

1

Culture

▲ Look at the photo. Discuss the questions.

- What can you see in the photo?
- Where was the photo taken?
- What is the celebration?

▲ Work with a partner. Discuss the questions.

- What is the next holiday in your country?
- When is it?
- How are you going to celebrate?



WARMER

What is culture? (e.g. art, music, festivals, food). In pairs, brainstorm more ideas for two minutes. Add all your ideas together on the board. *Culture can be entertainment such as art and festivals, but also the way people live, such as their food and traditions.*

CULTURE NOTE

The photo shows a girl celebrating the Day of the Dead, which takes place in Mexico and some other countries on 2 November. People celebrate with family and friends by visiting the graves of dead relatives and taking them gifts of flowers or their favorite food, and also giving gifts to family members.

In this Unit

■ SYSTEMS

adjectives for expressing opinions
comparatives with (not) as ... as
cultural activities
adjective stress
superlatives

● SKILLS

skimming and scanning
identifying a speaker's opinion
linking sentences
talking about similarities and differences

▲ THEMES

a movie review
a trip to San Antonio
customs around the world

1

▲ UNIT LEAD-IN

Put students into small groups to look at the photo and discuss. Teach phrases for speculation, E.g. *It looks like ... It might be ... I think maybe it's ...*. Write these on the board. When students have finished discussing, get groups to tell the class their ideas and complete the phrases on the board with their ideas. Then confirm the answer from the Culture Note.

Before students work in pairs, as a class, brainstorm some of the holidays that are celebrated in the students' countries. Ask students to discuss which is their favorite and why. E.g. *Xx is my favorite. It is a local festival, with music and dancing. All my friends and family are there and it is very fun.* Read out the questions and elicit or teach some key vocabulary, e.g. the name of the next holiday, some common traditions, traditional foods, etc. Ask pairs to tell the class their plans.

WARMER

Have you ever visited a different region or country? If so, talk about your experiences, especially things you found different or strange. If not, what do you think is difficult about visiting another region or country? Discuss your ideas and think about the idea of *culture shock*.

CULTURE NOTE

Bhutan is a small country located in the Eastern Himalayas. Many people live very traditional lives in remote mountain villages. Yaks are still used for agriculture in many parts of the country.

READING

A movie REVIEW

- A Skim the movie review. Would you like to watch this movie?

SKIMMING AND SCANNING

When you skim a text, you read it very quickly to get a general idea of what it's about. When you scan a text, you look for specific information. This means moving your eyes quickly over the text to find only the information you need. You don't read every word when you skim and scan.



Lunana: A Yak in the Classroom

by Gabriela López

The movie *Lunana: A Yak in the Classroom* is from Bhutan, a country north of India in the Himalayan Mountains. It tells the story of a young teacher named Ugyen. He goes to teach in a mountain village called Lunana. It's his first teaching job. It takes eight days to get to Lunana. It's a very pretty place, but has no electricity. There isn't even a blackboard at his school, so he writes on the walls. The people there are very friendly and welcome Ugyen. He finds everything strange at first and wants to leave, but he slowly starts to feel at home in Lunana.

I think this movie is fantastic. It has an interesting story that I feel

is never boring. Ugyen learns new things and makes lots of friends, even with a yak in his classroom! The children love Ugyen as their teacher and ask him to stay, but he goes back home in the end. The movie's message is that we sometimes find great things in unexpected places. I like this movie because it says that anyone can experience culture shock, even in your own country. This is true for Ugyen.

In my opinion, the best thing about the movie is the acting. The man who plays Ugyen isn't an actor, but he's as good as any professional actor. I hope everyone can watch and enjoy this movie.

RATING

★★★★★

LOST FOR WORDS?

culture shock (n) the feeling of confusion someone has when they go to a new place

message (n) the most important idea in a book, movie, or play

yak (n) a type of cattle with long hair and long horns

- B Skim the review again. What does Gabriela think of the movie?

- Ⓐ She loves it.
Ⓑ She likes most things, but doesn't like some things.
Ⓒ She doesn't like it.

- C Scan the review. Choose the correct option to complete the sentences.

- The review is about a movie from India / Bhutan.
- It takes Ugyen less / more than a week to reach Lunana.
- When Ugyen arrives in Lunana, he wants to go home / buys a yak.
- The author thinks Ugyen experiences / doesn't experience culture shock.
- The man who plays Ugyen is / isn't a professional actor.

- ▲ D How can you make someone feel welcome in a new community?

Possible answers: introduce them to other people in the community, invite them to community events and activities, ask them about their culture

2 UNIT 1

● READING

A Elicit ideas of when we skim and scan texts, e.g. we skim an email to understand the general meaning quickly, and we scan to find specific information, such as a suitable bus on a bus timetable.

B Tell students they shouldn't worry if they don't understand every word. Elicit the parts of the review that confirm Gabriela likes it, e.g. *I think this movie is fantastic... I like this movie because ...*

C When you check the answers, elicit which part of the review confirms each answer.

▲ D Ask students to imagine that someone from a different culture is coming to join their class. Ask: *How can you make them feel welcome?* Put students into pairs to discuss, then discuss their ideas as a class.

Adjectives for expressing OPINIONS

A Choose the correct word to complete the definitions.

- 1 A story that's **boring** is *surprising* / *not interesting*.
- 2 A **delicious** meal is one you *want* / *don't want* to eat.
- 3 A **fantastic** movie is *long* / *excellent*.
- 4 People who are **friendly** are *horrible* / *kind* to you.
- 5 Someone who's **funny** makes you *laugh* / *cry*.
- 6 Another word for very **pretty** is *high* / *beautiful*.
- 7 Something that is **strange** is *normal* / *unusual*.
- 8 If something is **terrible**, it's very *good* / *bad*.

B Complete the chart with the words in bold from Exercise A.

POSITIVE	NEGATIVE
delicious fantastic friendly funny pretty	boring strange terrible

C Complete the sentences with the words in bold from Exercise A.

- 1 A: This book is The story is really Nothing happens!
B: Well, do you want to watch a movie instead?
- 2 A: This fish looks good, but it tastes a little Is it OK?
B: Yum! It's! I think it's just something new to you.
- 3 A: This painting is really The mountains have such nice colors.
B: I agree. I know the painter. I like her a lot—she's really
- 4 A: I think Dr. Field's lecture was in every way. I loved it!
B: Me, too, but I didn't know he was so I laughed and laughed.

D Which movies, TV shows, songs, and singers do you like?
Write an answer for each. Then join a group and ask for their opinions.

MOVIE	TV SHOW	SONG	SINGER

What do you think of the movie ...?

I think it's ...

I really like listening to ...
What do you think of ...?

VOCABULARY



PLAY WITH WORDS

Tell students that thinking about words that are similar in their language can help them remember vocabulary, but they should watch out for 'false friends', which look similar but have a different meaning.

When students have completed their sentences, they can compare with a partner.

PLAY WITH WORDS

Which words are like words in your language?

Which words are different?

Complete the sentences:

- is boring.
..... is delicious.
..... is funny.
..... is strange.
..... is terrible.

Game



Adaptive Practice



Culture 3

VOCABULARY

A Students work in pairs to choose the correct answer. Go through answers as a class. On the board, point out that the adjective *boring* ends in *-ing*. Elicit other examples of adjectives with a similar ending, e.g. *interesting*, *exciting*, *amazing*.

B Draw the table on the board and elicit the adjectives for each column. Elicit other adjectives to add, e.g. *excellent*, *amazing*, *horrible*.

C In pairs, students complete the conversations with the correct adjective from Exercise B.

D When students have written their examples, put them into groups. Demonstrate the task by working with a confident student and using the prompt speech bubbles. Ask groups to tell the class about a movie, TV show, etc that they all like.

CULTURE NOTE 🏰

The Brazilian city of Rio de Janeiro hosts the biggest carnival in the world. It takes place in February/March every year and attracts crowds of approximately 6 million people. The event happens throughout the city and features dancers, music, colorful costumes and street parties.

The Venice carnival occurs every spring and lasts about two weeks. People wear Venetian masks and costumes. There are colorful parades on streets and in the canals, as well as masked balls.

GRAMMAR 1

- A Answers:**
2 the masks
3 No, it isn't

Comparatives with (NOT) AS ... AS

- ▲ **A** 🎧 1.1 Listen to a conversation between two friends. Then answer the questions.

- 1 Which carnival would you prefer to visit—Venice or Rio? Why?
- 2 What's special about Venice's carnival?
- 3 Is Venice's carnival bigger than Rio de Janeiro's carnival?



Celia: What are you watching?

Ana: Oh, it's a documentary film on the carnival in Venice, Italy.

Celia: There's a carnival in Venice?

Ana: Yeah, it's huge, but it's not as big as the carnival in Rio de Janeiro. I think it's probably just as interesting as the one in Rio.

Celia: Why's that?

Ana: They have a lot of the same things—colorful costumes, street performances, and contests. But what makes the carnival in Venice really special is its masks. Most people wear them. Here, let me show you some.

Celia: Wow! There are so many different kinds!

Ana: The most popular ones are these—the simple white ones.

Celia: Those are nice, but not as nice as the more colorful ones. You know, I'd love to see Venice someday, but it looks really busy during the carnival.

Ana: I know. It isn't as crowded as the carnival in Rio, but it still attracts about three million people.

- **B** 📺 Watch the grammar video and read the explanation. What type of word do we use with *(not) as ... as*—a noun, verb, or adjective?

B Answer: adjective

COMPARATIVES WITH (NOT) AS ... AS

We use *as ... as* to say that two things are equal in some way.
We use *not as ... as* to say that one thing is more or less than the other thing.

Affirmative

The carnival in Venice is **as interesting as** the carnival in Rio.

The carnival in Venice is **just as fun as** the carnival in Rio.

The people of Venice are **just as friendly as** the people of Rio.

Negative

The carnival in Venice is **not as big as** the carnival in Rio.

The carnival in Venice **isn't as crowded as** the carnival in Rio.

The white masks **aren't as nice as** the more colorful masks.

4 UNIT 1

▲ LEAD-IN

A Read out the three questions and check students understand them. Play the audio once and ask students to read the conversation as they listen. When you check the answers, elicit the part of conversation that confirms each one.

■ GRAMMAR 1

B Read through the grammar explanation with the class or watch the video. As you read out each example, ask questions to

check students understand the meaning, e.g. *Are they both interesting/big? Are they the same? Which one is more interesting/bigger?* If students are struggling with the meaning, put it on the board and use stars to show the equal comparison. Point out that in the affirmative we often say *just as ... as*. Draw attention to the prepositions. Students often make the mistake of using *than* instead of *as*: *It isn't as big than as the Carnival in Rio.*

C Choose the correct option to complete the sentences.

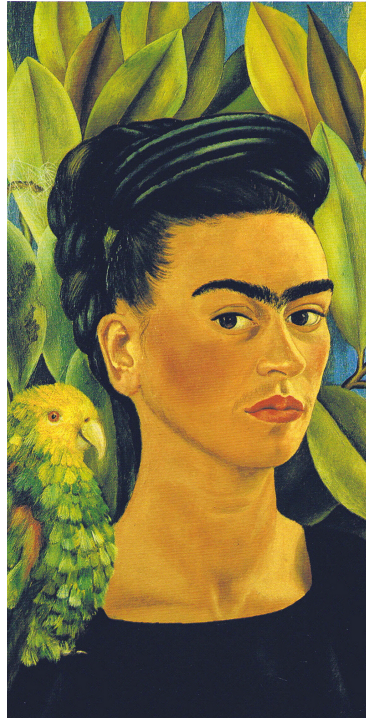
- 1 The morning radio show is **just as popular as** / **as popular** like the afternoon show. They have the same number of listeners.
- 2 The craft market isn't **as interesting than** / **as interesting as** usual today. There aren't many stalls.
- 3 This movie is **no as funny as** / **isn't as funny as** the original. The original is absolutely hilarious.
- 4 I don't think the new exhibit at the art museum is **as stranger** / **strange** as the critics say.
- 5 The desserts are **as pretty** / **prettier** as paintings.

D Complete the sentences with **as ... as** or **not as ... as** and the adjectives in parentheses.

- 1 Her acting in comedies is (good) her acting in dramas. She can do both equally well.
- 2 The food at street fairs is (expensive) the food in nice restaurants. It's cheaper.
- 3 I think Mexico's Day of the Dead costumes are just (interesting) Rio's Carnival costumes.
- 4 New Year's Day is (fun) New Year's Eve. In fact, New Year's Day is quite boring.
- 5 Do you think that Spanish food is (delicious) Mexican food? I'm not sure.
- 6 The author's second book was just (strange) her first one. I didn't really enjoy it.

E Correct the four errors with (**not**) **as ... as** in the text.

I love art. My favorite painting is *The Night Café* by Vincent van Gogh. It isn't ~~as more famous~~ as some of his other paintings, but I love it. I think it's just as beautiful ~~than~~ *The Starry Night*. I like Paul Gauguin as well. They have very different styles, but I think Gauguin is ~~as just~~ talented as van Gogh. Another artist I like is Frida Kahlo. Her paintings ~~are~~ as old as van Gogh and Gauguin's. They are newer and more modern.



F Write sentences comparing these things with **as ... as** or **not as ... as** and the adjectives in parentheses. Then compare in a group. Who has the same opinions?

- 1 action movies / animated movies (interesting)
- 2 hip-hop music / rock music (popular)
- 3 modern dance / ballet (difficult)
- 4 the guitar / the piano (easy to play)

Adaptive Practice



Culture 5

E Answers:

- 1 ~~more famous~~ > famous
- 2 ~~beautiful than~~ > beautiful as
- 3 ~~as just talented~~ > just as talented
- 4 ~~as old as~~ > not as old as

F Possible answers:

- 1 Action movies aren't as interesting as animated movies. / Action movies are as interesting as animated movies.
- 2 Hip hop music isn't as popular as pop music. / Hip hop music is as popular as pop music.
- 3 Modern dance isn't as difficult as ballet. / Modern dance is as difficult as ballet.
- 4 The guitar is as easy to play as the piano. / The guitar isn't as easy to play as the piano.

EXTENSION

Write three sentences comparing two movies, songs, TV shows etc, e.g. *The Lord of the Rings* movies aren't as good as the books. Read your sentences to a partner. Your partner agrees or makes a new sentence with their own opinion.

C When you check the answers, use each correct answer to reinforce the form again, e.g. *just as popular as ...*, *as interesting as ...*.

D Put students into pairs to compare their answers and try to correct any mistakes before you check with the class.

E Students work in pairs to correct the errors. When you have checked the answers, say some True/False sentences based on the information in the text, e.g. *Van Gogh's other paintings are more famous than The Night Café* (True). *The writer thinks*

Gauguin is more talented than Van Gogh (False).

F Monitor while students are writing their sentences, and encourage them to self-correct any errors. When they have finished working in groups, ask individual students to say one of their opinions, and say who in the group has the same opinion.

Use *Test Yourself!* at the back of the Student's Book with fast finishers.

PLAY WITH WORDS

Bring students' extra examples together and see how many more examples you can think of as a class.

Possible answers: go to the theater, take a guided tour, see a movie, visit a castle, learn to make a traditional dish.

Demonstrate the second activity by asking students to cover the words, then ask: What can you go to? Elicit answers.

VOCABULARY

PLAY WITH WORDS

Think of one more example for each of the verbs.
Cover the words. Test your partner.



1 take a cooking class

Cultural ACTIVITIES

A Look at these cultural activities. Choose the word or phrase that doesn't belong.

- 1 go to a sports event / a painting / a local festival
- 2 take a cooking class / a dance performance / a boat ride
- 3 see a comedy show / live theater / an amusement park
- 4 visit a concert / an art museum / an outdoor market
- 5 learn to make pottery / jewelry / another language

B Work with a partner. Write the activities under the pictures.



2 learn to make jewelry



3 go to a local festival



4 take a boat ride



5 visit an art museum



6 go to a sports event

C Work with a partner. Imagine you're free this weekend. Which activities in Exercise A would you like to do? Which wouldn't you like to do? Give reasons.

Adaptive Practice



I'd like to learn to make jewelry because I can give it to my friends as gifts.

Not me. I'd like to visit an art museum because I want to learn about modern art.

PRONUNCIATION

Adjective STRESS

A Listen to four people give their opinions about modern art. Notice that the stress is on the adjective, not on as ... as.

B Choose four adjectives from the box and write sentences with (not) as ... as. Compare your ideas in a group.

dangerous	delicious	expensive	famous
fun	funny	good	healthy

VOCABULARY

A Focus on the first verb and point out that you go to a sports event or a local festival, but you watch a foreign movie. Check the answers.

B Elicit the answers. Ask who has done each of the activities in the photos and encourage students to talk about their experiences.

C When students have finished discussing, ask some students to feedback to the class.

PRONUNCIATION

A Play the audio and ask: Which opinion do you agree with? Get some students to repeat some opinions, copying the stress pattern on the audio.

B When students have written their sentences, let them practice saying them individually before they work in groups. (e.g. cooking classes are as fun as boat rides; chips aren't as healthy as salads.) Ask some students to repeat an opinion that they and a classmate agree on.

A trip to SAN ANTONIO

- A** **1.3** Listen to Marcus and Sarah discussing a trip. Put the things Marcus did in order (1–5). One activity is extra.

Activity	Enjoyed?	Words that helped you understand his opinion
1. went to a local festival	Yes/ No	
4. visited an art museum	Yes/ No	
3. took a cooking class	Yes/ No	
5. went to an outdoor market	Yes/ No	
2. ate at a Mexican restaurant	Yes/ No	
6. learned to make jewelry	Yes/ No	

- B** Listen again and complete the chart in Exercise A. Did Marcus enjoy each activity? Use the listening script at the back of the book.

IDENTIFYING A SPEAKER'S OPINION

To understand a speaker's opinion or attitude, listen for positive and negative adjectives, such as *fantastic* or *terrible*. Also, listen for verbs such as *like* and *don't like*. Sometimes a speaker's tone (excited, bored, upset, etc.) can help you know what their opinion is.

A friendly EMAIL

LINKING SENTENCES: BECAUSE AND SO

We use the words *because* and *so* to link ideas. We use *because* to give a reason, and *so* to give a result.

- I liked it because it was real Mexican food.
- The dresses were pretty, so I took photos.

- A** Complete the email with *because* or *so*.

Hi Louisa,

Nice to hear from you. You asked me about interesting things to see and do in my city. Here are some ideas. I suggest you go to a soccer match ¹..... I know you love sports. Buy tickets online before you arrive ²..... they aren't as expensive as on the day of the match. Also, try to visit the National Museum ³..... you can learn about our history. And, finally, take a boat ride on the river. Go in the evening ⁴..... you can enjoy the city lights. It's a fantastic way to end the day. Those are just three ideas. I have more if you want them. *Chen*

- B** List some interesting things to see or do in your town or city. Write why you recommend them.

- C** Write your own email to Louisa. Give your ideas. Link the ideas with *because* or *so*.

LISTENING

LOST FOR WORDS?

guide (n) a person who shows a place, thing, or route to other people

influence (n) the power to have an effect on people or things

rich (adj) having a lot of something, e.g., money

WARMER

Imagine you visited (New York) last summer. What activities did you do? Think of some activities you could mime, e.g. visiting an art museum, eating in a restaurant, cheering at a sports event. Take it in turns to tell the class about a place you have visited and mime the activities for them to guess.

B Answers:

Words that helped you determine option

very interesting, pretty dresses

didn't enjoy, terrible, boring guide

great, very friendly teacher

loved, fantastic shopping

liked, delicious food

fantastic, talked a lot

WRITING



E Answers:

1 because

2 because

3 so

4 so

LISTENING

Audioscripts at the back of the book.

A Allow time to read the activities before you play the audio.

B Read out the information about identifying a speaker's opinion, then point out the middle and right columns of the chart in Exercise A. Play the audio again, pausing to allow them time to write the words that help determine the opinions. Check answers as a class.

WRITING

A To show the relationship between *because* and *so*, write on the board: *I ate the cake. It looked delicious.* Ask: *What's the reason?* (It looked delicious) *What was the result?* (I ate it). Elicit: *I ate the cake because it looked delicious. / The cake looked delicious, so I ate it.*

B On the board, write the headings *Recommendations* and *Reasons*. Elicit and write students' ideas, e.g. Recommendation: visit the main

square. Reason: it's beautiful! Elicit sentences using *so* and *because* and the ideas on the board, e.g. *I suggest you visit the main square because it's beautiful.*

C Allow students time to check their emails and make corrections before you grade them.

WARMER

What's your favorite movie? As a class, decide on three examples and write them on the board. Choose your favorite of these options. Do a class vote and count the number of votes for each one. Write the numbers on the board. In small groups, discuss how popular each one is, e.g. Which movie is not as popular as ...? Which is the most popular movie?

GRAMMAR 2

SUPERLATIVES

- ▲ **A** Read the article. Which changes faster, Big C or Little C culture? **Little C culture**




Big C and Little C Culture

When we talk about culture, we can talk about "Big C" culture and "Little C" culture. Big C culture is the culture that we can see. It's what we learn in school. What's the most popular book of all time? Who's the greatest singer of all time? It includes art, food, clothes, holidays, music, dance, books, movies, and TV. These are things that large groups of people share. Big C culture changes slowly over time.

Little C culture is the culture that we can't see easily. It focuses on smaller groups within a larger group, such as youth culture, ethnic communities, or online groups. Little C culture includes things like language, beliefs, humor, work ethic, and behavior. What's the most common way to greet people? How do young people act around their parents? This type of culture can change quickly.

It can be useful to think of culture like an iceberg, with Big C culture above the surface for all to see, and Little C culture under the surface. When you understand both, you can understand how different groups of people live. In short, you can appreciate cultural differences.

- ▲ **B** Which is more important to you, Big C or Little C culture?
- **C**  Watch the grammar video and read the explanation. Do we use superlatives to compare two things or more than two things? **more than two things**

SUPERLATIVES

We use superlatives to compare three or more things. Notice the different ways to form the superlative.

Who's **the greatest** singer of all time?
What's **the biggest** festival in the world?
Which is **the happiest** age group?

What's **the most common** way to greet people?
What's **the most popular** book of all time?
What are **the best** shows on TV right now?
What's **the worst** type of music?

8 UNIT 1

▲ LEAD-IN

A Elicit that the illustration shows an iceberg, where a small part is above the water, but most is hidden under the water. Elicit that this iceberg represents different aspects of culture.

When students have read the article, check the answer to the question.

B Put students into pairs to discuss the question, then have a brief class discussion.

■ GRAMMAR 2

C When you have read through the grammar explanation or watched the video, point out the relationship between comparatives and superlatives on the board: *great, greater, the greatest; common, more common, the most common; good, better, the best*. Refer back to the information on the board about movies from the warmer and ask: *Which is the most popular movie?*

GRAMMAR 2



D What do you know about cultural landmarks? Match the sentence parts. Then compare with a partner.

- 1 One World Trade Center **e**
- 2 The Eiffel Tower **a**
- 3 The Great Wall **b**
- 4 I think Sydney's opera house **c**
- 5 In my opinion, Machu Picchu **f**
- 6 Stonehenge **d**

- a** ... is the most romantic place in Paris.
b ... is the most fascinating place to visit in China.
c ... is the most interesting building in Australia.
d ... is one of the oldest monuments in Britain.
e ... is the tallest building in New York City.
f ... is the most mysterious place in the Andes Mountains.

E Write the superlative form of the adjectives in the correct column of the chart.

bad / worst most beautiful saddest	friendliest most boring smallest	good / best most comfortable sunniest	highest prettiest thinnest	
add <i>-est</i>	double final letter, add <i>-est</i>	change the <i>y</i> to <i>i</i> , add <i>-est</i>	add <i>most</i> after <i>the</i>	irregular adjective

F Complete each sentence with the superlative form of the adjective in parentheses.

- 1 Who is the **funniest** (*funny*) person in the class?
- 2 My grandmother makes the **most interesting** (*interesting*) gifts for her family.
- 3 The **worst** (*bad*) thing you can do is come to class when you are sick.
- 4 My brother has the **strongest** (*strong*) work ethic in our family.
- 5 Is the fist bump the **most common** (*common*) way that young adults greet each other?
- 6 I think the **best** (*good*) thing to take to someone's house is a box of chocolates.
- 7 What is the **biggest** (*big*) compliment you can give someone?
- 8 I think turkey is the **most delicious** (*delicious*) part of the American Thanksgiving Day meal.

G Work in a group. Discuss the questions in the grammar box in Exercise C. Do you agree on any of the answers?

Who's the greatest singer of all time?

That's a difficult question. I'd say it's ...

Do you think so? I would say it's ...

Adaptive Practice



Culture 9

E Answers:

add *-est*
 strangest
 smallest

double final letter, add *-est*
 thinnest
 saddest

change the *y* to *i*, add *-est*
 prettiest
 friendliest
 sunniest

add *most* before *the*
 most boring
 most beautiful
 most comfortable

irregular adjective
 bad / worst
 good / best

EXTENSION ✂

In pairs write three quiz questions, using superlatives. Work with another pair and test your classmates.

D Check that students understand all the adjectives in the sentence endings before they complete the matching task. When you have checked the answers, ask if anyone guessed all the answers correctly.

E Read through the chart and elicit one example answer for each column. Check the answers and ask students if they can think of any more superlatives to add.

F When students have completed the sentences, put them into pairs to compare

and correct any mistakes. Check the answers with the class.

G Read out the example answers in the speech bubbles and point out the use of *I'd say* and *I would say* to express an opinion. Elicit or review some other phrases for expressing opinions, e.g. *I think ...*, *In my opinion, ...*, *For me, it's ...*. When students have finished discussing, ask individual students which answers they all agreed on.

Use *Test Yourself?* at the back of the Student's Book with fast finishers.

WARMER

How do you greet your friends when you meet? What about work colleagues, people you don't know very well? Compare answers in pairs. Then discuss if you think this is the same in all cultures? How do you think it might be different? What other habits do you think are different in other cultures? Compare your ideas with the rest of the class.

CULTURE NOTE

In the US, people tip in cafés, restaurants and taxis and for services such as hairdressing and massages, and it is widely expected that all customers will give a tip. The standard tip is 10–20% of the bill.

SPEAKING

Talking about CULTURE

▲ **A** Complete the mini-quiz about culture where you live.

1 Do people greet each other with a hug?	2 Do grandparents live with the family?	3 Do people have dinner late?	4 Is it ever OK to arrive late?
Yes No	Yes No	Yes No	Yes No

LOST FOR WORDS?

custom (n) a way of behaving

nervous (adj) feeling worried or anxious

tip (v) give a small sum of money for good service

● **B**  Watch and listen. Why does Sandra need advice?

Sandra: So my boyfriend's parents fly in from Boston tonight.

Becky: That's great. I bet you're so excited.

Sandra: Yes, except ... I'm so nervous. What if they don't hug and kiss like we do here?

Becky: Yeah, true, sometimes our customs are different from the States. Lots of Americans shake hands or just wave when they greet you.


Sandra: And what about dinner? We eat quite early here.

Becky: Oh, don't worry. That's the same as here. They won't want to eat really late.

Sandra: Do they know we tip in restaurants—we tip everywhere!

Becky: That's just like in Boston. You'll be fine.

Sandra: I hope so. I really want them to have a nice time here.

● **C**  Watch and listen again. Which things are the same and which are different?

greeting someone	meal times	tipping
same / different	same / different	same / different

● **D** Work with a partner. Complete the culture quiz on page 11.

▲ **E** Work in groups. Talk about what you learned in the quiz and say what's the same or different in your country.

Use these phrases.

DISCUSSING SIMILARITIES AND DIFFERENCES

That's ...	like ...
	just like ...
	similar to ...
	the same as ...
	not the same as ...
	different from ...

MACED: Ex. C
Should the text in the second row of chart be regular text, not blue? No similar answer choices in other units are colored like this.

B Answer:

Because her boyfriend's grandparents are visiting and they may not be familiar with the local culture



10 UNIT 1

▲ LEAD-IN

A When students have completed the mini quiz, discuss the answers as a class, especially any where students have given different answers. Point out the verb forms in the quiz questions: *...is it OK, you have dinner, a family invites you*, etc. Elicit that the verbs are in the present simple, and remind students that we use the present simple to talk about habits.

● SPEAKING

B Before students watch and listen, refer them to the Lost for Words box, and check they understand the meaning of *nervous* and *tip*. When students have watched and listened, elicit the answer to the question.

C When you check the answers, check what information in the conversation confirms each answer. Ask students to look at the conversation again in pairs

and find phrases that mean things are the same or different (it's sometimes different from ..., that's the same as ..., that's just like ...).

Ask students to close their books. Play the video again. Pause after each of Sandra's turns and see if students can remember how Becky responds each time. Then, play the next part of the video for them to check.

What a wonderful world!

1 In which country is it impolite to arrive at someone's home an hour late?

a *Switzerland*

b *Brazil*

c *Greece*

2 When you have dinner in Argentina, when is the best time to talk about business?

a *soon after you sit down*

b *after the meal*

c *after some polite conversation*

3 A family in Egypt invites you to their home for dinner. You eat and get full, but the host offers you more food. Do you accept?

a *No.*

b *Yes, but you only eat a little.*

c *Yes, and you eat everything on the plate.*

4 At a business meeting in South Korea, you give your host a small gift to say thank you, but he refuses it. What do you do?

a *You say you are sorry.*

b *You insist he take the gift.*

c *You keep the gift.*

5 In India a friend invites you to have a curry at her home. What's the best way to eat it?

a *with your right hand*

b *with your left hand*

c *with both hands*

6 In which country do students sometimes knock on their desks to show that they enjoyed a lecture?

a *Vietnam*

b *Germany*

c *South Africa*

7 What do people throw during Thailand's New Year Songkran festival?

a *flowers*

b *money*

c *water*

8 In Bulgaria, what does it mean when someone nods their head?

a *yes*

b *no*

c *I love you.*

9 In China, what's the most polite way to point?

a *with a closed fist*

b *with an open hand*

c *with a thumb*



EXTENSION ✖

Work in pairs. Find three similarities and three differences between you and your partner. Ask each other questions, e.g. *Do you enjoy eating in restaurants? Do you exercise every day?* As you answer, comment on whether you are similar or different, e.g. *That's different from me, I don't enjoy eating in restaurants.* When you have finished, tell the class one similarity and one difference between you.

D Ask students to read through the quiz in pairs and ask you about any vocabulary they don't understand. Tell them they are going to do the quiz in pairs, and to guess any answers they don't know.

Go through the answers with the class. Ask: *Which answer do you find the most surprising? Which tradition would you like to find out more about?* Elicit answers from the class.

E Read through the phrases and point out the use of different prepositions in the phrases: *similar to, the same as, different from*. Demonstrate the task by reading out question 1 in the quiz and giving a sample answer, e.g. *That's the same as in (country). Here, it's also impolite to arrive an hour late.* Monitor while students are working in groups, and encourage them to use a range of different phrases for talking about similarities and differences.

▲ A Work in pairs. Discuss the questions.

- What is small talk?
- How often do you make small talk?
- What can be difficult about small talk?



HOW TO MAKE SMALL TALK WITH ANYONE FROM ANYWHERE

by Melissa Hahn and Andy Molinsky
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Imagine that you're attending your first international conference. You are all set to meet new global colleagues in your industry, but you realize that there's just one problem: You aren't sure how to strike up a conversation with a stranger from a different culture. In this article, we'll present a mindset for how to think about small talk and a series of behaviors for how to do small talk.

Mindset: How to think about small talk

1. Your country's norms aren't universal—but neither are anyone else's.

Our interviews revealed a broad spectrum of norms around who could make small talk with whom, which topics are considered appropriate to discuss, and how long a conversation should last.

2. Aim for a human connection.

Remember that you aren't networking with countries, you're networking with people. As a result, the person you're interacting with may turn out to be exactly what you expected, or the complete opposite.

Behaviors: How to Do Small Talk

1.

Commonalities are like the bricks that build a bridge toward another person. For example, in our opening story, you have something very specific in common with everyone else: You are all at the conference. Given this basic commonality, you might break the ice with a stranger by asking them questions

about the conference: What brought them to the event, what sessions they are interested in attending, do they plan to listen to the keynote later?

2.

A closed-ended question would be: "Do you like the conference?" The person could elaborate, but they could also simply say yes or no, and while that's not terrible, you haven't made progress. In contrast, imagine asking them: "What do you think of the conference so far?" This change in phrasing opens up a wide range of potential answers.

3.

When you share semi-personal information, you allow them to feel like they're getting to know you. (Remember, they're trying to figure out how to talk to you, too.) Reveal some "likes" or "dislikes," or sprinkle in biographical details (like that you're originally from Jamaica)—this can bring the conversation to life and encourage reciprocation, where the other person can feel comfortable sharing something as well.

4.

While the above approaches suggest ways to initiate a conversation, a final tool is to simply say hello, especially if you find small talk hard to navigate.

LOST FOR WORDS?

break the ice (phr) make people who have not met before feel relaxed
commonalities (n) things you have in common
elaborate (v) add extra information
mindset (n) the way someone thinks
network (v) to meet people, especially professional contacts
reciprocation (n) giving somebody something because they gave you something

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12 UNIT 1

▲ LEAD-IN

If necessary, explain that *small talk* is the type of polite conversation people have, particularly at social events, with people they don't know very well or have just met.

In pairs, ask students to discuss situations and places where they have made small talk, e.g. with other guests at a wedding, with other students on their first day at school/college, waiting for the bus, etc. Compare answers as a class.

Ask the class for the types of questions they ask or topics they discuss when they make small talk, e.g. *How do you know the bride? Did you travel far to come to the wedding?*

▲ In pairs, students discuss the questions. Explain that making small talk can be difficult for people who are shy. Also, if you are talking in another language, or to someone from another culture, it can be hard.

Communication

- **B** Read the article Match the headings below to paragraphs 1–4 in the text.

- a Just say "hello."
- b Use commonalities and your environment.
- c Ask open-ended questions.
- d Share something about yourself.

- **C** Read the article again. Choose Do or Don't for the advice.

- 1 Do / ~~Don't~~ expect the same norms in every country.
- 2 Do / ~~Don't~~ think of people as countries.
- 3 ~~Do~~ / ~~Don't~~ ask open-ended questions.
- 4 ~~Do~~ / ~~Don't~~ reveal biographical details.

- **D** Read the dialogue between Karla and Luis at a career event. Check (✓) which topics they discuss.

- ☐ The weather
- ☒ The event they're at
- ☒ What they study
- ☒ The time



Karla: Hey, do you know what time the lunch break is?

Luis: Hi. I think it's at one thirty, so in ten minutes.

Karla: Oh thanks! I'm so hungry.

Luis: Me too! I'm Luis, by the way. Are you enjoying the event so far?

Karla: I'm Karla. Nice to meet you. Yes, It's really interesting. How about you? Did you see the presentation about choosing your career?

Luis: Yes, I did. I'm graduating from college soon, so it was really useful for me.

Karla: Ah! So am I! Do you go to college near here?

Luis: Yes, I do. I'm studying Marketing at...

- **E** Read the questions and decide if they would be appropriate (✓) or inappropriate (✗) for small talk. Compare your answers. Possible answers

- ☒ Do you live near here?
- ☐ Do you know any good restaurants near here?
- ☐ How much did your shoes cost?
- ☐ How much do you weigh?
- ☒ Is it going to rain this afternoon?
- ☒ Is this your first time at this event?
- ☐ What are your political beliefs?
- ☒ What do you enjoy doing in your free time?

USEFUL LANGUAGE

Finding commonalities:

Me too!	Neither do I!
So do/am I!	Yes, I agree!

Ending the small talk.

Anyway, it was lovely to meet you. Hope to see you again.
I've got to go now, but it was great to talk.

- ▲ **F** You go to a conference and meet these people. With a partner, decide which questions from Exercise E you could ask each of them to make small talk. What other questions could you ask?

Someone you used to go to school with

The CEO of a major company

The organizer of the event

A famous journalist

- ▲ **G** Work with a partner. Imagine you are at the conference. Choose one of the people in Exercise F and take turns making small talk with your partner.

EXTENSION ✖

One of the pairs of students acts out their conversation for the class. The class have to say what commonalities the people had.

Culture 13

● VOCATIONAL SKILLS

B After checking the answers, ask students if they think the advice in this article is helpful. Ask: *Have you ever had to break the ice in English before?*

C Ask students to provide evidence from the text for each one.

D Get two students to read the dialogue out to the class before you check the answers. Ask the class if

they think this is a good model of small talk. Do they discuss anything inappropriate?

▲ **E** Ask the class if they can think of situations or people that these questions might be appropriate for. E.g. *How much do you weigh?* A nurse or doctor might ask a patient this question.

F Students work in pairs. Ask them to

brainstorm three more questions they could ask each of the people. Feedback as a class and put the questions on the board.

G Challenge students to use all four of the phrases for finding commonalities from the table in their dialogue. Remind them to end their small talk with one of the appropriate phrases from the box.

REVIEW

Kahoot!

A Choose the correct words to complete the conversation.

Adam: I loved this movie! It was ¹ terrible / fantastic in every way. I like how the main character was so ² friendly / delicious to everyone, even to people he didn't like. That was ³ pretty / funny.

Chloe: You liked it? The costumes were ⁴ boring / pretty, but that's all I liked. I thought the story was ⁵ delicious / boring. The ending was ⁶ friendly / strange, too. Maybe I didn't understand it.

B Complete the sentences with words from the box. One word is not used.

cooking	event	jewelry
live	museum	pottery

- I want to go to a sports event tomorrow, probably a soccer match.
- This paella is absolutely delicious. Did you take a cooking class to learn how to make it?
- I want to see live theater this weekend. There are two plays that look interesting.
- Every time I visit an art museum, I spend a lot of time in the gift store!
- I want to learn to make jewelry. Maybe I'll make you some earrings for your birthday.

C Complete the opinions with *as ... as* or the superlative form of the adjective in parentheses.

- I think Florence is (beautiful) city in Italy. I like Rome, but I don't think it's (pretty) Florence. And (delicious) thing to eat there is *gelato*!
- Getting news from TV isn't (convenient) getting it from my phone. (bad) thing is the commercials. They aren't (funny) the ones from my childhood.
- (tasty) food in Mexico is of course local food. I like enchiladas, but they aren't (good) street tacos. (good) city to get them is Mexico City.
- The people in Spain are just (friendly) the people in Greece. I think Greece has (pretty) beaches in Europe, but Spain has (exciting) cities.

C Answers:

- the most beautiful, as pretty as, the most delicious
- as convenient as, worst, as funny as
- the tastiest, as good as, the best
- as friendly as, the prettiest, the most exciting

Wordlist

boring (adj)	go to a local festival
delicious (adj)	go to a sports event
fantastic (adj)	learn to make jewelry
friendly (adj)	learn to make pottery
funny (adj)	see a comedy show
pretty (adj)	see live theater
strange (adj)	take a cooking class
terrible (adj)	take a boat ride
	visit an art museum
	visit an outdoor market

14 UNIT 1

REVIEW

A Go through the answers and check students understand the meaning of the adjectives in context.

B When you have checked the answers, ask a few questions using some of the phrases, e.g. *Do you sometimes go to sports events? Do you like visiting museums?* Elicit answers from individual students and encourage them to talk about their experiences.

C When students have completed the opinions, put them into pairs to compare their answers and try to correct any mistakes before you check the answers with the class. When you review the answers, ask questions to check students understand the meaning of *(not) as ... as* and superlatives, e.g. *Is it comparing two things, or three or more things? Are the things equal or not equal?*

PLAY WITH WORDS

Set a time limit for each game. With the final game, write the adjectives on the board and elicit opposites to write next to each one, e.g. *boring / interesting, delicious / horrible, fantastic / terrible, friendly / unfriendly, funny / serious, pretty / ugly, strange / normal, terrible / fantastic.*

EXTENSION

Choose a selection of words and structures from the unit, e.g. *boring, strange, not as big as, just as nice as, visit an outdoor market, because, the best, the most interesting, Why don't we?* In pairs, write a conversation including as many of the words and structures as you can in five minutes. When you finish, read out your conversations to the class. The class should vote for which is the most inventive.

Kahoot! instructions at the front of the book.

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