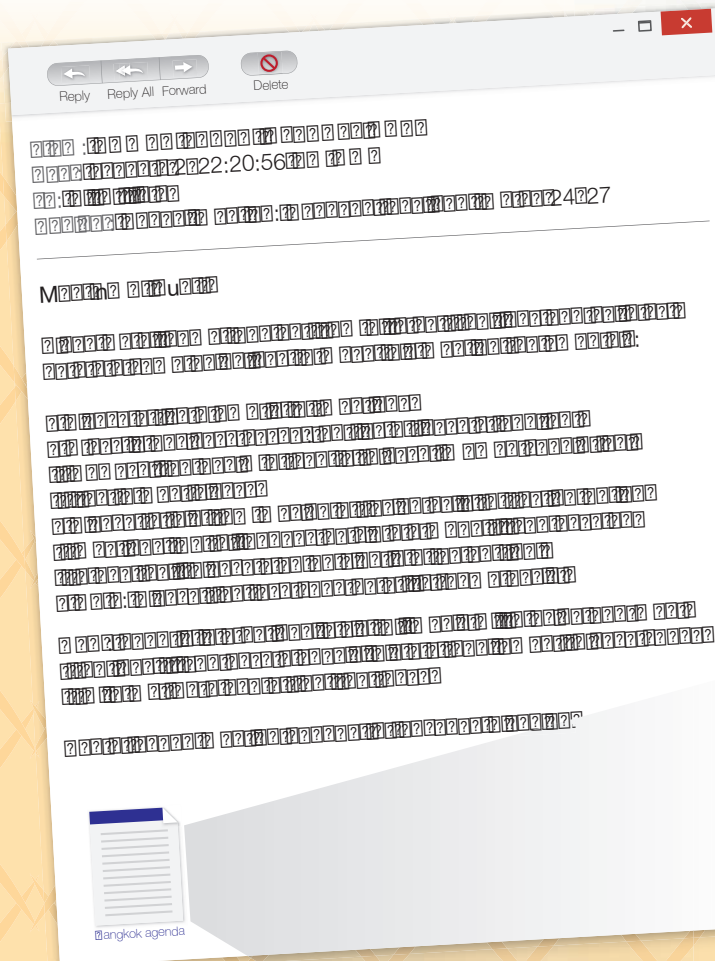


# 1

## COMMUNICATION GOALS

- 1 Make small talk.
- 2 Describe a busy schedule.
- 3 Develop your cultural awareness.
- 4 Discuss how culture changes over time.

## PREVIEW



**ROWAN PAPER  
INTERNATIONAL**

### Agenda-March 24

Time	Activity	Location
8:30	Breakfast buffet	Salon Bangkok
9:15	Welcome and opening remarks	Ballroom
	Philippe Martin, President and CEO	
9:45	Fourth quarter results and discussion	Ballroom
	Angela de Groot, CFO	
10:30	Coffee break	
11:00	International outlook and integrated marketing plans	
	Sergio Montenegro	
12:00	Luncheon	Ballroom
2:00	Regional marketing plans	Gallery
	• U.S. and Canada Group	Salon A
	• Mexico and Central America Group	Salon B
	• Caribbean Group	Salon C
	• South America (Southern Cone and Andes) Group	Salon D
	• Brazil	Salon E

- A** Read and summarize the etiquette guidelines for an international business meeting. Write four statements beginning with Don't.
- B DISCUSSION** Why do you think Rowan Paper International feels it's necessary to tell participants about the meeting etiquette? What could happen if the company didn't clarify expectations?

**C** ▶ 1:02 **PHOTO STORY** Read and listen to a conversation between two participants at the meeting in Bangkok.



**Terea** Allow me to introduce myself. I am Teresa Segovia from the Santiago office. *Sawatdee-Kaa*.

**at:** Where did you learn the *wai*\*? You're Chilean, aren't you?

**Terea** Yes, I am. But I have a friend in Chile from Thailand.

**Surat:** Well, *Sawatdee-Khrab*. Nice to meet you, Ms. Segovia. I'm Surat Leekpai.

**Terea** : No need to be so formal. Please call me Terri.

**Surat:** And please call me Surat.

**Terea** : OK. Surat, do you mind my asking you a question about that, though?

**Surat:** Not at all.

**Terea** : Is it customary in Thailand for people to be on a first-name basis?

**Surat:** Well, at company meetings in English, always. In other situations, though, people tend to be a little more formal. It's probably best to watch what others do. You know what they say: "When in Rome . . ."

**Terea** : Mm-hmm . . . , "do as the Romans do!"

\*Thais greet each other with a gesture called the wai and by saying "Sawatdee-Kaa" (women) / "Sawatdee-Khrab" (men).

**D THINK AND EXPLAIN** Answer the questions.

- 1 Why was Surat surprised about the way Teresa greeted him? How do you know he was surprised?
- 2 Why do you think Teresa decided to say "Sawatdee-Kaa"?
- 3 What did Teresa mean when she said, "No need to be so formal"?
- 4 What do you think the saying "When in Rome, do as the Romans do" means?

## SPEAKING

**A PERSONALIZATION** If you took a business or pleasure trip to another country, how would you like to be addressed? Complete the chart. Then discuss and explain your reasons to a partner.

I d l k e t o b e a d d e s s e d . . .	W a y s	S i t u a t i o n	Never
by my title and my family name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
by my first name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
by my nickname.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'd prefer to follow the local customs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B DISCUSSION** Talk about the questions.

- 1 In your opinion, is it inappropriate for two people of very different status (such as a CEO and an assistant) to be on a first-name basis? Explain.
- 2 In general, when do you think people should use first names with each other? When should they use titles and last names? Explain your reasons.

## CONVERSATION MODEL

**A** ▶ 1:03 Read and listen to two people meeting and making small talk.

**A** Good morning. Beautiful day, isn't it?

**B** It really is. By the way, I'm Kazuko Toshinaga.

**A** I'm Jane Quitt. Nice to meet you.

**B** Nice to meet you, too.

**A** Do you mind if I call you Kazuko?

**B** Absolutely not. Please do.

**A** And please call me Jane.

## ▶ 1:05 Asking about proper address

Do you mind if I call you [Kazuko]?  
Would it be rude to call you [Kazuko]?  
What would you like to be called?  
How do you prefer to be addressed?  
Do you use Ms. or Mrs.?

**B** ▶ 1:04 **RHYTHM AND INTONATION** Listen again and repeat.  
Then practice the Conversation Model with a partner.

## GRAMMAR Tag questions: Use and form

Use tag questions to confirm information you already think is true or to encourage someone to make small talk with you.

It's a beautiful day, **isn't it?**

When the statement is affirmative, the tag is negative. When the statement is negative, the tag is affirmative. Use the same verb tense or modal in the tag question as in the main statement.

## affirmative statements

You're Lee, **aren't you?**  
She speaks Thai, **doesn't she?**  
He's going to drive, **isn't he?**  
They'll be here later, **won't they?**  
There are a lot of rules, **aren't there?**  
There isn't any sugar, **is there?**  
You were there, **weren't you?**  
They left, **didn't they?**  
It's been a great day, **hasn't it?**  
Ann would like Quito, **wouldn't she?**  
They can hear me, **can't they?**

## negative statements

You're not Amy, **are you?**  
I don't know you, **do I?**  
We're not going to eat here, **are we?**  
It won't be long, **will it?**  
He wasn't driving, **was he?**  
We didn't know, **did we?**  
She hasn't been here long, **has she?**  
You wouldn't do that, **would you?**  
He can't speak Japanese, **can he?**

## Be careful!

Use **aren't I** for negative tag questions after **I am**.

I'm on time, **aren't I?** BUT I'm not late, **am I?**

Use pronouns, not names or other nouns, in tag questions.

Bangkok is in Thailand, **isn't it?**

NOT ~~isn't Bangkok?~~

GRAMMAR BOOSTER p. 127

• Tag questions: short answers

**A FIND THE GRAMMAR** Find and underline a tag question in the Photo Story on page 3.

**B GRAMMAR PRACTICE** Complete each statement with the correct tag question.

1 Rob is your manager, ..... ?

2 I turned off the projector, ..... ?

3 Tim is going to present next, ..... ?

4 She won't be at the meeting before 2:00, ..... ?

5 We haven't forgotten anything, ..... ?

6 It was a great day, ..... ?

7 The agenda can't be printed in the business center before 8:00 a.m., ..... ?

8 They were explaining the meeting etiquette, ..... ?

9 She wants to be addressed by her first name, ..... ?

10 There was no one here from China, ..... ?



## PRONUNCIATION *Intonation of tag questions*

**A** ▶ 1:06 Rising intonation usually indicates that the speaker is confirming the correctness of information. Read and listen. Then listen again and repeat.

- 1 People use first names here, don't they?
- 2 That meeting was great, wasn't it?
- 3 It's a beautiful day for a walk, isn't it?

**B** ▶ 1:07 Falling intonation usually indicates that the speaker expects the listener to agree. Read and listen. Then listen again and repeat.

- 1 People use first names here, don't they?
- 2 That meeting was great, wasn't it?
- 3 It's a beautiful day for a walk, isn't it?

**C PAIR WORK.** Take turns reading the examples of tag questions in the Grammar chart on page 4. Read each with both rising and falling intonation. Listen to tracks 1:06 and 1:07 to check your intonation.

## NOW YOU CAN Make small talk

**A CONVERSATION ACTIVATOR** With a partner, personalize the Conversation Model to greet a classmate. Make small talk. Ask each other about how you would like to be addressed. Then change partners.

**A** Good ....., isn't it?

**B** It really is. By the way, I'm .....

**A** I'm .....

### DON'T STOP

- Continue making small talk.
- Get to know your new classmates.
- Ask about families, jobs, travel, etc.

### Ideas for tag questions

[Awful] weather, ...  
Nice [afternoon], ...  
Great [English class], ...  
[Good] food, ...  
The food is [terrible], ...



**B EXTENSION** Write your name and a few facts about yourself on a sheet of paper and put it on a table. Choose another classmate's paper, read it quickly, and put it back on the table. Then meet that person and confirm the information you read, using tag questions.

Maria Carbone

I grew up here, but my parents are from

Italy. I started studying English when I was

in primary school.

Maria, hi! I'm Deborah.  
Your parents are from Italy,  
aren't they?

GRAMMAR *The past perfect: Statements*

Use the past perfect to describe an action that occurred before a specific time in the past. Look at the timeline to see the order of the actions. Form the past perfect with **had** + a past participle.

11:00                      12:00  
 The meeting ended at 11:00.    We arrived.    =    The meeting **had ended** before we arrived.

Time markers **by**, **already**, and **yet** are often used with the past perfect.

By four o'clock the tour **had begun**.

They **had already eaten** when their friends called.

When the flight took off, the storm **hadn't started yet** (OR **hadn't yet started**).

Use the past perfect with the simple past tense or the past of **be** to clarify which of two past actions occurred first.

The meeting **had begun** late, so we **didn't have** lunch until 2:00.

(First the meeting began; then we had lunch.)

By the time the tour **was over**, Ann **had** already **met** Kazuko.

(First Ann and Kazuko met; then the tour was over.)

**Note:** In informal speech, you can use the simple past instead of the past perfect when the words **by**, **before**, and **after** make the order of events clear.

By April he **started** his new job.

Before I got married, I **studied** marketing.

After she **made** the presentation, they promoted her.

GRAMMAR BOOSTER p. 128

- Verb usage: present and past (overview)

## A GRAMMAR PRACTICE Choose the correct meaning for each statement.

1 "Before they decided to have the meeting in Bangkok, I had already decided to take my vacation there."

- ☐ First they decided to have the meeting in Bangkok. Then I decided to take my vacation there.  
☐ First I decided to take my vacation in Bangkok. Then they decided to have the meeting there.

2 "By the time she got to the meeting, she had already reviewed the agenda."

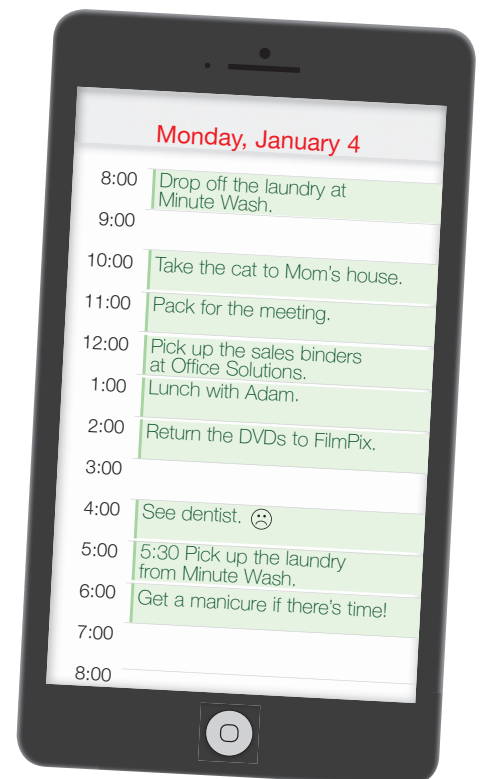
- ☐ First she reviewed the agenda. Then she got to the meeting.  
☐ First she got to the meeting. Then she reviewed the agenda.

3 "They had already asked us to turn off our cell phones when the CEO began her presentation."

- ☐ First they asked us to turn off our cell phones. Then the CEO began her presentation.  
☐ First the CEO began her presentation. Then they asked us to turn off our cell phones.

B It's now 7:00 ☹️. Read Meg's to-do list and complete the statements, using the past perfect, **already**, and **yet**.

- 1 At 8:30 Meg ..... her laundry, but she ..... the cat to her mom's house.  
 2 By 10:45 she ..... the cat to her mom's house, but she ..... for the meeting.  
 3 By 12:15 she ..... the sales binders at Office Solutions, but she ..... lunch with Adam.  
 4 At 1:30 she ..... lunch with Adam, but she ..... the DVDs to FilmPix.  
 5 By 2:15 she ..... the DVDs to FilmPix, but she ..... the dentist.  
 6 At 5:55 she ..... the dentist, but she ..... a manicure.



## CONVERSATION MODEL

**A** ▶ 1:08 Read and listen to someone describing a busy schedule.

**A** So how was your day?

**B** Unbelievably busy. By 9:00 I had taken the placement test, registered for class, and bought my books.

**A** That's a lot to do before 9:00!

**B** That was nothing! At 10:00, I had a meeting across town, but by 1:00 I had already arrived back at school for my class.

**A** What did you do about lunch?

**B** Well, when I got to class, I hadn't eaten yet, so I just got a snack.

**A** Wow! I'll bet you're pretty hungry now!

### ▶ 1:10 Intensifiers

unbelievably

incredibly

really

so

pretty



**B** ▶ 1:09 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

## NOW YOU CAN Describe a busy schedule

DIGITAL VIDEO

**A CONVERSATION ACTIVATOR** With a partner, change the Conversation Model to describe a busy day, morning, afternoon, evening, week, or any other period of time in the past. Use the past perfect. Then change roles.

**A** So how was your ..... ?

**B** ..... busy. By ..... I ..... .

**A** That's a lot to do before ..... !

**B** That was nothing! ..... .

**A** What did you do about ..... ?

**B** Well, ..... .

**A** Wow! I'll bet you ..... !

### DON'T STOP

- Ask more questions about your partner's activities.
- Provide more details about the activities.

**B CHANGE PARTNERS** Practice the conversation again. Ask other classmates to describe their busy schedules.





## BEFORE YOU LISTEN

DIGITAL  
FLASH  
CARDS

**A** ▶ 1:11 **VOCABULARY • Manners and etiquette** Read and listen. Then listen again and repeat.

**etiquette** rules for polite behavior in society or in a particular group

**cultural literacy** knowing about and respecting the culture of others

**table manners** rules for polite behavior when eating with other people

**punctuality** the habit of being on time

**impolite** not polite, rude

**offensive** extremely rude or impolite

**customary** usual or traditional in a particular culture

**taboo** not allowed because of very strong cultural or religious rules

**B** Complete each sentence with the correct word or phrase from the Vocabulary.

- 1 It's (**taboo / impolite**) to eat pork in some religions. No one would ever do it.
- 2 Many people believe that (**cultural literacy / punctuality**) is important and that being late is impolite.
- 3 In some cultures, it's (**offensive / customary**) to take pictures of people without permission, so few people do that.
- 4 Some people think that talking with a mouth full of food is an example of bad (**cultural literacy / table manners**).
- 5 In some cultures, it's (**customary / offensive**) to name children after a living relative, and most people observe that tradition.
- 6 Each culture has rules of (**cultural literacy / etiquette**) that are important for visitors to that country to know.
- 7 In more conservative cultures, it's slightly (**impolite / taboo**) to call someone by his or her first name without being invited to, but it isn't truly offensive.
- 8 The most successful global travelers today have developed their (**punctuality / cultural literacy**) so they are aware of differences in etiquette from culture to culture.



**C DISCUSSION** Discuss your opinions, using the Vocabulary.

- 1 What are some good ways to teach children etiquette? Give examples.
- 2 Do you know of any differences in etiquette between your culture and others? Give examples.
- 3 Why are table manners important in almost all cultures? How would people behave if there were no rules?

## LISTENING COMPREHENSION

**A** ▶ 1:12 **LISTEN FOR MAIN IDEAS** Look at the subjects on the chart. Listen to three calls from a radio show. Check the subjects that are discussed during each call.

**B** ▶ 1:13 **LISTEN TO SUMMARIZE** Listen again. On a separate sheet of paper, take notes about the calls. Then, with a partner, write a summary of each call. Use the Vocabulary.

تعارف	1 A t o / Jettrin	2 Hiroko / Nadia	3 Javier / Sujeet
table manners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
greetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dress and clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
male / female behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
taboos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
offensive behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## NOW YOU CAN Develop your cultural awareness

**A FRAME YOUR IDEAS** With a partner, look at the questions about your culture on the notepad. Discuss each question and write answers.

How do people greet each other when they meet for the first time?

How do they greet each other when they already know each other?

Are greeting customs different for men and women? How?

When and how do you address people formally?

When and how do you address people informally?

What are some do's and don'ts for table manners?

Are certain foods or beverages taboo?

What are some taboo conversation topics?

What are the customs about punctuality?

What is a customary gift to bring on a visit to someone's home?

Are there any gift taboos (kinds of flowers, etc.)?

Are there places where certain clothes would be inappropriate?

Is there an important aspect of your culture that's not on this list?

Some people eat with chopsticks, and some eat with a spoon, a fork, and a knife.

**C GROUP WORK** Role-play a conversation with a visitor to your country. Tell the visitor about your culture. Use the answers to the questions on the notepad.

“ It's bad table manners to pick up a soup bowl and drink soup from it. You have to use a spoon. ”

“ It's not customary for a man to extend his hand to shake hands with a woman. He should wait for the woman to do that. ”

**B DISCUSSION** Combine classmates' notes on the board for the class to share. Does everyone agree? Discuss your differences of opinion.



## BEFORE YOU READ

**APPLY PRIOR KNOWLEDGE** In what ways do you think table manners have changed since the days when your grandparents were children?

## READING ▶ 1:14

Global Culture
www.globalculture/profiles\_places/interviews

Radio Archive
Favorites
About Us
Store
FAQ

# Global Culture

**GC:** Today, Global Culture is interviewing Eugenia Hartley of Jackson, Mississippi, in the U.S. about changes to culture. Ms. Hartley, culture has changed a bit since you were growing up in the forties, hasn't it?

**Hartley:** Oh, definitely, and maybe more so for me than for others because Jackson is in the South, which was pretty socially conservative when I was a young girl.

**GC:** Please tell us about some of the changes you have personally experienced.

**Hartley:** My heavens! Well, the new South is so different from the old South in a lot of good ways, as everyone knows. But since you ask me personally, it would probably be dating customs, the way young people talk to their elders, table manners...

**GC:** OK. How have those things changed?

**Hartley:** Well, for example, when I was growing up, the family dinner hour was the one time in the day when the family sat down together, and it was a special time. Today, that's changed. In many families, there is no dinner hour. Kids eat snacks or fast food all day, moms are out in the workforce and don't have time to make a proper meal, and there are so many activities that it seems like no one has time. In my day, children were more respectful and quiet at the table—we spoke when we were spoken to, we didn't put our elbows on the table, and we dressed nicely. No one came to the dinner table in shorts or jeans the way they do today.


**GC:** That is different, isn't it? You mentioned dating. How has that changed?

**Hartley:** Well, today, I see boys and girls on dates at the mall. They can't be more than twelve or thirteen years old! I wasn't allowed to go out on a proper date until I was sixteen. And when I finally was allowed to date, my parents didn't let me go out with a boy they hadn't already met. Oh. And I had a definite curfew. I had to be home by 11:00. If I came in late, I was grounded—for at least a month. It was a little different for my brother, though. I guess there was a bit of a double standard. He could go out on dates when he was sixteen, but his curfew wasn't as strict as mine. He was allowed to stay out until midnight.

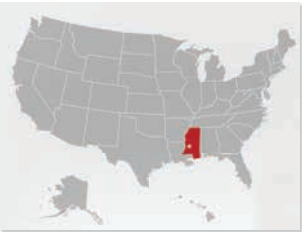
**GC:** And you mentioned the way young people addressed their elders. How has that changed?

**Hartley:** Well, today you hear teens, even children, calling adults by their first names. We had to address adults as "sir" or "ma'am." And we always used Mr. and Mrs. I suppose that sounds a little old-fashioned today, doesn't it?

**GC:** Maybe so! Thanks so much, Ms. Hartley, for an interesting interview.



**Eugenia Hartley**



Mississippi is in the southern U.S.

**A DRAW CONCLUSIONS** Answer the questions, based on the Reading. Explain the reasoning behind each of your answers.

- 1 How old do you estimate Ms. Hartley to be today?
- 2 Does Ms. Hartley prefer the culture of the past or the culture of the present?
- 3 What is Ms. Hartley's opinion of the change in the role of mothers?
- 4 Does Ms. Hartley approve of the differences in child and teen behavior that have taken place?

- B UNDERSTAND FROM CONTEXT** Find and underline each of the following words in the Reading. Then use your understanding of the words to write definitions.

elders

workforce

dating

curfew

grounded


DIGITAL  
MORE  
EXERCISES

## NOW YOU CAN Discuss how culture changes over time

- A FRAME YOUR IDEAS** Think about how culture has changed since your parents or grandparents were your age. If necessary, ask your parents or grandparents for information. Complete the survey.

Culture Survey	have changed a little	have changed a lot	Is the change for the better?	
			YES	NO
1. Table manners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Musical tastes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Dating customs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Clothing customs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Rules about formal behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Rules about punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Forms of address	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Male / female roles in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Male / female roles in the home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			Total YES answers: ____	

### Are you a dinosaur or a chameleon?



How many times did you check YES in the third column?

**0-3 = Definitely a dinosaur.**  
You prefer to stick with tradition. Your motto: "If it isn't broken, don't fix it!"

**4-6 = A little of both.** You're willing to adapt to change, but not too fast.  
Your motto: "Easy does it!"

**7-9 = Definitely a chameleon.**  
You adapt to change easily. Your motto: "Out with the old, in with the new!"

- B PAIR WORK** Compare and discuss your answers. Provide specific examples of changes for each answer. Use the past perfect if you can.

- C DISCUSSION** Talk about how culture has changed. Include these topics in your discussion:

- Which changes do you think are good? Which changes are not good? Explain your reasons.
- How do you think older people feel about these changes?
- Do you think men and women differ in their feelings about cultural change? If so, how?

“ I think clothing customs have become less modest. My mother wore a uniform to school. But by the time I started school, girls had stopped wearing them. Now girls can go to school in jeans and even shorts! ”

### 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: "strict."



### RECYCLE THIS LANGUAGE.

#### Formality

be on a first-name basis  
prefer to be addressed by \_\_\_\_  
It's impolite to \_\_\_\_.  
It's offensive to \_\_\_\_.  
It's customary to \_\_\_\_.  
It isn't customary to \_\_\_\_.

#### Tag questions

[People don't \_\_\_\_] as much,  
do they?  
[Customs] used to be \_\_\_\_,  
didn't they?

#### Agreement / Disagreement

I agree.  
I think you're right.  
I disagree.  
Actually, I don't agree because \_\_\_\_.  
Really? I think \_\_\_\_.

# REVIEW

**A** ▶ 1:15 Listen to the conversations between people introducing themselves. Check the statement that correctly paraphrases the main idea.

- 1 ☐ She'd like to be addressed by her title and family name.  
☐ She'd like to be addressed by her first name.
- 2 ☐ She'd prefer to be called by her first name.  
☐ She'd prefer to be called by her title and last name.
- 3 ☐ It's customary to call people by their first name there.  
☐ It's not customary to call people by their first name there.
- 4 ☐ He's comfortable with the policy about names.  
☐ He's not comfortable with the policy about names.
- 5 ☐ She prefers to use the title "Mrs."  
☐ She prefers to use the title "Dr."

**B** Complete each sentence with a tag question.

- 1 You're not from around here, ..... ?
- 2 You were in this class last year, ..... ?
- 3 They haven't been here since yesterday, ..... ?
- 4 Before the class, she hadn't yet told them how she wanted to be addressed, ..... ?
- 5 I can bring flowers as a gift for the hosts, ..... ?
- 6 You won't be back in time for dinner, ..... ?
- 7 I met you on the tour in Nepal, ..... ?
- 8 We'll have a chance to discuss this tomorrow, ..... ?
- 9 They were going to dinner, ..... ?
- 10 My friends are going to be surprised to see you, ..... ?

**C** Complete each statement with a word from the Vocabulary on page 8.

- 1 Offending other people when eating a meal is an example of bad .....
- 2 Each country has customs and traditions about how to behave in social situations.  
The rules are sometimes called .....
- 3 Each culture has its own sense of ..... It's important to understand people's ideas about lateness.

## WRITING

Write two e-mail messages—one formal and one informal—telling someone about the cultural traditions in your country. Review the questionnaire about cultural traditions on page 9 for information to select from.

- For the formal e-mail, imagine you are writing to a businessperson who is coming to your country on a business trip.
- For the informal e-mail, imagine you are writing to a friend who is visiting your country as a tourist.

For additional language practice...

🎵 **TOP NOTCH POP** • Lyrics p. 154  
"It's a Great Day for Love"

**DIGITAL SONG** **DIGITAL KARAOKE**

**WRITING BOOSTER** p. 146

- Formal e-mail etiquette
- Guidance for this writing exercise



## ORAL REVIEW

**TELL A STORY** First, look at the pictures and tell the story of the Garzas and the Itos on June 10. Then look at the itineraries below and use the past perfect to talk about what they had done by June 6. Start like this:

*By June 5, the Itos had been to . . .*

**PAIR WORK** Create conversations.

- 1 Create a conversation for the two men in the first picture. Each man tells the other how he'd like to be addressed.
- 2 Create a conversation for the two women in the second picture. The women are making small talk.
- 3 Create a conversation for the people in the third picture. Ask and answer questions about their trips to Peru. Use the past perfect when possible.

JUNE 10, 10:00 A.M.



LATER THAT DAY



### GetAway Travel, Inc.

**María and Antonio Garza—  
Peru itinerary**

**May 30**  
Lima: **María Angola Hotel**  
La Paz 610, Miraflores

**June 3**  
Arequipa: **Tierra Sur Hotel**  
Consuelo 210

**June 6**  
Nasca: **Brabant Hostel**  
Calle Juan Matta 978

**June 9**  
Machu Picchu: **Hanaq Pacha Hotel**  
(Aguas Calientes)

### GLOBAL ADVENTURES, INC.

**Haru and Kimi Ito—Peru Itinerary**

**May 29**  
Lima: **María Angola Hotel**  
La Paz 610, Miraflores

**May 31**  
Puno: **Casa Andina Classic**  
Independencia 185, Plaza de Armas

**June 4**  
Cusco: **Novotel**  
San Agustín 239

**June 9**  
Machu Picchu: **Hanaq Pacha Hotel**  
(Aguas Calientes)

### NOW I CAN

- ☐ Make small talk.
- ☐ Describe a busy schedule.
- ☐ Develop your cultural awareness.
- ☐ Discuss how culture changes over time.