



14 So that's what it means!

1 SNAPSHOT


BODY Language




Leave me alone!




That's finished.



I'm thinking.



I don't know.



I'm bored.

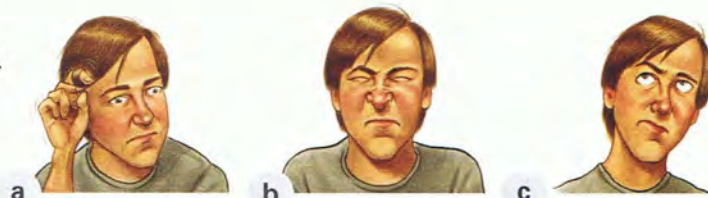
Source: Bodytalk

Do people in your country use these gestures? Do you?
 What other gestures can you use to communicate these meanings?
 What are three other gestures you sometimes use? What do they mean?

2 WORD POWER Feelings and gestures

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

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



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

annoyed confused embarrassed frustrated irritated
 bored disgusted exhausted impatient nervous

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



3 CONVERSATION *Have you met Raj?*

A Listen and practice.

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



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

4 GRAMMAR FOCUS

Modals and adverbs

Modals

It **might/may** mean he doesn't understand you.
 It **could** mean he doesn't agree with you.
 That **must** mean he agrees with you.

Adverbs

Maybe/Perhaps it means he doesn't understand you.
 It **possibly/probably** means he doesn't agree with you.
 That **definitely** means he agrees with you.

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



possible meanings

Good luck!
 Be quiet.
 Peace.
 That sounds crazy!
 I can't hear you.
 Come here.

A: What do you think the first gesture means?
 B: It probably means . . . , or it might mean . . .

5 **SPEAKING** What does it mean?

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

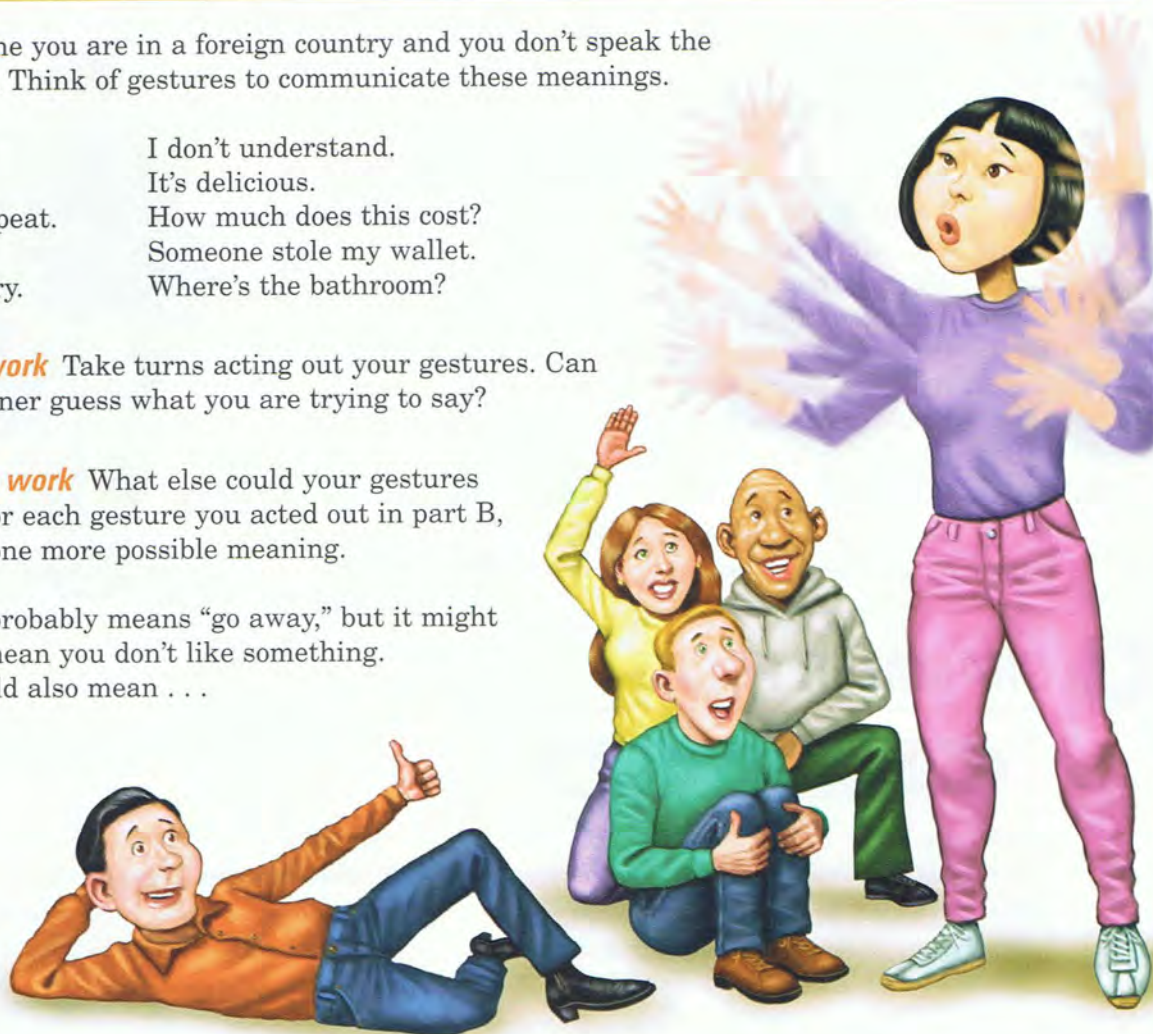
Go away.	I don't understand.
Help!	It's delicious.
Please repeat.	How much does this cost?
I'm lost.	Someone stole my wallet.
I'm hungry.	Where's the bathroom?

B Pair work Take turns acting out your gestures. Can your partner guess what you are trying to say?

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

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

B: It could also mean . . .



6 **PRONUNCIATION** Pitch

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

	<i>Resolved</i>	<i>Unresolved</i>
A: Do you think her gesture means "go away"?	B: Definitely.	B: Probably.
A: Do you understand what her gesture means?	B: Absolutely.	B: Maybe.


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

7 **INTERCHANGE 14** What's going on?

Interpret people's body language. Go to Interchange 14.

8

PERSPECTIVES Signs

A  What do you think these international signs mean? Listen and match each sign with the correct meaning.



-
- a. You can camp here. e. You have to wear a hard hat to enter this area.
- b. You aren't allowed to take photographs here. f. You can't drink the water here. It's not safe.
- c. You have to fasten your seat belts. g. You have to have your dog on a leash here.
- d. You can recycle this item. h. You've got to take off your shoes here.

B Pair work Where might you see the signs in part A? Give two suggestions for each one.

"You might see this one at a national park or . . ."

9

GRAMMAR FOCUS

Permission, obligation, and prohibition **Permission**

You **can** camp here.
You're **allowed to** take
off your shoes.

Obligation

You **have to** camp here.
You've **got to** take off
your shoes.

Prohibition

You **can't** camp here.
You **aren't allowed to** take
off your shoes.

A Match these school rules with the correct sign. Then compare with a partner.

- Lock your bikes in the bike rack.
- No eating or drinking in the classroom.
- No playing ball in the hallway.
- Keep the classroom door closed.
- No pets allowed on campus.
- Throw all trash in the wastepaper basket.
- Don't open the windows.
- Turn out the lights when leaving.



B Pair work Use the language in the grammar box to take turns talking about each sign.

A: This first sign means you aren't allowed to eat or drink in the classroom.

B: Yes, I think you're right. And the second one means you have to . . .

10 DISCUSSION Rules and regulations

A Pair work How many rules can you think of for each of these places?

on an airplane in an art museum at a zoo
in a library in a movie theater at work

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

useful expressions

You can/can't . . .
You are/aren't allowed to . . .
You have to . . .

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

11 LISTENING What's in a sign?

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

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

B Listen again. Which drivers did something wrong?

12 WRITING A list of rules

A Write a list of rules and regulations for your school or classroom.

B Group work Share your lists. Then choose the ten best rules. Work together to write brief explanations of why each is necessary.

You aren't allowed to
chew gum in class.

- You aren't allowed to chew gum in class because it may bother other students.
- You can keep a library book for only two weeks because someone else might want to check it out.
- You have to leave the building to use your cell phone because . . .

Pearls of Wisdom

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

*A bird in the hand is worth two in the bush.
One person's meat is another one's poison.*

*Don't count your chickens before they hatch.
Money doesn't grow on trees.*

- Why do people use proverbs?** Many people love proverbs for their wisdom. Others enjoy the images in proverbs. But proverbs are most impressive because they express a lot of information in just a few words. A good proverb quickly sums up ideas that are sometimes hard to express. And the person listening immediately understands it.
- Where do proverbs come from?** Proverbs come from two main places – ordinary people and famous people. These two sources are not always distinct. Common and popular wisdom has often been used by famous people.

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

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



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

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



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

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



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

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

B Class activity Can you think of an interesting proverb from your country? What does it mean? Tell it to the class in English.