

Life

Connect with the world and bring your classroom to *Life*.

Now in a new edition, National Geographic Learning brings the world to your classroom with *Life*, a six-level, integrated-skills series with grammar and vocabulary for young adult and adult English language learners. Through stunning National Geographic content, video and engaging topics, *Life* inspires a generation of informed decision-makers. With *Life*, learners develop their ability to think critically and communicate effectively in the global community.

The Teacher's Book contains:

- Detailed teaching notes, answer keys, background information and teacher development tips
- 36 photocopiable communicative activities
- Progress tests for every unit

BRITISH ENGLISH

A1	A2	B1	B2	C1	C2

CEFR correlation
Life Intermediate is for learners who are around level B1 and want to progress towards B2.

 NATIONAL GEOGRAPHIC
LEARNING

Bringing the world to the classroom and the classroom to life

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 NATIONAL GEOGRAPHIC
LEARNING

SECOND EDITION

Life

INTERMEDIATE

Life
TEACHER'S BOOK

INTERMEDIATE



TEACHER'S BOOK ■ INCLUDES STUDENT'S BOOK AUDIO AND VIDEO

MIKE SAYER

The following new and updated features of the second edition of *Life* are based on extensive research and consultation with teachers and learners from around the world:

- Updated global content in the unit themes and reading selections
- Updated video material features additional video support for vocabulary learning
- New, specially selected National Geographic photography stimulates learners' visual literacy skills
- Refined grammar syllabus with increased scaffolding and an enhanced reference section
- Extended and better-integrated critical thinking syllabus actively engages students in their language learning, encouraging them to develop their own well-informed and reasoned opinions
- New 'My Life' speaking activities encourage learners to relate the global content to their own lives
- New 'Memory Booster' activities improve learners' ability to retain new language
- An improved Classroom Presentation Tool now includes the Workbook pages, academic skills worksheets, extra support and extension activities
- The Student's Web App includes video and audio for the Student's Book and Workbook, and additional interactive activities

ON THE COVER

A man strolls along the Malecón in Havana, Cuba. Started in 1901 to protect Havana from the water, the wall stretches for 8 kilometres and is a popular place to take a stroll and enjoy street entertainment. In bad weather, massive waves can crash over the sea wall, soaking passers-by. © Atlantide Phototravel/Getty Images

**SECOND
EDITION**

Life

INTERMEDIATE TEACHER'S BOOK

 **NATIONAL
GEOGRAPHIC**
LEARNING

MIKE SAYER

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mission
to bring the world to the classroom and the classroom to life. With our English
language programs, students learn about their world by experiencing it. Through
develop the

Adapted from 'Creating Social Change in the Peruvian Amazon', by Sarah Appleton, National Geographic, August 01, 2015, <http://www.nationalgeographic.org/news/creating-social-change-peruvian-amazon/>; Test 2 Adapted from 'Behind the Curtain of Vietnam's Oldest Circus', by Christian Rodriguez, National Geographic, August 01, 2015, <http://www.nationalgeographic.org/news/behind-the-curtain-of-vietnams-oldest-circus/>; Test 3 Adapted from 'Warship's Last Survivors Recall Sinking in Shark-Infested Waters', by Glenn Hodges, National Geographic, July 01, 2015, <http://news.nationalgeographic.com/2015/07/150727-uss-indianapolis-reunion-survivors-sharks-jaws/>; Test 4 Adapted from 'Today's jobs', JOB TODAY S.A. http://jobtoday.com/en/?utm_source=bing&utm_medium=cpc&utm_campaign=JT-BI-GB-All-EP-ALL-A-S-JobPosting-PH; Test 5 Adapted from 'Bermuda Triangle: Behind the Intrigue', by Hillary Mayel, National Geographic, December 01, 2003, http://news.nationalgeographic.com/news/2002/12/1205_021205_bermudatriangle_2.html; Test 6 Adapted from '1872: Mystery of the Mary Celeste', by Caryl-Sue, National Geographic, November 01, 2014, <https://www.nationalgeographic.org/thisday/dec4/mystery-mary-celeste/>; Test 7 Adapted from 'Places to visit (three NG sources): Boston's Neighbourhoods, Melbourne's Hippest Neighbourhood, South London's Neighbourhoods', National Geographic, <http://www.natgeotraveller.co.uk/destinations/north-america/usa/bostons-neighbourhoods/>; <http://www.natgeotraveller.co.uk/destinations/south-londons-neighbourhoods/>; Test 8 Adapted from 'Puglia: Life on the heel', by Julia Buckley, National Geographic, May 01, 2017, <http://www.natgeotraveller.co.uk/destinations/europe/italy/puglia-life-on-the-heel/>; Test 9.1 Adapted from 'Top 10 Shopping Avenues', National Geographic, <http://www.nationalgeographic.com/travel/top-10/shopping-avenues/>; Test 9.2 Adapted from 'Top 10 Food Markets', National Geographic, <http://www.nationalgeographic.com/travel/top-10/food-markets/>; Test 10 Adapted from 'Virtual Trip to Mars Offers Ultimate Preview to Crewed Mission', by Nadia Drake, National Geographic, October 01, 2016, <http://news.nationalgeographic.com/2016/10/experience-mars-virtual-reality-space/>; Test 11 Adapted from 'How to Stay Connected (and Save Money) Abroad', by Christopher Elliott, National Geographic, September 01, 2015, <http://intelligenttravel.nationalgeographic.com/2015/09/28/how-to-stay-connected-and-save-money-abroad/>; Test 12 Adapted from 'Failure is an Option', by Hannah

Unit 1 National Geographic; Unit 2 National Geographic; Unit 3 © The Banff Centre; Unit 4 National Geographic; Unit 5 National Geographic; Unit 6 National Geographic; Unit 7 National Geographic; Unit 8 National Geographic, Unit 9 National Geographic; Unit 10 National Geographic, Unit 11 Little Moving Pictures; Unit 12 National

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Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
1 Culture and identity pages 9–20 VIDEO: Faces of India page 18 ► REVIEW page 20	present simple and present continuous stative verbs question forms: direct questions question forms: indirect questions	word focus: <i>love</i> feelings wordbuilding: adjective and noun collocations	opening and closing conversations	direct questions short questions
2 Performing pages 21–32 VIDEO: Taiko master page 30 ► REVIEW page 32	present perfect simple <i>already, just</i> and <i>yet</i> present perfect simple and past simple	musical styles emotions word focus: <i>kind</i> describing performances	choosing an event	weak forms intonation with <i>really, absolutely</i> , etc.
3 Water pages 33–44 VIDEO: Four women and a wild river page 42 ► REVIEW page 44	past simple and past continuous past perfect	describing experiences wordbuilding: adverbs word focus: <i>get</i>	telling stories	<i>d</i> and <i>t</i> after <i>-ed</i> endings <i>was</i> and <i>were</i>
4 Opportunities pages 45–56 VIDEO: Everest tourism changed Sherpa lives page 54 ► REVIEW page 56	predictions future forms	word focus: <i>job</i> and <i>work</i> education wordbuilding: prefix <i>re-</i> pay and conditions job requirements	making and responding to requests	weak and strong auxiliary verbs
5 Wellbeing pages 57–68 VIDEO: Dangerous dining page 66 ► REVIEW page 68	modal verbs first conditional: <i>if + will</i> <i>when, as soon as, unless, until, before</i>	a healthy lifestyle word focus: <i>so</i> restaurants	describing dishes	weak forms disappearing sounds
6 Mysteries pages 69–80 VIDEO: Encounters with a sea monster page 78 ► REVIEW page 80	purpose: <i>to ... , for ...</i> and <i>so that ...</i> certainty and possibility	word focus: <i>long</i> art wordbuilding: nouns and verbs <i>-ly</i> adverbs in stories	reacting to surprising news	weak form of <i>have</i> showing interest and disbelief

Listening	Reading	Critical thinking	Speaking	Writing
an extract from a TV programme about Native American culture two people doing a quiz about colours and their meaning	an article about cultural identity an article about globalization	examples	getting to know you my language course how international you feel first impressions	text type: a business profile writing skill: criteria for writing
ACADEMIC SKILLS LESSONS: Diaspora in the 21st century (Listening), Dealing with exam interviews (Speaking)				
three people talking about arts events a man talking about his dance academy	an article about listening to music an article about performance art	balance	new releases performing a survey on the arts arts events	text type: a review writing skill: linking ideas (1)
ACADEMIC SKILLS LESSONS: How music improves the brain (Reading), Opinion essay (argument) on music (Writing)				
an extract from a radio programme about recreation in the water interviews about what happened next	an interview about underwater discoveries an article about an unforgettable experience	drawing conclusions	the first time what had happened learning a lesson it happened to me	text type: a blog post writing skill: interesting language
ACADEMIC SKILLS LESSONS: Medieval Scandinavian sailors (Listening), Discussion on plastic pollution (Speaking)				
three people talking about their childhood ambitions three women talking about decisions	an article about the future of work an article about the economic boom in China	the author's view	predictions planning your work the perfect job requests	text type: a covering letter writing skill: formal style
ACADEMIC SKILLS LESSONS: What is a robot? (Reading), Describing visual information about employment (Writing)				
an extract from a radio programme about healthy eating two people discussing the power of the mind	a news item about traditional dishes a news item about imaginary eating an article about modern lifestyles	writer's purpose	rules and regulations consequences modern life restaurant dishes	text type: a formal letter/email writing skill: explaining consequences
ACADEMIC SKILLS LESSONS: Life expectancy (Listening), Healthy living survey (Speaking)				
two people discussing an unusual photo a speaker at a conference talking about a mystery an extract from a radio programme about the Nasca lines	an article about flexible thinking an article about one of aviation's greatest mysteries	speculation or fact?	what's it for? speculating comparing ideas surprising news	text type: a news story writing skill: structuring a news story
ACADEMIC SKILLS LESSONS: The Monarch migration mystery (Reading), Opinion essay (discursive) on social behaviour (Writing)				

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
7 Living space pages 81–92 VIDEO: The town with no wi-fi page 90 ► REVIEW page 92	used to, would and past simple comparison: adverbs comparison: patterns	in the city wordbuilding: noun → adjective word focus: as and like	stating preferences and giving reasons	rising and falling intonation
8 Travel pages 93–104 VIDEO: Questions and answers page 102 ► REVIEW page 104	verb patterns: -ing form and to + infinitive present perfect simple and continuous How long?	holiday activities travel problems	dealing with problems	strong and weak forms
9 Shopping pages 105–116 VIDEO: Making a deal page 114 ► REVIEW page 116	passives articles and quantifiers	shopping (1) wordbuilding: compound adjectives shopping (2)	buying things	linking silent letters
10 No limits pages 117–128 VIDEO: What does an astronaut dream about? page 126 ► REVIEW page 128	second conditional defining relative clauses	medicine word focus: take injuries	talking about injuries	sentence stress and
11 Connections pages 129–140 VIDEO: Can you read my lips? page 138 ► REVIEW page 140	reported speech reporting verbs	communications technology	telephone language	contrastive stress polite requests with can and could
12 Experts pages 141–152 VIDEO: Shark vs. octopus page 150 ► REVIEW page 152	third conditional should have and could have	wordbuilding: prefixes in-, un-, im- word focus: go	making and accepting apologies	should have and could have sentence stress
COMMUNICATION ACTIVITIES page 153 ► GRAMMAR REFERENCE page 156 ► AUDIOSCRIPTS page 180				

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Listening	Reading	Critical thinking	Speaking	Writing
three people talking about different living arrangements podcast replies about house design	an article about what New York used to be like an article about a little town in Puerto Rico	descriptions	places advice a tourist destination choices	text type: a description of a place writing skill: organizing ideas
ACADEMIC SKILLS LESSONS: Green city transport (Listening), Discussing social trends (Speaking)				
three people talking about travel tips people talking about their holidays an extract from a radio programme about a wildlife conservationist	an article about writers returning to their roots an article about tourism	close reading	holiday companions favourite activities going green travel problems	text type: a text message writing skill: informal style
ACADEMIC SKILLS LESSONS: Bolivia's remarkable salt flats (Reading), Report on the restaurant sector (Writing)				
market research interviews with three people who are shopping an extract from a radio programme about impulse buying	an article about two ways of going shopping an article about how to negotiate a price	testing a conclusion	shopping now and in the future my things souvenirs buying things	text type: customer feedback writing skill: clarity: pronouns
ACADEMIC SKILLS LESSONS: The effect of colour (Listening), Consumer behaviour presentation (Speaking)				
a podcast about the <i>Marathon des Sables</i> an extract from a TV preview show about bionic bodies	an article about life on another planet two stories about acts of endurance	reading between the lines	I'd love to live in ... medicine inspirational people talking about injuries	text type: a personal email writing skill: linking ideas (2)
ACADEMIC SKILLS LESSONS: Our fascination with Mars (Reading), Problem and solution essay on child health (Writing)				
four conversations about the news four conversations about news headlines	an article about isolated tribes an article about community journalism	opinions	news stories personal communication apps for mobile phones telephone messages	text type: an opinion essay writing skill: essay structure
ACADEMIC SKILLS LESSONS: International science projects (Listening), Peer feedback (Speaking)				
an interview with a farmer two stories about unexpected problems	a review of a book about Arctic expeditions an article about the samurai	relevance	decisions where did I go wrong? going back in time making and accepting apologies	text type: a website article writing skill: checking your writing
ACADEMIC SKILLS LESSONS: Practice makes perfect (Reading), Describing a production process (Writing)				

Introduction

National Geographic

The *National Geographic Society* is a leading nonprofit organization that pushes the boundaries of exploration to further our understanding of our planet and empower us all to generate solutions for a healthier and more sustainable future. Since its beginning in 1888, the Society has funded more than 12,500 exploration and research projects. *Life Second Edition* uses *National Geographic's* content and principles to inspire people to learn English. A portion of the proceeds of this book help to fund the Society's work.

National Geographic topics

The topics are paramount and are the starting point for the lessons. These topics have been selected for their intrinsic interest and ability to fascinate. The richness of the texts means that students are so engaged in learning about the content, and expressing their own opinions, that language learning has to take place in order for students to satisfy their curiosity and then react personally to what they have learned. This element of transfer from the topics to students' own realities and experiences converts the input into a vehicle for language practice and production which fits the recognized frameworks for language learning and can be mapped to the CEFR scales. (Full mapping documents are available separately.)

People and places

Life Second Edition takes students around the globe, investigating the origins of ancient civilizations, showing the drama of natural forces at work and exploring some of the world's most beautiful places. These uplifting tales of adventure and discovery are told through eye witness accounts and first-class reportage. For example, Unit 10 of the Intermediate level relates the story of the inspirational John Dau, one of the 27,000 'Lost Boys' of the Sudan, who spent over a decade walking from one refugee camp to another. He later won a scholarship to study in the US and now runs an NGO.

Science and technology

Students learn about significant scientific discoveries and breakthroughs, both historic and current. These stories are related by journalists or told by the scientists and explorers themselves through interviews or first person accounts. Students see the impact of the discoveries on our lifestyles and cultures. Because much of the material comes from a huge archive that has been developed and designed to appeal to the millions of individuals who make up *National Geographic's* audience, it reflects the broadest possible range of topics. For example, Unit 10 of the Intermediate level examines whether humans could colonize Mars.

History

History can be a dry topic, especially if it's overloaded with facts and dates. However, the *National Geographic*

treatment of historical events brings them to life and there is often a human dimension and universal themes that keep the events relevant to students and to our time. History – or the re-telling of historical events – can also be influenced by a culture or nation's perception of the events. *National Geographic's* non-judgemental and culture-neutral accounts allow students to look behind the superficial events and gain a deeper understanding of our ancestors. For example, Unit 12 of the Intermediate level analyses the legacy of the samurai in Japan.

Animals

The animal kingdom is exceptionally generative in terms of interesting topics. *Life Second Edition* provides astonishing photos that give a unique insight into the hidden lives of known and lesser-known animals, offering rare glimpses of mammals, birds, bugs and reptiles in their daily struggle for survival. It also informs and surprises with accounts of animals now extinct, species still evolving and endangered species which are literally fighting for their existence. For example, Unit 6 of the Intermediate level explores some possible explanations for strange phenomena in the natural world and in Unit 12 the video lesson focuses on interesting characteristics of the octopus.

Environment

It isn't always possible to find clarity in texts on the environment and climate change, or trust that they are true and not driven by a political agenda. *National Geographic's* objective journalism, supported by easy-to-understand visuals, presents the issues in an accessible way. The articles are written by experts in their fields. It's often true that those who have the deepest understanding of issues are also able to express the ideas in the simplest way. For example, Unit 8 of the Intermediate level takes an insightful look at the environmental impact of global travel.

National Geographic photography

We live in a world where images are used more than ever to reinforce, and at times replace, the spoken and written word. We use our visual literacy – the ability to look at and understand images – every day of our lives. In particular, photographs tend to prompt emotive memories and help us to recall information. For this reason, the use of photographs and pictures in the classroom is a highly effective learning tool. Not surprisingly then, the *Life* series makes maximum use of the great photographs which are at the core of *National Geographic* content. The photographs in *Life Second Edition* add impact and serve as an engaging starting point to each unit. Then, in each lesson, photographs form an integral part of the written and recorded content and generate meaningful language practice in thoughtful and stimulating ways.

There are photographs which:

- tell a story by themselves
- draw the viewer in and engage them emotionally
- support understanding of a text and make it memorable
- provoke debate
- stimulate critical thinking by asking you to examine detail *or* think about what is NOT shown *or* by questioning the photographer's motives
- are accompanied by a memorable quotation or caption
- help learners to remember a lexical set
- help to teach functional language
- lend themselves to the practice of a specific grammar point

As a first exercise when handing out the new book to your students, you could ask them to flick through the book, select their favourite photograph, and then explain to the class what it is they like about it. You will find specific suggestions in the teacher's notes for using the photographs featured within each unit, but two important things to note are:

- pictures of people or animals can capture a moment, so ask students to speculate on the events that led up to this moment and those that followed it
- pictures of places aim to capture their essence, so feed students the vocabulary they need to describe the details that together convey this (the light, the colours, the landscape, the buildings)

National Geographic video

Students' visual literacy and fascination with moving images mean that, in addition to the use of photographs and pictures, video is also an extremely effective tool in the classroom. Each unit of *Life Second Edition* ends with a *National Geographic* video. These videos, which can be found on the DVD at the back of the Teacher's Book, the Student's Web App and on the *Life* website, are connected to the topic of the unit and are designed to be used in conjunction with the video lesson pages. Typically, a video lesson is divided into three parts:

Before you watch

This section leads students into the topic of the video and engages them in a pre-watching task. It also pre-teaches key vocabulary so that students can immediately engage with the video without being distracted by unfamiliar words and the need to reference a lengthy glossary.

While you watch

These tasks assist with comprehension of the video itself, both in terms of what students see and what they hear. The exercises also exploit the language used in the video.

After you watch

There are two parts to this section. The first is an on-screen exercise called Vocabulary in context, which focuses on useful words and expressions from the video. The second allows students to respond to the video as a whole and

take part in a discussion or task that leads on from the context and theme of the video.

The videos are designed to form part of your lessons. However, if there is insufficient time in class to watch them all, you can ask students to watch the videos and complete many of the exercises on the page in the Student's Book at home. This can form a useful part of their self-study. Students can also watch the videos again after seeing them in class. This is useful for review and enables students to focus on parts of the video that particularly interest them.

For further variation with the videos, here are some more ideas you can use and develop:

- Play the video with the sound down. Students predict what the narrator or people are saying. Then play with the sound up and compare.
- Play the sound only with no video. Students predict where the video takes place and what is happening on the screen. Then play the video as normal and compare.
- Show the first part of the video, pause it, and then ask students what they think happens next.
- Give students a copy of the video script and ask them to imagine they are the director. What will they need to film and show on the screen? Afterwards, they present their 'screenplay' ideas to the class, then finally watch the original.
- Write a short text on the same topic as the one in the video. However, don't include the same amount of information and leave some facts out. Students read the text and then watch the video. They make notes on any new information and rewrite the text so it includes the new details.
- With monolingual groups, choose part of the video in which someone is talking. Ask students to listen and write down what they say. Then, in groups, ask them to create subtitles in their own language for that part of the video. Each group presents their subtitles and the class compares how similar they are.

National Geographic and critical thinking

Critical thinking is the ability to develop and use an analytical and evaluative approach to learning. It's regarded as a key 21st Century skill. *Life Second Edition* integrates and develops a learner's critical thinking alongside language learning for the following reasons:

- critical thinking tasks such as problem-solving and group discussion make lessons much more motivating and engaging
- developing critical thinking skills encourages an enquiring approach to learning which enables learners to discover language and become more independent in their study skills
- language practice activities that involve critical thinking require deeper processing of the new language on the part of the learner

In *Life Second Edition* you will see that there is a graded critical thinking syllabus that starts at Elementary level and runs through all later levels. The sections entitled 'Critical thinking' always appear in the C lessons in each unit and are associated with reading the longer texts. These lessons begin with reading comprehension activities that test students' understanding and then may ask them to apply their understanding in a controlled practice activity. Having understood the text at a basic level, the critical thinking section requires students to read the text again more deeply to find out what the author is trying to achieve and to analyse the writing approach. For example, students may have to read between the lines, differentiate between fact or opinion, evaluate the reliability of the information, assess the relevance of information, or identify the techniques used by the author to persuade the reader or weigh up evidence. Activities such as these work particularly well with the C lesson texts in *Life Second Edition* because the texts used in these lessons are authentic. These authentic texts, which have been adapted to the level where necessary, tend to retain the author's voice or perspective, so students can work to understand the real argument behind a text. Naturally, these kinds of reading skills are invaluable for students who are learning English for academic purposes or who would like to take examinations such as IELTS. In addition, life in the twenty-first century requires people to develop the ability to assess the validity of a text and the information they receive, so this critical thinking strand in *Life Second Edition* is important for all students.

As well as applying critical thinking to the reading texts, *Life Second Edition* encourages students to apply critical thinking skills in other ways. When new vocabulary or grammar is presented, students are often expected to use the target language in controlled practice activities. Then they use the language in productive speaking and writing tasks where they are given opportunities to analyse and evaluate a situation and make use of the new language both critically and creatively. In this way, students move from using 'lower-order thinking' to 'higher-order thinking'; many of the lessons in *Life Second Edition* naturally follow this flow from exercises that involve basic checking and controlled practice to those that are productive, creative, and more intellectually engaging. This learning philosophy can also be seen at work in the way in which photos and videos are used in the book. Students are encouraged to speculate and express their opinions on many of the photographs or in the 'after you watch' sections of the video pages. Finally, on the writing pages of the units, students are asked to think critically about how they organize their writing and the language they choose to use. They are also guided to think critically to establish criteria by which their writing can then be judged.

Central to the approach to critical thinking in *Life Second Edition* is the premise that students should be actively engaged in their language learning. Students are frequently invited to ask questions and to develop their own well-informed and reasoned opinions. The overall combination of text analysis (in the C lessons), a guided discovery approach to language, and the way in which the book makes use of images in the classroom effectively supports this aim.

***Life Second Edition* methodology**

Memorization

An important role for teachers is to help learners commit new language to longer-term memory, not just their short-term or working memory. According to Gairns and Redman (*Working with Words*, Cambridge University Press, 1986), 80% of what we forget is forgotten within the first twenty-four hours of initial learning.

So, what makes learning memorable? The impact of the first encounter with new language is known to be a key factor. *Life Second Edition* scores strongly in this area because it fulfils what are called the 'SUCCESS factors' in memorization (Simplicity, Unexpectedness, Concreteness, Credibility, Emotion and Stories) by engaging learners with interesting, real-life stories and powerful images. *Life Second Edition* also aims, through motivating speaking activities that resonate with students' own experiences, to make new language relatable. What is known is that these encounters with language need to be built on thorough consolidation, recycling, repetition and testing. It is said that a new language item needs to be encountered or manipulated between five and fifteen times before it's successfully committed to longer-term memory. With this in mind, we have incorporated the following elements in *Life Second Edition*:

- more recycling of new vocabulary and grammar through each unit and level of the series
- activities in the Classroom Presentation Tool (CPT) that start each new lesson with revision and recycling of previous lessons
- progress tests and online end-of-year tests
- activities in the Review lessons at the end of each unit, marked 'Memory booster'

These 'Memory booster' activities are based on the following methodologically proven principles:

- **Relatability:** learning is most effective when learners apply new language to their own experience.
- **A multi-sensory approach:** learning is enhanced when more than one sense (hearing, seeing, etc.) is involved in perception and retention. (Language is not an isolated system in memory; it's linked to the other senses.)
- **Repetition and variation:** learners need to frequently retrieve items from memory and apply them to different situations or contexts.
- **Guessing/Cognitive depth:** making guesses at things you are trying to retrieve aids deeper learning.
- **Utility:** language with a strong utility value, e.g. a function such as stating preferences, is easier to remember.
- **No stress:** it's important that the learner does not feel anxious or pressured by the act of remembering.
- **Peer teaching:** this is an effective tool in memory consolidation (as in the adage, 'I hear and I forget. I see and I remember. I do and I understand. I teach and I master.')
- **Individuality:** we all differ in what we find easy to remember, so co-operation with others helps the process.

You probably already use revision and recycling in your teaching. Our hope is that these exercises will stimulate ideas for other fun and varied ways you can do this, which in turn may lead students to reflect on what learning and memorization strategies work best for them as individuals.

Treatment of grammar

Target grammar is presented in the first two lessons of each unit in the context of reading or listening texts. These texts are adapted for level as necessary from authentic sources which use the target language in natural and appropriate linguistic contexts. Such texts not only aid comprehension, but present good models for the learner's own language production through a variety of 'voices' and genres. In general, reading texts have been used in the first lesson and listening texts in the second. Where a presentation is via a listening text, written examples of the grammar structures are given on the page, for example in content comprehension tasks, so that the student gets the visual support of following the target structures on the page. In both types of presentations, the primary focus is on the topic content before the learner's attention is drawn to the target grammar structures. Learners are then directed to notice target structures by various means, such as using highlighting within the text, extracting sample sentences or asking learners to locate examples themselves. Tasks which revise any related known structures are given in the Student's Book, Teacher's Book or via the CPT package.

At the start of each grammar section is a grammar summary box with examples of form and use from the presentation text, or paradigms where this is clearer (for example, in lower levels). This supports the learners and is a 'check point' for both teacher and learner alike. The grammar box summarizes the information learners arrive at through completing discovery tasks and it also acts as a focus for tasks which then analyse the form, meaning and use of the grammar structures, as appropriate. A variety of task formats have been used to do this, usually beginning with accessible check questions. This approach is highly motivational because it actively engages learners in the lesson and allows them to share and discuss their interpretation of the new language. Each grammar box gives a cross reference to two pages of detailed explanations and additional exercises per unit at the back of the Student's Book. These are suitable for use both in class and for self-study, according to the needs of the learner. They are also presented as video tutorials for extra support in the Online Workbooks.

The grammar summary box is followed by grammar practice tasks. Depending on the level, the grammar practice exercises have a differing emphasis on form and use. In all levels, however, the practice exercises in the unit favour exercises which require students to think more deeply over those involving mechanical production. Where appropriate, contrastive and comparative formats are used. The first practice exercise is usually linked to the topic of the lesson and is content rich. Subsequent exercises move into real-life contexts and particularly to those which the learner can personalize. This gives learners an invaluable opportunity to incorporate the structures in the context of their own experiences. The practice exercises are carefully designed to move from

supported tasks through to more challenging activities. This anchors the new language in existing frameworks and leads to a clearer understanding of the usage of this new or revised language. Frequently, the tasks provide a real and engaging reason to use the target structure, whether by devices such as quizzes, games and so on, or by genuine exchanges of information between students. Each lesson ends with a 'My life' speaking task. This personalized and carefully scaffolded activity enables students to create their own output using the target grammar as well as other target language in a meaningful context. Typical formats for this final task include exchanges of information or ideas, 'gap' pair work, personal narratives, discussion and task-based activities (ranking, etc.). The emphasis from the learner's perspective is on fluency within the grammatical framework of the task.

Treatment of vocabulary

Life Second Edition pays particular attention to both receptive and productive vocabulary. All of the authentic input texts have been revised to reduce above-level lexis while retaining the original 'flavour' and richness of the text and providing an achievable level of challenge.

Lexis is effectively learned via carefully devised recycling and memorization activities. Target vocabulary is recycled continually throughout each level – for example the writing and video lessons provide the ideal opportunity to incorporate and review lexis in meaningful contexts. Memorization (see page 10) is a key feature of exercises within the unit and in the Review lessons.

Life Second Edition teaches vocabulary in a range of different ways. This eclectic approach takes account of recent research and builds on tried and tested methods. There is further practice of the vocabulary input (apart from words occurring in glossaries) in the Workbook and also in the photocopiable Communicative Activities, which can be found in this Teacher's Book. There is also frequent practice of useful expressions, collocations, idioms and phrasal verbs as well as everyday lexis.

The specific sections dealing with new lexical input are:

1 Lexical sets

Some of the benefits generally associated with teaching words in lexical sets are:

- learning words in a set requires less effort
- retrieving related words from memory is easier
- seeing how knowledge can be organized can be helpful to learners
- it mirrors how such information is thought to be stored in the brain
- the meaning of words can be made clearer by comparing and contrasting them to similar words in the set

Each unit usually has two or more lexical sets. The lexical sets also cover commonly confused words. There is evidence to suggest that once students have learned one or more of the words that belong to a group of commonly confused words (e.g. *job* and *work*), it's useful to compare and contrast these words directly to clarify the differences (or similarities) in meaning. *Life Second Edition* focuses on these groups of words as and when they come up.

2 Wordbuilding

There are at least eight of these sections in each level. The independent wordbuilding syllabus offers students another opportunity to expand their vocabulary. The wordbuilding boxes in the units focus on areas such as prefixes, suffixes, parts of speech, compound nouns and phrasal verbs, and they highlight contextualized examples in the reading or listening texts. The box gives a brief explanation and some examples. It's followed by one or two practice activities. Each wordbuilding focus is followed up and extended in the Workbook and CPT – giving more practice and introducing more words that belong to the same morphological area.

3 Word focus

The word focus sections take high-frequency words and give examples of the different meanings they can have according to the contexts in which they appear and the different words they collocate with. At higher levels there is increased exposure to idioms and colloquial usage. The Workbook and CPT expand the range of phrases and expressions generated by these key words and provide further practice.

4 Glossaries

Occasionally, words are important to the meaning of a text but are above the level of the student. In such cases they are glossed. Students aren't expected to learn these words, but the short and simple definitions provided on the page prevent them from being a barrier to understanding.

5 Word lists

Each level has a comprehensive word list which covers all of the vocabulary either at the level, or above the level, of the student. The rich headword entries include phonetics, definition, part of speech, examples, collocations, word family and word family collocates. These are available on the Student's Web App and on the *Life* website as pdfs.

Learning skills

There is a comprehensive learning skills syllabus in the Workbook. This covers traditional learning skills, such as recording new vocabulary, using a dictionary, remembering new vocabulary, planning study time and assessing your own progress.

Assessment

Students and teachers can assess progress in the following ways:

- Each unit in the Student's Book finishes with a Review lesson where students do the exercises and complete a number of 'can-do' statements linked to the objectives of the unit.
- There are photocopiable progress tests in the Teacher's Book.
- There are end-of-year tests that follow the format of international exams on the *Life* website.
- There is a *Check!* section at the end of each unit in the Workbook for students to check what they have learned (general knowledge as well as language).

- There are IELTS practice tests at the end of the Workbooks. These have been graded to the level of the course, but follow the format of the test. These allow students to benchmark their progress against the course objectives, whilst becoming familiar with a global test format.

Lessons in a Student's Book unit

Opener: a one-page introduction to the unit that gets students interested in the topic

A and B: double-page lessons that teach grammar and vocabulary through reading and listening texts

C: a double-page lesson that focuses on reading comprehension and critical thinking

D: a one-page lesson that teaches functional/situational language

E: a one-page lesson that teaches a writing skill and the features of a text type

F: a double-page video lesson

Review: a one-page lesson of practice activities, memory booster activities and 'can-do' check statements

Components

- Student's Book
- Workbook + audio CD
- Teacher's Book + DVD + class audio CD
- Student's Web App
- Student's eBook
- Online Workbook
- Website: www.NGL.cengage.com/life
- Classroom Presentation Tool

The CPT includes additional activities. These are labelled in the teaching notes as ★ CPT extra! This additional practice covers a wide variety of activity types. This includes:

- Activities which exploit the lesson photo (e.g. extra critical thinking-type questions, background information, etc.)
- Extra listening activities
- Revision of previously taught vocabulary/grammar
- Quizzes about the lesson topic or unit photo
- Culture notes/background notes
- Links to extra resources
- Word focus: additional practice and extension
- Wordbuilding: additional practice and extension
- Extra lead-ins and warmers
- Further development of the skills syllabus (listening and reading)
- Extension project work
- Extra Critical thinking activities
- Writing additional practice and extension

For standalone academic lessons, see pages 4–7.

Lesson type

Unit opener

This single page introduces the unit topic and lists the unit contents.

Unit 1 Culture and identity



Destiny Buck, of the Wanapum tribe of Native Americans, with her horse Daisy

FEATURES

10 How we see other cultures

How we think about cultural groups

12 Culture and colour

Do quizzes about colour

14 A world together

Find out what globalization really means

18 Faces of India

A video about the photographer Steve McCurry

1 Work in pairs. Look at the photo and the caption. Discuss the questions.

- 1 Where's the girl from?
- 2 What's she wearing? Everyday clothes or traditional clothes?
- 3 The photo shows two things that are important in Native American culture. What do you think they are?

2 Listen to an extract from a TV programme on world cultures. Check your ideas from Exercise 1.

3 Listen to the extract again. Complete the sentences.

- 1 People from all cultures need a sense of ...
- 2 Many Native American children learn to ride ...
- 3 Wearing the colours of our favourite team says 'We ...'

4 Work in pairs. Do you belong to any of these groups? Tell your partner about them or any other groups you know about.

cultural societies	hobby groups
educational classes	online communities
family groups	sports clubs

An impactful photograph serves as an engaging starting point to the unit and provokes class discussion.

The unit lesson headers let students see what they will be studying and stimulate their interest.

Warm-up exercises get students talking about the topic and introduce them to key vocabulary.

Each unit opener lesson contains a Listening exercise that further develops the topic.

Lessons A and B

Grammar and vocabulary

These double-page lessons focus on grammar and vocabulary, presented through listening and reading texts.

The primary focus is on the topic content before the learner's attention is drawn to the target grammar structures.

Clear paradigms or examples of form and use are given on the page in a simple summary box. This supports the learners and is a 'check point' for both teacher and learner alike as it summarizes the information learners will have arrived at through completing the discovery tasks. A cross-reference is provided to more detailed information and additional exercises at the back of the book. These are suitable both for use in class and self-study, according to the needs of the learners.

Target grammar is presented through texts in the first two spreads of each unit. These texts are authentic reading and listening texts, adapted for level as necessary, which use the target language in natural and appropriate linguistic contexts. Such texts not only aid comprehension, but present good models for the learner's own language production through a variety of 'voices' and genres. The main input alternates between reading and listening on these first two spreads.

reading **cultural identity** • grammar **present simple and present continuous** • word focus **love** • speaking **getting to know you**

1a How we see other cultures

Reading

- Look at the hats. Which part of the world do you think each one comes from?
- Read the article and check your ideas from Exercise 1.
- Read the article again. Find three reasons why we form general opinions of other cultural groups.
- Work in pairs. How do films, news reports and TV shows influence our opinions of other cultural groups?

Grammar present simple and present continuous

► **PRESENT SIMPLE and PRESENT CONTINUOUS**

Present simple
I *live* in central London.
[...] people *put* the things they meet in the world into groups.

Present continuous
He's *wearing* one of those bush hats.
I'm *looking out* of my window.

For further information and practice, see page 156.

5 Look at the grammar box. Which verb form do we use for these things?

- things which are permanent or generally true
- things which are temporary or in progress at the time of speaking

6 Choose the correct option to complete the sentences.

- a I *work* / I'm *working* for a large cultural organization.

b I *work* / I'm *working* extra hours. It's the busy season at work.
- a We *live* / We're *living* with my parents until our flat is ready.

b We *live* / We're *living* just outside the city.
- a The kids *are* / *are being* naughty today. Sorry!

b The kids *are* / *are being* usually very good.
- a She *has* / She's *having* an exam every week.

b She *has* / She's *having* some problems with her school work.

10

How we see other cultures

►2 My neighbour recently came back from holiday. I guess he was in Australia – he's wearing one of those bush hats with corks around it everywhere he goes. I'm curious about why we identify places by things like hats. I mean, baseball caps are certainly popular in the United States, but I'm looking out of my window (I live in central London) and nobody is wearing a bowler hat. And you don't see many Mexicans with sombreros or Vietnamese with straw hats in everyday life either.

The question is, why do we think about other national groups in this way? According to psychologists, it's because people put the things they meet in the world into groups. We do this for several reasons. First, it means that our brain doesn't work so hard because it doesn't need to analyse every new individual thing that we meet. Another reason is that when we understand (or think we understand) something, we can make predictions about it – we know what kind of behaviour to expect. Finally, it seems that we all love to feel good about ourselves and the group we belong to. This is easier when we put others into groups too.

So is it a good thing or a bad thing to

vocabulary **feelings** • listening **colours and their meaning** • grammar **question forms** • pronunciation **questions** • speaking **my language course**

1b Culture and colour

Vocabulary feelings

- Work in pairs. How do you think the people described in the comments feel? Choose from these adjectives.
angry cheerful happy silly positive sad
- Choose the correct option to complete the sentences. Then ask your partner the questions.

- What are two things that make you *happiness* / *happy*?
- When did you last have some good *luck* / *lucky*?
- Can you tell me if you are *brave* / *bravery*?
- What achievements are you *proud* / *proud of*?
- Do you think *anger* / *angry* is a good thing?
- Do you know who the most *power* / *powerful* person in the world is?

Listening

- Work in pairs. Do the quiz *Colours and their meaning*. Then listen and check your answers.
- Listen again and complete the table.

Colour	Place	Meaning
red	Western cultures	?
	Eastern cultures	?
yellow	?	knowledge
	?	?
	Japan	?
	?	?
blue	?	death
green	?	environmentalism

5 Do these colours mean the same in your culture? What's your favourite colour?

Colours and their meaning

- Look at the photo. Where are the women going?
a to a birthday party
b to a wedding
- Does red mean different things in Eastern and Western cultures?
a yes b no
- Where does yellow mean 'knowledge' in Japan?
a China b India
- Which colour means 'happiness' in Japan?
a orange b pink
- Do Mexicans wear blue at funerals?
a yes b no
- Who uses green as their symbol?
a environmentalists
b the women's movement

12

7 Complete the pairs of sentences with the present simple and present continuous forms of the verbs.

- 1 a He (not / feel) relaxed when he's on a plane.
- b He (not / feel) very well at the moment.
- 2 a I (come) from Scotland originally.
- b I (come) – wait for me!
- 3 a I (do) an evening class this year.
- b I (do) my homework as soon as I get in from class.
- 4 a My friend (look) for a new job in a different company.
- b My friend (look) tired after she's been to the gym.

DYNAMIC and STATIVE VERBS

Dynamic verbs
People *put* the things they meet in the world into groups.

Just a moment. I'm *putting* my hat and scarf on.

Stative verbs
We *know* what kind of behaviour to expect. (not *are knowing*)

For further information and practice, see page 156.

8 Look at the grammar box. Choose the correct option to complete the rules.

- 1 Dynamic verbs *are / are not* used in both the continuous and simple form.
- 2 Stative verbs *are not* normally used in the continuous form / simple form.

9 Underline these stative verbs in the article.

believe belong mean need seem
understand wonder

10 Add the stative verbs from Exercise 9 to the table. Then add these verbs.

contain hate like love prefer realize
remember sound suppose taste

11 Choose the correct option to complete the sentences.

- 1 Jake's on the phone. *He tells / He's telling* Pat about his holiday.
- 2 *What do you think / are you thinking* of my hat?
- 3 *Do you remember / Are you remembering* last summer?
- 4 *I hear / I'm hearing* you have a new job.
- 5 Maria's at the travel agent's. She *asks / is asking* the dates of the flight.
- 6 *I want / I'm wanting* to pass my exams first time.
- 7 *Sorry, I don't know / I'm not knowing* the answer.
- 8 *Do you make / Are you making* coffee? Great.

Word focus love

12 Work in pairs. Look at this extract from the article. Then look at how *love* is used in the sentences. When could you use each expression?

... we all *love* to feel good about ourselves ...

- 1 I'd love to! Thanks.
- 2 I love walking in the rain.
- 3 Lots of love, Jenna
- 4 We love the summer.
- 5 Please give Oscar our love.
- 6 The story of two strangers who fall in love.
- 7 They are very much in love.
- 8 I'm loving it.

13 Work in pairs. Write two-line exchanges using the expressions in Exercise 12. Then act out your exchanges.

- A: *Do you want to come for something to eat after class?*
B: *I'd love to! Thanks.*

Speaking *my life*

14 Work in pairs. Ask and answer questions using these stative verbs. Ask one follow-up question each time.

- 1 remember / first English class?
- 2 clubs / belong to?
- 3 how many languages / know?
- 4 hours sleep a night / need?
- 5 any food / hate?
- 6 prefer / tea or coffee?

The word focus sections take high frequency words and give examples of the different meanings they can have according to the contexts in which they appear and the different words they collocate with.

A final task on each spread allows the learners to create their own output and is structured so that learners have the opportunity to use the target grammar as well as other target language, for example vocabulary, in a meaningful and personalized context. This final task has a variety of formats such as discussions, personal narratives, task-based activities (ranking, etc.) and the emphasis from the learner's perspective is on content and fluency rather than grammatical accuracy.

A variety of task formats are used to lead learners to analyse the form, meaning and use of the grammar structures, as appropriate.

The grammar practice tasks within the unit are linked to the presentation text and topic and are thus content-rich in the same way. They move from more supported exercises through to more challenging tasks.

Unit 1 Culture and identity

Grammar question forms

QUESTION FORMS: DIRECT QUESTIONS

Subject questions
Which colour means happiness in Japan?
Who/What uses green as a symbol?

Other questions
Where are they going?
What does yellow mean?

For further information and practice, see page 156.

6 Look at the grammar box. Which type of question has the same subject-verb word order as affirmative sentences?

7 Look at the quiz in Exercise 3 again. Which questions are object questions? Which are subject questions?

8 Write questions for these answers. Begin with the words in brackets.

- 1 Mexicans wear blue at funerals. (who)
Who wears blue at funerals?
- 2 Yellow means happiness in Egypt. (which colour)
- 3 Some people wear purple on International Women's Day. (what colour)
- 4 Picasso painted a white dove as a symbol of peace. (who)
- 5 Red means anger in many cultures. (what)
- 6 The United States president lives in the White House. (who)

9 Pronunciation **direct questions**

a **4** Listen to the questions from Exercise 8. Does the speaker's voice rise at the end of the questions? Or does it rise, then fall?

b **4** Listen again and repeat the questions.

QUESTION FORMS: INDIRECT QUESTIONS
Do you know what yellow means?
Can you tell me who uses green as a symbol?

For further information and practice, see page 156.

10 Look at the grammar box. What is the order of the subject and verb in indirect questions?

11 Write indirect questions for these direct questions. Begin with the words in brackets.

- 1 How many hours a week do you study English? (Can you tell me)
Can you tell me how many hours a week you study English?
- 2 Why are you doing this course? (Can you tell me)
- 3 When does the course finish? (Do you know)
- 4 How many languages does the teacher speak? (Do you know)
- 5 Which other courses are you doing? (Can you tell me)
- 6 How many students are there in this class? (Do you know)

Speaking *my life*

12 Work in pairs. Ask and answer your questions from Exercise 11.

13 Complete these **blue** and **yellow** quiz questions with verbs or question words.

14 Work in two pairs within a group of four.
Pair A: Turn to page 153 and follow the instructions.
Pair B: Turn to page 154 and follow the instructions.

1 Where the Blue-footed booby live?

2 lives in the Blue House in South Korea?

3 you know the name of the country where the Blue Nile begins?

4 part of the USA is famous for Blues music?

15 Where yellow taxi cabs from originally?

16 Which fruit the Californian Yellow Fruit Festival celebrate?

17 sport gives a yellow jersey to the winner?

18 Can you tell me where the house that inspired Van Gogh's 'Yellow House' painting?

Lesson C

Reading

This is a double-page reading lesson. The reading text is always on the right-hand page, and the activities on the left.

The mini contents section at the beginning of every lesson sets clear targets.

Critical thinking activities require students to engage with the reading texts at a deeper level, and require them to show real understanding – not just reading comprehension. This training – in evaluating texts, assessing the validity and strength of arguments and developing an awareness of authorial techniques – is clearly a valuable skill for those students learning English for academic purposes (EAP), where reflective learning is essential. However, it is also very much part of the *National Geographic* spirit which encourages people to question assumptions, and develop their own well-informed and reasoned opinions.

The independent wordbuilding syllabus offers students another opportunity to expand their vocabulary. The wordbuilding boxes in the units focus on areas such as prefixes, suffixes, collocations, parts of speech (e.g. noun > adjective), compound nouns, phrasal verbs, and highlight examples from the reading or listening texts. The box gives a brief explanation and some examples. There is an activity for further practice and a reference to an activity in the Workbook which introduces more words that belong to the same morphological area.

reading globalization • wordbuilding adjective + noun collocations • critical thinking examples • speaking how international you feel

1c A world together

Reading

1 Complete the definition of *globalization*. Use the same word twice.

Globalization is the idea that companies are now working in many different and the culture of different is becoming similar.

2 Read the article quickly. Which paragraph(s) talk(s) about business? Which talk(s) about culture?

3 Read the article again. Answer the questions.

- 1 Which two recent experiences demonstrated globalized culture to the author? (paragraph 1)
- 2 Which four things have increased the connections between countries? (paragraph 2)
- 3 Which four things do some people think have a negative effect on other cultures? (paragraph 3)

4 Work in pairs. Does globalization affect you or someone you know? How?

Wordbuilding adjective + noun collocations

► WORDBUILDING adjective + noun collocations

Some adjectives and nouns often go together.
national identity, vegetarian food

For further practice, see Workbook page 11.

5 Look at the wordbuilding box. Complete the sentences with these words. Then find the collocations in the article and check your answers.

culture market view identity menu thing

- 1 Television is a good example of **popular**
- 2 Nowadays companies have a **worldwide** of customers.
- 3 My local café has a great **vegetarian**
- 4 I think speaking foreign languages is a good
- 5 Drinking tea is part of the English **national**
- 6 I try to have a **positive** of changes in my life.

14

6 Work in pairs. Think of at least one more collocation with each adjective in Exercise 5. Then ask and answer questions with the collocation.

Do you like vegetarian food?

Critical thinking examples

7 The author is trying to describe what globalization is. Which two types of globalization does she mention?

8 Giving examples is one way of helping to make a point. Underline examples of these things in the article.

- 1 how popular culture moves from one country to another (paragraph 1)
- 2 globalization in business (paragraph 2)
- 3 how 'national cultures are strong' (paragraph 3)

9 How did the author's examples help you understand what globalization is?

10 Read the pairs of sentences. Underline the example sentences. Then write sentences of your own giving examples.

- 1 You can eat great international food in my town. There are lots of Thai restaurants in particular.
- 2 Internet TV gives you access to programmes from different countries. Brazilian soap operas are popular here now.
- 3 There's lots to do in the evenings in my area. We've got a couple of great theatres.

Speaking my life

11 Work in pairs to prepare a survey on how 'international' other students' lives are. Use these ideas. Then work on your own and ask at least two other students your questions.

Unit 1 Culture and identity



A WORLD TOGETHER

BY ERLA ZWINGLE

► 5

We are in the middle of worldwide changes in culture. Popular culture is crossing from one country to another in ways we have never seen before. Let me give you some examples. One day, I'm sitting in a coffee shop in London having a cup of Italian espresso served by an Algerian waiter, listening to American music playing in the background. A few days later, I'm walking down a street in Mexico – I'm eating Japanese food and listening to the music of a Filipino band. In Japan, many people love flamenco. Meanwhile, in Europe, Japanese food is the latest in-thing. European girls decorate their hands with henna tattoos. It's the globalization of culture.

This globalization of culture follows on from the globalization of business. Modern industry now has a worldwide market. Businesses make their products in one country and sell them in another. Companies employ people on one continent to answer telephone enquiries from customers on a different continent. It's true that buying and selling goods in different countries is not new. But nowadays, everything happens faster and travels further. In the past, there were camel trains, ships and railways. Then planes, telephones and television brought us closer together. Television had fifty million users after thirteen years,

but the internet had the same number after only five years. Today the internet can connect us all in real time as together we watch the same news story as it happens, anywhere in the world.

How do people feel about globalization? It depends on where they live and how much money they have. Not everyone is happy about globalization. More than a fifth of all the people in the world now speak some English. Some people believe that there is a kind of 'cultural attack' from the English language, social media, and McDonald's and Starbucks. But I have a more positive view. I think that cultures are strong and countries don't need to lose their national identity. In India, there are more than four hundred languages and several different religions – and McDonald's serves mutton instead of beef and offers a vegetarian menu. In Shanghai, the television show *Sesame Street* teaches Chinese values and traditions. As one Chinese teacher said, 'We've got an American box with Chinese content in it.'

But there is one thing that is certain – globalization is here to stay. And if that means we'll understand each other better, that's a good thing.

my life

GETTING TO KNOW YOU MY LANGUAGE COURSE ► HOW INTERNATIONAL YOU FEEL FIRST IMPRESSIONS

15

Lesson D

Real life

This is a one-page functional lesson focusing on real-life skills.

The D lessons have clear 'Real life' functional aims.


real life opening and closing conversations • pronunciation short questions

1d First impressions

Real life opening and closing conversations

'You never get a second chance to make a good first impression.'

- Dress appropriately. A dark blue suit is great for a business meeting, a red tie or scarf suggests power and energy.
- Be punctual, courteous and positive.
- Make sure you know the other person's name. Use it!
- Make the other person the focus of your attention. Sound interested! Ask questions!
- Know what you want to say and say it effectively!
- Don't forget to follow up on your meeting with a phone call or an email.



- 1 Read the seminar handout. Then work in groups and discuss these questions.
 - 1 Do the colours and clothes mean the same thing in your country?
 - 2 What does *to be punctual* mean in your country?
 - 3 Do you use first names or surnames in your country?
 - 4 Which advice is appropriate in your country? Which is not appropriate?
- 2 ▶ 6 Listen to two conversations at a business skills seminar in the UK. Four participants are role-playing 'first meetings'. Which advice in the seminar handout do they follow? Tick the points.
- 3 ▶ 6 Look at the expressions for opening and closing conversations. Listen again and tick the expressions Paola, Colin, Lucy and Yuvraj use. Which pair of participants do you think gave the best performance?
- 4 Look at the expressions for opening and closing conversations again. Which expressions are the most formal?

▶ OPENING AND CLOSING CONVERSATIONS

Opening a conversation
May I introduce myself?
Allow me to introduce myself.
How do you do? My name's ...
Hello, how are you, I'm ...
It's a pleasure to meet you.
I'm very pleased to meet you.

Closing a conversation and moving on
Thanks for your time.
It's been good talking to you.
Let me give you my card.
Let's stay in touch.
Why don't I give you my card?
How about meeting again?

5 Pronunciation short questions

a ▶ 7 Listen to these exchanges. Notice how the speakers use short questions to show interest.

- 1 C: I mostly work on web adverts.
P: Do you?
- 2 P: I'm in sales.
C: Oh, are you?
- 3 L: Oh yes, my brother goes to *Get fit*.
Y: Does he?
- 4 Y: It's nearly ready to open, in fact.
L: Is it?

b Work in pairs. Practise the exchanges.

6 Practise the conversations from Exercise 2 with your partner. Look at the audioscript on page 180.

7 Imagine you are a participant at the business skills seminar. Complete the profile information card. Then do the seminar task. Use the expressions for opening and closing conversations to help you.

Name	First Impressions
Company	Task: You are at a networking event. Introduce yourself to as many people as you can and arrange to follow up useful contacts. You only have two minutes with each person.
Position	
Responsibilities	
Current projects you are involved in	networking (n) /'netwɜ:kɪŋ/ making useful business contacts

8 Work in pairs. Compare the information you found out about different people in Exercise 7.

16 my life ▶ GETTING TO KNOW YOU ▶ MY LANGUAGE COURSE ▶ HOW INTERNATIONAL YOU FEEL ▶ FIRST IMPRESSIONS

The pronunciation syllabus covers sounds and spelling, connected speech, stress and intonation.

The key expressions are made memorable through an activation activity.

Lesson E

Writing

This is a one-page writing lesson. All the text types that appear in international exams are covered here.

Every E lesson includes a model.


Every writing lesson focuses on a specific text type.

A different writing skill is presented and practised in every E lesson.

writing a business profile • writing skill criteria for writing Unit 1 Culture and identity

1e About us

Go our way!
Travel and holiday specialists
Expert knowledge of cultures near and far



About us
We are a professional travel agency with fifteen years' experience. We offer advice for all kinds of travel. We help you find the perfect holiday destination. We lead the field in designing personalized trips.

What we do
Our team of experts can recommend the best accommodation for your needs. We work closely with small hotels and guides in twelve countries. We arrange everything from the first to the last day of your trip.

Testimonials
'Go our way!' booked everything for us on our family trip to Vietnam. Everything went perfectly.' *Sandra Lowe, Edinburgh*
'We used Go our way!' to plan our holiday of a lifetime last year. Their ideas were just what we wanted.' *Bim Okri, London*

1 Read the information about *Go our way!* Who (a–d) do you think would be interested in their services?
a families with young children
b groups of friends
c business travellers
d independent travellers

2 Writing skill criteria for writing
a Read the information again. Choose the correct option.
1 text type: *website / letter*
2 style: *neutral / formal / informal*
3 reader: *current customers / possible customers*
4 purpose: *to promote the company / to advertise a product*
5 structure: *a sequenced text / separate sections of text*
b Which features of the text helped you decide your answers to Exercise 2a?
3 Underline these things in the text.
1 travel vocabulary
2 verbs that describe what the company does

4 Complete the sentences with some of the verbs you underlined in Exercise 3.
1 Our telecommunications company can _____ of all your communication needs.
2 Let our market researchers _____ the best strategy for your business.
3 As a fast food company, we _____ the way in healthy food choices.
4 Our personal banking advisors _____ you save money.

5 Work in groups. Imagine you run a small business together. Decide on your company name, field of work and some current projects.

6 Work on your own. Write a profile to promote your business. Use the *Go our way!* profile and the categories in Exercise 2 to help you.

7 Work in your groups again. Read your profiles and choose the one which best promotes your company. Think about the following points.
• **accuracy** Spelling mistakes do not look professional!
• **clarity** Does the reader understand exactly what your business does?

Writing a business profile

my life ▶ GETTING TO KNOW YOU ▶ MY LANGUAGE COURSE ▶ HOW INTERNATIONAL YOU FEEL ▶ FIRST IMPRESSIONS 17

Students always finish with a productive task.

Students are encouraged to take part in peer correction.

Lesson F

Video lesson

This is a double-page video lesson. A large, engaging introductory photograph is always on the left-hand page, and the activities on the right.



This section leads students into the topic of the video and engages them in a pre-watching task.

Unit 1 Culture and identity

Before you watch

- Look at the photo and the caption. Describe the man's appearance. What does his expression tell you about him?
- Key vocabulary**
 - Read the sentences. The words in bold are used in the video. Guess the meaning of the words.
 - The **shepherd** has two dogs to help him move the sheep.
 - I think the eyes are often a person's most interesting **feature**.
 - It takes days to get to Rajasthan as it's quite **remote**.
 - The local people dress in a very **particular** way.
 - My friend always **amuses** me with his funny stories.
 - Match the words in bold in Exercise 2a with these definitions.
 - part of the face
 - far from other places, difficult to get to
 - special, individual or different from others
 - the job of looking after sheep
 - to make someone laugh or to entertain someone

While you watch

- 1.1** Watch the first part of the video (0.00–0.28). Complete the information about Steve McCurry.

Steve McCurry is a ¹..... His first job was working on a ²..... His ambition was to travel and see the ³..... He's worked at National Geographic for about ⁴..... years.
- 1.1** Watch the rest of the video and look closely at the people you see. Then work in pairs and describe the person you remember best from the video.
- 1.1** Watch the whole video again. Match the beginnings of the sentences (1–6) with the endings (a–f).

 - Rajasthan is home to
 - Rajasthan is
 - The people of Rajasthan are
 - Some nomads have the job of
 - Steve McCurry is
 - Steve McCurry is interested in
 - a shy person.
 - gentle and hospitable.
 - meeting people.
 - some nomadic shepherds.
 - strange and wonderful.
 - amusing people.

6 **1.1** Can you remember what Steve McCurry says about photographing faces? Do you agree? Choose the correct option or watch the last section of the video (2.29 to the end) again.

It's *the eyes / strange features / the whole face* that tells the story.

After you watch

7 Vocabulary in context

- 1.2** Watch the clips from the video. Choose the correct meaning of the words and phrases.

Answer the questions in your own words. Then work in pairs and compare your answers.

 - Can you think of two places where you feel at home?
 - What do you think is a good way to make a living?
 - Have you been anywhere that felt like another planet?
 - Have you seen anything or done anything which you could describe as 'kind of strange'?
 - What activities do people do which involve getting warmed up before they start?
- Work in groups. Steve McCurry's photos in the video focus on the people and especially their faces to 'tell the story' of Rajasthan. Choose a place or a group of people you know. Plan a photoshoot of ten photos to tell the 'story'. Use these ideas to help you.

 - What are the most important features of the group?
 - Is appearance or activity more important?
 - Do you need to include the place or just the people?

fortune teller (n) /'fɔ:tu,teɪlə/ someone who predicts a person's future
hospitable (adj) /hɒs'pɪtəbl/ friendly to visitors
nomad (n) /'nɒməd/ someone who moves from one place to another to live
snake charmer (n) /'sneɪk ʃɑ:ɪmər/ someone who performs with snakes

These exercises assist with comprehension of the video itself, both in terms of what students see and what they hear. The tasks also exploit the language used in the video.

There are two parts to this section. The first is an on-screen exercise called Vocabulary in context which focuses on useful words and expressions from the video. The second allows students to respond to the video as a whole and take part in a discussion or task that leads on from the context and theme of the video.

Review lesson

This is the one-page review lesson found at the end of every unit.

Engaging images from the unit aid the recall of key vocabulary.


Grammar and vocabulary from the unit is clearly signposted and systematically reviewed to reinforce students' learning.

Memory Booster activities are specifically designed to enable students to recall and activate new words more easily.

Every review lesson concludes with a 'Real life' activity that allows students to consolidate the functional language from the unit.

'Can-do' statements give students the opportunity to assess their own learning.

UNIT 1 REVIEW AND MEMORY BOOSTER



Grammar

1 Complete the interview with a prize-winning travel writer from London at the prize-giving event.

1 Q: What (this prize / mean) to you?
A: Actually, I (feel) very proud of myself. I never (expect) to win prizes.

2 Q: When you sit down to write, how (you / decide) what to write about?
A: I (not / know), really. Sometimes my readers (send) me ideas.

3 Q: (which places / interest) you?
A: Oh, everywhere. Every culture (have) something special about it.

4 Q: (you / work) on anything at the moment?
A: I (do) some research for a new book and I also (want) to finish some magazine articles.

5 Q: (you / can / tell) me what the book's about?
A: At the moment, I (think) about either Brazil or Vietnam. I love both places.

2 Are the sentences about Zoe true (T) or false (F)?

- She's surprised to win prizes for her books.
- She usually writes about what her readers want.
- She's writing some articles on Peru and Vietnam.

3 >> MB Work in pairs. Say which tense is used in each gap in Exercise 1 and explain why.

4 >> MB Work in pairs. Each person choose one dynamic and one stative verb from Exercise 1. Ask and answer questions using each verb.

I CAN

ask and answer questions about things which are always and generally true, and routines (present simple)

ask and answer questions about things happening now (present continuous)

talk about possessions and states: thoughts and mental processes, etc. (stative verbs)

use different question forms: direct and indirect questions

Vocabulary

5 Write the noun forms of these adjectives.

angry brave cheerful happy lucky
powerful proud sad

6 >> MB Work in pairs. Look at the adjectives in Exercise 5. How often do you feel like this? What kinds of situations make you feel this way?

I CAN

talk about feelings and personal states

Real life

7 Look at the expressions (1–6). Do we use them to open (O) or close (C) conversations?

- Hello, how are you? I'm ...
- How about meeting again?
- How do you do? My name's ...
- Let me give you my card.
- Let's stay in touch.
- May I introduce myself?

8 Work in small groups. You are at an event for the travel industry. Act out conversations with different partners using a suitable expression to begin and end the conversation.

I CAN

introduce myself in formal and informal situations

open and close a conversation

ask for and give personal information

20

Unit 1 Culture and identity

Opener

1

- Ask students to look at the photo and the caption. Ask them to discuss the questions in pairs. Elicit a few ideas from the class in feedback.

2  [1]

- Tell students they are going to listen to an extract from a TV programme on world cultures. Play the recording. Students listen and check their answers to Exercise 1. Let them compare answers in pairs before checking with the class.

ANSWERS

- 1 North America / the United States
- 2 traditional clothes
- 3 her horse, her clothes

Audioscript [1]

When we look at people and cultures all around the world, we find similar things. For example, people need a sense of group identity. Look at this Wanapum girl with her horse. She's taking part in a traditional meeting of Native Americans in the state of Oregon. It's a special occasion that happens every September. Horses are very important in Native American culture and many children learn to ride a horse before they learn to ride a bike. In the past, they helped people hunt for food and helped people carry things from camp to camp. And horses eat grass, so they are easy to feed. The girl's clothes are also important. The colours of Native American traditional dress mean different things to different tribes. For example, red can mean earth or blood, and white can mean winter or death. Around the world people wear traditional dress, uniforms or the colours of our favourite sports team to say the same thing – we belong to this group.

Background information

About sixty members of the **Wanapum tribe** of Native Americans live near the Columbia River in the US state of Washington. Their name means 'river people' (*wana* = river, *pam* = people).

Destiny Buck rides her horse in the yearly Indian princess competition in Pendleton, Oregon. Horses were originally used for war, hunting and transport, but are now partners in pageantry and a way to show tribal pride. Destiny is wearing traditional tribal clothing – a long tunic, a poncho and a headdress made of feathers.

3  [1]

- Play the recording again. Ask students to listen and complete the sentences.

ANSWERS

- 1 group identity.
- 2 a horse before they learn to ride a bike.
- 3 belong to this group.

4 ★ **CPT extra!** Speaking activity [after Ex.4]

- Start by eliciting a few examples of types of groups students may belong to under each category (see Example answers below). You could model the activity by giving examples of groups you belong to, e.g. *I belong to a choir – we practise every Thursday.*
- Organize the class into pairs to discuss the groups they belong to. In feedback, ask a few individuals to tell the class what they found out about their partner.

EXAMPLE ANSWERS

Cultural societies: book club; film club; choir; drama club or amateur dramatics society

Educational classes: language lessons (e.g. Spanish class); guitar or piano lessons; art or drawing classes

Family groups: close family or extended family; family or 'clan' reunions

Hobby groups: clubs for people interested in gardening, pottery, sewing or knitting, crafts or car maintenance, etc.

Online communities: social networking sites such as Facebook; more specific user groups such as video gamers

Sports clubs: golf or tennis club; football teams; supporters' clubs; gym membership

Extra activity

You are at the start of a new course, so use the opportunity here to get students to meet and get to know classmates they haven't met before. Ask students to stand up, to walk round and to talk to as many different students as they can in five minutes. Tell them to find somebody who belongs to a cultural society, somebody who goes to an educational class, etc. Tell them to find a different classmate for each category.

Teacher development

Using *National Geographic* visuals

Embarking on a *National Geographic* course involves using images that are original, vibrant and motivating. Each photo tells a story and helps students get into a topic. Think about using the visuals to generate classroom discussion, to set context and build schemata, to teach key vocabulary, and as a memory tool to help students recall language. Here are some ideas:

- 1 Brainstorm words connected with a photo.
- 2 Students give their personal response to a photo: *How does it make you feel? What does it make you think about? What do you want to find out?*
- 3 Students tell the story behind the photo. They could imagine a typical day in the life of a person in the photo, for example.
- 4 Students think of questions to ask a person in a photo.
- 5 Ask students to predict what they are going to read, listen to or study from a photo. They could predict the language they will learn or the subject matter of the text they will read.

1a How we see other cultures

Lesson at a glance

- reading: cultural identity
- grammar: present simple and present continuous; dynamic and stative verbs
- word focus: *love*
- speaking: getting to know you

Reading

1

- Look at the hats and the captions with the class. You could point out the corks (usually used in the tops of wine bottles) hanging from the bush hat. They are there to keep off flies.
- You could look at the baseball cap as an example with the class. Elicit where it comes from (the United States, although students may suggest other countries where baseball is popular, such as Cuba or Venezuela).
- Ask students to work in pairs or small groups to discuss where the other hats come from. Do not check answers at this stage.

2 [2]

- Ask students to read the article and to check their ideas from Exercise 1. Let them compare answers in pairs before checking with the class.
- **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen.

ANSWERS

- baseball cap – the United States
- straw hat – Vietnam
- bowler hat – United Kingdom
- sombrero – Mexico
- bush hat – Australia

Teacher development

Reading a text while listening to a recording

Whether you choose to ask students to read with or without the recording is your decision. Playing the recording when students read for the first time can be useful because it makes the first reading a whole class activity. Everybody reads at the same pace and it encourages students to read quickly and naturally. It builds confidence with reading because it signals that students should read through a text naturally the first time they read it, and that they should not worry about unknown words. It also enables students to hear the pronunciation of any unfamiliar words.

3 ★ CPT extra! Grammar activity [after Ex.3]

- Ask students to read the article again and find and note three reasons why we form general opinions of other cultural groups. Let them compare their answers in pairs before checking with the class.

ANSWERS

- 1 It means that our brain doesn't work so hard because it doesn't need to analyse every new individual thing that we meet.
- 2 When we understand (or think we understand) something, we can make predictions about it – we know what kind of behaviour to expect.
- 3 It seems that we all love to feel good about ourselves and the group we belong to. This is easier when we put others into groups too.

Vocabulary notes

curious (about something) = wanting to know (about something)

analyse = to look at something in detail to find out about it

Background information

The **bowler** /'bəʊlə/ hat was designed by London hat makers Thomas and William Bowler in 1849. From the early twentieth century to the 1980s, it was commonly worn by British businessmen in the financial heart of London. That's why it is still strongly associated with the United Kingdom.

Extra activity

Look at verb-noun collocations in the text. Write *wear, put into, analyse, make* and *feel good about* on the board. Ask students to read the text and find and note the nouns or pronouns these verbs collocate with (*wear hats, put into groups, analyse things, make a prediction, feel good about ourselves*).

4 ★ CPT extra! Grammar activity [after Ex.4]

- Start by reading out the question and asking for two or three brief suggestions from the class. Check that students understand the word *influence* (= change the behaviour or thinking of someone).
- Ask students to work in pairs to think of other ways our opinions are influenced. At the end, elicit ideas from the class. You could extend this into a class discussion.

EXAMPLE ANSWERS

Films tend to stereotype nationalities. In James Bond movies, for example, Mexicans are always having a festival, and Brazilians are always on a beach, and the English characters are cool but also very dry and reserved.

Some films may choose specific cultural groups as 'baddies' (e.g. Russian gangsters) or they may use stereotypes (e.g. a romantic Frenchman, an emotional Italian, a humourless German).

Films and TV shows, however, can challenge our views in a positive way when they are made by specific cultural groups. For example, African-American director Spike Lee makes films with positive African-American central characters, and director Kimberly Peirce challenged gender stereotypes with the film *Boys Don't Cry*, which was about a transgender man.

News reports often only report bad news, so people in Europe only hear about war, famine or corruption in Africa – they rarely hear positive news stories.

Grammar notes

The aim of this controlled accuracy practice is to focus on the uses of the present simple and present continuous which students most commonly confuse.

Form

At this level, the form and use of these basic tenses is revision, so students can be expected to use the forms accurately. However, prompt students who continue to make errors (e.g. writing *comeing* instead of *coming*). Encourage students to write and use contracted forms (e.g. *I'm not*, *You aren't* and *He isn't*).

Meaning and use

In each of the paired sentences 1–3, the difference is between permanent (always true) and temporary (true now). Point this out. In 2a, for example, *until our flat is ready* shows that this is only a temporary situation which will end or change soon.

In sentence 4a, a habit or routine is being expressed – something that happens regularly and repetitively. In 4b, the present continuous is most likely as we see this as a temporary situation – one that can be changed. If we choose to write *She has some problems with her school work* (a possible sentence), the implication is that the problem is permanent.

7

- Explain that this exercise is similar to Exercise 6, but here students must use the given verb to complete each sentence with either the present simple or present continuous forms. Encourage them to use contractions after pronouns in present continuous sentences.
- Let them compare their answers in pairs before checking with the class.

ANSWERS

- | | |
|-----------------------|----------------|
| 1 a doesn't feel | 3 a 'm doing |
| b isn't/s not feeling | b do |
| 2 a come | 4 a 's looking |
| b 'm coming | b looks |

Grammar notes

In sentence 1a, the situation is generally true, but in 1b, it's a situation that's only true now – something happening at the moment. Some students may have learnt that verbs like *have*, *feel* and *love* are stative verbs and never used in continuous tenses. Tell them that this isn't always the case – it depends on the context. There's a tendency in modern English to use verbs like *love*, *like*, *need* and *want* in continuous forms to emphasize temporariness and immediacy. For example, McDonald's advertising campaign uses the slogan *I'm lovin' it!*

In sentence 2a, the situation is permanent, i.e. unchanging. In 2b, this action is happening now.

In sentence 3a, the speaker chooses the present continuous because *this year* suggests a temporary situation (i.e. just this year – not last year or next year). Compare with *I do an evening class every year*. In 3b, there's a regular, permanent routine.

In sentence 4a, the situation is temporary (it's happening now and will stop when the friend finds a job). In 4b, this is always true – she looks tired every time this happens.

8

- Look at the grammar box with the class. Then ask students to choose the correct option to complete the rules. They could do this in pairs.

ANSWERS

- 1 are
- 2 continuous form

Refer students to page 156 of the Student's Book for further information and practice.

ANSWERS TO GRAMMAR SUMMARY EXERCISES

- 2
 - 1 don't remember
 - 2 prefer
 - 3 's thinking
 - 4 're having
 - 5 doesn't realize; needs
 - 6 think; belongs
- 3
 - 1 comes from
 - 2 means
 - 3 is
 - 4 includes
 - 5 is increasing
 - 6 are moving and mixing
 - 7 feel
 - 8 don't belong

Grammar notes

Dynamic or action verbs involve the performance of an action: *running*, *throwing*, *cleaning*, etc. By contrast, stative verbs do not express an action – they express existence, thoughts, beliefs, etc. It becomes complicated when verbs that are usually stative verbs are used dynamically. For example, *I think chocolate is delicious* is stative because it is an opinion (not an action), but *I'm thinking about going to Spain on holiday* is an active mental process (the thought is actively going through your head).

9

- Ask students to look at the article again and find and underline the stative verbs.

ANSWERS

The stative verbs appear in the text in the following order: mean, means, need, understand, understand, seems, belong, believe

10

- Ask students to work individually to add the stative verbs from Exercise 9 to the table. You could look at *believe* as an example to get students started.
- Let students compare answers with a partner before checking with the class.
- Then ask students to work in pairs to add the words in the box to the table. Check answers with the class.

ANSWERS

Categories	Stative verbs
Thoughts and mental processes	know, believe, mean, seem, understand, wonder, realize, remember, suppose
The senses	hear, sound, taste
Emotions	want, need, hate, like, love, prefer
Possession	have, belong, contain

Extra activity

Draw a quick sketch of a head (seen from the side) and a hand on the board. Ask students to copy the drawings and label them with stative verbs from the table (i.e. *know*, *believe* and *understand* would be labelled on the brain, *hear* on the ear, *taste* on the mouth, *belong to* and *have* on the hand).

11

- Ask students to work individually to choose the correct option to complete the sentences. Elicit the first answer to get students started. Let students check answers with a partner.

ANSWERS

- | | |
|-------------------|------------------|
| 1 He's telling | 5 is asking |
| 2 do you think | 6 I want |
| 3 Do you remember | 7 I don't know |
| 4 I hear | 8 Are you making |

Grammar notes

The verbs used in 2, 3, 4, 6 and 7 are all stative verbs, so they can't be used in continuous forms. In 1, 5 and 8, the situation is temporary and happening now, so the present continuous is preferred.

Extra activity

Ask students to choose five stative verbs from the table in Exercise 10 and use them to write five personalized sentences to memorize and keep (e.g. *I understand stative verbs very well*). You could ask students to write these for homework and share them with other students in class in the next lesson.

Word focus love

12

- Read out the extract from the article and ask students when we could use this expression. Possible answers include: giving an opinion in a conversation or discussion, or making a point in a text.
- Ask students to work in pairs to discuss when each of the expressions with *love* could be used. Elicit ideas from the class in feedback.

EXAMPLE ANSWERS

- 1 accepting an invitation
- 2 when you're out in the rain – depending on how you say this, it could mean you really enjoy the experience, or it could be ironic – you actually mean 'hate'
- 3 at the end of a letter to a friend or family member
- 4 neighbours talking to each other over the garden wall, for example
- 5 in a conversation when talking about a friend or family member – Oscar is not with you, but you are talking about him
- 6 on the front cover of a book or in a trailer for a film
- 7 talking about two people
- 8 when you're enjoying an experience (especially younger people)

Vocabulary notes

I'd (would) love to (+ infinitive) = this means 'I really want to'. In this context, it's used as a polite and enthusiastic way to accept an invitation.

love + ing = the verb is usually followed by the *-ing* form. In 3 and 5, *love* is used as a noun in fixed expressions.

Note the expressions *be in love* and *fall in love*.

In 8, *love* is being used as a dynamic verb. It's used to describe a temporary situation such as a holiday or trip or course, and is similar to *I'm really enjoying it*.

13 ★ CPT extra! Word focus activity [after Ex.13]

- Use the opportunity to mix pairs so that students are working with partners they don't regularly work with. Give students five minutes to prepare ideas. Then ask them to practise.
- You could ask students to practise in pairs for four or five minutes before asking several pairs to come to the front of the class to perform their exchanges. As students speak, note errors which you could write up on the board at the end. Ask students to correct the errors.

EXAMPLE ANSWERS

- 1 A: Do you want to come for something to eat after class?
B: I'd love to! Thanks.
- 2 A: I love walking in the rain.
B: Me too! I love being wet!
- 3 Thanks for my birthday present.
See you soon
Lots of love,
Jenna x
- 4 A: We love the summer.
B: We love it, too. I love being in the garden.
- 5 A: Please give Oscar our love.
B: I will. He'll be happy to hear from you.
- 6 A: This looks interesting, 'The story of two strangers who fall in love.'
B: It's a beautiful story – you must read it.

- 7 A: Are they going to get married?
B: Yes. They are very much in love.
- 8 A: Are you enjoying your course?
B: Yes. I'm loving it.

Speaking my life

14

- Ask students to work in pairs. Start by eliciting two or three possible questions. Then ask students to take two minutes to prepare questions to ask. They could do this individually or in pairs. Monitor and help with ideas and vocabulary. By getting students to prepare, they are likely to do the activity more accurately and for longer.
- When students are ready, ask them to take turns to ask and answer questions. Use the opportunity to circulate and listen to each pair as they talk. Note down any errors students make as they speak, especially errors regarding stative verbs, and use these for error feedback at the end (see Extra activity below).

Possible questions to ask:

- Do you remember your first English class?*
- Which / How many clubs do you belong to?*
- How many languages do you know?*
- How many hours' sleep a night do you need?*
- Is there any food you hate?*
- Do you prefer tea or coffee?*
- Which food / What types of food do you love?*

Extra activity

Do error feedback on the board. As you monitor the different pairs speaking, note down any inaccurate sentences you hear. Do this by carrying a notepad with you as you monitor. At the end of the activity, write four or five sentences on the board from the notes you made, and ask students to try to correct the mistakes in pairs. Avoid mentioning which student made each of the mistakes.

1b Culture and colour

Lesson at a glance

- vocabulary: feelings
- listening: colours and their meaning
- grammar: question forms
- pronunciation: questions
- speaking: my language course

Vocabulary feelings

1 ★ **CPT extra!** Revision activity [before Ex.1]

- **Optional step** With books closed, ask students the following questions so that the whole class can hear and respond: *What colour is your house / your kitchen / your car / your mobile phone? What's your favourite colour? Why? Which colours do you normally wear? Why?* Alternatively, write the questions on the board and ask students to discuss them in pairs or groups.
- Ask students to look at page 12 of the Student's Book. Elicit that this lesson is about colour.
- Organize the class into pairs. Make sure that students know the meaning of the adjectives in the box. Ask students to read and match the idioms with the adjectives. In feedback, check meanings using mimes and examples (see Teacher development notes below).

ANSWERS

- 1 sad 2 angry 3 angry or sad or both

Vocabulary notes

feel blue = to feel sad

see red = to become very angry very quickly

be in a black mood = to feel very angry, or very sad, or both ('black' can be used to describe extremes of either feeling)

Teacher development

Vocabulary teaching techniques

Aim to use a variety of techniques to teach vocabulary. Here are some ideas:

- 1 Use mime. The meaning of some words can be easily conveyed by mime, e.g. to teach *angry* you could frown, bite your teeth together and say 'grrrr!'. For *cheerful* you could smile and whistle a tune.
- 2 Use opposites. Some words are best taught with their opposite. Ask: *What's the opposite of happy?* (sad) *What's the opposite of positive?* (negative)
- 3 Use examples. Giving several examples can be a useful way to teach some words, e.g. for *lucky*, explain: *Seeing a black cat in England is lucky and is a good sign, but black cats are unlucky in the USA.*
- 4 Give a context. Giving examples with a context can be very useful when teaching idioms. For example, here you could say: *My team lost so I feel a bit blue; When Sally threw Dan's mobile phone out of the window, he saw red and shouted at her; Don't talk to Ed – he's in a black mood!*

UNIT 1 Culture and identity

2 ★ CPT extra! Vocabulary activity [after Ex.2]

- Do sentence 1 as an example with the class. Elicit that *happy* is an adjective. Then look at the options in the other sentences and elicit that the first option in five of the pairs is a noun and the second is an adjective. Ask students which sentence is the exception.
- Ask students to work individually to choose the correct options. Encourage them to use dictionaries to check any words they are not sure of as they do the exercise.
- Let students compare answers in pairs before checking with the class.
- Finally, ask students to work in pairs to take turns to ask and answer the questions.

ANSWERS

- | | |
|---------|------------|
| 1 happy | 4 proud |
| 2 luck | 5 anger |
| 3 brave | 6 powerful |

Vocabulary notes

Adjectives and nouns usually have different suffix endings. Adjectives sometimes end in *-y* or *-ful*. Nouns sometimes end in *-ness*.

Point out and drill the pronunciation of longer words such as *happiness*, *bravery* and *powerful*, where the stress is on the first syllable.

Listening

3 [3]

- Ask students to work in pairs to complete the quiz. Play the recording. Students listen and check their answers.

ANSWERS

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

Audioscript [3]

- A:** Do you want to do this quiz with me?
B: OK. What's it about?
A: Colours and what they mean around the world. For example, look at this photo. Where are the women going?
B: I don't know. To a party?
A: No, they're guests at a wedding in India. The guests and the bride herself wear bright colours. OK, here's your next question. Do you think red means different things in Eastern and Western cultures?
B: Yeah, I think it does. I always associate red with strong emotions like love or anger.
A: Let me check the answers ... that's right. And in Eastern cultures red often means luck. Oh, and bravery too. OK, next: Do you know where yellow means knowledge?

B: Well, a yellow jersey means the winner of the Tour de France to me!

A: Well, there are two options. Do you think it's China or India?

B: I think it's ... oh, China.

A: Let's see ... no, you're wrong, it's India. And in China, yellow means power. So maybe you should wear yellow when you finish your studies!

B: Well, I didn't know that. What's the next question?

A: OK ... which colour means happiness in Japan? Orange or pink?

B: Oh I know this, it's orange.

A: Yes, it is! How did you know that? Amazing! It's happiness and love. OK, the next one's about the colour blue. Do Mexicans wear blue to a funeral?

B: I've got no idea. I'd say people usually wear black for funerals, but is it different in Mexico?

A: Yes it is. It says here that blue is associated with death. That's a bit sad.

B: Are there any more questions?

A: Yeah, the last one is, who uses green as their symbol? There are two options, but I'm not going to tell you them. It's too easy.

B: Green? Something to do with nature ... ? Oh yes, it's international really. Environmentalists and conservationists ... that sort of thing.

A: Of course it is! Now, here's a quiz all about the colour green. Do you want to have a go?

4 [3]

- Ask students to read the information in the table carefully and add any information they can remember.
- Play the recording again. Students listen and complete the table. Let them compare their answers in pairs.

ANSWERS

- | | |
|-------------------|------------------|
| 1 love or anger | 6 orange |
| 2 luck or bravery | 7 happiness |
| 3 India | 8 love |
| 4 China | 9 Mexico |
| 5 power | 10 international |

Vocabulary notes

Point out these expressions from the listening:
it is associated with = it is connected in some way with
they use ... as their symbol = they use a mark, colour, picture or shape to represent something
have a go = to try

Background information

The **Tour de France** is a famous annual bike race around France. The leader and eventual winner wears the yellow jersey or top.

UNIT 1 Culture and identity

5

- Discuss the cultural meanings of colours as a class.

Background information

Colour is very important in Chinese culture. Red symbolizes good fortune and joy and is the most common colour during Chinese New Year. Green is associated with health, prosperity and harmony. Blue symbolizes immortality. White is the colour of mourning. Yellow is considered the most beautiful colour – it represents freedom from worldly cares.

Extra activity

Write the following phrases on the board and ask students in pairs to discuss what they think they mean:

I'm green with envy! (I'm very envious or jealous.)

She's whiter than white. (She is very, very good.)

I'm in the pink! (I am lucky or have just won some money.)

Grammar question forms

6

- Ask students to look at the examples in the grammar box and answer the question.

ANSWER

subject questions

Grammar notes

The aim of this section is to provide revision and contrast of question forms. In an object question, the question word is the object of the sentence. In a subject question, the question word is the subject. Common errors include omitting the auxiliary in object questions (*What it means?*) or getting the subject and auxiliary word order wrong (*Where they are going?*). Students sometimes apply object question rules to subject questions (*Which colour does it mean happiness?*).

Object questions follow a regular pattern as shown in the following table:

Question word	Auxiliary (or modal) verb	Subject	Main verb
What	does	yellow	mean?
Where	are	they	going?
What	can	you	see?

Subject questions, in which the question word is the subject of the sentence, are simple in that they follow the same pattern as an affirmative sentence:

Question word	Auxiliary and/or main verb
Which colour	means happiness?
What	uses green as a symbol?
Who	can swim?
	is crying?

Refer students to page 156 of the Student's Book for further information and practice.

ANSWERS TO GRAMMAR SUMMARY EXERCISES

4

- 1 do people wear white at funerals?
- 2 did Hong Kong become independent from the UK?
- 3 European countries use the euro?
- 4 does *ciao* mean?
- 5 invented paper?
- 6 two South American countries don't have a coast?

5

- 1 How did you become a travel writer?
- 2 What qualities and characteristics do you need to be a travel writer?
- 3 What are you working on (at the moment)?
- 4 Who (usually) chooses your destinations?
- 5 How do you prepare for a trip?
- 6 What do you find most exciting about your job?

7

- Ask students to look at the questions in the quiz in Exercise 3. Look at question 1 as an example with the class and elicit that it's an object question. Ask students to say what aspects of the question form helped them decide the correct answer.
- Let students work individually to decide whether each question is an object or subject question before comparing answers in pairs.

ANSWERS

object questions – 1, 2, 3, 5 (point out the use of auxiliary verbs: *are, Does, does and Do* in these questions)
subject questions – 4, 6

8

- Elicit or point out the first example answer to get students started. Then ask students to work individually to write questions. Monitor and prompt students who have problems.
- Let students compare answers before checking as a class.

ANSWERS (AND AUDIOSCRIPT 4)

- 1 Who wears blue at funerals?
- 2 Which colour means happiness in Egypt?
- 3 What colour do some people wear on International Women's Day?
- 4 Who painted a white dove as a symbol of peace?
- 5 What does red mean in many cultures?
- 6 Who lives in the White House?

Grammar notes

In object questions: *who* and *what* are followed by the singular form of the verb even if the answer is plural (e.g. *Who wears blue? Mexicans*); *which* is followed by a noun and can therefore be either singular or plural (e.g. *Which colour means ...? / Which colours mean ...?*).

Note that the rules for subject and object questions apply in all tenses: *Who painted a white dove as a symbol of peace?*

Extra activity

Ask students to write an example of the other type of question for each item. Possibilities include:

- 1 When do Mexicans wear blue? / Which colour do Mexicans wear at funerals?
- 2 What does yellow mean in Egypt? / Where does yellow mean happiness?
- 3 Who wears purple on International Women's Day?
- 4 What did Picasso paint as a symbol of peace?
- 5 Which colour means 'anger' in many cultures?
- 6 Where does the US president live?

Pronunciation direct questions

9a [4]

- Play the recording. Students listen and notice the rising or falling intonation in the questions from Exercise 8.

ANSWER

The intonation rises then falls at the end of the questions.

9b [4]

- Play the recording again for students to listen and repeat each question. Make sure students have understood and are trying to copy the pattern. As students listen and repeat, you could hold your right hand, palm down, in a high position, and move it markedly up then down, in order to show the intonation. This 'physical' demonstration of the intonation pattern will encourage students to attempt it.

10

- Tell students to look at the grammar box. Ask them to answer the question.

ANSWER

subject then verb

Refer students to page 156 of the Student's Book for further information and practice.

ANSWERS TO GRAMMAR SUMMARY EXERCISES

- 6
- 1 Do you know what language they speak in Mauritius?
- 2 Could you tell me where Robert Fisher's office is?
- 3 Do you know which terminal the flight goes from?
- 4 Could you tell me where Julia went?
- 5 Do you know if/whether people usually shake hands when they meet?
- 6 Can you tell me why you need a new passport?

Grammar notes

There are two main ways of asking questions: directly and indirectly. Both types of question have the same meaning, but we use indirect questions when we want to be more polite, more formal or less confrontational.

Students often have problems with word order here. Having learnt *What time is it?* it is tricky to remember to invert *is* and *it* when making the indirect question: *Do you know what time it is?* Be aware of this and provide plenty of written and spoken practice. A quick and easy way of prompting students to self-correct is to cross your hands at the wrist, which visually shows students they have failed to invert subject and verb correctly.

11 ★ **CPT extra!** Grammar activity [after Ex.11]

- Start by asking students what they notice about the word order in the example answer (it's the same word order as in an affirmative sentence, and the auxiliary *do* is not used). Then ask them to work individually to write questions. Monitor and prompt students who have problems.
- Check answers as a class.

ANSWERS

- 1 Can you tell me how many hours a week you study English?
- 2 Can you tell me why you are doing this course?
- 3 Do you know when the course finishes?
- 4 Do you know how many languages the teacher speaks?
- 5 Can you tell me which other courses you are doing?
- 6 Do you know how many students there are in the class?

Speaking my life

12

- Ask students to work in pairs to ask and answer the questions they wrote in Exercise 11. You could then ask them to work with a new partner to practise asking and answering the questions again.

13

- Ask students to read both sets of four quiz questions carefully. Elicit the missing word in the first question to get them started. Let students work individually before checking with a partner.

ANSWERS

- | | |
|------------------------|--------------------------|
| Blue questions: | Yellow questions: |
| 1 does | 1 are |
| 2 Who | 2 does |
| 3 Do | 3 Which |
| 4 Which | 4 is |

14

- Organize the class into groups of four. In each group, label two students 'A' and two students 'B'. Students A should look at the information on page 153 of the Student's Book. Students B should look at the information on page 154 of the Student's Book.

- Each pair within each group has answers to half the questions. Ask the pairs to take turns to ask the questions and answer them. If they can answer correctly, they get five marks. If they can't answer, students must give them the options provided. If they guess correctly, they get one mark. Find out which pair in each group wins.

Extra activity

Ask fast-finishing groups to write their own quiz questions with a colour in them. At the end of the activity, ask any groups with extra questions to ask them to the class.

1c A world together

Lesson at a glance

- reading: globalization
- wordbuilding: adjective + noun collocations
- critical thinking: examples
- speaking: how international you feel

Reading

1 ★ **CPT extra!** Lead-in activity [before Ex.1]

- Ask students to complete the definition. In your follow up to this exercise, ask students if they have seen references to globalization in the news. Ask any students with news stories to share them with the class.

ANSWER

countries

2 🌐 [5]

- Ask students to read the article quickly. You could set a one-minute limit. This should encourage students to look at the first sentence only of each paragraph and to scan the rest. Let students compare answers briefly with a partner before checking as a class.
- **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen.

ANSWERS

business – paragraph 2 (also some mention in 3)
 culture – paragraphs 1, (also some mention in 2), 3 and 4

3

- Read the questions to the class and make sure that students understand all the words (*demonstrate* = show or give an example of). Ask students to read the article again and find the answers. Let students compare their answers in pairs before checking with the class.

ANSWERS

- 1 One day he's sitting in a coffee shop in London having a cup of Italian espresso served by an Algerian waiter, listening to American music playing in the background; A few days later, he's walking down a street in Mexico eating Japanese food and listening to the music of a Filipino band.
- 2 planes, telephones, television, the internet
- 3 the English language, social media, McDonald's, Starbucks

Background information

Sesame Street is a long-running American children's television series. It's known for its educational content and its use of 'muppets' (puppet characters created by Jim Henson).

Teacher development

Topics and texts

Life aims to provide information-rich texts based on original material from *National Geographic*. Its 'real-life' content will help your students learn something new about the world while learning English. Here are some ideas to help you make the most of the topics and texts in *Life*:

- 1 Do a flick test. Tell students to look at the contents and/or the *Life around the world* spread on pages 6 and 7, and ask: *Which of these topics seem interesting to you? Why? Which topics do you know something about? Which topics are new to you?* Elicit ideas. Then ask students to work in pairs to flick through the book and find three or four topics or texts that they think will be interesting. In feedback, ask why. This activity creates interest in and ownership of the Student's Book, and a sense of anticipation of what is to come.
- 2 Bring students' own knowledge and experiences to the lesson. It's useful to explore students' own knowledge before asking them to read texts. For example, before reading the text on globalization, ask students to name as many global companies as they can, and to tell you if they are a good thing or a bad thing. Alternatively, ask students if they buy coffee, lunch or clothes from international outlets or local ones.
- 3 Ask students to respond meaningfully to the material they read, for example by asking them to discuss or reflect on issues raised, or to share personal experiences similar to those described.
- 4 Ask students to go online to find out more about the topics, the writers and the photographers mentioned in the text.

4

- Organize the class into pairs to discuss globalization. At the end, ask a spokesperson from each pair to summarize their discussion.
- **Optional step** If students are short of ideas, use the following questions to prompt them:
Which companies do you or people in your family work for?
Where were the things you own made? (e.g. phones, clothes, etc.)
Who do you speak to when you call a customer service helpline?
Do you use Airbnb, Google, etc.?
What do you like eating or drinking, or doing, in your free time?

Wordbuilding adjective + noun collocations

5

- Look at the wordbuilding box with the class. Elicit other adjectives that collocate with *identity* (e.g. *new, common, political, personal*).
- Ask students to complete the sentences. They can do this in pairs.

Refer students to Workbook page 11 for further practice.

ANSWERS

- | | |
|-----------|------------|
| 1 culture | 4 thing |
| 2 market | 5 identity |
| 3 menu | 6 view |

Vocabulary notes

Note that *culture* is uncountable here. The noun is generally uncountable when describing activities involving the arts (e.g. *literary culture, youth culture*), but is countable when used to describe societies (e.g. people from different cultures).

6 ★ CPT extra! Wordbuilding activity [after Ex.6]

- Ask students to work in pairs to think of collocations. Elicit one or two examples to get them started. Let students use collocation dictionaries or the internet to find examples if you can.
- **Optional step** If students are having problems, write some elements of the example answers (see below) on the board and ask students to guess which nouns can go with which adjectives.

EXAMPLE ANSWERS

- worldwide popularity/web
- popular programme/celebrity
- good idea/education
- national anthem/team
- positive thinking/contribution

Extra activity

Elicit and point out other collocations with the nouns. Alternatively, ask students to look in dictionaries or online dictionaries to find common collocations.

- 1 culture: music, literary, youth, Western, traditional
- 2 market: buyer's, seller's, main, international, local
- 3 menu: dessert, lunch, children's
- 4 thing: bad, worrying, important
- 5 identity: false, (also: identity card)
- 6 view: long-term, short-term, optimistic, negative

Critical thinking examples

7

- Discuss the question with the class.

ANSWER

culture, business

8

- Ask students to find and underline ways in which examples are provided in the text. They could do this in pairs.

ANSWERS

- One day, I'm sitting in a coffee shop in London having a cup of Italian espresso served by an Algerian waiter, listening to American music playing in the background. A few days later, I'm walking down a street in Mexico – I'm eating Japanese food and listening to the music of a Filipino band. In Japan, many people love flamenco. Meanwhile, in Europe, Japanese food is the latest in-thing. European girls decorate their hands with henna tattoos.
- Businesses make their products in one country and sell them in another. Companies employ people on one continent to answer telephone enquiries from customers on a different continent.
- In India, there are more than four hundred languages and several different religions – and McDonald's serves mutton instead of beef and offers a vegetarian menu. In Shanghai, the television show *Sesame Street* teaches Chinese values and traditions. As one Chinese teacher said, 'We've got an American box with Chinese content in it.'

Language notes

This activity focuses on recognizing examples when no language clue is given. In the first paragraph, the writer gives a clue (*Let me give you some examples*), but in the other paragraphs there is no language clue. Make sure students can differentiate between the point made and examples to support the point.

Extra activity

Revise the language of giving examples. Elicit the following phrases and write them on the board: *for example; for instance; a common example is; to give an example; such as*.

Ask students to work to rephrase examples from the text using the phrases above. They could do this in pairs.

9

- Discuss the questions with the class.

EXAMPLE ANSWER

Examples help the reader understand the writer's point when they are clear and simple, and when they relate to the reader's own experience (e.g. most of us have been to McDonald's, so we understand this point about globalization).

10

- Ask students to read and underline the example sentences. Let them compare answers with a partner before eliciting which phrases are underlined.
- Ask students to think of alternative example sentences for each of the points. In feedback, elicit ideas from different students and ask the class to comment on whether they are good examples or not.

ANSWERS

- There are lots of Thai restaurants in particular.
- Brazilian soap operas are popular here now.
- We've got a couple of great theatres.

Here are some other possible alternative example sentences:

- The High Street has Indian, Chinese and Lebanese restaurants.
- I watch box sets of my favourite American series online.
- You can go to the cinema or to the sports centre.

Speaking my life

11

- Organize the class into pairs so that students have new partners. Start by eliciting two or three possible questions from the class. Then ask students to take two minutes to prepare questions in their pairs. Remind them to include both subject and object questions, and direct and indirect questions. Monitor and help with ideas and vocabulary. By getting students to prepare, they are likely to do the activity more accurately and for longer.
- When students are ready, ask them to work on their own to ask at least two other students their questions. They could either stand up, walk round and find students to interview or pairs could combine into groups of four and new pairs could work together. Set a time limit of five to ten minutes and make sure students change partners at least once. Use the opportunity to circulate and listen to students as they talk. Note down any errors they make as they speak, especially errors regarding the formation of questions, and use these to give some feedback on errors at the end.

Example questions:

Where do you usually buy your clothes?

What is your favourite designer brand?

Which international food do you eat most often?

Can you tell me what music you like?

How often do you watch American movies?

Can you tell me which sports you like watching?

Which company made your mobile phone?

12

- Once students have finished, ask them to share their information with the partner they worked with to prepare their questions. In feedback, elicit information from different pairs.

1d First impressions

Lesson at a glance

- real life: opening and closing conversations
- pronunciation: short questions

Real life opening and closing conversations

1

- Ask students to look at the text and the photo. Ask: *What is it? What sort of people is it intended for?* (a handout for business people with advice on how to make a good impression in a business meeting).
- Organize the class into groups of three or four to read the handout and discuss the questions.
- **Optional step** Ask students to think of one or two more pieces of advice they would give somebody who is about to attend a business meeting.

ANSWERS

- 1 Students' own ideas
- 2 In the UK, *to be punctual* for a job interview means exactly on time – neither too early nor too late. Punctual for work may mean coming a few minutes early.
- 3 In the US, people at interview may say *Sir* or *Ma'am*. In the UK, saying *Mr Phillips* or *Ms Finn* is more likely.
- 4 Students' own ideas. You may need to check students understand *appropriate* (= right in a particular situation).

Vocabulary notes

punctual = on time
courteous = very polite
the focus of your attention = the person you look at or listen to at a particular time

2 [6]

- Set the scene by asking: *What does 'roleplaying a meeting' mean?* (acting it out or practising it) *What does 'first meetings' mean?* (when you meet somebody for the first time – you don't know them, so you are polite and use fixed phrases).
- Play the recording. Students listen and tick the advice in the seminar handout that the speakers follow. Let them compare their answers in pairs before checking with the class.

ANSWERS

Conversation 1:

Be punctual, courteous and positive.

Make sure you know the other person's name. Use it!

Make the other person the focus of your attention. Sound interested! Ask questions!

Know what you want to say and say it effectively!

Conversation 2:

Be punctual, courteous and positive.

Make the other person the focus of your attention. Sound interested! Ask questions!

Know what you want to say and say it effectively!

Audioscript [6]

1

P = Paola; C = Colin

P: Good morning! Allow me to introduce myself. I'm Paola Iannucci.

C: How do you do? My name's Colin Burke.

P: It's a pleasure to meet you, Colin. I see you work for an advertising agency.

C: Yes, erm ... Paola. I'm the art director at Arrow Agency. I mostly work on web adverts.

P: Do you? That sounds interesting.

C: It is. We're developing some really great ideas for advertising. The internet is vital to an advertising campaign nowadays.

P: Oh, I agree, Colin. I know exactly what you mean – I'm in sales.

C: Oh, are you?

P: Yes, I work for an electronics company. Online sales is very important to our business.

C: Really? Well, Paola, why don't I give you my card? Here you are.

P: Thanks. It's been good talking to you. Let's stay in touch.

2

L = Lucy; Y = Yuvraj

L: Hello, how are you. I'm Lucy.

Y: I'm very pleased to meet you. I'm Yuvraj Singh. I work for 'Get fit' – it's a chain of gyms.

L: Oh yes, my brother goes to 'Get fit'.

Y: Does he? Great. We're building a big new gym in the town centre here. It's nearly ready to open, in fact.

L: Is it? That's great.

Y: Yes, we're all really excited about it. Erm, what about you?

L: I'm looking for a new job at the moment, actually.

Y: OK, well, thanks for your time. Let me give you my card. Don't forget to check out our new gym when it opens.

3 [6]

- Ask students to read the information in the language box. Play the recording again. Students listen and tick the expressions the three speakers used. Note that the expressions are underlined in audioscript 6.
- Let students compare their answers in pairs before checking with the class. In feedback, ask which speakers gave the best performance.

ANSWERS

See the underlined phrases in the audioscript above. Students should tick all the expressions except:

May I introduce myself?

How about meeting again?

The first pair give the best performance. They use courteous, positive but formal language (*How do you do, It's a pleasure to meet you*) and use their names. The second pair are friendly and polite but don't use names and are too informal (*How are you? Great, Erm, what about you?*). Yuvraj talks about himself and does not focus on the other person. *Thanks for your time* is not appropriate here and sounds very rude. The suggestion is that she isn't going to be very useful to him!

4 ★ CPT extra! Real life activity [after Ex.4]

- Ask students to look at the expressions for opening and closing conversations again and decide which expressions are the most formal. They could do this in pairs before confirming the answers as a class.

ANSWERS

The most formal phrases are:

Allow me to introduce myself.

How do you do?

It's a pleasure to meet you.

It's been good talking to you.

Let me give you my card.

Vocabulary notes

Often, formal phrases are impersonal, so they avoid the personal pronouns *I* and *you*. Compare *It's a pleasure to meet you* with *I've enjoyed meeting you*, or *It's been good talking to you* with *I've enjoyed talking to you*. Using impersonal expressions creates distance and formality.

Let me and *Allow me to* are polite, formal requests.

In a business context, people generally say *How do you do?* or, a little less formally, *Pleased to meet you*, when meeting someone for the first time. In formal situations, we only say *How are you?* if we already know the person.

Note that *Thanks for your time* is appropriate in a business context (e.g. when people have spent time during the working day discussing business matters), but it would not be appropriate to use this in any social context.

Extra activity

You could drill the intonation pattern of these forms. When being polite, it's important to have a broad intonation pattern, starting high, and rising and falling, or falling then rising, depending on the expression.

Allow me to introduce myself.

How do you do?

Pronunciation short questions

5a [7]

- Play the recording. Students listen and note how the speakers use short questions to show interest.
- Play the recording again for students to listen and repeat.

Audioscript [7]

1 COLIN: I mostly work on web adverts.

PAOLA: Do you?

2 PAOLA: I'm in sales.

COLIN: Oh, are you?

3 LUCY: Oh yes, my brother goes to *Get fit*.

YUVRAJ: Does he?

4 YUVRAJ: It's nearly ready to open, in fact.

LUCY: Is it?

5b

- Organize the class into pairs. Students practise reading out the exchanges from Exercise 5a, paying attention to the stress and pronunciation of the words.
- **Optional step** Encourage fast-finishing students to adapt the exchanges. For example, they could substitute *advertising, marketing* or *IT* for *sales*, or they could change *my brother goes to 'Get fit'* to *my friend has Spanish lessons* or *my sister works from home*.

Pronunciation notes

In short questions, the auxiliary verb is used. So, if responding to a statement in the present simple, the speaker uses *do* or *does*. If responding to a statement using the verb *be* or in the present continuous, the speaker uses *am, is* or *are*.

In short questions, the auxiliary verb is stressed. To show interest, the intonation pattern should start high, fall, then rise abruptly. If the information is very interesting or unexpected, the intonation pattern is more exaggerated.

She lives in a castle. Oh, does she?

I'm a millionaire. Are you?

6

- Students continue working in pairs. Ask them to practise the conversations in the audioscript on page 180 of the Student's Book.

- You could ask one student to read Paola’s words with books open at the audioscript page while the other student recalls or improvises responses.

7

- Ask students to look at the profile card and to check that they know all the words. If your students are business people, they could complete the cards with real information. If not, ask them to use their imagination.
- Model short questions: nominate a few individuals to read out information and respond by saying: *Do you?* and *Are you?* in an interested and animated way.
- Ask: *What is networking?* (meeting people socially and introducing yourself in order to make useful new business contacts). Then ask students to stand up and ‘network’ – walk round and meet at least four new people. Remind them to be courteous and positive, to listen and to exchange ‘imaginary’ cards at the end. Monitor, prompt and note any examples of good or not so good exchanges to give feedback on at the end.

8

- Organize the class into pairs to discuss the information they found out in Exercise 7. In feedback, ask students which business associates were most courteous, positive or attentive.

1e About us

Lesson at a glance

- writing: a business profile
- writing skill: criteria for writing

Writing a business profile

1

- **Optional step** You could start the lesson by pre-teaching some pairs of similar words (see Extra activity below). To introduce the topic, you could then ask: *What topic do you think all these words are related to? What do you think the lesson is going to be about?*
- Ask students to work individually to read the information about *Go our way!* quickly and answer questions a–d. Let them compare their answers in pairs before checking with the class.

ANSWERS

a, b, d (The website says: *advice for all kinds of travel; recommend the best accommodation for your needs; arrange everything from the first to the last day of your trip; booked everything for us on our family trip to Vietnam*)

The company is not suitable for c (business travellers) – *Go our way!* is an informal name and business travellers usually don’t want small hotels and guides, or family trips.

Extra activity

Write the following words from the lesson on the board and ask students in pairs to match the words with similar meanings:

agency client company customer expert specialist travel trip

Let students use dictionaries and in feedback discuss the differences in meaning between the words.

Answers:

expert/specialist (they mean the same – people who are skilled at or know a lot about something)

company/agency (an agency is a type of company that provides a service – *travel agency, recruitment agency, etc.*)

client/customer (a client is a customer in a business context)

trip/travel (a *trip* is a short journey but *travel* is a general, uncountable word to describe going away)

Writing skill criteria for writing

2a

- Students read the information again and choose the correct option. Let them compare their answers in pairs before checking with the class.