

## Listen and talk-12

### Part 2

### Lecture: Customs Around the World

#### Before You Listen

The lecture in this chapter is about misunderstandings that can occur if people from different countries do not know about each other's customs.



#### 1 Prelistening Discussion Discuss these questions in small groups.

1. What are the people in each photo doing? Can you guess which countries they are from?
2. Have you ever invited guests from another country to your home? If so, did their behavior surprise you? How did you react?
3. When visiting another country, have you ever insulted someone or embarrassed yourself because you didn't know the local customs? What happened?

ماذا ترى في الصورة ؟

A group of people who are different from each other in customs and traditions

مجموعة من الناس المختلفين عن بعضهم في العادات والتقاليد

**2 Previewing Vocabulary** Listen to these words and phrases from the lecture. Check (✓) the ones you think you know. Discuss their meanings with a partner. Check the other items later as you learn them.

**Nouns**

- chopsticks
- hug
- misunderstanding
- title (of a person)
- utensils
- variation

**Verbs**

- bow
- illustrate

**Adjectives**

- appropriate
- embarrassing
- insulted

**Listen**

**Strategy**

**Taking Notes on Similarities and Differences**

**Taking Notes on Differences**

The following sentence is from the lecture:

"In the United States, greetings often involve some sort of touching . . . On the other hand, people from most Asian countries don't usually feel as comfortable touching in public."

Here are sample notes for this sentence. Notice the use of indenting, key words, and abbreviations:

*Greetings*

*U.S.: involve touching*

*Asia: not comf. touching*

**Taking Notes on Similarities**

"The Japanese, like many other people in Asia, give gifts often."

*Jap. + other Asians give gifts often*

**Expressions Signaling Similarity and Difference**

The following expressions are used in the lecture.

Differences	Similarities
on the other hand	(be) similar to
in contrast	also
however	like
while	

Chopsticks

Hug

Misunderstanding

Title (of a person )

Utensils

Variation

Illustrate

Appropriate

Embarrassing

Insulted

Bow

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يقول الدكتور الن في الشرح : ان الناس في امريكا ينادون بعضهم البعض بأسمائهم ولا يستخدمون الألفاظ الرسمية للأشخاص المقربين فينادونهم ب جيف ... بروس ... ويليام وهكذا على عكس الكوريين فإنهم يكونون رسميين جدا فينادون الأشخاص بمسماهم الوظيفي كأن يقولون المعلم يونغ او المهندس لي وهكذا

وايضا يختلف الناس في طريقة اكلهم فمثلا في دول آسيا مثل الصين واليابان يستخدمون الأعواد الخشبية للأكل أما في امريكا فيستخدمون الشوك والملاعق أما في الهند والخليج العربي فمن الشائع جدا الأكل باليد

ويختلفون في طريقة التحية فمثلا في اليابان ينحنون لبعضهم البعض وكلما زاد الانحناء زاد الاحترام

Dr. Allen says in the commentary: that people in America, and calling each other names do not use the official words of the people close to call by Jeff ... William Bruce ... and so unlike the Koreans, they are very informal Vinadon persons Bmsmahm the job if they say the teacher or engineer Yong Lee and so And also differs in the way people their devouring For example, in Asian countries such as China and Japan are using wooden sticks to eat while in America use the forks and spoons in India, and the Persian Gulf, it is very common eating hand They differ in the way greeted For example, in Japan bow to each other and the

greater curvature increased respect

 **3 Taking Notes on Similarities and Differences** Listen to sentences with similarities and differences. Complete the notes. You will hear each sentence twice.

1. *Ams = conf. using 1st names*

just met + bosses

Other cultures:

more formal

2. *Egypt: leave food on plate*

Boliv = eat everything on plates

3. *Boliv* : eat everyth. on plate

+ Americans = satisfied

4. *Many Jap. bow when they greet*

The hold hands in prayer position

5. *U.S. + West. countries:*

greetings touch p.g. hand shakes,  
hug, kiss if know well

Now, exchange notes with a classmate. Use your partner's notes to try to restate the information you heard.



**4 Taking Notes (Part I)** Listen to the first part of the lecture and take notes in the best way you can. Use your own paper. Listen for similarities and differences in two areas of cultural behavior.

V



**5 Outlining the Lecture** Here is a sample outline of the first part of the lecture. Use your notes from Activities 3 and 4 to fill in the missing information. Remember to use abbreviations and symbols. Listen again if necessary.

Part 1

Topic: Cultural Rules

Intro: story Conchek (mex) → my job at factory  
reced. real env. \$ 50 e boss (Taiwan)  
shocked / but - chinees new year custom

## I. Greetings

A. US + West. countries: with touch handshake  
hug or kiss if know well

B. France: Kiss usual

C. Asia: touch not comfortable

1. Jap → bow

2. Thai → hands in prayer position

## II. Use of Names and Titles

A. Americans: free use of first name  
even just met formal

B. most cultures - more formal

Use family name

Eg. Mr. Martinez & Ms. Schultz

C. Korea: USE title with name

e.g. Teacher Park, manager Kim

هنا طريقه اخذ ورقة وكتابة اهم البيانات والمعلومات عن عادات بعض شعوب العالم في عدة جوانب ... من ناحية الأكل، التحية، الزيارات، تقديم الهدايا



**6 Taking Notes (Part II)** Listen to the second part of the lecture. Continue taking notes on your own paper. After listening, use your notes to fill in the missing information below.

- III. way to Eat
- A. Utensils = what is used
1. Asia = chopsticks
  2. west = fork, knife, spoon
  3. India or Arab = with hand
- B. how much
1. Egypt = leave some food on plate
  2. Boliv = should eat everything w/P
  3. Ameri = clean plate = satisfied
- IV. Exchange
- A. in U.S
1. for dinner: bring flowers, small gift from your country
  2. business: \_\_\_\_\_
- B. Japanese + other Asians: more often gifts  
e.g. thank doctor, teacher  
rules for wrapping and time of presentation
- C. Things not to give  
Eg: yellow flower (Iran) = hate
- V. all cultures = own rules      not best, just different



**7 Discussing the Lecture** Discuss the following questions about the lecture and your own experiences. Refer to your notes as necessary.

1. Explain the "rules" for greeting people in the U.S., Japan, Thailand, and France. How do the customs of these countries compare with the customs of your home country or culture?
2. Compare the use of names and titles in the United States and other countries. What advice would you give an American visiting your culture about the proper way to address people?

جواب السؤال الاول :

In us you use the touch like hug and Shaking in japan you should bow in Thailand Touching hands in france You can shake hands and kiss persons... We use touch

**جواب السؤال الثاني :**

**Sometimes be unofficial and official sometimes be with the older**



3. Name one or more countries where people do the following:

- eat with a knife and fork
- eat with chopsticks
- eat with their hands
- leave food on their plate to be polite
- finish all the food on their plate to be polite.

4. Restate the examples of gift-giving customs from the lecture. Does your culture have any “rules” for types of gifts to give and to avoid?



**8 Reviewing Vocabulary** Work in small groups. Look back at the vocabulary list in Activity 2 on page 134. Quiz each other on the terms and their meanings.

### On the Spot!

#### Strategy

##### Graphic Organizer: T-chart

T-charts can help you organize and compare two different sides of a topic.

For example,

- you can compare the advantages and disadvantages of an idea to help you make a decision;
- you can compare facts and opinions;
- or you can list the strengths and weaknesses of an idea or of something you read or listen to.

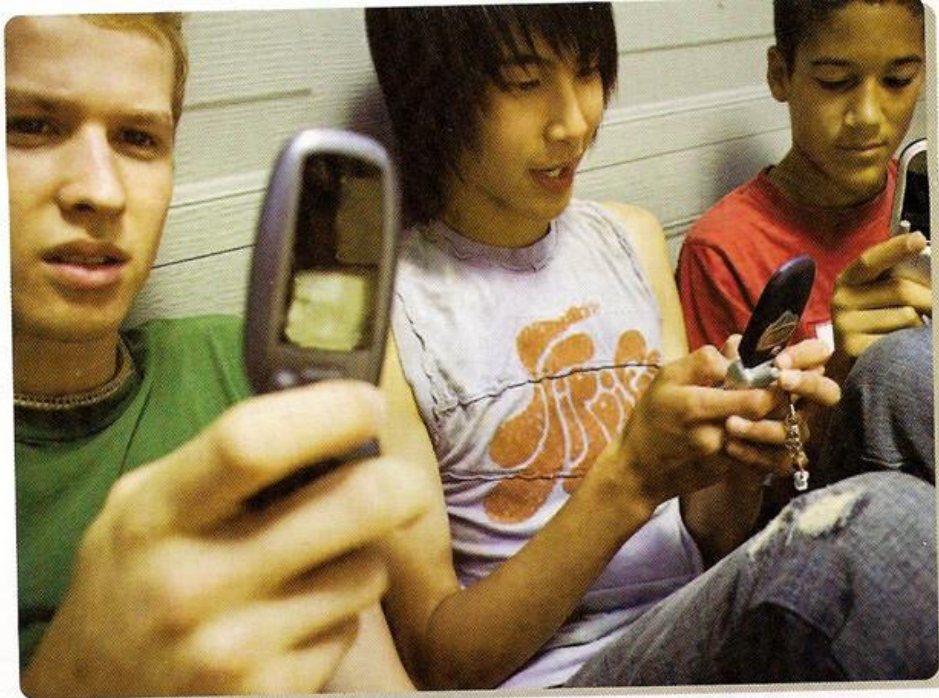
**9 What Would You Do?** Read the situation and discuss the questions.

#### Situation

At a party, a friend introduces you to a new friend. You begin talking and discover that the two of you have many opinions and ideas in common. You have such a good time talking that you agree to meet for coffee the following day.

In the following weeks you meet many more times. You get to know each other better. However, there is a problem. Your parents expect you to have friends from the same background (race, religion, education, or social class) as you. Your new friend comes from a very different background. You know that your parents will be angry if you become close friends. You must make a decision. Will you become his or her good friend, knowing that your parents will disapprove, or will you stop being his or her friend?

هنا يعطيك عادة معينة شائعة في بلد معين وانت عليك انك تخمن ... هذه المعلومة تتكلم عن  
أي بلد ... طبعاً بتعرف المعلومات اصحیحة لوا استمعت للمقطع الصوتي الذي في بداية  
المحاضرة



▲ Friends from different backgrounds

1. What would you do in the situation described on page 138? Why?
2. Could you ever be very good friend with a person from a different background than you? What would your parents say to this?
3. What are the advantages and disadvantages of two people from different backgrounds becoming friends? Use the following T-chart.

Advantages	Disadvantages
[Faint handwritten notes in the Advantages column]	[Faint handwritten notes in the Disadvantages column]

هنا في الجدول تكتب الايجابيات والسلبيات للعيش في المدينة والقرية .... طبعا تحل الجدول بعد قراءة البراقراف الذي في الأعلى

## Part 3

## Strategies for Better Listening and Speaking

### Focused Listening



#### BLENDING CONSONANTS

When one word ends in a consonant sound and the next word begins with the same consonant sound, the two sounds are *blended*, or pronounced as one sound. There is no pause between the two words.

#### Example

black + cat = **blakat**

big + girl = **bigirl**

famous + singer = **famousinger**



**1 Pronouncing Names with Blended Consonants** Here are some typical English names. Listen and repeat them after the speaker. Blend the consonants so that each name sounds like one word.

- |                   |                   |
|-------------------|-------------------|
| 1. Alan Norton    | 7. Tom Madison    |
| 2. Pat Thompson   | 8. Peter Ramsey   |
| 3. Philip Pearson | 9. Val Lewis      |
| 4. Dick Cantor    | 10. Trish Sherman |
| 5. Brad Davis     | 11. Cass Saxon    |
| 6. Meg Gray       | 12. Seth Thayer   |



**2 Listening for Blended Consonants** Listen to the sentences and circle the blended sounds.

**Example** Harris saw a fat tiger at the zoo.

1. Yesterday Yolanda had a really bad day.
2. June ninth is the date of Valerie's last test.
3. Let's save money to buy a car radio.
4. Ron needs a tall ladder to reach that high window.
5. Please bring me some hot tea.
6. Camille lives in a dangerous city.
7. Malik called his mother eight times.

Listen again. Stop the recording after each sentence and repeat.

ما ذا نعني بذلك ؟ : Blanding

نعني انه جاءت كلمتين الأولى تنتهي بحرف والثانية تبدأ بنفس الحرف فتتطرقها كأنها حرف واحد وليس حرفين متكررين مثل

## Big girl

في التمرين الذي يليه يطلب منك تحديد Blanding

**3 Pronouncing Sentences** Circle the blended consonants and mark the linked sounds in the sentences below. Then practice saying these sentences with correct blending, linking, stress, reductions, and intonation. Finally, listen to the tape to check your pronunciation.

**Example** The air was full of fall leaves.

1. We need to cancel our dinner reservations.
2. I live with three roommates.
3. Have a good day.
4. I don't know her phone number.
5. This song is so sad.
6. We're ready to take a walk.
7. Did he put his black coat away?
8. She bought an expensive vase.

## Getting Meaning from Context

### Focus on Testing

**Using Context Clues** Many tests such as the TOEFL® IBT measure your academic listening and speaking abilities. This activity, and others in the book, will develop your social and academic conversation skills, and provide a foundation for success on a variety of standardized tests. You are going to hear short passages about customs in different countries.

1. Listen to each passage.
2. Listen to the question for each passage. Stop the recording and choose the best answer to each question.
3. In the **Clues** column, write the words that helped you choose your answer.

### Answers

1.  A They wanted to help the professor get ready for the party.  
 B They forgot to check their watches.  
 C Koreans and Americans have different ideas about arriving on time.  
 D Parties in the U.S. always start early.

### Clues

Answers	Clues
<p>2. <input checked="" type="radio"/> A Take off your shoes when you enter the house.</p> <p><input type="radio"/> B Keep your feet on the floor.</p> <p><input type="radio"/> C Stand up when your host enters the room.</p> <p><input type="radio"/> D Don't give shoes as a gift in the Middle East.</p>	
<p>3. <input checked="" type="radio"/> A Japanese people are friendlier than Americans.</p> <p><input type="radio"/> B Americans smile more than people from other cultures.</p> <p><input type="radio"/> C A smile can have different meanings in different cultures.</p> <p><input type="radio"/> D A smile has the same meaning in the United States and Puerto Rico.</p>	
<p>4. <input checked="" type="radio"/> A an old tradition</p> <p><input type="radio"/> B a way to make trees healthier</p> <p><input type="radio"/> C how to use old shoes</p> <p><input type="radio"/> D couples who have many children</p>	
<p>5. <input checked="" type="radio"/> A The officer will disapprove of you.</p> <p><input type="radio"/> B You will get special treatment.</p> <p><input type="radio"/> C It could help your business.</p> <p><input type="radio"/> D You could be arrested.</p>	

## Using Language Functions

### GENERALIZING

To speak about your daily routine or typical activities, use the present tense with any of these expressions.

generally      typically      most of the time      as a rule  
in general      normally      usually      ordinarily

### Examples

I wear sandals most of the time, even in winter.

I usually drink French or Colombian coffee for breakfast.

Typically, I leave for work at 7:30 A.M.

هنا استمع للمقطع الصوتي واختر الأجوبة الصحيحة من الأختيارات الموجودة

**4 Discussing a Reading** In the following passage, a resident of Brooklyn describes a typical Sunday in her neighborhood. Read the passage and discuss the questions that follow.

Brooklyn, New York is a very large, vibrant village. Its streets are full of world music, its buildings built by the hands of every culture. On a typical Saturday afternoon, as I walk through my neighborhood in search of lunch, I'm aware of the beautiful small world I inhabit. A group of Puerto Rican children play baseball in the street, making way for cars as they pass—first, a German car with sounds of Dominican bachata music flowing from its windows, followed by a Japanese truck whose driver enjoys Afro-Caribbean calypso. I stop inside the corner store to say hello to the Korean owner who sells me fresh flowers. My quest for food continues as I wander past many different types of restaurants. Should I eat a gyro from the Greek diner? Maybe a sugar bun from the Jamaican bakery or some minestrone soup from the Italian cafe will cure my hunger. Finally, I'm lured by the smell of curried chicken and decide to have my meal at an Indian restaurant. My stomach full, I continue my walk through the neighborhood, this time listening to the variety of different languages I hear on the street and I realize that language *is* music. Between Farsi and French, Swahili and Polish, each language has a unique rhythm and melody. Surrounded by so many international feasts and sounds, I am proud to call the global village of Brooklyn my home.

1. How many types of music does the writer hear, and where do they come from?
2. What does the writer see around her on the street?
3. What languages does the writer hear on the street?
4. Which foods does the writer mention, and where do they come from?

Prepare a short presentation about *your* typical day as an international citizen.

Follow these instructions:

1. Use the questions above to guide you. For example: Which imported products do you use every day?
2. Make a list of other activities and products that are part of your daily routine.
3. Organize your presentation in chronological order, from the time you get up in the morning until you go to bed at night. Do not include every detail of your day; include only those activities and products that have an international aspect.
4. Remember to use expressions for generalizing from the instruction box on page 142.
5. Speak for two to three minutes. If possible, use one or more visual aids in your presentation.

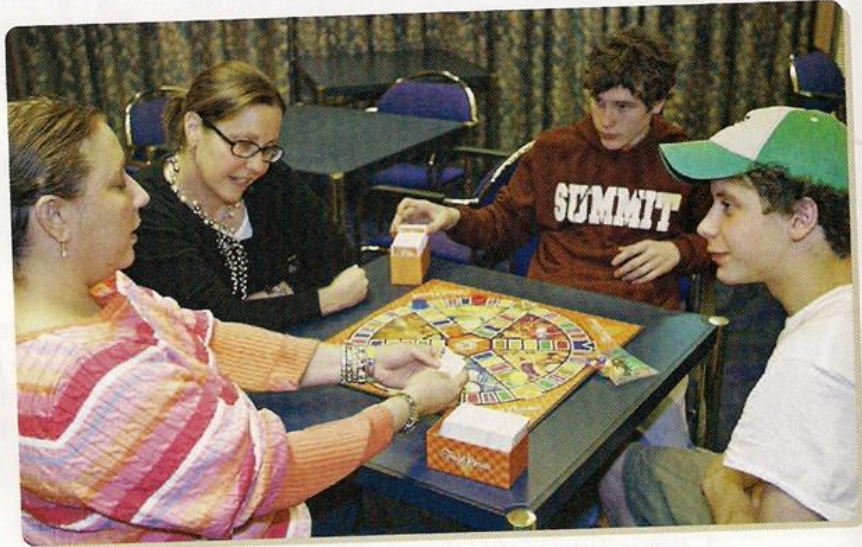
## Part 4 Real-World Task: A Trivia Quiz

FYI

### trivia

(noun, plural)  
things that are  
very unimportant;  
unimportant or  
useless details;  
little-known facts

A popular party game in the United States is called Trivial Pursuit. This game tests people's knowledge of detailed facts ("trivia") in many subjects such as world geography, movies, computers, and many more. Many Americans enjoy playing trivia games or taking trivia quizzes in magazines and newspapers.



▲ A family playing TRIVIAL PURSUIT

### Before You Listen



**1 Prelistening Discussion** Answer the questions with a small group.

1. Have you ever played a trivia game? With whom did you play? Did you enjoy the game? Why or why not? Did you win?
2. Do you know anyone who is a trivia expert? Describe this person.
3. Are you an expert in any topic? How did you get your knowledge or skill?

### Trivia game :

هي جلسة مع اصحابك تلعبون فيها لعبة الأسئلة تسألون بعضهم بعض وتجمعون نقاط

جواب السؤال 1 :

Yes < with my family > yes it is fanny >yes

جواب السؤال 2:

Yes

جواب السؤال 3 :



## Yes > From TV and reading

### Listen



**2 Taking a Trivia Quiz** In the following conversation, Joyce reads a trivia quiz to her brother Kevin. As she asks the questions, circle *your* answers in the chart. Then listen to the next part of the conversation, and you will hear the correct answer.

1.  A the United States  
 B Canada  
 C Russia  
 D China
2.  A France  
 B the United States  
 C Italy  
 D China
3.  A North America  
 B Europe  
 C Latin America  
 D Middle East
4.  A China  
 B United States  
 C Russia  
 D Canada
5.  A 5 hours  
 B 8 hours  
 C 11 hours  
 D 15 hours
6.  A Mexico  
 B Russia  
 C England  
 D Greece
7.  A German  
 B Spanish  
 C Japanese  
 D Chinese
8.  A Moscow  
 B New York  
 C Tokyo  
 D London

What score did *you* get on the quiz? Compare with your classmates.

### After You Listen

**3 Designing a Trivia Game** Write five trivia questions about your community and give them to your teacher. He or she will select questions to use in a class trivia game. You can write questions about:

- geography
- history
- customs
- products
- cities
- people
- natural resources
- tourist attractions

استمع للمقاطع الصوتية ثم اختر الأجابات الصحيحة

✓  
**Talk It Over**



**4 Choosing Your Dream Vacation** Work in small groups. Look at the photos and answer the questions that follow on page 147.



هنا اختر المكان الذي تحلم ان تقضي إجازتك به واكتب عنه موضوع