

THIRD
EDITION

Life



NICOLA MELDRUM
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ON THE COVER

A group of mangrove trees show their unique shapes in front of a twilight sky on the beach of Walakiri, Sumba, Indonesia. Mangroves are extremely tough and are one of the few trees and shrub species that can grow in salt water. They cover only 1% of the planet but are some of the most biodiverse places on earth. © Moment Collection/Getty Images

UPPER INTERMEDIATE

TEACHER'S BOOK

Life

THIRD
EDITION

NICOLA MELDRUM AND MIKE SAYER

 NATIONAL
GEOGRAPHIC
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<p>1</p> <p>Relationships pages 9–20</p> <p>Review page 20</p>	present tenses: simple, continuous and perfect; past simple and present perfect	describing character; wordbuilding: forming adjectives; word focus: <i>sense</i>	meeting people	auxiliary verbs <i>have</i> and <i>has</i> ; word boundaries	three people talking about important relationships in their lives; an extract from a radio programme about animal friendships; anticipating ideas
<p>2</p> <p>Storytelling pages 21–32</p> <p>Review page 32</p>	narrative past tenses; the passive	describing stories; storytelling; wordbuilding: collocations; word focus: <i>keep</i>	reacting to stories	/æ/, /ʌ/ and /ɒ/; weak forms in passive verbs; linking and elision	an interview with a film critic; an interview with a National Geographic Explorer; finding main topic/ ideas
<p>3</p> <p>Art for the people pages 33–44</p> <p>Review page 44</p>	determiners; expressions of quantity	art and creativity; word building: word families; word focus: <i>spend</i>	describing likes and dislikes	weak form of; disappearing sounds	a talk about creative activities; learning to reconstruct meaning from key words
<p>4</p> <p>Technology pages 45–56</p> <p>Review page 56</p>	future forms; future continuous and future perfect simple	global problems; materials; wordbuilding: compound nouns; describing technology; word focus: <i>out of</i>	dealing with problems	/r/ and /t/ in American English; stress in two-syllable words	three people talking about the future of virtual reality; an extract from a radio programme about sustainable materials; listening for specific details
<p>5</p> <p>Travel experiences pages 57–68</p> <p>Review page 68</p>	negative forms; question forms	holiday activities; travel; word focus: <i>mind</i>	getting around	intonation in question forms; intonation in sentences with two clauses	someone describing their stay at a hotel; two people discussing overtourism; anticipating answers to a question
<p>6</p> <p>Development pages 69–80</p> <p>Review page 80</p>	verb + infinitive or <i>-ing</i> ; verbs with both <i>-ing</i> and <i>to</i> + infinitive	urban features; wordbuilding: adverb + adjective; word focus: <i>fall</i>	debating issues	rhyming words; sentence stress	someone talking about a development in Monegros Desert, Spain; an interview about social development in Chile; recognizing stressed syllables

Reading	Critical thinking	Speaking	Writing	Video
<p>an article about changing attitudes in India; an article about immigrant families in New York</p>	<p>evaluating conclusions</p>	<p>describing a friendship; discussing differences between generations; asking questions about family influences; presenting data</p>	<p>an informal letter/email; greetings and endings</p>	<p><i>A pen pal experiment</i>; visual literacy: interpreting data</p>
<p>an incredible story of a Formula 1 racing driver; an article about the Brothers Grimm</p>	<p>the main message</p>	<p>talking about a key moment; talking about the stories pictures tell; discussing traditional stories; describing events using prompts</p>	<p>a story; using descriptive words</p>	<p><i>How not to climb a mountain</i>; visual literacy: analyzing a photo</p>
<p>an article about unusual street art; an article about how music helps us</p>	<p>identifying opinions</p>	<p>presenting creative messages; presenting about participation in the arts; discussing music; promoting ideas</p>	<p>an online review; personalizing your writing</p>	<p><i>Curitiba: a sustainable city</i>; sustainable life: sustainable cities</p>
<p>an article about optimism for the future using technology; an article about technology</p>	<p>supporting examples</p>	<p>discussing predictions; talking about a new material; asking questions about technological solutions; promoting an assistive device</p>	<p>short email requests; being polite</p>	<p><i>Assistive Technology</i>; visual literacy: evaluating powerful visuals</p>
<p>a blog about holidays at home; an extract from a travel magazine about unusual hotels</p>	<p>analyzing tone</p>	<p>planning a staycation; discussing tourist attractions; reviewing unusual hotels; describing a solo trip</p>	<p>a letter/email of complaint; formal language</p>	<p><i>The unexpected beauty of travelling solo</i>; visual literacy: creating atmosphere</p>
<p>an article about sustainable development in Dubai; an article about the teenage mind</p>	<p>ways of arguing a point</p>	<p>presenting changes in your town/city; discussing economic change; talking about stages of life; persuasive ideas</p>	<p>an opinion essay; linking words</p>	<p><i>Zimbabwe's green transition</i>; sustainable life: affordable and clean energy</p>

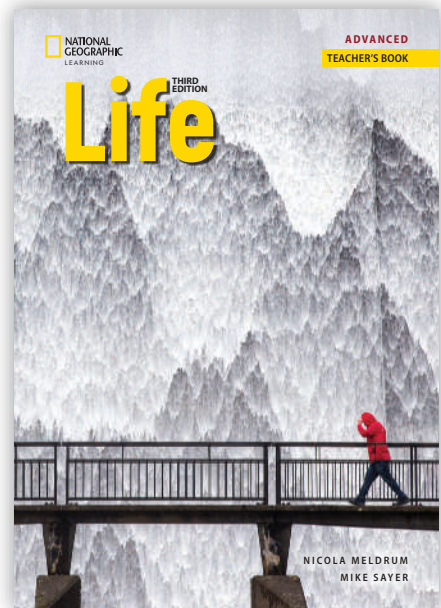
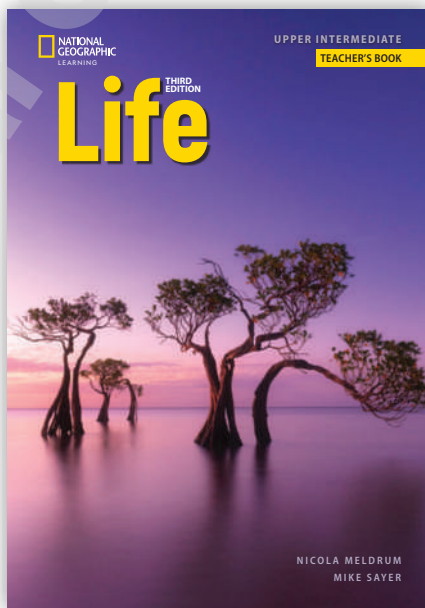
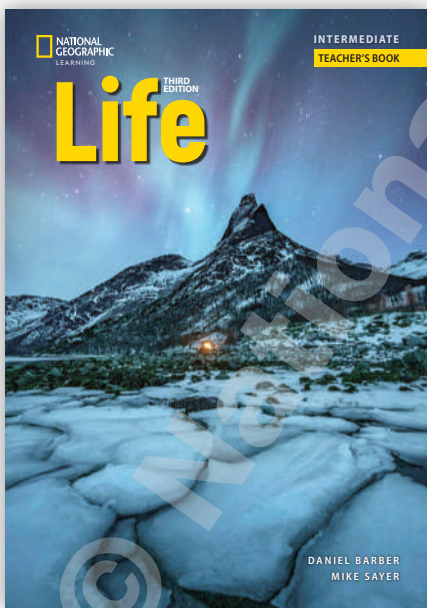
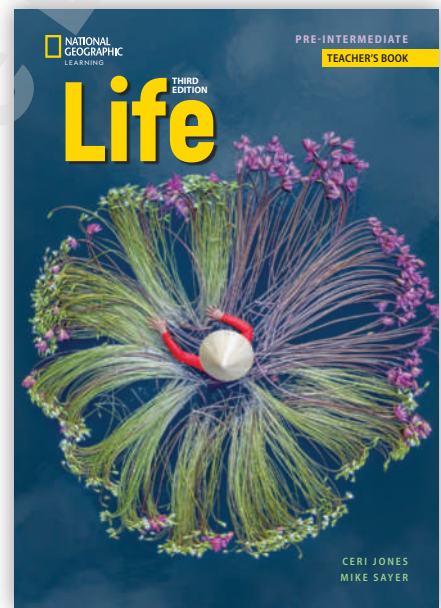
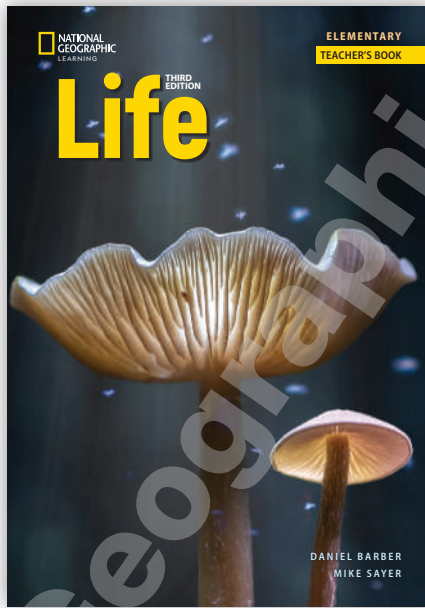
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<p>7</p> <p>Customs and behaviour pages 81–92</p> <p>Review page 92</p>	<p>zero and first conditionals; time linkers; <i>usually, used to, would, be used to and get used to</i></p>	<p>raising children: verbs; food; word focus: <i>same and different</i>; weddings; wordbuilding: word pairs</p>	<p>describing traditions</p>	<p>/ju:/ and /u:/; the letter s</p>	<p>someone talking about cinema etiquette; an extract from a radio programme about the Yup'ik diet; predicting based on previous information</p>
<p>8</p> <p>Hopes and wishes pages 93–104</p> <p>Review page 104</p>	<p>second, third and mixed conditionals; <i>wish and if only</i></p>	<p>word focus: <i>make and do</i>; wordbuilding: noun suffixes; strong feelings; word focus: <i>better</i> word focus: <i>dream</i></p>	<p>discussing preferences</p>	<p>/ʃ/ and /tʃ/; <i>do you, would you, shall we</i></p>	<p>someone talking about an unusual mural; six explorers describing superpowers they wish they had; anticipating answers to a question</p>
<p>9</p> <p>The news pages 105–116</p> <p>Review page 116</p>	<p>verb patterns with reporting verbs; passive reporting verbs</p>	<p>reporting verbs; positive adjectives; wordbuilding: forming adjectives from verbs; word focus: <i>word</i></p>	<p>reporting what you have heard</p>	<p>the shwa</p>	<p>an extract from a news programme about how we receive our news; a news story about a world record event in Mexico; recognizing particle reduction in fast speech</p>
<p>10</p> <p>Using your talents pages 117–128</p> <p>Review page 128</p>	<p>articles: <i>a/an, the</i> or zero article?; relative clauses</p>	<p>careers; wordbuilding: verb (+ preposition) + noun collocations; the senses; word focus: <i>self</i>; personal qualities</p>	<p>describing skills, talents and experience</p>	<p>linking vowels; difficult words</p>	<p>someone talking about a professional female football player; a description of a man with an unusual talent; listening for specific details</p>
<p>11</p> <p>Knowledge and learning pages 129–140</p> <p>Review page 140</p>	<p><i>could, was able to, managed to and succeeded in</i>; future in the past</p>	<p>education; wordbuilding: idioms; word focus: <i>learn</i></p>	<p>getting clarification</p>	<p>contrastive sentence stress; linking in question forms</p>	<p>a description of a school in the Netherlands; a talk by a psychologist on memory; guessing from context</p>
<p>12</p> <p>Money pages 141–152</p> <p>Review page 152</p>	<p>focus adverbs: <i>only, just, even</i>; causative <i>have and get</i></p>	<p>the economy and work; services; wordbuilding: <i>the + adjective</i>; business words</p>	<p>negotiating</p>	<p>adverbs; /ʃ/, /tʃ/, /z/ and /dʒ/; long vowel sounds</p>	<p>an expert talking about attitudes to money; a podcast about petcare activities; thinking about the speaker's purpose/attitude</p>

Reading	Critical thinking	Speaking	Writing	Video
a review about the Danish parenting style; an article about family dialects	giving examples	presenting ideas about traditional rules of behaviour; talking about eating habits; asking and answering a language quiz; presenting a traditional food map	a description; adding detail	<i>Hunting for Maori foods</i> ; visual literacy: analyzing video storytelling
an article about female computer scientists; an article about helping young people to succeed in sport	perspectives	describing unusual or challenging circumstances; talking about wishes; describing a sport or leisure activity; talking about effective images	an opinion blog; giving vivid examples	<i>What would you do if money didn't matter?</i> ; visual literacy: interpreting messages
a news article about an unusual job; an article about fake news	a critical mindset	telling a human interest story; presenting a news story; identifying fake news; presenting fun ways to develop life skills	a news article; using quotations	<i>Thuy: an inspiration in her community</i> ; sustainable life: quality education
an article about an extraordinary career; an article about overcoming challenge	personal responses	outlining a career path; talking about sensory experiences; recommending jobs based on preferences; presenting a storyboard	a covering letter/email; sounding positive	<i>Music of the spheres</i> ; visual literacy: evaluating effective visuals
an article about positive education; an article about how animals think	explaining ideas	discussing well-being; giving excuses for events; types of learner; performing an experiment	an email about a misunderstanding; linking contrasting ideas	<i>An interesting science experiment</i> ; visual literacy: interpreting body language
an article about Norway's riches; an article about a business trend	opinion words	comparing quality of life; discussing professional services; presenting a business idea; presenting ways to support sustainable businesses	a short report; key phrases in report writing	<i>The farmery</i> ; sustainable life: sustainable economic growth

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 curriculum. 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 towards an opportunity for students to present their ideas to others and to reflect on them through peer discussion.

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

Unit 2 Performing

Visual literacy understanding diagrams

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

Diagram 1

1 _____ to
2 _____
circles of people

Diagram 2

5 Diagrams can show complicated information in a clearer and simpler form. Use Diagram 1 to complete the text. Compare your answers with your partner.

At the bottom of the tower, 1 _____ people push towards the centre. 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 these sentences. Are they true for Diagrams 1 and 2?

- 1 Diagrams use symbols to represent real-world objects or people.
- 2 Diagrams only focus on the key information and don't show the whole situation.
- 3 Diagrams can show things that are invisible or not easy to see in photos.
- 4 Diagrams make it easier to see the relationship and interactions between different things.
- 5 Understanding a diagram helps you to explain a process in words.

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

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

8 Work in pairs. Use the information from Diagrams 1 and 2 and the video. What are the five key points you would focus on to explain the human towers to someone?

Speaking

9 Work in pairs. A podcast you listen to has a feature where people send in short voice messages of 30–60 seconds to recommend local events. Plan a message to do one of these things. It should include information about the event and why people should see it.

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

10 Record your message. Then work in groups and listen to each other's messages. Decide which event you want to see.

This Visual literacy lesson invites students to critically analyze the visual contents 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 towards 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

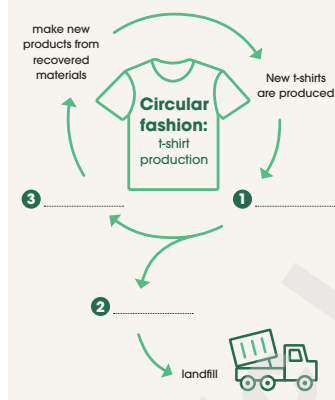
- As students discuss the meanings of the unit opener photo, introduce them to the idea of images having meanings. You could tell students that they will focus on this in Lesson 1f. At this point, ask students to discuss some or all of these questions in pairs, small groups or in class: *What do you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

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

SUSTAINABLE LIFE

- 5**  Watch Video 2 about a t-shirt company with a different approach to production and consumption. Complete the diagram with the expressions (a–c). Then say how the t-shirt company's system is different to the normal life of a t-shirt.

- sent back
- thrown away
- bought and used



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

- Products are designed to ...
 - The t-shirts are made from ...
 - T-shirts are printed when ...
 - The online platform ...
- they've been ordered.
 - allows customers to use the system for free.
 - sent back when they are worn out.
 - the material that is recovered.

Speaking

- 7** Work in groups and discuss the questions.
- 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?
 - How does the t-shirt company in Video 2 contribute to reducing waste?
 - Why is it important to try and reduce the amount of waste that is produced?
 - Would any of the four suggestions for action in Part 1 of the video be easy for you to follow?

Project

Project brief

Poster: aiming for zero waste

You are going to make a poster to show ideas to try and reduce waste to as close to zero as possible. Your poster will be put up in your home or place of work/study. As well as being informative, it should be visually interesting, effective and hopefully fun!

- 8 Research** Work in small groups. Follow the steps.

- Discuss your personal motivation for reducing waste (e.g. the effect on marine animals).
- Choose a place to focus on that best fits your motivation (e.g. your family home, workplace or school/college).
- Choose areas of consumption you could focus on that are relevant to that place (e.g. paper use, water/coffee machines and cups).
- Research online for ideas for reuse and recycling in those areas.
- Look for actions to take and the reasons why.

- 9 Planning** Decide:

- what your poster will focus on.
 - the design, visuals and text you will use.
 - who will produce each part of the poster.
- Make your poster on paper or on a computer.

- 10 Presentation and feedback** Put up your poster in the classroom or share it in your online classroom.

Look at the other posters. Do they have:

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

How effective will the posters be in influencing your habits in consumption and how much waste you produce?

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



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 and in forums for people to connect across borders could help us solve issues of sustainability. Encourage students to discuss their opinions on other social justice issues across generations as well as cultures.

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

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 and finally, making 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, before the learner's attention turns 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.

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

4a reading adventurers • pronunciation /d/, /t/ or /s/ • grammar past simple • speaking describing your partner's past

The challenges of adventure

Reading

1 Read the article and choose the missing introduction, A, B, C or D.

A This is the story of how two National Geographic adventurers met and started to work together on a new project.

B Every year, National Geographic magazine gives an award to an adventurer for their achievements. Here are two winners of this award.

C In this article, two National Geographic adventurers describe their lives and talk about their work.

D Read about how a Nepalese mountaineer and a Mexican scientist are trying to tell the world about climate change.

2 Read the article again. Work in pairs and make notes about Pasang Lhamu Sherpa Akita's challenges and achievements. Then do the same for Cristina Mittermeier.

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 further information and practice, see page 162.

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

4a.2

Adventurers of the year


Introduction

The scientist

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

The mountaineer

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



Cristina Mittermeier photographs climate change in remote locations.

4a | Grammar 1 | 1

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

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 supports students in acquiring and retaining vocabulary to use productively, as well as processing and making sense of above-level language receptively. *Life*, Third Edition 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, which are 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 work collaboratively to 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 food
nature people towns and cities transport

Celebrations in Madagascar

I was staying with my grandparents in Madagascar and their neighbours 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 colourful dresses. The older men wore formal suits, but the younger men were less formally dressed. Finally, the ceremony began with some speeches. The crowd listened politely, and sometimes they laughed and clapped. Finally, it was dinner and I suddenly realized what the Zebu was for. We ate **massive** plates of meat and it was **delicious**. The meal for the bride and groom was on a special plate, and they ate it using only one spoon to show they were now joined as one.



2 Writing skill using descriptive adjectives

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

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

Wordbuilding synonyms

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 a synonym, you can make your description more interesting and avoid using the same word twice.

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

beautiful *ancient*

1 Venice is a **nice** city with lots of old buildings.
2 In the US, you can buy big burgers.
3 The parade was a bit boring after a while.
4 The crowd was happy because the music started.
5 All the costumes were nice.
6 I was very sad to leave Paris.
7 I tried sushi for the first time and it was good.
8 The view of the mountains was nice.

c Work in pairs. Look at the topics in Exercise 2. Think of two or three interesting adjectives for each one. Use a dictionary to help you. Then, swap with another pair and compare your adjective lists.

food - delicious, tasty, disgusting

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

- a day you remember from a holiday
- your favourite 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?

6e | Wordbuilding | 1

Highlight the word that is not a synonym.

👉
Erase

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

my life
THE TRIP OF A LIFETIME • PLANNING A CELEBRATION • EVENTS IN THE YEAR • AN INVITATION
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 assist both students and teachers to 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 to + infinitive 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, analyzing the writer's view	<input type="checkbox"/>
invite, accept and decline an invitation	<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 and provide an opportunity for students to practise sharing and responding to constructive criticism, also teaching 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 an assessment of their understanding of the topic, evaluation of the project output, and they judge how well students collaborated to solve problems and whether they used 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.
- 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.
- 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.
- 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 leads students to engage with the unit topic through an impactful photograph and also sets the language-learning goals for the unit.

UNIT 10 Using your talents



Marta Vieira da Silva at an awards ceremony in Brazil in 2018

UNIT GOALS

10a • use *a/an, the* and zero article accurately

- Describe a person's career path

10b • Use relative clauses

- Listen and summarize what you have heard

10c • Read about one of the first film stuntwomen and think critically about your personal response to a text

10d • Describe skills and experience

10e • Write a covering letter or email and practise writing with a positive tone

10f • Watch a video about an astrophysicist who explores the universe using sound, and recognize when images are enhanced

1 Work in pairs. Match these words with their definitions (1–8).

background	experience	expertise	knowledge
qualifications	qualities	skills	talents

- strong natural abilities
- abilities developed by practice
- (usually positive) characteristics
- certificates of learning
- what you've done in your life
- what you know
- your past (family, education etc.)
- what you are very good at doing or knowing

2 Look at the photo and the caption. Explain the significance of:

- the words on the wall in the background.
- the names on the seats.
- the board Marta is holding.

3 **10.1** Listen to Marta's story. Make notes on her background, qualities and achievements.

4 Work in pairs. Ask and answer questions about the background, talents and achievements of someone in your family.

How would you describe your father's background?

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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.

10a reading an extraordinary career • vocabulary careers • grammar articles: a/an, the or zero article • pronunciation linking vowels • speaking a career path

The ultimate professional

Reading

- Work in pairs to answer the questions.
 - Who do you think the person in the photo is?
 - When was this photo taken?
 - What famous quotation is associated with this event?
- Read the article. What kind of man was Neil Armstrong? Give reasons for your answer.
- Read the article again. Answer the questions.
 - Why do you think Neil Armstrong was called 'the ultimate professional'?
 - How did his experience of aircraft and flying develop in his early career?
 - What motivated Armstrong?
 - What is meant by 'the rest is history'?
 - What did Armstrong do to avoid publicity after the Apollo 11 mission?
 - Who was responsible for the success of the Apollo 11 mission?

Vocabulary careers

WORDBUILDING verb (+ preposition) + noun collocations

When you learn a new noun, try to note down also the verb(s) that collocate with it and any preposition that follows the verb.

follow a career
graduate from school/college

- Work in pairs. Find verbs (+ prepositions) in the article that collocate with each of these nouns. Then identify the different steps in Armstrong's career.
 - to _____ a career
 - to _____ a school or college
 - to _____ a course
 - to _____ the navy
 - to _____ an astronaut
 - to _____ a firm
 - to _____ a job

10.102

AN ORDINARY MAN

NEIL ARMSTRONG, the most famous of the astronauts on the spacecraft Apollo 11, has been called the 'ultimate professional'. He was hired to do a job. He did the job and then he went home and kept quiet about it. In forty years, he only gave two interviews. But how could the man who first set foot on the Moon, known to people all over the world, remain such a mystery?

Armstrong followed a career that came from a passion for flying that he developed as a child in the 1930s. He learned to fly before he had graduated from high school and then he did a course in aerospace engineering at Purdue University in the US. After this, he served in the US Navy as a pilot for three years, flying 78 missions in the war in Korea. He left the Navy in 1952 and got a job with the Lewis Flight Propulsion Laboratory, where he flew experimental aircraft. He reached speeds of 6,600 kilometres an hour and altitudes of over 200,000 feet.

It is not clear when he decided to become an astronaut, but it was never his ambition to be famous. His aim was simply to push the limits of flight. In 1962, news came that NASA was looking for astronauts for their Apollo programme. Incredibly excited, he applied for the job and was accepted. The rest, as they say, is history.

When he and the other astronauts returned from the Apollo 11 moon landing in July 1969, Armstrong was a worldwide celebrity and could have done anything he wanted - TV shows, public speaking. Instead, he became a teacher and also worked for an electronics firm. At the weekend, he went flying to get away from all the attention.

Armstrong retired in 2002, ten years before his death. He had fulfilled his dream, but he did not feel any more special than all the others who worked on the Apollo space programme. He was just a pilot.

11.9

11.10 **electronics** (n) /ɪləktrɒnɪk/ electronic equipment used in flying

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.

Grammar articles

ARTICLES: A/AN, THE OR ZERO ARTICLE?

indefinite article: a/an (+ singular countable noun)
It is not clear when he decided to become an astronaut.

definite article: the (+ singular/plural countable noun or uncountable noun)
He and the other astronauts returned from the Apollo 11 Moon landing.

zero article (+ plural countable noun or uncountable noun)
He learned to fly before he had graduated from high school.

For further information and practice, see page 174.

- Look at the grammar box. Complete the statements (1-3) with the correct type of article (a/an, the or write 'zero article').
 - We use _____ to talk about one person or thing in general.
 - We use _____ to say a person or thing is one of many.
 - We use _____ when we first mention something.
 - We use _____ to talk about people or things in the plural in a general way.
 - We use _____ before certain generally familiar places (school, work, hospital, university).
 - We use _____ to talk about a specific person/people or thing(s).
 - We use _____ when we refer back to a person/people or thing(s) already mentioned.
 - We use _____ before a superlative adjective.

1 - Use 3 before a superlative adjective

Neil Armstrong, **the most famous of the astronauts** on the spacecraft Apollo 11, has been called the ultimate professional. He was hired to do 'a' job. He did **the** job and then he went home and kept quiet about it. In forty years, he only gave two interviews. But how could **the** man who first set foot on **the** Moon, known to **people** all over the world, remain such **a** mystery?

- Find an example in the article of the uses of articles.
 - zero article with:
 - a country
 - a subject of study
 - a month
 - the with:
 - a country
 - a professional organization
 - a period of time

10b listening an unusual talent • vocabulary the senses • grammar relative clauses • speaking sensory descriptions

The real-life Batman?

Listening

- 10.101** Work in pairs. Look at the photo and the caption. Discuss the questions. Then listen and check your answers.
 - What is this man doing? Is it anything unusual?
 - Why do you think he is called the real 'Batman'?
- 10.102** Listening intensively is important when you are trying to understand the specific details of a process. Choose the correct options to complete the summary. Then listen again and check your answers.

Daniel Kish was blind from 'birth' / a young age. He taught himself to recognize how near objects are by clicking his 'tongue' / fingers and then listening for an echo. Using this technique he can ride a bike, go hiking in the countryside and play 'ball games' / board games. As well as determining the distance of an object, Kish can also tell 'whether it is moving' / how solid it is. He can 'see' a house from a distance of about fifteen / fifty metres. Many blind people already use the technique of echolocation 'actively' / passively. It's a skill you can learn in just 'a couple of days' / a month. Kish thinks the technique could be useful for people who are 'partially sighted' / fully sighted too.

Vocabulary the senses

- Complete the descriptions with these five senses. Then compare your answers with a partner and explain what the other underlined adjectives mean.

eyesight	hearing	feeling	sense of smell	sense of taste
----------	---------	---------	----------------	----------------

 - Eagles have amazing _____ and can spot small animals from high up. Rhinoceroses, on the other hand, are so short-sighted they can't distinguish between a tree and a person at five metres.
 - _____ that they checked an object a recent _____ for or become hard.
 - _____ a poor grizzle if something _____.
 - _____ a recent _____ ted negatively to _____.

Unit 10 Using your talents

- Complete the sentences. Use *the* or leave blank where no article is needed.
 - Where I live in _____ Japan _____ weather in _____ summer is pretty nice.
 - He's thinking about joining _____ police after he leaves _____ university.
 - At _____ weekend, I often play _____ tennis or go for a run first thing in _____ morning. Then I come back and have _____ breakfast.
 - I love _____ countryside and looking at _____ nature. _____ last week, we went walking near _____ Lake Como in _____ north of Italy.
 - A survey showed that in _____ UK _____ most people go to _____ bed around 11.00 in _____ evening and get up at _____ 7.30 in _____ morning.
- Work in pairs. Take turns to read the sentences. Put in articles where needed. Correct each other.
 - Armstrong could fly ? plane before he could drive ? car.
 - As ? boy Armstrong played ? baritone horn, but he wasn't ? very good musician.
 - In ? Korea, one of ? wings on his plane broke and he ejected into ? sea.
 - ? first meal which ? astronauts ate on ? Moon was ? bacon and ? peas.
 - Armstrong was ? member of ? team which investigated ? Challenger space shuttle disaster.
- Pronunciation linking vowels**

10.103 Words that end with a vowel sound and words that begin with one are often linked by a 'hidden' /w/, /j/ or /r/. Listen and say which sound links the two words. Then work in pairs and practise saying the phrases with your partner.

 - the ultimate professional
 - to do a job
 - in Korea and the US
 - he saw a film about space
 - he only gave two interviews
 - a hero of our time

Speaking my life

- Work in pairs. Outline the path of the steps so far in your own (or one of your parents' or relatives) career. Use these stages and try to use articles correctly. Tell your partner.

interests as child → school subjects → early jobs → university or courses done → other experiences → important events → future ambitions

As a child, I was very interested in drawing and painting. At school, I loved art and I had a fantastic art teacher.



Daniel Kish, 'the real-life Batman'

Listening activities present the grammar in context and now 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.

10c reading life of a stunt double • critical thinking personal responses • word focus self • speaking job characteristics

Taking on life's challenges

Reading

- 1 Work in pairs. Look at the title of the article. What does it mean literally and what sport is this expression associated with? Look at the adjectives (a–d). Which ones reflect this quality?
 - a *dedicated* hard working and committed
 - b *passionate* driven by strong emotion
 - c *determined* keeping on trying
 - d *resilient* strong and able to recover from setbacks
- 2 Stunt doubles are people who take the place of actors in dangerous scenes, e.g. falling down the stairs. What films have you seen using them? What stunts did they do?
- 3 Read the article about stunt double, Kitty O'Neill, and number the events of her life (a–f) in the correct chronological order.
 - a She trained as a competitive diver.
 - b She acted as stunt double for Wonder Woman.
 - c She wondered if she would be able to walk again.
 - d Her father died in a flying accident.
 - e She got an illness that caused her to become deaf.
 - f She claimed the record for fastest woman on land.

- 4 Read the article again. Complete the sentences using between one and three words.
 - 1 Apart from loving what they do and working hard, stunt doubles must also have _____.
 - 2 It's not easy to get work as a stunt double because you face _____.
 - 3 Men had to disguise themselves as women in order to be _____.
 - 4 Two illnesses severely affected Kitty in her childhood: the first was measles and the second was _____.
 - 5 Despite her injuries and setbacks, Kitty was not easily _____.
 - 6 Kitty's hobbies as a child were playing music and _____.
 - 7 She was very lucky to escape a car accident in the 1970s with only _____.
 - 8 Kitty O'Neill changed people's attitudes towards women stunt doubles in the _____.

Critical thinking personal responses

- 5 With descriptive accounts of events, like this story of Kitty O'Neill's life, we will each have different responses to it and lessons that we take away from it. Answer the questions.

- 1 Which of these adjectives describes how you feel after reading Kitty's story?

<input type="checkbox"/> encouraged	<input type="checkbox"/> curious	<input type="checkbox"/> informed
<input type="checkbox"/> inspired	<input type="checkbox"/> something else?	
- 2 Which of these lessons did you take from her story?
 - a You can do anything if you try hard enough.
 - b People who face personal challenges often achieve more.
 - c Some people have no fear.
 - d You have to be extremely talented to break down barriers.

- 6 Work in pairs. Compare and give reasons for your answers. Did you have similar takeaways?

Word focus self

- 7 Work in pairs. Look at the expressions in bold with *self* and discuss their meaning. The first two are from the article.
 - 1 ... to maintain your **self-belief** and keep going after jobs ... (line 13–14)
 - 2 A **self-made woman**, who had every challenge possible thrown at her ... (line 81–82)
 - 3 If you want to be more confident, there are a lot of good **self-help books** on the subject.
 - 4 I saw my favourite actor on the street recently, but I was wearing old clothes and I felt too **self-conscious** to talk to her.
 - 5 Sticking to a diet is difficult. You need a lot of **self-control**.
 - 6 He opened the shop to help the community but also out of **self-interest**. It makes a pretty good profit.

Speaking my life

- 8 Work in pairs. Look at the list of job characteristics and underline your preferences.
 - working 9–5 or working flexible hours
 - being freelance or employed
 - using your hands or using your brain
 - travelling for work or staying in one location
 - being independent or working in a team
 - working in the private/commercial sector or the public sector
 - being rewarded financially or emotionally
 - being a manager or being managed
- 9 Work in groups. Compare your lists of preferences and then recommend jobs for each other that you think fit these preferences.

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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.

I GET KNOCKED DOWN, BUT I GET UP AGAIN

A successful career as a stunt double takes dedication, passion, persistence and resilience. Dedication because of the years of hard physical training you have to spend improving your skills. Passion because you must love what you do, which in this case is to make lead actors look good on screen while taking none of the glory yourself. Determination because you need to be able to maintain your self-belief and keep pursuing jobs, even when you meet with constant rejection. And lastly, resilience because you must have the strength to come back from injury, to pick yourself up and go again when your body is saying enough is enough.

stunt double (n) *nastat* 'dabəl someone who performs dangerous scenes in a film in place of an actor



Kitty O'Neill waves from a helicopter before jumping

Perhaps no one embodied these qualities better than Kitty O'Neill, who made a living as a stunt double in an era when most women's doubles were men in disguise. But this was far from being the only challenge that she faced in an eventful life marked by moments of both success and disaster. Kitty O'Neill was born in Texas in the US in 1946. As a baby she caught a high fever after an attack of measles and, as a result, lost her hearing. Some years later, Kitty's father, who was a pilot in the US Air Force, died tragically in a plane crash, leaving Kitty's mother to bring her up on her own. If anything, being deaf seemed to make Kitty more determined. 'You have to show people you can do anything,' she said later, explaining why at a young age she took up both the piano and cello, while also pursuing excellence in sports. Her first ambition was to be an Olympic diver, a goal that she was on the way to achieving when, in 1964, illness struck again. Following treatment in hospital for a wrist injury, Kitty contracted spinal meningitis. For a while, it looked like she would never walk again, let alone take part in competitive sports. However, she recovered and refusing to be discouraged, turned her attention to breaking speed records on land and water. Later she joked that diving wasn't scary enough for her, anyway.

In 1976 she broke the land speed record for a woman, averaging 825 kph across the Alvord Desert in Oregon in a three-wheeled rocket-powered car. This speed record still stands today. Two years later she attempted a similar feat in the Mojave Desert in California, but this time her car flipped over at 550 kph, flew 200 metres through the air and landed on its nose. Kitty walked away with minor shoulder injuries. She also set speed records on water skis (169 kph) and in a speedboat (440 kph). 'Speed gives me goosebumps,' she once said. 'I love it.'

During this time, she met stuntman Ronald Hambleton, who inspired her to get into stunt work in films. Her skills as a driver, scuba diver, water skier and sky diver, combined with her natural fearlessness, meant she was perfect for the job. Moreover, being deaf, she claimed, helped her concentrate, whether it was racing cars or leaping off buildings. She appeared in many films of the era, including *Smiley and the Bandit*, but perhaps her most famous stunt was when she jumped from a 13-storey building as Wonder Woman's double in 1979. Kitty O'Neill died in 2018 aged 72. A self-made woman, who had every challenge recoverable thrown at her, she was in many ways more extraordinary than the acting stars she doubled for. And after her, it was impossible for the film world to argue that women couldn't do stunts.

my life | A CAREER PATH | SENSORY DESCRIPTIONS | JOB CHARACTERISTICS | SKILLS, TALENTS AND EXPERIENCE

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LESSONS D and E

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

10d real life describing skills, talents and experience • pronunciation difficult words


I'm good with people

Real life describing skills, talents and experience

Studentjob

Studentjob offers a huge range of opportunities (part-time and full-time) to students and other candidates looking for temporary positions, placements or internships. Their aim is to connect employers to the best candidates available. Among current jobs listed are: part-time pet carers, market research interviewers, fruit pickers, grocery delivery cyclists and festival workers, as well as company placements in Singapore and Bangalore.

Learn more



- 1 Work in pairs. Read the description of Studentjob. What kind of work do they say is available generally? What do you think the jobs mentioned involve?
- 2 **40.10.4** Listen to someone being interviewed by a similar agency for the job of pet carer. Answer the questions.
 - 1 What does the job involve?
 - 2 Why does the candidate think he would be good at the job?
 - 3 What qualities are they looking for in a candidate?
- 3 **40.10.7** Read the expressions from the interview describing the candidate's suitability for the job. Look at the prepositions used in each case. Then listen to the extracts from the interview and complete the expressions.

DESCRIBING SKILLS, TALENTS AND EXPERIENCE

I'm familiar with the type of work because I have a friend who '.....'.

I think I'd be well suited to '.....'.

I specialized in '.....'.

I have quite a lot of experience of '.....'.

I'm quite knowledgeable about '.....'.

I'm quite good with (e.g. people) '.....'.

I'm good at coping with '.....'.

I think I'd feel comfortable with '.....'.

I've been keen to '.....'.

I'm serious about wanting to (e.g. learn) '.....'.
- 4 Work in pairs. Discuss if the candidate did a good job of selling himself to the interviewer.
- 5 **Pronunciation difficult words**

40.10.5 The spelling of a word in English does not always indicate how you should say it. How confident are you that you can pronounce these words? For very confident put a (✓), fairly confident put a (?), and unconfident put a (X). Listen and repeat. Then check.

although business comfortable environment foreign knowledgeable months specialized suited world

40.10.6 Listen to eight more words and try to write them. Then discuss and compare in pairs.
- 6 Work with your partner. Interview each other for a temporary job.

Student A: Choose one of the jobs below that interests you (or a job you genuinely want to do) and think about the skills, talents and experience you have that would help you do it. Imagine you are being interviewed for this job. Try to convince Student B why this would be a good job for you. Then change roles.

Student B: You are the interviewer for the job Student A has chosen. Try to think of some appropriate questions. Then ask Student A. Then change roles.

 - a guide for a tour operator taking groups on guided tours of your city
 - a sales assistant in a children's bookshop
 - a tester of new video games
 - a fund-raiser for your old school or university
 - a summer youth camp leader
 - a market researcher interviewing people on the street (about shopping habits)

124 my life ▶ A CAREER PATH ▶ SENSORY DESCRIPTIONS ▶ JOB CHARACTERISTICS ▶ SKILLS, TALENTS AND EXPERIENCE ▶ A COVERING LETTER OR EMAIL

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

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

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

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

10e writing covering letter or email • writing skill sounding positive Unit 10 Using your talents

First impressions

Writing a covering letter or email

- 1 Work in pairs. In a job application, candidates are often asked to write a short covering email to accompany their CV. Which three things (a–f) in a recent survey do you think employers said they most wanted to see in a covering email? Discuss.
 - a your personality and qualities
 - b your relevant work skills
 - c your relevant experience
 - d your educational background
 - e the reason you want to work for the organization
 - f your relevant interests
- 2 Read the covering email and answer the questions.
 - 1 What job is Keria applying for?
 - 2 Which elements in Exercise 1 (a–f) does she include?
 - 3 Do you think she is a strong candidate? Why? / Why not?

Dear Mr Anwar,

I have long been an admirer of your magazine and the original way that you approach topics. So I was very excited to see the advertisement on your website this week for a junior editorial assistant. It is that position which I am writing to apply for.

I recently graduated from the University of Melbourne, Victoria with credits in editorial and fact-checking skills, which are essential for accurate reporting in today's world. I was also editor of the college magazine, where I commissioned four prize-winning articles. One of these, which I co-wrote, entitled *The Aboriginal Voice*, went on to win an international prize.

Since graduating, I have continued to collect interesting stories that I come across. I believe that having an eye for a good story, combined with an open mind, is the key to good reporting. I am now looking for a 'home' where I can pursue my love of journalism. I realize that I still have a lot to learn, but I am confident that, with your help, my skills and enthusiasm could be a real asset to your magazine.

Thank you for considering this application and I very much look forward to hearing from you.

Yours sincerely,
Keria Gardner
- 3 Find and underline phrase(s) in the email which:
 - a give the reason for writing.
 - b express enthusiasm about the role/job.
 - c state the role being applied for.
 - d mention skills relevant to the job.
 - e say the person is a good fit for the organization.
 - f thank the reader for their time.
 - g express hope of getting a reply.
- 4 **Writing skill sounding positive**

a Look at the application again and note down how these ideas are expressed positively.

 - 1 I have been a reader of your magazine for a long time.
 - 2 I saw the advertisement on your website
 - 3 ... my interest in journalism.
 - 4 I think that with your help, my skills ...

b Rewrite these sentences more positively using the words in brackets.

 - 1 A colleague told me about your company. (recommend)
 - 2 Our team was able to increase customer satisfaction by 18%. (proud)
 - 3 In my current role, I have learned a lot about safety issues (develop / excellent / understating)
 - 4 I have worked with some good designers, such as Builtbypixel. (lucky / great)
 - 5 I can send you examples of my work, if you like. (very happy / wish)
- 5 Write a covering email (170–200 words) for this job OR choose a temporary job that you would like to do. Focus on the skills and experience that you have that are relevant to the job, and on giving a positive impression.

Daily News 4 October

Market researchers (Temporary position) 36 hours per week

We are looking for enthusiastic individuals with good communication skills to interview shoppers in a busy shopping mall about their shopping habits. Training will be given.
- 6 Exchange emails with your partner. Check your partner's email using these questions.
 - Does the candidate explain the reason they are writing?
 - Have they included their relevant skills and experience?
 - Do they explain why they want to work for this organization?
 - Does the tone of the application sound positive?

125 my life ▶ A CAREER PATH ▶ SENSORY DESCRIPTIONS ▶ JOB CHARACTERISTICS ▶ SKILLS, TALENTS AND EXPERIENCE ▶ A COVERING LETTER OR EMAIL

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.

1 of 10 visual literacy evaluating effective visuals • video music of the spheres

Music of the spheres



The Eagle Nebula (or Pillars of Creation) taken by the Hubble telescope in 1995

Visual literacy evaluating effective visuals

- Look at the photo from space and read the caption. Do you think this photo and similar photos of space objects are as we would see them through a telescope? Why / why not?
- Work in pairs. Read the text and then discuss if this makes a difference to the way you view the photo.

Telescopes like Hubble take photos of objects in space in black and white but use filters. They take several photos, each with a different colour filter (red, green and blue). This is the same as a digital camera, but space telescopes also see infra-red and ultraviolet. Then they try to put these colours together in the most realistic way possible.
- Can you think of other examples of photos which have been enhanced or 'touched up'? What reasons might there be for enhancing or touching up a photo? Does it matter that they are manipulated?

Video

- Watch the video about astrophysicist Wanda Díaz-Merced. Make notes on the images and sounds you hear.

1 Random musical notes ... darkness
- Compare notes with your partner. Then use your notes to help answer the questions.
 - How is Díaz-Merced's approach to her job unusual?
 - What specific sounds can you remember from this film? Describe them.
 - What specific images stuck in your memory? Describe these. Were they enhanced images? Why might they have been enhanced?
- Read the notes (a-h). Then watch the video again and number the notes in the correct order (1-8). Try to notice the image that accompanies each idea.
 - Sound can make something invisible clear.
 - Everything in the universe has its own voice and personality.
 - In my small town I never knew what a PhD was.
 - There is uncertainty in the universe.
 - I was able to rediscover myself.
 - The universe is like an orchestra.
 - Each piece of data is given a sound.
 - I felt I had been excommunicated from the field.
- Then, compare your answers with your partner and describe the image that accompanied each idea.

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Unit 10 Using your talents

8 Work in pairs. What do you think the last line of the video means? Discuss.

Because if we only see with our eyes, our perception is very narrow.

Speaking a storyboard

9 Work in groups. Imagine you are going to make a short film to describe the work or career of one of the characters in this unit: Marta Vieira da Silva, Neil Armstrong, Daniel Kash or Kitty O'Neil OR choose another person you know well. Follow these steps:

- Decide what the main message of your film is.
- Plan the script, sound and images for the first 30-45 seconds of your film (use a template like the one below).
- Make a list of explanatory visuals that will accompany this introduction (e.g. photographs, diagrams, tables).

Scene 1	Scene 2
Image:	Image:
Music / script	Music / script
Scene 3	Scene 4
Image:	Image:
Music / script	Music / script
Scene 5	Scene 6
Image:	Image:
Music / script	Music / script


10 Present your introduction and 'storyboard' to the class. Ask and answer questions about the choice of images.

diabetes (n) /daɪ'æbi:z/ a disease which affects the body's ability to manage sugar levels
excommunicated (v) /ɪk'ɒmju:nɪkət/ banned or excluded e.g. from a community or organization

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.

9 of 10 video quality education • speaking an important moment • project a presentation teaching life skills

Quality education



Children play at the Tong chu Primary School, Vietnam

Vocabulary in context

- Work in pairs. Look at the photo and answer the questions.

What game are the schoolchildren playing?
 What educational benefit do you think it has?
 Which of these life skills are the children developing?

<input type="checkbox"/> Critical thinking	<input type="checkbox"/> Creativity
<input type="checkbox"/> Communication	<input type="checkbox"/> Technology skills & digital literacy
<input type="checkbox"/> Problem solving	<input type="checkbox"/> Perseverance
<input type="checkbox"/> Collaboration	<input type="checkbox"/> Something else?

Which Life Skills were practised at your school?
 Which do you think you missed out on? Give examples.
- Work in small groups. Brainstorm the benefits of a good education to a) the individual b) society and make notes using the headings below.

Benefits to the individual of being educated
 Benefits to society of having an educated population

Video

- Watch Video 1 about the benefits of a good education. Note down the benefits of education that they mention and then compare them to your own list from Exercise 2.
- Work in pairs. Try and complete these facts. Then watch Video 1 again and check your answers.
 - _____ million children are not in education in the world.
 - All children have the right to _____ good quality primary and secondary education.
 - Every man and woman should also have access to university or _____ training.
 - It means we communicate our own ideas better and _____ others' ideas.
 - It boosts economic growth and reduces child _____.
 - It helps women to fight _____.
- Watch Video 2 about Thuy a Vietnamese girl, and her education. What challenges has she faced and what motivates her?
- Watch Video 2 again. Match the person (a-d) with the description (1-6).

a Thuy (T)	c Thuy's friends (F)
b Thuy's mother (M)	d Thuy's father (D)

 - work in construction
 - worked in fruit farms
 - got married at 14
 - worked from the age of 12
 - is at university now
 - doesn't feel tired anymore

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SUSTAINABLE LIFE

7 Work in pairs. How does Thuy's situation and experience of studying (her challenges and motivations) compare to your own or those of people you know? Make comparisons.

Speaking

8 Work in pairs. Think about an important moment in your education (e.g. something a teacher said, a lesson/person that inspired you, a decision you made). Describe it to your partner.

An important moment in Thuy's education was a life skills class which helped her to decide what she wanted to do in life. She felt she had 'found a light in a dark cave'.

9 Work with a student from another pair. Tell them about the important moments that your previous partner told you. Were any of the stories similar?

Project

Project brief

You have volunteered to work for a charity that runs free educational camps for children aged 11-15 over the summer. They have asked you to think of TWO fun activities that can help teach life skills.

- Research** Work in groups and each choose a different life skill from the list in Exercise 1 to research. Research the meaning of the life skill and also find examples of how it can be practised.
- Planning** Now follow these steps.
 - Each present your life skill to the rest of the group.
 - Brainstorm possible activities that could practise these life skills in a fun way.
 - Decide on the TWO activities that seem the most fun and appropriate for this age group.
 - Work out the details of how the activity will work.
 - Prepare to present your activities – demonstration and explanation together would be best.
- Presentation** Present your activities to the group, explaining the life skill that they are practising.
- Feedback** Discuss as a group what you learned from your and others' presentations about:
 - demonstrating activities in a clear and engaging way.
 - how to make a learning activity fun.

REVIEW LESSON

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

UNIT 10 REVIEW AND MEMORY BOOSTER

Grammar

- 1 Complete the first part of the article (1–10) with *a(n)* or *the* or leave with no article. Complete the second part (11–16) using relative pronouns.



The film *Wild Waters* tells ¹ _____ story of Nouria Newman, who went from kayaking in ² _____ calm lakes to ³ _____ most dangerous rivers and waterfalls in the world. At ⁴ _____ age of 31 she now has three extreme kayaking world championship titles. In ⁵ _____ film, she explains how she prepares for ⁶ _____ trip, studying ⁷ _____ satellite images of ⁸ _____ river she is going to navigate. She has ⁹ _____ team at home advising her on ¹⁰ _____ weather. She also has a ground team ¹¹ _____ job is to help her reach her starting point, ¹² _____ could be in the middle of the jungle or high up a mountain. In fact, it is often in a place ¹³ _____ there is no turning back. Does she get afraid? Yes, she says, but fear is a tool ¹⁴ _____ is useful because it forces her to concentrate. The moments ¹⁵ _____ she is relaxed are the most dangerous. Although she already holds many records—one of ¹⁶ _____ is for the highest waterfall kayaked down by a woman—Nouria hasn't finished yet.

- 2 Make sentences defining two of these things from Unit 10. Use at least one article and relative pronoun in each definition.

astronaut echolocation football
a job website stunt double

football: a game which is played between two teams of 11 players who try to kick a ball into each other's goal.

Vocabulary

- 3 Complete the words to make sentences about jobs and careers. You have been given the first letter.
- I have a d _____ in engineering from Mumbai University. I g _____ from there in 2021.
 - I s _____ in the army for four years, so I understand the importance of discipline.
 - I'm very h _____-working and I have a lot of s _____-belief. I really think I can succeed in this work environment.
 - I a _____ for the job because I'm good at selling and I want to f _____ a career in sales.
 - Both my parents are doctors, so it was a natural choice for me to b _____ a doctor too.
- 4 >>>MB Which of these areas is being described in the sentences in Exercise 3? Make similar sentences to describe yourself in each area.

background qualifications experience qualities expertise skills knowledge talents

Real life

- 5 Complete the sentences with the correct prepositions.
- I'm familiar _____ all the usual computer programs.
 - I specialized _____ mechanical engineering at university.
 - I think I'd be well-suited _____ working abroad.
 - I'm good _____ coping _____ difficult people.
 - I'm serious _____ following a career _____ the fashion industry.
 - I'm very keen _____ the idea of creating new designs.
- 6 >>>MB Rewrite the sentences in Exercise 5 so that they are true for you.

Real world

- 7 >>>MB There are two ways to complete this saying using the words WORK, DO and LOVE. What are they and what is the difference in meaning?
- "_____ what you _____ and you'll never _____ a day in your life"

I CAN	
use <i>a/an, the</i> and zero article accurately	<input type="checkbox"/>
describe a career path	<input type="checkbox"/>
use relative pronouns in different types of relative clauses	<input type="checkbox"/>
listen and summarize what I have heard	<input checked="" type="checkbox"/>
talk about jobs and careers	<input type="checkbox"/>
describe my experience, skills and qualifications	<input type="checkbox"/>
write a covering letter or email	<input type="checkbox"/>
think critically about your personal response to a text	<input type="checkbox"/>
recognize when images are enhanced	<input type="checkbox"/>

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 a Venn diagram).

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

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

IN THIS UNIT

Unit theme This unit is about relationships with family, friends and community.

Vocabulary

- **1a** describing character: *considerate, dependable, energetic, good fun, laid-back, outgoing, selfish, serious, shy, unreliable*

Wordbuilding

- **1b** forming adjectives with *-al, -ful, -ish, -ent, -ous, -ive* e.g. *act* → *active, study* → *studious*

Word focus

- **1c** expressions with *sense*

Grammar

- **1a** present tenses: simple, continuous and perfect
- **1b** past simple and present perfect

Reading

- **1b** an article about changing attitudes in India
- **1c** an article about immigrant families in New York

Listening

- **1a** a radio programme about animal friendships

Speaking

- **1a** friendships
- **1b** differences between generations
- **1c** family influences
- **1f** presenting data

Critical thinking

- **1c** evaluating conclusions

Real life

- **1d** meeting people

Pronunciation

- **1b** auxiliary verbs *have* and *has*
- **1d** word boundaries in quick speech

Writing

- **1e** an informal letter/email

Writing skill

- **1e** greetings and endings

Visual literacy

- **1f** interpreting data

Video

- **1f** *A pen pal experiment*

- **Lead-in** Write *Relationships* on the board. Organize the class into small groups. Ask groups to write down as many words and phrases related to the theme as they can.
- Elicit their ideas and write them on the board, clarifying the meaning of any new vocabulary.

1

- Focus students' attention on the topic of this unit (relationships) and go over the unit goals (see **Teacher development**).
- Ask the class to focus on the photo and the people in the image. Ask: *What do you think this man does for a living?* Ask students to work in pairs and discuss the questions.
- Elicit a few ideas from the class in feedback.

Answers

- 1 A sherpa is part of the Himalayan community and an expert in mountain climbing and guiding other mountaineers.
- 2 They are mother and son. She is also a Sherpa. On the wall are pictures of Danuru's wife and children.
- 3 Students' own answers.

Visual literacy

Ask students to look at the image on page 9. Invite them to analyze the photo by discussing what they can see, what elements of the photo are most eye-catching, and whether the caption influences or changes their interpretation of the photo.

Background information

Danuru Sherpa works as a mountain guide and sherpa. He has been to the top of Mount Everest (Mount Qomolangma) more than a dozen times. Danuru comes from a family of climbing sherpas and seven of his brothers are also mountain guides.

Teacher development

Learning to learn: reflecting on unit goals

Here are three ways for students to reflect on the unit goals.

- 1 Connect goals 1a–1f on page 9 to the theme of relationships and focus on how these lessons will help students be better able to have a wide range of conversations about the topic.
- 2 Ask them to read through the goals and discuss how confident they feel at present with the language and skills.
- 3 Ask them to think about the topics of friendship, generational differences and immigrant families, and what they think they might learn about each one.

2

- Ask: *Do you know what 'brother-in-law' means?* Elicit some ideas. Use a real example or invent one. For example, *My brother-in-law is called Tom. He's been married to my sister for three years.*
- Students discuss the vocabulary in the box and think of examples.
- Check ideas and examples with the class.

Answers

brother-in-law = your sister's or brother's husband.

colleague = someone you work with

fiancé (man) / fiancée (woman) = the person someone is engaged to

flatmate = a person you share a flat with

grandparent = the mother or father of your parents

old friend = a friend you have known for a long time

partner = different meanings: business partner, romantic partner, work partner (someone you do a job or task with)

landlord = someone you pay money to as rent for somewhere to live

UNIT 1 Relationships



Danuru Sherpa relaxing at the family home in Phortse, Nepal

UNIT GOALS

- 1a**
- use a range of present tenses to talk about friendships
 - describe character and personality
 - talk about relationships using phrasal verbs
- 1b**
- form adjectives from verbs and nouns
 - use past simple and present perfect to discuss generational differences
- 1c**
- read the stories of immigrant families and evaluate conclusions
- 1d**
- learn common expressions for meeting people and exchanging news
- 1e**
- use greetings and endings in an informal email
- 1f**
- watch a video about pen pals and examine ways that data can be visualized

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

- 1 What is a sherpa's job?
- 2 What do you think the man and woman's relationship is? What about the people in the photos on the wall?
- 3 Friendship is one of the most common kinds of relationship. How many kinds of friend can you think of? Make a list, e.g. *good friend*.

Students' own answers.

2 Look at these relationships. Tell your partner what each one means and think of an example you know.

brother-in-law colleague fiancé(e) flatmate 3 grandparent
old friend partner 1 landlord 2

3 **▶ 1.1** Listen to three people talking about important relationships in their lives. Put the number of the speaker (1, 2 or 3) next to the person they are talking about in Exercise 2.

4 Look at the sayings about relationships. Do you know what each one means? Give an example (real or invented) to illustrate it.

- a 'Blood is thicker than water.'
- b 'A friend in need is a friend indeed.'
- c 'The apple doesn't fall far from the tree.'
- d 'No man is an island.'

9

Pronunciation notes

- Students sometimes struggle with /ð/ in *brother-in-law* and pronounce it as /d/.
- Students sometimes mispronounce the *ie* vowel in *friend*. Show students it's pronounced /frend/.

3 ▶ 1.1

- Students listen and identify the person being talked about from Exercise 2.
- Check answers with the class.

Answers

See answers on Student's Book page. 1 is both a partner and a colleague but the most important relationship is partner.

Extra activity

Ask students to think of an important person in their lives and make some notes about why they are important. Afterwards, put them into pairs or small groups so they can talk about the person. Encourage students to ask follow-up questions.

4

- Students speculate on the meaning of the phrases. If they can work out the meaning, they should think of an example that conveys it.
- In feedback, clarify the meaning of each saying and write students' examples on the board. Ask the class which examples show the meaning most clearly.

- **Optional step** Ask pairs to choose just one of the sayings to work on to make this a faster and easier exercise.

Answers

- a Family is more important than friends.
- b Someone who supports you when things are difficult is a true friend.
- c Children are like their parents.
- d Everyone needs friends. (This is a quote from a poem by the sixteenth-century English poet John Donne.)

Background information

The expression '*Blood is thicker than water.*' is an example of how expressions change meaning over time. The original expression was '*The blood of the covenant is thicker than the water of the womb.*' and it meant that relationships made by sharing blood together (blood covenants are agreements secured with blood) are stronger than family relationships. It now means the opposite of this.

Extra activity

Write these questions on the board for students to discuss in small groups:

- 1 Do you have similar sayings about relationships in your language?
- 2 What other sayings are there in your language about relationships?

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

AT A GLANCE

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

- **Lead-in** Explain that *birds of a feather* (= people who have similar interests, ideas or characteristics) is another saying about relationships.

Vocabulary describing character

1

- Ask students to work in pairs or small groups to complete tasks 1–3. The aim here is for students to show what they know and to personalize the words, so encourage students to discuss words first before checking in dictionaries.
- **Optional step** Encourage students who finish quickly to talk about family and friends using the adjectives.
- **Optional step** Say the longer words in the box. Tell students to listen and mark the strong stress for each word (see **Pronunciation notes**).

Answers

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

Pronunciation notes

Note the word stress: considerate, dependable, energetic, selfish, serious, unreliable

1a

vocabulary describing character • **listening** animal friendships • **grammar** present tenses: simple, continuous and perfect • **speaking** friendships

Birds of a feather



A flock of flamingos at Lake Bogoria, Kenya

Vocabulary describing character

- 1 Look at these adjectives and discuss the questions.

considerate	dependable	energetic
good fun	laid-back	outgoing
serious	shy	unreliable

- 1 Which adjectives are positive, which are negative and which could be either?
- 2 Which are opposites (or near opposites)?
- 3 Which adjective(s) do you think describe you?

Listening

- 2 Work in pairs. Look at the photo and answer the questions about flamingos. If you don't know an answer, then guess.

- 1 Where do flamingos live?
- 2 Why are they pink?
- 3 Why do they live in large flocks (groups)?
- 4 What kind of personality do they have?

- 3 **1.2** Listen to an extract from a radio programme. What is surprising about these animals?

- 4 **1.3** When English is spoken quickly, words are often merged or joined together. Listen and notice how the speaker says these expressions.

go even further	that's to say
in much the same way	if it could be
can aid survival	to name just a few

- 5 **1.2** Listen to the radio programme again and answer the questions.

- 1 What did we already know about animals' behaviour towards other animals in their group?
- 2 How does the speaker define 'making friends' in this case?
- 3 What two personality types did McCully identify among flamingos?
- 4 What conclusion did Paul Rose come to about the reason for animal friendships?

Grammar present tenses: simple, continuous and perfect

PRESENT TENSES: SIMPLE, CONTINUOUS and PERFECT

1 Present simple

The outgoing group often **spend** time together.
 Flamingos **live** in large flocks.
 Paul Rose **studies** animal behaviour.

2 Present continuous

Today we're **looking** at animal friendships.
 They **are not trying** to compare animals and humans.
 Researchers **are finding** more and more evidence of this.

3 Present perfect (simple and continuous)

New research **has revealed** that animals make friends with each other.
 He **has found** that they form cliques of friends.
 She **has been making** personality profiles.
 And she **has gathered** a lot of evidence.

For further information and practice, see page 156.

10

Listening

2

- Focus students' attention on the photo. Give them time to discuss questions 1–4 in pairs, then elicit ideas from the class.
- **Optional step** If you are teaching online, these quick pair work discussion tasks could be done as a whole-class activity.
- Tell students they will find out answers to these questions as they listen to part of a radio programme.

Example answers

- 1 In Florida, the Caribbean and South America (Peru, Chile). They live near salt lakes.
- 2 Their pink colour comes from the food they eat (shrimps).
- 3 They are social animals; living in a large group is also safer.
- 4 Some are more outgoing than others.

- 6 Look at the grammar box on page 10. Match the sentences in the grammar box with the specific uses of each tense (a–h) described below.

The outgoing group often spend time together = c) routine

- We use the **present simple** for something seen as permanent including a) facts, b) habits and c) routines.
 - We use the **present continuous** for something either happening d) now, e) around the time of speaking or for f) a changing situation.
 - We use the **present perfect** (simple and continuous) for a past event that either g) has an impact on or relevance in the present or h) for something that began in the past and continues into the present.
- 7 Look at the examples of the present perfect in the grammar box. Which form (simple or continuous) generally expresses or emphasizes prolonged or repeated activity? **present perfect continuous**
- 8 Choose the correct options to complete the text about animal friendships.

Over the years, there 'are' **(have been)** a number of YouTube videos showing unlikely animal friendships. Recently, people 'have discussed' **(have been discussing)** a film which shows a dog making friends with an elephant. Elephants often **(show)** / **(are showing)** concern for other elephants in their social group, but this video shows scenes of the two animals spending time and playing together. The dog was left there by its owner and became very unhappy. But since the elephant befriended it, it **(has recovered)** / **(has been recovering)** and the two animals can't be separated. The question scientists 'now ask' **(are now asking)**: Is such behaviour normal, or do we just want it to be? Some people say it happens when animals 'are living' **(have been living)** close to humans for some time. No one **(has provided)** / **(has been providing)** a definite answer, but it seems some animals are just naturally sociable. Others, like giant pandas, **(live)** / **(are living)** more independent and solitary lives.

- 9 Complete the sentences. Use the correct present tense of the verbs. Use contracted forms where possible. Which ones could be true for you?
- I _____ (live) with my friend Ezra at the moment, but each of us _____ (have) our own group of friends that we hang out with.
 - We're not close friends – we _____ (just / learn) French at the same evening class for the past year.
 - Lara and I went on a trip to Peru ten years ago and we _____ (be) friends ever since. We keep up with each other on social media.
 - Oh, _____ (you / know) Tom too? He and I _____ (know) each other since primary school. We should all meet up some time.

- Jacob _____ (often / hang) around when he's bored, but he _____ (never / come) round if he's got something better to do.
- Marta is a really dependable friend. She _____ (always / stand) by me when I've needed help.
- Kim and I _____ (be) at the same company for about three years. We _____ (work) on a project together at the moment.
- I get on very well with Marco, even though we _____ (never / see) each other socially. I think I _____ (be) round to his house once.

- 10 Underline these phrasal verbs in Exercise 9.

- one with the verb *get*
- one with the verb *stand*
- two with the verb *hang*
- two with the particle *up*
- two with the particle *round* or *around*

Which phrasal verbs contain two particles (e.g. *on* and *with*)? Discuss what each verb means.

'get on with' = have a good relationship with

Students' own answers.

- 11 Complete the sentences with the correct phrasal verbs from Exercise 9.

- We come from different backgrounds, but we **get on** really well.
- We don't have to do anything special, like going to a show. It would just be nice to **hang out / around** together for a bit.
- I'm busy at six thirty, but we could **hang out** later, if you like. Say, eight?
- Why don't you **come around** to my house for dinner tonight?
- Some friends are great to have fun with, but real friends are the ones who **stand by** you when things aren't going so well.
- I made some good friends at university, but I haven't **met up** with many of them since.

Speaking **my life**

- 12 Think about a friendship you have. Make notes on the points below. Then describe this person to your partner.

- how you met and how long you've been friends
- where and how often you see them
- their current work or studies
- their personality and why you like them
- in what ways you are similar or different
- what things you do together or have done recently

I've known Nguyen for about five years. We met at the restaurant she works at.

Students' own answers.

- Ask students what they noticed about the pronunciation and encourage them to try and say the phrases as they heard them.

- Optional step** Play the audio again and ask students to speak along with the audio. This will help them say the phrases quickly and understand how words are often merged or joined together.

Answers

go even further /gəʊwi:vənfs:ðə/

that's to say /ðætstəseɪ/

in much the same way

/ɪmʌtʃəseɪmweɪ/

if it could be /ɪfɪtkʊbi:/

can aid survival /kəneɪds:vəɪvəl/

to name just a few /təneɪmdʒʌstəfju:/

5 **1.2**

- Ask students to read the questions and see if they can recall any of the answers.
- Play the audio and encourage them to make notes.
- Ask students to compare answers in pairs before checking with the class.

Answers

1 They cooperate and help each other.

2 Spending time with certain individuals.

3 aggressive and outgoing; less confident and shy

4 Friendship is good for well-being.

Background information

This radio show is about animal friendships. It discusses research that supports the idea that animals make friends with each other. The research was done with flamingos and results found that some friendships can last for twenty years or more. It also mentions new research that suggests this is true for other animals.

3 **1.2**

- Students listen and try to remember as many details as possible. Encourage them to make notes.

- Let students compare their ideas in pairs before checking with the class. Ask the class which information is most surprising.

Answers

Students' own answers.

4 **1.3**

- Ask students to read the phrases and check their understanding.
- Play the audio so students can focus on listening to connected speech and how the words merge or join together.

Sustainable life

Tell students that some bird species are in danger because their natural habitats are under threat of destruction. Write these questions on the board and have a class discussion.

- How do you think the research mentioned in the audio could help to change attitudes to conserving and restoring animal habitats?
- What can we do to preserve and restore natural habitats?
- What is the relationship between animal habitats and human habitats? (Think about how people use land and how this affects where animals can live.)

my life

► FRIENDSHIPS ► DIFFERENCES BETWEEN GENERATIONS ► FAMILY INFLUENCES ► MEETING PEOPLE

► AN INFORMAL LETTER/EMAIL

11

Birds of a feather



A flock of flamingos at Lake Bogoria, Kenya

Vocabulary describing character

1 Look at these adjectives and discuss the questions.

considerate dependable energetic
good fun laid-back outgoing selfish
serious shy unreliable

- Which adjectives are positive, which are negative and which could be either?
- Which are opposites (or near opposites)?
- Which adjective(s) do you think describe you?

Listening

2 Work in pairs. Look at the photo and answer the questions about flamingos. If you don't know an answer, then guess.

- Where do flamingos live?
- Why are they pink?
- Why do they live in large flocks (groups)?
- What kind of personality do they have?

3 **1012** Listen to an extract from a radio programme. What is surprising about these animals?

4 **1013** When English is spoken quickly, words are often merged or joined together. Listen and notice how the speaker says these expressions.

go even further that's to say
in much the same way if it could be
can aid survival to name just a few

5 **1012** Listen to the radio programme again and answer the questions.

- What did we already know about animals' behaviour towards other animals in their group?
- How does the speaker define 'making friends' in this case?
- What two personality types did McCully identify among flamingos?
- What conclusion did Paul Rose come to about the reason for animal friendships?

Grammar present tenses: simple, continuous and perfect

PRESENT TENSES: SIMPLE, CONTINUOUS and PERFECT

- Present simple**
The outgoing group often spend time together. Flamingos live in large flocks. Paul Rose studies animal behaviour.
- Present continuous**
Today we're looking at animal friendships. Researchers are finding more and more evidence of this. They are not trying to compare animals and humans.
- Present perfect (simple and continuous)**
New research has revealed that animals make friends with each other. He has found that they form cliques of friends. She has been making personality profiles. And she has gathered a lot of evidence.

For further information and practice, see page 156.

6 Look at the grammar box on page 10. Match the sentences in the grammar box with the specific uses of each tense (a–h) described below.

The outgoing group often spend time together = c) routine

- We use the **present simple** for something seen as permanent (including a) facts, b) habits and c) routines.
- We use the **present continuous** for something either happening d) now, e) around the time of speaking or for f) a changing situation.
- We use the **present perfect** (simple and continuous) for a past event that either g) has an impact on or relevance in the present or h) for something that began in the past and continues into the present.

7 Look at the examples of the present perfect in the grammar box. Which form (simple or continuous) generally expresses or emphasizes prolonged or repeated activity? **present perfect continuous**

8 Choose the correct options to complete the text about animal friendships.

Over the years, there **are** *(have been)* a number of YouTube videos showing unlikely animal friendships. Recently, people **have discussed** *(have been discussing)* a film which shows a dog making friends with an elephant. Elephants often **show** *(are showing)* concern for other elephants in their social group, but this video shows scenes of the two animals spending time and playing together. The dog was left there by its owner and became very unhappy. But since the elephant befriended it, it **has recovered** *(has been recovering)* and the two animals can't be separated. The question scientists **now ask** *(are now asking)*: Is such behaviour normal, or do we just want it to be? Some people say it happens when animals **are living** *(have been living)* close to humans for some time. No one **has provided** *(has been providing)* a definite answer. But it seems some animals are just naturally sociable. Others, like giant pandas, **live** *(are living)* more independent and solitary lives.

9 Complete the sentences. Use the correct present tense of the verbs. Use contracted forms where possible. Which ones could be true for you?

- I _____ (live) with my friend Ezra at the moment, but each of us _____ (have) our own group of friends that we hang out with.
- We're not close friends – we _____ (just / learn) French at the same evening class for the past year.
- Lara and I went on a trip to Peru ten years ago and we _____ (be) friends ever since. We keep up with each other on social media.
- Oh, _____ (you / know) Tom too? He and I _____ (know) each other since primary school. We should all meet up some time.

5 Jacob _____ (often / hang) around when he's bored, but he _____ (never / come) round if he's got something better to do.

6 Marta is a really dependable friend. She _____ (always / stand) by me when I've needed help.

7 Kim and I _____ (be) at the same company for about three years. We _____ (work) on a project together at the moment.

8 I get on very well with Marco, even though we _____ (never / see) each other socially. I think I _____ (be) round to his house once.

10 Underline these phrasal verbs in Exercise 9.

- one with the verb *get*
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- two with the particle *up*
- two with the particle *round* or *around*

Which phrasal verbs contain two particles (e.g. *on* and *with*)? Discuss what each verb means.

get on with = *have a good relationship with*

Students' own answers.

11 Complete the sentences with the correct phrasal verbs from Exercise 9.

- We come from different backgrounds, but we **get on** _____ really well.
- We don't have to do anything special, like going to a show. It would just be nice to **hang out / around** together for a bit.
- I'm busy at six thirty, but we could **hang out** _____ later, if you like. Say, eight?
- Why don't you **come around**, to my house for dinner tonight?
- Some friends are great to have fun with, but real friends are the ones who **stand by** _____ you when things aren't going so well.
- I made some good friends at university, but I haven't **met up** _____ with many of them since.

Speaking **my life**

12 Think about a friendship you have. Make notes on the points below. Then describe this person to your partner.

- how you met and how long you've been friends
- where and how often you see them
- their current work or studies
- their personality and why you like them
- in what ways you are similar or different
- what things you do together or have done recently

I've known Nguyen for about five years. We met at the restaurant she works at.

Students' own answers.

Grammar present tenses: simple, continuous and perfect

6

- Students read the sentences in the grammar box and match them with the uses a–h.
- Go through the answers with the class. To further check understanding of these tenses, ask the concept-check questions in **Teacher development**.
- Refer students to Student's Book page 156 for further information and practice.

Answers

1 Present simple

The outgoing group often **spend** time together. → b) habits, c) routines

Flamingos **live** in large flocks. → a) facts

Paul Rose **studies** animal behaviour.

→ a) facts

2 Present continuous

Today we're **looking** at animal friendships. → d) now

They **are not trying** to compare animal and human behaviour. → e) around the time of speaking

Researchers **are finding** more and more evidence of this. → f) a changing situation

3 Present perfect (simple and continuous)

New research **has revealed** that animals make friends with each other. → g) has an impact or relevance in the present

He **has found** that they form cliques of friends. → g) has an impact or relevance in the present

She **has been making** personality profiles. → h) something that began in the past and continues into the present

And **she has gathered** a lot of evidence. → g) has an impact or relevance in the present

Teacher development

Classroom tips: checking understanding

Concept-check questions (CCQs) are used to check the meaning of grammar or vocabulary. Here are three ways to make sure your CCQs are effective:

- Use a range of question types, e.g. yes/no questions, either/or questions and *wh*- questions.
- Use level-appropriate language.
- Don't use the target grammar or vocabulary in your questions.

Here are some questions you can use for Exercise 6, question 1.

- Present simple: *Are any of these sentences permanent / always true? (yes) Do they refer to a habit or routine? (Yes, flamingos spend time together.)*

7

- Elicit which example sentence is continuous. (*She has been making personality profiles.*) Ask: *How do we know it's continuous? (It includes **been** + verb + **-ing**)* Ask: *Has she made one profile or lots of profiles? (lots of profiles)*

- Clarify the continuous aspect is used to indicate a longer or repeated activity. Explain that we often add a time phrase if we want to focus on duration. For example, in this case, we might say *She has been making personality profiles for over five years.*

Answers

See answers on large Student's Book page.

8

- **Optional step** Tell students to read the text quickly and ask them what it's about (a YouTube video about animal friendships).
- Students choose the correct tenses. Check answers with the class, asking students to refer to the grammar box.
- **Optional step** Ask students to describe similar videos they have seen. Listen for their use of present tenses.

Answers

See answers on large Student's Book page.

9

- Ask students to complete the sentences and then check answers with the class.
- Ask: *Are any of these sentences like your life with your friends?* Put students into pairs to discuss whether any of the situations are similar for them.

Answers

See answers on large Student's Book page.

Extra activity

Read out the list below, pausing after each one. Ask students to think about each situation and write brief notes.

- 1 something you've never done
- 2 something you've been thinking about since the start of the lesson
- 3 something you haven't done in a while
- 4 something you do every week
- 5 something people you know are probably doing right now

Put students in pairs or groups to share and talk about what they wrote.

10

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

Answers

get on (with) = to have a good relationship with

stand by (someone) = to support and be friends in difficult times

hang out with = an informal way of saying 'spend time with', e.g. *go for a coffee together*

hang around = to stay in a place doing nothing or waiting for something to happen

meet up = to come together with someone, either as planned or unexpectedly

keep up with = to stay in contact and share news

come round = when a friend comes to visit you at your house

go round = when you visit a friend at their house

Phrasal verbs that contain two particles: *get on with, hang out with* and *keep up with*

GRAMMAR NOTES

These phrasal verbs have different forms.

- 1 verb + adverb or particle: *I'll come round tomorrow. We'll just hang around here.* These are both intransitive phrasal verbs (no object).
- 2 verb + preposition: *Joe stood by me.* *By* is a preposition that introduces the phrase *by me*.
- 3 verb + adverb + preposition: *I get on with Frank.* *On* is an adverb that qualifies *get*; *with* is a preposition that introduces the prepositional phrase *with Frank*.

11

- Ask students to work individually to complete the sentences. Let them compare answers in pairs before checking as a class.

Answers

See answers on large Student's Book page.

Teacher development

Learning to learn: recording collocations

It can help students to remember how to use vocabulary if they record collocations, meaning and examples. For example: *stand by* + a friend/colleague (support)
I stood by my friend when she split up with her partner.

hang out with + a friend (spend time with)
I hung out with my friends last weekend.

Speaking my life

12

- Students use the points to prepare notes about a friend. Monitor and help with ideas and vocabulary.
- In pairs, students describe their friends. Monitor and make a note of good examples of language.
- Afterwards, ask some students to share things they discussed with the class.
- Go over any good language you heard to consolidate their understanding of the grammar and vocabulary.
- **Exam tip** This exercise provides exam practice for Cambridge B2 First, Speaking Part 4, Discussion, and IELTS, Speaking Part 3, Discussion.

Answers

Students' own answers.

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

AT A GLANCE

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

- **Lead-in** Write *boomers* on the board and explain this is a name we give to the generation born between 1946 and 1964. Ask: *Do you know the names for any other generations?* Students discuss in pairs. Elicit their ideas and write the answers on the board.
- Ask: *What generation do you belong to?* To extend this activity, ask: *How might we define the differences between the generations?*

Answers

Generation X: 1965–1979, Millennials/Gen Y: 1980 to late 1990s, Gen Z: 1990s to 2010s, Gen Alpha/A: born after 2010

Reading

1 1.4

- Organize the class into pairs to discuss the photo and title of the article.
- Check answers with the class.

Answers

a mix of different identities from different places

2

- This exercise helps students to predict what they are going to read about.
- Elicit one or two ideas from the class about what that age group might have in common and write these on the board, e.g. they are digital natives.
- Give students time to read the article and then ask them to discuss the question in pairs.
- Check ideas as a class.

1b

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

The diverse generation

Reading

- 1 Look at the photo and the title of this article. What do you think a 'patchwork of identities' might be? Give reasons.
- 2 Discuss what things you think people born between 1998 and 2012 (post-millennials) might have in common. Then read the article about this generation in India. Did it mention any of the same things? **Students' own answers.**
- 3 Read the article again. Find examples of:
 - difficulties this generation has encountered
 - how this generation differs from their parents' generation
 - someone combining different interests
 - someone helping others to develop
- 4 Do you agree with the description of post-millennials as a group which likes to experiment with and express its identity? Give examples to support your point of view. **Students' own answers.**

 1.4

India's post-millennial generation is the largest youth population of any country. More than 40% of India's 1.4 billion population is under 25. Like other post-millennials around the world, they have grown up in a time of financial insecurity. What also sets this generation apart is that they are digital natives. Living in a digital world, they are exposed to diverse cultures, unusual people and unique life stories. This has made them self-aware and keen to express their own identities. While their parents might have had more conservative experiences and have been more likely to follow in the footsteps of their own parents, post-millennials seem more ready to experiment with ways of being themselves. Brother and sister Sanatan and Savitri Mahto became a YouTube sensation in 2019 when they started posting videos of themselves performing Bollywood dance routines from their village in north-east India. Savitri trained as a school teacher, and Sanatan studied Political Science to post-graduate level. He is thankful for the money his videos have brought the family; they have recently built their own studio in the family home. He is happier still that they have brought about some social change. Formerly, in rural areas such as this, young people would usually have gone into the same jobs as their parents. 'My message for the youth is very simple,' says Sanatan. 'Don't waste time pursuing such careers for which you don't have any aptitude and instead concentrate on your passion.'



Twenty-four-year-old Ramila Weerasinghe, who works in a famous high-class hotel in Colombo, Sri Lanka, loves her job as a chef. But she has also been working as a volunteer in her free time, counselling vulnerable women – a role she is just as proud of. She did not study psychology at university, but she has instinctive enthusiasm and empathy which make her a natural counsellor.

Santosh Jadhav grew up watching his grandfather grow okra and tomatoes on their small family farm. He took over the farm when he was 22 and started to research better ways to farm with limited water. Combining his new-found knowledge with a passion for film, he has been posting instructive videos under the account 'Indian Farmer' ever since. In a country where over 40% of the population works in agriculture, it was a smart move.

Vocabulary notes

follow in the footsteps = do the same things as someone else (line 15)

bring about (change) = cause something to change (line 26)

aptitude = a natural ability or skill (line 32)

3

- Ask students to read the bullet points before they read the article again to find specific information.
- Encourage students to make a note of which lines they found the examples on.
- Check answers, referring to the text as you do so.

Background information

This article looks at how a new generation of young adults in India are distancing themselves from previous generations by seeking out new, alternative opportunities for work and personal development. The most famous example is of the dancing siblings Sanatan and Savitri Mahto, who are from Baliapur in north-east India. Young Indians like them are digital natives, and therefore more exposed to diverse information and experiences, which contrasts with previous generations.

Grammar past simple and present perfect

PAST SIMPLE and PRESENT PERFECT

Past simple

Their parents **were** more conservative and **grew up** in more stable times.

Present perfect (simple and continuous)

They **have grown up** in a time of financial insecurity. She **has also been working** as a volunteer in her free time. He is thankful for the money his videos **have brought** the family.

For further information and practice, see page 156.

6 Work in pairs. Look at the grammar box. Choose the correct option to complete the sentences.

- The past simple / present perfect expresses a connection between the past and the present.
- The past simple / present perfect refers to something at a specific (finished) time in the past.
- We generally use adverbials of finished time (e.g. *some time ago, when I was a child, in 2020*) with the past simple / present perfect.
- We generally use adverbials of unfinished time (e.g. *until now, so far this year, since 2020*) with the past simple / present perfect.

7 Underline three more sentences with the past simple and three with the present perfect in the article. Which tense is used and why?

She did not study psychology at university = past simple to describe a finished event

8 **Pronunciation** auxiliary verbs *have* and *has*

▶ 1.5 Listen to how the auxiliary verbs *have* and *has* are pronounced in the underlined sentences. Then listen again and repeat.

9 Complete the conversation between a parent (P) and a teenager (T). Use the past simple or the present perfect (simple and continuous).

- P: **Have you done** (you / do) your maths homework yet – the homework you ² **didn't do** (not / do) yesterday?
- T: Yes, it ³ **was** (be) easy.
I ⁴ **ve studied** (study) equations before.
- P: Oh, OK. What about your project on Brazil? The one you ⁵ **asked** (ask) me about a few days ago.
- T: It's not finished yet. I ⁶ **ve been looking** (look) for up-to-date information on the internet all morning.
- P: Well, I ⁷ **haven't studied** (not / study) geography since I was a child, but I'm good at searching the internet. I'll give you a hand.
- T: Thanks, but I ⁸ **ve already arranged** (already / arrange) to meet Javier and work on it with him.

10 Look at the conversation in Exercise 9 again. Underline the time expressions that helped you to choose the right tense. Then complete the table with the expressions you underlined.

Past simple	last week, in the past, in 2021,
Present perfect simple	ever, so far, just, over the past three months, this year, since I was a child,
Present perfect continuous	over the past three months, this year,

11 Work in pairs. Act out two similar conversations between a parent and a teenager. Use these opening lines. **Students' own answers.**

- P: Have you tidied your room yet?
- P: Have you eaten any vegetables or fruit today?

12 Choose the correct options to complete the statements about different generations. Then discuss the statements.

- I don't know if our grandparents' generation worked / have worked harder than we do, but I'm pretty sure they didn't have / haven't had so much fun.
- Some people say kids are growing / have been growing up faster over the last twenty years, becoming adults sooner. Others say it's the opposite.
- What happens to the brains of a generation that has been using / used the internet all their lives? Do they have a shorter attention span or are they actually quicker thinkers?
- Many of my parents' generation already retired / have already retired with good pensions. I probably won't be able to retire until I'm 70, but I don't mind that.

Speaking **my life**

13 Work in groups. Discuss the differences between your parents' lives and your own. Think about these areas or use your own ideas. Who do you think has had an easier life?

- upbringing and school
- technology
- standard of living
- work opportunities
- free time
- **Students' own answers.**

My mum had quite a strict upbringing. I think I've been lucky in comparison ...

- Students work individually to find adjectives in the article that come from the root words in the box. Let students compare their answers in pairs before checking with the class.
- **Optional step** Elicit other words students know with similar endings (e.g. *hopeful, selfish*).

Answers

See answers on Student's Book page.

b

- Do the first one with the class as an example.
- **Optional step** Encourage students to use a dictionary to build learner autonomy.
- Check answers with the class and go over the pronunciation of the words, paying attention to word.
- Ask students to work in their pairs and underline the stressed syllables in the adjectives (see **Pronunciation notes**).
- **Exam tip** This exercise provides exam practice for the Cambridge B2 First, Reading and Use of English Part 3, Word formation.

Answers

See answers on Student's Book page.

Pronunciation notes

Stressed syllables tend to be the same in the root words and adjectives, e.g. ambition → ambitious. This can help students pronounce newly formed words correctly. However, this is not always the case, e.g. finance → financial.

Extra activity

To give more support with pronunciation, and to build study skills and learner autonomy, tell them to check their answers in a dictionary after they have underlined the word stress. Show them how stress is indicated in a dictionary with the ' symbol at the start of the stressed syllable: /æm'bitʃ.əs/.

my life ▶ FRIENDSHIPS ▶ DIFFERENCES BETWEEN GENERATIONS ▶ FAMILY INFLUENCES ▶ MEETING PEOPLE

13

Answers

Difficulties: financial insecurity

How they differ: digital natives; exposed to greater diversity; more self-aware; keen to express identity; less conservative; more keen to experiment

Combining different interests: Savitri is a teacher and dancer; Ramila is a chef and counsellor; Santosh is a farmer and filmmaker.

Helping others to develop: Santosh makes instructive videos for other farmers.

4

- Give students some time to think of ideas and examples before they start speaking. Elicit an example to get started.

- Students work in pairs or small groups and share their opinions. Remind them to give examples and encourage them to ask follow-up questions or to respond to each other's opinions to extend the conversation.

Answers

Student's own answers.

Wordbuilding forming adjectives

5 a

- Ask students to read the information in the box.

The diverse generation

Reading

- Look at the photo and the title of this article. What do you think a 'patchwork of identities' might be? Give reasons.
- Discuss what things you think people born between 1998 and 2012 (post-millennials) might have in common. Then read the article about this generation in India. Did it mention any of the same things? **Students' own answers.**
- Read the article again. Find examples of:
 - difficulties this generation has encountered
 - how this generation differs from their parents' generation
 - someone combining different interests
 - someone helping others to develop
- Do you agree with the description of post-millennials as a group which likes to experiment with and express its identity? Give examples to support your point of view. **Students' own answers.**

Wordbuilding forming adjectives

WORDBUILDING forming adjectives
There are various endings in English which are commonly used to form adjectives: -al, -ful, -ish, -ent, -ous, -ive, -act → active, study → studious

- Look at the wordbuilding box. Find adjectives in the article that come from these words.

conserve	fame	finance	instruct	thank
financial	conservative	thankful	famous	instructive
- Form adjectives from these words by using the correct suffix and making any other necessary changes.

1 ambition	ambitious	5 emotion	emotional
2 child	childish	6 help	helpful
3 decide	decisive	7 respect	respectful
4 depend	(in)dependent	8 society	social



India's post-millennial generation is the largest youth population of any country. More than 40% of India's 1.4 billion population is under 25. Like other post-millennials around the world, they have grown up in a time of financial insecurity. What also sets this generation apart is that they are digital natives. Living in a digital world, they are exposed to diverse cultures, unusual people and unique life stories. This has made them self-aware and keen to express their own identities. While their parents might have had more conservative experiences and have been more likely to follow in the footsteps of their own parents, post-millennials seem more ready to experiment with ways of being themselves. Brother and sister Sanatan and Savitri Mahto became a YouTube sensation in 2019 when they started posting videos of themselves performing Bollywood dance routines from their village in north-east India. Savitri trained as a school teacher, and Sanatan studied Political Science to post-graduate level. He is thankful for the money his videos have brought the family; they have recently built their own studio in the family home. He is happier still that they have brought about some social change. Formerly, in rural areas such as this, young people would usually have gone into the same jobs as their parents. 'My message for the youth is very simple,' says Sanatan. 'Don't waste time pursuing such careers for which you don't have any aptitude and instead concentrate on your passion.'

Twenty-four-year-old Ramila Weerasinghe, who works in a famous high-class hotel in Colombo, Sri Lanka, loves her job as a chef. But she has also been working as a volunteer in her free time, counselling vulnerable women – a role she is just as proud of. She did not study psychology at university, but she has instinctive enthusiasm and empathy which make her a natural counsellor. Santosh Jadhav grew up watching his grandfather grow okra and tomatoes on their small family farm. He took over the farm when he was 22 and started to research better ways to farm with limited water. Combining his new-found knowledge with a passion for film, he has been posting instructive videos under the account 'Indian Farmer' ever since. In a country where over 40% of the population works in agriculture, it was a smart move.

Grammar past simple and present perfect

PAST SIMPLE AND PRESENT PERFECT
Past simple
Their parents were more conservative and grew up in more stable times.
Present perfect (simple and continuous)
They have grown up in a time of financial insecurity. She has also been working as a volunteer in her free time. He is thankful for the money his videos have brought the family.
For further information and practice, see page 156.

- Work in pairs. Look at the grammar box. Choose the correct option to complete the sentences.
 - The past simple / present perfect expresses a connection between the past and the present.
 - The past simple / present perfect refers to something at a specific (finished) time in the past.
 - We generally use adverbials of finished time (e.g. *some time ago*, *when I was a child*, *in 2020*) with the past simple / present perfect.
 - We generally use adverbials of unfinished time (e.g. *until now*, *so far this year*, *since 2020*) with the past simple / present perfect.
- Underline three more sentences with the past simple and three with the present perfect in the article. Which tense is used and why?
She did not study psychology at university = past simple to describe a finished event

Pronunciation auxiliary verbs have and has

- 1.5** Listen to how the auxiliary verbs *have* and *has* are pronounced in the underlined sentences. Then listen again and repeat.
- Complete the conversation between a parent (P) and a teenager (T). Use the past simple or the present perfect (simple and continuous).

P: Have you done (you / do) your maths homework yet = the homework you '... didn't do ... (not / do) yesterday?

T: Yes, it '... was ... (be) easy.
I '... ve studied (study) equations before.

P: Oh, OK. What about your project on Brazil? The one you '... asked ... (ask) me about a few days ago.

T: It's not finished yet. I '... ve been looking (look) for up-to-date information on the internet all morning.

P: Well, I '... haven't studied (not / study) geography since I was a child, but I'm good at searching the internet. I'll give you a hand.

T: Thanks, but I '... ve already arranged (already / arrange) to meet Javier and work on it with him.

- Look at the conversation in Exercise 9 again. Underline the time expressions that helped you to choose the right tense. Then complete the table with the expressions you underlined.

Past simple	last week, in the past, in 2021, ...
Present perfect simple	ever, so far, just, over the past three months, this year, since I was a child, ...
Present perfect continuous	over the past three months, this year, ...

- Work in pairs. Act out two similar conversations between a parent and a teenager. Use these opening lines. **Students' own answers.**
 - Have you tidied your room yet?
 - Have you eaten any vegetables or fruit today?
- Choose the correct options to complete the statements about different generations. Then discuss the statements.
 - I don't know if our grandparents' generation (worked) have worked harder than we do, but I'm pretty sure they (didn't have) haven't had so much fun.
 - Some people say kids are growing / (have been growing) up faster over the last twenty years, becoming adults sooner. Others say it's the opposite.
 - What happens to the brains of a generation that (has been using) used the internet all their lives? Do they have a shorter attention span or are they actually quicker thinkers?
 - Many of my parents' generation already retired / (have already retired) with good pensions. I probably won't be able to retire until I'm 70, but I don't mind that.

Speaking my life

- Work in groups. Discuss the differences between your parents' lives and your own. Think about these areas or use your own ideas. Who do you think has had an easier life?
 - upbringing and school
 - technology
 - standard of living
 - work opportunities
 - free time
 - Students' own answers.

My mum had quite a strict upbringing. I think I've been lucky in comparison ...

Grammar past simple and present perfect

- Read the information in the grammar box to the class and see **Grammar notes**. Ask students to tell you how the present perfect forms are made (present perfect simple: *have* + past participle; present perfect continuous: *have* + *been* + present participle or *-ing* form).
- Ask students to choose the correct options to complete the descriptions of meaning and use. Let them compare answers in pairs before checking with the class.
- Refer students to Student's Book page 156 for further information and practice.

Answers
See answers on large Student's Book page.

GRAMMAR NOTES

The key difference between past simple and present perfect is that past simple is always specific. Present perfect expresses a connection between the past and the present but that connection is not always with a specific time in the past.

- Focus students' attention on the example. Ask students to find one more example of the past simple and go over the usage, referring to the descriptions in Exercise 6.
- Put students into pairs to find other examples.
- In feedback, ask students to explain their answers by referring to the rules in Exercise 6.

Answers Past simple

- Sanatan and Savitri Mahto became a YouTube sensation in 2019 ...
- Savitri trained as a school teacher, and Sanatan studied Political Science ...

- She did not study psychology at university ...
 - Santosh Jadhav grew up watching his grandfather grow okra and tomatoes ...
 - He took over the farm when he was 22 and started to research better ways to farm ...
 - ... it was a smart move.
- Present perfect**
- This has made them self aware ...
 - ... they have recently built their own studio.
 - ... they have brought about some social change.
 - ... he has been posting instructive videos under the account 'Indian Farmer' ever since.

spark Utilize the additional exercises in the Grammar Worksheets in the Teacher Resources in Spark for extra practice.

8 Pronunciation auxiliary verbs *have* and *has* ▶ 1.5

- Students look at the present perfect sentences they underlined in Exercise 7.
- Play the audio. Students listen and note the pronunciation. Let them practise saying the sentences in pairs.
- Play the audio again and ask students to repeat each sentence in turn.

Pronunciation notes

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

When practising the sentences, encourage students to reduce other unstressed sounds in the sentences to /ə/, and reduce *been* to its short unstressed sound /bɪn/.

For example, in sentence 3, *has been* becomes /həzbɪn/.

9

- Students read the conversation once without trying to complete the sentences. To make sure they understand the content in general, ask: *Does the child want the parent's help?* (no)
- Students work individually to complete the conversation. Monitor and prompt self-correction if you see mistakes.
- Let them compare answers in pairs before checking with the class.

Answers

See answers on large Student's Book page.

10

- Students underline the time expressions in Exercise 9 and complete the table. Let them compare answers in pairs before checking with the class.

Answers

Time expressions in the text: *yet, yesterday, before, a few days ago, all morning, since I was a child, already*

Past simple: *yesterday, a few days ago* (finished time)

Present perfect simple: *yet, before, already* (unfinished time)

Present perfect continuous: *all morning* (unfinished time)

11

- Students work in pairs to prepare and act out conversations. Ask students to brainstorm things to say before improvising conversations, or ask students to work together to write a conversation before acting it out.
- Monitor and listen for errors with the tenses and prompt self-correction on the spot.

Answers

Students' own answers.

12

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

Answers

See answers on large Student's Book page.

Speaking my life

13

- Ask students to read the task instructions and put students into groups.
- Ask students to work together to list how their parents' lives have been different from their own. Monitor and help with ideas and vocabulary.
- Ask each group whose life has been easier and have a brief class discussion.
- Go over the language you noted.
- **Exam tip** This exercise provides exam practice for Cambridge B2 First, Speaking Part 4, Discussion

and IELTS, Speaking Part 3, Discussion.

Answers

Students' own answers.

Extra activity

To provide extra challenge and extend this activity, ask students to write a blog entry about how life has changed over the years. Ask them to focus on one of the topics from the bullet points in Exercise 13 and do some informal research by interviewing one or two people. They could speak to their parents, other family members or other people in their community, for example. Write the following on the board and tell students they should include them in their blog post:

- a title that engages the reader
- a description of who they spoke to
- clear sections with subheadings.

The blog post should be approximately 200 words long.

Teacher development

Classroom tips: correcting errors

Here are three tips for carrying out useful feedback on errors:

- 1 Decide what type of errors you are listening for. As you monitor students' language performance, aim to focus on a specific type or types of error. For example, in Exercise 9: I will listen for form and pronunciation errors with the past simple and present perfect.
- 2 Explain your role. Tell students that you are going to listen to them and note errors on present tenses only. Students usually welcome this constructive personal feedback when they understand the process.
- 3 Let students correct the errors collaboratively. For example, at the end of Exercise 9, write no more than six short sentences with errors in them on the board. Students work in pairs to discuss and correct them. Never say who made the original error. Encourage students to see correcting errors in feedback as a collaborative exercise.

AT A GLANCE

- **reading** an article about immigrant families in New York
- **critical thinking** evaluating conclusions
- **word focus** expressions with *sense*
- **speaking** family influences

- **Lead-in** Focus on the lesson title and the article photo. Ask: *What do you think we are going to talk about in this lesson?*

Visual literacy

Ask students to look at the image on page 15. Invite them to analyze the photo by discussing the people they can see and which languages they can recognize. Ask them how those elements affect their interpretation of the photo.

Reading

1 1.6

- This speaking activity helps students to think about migration and emigration.
- Pre-teach *migrate* (= to move to another area or country, to find work or better living conditions); *first-generation migrant* (= a person who has moved to a different country from the one they were born in); and *emigrate* (= to leave your own country and go to live permanently in another country). Do this so students are clear on the concepts before they start.
- Put students into pairs to discuss the questions.
- Elicit a few ideas from the class in feedback.

Example answers

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

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

Where to and why: Students' own answers.

Who do we come from?

Reading

- 1 Work in pairs. Discuss the questions.
 - Why do you think people migrate to other countries?
 - What difficulties do first-generation migrants face when growing up in a country?
 - Where would you choose to emigrate to? Why?
- 2 Read the article about immigrants in New York. Then cover the text and try to remember these details of Richard's and Tanja's stories.
 - 1 when their ancestors came to America and why
 - 2 what Richard's and Tanja's jobs are now
 - 3 how coming from immigrant families has influenced them
- 3 Read the article again. Are the sentences true (T) or false (F) according to the writer?
 - 1 Immigrants in Queens, New York, feel attached to their new country. **T**
 - 2 Most people are interested in learning about recent rather than distant ancestors. **F**
 - 3 Tomas ran away from home even though he was happy there. **F**
 - 4 Tomas met his brother in New York one day by accident. **F**
 - 5 Tanja's mother wasn't able to balance work with looking after her children's education. **F**
 - 6 Tanja and her sister have chosen to have similar careers to their parents. **T**
- 4 Find these words and phrases in the article. Work with a partner to discuss what you think they mean.
 - 1 a **melting pot** (paragraph A)
 - 2 **their ancestral roots** (paragraph B)
 - 3 **seek his fortune** (paragraph C)
 - 4 a **must** (paragraph D)
 - 5 a **strong work ethic** (paragraph D)

Critical thinking evaluating conclusions

- 5 Which of these conclusions (a–e) do you think the author wanted you to draw after reading the article? You can choose more than one.
 - a Immigration has benefited America.
 - b Immigrants have a stronger connection to their original country than their new home.
 - c It is important for descendants of immigrants to be aware of their family history.
 - d Immigrant families have a strong motivation to work hard and make a good life for themselves.
 - e The world is full of immigrants and this is something we should celebrate.

- 6 Where in the text did you find evidence to draw the conclusions in Exercise 5? Which is the author's main conclusion, do you think? Why? **d is the author's main conclusion.**

Word focus sense

- 7 Look at the expression in bold from the article. Then choose the best option to complete sentences 1–5.

all of us ... have a **strong sense of belonging** ...

 - 1 It doesn't *have* / **make** any sense to emigrate if you are happy where you are.
 - 2 Most people want a secure job. It's **common** / *usual* sense.
 - 3 She has a great sense of **humour** / *comedy*.
 - 4 My parents did a lot for me, so I feel a sense of **necessity** / *duty* to look after them now.
 - 5 I always **get lost** in big cities. I have a terrible sense of **direction** / *location*.

Speaking

- 8 Look at the questionnaire and answer the questions. Then take turns to ask and answer the questions with your partner. Does family have a strong influence in your lives? **Students' own answers.**

HOW DOES FAMILY SHAPE YOU?

- 1 How much time do you spend with family?
 - out of a sense of duty?
 - because you choose to?
- 2 Is family a consideration for you in choosing where to live?
- 3 How conscious are you of your family's history?
- 4 Is there a strong family characteristic or quality? Have you inherited it?
- 5 How important is it to have your family's approval when you make a decision?
- 6 Is there someone in the family you particularly admire? Why?
- 7 Has your family influenced the career path that you have chosen?
- 8 When seeking advice, are you more likely to turn to friends or family?
- 9 How important is it to you that your family approves of your partner?
- 10 Would you say your family members have the same attitude to:
 - money? ■ bringing up children?

14

Background information

Parts of the US are sometimes referred to as a 'melting pot' because a lot of people from different countries, cultures and backgrounds live alongside each other. Queens is a large borough in New York City where many immigrants from all over the world live. Immigration may be a sensitive topic. Consider your students' situations and backgrounds while planning this lesson.

2

- This exercise helps students to read for the main ideas and then recall them. This reflects an authentic mediation skill where we read something and tell someone about it. To reflect this

skill, you could ask half the class to read the article quickly and then work in pairs to tell the other half about it.

- Ask students to look at the photo and read the article heading. Check students understand the meaning of *bloodline* (= members of the same family over a period of time). Ask students to predict what the article might be about and what information it might include.
- Students read the article individually. Then ask them to cover the page and work in pairs to discuss the questions and try to