# Life

# Connect with the world and bring your classroom to *Life*.

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**





Bringing the world to the classroom and the classroom to life

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

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

### ON THE COVER

Rowers take part in the 42nd annual Vogalonga in Venice, Italy. The Vogalonga is a famous non-competitive regatta that started in 1974 as a protest against motor boats. Its 30km route goes through many picturesque parts of the city. © Awakening/Getty Images



**TEACHER'S BOOK | PRE-INTERMEDIATE** 



**MIKE SAYER** 



National Geographic Learning,	
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	National Geographic Learning
	National Geographic Learning

DVD Photos:

# **Contents**

Student's Book contents pages	4
Introduction	8
Units 1 to 12: notes and answer key	21
Photocopiable tests	209
Photocopiable tests: answer key	247
Photocopiable tests: audioscripts	251
Photocopiable communicative activities	256
Photocopiable communicative activities:	
teacher's notes	293
Grammar summary: answer key	308
Workbook: answer key	312
IELTS practice test: answer key and audioscript	328

# **Contents**

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation	
Lifestyle pages 9–20	present simple adverbs and expressions of frequency present simple and present continuous	everyday routines wordbuilding: collocations with do, play and go word focus: feel medical problems	talking about illness	/s/, /z/ or /ız/ one or two syllables?	
VIDEO: My local park	k page 18 ▶ REVIEW p	page 20			
2	verbs for rules -ing form	sport wordbuilding: suffixes word focus: <i>like</i>	talking about interests	/ŋ/ silent letters	
Competitions pages 21–32					
VIDEO: Mongolian ho	orse racing page 30 ▶ I	REVIEW page 32			
Transport pages 33-44	comparatives and superlatives as as comparative modifiers	ways of travelling transport nouns wordbuilding: compound nouns transport adjectives transport verbs taking transport	going on a journey	than sentence stress intonation	
VIDEO: Indian Railwa	ays <b>page 42</b> ▶ REVIEW	V page 44			
Challenges pages 45–56	past simple past continuous and past simple	risks and challenges personal qualities wordbuilding: verbs and nouns	telling a story	/d/, /t/ or /ɪd/ was/were intonation for responding	
VIDEO: A microadver	nture page 54 ▶ REVII	EW page 56			
The environment pages 57–68	quantifiers articles: <i>alan</i> , <i>the</i> or no article	materials recycling results and figures word focus: <i>take</i>	phoning about an order	/ðə/ or /ðiː/ sounding friendly	
VIDEO: Recycling Cairo page 66 ► REVIEW page 68					
Stages in life pages 69–80	to + infinitive future forms: going to, will and present continuous	life events describing age celebrations word focus: <i>get</i> wordbuilding: synonyms	inviting, accepting and declining	/tə/ contracted forms emphasizing words	
VIDEO: Steel drums page 78 ► REVIEW page 80					

Listening	Reading	Critical thinking	Speaking	Writing
someone talking about a national park near a city a radio interview about long life	a quiz about how well you sleep an article about centenarians an article about how nature is good for you	giving examples	finding out about lifestyle your current life making a town healthier	text type: filling in a form writing skill: information on forms
someone describing an Ironman competition three people talking about competitive sports	an article about crazy competitions an article about female wrestlers in Bolivia	reading between the lines	explaining the rules of a competition talking about your sport preferences your opinions about Olympic sports	text type: an advert or notice writing skill: checking your writing
someone describing a photo of a woman travelling by train in India two people discussing the pros and cons of types of transport a documentary about animal transport	an article about solutions to transport problems an article about the fate of the rickshaw in Kolkata	opinions for and against	talking about and comparing journeys advice on transport a presentation about a pedicab company	text type: notes and messages writing skill: writing in note form
a caver talking about his hobby an impossible decision	an article about adventurers an article about different types of challenges	looking for evidence	asking about your past events you remember telling a story	text type: a short story writing skill: structure your writing
extract from a documentary about a house of recycled materials news about environmental projects	an article about e-rubbish an article about a boat made of plastic bottles, the <i>Plastiki</i> an online order	close reading	recycling where you are general knowledge quiz changing attitudes and behaviour	a quiz text type: emails writing skill: formal words
differences between the generations a news item about Mardi Gras	an article about how a couple changed their life an article about how Mardi Gras is celebrated	analysing the writer's view	plan the trip of a lifetime your favourite festival planning a celebration describing annual	text type: a description writing skill: descriptive adjectives
	around the world an article about coming- of-age ceremonies		events	

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
Work pages 81–92	present perfect and past simple present perfect with for and since prepositions of place and movement	language to describe jobs jobs wordbuilding: suffixes parts of a building word focus: <i>make</i> or <i>do</i> job adverts	a job interview	intrusive /w/
VIDEO: My working	life page 90 ▶ REVIEW	page 92		
Technology pages 93–104	zero and first conditional defining relative clauses	internet verbs wordbuilding: dependent prepositions instructions	finding out how something works	linking
VIDEO: Ancient langu	uages, modern technology	page 102 ► REVIEW pa	ge 104	
9 Holidays pages 105–116	past perfect simple subject questions	holiday collocations wordbuilding: -ed / -ing adjectives word focus: place	requesting and suggesting	'd number of syllables /ਖੁਤə/
	nice page 114 ▶ REVIEV	V page 116		
10 Products pages 117–128	the passive (present and past simple) used to	wordbuilding: word forms describing design websites	giving your opinion	stress in different word forms /s/ or /z/
Video: Wind turbines	page 126 ► REVIEW p	page 128		
History pages 129–140	reported speech reporting verbs (say and tell)	wordbuilding: verb + preposition communication ancient history word focus: <i>one</i>	giving a short presentation	pausing
VIDEO: The Golden F	Record page 138  REV	VIEW page 140		
<b>12</b> Nature pages 141–152	second conditional anywhere, everyone, nobody, something, etc.	extreme weather nature word focus: <i>start</i>	finding a solution	would / wouldn't / 'd
VIDEO: Cambodia an	imal rescue page 150 ▶	REVIEW page 152		
COMMUNICATION	ACTIVITIES page 153	GRAMMAR SUMMARY	page 156 ► AUDIOSC	CRIPTS page 181

Listening	Reading	Critical thinking	Speaking	Writing
a description of a job in a steel factory an interview with a scientist two people giving instructions	an article about new jobs in an area an article about modern- day cowboys	analysing comparisons in a text	describing past experiences giving directions job satisfaction a job interview	text type: a CV writing skill: missing out words in CVs
a documentary about the importance of technology a science programme about a new invention	an explorer's blog an article about biomimetics	the writer's sources	planning a trip important inventions design an invention for everyday life favourite technology	text type: a paragraph writing skills: connecting words
three people talk about their holidays an interview with a tour guide	a holiday story an article about the two sides of Paris	the author's purpose	a story about a holiday planning the holiday of a lifetime a place you know	text type: an email requesting information writing skill: formal expressions
a description of a producer and his products a programme about a product from the past	an article about some famous logos an article about having less 'stuff'	fact or opinion?	some famous products talk about things you used to do in the past using less stuff planning a new website	text type: a review writing skill: giving your opinion
a historian talking about Scott's hut at the Antarctic a message in a bottle	the history of video gaming an article about stealing history	emotion words	planning a time capsule opinions about games reporting a message a museum in your town	a message in a bottle text type: a biography writing skill: punctuation in direct speech
a description of a photo and the life of a storm chaser a documentary about a photographer	an article about a science blog an article about Jane Goodall	close reading	hopes and dreams questions with <i>any</i> interview questions	text type: an article writing skill: planning an article

# Introduction

# **National Geographic**

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

# **National Geographic topics**

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

# **People and places**

Life Second Edition takes students around the globe, investigating the origins of ancient civilizations, showing the drama of natural forces at work and exploring some of the world's most beautiful places. These uplifting tales of adventure and discovery are told through eye witness accounts and first-class reportage. For example, Unit 6 of the Pre-intermediate level looks at coming of age ceremonies around the world and Unit 7 has an article about modern-day cowboys.

#### 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 8 of the Pre-intermediate level looks at the positive impact that a new design of glasses and 'lifestraws' are having in the developing world.

#### **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 11 of the Pre-intermediate level looks at the work of archeologists in Abu Sir al Malaq in Egypt and their struggle to prevent historical items being stolen from tombs.

#### **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 3 of the Pre-intermediate level looks at different forms of transport provided by animals.

#### **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 5 of the Pre-intermediate level contrasts the 'green' credentials of a number of different countries.

# 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.

#### Introduction

There are photographs which:

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

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

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

# **National Geographic video**

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

#### Before you watch

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

#### While you watch

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

#### After you watch

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

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

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

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

# National Geographic and critical thinking

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

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

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

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

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

# **Life Second Edition methodology**

#### Memorization

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

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

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

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

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

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

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

#### **Treatment of vocabulary**

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

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

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

The specific sections dealing with new lexical input are:

#### 1 Lexical sets

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

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

Each unit usually has two or more lexical sets. The lexical sets also cover commonly confused words. There is evidence to suggest that once students have learned one or more of the words that belong to a group of commonly confused words (e.g. *job* and *work*), it's useful to compare and contrast these words directly to clarify the differences (or similarities) in meaning. *Life Second Edition* focuses on these groups of words as and when they come up.

#### 2 Wordbuilding

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

#### 3 Word focus

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

#### 4 Glossaries

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

#### **5 Word lists**

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

#### **Learning skills**

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

#### **Assessment**

Students and teachers can assess progress in the following ways:

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

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

# **Lessons in a Student's Book unit**

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

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

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

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

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

F: a double-page video lesson

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

# **Components**

- Student's Book
- Workbook + audio CD
- Teacher's Book + DVD + class audio CD
- Student's App
- Student's eBook
- Online Workbook
- Website: www.NGL.cengage.com/life
- 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 notes
- 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.



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 stimulate 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 develops the topic.

### **Lessons A and B**

#### **Grammar and vocabulary**

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

The primary focus is on the topic content before the learner's attention is drawn to

the target grammar structures.

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

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

reading crazy competitions • vocabulary sport • grammar verbs for rules • speaking rules for a competition

# 2a Crazy competitions!

#### Reading

- Look at the title of the article and the two photos. Why do you think the competitions are 'crazy'?
- 2 Read the article. Which competition is a race between different teams? Which is a match between two teams?
- 3 Read the article again and match the sentences (1–6) with the competitions (A–B). One sentence is true for both competitions.
- 1 Competitors start and end at the same
- place. A

  The rules are the same as another real
- sport.
  The competition is once a year.
- You use a type of transport.
- It's for tear 6 There is a time limit.
- 4 Which of the two sports would you like to play or watch? Do you have any crazy competitions in your country?

#### Vocabulary sport

- 5 Look at the highlighted words in the article. Use the words to complete the sentences below.
  - 1 Runners at the Olympic Games get a gold medal
  - when they win a \_\_\_\_\_.

    In football, there are eleven \_\_\_\_\_.
- ~gunning of the championship there are

  24 \_\_\_\_\_\_. In the final, there can only be two.

  4 A rugby \_\_\_\_\_\_ lasts eighty minutes.

  5 How many \_\_\_\_\_\_ did you score?

  6 The ball didn't cross the \_\_\_\_\_, so it wasn't a goal.

  7 The \_\_\_\_\_\_ received a call.

- 6 Work in pairs. Answer these questions
  - How many different kinds of race can you think of?
     How many players are there in your favourite team
  - sports?

    3 What are the names of the sports teams in your
  - town or city?
  - 4 In what games do you score goals and in what games do you score points?

# CRAZY COMPETITIONS!

There are lots of competitions in the USA and some of them are a bit crazy!

#### The Idiotarod

The Idolardod is an annual race in twenty different US cities. Each team must have five people and a shopping cart. One person usually rides in the cart and four people pull it. Teams can decorate the shopping cart but they can't change the wheels. All the teams have to start and finish at the same place but they don have to run on the same roads. The members of each team must cross the finish tendentee and the unweight display that the same have to start and finish at the same place but they don't have to run on the same roads. The members of each team must cross the finish



**2b** Winning and losing

#### Wordbuilding suffixes

Are any of the sportspeople in the photos famous in your country? Match the people with these words.

You can ad ← to some sports to describe the sportsperson: football ← footballer, golf → golf ← You can add player to some sports: tennis → tennis player, squash → squash player Some sports don't use the suffix ←r or -player: arthetics → a thete, cycle ← yolfsix

- boxes? boxer 5 plays chess? motorcycles? 6 drives a racing car? plays baseball? 7 does gymnastics? swims? 8 goes surfing?

2 Look at the wordbuilding box. What is the word for a person who:

which are the episions against (A):

1 Minning and losing teaches students about life. F

2 A lot of schools with good results don't have
competitive sports. A

3 Children get more exercise when they try to win.
Winning isn't important as long as you do
your best.

5 Children seam to work well in teams when they
Children seam to work well in teams when they
Selected to the seam to work hard with competitive
South.

Listening

4 Read the quotes with the photos. Do you think wi is always important in sport? Why? / Why not?

5 11 Listen to three people talking about competitive sports in schools. Match the speakers (1–3) with the opinions (a-c).

(1–3) with the opinions (a-c).

a Speaker \_\_thinks non-competitive sport is a good idea.

byseler \_\_thinks competitive sport is a good idea in schools.

Speaker \_\_thinks sport in schools is a good idea but there can be a problem.

6 Look at these opinions for and against competitive sports in schools. Which are the opinions for (F) and which are the opinions against (A)?

- sports.

  Some parents don't like losing and get angry with their children.

  All children are different and some aren't good at sport

- at sport.
  9 Competitive sports are fun.







#### **Grammar verbs for rules**

#### ► VERBS FOR RULES

Each team must have five people and a shopping cart. They can't change the wheels. All the teams have to start and finish at the same place. They don't have to run on the same roads. They mustn't finish without the cart! Players can pick up the ball and run with it.

For further information and practice, see page 158.

7 Look at the sentences in the grammar box. Complete the explanations (a–d) with the verbs in bold in the grammar box.

- rules say it's obligatory.

  We use \_\_\_\_\_ when it's allowed in the
- rules. ....when something is not
- obligatory but is allowed by the rules.
  We use \_\_\_\_\_\_ or \_\_\_\_ isn't allowed in the rules. \_\_\_when it
- 8 Choose the correct option to complete the sentences about different sports.
  - In golf, you have to / don't have to hit the ball into nine or eighteen holes.
     Competitors can / mustn't argue with the referee.
  - In football, a goalkeeper is the only player
  - who can /has to pick up the ball.
    Players can't / must throw the ball backwards
  - Players can't/must throw the ball backwards in rugby.

    A referee can / mustn't send a player off the pitch when he breaks the rules of the game.

    In table tennis, the ball has to / can't hit the table. In tennis, the players must / don't have to win every point to win a match.



Speaking \_my life

10 Work in pairs. You are going to explain the rules for a sport or competition. Choose one of the following. Make a list of six to seven rules.

Every year, over three hundred competitors enter the

Every year, over three nundred competitors enter the Beard and Moustach competition in Alaska. The rules are simple. You 'nust be over eighteen years old and you 'nhave a moustache or a beard, or both. Also, you 'nhave a moustache or a beard, in total, there are eighteen different categories, but competitors'

but competitors <sup>4</sup>\_\_\_\_\_only enter one category. There are categories for short beards and

different moustaches, so you <sup>5</sup> \_\_\_\_\_have the longest moustache or the biggest beard to win a prize.

must have to don't have to can't can

- a popular sport in your country
   a popular TV quiz show or TV competition
   an annual national or international competition

Baseball is a popular sport in my country. You have to play with two teams, a ball and a bat.

11 Work with another pair. Take turns to explain your rules. Ask questions if you don't understand.

Do I have to be over 18? Can I enter the competition on my own or do I have to be in a team?

my life | RULES FOR A COMPETITION | DOPINIONS ABOUT SPORT | DOLYMPIC SPORTS | INTERESTS

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, taskbased activities (ranking, etc.) and the emphasis from the learner's perspective is on content and fluency rather than grammatical accuracy.

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 Unit 2 Competitions needs of the learners. 9 Complete the description of another competition with these verbs. Use each verb once only.

> 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.

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

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

7 Listen again. Which opinion from Exercise 6 does each speaker (1–3) give?

Speaker 1 \_\_1\_\_ Speaker 2 \_\_\_\_ Speaker 3 \_\_\_\_

- 8 Work in groups. Discuss the opinions in Exercise 6. Answer these questions.
- Which opinions do you agree with? Which do you disagree with? Are there any other reasons for or against competitive sports in schools?

#### Grammar -ing form

- ►-ING FORM - INVO FORM

  I Learning to win and lose is important in a child's education.

  Competitive sports in schools are good for teaching children.

  Some parents hate losing.

- It is the subject of the sentence. It comes after a verb, e.g. like, dis It comes after a preposition, e.g.



- 10 Put the words in order to make quotes by famous sportspeople. Then match the -ing forms with the uses (a-c) in Exercise 9.
- (a-c) in Exercise 9.

  1 never / thought / losing / of / I
  (Muhammed Ali, boxer)

  2 love / I just / winning)
  (Ayrton Senna, racing driver)

  3 A champion / afraid / losing / isn't / of
  (Billie Jean King, tennis-player)

  bato / I / Losino
- (Billie Jean King, tennus-puyer,
  4 hate / I/ Josing
  Saschin Tendulkar, cricketer)
  5 Tm / more worried about / a good person / being /
  than being the best football player
  (Lioned Messi, footballer)
  6 isn't / swimming / winning is / everything,
  (Mark Spitz, swimmer)
- 11 12 Choose the correct options to complete this conversation. Then listen and check.
- conversation. Then listen and check.

  A. What's on J'R?

  B. 'Egels / Ogcling, It's the Tour de France. Hove 's watch / natching it.

  A. Ch nol. '! stimk / thinking It's boring!

  B. Ireally enjoy, 'see', seeing them on the mountains.

  A. 'Sist', Stilling in front of the TV all day is not exciting. I'm borned with 'do d'soing nothing, Am you any good at tennis? We could "play /playing this afternoon.

  B. But I want to 'rautch' / watching the.

  A: I see. Are you afraid of 'lose / losing?
- 12 Pronunciation /n/

a 13 Listen to six words. Tick the word you hear.

- b 12 Listen again to the conversation from Exercise 11. Notice the pronunciation of the -ing forms.
- C Work in pairs. Practise the conversation.

Speaking my life

13 Work in pairs. Ask questions to find out what sports or leisure activities your partner likes. Then complete the

A: What sports do you love watching?
B: Tennis. What about you?

I love watching \_\_\_\_\_but my partner doesn't.

I think \_\_\_\_\_is boring but my partner loves it!
We both enjoy \_\_\_\_\_but we hate \_\_\_\_\_
I'm good at \_\_\_\_\_\_but my partner isn't.

My partner likes \_\_\_\_\_\_but I prefer

# **Lesson C**

#### Reading

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

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

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

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

reading women in sport • critical thinking reading between the lines • word focus like • speaking Olympic sports

# **2c** Bolivian wrestlers

- 1 Discuss the questions
  - 1 Do many people watch boxing or wrestling in your country?
- your country?
  Why do some people dislike these types of sports?
  What do you think about these sports?
- 2 Read the article about wrestling in Bolivia. Which paragraph (1-5) describes:
- the two wrestlers before the fight? 2
- a the two wrestlers before the hight? 2 b the popularity of male and female wrestling in Bolivia?
- Yolanda's family life?
- d the reason why a fan watches it? e the fight between the two wrestlers?
- 3 Find words in the article for these definitions.
- 1 something people watch for pleasure

  - 2 the place where two wrestlers fight
  - a large group of people c\_\_\_\_\_ the person who describes the action in a sport

  - 5 get very excited, shout and jump up and down
  - g\_\_\_\_\_c
    6 people who like a sports person or famous celebrity f\_\_\_\_
    7 the money you earn for work s\_\_\_\_\_

#### Critical thinking reading between the lines

- 4 An article doesn't always tell us about how the people feel, but we can often guess. Match the people from the article (1–3) with the sentences (a–c).
  - 1 Yolanda
  - 2 one of Yolanda's daughters 3 Esperanza

  - a 'I don't like the days when the wrestli happens.'
    'I feel wonderful every time I go out the
- c 'Life is very hard for people like me.'
- 5 Discuss the questions.
  - How do you feel about the word
     Would you like to see 4... Would you like to see this sport? Why Why not?

#### Word focus like

- 6 Look at the word like in these sentences. Match the sentences (1-4) with the uses (a-d).

  - Most people like football.
     Yolanda and Claudina are like famous pop stars.
     Would your daughters like to become

  - wrestlers one day?
    4 Esperanza likes watching the wrestling.
  - a We use like + noun to talk about things
  - we enjoy.

    b We use *like* + -ing to talk about activities we

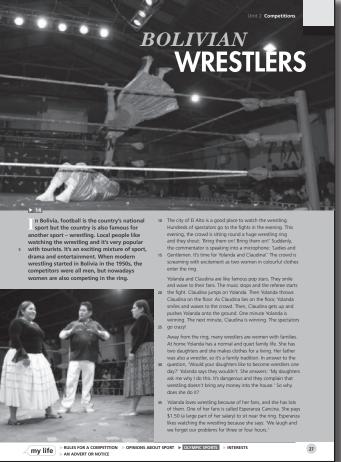
  - c We use the +-ing to talk about activities we enjoy doing.
    c We use be/look like to talk about similarities between people/things/actions.
    d We use would like to + infinitive to talk about future plans or ambitions.
- 7 Match these questions with like (1-4) with the

- nswers (a-d).
  What do you like doing at the weekend?
  What kind of music do you like?
  Are you like anyone in your family?
  Where would you like to go on holiday next?

- a I probably look like my mother.
  b Spain. Or Portugal maybe.
  c Anything. Rock. Classical. I don't mind.
  d Going to the cinema.
- 8 Work in pairs. Take turns to ask the questions from Exercise 7 and give your own a

#### Speaking my life

9 Work in groups. Can you say ten sports in the Olympic Games?



### **Lesson D**

#### Real life

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

speaking clubs and membership • real life talking about interests • pronunciation silent letters

# **2d** Joining a group

#### **Speaking**

- 1 Work as a class or in groups. Interview different people. Find someone who:
  - is a member of a team or club
  - has to go to regular meetings (e.g. every week).
  - pays to be a member.
  - competes with their team or club.

#### Real life talking about interests

- **2** Look at the adverts. Which information (1–4) is in each advert. Underline the information.
  - when the club meets
  - the membership fee

  - reasons to join how to contact the club

Would you get fit make friends?

Join our running groups for beginners and for more experienced runners. It's non-competitive and fun.

7 p.m. every Wednesday. Call Mike for details on

B Join us and **WIN** a new camera!

The Barton Photography Club welcomes new members. We are a busy club with regular speakers. Join before 1st March and enter our summer photography competition.
First prize is a new XP8ii camera! The entry fee is 15 euros (including membership).

Visit www.bartonphotoclub.com to join.

Theatre group looking for actors to be in a musical come this summer. You must be available twice a Enthusiasm is more mportant than talent Write to Mandy Giles on mandy76@dmail.com 3 • 15 Two people are looking at the adverts in their local newspaper. Listen to their conversation and number the adverts in Exercise 2 in the order

4 15 Listen again and complete the sentences.

\_\_\_\_doing that. \_\_\_joining something else? 1 You're really Well, \_\_\_\_acting? \_standing up in front of people. Are you . 5 I'm \_\_\_good at singing. \_\_\_. I think you'd enjoy it. 6 Go ...... 7 I think I'd .. ...join this on Wednesday evenings. It \_\_\_\_ like fun.

come too? 5 Match the sentences in Exercise 4 with the three categories in the box

#### TALKING ABOUT INTERESTS

Talking about interests and abilities Do you like taking photos? I'm good at acting.
I'm (not) interested in photography.

Talking about plans
I'd like/prefer to join a running club.
I wouldn't like to do it.

Recommending and encouraging It looks interesting.

I think you'd enjoy it. You should do it with me

Pronunciation silent letters

▶ 16 Some letters in English words are not pronounced. Listen to these words from the conversation and cross out the silent letters. Then listen again and repeat.

- 1 interested
- should
- friends
- write half
- what
- **7** Work in pairs. Discuss the questions.

  - Would you like to join one of the clubs in Exercise 2? Why? / Why not?

    What other types of clubs would you like to join? Why would you like to join them?

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.

28

my life 

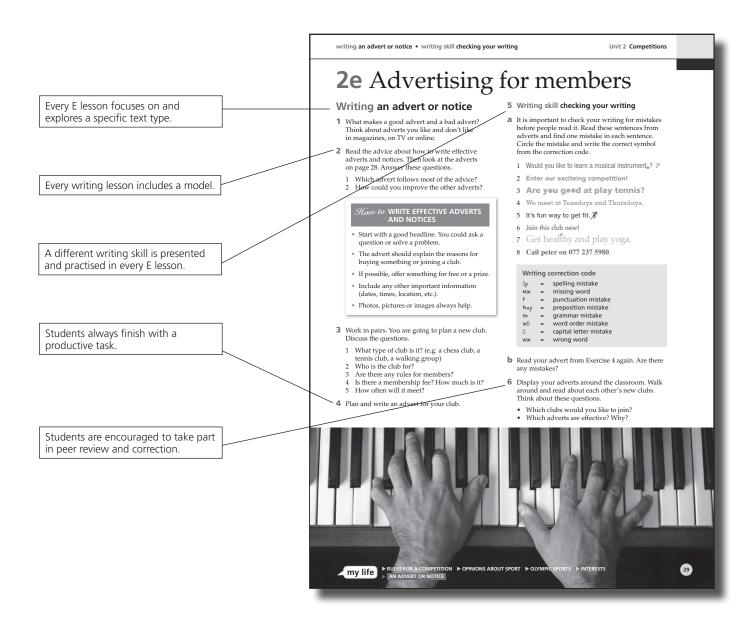
▶ RULES FOR A COMPETITION ▶ OPINIONS ABOUT SPORT ▶ OLYMPIC SPORTS ▶ INTERESTS

▶ AN ADVERT OR NOTICE

### **Lesson E**

# Writing

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



### **Lesson F**

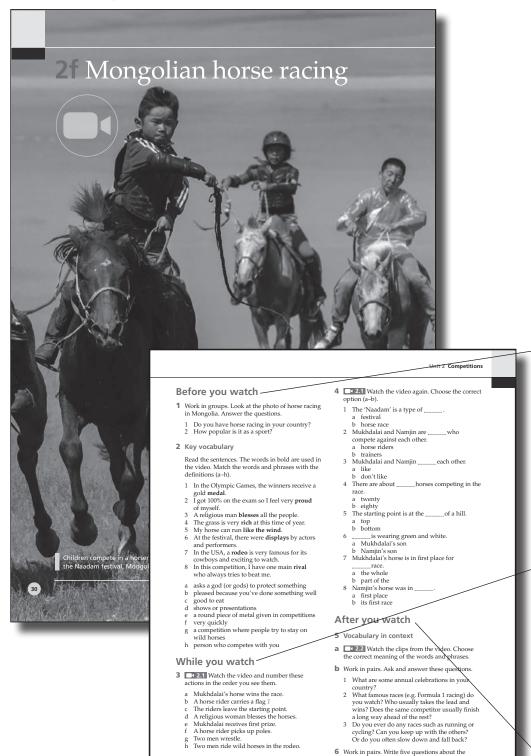
#### Video lesson

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.

6 Work in pairs. Write five questions about the Naadam festival in the video.

7 Work with a new partner. Take turns to ask and answer your questions from Exercise 6 about the Naadam.

What is the Naadam festival famous for



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

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.

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

theme of the video.

#### **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.

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

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 2** REVIEW AND MEMORY BOOSTER

#### Grammar

Choose the correct options to complete the text about an unusual competition.

The first bed race was in Knaresborough, UK, in 1966. The rules are simple. Each team <sup>1</sup> can / has to race with one bed on wheels. There are six people in a team and one passenger. The team <sup>2</sup> must / doesn't have to have either six men or six women, or you san / can't race with a team of three men and three women. The passenger has to / doesn't have to be an adult but he or she s doesn't have to / can't be younger than twelve years of age. The time limit for the race is thirty minutes and you 6 mustn't / have to take

>> MB Work in pairs. What sports do these people play? Say two rules for each sport.



3 Complete the sentences with the -ing form of these

feel go learn lose watch win ..... to speak another language is very useful. Sport is good for \_\_\_\_\_ 3 Peter hates \_\_\_\_ any type of game.
4 Trying is more important than \_\_\_\_ 5 We're bored of \_\_\_\_ this match.
6 I love \_\_\_\_ to the cinema after work.

>>> MB Complete the sentences in your own words using  $\emph{-ing}$  forms. Then tell your partner.

\_\_\_\_\_is very good for you.
I'm really interested in \_\_\_\_\_ 3 I don't like

I CAN

use verbs for rules (including modal verbs) use the -ing form

Vocabulary

5 Write the missing vowels in these words connected with sport. Race with your partner to see who can finish first.

1 R\_\_C\_\_ 2 G\_\_\_LS 3 CR\_\_WD 4 M\_\_TCH 6 B\_S\_B\_LL 7 W\_NN\_R 8 F\_NS 9 T\_M 5 F\_N\_SH L\_N\_ 10 B\_X\_R

- **6** Answer these questions with four of the words from Exercise 5.
  - What do you have to cross in a race?
  - What is the opposite of a loser?
    What type of competition is Formula One?

  - 4 What are the group of people who like a sports person or team?
- MB Work in pairs. Choose four more words from Exercise 5 and write four questions. Then work with another pair and ask and answer your

I CAN

talk about sport and sports people

#### Real life

8 Complete the conversation. Write one word in each gap.

A: Are you interested 1 There's a new evening course at my college.

B: I'm afraid I'm not very good 2 \_\_\_\_\_ art.

A: I'm not either, but I'd like 3 \_\_\_\_\_ learn.

B: Sorry. What about doing something else?

A: 5 \_\_\_\_\_you like taking photos? There's also a course for that.

B: Actually, that looks interesting.

9 >> MB Complete these sentences in your own words. Then tell your partner.

1 I'm good at ... 2 I wouldn't like to ... 3 I'm also interested in .

4 I think I'd enjoy learning ...

LCAN

talk about my interests

# Unit 1 Lifestyle

# **Opener**

- 1 ★ CPT extra! Photo activity [before Ex.1]
- Ask students to look at the photo and the caption.
   Ask them to work in pairs to describe the place and to discuss the question. Elicit a few ideas from the class in feedback.

#### **ANSWERS**

Students' own answers. The photo shows a man in Bukhansan National Park. The park contains forested areas, temples and granite peaks, and the man has clearly just climbed up one of the peaks. Maybe he feels relaxed or tired after a long climb.

# 2 🚱 [1]

 Play the recording. Students listen and answer the questions. Let them compare answers in pairs before checking with the class.

#### **ANSWERS**

- 1 In Seoul, South Korea
- 2 About ten million
- 3 It's a good way to relax.

# Audioscript 🚱 [1]

Normally, national parks are in the countryside. But Bukhansan National Park in South Korea is part of the city of Seoul. It's about forty-five minutes from the city centre by subway and about ten million people visit the park every year. People in Seoul go walking there at weekends. It's a good way to relax.

#### **Background information**

The **Bukhansan National Park** covers an area of 79.92 km² and was established on 2 April 1983. Bukhansan means 'mountains north of the Han River'. It has three main peaks and is so popular with hikers that trails are closed on a rotational basis to protect the environment.

#### 3

- You could start by checking some of the difficult words in the box with your students. Use mime or visuals to check their meaning (see Teacher development below).
- Ask students to work in pairs to discuss the activities.
   In feedback, ask some students to tell the class what they found out about their partner.

#### **EXAMPLE ANSWERS**

Note that the answers here depend on the students' own experience.

I go jogging every morning.

I don't often go clubbing.

#### **Extra activity**

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

Note: A 'live listening' is when you talk naturally about a topic and students listen to you with a task to do. It's both fun and motivating for students at this level to listen to and follow a native or proficient speaker, and a welcome and real change from listening to recorded material.

#### **Teacher development**

#### Using mime or visuals to check words

At pre-intermediate level, most new words can be explained with a picture or a mime. Here are four suggestions for checking the meaning of the activities in Exercise 3:

- Find pictures for all the activities. You could choose to print off or cut out pictures to make flashcards, or you could use your classroom technology to project pictures you have found online. Start by showing the pictures and asking: What can you see? Alternatively, since these are activities, ask: What are they doing? Elicit ideas from students. At the end, ask students to look at the activities in Exercise 3 and match them with your pictures.
- Show the pictures, as suggested in 1 above, but don't try to elicit the words. Once you have shown all your pictures, ask students to work in pairs to try to remember what activities they saw. Brainstorm activities to the board in feedback. Then ask students to look at the activities in Exercise 3 and say which ones they remembered.
- Act out the activities in Exercise 3 (e.g. mime cooking, playing a violin, reading a book) and ask students to call out, write down or silently remember the activities you are miming. At the end, students match what they said, wrote or remembered with the phrases in Exercise 3.
- Ask students to look at the activities in Exercise 3. Mime six of them, telling students to tick the ones they see you act out. Let students check in pairs, then improvise their own mimes to show the meaning of the other phrases.

# How well do you sleep?

# Lesson at a glance

- vocabulary: everyday routines
- · reading: the secrets of sleep
- grammar: present simple and adverbs of frequency
- pronunciation: /s/, /z/ or /ɪz/
- speaking: your habits

# **Vocabulary everyday routines**

- 1 ★ CPT extra! Vocabulary activity [after Ex. 1]
- Ask students to work in pairs to match the expressions. Elicit answers in feedback. Check the meaning of any unusual verb + noun collocations (see Vocabulary note below).
- Ask students to describe their typical days to their partner. You could start them off by briefly describing your own routine. This provides a model of what they should say.

#### **ANSWERS**

1 g 2 f 3 h 4 a 5 d 6 e 7 c 8 b 9 j 10 i

#### **Vocabulary note**

The main thing to point out here is the specific collocation of verbs and nouns or adverbs in ways that may not directly translate into students' L1, e.g. fall asleep and take a break.

#### Reading

# **2** 🚱 [2]

- Ask students to work individually to read the questionnaire and to choose their answers. Check that they understand the meaning of take a nap before they start (see the glossary at the bottom of the questionnaire).
- Optional step The reading text is recorded. You could play the recording and ask students to read and listen, selecting their answers as they go along (see Teacher development below).
- Ask students to work in pairs to compare their answers. Elicit what students found out about each other in feedback.

#### **ANSWERS**

Students' own answers

#### **Teacher development**

#### Reading a text while listening to a recording

Whether you choose to ask students to read with or without the recording is up to you. Here are some reasons why it's a good idea to ask students at the preintermediate level to listen and read:

- It gets students to read at the same speed, and as a whole class activity.
- It helps students with comprehension the way the speaker uses stress, intonation and pauses can help students follow a text more easily.

- Students notice how words in a text are pronounced
- It builds confidence with reading it signals that students should read a text naturally the first time they read it, and that they should not worry about unknown words.

#### 3

 Ask students to find the analysis of their answers on page 153. Let them compare their findings with their partner, and discuss what type of person they are. Elicit some answers in feedback, and find out what sort of sleep problems students have and what the reasons might be.

# Grammar present simple and adverbs of frequency

- Ask students to work individually to match the sentences with the uses of the present tense.
- Let students compare answers in pairs before checking with the class.

#### **ANSWERS**

1 **b** 2 **a** 

#### 5

- Ask students to look at the grammar box. Point out the third person addition of -s (sleeps).
- Ask students to read the article quickly for general understanding first. Ask: What is it about? (why we sleep, why we have problems sleeping and why people sleep differently).
- Ask students to read the article again and complete it with the correct form of the verbs in brackets. Let students compare answers in pairs before checking with the class.

#### **ANSWERS**

- 1 do we sleep 2 spend 3 don't know 4 do we have
- 5 don't get 6 work 7 go 8 do we sleep
- 9 depends 10 need 11 don't sleep 12 take

#### **Grammar note**

Note the following form rules that often cause students problems:

- We add -s or -es in the third person. We only add -es after o (he goes), after y changes to i (she flies) and after the consonant sounds ch, sh, x and ss (she watches, he washes, she fixes, he kisses). Students sometimes misapply rules and change y to i when y comes after a vowel. Words that end with vowel + y don't change (e.g. play becomes plays not plaies).
- We use the negative form of the auxiliary verb do/does + bare infinitive to form negatives (e.g. Tom doesn't watch TV). Students often confuse this in the third person (e.g. He don't watch/watches; He doesn't watches.)
- We use the auxiliary verb do/does to form questions:

Q word	auxiliary	subject	main verb
Where	do	you	live?
What	does	she	do?

# UNIT 1 Lifestyle

Refer students to page 156 for further information and practice.

# ANSWERS TO GRAMMAR SUMMARY EXERCISE

1 doesn't live 2 drives 3 Does; speak 4 don't like 5 Do; see 6 are 7 don't need 8 Is 9 has

# Pronunciation /s/, /z/ or /ɪz/

**6a 6a (3) ★ CPT extra!** Pronunciation activity [before Ex. 6]

- Discuss the fact that there are three different ways to pronounce the *s/es* endings of the third person singular present simple verbs: /s/, /z/ or /IZ/ (see Pronunciation note below).
- Play the recording and let students just listen to the words first, then play it again for them to write the correct pronunciation.
- Let students compare their answers with a partner before checking with the class.
- If necessary, play the recording again to check any disputed answers.

#### **ANSWERS**

1 feels /z/ 2 needs /z/ 3 watches /zz/ 4 sleeps /s/

5 goes /z/ 6 dances /z/ 7 does /z/ 8 works /s/

#### **Pronunciation note**

After a voiced sound, the third person 's' is pronounced /z/. After an unvoiced sound, it's pronounced /s/.

When a verb ends in the following sibilant sounds, the third person 's' or 'es' is pronounced /1z/: /s/, /z/, /dʒ/, /ʃ/ or /tʃ/.

Note that a voiced sound is a sound made when the voice box vibrates and an unvoiced sound is a sound made when the voice box doesn't vibrate. Say /t/ and /s/ with your hands over your ears and notice the lack of a deep vibration. Then say /d/ and /z/ and notice the different vibrating sound.

A sibilant is a hissing /s/-like sound (a sound the phonemes listed above all share).

# **b** 🚱 [3]

- Play the recording again. Students listen and repeat.
- Optional step Write more verbs on the board and ask students to use phonemes to write the correct ending on each: talks /s/, plays /z/, catches /IZ/, reads /z/, gives /z/, washes /IZ/, writes /s/, listens /z/, makes /s/.

#### **Extra activity**

Students at this level often forget to add the -s or -es ending. Encourage them to use phonemes when noting new verbs in their dictionary (e.g. watch - watches /ız/, play – plays /z/). Many teachers keep three small flashcards with the phonemes /s/, /z/ and /ɪz/, which they show when students make mistakes. You could pin them next to the board and just point in their direction when students make the common slip of omitting this ending.

- Ask students to read and think about the questions for a minute.
- Then ask students to work in pairs or small groups to discuss the questions. Monitor and notice how well students are attempting the form and pronunciation of present simple questions and statements.
- **Optional step** Note any errors you hear as students speak. After feedback, write up short sentences with errors you heard and ask pairs or groups to work together to correct them.

#### ANSWERS

Students' own answers

#### 8

- Look at the list with the class and ask students if they can suggest what adverbs of frequency are missing.
- Ask students to look back at the questionnaire in Exercise 2 and underline all the adverbs of frequency, then decide which are missing from the list and write
- In feedback, copy the list on to the board and ask individual students to come to the front of the class to write in the missing words.

#### **ANSWERS**

1 often 2 sometimes 3 never

- Ask students to read the grammar box and notice the position of the adverbs and expressions of frequency in the sentences.
- · Ask students to work individually to read the rules and choose the correct options. Let them compare answers in pairs before checking with the class.

#### **ANSWERS**

- 1 after the verb to be, before the main verb
- 2 at the beginning

Refer students to page 156 for further information and practice.

#### ANSWERS TO GRAMMAR SUMMARY EXERCISES

2

- 1 I am often tired at work.
- 2 We eat out in a restaurant twice a week. / Twice a week we eat out in a restaurant.
- 3 correct
- 4 correct
- 5 I have a cup of coffee two or three times a day. / Two or three times a day, I have a cup of coffee.
- 6 They don't often play board games.
- 7 Does she usually take public transport?

- 1 always 2 get up 3 never 4 have 5 often 6 meet
- 7 go 8 every day 9 eat 10 two or three times a month

### **10** ★ **CPT extra!** Grammar activity [after Ex. 10]

- Look at the example and do sentence 2 as a class. This is a good opportunity to point out that sometimes more than one answer is possible.
- Ask students to work individually to decide where to put the adverb or expression in the sentences (see Grammar note below). Let them compare answers in pairs before checking with the class.

#### **ANSWERS**

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

#### **Grammar note**

Adverbs of frequency generally go between the subject and main verb (*I often sleep*), but after the verb be and auxiliary verbs (*He is often asleep; He doesn't often sleep*). The adverb sometimes is more flexible – it's often used at the start of sentences (*Sometimes we go camping in the summer*).

Expressions of frequency can be placed at the start of sentences to add emphasis, but generally they go at the end.

# Speaking / my life

- Ask students to work with a new partner. Look at the ideas in the box and elicit two or three possible questions and answers from the class. Then ask students to take turns to ask and answer with their partner. They should respond with answers that are true for them.
- Circulate and check correct question formation and use of the adverbs and expressions in students' answers.
- After a few minutes, say stop. Ask different individuals to tell the class what they learned about their partner.
- As students speak, note any errors with the present simple and adverbs of frequency. In feedback, write up four or five simple sentences with errors that you heard. Make sure the errors are from different students and anonymous. Ask students to work in pairs to correct the errors.

#### **EXAMPLE ANSWERS**

Here are some example questions and responses: How often are you late for college? Never. I About once a week.

How often do you check your emails? Twice a day How often do you go on holiday? Every summer / Twice a year.

How often are you stressed at work? Often. I Every day.

#### 12

- Ask students to work in groups of three or four. (Make sure that there is an even number of groups.)
- Explain that they should produce a set of questions about lifestyle with three answers to choose from for each question. Elicit an example question and answer options with the class, e.g.

How often do you go to the cinema?

A: Every week

B: Once a month

C: Once a year

• If you think your students may be short of ideas when preparing, elicit a few categories or questions they could ask (e.g. sport, free time, food, work, home). Alternatively, ask different groups to prepare questions on different categories.

#### **EXAMPLE ANSWERS**

Here are some possible questions:

Sport: Do you often do exercise / do sport / watch football live or on TV? How often do you go to the gym?

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

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

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

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

#### 13

- Ask each group to join another group. You could ask them to sit in a circle or round a table so that they can easily ask each other their questions.
- Ask students to take turns asking and answering their questions. Tell them to note the answers and to use the information to present their findings to the class at the end
- Elicit information from each group and discuss which group has the busiest lifestyle.

#### **Extra activity**

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



# 1b The secrets of a long life

#### Lesson at a glance

- · reading: the island of Okinawa
- wordbuilding: collocations with do, play and go
- listening: in search of a long life
- grammar: present simple and present continuous
- speaking: your current life

# Reading

- Ask students to think about the answers to the questions. Students can work in groups of three or four to discuss their answers.
- Elicit some feedback as a class to see who is the oldest person anyone knows and to discuss the reasons for their long life.
- 2 **S** [4] **CPT extra!** Background information [before Ex. 2]
- Ask students to read the questions, then read the article to find the answers.
- Optional step The reading text is recorded. You could play the recording and ask students to read and listen.
- Let students compare answers in pairs before checking with the class. For the fourth question, ask students to tell the class about healthy aspects of their partner's life.

#### **ANSWERS**

- 1 In Japan
- 2 It has some of the oldest people in the world.
- 3 fish, fruit, vegetables
- 4 Students' own answers

#### **Background information**

Okinawa Island has an area of over 1,200 square kilometres and is roughly 640 kilometres south of the rest of Japan. It's famous for thick, slimy Mozuku seaweed (shown in the photo) which is very healthy, and one reason why the islanders live so long.

The oldest person who ever lived was French woman Jeanne Calment (1875–1997), who lived to the age of 122 years, 164 days. The oldest Okinawan was Kama Chinen (1895–2010) who lived to be 114 years 124 days old.

# **Wordbuilding collocations with** do, play and go

3

- Read the information in the wordbuilding box with the class. Elicit other *do*, *play* and *go* collocations students already know (e.g. do crossword puzzles, play computer games, go skiing).
- Ask students to work individually to find the collocations in the article and to complete the table. Let them compare answers in pairs before checking with the class.

#### **ANSWERS**

Do: gardening, (regular) exercise Go: fishing, cycling, swimming

Play: games

Refer students to Workbook page 11 for further practice.

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

- Ask students to work in pairs to add the activities to the table in Exercise 3. They then think of another activity for each verb (see answers in brackets below). Make sure there are dictionaries available in the classroom for students to check any collocations they aren't sure of.
- In feedback, build up a complete table on the board. You could ask students from different pairs to come up to the board to write up the activities. Ask students if they notice any pattern or rule (see Vocabulary note below).
- Optional step Drill the phrases for pronunciation practice. Note the English pronunciation of the following: piano /pɪˈænəʊ/, yoga /ˈjəʊgə/, karate /kəˈrɑːtɪ/.

#### **ANSWERS**

Do: homework, nothing, yoga, karate (aerobics, athletics) Go: hiking, running, shopping, surfing (camping, dancing) Play: cards, tennis, the piano, football (chess, basketball)

#### **Vocabulary note**

#### Sport

There are basic rules with play, do and go (although there are some exceptions).

- We use play with sports that involve a ball (or something similar), e.g. play football, tennis, golf, rugby, ice hockey, badminton.
- We use go with activities that end with -ing, e.g. go swimming, skiing, fishing.
- We use do with other activities when we don't say -ing, e.g. do aerobics, gymnastics, athletics, martial arts.

We tend to say do sport (not play sport) and do boxing or wrestling (not go boxing).

#### Instruments

In common with many other European languages, we also use play with musical instruments, but we usually use the, e.g. play the guitar, play the drums, play the violin.

#### Uses of do

We use do with activities with the when there's an idea of work, e.g. do the shopping, do the gardening, do the housework. We also use do when we don't specify the activity, e.g. do nothing, do something fun, not do much.

- Ask students to work with a new partner to talk about people they know. You could model the activity by describing people you know. As students speak, walk round and listen to how well your students are using the collocations.
- Note down some errors as you monitor. At the end, write several errors on the board and ask students to work in pairs to correct them.

# Listening

# 6 🧌 [5]

- Explain that students are going to listen to an interview.
- Ask students to read the topics, then play the recording. Students listen and tick the topics. Let students compare answers in pairs before checking with the class.
- In feedback, ask what they heard that helped them decide.

#### **ANSWERS**

- 1 the age of men and women (men live to the same age as women)
- 2 family life (the family is so important here)
- 4 food (Every Sunday, the whole family eats a big meal together; eating more food like chips and burgers)
- 5 exercise (doing less exercise)

# Audioscript 🚱 [5]

- P = Presenter, D = David McLain
- P: No one knows exactly the reason why some people live longer than others. Why are they so healthy? Is it their diet? Do they go to the gym more than other people? Well, one man is trying to answer these questions and that man is photographer David McLain. He's currently travelling to different places around the world with large numbers of people aged a hundred and over and asking the question: Why are they so healthy? At the moment he's working on the island of Sardinia in Italy and he's speaking to us right now on the phone. David, thank you for joining us today.
- **D:** Hello.
- **P:** So, first of all, tell us why you decided to visit Sardinia.
- **D:** Well, Sardinia is an interesting place because men live to the same age as women. That isn't normal for most countries. Men normally die younger.
- **P:** And does anyone know the reason why people live longer in Sardinia?
- **D:** There are different ideas about this. One explanation is that the family is so important here. Every Sunday, the whole family eats a big meal together. Research shows that in countries where people live longer, the family is important.
- P: I see. So, do you think people live longer in traditional societies?
- D: That's an interesting question. Sardinia is quite a traditional place but, even here, the younger generation are eating more food like chips and burgers. Also young people are moving to the city, so they are doing less exercise because of their lifestyle. It'll be interesting to see what happens in Sardinia in the next twenty or thirty years ...

# 7 🚱 [5]

- Ask students to read the sentences and decide whether they are true (T) or false (F). Then play the recording again for students to check their answers.
- Let them compare answers in pairs before checking with the class.

#### **ANSWERS**

- 1 T (He's currently travelling to different places around the world.)
- 2 F (At the moment he's working on the island of Sardinia in Italy and he's speaking to us right now on the phone.)
- 3 F (Sardinia is an interesting place because men live to the same age as women.)
- 4 T (Every Sunday the whole family eats a big meal together.)
- 5 F (He doesn't say that.)
- 6 T (... the younger generation are eating more food like chips and burgers. Also young people are moving to the city, so they are doing less exercise because of their lifestyle.)

#### 8

Ask students to discuss the questions briefly in pairs first before having a whole class discussion. Encourage students to talk about whether the family is important in their country, and whether the whole family eats a big meal together, and to talk about how traditional their society is, and whether it's changing, particularly for the younger generation.

#### **Background information**

Sardinia (/sɑːˈdɪniə/) lies to the west of the Italian mainland, south of Corsica (which belongs to France), in the Mediterranean Sea. It has a population of 1.6 million. It's noted for its wild mountainous interior, and the beauty of the sea and coasts, with clear water and silver beaches. The capital is Cagliari in the south; the other main city is Sassari in the north west. Outside of these cities, most people live a rural life in small villages.

# Grammar present simple and present continuous

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

- The aim here is to start by revising present simple tense uses.
- Ask students to read the sentences and do the task individually. They can then check with a partner.
- Elicit the answers from the whole class, having them recognize the present simple forms first (sentences 3 and 4) before telling you the uses.

#### **ANSWERS**

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

#### 10

- Ask students to look at the sentences again and underline the present continuous forms. Ask them to discuss how to form this tense with their partner.
- Elicit the form in feedback and write it on the board. Look at the grammar box with the class and point out how to form negatives and questions also.

#### **ANSWERS**

You form the present continuous tense with the present simple of the verb to be + -ing form (present participle) of the main verb.

#### **Grammar note**

The examples in the grammar box and the sentences in Exercise 9 illustrate some of the spelling rules for the -ing form. You may wish to point these out to students.

 Verbs ending in a consonant + vowel + consonant. double the last letter of the verb and add -ing, e.g.  $travel \rightarrow travelling$ .

He's currently travelling to different places around the world.

• verbs ending in -e, delete the final e and add -ing, e.g.  $move \rightarrow moving$ .

Young people are moving to the city.

You could also point out that we do not use continuous forms with stative verbs, e.g. like, love, be, have. So we would not say: I am liking my English classes a lot at the moment. Instead we would use an active verb such as enjoy, e.g. I am enjoying my English classes at the moment.

#### 11

- Read the information about the uses of the present continuous with the class. Check that everyone understands (see Grammar note below).
- Ask students to work in pairs to match sentences 1, 2 and 5 from Exercise 9 with the uses a-c.
- Check answers with the class.

#### **ANSWERS**

Sentence 1: b (to talk about something happening around now, but not necessarily at this exact moment) Sentence 2: c (to talk about something actually in progress now)

Sentence 5: a (to talk about a changing situation)

#### **Grammar note**

The present continuous is used to show that something is temporary, has duration and is around now. It can be shown with a timeline:

**Past** Future Now

Refer students to page 156 for further information and practice.

#### ANSWERS TO GRAMMAR SUMMARY EXERCISES

1 'm waiting 2 are; going 3 isn't working

4 'm writing 5 's talking 6 're building 7 are becoming

1 'm eating; eat 2 drives; 's driving 3 's talking; talk

4 'm working; work 5 'm doing; do

6

1 live 2 eat 3 say 4 is 5 is changing 6 are eating

 Ask students to work individually to complete the sentences. Let students compare answers in pairs before checking answers with the class. Elicit the answers as complete sentences and ask students to explain why they chose the simple or continuous form each time (see Grammar note below).

#### **ANSWERS**

- 1 're learning 2 spend 3 'm checking 4 do; go
- 5 'm reading 6 isn't eating 7 don't do 8 are playing

#### **Grammar note**

- 1 something happening around now, but not necessarily at this exact moment
- 2 a habit or routine
- 3 something in progress now
- 4 asking about a habit or routine
- 5 something happening around now, but not necessarily at this exact moment
- 6 something happening around now, but not necessarily at this exact moment
- 7 generally or always true
- 8 a changing situation (Students may argue that we can use the present simple in sentence 8. This is correct if you see this as a general truth as opposed to a changing situation.)

#### Speaking 4 my life

#### 13

- Read the instructions with the class and check that everyone understands what to do.
- Ask students to produce questions using the present simple and present continuous. Circulate and check correct question formation. Let students compare answers in pairs before checking with the class.

#### **ANSWERS**

- 1 a How do you usually spend your free time?
  - b Are you doing much sport these days?
- 2 a Do you often read novels?
  - b Are you reading any good books at the moment?
- 3 a Where do you normally go on holiday?
  - b Where are you planning to go this year?
- 4 a Do you speak any other languages?
  - b Are you learning any new languages?

#### 14

- Organize the class into pairs. Ask students to take turns to ask and answer their questions from Exercise 13. Monitor and notice how well students use the tenses. Note any errors which you could write on the board at the end for students to correct.
- In feedback, ask students to tell the class some facts about their partner.

#### **Extra activity**

With a young class, you could turn this into a roleplay. Ask half the class, working in pairs, to prepare questions to ask somebody famous or in the news. Ask the other half to decide which person to be and to think about what they often do and what they are doing these days. Organize students into new pairs (one from each half) to carry out their interviews.

# 1c Nature is good for you

#### Lesson at a glance

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

# Reading

1

- Ask students to work in pairs to discuss the photo and the questions.
- In feedback, elicit ideas from the class, and use this opportunity to pre-teach the meaning of some key words from this section: *brain*, *heart rate*, *outdoors*, *nature*, *3D virtual reality* (see Vocabulary note below).

#### **ANSWERS**

Students' own answers.

The woman is enjoying a virtual reality nature experience. She's standing in a studio with pictures of nature around her.

#### **Vocabulary note**

brain = the grey organ in your head that thinks
heart rate = how fast your heart beats
outdoors/outside = not inside

*nature* = the world not made by man, i.e. trees, lakes, mountains, seas

3D virtual reality = 3D means three-dimensional – virtual and reality refers to the pictures and sounds made by a computer to make the user feel they are in a real place

# **2** [6]

- Ask students to read the article and match the topics with the paragraphs. Let students compare answers briefly in pairs before checking with the class.
- Optional step The reading text is recorded. You could play the recording and ask students to read and listen.

#### **ANSWERS**

a 1 b 3 c 2

#### **3** ★ **CPT extra!** Grammar activity [after Ex. 3]

- Read the questions with the class.
- Ask students to read the article again and find the answers. Let students compare their answers in pairs before checking with the class.

#### **ANSWERS**

- 1 It's good for us.
- 2 Humans are spending more time inside and less time outside.
- 3 The number of visitors is getting lower every year.
- 4 in a 3D virtual reality room
- 5 near parks
- 6 a new shopping mall with a large garden
- 7 in forest schools
- 8 13 million

### Word focus feel

- Ask students to find and underline the three phrases with *feel* in the first paragraph of the article.
- Read the uses (1-3) with the class and elicit the first answer as an example.
- Ask students to work in pairs to match the remaining two phrases with the uses. Check answers as a class and try to elicit other examples for the uses (see Vocabulary note below).

#### **ANSWERS**

1 feel better 2 feel like going 3 feel that

#### **Vocabulary note**

- 1 To talk about your emotions or health: feel better/ worse, feel tired, feel ill, feel sick, feel bored, feel under the weather
- 2 To talk about wanting to do something: I feel like going out later; I feel like singing.
- 3 To talk about an opinion: I feel (that) ...

#### 5

• Ask students to work individually to complete the questions. Let them compare answers in pairs before checking with the class.

#### **ANSWERS**

1 like 2 that 3 better

- Give students a minute or two to think about the questions in Exercise 5.
- Ask students to work in pairs to discuss the questions. Monitor and help with vocabulary as necessary.

#### **Extra activity**

Write the following sentence starters on the board. Ask students to complete them, then discuss them in pairs or small groups:

- 1 I feel that the government ...
- 2 I often feel tired when ...
- 3 At the weekend, I usually feel ... because ...
- 4 ... always makes me feel ...
- 5 Right now, I feel like ...

# **Critical thinking giving examples**

 Read the information with the class and elicit the answers to the questions.

#### **ANSWERS**

Sentence b has the main idea.

Sentences a and c give examples.

#### **8** ★ **CPT extra!** Critical thinking activity [after Ex. 8]

- Ask students to work individually to find the sentence with the main idea and the sentences with examples in paragraphs 2 and 3 of the article. Ask them to underline the words and phrases for giving examples.
- Let students compare answers in pairs before checking with the class.
- In feedback, build up a list of words and phrases on the board for giving examples and point out how they are used (see Vocabulary note below).

#### **ANSWERS**

Paragraph 2

Main sentence:

As a result, some doctors are studying the connection between nature and health ...

Example sentences:

One example of this is the work of Dr Matilda van den Bosch in Sweden.

<u>Another good example of</u> how nature is good for health comes from Canada.

Paragraph 3

Main sentence:

Because of studies like these, some countries and cities want nature to be part of people's everyday life.

Example sentences:

In Dubai, for example, there are plans for a new shopping mall with a large garden ...

In some countries such as Switzerland, 'forest schools' are popular ...

And South Korea is another good example; it has new forests near its cities ...

#### **Vocabulary note**

We can use For example, to introduce an example, or one of a number of other set phrases:

An/One example (of this) is ...

Another / A further / A good example (of this) is ...

Alternatively, we can use a phrase at the end of sentences:

The number of visitors is going down, for example. The reduction in the number of visitors is an example of this.

We use such as + noun / noun phrase to give an example. In cities such as London, ...

- Read the sentence beginnings with the class. Give students a minute or so to prepare their endings using examples from their own life. You could start them off by eliciting two or three possible ideas from the class or by providing your own, personal, model answers.
- Organize the class into new pairs or small groups. Ask students to take turns to share their sentences. Monitor and notice any errors or examples of good language.

#### **EXAMPLE ANSWERS**

Students' own answers. Some suggestions:

- 1 I relax in my free time in different ways. For example, I sometimes go out with friends, but sometimes I stay at home and watch TV.
- 2 My home town has some places with trees and nature, such as the park in the city centre, and the national zoo.
- There are some beautiful national parks in my country. A good example is Millennium Park.

#### **Extra activity**

Write the following on the board and ask students to personalize them with examples:

We have great beaches in my country. There are a lot of things to see in my city.

# **Speaking** $\angle$ my life

- Ask students to work in groups of four. Read the instructions and the ideas with the class and check that everyone understands what to do.
- In their groups, students decide on one extra idea.
- In feedback, ask groups for their extra ideas and decide which ideas are the best.

#### **EXAMPLE ANSWERS**

Students' own answers. Some possibilities include: install an open-air gym in the park; build an outdoor swimming pool, provide an all-weather football pitch.

#### 11

- Ask each group to discuss the ideas and decide on the
- **Optional step** Make one person in each group the 'chair'. It's their job to open the debate, make sure everybody has a chance to speak, and to summarize and choose the best idea. It's also their job to present the group's decision to the class at the end.

#### 12

• Ask each group to present their idea to the class. Then open up the debate for a whole class discussion. You might want to end with a vote for the best idea.

#### **Extra activity**

In groups or open class, ask students to give examples of how their home city has changed to be healthier and more natural in their lifetimes. Alternatively, you could ask students to prepare and give a presentation on this topic. The preparation could be done for homework.



# 1d At the doctor's

# Lesson at a glance

- · vocabulary: medical problems
- pronunciation: one or two syllables?
- real life: talking about illness

# Vocabulary medical problems

- 1 ★ CPT extra! Lead-in activity [before Ex. 1]
- Optional step With books closed, mime some of the medical problems taught in this section. Ask students to write down as many as they can (in English or L1). Then ask students to tell their partner which ones they already know or can describe in English (see Vocabulary note below).
- Ask students to work in pairs to match the people with the medical problems. Elicit the first answer with the class as an example.
- Encourage students to make guesses and use prior knowledge. When checking the answers, use mime to check the meaning.

#### **ANSWERS**

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

#### **Vocabulary note**

Note the fixed collocations:

a runny nose (= you can't stop 'fluid' coming out of it) a sore throat (= it hurts when you swallow)

We use ache (= a pain) with various parts of the body (note also toothache). We always say a headache, but usually don't use the article with other 'aches'.

#### 2

- Ask students to work individually to categorize the medical problems in Exercise 1. Let them compare their answers in pairs.
- There are no fixed answers so, in feedback, ask students to justify their answers.

#### **EXAMPLE ANSWERS**

- 1 I go to bed: headache, stomach ache, a temperature (perhaps backache)
- 2 I take medicine or pills: headache (paracetamol, aspirin); earache (ear drops); stomach ache; sore throat (throat sweets / lozenges); bad cough (cough syrup)
- 3 I go to the pharmacy or see my doctor: you might go to the pharmacy for all these - backache, earache, very bad stomach ache, and perhaps a high temperature might mean going to see the doctor.

# Pronunciation one or two syllables?

# **3a** 🚱 [7]

- Optional step Establish what a syllable is by writing toothache on the board and asking students to say how many syllables there are (two) – point out that a syllable is a single sound.
- Play the recording. Students listen and underline the stressed syllables in the two syllable words.

# Audioscript **6** [7] (and answers)

ache (1 syllable)

headache (2)

ear (1)

earache (2)

stomach (2)

throat (1)

cough (1)



 Play the recording again. Students listen and repeat (see Pronunciation note below).

#### **Pronunciation note**

Note the difficult pronunciation of some of these words: ache /eɪk/, ear /ɪə/, stomach /ˈstʌmək/, sore /sɔː/, throat /θrəʊt/, cough /kpf/.

Note that the main stress is on the adjectives in the compound nouns: <u>sore</u> throat, <u>run</u>ny nose, <u>bad</u> cough.

Note that the main stress is on the first syllable in compounds with ache: headache, stomach ache.

# Real life talking about illness

# 4 🊱 [8]

- Explain that students are going to hear a conversation in a pharmacy and another one at a doctor's.
- Play the recording. Students listen and note the medical problems they hear for each conversation. Let them compare their answers in pairs before checking with the class.

#### **ANSWERS**

Conversation 1: a runny nose and a sore throat Conversation 2: earache and temperature

# Audioscript 🚱 [8]

#### **Conversation 1**

- **P** = Pharmacist, **C** = Customer
- P: Hello, how can I help you?
- C: Hello. I've got a runny nose and a sore throat. I feel
- **P:** Have you got a temperature as well?
- c: No, it's normal.