

# Make Small Talk

## PREVIEW

### COMMUNICATION GOALS

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

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

**Meeting Etiquette**

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

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

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

See attached meeting agenda for advance planning.



### ROWAN PAPER INTERNATIONAL

#### Agenda—March 24

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

- A** Read and summarize the etiquette guidelines for an international business meeting. Write four statements beginning with Don't.  
 See page T2 for answers.
- B DISCUSSION** Why do you think Rowan Paper International feels it's necessary to tell participants about the meeting etiquette? What could happen if the company didn't clarify expectations?

## PREVIEW

Before Exercise A, give students a few minutes of silent time to observe the e-mail and agenda.

- After students observe the e-mail, check comprehension of key information by asking *What is this e-mail about?* (Meeting etiquette.) Then ask:  
*Who is it addressed to?* (Participants of an international business meeting.)  
*Where and when will the meeting take place?* (In Thailand in March.)  
*Who has organized the meeting?* (Rowan Paper International.)
- To personalize, ask students if they know anyone who has ever been to an international meeting. Encourage students to briefly talk about it by saying where and when the meeting took place.

## A Read and summarize . . .

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To model the activity, write the first guideline from the e-mail on the board: *Please arrive promptly for meetings.* Ask students if they know what the word *promptly* means. (On time.) Then have students restate the guideline starting with the word *Don't*. (Don't arrive late for meetings.)
- Tell students to choose any four guidelines and rewrite them with *Don't*. Encourage students to use information in the text to help them figure out the meaning of words they don't know. Students may need help with the following words: *affiliate* (A small company that is related or controlled by a larger one.); *run smoothly* (If an event runs smoothly, there are no problems to spoil it.); *refrain from [doing something]*. (To not do something that you want to do.)
- To review, have students compare statements with a partner. Then ask volunteers to say one of their statements aloud.

## Answers for Exercise A

Answers will vary, but may include the following:

- Don't be late for meetings.
- Don't wear denim or shorts.
- Don't make or take calls, or text during meetings.
- Don't have your phone on ring.
- Don't take calls in the meeting room.
- Don't use last names.

## B Discussion

Suggested teaching time:	8–13 minutes	Your actual teaching time:	
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- Form groups of three. Encourage students to write two or three reasons why it is necessary to provide etiquette guidelines. (Possible answers: Because customs vary from country to country. Because levels of formality differ from country to country. Because what is appropriate in one culture might not be appropriate in another culture.)
- Ask several groups to say their reasons. Then write them on the board.
- To wrap up, have volunteers from different groups describe what could happen if a person didn't know a country's etiquette guidelines.

*Option: (+10 minutes)* To extend the activity, have students think of useful etiquette guidelines for an international meeting in their country. Form small groups. Ask different groups to report their ideas to the class. You may want to list a few on the board.

**FYI:** All recorded material is indicated with the following icon ▶1:02. CD track numbers for all recorded material appear in this icon. For example, 1:02 indicates that the recording is located on CD 1, track 2.

### C ▶1:02 Photo story

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- As a warm-up, ask students to cover the conversations and look at the pictures. Have students predict answers to this question and write their answers on the board. *What are the people in the photos doing?* (Possible answers: Clapping, greeting each other, praying.)
- Ask students to answer the same question after they have read and listened. Then compare the answer with their predictions. (They are greeting each other.)
- Have students read and listen again. To check comprehension, ask:
  - Does Surat introduce himself first? (No, Teresa introduces herself first.)
  - What does Teresa want to know? (If Thais use their first names to address each other.)
  - When does Surat say it's OK to use first names? (At company meetings held in English.)
- Tell students that the *wai* is the name of the gesture Thais use to greet each other. Point out that men and women say the greeting a bit differently. (See the *Language and culture* box.)
- Ask students to describe common formal and informal greetings in their country and greetings they are familiar with from other countries; for example, *In English-speaking countries people often shake hands in formal and informal situations. In Japan, people usually bow to each other in formal situations.*

**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 also 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.

#### Language and culture

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

- *Mm-hmm* is an informal way of saying *yes*.
- In Thailand, people greet each other with the *wai* (putting their hands together as in the photo), nodding slightly. A woman says *Sawatdee-Kaa* and a man says *Sawatdee-Khrab*. The *wai* hand position is also used when making an apology and when expressing thanks.

- *You know what they say* is almost always used to introduce a common expression, proverb, or piece of information that the listener probably already knows.
- The quote, *When in Rome, do as the Romans do* is so universally known that just the first half of it is said.
- **From the Longman Corpus:** Two people can be *on a first-name basis* or a person can be *on a first-name basis with [someone]*. Each has about the same level of frequency in American English.

### D Think and explain

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have students discuss the questions in pairs.
- If students need help with item 4, ask *What should you do in a foreign country—follow the local customs or do things the way you do them in your country?*

#### Answers for Exercise D

Answers will vary, but may include the following:

1. He was surprised because she is Chilean, but greeted him with the *wai*. He asked her where she learned it.
2. Because she knew Surat was from Thailand.
3. She meant that Surat didn't need to call her “Ms. Segovia.”
4. It means when you are in a new place, you should follow the local customs.

## SPEAKING

### A Personalization

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Explain to students who checked the column *In some situations* that they need to identify the specific business or pleasure trip situations where they may want to be addressed differently.

#### Language and culture

- A nickname is a shorter version of your name. It can also be a silly name or an endearing name usually used by your friends or family.
- In English-speaking countries, the order for names is first name (also known as your *given name*), middle name, and then last name (also known as your *surname* or *family name*). In the U.S., people usually call each other by their first names. In business situations, someone will often introduce a colleague with his or her full name and title, but then use the person's first name.

### B Discussion

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Form groups of three. Ask students to share their opinions about each question. Point out that there are no correct or incorrect answers.

## EXTRAS

Workbook

**ENGLISH FOR TODAY'S WORLD**

Understand English speakers from different language backgrounds.

Teresa = Spanish speaker  
Surat = Thai speaker

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



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

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

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

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

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

**Surat:** And please call me Surat.

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

**Surat:** Not at all.

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

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

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

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

**D THINK AND EXPLAIN** Answer the questions. See page T3 for answers.

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

**SPEAKING**

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

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

**B DISCUSSION** Talk about the questions.

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

## CONVERSATION MODEL

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

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

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

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

B: Nice to meet you, too.

A: Do you mind if I call you Kazuko?

B: Absolutely not. Please do.

A: And please call me Jane.

## ▶1:05 Asking about proper address

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

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



## GRAMMAR Tag questions: Use and form

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

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

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

## affirmative statements

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

## negative statements

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

## Be careful!

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

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

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

Bangkok is in Thailand, isn't **it**?  
NOT **isn't Bangkok?**

## GRAMMAR BOOSTER p. 127

- Tag questions: short answers

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

You're Chilean, **aren't you?**

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

1 Rob is your manager, ..... **isn't he** ..... ?

2 I turned off the projector, ..... **didn't I** ..... ?

3 Tim is going to present next, ..... **isn't he** ..... ?

4 She won't be at the meeting before 2:00, ..... **will she** ..... ?

5 We haven't forgotten anything, ..... **have we** ..... ?

6 It was a great day, ..... **wasn't it** ..... ?

7 The agenda can't be printed in the business center before 8:00 A.M., ..... **can it** ..... ?

8 They were explaining the meeting etiquette, ..... **weren't they** ..... ?

9 She wants to be addressed by her first name, ..... **doesn't she** ..... ?

10 There was no one here from China, ..... **was there** ..... ?

## CONVERSATION MODEL

### A ▶ 1:03 Read and listen . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Talk about the weather to begin a conversation with someone you don't know.
  - Use question tags to encourage someone to make small talk.
  - Ask about how someone wants to be addressed.
  - Answer a "Do you mind" question with "Absolutely not" to indicate agreement.
- Before students read and listen, have them look at the picture and ask *What gesture are the women using to greet each other?* (Shaking hands.)
  - After students read and listen, check comprehension by asking *What are the women's first names?* (Kazuko and Jane.) *How do they prefer to be addressed—by their family names or first names?* (By their first names.)
  - To introduce the topic of small talk, ask *How does Jane start the conversation?* (She says *Good morning* and talks about the weather.) Tell students that talking about the weather helps Jane engage in an informal conversation with a stranger. This is small talk.

#### Language and culture

- Appropriate topics for small talk vary from country to country. In many English-speaking countries, appropriate topics are the weather, the food you are eating, the place you are visiting, sports, popular movies, and music.

### ▶ 1:05 Asking about proper address

- Have students listen and then repeat the questions in the box. Tell students that the questions are transferable to other situations.

### 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 students:
  - use rising intonation for *isn't it?* and *Do you mind if I call you Kazuko?*
  - link the *t* and *y* in *meet you* to form *ch*.

## GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To focus students' attention, have them read the first explanation and study the example. Ask students to identify the tag question. (*Isn't it?*) Point out that a tag question comes after a statement.
- Direct attention to the second explanation and have students study the examples. Point out the tag questions in blue. Explain that the auxiliary or verb in the tag question is the same as the verb in the statement.

- Have students look at example 1 in both the affirmative column and the negative column. The verb *be* is used in the statement, so *be* is needed in the tag question. Have students look at example 2 in both columns. The verb in the statement is in the present tense, but it is not *be*, so the tag question needs the auxiliary *do*.

- Have students read the explanations in the *Be careful!* box. To check comprehension, write the following questions and have students complete the sentences:  
*I'm not going to pass this class, \_\_\_? aren't I? / am I?*  
*Jane went shopping yesterday, \_\_\_? didn't Jane? / didn't she?*

#### Language and culture

- In British English, it is possible to use an affirmative tag question after an affirmative statement to confirm information; for example, *You're here on business, are you?*
- **From the Longman Corpus:** It is common for many learners to get confused when forming tag questions with sentences using the possessive *your*; for example, *Your favorite sport is baseball, aren't you?* rather than *Your favorite sport is baseball, isn't it?*

Option: **GRAMMAR BOOSTER** (Teaching notes p. T127)



#### Inductive Grammar Charts

### A Find the grammar

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- To clarify how to reply to tag questions, point out that when responding to a tag question, the listener should agree or disagree with the information in the statement, not in the tag question. To exemplify, address a student and say *You're [student's correct name], aren't you?* The student should say *Yes, I am*. Address another student and say *You're [student's incorrect name], aren't you?* The student should say *No, I'm not*.

#### Language and culture

- If a speaker asks a tag question someone agrees with, for example, *It's a great concert, isn't it?* the response can be *Yes, it (really) is. / Yes. / It sure (ly) is. / I agree*. If someone doesn't agree, it is polite to give an opinion or a reason why; for example, *Well, I think the music is too loud. / No, it really isn't. / I don't like this kind of music*.

### B Grammar practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class. Clarify that the correct answer is *isn't he* by pointing out that the statement uses *is* in the affirmative form, so the tag question requires *is* in the negative form. Also, the pronoun *he* is needed, not the person's name (Rob) which should not be repeated.
- Encourage students to underline the verb in each statement before writing the tag questions.



#### Extra Grammar Exercises

## PRONUNCIATION

### A 1:06 Rising intonation . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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#### Pronunciation Coach Video

- First listening: Have students listen. To check understanding, ask *Does intonation rise or fall at the end of each question?* (It rises.) *Are the speakers sure about the answers to their questions?* (No.)
- Second listening: Stop at the end of each tag question and have students repeat. Make sure students use rising intonation.

### B 1:07 Falling intonation . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- First listening: Have students listen and ask if they notice a difference in intonation. To check understanding, ask *Does intonation rise or fall at the end of each question?* (It falls.) *Does the speaker expect the listener to agree or disagree?* (To agree.)
- Second listening: Stop at the end of each question and have students repeat. Make sure students use falling intonation.

*Option: (+3 minutes)* To extend the activity, have students practice saying a question twice—first using rising intonation and then using falling intonation.

### C Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To prepare students for the activity, you may want to read aloud a few examples from the grammar chart on page 4, using either rising or falling intonation, and then have students identify which kind of intonation you are using.

**FYI:** Reassure students that the difference is very subtle and if incorrectly intoned will not lead to a breakdown in communication. This pattern can be different from the pattern used by some speakers of British English.

#### Pronunciation Activities

### **NOW YOU CAN** Make small talk

#### A 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 185 of this Teacher's Edition.
- To prepare students for the activity, have them read the Conversation Model on page 4 again. You may also want to have students listen to the model.

- Review the *Ideas for tag questions* in the box. Ask several students to provide new options for the words in brackets and to complete the tag questions. For example:

*Great weather, isn't it?*  
*Nice day, isn't it?*  
*Great book, isn't it?*  
*Delicious food, isn't it?*  
*The food is really good, isn't it?*

*Option: (+3 minutes)* Point out to students that in the first four examples, the subject and verb are only implied and unstated. To check understanding, ask students to restate the four examples, using full statements; for example, *The weather is awful, . . .* or *It's awful weather, . . .* etc.

**DON'T STOP!** Extend the conversation. Review the ideas in the box. Explain that these are tips for keeping the conversation going. Have students give examples of questions they could ask. You may want to write some of the questions on the board:

*Are you from [Japan]?*  
*You are [Japanese], aren't you?*  
*Are you here on vacation / on business?*  
*How do you like it here?*  
*When did you start studying English?*  
*You've taken English before, haven't you?*

- 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.
- To model the activity, role-play and extend the conversation with a more confident student.
- Encourage students to use the correct rhythm and intonation and to continue their conversations by asking follow-up questions. Then tell students to change partners.

#### Conversation Activator Video Script; Conversation Activator Pair Work Cards; Learning Strategies

### B Extension

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Review the written model with the class. Then read aloud the question in the speech balloon.
- Ask students to provide other possible tag questions; for example, *You grew up here, didn't you?* *You started studying English long ago, didn't you?*
- Tell students to write at least five or six facts about themselves and their families. Point out that they should include present and past information. Remind students that they will ask tag questions to confirm their partner's information.
- Encourage students to use falling intonation in their tag questions because they are confirming information they know.

### EXTRAS

Workbook or MyEnglishLab

 Speaking Activities: Unit 1, Activity 1

## PRONUNCIATION Intonation of tag questions

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

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

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

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

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

### NOW YOU CAN Make small talk

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

- A: Good ..... , isn't it?  
 B: It really is. By the way, I'm .....  
 A: I'm .....

#### DON'T STOP!

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

#### Ideas for tag questions

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



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

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



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



GRAMMAR *The past perfect: Statements*

Use the past perfect to describe an action that occurred before a specific time in the past. Look at the timeline to see the order of the actions. Form the past perfect with **had** + a past participle.

11:00                      12:00  
 \_\_\_\_\_|----->  
 The meeting ended at 11:00.    We arrived.    =    The meeting **had ended** before we arrived.

Time markers **by**, **already**, and **yet** are often used with the past perfect.

**By** four o'clock the tour **had begun**.

They **had already eaten** when their friends called.

When the flight took off, the storm **hadn't started yet** (OR **hadn't yet started**).

Use the past perfect with the simple past tense or the past of **be** to clarify which of two past actions occurred first.

The meeting **had begun** late, so we **didn't have** lunch until 2:00.  
 (First the meeting began; then we had lunch.)

By the time the tour **was over**, Ann **had** already **met** Kazuko.  
 (First Ann and Kazuko met; then the tour was over.)

**Note:** In informal speech, you can use the simple past instead of the past perfect when the words **by**, **before**, and **after** make the order of events clear.

By April he **started** his new job.  
 Before I got married, I **studied** marketing.

After she **made** the presentation, they promoted her.

**GRAMMAR BOOSTER** p. 128

- Verb usage: present and past (overview)

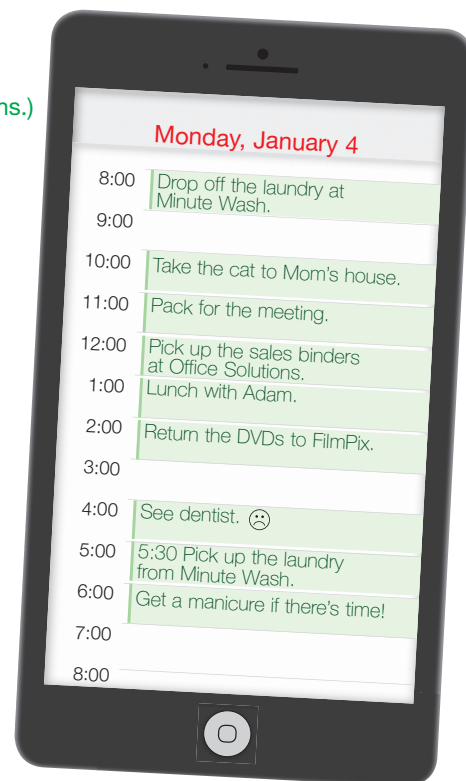
**A GRAMMAR PRACTICE** Choose the correct meaning for each statement.

- “Before they decided to have the meeting in Bangkok, I had already decided to take my vacation there.”
  - First they decided to have the meeting in Bangkok. Then I decided to take my vacation there.
  - First I decided to take my vacation in Bangkok. Then they decided to have the meeting there.
- “By the time she got to the meeting, she had already reviewed the agenda.”
  - First she reviewed the agenda. Then she got to the meeting.
  - First she got to the meeting. Then she reviewed the agenda.
- “They had already asked us to turn off our cell phones when the CEO began her presentation.”
  - First they asked us to turn off our cell phones. Then the CEO began her presentation.
  - First the CEO began her presentation. Then they asked us to turn off our cell phones.

**B** It's now 7:00 P.M. Read Meg's to-do list and complete the statements, using the past perfect, **already**, and **yet**.

Accept answers with or without contractions (unless specified in the directions.)

- At 8:30 Meg **had already dropped off** her laundry, but she ..... **hadn't yet taken** ..... the cat to her mom's house.
- By 10:45 she ..... **had already taken** ..... the cat to her mom's house, but she ..... **hadn't yet packed** ..... for the meeting.
- By 12:15 she ..... **had already picked up** ..... the sales binders at Office Solutions, but she ..... **hadn't yet had / eaten** ..... lunch with Adam.
- At 1:30 she ..... **had already had / eaten** ..... lunch with Adam, but she ..... **hadn't yet returned** ..... the DVDs to FilmPix.
- By 2:15 she ..... **had already returned** ..... the DVDs to FilmPix, but she ..... **hadn't yet seen** ..... the dentist.
- At 5:55 she ..... **had already seen** ..... the dentist, but she ..... **hadn't yet gotten** ..... a manicure.



GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Remind students how the past perfect is formed. Write two examples of the past perfect on the board: *had met* / *had opened*. Review how past participles are formed: *What verb is met the past participle of?* (Meet.) *Is meet a regular or an irregular verb?* (Irregular.) *What verb is opened the past participle of?* (Open.) *Is open a regular or an irregular verb?* (Regular.)
- Have students read and study the first explanation, time line and sentences, and example. To make sure students understand the order of when each event happened, ask *What event happened first?* (The meeting ended.) *What event happened second?* (They arrived.)
- Direct attention to the second explanation and set of examples.
  - Point out that the specific time in the past is often a phrase starting with *by* [point in time]; for example, *By Saturday, By yesterday afternoon, By lunchtime*. To check comprehension, ask students *What had you already done by eight o'clock this morning?* (Possible answer: I had eaten breakfast.) Say a different time each time you ask a new student.
  - Explain that *already* appears midsentence and indicates that something happened earlier than the other action.
  - Point out that *yet* in negative statements adds emphasis about something not complete.

**FYI:** It is more common in spoken English to insert *yet* at the end of the sentence; for example, *She hadn't taken the cat to her mom's house yet.*

- Have students read the third explanation and study the examples. To convey the time relationship between the two past events, draw a time line on the board and write the following information:
- Ann and Kazuko met. The tour ended.
- Review the timing of the two events by saying *First Ann met Kazuko. Then the tour ended. By the time the tour ended, Ann had already met Kazuko, or Ann had already met Kazuko by the time the tour ended.*
  - To make sure students understand how to use the past perfect with the simple past, ask students to make a time line and write three sentences about their own lives using the simple past and the past perfect with *when, by, or yet*. Form pairs and have students share their sentences.
  - Ask students to read the note and study the examples. To check comprehension, ask *When can the simple past be used instead of the past perfect?* (In informal speech.) Then ask students to rewrite the first example with the past perfect instead of the simple past tense. (By April, he had started his new job.)

*Option: (+5 minutes)* To extend the activity, ask students to say the past participle of several verbs and write them on the board: *choose (chosen), live (lived), introduce (introduced), call (called)*. Then have students write sentences using the past perfect with the verbs on the

board. Encourage them to make up the information; for example, *By June, I had already chosen my next vacation destination. By the time I was twelve, I had lived in three different countries.*

*Option:* **GRAMMAR BOOSTER** (Teaching notes p. T128)

Inductive Grammar Charts

**A Grammar practice**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Ask students to complete the first item and review the correct answer with the class. Ask *What happened first—they decided to have the meeting in Bangkok, or the person decided to take his or her vacation there?* (The person decided to take his or her vacation there.)
- Have students compare answers with a partner. Then review with the class.

*Language and culture*

- In British English a cell phone, or a cellular phone, is called a mobile, or a mobile phone.

**B It's now 7:00 P.M. . . .**

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- To clarify the use of *already*, point out that *already* is placed between *had* and the past participle. Tell students that *already* is not necessary, but adds emphasis to show that something has finished.
- Remind students that *yet* can be placed between *had not / hadn't* and the past participle.
- You may want to tell students that they will need to use the past perfect tense because it is almost the end of the day and they are describing what happened before specific times in the past.
- Encourage students to pay attention to the verbs used in the to-do list, as they will need them to write the answers. Ask students which verb is needed for *lunch with Adam*. (Have or eat lunch with someone.)
- To review, have students check answers with a partner.

*Option: (+10 minutes)* For a challenge, write on the board:

- You had invited friends to dinner at your house at 6:00 P.M. They arrived at 5:00.*
- You had called for a car service to pick you up at 9:00 A.M. to take you to the airport. The car arrived at 8:00 A.M.*

Form pairs and have students take turns telling a short story about what happened in each situation. Encourage students to talk about what they had or hadn't done up to the earlier point in time in each situation. Remind students they will use the past perfect and the simple past; for example, *When the doorbell rang, I had already set the table, but I hadn't finished cooking yet. I had already taken a shower, so I was lucky!*

Extra Grammar Exercises

## CONVERSATION MODEL

### A ▶ 1:08 Read and listen . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Say “That was nothing!” to indicate that something even more surprising happened.
- Use “Wow!” to indicate that you are impressed.
- After students read and listen, check comprehension and reinforce the past perfect by asking *What had the man already done before 9:00?* (He had already taken the placement test, registered for class, and bought his books.) *What else had he done before 1:00?* (He had been across town for a meeting and arrived back at school for class.) *Had he eaten lunch when he got to class?* (No, he hadn’t.)

### ▶ 1:10 Intensifiers

- Have students listen, study, and then repeat the *Intensifiers* in the box.
- To practice, ask several students *So how was your day?* Encourage them to answer with an intensifier and the word *busy* or an adjective of their choice. (Possible answers: Incredibly long. Really interesting. So tiring. Pretty boring.)
- Point out that Speaker A shows interest in Speaker B by asking questions and making relevant comments. Ask students to find examples in the conversation. (Possible answers: So how was your day? That’s a lot to do before 9:00! What did you do about lunch? I’ll bet you’re pretty hungry by now!)
- Tell students they can do the same when they engage in real conversations to show interest and friendliness.

#### Language and culture

- *Yet* can come between *had not* and the past participle or at the end of the statement, as it appears in the Conversation Model *I hadn’t eaten yet*.

### B ▶ 1:09 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
  - use falling intonation for *So how was your day?*
  - put extra stress on *Unbelievably* and *busy*.
  - use falling intonation for *What did you do about lunch?*

## NOW YOU CAN Describe a busy schedule

### A Conversation activator

Suggested teaching time:	8–10 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 185 of this Teacher’s Edition.
- Remind students they should use the past perfect to express what they had already done by a particular time.
- Be sure to reinforce the use of the conversation strategies. Remind students to show enthusiasm when saying “Wow!” to indicate that they are impressed.

**DON’T STOP!** Extend the conversation. Review the ideas in the box. Explain that these are tips for keeping the conversation going. Have students write three questions to ask. For example:

*Did you get there by bus?*  
*How did the meeting go?*  
*Were you able to find a parking space?*

- To model the activity, role-play and extend the conversation with a more confident student.
- 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.



#### Conversation Activator Video Script; Conversation Activator Pair Work Cards

### B Change partners

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Encourage students to play a different role.
- Remind students to use other times and activities. To add variety to the exercise, ask students to be creative and talk about an imaginary day.

## EXTRAS

Workbook or MyEnglishLab



#### Speaking Activities: Unit 1, Activity 2

## CONVERSATION MODEL

**A** ▶ 1:08 Read and listen to someone describing a busy schedule.

**A:** So how was your day?

**B:** Unbelievably busy. By 9:00 I had taken the placement test, registered for class, and bought my books.

**A:** That's a lot to do before 9:00!

**B:** That was nothing! At 10:00, I had a meeting across town, but by 1:00 I had already arrived back at school for my class.

**A:** What did you do about lunch?

**B:** Well, when I got to class, I hadn't eaten yet, so I just got a snack.

**A:** Wow! I'll bet you're pretty hungry now!

### ▶ 1:10 Intensifiers

unbelievably

incredibly

really

so

pretty



**B** ▶ 1:09 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

## NOW YOU CAN Describe a busy schedule

DIGITAL VIDEO

**A** **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model to describe a busy day, morning, afternoon, evening, week, or any other period of time in the past. Use the past perfect. Then change roles.

**A:** So how was your ..... ?

**B:** ..... busy. By ..... I ..... .

**A:** That's a lot to do before ..... !

**B:** That was nothing! ..... .

**A:** What did you do about ..... ?

**B:** Well, ..... .

**A:** Wow! I'll bet you ..... !

### DON'T STOP!

- Ask more questions about your partner's activities.
- Provide more details about the activities.

**B** **CHANGE PARTNERS** Practice the conversation again. Ask other classmates to describe their busy schedules.



## BEFORE YOU LISTEN

DIGITAL  
FLASH  
CARDS

**A** ▶ 1:11 **VOCABULARY • Manners and etiquette** Read and listen. Then listen again and repeat.

**etiquette** rules for polite behavior in society or in a particular group

**cultural literacy** knowing about and respecting the culture of others

**table manners** rules for polite behavior when eating with other people

**punctuality** the habit of being on time

**impolite** not polite, rude

**offensive** extremely rude or impolite

**customary** usual or traditional in a particular culture

**taboo** not allowed because of very strong cultural or religious rules

**B** Complete each sentence with the correct word or phrase from the Vocabulary.

- It's (taboo / impolite) to eat pork in some religions. No one would ever do it.
- Many people believe that (cultural literacy / punctuality) is important and that being late is impolite.
- In some cultures, it's (offensive / customary) to take pictures of people without permission, so few people do that.
- Some people think that talking with a mouth full of food is an example of bad (cultural literacy / table manners).
- In some cultures, it's (customary / offensive) to name children after a living relative, and most people observe that tradition.
- Each culture has rules of (cultural literacy / etiquette) that are important for visitors to that country to know.
- In more conservative cultures, it's slightly (impolite / taboo) to call someone by his or her first name without being invited to, but it isn't truly offensive.
- The most successful global travelers today have developed their (punctuality / cultural literacy) so they are aware of differences in etiquette from culture to culture.

**C DISCUSSION** Discuss your opinions, using the Vocabulary.

- What are some good ways to teach children etiquette? Give examples.
- Do you know of any differences in etiquette between your culture and others? Give examples.
- Why are table manners important in almost all cultures? How would people behave if there were no rules?



## LISTENING COMPREHENSION

**A** ▶ 1:12 **LISTEN FOR MAIN IDEAS** Look at the subjects on the chart. Listen to three calls from a radio show. Check the subjects that are discussed during each call.

**B** ▶ 1:13 **LISTEN TO SUMMARIZE** Listen again. On a separate sheet of paper, take notes about the calls. Then, with a partner, write a summary of each call. Use the Vocabulary.

Subjects	1 Arturo / Jettrin	2 Hiroko / Nadia	3 Javier / Sujeet
table manners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
greetings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dress and clothing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
male / female behavior	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
taboos	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
offensive behavior	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**BEFORE YOU LISTEN**

**A** ▶ 1:11 **Vocabulary**

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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**V** **Vocabulary Flash Card Player**

- Point out the photographs of the fork and chopstick on page 9. Ask students *In what countries do people eat with a fork, a hand, or chopsticks?* (Possible answers: fork—Canada, Italy, Argentina; hand—India, Nepal, Ethiopia; chopsticks—China, Japan, Korea, Thailand.)

- To check comprehension, ask the following questions and encourage students to give examples.

*What are some basic rules of etiquette in this country?*

*Is punctuality considered important here?*

*What is considered offensive in this country?*

*Are handshakes customary here?*

**Language and culture**

- From the Longman Corpus: *Impolite* is more commonly used in the phrase *impolite to [do something]* than *impolite to [someone]*. However, it is more common to say *offensive to [someone]* than *offensive to [do something]*.

**Learning Strategies**

**B** **Complete each sentence . . .**

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Complete the first item with the class. Then have students compare answers with a partner.

**C** **Discussion**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Form small groups. Encourage students to take notes as they discuss each question and to use as many of the vocabulary words as they can.
- Ask a few groups to answer each question.

**LISTENING COMPREHENSION**

**A** ▶ 1:12 **Listen for main ideas**

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To familiarize students with the format and purpose of the radio show, first have them listen to the radio announcer introducing the show and the guests. Ask students to listen for the answers to these questions: *How many guests are there in the studio?* (Three.) *Where are they from?* (Thailand, Dubai, and Nepal.) If there is a map in the room, point out the countries.
- Then have students listen to Call 1 and check the boxes in the first column of the chart. Ask them to compare answers with a partner.

- Review the answers with the class. Then have students listen to Calls 2 and 3.

**FYI:** You may want to tell students there is one distracter—one item on the list of subjects that is not talked about in any conversation. (Punctuality.)

**AUDIOSCRIPT**

CALL 1 ARTURO AND JETTRIN [F1 = British English, M1 = Thai, F2 = Arabic, M2 = Indian, M3 = Spanish]

**F1:** Good morning, world. This is Millicent McKay in Brussels with today's worldwide Cultural Literacy Update. If you're new to the program, here's the format: In the studio three people take your phone calls and answer your questions about etiquette in their countries. Today's guests are Jettrin from Thailand, Nadia from Dubai in the United Arab Emirates, and Sujeet from Nepal. We're all first-name here, so let me welcome Jettrin, Nadia, and Sujeet.

**M1:** Sawatdee Khrab, Millicent. Good morning! I'm Jettrin from Thailand.

**F2:** Hello. It's nice to be with you. I'm Nadia from Dubai.

**M2:** And good morning, Millicent, Jettrin, and Nadia. Sujeet here from Nepal.

**F1:** OK. Let's get started. I see our first caller is on the line. Hello, Arturo from Montevideo. You're on the air.

**M3:** Good morning—actually, good evening. It's 10:30 at night here in Montevideo. Here's my question: I'm traveling on business to Thailand next month, and I'll be working with Thai business managers from my company. What should I know?

**M1:** Hello, Arturo. Jettrin here. Just a couple of things: First, a taboo: —Don't touch anyone's head, not even a child's.

**M3:** Hmm? Well, I don't ordinarily touch people's heads, but if you don't mind my asking, what's wrong with touching someone's head?

**M1:** Well, we believe the head is where the person's soul lives. So it's very disrespectful and offensive to touch a person's head.

**AUDIOSCRIPT** continues on page T9.

**B** ▶ 1:13 **Listen to summarize**

Suggested teaching time:	12–14 minutes	Your actual teaching time:	
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- To help students focus on key information as they listen, write the following questions on the board:

1. *Where is Jettrin from? What two taboos does he talk about? What does he say about the wai?*

2. *Where is Nadia from? What does she say about clothing and taking pictures?*

3. *Where is Sujeet from? What are some taboos and behaviors to know about when in Nepal?*

- Have students listen for the answers to the questions and take notes about them. (1. Thailand. Visitors should not touch people's heads or show the bottom of their feet. Thais appreciate it when foreigners do the *wai*, even if they don't do it right. 2. Dubai / The United Arab Emirates. Visitors should dress modestly. They should not take pictures of Muslim women, and they need to ask a man for permission to take his picture. 3. Nepal. People eat with their right hands; visitors can use a fork. People from Nepal don't eat beef. When visiting a temple, visitors should ask if they are allowed to enter, take off their shoes or wear open sandals, and ask before using a camera. They should not take leather things near a temple.)

**Learning Strategies**

## NOW YOU CAN Develop your cultural awareness

### A Frame your ideas

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Encourage students to write brief notes for each item on the notepad.

### B Discussion

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- As students share their answers, encourage them to use the Vocabulary whenever possible; for example, *In our culture it's customary to shake hands.*
- Identify the items students did not agree on with a check mark or other symbol. Encourage a friendly discussion.

### C Group work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To prepare students for the activity, review the speech balloons with the class.
- Remind students to use language that they learned in Lesson 1; for example, making small talk, using tag questions, and ways to meet and greet people.
- To model the activity, role-play a conversation with a more confident student.
- Encourage students to keep the conversation going by asking questions or making relevant comments about what is customary in their cultures; for example, *In this country, the woman should extend her hand first.*
- To review, ask a few groups to role-play one of their conversations to the class.

## EXTRAS

### Workbook or MyEnglishLab



#### Speaking Activities: Unit 1, Activity 3

**AUDIOSCRIPT** Continued from page T8 (A Listen for main ideas)

**M3:** Any other tips?

**M1:** Well, when you are seated, be sure not to cross your legs in such a way that others can see the bottom of your foot.

**M3:** Actually, I knew that. But don't worry. It's good to be reminded. I do have one more specific question before I hang up.

**M1:** Sure. What's that?

**M3:** In Uruguay it's customary to shake hands, and I know Thai people greet each other with the *wai*. Will it seem impolite for a foreigner to do the *wai*?—and what happens if I don't do it right? Will that be offensive?

**M1:** Absolutely not! Just put the palms of your hands together on your chest and bow slightly. Say "Sawatdee-khrab." For the women listening, you say "Sawatdee-kaa." You will warm our hearts with that. Don't worry if you don't do it exactly the way Thais do it. And don't worry about the pronunciation. Have a wonderful trip to Thailand. Try to do some sightseeing. And taste our wonderful food!

**M3:** Thanks so much.

**F1:** Thank YOU, Jettrin and Arturo, for a good lesson in cultural literacy. Let's take a break and then another call.

CALL 2 HIROKO AND NADIA [F3 = Japanese]

**F1:** Welcome back, listeners. This is Millicent McKay with a worldwide town meeting, answering all your questions about do's and taboos around the world. Let's say hello to Hiroko from Osaka, Japan. Hiroko, you're on the air.

**F3:** Thank you, Millicent. My husband and I are going to Dubai. He's a banker and has business there, but I'm going with him as a tourist. I'm very interested in all kinds of culture, and I understand Dubai is very different from Japan. I have three questions.

**F2:** Hello, Hiroko. Nadia on the line.

**F3:** Thanks, Nadia. If I'm alone, can I walk on the street or drive a car? When we went to Saudi Arabia, women were not permitted to go out alone or drive.

**F2:** Absolutely. As a woman traveler, you will have no difficulty getting around, even if you are alone. You can drive, and as long as you dress modestly, you can wear whatever you like.

**F3:** Second question: I don't speak any Arabic.

**F2:** Again, no problem. As you know, Arabic is the official language of Dubai, but English is commonly used in tourism and commerce.

**F3:** You speak very good English, Nadia. Where did you learn it?

**F2:** I actually am an English teacher. I learned my English in the United States, at the University of Wisconsin.

**F3:** And my last question: I'm an amateur photographer. Will I be able to take pictures in Dubai?

**F2:** Well, yes, but you should know that it is considered offensive to take pictures of Muslim women here.

**F3:** Oh. I'm glad I asked. What about pictures of men?

**F2:** Well, yes, just be sure to ask permission.

**F3:** I don't know how to thank you. I'm really looking forward to the trip!

**F1:** We'll be right back with our final call.

CALL 3 JAVIER AND SUJEET [M4 = Spanish]

**F1:** I think we have time for one more caller. Javier from Mexico City! Welcome to the show. How can we help you?

**M4:** I'm going to Nepal next month on an international trek. I will be staying with a Nepalese family for a weekend, and I want to be sure I don't offend anyone. Mexico is very different from Nepal.

**F1:** Well . . . let's ask Sujeet to comment.

**M2:** Hi, Javier. Let's talk about table manners. First of all, Nepalese don't usually use spoons, forks, or knives.

**M4:** No? So how do the people eat? How will I eat?

**M2:** Well, your hosts will eat with their right hand, never the left hand. But I'm sure they'll provide you with spoons and forks. If they are welcoming foreigners into their home, they'll want you to be comfortable. But remember one important taboo: Beef is strictly forbidden as a food in both Hindu and Buddhist homes. Our typical food, however, is wonderful and very flavorful and healthy.

**M4:** That's great, because I'm Mexican, and we have great food in Mexico, too. I love good food when I travel. Sujeet, I'm very interested in culture, but I don't know much about Hinduism and Buddhism. What can you tell me?

**M2:** Well, if you visit a Hindu temple or a Buddhist shrine, you must remove your shoes. Or, if you prefer, you can wear open sandals. Check first; in some Hindu temples, non-Hindus can't enter. And, very important, don't take leather things near the temple. And if you want to take a picture, be sure to ask before using your camera.

**M4:** Thanks so much. I feel very prepared now.

**M2:** My pleasure.

**F1:** Well, that's all we have time for today. Until next time, this is Millicent McKay in Brussels, reminding you that in today's world, cultural literacy is an essential survival skill.

**NOW YOU CAN** Develop your cultural awareness

**A FRAME YOUR IDEAS** With a partner, look at the questions about your culture on the notepad. Discuss each question and write answers.



How do people greet each other when they meet for the first time?

How do they greet each other when they already know each other?

Are greeting customs different for men and women? How?

When and how do you address people formally?

When and how do you address people informally?

What are some do's and don'ts for table manners?

Are certain foods or beverages taboo?

What are some taboo conversation topics?


What are the customs about punctuality?

What is a customary gift to bring on a visit to someone's home?


Are there any gift taboos (kinds of flowers, etc.)?

Are there places where certain clothes would be inappropriate?

Is there an important aspect of your culture that's not on this list?



Some people eat with chopsticks, and some eat with a spoon, a fork, and a knife.



**C GROUP WORK** Role-play a conversation with a visitor to your country. Tell the visitor about your culture. Use the answers to the questions on the notepad.

“ It’s bad table manners to pick up a soup bowl and drink soup from it. You have to use a spoon. ”

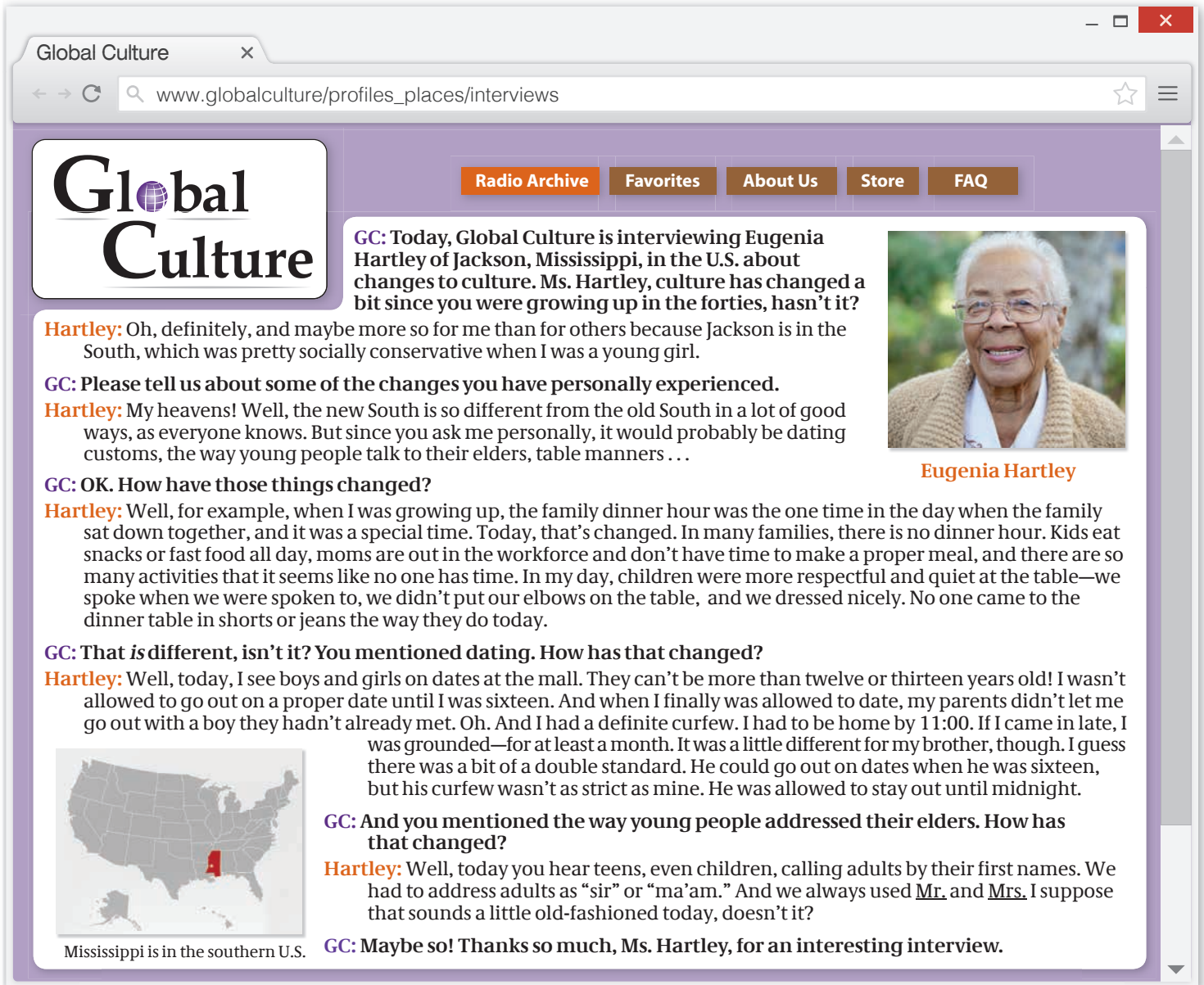
“ It’s not customary for a man to extend his hand to shake hands with a woman. He should wait for the woman to do that. ”

**B DISCUSSION** Combine classmates' notes on the board for the class to share. Does everyone agree? Discuss your differences of opinion.



## BEFORE YOU READ

**APPLY PRIOR KNOWLEDGE** In what ways do you think table manners have changed since the days when your grandparents were children?

READING ▶ 1:14


Global Culture ×

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**GC:** Today, Global Culture is interviewing Eugenia Hartley of Jackson, Mississippi, in the U.S. about changes to culture. Ms. Hartley, culture has changed a bit since you were growing up in the forties, hasn't it?

**Hartley:** Oh, definitely, and maybe more so for me than for others because Jackson is in the South, which was pretty socially conservative when I was a young girl.

**GC:** Please tell us about some of the changes you have personally experienced.

**Hartley:** My heavens! Well, the new South is so different from the old South in a lot of good ways, as everyone knows. But since you ask me personally, it would probably be dating customs, the way young people talk to their elders, table manners . . .

**GC:** OK. How have those things changed?

**Hartley:** Well, for example, when I was growing up, the family dinner hour was the one time in the day when the family sat down together, and it was a special time. Today, that's changed. In many families, there is no dinner hour. Kids eat snacks or fast food all day, moms are out in the workforce and don't have time to make a proper meal, and there are so many activities that it seems like no one has time. In my day, children were more respectful and quiet at the table—we spoke when we were spoken to, we didn't put our elbows on the table, and we dressed nicely. No one came to the dinner table in shorts or jeans the way they do today.

**GC:** That is different, isn't it? You mentioned dating. How has that changed?

**Hartley:** Well, today, I see boys and girls on dates at the mall. They can't be more than twelve or thirteen years old! I wasn't allowed to go out on a proper date until I was sixteen. And when I finally was allowed to date, my parents didn't let me go out with a boy they hadn't already met. Oh. And I had a definite curfew. I had to be home by 11:00. If I came in late, I was grounded—for at least a month. It was a little different for my brother, though. I guess there was a bit of a double standard. He could go out on dates when he was sixteen, but his curfew wasn't as strict as mine. He was allowed to stay out until midnight.

**GC:** And you mentioned the way young people addressed their elders. How has that changed?

**Hartley:** Well, today you hear teens, even children, calling adults by their first names. We had to address adults as "sir" or "ma'am." And we always used Mr. and Mrs. I suppose that sounds a little old-fashioned today, doesn't it?

**GC:** Maybe so! Thanks so much, Ms. Hartley, for an interesting interview.

Mississippi is in the southern U.S.

**A DRAW CONCLUSIONS** Answer the questions, based on the Reading. Explain the reasoning behind each of your answers. [See page T10 for answers.](#)

- 1 How old do you estimate Ms. Hartley to be today?
- 2 Does Ms. Hartley prefer the culture of the past or the culture of the present?
- 3 What is Ms. Hartley's opinion of the change in the role of mothers?
- 4 Does Ms. Hartley approve of the differences in child and teen behavior that have taken place?

**BEFORE YOU READ**

**Apply prior knowledge**


Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- To prompt students, ask the following questions and have selected students answer them:  
*Which meal did the family always sit down together for?*  
*Who always fixed the meals?*  
*Could children speak whenever they wanted when sitting at a table with adults?*  
*Was there a dress code for meals?*
- Write students’ ideas on the board (Possible answers: Dinner. The mother. No, children had to be spoken to first. Nice, clean clothes were required.)
- Ask students what other kinds of cultural changes their grandparents have seen in their lifetime. Write their ideas on the board.

**1:14 READING**

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- To help students focus on the Reading, ask them to look for interesting information. It can be something they consider funny, strange, unusual, surprising, etc.
- After students read, have volunteers share information that interested them. Encourage them to explain why.
- To wrap up, have students compare their ideas on the board with the information in the article. Were their ideas the same?

 **Learning Strategies**

**A Draw conclusions**

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Tell students to scan the article to find the answers to the questions. You may want to ask students to underline relevant information.
- Have students compare answers with a partner. Then review with the class.

**Language and culture**

Ms. Hartley speaks about the old South and the new South and how culture has changed. She limits her remarks to her personal experiences and doesn’t touch on the subject of racial segregation, which was a significant part of the past.

*Option: (+10 minutes)* For a different approach, draw the following chart on the board (without the answers) or print out this graphic organizer for each student. Ask students to read the statements and then have them quickly read the article to decide if they are true or false. Correct the false statements. (The blue text in the chart represents examples of possible answers.)

Statements	True	False	Corrections
“The forties” refers to the 1940s.	X		
Ms. Hartley’s upbringing was liberal.		X	<i>Ms. Hartley’s upbringing was <u>traditional / strict.</u></i>
The family enforced table manners and etiquette for interacting with adults.	X		
Ms. Hartley’s parents believed in disciplining their children if they broke rules.	X		
Ms. Hartley didn’t date as a teenager.		X	<i>Ms. Hartley dated <u>as a teenager.</u></i>
Ms. Hartley’s brother had more freedom than she did.	X		
The interviewer doesn’t think Ms. Hartley sounds a little old-fashioned.		X	<i>The interviewer <u>agrees that Ms. Hartley sounds a little old-fashioned.</u></i>

 **Graphic Organizers**

**Answers for Exercise A**

Answers will vary, but may include the following:

1. In her 80s.
2. The present. She says the present is different “in a lot of good ways.”
3. She thinks it’s unfortunate that “they don’t have time to make a proper meal.”
4. No. She wishes that families still sat down together for meals, and that kids didn’t eat so many snacks and so much fast food. She implies that children don’t follow table etiquette anymore. She thinks boys and girls begin dating too young. She also doesn’t like how children and teens call adults by their first names.

## B Understand from context

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- After students have found the words in the Reading, ask volunteers to read aloud the sentences in which the words were found.
- Elicit synonyms for each word and write students' ideas on the board. Have students plug the synonyms into the original sentence to determine if the synonyms make sense. Students can use the synonyms to write their definitions.
- After students have written definitions, ask students to share their definitions with the class. (Possible answers: *Elders*: people who are older than you. *Workforce*: all the people in a country who work. *Dating*: going out with someone or having a romantic relationship with someone. *Curfew*: the time when a child must be home in the evening. *Grounded*: not allowed to go out as a punishment for doing something wrong.)
- Ask volunteers to make a new sentence with each word.



### Extra Reading Comprehension Exercises

## NOW YOU CAN Discuss how culture changes over time

### A Frame your ideas

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Direct attention to *Are you a dinosaur . . .* on the right and have students read it.
- To check comprehension, ask *Why do you think the dinosaur is used to describe someone who doesn't like change?* (Because it's an animal that no longer exists because it couldn't adapt to change.) *Why is the chameleon used to describe someone who adapts to change?* (Because this animal can change its color to match the colors around it to survive.)
- Tell students to fill in the survey, count the number of yes answers, and then find the information that describes how they feel about change.

*Option: (+5 minutes)* Form small groups. To challenge students, write on the board: *Do you feel the description is true? Not true? Why?* Elicit students' opinions of the results of their survey. Have them compare which description—dinosaur or chameleon—their scores earned and discuss the questions on the board.

#### Language and culture

- The expression *If it isn't broken, don't fix it!* means if something is working OK, then don't change anything. Often the slang version is used: *If it ain't broke, don't fix it!*
- The expression *Easy does it!* is usually used to tell someone to slow down and/or be careful.
- The expression *Out with the old, in with the new!* means someone looks forward to and makes changes easily.

## B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To help students prepare for the activity, review the speech balloon with the class.
- Remind students that they should give examples to support why they think each of the cultural items has changed a little or a lot; for example, *I think table manners have changed a lot. Young people don't seem to have any.*
- Remind students to use the past perfect if they can; for example, *When my grandmother was young, women didn't work outside the home. By the time my mother was my age, women had already started working at certain types of jobs. Now women do a lot of different jobs.*

## C Discussion

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have pairs of students combine to form groups of four.
- Point out the Recycle box and review the expressions. You may want to have students repeat them before starting the discussion.
- Encourage students to give examples and to ask each other follow-up questions.
- To wrap up, ask a few groups to say if they agreed with each other or not and to explain why.

**Text-mining:** Have students share their Text-mining examples and use them to create new statements with a partner. \*For example:

[ ] is very conservative.	[ ] is an example of a
I [ ] snacks.	double standard.
She didn't have time to	My school has strict [ ].
prepare proper [ ].	[ ] are old-fashioned.

\*Follow the same procedure with students' Text-mining examples in other units.

## EXTRAS

### Workbook or MyEnglishLab



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

**B UNDERSTAND FROM CONTEXT** Find and underline each of the following words in the Reading. Then use your understanding of the words to write definitions.


elders	
workforce	
dating	
curfew	
grounded	

DIGITAL  
MORE  
EXERCISES

**NOW YOU CAN** Discuss how culture changes over time

**A FRAME YOUR IDEAS** Think about how culture has changed since your parents or grandparents were your age. If necessary, ask your parents or grandparents for information. Complete the survey.

<b>Culture Survey</b>	have changed a little	have changed a lot	Is the change for the better?	
			YES	NO
1. Table manners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Musical tastes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Dating customs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Clothing customs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Rules about formal behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Rules about punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Forms of address	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Male / female roles in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Male / female roles in the home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			<b>Total YES answers:</b> ____	



**Are you a dinosaur or a chameleon?**

How many times did you check YES in the third column?

**0-3 = Definitely a dinosaur.**  
You prefer to stick with tradition. Your motto: "If it isn't broken, don't fix it!"

**4-6 = A little of both.** You're willing to adapt to change, but not too fast. Your motto: "Easy does it!"

**7-9 = Definitely a chameleon.**  
You adapt to change easily. Your motto: "Out with the old, in with the new!"

**B PAIR WORK** Compare and discuss your answers. Provide specific examples of changes for each answer. Use the past perfect if you can.

**C DISCUSSION** Talk about how culture has changed. Include these topics in your discussion:

- Which changes do you think are good? Which changes are not good? Explain your reasons.
- How do you think older people feel about these changes?
- Do you think men and women differ in their feelings about cultural change? If so, how?

“ I think clothing customs have become less modest. My mother wore a uniform to school. But by the time I started school, girls had stopped wearing them. Now girls can go to school in jeans and even shorts! ”

**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: "strict."

**RECYCLE THIS LANGUAGE.**

<p><b>Formality</b> be on a first-name basis prefer to be addressed by ____ It's impolite to ____. It's offensive to ____. It's customary to ____. It isn't customary to ____.</p>	<p><b>Tag questions</b> [People don't ____] as much, do they? [Customs] used to be ____, didn't they?</p>	<p><b>Agreement / Disagreement</b> I agree. I think you're right. I disagree. Actually, I don't agree because ____. Really? I think ____.</p>
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# REVIEW

A ▶ 1:15 Listen to the conversations between people introducing themselves. Check the statement that correctly paraphrases the main idea.

- She'd like to be addressed by her title and family name.  
 She'd like to be addressed by her first name.
- She'd prefer to be called by her first name.  
 She'd prefer to be called by her title and last name.
- It's customary to call people by their first name there.  
 It's not customary to call people by their first name there.
- He's comfortable with the policy about names.  
 He's not comfortable with the policy about names.
- She prefers to use the title "Mrs."  
 She prefers to use the title "Dr."

B Complete each sentence with a tag question.

- You're not from around here, ..... **are you** ..... ?
- You were in this class last year, ..... **weren't you** ..... ?
- They haven't been here since yesterday, ..... **have they** ..... ?
- Before the class, she hadn't yet told them how she wanted to be addressed, ..... **had she** ..... ?
- I can bring flowers as a gift for the hosts, ..... **can't I** ..... ?
- You won't be back in time for dinner, ..... **will you** ..... ?
- I met you on the tour in Nepal, ..... **didn't I** ..... ?
- We'll have a chance to discuss this tomorrow, ..... **won't we** ..... ?
- They were going to dinner, ..... **weren't they** ..... ?
- My friends are going to be surprised to see you, ..... **aren't they** ..... ?

C Complete each statement with a word from the Vocabulary on page 8.

- Offending other people when eating a meal is an example of bad ..... **table manners** .....
- Each country has customs and traditions about how to behave in social situations. The rules are sometimes called ..... **etiquette** .....
- Each culture has its own sense of ..... **punctuality** ..... It's important to understand people's ideas about lateness.

## WRITING

Write two e-mail messages—one formal and one informal—telling someone about the cultural traditions in your country. Review the questionnaire about cultural traditions on page 9 for information to select from.

- For the formal e-mail, imagine you are writing to a businessperson who is coming to your country on a business trip.
- For the informal e-mail, imagine you are writing to a friend who is visiting your country as a tourist.

For additional language practice . . .

🎵 **TOP NOTCH POP** • Lyrics p. 154  
"It's a Great Day for Love"

DIGITAL SONG      DIGITAL KARAOKE

**WRITING BOOSTER** p. 146

- Formal e-mail etiquette
- Guidance for this writing exercise

## A 1:15 Listen to the conversations . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To prepare students for listening, have them read the statements.
- To help students focus their attention, ask *What do you think the conversations are about?* (People's names and ways to be addressed.)
- Have students compare answers with a partner. Then review with the class.

*Option: (+5 minutes)* To extend the activity, have students listen to the recording and write the information that supports each answer. (1. Please call me *Ana*. 2. *Mrs. Denman* would be fine. 3. *Martin's* right over there. . . . And while you're at it, feel free to call me *Ramona*. . . . And please call me *Sofia*. 4. Not at all. *Robert's* fine with me. 5. I use *doctor*.)

### AUDIOSCRIPT

#### CONVERSATION 1 [F = Spanish]

- F:** Good morning. I'm Dr. Ana Montoya.  
**M:** Good morning, Dr. Montoya.  
**F:** Please call me Ana.

#### CONVERSATION 2 [F = British English]

- M:** Hi. I'm Larry Lockhart.  
**F:** Hi. I'm Winnie Denman. Nice to meet you.  
**M:** Nice to meet you, too. By the way, how would you prefer to be addressed?  
**F:** "Mrs. Denman" would be fine.

#### CONVERSATION 3 [F1 = Portuguese]

- F1:** Excuse me. I'm Sofia Peres. I'm looking for Martin Page.  
**F2:** Certainly, Ms. Peres. I'm Ramona Wright. Martin's right over there. Come. I'll introduce you.  
**F1:** Thanks. And would it be rude if I called him Martin?  
**F2:** No, that's fine. And while you're at it, feel free to call me Ramona.  
**F1:** And please call me Sofia.

#### CONVERSATION 4

- M:** Hi. I'm Robert Morse, the new English instructor.  
**F:** Oh, hello, Dr. Morse. I'm Laura Lane, the department secretary. I'll take you to your class. By the way, how would you like to be introduced to the class?  
**M:** Well, what's the custom here?  
**F:** We're pretty informal. The policy is generally first name. We think it makes for a more conversational English class. Do you mind?  
**M:** Not at all. "Robert's" fine with me!

#### CONVERSATION 5 [F1 = Japanese]

- F1:** Hello. I'm Mayumi Sato. I'm pre-registered for the conference.  
**F2:** Certainly. Let me make up your name badge. Do you prefer Ms. or Mrs.?  
**F1:** Actually, neither. I use "doctor."  
**F2:** Of course, Dr. Sato. Here you go.  
**F1:** Thanks!

## B Complete each sentence . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Before students complete the sentences, review tag questions on page 4.

- Ask volunteers to read their sentences aloud.

*Option: (+5 minutes)* To extend the activity, write true and false information about yourself on the board; for example, *I live in a house / an apartment. I'm going to [the mall] / [the beach] this weekend.* Ask students to make tag questions to check which information is true. Remind students that falling intonation means the speaker is confirming information he or she knows, and rising intonation means the speaker doesn't know and wants the correct information. For example:

**Student A:** *You live in a house, don't you?* [falling intonation]

**Teacher:** *Actually, I don't. I live in an apartment.*

**Student B:** *You're going to the beach this weekend, aren't you?* [rising intonation]

**Teacher:** *Why yes, I am.*

## C Complete each statement . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Before students complete the sentences, review the Vocabulary on page 8.

*Option: (+5 minutes)* To challenge students, call out key phrases and ask students to say the matching words from the Vocabulary on page 8. *Say Arriving on time (Punctuality.); Insulting someone (Offensive.); Chewing with your mouth open (Bad table manners.); Rules of polite behavior (Etiquette.); Not saying Thank you (Impolite.); Eating beef in India (Taboo.); Saying Good morning. (Customary.)*

## WRITING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Before students write, list the following topics on the board:

Greetings  
 Addressing people  
 Food and table manners  
 Conversation topics  
 Punctuality  
 Gifts  
 Clothing

- Ask students to choose three or four topics that they would like to write about and then look at the questionnaire on page 9 and review their notes. Encourage students to think about which topics would be useful for a businessperson and which ones would be useful for a friend.

*Option: **WRITING BOOSTER** (Teaching notes p. T146)*



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

## ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

### Tell a story

Suggested teaching time:	10–13 minutes	Your actual teaching time:	
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- Have students identify the Itos and the Garzas in the pictures and then read the itineraries.
- Before students tell the story in pairs, encourage them to use the information in the itineraries as well as their imaginations. Encourage students to add information about tours, dining experiences, etc.
- To wrap up, have selected students share their stories.

#### Language and culture

- Machu Picchu, the remains of an ancient city of the Inca Empire, is situated in the Andes Mountains in Peru. The site is believed to have been built in the mid-1400s. The ruins are located about 2,400 meters (8,000 feet) above sea level and cover about 13 square kilometers (5 square miles). It was rediscovered by archeologists in 1911 and has become a popular tourist destination.

### Pair work 1

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To help students prepare for the activity, have them describe what the people are doing in the pictures. (Possible answers: In the first picture they are greeting each other. In the second picture they are making small talk. In the third picture they are sharing photos.)
- Before students create the conversations, you may want to model the conversation with a more confident student.

#### Possible responses . . . \*

**A:** Beautiful place, isn't it? **B:** Yes. It's great. By the way, I'm Haru Ito.  
**A:** I'm Antonio Garza. Nice to meet you. **B:** Nice to meet you, too.  
 Can I call you Antonio? **A:** Of course. **B:** And please call me Haru.

\*Here and throughout this Teacher's Edition, possible responses provide a sample of the quantity and quality of response students have been prepared for. Actual responses will vary.

### Pair work 2

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Model this activity. Remind students that the women are making small talk.

#### Possible responses . . .

**A:** This place is fantastic, isn't it? **B:** It really is. You know, you look familiar. You're staying at the Hanaq Pacha Hotel, aren't you? **A:** Oh, yes, I am. Are you staying there, too? **B:** Yes. Great hotel, isn't it?  
**A:** It really is.

### Pair work 3

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Model this activity. Suggest that students refer to the itineraries on this page. Remind them to use the past perfect when possible.

#### Possible responses . . .

**A:** How long have you been in Peru? **B:** For about two weeks.  
**A:** Have you visited many places? **B:** Oh, yes. By the end of our first week here, we had already been to Lima, Puno, and Cusco. **A:** Wow! That's a lot!

*Option: (+5 minutes)* To challenge students, have pairs talk about the places they had already visited at different times in their lives. Ask students to use the past perfect.

#### Option: Oral Progress Assessment

Use the photographs on page 13. Encourage students to use the language practiced in this unit and previous units.

- Tell the student to ask you four questions about the photographs using tag questions. Encourage him or her to practice using rising and falling intonation; for example, **S:** *This is Machu Picchu, isn't it?* **T:** *Yes, it is.*
- Point to one of the pictures of people talking and tell the student that together you are going to role-play a conversation. Tell him or her you will start with small talk and he or she should continue; for example, **T:** *Hi. Nice place, isn't it?* **S:** *Yes, it is. I'm [Thomas] [Martin].*
- Tell the student you will ask questions about the Itos using the past perfect. Tell him or her to answer in complete sentences. Ask *What cities had the Itos visited by May 31?*
- Evaluate the student on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



#### Oral Progress Assessment Charts

#### Option: Top Notch Project

Have students work in small groups and create a cultural literacy guidebook.

**Idea:** With the class, brainstorm topics that could be included in a cultural literacy guidebook. Encourage students to assign tasks; for example, researching, writing and editing, finding photographs and illustrations, and putting together the guidebook. Have groups present their guidebooks to the class.

### EXTRAS

#### On the Internet:

- **Online Teacher Resources:** [pearsonelt.com/topnotch3e/](http://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

**TELL A STORY** First, look at the pictures and tell the story of the Garzas and the Itos on June 10. Then look at the itineraries below and use the past perfect to talk about what they had done by June 6. Start like this:

*By June 5, the Itos had been to . . .*

**PAIR WORK** Create conversations.

- 1 Create a conversation for the two men in the first picture. Each man tells the other how he'd like to be addressed.
- 2 Create a conversation for the two women in the second picture. The women are making small talk.
- 3 Create a conversation for the people in the third picture. Ask and answer questions about their trips to Peru. Use the past perfect when possible.

JUNE 10, 10:00 A.M.



LATER THAT DAY



**GLOBAL ADVENTURES, INC.**

**Haru and Kimi Ito—Peru Itinerary**

May 29  
Lima: **María Angola Hotel**  
La Paz 610, Miraflores

May 31  
Puno: **Casa Andina Classic**  
Independencia 185, Plaza de Armas

June 4  
Cusco: **Novotel**  
San Agustín 239

June 9  
Machu Picchu: **Hanaq Pacha Hotel**  
(Aguas Calientes)

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**GetAway Travel, Inc.**

**María and Antonio Garza—Peru itinerary**

May 30  
Lima: **María Angola Hotel**  
La Paz 610, Miraflores

June 3  
Arequipa: **Tierra Sur Hotel**  
Consuelo 210

June 6  
Nasca: **Brabant Hostel**  
Calle Juan Matta 978

June 9  
Machu Picchu: **Hanaq Pacha Hotel**  
(Aguas Calientes)

**NOW I CAN**

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