

# Life

Connect with the world and bring your classroom to *Life*.

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.

The Teacher's Book contains:

- Detailed teaching notes, answer keys, background information and teacher development tips
- 36 photocopiable communicative activities
- Progress tests for every unit

## BRITISH ENGLISH

A1	A2	B1	B2	C1	C2

**CEFR correlation**  
*Life* Elementary is for learners who are around level A1 and want to progress towards A2.

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SECOND EDITION

# Life

ELEMENTARY

Life  
TEACHER'S BOOK

ELEMENTARY

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**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

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**ON THE COVER**

A crowd throws flower petals during the Flower Holi Festival, Vrindavan, Uttar Pradesh, India. The colourful Holi festival celebrates spring, love and the victory of good over evil.

© Laura Grier/Getty Images

**SECOND  
EDITION**

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**TEACHER'S BOOK | ELEMENTARY**

 **NATIONAL  
GEOGRAPHIC**  
LEARNING

**MIKE SAYER**

**Mike Sayer**

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someone talking about a family's plastic possessions an interview with Andy Torbet	an article about four apartments in Seoul an article about a global product	close reading	a room in your home your possessions where things are from	a description of a room in your home text type: adverts writing skill: describing objects with adjectives
someone talking about a famous meeting place in Melbourne an interview with a student living in London three people talking about their jobs	an article about no-car zones an article about languages spoken around the world	main ideas and supporting information	your life a <i>National Geographic</i> photographer your languages	text type: a description of a place writing skill: capital letters
three people talking about their free-time activities an interview with Norbert Rosing	an article about identical twins an article about extreme sports gap year volunteer work	fact or opinion	likes and dislikes how often you do things your abilities	text type: short emails writing skill: reference words
someone talking about street food in Oaxaca people describing famous dishes from their countries a conversation at a market	an article about food markets around the world an article about labels on food	ways of giving advice	famous dishes from different countries planning a special meal buying food at a market advice about healthy eating	advice for a healthy eating blog text type: instructions writing skill: punctuation
someone talking about photographs showing how lives have changed a documentary about a woman who lived in a cave three people describing their evening	an article about famous people from the past an article about lifelogging	for or against?	past lives talking about what you did yesterday a survey about lifelogging	text type: thank you messages writing skill: formal and informal expressions

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
<b>7</b> Journeys pages 81–92	comparative adjectives superlative adjectives	journey adjectives wordbuilding: collocations ways of travelling word focus: <i>time</i> money	requesting	stressed and weak syllables /ə/
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VIDEO: Festivals and special events page 102 ► REVIEW page 104				
<b>9</b> Entertainment pages 105–116	<i>be going to</i> (for plans) infinitive of purpose	places for entertainment films <i>see or watch?</i> talking about TV nature	inviting and making arrangements	/tə/ showing enthusiasm
VIDEO: Filming wildlife page 114 ► REVIEW page 116				
<b>10</b> Learning 117–128	present perfect present perfect and past simple	school subjects learning wordbuilding: synonyms and antonyms daily habits word focus: <i>up</i> email addresses and websites	checking and clarifying	contrastive stress (2)
VIDEO: Memory and language learning page 126 ► REVIEW page 128				
<b>11</b> Tourism pages 129–140	<i>have to / don't have to,</i> <i>can/can't</i> <i>should/shouldn't</i> <i>something, nobody,</i> <i>anywhere</i>	types of holiday in another country tourism wordbuilding: word families word focus: <i>take</i>	making suggestions	/'hæftə/ /ʌ/, /ʊ/ or /uː/
VIDEO: A tour of London page 138 ► REVIEW page 140				
<b>12</b> The Earth pages 141–152	<i>will/won't</i> articles	parts of the Earth measurements wordbuilding: word forms land and water word focus: <i>how</i>	giving a presentation	'// pausing on commas
VIDEO: Earth University page 150 ► REVIEW page 152				

COMMUNICATION ACTIVITIES page 153 ► GRAMMAR REFERENCE page 158 ► AUDIOSCRIPTS page 183

Listening	Reading	Critical thinking	Speaking	Writing
someone talking about the journey of a ladybird a documentary about a journey to the deepest place on Earth	an article about animal journeys an article about Colombia's cities	writing for the reader	your opinion places you know your town	a paragraph about your town text type: a travel blog writing skill: <i>so</i> and <i>because</i>
someone describing the Dinagyang Festival a description of two photos of a festival	an article about a fashion business an article about boys' and girls' colour choices	is it in the text?	what you are doing people's appearance opinions of an article	text type: short messages writing skill: the KISS rules
someone talking about an unusual video two people at a film festival changing TV habits two people discussing a Broadway show	an article about the Tallgrass Film Festival an article about nature in art	the writer's preferences	deciding which films to see your future plans explaining preferences	text type: reviews writing skill: giving your opinion with sense verbs
someone talking about a place for learning a news report about a memory champion someone phoning his office	an article about what scientists have learned tips about memory techniques an article about good habits	supporting the main idea	experiences with learning explaining memory techniques talking about learning giving advice about good habits	advice about good habits text type: a telephone message writing skill: imperatives
someone talking about their holiday a podcast from a travel programme two friends discussing a trip to South America	a tourist information leaflet a questionnaire from a travel magazine a travel article	reasons for and against	rules advice for a tourist a tourist destination what's important in a hotel?	a description of a tourist destination text type: a questionnaire writing skill: closed and open questions on questionnaires
a documentary about a photographer a programme about unexplored places on Earth	maps showing climate change an article about a new planet an article about Earth Day	the writer's opinion	your future places on Earth life on another planet places you'd like to visit	text type: an announcement writing skill: important words and information

# 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 1 of the Elementary level looks at a family of explorers and Unit 4 has an article about three sets of identical twins.

### **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 7 of the Elementary level looks at the discoveries made from travelling to the bottom of the Mariana Trench.

### **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-judgemental and culture-neutral accounts allow students to look behind the superficial events and gain a deeper understanding of our ancestors. For example, Unit 6 of the Elementary level has a video about precious objects from the 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 7 of the Elementary level looks at the journeys different animals make.

### **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 Elementary level looks at maps showing climate change around the world.

## **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**

Students' visual literacy and fascination with moving images mean 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, on 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 video 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 and collocations, 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](http://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:

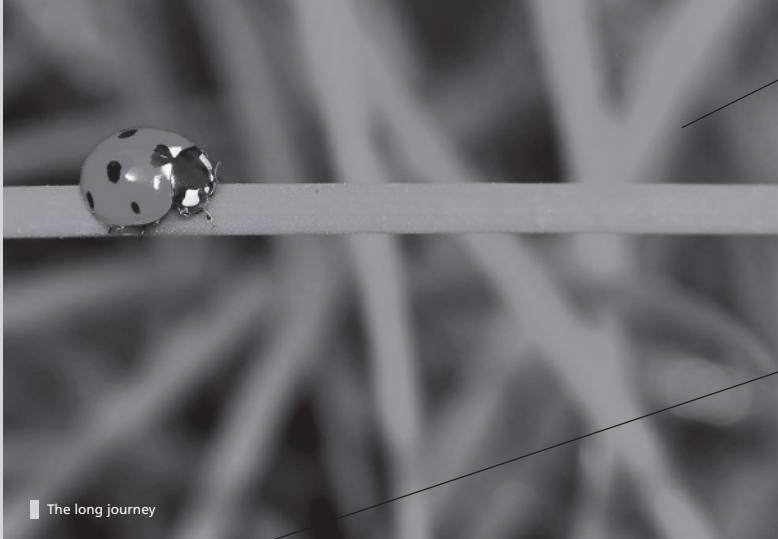
- Activities which exploit the lesson photo (e.g. extra critical thinking-type questions, background information, etc.)
- Extra listening activities
- Revision of previously taught vocabulary/grammar
- Quizzes about the lesson topic or unit photo
- Culture notes / background information
- Links to extra 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

# Lesson type

## Unit opener

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

# Unit 7 Journeys



The long journey

### FEATURES

- 82 Animal journeys**  
Some animals travel long distances every year
- 84 The deepest place on Earth**  
The filmmaker James Cameron's journey down the Mariana Trench
- 86 A journey through Colombia's cities**  
Discovering different cities in a South American country
- 90 The final journey**  
A video about the dangerous final journey of salmon in Alaska.

- 1** Look at the photo of a ladybird. Why is the photo called 'The long journey'?
- 2** ▶ **66** Listen to a description of the photo. Tick (✓) the five adjectives you hear.  

clean	cold	dangerous	difficult	dirty	easy	fast
hot	huge	long	safe	short	slow	tiny
- 3** Find seven pairs of opposite adjectives in Exercise 2.  
*clean / dirty*
- 4** Which adjectives in Exercise 2 can you use to describe:
  - 1 your journey to work or school?
  - 2 transport where you live (e.g. cars, trains)?
  - 3 your city or town?
  - 4 the weather today?

**my life** ▶ YOUR OPINION ▶ PLACES TO VISIT ▶ YOUR HOME TOWN ▶ TRAVEL MONEY  
▶ A DESCRIPTION OF A JOURNEY

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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 stimulate 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 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.

The independent wordbuilding syllabus offers students another opportunity to expand their vocabulary. The wordbuilding boxes in the units focus on areas such as word roots, suffixes, verb + noun collocations, synonyms and antonyms, word families and word forms, 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.

reading **animal journeys** • grammar **comparative adjectives** • pronunciation **stressed and weak syllables /ə/** • speaking **your opinion**

### 7a Animal journeys

**Reading**

1 You are going to read an article about the journeys three animals make. Before you read, look at the photos and match the animals (1–3) with the distances (a–c).

1 saiga                      a 30 metres every year  
2 tree frog                b 14,000 kilometres in  
3 loggerhead turtle     c 35 kilometres per day

2 Read the article and check your answers from Exercise 1.

3 Read the article again and complete the table.

	Saigas	Turtles	Frogs
When do they travel?	spring		
Where do they travel to?			
Which adjectives describe the journey?			

### Animal journeys

Every year, animals around the world go on long and difficult journeys called migrations.



**Saiga** antelopes live in Central Asia. In the spring, they walk to higher places for food. A male saiga can walk thirty-five kilometres a day and it's faster than a female. The journey is more dangerous for a female saiga because she has her calf in the spring.




**Tree frogs** have shorter journeys than other animals. But for a small frog, the journey isn't easier. In spring, it climbs thirty metres down a tree, lays its eggs in water, and then it climbs up the tree. For a tree frog it's a very difficult journey.



Many turtles have longer journeys than other animals. For example, the **loggerhead turtle** lays its eggs on the beach as a baby and it swims around for thousands of kilometres. Fifteen years later, the turtle returns to the same beach and lays eggs.

vocabulary **ways of travelling** • wordbuilding **collocations** • listening **the deepest place on earth** • grammar **superlative adjectives** • speaking **places you know**

### 7b The deepest place on Earth



This fish has the **biggest** teeth of any fish for its size.

**Vocabulary ways of travelling**

**WORDBUILDING collocations**  
We can talk about different ways of travelling with the verbs walk, cycle, drive, fly, etc. We can also use collocations with verbs + transport nouns.  
go **by** + bicycle/train/car  
travel **by** + train/bus/plane/boat  
take a **taxi** / a bus / the train  
For further practice see Workbook page 59.

1 Look at the wordbuilding box. Choose the correct option to complete these sentences.

- I always **take / drive** a taxi when I go out with friends in the evening.
- When my family goes on holiday, we always **drive / go** by car.
- How did you **fly / travel** to Moscow? By train or by plane?
- Most people go **by / go** on bicycle into the city centre at the weekend because the roads are quiet.
- When it's raining I normally **travel to / travel** by work on the train.
- Let's **travel by / take** the bus to the city centre.

2 Work in pairs. Ask and answer these questions using the words in Exercise 1.

- How do you normally travel to work (or school)?
- How do you normally travel when you go on holiday?
- What's your favourite way to travel? Why?

**Listening**

3 **59** Look at the photo of filmmaker James Cameron with his submarine *Deepsea Challenger*. Listen to a documentary about his journey to the deepest place on earth and complete the information.

- The place: The Mariana Trench
- Distance to the bottom: \_\_\_\_\_
- Length of journey: \_\_\_\_\_
- Type of transport: \_\_\_\_\_
- Sea life on the journey: \_\_\_\_\_
- Number of new species: \_\_\_\_\_

**documentary (n) /ˌdɒkjʊˈmentɪəri/** a film about real life  
**species (n) /ˈspiːʃiːz/** type or group of animal

4 **59** Work in pairs. Compare your notes from Exercise 3. Then listen again, check your notes and add more information.

### Grammar comparative adjectives

#### COMPARATIVE ADJECTIVES

We use a comparative adjective to compare two things or groups of things.  
*Turtles have longer journeys than tree frogs.*  
*Tree frogs have short journeys. → Tree frogs have shorter journeys than saigas or turtles.*  
*The female saiga's journey is difficult. → The female saiga's journey is more difficult than the male's.*  
 Spelling changes: *big → bigger, safe → safer, easy → easier*  
 Irregular adjectives: *good → better, bad → worse*  
 For further information and practice, see page 170.

4 Look at the grammar box. Answer these questions about comparative forms.

- What two letters do you add to short adjectives (one syllable) to make the comparative?
- What word comes before long adjectives (two or more syllables)?
- Which adjectives have an irregular comparative?
- What word often comes after a comparative adjective to compare two things?

5 Write the comparative form for these adjectives.

- |             |             |
|-------------|-------------|
| 1 big       | 9 difficult |
| 2 small     | 10 easy     |
| 3 cheap     | 11 fast     |
| 4 expensive | 12 slow     |
| 5 cold      | 13 good     |
| 6 hot       | 14 bad      |
| 7 dangerous | 15 long     |
| 8 safe      | 16 short    |

6 Complete the sentences with the comparative form of these adjectives.

big cheap difficult fast good hot  
long safe

- The summer in Spain is ..... than in Iceland.
- My journey was ..... than normal because the train was late.
- Their new house has three bedrooms. It's ..... than their old house. It had two.
- When I was a child, the roads were ..... than the roads today. That's because there weren't many cars.
- Call a taxi. It's ..... than walking.
- The questions on the exam this year were ..... than last year. Last year the exam was easy!
- The bus ticket is \$10 and the train ticket is \$12, so the bus is .....
- I go to work by bus. It's ..... than going by car because I can read a book.

7 Make sentences comparing these things. Use a comparative adjective + *than*.

*Australia is hotter than Antarctica.*

- Australia / Antarctica
- a car / a bicycle
- rock-climbing / surfing
- travel by air / by sea
- an elephant / a lion
- a holiday in the city / camping in the countryside
- Paris / New York
- train journeys / plane journeys

8 Pronunciation stressed and weak syllables /ə/

▶ 68 Listen to the stressed and weak syllables in these sentences. Then listen again and repeat.

- 1 Africa is hotter than Europe.*
- 2 Australia isn't colder than Antarctica.*

### Speaking my life

9 Compare these sentences from Exercise 7. Which sentence is a fact and which is an opinion?

*Antarctica is colder than Australia.*  
*Rock-climbing is more dangerous than surfing.*

10 Which other sentences in Exercise 7 are opinions? Say the sentences with these phrases.

I think ... In my opinion ...

*I think rock-climbing is more dangerous than surfing.*

11 Write sentences with your opinion. Compare two of these things.

- places or cities
- sports or free-time activities
- types of travel
- types of holiday
- places in the city
- types of transport
- famous people

12 Work in pairs. Take turns to read out your opinions. Do you agree with your partner?

A: *I think London is more expensive than Dubai.*  
 B: *I agree! / I don't agree!*

my life ▶ YOUR OPINION ▶ PLACES TO VISIT ▶ YOUR HOME TOWN ▶ TRAVEL MONEY  
 ▶ A DESCRIPTION OF A JOURNEY

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 and task-based activities (ranking, etc.), and the emphasis from the learner's perspective is on content and fluency rather than grammatical accuracy.

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.

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

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

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

### Grammar superlative adjectives

#### SUPERLATIVE ADJECTIVES

We use a superlative adjective to compare one thing with all the other things in a group.  
*The Mariana Trench is the deepest place in the oceans.*  
*This fish has the biggest teeth of any fish for its size.*  
*Titanic is the most popular film by James Cameron.*  
*Avatar was the most expensive film.*  
 Spelling changes: *big → biggest, easy → easiest*  
 Irregular adjectives: *good → best, bad → worst*  
 For further information and practice, see page 170.

beautiful cheap famous good good  
hot popular small

A: I want to visit Ireland in July but I only have ten days. What are the best places to visit?  
 B: Well, Dublin is *the most famous* city in Ireland, and of course it's also ..... with tourists.

A: But I don't want to see lots of other tourists. What's ..... city?

B: In my opinion, it's Galway. The city is ..... than Dublin, but it's next to the sea, so there are great views.

A: How cold is it?

B: July is ..... month, so it's OK.

A: What about transport? What's ..... way to travel?

B: Buses are ..... but I think a car is ..... than public transport when you are a tourist. With a car you can stop and see lots of different places on the way.

5 Look at the grammar box. Answer these questions about superlative forms.

- What three letters do you add to short adjectives (one syllable)?
- What word comes before long adjectives (two or more syllables)?
- What word usually comes before a superlative adjective?

6 Complete the table with superlative adjectives.

Adjective	Comparative adjective	Superlative adjective
long	longer	1. ....
short	shorter	2. ....
fast	faster	3. ....
slow	slower	4. ....
expensive	more expensive	5. ....
difficult	more difficult	6. ....
good	better	7. ....

7 Complete the text with the superlative form of the adjectives.

New Year is the 1. .... (important) holiday in China and around 3.5 billion people leave the 2. .... (big) cities in China and travel home to their families. So it's the 3. .... (busy) time of year for transport. Many university students go by train, and it's also the 4. .... (bad) time of year for driving on the roads. Some people go by plane because it's the 5. .... (fast) way to get home, but it's also the 6. .... (expensive) because lots of tourists fly into the country at New Year. They visit the 7. .... (popular) places in China, such as the Great Wall. With so many people travelling in China at this time, it's the 8. .... (large) human migration in the world.

8 ▶ 70 Work in pairs. Complete the conversation about Ireland with the superlative or comparative form of these adjectives. Then listen and check.

### Speaking my life

9 Think about your country or a country you know well. Make notes about these things.

- the most famous city
- the oldest city
- the most beautiful place
- the most popular place for tourists
- the best place to visit
- the hottest month
- the coldest month
- the cheapest way to travel

10 Work in pairs and practise a conversation like the one in Exercise 8.

Student A: Ask questions using the ideas in Exercise 9.

Student B: Answer Student A's questions using your notes from Exercise 9.

Change roles and have another conversation.

A: *What's the most famous city in Poland?*  
 B: *I think it's probably Warsaw, but Krakow is the oldest city.*

my life ▶ YOUR OPINION ▶ PLACES TO VISIT ▶ YOUR HOME TOWN ▶ TRAVEL MONEY  
 ▶ A DESCRIPTION OF A JOURNEY

# 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.

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.

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.

reading **Colombia's cities** • word focus **time** • critical thinking **writing for the reader** • writing **your town**

### 7c Visit Colombia!

**Reading**

- Work in pairs. Look at the photos on page 87. What topics do you think are in the article? (e.g. food and restaurants in a city)
- Now read the article. Can you find the topics you thought of in Exercise 1?
- Read the article again. Match these sentences to the cities, according to the information in the text.
  - In this city you can have dance lessons from experts.
  - There's transport which goes over the city.
  - No one lives in this city anymore.
  - There are two important events every year.
  - People in this city like to stop and talk to anyone.
  - A famous Colombian comes from this city.
  - It's difficult to get to this city.
- Find words in the article to match these definitions.
  - a type of city or place with ships and boats
  - an informal and friendly conversation
  - a type of artist who makes large objects, often from stone or metal
  - the objects made by the artist in 3
  - a type of transport which moves over your head (e.g. in the mountains)
  - places with music and dancing
  - a special public event or celebration, usually every year
  - very old

**Word focus time**

- Find these phrases with **time** in the article. Then use the phrases to complete the sentences.
 

have a good time	have time for	save time
spend time		

  - At the weekend, we always ..... family and friends.
  - I woke up late and so I didn't ..... breakfast.
  - Don't wait for the bus. .... by taxi.
  - Did you ..... on holiday?

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- Work in pairs and answer these questions.
  - Do you spend all your time working on your homework?
  - Do you have time for sport and other hobbies?
  - Did you have a good time at the weekend?
  - We *spend time* and *save time*. Do you know another noun we often use with *spend* and *save*?
- Imagine you can visit the cities in the article. Using the information in the article, number the four cities from 1 to 4 (1 = your first choice, 4 = your last choice). Then compare your answers in groups and give your reasons.
 

*Cali is my first choice because I love music and I want to learn Salsa.*
- Overall, what type of reader do you think the article is for? Who would be interested? Tell the class.
- Now read a different text about the city of Cali. Compare it with the paragraph in the article. In each paragraph, what choices does the writer make about:
  - the type of reader? (Is it for a tourist, a business person, a student, or someone who likes art?)
  - the type of topics? (Is it about art, history, business, sport, or music and dancing?)

Cali is a city where people work hard and there is a lot of new business. It has a good airport for visitors, with comfortable hotels. There is good public transport, but taxis are the fastest way to get around the city. In the evening, Cali has restaurants with traditional and international food.

Unit 7 Journeys

### A journey to Colombia's cities

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Many visitors to Colombia spend time in Bogotá, the country's capital city, but Colombia also has some other great cities.

**Cartagena** is a port on Colombia's coast. Because the city is by the Caribbean Sea, the food here is a fantastic mix of seafood and tropical fruit. Also, Cartagena is one of the friendliest places in the world – everyone has time for a chat, including waiters in restaurants, shop assistants, taxi drivers, or people walking in the streets.

20 **Cali** is a city where people work hard, but they also know how to have a good time. The city is famous for its music and dancing and there are lots of concerts and nightclubs. It's also the home of Salsa in Colombia and you can take courses with some of the best dancers in the world. The annual Festival of Pacific Music and the World Festival of Salsa are in August and September, so these are good months to visit.

25 **Medellin** is best known for the sculptor Fernando Botero. He was born here and you can see his huge sculptures of people and animals everywhere in the city. The Botero Plaza is in the centre and has a lot of sculptures by him. You can also walk to other squares to see more. If you want to save time between places, take the cable car over the city. And in the afternoon, when the sun gets very hot, go inside the Museo de Antioquia to see Botero's paintings.

30 For a very different kind of Colombian city, take a four-day trek to the 'lost city' of *Ciudad Perdida*. You walk through rivers and jungle, and after three days, you finally climb up 1,241 steps. At the top, you find the stone walls of an ancient city over a thousand years old and an incredible view over the mountains.

trek (n) /trek/ a long and difficult journey on foot

my life YOUR OPINION PLACES TO VISIT YOUR HOME TOWN TRAVEL MEYER  
A DESCRIPTION OF A JOURNEY

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# Lesson D

## Real life

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

vocabulary money • real life requesting

### 7d Travel money

#### Vocabulary money

1 Complete the sentences with these pairs of words.

borrow + cash   buy + ticket   change + dollars  
lend + coins   pay + credit card   spend + money  
take out + money

- I need to ..... some ..... into pounds.
- Did you ..... a lot of ..... on that dress?
- There's a cash machine. We can ..... some ..... from there.
- You can ..... by ..... or by cash.
- The machine doesn't take notes. Can you ..... me some ..... for parking?
- Can I ..... some ..... and pay you back later?
- They want to ..... a train .....



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

The key expressions are made memorable through an activation activity.

2 ▶ 72 Listen to three conversations about money. Match the conversations (1-3) with the places (a-g).

- |                                 |                     |
|---------------------------------|---------------------|
| a in a currency exchange office | d at a cash machine |
| b in a bank                     | e in a post office  |
| c in a shop                     | f in a car park     |
|                                 | g in a hotel        |

#### Conversation 3

- A: Oh no! It's two pounds for parking. I only have a ten-pound note.  
B: So what's the problem?  
A: The machine takes coins.<sup>7</sup> C: ..... I borrow the money?  
B: I'm<sup>8</sup> a ..... I don't have any coins. But look! It takes credit cards.  
A: I haven't got a credit card with me.  
B: It's OK. I have.  
A: Great. I can pay you back later.  
B: Don't worry! I can pay!

#### Real life requesting

3 ▶ 72 Complete the conversations from Exercise 2. Use the expressions for requesting to help you. Then listen and check.

##### Conversation 1

- A: Hello, Can I change \$100 into euros?  
B: Yes, of<sup>1</sup> c ..... One moment. One hundred dollars is 89 euros.  
A: OK, <sup>2</sup> c ..... you give me the euros in tens?  
B: <sup>3</sup> S ..... Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty ...

##### Conversation 2

- A: Would you like to buy this?  
B: Yes, please. And <sup>4</sup> c ..... I have it in a bag, please.  
A: <sup>5</sup> C ..... It's twelve euros.  
B: Here's my credit card.  
A: Oh, I'm<sup>6</sup> s ..... but I can only take cash.  
B: Oh no! I don't have any.  
A: Don't worry, there's a bank with a cash machine around the corner.  
B: Oh, thanks.

#### ▶ REQUESTING

Requesting	Responding 'no'
Can I change ...?	I'm sorry, but ...
Can you give me ...?	I'm afraid I don't ...
Could I have ...?	
Responding 'yes'	
Yes, of course.	
Sure!	
Certainly.	

4 Work in pairs. Take turns to ask for different things with these pairs of words. Respond 'yes' or 'no'.

lend / ten pounds   give / a drink  
borrow / your phone   pay / credit card  
use / your pen   buy / a ticket   have / some dinner

# 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 review and correction.

Unit 7 Journeys

## 7e The end of the road

writing a travel blog • writing skills *so* and *because*

### Writing a travel blog

**1** Read a travel blog about a bus journey and answer the questions.

- 1 Where was the writer?
- 2 How many days was the journey?
- 3 What could the passengers see?
- 4 What happened to the bus?
- 5 Who tried to fix the engine?
- 6 How did the passengers feel?
- 7 Why did the writer feel sorry for the bus driver?
- 8 Why did the writer walk to the border?

Yesterday was the final day of my bus journey from Lhasa to Kodari, at the border with Nepal. It's the highest road in the world and it's also a very long journey. We travelled for three days through the Himalayas and you could see the north side of Everest.

In the afternoon, we were only five kilometres from Kodari and suddenly the bus stopped. The driver got out and looked at the engine. For the next three hours, he tried to fix the engine. Some of the other passengers got angry, but he couldn't start the bus.

Finally, all the passengers got out and started to walk to the border. I felt sorry for the bus driver because he looked sad and lonely. But I also wanted a good hotel and a hot meal, so I left the bus too and walked to Kodari. Later that night the bus arrived in the town.

### 2 Writing skill *so* and *because*

**a** Look at these sentences and answer the questions.

- a I felt sorry for the bus driver because he looked sad.
- b I wanted a good hotel and a hot meal, so I left the bus and walked to Kodari.

- 1 Which sentence gives the reason, then the action?
- 2 Which sentence gives the action, then the reason?
- 3 When do you use *so* and *because*?

**b** Complete the sentences with *so* or *because*.

- 1 We called a taxi ..... we were late for the meeting.
- 2 The train was late, ..... we waited on the platform.
- 3 We had a drink of water ..... it was a very hot day.
- 4 It started raining, ..... they ran home.
- 5 I wanted to sleep, ..... I stayed at a hotel.
- 6 We hired a car ..... there were no trains or buses.
- 7 I needed some money, ..... I looked for a cash machine.
- 8 My friend lent me ten dollars ..... I didn't have any cash.

**3** Choose the correct options to complete this travel blog.


It was the end of our family holiday <sup>1</sup> *and / because* we were very tired. We had a long car journey from Switzerland to England, <sup>2</sup> *so / but* we left early in the morning. The journey was easy at first <sup>3</sup> *so / because* there wasn't much traffic at that time of day, <sup>4</sup> *but / and* at midday we needed to stop at a garage near Paris <sup>5</sup> *but / because* there was a problem with the engine. The garage couldn't fix the car for 24 hours, <sup>6</sup> *so / because* we needed a hotel for the night. The nearest hotel was at Disneyland. We went there <sup>7</sup> *and / but* it was the best part of the holiday!

**4** Write a short travel blog about a journey or a place you visited on holiday. Think about these questions.

- Where were you?
- When was it?
- Who was there?
- What happened?

**5** Work in pairs. Exchange your travel blogs. Use these questions to check your partner's blog.

- Did your partner answer the questions in Exercise 4?
- Did the description use different conjunctions (*and*, *because*, *but* and *so*)?



my life

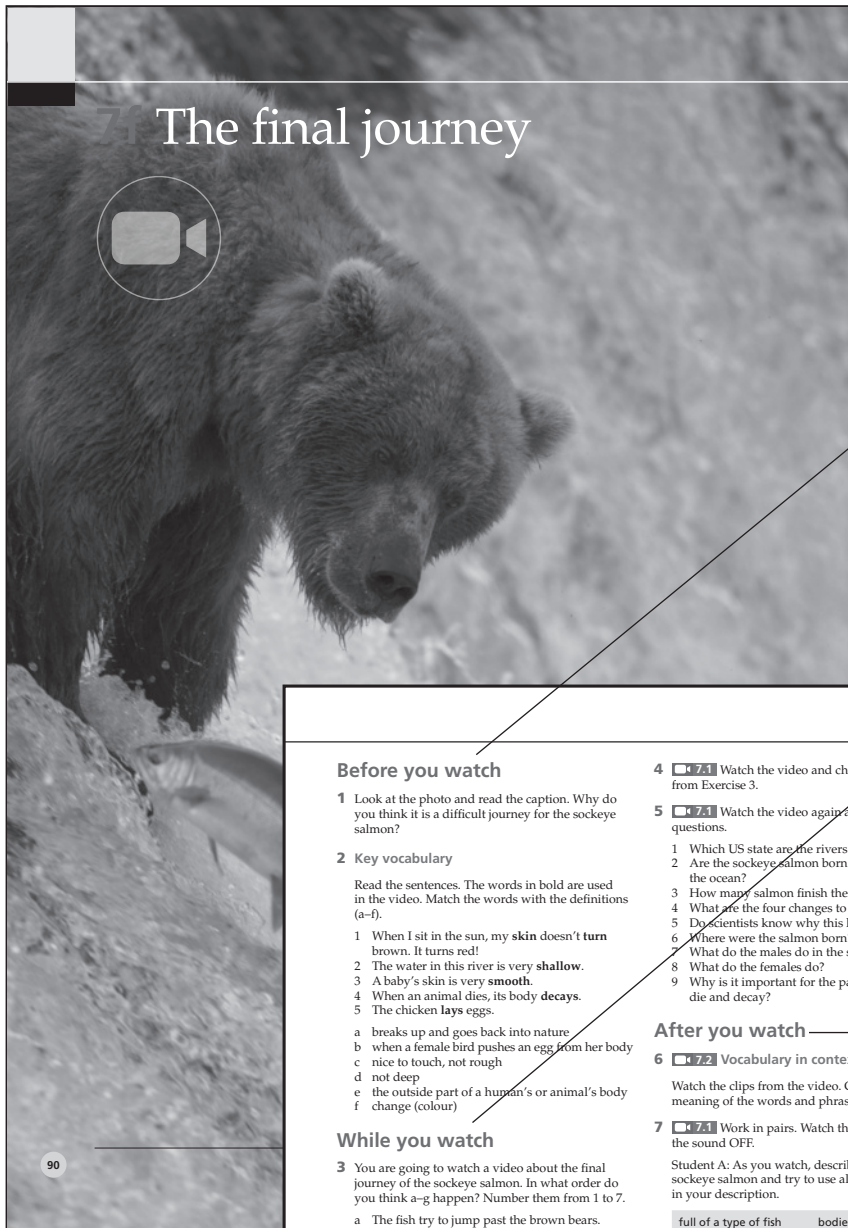
▶ YOUR OPINION   ▶ PLACES TO VISIT   ▶ YOUR HOME TOWN   ▶ TRAVEL MONEY  
 ▶ A DESCRIPTION OF A JOURNEY

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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.

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.

Unit 7 Journeys

### Before you watch

**1** Look at the photo and read the caption. Why do you think it is a difficult journey for the sockeye salmon?

**2 Key vocabulary**

Read the sentences. The words in bold are used in the video. Match the words with the definitions (a-f).

- When I sit in the sun, my **skin** doesn't turn brown. It turns red!
- The water in this river is very **shallow**.
- A baby's skin is very **smooth**.
- When an animal dies, its body **decays**.
- The chicken **lays** eggs.

- breaks up and goes back into nature
- when a female bird pushes an egg from her body
- nice to touch, not rough
- not deep
- the outside part of a human's or animal's body
- change (colour)

**While you watch**

**3** You are going to watch a video about the final journey of the sockeye salmon. In what order do you think a-g happen? Number them from 1 to 7.

- The fish try to jump past the brown bears.
- The sockeye salmon start their journey up the river. **I**
- The salmon arrive in the shallow water.
- The male salmon changes its shape and colour.
- The female salmon lays her eggs.
- The male salmon fight.
- The salmon die and decay. **Z**

**4** **7.1** Watch the video and check your answers from Exercise 3.

**5** **7.1** Watch the video again and answer the questions.

- Which US state are the rivers in?
- Are the sockeye salmon born in the river or in the ocean?
- How many salmon finish the long journey?
- What are the four changes to the male salmon?
- Do scientists know why this happens?
- Where were the salmon born?
- What do the males do in the shallow river?
- What do the females do?
- Why is it important for the parents' bodies to die and decay?

**After you watch**

**6** **7.2** Vocabulary in context

Watch the clips from the video. Choose the correct meaning of the words and phrases.

**7** **7.1** Work in pairs. Watch the video again with the sound OFF.

Student A: As you watch, describe the life of the sockeye salmon and try to use all these expressions in your description.

full of a type of fish it can take weeks	bodies start to change
one in every thousand	turn green / red
the biggest danger	start to fight
get past the bears	lay their eggs
	die and decay

Student B: Listen to Student A and tick (✓) the expressions you hear.

Change roles and do the activity again.

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## 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.

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

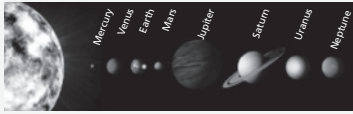
'Can-do' statements give students the opportunity to assess their own learning.

### UNIT 7 REVIEW AND MEMORY BOOSTER

#### Grammar

**1** Look at the picture. Complete the sentences with the name of a planet in the picture.

- 1 Mercury is the nearest planet to the Sun.
- 2 Saturn is a big planet but \_\_\_\_\_ is the biggest planet.
- 3 Venus is a hot planet but \_\_\_\_\_ is the hottest.
- 4 The journey from Earth to \_\_\_\_\_ is longer than Earth to Uranus.
- 5 \_\_\_\_\_ is the best planet for humans.
- 6 Mars is smaller than Earth but \_\_\_\_\_ is the smallest planet.



**2** **>> MB** Underline ten adjectives in sentences 1–7 in Exercise 1.

- Which are comparative adjectives?
- Which are superlative adjectives?

**3** Read the information. Then write two comparative sentences using the adjectives.

- 1 The summer temperature in Qatar is 40°C. It's 20°C in Berlin. (hot / cold)  
*Qatar is hotter than Berlin. Berlin is colder than Qatar.*
- 2 A Porsche can travel at 300 kph. A Mini can travel at 225 kph. (fast / slow)
- 3 This house costs \$1,000,000. This apartment costs \$250,000. (cheap / expensive)
- 4 London has a population of 8.6 million. Madrid has a population of 3.1 million. (big / small)
- 5 The River Nile is 6,650 km long. The River Amazon is 6,712 km long. (long / short)

**4** Now read these sentences and compare them with the information in Exercise 3. Complete the superlative sentence.

- 1 The summer temperature in London is 18°C. London is the coldest city.
- 2 A Bugatti Veyron can travel at 430 kph. It's \_\_\_\_\_ car.
- 3 This castle costs \$10 million. It's \_\_\_\_\_ home.
- 4 Delhi has a population of 18.9 million. It's \_\_\_\_\_ capital city.
- 5 The Mississippi River is 3,733 km. It's \_\_\_\_\_ river.

**I CAN**

use comparative and superlative adjectives

#### Vocabulary

**5** **>> MB** Work in pairs and say the opposite of these adjectives.

cheap clean cold easy fast long  
safe tiny

**6** **>> MB** Write five sentences with adjectives from Exercise 5. Then work in pairs. Take turns to read your sentences, but don't say the adjective. Guess your partner's missing adjective.

A: It's very \_\_\_\_\_ in the winter. B: cold

**7** Complete these sentences.

- 1 I often go \_\_\_\_\_ bus to work.
- 2 It's sunny today so let's \_\_\_\_\_ through the park.
- 3 Sometimes I drive to the shops and sometimes I \_\_\_\_\_ the bus.
- 4 Did you travel \_\_\_\_\_ Beijing by plane?

**8** Underline the correct verb.

- 1 Can I pay / buy by credit card?
- 2 Can you lend / borrow me ten euros?
- 3 Could I change / pay one hundred pounds into dollars?
- 4 Spend / Take out some money from that cash machine.

**I CAN**

use everyday adjectives

talk about ways of travelling

talk about money

#### Real life

**9** Match the two halves of the sentences.

- 1 Can you lend
- 2 Could I borrow
- 3 Could you pay by
- 4 Can we have some
- 5 Could I use your

a a euro?  
b cash?  
c me a dollar?  
d pen?  
e lunch?

**10** **>> MB** Write a short conversation between two people. Use two of the requests from Exercise 9 in your conversation.

**I CAN**

request different things

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# Unit 1 People

## Opener

- 1**
- Ask students to look at the photo and the caption. Ask them to work in pairs to describe the photo and answer the questions. Elicit a few ideas from the class in feedback.
  - **Optional step** Use the visual on the page to elicit and teach key words here: *dive, diver, sea, fish, swim, photograph, photographer*.

### ANSWERS

Dinah is in Milne Bay, Papua New Guinea. She's a diver.

- 2** 🎧 [1] ★ **CPT extra!** Vocabulary activity [after Ex.2]
- Ask students to read the questions and answers.
  - Play the recording. Students listen and match the answers with the questions. Let students compare their answers in pairs before checking as a class.
  - **Optional step** To practise pronunciation before doing Exercise 3, play the recording again and ask students to listen and repeat. Pay attention to strong and weak stress in the questions, particularly the OoO (strong – weak – strong) rhythm of *What's your name? What's her name* and *Where's she from?*

### ANSWERS

1 d 2 a 3 b 4 c

## Audioscript 🎧 [1]

I = Interviewer, D = David Doubilet

- I: What's your name?  
D: David Doubilet.  
I: Where are you from?  
D: The USA. I'm a photographer for *National Geographic*.  
I: I really like this photo.  
D: Yes, it's in Milne Bay.  
I: And who's the diver in the photo? What's her name?  
D: Her name's Dinah Halstead.  
I: Where's she from?  
D: She's from Papua New Guinea. She's a diver and she's also a photographer.

## Background information

*Life Elementary* introduces students to real people who work for *National Geographic*. **David Doubilet** is a well-known underwater photographer. **Dinah Halstead** was the first Papua New Guinean to become a full dive instructor and is a noted underwater photographer.

**Milne Bay** is a large bay in the far south-east of Papua New Guinea. Papua New Guinea is an Oceanian country in the Pacific to the north of Australia.

- 3**
- Ask students to work in pairs to ask and answer the questions.
  - **Optional step** It's a good idea to model this activity first. Ask the questions of a few students at random round the class. Elicit and correct answers. Then ask one student to ask a classmate in open pairs across the class. Using open pairs is a good idea because it gives you the chance to correct errors of form and pronunciation. Once students are asking and answering questions accurately, put them in pairs to practise.
- 4**
- Organize the class so that each pair is sitting with another pair. Ask students to ask and answer the questions. Again, it's a good idea to model this first, pointing to male and female students to establish *he/she* and *his/her*.
  - **Optional step** Think of how best to bring variety to the activities. For example, students could ask and answer in groups of four or students could mingle, walking round the class and asking a number of people.

## Extra activity

Students interview each other to find out names and nationalities, then do a task or play a game, e.g. tell the class to sit in seats depending on the alphabetical order of their first names or surnames (so Andrew would sit in the first seat to the left of the class, and Zoe would end up sitting in a seat to the far right). Or play a memory game in groups – find out which person in each group can remember the most names and nationalities of people in the class.

## Teacher development

### Teaching Elementary students

Teachers at Elementary level need to think in terms of visuals and mimes. It's a good idea to build up a set of flashcards or pictures that you can use to teach words or set up situations. Alternatively, you could use PowerPoint® or your interactive whiteboard to show visuals. You don't always need to speak to explain words or to set up activities. Mime words or use a picture. Act out or model an activity so that students can see what you want them to do. Grade your language and limit your talking time.

It's also important to make lessons varied at Elementary level. Plan lessons that incorporate a bit of listening, a bit of reading, some basic language, some writing and some speaking. Activities should be short and interaction varied, i.e. mix up pairs and have groupwork and mingles.

It's important to recycle language from one lesson to the next, especially if there are significant breaks between lessons. Try to include warmers or short communicative activities at the start or end of lessons to allow students to reuse and recycle the language they've acquired.

And, finally, establish good practice. Encourage a classroom situation where only English is spoken, and introduce students gradually to the idea of speaking in pairs and groups.

1a Explorers

Lesson at a glance

- listening: interview with an explorer
- vocabulary: personal information
- grammar: *be (am/is/are)*
- pronunciation: contracted forms
- speaking: asking questions

Listening

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

- Ask students to work in pairs to describe the photo.
- **Optional step** Use the photo to establish what an explorer is.

ANSWERS

A man and a woman in Africa, and an elephant. Other possibilities: trees, hat, binoculars

2 [2]

- Ask students to read the sentences.
- Play the recording. Students listen and choose the correct options.
- Let students compare answers in pairs before checking as a class.

ANSWERS

1 photographer 2 husband 3 Africa

Audioscript [2]

I = Interviewer, B = Beverley Joubert

I: Hello. What's your name?

B: My name's Beverley Joubert.

I: What's your job?

B: I'm a photographer for *National Geographic*. And I'm also an explorer and filmmaker. I'm married to the man in the photo.

I: What's his name?

B: My husband's name is Dereck. He's also an explorer and filmmaker.

I: In the photo, you are in Australia. Are you from Australia?

B: No, we aren't. We're from Africa and we live in Africa. Actually, this picture isn't in Australia, it's in Botswana.

Vocabulary personal information

3

- Ask students to work in pairs to complete the table. Elicit the first answer with the class as an example.
- Write the table on the board and check answers as a class.

ANSWERS

- |  |           |
|--|-----------|
| 1 Joubert                              | 4 Africa  |
| 2 Joubert                              | 5 Africa  |
| 3 photographer, explorer and filmmaker | 6 married |
|  | 7 husband |

Background information

**Dereck and Beverley Joubert** are award-winning filmmakers, *National Geographic* Explorers-in-Residence and wildlife conservationists who have been filming, researching and exploring in Africa for over 30 years. Their mission is the conservation and understanding of the large predators and other key wildlife species that determine the course of all conservation in Africa. They're the founders of the Big Cats Initiative with *National Geographic*, which currently funds 39 grants in 17 countries for the conservation of big cats. The Jouberts have made 25 films for *National Geographic*, published 11 books and half a dozen scientific papers, and have written many articles for the *National Geographic* magazine. Beverley Joubert is also an acclaimed photographer and her international exhibitions have further helped to raise awareness of the plight of big cats across the world.

The **Republic of Botswana** /bot'swa:nə/ is a landlocked country located in Southern Africa.

4

- Ask students to add their own information to the last column in the table.
- **Optional step** In feedback, ask some questions and elicit answers, e.g. *What's your first name? How old are you? Where are you from? Are you married?*

Extra activity

Ask students to work in pairs to ask and answer questions about their name, job and relationship.

Grammar *be (am/is/are)*

5

- Ask students to look at the information in the grammar box and write the missing forms of *be*. Elicit the first form (*am*) to get students started. Let students compare their answers in pairs before checking as a class.
- In feedback, elicit answers and establish that there are three affirmative forms (*am, is and are*). Point out how *is not* and *are not* normally reduce to *isn't* and *aren't* but *am not* normally reduces to *'m not*.

ANSWERS

- a am, are, is
- b 'm not, aren't, isn't
- c Are, Is
- d am, is, aren't, isn't

**Grammar note**

We use *am* with the first person (*I am*). This is often abbreviated to *I'm* in spoken English and informal written English. We add *not* to make the negative (*I'm not*) and invert with the subject to make the question (*Am I ...?*). In short answers, we use *Yes, I am* (not *Yes, I'm*) and *No, I'm not*. Note that *Iamn't* or *I'mn't* are not possible.

We use *is* with the third person (*he is, she is, it is*). This is often abbreviated to *He's, She's* or *It's* in spoken English and informal written English. We add *n't* to make the negative (*He isn't*, etc.) and invert with the subject to make the question (*Is she ...?* etc.). In short answers, we use *Yes, he is* or *Yes, it is*, etc. (not *Yes, he's* or *Yes, it's*) and *No, he isn't*. Note that *he's not* or *she's not* are possible but less common uses.

We use *are* with the second and third person plural forms (*you are, we are, they are*). This is often abbreviated to *You're, We're* or *They're* in spoken English and informal written English. We add *n't* to make the negative (*We aren't*, etc.) and invert with the subject to make the question (*Are you ...?* etc.). In short answers, we use *Yes, we are* or *Yes, they are*, etc. (not *Yes, we're* or *Yes, they're*) and *No, they aren't*. Note that *they're not* or *we're not* are possible but less common uses.

Refer students to page 158 for further information and practice.

**ANSWERS TO GRAMMAR SUMMARY EXERCISES**

- 1  
1 'm 2 isn't 3 's 4 'm not 5 're 6 aren't
- 2  
1 d 2 f 3 e 4 a 5 c 6 b
- 3  
1 are, 'm 2 's, 's 3 Are, are 4 Is, isn't 5 Are, 'm not 6 's, 's

**6** [3]

- Ask students to read the conversation and choose the correct options.
- Play the recording. Students listen and check their answers. Let students compare their answers in pairs before checking as a class.

**ANSWERS**

- 1 is 2 Are 3 I am 4 isn't 5 She's 6 I'm 7 aren't 8 are 9 isn't

**Extra activity**

Ask students to practise reading out the conversation in pairs.

**Pronunciation contracted forms**

**7a** [4]

- Ask students to read through the contracted forms and think about how they are pronounced.
- Play the recording. Students listen and tick the forms they hear.
- Check answers as a class. Play the recording again, pausing after each item.

**ANSWERS**

- 1 'm 2 are 3 'm not 4 's 5 aren't 6 're 7 isn't 8 is

**Audioscript** [4]

- 1 I'm thirty-one.
- 2 Are you from England?
- 3 No, I'm not.
- 4 Her name's Helena.
- 5 We aren't from the USA.
- 6 We're from Canada.
- 7 No, he isn't.
- 8 Is he married?

**7b** ★ **CPT extra!** Listening activity [after Ex.7b]

- Play the recording again. Students listen and repeat the sentences.
- **Optional step** Students can turn to the audioscript on page 183 as they listen and repeat.

**Pronunciation note**

The pronunciation of the contracted forms are quite difficult for elementary students. They involve getting their tongue round long vowels and diphthongs. Point out the diphthong in *I'm* /aɪm/, the /z/ sound in *he's* and *she's* /jɪ:z/, and the long vowel sound in *are* /ɑ:(r)/ and *aren't* /ɑ:(r)nt/. Both *we're* /wiə(r)/ and *they're* /ðeə(r)/ have tricky diphthongs.

**8** [5]

- Ask students to work in pairs to complete the conversation.
- Play the recording. Students listen and check their answers.

**ANSWERS**

- 1 Are 2 'm 3 's 4 're 5 're 6 Is 7 isn't 8 's

**Background information**

**Auckland** /ˈɔ:klænd/ is on the North Island of New Zealand and has a population of over 1.3 million, making it the country's largest city.

**Extra activity**

Students could practise reading out the conversation in pairs, paying attention to the pronunciation of the forms of *be*. Alternatively, elicit and write up the airport official's questions on the board, then ask students to close their books. Tell them to practise the conversation in pairs. One student asks questions while the other student remembers or improvises answers.

**Speaking** my life

**9** ★ **CPT extra!** Vocabulary activity [after Ex.9]

- Ask students to work in pairs to form the questions from the prompts. Elicit the first question as an example.
- Check answers as a class.

**ANSWERS**

- 1 What's your first name?
- 2 What's your surname?
- 3 Are you a student?
- 4 What's your job?
- 5 Where are you from?
- 6 How old are you?
- 7 Are you married?

**10**

- Ask students to take turns to interview each other and to take brief notes.

**11**

- Once students have finished their interviews, ask individuals to stand up and tell the class about their partner.

**Extra activity 1**

Use the opportunity of this extended speaking activity to listen and note down errors made with form and pronunciation by the students during both the interview and presentation stages. At the end, write four or five inaccurate sentences on the board and ask students to correct them as a class or in pairs.

**Extra activity 2**

Ask students to write a short blog to introduce themselves. Tell them to write about their name and their job, their country and their marital status.

**Teacher development**

**Correcting after fluency**

It's a good idea to do an error feedback stage at the end of a fluency activity. Avoid correcting while students speak as this interrupts their flow and detracts from the main aim, which is to communicate freely and for real.

By listening carefully, noting a few errors and writing them up for class correction, you gently remind students to be aware of their output and to reflect on and adjust it. It's an opportunity to focus on the kind of errors students regularly make (i.e. errors which can easily become ingrained) and most classes appreciate the work of a teacher who is prepared to listen carefully and comment on and correct individual errors.

**1b A family in Kenya**

**Lesson at a glance**

- reading: a family of explorers
- vocabulary: family
- wordbuilding: word roots
- grammar: possessive 's and possessive adjectives
- pronunciation: the same or different sounds
- speaking: friends and family

**Reading**

**1**

- Ask students the questions and elicit any interesting answers.
- **Optional step** You could start by briefly describing your family. This provides a motivating and interesting 'live listening' for your class. Note: A 'live listening' is when you talk naturally about a topic and students listen to you with a task to do. It's both fun and motivating for students to listen to and follow a native or proficient speaker, and a welcome and real change from listening to recorded material.

**ANSWERS**

Students' own answers

**2**  [6]

- Ask students to read the questions. Focus students on the questions by asking them how many names of people in the Leakey family they can find (six).
- Ask students to read the text and find answers to the questions. Let students compare their answers in pairs before checking as a class. Check that students understand the meaning of the words in the glossary.
- **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen.

**ANSWERS**

- 1 Kenya (and England)
- 2 Yes, they are.
- 3 He's a conservationist.
- 4 He's retired.
- 5 Yes, his wife is Katy.
- 6 No, she and Phillip have an international company.

**Teacher development**

**Reading a text while listening to a recording**

Whether you choose to ask students to read with or without the recording is up to you. Here are some reasons why it's a good idea to ask students at elementary level to listen and read:

- It gets students to read at the same speed, and as a whole class activity.
- It helps students with comprehension – the way the speaker uses stress, intonation and pauses can help students follow a text more easily.

## UNIT 1 People

- Students notice how words in a text are pronounced and stressed.
- It builds confidence with reading – it signals that students should read through a text naturally the first time they read it, and that they should not worry about unknown words.

### 3 ★ CPT extra! Revision activity [after Ex.3]

- Ask students to read the text again and complete the family tree. Let them compare their answers in pairs before checking as a class.

#### ANSWERS

1 Mary 2 Colin 3 Richard 4 Meave 5 Katy 6 Samira

### Background information

**Meave and Richard Leakey** are renowned palaeontologists who have studied fossils in East Africa for many years. They have both led research teams who have discovered ancient human skulls that have shed light on the development of early man in Kenya. Richard Leakey has held a number of official positions in Kenya, mostly in institutions of archaeology and wildlife conservation. He has been Director of the National Museum of Kenya and head of the Kenyan Wildlife Service.

### Extra activity

Tell students to close their books or cover the text and family tree. Then ask questions, e.g. *Who's Phillip? Is Colin in Africa?* Find out how much students can remember.

### Vocabulary family

#### 4 ★ CPT extra! Vocabulary activity [before Ex.4]

- Ask students to work in pairs to categorize the words, or to work individually before comparing answers with a partner. Elicit the first answer to get students started (aunt = W).
- **Optional step** In feedback, you could draw your own family tree on the board in order to point out the different family relationships.

#### ANSWERS

M: father, half-brother, nephew, stepbrother, uncle

W: aunt, mother, mother-in-law, niece

B: cousin, grandparent, parent

#### 5

- Ask students to read the definitions and to write the correct words. Let them compare their answers in pairs before checking as a class.

#### ANSWERS

1 uncle, aunt 2 niece, nephew 3 cousin 4 half-brother  
5 mother-in-law 6 parent 7 grandparent

#### 6

- Read the information in the wordbuilding box with the class.
- Ask students to work individually to make six more words. You could elicit words from the class first.
- Let students compare answers in pairs before checking as a class.

#### ANSWERS

stepsister, half-sister, sister-in-law, father-in-law, stepfather, grandfather

Refer students to Workbook page 11 for further practice.

### Vocabulary note

Note that English nouns do not have masculine or feminine endings, so words like *cousin* or *parent* do not differentiate according to gender. This may confuse some students who speak languages in which an article or possessive adjective or ending would show the gender of a person.

Note that a *half-brother* is a relative with whom you share one parent (e.g. your father's son from a previous relationship), but a *stepbrother* is a relative with whom you don't share a blood connection (e.g. your father's previous wife's son). A *stepson* or *stepdaughter* is a child you have adopted and/or brought up as your own.

### Grammar possessive 's and possessive adjectives

#### 7

- Read the information in the grammar box with the class.
- Ask students to find examples in the article. Let them compare their answers in pairs before checking as a class.

#### ANSWERS

Possessive 's in the article: Louise's mother, Louise's father, Richard's half-brother, Louise's grandparents, Louise's sister  
Possessive adjectives in the article: her family, Their uncle and aunt, his wife

### Grammar note

We use *possessive 's* to show possession in English. You add 's to the end of the noun which has possession.

Note that the position of 's changes between singular and plural: *My sister's hat* (one sister) but *My sisters' hats* (two sisters).

's is pronounced /s/ after unvoiced sounds and /z/ after voiced sounds.

*My* and *your* are first person singular possessive adjectives (*your* like *you* can also be used as the plural form). *His* and *her* are second person singular possessive adjectives. *His* (like *he*) refers to a male 'possessor'. *Her* (like *she*) refers to a female 'possessor'.

Note that *its* is used to show possession with animals, objects, countries, etc.

*Their* is the third person plural possessive adjective. *Our* is the first person plural possessive adjective. Unlike some languages, *their* and *our* are used regardless of the gender of the possessor.

In English, possessive adjectives do not change their form depending on whether the noun they are showing possession of is singular or plural, i.e. *their mother* and *their parents*, NOT ~~*theirs parents*~~.

Refer students to page 158 for further information and practice.

## ANSWERS TO GRAMMAR SUMMARY EXERCISES

4

- 1 Lisa's brother is here.
- 2 This is Hugo's house.
- 3 Abby's grandmother is Mary Peters.
- 4 Anna's husband is a journalist.
- 5 Sara and Pablo's father is in Brazil.
- 6 My parents' house is in the centre.
- 7 Simon's cars are blue and green.

5

- 1 Their 2 his 3 our 4 Its 5 my 6 your

6

- 1 your 2 my 3 His 4 his 5 Her 6 sister's

8

- Ask students to work individually to choose the correct word. Let them compare their answers in pairs before checking as a class.

## ANSWERS

- 1 My 2 I 3 your 4 you 5 She 6 His  
7 Our 8 Their

## Extra activity

Divide the class into pairs. Tell students to think of a relative they both have (a sister, perhaps, or an uncle). Students must then find three things that are similar about that relative, e.g. Student A says: *My uncle is French. He's a teacher. He's in Paris.* After two minutes, stop students and find out what they now know about their relatives, e.g. *Our uncles are in Paris!*

## Pronunciation the same or different sounds

9 [7]

- Ask students to look at the pairs of words and think about how they are pronounced.
- Play the recording. Students listen and decide whether the pronunciation is the same or different.
- Check answers as a class.
- **Optional step** Play the recording again, pausing after each item for students to listen and repeat.

## ANSWERS

- 1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✓

## Pronunciation note

Both *their* and *there* are pronounced with a diphthong: /ðeə/.

Note the long sound in *he's* /hi:z/ and the short vowel sound in *his* /hɪz/.

Note that on the audio *are* and *our* are pronounced the same. They both have a long /ɑ:/ sound. However, it's also common for the sounds to be different: a long sound in *are* /ɑ:/ but a different triphthong in *our* /aʊə/.

10 [8]

- Look at the example with the class and check that everyone understands what to do.
- Ask students to work individually to rewrite the sentences. Alternatively, you could ask students to work in pairs and take turns to produce the sentences orally using possessive adjectives.
- Play the recording. Students listen and check their answers.

## ANSWERS

- 1 My name's Fabien.
- 2 Her sister's Claire. / Claire is her sister.
- 3 Their cousins are Juliet and Jane.
- 4 His grandparents are dead.
- 5 Is your name Sylvain?
- 6 Helen is our niece. / Our niece is Helen. / Our niece's name is Helen.

Audioscript [8]

- 1 My name's Fabien
- 2 Her sister is Claire.
- 3 Their cousins are Juliet and Jane.
- 4 His grandparents are dead.
- 5 Is your name Sylvain?
- 6 Helen is our niece.

11 [9] ★ CPT extra! Listening activity [after Ex.11]

- Ask students to work individually first to read the description and write in the missing pronouns. Let students compare their answers in pairs.
- Play the recording. Students listen and check their answers.

## ANSWERS

- 1 My 2 her 3 her 4 Their 5 His

## Extra activity

Ask students to copy the description, substituting names, countries and jobs to make the information true about their family.

**Speaking** my life  
12

- Organize the class into pairs to do the activity. Look at the example with the class and check that everyone understands what to do.
- Tell students to write five names and think about what to say about each person. Then tell them to take turns to tell their partner about the people.
- In feedback, ask individuals to tell the class about their partner.

**Extra activity**

Ask students to draw a family tree showing five or six close relatives. Organize the class into new pairs. Students tell each other about the people in their family tree. Their partner must listen and draw the family tree. At the end, students compare the family tree they have drawn with their partner's original.


**1c The face of seven billion people**

**Lesson at a glance**

- pronunciation: saying numbers and percentages
- reading: world population
- critical thinking: types of text
- vocabulary: everyday verbs
- word focus: *in*
- speaking: facts about countries

**Speaking**


**Pronunciation saying numbers and percentages**

- 1**  [10] ★ **CPT extra!** Dictation activity [after Ex.1]
- Play the recording. Students listen and repeat the numbers and percentages.

**Vocabulary and pronunciation note**

1 billion = 1,000,000,000  
1.3 is said *one point three*.  
% is said *per cent*.

**Reading**

- 2**  [11]
- **Optional step** Lead in by asking students to look at the picture of the face. Ask: *What can you see?* Elicit ideas before students read the text.
  - Ask students to read the eight phrases. Students may need to look up or guess the meaning of *population* (= number of people in a country) and *agriculture* (= when you grow food).
  - Ask students to read the text and match the numbers with the information.
  - **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen.
  - Let students compare their answers in pairs before checking as a class. Check students understand the meaning of the words in the glossary.

**ANSWERS**

1 7 billion 2 1.3 billion 3 1 billion 4 23% 5 38%  
6 51% 7 3.5 billion 8 5.5 billion

**Critical thinking types of text**

- 3**
- Ask students to read the text again and choose the correct answer. Let them compare their answers in pairs before checking as a class. In feedback, ask students to say why they chose their answer (see Vocabulary note on the next page).

**ANSWER**

a

**Vocabulary note**

Point out to students that the text contains facts and figures. An opinion text would include phrases such as 'I think ...' and 'In my opinion, ...'.

**4**

- Ask students to work in pairs to think about and discuss what information they find surprising. Then ask individuals to tell the class.

**ANSWERS**

Students' own ideas

**Vocabulary everyday verbs**

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

- Ask students to find the verbs, then complete the fact file. Elicit the first answer with the class as an example.
- Let students compare their answers in pairs before checking as a class.

**ANSWERS**

1 live 2 speak 3 have 4 work 5 use

**Background information**

Standard Mandarin is the official language of mainland **China**. However, there are many regional Chinese languages, notably Cantonese, and other languages, such as Tibetan, Mongolian and Uyghur, are spoken among China's ethnic minorities.

The percentage of China's population in agriculture continues to shrink rapidly. Official figures from the early 2000s showed that the figure then was about 65%.

**Extra activity**

Write the verbs from Exercise 5 on the board. Then use them to provide 'figures' for people in your house, e.g. *Three people live in my house – me, my husband and my daughter. 100% of the population speak English.*

*33% (my husband) speak French.*

*66% have a mobile phone. My daughter is only three.*

*Only 33% of the population work in the kitchen. That's me!*

Ask students to work in pairs to think of and share figures for their house.

**Word focus in**

**6**

- Elicit the first item with the class as an example.
- Ask students to work individually to match the other sentences to their uses.
- Let students compare their answers in pairs before checking as a class.

**ANSWERS**

1 b 2 a 3 c 4 b

**Vocabulary note**

*In* is a preposition with a variety of uses.

Here, its use is limited to places (e.g. *in Paris, in France, in Europe, in the world*) or to say that something or someone is involved in a particular type of work or industry (e.g. *in business, in agriculture*).

**7**

- Ask students to work individually or in pairs to produce sentences. Once students have some ideas, ask different pairs to share their sentences with the class.

**EXAMPLE ANSWERS**

60% of people in my country live in cities.

People work in business and finance.

People in the capital use the internet.

**Extra activity 1**

Ask students to find other phrases with *in* in the text: *in the world, in this photo, in total, in China/India, in a service industry / agriculture / manufacturing and production.*

**Extra activity 2**

Elicit and build up on the board a list of other phrases using *in* that students already know (e.g. *in class, in the park, in hospital, in the evening, in love, in the rain*).

**Teacher development**

**Cognates in a text**

Students are often surprised that so many English words are cognates in their first language. Getting students to focus on words that are the same in their L1 is a useful, motivating way of developing a growing passive knowledge of vocabulary. Here are two things to do:

- 1 Ask students to find and underline words in the text that they think might be cognates before looking them up. Then ask them to categorize them. This reveals that religions may be cognates (*Christian, Muslim, Hindu*), typical places may be cognates (*bank, hotel*), and countries, languages and job sectors may often also be cognates.
- 2 Ask students to say how cognates they have found (e.g. a word like *agriculture* or *production*) are written in their L1. Ask: *Is its spelling different? What does this say about word endings in English?* This helps students to see how English word formation differs from that in their L1, thus helping them work out the meaning of yet more words.

**Speaking** my life

**8**

- Organize the class into pairs. Ask students to decide who is A, and who is B, then tell them to find and read their information. Students will have to look in the back of their Student's Book (on page 154 and page 156).
- Elicit the questions they need to ask their partner to find the missing information. Model and drill the questions if necessary.

- When students are ready, they take turns to ask and answer questions to find the missing information.
- In feedback, ask the questions in open class and elicit the information.

**ANSWERS**

	Spain	The USA
population	47 million	300 million
Spanish	100%	12%
a service industry (hotels, banks, etc.)	70%	55%
mobile phones	everyone	everyone
the internet	30 million	250 million

**9**

- Organize the class into new pairs. It's a good idea to change partners to make sure students get to know each other and don't get stuck with the same partner too often. If possible, for this activity, get students to sit with someone they don't know well.
- Ask students to take turns to ask and answer questions to find out the information.
- In feedback, ask different students to say what they found out from their partner.
- **Optional step** If you noted errors while listening to students speak during their performance of the activities in Exercises 8 and 9, write some example sentences containing errors on the board. Ask students to correct them in pairs.

**Extra activity**

In a mixed-nationality class, ask students to write figures in a third column of the table in Exercise 8 to show facts and figures for their own country. Students then ask and answer questions about their countries in pairs.

**1d The first day**

**Lesson at a glance**

- pronunciation: spelling
- real life: meeting people for the first time

**Speaking**

**Pronunciation spelling**

**1** [12]

- Play the recording. Students listen and repeat the letters of the alphabet.

**Pronunciation note**

Note that many of the letters of the alphabet share the same vowel sound:

- /eɪ/ A, H, J, K
- /i:/ B, C, D, E, G, P, T, V
- /e/ F, L, M, N, S, X, Z
- /aɪ/ I, Y
- /əʊ/ O
- /ʊ:/ Q, U, W
- /ɑ:/ R

Note that Z is pronounced /zed/ in British English, but /zi:/ in American English.

**2**

- Ask students to work in pairs and take turns to dictate names, surnames, countries and jobs for their partner to write down.
- In feedback, ask some students to say and spell out their partners' names.

**Extra activity**

Spell out the names of famous film stars. Students listen until they guess who the person is. Then they shout out the name. If they are wrong, they are out. If they're right, they get a point. Spell out a few names and find out who gets most points, e.g. *J-U-D-. Oh, Jude Law!*

**Real life meeting people for the first time**

**3** [13]

- Ask students to look at the photo. Ask: *Who are they? Where are they? What are they doing? What are they saying?* Elicit ideas and language. Key words to elicit and teach: *university, course, student.*
- Play the recording. Students listen to the two conversations and answer the questions. Let them compare their answers in pairs before checking answers as a class.

**ANSWERS**

Matt and Valérie are new students. Rita works at the university.