

Contents

Introduction

1 Course Methodology and Features	5
2 Module Features	7
3 Unit Features	8
4 How to Use the Material	9

Course Planning

Teacher's Resources for Civiltà

Exam Practice Exercises

Teacher's Notes

Module 1	19
Module 2	25
Module 3	31
Module 4	37
Module 5	43
Module 6	49
Module 7	56
Module 8	61
Module 9	66
Module 10	72
Module 11	77

Quizzes

Keys to quizzes

Module 1 States and systems (= politics and national institutions)	83
Module 2 Habitats and homelands (= geography)	83
Module 3 Education	83
Module 4 States and systems (= politics and national institutions)	83
Module 5 Education	83
Module 6 Global markets (= work and business)	83
Module 7 Sport and leisure	83
Module 8 The arts	83
Module 9 Communication and technology	83
Module 10 Society	83
Module 11 Links to literature	83

The themes have been chosen to cover traditional cultural topics, as well as those most relevant to the modern world and to young people. The topics are also wide-ranging enough to be relevant to the students' own country and culture, offering as a result plenty of opportunity for comparison and contrast between societies, and a deeper awareness of the students' own culture.

1.3 Variety of topics

The cultural topics covered in *Across Cultures* have been carefully chosen to present a mixture of the traditional to the modern, and the ups and downs of

the British monarchy, the National celebrations) and the more (modernisation). Up-to-date (e.g. *Dancing in the streets*), (discrimination in 10s) (included, and care has been taken to avoid now outdated stereotypes, and to present even the most (e.g. interesting, challenging and accessible to modern young people. The cultural content of each unit is conveyed via personal accounts and anecdotes, as much as by purely factual texts, although care has been taken to use a variety of text types (see 1.4 below). English-speaking countries, just as the UK and the USA are also readily related to. The cultural content of each unit is conveyed through a wide range of authentic materials, such as newspaper articles, magazine articles and adverts, and songs. Written genres include letters, diaries, e-mails, diaries, newspaper articles, magazine articles and adverts, and songs. Data is also presented in graphic form through the use of tables, graphs, charts and maps. Audio texts feature monologues, dialogues, interviews and songs.

1.4 Songs

Songs are particularly highlighted in this course, especially in the five *Soundtrack* units in page 71. This emphasis reflects young people's interest in English-language pop songs and their lyrics. Although they can sometimes feature non-standard English and some challenging vocabulary, pop songs are stimulating and memorable and provide good scope for cross-curricular linking and class discussions.

1.5 Variety of activities

The texts presented in each double-page unit are explored through a variety of different activities rather than a repetitive use of straight comprehension questions. Both reading and listening texts are exploited through exercises such as gap-filling, ordering, matching titles to paragraphs or to pictures, completing a table or a summary, multiple-choice and true/false questions as well as straightforward questions. Speaking activities can take the form of pair and group discussion, role plays and interviews, and writing tasks produce a variety of text types.