

















STAGE	TIME	FOCUS
GET STARTED		Review the names of countries in English.
SPEAK AND READ		Explain the meaning of a caption on a postcard. Read and listen to a conversation.
DO		Ask and answer the questions in a questionnaire.
REFLECT		Discuss the meaning of <i>comfort zone</i> and answer questions related to meeting people from different cultures.
EXTEND		Role-play a situation about a visitor from a different culture.

**LIFE SKILLS**

**RESPECT OTHERS: VALUING THE ART AND CULTURE OF DIFFERENT SOCIETIES**

Learning about other countries and cultures can open students' eyes to a whole world of different experiences. The culture of other countries may be completely different from their own in terms of meal times, diet and clothes, and complex issues such as religion, politics and social structure. An appreciation of different cultures can also help to bring the world together and may, in the long run, be a contributory factor to peace and reconciliation in the world. Studying a foreign language is actually more difficult if learned out of the context of the target culture, so there are many aspects of the English-speaking world that are culturally significant for students of English. It is important to remember that English is the official language in a wide variety of places with widely differing cultures, from Australia and the UK to Jamaica, South Africa and Nigeria.

**Get started** 

Play the Alphabet Game to review the names of countries in English. There is a country of the world for every letter of the alphabet except X (Q is Qatar, Y is Yemen), so it should be possible for students to go from A to Z only missing out X. Start with A. Elicit a country (eg *Austria, Angola, Australia*) and write it on the board. Continue with the other letters until you reach Z. The game can also be played as a team game with the first team to call out a correct answer for the letter getting a point. Allow at least 10 minutes for this activity.

**SPEAK AND READ**

- Ask students to look at the postcard and read the caption. Ask them to guess what that caption refers to.
  - Discuss their ideas in open class. Note that there is no single correct answer.

**SUGGESTED ANSWER**

It means you should be curious about life. You should look at everything around you and listen to people. You should be open to things that you haven't experienced before and try them. You shouldn't say anything negative before really thinking about it.

**2**  2.21

- Ask students to read the three questions carefully first.
- Play the track for students to listen and follow the conversation in their books. Ask them to note down the answers.
- Check answers in open class. Make sure that students understand *subtitles* (the words of a film or programme in another language that appear at the bottom of the screen).

**ANSWERS / AUDIO SCRIPT**



- She's excited about watching a Bollywood/Indian film.
- As a rule she doesn't like watching films with subtitles and she generally hates musicals.
- Her aunt wanted to watch a Bollywood film with her and Lulu didn't want to be rude.

See Student's Book, page 56, for audio script.

**GO BEYOND FOR TEACHERS** 

Bollywood

Bollywood is the informal name given to Indian films produced in Mumbai (formerly called Bombay, which is how the name originated – a blend of *Bombay* and *Hollywood*). Bollywood is one of the largest film genres in the world, with over 800 films produced in a typical year. Bollywood films are a specific genre due to their typical mix of love stories and Indian songs. This topic can easily be extended with material from the internet (short clips of Bollywood films) or from DVDs.

**DO**

- Refer students to the questionnaire at the top of the page.
  - Divide the class into pairs to ask and answer the questions.
  - Elicit their ideas in open class, making sure students give reasons or more information and don't simply answer Yes and No.

**REFLECT**

- Draw students' attention to the **REFLECTION POINT**. Elicit the meaning of *comfort zone* (a situation or place that you feel relaxed in). Nominate a student to read the three questions out loud to the class.
  - Give students a couple of minutes to think about their answers and make a few notes.
  - Discuss their ideas in open class.

## EXTEND

5

- Read the instructions to the class and make sure they understand the task.
- Divide the class into pairs to take it in turns to play the role of the host and the visitor. Suggest that the visitor is from an English-speaking country. Monitor as they are working and give help if needed.
- Invite pairs to perform their role-plays to the rest of the class.

## Homework

Ask students to write a short presentation about a country they would like to visit. They should research their chosen country, include some facts about it and also mention any cultural differences they expect to find there. At the beginning of the next lesson, divide the class into groups of four for students to present their countries to the rest of the group. Collect in their presentations for marking.

## SPEAKING So do I

## Agree or disagree with an opinion

Page 57

STAGE	TIME	FOCUS
GET STARTED		Review vocabulary relating to art from this unit by doing a gap-fill activity.
SPEAK		Discuss differences and similarities in tastes.
WATCH OR LISTEN		Watch or listen to two people discussing a song and a book.
ACT		Agree or disagree with an opinion.

Get started 

Review some of the vocabulary from this unit. Prepare a list of 8–10 words from previous lessons (eg *sculpture, graffiti, landscape, sketch, mural, collage, dramatic, controversial, moving, stunning*). Point out that these words are either types of art or words used to describe art. Write the first and last letters of each word on the board with dashes to represent the other letters, eg *graffiti* = g \_ \_ \_ \_ \_ i. Invite students to come to the board and complete the words. If there are spelling mistakes, invite other students to come to the board and correct them.

## SPEAK

1

- Nominate a student to read out the questions. Elicit the meaning of the phrase *in common* (if you have something *in common* with another person, you are the same in some way in your tastes, opinions or behaviour).
- Divide the class into pairs to discuss similarities and differences they and their family and friends have in these areas.
- Discuss their ideas in open class.

## WATCH OR LISTEN

2  2.22

- Refer the students to the photos. Play the video or audio track for them to watch or listen and find out what the two friends agree and disagree on.
- Check the answers in open class. Make sure students understand the words *lyrics* (the words of a song), *overrated* (not as good as some people believe) and *original* (new, interesting and different from anything else).

ANSWERS / VIDEO/AUDIO SCRIPT  2.22

They agree on the song that they listen to. They both like it.  
They agree on the song by The Roberts. They both think it's overrated.  
They disagree on the book that Sasha lent Ava. Sasha thought the book was great, but Ava didn't like it.

**Ava:** Listen to this! I think it's one of the best songs I've heard for a long time. The lyrics are really moving.

**Sasha:** OK, let me listen ... um ... um ... um ... wow, I totally agree. I just love her voice.

**Ava:** So do I, it makes me cry every time I hear it. ... I don't like that new song by The Roberts, though, do you? As far as I'm concerned, it's totally overrated.

**Sasha:** I think so too. I don't understand why it's so popular.

**Ava:** Neither do I. It's not very original, is it? ... Talking about original ... that book that you lent me ...

**Sasha:** Yeah, I know. Isn't it great? The characters are so realistic, aren't they?

**Ava:** Well, actually, I thought they were pretty average. To be honest, I didn't like the book that much. I'm not into science fiction.

**Sasha:** Neither am I, but I liked this book.

**Ava:** Look, I'm sorry. Let's just agree to disagree this once. OK?

3

- Ask students to read the conversation in Exercise 2 and underline the phrases where the speakers express opinions.
- Let students compare their answers in pairs before you check them in open class.

## ANSWERS

See underlined answers in video/audio script in Exercise 2.

4a  2.22

- Play the scene again for students to watch or listen and write the exact words to complete the conversation. Check progress. If necessary, play the track again.
- Check answers in open class.

ANSWERS / VIDEO/AUDIO SCRIPT  2.22

1 agree 2 do 3 so 4 Neither 5 actually  
6 honest 7 am

See Exercise 2 above for audio script.

4b 2.23

- Tell students they are going to practise the pronunciation and intonation of some of the phrases from the conversation from Exercise 2. Play the track, pausing after each phrase for students to repeat chorally and individually. (See Teaching Tips, *Vary drilling techniques*, page 31.)
- Make sure they put the stress in the correct places, especially in these phrases: *So do I, Neither do I, I think so too.*

**AUDIO SCRIPT** 2.23

1 I totally agree.    2 So do I.    3 I think so too.    4 Neither do I.  
 5 Well, actually, ...    6 To be honest, ...    7 Neither am I.

**ACT**

5a 2.24

- Refer the students to the list of expressions in the **PHRASEBOOK** and play the track if you wish. Encourage students to use these phrases in this activity.
- Divide the class into pairs. Give them a bit of time to think of a song and a film that are currently popular. Alternatively, elicit some ideas from the whole class before the students work in pairs.
- Have them act out a conversation similar to the one in Exercise 2, agreeing and disagreeing with their partner's opinions.
- Invite one or two pairs to act out their conversation for the whole class.

5b

- Ask students to work in the same pairs. Refer them to the list of topics in the box, and explain that they should choose one individually and give their opinion on it. Point out they may also choose a topic that is not in the box.
- Encourage students to discuss the chosen topic, agreeing and disagreeing with their partner's opinions. Monitor and give help if needed.
- Invite one or two pairs to act out their conversation for the whole class.

**Extra activity**

To give students practice in stress, rhythm and intonation, divide the class into pairs to read the conversation in Exercise 2 out loud. Play the audio again if necessary, so they can hear the stress, rhythm and intonation. When they have finished, they should swap roles and read the conversation again.

**Homework**

Invite students to choose one of the topics in the box in Exercise 5b that they didn't talk about. Ask them to write a short paragraph giving their opinion on this topic. At the beginning of the next lesson, ask them to work in pairs and tell their partner their opinion on the topic. Their partner should agree or disagree using the phrases in the **PHRASEBOOK**.

**WRITING I recommend it**

Use linking words

STAGE	TIME	FOCUS
GET STARTED		Discuss famous music festivals.
SPEAK AND READ		Discuss concerts and read a review of a music festival.
STUDY		Label the different parts of the review and look at linking words for joining sentences and ideas.
PRACTISE		Join ideas using linking words.
PLAN, WRITE AND CHECK		Write a review of a cultural event.
SHARE AND REVIEW		Read a partner's review and check it.

**Get started**

Write the phrase *music festival* on the board. Elicit the names of any famous music festivals in their country or in other countries around Europe. Make a list on the board. Point out that in the phrase *music festival*, the first word carries more stress because the phrase is noun + noun – *music festival*.

**GO BEYOND FOR TEACHERS**

European music festivals

Perhaps the best-known music festival in Europe is Glastonbury (UK) with around 135,000 people attending the festival in 2013. All 135,000 tickets were sold out in 1 hour 40 minutes! Other major festivals in Europe are Roskilde (Denmark), Exit (Serbia), Sziget (Hungary) and Benicàssim (Spain) but the biggest music festival in terms of the number of visitors is the Donauinselfest in Vienna, Austria. In 2013, 3.2 million people attended over three days.

**SPEAK AND READ**

1

- Ask students to read the first question and then the questions below it.
- Divide the class into pairs to discuss their answers.
- Invite students to share their answers in open class.

2

- Explain that students should read the review and answer the two questions. Check that students understand *highlights* (the best or most interesting parts of something).
- Ask students to work individually to complete the task.
- Check answers in open class.

**ANSWERS**

He went to Roskilde Festival in Denmark. The highlights for him were the rap band The Roots and the singer Criolo from Brazil.

**Extra activity**

Write these words from the text in a list on one side of the board: 1 *mud*, 2 *charity*, 3 *donate*, 4 *thoroughly*.

On the other side of the board, write these definitions: *a an organisation that collects money from people so that it can give money to good causes – for example, helping poor people; b to give money to a school, hospital, political organisation or charity; c very much; d very soft, wet earth mixed with water.*

Divide the class into pairs to match the words to the definitions. Encourage them to find the words in the review to help them work out the meaning.

Invite individual students to come to the board and draw a line between each word and its definition.

**ANSWERS**

1 d 2 a 3 b 4 c

**STUDY****3**

- Nominate a student to read out the four descriptions first.
- Encourage students to read the review again and write the descriptions next to the paragraphs.
- Let students compare their answers in pairs before you check them in open class.

**ANSWERS**

- 1 Basic facts: what, when, where
- 2 What happened, who took part
- 3 What you liked or couldn't stand
- 4 A good experience or a big mistake?

**4a**

- Ask students to read the tips in the **HOW TO** box carefully. Highlight the difference between a *cause* (something that makes something happen) and a *result* (something that happens because of something else).
- Refer them to the **Get it right** box. Point out that *despite* (and the phrase *in spite of*, which has exactly the same meaning) is followed by a noun or a noun phrase or a gerund (eg *Despite having no money ...*) but *although* (and *even though*) are followed by subject + verb.

**4b**

- Refer students back to the text in Exercise 2 and ask them to find and underline eight of the linking words that appear in the **HOW TO** box. They should also note down the position of each linking word in the sentence.
- Let students compare their answers in pairs before you check them in open class. Point out that *too* is the only word that comes at the end of a clause.

**ANSWERS**

Roskilde Festival isn't only ... but it also ... (middle)  
 my dad was there because of him (middle)  
 There were also 200 other music acts (middle)  
However, the festival wasn't just about music (beginning)  
 There were food events, ... and art installations too (end)  
Although Springsteen gave a powerful performance ... (beginning)  
as a result, the festival was a peaceful event (middle)  
Despite the mud ... (beginning)

**4c**

- Divide the class into pairs and ask them to use the other words in the **HOW TO** box (the ones that do not appear in the text in Exercise 2) to write example sentences, eg *Even though it was raining, we went to the beach.*
- Monitor while they are writing and give help as necessary.
- Invite different pairs to read out an example of each linking word in a sentence.

**PRACTISE****5**

- Ask students to work individually to use words from the **HOW TO** box to link the ideas in the sentences. Point out that there are several possibilities in some of the sentences.
- Let students compare their answers in pairs before you check them in open class.

**ANSWERS**

1 although/even though/but 2 Despite 3 therefore  
 4 As/Because 5 but/although/even though 6 so

**PLAN, WRITE AND CHECK****6a****Exam-type task**

- Explain that students are going to write a review of a cultural event using the plan in Exercise 3 as the basis of their review.
- Make sure each student is able to select an appropriate cultural event. If they are unable to use any of the five events listed because they have not been to such an event, suggest that they can also write a review of a film they have seen at the cinema or on TV.
- Set a time limit of five minutes for them to write notes for each section of the review.

**6b**

- Ask students to use their notes to write their review. Encourage them to use the linking words in the **HOW TO** box.
- Monitor while they are writing and give help as necessary.

**Alternative procedure**

Set the task in Exercise 6b as a homework task. Students plan and draft the review in class but write the actual review at home. If you choose this option, do Exercise 7 at the beginning of the next lesson.

**SHARE AND REVIEW****7**

- Divide the class into pairs to read each other's reviews and check them using the tips in the **HOW TO** box.

**Homework**

You can either set the task in Exercise 6b as a homework task or, if they have already written one review in class, ask them to write a review of a different cultural event or of a book, film or TV show. If students were fairly positive in their review in 6b, ask them to write a more negative review for their homework, and vice versa. In the next lesson, ask students to read their review to their partner, without saying the name of the event, book, film or TV show, for their partner to guess it.

**VOCABULARY Art**

- 1**
- Point out that a process of elimination may be the best way to approach this exercise. Students should read all the words in the box and fill in the ones they are sure of first.
  - Let students compare their answers in pairs before you check them in open class, nominating different students to say the answers.

**ANSWERS**

1 installation 2 landscape 3 performance art  
4 collage 5 pavement art 6 portrait 7 sketch  
8 still life 9 mural 10 graffiti

**Words to describe art**

- 2**
- Ask students to complete the words to describe art. Point out that the first two letters are given in each case to help them.
  - Invite students to come to the board and write up their answers, asking the rest of the class if they agree with the spelling and making any necessary corrections.

**ANSWERS**

1 quirky 2 Subtle 3 Impressive 4 dramatic  
5 Controversial 6 elaborate 7 unique 8 moving  
9 dull 10 Stunning 11 Average 12 powerful

**GRAMMAR -ing forms**

- 3**
- Encourage students to read the whole text carefully before they choose the words.
  - Ask them to complete the text using the words in the box. Point out that they need to change the form of the words.
  - Let students compare their answers in pairs before you check them in open class.

**ANSWERS**

1 getting 2 lying 3 Thinking 4 Collecting 5 asking  
6 Putting 7 making

**Question tags**

- 4**
- Make sure students understand the task.
  - Let students compare their answers in pairs before you check them in open class by nominating different students to read out each sentence.

**ANSWERS**

1 aren't they 2 do they 3 can you 4 isn't it  
5 hasn't he 6 didn't you 7 do you

**Extra Resources**

Go to the Teacher's Resource Centre at [www.macmillanbeyond.com](http://www.macmillanbeyond.com) for:

- downloadable audio and audio scripts for the Student's Book and Workbook
- videos, video script and video worksheets
- extra vocabulary at two levels of difficulty
- extra grammar at two levels of difficulty
- culture lessons, with full teacher's notes
- life skills lessons, with full teacher's notes
- extra speaking materials
- the *Beyond B1+* wordlist
- testing materials: test generator, unit test for Unit 5 and midterm test
- extra reading materials
- and more!

Go to the Workbook, pages 52–63, for further practice material.