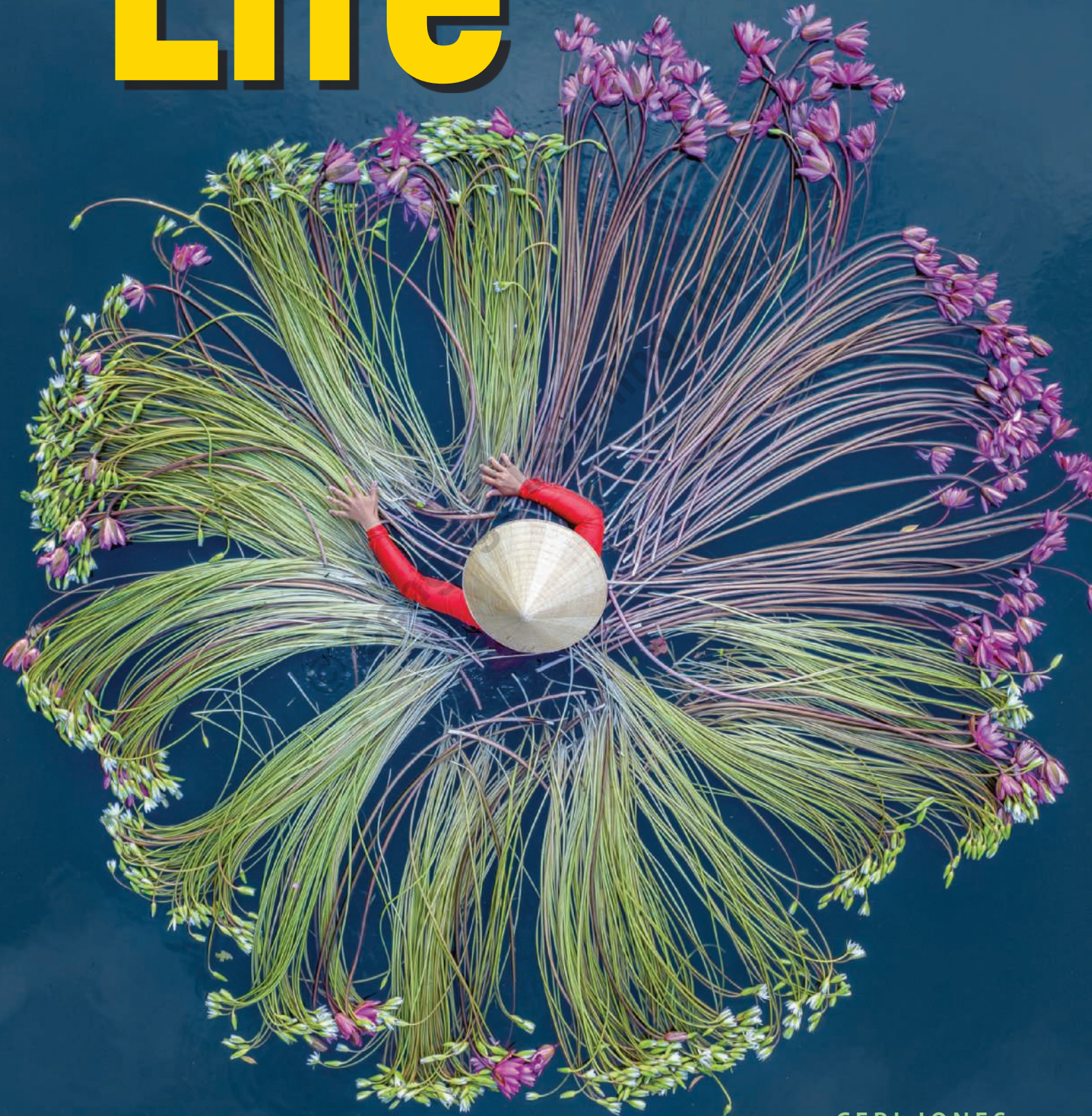


THIRD
EDITION

Life

TEACHER'S BOOK



CERI JONES
MIKE SAYER

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ON THE COVER

A Vietnamese woman picks water lilies floating in a circle on the Mekong River in Mekong Delta, Long An, Vietnam. Annual floods bring nutrients that help these flowers grow. They are edible and are sold at markets across Southeast Vietnam.

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Life

THIRD EDITION

CERI JONES AND MIKE SAYER

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Ceri Jones and Mike Sayer

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Contents

Student's Book contents pages	4
<i>Life series</i>	8
<i>Life methodology</i>	10
Unit walkthrough	16
Units 1 to 12: Notes, answer key, audio and videos scripts	22
Units 1 to 12: Grammar summary and answer key	310
Units 1 to 12: Communication activities	334

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Contents

	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
<p>1</p> <p>Lifestyle pages 9–20</p> <p>Review page 20</p>	present simple and adverbs of frequency; present simple and present continuous	everyday routines wordbuilding: collocations with <i>do</i> , <i>play</i> , and <i>go</i> word focus: <i>feel</i> medical problems	talking about illness	/s/, /z/, or /ɪz/; one or two syllables?	someone talking about a skydiver; a radio interview about long life; listening for the main topics
<p>2</p> <p>Competitions pages 21–32</p> <p>Review page 32</p>	verbs for rules; <i>-ing</i> form	sports wordbuilding: suffixes word focus: <i>like</i>	talking about interests	consonant clusters; silent letters	someone describing an Ironman competition; three people talking about competitive sports; understanding a speaker's opinion
<p>3</p> <p>Transportation pages 33–44</p> <p>Review page 44</p>	comparatives and superlatives; <i>as ... as</i> ; comparative modifiers	transportation nouns; wordbuilding: compound nouns; transportation adjectives; word focus: <i>understand</i> ; taking transportation	going on a journey	<i>than</i> ; sentence stress; intonation	someone talking about coco-taxis in Cuba; two people comparing modes of transportation; a documentary about animal transportation; predicting the content of a listening
<p>4</p> <p>Challenges pages 45–56</p> <p>Review page 56</p>	past simple; past continuous and past simple	personal qualities wordbuilding: verbs and nouns	telling a story	/d/, /t/, or /ɪd/; <i>was/were</i> ; intonation for responding	a caver talking about his hobby; a story about an impossible decision; understanding time references in a story
<p>5</p> <p>The environment pages 57–68</p> <p>Review page 68</p>	quantifiers; articles	recycling; wordbuilding: large numbers; word focus: <i>take</i>	communicating about an order	/ðə/ or /ðiː/; sounding friendly	a documentary extract about an artist who uses recycled objects; a podcast about environmental projects; understanding large numbers
<p>6</p> <p>Stages in life pages 69–80</p> <p>Review page 80</p>	infinitives; future forms	describing age; celebrations; word focus: <i>get</i> ; wordbuilding: synonyms	inviting, accepting, and declining	/tuː/ or /tə/; contracted forms; emphasizing words	someone talking about the differences between generations; a news item about Mardi Gras; listening to infer meaning

Reading	Critical thinking	Speaking	Writing	Video
a questionnaire about how well you sleep; an article about centenarians; an article about how nature is good for you	giving examples	talking about your habits and your current life; discussing how to make lives healthier; discussing your local park	a form; filling out forms	<i>Your local park</i> ; visual literacy: contrast
an article about two unusual sports; an article about female wrestlers in Bolivia	reading between the lines	explaining the rules for a competition; talking about your opinions about sports; your opinions on sports events; talking about clubs and memberships; describing a festival	an ad or notice; checking your writing	<i>Mongolian horse racing</i> ; visual literacy: personal response
an article about future transportation solutions; an article about empathetic car design	cause and effect	talking about everyday journeys; giving travel advice; designing a bike tour; discussing renewable energy near you	a short report; summarizing results	<i>Electric planes: the next great challenge</i> ; sustainable life: affordable and clean energy
an article about adventurers; an article about the Rubik's Cube	looking for evidence	describing your partner's past; talking about events you remember; discussing challenges; telling a story; presenting an illusion	a short story; structuring your writing	<i>What do you see?</i> ; visual literacy: illusions
an article about Lillygol Sedaghat, an environmental storyteller; an article about the <i>Plastiki</i> (a boat made of plastic bottles)	close reading	discussing your trash; a general knowledge quiz; changing behavior; planning a presentation	formal emails; using formal language	<i>The Earth's rainforests</i> ; visual literacy: presentation slides
an article about how a family changed their life; three blog posts about coming-of-age ceremonies	analyzing the writer's view	planning the trip of a lifetime; planning a celebration; describing annual events; formal and informal events	a description; using descriptive adjectives	<i>Married for 88 years</i> ; sustainable life: good health and well-being



STUDENT RESOURCES

- Online Practice
- Audio
- Video
- eBook
- Tests

Contents

	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
7 Work pages 81–92 Review page 92	present perfect and past simple; present perfect with <i>for</i> and <i>since</i> ; prepositions of place and movement	wordbuilding: suffixes in job words; parts of a building; word focus: <i>make</i> or <i>do</i> ; job ads	a job interview	intrusive /w/	someone talking about an astronaut; two people giving instructions; listening for prepositions of place and movement
8 Technology pages 93–104 Review page 104	zero and first conditional; defining relative clauses	computers and the internet; wordbuilding: dependent prepositions; instructions	finding out how something works	linking	someone talking about how BearID works; a science program about a new invention; understanding information from different sources
9 Products pages 105–116 Review page 116	the passive (present and past simple); <i>used to</i>	wordbuilding: word forms; describing design; word focus: <i>stuff</i> or <i>thing</i> ; websites	giving your opinion	stress in different word forms; /s/ or /z/	a documentary about Valentine’s Day; a podcast about classic designs; listening for connected sounds
10 Vacations pages 117–128 Review page 128	past perfect simple; subject questions	vacation collocations; wordbuilding: <i>-ed</i> / <i>-ing</i> adjectives; word focus: <i>place</i>	requesting and suggesting	‘d number of syllables; /dʒə/	three people talk about their vacations; an interview with a tour guide; predicting the missing information in a text
11 History pages 129–140 Review page 140	reported speech; reporting verbs (<i>say</i> and <i>tell</i>)	wordbuilding: verb + preposition; communication; ancient history; word focus: <i>one</i>	giving a short presentation	pausing	a historian talking about Scott’s Hut in Antarctica; a news story about a message in a bottle; understanding the key parts of a story
12 Nature pages 141–152 Review page 152	second conditional; <i>anywhere, everyone, nobody, something, etc.</i>	extreme weather; nature; word focus: <i>too</i>	finding a solution	<i>would</i> / <i>wouldn’t</i> / ‘d	a documentary about storm chasers; a documentary about a photographer; listening for detailed information

Reading	Critical thinking	Speaking	Writing	Video
an article about influencers; an article about workplace environments	evaluating conclusions	describing past experiences; giving directions; discussing job satisfaction; practicing for a job interview	a résumé; leaving out words in résumés	<i>My working life</i> ; visual literacy: job ads
an article about two explorers; an article about biomimetics	a writer's sources	planning a trip; designing an invention for everyday life; discussing important inventions; talking about technology in jobs	a paragraph; connecting words	<i>How does your robot feel today?</i> ; visual literacy: facial expressions
an article about famous logos; a blog post about people wanting less "stuff" in their lives	fact or opinion?	talking about famous products; talking about things you used to do in the past; using less stuff; planning a new website; discussing innovation	a review; giving your opinion	<i>Daniela Blanco's innovative idea</i> ; sustainable life: infrastructure, industry, and innovation
two vacation stories; a short review and article about citizen guides	a writer's purpose	telling a story about a vacation; planning a vacation; presenting a place you know; sharing tourist info; planning a microadventure	an email reply; formal and informal expressions	<i>A microadventure</i> ; visual literacy: infographics
a timeline showing the history of video gaming; an article about historical objects	emotion words	talking about games; a museum in your town; a presentation on a historical place; sending a message	a biography; punctuation in direct speech	<i>The Golden Record</i> ; visual literacy: signs and symbols
an article about a science blog; an article about AI and nature photography	close reading	talking about hopes and dreams; questions with <i>any</i> ; discussing AI and nature; talking about water near you	an article; planning an article	<i>Measuring mangroves</i> ; sustainable life: life below water

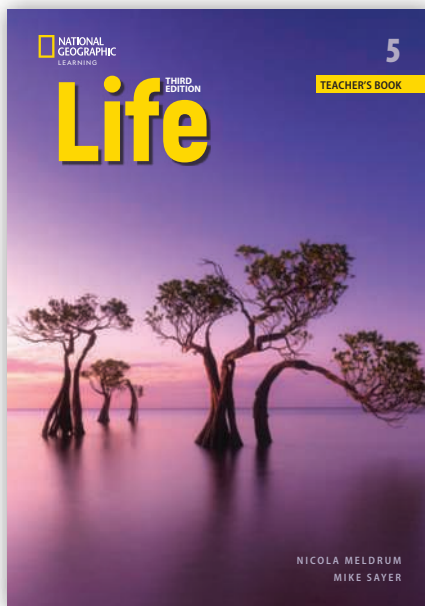


STUDENT RESOURCES

- Online Practice
- Audio
- Video
- eBook
- Tests

How *Life* supports learning

Life is a six-level, best-selling, integrated-skills series with grammar and vocabulary for young adult and adult English language learners. Known for teaching students something new about the world through inspiring National Geographic content, *Life* showcases global perspectives and contexts relevant to students' own lives that guide them to naturally personalize the language. In this Third Edition, *Life* continues to help learners connect with the world through its deeply integrated critical thinking strand, which now extends to developing the visual literacy, collaboration, and problem-solving skills they need for academic and career success.



HELEN STEPHENSON



One of our main aims with the *Life* series has always been to provide a structure whereby students bring their own world knowledge and skills into the language classroom. Thus, they can engage with and interact with the course content so that the English they are learning is relevant to their own lives. In developing the Third Edition of *Life*, we've had the opportunity to expand and deepen that structure through a new focus on visual literacy.

The world has changed enormously since we first sketched out what we thought *Life* could look like, and one of the biggest changes has been the extent to which our lives are now mediated through screens and visual media. Visual communication has become more and more sophisticated and exciting, and we wanted to reflect this in our new content.

With our new video lessons, we use visual content as a springboard for productive, and personalized, language use. These lessons consider how we engage with visual information in the real world (the knowledge we bring to it, our reaction to it, and the actions we subsequently take) and how students can delve beneath the surface of visual content and interrogate its message and its meaning.

We hope that with this new Visual literacy strand that is developed through the unit, we've reflected the role visual communication plays in our lives and given our students the opportunity to do in English what they do in their "real" lives outside the classroom.

PAUL DUMMETT



Just as with the new Visual literacy strand in *Life*, Third Edition, where we've broken down the skill of "viewing" for the learner and introduced a more reflective element, we have also had an opportunity to look at how we help learners with other skills in this series. Practice with listening, reading, speaking, and writing is of course essential, but it must be backed up with strategies for becoming more competent at these skills: awareness of different discourse types, understanding of patterns in written and spoken language, recognition of useful first language strategies, etc.

Accordingly, we have added a new listening skill focus in each unit, featuring both bottom-up (or decoding) skills and top-down skills. In writing and speaking, we have bolstered the existing syllabus: providing clear models, developing discrete skills, e.g., using the right tone, and scaffolding productive activities more carefully. In reading, we have tried to include a greater variety of text types and at the same time maintain our strong critical thinking syllabus.

In making these changes, we have also been mindful that a good number of *Life*'s users are preparing for exams and so have featured many of the text and question types they will encounter in all four skills. We really hope these additions will help enhance your students' learning experiences.

JOHN HUGHES



Given the association of the *Life* series with National Geographic, it isn't surprising that we have always included environmental issues and sustainability as core topics. From the very beginning, we combined language and National Geographic content to raise students' awareness of the challenges facing our planet and offered vocabulary so students could express their own concerns meaningfully.

In the time between our first edition and this Third Edition, we've seen how subjects such as climate change, equality, and wellbeing have become firmly embedded in many educational curricula. So we've been able to build on our past efforts in the earlier editions to highlight these topics and, in this edition, we've formally included them in the Sustainable life lessons.

Each Sustainable life lesson includes an introductory video looking at an aspect of sustainability, followed by another video which tells real-life stories of individuals striving to make the world more sustainable. Then, students have the opportunity to complete their own short project in which they research and report back on sustainability in their own lives. We hope you will find this new Sustainable life lesson a natural and welcome development in the *Life* series.

Critical thinking in *Life*

Critical thinking, a key 21st Century skill, is the ability to develop and use an analytical and evaluative approach to learning. Learners go beyond reading comprehension activities with *Life*. Reading skill development progresses from comprehension to engaging with texts more deeply to uncover purpose, understand writing techniques, and infer meaning. Each reading lesson develops a stated goal such as evaluating conclusions, differentiating between fact and opinion, and assessing the relevance and reliability of information, among others.

The use of critical thinking is extended in *Life*, Third Edition with the introduction of a visual literacy focus, and by critically engaging students to develop strategies for sustainable living.

Visual literacy

In today's world, we are exposed to more visual content than ever before, and visual literacy—the ability to interpret and understand the ideas and meanings in what we see—is an essential life skill. *Life* features stunning National Geographic content and showcases the work of National Geographic Explorers through both photography and video. Aside from their compelling visual impact, these contexts bring meaning and authenticity to the experience of language learning. *Life*, Third Edition creates a closer connection between the critical thinking development integral to *Life* and its visual content.

Eight of the video lessons in each level of *Life*, Third Edition feature a dedicated visual literacy focus.

Carefully scaffolded activities develop students' ability to interpret information presented to them in a variety of different ways, and help them look behind the image to identify the purpose of the photographer or filmmaker and examine the techniques used to convey their message. In addition to working with video and photographic content, students apply these skills to infographics, diagrams, flowcharts, presentation slides, tables, and charts. These lessons build toward an opportunity for students to present their ideas to others and to reflect on them through peer discussion.

As well as being a valuable and necessary skill for navigating and interacting with the world, competence in interpreting and producing information in visual formats is useful for academic and professional contexts. It is also an important exam skill.

Unit 2 Performing

Visual literacy understanding diagrams

The secrets of a record-breaking tower: the first "4 x 10" tower in history

Diagram 1

Diagram 2

5 Use Diagram 1 to complete the text. Compare your answers with a partner.

At the bottom of the tower, ¹ _____ people push toward the center. They hold up the tower. If people fall, they fall on this base. The ² _____ of the whole tower on this base is ³ _____ kilograms.

6 Work in pairs. Read the statements and discuss if they are true for both Diagrams 1 and 2.

- 1 Diagrams use symbols to represent real-world objects or people.
- 2 Diagrams can show things that are invisible or not easy to see in photos.
- 3 Diagrams make it easier to see the relationship and interactions between different things.
- 4 Diagrams can help you to understand processes better.

7 Read the text and complete Diagram 2. Compare your answers with a partner.

In the base of the tower, each person has their own position. At the center are people who are very strong and not too tall. To share the weight of the tower, there are 10 to 12 circles of people around the center. There are no spaces between them as they stand shoulder to shoulder and push to the center.

8 Work in pairs. Use the information from Diagrams 1 and 2 and the video. Take turns explaining how people make human towers.

Speaking

9 Imagine listening to a podcast where people recommend local events in short voice messages of 30–60 seconds. Plan your own message. Include information about an event and why people should see it. You can:

- advertise or promote an event that will happen soon
- recommend an event in your area that you enjoyed

10 Record your message. Then work in groups and listen to one another's messages. Decide which event you want to attend.

Last week, I attended a really interesting exhibit called ... The exhibit runs from ... to ...

This Visual literacy lesson invites students to critically analyze the visual content of diagrams and the information they provide.


Sustainable life


National Geographic Explorers are changemakers from around the world who work to illuminate and protect the wonder of the world and secure better futures for those who live in it. Four of the video lessons in each level of *Life*, Third Edition have a sustainability focus. The Sustainable life lessons are an opportunity to showcase the work of National Geographic Explorers, to help students understand the challenges we face, and to provide them with a framework to develop the competences and confidence to become active problem-solvers and changemakers themselves.

Sustainable life lessons progress from an educative video presentation of an area of sustainability to examples of the sustainability theme in action, through people's stories and initiatives. In these lessons, students are encouraged to make connections between wider global issues and their own local contexts. Sustainable life lessons build toward a collaborative project, for which students are required to work together through the stages of research, planning, problem-solving, and presenting their ideas. As a final step, they are invited to provide peer feedback.

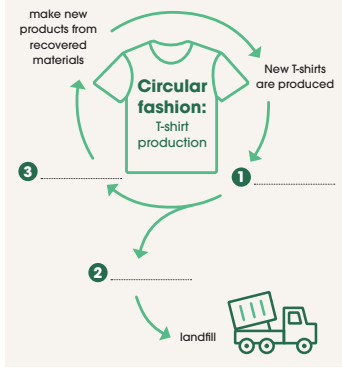
Visual literacy


- As students discuss the meanings of the unit opener photo, introduce them to the idea of images having meanings. You could tell students that they will focus on this in Lesson 1f. At this point, ask students to discuss some or all of these questions in pairs, small groups, or as a class: *What do you think the photographer is saying with this photo? Does the caption help you understand the photo better? How? Why do you think this photo was chosen for this unit? Does your culture and background affect how you interpret the photo?*
- During students' discussions, encourage them to reflect on their attitudes to fashion, the skating community, women in sports, and how these factors affect their interpretation of the photo.

SUSTAINABLE LIFE 

5  Watch Video 2 about a T-shirt company's approach to production and consumption. Complete the diagram with the expressions (a–c). Discuss what you think is different about the company's approach with a partner.

a sent back
b thrown away
c bought and used



6  Watch Video 2 again. Match the sentence halves to make statements about the company's activities.

1 Products are designed to ...
2 The T-shirts are made from ...
3 T-shirts are printed when ...
4 The online platform ...

.....a they've been ordered.
.....b allows customers to use the system for free.
.....c be sent back when they are worn out.
.....d the material that is recovered.

Speaking my life

7 Work in groups. Discuss the questions.

- Would any of the four suggestions for action in Video 1 be easy for you to follow?
- How does the T-shirt company in Video 2 contribute to reducing waste?
- Look at the photo of the jar on the right and read the caption. How long do you think it takes you to create the same amount of waste?

Project brief

A poster about ways to achieve zero waste

You are going to make a poster to show ways to achieve zero waste. Your poster should be informative, visually interesting, and effective.

8 Research Work in small groups. Follow the steps.

- Discuss your personal motivation for reducing waste, e.g. a desire to help protect marine animals.
- Discuss places where your poster could do the most good, e.g. your workplace or school.
- Choose a place. Discuss the areas of consumption that are relevant to that place, e.g. food, paper, cups, etc.
- Research online for ideas to promote reuse and recycling in those areas.
- Decide on the actions you want to encourage people to take. Use the questions below to help you.
 - Are these actions easy to do?
 - Will people like to do these actions?
 - Will these actions be effective in helping to reduce waste?


9 Planning Decide on the most important information you want to include in your poster. Discuss the design, visuals, and text for your poster. Create your poster as a group.

10 Presentation Put up your poster in the classroom or share it in your online classroom.

11 Feedback Look at the other posters. Have they included the things below? Discuss how effective the posters are in influencing your consumption habits and the amount of waste you will produce.

- visual impact
- clear information
- relevant and practical ideas
- good reasons for the action points

Zero Waste: this jar holds all the non-recyclable waste that was produced in two years by Kathryn Kellogg of California, U.S.



Sustainable life

Facilitate a class discussion or debate on the role of different generations in promoting sustainability. A possible discussion question could be: *Compared to Generation Z or Millennials, older generations do not pay as much attention to global issues like climate change. Discuss.* Ask students how they think the increase in international communication, such as in online forums that allow people to connect across borders, can help us solve issues of sustainability. Encourage students to discuss their opinions on other social justice issues across generations and cultures.

This Sustainable life lesson requires students to design a poster which shows ways to reduce waste to almost zero.

The Teacher's Book features instructor support for Visual literacy and Sustainable life lessons. It also helps teachers identify opportunities throughout the unit to use lesson content as a springboard to further develop students' critical awareness of themes of sustainability, and to develop their visual literacy skills.

Language development in *Life*

As well as applying critical thinking to the reading texts and the Visual literacy and Sustainable life video lessons, *Life* encourages students to apply critical thinking skills to developing their language skills. When new grammar or vocabulary is presented, students are often expected to use the target language in controlled practice activities, then in speaking and writing tasks. Finally, they make use of the new language through analyzing and evaluating situations critically and creatively. In this way, students move from using lower-order thinking to higher-order thinking.

Language presentation

Target grammar and vocabulary are presented in the first two lessons of each unit in the context of adapted, authentic reading texts (Lesson A) or listening texts (Lesson B).

Approach to grammar

Target grammar is presented in the first two lessons of each unit in the context of reading texts in Lesson A and listening texts in Lesson B. These texts, which are adapted from authentic sources, provide rich contexts and good models for students' own language production. The primary focus is on the topic content and engaging with meaning. The learner's attention is then turned to targeted grammar presentation, which has the following features:

- In each grammar section, students are provided with a summary of the grammar focus, plus accompanying discovery tasks that encourage them to analyze the form, meaning, and use of the structures. This approach allows learners to engage in the lesson, and to share and discuss their interpretation of the new language.
- Each grammar box has a corresponding grammar summary at the back of the book, where detailed explanations and additional activities can be found.
- The tasks in each grammar section move thematically from lesson-related to real-life contexts.
- Lessons A and B both end with a scaffolded "My Life" speaking task. Here, students personalize the language using the target grammar and other target language in a meaningful context.

4a reading adventurers • pronunciation /d/, /n/, or /s/ • grammar past simple • speaking describing your partner's past

The challenges of adventure

Reading

- Read the article and choose the missing introduction (a–d).
 - Two National Geographic adventurers meet and start working together on a new project.
 - Every year, National Geographic Magazine gives an award to an adventurer for their achievements. Here are two winners of this award.
 - Two National Geographic adventurers describe their lives and talk about their work.
 - A Mexican scientist and a Nepalese mountaineer are trying to tell the world about climate change.
- Read the article again. Make notes on Cristina Mittermeier's and Pasang Lhamu Sherpa Akita's challenges and achievements. Compare notes with a partner.

Grammar past simple

PAST SIMPLE

We use the past simple to talk about finished actions, events, or situations in the past.

They lived in Lukla.
Cristina was interested in climate change.
She studied marine biology.
People didn't have food or homes.

For more information and practice, see page 162.

- Look at the grammar box. Underline the past simple forms in the article. Which are regular? Which are irregular?

4a.2

Adventurers of the year


[introduction]

The scientist

Cristina Mittermeier was born in Mexico in 1966. She studied marine biology in college and then worked as a scientist. She was interested in climate change and wanted to tell everyone about it. But not many people read her scientific articles, so she started taking photos of the effects of climate change instead. It took a long time for her to become well known as a photographer, but one image of a starving polar bear went viral, with 2.5 million views in two weeks. In 2014, she started SeaLegacy, an organization using photography, video, and storytelling to protect the ocean.

The mountaineer

Pasang Lhamu Sherpa Akita grew up with her younger sister, and they lived in Lukla, a town in north-eastern Nepal. Pasang's parents died when she was young. When she was a teenager, she trained as a mountaineer and became the first female mountaineering instructor in Nepal. She's also famous for climbing the world's highest mountain when she was only 22. In 2015, Nepal had a terrible earthquake. People didn't have food or homes, so Pasang helped them. Now she has a new challenge: she's a mother and hopes her achievements help her son follow his dreams.



Cristina Mittermeier photographs climate change in remote locations.

4a | Grammar 1 | 1

Complete the sentences with the correct past simple form of the verbs in brackets.

- We _____ (stay) in Prague for one week.
- Jing _____ (move) to Shanghai last year.
- We _____ (not visit) Tulum when we were in Mexico.
- Ashraf _____ (study) for weeks for his exams.
- We _____ (not have) a map, and we got lost.

Lower-order and higher-order activities in the Student's Book (left) and the supporting activities available in the Online Practice (below).

Approach to vocabulary

Life, Third Edition supports students in acquiring and retaining vocabulary to use productively, as well as processing and making sense of above-level language receptively. It provides a wealth of rich, meaningful contexts with language carefully controlled to ensure just the right level of achievable challenge. Target vocabulary is recycled continually throughout each level to promote ready usage and retention. Vocabulary is introduced in the following sections within the unit:

- Two or more vocabulary presentations per unit, presented as lexical sets, which research has shown facilitates memorization and memory retrieval.
- Wordbuilding sections that offer students another opportunity to extend their vocabulary through a focus on the building blocks of language, for example: prefixes, suffixes, parts of speech, and specific language features like compound nouns

and phrasal verbs. Each Wordbuilding explanation is supported by one or two practice activities.

- Word focus sections introduce high-frequency words at lower levels and idioms and colloquial usage at higher levels, providing examples of the different meanings words can have according to the contexts in which they are utilized.
- Short and simple definitions are provided in Glossaries and through rich Word lists, (which include phonetics, definitions, parts of speech, examples, collocations, and word family and word family collocates) available for each level in the Teacher's Resources.

Approach to skills

Life, Third Edition continues its integrated approach to teaching the four skills of language learning. Students are presented with reading and listening passages and respond with written and spoken production. Students also improve their language skills by analyzing the ways language is used in the passages they listen to and read. Beyond language, students prepare for success in their academic and professional life through a holistic approach to developing their critical, communicative, collaborative, and creative skills. An example of this is the work they do to critically evaluate a real-world problem and collaboratively problem solve and communicate solutions in the Sustainable life lessons. This is combined with a practical approach to functional language and familiarization with exam-style tasks throughout *Life*, Third Edition content, which equips students for exam success.

6e writing a description • writing skill using descriptive adjectives Unit 6 Stages in life

A wedding in Madagascar

Writing a description

1 Read the post from a travel blog. Which of these things does the writer describe?

buildings ceremonies clothes towns and cities
food an animal people transportation

Celebrations in Madagascar

I was staying with my grandparents in Madagascar and their neighbors invited us to their daughter's wedding. On the big day, we arrived outside an **enormous** tent. There was a zebu (a type of cow) at the entrance brought by the groom. He offered the zebu to the bride's parents to thank them for their **wonderful** daughter. Inside the tent, there were **beautiful** decorations and over 300 **excited** relatives and guests. The women wore colorful dresses. The older men wore formal suits, but the younger men were less formally dressed. Finally, the ceremony began with some speeches. The crowd listened politely, and sometimes they laughed and clapped. Finally, it was dinner, and I suddenly realized what the zebu was for. We ate **massive** plates of meat, and it was **delicious**. The meal for the bride and groom was on a special plate, and they ate it using only one spoon to show they were now joined as one.

2 Writing skill using descriptive adjectives

a When you write about places or special events, it's important to use interesting, descriptive adjectives. Match the highlighted adjectives in the travel blog with the less descriptive adjectives (1-3).

1 nice **wonderful**
2 big _____
3 happy _____

Wordbuilding synonyms

Some words have the same meaning or a similar meaning. These are called synonyms. *old = ancient, big = huge, boring = dull*
When you use synonyms, you can make your descriptions more interesting and avoid using the same word twice.

b Work in pairs. Improve the sentences with synonyms or more descriptive adjectives. Use words from Exercise 2a, the wordbank, or your own ideas.

4e | Wordbuilding | 1

Highlight the word that is not a synonym.

1 Venice is a **nice** city with lots of **old** buildings. *beautiful ancient*

2 In the U.S., you can buy big burgers. *huge*

3 The parade was kind of boring after a **delicious** meal. *delicious*

4 All the costumes were nice. *exciting*

5 I was very sad to leave Paris. *exciting*

c Work in pairs. Look at the topics in Exercise 2b. Think of two or three interesting adjectives for each one. Use a dictionary to help you. Then compare your adjectives with your partner's.

3 Choose one of the topics below and write a description (about 100 words) of it for a travel blog.

- a day you remember from a vacation
- your favorite place in the world
- a festival or celebration in your country

4 Work in pairs. Read your partner's description. Does it ...

- use descriptive adjectives?
- use synonyms to avoid repeating the same word?
- make the event or experience sound interesting?

my life THE TRIP OF A LIFETIME PLANNING A CELEBRATION EVENTS IN THE YEAR AN INVITATION DESCRIPTION 77

A Wordbuilding exercise in the Student's Book (left) alongside the supporting activities available in the Online Practice (right).

Life and assessment

Life, Third Edition incorporates assessment strategies that reflect the National Geographic Learning values of global competence, real-world communication, and personalized success. We bring the world to the classroom, and the classroom to life; a principle that doesn't stop when assessing students. We also want to know who our students are, what makes them special, and what they value, so we can support them on their learning journey.

Life, Third Edition treats assessment as an iterative process with four stages that overlap: *Place*, *Teach*, *Practice*, and *Evaluate*.

PLACE

National Geographic Learning Online Placement

The National Geographic Learning Online Placement available on Spark recommends placement into the appropriate level of *Life* aligned to the CEFR.

TEACH (and monitor progress)

Learning objectives

Unit goals at the start of each new unit set learner expectations and help both students and teachers monitor progress throughout the unit.

Student's Book

Life develops students' language proficiency through a fully integrated approach to skills, with carefully scaffolded activities that guide students to navigate spoken and written texts and to use new language in productive speaking and writing activities competently and confidently. Language and learning objectives are CEFR-aligned, and task types provide exposure to those commonly encountered in exams.

PRACTICE (and monitor progress)

Online Practice

Students consolidate their learning through fully comprehensive and course-specific practice provision. Teachers can assign activities according to learning objectives and review student progress in the Course Gradebook, where they can access reports on individual and class performance.

Self-assessment

Reviews at the end of each Student's Book unit include self-study activities designed to consolidate learning and give students a sense of their own progress. At the end of each review, students complete "I can" self-assessment statements that mirror the unit goals to evaluate their learning.

I CAN	
describe the ages of different people	<input type="checkbox"/>
use infinitives to talk about future plans	<input type="checkbox"/>
use future forms to talk about plans, decisions, and arrangements, and prepare for a festival	<input type="checkbox"/>
listen to infer meaning, and talk about celebrations	<input type="checkbox"/>
read about ceremonies, and analyze the writer's view	<input type="checkbox"/>
offer, accept, and decline invitations	<input type="checkbox"/>
write a travel blog post using descriptive adjectives	<input type="checkbox"/>
discuss health and well-being, and plan a volunteer project	<input type="checkbox"/>

Peer assessment

Peer review is built into the Sustainable life projects and the writing lessons (Lesson E) in each unit of *Life*. Students are provided with checklists against which they can evaluate the work of their peers. These checklists allow students to practice sharing and responding to constructive criticism. They also teach them to think more critically about their own work.

EVALUATE

Assessment rubrics for projects

Four Sustainable life projects per level provide extended collaborative tasks designed to hone students' research, planning, and problem-solving skills, and to develop their ability to work collaboratively.

Rubrics for the assessment of student performance in these tasks include assessing their understanding of the topic, evaluating the project output, and judging how well they collaborated to solve problems and use the resources creatively.

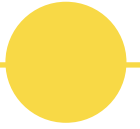
Assessment rubrics are provided in the Teacher's Resources on Spark for each project, to assist teachers in using these tasks for formative assessment.

Unit and mid-course tests

Twelve unit tests and two mid-course tests for each level of the series evaluate students' progress in the areas of: Vocabulary, Grammar, Reading, Listening, Speaking, Writing, and Real life.

- The unit and mid-course tests are both downloadable and deliverable online.
- Teachers can select target learning objectives and language and skills areas in the *Life*, Third Edition Assessment Suite in Spark to generate fully customizable tests to administer online or as paper-based tests.
- Assessment for visual literacy is available in the *Life*, Third Edition Assessment Suite in Spark in the form of two visual literacy tasks. The first has a defined answer. The second is open to student analysis, and teachers assessing this task can use the guidance written by a visual literacy expert. These tasks can be added to the customizable tests.
- Most tasks in the tests delivered on the Spark Platform can be automatically graded. Valuable insights into student, class, and institutional progress are tracked in the Course Gradebook.

IELTS and Cambridge practice tests provide level-appropriate practice of external exam task types, which students are also familiarized with through dedicated activities in the Student's Book and Online Practice, ensuring students are primed for success.



spark

Bring the world to the classroom and the classroom to life with the Spark platform – where you can prepare, teach, and assess your classes all in one place!

Manage your course and teach great classes with integrated digital teaching and learning tools. Spark brings together everything you need on an all-in-one platform with a single login.

Track student and class performance on independent online practice and assessment. The Course Gradebook helps you turn information into insights to make the most of valuable classroom time.

Set up classes and roster students quickly and easily on Spark. Seamless integration options and point-of-use support help you focus on what matters most: student success.



Unit walkthrough

UNIT OPENER

The unit opener gets students to engage with the unit topic through an impactful photograph, and also sets the language-learning goals for the unit.

UNIT 10 Vacations



Zoltan Takacs, an explorer who studies snakes, swims in Micronesia.

UNIT GOALS

- 10a • use collocations to talk about vacations
 - use the past perfect simple to tell stories
- 10b • identify subject questions, and make predictions about a listening text
 - describe vacations with *-ed* / *-ing* adjectives
- 10c • read about citizen guides, and identify a writer's purpose
- 10d • request tourist information, and make suggestions
- 10e • write an email reply with formal or informal expressions
- 10f • analyze an infographic, and watch a video about a microadventure

- 1 Work in pairs. Look at the photo of Zoltan Takacs. How do you think his vacations are similar to his working life?
- 2 **10.1** Listen to Zoltan and two other speakers. What is similar about their working life and their vacations?
- 3 **10.1** Listen again. Which accommodation and activities does each person talk about? Write the number of the speaker (1–3) with the words they use.

_____ bed and breakfast	_____ camping
_____ diving	_____ driving
_____ hotel	_____ hiking
_____ tent	_____ sightseeing
- 4 Ask and answer the questions about your vacations.
 - 1 When was your last vacation?
 - 2 Where did you go?
 - 3 What type of accommodation did you stay in?
 - 4 What activities did you do?
 - 5 What do you think makes a good vacation?

117

NEW The Unit goals section establishes the communication skills and real-world language that students develop in the unit.

Discussion and listening warm-up activities get students talking about the unit topic and introduce key vocabulary in context.

Unit walkthrough

LESSON C

Lesson C explicitly develops reading comprehension and critical thinking skills by engaging students with rich topical input through a longer reading text.

10c reading the citizen guide • critical thinking a writer's purpose • word focus place • speaking a place you know

Alternative travel

Reading

1 Work in pairs. Read the short review of a tour at the top of page 123 and discuss the questions.

- What is it reviewing? _____
- Who wrote it? _____
- Have you ever written a review? _____
What was it about? _____

2 Read the article. Choose the correct answers (a–c).

- On a typical bus tour, the tourists get back onto the bus "exactly twenty minutes later" because _____.
 - the tour is carefully controlled
 - they are bored of the place
 - they want to leave before the other buses
- The main reason Ruth enjoyed her tour was because _____.
 - she tried the local Balinese food
 - De Yudha was a very friendly guide
 - she was traveling on her own
- The main advantage of using a "citizen guide" is _____.
 - you can book them online
 - you experience different things
 - they are cheaper than normal guides
- The main skill of a citizen guide is that they _____.
 - know about the history of the country and its people
 - can communicate with people from other countries
 - can remember facts and important years and dates
- Which is the best summary of this article?
 - It compares two types of tours.
 - It describes the typical day of a citizen guide.
 - It explains why citizen guides are popular.

Critical thinking a writer's purpose

3 The style of a piece of writing, and the information included, depends on the writer's purpose. Look at the purposes (1–5) and read the article again. Check (✓) the three options that best describe the writer's purpose.

- to criticize organized tourism in groups
- to criticize the number of tourists visiting ancient places
- to explain how you learn more about a place with a citizen guide
- to suggest that jogging is the best way to see art
- to recommend that people use citizen guides

4 Work in pairs. Compare your choices for Exercise 3 and give reasons for your answers.

Word focus place

5 Read these sentences from the article that contain the word *place*. Match the words and phrases in **bold** in the sentences (1–4) with the meanings (a–d).

- It stops outside an **ancient place**.
- De Yudha took her to a **good place** to eat, with real Balinese food.
- A citizen guide might show you where a live concert will **take place**.
- After they had been sightseeing **all over the place**, they drank tea together.

- happen
- somewhere recommended
- everywhere
- a building or area

6 Work in pairs. Ask and answer the questions about your town or city.

- Do you see tourists and tour buses all over the place?
- Is it a place where there are lots of things for tourists to do? Why or why not?
- Where are the best places to go sightseeing and shopping?
- What special events take place every year?

Speaking my life

7 Work in pairs. Plan a two-minute presentation for tourists about the place you live or a place you know well. List what they can see and do there, and use some of these ideas to help you.

- the best places to eat
- good places for sightseeing or shopping
- places with a good view
- special events and festivals
- art galleries and museums
- your own ideas

8 Work with another pair. Take turns giving your presentation. Try to convince them to visit your place.

It's a place where there are lots of things to do for tourists. For example, lots of different festivals take place here ...

122

Critical thinking activities develop a wide range of sub-skills like understanding the difference between facts and opinions and reading between the lines. Students are provided with the tools they need to interpret information-rich topics and form their own opinions.

Unit 10 Vacations



Personalized walking tour of Barranco with Luciana
3 days ago

If you are in Lima and want to visit the fashionable neighborhood of Barranco, I 100% recommend you book Luciana as your walking guide. She has local knowledge and great stories, and she shows you the best places to try Peruvian cooking.

The rise of the "citizen guide"

A Imagine the typical tour bus. It stops outside an ancient place, next to 10 other buses. A group of 30 tourists get off and stand together. They avoid all the other groups of tourists near them while their tour guide reads out a list of historical names, dates, and places. Then, they have five more minutes to take photos and 10 minutes at the souvenir shop. Exactly 20 minutes later, they go back to their seats on the bus and drive to the next stop.

B This isn't the type of vacation that many modern, independent travelers are looking for. Instead, this new generation of tourists would like a personal tour with a local guide. Take Ruth Sandur, for example. Ruth was traveling alone in Bali, Indonesia, and connected with a local guide, De Yudha Herdyana. De Yudha took her to tourist-free destinations, uncrowded beaches, and a good place to eat, with real Balinese food. "It was one of my best travel days," says Ruth. "He felt like my friend by the end of it."

C De Yudha is one of a growing number of "citizen guides" worldwide. They offer their services online at reasonable prices; you don't have to be rich to hire a guide. And instead of taking the normal tour, your citizen guide might give you a river tour by canoe, go jogging with you to see local street art, or show you where a live concert will take place. Nikki Hellyer works for the website "TouristyLocals." It offers a choice of almost 5,000 guides in 178 countries. She says about these guides: "In some cases, they've got generations of family there, plus unique stories and access to different things."

D So what makes a successful citizen tour guide? Some guides have to take special training and get qualifications. Or they might be a professional historian or someone who can share their knowledge in memorable ways. Above all, they know how to talk to strangers. Jorkeh Senah found this out when he met local guide Bakr Ghoniem in Egypt. After they had been sightseeing all over the place, they drank tea together and Bakr told Jorkeh about life in Cairo. "It turned into a real conversation. It was a cultural experience on so many levels."

citizen guide (n) /sɪtɪzn ɡaɪd/ a local person who shows people around the place they live
historian (n) /hɪ'stɔːriən/ someone who is an expert on the subject of history
memorable (adj) /mə'mərəbəl/ easy to remember
reasonable (adj) /rɪ'zɒnəbəl/ fair or sensible
unique (adj) /juː'niːk/ the only one of its kind

A Balinese market stall

my life | A VACATION STORY | THE VACATION OF A LIFETIME | A PLACE YOU KNOW | TOURIST INFORMATION | AN EMAIL REPLY 123

LESSONS D and E

Lesson D simulates real-life contexts for students to practice using functional language related to the unit's communicative goals.

10d real life requesting and suggesting • pronunciation /dʒə/ • speaking tourist information

Tourist information

Real life requesting and suggesting

- Work in pairs. Read the travel information about the Tarxien Temples. Would you visit this kind of place on vacation? Why or why not?
- Look at the blanks (1–5) in the travel information. What questions can you ask to get the information?
 - Which days is it open?
 - What time does it close?
- 10.10** Listen to a conversation at the tourist information office. Complete the information about the Tarxien Temples.
- 10.11** Look at the expressions for requesting and suggesting. Then listen again and check (✓) the expressions you hear.

REQUESTING and SUGGESTING

Requesting information

I'm interested in visiting ...

Do you know the opening times?

What time does it open/close?

Could you tell me the price?

How much is it?

Is there any public transportation?

How often does the (bus) go?

Are there any ... ?

Suggesting options

How about ...-ing?

You can also ...

Another option is to ...

Or you could take ...

- Pronunciation** /dʒə/
 - 10.11** Listen to the questions. How does the speaker pronounce the first two words?

Would you like a ticket?

Could you tell me the price?
 - 10.11** Listen again and repeat the questions.
- Work in pairs. Practice a conversation similar to the one in Exercise 3.

Student A: Turn to page 154.

Student B: Turn to page 155.



This is a UNESCO World Heritage Site. The four Tarxien Temples are around 5,000 years old.

ADDRESS: Neolithic Temple Street, Tarxien

OPENING TIMES: Open from 1 to 5 on Sunday, from 10 a.m. to 5 p.m. (Last admission at 5:30 p.m.)

TICKETS: Book in advance or buy at the ...

- Adults: €6.00
- 12- to 17-year-olds, seniors (over 65), and students: €4
- Children (6–11): €3.00
- Infants (5 and under): Free

A local guide is available on request.

TRANSPORTATION TO THE SITE: Buses every hour from the 1 to 5

124 my life ▶ A VACATION STORY ▶ THE VACATION OF A LIFETIME ▶ A PLACE YOU KNOW ▶ TOURIST INFORMATION ▶ AN EMAIL REPLY

The Real life sections give students the language they need for the real world.

Lessons D and E have been aligned with speaking activities (D) and written texts (E) that students are required to produce in external exams like Cambridge and IELTS.

Lesson E provides targeted writing skill development through a genre-based process writing approach.

Each Lesson E focuses on one text type, reflecting the expectations of international exams.

10e writing an email reply • writing skill formal and informal expressions Unit 10 Vacations

Thanks for your email

Writing an email reply

- Work in pairs. Look at the photo and caption. Think of three questions to ask the tour company about this vacation. Then join another pair and compare your questions.
- Read the email. Choose the correct options.
 - Mr Rossi has / hasn't written an email to Isabela.
 - Isabela asks Mr. Rossi / answers Mr. Rossi's questions.
 - Isabela makes two / three recommendations.

From: Isabela Silva
Subject: Enquiry about river cruises

Dear Mr. Rossi,

Thank you for your enquiry about our river cruises. We are excited that you plan to visit us in Manaus. In reply to your first question about the best time of year to visit the region, March and April are very wet, and October and November are very hot. I would recommend July or August.

You also asked about traveling from Italy to Manaus. The best way is to fly from Rome to São Paulo and then take a connecting flight to Manaus.

I hope that answers all your questions, and I look forward to hearing from you again soon.

Best regards,
 Isabela Silva
 Amazon River Cruise Vacations

- Writing skill formal and informal expressions**

When you write an email, it is important to use the correct level of formality. Underline formal expressions in Isabela's email that have a similar meaning to these more informal expressions.

Starting

 - Hi
 - Thanks for asking about ...
 - It's great that you plan to visit ...

Replying and recommending

 - About your first question, ...
 - I'd say ...
 - I'd fly from ...

Ending

 - Does that answer everything?
 - Hope to hear from you soon.
 - All the best



A river cruise boat on the Amazon, Manaus, Brazil

- Read another email. Is it formal or informal? Why?

From: Rosine
Subject: My visit!

Hi,

Thanks for inviting me to your country and to your home. I'm very excited about coming.

I can come any time this year, but when would be the best month to visit? When is the weather good? Also, if I fly into your capital city, what is the best way to travel to your house?

Have you got any questions for me?
 See you soon! (I hope!)

All the best,
 Rosine
- Write a reply (about 100 words) to Rosine's email in Exercise 4. Use the same level of formality and include:
 - answers to her questions.
 - two recommendations.
 - a question at the end of the email.
- Read your partner's email. Did they:
 - include the correct information?
 - use the same level of formality?

125 my life ▶ A VACATION STORY ▶ THE VACATION OF A LIFETIME ▶ A PLACE YOU KNOW ▶ TOURIST INFORMATION ▶ AN EMAIL REPLY

A clear instructional design leads students through a consistent sequence of a writing model, a writing skill, a productive task, and then guided peer review and correction.

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19

Unit walkthrough

LESSON F

Lesson F extends critical thinking skills by developing visual literacy skills and promoting active global citizenship through Sustainable life lessons.

Eight lessons with a visual literacy focus per level draw on rich video content and visual information presented in a variety of different formats to develop students' ability to critically interpret and analyze visual content and express their thinking in English.

A microadventure

Visual literacy creating infographics

1 Work in pairs. Answer the questions about the infographic.

- What does it show?
 - It compares relaxing vacations with active vacations.
 - It reports the results of a survey about two types of vacations.
 - It gives information about vacations in different countries.
- Which type of vacation do you prefer? Why?

Video

3 Look at the photo and the caption. Do you think a microadventure is relaxing or active?

4 Watch the video about Alastair Humphreys' microadventure with his friend Temujin. Number the actions (a-h) in the order you see them (1-8).

- They left the city in a car.
- They bought some bread, grapes, and meat.
- They swam in a river.
- They walked around Split in Croatia.
- Alastair brushed his teeth.
- They had some water and watched the sunset.
- They walked to the top of a mountain.
- Alastair called his mother.

5 Watch the video again. Choose all the correct options to complete the sentences.

- Alastair is _____.
 - a filmmaker
 - a writer
- They rented _____.
 - a car
 - motorcycles
 - bikes
- They drove _____.
 - through a tunnel
 - over a bridge
 - around a bend
- At the river, they saw _____.
 - a fish
 - a dragonfly
 - a frog
- On the top of the mountain, they could hear _____.
 - people
 - animals
 - music

Which vacation do you prefer?

6% of people were not sure

59% of people prefer a relaxing vacation

35% of people prefer an active vacation

Country	Relaxing (%)	Active (%)	Not sure (%)
Brazil	71%	26%	3%
Japan	66%	28%	6%
China	62%	33%	5%
Argentina	58%	36%	6%
Mexico	56%	40%	4%
Netherlands	55%	35%	10%
U.S.A.	54%	37%	9%
Italy	50%	45%	5%
Spain	49%	43%	8%

Source: CNN survey among 2200 internet users (ages 18 to 77) in 2016.

Alastair and Temujin on a microadventure in Croatia. Alastair says, "A microadventure is short, simple, local, and cheap."

Four Sustainable life lessons per level guide students to develop problem-solving and collaborative skills through engaging video content and a project-based task designed to help students become active citizens in their own communities.

Infrastructure, industry, and innovation

Daniela Blanco, innovator and founder of the company Synthetics.

Vocabulary in context

1 Look at the words below. Match them with the definitions (1-3).

Industry **Infrastructure** **Innovation**

- solving a problem with a new idea or product _____
- the basic systems for everyday life, such as roads for transportation _____
- making different products or providing different services _____

2 Work in groups. Look at the categories (1-3) and think of one example for each. Then tell the class.

- an important industry in your country
- a famous innovation in human history
- an example of infrastructure (not roads) which is important for everyday life

5 Look at the photo on page 114 and read about Daniela Blanco. What was the competition for?

Daniela Blanco is an innovator. In 2019, when she was a student, she gave a presentation at *The Global Student Entrepreneur Awards (GSEA)*. It's an annual competition for students who have started a new business. Daniela won the competition with her company Synthetics.

6 Watch Video 2 about Daniela Blanco and answer the questions.

- What industry does Daniela work in? _____
- What was the problem in her industry? _____
- Who does she think can be an innovator? _____

7 Watch Video 2 again. Choose the correct answer(s). There may be more than one per question.

- We need chemicals for _____.
 - electronics
 - clothes
 - food
- To solve the problem, Daniela used _____.
 - solar energy
 - new chemicals
 - artificial intelligence
- How did Daniela feel about her move to New York?
 - She felt closer to her family.
 - It was good for her career.
 - She felt sad.
- Daniela _____ at the Global Student Entrepreneur Awards.
 - presented an innovative idea
 - won \$10,000
 - appeared in a film
- Daniela's advice for future innovators is to _____.
 - find a problem to solve
 - try only one solution
 - not fail

Speaking

8 In pairs, answer the questions about Daniela.

- What challenges has Daniela faced in her life?
- What are some of her achievements?
- What can you learn from her about innovation?

9 At the end of the video, Daniela says, "There is an innovator inside all of us, waiting... to make a difference." Do you agree with her? Why or why not?

SUSTAINABLE LIFE

Project

Project brief

In pairs, you are going to prepare a two-minute presentation about an innovative business and the problem it solves.

10 Research Work in pairs. Choose one option and follow the instructions.

Option 1: Choose an innovative business you are interested in. Research the company online and find out what problem it solves with its products or services.

Option 2: Think of a problem you want to solve (e.g. an environmental or social problem). Plan a new business to solve this problem. Agree on a name and what product(s) or service(s) the business will provide.

11 Planning Prepare a three-minute presentation about the business. Use this structure and decide who will present each part.

- Introduce yourselves and where you are from.
- Explain the problem.
- Introduce the business and explain how it solves the problem.
- Thank the audience and invite them to ask questions.

Remember to practice your presentation a few times.

12 Presentation and feedback Work in groups. Take turns presenting your business. When you listen to other groups, use the feedback form to give a score from 1 (needs work) to 5 (excellent) on each area. Afterward, give a total score out of 25 and some feedback. For example: *The structure was clear, but please slow down.*

Area	1	2	3	4	5
The presentation structure was easy to understand.					
The presenters spoke slowly and clearly.					
The presenters spoke for about three minutes.					
The presenters explained the problem and the solution.					
The presenters answered the questions effectively.					

Comments:

REVIEW LESSON

Each unit closes with a review that provides students with consolidation activities and an opportunity to reflect on what they have learned.

UNIT 10

REVIEW AND MEMORY BOOSTER

Grammar

1 Complete the conversation with the past simple or the past perfect simple.

A: How was your vacation?
 B: It was OK, but we had a problem on the first day.
 A: Why? What ¹ _____ (happen)?
 B: Well, when we ² _____ (arrive) at the hotel, they were full, and so we ³ _____ (not / have) a room.
 A: Oh no! Why ⁴ _____ (you / not / book) a room before you arrived?
 B: I had! But someone ⁵ _____ (make) a mistake with the reservation. Anyway, they ⁶ _____ (get) us rooms in another hotel, but it was in another town.
 A: So what ⁷ _____ (you / do)?
 B: Well, I was a bit annoyed after everything that ⁸ _____ (happen), but the manager ⁹ _____ (pay) for a taxi to the other hotel.
 A: That was nice.

2 Choose the correct option to complete the questions.

- How many tourists *visit / do visit* your town or city every year?
- What places *photograph they / do they photograph*?
- Where *they usually stay / do they usually stay*?
- Who *shows / do show* tourists around the city?
- How much *costs a tour / does a tour cost*?

Vocabulary

3 Complete the sentences with a pair of verbs.

check in + get go + get hire + go stay + book

- Choose where you want to _____ and then _____ a room.
- When you _____ to the beach, it's easy to _____ sunburned!
- First, _____ at the airport, and then _____ on the plane.
- I like to _____ a local guide when I _____ abroad.

4 Complete the adjectives with *-ing* or *-ed*.

- What's the matter? Do you feel bor _____?
- This book is very interest _____.
- We had an amaz _____ time in Peru.
- This walk is so tir _____. Can we take a break?
- This movie is so excit _____!

5 MB Choose the correct option and complete the sentences with your own words.

- The most *amazing / amazed* place we learned about in Unit 10 was ...
- I was *interesting / interested* in learning about ...

Real life

6 Put the words in the correct order to make sentences or questions.

- about / tour? / a / taking / how / sightseeing

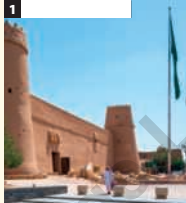
- know / do / you / opening / the / times?

- another / is / to / a / option / take / taxi


Real world

7 Write the countries for these photos from the unit.

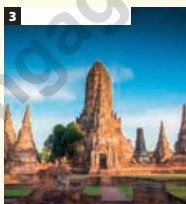
1




2



3



4



I CAN

- use collocations to talk about vacations
- use the past perfect simple to tell stories
- identify subject questions, and make predictions about a listening text
- describe vacations with *-ed/-ing* adjectives
- read about citizen guides, and identify a writer's purpose
- request tourist information, and make suggestions
- write an email reply with formal or informal expressions
- analyze an infographic, and talk about microadventures

128

Memory booster activities ask students to make a written record of something, for example, a written text or a graphic organizer (like a mind map or Venn diagram).

NEW The Real world activity gets students to check what they've learned in the unit in terms of real-world content.

Learning outcomes at the end of the lesson are linked closely to the unit goals.

IN THIS UNIT

Unit theme This unit is about lifestyle and how we can stay healthy through our everyday routines and habits.

Vocabulary

- **Unit opener** *chat on social media, cook a meal, do sports, go for long walks, play a musical instrument, play video games, read books, spend time with family and friends, watch videos*
- **1a** everyday routines: *get home late, get up about eight, do exercise, work long hours, take a break, wake up early, watch TV, stay up until midnight, feel tired, fall asleep*
- **1d** medical problems: *headache, backache, runny nose, earache, stomachache, fever, sore throat, bad cough*

Wordbuilding

- **1b** collocations with *do, play, and go*: *do homework, do karate,*

do nothing, do yoga; go camping, go hiking, go horseback riding, go running; play cards, play soccer, play the piano, play tennis

Word focus

- **1c** phrases with *feel*

Grammar

- **1a** present simple and adverbs and expressions of frequency
- **1b** present simple and present continuous

Reading

- **1a** a questionnaire about how well you sleep
- **1c** an article about how nature is good for you

Listening

- **1b** a radio interview about long life

Speaking

- **1a** your habits
- **1b** your current life

- **1c** making lives healthier
- **1f** your local park

Critical thinking

- **1c** supporting statements with examples

Real life

- **1d** talking about illness

Pronunciation

- **1a** /s/, /z/, or /ɪz/
- **1d** one or two syllables?

Writing

- **1e** a form

Writing skill

- **1e** filling out forms

Visual literacy

- **1f** describing contrast

Video

- **1f** *Your local park*

- **Lead-in** Draw three stick figures on the board and write three ages under each: 9, 49, 69.

- For each figure, ask students: *What are some typical activities for people at this age?*

- Write the students' ideas on the board. In Exercise 3, students can refer back to these ideas.

1

- Students discuss the pictures in pairs. Invite different opinions about who Arnold Camfferman possibly is and whether they would try skydiving. Ask students to justify their opinions.

Example answers

- 1 Students may say that Arnold is brave/courageous, that he is fit/active, or that he likes extreme sports and emotions.
- 2 Some students may be attracted by the idea, some may be scared by it. **Note:** Students might comment on the fact that it is an expensive sport and that it has a negative environmental impact.

Background information

The photo shows skydiver Arnold Camfferman, who was 69 at the time it was taken. The photo was commissioned as part of a report on aging and longevity. The purpose was to show the link between healthy life habits and a long life. The Dutch photographer who was given the commission, Jasper Doest, is not a skydiver, so initially he had thought he could take the photo from the airplane accompanying the skydivers. But he wasn't happy with the result, so he coached one of the skydivers, Aaron Molloy, to take the photo for him. He fitted a camera to Molloy's helmet and gave him a remote control button to hold in his mouth. To take the photo, Molloy had to activate the camera with his mouth. The photo appeared on the cover of the National Geographic Magazine in January 2023 and was credited to both Jasper Doest and Aaron Molloy.

2

- Read the questions with the class. Play the description of the photo. Let students compare answers in pairs before checking with the class.

Answers

- 1 He has a good diet, and he does a lot of exercise.
- 2 Every week.
- 3 Find something you love doing, and never stop playing.

3

- Use mime or visuals to check the meaning of any difficult words in the box (see **Teacher development**).
- Students discuss the free-time activities in the box then discuss the questions. Refer them to the example sentences as a model. In feedback, ask volunteers to tell the class what they learned about their partner.
- **Exam tip** This exercise provides exam practice for IELTS, Speaking Part 3 (Discussion) and Cambridge B1 Preliminary, Speaking Part 4 (General conversation).

Answers

Students' own answers.



Arnold Camfferman skydiving above the Netherlands

UNIT GOALS

- 1a • use the present simple and adverbs and expressions of frequency
 - talk about everyday routines
- 1b • use the present simple and present continuous, and listen for the main topic
 - use collocations with *do*, *play*, and *go*
- 1c • read about the benefits of nature, and learn about giving examples
- 1d • talk about illness and give advice
- 1e • fill out a form with personal information
- 1f • watch a video about people in a park, and discuss your local park

- 1 Work in pairs. Look at the photo and read the caption. Discuss the questions.
 - 1 What kind of person do you think Arnold Camfferman is?
 - 2 Would you like to try skydiving?
- 2 **1.1** Listen to someone talking about the photo. Answer the questions.
 - 1 What does Arnold do to stay healthy?
 - 2 How often does he go skydiving?
 - 3 What is Arnold's advice for a long and happy life? Do you agree with him?
- 3 Work in pairs. Look at the free-time activities. Discuss the questions below.

cook a meal	chat on social media	go for long walks
do sports	play video games	play a musical instrument
read books	watch videos	spend time with family and friends

- 1 Which activities do you often do? Why?
- 2 Which are good for a healthy lifestyle?

I often go for long walks because it's relaxing and it helps me to study. I also think it's good for a healthy lifestyle.

Visual literacy

It can be good to encourage students to draw images of the vocabulary they are practicing because this supports visual literacy development by helping them communicate ideas in visual form.

When students make notes, asking them to include a drawing or doodle to help them remember and understand new language will support their vocabulary comprehension and retention.

spark You can also use the Word Lists in the Teacher Resources in Spark to help your students build their English vocabulary.

Extra activity

Ask students to work in pairs to decide which activities you (their teacher) often do and which you rarely or never do. Briefly describe the activities you often do. Find out which students predicted your answers correctly.

Teacher development

Classroom tips: using mime or visuals to check words

At level 3, most new words can be explained with a picture or a mime. Here are two suggestions for checking the meaning of the activities in Exercise 3. Find pictures for all the activities. You could choose to print out or cut out

pictures to make flashcards, or use your classroom technology to project pictures you have found online. Show the pictures and ask: *What can you see?* or *What are the people doing?* Elicit ideas from students. At the end, ask students to look at the activities in Exercise 3 and match them with your pictures.

Act out the activities in Exercise 3 (e.g., mime cooking, playing a violin, reading a book) and ask students to call out, write down, or silently remember the activities you are miming. At the end, students match what they said, wrote, or remembered with the phrases in Exercise 3.

AT A GLANCE

- **vocabulary** everyday routines
- **reading** find out about sleep
- **grammar** present simple and adverbs of frequency
- **pronunciation** /s/, /z/, or /ɪz/
- **speaking** your habits

- **Lead-in** Books closed. Act out different activities from the list in Exercise 1 (e.g., waking up, working, watching TV, falling asleep) and ask: *What am I doing?*
- As they guess each activity, point to your watch (or your wrist) and ask: *What time do you ...?* For example, *What time do you wake up?* This helps students think about their everyday routines.

Vocabulary everyday routines

1

a

- Ask students to work in pairs. Refer students to the example and explain that they must use each word/phrase only once.
- Elicit answers in feedback. Check the meaning of any unusual verb + noun collocations (see **Vocabulary notes**).

b

- Have students use the expressions to describe their typical day in pairs. Describe your own routine as a model.

Answers

See answers on Student's Book page.

Other possible combinations: *get home early, wake up late, stay up late*

Vocabulary notes

Some collocations of verbs and nouns or adverbs may not directly translate into students' L1, e.g., *fall asleep* and *take a break*.

1a

vocabulary everyday routines • **reading** find out about sleep • **grammar** present simple and adverbs of frequency • **pronunciation** /s/, /z/, or /ɪz/ • **speaking** your habits

I usually need eight hours

Vocabulary everyday routines

1 Work in pairs.

a Match the two parts of the expressions for everyday routines.

1 get home	<u>b</u>	a asleep
2 get up about	<u>j</u>	b late
3 do	<u>f</u>	c hours
4 work long	<u>c</u>	d break
5 take a	<u>d</u>	e TV
6 wake up	<u>g</u>	f exercise
7 watch	<u>e</u>	g early
8 stay up	<u>i</u>	h tired
9 feel	<u>h</u>	i until midnight
10 fall	<u>a</u>	j eight

b Describe your typical day using some of the expressions.

I often get home late ...

Reading

2 Read the questionnaire "How well do you sleep?" and choose your answers (A, B, or C). Turn to page 153 and find out what your answers say about you. Tell your partner.

Grammar present simple and adverbs of frequency

3 Match the sentences (1 and 2) with their uses (a and b).

- 1 I work hard and sometimes get home late. b
2 The average human needs around eight hours of sleep per night. a

- a to talk about things that are always true
b to talk about habits and routines

PRESENT SIMPLE

<i>I/you/we/they sleep</i>	<i>he/she/it sleeps</i>
<i>I/you/we/they don't sleep</i>	<i>he/she/it doesn't sleep</i>
<i>Do I/you/we/they sleep ... ?</i>	<i>Does he/she/it sleep ... ?</i>

For more information and practice, see page 156.

1.2

How well do you sleep?



nap (n) /næp/ a short sleep during the day

1 Do you often feel tired during the day?

- A No, I never feel tired.
B I sometimes feel tired.
C All the time! I'm always ready for bed.

2 How many hours do you usually sleep at night?

- A Between seven and eight hours.
B More than eight. I rarely stay up late.
C Fewer than seven.

3 Before I go to bed, I often:

- A relax and watch TV or read a book.
B do some physical exercise.
C stay up late and prepare for the next day.

10

4 On the weekend, I:

- A usually sleep the same amount as any other day.
B sometimes sleep for an extra hour or two.
C always sleep until midday! I never get up early.

5 How often do you wake up in the middle of the night?

- A I never wake up before morning.
B I rarely wake up more than once, and I usually fall asleep again quite quickly.
C Two or three times a night.

6 Are you often tired at work?

- A No, I'm never tired at work.
B Sometimes, so I take a nap after lunch.
C Always! That's because I work long hours and get home late.

Reading

2 1.2

- Students work individually to complete the task. Check understanding of the meaning of *take a nap* before they start (see **Glossary**).
- **Optional step** The reading text is recorded. Play the questionnaire and have students listen and read while they select their answers (see **Teacher development**).
- Refer students to the analysis of their answers on page 153.

Students compare their findings with their partner.

- In feedback, elicit what the students found out about each other and whether they agree with the results of the quiz.
- Ask students which of their activities are "green", e.g., How often do they recycle things? How much time do they spend in the shower? Do they wash their clothes more than once a week?

Answers

Students' own answers.

4 Look at the grammar box. Complete the article about sleep with the present simple form of the verbs.

Why ¹ do we sleep (we / sleep)?

From birth, we ² spend (spend) a third of our lives asleep, but scientists still ³ don't know (not / know) exactly why.

Why ⁴ do we have (we / have) problems sleeping?

In modern society, many adults ⁵ don't get (not / get) the seven or eight hours of sleep we need every night. We often ⁶ work (work) long hours and we rarely ⁷ go (go) to bed early.

Why ⁸ do we sleep (we / sleep) differently?

It ⁹ depends (depend) on the time of year and also our age. Teenagers usually ¹⁰ need (need) more sleep than adults. Lots of elderly people ¹¹ don't sleep (not / sleep) longer than four or five hours at night, but they often ¹² take (take) naps during the day.

5 Pronunciation /s/, /z/, or /ɪz/

a **1.3** Listen to the endings of these verbs. Is the sound /s/, /z/, or /ɪz/?

- 1 feels /s/ (z) /ɪz/
- 2 needs /s/ (z) /ɪz/
- 3 watches /s/ /z/ (ɪz)
- 4 sleeps (s) /z/ /ɪz/
- 5 goes /s/ (z) /ɪz/
- 6 dances /s/ /z/ (ɪz)
- 7 does /s/ (z) /ɪz/
- 8 works (s) /z/ /ɪz/

b **1.3** Listen again and repeat the verbs.

6 Work in pairs. Discuss the questions.

- 1 What time do you and your friends normally get up? How late do you stay up?
- 2 Does anyone in your family ever take a nap in the afternoon?

7 Look for and underline adverbs of frequency in the questionnaire "How well do you sleep?" Then write the missing adverbs below (1–3).

always

usually

1 often

2 sometimes

not often

rarely

3 never

ADVERBS and EXPRESSIONS OF FREQUENCY

She's usually late for work.
I often wake up at seven.
Do you often wake up in the night?
She wakes up two or three times a night.
Every month, I visit my grandparents.

For more information and practice, see page 156.

8 Look at the grammar box above. Choose the correct option to complete the rules.

- 1 An adverb of frequency goes after / before the verb *be*, but it normally goes after / before the main verb.
- 2 An expression of frequency (e.g., *twice a week*) usually goes either at the beginning / in the middle or at the end of a sentence.

9 Put the adverb or expression of frequency in parentheses in the correct place in the sentences. Sometimes there is more than one correct answer.

- 1 My brother always plays tennis on Saturday mornings. (always)
- 2 We go to the movies. (about once a month)
- 3 I take a bus to school. (every day)
- 4 She is at home in the middle of the day. (rarely)
- 5 They go on vacation. (twice a year)
- 6 Are you late for work? (often)

Speaking my life

10 Work in pairs. Take turns asking questions with *How often ...?* and answer using an adverb or expression of frequency. Use these ideas:

- take public transportation
- be late for school or work
- be stressed at school or work
- check social media
- go on vacation

A: *How often do you eat out?*
B: *About once a month.*

11 Work in groups. Write five questions for a lifestyle questionnaire. Begin the questions with *How often ...?*, *Are you often ...?*, or *Do you often ...?* Offer three answer choices (A, B, and C).

How often do you take public transportation?
A *Every day*
B *Two or three times a week*
C *Rarely*

12 Now work with another group and ask your questions. What do their answers say about their lifestyles?

- Ask students to read the article quickly for general understanding. Ask: *What is it about?* (why we sleep, why we have problems sleeping, and why people sleep differently).
- Ask students to read the article again and complete it with the correct form of the verbs in parentheses. Let students compare answers in pairs before checking answers with the class.

Answers

See answers on Student's Book page.

- Refer students to page 156 of the Student's Book for more information and practice.

5 Pronunciation /s/, /z/, or /ɪz/

a **1.3**

- Explain that there are three different ways to pronounce the s/es endings of the third person singular present simple verbs: /s/, /z/, or /ɪz/ (see **Pronunciation notes**).
- Play the words. Students listen to the words only. Play the words again and ask them to choose the correct pronunciation.
- Have students compare their answers with a partner before checking with the class.
- If necessary, play the words again, stopping to check any disputed answers.

Answers

See answers on Student's Book page.

Pronunciation notes

After a voiced sound such as /d/ or /l/, the third person -s is pronounced /z/. After an unvoiced sound such as /k/ or /p/, it's pronounced /s/. When a verb ends in the following sibilant sounds /s/, /z/, /dʒ/, /ʒ/, or /tʃ/, the third person 's' or 'es' is pronounced /ɪz/.

To help students distinguish the difference between voiced and unvoiced sounds, ask them to put their hands over their ears and say /d/ and /z/ and notice the vibration. Then ask them to say /t/ and /s/ and notice the lack of a vibration.

Teacher development

Learning to learn: reading while listening

The reading text in Exercise 2 is recorded. Reading while listening can be a helpful habit for students to develop, especially when they read the text the first time. Here are some reasons why it can be useful:

- It pushes students to read at the same speed as the speaker.
- It helps students with comprehension—the way the speaker uses stress, intonation, and pauses can help students follow a text more easily.
- Students notice how words in a text are pronounced and stressed.
- It builds confidence with reading—it signals that students should read a text naturally the first time they read it, and that they should not worry about unknown words.

Grammar present simple and adverbs of frequency

3

- Students work individually to complete the task.

Answers

See answers on Student's Book page.

4

- Point out the third person -s/-es (*sleeps*) in affirmative sentences and the use of the auxiliary *do/does* in questions and negative forms.

I usually need eight hours

Vocabulary everyday routines

- 1 Work in pairs.
- a Match the two parts of the expressions for everyday routines.
- | | | |
|----------------|---|------------------|
| 1 get home | b | a asleep |
| 2 get up about | j | b late |
| 3 do | f | c hours |
| 4 work long | c | d break |
| 5 take a | d | e TV |
| 6 wake up | g | f exercise |
| 7 watch | e | g early |
| 8 stay up | i | h tired |
| 9 feel | h | i until midnight |
| 10 fall | a | j eight |

- b Describe your typical day using some of the expressions.
- I often get home late...*

Reading

- 2 Read the questionnaire "How well do you sleep?" and choose your answers (A, B, or C). Turn to page 153 and find out what your answers say about you. Tell your partner.

Grammar present simple and adverbs of frequency

- 3 Match the sentences (1 and 2) with their uses (a and b).
- I work hard and sometimes get home late. **a**
 - The average human needs around eight hours of sleep per night. **a**
- a to talk about things that are always true
b to talk about habits and routines

PRESENT SIMPLE

/I/you/we/they sleep	he/she/it sleeps
/I/you/we/they don't sleep	he/she/it doesn't sleep
Do /I/you/we/they sleep ... ?	Does he/she/it sleep ... ?

For more information and practice, see page 156.

How well do you sleep?

nap (n) /næp/ a short sleep during the day

- Do you **often** feel tired during the day?
 - A No, I **never** feel tired.
 - B I **sometimes** feel tired.
 - C All the time! I'm **always** ready for bed.
- How many hours do you **usually** sleep at night?
 - A Between seven and eight hours.
 - B More than eight. I **rarely** stay up late.
 - C Fewer than seven.
- Before I go to bed, I **often**:
 - A relax and watch TV or read a book.
 - B do some physical exercise.
 - C stay up late and prepare for the next day.
- On the weekend, I:
 - A **usually** sleep the same amount as any other day.
 - B **sometimes** sleep for an extra hour or two.
 - C **always** sleep until midday! I **never** get up early.
- How **often** do you wake up in the middle of the night?
 - A I **never** wake up before morning.
 - B I **rarely** wake up more than once, and I **usually** fall asleep again quite quickly.
 - C Two or three times a night.
- Are you **often** tired at work?
 - A No, I'm **never** tired at work.
 - B **Sometimes**, so I take a nap after lunch.
 - C **Always!** That's because I work long hours and get home late.

- 4 Look at the grammar box. Complete the article about sleep with the present simple form of the verbs.

Why ¹ do we sleep (we / sleep)?
From birth, we ² spend (spend) a third of our lives asleep, but scientists still ³ don't know (not / know) exactly why.

Why ⁴ do we have (we / have) problems sleeping?
In modern society, many adults ⁵ don't get (not / get) the seven or eight hours of sleep we need every night. We often ⁶ work (work) long hours and we rarely ⁷ go (go) to bed early.

Why ⁸ do we sleep (we / sleep) differently?
It ⁸ depends (depend) on the time of year and also our age. Teenagers usually ⁹ need (need) more sleep than adults. Lots of elderly people ¹⁰ don't sleep (not / sleep) longer than four or five hours at night, but they often ¹¹ take (take) naps during the day.

ADVERBS and EXPRESSIONS OF FREQUENCY

She's **usually** late for work.
I **often** wake up at seven.
Do you **often** wake up in the night?
She **wakes up two or three times a night**.
Every month, I visit my grandparents.
For more information and practice, see page 156.

- 8 Look at the grammar box above. Choose the correct option to complete the rules.
- An adverb of frequency goes after / before the verb *be*, but it normally goes after / before the main verb.
 - An expression of frequency (e.g. twice a week) usually goes either at the beginning / in the middle or at the end of a sentence.
- 9 Put the adverb or expression of frequency in parentheses in the correct place in the sentences. Sometimes there is more than one correct answer.
- always*
- My brother (plays tennis on Saturday mornings. (always)
 - We go to the movies. (about once a month)
 - I take a bus to school. (every day)
 - She is at home in the middle of the day. (rarely)
 - They go on vacation. (twice a year)
 - Are you late for work? (often)

5 Pronunciation /s/, /z/, or /ʒ/

- a **1013** Listen to the endings of these verbs. Is the sound /s/, /z/, or /ʒ/?
- | | |
|------------------------|-----------------------|
| 1 feels /s/ (VZ) /z/ | 5 goes /s/ (VZ) /z/ |
| 2 needs /s/ (VZ) /z/ | 6 dances /s/ (VZ) /z/ |
| 3 watches /s/ (VZ) /z/ | 7 does /s/ (VZ) /z/ |
| 4 sleeps /s/ (VZ) /z/ | 8 works /s/ (VZ) /z/ |

- b **1013** Listen again and repeat the verbs.

- 6 Work in pairs. Discuss the questions.
- What time do you and your friends normally get up? How late do you stay up?
 - Does anyone in your family ever take a nap in the afternoon?

- 7 Look for and underline adverbs of frequency in the questionnaire "How well do you sleep?". Then write the missing adverbs below (1-3).

always	■■■■■■■■■■
usually	■■■■■■■■■■
1 often	■■■■■■■■■■
2 sometimes	■■■■■■■■■■
not often	■■■■■■■■■■
rarely	■■■■■■■■■■
3 never	■■■■■■■■■■

Speaking my life

- 10 Work in pairs. Take turns asking questions with *How often ...?* and answer using an adverb or expression of frequency. Use these ideas:
- take public transportation
 - be late for school or work
 - be stressed at school or work
 - check social media
 - go on vacation
- A: *How often do you eat out?*
B: *About once a month.*
- 11 Work in groups. Write five questions for a lifestyle questionnaire. Begin the questions with *How often ...?*, *Are you often ...?*, or *Do you often ...?* Offer three answer choices (A, B, and C).
- How often do you take public transportation?*
A *Every day*
B *Two or three times a week*
C *Rarely*
- 12 Now work with another group and ask your questions. What do their answers say about their lifestyles?

b **1013**

- Play the words again. Pause after each one. Students listen and repeat.
- Optional step** Write more verbs on the board. Ask students to use phonemes to write the correct ending on each: *talks* /s/, *plays* /z/, *catches* /tʃz/, *reads* /z/, *gives* /z/, *washes* /tʃz/, *writes* /s/, *listens* /z/, *makes* /s/.
- 6 Ask students to read and think about the questions. Check that they remember the meaning of *nap* from the reading text.
- As students discuss the questions, monitor and notice how students are coping with the form and pronunciation of present simple questions and statements.
- Optional step** Note any errors you hear as students speak. After

feedback, write short sentences on the board with the errors you heard and ask pairs or groups to work together to correct them.

Answers
Students' own answers.

- 7
- Students complete the task in pairs. In feedback, copy or project the list onto the board. Ask individual students to write in the missing words.

Answers
See answers on large Student's Book page.

Visual literacy

When students look at the explanation of frequency adverbs on page 11, encourage them to look at the chart and consider how it helps them understand the use of frequency adverbs. Ask: *How can images like this help you understand grammar points?* Encourage them to find similar images online.

- 8 Allow students time to read through the grammar box individually and complete the task.
- Optional step** If your students struggle with grammar, you can lead the class through this exercise, eliciting and confirming the answers to complete the rules as a class (see **Grammar notes**).
- Let them compare answers in pairs before checking with the class.

Answers
See answers on large Student's Book page.

- Refer students to page 156 of the Student's Book for more information and practice.

GRAMMAR NOTES

Normally, adverbs of frequency such as *always*, *often*, *never*, etc. go before the main verb. However, something that can

confuse students is that with the verb to be, the adverb of frequency goes after the verb.

Compare:

She often arrives late to work.

She is often late to work.

Another common confusion students have is with the position of expressions of frequency (e.g., *every day*) compared to adverbs of frequency. Unlike adverbs, expressions of frequency do not go near the verb. They go at the end of a sentence or at the beginning of a sentence followed by a comma.

Compare:

I take a bus to school every day.

Every day, I take a bus to school.

9

- Look at the example and complete sentence 2 as a class. Point out that sometimes more than one answer is possible.
- Ask students to work individually to decide where to put the adverb or expression in the sentences. Let them compare answers in pairs before checking with the class.

Answers

- 1 My brother always plays tennis on Saturday mornings.
- 2 We go to the movies about once a month. / About once a month, we go to the movies.
- 3 I take a bus to school every day. / Every day, I take a bus to school.
- 4 She is rarely at home in the middle of the day.
- 5 They go on vacation twice a year. / Twice a year, they go on vacation.
- 6 Are you often late for work?

Speaking my life

10

- Organize students so they are working with a new partner. Look at the ideas, refer to the example, and elicit one or two more examples of questions and answers.
- Students take turns asking questions. They should respond with answers that are true for them.

- Monitor, checking for correct question formation and use of the adverbs and expressions in students' answers. Note any common errors with the present simple and adverbs of frequency.
- In feedback, call on individuals to tell the class what they learned about their partner.
- Write four or five simple sentences with errors that you heard; the errors should be from different students and anonymous. Ask students to work in pairs to correct the errors.

Example answers

How often do you take public transportation?

Often. Almost every day.

How often are you late for work or school?

Never. / About once a week.

How often are you stressed at work?

Often. / Every day.

How often do you check social media?

Twice a day.

How often do you go on vacation?

Every summer. / Twice a year.

11

- Organize the class into groups of three to four students. (Check that there is an even number of groups.)
- Refer to the example and elicit a second example with a question and three answer options from the class, e.g., How often do you go to the movie theater? A: Every week. B: Once a month. C: Once a year.
- **Optional step** To help your students with ideas, elicit a few categories they could ask about (e.g., sports, free time, food, work, home). Alternatively, ask different groups to prepare questions about different categories.

Example answers

Sports: Do you often do exercise / play sports / watch soccer live or on TV?

How often do you go to the gym?

Free time: How often do you go to the movie theater / clubbing / out?

Food: Do you often cook dinner? How often do you eat Indian / Chinese / Italian food?

Work: Are you often late for work? How often do you work in the evening / on weekends?

Home: Do you often do housework? How often do you do the laundry?

12

- Bring two groups together. Ask them to sit in a circle so they can ask each other questions.
- Students take turns asking their questions. Tell them to make a note of the answers so they can present their findings later.
- Elicit information from each group and discuss which group has the busiest lifestyle.
- **Exam tip** This exercise provides exam practice for IELTS, Speaking Part 3 (Discussion) and Cambridge B1 Preliminary, Speaking Part 4 (General conversation).

Answers

Students' own answers.

Extra activity

Turn the activity into a class survey. Each student walks around the class and interviews as many students as they can in five minutes. Then they sit with their group and compare information. They can then produce a report based on the information they share. You could ask students to write the report for homework.

spark For additional speaking practice, use the Communicative Activities in the Teacher Resources in Spark.

Extra activity

If you are looking to extend this lesson, you can try getting students to research the following topic online:

Tell students they're going to research common sleep problems and what actions we can take to help with these problems.

Students should find information about:

- common sleep problems
- advice for sleeping well

Search words:

sleep advice

sleep problems

AT A GLANCE

- **reading** staying healthy
- **wordbuilding** collocations with *do, play, and go*
- **listening** in search of a long life
- **grammar** present simple and present continuous
- **speaking** your current life

• **Lead-in** Ask students to look at the photo on page 12. Ask students: *What is she doing? How old do you think she is?* (100 at the time of the photo). Ask if students are surprised by her age.

- 1 Read the questions and the example.
- **Optional step** Tell the students about someone you know as an example.
- Allow students time to think about their answers. Students work in groups of three or four to discuss people they know.
- Elicit feedback to see who is the oldest person anyone knows and discuss how that person's lifestyle might have helped them to live a long life.

Answers
Students' own answers.

Wordbuilding
collocations with *do, play, and go*

- 2 **1.4** Read the information in the wordbuilding box with the class.
- Ask students to work individually to complete the task. Let them compare answers in pairs before checking with the class.
- **Exam tip** This exercise provides exam practice for Cambridge B1 Preliminary, Reading Part 6 (Open cloze).

Answers
See answers on Student's Book page.

What keeps them healthy?

Wordbuilding collocations with *do, play, and go*

- 1 Who is the oldest person you know? How healthy is their lifestyle?
My grandfather is the oldest person I know. He's 83 and has a healthy lifestyle because he still does exercise. He goes walking and plays golf.
- 2 Look at the wordbuilding box. Then complete the article below with the verbs *do, play, and go*.

WORDBUILDING collocations with *do, play, and go*

When we talk about free-time activities, we often use certain verbs with certain nouns. These are called collocations.

<i>do exercise</i>	<i>do gardening</i>
<i>go walking</i>	<i>go cycling</i>
<i>play golf</i>	<i>play games</i>

- 3 Match these activities with the verbs in the chart to make collocations. Use a dictionary if necessary. Then think of one more activity for each verb.

camping	cards	hiking
homework	horseback riding	karate
nothing	the piano	running
soccer	tennis	yoga

Do	Go	Play
homework	<i>fishing</i>	cards
karate	<i>camping</i>	the piano
nothing	<i>hiking</i>	soccer
yoga	<i>horseback riding</i>	tennis
	<i>running</i>	

- 4 Work in pairs. Talk about people you know using the collocations in the chart.

My brother does karate. He's really good at it!

1.4

THE SECRETS OF A LONG LIFE

The island of Okinawa in Japan has a high number of centenarians—men and women over the age of one hundred. What are some reasons for their long life? They ...

- 1 **go** fishing and eat what they catch.
- 2 **do** a lot of gardening and grow their own fruit and vegetables.
- 3 **go** cycling and never drive when they can walk.
- often spend time with friends. They meet at people's houses and 4 **play** games.
- rarely 5 **go** shopping for food in supermarkets.
- 6 **do** regular exercise, 7 **play** golf, 8 **go** swimming, and lead active lives.

12

GRAMMAR NOTES

Sports
There are basic rules with *play, do, and go* (although there are some exceptions). We use *play* with sports that involve a ball (or something similar), e.g., play soccer, tennis, golf, rugby, ice hockey, badminton.
We use *go* with activities that end with *-ing*, e.g., go swimming, skiing, fishing.
We use *do* with other activities when we don't say *-ing*, e.g., do aerobics, gymnastics, athletics, martial arts.
Exceptions: We tend to say *do boxing* or *do wrestling* (not *go boxing* or *go wrestling*).

- 3 Ask students to work in pairs. Have dictionaries available for students to check collocations they are unsure about.
- In feedback, draw a table on the board. Ask students to come up to the board to write the collocations. Then ask them to add their new activities in the appropriate columns. Ask students if they notice any pattern or rule (see **Grammar notes**).
- **Optional step** Drill the phrases for pronunciation practice. Note the English pronunciation of the following: *piano* /piˈænəʊ/, *yoga* /ˈjəʊgə/, *karate* /kəˈrɑːtɪ/.

Listening

5 **1.5** Listen to part of a radio interview with photographer David McLain. Check (✓) the topics the speakers talk about.

- | | |
|---|--|
| 1 <input checked="" type="checkbox"/> how long men and women live | 3 <input type="checkbox"/> sleep |
| 2 <input checked="" type="checkbox"/> family life | 4 <input checked="" type="checkbox"/> food |
| | 5 <input checked="" type="checkbox"/> exercise |

6 **1.5** Listen again and complete the sentences with three words.

- No one knows why some people live longer than others.
- David McLain is traveling to places with large numbers of people aged a hundred and over.
- In Sardinia, men live to the same age as women.
- Research shows that in countries where people live longer, family is important.
- The younger generation in Sardinia are eating more burgers and fries.
- Young people are doing less exercise because of their lifestyle.

7 Work in pairs. Think about the lifestyle of people where you live. Is it similar to the lifestyle in Sardinia? Discuss these areas:

- how much exercise people do
- the importance of family and community
- type of diet

Grammar present simple and present continuous

8 Look at the grammar box. How do you form the present continuous? Then look at the five sentences from the interview. Are they present simple (S) or present continuous (C)?

- | | | |
|--|----------|----------|
| 1 One man is trying to answer these questions. | S | C |
| 2 He's speaking to us right now on the phone. | S | C |
| 3 Men live to the same age as women. | S | C |
| 4 Every Sunday, the whole family eats a big meal together. | S | C |
| 5 The younger generation is eating more food like burgers and fries. | S | C |

9 Match the present continuous sentences in Exercise 8 with these uses (a–c).

- to talk about something in progress at the moment of speaking **2**
- to talk about something happening around now, but not at the exact moment **1**
- to talk about a trend or a changing situation **5**

PRESENT CONTINUOUS

I'm speaking.
You're/We're/They're speaking.
He's/She's/It's speaking.

I'm not traveling.
You/We/They aren't traveling.
He/She/It isn't traveling.

Am I working?
Are you/we/they working?
Is he/she/it working?

Common time expressions with present continuous:
now, at the moment, currently, these days

For more information and practice, see page 156.

10 Complete the sentences with the present simple or present continuous form of these verbs.

go	play	spend
not / do	learn	

- We are learning a new language at the moment.
- My friends and I often spend time at each other's houses.
- How often do you go to the gym?
- I usually eat healthy meals, but I don't do any exercise.
- More and more old people are playing video games these days. It isn't just young people.

Speaking my life

11 Write questions. Use the present simple in one question and the present continuous in the other.

- How / usually spend your free time?
How do you usually spend your free time?
 - / you / do / much exercise these days?
Are you doing much exercise these days?
- / often / read novels?
Do you often read novels?
 - / read / any good books at the moment?
Are you reading any good books at the moment?
- Where / normally go on vacation?
Where do you normally go on vacation?
 - Where / plan to go this year?
Where are you planning to go this year?
- / speak / any other languages?
Do you speak any other languages?
 - / learn / any new languages?
Are you learning any new languages?

12 Work in pairs. Ask and answer your questions from Exercise 11.

learning habit and can help them improve their listening skills.

- Let students compare answers in pairs before checking with the class.
- In feedback, ask students what they heard that helped them decide.

Answers

See answers on Student's Book page.

Background information

David McLain is a professional photographer who has worked on many extended projects for National Geographic. He has been traveling the world with author Dan Buettner for more than 15 years, meeting and studying elderly people from the world's Blue Zones: five geographic pockets in the world where people commonly live long, healthy lives past the age of 100.

6 1.5

- Allow students time to read through the incomplete sentences. Deal with any queries. Play the interview again.
- Let students check their answers in pairs before checking with the class.
- Exam tip** This exercise provides exam practice for IELTS, Reading Part 8 (Sentence completion).

Answers

See answers on Student's Book page.

7

- Allow students some time to think about their answers before discussing in pairs.
- Monitor, listening for any interesting opinions to share with the whole class in the feedback stage. If possible, make a note of any good use of key language from the unit so far.
- In feedback, praise the students on their discussion, share any notes you made, and congratulate them on good use of language.

Answers

Students' own answers.

Answers

See answers on Student's Book page.

Suggested answers for additional collocations:

Do: aerobics, gymnastics

Go: shopping, dancing

Play: chess, basketball

4

- Organize students into new pairs. Model the activity by reading the example and describing one or two people you know.
- Monitor, making notes of good use of the collocations and any common errors.

- In feedback, praise the students on good use of the collocations and write some errors on the board for students to correct in pairs.

Answers

Students' own answers.

Listening

5 1.5

- Refer students to the topics and then play the interview.
- Optional step** Ask students to make a note of words and expressions linked to each of the topics. Explain that this is a good

What keeps them healthy?

Wordbuilding collocations with do, play, and go

1 Who is the oldest person you know? How healthy is their lifestyle?

My grandfather is the oldest person I know. He's 83 and has a healthy lifestyle because he still does exercise. He goes walking and plays golf.

2 Look at the wordbuilding box. Then complete the article below with the verbs do, play, and go.

WORDBUILDING collocations with do, play, and go

When we talk about free-time activities, we often use certain verbs with certain nouns. These are called collocations.

- do exercise
- go walking
- play golf
- do gardening
- go cycling
- play games

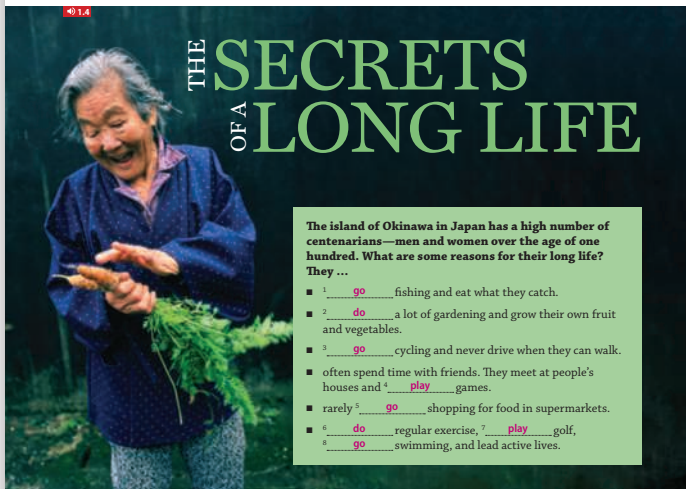
3 Match these activities with the verbs in the chart to make collocations. Use a dictionary if necessary. Then think of one more activity for each verb.

camping	cards	hiking
homework	horseback riding	karate
nothing	the piano	running
soccer	tennis	yoga

Do	Go	Play
homework	fishing	cards
karate	camping	the piano
nothing	hiking	soccer
yoga	horseback riding	tennis
	running	

4 Work in pairs. Talk about people you know using the collocations in the chart.

My brother does karate. He's really good at it!



The island of Okinawa in Japan has a high number of centenarians—men and women over the age of one hundred. What are some reasons for their long life? They ...

- 1 go fishing and eat what they catch.
- 2 do a lot of gardening and grow their own fruit and vegetables.
- 3 go cycling and never drive when they can walk.
- often spend time with friends. They meet at people's houses and play games.
- rarely go shopping for food in supermarkets.
- do regular exercise, play golf,
- go swimming, and lead active lives.

Listening

5 **01:15** Listen to part of a radio interview with photographer David McLain. Check (✓) the topics the speakers talk about.

- 1 how long men and women live
- 2 family life
- 3 sleep
- 4 food
- 5 exercise

6 **01:15** Listen again and complete the sentences with three words.

- 1 No one knows why some people live longer than others.
- 2 David McLain is traveling to places with large numbers of people aged a hundred and over.
- 3 In Sardinia, men live to the same age as women.
- 4 Research shows that in countries where people live longer, family is important.
- 5 The younger generation in Sardinia are eating more burgers and fries.
- 6 Young people are doing less exercise because of their lifestyle.

7 Work in pairs. Think about the lifestyle of people where you live. Is it similar to the lifestyle in Sardinia? Discuss these areas:

- a how much exercise people do
- b the importance of family and community
- c type of diet

Grammar present simple and present continuous

8 Look at the grammar box. How do you form the present continuous? Then look at the five sentences from the interview. Are they present simple (S) or present continuous (C)?

- 1 One man is trying to answer these questions. S (C)
- 2 He's speaking to us right now on the phone. S (C)
- 3 Men live to the same age as women. S (C)
- 4 Every Sunday, the whole family eats a big meal together. S (C)
- 5 The younger generation is eating more food like burgers and fries. S (C)

9 Match the present continuous sentences in Exercise 8 with these uses (a–c).

- a to talk about something in progress at the moment of speaking ... 2
- b to talk about something happening around now, but not at the exact moment ... 1
- c to talk about a trend or a changing situation ... 5

PRESENT CONTINUOUS

*I'm speaking.
You're/We're/They're speaking.
He's/She's/It's speaking.*

*I'm not traveling.
You/We/They aren't traveling.
He/She/It isn't traveling.*

*Am I working?
Are you/We/They working?
Is he/She/It working?*

Common time expressions with present continuous: now, at the moment, currently, these days

For more information and practice, see page 156.

10 Complete the sentences with the present simple or present continuous form of these verbs.

go	play	spend
not / do	learn	

- 1 We re learning a new language at the moment.
- 2 My friends and I often spend time at each other's houses.
- 3 How often do you go to the gym?
- 4 I usually eat healthy meals, but I don't do any exercise.
- 5 More and more old people are playing video games these days. It isn't just young people.

Speaking my life

11 Write questions. Use the present simple in one question and the present continuous in the other.

- a How / usually spend your free time?
How do you usually spend your free time?
- b / you / do / much exercise these days?
Are you doing much exercise these days?
- a / often / read novels?
Do you often read novels?
- b / read / any good books at the moment?
Are you reading any good books at the moment?
- a Where / normally go on vacation?
Where do you normally go on vacation?
- b Where / plan to go this year?
Where are you planning to go this year?
- a / speak / any other languages?
Do you speak any other languages?
- b / learn / any new languages?
Are you learning any new languages?

12 Work in pairs. Ask and answer your questions from Exercise 11.

Background information

Sardinia (/sɑ:'dɪniə/) is an island that lies to the west of the Italian mainland, in the Mediterranean Sea. A census in 2019 confirmed that Sardinia has a population of 1.6 million. It's noted for its wild mountainous interior, and the beauty of the sea and coasts. It is home to one of the five Blue Zones, areas in the world where people live exceptionally long lives. The Blue Zone in Sardinia is in an eastern area of the island, concentrated in the provinces of Ogliastra and Nuoro. People there live simple rural lives in small villages.

Grammar present simple and present continuous

8

- The aim here is to start by reviewing the present simple and considering how the present continuous is formed.
- Elicit how the present simple is formed. Then ask students

to complete the activity individually.

- Check answers with the class. Ask students to identify the present simple forms first (see **Grammar notes**) before telling you the uses of the present simple.

Answers

You form the present continuous tense by using a present simple form of to be with the -ing form of a main verb.

See answers on large Student's Book page.

GRAMMAR NOTES

Sentences 3 and 4 use the present simple tense because they talk about things that are always or generally true (3) and routines and habits (4). Note the use of *Every Sunday*, which tells us this is a regular routine.

9

- Organize the students in pairs. Ask students to look at the

sentences again and underline the present continuous forms.

- Elicit the form again in feedback and write it on the board. Refer students to the grammar box and point out how to form negatives and questions.
- Ask students to work in pairs to match sentences 1, 2, and 5 from Exercise 8 with the uses of the present continuous (a–c).
- Check answers with the class.
- Refer students to page 156 of the Student's Book for more information and practice.

Answers

See answers on large Student's Book page.

10

- Students work individually to complete the sentences. Let students compare answers in pairs before checking with the class.

- Elicit the answers as complete sentences and ask students to explain why they chose the simple or continuous form each time (see **Grammar notes**).

Answers

See answers on large Student's Book page.

GRAMMAR NOTES

The functions of the present simple or present continuous form in Exercise 10 are to discuss:

- 1 something happening around now, but not necessarily at this exact moment
- 2 a habit or routine
- 3 a habit or routine
- 4 a habit or routine
- 5 a changing situation

spark Assign students the grammar activities in the Online Practice to help them consolidate their understanding and get practice of using this language.

Speaking my life

11

- Students write the questions individually. Circulate and check correct question formation as this is crucial to the speaking task in Exercise 12. Let students compare their questions in pairs before checking with the class.

Answers

See answers on large Student's Book page.

12

- Monitor pairs as they do the task. Make a note of any errors in the use or form of the present continuous as well as examples of good use in the students' answers.
- In feedback, ask students to tell the class some facts about their partner. Then share your notes with the class. Praise students for good use and ask them to work in pairs to identify and correct any errors.

Answers

Students' own answers.

Sustainable life

Encourage students to discuss how the activities they described in Exercise 11 and 12 can help their physical and mental health. Ask: *How does exercise / reading / going on vacation help people physically and mentally? What are the health benefits of learning another language? Which ones do you do / are you most interested in doing to help your health and well-being?*

spark For additional speaking practice, use the Communicative Activities in the Teacher Resources in Spark.

AT A GLANCE

- **reading** nature and health
- **word focus** phrases with *feel*
- **critical thinking** giving examples
- **speaking** making lives healthier

- **Lead-in** Books closed. Describe one of your favorite places to be but make sure it is a place in nature, e.g., beach, park, woods, mountains. Ask: *What is your favorite place to be?* Write the places on the board, especially the places that are in nature.
- Point to the different places in nature and ask students what they have in common. Elicit the idea that they are all in nature.
- Ask: *How do these places make you feel?*

Reading

1

- Students work in pairs to discuss their ideas. In feedback, elicit a range of ideas from the class.

Example answers

She's walking through a forest. There are trees, an empty path ahead of her, and sunlight shining through the branches.

Background information

The photo shows a young woman walking down a path in the Redwood State Park located near San Francisco, California, U.S.A., with early morning light shining through trees. There are redwood parks about an hour outside of San Francisco, and many people enjoy relaxing in the forest. In fact, there has been a Forest Bathing Club in San Francisco since 2015.

2  1.6

- Read the topics with the class. Students read the article individually. Let them compare answers briefly in pairs before checking with the class.
- **Exam tip** This exercise provides exam practice for IELTS, Reading Part 4 (Matching information).

Natural medicine

Reading

- Look at the photo. Where is the woman? What's around her?
- Read the article. Match the topics (1–3) with the paragraphs in the article (A–C).

... A	1	how much time we spend outdoors
... C	2	how doctors use nature as medicine
... B	3	research by doctors
- Read the article again. In pairs, answer the questions using full sentences.
 - What do most people think about nature?
They think it's good for you.
 - After the math test, where did one of the groups go to look at nature?
 - What are some doctors telling patients to do in Scotland?
 - What does the Japanese word *shinrin-yoku* mean?
 - In South Korea, what is the "National Forest Plan"?

Word focus *feel*

- Look at the three phrases with *feel* (1–3) from paragraph A. Match them with the uses (a–c).

1	How do you feel about ... ?	... c
2	... do you feel like going ... ?	... b
3	... do you feel better when you ... ?	... a

a to talk about your emotions or health
b to talk about wanting to do something
c to talk about an opinion

- Complete the questions with these words.

better	like	that
--------	------	------

- What do you usually feel like doing after a day at school or work?
- Do you feel that nature is good for us? Why or why not?
- After a difficult day, what makes you feel better in the evening?
- Work in pairs. Take turns asking and answering the questions from Exercise 5.
 A: *What do you usually feel like doing after a day at school or work?*
 B: *Going for a run in my local park and then eating dinner. Sometimes I go out and meet friends.*

14

Critical thinking giving examples

- When writers make a statement in an article, they often support it with examples. Look at these sentences. Which sentence has the main idea (M)? Which sentences give examples (E)?
 - For example, the typical office worker spends about fifteen minutes outside during the day. E
 - Humans are spending much less time outside. M
 - And in countries such as the U.S., only 10% of teenagers spend any time enjoying the fresh air. E
- Read paragraphs B and C of the article. Find the main idea in each paragraph and some examples for each idea. Underline the phrases for giving examples.
For example, the typical office worker spends about 15 minutes outside during the day.
- Complete the sentences in your own words. Use examples from your own life. Then tell your partner.
 - I relax in my free time in different ways. For example, ...
 - My hometown has some places with trees and nature, such as ...
 - There are some beautiful national parks in my country. A good example is ...

Speaking

- Imagine your town or city has some money to help people live healthier lives. What should they spend it on? Choose the idea below that you think is best, or think of your own idea.
 - one hundred new trees in town
 - a new park with a children's play area
 - more bike paths across the town
 -
- Work in groups of four. Discuss your ideas, and give reasons and examples. Choose the best idea.
I think bike paths are a great idea because cycling is good for your health and for the environment.
- Present your group's idea to the class. Vote on the best idea.

Answers

See answers on Student's Book page.

3

- Read the questions with the class. Stress the need to use full sentences. In feedback, elicit answers from the class.

Answers

- They think it's good for you.
- They looked at nature in a 3D-virtual-reality room.
- They are telling people to go for walks in their local forest.
- It means "forest bathing."
- The "National Forest Plan" is a government program that provides

32 forests with educational courses for people with physical and mental health problems.

spark Additional reading texts and comprehension practice are available in the Online Practice in Spark. You can also find supplementary reading materials and practice in the Teacher Resources in Spark.

Word focus *feel*

4

- Students work in pairs to find the phrases in the article. Ask them to read the full sentences.