

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

- 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
- 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

- 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 1840. 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

- 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.

Extra activity

Write three adjectives that foreigners tend to use to describe people in the country you come from on the board. So, if you are English, you could write: *reserved, polite, traditional*. Ask your class to add to the list. Then tell them, in your opinion, which three words you would personally use to describe your cultural group.

In a multicultural class, ask students to write three words they think foreigners use to describe the people in their country. Put students in groups to discuss their words and compare them with how they see themselves.

In a monocultural class, ask students to work in groups to think of three words foreigners might use to describe the people in their country and three words they themselves would use.

Grammar present simple and present continuous

5

- Ask students to read the information in the grammar box and answer the questions.
- You could draw students' attention to the contractions in the two present continuous sentences.

ANSWERS

- 1 present simple
- 2 present continuous

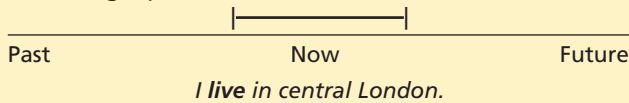
Refer students to page 156 of the Student's Book for further information and practice.

ANSWERS TO GRAMMAR SUMMARY EXERCISE

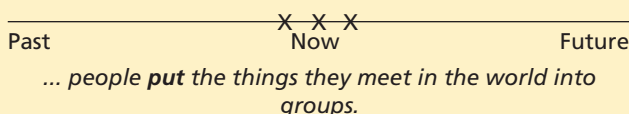
- 1
- 1 have; eat; come; don't eat
- 2 's raining; rains
- 3 work; 'm not working; 'm having; 'm taking; 'm writing

Grammar notes

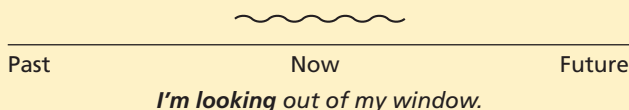
Timelines can be a useful way of showing whether something is permanent:



Or is generally true:



Or is in progress at the time of speaking:



Extra activity

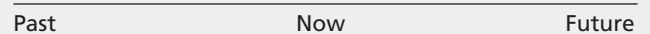
Draw the timelines above on the board (without the corresponding sentences) and see if students can match the example sentences in the grammar box with the timelines.

Teacher development

How to draw a timeline

A timeline is useful when the difference between two forms is about time, order or duration. It provides a visual representation which is clearer for visual learners than a verbal or written explanation. Here is how to draw one:

- 1 Start with a line and mark on it the past, present and future:



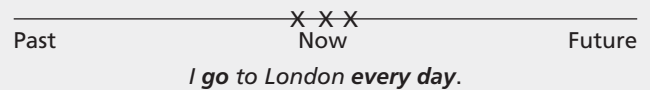
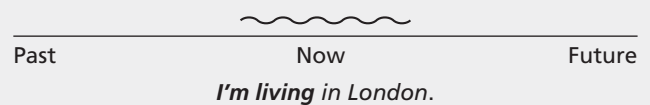
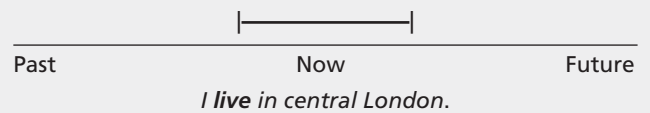
- 2 Show single actions or events with a X on the line: X

- 3 Show repeated actions with a series of Xs: X X X X X

- 4 Show events or situations that are always true with a continuous line: |————|

- 5 Show events or situations that are temporary and have duration with a wavy line: ~~~~~

Compare the following:



6

- Ask students to work individually to choose the correct option to complete the sentences. Let them compare their answers in pairs before checking with the class.
- In feedback, elicit the fact that for each pair of sentences, one uses the present simple and the other uses the present continuous. The pairs are designed to show the difference in meaning and use (see Grammar notes below).

ANSWERS

- | | |
|------------------|----------------|
| 1 a I work | 3 a are being |
| b I'm working | b are |
| 2 a We're living | 4 a She has |
| b We live | b She's having |

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

- are
- continuous form

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

ANSWERS TO GRAMMAR SUMMARY EXERCISES

- don't remember
 - prefer
 - 's thinking
 - 're having
 - doesn't realize; needs
 - think; belongs
- comes from
 - means
 - is
 - includes
 - is increasing
 - are moving and mixing
 - feel
 - 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.

UNIT 1 Culture and identity

ANSWERS

Categories	Stative verbs
Thoughts and mental processes	know, believe, mean, seem, understand, wonder, realize, remember, sound, suppose
The senses	hear, 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

- accepting an invitation
- 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'
- at the end of a letter to a friend or family member
- neighbours talking to each other over the garden wall, for example
- in a conversation when talking about a friend or family member – Oscar is not with you, but you are talking about him
- on the front cover of a book or in a trailer for a film
- talking about two people
- 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

- 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

- A: Do you want to come for something to eat after class?
B: I'd love to! Thanks.
- A: I love walking in the rain.
B: Me too! I love being wet!
- Thanks for my birthday present.
See you soon
Lots of love,
Jenna x
- A: We love the summer.
B: We love it, too. I love being in the garden.
- A: Please give Oscar our love.
B: I will. He'll be happy to hear from you.
- 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

- **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

- Do sentence 1 as an example with the class. Elicit that *happy* is an adjective. Then look at the options in the other sentences with the class and elicit that the first option in each pair is a noun and the second is an adjective.
- 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	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 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

- 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

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:

- 1 does
- 2 Who
- 3 Do
- 4 Which

Yellow questions:

- 1 are
- 2 does
- 3 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

- 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 a 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

- 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

- 1 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.
- 2 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.
- 3 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

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

Here are some other possible alternative example sentences:

- 1 The High Street has Indian, Chinese and Lebanese restaurants.
- 2 I watch box sets of my favourite American series online.
- 3 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, Pleased to meet you, I do, actually*) 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

- 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 friend goes to 'Get fit'* to *my brother 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.

UNIT 1 Culture and identity

ANSWERS

- 1 website
- 2 neutral
- 3 possible customers
- 4 to promote the company
- 5 separate sections of text

2b

- Students note which features of the text helped them decide their answers to Exercise 2a. They could do this in pairs.

ANSWERS

- 1 website: the layout shows it is a website
- 2 neutral: The tone speaks directly and personally to the reader (We offer ... , We help you ... , ... for your needs).
- 3 possible customers: We offer advice for all kinds of travel; We help you find the perfect holiday destination; Our team of experts can recommend the best accommodation for your needs; We arrange everything from the first to the last day of your trip.
- 4 to promote the company: We are a professional travel agency with fifteen years' experience; We lead the field in designing personalized trips.
- 5 separate sections of text: the sections have headings and are in separate boxes

3

- Students underline the words in the text. Let them compare their answers in pairs before checking with the class.

ANSWERS

- 1 travel agency, travel, holiday destination, trips, accommodation, hotels, guides in twelve countries, booked
- 2 offer (advice), help (you find), lead (the field), recommend, work (closely with), arrange, book

4

- Students complete the sentences. Let them compare their answers in pairs before checking with the class.

ANSWERS

- 1 help
- 2 recommend
- 3 lead
- 4 help

Vocabulary notes

a *travel agency* = a company that organizes flights and travel plans for people

lead the field in + -ing = a way of saying that a company is the best at doing something

Note also the words covered in the extra activity that accompanies Exercise 1.

5

- Organize the class into small groups. Tell the groups to imagine that they run a small business. Groups must decide on their company name, field of work and some current projects. Monitor and help with ideas and vocabulary.

6

- Ask students to work individually to write a profile to promote the business. Remind them to include words and phrases they have learned in the unit.
- Once students have produced a first draft of their profile, ask them to exchange it with a partner. Their partner should provide feedback and suggestions on the style and accuracy of the business profile. Students then revise their profiles based on their partner's feedback.

7

- When students have completed their final draft, they read out their profiles to their group. The group must feedback on the accuracy and clarity of each profile. At the end, ask each group to present their favourite profile to the class.

Extra activity

You could ask students to roleplay a conversation based on the information in the profile. One student plays a customer interested in the profile and the other plays the entrepreneur who has designed the profile to promote the agency. Clients must ask questions about the information in the profile and the entrepreneurs must respond and expand on the information.

1f Faces of India

Before you watch

1

- Look at the photo with the class. You could ask students to work in pairs or small groups to discuss the photo. Use the opportunity to pre-teach interesting or key words. Words students might want to say include: *shepherd, moustache, earrings, turban*. Words key to the text include: *shepherd, nomad, villager*.

EXAMPLE ANSWER

The man is a shepherd with a long moustache and short, grey beard. He's wearing white clothes and a red turban, silver rings and gold earrings. He's carrying a wooden staff. He has a very bright expression, with bright eyes and a smile. Perhaps he's happy.

Key vocabulary

2a

- Ask students to guess the meanings of the words in bold. Do not check answers at this stage (students will match words in the next exercise).

2b

- Students match the words in bold from Exercise 2a with the definitions.
- Optional step** Give students the opportunity to practise recognizing and producing these key words before they hear them in continuous speech on the video. You could say the words and ask students to repeat, or say the words and ask students to underline the strongly stressed syllable: *shepherd* /'ʃepəd/, *feature*, *remote*, *particular*, *amuse*.

ANSWERS

1 d 2 a 3 b 4 c 5 e

While you watch

3 [1.1]

- Before setting up the 'while you watch' tasks, check students understand the meaning and pronunciation of the words in the glossary section at the bottom of the page.
- Ask students to read the profile and predict the missing information. Then play the first part of the video (0.00–0.28). Let students compare answers with a partner before checking as a class. Write the missing words on the board.

ANSWERS

- photographer
- newspaper
- world
- thirty

Videoscript 1.1

Part 1

0.01–0.19 Steve McCurry My name is Steve McCurry. I'm a photographer. I started my photography career in college. When I got out of school, the first job that came along was working on a newspaper. But my real ambition was to find a profession in photography which would allow me to travel and see the world.

0.20–0.28 I've been working almost continually for *National Geographic* for thirty years.

4 [1.1]

- Ask students to concentrate on the appearance of the people they see in the video as they watch.
- Put students in pairs or small groups to describe people from the video.

EXAMPLE ANSWERS

There are many possibilities. For example:

An old man with red hair and a long beard.

An old man with grey hair wearing a turban.

A young man wearing a cap.

A young girl with medium-length brown hair.

A man with a big moustache and a red turban.

A young woman in a bright, red headscarf.

Videoscript 1.1

Part 2

0.29–0.33 Steve McCurry There's no place in the world that has the depth of culture like India.

0.34–0.52 Narrator For *National Geographic* photographer Steve McCurry, India is one of his favourite subjects – full of colour and culture ... including some remote villages.

Rajasthan is a large Indian state north of Mumbai on the Pakistan border ... home to some nomadic shepherds.

0.53–1.12 Steve McCurry It's really like going to another planet ... the landscape, the way people dress, their traditions, their religion, the music, the food, almost everything about it is kind of strange and also very wonderful. The people are very gentle and hospitable, so I feel very comfortable in Rajasthan, I feel, uh, at home.

1.13–1.25 Narrator Once the big excitement of Steve's visit calms down a bit, he is able to walk through the streets and meet the villagers.

1.26–1.46 Steve McCurry The people here are very interesting and very visual. Some of the nomads are entertainers – snake charmers that tell stories, the fortune tellers – so that's their job, to amuse people, but now they're having to find new ways to make a living.

1.47–2.11 I think I'm naturally a shy person, and my first choice is not really to go up and kind of confront people and talk to people and ask people if I can take their picture. But it's something that I have to do and once I kind of get warmed up – once I, kind of, the wheels start to move, then it becomes very natural and I'm very happy and I'm very interested in meeting people and talking to villagers.

2.13–2.27 OK, one, two ... OK, great, perfect. Tell him I want him to come to New York. I could be his agent – he tells fortunes, he does magic tricks, he's a snake charmer. I think we could ...

UNIT 1 Culture and identity

2.29–2.58 I think it's the whole face that tells the story. It's not just the eyes or the other features. I think it's the totality of the particular look. Somehow it all kind of works together to tell a story. It's not one particular feature – it's all of them working together. That's it – perfect.

5 ■ [1.1]

- Ask students to look at the beginnings (1–6) and endings (a–f) of the sentences and match any they can remember. Point out that the sentences are paraphrased – they aren't direct quotes from the video.
- When students are ready, play the whole video again. Let students compare their completed sentences in pairs before checking with the class.

ANSWERS

1 d 2 e 3 b 4 f 5 a 6 c

6

- Discuss and complete the sentence as a class. Play the last section of the video again (2.29 to the end) if necessary to confirm answers.

ANSWER

the whole face

After you watch

Vocabulary in Context

7a ■ [1.2]

- Explain that students are going to watch some clips from the video which contain some new words and phrases. They need to choose the correct meaning of the words.
- Play the clips. When each multiple-choice question appears, pause the clip so that students can choose the correct definition. You could let students compare answers in pairs before checking with the class.

ANSWERS

1 b 2 b 3 c 4 b 5 c

Videoscript ■ 1.2

- 1 It's really **like going to another planet** ...
 - a a long way from home
 - b different to everything I know
 - c difficult to get to
- 2 ... almost everything about it is **kind of** strange and also very wonderful.
 - a extremely
 - b a bit
 - c generous

- 3 I feel very comfortable in Rajasthan, I **feel at home**.

- a want to go home
- b have a house here
- c am very relaxed and safe

- 4 ... now they're having to find new ways to **make a living**.

- a entertain people
- b earn money
- c build homes

- 5 But it's something that I have to do and once I kind of **get warmed up** ...

- a finish my work
- b explain my work
- c start my work

7b

- Ask students to work individually to prepare answers to the questions. Then ask students to take it in turns to ask and answer the questions with a partner.

EXAMPLE ANSWERS

- 1 Perhaps this is a place you go to on holiday, a friend's house, a local café.
- 2 people often say writing, acting or performing; a job where you do your hobby (an archaeologist who loves history) or get to stay in a beautiful place (a hotel manager on a Caribbean island)
- 3 This could be a super-city like Dubai or an amazing natural phenomenon (Ayers Rock/Uluru in Australia).
- 4 This could be a an unexplained experience, a suspicious situation or just something a bit unusual, like an outfit a person was wearing.
- 5 for example, running, athletics, team sports, rowing, dancing, etc.

8

- The aim here is to get students to personalize the topic by telling the story of a group they know. This could be people of the students' own nationality, or the sort of clubs or groups they discussed earlier in the unit (in Exercise 4 on the opener page), or even the people in their language class or school. Organize students into groups to decide which place or group they could plan a photoshoot for.
- Once students have a group in mind, give them five to ten minutes to discuss the questions and plan the shoot. In feedback, ask different groups to present their ideas to the class.

Extra activity

If it's practical in your classroom (i.e. you have technology that allows students to project images), you could ask students to follow up by preparing photos for the photoshoot (a maximum of ten photos) and then presenting them to the class.

UNIT 1 Review and memory booster

Memory Booster activities

Exercises 3, 4 and 6 are Memory Booster activities. For more information about these activities and how they benefit students, see page 10.

I can ... check boxes

As an alternative to asking students to simply tick the *I can ...* boxes, you could ask them to give themselves a score from 1 to 4 (1 = not very confident; 4 = very confident) for each language area. If students score 1 or 2 for a language area, refer them to additional practice activities in the Workbook and Grammar summary exercises.

Grammar

1

- Ask students to work individually to complete the interview.

ANSWERS

- does this prize mean; feel; expected
- do you decide; don't know; send
- Which places interest; has
- Are you working; 'm/am doing; want
- Can you tell; 'm/am thinking

2

- Ask students to read the interview again and decide whether the sentences are true (T) or false (F). Let students compare answers in pairs before checking with the class.

ANSWERS

- T (*I never expected to win prizes.*)
- F (*She says that her readers sometimes send her ideas, but she doesn't say if or how often she uses the ideas.*)
- F (*She says she is writing some magazine articles but she doesn't say what they are about.*)

3 >> MB

- Ask students to work in pairs to decide which tense is used in each gap in Exercise 1 and to explain why.

ANSWERS

- does this prize mean:* present simple stative verb
feel: present simple stative verb
expected: present simple stative verb
- do you decide:* present simple dynamic verb for repeated behaviour
don't know: present simple stative verb
send: present simple dynamic verb for repeated behaviour
- Which places interest:* present simple subject question
has: present simple stative verb

- Are you working:* present continuous (dynamic verb) for something which is in progress around the time of speaking
'm/am doing: present continuous (dynamic verb) for something which is in progress around the time of speaking
want: present simple stative verb
- Can you tell:* indirect question
'm/am thinking: present continuous (dynamic verb) for something which is in progress around the time of speaking

4 >> MB

- Ask students to work in pairs. Each student chooses one dynamic and one stative verb from Exercise 1 and then pairs ask and answer using each verb.

ANSWERS

Students' own answers

Vocabulary

5

- Ask students to work individually to write the noun forms of the adjectives in the box. Let students compare answers in pairs before checking with the class.

ANSWERS

anger bravery cheerfulness happiness luck power
pride sadness

6 >> MB

- Ask students to work in pairs to talk about themselves using the adjectives in Exercise 5.

ANSWERS

Students' own answers

Real life

7

- Ask students to work individually to look at the expressions (1–6) and decide whether we use them to open (O) or close (C) conversations.

ANSWERS

1 O 2 C 3 O 4 C 5 C 6 O

8

- Organize the class into small groups. Tell students to act out conversations with different partners in their group using a suitable expression to begin and end the conversation.