

# Life

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### BRITISH ENGLISH

A1	A2	B1	<b>B2</b>	C1	C2
<b>CEFR correlation</b>					
<i>Life</i> Upper Intermediate is for learners who have achieved level B1 and want to achieve B2.					



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SECOND EDITION

# Life

UPPER INTERMEDIATE

Life TEACHER'S BOOK

UPPER INTERMEDIATE



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
- The Student's Web App includes video and audio for the Student's Book and Workbook, and additional interactive activities

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**ON THE COVER**

Fish swim in the South Pacific off the popular holiday island of Bora Bora in French Polynesia. Surrounded by a lagoon and a coral reef, Bora Bora is famous for its overwater bungalows with glass floors that provide a window to the sea life below.

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**SECOND  
EDITION**

# Life

**TEACHER'S BOOK | UPPER INTERMEDIATE**

 **NATIONAL  
GEOGRAPHIC**  
LEARNING

**MIKE SAYER**

National Geographic Learning,

**Mike Sayer and Rachel Godfrey**

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Senior IP Analyst: Ashley Maynard  
Senior IP Project Manager: Michelle McKenna  
Cover: Lisa Trager  
Text design: Vasiliki Christoforidou

Audio: Tom Dick and Debbie Productions Ltd  
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Cheriton House, North Way  
Andover, Hampshire, SP10 5BE

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Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
<b>1</b> <b>Relationships</b> pages 9–20 VIDEO: 'Lady Liberty' and Ellis Island page 18 ► REVIEW page 20	present tenses: simple, continuous and perfect past simple and present perfect	describing character friendships: phrasal verbs wordbuilding: forming adjectives word focus: <i>sense</i>	meeting people	auxiliary verbs <i>have</i> and <i>has</i> word boundaries
<b>2</b> <b>Storytelling</b> pages 21–32 VIDEO: How not to climb a mountain page 30 ► REVIEW page 32	narrative past tenses the passive	describing stories communication wordbuilding: verb + noun collocation word focus: <i>keep</i>	reacting to stories	/æ/, /ʌ/ and /ɒ/ weak forms in passive verbs linking and elision
<b>3</b> <b>Science and technology</b> pages 33–44 VIDEO: 3D-printed prosthetic limbs page 42 ► REVIEW page 44	future forms future continuous and future perfect simple	materials wordbuilding: compound nouns (noun + noun) describing technology word focus: <i>out of</i>	dealing with problems	/r/ and /t/ in American English stress in two-syllable words
<b>4</b> <b>Art and creativity</b> pages 45–56 VIDEO: Art for the people page 54 ► REVIEW page 56	determiners expressions of quantity	art wordbuilding: word families word focus: <i>spend</i>	describing likes and dislikes	weak form of disappearing sounds
<b>5</b> <b>Development</b> pages 57–68 VIDEO: Scandinavian mega-bridge page 66 ► REVIEW page 68	verb + infinitive or <i>-ing</i> verbs with both <i>-ing</i> and <i>to</i> + infinitive	urban features wordbuilding: adverb + adjective word focus: <i>fall</i>	debating issues	rhyming words sentence stress
<b>6</b> <b>Alternative travel</b> pages 69–80 VIDEO: The unexpected beauty of travelling solo page 78 ► REVIEW page 80	negative forms question forms	holiday activities travel word focus: <i>mind</i>	getting around	intonation in question forms intonation in sentences with two clauses

Listening	Reading	Critical thinking	Speaking	Writing
three people talking about important relationships in their lives an extract from a radio programme about animal friendships	an article about changing attitudes in China an article about immigrant families in New York	evaluating conclusions	friendships differences between generations family influences	text type: an informal email writing skill: greetings and endings

**ACADEMIC SKILLS LESSONS: Voluntary work (Listening), Identifying emphasizing language (Speaking)**

an interview with a film critic an interview with a professional photographer	an incredible story of a Formula 1 racing driver an article about the Brothers Grimm	the main message	a key moment the stories pictures tell storytelling	text type: a story writing skill: using descriptive words
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**ACADEMIC SKILLS LESSONS: The elephants of Samburu (Reading), Problem & solution essay on child literacy (Writing)**

three people making predictions about the future a lecture about overpopulation an interview from a radio programme about 3D printing	a lecture about overpopulation an article about appropriate technology	supporting examples	predictions the future technological solutions	text type: short email requests writing skill: being polite
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**ACADEMIC SKILLS LESSONS: Ultrasound (Listening), Participating in a seminar (Speaking)**

a conversation about two people who are creative in their free time an extract from a radio programme about what's on in Melbourne	an article about unusual street art an article about how music helps us	identifying opinions	art and music participation in the arts music playlists	text type: an online review writing skill: personalizing your writing
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**ACADEMIC SKILLS LESSONS: How Instagram is changing travel (Reading), Describing information in a table – travel (Writing)**

someone talking about the development of the Belo Monte dam in Brazil an interview with a journalist about social development in southern India	an article about urban development in Dubai an article about the teenage mind	ways of arguing	changes in your town a happy society stages of life	text type: an opinion essay writing skill: linking words
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**ACADEMIC SKILLS LESSONS: The United Nations (Listening), Persuading an audience (Speaking)**

someone describing their stay at a mountainside guesthouse an interview about volunteer vacations	a blog about holidays at home an extract from a travel magazine about historical hotels	analysing tone	planning a staycation a volunteer holiday ideas for an unusual hotel	text type: a letter/email of complaint writing skill: formal language
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**ACADEMIC SKILLS LESSONS: Ancient art (Reading), Describing a recycling production process (Writing)**

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
<b>7</b> Customs and behaviour pages 81–92 VIDEO: Eating insects page 90 ► REVIEW page 92	zero and first conditionals time linkers <i>usually, used to, would, be used to and get used to</i>	raising children: verbs food word focus: <i>same</i> and <i>different</i> weddings wordbuilding: word pairs	describing traditions	/ju:/ and /u:/ the letter <i>s</i>
<b>8</b> Hopes and ambitions pages 93–104 VIDEO: What would you do if money didn't matter? page 102 ► REVIEW page 104	second, third and mixed conditionals <i>wish and if only</i>	word focus: <i>make</i> and <i>do</i> wordbuilding: noun suffixes strong feelings word focus: <i>better</i>	discussing preferences	contracted or weak forms /f/ and /tʃ/ <i>do you, would you, shall we</i>
<b>9</b> The news pages 105–116 VIDEO: News: the weird and the wonderful page 114 ► REVIEW page 116	verb patterns with reporting verbs passive reporting verbs	reporting verbs positive adjectives wordbuilding: forming adjectives from verbs word focus: <i>word</i>	reporting what you have heard	the schwa
<b>10</b> Talented people pages 117–128 VIDEO: Queen of Egypt page 126 ► REVIEW page 128	articles: <i>a/an, the</i> or zero article? relative clauses	careers wordbuilding: verb (+ preposition) + noun collocations the senses word focus: <i>self</i> personal qualities	describing skills, talents and experience	linking vowels difficult words
<b>11</b> Knowledge and learning pages 129–140 VIDEO: Paraguay shaman page 138 ► REVIEW page 140	<i>could, was able to, managed to and succeeded in</i> future in the past	education wordbuilding: homonyms word focus: <i>learn</i>	getting clarification	contrastive sentence stress linking in question forms
<b>12</b> Money pages 141–152 VIDEO: The Farmery page 150 ► REVIEW page 152	focus adverbs: <i>only, just, even</i> causative <i>have</i> and <i>get</i>	money services wordbuilding: <i>the</i> + adjective getting things done business words	negotiating	focus adverbs /ʃ/, /tʃ/, /z/ and /dʒ/ long vowel sounds

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

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Listening	Reading	Critical thinking	Speaking	Writing
<p>someone describing the customs on the subway in Tokyo</p> <p>an extract from a radio programme about the diet of the indigenous people of northern Alaska</p>	<p>an article about the 'tiger mother' approach to parenting</p> <p>a blog about personal space and turn-taking</p>	<p>questions and answers</p>	<p>traditional rules of behaviour</p> <p>food and eating habits</p> <p>turn-taking in conversations</p>	<p>text type: a description</p> <p>writing skill: adding detail</p>
<b>ACADEMIC SKILLS LESSONS: The role of grandparents (Listening), Giving advice (Speaking)</b>				
<p>someone talking about an unusual mural</p> <p>eight explorers describing superpowers they wish they had</p>	<p>an article about the first human computers</p> <p>an article about Madagascar's unique environment</p>	<p>emotive language</p>	<p>ambitions</p> <p>wishes</p> <p>strong feelings</p>	<p>text type: an online comment</p> <p>writing skill: giving vivid examples</p>
<b>ACADEMIC SKILLS LESSONS: The science of optimism (Reading), Opinion essay (discursive) on employment (Writing)</b>				
<p>a radio news report about the parents of Chinese university students</p> <p>three good-news stories reported on the television news</p>	<p>an article about an iconic image</p> <p>an article about the power of the press</p>	<p>different perspectives</p>	<p>news stories</p> <p>good-news stories</p> <p>the media</p>	<p>text type: a news article</p> <p>writing skill: using quotations</p>
<b>ACADEMIC SKILLS LESSONS: Comparing media study courses (Listening), Answering questions after a talk (Speaking)</b>				
<p>a description of a mahout's job</p> <p>someone talking about an extraordinary career</p> <p>a description of a man with an unusual talent</p>	<p>an article about an extraordinary career</p> <p>an article about a woman who was king</p>	<p>examining the evidence</p>	<p>a career path</p> <p>definitions</p> <p>job characteristics</p>	<p>text type: a personal profile</p> <p>writing skill: using <i>with</i></p>
<b>ACADEMIC SKILLS LESSONS: Adventure photographers (Reading), Report on student employment (Writing)</b>				
<p>a parent talking about a children's museum</p> <p>a talk by a psychologist on memory</p>	<p>an article about an innovative school</p> <p>an article about how animals think</p>	<p>explaining ideas</p>	<p>learning experiences</p> <p>memory tests</p> <p>making excuses</p> <p>types of learner</p>	<p>text type: an email about a misunderstanding</p> <p>writing skill: linking contrasting ideas</p>
<b>ACADEMIC SKILLS LESSONS: The working memory (Listening), Turn taking in a group discussion (Speaking)</b>				
<p>three people talking about the standard of living</p> <p>an interview with a professor about the growing service economy</p>	<p>an article about Norway's riches</p> <p>an article about a new business trend</p>	<p>opinion words</p>	<p>the economy in your country</p> <p>getting things done</p> <p>new business ideas</p>	<p>text type: a short report</p> <p>writing skill: key phrases in report writing</p>
<b>ACADEMIC SKILLS LESSONS: The history of money (Reading), Cause and effect essay on the cost of living (Writing)</b>				

# 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 help 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 eye-witness accounts and first-class reportage. For example, Unit 7 of the Upper Intermediate level includes a radio feature about the unusual diet of the indigenous people of northern Alaska and Unit 9 tells the true story behind the famous 'Afghan girl' photograph.

### **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 3 of the Upper Intermediate level examines the risks and benefits of 'appropriate technology', and the exciting applications of 3D printing.

### **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 Upper Intermediate level looks at how the hotel industry is capitalizing on historic buildings to offer guests an unusual experience, and Unit 10 examines the legacy of the controversial Hatshepsut, a fifteenth-century female pharaoh who ruled as 'king'.

### **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 1 of the Upper Intermediate level presents some unlikely friendships between members of the animal kingdom.

### **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 4 of the Upper Intermediate level is based around an article about an environmentally friendly form of graffiti.

## **National Geographic photography**

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

There are photographs which:

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

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

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

### **National Geographic video**

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

#### **Before you watch**

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

#### **While you watch**

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

#### **After you watch**

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

take part in a discussion or task that leads on from the context and theme of the video.

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

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

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

### **National Geographic and critical thinking**

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

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

In *Life Second Edition* you will see that there is a graded critical thinking syllabus that starts at Elementary level and runs through all later levels. The sections entitled 'Critical thinking' always appear in the C lessons in each unit and are associated with reading the longer texts. These lessons begin with reading comprehension activities that test students' understanding and then may ask them to apply their understanding in a controlled practice activity. Having understood the text at a basic level, the critical thinking section requires students to read the text again more deeply to find out what the author is trying to achieve and to analyse the writing approach. For example, students may have to read between the lines, differentiate between fact or 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% 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 each new lesson 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 have been used to do this, usually beginning with accessible check questions. This approach is highly motivational because it actively engages learners in the lesson and allows them to share and discuss their interpretation of the new language. Each grammar box gives a cross reference to two pages of detailed explanations and additional exercises per unit at the back of the Student's Book. These are suitable for use both in class and for self-study, according to the needs of the learner. They are also presented as video tutorials for extra support in the Online Workbooks.

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

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

### Treatment of vocabulary

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

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

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

The specific sections dealing with new lexical input are:

#### 1 Lexical sets

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

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

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

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

### 2 Wordbuilding

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

### 3 Word focus

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

### 4 Glossaries

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

### 5 Word lists

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

### Learning skills

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

### Assessment

Students and teachers can assess progress in the following ways:

- Each unit in the Student's Book finishes with a Review lesson where students do the exercises and complete a number of 'can-do' statements linked to the objectives of the unit.
- There are photocopiable progress tests in the Teacher's Book.

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

## Lessons in a Student's Book unit

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

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

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

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

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

F: a double-page video lesson

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

## Components

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

# Lesson type

## Unit opener

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

# Unit 4 Art and creativity



A woman sits arranging flowers – a performance artwork, Lima, Peru.

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

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

### FEATURES

#### 46 Reverse graffiti

Art that carries a message

#### 48 All about Melbourne

Art and culture in Australia's second city

#### 50 Why do we need music?

How music helps us

#### 54 Art for the people

A video about the work of the graffiti artist 'Banksy'

- 1 Look at the photo and the caption. What is unusual about this artwork? Can you describe any other performance art you have seen?
- 2 Work in pairs. Look at these words about artists and performance. Put them into three categories: who, what and where. Then write four sample sentences describing who does what and where.

an actor an artist a band a busker a circus performer  
 a classical concert a comedian a concert hall a dancer  
 an exhibition a gallery a gig a live music venue  
 a musical a (night)club an orchestra a performance  
 a play a show the street a theatre

Who	What	Where
a dancer	a performance	a theatre

You can see dancers give a performance in a theatre.

- 3 **▶ 31** Listen to a conversation about two people who are creative in their free time. Answer the questions.
  - 1 What does each person do as their normal job?
  - 2 What creative thing does each person do and where do they do it?
- 4 Do you (or does anyone in your family) do anything creative? What is it? When and where do you/they do it? Tell your partner.

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

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

# Lessons A and B

## Grammar and vocabulary

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

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

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

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 learner 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.

reading unusual street art • vocabulary art • grammar determiners • speaking art and music

### 4a Reverse graffiti

**Reading**

- Is there any graffiti or street art where you live? What do you think about graffiti in cities? Do you think it improves or damages the appearance of a town?
- Look at the photo and title of the article. What do you think *reverse graffiti* is? Read the article and check your ideas.
- Use the information in the article to complete these sentences. Use one word in each space.
  - Most city authorities say that graffiti is wrong because it is done without \_\_\_\_\_.
  - Reverse graffiti works by cleaning away the \_\_\_\_\_ on walls.
  - The aim of the reverse graffiti artists is to highlight the problem of \_\_\_\_\_ in cities.
  - In removing soot from the car tunnel, Alexandre Orion wasn't actually guilty of a \_\_\_\_\_.
  - The only solution the São Paulo authorities could think of was to clean every \_\_\_\_\_.

**4** Work in pairs. Cover the article.  
Student A: Retell the story from Alexandre Orion's point of view.  
Student B: Retell the story from the city authority's point of view.

**R E V E R S E G R A F F I T I**

**32**

The idea of graffiti is to find a blank wall and spray-paint an image on it that expresses a particular message. Some graffiti artists use pictures, some use words, some both. But because the images are usually painted on walls which the artist has no permission to paint on, the policy of most city authorities is to remove such graffiti where they find it (although they tend to leave it in certain places, such as old industrial buildings which are going to be demolished anyway).

The principle of 'reverse graffiti', a growing movement in the last fifteen years, is different. Reverse graffiti artists take a dirty wall and make images by removing the dirt. Each artist has their own style but they all share a common aim: to draw attention to the pollution in our cities. Brazilian artist Alexandre Orion turned one of São Paulo's many car tunnels into a rather scary mural by scraping away the dirt caused by pollution from cars.

Made up of white skulls, the artwork reminds drivers of the effect that their pollution is having on the planet. 'Every motorist sits in the comfort of their car, but they don't give any consideration to the cost that has for the environment and ultimately for them too,' says Orion. The city authorities in São Paulo were annoyed. Since Orion hadn't committed any crime, they had only two choices: to remove the graffiti or to leave it. Either option seemed unsatisfactory, but in the end, they decided that any graffiti was wrong and that they should remove Orion's work. In other words, they chose to clean all parts of the tunnel that Orion had already 'cleaned'. Encouraged by this, Orion continued making reverse graffiti on both sides of the tunnel. The city officials then decided to take drastic action. They not only cleaned the whole tunnel, but also every other car tunnel in São Paulo.



listening what's on in Melbourne • grammar expressions of quantity • pronunciation weak form of • speaking participation in the arts

### 4b All about Melbourne

**Listening**

- Work in pairs. Ask and answer the questions.
  - What cultural or arts events for visitors and tourists are there in your country?
  - Which events do you enjoy? Is there an exhibition or performance that you've enjoyed recently?
  - What type of cultural activities do you think Australia offers visitors and tourists?
- Listen to a feature about Melbourne on a weekly radio programme. Answer the questions.
  - What is the main difference between Melbourne and Sydney?
  - What does Melbourne offer visitors?
  - What events do local people enjoy particularly?
- Listen to the radio programme again. Are the sentences about Melbourne true (T) or false (F)? Correct the false sentences.
  - Melbourne always has sunny weather and has many places of natural beauty.
  - It is known as the architectural capital of Australia.
  - The arts are enjoyed by a small number of art lovers.
  - Festivals in Melbourne only take place in the summer.
  - Melbourne's Formula 1 motor race and tennis tournament are world famous.
  - Not many visitors know about the local sports.
- Would you like to visit Melbourne after hearing this radio programme? What would you like to do there?

**5** Look at the grammar box. Which words or expressions of quantity indicate:  
a a large number/amount?  
b a small number/amount?  
c neither a large or small number?

**6** Look at audioscript 34 on page 183. Find and underline as many expressions as you can that mean:  
1 'many' or 'much'  
2 'not many' or 'not much'  
3 'some'

**7** Choose a word to replace the underlined words in the sentences.  
a She has many friends.  
b There is a lot of pollution.  
c I don't have much time.  
d There aren't many good shops.  
e I have some ideas.  
f Do you want some help?

**EXPRESSIONS OF QUANTITY**

+ plural countable noun: (not) many, (a) few, a (small) large number of, several  
Several festivals take place in the winter months.

+ uncountable noun: not much, (a) little, a bit of, a large/huge/small amount of  
Cricket enjoys a huge amount of support.

+ plural countable or uncountable noun: a lot of, lots of, plenty of, loads of, a lack of, (almost) no, (no) hardly any, some, enough, the majority of  
A lack of natural attractions has meant that Melbourne ...

For further information and practice, see page 162.



Vocabulary art

► WORDBUILDING word families

When you learn a new word, try and learn other words from the same family at the same time e.g. *artistic, artwork*

For further practice, see Workbook page 35.

5 Work in pairs. Complete the sentences using these words and phrases related to art.

art exhibition art gallery artists artistic artwork art gallery fine arts street art the arts

- We went to see a great \_\_\_\_\_ at the weekend in the new \_\_\_\_\_ in town. It was by a group of local \_\_\_\_\_.
- If you walk around the city, you will see lots of examples of \_\_\_\_\_. For example, the station wall is covered with \_\_\_\_\_ by local graffiti artists.
- \_\_\_\_\_ is the term for painting, drawing and sculpture, whereas the expression '\_\_\_\_\_' describes creative areas like poetry, music and dance.
- I'm quite an \_\_\_\_\_ person in that I enjoy going to see art, but I don't really have any \_\_\_\_\_ talent myself.

Grammar determiners

► DETERMINERS

+ singular noun: *each, every, the whole, either, neither*  
Each artist has their own style, but they all share a common aim. They cleaned the whole tunnel.

Either option seemed unsatisfactory.

+ plural noun: *all, both, most*  
The policy of most city authorities is to remove such graffiti where they find it.

+ singular, plural noun or uncountable noun: *any, no*  
The artist has no permission to paint on the walls.

+ a plural or uncountable noun: *all, certain, some*  
Some graffiti artists use pictures, some use words.

For further information and practice, see page 162.

6 Look at the grammar box. Then underline the examples of determiners in the article. What type of noun is used with each determiner?

7 Rewrite the sentences using the word in brackets.

- Every motorist sits in the comfort of their car. (each)
- Either option seemed unsatisfactory. (neither)
- Orion hadn't committed any crime. (no)
- They decided that any graffiti was wrong. (all)
- They chose to clean all parts of the tunnel. (the whole)
- In certain places, like old industrial buildings, they tend to leave it. (some)

8 Choose the correct determiners to complete this text about another 'reverse graffiti' artist.

The UK's Paul Curtis, known as 'Moose', who works in Leeds and London, has had some trouble with the authorities. He was paid by <sup>1</sup> *any / certain* companies to make reverse graffiti advertisements for their products in <sup>2</sup> *either / both* cities. Leeds City Council said, 'We view <sup>3</sup> *all / each* advertising of this kind as environmental damage and will take strong action against <sup>4</sup> *some / any* company carrying out such campaigns.' In fact, <sup>5</sup> *no / any* action was taken against the companies, but Moose himself was ordered to clean up the graffiti. But how was he supposed to do this? By making <sup>6</sup> *all the / the whole* buildings he had cleaned with his reverse graffiti dirty again? <sup>7</sup> *Most / Every* people agree that this would be a ridiculous solution.

9 ► 33 Work in pairs. Read the sentences about art and discuss which determiners could go in each space. Then listen to an interview with an artist and complete the statements.

all any certain either no some

- \_\_\_\_\_ art should contain something pleasing for the viewer.
- Art should involve \_\_\_\_\_ hard work on the part of the artist.
- To be an artist, you need to possess \_\_\_\_\_ technical skills.
- Art should make a social or a political point; without \_\_\_\_\_ message it's not true art.
- The viewer shouldn't have to make \_\_\_\_\_ effort to understand a work of art.
- There is \_\_\_\_\_ such thing as 'bad' art.

10 Work in groups. Discuss which of the statements in Exercise 9 you agree with.

Speaking *my life*

11 Complete the sentences about art or music in your own words. Then discuss your sentences with a partner.

- I like certain ...
- Some ... is really difficult to understand.
- Tastes in art? I don't have any ...
- Both ... are musicians.
- All ... should have free entrance.
- At my school, we had no ...
- Some people say that all ... is the same, but I think that each ...

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

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

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

my life

ART AND MUSIC ► PARTICIPATION IN THE ARTS ► MUSIC PLAYLISTS ► LIKES AND DISLIKES  
AN ONLINE REVIEW

8 Look at these sentences. Is there any difference in meaning between the words in bold in each pair of sentences. Is there any difference in the way they are used in a sentence?

- 1 a Melbourne has a **few** grey days a year.  
b Melbourne has **few** natural attractions.
- 2 a There are **hardly** any tickets left for the Australian Grand Prix.  
b There are **almost** no bad coffee shops in Melbourne.
- 3 a There is a **lot** of information on what to do in Melbourne on the website.  
b There isn't **much** information about where to eat on the website.

9 Choose the correct options to complete the sentences.

- 1 A visit to the opera can cost **much** / a lot of money.
- 2 A reasonable **number** / amount of winter festivals are free.
- 3 There is **almost** / **any** rain in Melbourne at Christmas time.
- 4 There are **few** / **many** tickets for the tennis available on the **day** / **if** you get there early.
- 5 We saw **several** / **some** interesting street art at the Sweet Streets festival.
- 6 **Almost** / **Hardly** anyone attended the afternoon performance.
- 7 **Most** visitors show a **little** / **little** interest in Australian Rules football – and why should they?
- 8 There aren't as **many** / **much** differences between Melbourne and Sydney as people say.

10 Pronunciation **weak form of**

a ► 35 Listen to these phrases. Notice how of is pronounced.

- 1 a bit of relaxation time
- 2 a lot of information
- 3 a huge amount of support
- 4 lots of people
- 5 a huge number of galleries
- 6 a lack of natural attractions

b Work in pairs. Practise saying these phrases.

- as a matter of fact
- just the two of us
- first of all
- most of the time
- in spite of that
- of course
- instead of me
- that's kind of you

Speaking *my life*

11 Work in pairs. Look at the infographic showing Australians' participation in the arts. Then complete the sentences. Use one word in each space.

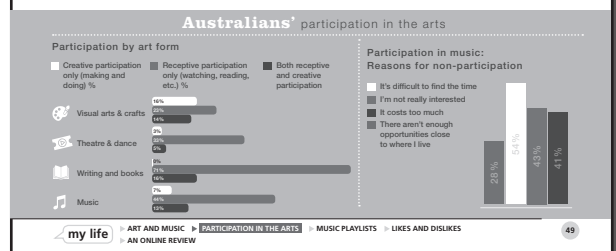
- 1 Overall quite a **lot** of Australians take an interest in the arts, and a small **number** of them also participate creatively.
- 2 **Most** of Australians read literature and a **small** of them also write creatively.
- 3 There is certainly not a **lot** of interest in the visual arts, with a quarter of the population being involved in some way.
- 4 **Most** Australians attend live performances and **many** anyone said they never listened to music.
- 5 The main reason for not participating is having too **little** time. But the **most** of money it costs to be involved and not having **many** opportunities are also important factors.

12 Work in groups. Research how much your classmates participate in the arts (both creatively and receptively) and then report your findings. Follow these steps:

- Each group should research ONE of the following: visual arts and crafts, theatre and dance, reading and writing, music.
- Make questions about the items in the infographic.
- Circulate around the class asking and answering questions (get reasons for not participating).
- Work in your group again. Put your results together and make conclusions, using expressions of quantity.
- Present your findings to the class.

A lot of students read books but very few do any creative writing.

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



# Lesson C

## Reading

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

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

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

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

reading **how music helps us** • critical thinking **identifying opinions** • word focus **spend** • speaking **music playlists**

### 4c Why do we need music?

**Reading**

- Write down the names of two of your favourite songs or pieces of music. Then work in pairs and answer the questions.
  - What kind of music is each one: pop, traditional/folk, classical, rock, R&B/soul, hip-hop, etc.?
  - Where and when do you usually listen to this piece of music?
  - Why do you particularly like this piece of music?
- Look at the title of the article. Do you think we need music? Why? / Why not? Then read the article and compare your ideas.
- Cover the article. Work in pairs and see how many of these details you can remember in three minutes. Then compare answers and see which pair remembered the most.
  - how much time we spend listening to music
  - what 'motherese' is
  - why we listen to sad songs when we are sad
  - what rap music around the world is about
  - how music is like language
- Look at the expressions in bold from the article and choose the correct meaning. Look at the article again to help you.
  - music has the power to excite or **soothe** us (line 12)  
a calm                      b inspire                      c please
  - can give you **goosebumps** (line 16)  
a a feeling of pride      b a feeling of excitement  
c a feeling of sadness
  - sad music seems to help us **regulate** negative feelings (line 26)  
a prevent                      b get rid of                      c control
  - western pop music follows very different **patterns** to traditional Chinese music (line 44)  
a repeated structures or forms  
b musical rules              c historical influences
  - we've made a kind of intellectual **conquest** (line 53)  
a victory                      b progress                      c solution

**Critical thinking identifying opinions**

- Read the article again and look at these opinions. What opinion are they: the author (A), Valorie Salimpour or an unknown source (U)?
  - Music is not something we need to survive.
  - Music stimulates us emotionally and intellectually.
  - We listen to sad songs because it helps us feel so we are sharing our sadness with us.
  - Music can make a verbal message more powerful.
  - Music stimulates us intellectually because we use our brains to predict the direction of the music.
  - Music satisfies key human needs.

50

- Answer the questions. Then discuss your answers with a partner. Which of the opinions in Exercise 5:
  - are supported by clear evidence in the article?
  - need more evidence to be convincing?
  - are convincing because they reflect our experience?
  - summarize the main argument of the article?

### Word focus spend

- We use **spend** with expressions of money or time as in 'We spend a fifth of our waking lives listening to music.' Complete these sentences with the correct word (*money* or *time*).
  - He spends ..... like there's no tomorrow.
  - It was great to spend ..... together and catch up on news.
  - How do you like to spend your free .....?
  - In business, you've got to spend ..... to make .....
  - We all need to spend ..... alone sometimes.
- Complete these sentences in your own words.
  - I spent hours trying to ...
  - I've spent a fortune on ...
  - Once I spent a night in ...
  - I don't spend a lot on ...

### Speaking my life

- Imagine you are making a playlist for the following situations. Think of one song or piece of music for each situation. Then compare your list with two other students.

Unit 4 Art and creativity

## WHY DO WE NEED MUSIC?

▶ 36

Humans, on average, spend a fifth of their waking lives listening to music. It is deeply rooted in all cultures across the world and yet, unlike food or shelter, it is not something we actually need in order to survive. So, why is it so important to us? Valorie Salimpour, a neuroscientist at Montreal's McGill University, who has researched the effects of music on the brain, believes that the answer lies in music's ability to stimulate us both emotionally and intellectually.

On an emotional level, music has the power to excite or soothe us and it can do this more effectively than any other way humans have come up with so far. Think how a rousing theme – for example, the Welsh national anthem sung by 70,000 rugby fans before a match – can give you goosebumps. Or how a calming lullaby can stop tears or help babies to sleep. The musical way of speaking to babies, known as 'motherese', is a feature of every culture around the world.

Music produces emotions that we immediately feel and understand, but that we find difficult to explain. Why, for example, do we like listening to sad songs when we have experienced loss or are feeling down? You would imagine they would make us feel even more unhappy.

But actually sad music seems to help us regulate negative feelings and even lift us out of them. Some people say the reason is a sense that someone else is sharing our loss with us; others say we are comforted by knowing that someone is suffering more than we are.

But no-one really knows the answer.

Music's emotional power also comes from the fact that it can make a verbal message stronger. Rap and hip-hop began in America as songs with a social message: they described life for people who lacked the same opportunities as the rich. These days, most commercial hip-hop artists in America rap about the things that fame and money have brought them, but in other parts of the world, rap music is still a powerful tool for expressing the injustice that people in poor communities feel.

On an intellectual level, Salimpour says that music challenges our brains to understand and recognize certain systems and patterns. Just as with languages, music has patterns that are culturally specific. Western pop music, for instance, follows very different patterns to traditional Chinese music. But when we figure out how a new system works – in other words, when we 'understand' the music and are able to predict the direction it will take – we find this incredibly rewarding, intellectually. We experience exactly the same satisfaction when we begin to understand a new language and its patterns. Interestingly, says Salimpour, we enjoy new music most when it moves in an unpredictable, but still understandable, direction. In that situation, she says, 'we've made a kind of intellectual conquest'.

Humans have various needs – physical, emotional and psychological – and while music may not fulfil the first, it clearly plays an important role in satisfying the others. You probably didn't think of this when you first heard your favourite song, but perhaps it explains why you have listened to it so often since.

▶ ART AND MUSIC ▶ PARTICIPATION IN THE ARTS ▶ MUSIC PLAYLISTS ▶ LIKES AND DISLIKES

▶ AN ONLINE REVIEW

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# Lesson D

## Real life

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

real life describing likes and dislikes • pronunciation disappearing sounds

### 4d Personal tastes



**Real life describing likes and dislikes**

1 Do you like musicals? Why? / Why not? Which ones have you seen? Did you see them live or on film? Tell your partner.

2 ▶ 37 Listen to a conversation in which Tom and his friend Jake talk about the musical *The Lion King*. Complete the table.

	Like (✓)	Dislike (✗)
musicals in general		
the visual effects		
Disney comic characters		
this production of <i>The Lion King</i>		
the music		
Elton John		
cost of tickets for musicals		

3 ▶ 37 Look at the expressions for describing likes and dislikes. Which expressions did Tom and Jake use to express each like and dislike? Listen again and check.

**▶ DESCRIBING LIKES AND DISLIKES**

**Do you like ...?**

<b>Positive</b>	<b>Negative</b>
Yes, a lot. / Yes, very much.	Not really. / Not particularly. /
Yes, ... is great/brilliant/	Not especially. / Not very
amazing.	much.
I love ...	No, it's not my kind of thing.
I'm quite keen on ...	I'm not really a fan of ...
I'm a big fan of ...	I'm not so keen on ...
I'm really into ...	... doesn't really do anything
I've got a lot of time/respect	for me.
for ...	I can't bear ...
I could watch / listen to ...	... get(s) on my nerves.
all day.	I get a bit tired of ...

**4 Pronunciation disappearing sounds**

a ▶ 38 Listen to these words from the conversation. Underline the disappearing sound, the part of the word that is not pronounced.

different everyone generally

b ▶ 39 Underline the disappearing sound in each of these words and practise saying them. Then listen and check if you were right.

beautifully chocolate comfortable  
interesting medicine ordinary secretary

5 Read the sentences. Cross out the option which does NOT fit in each sentence.

- I'm not a bit / *especially* / very keen on romantic comedies.
- I'm afraid I get a bit / *very much* / very tired of reality TV shows.
- I never feel *especially* / *particularly* / rather inspired by science fiction books.
- I'm not *really* / *very* / *especially* a fan of musicals.
- Jazz music doesn't so / *really* / *particularly* do anything for me.
- I'm afraid opera gets on my nerves a bit / *rather* / *especially*.

6 Think of a musical, play, film, concert, TV programme or exhibition you have enjoyed recently. Then work in groups. Describe your choice to the group and compare and discuss your likes and dislikes. Use the expressions for describing likes and dislikes to help you.

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

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

The key expressions are made memorable through an activation activity.

# Lesson E

## Writing

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

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

Every writing lesson includes a model.

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

Students always finish with a productive task.

Students are encouraged to take part in peer correction.

writing an online review • writing skill personalizing your writing Unit 4 Art and creativity

## 4e You've got to see this

### Writing an online review


- 1 Read the online review of an exhibition by a recent visitor to London. Would you follow their recommendation? Why? / Why not?
- 2 Answer the questions. Then compare your answers in pairs.
  - 1 How are the following themes organized in the review? Put them in order (1-5).
    - the author's recommendation
    - an introduction
    - the content of the exhibition
    - the occasion of the visit
    - the details of where and when it is on
  - 2 What information about the event does she include?
  - 3 Would you describe the tone of the review as personal or impersonal?
- 3 **Writing skill personalizing your writing**  
 Work in pairs. Look at the features of personal and impersonal writing. Find examples of personal language in the review.
 

**Personal tone**

  - use active verbs
  - use contracted forms
  - use phrasal verbs
  - add personal details
  - use conversational linking phrases (e.g. *what's more*)
  - share your feelings

**Impersonal tone**

  - use passive verbs
  - use uncontracted forms
  - use formal verbs
  - avoid personal information
  - use formal linking phrases (e.g. *furthermore*)
  - be objective in your judgements



I find that it's always worth checking out the parks when you visit a foreign city: as well as providing a welcome break, they can contain some very interesting surprises. Last week, absolutely exhausted from visiting two museums and too tired even to think about shopping anymore, my boyfriend and I took a walk in Kensington Gardens. I was so glad we did, because otherwise we'd have missed Anish Kapoor's mirror sculptures. There are four of them and rather than look out of place as so many modern sculptures can do, they really worked with their surroundings. The sky mirror, as its name suggests, is placed at an angle to reflect the changing sky. Another, Red Mirror, is also directed at the sky, so that you see the sky's reflection, but this time with a red tint. The one I liked best was the C-curve, a convex mirror that makes you see everything upside down. It was so funny to watch dogs and children approach it, trying to work out what they were looking at. The secret of this exhibition's success is that it makes you appreciate what is already a really delightful park even more. It will be on until 30th March and, if you are in London, I'd definitely recommend taking the time to go and see it for yourself. And by the way, it's free!

- 4 Write a personalized review of something you have seen and enjoyed for a *What's on* website. Write 150-180 words.
- 5 Exchange reviews with a partner. Compare what you have written. Use these questions to check your partner's review.
  - Does the review include all the items described in Exercise 2 in their correct order?
  - Does it feel like a friendly and personal recommendation?
  - What features has the writer used from Exercise 3 to give this impression?
  - After reading the review, would you want to go and see this event?

my life ART AND MUSIC PARTICIPATION IN THE ARTS MUSIC PLAYLISTS LIKES AND DISLIKES

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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.

### Before you watch

1 Look at the photo and caption. Then read the background to the video below. Explain to your partner in your own words what GCHQ does.

**Background**  
The video is about an artwork in Cheltenham in the UK. Cheltenham is home to GCHQ, the British Government Communications Headquarters. GCHQ is a government agency that checks communication on the internet and other electronic media to protect national security.

### 2 Key vocabulary

a Read the sentences. The words in bold are used in the video. Guess the meaning of the words.

- 1 You don't see many public phone **booths** these days, because most people have mobile phones.
- 2 There is a **campaign** by local residents to stop the authorities turning the park into a car park.
- 3 James Bond is probably the world's most famous **spy**.
- 4 They removed the carpet to **expose** the beautiful wooden floor underneath.
- 5 I bought this table at an antiques **auction**. No one else was interested so I got it for \$20.
- 6 We wanted to thank the person who gave us the money, but they wished to remain **anonymous**.

b Match the words in bold in Exercise 2a with these definitions.

- a to reveal or show something which is hidden
- b small enclosed compartments or cubicles
- c when the name of the person (who did or said something) is unknown
- d a sale where the item is sold to the person who offers the most money
- e a person employed to secretly collect information (often for their government)
- f a series of planned actions to achieve a particular goal

### While you watch

3 **4.1** You are going to watch a video about a public work of art. Watch the video and answer the questions.

- 1 Where is the work of art and what is it about?
- 2 What is it a picture of?
- 3 Who are the people you see in the video? What do they want?
- 4 What is the other work of art you see by the same artist?

4 **4.5** Read the statements. Then watch the video again and choose the correct options to complete them.

- 1 The man at the beginning of the video is trying to **remove** / **put on** boards that cover the mural.
- 2 The mural tries to make a **serious** / **funny** point about GCHQ and government surveillance.
- 3 The owner of the building wants to **sell** / **move** the mural.
- 4 The mural will go to a **local gallery** / **wherever the collector decides**.
- 5 Local campaigners want it to stay because it is about **Cheltenham** / **an important issue**.
- 6 One resident believes that people **should** / **shouldn't** pay to see it.
- 7 Another Banksy mural in **London** / **Cheltenham** was sold for £750,000.
- 8 Banksy himself is / **isn't** involved in the debate.

### After you watch

#### 5 Vocabulary in context

a **4.2** Watch the clips from the video. Choose the correct meaning of the words and phrases.

- b Work in pairs. Complete the sentences in your own words.
- 1 There has been a lot of protest about ...
  - 2 My ideal place to live would be ...
  - 3 My favourite discount store is ...

6 Work in groups of three. Act out two short interviews about the Banksy mural.

Student A: You are the news presenter. Ask each resident questions about what they think of the mural.

Students B and C: You are residents of the town. Answer the presenter's questions.

7 Work in small groups. Your town or city would like to commission an artwork that would a) improve the appearance of an area in the city centre; b) be fun; and c) attract visitors.

- Discuss what kind of artwork you would like to have.
- Decide who you would like to make the artwork.

8 Exchange your suggestions from Exercise 7 with another group and evaluate their ideas.

**elusive** (adj) /ɪˈluːsɪv/ difficult to find or catch  
**epitomize** (v) /ɪˈpɪtəmaɪz/ to sum up perfectly, be a perfect example of  
**scaffolding** (n) /ˈskɑːfəʊldɪŋ/ a metal and wooden structure for workers to stand on when repairing a building  
**surveillance** (n) /səˈveɪləns/ the act of watching very closely

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.

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.

# 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.

Engaging images from the unit aid the recall of key vocabulary.

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


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

## UNIT 4 REVIEW AND MEMORY BOOSTER

### Grammar

**1** Complete the text about the Edinburgh Festival Fringe using these words.

a few   a lot   both   every   lack   no  
many   much   number   whole



The Edinburgh Festival Fringe is the world's largest arts festival. It takes place <sup>1</sup> ..... year in August and for the <sup>2</sup> ..... month the city is taken over by actors, street performers, comedians, artists, musicians, etc. There is certainly no <sup>3</sup> ..... of variety. The festival attracts a huge <sup>4</sup> ..... of visitors from all over the world and two million tickets are sold for over 2,000 different shows. The tickets don't cost <sup>5</sup> ..... - £10 or £15 typically - but if you go to <sup>6</sup> ..... of shows, then the costs can add up. <sup>7</sup> ..... artists just come to perform for the fun of it, but <sup>8</sup> ..... are young performers hoping that this will be their chance to be noticed by critics and producers. The festival has launched the careers of several famous actors and comedians, but there is <sup>9</sup> ..... guarantee of success. <sup>10</sup> ..... the famous and the unknown can succeed or fail.

**2** Are these statements true (T) or false (F)?

- It's cheap to visit the festival even if you see a lot of performances.
- The Edinburgh Festival has a mixture of amateur and professional artists.

**3** **>> MB** Make two sentences about a festival in your country using at least one of these words or phrases in each sentence. Then rewrite the sentences with the words from the box missing. Ask a partner to guess what the missing words are.

amount   any   each   enough   a little  
loads of   most   several   the whole

**I CAN**

use determiners


use expressions of quantity

### Vocabulary

**4** Match each person or performance with a place to make six pairs of words. Use one place twice.

an artist   a busker   a concert hall  
a gallery   a gig   a live music venue   a musical  
an orchestra   a play   the street   a theatre

**5** **>> MB** Work in pairs. Describe the type of art or artist that you see in each photo. Add any details that you can remember (what, where, who, etc.).



**6** **>> MB** Work in pairs. Each write down as many words or two-word phrases as you can from the root word **art**. Then compare your lists.

**I CAN**

talk about art and artists

### Real life

**7** Complete the exchanges. Use one word in each space.

A: Do you like watching live comedy?  
B: No, not <sup>1</sup> ..... . It doesn't really do <sup>2</sup> ..... for me.  
C: I'm not so <sup>3</sup> ..... on this music. Can I change radio station?  
D: Sure ... it's not really my <sup>4</sup> ..... of <sup>5</sup> ..... either.  
E: I'm a big <sup>6</sup> ..... of Kurosawa's films.  
F: Me too. I have a lot of <sup>7</sup> ..... for him.  
G: Don't you <sup>8</sup> ..... tired <sup>9</sup> ..... watching musicals?  
H: No, I could watch them <sup>10</sup> ..... day.  
G: Really? I couldn't. They really get on my <sup>11</sup> .....

**8** **>> MB** Work in groups. Use the first four words of each exchange in Exercise 7 to begin a conversation about TV programmes that you like and dislike.

**I CAN**

describe likes and dislikes

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

# Unit 1 Relationships

## Opener

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

- Ask students to look at the photo and the caption. Ask them to work in pairs and choose the phrase that best describes the photo. Elicit a few ideas from the class in feedback, and check the meaning of the phrases (see Vocabulary notes below).
- **Optional step** Once students have completed the task, ask them to use dictionaries to check any words they aren't sure of.

### EXAMPLE ANSWERS

a faithful companion, a strong bond

Students may also argue that 'true friends' and 'an odd couple' are possible.

### Vocabulary notes

a *faithful companion* = a companion is someone you spend time with, perhaps on a journey, and 'faithful' means that this is a friend who will always be there to help and support you

*blood relatives* = people who are related by 'blood' (i.e. genetically), e.g. your father or daughter, but not your wife or mother-in-law

a *passing acquaintance* = an acquaintance is someone you know, but not very well – 'passing', here, means for a short time (e.g. someone you meet on holiday or on a journey)

*mutual respect* = when two people feel similar admiration for each other and treat each other politely and kindly

a *strong bond* = a very close relationship

*true friends* = friends who will always be together and will always support each other

*an odd couple* = two people you don't expect to be together, perhaps because they look very different or have very different personalities or interests

### Background information

Rajasthan is India's largest state, and borders Pakistan. It's located on the north-western side of the country. A large part of it is made up of the wild, inhospitable Thar Desert, where camels are common.

2 🎧 [1]

- Read the words to the class and check their meaning. You could use definitions, synonyms and antonyms, or concept check questions (see Teacher development below).
- Tell students they are going to listen to three people talking about important relationships in their lives. Play the recording. Students listen and put the number of the speaker next to the person they are talking about. Let students compare answers in pairs before checking with the class.

### ANSWERS

1 husband    2 old friend    3 colleague

## Audioscript 🎧 [1]

### Speaker 1

It's a bit odd because I see him almost every day at work. He works in the marketing department on the fourth floor and my office is on the fifth floor and occasionally, just occasionally, we attend the same meetings. Umm ... it's strange seeing someone you're so close to in a different context. We've been married for seven years, and colleagues for about nine, but we try not to discuss work at home ...

### Speaker 2

We were really good mates at school and then in our early twenties we went travelling together, but we see each other very rarely now. John lives in Birmingham with his wife – she's a friend of my sister's – and I still live in London. The funny thing is, it doesn't matter how little we see each other – we're still great friends. Actually, he never calls me – and every time I call him he says 'Oh, I've been meaning to call you for ages'.

### Speaker 3

We've always got on very well at work, but we never see each other outside the office. He's one of those people that can always make you laugh, which is really important in a stressful work environment. He's very good at his job too and I'm always asking for his help with stuff.

## Teacher development

### Checking new words

Instead of asking students to use dictionaries or translation when checking the meaning of new words, use some of the following techniques:

- 1 Put the new word in a sentence to provide context: *My fiancé and I have been engaged for six months and we're getting married in November. I Joe is a **colleague** at work – we are in the same department, but he's not a friend.*
- 2 Use a synonym, antonym or hyponym. You could say the first part of the sentence and elicit the missing new word (shown in brackets) from the class: *My sister's husband is my (**wife**); Jill's my wife and I'm her (**husband**); My grandmother and grandfather are my (**grandparents**).*
- 3 Use concept check questions instead of definitions: ***an old friend** – Have I known him for a long time? (yes) Do I know him very well? (probably); **a flatmate** – Do I live in the same place with him? (yes) Do we share the rent? (probably, but not necessarily).*

3

- Ask students to work with a new partner to look at the sayings (a–d) and discuss the questions (1–3).
- **Optional step** Ask pairs to choose just one of the sayings and discuss questions 1 and 2. Set a five-minute time limit. At the end, ask different pairs to present what they think their saying means to the class.
- In open-class feedback at the end, discuss question 3 and find out what other sayings students can think of.

ANSWERS

1

- a 'Blood is thicker than water' = family relationships and loyalties are the strongest and most important ones
- b 'A friend in need is a friend indeed' = a friend who helps you when you really need help is a true friend
- c 'Like father, like son' = you can expect a son's personality or behaviour to be similar to that of his father
- d 'No man is an island' = nobody is self-sufficient – people need the company and support of other people (this is a quote from a poem by the sixteenth-century English poet John Donne)

2/3 Students' own answers

1a Unlikely friends

Lesson at a glance

- vocabulary: describing character
- listening: animal friendships
- grammar: present tenses: simple, continuous and perfect
- vocabulary: friendships: phrasal verbs
- speaking: friendships

Vocabulary describing character

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

- Ask students to work in pairs or small groups to complete tasks 1 to 3. The aim here is for students to show what they know and to personalize the words, so encourage students to discuss words first before checking in dictionaries.
- **Optional step** Focus on pronunciation by asking students to listen to you say some of the longer words. Tell students to listen and mark the strong stress for each of them (see Pronunciation notes below).

EXAMPLE ANSWERS

- 1 Positive: considerate, dependable, energetic, good fun, outgoing  
Negative: selfish, unreliable  
Either positive or negative: laid-back, serious, shy
- 2 (near) opposites: considerate/selfish; dependable/unreliable; energetic/laid-back; outgoing/shy; good fun/serious
- 3 Students' own answers

Pronunciation note

Note the strong stress on the longer words: *considerate, dependable, energetic, outgoing, selfish, serious, unreliable*

Extra activity

Get students to personalize and practise the words by putting them into sentences about family and friends. Provide some examples first: *My sister Jo is very **considerate** – she never forgets people's birthdays; My young son Harry is **energetic** – he's always running around.* Then ask students to create personalized sentences of their own.

Listening

2

- Ask students to discuss questions 1 and 2 in pairs or small groups.
- In feedback, elicit answers to questions 1 and 2 briefly from the class. Ask different pairs and groups to suggest adjectives. Ask students if they can think of any other adjectives they might use (e.g. *intelligent, playful, caring, hard-working*).

**ANSWERS**

- 1 an orang-utan: they are rarely found working, but are sometimes used in tourism; they are sometimes kept as pets in people's homes; in the wild they are found in the forests of Indonesia and Malaysia  
a dog (labrador): they are often used by farmers, hunters and also as guide dogs for the blind or helping dogs for those with disabilities; they are frequently kept as pets; domesticated dogs do not usually live in the wild
- 2 Students' own answers – possible characteristics of orang-utans may include *laid-back* and *shy*, and of dogs: *dependable*, *energetic*, *good fun* and *outgoing*.

**3** [2]

- Tell students they are going to listen to an extract from a radio programme about the two animals in the photo. Ask students to predict the unlikely things the dog and orang-utan might do together. Elicit ideas.
- Play the recording. Students listen and note answers. Let them compare their answers in pairs before checking with the class.

**ANSWERS**

They hug and play together; the orang-utan shares his food.

**Audioscript** [2]

This week we're looking at the subject of animal friendships. We know that animals often co-operate in their own social groups, helping each other to hunt or raise their young. Some highly intelligent animals, like elephants, go even further than this, and sometimes help other elephants who are not in their own family group. But co-operation between animals of different species is unusual, so that's why the story of Suriya, the orang-utan, has attracted a lot of interest.

Suriya lives with his keepers at The Institute of Greatly Endangered and Rare Species in Myrtle Beach, South Carolina, which is a kind of sanctuary for rare animals. Recently this orang-utan has been spending time with a local hound dog – an unlikely friend. Now most dogs avoid apes, because they are scared of them basically, but these two have formed a strong bond. Each day the dog comes into the compound and searches out Suriya.

When he finds him, they carry on like long lost friends, hugging and playing together. They've been doing this every day since they first met and over four million viewers have watched them since their video was put up on YouTube. The founder of the institute, Dr Antle explains: 'It's clear they are having the time of their lives. Suriya is really good fun, but what's more striking is how considerate he is. His understanding of the hound dog's character is growing day by day. For example, he has noticed that the dog is often hungry and so he regularly shares his monkey biscuits with him. Orang-utans are very generous creatures. If you give one a piece of candy, often they will break it in half and hand one piece back to you.'

So how does he explain the fact that their relationship has a lot of the characteristics of what we call 'friendship'? Antle says that the two animals have recognized a basic social need in each other that we don't normally associate

with animals. 'Animals need fun and interaction just like us and these two are not getting this from other animals in their group.'

**Extra activity**

Before playing the recording a second time, check some of the difficult words or phrases in the audioscript (see Vocabulary notes below).

**Vocabulary notes**

*co-operate* = to work together with other people to achieve something

*hunt* = to find and follow animals in order to kill them

*(zoo) keepers* = people who look after animals at a zoo

*rare species* = types of animals that aren't common

*sanctuary* = a place where people (or, here, animals) go to be looked after and to find peace

*hound dog* = any of several different breeds of dogs that are often used for hunting

*compound* = here, an area, usually with a fence or wall around it

*just like us* = similar to us (people)

**4** [2] ★ **CPT extra!** Listening activity [after Ex.4]

- Read questions 1–5 to the class. Point out *ape* (= large, intelligent animals that are similar to monkeys but don't have tails – an orang-utan is an ape, and so are gorillas and chimpanzees).
- Play the recording. Ask students to listen and write short answers to the questions. Let them compare their answers in pairs before checking with the class.

**ANSWERS**

- |                           |   |
|---------------------------|---|
| 1 co-operation            | 4 as very generous                            |
| 2 they are scared of them | 5 a basic social need for fun and interaction |
| 3 they have a strong bond |   |

**Background information**

**Myrtle Beach** is a city on the east coast of the United States. It has a warm sub-tropical climate, which makes it a popular tourist destination and an ideal location for The Institute of Greatly Endangered Rare Species.

**Grammar present tenses: simple, continuous and perfect**

**5** ★ **CPT extra!** Grammar activity [before Ex.5]

- Ask students to look at the sentences in the grammar box and match the tenses with the uses. Go through the answers with the class.

**ANSWERS**

- 1 present continuous
- 2 present simple
- 3 present perfect (simple and continuous)

## UNIT 1 Relationships

Refer students to page 156 for further information and practice.

### ANSWERS TO GRAMMAR SUMMARY EXERCISES

#### 1a

- |                |                 |
|----------------|-----------------|
| 1 are becoming | 5 She's staying |
| 2 has bought   | 6 is always     |
| 3 have known   | 7 It's raining  |
| 4 I often meet | 8 I'm learning  |

#### 1b

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

#### 2

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1 are/'re                    | 5 's looking or he's been looking |
| 2 he's been going or he goes | 6 have moved                      |
| 3 haven't seen               | 7 'm                              |
| 4 doesn't like               | 8 's ringing                      |

#### 3

- |                    |                    |
|--------------------|--------------------|
| 1 've been waiting | 5 have they been   |
| 2 've had          | 6 've been looking |
| 3 's been          | 7 've seen it      |
| 4 've been working |                    |

### Grammar notes

The difference between the three tenses is down to aspect (aspect expresses how an action, event or state, denoted by a verb, extends over time, so perfect aspect connects past to present, and continuous aspect has duration and temporariness).

The tenses can be expressed in short, simple terms and as concept check questions (see Teacher development below).

- 1 Simple (simple means it has no aspect): *Is it permanent/ always true? (Yes) Is it a fact? (Yes) Is it a habit or routine? (Yes)*
- 2 Continuous aspect: *Is it temporary? (Yes) Does it have duration? (Yes) Does it happen over a period of time? (Yes) Is it temporary and happening now? (Yes) Is the situation changing? (Yes)*
- 3 Perfect aspect: *Did the action start in the past and continue to now? (Yes) Or did it happen in the past but the result is evident or important now? (Yes)*

### Teacher development

#### What are concept check questions?

Concept check questions (CCQs) are simple questions you can use in open class to check the meaning of grammar or vocabulary (see checking new words in the development section earlier in this unit).

Form a concept check question by taking a simple grammar rule (e.g. we use the present perfect to talk about an action that starts in the past and continues to now) and turning it into short, simple questions, e.g. *Did the action start in the past? (Yes) Did it finish in the past? (No) Does it continue to now? (Yes)*. Note that the answer to CCQs is usually Yes or No.

#### 6

- Ask students to match the tenses in each sentence in the grammar box with the specific uses in Exercise 5. Let them compare their answers in pairs before discussing as a class.

### ANSWERS

*Suriya lives with his keepers.* – something seen as permanent

*Most dogs avoid apes.* – a fact

*Each day the dog comes into the compound.* – a habit or routine

*It's clear they are having the time of their lives.* – something happening around the time of speaking

*His understanding of the dog is growing day by day.* – a changing situation

*This week we're looking at animal friendships.* – something happening around the time of speaking

*The story of Suriya has attracted a lot of interest.* – a past event that has relevance in the present

*Over four million viewers have watched them since their video was put up on YouTube.* – something that started in the past and continues into the present – it has an impact on or relevance in the present

*They have recognized a basic social need in each other.* – it has an impact on or relevance in the present

*Recently, he has been spending time with a local dog.* – something that started in the past and continues into the present – it has an impact on or relevance in the present

*They have been doing this every day since they first met.* – something that started in the past and continues into the present – it has an impact on or relevance in the present

#### 7

- Ask students to answer the question individually.

### ANSWER

present perfect continuous

### Grammar notes

The difference in use between the present perfect simple and present perfect continuous forms is down to aspect. If the speaker chooses the continuous form, they see the action as having duration and/or as being temporary. Very often, both the simple or continuous form could be used depending on the speaker's intent. Compare:

*The story of Suriya has attracted a lot of interest.*

= here, the speaker sees the event as completed and with a result in the present (i.e. many people are interested now).

*The story of Suriya has been attracting a lot of interest.*

= here, the speaker emphasizes the duration and repeated nature of the activity – different news agencies or Twitter feeds have been talking about Suriya repeatedly over a period of time and are still active now.

It's important to emphasize that the uses aren't right or wrong, but are dependent on the message the speaker is sending.

Note that the continuous form cannot be used with stative verbs (*The two animals have been recognizing a basic social need*).

#### 8

- **Optional step** Ask students to read the text quickly for general understanding without worrying about gaps. Set a focus task: *Which three animals are mentioned? (dogs, elephants, giant pandas).*
- Ask students to work individually to choose the correct options to complete the text. Elicit the first answer to

## UNIT 1 Relationships

get them started. Let students compare answers in pairs before feedback. In feedback, ask students to justify answers by referring to the uses listed in Exercise 5.

### ANSWERS

- |                        |                    |
|------------------------|--------------------|
| 1 have been            | 5 are now asking   |
| 2 have been discussing | 6 have been living |
| 3 show                 | 7 has provided     |
| 4 has recovered        | 8 live             |

### Grammar notes

The aim of this controlled accuracy practice is to make sure that students fully understand the uses of these forms. You can deal with any confusion that arises either by correcting individuals as they work, or with the class as a whole.

- have been* = present perfect simple: a past event that has an impact on or relevance in the present (*be* is a stative verb)
- have been discussing* = present perfect continuous: expresses a repeated activity that began in the past and continues to now
- show* = present simple: fact, always true
- has recovered* = present perfect simple: a completed past event that has an impact on or relevance in the present
- are now asking* = present continuous: happening at or around the time of speaking, including currently changing situations
- have been living* = present perfect continuous: expresses a prolonged activity that began in the past and continued to now
- has provided* = present perfect simple: a completed past event that has an impact on or relevance in the present
- live* = present simple: fact, always true, permanent

### Vocabulary notes

*extraordinary* = very unusual

*solitary* = in a place or situation where there are no other people or animals, alone

### 9

- Ask students to work individually to complete the sentences. Elicit the first answer to get them started. Let students compare answers in pairs. In feedback, ask students to justify answers.
- Optional step** Ask students who finish quickly to rewrite three or four similar sentences that are true for them. Explain that personalizing language makes it more memorable.

### ANSWERS

- |                            |                                   |
|----------------------------|-----------------------------------|
| 1 'm living; has           | 6 has always stood                |
| 2 've just been learning   | 7 have been teaching, 're writing |
| 3 've been                 | 8 never see                       |
| 4 do you know; 've known   |                                   |
| 5 often hangs; never comes |                                   |

### Grammar notes

- 'm living* (temporary – happening around now); *has* (stative verb, permanent)
- 've just been learning* (repeated activity over a period of time up to now – seen as temporary)
- 've been* (stative verb – began in the past and continues to now)
- do you know* (stative verb – permanent fact); *'ve known* (stative verb – began in the past and continues to now)
- often hangs* (*often* suggests habit or routine); *never comes* (habit or routine)
- has always stood* (always true over a period of time beginning in the past)
- have been teaching* (repeated activity over a period of time beginning in the past); *'re writing* (happening around now)
- never see* (habit or routine)

### Extra activity

Read out the list below, pausing after each one so your students have time to think and write brief notes. Ask students to write the following:

- something you've never done
- something you've been doing since the start of the lesson
- something you do every day
- something you haven't done for a while
- something people you know are doing now

Put students in pairs or groups to share and talk about what they wrote. Monitor as students are talking and note any errors of form or use that you hear. Give feedback to the whole class on one or two of the most common errors at the end of the activity.

## Vocabulary friendships: phrasal verbs 10

- Tell students to find and underline the phrasal verbs in Exercise 9. Then ask them to work in pairs to discuss each verb, the number of particles and what the verb means.
- In feedback, check the meanings of the verbs. Ask students whether the meanings are literal (e.g. *come round* = it makes sense that you 'come' to a friend's house and that it involves going 'round' other houses to get there) or non-literal (e.g. *get on with* = individually, *get, on* and *with* give no clue as to what the whole phrase means).

## ANSWERS

*get on (with)* = to have a good relationship with  
*stand by (someone)* = to support and be friends in difficult times  
*hang out (with)* = an informal way of saying to spend time with (e.g. go for a coffee, to clubs or parties together)  
*hang around* = to stay in a place doing nothing or waiting for something to happen  
*meet up* = to come together with someone, either as planned or unexpectedly  
*keep up (with)* = to stay in contact and share news  
*come round* = to visit (when a friend comes to visit you at your house)  
*go round* = to visit (when you visit a friend at their house)  
 Phrasal verbs that contain two particles: *get on (with)*, *hang out (with)* and *keep up (with)*

## Vocabulary notes

'Phrasal verb' is a term used to describe the three combinations below. Strictly speaking, the verb + adverb combination is a particle verb, and the verb + preposition combination is a prepositional verb, but the term 'phrasal verb' tends to be used to refer to all three variations.

### 1 verb + adverb or particle

*I'll come round tomorrow; We'll just hang around here* = intransitive phrasal verbs (no object)

### 2 verb + preposition

*Joe stood by me* = *by* is a preposition that introduces the prepositional phrase *by me*

### 3 verb + adverb + preposition

*I get on with Frank* = *on* is an adverb that qualifies *get*, and *with* is a preposition that introduces the prepositional phrase *with Frank*

## 11

- Ask students to work individually to complete the sentences. Let them compare answers in pairs before feedback.
- **Optional step** Ask students to write personalized sentences with the phrasal verbs, e.g. *My cousins often come round at the weekend; My parents stood by me when I left university.*

## ANSWERS

- |                   |              |
|-------------------|--------------|
| 1 get on          | 4 come round |
| 2 hang out/around | 5 stand by   |
| 3 kept up         | 6 meet up    |

## Speaking my life

### 12

- Start by writing a brief note on the board for each bullet point to show what you as a teacher might say about one of the students in the class, e.g. *Anna – met Sept 2016.*
- Then ask students to use the points to prepare similar notes about a friend. Encourage students to make notes rather than write whole sentences or a script. Monitor and help with ideas and vocabulary.

### 13

- Organize the class into new pairs. When students have finished describing their friends, ask them to work with a new partner so that they get lots of practice at using language from the lesson.
- **Optional step** As students speak, monitor and note down errors you hear (see Teacher development below). Concentrate on errors with the use of the present tense forms. At the end of the activity write up five or six sentences containing errors you heard. You can present them as 'common' or 'typical' mistakes and therefore avoid attributing errors to specific students. Ask students to work in pairs to correct the errors.

## Teacher development

### Error feedback

It's important to give feedback on your students' language performance after a free-speaking activity in which one of the aims is to practise language recently learned or revised. Here are some tips for carrying out useful feedback on errors:

- 1 Decide what type of errors you are listening for. As you monitor students' language performance, have a clear idea of what type of errors you will focus on. You could set a clear aim, e.g. *I will listen for form and pronunciation errors with present perfect simple and continuous.* You could prepare a notepad page with different sections or categories for errors (e.g. form, pronunciation, meaning). Carry it with you and note down errors under each of the headings as you monitor.
- 2 Explain your role. Tell students that you are going to listen to them and note errors. Students usually welcome this constructive personal feedback when they understand the process.
- 3 Monitor each pair or group equally. Note down just one or two things you hear before moving on to listen to other students. It's important to show you are listening, but to be unobtrusive, too, so that students keep talking.
- 4 Feedback on content before errors. Find out what information students shared, problems they solved or conclusions they reached, before correcting. This is important because, from the students' point of view, they need to feel a sense of purpose and conclusion in the task.
- 4 Let students correct the errors collaboratively. At the end of a speaking activity, write up no more than six short sentences with errors in them on the board. These should be errors that you noted as you monitored. Then put students in pairs to discuss and correct them. Never say who made the original error. Encourage students to see correcting errors in feedback as a collaborative exercise that they do to help each other collectively to learn from their mistakes.

1b A confused generation

Lesson at a glance

- reading: changing attitudes in China
- wordbuilding: forming adjectives
- grammar: past simple and present perfect
- pronunciation: auxiliary verbs *have* and *has*
- speaking: differences between generations

Reading

- 1 ★ **CPT extra!** Revision activity [before Ex.1]
- Organize the class into pairs to discuss the photo and questions.
  - In feedback, elicit ideas and encourage students to share personal experiences.

ANSWERS

- 1 It shows a girl who is sitting at a table with her parents, her head in her hands.
- 2 She is possibly having an argument, or she has been told off by her parents for something she has done. In any case, she doesn't look happy.
- 3 Students' own answers

2 [3]

- Ask students to work in pairs to discuss what they know about modern-day China. You could ask them to think of three facts and three opinions.
- **Optional step** If you feel your students may have little to say about China, write the following phrases from the text on the board before they read and ask them to say how they relate to China: *economic boom, old values, duty, western brands, rebellious teenagers.*
- Ask students to read the article. In feedback, ask students to share any new information they learned.
- **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen.

3

- Ask students to read the article again and find examples of how the new China and the old China are different for each of the areas listed.
- Let students compare answers in pairs before checking the examples with the class.

ANSWERS

Caring for the old: caring for aged parents has always been a child's duty, but now families are putting their older relatives into care homes  
 The relationship between parents and children: 'Once parents taught children, but now we learn from them.'  
 Standard of living and shopping: the family can buy many more things these days; Bella wants to buy the 'right' western brands  
 Experience and knowledge of the world: in spoken English Bella has overtaken her parents; she has already, in her short life, learned more about the outside world than her parents have

4

- Discuss the question with the class. Ask students to give opinions and reasons for their opinions.
- Alternatively, you could organize the class into pairs or small groups to discuss the question. Encourage them to justify their opinions.

ANSWERS

Bella's parents are finding the changes difficult (*Her parents are part of a confused generation in a confused time.; I suppose our child-raising has been a failure.*).  
 Bella is part of the 'new' generation, so is finding the changes more natural.

Extra activity

Ask students to discuss how things are changing for younger and older people in their country, and to say how their situation is similar to or different from China.

Vocabulary notes

Check that students are familiar with the following vocabulary:

*economic boom* = a period when the economy improves very quickly

*material benefits* = higher salaries, a broader range of products on sale and a better standard of living generally

*duty* = a duty is something your family or society says you must do

(*don't want to be a*) *burden* = a burden is a heavy load – here it is used in a fixed expression meaning that somebody doesn't want to make life difficult for somebody else (compare: *a financial burden*)

*latest slang* = most recent phrases used by young people in the street

*glare* = to look at somebody angrily

Wordbuilding forming adjectives

5

- Ask students to read the information in the box. Elicit other words students may know with similar endings (e.g. *hopeful, active, childish*).
- Ask students to work individually to find adjectives in the article that come from the root words in the box. Let students compare their answers in pairs before checking with the class.

ANSWERS

painful, selfish, dutiful, supportive, rebellious

Refer students to Workbook page 11 for further information and practice.

6 ★ **CPT extra!** Wordbuilding activity [after Ex.6]

- Ask students to form adjectives from the words. Elicit the first answer to get them started, and point out that they may have to change the root word a little as well as add a suffix. Let students compare their answers before checking with the class.

ANSWERS

- |             |              |
|-------------|--------------|
| 1 ambitious | 4 helpful    |
| 2 childish  | 5 respectful |
| 3 decisive  | 6 successful |

Extra activity

Ask students to write personalized sentences using the adjectives they have just formed.

Grammar past simple and present perfect

7

- Read the information in the box to the class. Ask students to tell you how the present perfect forms are made (present perfect simple: *have* + past participle; present perfect continuous: *have* + *been* + present participle or *-ing* form).
- Ask students to choose the correct options to complete the sentences. Let them compare answers in pairs before checking answers with the class.

ANSWERS

- |                   |                   |
|-------------------|-------------------|
| 1 present perfect | 3 past simple     |
| 2 past simple     | 4 present perfect |

Refer students to page 156 for further information and practice.

ANSWERS TO GRAMMAR SUMMARY EXERCISES

- 4
- |                     |                            |
|---------------------|----------------------------|
| 1 from 2012 to 2014 | 5 since                    |
| 2 twice this week   | 6 over the last few months |
| 3 in 1998           | 7 for                      |
| 4 for a few days    |                            |
- 5
- |                                  |                    |
|----------------------------------|--------------------|
| 1 have been arguing              | 4 helped           |
| 2 I've tried                     | 5 have given       |
| 3 's not spoken or hasn't spoken | 6 didn't teach     |
|                                  | 7 've been working |

Grammar notes

The aim of this section is to provide revision of when to use the past simple and when to use the present perfect. A simple way to establish this is to ask whether we say 'when' or not. If 'when' is important, then it is a past event (past simple). If 'when' is not stated or important, then there is a link between the past and now (present perfect).

8

- Ask students to work in pairs to find and underline three sentences with the past simple and five with the present perfect in the article. In each case, ask them to say which tense is used and why. In feedback, ask students to explain and justify answers by referring to the rules given in Exercise 7.

ANSWERS

Examples of the past simple:

- 1 *A few months ago, Bella's family put Bella's grandfather into a nursing home.* – refers to something at a specific time in the past and uses an adverbial of finished time (*a few months ago*)
- 2 *It was a painful decision ...* – refers to something at a specific time in the past
- 3 *When she told us that ...* – refers to something at a specific time in the past
- 4 *Once parents taught children, but now we learn from them.* – refers to something at a specific time in the past
- 5 *... they gave up helping with Bella's homework some time ago.* – refers to something at a specific time in the past and uses an adverbial of finished time (*some time ago*)

Examples of the present perfect:

- 1 *In the last twenty years, China's economic boom has brought enormous material benefits ...* – (present perfect simple) impacts on the present or is relevant now
- 2 *Have new possessions made our lives richer?* – (present perfect simple) impacts on the present or is relevant now
- 3 *... in China, caring for aged parents has always been a child's duty.* – (present perfect simple) a situation which started in the past and is continuing now
- 4 *This is something my daughter has been trying to teach us.* – (present perfect continuous) an action which started in the past and is continuing now
- 5 *'I suppose our child-raising has been a failure.'* – (present perfect simple) impacts on the present or is relevant now

Pronunciation auxiliary verbs *have* and *has*

9 [4]

- Ask students to look at the present perfect sentences they underlined in Exercise 8.
- Play the recording. Students listen and note the pronunciation. Let them practise saying the sentences in pairs.
- **Optional step** Model and drill the sentences or play the recording and ask students to repeat each sentence in turn.

Audioscript [4]

- 1 In the last twenty years China's economic boom has brought enormous material benefits.
- 2 Have new possessions made our lives richer?
- 3 In China, caring for aged parents has always been a child's duty.
- 4 This is something my daughter has been trying to teach us.
- 5 'I suppose our child-raising has been a failure.'

Pronunciation notes

In natural speech, *has* and *have* are reduced to /həz/ and /həv/. Because these words are generally unstressed, the schwa sound /ə/ is used.

When practising the sentences, encourage students to reduce other unstressed sounds in the sentences to /ə/, and reduce *been* to its short unstressed sound /bɪn/. For example, in sentence 4, students should stress *try* in *trying*, but reduce the sounds in *has*, *been* and *to*: /həz bɪn trɑɪɪŋ tə/. In sentence 5, *has been a* becomes /həz bɪn ə/.

## UNIT 1 Relationships

### 10

- Ask students to read the conversation once without trying to complete the gaps. To make sure they understand the content in general, ask: *Does the child want the parent's help?*
- Ask students to work individually to complete the conversation. Monitor and prompt as students write. Let them compare in pairs before checking answers with the class.

#### ANSWERS

- |                 |                        |
|-----------------|------------------------|
| 1 Have you done | 5 asked                |
| 2 didn't do     | 6 've been looking     |
| 3 was           | 7 haven't studied      |
| 4 've studied   | 8 've already arranged |

### 11

- Ask students to underline the time expressions in Exercise 10 and complete the table. Let them compare answers in pairs before checking with the class.

#### ANSWERS

Time expressions in the text: *yet, yesterday, before, a few days ago, all morning, since I was a child, already*  
Past simple: *yesterday, a few days ago* (finished time)  
Present perfect simple: *yet, before, already, since I was a child* (unfinished time)  
Present perfect continuous: *all morning* (unfinished time)

#### Grammar notes

Note that the unfinished time expressions in the table could be used with both the present perfect simple or continuous. The exceptions are *ever* and *yet*, which are almost always used with just the present perfect simple.

*ever*: *Have you ever been to France?* – used in questions to mean 'at any time'

*just*: *I've just left home* – used to say 'very recently'

*not ... yet*: *I haven't done that yet* – used to say something hasn't happened, but will in the future

*already*: *I've already left* – used to say something has happened earlier than expected

*since* + point in time: *since Wednesday / 1999 / last August*

*for* + period of time: *for two weeks / a hundred years / ever*

### 12 ★ CPT extra! Grammar activity [after Ex.5]

- Ask students to work in pairs to prepare and act out conversations. You could ask students to brainstorm ideas of things to say for one minute before improvising conversations, or you could ask students to work together to write a dialogue before acting it out.

### 13

- Ask students to work individually to choose the correct options to complete the sentences. Let them compare answers in pairs before checking the answers with the class.
- Ask students to discuss the statements in pairs or in groups of four (put two pairs together). Tell them to choose three or four statements they are interested in rather than discussing all of them.

#### ANSWERS

- |                                |                  |
|--------------------------------|------------------|
| 1 have been growing            | 5 had            |
| 2 has left                     | 6 has replaced   |
| 3 probably worked; didn't have | 7 rebelled; were |
| 4 have already retired         | 8 have spoilt    |

## Speaking my life

### 14

- In the same pairs, ask students to work together to list the ways in which their parents' lives have been different from their own. Monitor and help with ideas and vocabulary.
- Ask students to work with a new partner or in groups of four. When students are ready, ask them to discuss which generation has had a better life.
- As students speak, walk round and listen to how well your students are using the present perfect and past simple forms. Note down some errors as you monitor. At the end, write several errors on the board and ask students to work in pairs to correct them.

#### EXAMPLE ANSWERS

Here are some possible differences from a UK perspective about the previous generation's experience:

upbringing and school: stricter rules; wore uniform, ate simple school meals, strict discipline

work opportunities: more jobs in factories, jobs for life, fewer opportunities in high-tech industries, fewer opportunities for women

free time: more time outside, less time on computers, holidays at home not abroad

standard of living: less money to spend, fewer electronic gadgets – no smartphones

#### Extra activity

Ask students to write a blog entry based on their ideas about how life has changed over the years. This could be done for homework.

1c Bloodlines

Lesson at a glance

- reading: immigrant families
- critical thinking: evaluating conclusions
- word focus: *sense*
- speaking: family influences

Reading

- 1 ★ **CPT extra!** Revision activity [before Ex.1]
- Pre-teach *emigrate* (= to go and live in another country) and *first-generation immigrants* (= people who go and start a new life in a new country).
  - Ask students to work in pairs to discuss the questions. Elicit a few ideas from the class in feedback.

EXAMPLE ANSWERS

Reasons for emigrating: work opportunities, better quality of life, friends and family, better education, escaping war or poverty

Difficulties: learning a new language, getting used to local customs, finding work and housing, not having family and friends, racism or hostility from local people

Students' own answers

2 [5]

- Ask students to look at the photo and read the three article headings on page 15 of the Student's Book. Check the meaning of *ancestors* (= people in your family who lived before you). Ask students to predict what the article might be about and what information it might include.
- Ask students to read the article individually. Then ask them to cover the page and work in pairs to try to remember the details of Richard and Tanja's stories.
- **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen.
- **Optional step** Ask students to write notes from memory for each bullet point before they talk about the details of Richard and Tanja's stories.

ANSWERS

Richard:

- 1 His grandfather came to America (from Poland) when he was fifteen. He wanted to run away from his stepmother.
- 2 Richard is a builder.
- 3 He has a strong sense of belonging to a group that has struggled and fought together to succeed in America.

Tanja:

- 1 Her parents came to America from Jamaica. Her father wanted to be a doctor in the US.
- 2 Tanja is also a doctor.
- 3 She has a desire to get ahead.

3

- Ask students to read the article again and decide whether the sentences are true or false. Let them compare answers in pairs. In feedback, ask students to justify answers by quoting from the article.

ANSWERS

- 1 T (*a common feeling of pride in their American identity*)
- 2 F (*their ancestral roots; tracing back your family tree*)
- 3 F (*we infer he is unhappy: Tomas didn't like his new stepmother*)
- 4 F (*he saw an announcement in the paper by chance, but they arranged the meeting in New York: Tomas got in touch and the two had an emotional reunion in New York.*)
- 5 F (*we infer this as she worked as a nurse and was very involved in her children's lives*)
- 6 T (*Both my sister and I have followed them into the medical profession and now I'm working as a doctor*)

Background information

Queens is the easternmost and largest in area of the five boroughs of New York City.

**First generation** means people who are born in one country and emigrate to live in another. So, second generation means their children and third generation means their grandchildren.

4

- Ask students to find the words and phrases in the article. Students work in pairs to discuss the meaning of each word or phrase. Encourage students to look at the context of the surrounding text to help them work out the meaning of each item.

ANSWERS

- 1 a place where different people mix together
- 2 where they came from
- 3 look for a way to get rich
- 4 a necessity
- 5 a belief that hard work is important

Vocabulary notes

There are other words and expressions in the article that may be new to students. You could ask students to underline three or four more words or phrases in the text and try to guess them from context.

*trace your family tree* = to find out about the people in your family who lived before you

*descendant* = person in your family who lives after you

*settle* = to start living permanently in a particular place

*identity* = how you see or define yourself

**Critical thinking evaluating conclusions**

5

- Ask students to work individually to read the conclusions (a–e) and decide which ones the author wanted the reader to draw. Briefly elicit which conclusions your students think are correct but don't confirm or correct answers at this stage.

6

- Ask students to work in pairs to compare their answers to Exercise 5. Encourage students to find evidence in the text to support their ideas.
- In feedback, ask students to justify their choice.

**ANSWERS**

Exercise 5

Students' own answers, but c and d are the main points of the article.

c: ... *how their grandparents and great-grandparents arrived in America what brought them there in the first place, and how they – their descendants – can best honour their memory; she never forgets family details. This has meant that all of us ... now have a strong sense of belonging*

d: *a group that has struggled and fought together to succeed here; I don't know if that kind of dedication is genetic or just something that you learn from your parents, but that desire to get ahead ... we've certainly both inherited it.*

Exercise 6

d is the author's main conclusion.

**Word focus sense**

7

- Read the example sentence to the class and draw their attention to the phrase 'sense of belonging'. Ask students to choose the best option to complete each sentence. Let students compare answers in pairs.

**ANSWERS**

- |          |             |
|----------|-------------|
| 1 make   | 4 duty      |
| 2 common | 5 direction |
| 3 humour |             |

**Vocabulary notes**

The word *sense* has many meanings and uses and, depending on the context, may mean a strong feeling or belief, an ability, a meaning or a purpose.

*make sense* = to be practical or sensible

*common sense* = the ability to use good natural judgment about everyday things

*a sense of* = here, it's used to describe a feeling for or understanding of something, e.g. sense of humour/duty/direction/loss/helplessness, etc.

**Extra activity**

Ask your students to research *sense* in a learner's dictionary to find its different meanings and collocations. They may find other interesting phrases, e.g. *talk sense, see sense, business sense, a sense of identity/well-being/optimism*. Ask students in pairs to choose three of these new collocations and write sentences that show their meaning.

Put each pair with another pair and ask them to read out their sentences, but say 'beep' instead of the collocation with *sense*. The other pair must guess the missing collocation.

**Speaking my life**

8 ★ **CPT extra!** Speaking activity [after Ex.8]

- Ask students to read the questionnaire individually and note their own answers to the questions.
- Ask students to work in pairs or small groups and take turns to ask and answer the questions. In feedback, ask students to summarize what they found out about their partners.

**Extra activity**

Do a class survey. Organize the class into groups of three. Ask groups to choose three questions to ask from the list on the page. Tell students to mingle individually and interview different class members using the questions they chose, and to note responses. Then put students in their groups of three again, and ask them to collate their information and produce a report for the class on their findings.

## 1d What have you been up to?

### Lesson at a glance

- real life: meeting people
- pronunciation: word boundaries

### Real life meeting people

#### 1 ★ CPT extra! Lead-in activity [before Ex.1]

- Students work in pairs to discuss the questions and categorize the phrases. Elicit the first answer to get them started.

#### EXAMPLE ANSWERS

- How do you do? Pleased to meet you.
- How are you?
- How are things? How are you? How's it going?

### Background information

You could ask your students, especially if they are studying in an English-speaking country, whether they have heard other informal ways of greeting. *Hi!, Hiya!, Hello!, What's new?, What's up?* and *Whatcha?* are all informal greetings used by British English speakers.

#### 2 [6]

- Tell students they are going to listen to a conversation in the street between two friends. Ask them to read the three listening questions.
- Play the recording. Students listen and note answers. Let students compare answers in pairs before checking with the class.

#### ANSWERS

- a long time ago
- Tim has been working abroad (in India) for the last eighteen months doing some teacher training for the British Council; Greta has been doing a course and studying for her law exams.
- They are going to meet up for a drink the next time Tim is back in the UK, in two months' time.

### Audioscript [6]

G = Greta; T = Tim

- G: Hi, Tim! This is a surprise. How are you?  
 T: Oh, hi Greta. Yeah, I'm doing fine, thanks.  
 G: Oh, that's good to hear. I haven't seen you for ages. What have you been up to?  
 T: Actually, I've been working abroad for the last eighteen months.  
 G: Really? Anywhere exciting?  
 T: Yeah, in India. I've got a contract with the British Council, doing some teacher training.  
 G: Well, it obviously suits you: you're looking very tanned and relaxed.

T: Thanks – it's been a lot of fun. And you? You're looking very well too. How are things?

G: Oh, you know, busy as ever. I've been studying for my law exams.

T: Oh yes, of course – I remember. Is the course going OK?

G: Well, you know, it's a lot of work. But it's going well, generally, thanks.

T: Good. And what about Amanda? I haven't seen her for ages either. How's she getting on?

G: Yeah, she's well. We still meet up from time to time. She was asking after you the other day, actually.

T: Oh, well, I'm only back for a few days, but please give her my best wishes when you next see her.

G: I will.

T: And the next time I'm back, perhaps we can all get together for a drink.

G: That'd be great. How long will you be away for?

T: Well, I've got to do another two months over there. Then I'll be back in the UK for a while, I hope.

G: OK. Well, give me a call when you're back. You've got my number, haven't you?

T: Yeah, if it's still the same one.

G: Yeah, it is. I'll look forward to that. Well, I don't mean to be rude, but I need to get back to college – but it was really nice to see you. I hope the journey back goes well.

T: Thanks. Well, it was great to see you too, Greta. Take care ... and good luck with the exams.

#### 3 [6]

- Tell students to read the expressions in the language box and to work in pairs to discuss which of the expressions were used in the recording.
- Play the recording. Students listen, check and tick the expressions they hear.

#### ANSWERS

The following expressions should be ticked:

How are things?

What have you been up to?

I'm doing fine, thanks.

Busy as ever.

I've been studying for my exams.

You're looking very relaxed / very well.

It obviously suits you.

How's she getting on?

She was asking after you the other day.

Please give her my best wishes.

I don't mean to be rude, but I need to ...

It was really nice to see you.

It was great to see you.

Good luck with ...

**4**

- Check meaning by asking students to match the expressions in the language box that they ticked with the functions (1–5). Explain *mutual friend* (= a friend that you both have).
- Elicit the first answer to get students started. Let students compare their answers in pairs.

**ANSWERS**

- 1 What have you been up to?
- 2 You're looking very well.
- 3 Busy as ever.
- 4 She was asking after you the other day.
- 5 I don't mean to be rude, but I need to (get back to college).

**Vocabulary notes**

*Busy as ever.* = I'm as busy as I always am  
*to ask about someone* = to ask whether someone is well or what their news is  
*it suits you* = here, this means that a job / a lifestyle / a relationship, etc. is good for someone because they appear happy or confident

**Pronunciation word boundaries**

**5a** [7]

- Start by reading through the information in the instruction with your class. Explain what a word boundary is (see Pronunciation notes below) and why they can be difficult to hear in fast speech.
- Play the recording. Students listen and write expressions 5 to 8.
- Play the recording again and ask students to listen and repeat.

**Audioscript** [7] (and answers)

- 1 How are things?
- 2 How's everything going?
- 3 What have you been up to?
- 4 I haven't seen you for ages.
- 5 Busy as ever.
- 6 I'm in a bit of a hurry.
- 7 That'd be great.
- 8 Give her my best wishes.

**5b**

- Organize the class into pairs. Students take it in turns to practise saying each expression.

**Pronunciation note**

**Linking and word boundaries**

The term *word boundaries* refers to where words begin and end, so *been* begins with /b/ and ends with /n/. In fast speech, these word boundaries become compromised. Often, it may sound as if a word begins with the consonant sound of the previous word, for example.

When one word ends with a consonant sound and the next begins with a vowel sound, the consonant sound appears to join the next word: *How severything? It's been ages.* We can show this with a linking line: *It's beenages.* When a word ends with a vowel and the next begins with a vowel, an intrusive, or extra, consonant sound may be introduced: *How ware things? Busy jas ever.* This makes it easier to say.

In fast, natural speech, unstressed sounds are often reduced to /ə/: *What have* becomes /wʌtəv/.

Sometimes sounds are lost or changed. For example, the /d/ in *That'd be great* is lost or reduced to a glottal stop, a sound made when air is blocked and released in the throat.

**6**

- Ask students to read the task. Then tell them to stand up, walk round and practise meeting and greeting each other. You could start by modelling the activity with one student: *Hi, Anna. How are things? What have you been up to? Are you free on Sunday?* etc.
- In a very large class, divide the class into groups of about six, and ask them to meet and greet people within their group.
- As students speak, listen for errors, and prompt students to use expressions correctly.

**Extra activity**

Here are two variations on the activity:

- 1 Play music. Students walk round. When you stop the music, they chat to a person they are near. When you start the music again, they say *I'm in a bit of a hurry* and move on to someone new.
- 2 Students move round the room until you say stop. Before they chat, you tell them what their relationship is to the person they are talking to, e.g. an old friend, a colleague, an acquaintance, someone you didn't like at school.

1e News from home

Lesson at a glance

- writing: an informal email
- writing skill: greetings and endings

Writing an informal email

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

- Discuss the question with the class or ask students to discuss the question in pairs or groups. Elicit ways of communicating: letters and postcards, special occasion cards, emails, instant messaging, texts, social networking sites, Facebook, Twitter and tweets, telephone calls, video conferencing, etc.
- **Optional step** Ask students to say how they communicate with different people, e.g. emails and video conferencing for work colleagues, phone calls for older relatives, Facebook for cousins.

2

- Ask students to read the email and answer the focus question. Let students compare answers in pairs.

ANSWERS

Mateo is in Sri Lanka (in the hills outside Kandy). He's there to try and get experience as a freelance journalist and photographer.

3

- Ask students to read the email again and work in pairs to discuss how the listed things are expressed in the email.

ANSWERS

- 1 *I hope all's well with you; Do send everyone my love.* (at the beginning and end)
- 2 *How's the family? Is Sarah still ... ?* (3<sup>rd</sup> paragraph)
- 3 *I'm now ... ; At the moment I'm ... ; I'm trying to ...* (2<sup>nd</sup> paragraph); *my plan is to ...* (3<sup>rd</sup> paragraph)
- 4 *It would be great to get together with you then.* (3<sup>rd</sup> paragraph)
- 5 *I've been meaning to write with my news ...* (1<sup>st</sup> paragraph)

4

- Read the differences between formal and informal written English to the class. Then ask them to find and underline as many examples of informal language as they can in the email. Let students compare answers in pairs before checking with the class.

ANSWERS

Contracted verb forms: *all's well; I've been meaning to*, etc.

Informal linking words: *but my work ... ; But I have to ... ; So, my plan is to ...*

Conversational words: *for ages; or so; get a plane; go and chat to; great to get together; working for that awful estate agent*

Idiomatic expressions: *I hope all's well with you; you wouldn't believe it; Fingers crossed!; Do send everyone my love; I'll write again soon; All the best*

Writing skill greetings and endings

5

- Ask students to work in pairs to discuss which phrases are appropriate for an informal email.

ANSWERS

*All my love, Best wishes, Hello, Hi John, Love.*

Note that *Kind regards, Regards* and *Warm regards* are too formal for a close friend, but might be used with, for example, an elderly relative.

Extra activity

The verb *get* is used often in spoken or informal written English. There are five phrases or sentences in the letter where it is used. Ask students to work individually to find and underline the five phrases with *get* in the email. Then ask students to work in pairs to discuss what *get* means in each case. Follow up by asking students to work in small groups to give recent news about themselves using *get*.

ANSWERS

*getting quite homesick* = becoming

*get experience* = to gain, achieve

*get an interview* = to receive, obtain, be given

*get a plane* = to catch, travel on

*get together* = to meet up

Vocabulary notes

*Get* is a very common verb in English, and is used informally, especially in spoken English, with a wide range of meanings. In some ways, it's a verb native speakers use because it is so versatile. What unites the many meanings of *get* is the idea of 'change':

Change of state: *get homesick/experience (get older, get tired, get ill, get thinner)*

Change of possession: *get an interview (get an email, get a new car, get a job, get some shopping)*

Change of position: *get a plane / get together (get home, get in a car, get up, get on a train)*

**6**

- Read the imaginary situation to the class and ask individuals to decide who they want to write to.
- Ask students to make brief notes under each heading in their notebooks. Be available to help with ideas and vocabulary. Ask students to share their notes in pairs and to suggest possible ways of adding to or improving the notes.
- Ask students to work individually to write the email. This could be done in class or for homework.

**Extra activity**

Give students alternative scenarios to write about, e.g. an email to a person you secretly want to date; an informal email to an old friend who owes you money; an informal email to a family member who you dislike.

**7**

- After students have written a first draft of the email, ask them to work in pairs and exchange emails. Each student reads their partner's email and uses the questions in the Student's Book to check it and make suggestions for improvement.
- Students rewrite their emails in response to the feedback. Put the emails on the classroom wall for others to read.

**1f 'Lady Liberty' and Ellis Island**

**Before you watch**

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

- Ask students to read the description of the video and work in pairs to answer the questions. Refer students to the glossary at the bottom of page 19 for the meaning of *stewards*.

**ANSWERS**

- 1 because of significant damage from Hurricane Sandy
- 2 stewards and visitors

**Background information**

**Liberty Island and Ellis Island** are in Upper New York Bay, and can be visited as part of a boat trip that leaves regularly from Manhattan, New York. They are separate islands, but both form part of the Statue of Liberty National Monument.

On Liberty Island stands the Statue of Liberty, the iconic symbol of New York, which was erected in the 1880s.

Between 1892 and 1954 Ellis Island was the nation's busiest immigrant inspection station and during this period was the gateway for over 12 million immigrants to the United States. Today there is a museum of immigration at the Statue of Liberty National Monument.

**Hurricane Sandy** hit New York City on 29<sup>th</sup> October 2012, flooding streets, tunnels and subway lines and causing power cuts in and around the city.

**Key vocabulary**

**2a**

- Ask students to guess the meanings of the words in bold and either make notes, or discuss in pairs.

**2b**

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

**ANSWERS**

- 1 d    2 b    3 a    4 e    5 c

**While you watch**

**3**  [1.1]

- Ask students to watch the whole video. Tell them to make notes to answer questions 1–3 as they watch. Let students compare answers in pairs before discussing as a class.

**ANSWERS**

- 1 immigrants from all over the world
- 2 tourists
- 3 no