

Life

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Now in a new edition, National Geographic Learning brings the world to your classroom with *Life*, a six-level, integrated-skills series with grammar and vocabulary for young adult and adult English language learners. Through stunning National Geographic content, video and engaging topics, *Life* inspires a generation of informed decision-makers. With *Life*, learners develop their ability to think critically and communicate effectively in the global community.

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- 36 photocopiable communicative activities
- Progress tests for every unit

BRITISH ENGLISH

A1	A2	B1	B2	C1	C2
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CEFR correlation

Life Advanced is for learners who have achieved level B2 and want to achieve C1.

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SECOND
EDITION

Life

ADVANCED

Life
TEACHER'S BOOK

ADVANCED



TEACHER'S BOOK • INCLUDES STUDENT'S BOOK AUDIO AND VIDEO

MIKE SAYER

The following new and updated features of the second edition of *Life* are based on extensive research and consultation with teachers and learners from around the world:

- Updated global content in the unit themes and reading selections
- Updated video material features additional video support for vocabulary learning
- New, specially selected National Geographic photography stimulates learners' visual literacy skills
- Refined grammar syllabus with increased scaffolding and an enhanced reference section
- Extended and better-integrated critical thinking syllabus actively engages students in their language learning, encouraging them to develop their own well-informed and reasoned opinions
- New 'My Life' speaking activities encourage learners to relate the global content to their own lives
- New 'Memory Booster' activities improve learners' ability to retain new language
- An improved Classroom Presentation Tool now includes the Workbook pages, academic skills worksheets, extra support and extension activities
- New Student's App includes video, audio for the Student's Book and Workbook, grammar practice, interactive reading practice, expanded wordlists and games

ON THE COVER

People dry cloths at Gangasagar Mela, a large fair that takes place every year in West Bengal, India. Thousands of people from India and tourists from all over the world come together to bathe at the confluence of the Ganges River and the Bay of Bengal.

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**SECOND
EDITION**

Life

TEACHER'S BOOK | ADVANCED

 **NATIONAL
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LEARNING

MIKE SAYER

Vice President, Editorial Director:

Executive Editor: Sian Mavor

Publishing Consultant: Karen Spiller

Project Managers: Sarah Ratcliff and
Laura Brant

Development Editor: Helen Holwill

Editorial Manager: Claire Merchant

Head of Strategic Marketing ELT:

Senior Content Project Manager:
Nick Ventullo

Senior IP Analyst: Alexandra Ricciardi

IP Project Manager: Carissa Poweleit

Cover: Lisa Trager

Text design: Vasiliki Christoforidou

Audio: Tom Dick and Debbie Productions Ltd

DVD: Tom Dick and Debbie Productions Ltd

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National Geographic Learning

Cheriton House, North Way, Andover
Hampshire, SP10 5BE

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Test 1 Source: ‘Your Aging Brain Will Be in Better Shape If You’ve Taken Music Lessons’, by Diane Cole, National Geographic, January 03, 2014; Test 2 Source: ‘Will the Rise of The Robots Implode the World Economy?’, by Simon Worrall, National Geographic, June 03, 2015; Test 3 Source: ‘A New York Writer’s Take on How His City Has Changed’, by Pete Hamill, National Geographic, November 15, 2015; Test 4 Source: ‘Entrepreneurs Fight for the Future of Fish – Beginning With the Bottom Line’, by Brian Handwerk, National Geographic, January 04, 2015; Test 5 Source: ‘How a Remote Peak in Myanmar Nearly Broke an Elite Team of Climbers’, by Mark Jenkins, National Geographic, September 2015; Test 6 Source: ‘Why Are We So Fat?’, by Cathy Newman, National Geographic, September 2015; Test 7: Source: ‘Top 10 Compact Cameras for Travelers’, by Tom O’Brien, National Geographic, November 17, 2017; Test 8 Source: ‘Making Music Boosts Brain’s Language Skills’, by Tom O’Brien, National Geographic, February 22, 2010; Test 9 Source: ‘A Sunken Slave Ship and the Search for Answers’, by Anna Lukacs, National Geographic, February 21, 2017; Test 10 Source: ‘Female Lions Are Democratic in Breeding, Study Finds’, by John Roach, National Geographic, July 26, 2001; Test 11 Source: ‘Yes, Animals Think and Feel. Here’s How We Know.’, by Simon Worrall, National Geographic, July 15, 2015; Test 12.1 Source: ‘National Geographic Book of Nature Poetry: More Than 200 Poems with Photographs That Float, Zoom, and Bloom!’, by J. Patrick Lewis, Publishers Weekly; Test 12.2 Source: ‘The Seasons: the Nation’s Most Treasured Nature Poems review – a soothing greatest hits’, by Philip Larkin, The Guardian; Test 12.3 Source: <https://www.poetryfoundation.org/poets/ted-hughes> by Ted Hughes, Poetry Foundation; Test 12.4 Source: <https://www.poetryfoundation.org/poets/may-swenson> by May Swenson, Poetry Foundation

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Unit 1 Explore.org/Explore Annenberg LLC; Unit 2 National Geographic; Unit 3 The American Institute of Architects; Unit 4 National Geographic; Unit 5 National Geographic; Unit 6 Grinberg, Paramount, Pathe Newsreels/Getty Images, AFP Footage/Getty Images, Barcroft Media – Footage/Getty Images; Unit 7 K David Harrison/AAAS; Unit 8 WireImage House/Getty Images; Unit 9 AFP Footage/Getty Images; Unit 10 National Geographic; Unit 11 Charlie Nordstrom; Unit 12 Tim Cope/Banff Centre

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Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
1 Lessons for life pages 9–20 VIDEO: Arctic wisdom page 18 ► REVIEW page 20	time phrases the continuous aspect	personality and identity wordbuilding: binomial pairs word focus: <i>life</i>	getting to know people	linking in word pairs merged words in everyday phrases
2 More than a job pages 21–32 VIDEO: Climbing Yosemite page 30 ► REVIEW page 32	perfect forms passive forms	wordbuilding: phrasal verb <i>get</i> idioms: safety word focus: <i>foot/feet</i> personal qualities	presenting yourself	word stress
3 Design for life pages 33–44 VIDEO: A story of solutions page 42 ► REVIEW page 44	qualifiers intensifying adverbs	describing towns adverb + adjective collocations word focus: <i>ground</i>	expressing opinions	<i>quite, fairly</i> and <i>pretty</i> stress in intensifying adverbs linking vowel sounds (intrusion)
4 Innovation pages 45–56 VIDEO: This man risked it all page 54 ► REVIEW page 56	future probability past modals	wordbuilding: <i>-able</i> phrasal verb <i>come</i> word focus: <i>give</i>	making a short pitch speaking skill: making key points	weak forms in past modals word stress
5 The magic of travel pages 57–68 VIDEO: On the road: Andrew McCarthy page 66 ► REVIEW page 68	emphatic structures avoiding repetition	repeated word pairs wordbuilding: synonyms word focus: <i>matter</i>	telling an anecdote speaking skill: linking events	<i>do, does</i> and <i>did</i> stress in short responses long sounds
6 Body matters pages 69–80 VIDEO: The art of parkour page 78 ► REVIEW page 80	phrasal verbs verb patterns	wordbuilding: compound words injuries idioms: health word focus: <i>face</i>	discussing proposals speaking skill: proposing and conceding a point	stress in two-syllable verbs toning down negative statements

Listening

two speakers talk about important lessons in life
a talk by a sociologist about understanding what makes people who they are

Reading

an article about the lessons we learn from the past
an article about the language of Shakespeare

Critical thinking

purpose

Speaking

your favourite saying situations in your life
call my bluff

Writing

taking notes
writing skill: using abbreviations

ACADEMIC SKILLS LESSONS: Beliefs about the importance of literature (Listening), Answering effectively in an interview (Speaking)

a talk about the livelihood of Kazakh nomads
an interview with a firefighter

an article about the Moken people of Myanmar
an article about rock climbing in Yosemite

analysing language

more than a job
safety features
your comfort zone

a covering letter or email
writing skill: fixed expressions

ACADEMIC SKILLS LESSONS: Desert island castaway (Reading), Opinion essay (argument) on jobs (Writing)

a description of a photograph
an interview with an architect about small homes

an article about two towns with individual characters
an article about the architect Zaha Hadid

summarizing

your home town
a bit of luxury
how spaces affect you

an opinion essay
writing skill: discourse markers

ACADEMIC SKILLS LESSONS: Case study of a design project (Listening), A group presentation of a new project (Speaking)

a news report about bionic body parts
an interview about the inspiration for inventions

an article about the future of bendable technology
an article about a social entrepreneur

finding counter arguments

future solutions
how people managed in the past
a social business

a proposal
writing skill: making recommendations

ACADEMIC SKILLS LESSONS: Emojis (Reading), Summarizing the main features of tables and charts (Writing)

an extract from a talk by a travel writer
a radio interview about holidays to unknown places

a travel blog about different approaches to travelling
an article about travel in graphic novels

evaluating sources

how you travel
a mystery tour
knowing places

a review
writing skill: using descriptive words

ACADEMIC SKILLS LESSONS: Travel in academic life (Listening), A discussion about mass tourism (Speaking)

a conversation between two friends about health and exercise
an interview with an ultrarunner about sports injuries

an article about different exercise regimes
an article about beauty

author influence

exercise trends
describing an injury
does beauty sell?

a formal report
writing skill: avoiding repetition

ACADEMIC SKILLS LESSONS: The human body clock (Reading), Opinion essay (discursive) about health (Writing)

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
7 Digital media pages 81–92 VIDEO: Talking dictionaries page 90 ► REVIEW page 92	passive reporting verbs nominalization	wordbuilding: verb prefix <i>out</i> idioms: business buzz words word focus: <i>break</i>	making a podcast speaking skill: hedging language	new words
8 The music in us pages 93–104 VIDEO: A biopic page 102 ► REVIEW page 104	the adverb <i>just</i> purpose and result	themes of songs idioms: music word focus: <i>hit</i>	your favourite music speaking skill: responding to questions	expressions with <i>just</i> intonation to express uncertainty
9 Window on the past pages 105–116 VIDEO: Collecting the past page 114 ► REVIEW page 116	linking words present and perfect participles	wordbuilding: verb + preposition crime and punishment word focus: <i>board</i>	checking, confirming and clarifying	silent letters
10 Social living pages 117–128 VIDEO: Initiation with ants page 126 ► REVIEW page 128	adverbs and adverbial phrases negative adverbials and inversion	being a good member of society having fun word focus: <i>free</i>	making conversation speaking skill: showing interest	sentence stress intonation and elision
11 Reason and emotion pages 129–140 VIDEO: Madeline the robot tamer page 138 ► REVIEW page 140	unreal past forms conditionals and inversion	feelings wordbuilding: heteronyms word focus: <i>beyond</i>	recognizing feelings	heteronyms adjectives ending in <i>-ed</i>
12 Mother nature pages 141–152 VIDEO: Three years and 6,000 miles on a horse page 150 ► REVIEW page 152	approximation and vague language <i>would</i>	wordbuilding: adverb + adjective collocations idioms: adjective collocations word focus: <i>move</i>	a debate speaking skill: interrupting	intonation in interruptions

COMMUNICATION ACTIVITIES page 153 ► GRAMMAR SUMMARY page 156 ► AUDIOSCRIPTS page 180

Listening	Reading	Critical thinking	Speaking	Writing
a talk by a journalist about digital technology an interview about social media marketing	a study of global facts about selfies an article about a day at a hackers' conference	identifying personal opinion	the impact of digital media brands attitudes to security	a news report writing skill: cautious language
ACADEMIC SKILLS LESSONS: A lecture on the challenges to traditional media (Listening), A presentation about digital media (Speaking)				
an interview with a busker a talk by a neuroscientist about music therapy	an interview with a musician about cultural influences a review of a documentary about Bob Marley	identifying key points	themes of songs how to relax a charity concert	a description writing skill: parallel structures
ACADEMIC SKILLS LESSONS: Human singing (Reading), Describing data from graphs and charts (Writing)				
a talk about the significance of historical objects a story about an unusual crime	an article about what personal letters reveal about our past a story about hidden treasure	unanswered questions	an important past event a case of fraud historical irony	describing a past event writing skill: sequencing events
ACADEMIC SKILLS LESSONS: An interview about medieval music (Listening), A presentation about the European Union (Speaking)				
an extract from a radio programme about ethnic communities a podcast about the importance of play	an article about ant society an article about the Hadza of Tanzania	reading between the lines	being a good member of society social games feeling free	a discursive essay writing skill: referring to evidence
ACADEMIC SKILLS LESSONS: The social lives of whales and dolphins (Reading), A report on the local community (Writing)				
a short talk by a photographer about photographing people a lecture about irrational thinking	an article about understanding emotions an article about artificial intelligence in the future	analysing structure	modern life mind games technology and occupations	an email message writing skill: avoiding misunderstandings
ACADEMIC SKILLS LESSONS: Lecture on the 'emotional selling proposition' (Listening), A group discussion on organizational cultures (Speaking)				
three people describe the landscape where they live an extract from a radio interview about the Japanese poet Basho	an article about the importance of geo-literacy an article about how wildlife are moving into our cities	different perspectives	natural and man-made features events in nature the animal and human worlds	a letter to a newspaper writing skill: persuasive language
ACADEMIC SKILLS LESSONS: The Great Southern Continent (Reading), Problem & solution essay: the environment (Writing)				

Introduction

National Geographic

The *National Geographic Society* is a leading nonprofit organization that pushes the boundaries of exploration to further our understanding of our planet and empower us all to generate solutions for a healthier and more sustainable future. Since its beginning in 1888, the Society has funded more than 12,500 exploration and research projects. *Life Second Edition* uses *National Geographic's* content and principles to inspire people to learn English. A portion of the proceeds of this book helps to fund the Society's work.

National Geographic topics

The topics are paramount and are the starting point for the lessons. These topics have been selected for their intrinsic interest and ability to fascinate. The richness of the texts means that students are so engaged in learning about the content, and expressing their own opinions, that language learning has to take place in order for students to satisfy their curiosity and then react personally to what they have learned. This element of transfer from the topics to students' own realities and experiences converts the input into a vehicle for language practice and production which fits the recognized frameworks for language learning and can be mapped to the CEFR scales. (Full mapping documents are available separately.)

People and places

Life Second Edition takes students around the globe, investigating the origins of ancient civilizations, showing the drama of natural forces at work and exploring some of the world's most beautiful places. These uplifting tales of adventure and discovery are told through eyewitness accounts and first-class reportage. For example, Unit 2 of the Advanced level explores the lives of the Moken people of Myanmar and their special relationship with the sea.

Science and technology

Students learn about significant scientific discoveries and breakthroughs, both historic and current. These stories are related by journalists or told by the scientists and explorers themselves through interviews or first-person accounts. Students see the impact of the discoveries on our lifestyles and cultures. Because much of the material comes from a huge archive that has been developed and designed to appeal to the millions of individuals who make up *National Geographic's* audience, it reflects the broadest possible range of topics. For example, Unit 4 of the Advanced level features a news report about bionic body parts, while Unit 11 focuses on how artificial intelligence may be used in the future.

History

History can be a dry topic, especially if it's overloaded with facts and dates. However, the *National Geographic* treatment of historical events brings them to life and there is often a human dimension and universal themes that keep the events relevant to students and to our time.

History – or the re-telling of historical events – can also be influenced by a culture or nation's perception of the events. *National Geographic's* non-judgmental and culture-neutral accounts allow students to look behind the superficial events and gain a deeper understanding of our ancestors. For example, Unit 1 of the Advanced level looks in detail at the language of Shakespeare and how it lives on today, and Unit 9 explores what personal letters reveal about our past.

Animals

The animal kingdom is exceptionally generative in terms of interesting topics. *Life Second Edition* provides astonishing photos that give a unique insight into the hidden lives of known and lesser-known animals, offering rare glimpses of mammals, birds, bugs and reptiles in their daily struggle for survival. It also informs and surprises with accounts of animals now extinct, species still evolving and endangered species which are literally fighting for their existence. For example, Unit 10 of the Advanced level examines the fascinating details of how ant society works.

Environment

It isn't always possible to find clarity in texts on the environment and climate change, or trust that they are true and not driven by a political agenda. *National Geographic's* objective journalism, supported by easy-to-understand visuals, presents the issues in an accessible way. The articles are written by experts in their fields. It's often true that those who have the deepest understanding of issues are also able to express the ideas in the simplest way. For example, Unit 12 of the Advanced level is based around an article about the concept of geo-literacy, which focuses on our understanding of how our world and the Earth's systems work.

National Geographic photography

We live in a world where images are used more than ever to reinforce, and at times replace, the spoken and written word. We use our visual literacy – the ability to look at and understand images – every day of our lives. In particular, photographs tend to prompt emotive memories and help us to recall information. For this reason, the use of photographs and pictures in the classroom is a highly effective learning tool. Not surprisingly then, the *Life* series makes maximum use of the great photographs which are at the core of *National Geographic* content. The photographs in *Life Second Edition* add impact and serve as an engaging starting point to each unit. Then, in each lesson, photographs form an integral part of the written and recorded content and generate meaningful language practice in thoughtful and stimulating ways.

There are photographs which:

- tell a story by themselves
- draw the viewer in and engage them emotionally
- support understanding of a text and make it memorable
- provoke debate
- stimulate critical thinking by asking you to examine detail *or* think about what is NOT shown *or* by questioning the photographer's motives
- are accompanied by a memorable quotation or caption
- help learners to remember a lexical set
- help to teach functional language
- lend themselves to the practice of a specific grammar point

As a first exercise when handing out the new book to your students, you could ask them to flick through the book, select their favourite photograph and then explain to the class what it is they like about it. You will find specific suggestions in the teacher's notes for using the photographs featured within each unit, but two important things to note are:

- pictures of people or animals can capture a moment, so ask students to speculate on the events that led up to this moment and those that followed it
- pictures of places aim to capture their essence, so feed students the vocabulary they need to describe the details that together convey this (the light, the colours, the landscape, the buildings)

National Geographic video

Student's visual literacy and fascination with moving images means that, in addition to the use of photographs and pictures, video is also an extremely effective tool in the classroom. Each unit of *Life Second Edition* ends with a *National Geographic* video. These videos, which can be found on the DVD at the back of the Teacher's Book, the Student's App and on the *Life* website, are connected to the topic of the unit and are designed to be used in conjunction with the video lesson pages. Typically, a video lesson is divided into three parts:

Before you watch

This section leads students into the topic of the video and engages them in a pre-watching task. It also pre-teaches key vocabulary so that students can immediately engage with the video without being distracted by unfamiliar words and the need to reference a lengthy glossary.

While you watch

These tasks assist with comprehension of the video itself, both in terms of what students see and what they hear. The exercises also exploit the language used in the video.

After you watch

There are two parts to this section. The first is an on-screen exercise called Vocabulary in context, which focuses on useful words and expressions from the video. The second allows students to respond to the video as a whole and take part in a discussion or task that leads on from the context and theme of the video.

The videos are designed to form part of your lessons. However, if there is insufficient time in class to watch them all, you can ask students to watch the videos and complete many of the exercises on the page in the Student's Book at home. This can form a useful part of their self-study. Students can also watch the videos again after seeing them in class. This is useful for review and enables students to focus on parts of the audio that particularly interest them.

For further variation with the videos, here are some more ideas you can use and develop:

- Play the video with the sound down. Students predict what the narrator or people are saying. Then play with the sound up and compare.
- Play the sound only with no video. Students predict where the video takes place and what is happening on the screen. Then play the video as normal and compare.
- Show the first part of the video, pause it, and then ask students what they think happens next.
- Give students a copy of the video script and ask them to imagine they are the director. What will they need to film and show on the screen? Afterwards, they present their 'screenplay' ideas to the class, then finally watch the original.
- Write a short text on the same topic as the one in the video. However, don't include the same amount of information and leave some facts out. Students read the text and then watch the video. They make notes on any new information and rewrite the text so it includes the new details.
- With monolingual groups, choose part of the video in which someone is talking. Ask students to listen and write down what they say. Then, in groups, ask them to create subtitles in their own language for that part of the video. Each group presents their subtitles and the class compares how similar they are.

National Geographic and critical thinking

Critical thinking is the ability to develop and use an analytical and evaluative approach to learning. It's regarded as a key 21st Century skill. *Life Second Edition* integrates and develops a learner's critical thinking alongside language learning for the following reasons:

- critical thinking tasks such as problem-solving and group discussion make lessons much more motivating and engaging
- developing critical thinking skills encourages an enquiring approach to learning which enables learners to discover language and become more independent in their study skills
- language practice activities that involve critical thinking require deeper processing of the new language on the part of the learner

In *Life Second Edition* you will see that there is a graded critical thinking syllabus that starts at Elementary level and runs through all later levels. The sections entitled 'Critical thinking' always appear in the C lessons in each unit and are associated with reading the longer texts. These lessons begin with reading comprehension activities that test students' understanding and then may ask them to apply their understanding in a controlled practice activity. Having understood the text at a basic level, the critical thinking section requires students to read the text again more deeply to find out what the author is trying to achieve and to analyse the writing approach. For example, students may have to read between the lines, differentiate between fact and opinion, evaluate the reliability of the information, assess the relevance of information, or identify the techniques used by the author to persuade the reader or weigh up evidence. Activities such as these work particularly well with the C lesson texts in *Life Second Edition* because the texts used in these lessons are authentic. These authentic texts, which have been adapted to the level where necessary, tend to retain the author's voice or perspective, so students can work to understand the real argument behind a text. Naturally, these kinds of reading skills are invaluable for students who are learning English for academic purposes or who would like to take examinations such as IELTS. In addition, life in the twenty-first century requires people to develop the ability to assess the validity of a text and the information they receive, so this critical thinking strand in *Life Second Edition* is important for all students.

As well as applying critical thinking to the reading texts, *Life Second Edition* encourages students to apply critical thinking skills in other ways. When new vocabulary or grammar is presented, students are often expected to use the target language in controlled practice activities. Then they use the language in productive speaking and writing tasks where they are given opportunities to analyse and evaluate a situation and make use of the new language both critically and creatively. In this way, students move from using 'lower-order thinking' to 'higher-order thinking'; many of the lessons in *Life Second Edition* naturally follow this flow from exercises that involve basic checking and controlled practice to those that are productive, creative, and more intellectually engaging. This learning philosophy can also be seen at work in the way in which photos and videos are used in the book. Students are encouraged to speculate and express their opinions on many of the photographs or in the 'After you watch' sections of the video pages. Finally, on the writing pages of the units, students are asked to think critically about how they organize their writing and the language they choose to use. They are also guided to think critically to establish criteria by which their writing can then be judged.

Central to the approach to critical thinking in *Life Second Edition* is the premise that students should be actively engaged in their language learning. Students are frequently invited to ask questions and to develop their own well-informed and reasoned opinions. The overall combination of text analysis (in the C lessons), a guided discovery approach to language, and the way in which the book makes use of images in the classroom effectively supports this aim.

***Life Second Edition* methodology**

Memorization

An important role for teachers is to help learners commit new language to longer-term memory, not just their short-term or working memory. According to Gairns and Redman (*Working with Words*, Cambridge University Press, 1986), 80 per cent of what we forget is forgotten within the first twenty-four hours of initial learning.

So, what makes learning memorable? The impact of the first encounter with new language is known to be a key factor. *Life Second Edition* scores strongly in this area because it fulfils what are called the 'SUCCESS factors' in memorization (Simplicity, Unexpectedness, Concreteness, Credibility, Emotion and Stories) by engaging learners with interesting, real-life stories and powerful images. *Life Second Edition* also aims, through motivating speaking activities that resonate with students' own experiences, to make new language relatable. What is known is that these encounters with language need to be built on thorough consolidation, recycling, repetition and testing. It is said that a new language item needs to be encountered or manipulated between five and fifteen times before it's successfully committed to longer-term memory. With this in mind, we have incorporated the following elements in *Life Second Edition*:

- a) more recycling of new vocabulary and grammar through each unit and level of the series
- b) activities in the Classroom Presentation Tool (CPT) that start some new lessons with revision and recycling of previous lessons
- c) progress tests and online end-of-year tests
- d) activities in the Review lessons at the end of each unit, marked 'Memory booster'

These 'Memory booster' activities are based on the following methodologically proven principles:

- Relatability: learning is most effective when learners apply new language to their own experience.
- A multi-sensory approach: learning is enhanced when more than one sense (hearing, seeing, etc.) is involved in perception and retention. (Language is not an isolated system in memory; it's linked to the other senses.)
- Repetition and variation: learners need to frequently retrieve items from memory and apply them to different situations or contexts.
- Guessing / Cognitive depth: making guesses at things you are trying to retrieve aids deeper learning.
- Utility: language with a strong utility value, e.g. a function such as stating preferences, is easier to remember.
- No stress: it's important that the learner does not feel anxious or pressured by the act of remembering.
- Peer teaching: this is an effective tool in memory consolidation (as in the adage, 'I hear and I forget. I see and I remember. I do and I understand. I teach and I master.').
- Individuality: we all differ in what we find easy to remember, so co-operation with others helps the process.

You probably already use revision and recycling in your teaching. Our hope is that these exercises will stimulate ideas for other fun and varied ways you can do this, which in turn may lead students to reflect on what learning and memorization strategies work best for them as individuals.

Treatment of grammar

Target grammar is presented in the first two lessons of each unit in the context of reading or listening texts. These texts are adapted for level as necessary from authentic sources which use the target language in natural and appropriate linguistic contexts. Such texts not only aid comprehension, but present good models for the learner's own language production through a variety of 'voices' and genres. In general, reading texts have been used in the first lesson and listening texts in the second. Where a presentation is via a listening text, written examples of the grammar structures are given on the page, for example in content comprehension tasks, so that the student gets the visual support of following the target structures on the page. In both types of presentations, the primary focus is on the topic content before the learner's attention is drawn to the target grammar structures. Learners are then directed to notice target structures by various means, such as using highlighting within the text, extracting sample sentences or asking learners to locate examples themselves. Tasks which revise any related known structures are given in the Student's Book, Teacher's Book or via the CPT package.

At the start of each grammar section is a grammar summary box with examples of form and use from the presentation text, or paradigms where this is clearer (for example, in lower levels). This supports the learners and is a 'check point' for both teacher and learner alike. The grammar box summarizes the information learners arrive at through completing discovery tasks and it also acts as a focus for tasks which then analyse the form, meaning and use of the grammar structures, as appropriate. A variety of task formats has been used to do this, usually beginning with accessible check questions. This approach is highly motivational because it actively engages learners in the lesson and allows them to share and discuss their interpretation of the new language. Each grammar box gives a cross reference to two pages of detailed explanations and additional exercises per unit at the back of the Student's Book. These are suitable for use both in class and for self-study, according to the needs of the learner. They are also presented as video tutorials for extra support in the Online Workbooks.

The grammar summary box is followed by grammar practice tasks. Depending on the level, the grammar practice exercises have a differing emphasis on form and use. In all levels, however, the practice exercises in the unit favour exercises which require students to think more deeply over those involving mechanical production. Where appropriate, contrastive and comparative formats are used. The first practice exercise is usually linked to the topic of the lesson and is content rich. Subsequent exercises move into real-life contexts and particularly to those which the learner can personalize. This gives

learners an invaluable opportunity to incorporate the structures in the context of their own experiences. The practice exercises are carefully designed to move from supported tasks through to more challenging activities. This anchors the new language in existing frameworks and leads to a clearer understanding of the usage of this new or revised language. Frequently, the tasks provide a real and engaging reason to use the target structure, whether by devices such as quizzes, games and so on, or by genuine exchanges of information between students. Each lesson ends with a 'My life' speaking task. This personalized and carefully scaffolded activity enables students to create their own output using the target grammar as well as other target language in a meaningful context. Typical formats for this final task include exchanges of information or ideas, 'gap' pair work, personal narratives, discussion and task-based activities (ranking, etc.). The emphasis from the learner's perspective is on fluency within the grammatical framework of the task.

Treatment of vocabulary

Life Second Edition pays particular attention to both receptive and productive vocabulary. All of the authentic input texts have been revised to reduce above-level lexis while retaining the original 'flavour' and richness of the text and providing an achievable level of challenge.

Lexis is effectively learned via carefully devised recycling and memorization activities. Target vocabulary is recycled continually throughout each level – for example, the writing and video lessons provide the ideal opportunity to incorporate and review lexis in meaningful contexts. Memorization (see page 10) is a key feature of exercises within the unit and in the Review lessons.

Life Second Edition teaches vocabulary in a range of different ways. This eclectic approach takes account of recent research and builds on tried and tested methods. There is further practice of the vocabulary input (apart from words occurring in glossaries) in the Workbook and also in the Photocopiable communicative activities, which can be found in this Teacher's Book. There is also frequent practice of useful expressions, collocations, idioms and phrasal verbs as well as everyday lexis.

The specific sections dealing with new lexical input are:

1 Lexical sets

Some of the benefits generally associated with teaching words in lexical sets are:

- learning words in a set requires less effort
- retrieving related words from memory is easier
- seeing how knowledge can be organized can be helpful to learners
- it mirrors how such information is thought to be stored in the brain
- the meaning of words can be made clearer by comparing and contrasting them to similar words in the set

Each unit usually has two or more lexical sets. The lexical sets also cover commonly confused words. There is evidence to suggest that once students have learned one or more of the words that belong to a group of commonly

confused words (e.g. *job* and *work*), it's useful to compare and contrast these words directly to clarify the differences (or similarities) in meaning. *Life Second Edition* focuses on these groups of words as and when they come up.

2 Wordbuilding

There are at least eight of these sections in each level. The independent wordbuilding syllabus offers students another opportunity to expand their vocabulary. The wordbuilding boxes in the units focus on areas such as prefixes, suffixes, parts of speech, compound nouns and phrasal verbs, and they highlight contextualized examples in the reading or listening texts. The box gives a brief explanation and some examples. It's followed by one or two practice activities. Each wordbuilding focus is followed up and extended in the Workbook and CPT – giving more practice and introducing more words that belong to the same morphological area.

3 Word focus

The Word focus sections take high-frequency words and give examples of the different meanings they can have according to the contexts in which they appear and the different words they collocate with. At higher levels there is increased exposure to idioms and colloquial usage. The Workbook and CPT expand the range of phrases and expressions generated by these key words and provide further practice.

4 Glossaries

Occasionally, words are important to the meaning of a text but are above the level of the student. In such cases they are glossed. Students aren't expected to learn these words, but the short and simple definitions provided on the page prevent them from being a barrier to understanding.

5 Word lists

Each level has a comprehensive word list which covers all of the vocabulary either at the level, or above the level, of the student. The rich headword entries include phonetics, definition, part of speech, examples, collocations, word family and word family collocates. These are available on the Student's App and on the *Life* website as pdfs.

Learning skills

There is a comprehensive learning skills syllabus in the Workbook. This covers traditional learning skills, such as recording new vocabulary, using a dictionary, remembering new vocabulary, planning study time and assessing your own progress.

Assessment

Students and teachers can assess progress in the following ways:

- Each unit in the Student's Book finishes with a Review lesson where students do the exercises and complete a number of 'can-do' statements linked to the objectives of the unit.
- There are photocopiable progress tests in the Teacher's Book.
- There are end-of-year tests that follow the format of international exams on the *Life* website.

- There is a *Check!* section at the end of each unit in the Workbook for students to check what they have learned (general knowledge as well as language).
- There are IELTS practice tests at the end of the Workbooks. These have been graded to the level of the course, but follow the format of the test. These allow students to benchmark their progress against the course objectives, whilst becoming familiar with a global test format.

Lessons in a Student's Book unit

Opener: a one-page introduction to the unit that gets students interested in the topic

A and B: double-page lessons that teach grammar and vocabulary through reading and listening texts

C: a double-page lesson that focuses on reading comprehension and critical thinking

D: a one-page lesson that teaches functional/situational language

E: a one-page lesson that teaches a writing skill and the features of a text type

F: a double-page video lesson

Review: a one-page lesson of practice activities, memory booster activities and 'can-do' check statements

Components

- Student's Book
- Workbook + audio CD
- Teacher's Book + DVD + class audio CD
- Student's App
- Student's eBook
- Online Workbook
- Website: www.NGL.cengage.com/life
- Classroom Presentation Tool

The CPT includes additional activities. These are labelled in the teaching notes as ★ CPT extra! This additional practice covers a wide variety of activity types. This includes:

- Activities which exploit the lesson photo (e.g. extra critical thinking-type questions, background information, etc.)
- Extra listening activities
- Revision of previously taught vocabulary/grammar
- Quizzes about the lesson topic or unit photo
- Culture notes/background notes
- Links to extra resources
- Word focus: additional practice and extension
- Wordbuilding: additional practice and extension
- Extra lead-ins and warmers
- Further development of the skills syllabus (listening and reading)
- Extension project work
- Extra Critical thinking activities
- Writing additional practice and extension

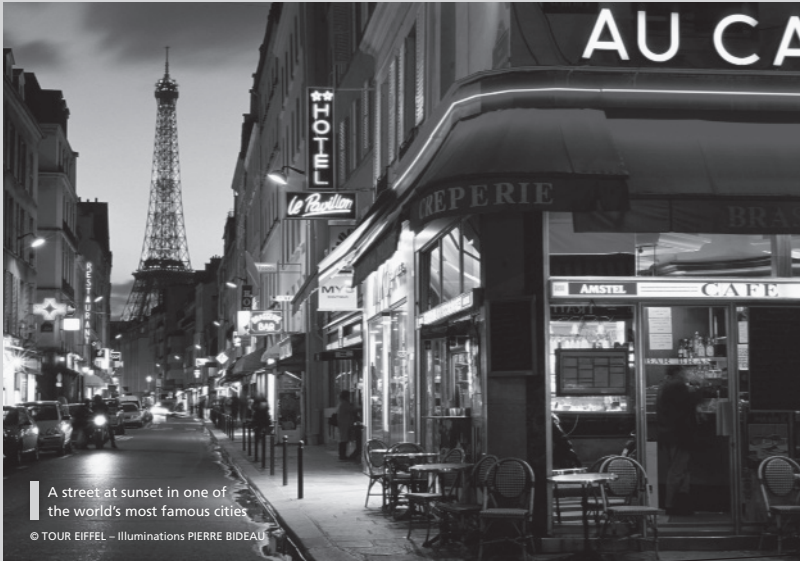
For standalone academic lessons, see pages 4–7.

Lesson type

Unit opener

This single page introduces the unit topic and lists the unit contents.

Unit 5 The magic of travel



A street at sunset in one of the world's most famous cities
© TOUR EIFFEL - Illuminations PIERRE BIDEAU

FEATURES

58 How we travel

Different approaches to travelling

60 Magical mystery tour

Trips to unknown places

62 The adventures of Hergé

Travel through the eyes of a comic book hero

66 On the road: Andrew McCarthy

A video about a memorable travel experience

1 Work in pairs. Look at the photo. Discuss what you know about this place (its character, its landmarks, its people, etc.).

2 ▶ 34 Look at the questions and discuss them with your partner. Then listen to a travel writer's opinion and compare your answers.

1 What different factors (time of year, reason for travel, etc.) influence how we experience a place when we travel?

2 What makes a good travel writer?

3 ▶ 34 Look at these adjectives. Which ones normally describe people (P), places (PL) or a time (T)? Then listen to the travel writer again and say what the speaker uses each adjective to describe. Did you use any of the same adjectives to describe Paris?

romantic cosy officious lazy elegant affable
wary grand lively

4 Work in groups. Use adjectives to describe a place you have enjoyed visiting. Use words from Exercise 3 if helpful.

An impactful photograph serves as an engaging starting point to the unit and provokes class discussion.

The unit lesson headers let students see what they will be studying and stimulates their interest.

Warm-up exercises get students talking about the topic and introduce them to key vocabulary.

Each unit opener lesson contains a listening exercise that further develops the topic.

Lessons A and B

Grammar and vocabulary

These double-page lessons focus on grammar and vocabulary, presented through listening and reading texts.

The primary focus is on the topic content before the learner's attention is drawn to the target grammar structures.

Target grammar is presented through texts in the first two spreads of each unit. These texts are authentic reading and listening texts, adapted for level as necessary, which use the target language in natural and appropriate linguistic contexts. Such texts not only aid comprehension, but present good models for the learner's own language production through a variety of 'voices' and genres. The main input alternates between reading and listening on these first two spreads.

reading a travel blog • vocabulary repeated word pairs • grammar emphatic structures • pronunciation do, does and did • speaking how you travel

5a How we travel

Reading

- Work in pairs. Discuss the questions about travel.
 - Why do you think most people travel?
 - Where and when do you travel? What is your reason for travelling?
 - What do you enjoy / not enjoy about travelling?
 - Do you think the concept of travel and holidays differs from culture to culture? If so, how?
- Look at the blog post about how we travel. Answer the questions.
 - How was the writer's experience of travel as a young boy typical of his culture?
 - What is his father's attitude to travel? In what ways does the writer agree with him?
 - What does the writer want from travel?
 - Which of these attitudes (the writer's and his father's) is closest to your own?
- Find words or expressions in the second paragraph of the blog with these meanings.

1 without worries	4 very still and shiny
2 a fixed list of places to visit	5 bordered
3 burning slowly with smoke but no flame	6 a steep valley

35

Going on holiday when I was a young boy meant going to spend the summer with my grandparents in my parents' home town in the north of India. For many Indians who live or work in a big city, that is still what travel is. For my father it was the same: escaping the heat of Kolkata to visit uncles and aunts in the cooler hills of Darjeeling. He is well off now and can afford to travel abroad to see the world, but instead he prefers to stay at home. On the few occasions he does travel, it's to visit my sister in Delhi or me in San Francisco, because he'd rather see us face to face than on a computer screen. But he doesn't behave like other tourists and visit the sights. What he enjoys is sitting and reading the newspaper with a good cup of coffee and wandering down to the local market to buy some food. Most people are pretending when they travel, he says. Doing things they don't really want to do because they are on the traveller's checklist.

In some ways I understand his point of view. The thing we all value as travellers is that feeling of being carefree and open to experiences as they happen, just taking life day by day. But in other ways I disagree with him. Because it's exciting and unusual experiences that I want. Last month I had the trip of a lifetime in Chile. It was a guided trip with a strict itinerary, but it did fulfil my expectations of what travel should be, and more. We explored a volcanic cave under the smouldering Villarrica Volcano. We hiked through a forest of 1,000-year old monkey-puzzle trees and found ourselves looking down on the glassy Huinica Lagoon, flanked by majestic mountains. We stayed at a lodge in the Huelo Huelo Biological Reserve, a sustainable-tourism playground complete with walking trails, mountain-biking and kayaking. And we zip-wired across a 100-metre deep gorge called El Abismo. I know what I like about travel; my father does too. It's just how we travel that's different.

How we TRAVEL

wordbuilding synonyms • listening a mystery tour • grammar avoiding repetition • pronunciation stress in short responses • speaking a mystery tour

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How we TRAVEL

Wordbuilding synonyms

WORDBUILDING synonyms

We often use synonyms in English as a way of avoiding repetition. It is important to remember that few words are exact synonyms. They often differ slightly in meaning or in the grammar that surrounds them: holiday and break, succeed in and manage to, popular and well-liked

For further practice, see Workbook page 43.

- Work in pairs. What synonyms or close synonyms can you think of for these words? How similar or different in meaning is each word you thought of?

hotel	relax	travel around	trip
-------	-------	---------------	------
- Look at these words which are used in the interview you are going to hear. Match the words (1-9) with the correct synonyms (a-i).

1 trip	a swimming costume
2 spot	b wonderful
3 head for	c expectation
4 thrilling	d journey
5 spoil	e location
6 swimsuit	f set off
7 start out	g make your way to
8 anticipation	h exhilarating
9 magical	i ruin

The independent wordbuilding syllabus offers students another opportunity to expand their vocabulary. The wordbuilding boxes in the units focus on areas such as prefixes, suffixes, collocations, parts of speech, compound nouns and phrasal verbs, and they highlight examples from the reading or listening texts. The box gives a brief explanation and some examples. There is an activity for further practice and a reference to an activity in the Workbook which introduces more words that belong to the same morphological area.

5b Magical mystery tour

Wordbuilding synonyms

Listening

- Listen to an interview about a 'mystery tour' that a reporter went on. Complete the information.

Company name	1.Adventures
Company based in	2.
Things to take	a ³, a ⁴, a dry bag
Length of trip	5.days
Type of cycling	6.
Destination	7.on the river
Night accommodation	slept in 8.
Return journey	By 9.
Cost of trip	10.
- Listen to the interview again and answer the questions.
 - Who started the fashion for mystery tours?
 - What kind of companies organize mystery tours nowadays?
 - How did Maggie describe her experience?
 - Why does the interviewer agree that it was better not to ask for too much pre-trip information?
 - What did the guide do as they travelled to their destination to add to the excitement?
 - How did Maggie feel about swimming to her 'accommodation' for the night?
 - How did she feel when she got back into London?
 - What lesson did the trip teach her?

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MAGICAL MYSTERY TOUR

Vocabulary repeated word pairs

- 4 Work in pairs. Look at the expressions in bold (a–b) from the blog. Discuss what they mean. Then discuss the meanings of the other expressions in bold (1–6).
- He'd rather see us **face to face**.
 - ... just taking life **day by day**.
- I saw Layla last night. She's just back from holiday. She **went on and on** about how terrible the hotel was.
 - A country's success in sport goes **hand in hand** with how much it invests in promoting it.
 - I couldn't predict the winner of the election. They've been **neck and neck** all the way.
 - We both recognized the problem, but we don't really **see eye to eye** on the solution.
 - They started their travel website in 2015 and it's just gone from **strength to strength**.
 - Writing is a process that you need to approach **step by step**.
- 5 Think of examples of the following things. Then work in small groups and compare your ideas.
- an experience that went on and on
 - a subject you don't see eye to eye with your parents (or someone you know) about
 - a person whose career has gone from strength to strength
 - something that you (or someone else) are taking step by step (or day by day) to reach a goal

Grammar emphatic structures

EMPHATIC STRUCTURES

Cleft sentences

- It's relaxation that I want.*
- What I enjoy is sitting and reading the newspaper.*
- The thing we really value is being carefree.*

do, does, did (in affirmative sentences)

- When I do travel now, I avoid the 'sights'.
- I did take my laptop on my last holiday too.

For further information and practice, see page 164.

- 6 Look at the grammar box. Notice the word order in the sentences. Rewrite the sentences (1–5) using a non-emphatic form.
- I want relaxation.
- 7 Rewrite this sentence in four different ways. Use emphatic forms, starting with the words given. 'I love the unpredictability of travel.'
- It's ...
 - What ...
 - The thing ...
 - I love ...

- 8 Rewrite the parts of these sentences in italics using emphatic forms. Use the words given in brackets.
- The destination is not important. *The journey matters.* (it)
 - I didn't miss my home town. *I missed my friends and family.* (what)
 - Colombia was full of surprises. *I read up a lot about it before I went,* but nothing really prepares you for it. (did)
 - When I went to Bali, *I was really struck by how relaxed the people were.* (what)
 - People always talk about how fascinating travel is. *But they never tell you how boring it can be too.* (the thing)
 - He's not normally a food lover, *but he likes to eat well when he's on holiday.* (does)
 - Our family holidays were hilarious. *I'll never forget the seven of us travelling through France in a tiny car.* (thing)
 - I didn't mind the disruption;* it was the fact that they didn't apologize for it. (it)

- 9 **Pronunciation do, does and did**
- a ▶ **36** Listen to these sentences and write in the missing emphatic auxiliaries. Note how the auxiliary verbs are stressed.
- I regret not stopping there.
 - She travel a lot.
 - We miss home sometimes.
 - I spend a lot of time at the beach.
- b Practise saying the sentences in Exercise 9a with the same stress.

Speaking my life

- 10 Work in small groups. Make a list of statements about how to travel (what's important; what you like, how you feel, etc.). Use emphatic structures in your ideas. Then compare your statements with your partner. Are your views similar or different? How?
- planning your journey
 - things you always take with you
 - avoiding stress when travelling (esp. flying)
 - eating when travelling
 - getting around from place to place
 - holiday activities
 - language and culture
- Try not to plan too much, because it's always the unexpected things that happen on a holiday that are the most memorable.*

Clear paradigms or examples of form and use are given on the page in a simple summary box. This supports the learners and is a 'check point' for both teacher and learner alike as it summarizes the information learners will have arrived at through completing the discovery tasks. A cross-reference is provided to more detailed information and additional exercises at the back of the book. These are suitable both for use in class and self-study, according to the needs of the learners.

A variety of task formats are used to lead learners to analyse the form, meaning and use of the grammar structures, as appropriate.

The grammar practice tasks within the unit are linked to the presentation text and topic and are thus content-rich in the same way. They move from more supported exercises through to more challenging tasks.

Grammar avoiding repetition

AVOIDING REPETITION

- It was a magical experience ... definitely one I'd recommend.*
- Did you know how far you would have to swim? Yes, I did ask that.*
- [She] went on one of the trips and talked to me afterwards about it.*
- Is that our island? I don't think so.*

Ellipsis (omitting words)

- I thought about asking ... but then I decided not to.*
- A few people were screaming and gasping – I know I was.*

synonyms

- a mystery tour → a journey to an unknown destination*

For further information and practice, see page 164.

- 5 Look at the grammar box. Answer the questions.
- What do the words in bold refer to in sentences 1–4?
 - Which of the words in bold in sentences 1–4 substitutes for: a a thing (i.e. a noun)? b a phrase, clause or sentence?
 - What verbs have been omitted after the words in bold in sentences 5 and 6?
- 6 Look at the audiobook on page 183–184 (track 37). Answer the questions.
- What synonym of 'idea' is used (para 1) and of 'track'?
 - What does 'that' refer to in the sentence 'And that gave us the chance ...'?
 - What does 'it' refer to in the sentence '... but it was fine'?
 - What verb phrase has been omitted after 'had' in 'actually it had'?
 - What does 'one' refer to in the sentence 'it depends which one'?
 - What verb phrase has been omitted after 'to' in 'you really don't need to'?

Four days in the freezing wilderness with no electricity. You might ask why you would do 'four days in the freezing wilderness with no electricity. Well, I just returned from an amazing holiday with Secret Adventures Arctic and it's the best holiday I've been on. ▶ Returning to work after such an amazing adventure is really hard. We spent four days in northern Sweden and each day was magical. We rode on sleds pulled by dogs – we had to 'ride on sleds because it's the only way to get around. We stayed in a simple log cabin, drank hot lingonberry juice and we went cross-country skiing. ▶ Cross-country skiing was great fun too. Often it was dark and I thought I'd hate 'that it was dark, but I 'didn't hate it. The highlight was seeing the Northern lights. ▶ Seeing the Northern lights is an experience everyone should have once in their lives – at least I think. ▶ they should have that experience.

- 8 Put an appropriate word into each sentence to avoid repetition.
- He said he wasn't going to take the car, but I think he _____, because I can't see it outside.
 - She said, 'Good things come to those who wait.' What do you think she meant by _____?
 - We need to set off early. So, shall we _____ at 7.30 a.m.?
 - I'm so tired that I might fall asleep during the film, but I'll try _____.
 - Sorry, this pen isn't working. Do you have _____ that I can borrow?
 - I had an amazing childhood. I'm going to write a book about _____ one day.

- 9 **Pronunciation stress in short responses**
- a Work in pairs. We often use substitution in spoken exchanges. Complete the answers to each question using one word in each case.
- A: You have to be careful not to get overcharged in the local markets.
B: Yes, I know _____.
 - A: Would you like to drive?
B: No, I'd rather you _____.
 - A: Did he take warm clothes with him?
B: I hope _____.
 - A: Do you mind travelling alone?
B: No, I actually prefer _____.
 - A: Are there many good guidebooks about this region?
B: Yes, there are some excellent _____.
 - A: Did she enjoy _____ visiting Russia?
B: Yes, she loved _____.
- b ▶ **39** Listen and check your answers. Underline the stressed words in each response. Then work with a partner and read the exchanges aloud using the same pronunciation patterns.

Speaking my life

- 10 Work in small groups. Design your own mystery tour. The tour should be a reasonable price, take participants to an unknown destination and involve activities that bring people together. Then present it to the class. When you present the tour, try to use at least three expressions for avoiding repetition.

A final task on each spread allows the learners to create their own output and is structured so that learners have the opportunity to use the target grammar as well as other target language, for example vocabulary, in a meaningful and personalized context. This final task has a variety of formats such as discussions, personal narratives, task-based activities (ranking, etc.) and the emphasis from the learner's perspective is on content and fluency rather than grammatical accuracy.

Lesson C

Reading

This is a double-page reading lesson. The reading text is always on the right-hand page, and the activities on the left.

The mini contents section at the beginning of every lesson sets clear targets.

The Word focus sections take high frequency words and give examples of the different meanings they can have according to the contexts in which they appear and the different words they collocate with.

Critical thinking activities require students to engage with the reading texts at a deeper level, and require them to show real understanding – not just reading comprehension. This training – in evaluating texts, assessing the validity and strength of arguments and developing an awareness of authorial techniques – is clearly a valuable skill for those students learning English for academic purposes (EAP), where reflective learning is essential. However, it is also very much part of the *National Geographic* spirit, which encourages people to question assumptions, and develop their own well-informed and reasoned opinions.

reading the graphic novel • critical thinking evaluating sources • word focus matter • speaking knowing places

5c The adventures of Hergé

Reading

- Work in pairs. Look at the photo and discuss the questions.
 - What comics or cartoon books did you read when you were a child?
 - What did they contain that appealed to you: adventure, humour, interesting facts, life stories?
 - Do you still read any comics or graphic novels now?
- Read the article. Are the sentences true (T) or false (F)?
 - Tintin is a writer who travels around the world in search of adventure.
 - The author Hergé loved to travel.
 - The artwork in *The Adventures of Tintin* is remarkable for its precise detail.
- Read the article again. Choose the best option to complete the sentences.
 - The author read / *daydreamed* a lot about foreign lands as a child.
 - The author compares *Tintin* books to reading *thrillers* / *National Geographic*.
 - Hergé made multiple *drawings* / *models* of objects like cars and planes before putting them in his pictures.
 - Hergé's methods have been an inspiration to *other illustrators* / *movie makers*.
 - Visitors to Petra see the tall Treasury *at the last moment* / *from a long way off*.
 - The author thinks *Destination Moon* and *Explorers on the Moon* are Hergé's *best* / *most ambitious* books.
- Find words in the article with the following meaning.
 - distant (para 1)
 - looked in amazement (para 1)
 - extremely careful (para 3)
 - truly and precisely (para 3)
 - very strange (often of a coincidence) (para 4)
 - talent (para 5)

Critical thinking evaluating sources

- What sources (research, experts, first-hand experience) does the author mention to show that the following things were accurately represented by Hergé? NB For one item no real source is mentioned.
 - the scientific expedition to the Arctic
 - cars, planes, ships and bridges
 - the Treasury at Petra
 - sending a rocket to the Moon

- Were you persuaded that Hergé represented things accurately for his readers? Do you think it's important that writers do this? Why? / Why not?

Word focus matter

- Look at the expression in bold from the article. Choose the correct definition (a or b).
[The books] were a kind of *National Geographic* for children – and adults, **for that matter**.
 - of course (but you know that)
 - also (now that I think of it)
- Complete the expressions with *matter* using these words. Then discuss with your partner what you think about each statement.

course laughing mind principle time way

- With new technology, I think it's **only a matter of** before people are taking virtual holidays from their own living rooms.
- Getting lost in a big city might seem like an adventure, but believe me, it's **no** **matter** when it happens to you.
- I think you can put up with a lot of discomfort when you're travelling. It's just a question of **over matter**.
- When I'm abroad, I use public transport as a **matter of** You discover much more that way.
- No matter which** you look at it, not speaking the language of the country you are visiting is a disadvantage.
- I don't fly on planes as a **matter of**; they create too much pollution.

Speaking my life

- Work in small groups. Make a list of four places you all know about in one or other of the ways listed below (e.g. New York). Then compare.

Unit 5 The magic of travel



THE ADVENTURES OF HERGÉ

I spent a lot of my childhood travelling to far-off places and learning about their history and geography. I went to Peru and saw the Sacsayhuaman fortress of the Incas and the citadel of Machu Picchu. I visited the ancient rose-red city of Petra in Jordan and marvelled at the grand buildings carved out of the rock. I journeyed on a ship to the Arctic Ocean with a scientific expedition that was investigating a meteorite that had fallen to Earth. I even travelled to the Moon and learned what it was like to experience gravity six times weaker than I was used to.

I saw all these things not in person, of course, but through the eyes of the investigative journalist, Tintin, in the pages of the graphic novels of Hergé, the Belgian author and cartoonist. I was not the only one. In the days before full-colour television documentaries, Hergé's *Adventures of Tintin*, twenty-three books written between 1929 and 1976, were a kind of *National Geographic* for children – and adults, for that matter. These were not just great detective stories; they were learning adventures.

The amazing thing about the books is that their creator never travelled to these places either. They were all the result of painstaking research done from his studio. Hergé and his team of illustrators and researchers scoured libraries, museums and photographic archives to provide as accurate a representation, both in the drawings and the storylines, as they could. This included examining catalogues of cars and planes, and technical drawings of ships and bridges. Hergé made numerous sketches of these objects seen from different angles and sometimes created models of the characters and other items so as to be able to construct a particular scene and capture it more faithfully – a technique that has since been used by many film animators, such as Pixar.

Actually, I can personally attest to the incredible accuracy of Hergé's representations of foreign places because a few years ago, I visited Petra with my family. We rode on horses down the long narrow passage called the *Siq*, just as Tintin and his companion Captain Haddock do in *The Red Sea Sharks*. At the end, we came out from between the tall rock walls that frame the passage and caught our first sight of the magnificent forty-metre tall Treasury, sculpted from the pink sandstone. I was looking at a view straight from the pages of the book: the colours, the play of the sun on the walls, the dusty earth, the Bedouin guides with their keffiyehs wrapped around their mouths. It was uncanny.

Perhaps Hergé's greatest triumph is the two-part story *Destination Moon* and *Explorers on the Moon* which, considering the books were written in 1955, gave, according to commentators at the time, an extraordinarily realistic account of what would be involved in sending a manned rocket to the Moon. As well as the smaller drawings that carry the narrative, from time to time the reader turns the page to discover a stunning full-page image: a rocket on its launch-pad, complete with gantry, a mountainous moonscape, the Earth below as the rocket leaves the atmosphere. Few people in those days could imagine what it was like to be looking down at our planet from outer space. But that was Hergé's true gift: to understand and communicate what a place was like without ever having travelled there.

archives (npl) /'a:ɪsɪkɑ:vz/ historic records or documents
citadel (n) /'sɪtəl/ a fortress or castle, usually on a hill
gantry (n) /'gæntri/ a bridge-like metal supporting structure
meteorite (n) /'mi:tɪəraɪt/ a piece of rock or metal that falls from outer space
scour (v) /'skɔ:ə(r)/ to search intensively

Lesson D

Real life

This is a one-page functional lesson focusing on real-life skills.

real life **telling an anecdote** • speaking skill **linking events** • pronunciation **long sounds**

5d To my amazement

Real life telling an anecdote

- Look at the photo. Answer the questions.
 - Where do you think the photo was taken?
 - Can you name four things in the photo that you associate with a beach holiday?
 - Would you choose to go on a beach holiday somewhere like this? Why? / Why not?
- ▶ 40 Listen to a travel story. Make notes about the main details of the story.
 - Issue that the story highlights
 - The speaker's background and setting for the story
 - Main events
 - The speaker's conclusion
- Work in pairs. Retell the story to each other using your notes from Exercise 2.
- ▶ 40 Look at the expressions for telling an anecdote. Tick (✓) the expressions the speaker uses in the travel story. Then listen again and write down what followed the expressions the speaker used.



▶ TELLING AN ANECDOTE

It's a (well-known) fact that ...
 We all know that ...
 These days, ...
 It's famous for having beautiful beaches ...
 Consequently / Because of that ...
 A few years ago, ... / Last summer, ...
 The following day/morning ...
 As luck would have it, ...
 By chance, I happened to ...
 By coincidence, ...
 To my amazement/surprise/horror/delight/relief, ...

5 Speaking skill linking events

- a Look at these expressions. Which are used to signal the time of an event (T) and which are used to indicate the speaker's feelings about an event (F)? Which expressions add a sense of drama?
- | | |
|-----------------------------|---------------------------|
| a A few years ago, ... | f Just at that moment ... |
| b As if by magic, ... | g Amazingly, ... |
| c Worryingly, ... | h By sheer luck, ... |
| d A little while later, ... | i The following week, ... |
| e To my relief, ... | j As soon as ..., ... |
- b Work in pairs. You are going to link events in a story. Start with the sentence below. Take turns to suggest a linking phrase to continue the next sentence in the story.
- A few years ago, I was travelling on my own in Australia.*
 A: *By sheer luck, ...*
 B: *By sheer luck, I bumped into a friend in Sydney, whom I hadn't seen for years.*

6 Pronunciation long sounds

- ▶ 41 Look at these expressions. How do you think the underlined vowel sounds are pronounced? Then listen and check. Which two are NOT long vowel sounds?
- | | |
|-------------------|-----------------------|
| 1 to my amazement | 5 to my dismay |
| 2 to my relief | 6 to my delight |
| 3 to my surprise | 7 to my frustration |
| 4 to my horror | 8 to my embarrassment |

- 7 Work in pairs You are going to develop a story. Follow these steps.
- Look at the main elements of the story.
 - Discuss what extra details could be added and how you can link the ideas and events.
 - When you have finished, work with a new partner and retell your stories.

1 Issue that the story highlights	When abroad, you can forget you are not at home and be surprised by something different
2 The speaker's background and setting for the story	Newly-wed couple, Theo and Eleni, on holiday in Cyprus; walking in the mountains
3 Main events	Long walk, stop at village café, look out at view, Theo feels Eleni's hand on his, looks down, not her hand but a huge insect
4 The speaker's conclusion	Eleni still laughs

- 8 Work in small groups. Tell a story of your own using the same structure as in Exercise 7.

The D lessons have clear 'Real life' functional aims.

The pronunciation syllabus covers sounds and spelling, connected speech, stress and intonation.

The key expressions are made memorable through an activation activity.

Lesson E

Writing

This is a one-page writing lesson. All the text types that appear in international exams are covered here.

Every E lesson focuses on and explores a specific text type.

A different writing skill is presented and practised in every E lesson.

Every writing lesson includes a model.

Students always finish with a productive task.

Students are encouraged to take part in peer correction.

writing a review • writing skill using descriptive words Unit 5 The magic of travel

5e Book of the month

Writing a review

- 1 Work in pairs. Which of these ways of choosing a book to read or film to watch is most reliable or useful? Why? Discuss your answers.
 - a personal recommendation
 - b a book/film review in the press
 - c the blurb on the back cover or a film trailer
 - d choosing a book that has been made into a film or vice versa
- 2 Read the book review. What is the reviewer's opinion of the book? Explain why.
- 3 Read the review again and answer the questions.
 - 1 What type of book is it?
 - 2 What is the main theme?
 - 3 What tense is used to describe the plot?
 - 4 What words describe the style of writing in the book?
- 4 Look at the different ways (a–e) to begin a book review. Which way does the reviewer use in the review in Exercise 2?
 - a give your opinion about the book directly
 - b talk about the writer's background
 - c describe the opening of the story
 - d give a short summary of the whole story
 - e discuss the topic of the book
- 5 Writing skill using descriptive words
 - a Underline the adjectives and adverbs in paragraphs 2 and 3 of the review. What does each describe? Which two are compound adjectives?
 - b Complete these compound adjectives.

breaking	fetched	going	moving	packed
provoking	willed	written		

 - 1 thought-..... (book)
 - 2 far-..... (plot)
 - 3 heavy-..... (book)
 - 4 well-..... (book)
 - 5 action-..... (adventure)
 - 6 heart-..... (ending)
 - 7 fast-..... (plot)
 - 8 strong-..... (character)
 - c Match the compound adjectives from Exercise 5b with their opposites below.

convincing	easy-to-read	happy	indecisive
poorly written	slow-moving	uneventful	
uninspiring			
- 6 Write a review of a novel you have read or a film you have seen (approx 200 words). Follow this plan.
 - Describe the setting and give a brief summary of the plot.
 - Say what the theme of the book/film is.
 - Describe the style of writing/filmmaking.
 - Give your opinion or recommendation.
- 7 Exchange reviews with your partner. Use these questions to check your reviews.
 - Is the review organized into clear paragraphs?
 - Does it NOT reveal the whole story?
 - Are you persuaded by the recommendation?

Book of the month

THE BRIDGE OF SAN LUIS REY In 1714 a rope suspension bridge in Peru snaps and the five people on the bridge fall to their deaths.
by Thornton Wilder

By chance Brother Juniper, a Franciscan monk, witnesses this tragedy. He is not only troubled by what he has seen but also troubled by why this should have happened. Why at this precise moment? Why these five people? Accordingly, he sets out to find out something about the lives of each person and so to make sense of the tragedy. This short novel (only 124 pages long) is a beautiful reflection on the subject of destiny. It is not a true story, but some of the characters are based on real people. Written in elegant prose, each chapter describes the life of one of the five people on the bridge: from the aristocratic Marquesa de Montemayor, who longs to be back in her native Spain to the wise Uncle Pio, whose lifelong ambition to make a star of a young actress is in the end frustrated. Our interest is not kept alive by the mystery of their deaths, but by the compelling characters that Wilder has drawn so vividly: each eccentric in their own way, and each very human in their virtues and in their faults.

I cannot recommend this thought-provoking book highly enough.

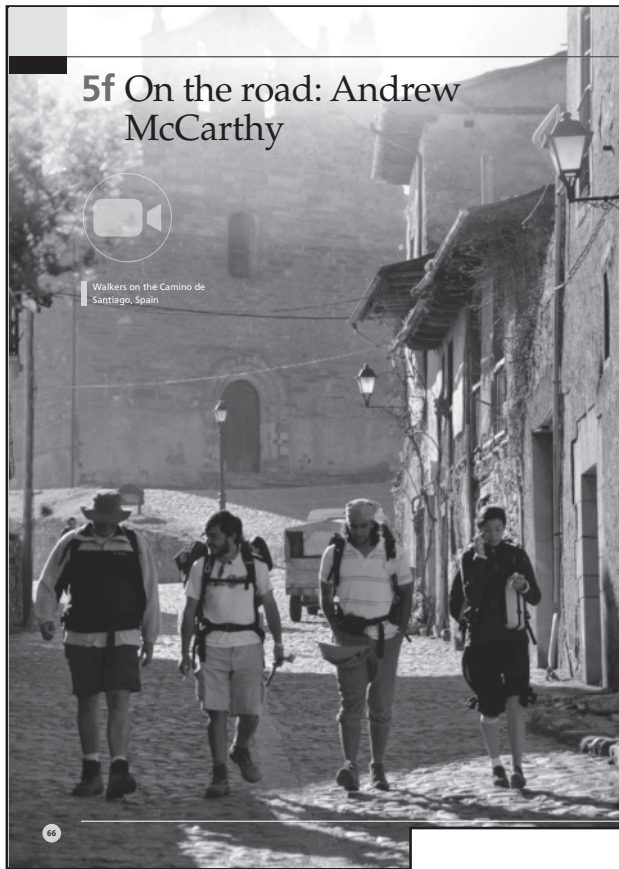
my life **HOW YOU TRAVEL** ▶ **A MYSTERY TOUR** ▶ **KNOWING PLACES** ▶ **TELLING AN ANECDOTE**
▶ **A REVIEW**

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Lesson F

Video lesson

This is a double-page video lesson. A large, engaging introductory photograph is always on the left-hand page, and the activities on the right.



This section leads students into the topic of the video and engages them in a pre-watching task.

These exercises assist with comprehension of the video itself, both in terms of what students see and what they hear. The tasks also exploit the language used in the video.

Before you watch

- Look at the photo and answer the questions.
 - Where do you think this place is?
 - What kind of trip do you think these travellers are on?
- Key vocabulary
 - Read the sentences. The colloquial expressions in bold are used in the video. Guess the meaning of the words.
 - I just **sort of went** ... 'that's kind of weird'.
 - I read your book. It was **so cool**.
 - And he was like: 'You read my book?'
 - I called him **pretty much** every day.
 - ... **truth be told**, I was a gold-card traveller.
 - Match the words in bold in Exercise 2a with these definitions.

a thought to myself	d said
b almost	e really good
c rather strange	f to be honest

While you watch

- 4.5.1** You are going to watch an interview with travel writer Andrew McCarthy. Watch the video and answer the questions.
 - What was the trip that changed Andrew McCarthy's life?
 - In what way did it change him?
- 4.5.2** Work in pairs. Watch the first part of the interview (0.00 to 2.09) again, where McCarthy describes how he became interested in this trip. Look at the words (a-e) and note why they are significant in the story. Then, with your partner, reconstruct the story.
 - a bookstore
 - a plane
 - the internet
 - Harper's magazine
 - home phone number
- 4.5.3** Watch the second part of the interview (2.10 to 3.10) again and answer the questions.
 - What adjectives does McCarthy use to describe:
 - this travel experience?
 - his feelings while on the trip?
 - what the experience was not?
 - what he felt for the first time when travelling?
 - What was the reason for the trip that he didn't know at the time but now realizes?

- 4.5.4** Watch the third part of the interview (3.11 to the end) again and answer the questions.
 - What makes McCarthy unsure about going again with his children?
 - How long was the trip?
 - Where did he stay?
 - Complete this description of himself: 'a _____ pilgrim'. What does he mean?
 - How did he justify not being this kind of traveller on this occasion?

7 Complete the summary of Andrew McCarthy's story using one word in each space.

About eighteen years ago, I was in a ¹ _____ and I picked up a book by a guy who had ² _____ the Camino de Santiago in ³ _____. It sat on my bookshelf for months and one day I ⁴ _____ it when I was looking for something to read on the plane. And having read it, I decided I wanted to do that. There was no ⁵ _____ to research places in those days so I called the ⁶ _____ up and said, 'Hey, I read your book,' and I asked him questions about how to go about doing this trip.

I went to Spain for a month and I had a ⁷ _____ experience. I felt ⁸ _____ and frightened but then something happened that ⁹ _____ my life. And for the first time I felt ¹⁰ _____ in the world. I stayed in little pilgrim ¹¹ _____ and to be truthful it wasn't very comfortable, so I sometimes stayed in *posadas* instead and I justified it by saying that this is the way to meet the ¹² _____.

After you watch

- 8** Vocabulary in context
 - 4.5.5** Watch the clips from the video. Choose the correct meaning of the words and phrases.
 - Complete these sentences in your own words. Then compare your sentences with a partner.
 - Often for lunch I just grab ...
 - Sometimes I feel like I can't take ... anymore
 - I didn't mind ... It was just one of those things.
- Work in small groups. Discuss the questions.
 - What things do you think made Andrew McCarthy uncertain about travelling alone?
 - What do you think the event was that changed this (when he said 'then something happened and I had, sort of, one of those experiences that you have')?
 - Make a list of five things that make people nervous about travelling abroad. Which things make you nervous? What could you do to overcome this feeling?

There are two parts to this section. The first is an on-screen exercise called Vocabulary in context, which focuses on useful words and expressions from the video. The second allows students to respond to the video as a whole and take part in a discussion or task that leads on from the context and theme of the video.

Review lesson

This is the one-page review lesson found at the end of every unit.

Grammar and vocabulary from the unit is clearly signposted and systematically reviewed to reinforce students' learning.

Memory Booster activities are specifically designed to enable students to recall and activate new words more easily.

'Can-do' statements give students the opportunity to assess their own learning.

UNIT 5 REVIEW AND MEMORY BOOSTER

Grammar

1 Read a travel writer's description of the Fiji islands in the South Pacific. Answer the questions.

- 1 In what ways is Fiji an exclusive destination? In what ways is it not?
- 2 Why does the writer suggest you might prefer to visit the main island?

Vocabulary

4 Make repeated word pairs using the words in brackets. Then rewrite the underlined words using the repeated word pairs. Sometimes you need to change the verb. Then use the word pairs in your own sentences.


- 1 We met for the first time yesterday. (face)
- 2 We don't really agree on many issues. (eye)
- 3 He talked a lot about his new car. (on)
- 4 I'm just taking things as they come. (day)
- 5 Hard work and success go together. (hand)

5 Complete the words using the synonyms in brackets to help you.

- 1 It was a mag..... experience. (wonderful)
- 2 We found a co..... restaurant. (warm and comfortable)
- 3 The coast has been rui..... (spoiled)
- 4 It's a very scenic sp..... (location)
- 5 The buildings are very gr..... (large and impressive)
- 6 I was wa..... of travelling alone. (cautious)
- 7 The doorman was offi..... (self-important)
- 8 We hea..... for the mountains. (went towards)

6 **>> MB** Use each of the words in Exercise 5 to describe a travel experience you have had.

I CAN	
use repeated word pairs	<input type="checkbox"/>
describe places and journeys	<input type="checkbox"/>



Fiji is a collection of over a hundred islands in the South Pacific. Most are the image of what a perfect desert island should be like. So it's no surprise to find upmarket hotels catering for rich tourists and honeymooners. I went there hoping to experience this paradise more simply and wondering if it was possible to do so on a limited budget. I shouldn't have worried. The Fijian's experience of dealing with different types of tourists means they have provided for this by offering less expensive youth hostel-style accommodation for backpackers like me in places like Yasawa. Here, hospitable locals will help you to feel part of their lives, inviting you to see their fishing villages – and even take you fishing with them, if you want to. But beautiful and relaxing though these islands are, the feeling of being a tourist remains. It's not an uncomfortable sensation, but if what you value is seeing the country's true way of life, then perhaps you should visit the main island of Viti Levu. This is the cultural hub of Fiji, where most of the population live: it's here that you can experience real Fijian culture.

2 Look at the description again. What do these words refer to?

a most (line 2)	d Here (line 12)
b do so (line 7)	e want to (line 15)
c this (line 10)	f sensation (line 18)

3 **>> MB** Find two emphatic structures in the third paragraph (with 'what' and 'it'). Rewrite them as non-emphatic structures.

I CAN	
use substitution to avoid repetition	<input type="checkbox"/>
recognize emphasis to statements	<input type="checkbox"/>

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Real life

7 Match the words (1–8) with words (a–h) to make phrases for telling anecdotes.

1 It's a well-known fact	a ago ...
2 Because	b luck ...
3 Well, a few years	c day ...
4 By chance, I happened	d relief ...
5 Just at that	e to ...
6 So the following	f that ...
7 By sheer	g of that ...
8 To my	h moment ...

8 **>> MB** Use the phrases in Exercise 7 to make a story about finding something you wanted to buy, thinking you had missed your opportunity and then finding you could get it after all. Tell the story to your partner.

I CAN	
use expressions for telling an anecdote	<input type="checkbox"/>

Every review lesson concludes with a 'Real life' activity that allows students to consolidate the functional language from the unit.

20 Introduction

Unit 1 Lessons for life

Opener

1

- **Optional step** Ask students to describe the photo in detail. Ask: *Where is the man? What is the man wearing, and why? What is the man doing? Why?* In feedback, elicit ideas. Point out that his clothes and headscarf are those of someone who lives in the desert (they protect from the sun). *Twilight* is the time just before nightfall when the light starts to disappear. You could elicit what students know about the Tuareg at this stage (see Background information below).
- Ask students to work in pairs to discuss the proverbs. In feedback, elicit ideas from students. Follow up by asking which, if any, of the proverbs students would choose to adopt for themselves.

EXAMPLE ANSWERS

Students' own ideas

Better to walk ...

This proverb tells us that the Tuareg have a nomadic lifestyle (see Background information below). They think that being on the move is positive and that not moving is a waste of time.

In life, it is always possible to ...


This proverb suggests that the Tuareg are a peaceful people – they seek to reach agreement with others; it suggests they are a trading people – this is the sort of belief system that merchants have, for example, that it's always possible to negotiate a deal.

Acquiring things ...

This proverb may be interpreted as meaning that possessions are of no importance to the Tuareg – they are not materialistic. It may also reflect their nomadic lifestyle – if you wander in the desert, taking too many things with you can slow you down, which could be a problem.

Background information

The Tuareg /twa:ɾɛg/ are a Berber people who live in the Sahara desert in north Africa (mostly in Mali, Algeria, Niger, Burkina Faso and Libya). Traditionally, they are semi-nomadic, which means that they travel with their animal herds at some times of the year, but have a home area where they grow some food crops. They are famously connected with the great camel trading routes across the Sahara. Sometimes they are called the 'blue people' because of the indigo-dye-coloured clothes they wear.

2  [1] ★ **CPT extra!** Lead-in activity [after Ex.2]

- Tell students they are going to listen to two people talking about important lessons they have learned in life. Ask them to read questions 1–3.
- Play the recording. Students listen and answer the questions. Let them compare answers in pairs before checking with the class.

ANSWERS

- 1 Speaker 1: not to try to change other people or you can't change other people
Speaker 2: not getting too attached to things or you shouldn't get too attached to things
- 2 Speaker 1: The speaker got frustrated with his business partner (Giles), who always took ages to make a first design for the customer, and this was driving him (the speaker) crazy.
Speaker 2: The speaker's house was flooded.
- 3 A Tuareg person would probably agree with the lesson from Speaker 2 because the Tuareg don't like to get attached to unnecessary material objects (third quote in Exercise 1).

Audioscript [1]

Speaker 1

I think the most valuable lesson I've learned was when I was starting a business at the age of 25. I used to get very frustrated with my business partner, a guy called Giles. We'd set up our own web design business and Giles would always take ages making a first design to show the customer. He was trying to get it perfect when actually, it didn't need to be. When I told my dad about it – that it was driving me crazy – he said, 'Look, you can't change other people; you can only change the way that you behave towards them.' So, from then on I just tried to accept that Giles was a perfectionist and to see it as a positive thing. And since then we've got on much better. And that's become a sort of guiding principle for me in life – not to try to change other people.

Speaker 2

I think a good rule of thumb is: 'Never get too attached to things.' But it's a lot easier said than done and sometimes it takes a big event to make you realize how true this is. Our house was flooded a few years ago and because my bedroom was on the ground floor, I lost a lot of my most valued possessions: my laptop with all my photos on it; my favourite books; all my shoes were ruined and some of my best clothes too. But in fact, what mattered at the time was knowing that everyone was safe – my parents and my little brother. We've actually moved to a new house now, and it's not nearly as nice as the old one, but it doesn't matter. You need to move on. Now, I always make a point of not getting too attached to places or things. It's just stuff.

3  [1]

- Ask students to work individually to complete the phrases. Then let them compare answers in pairs.
- Play the recording again. Students listen and check their answers.

ANSWERS

- | | |
|------------|---------|
| 1 valuable | 4 said |
| 2 guiding | 5 point |
| 3 thumb | |

Vocabulary notes

a *guiding principle* = a principle (or basic rule) that helps a person to make decisions or judgments in all life circumstances

a *good rule of thumb* = a broadly accurate guide or principle, based on experience rather than theory

Other vocabulary items to check:

a *perfectionist* = somebody who always wants things to be done perfectly

drive me crazy = to make me angry or upset

move on = to continue with your life after you have dealt successfully with a bad experience

4

- **Optional step** Give students one or two minutes to think of and prepare ideas. You could provide a teacher model by describing a lesson you have learned.
- Ask students to describe the occasions they have thought of in pairs or small groups. Encourage them to give details and to ask each other questions. In feedback, invite different individuals to share what they found out about their partner or group member.

Teacher development

Setting up speaking activities

Students at Advanced level are generally comfortable with expressing themselves in English. However, it's good practice to support their speaking by following some or all of these suggestions:

- 1 Create a reason for speaking. This could be an information gap (students find out things they didn't know), an opinion gap (students discuss what they think or believe about a topic), or personalization (students talk about themselves and share personal information and experiences).
- 2 Model the speaking task. It's good practice to demonstrate what is expected of students before asking them to start the task, for example, tell your own stories, give your own views or demonstrate the task with a student. This provides a model to follow, and often results in an interesting and natural 'live' listening.
- 3 Provide meaningful preparation time. Rather than expecting students to start speaking immediately, give them a few minutes to gather their thoughts and ideas before speaking. You could also provide some scaffolding, for example, a series of question prompts.
- 4 Provide or suggest language to use. Write a selection of useful phrases or structures on the board for students to use during the speaking task. This gives support and also encourages the student to focus on the key aims of the speaking activity. In feedback, ask students which phrases they were able to use.

1a Learning from the past

Lesson at a glance

- reading: lessons in life
- grammar: time phrases
- speaking: your favourite saying

Reading

1

- Organize the class into pairs to discuss the quotation. In feedback, briefly elicit ideas from the class.

EXAMPLE ANSWER

We are often told to learn from *our* mistakes. Roosevelt cleverly and amusingly turns the commonplace quote around. It's good advice because if we consider what mistakes other people make, we are less likely to make them ourselves. However, it isn't easy to follow because we don't necessarily see or understand that people have made mistakes and we often want to go our own way in life.

Background information

Eleanor Roosevelt (1884–1962) married Franklin D. Roosevelt in 1905 and as a result became First Lady of the United States when her husband became the president of the USA in March 1933. She held the role of First Lady for the four terms of his presidency, until April 1945. She was the United States Delegate to the United Nations General Assembly from 1945 to 1952 and campaigned for women's rights and civil rights for African-Americans.

2  [2]

- **Optional step** Tell students to look at the photos on the page and ask them to say what they know about each person (see Background information below). Alternatively, ask students in pairs to think of three adjectives to describe each person (e.g. Confucius: wise, thoughtful, instructive; Mandela: strong-willed, unselfish, brave).
- Ask students to read the article and match the person with the lesson they taught, according to the text. Let students compare their answers in pairs before checking with the class.
- **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen.

ANSWERS

1 c 2 a

3

- Ask students to read the article again and decide whether the sentences are true or false. Let them compare answers in pairs before checking with the class.
- In feedback, ask students to justify their answers by quoting from the text or giving an explanation in their own words.

ANSWERS

- 1 T (we deliberately choose to ignore them.)
- 2 T (Many Chinese have been saying ... that the traditional values in society ... have been lost.)
- 3 F (a country which is currently developing at a dizzying speed)
- 4 F (Mandela had always been committed to peace)
- 5 F (he decided that the only way to unite his divided country was if the two sides could talk about what had happened in the past)
- 6 T (few are able to follow the example set by Mandela ... such a high degree of unselfishness. It seems ... not to be selfish – is perhaps the hardest lesson of all for people to learn.)

- 4 ★ CPT extra!** Listening activity [after Ex.4]
- Ask students to work individually to find and underline words and expressions that match the definitions. Let students check answers in pairs before eliciting answers in feedback.

ANSWERS

- | | |
|-----------------|---------------------------|
| 1 point the way | 4 strive (for) |
| 2 economic boom | 5 follow the example (of) |
| 3 act on | |

Vocabulary notes

A *boom* suggests a period of sudden and rapid growth or increase in numbers, e.g. *a baby boom* = a period of time when lots of babies are being born.

The verb *strive* suggests that you work hard because you really believe in something and want it to happen.

If you follow the example of someone, it's because you admire and look up to that person.

Other vocabulary items to check:

prior to = before

a harmonious society = a society that is in balance and is friendly and peaceful

measure = here, amount

heed = to listen to, consider and do what someone suggests

Background information

Confucius /kən'fju:ʃəs/ (551 BC–479 BC) was a Chinese philosopher, teacher and political figure who emphasized personal morality, justice and educational standards. He recommended family as a basis for ideal government and encouraged people to respect their elders. His golden rule was, 'Do not do to others what you do not want done to yourself'.

Nelson Mandela /mæn'dela/ (1918–2013) was a South African anti-apartheid revolutionary and activist who believed in democracy and equality for all, regardless of race or colour and who fought against apartheid (/ə'pa:rted/ – the political system that existed in South Africa until the early 1990s, in which only white people had political rights and power). As a result of his political activity, he spent twenty-seven years in prison, from 1962 to 1990. In 1994 he became the first black President of South Africa. His government focused on democracy and on building a political system that treated white and black people equally.

Extra activity

Ask students to discuss the two quotes by Confucius and Mandela. Ask them for examples from their society or from current affairs which support or contradict the quotes.

Here are other famous quotes on this theme which students might want to discuss:

You don't learn to walk by following rules. You learn by doing, and by falling over. (Richard Branson, entrepreneur)

Success does not consist in never making mistakes but in never making the same one a second time. (George Bernard Shaw, writer)

Experience is simply the name we give our mistakes. (Oscar Wilde, writer)

Grammar time phrases

- 5 ★ CPT extra!** Pronunciation activity [after Ex.5]

- Ask students to read the information in the grammar box. You could elicit one example sentence that includes a time phrase for each of the specified tenses.
- Ask students to read the time phrases 1–8. Then tell them to read the article again in order to find and underline the verbs that are used with each of the time phrases. Let students compare answers and identify tenses in pairs before checking with the class.
- Ask students to match the time phrases with the tenses in the grammar box. Note that there is sometimes more than one possibility (the less common possibility is shown in brackets in the answer key below).

ANSWERS

a

- 1 *has become worried* = present perfect simple
- 2 *have been saying* = present perfect continuous
- 3 *focused* = past simple
- 4 *had not been* = past perfect simple
- 5 *is developing* = present continuous
- 6 (*often*) *talk* = present simple
- 7 *was living* = past continuous
- 8 *will have to* = *will* future

b

- 1 *in recent years* = present perfect simple (or continuous)
- 2 *for some time* = present perfect continuous (or simple)
- 3 *a few years ago* = past simple (or continuous)

UNIT 1 Lessons for life

- 4 *prior to the 1990s* = past perfect simple (or continuous)
- 5 *currently* = present continuous
- 6 *nowadays* = present simple
- 7 *while* = past continuous (present continuous)
- 8 *in the long term* = will future

Refer students to page 156 for further information and practice.

ANSWERS TO GRAMMAR SUMMARY EXERCISES

1

- 1 often/sometimes
- 2 since
- 3 next month / soon
- 4 up to then
- 5 next week
- 6 currently

2

- 1 have you been studying
- 2 's/is buying or 's/is going to buy
- 3 has become
- 4 had ... started
- 5 'm driving
- 6 was walking

3

- 1 currently
- 2 Up till then
- 3 Nowadays
- 4 Recently
- 5 In the long term
- 6 From now on

Grammar notes

Time phrases reflect the rule of use of many tenses. For example, the rule of use for the past simple is that it's used to describe finished past states and actions – a time phrase such as 'two weeks ago' is clearly past and finished – thus it follows that this phrase is likely to be used with the past simple. Similarly, *while* implies duration (past continuous), *prior to* implies something happening before (past perfect), and *currently* implies something happening now (present continuous). Explore how the meanings of time phrases reflect your students' understanding of the rules of use of the tenses in this presentation.

6 ★ CPT extra! Grammar activity [after Ex.6]

- **Optional step** Before looking at the time phrases in the box, ask students to read the four short texts and decide which word or phrase they would naturally use in each space. This is a way of previewing how well students can already use time phrases.
- Ask students to read the short texts carefully and complete the sentences with the correct time phrases. Elicit the first answer to get students started. Let them compare answers in pairs before checking with the class.

ANSWERS

- | | |
|--------------------------|-----------------|
| 1 Fifty years ago | 6 at the moment |
| 2 nowadays | 7 often |
| 3 in the coming years | 8 At the time |
| 4 Over the last 25 years | 9 ever |
| 5 for years | 10 Before that |

7

- Ask students to complete the conversations with the correct form of the verbs. Let them compare answers in pairs before checking with the class.

ANSWERS

- 1 A have you been learning
B started; had learned/learnt or learned/learnt
- 2 C Have you tried; went
D tell; seem; 'll get
- 3 E are you working
F 've been doing
E saw

Grammar notes

After completing Exercises 6 and 7, ask students to categorize what they found out about time phrases from doing the exercise. They should refer back to the information in the box. Tell them to match the time phrases to the tenses used:

(from Exercise 6)

- 1 *Fifty years ago* = past simple
- 2 *nowadays* = present simple
- 3 *in the coming years* = future
- 4 *Over the last 25 years* = present perfect
- 5 *for years* = present perfect continuous
- 6 *at the moment* = present continuous
- 7 *often* = present simple
- 8 *At the time* = past continuous
- 9 *ever* = present perfect
- 10 *Before that* = past perfect

(from Exercise 7)

- 1 A *How long* = present perfect continuous
B *two years ago* = past simple; *before that* = past perfect
- 2 C *yet* = present perfect; *last night* = past simple
D *every week* = present simple; *in the end* = future
- 3 E *currently* = present continuous
F *for the last two weeks* = present perfect continuous
E *the other day* = past simple

8

- Ask students to complete the sentences by writing facts about themselves. Explain that they should include one sentence which is not true. Set a three- or four-minute time limit and monitor to help with ideas and vocabulary if necessary.
- Ask students to work in pairs or small groups to share ideas. Tell them to read out their sentences so that their partner or group members can guess which of the sentences is false.

UNIT 1 Lessons for life

- In feedback, ask students if they guessed the false sentence from each set of eight sentences.

EXAMPLE ANSWERS

- 1 Currently, I'm looking for a new job.
- 2 A few years ago, I went to Thailand for the first time.
- 3 I usually watch TV or do sport.
- 4 I have never been windsurfing ... I stayed in a five star hotel ...
- 5 I didn't revise last weekend, because I had already learned all the vocabulary on the list.
- 6 I met my best friend when I was at university. I was living in a small flat at the time.
- 7 I have had my present job for several years.
- 8 I don't have the time or money at the moment, but sooner or later I'll travel round the world.

9

- Ask students to complete the advice using the words in the box. Let them compare answers and discuss the advice in pairs.

ANSWERS

- 1 while 2 for 3 in 4 ever 5 now 6 never

Speaking my life

10

- **Optional step** It's a good idea to ask students to think of their favourite saying before the class so that they are prepared for this exercise.
- Ask students to work in groups of four or five. Tell each student to write a saying on a piece of paper. You could provide one or two examples of your own to get them started. You could also prepare and hand out small slips of paper for students to write on to avoid them having different sized pieces.
- Once each group has a pile of sayings, tell them to place them in a pile and turn them over one by one. Together they should discuss the meaning and guess whose favourite saying it is. The person can then tell the group why they chose it.

1b What makes us who we are?

Lesson at a glance

- vocabulary and listening: personality and identity
- wordbuilding: binominal pairs
- pronunciation: linking in word pairs
- grammar: the continuous aspect
- speaking: situations in your life

Vocabulary and listening personality and identity

1 ★ CPT extra! Revision activity [before Ex.2]

- Pre-teach *self-portrait* (= a painting of yourself). Ask students to discuss the questions about the photo in pairs. In feedback, elicit ideas and open up a class discussion.

EXAMPLE ANSWERS

- 1 because he doesn't want us to see his face; because he wants to show his face through his portrait; because he doesn't want the viewer to compare his real face with his portrait
- 2 He looks thoughtful, wise, serious, intelligent, calm.

Teacher development

Critical thinking and photos

Encourage critical thinking by using the photos in the Student's Book. Here, for example, ask students to look closely at the photo and to answer these questions: *What is the message of the photo? Is it spontaneous or staged and what makes you think this?*

The possible message: An artist does not want his photo to be taken, but ironically we can see his face anyway in the portrait; the painting shows the image of himself he would prefer us to see, not his real self.

Real or staged: At first glance, the Paris painter seems to be hiding his face as he sees a photographer aiming his or her camera at him. However, when the viewer looks more closely, the image looks staged because the man's cloak hanging behind the easel follows exactly the line of the cloak in the painting.

Background information

The photo was taken in 2009. The painting on the right is a self-portrait done by the man on the left – one of many street artists who work on Place du Tertre in Montmartre, Paris, France.

2 ★ CPT extra! Lead-in activity [after Ex.1]

- Ask students to work in pairs or small groups to discuss the expressions used to describe people. In feedback, elicit definitions and discuss how the phrases might be used.
- **Optional step** If your students are creative, ask them to draw pictures to represent each character, or ask them to mime them.

ANSWERS

- 1 *a control freak*: someone who wants to control every situation and will not allow other people to share in making decisions
a dreamer: someone who has a lot of ideas but those things are often not very practical or likely to happen
a driven person: someone who is ambitious and motivated
a family person: someone who thinks their family is important, and likes to spend time with their family (husband or wife and children)
a free spirit: someone who does things their own way and doesn't always follow the rules
a joker: someone who likes to tell jokes or to do things to make people laugh
the life and soul of the party: someone who is very lively and sociable, particularly in social situations such as parties
an outgoing type: someone who is friendly and enjoys meeting and talking to people
- 2 Possible answers:
 Positive: a family person, the life and soul of the party
 Negative: a control freak, a dreamer
 Neutral: a driven person, a free spirit, a joker, an outgoing type
 Note that these will depend on students' own perspectives and/or the context, so make it clear these are possible answers only, and encourage discussion in class.
- 3 Students' own answers

3

- Ask students to work individually to number the factors in order from 1 to 8 according to which are the most significant. Let students compare answers in pairs.

4  [3]

- Tell students they are going to listen to a sociologist describing how we define ourselves. Explain to students that while they listen they must tick the factors in Exercise 3 that the speaker mentions.
- Play the recording. Students listen and tick the factors mentioned. Let them compare answers in pairs before checking with the class.
- Ask students which of the factors is the most important, according to the speaker.

ANSWERS

Students should tick: b, d, e, f, g, h
 your interests/hobbies
 your work
 your background
 your character
 your beliefs and values
 your life experiences
 Most important factor according to the speaker = e

Audioscript  [3]

How many times have you been asked the question, 'So, what do you do?' when you first meet someone? It's the classic way in which people start a conversation in order to form an idea of a person's identity, by trying to fit them into an easy-to-understand category. But while some people might like to define themselves by their job – because it's what they live for – actually for many people, their work is not their identity, and the question can make you feel as if people are always judging you by your position in society, or, worse, by how much you earn.

There are of course other ways we identify people. By their background: 'Sally was brought up on a farm in Wales, not in London like the rest of her friends.' By their values: 'John's a family man, really.' Or by their hobbies or interests: 'Frank's a keen photographer.' Or sometimes by their character: 'Jack's a free spirit,' or 'Kate's always the life and soul of the party.' We also define people by their beliefs: 'Anne's a campaigner for healthy eating.' And yes, sometimes too by their work: 'Sarah's a medical researcher – she's spent most of her life looking for cures for tropical diseases.'

What do these identifying characteristics have in common? Well, identity really seems to be about the experiences that shape us. Take John, our 'family man'. When his children were born, he was working as a carpet salesman. It was a secure job – not very well paid – but it kept him and his family comfortable. At one point he'd been intending to leave the company and start up his own business, but when he thought about it he realized that it would be a risk and also would take up too much of his time – time that he'd rather spend with his two boys.

What about Jack? People call him a free spirit because he's 44 and hasn't settled down yet. He fell in love when he was 25, but the relationship ended and he hasn't had another one since. He travels a lot and lives in different places, picking up bits and pieces of work as and when he can. He keeps saying that in a few years, he won't be moving about anymore – that he's had enough of that life – but actually he's been saying that since he was 35.

Anne works for a big legal firm. She's quite a driven person. A few years ago, her flatmate introduced her to a new vegetarian diet and it made her feel great and gave her more energy. It also made her think about all the bad food she had eaten in her life, particularly at school, and so she joined a campaign to provide healthier food for school kids. It has attracted a lot of interest and is now becoming a national movement. So while there are many ingredients that go into making us what we are, it seems that what defines people first and foremost is experience.

5  [3]

- Play the recording again. Students listen and choose the correct option to complete the sentences. Let students compare their answers in pairs before checking with the class.

ANSWERS

- 1 judgmental 2 the city 3 are ill 4 security
 5 25 6 better

Wordbuilding binominal pairs

6

- Ask students to read the information in the wordbuilding box. Then ask students to choose the correct forms. Let students compare their answers in pairs before checking with the class.

ANSWERS

- a bits and pieces; as and when
- b first and foremost

Vocabulary notes

bits and pieces = small, separate amounts
as and when = whenever; at any time that
first and foremost = principally; most importantly

Refer students to Workbook pages 7 and 11 for further practice.

7 ★ CPT extra! Wordbuilding activity [after Ex.7]

- Tell students to work individually to complete the word pairs using the words in the box. Then ask them to work in pairs to compare answers and to discuss the meaning of each completed phrase.

ANSWERS

- 1 quiet
- 2 sound; pains
- 3 large; sweet
- 4 wide; fro
- 5 games; then

Vocabulary notes

by and large = usually, generally
far and wide = many places far away
to and fro = in one direction and then another
fun and games = light-hearted and easy
now and then = occasionally

Pronunciation linking in word pairs

8 [4]

- Tell students they are going to listen to the recorded words pairs in Exercise 7. Play the recording. Students listen and note the linking and pronunciation of *and* in the word pairs (see Pronunciation notes below).
- Ask students to work in pairs to practise reading the sentences. Tell them to focus on the linking and pronunciation. Monitor and correct any pronunciation errors.

ANSWERS

- a The consonant sound at the end of the first word 'links' with the vowel sound at the start of *and*.
- b *and* is pronounced 'n' (/n/) – the /d/ sound is only pronounced if the second word begins with a vowel.

Audioscript [4]

- 1 I need peace and quiet to concentrate.
- 2 They all came back from their canoeing trip safe and sound. No one was injured, but most of them had a few aches and pains.
- 3 Try not to give a long talk. By and large, it's better to keep it short and sweet.
- 4 People come from far and wide to see Stonehenge. There are busloads of tourists coming to and fro all day.
- 5 You think my job is all fun and games, but actually now and then we do some serious work too!

Pronunciation notes

You may wish to analyse word linking in more detail with your students. Explain that linking naturally occurs because it makes the phrase easier to say. Use phonemic script on the board to point out how the final consonant sound of a word appears to join the vowel sound at the start of the next word, and how /d/ is lost before a consonant sound:

peace and quiet becomes /pi:/ /sən/ /'kwaɪət/

Point out how intrusive /r/, /j/ and /w/ are used when the first word ends in a vowel sound:

now and then becomes /naʊ/ /wən/ /ðɛn/

far and wide becomes /fɑ:/ /rən/ /waɪd/

Extra activity

Ask students to write some personalized sentences using the word pairs. When they have written the sentences, ask them to work with a new partner and take turns to read out their sentences.

You could also ask students to think of or research other similar non-reversible word pairs and to write personalized sentences using them. For example: *back and forth*, *down and out*, *give and take*, *high and dry*, *hot and bothered*, *in and out*, *rise and fall*.

Grammar the continuous aspect

9

- Ask students to read the information in the grammar box. Then ask students to match rules a to f to the verb forms in bold in the sentences. Let students compare their answers in pairs before checking with the class.
- **Optional step** Ask students to label the form to show they recognize the different parts.

ANSWERS

- a is (now) becoming
- b won't be moving
- c has been saying
- d was working
- e had been intending
- f are always judging

UNIT 1 Lessons for life

Refer students to page 156 for further information and practice.

ANSWERS TO GRAMMAR SUMMARY EXERCISES

4

1 b 2 a 3 a 4 a 5 b

5

1 'll be doing 2 is always 3 are 4 hasn't been
5 had been 6 was having 7 is still 8 been cleaning

6

1 're building 2 have ... been doing 3 'll ... be working
4 've been living 5 've known 6 are moving
7 was walking

Grammar note

Form


Continuous tenses are formed with the auxiliary verb *be* and the present participle form of the main verb (the *-ing* form). So, for example, to form the past perfect, *be* is in the past perfect form (past auxiliary *had* + past participle *been*) and is followed by the *-ing* form of the main verb (in the example, *intending*).

Meaning


What connects the different continuous tenses is 'aspect'. Aspect is a grammatical category that expresses how an action, event, or state, denoted by a verb, extends over time. In English, continuous aspect expresses duration, temporariness and incompleteness. For example, *I've been working hard all day* happens over a period of time (duration), isn't something that's always true or repeated (temporariness) and is still happening (incomplete). Continuous tenses can only be used with active verbs (because the tense can't be used to express a permanent state). Note the contrast with simple aspect (see the next Grammar note box).

Extra activity


A visual way of showing continuous aspect is to use timelines. The 'time' of each tense is shown by its place on the timeline and the 'aspect' is shown by a wavy line (indicating duration, incompleteness and temporariness). Draw the following timelines on the board, and ask students to match them to the example sentences:


Past Now

When his children were born, he was working as a carpet salesman.


Past Now

He has been saying that since he was 35.


Past Now Future

It's now becoming a national movement.

10

- Ask students to work in pairs to discuss differences in meaning, if any, between the verb forms in each sentence. Elicit the first answer to get students started.
- In feedback, ask students to refer to the rules they have studied to explain their answers.

ANSWERS

- 1 The verb form 'do you do' is asking about your current situation (i.e. what do you do as a job). In contrast, 'are you doing' is asking about now, or around now, (i.e. your current activity).
- 2 The verb form 'is always phoning' implies an irritating habit; 'always phones' describes a habit but as a neutral statement of fact (note that present simple can be used to describe irritating habit as well, depending on tone of voice).
- 3 The verb form 'I've been reading' implies you may still be reading it (i.e. it's an action which is still in progress – you haven't finished reading the book); 'I've read' is for a completed activity (i.e. you've finished the book – but recently – we don't know when exactly).
- 4 The verb form 'was working' emphasizes it was happening around the same time as when you left school (concurrent action); 'worked' means they were subsequent activities – you left school, then you got a job at the restaurant.
- 5 The verb form 'I'll be sitting' means an activity which will be in progress in the future; 'will sit' is unlikely because it suggests a single action, i.e. *I will sit down*.
- 6 There is very little difference in meaning: 'had been working' emphasizes the duration of the action, and perhaps that working as a nurse continued up to the time he became a paramedic; 'had worked' focuses more on the fact that this action was sometime in the past.
- 7 There is very little difference in meaning. You could say 'was living' emphasizes the action or the duration of the action; 'had been living' emphasizes that this was an action in progress before the main past action ('she moved to this country'); 'lived' would be used when you are talking about a series of completed actions in the past.
- 8 There is not much difference in meaning: 'will be going' means that you expect Anne-Marie to be doing this now; 'usually goes' is used to talk about a routine or habit.

Grammar note

Note how simple and continuous forms differ. Continuous aspect expresses duration, temporariness and incompleteness, but simple forms are permanent, complete and lack duration. Compare, for example:

What do you do? = What's your permanent job?

What are you doing? = What's your temporary situation?

I've been reading that book. = not completed yet

I've read that book. = already completed

11

- Ask students to work individually to complete the sentences. Elicit the first answer to get them started. Let them compare answers in pairs before checking with the class.
- **Optional step** Ask students to say how the meaning or feel of the sentences would be different if simple forms were used.

ANSWERS

- 1 was watching; 'll be playing; are already watching
- 2 was feeling; 'd been saving (could also accept: *was saving*)
- 3 's getting; 've been flying; was sitting

Speaking **my life**

12

- Organize the class into new pairs or groups of three or four. Ask students to read the list carefully, and to prepare ideas. When students are ready, ask them to discuss experiences.
- The main aim here is to ensure students are using continuous forms appropriately in a fluency activity. Monitor as students speak and note errors which you could write on the board at the end for students to correct. You could also provide feedback on situations when they might have used continuous forms but failed to.

EXAMPLE ANSWERS

One habit that irritates me is people who are always looking at their phones during meal times. It's just rude! I imagine my dad will be watching the TV and my brother will be texting his girlfriend.
 We're having the kitchen decorated – I hope they won't still be painting at Christmas!
 I have been meaning to clean the car all week.
 I had been intending to join an art class, but I decided I didn't have enough free time.

1c Immortal words

Lesson at a glance

- reading: the language of Shakespeare
- critical thinking: purpose
- word focus: *life*
- speaking: call my bluff

Reading

1 ★ CPT extra! Revision activity [before Ex.1]

- Ask students to discuss the questions. You could do this open class or in pairs.
- **Optional step** If you have a class with students from different countries, take advantage of this fact. Organize small groups to mix nationalities as much as you can. Ask students to tell each other about writers they know well.

ANSWERS

- 1 Students' own answers
- 2 See the Background information notes below.

Background information

William Shakespeare /'ʃeɪkspiəriə/ (1564–1616) is widely regarded as the greatest writer in the English language and the world's greatest playwright. He's often called England's national poet. He wrote approximately 38 plays as well as 154 sonnets and two long narrative poems. Here is a short list of his most famous plays (with main characters in brackets):
A Midsummer Night's Dream (a comedy set in a forest featuring fairies – Puck, Oberon, Titania – and fools – Bottom, Quince)
Antony and Cleopatra (Mark Antony and Cleopatra, the Queen of Egypt)
Hamlet (the indecisive Hamlet, Prince of Denmark, and his tragic love interest Ophelia)
Henry IV and Henry V (the young king Henry and his foolish friend Falstaff)
King Lear (the unwise king, his Fool, and his three daughters, Goneril, Regan and Cordelia)
Macbeth (the murderous Scottish king and his scheming wife Lady Macbeth)
Othello (Othello, a noble Moor and Iago, who hates Othello)
Romeo and Juliet (the 'star-crossed' lovers Romeo and Juliet)
The Merchant of Venice (Antonio, a merchant of Venice, and Shylock, a rich jew)

2 [5]

- **Optional step** Ask students to explain the title – *Immortal words* – and to say what they expect the article to say. (Answer: the title refers to the words of Shakespeare – his words are so wonderful that they will last forever – it suggests an article which is positive, even glowing in praise and uncritical.)
- Ask students to read the article and answer the focus question. Let them compare answers in pairs before checking with the class.

UNIT 1 Lessons for life

- **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen.

ANSWER

He gave us characters with personalities, and particularly weaknesses, that we could relate to as fellow human beings. (*These lifelike characters and the observations that Shakespeare made about the human condition are really what Jonson was referring to when he talked about Shakespeare's universal appeal; there is no doubt that Shakespeare's characters resonate with people very strongly; 'The enduring humanity of Shakespeare', on the other hand, would not be an exaggeration.*)

3

- Ask students to work individually to read the article again and answer questions 1–6. Let students compare answers in pairs before discussing as a class. In feedback, ask students to justify answers by referring to the text.

ANSWERS

- 1 vibrant
- 2 characters with personalities and weaknesses that we could relate to
- 3 He is torn between what his heart and his head tell him.
- 4 She puts practical considerations before romance.
- 5 succinctly
- 6 coined

Vocabulary notes

- 1 In this context, *vibrant* means 'lively and exciting, full of ideas and creativity'.
- 5 *Succinctly* and the adjective *succinct* /sək'sɪŋkt/ are used to say that something is short, precise and to the point.
- 6 To *coin* a word/term/expression means to invent it.

4

- Ask students to look at the expressions in italics in paragraph 4 of the reading text. Tell them to use those expressions to replace the words in bold in sentences 1–8. Let students compare their answers in pairs before discussing as a class. Encourage students to work out meanings from the context.

ANSWERS

- | | |
|--------------------------|-------------------------|
| 1 has seen better days | 5 a foregone conclusion |
| 2 the world is my oyster | 6 love is blind |
| 3 a wild goose chase | 7 break the ice |
| 4 neither here nor there | 8 come full circle |

Vocabulary notes

- 1 *It's seen better days* is a good example of English understatement – it's generally used to describe something in very bad condition. Shakespeare used it in the play *As You Like It* to refer to people who were poorer than in the past.
- 2 In Shakespeare's play *The Merry Wives of Windsor*, the comedy character Pistol says 'The world is my oyster' to mean 'I will use force to open the oyster' (i.e. to get access to the world's wealth and luxury). An oyster is a shellfish you have to force open to gain access to the delicious food inside. Today, the expression has a softer meaning – it means 'I am free to do whatever I wish in the world'.
- 3 A 'wild goose chase' was a type of sixteenth-century race in which horses followed a lead horse at a set distance, mimicking wild geese flying in formation. Shakespeare used it in *Romeo and Juliet*, but it only came to mean a hopeless quest at a later date.
- 4 Emilia, Desdemona's maid in *Othello*, uses 'neither here nor there' to mean something is not important – it has the same meaning today.
- 5 Said by Othello, 'a foregone conclusion' has the same meaning today – something that has an obvious and inevitable end which is known in advance.
- 6 In the *Merchant of Venice*, Jessica says, 'love is blind and lovers cannot see the pretty follies that themselves commit'. Shakespeare used the phrase in other plays too.
- 7 Used by a character in *The Taming of the Shrew*, Shakespeare uses the phrase 'break the ice' to mean to win people over to your favour. Its modern use – to help people get to know and talk to each other – came much later.
- 8 'The wheel is come full circle, I am here,' says Edmund, in *King Lear*.

Background information

Ben Jonson (1572–1637) is regarded as the second most important English playwright during the reign of King James I after William Shakespeare. He is best known for satirical plays including *Every Man in His Humour* (1598) and *Bartholomew Fair* (1614).

Harold Bloom (born 1930) is an American literary critic and Yale University professor. He has written more than twenty books of literary criticism.

Homer is the name given by the ancient Greeks to the author of the *Iliad* and the *Odyssey*, the two epic poems which are the central works of ancient Greek literature.

Petrarch is a fourteenth-century Italian poet whose sonnets influenced Shakespeare.

Critical thinking purpose

5

- Ask students to decide which of the options a–d describe the author's main purpose for writing the article. Tell them to read the article again and underline the sentences that support their view. Let them compare answers in pairs before checking with the class.

ANSWER

b
Sentences from the article that support the answer:
Some say he was a great storyteller, others that the magic lies in the beauty of his poetry. Some say it is simply because he left us a huge volume of work, which was written during a vibrant time in English history ...
Shakespeare gave us something that the world had not seen in literature before – characters with personalities, and particularly weaknesses, that we could relate to.
English speakers have Shakespeare to thank for much of their current language, cultural references and their understanding of human psychology.
Shakespeare’s characters resonate with people very strongly. The observations about people and life are made more memorable by the way in which they are phrased, both succinctly and poetically.
... certain words and sayings of his still exist in the English language today.

6

- Ask students to discuss the questions in pairs. Elicit answers in feedback.

ANSWERS

The author doesn’t directly state her purpose. The sentence, ‘But if you ask people the reason for Shakespeare’s continued popularity, you get different answers’ suggests perhaps that finding the real answer will be the reason for writing.
It’s important for an author to begin by stating the reason for writing in formal writing, for example, in a job application or a business report.

7 ★ CPT extra! Writing activity [after Ex.7]

- Discuss the question in open class. Encourage students to explain their answer with reference to the text.

ANSWER

Students’ own views

Word focus *life*

8

- Ask students to read article again and find and underline the expressions using *life*. Then ask them to match their underlined examples to the meanings. Let students compare their answers in pairs before checking with the class.

ANSWERS

1 lifelike 2 lifelong 3 larger-than-life

Vocabulary note

Note useful collocations: *a lifelike doll/dummy/portrait; a lifelong friend/ambition; a larger-than-life character/personality.*

9

- Ask students to work in pairs to look at the expressions with *life* in bold. Encourage them to use the context of the sentence to work out the meaning of each expression. Let students compare their answers in pairs before checking with the class.

ANSWERS

- 1 it always happens to me
- 2 a reality or something we must accept
- 3 every kind of social background
- 4 having a great time
- 5 something that got me out of a difficult situation or that I couldn’t have managed without or something that helped me greatly in that situation

10

- Ask students to work in groups of three or four. Each student thinks of a personal example for two of the expressions in Exercises 8 and 9 and then shares them with the group.

EXAMPLE ANSWERS

Not performing well in exams has been the story of my life!
High prices are a fact of life.
At the international college there are people from all walks of life.
I went on a round-the-world trip last year – I had the time of my life!
My dad lent me £100 so I could get home – that was a life-saver.

Extra activity

Organize the class into pairs. Ask students to find five other common uses of *life* in a learner’s dictionary and to write personalized sentences showing their meaning. Ask pairs to share sentences with another pair.
Possibilities: *get a life* = don’t be boring; *life’s too short* = don’t waste time doing uninteresting things; *true to life* = realistic; *bring to life* = to make interesting or real

Speaking *my life*

11

- Organize the class into groups of three. Pair each group with another. If you have an odd number, you will have to improvise, for example, if there is a pair instead of a group of three then one student will have to read out two definitions.
- Tell students to read their instructions on either page 153 or 154 carefully and prepare definitions. Set a five-minute time limit and monitor to help with ideas and vocabulary. It’s a good idea to focus your support mainly on helping to make the definitions more credible.
- When students are ready, each group takes turns to present their sets of three definitions. The other group must guess which definition they think is the correct one.
- In feedback, briefly discuss which new words students found the most interesting/useful/strange.

ANSWERS

Group A:

- 1 misgiving (n) /mɪs'ɡɪvɪŋ/ = doubt or apprehension about something
- 2 spurn (v) /spɜːn/ = reject
- 3 zany (adj) /'zeɪni/ = eccentric and unconventional, even a little crazy

Group B:

- 1 howl (v) /haʊl/ = let out a long, pained cry like a dog or wolf
- 2 jaded (adj) /'dʒeɪdɪd/ = bored with something, lacking enthusiasm
- 3 reprieve (n) /rɪ'priːv/ = a temporary delay in a punishment

Background information

Call my bluff was a popular TV quiz show on BBC TV in the UK. If you bluff somebody, you persuade them to believe something that is not true – if you call their bluff, you show that you know they are bluffing you.

1d How did you get into that?

Lesson at a glance

- real life: getting to know people
- pronunciation: merged words in everyday phrases

Real life getting to know people

1 ★ CPT extra! Vocabulary activity [after Ex.1]

- Ask students to discuss the questions. You could do this open class or in pairs. In feedback, build up a list of items on the board.

ANSWERS

Students' own ideas

2

- Ask students to work in pairs to prepare three tips for a blog about 'getting to know people'. Elicit one or two ideas to get students started. At the end, ask pairs to compare ideas with another pair or with the class as a whole.

EXAMPLE ANSWERS

be positive; always smile; show interest; ask questions; maintain eye contact; use positive body language – lean in, tilt your head towards someone; be patient – don't bombard people with messages or invitations; find out about interests; find out what you have in common; listen carefully

3  [6]

- Ask students to read the conversation openers in the language box.
- Tell students they are going to listen to six short conversations. They must tick the conversation opener that is used in each conversation.
- Play the recording. Students listen and tick the conversation openers that they hear. Let them compare answers in pairs before checking with the class.

ANSWERS

- 1 Hi. Is it your first day at college too?
- 2 So, what do you do?
- 3 Hi, I don't think we've met. I'm David.
- 4 Hey, I like your jacket.
- 5 I'm supposed to have given up sweet things, but I can't stop eating this cake.
- 6 Whereabouts are you from?

Audioscript [6]

- 1**
A: Hi. Is it your first day at college too?
B: Yes, it is.
A: How's it going? Is it as you expected?
B: It's great, actually. I was a bit nervous before, but the teachers have been really welcoming.
- 2**
A: So, what do you do?
B: I work for an IT company, sorting out people's computer systems.
A: Oh, really? How did you get into that?
B: By accident. I got a temporary job with a company selling laptops – one of those 'no experience necessary' ads – and then they trained me in computer networks.
- 3**
A: Hi, I don't think we've met. I'm David.
B: Oh, hi David. Good to meet you. I'm Tara. I'm an old school friend of Kate's.
A: Oh, yeah – what school was that then?
B: Langley Secondary. It wasn't a great school, actually, but a few of us have kept in touch over the years.
- 4**
A: Hey, I like your jacket.
B: Oh, thank you. I bought it in the sales yesterday. It was only £18.
A: £18? You wouldn't know it – it looks great. Do you like bargain-hunting, then?
B: Oh no. I like clothes, but I hate shopping for them. I find it really stressful.
A: Me too. I always end up buying things that aren't right and have to take them back.
- 5**
A: I'm supposed to have given up sweet things, but I can't stop eating this cake.
B: I know. It's delicious, isn't it?
A: Actually, it was my New Year's Resolution to stop eating things like this. But I haven't kept it. In fact, I don't think I've ever kept a New Year's Resolution. Have you?
B: No, I gave up making them years ago.
- 6**
A: Whereabouts are you from?
B: I live in Lublin ... in the east of Poland.
A: Really? I don't know Lublin.
B: No, I don't think many people have heard of it.
A: So, what's it like? Is it a good place to live?
B: Well, it depends. The suburbs aren't very interesting, but the old town is nice and because it's a university town, it gets quite lively at night.

4 [6]

- Play the recording again. Students listen and make notes on the follow-up questions used. Let students compare their answers in pairs before discussing as a class.

ANSWERS

- 1 How's it going? Is it as you expected?
- 2 How did you get into that?
- 3 What school was that then?
- 4 Do you like bargain-hunting, then?
- 5 I don't think I've ever kept a New Year's Resolution. Have you?
- 6 So what's it like? Is it a good place to live?

Vocabulary notes

Note the informal expressions:
How's it going? = How are things? How's life? (How are you?)
get into (something) = become interested in

Pronunciation merged words in everyday phrases

5a [7]

- Play the recording. Students listen and note how the underlined words merge together when said quickly.

Audioscript [7]

- 1 I don't think we've met.
- 2 Is it your first day too?
- 3 What do you do?
- 4 What did you think of the show?
- 5 What kind of films do you like?

Pronunciation notes

This exercise covers linking, elision, assimilation and weak forms. Things to note are:

- 1 't' at the end of *don't* is not pronounced – assimilation
- 2 *your* is pronounced /jə/ (weak form) and 't' at the end of *first* is not pronounced – assimilation
- 3 't' at the end of *What* is not pronounced – assimilation; *do you* becomes /djə/ – weak form and elision
- 4 there is linking between *think* and *of*; *of* is pronounced /əv/
- 5 't' at the end of *What* is not pronounced – assimilation; there is linking between *think* and *of*; *of* is pronounced /əv/

5b [8]

- Play the recording. Students listen and write in the missing words. Let them compare answers in pairs and replay the recording if necessary.
- **Optional step** Ask students to practise saying the questions in pairs.

Audioscript  [8]

- 1 Do you normally eat here?
- 2 What's it like living in New York?
- 3 What sort of apartment have you got?
- 4 How do you like the new building?
- 5 Do you fancy a coffee or something?

Pronunciation notes

Note how *do you* becomes /djə/ and the weak forms and linking elsewhere (between *what's* and *it*, *sort* and *of*, and *fancy* and *a*).

6

- Organize the class into pairs. Ask students to take turns to act out two of the conversations from Exercise 3. It's a good idea to prepare students to do this. Ask them to study audioscript 6 on page 180 of the Student's Book. Tell them to choose expressions to use in each situation before trying to improvise dialogues.
- As students speak, monitor their performance. Note down errors students make. In feedback, write errors on the board and ask students to correct them.

7

- Organize the class into new pairs. Ask students to prepare conversations using the notes in Exercise 7 before acting them out.
- As students speak, monitor their performance. Note down errors students make. In feedback, write errors on the board and ask students to correct them.

Extra activity

Once students have practised the dialogues in pairs, ask them to stand up, walk round, and improvise dialogues with three or four different people. This activity lends itself well to a mingle, and mingles are effective because they encourage students to vary their interaction each time they talk to someone new in the class.

1e Your first day

Lesson at a glance

- writing: taking notes
- writing skill: using abbreviations

Writing taking notes

1

- Ask students to discuss the questions open class or in pairs. In feedback, briefly elicit ideas.

EXAMPLE ANSWERS

Situations in which you may write notes: in class, in a presentation, in a work meeting, studying or revising, when taking ideas from a book about a specialist subject (e.g. gardening, decorating), taking a telephone message, noting down something from a radio programme

What notes consist of: shorthand symbols, abbreviated words, phrases that miss out articles and other unimportant words, drawn lines and annotations

What you do with notes: write them up as a report, use them to write an essay or dissertation, use them to pass on information, store them to keep information

2  [9]

- Tell students that they are going to listen to an extract from a talk at a university orientation day. Ask students to read the student notes carefully. Set a focus question for this: *What is a buddy system?* (a system where second-year university students help new students to find out where things are and what to do).
- Play the recording. Students listen and complete the missing information in the student's notes. Let students compare answers in pairs before checking with the class.

ANSWERS

2 p.m. (not 3 p.m.)
EU (European Union)

Audioscript  [9]

Hello, everyone. First of all, can I extend a warm welcome from me and all the staff. My name's Sarah Curtain, and I'm the principal here at King's College. I'm very happy to see, once again, such a large and diverse range of nationalities at the college. This year we have over 60 different nationalities, speaking 33 different languages. It's that diversity and international perspective that makes King's College a unique place to study.

I'm afraid I have to mention a few administrative matters first, but then I'll give you some more general advice about how to make the most of your time here.

So, immediately after this session, there will be coffee in the Student's Union where you can meet and chat to staff and other students. That's from 11 to 12.30 p.m.

Course registration takes place on Monday morning. That is compulsory for everyone to attend and it'll be in the main university hall – this room – between 10 a.m. and 2 p.m. You must attend to officially register for the courses you are going to do this year.

Also during the next week, I'd ask those of you who haven't done so already, to bring copies of all your documents to the Admissions office – Room 301 – so that we can keep them on file. So that's all official documents – secondary education certificates, student visas, bank account details – to Room 301 by the end of next week. This applies to all overseas students, that is everyone except those from the UK and the European Union. Even if you don't think you have all of these, please come and see us anyway – that's very important.

Now, as for your orientation here at King's College, ...

3

- Ask students to work in pairs to discuss the question.

EXAMPLE ANSWERS

Sarah Curtain = principal – King's College
 60 nationalities, 33 different langs
 Coffee at Student's Union: 11 – 12.30, today

4  [9]

- Play the recording again. Students listen and check their answers to Exercise 3. Let them compare answers in pairs before checking with the class. In feedback, explore why the student hadn't included the information in the notes.

ANSWERS

Only 'relevant points' are included in the notes. In other words, only facts, times, dates, places, useful information, etc., but not opinions, welcoming remarks or perhaps things the student may only need to remember for a short period of time, e.g. the fact that there is coffee after the talk.

Writing skill using abbreviations

5a

- Ask students to work in pairs to read the notes again and find the abbreviations. Let them compare answers in pairs before checking with the class.

ANSWERS

reg = registration	approx. = approximately/roughly
a.m. = in the morning	hrs = hours
p.m. = in the afternoon	p.w. = per/each week
uni = university	e.g. = for example
i.e. = that is	IT = Information Technology
UK = United Kingdom	sthg = something
docs = documents	NB = please note (that)
incl. = including	1st = first
OS = overseas	etc. = and so on
sts = students	

Vocabulary notes

A number of standard abbreviations used are based on Latin phrases rather than English ones. Note the following:
 a.m. = ante meridian (before midday)
 p.m. = post meridian (after midday)
 i.e. = id est
 e.g. = exempli gratia
 NB = nota bene
 etc. = etcetera (*etceteros* is a Latin expression that is used to mean 'and other similar things')

5b

- Ask students to work together with another pair and compare their answers to Exercise 5a. Students then match some of the abbreviations to the meanings a–f.

ANSWERS

a incl. b approx. c NB d etc. e e.g. f i.e.

5c

- Discuss with the class in which of the situations 1–4 it is generally appropriate to use abbreviations.

ANSWERS

2 and 4

5d ★ **CPT extra!** Writing skill activity [after Ex.5d]

- Ask students to work individually to rewrite the email message in note form. Set a five-minute time limit for this.
- When students have finished, ask them to work in pairs and exchange their notes. Students then work individually to reconstruct the email message from their partner's notes.
- When they have completed the email, ask students to compare what they wrote with their partner's work and with the original. In feedback, find out which parts students wrote differently and why.

EXAMPLE ANSWERS

Example note form:
 NB Mtg with Ellis & Co. tomorrow, Tue 12 May 3 p.m. Pls let me know approx. no. people attending from your dept & if you need further info. Tks.

6  [10]

- **Optional step** Ask students to imagine they are in the position of someone who is about to start a university course. Ask them to predict what a tutor might say about reading on a university course. Build up a list of ideas (in note form) on the board.
- Play the recording. Students listen and make notes.

EXAMPLE ANSWERS

Reading list – 30 bks
 3/4 key bks – other bks for ref
 Don't buy – use library or buy 2nd hand
 Read more → read faster

Audioscript  [10]

OK, everyone, I'd just like to say a few words about reading – something you're going to be doing a lot of here. At the end of this session, I'll give you your reading list for this particular course. Your other tutors will do the same. There'll be thirty or so books on each list, but please don't think that means you have to read every page of every book. There are three or four key books highlighted at the top of each list, which we do recommend that you read in full, but the others will mainly be for reference – that's to say, there'll be one or two chapters in them that are relevant to a particular essay or piece of work.

So, most importantly, when I give you the list, please don't go out to the nearest bookshop and buy them all. If you do that, you'll leave yourself no money for food or anything else. All these books are, in principle, available in the library – some may be out on loan of course when you want them. You'll probably want to buy some of the more important ones. My advice to you is first to look at one of the internet booksellers and see if you can pick up any second-hand or at least cheaper copies there. There's also a second-hand section in the main university bookshop, where you might find what you're looking for.

What about strategies for reading? As I said at the beginning, you'll have a big volume of reading to do, so it's important that you get faster at it. Is there a secret to that? Well, I'm afraid the answer is not really. What I would say though is that the more you read, the faster you will get. So don't worry too much if it seems like it's taking ages at first – everyone feels that ...

7

- Ask students to work in pairs and exchange and compare notes. In feedback, write up the example answers from Exercise 6 on the board and ask students if they would add or detract from those brief notes and why.

Extra activity

Ask students to choose a TED talk online which they are interested in – TED is a not-for-profit organization devoted to spreading ideas in the form of short, powerful talks. Students should watch their chosen talk in their own time and take brief notes. In a future lesson, ask students to share their notes in small groups. Other students must try to reconstruct key information from the TED talk from the notes. The student who made the notes then confirms, explains and adds details.

1f Arctic wisdom

Before you watch

- 1** ★ **CPT extra!** Photo activity [before Ex.1]
- Ask students to look at the photo and the map of where the Inuit people live. Students work in pairs to discuss what they think the place is like. In feedback, briefly elicit ideas.
 - **Optional step** Build up a list of ideas on the board which students can refer to when doing Exercise 3 later. Note that the answers below are checked in Exercise 3.

EXAMPLE ANSWERS

Population: It probably has a small population that may be old (i.e. young people probably want to live somewhere bigger and with more varied opportunities).
Weather: The weather is probably cold all year round. And days are either very long or very short.
Communications: Cars, reindeer, dogs. People probably have limited internet access and speak to each other more than write.
Way of life: The way of life is probably still fairly traditional. It might be changing if younger people are moving away for studies or to find jobs. It's probably hard work living here.

Key vocabulary

2a

- Ask students to read sentences 1–5 and guess the meaning of the words in bold. Encourage students to use the context to help them.
- **Optional step** It's a good idea to show the pronunciation of these key words – students have to hear them in continuous speech on the video. Point out the strong stress: *self-esteem*, *invaluable*, *disproportionate*.

2b

- Tell students to match the words in bold in Exercise 2a with the definitions (a–e). Let students compare answers in pairs.

ANSWERS

1 d 2 c 3 e 4 a 5 b

Vocabulary notes

fund = can also be used as a noun (e.g. *to raise funds*)
elders = only used in the context of traditional societies (e.g. *tribal elders*, *village elders*) – the suggestion is that these are old, wise people in a position of power; *the elderly* is used to describe older people in modern societies
self-esteem = if you have low self-esteem, you are low in confidence and have a negative image of yourself – high self-esteem is the opposite
invaluable = common collocations include *invaluable support*, *invaluable resource*, *invaluable experience*
disproportionate = used critically to say that a number or amount is too high or too low

While you watch

3 [1.1]

- Tell students they are going to watch the video and check their ideas from Exercise 1. Play the whole video. Let students compare their answers in pairs before discussing as a class.

ANSWERS

The population is growing; there are more younger people and fewer elders.

The weather is cold.

Communications: people use cars, communication between people is oral (nothing is written down) and difficult (language barrier).

It looks like a hard way of life. The way of life is changing (from living on the land to a more community-based way of life).

Videoscript 1.1

Part 1

0.28–0.49 Charlie Hi, my name is Charlie. Welcome to *Explore*. We're in the Arctic. I've a great job. I travel to different places and try to find positive people doing good things on the planet. Then we help fund some of them. Now we're doing something on the Arctic. Here's a photograph of the mayor.

0.50–1.07 Elisapee Sheutiapik My name is Elisapee Sheutiapik. I'm the mayor of the city of Iqaluit. Iqaluit is the capital of a new territory called Nunavut, which became its own territory in '99.

1.08–1.11 Charlie As mayor, what are some of the changes you'd like to implement?

1.12–1.42 Sheutiapik Right now, I'm going through a long-term planning and visioning. I understand our elders have always been really good at planning. They've gone through and seen so much change in a very short time. Their words are very important to us. Even at a government level, they have a committee of elders. There's an elders' society where they meet every day, and this is also another opportunity for us to go and seek advice.

1.43–1.47 Charlie So the phrase 'Respect your elders' is very alive and well in Iqaluit?

1.48–1.49 Sheutiapik Oh, very much!

1.50–2.24 Charlie When we went to the Iqaluit elders' centre, it struck me that we were visiting the first settled generation. The parents of these men and women lived as nomadic hunters. Also, up until this generation, all of the Inuit traditions and history were passed down orally. Nothing had been written down, making their knowledge of the past invaluable.

This is great ... great stuff. Great photography!

Part 2

2.25–2.27 Charlie Has the role of the elder changed from when you were growing up?

2.28–3.04 Jonah Kelly Yes, I think so. It has changed. Elders would always play advisors to generation to generation. Advisors meaning that no one person makes a decision to survive. Everybody makes the decision to survive. One will be expert on the weather, one will be expert on environment, one will be expert on different kinds of animals. So in our society today, in our generation today, it's hard to imagine how they were.

3.05–3.39 Sheutiapik I believe as Inuits we're very happy with the very basics and it's about life experience that's brought us to where we are today. So one thing my mother always said was never forget who you are. She went from living on the land to settling to a community and saw a lot of changes in a short time, but she reminded me that we will probably forever be changing, seeing change, but not to forget who we are.

Part 3

3.40–4.03 Charlie Another reason this group of elders is so special is the disproportionate age groups of Iqaluit. Factors such as lower infant mortality and improved healthcare have allowed the population to grow, but means more young people and fewer elders. All the more reason to now obtain their advice and unique perspective.

4.04–4.06 Charlie What is the key to living a happy life?

4.07–4.26 Woman *Respect yourself and those around you. It's important to have high self-esteem and encourage yourself and others to be positive.*

4.27–4.31 Charlie How has life changed today versus when you grew up?

4.32–4.53 Woman *It's a challenge to pass on words of wisdom to the youth because of the communication barrier. Some of them may understand basic Inuktitut language, but not enough for me to converse with them.*

4.54–5.14 Sheutiapik We have such a young population that our average age in Iqaluit, for example, is 23 years old. We had a culture where it was all verbal, and the youth they acknowledge that they have to hear these stories and they think it only helps them understand where their ancestors came from.

5.28–5.53 Charlie Tradition, culture, history. The future can only be improved by knowing the past. Only two per cent of the entire population of Iqaluit is aged 65 or older. Responsibility now lies with today's generation to record and pass on the wisdom of the ages.

4 [1.1]

- Ask students to watch the first part of the video (0.00 to 2.24) again and note answers to the questions. Let students compare their answers in a pairs before discussing as a class.

ANSWERS

- 1 They have seen a lot of change.
- 2 their words, their advice and their knowledge of the past; they are involved in planning at every level (local, government, etc.)
- 3 'Respect your elders.'
- 4 as nomadic hunters
- 5 orally (nothing was written down)

Background information

The **Inuit** /ɪnjuːt/ are a group of culturally similar indigenous peoples inhabiting the Arctic regions of Greenland, Canada and Alaska.

Nunavut /nuːnəvʊt/ is the newest, largest, and northernmost territory of Canada. It was separated officially from the Northwest Territories on April 1, 1999.

Iqaluit /iˈkæluːɪt/ is the only city in icy Nunavut and is cut off by road or rail from the rest of Canada through the long, Arctic winters.