Unit 1 Becoming Culturally Literate

WARM-UP	Students react to photos of people's behaviors, deciding if they are appropriate in their own culture. They discuss levels of formality in how people prefer to be addressed. They read a conversation modeling workplace interactions between acquaintances.	
LESSON 1 **Introduce people who may have something in common**	***Grammar***	Modals *must*, *may*, and *might*
LESSON 2 **Make small talk**	***Grammar***	Tag questions: Use and form
	Pronunciation	Rising intonation of tag questions
LESSON 3 **Develop cultural awareness**	***Vocabulary***	Manners and etiquette
	Listening skills	Listen for main ideas; Listen to summarize
	Writing	Write email messages
LESSON 4 **Discuss gender and culture**	***Reading skills***	Understand from context; Activate language from a text
INTERACTIVE COOL DOWN	*To Tell the Truth*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

Suggested time: 10 minutes | Your time:

- Point to the photo of the woman and the dog. Ask, *What do you see?* Elicit answers. (For example: The woman is in bed with the dog.) Repeat for the other photos.
- Read the directions. Then point to the dog photo again and read the man's statement. Ask, *Do you agree? Is this woman doing anything wrong?* Have volunteers share their reactions. (See Teaching Tip below.)
- Form pairs. Have Ss discuss their reactions to the rest of the photos.

TEACHING TIP When discussing controversial topics as a class, ask for volunteers rather than calling on Ss to give their opinions. Some Ss may be reluctant to criticize other people's behavior or express their opinions. They may be more willing to respond when they see that others agree with them.

OPTION (+3–6 minutes) While Ss work in pairs, draw a three-column chart on the board with the headings *Behavior*, *OK*, and *Not OK*. In the *Behavior* column, write what's happening in each photo. For example: *putting on makeup in public*. Bring the class back together. Have Ss raise hands to vote on whether each behavior is *OK* or *Not OK*. Count the votes and write them in the chart.

LANGUAGE AND CULTURE

- In many countries, dogs are considered part of the family. They get on furniture and sleep in beds with people.
- The act of sitting with legs spread apart, especially in a public seating area, in a way that intrudes on the space of others is called *manspreading*.

Possible answers for Warm-Up

1. *People shouldn't take up a lot of space by spreading their legs while sitting on public transportation. They should leave room for other people to sit.*
2. *Dogs shouldn't sleep in beds with people. Dogs are dirty.*
3. *People shouldn't put on make-up in public places. That should be done at home.*
4. *People shouldn't put their bare feet on public seating. Feet can be dirty, and other people have to sit there.*
5. *People shouldn't eat on public transportation. It can make a mess and smell bad.*

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Becoming Culturally Literate

UNIT 1

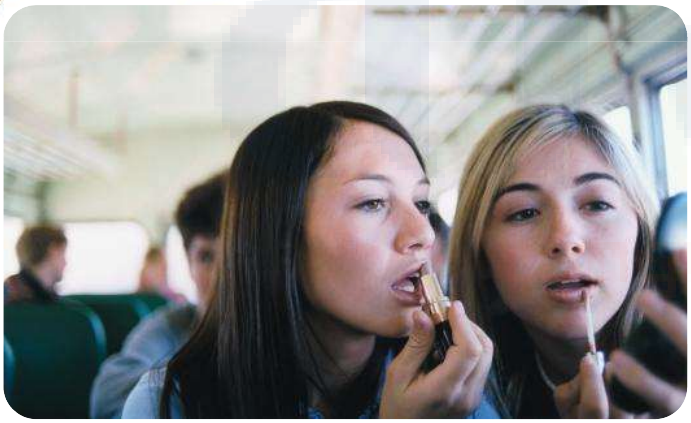
Warm-Up

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.

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Topic Warm-Up

A MEETING AND GREETING

Suggested time: 10 minutes | Your time:

- Direct Ss' attention to the questionnaire. Ask, *What does it mean to be formal with someone?* (very polite, for example, because you don't know the person, or he or she is very important) *What is the opposite of* formal? (informal)
- Point to the part of the questionnaire that says *At work*. Elicit examples of titles. (Mr., Ms., Mrs., Miss, Dr.) Ask, *What's another way to say* family name? (*last name* or *surname*) Elicit examples of nicknames. (For example: *Bill* and *Billy* are nicknames for *William*.) Ask if anyone in the class has a nickname.
- Model your own response to one of the situations. For example, say: *At school, when I'm with students, I'd like to be called [Ms. Lee]. But when I'm with colleagues, I'd like to be called by my first name. Only my family and close friends use my nickname.*
- Give Ss a minute to complete the questionnaire individually.
- Ask for 1–2 volunteers to explain what they would like to be called in different situations.

LANGUAGE AND CULTURE

- In English-speaking countries, the order for names is first name (or *given name*), middle name, and then last name. Some people use their spouse's last name after they marry; their former last name is then called their *maiden name*.
- A nickname is a shorter version of your name. It can also be a silly name or an endearing name used by your friends or family.
- Some women prefer the title *Ms.* because it does not draw attention to whether they are married or single. Use *Ms.* when you don't know which title a woman prefers or if you don't know whether she is married or not.
- When meeting someone for the first time, you should use a title and last name if the person is older or if you are in a professional or formal situation.

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions and the example conversation.
- Form pairs. Give Ss a few minutes to compare their responses to the questionnaire. Monitor so you are available to answer Ss' questions and encourage conversation.
- Bring the class back together. Call on volunteers to share their answers with the class.
- Say, *It's polite and respectful to ask people what they would like to be called. How do you ask that question?* Write on the board *What would you like to be called?* Elicit other ways to ask this question and add them on the board. (For example: *What should I call you? Should I call you ____?*)

EXTENSION (+5 minutes) For further practice, have Ss write their first and last names in large print on a folded sheet of paper and place it in front of them so other Ss can read it. On the board, write *My name is [Nancy Lee]. Please call me [Nancy].* Then walk around the classroom and introduce several Ss. Use the S's first name and family name. Ask the S, *What would you like to be called in class?* Prompt the S to reply, *Please call me* or *I'd like to be called [Nicole / Niki / Ms. Stavos].*

EXTENSION (+3–5 minutes) Begin a class discussion about culture. Ask, *How formal are most people in [our national / local] culture? What do people like to be called in different situations?* Elicit answers. Then say, *When we meet people whose customs are different, we sometimes feel uncomfortable about using the names they prefer.* Ask Ss if this has ever happened to them. Tell Ss about your own experience. For example, say, *I had a job when I was a teenager. The boss told me to call her by her first name but that felt disrespectful.*

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Language Warm-Up

A ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss look at the pictures. Elicit guesses about who the people might be.
- Point to the note about accents. (See Teaching Tip below.) Ask, *Who in this conversation has an American accent?* (Leslie and Minsoo)
- Have Ss read and listen to the conversation. To check comprehension, ask:
  Where are these people? (in Miami, at a company called Galaxy)
  Where is Antonio from? (Mexico City)
  Who is meeting in person for the first time? (Leslie and Antonio)
  How do you know they're meeting for the first time? (Leslie says "You must be Antonio" and introduces herself.)
  Who used to work together in Los Angeles? (Antonio and Minsoo)
  Why is Antonio in Miami? (for orientation and training)
  What is orientation? (a time of preparation for a new employee or new student)
  What does Leslie ask Minsoo to do? (help Antonio get settled)
  How can you help someone new at work get settled? (show them where things are, introduce them to other people)
  What does Antonio ask Minsoo about? (company culture, what to call co-workers and clients)
- Ask, *How does Antonio respond when Leslie introduces herself?* (So nice to meet you in person.) Elicit similar phrases and write them on the board. Tell Ss that *Good to meet you* and *Pleased to meet you* are also common ways to greet someone, but *Nice to meet you* is by far the most frequent of the three in spoken American English.
- If Ss ask about the phrases underlined in blue, explain that you will discuss them in Exercise B.

TEACHING TIP The **Understand a Variety of Accents** box indicates that the people speaking English in the audio have different accents. English is a language for communication between people from a variety of language backgrounds. There are more than two billion English speakers in the world, but only about 20% are native speakers. It's important to remind Ss that they must learn to understand both standard and regional spoken "native" accents as well as "non-native" accents. Tell Ss, *When you have trouble understanding someone's accent, don't pretend to understand. Politely ask the person to repeat himself or herself or to write what he or she is trying to say.*

B UNDERSTAND FROM CONTEXT

Suggested time: 15 minutes | Your time:

- Draw Ss' attention to the heading. Ask, *How do we understand from context? What is the context of a word?* (the words and sentences that come before and after it) Say, *When you don't know a word, look at its context to help you understand its meaning.* (See Teaching Tip below.)
- Do item 1 with the class as an example. In the Zoom-In conversation, read Antonio's first turn, ending with the underlined phrase *in person*. Elicit the answer to the question.
- Have Ss work in pairs to read the rest of the underlined phrases in context and answer the questions. Point out that the expressions are underlined in the text in the order that they appear in the exercise.
- Go over the answers with the class.

TEACHING TIP To teach Ss how to understand new vocabulary from context, have them first scan the text to find the new word(s). Then have them read the text before and after the word(s). Ask questions to confirm Ss' understanding of this context and to help them figure out the meaning of the vocabulary.

LANGUAGE AND CULTURE Another way to say *in person* is *face-to-face.* People also use the expression *in real life* (in contrast to events that happen online).

SPEAKING | PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions and the man's statement.
- On the board, write: *1. Search online. Search terms: [name of city or country] + cultural do's and don'ts.* Elicit other possible search terms Ss could use and write them on the board.
- Have Ss continue the discussion in pairs. Monitor and assist as needed.
- Bring the class together. Elicit more examples of how to learn about local customs and add them to the list on the board. (For example: *ask friends who have been there; ask people who live there*)

CHALLENGE (+15–45 minutes) Have Ss do online research outside of class into the local customs of a place they have never visited. Invite them to work independently or in pairs. Tell them to keep track of their sources. When Ss return to class, ask for volunteers to share what they have learned and give the sources of their information.

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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.



Answers for Exercise B

1. *When you meet someone in a video conference, you're not in the same place. When you meet someone in person, you are.*
2. *He's going back to Mexico City.*
3. *He's surprised that Antonio is at the office in Miami.*
4. *She says "small world" because it's surprising that Antonio and Minsoo already know each other.*
5. *He wants to know about formality and informality in the office, such as how to address people and what clothing is appropriate.*
6. *You avoid calling them by their titles and last names.*
7. *You will probably call them by their first name or whatever else they ask you to call them.*

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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.



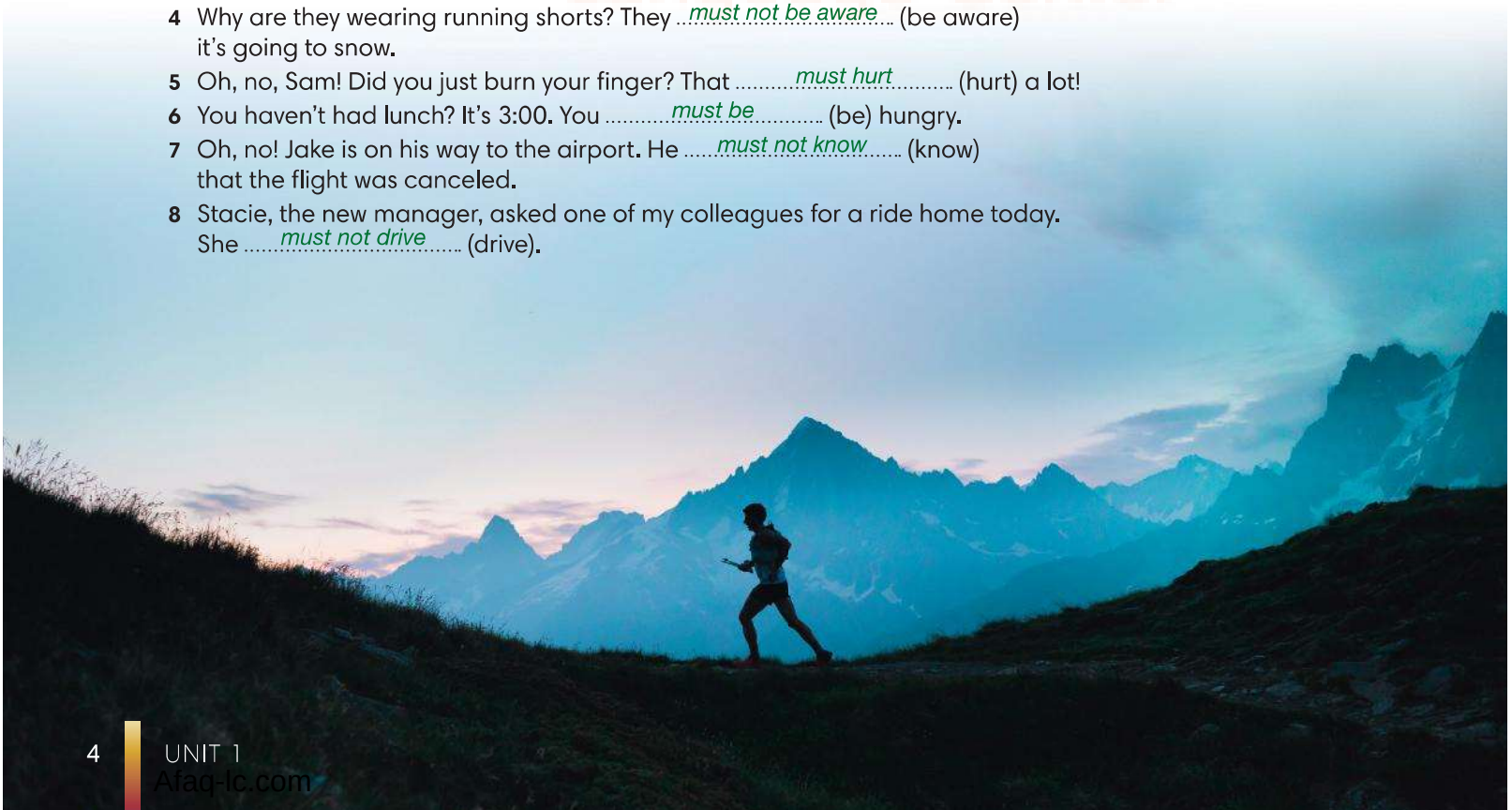
GRAMMAR EXPANDER p. 126
- Expressing possibility with maybe
- Drawing conclusions with probably and most likely
- Modals: common errors
- Can and be able to: present and past
- Be able to: present perfect

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 ..must be.. (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 ..must be.. (be) lost.
3 Lisa's son is getting married. She ..must feel.. (feel) so happy.
4 Why are they wearing running shorts? They ..must not be aware.. (be aware) it's going to snow.
5 Oh, no, Sam! Did you just burn your finger? That ..must hurt.. (hurt) a lot!
6 You haven't had lunch? It's 3:00. You ..must be.. (be) hungry.
7 Oh, no! Jake is on his way to the airport. He ..must not know.. (know) that the flight was canceled.
8 Stacie, the new manager, asked one of my colleagues for a ride home today. She ..must not drive.. (drive).



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LESSON 1 Introduce people who may have something in common

A GRAMMAR

Suggested time: 12 minutes | Your time:

- Point to the lesson title. Ask, *What does it mean to have something in common with another person*? (to have the same interests, attitude, experience, etc., as that person). Refer Ss back to the Zoom-In conversation on page 3. Ask, *What did Antonio and Minsoo have in common?* (They used to work together in Los Angeles.)
- Have Ss read the *must* rule and examples in the chart. To clarify further, draw a two-column chart on the board with these heads: *Situation / Conclusion*. Identify the situation and the conclusion in the first example. (Situation: Speaker A got home very late. Conclusion: He or she must be tired.) Write them in the chart.
- Have Ss identify the situation and conclusion in the second example and add them to the chart. (Situation: Ed is late. Conclusion: He must not know about the schedule change.)
- Draw Ss' attention to the photo of the man at the window. Read the man's statement. Elicit the situation and the conclusion. (Situation: He sees heavy coats. Conclusion: It must be cold outside.) Add them to the chart.
- Add another situation to the chart: *Someone is absent from class.* Ask, *What conclusion would you draw?* List Ss' answers on the board. Say, *Use* must *when you are almost sure that something is true. If you are* not *that sure, you can use* maybe.
- On the board, write *Maybe I will be late.* Cross out *Maybe I will be* and above it, write *I may be / I might be.* Have Ss repeat both sentences after you. Then cross out *late* and write *on time.* Ask, *Where do I add* not? (after *may* and *might)*
- Have Ss read the *may* and *might* rule and examples in the chart.
- Have Ss read the *may / might / must + be able to* rule and examples. Then draw Ss' attention to the **Be careful!** box. On the board, write: *I ____ get an appointment today.* Say, *Maybe I can get an appointment today. How do I complete the sentence?* Elicit the answers (might be able to, may be able to) and write them on the board. Then ask, *What about* might can? Use exaggerated negative gestures (head shaking and / or arm waving) to make sure Ss understand that *might can* is not correct.

TEACHING TIP If Ss ask about using *must, may,* and *might* in questions, tell them that this grammar will be covered in Level 4.

LANGUAGE AND CULTURE

- *Must, may,* and *might* aren't commonly used in *yes / no* questions in American English.
- The contraction of *must not (mustn't)* is used only for prohibiting, not for drawing a conclusion: *You mustn't touch that. It's hot!*

GRAMMAR EXPANDER (optional, pages T126–127)

B PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Play the audio. Have Ss listen and repeat the examples in the chart.
- Monitor to make sure Ss stress *might* and *may* in the examples with *be able to*.

C GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Draw Ss' attention to the background photo. Say, *We don't know anything for sure about this person or this place, but we can draw some conclusions.* Ask questions to elicit statements with *must*. For example, ask, *What time of day is it?* (It must be early morning or near sunset because of the color of the sky.) *Who is this person?* (He or she must be an athlete.) *What else can you conclude?*
- Do item 1 with the class as an example.
- Have Ss work individually to complete the exercise.
- Have Ss compare answers in pairs. Then go over the answers as a class. Read the first part of each sentence and have Ss supply the missing word(s) and complete the sentence.

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D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Point out that Ss can use only the modals listed in the directions to complete this exercise.
- Do item 1 with the class as an example. Ask, *Why does Speaker B use* might not? (He or she is drawing a conclusion about the situation.)
- Have Ss work individually to complete the exercise.
- Go over the answers with the class. For each conversation, ask, *Who's talking?* (1. two friends, 2. a customer and a salesperson, 3. two friends or family members, 4. a customer and a receptionist at a hair salon)

E PAIR WORK

Suggested time: 5 minutes | Your time:

- Form pairs. Have Ss practice the conversations in Exercise D. Have them switch roles and repeat the conversations.

Communication Activator

A CONVERSATION MODEL

Suggested time: 10 minutes | Your time:

These conversation strategies are implicit in the model

- Say *Meet (name)* to introduce someone very informally
- Ask *Did you say . . . ?* to confirm understanding

- Have Ss look at the photo and say what they see.
- Have Ss read and listen. Pause the audio after Speaker B says, *I can't wait to tell Jim I met you today.* Say, *Now listen to a different ending for the conversation.* Play the rest of the audio.
- Have Ss underline the phrases with *may* and *must*. Ask Ss how their meanings are different. (In *You may already know Kate*, Speaker A is uncertain but is suggesting the possibility that Ben knows Kate. In *You must be Jim's brother!* Kate is drawing a conclusion she's pretty sure is true.)
- Draw Ss' attention to the **Social language** box. Have Ss repeat the expressions after you. Use emphatic stress to express enthusiasm: Stress *maz* in *That's amazing!*, *cred* in *That's incredible!*, and *tast* in *That's fantastic!* Tell Ss to use *Oops* only when they make small mistakes in informal situations. A more serious mistake requires *I'm sorry.*
- Have Ss underline these expressions in the conversation. Ask, *Why does Ben say,* That's amazing? (He is surprised that Kate worked with his brother.) *Why does Kate say,* Oops. My mistake? (She was wrong to conclude that Ben and Jim were brothers.)

B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss use rising intonation in *yes / no* questions, falling intonation in information questions, *and* emphatic stress for *maz* in *That's amazing!*
- Monitor as Ss practice the conversations in groups of three. Have Ss switch roles and repeat so each S plays Speakers A, B, and C.

C CONVERSATION GROUP WORK

Suggested time: 8 minutes | Your time:

- Say, *Now you're going to introduce people. What language do you think you'll need to use*? Refer Ss to the Language Warm-Up on page 3, the grammar chart on page 4, and Exercises A and B above.
- Model the exchange with two higher-level Ss.
- Form groups of three. Have Ss personalize the conversation.
- Go over the phrases in the **Keep Talking!** box and show the video to support Ss as they extend their conversations.

TEACHING TIP The purpose of the **Keep Talking!** box and video is to encourage Ss to personalize the conversation by asking more questions and providing more information.

D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

✓ using phrases for introducing and greeting people
✓ using *may / might* to express possibilities
✓ using *must* to state conclusions

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+3–5 minutes) Form pairs. Tell Ss, *Look at the photos on page 2. Take turns making guesses about the people and places using* may, might, *and* must. To model the activity, tell Ss to look at the Social Events photo. Say, *They must be in a restaurant or café. They might be friends, or they might work together, or they might be classmates.* Monitor Ss' conversations to identify areas for review and extra practice.

Remind Ss of additional grammar and speaking practice in their digital resources.

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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 *might not know* (know).

2 **A:** Excuse me, do you have this sweater in a size small?
B: We *might have* (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 *must not be able to hear* (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 *might be able to see* (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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LESSON 2 Make small talk

A GRAMMAR

Suggested time: 12 minutes | Your time:

- Point to the lesson title. Ask, *What does* make small talk *mean?* (to have a friendly conversation about things that are not important)
- Have Ss read the first rule. Then read the first example question, using rising intonation. Read the second example question, using falling intonation.
- Point to the photo. Ask, *Are they friends?* (No, they're meeting for the first time.) Read the woman's question, pausing after *You're Tina,* and then say *aren't you?* with rising intonation. Have the class repeat. Then read the reply. Say, *We answer* yes / no *tag questions using short answers. For example:* Yes, **I** am *or* No, **I**'m not.
- Have Ss read the second rule. Copy on the board the first examples from the affirmative and negative columns. Say, *The verb* be *is used in both statements, so we need* be *in the tag questions.* Circle all four *be* verbs.
- Copy on the board the second examples from the affirmative and negative columns. Say, *The verbs in the statements are not the verb* be, *so we need* do *in the tag questions.* Circle *speaks, doesn't, don't know,* and *do.*
- Read the remaining affirmative statements and have Ss read aloud the tag question, using rising intonation.
- Draw Ss' attention to the negative statements. Read the third statement, *We're not going to stay,* and pause, gesturing for the class to say the tag. Ask Ss to cover the list of tags with a sheet of paper. Read the rest of the negative statements, pausing to let Ss say the tags. (Do not worry about the intonation they use. Either rising or falling could be correct, depending on the context.)
- Have Ss read the **Be careful!** box. To confirm understanding, write on the board:
  I'm going to use tag questions today, ____ I? (aren't / am)
  Jane went shopping yesterday, didn't ____? (Jane / she)
  Elicit the answers. (aren't; she) Read the complete sentences and have Ss repeat.

> **TEACHING TIP** When teaching pronunciation, wave your arm like a music conductor to give visual cues for rising and falling intonation patterns.

LANGUAGE AND CULTURE

- In British English, people sometimes use an affirmative tag question after an affirmative statement to confirm information. For example: *You're here on business, are you?*
- In American English, the modals *may, might,* and *must* are rarely followed by a question tag.

GRAMMAR EXPANDER (optional, page T128)

B PRONUNCIATION

Suggested time: 4 minutes | Your time:

- Read the information about rising intonation. Have Ss read and listen, and then listen again and repeat.
- Form pairs. Have Ss work individually to write two questions to confirm information. Then have pairs ask and answer their questions. Monitor to make sure that Ss are using rising intonation.

C PRONUNCIATION

Suggested time: 4 minutes | Your time:

- Read the information about falling intonation. Have Ss read and listen, and then listen again and repeat. Point out that the questions in Exercises B and C are the same. The intonation is different because the speaker's purpose is different.
- Form pairs. Have Ss work individually to write two questions to make small talk. Then have the pairs ask and answer their questions. Monitor to make sure that Ss are using falling intonation.

> **TEACHING TIP** Do not expect Ss to completely master the distinction between rising and falling intonation in tag questions and apply it as they speak. Ss at this level only need to be aware that differing intonation can carry social purpose.

LANGUAGE AND CULTURE Tag questions with falling intonation are not always used to make small talk, but they are very common in social interactions. The person making a statement with the tag question isn't asking for information. Instead, he or she is building rapport and seeking agreement.

D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do item 1 with the class as an example. Ask, *Why is* aren't you *the answer?* (because of the verb *be* in *You're taking the train)*
- Have Ss complete the exercise individually.
- Go over the answers with the class. Say each statement and have the class provide the correct tag question. Do not worry about Ss' intonation: Either rising or falling could be correct.

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E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss work individually to complete the exercise and then compare answers in pairs.
- Go over the answers as a class. Elicit corrections or provide feedback as needed.

F ACTIVATE GRAMMAR

Suggested time: 10 minutes | Your time:

- Read the directions. Then draw Ss' attention to the example conversation. Say, *This is one way to complete item 1.* Read the question, stressing the falling intonation on *isn't it.* Invite the class to read aloud the response. Add another sentence to extend the small talk. For example: *It's so windy.*
- Form pairs. Have Ss complete item 1 in another way and then the rest of the questions and answers. Ss may find it helpful to write their questions and answers on a sheet of paper before role-playing them.
- Monitor, listening for falling intonation on the tag questions.
- Bring the class together and invite volunteers to perform the conversations.

TEACHING TIP When Ss present a role play to the class, have them do it standing, preferably at the front of the room, so that their classmates can hear them better.

Communication Activator

A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Respond to an introduction
- Encourage small talk by asking tag questions and expressing agreement

- Have Ss look at the picture and ask, *Are these people friends saying hello, or are they meeting for the first time?* (Because they are English speakers, the handshake probably means they're meeting for the first time.)
- Have Ss listen and read the conversation. Point out that Speaker B drops the *I'm* before his name. Tell Ss that people often do this in informal introductions.
- Have Ss underline the tag question in the conversation. Point out that Speak B intentionally drops *It's a* before *Beautiful day.*
- Read the questions in the **Social language** box and have Ss listen and repeat. Model asking each question, replacing the names on the page with the names of Ss and directing your questions to those Ss. Encourage them to answer the questions.

B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Play the audio again. Have Ss listen and repeat each line. Make sure they
  - use falling intonation for *Beautiful day, isn't it?*
  - use rising intonation for *Do you mind if I call you Jack?*
  - stress *ab* in *absolutely not* and *do* in *Please do.*
- Have Ss practice in pairs.

C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- Say, *Now you're going to make small talk. What language do you think you'll need to use*? Refer Ss to the grammar chart on page 6 and Exercises A and B above.
- Model the exchange with a higher-level S. For fun, pretend you're a famous person. For example, say, *Good morning. I'm [Ariana Grande].*
- Form pairs and have Ss personalize the conversation.
- To support Ss as they continue to make small talk, have Ss read the phrases in the **Keep Talking!** box and show them the video. Point out that *So* in *So are you married?* signals that you are about to introduce a new subject.
- Have Ss switch roles and role-play new conversations. Then form new pairs and repeat.

LOOK FOR While Ss are doing Exercise C, monitor their conversations to determine if they are

✓ using tag questions to initiate small talk

✓ responding with agreement

CLOSURE ACTIVITY (+5 minutes) Tell Ss to write three opinions about learning English, the school, or the class on a blank sheet of paper. Then have them add a tag question to each of their statements. Write an example on the board: *Learning English is a lot of work, ____?* Elicit the correct tag (*isn't it*) and add it. Form pairs, and have Ss ask and answer each other's questions. Collect Ss's questions to identify areas for review and extra practice.

Remind Ss of additional grammar, pronunciation, and speaking practice in their digital resources.

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E **GRAMMAR PRACTICE** | **Complete each tag question.**

1 They serve dinner until 11:00, ...don't... they?
2 Your brother would never eat dairy, ...would... he?
3 English is your first language, ...isn't... it?
4 People don't drive as well as they used to, ...do... they?
5 I'm late, ...aren't... I?
6 I won't have to be there before Tuesday, ...will... I?
7 Some people are so rude, ...aren't... they?
8 You don't have to speak Japanese at the office, ...do... you?
9 Beth and Larry aren't going out for dinner tonight, ...are... they?
10 You can't play tennis today, ...can... 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, ...isn't it... ?
2 The ..... game last ..... was great, ...wasn't it... ?
3 ..... 's movies are hilarious, ...aren't they... ?
4 ..... 's Restaurant has gotten really popular, ...hasn't it... ?
5 There's too much traffic on ....., ...isn't there... ?
6 The ..... about ..... on TV last ..... wasn't very interesting, ...was it... ?
7 I think the actor ..... is really ....., ...isn't he / isn't she... ?

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	×	×	





Answers for Exercise D

Episode 1: Women should dress modestly. Don't take pictures of women. Ask for permission before taking pictures of anyone else.
Episode 2: Don't cross your legs in such a way that others can see the bottom of your foot. Don't touch or pat people's or children's heads. Put the palms of your hands together on your chest and bow slightly. Women say "Sawatdee– Kaa" to greet someone; men say "Sawatdee Khrab" to greet someone.
Episode 3: Eat with your right hand. Don't eat beef. Don't wear shoes or leather into a temple. (Sandals are acceptable.) Check if it's OK to enter a religious temple if you do not practice that religion. Ask for permission before taking pictures in a religious place.

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.

LESSON 3 Develop cultural awareness

A VOCABULARY

Suggested time: 3 minutes | Your time:

- Elicit the meaning of *manners and etiquette*. (polite ways of behaving towards other people)
- Play the audio as Ss follow along. Then have them listen again and repeat.

EXTENSION (+5–10) Personalize the vocabulary by using each word or phrase in a question about Ss' own lives. Call on volunteers to answer. For example, ask:
What's one rule of etiquette *for using your cell phone?*
Why do you need cultural literacy*?*
Who taught you table manners*? How old were you?*
Is punctuality *important?*
Is it always impolite *to interrupt someone who's speaking?*
Do people ever say offensive *things to you?*
What's customary *for a guest who's invited to someone's home?*
What topics can be taboo *when talking to someone you don't know well?*

TEACHING TIP Helping Ss relate new vocabulary to their own lives will deepen their understanding of word meanings and help them remember the new words. Use the vocabulary repeatedly to give Ss more exposure to the words and familiarize them with the pronunciation.

B VOCABULARY PRACTICE

Suggested time: 7 minutes | Your time:

- Do item 1 with the class as an example. Elicit the meanings of *be accustomed to* (to be used to something, after lots of experience with it), *interact with* (to talk with, work or play with, etc.), *get along with* (to spend time together without problems), and *diverse* (varied, different).
- Have Ss complete the exercise individually, referring to the definitions in Exercise A.
- In pairs, have Ss compare answers. Then bring the class together to go over any questions.

C LISTEN FOR MAIN IDEAS

Suggested time: 15 minutes | Your time:

- Read the directions. Say, *Look at the chart. How many topics are in the list?* (8) Tell Ss to read the topics. Then draw their attention to the photos. Ask what topic(s) they think each photo relates to. (greetings, table manners) If appropriate, tell Ss that one topic on the list will not be discussed in any of the three episodes. (punctuality)
- To familiarize Ss with the format and purpose of the radio show, first have them listen to the radio announcer introducing the show and the guests. Ask, *How many guests are there in the studio?* (3) *Where are they from?* (United Arab Emirates, Thailand, and Nepal) If there is a map in the room, point out these three countries.
- Have Ss listen to episode 1 and check the boxes in the first column of the chart. Ask them to compare answers with a partner. Then go over the answers with the class.
- Have Ss listen to episodes 2 and 3, each time comparing their answers with a partner before you go over answers as a class.

D LISTEN TO SUMMARIZE

Suggested time: 15 minutes | Your time:

- To help Ss focus on key information as they listen, write the following questions on the board (or to save time, you can write the questions on a sheet of paper and make copies for Ss before class):
  1. *Whose clothing does Farid talk about? What does he say is offensive in Dubai?*
  2. *What does Kulap say about feet? What does she say is taboo in Thailand? What does it mean to do the* wai*?*
  3. *What are some taboos to know about when in Nepal?*
- Have Ss listen for the answers to the questions and work individually to take notes about them. (1. Female visitors should dress modestly. Visitors should not take pictures of Muslim women, and they need to ask a man for permission to take his picture. 2. Visitors should not show the bottoms of their feet or touch people's heads. Thais appreciate it when foreigners do the *wai* [bow with hands together at the chest]. 3. It's taboo to eat with your left hand and to eat beef. When visiting a temple, people should not take leather things inside. You should ask permission before you take a picture of someone.)
- In pairs, have Ss use their notes to write summaries of the tips given in each episode. To check answers, have them switch papers with another pair and compare what they have written.

OPTION To save class time, instead of having pairs compare summaries, collect their work and check that Ss have included the most important tips in their summaries.

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Communication Activator

A TALKING POINTS

Suggested time: 7 minutes | Your time:

- First have Ss quickly scan the questionnaire and ask them if there are any questions.
- Form pairs. Draw Ss' attention to the conversation at the top and read it. Tell Ss they do not need to write complete sentences like these. They can write notes instead. Have them complete the questionnaire with their partner.
- Bring the class together and ask volunteers to share their answers. Encourage Ss to use the vocabulary in Exercise A on page 8 whenever possible. For example: *It's customary for men in [our country] to shake hands when meeting for the first time.* Write key words and phrases on the board so other Ss can refer to them during the Exercise B discussion. Check for differences of opinion by asking, *Does anyone have a different answer for this question?*

LANGUAGE AND CULTURE In English-speaking cultures, it is generally considered polite to acknowledge another person's opinion before disagreeing with it, using phrases like *You have a good point about ____ , but. . . .* English speakers may also introduce their opinions with an apology: *I'm sorry, but I disagree.* They may also soften their disagreement by pretending to be less sure of their opinion than they really are: *I'm not sure I can agree with you.* When someone feels that further discussion would not be useful, they may say *Let's agree to disagree* as a way of moving the conversation on to another subject.

TEACHING TIP Your approach to discussions about culture will vary depending on the makeup of the class. You and all Ss may belong to the same culture, but there may still be differences of opinion about it, and you may need to model respect for such differences. When Ss belong to diverse cultural groups, acknowledge the diversity and give all Ss a chance to speak, but avoid requiring any S to be a spokesperson for his or her culture.

B DISCUSSION

Suggested time: 5 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T153A-B)

- Have students read the directions and the conversation.
- Read the first question in the directions. Elicit ideas from volunteers. Encourage Ss to refer to the notes on the board from Exercise A. Then read the second question and elicit ideas from volunteers.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are

- ✓ effectively discussing cultural traditions and the importance of cultural awareness
- ✓ incorporating vocabulary related to etiquette and manners

WRITING

Suggested time: 8 minutes | Your time:

- Read the first two sentences of the directions. Tell Ss to use their responses to the questionnaire in Exercise A to help them choose topics. They can choose a different topic for each email or use the same one. Then read the directions for the formal and informal emails.
- Have Ss work individually to complete the task. Encourage Ss to include vocabulary in Exercise A on page 8 in their emails.
- If appropriate, have Ss swap emails with a partner and offer each other feedback. To support peer review, write these instructions on the board:
  1. *Ask about anything that is not clear.*
  2. *Say what information you agree with in each email.*
  3. *Say if you disagree with any information and explain why.*
  4. *Thank your partner for reading your emails and for sharing his or hers.*
- Collect Ss' writing and offer feedback. For informal emails, there are almost no rules, but the message must be clear. For formal emails, check for an appropriate salutation and closing as well as correct grammar, sentence structure, and mechanics.

WRITING HANDBOOK (optional, page T144)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *greeting people, using appropriate table manners, making small talk.* Tell Ss to choose one of these situations and write a few sentences about what people do when they are in this situation in their own or in another culture. Collect the papers and read them to identify areas for review and extra practice in later lessons.

Remind Ss of additional vocabulary, listening, and writing practice in their digital resources.

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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

Both letters are about gender and cultural issues.

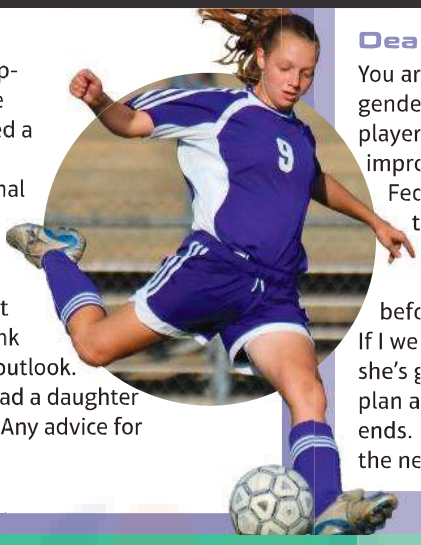
A READING | Read letters asking for advice. What do the two letters have in common?

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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LESSON 4 Discuss gender and culture

A READING

Suggested time: 15–20 minutes | Your time:

- Write the lesson title on the board. Ask, *What do you think you will read about in this lesson?*
- Tell Ss they are going to read letters asking for advice. Say, *First, let's preview the Reading, to get an idea of what to expect.* (See Teaching Tip on this page.)
- Draw Ss' attention to the title *Social Q and A's*. Elicit the meaning of *social.* (relating to people and relationships) Ask, *What does* Q and A *stand for?* (questions and answers)
- Draw Ss' attention to the salutation *Dear Culture Guru.* Explain that a *guru* is a Hindu religious leader or teacher, but in American English, it often refers to anyone who knows a lot about a subject and can advise other people about it.
- Have Ss look at the photos and the signatures *Loving Dad in Dallas* and *Happy in Honolulu.* Ask, *What do the two letters have in common?* (They are asking for advice.)
- Play the audio for the first letter and response as Ss read along silently.
- To check comprehension, ask:
  Why does Loving Dad want advice? (He's worried about his daughter.)
  What does his daughter have the chance to do? (go to the U.K. to study and get professional soccer training at the same time)
  What is his opinion about this? (He wants her to prepare for a career where she has a better chance of making a living.)
  What advice does the Culture Guru give? (Support your daughter's dream, but encourage her to have a backup plan in case she can't make money from playing soccer.) *Do you agree with this advice? Why or why not?*
- Play the audio for the second letter and response as Ss read along silently. Ask them to underline the vocabulary they don't know.
- To check comprehension, ask:
  Who is the letter-writer? (the CEO of a tire business her family owns)
  Why does she want advice? (Her father disrespects her husband because he is doing work that is traditionally women's work.)
  What advice does the Culture Guru give? (She should tell her father how much his comments and jokes hurt her and her husband.) *Do you agree with this advice? Why or why not?*

TEACHING TIP Previewing is a prereading strategy that helps readers anticipate what an article will cover. Ss can preview reading texts by looking at titles, headings, photos, illustrations, graphics, and captions. They can preview longer articles by reading the first paragraph and then the first sentence of each paragraph that follows.

EXTENSION (+5 minutes) In pairs or small groups, have Ss take turns reading the letters aloud. Ask Ss to take short turns, reading just one sentence at a time.

TEACHING TIP Listening to classmates read aloud can be very boring, although it can be useful practice for the S. Set up read-aloud tasks so that Ss take short turns, to involve more Ss and to make the activity more interesting.

B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Do item 1 with the class as an example. First, have Ss underline *financial outlook* in the Reading. (In the middle of Loving Dad's letter.) Then read the sentence. Ask, *What is he concerned about?* (his daughter's ability to make money as a soccer player in the future) *So, which answer is correct?* (a)
- Have Ss work individually to underline each word or phrase in the Reading before choosing their answers. Then have them compare answers with a partner.
- Bring the class together to go over the answers and any questions.
- Invite Ss to ask about any other new words and phrases in the Reading. Have the class look at the context of the word or phrase before having another S explain the meaning or doing so yourself.

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C ACTIVATE LANGUAGE FROM A TEXT

Suggested time: 10 minutes | Your time:

- Have Ss read the directions. Make sure Ss understand that questions 1 and 4 are asking for their personal opinions, while questions 2 and 3 are about people or society in general. To model the activity, have Ss look at question 3. Write on the board:
  Cultural Double Standards Based on Gender
  [Men / Women] are free to ____, but [men / women] are not.
  [Women / Men] should ____, but [women / men] don't have to.
  Model how to use the sentence frames. For example, say: *Women are free to cry, but men are not.* Invite Ss to contribute 1 or 2 more examples of double standards.
- Have Ss work in pairs to discuss the questions.
- Monitor and encourage Ss to use words and phrases in Exercise B on page 10. Assist as needed with ways to introduce an opinion and respectfully disagree.

EXTENSION (+5–10 minutes) Form pairs. Have Ss write more questions for class discussion, using a different sheet of paper for each one. Each question should use a word or phrase in Exercise B on page 10. For example: *Do you have a backup plan for your career?* Collect the questions and put them into a bag or envelope. Choose one or more questions and read them so that Ss can discuss them as a class or in pairs.

TEACHING TIP Quiet or shy Ss need encouragement to participate in class discussions. Pair- and small-group discussions give them a chance to rehearse before speaking to the whole class. When you monitor these discussions, ask quiet Ss questions to draw them out. If you hear a S make a good contribution, acknowledge it. Then, if a class discussion follows, call on that S: *I heard [Maria] make an interesting point. [Maria], would you repeat what you said?*

Communication Activator

A TALKING POINTS

Suggested time: 3 minutes | Your time:

- Give Ss a minute to study the graph. Then say, *This graph shows the numbers of hours that men and women spend doing paid and unpaid work every day in different parts of the world.*
- Have Ss work individually to check the true statements.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Form pairs. Tell Ss to point to information in the graph that supports their answers in Exercise A. For example: *It's not true that men work more hours than women. The bars in the chart show the number of hours that men and women work. In every region, the bar for women is longer than the bar for men.*
- Bring the class back together and go over the answers.

C GROUP WORK

Suggested time: 12 minutes | Your time:

- Read the directions. Then have Ss read the man's statement. Ask, *Is he stating facts shown in the graph or giving his opinion?* (He's giving his opinion.)
- Draw Ss' attention to the **Recycle This Language** box. Encourage Ss to use these terms from the Reading in their discussion.
- If appropriate, have Ss read the **Optional** note and give them a minute to find and underline other words and phrases in the Reading that they can use in their discussion.
- Form groups. Tell Ss to choose one person from their group to report to the class afterwards. Have Ss work together to answer the questions.
- Monitor Ss' conversations, encouraging them to use language from the Reading. Assist as needed.

OPTION (+5 minutes) Choose one of the questions in Exercise C. Ask for a volunteer to report on the discussion their group had. Invite other Ss to explain whether or not they agree and why.

LOOK FOR While Ss are doing Exercises B and C, monitor their conversations to determine if they are
✓ talking about gender differences in work hours
✓ referring to the graph to support their answers
✓ reflecting on cultural factors that may prevent change

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Tell them to choose a word or phrase from the **Recycle This Language** box and write one or more sentences that include it. Tell them their sentences should (1) make it clear that they understand the meaning of the word or phrase and (2) express an opinion. To model the activity, write on the board: *Sexism: I think sexism is a problem in our society because women make less money than men.* Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional reading practice in their digital resources.

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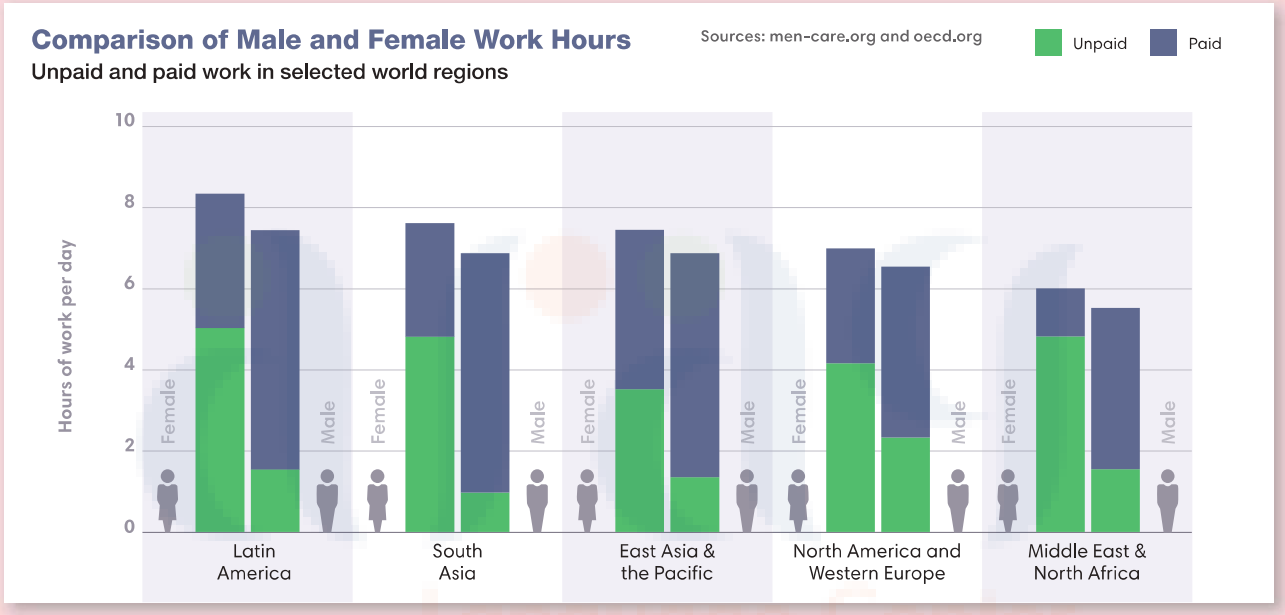
C **ACTIVATE LANGUAGE FROM A TEXT** | **With a partner, discuss the questions, using the words and phrases from Exercise B when possible.**

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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Interactive Cool Down

TO TELL THE TRUTH

Suggested time: 30–45 minutes | Your time:

- Read the name of the game and the first two sentences of the directions about completing ten statements. Say, *First, choose which five statements are going to be lies. Think of believable lies.* Suggest that Ss use pencil so that they can more easily erase and replace information if they need to.
- Monitor as Ss work individually to complete the statements in the chart. Assist as needed.
- Read the rest of the directions and the example questions. Make sure you stress *were* in the first example question.
- Form pairs. Assign one S to be Partner A and the other S to be Partner B. Say, *You must decide whether your partner is telling the truth or telling a lie. What you believe will determine the question you ask.*
- To model the activity, write a lie on the board, but don't tell Ss it's a lie. For example: *I grew up in [South Korea].* Write *True / False* on the board next to your statement. Ask, *Who thinks this is true? You should ask: You grew up in [South Korea], didn't you?* Write the question on the board. Then ask, *Who thinks my statement is a lie? You should ask: You didn't grow up in [South Korea], did you?* Write this question on the board, too.
- Call on a S to ask you one of the questions on the board. Encourage him or her to use the appropriate intonation to show how sure he or she is about how you will answer. Answer with the truth. On the board, circle *False*, and say, *I didn't grow up in [South Korea]. I grew up in [China].* If the S guessed correctly that your statement was false, draw a checkmark after *False*.
- Draw Ss' attention to the *True / False* column in the chart. Say, *Circle* true *or* false *after each of your partner's statements.* Then draw Ss' attention to the third column. Say, *Check here if your guess is correct.*
- Monitor as Ss play the game. Check that they are using tag questions correctly. Assist as needed.

EXTENSION Have each pair of Ss join another pair. One S makes a statement to the other pair about his or her partner. For example: *My partner is really afraid of spiders.* The other pair must decide if they think the statement is true or false, turn to the partner, and ask the appropriate tag question. For example: *You aren't really afraid of spiders, are you?* They get 1 point if they guess the truth. Have Ss continue taking turns.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider thespeaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW Printable PDF offers two pages of workbook-style activities to review the unit content.

CONNECT TV Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

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