

Now I get it!

- ▶ Discuss the meaning of gestures and body language
- ▶ Discuss rules and recognize common signs

1 SNAPSHOT

POPULAR EMOJIS



I am not amused.



I'm laughing so hard, I'm crying!



I'm bored.



Great job!



That's amazing!



I'm so embarrassed.



I love it!



That's awful!



Just kidding!



My heart is breaking.

Do you use these emojis? In what situations do you use them?

What other expressions can you use emojis to convey?

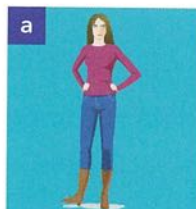
What is the weirdest emoji you've ever seen? the funniest? the hardest to understand?

2 WORD POWER Body language

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

1. She's scratching her head. _____
2. She's biting her nails. _____
3. She's rolling her eyes. _____
4. She's tapping her foot. _____
5. She's pulling her hair out. _____
6. She's wrinkling her nose. _____

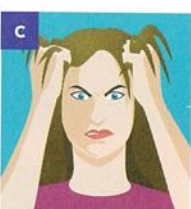
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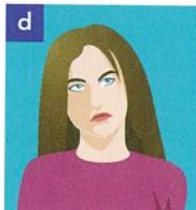
b



c



d



e



f



B GROUP WORK Use the pictures in part A and these adjectives to describe how the woman is feeling.

annoyed confused embarrassed frustrated irritated
bored disgusted exhausted impatient nervous

"In the first picture, she's tapping her foot. She looks impatient."

3 CONVERSATION It's pretty confusing.

A Listen and practice.

Eva: How was dinner with the new Bulgarian student last night? What's her name – Elena?

Brian: Yeah, Elena. It was nice. We always have a good time, but I still don't understand her very well. You see, when we offer her something to eat or drink, she nods her head up and down. But, at the same time she says no.

Eva: It might mean she wants to accept it, but she thinks it's not polite. In some countries, you have to refuse any offer first. Then the host insists, and you accept it.

Brian: I don't know . . . It's pretty confusing.

Eva: It could mean she doesn't want anything, but she thinks it's rude to say no.

Jack: Actually, in some countries, when people move their heads up and down, it means "no."

Brian: Really? Now I get it!



B Now listen to Elena talk to her friend. What does she find unusual about the way people in North America communicate?

4 GRAMMAR FOCUS

Modals and adverbs

Modals

It **might/may** mean she wants to accept it.

It **could** mean she doesn't want anything.

That **must** mean "no."

Adverbs

Maybe/Perhaps it means she wants to accept it.

It **probably** means she doesn't want anything.

That **definitely** means "no."

GRAMMAR PLUS see page 145

PAIR WORK What do these gestures mean? Take turns making statements about each gesture. Use the meanings in the box or your own ideas.

1



2



3



possible meanings

I don't know.

Be quiet.

Call me.

That sounds crazy!

I can't hear you.

Come here.

4



5



6



A: What do you think the first gesture means?

B: It probably means . . . , or It might mean . . .

5 PRONUNCIATION Pitch

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

Certain



B: Definitely.

Uncertain



B: Probably.

A: Do you think her gesture means "no"?

A: Do you understand what her gesture means?



B: Absolutely.

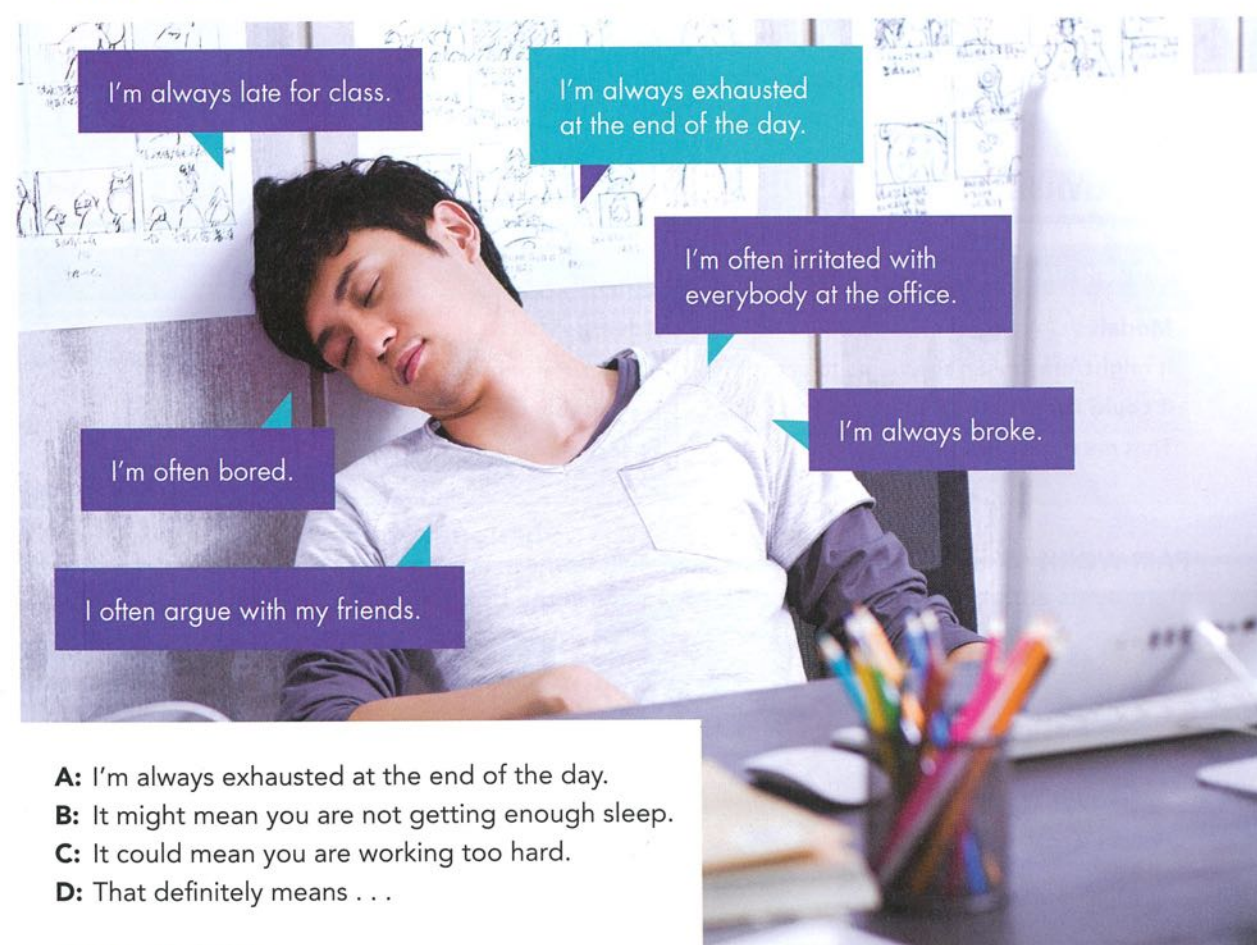


B: Maybe.

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

6 SPEAKING What's the matter with me?

A GROUP WORK Imagine you have one of these problems. What could explain it?



A: I'm always exhausted at the end of the day.

B: It might mean you are not getting enough sleep.

C: It could mean you are working too hard.

D: That definitely means...

B CLASS ACTIVITY Who came up with the most interesting explanation in your group? the most unexpected?

7 INTERCHANGE 14 Casual observers

Interpret people's body language. Go to Interchange 14 on page 128.

8 PERSPECTIVES Rules and regulations

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

1.	2.	3.	4.
5.	6.	7.	8.

a. You can swim here.
b. You aren't allowed to take photos here.
c. You have to fasten your seat belts.
d. You've got to take off your shoes to enter.
e. You are allowed to park here.
f. You can't turn left.
g. Pets aren't allowed in this area.
h. You have to turn off electronic devices in this area.

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

"You might see this one by a lake..."

9 GRAMMAR FOCUS

▶ **Permission, obligation, and prohibition**

Permission

You **can** swim here.

You're **allowed to** park here.

Obligation

You **have to** fasten your seat belt.

You've **got to** take off your shoes.

Prohibition

You **can't** turn left.

Pets **aren't allowed** in this area.

GRAMMAR PLUS see page 145

A PAIR WORK Use the language in the grammar box to talk about these signs.

A: This first sign means you've got to use the stairs in case of a fire.

B: Yes, I think you're right. And the second one means you aren't allowed to...

B CLASS ACTIVITY What are some of the rules in your office or school?

A: In my office, we can't eat at our desks.

B: We can't either, but we're allowed to have water.

C: We're allowed to eat at our desks, but we have to clean up afterward.



10 DISCUSSION Play by the rules.

A PAIR WORK How many rules can you think of for each of these places?

at the gym	at a public swimming pool	on an airplane
in a museum	in a movie theater	at work

"At the gym, you have to wear sneakers or other athletic shoes. You're not allowed to wear regular shoes."

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

11 LISTENING Road signs

A Listen to four conversations about driving. Number the situations they are discussing in the correct order from 1 to 4.

- ___ Cars can't be in the bus and taxi lane.
- ___ Drivers must drive within the speed limit.
- ___ Drivers have to turn on car headlights on mountain roads.
- ___ Cars are allowed to park in this area after 6:00 P.M.

B Listen again. How did they find out about the traffic situation? Write what happened.

1. _____
2. _____
3. _____
4. _____

C PAIR WORK How do you move around your city? Give two examples of traffic laws you must obey.



12 WRITING Golden rules

A GROUP WORK Discuss the rules that currently exist at your school. How many can you think of? Are they all good rules?

B GROUP WORK Think of four new rules that you feel would be a good idea. Work together to write brief explanations of why each is necessary.

1. You aren't allowed to use your first language. If you need to use it, you need to ask your teacher for permission.
2. You have to pay a small fine if you hand in your homework late.
3. You can be late, but you have to come in quietly so you don't disturb the lesson.

C CLASS ACTIVITY Share your lists. Vote on the best new rules.

13 READING

A Skim the article. Match the pictures 1, 2, and 3 to the paragraphs.

UNDERSTANDING IDIOMS

Idioms can be a problem for language learners. They often seem to make absolutely no sense at all. For example, imagine your English friend Sam tells you his math exam was "a piece of cake." Do you imagine him at school, sitting in front of a sweet dessert with nothing but a pen to eat it with? In fact, he's saying that the exam was really easy. It's important to learn useful English idioms and knowing their origins helps us to remember them. Here are stories of three English idioms.



___ **A** If you ask a friend to hang out, you might hear, "Sorry, I can't tonight. I'm feeling a little under the weather." It may sound like rain is coming, but really, it means that your friend feels sick. This expression came from sailors, who often got seasick when bad weather tossed the ship from side to side. The sailors went down to the bottom part of the ship, away from the storm and where the ship's rocking was gentler.

___ **B** If you have a difficult roommate, you might say, "My roommate has loud parties every night, but last night was the last straw. They played music till 5 A.M.! I'm moving out." A "last straw" is a final problem that makes someone take action. This expression is a short form of the phrase "the straw that broke the camel's back." The idea is that even though a single piece of straw is very light, many pieces added together will be too heavy for the camel to carry.

___ **C** Have you ever asked someone if they know something, and they reply, "That rings a bell"? They're not hearing music! They mean that what you're saying sounds familiar, and they think they've heard it before. This idiom comes from the fact that bells are used to remind people of many things. Traditionally, bells would toll for an important event, like a wedding. School bells tell you that class is starting, and even the alarm chime on your phone reminds you that it's time to get up.

B Read the article and correct the false statements below.

1. You can guess the meaning of an idiom if you understand each word.
2. In the past, people knew about important events when they heard shouting.
3. A camel falls down if it has to carry too much water.
4. Sailors used to feel sicker when they went to the bottom of the ship.

C Complete the sentences with the correct form of one of the idioms.

1. Julie has a bad cold at the moment, and she's _____.
2. I don't remember his face, but his name _____.
3. When the neighbors' noisy kids broke my window with their ball, it _____.

D What idioms are commonly used in your country? Where do you think they come from?