## Unit 2 Culture Vulture

The expression culture vulture refers to someone who is very interested in music (especially classical music), literature, and other arts. A vulture is a bird that feeds on dead bodies (the connection here being that a culture vulture devours culture in the same way that a vulture devours its food).

Functions: comparing art (Sections 2, 3); discussing cultural activities (Opener, Sections 1, 2, 4, 5, 6); talking about movies (Section 8); discussing cultural differences (lifeSkills)

Grammar: comparatives with as ... as/not as ... as (Section 2); superlatives (Section 7)

Vocabulary: adjectives for describing the arts (Section 1); cultural activities (Section 5)

**Pronunciation:** as ... as/not as ... as (Section 3)

Listening: identifying speakers' opinions (Section 4)

Reading (Language use): reading a movie review (Section 8)

Writing: linking sentences (Section 9)

Speaking (Language use): talking about cultural activities (Section 6)

lifeSkills: self-direction and learning: developing cultural awareness

#### **Recycling points**

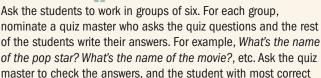
- like, don't like, enjoy
- would like/wouldn't like
- Do you like?
- asking for and giving opinions

### Opener

- Tell the students they're going to test their culture knowledge.
- Ask them to look at the fourth picture (*Name the play*). Make sure they understand the word *play* in this context (a performance in a theater).
- Write some expressions for giving opinions on the board, e.g., I think (she) is from ...; I'm pretty sure (he) was ...; I'm not absolutely sure, but I think ..., and encourage the students to use them when discussing the pictures. Note that the word pretty in pretty sure means fairly.
- Ask the students to work in pairs and take the guiz.

## Alternative

answers wins.



#### **EXtra:** culture categories

On the board, list the culture categories illustrated by the pictures (music; books; plays; visiting cities; movies; paintings), and ask the students to rank them in order from 1 (very important in their lives) to 6 (not so important in their lives). Ask the students to compare their answers in groups and give reasons why. Listen to some ideas from from the class.

- Ask the students to work in groups of four and compare their answers to the quiz.
- Encourage them to share any other information they know about the people and characters in the pictures.
- Elicit ideas from the class.

## (<sup>0</sup>ulture note

The Walt Disney movie The Jungle Book was based on stories about India written by the 19th Century British writer, Rudyard Kipling. The movie was made in 1967. The main character, Mowgli, was a boy raised by wild animals.

The tragic love story Romeo and Juliet was written by the English playwright William Shakespeare in the 16th Century.

Kylie Minogue is an Australian pop singer and actress who became famous when she appeared in the Australian soap opera Neighbours in the 1980s.

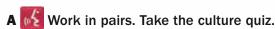
The first Pirates of the Caribbean movie was released in 2003, and it starred Johnny Depp. Pirates of the Caribbean is another Walt Disney movie.

The Italian city of Venice is built on 118 islands, and it has 150 canals.

Salvador Dali (1904–1989) was a painter from Figueres, near Barcelona in Spain, who became one of the best-known surrealist painters in the world.

# Culture Vulture

Unit 2





B Share your answers with your classmates. What else do you know about the things in the pictures?

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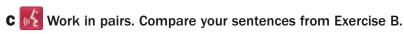
## **Vocabulary:** adjectives for describing the arts

## A Match the adjectives to their synonyms. Then listen and check.

1	silly	a)	new
2	amazing	<b>—</b> b)	dumb
3	dull	c)	inexplicable
4	incomprehensible	<b>_</b> d)	very bad
5	well-liked	( e)	incredible
6	strange	( f)	boring
7	terrible	g)	unusual
8	modern	<b>h</b> )	popular

### **B** Complete these sentences with words from Exercise A.

1	I think Dali's paintings are
2	In my opinion, horror movies are
3	Going to the opera is
4	In my country, reality TV shows are



A: In my opinion, horror movies are amazing.

B: Really? I think they're silly.

5 Shakespeare's plays are \_

## **Grammar:** comparatives with as ... as/not as ... as

# A Language in context Listen to this conversation between two friends at a photography exhibition. Which picture do both women like?

**Sarah:** So, which picture is your favorite?

**Kate:** Well, I love the picture of the flowers. You know, the black and white one.

**Sarah:** Yeah, I like that one, too, but it isn't as nice as the picture of the elephant. That is *so* cute!

**Kate:** Really? I think it's as dull as those pictures of a chair. I didn't really understand what they were trying to do.

**Sarah:** Maybe we're just not as smart as everyone else.

Kate: Or maybe we just don't understand art!

**B Notice** Look at the conversation in Exercise A again. Match to complete these rules.

We use as ... as and not as ... as to compare two things.

1 We use as ... as to ... a) say that two things are different.

2 We use *not as* ... *as* to ... **b**) say that two things share a similar characteristic.



## 1 Vocabulary: adjectives for describing the arts

#### Lead-in»

Think of 6–8 words which are forms of art (they can be words from this unit or other words you think the students will be able to identify, e.g., theater, photography, music, painting, opera, ballet, sculpture, movies). Write the words on the board in a scrambled order, e.g., cimus (music); hrattee (theater). Have the students work in pairs to unscramble the words and write the correct spellings. The first pair to correctly guess and spell all the words wins.

## A 2 CD 1, Track 06

- See the student's book page for the audio script.
- Read the instructions to the class, and explain that
  a synonym is a word that has the same meaning as
  another word or a very similar meaning to another
  word.
- Ask the students to work individually and then to compare their answers in pairs.
- Play the recording for the students to check their answers.

## $oldsymbol{\mathscr{O}}$ ulture note

In U.S. English, the word *dumb* has two meanings. It can mean *unable to speak*, but it also means *silly* or *stupid*, as it does in this exercise. Note that the *b* in *dumb* is silent.

#### В

- Explain that there are no correct answers to this exercise as it just involves the students' own opinions.
- Ask the students to do the exercise individually.
   Encourage them to use adjectives from both columns in Ex. A.
- Nominate students to read aloud their sentences to the rest of the class.

## c (%

- Nominate two students to read aloud the model conversation. Point out the two ways of expressing your opinion: *I think* and *In my opinion*. Encourage the students to use these when they do the task.
- Have the students compare their sentences in pairs. Then listen to some of their ideas as a class.

Workbook p. 10, Section 1

## **2 Grammar:** comparatives with as ... as/not as ... as

#### Lead-in»

Ask the students to look at the picture. Invite them to say where they think the two women are (in an art gallery, at an exhibition, or in a museum).

Ask the students questions about their opinions of photography, e.g., Do you prefer paintings or pictures? Why? Do you prefer black and white pictures or color ones? Do you like abstract pictures? Why or why not?

## A 2 CD 1, Track 07

- See the student's book page for the audio script.
- Play the recording, and ask the students to listen with their books closed and tell you which picture both of the women like. Then ask the students to open their books.
- Play the recording again, and ask the students to check their answer. Check the answer with the class.
- **Highlight** that the adjective *cute* means *small*, attractive, and easy to like. Babies and young animals are often described as *cute*. Remind the students that *smart* means *intelligent*.

#### **Answer**

the picture of the flowers

#### В

- Ask the students to work individually to find and underline examples of *as* ... *as* and *not as* ... *as* in the text in Ex. A. Have them match the sentence parts to complete the rules.
- Check the answers with the class.

#### C

- Before you ask the students to do the exercise, refer them to the *Watch out!* box. Highlight that the comparative forms *as ... as* and *not as ... as* are fixed forms, and we cannot use them with *than*.
- Ask the students to do this exercise individually and then to compare their answers in pairs. Remind the students to use both *as* ... *as* and *not as* ... *as* where appropriate.
- Check the answers with the class.

## D 🌃

- Ask the students to work individually to look at the pictures and make notes to compare them. Encourage them to use some of the adjectives from Section 1.
- When the students finish, ask them to read the model conversation.
- Have the students work in groups of three or four to compare the pictures. When they have compared the pictures, listen to some ideas from the class.

#### **EXtra:** more practice with as ... as

Ask the students to work in groups of four or five. Set a time limit of five minutes, and tell them to make as many sentences as possible in that time comparing the different members of their group, e.g., *Tony isn't as old as Anna*; *Simon's watch isn't as expensive as Paula's*. Elicit some ideas from the class, and correct any errors in the use of *as ... as* and *not as ... as*. The group with the most correct sentences is the winner.

#### **EXtra:** homework

Ask the students to write four or five sentences comparing different people and places in their country and in other countries, using as ... as and not as ... as and some of the adjectives from Section 1.

Workbook p. 10, Section 2

## 3 Pronunciation: as ... as/not as ... as

## Lead-in»

Tell the students that the weak schwa sound /ə/ is very important in English and that it is used in unstressed syllables. Give the students some examples of words from this unit that contain the schwa (e.g., theater, opera, picture).

## A 🕎 CD 1, Track 08

- See the student's book page for the audio script.
- Ask the students to listen to the recording and notice that the adjectives are stressed, but the words as ... as are not stressed. Play the recording once. Point out that as is pronounced /əz/.

## B 🚮 ᡢ CD 1, Track 09

- See the student's book page for the audio script.
- Ask the students to work in pairs and practice saying the sentences, making sure they don't stress the word as.
- Play the recording for the students to check.

#### **EXtra:** shadow reading

Use the conversation in Section 2 as a "shadow reading" to give the students further practice in pronouncing as ... as and not as ... as. Give half the class the role of Sarah, and the other half the role of Kate. Play the recording once, and ask the students to read their part of the conversation aloud together with the recording. If necessary, play the recording more than once.

For extra practice, have the students swap roles. Play the recording again, and have the students read the other role.

C Practice Look at these paintings and complete the sentences with (not) as ... as and the adjectives in parentheses.









- 1 Picture A is as small as \_\_\_ (*small*) Picture D.
- 2 Picture D is <u>not as expensive as</u> (*expensive*) Picture C.
- 3 Picture A is <u>not as big as</u> (big) Picture B.
- 4 Picture C is <u>not as old as</u> (*old*) Picture A.
- 5 Picture A is <u>as expensive as</u> (*expensive*) Picture C.
- 6 Picture B is <u>not as modern as</u> (*modern*) Picture D.

## Watch out! ✓ Martin is as tall as me.

X Martin is as tall than me.

**D** Now you do it Work in groups. Compare these pictures.







- A: Picture 1 isn't as nice as Picture 2.
- B: I agree. It isn't as interesting.
- C: I think Picture 1 is as good as Picture 3, and it's prettier.

## **Pronunciation:** as ... as/not as ... as

A Disten to these people giving their opinions. Notice that the stress is on the adjective and not on as ... as.

I think Spain is as beautiful as Italy.

*In my opinion, museums aren't as dull as some people think.* 

- Work in pairs. Practice saying these sentences. Remember not to stress the word as. Listen and check.
- 1 In my country, Latin music is as popular as rock music.
- 2 I don't think painting is as interesting as taking pictures.
- 3 London is not as big as São Paulo.
- 4 Many people think that trains are not as comfortable as cars.

## **Listening:** identifying speakers' opinions

Key words are important words and phrases that can help to identify a person's opinion. They can be adjectives or verbs such as *like*, *don't like*, and *enjoy*. The way a person sounds (bored, interested, etc.) can also indicate what his or her opinion is.

A Disten to this conversation between two people at a book club meeting. Write W next to the adjectives the woman uses. Write M next to the adjectives the man uses.

**B** Listen again and circle the correct answers. How do you know?

- 1 The woman *(liked) / didn't like* the book.
- 2 The man *liked* / *didn't like*) the book.
- Now listen to five other people talking about books. Circle the correct answers.
- 1 Speaker 1 savs she ..

a) liked a different book more.

- **b)** thought the book was amazing.
- **2** Speaker 2 thought the book was ...

a) interesting.

b) dull.

- 3 Speaker 3 says he ...
  - a) didn't like the book.

b) liked the book.

- 4 Speaker 4 preferred ...
  - a) the writer's first book.

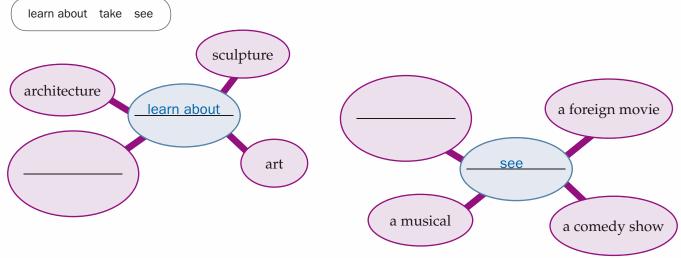
b) the writer's second book.

- 5 Speaker 5 says she ...
  - a) doesn't like books very much.
- b) enjoys reading.



## **Vocabulary:** cultural activities

A Complete the blue circles in these word webs with verbs from the box. Then add one idea of your own to each word web.



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## 4 Listening: identifying speakers' opinions

### Lead-in» 🔊

Ask the students what books they like to read. Encourage them to use *like*, *don't like*, and *enjoy*. If some students say they don't read much, ask them why not. Find out what genres of literature the students know (e.g., *romantic fiction*, *fantasy*, *science fiction*, *classical literature*).

- Give the students time to read the information in the skills box. Ask them to name two aspects that help us identify the opinion of the person who is speaking (key words like *don't like*, and the tone of their voice).
- Invite the students to tell you any words or phrases they know that introduce an opinion (e.g., *I think* and *In my opinion*).

## A 2 CD 1, Track 10

• Ask the students if they know what a *book club* is (see the Culture note).

## **Q**ulture note

A *book club* is a group of people who meet regularly to discuss a book they have all read. They usually meet at the house or apartment of one of the members of the group, and it is a social occasion. At the end of the meeting, the members decide which book to read before the next meeting.

 Read the instructions to the class, and explain that for this task they are only listening for the key adjectives.
 Play the recording once or twice. Check the answers with the class.

#### **Audio script**

CD 1, Track 10

**Woman:** OK, so I'd like to talk about one of the most interesting books I read all year. My friend bought it for my birthday and I think you'd all like it. It's called *The Art of Looking Sideways* by a man called Alan Fletcher and apparently it's very popular ...

Man: ... oh, yeah, I read that, too. It was pretty dull, I thought. It's not a new book though, is it? And it's not

really a book you actually sit down and read.

**Woman:** No, I guess not. It's more like a collection of pictures and stories and ideas about how to look at the world differently. The writer was a designer and ...

## B 2 CD 1, Track 10

- Before you ask the students to listen to the recording again, have them read the two statements carefully.
- Play the recording once, and check the answers with the class.
- Ask the students which words helped them to identify the speaker's opinion and how each person sounded (e.g., the woman used the word *interesting* and also sounded enthusiastic; the man used the word *dull* and sounded bored).

## C 2 CD 1, Track 11

- Have the students read through all the statements individually. Play the recording once, and check progress. If necessary, play the recording again.
- Have the students compare their answers in pairs. Check the answers with the class. Encourage the students to say which words helped them to identify the speaker's opinion, and ask them to describe how each person sounded.

### Audio script

CD 1, Track 11

- 1 I thought the book was OK, but it wasn't as good as Sun Dancers by Cecily Brown.
- 2 I only read the first 25 pages. It just didn't interest me.
- 3 Yes, I enjoyed it a lot. It was more exciting than *The Flower Girl*.
- 4 It was excellent. I thought it was better than her first book.
- **5** Reading is not something I want to do in my free time. I prefer painting.

### **EXtra:** homework

Have the students write about a book they have read for pleasure or as part of an academic program. It can be a book which they either liked or didn't like. Encourage them to use some of the adjectives from Section 1.

Workbook p. 11, Section 3

## 5 Vocabulary: cultural activities

### Lead-in»

Remind the students of the value of recording vocabulary in word webs. These can help us to visualize and remember items of vocabulary and to remember which words they often go (collocate) with (e.g., see a movie, see a comedy show).

#### A

• Have the students write each verb from the box in the blue circle of the correct word web. Then have them add one more word to complete each of the word webs.

- Ask them to do the exercise individually and then to compare their ideas in pairs.
- Listen to some ideas the the class.

#### **Possible answers**

learn about: photography, painting, design

see: a play, a TV show

take: a computer course, a photography class

**join:** a sports club, a music club **go to:** the opera, an art gallery



- Nominate two students to read the model conversation to the class.
- Mighlight the use of *I'd like to* and *I wouldn't like to* as more formal versions of *I want to* and *I don't want to*.
- Have the students discuss the activities in pairs.
   Encourage them to give reasons for their choice of activities.
- Listen to some ideas from the class.

Alternative

Do a "find someone who" activity. Write a list of statements like these on the board:

Find someone who ...

- ... wants to learn about photography.
- ... would like to join a band.
- ... saw a foreign movie in the past month.
- ... is a member of a club.
- ... goes to the ballet.

Ask the students to copy them into their notebooks. If necessary, elicit the questions they will need to ask for each statement (e.g., Do you want to learn about photography? Do you enjoy going to the ballet?). Have them circulate and ask questions to other classmates until they find someone who answers Yes to a question. They should then write that person's name next to the statement. When the students finish, conduct a brief feedback session with the class.

Workbook p. 12, Section 4

## 6 Language use: talking about cultural activities

#### Lead-in»

Ask the students to raise their hands if they ever do questionnaires. Invite them to tell you what kind of questionnaires they do and where they do them (e.g., online or in magazines). Do they think that questionnaires give accurate interpretations of your knowledge or character? Why or why not?

#### A

- Elicit from the students the meaning of *culture vulture* (someone who is very interested in music, especially classical music, literature, and other arts). Remind them that the verb *belong to* means *to be a member of* in this context.
- Ask the students to do this exercise individually and then to calculate their score. Find out which members of the class are real culture vultures!
- Highlight the fact that a music group is like a book club and that it is a music appreciation club rather than a band. Point out that the final –t in the word ballet is silent in English. It is pronounced /'bælei/.

## Alternative

Ask the students to work in pairs and use the questionnaire to interview each other. Remind them to use *Do you* for #1 and #2 and *Did you* for #3. Then ask them to calculate their partner's score and read aloud the interpretation for it.

## 3

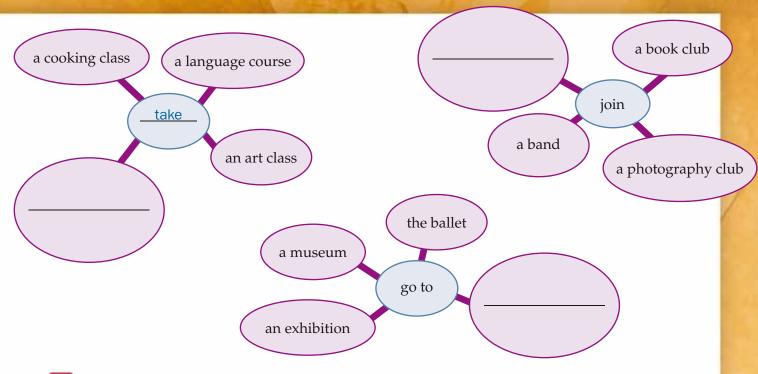
- Ask the students to work in groups of three.
- Tell them to read the model conversation aloud, with each member of the group taking one of the roles, A, B, or C. Encourage them to discuss their cultural activities in a similar way.



- Give the students a couple of minutes to summarize the general opinion of their group about which activities are popular and which are not so popular.
- Encourage the students to report back to the rest of the class, using *as* ... *as* and *not as* ... *as*.

#### **EXtra:** culture questionnaire

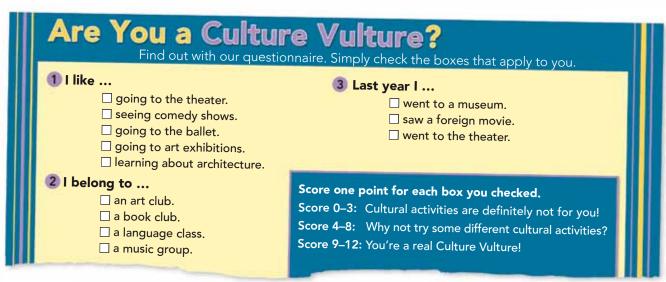
Ask the students to design their own culture questionnaire, using the vocabulary from both vocabulary sections. Their questionnaire can follow a similar format to the one in Ex. A, or it could use other types of questions, such as multiple choice or true/false statements. Encourage the students to design a scoring system and to write interpretations of the different scores.



- **B** Work in pairs. Say which of the activities in Exercise A you would like to do and which you would not like to do. Give reasons.
  - A: I'd like to join a book club. I love reading books and talking about them.
  - **B:** I wouldn't like to join a book club. I think reading is boring. I want to take another language course. I'd like to learn Russian.

## Language use: talking about cultural activities

**A** Complete this questionnaire.



- **B** Work in groups. Compare your answers to Exercise A. Discuss any other cultural activities that you enjoy.
  - A: So, do you like going to the theater?
  - B: Yes, I do. What about you?
  - **C:** Oh, I don't like going to the theater, but I enjoy going to the movies.
- Tell the class about the activities that are popular in your group and the ones that aren't so popular.

In our group, going to the theater is as popular as seeing comedy shows. Art clubs are not as popular as music groups.

Α

## **Grammar:** superlatives

**A Language in context** Read these opinions. Which speakers give a positive opinion and which give a negative opinion?



"In my opinion, the scariest movie of all time is *The Ring*."



"Elephunk by The Black Eyed Peas is the hottest album of the last ten years."



"The worst show right now is *America's Top Model*. I can't believe it's one of the most popular shows."

C

## **B Notice** Look at Exercise A again and complete this table.

One syllable adjectives	For most, add -est: e.g., old—oldest, dull—dullest, new—newest  For adjectives which end consonant-vowel-consonant, double the final consonant and add -est: e.g., thin—thinnest, fat—fattest, hot—(1)hottest	
Two syllable adjectives ending in –y	Change the y to i and add -est:  e.g., happy—happiest, easy—easiest, scary—(2)scariest	
Adjectives with two or more syllables	Use most or least:  e.g., important—most important, interesting—least interesting, popular—(3)	
Irregular adjectives	e.g., good— <b>best</b> , bad—(4) <u>worst</u>	

Some short adjectives such as *fun* and *real* are used with *least/most* and not *-est:* 

e.g., Concerts are the **most fun** in the summer.

Use the before superlatives:

e.g., It's **the** scariest movie. It's one of **the** most popular shows.

#### C Practice Complete these sentences with the superlative form of the adjective in parentheses.

1 In my opinion, *The Simpsons* is the \_\_\_\_\_\_ most fun \_\_\_\_ (\(\begin{aligned}
fun\) cartoon ever!

2 Luciano Pavarotti was the <u>greatest</u> († *great*) singer I've ever heard.

3 Taking a class is one of the \_\_\_\_\_ ( $\uparrow good$ ) ways to meet new people.

Watch out!

✓ He's the thinnest man.

X He's the more thin man.

- 4 The <u>least interesting</u> (*interesting*) shows on TV are animal shows.
- 5 The \_\_\_\_\_\_ (\(\) funny) movie that I ever saw was *The Mask* with Jim Carrey.
- 6 Marilyn Monroe was the <u>most beautiful</u> († beautiful) cultural icon of the 1950s.
- 7 I think hip-hop is the \_\_\_\_\_\_ (\(\frac{bad}{bad}\)) type of music. I hate it!
- 8 Justin Timberlake's new album is the <u>hottest</u> († *hot*) CD of the year.

## **D** Now you do it Choose one of these topics. Tell a partner one or two details about it.

- the funniest TV show the best group in concert the most popular singer in your country
  - A: The funniest TV show is The Office. I really like the actors.
  - B: Really? I think the funniest TV show is ...

## 7 Grammar: superlatives

### Lead-in»

Ask the students to think about their favorite movie, album, and TV show, and also a movie, album, and TV show they don't like. Tell them to compare their likes and dislikes in pairs and find out if they have any similar opinions. Listen to some of their ideas as a class. Find out how many students like and dislike the same movies, albums, and TV shows.

#### A

- Have the students read the question and do the task individually.
- When the students finish reading, check the answers with the class. Discuss with the students if they like or dislike *The Ring*, *The Black Eyed Peas*, and *America's Ton Model*.
- **Highlight** that in Opinion B, *hot* in this sense means *exciting and new* rather than *hot* as the opposite of *cold*.

#### **Answers**

A positive B positive C negative

#### В

- Ask the students to work individually to complete the grammar table with words from Ex. A. Have the students compare their answers in pairs, then check the answers with the class.
- Focus on the rules in the grammar table. First, invite the students to tell you the superlative forms of these one-syllable adjectives: *long*, *short*, *young*, *new*, and *cold* (*longest*, *shortest*, etc.). Then focus on one-syllable adjectives ending in consonant-vowel-consonant, and emphasize that the final consonant is doubled. Ask the students to spell the superlative forms of *big*, *sad*, and *wet* (*biggest*, *saddest*, *wettest*).
- **Highlight** that the final consonant is not doubled on one-syllable adjectives ending in consonant-vowel-consonant when the final consonant is –w, e.g., low–lowest.
- Point out that there are not many two-syllable adjectives ending in –y. Apart from the examples given in the table, common ones are *funny*, *messy*, and *lucky*. Invite the students to tell you the superlative forms of these and spell them (*funniest*, *messiest*, *luckiest*).
- Point out that *least* is the opposite of *most* and is used with adjectives with two or more syllables, e.g., *the most popular movie*, *the least popular movie*.
- Highlight that there are very few irregular superlatives. Apart from *best* and *worst*, the only other common one is *furthest* (*far*).
- Draw the students' attention to the language box below the table, on the right. Point out that the definite article *the* is always used before superlative adjectives in English: *the biggest, the most important, the best*
- Point out that one syllable adjectives ending in –*e* only add –*st*, e.g., *latest*, *nicest*.

 Ask the students to look at the language box below the table, on the left. Emphasize that these two examples of one-syllable adjectives are exceptions. Most one-syllable adjectives follow the rule outlined in the table.

#### C

- Draw the students' attention to the *Watch out!* box. Remind them that they need to use the *-est* ending to form superlatives of one-syllable adjectives.
- Ask the students to do this exercise individually and then to compare their answers in pairs. Check the answers with the class.

## **O**ulture note

A *cultural icon* is an image, a person, a building, or a product that most people from around the world recognize and that symbolizes a particular country or culture. Examples of cultural icons are the Statue of Liberty, Mickey Mouse, and Marilyn Monroe.

## D (n/2

- Give the students a few minutes to choose one of the topics and to make notes about their opinion.
- Ask them to read the model conversation. Have them work in pairs to tell their partner about the topic they chose.
- When they finish, listen to some ideas from the class.

## Alternative (

Do this as a pyramid exercise. First, tell the students to work individually to decide on the funniest TV show, the best group in concert, and the most popular singer. Then have them work in pairs to agree on a single set of answers for both of them. Each pair then joins another pair to form a group of four, all of whom have to agree on a single set of answers for the group.

Ask the groups to report back to the class. Take a vote to find out the funniest show, the best group, and the most popular singer.

#### **EXtra:** guessing game

Ask the students to think of five culture-related categories (similar to the ones in Ex. A) using superlatives (e.g., the best movie, the worst singer, the most beautiful city). Have them write their answer for each one. In pairs, have the students read aloud their answers. Their partner has to guess the category for each answer, e.g., A: You think The Matrix is the worst movie. B: No, I think it's the best movie. The winner is the student who guesses the most answers within a set time limit.

Workbook p. 12, Section 5

## 8 Language use: reading a movie review

### Lead-in»

Write the phrase *movie review* on the board. Have the students tell you what it means (an article which gives an opinion about a movie). Ask them if they ever read reviews before they go to a movie. Do these reviews influence their choice?

#### A

- Before you have the students read the review, ask them to read the question. Tell them that, as they read, they should underline words or phrases that would help them to answer the question (e.g., favorite, funny, more laughs, you'll love it).
- Check the answer with the class. Encourage them to support their answer with examples from the text.

#### **Answer**

yes

## B (1/2

- Give the students two or three minutes to write some notes about a good and a bad movie they saw recently. Before they do the task in pairs, refer them to the example sentences, and encourage them to use superlatives when talking about their movies.
- When they finish discussing their movies, listen to some ideas from the class. Correct any errors in the use of superlatives.

#### **EXtra:** homework

Ask the students to write their own movie review at home, using the review in Ex. A as a model and including superlatives. In the next class, display the reviews and have the students read them. Tell them to decide which movie they would like to see. Elicit some of the students' movie choices at the end of the class, and discuss why.

## 9 Writing: linking sentences

#### Lead-in»

Write two short sentences on the board, e.g., *We stayed at home. It was raining*. Ask the students to work in pairs and discuss how they could join these two sentences to make one logical sentence. As a class, elicit the sentence: *We stayed at home because it was raining*.

Then repeat the exercise with the two sentences in the opposite order: *It was raining.* We stayed at home. Elicit the sentence *It was raining,* so we stayed at home.

• Give the students time to read the information in the skills box. Ask them to tell you what kind of information *because* introduces (a reason for something) and what kind of information *so* introduces (the result of something). Elicit why it is a good idea to use these words when writing (because they allow you to form longer sentences, which can make your writing more interesting).

#### A

- Check that the students know what a *cultural icon* is (see the Culture note in Section 7). Tell them to ignore the *because/so* choices in the text for now. Ask them to complete the task individually and then to compare their answer in pairs.
- Check the answer with the class. Encourage the students to say which words or phrases helped them to identify the cultural icon.

#### **Answer**

Coca Cola®

#### В

 Ask the students to complete the task individually and then compare their answers in pairs. Check the answers with the class.

#### C

- Ask the students to do this task individually. While they are writing, circulate and monitor their work. When they finish, check the answers with the class.
- **Highlight** that the clause beginning with *because* can either come second in the sentence (as in #1) or at the beginning (as in #4). Clauses that use *so* to describe a result or consequence cannot normally be used at the beginning of the sentence.

#### EXtra: discussion

Coca Cola® is a U.S. cultural icon. Ask the students to work in small groups and think of more cultural icons they associate with different countries, including their own. If the students are having difficulty thinking of examples, write a few countries on the board to give them ideas, e.g., France, Italy, China, the U.K. Examples of cultural icons associated with these countries might include: the Eiffel Tower, pizza, the Great Wall, double-decker buses. Listen to their ideas as a class.

Workbook p. 13, Section 6



Over to you – p. 14 mindStrategy – p. 15

## Language use: reading a movie review

A Read this movie review. Did the writer enjoy The Simpsons Movie?



**B** Think about two movies that you saw recently: one good and one bad. Tell a partner about the best and worst parts of these movies.

Recently, I saw ... The best part was when ...
The worst part of the movie was when ...

## Writing: linking sentences

We use the words so and because to link ideas. They are useful because they make your ideas clearer and more interesting for the reader. Because is used to introduce the reason for something and so is used to introduce the result of something.

#### A Read this description. Which famous cultural icon does it describe?

It was first invented in 1886 by Dr. John Pemberton in a pharmacy in Atlanta, Georgia (1) because so he wanted to make a "health drink." Pemberton said that it was good for people's health (2) because so it was made from sparkling water. Frank Robinson, who worked for Pemberton, created the logo that is famous today. Pemberton sold the drink in his store for the very cheap price of five cents a glass, (3) because solit became very popular very quickly. By 1887, the business was too big for Pemberton, (4) because sold part of the company to a businessman called Asa Griggs Candler. Candler started the company as we know it today. In 1985, the company started selling a new version of the drink, but changed the flavor back to the original after three months (5) because so people didn't like it.

**B** Read the text in Exercise A again and circle the correct linking words.

### **C** Connect these ideas using so or because.

1	Potato chips are one of the most popular snacks they are cheap and tasty.
2	I think cornflakes taste horrible, I never eat them.
3	I don't drink cola, I don't know what it tastes like.
4	Because potato chips are fried, they aren't very healthy.
_	Illers and disks

5 I love sweet drinks, \_\_\_\_\_\_SO \_\_\_\_ I always put sugar in my coffee.

## Self-direction and learning:

## developing cultural awareness

- Keep an open mind.
- Identify differences with respect to your own culture.
- Think of reasons for these differences.

A Look at these pictures. Which one shows the way you usually greet your friends? Tell a partner.



B Read this article about personal space. Which of the facts surprises you the most?

## Personal Space How Close do You Go?



Personal space is an invisible area around you. If someone enters this space when they are talking to you, you might feel nervous or uncomfortable. People have different attitudes towards personal space: some people like more space than others. How close you stand to someone else when you are talking to them depends on who it is you are talking to and the situation. Also, how close you can go is different in different cultures.

Here are some interesting facts about different cultures and personal space:

- In Latin American and Arabic countries, people feel comfortable standing close to others while waiting in line at the bank or at the supermarket. It's also common for people to sit close to each other in public places such as the subway or the bus. People in North European and Japanese cultures aren't as comfortable with this.
- North Americans like to have the largest amount of personal space. As a result, they often live in bigger homes with bigger rooms than Europeans.
- People from Mediterranean countries such as France, Greece, and Italy are more likely to kiss family and friends when they meet. They are also more likely to live most of their lives in the same neighborhood.
- Australians who live in towns and cities don't need as much personal space as Australians who live out in the desert.

## Self-direction and learning: developing cultural awareness

The lifeSkills section has a two-tiered design which includes a linguistic focus and a soft skills focus. The aim of the first is to recycle and consolidate the target language of the unit, and the aim of the second is to expose the students to vital soft skills that will enable them to become more competitive and successful in their academic and professional lives.

When you teach the lifeSkills section, you may decide to draw attention to the bulleted steps at the start of the section which break down the soft skill. It is important to remember that the skills developed in this section can be applied in contexts beyond the English classroom. However, if you prefer to teach the section without discussing the underlying soft skill, this is also possible. The section is designed to be engaging and successful either way.

Self-dire	elf-direction and learning: developing cultural awareness		
Step 1	Keep an open mind. (Ex. A, Ex. B)		
Step 2	Identify differences with respect to your own culture. (Ex. C)		
Step 3	Think of reasons for these differences. (Ex. D, Ex. E)		

The following are some ideas for how to highlight the soft skill. You may choose to do one or several of these at the beginning of the lesson, at the end, or as you go through the exercises in the section. Your approach to the lifeSkills section may vary depending on your class and the unit.

- Read the target skill aloud and highlight the three-step strategy to develop the skill. Check that the students understand all the vocabulary.
- Relate each exercise in the lifeSkills section to the relevant stage in the three-step strategy before you ask the students to begin the exercise (e.g., *The aim of this exercise is to identify differences with respect to your own culture. This is Step 2 in the three-step strategy.*).
- When the students finish all the exercises, ask them to read the *Reflect* statement and questions. Encourage them to tell you what they have learned or practiced in this section and where and how they can apply the strategies outside the classroom. Emphasize the steps they've explored and practiced.

#### Lead-in»

Ask the students what they understand by the term *cultural* awareness. If necessary, explain that it means knowing that people from other cultures do things differently from you, and understanding and respecting these differences. Explain that the word awareness means knowledge or understanding of a particular subject or situation.

Emphasize that in order to be culturally aware, it is important to understand not just the differences between cultures, but the reasons for those differences.

## A 🔣

- Refer the students to the pictures, and encourage them to think about how they usually greet their friends. Draw their attention to the example sentence.
- Ask the students to work in pairs to compare their way of greeting their friends. You may need to give the students the expression *shake hands*.
- Listen to some ideas from the class.

## **EXtra:** greetings

Discuss ways of greeting different people in the students' own country, e.g., friends and family, classmates and work colleagues, people with a high status, someone they are meeting for the first time. Ask them what they do when they greet different types of people, e.g., kiss, shake hands, wave, hug (when you put your arms around someone, but do not kiss them).

## **O**ulture note

In the U.S. and other English-speaking countries, it is normal to shake hands when you are first introduced to someone, especially in a business context. Women often hug or kiss close friends when they meet them, but men don't usually do this. People don't usually shake hands or kiss their colleagues when arriving at work, which is the custom in some countries, e.g., France.

#### В

- Draw the students' attention to the title of the article: *Personal Space*. Tell them to quickly read the article to find the definition of *personal space* (an invisible area around you).
- Ask them to read the article again and underline any surprising facts about personal space in different cultures. Have them discuss what they found in pairs and decide which fact was the most surprising.
- Listen to some ideas from the class.

## c 🌃

- Draw the students' attention to the phrases in the **How to say it** box. Encourage them to use these phrases when they are discussing the article in pairs.
- Ask them to think about the cultural practices mentioned in the text in Ex. B. Have them work in pairs to decide which of these practices are the same or similar in their country and which are different.
- Elicit some ideas from the class.

### **EXtra:** vocabulary

Ask the students to work in pairs and look at the article in Ex. B again. Tell them to identify any words or phrases they don't know and would like to understand, and write them on the board. Words you may need to explain include comfortable/uncomfortable (physically relaxed/not physically relaxed), attitude (your opinion or feeling about something) close (another word for near), amount (quantity), likely (probable), and desert (give an example, e.g. the Sahara).

#### D

- Ask the students to read the question and answer it individually. Tell them to use the ideas suggested by the three people in the pictures, but also to add some ideas of their own. If they need further help, write some prompts on the board, e.g., religion? size of country? type of neighborhood?
- Ask the students to make notes, as they will need to share their ideas in Ex. E.

## Εøξ

- Divide the class into groups of four or five. Ask the students to look at the phrases in the **How to say it** box, and encourage them to report back in this way.
- When the students finish, ask each group to choose one person to report back to the whole class on the list their group has made. Listen to some ideas from the class.
- At the end of the discussion, remind the students that it is very difficult for scientists and academics to measure cultural differences and to give specific reasons why people from different cultures behave in different ways. It may simply be that there are a number of different factors—including our own different personalities—that make us behave the way we do.

#### Reflect

- Give the students time to read the *Reflect* statement and questions. Encourage them to think of times when they have interacted with foreigners in their city/country, or visited a foreign country, or even seen a foreign movie, and to say what cultural differences they noticed. You may need to provide some examples here to prompt the students. If you have any personal anecdotes involving cultural differences, this might be a good time to share them.
- Encourage the students to consider cultural differences in different areas, such as the roles of men and women (whether men help at home with the cleaning and cooking, for example), meal times and going out (for example, in Spain people go out at 11 p.m., whereas in the U.S. they go out at 7 p.m.), waiting in line in banks, shops, and at bus stops, and eating habits (for example, certain foods they enjoy might be forbidden in other cultures).
- Encourage the students to think of reasons for these differences.
- Make the students realize that being culturally aware involves not only identifying, trying to understand, and respecting differences in other cultures, but also being aware of how your own culture is different from that of others (and sometimes modifying your behavior in order to avoid causing offence or embarrassment).

#### **EXtra:** homework

Ask the students to think about their own culture and any aspects of it which make it unique and different from other countries. Ask them to make a list of four or five things and to write one or two reasons for each difference.

- Work in pairs. Talk about which of the things mentioned in the article in Exercise B are common in your country.
- **D** Why do people in different countries require more or less personal space? Read these ideas and write some of your own.

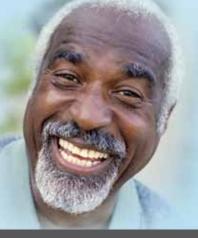
#### How to say it

People in [country] are different from people in my country because they ...

In [country], it's different because the people there (don't) ...

People in my country (don't) ... because ...

We (don't) usually ...



"The country is bigger—people always have lots of space."

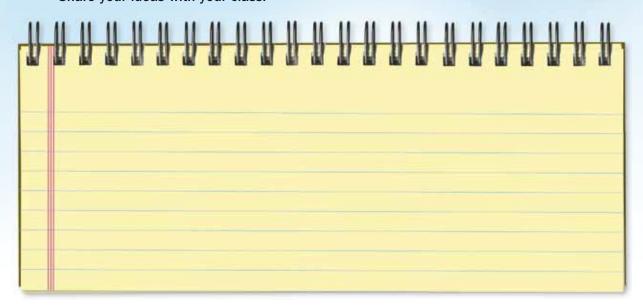


"The people are different—they are more serious and reserved."



"The climate is hotter."

Work in groups. Compare your ideas. Make a list of the best ideas below. Share your ideas with your class.



#### ng How to say it

We think that people in [country] like/don't need to have a lot of personal space because ...

We think people in [country] are not as ... as people in [country] because ...

## Reflect...

Cultural differences make the world interesting. What other cultural differences do you know? What reasons can you think of to explain them?

# Language Wrap-up





## 1 Vocabulary

Circle the correct words to complete this conversation. (10 points)

- A: Do you want to (1) see / look a comedy show this weekend?
- B: Uh, not really. I think they're a little (2) dull / well-liked.
- A: OK. Well, how about going to (3) the ballet / a photography exhibition?
- B: I'm not really interested in dance. But I would like to (4) learn about / know art.
- A: So why don't you (5) take / give a class?
- B: Well, I (6) took / went an art class, but it was (7) incredible / terrible!
- A: Why? Was the teacher bad?
- B: No, she was good. The problem was that everyone talked about (8) *modern / strange* art, but I like old paintings.
- A: Maybe you should try something else. Why don't you (9) join / take a book club? You love to read!
- B: That's a (10) great / silly idea. I'll try that.

**8–10 correct:** I can use adjectives for describing the arts and talk about cultural activities.

**0–7 correct:** Look again at Sections 1 and 5 on pages 18 and 20.

SCORE:

/10

## Grammar

Complete these statements with (not) as  $\dots$  as or the superlative form of the adjective in parentheses. (10 points)

1	love <i>CSI: Miami</i> . It's (1) ( <i>† popular</i> ) TV show in the world. I also like <i>CSI: NY</i> , but	
	it's (2) (good) CSI: Miami, so I don't watch every show.	
2	People in my country love going to the ballet. It's (3) (cheap) in other parts of the world,	
	but it's (4) (expensive) going to a fancy restaurant.	
3	A cultural icon from my country is Ronaldo. He is (5) (amazing) soccer player in the	
	world. I don't think Pelé was (6) (talented) Ronaldo.	
4	I don't think modern art is (7) (dull) old art. In my opinion, sculpture is	
	(8) ( <i>↓ interesting</i> ) form of art. Now that is really boring!	
5	I think Heinz tomato ketchup is a cultural icon. A burger without mayonnaise is (9) (good)	
	a burger with mayonnaise. But a burger with no ketchup is (10) (bad) thing in	
	the world!	

**8–10 correct:** I can use comparatives and superlatives.

**0–7 correct:** Look again at Sections 2 and 7 on pages 18 and 22.

**SCORE:** 

/10

## Language Wrap-up

Students can do the Language Wrap-up exercises in class or for homework. If you give them for homework, remember to check the exercises at the beginning of the next class or collect a few to mark and identify any typical errors.

If you decide to do the exercises in class, you can approach the Wrap-up as a two-step reviewing procedure. First, ask the students to do the Vocabulary section individually. When ready, encourage the students to check their answers carefully and then put them in pairs to compare answers and discuss any differences. Self- and peer-correction are two excellent ways of developing the students as independent learners and for creating a cooperative learning environment. After completing the Vocabulary section, you can apply the same procedure to the Grammar section.

At the end of each section, ensure that students write their score out of 10. If they have a score lower than 8, direct them to the appropriate sections of the unit and encourage them to read them again for homework. After that, ask the students to complete the exercise(s) again at home.

## 1 Vocabulary

• Encourage the students to read through the whole conversation before they choose the correct words.

#### **Answers**

1 see 2 dull 3 the ballet 4 learn about 5 take 6 took 7 terrible 8 modern 9 join 10 great

#### 2 Grammar

• Make sure the students understand that the upward arrows (↑) indicate a superlative with *most* and the downward arrows (↓) indicate a superlative with *least*.

#### **Answers**

1 the most popular 2 not as good as 3 not as cheap as 4 not as expensive as 5 the most amazing 6 as talented as 7 as dull as 8 the least interesting 9 as good as 10 the worst

Common European Framework: unit map			
	Unit 2	Competence developed	CEF Reference (A2)
1	Vocabulary	can use and understand descriptive adjectives	Table 1; Table 2; Section 4.4.3.1; Section 4.4.1.1; Section 5.2.1.1
2	Grammar	can use and understand comparatives with (not) as as	Table 1; Table 2; Section 4.4.1.1; Section 5.2.1.2
3	Pronunciation	can stress (not) as as correctly	Section 5.2.1.4
4	Listening	can identify a speaker's opinion	Table 1; Table 2; Section 4.4.2.1; Section 4.4.3.1; Section 5.2.2
5	Vocabulary	can talk about cultural activities	Table 1; Table 2; Section 4.4.3.1; Section 4.4.1.1; Section 5.2.1.1
6	Language use	can talk about cultural activities	Table 1; Table 2; Section 4.4.3.1
7	Grammar	can use and understand superlatives	Table 1; Table 2; Section 4.4.1.1; Section 5.2.1.2
8	Language use	can read and understand a movie review	Table 2; Section 4.4.2.2
9	Writing	can link short sentences	Table 2; Section 4.4.1.2; Section 5.2.1.6
10	lifeSkills	can compare and contrast social norms in different cultures	