



NATIONAL
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LEARNING

1

Life

THIRD
EDITION

HELEN STEPHENSON

JOHN HUGHES

PAUL DUMMETT



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ON THE COVER

A close-up of an Edwards's fig parrot. This photo is part of Joel Sartore's Photo Ark collection, taken at Loro Parque Fundación, Santa Cruz de Tenerife, Spain. These birds are originally from New Guinea where they live in forests and come together in large numbers to eat figs from fruiting trees.

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| 1 Hello pages 9–20 Review page 20 | <i>be (am/is/are); my and your</i> | the alphabet; countries and nationalities; numbers 1–10; colors; classroom items | classroom language | /aɪ/; /h/ and /ʃ/; /eɪ/; /æ/ and /ɛ/ | a greeting; simple bios; recognizing individual words in connected speech |
| 2 My world pages 21–32 Review page 32 | <i>be (we/they); be (negative forms); be (questions and short answers); a/an; plural nouns</i> | days of the week; numbers 11–100; continents; personal information | giving personal information | <i>we're, they're; isn't, aren't; /ɪ/ and /i/; plural nouns; syllables</i> | a photo description; a video call; recognizing keywords |
| 3 Family and friends pages 33–44 Review page 44 | <i>have/has; his, her, its, our, their; possessive 's; question words</i> | family; people; months; word focus: <i>in</i> ; special occasions | special occasions; giving and accepting presents | <i>their, they're, your, you're; possessive 's; linking with in; intonation</i> | a conversation about a family; a description of a day out; a description of friends; listening for specific details |
| 4 Places pages 45–56 Review page 56 | prepositions of place (1); <i>this, that, these, those</i> ; <i>be</i> + adjective; adjective + noun | places in a town; the time; word focus: <i>at</i> ; snacks | buying snacks | /a/; /ð/; /b/ and /v/; linking with <i>can</i> | a description of a city; conversations about public transportation in Brisbane; identifying the setting |
| 5 Hobbies pages 57–68 Review page 68 | <i>like/don't like (I/you/we/ they/he/she); like questions and short answers; can (I/you/we/they) and questions and short answers</i> | sports; interests; hobbies; word focus: <i>about</i> ; opinion adjectives; feelings | suggestions and responses | <i>Do you ...?; Does he ...?; Does she ...?; can/can't; sentence stress</i> | information about sports; an interview with Zeb Hogan; reading about a topic, then listening to someone talk about it and checking whether the information was mentioned in the reading or not |
| 6 Daily life pages 69–80 Review page 80 | present simple (I/you/we/ they); prepositions of time; present simple questions and short answers (I/you/ we/they); object pronouns; present simple <i>Wh</i> - questions | routines; food; weather; word focus: <i>go</i> ; problems | problems and suggestions | /oo/ and /a/; missing syllables; <i>Wh</i> - question words; sentence stress | a description of Greenland; a radio show about street food; matching pictures with sections/conversations |

| Reading | Critical thinking | Speaking | Writing | Video |
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| introductions; an online class | greetings and goodbyes | making introductions; doing a quiz; greeting people; talking about photos | a profile; capital letters (1) | <i>My top ten photos</i> ; visual literacy: identifying things in photos |
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| an article about a famous family; accounts of New Year celebrations around the world | comparing experiences | talking about your family; describing friends; doing a festivals quiz; talking about sister cities | messages; contractions | Sustainable life: partnerships |
| an online city map; reviews of tourist attractions | the writer's opinion | asking and answering questions about places; asking and answering questions about public transportation; finding out about interesting places to visit in your town; role-playing a tourist information center | a social media post; <i>and, but</i> | <i>Where's that?</i> ; visual literacy: understanding signs |
| an article about a cycling club; an article about an amazing artist | titles | doing a sports survey; asking and answering questions about what family members like; doing a class survey about what people can do; role-playing a scary situation | instant messages; punctuation and sentence structure | <i>Running wild</i> ; visual literacy: recognizing feelings |
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| 8 Vacations pages 93–104 Review page 104 | <i>there is/are</i> ; <i>there is/are</i> negative and question forms; imperative forms | clothes; furniture; travel; word focus: <i>to</i> ; tourist information | asking for tourist information | /ər/ and /ɔ:/; word stress: <i>is, are</i> ; word stress: first syllable; <i>I'd like, We'd like</i> | interviews about vacations; a conversation between friends planning a trip; anticipating questions |
| 9 Past events pages 105–116 Review page 116 | <i>be: was/were</i> ; <i>be: was/were</i> question forms regular past simple verbs; <i>there was/there were</i> | years; describing people; dates; word focus: <i>on</i> ; activities | apologizing | <i>was/were</i> weak forms; -ed verb endings; /ə/; sentence stress | a monologue about immigration in New York; a podcast about heroes; identifying the antecedents of pronouns |
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| 11 My weekend pages 129–140 Review page 140 | present continuous; present simple and present continuous; prepositions of place (2) | rooms in a house; outside; houses; word focus: <i>for</i> ; verbs and nouns; jobs around the house | making and responding to requests | /ɪ/; /ɪr/; /əʊ/; intonation in requests | a description of someone's work and weekend activities; an interview with a storm chaser; anticipating questions |
| 12 Plans and dreams pages 141–152 Review page 152 | <i>be going to</i> ; present continuous for the future; tense review | unusual experiences; activities with friends; word focus: <i>old</i> ; times and places | offers and invitations | <i>gonna</i> ; <i>going</i> and <i>doing</i> ; words ending in /tʃər/; <i>Would you ...?</i> | someone talking about unusual activities; voice messages between friends making plans; matching conversations with pictures |

| Reading | Critical thinking | Speaking | Writing | Video |
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| an article about things in a travel writer's bag; travel websites | identifying text type | describing what's in your bag for a vacation; talking about vacation destinations; choosing a vacation destination; describing photos | travel advice; <i>because</i> | <i>Palau's eco-pledge</i> ; visual literacy: understanding the message of a photo |
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Learn with *Life*

Life Third Edition takes you around the globe, learning about new people, places, and ideas. As well as exploring topics that keep you engaged, the content also has universal themes that keep the events relevant to your lives and times.



UNIT 1

- An introduction to a National Geographic Explorer
- People from around the world
- A video about some amazing photos



UNIT 2

- Spending time with friends
- A quiz about continents
- A video about South Australia



UNIT 3

- A family from the U.K.
- New Year celebrations: from Dubai to the U.S.
- Two cities with one thing in common



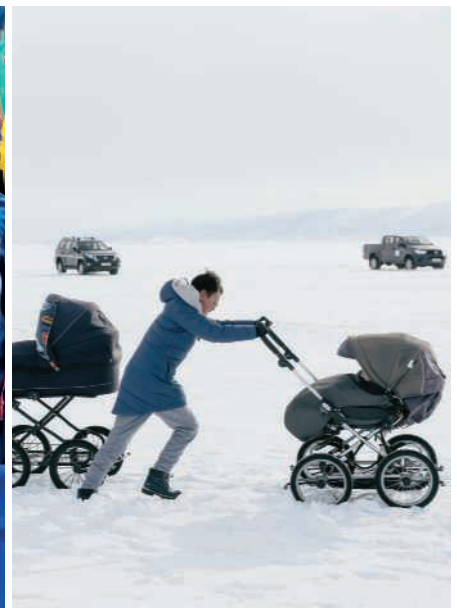
UNIT 4

- All the places in a town
- Unique tourist attractions in Mexico, Japan, and France
- Getting around a city



UNIT 5

- Dr. Zeb Hogan's favorite things
- A British artist with an amazing talent
- An exciting climb



UNIT 6

- A day in Lagos and a night in Chile
- Canada: a look at each season
- How food is different around the world



UNIT 7

- A pilot and a drone operator from Rwanda
- Tigers in Thailand
- A video about African elephants



UNIT 8

- The things a travel writer takes on trips
- Unusual vacations
- An island nation that asks its visitors to make a promise



UNIT 9

- A quiz about famous firsts
- An interview about personal heroes
- Countries changing dates and time zones



UNIT 10

- A discovery in the Ötztal mountains
- The life story of a movie director
- An underwater filmmaker helping with conservation



UNIT 11

- Home life in Sumatra, Indonesia
- Chasing storms in the U.S.
- A video about working as a lighthouse keeper



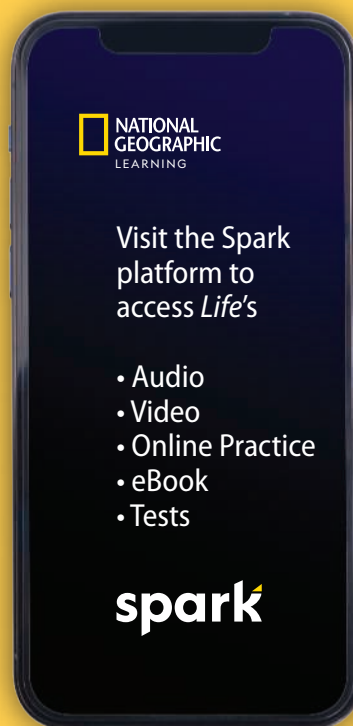
UNIT 12

- Making life plans
- A community playground project in India
- An organization helping to fight poverty

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Ruthmery Pillco, a National Geographic Explorer, in Peru

UNIT GOALS

- 1a • use the verb *be* with *I* and *you*
 - use the alphabet
- 1b • use the verb *be* with *he*, *she*, and *it*
 - talk about countries and nationalities
- 1c • read posts from an online class and use greetings and goodbyes
- 1d • use classroom language
- 1e • write a profile and use capital letters
- 1f • watch a video about photos and identify things in photos

- 1 1.1 Look at the photo. Listen and read.

Hello! I'm Ruthmery.

- 2 1.1 Listen again and repeat.

- 3 Say your name.

Hello! I'm ...

- 4 Work in pairs. Say your names.

Hello! I'm Nadia.

Hello! I'm Van.

Nice to meet you!

Reading

1  1.2 Listen and read.

1
H: Hello. I'm Hassan.
M: Hi. I'm Mona.
H: Nice to meet you.
M: Nice to meet you, Hassan.

2
E: Oh! You're Shota!
S: Yes, I am.
E: Nice to meet you. I'm Ema.
S: Nice to meet you, Ema.



2 1.2 Listen and repeat.

3 Work in pairs. Practice the conversations from Exercise 1.

Hi, I'm ...

Nice to meet you. I'm ...

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

I'm
You're

Mona.
Shota.

(I'm = I am, You're = You are)

Now look at page 158.

4 1.3 Write *I* or *You*. Listen and check.

P: Hi. ¹ _____ 'm Paula.

R: Hi!

P: Oh! ² _____ 're Ren!

R: Yes, ³ _____ am.

5 1.4 Write *I'm* or *You're*. Listen and check.

J: Oh! ¹ _____ Nora!

N: Yes, I am.

J: What a nice name! ² _____ Joel.

N: Nice to meet you, Joel.

6 Write the words in order.

A: Arjun / am / Hello, / I / .

L: am / Hi. / I / Lina / .

A: you / to / Nice / meet / .

L: to / Arjun / Nice / you, / meet / .

7 Pronunciation /aɪ/

1.5 Listen and repeat.

Hi

I

I'm

nice

write

Vocabulary the alphabet

8 1.6 Listen and repeat. Notice the highlighted vowels.

Aa Bb Cc Dd Ee Ff Gg
Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz

9 1.7 Listen. Write the letters.

| | | | | | | | |
|---|---|---|--|--|--|--|--|
| A | H | | | | | | |
| B | C | D | | | | | |
| F | L | | | | | | |
| I | | | | | | | |
| Q | | | | | | | |

10 1.8 Listen. Write the names.

1 L _____ 3 N _____
2 T _____ 4 P _____

11 Work in pairs. Take turns being Student A and Student B.

Student A: Spell your name.

Student B: Write the name.

12 Work in pairs. Take turns being Student A and Student B.

Student A: Spell words in English.

Student B: Write the words.

N-I-C-E

Speaking *my life*

13 Speak to other students.

Hi, I'm Carlos.

Hello. Nice to meet you. I'm Sonja.
Can you spell Carlos, please?

Yes, C-A-R-L-O-S. Nice
to meet you. S-O-N-I-A?

No, S-O-N-J-A.

OK!

Mariana's from Mexico

Vocabulary countries and nationalities

- 1 1.9 Write the words in the chart. Listen and repeat.

| American Mexican | Colombian Spain | Ecuador |
|--------------------|-----------------|---------|
| Country | Nationality | |
| Brazil | Brazilian | |
| China | Chinese | |
| Colombia | 1 | |
| 2 | Ecuadorian | |
| Egypt | Egyptian | |
| Japan | Japanese | |
| Mexico | 3 | |
| Saudi Arabia | Saudi Arabian | |
| 4 | Spanish | |
| the United Kingdom | British | |
| the United States | 5 | |
| Vietnam | Vietnamese | |

- 2 Work in pairs. Take turns being Student A and Student B.

Student A: Say a country.

Student B: Say the nationality.

The United Kingdom

British

Listening

- 3 1.10 Look at photo 1. Listen and read.

- 4 1.11 Look at photo 2. Listen and write the words.

Riyadh

Saudi Arabia

Saudi Arabian

1

This is Mariana. She's from Guanajuato. It's in Mexico. Mariana is Mexican.



2

This is Faisal. He's from It's in Faisal is



- 5 Work in pairs. Look at photos 1 and 2 again. Say: a country a nationality a city

- 6 1.12 Listen again and repeat.

7 Pronunciation /h/ and /f/

- 1.13 Listen and repeat.

/h/ he Hello Hi

/f/ British Egyptian she Spanish

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

| | | |
|-----|----|--------------|
| He | | from Mexico. |
| She | is | Mexican. |
| It | | in Mexico. |

(He's, She's, It's = He is, She is, It is)

Now look at page 158.

8 Look at the photos. Write *He is*, *She is*, or *It is*.



- Mei is from Osaka. _____ in Japan.
_____ Japanese.
- Ryan is from Chicago. _____ in the United States.
_____ American.
- Jorge is from Cali. _____ in Colombia.
_____ Colombian.
- Isabela is from Salvador. _____ in Brazil.
_____ Brazilian.

9 Work in pairs. Complete the chart. Show your partner.

| | You |
|-------------|-----|
| Name | |
| City | |
| Country | |
| Nationality | |

10 Now tell the class about your partner using your partner's chart.

This is Kira. She's from ...

Speaking *my life*

11 1.14 Work in pairs. Do the quiz. Listen and check.

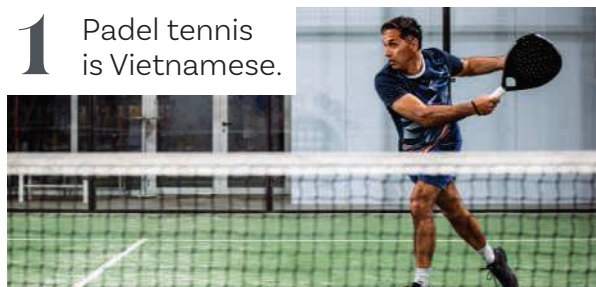
Padel is Vietnamese.

False. It's Mexican.

12 Work in pairs. Write an "Around the world" quiz. Write four sentences. Test the class.

Quiz True or False?

1 Padel tennis is Vietnamese.



2 Rio de Janeiro is in Brazil.



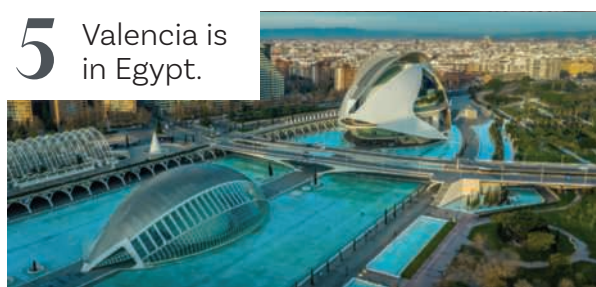
3 Uniqlo is American.



4 Quinoa is from Saudi Arabia.



5 Valencia is in Egypt.



6 Mahjong is from China.



My class

Vocabulary numbers 1–10

- 1 1.15 Write the numbers (1–10). Listen and repeat.

| | | | |
|-------|-------|-------|-------|
| 0 | zero | _____ | six |
| _____ | one | _____ | seven |
| _____ | two | _____ | eight |
| _____ | three | _____ | nine |
| _____ | four | _____ | ten |
| _____ | five | | |

- 2 Work in pairs. Look at the names on page 15. Take turns being Student A and Student B.

Student A: Say a name.

Student B: Say the number.

Maria *One*

- 3 1.16 Listen and choose the email address (a or b) for Khalid and Riko.

1
a khalid462@et9.edu
b khalid469@et6.edu
2
a riko832@rk.org
b riko823@rk.org

- 4 1.17 Listen and write the email address.

1 Jordi: _____
2 Maria: _____

Reading

- 5 Read the posts from an online class. Underline five cities.

- 6 Read again. Choose the correct option.

1 Maria is a *teacher* / *student*.
2 Khalid is in *class 2* / *class 3*.
3 Riko is in *class 2* / *class 3*.
4 Jordi is a *teacher* / *student*.

Grammar my, your

My name's Maria.
I'm your teacher.

Now look at page 158.

- 7 Write *my* or *your*.

R: Hi, I'm Riko.

K: Good afternoon. ¹ _____ name's Khalid.

R: Khalid, what's ² _____ email?

K: It's khalid462@et9.edu.

R: Great, thanks. ³ _____ email is riko823@rk.org.

K: Thanks.

- 8 Work in pairs. Ask and answer questions with *my* and *your*.

What's your email address?

My email address is ...

- 9 **Pronunciation** /ei/

1.19 Listen and repeat.

| | | | |
|-------|-------|------|-------|
| eight | email | name | Spain |
|-------|-------|------|-------|

- 10 1.20 Read the posts again. Write the greetings. Then listen and repeat.

| | | |
|-------|---|------------------------------|
| 11:48 | 1 | _____. |
| 15:09 | 2 | _____. |
| 20:37 | 3 | _____. |
| 23:30 | 4 | Goodnight. / Goodbye. / Bye. |

Critical thinking greetings and goodbyes

- 11 Choose the correct option.

Goodnight is the same as *Hello* / *Bye*.

- 12 1.21 Listen and complete the conversation.

F: Good ¹ _____, Chi.

C: Hi, Faisal. How are you?

F: Fine, thanks. And you?

C: ² _____ OK.

F: Great!

Speaking *my life*

- 13 Speak to students in your class. Find three names and email addresses.

Good afternoon! What's your name?

Hi, I'm Trang. How are you?

WELCOME TO THE CLASS!



11:30

Meet your classmates.

Hello, everyone!

My name's Maria. I'm your teacher.
I'm in Monterrey. I'm from Mexico
City. Now write your message.

Bye!

Maria

mariat298@et9.edu

My class

• online now

1 Maria

2 Anna

3 Chi

4 Jordi

5 Khalid

6 Milos

7 Munira

8 Nelson

9 Riko

10 Yi-han



11:48

Good morning!

My name's Khalid. I'm from Saudi Arabia. I'm in Riyadh.
I'm in class 3.

Best wishes,
Khalid

khalid462@et9.edu

15:09

Good afternoon, everyone.

I'm Riko. I'm in Kyoto. I'm Japanese. I'm a student.
Hi, Khalid! I'm in your class—class 3.

Bye,
Riko

riko823@rk.org

20:37

Good evening!

My name's Jordi. I'm in your class. I'm from Barcelona.
I'm a student. I'm in Spain.

Jordi

jordi99@rk.org

What's this in English?

Vocabulary colors and classroom items

1  1.22 Listen. Write the words.



1 a red _____



2 an orange _____



3 a black _____



4 a white _____



5 a yellow _____



6 a green _____
and a blue _____

2  1.23 Listen and repeat the words and colors from Exercise 1.

3 Work in pairs. Ask and answer questions to guess the things in Exercise 1.

What color is it?

Red.

It's a bag.

Yes!


4 **Pronunciation** /æ/ and /ɛ/


 1.24 Listen and repeat.

/æ/ bag black

/ɛ/ desk pen red yellow

Real life classroom language

5  1.25 Listen. Look at the classroom language below.

6  1.25 Listen again. Who says the classroom language below? Write **T** for teacher or **S** for student.

Good afternoon, everyone. T

Sit down, please. _____

Open your books. _____

Look at your laptop. _____

Sorry I'm late. _____

Work in pairs. _____

I don't understand. _____

Can you repeat that, please? _____

Can you spell it, please? _____

What's this in English? _____

Do Exercise 7 at home. _____

See you next time. _____

Bye. _____

7 Work in pairs. Complete the sentences using classroom language. Practice the conversations.

1 S: Good morning. _____ I'm late.

T: That's OK. Sit down, please.

2 S: Can you _____ that, please?

T: Yes. Look at _____ 10.

3 T: Do Exercise 9 at home.

S: I don't _____.

8 Work in pairs. Point to things in the classroom. Ask and answer questions.

What's this in English?


It's a book.

About me

Writing a profile



1 Read the profile. Complete the information.

HANOI LANGUAGE ACADEMY



ABOUT ME

My name's Van Long.
I'm from Hanoi in Vietnam.
I'm Vietnamese. I'm in
English class 2A.


 edit
 Student • 825 views

1 LANGUAGE ACADEMY

Name: ²

Class: ³

STUDENT



2 Writing skill capital letters (1)

a Look at the profile in Exercise 1. Underline the capital letters.

b Complete the chart.

| | Van Long | You |
|-------------|----------|-----|
| City | Hanoi | |
| Country | | |
| Name | | |
| Language | English | |
| Nationality | | |

c Rewrite the sentences with the correct capital letters.

- 1 osaka is in japan.
.....
- 2 maya davis is a teacher.
.....
- 3 i'm american.
.....
- 4 she's from tabuk.
.....
- 5 i speak portuguese.
.....

3 Complete the information. Use capital letters correctly.


1 rui soares spanish 1b

SANTIAGO LANGUAGE ACADEMY


Name:

Class:


STUDENT



2 riko okada gold english academy japan



Organization:



riko65@et9.edu

Country:

3 jeddah mexico city barcelona
amir khan

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4 Write your profile. Include the things listed in Exercise 2b.

5 Work in pairs. Read your partner's profile. Check the capital letters.