

1 GLOBALIZATION


Learning objectives

Focus learners on the Learning objectives box and tell them that this is what they will be working on in this unit. Later they will write an essay: *'How have eating habits changed in your country? Suggest some reasons why.'* Show learners this essay title on page 29 but reassure them that all the work in this unit will help them to write it. At the end of the unit they will be able to assess how well they can manage the skills in the Learning objectives box.

UNLOCK YOUR KNOWLEDGE

Lead-in

Give learners one minute to think of as much food as possible that they have eaten in the last 24 hours. They note this down. Give them a few minutes for to check vocabulary and spelling in a dictionary. Tell them that they are going to spell the names of some food in English. Everybody starts with three points. One person says the first letter of a food on their list and the next person says another letter that together with the first makes the beginning of a food word. The next learner adds another letter and so on. If at any time someone doubts that the learner who says a letter has a real (correctly spelled) food word in mind, they can challenge that person. If the challenged learner can't give an appropriate answer, they lose a point and a new word is started. If they can give a word, the challenger loses a point. If somebody can't continue a word, they also lose a point. The winner is the last learner with points remaining at the end of the game.

 Learners read the questions. To check vocabulary with weaker groups you could ask the following questions:

- Which two words in the questions mean 'things'? (*items* and *goods*)
- Which verb means to buy goods from other countries to sell in this *country*? (*import*)
- What is the opposite of the verb 'import'? (*export*)
- What are the nouns for goods that are imported and exported? (*imports/exports*)
- Which word from the questions refers to how things spread around the world? (*globalization* /ˌɡləʊ.bəl.aɪˈzeɪ.ʃən/)

Allow learners a few minutes to think about their answers to the questions. Then they discuss the questions in pairs. Monitor to help with vocabulary and to check their level of existing knowledge. If they are struggling, you could give

some prompts (see answers below). Check a few answers with the class. Encourage learners to react to each other's ideas.

Possible answers

- 2 Some people argue that importing goods gives people the opportunity to buy a wider range of goods at lower prices. Others argue that it can harm local manufacturing businesses when cheaper imports come into the country.
- 3 Globalization may have had effects in areas such as: food, culture, media, language, business and education.

WATCH AND LISTEN

Video script

A WORLD OF FOOD IN ONE CITY

New York, from melting pot to cooking pot.

As international trade routes, migration, media and IT communication expand across traditional borders, different cultures interact more, with a flow of goods, labour and ideas. This is called globalization.

Although this is common all over the world, there are certain cities where this is more obvious than others. New York is perhaps the best example of a city where different cultures have come together through globalization. A centre for migration for many centuries, New York is home to many ethnic groups, often living in the same neighbourhoods.

This can be clearly seen by the huge variety of world food on sale. Immigrants from Central Europe, South America, Italy, the Caribbean and China have brought their food with them. New York often took these recipes and gave them a twist to create a new American identity such as ice cream sundaes, burgers and hot dogs.

There are over 19 thousand restaurants in New York and every type of international food is represented, South American, Irish, Middle Eastern and Indian. In Harlem there are famous restaurants serving Afro-American food with chicken and rice dishes. Some have even developed into brands selling prepared food in supermarkets and recipe books.

New York has always been called a 'melting pot' as different communities have come together in one city. This means that all different ingredients, recipe books and cooking equipment are available in the shops and markets.

PREPARING TO WATCH

UNDERSTANDING KEY VOCABULARY

- 1 Learners read all the sentences and complete them with the words or phrases from the box. Allow them to use dictionaries if necessary. Learners compare answers. Check answers with the class.

Answers

- 1 labour 2 international media 3 IT communication
4 ethnic /'eθ.nɪk/ groups 5 South American
6 prepared food 7 cooking equipment
8 international cuisine

Optional activity

Focus learners on the word *migration* /maɪ'greɪ.ʃən/ and establish that it means people moving to live in different countries. Elicit the related verb *migrate* and the noun for a person (*migrant*). Also elicit verb *emigrate* (leaving a country to live in another), *emigration* (noun) and noun for a person (*emigrant*) and nouns *immigration* and *immigrant* (coming to a new country to live; a person). Relate the prefixes *em-* and *im-* to the words *export* and *import* raised in the Lead-in section.

USING YOUR KNOWLEDGE TO PREDICT CONTENT

- 2 Tell learners they are going to watch a video about food in New York. Learners discuss the questions. Monitor to help with vocabulary and ask the class for some of their predictions. Do not give answers at this stage.
- 3 Learners watch the video to check their ideas. They compare answers. Check answers with the class.

Possible answers

- 1 It is a city in the USA, sometimes called the Big Apple. Many people from different countries have moved to live there, so the culture is very international.
2 Hamburgers, hot dogs, fried chicken, fries, cola drinks, pizza, tacos etc.
3 Because New York is a very large city with a mixed, multicultural population and mixed culinary traditions, it has many types of restaurants.

WHILE WATCHING

UNDERSTANDING DETAIL

- 4 Before watching the video again, focus learners on the notes. They read the notes and predict the missing words or types of words. They compare answers and watch the video to check and write one word in each gap. Learners compare answers. Check answers with the class. Display the correct words.

Answers

- 1 media 2 traditional 3 labour 4 obvious 5 cultures
6 migration 7 ethnic 8 variety 9 identity

WORKING OUT FROM CONTEXT

- 5 Focus learners on the four multiple-choice questions. Tell them that they should try and work out the meaning of the words or phrases in italics from what they have learned from the video. Do the first question together with the class. If learners find this difficult, play the video again. Learners compare answers. Check answers with the class.

Answers

- 1 a 2 d 3 d 4 c

DISCUSSION

- 6 Focus learners on the questions. The answers should be based on learners' knowledge, they are not given in the video. Learners discuss their ideas. Check some answers with the class.

Possible answers

- 1 America had a very open immigration policy, particularly in the 19th and early 20th century.
2 Since America has such global financial and cultural influence, its food companies have been able to open outlets in many countries around the world and change the way other countries eat. American-style food has been blamed for increased obesity in some countries.
3 This depends on the country the learners are from.

READING 1

PREPARING TO READ

USING YOUR KNOWLEDGE TO PREDICT CONTENT

- 1 Tell learners that they will be doing some work to improve their reading strategies. This means they will not be using dictionaries, although it would be a good idea for them to check unknown words in a dictionary and record them *after* the class. Ask what learners know about *blogs* (you find them online; usually written by one person; sometimes (but not always) a kind of diary; usually the most recent post is at the top; other people can comment; etc.). Ask if anyone in the class writes a blog or regularly reads one.
- Paraphrase or ask learners to read the information in the box. Check the meaning of *source* (where the text comes from). Focus learners on the four questions and ask them to discuss which are likely to be true about a blog post.
- 2 Learners read the blog to check their predictions. They compare answers. Check answers with the class, asking for examples.

Answers

1 T 2 F (It is unlikely that a blog would be appropriate for an academic essay; any information found would need to be checked with a reliable source.) 3 T 4 T (Unless it is an old blog post.)

UNDERSTANDING KEY VOCABULARY

- 3 Learners match the words with the definitions. Monitor to check they can manage the task. If necessary, refer them to the text so they can use the context to help them. Learners compare answers in pairs. Check answers with the class.

Answers

1 h 2 d 3 e 4 a 5 f 6 g 7 c 8 b

WHILE READING

READING FOR DETAIL

- 4 Learners read the questions and read the text again to answer them. They compare answers. Check answers with the class.

Answers

- 1 The food is tasty (*yummy*) and ingredients are fresh and authentic.
2 The food is locally sourced (it comes from the surrounding area).
3 Why the price of food has increased so much recently.
4 The fact that food prices have gone up recently due to the bad weather, and may go up more.

- 5 Learners read the statements and say whether the information is true, false or if it does not say. If learners are not familiar with this type of exercise, make sure they know the difference between *false* (the text specifically gives information that shows the statement is not true) and *does not say* (the information is not mentioned in the text so it may or may not be true). You can then point out that 1 is false (F) because the text says that food is grown in an urban area, but 3 is does not say (DNS) because the writer does not say if these types of restaurants will become more common in the future. Learners continue the exercise writing *T*, *F* or *DNS* next to each one if they think they can remember. Then they read the text again to confirm. Learners compare answers. Check answers with the class.

Answers


- 1 F (The food sold at Chez Fitz is grown around the London area.) 2 F (It is normally £40 and this week £55 which is a 22% increase.) 3 DNS 4 T (All food is sourced locally.) 5 DNS 6 T (It is quite expensive.)

- 6 Learners scan the text to find and highlight the informal words in the exercise. To do this they just run their eyes over the text, looking for the words they need. Point out that scanning is a useful academic reading skill as it is often necessary to find specific information quickly in a text. When they have found the words they match them with formal equivalents, using the context to help them. Learners compare answers. Check answers with the class.

Answers

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


READING BETWEEN THE LINES
MAKING INFERENCES FROM THE TEXT

- 7  Focus learners on the three questions. Point out or elicit that when we ‘infer’ or ‘make inferences’, the answer is not written directly in the text and learners have to guess the answer using other information to help them. Learners discuss the questions in pairs.

Possible answers

- 1 The blogger sounds quite negative about perfectionists: He refers to the owner of Moda as a perfectionist, but then says *but it was so delicious*. The use of *but* implies he was surprised by the fact the food was so good.
2 Possibly to encourage the blogger to write a positive review of Moda, which could make readers try the restaurant.
3 Food prices may have risen because of economic or political circumstances, weather conditions, the price of oil for transportation, etc. Or maybe the blogger bought more or different goods that were more expensive.

DISCUSSION

- 8  Learners discuss the questions in pairs or small groups. Give them a few minutes to think about their opinions and language they may need to express them before they start speaking. Monitor to help with vocabulary and to encourage participation. Check a few answers with the class. Encourage learners to respond to each other’s ideas.

Answers will vary.


READING 2

Optional lead-in (1)


Ask learners if they like Italian food. Why do they think it is so popular worldwide? Elicit some Italian dishes and any restaurants where it is served in the town where the class is studying.

PREPARING TO READ

PREDICTING CONTENT FROM TOPIC SENTENCES

- 1  Paraphrase or ask learners to read the information in the box. Ask learners why texts are broken into paragraphs (to make them

easier to read) and what the writer should include in each paragraph (information or opinions about the same topic). Focus learners on the five sentences. Say that they are the topic sentences of the five paragraphs in an essay. Elicit what kind of information they expect to find in Paragraph 1. Learners discuss the other topic sentences in pairs. Elicit a few answers from the class, but do not say if they are right or wrong.


- 2  Learners skim read the text to check their predictions. Remind them that they do not need to focus on each word in the text, just get the gist of it. Learners compare answers. Check answers with the class.

Answers

- 1 Italian restaurants are very popular worldwide. Italian eating habits have also changed.
2 Until recently, most food was homemade and only local food was available.
3 Italians eat more frozen foods, takeaway meals, dried pasta, ready-made pasta sauces and foreign food.
4 Advantages: greater range of food available and less time needed to cook it. Disadvantages: Local and national cuisine dying out.
5 There is more choice but it might be damaging traditions. However, it is likely that the popularity of Italian food means it will survive.


WHILE READING

READING FOR MAIN IDEAS

- 3  Learners read the question and the table. Draw attention to the example answer, asking learners how we know it refers to the present (‘now’ and the use of present tense). Learners complete the table. They compare answers. Check answers with the class.

Answers

- 1 Present 1, 5, 6, 7 Past 2, 3 Both 4

- 4  Focus learners on the four sentence beginnings. Ask them how they could complete the first sentence. Learners work alone to complete the sentences by referring to the text. They compare answers. Check answers with the class.

Possible answers

- 1 all over the world
2 much more at home
3 convenience foods and foreign foods
4 is eaten less regularly

READING BETWEEN THE LINES
IDENTIFYING PURPOSE AND AUDIENCE

Optional lead-in (2)

Tell learners about some things you have read in the last 24 hours. Tell them who you think the texts were written for and what the author’s main intention was. They then discuss what they have read, who the text was meant to appeal to and what they think the author’s main intention was.

- 5 Learners answer the two multiple-choice questions about the essay on Italian food. They compare answers. Check answers with the class.

Answers
1 a 2 c

DISCUSSION

- 6 Allow learners a few minutes to read the questions and think about their answers. They discuss the questions in pairs or small groups. Monitor to help with vocabulary and to encourage participation. Check a few answers with the class. Encourage learners to react to each other’s ideas.

Answers will vary.

LANGUAGE
DEVELOPMENT

ACADEMIC ALTERNATIVES TO PHRASAL
VERBS

- 1 Paraphrase or ask learners to read the information in the box. Ask for some more examples of phrasal verbs. Learners match the phrasal verbs with the academic verbs. To challenge stronger learners, ask them to cover one of the columns and guess what the corresponding academic verb or phrasal verb is. Then they uncover the column and complete the exercise. Learners compare answers. Check answers with the class.

Answers
1 b 2 a 3 g 4 c 5 i 6 d 7 h 8 e 9 f

- 2 Unless they are weak, learners cover their answers to the previous exercise. Point out that they may need to change the tense of the academic verb in their answers. Do one or two with the class as examples. Learners match the words. They compare answers. Check answers with the class.

Answers
1 increase 2 continue 3 studying 4 confusing
5 excluded 6 refused 7 exhausted 8 separate
9 removed

GLOBALIZATION VOCABULARY

- 3 Learners complete the text with the words in the box, using dictionaries if necessary. Stronger ones can try completing the text without looking at the words in the box first. Remind learners to read the whole text first before they start filling in words. Learners compare answers. Check answers with the class.

Answers
1 multinational 2 outlets 3 obesity 4 monopoly
5 poverty 6 diet 7 farms 8 supermarkets
9 consumption

CRITICAL THINKING

Give learners a minute to read the Writing task they will do at the end of the unit (an essay, *How have eating habits changed in your country? Suggest some reasons why.*) and keep it in mind as they do the next exercises.

UNDERSTAND

- 1 Paraphrase or ask learners to read the information in the box. Focus learners on the table and look at the first statement together. Find the supporting example in the essay in Reading 2 on page 21. (see answers below). Learners continue the task by finding the other statements in the text and writing them in the table. They can write notes rather than full sentences. Learners compare answers. Check answers with the class.

Answers
1 Pasta and sauce was traditionally made at home.
2 Only pizza and pasta was available.
3 Frozen or takeaway Italian meals have become very popular in Italy.
4 Foreign food is becoming more readily available.
5 Italians are eating less home cooked food.

APPLY

- 2 Paraphrase or ask learners to read the information in the box. Focus learners on the table. Ensure that learners understand that they are writing about their own country but using the *type* of information given in Exercise 1. Elicit one statement from the whole class and ask where that should be written. Now elicit a supporting example. Learners continue the activity. They discuss in pairs and write more information in the table. Monitor to help with language if necessary. Learners share ideas for the essay later.

WRITINGGRAMMAR FOR WRITINGNOUN PHRASES

Optional lead-in (1)

Write on the board: *New York is perhaps the best example of a city where different cultures have come together through globalization.* Learners identify in the sentence:

- some adjectives (*best, different*)
- some prepositions (*of, through*)
- a relative clause (*where different cultures have come together through globalization*)
- some nouns (*New York, example, city, cultures, globalization*)

Point out that New York is actually two words but one noun in meaning. Explain that other combinations of words which include nouns can make noun phrases. In the sentence above there are some noun phrases: *the best example of a city, a city where different cultures have come together through globalization* or even *the best example of a city where different cultures have come together through globalization.*

- 1 Paraphrase or ask learners to read the information in the box. If noun phrases are new to them, try to elicit some more of each type of noun phrase based on the word *building*. Some examples are:
- Other nouns: school building; government buildings; building site; building supplier
- Relative clauses: the building where he lives; the building which was knocked down
- Prepositional phrases: the building at the end of the street; the back of the building

Adjectives: a beautiful building; that stone building

Two nouns with *of*: a great number of buildings; a huge variety of buildings

Focus learners on the noun phrases and grammar structures. Match the first one together with the class to ensure they understand what to do. Learners compare answers. Check answers with the class.

Answers
1 d 2 b 3 a 4 c

- 2 Focus learners on the words *specialities* and *local*. Ask which is the noun (*specialities*, as adjectives are never plural) and which is the adjective (*local*). Ask why the example is the correct order (in English adjectives come before nouns). With a weak group do another one or two together as a class. Learners put the words in the right order to make noun phrases. They compare answers. Check answers with the class.

Answers
1 local specialities
2 a list of traditional dishes
3 television cookery programmes
4 a noticeable increase in diabetes and allergies / allergies and diabetes
5 a variety of new fruits
6 the number of international chefs
7 the impact of different cultures
8 a great deal of time and preparation

TIME PHRASES

Optional lead-in (2)

To lead into the concept of time phrases, ask learners to write the name of a food they did not like when they were a child but do eat now. Ask some to make complete sentences with their answers, such as *I didn't like tomatoes when I was a child but now I eat them nearly every day.* Write the time phrases that learners use on the board. Then ask the class to say which are about the present and which are about the past.

- 3 Paraphrase or ask learners to read the information in the box. Focus on the table and ask them where *historically* should be placed (*general past time* because we do not know the specific time). Learners continue writing the time phrases in the correct columns.

Learners compare answers. Check answers with the class.

Answers		
general past time	specific past time	present
historically in the past in recent years formerly	around ten years ago in the 1970s before the war in the eighteenth century	currently these days nowadays at the present time presently

- 4 As a class, learners read the sentence beginnings. They work in small groups and discuss possible ways to complete them so they are true about their country. You could allow them to make changes to the sentence stems, for example, they may want to change the 1980s to a different decade. Monitor to help with vocabulary. If learners are short of information or ideas, help with some ideas of your own. Point out that they will need this information for their essay later. Check answers with the class. Suggest learners make notes of others' ideas to help them with their essays.

- Possible answers**
- 1 ... food from all over the world.
 - 2 ... Thai, Japanese and Lebanese.
 - 3 ... many of the international foods we can buy now in supermarkets.
 - 4 ... ways to save time in the kitchen.
 - 5 ... as much Polish food as you can now in the UK.
 - 6 ... locally-grown food.
 - 7 ... a good range of food in small towns and villages.

ACADEMIC WRITING SKILLS

ESSAY TYPES

- 1 Ask learners whether they think an academic essay should give only reasons to support one opinion or whether it should be a balanced description of different opinions on the subject. (It depends on the essay question. Both are possible and there are also other essay types). Learners read the information in the box and the four essay titles and decide which type of essay from the box each one represents. They compare answers. Check answers with the class.

- Answers**
- 1 Defending an argument
 - 2 Problem – Solution
 - 3 For and against
 - 4 Cause and effect

ESSAY STRUCTURE

- 2 Learners read the information in the box and the five extracts and decide whether each one comes from the introduction, a body paragraph or the conclusion of an essay. They compare answers. Check answers with the class. If learners have different answers from the ones given here, accept them if they can justify them well.

- Suggested answers**
- 1 conclusion
 - 2 introduction
 - 3 a body paragraph
 - 4 a body paragraph
 - 5 a body paragraph

WRITING TASK

- Focus learners on the writing task. Check they understand the title fully by asking the following questions:
- Which essay type is it? (Cause and effect.)
 - What eating habits could it include? (Meal times, frequency of eating out, eating at the table or in front of the TV, increase in foreign foods available, eating between meals, food shopping, etc.)
 - What time period should it refer to? (Past and present.)
 - Is it better to write about one change and then one reason why, another change and the reason why, etc., or to write about several changes and then reasons why these have all happened? (Both styles are acceptable, but it is important to be consistent.)

Learners discuss ideas for the essay in pairs. They talk about the changes and some possible reasons. Refer them back to their work in the Critical thinking and Grammar for writing sections if they are having trouble. Monitor to help with language and prompt with ideas if necessary.

PLAN AND WRITE A FIRST DRAFT

- 1 Check that learners understand what a first draft is (a first attempt at writing that will probably change, and not the final essay). Focus learners on the exercise and Reading text 2 on Page 21. They match each paragraph in the text with one of the functions in the exercise. Learners compare answers in pairs. Check answers with the class.

- Answers**
- a 3 b 1 c 5 d 4 e 2

- 2 Learners now write the function of each of their five paragraphs in column A. They do not need to use the same structure as the essay in Reading 2. Monitor to check that the organization is logical.
- 3 Learners now make notes about what they will write in each paragraph in column B, keeping its function in mind. Give learners the opportunity to ask you questions about vocabulary and spellings of new words or use dictionaries. Tell them they will not be allowed to use dictionaries while they are writing.
- 4 Learners write the first draft of their essay following their plans. Allow about 40 minutes for this. They should write at least 250 words and highlight any language (including spelling) of which they are unsure. Give them a warning five minutes before the end of the set time.

EDIT

- 5–8 To encourage learners to take responsibility for their own learning, tell them to check their writing using the task checklist. Stress that this is a very important part of the writing process as it helps learners to learn from their mistakes. Encourage them to look back over their plan and at the unit.

OBJECTIVES REVIEW

See Introduction, page 9 for ideas about using the Objectives review with your learners.

WORDLIST

See Introduction, page 9 for ideas about how to make the most of the Wordlist with your learners.

REVIEW TEST

See page 95 for the photocopiable Review test for this unit and page 92 for ideas about when and how to administer the Review test.

MODEL ANSWER

See page 125 for the photocopiable Model answer.

RESEARCH PROJECT

Investigate and give a presentation on how globalization has affected your country.

Divide the class into groups and ask them to think about globalization and their own country. They should research the following points: the effect of the internet, culture, food and international businesses on their country. They can also think about the migration of people and the advantages and disadvantages for the local economy.

These points should be divided between the groups so that each one can investigate a different theme comparing changes between now and the past. Each group should then present their findings to the class.

2 EDUCATION


Learning objectives

Focus learners on the Learning objectives box and tell them that this is what they will be working on in this unit. Later they will write an essay: *‘Outline the various differences between studying a language and studying mathematics. In what ways may they in fact be similar?’* Show learners this essay title on page 48 but reassure them that all the work in this unit will help them to write it. At the end of the unit they will be able to assess how well they can manage the skills in the Learning objectives box.

UNLOCK YOUR KNOWLEDGE

Lead-in

Show learners the following simile (or use a different one of your own if you prefer):
A good lesson is like a meal because it satisfies you and gives you the fuel to live your life.
Check learners understand that in this sentence ‘meal’ is a simile /sɪm.ɪ.li/ because we are comparing it to a good lesson using the structure *___ is like ___*. Now replace the sentence with:
A good education is like _____ because _____.
Ask if learners can think of a simile to complete the sentence. If they cannot, give these prompts: light, food, a key, a ship, a tree, money and ask them to complete the sentence. Learners share their ideas with the class, justifying their similes.

 Learners read the questions. Check that they are aware that ‘state education’ in the UK (called ‘public education’ in the US) is provided by the government. Higher or further education may not necessarily be free. In the UK, ‘public school’ means a type of private or independent school that is usually very expensive. If your learners are all from the same country, they can imagine they have to explain their education system to somebody from another country for Question 1. Learners discuss the questions in pairs or small groups. Monitor to help with vocabulary and to check their level of existing knowledge. Check a few answers with the class. Encourage learners to react to each other’s ideas.

Answers will vary.

WATCH AND LISTEN

Video script

BECOMING A GONDOLIER

Narrator: Gondolas are a traditional form of transport along the canals of Venice in Italy. The people who steer the boats are called gondoliers. They play an important role in Venetian life and so they have a high status in the city. Being a gondolier is a prestigious and well-paid job. Gondolas are privately owned and the profession usually passes from father to son.

There are just 425 members of the profession in the whole city, and it is very rare for a woman to be a gondolier.

Becoming a gondolier takes years of practice because it is a very skilled job. Apprentice gondoliers have to take an exam before they can join the profession. Passing the exam is incredibly difficult and only three people pass each year. Alessandro has been an apprentice for three years. Unusually, he is the first in his family to train to be a gondolier. He has had an experienced gondolier teaching him.

Alessandro: It’s my dream to be a gondolier. It will make me very proud.


Narrator: It is the day of the exam. Alessandro is nervous. If he passes the exam, his family will be able to stay in Venice. If he fails, they will have to move out of Venice and find work elsewhere. The examiners watch his skills carefully. He must show how well he can steer the boat. The canals are very narrow, and Alessandro must be careful not to touch the sides, or he will lose marks. Other obstacles are low bridges and building work. It is the moment of truth, and Alessandro will find out if he has passed his exam or not.

Examiner: We’ve discussed your exam result, and we’re pleased to let you know that you’re a gondolier! Well done!

Narrator: The three years of hard training have paid off. Alessandro is now a fully qualified gondolier, and proudly wears the distinctive uniform of stripy shirt and straw hat. He can now provide for his family and settle down in Venice, his hometown.

PREPARING TO WATCH

USING YOUR KNOWLEDGE

- 1  Learners discuss the three questions. If you think they will know very little about Venice, refer them to the pictures. Check answers with the class.

Answers

- 1 Italy
- 2 Many tourists visit Venice to see the famous canals and ride in a gondola.
- 3 There are many jobs which serve the tourist industry in Venice, such as shopkeepers, waiters and gondoliers.

UNDERSTANDING KEY VOCABULARY

- 2 Focus learners on the three words in the example. Establish that two of them have very similar meanings, while the other (*easy*) has a very different meaning. With a weak group, do another example together and encourage dictionary use. Learners circle the word in each set that has a different meaning. They compare answers in pairs. Check answers with the class, asking learners to justify their answers.

Answers

- 1 easy 2 ticket 3 discussion 4 apprentice /ə'pren.tɪs/ 5 hobby 6 general

- 3 Learners complete the sentences with the two similar words (not the ones they have circled). The order in which they write the words is not important. They compare answers. Check answers with the class.

Answers

- 1 qualified, experienced (*qualified* means you have certificates, diplomas, etc., *experienced* means you have been doing the job for a long time)
- 2 difficult, challenging /'tʃæl.ɪn.dʒɪŋ/ (although both mean the opposite of *easy*, *challenging* sounds more positive than *difficult*)
- 3 licence /'laɪ.səns/, permit (a *licence* is usually long-term or permanent, whereas a *permit* is usually for a limited time)
- 4 distinctive, original (*distinctive* means you can easily see how something is different from others, *original* can mean that it is the only one like that)
- 5 exam, test (an *exam* – short for *examination* – is usually more formal than a *test*)
- 6 job, profession (a *job* is the work you are paid for, a *profession* is a type of work which needs a high level of training or skill, such as a doctor. A learner of law may take a holiday job as a tour guide, for example, but hope to work in the legal profession.)

WHILE WATCHING

LISTENING FOR KEY INFORMATION

- 4 Tell learners they are going to watch a video about gondoliers [ˌɡɒn.də'liːəz]. Learners look

at the statements and predict whether they are true or false. Ask the class for some of their predictions. Do not give answers at this stage.

- 5 Learners watch the video to check their answers. They compare answers. Check answers with the class.

Answers

- 1 F (it is rare for a gondolier to be female.) 2 T 3 F (They have been around for many years.) 4 T 5 T 6 F (They wear a uniform of a stripy shirt and hat.)

UNDERSTANDING DETAIL

- 6 Before watching the video again, learners read the notes and see if they can spot any mistakes in the information (not language). They watch the video to check and correct any mistakes in the notes that they find. Learners compare answers in pairs. Check answers with the class.

Answers

- 1 Wrong (Candidates study on the job as apprentices, not at university.) 2 Wrong (Candidates are marked down if they touch the sides of the canal or a bridge.) 3 Wrong (Candidates should be careful if there are low bridges.) 4 Wrong (Only 3 licences are awarded annually.) 5 Correct 6 Wrong (They wear stripy shirts.)

RESPONDING TO THE VIDEO CONTENT

- 7 Learners try to remember four reasons why Venetians want to become gondoliers. They write these down and compare answers with a partner. Then they watch the video again to check.

Possible answers

- 1 Gondoliers play an important role in Venetian life.
- 2 Gondoliers have a high status in the city / a prestigious job.
- 3 Being a gondolier is a well paid job.
- 4 Gondoliers live and work in Venice.

- 8 Focus learners on the question. Make sure learners understand that in English *career* means your profession, but not your training or education. They discuss the question related to their own dream career or studies. Check some answers with the class.