UNIT 1 Getting Acquainted

PREVIEW

CUSTOMS AROUND THE WORLD

Greetings
People greet each other differently around the world.

Some people bow.
Some people kiss once.
Some people kiss twice.
Some shake hands.
And some hug.

Exchanging Business Cards
People have different customs for exchanging business cards around the world.

Some customs are very formal. People always use two hands and look at the card carefully.
Other customs are informal. People accept a card with one hand and quickly put it in a pocket.

Getting Acquainted
What about small talk—the topics people talk about when they don’t know each other well?

In some places, it’s not polite to ask people about how much money they make or how old they are. But in other places, people think those topics are appropriate.

A PAIR WORK In your opinion, is there a right way and a wrong way to greet people? Explain.

B DISCUSSION In your country, are there any topics people should avoid during small talk? What about the topics below?

- the weather
- someone’s job
- someone’s religion
- someone’s family
- someone’s home
- (other) ___
Before Exercise A, give students a few minutes to silently read and examine the photos and information about customs.

• Ask a volunteer to read the heading Customs Around the World.
• Call on students to read the section headings and the photo descriptions.
• To focus on Greetings, ask students for additional ways to greet people and write them on the board. (Possible responses: Pat on the back, nod, smile.)
• Focus on Getting Acquainted. Explain that small talk is conversation about minor topics. Ask students to name additional topics that can be used for small talk. (Possible responses: the weather, hobbies, work.)

Language and culture*

• Customs vary from culture to culture. In Japan, business cards are always presented to another person with two hands to show respect. In English-speaking countries, hugging or kissing is reserved for friends or close associates. In some cultures, asking about a person’s age or salary is acceptable; in English-speaking countries, asking about age or salary can be rude.

*Language and culture notes are provided to offer students enrichment or more information about language and / or culture. Their use is optional.

A Pair work

• For a warm-up, ask How do you usually greet people?
• On the board, write What behaviors would be unusual or strange in your country? Why?
• Have pairs discuss the questions; then call on students to share their opinions with the class.

B Discussion

| Suggested teaching time: | 7–12 minutes | Your actual teaching time: |

• Model the activity by discussing the questions with a more confident student. Review the question and topics in the box with the class. Encourage students to fill in the blank with another conversation topic.
• Divide the class into groups of three and have students read and discuss the questions. Move around the room and help students as needed.
• Review answers with the class. Ask Which topics would you feel uncomfortable talking about? Most comfortable? What other topics did you think of?
C 1:02  Photo story

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• To prepare students for the activity, have them look at the photos. Ask:
  Do you think the two men know each other well? (No.)
  How do they greet each other in the second photo? (By shaking hands.)
  How do they exchange business cards? (Taka uses two hands to hold the card.)

• Have students read and listen to the conversation once or twice.

• To check comprehension, ask:
  What countries are Leon and Taka from? (Mexico, Japan.)
  Where did they meet last week? (At an IT business conference.)
  Where is the conference going to be next year? (Acapulco.)

• Listen again and review answers with the class.

Language and culture

• IT refers to information technology.
• What have you been up to? means What have you been doing? and is commonly used in spoken English. The expression can be used in different tenses; for example, What are you up to these days? What were you up to?

Option: (+5 minutes) To extend the activity, have pairs role-play the Photo Story. Tell them to replace the names in the book with their own names.

Option: (+10 minutes) To challenge students, have them create and role-play their own conversations using the underlined expressions from the exercise. Tell them to imagine they met some time in the past and that now they meet again. For example,
A: You look familiar. I’m . . .
B: Oh, yes, I think we met at ___ last week. I’m ___. . . .
Volunteers can present their role play to the class.

D Focus on language

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• To prepare students, point out the underlined expressions in the Photo Story. Ask volunteers to read them aloud.
• Model the activity by doing the first item.
• After students do the matching, have them compare answers in pairs.
• Move around the room and help students as needed.

E Think and explain

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<th>Suggested teaching time:</th>
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• Tell students to make notes as they think about and answer the questions. Encourage them to use the underlined expressions from the Photo Story in their answers.
• Point out that the quote to the right shows a sample answer for item 1.
• Review answers with the class.

Answers to Exercise E
1. He thinks he recognizes him.
2. No. He hasn’t been doing much.
3. So that they can keep in touch.
4. To show Taka around in Acapulco.

SPEAKING

Pair work

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• Ask students to read the sample advice in the quotes aloud. Explain vocabulary as needed. Ask Who agrees with each statement?
• Have students work in pairs. As pairs write their advice, move around the room to provide help with vocabulary and expressions. Tell students to use the same language to give their advice; for example, Please don’t . . .; Never . . .
• Invite students to share their advice with the class and explain why it is important.
• Ask the class Did you find anyone’s answers surprising? Whose?

EXTRAS

Workbook
**C 3:02 PHOTO STORY** Read and listen to two people meeting in a hotel lobby.

**Leon:** You look familiar. Haven’t we met somewhere before?

**Taka:** I don’t think so. I’m not from around here.

**Leon:** I know! Aren’t you from Japan? I’m sure we met at the IT conference last week.

**Taka:** Of course! You’re from Mexico, right?

**Leon:** That’s right. I’m sorry. I’ve forgotten your name.

**Taka:** Kamura Takashi. But you can call me Taka.

**Leon:** Hi, Taka. Leon Prieto. Please call me Leon. So, what have you been up to since the conference?

**Taka:** Not much. Actually, I’m on my way to the airport now. I’m flying back home.

**Leon:** Hey, we should keep in touch. Here’s my card. The conference is in Acapulco next year and I could show you around.

**Taka:** That would be great. I hear Acapulco’s beautiful.

**Leon:** It was nice to see you again, Taka.

**Taka:** You, too.

**D FOCUS ON LANGUAGE** Find the underlined expression in the Photo Story that matches each explanation.

1. You say this when you want to offer to introduce someone to a new place. **I could show you around.**
2. You say this to suggest that someone call or e-mail you in the future. **We should keep in touch.**
3. You say this when you’re not sure if you know someone, but you think you might. **You look familiar.**
4. You say this when you want to ask about someone’s recent activities. **What have you been up to?**

**E THINK AND EXPLAIN** Answer the questions, according to the Photo Story. Explain your answers. See page T3

1. Why does Leon begin speaking with Taka? **Because he thinks he knows Taka. He says, “You look familiar.”**
2. Has Taka been busy since the conference? **Have you been up to?**
3. Why does Leon give Taka his business card? **What have you been up to?**

**SPEAKING**

**PAIR WORK** With a partner, discuss and write advice for visitors about how to behave in your country. Then share your advice with the class.

- **Questions like How old are you? and How much money do you make? aren’t polite. You shouldn’t ask them.**
- **Don’t exchange business cards with one hand! Always use two hands.**
GOAL Get reacquainted with someone

GRAMMAR The present perfect

Use the present perfect to talk about an indefinite time in the past.
Form the present perfect with have or has and a past participle.

Affirmative and negative statements

<table>
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<tr>
<th>Yes / no questions</th>
<th>We</th>
<th>She</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you met them?</td>
<td>haven’t</td>
<td>hasn’t</td>
</tr>
<tr>
<td>Have you called him?</td>
<td>met</td>
<td>called</td>
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Remember: Use the simple past tense to talk about a definite or specific time.

<table>
<thead>
<tr>
<th>present perfect: indefinite time</th>
<th>simple past tense: definite time</th>
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</thead>
<tbody>
<tr>
<td>I’ve met Bill twice.</td>
<td>We met in 1999 and again in 2004.</td>
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</table>

Contractions

’ve met = have met  
’ve had = have had  
’ve been = have been  
’s met = has met  
’s had = has had  
’s been = has been

A Choose the correct form to complete each sentence.

1. We’ve ………. the 2:00 express train many times.
   a. take  b. took  c. taken

2. I had breakfast at 9:00, but I haven’t ………. lunch.
   a. have  b. had  c. having

3. Alison has ………. to the mall.
   a. went  b. gone  c. go

4. My younger brother has ………. home from work.
   a. come  b. came  c. comes

5. They posted some messages yesterday, but they haven’t ………. anything about their trip.
   a. written  b. write  c. wrote

B PAIR WORK Complete the conversations with the present perfect or the simple past tense. Then practice the conversations with a partner.

1. A: ………. our new teacher?
   B: Yes, ………. He ………. her in the office this morning.

2. A: ………. to this class before?
   B: No, ………. They’re new at this school.

3. A: ………. in the new school restaurant?
   B: No, ………. Is it good?

4. A: ………. with the school director?
   B: Yes, ………. They ………. with her yesterday.

5. A: ………. the new language lab?
   B: No, ………. But she ………. the library.
GRAMMAR

• To introduce the structure, write on the board 1 They’ve met before. 2 She met him yesterday.

• Ask:
  Which sentence mentions specific time in the past? (Number 2, yesterday.)
  What is the verb in sentence 2? (Met.)
  What tense is the verb? (Simple past tense.)

  Write simple past tense above the sentence.

• Read the underlined verb in the first sentence. Then write present perfect above it. Explain that this sentence uses the present perfect because it does not mention a specific time in the past. We don’t know exactly when she met him.

• To help students identify the difference between specific and non-specific times, explain that a specific time tells them when something happened. Practice this concept by presenting pairs of sentences and asking if the time is specific. For example, I’ve read that book. Is this specific? (Non-specific—at some time in the past.) I read that book last week. (Specific—last week.)

• Go over the information about statements and yes / no questions in the Grammar box. Ask volunteers to read the example sentences. Ask Which verb is regular? (Called.) What is the base form of this verb? (Call.) Which verb is irregular? (Met.) What is the base form of this verb? (Meet.)

• Ask a student to read the Remember note in the Grammar box. Point out the specific time references in the simple past tense (1999, 2004). Make sure students understand the meaning of indefinite (non-specific) and definite (specific). Explain that the example in the present perfect does not have a definite time reference. We don’t know when this person has met Bill.

• Ask a student to read the Remember note in the Grammar box. Point out the specific time references in the simple past tense (1999, 2004). Make sure students understand the meaning of indefinite (non-specific) and definite (specific). Explain that the example in the present perfect does not have a definite time reference. We don’t know when this person has met Bill.

• Review the formation of the simple past; remind students that regular verbs form the simple past tense by adding -ed to the base form. The past participle form is the same. Explain that irregular verbs do not form the simple past tense by adding -ed. The past participle form may be the same as the simple past form or different.

• Direct students’ attention to the information in the Contractions box. Point out the contractions in all the example sentences and ask students to give the full form for each (have–have not; has–has not). Be sure to explain that short answers in the present perfect only contract the negative form.

Option: GRAMMAR BOOSTER (Teaching notes p. T126)

Inductive Grammar Charts

A Choose the correct form . . .

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<th>Your actual teaching time:</th>
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• Remind students that with the present perfect, the past participle form follows have or has.

• Review answers as a class.

B Pair work

• To prepare students for the activity, tell them to circle the definite past time references to help them identify the sentences that use the simple past tense (1B this morning; 4B yesterday).

• Point out the list of simple past forms and past participles for irregular verbs in the Grammar box. Remind students not to include the past participle in the short answers.

• After pairs have compared answers, have volunteers read the conversations aloud to the class.

Language and culture

• In British English, the past forms of some words can be regular or irregular. For example, you can say burned or burnt, learned or learnt, spelled or spelt. The regular past forms of these words are always used in American English.

• The past participle of get is got in British English; in American English, the past participle of get is gotten.

Option: (+10 minutes) To challenge your students, have them work in pairs to prepare two short conversations. Tell students to use the present perfect in the question and the simple past tense or the present perfect in the response. Move around the room to provide help and answer questions. After finishing, have pairs role-play their conversations for the class. Ask the class to listen for the verb form and any definite time references in the response. After all the pairs have finished, review the verbs with the class.
C  Grammar practice

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• To help students identify which sentences require the simple past tense, tell them to circle the definite past time references. (1. This morning; 3. In 2013; 7. Last September)

• Have students compare answers in pairs.

• Review answers with the class. Refer to the Grammar box on page 4 if needed.

🌟 Extra Grammar Exercises

CONVERSATION MODEL

A  ➤ 1.01  Read and listen . . .

These conversation strategies are implicit in the model:

• Use “I don’t think so” to soften a negative answer.

• Say “I know!” to exclaim that you’ve discovered an answer.

• To prepare students for the activity, ask What’s happening in the picture? (A man is introducing two women.) Is this a business or a social situation? (Social.)

• After students read and listen to the conversation, make sure they understand the conversation strategies by asking comprehension questions; for example, Does Audrey recognize Hanah right away? (No.) Does Hanah recognize Audrey? (Yes.)

B  ➤ 1.04  Rhythm and intonation

• Have students repeat each line chorally. Make sure they:
  + use rising intonation for . . . have you met Hanah?
  + use falling intonation for . . . I’d like you to meet Audrey and How have you been?

PRONUNCIATION

A  ➤ 1.05  Listen to how the sound . . .

• After students have listened to and read the sentences, tell them to listen again, paying attention to the disappearing /t/ sound of the negative contraction.

• Have students listen a third time and repeat in the pauses.

B  Now practice saying . . .

• For more practice, have pairs say the sentences to each other. Listen for correct sound reduction. Provide help as needed.

Now you can

Get reacquainted with someone

Conversation activator

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的理念：

• Note: You can print the script or you can show a running transcript on video player on the ActiveTeach. The script also appears on page 181 of this Teacher’s Edition.

• To review getting reacquainted with someone, refer students to the Conversation Model.

• Ask a volunteer to read the Ideas list. Ask Which of these places do you go to often? Why? At which places do you usually meet new people?

• Have students fill in their own idea and share answers with the class.

Don’t stop! Extend the conversation. Encourage students to continue the conversation by using topics in the box.

• For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.

• Be sure to reinforce the use of conversation strategies. On the board, write Body language. Demonstrate the use of appropriate gestures and facial expressions; for example, looking puzzled when responding “I don’t think so . . .” to the question Have we met before?

• Model the activity by role-playing with a more confident student. Take the role of Student A and use student names; for example, Peter, have you met Mary? Then extend the conversation by using a situation from the Ideas and Don’t stop! boxes.

• Divide the class into groups of three. Tell students to fill in the blanks and continue the conversation. Encourage students to refer to the Ideas list for places where they might have met.

• Move around the room and help students as needed. Remind them that small talk is conversation about minor topics.

• Make sure students change roles and start a new conversation at least once.

Option: (+10 minutes) To expand the activity, ask groups to perform their introductions. Have other groups write down the body language they observe. To demonstrate, write Student A stood very close to Student B. Student B moved his hands around a lot. Student A smiled and looked friendly. After each introduction, ask Was the person introduced using a first or last name? How did the people greet one another?

Extras

Workbook or MyEnglishLab

Speaking Activities: Unit 1, Activity 1
C GRAMMAR PRACTICE  Complete the message with the present perfect or the simple past tense.

Hello, Mr. Kemper:
Remember me? I’m Kuai, your former student! I still think about your wonderful English classes in Shanghai. This morning, I (1 decide) to send you a message to say hello. We (2 not see) each other in a long time—not since you went back home to New York. I hope I can visit you there some day! So let me tell you what I’ve been up to. In 2013, I (3 come) to Canada for my studies, and I’m living in Vancouver right now. I (4 fall) in love with this city—it’s really beautiful! I (5 visit) a lot of places in the U.S. I (6 be) to Seattle, Portland, San Francisco, and Los Angeles. Last September, I (7 go) back home to Shanghai to visit my parents. Do you think my English is better now? I think I (8 learn) how to use the present perfect, finally! Let’s keep in touch. If you come to Vancouver, I’d love to show you around.

Your student, Kuai

CONVERSATION MODEL

A 1:03 Read and listen to people getting reacquainted.

A: Audrey, have you met Hanah?
B: No, I haven’t.
A: Hanah, I’d like you to meet Audrey.
C: Hi, Audrey. You look familiar. Have we met before?
B: I don’t think so.
A: I know! Last month. You were at my sister Nicole’s party.
B: Oh, that’s right! How have you been?

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

PRONUNCIATION  Sound reduction in the present perfect

A 1:05 Listen to how the sound /t/ of the negative contraction “disappears” in natural speech. Then listen again and repeat.

1 I haven’t been to that class.  
2 He hasn’t met his new teacher.

B Now practice saying the sentences on your own.

NOW YOU CAN Get reacquainted with someone

CONVERSATION ACTIVATOR  With two other students, practice making introductions and getting reacquainted. Use your own names and the present perfect. Then change roles.

A: ∑∑∑∑∑, have you met ∑∑∑∑∑ ?
B: No, I haven’t.
A: ∑∑∑∑∑, I’d like you to meet ∑∑∑∑∑ .
C: ∑∑∑∑∑. You look familiar. Have we met before?
B: ∑∑∑∑∑ .

DON’T STOP!

- Say how you have been.
- Say more about the time you met.
- Introduce other classmates.

Ideas
You met …
- at a party
- at a meeting
- at a friend’s house
- in another class
- (your own idea) ___
LESSON 2  GOAL  Greet a visitor to your country

CONVERSATION MODEL
A  Read and listen to someone greeting a visitor.

A: Welcome to Beijing. Have you ever been here before?
B: No, it’s my first time. But yesterday I went to the Forbidden Palace. It was fantastic!
A: That’s great. Have you tried Beijing duck yet?
B: Beijing duck? No, I haven’t. What’s that?
A: It’s a famous Chinese dish. I think you’ll like it.

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

VOCABULARY  Tourist activities around the world
A  Read and listen. Then listen again and repeat.

climb Mt. Fuji  go sightseeing in New York  go to the top of the Eiffel Tower
try Korean food  take a tour of the Tower of London  take pictures of the Great Wall

B  PAIR WORK  Use the Vocabulary to say what you have and haven’t done.

GRAMMAR  The present perfect: already, yet, ever, before, and never

Use ever or before in yes / no questions about life experiences.
Have you ever eaten Indian food?  Has he been to Paris before?

Use yet or already in yes / no questions about recent experiences.
Have you toured Quito yet?  Has she already been to the top of the Eiffel Tower?

In affirmative and negative statements
We’ve already seen the Great Wall.  We haven’t tried Beijing duck yet.
They have never visited Mexico.  They haven’t ever visited Mexico.
He’s been to New York before.  He hasn’t been to Boston before.

Always place before and yet at the end of statements and questions.

Be careful!
I have never (OR haven’t ever) been there. NOT I haven’t never been there.

GRAMMAR BOOSTER  p. 126
• Yet and already: expansion, common errors
• Ever, never, and before: use and placement
CONVERSATION MODEL

A  
Read and listen . . .

These conversation strategies are implicit in the model:
- Use “Welcome to ___” to greet someone to a new place.
- Say “That’s great” to acknowledge someone’s positive experience.
- Have students look at the pictures on the right. Ask What city is this? (Beijing.) What are the two people doing? (Shaking hands and introducing themselves.)
- After students listen and read, ask comprehension questions: Has the man been to Beijing before? (No.) Where did he go yesterday? (To the Forbidden Palace.)
- Point out that Beijing duck is a famous Chinese dish.
- Point out that the expression have visited a place only occurs in the present perfect. It is a very common way of saying have been to a place.

B  
Rhythm and intonation

- Have students repeat each line chorally. Make sure they:
  - use rising intonation for Have you ever been here before? and Have you tried Beijing duck yet?
  - use falling intonation for What’s that?

VOCABULARY

A  
Read and listen . . .

Vocabulary Flash Card Player

- Invite volunteers to give the location of the places pictured, or tell students where they are. (Mt. Fuji—Japan; Statue of Liberty—New York; Eiffel Tower—Paris; Tower of London—England; the Great Wall—China)
- Ask What are the tourists pointing to in the second picture? (The Statue of Liberty.)

Language and culture

- From the Longman Corpus: A common mistake by English learners of all language backgrounds is to say do sightseeing instead of go sightseeing. However, do some sightseeing is a common expression in spoken English.

B  
Pair work

- Write on the board What tourist activities have you done? and Which haven’t you done? Read each question aloud. Model the activity by providing one or two of your own answers. Have students work in pairs to answer the questions using the vocabulary and their own information. Remind them to use the present perfect.
- As pairs are discussing their answers, move around the room and help students as needed.
- To review answers, have individuals report to the class a tourist activity that their partner has done; for example, Ken has gone to the top of the Eiffel Tower.

Option: (+5 minutes) Have students use the bold words in the Vocabulary to talk about other tourist activities they have done; for example, I have gone sightseeing in Madrid. I have taken pictures of the Brooklyn Bridge.

GRAMMAR

- Write on the board the examples under the first rule. Explain that before means before now and refers to an indefinite time in the past. Point out that ever is placed before the past participle, and before is placed at the end of the sentence. Point out that ever and before can be used in the same sentence: Have you ever been to London before? Then have students read the Be careful! note.
- To introduce the use of yet and already, write the second line of examples from the Grammar box on the board. Underline yet and circle already in the questions. Ask a student to read aloud the rule and examples while you point out the placement of yet at the end of the sentence and already before the past participle. Stress that each question is about activities a person has or hasn’t done a short time ago.
- Ask volunteers for additional questions with yet. Have students answer in the affirmative or negative using yet and already, with the same meaning. Direct students’ attention to the Be careful! box. Remind them that never always follows an affirmative verb.
- Have students underline the affirmative statements. (We’ve already seen the Great Wall; He’s been to New York before.) Point out that They have never and They haven’t ever have the same meaning. Direct students’ attention to the Be careful! box. Remind them that never always follows an affirmative verb.

Language and culture

- In British English, the present perfect is used with a past action that has a result in the present; for example, David has lost his keys. In American English, the present perfect and the simple past are both used, but the simple past is more common; for example, David lost his keys.

Learning Strategies

Option: GRAMMAR BOOSTER (Teaching notes p. T126)

Inductive Grammar Charts
**A Grammar practice**

- Model the activity by doing the first item with the class and writing it on the board. Then ask several students the question. Remind them to use the present perfect in their answer.
- As students write the statements and questions, move around the room.
- Review the statements and questions with the class.

- **Model the activity by doing the first item with the class and writing it on the board. Then ask several students the question. Remind them to use the present perfect in their answer.**
- As students write the statements and questions, move around the room.
- Review the statements and questions with the class.

**B Listen to activate grammar**

- **Model the activity by doing the first item with the class and writing it on the board. Then ask several students the question. Remind them to use the present perfect in their answer.**
- As students write the statements and questions, move around the room.
- Review the statements and questions with the class.

**C Write five questions . . .**

- **Model the activity by doing the first item with the class and writing it on the board. Then ask several students the question. Remind them to use the present perfect in their answer.**
- As students write the statements and questions, move around the room.
- Review the statements and questions with the class.

**Learning Strategies**

**NEW YOU CAN Greet a visitor to your country**

**A Notepadding**

- **Model the activity by doing the first item with the class and writing it on the board. Then ask several students the question. Remind them to use the present perfect in their answer.**
- As students write the statements and questions, move around the room.
- Review the statements and questions with the class.

**B Conversation activator**

- **Model the activity by doing the first item with the class and writing it on the board. Then ask several students the question. Remind them to use the present perfect in their answer.**
- As students write the statements and questions, move around the room.
- Review the statements and questions with the class.

**C Change partners**

- **Model the activity by doing the first item with the class and writing it on the board. Then ask several students the question. Remind them to use the present perfect in their answer.**
- As students write the statements and questions, move around the room.
- Review the statements and questions with the class.

**EXTRAS**

- Workbook or MyEnglishLab
- Speaking Activities: Unit 1, Activity 2
A GRAMMAR PRACTICE  Use the words to write statements or questions in the present perfect.

1 (you / go sightseeing / in London / before)
2 (she / already / try / Guatemalan food)
3 (they / ever / be / to Buenos Aires)
4 (we / not take a tour of / Prague / yet)

A: Have you gone sightseeing in London before?
B: I haven't gone sightseeing in London before.

A: She has already tried Guatemalan food.
B: She hasn't tried Guatemalan food.

A: Have they ever been to Buenos Aires?
B: No, they haven't been to Buenos Aires.

A: We haven't taken a tour of Prague yet.
B: We haven't taken a tour of Prague yet.

B  LISTEN TO ACTIVATE GRAMMAR  Listen and complete the questions, using the Vocabulary. Then listen again and complete the short answers.

Questions Short Answers
1 Has she ........................................... taken a tour of the Taj Mahal yet? No, she hasn't.
2 Has he ........................................... gone sightseeing in Kyoto yet? No, he hasn't.
3 Has she ever ........................................... tried ceviche? No, she hasn't.
4 Has he already ........................................... climbed the Pyramid of the Sun? Yes, he has.
5 Has she ever ........................................... been to Rio de Janeiro before? No, she hasn't.
6 Has she ........................................... taken a tour of Sugarloaf yet? No, she hasn't.

C Write five questions about tourist activities in your city or country. Use yet, already, ever, and before.

1 ........................................... 2 ...........................................
3 ........................................... 4 ...........................................
5 ........................................... 6 ........................................... 7 ........................................... 8 ........................................... 9 ........................................... 10 ...........................................

NOW YOU CAN Greet a visitor to your country

A NOTEPADDIN G On the notepad, write at least five activities for a tourist in your city or country.

B CONVERSATION ACTIVATOR  With a partner, change the Conversation Model to greet a visitor to your country. Use the present perfect. Suggest tourist activities in your city. Use your notepad. Then change roles.

A: Welcome to ............ . Have you ever been here before?
B: No, it's my first time. But yesterday I ............ .
A: ............ . Have you ............ . yet?
B: ............ .

DON'T STOP!

- Ask about other places and tourist activities.

C CHANGE PARTNERS Practice the conversation again, asking about other tourist activities on your notepad.
LESSON

Discuss gestures and customs

BEFORE YOU READ

VOCABULARY • The hand
Read and listen.
Then listen again and repeat.
1 thumb  
2 index finger  
3 middle finger  
4 ring finger  
5 pinkie  
6 palm  
7 fist

READING

We talked to June Galloway about her book,
Get off on the Right Foot: Don’t Let the Wrong Gesture Ruin Your Day.

English is the world’s international language. But in your book, you’ve focused on non-verbal communication. Why is that so important?
Well, gestures and other body language can have different meanings in different places. Something that you think is friendly or polite could come across as very rude in another culture. I’ve described many of these customs and cultural differences so my readers don’t get off on the wrong foot when they meet people from places where the culture differs from their own.

Can greeting someone in the wrong way really lead to misunderstanding?
In some cases, yes. The firm handshake a North American expects may seem quite aggressive in other places. And a light handshake—which is normal in some countries—may seem unfriendly to a North American.

In what ways can hand gestures lead to misunderstanding?
Well, as an example, we assume all people indicate the numbers one to ten with their fingers the same way. But in fact, they don’t. While North Americans usually use an index finger for “one,” most Europeans use a thumb. North Americans extend all ten fingers for “ten.” However, Chinese indicate the numbers one to ten all on one hand. For example, an extended thumb and pinkie means “six,” and a fist means “ten.” Imagine how confusing this can be when you’re trying to communicate quantities and prices with your hands!

What other gestures can cause confusion?
Take the gesture for “come here,” for example. In North America, people gesture with the palm up. Well, in southern Europe, that gesture means “good-by!” And in many Asian countries, the palm-up gesture is considered rude. Instead, people there gesture with the palm down.

I’ve heard that, in Japan, pointing with the index finger is not polite. Is that right?
Yes. Japanese prefer to point with the palm open and facing up.

Surely there must be some gestures used everywhere, right? What about the thumbs-up sign for “great”? Sorry. That’s extremely rude in Australia and the Middle East. This is why it’s so important to be aware of these cultural differences.

What gesture do you use . . .

. . . for the number six?

. . . for “Come here”: palm up or down?

. . . for pointing? Do you use your index finger or an open palm?
BEFORE YOU READ

Vocabulary

- Have students listen and repeat the hand vocabulary. To make sure they understand the vocabulary, hold up your hand. Point to your thumb and say, *What is this?* (Thumb.) Continue with the other parts of the hand.
- Tell students that there are two other names for the index finger: forefinger and pointer.

READING

- To introduce the topic, call on students to look at the photos in the article. Ask *Which of these gestures do people use in this (your) country? Are any of these gestures considered rude? What other gestures do people use in these situations?*
- Ask students to imitate the gestures they are comfortable with and to demonstrate additional gestures people use in their country and say what they mean. (Possible responses: shrugging shoulders: I don’t know; raising eyebrows: I don’t believe you; waving: hello or good-bye)

Language and culture

- In many European countries, *Come with me* is gestured palm up, but in many cultures this is considered rude and it is done palm down. In some Asian cultures, an open palm is preferred for indicating a third person. In Chinese culture, there are gestures for the numbers 6 through 10 using one hand.

Before students read, write on the board *body language* and ask students what they think it means. (Gestures and other non-verbal communication.)

- Have students read the article. Then have students read the article again and underline the different gestures mentioned (indicating numbers, “Come here” hand gesture, pointing, “great” hand gesture).
- Ask *How are gestures different from speech? Do you think gestures can be more powerful than words? Give examples.* (Possible responses: Gestures express meaning without words. Some gestures can be understood between people who speak different languages. Some gestures can make people feel friendlier, angrier, or more interested.) Have students form small groups to share their opinions.
A Identify supporting details

<table>
<thead>
<tr>
<th>Suggested teaching time:</th>
<th>3–5 minutes</th>
<th>Your actual teaching time:</th>
</tr>
</thead>
</table>

- Review the answers with the class. Have a student read a statement, say if it is true, and explain why by giving an example from the text.

- Write get off on the wrong foot on the board. Ask Can anyone explain what this means? Tell students to scan the article for this expression and underline it (last sentence of the first response in the interview). Have pairs focus on the context to figure out the meaning of the expression. Then have students share ideas with the class. Explain that to get off on the wrong foot means to make a bad start.

- Model the use of this expression by saying We got off on the wrong foot when I arrived late for the job interview. Then tell students to think of different situations in which this expression can be used.

Option: (+10 minutes) To challenge students, ask pairs to create three additional true/false statements using the information in the text. Tell students not to include the answers. Combine pairs into groups of four and have them exchange statements. Have students support their answers by giving an example from the text.

B Relate to personal experience

<table>
<thead>
<tr>
<th>Suggested teaching time:</th>
<th>5–8 minutes</th>
<th>Your actual teaching time:</th>
</tr>
</thead>
</table>

- Divide the class into groups of three to discuss the questions.

- If appropriate for your students, have students describe or demonstrate to the class the gestures that surprised them and share their experiences.

Option: (+10 minutes) To challenge students, ask pairs to create a list of do’s and don’ts for gestures in their culture. Tell them to use ideas from the article and class discussion. Have students share their lists with the class.

C Discussion

<table>
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<tr>
<th>Suggested teaching time:</th>
<th>5–10 minutes</th>
<th>Your actual teaching time:</th>
</tr>
</thead>
</table>

Text-mining: Review the instructions with the class, then have students skim the article and underline appropriate language. For example, get off on the wrong foot; lead to a misunderstanding; take [the gesture for “come here”], for example; [Japanese] prefer; etc. Write students’ findings on the board for them to refer to during the discussion.

- In pairs, students discuss the customs. Then call on pairs to share their list of customs with the class.

Option: (+10 minutes) To extend the activity, do a short role play. Call on a student to read the tip on the bottom left. Ask two volunteers to role-play getting a server’s attention by making eye contact and using hand gestures.

B Notepadding

<table>
<thead>
<tr>
<th>Suggested teaching time:</th>
<th>5–10 minutes</th>
<th>Your actual teaching time:</th>
</tr>
</thead>
</table>

- To prepare students, read the list of Topics and explain any new vocabulary as needed. Encourage students to write their own topic in the blank.

- Model the activity by writing on the board:

  Topic: Showing respect to older people.

  Customs: [Write customs.] Then say a bit more about them.

  As pairs do the activity, walk around the room, encouraging them to analyze the topic further by answering the questions. Help students as needed.

Option: (+5 minutes) To extend the activity, tell groups to write rules for another topic.

Language and culture

- In English-speaking countries, when children greet adults they don’t know, they look them in the eye and say hello. They may also shake hands. Depending on the formality of the relationship, children call adults by their title and last name (Mr. Anderson) or just by their first name (John).

Option: (+5 minutes) To extend the activity, tell groups to write rules for another topic.

<table>
<thead>
<tr>
<th>Suggested teaching time:</th>
<th>5–10 minutes</th>
<th>Your actual teaching time:</th>
</tr>
</thead>
</table>

Language and culture

- In North America, a common excuse for lateness is I’m stuck in traffic or I’m working late. A more general excuse is I’m running late (“I’m behind schedule), and it is an acceptable way to inform someone that you won’t be on time.

- Clauses that start with if present a particular condition or situation in the future. You should is used to offer advice.

Option: (+3 minutes) To extend the activity, ask What are the consequences of not following customs in your culture? (Possible responses: People don’t respect you, they don’t want to talk to you or invite you to their homes.)

Now you can Discuss gestures and customs

A Pair work

<table>
<thead>
<tr>
<th>Suggested teaching time:</th>
<th>5 minutes</th>
<th>Your actual teaching time:</th>
</tr>
</thead>
</table>

- Ask When you travel, should you follow the customs of the place you are visiting? Why or why not?

- Before students read the tips, tell them to read the country names in parentheses at the bottom of the tip. Ask Has anyone visited these countries?

- After pairs have read and discussed the tips, as a class talk about which tips also apply in the students’ culture.

C Discussion

Workbook or MyEnglishLab

Speaking Activities: Unit 1, Activity 3

Extra Reading Comprehension Exercises

Option: (+10 minutes) To extend the activity, ask What are the consequences of not following customs in your culture? (Possible responses: People don’t respect you, they don’t want to talk to you or invite you to their homes.)
UNIT 1, LESSON X

9

UNIT 1

Topic: showing respect for older people.

Customs:

It's not polite to disagree with an older person.

Are the rules the same for both men and women? How about for young people or older people? Explain.

A IDENTIFY SUPPORTING DETAILS Check the statements that are true, according to the article. Write ✓ next to the statements that are not true. Explain your answers.

✓ 1 In most of Europe, a thumb and an index finger mean “two.”

✗ 2 In North America, a thumb and a pinkie mean “two.”

✓ 3 Japanese point at pictures with an open palm facing up.

✗ 4 To be friendly, North Americans greet others with a light handshake.

✗ 5 Everyone uses the thumbs-up sign for “that’s good.”

B RELATE TO PERSONAL EXPERIENCE Discuss the questions.

Have you ever been surprised by someone’s gestures or body language on TV, in the movies, or in real life? What did you see? What do you think the action meant? Why were you surprised?

NOW YOU CAN Discuss gestures and customs

A PAIR WORK Read the travel tips about gestures and customs around the world. Compare your own gestures and customs with those described. Do any of them seem strange or rude?

Travel Tips 

If someone gives you a gift, thank the person and open it right away. (Ecuador)

If you want to get a server’s attention, it’s more polite to use eye contact rather than hand gestures. (Kenya)

When a visitor is leaving your home, you should walk with that person out the door. (Korea)

When greeting people, older people should always be greeted first. (Mongolia)

If you are going to be more than 15 minutes late for a party, lunch, or dinner, you should call to explain. (United States)

Before you enter someone’s home, you should take off your shoes. (Ukraine)

To gesture that something is good, hold your hand up, palm facing out, and slowly bring all your fingers to the thumb. (Turkey)

B NOTEPADDING With a partner, choose a topic and discuss your country’s customs. Then write notes about your country on the notepad.

Topic: showing respect for older people.

Customs: It’s not polite to disagree with an older person.

Are the rules the same for both men and women? How about for young people or older people? Explain.

C DISCUSSION Tell your classmates about the customs you described on your notepad. Does everyone agree?
LESSON 4  GOAL  Describe an interesting experience

BEFORE YOU LISTEN

A  132 VOCABULARY  Participle adjectives  Read and listen. Then listen again and repeat.

- The safari was fascinating.  (They were fascinated.)
- The ski trip was thrilling.  (They were thrilled.)
- The sky-dive was frightening.  (They were frightened.)
- The food was disgusting.  (They were disgusted.)

B  Write lists of things you think are fascinating, thrilling, frightening, or disgusting.

C  PAIR WORK  Compare your lists.

“ I’ve never eaten snails. I think they’re disgusting!”
“ Really? I’ve tried them, and I wasn’t disgusted at all. They’re good!”

LISTENING COMPREHENSION

A  LISTEN TO CLASSIFY  Listen to the three interviews. Then listen again and write the number of the speaker described by each statement.

---
3. a  travels to have thrilling experiences
---
1. b  describes differences in body language
---
2. c  was disgusted by something
---
1. d  is fascinated by other cultures
---
2. e  tries to be polite
---
3. f  does things that other people think are frightening

Andrew Barlow
Nancy Sullivan
Mieko Nakamura
LISTENING COMPREHENSION

A  ➤3:13 Listen to classify

• To prepare students, call on a volunteer to read the numbers and names under the pictures. Review the example to make sure students understand the task. Then play the interviews and have students listen.

B  ➤3:24 Listen to classify

• Tell students to read the statements. Let them listen again and match the statements to the speakers.
• Review answers with the class. Allow students to listen again, if necessary.

Language and culture

• Note that these expressions are used in spoken English and in informal situations:
  - Oh, boy! is an exclamation used to express surprise. It is similar to Wow!
  - Thanks, but no thanks is an abbreviated, informal way of saying Thank you for offering me [something], but I don’t want it, thank you.
  - For real? is a less formal way of saying Really?

AUDIOSCRIPT

INTERVIEW 1 [F = U.S. regional]

M1: This is Nick Krakauer, and you’re listening to World Reflections. We’re talking today with Nancy Sullivan from Minneapolis in the United States. Hi, Nancy.
F: Hi, Nick.
M1: So, Nancy, I understand you’re a real traveler—that you’ve visited over twenty-five countries around the world.
F: That’s right.
M1: Tell us some of the places you’ve been to.
F: Well, I’ve been to countries all over . . . North and South America, Europe, Asia . . .
M1: What have been the most fascinating places for you to visit?
F: Hmm . . . Well, I like visiting countries where the culture is really different from my own. That’s what I find most interesting. Different body language, different foods . . . you know.
M1: You told me earlier you’ve been to India. What was that like?
F: Oh, India is fantastic.
M1: And what was so different about it?
F: Well for one thing, when people say “yes,” they shake their heads from side to side instead of up and down, like I do.

INTERVIEW 2 [M2 = Australian English]

M1: G’day to you.
M2: G’day to you.
M1: So, Andrew, I understand you’ve been a teacher overseas, is that correct?
M2: I have been, yes.
M1: And I understand you have an interesting story about something you ate once in one of those countries.
M2: That’s right.
M1: Tell us about it.
M2: Well, this happened when I got my first teaching job in a very small village. The people in the village wanted to thank me for coming, so they prepared a meal with a lot of really delicious dishes.
M1: That must have been nice.
M2: It was. But there was one thing that I thought was kind of, well, disgusting. They had these tiny little fish that were still alive . . . they were moving on the plate.
M1: Whoa!
M2: Yeah. You’re supposed to put one in your mouth and swallow it whole.
M1: Oh, boy!
M2: Look, I was their guest and I didn’t want to be impolite, so I tried one. But I could feel it moving as it went down into my stomach. I tried a few, to be nice. But I just didn’t know how to say “thanks, but no thanks” without being rude.

AUDIOSCRIPT continues on page T11.
B 1:14 Listen for details

<table>
<thead>
<tr>
<th></th>
<th>Suggested teaching time:</th>
<th>7–10 minutes</th>
<th>Your actual teaching time:</th>
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</thead>
</table>

- Have students skim the questions. Ask Can you answer any of these questions without hearing the audio again? Students do the exercise and try to answer. Let them listen again and take notes. If necessary, allow students to listen once more before checking answers.
- Have students work in pairs to compare answers. If students are still missing information, play the interviews again.

Option: (+5–10 minutes) For a challenge, role-play the interviews in pairs. Assign roles (interviewer and Nancy, Andrew, or Mieko). Encourage students to try to remember as many details from the interviews and use them in their role plays. Move around the room and help students as needed. Invite students to present their role plays to the class.

Learning Strategies

NOW YOU CAN Describe an interesting experience

A Notepadding

<table>
<thead>
<tr>
<th></th>
<th>Suggested teaching time:</th>
<th>5–10 minutes</th>
<th>Your actual teaching time:</th>
</tr>
</thead>
</table>

- Model the activity by relating some of your own experiences. Write the chart below on the board, filling in your own information. Note that the answers in this chart are merely possible responses.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Place</th>
<th>Fascinating</th>
<th>Strange or disgusting</th>
<th>Thrilling or frightening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visited pyramids, went sailing, took cooking classes</td>
<td>Mexico</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tried camel meat</td>
<td>Mongolia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Took pictures of lions</td>
<td>Tanzania</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Read the questions and review vocabulary as needed. Then ask students to skim the language in the Recycle box. Encourage students to refer to it as they answer the questions.
- Move around the room and help students as needed.

Graphic Organizers

B Pair work

<table>
<thead>
<tr>
<th></th>
<th>Suggested teaching time:</th>
<th>10–15 minutes</th>
<th>Your actual teaching time:</th>
</tr>
</thead>
</table>

- Model the activity with a more confident student by talking about something you wrote on the board and using language from the Recycle box.
- Be sure to include conversation strategies from previous lessons, such as “That’s great!”

DON’T STOP! Extend the conversation. Encourage students to continue the conversation by using the ideas in the box.

- Move around the room and listen for the correct use of present perfect and simple past.

Option: (+5 minutes) For additional practice, have students follow up by asking classmates when they had each experience. Ask When did you take a tour of the Great Wall of China? Remind students to use the simple past tense when referring to a definite time in the past.

C Group work

<table>
<thead>
<tr>
<th></th>
<th>Suggested teaching time:</th>
<th>5 minutes</th>
<th>Your actual teaching time:</th>
</tr>
</thead>
</table>

- To preview the picture, ask a volunteer to read the caption. Ask Has anyone ever gone hang gliding or done anything dangerous? How did you feel? Were you frightened? Ask Was the experience thrilling? Were you thrilled?
- To model the activity, call on a volunteer to read the sample in quotes. Then have students share their partner’s experience with the class. Encourage them to use the participial adjectives from the Vocabulary on page 10.

Option: (+5 minutes) To challenge students, have them describe an experience without using participial adjectives. Have the class guess if they are describing something disgusting, thrilling, frightening, or fascinating.

EXTRAS

Workbook or MyEnglishLab

Speaking Activities: Unit 1, Activity 4; “Find Someone Who . . .” Activity

AUDIOSCRIPT Continued, for page T10 (Listening Comprehension)

INTERVIEW 3 [F = Japanese]
M: We’re back on World Reflections. My next guest is Mieko Nakamura from Sendai, Japan. Welcome, Mieko.
F: Hi, Nick.
M: Mieko, I’ve been told that you’ve traveled a lot and you’ve done some unusual things.
F: I have.
M: That you especially like to do, well, things that would be kind of frightening for most people.
F: I guess that’s true. But not scary to me. Just very exciting.
M: So tell us about what you’ve done.
F: Well, for one thing, I’ve gone swimming with sharks. Twice!
M: For real? And you didn’t find that scary?
F: Well, I didn’t do it alone. I was with a group. But swimming so close to the sharks was really thrilling.
M: And what else?
F: Last year I climbed Mount Everest.
M: The world’s highest mountain?
F: Yes.
M: I’ll bet it was really cold.
F: It was. But I was really thrilled to be standing on the top of the world.
B  **LISTEN FOR DETAILS**  Listen again and answer the questions in complete sentences.

1  Nancy Sullivan  
   a  How many countries has she visited?  She visited over 25 countries.  
   b  What did she notice about gestures in India?  When they say yes, they shake their heads from side to side.

2  Andrew Barlow  
   c  What did the people in the village do to thank him?  They prepared a meal with a lot of delicious dishes.  
   d  Why did he eat something he didn’t want to?  He didn’t want to seem rude.

3  Mieko Nakamura  
   e  What has she done twice?  She has gone swimming with sharks.  
   f  How did she get to “the top of the world”?  She climbed Mount Everest.

---

**NOW YOU CAN**  Describe an interesting experience

**A  NOTEPADDING**  Answer the questions. Explain what happened. Write as many details as you can.

- Have you ever been someplace that was really fascinating?
- Have you ever eaten something that was really strange or disgusting?
- Have you ever done something that was really thrilling or frightening?

**B  PAIR WORK**  Ask your partner about the experiences on his or her notepad.

**RECYCLE THIS LANGUAGE.**
- Ask more questions.
- Ask about other experiences:  “Have you ever . . .”
- Don’t stop!
  - climb [a mountain]
  - go sightseeing in [Italy]
  - go to the top of [the Eiffel Tower]
  - try [snails]
  - take a tour of [New York]
  - take pictures of [the Taj Mahal]

**C  GROUP WORK**  Choose one of the experiences your partner told you about. Tell your classmates about your partner’s experience.

"My partner went hang gliding last year. She was frightened, but it was really thrilling."
A Listen to the conversation with a tourist in Vancouver and check Yes or No. Then listen again and write the answers to the questions, using yet or already. See page T12 for answers.

Has she . . .

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 been to the Vancouver Aquarium?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2 visited Gastown?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3 been to the top of Grouse Mountain?</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>4 seen the Capilano Suspension Bridge?</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>5 tried dim sum?</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6 gone to the top of the Harbour Centre Tower?</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Yes. She’s already been to the aquarium.

B Use the photos to write questions using the present perfect with ever or before. Don’t use the same verb more than once.

Answers will vary, but may include the following:

1 Have you ever eaten Brazilian barbecue?
2 Have you climbed Mount Fuji before?
3 Have you ever gone to the top of the Oriental Pearl Tower in Shanghai, China?
4 Have you been to Venice, Italy, before?

C Write sentences about the topics. Use the present perfect.

1 tall buildings you’ve been to the top of
2 cities or countries you’ve visited
3 foods you’ve tried
4 mountains or high places you’ve climbed

I’ve been to the top of the Taipei 101 Building.

WRITING

Write about one of the interesting experiences you talked about in Lesson 4. Describe what happened, where you were, who you were with, and how you felt.

I’ve had a few frightening experiences in my life.
Last year, I was on vacation in . . .
A Listen to the conversation . . .

- After students have listened to the conversation, ask them to read the questions aloud, starting each one with Has she . . . ? Model the activity by doing the first item: Has she been to the Vancouver Aquarium yet?
- Let students listen again and check the boxes. Have students write the full answers with yet or already on the right. Remind students that yet appears at the end of a statement or question. Already appears between have and the past participle.
- Ask students to compare answers in pairs and then listen again to confirm answers.

AUDIOSCRIPT

[M = Canadian English; F = Spanish]

M: Welcome to Vancouver! When did you get here?
F: Just yesterday, thanks.
M: Oh, that's great. Have you done any sightseeing yet?
F: Yes, I have. I've already been to the Vancouver Aquarium.
M: I love the Aquarium.
F: And I took a tour of Gastown.
M: Cool! Have you been to the top of Grouse Mountain yet?
F: No. Actually, I've never done that myself.
M: Yes. She's already visited Gastown.
F: Not yet. Is it nice?
M: Oh, yeah! The sky ride up is great. You shouldn't miss it. And you should definitely visit the Capilano Suspension Bridge. It's a great place to take pictures.
F: Oh, that sounds great. You know, everyone tells me I should try dim sum while I'm here.
M: Definitely. It's really delicious. And they bring the food right to your table and you choose what you want.
F: Sounds like fun. Oh, did I mention that I went to the top of the Harbour Centre Tower this morning?
M: No. Actually, I've never done that myself.
F: You should. It's a beautiful view. Vancouver's a great city.
M: Well, I hope you enjoy your stay.
F: Thanks.

Answers to Exercise A
2. Yes. She's already visited Gastown.
3. No. She hasn't been to the top of Grouse Mountain yet.
4. No. She hasn't seen the Capilano Suspension Bridge yet.
5. No. She hasn't tried dim sum yet.
6. Yes. She's already gone to the top of the Harbour Centre Tower.

B Use the photos to write . . .

- Preview the activity by calling on students to read the captions on the photos.
- Review the use of ever and before by asking Where do we place ever in a sentence? (Before the past participle.) Where do we place before in a sentence? (At the end.).
- Have students write questions about the photos using the past perfect. Remind them to use a verb only once. (Possible verbs: try, taste, have, be, climb, ride, take, see.)
- Move around the room and help students as needed.
- Have students compare questions in pairs and then ask each other the questions. Review answers with the class.

C Write sentences about the topics . . .

- Ask a student to read the topics. Then have a volunteer read the sample answer. Ask students to share buildings they have been to the top of. Listen for the correct use of the present perfect.
- Have students complete the rest of the exercise individually and then compare answers in pairs or small groups.
- Review answers with the class. Write student answers on the board. Ask the class who else has done the different things.

Option: (+5 minutes) For additional practice, ask students to write down when they did the different things. Review using the present perfect and simple past to contrast definite and indefinite times.

WRITING

- To prepare students, ask them to look at the notes they made on page 11. Tell students to choose one experience to write about. Encourage them to make some additional notes about the topic.
- Tell students to write a paragraph about their experience. Remind them to use the present perfect to refer to an indefinite time in the past and the simple past tense to refer to a definite time in the past.
- Have students read their paragraphs to the class. After each student has read, invite students to comment using I've done . . . , too. OR I've never . . .

Option: WRITING BOOSTER (Teaching notes p. T143)

Writing Process Worksheets

Option: Top Notch Project

Idea: Have students prepare a tourist information pamphlet with sightseeing recommendations and culture tips.

- Have students brainstorm tips for tourists. Divide the class into two groups, one to think of ways to behave and one to think of ways not to behave. Have groups write one to two sentences for each tip.
- Collect the paragraphs on places to see, things to do, and the tips. Put them together and make enough copies for each member of the class.

Top Notch Pop Song Video and Karaoke Video
ORAL REVIEW

Before the first activity, give students a few minutes of silent time to look at the photos and travel brochure.

Pair work 1

<table>
<thead>
<tr>
<th>Suggested teaching time:</th>
<th>6–8 minutes</th>
<th>Your actual teaching time:</th>
</tr>
</thead>
</table>

- To introduce the activity, tell students to look at the travel brochure. Ask volunteers to read aloud the names of a country’s city, tourist attractions, and foods, and then to identify the country. Ask Has anyone ever been to any of these cities? OR Do you know anyone who has ever been to any of them?
- With a student, model a conversation between the people in the picture. Start by reading the example sentence (Welcome to Paris . . .).
- Have pairs choose a city and role-play a conversation there. Refer students to the Conversation Model on page 6 to review expressions and language they should recycle. Remind students to use the simple past tense when referring to a definite time in the past and the present perfect for indefinite time references.

Possible responses . . .

A: Welcome to Moscow. Have you been here before? B: No, I haven’t. A: Have you been to the Bolshoi Theater yet? B: Yes, it was very interesting! A: Have you eaten borscht yet? B: Yes, I have.

Language and culture

- **Tapas** are Spanish appetizers, **gelato** is Italian ice cream, and **borscht** is a Russian stew made from beets.

Option: (+10 minutes) To practice fluency, conduct a class poll to find out how many students have been to Europe or some other region closer to their country. Invite students to share where they have been and what they’ve seen, eaten, and experienced.

Pair work 2

<table>
<thead>
<tr>
<th>Suggested teaching time:</th>
<th>7–10 minutes</th>
<th>Your actual teaching time:</th>
</tr>
</thead>
</table>

- Working in pairs, have students create a conversation for the three people in photo 2. Tell students to imagine they’ve met before and are getting reacquainted during a tour of Europe. Refer students to the Conversation Model on page 5. Tell students to be creative using the information in the travel brochure.
- Invite students to role-play their conversations. Listen for the correct use of the present perfect.

Possible responses . . .

A: [Rita], have you met [Adrian]? B: No, I haven’t. A: [Adrian], I’d like you to meet [Rita]. C: Hi, [Rita]. You look familiar. Have we met before? B: I don’t think so. C: I know! Last week. You were on the tour of the Colosseum in Rome. B: Oh, that’s right! It was beautiful, wasn’t it?

Pair work 3

<table>
<thead>
<tr>
<th>Suggested teaching time:</th>
<th>7–10 minutes</th>
<th>Your actual teaching time:</th>
</tr>
</thead>
</table>

- Have students work in pairs and imagine they are touring Europe. Tell them to ask each other questions using the present perfect and the information in the travel brochure. Ask a student to read the sample question.
- Move around the room and listen for the correct use of the present perfect. Help students as needed.

Option: (+10–15 minutes) For a challenge, have students write postcards that describe what they have done, eaten, and seen, but the postcards cannot reveal the location. Then have students read their postcards aloud while the class guesses the locations.

Option: **Oral Progress Assessment**

- Use the images on page 13 for an oral test. Encourage students to use the language practiced in this unit.
- Invite a student to role-play a conversation with you.
- Point to the two people. Say We see each other near the Eiffel Tower, we introduce ourselves, and then get reacquainted.
- Then say Greet me in one of the cities in the travel brochure and ask me about things I’ve seen and tried.
- Evaluate the student on intelligibility, fluency, correct use of grammar, and appropriate use of vocabulary.

**Oral Progress Assessment Charts**

**EXTRAS**

On the Internet:

- Online Teacher Resources: pearsonelt.com/topnotch3e/
- Additional printable resources on the ActiveTeach:
  - Assessment
  - Just for Fun
  - Top Notch Pop Song Activities
  - Top Notch TV Video Program and Activity Worksheets
  - Supplementary Pronunciation Lessons
  - Conversation Activator Video Scripts
  - Audioscripts and Answer Keys
  - Unit Study Guides
ORAL REVIEW

PAIR WORK

1. Create a conversation for the man and woman in photo 1. Imagine the man is welcoming the woman to his city. Choose one of the cities in the travel brochure.

   **Welcome to Paris. Have you been here before?**

2. Create a conversation for the three people in photo 2. Imagine they get reacquainted during a tour of Europe.

   **A: Have you met __?**
   **B: Actually, you look familiar. Have we met before?**
   **C: Yes, I think we have. We were at the ...**

3. Look at the brochure and imagine that you are on one of these tours. Ask and answer questions, using the present perfect.

   **Have you tried tapas yet?**

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**Tour Europe**

**SPAIN | FRANCE | ITALY | THE U.K. | RUSSIA**

**Madrid, Spain**

- The Prado Museum
- Tapas

**Paris, France**

- The Eiffel Tower
- Tour boat on the Seine River

**Rome, Italy**

- The Colosseum
- Gelato

**London, the U.K.**

- The Millennium Wheel
- Carnaby Street

**Moscow, Russia**

- Ballet at the Bolshoi Theater
- Borscht

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**NOW I CAN**

- Get reacquainted with someone.
- Greet a visitor to my country.
- Discuss gestures and customs.
- Describe an interesting experience.