

# LEARNING OBJECTIVES


Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR	CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS
<b>1</b> <b>Describing Ourselves and Others</b> page 2	<ul style="list-style-type: none"> <li>Talk about your personality and character</li> <li>Describe how people behave</li> <li>Discuss how we respond to others' conduct</li> <li>Talk about nonverbal communication and culture</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives to describe personality and character traits</li> <li>Attitudes towards others' conduct</li> </ul>	<ul style="list-style-type: none"> <li>Gerunds and infinitives: review and expansion</li> <li>Verbs that require a noun or pronoun before an infinitive</li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>Infinitives: review, expansion, and common errors</li> <li>Parallelism with gerunds and infinitives</li> </ul>	<ul style="list-style-type: none"> <li>Use "I'd say" to soften an assertive opinion</li> <li>Say "I see you as" to introduce your description of someone</li> <li>Use "I don't see myself that way" to politely contradict another person's description of you</li> <li>Use "tend to" and "seem to" to make generalizations</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen to infer</li> <li>Listen to confirm content</li> <li>Listen to infer</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Content words and function words</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A quiz about one's outlook</li> <li>Employees' opinions of their boss</li> <li>An article about nonverbal communication</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Relate to personal experience</li> <li>Recognize main idea</li> <li>Understand from context</li> </ul>	<b>WRITING HANDBOOK</b> <b>Task</b> <ul style="list-style-type: none"> <li>Write a short article about nonverbal communication</li> </ul> <b>Skill</b> <ul style="list-style-type: none"> <li>Paragraph structure: review</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Communication: Ask for clarification and repetition to avoid misunderstandings</li> </ul>
<b>2</b> <b>Creativity in Our Lives</b> page 12	<ul style="list-style-type: none"> <li>Talk about how you've been enjoying the arts</li> <li>Disagree politely about artistic preferences</li> <li>Describe the personalities of creative people</li> <li>Discuss ways to increase creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>Elements of music</li> <li>Adjectives to describe the arts</li> <li>Describing creative personalities</li> </ul> <b>Word study:</b> <ul style="list-style-type: none"> <li>Participial adjectives: present and past forms</li> </ul>	<ul style="list-style-type: none"> <li>The present perfect continuous and the present perfect: review and expansion</li> <li>Cleft sentences with <b>What</b></li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>Finished and unfinished actions: summary</li> <li>Noun clauses: review and expansion</li> <li>Noun clauses as adjective and noun complements</li> </ul>	<ul style="list-style-type: none"> <li>Use "To tell the truth" and "I hate to say it, but" to politely introduce a contrary opinion</li> <li>Soften a contradictory opinion with expressions such as "[He's] not my favorite," "[They're] not my cup of tea," etc.</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen to confirm content</li> <li>Listen for details</li> <li>Relate to personal experience</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Intonation patterns</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A survey of memorable songs and performers</li> <li>Interviews: enjoying the arts</li> <li>An article about creative personalities</li> <li>A survey of how companies can encourage creative thinking</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Identify supporting information</li> <li>Relate to personal experience</li> </ul>	<b>WRITING HANDBOOK</b> <b>Task</b> <ul style="list-style-type: none"> <li>Describe the personal qualities of a creative person</li> </ul> <b>Skill</b> <ul style="list-style-type: none"> <li>Parallel structure: words in a series</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Active listening: Ask for examples to show interest</li> </ul>
<b>3</b> <b>Financial Matters</b> page 24	<ul style="list-style-type: none"> <li>Express buyer's remorse</li> <li>Talk about financial goals and plans</li> <li>Describe good and bad money management</li> <li>Consider reasons for charitable giving</li> </ul>	<ul style="list-style-type: none"> <li>Spending styles</li> <li>Buyer's remorse</li> <li>Words and phrases associated with charity</li> </ul> <b>Word study:</b> <ul style="list-style-type: none"> <li>Parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>Expressing regrets about the past</li> <li>Completed future actions and plans: the future perfect and perfect infinitives</li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>The past unreal conditional: inverted form</li> <li>The future continuous</li> <li>The future perfect continuous</li> </ul>	<ul style="list-style-type: none"> <li>Ask "What do you mean?" to invite someone to elaborate</li> <li>Express empathy with "What a shame" "That's a shame" and "Too bad"</li> <li>Express misgivings about a past action with "If only I had" and "I wish I hadn't"</li> <li>Elaborate on an explanation with "The thing is"</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen for main ideas</li> <li>Understand from context</li> <li>Listen for details</li> <li>Express and support an opinion</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Sentence rhythm: thought groups</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A spending habits self-test</li> <li>Interviews: financial goals</li> <li>An article about personal money management</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Identify supporting details</li> </ul>	<b>WRITING HANDBOOK</b> <b>Task</b> <ul style="list-style-type: none"> <li>Write a personal statement for a job or university application</li> </ul> <b>Skill</b> <ul style="list-style-type: none"> <li>Organizing information by degrees of importance</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Respectfulness: Ask for and provide reasons when discussing opinions</li> </ul>
<b>4</b> <b>Clothing and Appearance</b> page 34	<ul style="list-style-type: none"> <li>Describe clothing details and formality</li> <li>Talk about the kind of clothes you buy</li> <li>Examine questionable cosmetic procedures</li> <li>Discuss appearance and self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives to describe fashion</li> <li>Describing clothes</li> </ul> <b>Word study:</b> <ul style="list-style-type: none"> <li>Compound words with <b>self-</b></li> </ul>	<ul style="list-style-type: none"> <li>Quantifiers: review and expansion</li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>Quantifiers: <b>a few</b> and <b>few</b>; <b>a little</b> and <b>little</b></li> <li>Quantifiers: using <b>of</b> for specific reference</li> <li>Subject-verb agreement of quantifiers followed by <b>of</b></li> </ul>	<ul style="list-style-type: none"> <li>Say "I mean" to elaborate on a prior statement or question</li> <li>Use "Actually" to assert a point of view</li> <li>Say "I think that might be" to gently warn that something is inappropriate</li> <li>Acknowledge someone's good advice with "I'm so glad I asked" "Thank goodness I asked" and "It's a good thing I asked"</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen for main ideas</li> <li>Listen for details</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Linking sounds</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>An article about the history of ready-to-wear clothes</li> <li>An article about two kinds of facials</li> <li>Advertisements for cosmetic procedures</li> <li>A survey of appearance and self-esteem</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Identify supporting details</li> <li>Express and support an opinion</li> </ul>	<b>WRITING HANDBOOK</b> <b>Task</b> <ul style="list-style-type: none"> <li>Write two paragraphs contrasting ideas</li> </ul> <b>Skill</b> <ul style="list-style-type: none"> <li>Compare and contrast (review)</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Teamwork: Encourage a positive exchange of opinions</li> </ul>
<b>5</b> <b>Community</b> page 46	<ul style="list-style-type: none"> <li>Politely ask someone not to do something</li> <li>Describe annoying public conduct</li> <li>Talk about ways to address community problems</li> <li>Discuss the impact of infrastructure on people's lives</li> </ul>	<ul style="list-style-type: none"> <li>Inconsiderate behavior</li> <li>Neighborhood improvements</li> <li>Types of infrastructure</li> </ul> <b>Word study:</b> <ul style="list-style-type: none"> <li>Adjectives with negative prefixes: <b>un-</b>, <b>in-</b>, <b>im-</b>, <b>dis-</b>, <b>ir-</b>, and <b>il-</b></li> </ul>	<ul style="list-style-type: none"> <li>Possessive gerunds</li> <li>Paired conjunctions</li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>Conjunctions with <b>so</b>, <b>too</b>, <b>neither</b>, or <b>not either</b></li> <li><b>So</b>, <b>too</b>, <b>neither</b>, or <b>not either</b>: short responses</li> </ul>	<ul style="list-style-type: none"> <li>Use "Do you mind . . . ?" "Would you mind if . . . ?" or "Would it bother you if . . . ?" to ask permission to do something</li> <li>Soften an objection with expressions such as "I don't mean to inconvenience you" "I hope that's not a problem" "I hope you don't mind" or "I hope that's all right"</li> <li>Politely ask someone not to do something with "Actually, I'd rather you didn't"</li> <li>Say "That's very considerate of you" to thank someone for accommodating you</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen to confirm content</li> <li>Listen for point of view</li> <li>Listen to summarize</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Unstressed syllables: vowel reduction to /ə/</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A questionnaire about one's neighborhood</li> <li>Interviews: pet peeves about public conduct</li> <li>An article about three public projects</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Scan for information</li> </ul>	<b>WRITING HANDBOOK</b> <b>Task</b> <ul style="list-style-type: none"> <li>Write a letter of complaint</li> </ul> <b>Skill</b> <ul style="list-style-type: none"> <li>Formal letters (review)</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Problem solving: Work together to identify and solve problems</li> </ul>

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR	CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS
<b>6</b> <b>The World's Creatures</b> page 56	<ul style="list-style-type: none"> <li>Describe the traits of different pets</li> <li>Express opinions about the treatment of animals</li> <li>Compare animal and human behavior</li> <li>Discuss how to protect animals from extinction</li> </ul>	<ul style="list-style-type: none"> <li>Animals</li> <li>Positive and negative traits in pets</li> <li>Animal physical features and social groups</li> </ul>	<ul style="list-style-type: none"> <li>Passive modals and modal-like expressions</li> <li>Passive modals: questions</li> <li>GRAMMAR EXPANDER</li> <li>Modals and modal-like expressions: summary</li> </ul>	<ul style="list-style-type: none"> <li>To indicate you're considering a different course of action, say "I hadn't thought of that," "On second thought . . .," or "Now that you mention it, . . ."</li> <li>Use "For one thing" to introduce a first supporting argument</li> <li>Say "Good point" to recognize the value of another person's argument</li> <li>Use "Right?" to ask someone to confirm the correctness of your statement</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen for main ideas</li> <li>Listen for supporting details</li> <li>Understand from context</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Sound reduction</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>Interviews: opinions about the treatment of animals</li> <li>An article about the dangers to animal species</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Recognize cause and effect</li> </ul>	<b>WRITING HANDBOOK</b> <b>Task</b> <ul style="list-style-type: none"> <li>Write a persuasive essay</li> </ul> <b>Skill</b> <ul style="list-style-type: none"> <li>Supporting a point of view</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Critical thinking: Provide reasons for positive and negative opinions</li> </ul>
<b>7</b> <b>Shopping and Advertising</b> page 68	<ul style="list-style-type: none"> <li>Compare different ways to shop</li> <li>Describe reactions to advertisements</li> <li>Talk about problem shopping behavior</li> <li>Persuade someone to buy a product</li> </ul>	<ul style="list-style-type: none"> <li>Ways to shop</li> <li>Verbs to persuade</li> </ul>	<ul style="list-style-type: none"> <li>Passive forms of gerunds and infinitives</li> <li>GRAMMAR EXPANDER</li> <li>The passive voice: review and expansion</li> </ul>	<ul style="list-style-type: none"> <li>Express surprise on seeing someone you haven't seen in a while with expressions such as "Long time no see!" "Is that you?" "What a surprise!" etc.</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen to apply ideas</li> <li>Listen to infer</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Vowel sounds /i/ and /ɪ/</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>An opinion survey about shopping mistakes</li> <li>Interviews: reactions to ads</li> <li>An article about compulsive shopping</li> <li>A self-test about shopping behavior</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Identify supporting details</li> </ul>	<b>WRITING HANDBOOK</b> <b>Task</b> <ul style="list-style-type: none"> <li>Write a summary of an article</li> </ul> <b>Skill</b> <ul style="list-style-type: none"> <li>Summarize and paraphrase information from an article or a report</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Leadership: Invite others to express their agreement with your ideas</li> </ul>
<b>8</b> <b>Family Trends</b> page 78	<ul style="list-style-type: none"> <li>Describe family trends</li> <li>Talk about parent and teen relationships</li> <li>Compare the generations within a family</li> <li>Discuss multi-generational households</li> </ul>	<ul style="list-style-type: none"> <li>Parent and teen behavior</li> </ul> <b>Word study:</b> <ul style="list-style-type: none"> <li>Using suffixes to transform verbs and adjectives into nouns</li> </ul>	<ul style="list-style-type: none"> <li>Repeated comparatives and double comparatives</li> <li>GRAMMAR EXPANDER</li> <li>Making comparisons: review and expansion</li> <li>Other uses of comparatives, superlatives, and comparisons with <i>as ... as</i></li> </ul>	<ul style="list-style-type: none"> <li>Preface a hard truth with expressions such as "Well, I hate to say it, but . . ." "I'm sorry to say . . .," etc.</li> <li>Use "Why's that?" to ask someone to elaborate on an opinion</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen to confirm content</li> <li>Listen to infer</li> <li>Make personal connections</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Stress placement: prefixes and suffixes</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A self-test about parent / teen perspectives</li> <li>An article about a growing family trend</li> <li>An article about multi-generational households in the U.S.</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Summarize</li> <li>Understand from context</li> <li>Make personal connections</li> </ul>	<b>WRITING HANDBOOK</b> <b>Task</b> <ul style="list-style-type: none"> <li>Write a blog post with advice for parents and teens</li> </ul> <b>Skill</b> <ul style="list-style-type: none"> <li>Avoiding run-on sentences and comma splices</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Open-mindedness: Paraphrase another person's opinion to confirm your understanding</li> </ul>
<b>9</b> <b>Getting at the Truth</b> page 90	<ul style="list-style-type: none"> <li>Speculate about what happened</li> <li>Suggest a plausible explanation</li> <li>Discuss why people fall for pranks</li> <li>Evaluate the trustworthiness of information sources</li> </ul>	<ul style="list-style-type: none"> <li>Degrees of certainty</li> </ul> <b>Word study:</b> <ul style="list-style-type: none"> <li>Adjectives with the suffix <i>-able</i></li> </ul>	<ul style="list-style-type: none"> <li>Perfect modals: active and passive voice</li> <li>GRAMMAR EXPANDER</li> <li>Perfect modals: short responses (active and passive voice)</li> </ul>	<ul style="list-style-type: none"> <li>Use "I wonder" to introduce something you're not sure about</li> <li>Say "I suppose" to acknowledge someone's point of view</li> <li>Say "That's true" to acknowledge the correctness of someone's conclusion</li> <li>Respond to someone's speculation with "Could be," "Maybe," "I suppose," "Most likely," "Clearly," or "Definitely"</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Listen for supporting details</li> <li>Listen to summarize</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Reduction and linking in perfect modals in the passive voice</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A self-test of one's degree of gullibility</li> <li>Opinions: possible explanations of mysteries</li> <li>An article about an infamous radio program</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Infer information</li> <li>Draw conclusions</li> </ul>	<b>WRITING HANDBOOK</b> <b>Task</b> <ul style="list-style-type: none"> <li>Write a short imaginary news report</li> </ul> <b>Skill</b> <ul style="list-style-type: none"> <li>Avoiding sentence fragments</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Empathy: Show support for others when they express frustration</li> </ul>
<b>10</b> <b>The Kind of People We Are</b> page 100	<ul style="list-style-type: none"> <li>Describe enjoyable activities of the past</li> <li>Suggest ways to cope with stress</li> <li>Discuss how to be more active</li> <li>Compare attitudes about taking risks</li> </ul>	<ul style="list-style-type: none"> <li>Personal qualities</li> <li>Ways to cope with stress</li> </ul> <b>Word study:</b> <ul style="list-style-type: none"> <li>Adverbs of manner</li> </ul>	<ul style="list-style-type: none"> <li>Describing past repeated or habitual actions</li> <li>Expressing an expectation or mild obligation with <i>be supposed to</i></li> <li>GRAMMAR EXPANDER</li> <li><i>Would</i>: review</li> <li><i>Be supposed to</i>: expansion</li> <li>Placement of adverbs of manner</li> </ul>	<ul style="list-style-type: none"> <li>Say "uh-oh" to indicate that you realize you've made a mistake</li> <li>Use "I just realized" to acknowledge a mistake</li> <li>Say "No wonder" to indicate that you've come to understand the reason something happened</li> <li>Introduce an inconvenient truth with "Frankly, . . ." "I hate to tell you this . . ." "The painful fact is . . ." or "To tell you the truth"</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen for main ideas</li> <li>Listen for supporting details</li> <li>Understand from context</li> <li>Relate to personal experience</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>Interviews: school vacations</li> <li>An article about the negative effects of a sedentary lifestyle</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Identify supporting details</li> <li>Recognize cause and effect</li> <li>Relate to personal experience</li> </ul>	<b>WRITING HANDBOOK</b> <b>Task</b> <ul style="list-style-type: none"> <li>Write a critique of an article or interview</li> </ul> <b>Skill</b> <ul style="list-style-type: none"> <li>Presenting and supporting opinions clearly</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Enthusiasm: Respond emphatically to what others say</li> </ul>

# Clothing and Appearance

## PREVIEW

**A**  **APPEARANCE AND SELF-ESTEEM** | Listen to an introduction to a psychologist's talk. What is the problem the speaker describes?

**B**  **ZOOM-IN** | Read and listen to friends discuss clothing customs. Notice the featured words and phrases.

### UNDERSTAND A VARIETY OF ACCENTS

**Eliani** = Arabic

**Harriet** = American English (regional)

**Eliani:** Layla's been invited to a friend's wedding next month—a close friend actually. And she was asked to be a bridesmaid. I'm not sure what I should get her to wear.

**Harriet:** Wow! Time flies. Layla's old enough to have friends getting married?

**Eliani:** Hello! Layla's 20. She's in her last year at school. Hard to believe, right?

**Harriet:** Well, about the dress: That decision's out of your hands. The bride picks out the bridesmaids' dress and they all wear the same thing. End of story.

**Eliani:** Oh, that's just like at home. But what kind of dress do you suppose they'll choose for her? Do you think it'll be very revealing? I realize she's not a child, and it's probably none of my business.

**Harriet:** Well, by our standards, probably not very revealing, but I understand you might not feel the same way.

**Eliani:** You know me so well! It's been a struggle for me bringing her up here in this country. Call me old-fashioned, but I still think a young unmarried woman should dress modestly.

**Harriet:** How modestly do you mean?

**Eliani:** Well, don't get me wrong. I'm not saying she should be covered up from head to toe, but you have to draw the line somewhere, don't you?

**Harriet:** Yeah, you do.

**Eliani:** I mean, look at the way girls walk around—actually it's not just the girls. If I had a son, I'd feel the same way about inappropriate clothes. The majority of them walk around in torn pants hanging down below their . . .

**Harriet:** I wouldn't read too much into any of this, Eliani. It doesn't mean much. Things that seem fine in one culture can be totally inappropriate or disrespectful somewhere else. It's just fashion.

**C** **UNDERSTAND FROM CONTEXT** | With a partner, find featured words or phrases from Zoom-In to answer the questions.

- 1 How does Harriet indicate that she's surprised Layla is already 20?
- 2 In what way does Eliani say that something's been difficult for her?
- 3 What word does Eliani use to mean "not up to date"?
- 4 How does Eliani ask Harriet not to misunderstand what she's going to say?

**D** **LOOK IT UP AND SHARE** | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

**E** **THINK AND EXPLAIN** | With a partner, discuss the answers to the questions, based on the conversation in Zoom-In.

- 1 Why do you think Eliani says that decisions about Layla's clothes are "none of her business"?
- 2 Why does Harriet say that the decision about the dress is "out of Eliani's hands"?
- 3 What does Harriet mean by "End of story"?
- 4 What do you think Eliani means when she describes a dress as "revealing"?
- 5 What do you think Eliani means by "you have to draw the line somewhere"?
- 6 What does Harriet mean when she says, "I wouldn't read too much into any of this, Eliani"?

“ I think Eliani says that clothing decisions are “none of her business” because she understands that Layla is old enough to make her own decisions. ”



## UNIT 4 COMMUNICATION GOALS

- Lesson 1** Describe clothing details and formality
- Lesson 2** Talk about the kind of clothes you buy
- Lesson 3** Examine questionable cosmetic procedures
- Lesson 4** Discuss appearance and self-esteem

**F TALKING POINTS** | Complete the style survey. Rate the looks by circling 1 to 3 hangers, giving 3 hangers to the ones you like best.



**1 classic**



**2 loud**



**3 funky**



**4 subdued**

**G VOCABULARY** | Adjectives to describe fashion | Listen and repeat.

<b>classic</b>	an unchangeable style that's always fashionable and stylish
<b>loud</b>	extremely bright and very attention-getting
<b>funky</b>	modern, "cool," and non-traditional
<b>subdued</b>	not bright or loud; visually quiet
<b>trendy</b>	a temporarily popular style that probably won't last
<b>elegant</b>	beautiful and of high quality

**And don't forget**

wild  
conservative  
modest  
appropriate  
inappropriate  
casual  
formal  
informal



**5 trendy**

### START TALKING ...

**PAIR WORK** Express your opinions about the outfits in the photos, using as many adjectives as you can.

**DISCUSSION** Paraphrase the quotations. Which makes the most sense to you? Explain.

*"Fashion is just an interpretation of the culture around us."*

**Nina García**

(Colombian-American fashion journalist)

*"In a world full of trends, I want to remain a classic."*

**Iman**

(Somali fashion model)

*"Elegance is not standing out but being remembered."*

**Giorgio Armani**

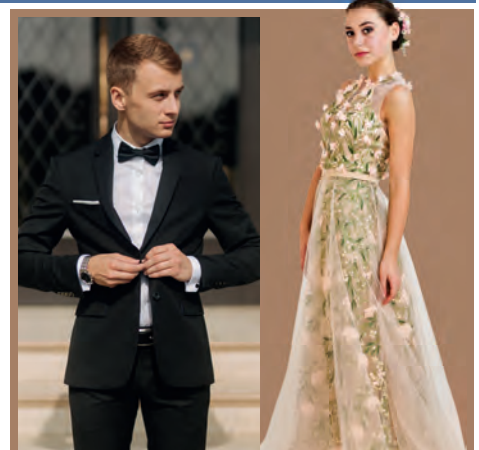
(Italian fashion designer)

*"Style is a way to say who you are without having to speak."*

**Rachel Zoe**

(U.S. fashion designer)

*"The red suit is really loud. It would be inappropriate for my office."*



**6 elegant**



## Describe clothing details and formality

**A** VOCABULARY | Describing clothes | Read the text messages. Then listen and repeat.

**A**



On our way to a wedding. Sophia's a bridesmaid. She's got on a floor-length **evening gown** in **solid** hot pink. It's a little **low-cut**, but not too revealing.

I'm in a **tux**.\* Will send pics in a bit.

\*tux = tuxedo


**B**



On my way to the Museum Charity Ball. Sending a pic of me in my **cocktail dress**. It's **strapless**, short, and **clingy**—very chic, I think.

Dad admitted it was none of his business, but he thought it was a little revealing. Mom thought the blue and green abstract **print** was gorgeous and said the dress was totally appropriate. Tell me honestly what you think, OK?

**C**



On our way to an "anti-fashion" parade! I'm wearing **striped** pajamas and a floral-print scarf, and Liam is wearing a **checked** tank top and **plaid** shorts.

We have on matching **polka-dot** masks. We're a masterpiece. Gonna win first prize.

**And remember:**

short-sleeve	loose
long-sleeve	tight
sleeveless	modest

**Also:**

sweater	blazer
V-neck	sweatpants
crewneck	sweatshirt
turtleneck	casual shirt
cardigan	dress shirt
polo shirt	blouse
jeans	khakis
T-shirt	shorts
slacks	

**B** LISTEN FOR DETAILS | Listen to the conversations. Circle the letter of the illustration that answers the question.

1 Which outfit will she wear for her presentation?



2 Which outfit does the man think is attractive?



3 Which tie will the young man buy?



**C** PAIR WORK | Take turns describing the items in Exercise B. Your partner identifies the items you describe. Use adjectives from the Vocabulary.

**PRONUNCIATION LESSON** p. 134

Linking sounds

- D ACTIVATE VOCABULARY** | With a partner, discuss your personal opinions about these fashions. Use the Vocabulary from Exercise A and the adjectives from Exercise G on page 35.



## COMMUNICATION ACTIVATOR

Now let's describe clothing details and formality.

### A CONVERSATION MODEL | Read and listen.

- A:** Can I ask your advice about the reception this weekend?  
**B:** Sure. What would you like to know?  
**A:** I'm a little unsure about the dress code.  
 I mean, how formal will it be?  
**B:** Actually, it's supposed to be on the formal side.  
**A:** I've been thinking of a nice dressy blouse and a pair of solid gray dress slacks. How would that be?  
**B:** I think that might be a little underdressed.  
 Most women will probably be in something a little dressier—maybe even in a cocktail dress.  
**A:** Thanks. That's very helpful.  
 I'm so glad I asked.

#### Formality

- overdressed
- on the formal side
- dressy
- underdressed
- on the informal side

#### Social language

Acknowledge someone's advice with:

- I'm so glad I asked.
- Thank goodness I asked.
- It's a good thing I asked.



### B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

### C IN YOUR OWN WORDS | Create your own conversation about formality at a different kind of event. Ask about specific clothes, using clothing and adjectives from the Vocabulary. Start like this: *Can I ask your advice about . . . ?* Be sure to change roles and then partners. (Option: Use the Unit 4 Energizer Worksheet.)

#### KEEP TALKING! ●●●

- Ask more questions about the event.
- Provide details about the clothes.
- Make a decision about what to wear.
- Say as much as you can.

Watch the video for ideas!



#### RECYCLE THIS LANGUAGE

- |         |               |
|---------|---------------|
| trendy  | subdued       |
| funky   | loud          |
| classic | appropriate   |
| elegant | inappropriate |



FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES

UNIT 4

37



- A**  **GRAMMAR CLOSE-UP** | Read the article about the history of ready-to-wear clothes. Notice the featured grammar.

# Ready-to-wear or Tailor-made?

**Do you know your clothing sizes? Of course you do. But would you be surprised to learn that clothing didn't always come in sizes? Here's some history:**

Before the mid-19th century, most people around the world bought factory produced fabrics and made clothing for the entire family at home. By the 1850s, easy-to-use clothing patterns became commercially available, and sewing machines were standard in many homes, enabling the majority of people to make clothes quickly and efficiently for themselves. But as more and more women joined the workforce, fewer and fewer people continued to make their own clothes.

Although the vast majority of clothes purchased in the industrialized world today are ready-to-wear, tailors and dressmakers in almost every country continue to make clothes to measure for the fortunate few people who can afford a little luxury. And patterns remain popular with a great number of people—those who enjoy creating something unique, others who are thrifty, and a growing number of true artisans who make handmade clothes as a craft.

That said, there are plenty of places where tailor-made clothes are the standard rather than the exception. In the Republic of the Congo, tailor Patrick Ondze claims that most Congolese people have at least a dozen tailor-made outfits, which makes tailoring a great occupation there.



- B** **DRAW CONCLUSIONS** | Do you think tailoring and dressmaking are a dying art? Discuss with a partner.

- C** **GRAMMAR** | Quantifiers: review and expansion

Some quantifiers can only be used with singular count nouns.

one blouse      each woman      every child

Some quantifiers can only be used with plural count nouns.

a few dresses      both tuxedos      a pair of flats  
many tailors      several boys      a number of styles  
a couple of shirts      at least four shirts      a majority of designers

Some quantifiers can only be used with non-count nouns.

a little excitement      much interest      a great deal of trouble  
less music      a bit of fear      a great amount of elegance

Some quantifiers can be used with both count and non-count nouns.

Count nouns	Non-count nouns
<u>no</u> children	<u>no</u> education
<u>some</u> / <u>any</u> evening gowns	<u>some</u> / <u>any</u> debt
<u>a lot of</u> / <u>lots of</u> windbreakers	<u>a lot of</u> / <u>lots of</u> style
<u>a third of</u> the classrooms	<u>a third of</u> the money
<u>plenty of</u> young women	<u>plenty of</u> criticism
<u>most</u> problems	<u>most</u> sleepwear
<u>all</u> traditional dressmakers	<u>all</u> cash
<u>more</u> ties	<u>more</u> food
<u>more and more</u> men	<u>more and more</u> entertainment

**Note:** The quantifier a majority of can also be used with singular count nouns that include more than one person. Use a third-person singular verb. A majority of the population buys ready-to-wear clothes.

## GRAMMAR EXPANDER p. 121

- Quantifiers: a few and few; a little and little
- Quantifiers: using of for specific reference
- Subject-verb agreement of quantifiers followed by of

**D UNDERSTAND THE GRAMMAR** | Circle the correct quantifier. Explain your answer.

- 1 (Most / Much) men today buy ready-to-wear suits.
- 2 (A number of / A great deal of) trendy stores in the mall are just too expensive for me.
- 3 (All / Every) speaker at the meeting wore a skirt suit.
- 4 In our town there are only (a little / a few) tailors who still make suits.
- 5 A hundred years ago (less / fewer) women were in the workforce.

“Much can't be used with count nouns.”

**E GRAMMAR PRACTICE** | Circle the letters of all the quantifiers that can complete each sentence correctly. Explain your answer, based on the grammar chart.

- 1 If people buy ..... classic outfits, they will always be well dressed and won't have to buy new clothes when fashions change.  
a a lot of                      b several                      c a number of                      d a great deal of
- 2 I was surprised to learn that ..... clothes only come in one size.  
a less                      b some                      c every                      d a lot of
- 3 In this city, there are ..... dressmakers who can make clothes that are much more elegant than the average ones you can buy.  
a a number of                      b a few                      c plenty of                      d a little
- 4 ..... young people don't think much about how much clothes cost.  
a Most                      b A great deal of                      c Every                      d A majority of
- 5 Since the program for the marketing meeting didn't specify the dress code, it's clear that ..... person must decide what to wear on his or her own.  
a some                      b each                      c every                      d most

“A great deal of is the only choice that can't be used with count nouns.”



**COMMUNICATION  
ACTIVATOR**

**Now let's talk about the kind of clothes we buy.**

**A TALKING POINTS** | Complete the questionnaire about your clothing purchasing patterns.

Who chooses the clothes you buy?

\_\_\_\_\_

Who buys them?

\_\_\_\_\_

What kinds of clothes do you own?

☐ 100% ready-to-wear

Why?

\_\_\_\_\_

☐ a mixture of ready-to-wear and tailor-made

Why?

\_\_\_\_\_

☐ mostly tailor-made

Why?

\_\_\_\_\_

Has a family member or friend ever made an article of clothing for you?

☐ Yes    ☐ No

If so, what was it / and who made it?

\_\_\_\_\_ / \_\_\_\_\_

Have you ever made clothes for yourself?

☐ Yes    ☐ No

If so, what was it or what were they?

\_\_\_\_\_

If not, would you like to learn how? Why or why not?

☐ Yes    ☐ No

\_\_\_\_\_

**B GROUP WORK** | In a group, compare your classmates' responses in Talking Points. Use quantifiers to summarize your classmates' ideas.

“A majority of students in the class choose their own clothes.”

“A few students in the class make some of their clothes themselves.”

**KEEP TALKING!** ●●●

- Say more about how you choose your own clothes.
- Discuss the advantages and disadvantages of ready-to-wear and tailor-made clothes.
- Predict whether tailor-made clothes will become more or less popular in the future.
- Say as much as you can.

Watch the video for ideas!



FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES

UNIT 4

39



**A** **READING** | Read about two kinds of facials. Is one more questionable than the other?

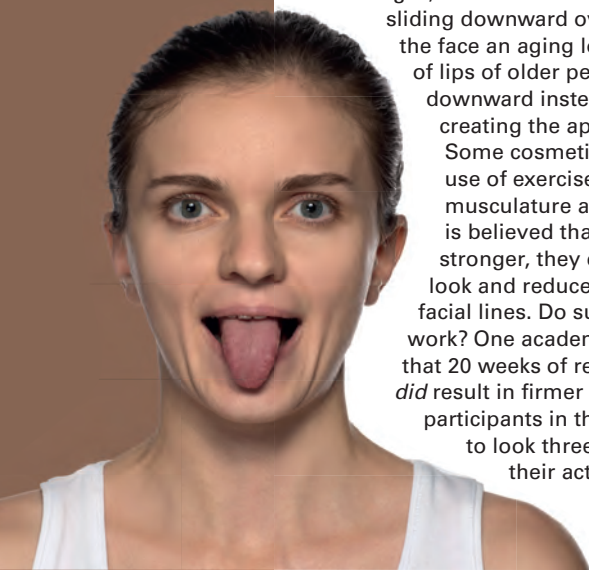
## THE QUEST FOR A *YOUTHFUL APPEARANCE* — FOR MEN AND WOMEN



**T**he desire to preserve facial youth and beauty is as old as history, going all the way back to the ancient world. Cleopatra of Egypt supposedly bathed in the milk of donkeys to stay young-looking, though the historical accuracy of that story isn't confirmed, and many people doubt that it's true. Nevertheless, to this day, milk is used widely in the manufacture of creams and soaps that are popular with both men and women.

Cosmetic treatments to improve the look of the face vary from the use of natural (although sometimes questionable or even dangerous) ingredients to somewhat more physical procedures, such as "face yoga" and "vampire facials." Face yoga is based on the principle that exercise strengthens muscles. As the

face ages, muscles become weak and sag, sliding downward over time and giving the face an aging look. The corners of lips of older people tend to turn downward instead of upward, creating the appearance of sadness. Some cosmeticians promote the use of exercises to improve the musculature around the mouth. It is believed that if those muscles are stronger, they can restore a happier look and reduce wrinkles and other facial lines. Do such facial gymnastics work? One academic study showed that 20 weeks of regular facial exercises *did* result in firmer muscle tone, and participants in the study were judged to look three years younger than their actual age.



While a little facial exercise cannot be harmful, vampire facials, which are gaining in popularity worldwide, might not be so safe. A vampire facial, also known as a "blood facial" or "micro-needling," involves taking blood from a person's arm and either applying it topically (by rubbing it on the person's face), or injecting it with a needle into many places on the face. The "micro-injuries" caused by the needle pricks cause the body to rush to heal those injuries by secreting substances such as collagen and elastin, which fill in sagging skin, erasing lines.

Unfortunately, vampire facials present substantial risks if strict medical guidelines aren't observed. These trendy facials are widely available in spas and beauty salons where operators may reuse needles from one client to another or not properly sterilize them to kill bacteria. This can lead to infections, some of which could be life-threatening, such as HIV or hepatitis. However, when administered in a medical setting, such as a doctor's office, the risk is probably minor.

The old saying "You've got to suffer for beauty" seems illustrated by the vampire facial. Though some claim the pain is justified by the results, others aren't so sure.



**“Vampire facial? You’ve got to be kidding. The whole idea reminds me of that awful Twilight movie. Horrible idea!”**

**Melanie Stroock,**  
microbiologist

**B** **UNDERSTAND FROM CONTEXT** | Complete the statements with words from the box.

- One reason for the popularity of facials is to maintain the appearance of .....
- Something that's widely believed though not known for sure is only ..... true.
- A belief that's ..... is one that's not necessarily accurate.
- To hang in a downward direction is to .....
- The lines that appear on one's face as one gets older are called .....
- Muscles that are exercised regularly become ..... over time.
- Infections are caused by .....

bacteria  
sag  
supposedly  
firmer  
questionable  
wrinkles  
youth

**C IDENTIFY SUPPORTING DETAILS** | Write **T** (true) or **F** (false) about each of the statements. Then, with a partner, find supporting information in the article.

- ..... 1 The use of procedures and techniques to maintain a youthful appearance has begun only recently.
- ..... 2 It has been proven that Cleopatra used donkey milk baths as a skin care technique.
- ..... 3 Face yoga is a form of exercise to strengthen facial muscles, improving their tone.
- ..... 4 Sagging muscles give the corners of the mouth an upward direction, giving a person a happy appearance.
- ..... 5 Research has shown that facial gymnastics can result in a somewhat more youthful appearance if practiced regularly.
- ..... 6 There are two main ways to perform a vampire facial.
- ..... 7 In a vampire facial, a needle injects elastin and collagen to heal the skin.
- ..... 8 Using unsterile needles is one reason vampire facials can be dangerous.
- ..... 9 Getting a blood facial in a doctor's office is very risky.
- ..... 10 Vampire facials can be painful.

**D EXPRESS AND SUPPORT AN OPINION** | Discuss the questions with a partner. Explain your reasons.

- 1 Do you agree with the old saying that you have to suffer for beauty?
- 2 If you were sure it was safe and effective, would you consider getting a vampire facial?



**COMMUNICATION ACTIVATOR**

**Now let's examine questionable cosmetic procedures.**

**A TALKING POINTS** | Read the ads and rate them. Discuss your ratings and reasons with a partner.

- ✓ = Looks good to me!
- ? = Looks questionable. I'd have to know more.
- ✗ = I wouldn't try it even if you paid me!

**STRAWBERRY TOOTH WHITENING**

**BASED ON SCIENCE**

My secret to a perfect set of pearly whites? I brush with strawberries twice a day. Strawberries are a natural tooth whitener, and they taste a lot better than most toothpastes. And for an even more effective result, use the strawberry activator toothbrush, specially designed to hold an average strawberry.

My rating ☐

**TAPEWORM EXPRESS DIET**

“ I tried this diet and reached my ideal weight fast! ”

Don't knock it if you haven't tried it. Under a doctor's supervision, you simply swallow a small pill. Within days, one or more tapeworms will absorb all the food you eat, resulting in extra-fast weight loss.\* Once you have reached your ideal weight, the doctor will administer an anti-parasite pill, killing the tapeworm, which will pass out of your body harmlessly.

*\*Only for healthy individuals. The tapeworm express diet can cause abdominal complications, meningitis, and dementia.*

My rating ☐

**FISH PEDICURE**

For the fastest and most efficient pedicure, don't depend on human hands. Let the fish do it fast. Tiny fish in the pedicure tank eat away dead skin on your feet, leaving them soft as a baby's bottom. Certified germ-free fish make fish pedicures safe and effective.

My rating ☐

**B DISCUSSION** | What specific dangerous, harmful, or questionable procedures have you seen or heard of? Where do you draw the line? (Option: Use the Unit 4 Soft SkillsBooster, p. 154.)



FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES

UNIT 4

41



## Discuss appearance and self-esteem

- A** **WORD STUDY** | Compound words with self- | Read and listen. Then listen again and repeat. Use a dictionary to find two more nouns and two more adjectives with the prefix self-.

Nouns	Adjectives
<p><b>self-confidence</b> the belief that one has the ability to do things well <i>One can build one's self-confidence by developing skills and abilities.</i></p> <p><b>self-esteem</b> the attitude of acceptance and approval of oneself <i>High self-esteem can help a person succeed, and low self-esteem can hold one back.</i></p> <p><b>self-image</b> the opinion one has about one's own abilities, appearance, and character <i>A person's self-image is often hard to change.</i></p> <p><b>self-pity</b> a feeling of sadness about one's own troubles <i>Feelings of self-pity may interfere with a person's ability to succeed.</i></p>	<p><b>self-centered</b> interested only in oneself <i>Babies and children start out life naturally self-centered, but as they grow up they begin to see others' needs as important too.</i></p> <p><b>self-confident</b> believing that one has the ability to do things well; not shy or nervous in social situations <i>Self-confident people often look calm and sure of themselves.</i></p> <p><b>self-conscious</b> worried about what one looks like or what other people think of one's appearance <i>If you overdress for an occasion, you will probably feel self-conscious.</i></p> <p><b>self-critical</b> tending to find fault with oneself <i>Self-critical people often feel their failures are more important than their successes.</i></p>

- B** **WORD STUDY PRACTICE** | Complete each statement, using one of the compound words with self-.

- I don't know why my sister is so ..... Her boss and her colleagues always tell her how good her work is.
- I've heard that our ..... is built by good parenting.
- No matter where I go or what I wear, I always feel ..... about how I look.
- People who are ..... don't spend their day worrying about everything they do. They just expect things to go well.
- When everyone around us seems to treat us unfairly, it can lead to feelings of .....
- Norma is very ..... She never stops talking about herself and seems to ignore everyone around her.
- A negative ..... can result from constantly being criticized for your clothes or your looks.

- C** **LISTEN FOR MAIN IDEAS** | Listen to a talk about body image. Then read the statements and choose the one that expresses its main idea.

- ☐ 1 The media presents images of what the ideal male should look like.
- ☐ 2 Males are increasingly developing a negative body image and suffering its consequences.
- ☐ 3 A large number of men exercise excessively and are on diets.
- ☐ 4 A negative body image can be caused by bullying, teasing, and teenage peer pressure to look strong.
- ☐ 5 It is well known that many women and girls suffer from a negative body image.

- D** **LISTEN FOR DETAILS** | Complete the statements, according to the information in the talk. Listen again if necessary.

- According to the research described in the talk, having a negative body image has caused many young (men / women) to avoid being seen in revealing clothes.
- According to one study, men and women are (equally susceptible to / not equally susceptible to) images of ideal body type portrayed in the media.
- The media portrays the ideal male body type as (thin / tall) and muscular.
- Excessive exercise and extreme dieting are ways people try to achieve (an ideal body shape / a healthy body).
- People are born with a (healthy / negative) body image.
- The influence of teenagers' friends is referred to as (image / peer) pressure.



- E DISCUSSION** | With a partner, discuss the ways in which men and women can become less susceptible to the images in the media and reject its influence on our self-esteem.



## COMMUNICATION ACTIVATOR

Now let's discuss appearance and self-esteem.

- A SURVEY** | Take the survey. Then compare ratings with a partner.

**Rate each statement about people in your country from 1 to 5.**

← STRONGLY DISAGREE

STRONGLY AGREE →

1	A lot of women are self-conscious about their bodies.	1	2	3	4	5
2	A lot of men are self-conscious about their bodies.	1	2	3	4	5
3	Most women are self-conscious about their faces.	1	2	3	4	5
4	Most men are self-conscious about their faces.	1	2	3	4	5
5	Almost all women want to look more like women in the media.	1	2	3	4	5
6	Almost all men want to look more like men in the media.	1	2	3	4	5
7	The majority of people have a positive body image.	1	2	3	4	5
8	The majority of people have high self-esteem.	1	2	3	4	5
9	All women think they need to be beautiful to be successful.	1	2	3	4	5
10	All men think they need to be good-looking to be successful.	1	2	3	4	5

- B TALKING POINTS** | Make a list of positive and negative factors that affect self-esteem.

Build self-esteem <i>Your parents' love</i>	Harm self-esteem <i>"Messages" in the media</i>
Build self-esteem	Harm self-esteem

- C DISCUSSION** | Discuss the following questions.

- How can the positive factors in your Talking Points be encouraged?
- Which of the negative factors in your Talking Points can be changed or corrected?
- Do you think people who have high self-esteem have a better life than those with low self-esteem? Explain your opinion.
- In an ideal world, what should one's self-esteem be based on? Explain your opinion.

**WRITING HANDBOOK** p. 144

- Skill** Compare and contrast: review
- Task** Write two paragraphs contrasting ideas



## PROGRESS SELF-CHECK

## NOW I CAN

For more practice ...

Unit Review / Connect TV  
Test-Taking Skills Booster

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Describe clothing details and formality. | <input type="checkbox"/> Talk about the kind of clothes I buy. | <input type="checkbox"/> Examine questionable cosmetic procedures. | <input type="checkbox"/> Discuss appearance and self-esteem. |
|---|--|--|--|



## Extend-It 2

1

### Plan a MEETING VENUE

★ Work in small groups. Your international company or organization plans to hold a meeting in your country attended by your overseas colleagues. You have been assigned to plan the venue and dates. Discuss and make planning notes.

#### Location ideas

- A mountain resort
- A beach town
- A city hotel

#### PLANNING NOTES

Company or organization's name:

Our mission:

Recommended meeting location and reasons:

Recommended meeting dates and reasons:

Company or organization's name:

*Animal Rescue League*

Our mission: *To ensure that all animals have a safe and healthy place to live*

★ Take turns presenting each group's proposal to the class. Ask and answer questions. After all groups have presented, vote for the best proposal. The winning group will play the role of meeting hosts in Activities 2 and 3. All other classmates will play the role of visitors.

We suggest scheduling the meeting in April. The average temperatures are very comfortable then.

But don't you think there might be too much rain in April?



2

### Represent your country

★ Divide into your groups of hosts and visitors.

**HOSTS:** Using your first-hand knowledge and other resources, collect information about this country's traditions and culture. Discuss and write notes on the notepad.

**VISITORS:** Form groups and choose a "country of origin" for your group. Find information about that country. Discuss and write notes about your country of origin on the notepad.

#### Possible countries of origin

- Australia
- Canada
- Germany
- India
- Italy
- Malaysia
- Poland
- Sweden
- The United Kingdom
- The United States

Name of country:

Geography:

Things to do or see:

Greeting customs:

Small talk:

Dress codes:

Manners:

Customary roles of men and women:

Other traditions:



3

ATTEND A

## DINNER PARTY



SOUPS

SALADS /  
APPETIZERS

ENTRÉES

DESSERTS

BEVERAGES

★ The meeting hosts and visitors have been invited to a casual “welcome” dinner buffet at a local restaurant. Prepare for a discussion about foods at the party and popular foods in your **OWN** countries.

**HOSTS:** In your group, discuss your favorite typical foods from this country. Vote on at least two for each serving plate. Write the names on the plates.

**VISITORS:** In your groups, find information about the foods of your group’s country of origin and write the names of popular dishes on the plates.

★ Role-play the dinner party. Mingle with the other attendees and make small talk. **HOSTS:** Tell the visitors about the foods on the buffet. **VISITORS:** Make comparisons with the foods of your own countries.

### Small talk ideas

- Ask about each other’s offices or professional activities.
- Talk about your families.
- Compare the geography, customs, traditions, and holidays of your countries.
- Suggest local activities and attractions.
- Invite your colleagues to visit your country with their family or friends.