

Unit 10 Customs and behaviour

Two generations of Chinese visitors
at Beijing's Forbidden City
Photograph by Nigel Swinn



FEATURES

118 Cruel to be kind

The *tiger mother* approach to raising children

120 A matter of taste

The strange eating customs of the Nochmani

122 A universal language

Understanding body language

126 Eating insects

A video about Americans with an unusual taste for insects

1 Work in pairs. Look at the photo. What is it about the behaviour of the younger tourists that surprises the older pair?

2 Look at the quotation below. Discuss what you think it means.

Manners maketh man William of Wykeham (1324–1404)

3 2.20 Listen to an anthropologist's explanation and compare your answer. Answer the questions.

- 1 What is the narrow view of good manners, according to the speaker?
- 2 What is the real meaning of the quotation and its relation to society?

4 2.20 Complete these phrases about manners. Then listen again and check. Discuss whether you think these things are important to teach children.

- 1 Don't _____ with your mouth full.
- 2 Don't _____ when grown-ups are speaking.
- 3 Don't _____ or _____ at people.
- 4 Don't _____ or _____ gum.
- 5 Don't wear clothes that are _____ or _____.
- 6 Be polite, _____ - _____ and show _____ to others.

10a Cruel to be kind

Reading

1 Work in pairs. Look at the photo and answer the questions.

- 1 What is happening in the photo?
- 2 How would you describe the mother's attitude: strict, intense, something else?
- 3 How strict were your parents with you when you were young? Are you happy that they were this way or not?

2 Work in small groups. Discuss which of these things you think should be a) controlled strongly by parents; b) controlled a little by parents; or c) left to the child to decide?

- watching TV
- playing computer games
- practising a musical instrument
- going out to play with friends
- doing homework
- choosing what subjects to study at high school
- choosing extracurricular activities

3 Read the article and find out who *tiger mothers* are. What are their attitudes to the first five items in Exercise 2? How do these compare to the attitudes of a typical western mother?

4 What does the writer say about the results of the *tiger mother* approach to child-rearing? Does she approve or not? Do you agree with her?

Vocabulary raising children: verbs

5 Work in pairs. Look at the pairs of verbs below and discuss the difference between them. You will find the first verb in each pair in the article.

- 1 *bring up* and *educate* children
- 2 *praise* and *reward* good behaviour
- 3 *rebel against* and *disobey* your parents
- 4 *push* and *discipline* yourself
- 5 *give in to* and *spoil* your children
- 6 *nag* and *pester* someone
- 7 *shame* and *punish* someone

C R U E L T O B E K I N D

Is there a right way to bring up children? Some parents read guides to find an answer, many just follow their instinct. Whatever they do, a doubt always remains: could I have done a better job?

A recent contribution to the subject is Amy Chua's controversial book *Battle Hymn of the Tiger Mother*, which describes the approach to child-rearing of an ambitious Chinese parent living in the West. According to Chua, western mothers are far too soft on their children. She says they are always praising their children for every effort they make, even if the result is coming last in a race or playing a piano piece badly. These are the kind of parents who will give in to their children's demands to go out and play rather than do their homework, if they protest loud enough.

The *tiger mother* method is very different and the key is total control. *Tiger mothers* will accept nothing less than 'A' grades in every subject – failure to achieve these is just proof that they have not worked hard enough. They will encourage not with praise and reward, but by punishing and shaming. Chua told her own daughter that she would take her doll's house to a charity shop if she failed to master a difficult piano piece. She even rejected a homemade birthday card from her daughter Sophia because she had drawn it in a hurry.

But that highlights another difference, says Chua, which is directness and honesty. A *tiger mother* will not hesitate to tell their child that they are lazy, whereas western parents are always telling their children not to worry, that they will do better next time, even if they think they have been lazy.

The constant nagging of the *tiger mother*, the banning of TV and computer games seems harsh, but perhaps it works. Chua's children have not rebelled, and they don't resent their strict upbringing. They regularly get the top grades at school and are proficient at violin and piano – stereotypical symbols of success, critics would say. By contrast, children with more freedom and more laid-back parents will often lack self-discipline and will fail to push themselves to achieve more.



Grammar habitual actions: present tenses, *will*

► PRESENT SIMPLE, PRESENT CONTINUOUS and WILL FOR REPEATED ACTIONS

Present simple

Some parents read guides to find an answer.

Present continuous with *always*


She says they are always praising their children for every effort they make.

will

These are the kind of parents who will give in to their children's demands.

For further information and practice, see page 169.

- 6 Work in pairs. Look at the sentences from the article in the grammar box. Which tense is used to describe:
- 1 typical behaviour?
 - 2 a habit which the speaker finds annoying?
 - 3 a simple fact or general truth?
- 7 Find and underline:
- 1 an example of *tiger mothers'* typical behaviour; an example of typical behaviour of western mothers' children.
 - 2 a simple fact about parents and a simple fact about Chua's children.
 - 3 another thing Chua finds annoying about western mothers.
- 8 Complete these comments by parents and children by underlining the correct verb forms. Sometimes there is more than one possibility. Then discuss which ones you sympathise with and which you don't.
- 1 My parents *will always tell / are always telling* me to practise the piano and it just makes me feel it's a chore not a pleasure.
 - 2 In my experience, children *will do / do* as little work as they can. So you have to make them do it.
 - 3 Children *will want / want* to be loved. It's also true that they *will perform / perform* much better in a loving and secure environment.
 - 4 Every parent *will hope / hopes* that their children will be successful, but they *won't always admit / aren't always admitting* it to their children or even themselves.
 - 5 You have to have a different approach with different children. Some *will respond / respond* better to gentle encouragement; others *will need / need* to be pushed and challenged.
 - 6 I don't like parents who *will always try / are always trying* to be friends with their children. There are too many parents who *will buy / buy* their children presents and let them do what they want just to get on their good side.

- 9  2.21 Read the anecdotes below by people about children in Mexico, the USA and India. Put the verb in the right form. Then listen and compare your answers.

I've seen this situation so many times in Mexico. What happens is children ¹ _____ (beg) their parents for some sweets. At first the parent ² _____ (say) no. So then the child ³ _____ (pester) and pester until the parent finally gives in – which they always do. It's against all the rules of parenting.



I teach in a school in San Francisco where we have quite a lot of ethnic Chinese and Japanese kids. By and large they ⁴ _____ (do) what you tell them. But the other kids ⁵ _____ (always / misbehave). You can tell them ten times to sit down before they do.



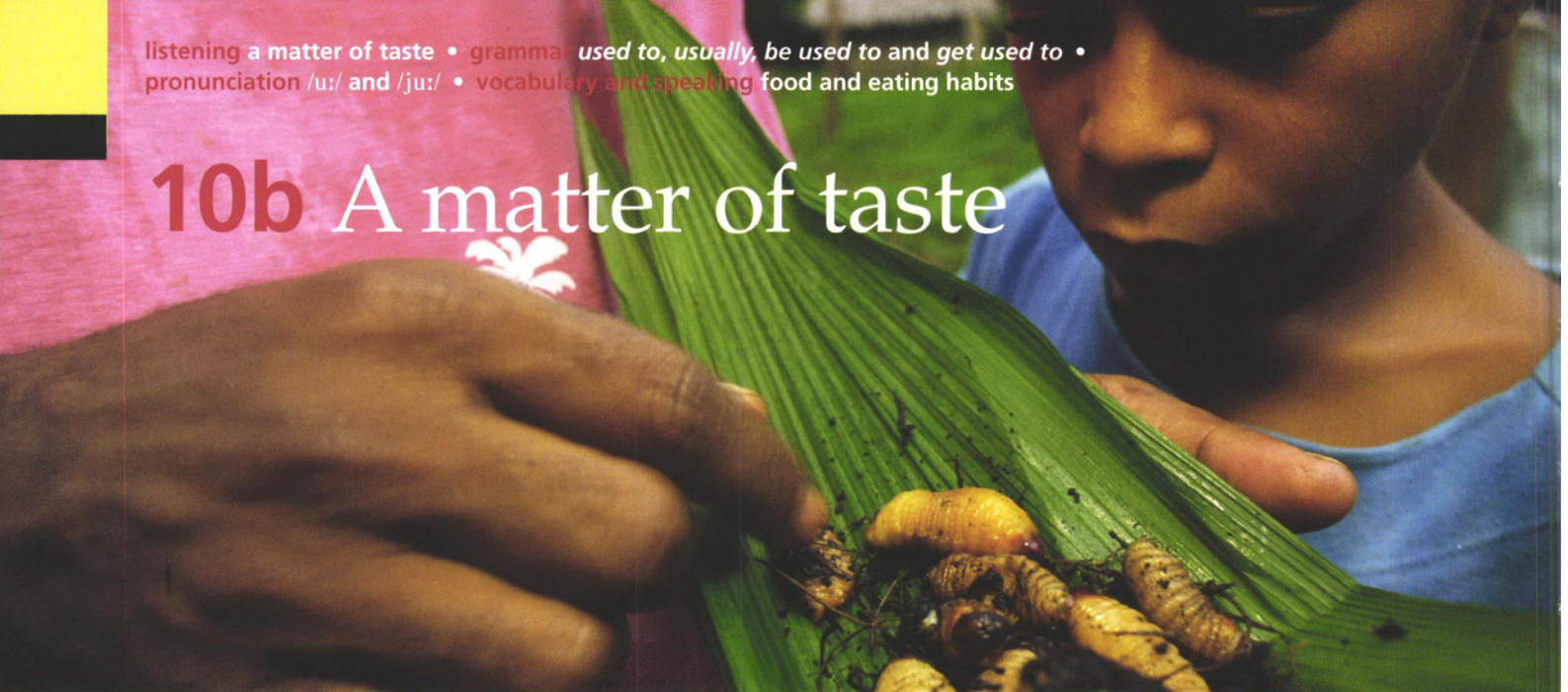
Where I live in India, it is common for young children to work. Kids still ⁶ _____ (depend) on their parents, but they have a different attitude to responsibility. Just as children in every culture ⁷ _____ (play) naturally, so children in India naturally ⁸ _____ (assume) responsibility for working and earning money.



Speaking

- 10 Work in pairs. Discuss the situations in Exercise 9. How familiar is each one to you? Does the behaviour seem right or wrong?
- 11 Think of three more examples of children's and parents' behaviour in your country: a simple fact about the way children or parents behave; an example of typical behaviour; an example of behaviour that annoys you or seems wrong.
- 12 Describe your examples to another pair. Are they similar to theirs?

10b A matter of taste



Listening

- 1 What is the strangest thing you have ever eaten? Why did you eat it? What did it taste like?
- 2 2.22 Listen to an extract from a radio programme about a tribe with an unusual diet. Answer the questions.
 - 1 Where is this tribe from?
 - 2 What do they eat mostly?
 - 3 How do they make sure there is enough of this food?
- 3 2.22 Listen again and choose the correct word or phrase to complete the statements.
 - 1 We live in an age where people are very _____ what they eat.
 - a nervous about
 - b aware of
 - c careless about
 - 2 Most people need _____ in order to live.
 - a red meat
 - b animals
 - c mammals
 - 3 In the past it was thought that the Nicobar Islands contained _____.
 - a no inhabitants
 - b no fresh water
 - c few animals
 - 4 The Nochmani didn't want to eat _____.
 - a sweets and cakes
 - b meat
 - c any of the food they were offered
 - 5 Insects have a lot of _____ in them.
 - a carbohydrate
 - b vitamins
 - c protein
 - 6 The speaker thinks we could all benefit from eating _____.
 - a less meat
 - b more insects
 - c alternative types of food
- 4 What do you think of the diet of the Nochmani? Do you think what we eat is just a matter of habit? Why? / Why not? Can we learn to eat anything if we have to? Or are there some things you could never eat?

Grammar *used to, usually, be used to and get used to*

- 5 Look at these sentences from the extract (1–5). Match each verb form in bold to the meaning (a–e).
 - 1 We **didn't use to think** so much about what we ate.
 - 2 People **usually need** mammals in order to live.
 - 3 The Nochmani **were not used to eating** meat.
 - 4 If you **are used to** a certain type of food, other types may be completely indigestible.
 - 5 If more of us could **get used to eating** unconventional foods, ...
 - a refers to something that was strange or abnormal for someone
 - b refers to something that happens regularly or is generally the case
 - c refers to learning to cope with something difficult or unfamiliar
 - d refers to what someone did regularly in the past, but doesn't do anymore
 - e refers to something that is normal and not strange

► *USED TO, USUALLY, BE USED TO and GET USED TO*

Past habits	Present habits
<i>used to + infinitive</i>	<i>(not) usually + present simple</i>
<i>I used to eat ...</i>	<i>I usually eat ...</i>
<i>I didn't use to eat ...</i>	<i>I don't usually eat ...</i>
<i>Did you use to eat?</i>	<i>Do you usually eat?</i>
Familiar (and unfamiliar) habits	Habits that are becoming familiar
<i>be used to + noun or -ing form</i>	<i>get used to + noun or -ing form</i>
<i>I am used to (eating) Italian food.</i>	<i>I am getting used to (eating) English food.</i>
<i>I am not used to ...</i>	<i>I am not getting used to ...</i>
<i>Are you used to ... ?</i>	<i>Are you getting used to ... ?</i>

For further information and practice, see page 170.

- 6 Look at the grammar box and then choose the right form to complete sentences 1–9 in A, B and C. Note that we use *be used to* and *get used to* for things that are not strange or difficult to do.

A In China, people ¹ *do not usually finish / used not to finish* everything on their plate, because it is a sign that they have not had enough to eat. Visitors from the West find it difficult to ² *be used to / get used to* this, because they ³ *usually eat / are used to eating* everything up to show that they like it. When a Chinese host sees their empty plates, he ⁴ *usually assumes / is used to assuming* that they want more.

B Fifty years ago, people in the USA ⁵ *got used to sitting / used to sit* down for meals with their families each evening. Families nowadays ⁶ *usually eat / are used to eating* together only three times a week, because busy lives and TV get in the way. But it is believed that if more families could ⁷ *be used to dining / get used to dining* together, it would strengthen family relationships.


C Eating a traditional English breakfast of eggs, bacon and sausages ⁸ *used to be / was used to being* a common thing in the UK. A big breakfast was important because people ⁹ *didn't use to eat / weren't used to eating* so many snacks during the day.

- 7 Put the verb in the most appropriate form to complete these sentences.

- We _____ (eat) out a lot, but restaurants are so expensive these days that we don't anymore.
- I _____ (have) a tuna and mayonnaise sandwich for my lunch.
- I _____ (take) sugar in my coffee, but now I have a sweetener. It took a little while to _____ the taste, but now I can't tell the difference.
- When I was staying with my friends in England, we ate at six o'clock in the evening. It was strange, because I _____ (eat) much later.

- 8 Are any of the sentences in Exercise 7 true for you? Do you have similar experiences?


9 Pronunciation /u:/ and /ju:/

- a**  2.23 In the words in bold the letter *u* is pronounced /ju:/. Listen to the sentences and repeat.

- I **usually** eat a big breakfast.
- Did you **use** to eat a big breakfast?
- I'm not **used** to eating a lot of meat.

- b** Work in pairs. Practise saying the other words with the same sound.

consume cucumber future human
nutritious opportunity produce tuna
useful

- c**  2.24 In these words there is no /j/ sound before the /u:/ sound. Practise saying them. Then listen and check. Which sounds does /u:/ follow in these words?

fruit juice June rule true

Vocabulary and speaking

- 10 Work in pairs. Place these four items of food into the correct category (a–d). Think of two more items for each category. Then compare your list with another pair.

breakfast cereal chocolate bars rice
yoghurt

- dairy products, e.g. milk
- processed food, e.g. frozen peas
- staple foods, e.g. potatoes
- snacks, e.g. crisps

- 11 Complete these sentences by putting in information about eating habits in your country. Go around the class and exchange your information with at least three other people. Then work with your partner. Tell each other the two most memorable statements you heard.

- When I was growing up, a lot of families used to ...
- The main staple food is ... People aren't used to eating ...
- For breakfast, people usually ...
- I think visitors find some of our eating customs strange, because they are not used to ...
- People in my country don't usually eat ...
- I think young people find it difficult to get used to ...

10c A universal language

Reading

- 1 Work in pairs. Put the actions in the box into the correct category of body language. Then demonstrate the actions to each other. What is the meaning of each?

a handshake	standing with arms
biting your bottom lip	crossed
sitting back in your chair	waving
smiling	

posture: _____
 gesture: _____
 facial expression: _____

- 2 Read the article about body language and say which of the sentences best summarises the author's view.
- We need to learn how people from different cultures use body language.
 - The differences in body language between cultures are small but important.
 - There are more similarities than differences in body language between cultures.
- 3 According to the writer ...
- Making comparisons between cultures can be: a fun. b useful. c dangerous.
 - Standing too close to someone of another culture can: a cause arguments. b cause discomfort. c be a serious insult.
 - A lot of the facts given in guides for travellers are: a very important. b not of much practical help. c wrong.
 - Looking away from the speaker is a sign of: a sadness. b boredom. c both boredom and sadness.
 - To avoid making mistakes in body language with other cultures, people need to be: a sensible. b sensitive. c both.
 - Differences in body language between people start at: a an individual level. b a cultural level. c an emotional level.
- 4 With your partner, demonstrate to each other:
- the two gestures described in paragraph 3
 - the two greetings mentioned in paragraph 4
 - the body language associated with boredom and anger described in paragraph 5

- 5 Do you agree with the writer's view about cross-cultural communication? Is your culture one that generally shows its emotions or not?

Critical thinking sources

- 6 The article gives a lot of information about body language and customs. But how do we know how reliable this information is? Underline the examples of different cultures' body language and customs in the article.
- 7 Work in pairs. Find the author's source for each example. Mark the source according to this scale: 3 = very credible source; 2 = quite credible source; 1 = incredible source and 0 = no source.

Word focus common

- 8 The word *common* has two basic meanings. Look at these expressions from the article and match the meanings (1–2) with the sentences (a–d).

common (adj)

- something usual or normal
- something that is shared by two or more people

- It is quite common in European countries to sit with your legs crossed.
- The things that we all have in common ...
- There are also common factors when people are bored.
- If we all just apply a little sensitivity and common sense, ...

- 9 Now do the same for these expressions.
- In a negotiation, always try to find common ground between you and the other party.
 - It is a common misconception that English people drink only tea, not coffee.
 - Don't worry about mispronouncing my name – it's a common mistake that everyone makes.
 - It's common knowledge that Chinese people use chopsticks, not knives and forks.

Speaking

- 10 Work in pairs. Describe the following customs in your country. Then compare your answers with another pair. How similar were they?
- The most common form of greeting
 - Common gestures that visitors are not used to
 - Common eating customs
 - Common misconceptions foreigners have about your country



A universal language

People love to compare and contrast. In most parts of England, you buy your bus ticket on the bus. In France, you buy it at a metro station. In Australia, you can buy it from a newsagent. We all find this kind of comparison entertaining. Books on cross-cultural communication exploit our curiosity by focussing on differences between people across the world: in social behaviour, the roles they adopt in society, their attitudes to money, the significance of their body language, etc.

Proxemics, the study of different standards of personal space, is one example. How close I stand to someone when I am speaking to them depends not only on my relationship to them, but also on my culture. This is important because if the person I am with is not used to standing as near as I do when we are talking to each other, they might feel uncomfortable. Statistics tell us that the average distance at which two people stand in a social context – neighbours chatting for example – is anything between 1.2 metres and 3.5 metres. In Latin cultures (South America, Italy, etc.) and also in China this distance tends to be smaller, while in Nordic cultures (Sweden, Denmark, etc.) people usually stand further apart.

The messages sent by your posture and gestures is another case in point. For example, it is quite common in European countries to sit with your legs crossed and the top foot outstretched. But, as I know from personal experience, people in Arab countries hardly ever sit in this way – because they might show you the bottom of their shoe, which is a serious insult. It is said that in the Philippines, people often greet each other by raising their eyebrows quickly. In the USA, this is a sign of surprise.

Such information fills the pages of guides for travellers and international business people. But I would really question the usefulness of what are presented as ‘essential’ or ‘must know’ facts. Clearly it is important to know a little about eating customs, tipping and the rules concerning basic greetings – whether you should bow or shake someone’s hand. But beneath the surface, we are

not so different. There are many signs that are universal in the emotions that they communicate. Focussing on these similarities – the things that we all have in common – is a much more profitable route than focussing on the differences.

Smiling is the best known of these, but not the only one. Behaviourists have proven that all over the world, people show sadness in a similar way. The face ‘falls’: the mouth becomes downturned and the eyes begin to look glassy. The person will probably look down or away and seem distracted.

There are also common factors when people are bored. They will look at other things in a distracted way – their watches, for example. Their feet will begin to move restlessly indicating that they want to escape; they tap their fingers or scratch their heads. Anger can also be read quite easily: the facial muscles tense up, often causing people to frown; the eyes stare, fixing themselves on the target of their anger; blood rushes to the face causing it to become red. If the anger is great, the body will also tense up as if preparing itself for a physical fight.

Understanding these universal signals and reacting appropriately is the real key to cross-cultural communication. If we all apply just a little sensitivity and common sense, it is unlikely that we will cause lasting offence by making the wrong gesture or invading a stranger’s personal space. Of course some cultures show their emotions more openly and others prefer to keep them more hidden. But isn’t that also the case within cultures, from one individual to another?

frown (v) /fraʊn/ to lower your eyebrows, causing lines to appear on your forehead

scratch (v) /skrætʃ/ to move your fingernails backwards and forwards across your skin

stare (v) /steə/ to look intensely and for a long time at something

tap (v) /tæp/ to hit something lightly with a finger or hand

10d A pre-wedding ritual

Vocabulary weddings

- 1 What pre-wedding customs or events are traditional for the bride-to-be in your country?
- 2 Work in pairs. Look at the words related to weddings and answer the questions.

bride groom hen night stag night veil

- 1 Which word means a pre-wedding party for the man? And for the woman?
- 2 Which word means the woman on her wedding day? And the man on his?
- 3 Which word means a piece of fine cloth that covers the woman's face?

▶ WORDBUILDING word pairs

Some words have a natural 'partner' or make a matching pair.
bride and groom, host and guest

For further information and practice, see Workbook page 83.

Real life describing traditions

- 3 2.25 Listen to the first part of a description of a traditional pre-wedding *henna night* in eastern Turkey. Who attends the event and how is it celebrated?
- 4 Complete the first four phrases in the box below by writing in the details of the henna night.

▶ DESCRIBING TRADITIONS

- 1 It takes place _____.
- 2 It marks the _____.
- 3 It is an occasion for _____.
- 4 It symbolises the _____.

It's traditional / customary for this to be done by ...
Typically / As a rule / Usually *the women from ...*

Describing the sequence of events

The ceremony begins with the ...
Then, ... / After that, ... / Next, ... / Finally, ...

While this is happening / During this part, *the guests ...*
After / Once *the bride's head has been ...*
On the morning of *the wedding*, a ...

- 5 2.26 Listen to the second part. Put the stages of the ceremony in the correct order by numbering each item.
 - a A child presents the hennaed coin to the groom.
 - b The bride's head is covered with a red veil.
 - c The guests sing separation songs.
 - d The bride's hands and feet are decorated with henna.
 - e A gold coin is put into the remaining henna.
 - f The henna is prepared by the daughter of another couple.

- 6 2.27 Retell the events to each other using the linking words in the box to help you. Then listen again and compare your version to what you hear.

7 Pronunciation the letter s

- a 2.28 Listen to these words and for each one say if the letter *s* is pronounced /s/ or /z/. Note the spellings that produce each sound.

custom dress friends music suppose
symbolise weddings

- b 2.29 Work in pairs. Say how *s* will be pronounced in the following words. Listen and check. Think of three more words for each sound. Then compare words with another pair.

across eastern lose rings single
spends surprise

Speaking

- 8 What special events or customs take place before or after a wedding in your country? Choose one and prepare a description using the box to help you. Think about:
 - the timing of the event
 - the sequence of the events
 - its significance
 - any special symbols used
- 9 Working in small groups, describe these customs to each other. When each person has finished their description, ask them questions.



10e Business customs

Writing an informal email

- 1 Imagine you are about to go on a business trip to a country you haven't visited before. What would you want to know about the customs there before you travelled?
- 2 Read the first email. What is Paul asking for? What is he worried about?
- 3 Read Dominic's reply. Which pieces of advice should calm Paul's worries?

Hi Dominic

Good to see you briefly the other day. Forgot to tell you. I'm going out to China next week. Just wondered what to expect. I know you have experience of doing business there. Don't want to put my foot in it with any potential business partners. Could you let me know anything I should be particularly aware of?

Thanks
Paul

Hi Paul

Glad to hear you're going out to China. I think you'll enjoy it. Not Shanghai, is it? Let me know. Maybe I can fix you up with a couple of contacts. Anyway, my advice:

- Take plenty of business cards – Chinese people will always give you theirs (make sure you read them carefully) and it's embarrassing if you don't have one to give in return.
- Keep the name and address of your hotel with you when you go out. Visitors are always getting into trouble because they can't remember where they're staying.
- The Chinese love their food and are very proud of it. They'll offer you some unusual dishes. Just be adventurous and be grateful!

Good luck and speak soon
Dominic

4 Writing skill elision in informal writing

- a Look at the two emails again. Underline four phrases in the first email and four in the second email where words have been omitted to save time e.g. Good to see you briefly the other day.
- b How would you write these sentences or phrases if you were writing a more formal letter? Convert the sentences and phrases by inserting the words that are missing.

Example:

It was good to see you the other day.

- c Now convert these sentences into a more economical style by removing unnecessary pronouns, auxiliary verbs or the verb *be*.

- 1 I hope we can meet up soon.
- 2 It was bad luck that you didn't get the job.
- 3 I'll be back next Tuesday night.
- 4 This is my address in New York: ...
- 5 I will look forward to hearing all about it.
- 6 It wasn't a bad result, was it?

- 5 Write a response to this email that you received in your country.

Hi there

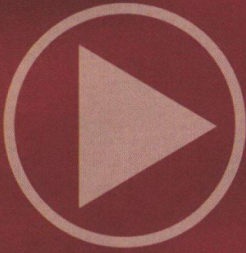
Wondered if you could help. I'm flying over next week to meet some clients. Will have to take them out to dinner and chat to them a bit socially. Can you give me some advice about how things are done over there? Eating customs, what to talk about, etc. Sorry to ask, but very grateful for any information you can provide.

Best wishes
Sara

- 6 Work in pairs. Exchange emails. Read your partner's reply and answer the questions.

- Is it written in an informal style?
- Has the writer given some useful tips?
- Is the content short and to the point?
- Has the writer used some elision?

10f Eating insects



Larry Peterman is a candy man on a mission.



Before you watch

- 1 Work in groups. Look at the photo and discuss the questions.
 - 1 What do you think a candy man is?
 - 2 How does the photo make you feel? Do you think most people would feel the same as you?
 - 3 What do you think Larry Peterman's mission is?
- 2 Work in pairs. Think about the sweets you used to eat when you were a child. What can you remember about them? Describe the sweets to your partner.
- 3 You are going to watch a video about eating insects. Answer these questions.
 - 1 Which countries include insects in their diets?
 - 2 Do you think eating insects is a new habit?
 - 3 Are insects good for you?
 - 4 Is producing insects better for the environment than producing meat?

While you watch

- 4 Watch the video and check your answers from Exercise 3.
- 5 Watch the video again. Number the foods in the order you see them.
 - a banana, cream and cockroach dessert
 - b salt-water taffy
 - c lollipop with cricket
 - d cricket cocktail
 - e mealworm-covered apples
 - f stir fry
 - g caramels
 - h caterpillars
- 6 Answer the questions.
 - 1 Where is Hotlix?
.....
 - 2 How long has Larry been trying to get Americans to eat insects?
.....
 - 3 According to Larry, why do most Americans not like eating insects?
.....
 - 4 How many species of insects are eaten around the world?
.....
 - 5 How does Larry compare insects to wine?
.....

After you watch

7 Roleplay a meal at Larry's restaurant

Work in groups of three.

Student A: Imagine you are Larry. Prepare an interesting insect menu. Then give the menu to your customers. Explain what each dish is and answer their questions.

Student B: You don't like the idea of eating insects but are prepared to try. Ask Larry about the menu and order your meal. Also ask Larry why he is so interested in promoting insect foods.

Student C: You love the idea of eating insects. Order a meal.

Act out the conversation, then change roles and act out the conversation again. The student who is Larry should prepare a different menu.

- 8 At the end of the video, Larry predicts that gourmet insects will have 'snob appeal'. What do you think that means?
- 9 Do you think Larry will eventually win people over to eating insects. Why? / Why not?
- 10 Work in groups and discuss these questions.
 - 1 Are there any unusual dishes or foods in your country?
 - 2 What types of foods do people in your country avoid eating generally? Why?
 - 3 Are there any foods you don't like? Why?

advocate (n) /'ædvəkət/ a person who supports something
brim (v) /brɪm/ be full of
bug (n) /bʌg/ insect
candy (n) /'kændi/ (American English) sweets
munch (v) /mʌntʃ/ eat
niche (n) /niːʃ/ a specialised business opportunity
revolting (adj) /rɪ'vɔʊltɪŋ/ disgusting
snob (n) /snɒb/ a person who thinks he or she is better than other people
swat (v) /swɒt/ (American English) hit

UNIT 10 REVIEW

Grammar

- 1 Work in pairs. Look at the photo. What do you know about the eating habits of the Spanish: when they eat, what they like to eat, etc.?
- 2 Read the extract from a travel guide. What times are Spanish meals?
- 3 Underline the correct forms to complete the extract.



People visiting Spain for the first time can find it difficult to ¹ *be used to / get used to* the eating customs of the Spanish. It's not so much the food itself, but the timing of the meals that visitors ² *aren't used to / don't get used to*. I ³ *was used to living / used to live* in Cadiz myself for a few years and I actually quite like the way they do things. Breakfast is a light continental affair – just a roll and some coffee usually – eaten between 8 and 9.30 a.m. The main meal of the day is lunch, which people ⁴ *are used to eating / usually eat* sometime between 1 p.m. and 3.30 p.m. Quite a few of the shops, museums and galleries ⁵ *close / will close* around this time, because the locals like to take time over lunch. They ⁶ *are always resting / will rest* for a short time afterwards, although the traditional afternoon siesta is not as common as it ⁷ *was used to being / used to be*. People eat late in the evening – rarely before 9 p.m. and at the weekend the locals often ⁸ *aren't eating / won't eat* before 11 p.m. or even midnight. This is a much lighter meal than lunch – often just a few tapas taken with a drink.

I CAN

- use *used to*, *be used to* and *get used to* correctly
- talk about habits and typical behaviour with present simple, present continuous and *will*

Vocabulary

- 4 Work in pairs. Find the odd one out in each group of words and expressions. Explain the reason for your choice.
 - 1 punish, discipline, nag, spoil
 - 2 educate, bring up, look after, raise
 - 3 encourage, shame, praise, reward
 - 4 bread, cheese, rice, pasta
 - 5 sit back, shake hands, wave, point
 - 6 interrupt, stare, smile, chew gum
 - 7 well-behaved, offensive, polite, courteous
- 5 Tell each other what postures, gestures or facial expressions you often use and in what situations.

I CAN

- talk about bringing up children
- talk about eating habits
- talk about body language

Real life

- 6 Work in pairs. Match the two parts of the sentences to make sentences about a coming-of-age tradition.
 - 1 It marks
 - 2 It takes place
 - 3 It is an occasion
 - 4 It symbolises
 - 5 It's customary for
 - 6 Typically the ceremony
 - 7 Once the child has given their speech
 - a the moment when a child becomes an adult.
 - b the child to stand up and give a short speech.
 - c begins with the parent walking into the hall with the child.
 - d people in the audience can also say some words.
 - e on the child's 16th birthday.
 - f for celebration.
 - g leaving childish things behind.
- 7 Tell your partner about a special celebration in your country and the traditions that surround it.

I CAN

- describe traditions and customs at special events

Speaking

- 8 Work in small groups. How is children's upbringing these days different from when you were a child? Look at the example. Do you agree with this speaker?

My parents were quite strict. They used to expect us to do jobs around the house. I think children these days have it much easier, although they are always complaining that their parents expect a lot of them.