

# Life

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Now in a new edition, National Geographic Learning brings the world to your classroom with *Life*, a six-level, integrated-skills series with grammar and vocabulary for young adult and adult English language learners. Through stunning National Geographic content, video and engaging topics, *Life* inspires a generation of informed decision-makers. With *Life*, learners develop their ability to think critically and communicate effectively in the global community.

The Teacher's Book contains:

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

## BRITISH ENGLISH

A1	A2	B1	B2	C1	C2
<b>CEFR correlation</b>					
<i>Life</i> Beginner is for learners who are around level A0 and want to progress towards A1.					

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 NATIONAL GEOGRAPHIC  
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SECOND EDITION

# Life

BEGINNER

Life  
TEACHER'S BOOK

BEGINNER

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**TEACHER'S BOOK** ■ INCLUDES STUDENT'S BOOK AUDIO AND VIDEO

 MIKE SAYER

**The following new and updated features of the second edition of *Life* are based on extensive research and consultation with teachers and learners from around the world:**

- Updated global content in the unit themes and reading selections
- Updated video material features additional video support for vocabulary learning
- New, specially selected National Geographic photography stimulates learners' visual literacy skills
- Refined grammar syllabus with increased scaffolding and an enhanced reference section
- Extended and better-integrated critical thinking syllabus actively engages students in their language learning, encouraging them to develop their own well-informed and reasoned opinions
- New 'My Life' speaking activities encourage learners to relate the global content to their own lives
- New 'Memory Booster' activities improve learners' ability to retain new language
- An improved Classroom Presentation Tool now includes the Workbook pages, academic skills worksheets, extra support and extension activities
- New Student's App includes video, audio for the Student's Book and Workbook, grammar practice, interactive reading practice, expanded wordlists and games

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**ON THE COVER**

Artists perform the fire dragon dance during a celebration for Spring Festival at Wuhan Happy Valley, Hubei, China. Dragons are a symbol of China and are believed to bring good luck. © Miao Jian/Wuhan Morning Post/VCG/Getty Images

**SECOND  
EDITION**

# Life

**TEACHER'S BOOK | BEGINNER**

 **NATIONAL  
GEOGRAPHIC**  
LEARNING

**MIKE SAYER**

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mission  
to bring the world to the classroom and the classroom to life. With our English  
language programs, students learn about their world by experiencing it. Through  
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Unit	Grammar	Vocabulary	Real life
<b>1</b> <b>Hello</b> pages 9–20 VIDEO: My top ten photos <b>page 18</b> ► <b>REVIEW page 20</b>	<i>be: I + am, you + are</i> <i>be: he/she/it + is</i> <i>my, your</i>	the alphabet countries and nationalities numbers 1–10 greetings in the classroom	classroom language
<b>2</b> <b>Holidays</b> pages 21–32 VIDEO: A holiday in Australia <b>page 30</b> ► <b>REVIEW page 32</b>	<i>be: we/they + are</i> <i>be: negative forms</i> <i>be: questions and short answers</i> <i>a/an</i> plural nouns	days of the week numbers 11–100 colours word focus: <i>in</i> car hire	personal information
<b>3</b> <b>Family and friends</b> pages 33–44 VIDEO: Chinese New Year in London <b>page 42</b> ► <b>REVIEW page 44</b>	<i>his, her, its, our, their</i> possessive 's irregular plural nouns	family people months special occasions	special occasions giving and accepting presents
<b>4</b> <b>Cities</b> pages 45–56 VIDEO: Where's that? <b>page 54</b> ► <b>REVIEW page 56</b>	prepositions of place (1) <i>this, that, these, those</i> question words	places in a town the time word focus: <i>at</i> snacks	buying snacks
<b>5</b> <b>My things</b> pages 57–68 VIDEO: What's your favourite gadget? <b>page 66</b> ► <b>REVIEW page 68</b>	<i>can/can't</i> <i>can</i> questions and short answers <i>have/has</i> <i>be + adjective</i> adjective + noun	abilities possessions technology money and prices	shopping
<b>6</b> <b>We love it!</b> pages 69–80 VIDEO: At the market <b>page 78</b> ► <b>REVIEW page 80</b>	<i>like</i> <i>like</i> questions and short answers <i>he/she + like</i> object pronouns	sports interests food opinion adjectives	suggestions

Pronunciation	Listening	Reading	Speaking	Writing
word stress questions	introductions phone numbers	a description of two people an article about international phone calls from New York	introductions a quiz greeting people	text type: an identity card writing skill: capital letters (1)
<i>we're, they're</i> <i>isn't, aren't</i> <i>be</i> : questions and short answers plural nouns syllables	a description of a place a conversation about a holiday	a description of photos of a trip a conversation about a holiday a quiz about holiday places	holiday photos on holiday general knowledge	text type: a form writing skill: capital letters (2)
possessive 's linking with <i>in</i> intonation	a description of a family from Mexico a conversation about a family from Iraq a description of good friends	a description of a family from Scotland an article about important days	my family people and their things celebrations around the world	text type: a greetings card writing skill: contractions
<i>th /ð/</i> linking with <i>can</i>	a description of Astana tourist information	describing places a description of two famous towers an article about time zones	locations famous places days and times	text type: a text message writing skill: <i>and</i>
<i>can/can't</i> <i>have/has</i> numbers	a profile of Yves Rossy an interview with a robot expert people talk about their interesting things	an article about robots and people a blog about technology	my abilities my things my favourite piece of technology	text type: an email writing skill: <i>but</i>
<i>do you ... ?</i> <i>likes, doesn't like</i> intonation	a description of a sport in South Africa an interview with a man about sport	an article about sport a profile of a TV presenter an article about street food	a sports survey a puzzle food	text type: short messages writing skill: punctuation and sentence structure

Unit	Grammar	Vocabulary	Real life
<b>7</b> Daily life pages 81–92	present simple <i>I/you/we/you/they</i> prepositions of time present simple questions <i>I/you/we/you/they</i> present simple <i>Wh-</i> questions	routines hobbies weather problems	problems
VIDEO: The elephants of Samburu page 90 ► REVIEW page 92			
<b>8</b> Work and study pages 93–104	present simple <i>he/she/it</i> present simple questions <i>he/she/it</i> frequency adverbs	job activities education	on the phone
VIDEO: The London Tube page 102 ► REVIEW page 104			
<b>9</b> Travel pages 105–116	<i>there is/are</i> <i>there is/are</i> negative and question forms imperative forms	clothes hotel rooms travel hotels	requests
VIDEO: The people of the reindeer page 114 ► REVIEW page 116			
<b>10</b> Famous people pages 117–128	<i>be: was/were</i> <i>be: was/were</i> negative and question forms regular past simple verbs	dates describing people activities	apologizing
VIDEO: Old computers page 126 ► REVIEW page 128			
<b>11</b> True stories pages 129–140	irregular past simple verbs past simple negative and question forms past simple <i>Wh-</i> questions	life events word focus: <i>get</i> time expressions	talking about the past
VIDEO: True stories? page 138 ► REVIEW page 140			
<b>12</b> The weekend pages 141–152	present continuous present continuous questions and short answers present continuous for the future prepositions of place (2) tense review	rooms in a house times and places	offers and invitations
VIDEO: A day in the life of a lighthouse keeper page 150 ► REVIEW page 152			

COMMUNICATION ACTIVITIES page 153 ► GRAMMAR SUMMARY page 158 ► AUDIOSCRIPTS page 182



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Pronunciation	Listening	Reading	Speaking	Writing
intonation in questions sentence stress	a description of the Holi festival interviews about hobbies with friends	an article about a day in China an article about the seasons of the year	my partner and I a survey about hobbies activities in different seasons	text type: a profile writing skill: paragraphs
-s and -es verb endings <i>/s/ and /z/</i>	an interview about a man's job an interview about an unusual school	an article about jobs on the London Underground an article about a job in tiger conservation	jobs things we usually do animals	text type: an email writing skill: spelling: double letters
<i>there are</i> <i>I'd like, We'd like</i>	four people talking about travel a conversation about a trip to Cape Town	an article about things in people's suitcases an article about a trans-Siberian trip	things in my suitcase hotels travel tips	text type: travel advice writing skill: <i>because</i>
<i>was/were</i> weak forms sentence stress	a profile of Ayrton Senna a radio programme about people we remember	a quiz about 'firsts' in exploration an article about the first people in the American continents	dates and events people in my past who was he/she?	text type: an email writing skill: expressions in emails
-ed regular past simple verbs <i>did you ... ?</i> <i>didn't</i>	a story from Timbuktu, Mali an interview with a woman from New Orleans	an article about an unusual discovery a story about an adventure in Madagascar	true or false? last week and last year one day last week	text type: a life story writing skill: <i>when</i>
<i>going and doing</i> <i>would you ... ?</i>	three people talk about weekend activities a description of a family in Indonesia	a short message about next weekend an article about helping people at the weekend	my photos next weekend a special weekend	text type: a thank you note writing skill: spelling: verb endings

# Introduction

## **National Geographic**

*The National Geographic Society* is a leading nonprofit organization that pushes the boundaries of exploration to further our understanding of our planet and empower us all to generate solutions for a healthier and more sustainable future. Since its beginning in 1888, the Society has funded more than 12,500 exploration and research projects. *Life Second Edition* uses *National Geographic's* content and principles to inspire people to learn English. A portion of the proceeds of this book helps to fund the Society's work.

## **National Geographic topics**

The topics are paramount and are the starting point for the lessons. These topics have been selected for their intrinsic interest and ability to fascinate. The richness of the texts means that students are so engaged in learning about the content, and expressing their own opinions, that language learning has to take place in order for students to satisfy their curiosity and then react personally to what they have learned. This element of transfer from the topics to students' own realities and experiences converts the input into a vehicle for language practice and production which fits the recognized frameworks for language learning and can be mapped to the CEFR scales. (Full mapping documents are available separately.)

### **People and places**

*Life Second Edition* takes students around the globe, investigating the origins of ancient civilizations, showing the drama of natural forces at work and exploring some of the world's most beautiful places. These uplifting tales of adventure and discovery are told through eyewitness accounts and first-class reportage. For example, Unit 3 of the Beginner level focuses on people, places and important days around the world and Unit 4 looks at cities and their famous buildings and landmarks.

### **Science and technology**

Students learn about significant scientific discoveries and breakthroughs, both historic and current. These stories are related by journalists or told by the scientists and explorers themselves through interviews or first-person accounts. Students see the impact of the discoveries on our lifestyles and cultures. Because much of the material comes from a huge archive that has been developed and designed to appeal to the millions of individuals who make up *National Geographic's* audience, it reflects the broadest possible range of topics. For example, Unit 5 of the Beginner level looks at inventions and gadgets and how we use them in our daily lives.

### **History**

History can be a dry topic, especially if it's overloaded with facts and dates. However, the *National Geographic* treatment of historical events brings them to life and there is often a human dimension and universal themes that keep the events relevant to students and to our

time. History – or the re-telling of historical events – can also be influenced by a culture or nation's perception of the events. *National Geographic's* non-judgemental and culture-neutral accounts allow students to look behind the superficial events and gain a deeper understanding of our ancestors. For example, Unit 10 of the Beginner level focuses on famous people in history, and includes a quiz on 'firsts' in the history of exploration and an article on the first Americans. In addition, Unit 11 examines an old centre of learning in Mali and the discovery of a body in ice in Austria.

### **Animals**

The animal kingdom is exceptionally generative in terms of interesting topics. *Life Second Edition* provides astonishing photos that give a unique insight into the hidden lives of known and lesser-known animals, offering rare glimpses of mammals, birds, bugs and reptiles in their daily struggle for survival. It also informs and surprises with accounts of animals now extinct, species still evolving and endangered species which are literally fighting for their existence. For example, Unit 7 of the Beginner level looks at elephants in an African wildlife park and Unit 8 relates two stories of tiger conservation in Asia. In addition, Unit 9 features reindeer and their herders in Scandinavia.

### **Environment**

It isn't always possible to find clarity in texts on the environment and climate change, or trust that they are true and not driven by a political agenda. *National Geographic's* objective journalism, supported by easy-to-understand visuals, presents the issues in an accessible way. The articles are written by experts in their fields. It's often true that those who have the deepest understanding of issues are also able to express the ideas in the simplest way. For example, Unit 7 of the Beginner level introduces learners to vocabulary for weather and climate and looks at how these things affect our lifestyle.

## **National Geographic photography**

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

There are photographs which:

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

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

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

### **National Geographic video**

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

#### **Before you watch**

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

#### **While you watch**

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

#### **After you watch**

This section allows students to respond to the video as a whole and take part in a productive speaking task using language and contexts from the video.

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

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

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

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

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

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

In *Life Second Edition*, you will see that there is a graded critical thinking syllabus that starts at Elementary level and runs through all later levels. In those levels, the sections entitled 'Critical thinking' always appear in the C lessons in each unit and are associated with reading the longer texts. These lessons begin with reading comprehension activities that test students' understanding and then may ask them to apply their understanding in a controlled practice activity. Having understood the text at a basic level, the critical thinking section requires students to read the text again more deeply to find out what the author is trying to achieve and to analyse the writing approach. For example, students may have to read between the lines, differentiate between fact and opinion, evaluate the reliability of the information, assess the relevance of information, or identify the techniques used by the author to persuade the reader or weigh up evidence. Activities such as these work particularly well with the C lesson texts in *Life Second Edition* because the texts used in these lessons are authentic. These authentic texts, which have been adapted to the level where necessary, tend to retain the author's voice or perspective, so students can work to understand the real argument behind a text. Naturally, these kinds of reading skills are invaluable for students who are learning English for academic purposes or who would like to take examinations such as IELTS. In addition, life in the twenty-first century requires people to develop the ability to assess the validity of a text and the information they receive, so this critical thinking strand in *Life Second Edition* is important for all students.

As well as applying critical thinking to the reading texts, *Life Second Edition* encourages students to apply critical thinking skills in other ways. When new vocabulary or grammar is presented, students are often expected to use the target language in controlled practice activities. Then they use the language in productive speaking and writing tasks where they are given opportunities to analyse and evaluate a situation and make use of the new language both critically and creatively. In this way, students move from using 'lower-order thinking' to 'higher-order thinking'; many of the lessons in *Life Second Edition* naturally follow this flow from exercises that involve basic checking and controlled practice to those that are productive, creative and more intellectually engaging. This learning philosophy can also be seen at work in the way in which photos and videos are used in the book. Students are encouraged to speculate and express their opinions on many of the photographs or in the 'After you watch' sections of the video pages. Finally, on the writing pages of the units, students are asked to think critically about how they organize their writing and the language they choose to use. They are also guided to think critically to establish criteria by which their writing can then be judged.

Central to the approach to critical thinking in *Life Second Edition* is the premise that students should be actively engaged in their language learning. Students are frequently invited to ask questions and to develop their own well-informed and reasoned opinions. The overall combination of text analysis (in the C lessons), a guided discovery approach to language, and the way in which the book makes use of images in the classroom effectively supports this aim.

## ***Life Second Edition* methodology**

### **Memorization**

An important role for teachers is to help learners commit new language to longer-term memory, not just their short-term or working memory. According to Gairns and Redman (*Working with Words*, Cambridge University Press, 1986), 80 per cent of what we forget is forgotten within the first twenty-four hours of initial learning.

So, what makes learning memorable? The impact of the first encounter with new language is known to be a key factor. *Life Second Edition* scores strongly in this area because it fulfils what are called the 'SUCCESS factors' in memorization (Simplicity, Unexpectedness, Concreteness, Credibility, Emotion and Stories) by engaging learners with interesting, real-life stories and powerful images. *Life Second Edition* also aims, through motivating speaking activities that resonate with students' own experiences, to make new language relatable. What is known is that these encounters with language need to be built on thorough consolidation, recycling, repetition and testing. It is said that a new language item needs to be encountered or manipulated between five and fifteen times before it's successfully committed to longer-term memory. With this in mind, we have incorporated the following elements in *Life Second Edition*:

- a) more recycling of new vocabulary and grammar through each unit and level of the series
- b) activities in the Classroom Presentation Tool (CPT) that start some new lessons with revision and recycling of previous lessons
- c) progress tests and online end-of-year tests
- d) activities in the Review lessons at the end of each unit, marked 'Memory booster'

These 'Memory booster' activities are based on the following methodologically proven principles:

- Relatability: learning is most effective when learners apply new language to their own experience.
- A multi-sensory approach: learning is enhanced when more than one sense (hearing, seeing, etc.) is involved in perception and retention. (Language is not an isolated system in memory; it's linked to the other senses.)
- Repetition and variation: learners need to frequently retrieve items from memory and apply them to different situations or contexts.
- Guessing / Cognitive depth: making guesses at things you are trying to retrieve aids deeper learning.
- Utility: language with a strong utility value, e.g. a function such as stating preferences, is easier to remember.
- No stress: it's important that the learner does not feel anxious or pressured by the act of remembering.
- Peer teaching: this is an effective tool in memory consolidation (as in the adage, 'I hear and I forget. I see and I remember. I do and I understand. I teach and I master.').
- Individuality: we all differ in what we find easy to remember, so co-operation with others helps the process.

You probably already use revision and recycling in your teaching. Our hope is that these exercises will stimulate ideas for other fun and varied ways you can do this, which in turn may lead students to reflect on what learning and memorization strategies work best for them as individuals.

### Treatment of grammar

Target grammar is presented in the first three lessons of each unit in the context of reading or listening texts. These texts are adapted for level as necessary from authentic sources which use the target language in natural and appropriate linguistic contexts. Such texts not only aid comprehension, but present good models for the learner's own language production through a variety of 'voices' and genres. In general, reading texts have been used in the first lesson and listening texts in the second. The third lesson focuses on reading comprehension but also includes some grammar work. Where a presentation is via a listening text, written examples of the grammar structures are given on the page, for example in content comprehension tasks, so that the student gets the visual support of following the target structures on the page. In both types of presentations, the primary focus is on the topic content before the learner's attention is drawn to the target grammar structures. Learners are then directed to notice target structures by various means, such as using highlighting within the text, extracting sample sentences or asking learners to locate examples themselves. Tasks which revise any related known structures are given in the Student's Book, Teacher's Book or via the CPT package.

At the start of each grammar section is a grammar summary box with examples of form and use from the presentation text, or paradigms where this is clearer (for example, in lower levels). This supports the learners and is a 'check point' for both teacher and learner alike. The grammar box summarizes the information learners arrive at through completing discovery tasks and it also acts as a focus for tasks which then analyse the form, meaning and use of the grammar structures, as appropriate. A variety of task formats has been used to do this, usually beginning with accessible check questions. This approach is highly motivational because it actively engages learners in the lesson and allows them to share and discuss their interpretation of the new language. Each grammar box gives a cross reference to two pages of detailed explanations and additional exercises per unit at the back of the Student's Book. These are suitable for use both in class and for self-study, according to the needs of the learner. They are also presented as video tutorials for extra support in the Online Workbooks.

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

to those which the learner can personalize. This gives learners an invaluable opportunity to incorporate the structures in the context of their own experiences. The practice exercises are carefully designed to move from supported tasks through to more challenging activities. This anchors the new language in existing frameworks and leads to a clearer understanding of the usage of this new or revised language. Frequently, the tasks provide a real and engaging reason to use the target structure, whether by devices such as quizzes, games and so on, or by genuine exchanges of information between students.

Each lesson ends with a 'My life' speaking task. This personalized and carefully scaffolded activity enables students to create their own output using the target grammar as well as other target language in a meaningful context. Typical formats for this final task include exchanges of information or ideas, 'gap' pair work, personal narratives, discussion and task-based activities (ranking, etc.). The emphasis from the learner's perspective is on fluency within the grammatical framework of the task.

### Treatment of vocabulary

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

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

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

The specific sections dealing with new lexical input are:

#### 1 Lexical sets

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

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

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

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

### 2 Wordbuilding

In *Life Second Edition*, you will see that there is an independent wordbuilding syllabus that starts at Elementary level and runs through all later levels. The wordbuilding boxes in those levels focus on areas such as prefixes, suffixes, parts of speech, compound nouns and phrasal verbs, and they highlight contextualized examples in the reading or listening texts. The box gives a brief explanation and some examples. It's followed by one or two practice activities. Each wordbuilding focus is followed up and extended in the Workbook and CPT – giving more practice and introducing more words that belong to the same morphological area.

### 3 Word focus

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

### 4 Glossaries

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

### 5 Word lists

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

### Learning skills

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

### Assessment

Students and teachers can assess progress in the following ways:

- Each unit in the Student's Book finishes with a Review lesson where students do the exercises and complete a number of 'can-do' statements linked to the objectives of the unit.
- There are photocopiable progress tests in the Teacher's Book.
- There are end-of-year tests that follow the format of international exams on the *Life* website.

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

## Lessons in a Beginner Student's Book unit

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

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

C: a double-page lesson that focuses on reading comprehension and includes some grammar work

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

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

F: a double-page video lesson

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

## Components

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

The CPT includes additional activities. These are labelled in the teaching notes as ★ CPT extra! This additional practice covers a wide variety of activity types. This includes:

- Activities which exploit the lesson photo (e.g. extra critical thinking-type questions, background information, etc.)
- Extra listening activities
- Revision of previously taught vocabulary/grammar
- Quizzes about the lesson topic or unit photo
- Culture notes / background information
- Links to extra resources
- Word focus: additional practice and extension
- Wordbuilding: additional practice and extension
- Extra lead-ins and warmers
- Further development of the skills syllabus (listening and reading)
- Extension project work
- Extra critical thinking activities
- Writing additional practice and extension

# Lesson type

## Unit opener

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

# Unit 8 Work and study



A man at work

### FEATURES

#### 94 It's a great job!

The London Underground

#### 96 At school

An unusual school

#### 98 Helping big cats

An article about a job with tigers

#### 102 The London Tube

A video about the London Underground

1 Work in pairs. Look at the photo. Where is the man?

2 129 Listen and choose the correct option.

- 1 This man's job is *in an office / outside*.
- 2 Every day is *different / the same*.
- 3 A painter's job is *isn't* interesting.

3 Make true sentences about these jobs.

Doctors	work	inside.
Engineers		outside.
Painters		in offices.
Photographers		in cafés.
Teachers		in schools.
Waiters		in hospitals.
		with people.
		with children.

4 Work in pairs. Talk about the jobs in Exercise 3.

What do you do?

You're a doctor.

I work with children.  
I work in a hospital.

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

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

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

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

# Lessons A and B

## Grammar and vocabulary

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

Clear paradigms or examples of form and use are given on the page in a simple summary box. This supports the learners and is a 'check point' for both teacher and learner alike as it summarizes the information learners will have arrived at through completing the discovery tasks. A cross reference is provided to more detailed information and additional exercises at the back of the book. These are suitable both for use in class and self-study, according to the needs of the learners.

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

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

Vocabulary is often presented in lexical sets, which makes understanding, learning and remembering new words easier and more effective.

reading jobs on the London Underground • grammar present simple he/she/it • pronunciation -s and -es verb endings • vocabulary job activities • speaking and writing jobs

### 8a It's a great job!

**Reading**

- Work in pairs. Do you think these sentences are true (T) or false (F)? Look at the photo and the caption and check your ideas.
  - The London Underground has 270 stations.
  - The London Underground is also called the 'Tube'.
  - Parts of the London Underground aren't under the ground.
- Read an article about two men, Naveen and Ryan. Find these things.
  - one job
  - one train line
  - one station
- Read the article again. Answer the questions.
  - Do Naveen and Ryan like their jobs?
  - How many stations are on the Circle line?
  - Where do people buy tickets for the trains?

**Grammar present simple he/she/it**

**PRESENT SIMPLE HE/SHE/IT**

He/She/It *opens the train doors. watches the people. doesn't work at night.*

Now look at page 172.

- Look at the grammar box. Underline ten verbs with present simple forms in the article *It's a great job!*
- Complete the sentences about Naveen and Ryan with the correct form of the verbs.
  - Naveen enjoys (enjoy) his job.
  - Naveen                      (not / answer) people's questions.
  - Naveen                      (not / work) at night.
  - Ryan                      (help) people.
  - Ryan                      (finish) work in the afternoon.
  - Ryan                      (speak) to people in his job.

▶ 130

### It's a great job!

Naveen and Ryan love their jobs. They both work on the 'Tube'.

Naveen is a train driver. He drives on the Circle line. The train stops at stations. Naveen opens and closes train doors. He watches the people on the train.

Ryan works in the station at Baker Street. He doesn't drive a train. He checks people's tickets and he answers their questions. He doesn't sell tickets but he buys them from machines.

94

vocabulary education • listening an unusual school • grammar present simple questions he/she/it • speaking things we usually do

### 8b At school

**Vocabulary education**

- Look at the photo. Match seven of the words with things and people in the photo.
  - board
  - book
  - classmate
  - classroom
  - college
  - notebook
  - pen
  - pencil
  - school
  - student
  - teacher
  - university
- Write four sentences with the words in Exercise 1. Work in pairs. Take turns to read your sentences to your partner – but don't say the word. Guess your partner's word.
 

The name of our school is London Languages.

Yes. School?

96

Kakenya Ntaiya lives in Kenya. She has her own school. It's a school for girls. The girls live at the school. It's a primary school for year 4 to year 8.



6 ▶ 131 Complete the text about another London Underground worker with the present simple of the verbs. Listen and check.

not / drive go help look walk  
watch work

Lily <sup>1</sup> goes to different Tube stations. She <sup>2</sup> \_\_\_\_\_ a train. She's a police officer. Lily <sup>3</sup> \_\_\_\_\_ around stations. She <sup>4</sup> \_\_\_\_\_ people with problems. Sometimes, she <sup>5</sup> \_\_\_\_\_ in a big office. Lily <sup>6</sup> \_\_\_\_\_ the trains on computer screens and she <sup>7</sup> \_\_\_\_\_ at the cameras.

7 Pronunciation -s and -es verb endings

a ▶ 132 Listen and repeat the sentences with these verbs. Is the s like this or is?

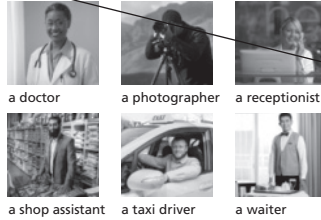
enjoys goes helps works

b ▶ 133 Listen to and look at the verbs. Underline the verbs with an extra syllable.

answer answers  
drive drives  
finish finishes  
look looks  
walk walks  
watch watches

Vocabulary job activities

8 Look at these jobs. Complete the sentences with the jobs.



- A \_\_\_\_\_ answers questions.
- A \_\_\_\_\_ drives people to different places.
- A \_\_\_\_\_ takes photos.
- A \_\_\_\_\_ sells things.
- A \_\_\_\_\_ serves food and drink.
- A \_\_\_\_\_ helps sick people.

Speaking and writing my life

9 Choose a job. Work as a class. Ask questions about jobs. Find one name for each sentence. You have a time limit of five minutes.

- Find a person in your class who ...
- enjoys his or her job. \_\_\_\_\_
  - works in the mornings. \_\_\_\_\_
  - doesn't sell things. \_\_\_\_\_
  - talks to people. \_\_\_\_\_
  - doesn't work alone. \_\_\_\_\_
  - uses a computer. \_\_\_\_\_

Do you enjoy your job, Bruno?

No, I don't. It's boring.

Do you enjoy your job, Che?

Yes, I do. It's great!

10 Write six sentences about people in your class with the names.  
*Che enjoys her job.*



my life ▶ JOBS ▶ THINGS WE USUALLY DO ▶ ANIMALS ▶ ON THE PHONE  
▶ AN EMAIL

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

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

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

Listening

- Look at the photo and the information. Find Kakenya Ntaiya in the photo.
- ▶ 134 Read these questions from a conversation about the school. Listen and put the questions in order (1-5).  
a Does the school have many students?  
b Does Kakenya work at the school?  
c Does she teach?  
d What does she do?  
e Do the girls live at the school? 1

- ▶ 134 Listen to the conversation again. Choose the correct answers to the questions.  
1 Yes, they do. / No, they don't.  
2 Yes, about two / four hundred.  
3 Yes, she does. / No, she doesn't.  
4 She's the head teacher / president of the school.  
5 Yes, she does. / No, she doesn't.

6 Work in pairs. Do you think this school is unusual? Why? / Why not?

Grammar present simple questions he/she/it

	Does	he/she the school	Teach?
What	Yes, No,	he/she/it	do/does. does. doesn't.
Where	does	he/she He/She	do? live? 's a teacher. lives in Kenya.

Now look at page 172.

- Look at the grammar box. Complete these sentences to make questions.  
1 \_\_\_\_\_ she \_\_\_\_\_ in Kenya? (live)  
2 \_\_\_\_\_ he \_\_\_\_\_ in a shop? (work)

8 Write questions about Kakenya with these words.

- study at the school?  
*Does Kakenya study at the school?*
- work at the school?
- work with girls?
- what / do?
- live in England?
- where / live?

9 Work in pairs. Ask and answer the questions in Exercise 8.  
1 No, she doesn't.

- Complete the questions with *does* or *do*. Write true answers.  
1 \_\_\_\_\_ boys study at Kakenya's school?  
2 \_\_\_\_\_ your school have a café?  
3 \_\_\_\_\_ your teacher live in England?  
4 \_\_\_\_\_ your classmates live near you?  
5 \_\_\_\_\_ your school open on Saturday?  
6 \_\_\_\_\_ your English class start at 6 pm?

Speaking my life

11 Work in pairs.  
Student A: Turn to page 154.  
Student B: Turn to page 156.



# Lesson C

## Reading

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

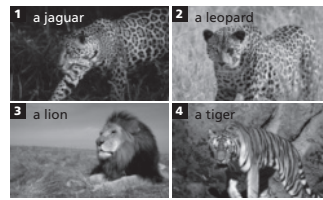
The mini contents section at the beginning of every lesson sets clear targets.

reading a job with tigers • grammar frequency adverbs • speaking animals

### 8c Helping big cats

#### Reading

- 1 Work in pairs. Match the animals in the photos (1–4) with the places (a–d).
- a Africa and Asia      c South America  
b Asia                      d Africa



- 2 Work in pairs. Do you think the sentences are true (T) or false (F)?

- Tigers are wild animals.
- They eat animals.
- They sleep at night.
- Thailand has a lot of tigers.
- Tigers live in forests.

- 3 Look at the photos and the captions, and read the article on page 99. Check your answers from Exercise 2.

- 4 Read the article again. Complete the sentences.

- Tigers live in \_\_\_\_\_.
- Tigers kill \_\_\_\_\_ and \_\_\_\_\_.
- Saksit Simcharoen checks the \_\_\_\_\_ at night.
- Saksit Simcharoen writes a \_\_\_\_\_ about the tigers in the park.

- 5 Answer the questions about the article.

- How many wild tigers live in Asia?
- How does Saksit study the tigers in the park?
- How many tigers in the park have radio collars?
- How often does Saksit write a report?

#### Grammar frequency adverbs

FREQUENCY ADVERBS				
0%				100%
never	sometimes	usually	often	always
People	<b>sometimes</b>			move into forest areas.
Tigers	<b>usually</b>			kill wild animals.

Now look at page 172.

- 6 Look at the grammar box. What is the position of the frequency adverb in the sentences?

- 7 Rewrite the sentences with the adverb in the correct position.

- People kill tigers. (sometimes)
- Tigers live in forests. (often)
- You see wild lions in South America. (never)
- I watch nature shows on TV. (always)
- My friends go to parks. (often)
- I give money to animal organizations. (sometimes)

#### Speaking my life

- 8 Make sentences 4–6 in Exercise 7 true for you. Tell your partner.

*I often watch nature shows on TV.*

Each lesson ends with a personalized 'My life' speaking task. This enables students to create their own output using the target language in a meaningful context.

98

Occasionally, words are important to the meaning of a text but are above the level of the student. The short and simple definitions and illustrations prevent these words from being a barrier to understanding.

Unit 8 Work and study

▶ 135

## HELPING BIG CATS

'Big cats' is the name for tigers, lions, leopards and jaguars. The 'big cats' need our help.

A tiger in the forest at night in Sumatra, Indonesia

**Tigers**  
number of wild tigers  
in 1900 – 100,000;  
in 2016 – 3,890

Tigers live in many places in Asia – from very cold mountains in the Himalayas to very hot areas. They usually live in places without people, but people sometimes move into forest areas with tigers. Tigers eat other animals. They usually kill wild animals, but they sometimes kill domestic animals. Tigers need our help because local people move into their areas and they sometimes kill the tigers.

**Helping tigers**  
Tigers in Hual Kha Khaeng Wildlife Park in 1980 – 20;  
in 2016 – 90

Saksit Simcharoen works at the Hual Kha Khaeng Wildlife Park in Thailand. The park is a very good place for tigers. Saksit goes into the forest at night. He doesn't see many tigers, but the park has 180 cameras. They can take a photo of a tiger. Saksit checks the cameras. About eight of the tigers in the park have radio collars. Every month, Saksit writes a report about the tigers in the area.

Saksit Simcharoen and his team in Thailand. They measure and put a radio collar on a tiger.

**domestic** (adjective) /dɒ'mestɪk/ not wild, in homes and with people

**radio collar** (noun) /ˈreɪdɪəʊ 'kɒlə/

▶ my life    JOBS    THINGS WE USUALLY DO    ▶ ANIMALS    ▶ ON THE PHONE    99

AN EMAIL

# Lesson D

## Real life

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

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

The key expressions are made memorable through an activation activity.

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

real life on the phone • pronunciation /s/ and /z/

## 8d One moment, please

### Real life on the phone

**1** ▶ **136** Listen to three phone calls. Who does the caller want to speak to? Write the number of the conversation (1–3). Can the people answer the call?

- Mrs Jackson
- Ed Smith
- Mr Watts

**2** ▶ **137** Look at the photos. Listen to two of the phone calls again. Why doesn't the caller speak to the person? Tick (✓) the reasons.

**3** Look at the expressions for ON THE PHONE. Write caller (C) or receptionist (R).

▶ **ON THE PHONE**

Good morning. / Hello. PJ International.  
 Can I help you?  
 Yes, can I speak to Ed Smith, please?  
 Yes, one moment, please.  
 I'm sorry. He's / She's in a meeting.  
 OK. Thank you. / Thanks.  
 I'll call back later.

**4** Complete the conversation with the expressions.

R: <sup>1</sup>....., City College.  
<sup>2</sup>.....?

C: Yes, <sup>3</sup>.....  
 Mrs Jackson, please?

R: <sup>4</sup>.....  
 She's out of the office at the moment.

C: OK. Thank you. <sup>5</sup>.....  
 ..... Goodbye.

R: Goodbye.

**5 Pronunciation /s/ and /z/**

**a** ▶ **138** Listen to these words. Is the s like *this* or *is*?

please he's yes Friday's work's thank's

**b** ▶ **138** Listen again and repeat the words.

**6** Work in pairs. Practise phone calls. Use the ideas in the photos.

works from home on Fridays      out of the office

on holiday      with a customer

doesn't work in the afternoons      in a meeting

100      my life      ▶ JOBS      ▶ THINGS WE USUALLY DO      ▶ ANIMALS      ▶ ON THE PHONE      ▶ AN EMAIL

# Lesson E

## Writing

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

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

Every writing lesson includes a model.

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

Students always finish with a productive task.

Students are encouraged to assess their own written work and share it with others.

writing an email • writing skill spelling: double letters Unit 8 Work and study

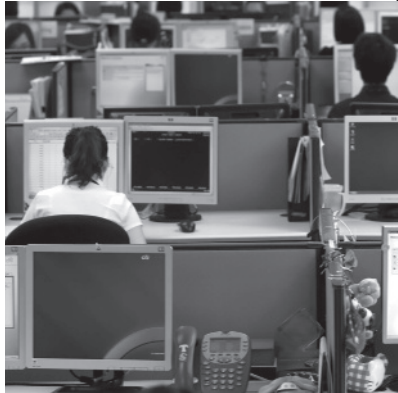
## 8e My new job

### Writing an email

**1** Read Vijay's email about his new job in a call centre. Complete the email with seven of these words.

classmates colleagues evening job  
jobs morning office phone calls work

Hi!  
Here I am in my new <sup>1</sup> \_\_\_\_\_. It's good! I <sup>2</sup> \_\_\_\_\_ from Monday to Friday. The <sup>3</sup> \_\_\_\_\_ opens at 8 am. I usually arrive at about 7.45 and I have coffee with my <sup>4</sup> \_\_\_\_\_. They're great. We have a meeting every <sup>5</sup> \_\_\_\_\_ and the boss gives us our <sup>6</sup> \_\_\_\_\_ for the day. I usually make about forty <sup>7</sup> \_\_\_\_\_ every day. I finish early on Fridays – let's meet for lunch. How about next week?  
Vijay



**2** Read Vijay's email again. Who is it to?  
a his boss                      c his colleague  
b his friend

**3 Writing skill spelling: double letters**

**a** Read the email again. Underline the words with double letters.

**b** Complete the words with the letter. Add one letter or two. How many words have double letters?

- 1 ar \_\_\_\_\_ ist (t)
- 2 busine \_\_\_\_\_ man (s)
- 3 cla \_\_\_\_\_ es (s)
- 4 co \_\_\_\_\_ ege (l)
- 5 di \_\_\_\_\_ erent (f)
- 6 di \_\_\_\_\_ icult (f)
- 7 di \_\_\_\_\_ er (n)
- 8 m \_\_\_\_\_ f (e)
- 9 su \_\_\_\_\_ er (m)
- 10 w \_\_\_\_\_ kend (e)

**c** Complete the email from a student with words from Exercises 1 and 3b.

Hi!  
Here I am at my new <sup>1</sup> \_\_\_\_\_ ! It's good! I have <sup>2</sup> \_\_\_\_\_ every day except Wednesday. My courses aren't <sup>3</sup> \_\_\_\_\_. I usually do about two essays every week. I often go out with my <sup>4</sup> \_\_\_\_\_ in the evenings. They're great. Let's <sup>5</sup> \_\_\_\_\_ and play tennis one day. How about next <sup>6</sup> \_\_\_\_\_ ?  
Joana

**4** Write an email to a friend about your new job or your new course. Include a suggestion to meet.

**5** Check your email. Check the spelling.

**6** Work in pairs. Exchange emails. Reply to your partner's email.

**my life**    JOBS    THINGS WE USUALLY DO    ANIMALS    ON THE PHONE  
▶ **AN EMAIL**

101

# Lesson F

## Video lesson

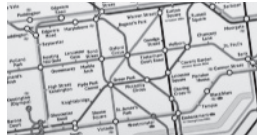
This is a double-page video lesson. A large, engaging introductory photograph is always on the left-hand page, and the activities on the right.



This section leads students into the topic of the video and engages them in a pre-watching task.

Unit 8 Work and study

### Before you watch



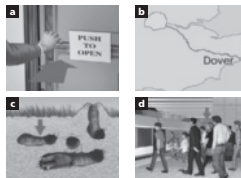
1 Look at the map of the London Tube. Find the stations for these places.

- 1 Big Ben – Westminster
- 2 Buckingham Palace – Green Park
- 3 the London Eye – Embankment

2 Key vocabulary

a Read the sentences. Match the underlined words (1–4) with the pictures (a–d).

- 1 The journey to Dover is two hours.
- 2 Tube trains can carry 800 passengers.
- 3 'It's open! Push!'
- 4 Some animals make tunnels.



b ▶ 159 Listen and repeat the underlined words.

3 ▶ 170 Look at the word box on page 102. Listen and repeat the words.

### While you watch

- 4 ▶ 168 Watch the video. Answer the questions.
  - 1 Which underground is the video about?
  - 2 What does Jonny learn to do?

5 ▶ 168 Watch the first part of the video (0.00–1.00) again. Complete the notes about the Tube with numbers.

- 1 \_\_\_\_\_ journeys every year
- 2 \_\_\_\_\_ passengers in 1880
- 3 \_\_\_\_\_ of the Tube above ground
- 4 \_\_\_\_\_ metres below ground (some tunnels)
- 5 \_\_\_\_\_ trains

6 ▶ 168 Watch the second part of the video again (1.00 to the end). Are the sentences true (T) or false (F)?

- 1 Matt teaches people to drive trains.
- 2 The simulator can't change the weather conditions.
- 3 Jonny practises in snowy weather.
- 4 Jonny doesn't stop the train correctly.
- 5 Jonny opens the train doors.

### After you watch

7 Complete the paragraph with these verbs. Use the correct present simple form.

have learn not / open practise stop

A Tube driver <sup>1</sup> \_\_\_\_\_ to drive in a simulator. The driver <sup>2</sup> \_\_\_\_\_ in different conditions. The simulator <sup>3</sup> \_\_\_\_\_ the complete London Tube network. At the station, the train <sup>4</sup> \_\_\_\_\_ in the green area. When the train isn't in the green area, the doors <sup>5</sup> \_\_\_\_\_.

8 Work in pairs.

Student A: You are a train driver.  
Student B: You are a bus driver.  
Prepare answers to these questions. Then take turns to ask and answer the questions.

- Where do you work?
- What time do you start and finish work?
- Do you like your job?
- What's a typical day like in your job?

This section focuses on useful words and expressions from the video and includes a task that leads on from the context and theme of the video.

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

103

## Review lesson

This is the one-page review lesson found at the end of every unit.

Grammar and vocabulary from the unit is clearly signposted and systematically reviewed to reinforce students' learning.

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


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

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

### UNIT 8 REVIEW AND MEMORY BOOSTER

#### Grammar

**1** Read about Joel. Write six sentences about him with the underlined words. Use *he*.



Hi. I'm Joel. I'm 46. <sup>1</sup> I live in New Mexico. I'm a truck driver. <sup>2</sup> I have a new job. In my new job, <sup>3</sup> I drive from New Mexico to Arizona every week. That's about 2,400 kilometres. <sup>4</sup> I stop every four hours for a break. <sup>5</sup> I sleep in my truck. <sup>6</sup> In the evenings, I meet other drivers in a snack bar.

**2** Rewrite sentences 4, 5 and 6 with these adverbs.

- 4 usually
- 5 often
- 6 sometimes

**3** Write questions about Joel with these words.

- 1 Where / live?
- 2 What / do?
- 3 How often / stop?
- 4 Who / meet?

**4** **>> MB** Work in pairs. Take turns.  
Student A: Ask the questions in Exercise 3.  
Student B: Cover the page. Answer the questions.

I CAN	
talk about what people do (present simple)	<input type="checkbox"/>
say how often people do things (frequency adverbs)	<input type="checkbox"/>

#### Vocabulary

**5** Read the sentences. Write the job.

- 1 They take photos.
- 2 They drive people in cars.
- 3 They help sick people.
- 4 They answer questions on the phone.
- 5 They serve drinks.
- 6 They help customers in shops.

**6** **>> MB** Work in pairs. Who works in these places?

1 in a school	4 in a hospital
2 in an office	5 inside
3 in a café	6 outside

**7** Complete the words about education.

- 1 People: classmate, s t \_\_\_\_\_, t e \_\_\_\_\_
- 2 Places: college, u n \_\_\_\_\_, s c \_\_\_\_\_, c l \_\_\_\_\_
- 3 Things: board, b o \_\_\_\_\_, p e \_\_\_\_\_, n o \_\_\_\_\_

I CAN	
talk about jobs and job activities	<input type="checkbox"/>
talk about education	<input type="checkbox"/>

#### Real life

**8** Put the phone conversation between a businessman and a receptionist in order.

- a Hello.
- b Oh. Well, can I speak to her assistant?
- c Yes, can I speak to Ms Becker, please?
- d Can I help you?
- e I'm sorry. She's on holiday this week.
- f Good morning, Sports Unlimited. <sup>1</sup>
- g OK. Thank you.
- h Yes, one moment please.

**9** Work in pairs. Practise the conversation in Exercise 8. Change the underlined words.

I CAN	
say why people can't answer a phone call	<input type="checkbox"/>
make phone calls	<input type="checkbox"/>

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

# Unit 1 Hello

## Opener

### 1 [1]

- Ask students to look at the photo. Play the recording. Students listen and read.

## Audioscript [1]

Hello! I'm David.

### Background information

*Life Second Edition Beginner* introduces students to real people who work for *National Geographic*. David Doubilet is a well-known underwater photographer. In the photo, he's with a large fish called a potato cod on the Great Barrier Reef off the coast of Australia.

### 2 [1]

- Play the recording again. Students listen and repeat.

### 3

- **Optional step** Say: *Hello, I'm ...* and say your name. Say this three or four times to model the pronunciation and intonation.
- Nominate individual students to introduce themselves by saying *Hello, I'm ...*

### 4

- Ask students to work in pairs or small groups to practise saying *Hello, I'm ...* to each other.
- **Optional step** Vary the interaction here. Ask students to introduce themselves in larger groups or ask them to walk round the class and introduce themselves to everybody in a mingle.

### Extra activity

With a new class, give each student a piece of card or sturdy paper. Tell them to fold the card in half and write their name on it. Ask them to place the name card on the desk in front of them. Write your name on the board. You can then say: *Hi, Ana! Hello, Rolf*, etc. and invite students to respond. This will ensure that students learn each other's names and that they are also aware of how the names are written.

You can then use these cards in a 'getting-to-know-you game'. Collect in the name cards then hand them out at random. A student has to say, *Hi, Ana* (reading the name on the card) and Ana must reply *Hello, I'm Ana!* in order to reclaim her name card.

## Teacher development

### Teaching beginners

Beginners, by definition, know little or no English. They have also had very few if any English language lessons. This presents challenges. It also offers you a great opportunity to establish good practice in the classroom. Here are a few suggestions from experienced teachers about how to approach teaching beginners:

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

Mike, Oxford

*'It's important to make lessons varied at Beginner level. Plan lessons that incorporate a bit of listening, a bit of reading, some basic grammar, some writing and some speaking. Activities should be short and you should try to vary interaction, too, so mix up the pairs and organize groupwork and mingles.'*

Irving, Berlin

*'In monolingual classrooms, many Beginner level students will expect a course in which the teacher translates words and grammar into L1. They will, of course, use L1 to speak to each other, and will ask you questions in their L1. The problem with this is that the classroom can quickly become one in which English is rarely spoken. I have two suggestions to avoid this:*

- 1 Start as you mean to go on. In other words, start your lesson in English and make it clear that you are only going to speak English in the class. You could leave five minutes at the end of each class for questions, which would allow students to ask in their L1 about new words or about homework, etc.*
- 2 Pretend that you don't speak the students' language. If you are a native English speaker, that's easy. But even if you aren't, you can still do it. I'm Russian, but I once told a beginner class that my name was Alice and that I didn't speak Russian. They believed me for months! As a result, they worked much harder to say things in English because it was the only way to communicate with me. As the course progressed, they also took pride in explaining aspects of Russian life to me (in English)!'*

Olga, Moscow

1a People

Lesson at a glance

- listening: introductions
- vocabulary: the alphabet
- grammar: *be: I + am, you + are*
- speaking: introductions

Listening

1 [2]

- Ask students to look at the two photos on the page. Point to each photo and say the names of the people (David Doubilet and Mireya Mayor).
- Play the recording. Students listen and read the conversations.

Audioscript [2]

- 1 **D:** Hello. I'm David.  
**M:** Hi. I'm Mireya.  
**D:** Mireya Mayor?  
**M:** Yes.
- 2 **D:** Hi! I'm David Doubilet.  
**M:** Hello.  
**D:** Oh! You're Mireya!  
**M:** Yes. I'm Mireya Mayor.
- 3 **D:** Hello. I'm David Doubilet.  
**M:** I'm Mireya.  
**D:** Mireya?  
**M:** Yes. M-I-R-E-Y-A.  
**D:** Hi. Nice to meet you.

Extra activity

Ask students to work in pairs to read out the conversations, taking turns to play the parts of David and Mireya.

Background information

**Mireya Mayor** (born 1973) is an American scientist and explorer, and a wildlife correspondent for the *National Geographic* channel.

Vocabulary the alphabet

2 [3]

- **Optional step** Depending on the nationality and L1 of your class, you may wish to give students some information about the English alphabet (see Background information in the next column).
- Tell students that they are going to listen to the English alphabet. Play the recording. Ask students to listen and repeat the alphabet.

Audioscript [3]

(see Student's Book)

Background information

The English alphabet consists of 26 letters, which each have an uppercase (or 'capital') form and a lowercase form. Of these 26 letters five are vowels (*a, e, i, o, u*), which are shown in yellow in Exercise 2 in the Student's Book, and the remaining 21 are consonants, which are shown in black.

3 [4]

- Start by saying the letters in the table to the class or asking students to say them to their partner. Focus on each column and draw students' attention to the fact that the letters in each column have a similar sound and require a similar mouth position when they are pronounced (also see Pronunciation notes below).
- **Optional step** If you have confident students or any 'false beginners' in the class, you could ask them to predict what the missing letters may be in each column.
- Play the recording. Ask students to listen and complete the table. Let students compare answers in pairs before checking with the class.

ANSWERS

A	B	F	I	O	Q	R
H	C	L	Y		U	
J	D	M			W	
K	E	N				
	G	S				
	P	X				
	T	Z				
	V					

Audioscript [4]

- a h j k  
 b c d e g p t v  
 f l m n s x z  
 i y  
 o  
 q u w  
 r

Pronunciation notes

Point out some of the more unusual pronunciations: H ('aitch'), Y ('why') and W ('double U'). Q is pronounced /kju:/. Note that Z is pronounced /zed/ in British English, but in American English it's pronounced /zi:/.

4 [5]

- Tell students to look at the photos and words.
- Play the recording. Ask students to listen and repeat.



- **Optional step** Point to the objects in your classroom (e.g. point to the board, or hold up a book and point to it). Ask students to listen and repeat after your model or after the recording. Then point and ask students to remember and say the words. You could then ask students to work in pairs to do the same activity.

**Audioscript** [5]

- |         |          |
|---------|----------|
| a board | d desk   |
| b book  | e door   |
| c chair | f window |

**Pronunciation notes**

Note that English is a language in which sounds and spellings often don't match. Here, the 'o' and 'a' and 'r' in *board* combine to make one long vowel sound /ɔ:/. The 'a' and 'i' and 'r' in *chair* combine to make the diphthong /eə/. The 'oo' in *book* is pronounced /ʌ/, but the 'oo' in *door* is pronounced /ɔ:/. The 'r' in all these words is silent, and the 'w' at the end of *window* is also silent.

Make sure students are attempting the correct pronunciation as heard on the recording, rather than trying to sound out individual letters.

**5**

- **Optional step** Model the activity by spelling out one or two words for the class to identify.
- Ask students to work in pairs to take turns to spell and guess the words. Monitor closely and prompt and correct if students say letters or words incorrectly.

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

- **Optional step** Pre-teach *double* – write *MM* and *SS* on the board and say: *double M, double S*.
- Tell students they are going to listen to four short conversations. Play the recording. Ask students to listen and write the names. Let students compare answers before checking with the class.

**ANSWERS**

- 1 Paula 2 Bryan 3 Simon 4 Anna

**Audioscript** [6]

- 1 **P:** I'm Paula.  
**Q:** Can you spell Paula?  
**P:** Yes. P-A-U-L-A.
- 2 **B:** I'm Bryan.  
**Q:** Can you spell Bryan?  
**B:** Yes. B-R-Y-A-N.
- 3 **S:** I'm Simon.  
**Q:** Can you spell Simon?  
**S:** Yes. S-I-M-O-N.
- 4 **A:** I'm Anna.  
**Q:** Can you spell Anna?  
**A:** Yes. A-double N-A.

**Background information**

These are all common spellings of names in the English-speaking world. *Bryan* can also be spelled *Brian*.

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

- Organize the class into pairs. Students take turns to spell their names and write their partner's names.
- **Optional step** Ask students to walk round the class in a mingle to say and spell their names with a number of class members.

**Extra activity**

Dictate the names of some of the students in your class. Students write them down then point to the person whose name it is.

Alternatively, dictate the names of some famous people. Ask students to compare their answers to make sure they have written the names correctly.

**Grammar be: I + am, you + are**

**8**

- Read the grammar box to the class. Ask students to write *I* or *you* in the gaps in Exercise 8. Let students compare answers in pairs before checking with the class.

**ANSWERS**

I; You; I

Refer students to page 158 for further information and practice.

**ANSWERS TO GRAMMAR SUMMARY EXERCISES**

- 1  
 1 I'm; I'm 2 I'm; You're  
 2  
 1 I'm 2 You're 3 I'm 4 I'm

**Grammar and pronunciation notes**

In spoken English, *I am* and *you are* are almost always contracted (or shortened) to *I'm* and *you're*. For this reason, it's important to teach the contracted form with the apostrophe, which represents the omitted 'a'. We only tend to give *am* and *are* their full value when we are emphasizing or contradicting: *No! I am Katya!*

Note the pronunciation: *I'm* /aɪm/ and *you're* /jɔ:/.

**Speaking** my life

**9** [7] ★ **CPT extra!** Grammar activity [after Ex.9]

- Tell students they are going to listen to two people introducing themselves. Play the recording. Students listen and read.
- Ask students to stand up and walk round the class in a mingle to practise similar conversations using their own names.
- **Optional step** Join in with the mingle. It's a good opportunity to model *Nice to meet you* and to prompt students to improve and refine their conversations.

**Audioscript** [7]

- c: Hi, I'm Carlos.  
 s: Hello. I'm Sonia. Nice to meet you, Carlos.  
 c: Nice to meet you, Sonia.

**Extra activity**

Ask students to write a short dialogue in which they meet a famous person. For example:

A: *Hi. I'm Ana.*

B: *Hello, Ana. I'm Barack Obama. Nice to meet you.*

**Teacher development**

**Using a variety of interaction styles**

It's important to vary interaction styles in the Beginner classroom. This encourages students to work with a variety of speaking partners and also gives them increased opportunities for the sort of simple, repetitive practice beginners need. Saying *Hello, how are you?* ten times to one partner is dull, but saying it to everyone in turn in the class is fun, real, builds relationships, and makes for a good classroom atmosphere.

At this low level, it's important to organize the class into pairs for initial accuracy practice in order to make sure students are producing the language correctly and confidently. Following this, vary the interaction by asking students to work in small groups, or getting everybody to stand up, walk round, and practise their new language in a mingle.

**1b People and places**

**Lesson at a glance**

- reading: people
- vocabulary: countries and nationalities
- pronunciation: word stress
- grammar: *be: he/she/it + is*
- vocabulary: numbers 1–10
- speaking: a quiz

**Reading**

**1** [8]

- Ask students to look at the photos. Tell them they are going to listen to the two short texts about Katya and Lukas.
- Play the recording. Students read and listen.

**Audioscript** [8]

- 1 This is Katya. She's from Moscow. It's in Russia. Katya is Russian.
- 2 This is Lukas. He's from Cape Town. It's in South Africa. Lukas is South African.

**Teacher development**

**Reading and listening**

Most reading texts in *Life Second Edition Beginner* are recorded. This gives you the opportunity to allow students to listen and read at the same time. This can be important at Beginner level. It ensures that all students are reading at the same speed and allows them to hear how words are pronounced as well as see how they are written.

**2**

- Ask students to read in their own time and copy the required information into the table. Let students compare answers in pairs.
- In feedback, write the table on the board and ask students to come to the board to write in the answers.

**ANSWERS**

	Photo 1	Photo 2
<b>Name</b>	<i>Katya</i>	Lukas
<b>Country</b>	Russia	South Africa
<b>Nationality</b>	Russian	<i>South African</i>

**Background information**

**Moscow** is the capital of Russia.

**Cape Town** is South Africa's legislative capital.

**Vocabulary countries and nationalities**

- 3** [9] ★ CPT extra! Vocabulary activity [after Ex.3]
- Ask students to write the words in the word box into the table. Then play the recording. Students listen and check.
  - **Optional step** Add the country and nationality of the students in your class to the table.

**ANSWERS**

2 Egyptian 4 Mexico 7 Spanish 9 the United States

**Audioscript** [9]

1 Brazil	Brazilian
2 Egypt	Egyptian
3 Italy	Italian
4 Mexico	Mexican
5 Russia	Russian
6 South Africa	South African
7 Spain	Spanish
8 the United Kingdom	British
9 the United States	American
10 Vietnam	Vietnamese

**Extra activity**

Bring into class a large world map or, if you have the technology in your classroom, project a world map on the interactive whiteboard (IWB). Use the map to check that students know where the countries are, and to point and elicit the country names and nationalities.

**Grammar notes**

Cities, countries and nationalities are proper nouns so they always have a capital letter in English.

In English, most countries take no article. However, some countries use *the* because they are described as a set of states, islands, kingdoms, etc. For example: the United States (the US), the United Kingdom (the UK), the United Arab Emirates (the UAE).

There are three main endings for nationalities: *-(i)an*, *-ish* and *-ese*. Ask students to find examples of these endings in the table. Some nationalities are irregular: *France/French, Switzerland/Swiss, Norway/Norwegian*.

**Background information**

**The United States of America** is generally called 'the US' or 'the United States', or just 'the States' by Americans themselves. They tend not to call it 'the USA' or 'America' (two terms which are commonly used in Great Britain).

**The United Kingdom** (the UK) comprises Great Britain and Northern Ireland. Great Britain (or Britain) is made up of three countries: England, Scotland and Wales (nationalities: English, Scottish and Welsh).

**Pronunciation word stress**

- 4** [10]
- Tell students that they are going to listen to two words and note where the word stress, or strong beat, falls. Play the recording. Students listen and repeat. Make sure they attempt to stress the words in the correct place.
  - **Optional step** If your students need clarification, clap out the syllables of each word, for example in the case of *Mexico*, clap loudly once and then quietly twice to represent the one strong and two weak syllables.

**Audioscript** [10] (stress marked)

Brazil Mexico

**Extra activity**

If you have students from a variety of countries in your class, write up the English name for each student's country, mark the stress, and ask students to listen and repeat. Alternatively, read out these countries and ask students to mark the stress: *China, Germany, Japan, the United States*.

**Pronunciation notes**

The strong stress on countries is often on the first syllable, but not always. The stress on nationalities is dictated by the suffix used. Nationalities ending *-(i)an* or *-ish* are usually stressed on the syllable before the suffix: *Argentinian, British, Italian, Spanish*. Nationalities ending *-ese* have a strong stress on the suffix: *Portuguese, Japanese, Chinese, Vietnamese*.

**Grammar be: he/she/it + is**

- 5** ★ CPT extra! Grammar activity [after Ex.5]
- Read the grammar box at the bottom of Student's Book page 12 to the class. Ask students to look at the photos and write the missing words in the sentences on page 13. Let students compare answers in pairs.
  - Check answers with the class and point out that full forms have been used (see Grammar and pronunciation notes on the next page).

**ANSWERS**

1 It is; She is 2 It is; He is 3 It is; He is 4 It is; She is

Refer students to page 158 for further information and practice.

**ANSWERS TO GRAMMAR SUMMARY EXERCISES**

- 3**
- 1 She 2 It 3 He 4 It 5 He 6 She
- 4**
- 1 He's from London.  
 2 He's Canadian.  
 3 She's Russian.  
 4 It's in the United States.  
 5 She's from Toronto.  
 6 It's in Egypt.

5

1 am 2 is 3 is 4 is 5 are 6 am

6

- 1 *It's from the United Kingdom.*
- 2 *Elisabeth's from Mexico.*
- 3 *You're from Vietnam.*
- 4 *The teacher's Spanish.*
- 5 *He's Brazilian.*
- 6 *I'm in New York.*

**Grammar and pronunciation notes**

In spoken English, *he is*, *she is* and *it is* are almost always contracted (or shortened) to *he's*, *she's*, *it's*. We only tend to use the full form *is* when we are emphasizing or contradicting. For this reason, it's important to teach the contracted forms with the apostrophe.

Unlike nouns in many languages, most English nouns have no gender. As a result, the pronouns *he* and *she* are only used to refer to people (however, note the exception that *she* is often used to refer to boats and ships).

The pronoun *it* is used to refer to singular places, things, ideas, animals, etc.

Note the pronunciation: *he's* /hɪ:z/, *she's* /ʃi:z/ and *it's* /ɪts/.

6

- Students complete the table with information about themselves. Point out that under 'Place' they should write the name of their city or region.
- **Optional step** Model this activity by writing the table on the board and completing the information about yourself in the 'You' column first.
- Ask students to show and tell their partner, making sentences in the first person with *I*. Model this activity by giving information about yourself. For example, say: *I'm Dan. I'm from London. I'm from the UK. I'm British.*

7

- Students tell the class about their partner, making sentences in the third person with *he* or *she*. Again, model the activity first with information about one of the students in your class. For example, say: *This is Ana. She's from Spain. She's Spanish.* The phrase *This is ...* is new to students, so make sure that the meaning is clear by using a hand gesture to introduce the person.

**Extra activity**

Bring into class some magazine photos or posters of well-known people from different countries. Put them on the board and ask students to 'introduce' the people to students in their group. You could also use the pictures in a variety of other ways, e.g.

- 1 Put four numbered pictures on the board. Then introduce one person. Students must guess which person you are introducing. Ask them to repeat the activity in pairs.
- 2 Introduce a person in one of the pictures, but provide one incorrect piece of information. Students must correct the sentence.
- 3 Do a dictation. Introduce a person. Students must listen and write down what you say.

**Teacher development**

**Drilling from verbal prompts**

If students find it difficult to get their tongues round the three short sentences needed to do Exercise 7, drill them. In other words, give them some controlled repetition work using prompts. For example, say:

*This is Kira.* (students repeat)

*Haruko.* (students say: *This is Haruko.*)

*Ana.* (students say: *This is Ana.*)

And so on ...

Then say:

*She's from France.* (students repeat)

*Japan.* (students say: *She's from Japan.*)

*Brazil.* (students say: *She's from Brazil.*)

And so on until you feel students have assimilated the form and pronunciation.

**Vocabulary numbers 1–10**

8 [11] ★ CPT extra! Vocabulary activity [after Ex.8]

- Ask students to write the numbers in digits. Play the recording. Students listen and repeat the numbers (see Vocabulary and pronunciation notes below).

**Audioscript** [11]

zero	six
one	seven
two	eight
three	nine
four	ten
five	

**Vocabulary and pronunciation notes**

Point out the unusual spelling and pronunciation of *one* /wʌn/, *two* /tu:/ and *eight* /eɪt/.

9 [12]

- Ask students to look back at the list of countries in Exercise 3 on Student's Book page 12. Ask: *What's six? What's seven?* Students say the countries (South Africa, Spain).
- Play the recording. Pause the recording after each number and ask students to say the related country. Encourage students to use the correct word stress and pronunciation by modelling again any countries that they struggle with.

**ANSWERS**

seven: Spain	six: South Africa
five: Russia	eight: the United Kingdom
four: Mexico	ten: Vietnam
nine: the United States	three: Italy
one: Brazil	two: Egypt

**Audioscript** [12]

seven	six
five	eight
four	ten
nine	three
one	two

**10** [13]

- Play the recording. Pause the recording after each country and ask students to say the related number. Listen carefully to ensure that students are pronouncing the numbers correctly.

**ANSWERS**

Spain: seven	Brazil: one
the United States: nine	Italy: three
Vietnam: ten	Russia: five
Mexico: four	South Africa: six
Egypt: two	the United Kingdom: eight

**Audioscript** [13]

Spain	Brazil
the United States	Italy
Vietnam	Russia
Mexico	South Africa
Egypt	the United Kingdom

**Extra activity 1**

Here are two number activities to practise numbers 1–10.

- 1 Write the following sums on the board and ask students to write the answers in words. Then ask them to write three more similar sums for their partner.

*one + nine = \_\_\_\_\_*

*three + four = \_\_\_\_\_*

*eight – two = \_\_\_\_\_*

- 2 Write the missing number in each list. Then ask them to write three more similar patterns for their partner.

*two four \_\_\_\_\_ eight ten*

*one three five \_\_\_\_\_ nine*

*two + four three + three five + one six + \_\_\_\_\_*

**Extra activity 2**

Play *buzz*. Students count round the class but they cannot say three or five or multiples of three or five. Instead, they must say 'buzz'. So, the first student says 'one', the second student says 'two', but the third student must say 'buzz'. The fourth student says 'four', but the fifth and sixth students must both say 'buzz'. The seventh student says 'seven'. Then 'eight'. Then the ninth and tenth students must both say 'buzz'. The eleventh student says 'one' and the count starts again. If a student makes a mistake, he or she is 'out'. Continue the game until there is a winner or the students get so good that they stop making mistakes.

**Speaking** *my life*

**11**

- Organize the class into pairs to read and do the quiz. Tell them to take turns to read out a sentence and to say 'True' or 'False'. If they say 'False', then they must correct the sentence.
- Play the recording. Students listen and check their answers.

**ANSWERS**

- 1 False. It's American.
- 2 False. It's Italian.
- 3 True.
- 4 False. It's Spanish.

**Audioscript** [14]

- 1 Baseball is American.
- 2 Pasta is from Italy.
- 3 Jaguar is British.
- 4 Flamenco is from Spain.

**12**

- Ask students to work in pairs to write four quiz questions. Monitor closely to help with language and ideas.
- When students are ready, ask different pairs to read out their sentences. The rest of the class must say 'True' or 'False' and must correct the false sentences.

**EXAMPLE ANSWERS**

Toshiba is Vietnamese. (False. It's Japanese.)

Curry is from Spain. (False. It's from India.)

Rugby is American. (False. It's British.)

Rio de Janeiro is in Argentina. (False. It's in Brazil.)

**Extra activity**

Ask students to find a picture of a well-known person, product, food or sport. Tell them to write a description: name, country, nationality. This could be done for homework. In the next lesson, ask students to show the class their picture and read out their description.

## 1c Phone calls from New York

### Lesson at a glance

- reading: phone calls from New York
- listening: phone numbers
- grammar: *my, your*
- vocabulary: greetings
- speaking: greeting people

### Reading

#### 1 [20]

- **Optional step** Ask students to look at the map on Student's Book page 15. Ask them to say the names of the ten countries (new to students: *Canada, Dominican Republic, India, Jamaica, Germany*).
- Point out that the text is about the top ten places that people make phone calls to from New York. Note that the purple arrow represents Germany and the blue arrow represents the United Kingdom.
- Ask students to read the article and underline the four countries the people talk about. Let students compare answers in pairs.
- **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen.

#### ANSWERS

India, Canada, Mexico, Brazil

#### 2

- Ask students to read the article again and complete the sentences with names. Let students compare their answers in pairs before checking with the class.

#### ANSWERS

1 Nelson 2 Ramon 3 Anne-Marie 4 Nina

### Vocabulary notes

*student* = someone who goes to a school, college or university

*family* = a group of people who live together and are related, e.g. parents and children

*doctor* = someone whose job is to treat people who are ill

*teacher* = someone whose job is to teach

### Listening

#### 3 [15]

- **Optional step** Lead in by asking students to read out the two phone numbers. Ask which digits are different.
- Tell students they are going to listen to a conversation with Anne-Marie. Play the recording. Students listen and tick the phone number that they hear.
- **Optional step** Draw students' attention to the way that telephone numbers are read out in English (see Pronunciation notes on the right).

#### ANSWER

b

### Audioscript [15]

I = interviewer

I: Anne-Marie, what's your phone number?

A: It's 718 760 7101.

I: 7-1-8, 7-6-0, 7-1-0-1. OK?

A: Yes.

I: Thanks.

### Pronunciation notes

Note that when telephone numbers are given in spoken English, in British English, '0' is pronounced 'oh'. In American English, it's pronounced 'zero' (as in the example in the audio recording).

Two identical numbers together are preceded with the word *double*, e.g. 66 = *double six*. Three numbers are preceded with the word *triple*, e.g. 333 = *triple three*.

Note that English-speakers tend to read out telephone numbers in groups of three or four digits, separated by a brief pause.

#### 4 [16]

- **Optional step** Pre-teach or check the meaning of *work* and *home*. Encourage students to guess the meaning from the context, by thinking about what different types of phone number many people have. The icons under Exercise 6 may also help clarify the terms.
- Tell students they are going to listen to a similar conversation with Nelson. Play the recording. Students listen and write Nelson's numbers. Play the recording more than once if necessary.
- Let students compare their answers with a partner before checking with the class.

#### ANSWERS

1 work: 212 736 3100

2 home: 212 340 2583

### Audioscript [16]

I = interviewer

I: Nelson, what's your phone number?

N: My work number is 212 736 3100.

I: 2-1-2, 7-3-6, 3-double 1-0?

N: No, it's 3-1-double 0.

I: OK. Thanks. What's your home number?

N: My home number is 212 340 2583.

I: 2-1-2, 3-4-0, 2-5-8-3. Thanks.

### Grammar *my, your*

#### 5

- Read the grammar box to the class. You could use a hand gesture towards a student to signify *your*, and a hand gesture towards your own chest to signify *my* (also see Grammar notes on the next page).

## UNIT 1 Hello

- Ask students to write *my* or *your* in the correct places in the conversation. Elicit the first answer to get students started. Let students compare their answers with a partner before checking with the class.

### ANSWERS

1 My 2 your 3 My 4 your

Refer students to page 158 for further information and practice.

### ANSWERS TO GRAMMAR SUMMARY EXERCISE

7

1 My 2 Your 3 My 4 your 5 My 6 your

### Grammar notes

*My* and *your* are possessive adjectives. They go before a noun and describe it.

English nouns have no gender, so we use *my* or *your* with all nouns (e.g. *my wife, my husband, my children*). However, in many other languages different forms would be used (e.g. in French three forms are used: *ma, mon, mes*).

### 6 ★ CPT extra! Grammar activity [after Ex.6]

- Elicit the questions onto the board: *What's your phone number? What's your work/home/mobile number?* Drill the questions with the class.
- **Optional step** Model the activity. Ask: *What's your mobile number? What's your home number?* Nominate individual students and get them to answer. Ask students to ask and answer questions across the class.
- Organize the class into pairs to ask and answer questions. Tell students that they can give their real numbers or invent numbers as they prefer. Monitor and prompt students as they speak. Correct poor pronunciation as well as errors of form.
- **Optional step** Ask students to repeat the activity with a new partner. This time, ask them to repeat the phone number back to their partner incorrectly, so that he/she has to correct them.

### Vocabulary greetings

#### 7 [17] ★ CPT extra! Vocabulary activity [after Ex.7]

- Ask students to look at the table and complete it with the missing expressions. In feedback, check the meaning of the expressions by referring students to the artwork. You could further check *Good morning, Good afternoon, etc.* by writing different times on the board and eliciting from students which expression they would use.
- Play the recording. Students listen and repeat. Model and drill the expressions to practise pronunciation.

### ANSWERS

1 Hello 2 Bye

### Audioscript [17]

Hi.  
Hello.  
Good morning.  
Good afternoon.  
Good evening.  
Goodnight.  
Goodbye.  
Bye.  
See you later.

### Vocabulary and pronunciation notes

In British English, *Good morning* is a common expression. People tend to use it when seeing family, friends or colleagues in the morning for the first time. Informally, it's often shortened to simply *Morning*. *Good afternoon* and *Good evening* are reserved for more formal situations. With family and friends, people tend to use *Hi* or *Hello* instead.

*See you later* (or the shortened version *See you*) is a common alternative to *Goodbye*.

Note the stress: *Good morning, Good afternoon, Good evening, Goodnight, Goodbye.*

### Background information

In Australia, speakers tend to say *Good day* (abbreviated to *G'day*) as an alternative to *Hi*. In different parts of the US, you may hear people use *Hey* or *Howdy* rather than *Hi*. People usually say *Hi* or *Hello* when they answer the phone.

### 8 [18]

- Tell students that they are going to listen to two conversations, but that the lines of conversation are mixed up on the page.
- Play the recording. Students listen and write 1 or 2 to indicate whether each line is from the first or second conversation. Let students compare answers in pairs before checking with the class.

### ANSWERS

Bye, Anne-Marie.	2
Fine, thanks. And you?	1
Good morning, Ramon.	
How are you?	1
I'm OK.	1
Goodnight, Ramon.	2

### Audioscript [18]

- 1 **A:** Good morning, Ramon. How are you?  
**R:** Fine, thanks. And you?  
**A:** I'm OK.
- 2 **R:** Bye, Anne-Marie.  
**A:** Goodnight, Ramon.

9 [19]

- Play the recording. Students listen and repeat each conversation. Draw students' attention to the pausing between different phrases.

**Audioscript** [19] (with pauses noted)

- 1 **A:** Good morning, Ramon. / How are you?  
**R:** Fine, thanks. / And you?  
**A:** I'm OK.
- 2 **R:** Bye, Anne-Marie.  
**A:** Goodnight, Ramon.

**Speaking** my life

10

- **Optional step** Model the activity first by initiating conversations with students round the class.
- Ask students to practise the conversations from Exercise 8 in pairs, substituting their own names.
- Then ask students to stand up, walk round and initiate conversations with different students in the class in a mingle.

**Extra activity**

Write different times of day on the board (e.g. *8 am, 11 am, 2 pm, 5 pm, 8 pm, midnight*). Ask students to stand up and walk round the class silently. Tell them that when you say a time they must stop and talk to the nearest student, imagining that it's that time. Read out a time at random, e.g. *2 pm!* Students meet and greet the person nearest to them. When they finish their conversation, they walk round silently again until you read out another time.

1d What's this in English?

**Lesson at a glance**

- vocabulary: in the classroom
- real life: classroom language
- pronunciation: questions

**Vocabulary in the classroom**

1 [21]

- **Optional step** Ask students to tell their partner the names of any of the objects in the pictures that they already know.
- Draw students' attention to the photos. Play the recording. Students listen and write the word for each photo. Let students compare answers in pairs before checking with the class.

**ANSWERS**

- 1 bag 2 classroom 3 computer 4 notebook  
 5 pen 6 pencil 7 phone 8 table

**Audioscript** [21]

T = teacher; S = student

- 1 **T:** What's this in English?  
**S:** It's a bag.  
**T:** Can you spell it?  
**S:** Yes. B-A-G - bag.  
**T:** Thanks.
- 2 **T:** What's this in English?  
**S:** It's a classroom.  
**T:** Can you spell classroom?  
**S:** Yes. C-L-A-double S-R-double O-M - classroom.  
**T:** Thanks.
- 3 **T:** What's this in English?  
**S:** It's a computer.  
**T:** Can you spell it?  
**S:** Yes. C-O-M-P-U-T-E-R - computer.  
**T:** Thanks.
- 4 **T:** What's this in English?  
**S:** It's a notebook.  
**T:** Can you spell notebook?  
**S:** Yes. N-O-T-E-B-double O-K - notebook.  
**T:** Thanks.
- 5 **T:** What's this in English?  
**S:** It's a pen.  
**T:** Can you spell it?  
**S:** Yes. P-E-N - pen.  
**T:** Thanks.



- 6 T: What's this in English?  
 S: It's a pencil.  
 T: Can you spell it?  
 S: Yes. P-E-N-C-I-L – pencil.  
 T: Thanks.

- 7 T: What's this in English?  
 S: It's a phone.  
 T: Can you spell phone?  
 S: Yes. P-H-O-N-E – phone.  
 T: Thanks.

- 8 T: What's this in English?  
 S: It's a table.  
 T: Can you spell it?  
 S: Yes. T-A-B-L-E – table.  
 T: Thanks.

2 [22]

- Play the recording. Students listen and repeat the words (see Pronunciation notes below).

Audioscript [22]

- |             |          |
|-------------|----------|
| 1 bag       | 5 pen    |
| 2 classroom | 6 pencil |
| 3 computer  | 7 phone  |
| 4 notebook  | 8 table  |

Pronunciation notes

Note the strong stress in the words of more than one syllable: *classroom*, *computer*, *notebook*, *pencil*.

Note the weak stress sound /ə/ in the unstressed syllables of these words: *computer* /kəm'pjʊ:tə/, *pencil* /'pensəl/, *table* /'teɪbəl/.

3

- Elicit the questions onto the board: *What's this in English? Can you spell it?* Drill the questions with the class.
- **Optional step** Revise the pronunciation of letters by eliciting the complete alphabet onto the board and then pointing to different letters to elicit the pronunciation of each letter. Alternatively, display the completed table from Exercise 3 in lesson 1a for students to use as a memory aid.
- Organize the class into pairs. Students take turns to point and ask about objects in the photos. As students speak, monitor closely and model the correct pronunciation if you hear errors.

Extra activity

Ask students to repeat the activity with objects they have in their bags. Students take them out and ask and answer questions. You will need to introduce more words (e.g. *wallet*, *eraser*, *headphones*).

Real life classroom language

4 [23]

- Tell students they are going to listen to eight short recordings of conversations in a classroom. Ask students to read the expressions in the box carefully – some of them are used in the recordings.
- **Optional step** Use mime or examples to check meaning (e.g. mime opening a book or sitting down). *Repeat* = say again.
- Play the recording. Students listen and note the expressions they hear.

Audioscript [23]

- 1 T: Good afternoon, everyone. Sit down, please.  
 2 T: OK. Open your books. Look at page six.  
 3 S1: Hello. Sorry I'm late.  
 T: That's OK. Sit down, please.  
 4 S2: Can you repeat that, please?  
 T: Yes. Look at page six.  
 5 T: Work in pairs.  
 S3: I don't understand.  
 T: Work in pairs – two students.  
 6 T: This is a computer.  
 S4: Can you spell it, please?  
 7 S2: What's this in English?  
 T: It's a phone.  
 S2: Thanks.  
 8 T: Do Exercise seven at home. See you next time.  
 S1 + 3: Bye.

5 [23] ★ CPT extra! Vocabulary activity [after Ex.5]

- Play the recording again. Students write T (teacher) or S (students) next to the expressions in the box according to who says the expression in the recording. Let students compare answers in pairs before checking with the class. (See also Grammar notes on the next page.)

ANSWERS

- |                              |   |
|------------------------------|---|
| Good afternoon, everyone.    | T |
| Sit down, please.            | T |
| Open your books.             | T |
| Look at page six.            | T |
| Sorry I'm late.              | S |
| Can you repeat that, please? | S |
| I don't understand.          | S |
| Can you spell it, please?    | S |
| What's this in English?      | S |
| Do Exercise seven at home.   | T |
| See you next time.           | T |