

## Getting Acquainted

## COMMUNICATION GOALS

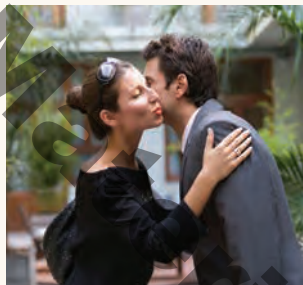
- 1 Get reacquainted with someone.
- 2 Greet a visitor to your country.
- 3 Discuss gestures and customs.
- 4 Describe an interesting experience.

## PREVIEW

## CUSTOMS AROUND THE WORLD

Greetings *People greet each other differently around the world.*

In some people bow.

Some people kiss once.  
Some kiss twice.

Some shake hands



And some hug.

## Exchanging Business Cards

*People have different customs for exchanging business cards around the world.*



In some customs are very formal. People always take 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) \_\_\_\_

**C** 1:02 **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** H, 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.
- 2 You say this to suggest that someone call or e-mail you in the future.
- 3 You say this when you're not sure if you know someone, but you think you might.
- 4 You say this when you want to ask about someone's recent activities.

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

- 1 Why does Leon begin speaking with Taka?
- 2 Has Taka been busy since the conference?
- 3 Why does Leon give Taka his business card?
- 4 What does Leon offer to do at the next conference?

“ Because he thinks he knows Taka. He says, ‘You look familiar.’ ”

**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. ”

| Your advice |
|-------------|
| 1           |
| 2           |
| 3           |

## 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

We 've met them.  
haven't

She 's called him.  
hasn't

## Yes / no questions

A: Have you met them?

B: Yes, we have. / No, we haven't.

A: Has she called him?

B: Yes, she has. / No, she hasn't.

Remember: Use the simple past tense to talk about a definite or specific time.

present perfect: indefinite time

I 've met Bill twice.

simple past tense: definite time

We met in 1999 and again in 2004.

## Contractions

've met = have met

haven't met = have not met

's met = has met

hasn't met = has not met

For regular verbs, the past participle form is the same as the simple past form.

open → opened

study → studied

## Irregular verbs

| base form | simple past | past participle |
|-----------|-------------|-----------------|
| be        | was / were  | been            |
| come      | came        | come            |
| do        | did         | done            |
| eat       | ate         | eaten           |
| fall      | fell        | fallen          |
| go        | went        | gone            |
| have      | had         | had             |
| make      | made        | made            |
| meet      | met         | met             |
| see       | saw         | seen            |
| speak     | spoke       | spoken          |
| take      | took        | taken           |
| write     | wrote       | written         |

For more irregular verb forms, see page 123.

## GRAMMAR BOOSTER p. 126

- The present perfect: information questions

## A Choose the correct form to complete each sentence.

- We've ..... the 2:00 express train many times.  
a take      b took      c taken
- I had breakfast at 9:00, but I haven't ..... lunch.  
a have      b had      c having
- Alison has ..... to the mall.  
a went      b gone      c go
- My younger brother has ..... home from work.  
a come      b came      c comes
- 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.

- A: ..... our new teacher?  
Jake / meet  
B: Yes, ..... He ..... her in the office this morning.  
meet
- A: ..... to this class before?  
they / be  
B: No, ..... They're new at this school.
- A: ..... in the new school restaurant?  
you / eat  
B: No, ..... Is it good?
- A: ..... with the school director?  
your classmates / speak  
B: Yes, ..... They ..... with her yesterday.  
speak
- A: ..... the new language lab?  
Beth / see  
B: No, ..... But she ..... the library.  
see




**C GRAMMAR PRACTICE** Complete the message with the present perfect or the simple past tense.

New Tab x

About Friends Photos Videos

New message October 6 6:00 PM



**Kuai Yu**  
 Status: single  
 Hometown: Shanghai  
 Current city: Vancouver

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

DIGITAL MORE EXERCISES

**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.  
 C: 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.      3 They **haven't taken** the test.  
 2 He **hasn't met** his new teacher.      4 She **hasn't heard** the news.

**B** Now practice saying the sentences on your own.

**NOW YOU CAN** Get reacquainted with **meone**

**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 ..... .

**DONT 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) \_\_\_\_\_

## CONVERSATION MODEL

- A** ▶ 1:06 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** ▶ 1:07 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

The Forbidden Palace



Beijing duck

DIGITAL  
FLASH  
CARDS

## VOCABULARY Tourist activities around the world

- A** ▶ 1:08 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.

“ I've climbed two famous mountains. ”

“ I haven't tried Indian food. ”

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.

They have **never** visited Mexico.

He's been to New York **before**.

We haven't tried Beijing duck **yet**.

They haven't **ever** visited Mexico.

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

**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)

**B** **1:09 LISTEN TO ACTIVATE GRAMMAR** Listen and complete the questions, using the Vocabulary. Then listen again and complete the short answers.

**Q uestions**

- 1 Has she ..... of the Taj Mahal yet?
- 2 Has he ..... in Kyoto yet?
- 3 Has she ever ..... ceviche?
- 4 Has he already ..... the Pyramid of the Sun?
- 5 Has she ever ..... to Rio de Janeiro before?
- 6 Has she ..... of Sugarloaf yet?

**Answers**

- 1 ..... , she .....
- 2 ..... , he .....
- 3 ..... , she .....
- 4 ..... , he .....
- 5 ..... , she .....
- 6 ..... , she .....



The Taj Mahal • India



A temple • Kyoto, Japan



Ceviche • Peru



The Pyramid of the Sun • Mexico City



Sugarloaf • Rio de Janeiro, Brazil

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

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

*Have you ever tried our seafood dishes?*

## **NOW YOU CAN** Greet a visitor to your country

**A NOTEPADDING** 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.

| Activity         | Description                 |
|------------------|-----------------------------|
| try Beijing duck | It's a famous Chinese dish. |

| Activity | Description |
|----------|-------------|
|          |             |
|          |             |
|          |             |
|          |             |
|          |             |
|          |             |

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

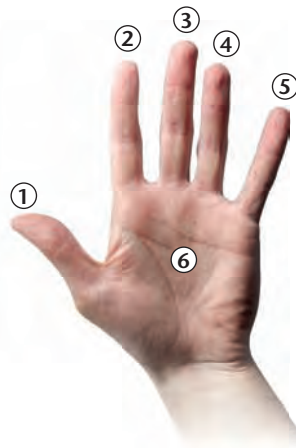


## BEFORE YOU READ

DIGITAL  
FLASH  
CARDS▶ 1:10 VOCABULARY • *The hand* Read and listen.

Then listen again and repeat.

- |                 |          |
|-----------------|----------|
| 1 thumb         | 5 pinkie |
| 2 index finger  | 6 palm   |
| 3 middle finger | 7 fist   |
| 4 ring finger   |          |



## READING ▶ 1:11

**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-bye"! 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?

**A IDENTIFY SUPPORTING DETAILS** Check the statements that are true, according to the article. Write **X** 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.”

True. Galloway says most Europeans begin with the thumb. So the index finger is the next finger after that. ”

**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 you are going to see a friend**  
thank the person and open it right away. (Ecuador)

**When a gift or a letter is given**  
you should walk with that person out the door. (Korea)

**If you are going to be more than 10 minutes late for a party, lunch, or dinner**  
you should call to explain. (United States)

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

**If you want to get a person's attention**  
it's more polite to use eye contact rather than hand gestures. (Kenya)

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

**Before you enter someone's home**  
you should take off your shoes. (Ukraine)

**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.*

Topic:

Customs:

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

#### Topics

- showing respect to older people
- do's and don'ts for gestures
- topics for polite small talk
- invitations
- visiting someone's home
- giving gifts
- offering or refusing food
- touching or not touching
- (your own topic) —

#### Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.

For example: “body language.”

**C DISCUSSION** Tell your classmates about the customs you described on your notepad. Does everyone agree?



## BEFORE YOU LISTEN

DIGITAL  
FLASH  
CARDS

A ▶ 1:12 VOCABULARY • Participial 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 ▶ 1:13 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
- ..... b describes differences in body language
- ..... c was disgusted by something
- ..... d is fascinated by other cultures
- ..... e tries to be polite
- ..... f does things that other people think are frightening



Andrew Barlow

2



Nancy Sullivan

1



Mieko Nakamura

3

**B** ▶ 1:14 **LISTEN FOR DETAILS** Listen again and answer the questions in complete sentences.

**1** Nācyā va

- a How many countries has she visited? .....  
b What did she notice about gestures in India? .....

**2** Andrew Barlow

- c What did the people in the village do to thank him? .....  
d Why did he eat something he didn't want to? .....

**3** Mieko Nakamura

- e What has she done twice? .....  
f How did she get to "the top of the world"? .....

## **NOW YOU CAN** Describe an interesting experience

**A** **NOTE PADDING** 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.

### **DON'T STOP**

- Ask more questions.
- Ask about other experiences: "Have you ever . . ."



### **RECYCLE THIS LANGUAGE.**

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. ”



hang gliding

# REVIEW

**A** ▶ 1:15 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.

Ha b ...

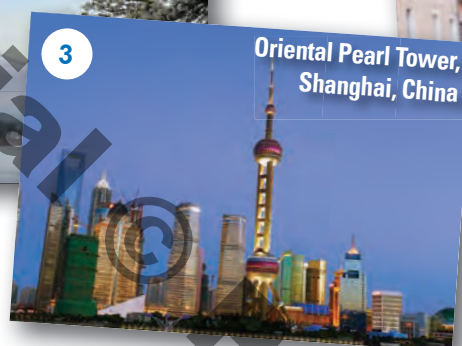
- 1 been to the Vancouver Aquarium?
- 2 visited Gastown?
- 3 been to the top of Grouse Mountain?
- 4 seen the Capilano Suspension Bridge?
- 5 tried dim sum?
- 6 gone to the top of the Harbour Centre Tower?

Yes No

|                                     |                          |
|-------------------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/>            | <input type="checkbox"/> |
| <input type="checkbox"/>            | <input type="checkbox"/> |
| <input type="checkbox"/>            | <input type="checkbox"/> |
| <input type="checkbox"/>            | <input type="checkbox"/> |
| <input type="checkbox"/>            | <input type="checkbox"/> |

*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.



- 1 .....
- 2 .....

- 3 .....
- 4 .....

**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

*1 I've been to the top of the Taipei 101 Building.*

- 3 foods you've tried
- 4 mountains or high places you've climbed

## 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 ...*

**WRITING BOOSTER** p. 143

- Avoiding run-on sentences
- Guidance for this writing exercise

For additional language practice ...

**TOP NOTCH POP** • Lyrics p. 153  
"Greetings and Small Talk"

DIGITAL  
SONG

DIGITAL  
KARAOKE



## 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?*



## Tour Europe

SPAIN

FRANCE

ITALY

THE U.K.

RUSSIA

## Madrid, Spain



The Prado Museum



Tapas

## London, the U.K.



The Millennium Wheel



Carnaby Street

## Paris, France



The Eiffel Tower



Tour boat on the Seine River

## Moscow, Russia



Ballet at the Bolshoi Theater



Borscht

## Rome, Italy



The Colosseum



Gelato

✓ NOW I CAN

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