

# 9 THE SAME BUT DIFFERENT

## Students will practice...

- sentences and clauses
- noun phrases
- the language of comparisons
- language for criticizing politely

## and they will learn how to...

- talk about similarities and differences
- talk about fast food and globalization
- talk about taxis and hometowns
- talk about weddings in different cultures
- weigh options

## KEY VOCABULARY PAGES 94–95

### Lead-in

With books closed, ask: *In what ways is English similar to your language?* Elicit a few ideas, then ask: *In what ways is it different?* Elicit a range of answers. Ask: *What other countries have you visited? In what ways are they similar to your country? In what ways are they different?* Elicit a range of answers from students, then ask students to open their books. Explain that this unit is all about similarities and differences. As a class, brainstorm words and expressions for saying that things are similar or different, e.g., *similar, identical, like, the same, have a lot in common, different, opposites, unlike, in contrast.*

**1 a** Students look at the photos and discuss the questions with a partner. Elicit some ideas from the class, but don't confirm them at this stage.

**b** Students discuss the questions in pairs. Ask pairs to tell the class about their discussions.

**2 a** Preteach or check *Scandinavian, cave, dwelling, rationale* (= the reasons behind something), *Venetian* and *enigmatic*. Play the audio for students to check their answers. Then ask students to take notes on the locations and the similarities and differences.

### ANSWERS

Photos a and b are similar because they were both taken in Finnmark, in the north of Norway. They are different because they show different seasons: summer and winter. Photos c and d are similar because they both show cave dwellings. Photo c is in Tunisia and d is in Switzerland. Photo c is a traditional cave dwelling, but photo d is a modern house. Photos e and f are similar because they both show carnivals. Photo e shows the Venice Carnival, which is quite small and dates back to the 12th century. Photo f shows the Notting Hill Carnival, which only started in the 1960s, but is bigger than the Venice Carnival.

### Mixed ability

With weaker classes, play the audio once for students to identify the locations. Check answers, then play the audio again, pausing to allow students time to take notes on similarities and differences.



9.1

You won't believe it, but the first pair of photos were both taken in exactly the same place: Finnmark in the north of Norway. The first was taken in the summer and the second in the winter. There's a stark contrast between the two seasons in terms of temperature and light. In the summer, it's green and sunny. There's constant sunshine. Midday maximum temperatures can reach almost 30 degrees—completely different from what you might expect from a Scandinavian town. In mid-June, the sun doesn't set; there's perpetual daylight and this can go on for over a month. In the winter, the landscape is unrecognizable, covered in snow and ice, and the temperatures have been known to fall to as low as minus 51 degrees. A pretty dramatic difference in climate! Although, as Finnmark covers such a large expanse, the temperature does depend on whether you are inland or near the coast. In the summer people flock here on vacation, while in the winter the local population dwindles to a few tens of thousands throughout the whole region. But whichever landscape you prefer, Finnmark is beautiful all year around.

The second pair shows two cave dwellings, the first in Tunisia and the second in Switzerland. The first is a traditional troglodyte cave house, carved out of the ground. This particular house has been converted into a hotel and is famous, believe it or not, for having been used as a set for the Star Wars movies. Cave dwellings have been used as homes in Tunisia for thousands of years. Dug out of the soft sandstone they offer a cool, shady retreat from the heat of the desert. The second photo shows an underground house in the Swiss Alps. It has been dug out of the ground in order not to disturb the beauty of the surrounding landscape. It's based on a very modern design and, while the rationale behind the project is somewhat different from the Tunisian caves, the underlying concept is basically the same. Living underground is an enduring tradition; it allows you to keep your home at a steady temperature all year around, and all caves, whether in the deserts of north Africa or on the snowy slopes of the Alps, maintain more or less the same temperature.

The third pair of "same but different" images have to do with celebrations. The Venetian carnival is a relatively sober affair, compared to the more outrageous carnivals you'd find in Brazil, but partying is still very much in evidence. The celebrations are characterized by their fashionable costumes and beautiful masks with enigmatic expressions. The second image is a street party that is entirely different; it is the Notting Hill Carnival held in London. To start with, it is not celebrated in February (like traditional carnivals) but at the end of August. It is also a relatively recent festival. It was started in the sixties by the capital's West Indian community, in contrast to the Venice carnival that dates all the way back to the 12th century! It's also on a different scale, attended by more than one million people. The carnival processions themselves are modified versions of the typical street parade with reggae and dance music being the most common sounds you'll hear. However different these celebrations are, the costumes are equally amazing and the idea of carnival is unwavering—to forget your troubles for a couple of days and have a great time.

## Background notes

The Venice Carnival takes place each year, ending at the beginning of Lent, forty days before Easter. The carnival started in the 12th century, but fell into decline in the 1700s. It was brought back in 1979 to promote the history and culture of Venice. People traditionally wear masks and elaborate costumes. The Notting Hill Carnival began in Notting Hill, in London, in 1966. It is organized by the West Indian community in London, originally in an effort to preserve their culture and traditions, but more recently as a celebration of multiculturalism in London.

**b** Allow students time to read the phrases. Point out to students that they will not hear these exact phrases in the audio, but will hear similar ideas expressed. Play the audio again for students to listen and match the phrases to the photos.

### ANSWERS

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

## Alternative

As an alternative to 2b, you could ask students to work in pairs and match the phrases to the photos from memory, then listen again to check.

- 3 a** Students complete A in the Key Vocabulary panel in pairs. Check answers and model pronunciation of *markedly*, *subtly* and *virtually*.

### ANSWERS

- a** basically, essentially, exactly, more or less, roughly, virtually  
**b** completely, entirely, fairly, markedly, radically, significantly, slightly, subtly, totally, vastly  
**a** (a big difference): completely, entirely, markedly, radically, significantly, totally, vastly  
**b** (a small difference): fairly, slightly, subtly  
**c** (neither): basically, essentially, exactly, more or less, roughly, virtually

## Extra activity

Write these incomplete sentences on the board. Ask students to complete them with appropriate words. Check answers and point out that *the same* is often followed by *as* or *that*, and *different* can be followed by *from*.

- 1 *I have the same car* \_\_\_\_ *you.* (as)  
 2 *It's the same book* \_\_\_\_ *I read last year.* (that/as)  
 3 *Her new hairstyle is different* \_\_\_\_ *her old one.* (to/from)

**b** Students work by themselves or in pairs to choose the best options and discuss the question. Check the options, then ask students for their ideas on what the people could be talking about.

### ANSWERS

1 roughly 2 essentially 3 slightly 4 an entirely

## Extra activity

Refer students back to the photos. Divide the class into pairs and ask them to write a sentence comparing each pair of photos using language from part A of the Key Vocabulary panel. Ask students to read their sentences, and ask other class members if they agree. Check that they are using the target vocabulary correctly.

- 4** Refer students to Transcript 9.1 on page 155 to find the nouns. Check answers and make sure students understand the adjectives.

### ANSWERS

constant sunshine enduring tradition modified versions (of the typical street parade) perpetual daylight

- 5 a** Students complete B in the Key Vocabulary panel with a partner. Encourage students to use their dictionaries to help them. Check answers and make sure students understand all the vocabulary. Read the information in the Notice box with the class. Ask students how they would say these things in their language.

### ANSWERS

- a** altered, modified, overhauled, revised, transformed, unrecognizable  
**b** constant, enduring, ongoing, perpetual, unbroken, unwavering  
 1 ongoing 2 perpetual 3 enduring  
 The adjective which collocates with all three nouns is *modified*.

**b** Students look at the collocations with a partner and decide where they might be used.

### ANSWERS

- a** ongoing investigation **b** enduring appeal  
**c** perpetual motion

## Extra activity

Ask students to form pairs and write three sentences using the adjectives in B in the Key Vocabulary panel. Monitor and help while students are working. Ask students take turns reading their sentences out loud, omitting the adjectives. See if the class can guess the missing adjectives.

- 6** Students discuss the questions with a partner. Ask pairs to report back on their discussions, and encourage them to use vocabulary from the Key Vocabulary panels.

## Extra activity

If students are interested in the topic of celebrations, they could (in a multilingual class) prepare a short presentation on a typical celebration in their country. They could bring in photos and visuals to support their presentation. In a monolingual class, students could research a celebration in a different culture of their choice. In the next lesson, students could give their presentations to the class or in small groups, and students could discuss the similarities and differences between them.

## READING

## Lead-in

Ask: *Is fast food popular in your country? What kinds of fast food do people eat? What's your favorite fast food?* Elicit a range of answers, which will probably include a mention of McDonald's. Ask: *Do you like McDonald's food? What is your opinion of the company?* Elicit a range of answers from students.

## Background notes

McDonald's is the largest chain of fast-food restaurants in the world, serving over 60 million customers every day in over 100 countries. The company began in 1940 as a barbecue restaurant, and now employs around 1.7 million people worldwide. It serves mainly hamburgers, cheeseburgers and French fries. However, in response to recent criticism that its food is unhealthy, it has introduced "healthier" options such as salads, fish and fruit smoothies.

- 1 Students look at the photos with a partner and discuss the questions. Ask some pairs to report back to the class about their discussions.
- 2 a Preteach *purchasing power* (the amount of money that a person or group has available to spend), *status*, *benchmark* (something that is used as a standard to measure other things) and *storage unit*. Students read the article and answer the question.  
b Students compare their answers in pairs. Check answers together in class.

## ANSWERS

The price of a burger in different countries can tell us how strong different currencies are in relation to each other. It can also help us to compare the standard of living in different countries.

- 3 a Students read the article again and answer the questions.  
b Students compare their answers with a partner's. Check answers with the class, and ask: *Do you think this is a useful way to compare economies and living standards around the world? Why?*

## ANSWERS

- 1 The Big Mac is sold all over the world, but it is adapted to local markets, to suit different tastes.
- 2 The McWages index compares how much McDonald's workers are paid around the world. It compares how long an employee has to work before they have earned enough to buy a Big Mac.
- 3 The Big Mac index compares the price of a Big Mac in different countries. This allows us to see what the status of the product is in different countries, for example if it is a cheap food or a luxury product.
- 4 Burgonomics means using the Big Mac to compare information about economies and wages in different countries, in a way that makes it easily understandable for people.

## Extra activity

Ask students to find adjectives in the article with the following meanings. Allow students time to compare their answers in pairs before you check with the class.

- 1 para 1: *present everywhere* (ubiquitous)
  - 2 para 1: *related to cooking* (culinary)
  - 3 para 2: *different from everything else; one of a kind* (unique)
  - 4 para 2: *not serious* (lighthearted)
  - 5 para 4: *easy to understand* (digestible)
  - 6 para 4: *presenting ideas in a way that is too simple* (simplistic)
- 4 Students discuss the questions in pairs. In a multilingual class, try to put students from different backgrounds together. Ask pairs to tell the class about their discussions. As a class, discuss what other products could be used for a global price index, e.g., a loaf of bread, a kilo of rice, a Starbucks coffee.

## GRAMMAR PAGE 97

- 1 a Divide the class into pairs to read the information in the Grammar panel, or read it together in class. To remind students of participle clauses in points 3 and 4, refer them back to the work they did on participle clauses in lesson 5.1 on page 51. Students count the number of clauses in the sentences by themselves or in pairs. Then refer students to the grammar reference and practice activities on page 128.

## ANSWERS

- 1 one clause
- 2 four clauses: In some countries it is one of the cheapest fast-food options / while in others it's a luxury / eaten mainly by tourists / especially expensive when compared to local dishes
- 3 three clauses
- 4 four clauses: In Australia, the beef burger has been replaced by lamb / creating the Serious Lamb Burger / while a German version is made with bratwurst sausage and mustard / that is called the Nürnburger

## SENTENCES &amp; CLAUSES

This is a tricky grammar presentation since it encourages students to analyze sentence structure in some detail. If your students are not confident of the difference between a sentence and a clause, you could start by writing a simple sentence on the board and explore in a fun way how it can be built up by adding on extra clauses. For example:

*I work in Los Angeles.*

*I work in Los Angeles, but I live in Laguna Beach.*

*I work in Los Angeles, but I live in Laguna Beach in a small house near the beach.*

*I work in Los Angeles, but I live in Laguna Beach in a small house near the beach that I bought three years ago.*

*I work in Los Angeles, which is on the West Coast of the USA, but I live... , etc.*

You could have students form pairs and give them a similar simple sentence, e.g., *My brother plays soccer* to add to, and see who can add the most clauses.

**b** Students answer the question and underline the linkers with a partner.

## ANSWERS

(Main clauses in bold, linkers underlined)

- The Big Mac is a big hit in most countries.**
- In some countries it is one of the cheapest fast-food options, while in others it's a luxury eaten mainly by tourists,** especially expensive when compared to local dishes.
- Although the index is very popular in some circles, not everyone is sure about the reliability of burgeronomics,** criticizing it as simplistic and misleading.
- In Australia, the beef burger has been replaced by lamb,** creating the Serious Lamb Burger, while **a German version** that is called the Nürnburger, **is made with bratwurst sausages and mustard.**

- 2 a** Students identify the changes that have been made to the clauses.

## ANSWERS

- "while" has been deleted
- "it is" has been deleted
- "and they criticize it" has changed to "criticizing it"
- "while" has been used to join the clauses

**b** Students find examples of the rules in the Grammar panel, working by themselves or with a partner.

## ANSWERS

- ... while a German version...
- ... especially expensive when compared...
- ... criticizing it as...
- ... especially expensive when compared...
- ... that is called the Nürnburger...

### Extra activity

For extra recognition practice of the different kinds of clauses, refer students back to the text and ask them to form pairs to find one more example of a sentence with more than one clause. You could ask different pairs to look at different paragraphs, so they don't all find the same sentence. Check answers and, as a class, discuss how the subsidiary clauses have been linked to the main clauses, and what changes have been made.

- 3 a** Students combine the sentences.
- b** Divide the class into small groups to compare their answers. Check answers together in class, then ask students to change the sentences so they are true for them. Have students return to their groups to discuss the changes they have made. Ask some groups to tell the class how similar or different their sentences were.

## ANSWERS

- Bearing in mind the options available in my town, McDonald's is a good place to eat as it is fairly cheap.
- Offering employment and good working conditions, fast-food chains are still very popular here, even if they are killing local businesses.
- When you're hungry, McDonald's is great for a snack, although not very healthy.
- Using fresh ingredients (that are) prepared and cooked on the premises, local fast-food restaurants offer better value for money.

### SPEAKING

- Divide the class into pairs or small groups for this task. Tell students that this is a fun activity, so they should use their imaginations! Students discuss the questions in their pairs or groups. Monitor and help while they are working.
- Ask each pair or group to present their fast-food dish to the class. Ask other students to respond to the ideas, and end with a class vote to decide on the one that students think will be the most successful.

### Extra activity

If students have enjoyed creating their own fast-food dish, they might like to take the activity further and create a TV commercial for their product that they can act out for the class. You could encourage them to use some of the food vocabulary that they learned in the previous unit (page 86). Alternatively, they might like to create an ad opposed to fast food to perform for the rest of the class.

## 9.2

## ANOTHER TOWN ANOTHER TAXI!

PAGE 98

### Lead-in

With books closed, ask some questions about taxis in open class, e.g., *When was the last time you rode in taxi? Where was it? Who with? Why did you use a taxi? Was it cheap or expensive? Do you enjoy riding in a taxi? What image comes into your head when you think of a taxi?* Elicit a range of answers from the class.

### LISTENING

- Students look at the photos and answer the questions with a partner.
- a** Students listen and write down the order in which the speakers talk about the photos. Check answers together in class.

## ANSWERS

- 1 a 2 c 3 b 4 d



9.2

**H** = Host **P1** = Presenter 1,**P2** = Presenter 2, **P3** = Presenter 3

**H:** Today's show on *The Same but Different* looks at taxi cabs around the world. There is really no better way to get to know a new city than to jump into the back of a cab. As you pull out of the station or approach the outskirts from the airport, you feel yourself being drawn into the hustle and bustle of the city streets. Those first glimpses that you get through the windows of the cab will remain with you as lasting memories. Today we visit four different cities and take a ride through their streets in four very different kinds of taxis. And our first guide for today is Max Brandelli.

**P1:** Hi, here we are in the hustle and bustle of New York City. Yellow cabs have been a feature of New York streets since 1907. They are as much of a landmark as the Statue of Liberty. Stepping into one for the first time is a mixture of emotions. On one hand they feel so familiar from so many TV shows and Hollywood movies, that even on my first trip to New York, it felt like greeting an old friend. But it also feels so exotic—like driving onto a movie set. As you drive along, the downtown skyscrapers lining the streets tower overhead. The first impression you get is of how big everything is. On my first trip the taxi driver was great—a full-scale tourist guide, pointing out the landmarks, telling tales of tourist traps and scams, offering advice on all kinds of dos and don'ts, from food to shopping, to which side of the bed I should sleep on at night!

**H:** New York is not the only city to have yellow cabs. In our next destination there are cabs of all shapes and sizes—and colors too, but Carla Smith's favorites are the bright yellow coco cabs.

**P2:** Here we are in Havana and the taxi I'm riding in is much smaller than the traditional cabs, and much slower and not half as quiet on the inside! But it's still my favorite way to get around the city. This canary yellow three-wheeler with its coconut-shaped body is designed for tourists and it really is a great way to tour the city. It may be a little rough and ready, but there's a certain charm to its egg-shaped, open-sided dome. There are two seats behind and one in front for the driver. My driver is wearing a bright yellow helmet that matches the color of the cab and her long black hair is streaming out from beneath. Although the streets are quiet, conversation is difficult above the noise of the engine, but little by little we manage to exchange a couple of words as she points out the main landmarks. There's also a black version of the coco cab, with yellow stripes on the side. Those are for locals and charge different prices

**H:** And now let's hop continents, over to southeast Asia where Peter Rodsell is taking a ride through the streets of Bangkok.

**P3:** Tuk-tuks, motorized three-wheel rickshaws, are practically a national symbol in Thailand. They come in all shapes and sizes. The one I'm riding in today is taking me on a ride through the streets of downtown Bangkok. It's a one-seat tuk-tuk with space for two passengers. The Bangkok tuk-tuks are painted a distinctive blue and yellow and they are to be seen absolutely everywhere in the city. At the moment we're speeding through narrow back streets, where the only other motorized vehicles are scooters, vying for space side by side with pedestrians and handcarts laden down with boxes. The narrow *soi*, "streets" in Thai, are always bustling with life and full of the most amazing smells of food and burning incense. We pass a group of schoolgirls in the back of another tuk-tuk doing their homework, and a pair of businessmen stopping to buy some street food. As we turn on to a main street with four lanes of busy traffic our plucky three-wheeler with its flower garlands flapping in the wind squeezes its way expertly through the hooting trucks and cars. The noise is deafening, but it's just part and parcel of life in one of the world's busiest cities.

**H:** And our last taxi ride brings us to the relative peace and quiet of the inside of a London cab. With the windows rolled up, there's hardly any noise from the outside and the space in the back feels so indulgent. Even the busy streets of central London seem quiet and sedate from the back of a cab. The downtown traffic is dominated by buses and row upon row of black cabs—not that all of them are black anymore, of course. We've just passed a bright pink one. Oh, there's another one coming up covered in newsprint, a third is sporting the Union Jack. As we drive down Oxford Street and through the shopping district, the streets are packed, but the pedestrians are sticking to the sidewalk in the strict divide between human and motorized traffic. Next week on *The Same but Different* we'll be looking at coffee bars around the world, join us then for more traveler's tales.

**b** Allow students time to read the questions. Play the audio again for them to listen and answer the questions.

## ANSWERS

1 It's a travel show.

2 a New York b Bangkok c Havana d London

3 Students' own answers.

**3 a** Allow students time to read the questions. Play the audio again for them to listen and make notes.

**b** Students compare their notes with a partner's and discuss which taxi they would prefer to ride in. Discuss the answers with the class, and see which taxi is the most popular overall.

## ANSWERS

New York: the city is very busy and everything is very big; the taxi driver was friendly and helpful, pointing out tourist sites; the taxis are yellow; the experience was good

Havana: the city is quiet; the taxi driver is a woman, and points out some landmarks, although it's difficult to hear because of the noise; the taxis are small, noisy and not very comfortable; the experience is good.

Bangkok: the city is very busy and full of amazing smells of food and incense; the streets are full of people; the driver is very good at driving through the busy streets; the taxis are all blue and yellow; the experience is exciting.

London: the city is busy, with a lot of buses and taxis; the driver is not mentioned; the taxis are all the same shape but different colors; the ride experience is calm and quiet.

## Alternative

As an alternative to 3a and b, or with weaker classes, you could divide students into AB pairs. Ask A students to prepare notes on New York and Bangkok. Ask B students to make notes on Havana and London. Students can compare their answers in AA and BB pairs in 3b, then work in their AB pairs to exchange information.

**4** Students explain the expressions in the extracts to a partner. Encourage students to use their dictionaries to help them. Ask pairs to report back, and discuss the meaning of the expressions as a class. Ask students if they can remember which country the extracts referred to. Students can check in Transcript 9.2 on page 156.

## ANSWERS

- 1 as easy to recognize and as well-known as the Statue of Liberty (New York)
- 2 seeing someone you know well but haven't seen for a while (New York)
- 3 illegal tricks to get money from tourists (New York)
- 4 competing for space (Bangkok)

- 5** Students discuss the question in pairs. In a multilingual class, try to put students from different countries together. In a monolingual class, you could also ask students to talk about taxis they have used in other countries, and compare those with the ones described on the program. Ask some students to report back on their discussions.

## Extra activity

If your students enjoy role-playing, you could ask them to imagine that one of them is a tourist and the other is a taxi cab driver in one of the taxis in the photos. Ask them not to mention the name of the city they are in. Monitor and help while students are working. Ask students to perform their conversations for the class. See how quickly the class can guess the city, and ask the class to say which conversation they thought was the most interesting and the most realistic.

## GRAMMAR

- 1 a** Read the noun phrases with the class and explain *handcarts* and *glimpses* if necessary. Do the first noun phrase with the class as an example. Students then work individually to identify the main nouns.
- b** Students compare their answers in pairs. Check answers together in class.

## ANSWERS

- 1 streets 2 road 3 schoolgirls 4 handcarts  
5 skyscrapers 6 glimpses

- 2** Students find examples of the different words and phrases by themselves or with a partner.

## ANSWERS

- a** busy, central, main, downtown  
**b** the, a, a group of, the, those  
**c** London, lanes, traffic, tuk-tuk, homework, boxes, streets, windows, cab  
**d** of (central) London, of (busy) traffic, in the back of another tuk-tuk, through the windows of the cab  
**e** doing their homework, that are laden down with boxes, lining the streets, that you get through the windows of the cab

- 3** Read the information in the Grammar panel with the class. Elicit possible answers to 1–4 for sentence 1 in 1a. Then refer students to the grammar reference and practice activities on page 128.

## ANSWERS

- 1 the 2 busy 3 streets 4 of central London

## NOUN PHRASES

Students will probably have no difficulty in understanding the complex noun phrases in this lesson, but they may still shy away from using complex noun phrases in their writing. To give students more confidence, you could start with a simple noun on the board and, as a class, gradually expand it into a complex noun phrase, e.g.,

*man*

*the man*

*the tall man*

*the tall man with dark hair*

*the tall man with dark hair walking down the street eating a burger*

This will help prepare students for the task in 5.

- 4 a** Make sure students understand *canary* (a small yellow bird). Students write the words in the correct order by themselves or in pairs.
- b** Refer students to Transcript 9.2 on page 156 to check their answers.

## ANSWERS

- 1 the relative peace and quiet of the inside of a London cab  
2 this canary yellow three-wheeler with its coconut-shaped body  
3 a bright yellow helmet that matches the color of the cab  
4 the most amazing smells of food and burning incense  
5 a pair of businessmen stopping to buy some street food

- 5 a** Students prepare their noun phrases by themselves. Monitor and help while they are working.
- b** Divide the class into pairs to compare their phrases and explain why they are significant. Ask some students to tell the class about one of their partner's noun phrases.

## Alternative

As an alternative to 5b, pick up the noun phrases and then distribute them randomly around the class. Ask students to take turns reading one of the noun phrases they have been given, and see if the class can guess who wrote it and what it refers to. Correct any errors in the noun phrases as a class.

## VOCABULARY PAGE 99

- 1 a** Focus on the heading and explain that binomials are pairs of nouns that are often used together. Students match the expressions with their synonyms, working alone or in pairs. Check answers and check that students understand all the expressions.

## ANSWERS

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

- b** Students look at the binomials again and answer the questions individually or in pairs.

## ANSWERS

- words with similar meanings: hustle and bustle, shapes and sizes, little by little, side by side, peace and quiet
- opposites: dos and don'ts
- two nouns: hustle and bustle, dos and don'ts, shapes and sizes, little by little, side by side, part and parcel, peace and quiet
- two adjectives: rough and ready

Students' own answers.

## Extra activity

Divide the class into pairs. Ask them to choose three of the expressions and write their own example sentences for them. Monitor and help while students are working. Ask each pair to read their example sentences to the class, omitting the expression. See if the class can guess the missing expressions.

## PRONUNCIATION

- 1 a** Read the options a–c with the class. Ask students to read the four sentences, and deal with any vocabulary issues. You could ask students to form pairs to read the sentences and predict where the stress falls. Play the audio for students to listen to the stress.

## ANSWER

c

**b** Play the audio again for students to listen and repeat. Encourage students to copy the stress pattern on the audio.

## SPEAKING

- 1** Allow students time to prepare their ideas individually, then put students into groups to discuss the questions.
- 2** Ask each group to report back on their discussions. Discuss as a class the benefits and disadvantages of city life and small town life.

## 9.3 A DAY TO REMEMBER... PAGE 100

## Lead-in

Ask: *What are the most important days of someone's life?* Elicit some examples, e.g., *graduating from high school or college, getting your first job, getting married, having children.* Ask: *Do you think it is important to celebrate important days? Why?* Elicit a range of answers from the class.

## SPEAKING

- 1** Focus on the photos and elicit a description of each. Students work in pairs to look at the photos and discuss the questions. Ask pairs to report back on their answers.

## ANSWERS

Both photos show people celebrating weddings, but they are different because the bride and groom are wearing different clothes and obviously belong to different cultures.

- 2 a** Students check the meanings of the words individually or in pairs and see which ones they can see in the photos. Check answers, but don't check the meanings of all the vocabulary yet.

## ANSWERS

The photos show: bouquet, bride, civil ceremony, confetti, groom, veil, wedding guests

**b** Students categorize the words by themselves or with a partner. Check answers and make sure students understand all the vocabulary.

## ANSWERS

- a** bride, groom, wedding guests  
**b** church (wedding), registry office  
**c** vows  
**d** bouquet, confetti, marriage certificate, veil, wedding photos

- 3 a** Students discuss the questions in pairs. Ask some pairs to report back to the class.

**b** With their partners, students write a description of one of the weddings they discussed. Monitor and help while students are working. Pairs could exchange descriptions with another pair and decide which wedding they prefer.

## READING

- 1 a** Preteach *intimacy, unconventional, communal, garlands, parasol* and *en masse*. Students read the article and match the paragraphs with the headings and answer the question.
- b** Students compare their answers in pairs. Check answers together in class and ask students what is different about these weddings. Elicit possible alternative headings for each paragraph.

## ANSWERS

1 d 2 b 3 a 4 c

These weddings are different because they are large communal weddings, so a lot of couples are getting married at the same time. Suggested paragraph headings: **a** Everyone's special day **b** Many different backgrounds **c** India **d** Traditional and modern in China

- 2 a** Students read the article again and answer the questions.
- b** Students compare their answers in pairs. Check answers together in class.

## ANSWERS

- 1** Thousands of couples are all getting married at the same time.  
**2** For people of different backgrounds to express their love together.  
**3** In India, yellow stands for everlasting love. In China, red is a symbol of luck.  
**4** Flowers.

- 3 a** Students discuss the communal weddings in pairs and compare them to weddings they have attended.
- b** Ask pairs to tell the class about their discussions and say how similar or different their experiences have been.

### Extra activity

If your students are interested in this topic, you could download some more photos of weddings in other countries for students to discuss and compare in the next lesson. You can easily find photos by searching for “wedding Vietnam” or “wedding Kenya,” etc. Alternatively, students could choose a culture and research its wedding traditions. They could prepare a short talk for the next class, and download some photos to accompany their talk. Students could present their findings in small groups, or to the class. Students could discuss which traditions they like best.

### VOCABULARY PAGE 101

- 1 a** Explain that there are no correct or incorrect answers in this exercise, but students should choose the answers that are true of weddings in their culture.
- b** Divide the class into pairs to compare their answers and answer the questions about the expressions. Ask some pairs to tell the class about their discussions, then check answers to the questions about the expressions.

#### ANSWERS

- 1** similarity: varies little, are not unlike, don't vary, are closely linked with, are very close to  
 difference: differs greatly, bear no resemblance to, are distinct, are inconsistent with, are far removed from
- 2** The expressions are all more common in written language.

### Extra activity

For some controlled practice of the vocabulary before students move on to the freer practice, write these incomplete sentences on the board and ask students to complete them by adding one word in each blank. You could do this as a test, with books closed.

- Wearing black to a wedding is \_\_\_\_\_ with local traditions.* (inconsistent)
- A lot of modern weddings bear no \_\_\_\_\_ to traditional ones.* (resemblance)
- Her small wedding was far \_\_\_\_\_ from the typical large family occasion.* (removed)
- Some Indian weddings are not \_\_\_\_\_ European weddings.* (unlike)
- A lot of Chinese traditions are very \_\_\_\_\_ to those in other Asian countries.* (close)

- 2 a** Students discuss the questions in groups. Monitor and help while students are working.
- b** Students write a short summary of their discussions with their groups. Encourage them to use as many expressions to express similarity and difference as they can. Monitor and help while students are working.
- 3** Ask groups to take turns reading their summaries to the class. Ask other students to comment on what they found interesting or surprising in each summary.

### SPEAKING

- 1 a** Read the occasions with the class and make sure students understand them. Divide the class into groups to discuss how the occasions are celebrated. Ask groups to report back to the class.
- b** Students discuss the question in their groups. Ask groups to report back to the class, and ask other students if these occasions are also celebrated in their family or culture.
- 2** Allow students time to prepare their ideas individually, then have them form pairs and explain to each other what the occasion is and what they should expect. In a multilingual class, students might like to repeat the activity with different partners to learn about occasions in other cultures.

### Extra activity

If your students are interested in the topic of weddings, write these questions on the board and ask students to discuss them in small groups. Ask groups to report back to the class on their discussions.

- Is it better to have a small or large wedding? Why?*
- Do you think weddings are joyful or stressful events? Is it true that your wedding day is the happiest day of your life?*
- Do you think it is important to be married? Why?/Why not?*

## 9.4 FUNCTIONAL LANGUAGE PAGE 102

### TUNE IN

- 1** Lead in by focusing on the photos and eliciting what is happening in each. Ask: *Do you do these things with your friends? When?* Elicit a range of answers from the class. Students discuss the questions in pairs. Ask some pairs to tell the class about their discussions.
- 2** Read the questions with the class and ask students to predict what the speakers' ideas will be. Elicit a few ideas. Preteach *country estate* (a large house in the country). Play the audio for students to listen and answer the questions. Allow students time to compare their answers in pairs before checking them in class.

## ANSWERS

They suggest a trip to a musical, a trip to a country estate with a picnic, and a trip to a local restaurant and nightclub.  
The agree on a picnic in their local park and a visit to a nightclub.

 9.4

**C** = Claire, **E** = Elaine, **N** = Nancy

C: Hi, guys.

E/S: Hi.

C: Hi. Hi. OK, we'd better get started on this.

E: OK.

N: OK.

C: We have... er, I know we all have studying and stuff and actually I have my mom's birthday present to figure out.

E: OK. Well I've had a brain wave!

N: Yes?

C: Yes, go on.

E: I've spoken to a couple of people and they're totally up for seeing this show that's in town right now. So I was thinking we could rent a bus...

C: I see

N: Yes.

E: ... zoom down, and then we'd hang out in the city and, and everyone's saying it's a wicked show...

S: A musical. Hmm.

C: What show would this be? Is this a Broadway kind of big, big thing?

E: Yes, yes, yes!

C: OK. So have you thought about the cost?

E: Yes, and I called just to get like, a preliminary idea and if there's enough of us, like say 50 of us, we can get a discount on the tickets.

N: Yeah.

C: Hmm.

N: The thing about going to a musical, though, is that there's no kind of conversation. We're all just sit there watching something.

E: Yes, in the beginning, but then after...

N: It would be nice to celebrate ... somehow.

C: My concern also would be how many people like musicals.

N: Yeah.

C: I don't mean to put a downer on it. I just think we may have to compromise.

E: Oh, right.

N: I have these brochures of this place. Take a look. A place named Portly House.

E: Oh?

N: It's a beautiful country estate. Apparently 200 years old. And it's conserved in just the same way as it was 200 years ago. And you can go on beautiful walks. There's a huge garden, lovely café...

C: How far in advance do we need to decide?

N: Um, Well, it says here you can just call the day before so I'd be happy to do that.

C: It's a very long way. Two hours.

E: Two hours!

N: Yeah, but I could rent a bus.

E: Do you think the weather's going to hold out though? I mean if we're gonna have like this big picnic, sounds wicked.

N: Yeah!

E: Like everyone can bring food. But if it's raining, what are we going to do? Sit in a museum for like...

C: I like the picnic, because we can do that on a budget. We can do that fairly cheaply.

N: Everyone can bring their own food...

C: Yeah, I'm not sure about, to be honest, the country estate thing is maybe a little bit too stuffy for people who want to kind of shake it all out after their exams.

E: Yeah.

N: But also for the foreign students it's great to show them some culture before they go back.

C: Hmm, OK, let me maybe make a little suggestion here...

N: OK.

C: ...speak up.

E: Go ahead.

C: I thought maybe we could all just go to a local restaurant and then on to a nightclub afterward. For me it's about just letting go, just relaxing at the end of the...

E: Well, OK, what about if we took like the middle road. So like we like the picnic idea, right?

N: Yup.

E: Everyone can buy their own food as cheap or as expensive as they want.

N: Yup.

E: OK, because the restaurants in the city are pretty expensive.

N: Yeah.

C: Hmm.

E: OK, we can just relax; take over a corner of the park. And then, when we've finished that, we can head to the nightclub!

C: That might work.

N: Picnic and nightclub.

C: Picnic and nightclub.

E: Then we can start early in the afternoon and then just keep going until... whenever!

N: Whenever!

C: OK.

E: Yes.

N: I like that idea.

**3 a** Students complete the objections to the suggestions by themselves or with a partner.

**b** Play the audio again for students to listen and check their answers.

## ANSWERS

**1** conversation **2** everyone **3** a long way **4** the weather  
**5** too stuffy **6** expensive

## FOCUS ON LANGUAGE

**4 a** Students identify the strategies in the extracts with a partner. Check answers and elicit other ideas for strategies that can be used.

## ANSWERS

- using fillers and other delaying strategies: The thing about going to a musical, though..., I'm not sure about, to be honest,...
- using modal verbs: My concern also would be... , That might work... but...
- using adverbs and modifiers to make the criticism seem less significant: there's maybe a compromise..., maybe a little too stuffy, It's a long way
- other strategies: apologizing: I don't mean to put a downer on it...

**b** Read the question with the class. Refer students to the transcript on page 156 to find more examples of questions that suggest polite criticism. Check answers, and ask students if this strategy is also used in their language.

## ANSWERS

How many people like musicals?

Do you think the weather's going to hold out though?

If it's raining, what are we going to do?

## Extra activity

Divide the class into groups of three and ask them to take one role each from the audio. Refer students to Transcript 9.4 on page 156 to read, then ask them to act out the conversation from memory, using the objections from 3a or their own ideas. Tell students they don't necessarily have to arrive at the same conclusion as the speakers in the audio. Encourage them to use some of the strategies from 4a. Monitor while students are working, then ask them to report back on which activity they chose.

Focus on the information on listing with the class and allow students time to read the sentence. Play the audio for students to listen and answer the question. Check the answer, and explain that when we are giving a list, our voice goes up on all the items except the last, when the intonation comes down. Play the audio again for students to listen and repeat. Ask students to make a list individually of things they would take to the country house. Divide the class into pairs to read their lists to each other, and then repeat them back. Monitor while students are working, and encourage them to use the same intonation as on the audio.

## ANSWERS

The voice goes up on all the bold items except the final one, when it comes down.

- 5** Students work in pairs to make the criticisms more polite. Discuss the answers together in class.

## POSSIBLE ANSWERS

- 1 I'm not sure, but, it doesn't really sound all that exciting.
- 2 My concern would be that if people take the bus, they might not be able to leave when they want.
- 3 Are there too many of us to sit around one table?
- 4 Do you think everyone likes seafood?

## OVER TO YOU

- 6** Divide students into groups of four and refer them to the appropriate pages. If your class does not divide neatly into groups of four, some students can share a role. Allow students time to prepare their ideas individually, then have them get together with the members of their groups to discuss the options and decide on a venue. Encourage them to use the strategies from 4a to criticize each other's ideas politely. Monitor while students are working, then ask groups to report back on which venue they chose and why.

## Extra activity

For extra practice, you could think of another event as a class, e.g., a friend's birthday, or a fellow worker's retirement. Ask students to prepare their own suggestions, then put them into small groups to discuss the options and reach agreement. Ask groups to report back on what they decided.

## 9.5 SPEAKING TASK PAGE 103

## TUNE IN

- 1** You could lead in by asking students when they last had to make a difficult decision. Ask: *What was the decision? How did you make it?* Elicit a few answers, then refer students to the photo and have them form pairs to discuss the questions. Ask some pairs to report back to the class.
- 2** Allow students time to read the questions. Play the audio for students to listen and answer the questions. Check answers then ask: *Do you think this is a good compromise? Why?* Elicit a range of answers.

## ANSWERS

- 1 They want to go and see Sujo Dojo in a concert.
- 2 It will cost about 75 dollars.
- 3 They decide to watch the concert on TV.
- 4 It isn't as good, but it's much cheaper.



9.6

O = Olivia C = Claire

O: Have you heard Sujo Dojo is touring?

C: Yeah, I saw that. They're playing at the disco in June. Can you imagine?

O: Wouldn't it be fantastic?! I've wanted to see them for ages. They're so good live. I just don't think I can afford it right now. You know, I've just moved into my new apartment and all that—and anyway, did you see the tickets for Half Man? They were 75 dollars each!

C: And that was at the disco. I imagine it'll be roughly the same price.

O: That's so much. I'd understand if it was, like, The Kaiser Chiefs or someone.

C: Mm. At that price I'm really not sure whether or not to go.

O: There is another option. They stream their gigs on YouTube, so we could always see it online.

C: Ah, come on, that's hardly the same, is it? It's no substitute for actually being there. Anyway, I don't think it is.

O: Do you have 75 dollars to spare?

C: Good point... I'm still making car payments.

O: ... I mean, we could go I suppose, but then again, I'm not sure where I'd get the money from...

C: I'm in two minds about it too... I suppose I could go, but I just don't think it's worth it...

O: Look, I have good Internet service and I can connect my PC up to the TV. Come over and watch it with me.

C: That's nice of you, it really is, but, I dunno, watching concerts on TV, it's a little weird.

O: Actually, it's not bad. You get a much better view, and it's a lot more comfortable, that's for sure.

C: Yeah, that's true. I hate standing all evening. But if we're going to watch it at home, we might as well wait for the DVD to come out or whatever.

- O: I don't think so. The fact that it's happening right there and then makes it more exciting somehow. I don't think it's that different from being there, you know.
- C: Really? I can't believe the atmosphere in your living room is anything like the discoteque, frankly.
- O: Ha ha.
- C: Still, I just don't think I could justify spending that much money on a concert.
- O: It's not like it's a necessity, is it?
- C: Oh! But it's Sujo Dojo! I can't make up my mind!
- O: Think about all that money you'd spend getting there and eating and drinking. It all adds up.
- C: True. True. OK, you've talked me out of it. So do you have to reserve it to watch it?
- O: No, you just go to Livestream when it's about to start.

### PREPARE FOR TASK

- 3** Students work individually or form pairs to match the phrases to the more formal synonyms. Check answers and make sure students understand all the phrases.

#### ANSWERS

- 1 seriously doubt whether
- 2 One possibility would be to
- 3 on the other hand
- 4 undecided
- 5 could equally
- 6 defend
- 7 hardly
- 8 Consider
- 9 convinced me

- 4 a** Students read the situations and write down the pros and cons. Elicit possible answers from the class, then ask students which decision they would find most difficult and why.

### Extra activity

To prepare students for the roleplay in 4b, ask them to write two sentences about each decision, using the phrases in 3. Monitor and help while students are working. Ask a few students to read some of their sentences to the class, and correct any errors in the phrases. Students can then use their phrases in the roleplay in 4b.

**b** Demonstrate the task by asking a confident student to tell you about one of the decisions. Play the role of a friend and offer suggestions or advice. Divide the class into pairs to act out the situations. Monitor while students are working, then ask some students to tell the class what decisions they made in the end.

### TASK

- 5 a** Divide the class into groups of three and assign roles. Explain the task, and ask student As to turn to page 144. Students discuss the prizes with the members of their group and help student A make a decision.
- b** Students repeat the activity, with student Bs deciding on their prize.
- 6** Ask student Cs to tell their group which of the prizes they would choose and why.

### REPORT BACK

- 7 a** Divide the class into pairs with a student from a different group. Students ask and answer the questions.
- b** Ask pairs to tell the class which prize they chose and why. See which prize was the most popular with the class.

### Mixed ability

With weaker classes, explain to students that they are going to work in groups of three, with A and B making a decision about which prize to accept and C helping them make their decision. Divide the class into A, B and C students, and have students form AA, BB and CC pairs. Refer the AA and BB students to their lists of prizes and ask them to discuss the advantages and disadvantages of each with their partner. Ask the CC pairs to look at both lists and think about what advice they are going to give their classmates. Monitor and help while students are working. Put students into their ABC groups to follow steps 5a, 5b and 6 as usual.

With stronger classes, students might prefer to think of their own set of three things they need to choose from. Brainstorm some ideas with the class first, e.g., they have been offered three different jobs and don't know which to choose, or they have the chance to go on vacation to three different places with friends. Ask students to list the three things they have to choose between. Divide the class into groups of three and ask them to take turns showing their classmates their list of choices and then help each other to make decisions. Ask groups to report back on which decision each student chose and why.

Refer students to Review E, Unit 9 on page 114.