

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).

Unit plan

Unit opener	(p. 20)	20 min.
Vocabulary: adjectives for expressing opinions	(p. 22)	25 min.
Grammar: comparatives with <i>as ... as</i> / <i>not as ... as</i>	(p. 22)	40 min.
Pronunciation: <i>as ... as</i> / <i>not as ... as</i>	(p. 23)	15 min.
Listening: identifying speakers' opinions	(p. 24)	30 min.
Vocabulary: cultural activities	(p. 24)	25 min.
Speaking: talking about cultural activities	(p. 25)	20 min.
Grammar: superlatives	(p. 26)	40 min.
Reading: a film review	(p. 27)	30 min.
Writing: linking sentences	(p. 27)	30 min.
LifeSkills: developing cultural awareness (Self and Society)	(p. 28)	45 min.
• optional downloadable LifeSkills lesson (Work and Career)		45 min.
• optional downloadable LifeSkills lesson (Study and Learning)		45 min.
Language wrap-up	(p. 30)	15 min.
Speaking workshop: talking about cultural activities	(p. 31)	20 min.
Video and downloadable video worksheet		45 min.

Common European Framework: unit map

	Competence developed	CEF Reference (A2)
Vocabulary	can understand and use adjectives for expressing opinions	Table 1; Table 2; Section 4.4.3.1; Section 4.4.1.1; Section 5.2.1.1
	can talk about cultural activities	Table 1; Table 2; Section 4.4.3.1; Section 4.4.1.1; Section 5.2.1.1
Grammar	can understand and use comparatives with (<i>not</i>) <i>as</i>	Table 1; Table 2; Section 4.4.1.1; Section 4.4.3.1; Section 5.2.1.2
	can understand and use superlatives	Table 1; Table 2; Section 4.4.1.1; Section 4.4.3.1; Section 5.2.1.2
Pronunciation	can stress (<i>not</i>) <i>as ... as</i> correctly	Section 5.2.1.4; Section 5.2.1.6
Listening	can identify speaker's opinion	Table 1; Table 2; Section 4.4.2.1; Section 4.4.2.4; Section 4.4.3.1
Speaking	can talk about cultural activities	Table 1; Table 2; Section 4.4.1.1; Section 4.4.3.1
Reading	can read and understand a film review	Table 2; Section 4.4.2.2
Writing	can link short sentences	Table 2; Section 4.4.1.2; Section 5.2.1.2; Section 5.2.1.5

Unit opener (p. 20)

Lead-in

Direct the students' attention to the objectives in the box and go through the information with them. Explain that this unit focuses on how to *express opinions* and talk about *cultural activities*. Then ask the students to look at the photo of the young woman. Ask them to think about these questions: *Where is she? What is she doing? How is she dressed? How is she feeling?* Ask them to look for the photo of the woman in the unit: *Which section does she appear in?*

To get your students to think about the two skills being developed in this unit, ask them to look at the questions in the cogs.

Listening: identifying speakers' opinions

Ask the students to think about what kinds of key words can help them identify people's opinions when they listen. Invite students to share their ideas with the class.

Writing: linking sentences

Put the students into pairs to make a list of words in their language that indicate reasons and results. Then ask them to write any words they know that mean *reasons* and *results* in English. Elicit the English words and write them on the board.

Get your students to think about the two skills being practised in this unit.

Speaking: talking about cultural activities

Write *cultural activity* on the board. Ask the students what this phrase means to them. Then elicit ideas for what kinds of activities are considered cultural activities.

Reading: a film review

Ask the students to raise their hands if they like films. Then ask them if they ever read film reviews, and if so, whether the opinions of reviewers influence their decisions about what films to see.

Refer the students to the **LifeSkills** panel. Explain that the topic of this unit's LifeSkills section is *Developing cultural awareness*. Ask the students to work in pairs and discuss the questions about different countries and cultures. Listen to their ideas as a class.

As a class, play charades. Tell the students that there are three categories: *film*, *play* and *book*. Make sure they understand the word *play* in this context (a performance in a theatre). Invite one student to choose the title of either a film, a play or a book. The student should not tell anyone the name of their title. The chosen student is not allowed to speak, but can mime. They should tell the rest of the class what category they have chosen (in mime) and also the number of words of the title of their chosen film, play or book (they can do this by holding up fingers for the number of words in the title). The student goes on to mime the first word of their chosen title; then the second and so on until someone from the class guesses correctly. This person then chooses the title of their own film, play or book.

A

- Tell the students they're going to test their cultural knowledge.
- Ask the students to read the phrases in the **How to say it** box. Ask a strong student to choose one of the photos and talk about it using one of the phrases from the **How to say it** box. Encourage the students to use these phrases when discussing the photos.
- Ask the students to work in pairs and talk about the people and things in the photos (see Culture note).

Alternative

Ask the students to work in groups of six. Each group should choose a quizmaster to ask the quiz questions while the rest of the students write their answers. For example: *What's the name of the pop star? What's the name of the film?*, etc. Ask the quizmaster to check the answers, and the student with most correct answers wins.

Extra: culture categories

On the board, list the culture categories illustrated by the photos: *music*, *film*, *plays*, *art*, and ask the students to rank them in order from 1 (very important in their lives) to 4 (not so important). Ask the students to compare their answers in groups and give reasons why. Listen to some ideas from the class.

B

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

Culture notes

Beyoncé Knowles is an American singer. She has won several Grammy awards. She was also the lead singer of the girl group *Destiny's Child*.

Skyfall is a Bond film. It was released in 2012 and starred Daniel Craig as Bond and Judi Dench as M.

Ludwig van Beethoven (1770–1827) was a German composer who wrote many famous pieces of music.

The love story *Romeo and Juliet* was written by the English playwright William Shakespeare in the sixteenth century. The photo is taken from the film version of the play directed by Roman Polanski.

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

Vocabulary: adjectives for expressing opinions (p. 22)

Lead-in

Think of six to eight words for forms of art (they can be words from this unit or other words you think the students will be able to identify, e.g. *theatre, photography, music, painting, opera, ballet, sculpture, films*). Write the words on the board in a scrambled order, e.g. *cimus (music); hrattee (theatre)*. Ask the students to 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

- Ask the students what 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 to decide if the adjectives are positive or negative and to do the matching task.
- Ask the students to compare their answers in pairs.
- Go over all the adjectives ensuring that students understand the meanings of all the words. Make sure that students understand the column on the right has words which hold the more extreme meaning of the corresponding adjective on the left, e.g. *fascinating* is more interesting than *interesting*; *hilarious* is funnier than *funny*.

Answers

1 d + 2 g - 3 h - 4 a + 5 f + 6 b - 7 e - 8 c +

Culture note

In British English, the word *rubbish* has two meanings: it means *nonsense* or something that you think is not sensible or not reasonable; the second meaning is *litter* or *trash* (US).

B

- Ask the students to do the exercise individually. Encourage them to read the second sentence in each question which gives a clue to the answer.
- Elicit answers from the class.

Answers

1 weird 3 dull 5 brilliant
2 ridiculous 4 hilarious 6 incredible

C

- Ask the students to read 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.

- Give the students time to read the list of different art forms in the box and make notes of their ideas. Encourage students to give reasons for their opinions.
- Listen to some of their ideas as a class.

▶ Workbook p. 10, Section 1

Grammar: comparatives with *as ... as / not as ... as* (p. 22)

Lead-in

- Ask the students to look at the photo. Invite them to say what they think the place is (*an art gallery, an exhibition, a museum*).
- Ask the students questions about their opinions of painting and photography, e.g. *Do you prefer photography or paintings? Why? Do you prefer black and white photos or colour ones? Do you like abstract pictures? Why or why not?*

A 05

- See the Student's Book page for the **audioscript**.
- Ask the students to read and listen to the conversation.
- Check the answer with the class.

Answer

the picture of the flowers

NOTICE!

- Ask the students to read the instruction and identify and underline examples of *as ... as* and *not as ... as* in the text.
- Listen to answers from the class. Ensure that the students realise that it is the adjective that comes between *as ... as*.

Answers

... it isn't as nice as the picture of the elephant; ... the picture of the elephant was just as silly as the picture of the chair; ... We're just not as clever as everyone else
an adjective

B

Form

- Ask the students to complete the grammar table individually using the sentences in Ex. A. Make sure they understand that the verb (+ *not*) comes before the *as ... as* phrase.
- Check the answers with the class.

Answers

1 as silly as 2 isn't as nice as

Function

- Ensure that students understand that *as ... as* is a comparative phrase where one thing is equal to the other. If necessary, show this by comparing the heights of two students who are the same height, e.g. *Katherine is as tall as Sara*.
- *Not as ... as* shows that the two things are not equal. If necessary, show this by comparing the heights of two students who are not the same height, e.g. *Joseph is not as tall as Mark*.

Answers

1 b 2 a

Extra: grammar practice

Write the following sentences on the board. Ask the students to tick the correct response for the meaning of the initial sentence.

Check the answers with the class.

- 1 Maria is as tall as Gabriel.
 - a) Maria is taller than Gabriel.
 - b) Gabriel is taller than Maria.
 - c) They are the same height.
- 2 Guatemala isn't as big as Mexico.
 - a) Guatemala is bigger than Mexico.
 - b) Mexico is bigger than Guatemala.
 - c) They are the same size.

Answers

1 c 2 b

C

- Before you ask the students to do the exercise, refer them to the **What's right?** box and ask them to identify the correct sentence (*Modern dance is as difficult as ballet*). **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.
- Check the answers with the class.

Answers

- | | |
|----------------------|--------------------------|
| 1 is as good as | 4 are/were as amazing as |
| 2 isn't as weird as | 5 are as interesting as |
| 3 isn't as boring as | 6 as realistic as |

D

- Ask the students to read the model conversation.
- Ask the students to work in groups and to choose one or two of the categories listed in the box – preferably a category that they know about.
- Give the students time to make notes about the chosen category. Encourage the students to use some of the adjectives from Ex. A and Ex. C as well as *as ... as*.
- Ask the students to compare their opinions (using their notes) about the chosen category.
- Listen to some ideas from the class. Encourage other groups to say whether or not they agree with the opinions being expressed.

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 Ex. A and Ex. C.

▶ Workbook pp. 10–11, Section 2

Pronunciation: *as ... as* / *not as ... as* (p. 23)

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. *theatre, opera, picture*).

A 06

- See the Student's Book page for the **audioscript**.
- Ask the students to listen to the recording and answer the question. Play the recording once. Make sure they notice that the adjectives are stressed, but the words *as ... as* are not stressed. Point out that *as* is pronounced /əz/.

Answer

The adjective is stressed.

B

- Ask the students to work in pairs and practise saying the sentences, making sure they don't stress the word *as*.
- Play the recording again for the students to check.

C 07

- See the Student's Book page for the **audioscript**.
- Ask the students to read the sentences and mark the words that are stressed in each sentence.
- Put them into pairs and ask them to practise saying the sentences to each other.
- Play the recording for the students to check and to compare with what they said.
- Play the recording for the students to listen and repeat.

Extra: reading aloud

Use the sentences in Grammar Ex. C on p. 23 to give the students further practice in pronouncing *as ... as* and *not as ... as*. Ask the students to work in pairs. One student should read sentences 1, 3 and 5 and the other should read sentences 2, 4 and 6. Elicit some sentences from the class to check pronunciation. For further practice, ask the students to swap roles and read the other sentences.

Listening: identifying speakers' opinions (p. 24)

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. *romance fiction*, *fantasy*, *science fiction*, *classical literature*). Give the students time to read the information in the skills panel. Ask them to name two aspects that help us identify the opinion of the person who is speaking, e.g. key words like *don't like*, the tone of their voice, facial expressions, etc. 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 08

- Give the students time to read through the adjectives in the box. Make sure they understand the meaning of all the adjectives.
- Explain to the students that they are only listening for the key adjectives. Play the recording once, or twice if necessary.
- Check the answers with the class.

Audioscript

Meg: Hey, Lauren. I wanted to tell you about this brilliant book I'm reading at the moment. It's amazing! I think you would really enjoy it.

Lauren: What is it? I'm looking for a new book to read at the moment.

M: Well, here's a good one for you. It's called *The Art of Looking Sideways* by Alan Fletcher. It's one of the most fascinating books I've read all year. I think he's a really good writer.

L: Oh, yeah, I already know about that book. Do you really like it? I read it last year, but I thought it was a bit dull. Actually, I didn't finish it.

M: Really? I think it's great. It's making me look at the world differently, you know, think about things from different points of view.

L: Well, I suppose some of the ideas were quite interesting, but it's not the kind of book I usually read. I thought it was a little strange. I prefer good stories, like mysteries or romance!

Answers

Meg: brilliant, fascinating, great
Lauren: dull, interesting, strange

B

- Before you ask the students to listen to the recording again, ask them to read the two statements carefully.
- Play the recording to 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. Meg used the words *brilliant* and *fascinating*, and also sounded enthusiastic; Lauren used the words *dull* and *strange*, and sounded bored).

Answers

1 liked 2 didn't like

Because of the adjective they used, and how the people sounded.

C 09

- Ask the students to read through all the statements. Play the recording once, and check the student's progress. If necessary, play the recording again.
- Ask the students to 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.

Audioscript

- 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 I don't really like stories and novels. I prefer non-fiction.

Answers

1 a 2 b 3 b 4 b 5 a

Extra: homework

Ask the students to write about a book they have read for pleasure or as part of their studies. It can be a book which they liked or didn't like. Encourage them to use some of the adjectives from the Vocabulary section p. 22.

▶ Workbook p. 11, Section 3 

Vocabulary: cultural activities (p. 24)

Lead-in

Remind the students of the value of categorising vocabulary and of learning words using tables and mind maps. Categorising vocabulary helps you to remember which words often go together (collocate), e.g. **see** a film; **watch** television.

A

- Give the students time to read the words in the box.
- Ask them to work in pairs to complete the table with the words from the box and add two ideas of their own to each column.
- Get feedback from the class. The final row of the table in Answers contains additional ideas. Talk about how some words go with particular verbs (collocate), e.g. **do** a course (meaning you follow an educational class).

Answers

learn about	do	go to see	join	go to
architecture sculpture	a language course a photography course	an exhibition a comedy show	a music society a book club	a museum the theatre
art music	piano lessons an art course	a film a play	a band a film club	the cinema a concert

B

- Ask the students to read the model conversation. Encourage students to use the phrase *I would like* in their own conversations.
- Ask the students to work in pairs and discuss which activities they would like to do from Ex. A. Encourage them to give reasons for their choice of activities.

▶ Workbook p. 12, Section 4

Speaking: talking about cultural activities (p. 25)

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*, *in magazines*). Do they think that questionnaires give an accurate interpretation or picture of your knowledge or character? Why or why not?

A

- Elicit or remind the students of the meaning of *culture vulture* (someone who is very interested in music, especially classical music, literature and other arts).
- Ask the students to read the questionnaire and to think of two other cultural activities they could add to the list. If they have problems, remind them of the different cultural categories they discussed in the unit opener.
- Ask the students to do this exercise individually and then to calculate their score.
- Point out that the final *-t* in the word *ballet* is silent in English and the word is pronounced with French pronunciation /bæleɪ/.

Culture 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 flat 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.

Alternative

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

B

- Ask the students to work in groups. Ask them to read the model conversation and encourage them to use adverbs of frequency when asking and answering questions about what they do for cultural activities. Remind the students to use the past simple form when asking and answering questions.

C

- Give the students a couple of minutes to summarise 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: vocabulary practice

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 Speaking 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.

Grammar: superlatives (p. 26)

Lead-in

Ask the students to think about their favourite film, music track and TV show, and also a film, music track and TV show they don't like. Encourage 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 things.

A

- Ask the students to read the question and do the task individually.
- Check the answer with the class. Ask the class which sentences tell them the writer liked the film, e.g. *The Shining was really interesting. In fact, I think it's the most interesting horror film I know ... Jack Nicholson is great, of course.*

Answer

yes

NOTICE!

Ask the students to read the question and do the exercise in pairs.

Get feedback from the class.

Highlight the comparative and superlative form of the adjective *scary*.

Answers

good, bad, best, worst, scary, scariest, scarier, silly, interesting, most interesting, psychological, great, greatest, little, incredible
No – some have comparative and superlative forms.

B

Function

- Ask the students to work individually to complete the sentence.
- **Highlight** that the superlative is only used when there are *more than* two things, whereas the comparative is used to compare *two* things.

Answer

b

Form

- Ask the students to work individually to choose the correct options and then to complete the grammar table with words from Ex. A. Ask the students to compare their answers in pairs, then check the answers with the class.
- Point out that the definite article *the* is nearly always used before superlative adjectives in English: *the biggest, the most important, the best*.
- Elicit the answer to item 2. Then invite the students to tell you the superlative forms of these one-syllable adjectives: *long, short, young (longest, shortest, youngest)*.
- Then focus on one-syllable adjectives ending in consonant-vowel-consonant, and emphasise that the final consonant is doubled. Ask the students to spell the superlative forms of *big, sad* and *wet (biggest, saddest, wettest)*. Tell the students that although *new* has consonant-vowel-consonant, the *-w* does not count as a consonant. Hence the superlative form is *newest*; however *newest* is rarely used in the superlative form. It usually changes to a different base word, e.g. *Have you seen the new Ferrari. Yes, their latest design is fantastic*.
- Introduce some other common two-syllable adjectives ending in *-y*, e.g. *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 film, the least popular film*.
- **Highlight** that there are very few irregular superlatives. Apart from *best* and *worst*, the only other common one is *furthest (far)*.
- Point out that one-syllable adjectives ending in *-e* only add *-st*, e.g. *latest, nicest*.

- Ask the students to read the sentence in the **What's right?** box. Elicit the correct sentence from the students (*He's the thinnest man.*), referring back to the rules if necessary.

Answers

- | | |
|-----------------|--------------------|
| 1 always; never | 4 most interesting |
| 2 greatest | 5 best |
| 3 scariest | 6 worst |

C

- Ask the students to do this exercise individually and then to compare their answers in pairs, using *most* not *best* where applicable. Check the answers with the class.

Answers

- | | |
|--------------------|------------------|
| 1 greatest | 5 most beautiful |
| 2 best | 6 worst |
| 3 most interesting | 7 hottest |
| 4 funniest | 8 most boring |

Culture note

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

Extra: grammar practice

Write the following sentences on the board. Ask the students to complete them with the correct superlative form of the adjective in brackets.

Check the answers with the class.

- 1 That film was a blockbuster. It had the ____ (*big*) budget ever.
- 2 The cinema in town has the ____ (*comfortable*) seats.
- 3 Did you see that? That was the ____ (*amazing*) stunt scene.
- 4 The written exam was the ____ (*easy*) this year.
- 5 Ang Lee is one of the ____ (*talented*) directors at the moment.
- 6 That actress is the ____ (*tall*) I have ever seen.

Answers

- | | |
|--------------------|-----------------|
| 1 biggest | 4 easiest |
| 2 most comfortable | 5 most talented |
| 3 most amazing | 6 tallest |

D

- Give the students a few minutes to choose one of the topics and to make notes about their opinion.
- Ask two students to read the model conversation. Encourage the students to use the superlative when they discuss their chosen topic.
- Ask the students to work in pairs to talk about their topics.
- Listen to some ideas from the class.

Alternative

Do this as a pyramid exercise. First, ask 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 using superlatives (e.g. *the best film, the worst singer, the museum with the best exhibits*). Ask them to write their answer for each one. Put the students into pairs and ask them to read aloud their answers. Their partner has to guess the category for each answer, e.g.

A: The Matrix.

B: You think The Matrix is the worst film.

A: No, I think it's the best film.

The winner is the student who guesses the most answers within a set time limit.

▶ Workbook pp. 12–13, Section 5

Reading: a film review (p. 27)

Lead-in

- Write the phrase *film review* on the board. Have the students tell you what it means (an article which gives an opinion about a film). Ask them if they ever read reviews before they go to a film. Do these reviews influence their choice?
- Ask the students if they have ever watched *The Simpsons* on TV, or seen the film. What do they think about it?

A

- Ask the students to read the question, then read the review and underline words or phrases that help them to answer the question (e.g. *one of my favourite films of all time; I love it; funny; entertaining; check it out now; I definitely recommend it*).
- Check the answer with the class. Encourage them to support their answer with examples from the text.

Answer

yes

B

- Ask the students to work individually to read the statements and decide if they are true or false.
- Check the answers with the class. Ask the students to identify the sentences which support their answers.

Answers

1 T 2 T 3 F 4 T 5 T

Extra: reading practice

Write the following questions on the board. Ask the students to answer the questions individually in writing and then to compare answers in pairs.

Check the answers with the class.

- 1 What can you do on the website?
- 2 Give one reason why the writer likes *The Simpsons Movie* so much.
- 3 What does Homer have to do in the film, and why?
- 4 Describe the funniest part of the film.
- 5 What is the serious message of the film?
- 6 What is your opinion of the film review? Do you think it is well written?

Answers

- 1 You can read reviews of films and you can write and post reviews of films for others to read.
- 2 It's longer than the TV episodes so you laugh more.
- 3 Homer has to rescue the city because he causes a leak at the nuclear power plant.
- 4 The funniest part of the film is when Homer takes home a pig called *Spiderpig* from a restaurant.
- 5 The serious message of the film is the effects of humans on the environment and the dangers of pollution and nuclear disaster.
- 6 Yes, it is well written. The writer gives his own personal opinion and gives clear reasons why he likes it. He also describes what happens in the film.

C

- Give the students two or three minutes to write some notes about a good and a bad film they saw recently.
- Ask a student to read aloud the example sentences, and encourage the students to use superlatives when talking about their chosen films in pairs.
- Listen to some ideas from the class. Correct any errors in the use of superlatives.

Extra: homework

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

Writing: linking sentences (p. 27)

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. 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.*
- Ask the students to read the information in the skills panel. 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 Grammar: superlatives, above). Tell them to ignore the *because/so* choices in the text for now. Ask them to answer the question 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

B

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

Answers

1 because 2 because 3 so 4 so

C

- Ask the students to do this exercise individually. Circulate and monitor the students while they are working.
- Elicit some answers from the class and check they use *so* and *because* correctly.

Extra: discussion

Coca Cola is a cultural icon of the USA. 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 UK*. 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

▶ Workbook
p. 14, Read and write
p. 15, Down time

LifeSkills: developing cultural awareness (p. 28)

Step 1: Brainstorm ideas or aspects of life that form a country's culture. (Ex. A, Ex. B, Ex. C)

Step 2: Identify areas in which a country's cultural characteristics are expressed. (Ex. D)

Step 3: Reflect on your own culture to identify its specific characteristics. (Ex. E)

Lead-in

Ask the students what they understand by the term *cultural awareness*. Explain that the word *awareness* means knowledge or understanding of a particular subject or situation. *Culture* is the ideas, beliefs and values that the people in a certain country have. To be *culturally aware* means to be able to think about and answer questions such as *Why do we do things in this way?* and *How do we see the world?* Cultural awareness is especially important when we deal with people from other cultures as their set of ideas, beliefs and values can be different to ours.

A

- As a class, ask the students to think about the culture where they live and what makes their culture special. It is much easier to think about the meaning and definition of *culture* when you attach it to a particular community. Ask the students what the way of life is like where they live, including what they eat and drink on a daily basis; ask them about celebrations; ask them about sport and beliefs; ask them about cultural icons and how culture and art is expressed in categories such as arts, beliefs, etc. Point out that one definition of *culture* is 'the common beliefs, way of life and artistic expressions of a community'.
- Put the students into pairs and ask them to add ideas to each category. Encourage them to think creatively and widely.
- Listen to a few ideas from the class, but don't go into detail as this is the purpose of Ex. B.

B

- Put the pairs together to make groups of four.
- Ask the students to compare their ideas and add ideas from the others' mind maps to extend their own if appropriate.
- Ask them to look at the poster and see which of the words on the poster were included in their ideas. Remind the students of the skill of recognising cognates to help them when doing this.

Language wrap-up (p. 30)

C

- Ask the students to read the model conversation.
- Refer them to the **How to say it** box and encourage them to use these expressions when discussing the ideas.
- Ask the students to work in the same pairs as in Ex. A and complete the task.

D

- Ask the students to look at the photos. Ask which countries they think the pictures represent and elicit that they show cultural activities from Scotland, Peru, Kenya and the USA. Make sure they understand that the photos represent generalisations or stereotypes of each country and that daily living in each of these countries goes beyond the stereotype, e.g. not all Scottish people wear kilts – kilts are mostly only worn for festivals or wedding ceremonies.
- Ask them to look again at Ex. A and Ex. B and say which words in these exercises are represented by the photos.
- Listen to their ideas as a class.

Possible answers

Scotland: music, tradition, folklore
Peru: festival, dance, costumes, tradition, folklore
Kenya: tradition, identity, people
USA: tradition, way of life

E

- Explain what a *collage* is (a picture or poster made by sticking different pictures, words and materials together on a surface).
- Make sure the students understand the task.
- Depending on how much time is available, this task could be done as a project. Students collect material for their collage at home and prepare the collage during the next lesson.

REFLECT

- Ask the students to read the **Reflect** question.
- Give them some time to think of different situations in the domains of **Work and Career** and **Study and Learning** where *Developing cultural awareness* would be useful.
- Elicit the following ideas: in international business, it is important to know how other cultures behave in a social context (e.g. shaking hands) and in meetings and negotiations. When studying another language, a knowledge of the target culture can help us in our choice of words (e.g. when to say *please* and *thank you*).

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 Language 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 into pairs to compare answers and discuss any differences. Self- and peer-correction are two excellent ways of developing learner independence 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 the students write their score out of 15. If they have a score lower than 11, 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

Answers

A

- | | | |
|-----------|-----------|---------------|
| 1 amazing | 3 weird | 5 fascinating |
| 2 dull | 4 rubbish | 6 hilarious |

B

- | | |
|----------------|---------|
| 1 going to | 6 learn |
| 2 go to | 7 do |
| 3 going to see | 8 join |
| 4 learn about | 9 learn |
| 5 go to | |

2 Grammar

Answers

- 1 the best; as good as
- 2 as cheap as; as expensive as
- 3 the most amazing; as talented as
- 4 the most fascinating; as interesting as; the most beautiful
- 5 as good as; the worst
- 6 the most hilarious; as funny as
- 7 the weirdest; as strange as

Speaking workshop: talking about cultural activities (p. 31)

A

- Make sure the students know who Annie Leibovitz is (an American photographer born in 1949) and if possible show them some of her photos.
- Ask the students to read the conversation carefully. Make sure they understand the word *appreciation* (the pleasure of understanding that something is good or beautiful).
- Ask the students to answer the questions individually.
- Check answers with the class.

Answers

- 1 a photography club
- 2 John
- 3 John

B

- Ask the students to work in pairs and reread the conversation to answer the questions.
- Check answers with the class and see if anyone found more than four positive adjectives.

Answers

- 1 great, brilliant, fun, good, amazing
- 2 expensive, dull, boring
- 3 Yes; That's right; that's true
- 4 Wow! You're joking! Really?

Extra: intonation

- Ask the students to work in pairs and read the conversation aloud. Ask them to read it with feeling so that the meaning of e.g. *Wow!* and *brilliant* is clear.
- Circulate, monitoring the intonation of students' voices as they read the conversation aloud.

C

- Ask the students to work individually to answer the questions.
- Give them time to think and write notes as answers to the questions. Encourage them to be creative and think about things they have always wanted to do.
- Circulate while the students are writing and give help where necessary.
- Check answers with the class.

D

- Ask the students to form groups of four or five.
- Ask them to use their notes from Ex. C to talk about cultural activities. Encourage them to use the comparative form, *as ... as* and superlatives, and also to use expressions to show agreement and surprise. Ask them to refer back to the conversation in Ex. A if necessary.
- Circulate while the students are discussing the questions and make notes of any errors you hear.
- Listen to a few students' ideas with the class.

How are you doing?

- Ask the students to read the statements and tick the ones they believe are true.
- If the answer to all the questions is Yes, they can tick the green circle. If the answer to a few of or none of the questions is Yes, they tick the amber circle or the red circle.