

# Life

SECOND EDITION

HELEN STEPHENSON | JOHN HUGHES | PAUL DUMMETT

# Life

**SECOND EDITION**



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an excerpt from a TV program about Native American culture two people taking a quiz about colors and their meanings	an article about cultural identity an article about globalization	examples	getting to know you a color quiz how international you feel first impressions	text type: a business profile writing skill: criteria for writing
two people talking about arts events a man talking about his dance academy	an article about listening to music an article about performance art	balance	new releases experiences performing a survey on the arts arts events	text type: a review writing skill: linking ideas
an excerpt from a radio program about water recreation interviews about what happened next	an interview about underwater discoveries an article about an unforgettable experience	drawing conclusions	the first time What had happened? learning a lesson	text type: a blog post writing skill: interesting language
three people talking about their childhood ambitions three women talking about decisions	an article about the future of work an article about the economic boom in China	the author's view	predictions planning your calendar the perfect job requests	text type: a cover letter writing skill: formal style
an excerpt from a radio program about healthy eating two people discussing the power of the mind	a news article about traditional dishes a news article about imaginary eating an article about modern lifestyles	the writer's purpose	rules and regulations consequences modern life restaurant dishes	text type: a formal letter/email writing skill: explaining consequences
two people discussing an unusual photo a speaker at a conference talking about a puzzle an excerpt from a radio program about the Nasca lines	an article about flexible thinking an article about one of aviation's greatest mysteries	speculation or fact?	What's it for? speculating comparing ideas surprising news	text type: a news story writing skill: structuring a news story

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
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<b>8</b> Travel pages 93–104 VIDEO: Questions and answers page 102 ► REVIEW page 104	verb patterns: <i>-ing</i> form and infinitive present perfect and present perfect continuous How long?	vacation activities travel problems	dealing with problems	strong and weak forms
<b>9</b> Shopping pages 105–116 VIDEO: Making a deal page 114 ► REVIEW page 116	passives articles and quantifiers	shopping wordbuilding: compound adjectives	buying things	linking silent letters
<b>10</b> No limits pages 117–128 VIDEO: What does an astronaut dream about? page 126 ► REVIEW page 128	second conditional defining relative clauses	medicine word focus: <i>take</i> injuries	talking about injuries	sentence stress <i>and</i>
<b>11</b> Connections pages 129–140 VIDEO: Can you read my lips? page 138 ► REVIEW page 140	reported speech reporting verbs	communications technology	telephone language	contrastive stress polite requests with <i>can</i> and <i>could</i>
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COMMUNICATION ACTIVITIES page 153 ► GRAMMAR SUMMARY page 156 ► AUDIOSCRIPTS page 180

Listening	Reading	Critical thinking	Speaking	Writing
three people talking about different living arrangements podcast replies about house design	an article about what New York used to be like an article about a small town in Puerto Rico	descriptions	places advice a tourist destination stating preferences	text type: a description of a place writing skill: organizing ideas
three people talking about travel tips people talking about their vacations an excerpt from a radio program about a wildlife conservationist	an article about writers returning to their roots an article about the impact of tourism	reading closely	travel companions favorite activities going green travel problems	text type: a text message writing skill: informal style
market research interviews with three people who are shopping an excerpt from a radio program about impulse buying	an article about two ways of going shopping an article about how to negotiate a price	testing a conclusion	shopping now and in the future souvenirs buying things	text type: customer reviews writing skill: clarity: pronouns
a podcast about the <i>Marathon des Sables</i> an excerpt from a TV show about bionic bodies	an article about life on another planet two stories about acts of endurance	reading between the lines	I'd love to live in ... medicine inspirational people talking about injuries	text type: a personal email writing skill: linking ideas
four conversations about the news four conversations about news headlines	an article about isolated tribes an article about community journalism	opinions	news stories personal communication apps telephone messages	text type: an opinion essay writing skill: essay structure
an interview with a farmer two stories about difficult situations	a review of a book about Arctic expeditions an article about the samurai	relevance	decisions Where did I go wrong? going back in time making and accepting apologies	text type: a website article writing skill: checking your writing



# Life around the world—in 12 videos

## Unit 12 Shark vs. octopus

What happens when a shark and an octopus meet.

## Unit 2 Taiko master

The history of Taiko drumming from its origins in Japan to modern-day San Francisco.

## Unit 6 Encounters with a sea monster



Three people tell their stories about what they saw in the water.

## Unit 7 The town with no Wi-Fi



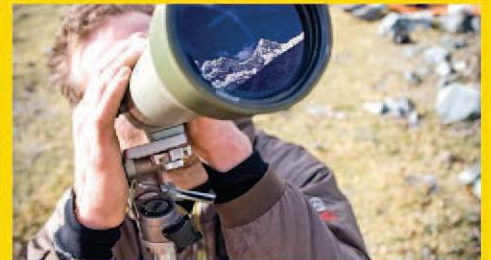
Find out what life is like in the quiet zone of Green Bank.

## Unit 11 Can you read my lips?



Rachel Kolb tells us about communicating as a deaf person.

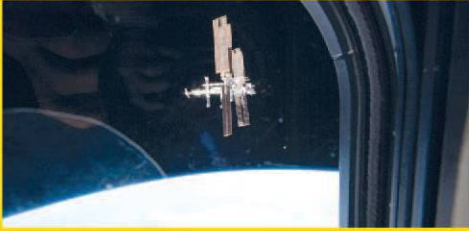
## Unit 8 Questions and answers



National Geographic Explorers from Spain, the UK, Peru, and other countries talk about their roles and about objects that are important to them in their work.



**Unit 10** What does an astronaut dream about?



British astronaut Helen Sharman describes her experience of being on the Mir space station.

**Unit 3** Four women and a wild river



Amber Valenti leads a kayak trip down the Amur River in Mongolia, Russia, and China.

**Unit 9** Making a deal

Learn how to bargain in Morocco.

Russia

Mongolia

Japan

China

Nepal

India

**Unit 5** Dangerous dining

Find out why people eat the most dangerous fish on Earth—fugu.

**Unit 1** Faces of India



Find out about Rajasthan through a focus on its people and faces.

**Unit 4** Everest tourism changed Sherpa lives



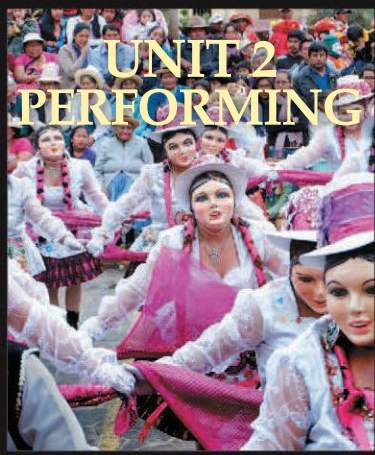
Find out if Everest tourism has been a good or a bad thing for the local people.



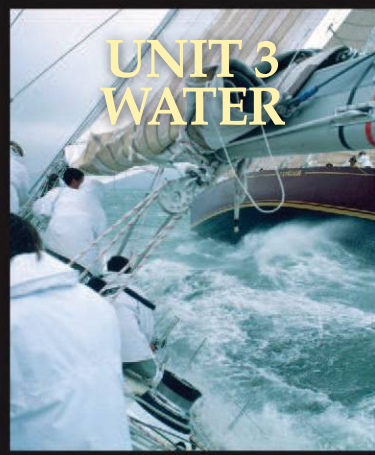
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CULTURE AND  
IDENTITY**



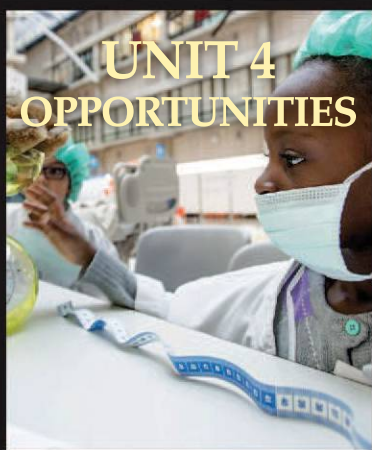
**UNIT 2  
PERFORMING**



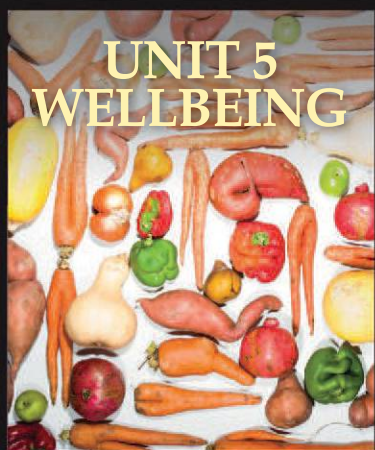
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WATER**



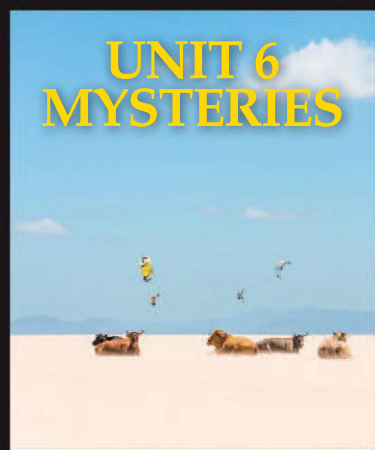
**UNIT 4  
OPPORTUNITIES**



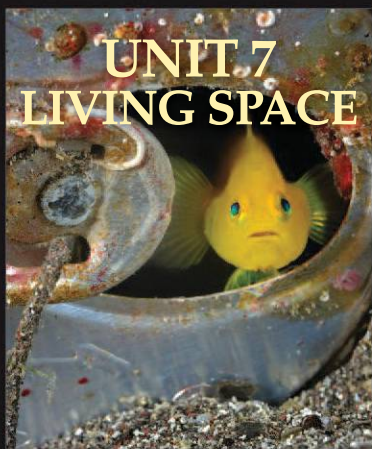
**UNIT 5  
WELLBEING**



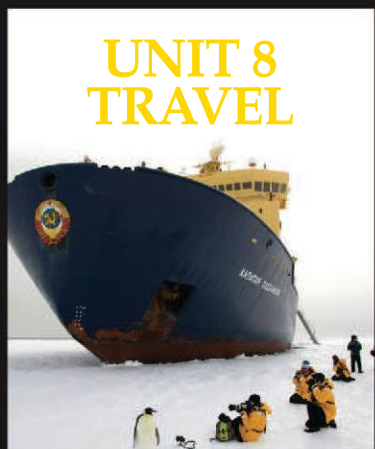
**UNIT 6  
MYSTERIES**



**UNIT 7  
LIVING SPACE**



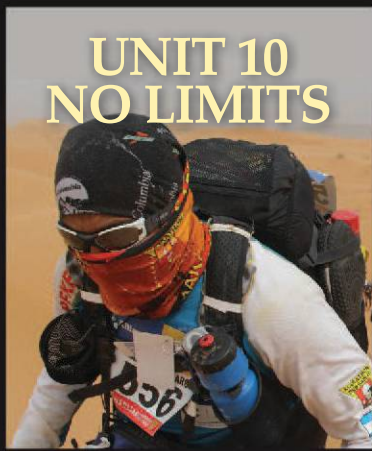
**UNIT 8  
TRAVEL**



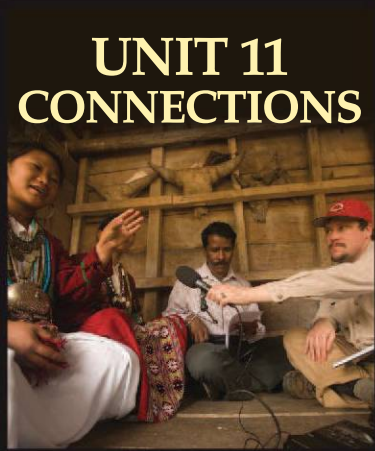
**UNIT 9  
SHOPPING**



**UNIT 10  
NO LIMITS**



**UNIT 11  
CONNECTIONS**



**UNIT 12  
EXPERTS**





# Unit 1 Culture and identity



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

## FEATURES

### 10 How we see other cultures

How we think about cultural groups

### 12 Culture and color

Take quizzes about color

### 14 A world together

Find out what globalization really means

### 18 Faces of India

A video about the photographer Steve McCurry

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

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

**2** **1** Listen to an excerpt from a TV program on world cultures. Check your ideas from Exercise 1.

**3** **1** Listen to the excerpt again. Complete the sentences.

- 1 People from all cultures need a sense of ...
- 2 Many Native American children learn to ride ...
- 3 Wearing the colors of our favorite team says: "We ..."

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

cultural societies  
educational classes  
family groups

hobby groups  
online communities  
sports clubs



# 1a How we see other cultures

## Reading

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

## Grammar simple present and present continuous

### ▶ SIMPLE PRESENT and PRESENT CONTINUOUS

#### Simple present

*It means that our brain doesn't work so hard. [...] people put the things they see in the world into groups.*

#### Present continuous

*He's wearing one of those bush hats.*

For more information and practice, see page 156.

- 5 Work in pairs. Look at the grammar box. Which verb form do we use for these things?
  - 1 things that are permanent or generally true
  - 2 things that are temporary or in progress at the time of speaking
- 6 Circle the correct option to complete the sentences.
  - 1 *I work / I'm working* for a large cultural organization. My job is usually quiet, but, at the moment, *I work / I'm working* extra hours—it's the busy season.
  - 2 *We live / We're living* with my parents until our apartment downtown is ready. *They live / They're living* just outside the city.
  - 3 The kids *are / are being* usually very good, but they went to bed late last night, and *they're / they're being* naughty today. Sorry!
  - 4 I usually *find / am finding* this class easy, but *I have / I'm having* some problems this semester.

## How we see other cultures

### ▶ 2

**M**y neighbor recently came back from vacation. I guess he was in Australia—he's wearing one of those bush hats with corks around it everywhere he goes. I'm curious about why we identify places by things like hats. I mean, baseball caps are certainly popular in the United States, but I went to London on vacation and didn't see anyone wearing a bowler hat. And you don't see many Mexicans with sombreros or Vietnamese with straw hats in everyday life, either.



baseball cap



straw hat



bowler hat



sombrero



bush hat

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

So is it a good thing or a bad thing to have these general opinions? Perhaps the first and more important question is to ask ourselves if the things we believe about other groups are actually true. And in the case of hats, I don't think it is!

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

- 1 a He \_\_\_\_\_ (not / feel) relaxed when he flies.  
b He \_\_\_\_\_ (not / feel) very well at the moment.
- 2 a I \_\_\_\_\_ (come) from Scotland originally.  
b I \_\_\_\_\_ (come)—wait for me!
- 3 a My friend \_\_\_\_\_ (look) for a new job in a different company.  
b My friend always \_\_\_\_\_ (look) tired after she comes back from the gym.

**DYNAMIC and STATIVE VERBS**

**Dynamic verbs**

People *put* the things they see in the world into groups.

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

**Stative verbs**

We *know* what kind of behavior to expect. (not *are knowing*)

For more information and practice, see page 156.

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

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

**9** Underline these stative verbs in the article.

believe	belong	mean
need	seem	understand

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

contain	hate	love	prefer	realize
remember	like	suppose	taste	wonder

	Stative verbs
Thoughts and mental processes	know, _____, _____, _____, _____, _____, _____
The senses	hear, _____
Emotions	want, _____, _____, _____, _____, _____
Possession	have, _____, _____

**11** Circle the correct option to complete the sentences.

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

**Word focus love**

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

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

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

**13** Work in pairs. Write short conversations using the expressions in Exercise 12. Then act out your conversations.

A: *Do you want to come over for something to eat after class?*

B: *I'd love to! Thanks.*

**Speaking myLife**

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

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

A: *Do you remember your first English class?*

B: *No, why? Do you?*



# 1b Culture and color

## Vocabulary feelings

1 Work in pairs. How do you think the people described in sentences 1–3 feel? Choose from these adjectives.


angry cheerful happy lucky positive sad

- 1 He's feeling kind of blue today.
- 2 She began to see red!
- 3 He's in a black mood today.

2 Circle the correct option to complete the sentences. Then ask your partner the questions.

- 1 What are two things that make you *happiness / happy*?
- 2 When was the last time you had good *luck / lucky*?
- 3 Can you tell me if you are *brave / bravery*?
- 4 What achievements are you *pride / proud* of?
- 5 Do you think *anger / angry* is a good thing?
- 6 Who do you think is the most *power / powerful* person in the world?

## Listening

3  3 Work in pairs. Take the quiz *Colors and their meaning*. Then listen and check your answers.

4  3 Listen again and complete the table.

Color	Place	Meaning
red	Western cultures	1 _____
	Asian cultures	2 _____
yellow	3 _____	knowledge
	4 _____	5 _____
6 _____	some Asian cultures	7 _____
9 _____	Mexico	8 _____
green	10 _____	environmentalism

5 Work in pairs. Do these colors mean the same thing in your culture? What's your favorite color?

## Colors and their meaning

- 1 Look at the photo. Where are the women going?
  - a to a birthday party
  - b to a wedding
- 2 Does red mean different things in Asian and Western cultures?
  - a yes
  - b no
- 3 Where does yellow mean "knowledge"?
  - a China
  - b India
- 4 Which color means "happiness" in some Asian cultures?
  - a orange
  - b pink
- 5 Do people wear blue at funerals in Mexico?
  - a yes
  - b no
- 6 Who uses green as their symbol?
  - a environmentalists
  - b the women's movement





# Grammar question forms

## QUESTION FORMS: DIRECT QUESTIONS

### Subject questions

Which color means happiness in some Asian cultures?

Who/What uses green as a symbol?

### Other questions

Where are they going?

What does yellow mean?

For more information and practice, see page 156.

- 6** Work in pairs. Look at the grammar box. Which type of question has the same subject-verb word order as affirmative statements?
- 7** Work in pairs. Look at the quiz in Exercise 3 again. Which questions are subject questions? Which are other questions?
- 8** Write questions for these answers. Begin with the words in parentheses.
- 1 People in many countries wear black at funerals. (who)  
*Who wears black at funerals?*
  - 2 Yellow means happiness in Egypt. (which color)
  - 3 Some people wear purple on International Women's Day. (what color)
  - 4 Picasso painted a white dove as a symbol of peace. (who)
  - 5 Red means anger in many cultures. (what)
  - 6 The president of the United States lives in the White House. (who)

## 9 Pronunciation direct questions

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

## QUESTION FORMS: INDIRECT QUESTIONS

Do you know *what yellow means*?

Can you tell me *who uses green as a symbol*?

For more information and practice, see page 156.

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

- 11** Write indirect questions for these direct questions. Begin with the words in parentheses.

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

## Speaking **myLife**

- 12** Work in pairs. Ask and answer your questions from Exercise 11.
- 13** Complete these *blue* and *yellow* quiz questions with verbs or question words.

- 1 Where \_\_\_\_\_ the blue-footed booby live?
- 2 \_\_\_\_\_ lives in the Blue House in South Korea?
- 3 \_\_\_\_\_ you know the name of the country where the Blue Nile begins?
- 4 \_\_\_\_\_ part of the USA is famous for blues music?



- 1 Where \_\_\_\_\_ yellow taxi cabs from originally?
- 2 Which fruit \_\_\_\_\_ the California Yellow Fruit Festival celebrate?
- 3 \_\_\_\_\_ event gives a yellow jersey to the winner?
- 4 Can you tell me where the house that inspired Vincent van Gogh's "Yellow House" painting \_\_\_\_\_ ?

- 14** Work in two pairs within a group of four.

**Pair A:** Turn to page 153 and follow the instructions.

**Pair B:** Turn to page 154 and follow the instructions.



# 1c A world together

## Reading

- 1 Complete the definition of *globalization*. Use the same word twice.  
*Globalization* is the idea that companies are now working in many different \_\_\_\_\_. The cultures of those \_\_\_\_\_ are also becoming more similar.
- 2 Read the article quickly. Work in pairs. Which paragraph(s) talk(s) about business? Which talk(s) about culture?
- 3 Work in pairs. Read the article again. Answer the questions.
  - 1 Which two recent experiences demonstrated globalized culture to the author? (paragraph 1)
  - 2 Which inventions have increased the connections between countries? (paragraph 2)
  - 3 Which things do some people think have a negative effect on other cultures? (paragraph 3)
- 4 Work in pairs. Does globalization affect you or someone you know? How?

## Wordbuilding adjective + noun collocations

### ► WORDBUILDING adjective + noun collocations

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

For more practice, see Workbook page 11.

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

culture	market	view	identity
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- 1 Television is a good example of **popular** \_\_\_\_\_.
- 2 Nowadays, companies sell to a **global** \_\_\_\_\_.
- 3 Watching baseball is part of the American **national** \_\_\_\_\_.
- 4 I try to have a **positive** \_\_\_\_\_ of changes in my life.

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

*Do you like popular music?*

## Critical thinking examples

- 7 Giving examples is one way of helping to make a point. Underline examples of these things in the article.
  - 1 how popular culture moves from one country to another (paragraph 1)
  - 2 globalization in business (paragraph 2)
  - 3 how national cultures are strong (paragraph 3)
- 8 Work in pairs. How did the author's examples help you understand what globalization is?
- 9 Read the pairs of sentences. Underline the example sentence in each pair. Then write another example of your own for each one.
  - 1 You can eat great international food in my town. There are lots of Thai restaurants.
  - 2 Internet TV gives you access to shows from different countries. Brazilian soap operas are popular here now.
  - 3 There's a lot to do at night in my area. We have a couple of great theaters.

## Speaking **myLife**

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

clothes music	food sports	movies technology
------------------	----------------	----------------------

*Are any of your clothes made in other countries?  
Which international foods do you eat/like?*

- 11 Share the results of your survey with the class. Which international items are most common?



A food truck in Mexico City

# A WORLD TOGETHER

BY ERLA ZWINGLE

5

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

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

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

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

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



# 1d First impressions

## Real life opening and closing conversations

**“You never get a second chance to make a good first impression.”**

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



- 1 Read the information above. Then work in groups and discuss the advice. Which advice is appropriate in your country? Which is not appropriate?
- 2 ▶ 6 Listen to two conversations at a business skills seminar in the US. Four participants are role-playing “first meetings.” Which advice in the information above do they follow? Discuss with a partner.
- 3 ▶ 6 Look at the expressions below for opening and closing conversations. Listen again and circle the expressions the speakers use.
- 4 Work in pairs. Look again at the expressions for opening and closing conversations. Which expressions are the most formal?

### ▶ OPENING AND CLOSING CONVERSATIONS

#### Opening a conversation

Let me introduce myself.  
Allow me to introduce myself.  
Nice to meet you. My name's ...  
Hello. How are you. I'm ...  
It's a pleasure to meet you.  
I'm very pleased to meet you.

#### Closing a conversation and moving on

Thanks for your time.  
It's been good talking to you.  
Let me give you my card.  
Let's stay in touch.  
Why don't I give you my card?  
Would you like to meet again?

### 5 Pronunciation short questions

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

- 1 C: I mostly work on online ads.  
K: Do you?
- 2 K: I'm in sales.  
C: Oh, are you?
- 3 L: Oh, yes. My brother goes to Get Fit.  
Y: Does he?
- 4 Y: It's almost ready to open, in fact.  
L: Is it?

- b Work in pairs. Practice the exchanges.
- 6 Practice the conversations from Exercise 2 with your partner. Look at the Track 6 audioscript on page 180.
  - 7 Work in groups. Imagine you are a participant in the business skills seminar. Do the task below. Use the expressions for opening and closing conversations to help you:

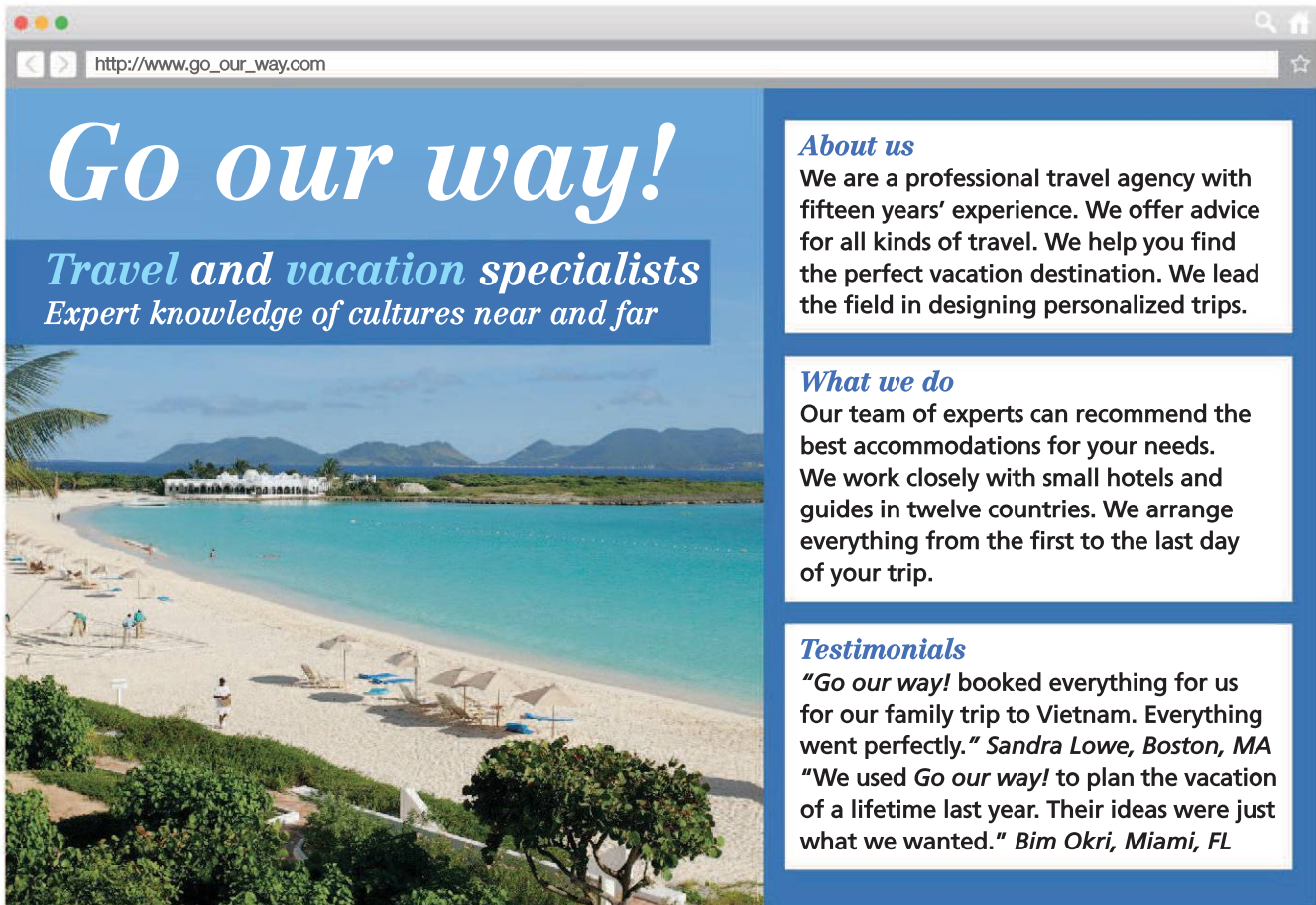
#### First Impressions

Task: You are at a networking event. Introduce yourself to as many people as you can and arrange to follow up with useful contacts. You only have two minutes with each person.

**networking (n)** /'netwɜːɪkɪŋ/ making useful business contacts

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

# 1e About us



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

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

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

**Testimonials**  
"Go our way!" booked everything for us for our family trip to Vietnam. Everything went perfectly." *Sandra Lowe, Boston, MA*  
"We used Go our way! to plan the vacation of a lifetime last year. Their ideas were just what we wanted." *Bim Okri, Miami, FL*

## Writing a business profile

1 Work in pairs. Read the information about *Go our way!* What kind of traveler do you think would be interested in their services?

### 2 Writing skill criteria for writing

Work in pairs. Read the information again. Circle the correct options to describe the information. Which features of the text helped you decide your answers?

- 1 **text type:** website / letter
- 2 **style:** neutral / formal / informal
- 3 **reader:** current customers / possible customers
- 4 **purpose:** to promote the company / to advertise a product
- 5 **structure:** separate sections of text / a sequenced text

3 Underline these things in the text.

- 1 travel vocabulary
- 2 verbs that describe what the company does

4 Complete the sentences with some of the verbs you underlined in Exercise 3.

- 1 Our company can \_\_\_\_\_ closely with your staff to help you.
- 2 Let our market researchers \_\_\_\_\_ the best strategy for your business.
- 3 Our personal banking advisors \_\_\_\_\_ you save money.

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

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

7 Work in your groups again. Read your profiles and choose the one that best promotes your company. Think about the following points:

- **Accuracy** Spelling mistakes do not look professional!
- **Clarity** Does the reader understand exactly what your business does?



# 1f Faces of India

A shepherd in Rajasthan, India



## Before you watch

1 Work in pairs. Look at the photo and the caption. Describe the man's appearance. What does his expression tell you about him?

### 2 Key vocabulary


a Work in pairs. Read the sentences. The words in bold are used in the video. Guess the meaning of the words.

- 1 The **shepherd** has two dogs to help him move the sheep.
- 2 I think the eyes are often a person's most interesting **feature**.
- 3 It takes days to get to Rajasthan as it's fairly **remote**.
- 4 The local people dress in a very **particular** way.
- 5 My friend's funny stories always **amuse** me.


b Match the words in bold in Exercise 2a (1–5) with these definitions.

- a part of the face \_\_\_\_\_
- far from other places, difficult to get to \_\_\_\_\_
- special, individual, or different from others \_\_\_\_\_
- a person who looks after sheep \_\_\_\_\_
- to make someone laugh or entertain someone \_\_\_\_\_


## While you watch


3  1.1 Watch Part 1 of the video. Complete the information about Steve McCurry.

Steve McCurry is a <sup>1</sup> \_\_\_\_\_. His first job was working on a <sup>2</sup> \_\_\_\_\_. His ambition was to travel and see the <sup>3</sup> \_\_\_\_\_. He has worked at National Geographic for about <sup>4</sup> \_\_\_\_\_ years.

4  1.2 Watch Part 2 of the video. Match the beginnings of the sentences (1–3) with the endings (a–c).

- |                               |                       |                       |                          |
|-------------------------------|-----------------------|-----------------------|--------------------------|
| 1 Rajasthan is                | <input type="radio"/> | <input type="radio"/> | a a shy person.          |
| 2 The people of Rajasthan are | <input type="radio"/> | <input type="radio"/> | b gentle and hospitable. |
| 3 Steve McCurry is            | <input type="radio"/> | <input type="radio"/> | c strange and wonderful. |

5  1.1, 1.2 Watch both parts of the video again and look closely at the people you see. Then work in pairs and describe the person you remember best.

6  1.2 Work in pairs. Can you remember what Steve McCurry says about photographing faces? Do you agree? Choose the correct option or watch the last section of Part 2 again.

It's *the eyes* / *the strange features* / *the whole face* that tell(s) the story.

## After you watch

### 7 Vocabulary in context

a  1.3 Watch the clips from the video. Choose the correct meaning of the words and phrases.

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

- 1 Can you think of two places where you feel at home?
- 2 What do you think is a good way to make a living?
- 3 Have you been anywhere that felt like another planet?
- 4 Have you seen anything or done anything that you could describe as "kind of strange"?
- 5 What activities do people do that involve getting warmed up before they start?

8 Work in groups. Steve McCurry's photos in the video focus on the people and especially their faces to "tell the story" of Rajasthan. Choose a place or a group of people you know. Plan a photoshoot of ten photos to "tell the story." Use these ideas to help you.

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

**fortune teller** (n) /'fɔ:tʃən ,telər/ someone who predicts a person's future

**hospitable** (adj) /hɒs'pɪtəbl/ friendly to visitors

**nomad** (n) /'nɒməd/ someone who moves from one place to another to live

**snake charmer** (n) /'sneɪk ,tʃɑ:mər/ someone who performs with snakes



# UNIT 1 REVIEW AND MEMORY BOOSTER



## Grammar

- 1** Complete the interview with a prize-winning travel writer at the prize-giving event.
- Q: What <sup>1</sup> \_\_\_\_\_ (this prize / mean) to you?  
 A: Actually, I <sup>2</sup> \_\_\_\_\_ (feel) very proud of myself. I never <sup>3</sup> \_\_\_\_\_ (expect) to win.
- Q: When you sit down to write, how <sup>4</sup> \_\_\_\_\_ (you / decide) what to write about?  
 A: I <sup>5</sup> \_\_\_\_\_ (not / know), really. Sometimes my readers <sup>6</sup> \_\_\_\_\_ (send) me ideas.
- Q: <sup>7</sup> \_\_\_\_\_ (which places / interest) you?  
 A: Oh, everywhere. Every culture <sup>8</sup> \_\_\_\_\_ (have) something special about it.
- Q: <sup>9</sup> \_\_\_\_\_ (you / work) on anything at the moment?  
 A: I <sup>10</sup> \_\_\_\_\_ (do) some research for a new book, and I also <sup>11</sup> \_\_\_\_\_ (want) to finish some magazine articles.
- Q: <sup>12</sup> \_\_\_\_\_ (you / can / tell) me what the book's about?  
 A: At the moment, I <sup>13</sup> \_\_\_\_\_ (think) about either Brazil or Vietnam. I love both places.
- 2** Are the sentences about the writer true (T) or false (F)?
- |  |   |   |
|--|---|---|
| 1 She's surprised to win prizes for her books.     | T | F |
| 2 She usually writes about what her readers want.  | T | F |
| 3 She's writing some articles on Peru and Vietnam. | T | F |
- 3** **>> MB** Work in pairs. Say which tense is used in each blank in Exercise 1 and explain why.
- 4** **>> MB** Work in pairs. Each person chooses one dynamic and one stative verb from Exercise 1. Ask and answer questions using each verb.

### I CAN

- |   |                          |
|---|--------------------------|
| ask and answer questions about things that are always and generally true, and routines (simple present) | <input type="checkbox"/> |
| ask and answer questions about things happening now (present continuous)                                | <input type="checkbox"/> |
| talk about possessions and states: thoughts and mental processes, etc. (stative verbs)                  | <input type="checkbox"/> |
| use different question forms: direct and indirect questions   | <input type="checkbox"/> |

## Vocabulary

- 5** Write the noun forms of these adjectives.

angry	brave	cheerful	happy
lucky	powerful	proud	sad

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

### I CAN

- |   |                          |
|---|--------------------------|
| talk about feelings and personal states | <input type="checkbox"/> |
|---|--------------------------|

## Real life

- 7** Look at the expressions (1–6). Do we use them to open (O) or close (C) conversations?
- |                                     |   |   |
|-------------------------------------|---|---|
| 1 Hello. How are you? I'm . . .     | O | C |
| 2 Would you like to meet again?     | O | C |
| 3 Nice to meet you. My name's . . . | O | C |
| 4 Let me give you my card.          | O | C |
| 5 Let's stay in touch.              | O | C |
| 6 Let me introduce myself.          | O | C |
- 8** Work in small groups. You are at an event for the travel industry. Act out conversations with different partners using a suitable expression to begin and end the conversation.

### I CAN

- |  |                          |
|--|--------------------------|
| introduce myself in formal and informal situations | <input type="checkbox"/> |
| open and close a conversation                      | <input type="checkbox"/> |
| ask for and give personal information              | <input type="checkbox"/> |