

# Unit 1 Colour

For teachers' inspection ONLY

## Lead-in

### Personal response

Write *green* on the board. Ask students to think of four adjectives that connect in some way with green, e.g. *cool, natural, calm*. Then write other colours on the board and ask students to tell you which adjectives they think of.

- 1 Ask students to look at the photo and caption. Ask them to discuss the questions in pairs.
- 2  [1.1] Play the recording. Ask students to listen and check their answers to Exercise 1.

### ANSWERS

- 1 They are two sisters in Brunei.
- 2 They are praying.
- 3 They are at a celebration for their father's birthday.

## Audioscript [1.1]

- M:** And this next photo is another one I really like. It's of two sisters in Brunei. They're attending a family party to celebrate a birthday.
- W:** That's a beautiful picture. The colours are gorgeous, aren't they?
- M:** Yeah, it's a big celebration, their father's birthday, so they are wearing their best outfits.
- W:** I love all the different shades of green in the dresses. The pale green one looks fantastic with the dark scarf, such a contrast. And it's a very peaceful photograph too.
- M:** Well, that's an interesting comment, because actually, can you see the way they are holding their hands? It's a traditional prayer and it symbolises peace.
- W:** Really? And I always think that green is a very peaceful colour too. It makes me feel quite calm!
- M:** Perhaps these girls both feel the same as you! Well this next photograph is completely different. Wait a minute, here we are.
- 3 Play the recording again. Ask students to listen and answer the question. Let them compare their answers in pairs before discussing as a class.

### ANSWERS

- a the colours

## Vocabulary notes

*shades of* = variations of the same colour  
*pale green* = light green  
*contrast* = a strong difference (here, in colour)

- 4 Divide the class into pairs to discuss the questions. In feedback, ask a few individuals to tell the class what they found out about their partner.

## Extra activity

Divide the class into pairs. Ask students to describe their bedrooms to each other in terms of colours, e.g.  
*The walls are white. The bed cover is orange, and ...*

## 1a Life in colour

## Reading

### Lead-in

#### Introducing the theme: colours

Write *green, red, blue, black* and *white* on the board. Ask students in pairs to think of as many things as they can, e.g. *green leaves / grass, blue sky / sea*, etc.

- 1 Ask students to read the article and find how colour is important to the people.

### ANSWERS

Colour gives the schoolboy a sense of group identity – it shows he's from the Quechua community.  
The Huli villager is putting on face paints in traditional colours, they are an important part of the festival.

- 2 Ask students to read the article again and find the information. Let them compare their answers in pairs before discussing as a class.

### ANSWERS

- 1 a badge of identity; expressing individuality through decoration; sending messages
- 2 a badge of identity: wearing colourful traditional dress, uniforms or sports team colours; expressing individuality through decoration: face-painting for festivals, wearing the 'in' colour; sending messages: using colours in packaging and labelling brands

## Vocabulary notes

*'in'* = fashionable  
*eye-catching* = makes you want to look at it  
*brand* = make of a product

- 3 Ask students to work in pairs to compare their answers to Exercise 2 and think of examples from their own culture.

## Grammar present simple and present continuous

- 4 Ask students to work in pairs to find the examples of the verb forms in the article. They then complete the rules. Read the examples in the grammar box with the class and refer them to the information and practice on page 156.

### ANSWERS

Present simple: *live, plays, do, use, need, know, comes, wear, dress, belong, is, changes, understand, stand out, select, can, says, means*

Present continuous: *is getting, 's applying, are starting, are wearing*

- 1 present simple
- 2 present continuous
- 3 present simple

UNIT 1 Colour

Grammar notes

Timelines are useful ways of showing whether: something is always true or a habitual action



or whether it is in progress at a point in time



Extra activity

Draw the timelines above on the board and see if students can match the sentences in the grammar box to them.

5 Ask students to complete the sentences. Let them compare their answers in pairs before discussing as a class.

ANSWERS

- |              |              |
|--------------|--------------|
| 1 dress      | 5 are trying |
| 2 is wearing | 6 buy        |
| 3 says       | 7 don't eat  |
| 4 gets       |              |

Extra activity

Write the following questions on the board and ask students to answer them:

What clothes do you usually wear and what are you wearing today?

What do you usually do in the evenings and what are you doing this week?

6 Read the information in the box about stative verbs with the class. Then ask students to look at Exercise 6 and work in pairs to complete the table. Refer students to the back of the Student's Book for more verbs.

ANSWERS

| Categories                  | Stative verbs                            |
|-----------------------------|------------------------------------------|
| thoughts / mental processes | believe, know, mean, suppose, understand |
| the senses                  | hear, sound, taste                       |
| emotions                    | want, love, need                         |
| possession                  | have, belong, contain                    |

7 Ask students to complete the sentences. Let them compare their answers in pairs before discussing as a class. In feedback point out that to give negative opinions we use *I don't think* + affirmative verb, and not *I think* + a negative verb, e.g. *I don't think this colour looks very nice*.

ANSWERS

- |           |                |
|-----------|----------------|
| 1 a think | b are thinking |
| 2 a come  | b are coming   |
| 3 a love  | b is loving    |

Grammar notes

**Dynamic** or **action** verbs involve the performance of an action: *running, throwing, cleaning*, etc. By contrast, **stative** verbs do not express an action – they express existence, thoughts, beliefs, etc.

It becomes complicated when verbs that are usually stative verbs are used dynamically, e.g.

*I think chocolate is delicious.*

*Think* here is stative because it is an opinion (not an action).

*I'm thinking about going to Spain on holiday.*

In this sentence, *think* is an active mental process.

*Love* and *enjoy* can be used actively when they describe the process of enjoying something, whereas the verb *like* can never be used in the progressive.

Vocabulary time expressions

8 Ask students to find the examples in the article then complete the table. Let them compare their answers in pairs before discussing as a class.

ANSWERS

Present simple: at weekends, every day, never, always, often, usually

Present continuous: right now, this month, this week, at the moment, this autumn, today

Vocabulary notes

Frequency adverbs, phrases that begin with *every*, and phrases such as *at weekends* (i.e. *every weekend*) are used with verbs in the present simple form because they refer to regular events.

*Now* and *at the moment* refer to a point in time at which a verb in the present continuous is in progress. Phrases with *this* or *these* (*this month, these days*) refer to a period of time around now during which an activity is in progress or repeated.

Frequency adverbs usually go between the subject and main verb (e.g. *I usually work at weekends*) but go after the verb *be* (e.g. *I am often tired*) and after auxiliary verbs (e.g. *I don't often stay up late; I have never been there*).

9 Give students four or five minutes to think of questions. Then organise them into pairs to interview each other.

SAMPLE QUESTIONS

- How often do you buy new clothes / CDs / magazines.  
What are you wearing right now?  
Where are you working these days?  
What do you usually eat for lunch?  
What do you wear at weekends?  
Do you usually work long hours?

## Speaking

**10** Ask students to read through the phrases carefully and check any words they don't know in a dictionary. Ask students to work in pairs to categorise the activities. Point out that some can go in both categories, as what some people consider to be a routine (e.g. *cooking*) may be considered by others to be a leisure activity.

### SAMPLE ANSWERS

Routines: cook a meal, decorate your house, do DIY, do housework, go online

Leisure activities: decorate your house, do DIY, dress up, go online, go out with friends, go shopping, go to evening classes, go to an exercise class, learn a new skill, make something with your hands, read a new book, spend time with your family

### Vocabulary notes

*DIY* = do it yourself (i.e. do building and decorating jobs about the house yourself)

*dress up* = put on your best clothes (e.g. to go out)

*get dressed* = to put on clothes

*housework* = jobs about the house (e.g. ironing, cleaning)

*go shopping* = go to shops as a leisure activity

*do the shopping* = shop for food (as a routine task)

Note the uses of *do* (*do DIY*; *do housework*) and *make* (*make something with your hands*): *do* is used with work, and *make* when there is construction or creativity.

**11** Give students a couple of minutes to think of questions they can ask, using the examples in the speech bubbles as models. Then ask students in pairs to interview each other.

### Extra activity

Extend Exercise 11 into a class survey. Divide the class into groups of three or four. Ask each group to choose a topic and write six questions like the examples in the speech bubbles.

Students then interview three people and note their responses.

### Homework

Ask students to write a short text about their daily routines and leisure activities on a typical Sunday.

## 1b Culture and colour

### Vocabulary feelings and personal states

#### Lead-in

#### Introducing the theme: associations of colours

Write the following list on the board and ask students in pairs to say which colours they associate with the things. Ask them to explain why they think of these colours.

*traffic lights, the taps on your sink, the on / off button on your DVD player, road signs, a referee's cards in football*

**1** Divide the class into pairs. Ask students to talk about which colours they associate with *love* and *anger*.

#### ANSWERS

In many cultures, red is the colour of love, e.g. people give red roses to show they love someone.

Red is also commonly the colour of anger (red in the face, a red rag to a bull).

**2** Ask students to work in pairs to choose the correct words. Encourage them to guess from their knowledge of English before looking words up in a dictionary. In feedback, ask different pairs to explain to the class what they think the other word means in each case.

You may need to pre-teach some key words in the definitions. For example, *things go well* means they are successful, and *face dangerous situations* means confront (and not run away from) dangerous situations.

#### ANSWERS

- |              |             |
|--------------|-------------|
| 1 prosperity | 5 knowledge |
| 2 luck       | 6 sadness   |
| 3 courage    | 7 mourning  |
| 4 wisdom     | 8 envy      |

## Listening

**3**  [1.2] Ask students to work in pairs to complete the quiz at the bottom of the page. Play the recording. Students listen and check their answers.

#### ANSWERS

- 1 b    2 a    3 b    4 a    5 a    6 b    7 a

## Audioscript [1.2]

**A:** Do you want to do this quiz?

**B:** What's it about?

**A:** Colours and what they mean around the world. For example, look at this photo. Where are the women going?

**B:** I don't know. To a party?

- A:** No, they're guests at a wedding in India. The guests and the bride herself wear bright colours like these red and orange clothes. OK, here's your next question. Does red have different meanings in Eastern and Western cultures?
- B:** Yeah, I think it does. I always associate red with strong emotions like love, or passion or anger.
- A:** That's right. And in Eastern cultures it means luck and prosperity. Oh, and courage too, it says here. OK, next: Where does yellow symbolise wisdom?
- B:** Well, a yellow jersey means the winner of the Tour de France to me! But I don't see the connection with wisdom.
- A:** Well, there are two options. Is it China or India?
- B:** I think it's ... oh, India.
- A:** Let's see ... yes, you're right, it's India. It means both wisdom and knowledge in India, actually. And in China, it's a symbol of power.
- B:** Well, I didn't know that. What's the next question?
- A:** OK ... which colour means 'happiness' in Japan? Orange or pink?
- B:** Oh I know this, I think it's orange. It's happiness and love.
- A:** Yes, it is! Well done. Amazing! OK the next one's about the colour blue.
- B:** Blue means cold.
- A:** True. And then there's blues music, isn't there? Can you say, 'I feel blue' in English?
- B:** Yeah, of course we can. OK, so cold, sadness ... what else?
- A:** Well the question here is, when do people wear blue in Mexico?
- B:** Mexico? I've got no idea.
- A:** Let's see ... oh, at funerals! It's the colour associated with death and mourning. That's a bit sad, too.
- B:** Are there any more questions?
- A:** Yeah, the last one is, who uses green as their symbol? There are two options but I'm not going to tell you them – it's too easy.
- B:** Green? Something to do with nature ... , Oh yes, environmentalists, conservationists that sort of thing.
- A:** Of course it is! Now, here's a quiz all about the colour green. Do you want to have a go?

**4** [1.2] Ask students to read the notes carefully and add any information they can remember. Play the recording again. Students listen and complete the information. Let them compare their answers in pairs.

#### ANSWERS

- |             |                  |
|-------------|------------------|
| 1 anger     | 4 cold / sadness |
| 2 knowledge | 5 green          |
| 3 love      |                  |

**5** Discuss the cultural meanings of colours as a class.

## Pronunciation questions

**6a** [1.3] Play the recording. Students listen and notice the rising or falling intonation in the two questions. Model and drill these two questions two or three times before doing 6b. As you model, hold your right hand in a high position, and move it markedly down then up, or up then down, in order to show the intonation.

### Pronunciation notes

Encourage students to start their intonation quite high, then go down and briskly up for *yes/no* questions and up then briskly down for *Wh-* questions.

**6b** [1.4] Ask students to look at the questions first and predict the intonation pattern. Play the recording. Students listen and repeat.

### Extra activity

Play *Interview the teacher*. Divide the class into pairs and ask them to think of three *yes/no* questions and three *Wh-* questions that they would like to ask you. Tell the students that you will answer all questions honestly so long as they are grammatically correct, have the correct intonation pattern, and are not *too* personal.

Nominate pairs in turns to ask questions. Try to make it quick-fire and fun. If a question is wrong, grimace and move on to a different questioner, remembering to return to that person later.

## Grammar question forms

**7** Ask students to look back to the questions in the quiz *Colours and their meaning*. Ask them to match the questions to the statements. Let them compare their answers in pairs before discussing as a class. Refer students to the grammar box and to page 156 for further information and practice.

### ANSWERS

- 1 b    2 a    3 a    4 c    5 b    6 a    7 c

### Grammar notes

Object questions follow a regular pattern that can be shown in the following table:

| Question word | Auxiliary (or modal) verb | Subject | Main verb |
|---------------|---------------------------|---------|-----------|
| Where         | does                      | he      | live?     |
| What          | is                        | she     | doing?    |
| What          | can                       | you     | see?      |

Subject questions, in which the question word is the subject of the sentence, are simple in that they follow the same pattern as an affirmative sentence:

| Question word | Auxiliary and/or main verb             |
|---------------|----------------------------------------|
| Who           | lives here?<br>can swim?<br>is crying? |

**8** Ask students to complete the sentences with the missing verbs. Tell them to refer to the grammar box to help them. Let students compare their answers in pairs.

## ANSWERS

## Blue

- 1 do
- 2 Who
- 3 is
- 4 is

## Yellow

- 5 does
- 6 Which
- 7 do
- 8 can

**9** Divide the class into groups of four. In each group, label two students 'A' and two students 'B'. Students A should look at the information on page 153 of the Students' Book. Students B should look at the information on page 154. Each pair within each group has answers to half the questions. Ask the pairs to take turns to ask the questions and answer them. If they can answer correctly, they get five marks. If they can't answer, the other pair must give them the options provided. If they then guess correctly, they get one mark. Find out which pair in each group wins.

## Extra activity

Ask fast finishing groups to write their own quiz questions with a colour in them. At the end of the activity, ask any groups with extra questions to ask the class.

## Writing and speaking

**10** Ask students to read through the questions carefully and match questions 1–4 to the follow-up questions. Then ask them to write follow-up questions for the other questions in the list. Let students compare their follow-up questions in pairs.

## ANSWERS

- 1 d      2 c      3 b      4 a

Possible follow-up questions for 5–8:

- 5 What do you enjoy / find difficult about it?
- 6 Do you find it interesting?
- 7 Which courses are you doing?
- 8 Which hobbies do you have?

**11** Ask students to stand up and 'mingle' with other students in the class; they should introduce themselves to three or four students they don't already know (if possible) and ask them some of the questions they have prepared. They should then work in pairs to share feedback about the people they spoke to.

## 1c Red is for winners

## Lead-in

## Introducing the theme: the colour red

Read out the following list and ask students to write something red as an example for each. Example answers are given in brackets.

a flower (*rose, tulip*); a fruit (*strawberry, apple*); a country's flag (*England, Japan, China, Russia*); a planet (*Mars*); a rock band with red in its name (*Simply Red, Red Hot Chili Peppers*)

## Reading

**1** Ask students to work in pairs to write down as many sports teams as they can in one minute. Find out whether the teams in red are the most successful in the list.

## Background notes

Here are some famous teams that play in red:

Football: Manchester United, Arsenal, Liverpool, Benfica, Bayern Munich, AC Milan

American sports: Cincinnati Reds, Boston Red Sox (Baseball), Detroit Red Wings (Hockey), Arizona Cardinals, New England Patriots (American Football)

The England football team usually play in white, but when they won the World Cup in 1966, they wore red.

**2 and 3** Divide the class into pairs. Ask them to discuss what the headline means. Then ask them to read the text quickly to check their prediction.

## ANSWER

c

**4** Ask students to read the text again and correct the factual information in the sentences. Let students compare their answers in pairs before discussing as a class.

## ANSWERS

- 1 Russell Hill and Robert Barton are British **anthropologists**.
- 2 Joanna Setchell does research into African **primates / mandrills**.
- 3 Jonathan Blount is a **biologist** at the University of Glasgow.

**5** Ask students to work in pairs to match topics and conclusions. Tell them to refer to the text again in order to check that they have matched correctly.

## ANSWERS

- 1 d      2 a      3 b      4 c



# UNIT 1 Colour

## Vocabulary notes

*equally matched* = as good as each other  
*tip the balance* = make the difference (when two things are the same)  
*redden* = go red  
*pale* = without strong colour (in this context = white)  
*beaks* = bird's mouths  
*flashiest* = most brightly coloured

## Background notes

Tae kwon do is a Korean martial art and the national sport of South Korea. It involves kicking your opponent in the head and body.  
 Greco-Roman wrestling was devised in France in the nineteenth century. It involves holding and throwing an opponent.

## Critical thinking conclusions

6 Divide the class into pairs. Ask students to discuss and decide which statement means the same as the extract from the text. In feedback check that students have understood *equally matched*.

ANSWER  
 b

7 Ask students to discuss the question in pairs.

ANSWER  
*In species such as the blue-footed booby, a completely different colour seems to give the male birds the same advantage with females.*

## Extra activity

Write the following questions on the board:  
*Do you agree or disagree that teams in red win more often? Why or why not?*  
*What colour do your favourite team play in and how successful are they?*  
*Should teams be banned from playing in red?*  
*If you formed a football team, what colour shirts would you choose and why?*  
 Divide the class into small groups to discuss the questions.

## Vocabulary and speaking the roles we play

8 Ask students to scan the text to find the roles that are mentioned. Let them compare their answers in pairs. In feedback, read the information in the *Wordbuilding* box. Refer to page 11 of the Workbook for further information and practice.

ANSWERS  
 anthropologist, athlete, biologist, competitor, contestant, opponent, primatologist, researcher, scientist

## Vocabulary and pronunciation notes

Note that the main stress is underlined.  
*anthropologist* = a scientist who studies human behaviour  
*athlete* = a person who competes in sport  
*biologist* = a scientist who studies living things  
*colleague* = a person you work with  
*competitor* = somebody who takes part in a competition, particularly in sport  
*contestant* = somebody who takes part in a competition such as a game or quiz show or a reality TV programme  
*mentor* = person who guides and supports you  
*opponent* = the person you are competing against  
*primatologist* = a scientist who studies primates (monkeys and apes)  
*researcher* = somebody who carries out research

9 Divide the class into pairs. Give students a couple of minutes to prepare how to describe the roles. Then ask them to take turns to describe and guess the roles.

10 Divide the class into pairs or small groups to discuss the different roles they play. At the end, ask a spokesperson from each group to summarise their discussion.

## Extra activity

Ask students to write their name in the middle of a piece of paper and draw a circle round it. Then ask them to draw lines from the circle to the names of at least four people who are important in their lives. Tell them that the shorter the line to the name, the closer the relationship with that person. Tell them to think of parents and relatives, friends and colleagues, mentors, teachers and managers.  
 When students have drawn their 'relationship map', ask them to show it to a partner and tell the partner about the people on the map. For example: *Peter is a colleague at work but he's also a good friend and a mentor ... he has really helped me with my career.*

## Homework

Ask students to write a paragraph about a 'mentor' who is important in their life.

## 1d First impressions

## Lead-in

## Introducing the theme: first impressions

Elicit situations in which people have to make a good first impression, and write them on the board, e.g. *a job interview, a speaking exam, a first date*.

Ask students in pairs to think of one 'golden rule' for each situation, e.g. *don't be late, be friendly, smile*.

## Real life opening and closing conversations

1 Divide the class into groups of three or four to read the handout and discuss the questions.

## ANSWERS

Students' own ideas

## Vocabulary notes

*punctual* = on time

*courteous* = very polite

*the focus of your attention* = the person you look at or listen to all the time

2 [1.5] Set the scene by asking: *What does 'role-playing a meeting' mean?* (Acting it out or practising it.)

Play the recording. Students listen and tick the points the speakers follow. Let them compare their answers in pairs before discussing as a class.

## ANSWERS

## Dialogue 1

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 ...

Know what you want to say and say it effectively!

## Dialogue 2

Be punctual, courteous and positive.

Know what you want to say and say it effectively!

## Audioscript [1.5]

1 **PAOLA:** Good morning! Allow me to introduce myself. I'm Paola Iannucci.

**COLIN:** How do you do. My name's Colin Burke.

**PAOLA:** It's a pleasure to meet you, Colin. I see you work for an advertising agency.

**COLIN:** Yes, erm ... Paola. I'm the art director at Arrow Agency. I mostly work on web adverts.

**PAOLA:** Do you? That sounds interesting.

**COLIN:** It is. We're developing some really new ways of advertising. Do you use the Internet much in your work?

**PAOLA:** I do, actually, Colin. I'm in sales.

**COLIN:** Oh, are you?

**PAOLA:** Yes, I work for an electronics company. We're starting to sell online.

**COLIN:** Really? Well, Paola, why don't I give you my card? Here you are.

**PAOLA:** Thanks, it's been good talking to you. Let's stay in touch.

2 **LUCY:** Hello, how are you? I'm Lucy.

**YUVRAJ:** I'm very pleased to meet you. I'm Yuvraj Singh. I work for *Get fit* – it's a chain of gyms.

**LUCY:** Oh yes, my brother goes to *Get fit*.

**YUVRAJ:** Does he? Great. We're building a big new gym in the town centre here. It's nearly ready to open, in fact.

**LUCY:** Is it? That's great.

**YUVRAJ:** Yes, we're all really excited about it. Erm, what about you?

**LUCY:** I'm looking for a new job at the moment, actually.

**YUVRAJ:** OK, well, thanks for your time. Let me give you my card. Don't forget to check out our new gym when it opens.

3 [1.5] Play the recording again. Students listen and tick the expressions used. Let students compare their answers in pairs before discussing as a class. In feedback, ask which speakers gave the best performance.

## ANSWERS

See the underlined phrases in the audioscript. Students should tick all the expressions except:

*May I introduce myself?*

*How about meeting again?*

The first pair give the best performance. They use courteous, positive but formal language (*How do you do, Pleased to meet you, I do, actually*) and use their names. The second pair are friendly and polite but don't use one another's names and are too informal (*How are you? Great, Erm, what about you?*). Yuvraj talks about himself and does not focus on the other person. *Thanks for your time* is not really appropriate here and sounds quite rude.

4 Ask students to discuss the formality of the phrases in pairs before confirming the answers. Then read out the five most formal expressions and ask students to repeat them. Note that the intonation falls at the end of all the expressions except for *How do you do?*

## ANSWERS

*Allow me to introduce myself.*

*How do you do?*

*It's a pleasure to meet you.*

*It's been good talking to you.*

*Let me give you my card.*

# UNIT 1 Colour

## Vocabulary notes

Often, formal phrases are impersonal, so they avoid the personal pronouns *I* and *you*. Compare *It's a pleasure to meet you* with *I've enjoyed meeting you*. Using impersonal expressions creates distance and formality.

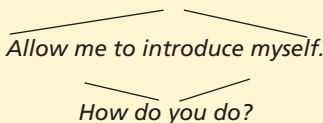
*Let me* and *Allow me to* are polite, formal requests.

In a business context, people generally say *How do you do?* or, a little less formally, *Pleased to meet you*, when meeting someone for the first time. In formal situations, we would only say *How are you?* if we already know the person.

Note that *Thanks for your time* is appropriate in a business context (e.g. when people have spent time during the working day discussing business matters), but it would not be appropriate to use this in any social context.

## Extra activity

You could drill the intonation pattern of these forms. When being polite, it is important to have a broad intonation pattern, starting high, and rising and falling, or falling then rising, depending on the expression.



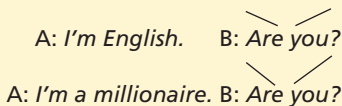
## Pronunciation short questions

**5a** [1.6] Play the recording. Students listen and notice the pronunciation of short questions to show interest. Play the recording again for students to listen and repeat.

**5b** Divide the class into pairs. Students practise reading out the dialogues, paying attention to the stress and intonation of the words. For further practice, students could also adapt the dialogues.

## Pronunciation notes

In short answers, the auxiliary verb is stressed. To show interest, the intonation pattern should start high, fall, then rise abruptly. If the information is very interesting or unexpected, the intonation pattern is more exaggerated.



**6** Divide the class into pairs. Ask them to practise the dialogue on page 173 of the Student's Book.

**7** Ask students to look at the profile card and check that they know all the words. If your class are business people, they could complete the cards with real information. If not, ask them to use their imagination.

Model short answers: nominate a few individuals to read out information and respond by saying *Do you?* and *Are you?* in an interested and animated way.

Ask students to carry out the activity outlined in the seminar task. Remind them to be courteous and positive, to listen, and to exchange 'imaginary' cards at the end. Monitor and give feedback on at the end.

**8** Divide the class into pairs to discuss the information they found. In feedback, ask students which business associates were most courteous, positive or attentive.

## 1e About us

### Lead-in

#### Introducing the theme: colour it!

Divide the class into groups of three or four. Tell them they have 1,000 euros and five minutes to redesign the classroom. They must think of what colours they would paint the walls and ceilings, the tables and chairs, what they would do with the floor, what new furniture or teaching aids they would buy.

After five minutes, ask different teams to present their recommendations, and have a class vote to find out which team had the best idea.

## Writing a website profile

**1** Ask students to read the information briefly and answer the question. Let them compare their answers in pairs before discussing as a class.

### ANSWERS

- a (colour therapy, how to use colour in the workplace)
- d (Colour it! is completing a project for the redecoration of our hotel; ... is involved with the promotion of Young Fashion Week)

## Writing skill criteria for writing

**2a** Students read the information again and choose the correct option. Let them compare their answers in pairs before discussing as a class.

### ANSWERS

- 1 website
- 2 neutral
- 3 potential clients
- 4 to promote the company
- 5 separate sections of text

**2b** Divide the class into pairs. Students discuss the question.

### ANSWERS

- 1 website: the layout shows it is a website
- 2 neutral: The tone speaks directly and personally to the reader (*We can offer ... We help you ...*) but it also has formal written features (*In addition*).
- 3 potential clients: *We can offer advice on ... ; we help you find ... ; Testimonials*
- 4 to promote the company: *We are a professional colour consultancy with fifteen years' experience; We lead the field ... ; Testimonials*
- 5 separate sections of text: the texts have headings and are in separate boxes.



**3** Students underline the expressions. Let them compare their answers in pairs before discussing as a class.

#### ANSWERS

- 1 with fifteen years' experience, currently, This year
- 2 In addition, also
- 3 offer advice, help, lead the field, working with, advising, reduce stress, completing a project, involved with the promotion of

**4** Students work individually to complete the sentences. Let them compare their answers in pairs before discussing as a class.

#### ANSWERS

- 1 currently, In addition
- 2 This year, also

#### Vocabulary note

*In addition* is a formal, written way of adding information. The expression comes at the start of a sentence and is followed by a comma. *Moreover* and *Furthermore* are words with a similar meaning and use.

*Also* is less formal and goes between subject and verb, or after an auxiliary verb or the verb *to be*. *Too* has a similar meaning but goes at the end of a sentence.

**5** Divide the class into small groups. Students must decide on their company name, field of work and some current projects. Monitor and help with ideas and vocabulary.

**6** Students work individually to write a first draft of their profile, then exchange it with their partner. It is the partner's job to provide feedback and suggestions on the style and accuracy of the website profile. Students then revise their profiles based on their partner's feedback.

**7** When they have completed their final draft, students read out their profiles to people in their group. The group must feed back on the accuracy and clarity of each profile. At the end, ask each group to present their favourite profile to the class.

#### Extra activity

You could ask students to roleplay a conversation based on the information in the profile. So, one student plays a client interested in the profile and the other plays the entrepreneur who has designed the profile to promote the company. Clients must ask questions about the information in the profile and the entrepreneurs must respond and enlarge on the information.

#### Homework

Ask students to go on the Internet and find a website profile in English for a company that interests them. Tell them to download it, then underline key phrases and analyse aspects of the profile according to the list of criteria in Exercises 2a and 3 (purpose, level of formality etc.). Ask students to present their findings to the class in a future lesson.

## 1f Peruvian weavers

### Before you watch

**1** Students work in groups. Ask them to look at the photo and say what they can see, then discuss the questions. Take feedback from the class.

**2** Ask students to complete the summary with the words from the box. They can check the meaning of the words in the glossary at the bottom of page 19.

#### ANSWERS

- |           |            |                   |
|-----------|------------|-------------------|
| 1 weavers | 4 farming  | 7 visitors        |
| 2 village | 5 business | 8 traditions      |
| 3 cooked  | 6 shawls   | 9 self-sufficient |

### While you watch

**3** Play the whole of the video for students to check their answers to Exercise 2. They should not try to understand everything at this stage.

**4** Give students time to read the extracts. Then play the video again and ask students to put the extracts in the order of the video. Check the answers and if necessary play parts of the video again.

#### ANSWERS

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

**5** Give students time to read the questions. Then play the video for them to answer.

#### ANSWERS

- 1 the leader for the Centre for Traditional Textiles
- 2 She thought it was sad that traditional weaving was disappearing.
- 3 that the younger generation should learn to weave
- 4 One woman's husband has started helping with the sheep.
- 5 They can make a reasonable amount of money.

### After you watch

**6** Students work in pairs to roleplay an interview with Nilda, according to the instructions on the worksheet.

**7** Elicit ideas from the class about what the quote means and whether they agree with it.

**8** Students work in groups to ask and answer the questions.

## Videoscript

## Part 1

**00:17–00:52** In a small village, high in the Andes, it all starts with the sheep. Just one, that loses its warm winter wool. First, a few people from the village, or villagers, catch the sheep and prepare the knife. Then, they carefully tie up the sheep so that it can't move. Finally, they use the knife to cut the sheep's winter coat of wool.

**00:55–01:29** After that, one of the newest and most important industries in Chinchero begins. The methods they use are traditional, but these villagers are part of something new. The wool they're collecting is for a new and different business, a weaver's cooperative that the women here manage.

Every Monday and Saturday, 46 women and girls cut wool from their sheep and llamas. Then, they spin it into yarn for making cloth. Nilda Cayanupa is the leader for the Centre for Traditional Textiles, which manages the cooperative.

**01:30–01:45 Nilda** Any of my age in my town was learning to weave. So it was kind of sad that the weaving was disappearing. So, because that, always my dream was that the younger generation should learn so the weaving won't die.

**01:46–01:52** Nilda grew up in the Andean countryside, where many of the men are farmers.

**01:55–02:06 Nilda** Chinchero is a farming village. We're the best. I'm not saying this because I'm from this village – but we're the best producers of the potatoes, and many beans like quinoa, barley ...

**02:07–02:39** Farming has long been a tradition in Chinchero. Many farmers here continue the traditions of the Inca people who lived in the Andes for centuries. However, farming no longer brings in enough money to support a whole family here. So, with the changes in the economy, traditional ideas are changing too. Until now it's always been the men who have farmed, and the women have cooked and cared for the children. They have also taken wool from the sheep and woven it into cloth. It's this weaving that's now becoming more and more important.

**02:40–02:54** Nilda says that these women weavers are becoming the main economic supporters of the family. As an example, she tells of one woman whose husband has started helping with the sheep. She explains that this wasn't very common in the past. Men only farmed the land and didn't help with weaving.

**02:55–03:03 Nilda** But today, this group of ladies can make, not a lot of money, but a reasonable amount of money.

**03:04–03:21** Now in Chinchero, weaving isn't just a tradition. It's a way to make money and live well. Weaving has also become more important for the culture of Chinchero. It has become a way to make the textile tradition stronger and to keep a part of the past alive.

**03:23–03:31 Guadalupe** I learnt when I was in the third grade of school with very basic weaving. Today, I weave blankets, shawls, ponchos and prepare my own yarn.

**03:32–03:42** Older women now teach the younger girls. The goal is to bring back the strength of the textile tradition of the past. They want to keep the Peruvian weaving traditions alive.

**03:43–03:50** As the young women of Chinchero learn to weave, they also learn to be self-sufficient. They can sell the blankets and clothes that they make in their free time.

**03:52–03:58 Rosita** I do my weaving in house, in the afternoons and early morning. And here on Monday and Saturday too.

**04:00–04:13** Weaving groups like the Chinchero cooperative are giving new life to the textile tradition. In the end, their cooperative may prove that many threads together are stronger than one alone.

## UNIT 1 Review

## Grammar

**1** Divide the class into pairs to discuss the questions.

**2** Ask students what they know about Rebecca Adlington, and what they would like to know. Then tell them to read the interview and complete it.

## ANSWERS

**1 Q:** What does this championship mean to you?

**A:** Actually, I don't think / I'm not thinking too much about it. I am concentrating on what I am doing now and the process of building up to it.

**2 Q:** What influences you during a race?

**A:** When you hear people cheering your name, it makes it more exciting.

**3 Q:** Do you train every day?

**A:** At the moment, I am doing a bit more than usual. I get Sundays off and I have gym work as well.

**4 Q:** How does an important competition affect your training routine?

**A:** The routine doesn't change before a major championships. But this time, we are trying different stuff in the sessions.

**3** Let students compare their answers in pairs before acting out the interview.

## Vocabulary

**4** Give students a few minutes to prepare, then discuss in pairs what they do or are doing at the given times.

**5** Students rewrite the words then compare with a partner. Ask students to think of both well-known people and friends or family who have the roles.

## ANSWERS

athlete, biologist, colleague, competitor, contestant, friend, manager, mentor, opponent, parent, researcher, scientist, teacher

## Real life

**6** Divide the class into groups of four. Tell them to choose a role then act out a conversation using the expressions.

## Speaking

**7** Students choose a role, then tell their partner. Make sure they have a different partner to the one they had in Exercise 2.

**8** Ask students to prepare questions. Tell them to look back at the interview with Rebecca Adlington for ideas.

**9** Students take turns to interview their partner.