

Life

STUDENT'S BOOK | INTERMEDIATE

HELEN STEPHENSON | JOHN HUGHES | PAUL DUMMETT

The following new and updated features of the second edition of *Life* are based on extensive research and consultation with teachers and learners from around the world:

- Updated global content in the unit themes and reading selections
- Updated video material features additional video support for vocabulary learning
- New, specially selected National Geographic photography stimulates learners' visual literacy skills
- Refined grammar syllabus with increased scaffolding and an enhanced reference section
- Extended and better-integrated critical thinking syllabus actively engages students in their language learning, encouraging them to develop their own well-informed and reasoned opinions
- New 'My Life' speaking activities encourage learners to relate the global content to their own lives
- New 'Memory Booster' activities improve learners' ability to retain new language
- An improved Classroom Presentation Tool now includes the Workbook pages, academic skills worksheets, extra support and extension activities
- The Student's Web App includes video and audio for the Student's Book and Workbook, and additional interactive activities

ACCESS YOUR FREE LIFE WEB RESOURCES, INCLUDING THE WEB APP AT:

NGL.Cengage.com/life

Username: life

Password: student

ON THE COVER

A man strolls along the Malecón in Havana, Cuba. Started in 1901 to protect Havana from the water, the wall stretches for 8 kilometres and is a popular place to take a stroll and enjoy street entertainment. In bad weather, massive waves can crash over the sea wall, soaking passers-by. © Atlantide Phototravel/Getty Images

**SECOND
EDITION**

Life

STUDENT'S BOOK | INTERMEDIATE

 **NATIONAL
GEOGRAPHIC**
L E A R N I N G

HELEN STEPHENSON
PAUL DUMMETT
JOHN HUGHES

Contents

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
1 Culture and identity pages 9–20	present simple and present continuous stative verbs question forms: direct questions question forms: indirect questions	word focus: <i>love</i> feelings wordbuilding: adjective and noun collocations	opening and closing conversations	direct questions short questions
VIDEO: Faces of India page 18 ► REVIEW page 20				
2 Performing pages 21–32	present perfect simple <i>already, just</i> and <i>yet</i> present perfect simple and past simple	musical styles emotions word focus: <i>kind</i> describing performances	choosing an event	weak forms intonation with <i>really, absolutely</i> , etc.
VIDEO: Taiko master page 30 ► REVIEW page 32				
3 Water pages 33–44	past simple and past continuous past perfect	describing experiences wordbuilding: adverbs word focus: <i>get</i>	telling stories	<i>d</i> and <i>t</i> after <i>-ed</i> endings <i>was</i> and <i>were</i>
VIDEO: Four women and a wild river page 42 ► REVIEW page 44				
4 Opportunities pages 45–56	predictions future forms	word focus: <i>job</i> and <i>work</i> education wordbuilding: prefix <i>re-</i> pay and conditions job requirements	making and responding to requests	weak and strong auxiliary verbs
VIDEO: Everest tourism changed Sherpa lives page 54 ► REVIEW page 56				
5 Wellbeing pages 57–68	modal verbs first conditional: <i>if + will</i> <i>when, as soon as, unless, until, before</i>	a healthy lifestyle word focus: <i>so</i> restaurants	describing dishes	weak forms disappearing sounds
VIDEO: Dangerous dining page 66 ► REVIEW page 68				
6 Mysteries pages 69–80	purpose: <i>to ... , for ...</i> and <i>so that ...</i> certainty and possibility	word focus: <i>long</i> art wordbuilding: nouns and verbs <i>-ly</i> adverbs in stories	reacting to surprising news	weak form of <i>have</i> showing interest and disbelief
VIDEO: Encounters with a sea monster page 78 ► REVIEW page 80				

Listening	Reading	Critical thinking	Speaking	Writing
an extract from a TV programme about Native American culture two people doing a quiz about colours and their meaning	an article about cultural identity an article about globalization	examples	getting to know you my language course how international you feel first impressions	text type: a business profile writing skill: criteria for writing
three people talking about arts events a man talking about his dance academy	an article about listening to music an article about performance art	balance	new releases performing a survey on the arts arts events	text type: a review writing skill: linking ideas (1)
an extract from a radio programme about recreation in the water interviews about what happened next	an interview about underwater discoveries an article about an unforgettable experience	drawing conclusions	the first time what had happened learning a lesson it happened to me	text type: a blog post writing skill: interesting language
three people talking about their childhood ambitions three women talking about decisions	an article about the future of work an article about the economic boom in China	the author's view	predictions planning your work the perfect job requests	text type: a covering letter writing skill: formal style
an extract from a radio programme about healthy eating two people discussing the power of the mind	a news item about traditional dishes a news item about imaginary eating an article about modern lifestyles	writer's purpose	rules and regulations consequences modern life restaurant dishes	text type: a formal letter/email writing skill: explaining consequences
two people discussing an unusual photo a speaker at a conference talking about a mystery an extract from a radio programme about the Nasca lines	an article about flexible thinking an article about one of aviation's greatest mysteries	speculation or fact?	what's it for? speculating comparing ideas surprising news	text type: a news story writing skill: structuring a news story

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation	
7 Living space pages 81–92	<i>used to, would</i> and past simple comparison: adverbs comparison: patterns	in the city wordbuilding: noun → adjective word focus: <i>as</i> and <i>like</i>	stating preferences and giving reasons	rising and falling intonation	
VIDEO: The town with no wi-fi page 90 ► REVIEW page 92					
8 Travel pages 93–104	verb patterns: <i>-ing</i> form and <i>to</i> + infinitive present perfect simple and continuous How long?	holiday activities travel problems wordbuilding: compound nouns	dealing with problems	strong and weak forms	
VIDEO: Questions and answers page 102 ► REVIEW page 104					
9 Shopping pages 105–116	passives articles and quantifiers	shopping (1) wordbuilding: compound adjectives shopping (2)	buying things	linking silent letters	
VIDEO: Making a deal page 114 ► REVIEW page 116					
10 No limits pages 117–128	second conditional defining relative clauses	medicine word focus: <i>take</i> injuries	talking about injuries	sentence stress <i>and</i>	
VIDEO: What does an astronaut dream about? page 126 ► REVIEW page 128					
11 Connections pages 129–140	reported speech reporting verbs	communications technology	telephone language	contrastive stress polite requests with <i>can</i> and <i>could</i>	
VIDEO: Can you read my lips? page 138 ► REVIEW page 140					
12 Experts pages 141–152	third conditional <i>should have</i> and <i>could have</i>	wordbuilding: prefixes <i>in-</i> , <i>un-</i> , <i>im-</i> word focus: <i>go</i>	making and accepting apologies	<i>should have</i> and <i>could have</i> sentence stress	
VIDEO: Shark vs. octopus page 150 ► REVIEW page 152					

COMMUNICATION ACTIVITIES **page 153** ► GRAMMAR SUMMARY **page 156** ► AUDIOSCRIPTS **page 180**

Listening	Reading	Critical thinking	Speaking	Writing
three people talking about different living arrangements podcast replies about house design	an article about what New York used to be like an article about a little town in Puerto Rico	descriptions	places advice a tourist destination choices	text type: a description of a place writing skill: organizing ideas
three people talking about travel tips people talking about their holidays an extract from a radio programme about a wildlife conservationist	an article about writers returning to their roots an article about tourism	close reading	holiday companions favourite activities going green travel problems	text type: a text message writing skill: informal style
market research interviews with three people who are shopping an extract from a radio programme about impulse buying	an article about two ways of going shopping an article about how to negotiate a price	testing a conclusion	shopping now and in the future my things souvenirs buying things	text type: customer feedback writing skill: clarity: pronouns
a podcast about the <i>Marathon des Sables</i> an extract from a TV preview show about bionic bodies	an article about life on another planet two stories about acts of endurance	reading between the lines	I'd love to live in ... medicine inspirational people talking about injuries	text type: a personal email writing skill: linking ideas (2)
four conversations about the news four conversations about news headlines	an article about isolated tribes an article about community journalism	opinions	news stories personal communication apps for mobile phones telephone messages	text type: an opinion essay writing skill: essay structure
an interview with a farmer two stories about unexpected problems	a review of a book about Arctic expeditions an article about the samurai	relevance	decisions where did I go wrong? going back in time making and accepting apologies	text type: a website article writing skill: checking your writing

Life around the world – in 12 videos

Unit 12 Shark vs. octopus

What happens when a shark and an octopus meet.

Unit 2 Taiko master

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

Unit 6 Encounters with a sea monster



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

Unit 7 The town with no wi-fi



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

Unit 11 Can you read my lips?



Rachel Kolb tells us about communicating as a deaf person.

Unit 8 Questions and answers



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

Unit 10 What does an astronaut dream about?



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

Unit 3 Four women and a wild river



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

Unit 9 Making a deal

Learn how to bargain in Morocco.

Russia

Mongolia

Japan

China

Nepal

India

Unit 5 Dangerous dining

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

Unit 1 Faces of India



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

Unit 4 Everest tourism changed Sherpa lives



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

UNIT 1 CULTURE AND IDENTITY



UNIT 2 PERFORMING



UNIT 3 WATER



UNIT 4 OPPORTUNITIES



UNIT 5 WELLBEING



UNIT 6 MYSTERIES



UNIT 7 LIVING SPACE



UNIT 8 TRAVEL



UNIT 9 SHOPPING



UNIT 10 NO LIMITS



UNIT 11 CONNECTIONS



UNIT 12 EXPERTS



Unit 1 Culture and identity



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

FEATURES

10 How we see other cultures

How we think about cultural groups

12 Culture and colour

Do quizzes about colour

14 A world together

Find out what globalization really means

18 Faces of India

A video about the photographer Steve McCurry

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

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

2 ▶ **1** Listen to an extract from a TV programme on world cultures. Check your ideas from Exercise 1.

3 ▶ **1** Listen to the extract again. Complete the sentences.

- 1 People from all cultures need a sense of ...
- 2 Many Native American children learn to ride ...
- 3 Wearing the colours of our favourite team says 'We ...'

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

cultural societies
educational classes
family groups

hobby groups
online communities
sports clubs

1a How we see other cultures

Reading

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

Grammar present simple and present continuous

► PRESENT SIMPLE and PRESENT CONTINUOUS

Present simple

I live in central London.

[...] people put the things they meet in the world into groups.

Present continuous

He's wearing one of those bush hats.

I'm looking out of my window.

For further information and practice, see page 156.

- 5 Look at the grammar box. Which verb form do we use for these things?
 - 1 things which are permanent or generally true
 - 2 things which are temporary or in progress at the time of speaking
- 6 Choose the correct option to complete the sentences.
 - 1 a *I work / I'm working* for a large cultural organization.
b *I work / I'm working* extra hours. It's the busy season at work.
 - 2 a *We live / We're living* with my parents until our flat is ready.
b *We live / We're living* just outside the city.
 - 3 a The kids *are / are being* naughty today. Sorry!
b The kids *are / are being* usually very good.
 - 4 a *She has / She's having* an exam every week.
b *She has / She's having* some problems with her school work.

How we see other cultures

► 2

My neighbour recently came back from holiday. I guess he was in Australia – he's wearing one of those bush hats with corks around it everywhere he goes. I'm curious about why we identify places by things like hats. I mean, baseball caps are certainly popular in the United States, but I'm looking out of my window (I live in central London) and nobody is wearing a bowler hat. And you don't see many Mexicans with sombreros or Vietnamese with straw hats in everyday life either.



baseball cap



straw hat



bowler hat



sombrero



bush hat

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

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

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

- 1 a He (not / feel) relaxed when he's on a plane.
b He (not / feel) very well at the moment.
- 2 a I (come) from Scotland originally.
b I (come) – wait for me!
- 3 a I (do) an evening class this year.
b I (do) my homework as soon as I get in from class.
- 4 a My friend (look) for a new job in a different company.
b My friend (look) tired after she's been to the gym.

► DYNAMIC and STATIVE VERBS

Dynamic verbs

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

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

Stative verbs

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

For further information and practice, see page 156.

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

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

9 Underline these stative verbs in the article.

believe belong mean need seem
understand

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

contain hate like love prefer realize
remember sound suppose taste wonder

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

11 Choose the correct option to complete the sentences.

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

Word focus **love**

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

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

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

13 Work in pairs. Write two-line exchanges using the expressions in Exercise 12. Then act out your exchanges.

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

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

Speaking **my life**

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

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

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

B: *No, why? Do you?*

1b Culture and colour

Vocabulary feelings

- 1 Work in pairs. How do you think the people described in the comments feel? Choose from these adjectives.

angry cheerful happy lucky positive sad

- 1 He's feeling a bit blue today.
- 2 He just saw red!
- 3 He's in a black mood today.

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

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

Listening

- 3 ▶ 3 Work in pairs. Do the quiz *Colours and their meaning*. Then listen and check your answers.

- 4 ▶ 3 Listen again and complete the table.

Colour	Place	Meaning
red	Western cultures	1
	Eastern cultures	2
yellow	3	knowledge
	4	5
6	Japan	7
		8
blue	9	death
green	10	environmentalism

- 5 Do these colours mean the same in your culture? What's your favourite colour?

Colours and their meaning

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



Grammar question forms

QUESTION FORMS: DIRECT QUESTIONS

Subject questions

Which colour **means** happiness in Japan?
Who/What **uses** green as a symbol?

Other questions

Where **are they going**?
What **does yellow mean**?

For further information and practice, see page 156.

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

9 Pronunciation direct questions

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

QUESTION FORMS: INDIRECT QUESTIONS

Do you know what **yellow means**?
Can you tell me **who uses** green as a symbol?

For further information and practice, see page 156.

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

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

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

Speaking my life

- 12 Work in pairs. Ask and answer your questions from Exercise 11.
- 13 Complete these *blue* and *yellow* quiz questions with verbs or question words.
- 14 Work in two pairs within a group of four.
Pair A: Turn to page 153 and follow the instructions.
Pair B: Turn to page 154 and follow the instructions.

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



- 1 Where yellow taxi cabs from originally?
- 2 Which yellow fruit the Californian Fruit Festival celebrate?
- 3 sport gives a yellow jersey to the winner?
- 4 Can you tell me where the house that inspired Van Gogh's 'Yellow House' painting?

1c A world together

Reading

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

Wordbuilding adjective + noun collocations

► WORDBUILDING adjective + noun collocations

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

For further practice, see Workbook page 11.

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

culture market view identity menu thing

- 1 Television is a good example of **popular**
- 2 Nowadays companies have a **worldwide** of customers.
- 3 My local café has a great **vegetarian**
- 4 I think speaking foreign languages is a **good**
- 5 Drinking tea is part of the English **national**
- 6 I try to have a **positive** of changes in my life.

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

Do you like vegetarian food?

Critical thinking examples

- 7 The author is trying to describe what globalization is. Which two types of globalization does she mention?
- 8 Giving examples is one way of helping to make a point. Underline examples of these things in the article.
 - 1 how popular culture moves from one country to another (paragraph 1)
 - 2 globalization in business (paragraph 2)
 - 3 how 'national cultures are strong' (paragraph 3)
- 9 How did the author's examples help you understand what globalization is?
- 10 Read the pairs of sentences. Underline the example sentences. Then write sentences of your own giving examples.
 - 1 You can eat great international food in my town. There are lots of Thai restaurants in particular.
 - 2 Internet TV gives you access to programmes from different countries. Brazilian soap operas are popular here now.
 - 3 There's lots to do in the evenings in my area. We've got a couple of great theatres.

Speaking my life

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

clothes food movies music sports technology

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

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



2. SUMOMO CON CAMARÓN (S) Mesa de verduras de temporada con mar de algas, aguacate, lechuga, zanahoria, pepino, jicama, germen de trigo, limón y vinagreta de arroz.	Algo más, un poco.
3. DISALADA DEL HUERTO (S) (H) (V) (Km.Q) Mesa de verduras de temporada con mar de algas, aguacate, lechuga, zanahoria, pepino, jicama, germen de trigo, limón y vinagreta de arroz.	CEVICHE Transformación
4. DISALADA DEL HUERTO CON CAMARÓN (S)	13. PERUANO (S) (Km.Q) (H) Pescado de mar, arroz, chichito, limón, naranja y canchita.
SPRING ROLLS Puente al equilibrio de la dualidad	14. AGUACHILE URUGUAY (S) (Km.Q) (H) Camarón de agua cocinado en agua de con papas, cebolla morada, chiles del mar, canchita, perejil y sal de mar.
5. MAR Y TIERRA (S) (H) Rollitos cocinados con pescado, hojas de lechuga, pepino, calabaza, zanahoria, jicama y limón. Acompañado de salsa agave y chile del árbol.	TEPPANYAKI Los opuestos atraen. Toma your choice. Todos incluyen Huevo (Huevo), calabaza, cebolla, germen de trigo, col, jicama.
6. VEGETARIANO (S) (H) Rollitos cocinados con calabaza, hojas de lechuga, pepino, zanahoria, jicama y limón. Acompañado de salsa agave y chile del árbol.	Paseo 1 "Choose your base" 15. Arroz 16. Vegetales 17. Mix de arroz con vegetales
SUSHI La perfección divina. Nuestros platos están certificados orgánicos y el arroz sushi proviene del norte de California.	Paseo 2 "Choose your favorite" "Comerón" "Bos" "Buenos" "Cocinados" "Masa" "Masa" "Algo bonito" "Algo salado"
7. DOBLE OO (URAMAKI) (S) (Km.Q) Por dentro camarones en tempura, calabaza, pepino y queso crema. Por fuera Aguacate. 8 Pzs	SNACKS Dulce finalidad
8. CEDO (URAMAKI) (V) (Km.Q) Por dentro vegetales de temporada en tempura, calabaza, pepino y queso crema. Por fuera Aguacate. 8 Pzs	18. Crispetas (salsa de tomate rojo) (H) (V)
9. ESOMITA (FUTOMAKI) (S) (Km.Q) Por dentro pescado, pepino, queso crema. Por fuera algo más, arroz, lechuga y salsa Silvestre. 8 Pzs	19. Biscuits de arroz (H) (V)
10. LA ESTRELLA (FUTOMAKI) (V) (Km.Q) Por dentro aguacate, mar de verduras, pepino y queso crema. Por fuera Algo Más, arroz, lechuga y salsa Silvestre. 8 Pzs	20. Galletas de arroz, agave y hongo (H) (V)
11. LA LUNA (TEKAMAKI) (H) (S) (H) Algo más, arroz, arroz, pescado. 8 Pzs	
Simbología de dietas del mundo:	M = Macrobiótico V = Vegetariano R = Raw Food
	O = Orgánico S = Silvestre Km.Q = Producción

A WORLD TOGETHER

BY ERLA ZWINGLE

5

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

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

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

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

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

1d First impressions

Real life opening and closing conversations

'You never get a second chance to make a good first impression.'

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



1 Read the seminar handout. Then work in groups and discuss these questions.

- 1 Do the colours and clothes mean the same thing in your country?
- 2 What does *to be punctual* mean in your country?
- 3 Do you use first names or surnames in your country?
- 4 Which advice is appropriate in your country? Which is not appropriate?

2 ▶ **6** Listen to two conversations at a business skills seminar in the UK. Four participants are role-playing 'first meetings'. Which advice in the seminar handout do they follow? Tick the points.

3 ▶ **6** Look at the expressions for opening and closing conversations. Listen again and tick the expressions Paola, Colin, Lucy and Yuvraj use. Which pair of participants do you think gave the best performance?

4 Look at the expressions for opening and closing conversations again. Which expressions are the most formal?

▶ OPENING AND CLOSING CONVERSATIONS

Opening a conversation

May I introduce myself?
Allow me to introduce myself.
How do you do? My name's ...
Hello, how are you. I'm ...
It's a pleasure to meet you.
I'm very pleased to meet you.

Closing a conversation and moving on

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

5 Pronunciation short questions

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

- 1 C: I mostly work on web adverts.
P: Do you?
- 2 P: I'm in sales.
C: Oh, are you?
- 3 L: Oh yes, my brother goes to *Get fit*.
Y: Does he?
- 4 Y: It's nearly ready to open, in fact.
L: Is it?

b Work in pairs. Practise the exchanges.

6 Practise the conversations from Exercise 2 with your partner. Look at the audioscript on page 180.

7 Imagine you are a participant at the business skills seminar. Complete the profile information card. Then do the seminar task. Use the expressions for opening and closing conversations to help you.

Name
Company
Position
Responsibilities
Current projects you are involved in

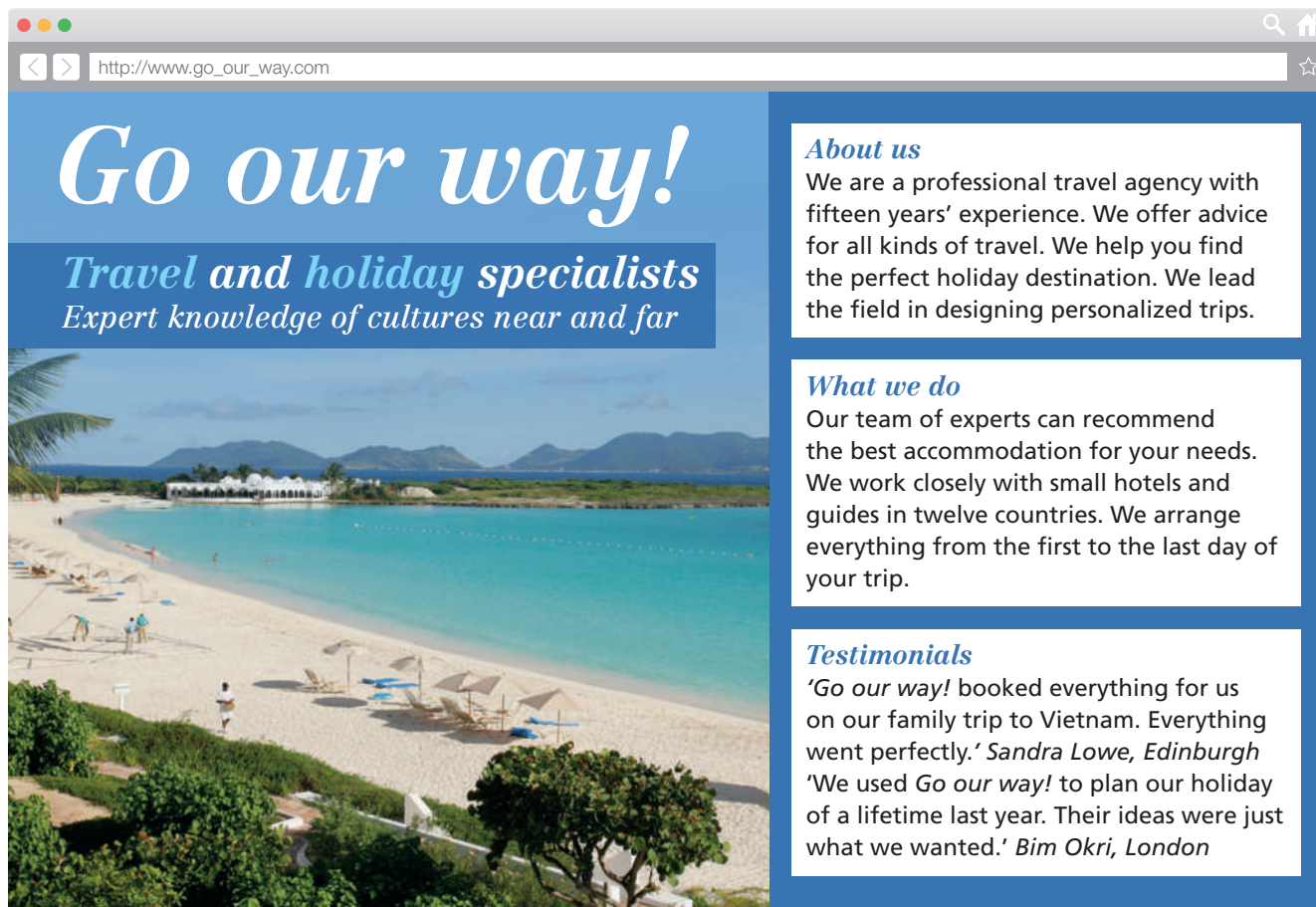
First Impressions

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

networking (n) /'netwɜ:kɪŋ/
making useful business contacts

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

1e About us



About us

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

What we do

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

Testimonials

'Go our way!' booked everything for us on our family trip to Vietnam. Everything went perfectly.' *Sandra Lowe, Edinburgh*

'We used Go our way! to plan our holiday of a lifetime last year. Their ideas were just what we wanted.' *Bim Okri, London*

Writing a business profile

- 1** Read the information about *Go our way!* Who (a–d) do you think would be interested in their services?

- a families with young children
- b groups of friends
- c business travellers
- d independent travellers

2 Writing skill criteria for writing

- a** Read the information again. Choose the correct option.

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

- b** Which features of the text helped you decide your answers to Exercise 2a?

- 3** Underline these things in the text.

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

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

- 1 Our telecommunications company can with all your communication needs.
- 2 Let our market researchers the best strategy for your business.
- 3 As a fast food company, we the way in healthy food choices.
- 4 Our personal banking advisors you save money.

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

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

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

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