



**RAHNAMA**  
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THIRD EDITION

# TOP NOTCH **2A**

With Workbook



JOAN SASLOW  
ALLEN ASCHER

ALWAYS LEARNING

PEARSON

# LEARNING OBJECTIVES

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<b>UNIT 1</b> <b>Getting Acquainted</b>	<ul style="list-style-type: none"> <li>• Get reacquainted with someone</li> <li>• Greet a visitor to your country</li> <li>• Discuss gestures and customs</li> <li>• Describe an interesting experience</li> </ul>	<ul style="list-style-type: none"> <li>• Tourist activities</li> <li>• The hand</li> <li>• Participial adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• The present perfect               <ul style="list-style-type: none"> <li>◦ Statements and <u>yes / no</u> questions</li> <li>◦ Form and usage</li> <li>◦ Past participles of irregular verbs</li> <li>◦ With <u>already, yet, ever, before, and never</u></li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• The present perfect               <ul style="list-style-type: none"> <li>◦ Information questions</li> <li>◦ <u>Yet and already</u>: expansion, common errors</li> <li>◦ <u>Ever, never, and before</u>: use and placement</li> </ul> </li> </ul>
<b>UNIT 2</b> <b>Going to the Movies</b>	<ul style="list-style-type: none"> <li>• Apologize for being late</li> <li>• Discuss preferences for movie genres</li> <li>• Describe and recommend movies</li> <li>• Discuss effects of movie violence on viewers</li> </ul>	<ul style="list-style-type: none"> <li>• Explanations for being late</li> <li>• Movie genres</li> <li>• Adjectives to describe movies</li> </ul>	<ul style="list-style-type: none"> <li>• The present perfect               <ul style="list-style-type: none"> <li>◦ With <u>for and since</u></li> <li>◦ Other uses</li> </ul> </li> <li>• Wants and preferences: <u>would like</u> and <u>would rather</u> <ul style="list-style-type: none"> <li>◦ Form and usage</li> <li>◦ Statements, questions, and answers</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• The present perfect continuous</li> <li>• The present participle: spelling</li> <li>• Expressing preferences: review, expansion, and common errors</li> </ul>
<b>UNIT 3</b> <b>Staying in Hotels</b>	<ul style="list-style-type: none"> <li>• Leave and take a message</li> <li>• Check into a hotel</li> <li>• Request housekeeping services</li> <li>• Choose a hotel</li> </ul>	<ul style="list-style-type: none"> <li>• Hotel room types and kinds of beds</li> <li>• Hotel room amenities and services</li> </ul>	<ul style="list-style-type: none"> <li>• The future with <u>will</u> <ul style="list-style-type: none"> <li>◦ Form and usage</li> <li>◦ Statements and questions</li> <li>◦ Contractions</li> </ul> </li> <li>• The real conditional               <ul style="list-style-type: none"> <li>◦ Form and usage</li> <li>◦ Statements and questions</li> </ul> </li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• <u>Will</u>: expansion</li> <li>• <u>Can, should, and have to</u>: future meaning</li> <li>• The real conditional: factual and future; usage and common errors</li> </ul>
<b>UNIT 4</b> <b>Cars and Driving</b>	<ul style="list-style-type: none"> <li>• Discuss a car accident</li> <li>• Describe a car problem</li> <li>• Rent a car</li> <li>• Discuss good and bad driving</li> </ul>	<ul style="list-style-type: none"> <li>• Bad driving habits</li> <li>• Car parts</li> <li>• Ways to respond (with concern / relief)</li> <li>• Phrasal verbs for talking about cars</li> <li>• Car types</li> <li>• Driving behavior</li> </ul>	<ul style="list-style-type: none"> <li>• The past continuous               <ul style="list-style-type: none"> <li>◦ Form and usage</li> <li>◦ Vs. the simple past tense</li> </ul> </li> <li>• Direct objects with phrasal verbs</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• The past continuous: other uses</li> <li>• Nouns and pronouns: review</li> </ul>
<b>UNIT 5</b> <b>Personal Care and Appearance</b>	<ul style="list-style-type: none"> <li>• Ask for something in a store</li> <li>• Make an appointment at a salon or spa</li> <li>• Discuss ways to improve appearance</li> <li>• Define the meaning of beauty</li> </ul>	<ul style="list-style-type: none"> <li>• Salon services</li> <li>• Personal care products</li> <li>• Discussing beauty</li> </ul>	<ul style="list-style-type: none"> <li>• Indefinite quantities and amounts               <ul style="list-style-type: none"> <li>◦ <u>Some and any</u></li> <li>◦ <u>A lot of / lots of, many, and much</u></li> </ul> </li> <li>• Indefinite pronouns: <u>someone / no one / anyone</u></li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• <u>Some and any</u>: indefiniteness</li> <li>• <u>Too many, too much, and enough</u></li> <li>• Comparative quantifiers <u>fewer and less</u></li> <li>• Indefinite pronouns: <u>something, anything, and nothing</u></li> </ul>



CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> <li>Use "I don't think so." to soften a negative answer</li> <li>Say "I know!" to exclaim that you've discovered an answer</li> <li>Use "Welcome to ____." to greet someone in a new place</li> <li>Say "That's great." to acknowledge someone's positive experience</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen to classify</li> <li>Listen for details</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Sound reduction in the present perfect</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>A poster about world customs</li> <li>A magazine article about non-verbal communication</li> <li>A travel poster</li> <li>A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>Identify supporting details</li> <li>Relate to personal experience</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write a description of an interesting experience</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Avoiding run-on sentences</li> </ul>
<ul style="list-style-type: none"> <li>Apologize and provide a reason when late</li> <li>Say "That's fine." to reassure</li> <li>Offer to repay someone with "How much do I owe?"</li> <li>Use "What would you rather do . . . ?" to ask about preference</li> <li>Softened a negative response with "To tell you the truth, . . ."</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen for main ideas</li> <li>Listen to infer</li> <li>Dictation</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Reduction of h</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>A movie website</li> <li>Movie reviews</li> <li>A textbook excerpt about violence in movies</li> <li>A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Confirm content</li> <li>Evaluate ideas</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write an essay about violence in movies and on TV</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Paragraphs</li> <li>Topic sentences</li> </ul>
<ul style="list-style-type: none"> <li>Say "Would you like to leave a message?" if someone isn't available</li> <li>Say "Let's see." to indicate you're checking information</li> <li>Make a formal, polite request with "May I ____?"</li> <li>Say "Here you go." when handing someone something</li> <li>Use "By the way, . . ." to introduce new information</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen to take phone messages</li> <li>Listen for main ideas</li> <li>Listen for details</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Contractions with <u>will</u></li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>Phone message slips</li> <li>A hotel website</li> <li>A city map</li> <li>A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>Draw conclusions</li> <li>Identify supporting details</li> <li>Interpret a map</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write a paragraph explaining the reasons for choosing a hotel</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Avoiding sentence fragments with <u>because</u> or <u>since</u></li> </ul>
<ul style="list-style-type: none"> <li>Express concern about another's condition after an accident</li> <li>Express relief when hearing all is OK</li> <li>Use "only" to minimize the seriousness of a situation</li> <li>Use "actually" to soften negative information</li> <li>Empathize with "I'm sorry to hear that."</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen for details</li> <li>Listen to summarize</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Stress of particles in phrasal verbs</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>A questionnaire about bad driving habits</li> <li>Rental car customer profiles</li> <li>A feature article about defensive driving</li> <li>A driving behavior survey</li> <li>A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Critical thinking</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write a paragraph comparing good and bad drivers</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Connecting words and sentences: <u>and</u>, <u>in addition</u>, <u>furthermore</u>, and <u>therefore</u></li> </ul>
<ul style="list-style-type: none"> <li>Use "Excuse me." to initiate a conversation with a salesperson</li> <li>Confirm information by repeating it with rising intonation</li> <li>Use "No problem." to show you don't mind an inconvenience</li> <li>Use "Let me check" to ask someone to wait while you confirm information</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen to recognize someone's point of view</li> <li>Listen to take notes</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Pronunciation of unstressed vowels</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>A spa and fitness center advertisement</li> <li>A health advice column</li> <li>A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>Paraphrase</li> <li>Understand from context</li> <li>Confirm content</li> <li>Apply information</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write a letter on how to improve appearance</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Writing a formal letter</li> </ul>

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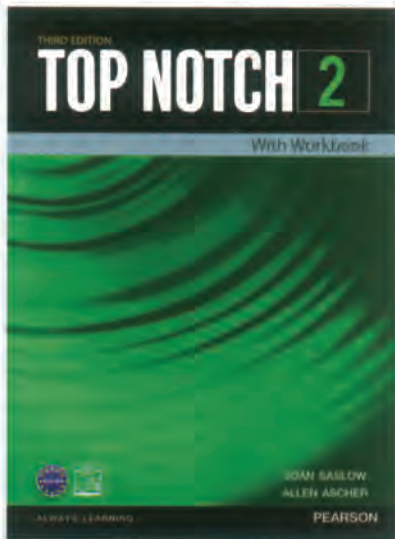
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## TO THE TEACHER

**What is *Top Notch*?** *Top Notch* is a six-level\* communicative course that prepares adults and young adults to interact successfully and confidently with both native and non-native speakers of English.



The goal of ***Top Notch*** is to make English unforgettable through:

- Multiple exposures to new language
- Numerous opportunities to practice it
- Deliberate and intensive recycling

The ***Top Notch*** course has two beginning levels—***Top Notch Fundamentals*** for true beginners and ***Top Notch 1*** for false beginners. ***Top Notch*** is benchmarked to the Global Scale of English and is tightly correlated to the Can-do Statements of the Common European Framework of Reference.

Each full level of ***Top Notch*** contains material for 60–90 hours of classroom instruction. In addition, the entire course can be tailored to blended learning with an integrated online component, *MyEnglishLab*.

**NEW** This third edition of ***Top Notch*** includes these new features: Extra Grammar Exercises, digital full-color Vocabulary Flash Cards, Conversation Activator videos, and Pronunciation Coach videos.

\* *Summit 1* and *Summit 2* are the titles of the 5th and 6th levels of the ***Top Notch*** course.

## Award-Winning Instructional Design\*

### Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated practical communication goal closely aligned to the Common European Framework's Can-do Statements. All activities are integrated with the goal, giving vocabulary and grammar meaning and purpose. *Now You Can* activities ensure that students achieve each goal and confirm their progress in every class session.

### Explicit vocabulary and grammar

Clear captioned picture-dictionary illustrations with accompanying audio take the guesswork out of meaning and pronunciation. Grammar presentations containing both rules and examples clarify form, meaning, and use. The unique *Recycle this Language* feature continually puts known words and grammar in front of students' eyes as they communicate, to make sure language remains active.

### High-frequency social language

Twenty memorable conversation models provide appealing natural social language that students can carry "in their pockets" for use in real life. Rigorous controlled and free discussion activities systematically stimulate recycling of social language, ensuring that it's not forgotten.

### Linguistic and cultural fluency

***Top Notch*** equips students to interact with people from different language backgrounds by including authentic accents on the audio. Conversation Models, Photo Stories, and cultural fluency activities prepare students for social interactions in English with people from unfamiliar cultures.

### Active listening syllabus

All Vocabulary presentations, Pronunciation presentations, Conversation Models, Photo Stories, Listening Comprehension exercises, and Readings are recorded on the audio to help students develop good pronunciation, intonation, and auditory memory. In addition, approximately fifty carefully developed listening tasks at each level of ***Top Notch*** develop crucial listening comprehension skills such as listen for details, listen for main ideas, listen to activate vocabulary, listen to activate grammar, and listen to confirm information.

*We wish you and your students enjoyment and success with **Top Notch 2**.*

*We wrote it for you.*

Joan Saslow and Allen Ascher

\* ***Top Notch*** is the recipient of the Association of Educational Publishers' *Distinguished Achievement Award*.



- 1 Get reacquainted with someone you once knew.
- 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) \_\_\_\_\_



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

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

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

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

**SPEAKING**

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

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?

A: **Has** she called him?

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

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

simple past tense: definite time

**I've met** Bill twice.

We **met** in 1999 and again in 2004.

**Contractions**

've met = have met

's met = has met

haven't met = have not met

hasn't met = has not met

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

open → opened

study → studied

**Irregular verbs**

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

For more irregular verb forms, see page 123.

**GRAMMAR BOOSTER** p. 126

- The present perfect: information questions

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

- We've ..... the 2:00 express train many times.  
a take    b took    c taken
- I had breakfast at 9:00, but I haven't ..... lunch.  
a have    b had    c having
- Alison has ..... to the mall.  
a went    b gone    c go
- My younger brother has ..... home from work.  
a come    b came    c comes
- They posted some messages yesterday, but they haven't ..... anything about their trip.  
a written    b write    c wrote

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

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




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

New Tab x

About Friends Photos Videos

New message October 6 6:00 PM



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

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

DIGITAL MORE EXERCISES

**CONVERSATION MODEL**

- A** ▶1:03 Read and listen to people getting reacquainted.
- A: Audrey, have you met Hanah?  
B: No, I haven't.  
A: Hanah, I'd like you to meet Audrey.  
C: Hi, Audrey. You look familiar. Have we met before?  
B: I don't think so.  
C: I know! Last month. You were at my sister Nicole's party.  
B: Oh, that's right! How have you been?
- B** ▶1:04 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



**PRONUNCIATION** Sound reduction in the present perfect

- A** ▶1:05 Listen to how the sound /t/ of the negative contraction "disappears" in natural speech. Then listen again and repeat.
- 1 I **haven't been** to that class.      3 They **haven't taken** the test.  
2 He **hasn't met** his new teacher.      4 She **hasn't heard** the news.
- B** Now practice saying the sentences on your own.

**NOW YOU CAN** Get reacquainted with 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) \_\_\_\_\_



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THIRD EDITION

# TOP NOTCH **2A**

## WORKBOOK

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with Terra Brockman and Julie C. Rouse



**UNIT 1**

# Getting Acquainted

**PR**

1 Look at the pictures. Write the correct greeting under each picture. Use words from the box.

bow      hug      kiss      shake hands



1. \_\_\_\_\_      2. \_\_\_\_\_      3. \_\_\_\_\_      4. \_\_\_\_\_

2 Complete the conversation. Write the letter on the line.

- A: You look familiar. Haven't we met before?  
 B: \_\_\_\_\_  
 1.  
 A: Aren't you from Canada?  
 B: \_\_\_\_\_  
 2.  
 A: I know! I think we met at Joan's house last month.  
 B: \_\_\_\_\_  
 3.  
 A: Yes, that's right. What have you been up to?  
 B: \_\_\_\_\_  
 4.  
 A: Well, it was nice to see you again.  
 B: \_\_\_\_\_  
 5.  
 A: That would be great. Here's my card.
- a. Of course! You work with Joan.  
 b. You, too. We should keep in touch.  
 c. Not much. Actually, I'm on my way to a class.  
 d. I don't think so. I'm not from around here.  
 e. Yes, I am. I'm from Vancouver.

3 Read the conversation in Exercise 2 again. Circle the subjects the people talk about.

family      religion      job      age      weather      nationality

4 When you meet someone new, what subjects do you talk about? Write a ✓ next to the topics you usually talk about. Write an X next to the topics you don't like to talk about.

- |                      |                                 |                       |
|----------------------|---------------------------------|-----------------------|
| _____ 1. my family   | _____ 4. my age                 | _____ 7. politics     |
| _____ 2. my religion | _____ 5. my hometown or country | _____ 8. my job       |
| _____ 3. the weather | _____ 6. sports                 | _____ 9. other: _____ |

# LESSON 1

## 5 Complete each sentence with the present perfect. Use contractions when possible.

- |   |   |
|---|---|
| 1. A: _____ any coffee today?<br>you / have | B: Yes, _____ two cups.<br>I / have       |
| 2. A: _____ to Europe?<br>you / be          | B: Yes, _____ to Spain.<br>we / be        |
| 3. A: _____ this week?<br>you / exercise    | B: Yes, _____ to the gym twice.<br>I / go |
| 4. A: _____ any books lately?<br>you / read | B: No, _____ too busy.<br>I / be          |

## 6 Complete the questions with the correct form of the verbs from the box. Use each verb only once. Then write your own responses. When you answer **yes**, add specific information, using the simple past tense.

be    check    eat    meet    ~~see~~

- "Have you seen \_\_\_\_\_ any good movies lately?"  
(YOU) Yes, I have. I saw Toy Story 3 last week.
- "Have you \_\_\_\_\_ any famous people?"  
(YOU) \_\_\_\_\_
- "Have you \_\_\_\_\_ to Europe?"  
(YOU) \_\_\_\_\_
- "Have you \_\_\_\_\_ lunch today?"  
(YOU) \_\_\_\_\_
- "Have you \_\_\_\_\_ your e-mail today?"  
(YOU) \_\_\_\_\_

## 7 Complete the conversation with the present perfect or the simple past tense. Use contractions when possible.

- Joe: \_\_\_\_\_ this tour before? I hear it's great.  
                1. you / take
- Trish: Yes, I have. I \_\_\_\_\_ to Russia with this group two years ago.  
                2. come
- It \_\_\_\_\_ a wonderful trip. \_\_\_\_\_ here before?  
                3. be    4. you / be
- Joe: Yes, I \_\_\_\_\_ Moscow in 2012, but I \_\_\_\_\_ much of the city.  
                5. visit    6. not / see
- It \_\_\_\_\_ a business trip. I'm really excited about *this* trip!  
                7. be
- Trish: Me too. I \_\_\_\_\_ the brochures several times last night. I can't wait to see all these places again. By the way, \_\_\_\_\_ Peter, our tour guide?  
                8. read    9. you / meet
- Joe: No, but I'd like to.
- Trish: Come. I'll introduce you.



LESSON 2

8 Complete the sentences. Circle the correct words.

1. Have you visited the Louvre (yet / ever)?
2. I haven't been to the opera (already / yet).
3. Who is she? I haven't (ever / before) seen her.
4. Has Evan (yet / ever) tried ceviche (already / before)?
5. We've only been here one day, but we've (already / yet) taken a lot of pictures.
6. My parents have been to Italy (ever / before).
7. Has she (yet / ever) gone sightseeing in New York?
8. Have they (already / before) seen the new Brad Pitt movie?

9 Complete the conversations. Write questions or answers in the present perfect. Use already, yet, ever, or before.



1. A: \_\_\_\_\_?  
B: Yes, he has. George went horseback riding last summer.
2. A: Have Ted and Alice already taken a tour of the Statue of Liberty?  
B: No. They \_\_\_\_\_.
3. A: \_\_\_\_\_?  
B: Yes. I've been to London several times.
4. A: \_\_\_\_\_?  
B: No, but they plan to go to the top of Willis Tower tomorrow.
5. A: Has Lisa ever tried Turkish coffee?  
B: Yes. She \_\_\_\_\_.

10 Look at Anne Marie and Gilbert's to-do list for their vacation in Toronto. Anne Marie has checked what they have already done.

- ✓ - take a tour of the university
- ✓ - meet Michel for dinner on Spadina Avenue
- visit the Bata Shoe Museum
- ✓ - see a musical downtown
- take a boat trip around Toronto Harbor
- ✓ - go shopping at the Eaton Centre

Now finish Anne Marie's postcard to her friend. Write what she and Gilbert have already done and what they haven't done yet. Use the present perfect.

Dear Agnes, Sunday, August 6

Gilbert and I are having a wonderful time in Toronto.

We've done so many things! \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

See you when we get back.

Love,

Anne Marie



## LESSON 3

**11** Read the article on page 8 in the Student's Book again. Answer the questions.



1. What is non-verbal communication? \_\_\_\_\_
2. What kind of handshakes do North Americans expect? \_\_\_\_\_
3. On how many hands do Chinese indicate the numbers one to ten? \_\_\_\_\_
4. What gesture means "good-bye" in southern Europe? \_\_\_\_\_
5. What advice does the article give? \_\_\_\_\_

**12** Read the information about greetings in Asia. Then read the statements and check true, false, or no information.

GETTING

---

GREETINGS

---

RIGHT

**T**he traditional greeting in Asia is a bow. In fact, there are different types of bows used in greetings throughout Asia. For example, in Japan, China, and Korea, people bow, but in Japan the bow is usually lower. In India and nearby countries in South Asia, most people put their hands together and bow just a little.

While each Asian culture has its own traditional special greeting, these days, don't be surprised if people in Asia just shake your hand.



	true	false	no informati
1. People in China, Japan, and Korea bow when they greet someone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. In Korea, people usually bow lower than in Japan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In India, you shouldn't touch the person you are greeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. People in many places in South Asia use a similar greeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**13 Complete the sentences about yourself.**

- In this country, the most common greeting is \_\_\_\_\_.
- When I greet someone for the first time, I usually \_\_\_\_\_.
- When I greet a family member or close friend, I usually \_\_\_\_\_.

**FACTOID**



**History of the Handshake**  
Shaking hands was a way of making sure that people were not carrying a weapon such as a knife or sword. When you shook hands, you were saying, "Look, I don't have a weapon. I trust you. Let's be friends."

**LESSON 4**

**14 Complete the chart. Write things you've done and things you haven't done but would like to do.**



	Things I've done	Things I'd like to do
climb	climb Mt. Kilimanjaro	climb Mt. Everest

	Things I've done	Things I'd like to do
climb		
visit		
go sightseeing in		
learn		
go to the top of		
see		
try		
meet		
take a tour of		

THIRD EDITION

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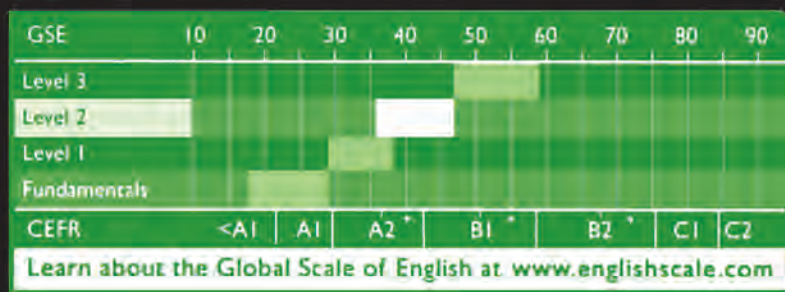
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