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Life

THIRD
EDITION

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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

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2 Performing <i>pages 21–32</i> Review <i>page 32</i>	present perfect simple; <i>already, just</i> and <i>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
3 Opportunities <i>pages 33–44</i> Review <i>page 44</i>	predictions with <i>will, may</i> and <i>might</i> ; future forms	word focus: <i>job</i> and <i>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
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5 A healthy life <i>pages 57–68</i> Review <i>page 68</i>	modal verbs; 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
6 Mysteries <i>pages 69–80</i> Review <i>page 80</i>	expressing purpose; certainty and possibility	word focus: <i>fun</i> and <i>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 the importance of colours; creating a survey about your generation's habits; introducing yourself to others; planning a set of photos	a profile of an organization; using criteria for writing	<i>Faces of India</i> ; visual literacy: understanding a photographer's message
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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 future plans; discussing why education matters; discussing what a 'quality education' means	a supporting statement; 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 programme 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 towards equality

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	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
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8 Travel <i>pages 93–104</i> Review <i>page 104</i>	verb patterns: <i>-ing</i> form and <i>to + infinitive</i> ; 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 travelling; a description of a woman who has been to every country; paying attention to specific information while listening
9 Shopping <i>pages 105–116</i> Review <i>page 116</i>	passives; articles and quantifiers	customer experiences; spending money; wordbuilding: compound adjectives; in a shop	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
10 No limits <i>pages 117–128</i> Review <i>page 128</i>	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 sport; recognize how words sound joined together in fast speech
11 Connections <i>pages 129–140</i> Review <i>page 140</i>	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 /j/	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
12 Experts <i>pages 141–152</i> Review <i>page 152</i>	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

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
three people describe returning to their roots; an article about why travel is important	analyzing choice of language	choosing a holiday companion; describing favourite activities; 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-shirts</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 film	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	reporting a news story; making 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
an article 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 which keep the events relevant to your lives and times.



UNIT 1

- Postcards with an important message
- Colours 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 sea
- 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 Himalayas



UNIT 8

- Stories of people travelling 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 sport performances are always improving
- An interview with a caver
- The things astronauts dream about



UNIT 11

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



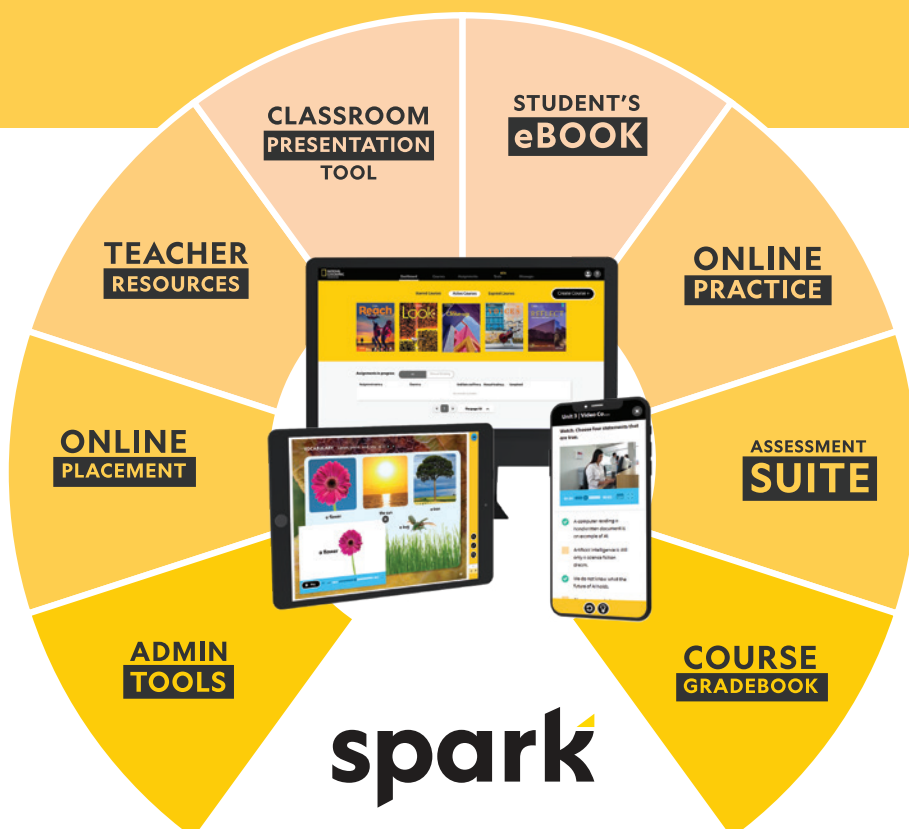
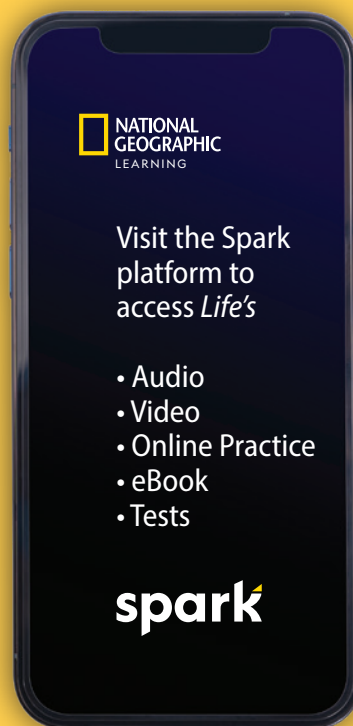
UNIT 12

- 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 practise 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, finding examples that support statements
- 1d** • open and close conversations
- 1e** • write a profile of an organization using appropriate criteria
- 1f** • watch a video about a photographer and identify a photographer's message

- 1** Work in pairs. Look at the photo and the caption. Discuss the questions.
 - 1 What do you think is unusual about this photo?
 - 2 How are the skaters different from your idea of typical skateboarders?
 - 3 The skater group in the photo is on social media. What do you think its profile says?
- 2**  **1.1** Listen to the story behind the photo. Make notes on these things.
 - 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** Compare your answers with your partner. Then discuss why the skaters choose to wear traditional clothes.
- 4** 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? Do they have an 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 football team. I often wear their colours, red and white.

Where are you from?

Reading

- 1 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 one of the six-word thoughts (a–e) with the rest of the story (1–3).

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 children yet. [...] I am 27 years old, and I am working on getting my master's degree.

2 I am adopted [...] I have an African father and a white mother, 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 US. Several years ago, she had an idea. She printed postcards with the following message on them, 'Race. Your thoughts. 6 words. Please send.'

- 5 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 'Have you 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 colour, eye shape, etc.

gender (n) /ˈdʒen.də/ male, female, etc.

adopted (adj) /əˈdɒp.tɪd/ 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 US.

Present continuous

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

For further 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 behaviour
- d describing things that are temporary or in progress at or around the time of speaking

- 5 Choose the correct options. Explain your choice 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 favourite shirt today.
- 4 a He loves / He's loving his course right now.
b He loves / He's loving any kind of sport.

- 6 Complete the pairs of sentences with the present simple or present continuous form of the verbs.

- 1 a I (have) lots of brothers and sisters.
b I (have) a fantastic day today.
- 2 a He (work) in his family business.
b He (work) more and more each month.
- 3 a They (come) from Milan for the wedding.
b They (come) from Milan originally.
- 4 a I (not / enjoy) horror movies.
b I (not / enjoy) this film at all!

STATIVE VERBS

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

For further information and practice, see page 156.

- 7 Look at the grammar box. Which form do we usually use for stative verbs?

- 8 Complete the sentences so they are true for you. Then compare with a partner and ask follow-up questions.

- 1 I know quite a lot about ...
- 2 Unfortunately, I don't really understand ...
- 3 Football is OK, but I prefer ...
- 4 Of all the things I own, my favourite
- 5 I really love ...
- 6 I belong to ...

A: *I know quite a lot about my family history.*

B: *Really? What do you know?*

A: *Well, my mother's parents are from Thailand and ...*

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 Practise two-line exchanges using these sentences.

- 1 I'd love to! Thanks.
- 2 I'm loving it!
- 3 It's a love-hate relationship.
- 4 It was love at first sight.
- 5 Please give them my love.
- 6 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

- 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 what your partner wrote?

Culture and colour

Vocabulary ideas and feelings

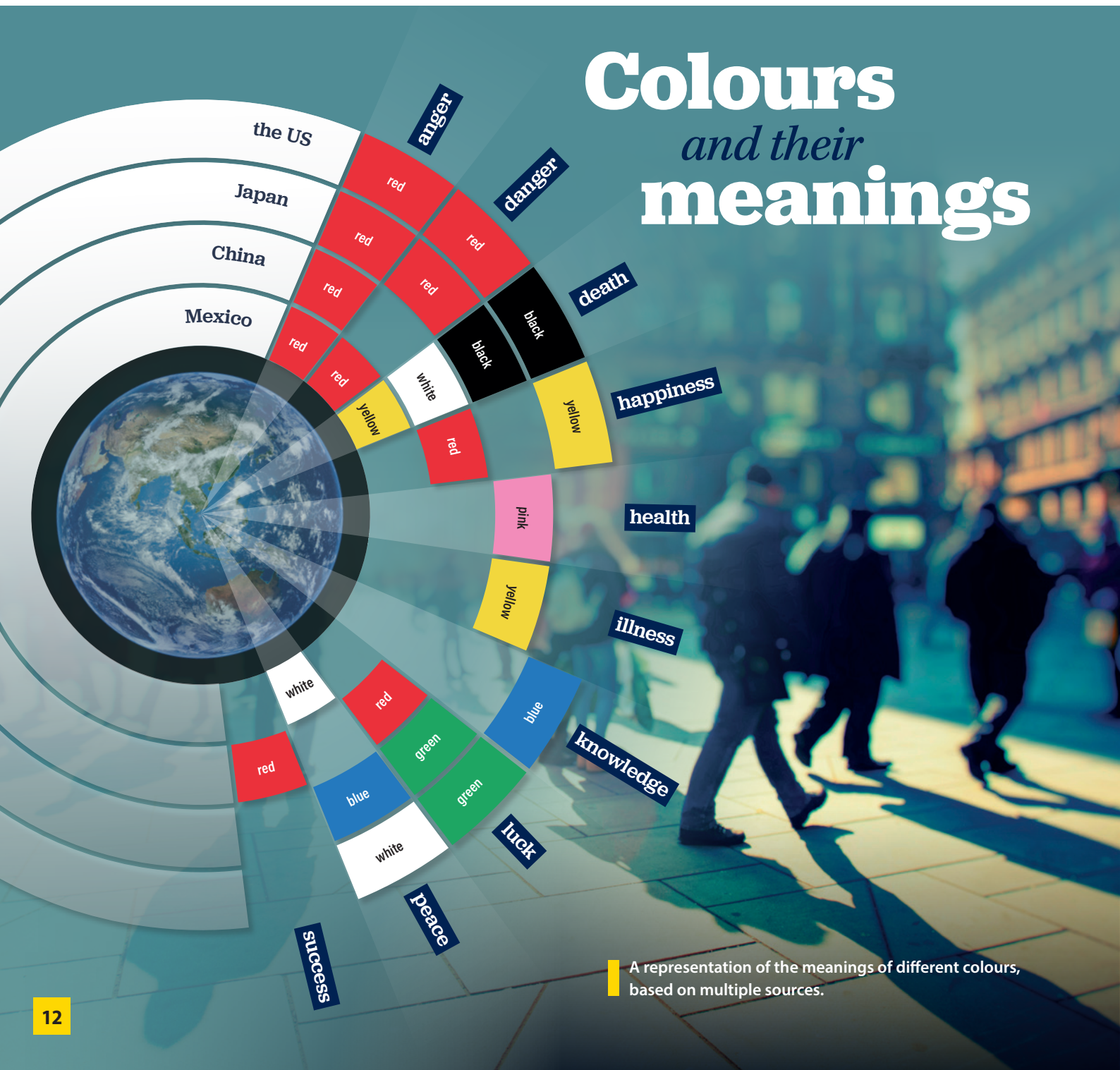
1 Work in pairs. Read out these comments to your partner. Do they make you think of a colour or not? If yes, which colour? Compare your ideas. Are they similar or different?

- '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 and the suggested meanings of different colours. What colour would you connect with each noun, if any? Do you think people in your culture or country would agree with you?

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

- 1 Do you think it's possible to state what colours mean in different places with 100% accuracy? Why? / Why not?
- 2 Do you think the designer intended the infographic to be a reliable source of information? Explain your reasons.



Listening

4  **1.3** When you listen to factual information, you can use your knowledge of the topic to help you understand what you hear. You are going to listen to part of a podcast discussion about colours and their meanings. Before you listen, discuss these questions. Then listen and check.

- 1 What is the most common colour on national flags?
- 2 In the US, what do many people connect with the colour yellow?
- 3 Which colour has a positive, natural 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 US?
- 4 in Mexico?

Grammar question forms

QUESTION FORMS

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

For further information and practice, see page 156.


6 Look at the grammar box. Answer these questions.

- 1 What is the main verb in each question?
- 2 Which questions use the form subject + verb?
- 3 Which question has two parts?
- 4 Which question asks about a subject?
- 5 Which question starts with a question phrase?

7 Put the words in order to make questions. Then ask your partner the questions.

- 1 does / in your culture / mean / What / red / ?
- 2 a peace symbol / a white dove / painted / Who / as / ?
- 3 who / Do you know / wears / at funerals / blue / ?
- 4 the White House, / don't they / live / US presidents / in / ?
- 5 blue / 'peace' / means / where / Can you tell me / ?
- 6 do you / What colours / International Women's Day / connect with / ?

8 Pronunciation wh- questions

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

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

9 Complete these *blue* and *yellow* 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 US 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.

- 1 colours / like / wear?
- 2 feel strongly / about / any colours?
- 3 dream / in colour or in black and white?
- 4 see words / in colour?
- 5 know anyone / colour blind?
- 6 colours / favourite sports team / wear?

Can you tell me which colours you like to wear?

11 Ask and answer the questions. Find out who has similar answers.

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 country or culture?

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

2 Do you think that people born after the mid 1990s have different characteristics to people of other generations? If so, give some examples.

3 Read the article. What is the main reason that Generation Z has a more 'global' identity than earlier generations?

4 Read the article again. 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

WORDBUILDING adjective + noun collocations

Some adjectives and nouns often go together.
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	

- Traditional** is important for every generation.
- I think speaking more than one language is a **good**
- I spend most of my working day in a **virtual**
- Digital** is usually instant nowadays.
- It's important to show respect to **older**

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.

*Have you ever been to a traditional wedding?
Do you think you are a digital native?*

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 statement 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 analogue to digital communication.

8 Examples can sometimes be introduced by a linking expression. Look at the article again and find the linking expression for example 1 in Exercise 7. Then find similar expressions in the article.

9 Work in pairs. Do you think the writer chose good examples to support statements? Can you think of your own examples?

Speaking my life

10 Work in pairs to prepare questions for a survey on habits. Use these ideas. Ask other students your questions.

- communication
- entertainment
- food
- games
- music
- shopping

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

What kind of food do you eat most days?

11 Share the results with the class. Do you think the answers are typical of your generation? Would different generations give different answers?

1.6



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 which 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 analogue to digital communication. It was normal to communicate by post 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% of Generation Z communicate visually – it's a 'camera first' attitude. One nineteen-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 conversation means that Generation Z makes less eye contact. This might seem impolite to older generations, but it isn't meant 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% 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 each other better, surely that is a good thing?

inclusive (adj) /ɪnˈkluː.sɪv/ including everyone and treating them fairly and equally

authentic (adj) /ɔːˈθen.tɪk/ true and real

immigrant (n) /ˈɪm.ɪ.grənt/ 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, but be yourself. Smart or casual, depending on the event. Wear what you feel comfortable in – bright or neutral colours.
- 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 Read the information from a course on communications skills. Then work in groups and discuss these questions.

- 1 Is the advice for formal or informal meetings, or both?
- 2 Which advice is appropriate or inappropriate in your country?
- 3 Do you use first names or surnames in your country? In which situations?
- 4 Which parts of the advice might be easier or more difficult for some people to follow?

2 **1.7** Listen to students on the course, roleplaying first meetings. Look at the expressions for opening and closing conversations. Tick the expressions the speakers use.

OPENING AND CLOSING CONVERSATIONS

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. Which expressions are more formal?

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 favourites.
Lucy: Is it?
- 2 Colin: I mostly work on web adverts.
Paola: Do you?
- 3 Paola: I'm in sales.
Colin: Oh, are you?

b Work in pairs. Practise the conversations.

6 Imagine you are representing your school or organization at a volunteering fair. Complete your information. Then introduce yourself to as many people as you can. Find volunteers that have similar interests and experience. Arrange to follow up with interesting contacts.

- Name: _____
- Organization: _____
- Interests: _____
- Current projects you are involved in: _____

7 Work in pairs. Compare the information about the people you found out about 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 fifteen years' experience. We offer advice for all kinds of exchange trips. We help you find the perfect project. 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 twelve 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 a profile of an organization

1 Look at the profile for *Connect with us!* What kind of people (1–4) do you think would be interested in this organization's services? Why?

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

2 Writing skill using criteria for writing

a Read the profile again. Choose the correct option.

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

b Which features of the profile helped you decide your answers in Exercise 2a?

3 Underline these things in the text.

- 1 verbs that describe what the company does
- 2 vocabulary about cultural exchange trips

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

- 1 Our travel company can you with all your holiday needs.
- 2 Let our market researchers with you to find your key customers.
- 3 As a fast-food company, we the field in healthy food choices.
- 4 Our personal banking advisors advice on ways of saving money.

5 Work in groups. You offer cultural services to visitors to your area. Choose your field (guided tours, food-tasting events, day trips, etc.) and your organization's name. Then plan a profile for your website. Use the *Connect with us!* profile and the criteria in Exercise 2 to help you.

6 Work alone. Write the profile for your website.

7 Work in your groups again. Compare your profiles and choose the one which best promotes your company. Think about these points.

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