

1

GRAMMAR

- Present simple vs Present continuous
- Past simple vs Past continuous
- Ability in the present and past

VOCABULARY

- Personal description
- Experiences

FUNCTIONS

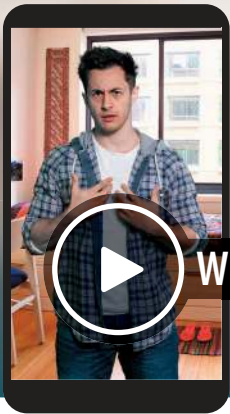
- Adding information

VIDEO

- Who am I?
- Grammar video
- Cultural globalisation



IDENTITY



WHO AM I?

- You have 20 seconds to describe who you are. What do you say?**
- Watch the video. Then choose the correct option (A, B or C) to answer the question.**
 What is the vlog about?
 A different types of personality B how we create our identity
 C how to form good habits
- Watch the video again. Decide if 1–6 are true (T) or false (F) for Liam.**
 1 ___ Liam is in his last year at university.
 2 ___ Our personality determines our identity.
 3 ___ Our identity is not constant.
 4 ___ We are free to create our own identity.
 5 ___ Liam plans to become a professional musician.
 6 ___ Liam likes helping at the library.
- Read the Oracy strategy. Does Liam use it in his vlog? Is it effective? Why (not)?**
- SPEAKING** In pairs. Read the Competence and discuss the questions.
- SPEAKING** In pairs. Now discuss the questions below.
 1 Is it possible to change personality? If yes, how? Think of specific examples.
 2 Have some people got 'better' personalities than others? In what way?

BOTH SIDES

DEBATE In pairs or groups, debate the statement:
 Society is more important than individual identity.

ORACY STRATEGY

B1 Preliminary

Using body language

Move your body naturally while you speak to create a conversation with the audience. You can also use gestures to clarify your ideas.

EU COMPETENCES:
PERSONAL COMPETENCE

Knowing yourself

What kind of person are you? What are your strong and weak points? Is it easier to know yourself or other people? Why?



EC | DIGITAL CITIZENSHIP

Personal Data

When you send an email or upload a public video, remember not to share too much personal information online.

Watch the video and read the email in Ex. 8. Make a list of information that isn't safe to share online.



GRAMMAR VIDEO

GRAMMAR 1

7 Read the examples from the video. Then complete the rules with *Present simple* or *Present continuous*.

Present simple vs Present continuous

What **are you doing** these days?

You **write** every day!

We use the ¹_____ for actions that usually or repeatedly happen and for permanent situations.

We use the ²_____ for actions that are in progress now and for temporary situations.

Grammar reference p. 184 Grammar map p. 188

Stative verbs

Most of us **want** to be good people.

I **think that's** really inspiring.

Stative verbs describe the senses (e.g. *smell, taste*), thoughts or opinions (e.g. *think, know, understand, agree*) or preferences (e.g. *like, want, hate*). We don't usually use stative verbs in the continuous form.

8 Complete Ava's email with the Present simple or Present continuous form of the words in brackets.

Hi Sofia

It's good to be in contact! My name's Ava Dougan. I'm 15 years old, and I ¹_____ (live) in Denver, Colorado with my parents, my brother David and our dog, Bruno.

Denver's great! In the winter everyone in my family ²_____ (go) skiing at the weekend.

Well, Bruno ³_____ (not ski) of course, but he ⁴_____ (love) the snow!

This year, I ⁵_____ (have) extra music lessons because I ⁶_____ (learn) to play the guitar. It ⁷_____ (go) well, but my brother ⁸_____ (think) I'm terrible!

So, what about you? What ⁹_____ (you / like) doing? And how ¹⁰_____ (things / go) at the moment? Please write soon!

Bye for now!

Ava



FOCUS ON ORACY

9 **SPEAKING** In pairs. Ask and answer about your friends and family. Use the Present simple or Present continuous and the verbs below.

do know learn like
listen play study work

- A Does your sister know much English?
 B Not really, but my brother speaks it quite well.
 A What are your parents doing at the moment?
 B Mum's at work in the city and Dad's working from home.

PRONUNCIATION

/ŋ/

The letters *-ng* at the end of a word create the single sound /ŋ/. There is no /g/ sound, and we don't add a vowel sound after it.

SB01.02 looking thinking everything

10 SB01.03 Listen and complete 1–6 with the correct words with the /ŋ/ sound. Then listen again and repeat.

- How are you _____ today?
- What are your parents _____ now?
- Are you _____ a good day?
- Is it _____ today or is the sun _____?
- What's _____ outside at the moment?
- Can you tell me _____ about your family?

11 **SPEAKING** In pairs. Ask and answer the questions in Ex. 10.

PRESENTATION

12 Prepare a two/three-minute presentation on the subject of *Who I am*. Make notes about:

- what kind of person you are
- what your habits say about your personality
- what you are doing this year and how you are feeling
- what things and people influence you.

13 Now make your presentation. Film yourself or speak to a partner. Use the Present simple and Present continuous, the Oracy strategy and the Pronunciation strategy.

FOCUS ON READING

Vive la différence!

Imagine a world where everyone is exactly the same, where everyone is **average**. It isn't a very attractive vision! Fortunately, each of us is unique. Think about your body. Perhaps you're **tall** or maybe you're short, but you can't do much to change your **height**. You need to accept it! The situation is a bit different with your **weight**. Diet and exercise influence how much you weigh. However, it isn't easy to change the *type* of body that you have. For example, some people have long, **slim** legs while others have short, muscular legs.

Life is also interesting because society is full of people of different ages. Think about your own family. Perhaps you have a brother **in his 20s**, or an **elderly** grandmother or great-grandmother. You've probably got a lot of friends about the same age as you at school or in your **hometown**, but how many have exactly the same **date of birth**?




Our interests and abilities are different, too. I'm **keen on** football, but maybe you think it's the most boring thing in the world! Also, I haven't got any talent for art, but perhaps you **are able to** draw and paint beautifully. Because we aren't the same, we make different choices in life when we become adults. Some men and women are **married** before they are 20, but others stay **single** much longer – or perhaps all their life.

Each of us is unique, so why do we compare ourselves to other people? We think: 'X is so popular. Why aren't I like him?' or 'Ooh, look at Y's video on Instagram. She's having a really good time! My life is so boring!' We make these comparisons because we aren't sure of who we are, so we look at other people when we want to define ourselves. This isn't a question of **gender**. It's a universal tendency; it's the same if you are **male** or **female**.

In life, we can always find people who seem 'better': better-looking, with more friends or with more talent. So when we compare ourselves to friends or famous personalities, we're always unhappy in the end. Perhaps it's time to stop wanting to be like other people and to appreciate who we are. We're all different. *Vive la différence!*



- 1 Think of a person in your family. In what ways are you different from them?
- 2  **SB01.04** Read and listen to the magazine article. Which of the differences that you thought of in Ex. 1 does it mention?

READING STRATEGY

B1 Preliminary

Recognising the writer's purpose from genre and audience

Look at the structure of the text to understand if it is a message, an email, an article, a story or a blog. Then try to understand who the text was written for. If you understand these things, it is easier to understand why the author wrote it.

3 Use the Reading strategy to analyse the text.

- 1 Is the text a message, an email, an article, a story or a blog?
- 2 Who do you think the author wrote the text for?
 - A teenagers who are trying to decide what to do in life
 - B adults who don't like how they look
 - C young people who don't feel confident about their identity
- 3 Why do you think the author wrote the text?

4 Read the article again. Decide if 1–5 are true (T), false (F) or the text doesn't say (DS).

- 1 ___ The author likes the idea of a world with no differences between people.
- 2 ___ The author doesn't like drawing.
- 3 ___ In the author's opinion, it's good to have a lot of friends the same age as you.
- 4 ___ According to the author, women compare themselves to other people more often than men.
- 5 ___ In the author's opinion, it isn't a good idea to compare ourselves to others.

VOCABULARY 1

Personal description

5 Write the **words** in the article in the correct categories in your notebooks.
 age (three words)
 sex (three words)
 physical appearance (four words)

6 Match the definitions with **words** in the magazine article on page 18.

- 1 _____ the opposite of married
- 2 _____ have the ability to
- 3 _____ enthusiastic about
- 4 _____ the place where you are from
- 5 _____ the opposite of exceptional

7 Choose the correct options and write the missing information to complete the description of you. Then read your description to a partner.

My date of birth is ¹ _____, so ² I'm / I'm not in my 20s. My hometown is ³ _____. My height is ⁴ _____, so ⁵ I'm / I'm not tall. I'm keen on ⁶ _____. ⁷ I'm / I'm not able to speak English well.
⁸ I want / I don't want to be married before the age of 25.

VOCABULARY EXTENSION

number-unit (-adjective)

We can combine a number, a unit word, and sometimes an adjective, into a single description before a noun. We separate the parts with hyphens, e.g.: *a three-kilo baby, a four-metre-wide room.*

Can you create examples for age and height? Check your ideas in a dictionary.

8 SPEAKING In pairs. Describe two people in your family to your partner. Use the **words** in the article.

EU COMPETENCES: SOCIAL COMPETENCE ★★

Enjoying others' success

How do you feel when one of your friend does better than you in exams or beats you in a sporting event? Why? In general, is it bad for society if everyone is very competitive?



LISTENING

- 9** Is it possible to be friends with someone very different from you? Why (not)?
- 10** **SB01.05** Listen to a radio interview with a girl called Emma. Number the topics in the order people speak about them (1–6).



- A ___ Emma's feelings about being different
- B ___ someone that Emma admires
- C ___ how Emma started to program
- D ___ what Emma invented
- E ___ Emma's classmates
- F ___ the age of digital inventors

11 **SB01.05** Listen again and choose the correct option (A, B or C).

- 1** What does Emma think about gender and creativity?
 - A Girls are more creative than boys.
 - B Everyone is able to be very inventive.
 - C Gender doesn't matter.
- 2** What does the example of Mark Zuckerberg show?
 - A Young people can create important inventions.
 - B Facebook is especially popular with young people.
 - C It's important to learn to program.
- 3** Why was Emma different from her classmates?
 - A She was more adult.
 - B She was interested in completely different things.
 - C She didn't like the same music.
- 4** How did Emma feel when she was 11?
 - A She felt a bit lonely.
 - B She felt very sad.
 - C She was excited about her future.
- 5** What does Emma say about Ada Lovelace?
 - A She invented computer programming.
 - B She used a calculator to design computers.
 - C She was an incredible person.

BOTH SIDES

DEBATE In pairs or groups, debate the statement:
 All human beings are the same.

FOCUS ON INTERACTION



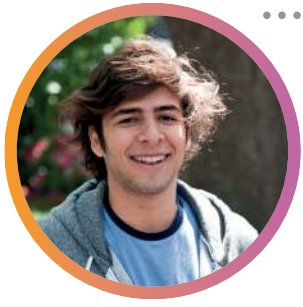
GRAMMAR VIDEO

- 1 **SB01.06** Read and listen to the conversation between Oliver and Marc. Who do they like and who don't they like?

jaino ✓

28 posts | 4.5m followers

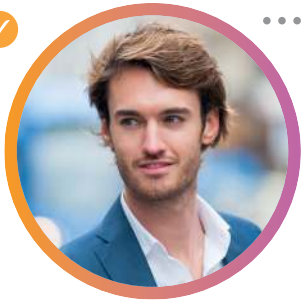
Follow



Barrylimstromofficia ✓

967 posts | 3.7m followers

Follow



MARC Yesterday, a new post from Jaime Noulton ... There's a new post on his profile.

OLIVER Yeah. I was doing my homework when I got an alert. He's so cool. He's a great actor, **too**.

MARC He's a fantastic singer **as well!**

OLIVER Really? I didn't know that!

MARC Oh, yes! I think in the future he ... he's got a future in the music world.

OLIVER I agree! He **also** seems to be a really nice guy, **plus** he's modest. He doesn't think he's the centre of the world.

MARC That's right! He's completely different from Barry Limstrom! That guy is so arrogant! **In addition**, he's a terrible actor in my opinion.

OLIVER Yes, I know, but he's got a lot of fans. When I went past the cinema last night, lots of people were waiting to get tickets for his new film.

- 2 Read to the conversation again and answer 1–4.
- 1 What was Oliver doing when he got the alert for Jaime Noulton's post?
 - 2 What new thing does Oliver learn?
 - 3 How is Jaime Noulton's personality totally different from Barry Linstrom's?
 - 4 What were the people doing at the cinema?

GRAMMAR 2

- 3 Read the examples from the conversation. Then choose the correct options to complete the rules.

Past simple vs Past continuous

*I **was doing** my homework when I **got** an alert.*
*When I **went** past the cinema last night, a lot of people **were waiting** to get tickets.*

The Past simple describes a ¹**very recent event / finished action** in the past.

The Past continuous describes ²**an action in progress / a habit** in the past.

Grammar reference p. 184 Grammar map p. 188

- 4 Complete the article with the correct Past simple or Past continuous form of the verbs in brackets.

Marlon Brando

Home **Bio** Press Latest news

Brando (1924–2004) was one of the greatest Hollywood stars. He ¹_____ (show) a talent for acting from a young age. He ²_____ (take) part in a play at school when he ³_____ (decide) to become a professional actor.

While he ⁴_____ (study) acting in New York, he ⁵_____ (meet) the actress and drama teacher Stella Adler who ⁶_____ (have) a profound influence on his career.

Brando ⁷_____ (become) world-famous at the age of 27 for his role in the film *A Streetcar Name Desire*. However, he ⁸_____ (not have) any interest in being a celebrity.

When he ⁹_____ (not act), he ¹⁰_____ (often / stay) on a beautiful island in the Pacific Ocean.

Brando ¹¹_____ (prepare) for a new film when he ¹²_____ (die) suddenly in 2004.

- 5 Write Past simple or Past continuous questions with the words.

- 1 what time / you get up / this morning / ?
- 2 what / you / have / for breakfast / ?
- 3 it / rain / when / you leave / home yesterday / ?
- 4 who / you see / while / you go / to school / this morning / ?
- 5 what / you do / yesterday evening / at six o'clock / ?

- 6 **SPEAKING** In pairs. Ask and answer the questions in Ex. 5.

FUNCTIONS

Adding information

7 Which of the **expressions** in Ex. 1 come(s):

- 1 at the beginning of a sentence? _____
- 2 usually before a verb? _____
- 3 before a noun or clause? _____
- 4 at the end of a sentence? _____

8 Rewrite the sentences with the **WORDS**. Write a single sentence where possible.

- 0 Max is keen on football. Max likes basketball. TOO
Max is keen on football, and he likes basketball, too.
- 1 Fiona can ski. Fiona plays the piano well. ALSO

- 2 Marlon Brando was an actor. Marlon Brando directed one film. AS WELL

- 3 Ostia Antica is a great place to visit. Ostia Antica isn't far from Rome. PLUS

- 4 Benjamin Franklin was a politician. Benjamin Franklin worked as a diplomat. TOO

- 5 Giselle is bilingual in English and French. She's starting to learn Spanish. IN ADDITION

9 SPEAKING In pairs. Describe the men in the photos on page 20. Where possible, add more information with the expressions in Ex. 1

- A *Jaime Noulton has got dark brown eyes.*
 B *He's got dark hair, as well.*

INTERACTION

10 SPEAKING In pairs. Make short statements about the topics below. Add more information to what your partner says.

your clothes your physical appearance
 your school your town

- A *I'm wearing jeans.*
 B *You're wearing a white T-shirt as well.*

BOTH SIDES

DEBATE In pairs or groups, debate the statement:
 Celebrities cannot expect to have privacy.

INTERACTION STRATEGY

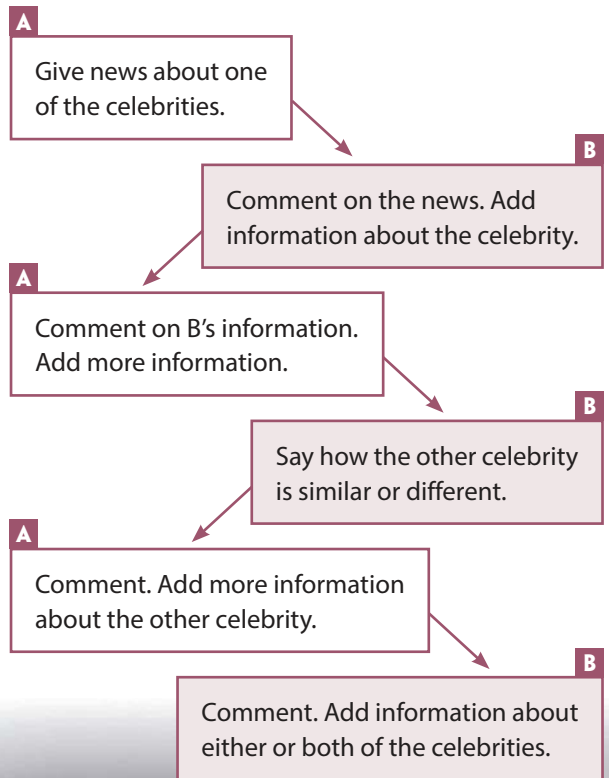
B1 Preliminary

Rephrasing to compensate for gaps in grammatical knowledge

If you do not know the correct form of a word, use the form you know and give information to clarify it or express your idea with words you know.

11 Find two places in the conversation where Marc uses the Interaction strategy. How does he express his ideas?

12 ROLE PLAY In pairs. Choose two celebrities you both know about. Use the Interaction strategy and follow the instructions below.

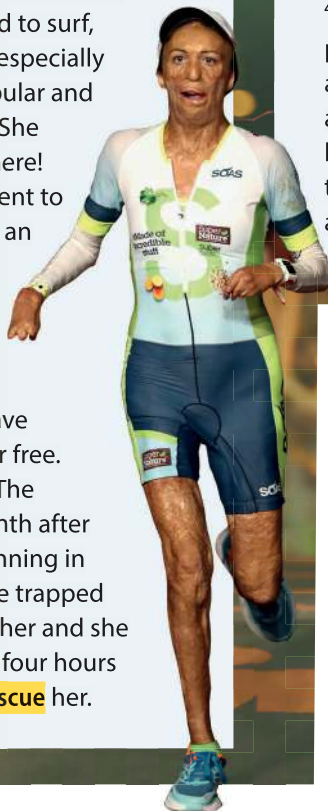


FOCUS ON LISTENING

NEVER GIVE UP!

¹ ___ Her mother is from Tahiti, but her dad is Australian. She **was born** in Tahiti in 1987, but her family decided to **move** to Australia when she was two. Turia enjoyed the outdoor way of life there. She could swim when she was very young, and she learned to surf, too. She also enjoyed athletics, especially running. At school, she was popular and was able to **make friends** easily. She even **met** her future husband there! After she finished school, she went to university and then got a job as an engineer. Life was good!

² ___ She did not want to take part at first because it was expensive. However, she **changed her mind** when they gave her the chance to participate for free. That decision changed her life. The race was on 2 September, a month after Turia's 24th **birthday**. She was running in a narrow valley when a huge fire trapped her. The flames were all around her and she couldn't **escape**. She waited for four hours until firefighters were able to **rescue** her.



³ ___ She was not able to walk or use her hands. In her doctors' opinion, a normal life in the future was impossible for her. For two years, she wore protective clothes over all her body and a mask on her face. However, this didn't **break** her spirit. She learned to walk again. She also learned to hold things and not to **drop** them. As a result, her confidence started to **grow**. Five years after her terrible experience, she could finally walk and move normally again. She was even able to complete an Ironman event in 2016!

⁴ ___ However, she does not **hide**. In fact, she has a very public life! She **quit** her job as an engineer and now works as a speaker and personal trainer. She helps people to have a positive attitude so they can **fight** for what they want in life and **succeed**. Her latest book is called *Happy*. It's a good title because Turia Pitt is very happy today. She is married and is the mother of two young children.

VOCABULARY 2

Experiences

4 Complete 1–15 with the words in the article.

- I'm shy, so it's hard for me to _____.
- My brother decided to _____ his job because he didn't like it.
- Plants _____ very slowly when they don't get much sun.
- My dad's got a job in a different city, so we're making plans to _____ in July.
- My _____ is on 12 September.
- My sister wanted to study medicine at university, but later she _____ and studied biology.
- Please don't _____ that glass! It's very fragile, so it'll _____ easily.
- Turia Pitt's mother _____ in 1966.
- My dad _____ my mum while he was working in France.
- We _____ to play tennis, but in the end we couldn't because it was raining.
- The criminal tried to _____, but the police caught him.
- You won't _____ in professional sport without a lot of hard work.
- Don't try to _____! We know where you are.
- The cat can't climb down from the tree. We need to _____ it.
- Real Madrid won the match, but it wasn't easy – they needed to _____ very hard for their success.

5 SPEAKING In pairs. Ask and answer questions about Turia Pitt. Use some of the words in the article.

- Where was Turia Pitt born?
- She was born in Tahiti.

1 SPEAKING In pairs. Think of someone you admire. Tell your partner about this person.

2 Read the article quickly. Don't worry about the gaps. Why do you think Turia Pitt is an inspiration for many people?

3 **SB01.07** Read and listen to the article and match the gaps (1–4) with the missing sentences (A–F). There are two extra sentences. Then listen and check.

- Turia looks different as a result of her accident.
- Turia took part in a talent contest when she was 22.
- In 2011, she **arranged** to run in a 100-km ultramarathon.
- Turia spent the next six months in hospital.
- Turia Pitt has an interesting family background.
- The difficulties Turia was facing did not change her way of life.

BOTH SIDES

DEBATE In pairs or groups, debate the statement:
 All past experiences can change us in a positive way.

GRAMMAR 3

6 Read the examples from the article. Choose the correct option to complete the rules.

Ability in the present and past

She helps people to have a positive attitude so they **can** fight for what they want.

She **could** swim when she was very young.

She **was even able to** complete an Ironman event in 2016!

We use ¹_____ / **can't** or **be able to** to express ability. **Be able to** is usually more formal than **can**.

The past forms of **can** / **can't** are ²_____ / **couldn't**.

However, we use **was** / **were able to**, not **can**, for a specific situation in the past when someone managed to do something.

Grammar reference p. 185

7 Complete the conversation with the correct form of **can** or **be able to**. Use **be able to** only when necessary.

RYAN You're good at languages, Jack. I know you
¹_____ speak French and Spanish well. But
²_____ (you) speak Italian?

JACK *Un po'.*

RYAN What was that? I ³_____ understand what you're saying!

JACK It's Italian for 'a little'.

RYAN Oh, I see. How did you learn Italian?

JACK Well, I ⁴_____ speak any Italian before this summer – not one word. But I went to Tuscany with my family for three weeks in August, so I
⁵_____ learn some Italian then.

RYAN That's impressive! I was in France for three weeks, but at the end of our holiday, I ⁶_____ speak French any better than when we started. I'm terrible at languages!

8 **SPEAKING** In pairs. Ask and answer with the prompts. Use **can** or **could** where possible. If not, use **be able to**.

- ... speak French?
- ... swim when you were three?
- ... ski?
- ... finish all your homework last night?
- ... study and listen to music at the same time?

INVALSI LISTENING

9 **SPEAKING** In pairs. Talk about a time when you were afraid or in a dangerous situation. What did you do?

LISTENING STRATEGY

B1 Preliminary

Recognising stress on important words

Listen for the words with emphasis. They will give the important information, especially when the information is new or a surprise.

10 **SB01.08** **INVALSI** **Underline** the words with the important information in the sentences below. Then listen, check and repeat.

- The plane entered an area of fog.
- They almost hit a mountain.
- Autumn was terrified and completely alone.
- Her only plan was to find a river.
- She followed a path and came to a car park.

11 **SB01.09** **INVALSI** Listen to the true story of a girl called Autumn Veatch. While listening, answer the questions below (1–5). Use a maximum of four words. Write your answers in the boxes. The first one (0) is an example. You will hear the recording twice. You will have 20 seconds at the end of the second recording to complete your answers. You now have 20 seconds to look at the task.

- Who was Autumn Veatch?
a sixteen-year-old girl
- Where was Autumn going in the plane?

- What condition was the plane in when it came down?

- Who had information about Autumn's location?

- On the second day, how did Autumn feel about the possibility of dying?

- What showed her that she was near civilisation?



FOCUS ON CULTURE



CULTURAL GLOBALISATION

1 What three words describe people from your country, in your opinion?

2 **SB01.10** Watch the video. Which things below does the presenter talk about?

fashion food music religion

3 **SB01.10** Watch the video again and answer the questions.

- 1 What was a big part of people's identity in the past?
- 2 In how many countries is one famous café present?
- 3 What aspect of local culture did people often experience when abroad?
- 4 Where do we buy our clothes now?
- 5 Why do people in many different countries read and listen to the same things?
- 6 How can globalisation put our individuality at risk?

4 **SB01.11** Read and listen to the article. Tick (✓) the topics that it includes.

- 1 The diversity of New Zealand's population.
- 2 Different languages in New Zealand.
- 3 Elements of New Zealand's national identity.
- 4 Some famous people in New Zealand's history.
- 5 The foundation of group identity.

5 Read the article again and answer the questions.

- 1 Where are most people in New Zealand originally from?
- 2 What is one benefit of English in New Zealand?
- 3 In what way was New Zealand ahead of other countries?
- 4 What is the *haka*?
- 5 Why is a shared story important for large groups, such as countries, according to Harari?

WHAT GIVES A NATION ITS IDENTITY?



Is it possible to talk about the identity of a nation? It is easy to answer yes to that question if we are considering a country like Japan, where 98% of the population are ethnic Japanese. But most countries have got a more diverse population. Take New Zealand, for example.

Waves of immigration mean that New Zealanders come from different backgrounds. Fifteen percent of the inhabitants are Māori. They were the first people to arrive in New Zealand, about 750 years ago, from islands in the Pacific. Seventy percent of the population originally come from Europe, especially Britain. The rest have their origins in Asian countries, such as China and India. Most of these people only arrived in the last 50 years. With this cultural diversity, can we talk about one identity?

Language is one thing that connects almost everyone in New Zealand: 95% of the population speak English. However, what else do people there have in common? In 2019, an organisation interviewed thousands of people in the country to try to find out. The results are interesting. New Zealanders think they are friendly and honest. They

are also open to new ideas and do not live in the past. In addition, New Zealanders try to be tolerant and accept differences. Most New Zealanders identify with these progressive social attitudes and are proud that New Zealand was the first country in the world where women could vote. For many people in New Zealand, Māori culture is also an important part of the national identity. New Zealanders are proud of their national sports teams, too, especially the All Blacks, the national rugby team. There is a strong connection between Māori culture and New Zealand rugby. Many of the best players are Māoris. In addition, before the New Zealand team plays, they always do a traditional Māori dance called the *haka*.

So, how does a country create a national identity? In his bestseller *Sapiens*, the historian Yuval Noah Harari says there is *one* way for a very large number of people to feel part of the same group: everyone needs to believe in the same story or the same basic ideas. In New Zealand, this story is perhaps: 'We respect our country's ancient culture, but we also welcome other cultures as our own.'

FOCUS ON WRITING

WRITING: FAQs

NEW ZEALAND

for young travellers

Places to go
Accommodation
Food
Health
History
FAQs

What's the best time of year to go?
 During the summer – in New Zealand that's December to March. The weather is warm but not hot.

Is it expensive?
 It isn't cheap! You'll probably need about 800 euros per week, but it depends on what you do.

Is it safe?
 It's very safe for travellers, male and female. It's probably safer than your country!

Do you need a visa?
 It depends on your nationality. Contact the New Zealand embassy or consulate in your country.

What are the cheapest places to stay?
 Backpacker hostels! An average price is about 17 euros a night.

What are the must-see places?
 For beautiful scenery, go to Fiordland National Park. For amazing adventure activities, go to Queenstown. It's New Zealand's adventure capital.

What about working there?
 You need to get a Working Holiday Visa, but the good news is that there are a lot of job opportunities.



6 Read the FAQs. Number the topics in the correct order (1–7).

- | | |
|------------------------|----------------------|
| A ___ Where to go | E ___ When to travel |
| B ___ Possible dangers | F ___ Accommodation |
| C ___ Getting a job | G ___ Cost of living |
| D ___ Travel documents | |

WRITING STRATEGY

B1 Preliminary

Identifying your reader and giving them what they need

Think about the person who will read what you write. Include information they will find useful and interesting.

7 Do you think the FAQs follow the advice in the Writing strategy? Why (not)?

BOTH SIDES

DEBATE In pairs or groups, debate the statement: Stereotypes are never true.

EC CONSTITUTION

Fighting discrimination

All citizens have equal social dignity and are equal before the law, without distinction of sex, race, language, religion, political opinion, personal and social conditions.' (Italian Constitution, Art. 3)

Why is it important to avoid discrimination?

EU COMPETENCES: CULTURAL KNOWLEDGE

Going beyond stereotypes

Where do we usually get information about other countries from? Why can this information sometimes give us a false impression?

WRITING TIPS

- Keep questions and answers short.
- Include only the most common questions.
- Don't include more than ten questions and answers.
- Write in an appropriate style for your readers (formal, informal, technical, etc.).

8 WRITING Write some FAQs for someone your age who is planning to visit your country. Use the Writing strategy, the Writing tips and the FAQs about New Zealand to help you. Write about 150 words.