

THIRD
EDITION

Life



DANIEL BARBER
MIKE SAYER

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ON THE COVER

Flies buzz in the light over wild mushrooms growing in Quebec, Canada. There are 14,000 identified species of mushroom-producing fungi in the world but many more are believed to exist. Many species of mushrooms appear overnight and grow very quickly. In English the verb “to mushroom” describes something that expands rapidly.

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Life

THIRD
EDITION

DANIEL BARBER AND MIKE SAYER



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Contents

Student's Book contents pages	4
<i>Life series</i>	8
<i>Life methodology</i>	10
Unit walkthrough	16
Units 1 to 12: Notes, answer key, audio and video scripts	22
Units 1 to 12: Grammar summary and answer key	310
Units 1 to 12: Communication activities	334

Contents

	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
1 People pages 9–20 Review page 20	<i>be (am/is/are)</i> questions and answers; possessive 's and possessive adjectives	personal information; family; wordbuilding: word roots; everyday verbs; word focus: <i>in</i>	meeting people for the first time	contracted forms; the same or different sounds; saying numbers and percentages; spelling	a photographer talking about a diver; a description of families in film; people starting college; recognizing individual words in connected speech
2 Possessions pages 21–32 Review page 32	<i>there is/are;</i> prepositions of place; plural nouns spelling; <i>this, that, these, those</i>	furniture; useful possessions; countries and nationalities; wordbuilding: suffixes; prices and currencies; word focus: <i>one/ones;</i> adjectives	shopping	/ <i>ɪ/</i> or <i>/i/</i> ; word stress	someone talking about a man's possessions; an interview with Andy Torbet; listening for key words
3 Places pages 33–44 Review page 44	present simple (<i>I/you/we/they</i>); present simple (<i>he/she/it</i>)	describing cities; places of work; ordinal and cardinal numbers; wordbuilding: adjective + noun collocations; places in a city	giving directions	-s endings; ordinal and cardinal numbers	someone talking about a famous meeting place in Melbourne; an interview with a student in London; talking about three people's jobs; finding the main topic/ideas
4 Free time pages 45–56 Review page 56	<i>like/love</i> + noun or -ing form; adverbs of frequency; expressions of frequency; <i>can/can't</i> (+ adverb)	wordbuilding: verb + noun collocations; everyday activities; sports	talking about abilities and interests	sound and spelling (1); <i>can</i> ; sentence stress	three people talking about their free-time activities; an interview with Norbert Rosing; a telephone call about a volunteer job; understanding the general meaning
5 Food pages 57–68 Review page 68	countable and uncountable nouns with <i>a/an, some, and any</i> ; <i>a lot of, much/many, and how much/many</i>	food; wordbuilding: quantities and containers; photo quality; menus	ordering a meal	/ <i>tʃ/</i> or <i>/dʒ/</i> ; contracted forms	someone talking about a famous chef; people describing famous dishes from their countries; a conversation at a restaurant; listening for specific details
6 Past lives pages 69–80 Review page 80	<i>was/were;</i> past simple regular and irregular verbs, negatives, and questions	time expressions; word focus: <i>write</i> ; opinion adjectives	asking what people did	-ed endings; intonation	someone talking about reconstructing faces from the past; famous companies started by immigrants; listening for specific ideas

Reading	Critical thinking	Speaking	Writing	Video
a blog about an explorer couple; an article about world population	types of text	asking questions and giving personal information; talking about friends and family; talking about countries; planning a film about animals	a personal description; writing skill: <i>and</i> and <i>but</i>	<i>A wildlife filmmaker</i> ; visual literacy: using captions with photos and videos
an article about three apartments in Bucharest, Romania; an article about a global product: cell phones	close reading	describing a room in your home; describing your possessions: talking about where things are from; presenting your favorite possession	a description of a room; text type: ads; writing skill: describing objects with adjectives	<i>Presenting a possession</i> ; visual literacy: using visual aids
an article about car-free cities; an article about languages spoken around the world	main ideas and supporting information	describing your life; exchanging information about Joel Sartore; talking about languages; giving directions; a questionnaire about your city	a description of a place; writing skill: capital letters	<i>Sustainable cities: Zurich</i> ; sustainable life: sustainable cities and communities
an article about identical twins; an article about extreme sports; an online ad for gap year volunteer work	fact or opinion	talking about likes and dislikes; asking and answering survey questions about daily activities; asking and answering questions about abilities; talking about volunteering options	short emails; writing skill: reference words	<i>Street rider</i> ; visual literacy: understanding pictograms
an article about food markets around the world; an article about photographing food	ways of giving advice	describing a popular dish; buying food at a market; giving advice about a hobby or skill; ordering a meal; a short quiz about food	instructions; writing skill: punctuation	<i>The world food quiz</i> ; visual literacy: understanding diagrams
an article about faces and places on money; an article about lifelogging	for or against	describing famous people; talking about people who started famous companies; a survey about lifelogging	thank-you messages; writing skill: formal and informal expressions	<i>Gender equality, Women's soccer: a long history</i> ; sustainable life: gender equality

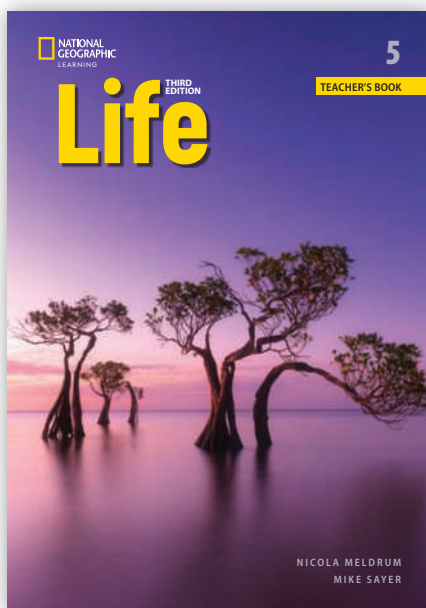
Contents

	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
7 Journeys <i>pages 81–92</i> Review <i>page 92</i>	comparative adjectives; superlative adjectives	wordbuilding: transportation collocations; ways of traveling; word focus: <i>time</i> ; money	requesting and responding to requests	stressed and weak syllables /ə/	description of a shepherd in Georgia's journey to move his sheep to the mountains; journey to Alula as told by a travel podcaster; recognizing key words
8 Appearance <i>pages 93–104</i> Review <i>page 104</i>	present continuous; present simple and present continuous; <i>be</i> vs. <i>have</i>	clothes; face and body; word focus: <i>like</i>	talking about pictures and photos	/s/ and /ʃ/; sound and spelling (2); silent letters	documentary on the Kite Festival in Bali; account of the Peruvian festival of Virgen de la Candelaria; recognizing transitions in discourse
9 Entertainment <i>pages 105–116</i> Review <i>page 116</i>	<i>be going to</i> (for plans); infinitive of purpose	movies; <i>see</i> or <i>watch</i> ?; TV shows and videos; nature; wordbuilding: word groups	inviting and making arrangements	/tə/; showing enthusiasm	someone describing a photo in an art gallery; a conversation about going to see a movie; report on a survey on Gen Z and TV; listening for specific information
10 Learning <i>pages 117–128</i> Review <i>page 128</i>	present perfect; present perfect and past simple	learning; wordbuilding: synonyms and antonyms; learning routines; word focus: <i>up</i>	checking and clarifying	contrastive stress	someone talking about a beautiful library in Stuttgart; news report about memory master twins; a phone call between business colleagues clarifying details for a trip; recognizing key words and specific details
11 Tourism <i>pages 129–140</i> Review <i>page 140</i>	<i>have to</i> / <i>don't have to</i> , <i>can/can't</i> ; <i>should/shouldn't</i> ; <i>something</i> , <i>nobody</i> , <i>anywhere</i>	country profiles; tourism; wordbuilding: word families; word focus: <i>take</i> ; a day trip	making suggestions	/'hæftə/; /ʌ/, /ʊ/, or /u/	three people using VR for vacations; a podcast giving advice for tourists; a vacation in South America; listening for specific information
12 The Earth <i>pages 141–152</i> Review <i>page 152</i>	<i>will/won't</i> ; articles with the names of places	measurements; wordbuilding: word forms; land and water; word focus: <i>how</i>	giving a presentation	/'l/; pausing on commas	a documentary about acoustic explorer Gordon Hempton; a lecture about unexplored places; Earth Day; listening to check and correct details

Reading	Critical thinking	Speaking	Writing	Video
an article about animal migration: saiga, tree frog, and loggerhead turtle; travel information about Colombia	writing for the reader	discussing and comparing different things; talking about travel; talking about a country; a narration on the life cycle of a brown bear	a description of your town; a travel blog post; writing skill: <i>so</i> and <i>because</i>	<i>The final journey</i> ; visual literacy: understanding a life cycle chart
an article about Rags2Riches sustainable fashion; a magazine article about children's color preferences	identify information in a text	discussing important days and festivals in your town; talking about what you wear; describing people in the class; discussing an article; describing pictures and photos	short messages; writing skill: the KISS rules; describing pictures and photos	<i>Festivals and special events</i> ; visual literacy: thinking about what is outside the photo
website information about the Tallgrass Film Festival; an article about nature in art	the writer's preferences	discussing what to see when you go out; discussing plans at a film festival; talking about your future plans; talking about your favorite painting	a review; writing skill: giving your opinion with sense verbs	<i>The art of inclusion</i> ; sustainable life: equality and inequality
a blog post on what scientists have learned; a magazine article about Mo Salah—his training and learning routines; how routines can help you	supporting evidence	talking about experiences; discussing something you have learned; talking about learning habits	taking notes; writing skill: abbreviating in notes	<i>Memory and language learning</i> ; visual literacy: using visuals for learning
a tourist information leaflet; a travel guide for tourists	conclusions	discussing rules; talking about tourist destinations; talking about a day trip; being a tour guide	a longer email; writing skill: spelling	<i>A tour of London</i> ; visual literacy: representing places with images
a global report; an article about an astronomer looking for an Earth twin	reading between the lines	discussing your future; discussing where people will live in the future; interviewing a partner about their life; giving a presentation; discussing land use	a story; writing skill: planning a story	<i>One woman's remarkable journey to protect lions</i> ; sustainable life: life on land

How *Life* supports learning

Life is a six-level, best-selling, integrated-skills series with grammar and vocabulary for young adult and adult English language learners. Known for teaching students something new about the world through inspiring National Geographic content, *Life* showcases global perspectives and contexts relevant to students' own lives that guide them to naturally personalize the language. In this Third Edition, *Life* continues to help learners connect with the world through its deeply integrated critical thinking strand, which now extends to developing the visual literacy, collaboration, and problem-solving skills they need for academic and career success.



HELEN STEPHENSON



One of our main aims with the *Life* series has always been to provide a structure whereby students bring their own world knowledge and skills into the language classroom. Thus, they can engage with and interact with the course content so that the English they are learning is relevant to their own lives. In developing the Third Edition of *Life*, we've had the opportunity to expand and deepen that structure through a new focus on visual literacy.

The world has changed enormously since we first sketched out what we thought *Life* could look like, and one of the biggest changes has been the extent to which our lives are now mediated through screens and visual media. Visual communication has become more and more sophisticated and exciting, and we wanted to reflect this in our new content.

With our new video lessons, we use visual content as a springboard for productive, and personalized, language use. These lessons consider how we engage with visual information in the real world (the knowledge we bring to it, our reaction to it, and the actions we subsequently take) and how students can delve beneath the surface of visual content and interrogate its message and its meaning.

We hope that with this new Visual literacy strand that is developed through the unit, we've reflected the role visual communication plays in our lives and given our students the opportunity to do in English what they do in their "real" lives outside the classroom.

PAUL DUMMETT



Just as with the new Visual literacy strand in *Life*, Third Edition, where we've broken down the skill of "viewing" for the learner and introduced a more reflective element, we have also had an opportunity to look at how we help learners with other skills in this series. Practice with listening, reading, speaking, and writing is of course essential, but it must be backed up with strategies for becoming more competent at these skills: awareness of different discourse types, understanding of patterns in written and spoken language, recognition of useful first language strategies, etc.

Accordingly, we have added a new listening skill focus in each unit, featuring both bottom-up (or decoding) skills and top-down skills. In writing and speaking, we have bolstered the existing syllabus: providing clear models, developing discrete skills, e.g., using the right tone, and scaffolding productive activities more carefully. In reading, we have tried to include a greater variety of text types and at the same time maintain our strong critical thinking syllabus.

In making these changes, we have also been mindful that a good number of *Life*'s users are preparing for exams and so have featured many of the text and question types they will encounter in all four skills. We really hope these additions will help enhance your students' learning experiences.

JOHN HUGHES



Given the association of the *Life* series with National Geographic, it isn't surprising that we have always included environmental issues and sustainability as core topics. From the very beginning, we combined language and National Geographic content to raise students' awareness of the challenges facing our planet and offered vocabulary so students could express their own concerns meaningfully.

In the time between our first edition and this Third Edition, we've seen how subjects such as climate change, equality, and wellbeing have become firmly embedded in many educational curricula. So we've been able to build on our past efforts in the earlier editions to highlight these topics and, in this edition, we've formally included them in the Sustainable life lessons.

Each Sustainable life lesson includes an introductory video looking at an aspect of sustainability, followed by another video which tells real-life stories of individuals striving to make the world more sustainable. Then, students have the opportunity to complete their own short project in which they research and report back on sustainability in their own lives. We hope you will find this new Sustainable life lesson a natural and welcome development in the *Life* series.

Critical thinking in *Life*

Critical thinking, a key 21st Century skill, is the ability to develop and use an analytical and evaluative approach to learning. Learners go beyond reading comprehension activities with *Life*. Reading skill development progresses from comprehension to engaging with texts more deeply to uncover purpose, understand writing techniques, and infer meaning. Each reading lesson develops a stated goal such as evaluating conclusions, differentiating between fact and opinion, and assessing the relevance and reliability of information, among others.

The use of critical thinking is extended in *Life*, Third Edition with the introduction of a visual literacy focus, and by critically engaging students to develop strategies for sustainable living.

Visual literacy

In today's world, we are exposed to more visual content than ever before, and visual literacy—the ability to interpret and understand the ideas and meanings in what we see—is an essential life skill. *Life* features stunning National Geographic content and showcases the work of National Geographic Explorers through both photography and video. Aside from their compelling visual impact, these contexts bring meaning and authenticity to the experience of language learning. *Life*, Third Edition creates a closer connection between the critical thinking development integral to *Life* and its visual content.

Eight of the video lessons in each level of *Life*, Third Edition feature a dedicated visual literacy focus.

Carefully scaffolded activities develop students' ability to interpret information presented to them in a variety of different ways, and help them look behind the image to identify the purpose of the photographer or filmmaker and examine the techniques used to convey their message. In addition to working with video and photographic content, students apply these skills to infographics, diagrams, flowcharts, presentation slides, tables, and charts. These lessons build toward an opportunity for students to present their ideas to others and to reflect on them through peer discussion.

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

Unit 2 Performing

Visual literacy

understanding diagrams

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

Diagram 1

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

At the bottom of the tower, ¹ _____ people push toward the center. They hold up the tower. If people fall, they fall on this base. The ² _____ of the whole tower on this base is ³ _____ kilograms.

¹ _____ to ² _____ circles of people

Diagram 2

6 Work in pairs. Read the statements and discuss if they are true for both Diagrams 1 and 2.

- Diagrams use symbols to represent real-world objects or people.
- Diagrams can show things that are invisible or not easy to see in photos.
- Diagrams make it easier to see the relationship and interactions between different things.
- Diagrams can help you to understand processes better.

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

In the base of the tower, each person has their own position. At the center are people who are very strong and not too tall. To share the weight of the tower, there are 10 to 12 circles of people around the center. There are no spaces between them as they stand shoulder to shoulder and push to the center.

8 Work in pairs. Use the information from Diagrams 1 and 2 and the video. Take turns explaining how people make human towers.

Speaking

9 Imagine listening to a podcast where people recommend local events in short voice messages of 30–60 seconds. Plan your own message. Include information about an event and why people should see it. You can:

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

10 Record your message. Then work in groups and listen to one another's messages. Decide which event you want to attend.

Last week, I attended a really interesting exhibit called ... The exhibit runs from ... to ...

This Visual literacy lesson invites students to critically analyze the visual content of diagrams and the information they provide.


Sustainable life

National Geographic Explorers are changemakers from around the world who work to illuminate and protect the wonder of the world and secure better futures for those who live in it. Four of the video lessons in each level of *Life*, Third Edition have a sustainability focus. The Sustainable life lessons are an opportunity to showcase the work of National Geographic Explorers, to help students understand the challenges we face, and to provide them with a framework to develop the competences and confidence to become active problem-solvers and changemakers themselves.

Sustainable life lessons progress from an educative video presentation of an area of sustainability to examples of the sustainability theme in action, through people's stories and initiatives. In these lessons, students are encouraged to make connections between wider global issues and their own local contexts. Sustainable life lessons build toward a collaborative project, for which students are required to work together through the stages of research, planning, problem-solving, and presenting their ideas. As a final step, they are invited to provide peer feedback.

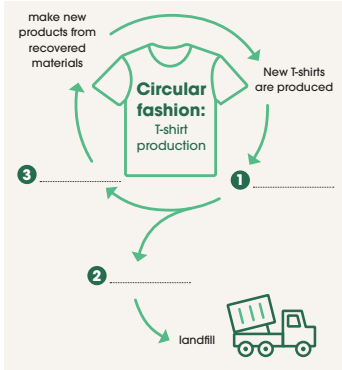
Visual literacy

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

SUSTAINABLE LIFE 

5 ▶ 9.2 Watch Video 2 about a T-shirt company's approach to production and consumption. Complete the diagram with the expressions (a–c). Discuss what you think is different about the company's approach with a partner.

a sent back
b thrown away
c bought and used



6 ▶ 9.2 Watch Video 2 again. Match the sentence halves to make statements about the company's activities.

1 Products are designed toa they've been ordered.
2 The T-shirts are made fromb allows customers to use the system for free.
3 T-shirts are printed whenc be sent back when they are worn out.
4 The online platformd the material that is recovered.

Speaking my life

7 Work in groups. Discuss the questions.

- Would any of the four suggestions for action in Video 1 be easy for you to follow?
- How does the T-shirt company in Video 2 contribute to reducing waste?
- Look at the photo of the jar on the right and read the caption. How long do you think it takes you to create the same amount of waste?

Project

Project brief

A poster about ways to achieve zero waste

You are going to make a poster to show ways to achieve zero waste. Your poster should be informative, visually interesting, and effective.

8 Research Work in small groups. Follow the steps.

- Discuss your personal motivation for reducing waste, e.g. a desire to help protect marine animals.
- Discuss places where your poster could do the most good, e.g. your workplace or school.
- Choose a place. Discuss the areas of consumption that are relevant to that place, e.g. food, paper, cups, etc.
- Research online for ideas to promote reuse and recycling in those areas.
- Decide on the actions you want to encourage people to take. Use the questions below to help you.
 - Are these actions easy to do?
 - Will people like to do these actions?
 - Will these actions be effective in helping to reduce waste?


9 Planning Decide on the most important information you want to include in your poster. Discuss the design, visuals, and text for your poster. Create your poster as a group.

10 Presentation Put up your poster in the classroom or share it in your online classroom.

11 Feedback Look at the other posters. Have they included the things below? Discuss how effective the posters are in influencing your consumption habits and the amount of waste you will produce.

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

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



115

Sustainable life

Facilitate a class discussion or debate on the role of different generations in promoting sustainability. A possible discussion question could be: *Compared to Generation Z or Millennials, older generations do not pay as much attention to global issues like climate change. Discuss.* Ask students how they think the increase in international communication, such as in online forums that allow people to connect across borders, can help us solve issues of sustainability. Encourage students to discuss their opinions on other social justice issues across generations and cultures.

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

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

Language development in *Life*

As well as applying critical thinking to the reading texts and the Visual literacy and Sustainable life video lessons, *Life* encourages students to apply critical thinking skills to developing their language skills. When new grammar or vocabulary is presented, students are often expected to use the target language in controlled practice activities, then in speaking and writing tasks. Finally, they make use of the new language through analyzing and evaluating situations critically and creatively. In this way, students move from using lower-order thinking to higher-order thinking.

Language presentation

Target grammar and vocabulary are presented in the first two lessons of each unit in the context of adapted, authentic reading texts (Lesson A) or listening texts (Lesson B).

Approach to grammar

Target grammar is presented in the first two lessons of each unit in the context of reading texts in Lesson A and listening texts in Lesson B. These texts, which are adapted from authentic sources, provide rich contexts and good models for students' own language production. The primary focus is on the topic content and engaging with meaning. The learner's attention is then turned to targeted grammar presentation, which has the following features:

- In each grammar section, students are provided with a summary of the grammar focus, plus accompanying discovery tasks that encourage them to analyze the form, meaning, and use of the structures. This approach allows learners to engage in the lesson, and to share and discuss their interpretation of the new language.
- Each grammar box has a corresponding grammar summary at the back of the book, where detailed explanations and additional activities can be found.
- The tasks in each grammar section move thematically from lesson-related to real-life contexts.
- Lessons A and B both end with a scaffolded "My Life" speaking task. Here, students personalize the language using the target grammar and other target language in a meaningful context.

4a
reading adventures • pronunciation /dʒ/, /t/, or /ɪd/ • grammar past simple • speaking describing your partner's past

The challenges of adventure

Reading

- Read the article and choose the missing introduction (a–d).
 - Two National Geographic adventurers meet and start working together on a new project.
 - Every year, National Geographic Magazine gives an award to an adventurer for their achievements. Here are two winners of this award.
 - Two National Geographic adventurers describe their lives and talk about their work.
 - A Mexican scientist and a Nepalese mountaineer are trying to tell the world about climate change.
- Read the article again. Make notes on Cristina Mittermeier's and Pasang Lhamu Sherpa Akita's challenges and achievements. Compare notes with a partner.

Grammar past simple

PAST SIMPLE

We use the past simple to talk about finished actions, events, or situations in the past.

They lived in Lukla.
Cristina was interested in climate change.
She studied marine biology.
People didn't have food or homes.

For more information and practice, see page 162.

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

4a
Adventurers of the year

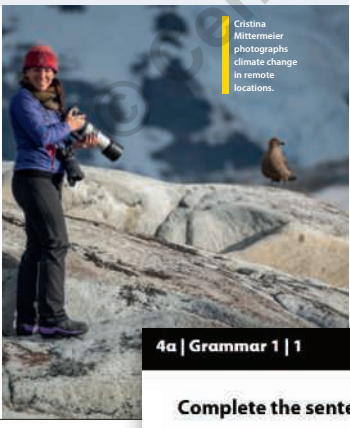
[Introduction]

The scientist

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

The mountaineer

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



Cristina Mittermeier photographs climate change in remote locations.

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

4a | Grammar 1 | 1
x

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

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

Approach to vocabulary

Life, Third Edition supports students in acquiring and retaining vocabulary to use productively, as well as processing and making sense of above-level language receptively. It provides a wealth of rich, meaningful contexts with language carefully controlled to ensure just the right level of achievable challenge. Target vocabulary is recycled continually throughout each level to promote ready usage and retention. Vocabulary is introduced in the following sections within the unit:

- Two or more vocabulary presentations per unit, presented as lexical sets, which research has shown facilitates memorization and memory retrieval.
- Wordbuilding sections that offer students another opportunity to extend their vocabulary through a focus on the building blocks of language, for example: prefixes, suffixes, parts of speech, and specific language features like compound nouns

and phrasal verbs. Each Wordbuilding explanation is supported by one or two practice activities.

- Word focus sections introduce high-frequency words at lower levels and idioms and colloquial usage at higher levels, providing examples of the different meanings words can have according to the contexts in which they are utilized.
- Short and simple definitions are provided in Glossaries and through rich Word lists, (which include phonetics, definitions, parts of speech, examples, collocations, and word family and word family collocates) available for each level in the Teacher's Resources.

Approach to skills

Life, Third Edition continues its integrated approach to teaching the four skills of language learning. Students are presented with reading and listening passages and respond with written and spoken production. Students also improve their language skills by analyzing the ways language is used in the passages they listen to and read. Beyond language, students prepare for success in their academic and professional life through a holistic approach to developing their critical, communicative, collaborative, and creative skills. An example of this is the work they do to critically evaluate a real-world problem and collaboratively problem solve and communicate solutions in the Sustainable life lessons. This is combined with a practical approach to functional language and familiarization with exam-style tasks throughout *Life*, Third Edition content, which equips students for exam success.

The screenshot shows a page from a Student's Book. The page is titled 'A wedding in Madagascar' and is part of Unit 6, 'Stages in life'. It includes a 'Writing a description' section with a reading passage about a wedding in Madagascar. The passage describes the wedding ceremony, the food, and the atmosphere. It also includes a 'Wordbuilding synonyms' section with a list of words and their synonyms. The page is numbered 77.

6e | Wordbuilding | 1

Highlight the word that is not a synonym.

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

A Wordbuilding exercise in the Student's Book (left) alongside the supporting activities available in the Online Practice (right).

Life and assessment

Life, Third Edition incorporates assessment strategies that reflect the National Geographic Learning values of global competence, real-world communication, and personalized success. We bring the world to the classroom, and the classroom to life; a principle that doesn't stop when assessing students. We also want to know who our students are, what makes them special, and what they value, so we can support them on their learning journey.

Life, Third Edition treats assessment as an iterative process with four stages that overlap: *Place*, *Teach*, *Practice*, and *Evaluate*.

PLACE

National Geographic Learning Online Placement

The National Geographic Learning Online Placement available on Spark recommends placement into the appropriate level of *Life* aligned to the CEFR.

TEACH (and monitor progress)

Learning objectives

Unit goals at the start of each new unit set learner expectations and help both students and teachers monitor progress throughout the unit.

Student's Book

Life develops students' language proficiency through a fully integrated approach to skills, with carefully scaffolded activities that guide students to navigate spoken and written texts and to use new language in productive speaking and writing activities competently and confidently. Language and learning objectives are CEFR-aligned, and task types provide exposure to those commonly encountered in exams.

PRACTICE (and monitor progress)

Online Practice

Students consolidate their learning through fully comprehensive and course-specific practice provision. Teachers can assign activities according to learning objectives and review student progress in the Course Gradebook, where they can access reports on individual and class performance.

Self-assessment

Reviews at the end of each Student's Book unit include self-study activities designed to consolidate learning and give students a sense of their own progress. At the end of each review, students complete "I can" self-assessment statements that mirror the unit goals to evaluate their learning.

I CAN	
describe the ages of different people	<input type="checkbox"/>
use infinitives to talk about future plans	<input type="checkbox"/>
use future forms to talk about plans, decisions, and arrangements, and prepare for a festival	<input type="checkbox"/>
listen to infer meaning, and talk about celebrations	<input type="checkbox"/>
read about ceremonies, and analyze the writer's view	<input type="checkbox"/>
offer, accept, and decline invitations	<input type="checkbox"/>
write a travel blog post using descriptive adjectives	<input type="checkbox"/>
discuss health and well-being, and plan a volunteer project	<input type="checkbox"/>

Peer assessment

Peer review is built into the Sustainable life projects and the writing lessons (Lesson E) in each unit of *Life*. Students are provided with checklists against which they can evaluate the work of their peers. These checklists allow students to practice sharing and responding to constructive criticism. They also teach them to think more critically about their own work.

EVALUATE

Assessment rubrics for projects

Four Sustainable life projects per level provide extended collaborative tasks designed to hone students' research, planning, and problem-solving skills, and to develop their ability to work collaboratively.

Rubrics for the assessment of student performance in these tasks include assessing their understanding of the topic, evaluating the project output, and judging how well they collaborated to solve problems and use the resources creatively.

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

Unit and mid-course tests

Twelve unit tests and two mid-course tests for each level of the series evaluate students' progress in the areas of: Vocabulary, Grammar, Reading, Listening, Speaking, Writing, and Real life.

- The unit and mid-course tests are both downloadable and deliverable online.
- Teachers can select target learning objectives and language and skills areas in the *Life*, Third Edition Assessment Suite in Spark to generate fully customizable tests to administer online or as paper-based tests.
- Assessment for visual literacy is available in the *Life*, Third Edition Assessment Suite in Spark in the form of two visual literacy tasks. The first has a defined answer. The second is open to student analysis, and teachers assessing this task can use the guidance written by a visual literacy expert. These tasks can be added to the customizable tests.
- Most tasks in the tests delivered on the Spark Platform can be automatically graded. Valuable insights into student, class, and institutional progress are tracked in the Course Gradebook.

IELTS and Cambridge practice tests provide level-appropriate practice of external exam task types, which students are also familiarized with through dedicated activities in the Student's Book and Online Practice, ensuring students are primed for success.

spark

Bring the world to the classroom and the classroom to life with the Spark platform – where you can prepare, teach, and assess your classes all in one place!

Manage your course and teach great classes with integrated digital teaching and learning tools. Spark brings together everything you need on an all-in-one platform with a single login.

Track student and class performance on independent online practice and assessment. The Course Gradebook helps you turn information into insights to make the most of valuable classroom time.

Set up classes and roster students quickly and easily on Spark. Seamless integration options and point-of-use support help you focus on what matters most: student success.



Unit walkthrough

UNIT OPENER

The unit opener gets students to engage with the unit topic through an impactful photograph, and also sets the language-learning goals for the unit.

UNIT 7 Journeys



This is a shepherd from Georgia. Every spring, he takes his sheep into the mountains.

UNIT GOALS

- 7a • talk about journeys
 - use comparative adjectives
- 7b • ask and answer questions about places
 - use superlative adjectives
- 7c • read travel information, and write for your reader
- 7d • make and respond to requests
- 7e • write a travel blog post, and use *so* and *because*
- 7f • analyze a life cycle chart, and watch a video about a journey

- 1 Work in pairs. Look at the photo of the shepherd and his sheep. Which adjectives do you think describe their journey?

clean	cold	dangerous	difficult	dirty	easy
fast	hot	long	safe	short	slow
- 2  7.1 Listen to a description of the journey. Choose four adjectives in Exercise 1 that you hear.
- 3 Look at the example of opposite adjectives below. Then find five more pairs of opposite adjectives in Exercise 1.

long/short
- 4 Which adjectives in Exercise 1 can you use to describe:
 - 1 your journey to work or school?
 - 2 transportation where you live (e.g., cars, trains)?
 - 3 your city or town?
 - 4 the temperature in your country?

81

NEW The Unit goals section establishes the communication skills and real-world language that students develop in the unit.

Discussion and listening warm-up activities get students talking about the unit topic and introduce key vocabulary in context.

LESSONS A and B

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

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

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

7a reading animal migration • grammar comparative adjectives • pronunciation stressed and weak syllables /ə/ • speaking your opinion

Animal journeys

Reading

1 Work in pairs. You are going to read an article about the journeys three animals make. Before you read, look at the photos and match the animals (1–3) with the distances (a–c).

2 Read the article and check your answers from Exercise 1.

3 Read the article again and complete the chart.

	Saigas	Loggerhead turtles	Tree frogs
When do they travel?			
Where do they travel to?			
What adjectives describe their journey?			

1 Work in pairs. You are going to read an article about the journeys three animals make. Before you read, look at the photos and match the animals (1–3) with the distances (a–c).

1 saiga a 30 meters every year
2 tree frog b 14,000 kilometers in 15 years
3 loggerhead turtle c 35 kilometers per day

2 Read the article and check your answers from Exercise 1.

3 Read the article again and complete the chart.

MIGRATIONS

Every year, animals around the world go on long and difficult journeys called "migrations."

Saiga antelopes live in Central Asia. In the spring, they walk to higher places for food. A male saiga can walk 35 kilometers a day, and it's faster than a female. The journey is more dangerous for a female saiga because she has her calf in the spring.

Many turtles leave their beach as fifteen-year-olds and travel thousands of kilometers in the ocean.

Tree frogs have shorter journeys than other animals. But for a small frog, the journey isn't easier. In spring, it climbs 30 meters down a tree, lays its eggs in water, and then it climbs up the tree. For a tree frog, it's a very difficult journey.

7b listening AlUla • vocabulary ways of traveling • wordbuilding transportation collocations • grammar superlative adjectives • speaking places you know

A journey to AlUla

Listening

1 Work in pairs. Look at the photos of a region called AlUla in Saudi Arabia. Write:

- five adjectives to describe the places you can see, e.g., hot.
- two sentences to compare AlUla with the place you live, e.g., *I think AlUla is probably hotter than ...*

2 **07:24** Listen to four parts of a travel podcast about a journey to AlUla.

1 Check (✓) the four places on the map that the podcaster describes.

2 Match the photos (A–D) with four places from the map.

3 **07:24** Listen again and complete the information about AlUla with words or numbers.

- Types of transportation from Riyadh to AlUla: plane, car, bus, or ...

Vocabulary ways of traveling

WORDBUILDING transportation collocations

We can talk about different ways of traveling with the verbs walk, cycle, drive, fly, etc. We can also use collocations with verbs + transportation nouns.

go by + bike/train/car
take + a taxi / a bus / the train
travel by + train/bus/plane/boat
Don't say: *travel by the train*

4 Look at the wordbuilding box. Choose the correct option to complete the sentences.

1 You can *take / drive* a taxi from Riyadh to AlUla.
2 When my family goes on vacation, we always *drive / go by* car.
3 How did you *fly / travel* to AlUla? By train or by plane?
4 Most people go downtown *by / on* bike on the weekend.
5 When it's raining, I normally travel *to / by* work on the train.
6 Let's *travel by / take* the bus to go downtown.

5 Work in pairs. Ask and answer the questions using the verbs and nouns in the wordbuilding box.

1 How do you normally travel to work/school?
2 How do you normally travel when you go on vacation?
3 What's your favorite way to travel? Why?

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

Grammar comparative adjectives

We use a comparative adjective to compare two things or groups of things.

Turtles have long journeys. → Turtles have longer journeys than tree frogs.

Tree frogs have short journeys. → Tree frogs have shorter journeys than saigas or turtles.

The female saiga's journey is difficult. → The female saiga's journey is more difficult than the male's.

Spelling changes: big → bigger, safe → safer, easy → easier

Irregular adjectives: good → better, bad → worse, far → further

For more information and practice, see page 170.

- 4 Look at the grammar box. Answer the questions.
- 1 What two letters do you add to short adjectives (one syllable) to make the comparative?
- 2 What word comes before long adjectives (two or more syllables)?
- 3 Which adjectives have an irregular comparative?
- 4 What word often comes after a comparative adjective to compare two things?
- 5 Write the comparative form of the adjectives.
- | | |
|-------------|-------------|
| 1 big | 9 difficult |
| 2 small | 10 easy |
| 3 cheap | 11 fast |
| 4 expensive | 12 slow |
| 5 cold | 13 good |
| 6 hot | 14 bad |
| 7 dangerous | 15 long |
| 8 safe | 16 short |

- 6 Complete the sentences with the comparative form of these adjectives.
- big cheap difficult fast good hot long
- 1 The summer in Spain is _____ than in Iceland.
- 2 My journey was _____ than normal because the train was late.
- 3 Their new house has three bedrooms. It's _____ than their old house. That one had two.
- 4 Call a taxi. It's _____ than walking.
- 5 The questions on the exam this year were _____ than last year. Last year, the exam was easy!
- 6 The bus ticket is \$10 and the train ticket is \$12, so the bus is _____.
- 7 I go to work by bus. It's _____ than going by car because I can read a book.

- 7 Work in pairs. Write sentences comparing these things. Use a comparative adjective + *than*.
- 1 Australia / Antarctica
Australia is hotter than Antarctica.
- 2 a car / a bike
- 3 rock climbing / surfing
- 4 travel by air / by sea
- 5 an elephant / a lion
- 6 Paris / New York

- 8 **Pronunciation** stressed and weak syllables /ə/
- a **07:20** Listen to the stressed and weak syllables in the sentences. Then listen again and repeat.
- 1 Africa is *hotter* than Europe.
/ə/ /ə/ /ə/ /ə/ /ə/
- 2 Australia isn't *colder* than Antarctica.
/ə/ /ə/ /ə/ /ə/ /ə/
- b Work in pairs. Look at your sentences (2–6) in Exercise 7. Underline the stressed syllables and write /ə/ over the weak syllables. Then practice saying the sentences.

Speaking my life

- 9 Compare these sentences from Exercise 7. Which sentence is a fact (F) and which is an opinion (O)?
- 1 Australia is *hotter* than Antarctica. _____
- 2 Rock climbing is *more dangerous* than surfing. _____
- 10 Which sentences you made in Exercise 7 are opinions? Say them with these phrases.
- I think ... In my opinion ...
- I think rock climbing is more dangerous than surfing.*
- 11 Write sentences giving your opinion. Compare two of these things.
- places or cities
 - types of travel
 - types of vacation
 - places in the city
 - types of transportation
 - famous people
 - sports or free-time activities
- 12 Work in pairs. Take turns reading out your opinions. Do you agree with your partner?
- A: *I think Rome is more expensive than Dubai.*
B: *I agree / don't agree!*

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

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

Unit walkthrough

LESSON C

Lesson C explicitly develops reading comprehension and critical thinking skills by engaging students with rich topical input through a longer reading text.

7c reading Colombia's cities • word focus time • critical thinking writing for the reader • writing your town

Visit Colombia!

Reading

- Work in pairs. Look at the photos from Colombia on page 87. Describe what you can see and do in Colombia.
- Read about four Colombian cities in the travel information. Which city would each person be interested in?
 - A student who studies art: _____
 - A tourist who likes good food and the beach: _____
 - An explorer who likes walking in nature: _____
 - Someone who likes dancing: _____
- Read the travel information again. Answer the questions with yes (Y), no (N), or don't know (DK) because the information is not in the text.
 - Is Cartagena next to the sea? Y
 - Is there a museum in Cartagena? _____
 - Can tourists take dancing lessons in Cali? _____
 - Are there two festivals in Cali every year? _____
 - Is Medellín a large city? _____
 - Are all of Botero's sculptures inside the museum? _____
 - Is it easy to travel to Ciudad Perdida? _____
 - Does anyone live in "the lost city"? _____
- Find and match words in the travel information with the definitions (1–8).

Cali
 - a performance of music
 - a special public event or celebration**Cartagena**
 - a type of city or place with ships and boats
 - an informal and friendly conversation**Medellín**
 - a type of artist who makes large objects, often from stone or metal
 - objects made by an artist**Ciudad Perdida**
 - a long and difficult journey on foot
 - very old

Word focus time

- Find these phrases with *time* in the travel information. Then use the phrases to complete the sentences.

free time good times to have time for spend time

 - On the weekend, we always _____ with friends.
 - I woke up late, so I didn't _____ breakfast.
 - I'll be home tomorrow morning and Friday afternoon, so those are _____ call.
 - Did you enjoy your _____ on vacation?

Critical thinking writing for the reader

- Work in pairs. Answer the questions.
 - Do you spend all your time working on your homework?
 - Do you have time for sports and other hobbies?
 - Did you have a good time on the weekend?
 - How do you enjoy your free time?
- Imagine you can visit the cities in the travel information. Number the four cities from 1 to 4 (1 = your first choice, 4 = your last choice). Then compare your answers in groups and give your reasons.

Cali is my first choice because I love music and I want to learn salsa.
- When you write, it's important to write for your reader. Read the paragraph about Cali below. Compare it with the paragraph about Cali in the travel information. Choose the correct answers.
 - Which text is for a reader who is ...?
 - a tourist
 - a business person
 - Which text has information about ...?
 - local transportation
 - local people

Cali is a city where people work hard and there is a lot of new business. It has a good airport for visitors, with comfortable hotels. There is public transportation, but taxis are the fastest way to get around the city. For eating out, Cali has restaurants with traditional and international food.

Writing my life

- Plan a paragraph about your town or city. First, make choices about:
 - the type of reader (a tourist who likes art, a business person, a student, etc.).
 - the type of topics in the paragraph (art, history, food, sports, etc.).Then write your paragraph in about 50 words.
- Exchange your paragraph with a partner. Can you guess your partner's choice of reader and topics?

Critical thinking activities develop a wide range of sub-skills like understanding the difference between facts and opinions and reading between the lines. Students are provided with the tools they need to interpret information-rich topics and form their own opinions.

Unit 7 Journeys

A journey to Colombia's cities

Many visitors to Colombia spend time in Bogotá, the country's capital city, but Colombia also has some other great cities. Let's visit four of them.

People in Cali work hard, but they also enjoy their free time. The city is famous for its salsa dancing, so there are lots of concerts and places to dance. You can also take classes in salsa with some of the best dancers in the world. The Festival of Pacific Music and the World Festival of Salsa are always in August and September or October, so these are good times to visit.



Cartagena is a port on Colombia's beautiful coast. The city is by the Caribbean Sea, and the food is a fantastic mix of seafood and fresh fruit. Also, Cartagena is one of the friendliest places in the world. Everyone, including waiters in restaurants, sales clerks, taxi drivers, and people walking in the streets, has time for a chat.



Medellín is best known for the sculptor and artist Fernando Botero. He was born there, and you can see his huge sculptures of people and animals everywhere in the city. The Botero Plaza is downtown and has a lot of sculptures by him. You can also walk to other squares to see more. And in the afternoon, when the sun gets very hot, go inside the Museo de Antioquia to see Botero's paintings.



For a very different kind of Colombian city, take a four-day trek to **Ciudad Perdida**, meaning "the lost city." You walk through rivers and jungles, and after three days, you finally climb up 1,241 steps. At the top, you find the stone walls of an ancient city over a thousand years old and an incredible view over the mountains.



YOUR OPINION PLACES TO VISIT YOUR TOWN TRAVEL MONEY A DESCRIPTION OF A JOURNEY

LESSONS D and E

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

7d vocabulary money • real life requesting and responding

Travel money

Vocabulary money

1 Complete the sentences with these pairs of words.

borrow + cash	buy + ticket	change + dollars
lend + coins	pay + credit card	spend + money
take out + money		

1 I need to _____ some _____ into pounds.
 2 Did you _____ a lot of _____ on that dress?
 3 There's an ATM. We can _____ some _____ from there.
 4 You can _____ by _____ or with cash.
 5 The machine doesn't take notes. Can you _____ me some _____ for parking?
 6 Can I _____ some _____ and pay you back later?
 7 They want to _____ a train _____.

2 **4/72** Listen to three conversations about money. Choose the correct place (a–c) for the conversations.

1 Conversation 1 is at a: 3 Conversation 3 is:
 a currency exchange a in a bank.
 b counter. b at an ATM.
 c supermarket. c in a parking garage.
 2 Conversation 2 is:
 a in a hotel.
 b in a store.
 c at an ATM.

Real life requesting and responding

3 **4/72** Complete the conversations from Exercise 2. Use the expressions for requesting and responding to help you. Then listen again and check.

Conversation 1
 A: Hello. Can I change \$100 into euros?
 B: Yes, of 'c _____. One moment. One hundred dollars is 89 euros.
 A: OK. 'c _____. You give me the euros in 10-euro notes and coins?
 B: 'S _____. 10, 20, 30, 40, 50, 60, 70, 80 ...

Conversation 2
 A: Would you like to buy this?
 B: Yes, please. And 'c _____ I have it in a bag, please?
 A: 'C _____. That's \$12.
 B: Here's my credit card.
 A: Oh, I'm 's _____, but I can only take cash.
 B: Oh, no! I don't have any.
 A: Don't worry, there's a bank with an ATM around the corner.
 B: Oh, thanks.

REQUESTING AND RESPONDING

Requesting	Responding "no"
Can I change ...?	I'm sorry, but ...
Can you give me ...?	I'm afraid I don't ...
Could I have ...?	
Responding "yes"	
Yes, of course.	
Sure!	
Certainly.	

4 Work in pairs. Practice the three conversations in Exercise 3.

5 Work in pairs. Take turns requesting different things with these words. Respond "yes" or "no."

borrow / your phone	buy / a ticket	give / a drink
have / some water	lend / \$10	pay / credit card
use / your pen		

my life ▶ YOUR OPINION ▶ PLACES TO VISIT ▶ YOUR TOWN ▶ TRAVEL MONEY ▶ A DESCRIPTION OF A JOURNEY

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

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

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

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

7e writing a travel blog post • writing skill so and because

Unit 7 Journeys

The highest road in the world

Writing a travel blog post

1 Read a travel blog post about a bus journey and answer the questions in pairs.

- Where was the writer?
- How many days was the journey?
- What happened to the bus?
- Who tried to fix the engine?
- How did the passengers feel?
- Why did the writer feel sorry for the bus driver?
- Why did the writer walk to the border?

2 **Writing skill so and because**

a Look at the sentences (a–b) and answer the questions (1–3).

a I felt sorry for the bus driver because he looked sad and lonely.
 b I wanted a good hotel and a hot meal, so I also left the bus and walked to Kodari.

- Which sentence gives the reason, then the action?
- Which sentence gives the action, then the reason?
- When do you use *so* and *because*?

b Complete the sentences with *so* or *because*.

- We called a taxi _____, we were late.
- We had some water _____, it was very hot.
- It started raining, _____ they ran home.
- I wanted to sleep, _____ I stayed at a hotel.
- I needed some money, _____ I looked for an ATM.
- My friend lent me \$10 _____, I didn't have any cash.

3 Choose the correct options to complete the blog post.

It was the end of our family vacation, ¹and / because we were very tired. We had a long drive from Switzerland to the U.K. ²so / but we left early in the morning. The journey was easy at first ³so / because there wasn't much traffic at that time of day, ⁴but / and at midday we needed to stop at a garage near Paris ⁵but / because there was a problem with the engine. The garage couldn't fix the car for 24 hours. ⁶so / because we needed a hotel for the night. The nearest hotel was at Disneyland. We went there ⁷and / but it was the best part of the vacation!

4 Write a short blog post about a journey or a place you visited. Write about 80 words. Think about these questions.

- Where were you?
- Who was there?
- When was it?
- What happened?

5 Exchange your blog post with a partner. Use these questions to check your partner's blog.

- Did your partner answer the questions in Exercise 4?
- Did the description use different conjunctions (*and*, *because*, *but*, and *so*)?

my life ▶ YOUR OPINION ▶ PLACES TO VISIT ▶ YOUR TOWN ▶ TRAVEL MONEY ▶ A DESCRIPTION OF A JOURNEY

A clear instructional design leads students through a consistent sequence of a writing model, a writing skill, a productive task, and then guided peer review and correction.

Unit walkthrough

LESSON F

Lesson F extends critical thinking skills by developing visual literacy skills and promoting active global citizenship through Sustainable life lessons.

Eight lessons with a visual literacy focus per level draw on rich video content and visual information presented in a variety of different formats to develop students' ability to critically interpret and analyze visual content and express their thinking in English.

Visual literacy understanding a life cycle chart • video the sockeye salmon's journey • speaking and writing the life cycle of a brown bear

The final journey



In Alaska, the sockeye salmon swims up the river. It's a dangerous journey.

Visual literacy understanding a life cycle chart

1 You read about loggerhead turtles on page 82. In pairs, look at the life cycle chart about loggerhead turtles below. Which does it show (a–c)?

- a the early part of a loggerhead turtle's life
- b the stages of a loggerhead turtle's life
- c the distance of a loggerhead turtle's journey



2 Which three sentences are true about a life cycle chart?

- a There is no beginning or end.
- b It shows repeated actions.
- c It can only show one direction.
- d It shows the order of actions.

Video

3 Work in pairs. You are going to watch a video about another life cycle. Look at the photo on page 90 and read the caption. Why do you think the journey is dangerous for the fish?

90

Unit 7 Journeys

4 Before you watch the video, complete the life cycle chart with the stages (a–e).

- a They return to the river.
- b They swim to the ocean.
- c The female salmon lays her eggs.
- d The salmon try to jump past the brown bears.
- e The older salmon die.



5 **Pre-1** Watch the video. Check your answers for Exercise 4.

6 **Pre-2** Watch the video again. Answer the questions in pairs.

- 1 Which U.S. state are the rivers in?
- 2 Are sockeye salmon born in the ocean?
- 3 How long can the journey take up the river?
- 4 What are three changes to the male salmon?
- 5 Do scientists know why this happens?
- 6 Where do the females lay their eggs?
- 7 Why is it important for the salmon to die?

Speaking and writing

7 Work in pairs. Turn to page 154.

8 Join another pair. Take turns reading your narration aloud. You can use some of these phrases:

The life cycle of a bear starts in the winter ...
A few months later ...
After that ... Next ...
Finally ... At the end ...
It starts again ...

As you listen, follow the stages on the life cycle chart. Is their narration correct and easy to follow?

91

Four Sustainable life lessons per level guide students to develop problem-solving and collaborative skills through engaging video content and a project-based task designed to help students become active citizens in their own communities.

6f video equality at work, women's soccer • speaking female role models • project interview a female role model

Gender equality



The British Women's Soccer Team in 1895



The Saudi Arabian Women's Soccer Team in 2023

Sustainable Life

Video

1 You are going to watch a video about men and women working in Europe. In pairs, look at the chart in Exercise 2 and guess the missing percentages.

2 **Pre-1** Watch Video 1 about gender equality and complete the missing percentages in the chart.

	Women	Men
Engineers	20 percent	80 percent
In hospitals (e.g., nurses)	1 _____ percent	20 percent
Teachers	3 _____ percent	4 _____ percent
Pay	Women earn 1 _____ percent less than men, but work longer hours.	
Position in a company	1 _____ percent of large companies have female managers at the top.	

3 Work in groups. Discuss these questions.

- 1 Does the information in the video surprise you? Why or why not?
- 2 How can men and women be equal in the workplace?

4 Look at the two photos of female soccer players. Discuss the questions in groups.

- 1 What year is the first photo from? Does it surprise you? Why or why not?
- 2 Which modern team does the second photo show? Does your country have a women's soccer team? How popular is soccer with men and women in your country?

5 **Pre-2** Watch Video 2 about women's soccer. Put the events (A–E) on the timeline.

- A There was the first women's World Cup.
- B The English Football Association stopped women playing.
- C English women's soccer was popular.
- D There are many women's national teams.
- E Female English teams started playing again.



6 **Pre-3** Watch Video 2 again. Complete the sentences with years and numbers.

- In the early part of the 20th century, there were _____ women's soccer clubs in England.
- In _____, the English Football Association stopped women's soccer.
- Fifty years later, in _____, the Association changed its mind.
- In 1991, the U.S. won the women's World Cup final.
- Today, there are _____ women's national teams.

Speaking

7 A "role model" is a successful person who you would like to copy. In pairs, make a list of female role models in your country, e.g.:

- female sports people,
- women who do important jobs,
- famous women on TV,
- women with their own business.

8 Join another pair and share your lists. Explain why each woman is a role model.

This role model is on TV. She's a journalist and interviews important people. Her name is ...

Project

Project brief

You are going to interview a female role model.

9 **Research** Think of a female role model you can interview in your school, college, town, or city. For example, you can interview a woman:

- in your school/college/office with an important job,
- with a business in your town,
- with a successful career.

Invite the person to a 15-minute interview.

10 **Planning** Plan your interview. Write questions that ask about her:

- early life,
- education,
- first job(s),
- job now,
- advice for young people who want to be successful,
- job now.

Next, interview your role model with your questions.

11 **Presentation** Give a short presentation to the class about your role model. Use the information from your interview to present her past life, her life now, and her advice for young people.

78

79

REVIEW LESSON

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

UNIT 7

REVIEW AND MEMORY BOOSTER

Grammar

1 Look at the picture. Complete the sentences with the name of a planet from the picture.

- Mercury is the nearest planet to the Sun.
- Saturn is a big planet, but _____ is the biggest planet.
- _____ is colder than Uranus because it is the farthest away from the Sun.
- The journey from Earth to _____ is longer than Earth to Uranus.
- _____ is closest to Mars and the best planet for humans.
- Mars is smaller than Earth, but _____ is the smallest planet.



2 >> MB Underline 10 adjectives in sentences 1–6 in Exercise 1.

- Which are comparative adjectives?
- Which are superlative adjectives?

3 Read the information. Then write two comparative sentences using the adjectives in parentheses.

- The summer temperature in Doha is 40°C. It's 20°C in Berlin. (hot / cold)
Doha is hotter than Berlin. Berlin is colder than Doha.
- A Porsche can travel at 300 kph. A Mini can travel at 210 kph. (fast / slow)
- This house costs \$1,000,000. This apartment costs \$250,000. (cheap / expensive)
- Bangkok has a population of 11.2 million. Madrid has a population of 6.8 million. (big / small)
- The Ganges River is 2,506 km long. The Amazon River is 6,400 km long. (long / short)

4 Read the sentences and compare them with the information in Exercise 3. Complete the superlative sentences.

- The summer temperature in Edinburgh is 19°C. Edinburgh is the coldest city.
- A Koenigsegg Jesko Absolut can travel at 531 kph. It's _____ car.
- This castle costs \$10 million. It's _____ home.
- Delhi has a population of 33.8 million. It's _____ capital city.
- The Roe River is 61 m. It's _____ river.

Vocabulary

5 Complete the sentences.

- I often go _____ bus to work.
- It's sunny today, so let's _____ through the park.
- Sometimes I drive to the stores, and sometimes I _____ the bus.
- Did you travel _____ Beijing by plane?

6 Choose the correct option to complete the sentences.

- Can I *buy* / *pay* by credit card?
- Can you *lend* / *borrow* me €10?
- Could I *change* / *pay* £100 into dollars?
- Spend* / *Take out* some money from that ATM.

Real life

7 Match the two halves of the sentences.

1 Can you lend _____	a some coins?
2 Could I borrow _____	b cash?
3 Can you pay with _____	c me a dollar?
4 I'm afraid I don't have _____	d credit card.
5 I'm sorry, but I can only take _____	e any coins.

Real world

8 >> MB Match the journeys (1–6) with the distance or length of time (a–f).

1 A tree frog's journey _____	a 30 minutes (by car)
2 Lhasa to Kodari _____	b four days
3 Hegra to Jabal Ikma _____	c 30 meters
4 A loggerhead turtle's journey _____	d three days (by bus)
5 A sockeye salmon's journey _____	e many weeks
6 The trek to Ciudad Perdida _____	f 14,000 kilometers

I CAN	
talk about journeys	<input type="checkbox"/>
use comparative adjectives	<input type="checkbox"/>
ask and answer questions about places	<input type="checkbox"/>
use superlative adjectives	<input type="checkbox"/>
read travel information and write for my reader	<input type="checkbox"/>
make and respond to requests	<input type="checkbox"/>
write a travel blog post and use so and because	<input type="checkbox"/>
analyze a life cycle chart and watch a video about a journey	<input type="checkbox"/>

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

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

Memory booster activities ask students to make a written record of something, for example, a written text or a graphic organizer (like a mind map or Venn diagram).

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21

IN THIS UNIT

Unit theme This unit is about people, personal information, personal descriptions, and family and friends.

Vocabulary

- **1a** personal information: *first name, last name, job, student, teacher, place of birth, from, married, single, age, old*
- **1b** family: *aunt, uncle, cousin, nephew, niece, parent, daughter, father, grandparent, grandchildren, granddaughter, grandmother, grandson, sister*
- **1c** everyday verbs: *have, live, speak, use, work*

Wordbuilding

- **1b** root words: *mother, grandmother, mother-in-law*

Word focus

- **1c** *in*

Grammar

- **1a** *be (am/is/are)*
- **1b** possessive 's and possessive adjectives

Reading

- **1a** an interview with explorers in Botswana
- **1c** an article about world population

Listening

- **1b** three descriptions of families in film

Speaking

- **1a** asking questions
- **1b** friends and family
- **1c** facts about countries
- **1f** planning a video about animals

Critical thinking

- **1c** types of text

Real life

- **1d** meeting people for the first time

Pronunciation

- **1a** contracted forms
- **1b** the same or different sounds
- **1c** numbers and percentages
- **1d** spelling

Writing

- **1e** a personal description

Writing skill

- **1e** *and* and *but*

Visual literacy

- **1f** using captions with photos and videos

Video

- **1f** filming animals

- **Lead-in** Books closed. Find something light that you can throw, such as a ball of paper. Have the whole class stand, in a circle if possible.
- Say: *Hello! My name's [your name]. What's your name?* Throw the ball to a student. They repeat what you said and pass the ball to another student. Continue until all the students have said their name.
- Passing the ball again, ask one student: *Is your name [their name]?* They respond *Yes* or *No* and pass the ball to another student, asking the same question. Continue until all the students have confirmed their names.

1

- Students look at the photo and caption, and answer the questions in pairs. Check understanding of *where* and *job* by asking: *Where are we?* (in a classroom) *What's my job?* (teacher).
- Elicit the answers to the questions by asking students, then ask: *Where's Papua New Guinea?* If you have a world map, invite a student to point to the country.

Visual literacy

A key part of visual literacy is analyzing how a visual text is constructed. Ask:
What can you see in the image?
What can you see in the front (foreground) and back (background) of the image?
Who or what is the main focus?
How do these different elements make you feel?

Answers

See answers on Student's Book page.

2

- Point to the questions and answers and indicate matching with your finger (see **Teacher development**). Then point to your ear and say: *Listen to the photographer*. Play the audio.
- Ask each question to a different student. When you have elicited all the answers, ask students: *Do you like the photo? Do you like swimming in the ocean?*

Extra activity

To support students, ask them to match the questions and answers in pairs before listening. The audio is then a way to check answers.

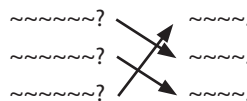
Answers

See answers on Student's Book page.

Teacher development

Classroom tips: making instructions visual

At this level, it's important to clarify instructions with visual support. Students may not understand basic instructions like *listen*, so point to your ear when you say **Listen**. Act out activities, such as using your finger to pretend to match items or moving your arms to show the meaning of *swimming*. This is a quick way to clarify meaning, but you might also need to draw simple pictures on the board, e.g., for *match*:



Always keep your language simple and limit your talking time. The more you say, the more the students have to work to understand you.

Another way to make instructions less verbal and more visual is to demonstrate. Use the first item in an activity to clarify the instructions, or, as in Exercise 3, a pairwork exercise, have a student join you to demonstrate a speaking task.

3

- Point to the model dialogue in the book or copy it onto the board. Choose a volunteer to demonstrate it with you. Hold the conversation with them and



Dinah Halstead is in Milne Bay, Papua New Guinea. She's a diver.

UNIT GOALS

- 1a • give personal information
 - ask and answer questions with the verb *be*
- 1b • talk about people and family
 - use possessive 's and possessive adjectives
- 1c • read about the world population, and identify the type of text
- 1d • introduce myself and other people
- 1e • write a personal description, and connect sentences with *and* and *but*
- 1f • evaluate captions with photos and videos, and watch a video about a filmmaker

1 Work in pairs. Look at the photo and the caption. Where is Dinah? What's her job? **Dinah is in Milne Bay, Papua New Guinea. She's a diver.**

2 **1.1** Listen to an interview with the photographer who took the photo. Match the questions (1–4) with the answers (a–d).

- | | |
|--------------------------------|--------------------------------|
| 1 What's your name? d | a The U.S.A. |
| 2 Where are you from? a | b Her name's Dinah Halstead. |
| 3 What's her name? b | c She's from Papua New Guinea. |
| 4 Where's she from? c | d David Doubilet. |

3 Work in pairs. Ask and answer these questions.

A: *Hello. What's your name?*
 B: *My name's ...*
 A: *Where are you from?*
 B: *I'm from ...*

4 Work with another pair. Ask and answer these questions.

A: *What's his/her name?*
 B: *His/Her name's ...*
 C: *Where's he/she from?*
 D: *He/She's from ...*

4

- Write on the board: *His/Her name's _____. He's/She's from _____. Check students understand *his* and *he* refer to men and *her* and *she* refer to women.*
- Tell the class to introduce their partners to students in another pair. Demonstrate with a student.
- When they have finished speaking, ask a few students to introduce one of their classmates from the other pair to the class.

Answers

Students' own answers.

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

at the end, say: *Nice to meet you!* Shake their hand or make an appropriate gesture to illustrate the meaning of the expression.

- Drill the questions and answers (see **Pronunciation notes**). Then students ask and answer in pairs.

Answers

Students' own answers.

Pronunciation notes

Drilling chorally and individually

It's important for students to hear new words and expressions correctly. Have them repeat after you so that you know they can say them correctly. Say to the

class: *Listen and repeat. Hello. What's your name?* Encourage the whole class to repeat at the same time (this is called *choral drilling*).

Check that individual students are saying words or phrases correctly too by nominating one student at a time to say the word or expression (*individual drilling*). In a large class it takes too long to hear from everyone, but nominate a few students each time so they learn to participate in the choral pronunciation work.

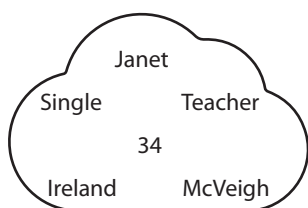
Say the questions and answers naturally, with contractions and correct stress:

What's your name? *My name's Kiko.*
Where are you from? *I'm from Madrid.*

AT A GLANCE

- **reading** explorers in Botswana
- **vocabulary** personal information
- **grammar** *be (am/is/are)*
- **pronunciation** contracted forms
- **speaking** asking questions

- **Lead-in** Books closed. Write your personal information on the board in a box or cloud, like this:



- Elicit questions from the class, e.g., *What's your name?* Answer the questions even if they are not correct, but say the question correctly and have students repeat after you each time. Check the piece of information each time. Check understanding of *single/married*, e.g., by pointing to your ring finger (see **Vocabulary notes**). Students write down their personal details in a cloud. In pairs, they take turns asking and answering the questions.

Reading

1

- Tell students to look at the photo but not to read the interview yet. Reinforce this by covering the text with your hands. Students discuss the questions in pairs. In feedback, elicit their ideas.
- **Optional step** Do this as a whole-class activity (see **Teacher development**) to avoid the students reading ahead.

Answers

Students' own answers.

Explorers

Reading

- 1 Work in pairs. Discuss these questions.

- 1 Who is in the photo?
- 2 Where are they?
- 3 What is their job?

- 2 Read the interview. Choose the correct option to complete the sentences.

- 1 Beverly is the *man* / *woman* in the photo.
- 2 Beverly is a filmmaker, explorer, and *photographer* / *doctor*.
- 3 Beverly is *single* / *married*.
- 4 Dereck is *also* / *not* an explorer.
- 5 They are from *South Africa* / *Botswana*.

Vocabulary personal information

- 3 Complete this chart about Beverley and Dereck with information from the interview.

First name	Beverly	Dereck	(you)
Last name	1 Joubert	Joubert	
Job	photographer, explorer, and filmmaker	2 explorer and filmmaker	
Place of birth	3 South Africa	South Africa	
Married or single?	married	4 married	
Age	don't know	don't know	

- 4 Complete the last column in Exercise 3 with information about you.

1.2

INTERVIEW with an EXPLORER



What's your name?

My name's Beverly Joubert.

What's your job?

I'm a photographer for National Geographic. My photos are in *National Geographic Magazine*. And I'm also an explorer and filmmaker.

Who is the man in the photo?

That's Dereck. He's my husband. He's also an explorer and a filmmaker.

Where is the photo?

It's in Botswana.

Are you from Botswana?

No, we aren't. We're from South Africa, but most of the time, we're in Botswana.

Is Botswana your favorite country?

Yes, it is.

Teacher development

Classroom tips: whole-class activities

Often, activities are short and simple, so it may be quicker to do them as a class, instead of putting students into pairs. The teacher asks the questions to different students. Use it as an opportunity to teach the class vocabulary, such as *photographer*, *explorer*, *husband*, *lion*, etc. Here, it's important that students don't read the interview, so you can ask them not to open their books until Exercise 2. If you use the CPT (Classroom Presentation Tool, see page 15), you can focus on the photo.

2 1.2

- Explain the task by pointing to the words in italics in the first

sentence and say: *Read. Is Beverly the man in the photo or the woman in the photo?* Students read and choose the correct options.

- In feedback, check students read out each whole sentence, not just the word. Praise students for correct answers, but correct errors of pronunciation, especially key vocabulary: *man*, *woman*, *single*, *married*, *explorer*, *photographer*.
- **Optional step** Students close their books and listen to the audio of the interview to answer the questions.

Answers

See answers on Student's Book page.

Grammar **be (am/is/are)**

Affirmative

I'm a photographer. ('m = am)
You/We/They're married. ('re = are)
He/She/It's from South Africa. ('s = is)

Negative

I'm not a journalist. ('m not = am not)
You/We/They aren't married. (aren't = are not)
He/She/It isn't from South America. (isn't = is not)

Questions

What's your name? Beverly.
Where are they from? South Africa.
How old are you? Twenty.

Yes/No questions with short answers

Are you from Botswana? Yes, I am. / No, I'm not.
Is she single? Yes, she is. / No, she isn't.

For more information and practice, see page 158.

- 5 Look at the grammar box. Complete the information with the forms of the verb **be**.
- affirmative: I am, you are, he is
 - negative: I 'm not, we aren't, she isn't
 - questions: Are you ...? Is he ...?
 - short answers: Yes, I am. Yes, it is. No, you aren't. No, she isn't.
- 6 **1.3** Choose the correct options to complete the conversation. Then listen and check.
- A: Hello. What ¹ are your name?
B: My name's Carlos Pinillos.
A: ² Are / Is you married?
B: Yes, ³ I'm / I am My wife's name is Sally.
She ⁴ aren't / isn't here today.
A: What's her job?
B: ⁵ She're / She's a teacher. I'm / I's also a teacher.
A: Are you both from Brazil?
B: No, we ⁷ isn't / aren't I'm from Brazil, but Sally is from Ireland.
A: And how old ⁸ are / is you?
B: I'm 36.
A: Is Sally also 36?
B: No, she ⁹ am not / isn't She's 37.
- 7 Match the questions (1–6) with the answers (a–f).
- Are you married? b
 - Is he a teacher? f
 - What's your name? c
 - Is she from South Africa? e
 - How old are you? a
 - Where is Oksana from? d
- a Sixteen. e No, she isn't. She's from Australia.
b No, I'm not. f Yes, he is.
c Claudio. d Ukraine.

8 Pronunciation contracted forms

- a **1.4** Listen to the sentences. Check (✓) the form you hear.

1	<input checked="" type="checkbox"/>	'm	<input type="checkbox"/>	am
2	<input type="checkbox"/>	're	<input checked="" type="checkbox"/>	are
3	<input type="checkbox"/>	'm	<input checked="" type="checkbox"/>	am
4	<input checked="" type="checkbox"/>	'm not	<input type="checkbox"/>	am not
5	<input checked="" type="checkbox"/>	's	<input type="checkbox"/>	is
6	<input type="checkbox"/>	're	<input checked="" type="checkbox"/>	are
7	<input checked="" type="checkbox"/>	aren't	<input type="checkbox"/>	are not
8	<input checked="" type="checkbox"/>	're	<input type="checkbox"/>	are
9	<input checked="" type="checkbox"/>	isn't	<input type="checkbox"/>	is not
10	<input type="checkbox"/>	's	<input checked="" type="checkbox"/>	is

- b **1.4** Listen again and repeat the sentences.

- 9 **1.5** Complete this conversation at an airport with the correct form of **be**. Use a contracted form where possible. Then listen and check.

A: Good afternoon. ¹ Are you in Vietnam for work or for vacation?

B: For work. I ² 'm a photographer.

A: I see. What ³ 's your address in Hanoi?

B: We ⁴ 're at the Hanoi Hotel.

A: We?

B: Yes, I'm with my husband and two children, but they ⁵ 're already at the hotel.

A: ⁶ Is your husband also a photographer?

B: Yes, he is, but he ⁷ isn't in Hanoi for work. He ⁸ 's here for vacation.

Speaking **my life**

- 10 Write questions with these words.

1	what / first name?	<u>What's your first name?</u>
2	what / last name?	<u>What's your last name?</u>
3	are / student?	<u>Are you a student?</u>
4	what / job?	<u>What's your job?</u>
5	where / from?	<u>Where are you from?</u>
6	how old / you?	<u>How old are you?</u>
7	are / married?	<u>Are you married?</u>

- 11 Work in pairs. Ask and answer your questions from Exercise 10.

A: Are you a student?

B: No, I'm not.

A: What's your job?

B: I'm a teacher.

- 12 Work as a class. Introduce your partner to the other students.

This is Rosana. She's from Chile. She's a student.

- **Exam tip** This task provides exam practice for IELTS, Reading, Task Type 9 (Table completion).

Answers

See answers on Student's Book page.

Vocabulary notes

As well as the key vocabulary, it is important that students know how to talk about their own personal information. Teach how to say each student's job and where they are from in English.

last name = someone's family name. In English-speaking countries, it always comes after a person's name. In British English, it is called **surname**.

single = not married. Many people prefer not to define themselves according to their marriage status, so they can say: *I'm (not) in a relationship*.

job = the work someone does for money, e.g., *I'm a teacher/student/photographer/* etc. If someone doesn't have a job, it may be because they are **retired** (= they stopped working because they are older now) or **unemployed** (= they don't have a job at the moment).

place of birth = the city or country where someone was born. Ensure students know how to say their country of birth in English. Normally, you can ask for this information with: *Where are you from?* However, people may need to explain more complicated situations, e.g., *I'm from x, but I live in y now*.

age = the number of years someone has lived. However, *How old are you?* is a much more common question than *What is your age?* In some languages, e.g., Spanish, people say *I have 23 years*, so tell students that in English, they should say: *I'm 23* or *I'm 23 years old* ("*I'm 23 years*" is wrong).

How old are you? is an important question to teach, but remember that some people may prefer not to answer the question. Consider teaching the expression: *I prefer not to say*.

4

- Students add their own information to the last column in the chart.
- In feedback, ask questions and elicit answers, e.g., *What's your first name? How old are you? Where are you from? Are you married?*

Answers

Students' own answers.

Background information

Dereck and Beverly Joubert are National Geographic Explorers at Large and wildlife conservationists who have been filming, researching, and exploring in Africa for over 40 years.

They're the founders of the Big Cats Initiative with National Geographic, which supports conservation of big cats in nearly 30 countries. The Jouberts have made more than 40 films for National Geographic, published around 15 books, and written several scientific papers and articles for the *National Geographic* magazine. Beverly Joubert is a famous photographer and her international exhibitions have helped to raise more awareness of the plight of big cats across the world.

Botswana /bat'swana/ is a country in southern Africa.

Sustainable life

Explore why big cats are endangered. Ask: *Why is the number of big cats reducing?* (Possible answers: losing natural habitat and animals they can eat, danger from people taking animal parts.)

Vocabulary personal information

3

- Use the **Vocabulary notes** to pre-teach the words in the chart. Students read the interview again to find the information to complete the chart.

Explorers

Reading

1 Work in pairs. Discuss these questions.

- Who is in the photo?
- Where are they?
- What is their job?

2 Read the interview. Choose the correct option to complete the sentences.

- Beverly is the *man* / *woman* in the photo.
- Beverly is a filmmaker, explorer, and *photographer* / *doctor*.
- Beverly is *single* / *married*.
- Derek is *also* / *not* an explorer.
- They are from *South Africa* / *Botswana*.

Vocabulary personal information

3 Complete this chart about Beverley and Derek with information from the interview.

First name	Beverly	Derek	(you)
Last name	<i>Joubert</i>	Joubert	
Job	photographer, explorer, and filmmaker	<i>explorer and filmmaker</i>	
Place of birth	<i>South Africa</i>	South Africa	
Married or single?	married	<i>married</i>	
Age	don't know	don't know	

4 Complete the last column in Exercise 3 with information about you.

Grammar be (am/is/are)

Affirmative

I'm a photographer. (I'm = am)
You/We/They're married. (They're = are)
He/She/It's from South Africa. (It's = is)

Negative

I'm not a journalist. (I'm not = am not)
You/We/They aren't married. (aren't = are not)
He/She/It isn't from South America. (isn't = is not)

Questions

What's your name? Beverly.
Where are they from? South Africa.
How old are you? Twenty.

Yes/No questions with short answers

Are you from Botswana? Yes, I am. / No, I'm not.
Is she single? Yes, she is. / No, she isn't.

For more information and practice, see page 158.

8 Pronunciation contracted forms

a **1.14** Listen to the sentences. Check (✓) the form you hear.

- | | |
|--|---|
| 1 <input checked="" type="checkbox"/> 'm | <input type="checkbox"/> am |
| 2 <input type="checkbox"/> 're | <input checked="" type="checkbox"/> are |
| 3 <input type="checkbox"/> 'm | <input checked="" type="checkbox"/> am |
| 4 <input checked="" type="checkbox"/> 'm not | <input type="checkbox"/> am not |
| 5 <input checked="" type="checkbox"/> 's | <input type="checkbox"/> is |
| 6 <input type="checkbox"/> 're | <input checked="" type="checkbox"/> are |
| 7 <input checked="" type="checkbox"/> aren't | <input type="checkbox"/> are not |
| 8 <input checked="" type="checkbox"/> 're | <input type="checkbox"/> are |
| 9 <input checked="" type="checkbox"/> isn't | <input type="checkbox"/> is not |
| 10 <input type="checkbox"/> s | <input checked="" type="checkbox"/> is |

b **1.14** Listen again and repeat the sentences.

9 **1.15** Complete this conversation at an airport with the correct form of *be*. Use a contracted form where possible. Then listen and check.

A: Good afternoon. *1. Are* you in Vietnam for work or for vacation?

B: For work. *2. I'm* a photographer.

A: I see. What *3. 's* your address in Hanoi?

B: We *4. 're* at the Hanoi Hotel.

A: We?

B: Yes, I'm with my husband and two children, but they *5. 're* already at the hotel.

A: *6. Is* your husband also a photographer?

B: Yes, he is, but he *7. isn't* in Hanoi for work.

He *8. 's* here for vacation.

Speaking my life

10 Write questions with these words.

- what / first name? *What's your first name?*
- what / last name? *What's your last name?*
- are / student? *Are you a student?*
- what / job? *What's your job?*
- where / from? *Where are you from?*
- how old / you? *How old are you?*
- are / married? *Are you married?*

11 Work in pairs. Ask and answer your questions from Exercise 10.

A: *Are you a student?*

B: *No, I'm not.*

A: *What's your job?*

B: *I'm a teacher.*

12 Work as a class. Introduce your partner to the other students.

This is Rosana. She's from Chile. She's a student.

1.2

INTERVIEW
with an
EXPLORER

What's your name?

My name's Beverly Joubert.

What's your job?

I'm a photographer for National Geographic. My photos are in *National Geographic Magazine*. And I'm also an explorer and filmmaker.

Who is the man in the photo?

That's Derek. He's my husband. He's also an explorer and a filmmaker.

Where is the photo?

It's in Botswana.

Are you from Botswana?

No, we aren't. We're from South Africa, but most of the time, we're in Botswana.

Is Botswana your favorite country?

Yes, it is.

5 Look at the grammar box. Complete the information with the forms of the verb *be*.

1 affirmative: I *am* you *are*
he *is*

2 negative: I *'m not* we *'aren't*
she *isn't*

3 questions: *Are* you ... ? *Is* he ... ?

4 short answers: Yes, I *am*. Yes, it *is*.
No, you *aren't*. No, she *isn't*.

6 **1.13** Choose the correct options to complete the conversation. Then listen and check.

A: Hello. What *1. are* / *'s* your name?

B: My name's Carlos Pinillos.

A: *2. Are* / *Is* you married?

B: Yes, *3. I'm* / *I am* My wife's name is Sally.

She *4. aren't* / *isn't* here today.

A: What's her job?

B: *5. She's* / *She is* a teacher. *6. I'm* / *I am* also a teacher.

A: Are you both from Brazil?

B: No, we *7. isn't* / *aren't* I'm from Brazil, but Sally is from Ireland.

A: And how old *8. are* / *'s* you?

B: I'm 36.

A: Is Sally also 36?

B: No, she *9. am not* / *isn't* She's 37.

7 Match the questions (1–6) with the answers (a–f).

- Are you married? *b*
 - Is he a teacher? *f*
 - What's your name? *c*
 - Is she from South Africa? *e*
 - How old are you? *a*
 - Where is Oksana from? *d*
- a Sixteen. e No, she isn't. She's from Australia.
b No, I'm not. f Yes, he is.
c Claudio. d Ukraine.

my life

PERSONAL INFORMATION

FRIENDS AND FAMILY

FACTS ABOUT COUNTRIES

INTRODUCE YOURSELF

Extra activity

Students work in pairs to ask and answer questions about their name, job, and relationship status.

Grammar be (am/is/are)

5

- Check understanding of *affirmative* (+), *negative* (-), and *questions* (?). Students look at the information in the grammar box and write the missing forms of the verb *be*. Elicit the first form (*am*) to get students started. Let students compare their answers in pairs before checking as a class.
- In feedback, elicit answers and establish that there are three affirmative forms (*am*, *is*, and *are*). Use the **Grammar notes** to point out information about negatives, contractions, and short answers, and write the forms on the board.

Answers

See answers on Student's Book page.

GRAMMAR NOTES

We use *am* with *I* (*I am*). This is often abbreviated to *I'm* in spoken English and informal written English. We add *not* to make the negative (*I'm not*) and invert with the subject to make the question (*Am I ... ?*). In short answers, we use *Yes, I am* (not *Yes, I'm*) and *No, I'm not*. Note that *I amn't* or *I'mn't* are not possible.

We use *is* with *he*, *she*, and *it*. The contraction is *He's*, *She's*, or *It's*. The negative is *He isn't*, etc. and the question is *Is she ... ?* etc. In short answers, we use *Yes, he is*, or *Yes, it is*, etc. (not *Yes, he's* or *Yes, it's*) and *No, he isn't*. Note that *he's not* or *she's not* are possible, but less common.

The second- and third-person plural forms are *you are*, *we are*, and *they are*, often abbreviated to *you're*, *we're*, or *they're*. Negatives are *we aren't*, etc. and questions *Are you ... ?* etc. In short answers, we use *Yes, we are* or *Yes, they are*, etc. (not *Yes, we're* or *Yes, they're*) and *No, they aren't*. Note that *they're not* or *we're not* are possible, but less common.

Show this clearly on the board, then have students copy this text down in their notebooks:

AFFIRMATIVE

I am → *I'm*

You are → *You're*

QUESTIONS

Am I ... ?

NEGATIVE

I am not → *I'm not*

You are not → *You aren't*

ANSWERS

Yes, I am / No, I'm not

6 1.3

- Students read the conversation and choose the correct options.
- Play the audio. Students listen and check their answers. Let students compare their answers in pairs before checking as a class.
- Extra support** Monitor individuals carefully, checking their answers and helping them to self-correct by referring them to the **Grammar notes** on the board if necessary.

Answers

See answers on Student's Book page.

Extra activity

Students practice reading out the conversation in pairs.

7

- Students match the questions and answers individually or in pairs. In feedback, choose a student and ask them the first question. Then, have that student choose another student to ask the second question, etc.
- **Optional step** Students close their books. Write the answers on the board and have students write the questions in pairs. They open their books to check their answers.

Answers

See answers on Student's Book page.

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

8 Pronunciation contracted forms

a 1.4

- Ask students to read the contracted forms and think about how they are pronounced. Then play the audio. Students listen and check the forms they hear.
- Check answers as a class. Play the audio again, pausing after each item.

Answers

See answers on Student's Book page.

b 1.4

- Play the audio again. Students listen and repeat the sentences. Use the **Pronunciation notes** to help you drill the contracted forms.
- **Optional step** Students turn to the audio script on page 183 as they listen and repeat.

Answers

Students' own answers.

Pronunciation notes

The pronunciation of the contracted forms is quite difficult for Level 2 students. It involves getting their tongues around long vowels and diphthongs. Point out the diphthongs in *I'm* /aɪm/, *we're* /wɪr/, and *they're* /ðeɪr/. Also the /z/ sound in *he's* and *she's* /ʃɪz/, and the long vowel sound in *are* /ɑr/ and *aren't* /'arənt/. Raise awareness of these sounds by drilling them in isolation, e.g., /ɪr/, then in the word, e.g., /wɪr/.

9 1.5

- Students work in pairs to complete the conversation. Encourage students to use contracted forms where possible.
- Play the audio. Students listen and check their answers.

Answers

See answers on Student's Book page.

Speaking my life

10

- Students form the questions from the prompts. Elicit the first question as an example to ensure instructions are clear and that students remember to add the verb *be* where necessary.
- Let them check answers in pairs before class feedback. Chorally drill each question, paying attention to sentence stress.

Answers

See answers on Student's Book page.

11

- Students take turns interviewing each other. They should try to remember their partner's information or take brief notes, ready for Exercise 12.
- Monitor pairs and make a note of errors they make (see **Teacher development**).

Answers

Students' own answers.

Teacher development

Classroom tips: error correction

It's a good idea to do an error feedback stage at the end of a fluency activity. Avoid correcting while students speak as this interrupts their flow and detracts from the main aim, which is to communicate freely and in real life. But afterward, write four or five incorrect sentences on the board and ask students to correct them as a class or in pairs.

By listening carefully, noting a few errors, and writing them up for class correction, you remind students to be aware of their accuracy and to try to self-correct. It's an opportunity to focus on common errors that students regularly make. Most classes appreciate error correction from their teacher.

12

- Write *This is ...* on the board. Point to the model answer and say: *We introduce people with "This is..."* Students take turns introducing their partners to the class. Have the rest of the class say: *Nice to meet you* to each classmate.

Answers

Students' own answers.

AT A GLANCE

- **listening** families in film
- **vocabulary** family
- **wordbuilding** root words
- **grammar** possessive 's and possessive adjectives
- **pronunciation** the same or different sounds
- **speaking** friends and family

- **Lead-in** Display a photo of any anonymous person. Say: *This person is very interesting! Invent their personal information.* Students in pairs decide together on the personal information of their character. Then, one student in each pair interviews the other as if they were that person, asking them the questions from Lesson 1a.
- Ask *How interesting is this person?* Invite three or four volunteers to be interviewed by the rest of the class. At the end, ask the class: *Who is the most interesting?* Congratulate the pair who invented the most interesting character.

Listening

1

- Explain that the people in the photo make films and are members of the same family. Students guess the relationships between them in pairs, then answer questions 1–4.
- In feedback, elicit the students' answers for 1 and 2.
- **Extra support** Before Exercise 1, show the class photos of your family and explain who the people in the photos are, e.g., *This is Sacha. He's my brother,* etc. Draw your family tree on the board, labeled with the family vocabulary.

Answers

- 1 Yes, she is a filmmaker.
 2 No, they are her grandchildren.
 3 & 4 Students' own answers.

1b

listening families in film • vocabulary family • wordbuilding root words • grammar possessive 's and possessive adjectives • pronunciation the same or different sounds • speaking friends and family

Families in film

The filmmaker Jane Goodall is with her grandchildren. They are in Tanzania.



Listening

- 1 In pairs, look at the photo. Answer these questions.

- 1 Is Jane Goodall a filmmaker?
- 2 Are the two people her children?
- 3 Is your family big or small?
- 4 Where is your family from?

- 2 **1.6** Listen to three descriptions about families of filmmakers. Match the name (1–7) to the family member (a–f). You can use one option twice.

- | | | |
|----------------|---|-----------------|
| 1 Jane Goodall | c | a granddaughter |
| 2 Merlin | f | b daughter |
| 3 Angel | a | c grandmother |
| 4 Tom Fitz | e | d sister |
| 5 Phoebe | b | e father |
| 6 Austin | d | f grandson |
| 7 Westin | d | |

12

2 **1.6**

- Say: *Listen to three descriptions. Match the name to the family member word.* Remember that visual clues can help students understand instructions.

- Play the audio. Students listen to the descriptions and match the names to the family members.

Answers

See answers on Student's Book page.

3 **1.6**

- Before students listen again, put them into pairs to try to complete the text from context. Elicit the first missing word from the class

- 3 **1.6** Listen again and complete the text.

- 1 Jane Goodall ¹ is famous for her films of animals. She's ² in over 40 films. Now, her grandchildren work with Jane in Tanzania. Jane's ³ grandson is Merlin and ⁴ her granddaughter is Angel.
- 2 Tom and Phoebe Fitz ⁵ are father and daughter. Tom's a filmmaker. His movies are ⁶ about animals and nature. Tom's ⁷ daughter is Phoebe. She's ⁸ a photographer, and she also works with her father.
- 3 Austin ⁹ and Westin Ray are sisters. Austin and Westin ¹⁰ are movies ¹¹ are about people all over the world. For example, their movie *24 Hours of Daylight* is about life in Iceland, and *Island Earth* is ¹² about Hawaii.

to demonstrate the activity, then give students two minutes to think of other missing words. Say: *Don't worry if you can't think of a word. We will listen again.*

- Elicit students' ideas, but don't confirm them yet. Then, play the audio for students to check their answers and complete any missing words.
- In feedback, elicit whole sentences from each student. Check comprehension of the prepositions *about* and *in* by asking about a movie most of the students will have seen: *What is [name of movie] about? Who is in it?*

Vocabulary family

- 4 Look at these family words. Which are men (M)? Which are women (W)? Which are both (B)?

W	aunt	W	mother-in-law
B	cousin	M	nephew
M	father	W	niece
B	grandparent	B	parent
W	mother	M	uncle

- 5 Write the correct words from Exercise 4.

- your father's brother and sister: uncle, aunt
- your brother's daughter and son: niece, nephew
- your uncle and aunt's son or daughter: cousin
- your husband's or wife's mother: mother-in-law
- your mother or father: parent
- your parent's mother or father: grandparent

WORDBUILDING root words

You can make more words from a root word.

For example: *mother* → *grandmother* → *mother-in-law*

- 6 Look at the wordbuilding box and the words in Exercise 4. Make five more words with the root words *sister*, *daughter*, and *father*.

Grammar possessive 's and possessive adjectives

Possessive 's

Tom's daughter is Phoebe.

Merlin and Angel's grandmother is Jane.

Notice: 's is also the contracted form of *is*.

Possessive adjectives

Subject	Object	Possessive adjective
I	me	my
you	you	your
he	him	his
she	her	her
it	it	its
we	us	our
they	them	their

She's my sister. What's your name? His name is Tom.

For more information and practice, see page 158.

- 7 Look at the grammar box. Then read the descriptions in Exercise 3 again and follow the instructions below.
- Circle three examples of the possessive 's.
 - Underline three different possessive adjectives.

- 8 Choose the correct option to complete each sentence.

- I / My parents are Spanish.
- I / My am the only boy in my family.
- What's you / your name?
- Where are you / your from?
- She / Her is a photographer.
- He / His uncle is in the U.S.
- We / Our family is from Asia.
- They / Their cousins are both girls.

- 9 Pronunciation the same or different sounds

1.7 Listen to these pairs of words. Is the pronunciation the same (S) or different (D)?

- they're / their S
- he's / his D
- its / it's S
- are / our D
- you're / your S

- 10 1.8 Rewrite these sentences with the words in parentheses. Then listen and check.

- I'm Fabien. (my name)
My name's Fabien.
- Annie's sister's Claire. (her)
Her sister's Claire.
- Fred and Andy's cousins are Juliet and Jane. (their)
Their cousins are Juliet and Jane.
- Fritz's grandparents are late. (his)
His grandparents are late.
- Are you Sylvain? (your name)
Is your name Sylvain?
- We have a niece. Her name's Helen. (our)
Helen's our niece.

- 11 1.9 Complete the description of a person's family and friends with these words. Then listen and check.

her her his my their

My family lives in the Netherlands. ¹ My mother's from Belgium, and ² her three sisters (my aunts) live there. My father's from Rotterdam, and he's a businessman. My sister's name is Julia, and she's a teacher. She's married, and ³ her husband's called Bram. He's also a teacher. ⁴ Their children are Lars and Lucas. My best friend is Peter. ⁵ His father and my father have a company together.

Speaking my life

- 12 Work with a partner. Write five names of friends or family members. Introduce them to your partner.

Karina is my best friend. She's from Argentina. Stefan and Ilona are my two cousins in Germany. They're my mother's nephew and niece.

Vocabulary notes

Help students record these words clearly and logically to show the connections. Organize the words on the board in a chart for students to complete in their notebooks. Have students add words from Exercise 1 to the chart, e.g., *grandchildren*.

men	women	both
father	_____	_____
_____	aunt	cousin
father-in-law	_____	_____

etc.
Explain that English nouns do not have masculine or feminine endings, so words like *cousin* or *parent* do not differentiate according to gender. This may confuse students who speak languages in which an article or a possessive adjective or ending would show the gender of a person.

Visual literacy

Producing effective visual content is an important part of visual literacy. Ask: *How do charts, like the one in Exercise 4, help you to learn words?*

5

- Students read the definitions and write the correct words. Let them compare their answers in pairs before checking as a class.
- Extra support** Students may be confused by the 's in the definitions. Show what this means by holding up your pen and writing on the board: *the teacher's pen = the pen of the teacher*. Then, show the relationship of your father's brother or sister on your family tree.

Answers

See answers on Student's Book page.

Pronunciation notes

Drill the vocabulary chorally and individually. Group words with similar sounds together so that students can make more connections between them. The words *mother*, *brother*, *uncle*, *husband*, *cousin*, and *son*, for example, all have the same vowel sound, /ʌ/.

- Exam tip** This task provides exam practice for Cambridge A2 Key, Reading and Writing, Part 5 (Open cloze).

Answers

See answers on Student's Book page.

spark You can provide your students with extra opportunities to practice their listening skills for this lesson by assigning them the corresponding Online Practice activities in Spark. They can also access the audio tracks in the Student Resources in Spark to listen to the audio again.

Vocabulary family

4

- Students study the words and write *M*, *W*, or *B* next to each. Encourage them to use dictionaries to find out the meaning of each word. You could also refer to your family tree, if you drew it on the board in Exercise 1, and expand it to include all the family members.
- In feedback, copy the chart in **Vocabulary notes** onto the board and have students take turns completing it.

Answers

See answers on Student's Book page.

Families in film

The filmmaker Jane Goodall is with her grandchildren. They are in Tanzania.



Listening

1 In pairs, look at the photo. Answer these questions.

- 1 Is Jane Goodall a filmmaker?
- 2 Are the two people her children?
- 3 Is your family big or small?
- 4 Where is your family from?

2 Listen to three descriptions about families of filmmakers. Match the name (1–7) to the family member (a–f). You can use one option twice.

- | | |
|----------------|-----------------|
| 1 Jane Goodall | a granddaughter |
| 2 Merlin | b daughter |
| 3 Angel | c grandmother |
| 4 Tom Fitz | d sister |
| 5 Phoebe | e father |
| 6 Austin | f grandson |
| 7 Westin | |

3 Listen again and complete the text.

- 1 Jane Goodall ¹ is famous for her films of animals. She's ² in over 40 films. Now, her grandchildren work with Jane in Tanzania. Jane's grandson is Merlin and ³ her granddaughter is Angel.
- 2 Tom and Phoebe Fitz ⁴ are father and daughter. Tom's a filmmaker. His movies are ⁵ about animals and nature. Tom's daughter is Phoebe. She's ⁶ a photographer, and she also works with her father.
- 3 Austin ⁷ and Westin Ray are sisters. Austin and Westin's movies ⁸ are about people all over the world. For example, their movie *24 Hours of Daylight* is about life in Iceland, and *Island Earth* is ⁹ about Hawaii.

Vocabulary family

4 Look at these family words. Which are men (M)? Which are women (W)? Which are both (B)?

W aunt	W mother-in-law
B cousin	M nephew
M father	W niece
B grandparent	B parent
W mother	M uncle

5 Write the correct words from Exercise 4.

- 1 your father's brother and sister: uncle
- 2 your brother's daughter and son: niece
- 3 your uncle and aunt's son or daughter: cousin
- 4 your husband's or wife's mother: mother-in-law
- 5 your mother or father: parent
- 6 your parent's mother or father: grandparent

WORDBUILDING root words

You can make more words from a root word.
For example: mother → grandmother → mother-in-law

6 Look at the wordbuilding box and the words in Exercise 4. Make five more words with the root words *sister*, *daughter*, and *father*.

Grammar possessive 's and possessive adjectives

Possessive 's

Tom's daughter is Phoebe.
Merlin and Angel's grandmother is Jane.
Notice: 's is also the contracted form of is.

Possessive adjectives

Subject	Object	Possessive adjective
I	me	my
you	you	your
he	him	his
she	her	her
it	it	its
we	us	our
they	them	their

She's my sister. What's your name? His name is Tom.

For more information and practice, see page 158.

7 Look at the grammar box. Then read the descriptions in Exercise 3 again and follow the instructions below.

- a Circle three examples of the possessive 's.
- b Underline three different possessive adjectives.

8 Choose the correct option to complete each sentence.

- 1 I / My parents are Spanish.
- 2 My am the only boy in my family.
- 3 What's your / your name?
- 4 Where are you / your from?
- 5 She / Her is a photographer.
- 6 He / His uncle is in the US.
- 7 We / Our family is from Asia.
- 8 They / Their cousins are both girls.

9 Pronunciation the same or different sounds

10 Listen to these pairs of words. Is the pronunciation the same (S) or different (D)?

- 1 they're / their S 4 are / our D
- 2 he's / his D 5 you're / your S
- 3 its / it's S

11 Rewrite these sentences with the words in parentheses. Then listen and check.

- 1 I'm Fabien. (my name)
My name's Fabien.
- 2 Annie's sister's Claire. (her)
Her sister's Claire.
- 3 Fred and Andy's cousins are Juliet and Jane. (their)
Their cousins are Juliet and Jane.
- 4 Fritz's grandparents are late. (his)
His grandparents are late.
- 5 Are you Sylvain? (your name)
Is your name Sylvain?
- 6 We have a niece. Her name's Helen. (our)
Helen's our niece.

11 Complete the description of a person's family and friends with these words. Then listen and check.

her	her	his	my	their
-----	-----	-----	----	-------

My family lives in the Netherlands. ¹ My mother's from Belgium, and ² her three sisters (my aunts) live there. My father's from Rotterdam, and he's a businessman. My sister's name is Julia, and she's a teacher. She's married, and ³ her husband's called Bram. He's also a teacher. ⁴ Their children are Lars and Lucas. My best friend is Peter. ⁵ His father and my father have a company together.

Speaking my life

12 Work with a partner. Write five names of friends or family members. Introduce them to your partner.

Karina is my best friend. She's from Argentina. Stefan and Ilona are my two cousins in Germany. They're my mother's nephew and niece.

6

- Read the information in the Wordbuilding box with the class. Then, ask students to make five more words using *sister*, *daughter*, and *father*.

- Let students compare answers in pairs before checking as a class. Add the words to the chart on the board from Exercise 4.

- Introduce *half-sister/brother* (= a relative you share one parent with, e.g., your father's daughter or son from a previous relationship) and *step-sister/brother/mother/etc.* (= a relative you don't have a blood connection with, e.g., your mother's new husband's son), if you think this may be relevant to students.

Possible answers

sister-in-law, granddaughter, daughter-in-law, grandfather, father-in-law

Grammar possessive 's and possessive adjectives

7

- Read the first part of the grammar box (possessive 's) to the class. Students circle three examples of the possessive 's in Exercise 3.
- Elicit the examples they find. Use the **Grammar notes** to clarify any confusion with the contraction *is*.
- After you have clarified the possessive 's, indicate the chart of possessive adjectives in the grammar box. Students underline three examples of possessive adjectives in Exercise 3. Use the **Grammar notes** to show the relationship between the possessive 's and possessive adjectives.

- Refer students to page 158 for more information and practice.

Answers

See answers on Student's Book page.

GRAMMAR NOTES

Possessive 's

Apostrophe +s ('s) has two meanings in English: a contraction of *is* and to show possession. You may want to explain this in students' first language and compare it with their language system. On the board write:

's in *father's brother* (possession) ≠ 's in *He's a photographer* (the verb *be*)

We use possessive 's to show possession in English. You add 's to the end of the noun that has possession, e.g., *My father has a brother ... —My father's brother ...*

Note that the position of 's changes between singular and plural: *My sister's cat* (one sister has a cat) but *My sisters' cat* (two sisters have a cat).

's is pronounced /s/ after unvoiced sounds, e.g., *cat's*, *aunt's*, and /z/ after voiced sounds, e.g., *mother's*, *grandchildren's*.

Possessive adjectives

Show the connection between the possessive 's and possessive adjectives by writing on the board: *Jane's grandchildren are Merlin and Angel. Jane's grandchildren work in Tanzania.* Read the sentences aloud, exaggerating being bored by the repetition of *Jane's*. Cross out the second *Jane's* and replace it with *Her*.

My and *your* are first- and second-person singular possessive adjectives (*your*, like *you*, can also be used as the plural form). *His* and *her* are third-person singular possessive adjectives.

Note that *its* (no apostrophe!) is used to show possession with animals, objects, countries, etc.

Their is the third-person plural possessive adjective. *Our* is the first-person plural possessive adjective. Unlike some languages, in English *my*, *your*, *their*, and *our* are used regardless of the gender of the possessor.

In English, possessive adjectives do not change their form depending on whether the noun they are showing possession of is singular or plural, e.g., *their mother* and *their parents*, NOT *theirs parents*.

8

- Students work individually to choose the correct word. Let them compare their answers in pairs before checking as a class. In feedback, have students say the complete sentences and check pronunciation.

Answers

See answers on Student's Book page.

Extra activity

Divide the class into pairs. Tell students to think of a relative they both have (a sister, maybe, or an uncle). Students should then find three things that are similar about that relative, e.g., Student A says: *My uncle is French. He's a teacher. He's in Paris.* After two minutes, stop students and find out what they now know about their relatives, e.g., *Our uncles are in Paris!*

9 Pronunciation the same or different sounds

1.7

- Students look at the pairs of words and think about how they are pronounced. Play the audio. Students listen and decide whether the pronunciation is the same or different.

- Check answers as a class. Clarify using the **Pronunciation notes**.
- Optional step** Play the audio again, pausing after each item for students to listen and repeat. Then have them practice the pronunciation alone.

Answers

See answers on Student's Book page.

Pronunciation notes

Both *their* and *there* use the same vowel sound: /ðeɪ/.

Note the long sound in *he's* /hiz/ and the short vowel sound in *his* /hɪz/.

Note that *are* and *our* can be pronounced the same, both with the /ɑ/ sound. However, the sounds are normally different: a short vowel sound in *are* /ɑ/ but a different diphthong in *our* /aʊ/ (the same as *hour*).

10 1.8

- Look at the example with the class and check that everyone understands what to do.
- Ask students to work individually to rewrite the sentences. Alternatively, ask students to work in pairs and take turns producing the sentences orally using possessive adjectives.
- Play the audio. Students listen and check their answers.

Answers

See answers on Student's Book page.

11 1.9

- Ask students to work individually first to read the description and write in the missing pronouns. Let students compare their answers in pairs.
- Play the audio. Students listen and check their answers.
- Exam tip** This task provides exam practice for Cambridge A2 Key, Reading and Writing, Part 5 (Open cloze).

Answers

See answers on Student's Book page.

Extra activity

Ask students to copy the description, substituting names, countries, and jobs to make the information true about their family.

Speaking my life

12

- Demonstrate the task so that everyone understands what to do. Write five names of friends or people in your family and invite the class to ask you about them.
- Students write five names and think about what to say about each person. Then, in pairs, they take turns telling each other about the people.
- In feedback, ask individuals to tell the class about their partner's friends and family.

Answers

Students' own answers.

Extra activity 1

Students draw a family tree showing five or six close relatives. Organize the class into new pairs. They tell each other about the people in their family tree. Their partner should listen and draw the family tree. At the end, students compare family trees to check comprehension.

Extra activity 2

If you are looking to extend this topic, you can try researching the following topic online:

Tell students they're going to research the Redgrave family of English actors.

Students study the Redgrave family tree and find out the names and dates of birth of the family members and how they are related to each other.

Task: Students write six sentences about how the different family members are related to each other, e.g., *Daisy Scudamore is Vanessa Redgrave's grandmother.*

Search terms: Redgrave family tree

AT A GLANCE

- **pronunciation** numbers and percentages
- **reading** world population
- **critical thinking** types of text
- **vocabulary** everyday verbs
- **word focus** *in*
- **speaking** facts about countries

- **Lead-in** Write on the board: *Who's that?* Students get out their phones and find one or more photos of family members. In pairs, they ask each other about the people in the photos using the question on the board.
- Monitor pairs and encourage students to use possessive adjectives and 's. After a few minutes, invite students to share anything interesting that they found out about their partners' families with the class.

Speaking

1 Pronunciation numbers and percentages

- Play the audio. Students listen and repeat the numbers and percentages.

Answers

Students' own answers.

Pronunciation notes

1 billion = a thousand million, or 1,000,000,000

1.4 is said *one point four*.

percent is said /pər'sent/

Reading

2

- Students read the eight pieces of information. Check understanding of *population* (= number of people in a country) by asking: *Imagine this classroom is a country. What is the population of the country called Classroom? Check agriculture*

Population

Speaking

1 Pronunciation numbers and percentages

▶ 1.10 Listen and repeat these numbers and percentages.

1 billion	1.4 billion	3.5 billion	5.2 billion
8 billion	26 percent	55 percent	91 percent

Reading

- 2 Read the text about people in the world. Then match the numbers and percentages in Exercise 1 with the information (1–8).

- the number of people in the world: 8 billion
- the population of India: (over) 1.4 billion
- the number of people with English as a second language: 1 billion
- the number of people with jobs (for money): 3.5 billion
- the percentage of people in agriculture: 26 percent
- the percentage of people in cities: 55 percent
- the number of people with internet: 5.2 billion
- the percentage of people with a cell phone: 91 percent

Critical thinking types of text

- 3 Read the text again. What type of text is it? Choose the correct option (a–c).

- (a) a text with facts c a text with a story
b a text with opinions

- 4 Which information in the text is new or surprising for you? Tell the class.

The information about the city and the countryside is new for me.

Vocabulary everyday verbs

- 5 Underline these verbs in the text. Then complete the fact file about China with the verbs.

have live speak use work

Factfile: China

There are over 1.4 billion people in China.

66 percent of these people ¹ live in cities.

80 percent ² speak Mandarin Chinese.

24 percent of the population ³ work in agriculture.

Over one billion people ⁴ have a cell phone.

78 percent ⁵ use the internet.

Word focus in

- 6 Match the sentences (1–4) with the uses of *in* (a–c).

- Twenty-two million people live **in** Mexico City. b
 - The average age **in** Vietnam is 33 years. a
 - 25 percent of Swiss people live **in** the countryside. b
 - 79 percent of the U.S. population work **in** services. c
- a *in* + a country
b *in* + a city or region
c *in* + a type of work or industry

- 7 Write three sentences about people using *in*. Write about your country, city, or region, and a type of work or industry.

Most people live in the city.

Speaking my life

- 8 Work in pairs.

Student A: Turn to page 153.
Student B: Turn to page 155.

- 9 Find out how many people are in your:

- country.
- city, town, or region.
- English class.
- family.
- school or place of work.

A: *There are five people in my family.*

B: *There are 65 million people in my country.*

- 10 Work in pairs. Ask and answer five questions about the information in Exercise 9.

A: *How many people are in your ...?*

B: *There are ... people in my ...*

(= when you grow food) by asking:
What does agriculture make? (food)

- Students read the text on page 15 and match the numbers in Exercise 1 with the information.
- In feedback, elicit whole sentences, e.g., *8 billion is the number of people in the world.*
- **Extra step** Before reading, students match the numbers and information from their general knowledge and guesswork. Then, they read to check their ideas.

Answers

See answers on Student's Book page.

Critical thinking types of text

3

- Write three sentences on the board to check understanding of the three text types:

I think South Korea is a beautiful country.

She met him in South Korea and it was love!

There are 52 million people in South Korea.

- Ask students to match each sentence to a text type: a, b, or c.
- Point to the text on page 15 and ask students which type of text it is.