

COMMUNICATION GOALS

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

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 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) _____

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 1:02 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 Top Notch 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

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: 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?
- 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.

Your advice
1
2
3

“ 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. ”

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** **haven't** **met** them.

She **'s** **hasn't** **called** him.

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.

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: **Has Jake met** our new teacher?

Jake / meet

B: Yes, **he has** He **met** her in the office this morning.

meet

2 A: **Have they been** to this class before?

they / be

B: No, **they haven't** They're new at this school.

3 A: **Have you eaten** in the new school restaurant?

you / eat

B: No, **I haven't** Is it good?

4 A: **Have your classmates spoken** with the school director?

your classmates / speak

B: Yes, **they have** They **spoke** with her yesterday.

speak

5 A: **Has Beth seen** the new language lab?

Beth / see

B: No, **she hasn't** But she **has seen** the library.

see

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. T126)



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 4 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

- *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?*



Conversation Activator Video Script; Conversation Activator Pair Work Cards

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.

New message October 6 6:00 PM

1 **decide** **decided** to send you a message to say hello. We 2 **not see**
have not seen 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** **came** to Canada for
my studies, and I'm living in Vancouver right now. I 4 **fall** **have fallen** in love with this city—it's really
beautiful! I 5 **visit** **have visited** a lot of places in the U.S. I 6 **be** **have been** to Seattle, Portland,
San Francisco, and Los Angeles. Last September, I 7 **go** **went** back home to Shanghai to
visit my parents. Do you think my English is better now? I think I 8 **learn** **have learned** 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

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

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 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) ____

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. 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.

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- **Yet** and **already**: expansion, common errors
- **Ever**, **never**, and **before**: use and placement

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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V 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. T126)

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 1:09 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

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 181 of this Teacher's Edition.

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.



Conversation Activator Video Script; Conversation Activator Pair Work Cards

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

A GRAMMAR PRACTICE Use the words to write statements or questions in the present perfect.

- 1 (you / go sightseeing / in London / before) **Have you gone sightseeing in London before?**
 2 (she / already / try / Guatemalan food) **She has already tried Guatemalan food.**
 3 (they / ever / be / to Buenos Aires) **Have they ever been to Buenos Aires?**
 4 (we / not take a tour of / Prague / yet) **We haven't taken 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.

Questions

- 1 Has she **taken a tour** of the Taj Mahal yet?
 2 Has he **gone sightseeing** in Kyoto yet?
 3 Has she ever **tried** ceviche?
 4 Has he already **climbed** the Pyramid of the Sun?
 5 Has she ever **been** to Rio de Janeiro before?
 6 Has she **taken a tour** of Sugarloaf yet?

Short Answers

- **No** , she **hasn't** .
 **No** , he **hasn't** .
 **No** , she **hasn't** .
 **Yes** , he **has** .
 **No** , she **hasn't** .
 **No** , she **hasn't** .



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?

DIGITAL MORE EXERCISES

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.

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

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.

Activity	Description

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.

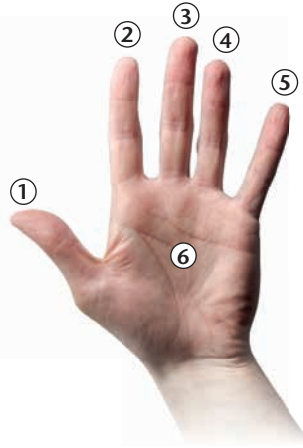
C CHANGE PARTNERS Practice the conversation again, asking about other tourist activities on your notepad.

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?

BEFORE YOU READ

1:10 Vocabulary

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

1:11 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

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?

DIGITAL
MORE
EXERCISES

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)	When a visitor is leaving your home, you should walk with that person out the door. (Korea)	If you are going to be more than 15 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 server’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! ”



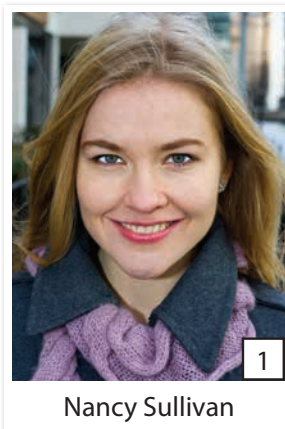
LISTENING COMPREHENSION

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
-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

BEFORE YOU LISTEN

A ▶ 1:12 **Vocabulary**

Suggested teaching time:	3 minutes	Your actual teaching time:	
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V **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.

Learning Strategies

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: 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.

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 T11.

B ▶ 1:14 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 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: 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.

B ▶ 1:14 **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.

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. See page T12 for answers.

Has she. . .	Yes	No	
1 been to the Vancouver Aquarium?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Yes. She's already been to the aquarium.</i>
2 visited Gastown?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 been to the top of Grouse Mountain?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 seen the Capilano Suspension Bridge?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 tried dim sum?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6 gone to the top of the Harbour Centre Tower?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

1 *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 . . .

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

A 1:15 Listen to the conversation . . .

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

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 . . .

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 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

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 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

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 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 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 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?



Tour Europe

SPAIN

FRANCE

ITALY

THE U.K.

RUSSIA

Madrid, Spain



The Prado Museum



Tapas

London, the U.K.



The Millennium Wheel

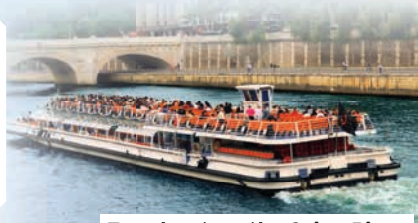


Carnaby Street

Paris, France

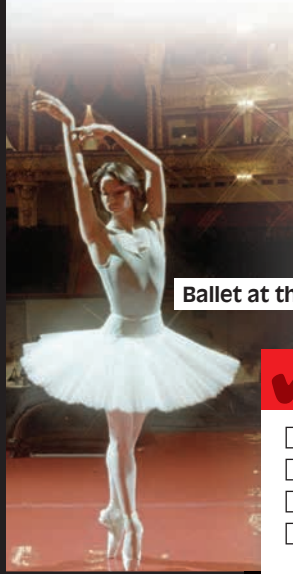


The Eiffel Tower



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.