

Life

SECOND EDITION

TEACHER'S GUIDE

HELEN STEPHENSON | JOHN HUGHES | PAUL DUMMETT

Life

**TEACHER'S GUIDE
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Life 1 Teacher's Guide

2nd Edition

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Contents

Student Book Contents	iv
Introduction and Unit Walkthrough	viii
Units 1 to 12: Notes and Answer Key	9
Student Book Communication Activities	153
Grammar Notes and Grammar Summary	158
Answer Key	
Teacher Development	182
Workbook: Answer Key	188

Contents

Unit	Grammar	Vocabulary	Real life	Pronunciation
1 Hello pages 9–20	<i>be</i> : I + am, you + are <i>be</i> : he/she/it + is <i>my</i> , <i>your</i>	the alphabet countries and nationalities numbers 1–10 greetings in the classroom	classroom language	word stress questions
VIDEO: My top ten photos page 18 ► REVIEW page 20				
2 Vacations pages 21–32	<i>be</i> : we/they + are <i>be</i> : negative forms <i>be</i> : questions and short answers <i>a/an</i> plural nouns	days of the week numbers 11–100 colors car rental	personal information	<i>we're</i> , <i>they're</i> <i>I'm</i> , <i>isn't</i> , <i>aren't</i> <i>be</i> : questions and short answers plural nouns syllables
VIDEO: A vacation in Australia page 30 ► REVIEW page 32				
3 Family and friends pages 33–44	<i>his</i> , <i>her</i> , <i>its</i> , <i>our</i> , <i>their</i> possessive 's irregular plural nouns	family people months special occasions	special occasions giving and accepting gifts	possessive 's linking with <i>in</i> intonation
VIDEO: Chinese New Year in London page 42 ► REVIEW page 44				
4 Cities pages 45–56	prepositions of place <i>this</i> , <i>that</i> , <i>these</i> , <i>those</i> question words	places in a town the time word focus: <i>at</i> snacks	buying snacks	<i>th</i> / <i>ð</i> / linking with <i>can</i>
VIDEO: Where's that? page 54 ► REVIEW page 56				
5 My things pages 57–68	<i>can/can't</i> <i>can</i> questions and short answers <i>have/has</i> <i>be</i> + adjective adjective + noun	abilities possessions technology money and prices	shopping	<i>can/can't</i> <i>have/has</i> numbers
VIDEO: What's your favorite gadget? page 66 ► REVIEW page 68				
6 We love it! pages 69–80	<i>like</i> <i>like</i> questions and short answers <i>he/she</i> + <i>like</i> object pronouns	sports interests food opinion adjectives	suggestions	<i>do you ...?</i> <i>likes</i> , <i>doesn't like</i> intonation
VIDEO: At the market page 78 ► REVIEW page 80				

Listening	Reading	Critical thinking	Speaking	Writing
introductions phone numbers	a description of two people an article about international phone calls from New York	greetings	introductions a quiz greeting people	text type: an identification card writing skill: capital letters
a description of a place a conversation about a vacation	a description of photos of a trip a conversation about a vacation a quiz about vacation spots	is it always true?	vacation photos on vacation general knowledge	text type: a form writing skill: capital letters
a description of a family from Mexico a conversation about a family from Iraq a description of good friends	a description of a family from Scotland an article about important days	completing a chart	my family people and things celebrations around the world	text type: a greeting card writing skill: contractions
a description of Astana tourist information	a description of places in a town a description of two famous towers an article about time zones	thinking about your country	locations famous places days and times	text type: a text message writing skill: <i>and</i>
a profile of Yves Rossy an interview with a robot expert people talk about their interesting possessions	an article about robots and people a blog post about gadgets	who said it?	my abilities my things my favorite piece of technology	text type: an email writing skill: <i>but</i>
a description of a sport in South Africa an interview with a man about sports	an article about a sport a profile of a TV presenter an article about street food	what does the writer think?	sports interests food	text type: short messages writing skill: punctuation and sentence structure

Unit	Grammar	Vocabulary	Real life	Pronunciation
7 Daily life pages 81–92	simple present <i>I/you/we/you/they</i> prepositions of time simple present questions <i>I/you/we/you/they</i> simple present <i>Wh</i> -questions	routines hobbies weather problems	problems	intonation in questions sentence stress
VIDEO: The elephants of Samburu page 90 ► REVIEW page 92				
8 Work and study pages 93–104	simple present <i>he/she/it</i> simple present questions <i>he/she/it</i> frequency adverbs	job activities education	on the phone	-s and -es verb endings /s/ and /z/
VIDEO: Small ships page 102 ► REVIEW page 104				
9 Travel pages 105–116	<i>there is/are</i> <i>there is/are</i> negative and question forms imperative forms	clothes hotel rooms travel hotels	requests	<i>there are</i> <i>I'd like, We'd like</i>
VIDEO: The people of the reindeer page 114 ► REVIEW page 116				
10 Famous people pages 117–128	<i>be: was/were</i> <i>be: was/were</i> negative and question forms regular simple past verbs	dates describing people activities	apologizing	<i>was/were</i> weak forms sentence stress
VIDEO: The space race page 126 ► REVIEW page 128				
11 True stories pages 129–140	irregular simple past verbs simple past negative and question forms simple past <i>Wh</i> - questions	life events word focus: <i>get</i> time expressions	talking about the past	-ed regular simple past verbs <i>did you ...?</i> <i>didn't</i>
VIDEO: True stories? page 138 ► REVIEW page 140				
12 The weekend pages 141–152	present continuous present continuous questions and short answers present continuous for the future prepositions of place tense review	rooms in a house times and places	offers and invitations	<i>going</i> and <i>doing</i> <i>would you ...?</i>
VIDEO: A day in the life of a lighthouse keeper page 150 ► REVIEW page 152				

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

Listening	Reading	Critical thinking	Speaking	Writing
a description of the Holi festival interviews about hobbies with friends	an article about a day in China an article about the seasons in British Columbia	finding information	my partner and I a survey about hobbies my favorite season	text type: a profile writing skill: paragraphs
an interview about a man's job an interview about an unusual school	an article about jobs on the London Underground an article about a job in a wildlife park	asking questions	jobs things we usually do	text type: an email writing skill: spelling: double letters
four people talk about travel a conversation about a trip to Cape Town	an article about things in people's suitcases an article about a trans-Siberian trip	who is it for?	things in my suitcase hotels and tourist places travel tips	text type: travel advice writing skill: <i>because</i>
a profile of Ayrton Senna a radio program about people we remember	a quiz about "firsts" in exploration an article about the first people in the American continents	making a timeline	dates and events people in my past who was he/she?	text type: an email writing skill: expressions in emails
old books and documents in Timbuktu an interview with a woman from New Orleans	an article about an unusual discovery a story about an adventure in Madagascar	the writer's purpose	did it happen? last week and last year one day last week	text type: a life story writing skill: <i>when</i>
three people talk about weekend activities a description of a family in Indonesia	a short message about next weekend an article about helping people on weekends	finding main ideas	my photos next weekend a special weekend	text type: a thank you note writing skill: spelling: verb endings

Introduction

National Geographic

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

National Geographic topics

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

People and places

Life Second Edition takes students around the globe, investigating the origins of ancient civilizations, showing the drama of natural forces at work, and exploring some of the world's most beautiful places. These uplifting tales of adventure and discovery are told through eyewitness accounts and first-class reportage. For example, Unit 3 of *Life 1* focuses on people, places, and important days around the world, and Unit 4 looks at cities and their famous buildings and landmarks.

Science and technology

Students learn about significant scientific discoveries and breakthroughs, both historical and current. These stories are related by journalists or told by the scientists and explorers themselves through interviews or first-person accounts. Students see the impact of the discoveries on our lifestyles and cultures. Because much of the material comes from a huge archive that has been developed and designed to appeal to the millions of individuals who make up National Geographic's audience, it reflects the broadest possible range of topics. For example, Unit 5 of *Life 1* looks at robots and gadgets and how we use them in our daily lives.

History

History can be a dry topic, especially if it's overloaded with facts and dates. However, the National Geographic

treatment of historical events brings them to life, and there is often a human dimension and universal themes that keep the events relevant to students and to our time.

History—or the re-telling of historical events—can also be influenced by a culture or nation's perception of the events. National Geographic's non-judgmental and culture-neutral accounts allow students to look behind the superficial events and gain a deeper understanding of our ancestors. For example, Unit 11 of *Life 1* examines an old center of learning in Mali and the discovery of an ancient body found frozen in ice in Austria.

Animals

The animal kingdom is exceptionally generative in terms of interesting topics. *Life Second Edition* provides astonishing photos that give a unique insight into the hidden lives of known and lesser-known animals, offering rare glimpses of mammals, birds, bugs, and reptiles in their daily struggle for survival. It also informs and surprises with accounts of animals now extinct, species still evolving, and endangered species that are literally fighting for their existence. For example, Unit 7 of *Life 1* looks at elephants in an African wildlife park and Unit 8 discusses tiger conservation in Asia. In addition, Unit 9 features reindeer and their herders in Scandinavia.

Environment

It isn't always possible to find clarity in texts on the environment and climate change, or trust that they are true and not driven by a political agenda. National Geographic's objective journalism, supported by easy-to-understand visuals, presents the issues in an accessible way. The articles are written by experts in their fields. It's often true that those who have the deepest understanding of issues are also able to express the ideas in the simplest way. Unit 7 of *Life 1* introduces learners to vocabulary for weather and climate, and looks at how these things affect our lifestyle.

National Geographic photography

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

There are photographs that:

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

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

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

National Geographic video

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

Before you watch

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

While you watch

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

After you watch

This section allows students to respond to the video as a whole and take part in a discussion or task that leads on from the context and theme of the video.

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

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

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

National Geographic and critical thinking

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

- Critical thinking tasks such as problem-solving and group discussion make lessons much more motivating and engaging.
- Developing critical thinking skills encourages an enquiring approach to learning that enables learners to discover language and become more independent in their study skills.

- Language practice activities that involve critical thinking require deeper processing of the new language on the part of the learner.

In *Life Second Edition* you will see that there is a graded critical thinking syllabus that starts at Level 1 and runs through all later levels. The sections entitled “Critical Thinking” always appear in the C lessons in each unit and are associated with reading the longer texts. These lessons begin with reading comprehension activities that test students’ understanding and ask them to apply their understanding in a controlled practice activity. Once learners have understood the text at a basic level, the critical thinking section requires them to read the text again more deeply to find out what the author is trying to achieve and to analyze the writing approach. For example, students may have to read between the lines, differentiate between fact or opinion, evaluate the reliability of the information, assess the relevance of information, or identify the techniques used by the author to persuade the reader or consider evidence. Activities such as these work particularly well with the C lesson texts in *Life Second Edition* because the texts used in these lessons are authentic. These authentic texts, which have been adapted to the level where necessary, tend to retain the author’s voice or perspective, so students can work to understand the real argument behind a text. Naturally, these kinds of reading skills are invaluable for students who are learning English for academic purposes or who would like to take examinations such as IELTS. In addition, life in the twenty-first century requires people to develop the ability to assess the validity of a text and the information they receive, so this critical thinking strand in *Life Second Edition* is important for all students.

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

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

***Life Second Edition* methodology**

Memorization

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

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

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

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

- Relatability: learning is most effective when learners apply new language to their own experience.
- A multi-sensory approach: learning is enhanced when more than one sense (hearing, seeing, etc.) is involved in perception and retention. (Language is not an isolated system in memory; it’s linked to the other senses.)
- Repetition and variation: learners need to frequently retrieve items from memory and apply them to different situations or contexts.

- Guessing/Cognitive depth: making guesses at things you are trying to retrieve aids deeper learning.
- Utility: language with a strong utility value, e.g., a function such as stating preferences, is easier to remember.
- No stress: it's important that the learner does not feel anxious or pressured by the act of remembering.
- Peer teaching: this is an effective tool in memory consolidation (as in the adage, "I hear and I forget. I see and I remember. I do and I understand. I teach and I master.")
- Individuality: we all differ in what we find easy to remember, so cooperation with others helps the process.

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

Treatment of grammar

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

At the start of each grammar section is a grammar summary box with examples of form and use from the presentation text, or paradigms where this is clearer (for example, in lower levels). This supports the learners and is a checkpoint for both teacher and learner alike. The grammar box summarizes the information learners arrive at through completing discovery tasks and it also acts as a focus for tasks that then analyze the form, meaning, and use of the grammar structures, as appropriate. A variety of task formats have been used to do this, usually beginning with accessible check questions. This approach is highly motivational because it actively engages learners in the lesson and allows them to share and discuss their interpretation of the new

language. Each grammar box gives a cross-reference to two pages of detailed explanations and additional exercises per unit at the back of the Student Book. These are suitable for use both in class and for self-study, according to the needs of the learner. They are also presented as video tutorials for extra support in the Online Workbooks.

The grammar summary box is followed by grammar practice tasks. Depending on the level, the grammar practice exercises have a differing emphasis on form and use. In all levels, however, the practice exercises in the unit favor exercises that require students to think more deeply over those involving mechanical production. Where appropriate, contrastive and comparative formats are used. The first practice exercise is usually linked to the topic of the lesson and is content rich. Subsequent exercises move into real-life contexts and particularly to those that the learner can personalize. This gives learners an invaluable opportunity to incorporate the structures in the context of their own experiences. The practice exercises are carefully designed to move from supported tasks through to more challenging activities. This anchors the new language in existing frameworks and leads to a clearer understanding of the usage of this new or revised language. Frequently, the tasks provide a real and engaging reason to use the target structure, whether by devices such as quizzes, games, and so on, or by genuine exchanges of information between students.

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

Treatment of vocabulary

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

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

Life Second Edition teaches vocabulary in a range of different ways. This eclectic approach takes account of recent research and builds on tried and tested methods. There is additional practice of the vocabulary input in the Workbook. There is also frequent practice of useful expressions, collocations, idioms, and phrasal verbs as well as everyday lexis.

The specific sections dealing with new lexical input are:

1 Lexical sets

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

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

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

2 Word focus

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

3 Word lists

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

Learning skills

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

Assessment

Students and teachers can assess progress in the following ways:

- Each unit in the Student Book finishes with a Review lesson where students do the exercises and complete a number of “can-do” statements linked to the objectives of the unit.
- There are end-of-year tests that follow the format of international exams on the *Life* website.
- There is a *Check!* section at the end of each unit in the Workbook for students to check what they have learned (general knowledge as well as language).

Lessons in a Student Book unit

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

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

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

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

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

F: a double-page video lesson

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

Components

- Student Book
- Workbook + downloadable audio
- Teacher's Guide
- Classroom DVD
- Classroom Audio MP3 CD
- Student Web App
- Student eBook
- Online Workbook
- Website: NGL.cengage.com/life
- Classroom Presentation Tool

Lesson type

Unit opener

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

Unit 7 Daily life



The festival of colors—the Holi festival—in Kolkata, India

FEATURES

82 Day and night

Daily routines

84 Join the club

Free-time activities

86 A year in British Columbia, Canada

Seasons of the year

90 The elephants of Samburu

A video about elephants in Kenya

1 Work in pairs. Look at the photo and the caption.

1 Where are the people? 2 What is the celebration?

2 103 Work in pairs. Listen to information about the Holi festival. Circle the correct option.

1 The Holi festival is in *December* / *March*.
2 It's a celebration of *new life* / *family life*.

3 104 The Holi festival is a celebration of spring. Listen and repeat the words for the four seasons.



spring



summer



fall



winter

4 Work in pairs. Which months are the seasons in your country?

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

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

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

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

Lessons A and B

Grammar and vocabulary

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

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

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

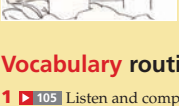
The grammar practice tasks within the unit are linked to the presentation text and topic, and are thus content-rich in the same way. They move from more supported exercises through to more challenging tasks.

7a Day and night










Vocabulary routines

1 ▶ 105 Listen and complete the sentences with times and places.

- I get up at six o'clock.
- I have breakfast at six thirty.
- I start work at seven o'clock.
- I have lunch in a cafe.
- I finish work at five forty-five.
- I have dinner at home.
- I go to bed at eleven thirty.

2 Match the pictures (a–g) with the sentences (1–7) in Exercise 1.

3 Work in pairs. Write seven true or false sentences about your routines. Read the sentences to your partner. Find your partner's false sentences.

I get up at five o'clock. False.

Reading

4 Work in pairs. Look at the photo and the caption. Where is it? What kind of class is it? *Shanghai an exercise class*

5 Work in pairs. Read about Chen Hong's routine. Is it similar to yours?

DAY AND NIGHT

Chen Hong's day

My name's Chen Hong. I live with my husband and parents in Shanghai. Every day, I get up at 5:30. I go to an exercise class. My husband and parents don't go to the class. After the class, I have breakfast with my friends. I start work at 8:30. At noon, I have lunch. I don't work in the afternoon. In the evening, I make dinner. We eat at eight o'clock. Then we watch TV. I go to bed at 10:30.

Grammar simple present I/you/we/you/they

▶ SIMPLE PRESENT I/YOU/WE/YOU/THEY

I/You/We/You/They	eat at eight o'clock.	don't work in the afternoon.
-------------------	-----------------------	------------------------------

Now look at page 170.

6 Look at the grammar box. What is the negative form of the simple present? Circle the negative verbs in *Day and night*.

7 ▶ 107 Complete the text about Roberto with these verbs. Listen and check.

finish	get up	go	not / go
have	have	start	work

A night in Chile

I'm Roberto. I'm married and I ¹ have two children. I ² work in an observatory in Chile. I ³ start work at nine o'clock at night. I ⁴ finish work at 2:30 in the morning and I go home and go to bed. At eight o'clock, I ⁵ get up and I ⁶ have breakfast with my wife and children. They ⁷ go to school at 8:30. They ⁸ don't go to school on Saturdays and Sundays.

8 Work in pairs. Write one affirmative and one negative sentence with the **bold** verbs.

- I **work** at home / in a store.
I work at home. I don't work in a store.
- I go to bed at ten o'clock / at midnight.
- You study English / Spanish.
- My friends have a class at 7:30 / at 8:30.
- I like burgers / fish.

Grammar prepositions of time

▶ PREPOSITIONS OF TIME

at eight o'clock	in the morning
on Tuesday/Tuesdays	at night

Now look at page 170.

9 Look at the expressions in the grammar box. Underline similar expressions of time in the texts *Day and night* and *A night in Chile*.

10 Complete the sentences with the correct preposition.

- They don't work at night.
- I don't go to school in the afternoon.
- They watch TV in the evening.
- We finish lunch at two o'clock.
- You work on Saturdays.

Speaking myLife

11 Work in pairs. Find things you both do at the same time. You can use some of these verbs.

eat	have	get up	go
start	study	finish	

I eat at noon. I eat at 12:30.

We don't eat at the same time.

Unit 7 Daily life 83

7b Join the club

Vocabulary hobbies

1 ▶ 106 Match the words (1–8) with the pictures (a–h). Listen and check.

- | | |
|------------|------------|
| 1 climbing | 5 reading |
| 2 cooking | 6 shopping |
| 3 dancing | 7 singing |
| 4 painting | 8 walking |



2 ▶ 108 Listen again and repeat the words.

3 Work in pairs. Add your own hobbies to the list in Exercise 1.

Listening

4 ▶ 109 Listen to four people talk about their hobbies. Complete the chart.

	What?	When?	Why?
Andy	climbing	¹ <u>Sundays</u>	it's exciting
Tina	² <u>singing</u>	in her free time	³ it's <u>fun</u>
Naga	⁴ <u>cooking</u>	in the evening	⁵ it's <u>nice</u>
Paul	painting	⁶ <u>Saturdays</u>	⁷ it's <u>interesting</u>

5 ▶ 110 Match the questions (1–4) with the answers (a–d). Listen and check.

- 1 Do you climb every day? b
 - 2 Do your friends sing? a
 - 3 Do you cook for your friends, too? c
 - 4 Do you paint pictures of people? d
- a No, they don't. They play the guitar and the piano.
b No, we don't. We climb on Sundays.
c Yes, I do. They love my food!
d Yes, we do.

Grammar simple present questions I/you/we/you/they

▶ SIMPLE PRESENT QUESTIONS I/YOU/WE/YOU/THEY

Do	I/you/we/you/they	listen to music?
Yes, No,	I/you/we/you/they	do. don't.

Now look at page 170.

6 Work in pairs. Look at the grammar box. Then practice the questions and answers in Exercise 5.

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

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

84

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



Climbing is a popular hobby.

7 Work in pairs. Put the words in order to make questions. Then answer the questions.

- 1 do / you / every Saturday / climb / ?
- 2 enjoy / you / doing exercise / do / ?
- 3 you and your friends / do / go walking / ?
- 4 do / of your friends / you / take photos / ?
- 5 your parents / listen to music / do / ?
- 6 your friends / play ping-pong / in the evening / do / ?

8 ▶ 111 Work in pairs. Write questions with the words. Listen and check.

- 1 shopping (you / enjoy)
- 2 newspapers (you / read)
- 3 dancing (your friends / go)
- 4 basketball (you and your friends / play)
- 5 climbing (you / go)
- 6 TV (you and your friends / watch)

9 Pronunciation intonation in questions

- a ▶ 111 Listen again and repeat the questions from Exercise 8.
- b Work in pairs. Ask and answer the questions from Exercise 8.

Speaking myLife

10 Work in pairs. Add four questions about hobbies to the list in Exercise 8. Then work as a class. Ask questions. Find one person for each activity.

Do you enjoy shopping, Bruno?

Yes, I do.

Lesson C

Reading

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

7c A year in British Columbia, Canada

Vocabulary weather

- 1 ▶ 112 Look at the pictures. Listen and repeat the words.



- 2 ▶ 113 Listen to people from four places. Write the numbers (1–4) next to the weather words in Exercise 1.

- 3 Work in pairs. Describe the weather for seasons in your country.

Reading

- 4 Read the article. Match the paragraphs (1–4) with the photos (a–d).

- 5 Work in pairs. Underline the things people do in each season. Do people do the things in the article in your country?

Critical thinking finding information

- 6 Which words tell you about the weather in British Columbia? Find them in the passage, and write them below.

Summer: hot, sunny
Fall: cloudy, rainy
Winter: cold, rainy, snowy
Spring: cloudy, rainy

Grammar simple present Wh- questions

▶ SIMPLE PRESENT WH- QUESTIONS

What	do	do?
Where	I/you	go?
Who	welyou/they	go with?
Why	people	go to the beach?
When		eat?

Now look at page 170.

- 7 Look at the grammar box. Circle the Wh- question words in the article.

- 8 Complete the questions with *what*, *where*, *who*, *why*, or *when*.

- Where do you go in summer?
- What do you do in fall?
- Who do you go cycling with?
- Why do you like winter?

Speaking myLife

- 9 Work in pairs. What's your favorite season? Ask and answer questions. Use these ideas.

- Why / like ...?
- What / do?
- When / do ...?
- Where / go?
- Who / go with?

Why do you like winter?

I like to ski.

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

A YEAR IN BRITISH COLUMBIA, CANADA

S U M M E R

Where do people go in summer? 1
Summer is a great time for vacations here. The weather is hot and sunny. People go to the beach. They cook and eat outside. I go to Vancouver Island with my family. We go swimming in lakes and rivers.

F A L L

What do people do in fall? 2
In fall, classes start. Children go to school. Students go to college. It's cloudy and rainy. Trees change color from green to brown. I think it's a beautiful season.

W I N T E R

Where do people go in winter? 3
In winter, it's cold, rainy, and snowy, too. A lot of people stay at home. They watch TV, read books, and cook winter food. Winter is my favorite season. I like winter sports. I go to Whistler. It's in the mountains. I go skiing and climbing.

S P R I N G

Why do people like spring? 4
In spring, it's cloudy and rainy, but it isn't cold. Flowers open, birds sing, and trees are green. People go cycling and running. They meet friends and they go for walks.

Lesson D

Real life

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

7d What's the matter?



Vocabulary problems

1 ▶ 115 Look at the pictures and listen. Match the expressions you hear (1–5) with the pictures (a–e).

a 4 bored

b 7 cold

c 5 hungry



d 3 thirsty

e 2 tired



2 ▶ 115 Listen again and repeat the expressions from Exercise 1.

3 Work in pairs. Tell your partner the problems in Exercise 1. Take turns.

I'm hungry!

I'm tired!

Real life problems

4 ▶ 116 Listen to the conversation. Write D (Dad), P (Paul), or A (Anna).

1 D is cold and thirsty.

2 P is cold and tired.

3 A is bored.

5 ▶ 116 Listen again. Complete the mom's suggestions.

1 Why don't you have some coffee ?

2 Why don't you have a sandwich ?

3 Why don't you go swimming ?

PROBLEMS

What's the matter?
I'm hungry/thirsty/cold/tired/hot/bored.
It's cold/hot.
I don't feel well.
I don't understand.
Why don't you have a cup of tea?

6 Pronunciation sentence stress

▶ 117 Listen to and repeat the three sentences. Which words are stressed?

7 Work in pairs. Look at the vocabulary in Exercise 1 and the expressions for talking about problems. Take turns to talk about problems and make suggestions.

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

The key expressions are made memorable through an activation activity.

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

Lesson E

Writing

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

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

Every writing lesson includes a model.

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

Students always finish with a productive task.

Students are encouraged to take part in peer review and correction.

7e Meet our club members

Writing a profile

1 Read Hans's profile. Are the sentences true (T) or false (F)?

Hans is:

- | | | |
|--------------------------|--------------|--------------|
| 1 a student. | T | F |
| 2 married. | T | F |
| 3 in a photography club. | T | F |

2 Writing skill paragraphs

a Read Hans's profile again. Write the number of the paragraph (1–3).

- | | |
|----------|--------------------------|
| <u>3</u> | interests |
| <u>1</u> | professional information |
| <u>2</u> | family/friends |

b Read the paragraphs of Jenna's profile (a–c). Put them in order (1–3).

- a I live with three friends in the city. We live in a small house on a busy street. 2
- b I like sports and photography. I go to sports events and take photos. 3
- c I'm a student at City College. In the summer, I work at PLT Engineering. 1

c Work in pairs. Read Luther's notes. Write three paragraphs.

a teacher
my wife and children
animals

engineering
City College
photos

3 Make notes for your own profile. Write about:

•work/school •family/friends •interests

4 Use your notes to write three paragraphs. Check the paragraph order, spelling, and punctuation.

5 Give your profile to your partner. Find two things you have in common.

PLT Photography club
Meet our members. Come and join us!

HANS

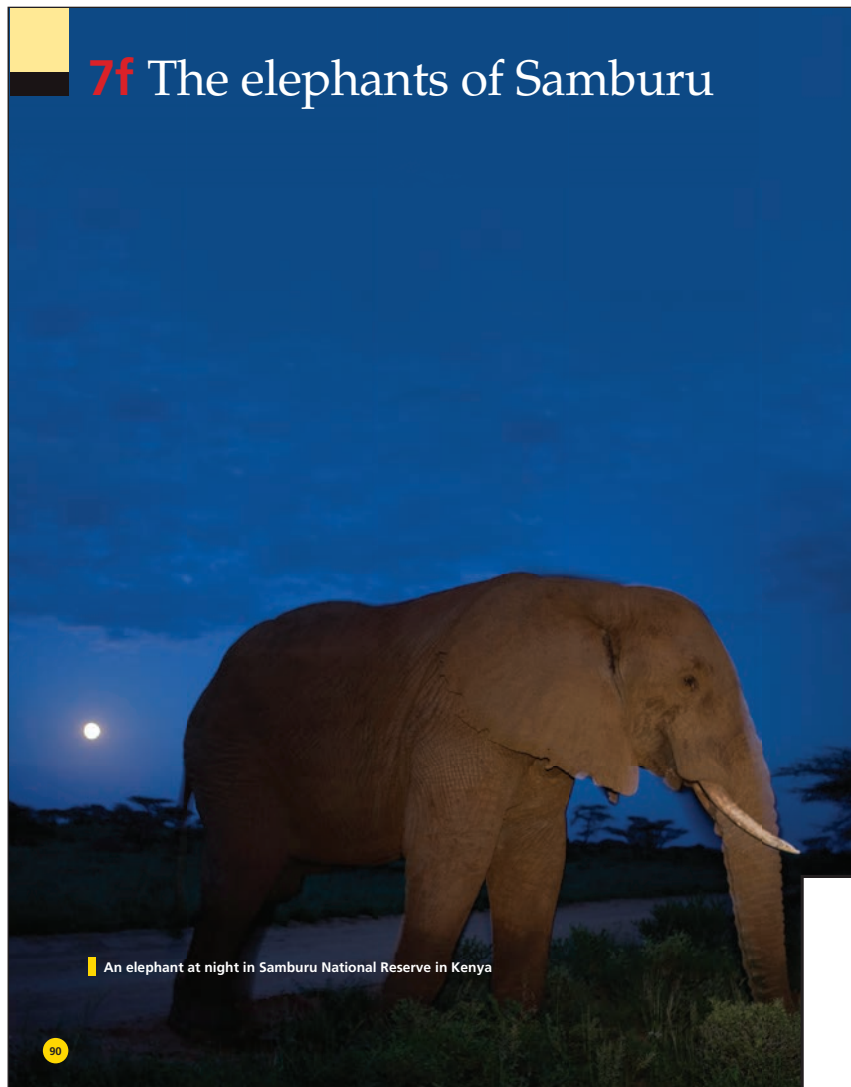
1 I'm an engineer. I work at PLT Engineering.
2 I'm married and I have three children. We live in a small town near my company.
3 I like photography. I'm in the PLT photography club. In winter, we meet on Sundays. We go out and take photos. In summer, I go on vacation with my family. I take a lot of photos of my children and the places we go to.

JENNA

Lesson F

Video lesson

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



An elephant at night in Samburu National Reserve in Kenya

90

This section introduces students to the topic of the video and engages them in a pre-watching task. It also introduces students to new vocabulary used in the video.

This section allows students to respond to the video as a whole and take part in a discussion or task that leads on from the context and theme of the video.

Before you watch

1 Work in pairs. Look at the photo and the caption. Where does this elephant live?

2 Key vocabulary

a Read the sentences. Match the bold words (1–5) with the pictures (a–e).

- 1 My friend has a new **jeep**. It's fast.
- 2 I **lie down** after lunch on Sunday.
- 3 Raise your **hand** if you know the answer.
- 4 I take a **bath** in the morning.
- 5 The elephant has a long **trunk**.



b ▶ 118 Listen and repeat the bold words.

3 Work in pairs. The video is about elephants in Kenya. Circle the option you think is correct.

- 1 Elephants live in family groups / alone.
- 2 Elephants like / don't like water.
- 3 Elephants eat plants / animals.

While you watch

4 ▶ 119 Watch the video. Check your answers from Exercise 3.

5 ▶ 120 Read the sentences. Watch the video again. Circle the correct option.

- 1 Nick Nichols is a photographer / student.
- 2 Daniel Lentipo can speak to / identify individual elephants.
- 3 Nick and Daniel follow the elephants for four / ten hours every day.
- 4 Elephants raise their trunks to greet other elephants / when they are thirsty.
- 5 Elephants lie down / stand to sleep.

6 ▶ 121 Work in pairs. Watch the video again. Write: Answers will vary

- 1 five things the elephants do every day: drink, take baths, eat, greet their family members, sleep.
- 2 three things Nick and Daniel do every day: take photos, follow elephants, get up early.

After you watch

7 Complete the text with these verbs.

drive follow get up start take walk work

Nick Nichols and Daniel Lentipo ¹ work at the Samburu National Reserve. They ² get up early every day. They ³ start work early. They ⁴ drive a jeep and ⁵ take photos of the elephants. The elephants ⁶ walk many kilometers every day. Nick and Daniel sometimes ⁷ follow the elephants from morning to night. Nick's photos of sleeping elephants are very beautiful.

8 Work in pairs. Ask and answer questions using these ideas.

- What / favorite animals?
- Why / like them?
- Where / live?
- What / do?

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

Review lesson

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

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

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

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

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

UNIT 7 REVIEW AND MEMORY BOOSTER

Grammar

1 Complete the text with the words below.

movies dinner food Friday music



David and Yann are brothers. They have an internet company. From Monday to ¹ Friday, they start work at seven o'clock. They finish work ~~in the evening~~, and they have ² dinner at a restaurant. They like the same ³ food. On weekends, they don't do the same thing. David and his friends play ⁴ music in a band. Yann and his girlfriend go to the ⁵ movies.

2 Work in pairs. Write questions.

- David and Yann / brothers?
- they / work / in the same place?
- where / they / have dinner?
- they / like / the same food?
- Yann and his girlfriend / play music?

3 **>> MB** Work in pairs. Take turns.
Student A: Ask the questions in Exercise 2.
Student B: Answer the questions.

I CAN	
say what people do every day (simple present)	☐
say when people do things (prepositions of time)	☐

Vocabulary

4 Complete the adjectives. Write W (weather) and P (people).

1 b <u>o</u> r <u>e</u> d <u>P</u>	5 s <u>u</u> n n y <u>W</u>
2 c l <u>o</u> u d y <u>W</u>	6 t h <u>i</u> r s t y <u>P</u>
3 h <u>u</u> n g r y <u>P</u>	7 t <u>i</u> r e d <u>P</u>
4 s n <u>o</u> w y <u>W</u>	8 w <u>i</u> n d y <u>W</u>

5 **>> MB** Work in pairs. Ask and answer questions with the adjectives from Exercise 4. Take turns.

What do you do when you're bored? *I read a book.*

I CAN	
talk about the weather	☐
talk about problems (adjectives)	☐

Real life

6 Complete the sentences with the words. Then put the sentences in order (1–4) to make a conversation.

I'm	No	What's	Why
<u>Why</u>	don't you eat this pizza?	<u>3</u>	
<u>I'm</u>	hungry.	<u>2</u>	
<u>No</u>	, thanks—it's cold.	<u>4</u>	
<u>What's</u>	the matter?	<u>1</u>	

7 Work in pairs. Use these ideas to practice similar conversations. Take turns to start.

- thirsty / cup of coffee
- hot / drink some water
- don't understand / use a dictionary

I CAN	
talk about problems	☐
make suggestions	☐

92

UNIT 1 HELLO



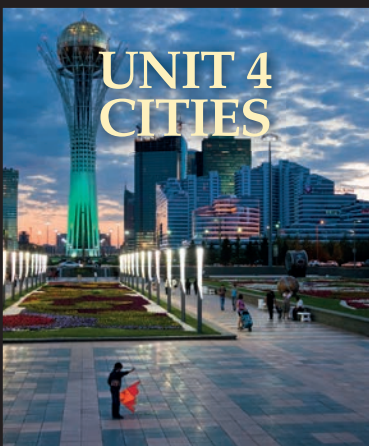
UNIT 2 VACATIONS



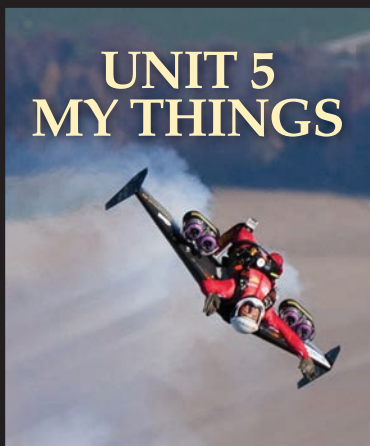
UNIT 3 FAMILY AND FRIENDS



UNIT 4 CITIES



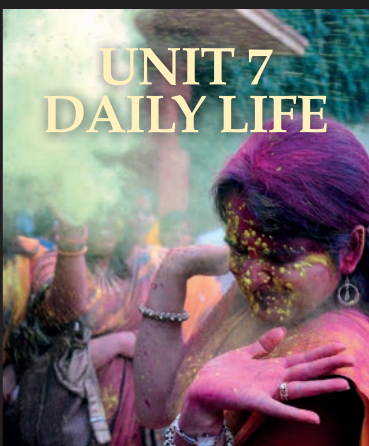
UNIT 5 MY THINGS



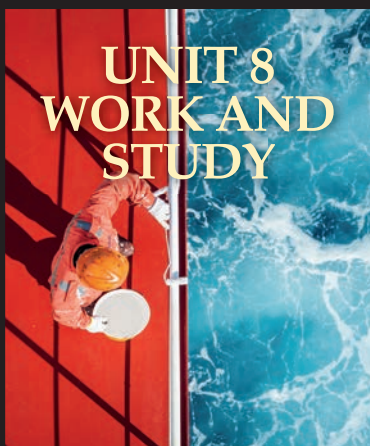
UNIT 6 WE LOVE IT!



UNIT 7 DAILY LIFE



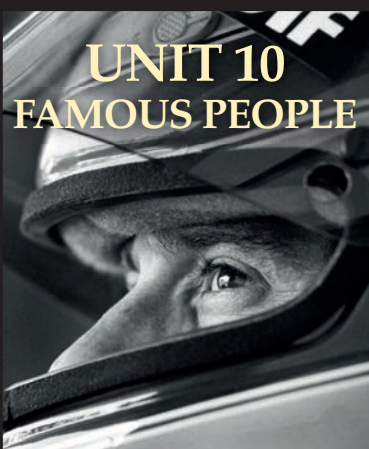
UNIT 8 WORK AND STUDY



UNIT 9 TRAVEL



UNIT 10 FAMOUS PEOPLE



UNIT 11 TRUE STORIES



UNIT 12 THE WEEKEND



Unit 1 Hello

Opener

1 1

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

Background information

Life 1 Second Edition introduces students to real people who work for *National Geographic*. David Doubilet is a well-known underwater photographer. In the photo, he is with a large fish called a potato cod at the Great Barrier Reef off the coast of Australia.

2 1

- Play the recording again. Students listen and repeat.

3

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

4

- Ask pairs to practice saying *Hello, I'm ...* to each other.
- Ask students to introduce themselves in larger groups or ask them to walk around the class and introduce themselves to each other.

Extra activity

Give each student in your new class a card. Tell them to fold the card in half, write their name on it, and place the card on the desk in front of them. Write your name on the board. You can then greet students by saying *Hi, Ana* or *Hello, Rolf*, and invite the students to respond. This activity will help students learn each other's names, and how they are written.

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

Please refer to page 182 for Teacher Development notes on teaching beginners.

Unit 1 Hello



David Doubilet in the Pacific Ocean, Australia

FEATURES

10 People

People from *National Geographic*

12 People and places

People, cities, and countries

14 Phone calls from New York

Phone calls from New York

18 My top ten photos

A video about *National Geographic* photos

1 ▶ **1** Look at the photo. Listen and read.

Hello! I'm David.

2 ▶ **1** Listen again and repeat.

3 Say your name.

Hello! I'm _____.

4 Work in pairs.

Hello! I'm Dani.

Hello! I'm Lee.

1a People

Listening

1  2 Listen and read.

1

D: Hello. I'm David.

M: Hi. I'm Mireya.

D: Mireya Mayor?

M: Yes.

2

D: Hi! I'm David Doubilet.

M: Hello.

D: Oh! You're Mireya!

M: Yes. I'm Mireya Mayor.

3

D: Hello. I'm David Doubilet.

M: I'm Mireya.

D: Mireya?

M: Yes. M-I-R-E-Y-A.

D: Hi. Nice to meet you.

N A T I O N A L G E O G R A P H I C P E O P L E

David Doubilet



Mireya Mayor



1a People

Lesson at a glance

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

Listening

1 2

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

Extra activity

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

Background information

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

David Doubilet (born 1946) is a well known *National Geographic* underwater photographer.

Vocabulary the alphabet

2 ▶ 3

- Give students some information about the English alphabet. Then play the recording. Ask students to listen and repeat the alphabet.

Background information

The **English alphabet** consists of 26 letters. Each has an uppercase (or "capital") and a lowercase form. Five of these letters are vowels (*a, e, i, o, u*). They are shown in yellow in Exercise 2. The remaining 21 are consonants.

3 ▶ 4

- Start by reading out the letters that are already in the chart and asking students to repeat them back to you. Alternatively, draw the chart on the board, point to the letters that are already in it, and ask students to read the letters out together.
- Tell students that they are going to hear all the letters in the chart, and that they should write the missing letters. Play the recording. Students listen and complete the chart. Let students compare answers in pairs before checking with the class.

Pronunciation notes

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

4 ▶ 5

- Tell students to look at the pictures and words.
- Play the recording. Ask students to listen and repeat.
- **Optional step** Point to objects in your classroom, like the board or a book. Say the words for the objects and ask students to repeat. Then point and ask students to remember and say the words. Have students work in pairs and test each other.

Audioscript ▶ 5

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

Pronunciation notes

In English, sounds and spellings often do not match. In *board*, *o-a* combine to make the long vowel sound /ɔ:/. In *chair*, *a-i-r* combine to make the diphthong /eə/. The *o-o* in *book* is pronounced /ʊ/, but the *o-o* in *door* is pronounced /ɔ:/. The *w* at the end of *window* is silent. Students should attempt the correct pronunciations heard in the recording, not sound out individual letters.

5

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

6 ▶ 6

- Pre-teach the word *double*. Write *mm* and *ss* on the board. Say *double m* and *double s*.
- Tell students they are going to listen to four short conversations. Play the recording. Ask students to listen and write the names. Let students compare answers before checking with the class.

Background information

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

7

- Organize the class into pairs. Students take turns to spell their names and write their partner's names.
- Ask students to walk around the class and spell their names to their other classmates.

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

8

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

Refer students to page 158 for further information and practice.

Please refer to page 158 for Grammar and Pronunciation notes on spoken English.

Speaking **myLife**

9 ▶ 7

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

Audioscript ▶ 7

- C: Hi, I'm Carlos.
S: Hello. I'm Sonia. Nice to meet you, Carlos.
C: Nice to meet you, Sonia.

Please refer to page 182 for Teacher Development notes on using a variety of interaction styles.

Vocabulary the alphabet

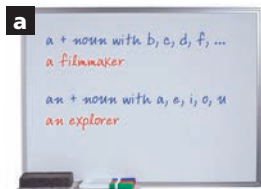
2 ▶ 3 Listen and repeat.

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

3 ▶ 4 Say the letters. Listen. Write the letters.

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

4 ▶ 5 Listen and repeat.



board



book



chair



desk



door



window

5 Work in pairs.

Student A: Say the letters.

Student B: Say the word.

C-H-A-I-R

Chair.

Yes!

6 ▶ 6 Listen. Write the names.

1 Paula
2 Bryan
3 Simon
4 Anna

7 Work in pairs.

Student A: Spell your name.

Student B: Write the name.

Grammar be: I + am, you + are

▶ BE: I + AM, YOU + ARE

I'm David.
You're Mireya.

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

Now look at page 158.

8 Write I or You.

S: Hello. I 'm Sandra.

K: Hi!

S: Oh! You 're Kim!

K: Yes, I 'm Kim Smith.

Speaking myLife

9 ▶ 7 Listen and read. Speak to other students.

Hi, I'm Carlos.

Hello. I'm Sonia. Nice to meet you, Carlos.

Nice to meet you, Sonia.

1b People and places

PEOPLE AND PLACES



1 This is Jane. She's from Buenos Aires. It's in Argentina. Jane is Argentinian.



2 This is Lukas. He's from Cape Town. It's in South Africa. Lukas is South African.

Reading

1 ▶ **8** Read and listen.

2 Write the words in the chart.

	Photo 1	Photo 2
Name	Jane	<i>Lukas</i>
Country	<i>Argentina</i>	<i>South Africa</i>
Nationality	<i>Argentinian</i>	South African

Vocabulary countries and nationalities

3 ▶ **9** Write the words in the chart. Listen and check.

Egyptian
Spanish

Mexico
the United States

	Country	Nationality
1	Brazil	Brazilian
2	Egypt	<i>Egyptian</i>
3	Italy	Italian
4	<i>Mexico</i>	Mexican
5	Spain	<i>Spanish</i>
6	the United Kingdom	British
7	<i>the United States</i>	American
8	Vietnam	Vietnamese

4 Pronunciation word stress

▶ **10** Listen and repeat the countries. Copy the stress.

• •
Brazil

• • •
Mexico

Grammar be: he/she/it + is

▶ BE: HE/SHE/IT + IS

He		from Russia.
She	is	Russian.
It		in Russia.

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

Now look at page 158.

1b People and places

Lesson at a glance

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

Reading

1 ▶ 8

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

Please refer to page 182 for Teacher Development notes on reading and listening.

2

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

Background information

Buenos Aires is the capital of Argentina.

Cape Town is South Africa's legislative capital.

Vocabulary countries and nationalities

3 ▶ 9

- Ask students to complete the chart using the words in the box. Then play the recording. Students listen and check.
- **Optional step** Write the chart on the board. Add the countries and nationalities of your students to the chart.

Extra activity

Bring a large world map to class or project a world map for the class to see. Check that students know where the countries are. Point and elicit the country names and nationalities.

Please refer to page 158 for Grammar notes on cities, countries, and nationalities.

Background information

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

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

Pronunciation word stress

4 ▶ 10

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

Extra activity

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

Pronunciation notes

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

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

5

- Read the grammar box on page 12 of the Student Book to the class. Ask students to look at the photos and write *he's*, *she's*, or *it's* in the sentences. Let students compare answers in pairs before checking with the class.

Refer students to page 158 for further information and practice.

Please refer to page 158 for Grammar and Pronunciation notes on *he's*, *she's*, and *it's*.

6

- Ask students to write their information in the chart.
- Model this activity by drawing the chart on the board and completing the information about yourself.
- Ask students to show their charts to their partners and make sentences in the first person using *I*. Model this activity by giving information about yourself. For example, say: *I'm Chris. I'm from California. It's in the US. I'm American.*

7

- Students tell the class about their partner, making sentences in the third person with *he* or *she*. Again, model the activity first with information about one of the students in your class. For example, say: *Ana is from Madrid. It's in Spain. She's Spanish.*

Please refer to page 182 for Teacher Development notes on drilling from verbal prompts.

Vocabulary numbers 1–10

8 ▶ 11

- Ask students to write the numbers in digits. Play the recording. Students listen and repeat the numbers.

Vocabulary and pronunciation notes

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

9 ▶ 12

- Ask students to look back at the list of countries in Exercise 3. Ask: *What's two? What's five?* Students say the countries (Egypt, Spain).
- Play the recording. Pause the recording after each number and ask students to say the country. Encourage students to use the correct word stress and pronunciation by modeling again any countries that they struggle with.

ANSWERS

five: Spain	two: Egypt
seven: the United States	one: Brazil
four: Mexico	eight: Vietnam
six: the United Kingdom	three: Italy

Audioscript ▶ 12

five, two, seven, one, four, eight, six, three

10 ▶ 13

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

ANSWERS

See answers for Exercise 9.

Audioscript ▶ 13

Spain, Vietnam, Egypt, Brazil, the United States, Mexico, the United Kingdom, Italy

Speaking **myLife**

11 ▶ 14

- Ask pairs to read and take the quiz. Tell students to guess if the sentences are true (T) or false (F). Ask students to correct the sentences they think are false.
- Play the recording. Students listen and check their answers.

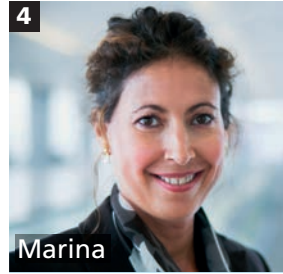
12

- Ask pairs to create their own *around the world* quiz by writing two true and two false sentences. Monitor closely to help with language and ideas.
- When students are ready, ask pairs to read out their sentences. The rest of the class must say *True* or *False* and correct the false sentences.

EXAMPLE ANSWERS

Toshiba is Vietnamese. (False. It's Japanese.)
Curry is from Spain. (False. It's from India.)
Rugby is American. (False. It's British.)
Rio de Janeiro is in Argentina. (False. It's in Brazil.)

5 Look at the photos. Write *He's*, *She's*, or *It's*.



- Tran is from Hanoi. It's in Vietnam. She's Vietnamese.
- Juan is from Santiago. It's in Chile. He's Chilean.
- Krishnan is from Chicago. It's in the United States. He's American.
- Marina is from Milan. It's in Italy. She's Italian.

6 Write your information. Show your partner.

	You
Name	
City	
Country	
Nationality	

7 Tell the class about your partner.

Kira is from Paris. It's in France. She's French.

Vocabulary numbers 1–10

8  11 Write the numbers (1–10). Listen and repeat.

<u>0</u> zero	<u>4</u> four	<u>8</u> eight
<u>1</u> one	<u>5</u> five	<u>9</u> nine
<u>2</u> two	<u>6</u> six	<u>10</u> ten
<u>3</u> three	<u>7</u> seven	

9  12 Look at the chart in Exercise 3. Listen. Say the country.

"five" *Spain*

10  13 Look at the chart in Exercise 3. Listen. Say the number.

"Spain" *five*

Speaking *myLife*

11  14 Work in pairs. Take the quiz. Are the sentences true (T) or false (F)? Listen and check.

Baseball is Russian.

False. It's American.

QUIZ

TRUE OR FALSE?

around the world

F



01 Baseball is Russian.

F



02 Pasta is from South Africa.

T



03 Jaguar is British.

F



04 Flamenco is from Italy.

12 Work in pairs. Write an *around the world* quiz. Write four sentences. Test the class.

1c Phone calls from New York

Reading

- 1 Read *Phone calls from New York* on page 15. Underline four countries.
- 2 Read again. Write the names.
 - 1 Nelson is a teacher.
 - 2 Ramon is Mexican.
 - 3 Anne-Marie is from Canada.
 - 4 Nina is Indian.

Listening

- 3 ▶ 15 Listen to Anne-Marie. Circle the phone number (a or b).

a 555 730 7121 (b) 555 760 7101
- 4 ▶ 16 Listen to Nelson. Write.
 - 1 work phone number 555 736 3100
 - 2 home phone number 555 340 2583

Grammar *my, your*

▶ MY, YOUR

What's **your** phone number?
My phone number is 555 760 7101.

Now look at page 158.

- 5 Write *my* or *your*.

R: Hi. ¹ My name's Ramon.
 N: Hello. I'm Nelson.
 ...
 N: Ramon, what's ² your phone number?
 R: ³ My work number is 555 275 6975.
 N: What's ⁴ your cell phone number?
 R: It's 555 398 9763.
- 6 Work in pairs. Ask and answer questions. Write your partner's:

home number _____
 cell phone number _____

Vocabulary greetings

- 7 ▶ 17 Write the expressions in the correct places. Listen and repeat.

Bye	Hello
	 Good morning.
Hi. ¹ <u>Hello</u> .	 Good afternoon.
	 Good evening.

Good night.	
 Goodbye. ² <u>Bye</u> .	
See you later.	

Critical thinking greetings

- 8 *Good evening* and *good night* have different meanings. Circle the correct greetings.
 - 1 A: Hello.
 B: Good evening . / *Good night*. How are you?
 - 2 A: *Good evening*. / Good night.
 B: Goodbye! See you tomorrow!

Which greeting means "hello"? Which greeting means "goodbye"?

Speaking **myLife**

- 9 Practice the conversations in Exercise 8 with your classmates.

1c Phone calls from New York

Lesson at a glance

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

Reading

1 ▶ 18

- **Optional step** Ask students to look at the map on page 15. Ask them to say the names of the ten countries (new to students: *Canada, Dominican Republic, India, Jamaica, Germany*).
- Point out that the text is about the top ten places that people make phone calls to New York from.
- Ask students to read the article and underline the four countries the people talk about. Students can listen and read along to the recording if required. Let students compare answers in pairs before checking with the class.

2

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

Vocabulary notes

student = someone who goes to a school or college

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

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

teacher = someone whose job is to teach

Listening

3 ▶ 15

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

Pronunciation notes

In spoken English, two identical numbers together are often preceded by the word *double* (e.g., 66 = double six). Three identical numbers are preceded by the word *triple* (e.g., 333 = triple three).

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

4 ▶ 16

- Pre-teach the meaning of *work* and *home*. Encourage students to guess the meaning from the context, by thinking about what different types of phone numbers people have.
- Tell students they are going to listen to a conversation with Nelson. Play the recording. Students listen and write Nelson's phone numbers. Play the recording more than once if necessary.
- Let students compare their answers in pairs before checking with the class.

Grammar *my, your*

5

- Read the grammar box to the class. Use a hand gesture toward a student to signify *your*, and a hand gesture toward yourself to signify *my*.
- Ask students to write *my* or *your* in the correct places in the conversation. Elicit the first answer to get students started. Let students compare their answers in pairs before checking with the class.

Refer students to page 158 for further information and practice.

Please refer to page 158 for Grammar notes on possessive adjectives.

Teacher's notes continue on page 15a.

6

- Elicit the questions students should ask each other and write them on the board: *What's your home number? What's your cell phone number?*
- Model the activity. Ask the questions and nominate individual students to answer them.
- Organize the class into pairs to ask and answer questions. Tell students that they can give their real numbers or invent numbers if they prefer. Monitor and prompt students as they speak. Correct poor pronunciation as well as errors of form.
- Ask students to repeat the activity with a new partner. This time, ask them to repeat the phone number back to their partner incorrectly, so that he or she has to correct them.

Vocabulary greetings

7 17

- Ask students to look at the chart and complete it with the missing expressions. In feedback, explain the meaning of the expressions by referring students to the images. Check students' understanding by writing different times on the board and eliciting from students which expression they would use.
- Play the recording. Students listen and repeat. Model and drill the expressions to practice pronunciation.

Vocabulary and pronunciation notes

In English, *Good morning* is a common expression. People tend to use it when they meet family, friends, or colleagues in the morning for the first time. Informally, it is often shortened to *Morning*.

Good afternoon and *Good evening* are reserved for more formal situations. With family and friends, people tend to use *Hi* or *Hello* instead.

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

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

Background information

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

Critical thinking greetings

8

- Tell students to read the two conversations and choose the correct greeting.
- Let students compare answers in pairs before checking with the class.

Speaking

9

- Model the activity first by practicing the conversations with students around the class.
- Ask students to practice the conversations from Exercise 8 in pairs.
- Then ask students to mingle and practice the conversations with different students in the class.

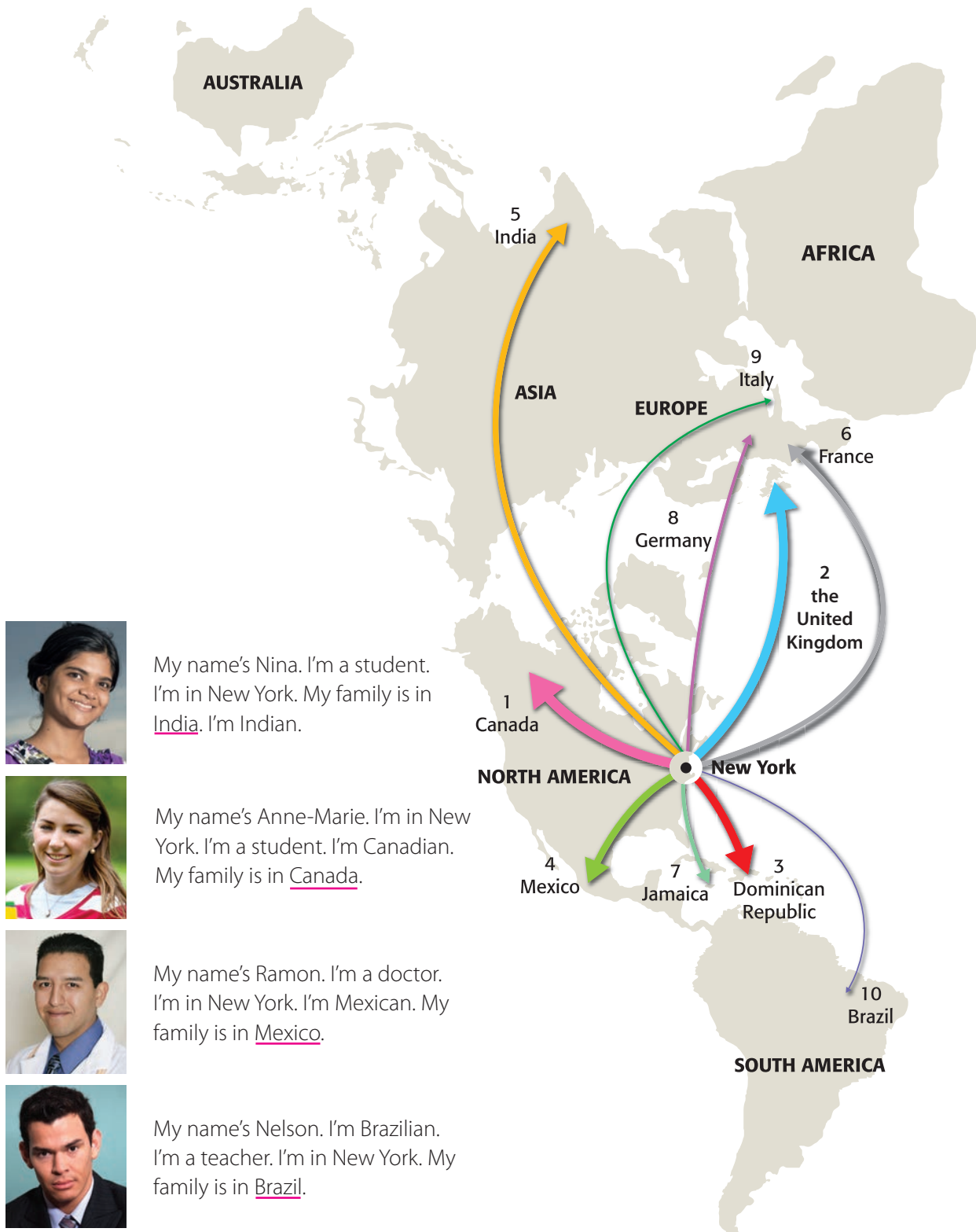
Extra activity

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



PHONE CALLS FROM NEW YORK: THE TOP TEN COUNTRIES

▶ 18



1d What's this in English?

Vocabulary in the classroom

1 ▶ 19 Listen. Write the words.

1



bag

2



classroom

3



computer

4



notebook

5



pen

6



pencil

7



phone

8



table

2 ▶ 20 Listen to the words from Exercise 1 and repeat.

3 Work in pairs. Point to a photo in Exercise 1. Ask and answer questions.

What's this in English?

It's a _____.

Can you spell it?

Yes. _____.

Real life classroom language

4 ▶ 21 Listen. Look at the classroom language box.

5 ▶ 21 Listen again. Who says each expression? Write T (teacher) or S (student).

▶ CLASSROOM LANGUAGE

Good afternoon, everyone. T

Sit down, please. T

Open your books. T

Look at page six. T

Sorry I'm late. S

Can you repeat that, please? S

I don't understand. S

Can you spell it, please? S

What's this in English? S

Do Exercise 7 at home. T

See you next time. T

6 Pronunciation questions

a ▶ 22 Listen and repeat the questions from the classroom language box.

b Look at track 21 of the audioscript on page 182. Practice conversations 4, 6, and 7.

7 Work in pairs. Write the words. Practice the conversations.

1 T: Good morning. Sorry I'm late.

S: That's OK. Sit down, please.

2 S: Can you repeat that, please?

T: Yes. Look at page ten.

1d What's this in English?

Lesson at a glance

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

Vocabulary in the classroom

1 ▶ 19

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

2 ▶ 20

- Play the recording. Students listen and repeat the words.

Pronunciation notes

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

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

3

- Write the questions on the board: *What's this in English? Can you spell it?* Practice the questions with the class.
- Revise the pronunciation of letters by eliciting the complete alphabet and writing it on the board. Point to different letters to elicit the pronunciation of each letter.
- Have pairs ask and answer the two questions about objects in the photos. Monitor the students closely and model the correct pronunciation if you hear errors.

Extra activity

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

Real life classroom language

4 ▶ 21

- Tell students they are going to listen to a recording of eight short classroom conversations. Ask students to read the expressions in the box carefully, and to listen for them in the recordings.
- Play the recording. Ask students which expressions they heard (all of them are in the recording).
- Use mime or examples to explain meaning (e.g., mime opening a book or sitting down). *Repeat* = say again.

5 ▶ 21

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

Please refer to page 158 for Grammar notes on the imperative form.

Pronunciation questions

6a ▶ 22

- Tell students that they are going to listen to just the questions from the Classroom Language box. Play the recording. Students listen and repeat the questions (see Pronunciation notes).
- Play and pause after each question and get the class to repeat together. Then prompt some students to repeat individually.

Pronunciation notes

Note that when *Can you ...?* is said at conversational speed the word *Can* is reduced to /kən/.

The strong stress in the questions is on the key words: *repeat* and *spell*.

To make these questions sound polite, the voice should go up when saying *please*.

6b

- Tell students to look track 21 of the audioscript on page 182. Ask students to work in pairs to practice mini-conversations 4, 6, and 7. Monitor closely and correct errors of form and pronunciation.

7

- Ask students to work in pairs to write the missing words. Check answers as a class.
- Tell students to practice the conversations in pairs. Monitor closely and correct errors of form and pronunciation.

1e My ID

Lesson at a glance

- writing: an identification card
- writing skill: capital letters

Writing an identification card

1

- **Optional step** If students carry ID (identification) cards in your institution, invite them to get them out. Alternatively, show your own ID card. Ask: *What information is on the card?*
- Ask students to look at the ID card in Exercise 1 and find the information. Let students compare their answers in pairs before checking with the class.

Writing skill capital letters

2a

- Ask students to underline the capital letters on the card. Let students compare their answers in pairs before checking with the class.

2b

- Explain the categories and the use of the initial capital letter (see Vocabulary note).
- Ask students to complete the chart using the words in the gray box. Let them compare answers in pairs before checking with the class.

Vocabulary note

In English, a capital letter is always used at the beginning of cities, countries, languages, people's names, and nationalities.

2c

- Ask students to circle the letters which should be capital letters. Let them compare answers in pairs before checking with the class.

Extra activity

Tell students to write five similar sentences, all in lower case, to give to their partner. Encourage them to use a range of countries, languages, and nationalities from those they have studied. When they have completed their sentences, ask them to exchange sentences with a partner and circle the letters that should be capital.

3

- Ask students to write the information in the correct place on the ID cards, using capital letters where necessary. Complete the first card on the board as an example to get students started. Let students compare their answers in pairs before checking with the class.

4

- Students design and write their own ID card. You could write the following prompts on the board:

Name:

School/Company name:

Country:

City:

Language:

Nationality:

5

- Students exchange their finished ID cards with a partner. Encourage students to check their partner's work sensitively and make suggestions for improvement. In feedback, ask for volunteers to draw their ID cards on the board.

Extra activity

Use the ID cards for a mingle activity. Tell students to imagine that they are at a conference. Ask them to walk around the class with their ID cards and meet other "conference delegates." Have them ask and answer personal questions about each other using their ID cards as reference.

1e My ID

Writing an identification card

- 1 Look at the ID card. Circle the name of the company and the name of the visitor.

0186693	Washington
	
Visitor	
Date 02 / 08 / 2018	Name Carolyn Anderson

2 Writing skill capital letters

- a Underline on the ID card the capital letters in the names of the company, place, and visitor.

- b Write these words in the chart.

Brazil	Portuguese	Rio de Janeiro
Brazilian	Nelson Pires	

a name	Dan Pillsbury <u>Nelson Pires</u>
a city	Boston <u>Rio de Janeiro</u>
a country	the United States <u>Brazil</u>
a nationality	American <u>Brazilian</u>
a language	English <u>Portuguese</u>

- c Circle the letters that should be capital letters.

- santiago is in chile.
- maya davis is a teacher.
- I'm chinese.
- I speak french.

- 3 Complete the ID cards with the information. Use capital letters.

1 dublin
sean booth

Mobile Phone International	
Name:	<u>Sean Booth</u>
City:	<u>Dublin</u>
VISITOR	7 / 10 / 2018

2 american
cathy

<u>American</u> Teaching Conference
Lisbon 2-4 April <u>Cathy</u> Johnson

3 bangkok
laura davis

	Explore
	<u>Bangkok</u> !
	<u>Laura Davis</u> (Director)
	619127039

- 4 Write your own ID card.

- 5 Work in pairs. Check your partner's card. Check the capital letters.

1f My top ten photos

A woman and a baby
from Nepal



1f My top ten photos

Before you watch

1

- Pre-teach *top ten*. Explain that *my top ten photos* and *my favorite ten photos* mean the same thing.
- Ask pairs to look at the photo and complete the information about Tom using the words in the box.

Please refer to page 182 for Teacher Development notes on pre-teaching key vocabulary.

While you watch

2  1

- Tell students that they are going to watch a video in which Tom describes his ten favorite *National Geographic* photos (*favorite* = the person or thing that you like the most out of a group of people or things). Ask students to watch and check (✓) the correct column in the chart to show what is in each photo that Tom describes.
- Play the video. Students watch and complete the chart. Do not go over the answers as a class. Students will first have to compare their answers in pairs in Exercise 3.

3

- Ask students to compare their answers to Exercise 2 in pairs before checking with the class. Encourage them use full sentences.

Videoscript 1

Hi. My name's Tom. I'm a photographer. This is my top ten—my favorite *National Geographic* photos of people and places.

Number one is a photo by Alex Treadway. The woman is from Nepal in the Himalayas. She's Nepalese.

Photo number two is in Nepal, too. This man is also from the Himalayas. This photo is by Cory Richards.

This is photo number three. It's by James Stanfield. It's in Mongolia. It's evening. The woman is happy.

Number four is a photo by Michael Melford. This is Ina Bouker. Ina is American. She's from Alaska in the United States. She's a fisherwoman.

Now, number five. This photo is by Jim Blair. He's an American photographer. This photo is in Dhaka in Bangladesh. It's a photo of water buffalo in a river, and a man.

Photo number six is fantastic. It's by Brian Skerry. The photo is in the ocean of New Zealand. It's a photo of a man and a whale.

Photo 7 is by Jimmy Chin. This is Kate Rutherford. She's an American climber. This is Yosemite, in the United States.

And now, three photos from Africa. Photo number eight is by James Stanfield. He's also the photographer of photo number three. This is a photo of a woman from Mozambique.

This photo is of people from Namibia in Africa. It's by Chris Johns. He's a *National Geographic* photographer. This is photo number nine.

And this is photo number ten. It's my favorite. It's by Chris Johns, too. It's a lion. It's in South Africa. It's the evening. The lion is beautiful. This photo is fantastic.

4

- Play the video again. Ask students to watch and circle the correct country. Let students compare their answers in pairs before checking with the class.

5

- Ask students to read the sentences. Tell them to try to remember the video and circle (T) true or (F) false.
- Play the video again. Ask students to watch again and check their answers. Let them compare answers in pairs before checking with the class.

6

- Play the video again. Ask students to watch and decide which is their favorite photo. At the end, ask students to tell the class what their favorite photo is, and why. Have students vote to determine the most popular photo.

ANSWER

Students' own ideas

After you watch**7**

- Ask students to read the descriptions carefully and write the missing words. Let students compare their answers in pairs before checking with the class.

8

- Ask students to write about their favorite photo from the video. Tell them to use the paragraphs in Exercise 7 as models. If students have access to the internet, you could ask them to search for more information about their favorite image.

Extra activity

Ask students to write a description of their favorite photo from their own photo collection. For the next lesson, ask students to bring their favorite photos and read out their descriptions.

Before you watch

- 1 Work in pairs. Look at this photo. Complete the information about Tom.

I'm is my name's



Hi. My ¹ name's
Tom. ² I'm
a photographer.
This ³ is my
top ten— ⁴ my
favorite *National*
Geographic photos
of people and
places.

While you watch

- 2 1 Watch the video. Check (✓) the correct columns.

photo	a man	a woman	people	an animal/ animals
1		✓		
2	✓			
3		✓		
4		✓		
5	✓			✓
6	✓			✓
7		✓		
8		✓		
9			✓	
10				✓

- 3 Work in pairs. Compare your answers from Exercise 2.

Photo number two
is a man.

Yes, I agree.

- 4 1 Watch the video again. Circle the correct country.

Photo 1 Nepal / India
Photo 2 Nepal / Mongolia
Photo 3 Mongolia / China
Photo 4 the United States / Canada
Photo 5 Brazil / Bangladesh
Photo 6 Canada / New Zealand
Photo 7 Australia / the United States
Photo 8 South Africa / Mozambique
Photo 9 Namibia / Kenya
Photo 10 Kenya / South Africa

- 5 1 Read the sentences. Are the sentences true (T) or false (F)? Watch the video again and check.

Photo 2 The man is from T F
the Himalayas.
Photo 3 The woman is happy. T F
Photo 7 The climber is Jimmy T F
Chin.
Photo 8 The woman is T F
from Namibia.
Photo 10 Tom says, "It's my T F
favorite."

- 6 1 Watch the video again. Work in pairs. What's your favorite photo?

After you watch

- 7 Complete the information about three of the photos.

Photo 1 is by Alex Treadway. The woman is ¹ from Nepal in the Himalayas.

² She's Nepalese.

Photo 7 ³ is by Jimmy Chin. This ⁴ is Kate Rutherford. ⁵ She 's an American climber.

Photo 9 is of people ⁶ from Namibia.

⁷ It's by Chris Johns. ⁸ He's a *National Geographic* photographer.

- 8 Write about your favorite photo.

UNIT 1 REVIEW AND MEMORY BOOSTER

Grammar

1 Complete the sentences with these words.

I'm you're it's he's she's

- My name's Rosa. I'm from Brazil.
- This is David. He's a teacher.
- I'm from Ottawa. It's in Canada.
- A: I'm Alain.
B: Oh! You're my teacher!
- Marina is from Italy. She's Italian.

2 Complete the sentences with *my* or *your*.

- I'm Susana. What's your name?
- Hello. I'm your teacher.
- Hi. My name's Samir.
- What's your phone number?
- Open your books to page four.

3 >> MB Make true sentences.

My name's _____. I'm from _____.
I'm _____.

I CAN

- | | |
|---|--------------------------|
| talk about people and places (be) | ☐ |
| use <i>my</i> and <i>your</i> correctly | ☐ |
| greet people | ☐ |

Vocabulary

4 Write the names of the objects.



1 computer



2 bag



3 phone



4 notebook

5 Complete the countries. Write the nationalities.

- | | |
|--|----------------------|
| 1 V <u>i</u> <u>e</u> t n <u>a</u> m | <u>Vietnamese</u> |
| 2 <u>E</u> g <u>y</u> p t | <u>Egyptian</u> |
| 3 S <u>o</u> <u>u</u> t h <u>A</u> f r <u>i</u> c <u>a</u> | <u>South African</u> |
| 4 R <u>u</u> s s <u>i</u> <u>a</u> | <u>Russian</u> |
| 5 B r <u>a</u> z <u>i</u> l | <u>Brazilian</u> |

6 >> MB Work in pairs. Take turns.

Student A: Write five numbers. Say the numbers to your partner.

Student B: Write the numbers. Check.

7 >> MB Work in pairs. Take turns.

Student A: Write five words. Say the letters of the words to your partner.

Student B: Write the words. Check.

I CAN

- | | |
|--|--------------------------|
| talk about things in the classroom | ☐ |
| talk about countries and nationalities | ☐ |
| count to ten | ☐ |
| say the alphabet and spell words | ☐ |

Real life

8 Match 1–4 with a–d to make exchanges.

- Sorry I'm late. d
- What's this in English? c
- This is a table. b
- Can you repeat that, please? a

a Yes. *Work in pairs.*

b Can you spell it, please?

c It's a computer.

d That's OK. Sit down, please.

9 Work in pairs. Practice the exchanges in Exercise 8.

I CAN

- | | |
|---|--------------------------|
| understand classroom instructions | ☐ |
| talk to my teacher and my classmates about the lesson | ☐ |