

Getting Acquainted

PREVIEW

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

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- 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:	
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- 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 Photo story

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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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.

ENGLISH FOR TODAY'S WORLD The box at the top of this page, titled "English for Today's World," indicates that one or both of the speakers in the Photo Story is not a "native speaker" of English. Remind students that in today's world, they must learn to understand both a variety of standard and regional spoken native accents as well as non-native accents because most English speakers in the world are not native speakers of the language. Language backgrounds are shown in the box so you can point them out to students.

FYI: The subtitle of the Flagship series is English for Today's World. This is in recognition of the fact that English is a language for communication between people from a variety of language backgrounds.

D Focus on language

Suggested teaching time:	5 minutes	Your actual teaching time:	
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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

Suggested teaching time:	5 minutes	Your actual teaching time:	
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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

- He thinks he recognizes him.
- No. He hasn't been doing much.
- So that they can keep in touch.
- To show Taka around in Acapulco.

SPEAKING

Pair work

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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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

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- 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. 71)



Inductive Grammar Charts

A Choose the correct form . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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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

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- 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

Suggested teaching time:	5 minutes	Your actual teaching time:	
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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 10 if needed.

★ Extra Grammar Exercises

CONVERSATION MODEL

A 1:03 Read and listen ...

Suggested teaching time:	2 minutes	Your actual teaching time:	
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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

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- 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 ...

Suggested teaching time:	3 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- 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 . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- For more practice, have pairs say the sentences to each other. Listen for correct sound reduction. Provide help as needed.

Pronunciation Activities

NOW YOU CAN Get reacquainted with someone

Conversation activator

Suggested teaching time:	13–18 minutes	Your actual teaching time:	
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Conversation Activator Video

- 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

CONVERSATION MODEL

A 1:06 Read and listen ...

Suggested teaching time:	2 minutes	Your actual teaching time:	
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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 *been to a place* only occurs in the present perfect. It is a very common way of saying *have visited a place*.

B 1:07 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- 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 1:08 Read and listen ...

Suggested teaching time:	2 minutes	Your actual teaching time:	
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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.

Learning Strategies

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- 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

Suggested teaching time:	7 minutes	Your actual teaching time:	
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- 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* or *already*; for example, *Have you seen this movie yet?* (Yes, I have already seen it. No, I haven’t seen it yet.)
- Explain that *yet*, *already*, and *ever* are optional. They emphasize the lack of a specific time reference.
- 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*.

Option: GRAMMAR BOOSTER (Teaching notes p. 71)

Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- 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

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- To prepare students for the activity, tell them to look at the pictures and read the captions. If students don't know, explain that *ceviche* is raw fish marinated in lemon juice, oil, and spices.

AUDIOSCRIPT

CONVERSATION 1 [M = Indian]

M: Welcome to India! Is this your first time here?

F: Yes, it is.

M: Really! Have you been to Agra yet?

F: Oh, that's where the Taj Mahal is, right? No, I haven't.

M: You should definitely take a tour. It's amazing.

F: Actually, I'm going there on Friday. I will!

CONVERSATION 2 [F = Japanese]

M: This is my second time in Japan.

F: Well, welcome to Kyoto. Where else have you been?

M: So far, I've been to Tokyo and Osaka. Tomorrow I'm going sightseeing here.

F: Kyoto is fantastic. You're going to enjoy it!

CONVERSATION 3 [M = Peruvian]

F: This is my first time in Peru. I've heard the food is great here.

M: Yes, it is. We're really proud of our food. Have you tried ceviche?

F: No, I haven't. Is it good?

M: Excellent.

CONVERSATION 4 [F = Spanish]

F: Welcome to Mexico City! Is it your first time?

M: Yes.

F: When did you arrive?

M: Last week. I've done so much, but for me the best was climbing the Pyramid of the Sun.

F: When did you do that?

M: Yesterday. It was incredible.

CONVERSATION 5 [M = Brazilian]

M: Welcome to Rio de Janeiro! Have you been here before?

F: Well, I've been to São Paulo before, but this is my first time to Rio.

M: Really! Have you seen Sugarloaf yet?

F: No, I haven't. But I plan to.

M: Oh, you should. It's amazing. Take lots of pictures!

C Write five questions . . .

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- To review, write *yet*, *already*, *ever*, and *before* on the board. Ask students where these words appear in a present perfect statement or question. Provide or have students provide examples, such as *before the past participle* or *at the end of a question*.

- Have students work in pairs to ask each other their questions. Remind students to use the present perfect in their answer.



Extra Grammar Exercises



Learning Strategies

NOW YOU CAN

Greet a visitor to your country

A Notepadding

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Ask students for examples of tourist activities and popular dishes and drinks in their country. Make a list on the board of the most popular items.

B Conversation activator

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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Conversation Activator Video

DON'T STOP! Extend the conversation. Encourage students to continue the conversation by asking each other for information about other places and tourist activities listed on their notepads.

- 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 the conversation strategies; for example, to sound excited when saying "That's great!"
- Model changing and extending the conversation by role-playing with a more confident student. Play the role of Student A.
- To maximize their speaking practice, make sure that students change roles and start a new conversation at least once.

C Change partners

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have students form new pairs by counting off 1, 2, 3, 4. Tell students 1 and 3 to form pairs and students 2 and 4 to form pairs.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 1, Activity 2

BEFORE YOU READ



Vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

- 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

Suggested teaching time:	12–17 minutes	Your actual teaching time:	
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- 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

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- 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

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- 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.



Extra Reading Comprehension Exercises

NOW YOU CAN

Discuss gestures and customs

A Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- 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.

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: (+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

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- 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).

C Discussion

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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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) For additional practice, brainstorm or suggest additional topics; for example, how to act in a workplace, how to behave in a classroom. Have small groups write rules for them.

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.)

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 1, Activity 3

BEFORE YOU LISTEN

A 1:12 Vocabulary

Suggested teaching time:	3 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

- Explain that many past participles ending in *-ed* and present participles ending in *-ing* are used as adjectives.
- Point out that the participial adjectives ending in *-ing* describe something (the safari, the ski trip, the sky-dive, the food). (*Fascinating* means extremely interesting. *Thrilling* means causing a person to suddenly have a strong feeling of excitement. If something is *frightening*, it makes a person afraid or scared. *Disgusting* means very unpleasant, causing a person to feel sick.)
- The participial adjectives ending in *-ed* describe how the people feel (in each example *They*). Have students read and listen.

B Write lists . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- On the board, draw the chart below or print out the graphic organizer and have students fill it in with the activities from Exercise A.

Fascinating	Thrilling	Frightening	Disgusting

- Tell students to create their own charts and provide examples for each participial adjective.

Graphic Organizers

C Pair work

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Point out the picture of a snail. Model the language by asking two students to read the samples in quotes. In pairs, have students compare their lists from Exercise B and respond by giving their opinions. Move around the room and listen for correct use of participial adjectives.

Learning Strategies

LISTENING COMPREHENSION

A 1:13 Listen to classify

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- 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.
- 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]

- M:** 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.
- M:** So, Nancy, I understand you're a real traveler—that you've visited over twenty-five countries around the world.
- F:** That's right.
- M:** 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 . . .
- M:** What have been the most fascinating places for you to visit?
- F:** Hmmm . . . 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.
- M:** You told me earlier you've been to India. What was that like?
- F:** Oh, India is fantastic.
- M:** 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:** Nick Krakauer here, hosting *World Reflections*. Today's guest is Andrew Barlow from Perth, Australia. G'day, mate!
- 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 17.

B Listen for details

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- 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

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- 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.

	Fascinating	Strange or disgusting	Thrilling or frightening
Place	Mexico	Mongolia	Tanzania
Activity	Visited pyramids, went sailing, took cooking classes	Tried camel meat	Took pictures of lions

- 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

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- 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

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- 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 16.

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 16 (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: What?!

F: Swimming with sharks.

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.

EXTENSION

A Listen to the conversations

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- 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: 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

- Yes. She's already visited Gastown.
- No. She hasn't been to the top of Grouse Mountain yet.
- No. She hasn't seen the Capilano Suspension Bridge yet.
- No. She hasn't tried dim sum yet.
- No. She hasn't been to the top of the Harbour Centre Tower.

B Use the photos to write . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- 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 . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- 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

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To prepare students, ask them to look at the notes they made on page 17. 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. 79)*

Writing Process Worksheets

*Option: **Flagship 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.

Flagship 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.

Digital Games

Pair work 1

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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- 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 12 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

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- 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 12. 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 simple past and 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

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- 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 19 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

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Flagship Pop Song Activities
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer Keys
- Unit Study Guides