students should have studied more for the exam." What does Ms. Baker wish?

Adjective clauses: common errors

Remember:

Use the relative pronouns **who** or **that** for adjective clauses that describe people. Use **that** for adjective clauses that describe things.

Don't say: Feijoada is a dish ~~who~~ is famous in Brazil.

Don't use a subject pronoun after the relative pronoun.

Don't say: Feijoada is a dish that it is famous in Brazil.

A On a separate sheet of paper, combine the two sentences into one, making the second sentence an adjective clause. Use who whenever possible. When it isn't possible, use that. Follow the example.

The hotel clerk was very helpful. / He recommended the restaurant.

The hotel clerk who recommended the restaurant was very helpful.

- 1 My cousin lives in New Zealand. / She called today.
- 2 We have a meeting every morning. / It begins at 9:30.
- 3 The celebration is exciting. / It takes place in spring.
- 4 The teacher is not very formal. / She teaches the grammar class.
- 5 Patients might prefer homeopathy. / They want to avoid strong medications.
- 6 The copy shop is closed on weekends. / It offers express service.
- 7 The hotel is very expensive. / It has three swimming pools.
- 8 Do you like the teacher? / He teaches advanced English.



Reflexive pronouns

A reflexive pronoun should always agree with the subject of the verb.

People really enjoy **themselves** at Brazil's Carnival celebrations.

My sister made **herself** sick from eating so much.

Reflexive pronouns

myself	itself
yourself	ourselves
himself	yourselves
herself	themselves

Common expressions with reflexive pronouns

believe in oneself	If you believe in yourself , you can do anything.
enjoy oneself	We enjoyed ourselves on our vacation.
feel sorry for oneself	Don't sit around feeling sorry for yourself .
help oneself (to something)	Please help yourselves to dessert.
hurt oneself	Paul hurt himself when he tried to move the fridge.
give oneself (something)	I wanted to give myself a gift, so I got a facial.
introduce oneself	Why don't you introduce yourselves to your new neighbors?
be proud of oneself	She was proud of herself for getting the job.
take care of oneself	You should take better care of yourself .
talk to oneself	I sometimes talk to myself when I feel nervous.
teach oneself (to do something)	Nick taught himself to use a computer.
tell oneself (something)	I always tell myself I'm not going to eat dessert, but I do.
work for oneself	Oscar left the company and now he works for himself .

B Complete the sentences with reflexive pronouns.

- 1 My brother and his wife really enjoyed on their vacation.
- 2 My uncle has been teaching how to cook.
- 3 The food was so terrific that I helped to some more.
- 4 Instead of staying at home and feeling sorry for after the accident, I stayed in touch with all my friends.
- 5 I hope your sister's been taking good care of
- 6 I was too shy to introduce to anyone at the party.
- 7 Mr. Yu hurt while lighting firecrackers for the Chinese New Year.

C Complete each sentence with one of the common expressions with reflexive pronouns. Then add two more sentences of your own.

- 1 When did your brother how to play the guitar?
- 2 You'd better tell your daughter to stop playing near the stove or she'll
- 3 I really hope you when you're on vacation.
- 4
- 5

By + reflexive pronouns

Use **by** with a reflexive pronoun to mean "alone."

You cannot put on a kimono **by yourself**. You need help.

Students cannot learn to speak English **by themselves**. They need practice with others in English.

D Complete each sentence with **by** and a reflexive pronoun.

- 1 Very young children shouldn't be allowed to play outside
- 2 Did your father go to the store ?
- 3 How old were you when you learned to make breakfast ?
- 4 We got tired of waiting for a table at the restaurant, so we found one



Reciprocal pronouns: each other and one another

Each other and one another have the same meaning, but one another is more formal.

People give each other (or one another) gifts.
Friends send each other (or one another) cards.

Be careful!

Reciprocal pronouns don't have the same meaning as reflexive pronouns.

They looked at themselves. (Each person looked in a mirror or at a photo.)
They looked at each other. (Each person looked at the other person.)

E On a separate sheet of paper, rewrite each underlined phrase, using a reciprocal pronoun. Then add one sentence of your own. Follow the example.

On Christmas, in many places in the world, people give and receive presents.

On Christmas, in many places in the world, people give each other presents.

- 1 On New Year's Eve in New York City, people wait in Times Square for midnight to come so they can kiss other people and wish other people a happy new year.
- 2 During the Thai holiday Songkran, people throw water at other people on the street.
- 3 During the Tomato Festival in Buñol, Spain, people have a lot of fun throwing tomatoes at other people for about two hours.
- 4 After a day of fasting during Ramadan, Muslims around the world invite other people home to have something to eat that evening.
- 5 (Your own sentence)

UNIT Lesson 2

Adjective clauses: who and whom in formal English

In formal written or spoken English, use who for subject relative pronouns and whom for object relative pronouns.

The singer was terrible. + He sang in the restaurant.
The singer who sang in the restaurant was terrible.

The singer was terrible. + We heard him last night.
The singer whom we heard last night was terrible.

Remember: An object relative pronoun can be omitted.

The singer we heard last night was terrible.

Complete each formal sentence with who or whom.

- 1 The front desk clerk works at that hotel is very helpful.
- 2 The man I met on the plane has invited us to lunch.
- 3 The manager lives in Singapore may apply for the job.
- 4 I'm very satisfied with the dentist you recommended.
- 5 The guests we invited to the dinner were an hour late.
- 6 The sales representative you are going to call speaks English.
- 7 The singer you told me about is performing tonight.
- 8 My friend works at the bank can help you.
- 9 Is your colleague someone I can ask to help me?



Real and unreal conditionals: review

- Real (or “factual”) conditionals express the present or future results of real conditions.

Present or everlasting results: Use the present of **be** or the simple present tense in both clauses.

If I **speak** slowly, people **understand** me.

If the temperature of water **rises** above 100 degrees Celsius, it **turns** to steam.

Future results: Use the present of **be** or the simple present tense in the **if** clause. Use a future form (future with **will** or present continuous for the future) in the result clause.

If I'm late, I'll **disturb** the others at the meeting.

- Unreal conditionals express the results of conditions that don't exist. Use the simple past tense or **were** in the **if** clause. Use **would** + a base form in the result clause. The order of the clauses can be reversed.

If I **bought** a more economical car, I **wouldn't worry** so much about the price of gasoline.

If he **were** here, he **would tell** us about his trip.

Remember: The order of the clauses in conditional sentences can be reversed. It's customary to use a comma after the **if** clause when it comes first.

If you **buy** a food processor, you **won't need to buy** a blender.

You **won't need to buy** a blender if you **buy** a food processor.

Remember: Conditional sentences have two clauses: an **if clause and a result clause.**

- Don't use a future form in an **if** clause. Don't say: If I ~~will~~ be late, I'll disturb the others at the meeting.
- Don't use **would** in an **if** clause. Don't say: If he ~~would~~ be here, he would tell us about his trip.

- A** Correct the errors in the conditional sentences. More than one correct answer may be possible.

- 1 If you will take a good picture, it can preserve memories of times you might forget.
- 2 If I was you, I would send them an e-mail right away.
- 3 If you would go out today, you'll need an umbrella.
- 4 Most people would eat healthy food if they understand the consequences of eating too much junk food.
- 5 These speakers will be OK if you used them in a smaller room.
- 6 If the weather will be better, I'd go for a swim.
- 7 If I would have a chance, I would work shorter hours.
- 8 Will you ride a bicycle to work if your car broke down?
- 9 What would you do if I would ask you to make dinner?
- 10 He won't eat at that restaurant if they would tell him he had to wear formal clothes.

Clauses after wish

Use **were** or the simple past tense after **wish** to express a regret about something that's not true now.

I **wish** my laptop **were** top-of-the-line. (But it's not top-of-the-line.)

I **wish** I **had** a Brew Rite digital coffeemaker. (But I don't have one.)

Remember: Use the past perfect after **wish** to express a regret about something that was not true in the past.

Sean **wishes** he **hadn't sold** his car. (But he did sell it.)

Sean **wished** he **hadn't sold** his car. (But he did.)

Use the conditional (**would** + a base form) after **wish** to express a desire in the present that something will occur in the future or on an ongoing basis.

I **wish** it **would rain**. (a desire for a future occurrence)

I **wish** it **would rain** more often. (a desire for something to occur on an ongoing basis)

Use **would** and a base form after **wished** to express a wish one had in the past for a future occurrence.

Yesterday I **wished** it **would rain**, but it didn't. (a past wish for a future occurrence)

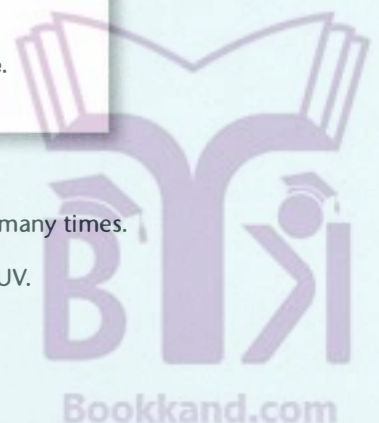
- B** Complete each statement or question with the correct form of the verb.

1 I wish my favorite author a new book. I've read all her old books so many times.

write

2 Pat wished she more time test-driving cars before she bought that SUV.

spend



- 3 Most people wish they rich.
be
- 4 I wish it possible for me to get a better camera when I bought this one.
be
- 5 They wished they sooner that their computer was a lemon.
know
- 6 When I was a child, my parents wished I a doctor.
become
- 7 Do you wish you a more comfortable car for the trip tomorrow?
have
- 8 Marie and her friend are going to Germany tomorrow. Does she wish her friend German?
study
- 9 I wish you to bed earlier when you have to get up for work.
go

Unless in conditional sentences

You can use **unless** instead of **if + not**.

Unless they buy a freezer, they'll have to go shopping every day. (= If they don't buy a freezer, . . .)

She wouldn't go for a long drive **unless** she had a phone with her. (= ...if she didn't have a phone with her.)

Martin doesn't buy electronics **unless** they're state-of-the-art. (= . . . if they're not state-of-the-art.)

- C** On a separate sheet of paper, rewrite the sentences, changing **if + not** statements to **unless** and making any necessary changes. Follow the example.

If you don't buy the Brew Rite coffeemaker, you'll have to spend a lot more money on another brand.

Unless you buy the Brew Rite coffeemaker, you'll have to spend a lot more money on another brand.

- 1 If you aren't in a hurry, you should walk.
- 2 If you don't care about special features, you shouldn't consider getting the top-of-the-line model.
- 3 She won't go running in the park if her friends don't go with her.
- 4 Claire won't buy a car if it doesn't have a high-tech sound system.

UNIT Lesson 2

The unreal conditional: variety of forms

Unreal conditional sentences can have a variety of active and passive forms in either clause.

If she **had worn** a seat belt, she **wouldn't have been** hurt.

If the car **had been** badly **damaged**, he **would have bought** a new one.

If the automobile **hadn't been invented**, we **would still be using** horses.

If horses **were still being used**, our high-speed highway system **would never have been created**.

If Marie Claire **were getting** married today, she **wouldn't marry** Joe.

If Ellie **had married** Tom, she **would have** children today.

On a separate sheet of paper, complete the unreal conditional sentences in your own way, using active and passive forms. Refer to the presentation above for some possibilities.

- 1 If I were elected ruler of a country, . . .
- 2 The car would have been invented earlier if . . .
- 3 If I were looking for a high-tech smart phone, . . .
- 4 If this laptop had been available when I was looking for one, . . .
- 5 . . . , I wouldn't be studying English now.
- 6 If I were going to take a commercial space flight today, . . .



If a base form has more than one syllable and ends in a consonant-vowel-consonant sequence, double the last consonant only if the spoken stress is on the last syllable.

permit → permitting BUT order → ordering

Infinitives: An infinitive is also a verbal noun. It is formed with **to** + the base form of a verb.

elect → to elect persuade → to persuade

Usage

Gerunds can be subjects, objects, and subject complements within sentences.

Discussing politics is my favorite activity. (subject)

I love reading about government. (direct object of verb love)

I read a book about voting. (object of preposition about)

My favorite pastime is watching TV news. (subject complement after be)

Infinitives function as subjects, direct objects, and subject complements.

To hang out all day discussing politics would be my favorite weekend activity. (subject)

I love to guess who's going to win elections. (direct object of verb love)

My greatest dream for the future is to work in the government. (subject complement after be)

A Using the sentences in the grammar presentation above as a model, write pairs of sentences on a separate sheet of paper, using the gerunds and infinitives in the two ways shown.

1 voting

a (as the subject of a sentence)

b (as a direct object)

2 smoking

a (as a direct object)

b (as an object of the preposition to)

3 censoring

a (as the object of the preposition of)

b (as a subject complement)

4 to permit

a (as the subject of a sentence)

b (as a direct object)

5 to lower

a (as a direct object)

b (as the subject of a sentence)

Gerunds and infinitives: review of usage after certain verbs

Certain verbs are followed by gerunds:

avoid, can't stand, discuss, dislike, enjoy, feel like, (don't) mind, practice, quit, sick of, suggest

Other verbs are followed by infinitives:

agree, choose, decide, expect, hope, learn, need, plan, seem, want, wish, would like

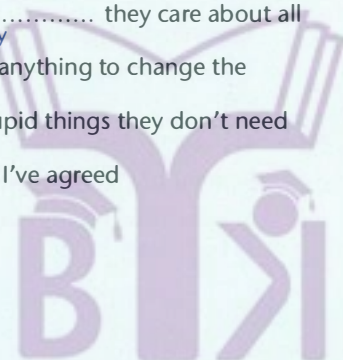
Other verbs can be followed by either a gerund or an infinitive:

begin, continue, hate, like, love, prefer

For a review of gerunds and infinitives, see the Reference Charts on page 126.

B Complete the paragraph with gerunds or infinitives. When either a gerund or an infinitive would be correct, fill in the blank with both forms.

I hope some positive changes in my life, and I would like right away. I have
observed that a lot of people enjoy about the political situation, but they don't like
..... anything about it. They love the news and they care about all
the poor people who don't have enough to eat, but they don't feel like anything to change the
situation. They worry about poverty, but they don't mind money on stupid things they don't need
..... Well, I'm sick of about how people are suffering, and I've agreed
..... a political action group. I simply hate anything!



Prepositions of place: more usage

<p>It's in</p> <p>Cheju Province. the Rocky Mountains. the Central Valley. the Sahara Desert. the Atlantic Ocean. the state of Jalisco.</p>	<p>It's on</p> <p>the Nicoya Peninsula. Easter Island. the Hudson River. Coronado Bay. the coast. Lake Placid. the Gulf of Aqaba.</p>	<p>It's in the central part It's southwest It's about 50 kilometers north</p> <p>of Madrid.</p>
---	---	---

A Write the correct prepositions of place, using in, on, or of.

- | | |
|--|---|
| <p>1 Pisco is the Pacific coast of Peru.</p> <p>2 Tianjin, in China, is Hebei Province.</p> <p>3 Desaguadero is Lake Titicaca in Bolivia.</p> <p>4 The island of Bahrain is the Persian Gulf.</p> <p>5 Cabimas is Lake Maracaibo in Venezuela.</p> <p>6 Sapporo is Hokkaido Island in Japan.</p> <p>7 Riobamba is the Pastaza River in Ecuador.</p> <p>8 Taiwan's Jade Mountain National Park is east the city of Alishan.</p> | <p>9 Fengkang is the southern part Taiwan.</p> <p>10 The city of Budapest, Hungary, is the Danube River.</p> <p>11 Denmark is north Germany.</p> <p>12 The capital of Chile, Santiago, is located the Central Valley.</p> |
|--|---|

Proper nouns: capitalization

Capitalize names of:

- | | |
|-----------------------------|--|
| places | Bolivia, the United Kingdom, Kyoto |
| languages / nationalities | French, Korean, Arabic |
| buildings and public places | the Paramount Theater, the Tower of London, the Golden Gate Bridge |
| organizations | the U.N., the World Bank, the European Union |
| names and titles | Mary, Mary Smith, Dr. Mary Smith |
| days / months / holidays | Monday, January, the Moon Festival |
| religions | Islam, Buddhism, Christianity |
| historic times or events | the Cold War, the Middle Ages, the Edo Period |

When a proper noun has more than one word, each word is capitalized, except for articles (the) and prepositions (of).

- | | | |
|--------------------------------|-------------------|---------------------|
| Panama City | the Gulf of Aqaba | Mount Fuji |
| the University of Buenos Aires | Niagara Falls | the Bay of Biscayne |

Capitalize all the words of a title, except for articles and prepositions that have fewer than four letters.

If an article or a preposition is the first word of a title, capitalize it.

- | | |
|-----------------------------|--|
| <i>The Story of English</i> | <i>Looking Back on My Life</i> |
| <i>The Financial Times</i> | <i>I Know Why the Caged Bird Sings</i> |

B On a separate sheet of paper, rewrite each sentence with correct capitalization. Follow the example.

i'm reading *one hundred years of solitude*.
I'm reading One Hundred Years of Solitude.

- | | |
|--|---|
| <p>1 my cousins are studying french.</p> <p>2 the leaning tower of pisa is in northern italy.</p> <p>3 it's on the southern coast of australia.</p> <p>4 i visit the city museum of art every saturday.</p> <p>5 my uncle jack works for the united nations.</p> <p>6 the channel tunnel between england and france was completed in 1994.</p> | <p>7 she graduated from the university of washington.</p> <p>8 we liked the movie about the great wall of china.</p> <p>9 my son is in the college of sciences.</p> <p>10 his father speaks korean and japanese fluently.</p> <p>11 their grandson was born last march.</p> |
|--|---|



Proper nouns: use of the

When a proper noun includes the word of, use the.

with <u>the</u>	without <u>the</u>
the Republic of Korea	Korea
the Gulf of Mexico	Mexico City
the Kingdom of Thailand	Thailand

When a proper noun uses a political word such as republic, empire, or kingdom, use the.

the United Kingdom	the British Empire	the Malagasy Republic
--------------------	--------------------	-----------------------

When a proper noun is plural, use the.

the Philippines	the United States
the Netherlands	the Andes Mountains

When a proper noun includes a geographical word such as ocean, desert, or river, use the. BUT do not use the with these geographical words: lake, bay, mountain, island, or park.

with <u>the</u>	without <u>the</u>
the Atlantic Ocean	Crystal Lake
the Atacama Desert	Hudson Bay
the Persian Gulf	Yellow Mountain
the Yangtze River	Hainan Island
the Iberian Peninsula	Ueno Park

When words like east or southwest are used as the name of a geographical area, use the. Do not use the when they are used as adjectives.

with <u>the</u>	without <u>the</u>
the Middle East	Western Europe
the Far East	East Timor
the West	Northern Ireland

When a proper noun includes a word that is a kind of organization or educational group, use the. Do not use the with a university or college (unless the name uses of).

with <u>the</u>	without <u>the</u>
the International Language Institute	Columbia College
the United Nations	Chubu University
the World Health Organization	
the University of Adelaide	

Do not use the with acronyms.

- U.C.L.A. (the University of California, Los Angeles)
- NATO (the North Atlantic Treaty Organization)
- OPEC (the Organization of Petroleum Exporting Countries)

C Correct the errors in the sentences. Explain your answers.

- 1 When she went to the Malaysia, she brought her husband with her.
- 2 A lot of people from United States teach English here.
- 3 The Haiti is the closest neighbor to Dominican Republic.
- 4 When we arrived in the Berlin, I was very excited.
- 5 The Jordan is a country in Middle East.
- 6 I introduced our visitors to University of Riyadh.
- 7 I lived in People's Republic of China for about two years.
- 8 Mr. Yan is a student at College of Arts and Sciences.
- 9 She is the director of English Language Institute.
- 10 She's the most famous actress in Netherlands.
- 11 He's interested in cultures in Far East.
- 12 The Poland was one of the first countries in the Eastern Europe to change to democracy.



Infinitives with enough

You can use an infinitive after an adjective + **enough** to give an explanation.

She's **old enough** to vote. He's not **busy enough** to complain.

Be careful! **Too** comes before an adjective, but **enough** comes after an adjective.

It's **too far** to walk.

It isn't **close enough** to walk. NOT It isn't ~~enough close~~ to walk.

A On a separate sheet of paper, complete each statement in your own way, using an infinitive.

1 He's tall enough . . .

4 She isn't hungry enough . . .

2 He isn't strong enough . . .

5 The movie was interesting enough . . .

3 She's thirsty enough . . .

6 The movie wasn't exciting enough . . .

B On a separate sheet of paper, write ten sentences, using your choice of adjectives from the box. Write five using **too** and an infinitive and five using **enough** and an infinitive.

early	heavy	important	old	young	long
expensive	high	loud	sick	scary	short



TOP NOTCH **3B**

Writing Booster



UNIT 6 Dividing an essay into topics

Look at the picture in the Oral Review on page 73. The picture tells the story of the lives of Michael and Carlota. It is divided into three topics, each with a date and a topic heading. The headings help the viewer see at a glance how the story will be organized.

Similarly, if a piece of writing contains more than one section or topic, it is sometimes helpful to include **topic headings** each time a new section begins. Each topic heading signals the topic of the paragraph or section in the way a table of contents in a book tells a reader what the sections will be about.

- A Read the short biography of famous Dutch painter Vincent Van Gogh. Write your own topic headings to divide the biography into sections.

Early Life

Vincent Van Gogh was born in a small village in Holland on March 30, 1853. He was an introverted child, and he didn't have many friends. But his younger brother, Theo, was one of them. As he grew up, Vincent became interested in drawing—and he was very good at it.

In 1886, Vincent Van Gogh moved to Paris to live with Theo, who collected and sold paintings. In Paris, he met other artists and was influenced by their work. He also became interested in Japanese art and collected woodblock prints.

In 1888, he moved to Arles, a town in southern France. The artist Paul Gauguin moved there, too, and they became good friends. But they didn't have much money. Van Gogh often became sad and could not paint.

After a while, Van Gogh recovered and began to paint again. He sent some paintings to Paris, but he could not sell them. Then, in 1890, early on a Sunday evening, Van Gogh went out to the countryside with his paints. He took out a gun and shot himself in the chest. In his short, sad life, Van Gogh painted 200 paintings. He sold only one of them.

- B **Guidance for the Writing Exercise (on page 72)** Use headings like these to organize your autobiography by topic. Under each heading, write notes of facts that belong in that section. Then refer to those notes as you write your autobiography.

Some headings:

My parents My birth My childhood
My studies (other)

UNIT 7 Descriptive details

To describe an event, be sure to provide descriptive details that express these four senses:

- sight** The fireworks are like beautiful red and yellow flowers in the sky.
 There is a huge parade with thousands of people, and everyone is smiling.
- sound** As you walk down the street, you can hear music and people singing.
 The fireworks are as loud as thunder, and you have to cover your ears.
- smell** You can smell the meat grilling on the street.
 Everything smells delicious, and you can't wait to eat!
- taste** The pastries are as sweet as honey, and you can't stop eating them.
 The dish has the sour taste of lemon.

Try using these patterns in some of your details.

like

This traditional dessert looks **like** a beautiful white cloud.

as . . . as

When it is in season, this local fruit is **as sweet as** sugar.

so . . . that

The decorations in the street are **so colorful that** you feel like a child seeing them for the first time.

A On a separate sheet of paper, write a sentence that expresses one of the four senses for each of the topics. Try to use like, as . . . as, and so . . . that in some of your sentences.

- | | |
|---|--|
| 1 Describe a smell in someone's kitchen. | 5 Describe something you see early in the morning. |
| 2 Describe a sound in your classroom. | 6 Describe something you hear at a park. |
| 3 Describe the taste of your favorite food. | 7 Describe something you see at a park. |
| 4 Describe the taste of something you liked as a child. | |

B **Guidance for the Writing Exercise (on page 84)** Write the names of the two holidays you chose. Then, under the name of each holiday, make a list of sights, sounds, smells, and tastes associated with it. Use these details in your writing.

UNIT 8 Summary statements

When a piece of writing contains several paragraphs, the ideas are often summarized in a paragraph at the end. Including a final **summary statement** reminds the reader of the main ideas that were presented. Read the short essay to the right. Notice the summary statement at the end.

After a problem or a breakdown, many drivers say, "If I had only had a spare tire, I would have been able to fix it and be on my way in a few minutes." Here are the things responsible drivers should never forget. First, a flashlight with working batteries can help you repair your car in the dark. Second, a spare tire can save you hours of waiting for help. You can't change that tire without a jack. If your car breaks down at night, flares can warn oncoming traffic that you are stopped. And if your battery dies, jumper cables can help you start the car again.

No matter how high-tech a car you have, breakdowns can happen at a moment's notice. However, we can plan ahead and be equipped with some simple technology to prevent a problem from becoming worse.

A Read the paragraphs and underline the main ideas. Then write your own summary statement.

There are a number of excellent presentation graphics technologies available today. Two well-known ones are Microsoft Office's PowerPoint™ and Macintosh's Keynote™. No matter which technology you use, here are some do's and don'ts that will make your presentation more successful.

First, the do's: Keep your slides concise. Keep the amount of text to a minimum because it's hard for the audience to focus on your main points if there's too much text. Use large letters (from 18 to 48 points) and simple, easy-to-read fonts. Use bullets to separate items in a list. Use just a few colors and keep that color scheme consistent throughout the presentation. If you project your slides in a bright room, light-colored text on dark backgrounds will be easiest to read.

What should a presenter avoid? Don't use all capital letters. They are hard to read. Never use dark letters on a dark background. The presentation will be hard to see. Don't use sound effects that are unrelated to the meaning of your presentation and avoid distracting transitions.

When presenting from a PowerPoint or Keynote presentation, look at your computer screen or handheld notes, not the screen the audience is looking at—to do that you would have to turn away from your audience and you would lose contact with the people you are presenting to.

Your summary statement:

B **Guidance for the Writing Exercise (on page 96)** After you have completed writing about the advantages, disadvantages, and historical impact of your invention or discovery, circle the main ideas in each paragraph. Use the main ideas to write a summary statement for your final paragraph.

UNIT 9 Contrasting ideas

The following language helps organize information by contrasting it. It signals to the reader that a contrasting idea will follow.

in contrast
on the one hand / on the other hand
however
nevertheless
even though

A technique to help organize contrasting ideas is to make two lists: pros (arguments in favor) and cons (arguments against).

To the right are handwritten notes a student made to prepare an essay that presents arguments for and against the mandatory use of a motorcycle helmet. The actual essay can be organized in two ways:

- 1 the pros and cons are presented together in contrasting sentences in each paragraph, or
- 2 as two paragraphs with the ideas in favor in one paragraph and the ideas against in another.

Pros	Cons
- injuries will be less serious in case of accidents	- it limits a person's freedom
- lives will be saved	- people should drive carefully to prevent most accidents
- medical costs will be lower in case of accidents	- if people think they are protected and safe from injury when they use a helmet, they might not drive carefully
- people don't have good judgment, so the government has to make decisions for them	- the government shouldn't interfere in the decisions of adults
- looks cool	- messes up your hair

A The essay is organized into two paragraphs. Read the essay and write the main idea of each paragraph.

Should motorcycle drivers be required to wear helmets?

Main idea:

Many cities and countries have laws requiring motorcycle drivers to wear a helmet. In some ways, these laws are good and effective. For example, it is well known that motorcycle driving is very dangerous. If a motorcycle collides with another vehicle, the driver of the motorcycle has no protection and is often injured or killed. Most fatal injuries are caused by the driver's head hitting the pavement. **On the one hand**, such injuries are often not survivable. **But on the other hand**, if a driver is wearing a helmet, the chance of fatal head injury is reduced. Unfortunately, **even though** drivers know that helmet use could save their lives, many think an accident won't happen to them. **However**, if there is a law requiring drivers to wear helmets, a lack of judgment won't matter. Drivers will have no choice but to wear the helmet.

Main idea:

Nevertheless, there are arguments against compulsory helmet-use laws. Some people feel that wearing a helmet causes drivers to have a false sense of security. In other words, drivers may feel that when they are wearing a helmet, they don't have to drive carefully. With a helmet, they feel they have a justification for reckless driving. **In contrast**, other people object to helmet laws because they feel that the government shouldn't interfere with the decisions of adults. They argue that if they get hurt, it's their own responsibility, and if they die, it doesn't hurt anyone but themselves. People who have this opinion often complain about government intrusion in personal freedom.

B **Guidance for the Writing Exercise (on page 108)** Write the issue you chose and make a list of pros and cons. Use your notes to organize and write your essay.



UNIT 10 Organizing by spatial relations

To describe a place, organize details according to spatial relations. Choose a starting point (for example, the capital city or the largest city). Describe its location.

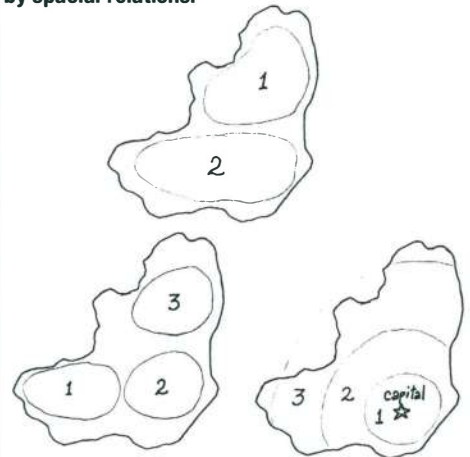
Lima is the capital of Peru. It is located **on** the west coast, **on** the Pacific Ocean.

The largest city in China is Shanghai. It is located **in** the southeast, **along** the East China Sea.

Describe where things are located in relation to that point. Choose a logical order to follow, such as north to south or west to east, so it is easy for the reader to understand.

- **To the [north] of**
To the north of São Paulo is the city of Campinas.
- **In the [south] of**
In the south of the island is the city of Kaosiung.
- **[East] of**
East of Tokyo is the city of Chiba.
- **Next to**
Next to Washington, D.C., is the city of Baltimore.
- **In the middle / center of**
In the center of the country is the city of Madrid.
- **Along the [coast / river]**
Along the coast, and west of the capital, are the cities of Valparaíso and Viña del Mar.
- **At the start of**
At the start of the Pan-American Highway is the city of Fairbanks, Alaska.
- **At the end of**
At the end of the Volga River is the Caspian Sea.

Here are three possible ways to organize details by spatial relations.



A On a separate sheet of paper, write a description for each of these places, using the language above. (Use the map on the page shown.)

- | | |
|-----------------------------------|----------------------------|
| 1 Cobán (page 112) | 4 Mexico (page 112) |
| 2 Denali National Park (page 121) | 5 Alice Springs (page 113) |
| 3 Sydney (page 113) | 6 Juneau (page 121) |

B **Guidance for the Writing Exercise (on page 120)** Draw a simple map of the place you chose. Write numbers on your map for at least two important places, beginning with 1 for the location you will start from, 2 for the next location, and so on. Then use your map to help you write your descriptions, using the language of spatial relations.

Top Notch Pop Lyrics

▶ 2:17–2:18 I'll Get Back to You [Unit 3]

Your camera isn't working right.
It needs a few repairs.
You make me ship it overnight.
Nothing else compares.
You had to lengthen your new skirt,
and now you want to get
someone to wash your fancy shirts
and dry them when they're wet.
Come a little closer—
let me whisper in your ear.
Is my message getting across
to you loud and clear?

(CHORUS)

**You're always making plans.
I'll tell you what I'll do:
let me think it over and
I'll get back to you.**

You want to get your suit dry-cleaned.
You want to get someone
to shorten your new pair of jeans
and call you when they're done.
I guess I'll have them print a sign
and hang it on your shelf,
with four small words in one big line:
"Just do it yourself."
Let me tell you what this song
is really all about.
I'm getting tired of waiting while you
figure it out.
I've heard all your demands,
but I have a life, too.
Let me think it over and
I'll get back to you.
I'm really reliable,
incredibly fast,
extremely helpful
from first to last.
Let me see what I can do.
Day after day,
everybody knows
I always do what I say.

(CHORUS)

▶ 2:31–2:32 A True Life Story [Unit 4]

The story of our lives
is a real page-turner,
and we both know
what it's all about.
It's a fast read,
but I'm a slow learner,
and I want to see
how it all turns out.

(CHORUS)

**It's a true life story.
I can't put it down.
If you want to know who's in it,
just look around.**

The story of our lives
is a real cliffhanger.
It's hard to follow,

but boy, does it pack a thrill—
a rollercoaster ride
of love and anger,
and if you don't write it,
baby, then I will.

(CHORUS)

You can't judge a book by its cover.
I wonder what you're going to discover.
When you read between the lines,
you never know what you might find.
It's not a poem or a romance novel.
It's not a memoir or a self-help book.
If that's what you like, baby, please
don't bother.
If you want the truth, take another look.

(CHORUS)

▶ 3:17–3:18 Lucky to Be Alive [Unit 5]

(CHORUS)

**Thank you for helping me to survive.
I'm really lucky to be alive.**

When I was caught in a freezing snowstorm,
you taught me how to stay warm.
When I was running from a landslide
with no place to hide,
you protected me from injury.
Even the world's biggest tsunami
has got nothing on me,
because you can go faster.
You keep me safe from disaster.
You're like some kind of hero—
you're the best friend that I know.

(CHORUS)

When the big flood came with the
pouring rain,
they were saying that a natural
disaster loomed.
You just opened your umbrella.
You were the only fellow who kept calm
and prepared.
You found us shelter.
I never felt like anybody cared
the way that you did when you said,
"I will always be there—
you can bet your life on it."
And when the cyclone turned the day
into night,
you held a flashlight and showed me the safe
way home.
You called for help on your cell phone.
You said you'd never leave me.
You said, "Believe me,
in times of trouble you will never be alone."
They said it wasn't such a bad situation.
It was beyond imagination.
I'm just glad to be alive—
and that is no exaggeration.

(CHORUS)

▶ 3:31–3:32 I Should Have Married Her [Unit 6]

She was born with talents
in both literature and art.
It must have been her love of books
that first captured my heart.
We both had experience
with unhappiness before.
I thought we would be together
for rich or for poor.

(CHORUS)

**I should have married her.
She was the love of my life,
but now she's someone else's wife.
I thought we would be happy.
I thought our love was so strong.
I must have got it all wrong.**

It's hard to make a living
when you're living in the past.
I wish we could have worked it out,
but some things just don't last.
I wonder what she's doing
or if she thinks of me.
One day she just changed her mind.
The rest is history.

(CHORUS)

It's too late for regrets.
She's gone forever now.
We make our plans,
but people change,
and life goes on somehow.

(CHORUS)



▶ 4:34–4:35 **Reinvent the Wheel**

[Unit 8]

You've got your digi-camera with
the Powershot,
Four mega pixels and a memory slot.
You've got your e-mail and your Internet.
You send me pictures of your digi-pet.
I got the digi-dog and the digi-cat,
the "digi" this and the "digi" that.
I hate to be the one to break the news,
but you're giving me the "digi" blues,

(CHORUS)

**And you don't know
the way I really feel.
Why'd you have to go and
reinvent the wheel?**

You've got your cordless phone and
your microwave,
and your Reflex Plus for the perfect shave.
It's super special, top of the line,
with the latest new, cutting-edge design.
You've got your SLR and your LCD,
your PS2 and your USB.
I've seen the future and it's pretty grim:
They've used up all the acronyms.

(CHORUS)

I keep waiting for a breakthrough innovation:
Something to help our poor communication.
Hey, where'd you get all of that high-tech taste?
Your faith in progress is such a waste.
Your life may be state of the art,
but you don't understand the human heart.

(CHORUS)

▶ 5:20–5:21 **We Can Agree to Disagree**

[Unit 9]

I believe that dogs should be
allowed to wander free.
That may be true, but don't you think
that people have rights, too?
I believe that time has come
for true dog liberty.
I see what you mean, but I don't
share your point of view.

(CHORUS)

**We can agree to disagree
about what's wrong and right.
It wouldn't be cool for you and me
to fight when we don't see eye to eye.**

I think my cat deserves to eat
a treat, no matter what.
Well, on the one hand, yes,
but on the other hand, well, no.
Don't you feel that every meal
should be shared with a pet?
That's one way to look at it,
but I don't think so.

(CHORUS)

You can be a radical.
You can be conservative.
My dog doesn't care, and he won't ask you
to leave.
You can be a moderate.
You can be a liberal.
You can believe what you want to believe.

I urge you to think it over
before you decide.
That your dog is very nice,
I couldn't agree more.
I believe that you and I
should be the best of friends.
That's exactly what I think.
Why weren't we friends before?

(CHORUS)

▶ 5:45–5:46 **It's a Beautiful World**

[Unit 10]

The path is located
half an hour west of here.
I heard it's a must-see,
and that it goes pretty near
to a breathtaking beach
a little farther up the coast.
That's the one that everybody
seems to like the most.

(CHORUS)

**It's a beautiful world.
Be careful as you go.
The road is dark and dangerous.
Be sure to take it slow.
Yes, it's a beautiful world,
from the mountains to the seas.
Through life's lonesome valleys,
won't you come with me?**

Are you planning on going
to see the waterfall?
I've been thinking about it,
and I want to do it all!
Would you happen to know
anything about Rocky Cave?
How do you get there?
Can you show me the way?

(CHORUS)

I can't wait.
I don't want to miss it.
There isn't a place worth seeing
that I don't want to visit.

(CHORUS)





TOP NOTCH

3B

THIRD EDITION

WORKBOOK

JOAN SASLOW
ALLEN ASCHER

with Wendy Pratt Long and Penny Laporte

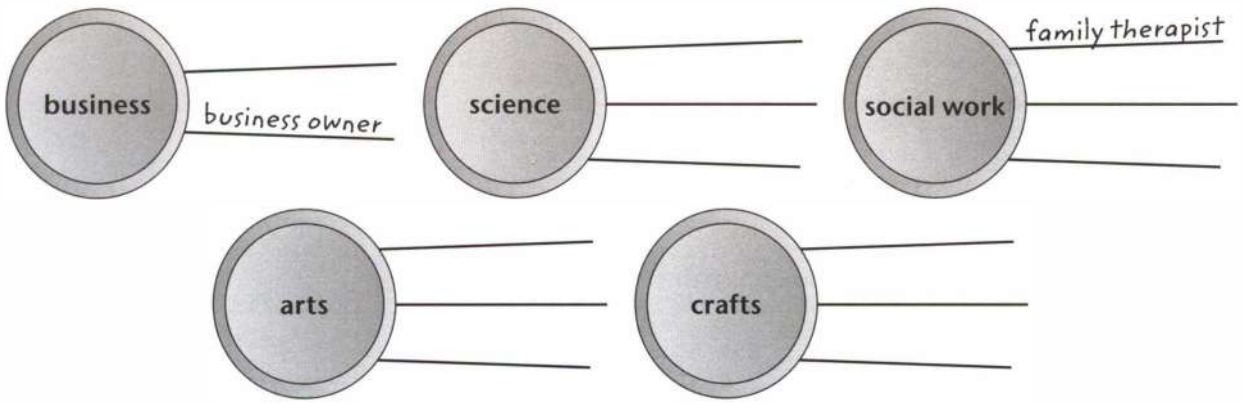


Bookkand.com



1 Complete the word webs. Write the professions on the lines.

builder	business owner	furniture maker	dentist	designer
doctor	family therapist	manager	marriage counselor	painter
scientist	song writer	tailor	teacher	



2 WHAT ABOUT YOU?

a. On a scale of 1–5, how important are the following qualities for you in a job? A 5 indicates that the quality is very important to you. A 1 indicates that the quality is not important to you at all.

- | | |
|--------------------------------|--|
| _____ make a lot of money | _____ work outside |
| _____ travel | _____ work with people |
| _____ work in a big company | _____ be able to work anywhere (from home, when traveling, etc.) |
| _____ have a flexible schedule | _____ have a lot of time to spend with my family |
| _____ be creative | _____ have a job that people think is important |

b. Look at one of the qualities you gave a 5. Why is this quality important to you?

3 WHAT ABOUT YOU? Answer the questions with your own information.

- Which field do you work in / plan to work in? _____
 - Why did you choose this field? _____
- _____



4 Read each sentence. Then circle the letter of the sentence that has a similar meaning.

1. I made my decision.
a. I made up my mind. b. It's on my mind.
2. I'll think about your ideas.
a. I'll keep them in mind. b. I'll change my mind.
3. What can I do for you?
a. Have you made up your mind? b. What's on your mind?
4. I've been thinking about something a lot lately.
a. It's been on my mind lately. b. I've changed my mind lately.
5. He was thinking about traveling, but he's going to work instead.
a. He'll keep traveling in mind. b. He's changed his mind about traveling.

LESSON 1

5 Put the conversation in order. Write the number on the line.

- | | |
|---|--------------------------------|
| _____ No kidding! I thought you wanted to be a police officer. | _____ Really? Why? |
| _____ What are you doing these days? | _____ Well, I'm a lawyer now. |
| _____ That's right. I was going to, but then I changed my mind. | _____ Well, my tastes changed. |

“Life is what happens to you / While you're busy making other plans”

—John Lennon, British composer and musician; from the song "Beautiful Boy," which he wrote for his son Sean

6 Complete each sentence with was going to or were going to.

1. We _____ (not) visit Robert, but then we changed our minds.
2. Everyone _____ find out the truth, sooner or later.
3. They _____ (not) see that movie, but it was the only one at 9:00.
4. _____ she _____ move to an apartment in the city?
5. Who _____ watch the children this evening?
6. Mr. Nan _____ make the announcement at today's meeting.
7. _____ (not) Charlie and Kim _____ get married last month?
8. You _____ talk to your boss about getting a raise, weren't you?
9. I thought I _____ (not) like the book, but I really enjoyed it.
10. People _____ start complaining if something wasn't done soon.



7 Use the cues to make statements with would.

1. In 2010 Sam thought / be / a lawyer, but he changed his mind.

In 2010 Sam thought he would be a lawyer, but he changed his mind.

2. When I was young, I believed / study Chinese, but I never did.

3. We were sure / Rick / become / a doctor, but he didn't.

4. We didn't know / we / have so many children, but now we have six!

5. I never thought / I / get this job, but I did.

6. When he was a child, Jim thought / be / a firefighter, but he became a teacher instead.

8 Circle the letter of the answer that correctly completes each sentence.

1. Did you think you _____ feel this way about the news?

a. would

b. were going

c. weren't going

2. I thought we _____ to eat dinner inside since it's getting cold.

a. aren't going

b. wouldn't

c. were going

3. No one knew that the product _____ such a success.

a. would

b. was going to be

c. wasn't going to

4. Bob and Glenn _____ going to wait for us, were they?

a. were

b. would

c. weren't

5. They always thought they _____ move someplace warmer, but they didn't.

a. wouldn't

b. weren't going to

c. would

9 WHAT ABOUT YOU? What life changes have you made? Complete each sentence in your own way.

1. I was going to _____, but _____.

2. I never thought I would _____, but _____.

3. A few years ago, I thought I would _____ because _____.

4. Five years ago, I thought I would _____ at my age.

10 Match the sentences that have similar meanings. Draw a line.

1. I changed my mind.

a. I don't like the same things anymore.

2. My tastes changed.

b. I convinced her not to do it.

3. I talked her out of it.

c. I decided to do something else.

4. It's hard to make a living.

d. I didn't meet the requirements.

5. I didn't pass the exam.

e. I can't make a lot of money.



11 Read the conversation. Answer the questions.

Nathan: I should have continued playing the guitar.

Joshua: Why do you say that?

Nathan: I love music. It makes me so happy. I might have been famous!

Joshua: Maybe. But you never know. You might not have liked the lifestyle of a musician.

1. Does Nathan still play the guitar? _____
2. Does he regret his decision? _____
3. Is Nathan famous? _____
4. Does Nathan have the lifestyle of a musician? _____

12 Complete Stacy's thoughts. Circle the correct word.



I can't believe what I did! Everyone (1.) **may / must** have laughed so hard when they heard about it—I'm sure of it. I (2.) **should / must** have taken Jason's good advice. If I had listened to him, I (3.) **would / wouldn't** have made such a fool of myself! And I (4.) **shouldn't / must** have left immediately, either. I (5.) **might / must** have made the situation better by staying there for a little while. I (6.) **must not / should not** have been thinking clearly. But I just had to leave. Everyone (7.) **should / must** have talked about it afterward. I'm so embarrassed!

13 Read the completed paragraph in Exercise 12. Then check the box that answers each question.

- | | | | |
|--|------------------------------|--------------------------------|-----------------------------------|
| 1. Did Stacy take Jason's advice? | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> maybe |
| 2. Did Stacy make a mistake? | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> probably |
| 3. Did Stacy leave immediately? | <input type="checkbox"/> yes | <input type="checkbox"/> maybe | <input type="checkbox"/> probably |
| 4. Did Stacy's leaving make the situation worse? | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> maybe |
| 5. Did everyone talk about it afterward? | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> probably |

“I would rather regret the things that I have done than the things that I have not.”
—Lucille Ball, American comedienne



14 Read each sentence and question. Then check the box that answers the question.

1. "Someone might have heard us talking on the phone."
Did anyone hear them talking? yes no maybe
2. "Jen, you could have gone with Steve."
Did Jen go with Steve? yes no probably
3. "We should have invited Rita to come to dinner with us."
Did they invite Rita? yes no maybe
4. "I must have left my keys at home."
Did she leave her keys at home? yes no probably
5. "The kids shouldn't have watched that scary movie."
Did the kids watch a scary movie? yes no maybe
6. "Peter might not have talked to Jill yet."
Did Peter talk to Jill yet? yes no maybe

15 CHALLENGE. Complete the sentences with a perfect modal and the verb in parentheses. In some cases, more than one answer is possible.

1. I shouldn't have left (leave) before I finished my work, but I did.
2. James _____ (take) the job offer, but he didn't.
3. Bethany _____ (talk) to Dave. I haven't talked to her yet, but she'll tell us tonight.
4. Kelly _____ (get) stuck in traffic. I can't think of another reason for her to be late.
5. You _____ (sell) your car, but unfortunately, you did.
6. Harry _____ (get) home already, but I doubt it.
7. We _____ (do) anything differently, could we?

“Nobody on his deathbed ever said, ‘I wish I had spent more time at the office.’”

—Paul Tsongas, United States senator and former presidential candidate

LESSON 3


16 Complete each sentence with a word in the box.

experience knowledge a skill a talent qualifications

1. _____ is an ability that you are born with.
2. _____ is an ability that you learn.
3. _____ refers to the time a person has spent working at a job in the past.
4. _____ refers to the understanding of a certain subject.
5. _____ are all the things that make you good for a job.




17 Read each person's statement. Decide if the person is talking about a talent, a skill, experience, or knowledge. Write your answers on the lines.




I've been a teacher for five years. I also worked as a teacher's assistant when I was in college.

1. _____




I have a good ear for music. I can play any song on the piano after hearing it just once.

2. _____



I love to create new dishes, and everyone says I'm an excellent cook.

3. _____



I'm very familiar with the history of the French Revolution. In fact, I wrote a few articles about it.

4. _____

18 Read the conversation. Check the skill, ability, or experience that each person has in the chart below.

- Ms. Pitts:** So, we're looking at three candidates for this job: Simon Clark, Clayton Boyer, and Christina Nelson. Let's talk about their qualifications.
- Ms. King:** Well, I was impressed with Christina's leadership skills. She has a lot of leadership experience.
- Mr. Warton:** That's true, but she doesn't have knowledge of sales.
- Ms. Pitts:** But she seems to have common sense. She must be able to learn quickly.
- Mr. Warton:** Well, if we're looking for knowledge of sales, Simon Clark is the best choice. He's been a sales representative for twelve years.
- Ms. King:** But what about other skills? Clayton speaks Spanish, French, and Portuguese.
- Mr. Warton:** Yes, and he is very artistic, too.
- Ms. King:** But the ability to think logically is more important than artistic ability for this job. And Simon can definitely think logically.
- Ms. Pitts:** Okay, let's look at Simon . . .

	Simon Clark	Clayton Boyer	Christina Nelson
1. good leadership skills			
2. common sense			
3. experience in sales			
4. good language skills			
5. artistic ability			
6. logical thinking ability			

19 Read the circled job advertisement. Check the qualities that are important for the job.

- artistic talent
- management skills
- good communication skills
- experience in a similar position
- organizational ability
- computer skills
- mathematical ability
- compassion
- common sense
- manual dexterity

stant
President of
ds someone
7day tasks.
n Excel,
Good
wired.
ful.
-555-6390.

tant to
nancial
ng group.
must have
and
3 years
e required.
'0, ext. 3232.

ADMINISTRATIVE ASSISTANT TO DIRECTOR

This is an exciting opportunity for a talented individual. The successful candidate will work with high-level individuals in the company. Responsibilities include managing the director's calendar and commitments, managing special projects, serving as the director's representative to other offices and individuals, and supervising the administrative staff. This position requires 5+ years in a senior-level executive/administrative position. Experience and strong knowledge in a variety of computer software applications is also required. The successful candidate will be quick-thinking, flexible, and have common sense. He/She will have strong organizational skills and attention to detail. He/She should also have excellent oral and written communication, problem-solving, and project-management skills. Apply online at <http://www.jobs.sanbellcorp.com>, Job #0009838.

Administ
Full-time
small cor
to assist
Must be
Word, Pc
phone et
Good me
Fax resu

Administ
Marketin
Small, bu
seeks mo
support b
Successfi
excellent
people sk
administi

20 **WHAT ABOUT YOU?** Answer the questions in your own way.

1. What is one of your talents? _____
2. What is one of your skills? _____
3. What do you have experience with? _____
4. What do you know a lot about? _____

LESSON 4

21 Read the article *The Five Most Effective Work Habits* on page 70 in the Student's Book again. Circle the one item that does not complete the sentence correctly.



1. The five basic habits in the workplace _____.
 - a. are common sense
 - b. help you succeed
 - c. should be consistent
2. Volunteer for an assignment only when you _____.
 - a. want to learn about it
 - b. have the skills for it
 - c. have the knowledge for it
3. Always be nice to _____.
 - a. everyone
 - b. only your manager
 - c. people at levels above you and below you
4. Make a to-do list _____.
 - a. to prioritize your work
 - b. of things you want to accomplish
 - c. of urgent tasks for your company
5. When you stay positive, you _____.
 - a. face challenges better
 - b. stay focused on your work
 - c. succeed in office politics
6. If you see a problem, _____.
 - a. don't mention it to management
 - b. think about solutions
 - c. present the problem and solutions to your boss



Creating Your Life Plan

If you have goals in your life, but no plan to complete them, you will not be successful. That's why in order to have success in school, business, and your personal life, you need a life plan. A plan will help you turn your dreams into reality. To create your life plan, ask yourself two questions: *Where am I going? How will I get there?*

Where am I going?

To answer this question, follow these steps:

- Create a life map—not an ordinary map, but a map of where you have been in your life and where those experiences can take you. Write down the important events in your life over the past few years. You decide what is important. It is different for everyone. For example, did you get a new job last year that you love? Did you pass an exam? Did you learn something interesting? Did you get married? To see your life in the future, you should first look into your past.
- Next, look carefully at your list. Do you have regrets? Have your tastes changed over time? Planning for the future means making decisions that make you happy and match your interests and talents. Use your past experiences to set your goals for the future. Your life map can help you avoid making the same mistakes or having regrets.
- Finally, set your goals to achieve over the next weeks, months, and years.

How am I going to get there?

Once you've decided on your life destination, you can start following your plan. Here are some tips to help you:

- Break your large goals into smaller ones. Almost any goal, no matter how difficult, will be easier to achieve if you break it down into several smaller goals.
- Focus on your goals and don't get distracted by unimportant things.
- Don't give up. You won't be successful at everything right away, so you should always try again.
- Make friends. It's difficult to succeed if you're alone, so support from good friends is very important.

Once you have created your life plan, go forward with it, but also go back to it. Tastes change. Circumstances change. Don't be afraid to tailor your life to changes in your life.

"A goal without a plan is just a wish."
~ Antoine de Saint-Exupéry



- 1. A life plan can help you plan your career choices.
- 2. A life map is a list of your daily goals.
- 3. Don't use a life map if you don't have regrets.
- 4. It's helpful to analyze your past experiences when you plan for the future.
- 5. One of the first steps in life planning is to determine what makes you happy.
- 6. It's better to have a few big goals than many small goals.
- 7. Making a life plan helps you listen to others.
- 8. Once you make a life plan, you should not change it.



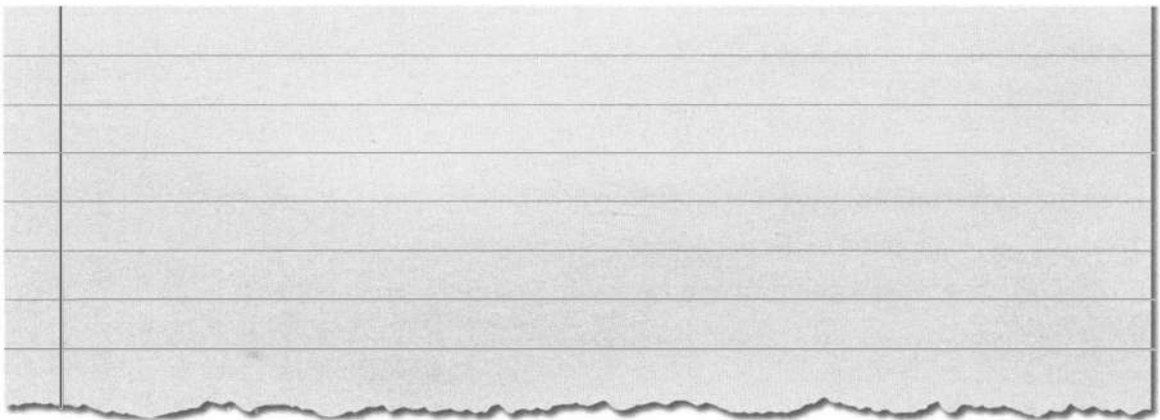
23 WHAT ABOUT YOU? Answer the questions in your own way.

1. What are three important experiences you would put on your life map? Why do you think they are important? _____

2. What goals would you like to achieve this year, next year, and in the next five years? How are you going to complete them? Complete the list.

My goals for . . .	How am I going to complete them?
this year	
next year	
the next five years	

24 Write a paragraph about a difficult work or life decision you have made. Include information about your past plans, how your plans changed, and your regrets.



25 Circle the letter of the best response to each sentence.

1. "I should have gone to school instead of taking this job."
 - a. "You must have changed your mind."
 - b. "Well, you're still young."
2. "Why did you change your plans?"
 - a. "My friends talked me out of it."
 - b. "You never know."
3. "I should have moved to another city when I had the chance."
 - a. "Maybe it's not too late."
 - b. "You must have moved."
4. "I should have been an artist."
 - a. "Well, it's hard to make a living that way."
 - b. "It could happen to anyone."
5. "I shouldn't have spent money on that sweater I bought last week. I regret my decision."
 - a. "Maybe you would have hated it."
 - b. "Maybe it's not too late to take it back."

A Answer each question with your own information. Use the correct form or tense for expressing the future. Write complete sentences.

1. What will the weather be like tomorrow?

YOU _____

2. What are you going to do this weekend?

YOU _____

3. When are you going on vacation?

YOU _____

4. What will probably be your biggest expense next year?

YOU _____

5. What time are you leaving your house tomorrow?

YOU _____

6. What time can we meet on Friday?

YOU _____

7. When should I start dinner?

YOU _____

B Read the conversations. Cross out the incorrect choice.

1. A: Do you want to go to the park later?

B: Well, they say it **is going to rain** / **will rain** / ~~rains~~ this afternoon.

2. A: My car broke down! How will I get to work? I guess I **could take** / **have to take** / **may take** the bus.

B: Don't worry. I **am going to take** / **will take** / **might take** you. Let's go.

3. A: Do you want to go to the movies tomorrow night?

B: I can't. I **am seeing** / **will see** / **am going to see** a play. You **could come** / **should come** / **are going to come** with me.

4. A: Let's go to Bloomfield's this weekend. I need a new pair of shoes.

B: I don't know . . . Bloomfield's **is having** / **can have** / **will have** their big sale tomorrow. There **are** / **will be** / **might be** too many people there!

5. A: The cable's out again! That's it! I **am calling** / **call** / **am going to call** a repairman!

B: Go ahead, but it **will take** / **takes** / **is taking** hours for him to get here on the weekend.

6. A: We need 100 copies of this report by the end of the week. **Will you make** / **Can you make** / **Do you make** them tomorrow, Frank?

B: I'm sorry. I **will be** / **am** / **can be** busy all day tomorrow.



C Read the sentences. Are they about future plans or predictions? Check the correct box.

	future plan	prediction
1. I'm going to see the doctor tomorrow.	<input type="checkbox"/>	<input type="checkbox"/>
2. He'll be a good doctor.	<input type="checkbox"/>	<input type="checkbox"/>
3. My sister is going to study Spanish in Mexico.	<input type="checkbox"/>	<input type="checkbox"/>
4. I'm going to buy a new car next year.	<input type="checkbox"/>	<input type="checkbox"/>
5. She's going to be very successful.	<input type="checkbox"/>	<input type="checkbox"/>
6. The airport will be crowded.	<input type="checkbox"/>	<input type="checkbox"/>

D Read the first sentence in each item. Circle the letter of the sentence that is closest in meaning.

- I shouldn't have talked to him.
 - I talked to him, but it was a mistake.
 - I didn't talk to him, and it was a mistake.
- We ought to have moved to Chicago.
 - We are going to move, but we don't know when.
 - It was a good idea to move, but we didn't do it.
- I wish I had told them what I thought.
 - I didn't tell them, and now I regret it.
 - I told them, and that was a big mistake.
- They should have warned us about the traffic.
 - They didn't know, so they couldn't tell us.
 - They knew, but they didn't tell us.
- Mark wishes he hadn't taken the job in Tokyo.
 - He took the job, but it was a bad idea.
 - He didn't take the job, and now he regrets it.

E Rewrite each sentence expressing regret about the past. Use the word in parentheses.

- I didn't go to college, and I regret that decision. (wish)
I wish I had gone to college.
- I ordered chicken, but now I'm sorry that I did. (should)

- Steve borrowed only two books from the library, but a few more would have been better. (ought to)

- Christina and Mark went skiing for their vacation, but it was a bad choice. (wish)

- Katie ate so many cookies that now she feels sick. (should)

- Daniel studied law in college, but he'd prefer to be a doctor. (ought to)

A Read the following short biography of the famous aviator, Amelia Earhart. Choose the correct headings and write them in the spaces below to divide the biography into sections. You will not use all the headings.

Headings:

Amelia’s Education

Amelia’s Marriage

Amelia’s Mysterious Disappearance

Amelia’s Flying Records

Amelia’s Family Life

Amelia’s Love of Flying

Amelia’s Childhood Years

Amelia Earhart

Amelia Mary Earhart was born on July 24, 1897, in Atchison, Kansas. At three years old she went to live with her grandparents who lived fifty miles away. Amelia was a tomboy, and loved snow sledding and climbing trees. She lived with her grandparents until she was ten. At ten she moved back with her parents and her younger sister, Muriel.

Amelia saw her first airplane at the 1908 Iowa State Fair. At this fair, there was a stunt-flying exhibition, and it fascinated Amelia. It was here, as she watched these planes twirling and swooshing, that Amelia fell in love with the idea of flying. Amelia actually had to wait thirteen years to take her first ride in a plane, and just six months after that, she bought her first plane. It was bright yellow and she called it *Canary*.

Amelia was very competitive, and entered many flying contests over the next several years. She continually broke the records of other aviators. To mention just a few:

In June of 1928, she became the first woman to fly across the Atlantic.

In May of 1932, she became the second person to fly solo across the Atlantic.

From August 24 to 25, 1932, she flew a solo nonstop flight from the west coast of the United States to the east coast, making her the first woman to do that.

From April 24 to 25, 1935, she was the first person to fly solo from Hawaii to California.

At the age of forty, in 1937, Amelia Earhart wanted to be the first woman to fly around the world. She and her navigator took off from Oakland, California, and flew to Miami, then through the Caribbean to Brazil and through Africa to India. After India, they flew to Bangkok, Indonesia, Australia, and then Papua New Guinea. From Papua New Guinea, they flew toward Howard Island, 2,200 miles away. They never arrived, and despite extensive searches, they were never found.

No one knows for sure what happened to Amelia and her navigator, but the world knows that Amelia is one of the most important and influential aviators in history.

B On a separate sheet of paper, write a short biography of someone you know or someone famous. Include information on this person’s childhood, family, education, achievements, regrets, or any other information you would like to add. Divide the biography into sections. Include a heading for each section.



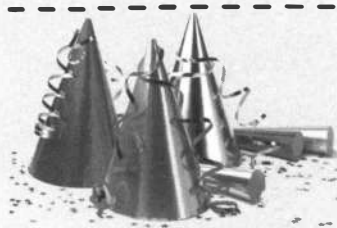
- 1 Read the newspaper ad for an event. Check true or false.

Join us at the **Dexter Hotel on December 31 to welcome the New Year!**

Here's just some of what you'll enjoy:

- beginning at 7:00, a five-course dinner planned and prepared by world-famous chef Pierre Raynaud
- live dinner music performed by pianist Oscar Herman
- at 9:00, a two-hour concert starring the Sassies, one of the hottest new bands in the city
- at 11:00, popular hits and all your favorite songs played by DJ "Raging" Robin Collins from radio station WROC
- hats and horns passed out at 11:30
- a countdown to midnight by DJ "Raging" Robin
- a perfect view of the fireworks over the Charlton River

Tickets must be purchased in advance.
Go online to buy tickets or get more information.



	true	false
1. The ticket includes dinner.	<input type="checkbox"/>	<input type="checkbox"/>
2. Oscar Herman is a radio DJ.	<input type="checkbox"/>	<input type="checkbox"/>
3. The Sassies will perform until 11:00.	<input type="checkbox"/>	<input type="checkbox"/>
4. You need to bring your own hats and horns to this event.	<input type="checkbox"/>	<input type="checkbox"/>
5. You can view the fireworks on a large TV screen.	<input type="checkbox"/>	<input type="checkbox"/>

- 2 Choose an important holiday in your country. Using the ad above as a model, write an ad for a party that would be in the local newspaper. Include the same type of information as the ad above.

3 Complete the conversation. Use the words from the box.

get together with it's impossible mobbed takes place reminds me

A: Wow, the airport is _____ 1. Why are there so many people here?

B: It's because it's almost Thanksgiving. It's an important holiday here in the U.S.

A: Really? What's the holiday for?

B: It started as a harvest celebration. It _____ 2. every year on the fourth Thursday of November.

A: How do you celebrate it?

B: People usually _____ 3. their families. That's why _____ 4. to get around. Oh, and the food is great! This holiday is about families . . . and eating!

A: It _____ 5. of one of our traditional holidays.

LESSON 1

4 WHAT ABOUT YOU? Complete the conversation in your own way.

Visitor: Tell me about a holiday that you celebrate in your country.

YOU Well, one holiday is _____.

Visitor: What kind of holiday is it?

YOU It's a(n) _____ holiday that takes place in _____.

Visitor: How do you celebrate it?

YOU Well, in my family we usually _____.

Visitor: That sounds great!

5 Complete each sentence with historical, religious, or seasonal.

1. A _____ holiday is a celebration of a particular time of year.
2. On _____ holidays, people celebrate something that happened in the past.
3. A harvest festival is an example of a _____ holiday.
4. A _____ holiday is related to people's beliefs.



6 Match each word with the correct definition. Use the words from the box.

a card	a costume	the dead
fireworks	a gift	a parade
a picnic	pray	wish each other well

- _____ : something that you give someone, especially to thank him or her, or on a special occasion
- _____ : a public celebration when musical bands, brightly decorated vehicles, etc., move down the street
- _____ : clothes worn by someone to make him or her look like a different person, an animal, etc.
- _____ : to speak to God in order to ask for help or give thanks
- _____ : colorful explosives that people burn when celebrating a special day
- _____ : people who have died
- _____ : a meal that is prepared at home and then taken outside to be eaten
- _____ : a written greeting, often with a picture on the front, that you send to people on special occasions
- _____ : to say that you hope someone will have good luck, a happy life, etc.

7 Circle the word(s) that correctly completes the sentence. In some sentences, both choices are correct.

- Anyone **who** / **that** tries this dessert loves it.
- The parties **that** / **who** take place on New Year's Eve are always so much fun.
- The New Fire Ceremony was an Ancient Aztec celebration **that it** / **that** was celebrated every 52 years.
- An emcee, or master of ceremonies, is a person **who** / **he** acts as the host at a formal occasion.
- The flowers **that** / **who** arrived yesterday were absolutely gorgeous.
- A host is someone **that** / **who** invites a person to his or her home.

8 Write the adjective clause that correctly completes each sentence. Use the clauses in the box.

that is celebrated in Latin America	who enjoy being outside
who is invited to someone's home	that are celebrated with the whole family
that come by e-mail	who talked about David

- This is a great holiday for people _____
- I love holidays _____
- It's a holiday _____
- A person _____ is called a guest.
- I'm surprised by the number of greeting cards _____
- She's the woman _____

9 Complete the conversation. Circle the best response to each question or statement.

Mitch: Do you mind if I ask you something?

Vanessa: Yes, of course. / Of course not.

Mitch: I'm not sure about the appropriate behavior here. When you go to someone's house for dinner, what should you bring?

Vanessa: You should bring a small gift. / You should bring the host.

Mitch: Definitely. / Thanks. It's a good thing I asked.

Gift-giving Etiquette

- In Japan, China, and Vietnam, it is not customary to open a gift in front of the person who gave it to you. The gift is set aside and opened later in private.
- In Russia, gifts for children are usually opened in private, while gifts for adults are usually opened in the presence of others.
- In Germany, you should avoid giving large or expensive gifts in private. The larger the gift, the more public the gift-giving should be.



10 Read each sentence. If the relative pronoun can be omitted, cross it out. If it can't be omitted, circle it.

1. The dress ~~that~~ I wore to the party is in my closet.
2. Anyone who travels on that holiday should plan for delays.
3. The woman that you were talking with is a professional party planner.
4. The couple whom we saw at the movies last night used to live in our building.
5. Ella is someone who always makes people feel good about themselves.
6. On Thanksgiving I think about the things that I am grateful for.
7. It's great to meet someone who goes out of his way to help you.
8. What should a person who's invited to dinner take?

11 Combine the two sentences into one, using the relative pronoun in parentheses. Omit the relative pronoun where possible.

1. The holiday takes place in July. I told you about the holiday. (that)

The holiday (that) I told you about takes place in July.

2. The person should bring flowers. The person comes for dinner. (who)

3. Hanbok is a dress. Women in Korea wear it for Chuseok. (that)

4. People enjoy Halloween. People like wearing costumes. (who)

5. The celebrations are a lot of fun. The celebrations take place during Mardi Gras. (that)



6. The food was amazing. I ate the food during Eid al-Adha. (that)

7. The friend went to Thailand for his vacation. I told you about the friend. (whom)

8. My friends spent New Year's Eve with me. They came from Germany. (who)

12 Correct the error in the adjective clause in each sentence.

1. The package who we received came from Hong Kong.
2. We really liked the restaurant the book recommended it.
3. Children's Day is a holiday is celebrated in many countries.
4. That holiday is fun for anyone whom loves to celebrate.
5. The costumes that Carnival performers wear them are gorgeous.

LESSON 3

13 Read the article *Holidays Around the World* on page 80 in the Student's Book again. Answer the questions.



1. When is Ramadan celebrated?

2. Why do Muslims celebrate Ramadan?

3. When is the Chinese New Year celebration?

4. How do people prepare for the Chinese New Year?

5. Which two countries celebrate Simón Bolívar's birthday on July 24th?

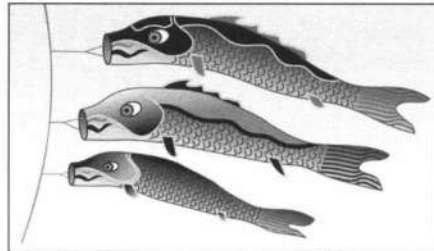
6. Why is Simón Bolívar called "the Liberator"?

CHILDREN'S DAY

In 1954, The United Nations General Assembly suggested that all countries set aside a special day for children. The idea behind Children's Day was to encourage all nations to focus on the needs, rights, and well-being of children everywhere. Since then, and in some places even before then, Children's Day has been celebrated in many countries, on different days, and in different ways.

Japan

Children's Day in Japan used to be celebrated separately for girls (on March 3) and for boys (on May 5), but today it's a holiday for all children on May 5. On Children's Day, families with boys often hang carp decorations, since a carp is a fish that symbolizes strength and success. They also display figures that look like warriors, or fighters. People eat rice cakes filled with bean paste and covered with leaves. There are many sporting and art events for children all over Japan on that day.



Korea

Celebrated on May 5, Children's Day is a national holiday in Korea. Many parents don't work and spend the day with their children. Families often visit parks, zoos, and movie theaters because they're free for children on this day. Parents traditionally give their children gifts and money.

India

Jawaharlal Nehru, the first prime minister of India, deeply loved children. His birthday, November 14, became Children's Day in India. Schools celebrate by having cultural programs and handing out treats and snacks. There are competitions and games of all kinds.

Turkey

Mustafa Kemal Atatürk, founder of the Turkish Republic, established April 23 as Children's Day in this country. People enjoy festivals and performances by children. Children replace the president, prime minister, members of the Grand National Assembly, and other officials for one day. They address children's and educational issues.



Samoa

Lotu-Tamiatu, or Children's Day, is celebrated in Samoa on White Sunday, the second Sunday in October. It is both a religious and national holiday in Samoa. Children dress all in white and parade in line from tallest to shortest into church. They perform songs and religious plays for their parents and relatives. Then they return home for a celebration meal. They are honored by their parents by being served first and receiving gifts.

1. In which two countries do children receive gifts on Children's Day?

2. In which country was Children's Day traditionally celebrated separately for boys and girls?

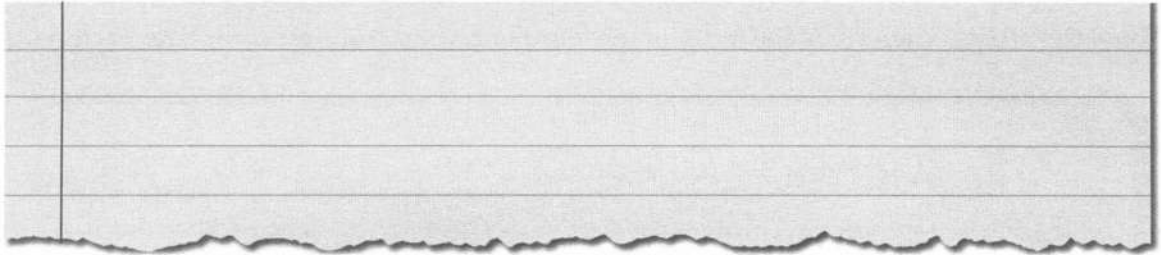
3. In which country do children participate in government on Children's Day?

4. In which two countries was Children's Day started by a famous political leader?

5. In which two countries is Children's Day celebrated on the same date?

6. In which country is Children's Day both a seasonal holiday and a religious holiday?

15 WHAT ABOUT YOU? Write a paragraph about your favorite holiday. When is it? How do you celebrate it in your family? What traditions (such as special foods or clothing) are part of this holiday? Is it religious, seasonal, or historical?



LESSON 4

16 Put the events below in the order in which they normally occur.

- _____ an engagement
- _____ a reception
- _____ a honeymoon
- _____ a wedding



17 Complete each sentence with the correct word(s) from the box.

bride	ceremony	engagement	got engaged	groom
honeymoon	newlyweds	reception	wedding	

Neil and Carrie knew each other for three years before they ______{1.} They were both so excited, and they announced their ______{2.} immediately. They wanted everyone to know they were going to get married!

Today is the ______{3.} which will have two parts. First is the ______{4.} which is the formal service that will make them legally married. Then comes the real celebration: At the ______{5.} everyone will eat and sing for hours.

Right now Carrie, the _____^{6.} is putting on her dress. She is so excited! Neil, the _____^{7.} is pretty excited, too, but he's also really nervous.

Tomorrow morning the _____^{8.} are going to Tahiti for a seven-day _____^{9.}. After all the stress and excitement of the wedding, they'll need a vacation!



The word honeymoon comes from an old Irish tradition. Newlyweds drank a drink made from honey for the first month (or moon) after being married. They believed that by doing this, they would have a son within the first year of marriage.

18 Read the article. Then circle the letter of the word or phrase that best completes each sentence.

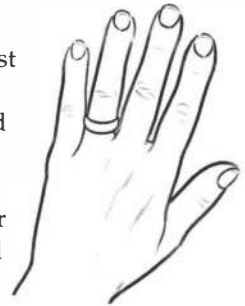
The Wedding Ring

At weddings in many parts of the world, brides and grooms give one another wedding rings. These rings remind them of the commitment they made to one another when they got married. They are also a sign to others that they are married.

No one knows for sure how this tradition started, but there is evidence that it began long ago, in ancient Egypt. Coins at that time had a hole in the center. An Egyptian groom used to place a coin on his bride's finger to show that he would take care of her.

In many ancient cultures, the circle is a symbol of eternity. The wedding ring has come to symbolize endless love and commitment.

Wedding rings have almost always been worn on the fourth finger, but the hand it's worn on depends on where you live. In some cultures, people wear their rings on the left hand, and in others, they wear them on the right.



- Rings are traditionally given _____.
a. only in Egypt b. during weddings c. just to brides
- Ancient Egyptian grooms gave their brides _____.
a. money to buy a ring b. money shaped like a ring c. a ring for every finger
- A wedding ring is a symbol of _____.
a. a circle b. eternity c. love without end
- Most people wear their wedding rings _____.
a. on both hands b. on the fourth finger c. only on the left hand



D Complete each sentence with a phrase from the box.

by herself by himself by ourselves by themselves by yourself each other

- Nobody went with Kate to the movies. She decided to go _____.
- You can't play chess _____. You need a partner.
- Young children often want to do things _____, even if it's difficult for them.
- The players wished _____ good luck before the game.
- Mrs. Jackson often works very late, so her husband eats dinner _____.
- We decided to do the work _____ instead of paying someone to do it.

E Circle who or whom and complete the sentences in your own way.

- Mrs. Reilly is my neighbor who / whom moved in three years ago.
- People who / whom talk a lot can be very _____.
- My friend who / whom lives in _____ is a really _____ person.
- The people who / whom I met when I was in _____ were really _____.
- _____ is a family friend who / whom I have known for a long time.
- My friend _____ is someone who / whom I talk to almost every day.

WRITING BOOSTER

A Read the sentences. Write the underlined words in the correct column in the chart. Think of other words and add them to the chart.

- The traditional sweet and salty candy felt so good on my tongue that I closed my eyes in happiness.
- My ears were filled with the sweet sound of children laughing.
- The fragrant odor perfumed the air.
- The women looked like a rainbow in their many-colored traditional robes.
- The food was very spicy and rich, and I was reminded of the flavors of Morocco.
- The banging of the drums in the parade made a sound as loud as thunder.

Sight	Sound	Taste	Smell
		sweet	

B A simile is a way of describing something by comparing it to something else. Think about your happiest holiday as a child. Then complete the similes below with your own information.

Examples: On Children's Day, I was as happy as a clown. The food was so good I ate like a horse.

- | | |
|---|---|
| <p>1. On _____, I was . . .</p> <p>as happy as _____,</p> <p>as excited as _____.</p> <p>as _____ as _____.</p> | <p>2. On that day, . . . I _____</p> <p>like a _____. I _____</p> <p>like a _____.</p> <p>like _____.</p> |
|---|---|

C Look at the photographs. Write a sentence with interesting details about the sounds, sights, smells, and tastes.



Songkran celebrations—Thailand

Sight: _____

 Sound: _____



Independence Day barbecue—Canada

Smell: _____

 Taste: _____



Carnival parade—Brazil

Sight: _____

 Sound: _____



Thanksgiving dinner—United States

Smell: _____

 Taste: _____

D Choose one photograph from exercise C. On a separate sheet of paper, write a paragraph describing the event. Use interesting details to describe what things look like, smell like, sound like, or taste like.

- 1 **WHAT ABOUT YOU?** Think about products that use electronic technology. Complete the chart with some products that you use.

At home	At school or work	Outside (for entertainment or transportation)

- 2 Now list the top five products from the chart above, in order of importance to you. (1 is the most important.)

1. _____
2. _____
3. _____
4. _____
5. _____

In 1898, an executive at the U.S. Patent* Office said that the office should be closed because everything had already been invented.
(*A patent is a legal document that gives you the right to make or sell a new invention that no one else is allowed to copy.)

- 3 Look at the product you listed as most important. Answer the questions about it.

1. Was this product invented before you were born? _____
2. When did you begin using it? _____
3. How would your life be different without it? _____

4. How could this product be better? _____

- 4 Choose the best response. Circle the letter.

1. "The drive home was brutal."
 - a. "I know. The traffic was awful."
 - b. "I know. The scenery was beautiful."
2. "Did the bugs bother you?"
 - a. "No, I bit the bullet."
 - b. "Yes, I got eaten alive!"
3. "There were tons of people at the mall."
 - a. "What a nightmare!"
 - b. "What fun!"
4. "Let's go camping this weekend."
 - a. "Sure. My mom won't hear of it."
 - b. "I can't. My mom won't hear of it."
5. "I need to get my car fixed, but it's going to cost so much!"
 - a. "Well, you'll have to bite the bullet and pay for it."
 - b. "Well, you'll have to bite the bullet and not pay for it."



LESSON 1

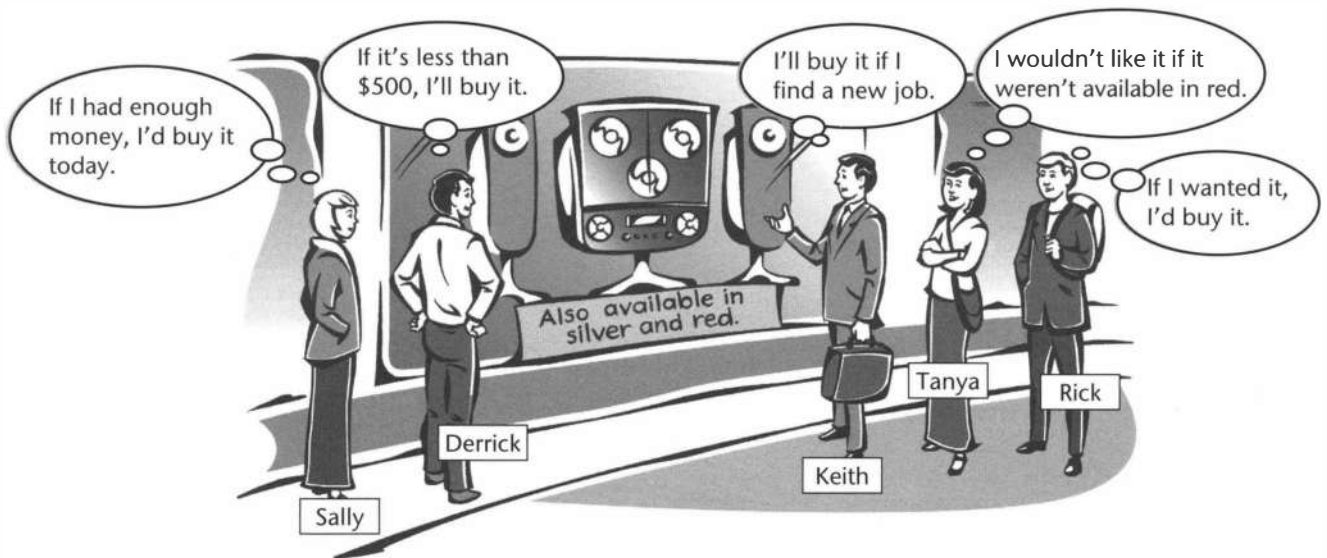
5 Cross out the word or phrase that has a different meaning from the others.

- | | | |
|--------------------------|----------------------|-------------------|
| 1. high-tech | using new technology | first-rate |
| 2. offering high quality | novel | top-of-the-line |
| 3. innovative | high-end | revolutionary |
| 4. state-of-the-art | cutting-edge | high-end |
| 5. top-of-the-line | high-end | fast |
| 6. novel | revolutionary | high-tech |
| 7. innovative | first-rate | high-end |

Sylvan Goldman, the owner of a grocery store, invented the shopping cart in 1937 when he realized he should make it easier for his customers to buy more things.



6 Look at the picture. Then check the box that answers each question.



- | | yes | no | maybe |
|--|--------------------------|--------------------------|--------------------------|
| 1. Is the stereo less than \$500? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does Sally have enough money? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Will Sally buy it today? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Will Derrick buy it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Does Keith have a new job? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Does Tanya like it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Does Rick like it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Is Rick going to buy it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7 Circle the word or phrase that correctly completes each conditional sentence.

1. This old car **would be / is / will be** worth more if it were in good condition.
2. Heather wouldn't trust Nathan if they **aren't / weren't / wouldn't be** such good friends.
3. People **will have / had / would have** a great time if they relax a little bit.
4. If you exercise every day, you 'll **lose / would lose / lost** weight.
5. You have to be responsible if you **will get / get / got** a pet.
6. I wouldn't pay so much for this phone if I **don't think / didn't think / wouldn't think** it was worth it.
7. If the car **cost / would cost / costs** less, more people would buy it.
8. If you don't lower your price, people **don't buy / wouldn't buy / won't buy** your product.

8 Complete the conditional sentences with the correct form of the verbs. Use the words in parentheses.

1. If you don't look hard enough, you _____ (not / find) it.
2. There are always people at the park if the weather _____ (be) nice.
3. It's good to follow the directions if you _____ (not / want) to get lost.
4. If I were you, I _____ (not / do) it.
5. They wouldn't try it if they _____ (know) all the risks.
6. If Andrea buys a new car, she _____ (not / have) enough money for other things.
7. If you really _____ (want) to do it, you'll make it happen.
8. If we _____ (not / be) in such a hurry, we would stop and take pictures.

LESSON 2

9 Use the sentences from the box to complete the conversation.

No harm done.
If I had remembered to take my GPS, we would have been on time.
Sorry we're late.
It can happen to anyone.
I'm ashamed to say we got lost.

A: _____

B: What happened?

A: _____

B: That's OK. _____

A: _____

B: _____



10 Read the statements. Then circle Yes or No.

“We wouldn’t have gotten lost if you had asked for directions.”

1. Did they get lost? Yes No
2. Did she ask for directions? Yes No

“If I’d known we were going out to lunch, I wouldn’t have brought lunch with me.”

3. Are they going out to lunch? Yes No
4. Did the woman know about the lunch plans? Yes No
5. Did she bring lunch with her? Yes No

“If we hadn’t bought tickets early, we wouldn’t have been able to see *Alien Invasion*.”

6. Did they buy tickets early? Yes No
7. Were they able to see *Alien Invasion*? Yes No

“They wouldn’t have been on time if they had taken the 8 o’clock train.”

8. Were they on time? Yes No
9. Did they take the 8 o’clock train? Yes No

11 Circle the phrase that correctly completes each sentence.

1. If television **hadn’t been** / **wouldn’t have been** invented, I would have read more when I was growing up.
2. You **would have had** / **had had** more money at the end of the month if you had been more careful about your spending.
3. If people had known more about the product, many of them **wouldn’t have bought** / **hadn’t bought** it.
4. If we had really thought about our travel plans, we **wouldn’t go** / **wouldn’t have gone** to the desert in the summer.
5. We would have bought more food if we **hadn’t known** / **had known** that so many people were going to come over for the party.
6. If they **had trained** / **would have trained** the puppy better, she wouldn’t have destroyed their home.

12 Complete the sentences. Use the phrases in the box. You will not use all of the phrases.

had been	had eaten	had made	hadn’t talked to
would have been	would have chosen	would have had	wouldn’t have eaten

1. If I _____ a mistake, I would have accepted responsibility.
2. Tom wouldn’t have heard the news yet if he _____ Eddie last night.
3. If there had been another option, we _____ it.
4. They _____ more time for their children if they hadn’t worked so much.
5. If I’d known what was in it, I _____ that dessert.



13 WHAT ABOUT YOU? Complete the sentences in your own way.

1. If I had forgotten about an appointment, _____.
2. I would have done things differently _____.
3. If I hadn't _____, I wouldn't have _____.

LESSON 3

14 Write the letter of the definition that matches each word. You will use some definitions more than once.

a. is silly in an exciting or amusing way	d. doesn't use time, money, energy, etc., in the best way	g. uses new ideas
b. works well without wasting time, money, or energy	e. doesn't use the most modern machines or methods in business or industry	h. is the only one of its kind
c. uses new technology	f. offers high quality	

- | | | |
|----------------------|------------------------|---------------------------|
| 1. ____ cutting-edge | 6. ____ inefficient | 11. ____ state-of-the-art |
| 2. ____ efficient | 7. ____ innovative | 12. ____ top-of-the-line |
| 3. ____ first-rate | 8. ____ low-tech | 13. ____ unique |
| 4. ____ high-end | 9. ____ novel | 14. ____ wacky |
| 5. ____ high-tech | 10. ____ revolutionary | |

15 Look at the ads. Check the word that best describes each product. Explain your choice.


TIRED OF RUINING YOUR BOOKS BY FOLDING THE PAGES?

Don't ruin another page! Never lose your place again!



How much time do you waste writing your return address?

Never write your return address again!



1. low-tech novel unique
- _____
- _____

2. efficient wacky cutting-edge
- _____
- _____





Now you can hear, see, and *smell* your favorite programs! This will change cooking shows forever!

3. high-tech low-tech efficient

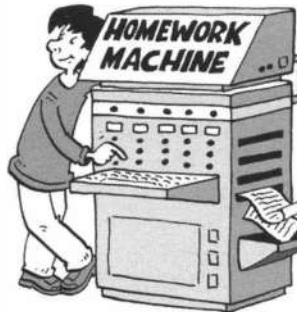


WHO NEEDS BAND MEMBERS WHEN YOU'VE GOT *ONE MAN BAND*?

4. wacky state-of-the-art cutting-edge

EVERY KID'S DREAM COMES TRUE.

Just type in the assignment, and out comes your homework!



5. innovative inefficient wacky

DON'T LET RAINY DAYS SLOW YOU DOWN!



6. inefficient low-tech top-of-the-line

LESSON 4

16 Read the article *Antibiotics* on page 94 in the Student's Book again. Match the terms in the first column with their definitions. Write the letters on the lines.



1. _____ tetracycline
2. _____ penicillin
3. _____ viral illness
4. _____ antibiotic-resistant bacteria

- a. anti-bacterial powder that was made from mold
- b. bacteria that don't respond to antibiotics
- c. drug that stops the growth of bacteria
- d. sickness that does not need antibiotics

... RUBE GOLDBERG

Of all the wacky inventions people have designed, none can compare to the innovative creations of an award-winning cartoonist Rube Goldberg. Rube Goldberg was born in San Francisco in 1883. He earned a degree in engineering, but he wasn't interested in it. He preferred drawing cartoons that made fun of the changes that were happening in the early twentieth century.

In the early 1900s, people were busy creating new machines to help make life easier and get things done faster. The U.S. Patent Office was flooded every year with new inventions for absolutely everything. Rube Goldberg saw the humor and dangers in the new inventions that were changing the lives of ordinary people. And so, for over fifty years, he drew cartoons that made fun of the new machines. He drew "inventions" that used simple everyday items—buckets, cups, balls, sticks, etc.—connected to each other in funny ways to get the simplest task done in many complicated steps. Rube Goldberg took the simplest task and, using the most low-tech technology, made it the most complicated task with high-tech design. His inventions became so famous that his name has been included as a noun in Webster's Dictionary.

One invention, for example, was the "Self-Operating Napkin," which automatically wipes a person's chin. Here's how it works: A person lifts a soup spoon to his/her mouth. The spoon pulls a string, which makes a larger spoon throw a cracker to a parrot. The parrot

jumps to catch the cracker. The stand, on which the parrot was sitting, falls over and makes bird seeds fall into a bucket. The extra weight in the bucket pulls a string, which lights a lighter. The lighter sets off a fire cracker that causes a knife to cut another string. A pendulum that was attached to the string swings back and forth. It has a napkin attached to it, so when it swings, it wipes the person's chin. Thirteen steps make the chin clean, just by lifting a spoon!

Today, in memory of Rube Goldberg, The National Rube Goldberg Machine Contest is held each year. Teams compete to create machines to do the simplest tasks in no less than twenty steps. Recent winning inventions have included a machine to squeeze orange juice, a machine to toast bread, and a machine to turn off an alarm clock.



Rube Goldberg (n.) a comically involved, complicated invention, laboriously contrived to perform a simple operation

1. In the early twentieth century there were a lot of dangerous inventions.
2. Rube Goldberg designed wacky inventions.
3. He wanted to have his inventions patented.
4. His designs used new technology.
5. The "Self-Operating Napkin" was an efficient tool.
6. Rube Goldberg was serious about his inventions.
7. High-tech inventions that are too complicated are called *Rube Goldberg*.
8. The inventions sent to The National Rube Goldberg Machine Contest shouldn't take more than twenty steps to complete a task.

true false no information

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- 18 Think of an invention that you use. In what ways is it useful to you? How would life be different without it? What do you think people would use or do if that invention had never been created?

- 19 **CHALLENGE.** Create a Rube Goldberg machine that completes a simple task in many complicated steps. Describe the machine on a separate sheet of paper. You can also draw a picture of it.

GRAMMAR BOOSTER

A Complete the sentences with if or unless.

1. She's not going to go to Brown University _____ they offer her a big scholarship.
2. I wouldn't say that _____ I didn't have the documents to prove it.
3. _____ I didn't need the item now, I'd order it online. It's much cheaper.
4. Jan doesn't wear boots _____ they're from this store.
5. Mr. Winston always eats lunch in the park _____ it's not raining or cold.
6. _____ they offer her a really high salary, she's not going to take the job.

B Read each pair of sentences. Complete the second sentence in each pair with wish + the correct clause so that it has the same meaning as the first sentence.

1. Yesterday, I wanted it to snow.
Yesterday, I wished it would snow _____.
2. I want to arrive early tomorrow.
I _____ early tomorrow.
3. I should have invented the computer.
I _____ the computer.
4. Kevin Moran wants to have a driver's license.
Kevin Moran _____ a driver's license.
5. The doctor wants the patient to start eating more fruits and vegetables.
The doctor _____ more fruits and vegetables.
6. I shouldn't have eaten so many cookies last night!
I _____ so many cookies last night!

C Complete the past unreal conditional sentences, using active or passive forms.

1. Mark is a great student who was chosen to represent the school. If he weren't such a good student, he wouldn't have been chosen.
2. The house wasn't damaged by the hurricane, so we didn't get any insurance money. But if the house _____, we would have gotten some money.
3. The guests aren't cheerful because the DJ left. If the DJ hadn't left, the guests _____.
4. People aren't looking for the treasure anymore because it's already been discovered. If it hadn't yet been discovered, people _____ it.
5. They're still thinking of a name for the baby, because she hasn't been given one yet. If the baby _____ a name, they wouldn't be thinking of one.
6. Marcia isn't working for Hunter Corporation because she moved out of the country. If she hadn't moved out of the country, she _____ for Hunter Corporation.

WRITING BOOSTER

A Read the article. Write the main idea of each paragraph on the line.

How to Become an Inventor

Many people think that becoming an inventor is a simple process of three steps: having a bright idea, researching the market for the idea, and then selling that idea to a large company. It's not that simple, however, and can often be a time-consuming, difficult process. So let's take a look at what you need to do to become an inventor.

Main idea: _____

Every invention starts with an idea. Brainstorm your ideas with colleagues, friends, and family. For any idea they like, do research to check that your idea is original. Decide if you want to protect or patent your idea from being copied. Think carefully about this, as you do not want to be an inventor who says, "He wouldn't have been able to steal my idea if I had patented it."

Main idea: _____

So now you have the idea, what's next? Once you settle on the idea for your invention, study the market you want to sell it to. Get to know as much as you can about the customers who will buy your product. Make sure it will be profitable.

Main idea: _____

Once you have identified the market for your invention, write a business plan, possibly create a sample of your product, and then go out and try to sell it. This is a challenging stage because you could meet with a lot of rejection. Keep going and don't give up. Do not lose sight of your goal—seeing your product used and enjoyed by millions.

Main idea: _____



B Read the two summary paragraphs for the article in Exercise A. Check the one that best summarizes the article.

- Summary 1:** Becoming an inventor is not as easy as it seems. It is a complex process that involves many steps and takes a lot of time and energy. However, success will more likely come to those inventors who keep positive and never give up.
- Summary 2:** It is a long and time-consuming process to become an inventor. It involves a lot of steps: brainstorming ideas, checking competition, applying for patents, studying the market, writing business plans, and then going out and selling the idea. The latter can be discouraging at times, but inventors need to stay positive and not give up.

C Read the article. Write the main idea of each paragraph on the line. Then write your own summary paragraph at the end of the article.

Global Positioning Systems

If you've ever said, "I wish I knew where I was going" or "If only there were some way to find this address" then it may be time to consider buying yourself a Global Positioning System, or GPS.

Main idea: _____

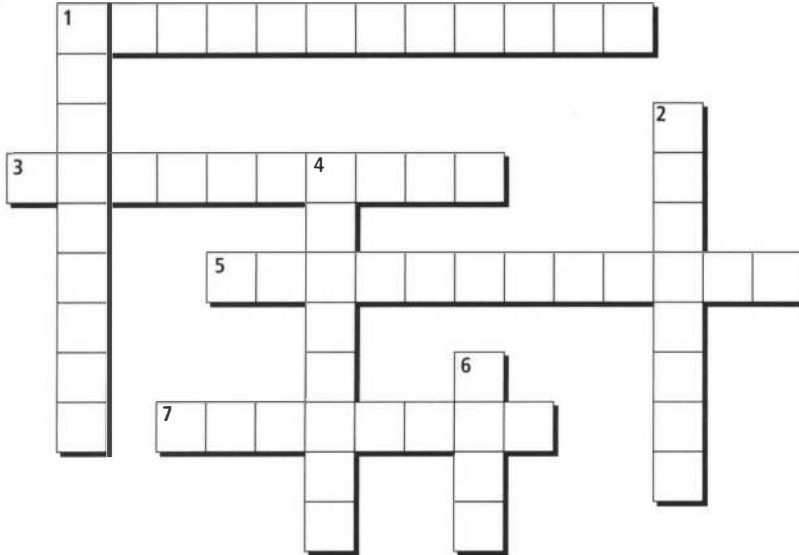
Let's look at some of the uses of a GPS device. Maybe you travel a lot by car and cannot look at a paper map to find your way around. There is a GPS for cars that speaks to you and tells you exactly how to get to your destination. Maybe you're a golfer who has lost his golf ball and you need to find it on the field. There's a GPS for this. How about you're a runner and want to track your speed, distance, and the courses you run. Well, there's a GPS for this, too.

Main idea: _____

What kinds of GPS devices are there? Well, GPS devices come in all kinds of shapes and sizes, and are available in a variety of prices. Some are small and can fit into a pocket, and others are waterproof. And for people who don't like to carry anything extra with them, GPS systems are also available on smart phones.

Main idea: _____

1 Complete the crossword puzzle. Use the clues below to help you.



FACTOID

Denmark is the oldest monarchy in the world, going back more than 1,000 years.



Across

- In a _____, one person holds all the political power.
- A democracy, a dictatorship, and a monarchy are three types of _____.
- A _____ establishes the basic laws of a democratic country.
- An _____ is held so that people can choose someone for an official position.

Down

- In a _____, people in the government are elected by citizens.
- The activities involved with gaining power in a country's government are called _____.
- A king or queen is the head of government in a _____.
- Citizens in a democracy _____ to choose their leaders.

2 Read each pair of sentences. Write "=" if the sentences have the same or similar meanings. Write "≠" if the meanings are different.

- | | | |
|-----------------------------------|-------|------------------------------|
| 1. Shoot. | _____ | Ask your question. |
| 2. What are you up to these days? | _____ | What are you doing tomorrow? |
| 3. I'm leaning toward Smith. | _____ | I may vote for Smith. |
| 4. No worries. | _____ | It wouldn't be a good idea. |
| 5. Let's catch up. | _____ | I often talk a lot. |



3 WHAT ABOUT YOU? Answer the questions in your own way.

1. Which kind of politics interests you most: local, national, or international? Why?

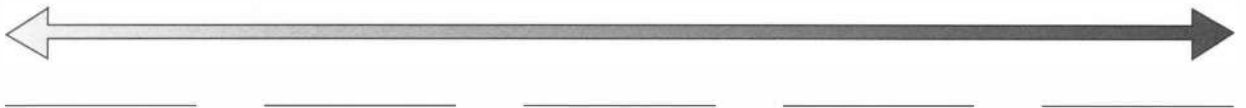
2. How do you learn about politics?

books newspapers television discussions other: _____

LESSON 1

4 Organize the words in the box. Write them on the lines, in order. Begin on the left with the word that describes a person most supportive of change, and finish on the right with the word that describes a person least supportive of change.

conservative liberal moderate radical reactionary



5 Write each word from the box in Exercise 4 next to its definition below.

- _____ having reasonable, not extreme political views
- _____ wanting to avoid all political or social changes
- _____ wanting political and social changes that give people more freedom
- _____ wanting extreme political and social changes
- _____ preferring not to risk political or social changes

6 Put the conversation in order. Write the number on the line.

_____ I hope it's not inappropriate to ask, but are you a bit reactionary?

1 _____ Would you mind if I asked you a question?

_____ That's a good question! But I feel a little uncomfortable discussing politics these days.

_____ I guess you could say that.

_____ Not at all. What do you want to know?

_____ I understand. It's kind of a controversial subject.

7 Circle the word or phrase that correctly completes each sentence.

- We can ask the teacher for **advice** / **advices**.
- Progress **have** / **has** been made on this issue.
- We need to submit our project soon. **The time** / **Time** is running out.
- Even when he's very busy, he won't ask for **help** / **a help**.
- Crime **has** / **have** been on the rise in our city for the past two years.



8 Read each sentence. If the sentence is correct, write C. If the sentence is incorrect, write I and correct it.

1. She loves to discuss work. C
2. A career counselor can give you a lot of helpful advices. I
3. There are a lot of news to tell you about! _____
4. Do you have times to help us? _____
5. He has made a lot of progress with this issue. _____
6. Good informations are hard to find. _____
7. Government officials from both sides are meeting to discuss a peace. _____
8. They organized a conference on children's health and education. _____
9. Money is collected to help families living in the poverty. _____
10. Without proofs, the police can't arrest him. _____

LESSON 2

9 Match each word or phrase with the correct definition.

- | | |
|----------------------|--|
| _____ 1. in favor of | a. have a different opinion |
| _____ 2. against | b. opposed to, not supporting |
| _____ 3. agree | c. not right |
| _____ 4. disagree | d. have the same opinion |
| _____ 5. wrong | e. supporting, thinking something is a good idea |

10 Read each sentence. Write True or False.

1. A controversial issue often causes disagreement among people. _____
2. If an action is prohibited, then it is allowed or permitted. _____
3. If you lower something, then you reduce it or make it smaller. _____
4. If something is compulsory, it is optional. _____
5. When something is censored, it is not permitted because it is considered by some people to be offensive, morally harmful, or politically dangerous. _____
6. To raise something is to move it to a different, but equal level. _____

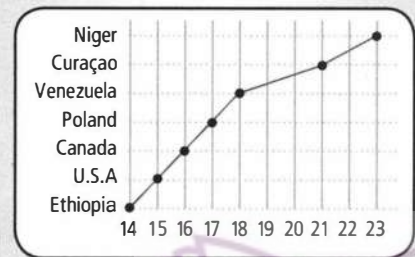
11 Read each pair of sentences. Circle the letter of the correct answer in each pair.

1. a. Management requires all employees to attend the meeting.
b. Management requires to attend the meeting.

FACTOID

How young is too young?

The minimum driving age refers to the youngest age at which a person can legally obtain a driver's license. Here are some minimum driving ages around the world. (Note that the ages shown here are minimums in a country, and in some cases, certain states or provinces may have higher minimum ages.)



2. a. The organization encourages to vote in the upcoming election.
b. The organization encourages everyone to vote in the upcoming election.
3. a. I can't afford to buy anything extra right now.
b. I can't afford me to buy anything extra right now.
4. a. The city prohibits everyone overnight parking on all major streets.
b. The city prohibits overnight parking on all major streets.
5. a. They invited a band to play at their party.
b. They invited to play at their party.
6. a. The children can't wait to open presents.
b. The children can't wait the family to open presents.

12 Complete the sentences with an appropriate object. Write X if an object isn't necessary.

1. She decided _____ X _____ to vote for the liberal candidate.
2. The managers permitted the workers to leave early on the holiday.
3. He invited _____ to go to the party.
4. Experts encourage _____ to read to children.
5. The police were warning _____ to stay away from the area.
6. Most students can't afford _____ to buy a lot of luxuries.
7. The baby refuses _____ to eat peas and carrots.
8. Will you please remind _____ to give me the money tomorrow?
9. Did you agree _____ to participate in the study?
10. Where can I learn _____ to knit?

13 WHAT ABOUT YOU? Complete the sentences in your own way. Use verbs followed by an infinitive or an object and an infinitive.

1. When I was a child, I pretended _____.
2. My school allows _____.
3. If I were having a party, I'd invite _____.
4. In my opinion, everyone deserves _____.

LESSON 3

14 Read the article on page 104 in the Student's Book again. Complete the sentences. Circle the letter of the correct answer.



1. Corruption is _____.
a. people taking bribes b. power c. racial discrimination
2. Poverty causes _____.
a. people to earn \$1.00 a day b. children to die c. bad government policies
3. Acts of terrorism are increasing because some people _____.
a. are poor b. use military force c. watch too much TV



1. What is global warming? _____
2. What are the effects of global warming? _____
3. What did the IPCC's report say? _____
4. How much has the temperature of the earth increased? _____
5. What are two possible human causes of global warming? _____

6. What are two possible natural causes of global warming? _____

16 Read each statement. Would the blogger agree or disagree with the statement? Circle **agree** or **disagree**. Explain your answer.

1. Gloria would **agree** / **disagree** with this statement: "Global warming is not a problem." _____
2. Winston would **agree** / **disagree** with this statement: "Global warming is a natural event." _____
3. Skeptical-in-Seattle would **agree** / **disagree** with this statement: "Changes must be made to address global warming." _____
4. Kris would **agree** / **disagree** with this statement: "Global warming is caused by people." _____
5. Linda would **agree** / **disagree** with this statement: "IPCC is a reliable source for information about global warming." _____

April 22nd is Earth Day. It was first established in 1970. The purpose of this global holiday is to raise awareness of environmental problems and issues and to promote a healthy environment for all people, plants, and animals. Each year on this day people rededicate themselves to taking care of the Earth.

LESSON 4

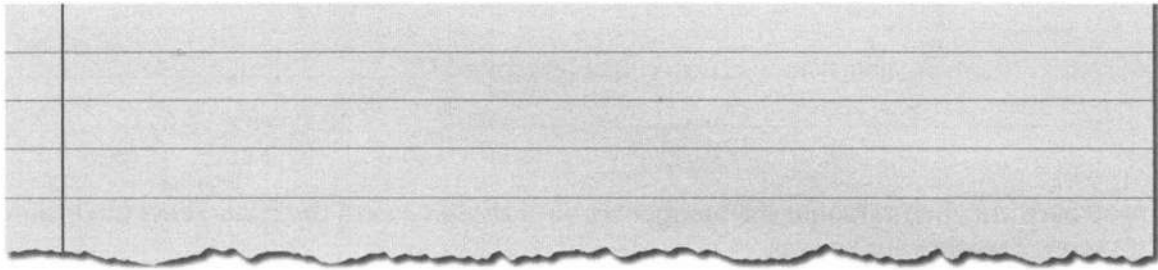
17 Write your **own** response to each statement. Agree or disagree and explain your opinion.

1. Everyone in a democracy should vote. It's their responsibility.
 (YOU) *That's one way to look at it, but I think it's each person's choice whether to vote or not. OR I agree with you on that one. A democracy doesn't work if people don't participate.*
2. Sometimes capital punishment is necessary.
 (YOU) _____
3. All students should be required to wear uniforms to school.
 (YOU) _____
4. The world would be a better place if all countries were democracies.
 (YOU) _____



18 Write a letter to your newspaper editor presenting your views on one of the issues below.

- censorship of video games
- prohibiting smoking in public places
- raising the driving age to 21
- another important issue in this country



GRAMMAR BOOSTER

A Complete each phrase with the correct unit expression from the box.

act	bowl	piece	pot	slice	year
-----	------	-------	-----	-------	------

1. a(n) _____ of news
2. a(n) _____ of tea
3. a(n) _____ of rice
4. a(n) _____ of peace
5. a(n) _____ of apple pie
6. a(n) _____ of violence

B Circle the word or phrase that correctly completes each sentence.

1. Sandra Jensen wanted to work in the government to make sure that **justices are** / **justice is** served.
2. People who want to be lawyers study **laws** / **law** in school.
3. I got my **hairs** / **hair** cut at a new salon last week.
4. You shouldn't eat too **much sugar** / **many sugars** if you're trying to lose weight.
5. The United Nations works for **peaces** / **peace** in countries all over the world.
6. Over time, the **light** / **lights** from the sun can change the color of fabrics.
7. **Medicine is** / **Medicines are** a very interesting but difficult field.
8. In some parts of the world, **coffee is** / **coffees are** more popular than **tea** / **teas**.

C Complete each sentence with a gerund or an infinitive. When either a gerund or an infinitive is correct, fill in the blank with both forms.

1. On weekends, I enjoy _____ late.
sleep
2. Some people don't like _____ about politics.
talk
3. Jerome decided _____ his father's advice.
take
4. _____ movies is one of my favorite activities.
Watch
5. You should avoid _____ on the phone when you drive.
talk
6. I would like _____ for the government when I finish college.
work



7. _____ is important if you want to make a difference.
Vote
8. Nate will continue _____ medicine next year.
study
9. Tom expects _____ home by eight.
be

D WHAT ABOUT YOU? Complete each sentence in your own way. Use a gerund or an infinitive.

1. I don't mind _____ even though a lot of people don't like it.
2. Sometime in my life I would like _____.
3. I generally try to avoid _____.
4. When I'm on vacation, I usually feel like _____.
5. In the future, I hope _____.
6. For many people, it's very difficult to quit _____.
7. If I decided _____, I would have to think about it a lot first.
8. I really hate _____.

WRITING BOOSTER

A Read the words and expressions. Circle the ones that introduce contrasting ideas.

- | | | | |
|----------------------|------------------|-----------------|--------------------|
| 1. as . . . as | 2. in my opinion | 3. in contrast | 4. even though |
| 5. on the other hand | 6. nevertheless | 7. for instance | 8. however |
| 9. on the one hand | 10. to me, | 11. in favor of | 12. no matter what |

B Read the issues listed below. Choose one issue and underline it. Then, in the chart, write three arguments in favor of it (pros) and three arguments against it (cons).

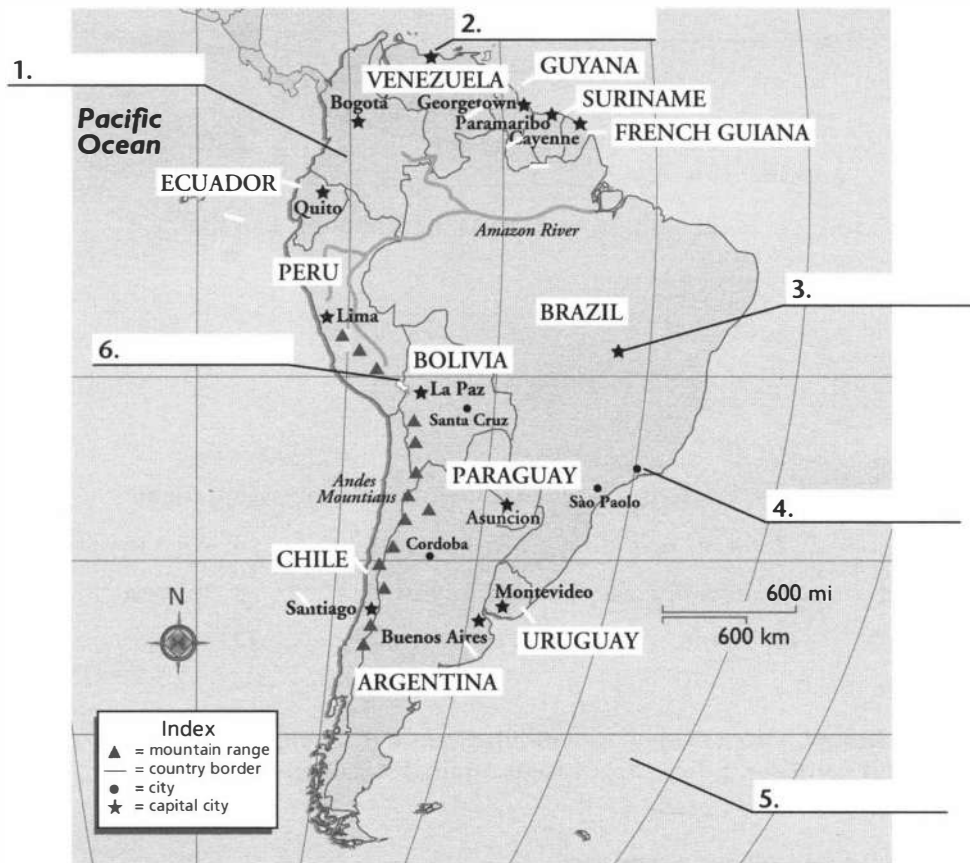
Issues:

- Prohibiting students to use cell phones in class
- Banning certain books from school libraries
- Censorship of violent movies

Pros	Cons

C On a separate sheet of paper, write at least two paragraphs about the issue you chose in Exercise B. Include both the pros and the cons of the issue. Use the expressions for introducing contrasting ideas you identified in Exercise A.

1 Complete the map of South America. Use the information under the map to label the places. Write the letter on the line.



- a. Caracas is the capital city of Venezuela.
- b. Rio de Janeiro is a city in Brazil.
- c. Brasilia is the capital of Brazil.
- d. Lake Titicaca is on the border of Bolivia and Peru.
- e. Bogotá is the capital of Colombia.
- f. The Atlantic Ocean is east of South America.

2 Look at the map again and answer the questions.

- 1. Name the capital of Ecuador. _____
- 2. Paramaribo is the capital of which South American country? _____
- 3. Name a city in Bolivia that is not the capital city. _____
- 4. What is the capital of Uruguay? _____



5. In which mountain range is Santiago located? _____
6. Buenos Aires is the capital city of which country? _____
7. Which two South American countries do not share a border with an ocean or sea?
_____ and _____

3 WHAT ABOUT YOU? Name the following geographical features of your country.

1. capital city _____
2. another city _____
3. border countries _____
4. a body of water _____
5. another geographical feature _____

4 Circle the best response to each question.

1. "Is it worth seeing?"
 - a. "Yes, you should definitely go."
 - b. "No, you don't want to miss it."
2. "Should we drive up to see Nunobiki Waterfall in Kiwa Town?"
 - a. "No, it's worth seeing."
 - b. "Yes, it's spectacular!"
3. "Have you ever seen the volcanoes on Reunion Island?"
 - a. "I can't say I have."
 - b. "What a coincidence!"
4. "Get a look at the mountains while you're there."
 - a. "Thanks, we'll take it slow."
 - b. "Thanks for the suggestion."
5. "Is that schedule doable in one week?"
 - a. "It'll be busy, but you can handle it."
 - b. "Yes, it's worth seeing."

LESSON 1

5 Complete the reading with in, on, or of.

PORTUGAL

Portugal is a nation _____^{1.} southwestern Europe, and is _____^{2.} the western coast _____^{3.} the Iberian Peninsula. Spain is both north and west _____^{4.} Portugal, which is on the Atlantic Ocean.

There are many mountains ranges _____^{5.} the north, but the largest and highest mountain range in the country, Serra da Estrela, is located _____^{6.} the central region of the country.

The capital city, Lisbon, is _____^{7.} the west coast _____^{8.} Portugal. It is also located _____^{9.} the Tajo River, which is the longest river in Portugal.

The city of Porto is located _____^{10.} the Douro River, which is _____^{11.} the north.

6 Look at the map. Complete the sentences in your own way.



1. _____ is/are in _____
2. _____ is/are southwest of _____
3. _____ is on _____
4. _____ is/are located on _____
5. _____ is/are north of _____
6. _____ is/are located to _____

Did you know...

- Switzerland has a population of approximately eight million people?
- Switzerland has four official languages (German, French, Italian, and Romansh)?
- The Swiss flag is square, not rectangular?
- Many mountains in the Swiss Alps are over 4000 meters high?

7 **WHAT ABOUT YOU?** Describe the location of your city or town in relation to some other places. Use prepositions of geographical place.

1. _____
2. _____
3. _____



8 Read each conversation. Answer the question. Check Yes or No.

1. **Jeremy:** What did you think of the trip to the waterfalls?

Erin: I thought it was a waste of time.

Should Jeremy go on the trip?

Yes No

2. **Bethany:** We might go to Wonder World. Do you think we should go?

Carl: Oh, you don't want to miss it.

Does Carl think Bethany should go to Wonder World?

Yes No

3. **Adam:** What do you think of that new science fiction movie?

Mark: It's a must-see.

Did Mark like the movie?

Yes No

4. **Chad:** Have you heard anything about the newest Las Vegas hotel?

Valerie: I hear it's overrated.

Does Valerie think the hotel is great?

Yes No

5. **Sarah:** I'm thinking of taking the train to Pinewood. Have you ever been there?

Jennifer: Yes. Be sure to see it.

Does Jennifer think Sarah should go to Pinewood?

Yes No

9 Complete the conversations in your own way.

1. **Your friend:** I'm thinking about going on vacation. Do you have any recommendations?

YOU Yes! Don't miss _____.

Your friend: Why's that?

YOU _____.

2. **Your friend:** What do you think about _____?

YOU Well, I think it's overrated.

Your friend: Really? Why do you say that?

YOU _____.

LESSON 2

10 Complete the sign with the correct words from the box. You will not use all of the words.



Attention All Hikers: Hiking is great exercise, and it can be a lot of fun.

But hiking can also be dangerous. Follow these rules to stay safe.

cave	foggy
cliff	path
dangerous	rocky
dark	slippery
exhausting	steep

• Take plenty of food and water. This is a long hike, and it can be _____. You'll need food to give you energy.

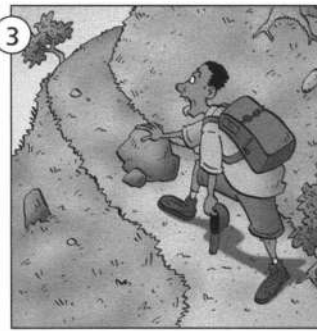
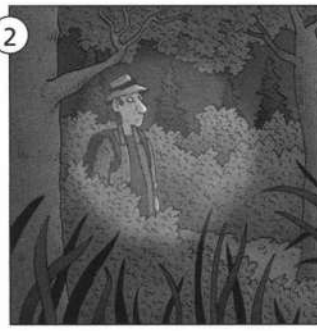
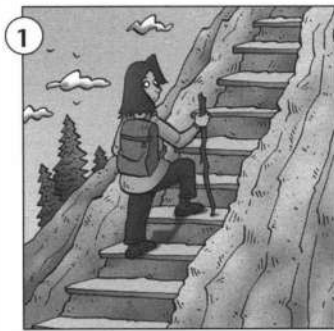
• Don't ever go into a _____. Animals might be living there, and they'll fight to protect their territory.

• Be careful if you hike early in the morning. Sometimes it's _____, and it can be difficult to see.

• If you hike in the evening, take a flashlight. If you're not back before it gets _____, you'll need it to find your way back.

• Be careful in the winter. The paths can get icy, and then they're really _____.

11 Look at the pictures. Check the sentence that matches each picture.



- The path can be very slippery.
 Wow! This is steep!

- It's really dark.
 It can be quite foggy.

- This path is exhausting.
 The cliff is extremely high.

- The path is really rocky.
 It's really dark.

12 Look at the pictures and answer the questions. Use too + an adjective and an infinitive.



1. Why doesn't he want to go swimming? _____



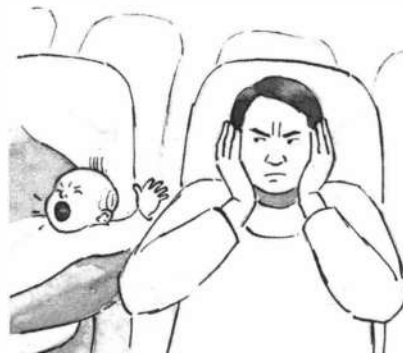
2. Why can't he read this whole book today? _____



3. Why isn't she going to wear this dress? _____



4. Why don't they see Shark Attack? _____



5. Why isn't he sleeping? _____



6. Why don't they keep walking? _____

13 Complete the sentences, using too + an adjective and an infinitive. Add a for phrase where necessary.

1. This bag is _____
heavy / me / carry
2. The monuments you want to see aren't _____
steep / climb
3. Jessica is _____
young / vote
4. The trip to France is _____
expensive / my friends / afford
5. This concert is going to **be** _____
good / us / miss
6. I was _____ my homework last night.
sleepy / finish

14 Rewrite each pair of sentences using too + an infinitive and a for phrase.

1. The path is very slippery. Don't walk on it.
The path is too slippery for you to walk on.
2. That sweater is quite expensive. She shouldn't buy it.

3. It's not very late. You can call Matt now.

4. It's so hot. I couldn't possibly drink coffee!

5. That movie is very violent. Beverly can't see it.

6. It's 9:00, and the movie is at 9:15. We won't get to the theater on time.

15 Circle the word or phrase that best completes each conversation.

1. A: Can you tell me the way to the beach?
B: **Not at all.** / Yes, it's that way.
2. A: Be careful at the beach. The water **can be** / **isn't really** dangerous.
B: OK, thanks.
3. A: The undertow is **dangerous** / **too cold**.
B: I'll be careful.
4. A: You need to be careful.
B: Thanks for the **risk** / **warning**.



LESSON 3

16 Label the drawing with the words in the box. Write the correct nouns on the solid lines. Write the correct adjectives on the dotted lines.

flat forest hilly island mountainous valley



1. 2. 3. 4. 5. 6.

17 Match each word to the correct definition or description.

- | | |
|--------------------|---|
| ___ 1. arid | a. an area of lower land between two mountains or hills |
| ___ 2. a canyon | b. a piece of land that is completely surrounded by water |
| ___ 3. flat | c. very dry, receiving very little rain |
| ___ 4. a forest | d. a thick forest with many large plants and tall trees growing very close together, usually in an area that receives a lot of rain |
| ___ 5. an island | e. having a lot of healthy plants |
| ___ 6. a jungle | f. smooth and level, without higher or lower areas |
| ___ 7. lush | g. very impressive |
| ___ 8. a valley | h. a deep valley with very steep sides of rock that usually has a river running through it |
| ___ 9. spectacular | i. a large area of land that is covered with trees |

18 **WHAT ABOUT YOU?** Write the names of places you know for each of the following natural settings.

1. a spectacular place: _____
2. a mountainous place: _____
3. a canyon: _____
4. an island: _____
5. an arid place: _____



LESSON 4

19 Match each person to the sentence that best describes him or her.



1. "I'd like to learn more about the relationships between plants, animals, and the conditions they live in." _____



2. "I help people find alternative ways to heat their homes." _____



3. "I want to make sure that humans don't ruin the earth's clean air and water." _____



4. "I have a business that sells environmentally-friendly refrigerators and air conditioners." _____

- a. This person is interested in the environment.
- b. This person is interested in preventing pollution.
- c. This person is interested in renewable energy.
- d. This person is interested in energy efficiency.

20 Read the article *Choose Clean Energy and Help Curb Global Warming* on page 118 in the Student's Book again. Check true, false, or no information.



	true	false	no information
1. Oil, coal, and natural gas are examples of fossil fuels that increase global warming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Taking care of your car tires can help the environment and your budget.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Incandescent light bulbs use less electricity than fluorescent bulbs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Foods with pesticides are bad for your health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Global warming is responsible for extreme changes in the weather.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Wind and solar power are renewable energy alternatives to fossil fuels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21 Match the beginning of each sentence on the left with the best ending on the right. Use the information in the Reading on page 118 in the Student's Book.

- | | |
|---|---------------------------------------|
| _____ 1. An increase in CO ₂ . . . | a. causes flooding. |
| _____ 2. Energy-efficient appliances. . . | b. reduces pollution by 70 to 90%. |
| _____ 3. Compact fluorescent bulbs. . . | c. contributes to global warming. |
| _____ 4. Recycling. . . | d. take steps to curb global warming. |
| _____ 5. Rise in sea levels. . . | e. save electricity. |
| _____ 6. People can. . . | f. cut down electricity use by 25%. |

22 Read about the Rainforest Flyway Company. Then circle the letter of the answer that best completes each sentence.



Come "fly" over the rainforest!
We'll take your breath away!

Located in Cairns, Australia, Rainforest Flyway is a world leader in ecotourism. We take our guests on a breathtaking "flight" over rainforest trees and straight into the heart of the rainforest for an unforgettable experience.

On the Flyway, you'll experience over 7.5 kilometers of living rainforest while learning about this spectacular place. Did you know that Australia's rainforests are home to over 3,000 different plant species? And some of the trees here are more than 3,000 years old! After this visit you'll understand why it's so important to preserve the rainforests. And you'll see that environmentally responsible travel can be fun, educational, and breathtaking.

Even if you're a world traveler, you've never experienced anything like the Rainforest Flyway. You'll start your unique journey above the rainforest, as you "fly" in a comfortable gondola only a few meters above the trees. Sit back and enjoy the extraordinary scenery. You will be amazed at the breathtakingly rich and lush foliage. And rest assured, there was no damage done to the rainforest ecology during the construction of your gondola. That's why the development of the Flyway took over 40 months to complete!

Your gondola will bring you down into the rainforest itself, where you follow a path to see, hear, and smell the rainforest environment from the ground. Free tours are available several times a day. Tour guides can point out some unusual plants, provide you with interesting facts about rainforest ecology, and answer your questions.

Your Rainforest Flyway experience lasts 90 minutes and ends in the small town of Kuranda, just 25 kilometers northwest of Cairns. Here, you can continue your eco-tour with a visit to the protected areas that 2,000 tropical butterflies call home. You can also buy original arts and crafts made by the people of Kuranda. And if that isn't enough, you can continue on to the wildlife reserves located a short 9 kilometers west of Kuranda to see animals from all parts of the world.

Rainforest Flyway has won numerous awards, including *Travel Planet* magazine's "Best Ecotourism Destination." Call or visit us online to make your reservations.

1. On this trip, you can learn about _____.
 - a. some great ecotourism destinations
 - b. tour guides
 - c. the ecology of Australia's rainforests
2. A gondola is _____.
 - a. a rainforest animal
 - b. a person who leads the tour
 - c. a type of transportation
3. On this trip, guests _____ into the rainforest.
 - a. don't go
 - b. are lowered
 - c. are raised
4. Rainforest Flyway encourages guests to _____.
 - a. follow a path to explore the rainforest
 - b. make a new path in the rainforest
 - c. take a souvenir from the rainforest
5. Tour guides can _____.
 - a. give you souvenirs
 - b. make reservations for you
 - c. teach you about the rainforest
6. The rainforest has _____.
 - a. many types of arts and crafts
 - b. 3,000 different types of plants
 - c. 2,000 different types of tropical butterflies

23 Read the article again and answer the questions.

1. How long is the Rainforest Flyway tour? _____
2. Who can answer questions about the rainforest? _____
3. How can you make plans to visit the Rainforest Flyway? _____
4. Where is the wildlife reserve? _____

GRAMMAR BOOSTER

A Correct the capitalization.

1. ^The headquarters of the ^United ^Nations are located in ^New ^York ^City.
2. the novel *dracula*, by irish author bram stoker, was first published in great britain in 1897.
3. in canada, thanksgiving is celebrated on the second monday in october. but in the united states, the holiday is celebrated on the fourth thursday of november.
4. the beginning of the middle ages is often called the dark ages. by this time the great civilizations of greece and rome had fallen, and life in europe was very hard.
5. *city of god* is a brazilian movie about life in one part of rio de janeiro. The movie is in portuguese.



B Complete the sentences. Write the if it's necessary or X if it isn't.

1. Several international organizations, such as the World Health Organization, and _____ International Committee of the Red Cross have their headquarters in _____ Geneva. This city is in the western part of _____ Switzerland on _____ Lake Geneva.
2. _____ Roman Empire reached its most powerful point in the year 116. At this time, much of _____ Europe, _____ Asia, and parts of _____ Africa were under Rome's control.
3. _____ Caspian Sea is the largest lake in the world. It is a saltwater lake that is surrounded by _____ Kazakhstan, _____ Turkmenistan, _____ Iran, _____ Azerbaijan, and _____ Russia. The largest fresh water lake is _____ Lake Superior, which is located on the border between _____ Canada and _____ United States.
4. The explorer Marco Polo is often credited with introducing pasta from _____ China to his native country _____ Italy. Although this fact is debatable, it is known that Marco Polo did travel to _____ Far East and is responsible for some of the first introductions of eastern culture to _____ West.
5. Can you name the tallest mountain in the world? You've probably learned that it's _____ Mount Everest (8,850 meters tall) in _____ Himalaya Mountains. The top of this mountain is the highest point on earth. But did you know that there is another mountain that is actually taller? Its name is _____ Mauna Kea, and it's located in _____ Pacific Ocean. This mountain is 9,750 meters tall from its bottom to its top. But since the bottom of this mountain is on the ocean floor, it doesn't reach as high as _____ Mount Everest.
6. _____ Gulf of Aqaba is in _____ Middle East. It separates _____ Sinai Peninsula, which is part of _____ Egypt, from _____ Kingdom of Saudi Arabia.

C Circle the correct preposition of place.

1. Bangkok is **on / in / of** the country of Thailand.
2. Honolulu is **on / in / of** the island of Oahu **on / in / of** the state of Hawaii.
3. Which country is north **on / in / of** Namibia?
4. The Philippines are islands **on / in / of** the Pacific Ocean, to the north **on / in / of** Malaysia.
5. Senegal is **on / in / of** the west coast of Africa.
6. Finland is east **on / in / of** Sweden and Norway.

D Complete the sentences in your own way. Use an infinitive or an adjective + an infinitive.

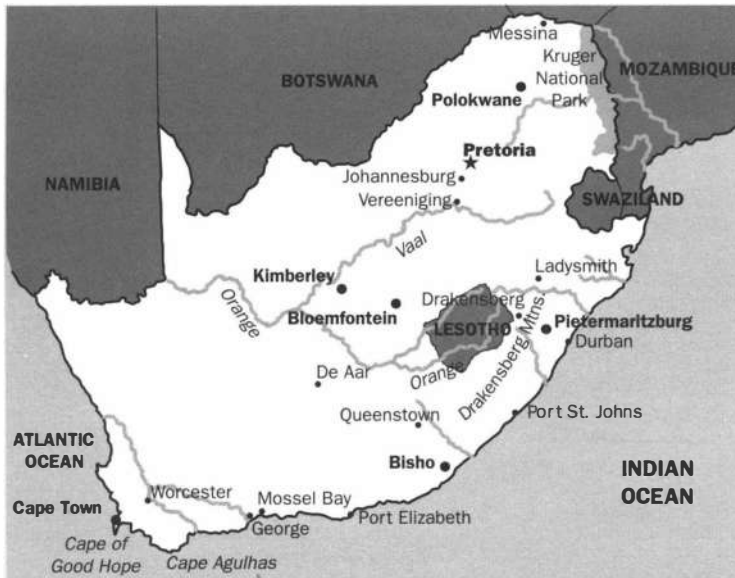
1. Your health is too important to ignore _____.
2. Five o'clock _____ in the evening isn't late enough _____.
3. Designer clothes are too _____.
4. _____ is a movie that's not good enough _____.
5. Children at fourteen are too _____.
6. These shoes are too _____.
7. _____ isn't big enough _____.
8. _____ is pretty enough _____.

E Complete the sentences, using too or enough and the adjective and an infinitive.

- The path to the volcano is _____ if you're not wearing good shoes.
rocky / walk on
- The water isn't _____ because of the sharks.
safe / swim
- The waterfall is _____.
spectacular / miss
- Tom's daughter is _____ hiking with us.
old / go
- It's _____ on the path because it's very slippery.
dangerous / run
- The waterfall is _____ to from the beach.
close / walk
- That cliff is _____.
steep / climb
- The waves are _____, but the undertow is dangerous.
big / surf

WRITING BOOSTER

A Look at the map of South Africa. Complete the sentences with the phrases from the box. You will not use all the phrases.



along the coast	along the river	at the end of
in the center of	south of	to the north of

- Johannesburg is located _____ the capital city of Pretoria.
- The Indian Ocean is _____ the Orange River, the longest river in South Africa.
- _____ South Africa is the country of Namibia.
- Bloemfontein is almost _____ the country.
- _____ are Cape of Good Hope and Cape Agulhas.



B Look at these pictures of South Africa. Write three sentences to describe each place. Use geographic nouns and adjectives and prepositions of place to provide details.



Cape Town

1. _____

2. _____

3. _____



Kruger National Park

1. _____

2. _____

3. _____



Drakensberg Mountains

1. _____

2. _____

3. _____



Durban

1. _____

2. _____

3. _____

C Imagine you are on vacation in South Africa and you are writing a letter about the places you've seen. Choose two places from Exercise B and describe them on a separate sheet of paper. Include the location, descriptions of geographical features, and what a person could do there. Use the map in Exercise A and your sentences in Exercise B. Here is also some additional information about each place you can use.

“Cape Town is often very windy.”

“It can be foggy and slippery in the Drakensberg Mountains.”

“Kruger National Park is flat in some places and hilly and mountainous in most parts.”

“It tends to be extremely humid in Durban.”

Student Book

Photo Credits: Original photography by Sharon Hoogstraten, David Mager and Libby Ballengee/TSI Graphics. Page 62 (tr) Taurus/Shutterstock, (mr) Africa Studio/Shutterstock, (mr) Just2shutter/Fotolia, (mr) Lucadp/Shutterstock, (br) Les Cunliffe/Fotolia; p. 63 (b) Antonioguilem/Fotolia; p. 64 (bl) Vitmark/Fotolia, (bm) paulaphoto/iStock/Thinkstock/Getty Images, (bm) Kaz Chiba/Photographer's Choice/Getty Images, (br) WaveBreakMedia Ltd/Thinkstock/Getty Images; p. 68 Ambrophoto/Shutterstock; p. 69 Andrey Popov/Shutterstock; p. 74 (Japan) Kate Noble/Nobleimages/Alamy, (Korea) Harry Choi/TongRo Images/Alamy, (Mexico) Jeremy Woodhouse/Blend Images/Getty Images, (Brazil) Florian Kopp/ImageBroker/Alamy; p. 76 (moon cake) Psstockfoto/Fotolia, (tl) Carlos Santa Maria/Fotolia, (tm) Patrick Batchelder/Alamy, (ml) Partha Pal/Stockbyte/Getty Images, (mr) Monkey Business Images/Shutterstock, (bm) Michael H/Photodisc/Getty Images, (br) VanderWolf Images/Fotolia; p. 77 Keren Su/China Span/Alamy; p. 79 (t) ZenShui/James Hardy/PhotoAlto Agency RF Collections/Getty Images, (b) Maridav/Fotolia; p. 80 (tr) Erika Kusuma Wardani/Shutterstock, (ml) Hikrcn/Fotolia, (br) Veronica Thompson/Paul Thompson Images/Alamy; p. 85 (ml) Alexander Kyriacou/Alamy, (bm) Media Minds/Alamy; p. 86 (wheel) Yio/Fotolia, (Pencillin) Eye35.pix/Alamy, (3-D printer) Alen Gurovic/Alamy, (x-ray) Everett Collection Historical/Alamy, (television) Katrina Brown/Fotolia; p. 89 Alan Bailey/Fotolia; p. 94 (bg) Sebastian Kaulitzki/Hamera/Thinkstock/Getty Images, (l) Bettmann/Corbis, (r) Les Cunliffe/Fotolia; p. 95 (l) Boyer/Roger Viollet/Getty Images, (l) North Wind Picture Archives/Alamy, (m) AZP Worldwide/Shutterstock, (r) Ivan Chudakov/Shutterstock, (r) Everett Collection/Shutterstock; p. 97 (bg) Adimas/Fotolia, (tm) Andranik7/Fotolia, (tl) Dorling Kindersly, Ltd, (chariot) DeAgostini/Superstock, (potter wheel) Sergey Goruppa/Fotolia, (wheeled cart) Tmax/Fotolia, (m) Sergio Martínez/Fotolia; p. 101 (t) Image Source/Getty Images, (b) Andrõmina/Fotolia; p. 103 Radius Images/Alamy; p. 104 Mahesh Patil/Shutterstock; p. 105 Cobalt88/Shutterstock; p. 107 Burlingham/Shutterstock; p. 109 Phil Boorman/Digital Vision/Getty Images; p. 110 (bg) Jarno Gonzalez Zarraonandia/Shutterstock, (tl) Tony Northrup/Shutterstock; p. 113 (ml) Wendy White/Alamy, (bl) Debra James/Shutterstock, (bm) EcoView/Fotolia, (br) Bradarn/ Moment/Getty Images; p. 114 (snake) Tom Reichner/Shutterstock, (shark) Andrea Izzott/Fotolia, (jellyfish) Ann/Fotolia, (bear) Mariusz Prusaczyk/Fotolia, (scorpion) Efendy/Shutterstock, (mosquito) Claifra/Shutterstock; p. 116 (forest) EpicStockMedia/Shutterstock, (jungle) Les Cunliffe/Fotolia, (valley) Ann Taylor-Hughes/Vetta/Getty Images, (canyon) Kojhirano/Shutterstock, (island) Chris Sattlberger/Blend Images/Getty Images, (glacier) Dmitry Pichugin/Fotolia, (mountainous) Vaclav Volrab/Shutterstock, (hilly) Mitch Diamond/ Digital Vision/Getty Images, (flat) William Davies/E+/Getty Images, (arid) Eduardo Rivero/Fotolia, (lush) Banana Republic/Fotolia, (br) Imagewerks/Getty Images; p. 117 (Galapagos islands) Manfred Gottschalk/Alamy, (Tahiti) F1 online digitale Bildagentur GmbH/Alamy, (yellow mountain) Jerry Kobalenko/Alamy, (Alaska) Kevin Miller/Photodisc/Getty Images, (Iguazu falls) Maxsaf/Fotolia; p. 118 (l) Arsgera/Fotolia, (r) Majeczka/Shutterstock; p. 121 (t) Mark Herreid/Fotolia, (m) Paul Souders/Photodisc/Getty Images.

Illustration Credits: Steve Attoe, pp. 92, 114, 115; Sue Carlson, pp. 110, 112, 113, 120, 121; Mark Collins, p. 92; Andy Meyer, pp. 65, 102; Tom Newsom, pp. 73, 109; Dusan Petricic, p. 120.

Text Credit: Page 70: The Five Effective Work Habits courtesy of Yun Siang Long. Reprinted by permission.

Workbook

Photo credits: Original photography by David Mager. Page W51 Tim Ridley/Dorling Kindersley; p. W67 lily/Fotolia; p. W70 lily/Fotolia; p. W73 (right) George Doyle/Stockbyte/Getty Images; p. W77 (top left) Richard Powers/Corbis, (bottom left) amskad/Fotolia, (bottom right) Tony Freeman/PhotoEdit, Inc; p. W84 Jeffrey Coolidge/Getty Images; p. W88 laguna35/Fotolia; p. W98 pavalena/Shutterstock; p. W104 Michael DeFreitas/V&W/The Image Works; p. W108 (top left) michaeljung/Fotolia, (top right) Karel Gallas/Shutterstock, (bottom left) AfriPics.com/Alamy, (bottom right) Ariane Citron/Fotolia.

Illustration credits: Stephen Attoe: pages W82, W83, W100 (top); Leanne Franson: page W72 (bottom); Brian Hughes: pages W72 (top), W102; Stephen Hutchings: pages W74, W79 (bottom); Suzanne Mogensen: pages W58, W100 (bottom); Dusan Petricic: pages W62, W79 (top).



ABOUT THE AUTHORS

Joan Saslow

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

Allen Ascher

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

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

AUTHORS' ACKNOWLEDGMENTS

The authors are indebted to these reviewers, who provided extensive and detailed feedback and suggestions for *York Top Notch*, as well as the hundreds of teachers who completed surveys and participated in focus groups.

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

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

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

TOP NOTCH

3B

THIRD EDITION

THE LEADER IN GLOBAL COMMUNICATION



Top Notch develops confident, culturally fluent English speakers who can successfully navigate the social, travel, and business situations that they will encounter in their lives. It delivers immediate, demonstrable results through its proven pedagogy and systematic recycling of language.

Top Notch provides more practice and more teacher support than any course available today.

COMPLETE AND FLEXIBLE

- **ActiveTeach** is a dynamic, customizable multimedia teaching tool. It includes the Student's Book, in digital form, with point-of-use audio, video, flash cards, interactive activities, and lesson plans. With printable resources and assessment.
- **Student's Book**
- **Workbook**
- **Teacher's Edition and Lesson Planner**
- **Full-Course Placement Tests**
- **Assessment** Printable from ActiveTeach

GSE	10	20	30	40	50	60	70	80	90
Level 3									
Level 2									
Level 1									
Fundamentals									
CEFR	<A1	A1	A2 ⁺	B1 ⁺	B2 ⁺	C1	C2		

Learn about the Global Scale of English at www.englishscale.com

