

 NATIONAL
GEOGRAPHIC
LEARNING

4

THIRD
EDITION

Life

TEACHER'S BOOK

DANIEL BARBER
MIKE SAYER

Access your Instructor Account

Visit **learn.eltngl.com** to sign in or register for an Instructor Account on the all-in-one Spark platform.

Spark hosts all of the digital teaching and learning tools that support your program.

ON THE COVER

The aurora borealis (also known as the northern lights), travels at night over the peak of Stetind. The obelisk-shaped mountain was first climbed in 1910 and was named as Norway's "national mountain" in 2002.

© imageBROKER/Gerhard Zwerger-Schoner/Alamy Stock Photo

Life

THIRD
EDITION

DANIEL BARBER AND MIKE SAYER



National Geographic Learning,
a Cengage Company

Life Teacher's Book 4, Third Edition
Daniel Barber and Mike Sayer

Publisher: Andrew Robinson
Executive Editor: Sean Bermingham
Publishing Consultant: Karen Spiller
Senior Development Editor: Melissa Pang
Development Editor: Rayne Ngoi
Senior Director of Global Marketing: Ian Martin
Senior Manager, Product Marketing: Caitlin Thomas
Heads of Regional Marketing:
Charlotte Ellis (Europe, Middle East and Africa)
Justin Kaley (Asia)
Irina Pereyra (Latin America)
Joy MacFarland (US and Canada)
Content Project Manager: Neha Bhargava
Media Researcher: Jeffrey Millies
Art Director: Brenda Carmichael
Manufacturing Planner: Jordan Cowan
Composition: Lumina Datamatics Ltd.
Audio Producer: New York Audio Productions
Contributing Writers: Graham Burton and Anita Sunda (Grammar summary)
Consultants: Jade Blue and Harry Waters

© 2025 Cengage Learning, Inc.

WCN: 01-300-493

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

“National Geographic”, “National Geographic Society” and the Yellow Border Design are registered trademarks of the National Geographic Society
© Marcas Registradas

For permission to use material from this text or product,
submit all requests online at **cengage.com/permissions**
Further permissions questions can be emailed to
permissionrequest@cengage.com

Teacher's Edition ISBN: 979-8-214-17987-2

National Geographic Learning

5191 Natorp Blvd
Mason, OH 45040
USA

Locate your local office at **international.cengage.com/region**

Visit National Geographic Learning online at **ELTNGL.com**
Visit our corporate website at **www.cengage.com**

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 video scripts	22
Units 1 to 12: Grammar summary and answer key	310
Units 1 to 12: Communication activities	334

Contents

	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
<p>1</p> <p>Culture and identity pages 9–20</p> <p>Review page 20</p>	present simple and present continuous; stative verbs; question forms	word focus: <i>love</i> ; nouns related to ideas and feelings; wordbuilding: adjective + noun collocations	opening and closing conversations	<i>wh</i> - questions; short questions	a description of skateboarding in Bolivia; a podcast about colors across cultures; using your knowledge of a topic to help you listen; a description of a favorite photo
<p>2</p> <p>Performing pages 21–32</p> <p>Review page 32</p>	present perfect simple; <i>already, just, and yet</i> ; present perfect simple and past simple	describing performances; describing emotions; word focus: <i>own</i> ; strong and weak adjectives	choosing an event	<i>have</i> in present perfect statements; intonation with <i>really, absolutely, very</i>	two descriptions of events; a description of someone's experience of performing; listening for specific details
<p>3</p> <p>Opportunities pages 33–44</p> <p>Review page 44</p>	predictions with <i>will, may, and might</i> ; future forms	word focus: <i>job and work</i> ; education; wordbuilding: prefix <i>re-</i> ; job requirements	making and responding to requests	sounding certain; weak and strong auxiliary verbs	three monologues about childhood ambitions; three people talking about their career and education paths; recognizing auxiliary verbs in fast speech
<p>4</p> <p>Water pages 45–56</p> <p>Review page 56</p>	past simple and past continuous; past perfect simple	wordbuilding: adverbs with <i>-ly</i> ; word focus: <i>get</i>	telling stories	<i>had</i> in past perfect statements; weak forms (<i>was</i> and <i>were</i>)	a talk by a "swimming ambassador"; two stories about experiences in water; recognizing how sounds run together in fast speech
<p>5</p> <p>A healthy life pages 57–68</p> <p>Review page 68</p>	modal verbs and <i>be allowed to</i> ; first conditional; <i>when, as soon as, unless, until, before</i>	healthy habits; word focus: <i>so</i> ; describing food	talking about food	weak forms (<i>to</i>); disappearing sounds (1)	advice for people who have little time to exercise; a podcast about healthy habits; recognizing grammar structures while listening
<p>6</p> <p>Mysteries pages 69–80</p> <p>Review page 80</p>	expressing purpose; certainty and possibility	word focus: <i>fun</i> and <i>funny</i> ; wordbuilding: nouns and verbs	reacting to surprising news	<i>have</i> in past modal forms; disappearing sounds (2)	a conversation about what a photo shows; a lecture about the Nasca lines; identifying how speakers signal information

Reading	Critical thinking	Speaking	Writing	Video
an article about the Race Card Project; an article about Generation Z	supporting examples	describing your own identity; talking about important colors; creating a survey about your generation's habits; introducing yourself to others; planning a photo exhibit	an organization's profile; using criteria for writing	<i>Faces of India</i> ; visual literacy: understanding a photographer's message
an article about how circuses have changed; a review of a movie about the power of dance	understanding the writer's purpose	talking about recent experiences; describing experiences of performing; surveying others on their movie watching preferences; choosing an event; planning a message for a podcast	a movie review; linking ideas (1)	<i>Human towers</i> ; visual literacy: understanding diagrams
an article about the future of work; an article about someone who wanted to educate the public	understanding the writer's view	making predictions; making plans; discussing why education matters; discussing what a "quality education" means	a cover letter; using a formal style	<i>Maritza's classroom</i> ; sustainable life: quality education
an interview with the first person to find <i>Titanic</i> ; a first-person account about an unforgettable experience	drawing conclusions	describing the first time something happened; describing what had happened before; describing a learning experience; planning a trip	a social media post; using interesting language	<i>Two months on the Amur River</i> ; visual literacy: understanding a filmmaker's message
an article about making the perfect Italian pizza; different sources of information about moods and positive thinking	deciding if information is reliable	describing your own "food rules"; describing consequences; exchanging information; making a short presentation about food	a formal email; explaining consequences	<i>We are what we eat: Crete</i> ; visual literacy: evaluating presentation visuals
a preview of a program about why we enjoy being scared; theories about two mysteries	speculation or fact?	describing what things are for; speculating about the present and past; discussing what might have happened; describing how equal your society is	a news story; -ly adverbs in stories	<i>Ancient past and present</i> ; sustainable life: working toward equality

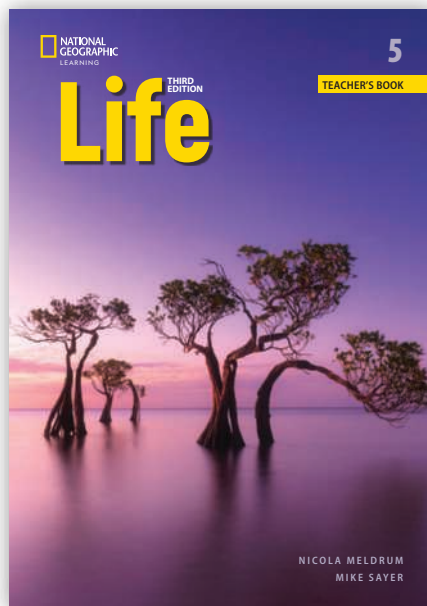
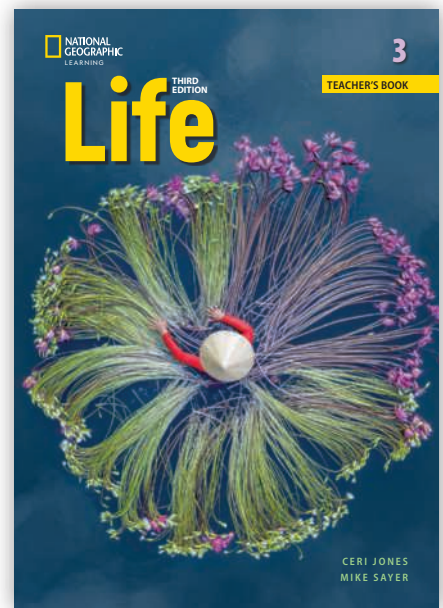
Contents

	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
<p>7</p> <p>Living space pages 81–92</p> <p>Review page 92</p>	used to, would, and past simple; comparison: adverbs; comparison: patterns	in the city; materials; wordbuilding: noun → adjective; word focus: as and like	stating preferences and giving reasons	sentence stress (1); rising and falling intonation	two monologues about living arrangements; an interview with an architect; listening for stressed words to identify important information
<p>8</p> <p>Travel pages 93–104</p> <p>Review page 104</p>	verb patterns: -ing form and to + base verb; present perfect simple and continuous; How long ...?	vacation activities; word focus: journey, travel, trip; travel problems; wordbuilding: compound nouns (noun + noun)	dealing with problems	been; strong and weak forms	three monologues about experiences of traveling; a description of a woman who has been to every country; paying attention to specific information while listening
<p>9</p> <p>Shopping pages 105–116</p> <p>Review page 116</p>	passives; articles and quantifiers	customer experiences; spending money; wordbuilding: compound adjectives; in a store	buying and selling things	weak forms (of); silent letters	interviews with shoppers; a podcast about impulse buying; recognize what happens to prepositions in fast speech
<p>10</p> <p>No limits pages 117–128</p> <p>Review page 128</p>	second conditional; defining relative clauses	survival; sports performance; word focus: take; sports injuries	describing injuries and giving advice	sentence stress (2); and	a short talk about a wingsuit flyer; an audio article about performing better at sports; recognize how words sound joined together in fast speech
<p>11</p> <p>Connections pages 129–140</p> <p>Review page 140</p>	reported speech; reporting verbs: patterns; reporting verbs: thoughts	technology and communication; wordbuilding: suffixes -ion, -ment	sharing opinions	contrastive stress; linking with /w/ and /y/	an interview with a competition winner; a story about an invention to share information; listening for specific details in a story; two monologues about learning sign language
<p>12</p> <p>Experts pages 141–152</p> <p>Review page 152</p>	third conditional; should have and could have	describing skills and knowledge; wordbuilding: prefixes in-, un-, im-; word focus: go	making and accepting apologies	should have and could have; sentence stress (3)	an account of saving wild animals; two stories about unexpected problems; recognizing stressed syllables

Reading	Critical thinking	Speaking	Writing	Video
<p>an article about how the island of Manhattan used to be; an article about a special place in Puerto Rico</p>	<p>analyzing descriptions</p>	<p>describing how places have changed; comparing ideas; promoting a place; planning an infographic of your country or region</p>	<p>a description of a place; organizing ideas</p>	<p><i>The eco-architect of Ladakh</i>; visual literacy: analyzing infographics</p>
<p>an article where people describe returning to their roots; an article about why travel is important</p>	<p>analyzing choice of language</p>	<p>describing vacation preferences talking about hobbies; describing travel experiences; deciding what you wouldn't leave home without</p>	<p>a text message; using an informal style</p>	<p><i>Questions and answers</i>; visual literacy: interpreting flow charts</p>
<p>an article about customer satisfaction; two articles about consumer trends</p>	<p>close reading</p>	<p>planning a new product; planning with a budget; discussing ethical shopping; discussing ways of reducing waste</p>	<p>a product review; using pronouns clearly</p>	<p><i>Circular T-shirt</i>; sustainable life: responsible consumption</p>
<p>an article about life in space; an interview with a cave explorer</p>	<p>reading between the lines</p>	<p>saying where you would love to live; describing personal bests; talking about overcoming challenges; planning an animated movie</p>	<p>a personal email; linking ideas (2)</p>	<p><i>What does an astronaut dream about?</i>; visual literacy: analyzing the use of animation</p>
<p>an article about working together to save rainforests; an article about communicating across cultures</p>	<p>identifying facts and opinions</p>	<p>acting out and reporting a news story; making offers, invitations, promises, and requests; using different communication methods; communicating non-verbally</p>	<p>an opinion essay; structuring an essay</p>	<p><i>Can you read my lips?</i>; visual literacy: evaluating video techniques</p>
<p>a review of a book about what Arctic explorers have to do to survive; an article about the Japanese samurai and their legacy</p>	<p>challenging assumptions</p>	<p>talking about past decisions; explaining where you went wrong; talking about experiencing a different time; discussing issues with water</p>	<p>a website article; checking your writing</p>	<p><i>The environmental engineer</i>; sustainable life: clean water</p>

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

Diagram 1

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.

Diagram 2

31

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.

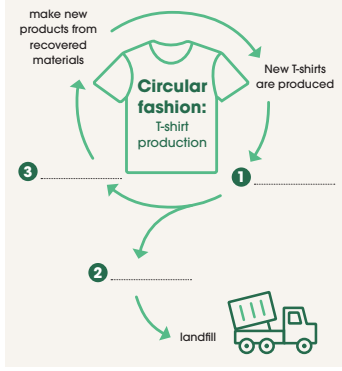
Visual literacy


- 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, and 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 

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 adventures • 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

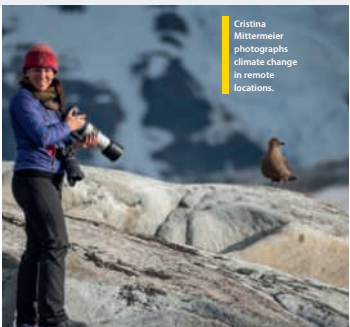
PAST SIMPLE
 We use the past simple to talk about finished actions, events, or situations in the past.
They lived in Lukla.
Cristina was interested in climate change.
She studied marine biology.
People didn't have food or homes.
 For more information and practice, see page 162.

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

4.2 Adventurers of the year

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.



Cristina Mittermeier photographs climate change in remote locations.

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.

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

4a | Grammar 1 | 1
✕

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

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

✓
⊞

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.

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.

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 _____

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

Wordbuilding | 1

Highlight the word that is **not** a synonym.

1. huge / massive / wonderful
2. dull / enormous / boring
3. tasty / disgusting / delicious
4. wonderful / ancient / nice
5. happy / exciting / interesting

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.

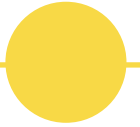
Assessment rubrics are provided in the Teacher's Resources on Spark for each project, to assist teachers in using these tasks for formative assessment.

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 3 Opportunities



Alessia, in the town of Castiglion Fiorentino, Italy, holds a photo of herself at the age of four.

UNIT GOALS

3a • make predictions about the future
• talk about jobs and work

3b • use future forms
• understand auxiliary verbs in fast speech
• discuss stages in education

3c • read about a young educator, and understand a writer's view

3d • make and respond to requests

3e • write a cover letter for a job application using a formal style

3f • watch a video about education, and write a proposal for a dynamic classroom

- 1 Work in pairs. Look at the photos and the caption. Discuss the questions.
 - 1 Where do you think Alessia is?
 - 2 Compare the two photos. What is the same and what is different?
 - 3 Look at the photo of four-year-old Alessia. What job do you think she wanted to do in the future? Why?

an actor	a baseball player	a doctor	a farmer	a firefighter	a nurse
a pilot	a police officer	a scientist	a singer	a teacher	a vet
- 2 Which words would you use to describe the jobs in Exercise 1? Are they positive or negative? Discuss your ideas with a partner.

challenging	demanding	enjoyable	highly skilled	high-risk
rewarding	routine	secure	stressful	tiring
- 3 Listen to three people talking about their childhood ambitions. Make notes on what they say about the things below.
 - the jobs they wanted to do
 - their current or planned jobs
 - what their current or planned jobs are like
- 4 Work in pairs. Ask and answer questions about your own ambitions using the ideas in Exercise 3.

33

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.

LESSONS A and B

Lesson A presents grammar and vocabulary through a short reading text and activates learning through speaking activities designed to help learners personalize the language.

Lesson B presents grammar and vocabulary through listening inputs from a rich variety of genres, before progressing to speaking activities designed to help learners personalize the language they have learned.

Updated reading texts featuring real and relatable stories introduce the target language in context.

3a word focus job and work • reading the future of work • grammar predictions with will, may, and might • pronunciation sounding certain • speaking predictions

Are you future-ready?

Word focus job and work

- Look at the sentences. Write *noun* or *verb* for the words in **bold**. Which noun is countable?
 - A lot of **jobs** () are pretty boring, but my **job** () has a lot of variety.
 - My sister **works** () as a firefighter—it can be hard **work** ().
- Complete the questions with the correct form of *job* or *work*. Then ask and answer the questions in pairs.
 - Do you _____ or study?
 - What is your dream _____?
 - Have you ever had a part-time _____?
 - Are any of your friends at _____ right now?
 - Are you going to start a new _____ soon?
 - Can you name three well-paid _____?
 - Who in your family _____ hard?
 - Do you go to _____ every day?

Reading

- Read the article. Match the paragraphs (A–C) with the main topics (1–4) below. There is one extra topic.
 - preparing for the kind of work we will do
 - jobs that people will always do
 - jobs that won't exist in the future
 - how work might change
- Circle predictions for the future in the article about these things.
 - the type of work that today's children will do
 - office work
 - airline pilots
- Work in pairs. Discuss whether you agree with the predictions in the article. What else do you think will happen with work in the future?

THE FUTURE OF WORK

Are you future-ready? The world of work is changing. The Institute for the Future, an independent research and educational organization, has predicted that 85 percent of the jobs that we will do in the future haven't even been invented yet. How should today's children prepare for jobs that don't currently exist?

A The days of the traditional 'job for life' have disappeared—we certainly won't have the same career for decades, as people used to. In addition, machines, robots, and Artificial Intelligence (AI) will continue to replace humans in the workplace. Skilled work that involves data analysis or is repetitive or mechanical can be done more quickly and more efficiently that way. Advances in technology mean that many more of us will probably work from home. We might never go to an office again!

B The things that we're changing, too. A report says that skills that add value will probably include literacy, and a range of other skills.

C Of course, there are people. For example, vets won't be at risk. And, airline pilots is 32 percent. Predictions are that it will be very 'future-ready'.

repetitive (adj) /rɪˈpeɪtɪv/ repeating the same thing in the same way many times
automation (n) /ɔːtəˈmeɪʃən/ the use of machines to do tasks automatically, usually without people

34

3b vocabulary education • listening career and education paths • grammar future forms • wordbuilding prefix re- • speaking planning your time

What's the next step?

Vocabulary education

- What is your path in education? Look at these expressions and tell a partner what you have done or what you think you will do.
 - apply to college/university
 - apply for/get a scholarship
 - do a (training) course / an evening class
 - do/get a degree
 - enroll at college/university
 - enroll in a course
 - get good/poor grades
 - graduate
 - retain
 - take an exam
 - work as an apprentice/intern
- Look at the photos and the captions. What education or training do you think these people have had? What decisions might they need to make about their future?
 - When I left school, I started working as an intern. Then I... I usually get good grades, so I think I'll enroll at my local college. Then I'll...*
 - In the first photo, the women have probably learned to... They might think about moving to a new town to find work.*

Listening

3b Listen to three women featured on a podcast about International Women's Day. Check (✓) the things the speakers talk about.

	Ha	Fernanda	Saira
Courses			
Exams			
Retirement			
A new business			
A hometown			
Ending a job			

Unit 3 Opportunities

Grammar predictions with will, may, and might

<p>will won't</p> <p>will won't</p> <p>may might</p> <p>will won't</p>	<p>do these jobs.</p>
--	------------------------------

For more information and practice, see page 160.

- Look at the grammar box. Underline the future forms (modal verb + base verb) in the article.
- Look at the underlined forms from Exercise 6. Note down the two forms that come before predictions that the writer is less confident about.
- Choose the best options in the text below about robot caregivers.

9 Cross out the illogical option in each sentence.

- There's a new car factory near my town. It may / will / won't need more workers.
- My friend Peter isn't very good at his job. He might / might not / won't get a promotion.
- I have a more demanding job now, so I might / will / won't need to work harder.
- Don't worry about your exam! You may / might / won't do better than you expect.

10 Pronunciation sounding certain

a Listen to pairs of sentences and note down the ones where the speakers sound more certain. Write a or b. _____

b Listen again and notice if the speakers' intonation rises or falls. Copy their intonation and repeat the sentences.

11 Work in pairs. Make predictions and give reasons. Use a form from the grammar box.

- My English exam results / be good (probably / definitely)
My English exam results will probably be good because I've worked hard.
- Finding a job for life / not be easy (certainly / probably)
- Unemployment / go down (definitely / might)
- AI technology / get better (may / certainly)

Speaking my life

12 Work in groups. Which of these activities (1–5) are you likely to do to become future-ready? Give reasons. Use future forms from the grammar box in your conversations.

- take a course in technology
- learn another language
- move to a new city
- start my own business
- train for a (different) job

A: *I might do a course in technology, because everything changes so quickly.*
B: *I'll probably do that, too. But I definitely won't learn another language—I already speak three!*

35

Clear examples of the grammar form and use are provided through a simple summary box and reinforced by related practice. A revised, visually supportive Grammar summary section at the back of the book offers flexible reinforcement for both teachers and students.

Listening activities present the grammar in context and develop both top-down and bottom-up listening skills through carefully scaffolded tasks.

My life speaking tasks guide learners to use grammar and vocabulary in personalized contexts which reinforce the lesson goals and provide informal assessment opportunities.

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.

3c reading informal education • critical thinking understanding the writer's view • speaking education

Education for the future

Reading

1 How much do you know about these topics? Where did you learn the most about them? Discuss your ideas with a partner.

IT	science	the environment	world history
• in school/college	• from social media		
• on the internet	• from friends/family		

2 Read the article about Eyal Weintraub on page 39. For each statement below, write **T** (true), **F** (false), or **NG** (not given) if the information is not in the article.

- Weintraub has worked mainly in the formal education system. _____
- His interest in education grew out of his experience with climate work. _____
- He uses social media as a way of informing and educating people. _____
- His podcast is not known outside Argentina. _____

3 Read the article again. Choose one of the options (a-c) to complete each sentence.

- Weintraub started Youth for Climate, Argentina with _____.
 - Greta Thunberg
 - a friend
 - a social media organization
- Youth for Climate, Argentina _____.
 - grew surprisingly slowly
 - wasn't successful outside Buenos Aires
 - led to the whole country becoming more aware of climate problems
- Celsius Alert is a project that _____.
 - offers a college degree in climate issues
 - tries to improve the school system
 - promotes the use of technology to educate young people
- The podcast *Lo que haces cuenta* (What you do counts) _____.
 - helps people understand environmental issues
 - is designed for use in schools
 - is about saving rainforests in Latin America

4 Work in pairs. Discuss the questions.

- The title of the article is *A better future?* How is Weintraub trying to create a better future?
- Do you think Weintraub is best described as a journalist, a political figure, or an educator? Why?

To me, Weintraub is mainly an educator because a lot of his work focuses on ...

Critical thinking understanding the writer's view

5 Writers can report events and activities in a positive, negative, or neutral way. Read these excerpts from the article. Write **N** (neutral) or **P** (positive). Which words helped you to decide?

- Eyal Weintraub is a young Argentinian with clear ideas about the opportunities his generation has to influence their future. _____
- He decided to start *Jóvenes por el Clima Argentina* (Youth for Climate, Argentina) with his high school friend, Bruno Rodríguez. _____
- Weintraub's efforts to educate and involve people, especially people who are not in formal education, include a successful podcast. _____

6 Find another sentence in the article where the writer shows his view. Is the writer's overall opinion of Weintraub's actions positive, negative, or neutral?

Speaking my life

7 Read the sentences about education. Find the words in **bold** in the article. Discuss their meanings with a partner. Are any of the sentences true for either of you?

- My favorite school subject(s) **inspired** me to want to work in a related field. (para B)
- When I learned about climate change, I started **participating** in activities to protect the environment. (para B)
- In my opinion, formal education is not as **effective** as informal education. (para B)
- Education has had a big **impact** on my life. (para C)
- Digital tools** are essential for learning. (para D)
- Studying history gave me a new **perspective** on what my grandparents experienced. (para D)

8 Work in pairs. Explain your responses to Exercise 7. Ask follow-up questions as needed.

*A: My favorite subjects were chemistry and biology. They inspired me to go on to study pharmacology.
B: What kinds of medicine would you like to develop?*

9 Work in groups. Decide on the four most important reasons why education matters. Compare your answers with another group and agree on the top four reasons.

38

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 3 Opportunities

A Eyal Weintraub is a young Argentinian with clear ideas about the opportunities his generation has to influence their future. He uses social media and digital tools to educate people in Argentina and across Latin America about environmental issues and what actions they can take. Weintraub explained his story on the podcast *Overheard at National Geographic*.

B At the age of 18, Eyal Weintraub was inspired by the Fridays for Future Movement and Greta Thunberg's actions to educate young people in Argentina. He says, "There was lots of interest in social media ... but there was no organization." He decided to start *Jóvenes por el Clima Argentina* (Youth for Climate, Argentina) with his high school friend, Bruno Rodríguez. Weintraub explains how only a few weeks after they began posting on social media, they suddenly had "thousands of people participating all over the country—over 5,000 just in the city of Buenos Aires. And from that, everything kind of started growing in a snowball." This huge response was a surprise to Weintraub. It showed him that there were a lot of people ready to take action and that social media was effective in educating them: "I began to understand that individual actions, although necessary, were not enough."

C In fact, *Jóvenes por el Clima Argentina* had a tremendous impact in Argentina. The group was successful in helping Argentina recognize the importance of climate change, and the country was the first in Latin America to declare a national climate emergency. *Jóvenes por el Clima Argentina* had an important role in telling people about and supporting new environmental education laws.

D As a college student, Weintraub was doing a degree in International Relations, but he continued with his work in climate education. Building on the success of *Jóvenes por el Clima Argentina*, he started a new project, *Alerta Celsius* (Celsius Alert) with the support of a grant from National Geographic. This is a "Tech-Ed" project, using the latest digital tools to inform and educate people. The aim of *Alerta Celsius* is to strengthen the teaching of environmental issues across the education system. Weintraub explains: "Our focus is to include a youth perspective ... to how environmental education is taught in schools and the formal and non-formal educational system."

E Weintraub's efforts to educate and involve people, especially people who are not in formal education, include a successful podcast, *Lo que haces cuenta* (What you do counts). The podcast has reached hundreds of thousands of listeners across Latin America. Each episode is around 15 minutes long and focuses on the different ways our actions can have an impact—from fashion to food to forests. His podcast is a perfect example of how digital technology can guide people through the overwhelming amount of information that exists on a subject, breaking it down into "bite-sized" pieces that are easier to understand.

F Weintraub is a great example of an ordinary person who has found his own way to take action on an issue he cares about. He shows us the importance of deciding what matters to us and how we can work toward creating a better future.

39

my life ▶ PREDICTIONS ▶ PLANNING YOUR TIME ▶ EDUCATION ▶ REQUESTS ▶ A COVER LETTER

LESSONS D and E

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

3d vocabulary job requirements • real life making and responding to requests • pronunciation weak and strong auxiliary verbs

Would you mind ... ?

Vocabulary job requirements

Assistant Researcher
NaturalHistoryNet TV

Full-time position + benefits
Initial 12-month contract

You will be responsible for:

- assisting the Research Coordinator on a variety of movie projects.
- managing movie production materials.
- dealing with queries related to projects.

You will need to have:

- a degree in a relevant subject.
- preferably 1–2 years' experience in movie production.
- excellent database and research skills.

You will need to be:

- organized and independent.
- able to meet strict deadlines.
- good at working under pressure.

Apply on our website. Closing date June 15.

1 Read the job ad and find the things below.

- duties
- deadline for applications
- skills and qualifications required
- personal qualities required

2 Choose the qualities that would be useful for the job in the ad.

conscientious	creative	energetic
hard-working	methodical	self-confident

3 Work in pairs. Discuss the questions.

- Choose three jobs you know well. What are the most important requirements? Why?
- Would you like to do the job in the ad? Why or why not?

Real life making and responding to requests

4 Listen to two friends, Rudi and Mark, discussing the ad. Answer the questions.

- Does Mark meet all the requirements?
- Has he completed the online application?
- What will he need for the interview?

5 Look at the sentences below. Listen again and check (✓) the ones you hear in the conversation.

Making requests

- Is it all right if I give you as my reference?
- Will you be able to do it today?
- Is it OK to take your car?
- Would it be all right if I used your phone?
- Would you mind checking my application form?
- Do you mind helping me prepare for my interview?
- Could you give me a ride to the interview?
- Can you take a look at my application?
- Would it be OK to borrow your suit?

Responding to requests

- Can I get back to you on that?
- I'm not sure about that.
- I'm sorry, I don't think I'll be able to.
- Of course (not).
- Yes, I will. Don't worry.
- Sure, no problem.

6 Pronunciation weak and strong auxiliary verbs

a Listen and repeat the exchange. Notice how the auxiliary verb *will* is not stressed in the full question and is stressed in the response.

A: Will you be able to do it today?
 B: Yes, I will.

b Match the questions (1–6) with the responses (a–f). Then listen and check. Practice saying the exchanges with a partner.

- Are you going to apply for the job?
- Will he help you with your application?
- Are they still advertising that job?
- Does she meet our requirements?
- Will it be an all-day interview?
- Is it OK to call you at work?

.....a I don't think she does.
b I think it might.
c No, they aren't.
d Of course he will.
e Yes, I think I will.
f Yes, of course it is.

7 Work in pairs. You are going to act out short conversations in different situations. Turn to page 153 and follow the instructions.

40 my life PREDICTIONS PLANNING YOUR TIME EDUCATION REQUESTS A COVER LETTER

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.

3e writing a cover letter • writing skill using a formal style Unit 3 Opportunities

An online application

Writing a cover letter

1 Check (✓) the things people in your country usually do when they apply for a job. What other things can they do? Discuss your ideas with a partner.

- fill out an online application form
- make a phone call
- send a résumé
- reach out to a personal contact
- send an email with a cover letter

2 When applying for a job, you often have to provide a cover letter in addition to your personal and professional details. Choose the kind(s) of information (1–5) you would include.

1 hobbies and interests	3 why you want the job
2 relevant experience	4 your skills
	5 your work history

3 Read the cover letter from a job application. Write its key elements (1–5) next to the paragraphs (A–E) they can be found in.

1 closing sentence	4 personal qualities
2 education	5 skills
3 relevant experience	

.....A I am currently completing a college degree in digital media in Kyoto. I will graduate this month, and I expect to gain excellent results.

.....B I have experience in movie production and post-production as I have worked part-time in my college television station for the last year. In addition, I am a member of a local history association, researching and organizing amateur movies made over the past 50 years. We have run several successful public movie events.

.....C I have strong IT skills, and I use video-editing software regularly. I also have experience using graphic design tools, databases, and spreadsheets.

.....D I consider myself to be hard-working and organized in my work. As part of my job with the college television station, I was responsible for planning schedules and program archiving. My involvement with the local history association requires me to be both methodical and motivated.

.....E I am looking for a post where I can apply the skills I have learned as part of my degree and also build on my experience in movie research and local history.

4 Writing skill using a formal style

a A cover letter uses a formal style. Underline examples of these features of a formal style (1–3) in the letter.

- concise sentences (para A)
- full forms, not contractions (para B)
- formal alternatives to spoken language (para D)


b Rewrite the sentences in a more formal style.

- I'm leaving uni soon.
- I think I'll get a good degree.
- My IT skills are really good and I know how to use all kinds of software, actually.
- I think I'm pretty good at working hard.
- I've done a lot of this kind of work before.
- I'd love to get the job you're advertising.

5 Write a cover letter to go with an application for a job you would like. Include the key elements of a cover letter from Exercise 3.

6 Exchange cover letters with a partner. Use these questions to check each other's letter. Take turns giving each other feedback.

- Is the information well organized?
- Are all the key elements of a cover letter included?
- Is the style appropriate?
- Does the person sound like a good candidate for the job? Why or why not?



my life PREDICTIONS PLANNING YOUR TIME EDUCATION REQUESTS A COVER LETTER 41

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.

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.

2f video Human towers • visual literacy understanding diagrams • speaking inferring people about an event

Unit 2 Performing

Human towers



Competitions to build castells, or "human towers", take place in towns all over Catalonia, Spain.

Video

- Look at the photo and read the caption. Discuss the questions.
 - What do you think it feels like to be part of this "human tower"?
 - How do you think people in the audience describe the competitions?
- Watch the video about human towers. Compare your ideas from Exercise 1 with what you see and hear.
 - Watch the video again. Make notes on what the man says about these things. Then discuss why you think people join in this activity.

a beating heart	a team	families	kids
-----------------	--------	----------	------
 - Work in pairs. Watch part of the video again without the sound. Imagine you are reporting on the live event. Use some of these verbs to narrate the events as they happen.

climb	come down	crash	move	reach	slip
-------	-----------	-------	------	-------	------

She's climbing carefully ... she's reached the top and ...

Visual literacy understanding diagrams

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



Diagram 1



Diagram 2

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

At the bottom of the tower, _____ people push toward the center. They hold up the tower. If people fall, they fall on this base. The _____ of the whole tower on this base is _____ kilograms.
- Work in pairs. Read the statements and discuss if they are true for both Diagrams 1 and 2.
 - Diagrams use symbols to represent real-world objects or people.
 - Diagrams can show things that are invisible or not easy to see in photos.
 - Diagrams make it easier to see the relationship and interactions between different things.
 - Diagrams can help you to understand processes better.
- 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.
- Work in pairs. Use the information from Diagrams 1 and 2 and the video. Take turns explaining how people make human towers.

Speaking

- 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
- 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 ...

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.

3f video Quality education • speaking a quality education • project a proposal for a dynamic classroom

SUSTAINABLE LIFE

Quality education



Video

- Work in pairs. Compare your elementary school memories. Discuss the questions and give reasons.
 - What was your favorite subject?
 - What was the best part of each school day?
 - Who was your favorite teacher?
 - What is your best memory of that time?
- Work in pairs. Compare how your school education influenced you and think about the benefits it has given you. Discuss these areas.
 - friendships and other relationships
 - choices in later education
 - interests outside of school
 - jobs and career
- Watch Video 1 about the benefits of education. Complete the notes.
 - Education means you can provide _____ of your _____ and others and be a _____ of your community.
 - The global literacy rate has risen to _____ percent since 1980.
 - Costa Rica raised its literacy rate to _____ percent by raising spending on education.
- Watch Video 2 about Maritza Morales Casanova's classroom. Make notes to complete the sentences.
 - What are Morales Casanova's aims?

She aims to ...
 - How does she achieve her aims?

She has created a place to ... The games help children to understand how ...
 - What "qualifications" do the children get?

They get accreditation as ...
- Watch Video 2 again. Imagine you are a child in Morales Casanova's class. Describe what it's like to learn in her class.

Speaking *my life*

- Work in groups. Morales Casanova describes her classroom as a "theme park." How is her classroom similar to and different from a traditional classroom?
- In your groups, discuss how the things you discussed in Exercise 6 contribute to "a quality education."

Some students learn better when they ... When classes are held in different environments, ...

Project

Project brief

A proposal for a dynamic classroom

You are going to research ideas to make the learning experience more dynamic, memorable, and fun for a specific group of students. You will then present your proposal to the class.

- Research** Work in groups. Follow the steps below.
 - Choose a school grade and subject.
 - Discuss the way this subject is usually taught in school.
 - Brainstorm ideas to make learning the subject memorable and fun. For example:
 - history: visit a museum
 - literature: invite actors to explain how they bring a character to life
 - language: watch a movie
 - Search online for some examples of your ideas in action.
- Planning** Use your research to plan your proposal. Decide on the information to include and whether you want to include photos or images. Ensure that your proposal provides information about:
 - the grade and school subject you have chosen
 - your ideas to create a dynamic classroom
 - the benefits for the students
- Presentation** Prepare a presentation. Use the structure below as well as some of the expressions. Then present your proposal to the class.
 - Introduce your proposal**

Today we're going to look at ...

We chose this because ...

In our experience, ...
 - Explain how your idea works**

Our proposal is to ...

The resources we will need are ...

We will develop partnerships with ...
 - Describe the benefits of your dynamic classroom**

Our initiative will lead to ...

This approach will certainly ...

The results will be ...
- Feedback** After watching the presentations, decide as a class which proposal(s):
 - is/are the most practical.
 - is/are the most interesting.
 - has/have the most educational value.

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 3

REVIEW AND MEMORY BOOSTER

Grammar



1 Complete each comment from student chefs with one word or contraction.

- 1 "I'm sure nobody _____ eat this!"
- 2 "I'm _____ to change jobs soon."
- 3 "I _____ take a nap on my next break."
- 4 "This _____ definitely impress the diners."
- 5 "I'm going _____ be the best chef in the country one day."
- 6 "My parents _____ be so proud of me."
- 7 "This may _____ turn out as I expected."
- 8 "Wow, my hat _____ catch on fire here!"
- 9 "My friends _____ believe me when I tell them about my day."
- 10 "I'm _____ takeout for dinner later."

2 >> MB Write **PR** (prediction), **PL** (plan), **A** (arrangement), or **D** (decision made at the moment of speaking) for each comment in Exercise 1. There can be more than one possible answer.

Vocabulary

3 >> MB Make a note of the qualities and qualifications you need for the jobs below. Decide which job you would choose to do and write three adjectives describing it.

A 

B 

C 

D 

4 Match the verbs (1–5) with the nouns (a–e) to make expressions about education.

1 apply _____	a a degree
2 enroll _____	b an exam
3 get _____	c in a course
4 take _____	d as an intern
5 work _____	e to college

Real life

5 Match the beginnings of the sentences (1–4) with the endings (a–d). Then write a positive and a negative response to each request. Give a reason for each negative response.

1 Could you _____	a borrow your phone?
2 Is it all right if I _____	b took off my jacket?
3 Would you mind _____	c lending me some money?
4 Would it be all right if I _____	d help me with this application?

Real world

6 What can you remember about this unit? Complete the sentences below.

- 1 Being a _____ is a high-risk career.
- 2 The Institute for the Future says that _____ percent of future jobs don't exist yet.
- 3 The students in Muscat, Oman, are learning about _____.
- 4 An apprentice learns while _____.
- 5 "What you do counts" is a podcast about _____ issues by Eyal Weintraub.
- 6 *Jóvenes por el Clima* had a big impact in _____.

I CAN	
make predictions about the future	<input type="checkbox"/>
talk about jobs and work	<input type="checkbox"/>
use future forms	<input type="checkbox"/>
understand auxiliary verbs in fast speech	<input type="checkbox"/>
discuss stages in education	<input type="checkbox"/>
read about a young educator and understand a writer's view	<input type="checkbox"/>
make and respond to requests	<input type="checkbox"/>
write a cover letter for a job application using a formal style	<input type="checkbox"/>
understand a video about education and write a proposal for a dynamic classroom	<input type="checkbox"/>

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.

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).

© Cengage Learning, Inc.

21

IN THIS UNIT

Unit theme This unit is about things that shape and express a person's identity: culture and family, personality, clothes, interests, etc.

Vocabulary

- **1b** ideas and feelings: *anger, danger, death, happiness, health, illness, knowledge, luck, peace, success*

Wordbuilding

- **1c** adjective + noun collocations: *older generations, digital communication, virtual world, traditional culture, a good thing*

Word focus

- **1a** expressions with *love*

Grammar

- **1a** present simple and present continuous; stative verbs

- **1b** question forms: subject / object questions, indirect questions, tag questions

Reading

- **1a** an article about cultural identity
- **1c** an article about Generation Z

Listening

- **1b** a podcast about colors in different cultures
- **1f** a talk about a favorite photo

Speaking

- **1a** my identity
- **1b** my life in colors
- **1c** my generation
- **1f** planning a photo exhibit

Critical thinking

- **1c** supporting examples

Real life

- **1d** opening and closing conversations

Pronunciation

- **1b** *wh-* questions
- **1d** short questions

Writing

- **1e** a profile of an organization

Writing skill

- **1e** using criteria for writing

Visual literacy

- **1f** understanding a photographer's message

Video

- **1f** *Faces of India*

- **Lead-in** Have students close their books. Write the unit title on the board and ask: *How is your culture connected to your identity? Can you think of any examples?* Give an example from your own life, for example, a group you are in, your relationship to your nationality, etc.
- Explain that this unit will help students talk about themselves and who they are. Then go through the unit goals.

1

- Have students look at the photo and caption and discuss the questions in pairs.
- Elicit ideas from the class in feedback (see discussion questions in **Teacher development** and **Visual literacy**).

Suggested answers

- 1** The girls are skating in the countryside and are wearing clothes not normally associated with the skater community. It could be unusual for girls to skate, depending on the country they're in.

- 2** They are wearing traditional clothes (although their shoes look like modern skater fashion) and unusual hats.

Background information

The all-women group ImillaSkate was created in 2019. They wear the traditional *pollera* dress that consists of a shirt and a long skirt with colorful decorations. They adopted the *pollera* as a way of recognizing and celebrating their roots. They compete in tournaments in traditional clothes to empower women and promote inclusion and acceptance of diversity.

Teacher development

Classroom tips: National Geographic visuals

- Every National Geographic photo tells a story and engages students with a topic. You can use the visuals to generate classroom discussion, set context, teach key vocabulary, and as a tool to help students recall language. Here are some ideas for ways you can do this with the photo on page 9 of the Student's Book:
- Have students brainstorm words connected with a photo, for example, *skateboarding, traditional costume*.

- Have students give their personal response to a photo. Ask, for example: *What would you like to ask the skaters? Do you think ImillaSkate's message is clear and positive? Why or why not?*
- Have students predict what they are going to read about or listen to based on the photo.

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, and women in sports, and how these factors affect their interpretation of the photo.

2 1.1

- Students read and think about the things they will make notes on. Play the audio.

UNIT 1 Culture and identity



Members of the skateboarding group ImillaSkate practice in their hometown of Cochabamba, Bolivia.

UNIT GOALS

- 1a • use the present simple and present continuous
 - use *love* in different expressions
- 1b • use a range of question forms
 - use your knowledge of a topic to help you listen
 - learn nouns related to ideas and feelings
- 1c • read about different generations, and find examples that support statements
- 1d • open and close conversations
- 1e • write a profile for an organization by using appropriate criteria
- 1f • watch a video about a photographer, and identify the photographer's message

1 Work in pairs. Look at the photo and the caption. Discuss the questions.

- 1 Do you think this photo is unusual? Why or why not?
- 2 Are the skateboarders similar to or different from the skateboarders you've seen before? How so?

2 1.1 Listen to the story behind the photo. Make notes on the things below. Compare your notes with a partner.

- 1 the two traditional items of clothing the skaters wear
- 2 the two aims of ImillaSkate
- 3 the two occasions when they wear traditional dress

3 Work in groups and discuss the questions.

- 1 Do you have a "style" of your own in the way you dress? If so, what are the key things that identify your style?
- 2 Do you belong to any groups or clubs with their own identity or culture?
- 3 Do you take part in any activities that are traditional in your culture or come from other cultures?
I support my hometown's basketball team, so I often wear their colors, red and white.

9

- **Exam tip** This task provides exam practice for IELTS, Speaking Part 1, Cambridge B2 First, Speaking Part 1 (Interview), and Part 4 (Discussion).

Answers

Students' own answers.

Sustainable life

Have students consider what kind of impact and how much of an impact traditions and things that have happened in the past have on communities in the present. Ask students: *What activities have the people in your community done for a long time? What links do you see in your community between things that people did before now and things that people do today?* Have students think of at least three examples of these connections between our past and our present. Where possible, allow them to go online to research local traditions and their contributions to life today.

spark You can find additional discussion questions in the Classroom Presentation Tool in Spark.

- Have students compare answers in pairs before checking with the class. Check students' understanding of *roots* (= family and cultural origins).

Answers

- 1 traditional hats and *pollera* skirts
- 2 to make skateboarding more popular and to help young Bolivians learn about their roots
- 3 at special events and exhibits

3

- Ask students if they are able to share photos showing their style or the groups and clubs they belong to and/or the activities they do.

- In whole-class feedback, have students share their ideas (see **Background information**).
- Have students discuss the questions in groups.
- Monitor students' discussions, making notes of interesting use of English and errors that you can write on the board during the feedback session to get students self-correcting. In feedback, also elicit factors that influence students' identity, for example, school, work, social media, social groups and clubs, fashion, traditional activities, etc.

AT A GLANCE

- **reading** an article about cultural identity
- **grammar** present simple and present continuous; stative verbs
- **word focus** expressions with *love*
- **speaking** my identity

• **Lead-in** Have students close their books. Write the word *identity* on the board. Check students' understanding of the concept of identity. Brainstorm different types of identity that people can have and write them on the board in a mind map. If students struggle to think of types of identity, suggest that they start by thinking of things like the places that people come from and the things that they do.

Reading

1

- Ask students to describe themselves using only six words. Encourage students to celebrate what is unique about themselves while they are doing this.
- Make a point of showing students that you are setting a time limit of sixty seconds for this. Invite volunteers to read their texts aloud to the class and elicit comments on and comparisons between students' texts.

Answers

Students' own answers.

2  1.2

- Have students read the questions first and then the article. Allocate three minutes for reading to focus students' attention on the task. Then allow them to compare their answers in pairs before eliciting answers from the class.
- **Optional step** The reading text is recorded so you could play the audio and ask students to read and listen to the text at the same time (see **Teacher development**).

1a

reading cultural identity • grammar present simple and present continuous • grammar stative verbs • word focus *love* • speaking my identity

Where are you from?

Reading

- 1 Work with a partner. Describe yourself in six words. You have one minute.
- 2 Read the article and answer the questions.
 - 1 What does the project ask people about?
 - 2 How do people take part?
 - 3 How successful do you think the project is?
- 3 Match each of the six-word thoughts (a–e) with the rest of the story (1–3). There are two extra thoughts.

- | | |
|--|---------------------------------|
| a White mother, Black daughter. Love wins. | c I am not a single story. |
| b My skin is not my culture. | d We all look the same inside. |
| | e Wow! You don't have any kids? |

e 1 I am told that it is surprising that at my age, gender, and Hispanic culture, I do not have any kids yet. [...] I am 27 years old, and I am working on getting my master's degree.

b 2 I am adopted [...] I have an African mother and a White father, but my birth parents do not define me; my family does.

c 3 Everyone has their own story and everyone [...] deserves to show theirs!

 1.2

The Race Card Project

The author Michele Norris writes about race in the U.S. Several years ago, she had an idea. She printed postcards with the following message on them: "Race. Your thoughts. 6 words. Please send."

When she was on a book tour some years ago, she gave the postcards out to people. She wanted people to write back to her and describe themselves. Now, the project uses a website instead of postcards to collect people's thoughts, and it includes the question: "Anything else to say?"

There are over half a million replies, and people are sending more and more each year. They make people think. The messages are funny, angry, hopeful, and sometimes uncomfortable to read. They show that a person's feelings about race and identity can change over time.



race (n) /res/ a group of people with the same skin color, eye shape, etc.
gender (n) /dʒɛndər/ male, female, etc.
adopted (adj) /ə'dɒptəd/ when another family takes care of a child

10

Answers

- 1 people's ideas about race and descriptions of themselves
- 2 by writing to a website (previously by returning postcards she gave out)
- 3 very successful—over half a million people have taken part

Teacher development

Classroom tips: simultaneously reading and listening to a text

Whether you choose to ask students to read *The Race Card Project* text with or without the audio is your decision. Playing the audio when students read means that everybody reads at the same pace, and it encourages students to read quickly and naturally. It also builds students' confidence with reading because it signals

that students should read through a text naturally the first time they read it, and that they should not worry about unknown words. Moreover, it enables students to hear the pronunciation of any unfamiliar words, such as *postcards*, *race*, or *uncomfortable*.

Visual literacy

Ask students to look at the six-word stories and the article and notice the fonts (or style of writing) that are used. Ask students to consider the effect of the font choice on how they perceive the stories. Similarly, ask students to consider the effect of the font used in the postcard in the photo "No word for what I am" and how it complements the article.

Grammar present simple and present continuous

PRESENT SIMPLE and PRESENT CONTINUOUS

Present simple

- b** 1 We all **look** the same inside.
c 2 Michele Norris **writes** about race in the U.S.

Present continuous

- d** 3 I **am working** on getting my master's degree.
a 4 People **are sending** more and more each year.

For more information and practice, see page 156.

- 4 Look at the grammar box. Match the sentences (1–4) with their uses (a–d).
- describing changing situations and trends
 - describing things that are permanent or generally true
 - describing routines, habits, and regular behavior
 - describing things that are temporary or in progress at or around the time of speaking
- 5 Choose the correct option to complete each sentence. Discuss your reasons with a partner.
- I look** / **I'm looking** a lot like my brother.
 - I **look** / **I'm looking** for my phone. I can't find it.
 - My sister **eats** / **is eating** a bowl of home-made pasta.
 - My family **eats** / **is eating** together once a week.
 - I wear** / **I'm wearing** a baseball cap most days.
 - I **wear** / **I'm wearing** my favorite shirt today.
 - We're staying** / **We stay** in today because of the heavy snow.
 - We're staying** / **We stay** in when there's heavy snow.
- 6 Complete the pairs of sentences with the present simple or present continuous form of the verbs. Use contractions where possible.
- I **have** (have) many brothers and sisters.
 - I **'m having** (have) a fantastic day today.
 - He **works** (work) in his family business.
 - He **'s working** (work) and isn't free now.
 - They **'re coming** (come) into the room.
 - They **come** (come) from Milan.
 - I **don't enjoy** (not / enjoy) horror movies.
 - I **'m not enjoying** (not / enjoy) this movie at all!

STATIVE VERBS

We're wanting to understand. → **We want** to understand.
I'm not believing it, I'm afraid. → **I don't believe** it, I'm afraid.

For more information and practice, see page 156.

- 7 Look at the grammar box. Which form do we usually use for stative verbs? Discuss with a partner. **the simple form**
- 8 Complete the sentences to make them true for you. Then compare with a partner and ask follow-up questions.
- I belong to _____
 - I really love _____
 - I know a lot about _____
 - Basketball is OK, but I prefer _____
 - Of all the things I own, my favorite _____
 - Unfortunately, I don't really understand _____

A: I know a lot about my family history.
B: Really? What's it like?
A: Well, my mother's parents are from Korea, ...

Word focus love

- 9 Work in pairs. Look at this example from Exercise 3. Is *love* a noun or a verb?

White mother, Black daughter. Love wins.
 a noun

- 10 Work in pairs. Practice two-line exchanges using these sentences.
- I'd love to! Thanks.
 - It's a love-hate relationship.
 - It was love at first sight.
 - Please give them my love.
 - I absolutely love doing that.
- A:** Do you want to get some food after class?
B: I'd love to! Thanks.

Speaking my life

- 11 What is important to your personal identity? Work in groups and discuss which of these influences is the most important in your life. Give reasons.
- your cultural background
 - your family and/or your community
 - your job or your interests and hobbies
 - your personality and/or your character

Being ... is important to me because ...
The thing that really makes me who I am is ...

- 12 Write about one of the people in your group. Write a sentence that summarizes the person's identity. Share your sentences. Do you recognize yourself in other people's descriptions?

expectations about other people on where they are from or their gender. Ask them if they know what a stereotype is (general beliefs that people may have about certain groups). Ask: *Do you think some stereotypes are based on real inequalities in society? How do projects like this that teach us about people's lived experiences help us to understand inequalities in society?*

Grammar present simple and present continuous

4

Put students into pairs to match the sentences with their uses. Elicit answers from different students and write the uses on the board next to each tense: *present simple = permanent or generally true, etc.* Keep these on the board to refer to as students practice the rules.

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

Answers

See answers on Student's Book page.

5

Ask students to choose the correct option in each sentence. They can do this individually on paper or take turns doing it verbally in pairs. In feedback, have students explain their choice for each sentence.

Answers

See answers on Student's Book page.

6

Have students complete the sentences individually before comparing answers in pairs (see **Grammar notes**).

Monitor students carefully to ensure they are forming the structures correctly. While you are doing this, pay special attention to the use of the third person and the contractions *I'm*, *he's*, and *they're*. Check answers with the class and check

3

- Put students into pairs. Point to the six-word stories (1–3). Tell students to discuss and decide which thoughts go with each story. Elicit answers and discuss differences of opinion.
- Exam tip** This task provides exam practice for IELTS, Reading Task type 5 (Matching headings).

Answers

See answers on Student's Book page.

Vocabulary notes

adoptive parents = the people who bring up an adopted child

birth parents / biological parents = the woman who gave birth to a child and the man who helped to conceive a child

Extra activity

Have students repeat the activity of describing themselves in six words in one minute. Then ask them to reflect on any differences between the words they chose the first time they did this activity in Exercise 1 and the words they chose this time after reading the article. Ask students to discuss in pairs how these words could draw attention to the inequalities in the world and what we can do to reduce those inequalities.

Sustainable life

Read story 1 aloud. Ask students why they think that people might base their

Where are you from?

Reading

- 1 Work with a partner. Describe yourself in six words. You have one minute.
- 2 Read the article and answer the questions.
 - 1 What does the project ask people about?
 - 2 How do people take part?
 - 3 How successful do you think the project is?
- 3 Match each of the six-word thoughts (a–e) with the rest of the story (1–3). There are two extra thoughts.

a White mother, Black daughter. Love wins.	c I am not a single story.
b My skin is not my culture.	d We all look the same inside.
e Wow! You don't have any kids?	

1 I am told that it is surprising that at my age, gender, and Hispanic culture, I do not have any kids yet. [...] I am 27 years old, and I am working on getting my master's degree.

2 I am adopted. [...] I have an African mother and a White father, but my birth parents do not define me; my family does.

3 Everyone has their own story and everyone [...] deserves to show theirs!

The Race Card Project

The author Michele Norris writes about race in the U.S. Several years ago, she had an idea. She printed postcards with the following message on them: "Race. Your thoughts. 6 words. Please send."

When she was on a book tour some years ago, she gave the postcards out to people. She wanted people to write back to her and describe themselves. Now, the project uses a website instead of postcards to collect people's thoughts, and it includes the question: "Anything else to say?"

There are over half a million replies, and people are sending more and more each year. They make people think. The messages are funny, angry, hopeful, and sometimes uncomfortable to read. They show that a person's feelings about race and identity can change over time.

race (n) /res/ a group of people with the same skin color, eye shape, etc.
gender (n) /dʒɪndə/ male, female, etc.
adopted (adj) /rɪ'dɒptɪd/ when another family takes care of a child

Grammar present simple and present continuous

PRESENT SIMPLE and PRESENT CONTINUOUS

Present simple

- 1 We all look the same inside.
- 2 Michele Norris writes about race in the U.S.

Present continuous

- 3 I am working on getting my master's degree.
- 4 People are sending more and more each year.

For more information and practice, see page 156.

- 4 Look at the grammar box. Match the sentences (1–4) with their uses (a–d).
 - a describing changing situations and trends
 - b describing things that are permanent or generally true
 - c describing routines, habits, and regular behavior
 - d describing things that are temporary or in progress at or around the time of speaking
- 5 Choose the correct option to complete each sentence. Discuss your reasons with a partner.
 - 1 a I look / I'm looking a lot like my brother.
b I look / I'm looking for my phone. I can't find it.
 - 2 a My sister eats / is eating a bowl of home-made pasta.
b My family eats / is eating together once a week.
 - 3 a I wear / I'm wearing a baseball cap most days.
b I wear / I'm wearing my favorite shirt today.
 - 4 a We're staying / We stay in today because of the heavy snow.
b We're staying / We stay in when there's heavy snow.
- 6 Complete the pairs of sentences with the present simple or present continuous form of the verbs. Use contractions where possible.
 - 1 a I have (have) many brothers and sisters.
b I 'm having (have) a fantastic day today.
 - 2 a He works (work) in his family business.
b He 's working (work) and isn't free now.
 - 3 a They 're coming (come) into the room.
b They come (come) from Milan.
 - 4 a I don't enjoy (not / enjoy) horror movies.
b I 'm not enjoying (not / enjoy) this movie at all!

STATIVE VERBS

We're wanting to understand. → *We want to understand.*
I'm not believing it, I'm afraid. → *I don't believe it, I'm afraid.*

For more information and practice, see page 156.

- 7 Look at the grammar box. Which form do we usually use for stative verbs? Discuss with a partner. **the simple form**
- 8 Complete the sentences to make them true for you. Then compare with a partner and ask follow-up questions.
 - 1 I belong to _____
 - 2 I really love _____
 - 3 I know a lot about _____
 - 4 Basketball is OK, but I prefer _____
 - 5 Of all the things I own, my favorite _____
 - 6 Unfortunately, I don't really understand _____

A: *I know a lot about my family history.*
 B: *Really? What's it like?*
 A: *Well, my mother's parents are from Korea, ...*

Word focus love

9 Work in pairs. Look at this example from Exercise 3. Is *love* a noun or a verb?

White mother, Black daughter. Love wins. **a noun**

10 Work in pairs. Practice two-line exchanges using these sentences.

- 1 I'd love to! Thanks.
- 2 It's a love-hate relationship.
- 3 It was love at first sight.
- 4 Please give them my love.
- 5 I absolutely love doing that.

A: *Do you want to get some food after class?*
 B: *I'd love to! Thanks.*

Speaking my life

11 What is important to your personal identity? Work in groups and discuss which of these influences is the most important in your life. Give reasons.

- your cultural background
- your family and/or your community
- your job or your interests and hobbies
- your personality and/or your character

Being ... is important to me because ...
The thing that really makes me who I am is ...

12 Write about one of the people in your group. Write a sentence that summarizes the person's identity. Share your sentences. Do you recognize yourself in other people's descriptions?

students' pronunciation of *they're* (see **Pronunciation notes**).

Answers

See answers on large Student's Book page.

Pronunciation notes

In everyday spoken English, the form of *be* in the present continuous is usually contracted (or shortened), for example, *I'm, you're, we're*, etc. Encourage students to use these contractions when they're speaking by modeling and drilling their pronunciation individually and as a class. Point out that *they're, their, and there* are pronounced the same.

7

- Students read the grammar box and nominate a student to answer the question.

Answer

See answer on large Student's Book page.

GRAMMAR NOTES

Stative verbs are verbs that are usually used in the simple form because they describe a state rather than an action. However, many verbs that are often considered stative verbs can be used as a stative or dynamic verb, depending on the speaker's intention: Are they expressing a permanent or temporary situation? In Exercise 6, for example, *have* and *enjoy* were used both ways.

Ask students to suggest other stative verbs they know, and then challenge them to think of sentences that use each verb dynamically. Encourage students to discuss the differences in meaning between their sentences.

8

- Students work individually to complete the sentences. Then, in pairs, have them read each other their sentences, and ask follow-up questions to find out more. For feedback, ask students to share something interesting about their partners with the class.

- Note that the verbs *know, understand, prefer, own, love, belong* are nearly always stative; however, the verb *love* is sometimes used dynamically, in sentences such as *I'm loving it!*

Answers

Students' own answers.

Word focus love

9

- Write the six-word story on the board. Elicit that *love* here is a noun (the verb is *wins*). Explain that students are going to study some different expressions with the word *love*.
- **Optional step** Students brainstorm other words that can be both verbs and nouns.

Answer

See answer on large Student's Book page.

10

- Put students into pairs to write six mini-dialogues using each of the expressions. Use the example dialogue to clarify the task. You could write the key expressions on the board first and teach them (see **Vocabulary notes**).
- Optional step** Ask two students to play the roles of Speakers A and B and encourage them to act out the mini-dialogue with feeling. Then, in feedback, invite pairs to perform their dialogues for the class. If time permits, brainstorm other expressions with *love* and write them on the board (see **Vocabulary notes** for ideas) and ask students to create mini-dialogues for these, too.
- Exam tip** Exercises 10 and 11 provide exam practice for Cambridge B2 First, Speaking Part 1 (Interview) and Part 4 (Discussion).

Possible answers

- 1 A: Do you want to get something to eat after class?
B: I'd love to! Thanks.
- 2 A: Do you get along with your guitar teacher?
B: It's a love-hate relationship. It's complicated.
- 3 A: Did you find a poster you liked?
B: I did! It was love at first sight.
- 4 A: Please give them my love.
B: I will. They'll be happy to hear from you.
- 5 A: It's great walking in the rain!
B: I absolutely love doing that.

Vocabulary notes

be in love = love someone romantically

fall in love = start to love someone romantically

give (or send) someone your love = express your good feelings to someone else, e.g., *Give her my love when you see her.*

I (absolutely) love (+ -ing) = "I really enjoy (the activity)" and refers to a general preference for doing something

I'd (would) love to (+ base verb) = "I really want to." In this context, it's used as a polite and enthusiastic way to accept an invitation for a specific occasion.

love at first sight = an immediate feeling of love toward someone or something

a love-hate relationship = strong feelings about someone or something that are a mixture of love and hate

Speaking **my life**

11

- Briefly tell the class about the influences that are important in your life to model the activity (see **Teacher development**). When students think about the important influences on themselves, suggest that students compare ideas about cultural background and community because it is likely that they have elements in common.
- Give students about three minutes to make notes and ask you for any clarification necessary. For example, you may want to elicit aspects of a person's background that might be considered "cultural". Go around the classroom, offering support where necessary.
- Put students into groups to share their thoughts. Encourage them to ask one another follow-up questions by saying: *You will need to use what other students tell you to write something afterwards.*
- Monitor groups, listening for errors, especially those with present forms and stative and dynamic verbs. In feedback, elicit one or two interesting points that groups have discussed and ask students to correct their mistakes.

Answers

Students' own answers.

Teacher development**Classroom tips: modeling activities for students**

This exercise asks students to think about their personal identity and the factors influencing it; this may be a new idea for

students and they may not know where to start. An easy way to clarify this speaking task is to demonstrate with your own example. By going first in this way, the teacher can do several things:

- clarify what the students are supposed to do
- clearly show how they should do it, for example, individually or in pairs
- illustrate the level of detail or complexity needed
- show how the target language can be used.

In this case, going first lets you establish a safe environment for students to talk about different aspects of their identity. It's also important to ensure that students don't feel under pressure to share anything they do not feel comfortable talking about in class.

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

12

- Give students time to choose one member of their group and write a summary sentence about them. Again, you might prepare one about yourself to model the activity for students (see **Teacher development**).
- In the same groups, students read their summary sentences aloud without saying the name of the person. The others decide who they think they are talking about, and then let that person respond to say how accurate the sentence is and how well it sums them up.
- The student who is the subject of each sentence corrects their sentence so it more accurately describes them.
- Ask the class the extent to which this activity and these summaries have allowed them to tell their own stories and the reason(s) for that.

Answers

Students' own answers.

AT A GLANCE

- **vocabulary** ideas and feelings
- **listening** colors in different cultures
- **grammar** question forms
- **pronunciation** *wh-* questions
- **speaking** my life in colors

- **Lead-in** Have students close their books. Write on the board *COLOR* and write around it some words that can have different colors, for example, *clothes, home furnishings, kitchen, car, bike, pencil case, shoes*, etc. In pairs, students find three things they have in common in terms of colors, using the ideas on the board (and their own) to ask each other questions. After a couple of minutes, elicit a few things they have found in common, for example, *We both have pink walls in our bedroom.*

Vocabulary ideas and feelings

1

- Students take turns reading the comments in pairs and responding to the question. If the class is made up of students from different countries or cultures, pair them up accordingly so that they are more likely to have different responses.
- In feedback, students compare responses as a class. Ask students for theories why certain colors are associated with emotions and if these associations are the same in all cultures.

Answers

Students' own answers.

2

- Direct students to the infographic. Offer a color association you have. For example, you could say: *Dark green makes me think of exams because that was the color of my school uniform.* In pairs,

1b

vocabulary ideas and feelings • **listening** colors in different cultures • **grammar** question forms • **pronunciation** *wh-* questions • **speaking** my life in colors

Culture and color

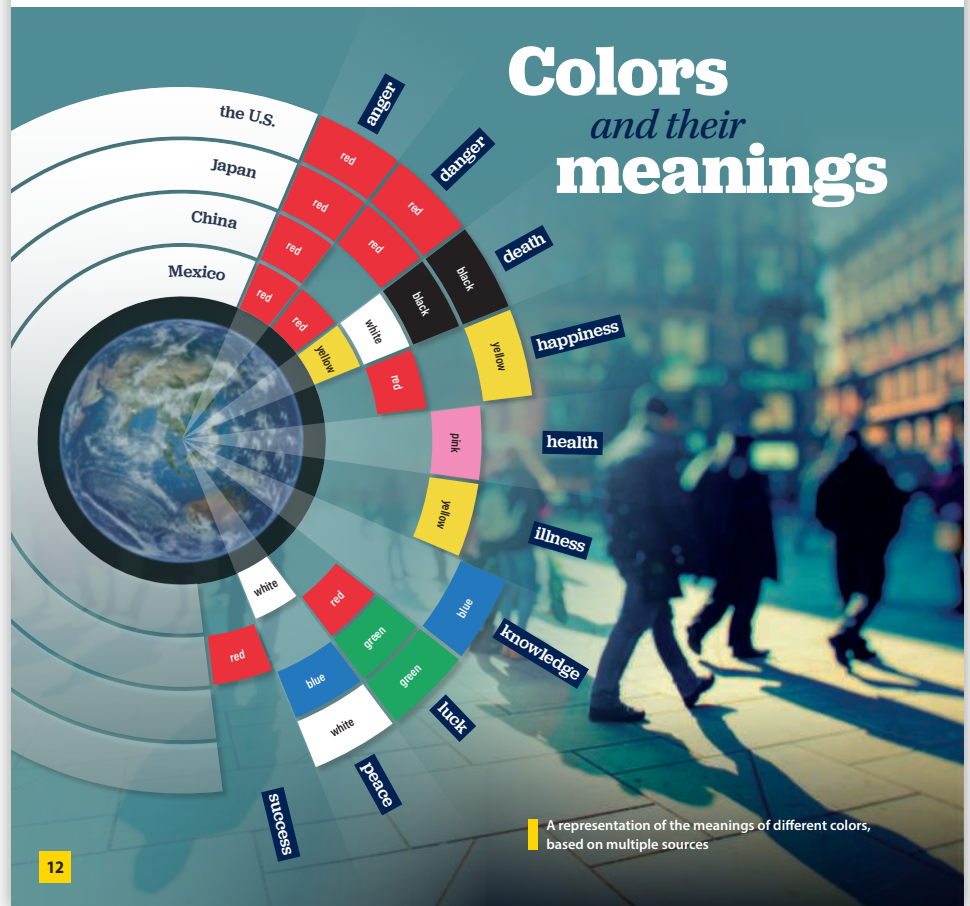
Vocabulary ideas and feelings

- 1 Read out the comments below to a partner. Would you associate the feelings in these comments with any colors? Compare your ideas for similarities and differences.
 - "I'm really angry about that!"
 - "I feel great today!"
 - "I'm feeling so sad today."
 - "I'm frightened about what I need to do."

- 2 Look at the infographic. What color would you connect with each concept, if any? Do you think people in your culture or country would agree with you? Discuss your ideas with a partner.

- 3 Work in pairs. Look at the infographic again. Discuss the questions.

- 1 Do you think that colors mean the same thing for everyone who lives in each country? Why or why not?
- 2 How reliable do you think the information in the infographic is? Give your reasons.



students brainstorm their own associations and discuss whether others in their culture or country would agree or not.

- For feedback, write on the board: *[Color] makes me think of / reminds me of...* that students can use to express their associations. Let students share and compare ideas as a class.

Answers

Students' own answers.

3

- Make sure students understand the organization of the infographic by testing them. For example,

you could ask: *According to the infographic, what color do Chinese people associate with death? (white) What color does the infographic say that people from the U.S. associate with illness? (They don't have a color for illness.)*

- Students answer the questions in pairs or as a whole class to save time. Explore the idea of how different people can interpret the same information in different ways and how this can apply to colors.

Answers

Students' own answers.

Listening

4 **1.3** Background knowledge can help you understand what you hear. You are going to listen to a podcast about colors and their meanings. Discuss the questions below with a partner. Then listen and check your answers.

- 1 What is the most common color on national flags? **red**
- 2 In the U.S., what do many people connect with the color yellow? **happiness / sunshine**
- 3 Which color has a positive meaning in many countries? **green**

5 **1.4** Listen and complete the questions from the podcast.

- 1 _____ in different countries?
- 2 It's a really _____?
- 3 So, _____ happiness in the U.S.?
- 4 _____ in Mexico?

Grammar question forms

- 1 What does this color mean?
- 2 Which color means happiness?
- 3 Do you know what yellow means?
- 4 Green means nature, doesn't it?

For more information and practice, see page 156.

6 Look at the grammar box. Answer the questions.

- 1 What is the main verb in each question? **mean/means**
- 2 Which question includes a statement and a question? **4**
- 3 Which question starts with a question phrase? **3**

7 Put the words in order to make questions. Then take turns with a partner to ask and answer the questions.

- 1 does / in your culture / mean / What / red / ?

- 2 peace / color / Which / means / ?

- 3 the White House, / don't they / live / in / U.S. presidents / ?

- 4 who / Do you know / wears / at funerals / blue / ?

8 Pronunciation wh- questions

a **1.5** Listen to questions 1 and 2 from Exercise 7. Does the speaker's voice rise or fall at the end of the questions? Discuss your answer with a partner.

b **1.5** Listen again and repeat the questions.

9 Complete the quiz questions with verbs or question words. Then work in two pairs within a group of four.

Pair A: Turn to page 153 and follow the instructions.
Pair B: Turn to page 155 and follow the instructions.

- 1 Where **does** the Blue-footed booby live?
- 2 **Who** lived in the Blue House in South Korea?
- 3 **Do** you know the name of the country where the Blue Nile begins?
- 4 **What/Which** part of the U.S. is famous for Blues music?



- 1 Where **do** yellow taxi cabs come from originally?
- 2 Which yellow fruit **does** the Chula Vista festival in California celebrate?
- 3 **Which** sport gives a yellow jersey (or top) for the winner to wear?
- 4 Can you tell me where the house that inspired van Gogh's "Yellow House" painting **is**?

Speaking my life

10 Write questions using these ideas. Use different question forms from the grammar box. Then work in groups asking and answering the questions.

- 1 (color) / mean / love?
Which color means love? / Red means love, doesn't it?
- 2 know anyone / color-blind?

- 3 feel strongly / about / (color)?

- 4 (color) / favorite sports team / wear?

ways to represent information helpful
(when the information is not open to interpretation) *What is the best way to represent information when there are different interpretations?* (possibly in text or in interactive formats).

Listening

4 **1.3**

- Ask a student to read aloud the instructions before listening. Ask the class to predict words, expressions, and ideas they expect to hear using their prior knowledge (see **Teacher development**).
- Play the audio, and then elicit the answers. To confirm that

the speakers agree with the infographic, ask students for some details they heard.

Answers

See answers on Student's Book page.

Teacher development

Learning to learn: using prior knowledge

Ask students if they think this audio will be easy to understand after talking about colors and the infographic. Then generalize by asking: *Have you noticed when listening in English that it is easier to understand someone talking about a topic you know well? Have you ever not been able to understand when someone was talking about a topic that wasn't familiar to you?* Elicit some examples.

Encourage students to think about what they know about a topic before listening. Encourage them to do this by predicting words and expressions they expect to hear and ideas that might be discussed.

5 **1.4**

- Indicate the incomplete questions and write them on the board. Elicit students' guesses about the missing words and write these on the board, but don't help them form the questions at this stage. Then play the audio. Have different students come to the board to complete the questions or correct the guesses that they made before listening.

Answers

- 1 Do colors mean different things
- 2 a strong color, isn't it
- 3 which color means
- 4 Do you know what yellow means

Grammar question forms

6

- Put students in pairs to answer the questions, referring to the grammar box. While students are working, write the questions on the board in preparation for feedback (see **Grammar notes**).
- For feedback, invite students to the board to underline or color code the parts of each sentence: main verb, subject, and auxiliary verb,

Extra activity

Ask students to close their books and work with a partner to make a list of colors. Set a time limit of one minute for this. Then, ask pairs to discuss what things they associate with each color. Encourage them to think about the feelings, ideas, and objects they associate with the different colors. Invite students to identify colors with different meanings in different places and share their ideas with the class.

Visual literacy

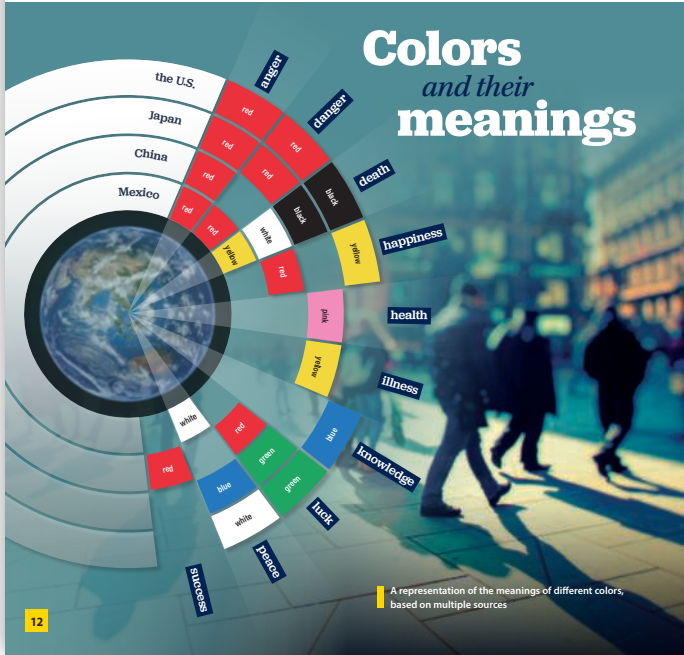
Encourage students to critically analyze the decision to use an infographic to represent this information. Ask: *What is a benefit of representing this information visually?* (shows how many countries associate the same colors with the same ideas) *When are clear and simple visual*

Culture and color

Vocabulary ideas and feelings

- 1 Read out the comments below to a partner. Would you associate the feelings in these comments with any colors? Compare your ideas for similarities and differences.
- "I'm really angry about that!"
 - "I feel great today!"
 - "I'm feeling so sad today."
 - "I'm frightened about what I need to do."

- 2 Look at the infographic. What color would you connect with each concept, if any? Do you think people in your culture or country would agree with you? Discuss your ideas with a partner.
- 3 Work in pairs. Look at the infographic again. Discuss the questions.
- 1 Do you think that colors mean the same thing for everyone who lives in each country? Why or why not?
 - 2 How reliable do you think the information in the infographic is? Give your reasons.



Listening

- 4 **10.13** Background knowledge can help you understand what you hear. You are going to listen to a podcast about colors and their meanings. Discuss the questions below with a partner. Then listen and check your answers.
- 1 What is the most common color on national flags? **red**
 - 2 In the U.S., what do many people connect with the color yellow? **happiness / sunshine**
 - 3 Which color has a positive meaning in many countries? **green**
- 5 **10.14** Listen and complete the questions from the podcast.
- 1 _____ in different countries?
 - 2 It's a really _____ ?
 - 3 So, _____ happiness in the U.S.?
 - 4 _____ in Mexico?

Grammar question forms

- 1 What does this color mean?
 - 2 Which color means happiness?
 - 3 Do you know what yellow means?
 - 4 Green means nature, doesn't it?
- For more information and practice, see page 156.
- 6 Look at the grammar box. Answer the questions.
- 1 What is the main verb in each question? **mean/means**
 - 2 Which question includes a statement and a question? **4**
 - 3 Which question starts with a question phrase? **3**
- 7 Put the words in order to make questions. Then take turns with a partner to ask and answer the questions.
- 1 does / in your culture / mean / What / red / ?
 - 2 peace / color / Which / means / ?
 - 3 the White House. / don't they / live / in / U.S. presidents / ?
 - 4 who / Do you know / wears / at funerals / blue / ?

Pronunciation wh- questions

- a **10.15** Listen to questions 1 and 2 from Exercise 7. Does the speaker's voice rise or fall at the end of the questions? Discuss your answer with a partner.
- b **10.16** Listen again and repeat the questions.

- 9 Complete the quiz questions with verbs or question words. Then work in two pairs within a group of four.
- Pair A: Turn to page 153 and follow the instructions.
Pair B: Turn to page 155 and follow the instructions.

1 Where **does** the Blue-footed booby live?

2 **Who** lived in the Blue House in South Korea?

3 **Do** you know the name of the country where the Blue Nile begins?

4 **What/Which** part of the U.S. is famous for Blues music?



- 1 Where **do** yellow taxi cabs come from originally?
- 2 Which yellow fruit **does** the Chula Vista festival in California celebrate?
- 3 **Which** sport gives a yellow jersey (or top) for the winner to wear?
- 4 Can you tell me where the house that inspired van Gogh's "Yellow House" painting **is** ?

Speaking my life

- 10 Write questions using these ideas. Use different question forms from the grammar box. Then work in groups asking and answering the questions.
- 1 (color) / mean / love?
Which color means love? / Red means love, doesn't it?
 - 2 know anyone / color-blind?
 - 3 feel strongly / about / (color)?
 - 4 (color) / favorite sports team / wear?

and to label the question types: subject, object, indirect, and tag.

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

Answers

See answers on large Student's Book page.

GRAMMAR NOTES

The questions in the grammar box each illustrate a different type of question.

What does this color mean? = an object question. We ask object questions when we want to know the object of the sentence, i.e., *This color means [object]*. They are formed by [question word] + auxiliary verb + subject + main verb. Closed questions (with the answer *Yes* or *No*) don't have a question word. Students may forget to use the auxiliary verb (*What means this color?*) or confuse word order (*What does mean this color?*).

Which color means happiness? = a subject question. We ask subject questions when we want to know the subject of the

sentence, i.e., *[Subject] means happiness*. They are formed by [question word] + main verb + object. There is usually no auxiliary verb included. (*Which color does mean happiness?*)

Do you know what yellow means? = an indirect question. Indirect questions establish politeness by offering the listener a way out of answering (*Do you know...? No, I don't*). They are introduced by a variety of expressions, e.g., *Do you know...? Could you tell me...? I was wondering...* and followed by [question word / *if* / *whether*] + subject + main verb. Students may use the normal question inversion of subject and main verb.

Green means nature, doesn't it? = a question with a question tag. Tags are common in informal speech and allow speakers to turn statements into questions. They are used to ask for confirmation of information that the person asking the question isn't sure about. They are formed by adding auxiliary verb + subject (pronoun) to the end of the statement. If the statement is affirmative, the tag will be negative, and vice versa. As forming tags is complicated, learners might avoid using them, but encourage them to try to do so.

To help students better understand accurate question formation, use different colors on the board to show how subject, main verb, and auxiliary verb work together. When learners make errors, point to the parts of the question on the board to prompt students to self-correct.

7

- Students work individually to order the questions, and then check their answers by taking turns asking and answering the questions.

Answers

- 1 What does red mean in your culture?
- 2 Which color means peace?
- 3 U.S. presidents live in the White House, don't they?
- 4 Do you know who wears blue at funerals?

8 Pronunciation *wh-* questions

a 1.5

- Students listen to the questions and decide if they rise or fall at the end. Stop the audio after each one and replay it if necessary.

Answers

The speaker's voice falls.

b 1.5

- Play the audio, stopping after each question to let the students practice saying it. Listen carefully to what students say, paying attention to intonation. Correct students' intonation where necessary (see **Pronunciation notes**).

Pronunciation notes

For students struggling to hear and mimic the rise-fall intonation, take the words away completely and drill the question as a hum, for example, *What does red mean in your culture?* becomes *HMM hmm HMM hmm HMM HMM hmmhmm?*

9

- Put students into pairs and assign half of the pairs the “blue” questions and the other half the “yellow” ones. Pairs complete the questions, and then turn to either page 153 or 155 in the Student's Book to follow the instructions. Students then get together with another pair to ask and answer each other's questions. Make sure they understand that they need to withhold the possible options first, and to award five points if they can correctly answer without the options.
- **Exam tip** This task provides exam practice for Cambridge B2 First, Speaking Part 4 (Discussion).

Answers

See answers on large Student's Book page.

Extra activity

Challenge fast finishers to write another question about either blue or yellow, such as *What does “feeling blue” mean? Who wrote “Yellow Submarine”?* Have them read their questions to the class and let students who know the answers raise their hands to answer.

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

Speaking

10

- Students work in different pairs from the ones they were in for Exercise 9. Point out that there may be more than one way of forming questions with these words, so they should write the question they're most interested in asking their classmates.
- Encourage students to use at least one of each of the following types of questions: tag questions, indirect questions, subject questions, and object questions. Starting with an indirect question might be a good idea because it helps to establish politeness. However, point out that it's not necessary to keep asking indirect questions and you may sound unnatural if you do that. In terms of the content of students' questions, encourage them to focus less on the colors themselves and more on how the colors make them feel and the effect they have on their mood and well-being.
- Monitor groups to check for accuracy in question formation and any other points of interest.
- **Optional step** Students write one or two more questions of their choice about color.
- **Exam tip** This task provides exam practice for Cambridge B2 First, Speaking Part 1 (Interview).

Suggested answers

- 1 Can you tell me which colors mean love?
- 2 Do you know anyone who is color-blind?
- 3 You feel strongly about black, don't you?
- 4 Does your favorite sports team wear white?

Extra activity

Ask students to research the topic of complementary colors. Have students go online and find information about the following aspects of this topic:

- what complementary colors are
- three examples of pairs of complementary colors
- a famous painting that uses complementary colors
- a practical use of complementary colors in everyday life (e.g., flags, life vests, logos, and packaging).

They can use the search term “complementary colors” when they do this.

Once students have finished their online research, ask them to use the information they found to find photos in the Student's Book that use complementary colors. They could do this individually or in pairs.

AT A GLANCE

- **reading** an article about Generation Z
- **wordbuilding** adjective + noun collocations
- **critical thinking** supporting examples
- **speaking** my generation

- **Lead-in** Ask students to look at the photo on page 15. Ask them if they think anything is unusual about the image. Some students may comment on the range of generations. Ask students what they think the article will be about.

Reading

1

- In pairs, have students match the generations and periods (see **Background information**). Write on the board: are people born between and . For feedback, ask students to use the sentence structure to express the answers. Then ask them how often or how much they think people talk about these divisions, based on their own experience.
- **Optional activity** Ask students what stereotypes exist about each of the different generations, such as interests, fashions, abilities, etc. Ask them how true they think these ideas are, based on their experience. In classes with a range of ages, make sure you are sensitive to everyone's feelings and avoid making fun of specific generations.
- **Exam tip** This task provides exam practice for Cambridge B2 First, Reading Part 8 and IELTS, Reading Type 4 (Matching information).

Answers

See answers on Student's Book page.

Background information

A generation is typically seen as all the people who were born in the same period of time. Other generations include The

The first global generation

Reading

- Work in pairs. Match the names of the different generations (1–5) with the periods they were born in (a–e). Do you separate generations in this way in your culture or country?

...e... 1 Generation Alpha	a mid-1940s to mid-1960s
...a... 2 Baby Boomers	b mid-1960s to mid-1970s
...b... 3 Generation X	c early 1980s to mid-1990s
...d... 4 Generation Z	d late 1990s to early 2010s
...c... 5 Millennials	e after the early 2010s
- Do you think that people born after the mid-1990s have different characteristics from people of other generations? If so, think of some examples.
- Read the article. What is the main reason for Generation Z having a more "global" identity than earlier generations? Discuss your ideas with a partner.
- Read the article again. Write the paragraph numbers (A–E) to answer the questions.
 - Which paragraph describes Generation Z in three different parts of the world? **B**
 - Which paragraph discusses how different generations experienced communication? **C**
 - Which paragraph gives an example of a negative view of global identity? **E**
 - Which paragraph asks readers to think about their own experience? **A**
 - Which two paragraphs include quotes from Generation Z? **C, D**

Wordbuilding adjective + noun collocations

Some adjectives and nouns often go together.
E.g., *global identity, digital native*

- Look at the wordbuilding box. Complete the sentences with these words. Then find the collocations in the article and check your answers.

communication thing	culture world	generations
1 We should show respect to older generations .		
2 Digital communication is usually instant.		
3 You can be anyone in a virtual world .		
4 Traditional culture can teach us a lot.		
5 Speaking multiple languages is a good thing .		

14

Lost Generation (pre 1900), The Greatest Generation (the ones who lived through the Great Depression in the U.S.), The Silent Generation (born after WWI and too young to fight in WWII) and Generation Beta, the next generation after Alpha.

Extra activity

Tell students that the phrases in Exercise 1 (e.g., Generation Z) for classifying people according to the year when they were born are the ones used by social scientists. Point out, however, that some people think that categorizing people by age in this way is unhelpful. Ask students: *What arguments can you think of to support classifying people by generation? What arguments could you make against this?* Have students discuss their ideas in pairs and ask them to try to agree on

- Work in pairs. Think of at least one more collocation with each adjective in **bold** in Exercise 5. Then ask and answer questions with the collocations.

A: *Do you often spend time with your older relatives?*

B: *Yes, I do. Our entire family has dinner together once a month.*

Critical thinking supporting examples

- Writers often give examples to support the statements they make. Find examples 1 and 2 in the article and underline the statements they support.

1 Generation Z in Asia has more in common with Generation Z in Europe or in North America than with older generations in Asia.

2 The world was changing from analog to digital communication.

- Examples can be introduced by a linking expression. Look at the article again and circle the linking expression for example 1 in Exercise 7. Find other linking expressions in the article.

- Do you think the writer chose good supporting examples? Can you think of your own examples to support the statements? Discuss your ideas with a partner.

Speaking my life

- Work in groups. Choose one area from the list and write a question about it.

- communication
- food
- music
- entertainment
- games
- shopping

How do you usually keep in touch with your friends or family?

- Ask your group members the question. Note down their answers.

A: *I call them on my cell phone.*

B: *My friends and I don't talk much on the phone, but we...*

- Share your group's results with the class. Do you think the answers are typical of your generation? Would different generations give different answers?

whether or not this system is helpful, giving reasons for their opinions. Then put two pairs together to make groups of four so that students can compare their conclusions.

2

- Conduct this discussion in small groups or as a whole-class activity. If you do this in groups, invite a spokesperson from each group to report back to the class about what they discussed.

Suggested answers

Students may discuss the effects of cell phone technology, the internet, on-demand TV, online shopping, and