



# World Cultures

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Unit 3

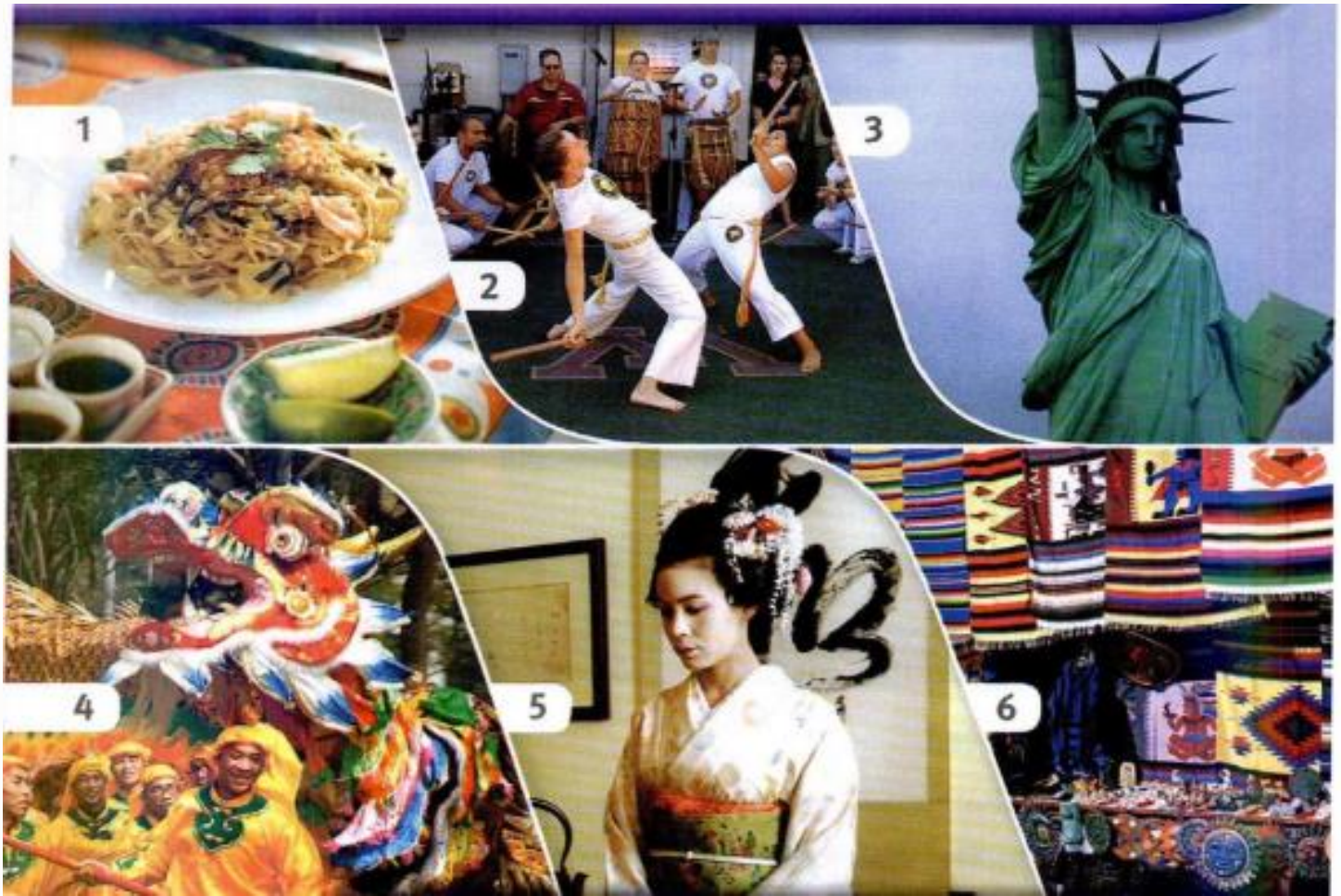
# culture

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- When you think about different cultures, what's the first thing you think of?

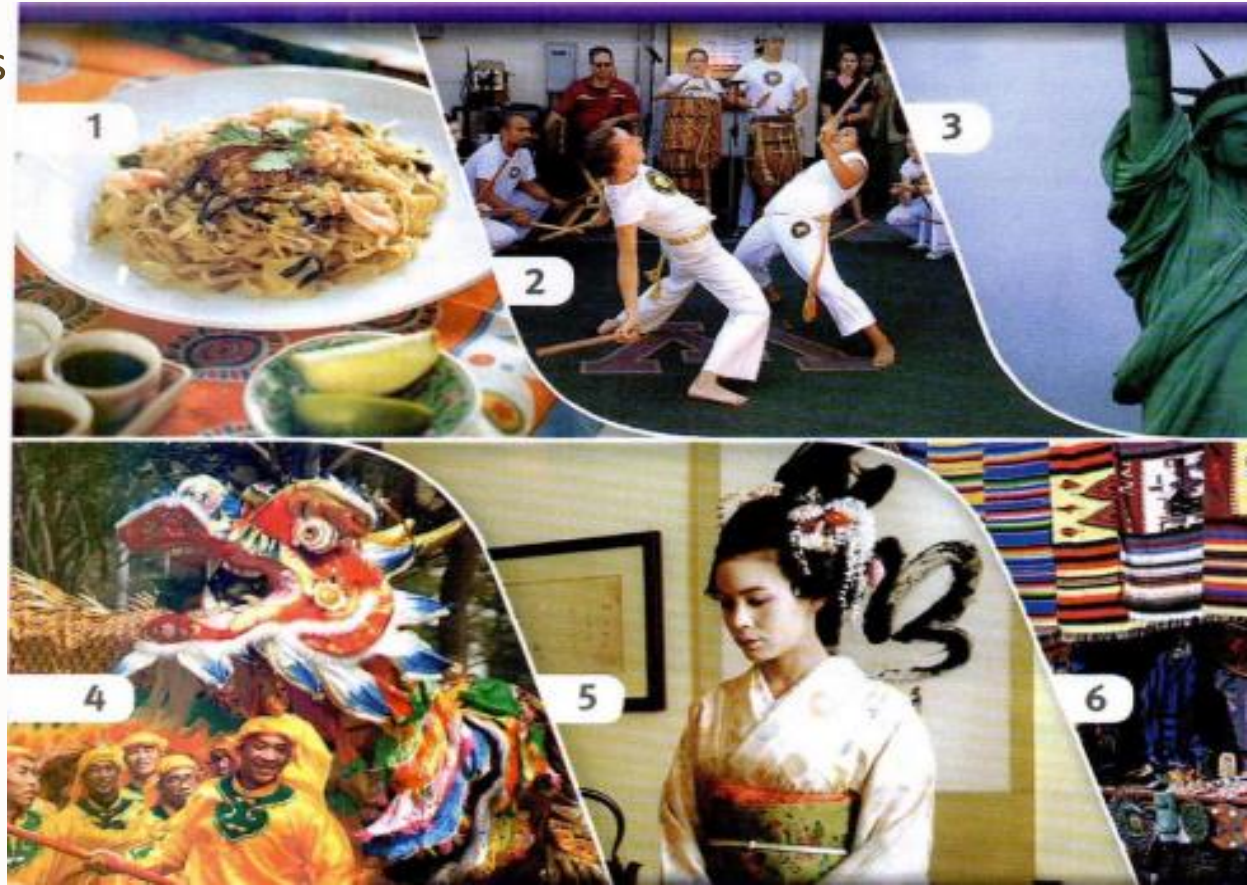
In this unit, we'll talk about some of these aspects of different world cultures

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Look at the six pictures. Work with a partner and say the area of cultural tradition each picture shows.

- a symbol of the country or culture
- traditional costume / clothes
- a food / dish
- a festival
- music / dance
- handicrafts




You have one minute to guess which country's tradition is shown in each picture



## Before you begin . . .

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

- dish or drink.
- festival.
- type of music or performance.
- item of clothing.
- symbol.
- handicraft.

- 
- Imagine that someone asks you to name something that shouldn't be missed on a visit to your country. It can be anything; it doesn't have to be a place. What would you suggest?

## What not to miss . . .

### WE ASKED PEOPLE:

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



SOUTH KOREA

"Oh, Korean food! We have so many different dishes. One typical dish is *kimbap*. It's made with rice and vegetables and wrapped in dried seaweed. And it's eaten cold. It's delicious." –Min-hee Park



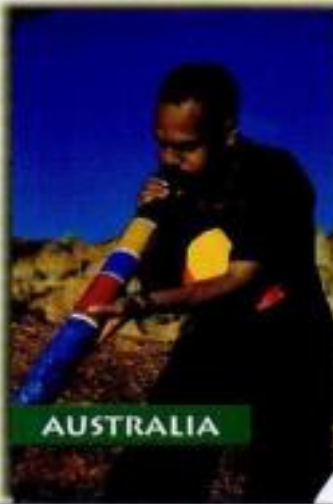
PERU

"Well, Peru has some beautiful handicrafts. A lot of them are exported nowadays, and they're sold all over the world. But it's still worth visiting a local market. These earrings are made locally. They're made of silver." –Elena Camacho



JAPAN

"A Japanese festival like the Sapporo Ice Festival – that's really worth seeing. It's held every February. They have all these sculptures that are carved out of ice – and they're carved by teams from all over the world. It's amazing." –Sachio Ito



AUSTRALIA

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

### 1 Getting started

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

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



Figure  
it out

**C**

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

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

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

1. You eat *kimbap* cold.
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*Kimbap* \_\_\_\_\_ cold.  
Earrings like these \_\_\_\_\_ locally.  
A lot of handicrafts \_\_\_\_\_ .  
The sculptures \_\_\_\_\_ by teams  
from all over the world.

- 
- Look at the sentences on the left. Are they active or passive?
  - Look at the new sentences on the right. Are they active or passive?



You eat Kimbap cold.  
*Kimbap* is eaten cold .

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- Look at the verb in sentence 1
- What tense is it?
- What tense is the verb in sentence 2?
- Look at sentence 2 again.
- What's the pattern for the verb in a passive sentence in the simple present?"  
[present of **be** + past participle]
- Do these sentences describe a temporary activity or a permanent situation?
- Do we know exactly who the 'doer' of the action is in these sentences?
- **Passive sentences** in the simple present without by+ agent are often used to talk about regular events and permanent situations such as things found in traditions or culture.

# Listen and read

## 2 Grammar The simple present passive 1.22

Extra practice p. 147

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

### Active

How do they make *kimbap*?

They make it with rice and vegetables.

Do they eat it hot or cold?

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

They carve the sculptures out of ice.

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

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

### Passive

How **is kimbap made**?

It's **made** with rice and vegetables.

**Is it eaten** hot or cold?

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

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

### In conversation

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

### Common errors

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

Active	Passive
How do they make <i>kimbap</i> ? They make it with rice and vegetables.	How <b>is</b> <i>kimbap</i> <b>made</b> ? It's <b>made</b> with rice and vegetables.
Do they eat it hot or cold? They eat it cold. They don't eat it hot.	<b>Is</b> it <b>eaten</b> hot or cold? It's <b>eaten</b> cold. It's not <b>eaten</b> hot.
They carve the sculptures out of ice.	The sculptures <b>are carved</b> out of ice.
<b>If the "doer" of the action is important, you can introduce it with <i>by</i>.</b>	
The sculptures <b>are carved by</b> teams from all over the world.	

**Comment**  
Be sure to present si

- look at the section of the chart on active sentences
- Who's the 'doer' of the action in these questions and answers?
- *Do* we know who 'they' are?
- When *they* is used in this general way to mean 'people' or 'some people,' it's often better to use passive sentences, to avoid repeating a subject that doesn't contain any important information

- 
- look at the section of the chart on passive sentences.
  - What's the pattern for passive information questions in the simple present?  
[**information word + is / are+ subject+ past participle**]
  - What's the pattern for passive yes-no questions in the simple present?
  - [**Is / Are+ subject + past participle**]

About  
you

**A** Rewrite the questions about your country. Then write true answers. Use the simple present passive.

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



About  
you

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

The sculptures are carved out of  
(NOT ~~The sculptures carved out~~)

### 3 Speaking naturally Silent syllables

~~ev~~ry    ~~diff~~erent    ~~int~~eresting    ~~veg~~etable

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

*"This place is known for its wooden dolls. They're painted by local artists."*





# What are manners?

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- Imagine you're at a dinner party. The food was delicious, but you're still hungry. Should you ask for a second helping? Do you feel comfortable asking for more food at a dinner party?
- If your answer is *no*, then you think it's bad **manners** to ask for more food.
- Manners are rules for **how to act socially**.

read the twelve statements and  
make a list of any new vocabulary

A  1:25 Listen. Are these statements true in your country? Check (✓) True or False.



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

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



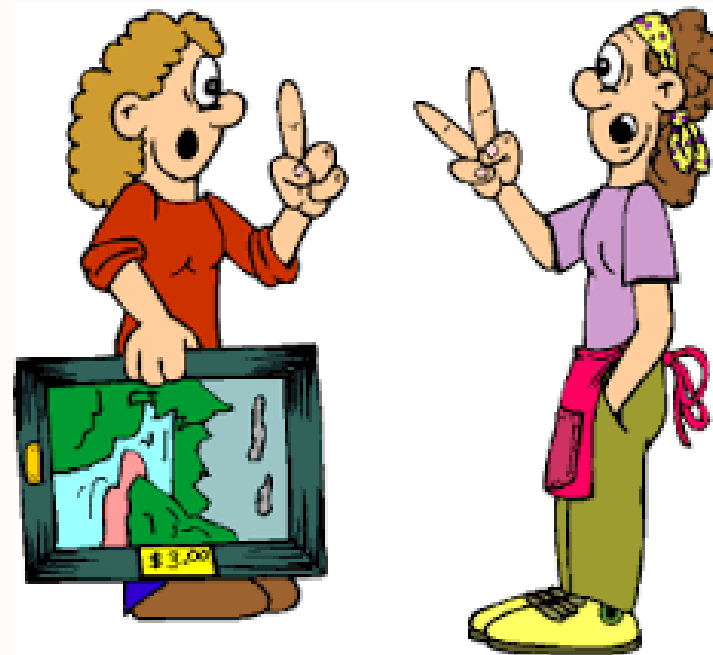
- |   | True                     | False                    |
|---|--------------------------|--------------------------|
| 1. Eating food on a subway or bus is bad manners.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. It's rude to <b>cut in line</b> .  | <input type="checkbox"/> |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

# Bargain

/'bɑ:ɡɪn/

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- an agreement between two or more people or groups as to buy sth cheaper



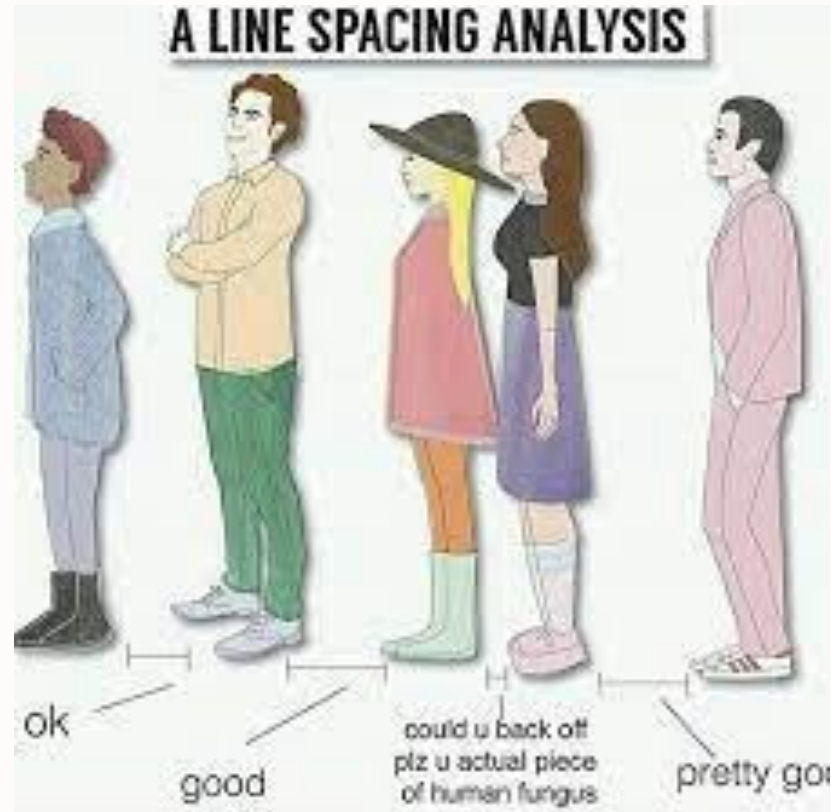
tip

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# Stand too close

---



# Showing affection

---



# Holding hands

---





kissing

---



# Taking off your shoes

---



# Having an argument

/'ɑ:gjəmənt \$ 'ɑ:r-/

---



# Walking around barefoot

---



# Stare

/stɛː/

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- look fixedly or vacantly at someone or something with one's eyes wide open.
- "he **stared** at her in amazement"



# cut in line

- 
- jump the queue



# keep your voice down

- 
- If someone tells you to keep your voice down, they **are asking you to speak more quietly**



# Bowing hands

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# Shaking hands

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Word  
sort

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

It's acceptable to . . .

*take your shoes off in the house.*

It's not acceptable to . . .

*stand too close to people.*


It's acceptable to . . .

*take your shoes off in the house.*

It's not acceptable to . . .

*stand too close to people.*

- ***Stand in the street to hail a cab***
- ***shout out loud to get a waiter's attention;***
- ***be a little late for appointments.***
- ***let an elderly person stand on a bus or train;***
- ***chew gum in public;***
- ***talk out loud in movie theaters;***
- ***snap your fingers to call a waiter;***
- ***interrupt people when they are speaking;***
- ***let your phone ring in a restaurant***



# Eating food on a subway is a bad manners

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– What's the form of the verb *eat* in the subject?

–



People might stare at you for  
walking around barefoot.

---

- What kind of word does *walking* follow



# It's rude to cut in line.

- 
- What's the subject of the sentences?
  - What form of the verb follows ***it's +*** adjective?

Figure  
it out

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

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



Vocabulary notebook p. 10

- 
- The statements in Exercise 1A show you ways to use **verb + -ing** and **to + verb**.
  - The form **verb + -ing** can be the subject of a sentence.
  - When you need **a verb after a preposition**, the form verb + -ing is also used.
  - When a sentence begins with **It's+ adjective**, the verb form that follows is to + verb





# Write an example for each one

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– *Verb + -ing as a subject*

– *preposition + verb + -ing*

– *It's ... + to + verb*

## 2

### Grammar Verb + *-ing* and *to* + verb; position of *not* 1.25

Extra practice p. 107

#### Verb + *-ing* as a subject

**Eating** in public is bad manners.

**Not shaking** hands is impolite.

#### Verb + *-ing* after prepositions

You can offend people by **eating** in public.

People might stare at you for **not shaking** hands.

#### *to* + verb after *It's* . . .

It's bad manners **to eat** in public.

It's impolite **not to shake** hands.

#### Position of *not*

***Not*** comes before the word it negates.

Be careful **not** to point at people.

You can offend people by **not** bowing.

#### Notice the difference in meaning:

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

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

### Verb + *-ing* as a subject

**Eating** in public is bad manners.

**Not shaking** hands is impolite.

### Verb + *-ing* after prepositions

You can offend people by **eating** in public.

People might stare at you for **not shaking** hands.

### *to* + verb after *It's* . . .

It's bad manners **to eat** in public.

It's impolite **not to shake** hands.

### Position of *not*

***Not*** comes before the word it negates.

Be careful **not** to point at people.

You can offend people by **not** bowing.

### Notice the difference in meaning:

It's acceptable **not** to tip cab drivers.

(It's optional.)

It's **not** acceptable to tip cab drivers.

(You shouldn't do it.)

- The form verb + *-ing* can act as a noun, so it can be the subject of a sentence.
- To make the subject negative, put *not* before it

### Verb + *-ing* as a subject

**Eating** in public is bad manners.

**Not shaking** hands is impolite.

### Verb + *-ing* after prepositions

You can offend people by **eating** in public.

People might stare at you for **not shaking** hands.

### *to* + verb after *It's* . . .

It's bad manners **to eat** in public.

It's impolite **not to shake** hands.

### Position of *not*

***Not* comes before the word it negates.**

Be careful **not** to point at people.

You can offend people by **not** bowing.

### Notice the difference in meaning:

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

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

- look at the section of the chart on verb + *-ing* after prepositions.
- If you want to use a verb after a preposition, use the form verb+ *-ing*.
- *not* comes before verb+ *-ing* to form the negative.

### Verb + *-ing* as a subject

**Eating** in public is bad manners.

**Not shaking** hands is impolite.

### Verb + *-ing* after prepositions

You can offend people by **eating** in public.

People might stare at you for **not shaking** hands.

### *to* + verb after *It's* . . .

It's bad manners **to eat** in public.

It's impolite **not to shake** hands.

### Position of *not*

**Not** comes before the word it negates.

Be careful **not** to point at people.

You can offend people by **not** bowing.

### Notice the difference in meaning:

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

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

- look at the section of the chart on *to* + verb.
- When you begin a sentence with *It's*+ adjective + noun – (for example, *It's bad manners*) - or with *It's*+ adjective – (for example, *It's impolite*) - use the form *to*+ verb.
- Put *not* before the noun, adjective, or *to*+ verb for the negative.

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

1. If a friend invites you out to dinner, it's inappropriate \_\_\_\_\_ (take) another friend with you.
2. It's bad manners \_\_\_\_\_ (not / call) the restaurant if you have a reservation and you decide to cancel your plans.
3. \_\_\_\_\_ (arrive) a little late when you meet a big group of friends at a restaurant is acceptable. \_\_\_\_\_ (not / show) up at all is impolite.
4. If you get to the restaurant before your friend, it's fine \_\_\_\_\_ (sit) down at the table.
5. It's not acceptable \_\_\_\_\_ (complain) to your server if you don't like your meal.
6. People might be upset with you for \_\_\_\_\_ (not / pay) your fair share of the bill.
7. \_\_\_\_\_ (talk) with your mouth full is considered rude. \_\_\_\_\_ (take) phone calls during dinner is also bad manners.
8. You can offend the server by \_\_\_\_\_ (not / leave) a tip. But \_\_\_\_\_ (give) a smaller tip is fine if the service is bad.
9. \_\_\_\_\_ (ask) the server for a box to bring your leftover food home is acceptable.
10. It's bad manners \_\_\_\_\_ (not thank) the person who paid afterwards. \_\_\_\_\_ (not say) thank you is really impolite.



**About you** **B** **Pair work** Discuss the statements above. Which ones do you agree with? Can you add more etiquette advice?

*A Yeah. Taking another friend with you is rude – especially if you're not paying.*

*B But it's not rude to invite another friend if it's a casual evening out.*

**About you** **C** **Pair work** What etiquette advice can you think of for the following situations? Make a list and then share with another pair.

visiting someone's home   going to a birthday party   going to an interview

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

# homesick

- 
- What does it mean to be *homesick*?
  - What 's the main reason people get homesick ?



## Lesson C

Conversation  
strategies

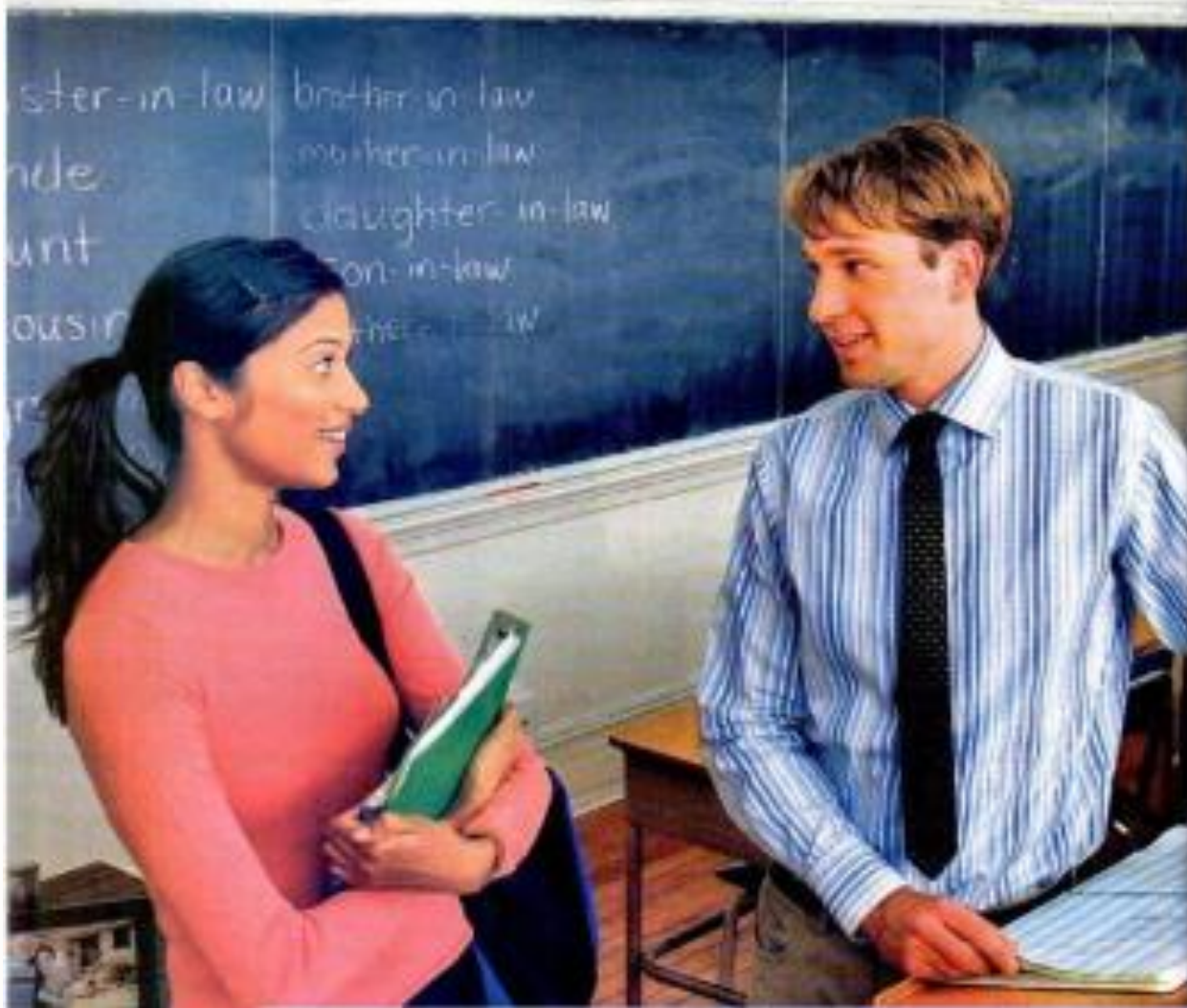
# To be honest, . . .

### 1 Conversation strategy Sounding more direct

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



**B** 1.27 Listen. What would David miss if he left Brazil?



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

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

**Hilda** Right.

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

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

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

**Hilda** Uh-huh.

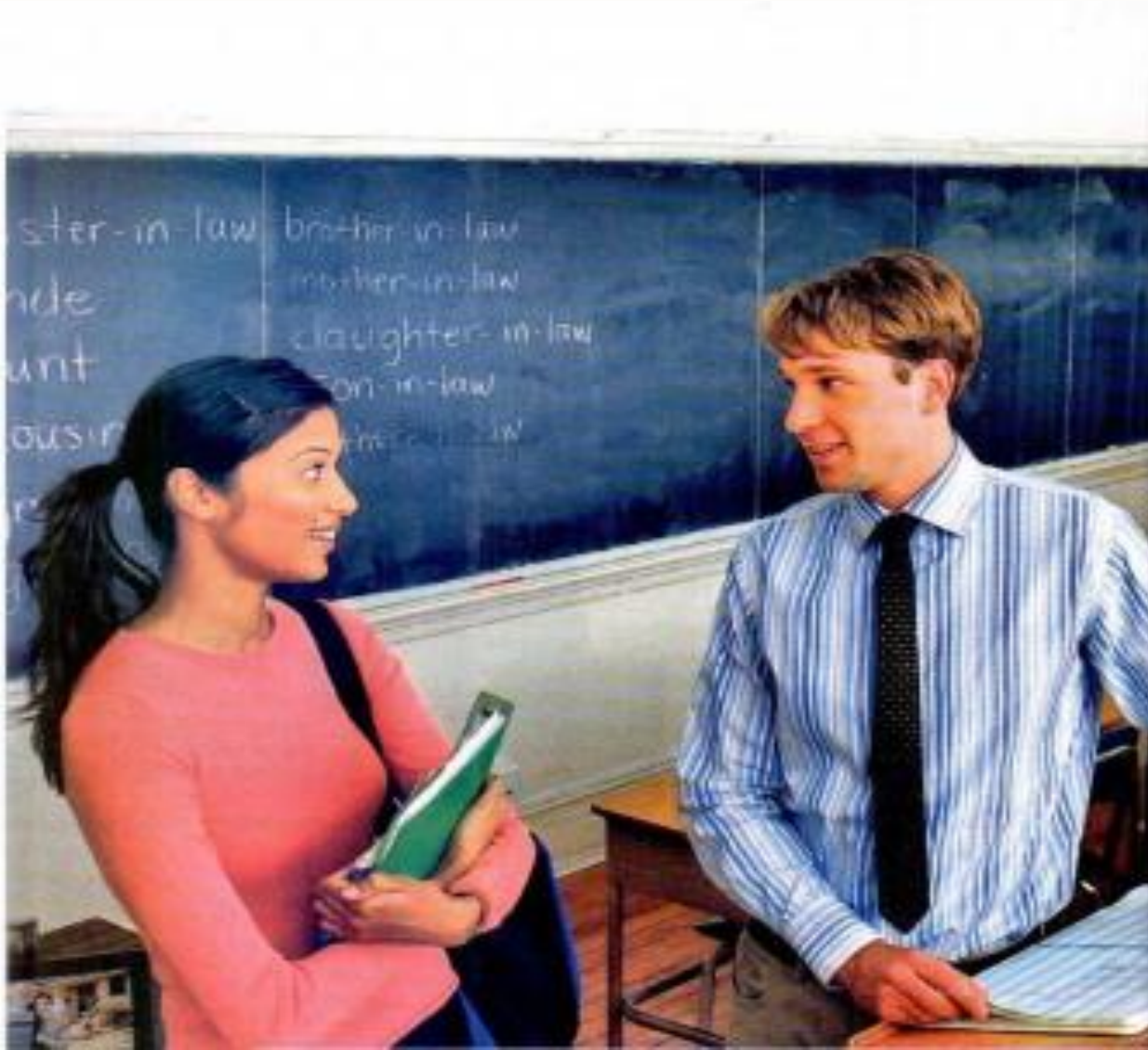
**David** In fact, living back home would be boring, I think. I honestly don't know what I'd do.

**C Notice** that when David wants to sound more direct or assertive, he uses expressions like these. Find examples in the conversation.

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

- Expressions such as ***absolutely, definitely, really, certainly,*** and ***honestly*** help people make their ideas sound stronger.
- Expressions such as ***to be honest*** and ***to tell you the truth*** allow speakers to state strong personal views while trying not to offend others.
- ***Actually*** and ***infact*** present ideas as factual or as true for the speaker and also signal that the speaker is going to speak openly.

# Practice the conversation



- Hilda** So, when you're living here, do you miss home?
- David** Um, I don't miss too much, to be honest. Um, I miss my family, of course. . . .
- Hilda** Right.
- David** But I definitely don't miss the food! Um, I miss my family. That's about it.
- Hilda** So, if you went back home, would you miss lots of things about Brazil?
- David** Oh, yeah. I'd absolutely miss the food here. Yeah. But actually, I think the biggest thing would be . . . it would be weird for me to live in a country where I knew the language already, where all I have to do is work. I just don't see a challenge in that. You know, here every day is a challenge, speaking the language.
- Hilda** Uh-huh.
- David** In fact, living back home would be boring, I think. I honestly don't know what I'd do.

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

1. I'd miss my friends. (definitely) I'd miss everyone. (in fact)
2. I wouldn't miss the weather. (certainly) But I'd miss the food. (really)
3. I'd enjoy living in a different culture. (actually)
4. Learning the language would be a challenge. (to be honest)
5. I wouldn't miss the lifestyle here. (to tell you the truth)
6. I think I'd be scared to go abroad on my own. (honestly)

*A If I lived in another country, I'd definitely miss my friends!*

*B Well, yes, but to be honest, it's good to make new friends too.*

1. I'd definitely miss my friends. In fact, I'd miss everyone. / I'd miss everyone, in fact.
2. I certainly wouldn't miss the weather. But I'd really miss the food.
3. I'd actually enjoy living in a different culture. / I'd enjoy living in a different culture, actually.
4. To be honest, learning the language would be a challenge. / Learning the language would be a challenge, to be honest.
5. To tell you the truth, I wouldn't miss the lifestyle here. / I wouldn't miss the lifestyle here, to tell you the truth.
6. I honestly think I'd be scared to go abroad on my own. / Honestly, I think I'd be scared to go abroad on my own. / I think I'd be scared to go abroad on my own, honestly.

- Look at the answers. When you use an adverb like *definitely* or *certainly* to sound more direct, where is a good place to put it?
- When you use one of the phrasal expressions, where does it go?
- **Actually** is an exception . It can go before the verb. or at the beginning or the end of a statement.

look at the conversation on p. 26 and  
find *of course*

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

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

**Hilda** Right.

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

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

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

**Hilda** Uh-huh.

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

## 2 Strategy plus *of course*

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

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

A I really miss my family.  
B Of course.

I miss my family,  
of course.



### Note

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

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

### In conversation

*Of course* is one of the top 50 expressions.

- **BE CAREFULL:**
- *Of course* as an answer to a question can sound rude. It does not mean the same thing as "yes." It means, "This is not surprising, so how can you think otherwise?"

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


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

About  
you


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



### 3 Listening and strategies Away from home

**A**  1.28 Listen to Val talk about her experience. Answer the questions.

1. Why is she living away from home?
2. What has been challenging for her?
3. What has been going well?
4. How does she keep in touch with family? When?

**B**  1.28 Listen again. What would Val's friend say about her experience? Check (✓) the sentences.

1.  To tell you the truth, Val's host sister is pretty unfriendly.
2.  To be honest, she hasn't gotten to know many people.
3.  She's definitely learning about the culture.
4.  Of course, she doesn't like having to be home at ten.
5.  She's certainly homesick. In fact, she wants to go back home right now.

About  
you

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

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

## Lesson D

# Proverbs


### 1 Reading

A Think of a proverb in your language. When is it used, and why?



Reading tip

Read the first sentence of each

The page features a vertical column of decorative leaf icons on the left side, arranged in two parallel lines. Each icon consists of three stylized, pointed leaves. The text is positioned to the right of these icons.

# **bind (someone or something) together**

- 
- To join or fasten together.

**Idioms:**  
**Haste Makes Waste**  
**=**  
**Hurrying causes**  
**mistakes**



# Practice makes perfect

---

- Practicing or repeatedly doing something will make one become proficient or skillful at it.

visualize

---



# Folk wisdom



- 
- the body of knowledge and experience that originates from the beliefs and opinions of ordinary people.

# aptly

- 
- in a manner that is appropriate or suitable in the circumstances.



# injustice

- 
- Not fair

- B** Read the article. Do you have similar proverbs in your language?  
Are proverbs used in the same ways?

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

## PROVERBS: The wisdom that binds us together


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

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

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


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

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



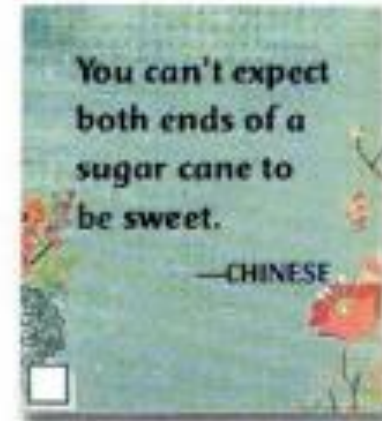
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**C** Read the article again. Can you find these things? Compare with a partner.

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

## 2 Listening and speaking Favorite proverbs

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



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

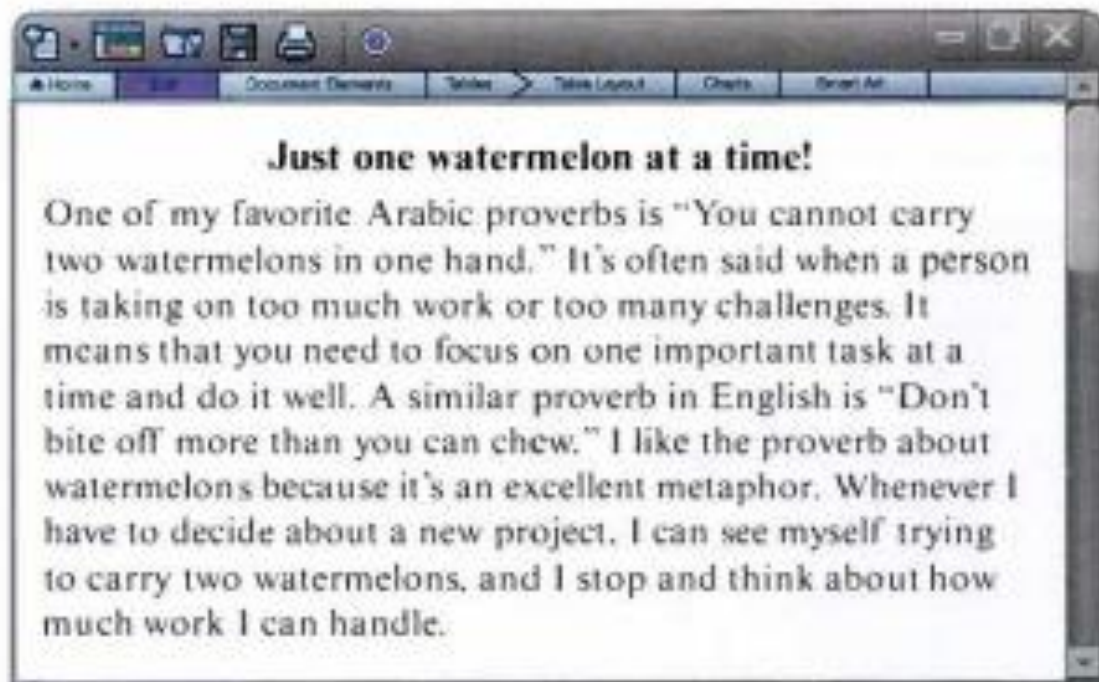
About you

**D** **Pair work** Which of the proverbs above is your favorite? Why? When would you use it?

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

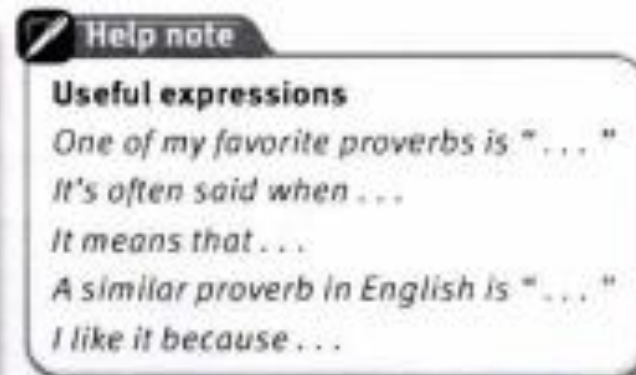
### 3 Writing Explain a proverb

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



**Just one watermelon at a time!**

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



**Help note**

**Useful expressions**

*One of my favorite proverbs is "... "*

*It's often said when ...*

*It means that ...*

*A similar proverb in English is "... "*

*I like it because ...*

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

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**Learning tip** *Finding examples*

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



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

bowing    having an argument    kissing    to take off    walking around barefoot  
 eating    to keep your voice down    to cut in line    to shake hands

- In Japan, \_\_\_\_\_ is customary when two people introduce themselves.
- In the United States, it's polite \_\_\_\_\_ firmly when you are introduced to a colleague.
- In South Korea, \_\_\_\_\_ food on the subway is considered rude.
- In many places of worship in Asia, it's polite \_\_\_\_\_ your hat and shoes.
- In Chile, people often say hello by \_\_\_\_\_ each other on the cheek.
- In Australia, \_\_\_\_\_ is acceptable at beach resorts, but not in public buildings.
- In Taiwan, \_\_\_\_\_ in public is considered impolite. It's better \_\_\_\_\_.
- In Great Britain, it's considered rude \_\_\_\_\_. You should always wait your turn.

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

blow your nose    burp    offer your seat to someone    swear



**On your own**

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



**Can Do! Now I can ...**

I can ...     I need to review how to ...

- |   |   |
|---|---|
| <input type="checkbox"/> talk about my country's cultural traditions.                         | <input type="checkbox"/> use <i>of course</i> to show I understand or agree.    |
| <input type="checkbox"/> talk about manners, customs, and appropriate behavior in my country. | <input type="checkbox"/> understand a conversation about living away from home. |
| <input type="checkbox"/> use expressions like <i>to be honest</i> to sound more direct.       | <input type="checkbox"/> understand people explaining proverbs.                 |
|   | <input type="checkbox"/> read an article about proverbs.                        |
|   | <input type="checkbox"/> write an article about a favorite proverb.             |

Activate Windows  
 Go to PC settings to activate Windows.