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Meeting and greeting

- **Topics** Customs of meeting and greeting; special greetings and social expressions (*Have a good weekend*); gift-giving and famous gifts in history
- **Use of English** Modals: *should, can, could, may*



How do you say hello?

- Do you know any words for hello and goodbye in other languages?

Speaking

- 1 Work with a partner. Which of the following phrases are for friends and family? Which would you use with your teachers?

Hello	Good morning	Hi
How are you?	All right?	See you
How's it going?	Goodbye	Bye
Good afternoon	How are things?	

Did you know?

In the UK, when someone asks, 'How are you?' people often reply, 'I'm fine, thanks', or 'I'm very well, thank you'. In other words, people always pretend to be OK even if they're not. You can only break this rule with a really good friend. Is this true in your culture?

Reading and listening 2

- 2 Read about how people greet each other and guess which country they come from. Then listen and check.

Argentina Thailand Singapore India

1 I'm from _____. When we meet someone for the first time, we usually nod our heads and smile. In formal situations, we shake hands.

2 In _____, women give one kiss on the cheek when they greet friends and family. In formal situations, people shake hands.

3 In _____, close friends and family members hug when they meet, but they do not kiss. You only kiss babies and very young children.

4 In _____, we don't hug or kiss each other when we meet. We greet friends and colleagues with 'wai'. Wai is a gesture. You put your hands together and bow your head. The tips of your thumbs should touch your chin for a friend and your nose for someone older than you. However, today younger people usually wave and even hug.

Meeting and greeting

Vocabulary

3 Complete these collocations. They are all in the text.

- 1 to nod your *head*
- 2 to s_____ hands with someone
- 3 to put your _____ together
- 4 to bow your _____
- 5 to give someone a _____ on the cheek

4 Match the words and phrases from the text with their meanings.

- | | |
|--------------|--|
| 1 formal | a people you work with |
| 2 cheek | b a movement of the hand, arms or head to express something |
| 3 to hug | c the side of your face |
| 4 colleagues | d to move your hand when saying hello or goodbye |
| 5 gesture | e following social customs and accepted ways of behaving |
| 6 tip | f to put your arms round someone |
| 7 to wave | g the narrow or pointed end of something |

Language tip

A collocation is a group of words which often occur together; for example:

*Good morning,
 See you soon,
 Take care.*

Speaking

5 Work with a partner. Answer these questions about meeting and greeting in your culture.

- 1 What do you do when you meet someone of your own age for the first time?
- 2 What do you do when you meet an adult for the first time?
- 3 How do you greet family members and close friends?

Speaking

7 Look at these pictures of people greeting each other. Describe them and say where you think they were taken.



Writing

6 Use your answers to the questions in Exercise 5 to write a paragraph about meeting and greeting in your culture.

When we meet someone of our own age for the first time, we _____

What should you say? What should you do?

- Are you good in social situations? Can you always think of the right thing to say?

Reading

- 1 Answer the questions in the quiz. Then compare your answers with a partner.

Are you a good guest?

You're visiting a friend's family in another country. What would you say in each situation?

- 1 You want to know whether to take your shoes off before you go into the house.

- Should I take my shoes off?
- I don't need to take my shoes off, do I?
- Do you want me to take my shoes off?



- 2 Your mobile phone has run out of credit and you want to use the landline.

- I need to make a phone call. Where's the phone?
- Could I use the phone, please?
- Can I use the phone?



- 3 You are about to have dinner, but you're not sure where to sit.

- Where would you like me to sit?
- Where should I sit?
- I'll sit here, shall I?



- 4 Your friend's parents are in the kitchen preparing a meal.

- I'm really hungry!
- Need any help?
- Can I help you?



- 5 You're having dinner and you want the salt, but you can't reach it.

- Pass the salt.
- May I have the salt, please?
- Can you pass the salt?



- 6 Your friend's coughing and can't stop.

- Would you like a glass of water?
- You should drink some water.
- Be quiet!



Scoring

Work out your score.

- | | | | |
|---|-----|-----|-----|
| 1 | a 3 | b 1 | c 2 |
| 2 | a 1 | b 3 | c 2 |
| 3 | a 3 | b 2 | c 1 |
| 4 | a 1 | b 2 | c 3 |
| 5 | a 1 | b 3 | c 2 |
| 6 | a 3 | b 2 | c 1 |

Analysis

6–9 Perhaps you should have stayed at home.

10–13 You're fine.

14–18 Well done! You'll definitely get another invitation!


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Use of English: Modals

Modal verbs are 'auxiliary' verbs like *shall, should, can, could, will, would, may, might*. We use them before main verbs, for example, when asking for advice or permission.

Asking for and giving advice

Should I take off my shoes?

You should drink some water.

Permission

Can I use the phone?

Could I use the phone, please?

Note: *could* and *may* are more formal than *can*.

Offering to do something

Can I help you?

Requests

Can you pass the salt?

May I have the salt, please?

2 Complete the conversations using modal verbs. There may be more than one possibility.

A Have you got everything you need?

B I'm sorry, but I've forgotten my towel.

(Ask to borrow one.)

May / Could / Can I borrow one?

A Did you have anything to eat on the journey?

B Well, not much.

A *(Offer to make a sandwich.)*

A Do you want to let your parents know you've arrived safely?

B Yes, please. *(Ask to use the computer to send an email.)*

B I feel quite tired after the journey. I can't keep my eyes open!

A *(Give advice.)*

A Do you want to get anything to take home?

B Yes, I'd like to buy a present for my parents. *(Ask for advice.)*

Listening 
3 Read these expressions. What are they in your language?

Congratulations!

Happy New Year!

Nice to meet you.

Goodnight, sleep well.

Have a good holiday.

See you later.

Well done!

Have a good weekend.

Welcome to _____

4 Listen to the scenarios and respond with an appropriate expression from Exercise 3.
Speaking
5 Work in pairs. Make up and roleplay five short dialogues, like the ones you've just heard. In each dialogue, include one of the expressions from the box in Exercise 3.

It's better to give than to receive

- Look at the pictures. What can you say about each one?

Reading

Famous gifts in history

- The Greeks and the Trojans had been at war for ten years. To bring the war to an end, the Greeks had a brilliant idea. They built a wooden horse and left it at the gates of Troy as a gift for the Trojans. The Greeks sailed away. The Trojans pulled the horse into their city as a victory trophy, but they didn't know that there were Greek soldiers hiding inside the horse. During the night, the soldiers got out of the horse and opened the city gates for the rest of the Greek army, which had sailed back to Troy during the night. ...
- The Statue of Liberty was a gift to the United States of America from the people of France in 1886. It was given to celebrate the centenary of the American Declaration of Independence (4th July 1776). The statue, designed by Frédéric Bartholdi, is of a woman holding a torch. The statue itself is over 46 metres tall. ...
- The Rothschild Fabergé Egg was a gift from Beatrice Ephrussi to Germaine Halphen, when she became engaged to Beatrice's younger brother, Baron Edouard de Rothschild, in Paris in 1902. The egg is made of pink enamel and gold; on the front is a clock. Every hour, a cockerel set with diamonds pops up from inside the egg, flaps his wings four times and then nods his head three times. It remained in the Rothschild collection for over a hundred years. ...
- China's use of giant pandas as diplomatic gifts has a long history, dating from the seventh-century Tang Dynasty, when Empress Wu Zetian sent a pair of pandas to the Japanese emperor. From 1958 to 1982, China gave 23 pandas to nine different countries. ...



1 Answer the questions.

- Which picture goes with each piece of text?
- What do the gifts in pictures b and d have in common?
- What do the gifts in pictures a, b and c have in common?
- Which gift was not really a gift?


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2 Choose the correct sentence to complete each paragraph on page 12.

- a There is a broken chain at her feet.
- b In 2007, the family sold it for 18.5 million US dollars.
- c They were hugely popular and were an enormous diplomatic success.
- d They entered the city and destroyed it, bringing the war to an end.

Language tip

When you read, you can get a general idea of what a text is about, but you might not understand every word. Try to work out the meaning of unfamiliar words from their context; for example, 'gift'. The article is called 'Famous gifts in history' and it's about things that people have given to each other on special occasions. So a gift is something that you give on a special occasion. If you can't work out the meaning, use a dictionary.

Listening 
3 Listen to two people talking on a radio programme.

What are they talking about? Which country do they mention?

4 Listen again and answer the questions.

- 1 What should you take when you visit friends and family?
- 2 Should you be careful when giving flowers? Why?
- 3 How should you wrap your gifts?
- 4 When is money a suitable present?
- 5 Is there anything you should remember when giving money?
- 6 What do you give to close friends and family?
- 7 When do you open your gifts?
- 8 When do you exchange gifts?

Speaking
5 Work with a partner. Ask and answer the questions in Exercise 4 with reference to gift-giving in your country.
Project: A guide to social customs
6 Design and write a guide to social customs for an exchange student visiting your school.

- Work in groups. First discuss the following questions and write down all your ideas.
- 1 What do you do when you meet someone for the first time? Are there different customs for greeting people of different ages?
When you greet an older person, for example a grandparent, you _____
When you meet an adult, you smile and shake hands. You shouldn't _____
- 2 How should children address their teachers? *They should call them _____*
- 3 What do visitors need to know about gifts? *When you visit someone, you can take _____*
- Now plan your guide. Decide which ideas you're going to use.
- Decide who is going to write each section.
- Design and write your guide.

2

Personal identity



- **Topics** Life at school; describing someone in your family; family history
- **Use of English** The present perfect for situations continuing up to now; apostrophes 's and s'

So far, so good

- What are the main differences between your secondary school and your primary school? Think about the subjects you do, the school day, the size of the school, the classrooms and activities outside lessons.

Reading

- 1 A teacher has asked new students to describe their first few weeks at secondary school. Read what two of them said. Are they mostly positive or negative about their new school?
- 2 Answer the questions.
 - 1 How long have Shamira and Sunil been at their new school?
 - 2 What problems have they had?
 - 3 What do they say about friends?
 - 4 What does Shamira think may happen after half-term?
 - 5 What do you think Shamira means by 'so far, so good'?
 - 6 Which activity does Sunil do outside lessons?

First impressions

Blog spot

► Posted by: Shamira, Year 7

My first few weeks at secondary school have been really fun! I've made loads of new friends and I've also met up with some old friends that I haven't seen for a while, so that's been good. At first, it was hard to find all my classes – I kept getting lost and one teacher told me off because I was ten minutes late for her lesson. Now I know my way around. The teachers have been really kind and the lessons aren't too difficult. We haven't had much homework yet, but I'm sure we'll get more after half-term. Anyway, so far, so good!

► Posted by: Sunil, Year 7

On my first day here I was a bit nervous, but after a few hours I was fine. The first few weeks have been really good. I've enjoyed learning new subjects and making new friends. My favourite subject is Science. It's fun learning in a lab! I've joined the school orchestra. I play the drums. It's great. We're doing a concert at the end of term.






Listening 5

- 3 Before you listen, read the questions in the survey. Who do you think wrote the survey? Who is going to answer it?
- 4 Listen to Shamira and Sunil doing the survey. Have they done well at school this term?
- 5 How did Shamira and Sunil answer each question? Listen again.

Class survey

This term ...

- | | |
|--|--|
| 1 Which subjects have you enjoyed most? | 6 Have you done any after-school activities? |
| 2 Which subjects have you enjoyed least? | 7 Which sports have you played? |
| 3 What have you done in Science? | 8 Have you been in trouble? And what for? |
| 4 What have you done in History? | 9 Has the headteacher spoken to you? |
| 5 Have you had good marks in all subjects? | 10 Have you enjoyed this term so far? |

Use of English: Present perfect simple

Present perfect simple

We use the present perfect to talk about situations continuing up to the present.
 Which subjects **have you enjoyed** this term?
 I've enjoyed Science.
 Has the headteacher **spoken** to you?

Remember

We use the past simple to talk about situations which have ended.
 Which subjects **did you enjoy** last term?
 I **enjoyed** Maths.

Language tip

We also use the present perfect when we don't specify a past time.

What have you done in Science?

We've done the human body.

- 6 Complete the sentences using the present perfect of the verb in brackets.
 - 1 I've made a lot of new friends this term. (*make*)
 - 2 I think we _____ too much science homework this term. (*have*)
 - 3 I _____ new subjects like Technology and Design. (*enjoy*)
 - 4 I'm in the football team, but we _____ any matches yet. (*not play*)
 - 5 My friend _____ in trouble with the headteacher. (*be*)
 - 6 _____ you _____ the science labs? They're great! (*see*)

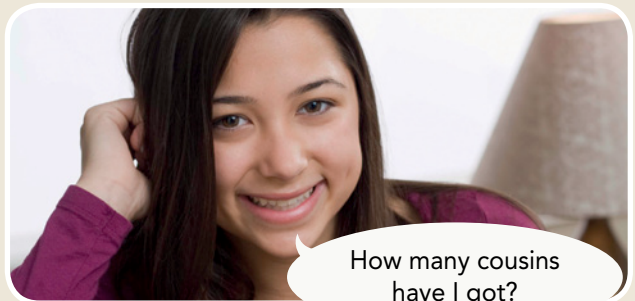
Speaking

- 7 With a partner, ask and answer the questions in the class survey.

You and your family

- What do you know about your grandparents' early lives? Do you know anything about your great-grandparents?

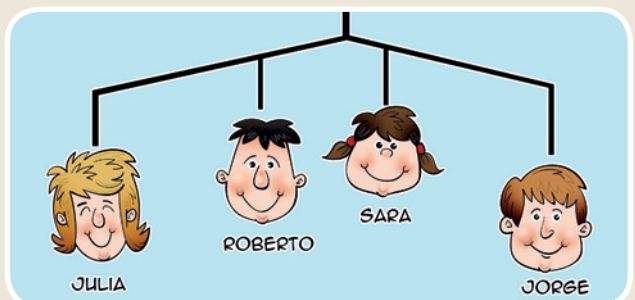
Great-grandparents?



How many cousins have I got?

How much do you know about your family?

- 1 What are your grandparents' first names?
- 2 Where were your parents born?
- 3 How many brothers and sisters did your grandparents have?
- 4 Where were your great-grandparents born?
- 5 What is your father's date of birth?
- 6 How many aunts and uncles have you got? What are their full names?
- 7 How many cousins have you got? Can you name them all?
- 8 Have you got any relatives you've never met?
- 9 Have any members of your family emigrated to other countries? Who, and where?
- 10 Are there twins in your family? If so, are they identical?



OK, I'll pretend to be you and you can pretend to be me.



2 Personal identity



Vocabulary

- 1** Look at the questions in the quiz on page 16. Find the words for:
- | | |
|---|---|
| 1 mother and father <i>parents</i> | 4 your aunt and uncle's children |
| 2 your parents' parents | 5 people from the same family |
| 3 your uncle's wife | 6 brothers and sisters of exactly the same age |

Speaking

- 2** With a partner, ask and answer the questions in the quiz. Which ones are hard to answer? Is there any way you can find out the missing information?

Use of English: Apostrophes 's and s'

Notice the difference between apostrophe s ('s) and s apostrophe (s'):

- apostrophe s ('s) shows that something belongs to one person or one thing
- s apostrophe (s') shows that something belongs to more than one person or thing.

What is your **father's** date of birth? = What is the date of birth of your father?

What are your **grandparents'** first names? = What are the first names of your grandparents?

Why is the apostrophe before the s in the first sentence and after the s in the second sentence?

- 3** Put the apostrophes in the right position in these sentences.
- | | |
|--|---|
| 1 My cousins name is Su-Wei. <i>cousin's</i> | 4 The twins hair is not the same colour as their fathers hair. |
| 2 My grandmothers name is Aisha. | 5 My fathers brothers live in Jakarta. |
| 3 When I was young I lived very near my grandparents house. | 6 I enjoy finding out about other peoples family histories. |

Writing

- 4** Read this description of a family. Then answer the questions.
- 1 What's the name of the person who wrote it?
 - 2 How many aunts and uncles has she got?
 - 3 Who are Rosa and Natalia?
- 5** Use the description in Exercise 4 to write a similar description of your own family.

My grandmother's name was Alicia and I'm named after her. She was my father's mother. My father has got two brothers and two sisters and my mother has got three brothers and a sister. I've got more than twenty cousins. I've met most of them, but not all of them. Two of my cousins are about the same age as me. Their names are Rosa and Natalia. I get on very well with them. We have a lot of fun when we get together at their house.