

UNIT 3: DIFFERENT CULTURES

Speaking: Celebrations

Student preparation for this class: Have students complete the Online / Workbook language preparation exercises at home before the lesson begins.

Teacher preparation: None

Online / Workbook language preparation

Focus: These exercises introduce language for talking about special occasions: introducing words associated with festivities; introducing connecting words; the past simple tense; pronunciation of past simple verbs and *-ed*.

Develop your exam skills (Student's Book p. 26)

Focus: These exercises focus on Part 3 of the Speaking test: Two-way discussion: Exercises 1–4 focus on understanding the examiner's questions; Exercises 5–6 train students to give relevant answers of an appropriate length; Exercises 6–7 provide an opportunity to practise.

Introduction

- 1 Introduce the unit by getting students to talk about the pictures on pages 28 and 32 in pairs. Ask them to talk about what they can see and how it relates to the unit topic, *Different cultures* and the Speaking section, *Celebrations*. Elicit information from students and have them guess what the other sections will be about. (The Korean marriage ceremony relates to celebrations; the others could be about British culture and about how people live in different countries.)
- 2 Use one of the Spot checks to clarify students' understanding of the Online / Workbook language preparation. You can use the other Spot check at an appropriate time during the lesson.

Spot check 1

To check students' recall of vocabulary associated with special occasions do the following activity.

1. On the board, write the verbs *celebrate, give, make, visit, watch, wear*, and the nouns *family, presents, costumes, traditional food, New Year, fireworks*.
2. Have students work in groups of three to write six sentences, each containing one of the verbs and one of the nouns on the board. See which group can make the most correct sentences in the shortest time.

Spot check 2

To provide practice using the past simple tense, play noughts and crosses using irregular verbs from the unit.

1. On the board in a 3 x 3 grid, write the verbs *be, eat, get, go, have, meet, see, sing* and *wear*.
2. Put students in two teams: 'noughts' (O) and 'crosses' (X).
3. Teams take turns to select a word and use it in a sentence in the past simple tense.
4. If a team uses the word correctly, they win the square. (Whilst adjudicating, focus on correct use of the verb and ignore other errors that do not significantly impede comprehension.)
5. The team that is able to win three consecutive squares (horizontally, vertically or diagonally) wins the game.

Exercise 1: Understanding a Part 2 task card

- a) Go over the Exam information on timing in the Speaking test and how Part 3 works. Spend a few minutes discussing how students feel about this part of the exam. Then do the exercises together as a class.
- b) Have students match the topics to the three task cards.
- c) Students feed back on which topic they would prefer to talk about and why.

Answers

a 3 b 2 c 1

Exercise 2: Understanding Part 3 questions

- a) Highlight the Exam tip and how the topics in Part 2, which students have just discussed, will prepare them for Part 3.
- b) Students match questions a–c to the task cards in Exercise 1.

Answers

a 3 b 2 c 1



Exercise 3: Understanding key words in questions

Students do the exercises following the instructions in the book and compare their answers in pairs.

Answers

- 1 Is it important for a country to have festivals?
- 2 Are friends more important than family?

Exercise 4: Matching a question and answer

- a) Students read the two answers and match them to the question in Exercise 3.
- b) Elicit in what way the two answers are different, but don't go into any detail at this stage.

Typical mistakes: Students may have difficulty hearing unstressed words such as *an* and *of*. Point out that in most cases, hearing the words that are stressed will give them a good enough understanding of the question.

Answer

1 Is it important for a country to have festivals?

Exercise 5: Evaluating answers

- Have students work in pairs, with one student evaluating response A and the other evaluating response B.
- Pairs share their answers. Then discuss as a class.

Answers

1 A Yes B Yes

2 A Yes. The speaker also extends the answer to include other countries.

B No. The speaker talks about a personal experience of a festival, not about the importance of a country having festivals.

3 A Yes: *In my country, we ... It is important. ... I like travelling to other countries ...*

B Yes: *I went to a festival ... It was important to me because ...*

4 A Yes (seven sentences) B No (two sentences)

Exercise 6: Using link words

Students discuss the answer in pairs. During feedback explain that link words can help students keep talking while they think of how to continue and also signal to the examiner how they will continue.

also: giving additional information

I think: giving an opinion

I mean: providing clarification

In addition, each link word or phrase keeps the flow of the answer.

Exercise 7: Asking and answering a Part 3 question

- Give students 5–10 minutes to prepare their answers. Refer them to the Grammar section: *Verbs for talking about the past*.
- Have students ask and answer in pairs.
- If possible, students then record their answers and assess them using the questions in Exercise 5.

Typical mistakes: Some students may give short answers in order to avoid the risk of making mistakes. Point out that the examiner will focus more on what they can do with English than on the mistakes that they make.

Extension activity (20 mins)

To provide further practice in answering Speaking Part 3 questions, do the following activity.

- Elicit as many questions based on the stem as you can.
- Ask each student in the class to choose one of the questions.
- Have students stand up and circulate, asking each other their questions. Instruct them to change partners after every minute.



Practice for the test (20–30 mins)

This can be done in class as pairwork or assigned for homework. Remind students to look back at the Exam tips in the unit. Point out that students can do more activities online if they want extra practice or to consolidate what they have learnt.

Part 2

Answers

Exercise 1

Model answer

special occasion: graduation

where: university, England

when: last summer

who: my family

explain how you felt: excited, nervous

Exercise 2

Model answer

My special occasion was my graduation ceremony. There was a parade with the professors and the other students. Then we went into a hall for the ceremony and we got our certificates. I graduated in England from Oxford University. It was last summer. It was very hot. My family flew to England for the ceremony and we celebrated together. I was very excited because my family came to visit me. I was nervous too. It was a very important day.

Part 3

Exercise 4

Model answers

What is an important festival in your country?

An important festival in my country is New Year's Eve.

There is a big parade and a carnival. Tourists visit the city and watch the festival. It is a special evening.

What are your favourite parts of this festival?

My favourite parts of the festival are the music and the clothes. I enjoy watching the parade and the beautiful costumes. I really like singing and dancing to the music. It's fun.

How have special occasions such as weddings changed in your country?

I think that weddings are the same. In my country we are proud of our traditions. The family go to a special building for the wedding ceremony. Then there are two or three meals for other family and friends.

Reading: British culture

Student preparation for this class: Have students complete the Online / Workbook vocabulary preparation exercises at home before the lesson begins.

Teacher preparation: None.

Online / Workbook vocabulary preparation

Focus: The purpose of these activities is to review and extend vocabulary for places, games and food in Britain, and check understanding of words for different regions in the United Kingdom.

Develop your exam skills (Student's Book p. 28)

Focus: These exercises train students to understand text organization and help them to match headings to sections of text.

Introduction

Use one of the Spot checks to clarify students' understanding of the Online / Workbook vocabulary preparation. You can use the other Spot check at an appropriate time during the lesson.

Spot check 1

To check students' recall of names for places, objects, food and drink in England, write the following words from the Online / Workbook Exercises 1, 3 and 4 on the board: *City Hall, the Old Bailey, the Gherkin, the Palace of Westminster, tearoom, kettle, teapot, Cornish pasty, smoothie, duck-duck-goose, scones, haggis, elderflower cordial, rarebit, leek.*

1. Ask students to tell you which word(s) go with the definitions you say to them, e.g. *It's a place that looks like a vegetable* (the Gherkin). *It's something you use to boil water* (a kettle).
2. Ask students to write two definitions for words they pick themselves.
3. Put students in groups of three or four. They then take it in turns to read out their definitions; the other group members listen to the definitions and guess the words.
4. You can make the game harder by removing the words from the board after students have finished writing their definitions. Give them time to have another look before you do so.

Spot check 2

To review vocabulary for places, objects, food and drink in England, have a class quiz.

1. Put students in two or more teams. Explain that you are going to have a quiz about England and that each team must write four questions to ask the other team(s).
2. Remind them to refer to the information in their Workbooks or Online when writing their questions. Write some question prompts on the board to help with ideas:
What is (the Gherkin)?
What happens in (the Palace of Westminster)?
What sort of food is (England) famous for?
How do you make (tea) in England?

3. When the teams have written their questions, they take it in turns to put them to the other team(s).



Exercise 1: Identifying what a text is about

- a) Go over the Exam information on matching headings. Remind students that they have already looked at the techniques of skimming and scanning in Unit 2. Explain that Exercise 1 will help them understand what the text on page 28 is about.
- b) Have students read paragraph A individually following the instructions in the book. Discuss their answers, emphasizing that answers may vary. Challenge them to explain why they underlined the sections that they did.

Answer

1 It is not easy to compare the artistic styles and periods of different countries. This is partly ...

Exercise 2: Identifying links to the main paragraph

- a) Have students read paragraph B and identify links to the main paragraph as a class. Accept any answer and discuss why it is relevant or why not. If necessary, write the following headings on the board. You can then elicit words from the text (shown below in *italics*) that relate to these headings.

Artistic styles: *Victorian*

Periods: *the twentieth century*

Different countries: *confusion / non-British people / who know little about it*

Different words for same features: *different styles can be called Victorian*

Styles and periods overlap: *Queen Victoria's reign lasted from 1837 until her death in 1901. Secondly, the Victorian style itself continued right into the twentieth century ...*

- b) Have students read paragraphs C and D and underline any other links to the main paragraph.

Suggested answers

B An example of this is the 'Victorian' period ... British royal history, which could create confusion to non-British people who know little about it – Queen Victoria's reign lasted from 1837 until her death in 1901. Secondly, the Victorian style itself continued right into the twentieth century, and it could be argued that there are different styles that can be called Victorian ...

C Despite Victorian times being characterized by romanticism, the famous British romantic poets belong to the period before Queen Victoria. ... And, even if we know they can all be described as Georgian artists, which King George does this refer to? Actually, it refers to four of them (George I, George II, George III and George IV), covering a long period including most of the eighteenth century and some of the nineteenth. But then again, there was a Georgian revival in the twentieth century. Moreover, the style itself incorporates previous styles, including gothic; it also has its own subdivision ...

D The period after the Victorian era is referred to as Edwardian, after Edward VII ... Unsurprisingly, nobody is sure whether 1910 is the correct end point for the period. ... And then, in other European countries, the Art Nouveau era ended around the same time ...

Exercise 3: Using signposting language

- Point out that certain words and phrases, such as the ones in Exercise 3, can help the reader follow a text. Go over the example and clarify the concept of 'signposting'.
- Ask students to do the exercise following the instructions in the book and compare their answers in pairs. Feed back as a class. Refer to the Grammar section: *Adverbs that introduce further explanation*.

Answers

first of all (B): introduces the first reason why it is difficult to describe 'Victorian'
secondly (B): gives the next reason for the difficulty
despite (C): introduces a contrast
then again (C): introduces another complicating factor
moreover (C): introduces another reason why it is difficult to say what 'Georgian' refers to
unsurprisingly (D): indicates that by now the reader will not be surprised at what he/she reads

Exercise 4: Identifying organization of a text

- Point out that students will have already identified particular periods in Exercise 2. Tell them to circle each period and think about how each one clarifies the general theme.
- Follow up by explaining any problems that students have with the concepts of *Victorian*, *Edwardian* and *Georgian* times.

Answers

B Victorian **C** Georgian (also mentioned: Georgian revival, gothic, Regency) **D** Edwardian (and Art Nouveau)

Exercise 5: Concluding an essay

Ask students to do the exercise following the instructions in the book and compare their answers in groups. Feed back as a class.

Typical mistakes: Students may not have thought carefully about the role of the conclusion in a text and this may mean that they find it hard to identify key features or write effective conclusions to their own essays. Go over the function of the conclusion: draw their attention to examples of effective conclusions and spend some time discussing what makes an effective conclusion.

Answer

Point **a** is essential: the conclusion should pick up the main point.
Point **b** is important as referring back to the main ideas brings the text together.
Points **c** and **e** emphasize the relevance of the text as they link the issue that is explained in the text to real-life consequences.
Point **d** is unsuitable: conclusions should not include new information.

Extension activity (25 mins)

To raise awareness of the type of exam question that involves choosing headings, ask students to look at another text (e.g. the one on page 12) and decide on a heading for each paragraph.

Have them work in groups to compare their headings and choose the one they like best.

Practice for the test (30 mins)

This can be done in class as pairwork or assigned for homework. Remind students to look back at the Exam tips in the unit. Point out that students can do more activities online if they want extra practice or to consolidate what they have learnt.

Answers

Section A: 2 Section B: 10 Section C: 3 Section D: 5
Section E: 1 Section F: 7

Listening: Comparing lifestyles

Student preparation for this class: Have students complete the Online / Workbook vocabulary preparation exercises at home before the lesson begins.

Teacher preparation: None

Online / Workbook vocabulary preparation

Focus: The purpose of these activities is to introduce vocabulary related to culture, food, dress and housing; the difference between *make*, *have* and *do*.

Develop your exam skills (Student's Book p. 31)

Focus: Exercises 1–2 focus on language used for comparing and contrasting; Exercises 3–5 train students to answer multiple-choice matching information questions in the Listening test on the subject of food and weddings.

Introduction

Use the Spot checks to clarify students' understanding of the Online / Workbook vocabulary preparation.

Spot check

To reinforce the vocabulary related to culture, do a word sorting exercise.

- Get students to close their books.
- Write all the words from the word map in Exercise 2 from the Workbook or Online on the board in random order: *alphabet, block of flats, brick, concrete, cotton, culture, diet, hat, headdress, house, national costume, material, pronunciation, scarf, silk, spicy, sweet, taste and vegetarian*.

Circle the four words that are the main headings: *Communication, Diet, National costume and Housing*.

- Put students in groups of three and have them write the words under the four main headings.

4. Have a class discussion to check the grouping of the words and answer questions about any of the words.

Exercise 1: Identifying words for comparing and contrasting

- a) Books closed, write these sentences on the board:

Compare your language with English and contrast your language with English.

Ask students what they think the difference is. After discussion, point out that *compare* means 'to look at things to see how they are similar and how they are different', whereas *contrast* means 'to look at things to see how they are different'.

- b) Put students in groups of three and ask them to make a list of comparing and contrasting language, e.g. *the same as*, *different from*. After a few minutes, ask students to look at page 31 and the words in Exercise 1.
- c) Play the recording (track 23) and have them underline the words they hear. Ask students to compare their answers with each other.

Answers

the same as more [common] than much more [open] in comparison with [friendlier] than

Exercise 2: Completing tables

- a) The table in Exercise 2 is a good way of practising adverbs that emphasize similarity or limit similarity. Point out that these words can all go in front of the adjective *similar*, as in the phrase *extremely similar*. Refer to the Grammar section: *Modifying adverbs used with comparisons*.
- b) Ask students to do the exercise individually and then check their answers in pairs. Have students study the sentences under the table carefully.

Answers

To emphasize similarity	To limit similarity
very	a bit
extremely	rather
incredibly	quite
exactly	not
	a little

Exercise 3: Listening for relevant information

- a) Draw students' attention to the Exam information. Make sure they understand that in this question type they will not hear the speakers in the same order as on the question sheet.
- b) Before students listen to the recording, have them read the question and try to guess the answers. This prediction is an important step in preparing to listen. Then play the recording (track 24) and have them find the answers.

Answers

1 b 2 c 3 e

Exercise 4: Turning sentence stems into questions

- a) Draw students' attention to the Exam tip. Point out the technique of changing a sentence stem into a question.
- b) Students then work individually and turn the sentence stems into questions. Have them compare their answers in pairs.

Answers

1 In traditional Indian families, where did the bride and groom meet for the first time?

2 In India, what did the father of the bride use to do?

3 What has it become popular for Indian families to do recently?

4 Where does the couple live after they are married?

Exercise 5: Answering multiple-choice questions

- a) Have students read the questions carefully and predict their answers. Then ask them to work in pairs to compare what they think the answers to the questions might be.
- b) Play the recording (track 25) and have students compare their answers.

Answers

1 b 2 c 3 a 4 b

Extension activity (20 mins)

To provide further practice in listening to comparisons and contrasts, have students take it in turns to give a talk on two people they know well (e.g. family members).

1. Tell students they are going to prepare and then give a talk comparing and contrasting two people they know well. Give an example of things they can say, e.g. *My father likes watching football, but my mother likes watching movies*.
2. Give students 10 minutes to prepare and make notes while you monitor and help with language.
3. Put students in groups of four and let them take it in turns to give their talk to the rest of the group using the language introduced in the unit.

Practice for the test (30 mins)

This can be done in class as pairwork or assigned for homework. Remind students to look back at the Exam tips in the unit. Point out that students can do more activities online if they want extra practice or to consolidate what they have learnt.

Answers

1 b 2 b 3 a 4 c 5 g 6 water festivals 7 six 8 life, wealth, luck 9 New Year 10 (by) ancient tradition

Writing: World culture

Student preparation for this class: Have students complete the Online / Workbook language preparation exercises at home before the lesson begins.

Teacher preparation: Download and print out the Spot check handout (one per student). For the Extension activity, prepare bundles of 10–12 blank slips of paper (one set for each group of four students). (30 mins)

Online / Workbook language preparation

Focus: The purpose of these activities is to introduce common nouns associated with culture and a range of negative and positive adjectives; introduce *Subject + Verb + Object* word order and common conjunctions.

Develop your exam skills (Student's Book p. 34)

Focus: Exercises 1–5 focus on understanding Task 2 essay questions. Exercise 6 focuses on generating ideas for a Task 2 essay.

Introduction

Use one of the Spot checks to clarify students' understanding of the Online / Workbook language preparation. You can use the other Spot check at an appropriate time during the lesson.

Spot check

To check students' recall of adjectives, put students in groups of 3–4. Distribute the Spot check 1 handout and invite students to respond to what they see using the adjectives listed in Exercise 2 of the Workbook: *useful, dangerous, interesting, tiring, creative, amazing, beautiful, harmless, terrible*.

Exercise 1: Matching essay title to topic

- a) Spend 3–4 minutes discussing the Exam information. Check understanding by asking questions, e.g.
- Have you written essays of this type before, either in English or in your own language?*
- How long does it normally take you to write 250 words in English?*
- How do you learn about the kind of social topics covered in Task 2 exam questions?*
- b) Ask students to do the exercise following the instructions in the book and compare their answers in small groups.

Typical mistakes: Students who choose (a) or (b) for question 1, or choose an incorrect paraphrase for the question, may focus too much on the subordinate clause (*because they are ...*). Point out that in most cases the important information in a statement is contained in the main clause (*All museums and art galleries should be free ...*).

Answer

c free entrance to museums and art galleries

Exercise 2: Matching question to essay title

Students do the exercise individually and check their answers in pairs or small groups.

Typical mistakes: If students choose (a), point out that IELTS Task 2 questions are rarely so broad. For those who choose (c), point out that essay questions are unlikely to be so categorical or 'black and white'.

Answer

b How far do you agree that it is a good idea for museums and art galleries to be free for cultural reasons?

Exercise 3: Understanding cause and effect

- a) Highlight the Exam tip. Point out that the exam question in Exercise 3 includes two opinions, a cause and an effect. Elicit what they are.
- b) Students work in pairs and follow the instructions.

Answer

a To what extent do you agree that if children watch too much television, they do not learn or develop well?

Exercise 4: Identifying matching opinions

- a) Students work in pairs to complete the exercise. Refer to the Grammar section: *Expressing ideas and opinions*.
- b) Conduct a straw poll of students' opinions regarding statements 1–4: as you read out each statement, ask for a show of hands if they agree.
- c) Follow up by having pairs generate 2–3 ideas of their own in response to the essay question. Invite each pair to read out one of their ideas and ask the class to decide whether they agree or disagree with the statement in the essay question.

Answers

1 D 2 A 3 A 4 D

Exercise 5: Understanding the questions

- a) Draw students' attention to the Exam tip. Point out that students lose marks if they write about topics in general rather than the specific question.
- b) Discuss the example. Then have students do the exercise individually and check their answers in pairs.

Answers

2 Q 3 Q 4 T 5 Q 6 Q

Exercise 6: Generating ideas for writing

- a) Highlight the Exam tip. Emphasize the importance of spending some time thinking before beginning to write. Refer to the Grammar section: *Linking words for connecting ideas*.
- b) Students complete the sentences and feed back as a class.
- c) Have students brainstorm more ideas in small groups. Invite a spokesperson from each group to share one or two of their ideas with the class. As they do so, write them up on the board in note form.
- d) Students add four or five of their own ideas to the list.

Suggested answers

1 Traditional culture is important *because it helps to keep a country's identity alive*.

2 Modern culture is important because it *helps us understand the world today*.

3 Young people often prefer modern culture but *it is not always better than traditional culture*.

4 Both traditional and modern culture are popular so *we should encourage both of them*.

Extension activity (25 mins)

Students continue working in small groups. Distribute 10–12 slips of blank paper to each group and ask them to write down one of the ideas generated in Exercise 5 on each slip of paper. Ask them to put the ideas in the order in which they might logically occur in an essay. Circulate among the groups and ask them to explain their choices.

Practice for the test (60 mins)

This can be assigned for homework. Suggest that students spend up to 60 minutes on the exercise. This is to allow them to develop the skills they need to produce good quality work. As students become more proficient, the amount of time they spend on practice exam tasks can be gradually reduced until they can complete the work within the time allotted in the exam. Point out that students can do more activities online if they want extra practice or to consolidate what they have learnt.

Task 2

Model answer

Some people think that young people should spend their free time on cultural activities like music, film and theatre. Others believe that playing sport is better for young people. In my opinion, both cultural activities and sports are important parts of life so young people should do a mixture of both.

Sport gives young people the chance to exercise, which is important for health reasons. Sport also teaches young people about rules and teamwork. Cultural activities are good for the health of the mind and spirit and allow young people to be creative and experience different worlds. However, going to the theatre or learning a musical instrument can be expensive. Sports activities can be less expensive but can be dangerous and lead to injury.

In my opinion, doing only one type of activity – just sport or just music, for example – can be bad. Many young people concentrate on one activity in order to become the best, like young sports stars. This can put a lot of pressure on them and make them less interesting than someone who does a variety of things.

I believe that young people should have the chance to do a variety of activities and that a balance of sport and cultural activities is best.