

Lesson A Traditional things

Grammar The simple present passive

(See Student's Book p. 23.)

Ss have already learned how to form the simple past passive. (See *Touchstone* Student's Book 3, Unit 12, Lessons A and B.) The lesson teaches Ss to form and use simple present passive statements and questions.

Form

The simple present passive is formed with the present forms of the verb be (is, are, am) and a past participle.

- Affirmative statements subject + be + past participleIt's made with rice and vegetables. The sculptures are carved out of ice.
- Negative statements subject + be + not + past participleIt's not eaten hot. They're not made locally.
- Information questions question word + be + subject + past participle? How is kimbap made? What are the sculptures made out of?
- Yes-no questions *be* + subject + past participle? *Is it eaten hot?* Are they made of ice?

Use

- Verbs can be active or passive. The active form of a verb focuses on the "doer," or the cause of action; it says what the "doer" does. The passive form of a verb focuses on the "receiver" of an action, rather than on the "doer."
- The passive is generally used when the "doer" or cause of an action is not known, not important, or is obvious from the context. The "doer" can be introduced, if needed, with the word by following the verb (e.g., The sculptures are carved by teams from all over the world.).

O Corpus information Made, done, and called

The most common passive verbs are made, done, and called.

Common errors with the simple present passive

Ss may forget to use the verb be in the simple present passive. (The sculptures are carved out of ice. NOT Thesculptures carved out of ice. AND It's eaten cold. It's not eaten hot. NOT It eaten cold. It not eaten hot.)

Speaking naturally Silent syllables

(See Student's Book p. 23.)

The section gives Ss practice in pronouncing a variety of common words that all contain a "silent syllable," typically an unstressed vowel. Each word is said with one less syllable than it seems to have (usually there would be one syllable for each vowel). Here are some examples:

- Different appears to have three syllables but is pronounced with two syllables: /díf·rənt/.
- Vegetable appears to have four syllables but is pronounced with three syllables: /védz·tə·bəl/.
- Some words have more than one pronunciation, e.g, factory /'fæk·tə·ri/ or /'fæk·tri/, and jewelry /'dʒu·əl·ri / or /'dʒul·ri/

Lesson B Manners

Vocabulary Kinds of behavior

(See Student's Book pp. 24–25.)

The lesson presents a number of verbs to describe actions and behavior that may or may not be considered acceptable in different cultures, such as tipping, bowing, and showing affection in public.

Grammar Verb + -ing and to + verb; position of not (See Student's Book p. 25.)

The lesson teaches verb + -ing as the subject of a sentence or as the object of a preposition. It reviews and builds on the use of It's + adjective + to, which Ss previously learned. (See Touchstone Student's Book 2, Unit 7, Lesson A.)

Form

- verb + -ing as a subject Eating in public is bad manners. *Not shaking hands is impolite.*
- verb + -ing after prepositions You can offend people by eating in public. People might stare at you for not wearing shoes.
- *to* + verb after *It's* . . . It's bad manners to eat in public. It's impolite not to shake hands.
- Position of not Not precedes the word it negates. Be careful not to point at people. You can offend people by not bowing.

Use

- Verb + -ing is often used as a subject.
 Eating in public is bad manners. (= the act of eating)
- Verb + -ing is the form of the verb used after a preposition (e.g., You can offend people by eating in public.). This is an important rule in English for Ss to know.
- It is possible to use to + verb as a subject (e.g., To eat in public is bad manners.). However, in many cases, it sounds much more formal than the gerund (verb + -ing) and in
- some cases, a little old-fashioned for conversational use. The use of *It* as an "empty" subject followed by *to* + verb is much more commonly used (e.g., *It's bad manners to eat in public.*).
- Not generally comes before the word it negates. Changing the position of not will often change the meaning of the sentence.

It's acceptable not to tip. (= It's OK if you don't tip.) *It's not acceptable to tip.* (= It's not OK to tip.)

Lesson C To be honest, . . .

Conversation strategy Sounding more direct

(See Student's Book p. 26.)

Ss have learned several ways to sound less direct or to soften their comments. In the lesson, they learn how to signal that they want to be *more* direct. Two basic types of expressions are used: adverbs and multiword expressions.

- Adverbs such as absolutely, definitely, and honestly are used before a verb. They "boost" or intensify the verb's meaning (e.g., I definitely don't miss the food.; I honestly don't know what I'd do.).
- Expressions such as *To be honest* and *To tell you the truth* can be used at the start or end of a sentence. They show the speaker is going to speak openly but doesn't want to be impolite or to offend the listener (e.g., *I don't miss him too much, to be honest.*).
- In fact can be used in many places in a sentence. It is used to present ideas — including opinions — as statements of fact or as what is true for the speaker (e.g., In fact, living back home would be boring.).

Corpus information Actually, definitely, certainly, absolutely

Actually, definitely, certainly, and absolutely are all in the top 600 words in conversation.

Strategy plus Of course

(See Student's Book p. 27.)

- *Of course* in statements generally means "What I'm saying is not surprising it's what you would expect." For example, *I miss my family, of course.*
- Of course can also be used as a response to show that you agree with or understand what someone has said. However, care should be taken to avoid using of course in answer to questions. It is not quite the same as the response absolutely and can sound rude or abrupt because it has the meaning of "What do you expect?" or "How could you suggest otherwise?"

Compare the two conversations:

- A Do you miss your parents when you're away?
- *B Of course.* (This can sound rude here because it implies B thinks there is no other answer but yes, and so to ask the question is therefore silly or pointless.)
- A Will you miss me when you're away?
- *B Of course!* (Here of course sounds reassuring. Please don't think I won't miss you.)

Ocorpus information Of course

Of course is one of the top fifty expressions in conversation. It can go at the beginning, middle, or end of a sentence, though it is most often used to introduce an idea. The negative response *Of course not* is much less frequent and accounts for about 1% of all uses of of course.

Lesson D Proverbs

Reading tip

The Reading Tip tells Ss to read the first sentence of each paragraph and to ask themselves what they think each paragraph will be about. Reading the first sentence is helpful because the first sentence of a paragraph is often its topic sentence.

Help note Useful expressions

(See Student's Book p. 29.)

The Help Note presents some useful expressions Ss can use in doing the writing activity, in this case, a short article on proverbs. The expressions include ones for giving a definition, stating a reason, and pointing out similarities.

World cultures

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Books closed. Write on the board: *Culture*. Say, "When you think about different cultures, what's the first thing you think of?" Ask a few Ss, and write their ideas on the board (e.g., *traditional food, traditional music, language*). Say, "What other things do you think of? Make a list with your partner." Have pairs tell their ideas to the class. Write Ss' ideas on the board (e.g., *traditional clothes / costumes, traditional musical instruments, traditional crafts, art, literature, religion, social rules*). Books open. Say, "In this unit, we'll talk about some of these aspects of different world cultures."

In this unit, you learn how to . . .

 Unit aims Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity INDIVIDUALS

Write on the board:

- 1. A place worth visiting in Peru
- 2. Something that is very bad manners in your country
- 3. A word or expression used to sound more direct in conversation
- 4. A Chinese proverb

Ss look through the unit and find the things on the list. A few Ss report their answers for each item (e.g., 1. a local market [p. 22]; 2. Eating food on a subway or bus [p. 24]; 3. absolutely, definitely, to be honest [p. 26]; 4. You can't expect both ends of a sugar cane to be sweet. [p. 29]).

Before you begin ...

• Introduce the cultural traditions Tell Ss to cover the Before You Begin box. Say, "Look at the six pictures. Work with a partner and say the area of cultural tradition each picture shows." Ask individual Ss to answer [1. a food / dish; 2. music / dance; 3. a symbol of the country or culture; 4. a festival; 5. traditional costume / clothes; 6. handicrafts].

Extra activity PAIRS

Pairs have one minute to guess which country's tradition is shown in each picture. Pairs write their guesses and then compare their answers with another pair. Individual Ss report an answer for each picture [1. Thailand; 2. Brazil; 3. United States; 4. China; 5. Japan; 6. Mexico]. Pairs who guessed all six correctly raise their hands.

Have Ss look at Before You Begin. Read the question and items aloud. Tell Ss to discuss their answers in small groups. If possible, have Ss from the same culture work together to name the traditions. Otherwise, have Ss name traditions in their cultures, and tell other group members to say if they are familiar with the tradition or if they have something similar in their country.

- Conversation strategies The task recycles conversation strategies for agreeing with an opinion (see *Touchstone* Student's Book 3, Unit 4, Lesson C) and for giving a different opinion (see *Touchstone* Student's Book 3, Unit 9, Lesson C). Ask, "What can you say when you agree with another S's opinion or suggestion?" Call on a few Ss to answer (e.g., *I agree. Definitely. That's for sure.*). Ask, "What can you say if your opinion or suggestion is different?" Call on a few Ss to answer (e.g., *I don't know. | I'm not (so) sure. Don't you think...?*).
- If Ss are in groups from the same country, have groups try to agree on the most typical item for each category (e.g., S1: Well, one of our traditional dishes is, let's see, I'd say chicken with rice is probably the most typical dish. S2: Definitely. S3: I don't know. Don't you think beef and rice is more typical?). Tell Ss to use expressions for agreeing and disagreeing. Have each group report their answers to the class

Have Ss work in pairs to answer the questions. Ask, "What are common dishes in your country? Which foods do you make them with?" Have pairs share their answers with the class, and write words for foods on the board. Repeat the activity with these two sets of questions, writing words for clothes and colors on the board: (1) What is traditional clothing like in your country? What colors do you usually see in them? (2) What are traditional handicrafts in your country? What are they made of? What colors do you usually see in them?

World cultures

UNIT



Con! In this unit, you learn how to . . .

Lesson A

 Talk about your culture using the simple present passive

Lesson B

dish or drink.

• symbol.

• type of music or dance.

 Talk about customs and manners using verb + -ing and to + verb

Lesson C

- Use expressions like to be honest to sound more direct
- Use of course to give information that is not surprising, or to agree

Lesson D

- Read an article about proverbs
- Write an article about a favorite proverb

21





• festival.

handicraft.

• item of clothing.

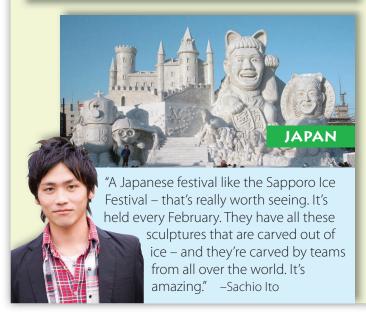
What are some of the cultural traditions in your country? Think of a typical . . .

Traditional things

What not to miss . . .



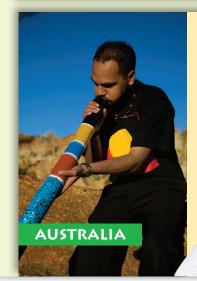
many different dishes. One typical dish is kimbap. It's made with rice and vegetables and wrapped in dried seaweed. And it's eaten cold. It's delicious." –Min-hee Park



WE ASKED PEOPLE:

What's one thing you shouldn't miss on a visit to ...?





"Oh, you should go to a performance of traditional Aboriginal music. They play this instrument – it's called a didgeridoo. It's made out of a hollow piece of wood and painted by hand. It

makes a really interesting sound." -Robert Flynn

Getting started

A Look at the countries above. What do you know about each country? Make a list of ideas.

B ■ 1.21 Listen. What aspect of their country's culture does each person talk about?

Figure C Rewrite the sentences below, but keep the same meaning. Use the comments above to help you.

- 1. You eat *kimbap* cold.
- 2. People make earrings like these locally.
- 3. They export a lot of handicrafts.
- 4. Teams from all over the world carve the sculptures.

Kimbap	cold.	
Earrings like these		locally.
A lot of handicrafts		·
The sculptures		_ by teams
from all over the world.		

Lesson A Traditional things

1 Getting started

• **Set the scene** Say, "Imagine that someone asks you to name something that shouldn't be missed on a visit to your country. It can be anything; it doesn't have to be a place. What would you suggest?" Call on several Ss to answer.

A

- Preview and do the task Read the instructions aloud.
 Have Ss work in pairs and make a list of things they know about for each country.
- Have pairs call out the information they know. Have other Ss listen and raise their hands if they knew the same information.

B ■)) 1.21

- Preview the task Books closed. Read the title of the magazine article aloud. Read the instructions aloud. Say, "Write the answers."
- Play the recording Ss listen and write.
- Check answers with the class [Min-hee: dish / food; Elena: handicrafts; Sachio: festival; Robert: music].
- Play the recording again Tell Ss to listen and read.
 Pause the recording after each section. Have Ss call out any words they don't understand. Have other Ss explain if they can.

Figure it out

C

- Preview the task Books open. Read the instructions aloud. Model the task by pointing to the first sentence. Say, "You eat kimbap cold. Where does Min-hee say that? Find what she says." Have Ss call out the answer. [And it's eaten cold.] Tell Ss to complete the sentences.
- Do the task Have Ss complete the task. Check answers with the class: Have individual Ss each read an answer.

Answers

- 1. Kimbap is eaten cold.
- 2. Earrings like these are made locally.
- 3. A lot of handicrafts are exported.
- The sculptures <u>are carved</u> by teams from all over the world.
- Focus on the form and the use Say, "Look at the sentences on the left. Are they active or passive?" [active] Say, "Look at the new sentences on the right. Are they active or passive?" [passive]
- Write on the board:
 - 1. You eat kimbap cold.
 - 2. Kimbap is eaten cold.

- Say, "Look at the verb in sentence 1 on the board. What tense is it?" [simple present] Ask, "What tense is the verb in sentence 2?" [simple present] Say, "Look at sentence 2 again. What's the pattern for the verb in a passive sentence in the simple present?" [present of *be* + past participle]
- Ask, "Do these sentences describe a temporary activity or a permanent situation?" [permanent situation] Ask, "Do we know exactly who the 'doer' of the action is in these sentences?" [no]
- Say, "Passive sentences in the simple present without by + agent are often used to talk about regular events and permanent situations such as things found in traditions or culture."
- Try it out Write on the board:
 - 1. Kimbap . . .
 - 2. Peruvian handicrafts . . .
 - 3. Sculptures at the Sapporo Ice Festival . . .
 - 4. A didgeridoo . . .
- Say, "Look at the magazine article again. Complete these sentences in the passive simple present tense using information from the article." Have individual Ss each read a sentence aloud [1. Kimbap is made with rice and vegetables and wrapped in dried seaweed. 2. Peruvian handicrafts are exported nowadays, and they're sold all over the world. 3. Sculptures at the Sapporo Ice Festival are carved out of ice. 4. A didgeridoo is made out of wood and painted by hand.].

Extra activity INDIVIDUALS / PAIRS

Write on the board:

(Name of a food) is eaten ____.

It is prepared ____.

Individual Ss prepare a short talk on a food that a visitor to their country should not miss. Ss then present their talk to a partner. Have several Ss give their talk to the class. Call on several Ss to say which foods they would like to try.

2 Grammar

1.22

- Present the grammar chart Play the recording.
 Ss listen and repeat.
- Understand the grammar Tell Ss to look at the section of the chart on active sentences. Say, "Who's the 'doer' of the action in these questions and answers?" [they] Ask, "Do we know who 'they' are?" [no] Say, "When *they* is used in this general way to mean 'people' or 'some people,' it's often better to use passive sentences, to avoid repeating a subject that doesn't contain any important information."
- Have Ss look at the section of the chart on passive sentences. Ask, "What's the pattern for passive information questions in the simple present?"
 [information word + is / are + subject + past participle]
 Ask, "What's the pattern for passive yes-no questions in the simple present?" [Is / Are + subject + past participle]
- Point out the bottom section of the chart. Ask who the "doers" of the action are in the example sentence [teams from all over the world]. Point out that the "doers" can be introduced with *by*.
- Present In Conversation Ask a S to read the information aloud.
- **Present Common Errors** Read the information aloud.

About

Α

 Preview and do the task Say, "Rewrite the questions to be about your country." Read sentence 1 aloud. Ask a S to read the example passive sentence aloud. Have Ss rewrite the questions. Check answers with the class.

Answers

- 1. When is the national anthem sung?
- 2. How is your favorite traditional food made? Is it served cold?
- 3. Are your country's national sports played by both men and women?
- 4. When are your most important festivals celebrated? Are they celebrated by everybody?
- 5. When is the national costume worn? Is it worn a lot?
- 6. Is traditional folk music played?
- 7. Are traditional handicrafts made? Where are they sold?
- Ask the example passive question for sentence 1 again.
 Elicit example responses. Say, "Now write true answers using the simple present passive."

About

B

- Preview and do the task Read the instructions aloud. Say, "Ask and answer the questions. Ask follow-up questions to get more information, or give your partner more information if you have it."
- Follow-up For each question, individual Ss report their answers to the class. Other Ss add information.

Extra practice

Tell Ss to turn to Extra Practice 3A on p. 142 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-142.)

Speaking naturally

▲ ■)) 1.23

- **Preview the task** Say, "Look at the four words above. How many syllables does each word appear to have? You can guess by counting the vowels." [every: 3; different: 3; interesting: 4; vegetable: 4] Say, "Now listen and repeat the four words. Notice the unstressed syllables that are not pronounced. They're in red with a line through them."
- Play the recording Ss listen and repeat. Ask, "How many syllables do you hear in each of the four words?" [every: 2; different: 2; interesting: 3; vegetable: 3]

B ■ 1.24

- Preview the task Say, "Listen to people talk about their cities. Cross out the vowel that is not pronounced in the underlined words."
- Play the recording Ss listen and cross out the vowels.
 Check answers with the class.

Answers

- 1. chocelate, interested, history of chocelate
- 2. average temperature, different for travelers
- 3. camera, Practically every
- 4. Emeralds, valuable, jewelry.

 Say, "Read the sentences aloud to a partner." As Ss do the task, go around the class listening for the syllable deletions.
 If necessary, replay the recording and have Ss repeat.

About

C

- Preview the task Read the instructions aloud. Have a S read the example aloud. Say, "Write a brief note to remind yourself of what you want to say."
- Do the task Ss write their ideas. Individual Ss take turns telling the class. The first classmate to guess the correct answer gets a point. Alternatively, put Ss into groups to do the task.

Extra activity GROUPS

Ss each choose a place they have visited. Ss think of something that visitors should not miss. Ss describe the event, place, food, etc., without saying where the place is. Ss in the group guess which place each S is talking about.

Workbook

Assign Workbook pp. 18 and 19. (The answer key begins on p. T-182.)



Grammar The simple present passive ◄)) 1.22

Extra practice p. 142

In conversation

The most common passive verbs are made,

done, and called.

Use the passive when the "doer" of the action is not known or not important.

Active

How do they make *kimbap*? How **is** *kimbap* **made**?

They make it with rice and vegetables.

Do they eat it hot or cold?

They eat it cold. They don't eat it hot.

They carve the sculptures out of ice.

It's eaten cold. It's not eaten hot.

Is it **eaten** hot or cold?

It's made with rice and vegetables.

The sculptures **are carved** out of ice.

If the "doer" of the action is important, you can introduce it with by.

The sculptures **are carved by** teams from all over the world.

Common errors

Be sure to use the verb be in the present simple passive.

The sculptures are carved out of ice. (NOT The sculptures carved out of ice.)

About Nour Country. Then write true answers. Use the simple present passive.

- 1. When do people sing the national anthem? When is the national anthem sung? It's sung . . .
- 2. How do you make your favorite traditional food? Do you serve it cold?
- 3. Do both men and women play your country's national sports?
- 4. When do people celebrate your most important festivals? Does everybody celebrate them?
- 5. When do people wear the national costume? Do people wear it a lot?
- 6. Do people play traditional folk music?
- 7. Do people make traditional handicrafts? Where do they sell them?

B Pair work Compare your answers with a partner. Can you add more ideas?

Speaking naturally Silent syllables

*diff***g**rent *intgresting* veq**e**table ev**e**ry

- A •1) 1.23 Listen and repeat the words. Notice that the unstressed vowels are not pronounced.
- **B** 1) 1.24 Listen to people talk about their cities. Cross out the vowel that is not pronounced in the underlined words. Then read the sentences to a partner.
- 1. Broc, Switzerland: We're known for our chocolate, which is sold all over the world. If you're really interested, you can visit a factory to learn about the history of chocolate and how it's made.
- 2. Coober Pedy, Australia: The average temperature here in summer is almost 40°C, so it's much cooler to live underground. It's definitely something different for travelers!
- 3. Akihabara, Japan: If you want a camera, then you have to shop here. Practically every brand of electronic and computer goods is displayed here!
- 4. Boyacá, Colombia: Emeralds are mined all over the world, but our region has some of the best and most valuable stones. They're mostly exported and made into jewelry.
- About Choose a city, region, or country, and tell the class what it's known for. Guess the places your classmates talk about.

Manners



Building vocabulary and grammar

A ■ 1.25 Listen. Are these statements true in your country? Check (✓) True or False.



6 mm	A
	5



		True	False
1	. Eating food on a subway or bus is bad manners.		
2	. It's rude to cut in line .		
3	. You should try to keep your voice down in public.		
4	. You can offend someone by not bowing or shaking hands when you meet.		
5	. People might stare at you for walking around barefoot .		
6	. Having an argument in public is considered bad manners.		
7	. It's impolite to walk into someone's home without taking off your shoes.		
8	 Showing affection in public – holding hands or kissing – is inappropriate. 		
9	You should try not to stand too close to people. It's considered rude.		
10	. It's acceptable not to tip cab drivers.		
11	. You should be careful not to point at people .		
12	. It's customary to bargain with street vendors to get something cheaper, but it's not acceptable to do this in a store.		

Word B What behaviors are considered acceptable in your country? Complete the chart with ideas from above. Add your own ideas. Then compare with a partner.

It's acceptable to	It's not acceptable to
take your shoes off in the house.	stand too close to people.

Figure C Circle the correct choices. Are the sentences true in your country? Discuss with a partner.



- 1. **Cut / Cutting** in line is bad manners.
- 2. You might offend someone by **standing** / **stand** too close.
- 3. You can offend your host by not taking / to take off your shoes.
- 4. It's polite **bow** / **to bow** when you meet someone.
- 5. It's customary not **to tip** / **tip** cab drivers.

Lesson B Manners

Building vocabulary and grammar

• **Set the scene** Say, "Imagine you're at a dinner party. The food was delicious, but you're still hungry. Should you ask for a second helping? Do you feel comfortable asking for more food at a dinner party?" Ask a few Ss for their opinions. Say, "If your answer is no, then you think it's bad manners to ask for more food. Manners are rules for how to act socially."

▲ ■)) 1.25

- Preview the task Read the instructions aloud. Have Ss read the twelve statements and make a list of any new vocabulary. Ask Ss to call out their words, and write them on the board. Have Ss give definitions or explanations of words they know. Help with any remaining vocabulary as needed. Read the instructions aloud.
- **Play the recording** Ss listen and check (*I true* or *false*.
- Check answers with the class: Have individual Ss each read a statement aloud. Ask the Ss who think the statement is true to raise their hands. Then do the same for the Ss who think the statement is false. Write the totals on the board. If Ss are all from the same country, ask Ss who disagreed with the majority to give their reasons for doing so.

Answers

Answers will vary according to country.

Extra activity GROUPS

If possible, have Ss from the same country work together. Group members discuss any of the twelve statements from Exercise 1A that they had a difficult time deciding on. For example, eating chicken on a subway or bus might be considered bad manners, but eating a candy bar might not. Groups report to the class.

Word sort

- Preview the task Say, "What behaviors are considered acceptable in your country? Which are not? Complete the chart with ideas from Exercise 1A. Add your own ideas."
- Do the task Have Ss complete the lists and then compare them with a partner.
- Follow-up Ss share their other ideas with the class. Write Ss' other ideas on the board (e.g., It's acceptable to: stand in the street to hail a cab; shout out loud to get a waiter's attention; be a little late for appointments. It's not acceptable to: let an elderly person stand on a bus or train; chew gum in public; talk out loud in movie theaters; snap your fingers to call a waiter; interrupt people when they are speaking; let your phone ring in a restaurant). (Do not erase the board. These ideas will be used in Exercise 1C. They are also used for the Extra Activity.)

Extra activity CLASS

If Ss are mostly from the same country, class members vote on whether they agree or disagree with the lists on the board. Ss who disagree with the class majority give their reasons. If Ss are from different countries, Ss raise their hands if a custom is the same in their country, and the class finds out which countries have the same customs.



Tell Ss to turn to Vocabulary Notebook on p. 30 of their Student's Books. Have Ss do the task in class, or assign it for homework. (See the teaching notes on p. T-30.)

Figure it out

C

- Preview the task Say, "Look at statement 1 in Exercise 1A. What's the subject of the sentence?" [Eating food on a subway or bus] Ask, "What's the form of the verb eat in the subject?" [verb + -ing] Say, "Look at statement 5. What kind of word does walking follow?" [preposition] Say, "Look at statements 2 and 7. What's the subject of the sentences?" [It] Ask, "What form of the verb follows It's + adjective?" [to + verb] Tell Ss to complete the sentences in Exercise 1C with verbs in the correct form.
- **Do the task** Have Ss complete the task and then compare answers in pairs. Check answers with the class: Have individual Ss each read an answer.

Answers

- 1. Cutting in line is bad manners.
- 2. You might offend someone by standing too close.
- 3. You can offend your host by not taking off your shoes.
- 4. It's polite to bow when you meet someone.
- 5. It's customary not to tip cab drivers.
- Focus on the form and the use Say, "The statements in Exercise 1A show you ways to use verb + -ing and to + verb. The form verb + -ing can be the subject of a sentence. When you need a verb after a preposition, the form verb + -ing is also used."
- Say, "When a sentence begins with *It's* + adjective, the verb form that follows is to + verb."
- **Try it out** Write on the board:

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Verb + -ing as a subject
preposition + verb + -ing
It's . . . + to + verb
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Say, "Choose from the list of Dos and Don'ts on the board and write three statements similar to those in the questionnaire in Exercise 1A. Use each of these patterns once." Have a few Ss read their statements aloud.

2 Grammar

1.26

- Present the grammar chart Play the recording.
 Ss listen and repeat.
- Understand the grammar Have Ss look at the section
 of the chart on verb + -ing as a subject. Say, "The form
 verb + -ing can act as a noun, so it can be the subject of a
 sentence. To make the subject negative, put not before it."
- Have Ss look at the section of the chart on verb + -ing after prepositions. Say, "If you want to use a verb after a preposition, use the form verb + -ing." Point out that not comes before verb + -ing to form the negative.
- Have Ss look at the section of the chart on to + verb. Say, "When you begin a sentence with It's + adjective + noun — for example, It's bad manners — or with It's + adjective — for example, It's impolite — use the form to + verb. Put not before the noun, adjective, or to + verb for the negative."
- Have Ss look at the right side of the chart. Say, "When part of your sentence is negative, put *not* before the word it negates. Notice that the position of *not* can change the meaning of your sentence." Read aloud the set of sentences in Notice the Difference in Meaning.

A

Preview and do the task Read the instructions aloud.
 Have Ss complete the task and then compare their sentences in pairs. Check answers with the class.

Answers

- If a friend invites you out to dinner, it's inappropriate to take another friend with you.
- 2. It's bad manners not to call the restaurant if you have a reservation and you decide to cancel your plans.
- 3. Arriving a little late when you meet a big group of friends at a restaurant is acceptable. Not showing up at all is impolite.
- 4. If you get to the restaurant before your friend, it's fine to sit down at the table.
- 5. It's not acceptable to complain to your server if you don't like your meal.
- People might be upset with you for <u>not paying</u> your fair share of the bill.
- 7. <u>Talking</u> with your mouth full is considered rude. <u>Taking</u> phone calls during dinner is also bad manners.
- 8. You can offend the server by <u>not leaving</u> a tip. But giving a smaller tip is fine if the service is bad.
- 9. <u>Asking</u> the server for a box to bring your leftover food home is acceptable.
- It's bad manners <u>not to thank</u> the person who paid afterwards. Not saying thank you is really impolite.

About

B

Preview and do the task Say, "Discuss the statements above. Which ones do you agree with? After you discuss the statements, add more etiquette advice." Based on the lesson title and the statements on p. 24, ask Ss what etiquette is [rules about what is considered polite and correct behavior]. Ask two Ss to read the example conversation. Have Ss complete the task.

• Follow-up Find out which statements Ss disagreed with. Have pairs tell the etiquette advice they added. Find out who agrees with it.

About

C

- Preview and do the task Read the instructions and the three situations aloud. Ask a S to read the example aloud. Remind Ss to use verb + -ing or to + verb. Have Ss complete the task making a list of advice for each situation.
- When Ss finish, have pairs join another pair and compare their lists. Tell Ss to highlight any advice the other pair did not have.
- For each situation, ask Ss to read their advice to the class. Did anyone else in the class disagree with that advice?

Extra activity GROUPS

Group members discuss how some attitudes towards good and bad manners have changed. Write on the board:

My grandmother thinks it's bad manners / terrible _____.

I think _____ is ____.

Using the sentences on the board as a guide, members tell the group about some social behavior that they think is more acceptable now than in their grandmother's day. Group members agree or disagree (e.g., S1: My grandmother thinks it's terrible to see young people holding hands in public. I think holding hands is perfectly acceptable. S2: I'm with you. There's nothing wrong with holding hands. Kissing in public is inappropriate, though. S3: I don't know. I think it's fine to give someone a quick kiss on the cheek.). Groups report one of their discussions to the class and get others' opinions.

Extra practice

Tell Ss to turn to Extra Practice 3B on p. 142 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-142.)

Sounds right

Tell Ss to turn to Sounds Right on p. 137 of their Student's Books. Have Ss do the task for Unit 3 in class, or assign it for homework. (See the teaching notes on p. T-137.)

Workbook

Assign Workbook pp. 20 and 21. (The answer key begins on p. T-182.)



Grammar Verb + -ing and to + verb; position of $not \blacktriangleleft$ 1.26

Extra practice p. 142

Verb + -ing as a subject

Eating in public is bad manners. **Not shaking** hands is impolite.

Verb + -ing after prepositions

You can offend people by **eating** in public. People might stare at you for **not shaking** hands.

to + verb after It's . . .

It's bad manners to eat in public. It's impolite not to shake hands.

Position of *not*

Not comes before the word it negates.

Be careful **not** to point at people. You can offend people by **not** bowing.

Notice the difference in meaning:

It's acceptable **not** to tip cab drivers. (It's optional.)

It's **not** acceptable to tip cab drivers. (You shouldn't do it.)

A Complete the sentences about eating at restaurants. Use verb + -ing or to + verb.

		•	-	_	
	1.	If a friend invites you ou another friend with you.	t to dinner, it's inappropriat	e (take)	
	2.		(not /call) the rest ide to cancel your plans.	aurant if you have a	
	3.		a little late when you meet a able (not /		
	4.	If you get to the restaura (sit) dow	nt before your friend, it's fir vn at the table.	e	
	5.	It's not acceptable you don't like your meal	(complain) to yo	ur server if	
	6.	People might be upset w your fair share of the bill	vith you for	(not / pay)	
	7.	(talk) wi	th your mouth full is consided manners.	ered rude	_ (take) phone calls
	8.	You can offend the serve a smaller tip is fine if the	er by (not / le service is bad.	eave) a tip. But	(give)
	9.	(ask) the	e server for a box to bring yo	our leftover food home is a	cceptable.
			(not thank) the pe		•
About you		Pair work Discuss the st Can you add more etique	atements above. Which on ette advice?	es do you agree with?	
			iend with you is rude – espec e another friend if it's a casu		
About you		Pair work What etiquett Make a list and then sha	e advice can you think of for re with another pair.	r the following situations	5?
	vis	siting someone's home	going to a birthday party	going to an interview	

"Well, when you visit someone's home, you might offend the host by not bringing a gift."

To be honest, . . .

Conversation strategy Sounding more direct

A What kinds of things do people miss about home when they move abroad? Make a list.

B • 1) 1.27 Listen. What would David miss if he left Brazil?



Hilda So, when you're living here, do you miss home?

David Um, I don't miss too much, to be honest. Um, I miss my family, of course....

Hilda Right.

David But I definitely don't miss the food! Um, I miss my family. That's about it.

Hilda So, if you went back home, would you miss lots of things about Brazil?

David Oh, yeah. I'd absolutely miss the food here. Yeah. But actually, I think the biggest thing would be . . . it would be weird for me to live in a country where I knew the language already, where all I have to do is work. I just don't see a challenge in that. You know, here every day is a challenge, speaking the language.

Hilda Uh-huh.

David In fact, living back home would be boring, I think. I honestly don't know what I'd do.

> absolutely, definitely, really, actually, certainly, honestly, in fact, to be honest, to tell you the truth

assertive, he uses expressions like these. Find examples in the conversation.

About vou D Make these statements about living in another country more direct. Use the expressions given. Then discuss each statement with a partner. Do you agree?

- 1. I'd miss my friends. (definitely) I'd miss everyone. (in fact)
- 2. I wouldn't miss the weather. (certainly) But I'd miss the food. (really)
- 3. I'd enjoy living in a different culture. (actually)
- 4. Learning the language would be a challenge. (to be honest)
- 5. I wouldn't miss the lifestyle here. (to tell you the truth)
- 6. I think I'd be scared to go abroad on my own. (honestly)
 - A If I lived in another country, I'd definitely miss my friends!
 - B Well, yes, but to be honest, it's good to make new friends too.

Lesson C To be honest, . . .

Lesson C recycles verb + -ing, to + verb, and conditional sentences for imaginary situations.

1 Conversation strategy

• **Set the scene** Write *homesick* on the board. Ask, "What does it mean to be *homesick*?" Elicit the answer [to feel sad because you're away from home]. Say, "The main reason people get homesick is because they miss certain things and people."

A

• **Preview the task** Read the instructions aloud. Have Ss make their list. Have several Ss share their list with the class (e.g., *their family or friends, familiar food, hearing their own language*).

B ■ () 1.27

- **Preview the task** Say, "Now listen. What would David miss if he left Brazil? Write the answers."
- Play the recording Books closed. Ss listen and write the answers. Replay the recording if necessary. Have Ss compare their answers in pairs.
- Play the recording again Books open. Ss listen, read along, and review their answers. Check answers with the class [If David left Brazil, he'd miss the food and learning / speaking the language.].

C

- Present Notice Read the information aloud. Say, "Expressions such as absolutely, definitely, really, certainly, and honestly help people make their ideas sound stronger. Expressions such as to be honest and to tell you the truth allow speakers to state strong personal views while trying not to offend others. Actually and In fact present ideas as factual or as true for the speaker and also signal that the speaker is going to speak openly." (For more information, see Language Notes at the beginning of this unit.)
- Ask a S to read the expressions. Say, "Find examples of these in the conversation." [David: Um, I don't miss too much, to be honest.; But I definitely don't miss the food.; I'd absolutely miss the food here.; But actually, I think the biggest thing would be . . . ; In fact, living back home would be boring, I think. I honestly don't know what I'd do.]
- Practice Tell Ss to practice the conversation in pairs, taking turns playing each role.

About

D

• **Preview and do the task** Say, "Make these statements about living in another country more direct. Use the expressions given." Have Ss complete the task and then compare their answers in pairs. Check answers with the class. Say, "Tell the class if you put the expression in a different place. Sometimes, more than one answer is correct."

Answers

- 1. I'd <u>definitely</u> miss my friends. <u>In fact</u>, I'd miss everyone. / I'd miss everyone, in fact.
- 2. I <u>certainly</u> wouldn't miss the weather. But I'd <u>really</u> miss the food.
- 3. I'd <u>actually</u> enjoy living in a different culture. / I'd enjoy living in a different culture, actually.
- 4. To be honest, learning the language would be a challenge. / Learning the language would be a challenge, to be honest.
- 5. To tell you the truth, I wouldn't miss the lifestyle here. / I wouldn't miss the lifestyle here, to tell you the truth.
- I honestly think I'd be scared to go abroad on my own. / Honestly, I think I'd be scared to go abroad on my own. / I think I'd be scared to go abroad on my own, honestly.
- Say, "Look at the answers. When you use an adverb like definitely or certainly to sound more direct, where is a good place to put it?" [in front of the main verb] Ask, "When you use one of the phrasal expressions, where does it go?" [at the beginning or the end of the statement] Say, "Actually is an exception. It can go before the verb, or at the beginning or the end of a statement."
- Say, "Now discuss each statement with a partner. Do you agree?" Ask two Ss to read the example conversation aloud. Have Ss complete the task. Have several Ss tell the class about any surprising answers from their partner.

Extra activity PAIRS

Pairs write a conversation similar to Hilda and David's, beginning with *If I lived abroad . . .* . Ss can use ideas from the conversation, the statements in Exercise 1B, or their own ideas. Have each pair present their conversation to another pair. A few pairs present their conversation to the class.

2 Strategy plus

- Present Strategy Plus Tell Ss to look at the conversation on p. 26 and find of course [David: Um, I miss my family, of course...].
- Read the information and the examples in Strategy Plus. (For more information, see Language Notes at the beginning of this unit.) Ask, "Which meaning of of course is David using?" [This idea is not surprising.]
- Present Note Read the information aloud. Have two Ss read aloud the example conversation. Point out that Of course as an answer to a question can sound rude. It does not mean the same thing as "yes." It means, "This is not surprising, so how can you think otherwise?"
- Present In Conversation Books closed. Say, "Of course is a popular expression. Do you think it's in the top 40, 50, or 60 expressions? Write your guess." Books open. Have a S read the information.

A

 Preview and do the task Read the instructions aloud. Have Ss complete the task and compare their answers with a partner. Check answers with the class.

Answers

- b. Absolutely. Of course, I'd probably feel homesick at times.
- 2. a. Well, I guess I'd like to know all about its culture. And, of course, its traditions.
- 3. b. Probably. Maybe a photo of my cat. Of course, I couldn't take the cat with me, but . . .

About

В

Preview and do the task Read the instructions aloud.
 Have Ss complete the task.

Extra activity PAIRS

Pairs choose one of the questions from Exercise 2A and write a conversation. Ss should try to include follow-up questions, and words and expressions to make their statements sound more definite. Pairs present their conversation to another pair.

3 Listening and strategies

▲ ■)) 1.28

- Preview and do the task Ask, "What's an exchange student?" [a student who goes to another country to stay with a student in that country] "What's a host family?" [the family an exchange student stays with] Ask, "What's a curfew?" Write it on the board [a time, especially at night, when people must be in their homes]. Read the instructions and the questions aloud. Say, "Just listen the first time. When you listen again, make a few brief notes to help you remember Val's answers."
- Play the recording *Audio script p. T-167* Ss listen only.
 Replay the recording. Ss listen and write.
- Play the recording again Ss listen and review their answers. Have Ss compare their information in pairs by asking each other the questions. Check answers with the class.

Answers

- 1. She's an exchange student.
- 2. She doesn't have much in common with her host sister, and at home she has more independence.
- 3. Her host family is really nice. They have a couple of little boys who are really cute. And she and the mom cook together a lot. She has gone to a couple of concerts with her host sister. She joined a soccer team, and got to know some people who play tennis.
- She keeps in touch almost every day by email, and they have video calls on weekends.

R ■ 1) 1.28

- Preview and do the task Read the instructions aloud.
 Ask a S to read the five sentences aloud.
- **Play the recording** *Audio script p. T-167* Ss listen and check (✓) the sentences. Check answers with the class.

Answers

- 3. ✓ She's definitely learning about the culture. (The host mom is teaching her to make traditional dishes. / There is less independence.)
- ✓ Of course, she doesn't like having to be home at ten. (She has to be home at eight on weeknights and ten on weekends.)

About

C

- Preview and do the task Read the instructions aloud. Ask a S to read the example aloud. Tell groups to use the questions in Exercise 3A for their discussions, but to also add ideas of their own. As groups discuss the questions, go around the class, and help as needed.
- **Follow-up** Groups report back to the class about an experience of one of their group members.

Extra activity GROUPS

Ss reread the questions in Exercise 3A. Groups brainstorm all the reasons they can think of why people live away from home (e.g., to go away to college, to move to a new job, to go on a home stay / study program overseas). Ss discuss all the reasons that parents might miss their children, all the different ways of keeping in touch, and all the different things people might miss about home. Remind Ss to use of course in their discussions for items that are not surprising (e.g., People will miss all their friends at home, of course).

Workbook

Assign Workbook pp. 22 and 23. (The answer key begins on p. T-182.)

2 Strategy plus of course

Of course usually means, "This idea is not surprising. It's what you expect."

You can also use *Of course* in responses to show you agree or understand.

A I really miss my family. B Of course.



Note

Be careful when you use of course. It can sound abrupt or rude as an answer to a question.

A Do you miss your family? B Oh, yes, I really do. (NOT Of course.)

In conversation

Of course is one of the top 50 expressions.

A Read the conversations. Which response is more polite? Circle a or b.

- 1. Do you think living in another country would be exciting?
 - a. Of course it would.
 - b. Absolutely. Of course, I'd probably feel homesick at times.
- 2. Would you learn all about a country before you went?
 - a. Well, I guess I'd like to know all about its culture. And, of course, its traditions.
 - b. But of course. You really should learn something.
- 3. Would you take something with you to remind you of home?
 - a. Of course.
 - b. Probably. Maybe a photo of my cat. Of course, I couldn't take the cat with me, but . . .

Pair work Ask and answer the questions above, giving your own answers. Use of course in your answers, but be careful how you use it.

3 Listening and strategies Away from home

- A 1) 1.28 Listen to Val talk about her experience. Answer the questions.
- 1. Why is she living away from home?
- 2. What has been challenging for her?
- 3. What has been going well?
- 4. How does she keep in touch with family? When?
- **B** 1.28 Listen again. What would Val's friend say about her experience? Check (✓) the sentences.
- 1. Lagrangian To tell you the truth, Val's host sister is pretty unfriendly.
- 2. To be honest, she hasn't gotten to know many people.
- 3. She's definitely learning about the culture.
- 4. Of course, she doesn't like having to be home at ten.
- 5. She's certainly homesick. In fact, she wants to go back home right now.

About Sout C Group work Think about a time you were away from home. Who and what did you miss? How did you keep in touch? Talk about your experience.

"When I was an exchange student, I missed my friends. Of course, I missed my family, too."

Proverbs



Reading

- A Think of a proverb in your language. When is it used, and why?
- **B** Read the article. Do you have similar proverbs in your language? Are proverbs used in the same ways?

Reading tip

Read the first sentence of each paragraph. What do you think each paragraph will be about?

PROVERBS: The wisdom that binds us together



Proverbs exist in every language and culture and are a way of passing down folk wisdom, or "common sense," from generation to generation. Who doesn't remember a time when they were struggling with a problem or dilemma, and someone quoted a proverb that aptly summed up or explained the situation? "All's fair in love and war" describes the injustice that is often encountered in a romantic relationship and may help some of us accept it. "Absence makes the heart grow fonder" is meant to give hope when a loved one is far away. When that same relationship is brought to an end by distance, we hear, "Out of sight, out of mind."

Proverbs have lasted for thousands of years, probably because they're so memorable. Some are short and concise, like "Practice makes perfect" and "Haste makes waste," while others use a poetic language such as metaphors, repetition, and rhymes. The metaphor "Out of the frying pan and into the fire" is easy to visualize when you are faced with a difficult situation that just got even worse. The repetition of the consonant "t" makes it easy to remember "It takes two to tango." The rhyme "When the cat's away, the mice will play" comes to mind as soon as the boss leaves on vacation, and the repetition of the structure in "Once bitten, twice shy" makes this an extremely catchy phrase.

Some scholars who study proverbs look for examples that are unique to a particular culture as a key to understanding cultural differences. Others focus on the proverbs that appear in almost every language as a way of defining a common wisdom that binds all humans together.

Proverbs don't always offer up universal truth, however, and they are frequently contradictory. People say, "Clothes make the man," to reflect the importance of appearance as part of one's personal identity. On the other hand, they also say, "You can't judge a book by its cover," to point out that appearances can be deceptive. And with "Handsome is as handsome does" they stress the value of good behavior over good looks.

So while proverbs can help us grasp some universally shared wisdom, they also force us to recognize that life is complex and that there are no easy answers. The complexity of the human condition as reflected in proverbs is yet another thing that is shared by people around the world.

C Read the article again. Can you find these things? Compare with a partner.

- 1. a function proverbs serve in different languages and cultures
- 2. two different ways scholars look at proverbs
- 3. two proverbs that are memorable because they use rhyme
- 4. three proverbs that are memorable because they repeat consonants, words, or structures
- 5. two pairs of proverbs that are contradictory
- 6. two things we can learn when we study proverbs from different cultures

Lesson D Proverbs

1 Reading

• **Set the scene** Read the lesson title aloud. Give an example of a well-known or typical proverb from either your or the Ss' country and then ask, "What is a proverb?" Get ideas from Ss (e.g., a *traditional saying that contains some kind of advice for everyday life*).

A

Prereading

- Preview and do the task Write on the board: Nothing ventured, nothing gained. Too many cooks spoil the broth. Read the proverbs aloud. Ask, "What do you think these proverbs mean? When are they used and why?" Ss discuss with a partner.
- Ask the class to call out their ideas for each proverb.

 ["Nothing ventured, nothing gained" means that if you don't try something, there's no chance for you to succeed. It's used to encourage people to try something new or to take a risk. "Too many cooks spoil the broth" means that a lot of people trying to take charge of a project at the same time will ruin the project. It's used when too many people are giving different orders or directions at the same time.]
- Say, "Think of a similar proverb in your language. When is it used and why? Tell a partner." Have Ss discuss. Have several Ss tell the class.

В

During reading

- Present Reading Tip Tell Ss to read the first sentence of each paragraph. Ask Ss what each paragraph will be about (e.g., 1. How proverbs pass along "common sense" advice.
 2. Ancient proverbs are still true today. 3. Proverbs might help us understand cultural differences. 4. Proverbs can apply to two sides of the same situation. 5. Proverbs may contain general truths, but they don't always provide an easy answer.).
- Preview the reading Say, "Read the article. How many proverbs can you find? As you read, circle the proverbs."
- **Do the reading** Have Ss read the article and circle the proverbs. When Ss finish, have Ss call out the proverbs and write them on the board. Ask, "Are any of the proverbs familiar to you?" Call on Ss to say which proverbs are familiar and where they heard them.
- Ask, "Do you have similar proverbs in your language?" Have Ss work in pairs and try to think of proverbs with similar meanings. Have Ss make notes of their answers. (Note: In classes made up of Ss from different cultural backgrounds, try to put together Ss from the same background.) When Ss finish, have pairs report the proverbs they thought of.
- Ask, "Are proverbs used in the same ways?" Have a short class discussion.
- Do the reading again Have Ss read the article again and underline any new words. Have Ss call out the words. Ask other Ss to explain the meanings of the words, and provide help as needed.
- Follow-up Read the title of the article aloud. Ask, "What does it tell us about the writer's point of view?" Get ideas from the class.

C

Postreading

Preview and do the task Read the instructions aloud.
 Have Ss do the task. Check answers with the class.

Answers

- 1. Proverbs are a way of passing down folk wisdom from generation to generation.
- 2. Scholars use proverbs to understand cultural differences and to define a common wisdom that binds humans together.
- 3. Two proverbs that rhyme are "Haste makes waste" and "When the cat's away, the mice will play."
- 4. Three proverbs that are memorable because they repeat consonants, words, or structures are "Out of the frying pan and into the fire," "It takes two to tango," and "Once bitten, twice shy."
- 5. Two pairs of proverbs that are contradictory are "Absence makes the heart grow fonder" and "Out of sight, out of mind," and "Clothes make the man" and "You can't judge a book by its cover."
- 6. Two things we can learn when we study proverbs from different cultures are that proverbs can help us grasp some universally shared wisdom, but they also make us recognize that life is complex and that there are no easy answers.

Extra activity GROUPS

Write the following proverbs on the board:

- 1. Rome wasn't built in a day.
- 2. Don't count your chickens before they hatch.
- 3. The apple doesn't fall far from the tree.
- 4. Look before you leap.

Groups decide what the proverbs on the board mean. [Possible answers: 1. You have to be patient when you begin a big task.; 2. Don't assume you're going to be lucky or successful.; 3. A child will grow up to be like his or her parents.; 4. You should know what you are agreeing to before you say you'll do something.] Groups report their interpretations to the class.

Extra activity GROUPS

Groups discuss the proverbs one by one, thinking about whether they think the proverbs are good, sensible advice or not. Have several groups report what they discussed, supporting their views with examples.

2 Listening and speaking

Δ

• Preview and do the task Read the instructions aloud. Ask individual Ss each to read a proverb aloud. Make sure Ss understand any new vocabulary. Have Ss work in pairs to discuss the meanings of the proverbs. When they finish, ask a few pairs to call out their ideas, and write them on the board under the language names.

B ■)) 1.29

- **Preview the task** Say, "Listen to four people talk about their favorite proverbs. Number the proverbs above 1 to 4.
- **Play the recording** *Audio script p. T-167* Ss listen and number the proverbs. Check answers with the class.

Answers

Spanish 4; Russian 1; Portuguese 2; Chinese 3

- Ask, "What do these proverbs mean? Listen and write brief notes that explain each one."
- Play the recording again Ss listen and write. Pause the recording after each speaker to give Ss time to write. Check the answers with the class. ["Every Tuesday has its Sunday" means that there will be good days as well as bad days.; "If you're afraid of the wolves, don't go into the woods" probably means that you should know your own limits.; "Hard bread is better than nothing" means that when times are bad, you have to be grateful for the little you have.; "You can't expect both ends of a sugar cane to be sweet" means that you can't have the advantages of something without the disadvantages.]

The class looks at their ideas on the board from Part A. Ask individual Ss to read the meanings they guessed correctly.

【 ■) 1.30

- **Preview and do the task** Read the instructions aloud. Ask individual Ss to read each new proverb aloud. Make sure Ss understand any new vocabulary. Have Ss make guesses about which proverb in Exercise 2A is similar to each English proverb, and number them 1, 2, 3, or 4 (1 = Russian, 2 = Portuguese, 3 = Chinese, 4 = Spanish).
- **Play the recording** *Audio script p. T-168* Ss listen and review their guesses. Check answers with the class. Have Ss who got all the answers correct raise their hands.

Answers

- a. 3 (Chinese)
- b. 4 (Spanish)
- c. 1 (Russian)
- d. 2 (Portuguese)

About

D

- Preview and do the task Read the instructions aloud. Ask a S to read the example aloud. Have Ss discuss the questions with a partner.
- Follow-up Have several Ss report to the class.

3 Writing

Δ

- Preview the task Read the instructions aloud.
- Present Help Note Call on Ss to read the useful expressions. (For more information, see Language Notes at the beginning of this unit.)
- Do the Task Have Ss find and underline the expressions in the article. Check the expressions with the class: Have a S read aloud the underlined expressions.

Answers

One of my favorite Arabic proverbs is "You cannot carry two watermelons in one hand." It's often said when a person is taking on too much work or too many challenges. It means that you need to focus on one important task at a time and do it well. A similar proverb in English is "Don't bite off more than you can chew." I like the proverb about watermelons because it's an excellent metaphor. Whenever I have to decide about a new project, I can see myself trying to carry two watermelons, and I stop and think about how much work I can handle.

B

- Preview and do the task Say, "Write a short article about your favorite proverb. Say why you like it and what it means." Have Ss write about their favorite proverb.
- Tell Ss to see if any English proverbs in the reading are similar in meaning to the one they chose, and if so, to use the last two useful expressions. If Ss are doing the writing as homework, they can search for English proverbs with similar meanings on the Internet or at the library.
- When the Ss' articles are complete, tell Ss to read several of their classmates' articles. Say, "Find out if anyone chose the same proverb." Ss read the articles and report to the class.

Extra activity CLASS

Tell Ss to read four or five more articles and choose the one they think is most interesting. Then ask a few Ss to tell the class which proverb they chose and why.

Free talk

Tell Ss to turn to Free Talk 3 at the back of their Student's Books. Have Ss do the task. (See the teaching notes on p. T-130.)

Workbook

Assign Workbook pp. 24 and 25. (The answer key begins on p. T-182.)

Listening and speaking Favorite proverbs

A Can you guess the meaning of the proverbs below? Discuss with a partner.







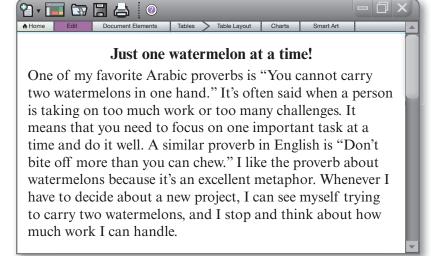


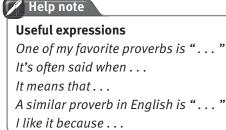
- **B** (1) 1.29 Listen to four people talk about their favorite proverbs. Number the proverbs above 1 to 4. What do they mean? Did you guess the meaning correctly?
- C 1) 1.30 Match each proverb above with a similar English proverb below. Write the numbers. Then listen again as someone comments on each proverb, and check your answers.
- a. You can't have your cake and eat it, too. _____
- b. Every cloud has a silver lining. _____
- c. If you can't stand the heat, get out of the kitchen.
- d. Beggars can't be choosers.
- About D Pair work Which of the proverbs above is your favorite? Why? When would you use it?

"Beggars can't be choosers' is used a lot in our house. My mom is always saying it. It's great because . . . "

3 Writing Explain a proverb

A Read the article below. Find the useful expressions from the Help note, and underline them.





B Write a short article about your favorite proverb. Say why you like it and what it means. Then read your classmates' articles. Did anyone choose the same proverb?

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Travel etiquette

Learning tip *Finding examples*

When you learn a new expression, find examples on the Internet. Type the expressions into an Internet search engine with quotation marks ("") around it.



1 Complete the sentences using the words and expressions in the box.

	owing	having an argument	•		walking around barefoot
e	ating	to keep your voice down	to cut in line	to shake hands	
1.	In Japan,	is customar	y when two peop	le introduce themse	elves.
2.	In the Ur	ited States, it's polite	firmly v	vhen you are introdi	uced to a colleague.
3.	In South	Korea,food	on the subway is	considered rude.	
4.	In many	places of worship in Asia, it's	polite	your hat and	shoes.
5.	In Chile,	people often say hello by	eac	h other on the chee	k.
6.	In Austra	llia,is accept	table at beach re	sorts, but not in pub	olic buildings.
7.	In Taiwar	n, in public is	considered imp	olite. It's better	·
8.	In Great	Britain, it's considered rude _		You should always v	wait your turn.

2 Word builder Find the meaning of the words and expressions. Write a tip for each one.

blow your nose burp offer your seat to someone swear



On your own

Find a travel guide for a country you'd like to visit. Find six things you should or shouldn't do if you go there.



write an article about a favorite proverb.



Vocabulary Notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

• Present Learning Tip Read the information aloud. Say, "When you find an expression on different websites, you'll also find different situations when you can use the expression." These tasks recycle vocabulary for making statements about etiquette in different cultures and for using verb + -ing or to + verb.



- Preview the task Read the lesson title aloud. Ask, "What
 do you think 'travel etiquette' means?" [things you should
 and shouldn't do when you visit a different country or
 culture]
- Read the instructions aloud. Ask Ss to read the sentences and the expressions in the box.
- Do the task Have Ss complete the task. Check answers with the class: Have individual Ss each read a completed sentence.

Answers

- 1. bowing
- 2. to shake hands
- 3. eating
- 4. to take off
- 5. kissing
- 6. walking around barefoot
- 7. having an argument; to keep your voice down
- 8. to cut in line



- Preview the Word Builder task Read the instructions aloud. Tell Ss to use a dictionary if they need help with the meaning of a word or expression.
- Do the task Have Ss complete the task and then compare their answers in pairs. Check answers with the class: For each word or expression, have several Ss read their etiquette tip to the class.

Answers

Answers will vary.

On your own

- Present On Your Own Read the instructions and the example from the picture aloud.
- **Follow-up** At the start of the next class, Ss form small groups and present their information. Each group presents etiquette rules for one country to the class, without naming the country. Classmates guess the country.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

Checkpoint Units 1-3

Before you begin the Checkpoint, write on the board: *Grammar, Vocabulary, Conversation Strategies*. Tell Ss to think about Units 1–3 and write down which area they are most sure about. Say each area, and ask Ss to raise their hands for the one they wrote.



Is it polite?

This task recycles verb + -ing and to + verb and their uses, including as complements. It also recycles the conversation strategy of showing understanding by summarizing what people say.

A

- Preview and do the task Read the instructions and the example aloud. Write on the board: verb + -ing, to + verb. Say, "Use these verb forms. For some sentences, there may be more than one correct answer."
- Have Ss complete the questions. Check answers with the class: Call on individual Ss to read the questions aloud.

Answers

- Would you ever consider <u>not tipping</u> a server in a restaurant?
- 2. Do you remember <u>staring</u> at people when you were little?
- 3. Do you feel it's rude <u>not to say</u> / <u>to not say</u> hello to your neighbors?
- 4. Is holding hands OK on a first date?

- 5. Do you bother <u>bargaining</u> / <u>to bargain</u> with street vendors when the items are already very cheap?
- 6. Do you ever offer to help people with their bags on the bus or subway?
- 7. Have you and a friend ever ended up arguing in public?
- 8. Have you ever offended someone without intending to be rude?

B

- Preview the task Read the instructions aloud. Model the task by asking question 1. Have a S read the example response, and then read the example summary. Then ask Ss a few of the other questions, and summarize their responses (e.g., T: Is holding hands OK on a first date? S: If you both feel comfortable, I think it's fine. T: Yeah. So, both people have to think it's OK.).
- **Do the task** Have pairs take turns asking and answering the questions in Exercise 1A and making summaries.
- Follow-up Read each question aloud, and call on a few Ss to tell the class their answers.

2

Think, Bob, think!

This task recycles simple and continuous forms of verbs. It also recycles the vocabulary for colors, patterns, materials, and styles of clothing.

A

- Preview and do the task Read the instructions aloud. Write on the board: simple verbs, continuous verbs. Ask, "When do you use simple verbs? For what kind of actions or situations?" [for completed actions or permanent situations] "When do you use continuous verbs?" [for ongoing actions or temporary situations]
- Say, "Use the simple or continuous form of the verbs in the present, the past, or the present perfect. For some sentences, there may be more than one correct answer." Read the example aloud. Have Ss complete the conversation. Check answers with the class: Call on a pair to read their answers, and ask if other Ss have different answers.

Answers

Officer Have you seen these people before?

Bob Yes, they're my neighbors. They live upstairs.

Officer How long have they lived / been living there?

Bob I guess l've known them for six months. They moved here in August.

Officer When did you last see them?

Bob Um, about a week ago, I think. Last Tuesday.

Officer What $\underline{\text{were}}$ they $\underline{\text{doing}}$ when you $\underline{\text{saw}}$ them?

Bob Well, as I was coming home, they were carrying a big suitcase to the car.

Officer Did you speak to them?

Bob I said, "Hi! Where are you going?" And they replied, "On vacation."

Officer What time did they finally leave?

Bob Oh, um, it was pretty late, around 11 at night, I guess.

Officer Can you remember what they were wearing?

Bob Let me think. . . .

B

Preview and do the task Read the instructions aloud.
 Have Ss look at the picture, write a description, and share
 it with a partner. Check answers with the class: Call on a
 few Ss to read their descriptions.

Possible answers

The man was wearing a black turtleneck sweater, jeans, and a blue jacket. He was a carrying a black suitcase.

The woman was wearing a light blue top, mauve pants, and a maroon jacket. She had a black purse (shoulder-bag).

Extra activity PAIRS / GROUPS

Pairs study each other's clothes for fifteen seconds, sit back-to-back, and then write a detailed description of their partner's clothing without looking. Ss form groups, read their descriptions, and find out who remembered the most details.

Is it polite?

Α	Complete the	auestions with	the correct	forms of tl	he verbs
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R	Pair work Ask and answer the questions. Show that you understand your partner's answers by
8.	Have you ever offended someone without (intend) (be) rude?
7.	Have you and a friend ever ended up (argue) in public?
6.	Do you ever offer (help) people with their bags on the bus or subway?
5.	Do you bother (bargain) with street vendors when the items are already very cheap?
4.	Is (hold hands) OK on a first date?
3.	Do you feel it's rude (not say) hello to your neighbors?
2.	Do you remember (stare) at people when you were little?
1.	Would you ever consider <u>not tipping</u> (not tip) a server in a restaurant?

summarizing what he or she says.

"I'd never consider not tipping – I used to be a server myself." "So you always tip the server."

Think, Bob, think!

A Complete the conversation with the correct forms of the verbs.

Omcer	у	ou <u>seen</u>	_ (see) these people before?
Bob	Yes, they're my n	eighbors. They	(live) upstairs.
Officer	How long	they	(live) there?
Bob	l guess l	(know) th	em for six months.
	They	(move) here i	n August.
Officer	When	you last	(see) them?
Bob	Um, about a wee	k ago, I think. Las	t Tuesday.
Officer	What	they	(do) when you
	(see) them?	
Bob	Well, as I	(come) h	ome, they
	(carry) a big suitca	se to the car.
Officer	у	ou	_ (speak) to them?
Bob	1	(say), "Hi! Where	you
		go)?" And they $_$	(reply),
	"On vacation."		
Officer	What time	they fin	ally (leave)?
Bob	Oh, um, it was pr	etty late, around	11 at night, I guess.
Officer	Can you rememb	er what they	(wear)?
Bob	Let me think		

B Write Bob's answer to the police officer's last question. How much detail can you give? Compare with a partner.

Can you complete this conversation?

A Complete the conversation with the words and expressions in the box. Practice the conversation.

✓ definitely don't you think now of course these this to be honest

	Bella used to live in Japan. You loved living there, right? Oh, <u>definitely</u> . I lived there for nine years, working for a Japanese advertising company.
Chris	Nine years? Wow! Didn't you ever get homesick?
Bella	Occasionally. But,, I didn't really miss
	living at home. I was too busy. I mean,I missed my family.
Chris	Oh, I bet you did, how did you get that job? Did they hire you over here, or ?
Bella	Actually, I was already in Japan on an exchange program, staying with family. And the father starts bringing
	home all documents from his work to translate into English. Anyway, I started helping him, and his company ended up hiring me.

Anna And they transferred her here. It's a cool story, _ **B** Pair work Choose a topic below and have a conversation. Ask and answer questions.

- something difficult you did once
- a time you missed someone
- an interesting experience you had
- an unusual person you once met
- A Can you think of a time you missed someone?
- B Yes. My mom went on a trip when I was five. I wanted to go with her.

As bad as that?

Pair work Compare these things using (not) as ... as. Try to use negative questions to give opinions or to suggest ideas.

- folk music / rock music
- old buildings / new buildings
- baked potatoes / fries
- cheap watches / expensive watches

A Folk music isn't as popular as rock music. You don't hear it as much.

B But don't you think it's just as good? I like folk as much as rock.

5 Guess the dish!

- A Write questions in the simple present passive, using the words below. Then think of a traditional dish, and answer the questions.
- 1. eat / hot or cold
- 3. How / cook
- 5. What / serve / with

- 2. When / eat
- 4. What / make / with 6. What / call
- **B** Pair work Take turns asking and answering the questions. Can you guess your partner's dish before question 6?



3

Can you complete this conversation?

This task recycles asking negative questions and the conversation strategies of sounding more direct, using the present tense to highlight a key moment, and using *this* and *these, now,* and *of course.*

• **Set the scene** Have Ss read the incomplete conversation quickly. Ask, "What's the conversation about?" [a woman who lived in Japan and how she got her job there]

A

 Preview and do the task Read the instructions and the example aloud. Tell Ss to use each expression only once.
 Have Ss complete the conversation. Check answers with the class: Have three Ss read the conversation aloud.

Answers

Anna Bella used to live in Japan. You loved living there, right?

Bella Oh, definitely. I lived there for nine years, working for a Japanese advertising company.

Chris Nine years? Wow! Didn't you ever get homesick?

Bella Occasionally. But, to be honest, I didn't really miss living at home. I was too busy. I mean, of course I missed my family.

Chris Oh, I bet you did. Now, how did you get that job? Did they hire you over here, or . . . ?

Bella Actually, I was already in Japan on an exchange program, staying with this family. And the father starts bringing home all these documents from his work to translate into English. Anyway, I started helping him, and his company ended up hiring me.

Anna And they transferred her here. It's a cool story, don't you think?

• **Practice** Have Ss practice the conversation in groups of three, taking turns playing each role.

В

- **Preview and do the task** Read the instructions and the topics aloud. Have two Ss read aloud the example conversation. Tell Ss to write down ideas for each of the four topics. When they finish, ask a few Ss for their ideas for each (e.g., *T: What's something difficult you did once? S: I once ran in a 20-kilometer race.*).
- Tell Ss to choose one of the topics and write details for a conversation. Tell Ss to highlight a key point by changing it to the present tense.
- Tell Ss to have their conversations. Tell them to ask followup questions.
- Follow-up Pairs present their conversations to the class.



As bad as that?

This task recycles comparisons with *(not)* as . . . as and asking negative questions.

- Preview and do the task Read the list of things aloud. Have Ss write true sentences comparing the things. Give them two minutes to write sentences.
- When Ss finish, say, "Now compare your sentences with a partner. Try to use negative questions to give opinions or to suggest ideas." Have a pair read the example conversation aloud. Have Ss do the task.

• Follow-up Pairs report a thing they disagreed on.

Extra activity PAIRS

Ss each write four more comparisons similar to the ones in Exercise 4. Ss can look through the units for other things to discuss. Ss then discuss their opinions in pairs.



Guess the dish!

This task recycles the simple present passive.

Δ

 Preview and do the task Say, "Write questions in the simple present passive, using the words below." Have Ss write the questions. Check answers with the class.

Answers

- 1. Is it eaten hot or cold? 4. What's it made with?
- 2. When is it eaten? 5. What's it served with?
- 3. How is it cooked? 6. What's it called?

Say, "Think of a traditional dish, and write answers to the questions. Don't let anyone see your paper, and don't give the dish's name."

В

• **Preview and do the task** Read the instructions aloud. Have Ss work in pairs and take turns asking and answering their questions to guess the dishes. Tell them to guess the dish once they are pretty sure. Find out who guessed their partner's dish the soonest.