

14 So that's what it means!

1 SNAPSHOT

Popular Emoticons

- | | | |
|-------------------|----------------------------------|-------------------------------|
| :-) I'm happy. | #-) I'm sleepy. | |
| :-(I'm sad. | :(+(That was scary! | :-9 That was delicious! |
| };[I'm angry. | :-X I can't talk about it. | :-~(I have a terrible cold. |
| ;-) Just kidding! | :-/ Really? That can't be right! | :-& I don't know what to say! |
| :-D That's funny! | :-O I'm surprised! | :- I'm so bored. |

Source: www.computeruser.com

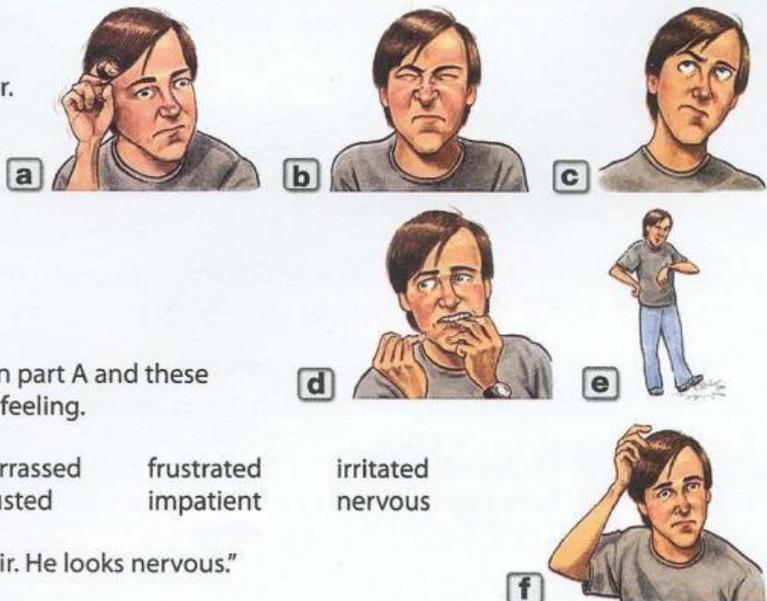
Do people in your country use emoticons? Do you?
 What other emoticons can you use to communicate these ideas?
 What other emoticons do you know?



2 WORD POWER Feelings and gestures

A What is this man doing in each picture? Match each description with a picture. Then compare with a partner.

1. He's biting his nails.
2. He's rolling his eyes.
3. He's scratching his head.
4. He's tapping his foot.
5. He's twirling his hair.
6. He's wrinkling his nose.



B GROUP WORK Use the pictures in part A and these adjectives to describe how the man is feeling.

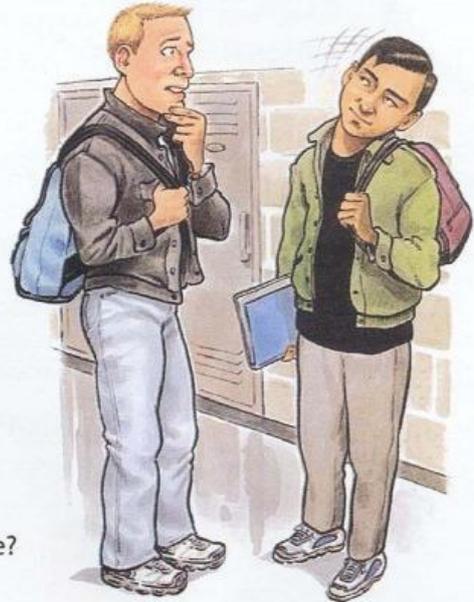
- | | | | | |
|---------|-----------|-------------|------------|-----------|
| annoyed | confused | embarrassed | frustrated | irritated |
| bored | disgusted | exhausted | impatient | nervous |

"In the first picture, he's twirling his hair. He looks nervous."

3 CONVERSATION *Have you met Raj?*

A Listen and practice.

Ron: Have you met Raj, the student from India?
 Emily: No, I haven't.
 Ron: Well, he seems really nice, but there's one thing I noticed. He moves his head from side to side when you talk to him. You know, like this.
 Emily: Maybe it means he doesn't understand you.
 Ron: No, I don't think so.
 Emily: Or it could mean he doesn't agree with you.
 Peter: Actually, people from India sometimes move their heads from side to side when they agree with you.
 Ron: Oh, so that's what it means!



B Now listen to Raj talk to his friend. What does he find unusual about the way people in North America communicate?

4 GRAMMAR FOCUS

Modals and adverbs

Modals

It **might/may** mean he doesn't understand you.

It **could** mean he doesn't agree with you.

That **must** mean he agrees with you.

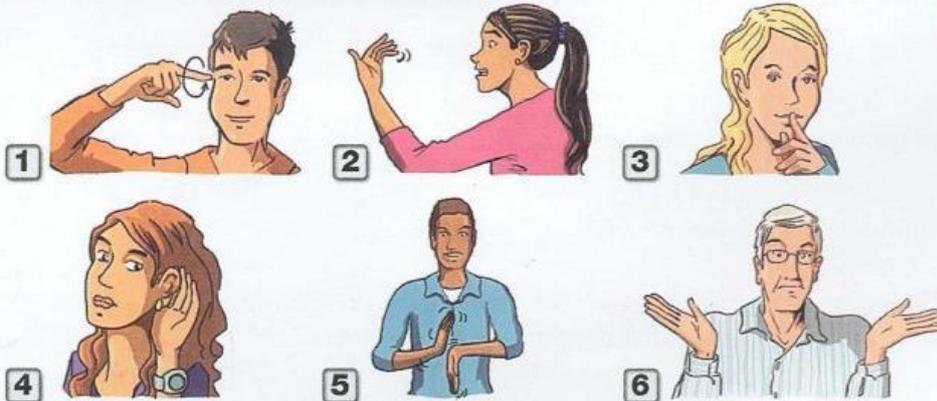
Adverbs

Maybe/Perhaps it means he doesn't understand you.

It **possibly/probably** means he doesn't agree with you.

That **definitely** means he agrees with you.

PAIR WORK What do these gestures mean? Take turns making statements about each gesture using the meanings in the box.



possible meanings

I don't know.
 Be quiet.
 I'm finished.
 That sounds crazy!
 I can't hear you.
 Come here.

A: What do you think the first gesture means?

B: It probably means ..., or it might mean ...

5 SPEAKING *What does it mean?*

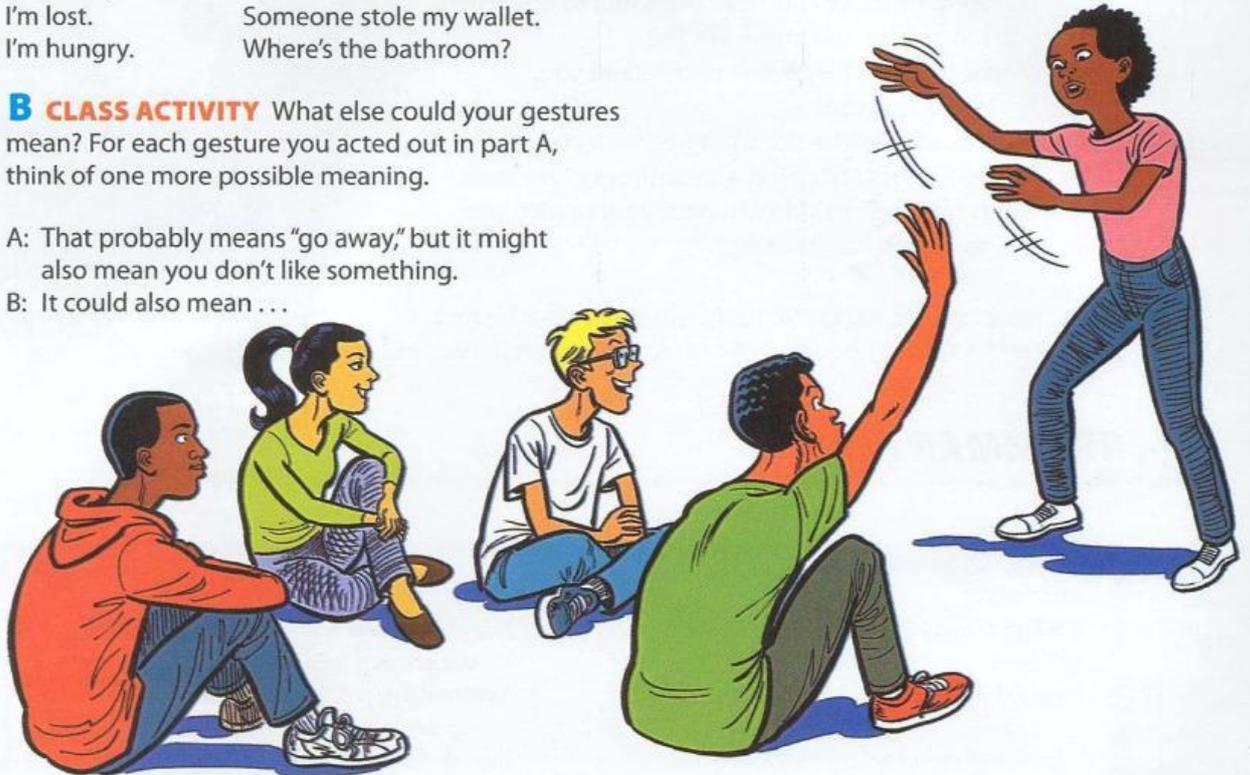
A PAIR WORK Imagine you are in a foreign country and you don't speak the language. Think of gestures to communicate these meanings.

Go away.	I don't understand.
Help!	It's delicious.
Please repeat.	How much does this cost?
I'm lost.	Someone stole my wallet.
I'm hungry.	Where's the bathroom?

B CLASS ACTIVITY What else could your gestures mean? For each gesture you acted out in part A, think of one more possible meaning.

A: That probably means "go away," but it might also mean you don't like something.

B: It could also mean ...



6 PRONUNCIATION *Pitch*

A Listen and practice. Notice how pitch is used to express certainty or doubt.

	Certain	Uncertain
A: Do you think her gesture means "go away"?	B: Definitely.	B: Probably.
A: Do you understand what her gesture means?	B: Absolutely.	B: Maybe.

B PAIR WORK Take turns asking yes/no questions. Respond by using *absolutely*, *definitely*, *maybe*, *probably*, and your own information. Pay attention to pitch.

7 INTERCHANGE 14 *What's going on?*

Interpret people's body language. Go to Interchange 14 on page 128.

10 DISCUSSION Rules and regulations

A PAIR WORK How many rules can you think of for each of these places?

on an airplane in an art museum on a bus or subway
in a library in a movie theater at work

"On an airplane, you have to wear your seat belt when the plane is taking off and landing."

B GROUP WORK Share your ideas. Why do you think these rules exist? Have you ever broken any of them? What happened?

11 LISTENING Sign language

A Listen to three conversations about driving. Check (✓) True or False for each statement.

	True	False
1. The man hasn't had a parking ticket lately. Parking isn't allowed there during working hours. The fine for parking is \$16.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. The woman is driving faster than the speed limit. There are other cars in her lane. The lane is reserved for buses and taxis.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. The other drivers are flashing their lights. He's driving with his lights on. The other drivers are giving him a warning.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

B Listen again. Which of the drivers did something wrong?

12 WRITING A list of rules

A GROUP WORK Discuss the rules that currently exist at your school. How many can you think of? Are they all good rules?

B GROUP WORK Think of four new rules that you feel would be a good idea. Work together to write brief explanations of why each is necessary.

1. You aren't allowed to chew gum in class because it may bother other students.
2. You can be late, but you have to come in quietly so you don't disturb the lesson.
3. You have to pay a small fine if your cell phone rings in class because . . .

C CLASS ACTIVITY Share your lists. Vote on the best new rules.

Pearls of Wisdom



Look at these proverbs and the pictures below. Then match each proverb with a picture.

- a A bird in the hand is worth two in the bush.
- b One person's meat is another one's poison.
- c Don't count your chickens before they hatch.
- d Money doesn't grow on trees.

1 **Why do people use proverbs?** Many people love proverbs for their wisdom. Others enjoy the images in proverbs. But proverbs are most impressive because they express a lot of information in just a few words. A good proverb quickly sums up ideas that are sometimes hard to express. And the person listening immediately understands the message.

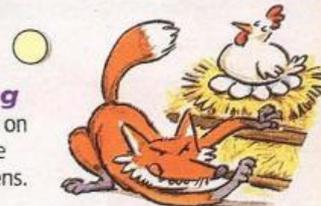
2 **Where do proverbs come from?** Proverbs come from two main places – ordinary people and famous people. These two sources are not always distinct. Common and popular wisdom has often been used by famous people.

And something said or written down by a well-known person has often been borrowed by the common man. For example, "Bad news travels fast" probably comes from the experience of housewives. However, "All's well that ends well" was written by William Shakespeare.

3 **What do proverbs tell us?** Proverbs are used everywhere in the world. If you can understand a culture's proverbs, you can better understand the culture itself. There are many different ways that we use proverbs in daily life. Here are some examples of what proverbs can do:



Give advice
Meaning: Something you have is better than something you might get.



Give a warning
Meaning: Don't plan on a successful outcome until it actually happens.



Teach a lesson
Meaning: It's not easy to get money.



Express a common truth
Meaning: What one person loves, another person may hate.

A Read the article. Then find these sentences in the article. Decide whether each sentence is the main idea or a supporting idea in that paragraph. Check (✓) the correct boxes.

	Main idea	Supporting idea
1. Many people love proverbs for their wisdom. (par. 1)	<input type="checkbox"/>	<input type="checkbox"/>
2. But proverbs are most . . . just a few words. (par. 1)	<input type="checkbox"/>	<input type="checkbox"/>
3. Proverbs come from . . . and famous people. (par. 2)	<input type="checkbox"/>	<input type="checkbox"/>
4. If you can understand . . . the culture itself. (par. 3)	<input type="checkbox"/>	<input type="checkbox"/>
5. There are many . . . proverbs in daily life. (par. 3)	<input type="checkbox"/>	<input type="checkbox"/>

B CLASS ACTIVITY Think of an interesting proverb from your country. What does it mean? Tell it to the class in English.

Units 13–14 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Ask about and express opinions and emotions (Ex. 1, 4, 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe people and things (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand speculations and recognize emotions (Ex. 3, 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speculate about things when I'm not sure (Ex. 3, 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe rules and laws: permission, obligation, and prohibition (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 SURVEY Entertainment opinions

A Complete the first column of the survey with your opinions.

	Me	My classmate
A confusing movie
A boring TV show
A shocking news story
A fascinating book
An interesting celebrity
A singer you are amazed by
A song you are annoyed by

B CLASS ACTIVITY Go around the class and find someone who has the same opinions. Write a classmate's name only once.

"I thought *Inception* was a confusing movie. What about you?"

2 ROLE PLAY Movie recommendations

Student A: Invite Student B to a movie. Suggest two films.
Then answer your partner's questions.
Start like this: *Do you want to see a movie?*

Student B: Student A invites you to a movie. Find out more about the movie. Then accept or refuse the invitation.

Change roles and try the role play again.



3 LISTENING *That's how I feel!*

A Listen to some people talking. Write what each person is talking about.

1. 2. 3. 4.

B Listen again. What does each person mean? Check (✓) the best answer.

- | | |
|--|---|
| 1. <input type="checkbox"/> He is confused.
<input type="checkbox"/> He is nervous. | 3. <input type="checkbox"/> He didn't understand it.
<input type="checkbox"/> He thought it was interesting. |
| 2. <input type="checkbox"/> She enjoyed it.
<input type="checkbox"/> She hated it. | 4. <input type="checkbox"/> She is frustrated.
<input type="checkbox"/> She is bored. |

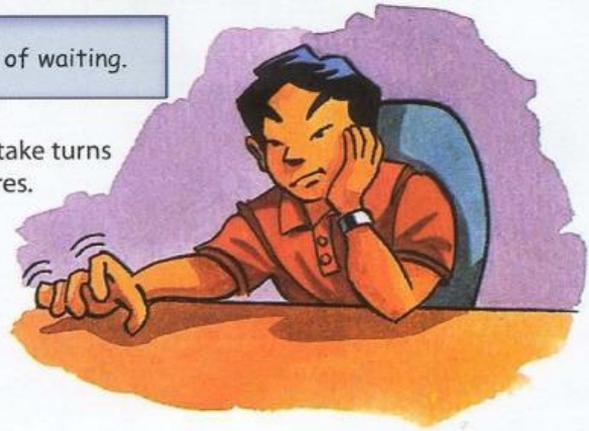
4 GAME *Charades*

A Think of two emotions or ideas you can communicate with gestures. Write them on separate cards.

I'm tired of waiting.

B GROUP WORK Shuffle your cards together. Then take turns picking cards and acting out the meanings with gestures. The student who guesses correctly goes next.

- A: That probably means you're bored.
B: No.
C: It could mean you're impatient.
B: You're getting closer. . .



5 DISCUSSION *What's the law?*

GROUP WORK Read these laws from the United States. What do you think about them? Are they the same or different in your country?

- You're allowed to vote when you turn 18.
- In some states, you can get married when you're 16.
- You have to wear a seat belt in the front seat of a car.
- Young men don't have to serve in the military.
- You aren't allowed to keep certain wild animals as pets.
- In some states, you can't drive faster than 65 miles per hour (about 100 kph).
- You have to have a passport to enter the country.

- A: In the U.S., you're allowed to vote when you turn 18.
B: That's surprising! In my country, we *have* to vote when we're 18.
C: And in my country, we *can't* vote until we're 20.

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?