

Exercise 4

Answers will vary.

Lesson B Manners pp. 20–21

Exercise 1

- | | |
|-------------------|------------------|
| 1. to kiss | 5. Shaking hands |
| 2. Showing | 6. to take off |
| 3. Eating | 7. Holding hands |
| 4. to cut in line | 8. to stand up |

Exercise 2

- | | |
|------------|-------------|
| 1. to keep | 4. Walking |
| 2. bowing | 5. to tip |
| 3. Having | 6. to point |

Exercise 3

- | | |
|-------------|----------------------|
| 1. reaching | 7. to send |
| 2. to say | 8. to leave, saying |
| 3. Eating | 9. Giving |
| 4. Being | 10. Asking |
| 5. to shout | 11. to wait, getting |
| 6. to go | 12. to talk |

Exercise 4

1. It's not OK to point at people in public places.
2. It's not customary to walk in someone's house without taking off your shoes.
3. Try not to stand close to people you're talking to.
4. Not opening a gift in front of the person who gave it to you is considered rude. / Opening a gift in front of the person who gave it to you is not considered rude.
5. You can annoy people by not saying you're sorry if you bump into them.
6. It's not customary to tip hairstylists. / It's customary not to tip hairstylists.
7. Being early for a party is not considered polite.
8. Talking on a cell phone in a public place is not acceptable.

Lesson C To be honest, . . . pp. 22–23

Exercise 1

1. I really like it.
2. Well, to be honest, I don't really like her.
3. No, I absolutely hated my old school.
4. Yes! I would definitely like to do that.
5. Oh, I'd certainly miss my family, especially my brother.

Exercise 2

Answers will vary. Possible answers may include:

1. I just love learning about new cultures.
2. In fact, I think it would be exciting to live in a new city.
3. To tell you the truth, I'd miss home cooking if I lived in another country.

4. I'd actually love living with a roommate. I honestly wouldn't like living by myself.
5. I'd definitely like to live all over the world. I really can't imagine living in just one place.
6. To be honest, I don't think I'd get homesick if I lived a long way from home.

Exercise 3

1. *Kara* ____ I'm going to Mexico!
Kara But I'm going to miss you, of course!
Bruno Well, me, of course.
2. *Brad* And, of course, I missed my flight.
Brad Yeah ____.
Brad Yeah, and I apologized right away, of course.

Exercise 4

Answers will vary.

Lesson D Proverbs pp. 24–25

Exercise 1

A

singing: 1
giving presents: 2
eating a special food: 3
dancing: 2

B

Answers will vary. Possible answers may include:

1. In Argentina, the person with a birthday is pulled on the earlobe once for each year of his or her life.
2. In Canada, people put butter on the person's nose to stop bad luck from sticking.
3. In Norway, the birthday child dances while his or her classmates sing a song.
4. Japanese children aged three, five, and seven celebrate birthdays by wearing new clothes / going to a temple and getting special treats.
5. In Mexico, children hit a *piñata* to get the presents and candy inside it.
6. Taiwanese children try to eat all their noodles and not break them.

Exercise 2

A

One of my favorite traditions is
It's often said that
it means
I like this tradition because

B

Answers will vary.

Lesson 3 Fotonovela 2

Michael Emme



Lesson 3 Fotonovela 2:

Entertainment-Education and Social Change Arvind Singhal, Michael J. Cody, Everett M. Rogers, Miguel Sabido, 2003-12-08 Entertainment Education and Social Change introduces readers to entertainment education E E literature from multiple perspectives This distinctive collection covers the history of entertainment education its applications in the United States and throughout the world the multiple communication theories that bear on E E and a range of research methods for studying the effects of E E interventions The editors include commentary and insights from prominent E E theoreticians practitioners activists and researchers representing a wide range of nationalities and theoretical orientations Examples of effective E E designs and applications as well as an agenda for future E E initiatives and campaigns make this work a useful volume for scholars educators and practitioners in entertainment media studies behavior change communications public health psychology social work and other arenas concerned with strategies for social change It will be an invaluable resource book for members of governmental and non profit agencies public health and development professionals and social activists

Studies in Latin American Popular Culture ,1984 *Panorama 2/e Workbook/Video Manual* José A. Blanco, Philip R. Donley, 2003-07 [Ven Conmigo!: Level 1](#) Nancy A. Humbach, 2000 [Good Question](#) Michael Emme, 2017-09-14 Good Question is a textbook intended for children and youth teachers and researchers interested in doing collaborative research in their community The volume starts out as comic book research methods textbook that intends to introduce children and youth to the fundamental structure of the research process its elements and steps as well as with the research activities associated with the different aspects of research practice in general and arts based image based research in particular This unique approach allows children and youth to learn the craft of research in a playful way and to become knowledgeable and competent co researchers with adults contributing to all phases of the study s design The volume encourages teachers and researchers to see the important role of play in teaching children and young people about the research process and gives them the tools to engage children and youth in playful arts based image based inquiries The complexity of exploring collaborative research required an innovative way of overcoming the linearity of a paper bound print text and the way we read it The volume is intentionally organized in three sections starting with the comic book because it invites an openness to layered non linear research literacy The volume also includes an anthology of research examples of conducting arts based image based research with children and several theoretical essays focused on play as research and collaborative arts based image based research The later sections featuring research examples and theory though heavily illustrated have been peer reviewed and formatted more in the academic tradition Thus Good Question represents an attempt to make sense of children s playful engagement in arts based image based inquiry activities with adults as research By playing with the forms and traditions of the comic book the research methods textbook and the academic book together we have attempted to respectfully disassemble and reassemble book form We invite readers to

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