



# FLAGSHIP

# 6



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# SCOPE AND SEQUENCE

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
 <b>Getting Acquainted</b> PAGE 6	<ul style="list-style-type: none"> <li>Get reacquainted with someone</li> <li>Greet a visitor to your country</li> <li>Discuss gestures and customs</li> <li>Describe an interesting experience</li> </ul>	<ul style="list-style-type: none"> <li>Tourist activities</li> <li>The hand</li> <li>Participial adjectives</li> </ul>	<ul style="list-style-type: none"> <li>The present perfect               <ul style="list-style-type: none"> <li>Statements and <b>yes / no</b> questions</li> <li>Form and usage</li> <li>Past participles of irregular verbs</li> <li>With <b>already, yet, ever, before, and never</b></li> </ul> </li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>The present perfect               <ul style="list-style-type: none"> <li>Information questions</li> <li><b>Yet and already:</b> expansion, common errors</li> <li><b>Ever, never, and before:</b> use and placement</li> </ul> </li> </ul>
 <b>Going to the Movies</b> PAGE 20	<ul style="list-style-type: none"> <li>Apologize for being late</li> <li>Discuss preferences for movie genres</li> <li>Describe and recommend movies</li> <li>Discuss effects of movie violence on viewers</li> </ul>	<ul style="list-style-type: none"> <li>Explanations for being late</li> <li>Movie genres</li> <li>Adjectives to describe movies</li> </ul>	<ul style="list-style-type: none"> <li>The present perfect               <ul style="list-style-type: none"> <li>With <b>for</b> and <b>since</b></li> <li>Other uses</li> </ul> </li> <li>Wants and preferences: <b>would like</b> and <b>would rather</b> <ul style="list-style-type: none"> <li>Form and usage</li> <li>Statements, questions, and answers</li> </ul> </li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>The present perfect continuous</li> <li>The present participle: spelling</li> <li>Expressing preferences: review, expansion, and common errors</li> </ul>
 <b>Staying in Hotels</b> PAGE 34	<ul style="list-style-type: none"> <li>Leave and take a message</li> <li>Check into a hotel</li> <li>Request housekeeping services</li> <li>Choose a hotel</li> </ul>	<ul style="list-style-type: none"> <li>Hotel room types and kinds of beds</li> <li>Hotel room amenities and services</li> </ul>	<ul style="list-style-type: none"> <li>The future with <b>will</b> <ul style="list-style-type: none"> <li>Form and usage</li> <li>Statements and questions</li> <li>Contractions</li> </ul> </li> <li>The real conditional               <ul style="list-style-type: none"> <li>Form and usage</li> <li>Statements and questions</li> </ul> </li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li><b>Will:</b> expansion</li> <li><b>Can, should, and have to:</b> future meaning</li> <li>The real conditional: factual and future; usage and common errors</li> </ul>
 <b>Cars and Driving</b> PAGE 48	<ul style="list-style-type: none"> <li>Discuss a car accident</li> <li>Describe a car problem</li> <li>Rent a car</li> <li>Discuss good and bad driving</li> </ul>	<ul style="list-style-type: none"> <li>Bad driving habits</li> <li>Car parts</li> <li>Ways to respond (with concern / relief)</li> <li>Phrasal verbs for talking about cars</li> <li>Car types</li> <li>Driving behavior</li> </ul>	<ul style="list-style-type: none"> <li>The past continuous               <ul style="list-style-type: none"> <li>Form and usage</li> <li>Vs. the simple past tense</li> </ul> </li> <li>Direct objects with phrasal verbs</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>The past continuous: other uses</li> <li>Nouns and pronouns: review</li> </ul>
 <b>Personal Care and Appearance</b> PAGE 62	<ul style="list-style-type: none"> <li>Ask for something in a store</li> <li>Make an appointment at a salon or spa</li> <li>Discuss ways to improve appearance</li> <li>Define the meaning of beauty</li> </ul>	<ul style="list-style-type: none"> <li>Salon services</li> <li>Personal care products</li> <li>Discussing beauty</li> </ul>	<ul style="list-style-type: none"> <li>Indefinite quantities and amounts               <ul style="list-style-type: none"> <li>Some and any</li> <li>A lot of / lots of, many, and much</li> </ul> </li> <li>Indefinite pronouns: <b>someone / no one / anyone</b></li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Some and any: indefiniteness</li> <li>Too many, too much, and enough</li> <li>Comparative quantifiers <b>fewer</b> and <b>less</b></li> <li>Indefinite pronouns: <b>something, anything, and nothing</b></li> </ul>
<b>Reference Charts</b> PAGE 76		<b>Grammar Booster</b> PAGE 79	
<b>Verb Tense Review</b> PAGE 77		<b>Writing Booster</b> PAGE 87	

**FLAGSHIP** is designed for true beginning students or for students needing the support of a very low-level beginning course. No prior knowledge of English is assumed or necessary.

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> <li>Use "I don't think so." to soften a negative answer</li> <li>Say "I know!" to exclaim that you've discovered an answer</li> <li>Use "Welcome to ____" to greet someone in a new place</li> <li>Say "That's great." to acknowledge someone's positive experience</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen to classify</li> <li>Listen for details</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Sound reduction in the present perfect</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>A poster about world customs</li> <li>A magazine article about non-verbal communication</li> <li>A travel poster</li> <li>A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>Identify supporting details</li> <li>Relate to personal experience</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write a description of an interesting experience</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Avoiding run-on sentences</li> </ul>
<ul style="list-style-type: none"> <li>Apologize and provide a reason when late</li> <li>Say "That's fine." to reassure</li> <li>Offer to repay someone with "How much do I owe?"</li> <li>Use "What would you rather do...?" to ask about preference</li> <li>Softening a negative response with "To tell you the truth..."</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen for main ideas</li> <li>Listen to infer</li> <li>Dictation</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Reduction of h</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>A movie website</li> <li>Movie reviews</li> <li>A textbook excerpt about violence in movies</li> <li>A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Confirm content</li> <li>Evaluate ideas</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write an essay about violence in movies and on TV</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Paragraphs</li> <li>Topic sentences</li> </ul>
<ul style="list-style-type: none"> <li>Say "Would you like to leave a message?" if someone isn't available</li> <li>Say "Let's see." to indicate you're checking information</li> <li>Make a formal, polite request with "May I ____?"</li> <li>Say "Here you go." when handing someone something</li> <li>Use "By the way..." to introduce new information</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen to take phone messages</li> <li>Listen for main ideas</li> <li>Listen for details</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Contractions with <u>will</u></li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>Phone message slips</li> <li>A hotel website</li> <li>A city map</li> <li>A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>Draw conclusions</li> <li>Identify supporting details</li> <li>Interpret a map</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write a paragraph explaining the reasons for choosing a hotel</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Avoiding sentence fragments with <u>because</u> or <u>since</u></li> </ul>
<ul style="list-style-type: none"> <li>Express concern about another's condition after an accident</li> <li>Express relief when hearing all is OK</li> <li>Use "only" to minimize the seriousness of a situation</li> <li>Use "actually" to soften negative information</li> <li>Emphasize with "I'm sorry to hear that."</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen for details</li> <li>Listen to summarize</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Stress of particles in phrasal verbs</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>A questionnaire about bad driving habits</li> <li>Rental car customer profiles</li> <li>A feature article about defensive driving</li> <li>A driving behavior survey</li> <li>A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Critical thinking</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write a paragraph comparing good and bad drivers</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Connecting words and sentences: <u>and</u>, <u>in addition</u>, <u>furthermore</u>, and <u>therefore</u></li> </ul>
<ul style="list-style-type: none"> <li>Use "Excuse me." to initiate a conversation with a salesperson</li> <li>Confirm information by repeating it with rising intonation</li> <li>Use "No problem." to show you don't mind an inconvenience</li> <li>Use "Let me check" to ask someone to wait while you confirm information</li> </ul>	<p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Listen to recognize someone's point of view</li> <li>Listen to take notes</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Pronunciation of unstressed vowels</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>A spa and fitness center advertisement</li> <li>A health advice column</li> <li>A photo story</li> </ul> <p><b>Skills/strategies</b></p> <ul style="list-style-type: none"> <li>Paraphrase</li> <li>Understand from context</li> <li>Confirm content</li> <li>Apply information</li> </ul>	<p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write a letter on how to improve appearance</li> </ul> <p><b>WRITING BOOSTER</b></p> <ul style="list-style-type: none"> <li>Writing a formal letter</li> </ul>

UNIT

# 1

## Getting Acquainted



## COMMUNICATION GOALS

- 1 Get reacquainted with someone.
- 2 Greet a visitor to your country.
- 3 Discuss gestures and customs.
- 4 Describe an interesting experience.

## KEY VOCABULARY

- Tourist activities
- The hand
- Participial adjectives

## KEY GRAMMAR

- The present perfect: already / yet / ever / before / never
- Past participles of irregular verbs

# CUSTOMS AROUND THE WORLD

## Greetings

*People greet each other differently around the world.*



Some people bow.



Some people kiss once.  
Some kiss twice.



Some shake hands.



And some hug.

## Exchanging Business Cards

*People have different customs for exchanging business cards around the world.*



Some customs are very formal. People always use two hands and look at the card carefully.



Other customs are informal. People accept a card with one hand and quickly put it in a pocket.

## Getting Acquainted

*What about small talk—the topics people talk about when they don't know each other well?*



In some places, it's not polite to ask people about how much money they make or how old they are. But in other places, people think those topics are appropriate.

**A PAIR WORK** In your opinion, is there a right way and a wrong way to greet people? Explain.

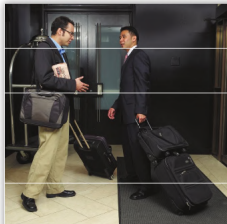
**B DISCUSSION** In your country, are there any topics people should avoid during small talk? What about the topics below?

- the weather
- someone's job
- someone's religion
- someone's family
- someone's home
- [other] \_\_\_\_\_



## PHOTO STORY Read and listen to two people meeting in a hotel lobby.

Understand English speakers from different language backgrounds.  
Leon = Spanish speaker  
Taka = Japanese speaker



Leon: You look familiar. Haven't we met somewhere before?

Taka: I don't think so. I'm not from around here.

Leon: I know! Aren't you from Japan? I'm sure we met at the IT conference last week.

Taka: Of course! You're from Mexico, right?



Leon: That's right. I'm sorry. I've forgotten your name.

Taka: Kamura Takashi. But you can call me Taka.

Leon: Hi, Taka. Leon Prieto. Please call me Leon. So, what have you been up to since the conference?

Taka: Not much. Actually, I'm on my way to the airport now. I'm flying back home.



Leon: Hey, we should keep in touch. Here's my card. The conference is in Acapulco next year and I could show you around.

Taka: That would be great. I hear Acapulco's beautiful.

Leon: It was nice to see you again, Taka.

Taka: You, too.

### D FOCUS ON LANGUAGE Find the underlined expression in the Photo Story that matches each explanation.

- 1 You say this when you want to offer to introduce someone to a new place.
- 2 You say this to suggest that someone call or e-mail you in the future.
- 3 You say this when you're not sure if you know someone, but you think you might.
- 4 You say this when you want to ask about someone's recent activities.

### E THINK AND EXPLAIN Answer the questions, according to the Photo Story. Explain your answers.

- 1 Why does Leon begin speaking with Taka?
- 2 Has Taka been busy since the conference?
- 3 Why does Leon give Taka his business card?
- 4 What does Leon offer to do at the next conference?

“ Because he thinks he knows Taka. He says, ‘You look familiar.’ ”

## SPEAKING

**PAIR WORK** With a partner, discuss and write advice for visitors about how to behave in your country. Then share your advice with the class.

Your advice

1

2

3

“ Questions like *How old are you?* and *How much money do you make?* aren't polite. You shouldn't ask them. ”

“ Don't exchange business cards with one hand! Always use two hands. ”

**GRAMMAR • The present perfect**

Use the present perfect to talk about an indefinite time in the past.  
Form the present perfect with **have** or **has** and a past participle.

Affirmative and negative statements

We **'ve haven't** met them. She **'s hasn't** called him.

**Yes / no questions**

A: **Have** you met them? A: **Has** she called him?  
B: Yes, we **have**. / No, we **haven't**. B: Yes, she **has**. / No, she **hasn't**.

Remember: Use the simple past tense to talk about a definite or specific time.

present perfect: indefinite time simple past tense: definite time  
**I've met** Bill twice. **We met** in 1999 and again in 2004.

**Contractions**

**'ve met** → **have met** **'s met** → **has met**  
**haven't met** → **have not met** **hasn't met** → **has not met**

For regular verbs, the past participle form is the same as the simple past form.  
open → **opened**  
study → **studied**

base form	Irregular verbs	simple past	past participle
be	was / were	been	
come	came	come	
do	did	done	
eat	ate	eaten	
fall	fell	fallen	
go	went	gone	
have	had	had	
make	made	made	
meet	met	met	
see	saw	seen	
speak	spoke	spoken	
take	took	taken	
write	wrote	written	

For more irregular verb forms, see page 76.

**A Choose the correct form to complete each sentence.**

- We've ..... the 2:00 express train many times.  
a take b took c taken
- I had breakfast at 9:00, but I haven't ..... lunch.  
a have b had c having
- Alison has ..... to the mall.  
a went b gone c go
- My younger brother has ..... home from work.  
a come b came c comes
- They posted some messages yesterday, but they haven't ..... anything about their trip.  
a written b write c wrote

**B PAIR WORK Complete the conversations with the present perfect or the simple past tense. Then practice the conversations with a partner.**

- A: ..... our new teacher?  
**Jake / meet**  
B: Yes, ..... He ..... her in the office this morning.  
**meet**
- A: ..... to this class before?  
**they / be**  
B: No, ..... They're new at this school.
- A: ..... in the new school restaurant?  
**you / eat**  
B: No, ..... Is it good?
- A: ..... with the school director?  
**your classmates / speak**  
B: Yes, ..... They ..... with her yesterday.  
**speak**
- A: ..... the new language lab?  
**Beth / see**  
B: No, ..... But she ..... the library.  
**see**


**GRAMMAR BOOSTER p. 79**

- The present perfect: information questions

New Tab

About
Friends
Photos
Videos

New message
October 6
6:00 PM





**Kuai Yu**  
Status: single  
Hometown: Shanghai  
Current city: Vancouver

Hello, Mr. Kemper:

Remember me? I'm Kuai, your former student! I still think about your wonderful English classes in Shanghai. This morning, I (1 *decide*) \_\_\_\_\_ to send you a message to say hello. We (2 *not see*) \_\_\_\_\_ each other in a long time—not since you went back home to New York. I hope I can visit you there some day! So let me tell you what I've been up to. In 2013, I (3 *come*) \_\_\_\_\_ to Canada for my studies, and I'm living in Vancouver right now. I (4 *fall*) \_\_\_\_\_ in love with this city—it's really beautiful! I (5 *visit*) \_\_\_\_\_ a lot of places in the U.S. I (6 *be*) \_\_\_\_\_ to Seattle, Portland, San Francisco, and Los Angeles. Last September, I (7 *go*) \_\_\_\_\_ back home to Shanghai to visit my parents. Do you think my English is better now? I think I (8 *learn*) \_\_\_\_\_ how to use the present perfect, finally! Let's keep in touch. If you come to Vancouver, I'd love to show you around.


Your student, Kuai

## CONVERSATION MODEL

- A**  1:03 Read and listen to people getting reacquainted.
- A: Audrey, have you met Hanah?  
B: No, I haven't.  
A: Hanah, I'd like you to meet Audrey.  
C: Hi, Audrey. You look familiar. Have we met before?  
B: I don't think so.  
C: I know! Last month. You were at my sister Nicole's party.  
B: Oh, that's right! How have you been?
- B**  1:04 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



## PRONUNCIATION • Sound reduction in the present perfect

- A**  1:05 Listen to how the sound /t/ of the negative contraction "disappears" in natural speech. Then listen again and repeat.

- I **haven't been** to that class.
- He **hasn't met** his new teacher.
- They **haven't taken** the test.
- She **hasn't heard** the news.

- B** Now practice saying the sentences on your own.

## NOW YOU CAN

Get reacquainted with someone

**CONVERSATION ACTIVATOR** With two other students, practice making introductions and getting reacquainted. Use your own names and the present perfect. Then change roles.

- A: \_\_\_\_\_, have you met \_\_\_\_\_ ?  
B: No, I haven't.  
A: \_\_\_\_\_, I'd like you to meet \_\_\_\_\_ .  
C: \_\_\_\_\_ . You look familiar. Have we met before?  
B: \_\_\_\_\_ .

### DON'T STOP!


- Say how you have been.
- Say more about the time you met.
- Introduce other classmates.

### Ideas

You met ...

- at a party
- at a meeting
- at a friend's house
- in another class
- [your own idea] \_\_\_\_\_

**CONVERSATION MODEL**

**A**  **1:06** Read and listen to someone greeting a visitor.

- A: Welcome to Beijing. Have you ever been here before?  
 B: No, it's my first time. But yesterday I went to the Forbidden Palace. It was fantastic!  
 A: That's great. Have you tried Beijing duck yet?  
 B: Beijing duck? No, I haven't. What's that?  
 A: It's a famous Chinese dish. I think you'll like it.


**B**  **1:07** **RHYTHM AND INTONATION** Listen again and repeat.  
 Then practice the Conversation Model with a partner.

The Forbidden Palace



Beijing duck


**VOCABULARY • Tourist activities around the world**

**A**  **1:08** Read and listen. Then listen again and repeat.



climb Mt. Fuji



go sightseeing in New York



go to the top of the Eiffel Tower



try Korean food



take a tour of the Tower of London



take pictures of the Great Wall

**B PAIR WORK** Use the Vocabulary to say what you have and haven't done.

“ I've climbed two famous mountains. ”

“ I haven't tried Indian food. ”

**GRAMMAR • The present perfect: already, yet, ever, before, and never**

Use **ever** or **before** in **yes / no** questions about **life experiences**.

Have you **ever** eaten Indian food?

Has he been to Paris **before**?

Use **yet** or **already** in **yes / no** questions about **recent experiences**.

Have you toured Quito **yet**?

Has she **already** been to the top of the Eiffel Tower?

In affirmative and negative statements

We've **already** seen the Great Wall.

They have **never** visited Mexico.

He's been to New York **before**.

We haven't tried Beijing duck **yet**.

They haven't **ever** visited Mexico.

He hasn't been to Boston **before**.

**Always** place **before** and **yet** at the end of statements and questions.

**Be careful!**

I have **never** (OR **haven't**) **ever** been there. **NOT** I haven't **never** been there.

**GRAMMAR BOOSTER** p. 79

- Yet and already: expansion, common errors
- Ever, never, and before: use and placement

**A GRAMMAR PRACTICE** Use the words to write statements or questions in the present perfect.

- 1 (you / go sightseeing / in London / before)      3 (they / ever / be / to Buenos Aires)  
2 (she / already / try / Guatemalan food)      4 (we / not take a tour of / Prague / yet)

**B LISTEN TO ACTIVATE GRAMMAR** Listen and complete the questions, using the Vocabulary. Then listen again and complete the short answers.

**Questions**

- 1 Has she ..... of the Taj Mahal yet?  
2 Has he ..... in Kyoto yet?  
3 Has she ever ..... ceviche?  
4 Has he already ..... the Pyramid of the Sun?  
5 Has she ever ..... to Rio de Janeiro before?  
6 Has she ..... of Sugarloaf yet?

**Short Answers**

- ....., she .....  
....., he .....  
....., she .....  
....., he .....  
....., she .....  
....., she .....



The Taj Mahal • India



A temple • Kyoto, Japan



Ceviche • Peru



The Pyramid of the Sun • Mexico City



Sugarloaf • Rio de Janeiro, Brazil

**C** Write five questions about tourist activities in your city or country. Use yet, already, ever, and before.

- 1 .....  
2 .....  
3 .....  
4 .....  
5 .....

Have you ever tried our seafood dishes?

**NOW YOU CAN**

Greet a visitor to your country

**A NOTEPADDING** On the notepad, write at least five activities for a tourist in your city or country.

**B CONVERSATION ACTIVATOR** With a partner, change the Conversation Model to greet a visitor to your country. Use the present perfect. Suggest tourist activities in your city. Use your notepad. Then change roles.

- A: Welcome to ..... Have you ever been here before?  
B: No, it's my first time. But yesterday I .....  
A: ..... Have you ..... yet?  
B: .....

**DON'T STOP!**

- Ask about other places and tourist activities.

**C CHANGE PARTNERS** Practice the conversation again, asking about other tourist activities on your notepad.

Activity	Description
try Beijing duck	It's a famous Chinese dish.

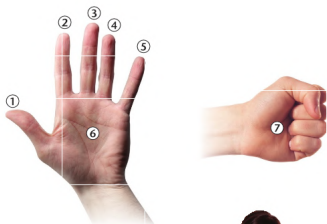
**Activity**      **Description**


**BEFORE YOU READ**

**VOCABULARY • The hand** Read and listen.

Then listen again and repeat.

- |                 |          |
|-----------------|----------|
| 1 thumb         | 5 pinkie |
| 2 index finger  | 6 palm   |
| 3 middle finger | 7 fist   |
| 4 ring finger   |          |


**READING**


**We talked to June Galloway about her book,**  
*Get off on the Right Foot: Don't Let the Wrong Gesture Ruin Your Day.*



**English is the world's international language. But in your book, you've focused on non-verbal communication. Why is that so important?**

Well, gestures and other body language can have different meanings in different places. Something that you think is friendly or polite could come across as very rude in another culture. I've described many of these customs and cultural differences so my readers don't get off on the wrong foot when they meet people from places where the culture differs from their own.

**Can greeting someone in the wrong way really lead to misunderstanding?**

In some cases, yes. The firm handshake a North American expects may seem quite aggressive in other places. And a light handshake—which is normal in some countries—may seem unfriendly to a North American.

**In what ways can hand gestures lead to misunderstanding?**

Well, as an example, we assume all people indicate the numbers one to ten with their fingers the same way. But in fact, they don't. While North Americans usually use an index finger for

"one," most Europeans use a thumb. North Americans extend all ten fingers for "ten." However, Chinese indicate the numbers one to ten all on one hand. For example, an extended thumb and pinkie means "six," and a fist means "ten." Imagine how confusing this can be when you're trying to communicate quantities and prices with your hands!

**What other gestures can cause confusion?**

Take the gesture for "come here," for example. In North America, people gesture with the palm up. Well, in southern Europe, that gesture means "good-bye"! And in many Asian countries, the palm-up gesture is considered rude. Instead, people there gesture with the palm down.

**I've heard that, in Japan, pointing with the index finger is not polite. Is that right?**

Yes. Japanese prefer to point with the palm open and facing up.

**Surely there must be some gestures used everywhere, right? What about the thumbs-up sign for "great"?**

Sorry. That's extremely rude in Australia and the Middle East. This is why it's so important to be aware of these cultural differences.

What gesture do you use . . .



. . . for the number six?



. . . for "Come here": palm up or down?



. . . for pointing? Do you use your index finger or an open palm?

**A IDENTIFY SUPPORTING DETAILS** Check the statements that are true, according to the article. Write **X** next to the statements that are not true. Explain your answers.

- ☐ 1 In most of Europe, a thumb and an index finger mean "two."
- ☐ 2 In North America, a thumb and a pinkie mean "two."
- ☐ 3 Japanese point at pictures with an open palm facing up.
- ☐ 4 To be friendly, North Americans greet others with a light handshake.
- ☐ 5 Everyone uses the thumbs-up sign for "that's good."

“ True. Galloway says most Europeans begin with the thumb. So the index finger is the next finger after that. ”

**B RELATE TO PERSONAL EXPERIENCE** Discuss the questions.

Have you ever been surprised by someone's gestures or body language on TV, in the movies, or in real life? What did you see? What do you think the action meant? Why were you surprised?

## NOW YOU CAN

**Discuss** gestures and customs

**A PAIR WORK** Read the travel tips about gestures and customs around the world. Compare your own gestures and customs with those described. Do any of them seem strange or rude?

## Travel Tips

If someone gives you a gift, thank the person and open it right away. (Ecuador)

When a visitor is leaving your home, you should walk with that person out the door. (Korea)

If you are going to be more than 15 minutes late for a party, lunch, or dinner, you should call to explain. (United States)

To gesture that something is good, hold your hand up, palm facing out, and slowly bring all your fingers to the thumb. (Turkey)

If you want to get a server's attention, it's more polite to use eye contact rather than hand gestures. (Kenya)

When greeting people, older people should always be greeted first. (Mongolia)

Before you enter someone's home, you should take off your shoes. (Ukraine)

**B NOTEBOOKING** With a partner, choose a topic and discuss your country's customs. Then write notes about your country on the notepad.

Topic: showing respect for older people.

Customs: It's not polite to disagree with an older person.

Topic:

Customs:

Are the rules the same for both men and women? How about for young people or older people? Explain.

### Topics

- showing respect to older people
- do's and don'ts for gestures
- topics for polite small talk
- invitations
- visiting someone's home
- giving gifts
- offering or refusing food
- touching or not touching
- (your own topic) —

### Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.

For example: "body language."

**C DISCUSSION** Tell your classmates about the customs you described on your notepad. Does everyone agree?