

Life

THIRD
EDITION



NICOLA MELDRUM
MIKE SAYER

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ON THE COVER

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

NICOLA MELDRUM AND MIKE SAYER



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

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



STUDENT RESOURCES

• Online Practice • Audio • Video • eBook • Tests

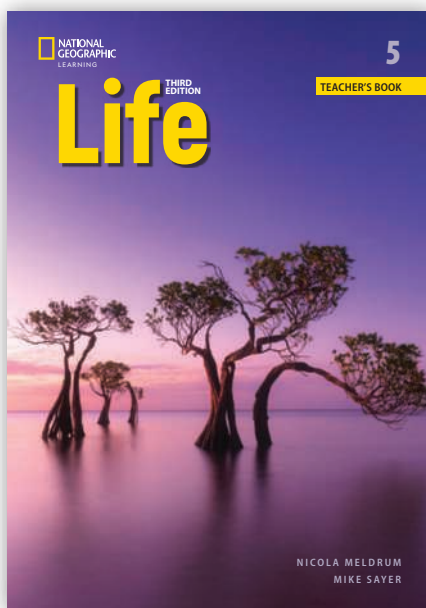
Contents

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

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

How *Life* supports learning

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



HELEN STEPHENSON



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

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

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

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

PAUL DUMMETT



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

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

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

JOHN HUGHES



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

In the time between our first edition and this Third Edition, we've seen how subjects such as climate change, equality, and wellbeing have become firmly embedded in many educational 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.

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 ...

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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.

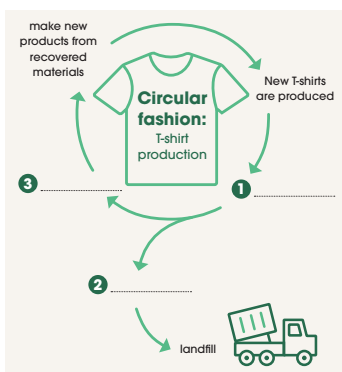
Visual literacy

- 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.



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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

1 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.

2 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.

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

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

Adventurers of the year

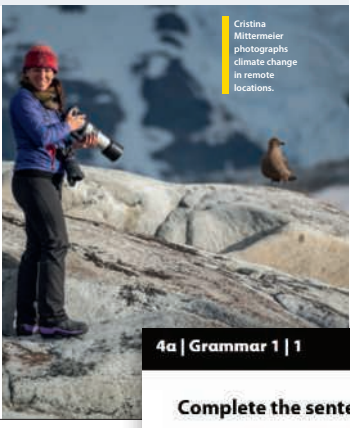
[Introduction]

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

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

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

Approach to vocabulary

Life, 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.

6e writing a description • writing skill using descriptive adjectives Unit 6 Stages in life

A wedding in Madagascar

Writing a description

1 Read the post from a travel blog. Which of these things does the writer describe?

buildings ceremonies clothes towns and cities
food an animal people transportation

Celebrations in Madagascar

I was staying with my grandparents in Madagascar and their neighbors invited us to their daughter's wedding. On the big day, we arrived outside an enormous tent. There was a zebu (a type of cow) at the entrance brought by the groom. He offered the zebu to the bride's parents to thank them for their wonderful daughter. Inside the tent, there were beautiful decorations and over 300 excited relatives and guests. The women wore colorful dresses. The older men wore formal suits, but the younger men were less formally dressed. Finally, the ceremony began with some speeches. The crowd listened politely, and sometimes they laughed and clapped. Finally, it was dinner, and I suddenly realized what the zebu was for. We ate massive plates of meat, and it was delicious. The meal for the bride and groom was on a special plate, and they ate it using only one spoon to show they were now joined as one.

Wordbuilding synonyms

Some words have the same meaning or a similar meaning. These are called synonyms.
old = ancient, big = huge, boring = dull
When you use synonyms, you can make your descriptions more interesting and avoid using the same word twice.

2 Writing skill using descriptive adjectives

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

1 nice wonderful
2 big
3 happy

Wordbuilding synonyms

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

beautiful ancient

1 Venice is a nice city with lots of old buildings.
2 In the U.S., you can buy big burgers.
3 The parade was kind of boring after a while.
4 All the costumes were nice.
5 I was very sad to leave Paris.

c Work in pairs. Look at the topics in Exercise 2b. Think of two or three interesting adjectives for each one. Use a dictionary to help you. Then compare your adjectives with your partner's.

food – delicious, tasty, disgusting

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

- a day you remember from a vacation
- your favorite place in the world
- a festival or celebration in your country

4 Work in pairs. Read your partner's description. Does it ...

- ☐ use descriptive adjectives?
- ☐ use synonyms to avoid repeating the same word?
- ☐ make the event or experience sound interesting?

6e | Wordbuilding | 1

Highlight the word that is not a synonym.

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 10

Using your talents



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

UNIT GOALS

10a

- Use articles correctly
- Describe a person's career path

10b

- Use relative clauses
- Listen and summarize what you have heard

10c

- Read about one of the first movie stuntwomen, and think critically about your personal response to a text

10d

- Describe skills and experience

10e

- Write a cover letter or email, and practice writing with a positive tone

10f

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

1

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

background qualifications	experience knowledge	expertise qualities	talents skills
1 strong natural abilities			
2 abilities developed by practice			
3 characteristics (usually positive)			
4 certificates of learning			
5 what you've done in your life			
6 what you know			
7 your past (family, education, etc.)			
8 what you are very good at doing or knowing			

2

Look at the photo and the caption. Guess the significance of:

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

3

10.1

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

4

Work in pairs. Ask about the background, talents, and achievements of someone in your partner's family.

My father has a background in sports. He was an athlete, ...

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

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

LESSONS A and B

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

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

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

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

The ultimate professional

Reading

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

Vocabulary careers

WORDBUILDING verb (+ preposition) + noun collocations

When you learn a new noun, note down the verb(s) that collocate with it and any preposition that follows the verb. *fulfill a dream, study for a degree*

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

AN ORDINARY MAN

NEIL ARMSTRONG, the most famous of the astronauts on the spacecraft Apollo 11, has been called the "ultimate professional." He was hired to do a job. He did the job, and then he went home and kept quiet about it. In 40 years, he only gave two interviews. But how could the man who first set foot on the moon, known to people all over the world, remain such a mystery?

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

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

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

Armstrong retired in 2002, 10 years before his death. He had fulfilled his dream, but he did not feel any more special than all the others who had worked on the Apollo space program. He was just a pilot.

avionics (n) /əvɪˈɒnɪks/ electronic equipment used in flying

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

Grammar articles

Indefinite article: a/an (+ singular countable noun)
It is not clear when he decided to become an astronaut.
Definite article: the (+ singular/plural countable noun or uncountable noun)
He and the other astronauts returned from the Apollo 11 moon landing.
Zero article (+ plural countable noun or uncountable noun)
He learned to fly before he had graduated from high school.

For more information and practice, see page 174.

5 Look at the grammar box. Complete the statements (1–3) with the correct type of article. Write *a/an, the, or no article*.

- We use _____
• to talk about one person or thing in general.
• to say a person or thing is one of many.
• when we first mention something.
- We use _____
• when talking about people or things in the plural or in a general way.
• before certain generally familiar places (school, work, college).
- We use _____
• to talk about a specific person/people or thing(s).
• when we refer back to a person/people or thing(s) already mentioned.
• before a superlative adjective.

6 Read the first paragraph of the article again. Look at the articles and nouns (1–9) in bold. Match them with the correct use from Exercise 5.

1 – Use 3 before a superlative adjective

Neil Armstrong, **the most famous of the astronauts** on the spacecraft Apollo 11, has been called **the "ultimate professional"**. He was hired to do **a job**. He did **the job**, and then he went **home** and kept quiet about it. In 40 years, he only gave two interviews. But how could **the man** who first set foot on **the moon**, known to **people** all over the world, remain such **a mystery**?

7 Find an example in the reading of the uses of articles. Write them below.

- zero article with:
 - a country _____
 - a subject of study _____
 - a month _____
- the with:
 - a country _____
 - a professional organization _____
 - a period of time _____

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

The real-life Batman?

Listening

- 10101** Work in pairs. Look at the photo and the caption. Discuss the questions. Then listen and check your answers.
 - What is this man doing? Is it anything unusual?
 - Why do you think he is called the real "Batman"?
- 10102** Listening intensively is important when you are trying to understand the specific details of a process. Listen and choose the correct options to complete the summary. Then listen again and check your answers.

Daniel Kish was blind from 'birth / a young age'. He taught himself to recognize how near objects are by clicking his 'tongue / fingers' and then listening for an echo. Using this technique, he can ride a bike, go hiking in the countryside, and play 'ball / board games'. As well as determining the distance of an object, Kish can also tell 'what it's made of / how solid it is'. He can 'see' a house from a distance of about '15 / 30 meters'. Many blind people already use the technique of echolocation 'actively / passively'. It's a skill you can learn in just a 'couple of days / month'. Kish thinks the technique could be useful for people who are 'partially / fully sighted too'.

Grammar relative clauses

Defining relative clause

- Kish clicks his tongue and then listens for the echo that comes back.
- The "real-life Batman" is a description he welcomes.
- He is amused by the nickname for which he is now famous.

Non-defining relative clause

- Kish trains other blind people in this technique, which he calls "FlashSonar."
- Daniel Kish, who was born blind, taught himself to "see."
- A wooden fence, whose surface is softer than brick, gives a "warmer" echo.

For more information and practice, see page 174.

Vocabulary the senses

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

eyesight	hearing	sense of smell
sense of taste	sense of touch	

- Eagles have amazing _____ and can spot small animals from high up. Rhinos, on the other hand, are so short-sighted they can't distinguish between a tree and a person at 30 meters.
- _____ strangely, a poor something is sweet. _____ that they ched an object a than humans too, _____ or become hard.
- _____ did no _____ it a recent _____ ted negatively to _____

Unit 10 Using your talents

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

10 Pronunciation linking vowels

10103 Words that end with a vowel sound and words that begin with one are often linked by a 'hidden' /w/ or /y/. Listen and say which sound links the two words. Then practice saying the phrases with a partner.

- 1 to do a job
- 3 the ultimate professional
- 2 a hero of our time
- 4 he only gave two interviews

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.

Speaking my life

11 Work in pairs. Outline the path of the steps so far in your own (or a family member's) career. Use these stages and remember to use articles correctly.

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

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

Unit walkthrough

LESSON C

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

10c

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

Taking on life's challenges

Reading

1 Work in pairs. Look at the title of the article. What does it mean literally? Which adjectives below (a–d) reflect this quality?

a *dedicated*: hard working and committed

b *passionate*: driven by strong emotion

c *persistent*: keeping on trying

d *resilient*: strong and able to recover from setbacks

2 "Stunt doubles" are people who take the place of actors in dangerous scenes, e.g., falling down the stairs. What movies have you seen using them? What stunts did they do?

3 Read the article about stunt double Kitty O'Neil, and number the events of her life (a–f) in the correct order (1–6).

_____ a She trained as a competitive diver.

_____ b She acted as stunt double in *Wonder Woman*.

_____ c She wondered if she would be able to walk again.

_____ d Her father died in a flying accident.

_____ e She got an illness that caused her to become deaf.

_____ f She claimed the record for fastest woman on land.

4 Read the article again. Complete the sentences using between one and three words.

1 Apart from loving what they do and working hard, stunt doubles must also have dedication, passion, _____.

2 It's not easy to get work as a stunt double because you face _____.

3 Two illnesses severely affected Kitty in her childhood: the first was measles and the second was _____.

4 Despite her injuries and setbacks, Kitty was not easily _____.

5 Kitty's hobbies as a child were playing music and _____.

6 She was very lucky to escape a car accident in the 1970s with only _____.

7 Kitty changed people's attitudes toward women stunt doubles in the _____.

Critical thinking personal responses

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

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

☐ encouraged ☐ curious ☐ informed

☐ inspired ☐ other: _____

2 Which of these lessons did you take from her story?

a You can do anything if you try hard enough.

b People who face personal challenges often achieve more.

c Some people have no fear.

d You have to be extremely talented to break down barriers.

Word focus self

6 Work in pairs. Look at the expressions in **bold** with *self* and discuss their meaning. The first two are from the article.

1 ... to maintain your **self-belief** and keep pursuing jobs ... (lines 13–15)

2 A **self-made woman** who had every challenge possible thrown at her ... (lines 81–83)

3 If you want to be more confident, there are a lot of good **self-help books** on the subject.

4 I saw my favorite actor on the street recently, but I was wearing old clothes and I felt too **self-conscious** to talk to her.

5 Sticking to a diet is difficult. You need a lot of **self-control**.

Speaking my life

7 Work in pairs. Look at the list of job characteristics and underline your preferences.

- working 9–5 or working flexible hours
- being freelance or employed
- traveling for work or staying in one location
- being independent or working on a team
- being rewarded financially or emotionally
- being a manager or being managed

8 Work in groups. Compare your lists of preferences and then recommend each other jobs that you think fit these preferences.


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

Unit 10 Using your talents

10.5

I GET KNOCKED DOWN, BUT I GET UP AGAIN



Kitty O'Neil waves from a helicopter before jumping.

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

stunt double (n) *staut dubl* someone who performs dangerous scenes in a movie in place of an actor

Perhaps no one embodied these qualities better than Kitty O'Neil, who made a living as a stunt double in an era when most women's doubles were men in disguise. But this was far from being the only challenge that she faced in an eventful life marked by moments of both success and disaster.

Kitty O'Neil was born in Texas in the U.S. in 1946. As a baby she got a high fever after an attack of measles and, as a result, lost her hearing. Some years later, Kitty's father, who was a pilot in the U.S. Air Force, died tragically in a plane crash, leaving 35 Kitty's mother to bring her up on her own. If anything, being deaf seemed to make Kitty more determined. "You have to show people you can do anything," she said later, explaining why at a young age she took up both the piano and cello, while also pursuing excellence in sports.

Her first ambition was to be an Olympic diver, a goal that she was on the way to achieving when, in 1964, illness struck again. Following treatment in the hospital for a wrist injury, Kitty contracted spinal meningitis. For a while, it looked like she would never walk again, let alone take part in competitive sports. However, she recovered, and refusing to be discouraged, turned her attention to breaking speed records on land and water. Later she joked that diving wasn't scary enough for her anyway.

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

During this time, she met stuntman Ronald Hambleton, who inspired her to get into stunt work in movies. Her skills as a diver, scuba diver, water skier, and sky diver, combined with her natural fearlessness, meant she was perfect for the job. Moreover, being deaf, she claimed, helped her concentrate, whether it was racing cars or leaping off buildings. She appeared in many movies of the era, including *Smokey and the Bandit*, but perhaps her most famous stunt was when she jumped from a 13-story building in the 1979 TV show *Wonder Woman*.

Kitty O'Neil died in 2018 aged 72. A self-made woman who had every challenge possible thrown at her, she was in many ways more extraordinary than the acting stars she doubled for. And after her, it was impossible for the movie world to argue that women couldn't do stunts.

my life

A CAREER PATH • SENSORY DESCRIPTIONS • JOB CHARACTERISTICS • SKILLS, TALENTS, AND EXPERIENCE

A COVER LETTER OR EMAIL

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LESSONS D and E

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

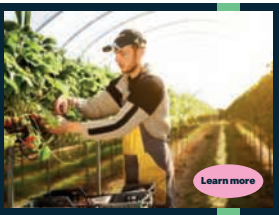
10d
real life describing skills, talents, and experience • pronunciation difficult words

I'm good with people

Real life describing skills, talents, and experience

Studentjob

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



Learn more

- Work in pairs. Read the description of Studentjob. What kind of work does it say is available? What do you think the jobs mentioned involve?
- 10.6 Listen to someone being interviewed by a similar agency for the job of pet sitter. Answer the questions.

 - What does the job involve?
 - Why does the candidate think he would be good at the job?
 - What qualities are they looking for in a candidate?
- 10.7 Read the expressions from the interview describing the candidate's suitability for the job. Look at the prepositions used in each case. Then listen to the excerpts from the interview and complete the expressions.

DESCRIBING SKILLS, TALENTS, AND EXPERIENCE

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

I think I'd be well suited to _____.

I majored in _____.

I have quite a lot of experience with _____.

I'm quite knowledgeable about _____.

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

I'm good at coping with _____.

I think I'd feel comfortable with _____.

I'm very excited to _____.

I'm serious about wanting to (e.g., learn).
- Work in pairs. Discuss if the candidate performed well in the interview.

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my life
A CAREER PATH • SENSORY DESCRIPTIONS • JOB CHARACTERISTICS • SKILLS, TALENTS, AND EXPERIENCE
A COVER LETTER OR EMAIL

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

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

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

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

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

First impressions

Writing a cover letter or email

- Work in pairs. In a job application, candidates are often asked to write a short cover letter to accompany their résumé. According to a recent survey, which three things (a–f) do you think employers said they most wanted to see in a cover letter? Discuss.
 - your personality and qualities
 - your relevant work skills
 - your relevant experience
 - your educational background
 - the reason you want to work for the organization
 - your interests
- Read the cover letter and answer the questions.
 - What job is Keria applying for?
 - Which elements in Exercise 1 (a–e) does she include?
 - Do you think she is a strong candidate? Why or why not?
- Find and underline phrase(s) in the cover letter that:
 - give the reason for writing.
 - express enthusiasm about the company.
 - state the role being applied for.
 - mention skills relevant to the job.
 - say the person is a good fit for the organization.
 - thank the reader for their time.
 - express hope of getting a reply.
- Writing skill** sounding positive
 - Look at the cover letter again and note down how these ideas (1–4) are expressed more positively.
 - I have been a reader of your magazine for a long time.
 - I saw the advertisement on your website ...
 - ... my interest in journalism.
 - I think that with your help, my skills ...
 - Rewrite these sentences more positively using the words in parentheses.
 - A colleague told me about your company. (recommend)
 - Our team was able to increase customer satisfaction by 18 percent. (proud)
 - I have worked with some good designers, such as BulbyPixel. (lucky / great)
 - I can send you examples of my work if you like. (very happy / wish)
- Write a cover letter (170–200 words) for this job OR a temporary job that you would like to do. Focus on your relevant skills and experience, and on giving a positive impression.

Daily News, October 4

Market researchers (temporary position) 36 hours per week

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

Dear Mr. Anwar,

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

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

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

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

Yours sincerely,

Keria Gardner

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

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

Unit walkthrough


LESSON F

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

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

10f visual literacy evaluating effective visuals • video music of the spheres • speaking a storyboard

Music of the spheres



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

Visual literacy evaluating effective visuals

1 Look at the photo from space and read the caption. Do you think this photo and similar photos of space objects are just as we would see them through a telescope? Why or why not?

2 Work in pairs. Read the text and then discuss if this makes a difference to the way you view the photo.

Telescopes like Hubble take photos of objects in space in black and white but use filters. They take several photos, each with a different color filter (red, green, and blue). This is the same as a digital camera, but space telescopes also see infrared and ultraviolet. Then they try to put this color information together in a way that highlights the features of what is being photographed.

3 Can you think of other examples of photos that have been enhanced or 'touched up'? Why might the photographer have done so? Does it matter that they are manipulated?

Video

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

1 Random musical notes ... darkness

5 Compare notes with your partner. Then use your notes to help answer the questions.

1 How is Díaz-Merced's approach to her job unusual?

2 What specific sounds can you remember from the video? Describe them.

3 Describe which specific images stood out. Were they enhanced? If so, why?

6 ▶▶▶ Read the notes (a–h). Then watch the video again and put the notes in the correct order (1–8). Take note of the image that accompanies each idea.

_____a Sound can make something invisible clear.

_____b Everything in the universe has its own voice and personality.

_____c In my small town, I never knew what a PhD was.

_____d There is uncertainty in the universe.

_____e I was able to rediscover myself.

_____f The universe is like an orchestra.

_____g Each piece of data is given a sound.

_____h I felt I had been excommunicated from the field.

Unit 10 Using your talents

7 Compare your answers with your partner and describe the image that accompanied each idea.

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

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

Speaking a storyboard

9 Work in groups. Imagine you are going to make a short video to describe the work or career of one of the people in this unit: Maria Vieira da Silva, Neil Armstrong, Daniel Krib, or Kitty O'Neil. Off another person you know well. Follow these steps:

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

Scene 1	Scene 2
Image:	Image:
Music/script	Music/script

Scene 3	Scene 4
Image:	Image:
Music/script	Music/script

10 Present your introduction and "storyboard" to the class. Answer any questions about the choice of images.


Our video focuses on Neil Armstrong. In the first scene, we'll show an image of a footprint on the moon. We'll use classical music in the background, and then a narrator will talk about why this was a great accomplishment for humankind.

diabetes (n) /dai'æbiəz/ a disease that affects the body's ability to manage sugar levels
excommunicated (v) /ɪksə'kɒmjuːkətəd/ banned or excluded e.g., from a community or organization

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

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

Quality education



Children play at the Tong Chu Primary School, Vietnam

Vocabulary in context

1 Look at the photo and answer the questions in pairs.

What are the children playing? What educational benefit do you think it has? Check (✓) the life skills that the children are developing.

<input type="checkbox"/> critical thinking	<input type="checkbox"/> creativity
<input type="checkbox"/> communication skills	<input type="checkbox"/> technology skills and digital literacy
<input type="checkbox"/> problem solving	<input type="checkbox"/> perseverance
<input type="checkbox"/> collaboration	<input type="checkbox"/> other (specify)

2 Work in small groups. Brainstorm the benefits of a good education to the individual and to society.

Benefits to the individual	Benefits to society

Video

3 ▶▶▶ Watch Video 1 about the benefits of a good education. Note down the benefits it mentions and then compare them to your own list from Exercise 2.

4 ▶▶▶ Work in pairs. Complete these facts. Then watch Video 1 again and check your answers.

1 _____million children in the world are not in school.

2 All children have the right to _____ good-quality education.

3 Every man and woman should also have access to college or _____ training.

4 It means we communicate our own ideas better and _____ others' ideas.

5 It boosts economic growth and reduces child _____.

6 It helps women to fight _____.

5 ▶▶▶ Watch Video 2 about Thuy, a Vietnamese girl, and her education. What challenges has she faced and what motivates her?

6 ▶▶▶ Watch Video 2 again. Match the person (a–d) with the description (1–6).

_____a Thuy

_____b Thuy's mom

_____c Thuy's friends

_____d Thuy's dad

1 work in construction

2 worked on fruit farms

3 got married at 14

4 worked from the age of 12

5 is in college now

6 doesn't feel tired anymore

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

Speaking

8 Work in pairs. Think about an important moment in your education (e.g., something a teacher said, a lesson/person that inspired you, etc.) Make notes on it below. Then describe it to your partner.

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

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

Project

Project brief

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

10 **Research** Work in groups. Each person should choose a life skill from the list in Exercise 1. Research its meaning and find examples of how it can be practiced.

11 **Planning** Now follow these steps.

- Present your life skill to the rest of the group.
- Brainstorm possible activities that could practice this life skill in a fun way.
- Decide on the two activities that seem the most fun and appropriate for this age group.
- Think about how the activities will work. Prepare to present your activities. Include demonstrations and explanations where possible.

12 **Presentation** Present your activities, explaining the life skill that they are practicing.

13 **Feedback** Discuss as a group what you learned from the presentations about:

- demonstrating activities in a clear and engaging way.
- how to make a learning activity fun.

REVIEW LESSON

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

UNIT 10 REVIEW AND MEMORY BOOSTER

Grammar

- 1 Complete the first part of the article (1–8) with *a*, *an*, or *the*, or leave blank for no article. Complete the second part (9–14) using relative pronouns.



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

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

astronaut echolocation soccer
a job website stunt double

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

Vocabulary

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

background qualifications	experience qualities	expertise skills	knowledge talents
------------------------------	-------------------------	---------------------	----------------------

Real life

- 5 Complete the sentences with the correct prepositions.
- I'm familiar _____ all the usual computer programs.
 - I majored _____ mechanical engineering in college.
 - I think I'd be well-suited _____ working abroad.
 - I'm serious _____ following a career _____ the fashion industry.
 - I'm very excited _____ create new designs.
 - I have some experience _____ advertising, but I'd like to become more knowledgeable _____ it.
- 6 >>MB Rewrite the sentences in Exercise 5 so that they are true for you.

Real world

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

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

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

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.

IN THIS UNIT

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

Vocabulary

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

Wordbuilding

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

Word focus

- **1c** *sense*

Grammar

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

Reading

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

Listening

- **1a** a podcast about animal friendships

Speaking

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

Critical thinking

- **1c** evaluating conclusions

Real life

- **1d** meeting people

Pronunciation

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

Writing

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

Writing skill

- **1e** greetings and endings

Visual literacy

- **1f** interpreting data

Video

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

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

1

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

Suggested answers

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

Visual literacy

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

Background information

Danuru Sherpa works as a mountain guide and sherpa. He has climbed some of the highest mountains in the world several times. Danuru comes from a family of climbing sherpas and seven of his brothers are also mountain guides.

Teacher development

Learning to learn: reflecting on unit goals

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

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

2

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

Answers

brother-in-law = your sibling's husband

colleague = someone you work with

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

grandparent = the mother or father of your parents

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

roommate = a person you share a house or apartment with (not including family members)

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

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

UNIT 1 Relationships



Danuru Sherpa relaxing at his family home in Phortse, Nepal

UNIT GOALS

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

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

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

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

brother-in-law	colleague	fiancé(e)	grandparent
landlord	roommate	old friend	partner

- 3 **▶ 1.1** Listen to three people talking about important relationships in their lives. Match each speaker (1–3) with the correct relationship type from Exercise 2. There may be more than one answer.

Speaker 1: **partner, colleague** Speaker 2: **old friend** Speaker 3: **roommate**

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

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

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

Answers

- a Family is more important than friends.
- b Someone who supports you when things are difficult is a true friend.
- c Children are like their parents.
- d Everyone needs friends. (This is a quote from a poem by the 16th-century English poet John Donne.)

Background information

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

Extra activity

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

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

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

Pronunciation notes

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

3 ▶ 1.1

- Students listen and identify the relationship the speaker in the audio is talking about.
- Check answers with the class.

Answers

See answers on Student's Book page.

Extra activity

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

4

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

AT A GLANCE

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

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

Vocabulary describing character

1

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

Answers

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

Pronunciation notes

Note the syllable stress: *considerate*, *dependable*, *energetic*, *selfish*, *serious*, *unreliable*

Birds of a feather



A flock of flamingos at Lake Bogoria, Kenya

Vocabulary describing character

- 1 Look at these adjectives and discuss the questions.

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

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

Listening

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

- Where do flamingos live?
- Why are they pink?
- Why do they live in large flocks (groups)?

- 3 **12** Listen to an excerpt from a podcast. What did the researchers discover about flamingos?

They make friends and have personalities.

- 4 **13** When English is spoken quickly, words are often merged or joined together. Listen and notice how the speaker says these expressions.

go even further can aid survival	if it could be to name just a few
-------------------------------------	--------------------------------------

- 5 **12** Listen to the podcast again and answer the questions in pairs.

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

Grammar present tenses: simple, continuous, and perfect

1 Present simple

- The outgoing group often **spends** time together.
- Flamingos **live** in large flocks.
- Paul Rose **studies** animal behavior.

2 Present continuous

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

3 Present perfect (simple and continuous)

- New research **has revealed** that animals make friends with each other.
- He **has found** that they form cliques of friends.
- She **has been making** personality profiles.
- The evidence she **has gathered** is quite revealing.

For more information and practice, see page 156.

Listening

2

- Focus students' attention on the photo. Give them time to discuss questions 1–3 in pairs, then elicit ideas from the class.
- **Optional step** If you are teaching online, these quick pair work discussion tasks could be done as a whole-class activity.
- Tell students they will find out answers to these questions as they listen to part of a podcast.

Example answers

- In Florida, the Caribbean, and South America (Peru, Chile). They live near salt lakes.
- Their pink color comes from the food they eat (tiny shrimp).
- They are social animals; living in a large group is also safer.

Background information

This podcast is about animal friendships. It discusses research that supports the idea that animals make friends with each other. The research was done with flamingos, and results found that some friendships can last for 20 years or more. It also mentions new research that suggests this is true for other animals.

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

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

- 7 Choose the correct options to complete the text about animal friendships.

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

- 8 Complete the sentences. Use the correct present tense of the verbs. Use contracted forms where possible.

- I 'm **living** (live) with my friend Ezra at the moment, but each of us **has** (have) our own group of friends that we hang out with.
- We're not close friends—we 've **just been learning** (just / learn) French at the same evening class for the past year.
- Lara and I went on a trip to Peru 10 years ago and we 've **been** (be) friends ever since. We keep up with each other on social media.

- Oh, **(do) you know** (you / know) Tom too? He and I 've **known** (know) each other since elementary school. We should all meet up some time.
- Jacob **often hangs** (often / hang) around when he's bored, but he **never comes** (never / come) over if he has something better to do.
- Marta is a really dependable friend. She 's **always stood** (always / stand) by me when I needed help.
- Kim and I have been at the same company for about three years. We 're **working** (work) on a project together at the moment.
- I get along very well with Marco, even though we **never see** (never / see) each other socially. I think I 've **gone** (go) over to his house once.

- 9 Underline these phrasal verbs in Exercise 8.

- one with the verb *get*
- one with the verb *stand*
- two with the verb *hang*
- two with the particle *up*
- two with the particle *over*

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

get along with = *have a good relationship with*

- 10 Complete the sentences with the correct phrasal verbs from Exercise 8. More than one answer may be possible.

- We come from different backgrounds, but we **get along** really well.
- I'm busy at 6:30, but we could **hang out / meet up** later, if you like. Say, eight?
- Why don't you **come over** to my house for dinner tonight?
- Some friends are great to have fun with, but real friends are the ones who **stand by** you when things aren't going so well.
- I made some good friends in college, but I haven't **met up / hung out** with many of them since.

Speaking my life

- 11 Think about a friend. Make notes on the points below. Then describe this person to your partner.

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

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

5 ▶ 1.2

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

Suggested answers

- They cooperate and help each other.
- Spending time with certain individuals.
- aggressive and outgoing; less confident and shy
- Friendship is good for well-being.

Sustainable life

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

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

Grammar present tenses: simple, continuous, and perfect

6

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

Answers

See answers on Student's Book page.

3 ▶ 1.2

- Students listen and try to identify surprising information about flamingos. Encourage them to make notes.
- Let students compare their answers in pairs before checking with the class.

Answer

See answer on Student's Book page.

4 ▶ 1.3

- Ask students to read the phrases and check their understanding.
- Play the audio so students can focus on listening to connected

speech and how the words merge or join together.

- Ask students what they noticed about the pronunciation and encourage them to try and say the phrases as they heard them.
- Optional step** Play the audio again and ask students to speak along with the audio. This will help them say the phrases quickly and understand how words are often merged or joined together.

Answers

go even further /gəʊwɪvən'fərðər/

if it could be /ɪfɪt'kʊbi/

can aid survival /kəneɪdsər'vaɪvl/

to name just a few /tə'neɪmdʒʌstəfyu/

Birds of a feather



A flock of flamingos at Lake Bogoria, Kenya

Vocabulary describing character

1 Look at these adjectives and discuss the questions.

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

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

Listening

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

- Where do flamingos live?
- Why are they pink?
- Why do they live in large flocks (groups)?

3 Listen to an excerpt from a podcast. What did the researchers discover about flamingos?

They make friends and have personalities.

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

go even further can aid survival if it could be to name just a few

5 Listen to the podcast again and answer the questions in pairs.

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

Grammar present tenses: simple, continuous, and perfect

1 Present simple

- The outgoing group often **spends** time together.
- Flamingos **live** in large flocks.
- Paul Rose **studies** animal behavior.

2 Present continuous

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

3 Present perfect (simple and continuous)

- New research **has revealed** that animals make friends with each other.
- He **has found** that they form cliques of friends.
- She **has been making** personality profiles.
- The evidence she **has gathered** is quite revealing.

For more information and practice, see page 156.

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

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

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

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

8 Complete the sentences. Use the correct present tense of the verbs. Use contracted forms where possible.

- I **'m living** (live) with my friend Ezra at the moment, but each of us **has** (have) our own group of friends that we hang out with.
- We're not close friends—we **'ve just been learning** (just / learn) French at the same evening class for the past year.
- Lara and I went on a trip to Peru 10 years ago and we **'ve been** (be) friends ever since. We keep up with each other on social media.

4 Oh, **(do) you know** (you / know) Tom too? He and I **'ve known** (know) each other since elementary school. We should all meet up some time.

5 Jacob **'often hangs** (often / hang) around when he's bored, but he **'never comes** (never / come) over if he has something better to do.

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

7 Kim and I have been at the same company for about three years. We **'re working** (work) on a project together at the moment.

8 I get along very well with Marco, even though we **'never see** (never / see) each other socially. I think I **'ve gone** (go) over to his house once.

9 Underline these phrasal verbs in Exercise 8.

- one with the verb **get**
- one with the verb **stand**
- two with the verb **hang**
- two with the particle **up**
- two with the particle **over**

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

get along with = have a good relationship with

10 Complete the sentences with the correct phrasal verbs from Exercise 8. More than one answer may be possible.

- We come from different backgrounds, but we **'get along** really well.
- I'm busy at 6:30, but we could **'hang out / meet up** later, if you like. Say, eight?
- Why don't you **'come over** to my house for dinner tonight?
- Some friends are great to have fun with, but real friends are the ones who **'stand by** you when things aren't going so well.
- I made some good friends in college, but I haven't **'met up / hung out** with many of them since.

Speaking my life

11 Think about a friend. Make notes on the points below. Then describe this person to your partner.

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

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

Teacher development

Classroom tips: checking understanding

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

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

Here are some questions you can use for Exercise 6.

- Present simple: *Are any of these sentences permanent/always true?* (yes) *Do they refer to a habit or routine?* (Yes, flamingos spend time together.)
- Which example sentences are continuous? (*She has been making personality profiles.*) *How do we know they're continuous?* (It includes *been + verb + -ing*) *Has she made one profile or lots of profiles?* (lots of profiles)

7

• **Optional step** Tell students to read the text quickly and ask them what it's about (a YouTube video about animal friendships).

• Students choose the correct tenses. Check answers with the class, asking students to refer to the grammar box.

• **Optional step** Ask students to describe similar videos they have seen. Listen for their use of present tenses.

Answers

See answers on Student's Book page.

8

• Ask students to complete the sentences and then check answers with the class.

• Ask: *Are any of these sentences like your life with your friends?*

Put students into pairs to discuss whether any of the situations are similar for them.

Answers

See answers on Student's Book page.

Extra activity

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

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

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

9

• Students find and underline the phrasal verbs in Exercise 8. Then in pairs discuss each verb, the number of particles, and what the phrasal verb means.

• In feedback, check the meanings of the phrasal verbs. Ask students whether the meanings are literal

(e.g., *come over* = it makes sense that you “come” to a friend’s house and that it involves going “over” an area to get there) or non-literal (e.g., *get along with* = individually, *get*, *along*, and *with* give no clues as to what the whole phrase means).

Answers

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

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

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

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

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

keep up with = to stay in contact and share news

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

go over = when you visit a friend at their house

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

GRAMMAR NOTES

These phrasal verbs have different forms.

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

10

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

Answers

See answers on Student’s Book page.

Teacher development

Learning to learn: recording collocations

It can help students to remember how to use vocabulary if they record collocations, meanings, and examples. For example:

stand by + a friend/colleague (support)
I stood by my friend when she split up with her partner.

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

Speaking my life

11

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

Answers

Students’ own answers.

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

AT A GLANCE

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

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

Answers

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

Reading

1

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

Suggested answer

a mix of different identities from different places

2

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

The diverse generation

Reading

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

Wordbuilding forming adjectives

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

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

finance conserve thank fame instruction

financial conservative thankful famous instructional

b Form adjectives from these words by using the correct suffix and making any other necessary changes.

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

1.4

India's post-millennial generation is the largest youth population of any country. More than 40 percent of India's 1.4 billion population is under 25. Like other post-millennials around the world, they have grown up in a time of financial insecurity. What also sets this generation apart is that they are digital natives. Living in a digital world, they are exposed to diverse cultures, unusual people, and unique life stories. This has made them self-aware and eager to express their own identities. While their parents might have had more conservative experiences and have been more likely to follow in the footsteps of their own parents, post-millennials seem more ready to experiment with ways of being themselves.

Brother and sister Sanatan and Savitri Mahto became a YouTube sensation in 2019 when they started posting videos of themselves performing Bollywood dance routines from their village in northeast India. Savitri trained as a school teacher, and Sanatan studied political science at the post-graduate level. He is thankful for the money his videos have brought the family; they have recently built their own studio in the family home. He is happier still that they have brought about some social change. Formerly, in rural areas such as this, young people usually would have gone into the same jobs as their parents. "My message for the youth is very simple," says Sanatan. "Don't waste time pursuing such careers for which you don't have any aptitude, and instead concentrate on your passion."



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

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

12

- **Optional step** To give students more support, go through the **Vocabulary notes** before moving on to Exercise 3.

Answers

Students' own answers.

Background information

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

Vocabulary notes

follow in the footsteps = to do the same things as someone else (para 1)

bring about (change) = to cause something to change (para 2)

aptitude = a natural ability or skill (para 2)

3

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

Grammar past simple and present perfect

Past simple

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

Present perfect (simple and continuous)

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

For more information and practice, see page 156.

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

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

- 7 Underline three more sentences with the past simple and three with the present perfect in the article. Why is each tense used? Discuss in pairs.

She did not study psychology in college = past simple to describe a finished event

8 Pronunciation auxiliary verbs have and has

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

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

P: 'Have you done (you / do) your math homework yet—the homework you ² didn't do (not / do) yesterday?

T: Yes, it ³ was (be) easy.

I ⁴ 've studied (study) equations before.

P: Oh, OK. What about your project on Brazil? The one you ⁵ asked (ask) me about earlier.

T: It's not finished yet. I ⁶ 've been looking (look) for information on the internet all morning.

P: Well, I ⁷ haven't studied (not / study) geography since I was a child, but I'm good at searching the internet. I'll give you a hand.

T: Thanks, but I ⁸ 've already arranged (already / arrange) to meet Javier and work on it with him.

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

Past simple	last week, in the past, in 2021, yesterday, a few days ago
Present perfect simple	ever, so far, just, over the past three months, this year, since I was a child, yet, before, already
Present perfect continuous	over the past three months, this year, all morning

- 11 Work in pairs. Act out two similar conversations between a parent and a teenager. Use these opening lines.

- 1 P: Have you cleaned your room yet?
- 2 P: Have you eaten any fruit or vegetables today?

- 12 Choose the correct options to complete the statements about different generations. Then discuss whether you agree with the statements.

- 1 I don't know if our grandparents' generation worked / have worked harder than we do, but I'm pretty sure they didn't have / haven't had so much fun.
- 2 Some people say kids are have been growing up faster over the last 20 years, becoming adults sooner. Others say it's the opposite.
- 3 What happens to the brains of a generation that has been using / used the internet all their lives? Do they have a shorter attention span or are they actually quicker thinkers?
- 4 Many of my parents' generation have already been retiring / retired with good pensions. I probably won't be able to retire until I'm 70, but I don't mind that.

Speaking my life

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

- upbringing and school
- technology
- standard of living
- work opportunities
- free time

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

come from the root words in the box. Let students compare their answers in pairs before checking with the class.

- **Optional step** Elicit other words students know with similar endings (e.g., *hopeful*, *selfish*).

Answers

See answers on Student's Book page.

b

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

Answers

See answers on Student's Book page.

Pronunciation notes

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

Extra activity

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

Answers

Difficulties: financial insecurity

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

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

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

4

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

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

Answers

Student's own answers.

5 Wordbuilding forming adjectives

a

- Ask students to read the information in the box.
- Students work individually to find adjectives in the article that

The diverse generation

Reading

- Look at the photo and the title of this article. What do you think 'patchwork identities' might mean? Discuss in pairs.
- Discuss what things you think people born between 1998 and 2012 (post-millennials) might have in common. Then read the article about this generation in India. Did it mention any of the same things?
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act → active, study → studious

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

finance conserve thank fame instruction

financial conservative thankful famous instructional

- b Form adjectives from these words by using the correct suffix and making any other necessary changes.

1 ambition **ambitious** 5 emotion **emotional**

2 child **childish** 6 help **helpful**

3 decide **decisive** 7 respect **respectful**

4 depend **independent** 8 society **social**



A GENERATION OF patchwork identities

India's post-millennial generation is the largest youth population of any country. More than 40 percent of India's 1.4 billion population is under 25. Like other post-millennials around the world, they have grown up in a time of financial insecurity. What also sets this generation apart is that they are digital natives. Living in a digital world, they are exposed to diverse cultures, unusual people, and unique life stories. This has made them self-aware and eager to express their own identities. While their parents might have had more conservative experiences and have been more likely to follow in the footsteps of their own parents, post-millennials seem more ready to experiment with ways of being themselves.

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She did not study psychology in college = past simple to describe a finished event

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I ³ **'ve studied** (study) equations before.

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T: It's not finished yet. I ⁵ **'ve been looking** (look) for information on the internet all morning.

P: Well, I ⁶ **haven't studied** (not / study) geography since I was a child, but I'm good at searching the internet. I'll give you a hand.

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- What happens to the brains of a generation that **has been using** / **used** the internet all their lives? Do they have a shorter attention span or are they actually quicker thinkers?
- Many of my parents' generation have already **been retiring** / **retired** with good pensions. I probably won't be able to retire until I'm 70, but I don't mind that.

Speaking my life

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- upbringing and school
- work opportunities
- technology
- free time
- standard of living

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

Grammar past simple and present perfect

6

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

Answers

See answers on Student's Book page.

GRAMMAR NOTES

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

7

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

Answers

Past simple

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

- She did not study psychology in college.

- Santosh Jadhav grew up watching his grandfather grow okra and tomatoes ...

- He took over the farm when he was 22 and started to research better ways to farm ...

- ... it was a smart move.

Present perfect

- This has made them self aware ...

- ... they have recently built their own studio.

- ... they have brought about some social change.

- ... he has been posting instructional videos under the account "Indian Farmer" ever since.

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

Pronunciation auxiliary verbs *have* and *has*

8 1.5

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

Pronunciation notes

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

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

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

Answers

Students' own answers.

9

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

Answers

See answers on Student's Book page.

10

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

Answers

See answers on Student's Book page.

11

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

Answers

Students' own answers.

12

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

Answers

See answers on Student's Book page.

Speaking

13

- Ask students to read the task instructions, then put students into groups.
- Ask students to work together to list how their parents' lives have been different from their own. Monitor and help with ideas and vocabulary.
- Ask each group whose life has been easier and have a brief class discussion.
- Go over the language you noted.
- **Exam tip** This exercise provides exam practice for Cambridge B2 First, Speaking Part 4 (Discussion) and IELTS, Speaking Part 3 (Discussion).

Answers

Students' own answers.

Extra activity

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

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

The blog post should be approximately 200 words long.

Teacher development

Classroom tips: correcting errors

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

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

AT A GLANCE

- **reading** immigrant families
- **critical thinking** evaluating conclusions
- **word focus** *sense*
- **speaking** family influences

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

Visual literacy

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

Reading

1 1.6

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

Example answers

- 1 work opportunities, better quality of life, to join friends and family, better education, escaping war or poverty
- 2 learning a new language, getting used to local customs, finding work and housing, not having family and friends nearby, racism or hostility from local people
- 3 Students' own answers.

Who do we come from?

Reading

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

Critical thinking evaluating conclusions

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

- 6 Where in the article did you find evidence to draw the conclusions in Exercise 5? What do you think the author's main conclusion is? Why? Discuss in pairs.

Word focus *sense*

- 7 Look at the expression in **bold** from the article. Discuss in pairs what you think it means. Then choose the best option to complete sentences (1–5).

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

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

Speaking

- 8 Look at the questionnaire and answer the questions. Then take turns asking and answering the questions with your partner. Does family have a strong influence in your lives?

HOW DOES FAMILY SHAPE YOU?

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

Background information

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

2

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

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

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