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4

THIRD
EDITION

Life

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ON THE COVER

The aurora borealis (also known as the northern lights), travels at night over the peak of Stetind. The obelisk-shaped mountain was first climbed in 1910 and was named as Norway's "national mountain" in 2002.

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Contents

	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
<p>1</p> <p>Culture and identity pages 9–20</p> <p>Review page 20</p>	present simple and present continuous; stative verbs; question forms	word focus: <i>love</i> ; nouns related to ideas and feelings; wordbuilding: adjective + noun collocations	opening and closing conversations	<i>wh</i> - questions; short questions	a description of skateboarding in Bolivia; a podcast about colors across cultures; using your knowledge of a topic to help you listen; a description of a favorite photo
<p>2</p> <p>Performing pages 21–32</p> <p>Review page 32</p>	present perfect simple; <i>already, just, and yet</i> ; present perfect simple and past simple	describing performances; describing emotions; word focus: <i>own</i> ; strong and weak adjectives	choosing an event	<i>have</i> in present perfect statements; intonation with <i>really, absolutely, very</i>	two descriptions of events; a description of someone's experience of performing; listening for specific details
<p>3</p> <p>Opportunities pages 33–44</p> <p>Review page 44</p>	predictions with <i>will, may, and might</i> ; future forms	word focus: <i>job and work</i> ; education; wordbuilding: prefix <i>re-</i> ; job requirements	making and responding to requests	sounding certain; weak and strong auxiliary verbs	three monologues about childhood ambitions; three people talking about their career and education paths; recognizing auxiliary verbs in fast speech
<p>4</p> <p>Water pages 45–56</p> <p>Review page 56</p>	past simple and past continuous; past perfect simple	wordbuilding: adverbs with <i>-ly</i> ; word focus: <i>get</i>	telling stories	<i>had</i> in past perfect statements; weak forms (<i>was</i> and <i>were</i>)	a talk by a "swimming ambassador"; two stories about experiences in water; recognizing how sounds run together in fast speech
<p>5</p> <p>A healthy life pages 57–68</p> <p>Review page 68</p>	modal verbs and <i>be allowed to</i> ; first conditional; <i>when, as soon as, unless, until, before</i>	healthy habits; word focus: <i>so</i> ; describing food	talking about food	weak forms (<i>to</i>); disappearing sounds (1)	advice for people who have little time to exercise; a podcast about healthy habits; recognizing grammar structures while listening
<p>6</p> <p>Mysteries pages 69–80</p> <p>Review page 80</p>	expressing purpose; certainty and possibility	word focus: <i>fun and funny</i> ; wordbuilding: nouns and verbs	reacting to surprising news	<i>have</i> in past modal forms; disappearing sounds (2)	a conversation about what a photo shows; a lecture about the Nasca lines; identifying how speakers signal information

Reading	Critical thinking	Speaking	Writing	Video
an article about the Race Card Project; an article about Generation Z	supporting examples	describing your own identity; talking about important colors; creating a survey about your generation's habits; introducing yourself to others; planning a photo exhibit	an organization's profile; using criteria for writing	<i>Faces of India</i> ; visual literacy: understanding a photographer's message
an article about how circuses have changed; a review of a movie about the power of dance	understanding the writer's purpose	talking about recent experiences; describing experiences of performing; surveying others on their movie watching preferences; choosing an event; planning a message for a podcast	a movie review; linking ideas (1)	<i>Human towers</i> ; visual literacy: understanding diagrams
an article about the future of work; an article about someone who wanted to educate the public	understanding the writer's view	making predictions; making plans; discussing why education matters; discussing what a "quality education" means	a cover letter; using a formal style	<i>Maritza's classroom</i> ; sustainable life: quality education
an interview with the first person to find <i>Titanic</i> ; a first-person account about an unforgettable experience	drawing conclusions	describing the first time something happened; describing what had happened before; describing a learning experience; planning a trip	a social media post; using interesting language	<i>Two months on the Amur River</i> ; visual literacy: understanding a filmmaker's message
an article about making the perfect Italian pizza; different sources of information about moods and positive thinking	deciding if information is reliable	describing your own "food rules"; describing consequences; exchanging information; making a short presentation about food	a formal email; explaining consequences	<i>We are what we eat: Crete</i> ; visual literacy: evaluating presentation visuals
a preview of a program about why we enjoy being scared; theories about two mysteries	speculation or fact?	describing what things are for; speculating about the present and past; discussing what might have happened; describing how equal your society is	a news story; -ly adverbs in stories	<i>Ancient past and present</i> ; sustainable life: working toward equality

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	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
<p>7</p> <p>Living space pages 81–92</p> <p>Review page 92</p>	used to, would, and past simple; comparison: adverbs; comparison: patterns	in the city; materials; wordbuilding: noun → adjective; word focus: <i>as</i> and <i>like</i>	stating preferences and giving reasons	sentence stress (1); rising and falling intonation	two monologues about living arrangements; an interview with an architect; listening for stressed words to identify important information
<p>8</p> <p>Travel pages 93–104</p> <p>Review page 104</p>	verb patterns: <i>-ing</i> form and <i>to</i> + base verb; present perfect simple and continuous; <i>How long ...?</i>	holiday activities; word focus: <i>journey, travel, trip</i> ; travel problems; wordbuilding: compound nouns (noun + noun)	dealing with problems	<i>been</i> ; strong and weak forms	three monologues about experiences of traveling; a description of a woman who has been to every country; paying attention to specific information while listening
<p>9</p> <p>Shopping pages 105–116</p> <p>Review page 116</p>	passives; articles and quantifiers	customer experiences; spending money; wordbuilding: compound adjectives; in a store	buying and selling things	weak forms (<i>of</i>); silent letters	interviews with shoppers; a podcast about impulse buying; recognize what happens to prepositions in fast speech
<p>10</p> <p>No limits pages 117–128</p> <p>Review page 128</p>	second conditional; defining relative clauses	survival; sports performances; word focus: <i>take</i> ; sports injuries	describing injuries and giving advice	sentence stress (2); <i>and</i>	a short talk about a wingsuit flyer; an audio article about performing better at sports; recognize how words sound joined together in fast speech
<p>11</p> <p>Connections pages 129–140</p> <p>Review page 140</p>	reported speech; reporting verbs: patterns; reporting verbs: thoughts	technology and communication; wordbuilding: suffixes <i>-ion, -ment</i>	sharing opinions	contrastive stress; linking with /w/ and /y/	an interview with a competition winner; a story about an invention to share information; listening for specific details in a story; two monologues about learning sign language
<p>12</p> <p>Experts pages 141–152</p> <p>Review page 152</p>	third conditional; <i>should have</i> and <i>could have</i>	describing skills and knowledge; wordbuilding: prefixes <i>in-, un-, im-</i> ; word focus: <i>go</i>	making and accepting apologies	<i>should have</i> and <i>could have</i> ; sentence stress (3)	an account of saving wild animals; two stories about unexpected problems; recognizing stressed syllables

■ **Communication Activities** page 153

■ **Grammar Summary** page 156

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Reading	Critical thinking	Speaking	Writing	Video
an article about how the island of Manhattan used to be; an article about a special place in Puerto Rico	analyzing descriptions	describing how places have changed; comparing ideas; promoting a place; planning an infographic of your country or region	a description of a place; organizing ideas	<i>The eco-architect of Ladakh</i> ; visual literacy: analyzing infographics
an article where people describe returning to their roots; an article about why travel is important	analyzing choice of language	describing vacation preferences talking about hobbies; describing travel experiences; deciding what you wouldn't leave home without	a text message; using an informal style	<i>Questions and answers</i> ; visual literacy: interpreting flow charts
an article about customer satisfaction; two articles about consumer trends	close reading	planning a new product; planning with a budget; discussing ethical shopping; discussing ways of reducing waste	a product review; using pronouns clearly	<i>Circular T-shirt</i> ; sustainable life: responsible consumption
an article about life in space; an interview with a cave explorer	reading between the lines	saying where you would love to live; describing personal bests; talking about overcoming challenges; planning an animated movie	a personal email; linking ideas (2)	<i>What does an astronaut dream about?</i> ; visual literacy: analyzing the use of animation
an article about working together to save rainforests; an article about communicating across cultures	identifying facts and opinions	acting out and reporting a news story; making offers, invitations, promises, and requests; using different communication methods; communicating non-verbally	an opinion essay; structuring an essay	<i>Can you read my lips?</i> ; visual literacy: evaluating video techniques
a review of a book about what Arctic explorers have to do to survive; an article about the Japanese samurai and their legacy	challenging assumptions	talking about past decisions; explaining where you went wrong; talking about experiencing a different time; discussing issues with water	a website article; checking your writing	<i>The environmental engineer</i> ; sustainable life: clean water

Learn with *Life*

Life Third Edition takes you around the globe, learning about new people, places, and ideas. As well as exploring topics that keep you engaged, the content also has universal themes that keep the events relevant to your lives and times.



UNIT 1

- Postcards with an important message
- Colors and their meanings
- Culture and identity across generations
- A photographer's message



UNIT 2

- Circuses around the world
- The "bearpit" at Berlin's Mauerpark
- An inspiring story about dance
- "Human towers" in Spain



UNIT 3

- How the world of work is changing
- Stories about career and education paths
- An Argentinian with a big idea
- A unique classroom



UNIT 4

- Stories of getting into trouble in water
- The first person to discover *Titanic*
- Learning to respect the ocean
- A trip on one of the world's longest rivers



UNIT 5

- Making the perfect Italian pizza
- Advice on living healthier
- What puts us in a good mood
- The special food of Crete



UNIT 6

- The mystery of why people like being scared
- The Nasca lines of Peru
- Two cases of strange disappearances
- The importance of keeping local traditions alive



UNIT 7

- How the island of Manhattan used to be
- Effective house design
- A special place in Puerto Rico
- An eco-friendly idea in the Himalaya



UNIT 8

- Stories of people traveling back to their roots
- A woman who has been to every country
- Why travel is necessary for our lives
- The things professional explorers always pack



UNIT 9

- The things that make customers happy
- Why we feel we have to spend money
- Environmentally-friendly shopping
- A T-shirt company with a difference



UNIT 10

- Living on another planet
- How sports performances are always improving
- An interview with a caver
- The things astronauts dream about



UNIT 11

- Using old phones to save rainforests
- The first cameraphone
- Communicating across cultures
- How a deaf person experiences the world



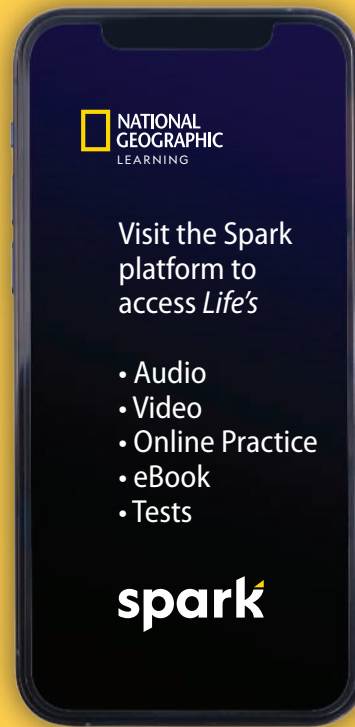
UNIT 12

- Surviving in the Arctic
- The experiences of two wildlife experts
- Japan's expert warriors
- Making water safe and clean

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UNIT 1 Culture and identity



Members of the skateboarding group ImillaSkate practice in their hometown of Cochabamba, Bolivia.

UNIT GOALS

- 1a** • use the present simple and present continuous
 - use *love* in different expressions
- 1b** • use a range of question forms
 - use your knowledge of a topic to help you listen
 - learn nouns related to ideas and feelings
- 1c** • read about different generations, and find examples that support statements
- 1d** • open and close conversations
- 1e** • write a profile for an organization by using appropriate criteria
- 1f** • watch a video about a photographer, and identify the photographer's message

- 1** Work in pairs. Look at the photo and the caption. Discuss the questions.
 - 1 Do you think this photo is unusual? Why or why not?
 - 2 Are the skateboarders similar to or different from the skateboarders you've seen before? How so?
- 2**  **1.1** Listen to the story behind the photo. Make notes on the things below. Compare your notes with a partner.
 - 1 the two traditional items of clothing the skaters wear
.....
 - 2 the two aims of ImillaSkate
.....
 - 3 the two occasions when they wear traditional dress
.....
- 3** Work in groups and discuss the questions.
 - 1 Do you have a "style" of your own in the way you dress? If so, what are the key things that identify your style?
 - 2 Do you belong to any groups or clubs with their own identity or culture?
 - 3 Do you take part in any activities that are traditional in your culture or come from other cultures?
I support my hometown's basketball team, so I often wear their colors, red and white.

Where are you from?

Reading

- 1 Work with a partner. Describe yourself in six words. You have one minute.
- 2 Read the article and answer the questions.
 - 1 What does the project ask people about?
 - 2 How do people take part?
 - 3 How successful do you think the project is?
- 3 Match each of the six-word thoughts (a–e) with the rest of the story (1–3). There are two extra thoughts.

a White mother, Black daughter. Love wins.

b My skin is not my culture.

c I am not a single story.

d We all look the same inside.

e Wow! You don't have any kids?

1 I am told that it is surprising that at my age, gender, and Hispanic culture, I do not have any kids yet. [...] I am 27 years old, and I am working on getting my master's degree.

2 I am adopted [...] I have an African mother and a White father, but my birth parents do not define me; my family does.

3 Everyone has their own story and everyone [...] deserves to show theirs!

1.2

The Race Card Project

The author Michele Norris writes about race in the U.S. Several years ago, she had an idea. She printed postcards with the following message on them: "Race. Your thoughts. 6 words. Please send."

When she was on a book tour some years ago, she gave the postcards out to people. She wanted people to write back to her and describe themselves. Now, the project uses a website instead of postcards to collect people's thoughts, and it includes the question: "Anything else to say?"

There are over half a million replies, and people are sending more and more each year. They make people think. The messages are funny, angry, hopeful, and sometimes uncomfortable to read. They show that a person's feelings about race and identity can change over time.



race (n) /reɪs/ a group of people with the same skin color, eye shape, etc.
gender (n) /ˈdʒɛndə/ male, female, etc.
adopted (adj) /əˈdɒptəd/ when another family takes care of a child

Grammar present simple and present continuous

PRESENT SIMPLE and PRESENT CONTINUOUS

Present simple

- 1 *We all **look** the same inside.*
 2 *Michele Norris **writes** about race in the U.S.*

Present continuous

- 3 *I **am working** on getting my master's degree.*
 4 *People **are sending** more and more each year.*

For more information and practice, see page 156.

- 4** Look at the grammar box. Match the sentences (1–4) with their uses (a–d).
- a describing changing situations and trends
 b describing things that are permanent or generally true
 c describing routines, habits, and regular behavior
 d describing things that are temporary or in progress at or around the time of speaking
- 5** Choose the correct option to complete each sentence. Discuss your reasons with a partner.
- 1 a *I look / I'm looking* a lot like my brother.
 b *I look / I'm looking* for my phone. I can't find it.
- 2 a My sister *eats / is eating* a bowl of home-made pasta.
 b My family *eats / is eating* together once a week.
- 3 a *I wear / I'm wearing* a baseball cap most days.
 b *I wear / I'm wearing* my favorite shirt today.
- 4 a *We're staying / We stay* in today because of the heavy snow.
 b *We're staying / We stay* in when there's heavy snow.

- 6** Complete the pairs of sentences with the present simple or present continuous form of the verbs. Use contractions where possible.
- 1 a I (have) many brothers and sisters.
 b I (have) a fantastic day today.
- 2 a He (work) in his family business.
 b He (work) and isn't free now.
- 3 a They (come) into the room.
 b They (come) from Milan.
- 4 a I (not / enjoy) horror movies.
 b I (not / enjoy) this movie at all!

STATIC VERBS

*We're **wanting** to understand.* → *We **want** to understand.*
*I'm **not believing** it, I'm afraid.* → *I **don't believe** it, I'm afraid.*

For more information and practice, see page 156.

- 7** Look at the grammar box. Which form do we usually use for stative verbs? Discuss with a partner.
- 8** Complete the sentences to make them true for you. Then compare with a partner and ask follow-up questions.
- 1 I belong to
- 2 I really love
- 3 I know a lot about
- 4 Basketball is OK, but I prefer
- 5 Of all the things I own, my favorite
- 6 Unfortunately, I don't really understand

A: I know a lot about my family history.

B: Really? What's it like?

A: Well, my mother's parents are from Korea, ...

Word focus love

- 9** Work in pairs. Look at this example from Exercise 3. Is *love* a noun or a verb?

White mother, Black daughter. Love wins.

- 10** Work in pairs. Practice two-line exchanges using these sentences.
- 1 I'd love to! Thanks.
 2 It's a love-hate relationship.
 3 It was love at first sight.
 4 Please give them my love.
 5 I absolutely love doing that.

A: Do you want to get some food after class?

B: I'd love to! Thanks.

Speaking my life

- 11** What is important to your personal identity? Work in groups and discuss which of these influences is the most important in your life. Give reasons.
- your cultural background
 - your family and/or your community
 - your job or your interests and hobbies
 - your personality and/or your character

Being ... is important to me because ...

The thing that really makes me who I am is ...

- 12** Write about one of the people in your group. Write a sentence that summarizes the person's identity. Share your sentences. Do you recognize yourself in other people's descriptions?

Culture and color

Vocabulary ideas and feelings

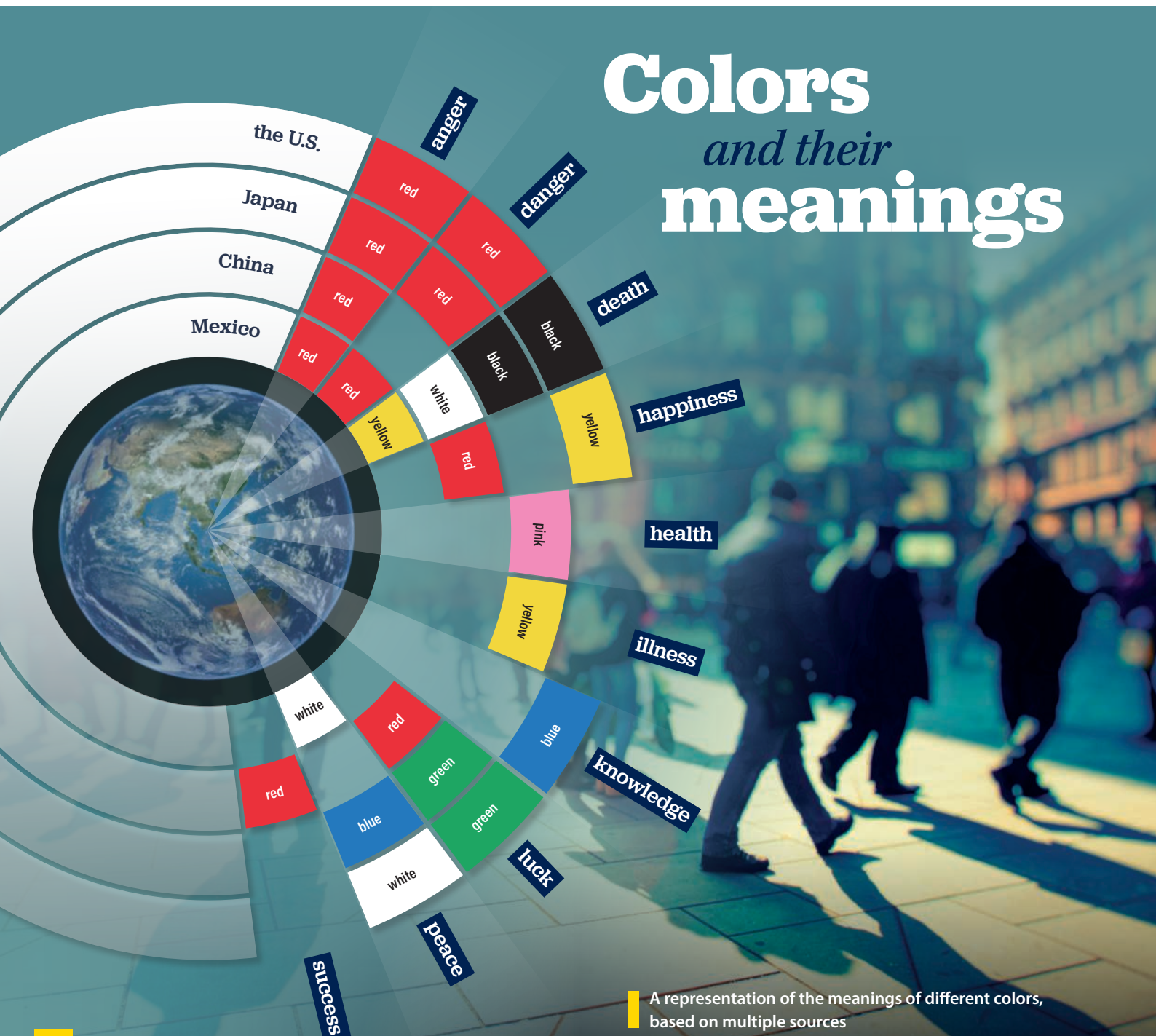
1 Read out the comments below to a partner. Would you associate the feelings in these comments with any colors? Compare your ideas for similarities and differences.

- “I’m really angry about that!”
- “I feel great today!”
- “I’m feeling so sad today.”
- “I’m frightened about what I need to do.”

2 Look at the infographic. What color would you connect with each concept, if any? Do you think people in your culture or country would agree with you? Discuss your ideas with a partner.

3 Work in pairs. Look at the infographic again. Discuss the questions.

- 1 Do you think that colors mean the same thing for everyone who lives in each country? Why or why not?
- 2 How reliable do you think the information in the infographic is? Give your reasons.



Listening

4 **1.3** Background knowledge can help you understand what you hear. You are going to listen to a podcast about colors and their meanings. Discuss the questions below with a partner. Then listen and check your answers.

- 1 What is the most common color on national flags?
- 2 In the U.S., what do many people connect with the color yellow?
- 3 Which color has a positive meaning in many countries?

5 **1.4** Listen and complete the questions from the podcast.

- 1 in different countries?
- 2 It's a really ?
- 3 So, happiness in the U.S.?
- 4 in Mexico?

Grammar question forms

- 1 What **does** this color **mean**?
- 2 Which color **means** happiness?
- 3 Do you know what yellow **means**?
- 4 Green **means** nature, **doesn't it**?

For more information and practice, see page 156.

6 Look at the grammar box. Answer the questions.

- 1 What is the main verb in each question?
- 2 Which question includes a statement and a question?
- 3 Which question starts with a question phrase?

7 Put the words in order to make questions. Then take turns with a partner to ask and answer the questions.

- 1 does / in your culture / mean / What / red / ?
.....
- 2 peace / color / Which / means / ?
.....
- 3 the White House, / don't they / live / in / U.S. presidents / ?
.....
- 4 who / Do you know / wears / at funerals / blue / ?
.....

8 Pronunciation *wh-* questions

a **1.5** Listen to questions 1 and 2 from Exercise 7. Does the speaker's voice rise or fall at the end of the questions? Discuss your answer with a partner.

b **1.5** Listen again and repeat the questions.

9 Complete the quiz questions with verbs or question words. Then work in two pairs within a group of four.

Pair A: Turn to page 153 and follow the instructions.

Pair B: Turn to page 155 and follow the instructions.

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



- 1 Where yellow taxi cabs come from originally?
- 2 Which yellow fruit the Chula Vista festival in California celebrate?
- 3 sport gives a yellow jersey (or top) for the winner to wear?
- 4 Can you tell me where the house that inspired van Gogh's "Yellow House" painting ?

Speaking

10 Write questions using these ideas. Use different question forms from the grammar box. Then work in groups asking and answering the questions.

- 1 (color) / mean / love?
Which color means love? / Red means love, doesn't it?
- 2 know anyone / color-blind?
.....
- 3 feel strongly / about / (color)?
.....
- 4 (color) / favorite sports team / wear?
.....

The first global generation

Reading

- 1 Work in pairs. Match the names of the different generations (1–5) with the periods they were born in (a–e). Do you separate generations in this way in your culture or country?

..... 1	Generation Alpha	a	mid-1940s to mid-1960s
..... 2	Baby Boomers	b	mid-1960s to mid-1970s
..... 3	Generation X	c	early 1980s to mid-1990s
..... 4	Generation Z	d	late 1990s to early 2010s
..... 5	Millennials	e	after the early 2010s

- 2 Do you think that people born after the mid-1990s have different characteristics from people of other generations? If so, think of some examples.
- 3 Read the article. What is the main reason for Generation Z having a more “global” identity than earlier generations? Discuss your ideas with a partner.
- 4 Read the article again. Write the paragraph numbers (A–E) to answer the questions.
- Which paragraph describes Generation Z in three different parts of the world?
 - Which paragraph discusses how different generations experienced communication?
 - Which paragraph gives an example of a negative view of global identity?
 - Which paragraph asks readers to think about their own experience?
 - Which two paragraphs include quotes from Generation Z?

Wordbuilding adjective + noun collocations

Some adjectives and nouns often go together.
E.g., *global identity, digital native*

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

communication	culture	generations
thing	world	

- We should show respect to **older**
- Digital** is usually instant.
- You can be anyone in a **virtual**
- Traditional** can teach us a lot.
- Speaking multiple languages is a **good**

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

A: *Do you often spend time with your older relatives?*
B: *Yes, I do. Our entire family has dinner together once a month.*

Critical thinking supporting examples

- 7 Writers often give examples to support the statements they make. Find examples 1 and 2 in the article and underline the statements they support.

- Generation Z in Asia has more in common with Generation Z in Europe or in North America than with older generations in Asia.
- The world was changing from analog to digital communication.

- 8 Examples can be introduced by a linking expression. Look at the article again and circle the linking expression for example 1 in Exercise 7. Find other linking expressions in the article.
- 9 Do you think the writer chose good supporting examples? Can you think of your own examples to support the statements? Discuss your ideas with a partner.

Speaking my life

- 10 Work in groups. Choose one area from the list and write a question about it.
- communication
 - entertainment
 - food
 - games
 - music
 - shopping

How do you usually keep in touch with your friends or family?

- 11 Ask your group members the question. Note down their answers.

A: *I call them on my cell phone.*
B: *My friends and I don't talk much on the phone, but we ...*

- 12 Share your group's results with the class. Do you think the answers are typical of your generation? Would different generations give different answers?

1.6

A multigenerational family gathering in London, U.K.



opinion

CULTURE AND IDENTITY IN THE 21ST CENTURY

- A** How do we define our identities in the 21st century? Our sense of identity comes partly from our culture: the experiences we share with others. What influences these experiences? Do we feel we have more in common with people of our own generation around the world or with people of all generations from our own country?
- B** It's not unusual to feel more in common with people of our own age than with younger or older generations. But now, those of us born after the mid-1990s also share a culture that is international. For example, Generation Z in Asia has more in common with Generation Z in Europe or in North America than with older generations in Asia. Despite differences in language and local culture, Generation Z is the first generation to have a "global" identity.
- C** This is because Generation Z is the first generation of "digital natives" (in other words, people who grew up with the internet and a digitally connected world as a normal part of life). Those of us from older generations, such as Millennials or Generation X, grew up in a time of change. The world was changing from analog to digital communication. It was normal to communicate by mail and by phone. Then email started to become normal, then messaging. Communication, and perhaps life generally, moved from slow to fast to instant. These days, 95 percent of Generation Z communicate visually—it's a "camera first" attitude. One 21-year-old from Switzerland says, "Pictures and videos are a more inclusive way of communicating. It allows me to take my friends with me and show them what I'm doing instead of just telling them, which keeps us connected and makes interaction more authentic." Sometimes, the
- focus on communicating inside a virtual world and a possible lack of practice with face-to-face conversations means that Generation Z makes less eye contact. This might seem impolite to older generations, but it isn't supposed to be. Generation Z tends to have a more playful attitude to "visual impact," with almost half of them saying they enjoy experimenting with the way they look, much more than Millennials or Generation X did at the same age.
- D** However, it's not just the virtual world that is different for Generation Z. There are "real world" differences, too, compared to older generations. For instance, in the United States about 22 percent of Generation Z have at least one immigrant parent. And people of Generation Z seem more confident about their identity. One 21-year-old from the Netherlands says, "I feel people are more themselves now. You don't have to like who I am, but that's OK. I don't have to change for anyone else."
- E** This new global identity is not always seen in a positive way. Some people worry that local and traditional cultures will lose their importance because young people are influenced too much by international cultures. However, other people see Generation Z's global identity as a way of bringing together different cultures, a way of sharing the same experiences and the same attitudes to the world. If this means we'll all understand one another better, surely that is a good thing?

inclusive (adj) /ɪnˈkluːsɪv/ including everyone and treating them fairly and equally
authentic (adj) /əˈθentɪk/ true and real
immigrant (n) /ˈɪmɪgrənt/ someone who has come to another country to live there

Make a good impression

Real life opening and closing conversations



You never get a second chance to make a good first impression!

- Dress appropriately: Formal or casual, depending on the event. Be yourself. Wear what you feel comfortable in—bright or neutral colors.
- Be relaxed and positive.
- Make sure you find out the other person's name. Use it!
- Make eye contact—make the other person the focus of your attention.
- Listen actively—nod your head, smile, and make encouraging sounds.
- Exchange contact details and follow up on your meeting.

- 1 Work in groups. Read the handout from a course on communication skills. Discuss the questions.
 - 1 Is the advice for formal or informal meetings, or both?
 - 2 Which advice is appropriate or inappropriate in your country?
 - 3 When do you usually use first or last names in your culture or country?
 - 4 Which parts of the advice might be easier or more difficult for some people to follow?
- 2 **1.7** Read the expressions for opening and closing conversations. Then listen to students role-playing first meetings. Check (✓) the expressions they use. Which role-play sounds the most natural?

Opening a conversation

- May I introduce myself?
- Allow me to introduce myself.
- How do you do? My name's ...
- How are you doing?
- How's it going?
- It's a pleasure to meet you.
- Great to meet you.

Closing a conversation

- Thank you for your time.
- It's been good talking to you.
- Sorry, I have to get going.
- Why don't I give you my card?
- Let's swap contacts.
- Let's stay in touch.
- Maybe we can catch up later?

- 3 **1.7** Listen again. Write *Colin*, *Lucy*, *Paola*, or *Hiro*.
 - 1 is really into gaming.
 - 2 is in a hurry.
 - 3 is an art director.
 - 4 works in gaming.

- 4 Look at the expressions for opening and closing conversations again. Underline the formal expressions.

5 Pronunciation short questions

- a **1.8** Listen to these conversations. Notice how the speakers use short questions to show interest.
 - 1 Hiro: It's one of my favorites.
Lucy: Is it?
 - 2 Colin: I mostly work on web ads.
Paola: Do you?
 - 3 Paola: I'm in sales.
Colin: Oh, are you?

- b Work in pairs. Practice the conversations.

- 6 Imagine you are a representative at a volunteering fair. Complete the chart with your own information. Introduce yourself to potential volunteers. Talk to and arrange to follow up with people with similar interests or experience.

Name:
 School/Organization:
 Interests:
 Your current project(s):

- 7 Work in pairs. Tell each other about the people you met in Exercise 6.

About us

CONNECT WITH US!

Cultural exchange specialists

Expert knowledge of cultures near and far

About us

We are a professional cultural exchange organization with 15 years' experience. We offer advice for all kinds of exchange trips. We help you find the perfect match. We lead the field in matching visitors and host families.

What we do

Our team of experts can recommend the best projects for your interests. We work closely with cultural groups, volunteer projects, and host families in 12 countries. We arrange everything from the first to the last day of your exchange trip.



Testimonials

"Connect with us! recommended a great educational exchange to Vietnam for our class. Everything went perfectly."

Giovanni, Milan

"We used Connect with us! to plan a two-week volunteering holiday last year. Their suggestions were just what we wanted."

Koji, Kyoto

Writing an organization's profile

1 Read the organization's profile. Choose the group(s) (1–4) that would be interested in this organization's services. Discuss your reasons with a partner.

- | | |
|---------------------|--------------------------------|
| 1 college students | 3 families with young children |
| 2 groups of friends | 4 educational organizations |

2 Writing skill using criteria for writing

a Read the profile again. Choose the correct option for each aspect.

- | | |
|--------------|---|
| 1 text type: | <i>advertisement / website</i> |
| 2 style: | <i>neutral / formal / informal</i> |
| 3 reader: | <i>current customers / potential customers</i> |
| 4 purpose: | <i>to advertise a product / to promote the organization</i> |
| 5 structure: | <i>a single paragraph / sections of text</i> |

b Which features of the profile helped you decide your answers in Exercise 2a? Discuss your ideas with a partner.

3 Underline these things in the text.

- verbs that describe what the company does
- words or phrases (one to two words) related to cultural exchange trips

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

- Our travel company can you with all your vacation needs.
- Let our market researchers with you to find your key customers.
- As a supermarket brand specializing in healthy food, we the field in providing a variety of healthy food choices.
- Our personal banking advisors advice on ways of saving money.

5 Work in groups. Imagine that your organization offers cultural services (guided tours, food-tasting events, day trips, etc.) in your area. Come up with a name for your organization. Use the *Connect with us!* profile and writing criteria in Exercise 2 to help you plan a profile.

6 Work alone. Write the profile for your website.

7 Work in your groups again. Choose the profile that best promotes your organization. Use these questions to check the profile.

- Are there any spelling or factual mistakes?
- Is it clear what your organization does?