Becoming Culturally Literate

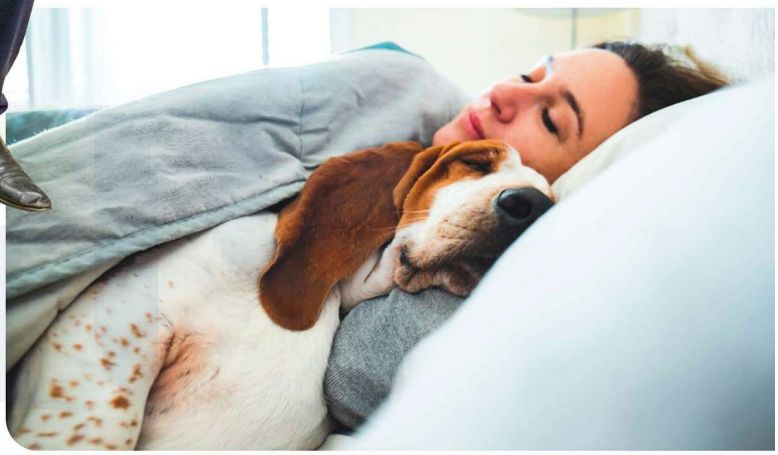
UNIT 1

Warm-Up

Are these people doing anything wrong? If so, what?













UNIT 1 COMMUNICATION GOALS

Lesson 1
Introduce people who may have something in common

Lesson 2
Make small talk

Lesson 3
Develop cultural awareness

Lesson 4
Discuss gender and culture

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Topic Warm-Up

A MEETING AND GREETING | Complete the questionnaire.

How formal are you?

What would you like to be called in these situations?

At school

I'd like to be called by my . . .	Always	Sometimes	Never
title and family name.	○	○	○
first name.	○	○	○
nickname.	○	○	○



At work

I'd like to be called by my . . .	Always	Sometimes	Never
title and family name.	○	○	○
first name.	○	○	○
nickname.	○	○	○



At social events

I'd like to be called by my . . .	Always	Sometimes	Never
title and family name.	○	○	○
first name.	○	○	○
nickname.	○	○	○



When I travel

I'd like to be called by my . . .	Always	Sometimes	Never
title and family name.	○	○	○
first name.	○	○	○
nickname.	○	○	○



B PAIR WORK | Compare responses. If you checked "Sometimes," explain what those situations are. Explain why you prefer one form of address over another.

I'd like to be called by my title and family name at work when I'm introduced on the first day.

Me too. But after that, I'd prefer to be called by my first name. I like an informal work situation.

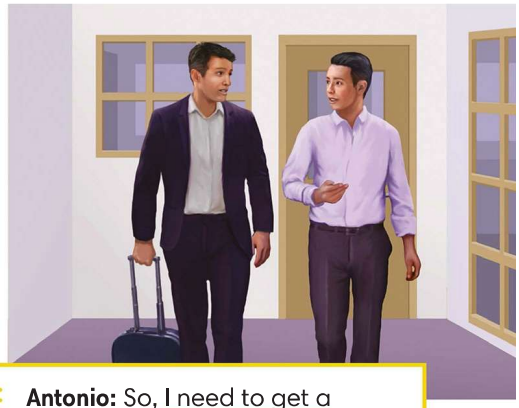
Language Warm-Up

A ZOOM-IN | Read and listen to a conversation in the Miami office of an international company. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Leslie = American English (regional)
Antonio = Spanish
Minsoo = American English (standard)







Leslie: You must be Antonio, from the Mexico City office! How nice to meet you! I'm Leslie Reed, the sales director.

Antonio: Leslie! I was in your video conference last week. So nice to meet you in person.

Leslie: Same here! You're planning to be here in Miami for the whole month, aren't you?

Antonio: Yes, that's right. But I may take a couple of vacation days here before heading back.

Antonio: Minsoo? What are *you* doing here?

Minsoo: Antonio? I can't believe it! I thought you were at Éxito, in Mexico City?

Antonio: I was, until about two weeks ago. But I was offered a position at Galaxy. I'm here for orientation and training.

Minsoo: Leslie, this is unbelievable. Antonio and I used to work together for Éxito in Los Angeles!

Leslie: Small world! . . . Minsoo, would you be nice enough to help Antonio get settled? He'll be in Jack's old office.

Antonio: So, I need to get a handle on company culture here. . . . Is everyone on a first-name basis?

Minsoo: Absolutely. Except when there are clients present, in which case we tend to be a little more formal—you know, suits and ties, etc. With visitors we usually start with titles and last names, unless they suggest otherwise.

Antonio: Good to know.

B UNDERSTAND FROM CONTEXT | Look at the featured words and phrases in Zoom-In. Then answer the questions with a partner.

1 What's the difference between meeting someone in a video conference and meeting someone "in person"?
2 Where is Antonio "heading back" to after his short vacation?
3 Why does Minsoo say "I can't believe it!" when he sees Antonio?
4 Why do you think Leslie says "Small world!" when Minsoo tells her he and Antonio know each other?
5 When Antonio says he "needs to get a handle on" company culture, what kind of information does he want Minsoo to give him?
6 If you're "on a first-name basis" with people in the office, what do you avoid calling them by?
7 If you call people by their title and last name and they "suggest otherwise," what will you probably call them?

SPEAKING PAIR WORK | Discuss ways to get a handle on local customs and expected behavior in an unfamiliar culture. Provide examples of how to do this.



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1 COMMUNICATION GOAL

Introduce people who may have something in common

A GRAMMAR | Modals must, may, and might

Use must + a base form to draw a conclusion or to indicate that you think something is probably true.

A: I got home from the movie after midnight last night.
B: Wow. You **must be** really tired this morning!

A: Where's Ed? He should be here by now.
B: He **must not know** that the schedule changed.

Use may or might + a base form to express an uncertain possibility.

I **may** (or **might**) **be** a little late tomorrow. I have to take my daughter to school.
I **may not** (or **might not**) **recognize** Kate. I haven't seen her in years.

Combine may, might, or must with be able to + a base form to express possibility or to draw a conclusion.

You **might be able to get** an appointment today.
We **must be able to park** here. I don't see a no parking sign.



GRAMMAR EXPANDER p. 126

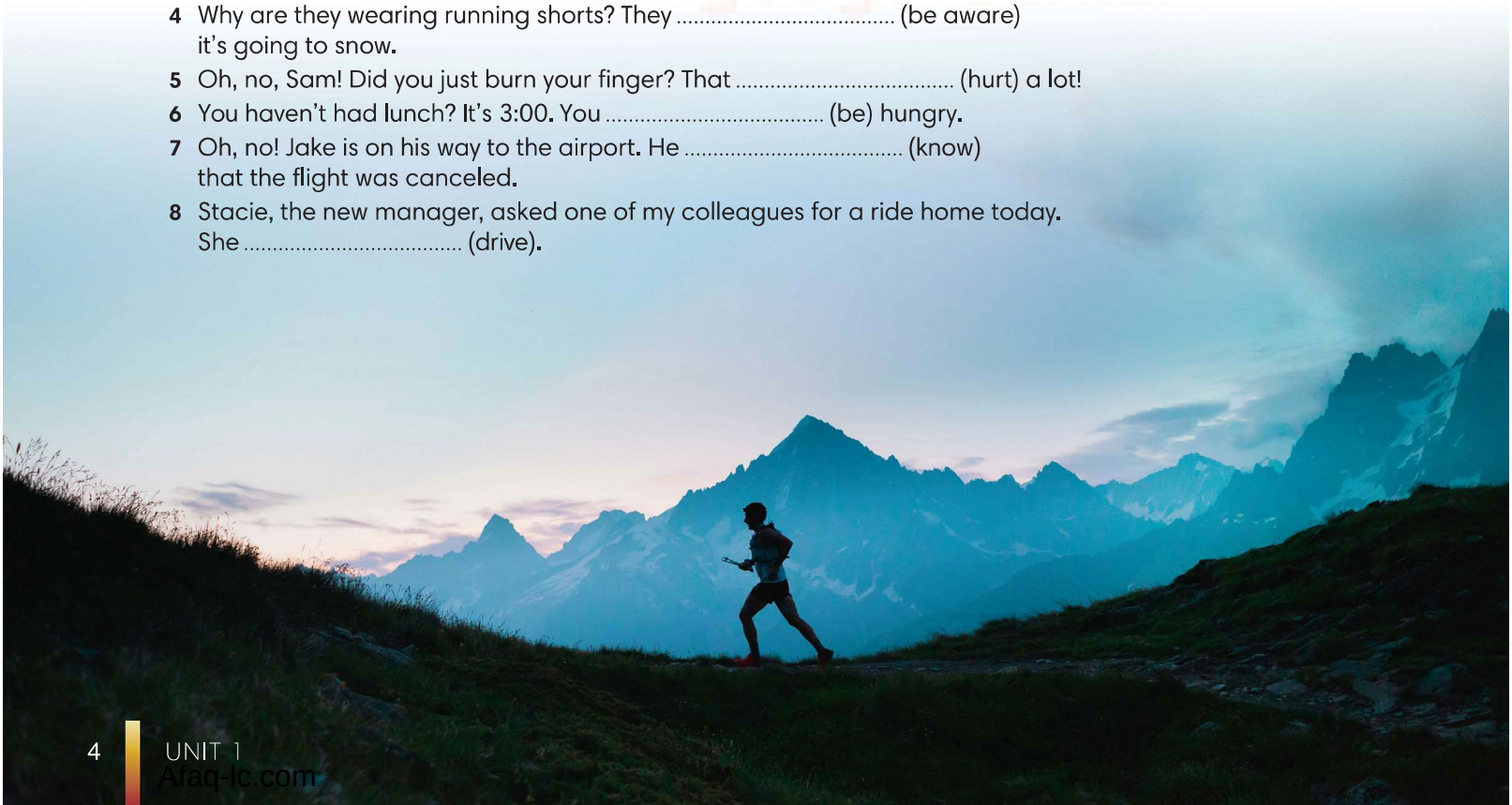
- Expressing possibility with maybe
- Drawing conclusions with probably and most likely
- Modals: common errors
- Can and be able to: present and past
- Be able to: present perfect

Be careful!
Don't follow may, might, or must with can.
Don't say: I might ~~can~~ get an appointment today.
Don't say: We must not ~~can~~ park here.

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Complete the statements by using must or must not to draw conclusions.

1 If you've been running every morning for a month, you ..... (be) a terrific runner.
2 Shelly was going to meet us here at 6:30. It's 6:45, and she isn't here. She ..... (be) lost.
3 Lisa's son is getting married. She ..... (feel) so happy.
4 Why are they wearing running shorts? They ..... (be aware) it's going to snow.
5 Oh, no, Sam! Did you just burn your finger? That ..... (hurt) a lot!
6 You haven't had lunch? It's 3:00. You ..... (be) hungry.
7 Oh, no! Jake is on his way to the airport. He ..... (know) that the flight was canceled.
8 Stacie, the new manager, asked one of my colleagues for a ride home today. She ..... (drive).



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D **GRAMMAR PRACTICE** | **Complete each conversation with might, might not, might be able to, or must not be able to and the base form.**

1 **A:** Anne just sent me a text that she's on her way to the CineArt theater. Didn't that place close last month?
B: Yes, it did. She ..... (know).

2 **A:** Excuse me, do you have this sweater in a size small?
B: We ..... (have) one in the back. Let me check.

3 **A:** I've been calling Isabel for over an hour. I'm sure she's there, but no one's answering.
B: She ..... (hear) the phone. She has problems with her hearing, and they're doing construction on the street outside her house.

4 **A:** I need a haircut today. Is anyone available this afternoon?
B: I'm not sure, but I think Sean ..... (see) you at 2:30. Does that work for you?

E **PAIR WORK** | **Practice the conversations from Exercise D.**

COMMUNICATION ACTIVATOR

Now let's introduce people who may have something in common.



A **CONVERSATION MODEL** | **Read and listen.**

A: Ben, you may already know Kate, but in case you don't, meet Kate Sykes.
B: Hi, Kate. I'm Ben Tanner.
C: Nice to meet you. Did you say "Tanner"?
B: Yes, that's right.
C: You must be Jim's brother! You look just like him.
B: I *am* Jim's brother! What a coincidence. How long have you known Jim?
C: Actually, for years. We used to work together.
B: That's amazing! I can't wait to tell Jim I met you today.

OR If you have no previous connection . . .

C: You must be Jim's brother. You look just like him.
B: Actually, I don't have a brother.
C: Oops. My mistake.

Social language

To express enthusiasm for a happy discovery, say:
That's amazing / incredible / fantastic!

To acknowledge a minor error, say:
Oops. My mistake.

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with two partners.**

C **CONVERSATION GROUP WORK** | **Role-play a conversation in which someone introduces two classmates to each other. Then change roles.**

A: ....., you may already know ....., but in case you don't, ...
B: Hi, ... I'm ..... .
C: Nice to meet you. Did you say " ..... "?
B: Yes, that's right.
C: You must be ....
B: . . .

KEEP TALKING! ●●●

Draw other conclusions.

You must be [from out of town / a new student].
You look familiar. Aren't you ___ ?
You look familiar. You must be ___ .

Watch the video for ideas!

D **CHANGE PARTNERS** | **Introduce two other classmates to each other.**

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2 COMMUNICATION GOAL Make small talk



A GRAMMAR | Tag questions: Use and form

You can use a tag question when you want to confirm information you believe is true or to encourage someone to make small talk with you.

The number 6 bus leaves from here, **doesn't it?** (confirms information)
Beautiful day, **isn't it?** (encourages small talk)

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

affirmative statements	(negative tags)	negative statements	(affirmative tags)
You're Amy,	**aren't you?**	You're not Tom,	**are you?**
He speaks Arabic,	**doesn't he?**	I don't know you,	**do I?**
She's going to work,	**isn't she?**	We're not going to stay,	**are we?**
They'll call back,	**won't they?**	It won't start late,	**will it?**
There are a lot of cars,	**aren't there?**	There aren't any job openings,	**are there?**
There's enough salt,	**isn't there?**	There isn't any traffic,	**is there?**
You were here,	**weren't you?**	She wasn't teaching,	**was she?**
They went home,	**didn't they?**	We didn't eat there,	**did we?**
It's been really cold,	**hasn't it?**	He hasn't been home long,	**has he?**
Ben would like La Paz,	**wouldn't he?**	You wouldn't say that,	**would you?**
They can swim,	**can't they?**	She can't speak Portuguese,	**can she?**
They have to be here by 6:00,	**don't they?**	We don't have to be early,	**do we?**

Be careful!
Use pronouns, not names or other nouns, in tag questions.
Ron is in New York, **isn't he**?
NOT Ron is in New York, ~~isn't Ron~~?
Use aren't I for negative tag questions.
I'm on time, **aren't I?** BUT I'm not late, **am I?**

GRAMMAR EXPANDER p. 128
Tag questions: short answers (expansion)

B PRONUNCIATION | Rising intonation of tag questions | Rising intonation indicates that the speaker is asking someone to confirm information or an opinion. Read and listen. Then listen again and repeat.

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

C PRONUNCIATION | Falling intonation of tag questions | Falling intonation usually indicates that the speaker expects the listener to agree. Read and listen. Then listen again and repeat.

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

D GRAMMAR PRACTICE | Circle the correct tag question.

1 You're taking the train, (don't you / aren't you)?
2 She's not going to make lunch today, (isn't she / is she)?
3 You've used all the milk, (didn't you / haven't you)?
4 Sam will be late for the play, (will he / won't he)?
5 Adam can't eat strawberries, (can't he / can he)?
6 I'm going to pass this test, (aren't I / are I)?
7 There aren't any eggs for breakfast, (are they / are there)?
8 They didn't want coffee, (didn't they / did they)?
9 Martha speaks great English, (doesn't she / doesn't Martha)?
10 She doesn't have to buy milk, (has she / does she)?

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E GRAMMAR PRACTICE | Complete each tag question.

1 They serve dinner until 11:00, ... they?
2 Your brother would never eat dairy, ... he?
3 English is your first language, ... it?
4 People don't drive as well as they used to, ... they?
5 I'm late, ... I?
6 I won't have to be there before Tuesday, ... I?
7 Some people are so rude, ... they?
8 You don't have to speak Japanese at the office, ... you?
9 Beth and Larry aren't going out for dinner tonight, ... they?
10 You can't play tennis today, ... you?

F ACTIVATE GRAMMAR | Complete each statement and tag question. Then take turns responding to your partner. Make small talk. Use falling intonation.

Awful weather today, isn't it?

It really is.

1 ..... weather today, ... ?
2 The ..... game last ..... was great, ... ?
3 ..... 's movies are hilarious, ... ?
4 ..... 's Restaurant has gotten really popular, ... ?
5 There's too much traffic on ..... , ... ?
6 The ..... about ..... on TV last ..... wasn't very interesting, ... ?
7 I think the actor ..... is really ..... , ... ?

COMMUNICATION ACTIVATOR

Now let's make small talk.



A CONVERSATION MODEL | Read and listen.

A: Good morning. I'm John Boyce.
B: Jack Kelly. Nice to meet you.
A: Nice to meet you, too.
B: Beautiful day, isn't it?
A: It really is. By the way, do you mind if I call you Jack?
B: Absolutely not. Please do.
A: And please call me John.

Social language
To ask about proper address, say:
Do you mind if I call you [Ron]?
Is it OK if I call you [Will]?
Can I call you [Kate]?

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Ask each other how you would like to be addressed. Make small talk. Then change partners.

A: Good ..... . I'm ..... .
B: ..... . Nice to meet you.
A: Nice to meet you, too.
B: ..... ?
A: ..... . By the way, ... ?
B: . . .

KEEP TALKING!

Continue making small talk.
Our teacher's great, [isn't he / she]?
Learning English is fun, isn't it?
You were in my class last year, weren't you?
There's no class next week, is there?

Get to know your new acquaintance better.
So are you married?
Where are you from?
Do you have any children?

Watch the video for ideas!

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3 COMMUNICATION GOAL Develop cultural awareness

A VOCABULARY | Manners and etiquette | Read and listen. Then listen again and repeat.

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

cultural literacy knowing about and respecting the culture of others

table manners rules for polite behavior when eating with other people

punctuality the habit of being on time

impolite not polite, rude

offensive extremely rude or impolite

customary usual or traditional in a particular culture

taboo not permitted because of very strict cultural or religious rules

B VOCABULARY PRACTICE | Circle the correct word or phrase.

1 People who are accustomed to interacting with others from many places around the world develop their (cultural literacy / punctuality). As a result, they are able to get along with people with diverse traditions.
2 In some places, eating with one's hands is an example of bad (cultural literacy / table manners).
3 When planning to visit a country with an unfamiliar culture, it's good to learn some of the (taboos / etiquette).
4 (Cultural literacy / Punctuality) is considered very important in some cultures, and arriving late is rude.
5 In more conservative cultures, it's (taboo / impolite) to address someone by his or her given name without being invited to, but it isn't considered truly offensive.
6 In some cultures, it's (offensive / customary) to take pictures of people without permission, so few people do it.
7 Eating pork is (taboo / bad table manners) for people of certain religious traditions.
8 In some cultures, it's (offensive / customary) to name children after a relative who is no longer alive, so many people observe that tradition.

C LISTEN FOR MAIN IDEAS | Read the cultural topics in the chart. Listen to three episodes of a radio show. After each episode, check the topics that are discussed. Then compare answers with a partner. Listen again to confirm your choices.

Topics	1: Farid and Hoshi	2: Kulap and Sonia	3: Alisha and Silvio
table manners			
greetings			
dress and clothing			
male / female behavior			
taboos			
offensive behavior			
punctuality			
language			





D LISTEN TO SUMMARIZE | Take notes as you listen again to the tips given in each episode. Then work with a partner to write a summary of the tips given in each one.

Now let's develop cultural awareness.

A TALKING POINTS | Complete the questionnaire with a partner. When you have finished, compare responses with other classmates. Were there a lot of differences of opinion?

KNOW YOUR OWN

CULTURE

When we meet someone for the first time, we shake hands.

But when we see someone we already know, we kiss.



GREETING CUSTOMS

1 How do people greet each other when meeting for the first time?

2 How about when they already know each other?

3 How are greeting customs different for men and women?

FORMS OF ADDRESS

1 When and how do people address each other in formal situations?

2 What about in informal situations?

TABLE MANNERS

1 What are some do's?

2 What are some don'ts?

3 What (if any) foods are taboo?

4 What (if any) beverages are taboo?

CONVERSATION TOPICS

1 What are good small talk topics?

2 What topics are offensive or taboo?

PUNCTUALITY

1 If you were invited to a social event at 7:00, what time would you arrive?

2 If you had a class, an exam, or a doctor's appointment at 2:00 P.M., what time would you arrive?

CLOTHING (FOR MEN OR WOMEN)

1 What clothes are always appropriate?

2 What clothes are never appropriate?

3 What clothes are sometimes appropriate? Provide details.

B DISCUSSION | Why might it be valuable to know about the culture of a place you are visiting for the first time? What could the consequences be of not knowing anything about cultural traditions?

If you know how to greet people, you'll feel comfortable and confident.

True. When you don't know the local etiquette, you might be embarrassed.

SOFT SKILLS BOOSTER p. 153

WRITING Write two email messages—one formal and one informal—explaining the cultural traditions in your country. Review the questionnaire in Talking Points for topics.

- Formal email: Imagine you are writing to a businessperson who is coming to your country on business.
- Informal email: Imagine you are writing to a friend who is coming to your country as a tourist.

WRITING HANDBOOK p. 144
- Formal email etiquette
- Guidance for this writing exercise

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4 COMMUNICATION GOAL Discuss gender and culture

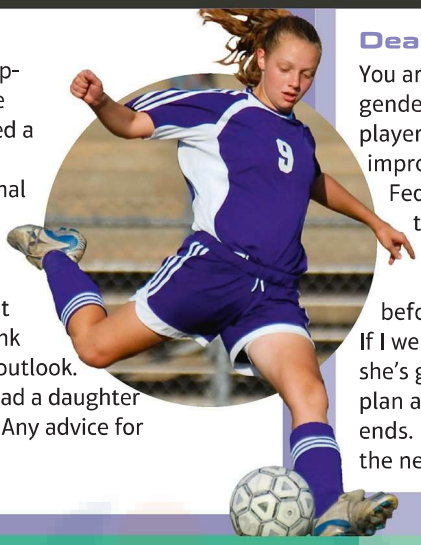
A READING | Read letters asking for advice. What do the two letters have in common?

SOCIAL Q AND A'S

Dear Culture Guru,

I'm writing about my daughter Lily, who's a top-notch soccer player and who wants to become a professional player. She has just been offered a scholarship to study at a U.K. soccer academy that combines academic study with professional soccer training and the promise of helping her launch a professional career. My concern is that the financial outlook for professional female soccer players is very poor. I don't want to stand in the way of her happiness, but I think she should prepare for a career with a better outlook. Having grown up male, I didn't realize until I had a daughter the consequences of sexism in women's lives. Any advice for me—or for her?

Loving Dad in Dallas



Dear Loving Dad in Dallas,

You are indeed right to be concerned. The gender pay gap between male and female players is enormous. Although there are signs of improvement, a 2018 study by the International Federation of Professional Footballers reported that 49% of professional female soccer players do not even earn a salary and that 87% of female players finish their career before they're 25 due to low pay or lack of pay. If I were you, I'd encourage Lily to play soccer since she's got her heart set on it, but to have a backup plan and prepare for the years after her career ends. Hopefully, we'll see a reduction in sexism in the near future, but I wouldn't hold my breath.

Dear Culture Guru,

I'm the CEO of a nationwide, family-owned tire business that's been in operation for almost a hundred years. My dad used to run the company, but he retired last year and I took the reins. My husband is a stay-at-home dad, an amateur cook, and a pretty successful food blogger. I work long hours—as does my husband, who takes care of our house and three children! The problem is my dad. He's embarrassed that my husband doesn't have a high-powered career. Dad makes little comments and jokes about him, especially when we're with other people. Any ideas that could help us?

Happy in Honolulu



Dear Happy in Honolulu,

No matter how much progress we think we've made, many people still have a double standard when it comes to traditional gender roles. Even though most people now accept the idea of women's professional success, many still hold on to the idea that a man should be the breadwinner of the family. I'd suggest you take your dad aside and tell him that you love him but that his comments and jokes are hurtful to you and your husband. He needs to understand that he made his lifestyle choices and you have the right to make yours. Hope that helps!

B UNDERSTAND FROM CONTEXT | Complete the statements, according to the Reading.

1 A "financial outlook" is ..... .
   - a the expected earnings from future work
   - b the earnings one gets from working outside the home

2 "Sexism" is the belief that men and women ..... equal.
   - a are
   - b are not

3 A "gender pay gap" is ..... .
   - a the difference in the pay men and women receive for the same job
   - b the amount of money women make

4 A "backup plan" is ..... .
   - a the last thing you think of before making a decision
   - b an alternative choice in case a preferred one is not successful

5 An example of a "double standard" is ..... .
   - a the practice of paying men double what women earn
   - b when there is one set of rules for men and another set for women

6 An example of "traditional gender roles" is when ..... .
   - a men and women have the same roles at home and at work
   - b men earn the money and women take care of the house and children

7 A "breadwinner" is someone who ..... .
   - a earns most of the money that supports a family
   - b takes care of the children while his or her spouse earns money

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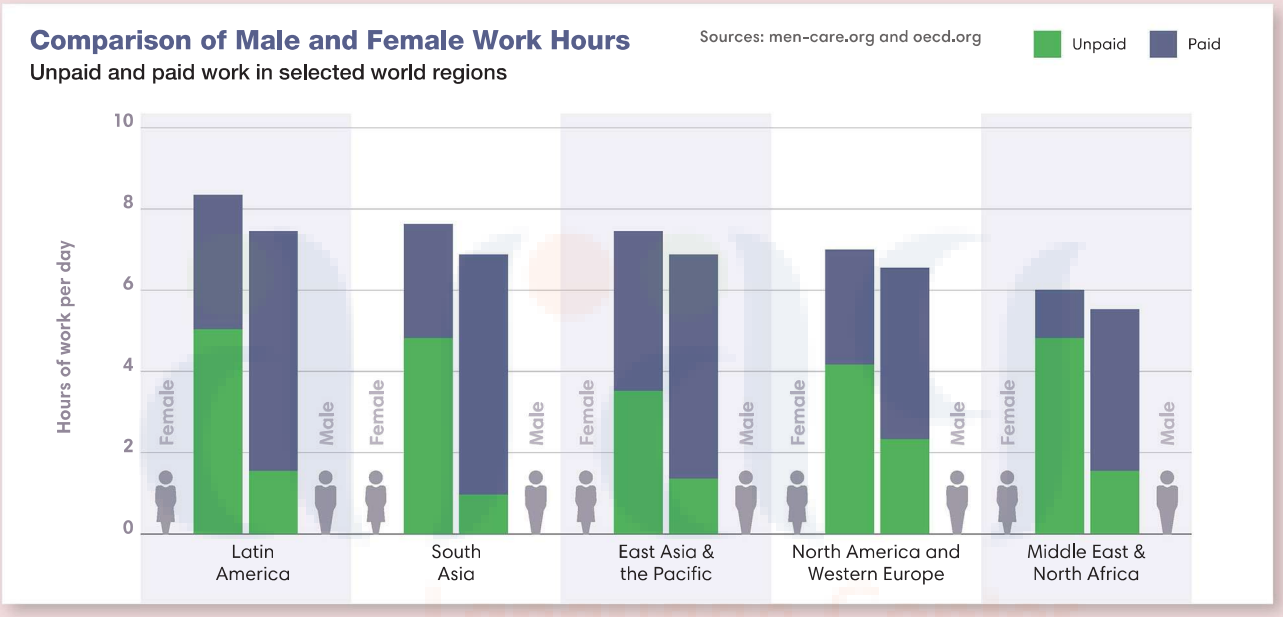
C **ACTIVATE LANGUAGE FROM A TEXT** | **With a partner, discuss the questions, using the words and phrases from Exercise B when possible.**

1 Do you think you might be a sexist? Why or why not?
2 Why is it important to have a backup plan when making a choice of career or occupation?
3 Can you think of an example of a double standard based on gender?
4 Do you have an opinion about who should be the breadwinner in a family? Can there be more than one?

COMMUNICATION ACTIVATOR

Now let's discuss gender and culture.

A **TALKING POINTS** | **Study the graph about paid and unpaid work. Check the statements that are true, according to the graph.**



The graph indicates that . . . in these regions.

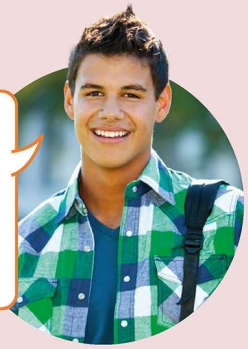
- ☐ men work more hours than women
- ☐ men do more paid work than women
- ☐ men work fewer hours than women
- ☐ men do less unpaid work than women

B **PAIR WORK** | **Discuss and support your answers with information from the graph.**

C **GROUP WORK Answer the questions to discuss gender and culture.**

1 Does your experience or knowledge support or contradict the information in the graph? Provide examples.
2 What, in your opinion, has caused the differences in paid and unpaid work shown in the graph?
3 Do you think the differences in paid and unpaid work might change in the future? How? If not, what cultural factors will prevent change?

OPTIONAL In the Reading, underline new words or phrases you can use in your Group Work.
Example: "Although there are signs of improvement, . . . "



Trends are changing. In the future, I think men and women will be more equal, and they will be able to share the work that traditionally has been done by only one gender.

RECYCLE THIS LANGUAGE

sexism	gender pay gap
double standard	traditional gender roles
financial outlook	breadwinner

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To tell the truth

Complete the ten statements. Five statements should be true and five should be false.

Take turns reading one of your statements to your partner. Your partner guesses whether the statement is true or false and asks a tag question to confirm. (Use falling intonation if you're confident the guess is correct, or rising intonation if you're not sure.)

I think it's true. You were born in Paris, weren't you?

I don't think that's true. You weren't born in Paris, were you?

Tell your partner if his or her guess was correct. Your partner writes a checkmark for each correct guess. (Option: Then have a short discussion, asking for more information about your partner's statement.)

The partner with the most checkmarks wins.

My Statements

I was born in _____

I grew up in _____

I've never been to _____

I'm really afraid of _____

Tonight I'm going to _____

My favorite sport is _____

My favorite food is _____

I never _____

My best friend is _____

On my last vacation, I went to _____

My partner's statement is . . .	A checkmark = a correct guess
True False	○
True False	○
True False	○
True False	○
True False	○
True False	○
True False	○
True False	○
True False	○
True False	○

PROGRESS SELF-CHECK NOW I CAN

- ☐ Introduce people who may have something in common.
- ☐ Make small talk.
- ☐ Develop cultural awareness.
- ☐ Discuss gender and culture.

For more practice . . . Unit Review / *Connect TV* ★ Test-Taking Skills Booster

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