



RAHNAMA
P R E S S

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THIRD EDITION

TOP NOTCH **3A**

With Workbook



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ALWAYS LEARNING

PEARSON

LEARNING OBJECTIVES

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 1 Make Small Talk	<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	<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 <u>must</u> • <u>Will be able to</u>: Modals <u>may</u> and <u>might</u> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Other ways to draw conclusions: <u>probably</u> and <u>most likely</u> • Expressing possibility with <u>maybe</u>
UNIT 3 Getting Things Done	<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 <u>make</u> to indicate obligation • <u>Let</u> to indicate permission • Causative <u>have</u>: common errors • The passive causative: the <u>by</u> phrase
UNIT 4 Reading for Pleasure	<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 <u>that</u> • Adjectives that can be followed by clauses with <u>that</u> • Embedded questions <ul style="list-style-type: none"> ◦ <u>with whether</u> ◦ usage and common errors ◦ punctuation
UNIT 5 Natural Disasters	<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: <u>Say</u> and <u>tell</u>—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 no with <u>That might be difficult</u> • Use <u>Well . . .</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

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TO THE TEACHER

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



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

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

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

Each full level of ***Top Notch*** contains material for 60–90 hours of classroom instruction. In addition, the entire course can be tailored to blended learning with an integrated online component, *MyEnglishLab*.

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

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

Award-Winning Instructional Design*

Daily confirmation of progress

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

Explicit vocabulary and grammar

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

High-frequency social language

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

Linguistic and cultural fluency

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

Active listening syllabus

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

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

We wrote it for you.

Joan Saslow and Allen Ascher

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

COMMUNICATION GOAL

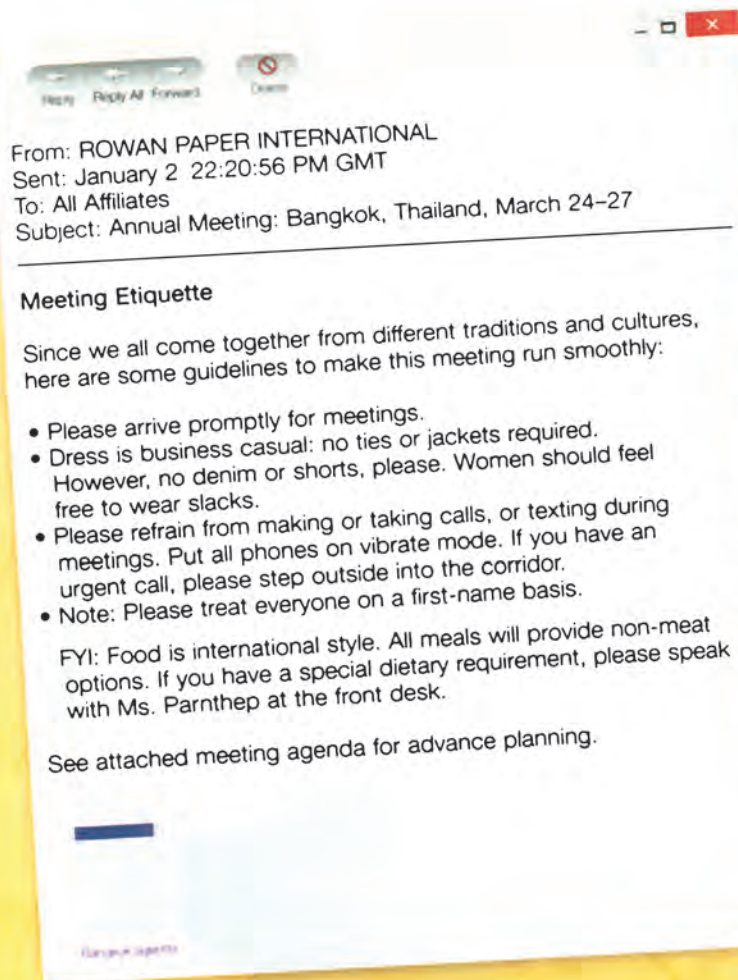
- 1 Make small talk.
- 2 Describe a busy schedule.
- 3 Develop your cultural awareness.
- 4 Discuss how culture changes over time.

UNIT

1

Make Small Talk

PREVIEW



From: ROWAN PAPER INTERNATIONAL
Sent: January 2 22:20:56 PM GMT
To: All Affiliates
Subject: Annual Meeting: Bangkok, Thailand, March 24-27

Meeting Etiquette

Since we all come together from different traditions and cultures, here are some guidelines to make this meeting run smoothly:

- Please arrive promptly for meetings.
- Dress is business casual: no ties or jackets required. However, no denim or shorts, please. Women should feel free to wear slacks.
- Please refrain from making or taking calls, or texting during meetings. Put all phones on vibrate mode. If you have an urgent call, please step outside into the corridor.
- Note: Please treat everyone on a first-name basis.

FYI: Food is international style. All meals will provide non-meat options. If you have a special dietary requirement, please speak with Ms. Parnthep at the front desk.

See attached meeting agenda for advance planning.



ROWAN PAPER INTERNATIONAL

Agenda-March 24

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

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

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



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

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

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



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

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

Surat: And please call me Surat.

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

Surat: Not at all.



Teresa: Is it customary in Thailand for people to be on a first-name basis?

Surat: Well, at company meetings in English, always. In other situations, though, people tend to be a little more formal. It's probably best to watch what others do. You know what they say: "When in Rome . . ."

Teresa: Mm-hmm . . . , "do as the Romans do!"

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

D THINK AND EXPLAIN Answer the questions.

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

SPEAKING

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

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

B DISCUSSION Talk about the questions.

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

CONVERSATION MODEL

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

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

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

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

B: Nice to meet you, too.

A: Do you mind if I call you Kazuko?

B: Absolutely not. Please do.

A: And please call me Jane.

▶1:05 **Asking about proper address**

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



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

GRAMMAR Tag questions: Use and form

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

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

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

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

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

Be careful!

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

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

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

Bangkok is in Thailand, isn't it?

NOT isn't Bangkok?

GRAMMAR BOOSTER p. 127

• Tag questions: short answers

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

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

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

PRONUNCIATION Intonation of tag questions

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

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

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

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

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

NOW YOU CAN Make small talk

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

A: Good , isn't it?

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

A: I'm

DON'T STOP!

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

Ideas for tag questions

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



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

Maria Carbone

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

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



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TOP NOTCH **3A**

WORKBOOK

JOAN SASLOW
ALLEN ASCHER

with Terra Brockman and Julie C. Rouse

Make Small Talk

1 Read the tips on business etiquette. Then read the situations below. Decide if the behavior in each situation is appropriate or inappropriate.

TIPS ON BUSINESS ETIQUETTE

- ▶ Always introduce the most important person first.
- ▶ Use your business card as a way to stay in touch with people you meet. Exchanging and saving business cards can help you "network" with people later.
- ▶ Being on time is absolutely necessary for business appointments. The rule is to arrive ten to fifteen minutes early. However, for social events, such as business parties, it is considered impolite to arrive early.
- ▶ In major cities, business clothing is usually formal. Blue, black, or gray suits are conservative and always appropriate. In warm climates, neat and comfortable khakis, jeans, or slacks, sometimes with a jacket, are OK. However, the first time you visit a company, it is always best to start with a conservative look.
- ▶ Business conversations often take place during meals. The meals are a time to relax, get to know the other person socially, and then talk a little business. Depending on the person's schedule, these meetings can be at breakfast, lunch, or dinner.
- ▶ Eye contact is very important. Always look at everyone in your conversation group. Move your eyes from one person to another. It makes people feel important and holds their attention.



1. While you're meeting with a client, the CEO of your company and two executives come into your office. You introduce the CEO to your client first. appropriate inappropriate
2. You are meeting with a group of four people. While speaking, you're looking only at the highest level manager in the group. appropriate inappropriate
3. You have an interview at a new company on Friday. You know the company allows employees to dress casually on Fridays, so you decide to wear casual clothing. appropriate inappropriate
4. You don't have time during regular business hours to meet with a client. You decide to meet over dinner. appropriate inappropriate
5. You're invited to a business party and the invitation says the party is from 7:00 to 9:00 P.M. You arrive at 6:45. appropriate inappropriate

- 2 Match the correct response to each statement or question. Write the letter on the line.**
- | | |
|---|--|
| 1. Nice to meet you. _____ | a. Not really. People tend to be more |
| 2. What is the custom here? _____ | b. Please call me by my nickname. |
| 3. How would you like to be called? _____ | c. Nice to meet you, too. |
| 4. Are most people on a first-name basis? _____ | d. No need to be so formal. Please call me Robert. |
| 5. Nice to meet you, Mr. Reston. | e. I'm not sure. It's probably best to watch what others do. |

3 WHAT ABOUT YOU? Answer the questions in your own way.

1. What do you prefer to be called by your family? _____
2. What do you like to be called by your friends? _____
3. What do you prefer to be called by your colleagues or classmates? _____

LESSON 1

4 Put the conversation in the correct order. Write the number on the line.

- _____ Hi! It's a great day, isn't it?
- _____ Nice to meet you, too. Would it be rude to call you Joe?
- _____ It really is. Allow me to introduce myself. I'm Amanda Decker.
- _____ Absolutely not. Please do.
- _____ Great. And call me Amanda.
- _____ I'm Joe Hanson. It's nice to meet you.

5 Complete each statement with a tag question.


1. He didn't know about that custom, _____?
2. It's a great day to go to the beach, _____?
3. You learned Japanese in school, _____?
4. Mike will be here later, _____?
5. You're not from Turkey, _____?
6. The program in Bali wasn't very successful, _____?
7. I'm presenting my report at 2, _____?
8. There weren't a lot of people at the conference, _____?

6 Read the situations and complete the tag questions.

- You think your friend got a good grade on her science test.
"She got a good grade on her science test, didn't she?"
- You see two people talking, but you don't think that they know each other.
"They don't know each other, do they?"
- You're talking to your friend. You think he'll be late to the party tonight.
"You _____ late to the party tonight, _____?"
- When you get to class, you think your friend Diane hasn't gotten there yet.
"Diane _____ here yet, _____?"
- You heard that your friend Bill was in a car accident yesterday, but you don't think that's true.
"Bill _____ in a car accident yesterday, _____?"
- You think that Dr. Jenkins doesn't like to be called by her first name.
"Dr. Jenkins _____ to be called Kate, _____?"

7 Read the information about Allison McFarland. Then use the information on the form to write statements with tag questions.

Name:	Allison McFarland
Preferred title:	Ms.
Date of birth:	October 27, 1995
Place of birth:	Hong Kong
Country of residence:	Canada
Occupation:	student



- You're Allison McFarland, aren't you?
- _____
- _____
- _____
- _____

8 WHAT ABOUT YOU? Which topics are appropriate for small talk in your country? Check yes or no. If you check no, then explain why the topic is not appropriate.

	yes	no	
1. what someone would like to be called	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. how much money a person makes	<input type="checkbox"/>	<input type="checkbox"/>	_____
3. a person's work or studies	<input type="checkbox"/>	<input type="checkbox"/>	_____
4. someone's marital status	<input type="checkbox"/>	<input type="checkbox"/>	_____

LESSON 2

9 Look at Ken Klein's weekly planner. Then circle the letter of the answer that completes each sentence. Today is Sunday.

<p>MONDAY</p> <p>12:00 travel to Copenhagen 7:00 meet Jason Bailey for dinner</p>	<p>THURSDAY</p> <p>9:00 read TechServe report 1:00 have meeting with TechServe</p>
<p>TUESDAY</p> <p>8:30 have meeting with Computech 12:30 prepare client presentation</p>	<p>FRIDAY</p> <p>8:00 have meeting with Nelson Company 3:00 present results of Nelson Company meeting 8:30 fly home to London</p>
<p>WEDNESDAY</p> <p>9:00 fly to Brussels 1:30 meet Clark Sampson for lunch 4:00 give presentation to clients 7:30 take clients to dinner</p>	<p>SATURDAY</p> <p>relax all afternoon! 7:45 go to the movies with Tania</p>
	<p>SUNDAY</p> <p>exercise in morning at gym</p>

- By 5:00 P.M. on Monday, Ken _____ to Copenhagen.
 - had already traveled
 - hadn't yet traveled
 - On Tuesday, Ken _____ Clark Sampson for lunch.
 - had already met
 - hadn't yet met
 - On Wednesday evening, Ken _____ to Brussels.
 - hadn't yet flown
 - had already flown
 - Ken _____ the results of the Nelson Company meeting at 2:00 on Friday.
 - hadn't yet presented
 - had already presented
 - Ken _____ all week before he was able to relax on Saturday.
 - had worked
 - hadn't worked
- 10** Look at Ken Klein's weekly planner again. Complete the statements using the past perfect and **already** or **not yet**.
- By the time he flew to Brussels, Ken had already had the meeting with Computech, but he hadn't yet had the meeting with TechServe.
 - At 7:00 P.M. on Wednesday, he _____ the presentation to the clients, but he _____ the clients to dinner.
 - Ken _____ the TechServe report when he had the meeting with TechServe.
 - Ken _____ the meeting with Nelson Company when he had the meeting with TechServe.
 - By Saturday evening, Ken _____ at the gym.
 - At 8:00 on Saturday, Ken _____ to the movies with Tania.

11 Read the Conversation Model on page 7 in the Student's Book again. Then read each sent below. Circle the letter of the sentence that has the same or similar meaning.

- | | |
|---|--|
| 1. "By 9:00 I had already bought my books."
a. I bought my books before 9:00.
b. I bought my books at 9:00. | 3. "When I got to class, I hadn't eaten yet."
a. I got to class after I ate.
b. I got to class before I ate. |
| 2. "What did you do about lunch?"
a. Did you have lunch?
b. Do you want lunch? | 4. "I'll bet you're pretty hungry."
a. I think you're hungry now.
b. I'm sure you're hungry now. |

12 **WHAT ABOUT YOU?** Complete the sentences in your own way.

- When I left the house this morning, I had already _____

- At 8:00 today, I hadn't yet _____

- By the time I started to study English, I had already _____
but I hadn't yet _____

LESSON 3

13 Cross out the word or phrase that has a different meaning from the others.

- | | | |
|--------------|-------------|-------------------|
| 1. offensive | very rude | polite |
| 2. customary | not allowed | taboo |
| 3. impolite | nice | rude |
| 4. not usual | traditional | customary |
| 5. etiquette | punctuality | manners |

Did you know . . .

that etiquette and rules for behavior have a very long history? The first instructions for etiquette were written in the year 2400 B.C.E by an Egyptian named Ptahhotep. His guide included advice about how to get along with others and how to advance in the world.



14 Read the article about punctuality. Then read the statements on page 6 and check true, false, or no information, according to the article.

RIGHT ON TIME

Everyone knows that different cultures have different ideas about punctuality. But one country—Ecuador—is trying something new.

A group called Citizens' Participation has found that being late costs the country about \$724 million each year. They report that more than half of all public events, as

well as many government appointments and social activities, begin late. The group is trying to make people aware of punctuality and is reminding them to be on time. The government, including the Ecuadorian president, is supporting the effort.

Hundreds of Ecuadorian organizations and companies have signed agreements to be on time. Posters have been

put up that remind people: "If you're late, someone else is waiting." One newspaper prints a list of government officials who arrive to events late.

The campaign has generally been well-received by the Ecuadorian people, and it seems to be working. Many businesses have reported that more meetings are now beginning on time.



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