

Life

SECOND EDITION

TEACHER'S GUIDE

JOHN HUGHES | HELEN STEPHENSON | PAUL DUMMETT

Life

**TEACHER'S GUIDE
SECOND EDITION**

Life 2 Teacher's Guide

2nd Edition

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VIDEO: World party page 18 ► REVIEW page 20				
2 Possessions pages 21–32	<i>there is/are</i> prepositions of place plural nouns <i>this, that, these, those</i>	colors furniture useful objects countries and nationalities wordbuilding: suffixes prices and currencies word focus: <i>one/ones</i> adjectives	shopping	/ɪ/ or /i:/ word stress contrastive stress
VIDEO: A thousand words page 30 ► REVIEW page 32				
3 Places pages 33–44	simple present (<i>I/you/we/they</i>) simple present (<i>he/she/it</i>)	telling the time describing cities places of work ordinal and cardinal numbers wordbuilding: adjective + noun collocations places in a city	giving directions	-s endings ordinal numbers
VIDEO: Cowley Road page 42 ► REVIEW page 44				
4 Free time pages 45–56	<i>like/love</i> + noun or -ing form adverbs of frequency expressions of frequency <i>can/can't</i> (+ adverb)	wordbuilding: verb + noun collocations everyday activities sports	talking about abilities and interests	/ɪ/ <i>can</i> and <i>can't</i> sentence stress
VIDEO: Urban biking page 54 ► REVIEW page 56				
5 Food pages 57–68	countable and uncountable nouns (<i>a/an, some, and any</i>) <i>a lot of</i> and <i>much/many</i> <i>how many / how much</i>	food verbs food quantities and containers word focus: <i>mean</i> menus	ordering a meal	/tʃ/ or /dʒ/ contractions
VIDEO: The world food quiz page 66 ► REVIEW page 68				
6 Past lives pages 69–80	<i>was/were</i> simple past regular and irregular verbs, negatives, and question forms	periods in time time expressions word focus: <i>write</i> opinion adjectives	asking what people did	-ed endings intonation
VIDEO: Objects from the past page 78 ► REVIEW page 80				

Listening	Reading	Critical thinking	Speaking	Writing
a photographer talking about a diver an interview with an explorer people starting college	an article about a family of explorers an article about world population	types of text	asking questions friends and family facts about countries	text type: a personal description writing skill: <i>and</i> , <i>but</i>
someone talking about a family's plastic possessions an interview with Andy Torbet	an article about four apartments in Seoul an article about a global product	reading closely	a room in your home your possessions where things are from	a description of a room in your home text type: ads writing skill: describing objects with adjectives
someone talking about a famous meeting place in Melbourne an interview with a student living in New York three people talking about their jobs	an article about car-free zones an article about languages spoken around the world	main ideas and supporting information	your life exchanging information about a photographer your languages	text type: a description of a place writing skill: capital letters
three people talking about their free-time activities an interview with Norbert Rosing	an article about identical twins an article about extreme sports volunteer work	fact or opinion	likes and dislikes saying how often you do things your abilities	text type: short emails writing skill: reference words
someone talking about street food in Oaxaca people describing famous dishes from their countries a conversation at a market	an article about food markets around the world an article about labels on food	ways of giving advice	famous dishes from your country planning a special meal buying food at a market advice about healthy eating	advice about healthy eating text type: instructions writing skill: punctuation
someone talking about photographs showing how lives have changed a documentary about a woman who lived in a cave three people describing their evening	an article about famous people from the past an article about lifelogging	for or against?	describing someone's life talking about what you did over the weekend a survey about lifelogging	a description of someone's life text type: thank you messages writing skill: formal and informal expressions

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation	
7 Journeys pages 81–92	comparative adjectives superlative adjectives	journey adjectives ways of traveling wordbuilding: collocations word focus: <i>time</i> money	making requests	stressed and weak syllables	
VIDEO: The final journey page 90 ► REVIEW page 92					
8 Appearance pages 93–104	present continuous simple present and present continuous <i>be</i> vs. <i>have</i>	adjectives about festivals clothes face and body word focus: <i>like</i>	talking about pictures and photos	/s/ and /ʃ/ sound and spelling silent letters	
VIDEO: Festivals and special events page 102 ► REVIEW page 104					
9 Entertainment pages 105–116	<i>be going to</i> (for plans) infinitive of purpose	places for entertainment movies <i>see</i> or <i>watch</i> ? talking about TV nature	inviting and making arrangements	/tə/ showing enthusiasm	
VIDEO: Filming wildlife page 114 ► REVIEW page 116					
10 Learning pages 117–128	present perfect present perfect and simple past	school subjects wordbuilding: synonyms and antonyms daily habits word focus: <i>up</i> email addresses and websites	checking and clarifying	contrastive stress	
VIDEO: Baby math page 126 ► REVIEW page 128					
11 Tourism pages 129–140	<i>have to</i> / <i>don't have to</i> , <i>can</i> / <i>can't</i> <i>should/shouldn't</i> <i>something</i> , <i>nobody</i> , <i>anywhere</i>	types of vacation in another country tourism wordbuilding: word families word focus: <i>take</i>	making suggestions	/'hæftə/ /ʌ/, /ʊ/, or /uː/	
VIDEO: Tiger tourism page 138 ► REVIEW page 140					
12 The Earth pages 141–152	<i>will/won't</i> articles	parts of the Earth measurements wordbuilding: word forms land and water word focus: <i>how</i>	giving a presentation	'// pausing at commas	
VIDEO: Earth University page 150 ► REVIEW page 152					

COMMUNICATION ACTIVITIES page 153 ► GRAMMAR SUMMARY page 158 ► AUDIOSCRIPTS page 183

Listening	Reading	Critical thinking	Speaking	Writing
someone talking about the journey of a ladybug a documentary about a journey to the deepest place on Earth	an article about animal journeys an article about Colombia's cities	writing for the reader	your opinion places you know	a paragraph about your town text type: a travel blog post writing skill: <i>so</i> and <i>because</i>
someone describing the Dinagyang festival a description of two photos of a festival	an article about a fashion business an article about boys' and girls' color choices	is it in the text?	festivals in your town/city your life at the moment people's appearance opinion of an article	text type: short messages writing skill: the KISS rules
someone talking about a photo two people at a film festival the future of TV two people discussing a Broadway show	an article about the Tallgrass Film Festival an article about nature in art	the writer's preferences	deciding which movies to see your future plans explaining your preferences	text type: reviews writing skill: giving your opinion with sense verbs
someone talking about a place for learning a news report about a memory champion someone calling his office	an article about what scientists have learned tips about memory techniques an article about good learning habits	supporting the main idea	experiences with learning explaining memory techniques talking about learning giving advice about good habits and routines	advice about good habits and routines text type: a telephone message writing skill: imperatives
a man talking about his experience in Jordan a podcast from a travel program two friends discussing a trip to South America	a tourist information brochure a questionnaire from a travel magazine a travel article	reasons for and against	rules advice for a tourist a tourist destination what's important in a hotel	a description of a tourist destination text type: a questionnaire writing skill: closed and open questions
a documentary about a photographer a radio show about unexplored places on Earth	an article and a map about climate change an article about finding a new planet an article about Earth Day	the writer's opinion	predictions about the future places on Earth life on another planet places you'd like to visit	predictions about the future text type: an announcement writing skill: important words and information

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 1 of *Life 2* looks at a family of explorers, and Unit 4 has an article about three sets of identical twins.

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 7 of *Life 2* looks at the discoveries made from traveling to the bottom of the Mariana Trench.

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 retelling 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 6 of *Life 2* has a video about precious objects from the past.

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 2* looks at the journeys different animals make.

Environment

It isn't always possible to find clarity in texts on the environment and climate change, or trust that they are true and not driven by a political agenda. National Geographic's objective journalism, supported by easy-to-understand visuals, presents the issues in an accessible way. The articles are written by experts in their fields. It's often true that those who have the deepest understanding of issues are also able to express the ideas in the simplest way. For example, Unit 12 of *Life 2* has a map showing climate change around the world.

National Geographic photography

We live in a world where images are used more than ever to reinforce, and at times replace, the spoken and written word. We use our visual literacy—the ability to look at and understand images—every day of our lives. In particular, photographs tend to prompt emotive memories and help us to recall information. For this reason, the use of photographs and pictures in the classroom is a highly effective learning tool. Not surprisingly then, the *Life* series makes maximum use of the great photographs 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* by questioning the photographer's motives
- are accompanied by a memorable quotation or caption
- help learners to remember a lexical set
- help to teach functional language
- lend themselves to the practice of a specific grammar point

As a first exercise when handing out the new book to your students, you could ask them to 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 National Geographic video. These videos, which can be found on the classroom DVD, the Student App, and on the *Life* website, are connected to the topic of the unit and are designed to be used in conjunction with the video lesson pages. Typically, a video lesson is divided into three parts:

Before you watch

This section 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

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

The videos are designed to form part of your lessons. However, if there is insufficient time in class to watch them all, you can ask students to watch the videos and

complete many of the exercises on the page in the Student Book at home. This can form a useful part of their self-study. Students can also watch the videos again after seeing them in class. This is useful for review and enables students to focus on parts of the video that particularly interest them.

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

- Play the video with the sound down. Students predict what the narrator or people are saying. Then play with the sound up and compare.
- Play the sound only with no video. Students predict where the video takes place and what is happening on the screen. Then play the video as normal and compare.
- Show the first part of the video, pause it, and then ask students what they think happens next.
- Give students a copy of the video script and ask them to imagine they are the director. What will they need to film and show on the screen? 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 monolingual groups, 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 inquiring 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 then may 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 and 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 support 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 motivating speaking activities that resonate with students’ own experiences, to make new language relatable. What is known is that these encounters with language need to be built on thorough consolidation, recycling, repetition, and testing. It is said that a new language item needs to be encountered or manipulated between five and fifteen times before it’s successfully committed to longer-term memory. With this in mind, we have incorporated the following elements in *Life Second Edition*:

- a) more recycling of new vocabulary and grammar through each unit and level of the series
- b) activities in the Classroom Presentation Tool (CPT) that start some new lessons with 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 review 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 review 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 reviewed 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 (apart from words occurring in glossaries) 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 Wordbuilding

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

3 Word focus

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

4 Glossaries

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

5 Word lists

Each level has a comprehensive word list 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 Journeys



The long journey

FEATURES

- 82 Animal journeys**
Some animals travel long distances every year
- 84 The deepest place on Earth**
Filmmaker James Cameron's journey down the Mariana Trench
- 86 Visit Colombia!**
Discovering different cities in a South American country
- 90 The final journey**
A video about the dangerous final journey of salmon in Alaska

- 1 Work in pairs. Look at the photo of a ladybug. Why do you think the photo is called "The long journey"?
- 2  Listen to a description of the photo. Circle the seven adjectives you hear.

clean	red	cold	dangerous
difficult	dirty	green	easy
fast	hot	huge	long
safe	short	slow	tiny
- 3 Work in pairs. Find seven pairs of opposite adjectives in Exercise 2.
clean / dirty
- 4 Work in pairs. Which adjectives in Exercise 2 can you use to describe:
 - 1 your commute to work or school?
 - 2 transportation where you live (e.g., cars, trains)?
 - 3 your city or town?
 - 4 the weather today?

81

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

7a Animal journeys

Reading

1 You are going to read an article about the journeys three animals make. Look at the photos and quickly skim the article. Match the animals (1–3) with the distances (a–c).

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

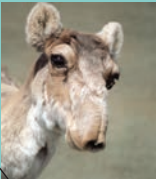
2 Read the article and check your answers to Exercise 1.

3 Read the article again and complete the chart.

	Saiga Antelopes	Tree Frogs	Loggerhead Turtles
When do they travel?	spring	spring	all their life
Where do they travel to?	higher places	down the tree	
Which adjectives describe the journey?	dangerous	difficult	long

67 Animal journeys

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



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



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



Many turtles have a very long journey—longer than other sea animals. They travel all their life. For example, the **loggerhead turtle** leaves the beach as a baby and swims around fourteen thousand kilometers. Fifteen years later, the female turtle returns to the same beach and lays eggs.

7b The deepest place on Earth

Vocabulary ways of traveling

WORDBUILDING collocations

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

go by + bicycle/train/car
travel by + train/bus/plane/boat
take + a taxi / a bus / the train

For more practice, see Workbook page 59.

1 Look at the wordbuilding box. Circle the correct option to complete these sentences.

1 I always take / drive a taxi when I go out with friends in the evening.
2 When my family goes on vacation, we always drive / fly by car.
3 How did you fly / travel to Moscow? By train or by plane?
4 When it's raining I normally travel by / fly work on the train.
5 Let's travel by / take the bus downtown.

2 Work in pairs. Ask and answer these questions using the words in Exercise 1.

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

Listening

3 Look at the photo above. Listen to a documentary about James Cameron's journey to the deepest place on Earth and complete the information.

1 The place: The Mariana Trench
2 Distance to the bottom: 11 kilometers
3 Length of journey: over two hours
4 Type of transportation: submersible
5 Number of new species: 65

documentary (n) /ˌdɒk.ju.men.t(ə)r.i/ a movie about real life
species (n) /ˈspiː.ʃi.əz/ type or group of animal

4 Work in pairs. Compare your notes from Exercise 3. Then listen again, check your notes, and complete any missing information.

Grammar comparative adjectives

COMPARATIVE ADJECTIVES

We use a comparative adjective to compare two things or groups of things.
Turtles have long journeys. → Turtles have **longer** journeys than tree frogs.
Tree frogs have short journeys. → Tree frogs have **shorter** journeys than saiga antelopes or turtles.
The female saiga's journey is dangerous. → The female saiga's journey is **more dangerous** than the male's.
Spelling changes: big → bigger, safe → safer, easy → easier
Irregular adjectives: good → better, bad → worse

For more information and practice, see page 170.

4 Work in pairs. Look at the grammar box. Answer these questions about comparative forms.

- What two letters do you add to short adjectives to make the comparative?
- What word comes before long adjectives?
- Which adjectives have an irregular comparative?
- What word often comes after a comparative adjective to compare two things?

5 Write the comparative form of these adjectives.

1 big	bigger
2 small	smaller
3 cheap	cheaper
4 expensive	more expensive
5 cold	colder
6 hot	hotter
7 dangerous	more dangerous
8 safe	safer
9 difficult	more difficult
10 easy	easier
11 fast	faster
12 slow	slower
13 good	better
14 bad	worse

6 Complete the sentences with the comparative form of these adjectives.

big cheap fast good hot slow

- The summer in Mexico is **hotter** than in Canada.
- My journey was **slower** than normal because the train was late.
- Their new house has three bedrooms. It's **bigger** than their old house.
- Call a taxi. We're late, and it's **faster** than walking.
- The bus ticket is \$10 and the train ticket is \$12, so the bus is **cheaper**.
- I go to work by bus. It's **better** than going by car because I can read a book.

7 Work in pairs. Make sentences comparing these things. Use a comparative adjective + than.

Australia is **hotter** than Antarctica.

- Australia / Antarctica
- a car / a bicycle
- rock climbing / surfing
- travel by air / travel by sea
- an elephant / a lion
- visiting a city / camping in the country
- Paris / New York
- train journeys / plane journeys

8 Pronunciation stressed and weak syllables

▶ 168 Listen to the stressed and weak syllables in these sentences. Then listen again and repeat.

- Africa is **hotter** than Europe.
- Australia isn't **colder** than Antarctica.

Speaking myLife

9 Compare these sentences from Exercise 7. Which sentence is a fact and which is an opinion?

Antarctica is **colder** than Australia.
Rock climbing is **more fun** than surfing.

10 Work in pairs. Which of your sentences in Exercise 7 are opinions? Say the sentences with these phrases.

I think ... In my opinion ...

I think rock climbing is **more dangerous** than surfing.

11 Write sentences with your opinion. Compare two of these things.

- places or cities
- sports or free-time activities
- types of travel
- types of vacations
- places in the city
- types of transportation
- famous people

12 Work in pairs. Take turns reading your opinions aloud. Do you agree with your partner?

A: I think Tokyo is **more expensive** than Dubai.
B: I agree! / I don't agree!

Unit 7 Journeys

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

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 to more challenging tasks.

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

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

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

Grammar superlative adjectives

SUPERLATIVE ADJECTIVES

We use a superlative adjective to compare one thing with all the other things in a group.
The Mariana Trench is **the deepest** place in the ocean.
This fish has **the biggest** teeth of any fish for its size.
Titanic is **the most popular** movie by James Cameron.
Avatar was **the most expensive** movie.
Spelling changes: big → biggest, easy → easiest
Irregular adjectives: good → best, bad → worst

For more information and practice, see page 170.

5 Work in pairs. Look at the grammar box. Answer these questions about superlative forms.

- What three letters do you add to short adjectives?
- What word comes before longer adjectives?
- What word usually comes before a superlative adjective?

6 Complete the chart with superlative adjectives.

Adjective	Comparative adjective	Superlative adjective
long	longer	the longest
fast	faster	the fastest
expensive	more expensive	the most expensive
good	better	the best

7 Complete the text with the superlative form of the adjectives.

New Year is the **most important** (important) holiday in China. Millions of people leave the **biggest** (big) cities in China and travel home to their families, so it's the **busiest** (busy) time of year for travel. Many college students go by train, and it's also the **best** (bad) time of year for driving on the roads. Some people go by plane because it's the **fastest** (fast) way to get home, but it's also the **most expensive** (expensive) because lots of tourists fly into China during the New Year's holiday. They visit the **most popular** (popular) places in China, such as the Great Wall. With so many people traveling in China at this time, it's the **largest** (large) human migration in the world.

8 Work in pairs. Complete the conversation about Ireland with the superlative or comparative form of these adjectives. Then listen and check.

beautiful good cheap hot famous popular good small

- A: I want to visit Ireland in July, but I only have ten days. What are the best places to visit?
B: Well, Dublin is **the most famous** city in Ireland, and of course it's also **the most popular** with tourists.
A: But I don't want to see lots of other tourists. What's **the most beautiful** city?
B: In my opinion, Galway is the prettiest. In terms of size, the city is **smaller** than Dublin, but it's next to the water, so there are great views.
A: How cold is it?
B: July is **the hottest** month, so it's OK.
A: What about transportation? What's **the best** way to travel around?
B: Buses are **cheaper**, but I think a car is **better** than public transportation when you are a tourist. With a car you can stop and see lots of different places on the way.

Speaking myLife

9 Write notes about your country or a country you know well. Use the ideas below or your own ideas.

- the most famous city
- the oldest city
- the most beautiful place
- the most popular place for tourists
- the best place to visit
- the hottest month
- the coldest month
- the cheapest way to travel

10 Work in pairs. Imagine you are going to the country your partner wrote about in Exercise 9.

Student A: Ask questions using the ideas in Exercise 9.

Student B: Answer Student A's questions using your notes from Exercise 9.

Change roles and have another conversation.

A: What's the most famous city in Peru?
B: I think it's probably Lima, but I think Arequipa is the most beautiful city.

Lesson C

Reading

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

7c Visit Colombia!

Reading

- 1 Work in pairs. Look at the photos on page 87. What topics (e.g., food and restaurants in a city) do you think are in the article?
- 2 Now read the article. Can you find the topics you thought of in Exercise 1?
- 3 Work in pairs. Read the article again. Match these sentences to the cities (A–D), according to the information in the text.
 - 1 In this city you can take dance lessons from experts. C
 - 2 There's a cable car that goes over the city. B
 - 3 No one lives in this city anymore. D
 - 4 There are two important events every year. C
 - 5 People in this city like to stop and talk to anyone. A
 - 6 This city is famous because of an artist. B
 - 7 It's difficult to get to this city. D
- 4 Find words in the article to match these definitions.
 - 1 a type of city or place with ships and boats port
 - 2 an informal and friendly conversation chat
 - 3 a type of artist who makes large objects, often from stone or metal sculptor
 - 4 the objects made by the artist in 3 sculptures
 - 5 a type of transportation that moves over your head (e.g., in the mountains) cable car
 - 6 places with music and dancing nightclubs
 - 7 a special public event or celebration, usually every year festival
 - 8 very old ancient

Word focus time

- 5 Find these phrases with *time* in the article. Then use the phrases to complete the sentences.

have a good time	have time for
save time	spend time

 - 1 On the weekend, we always spend time with family and friends.
 - 2 I woke up late, so I didn't have time for breakfast.
 - 3 Don't wait for the bus. Save time by taking a taxi.
 - 4 Did you have a good time on your trip?

6 Work in pairs and answer these questions.

- 1 Do you spend most of your time doing your homework?
- 2 Do you have time for sports and other hobbies?
- 3 Did you have a good time over the weekend?
- 4 We *spend time* and *save time*. What's another noun we often use with *spend* and *save*?

- 7 Imagine you can visit the cities in the article. Which would you like to visit most? Rank the four cities from 1 to 4 (1 = your first choice, 4 = your last choice). Then compare your answers in groups and give your reasons.

Critical thinking writing for the reader

- 8 Overall, what type of reader do you think the article on page 87 is for? Who would be interested in this article? Tell the class.
- 9 Now read a different text about the city of Cali. Compare it with the paragraph about Cali in the article. In each paragraph, what choices does the writer make about:
 - 1 the type of reader? (Is it for a tourist, a business person, a student, or someone who likes art?)
 - 2 the type of topics? (Is it about art, history, business, sports, or music and dance?)

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

Writing myLife

- 10 Plan a paragraph about your town or city. First make choices about:
 - the type of reader.
 - the type of topic.
 Then write your paragraph in 50 words.
- 11 Exchange your paragraph with a partner. What type of reader did your partner write for, and what is the topic?

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

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.

A journey to Colombia's cities

▶ 71 Many visitors to Colombia spend time in Bogotá, the country's capital city, but Colombia also has some other great cities.

A **Cartagena** is a port on Colombia's coast. Because the city is by the Caribbean Sea, the food here is a fantastic mix of seafood and tropical fruit. Also, Cartagena is one of the friendliest places in the world—everyone has time for a chat, including waiters in restaurants, store clerks, taxi drivers, or people walking in the streets.



C **Cali** is a city where people work hard, but also know how to have a good time. The city is famous for its music and dance, and there are lots of concerts and nightclubs. It's also the home of Colombian salsa: you can take classes with some of the best dancers in the world. The annual Festival of Pacific Music and the World Festival of Salsa are in August and September, so these are good months to visit.



10 **Medellín** is best known for the sculptor Fernando Botero. He was born here, and you can see his huge sculptures of people and animals everywhere in the city. The Botero Plaza is in the center and has a lot of sculptures by him. You can also walk to other squares to see more. If you want to save time between places, take the cable car over the city. And in the afternoon, when the sun gets very hot, go inside the Museo de Antioquia to see Botero's paintings.



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

*trek (n) /trek/ a long and difficult journey on foot

Lesson D

Real life

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

7d Travel money

Vocabulary money

1 Complete the sentences with these pairs of words.

borrow / cash	buy / ticket
change / dollars	lend / money
pay / credit card	spend / money

- I need to change some dollars into yen.
- Did you spend a lot of money on that dress?
- You can pay by credit card or by cash.
- I forgot my wallet. Can you lend me some money to buy a drink?
- Can I borrow some cash and pay you back later?
- They want to buy a train ticket.

2 ▶ 72 Listen to three conversations about money. Match the conversations with the places.

- | | | |
|------------------|---|------------------|
| a Conversation 1 |  | in a store |
| b Conversation 2 |  | in a parking lot |
| c Conversation 3 |  | at a bank |

Real life making requests

3 ▶ 72 Complete the conversations from Exercise 2. Use the expressions for making requests to help you. Then listen and check.

Conversation 1

- A: Hello, can I change one hundred dollars into euros?
B: Yes, of ¹ course. One moment. One hundred dollars is eighty-nine euros.
A: OK, ² can you give me the euros in tens?
B: ³ Sure. Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty ...

Conversation 2

- A: Would you like to buy this?
B: Yes, please. And ⁴ could I have it in a bag, please?
A: ⁵ Certainly. That's twelve euros.
B: Here's my credit card.
A: Oh, I'm ⁶ sorry, but I can only take cash.
B: Oh, no! I don't have any.
A: Don't worry, there's a bank with an ATM around the corner.
B: Oh, thanks.



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

Conversation 3

- A: Oh, no! It's two dollars for parking. I only have a ten-dollar bill.
B: So what's the problem?
A: The machine takes coins. ⁷ Could I borrow some money?
B: I'm ⁸ afraid I don't have any change. But look! It takes credit cards.
A: I don't have a credit card with me.
B: It's OK. I do.
A: Great. I can pay you back later.
B: Don't worry! It's on me!

▶ MAKING REQUESTS

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

4 Work in pairs. Take turns asking for different things with these pairs of words. Respond *yes* or *no*.

lend / ten dollars	give / a drink
borrow / your phone	pay / credit card
use / your pen	have / some dinner
buy / a ticket	

The key expressions are made memorable through an activation activity.

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.

7e The end of the road

Writing a travel blog post

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

- 1 Where was the writer?
- 2 How many days was the journey?
- 3 What could the passengers see?
- 4 What happened to the bus?
- 5 Who tried to fix the engine?
- 6 How did some passengers feel?
- 7 Why did the writer feel sorry for the bus driver?
- 8 Why did the writer walk to the border?

Yesterday was the final day of my bus journey from Lhasa to Kodari, on the Nepal border. It's the highest road in the world and it's also a very long journey. We traveled for three days through the Himalayas and you could see the north side of the highest mountain in the world. In the afternoon, we were only five kilometers from Kodari when suddenly the bus stopped. The driver got out and looked at the engine. For the next three hours, he tried to fix the engine. Some of the other passengers got angry, but he couldn't start the bus.

Finally, all the passengers got out and started to walk to the border. I felt sorry for the bus driver because he looked sad and lonely. But I also wanted a good hotel and a hot meal, so I left the bus, too, and walked to Kodari. Later that night, the bus arrived in the town.



2 Writing skill so and because

a Look at these sentences and answer the questions.

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

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

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

- 1 We called a taxi because we were late for the meeting.
- 2 The train was late, so we waited on the platform.
- 3 We had a drink of water because it was a very hot day.
- 4 It started raining, so they ran home.
- 5 We rented a car because there were no trains or buses.
- 6 My friend lent me ten dollars because I didn't have any cash.

3 Circle the correct options to complete this travel blog post.

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

4 Write a short travel blog post about a trip or a place you visited on vacation. Think about these questions.

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

5 Work in pairs. Exchange your travel blog posts. Use these questions to check your partner's blog post.

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

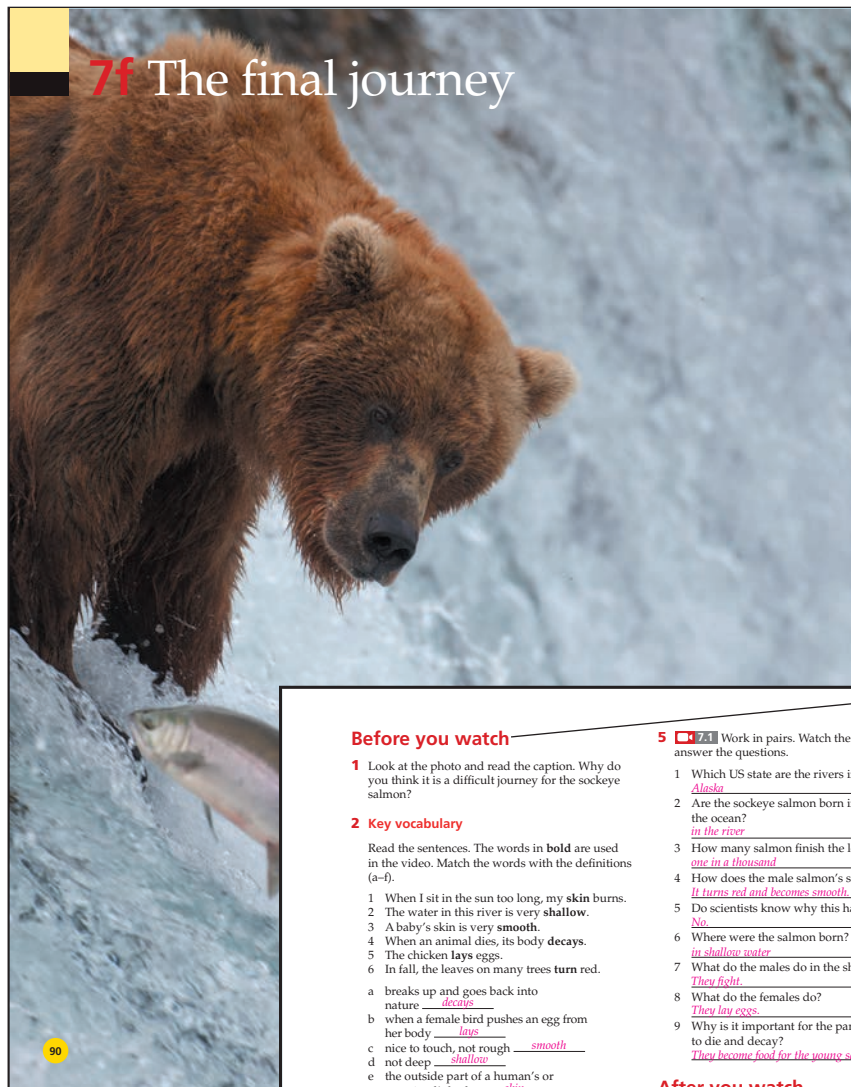
Students always finish with a productive task.

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

Lesson F

Video lesson

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



7f The final journey

Before you watch

- 1 Look at the photo and read the caption. Why do you think it is a difficult journey for the sockeye salmon?

2 Key vocabulary

Read the sentences. The words in **bold** are used in the video. Match the words with the definitions (a-f).

- When I sit in the sun too long, my **skin** burns.
- The water in this river is very **shallow**.
- A baby's skin is very **smooth**.
- When an animal dies, its body **decays**.
- The chicken **lays** eggs.
- In fall, the leaves on many trees **turn** red.

- breaks up and goes back into nature. **decays**
- when a female bird pushes an egg from her body. **lays**
- nice to touch, not rough. **smooth**
- not deep. **shallow**
- the outside part of a human's or an animal's body. **skin**
- change (color). **turn**

While you watch

- 3 You are going to watch a video about the final journey of the sockeye salmon. In what order do you think the events (a-g) happen? Number them from 1 to 7.

- The fish try to jump past the brown bears. **2**
- The sockeye salmon start their journey up the river. **1**
- The salmon arrive in the shallow water. **4**
- The male salmon changes its shape and color. **3**
- The female salmon lays her eggs. **6**
- The male salmon fight. **5**
- The salmon die and decay. **7**

- 4 Watch the video and check your answers to Exercise 3.

- 5 Work in pairs. Watch the video again and answer the questions.

- Which US state are the rivers in?
Alaska
- Are the sockeye salmon born in the river or in the ocean?
in the river
- How many salmon finish the long journey?
one in a thousand
- How does the male salmon's skin change?
it turns red and becomes smooth
- Do scientists know why this happens?
No
- Where were the salmon born?
in shallow water
- What do the males do in the shallow river?
They fight
- What do the females do?
They lay eggs
- Why is it important for the parents' bodies to die and decay?
They become food for the young salmon

After you watch

6 Vocabulary in context

- Watch the clips from the video. Choose the correct meaning of the words and phrases.

- 7 Work in pairs. Watch the video again with the sound OFF.

Student A: As you watch, describe the life of the sockeye salmon. Try to use all these expressions in your description.

full of a type of fish	bodies start to change
it can take weeks	turn green/red
one in every thousand	start to fight
the biggest danger	lay their eggs
get past the bears	die and decay

Student B: Listen to Student A and circle the expressions you hear.

Change roles and do the activity again.

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

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

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

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

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

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

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

UNIT 7 REVIEW AND MEMORY BOOSTER

Grammar

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

- 1 Mercury is the closest planet to the Sun.
- 2 Saturn is a big planet, but Jupiter is the biggest.
- 3 Venus is a hot planet, but Mercury is the hottest.
- 4 The journey from Earth to Neptune is longer than Earth to Uranus.
- 5 Earth is the best planet for humans.
- 6 Mars is smaller than Earth, but Mercury is the smallest planet.



2 >> MB Work in pairs. Underline nine adjectives in sentences 1–6 in Exercise 1. Which are comparative adjectives? Which are superlative adjectives?

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

- 1 The summer temperature in Qatar is 40°C. It's 20°C in Berlin. (hot / cold)
Qatar is hotter than Berlin. Berlin is colder than Qatar.
- 2 A Porsche can travel at 300 km/h. A Mini can travel at 225 km/h. (fast / slow)
- 3 The Burj Khalifa cost \$1.5 billion to build. Taipei 101 cost about \$2 billion. (cheap / expensive)
- 4 The Nile River is 6,650 km long. The Amazon River is 6,712 km long. (long / short)

4 Now read these sentences and compare them with the information in Exercise 3. Then complete them with suitable superlative adjectives.

- 1 The summer temperature in London is 18°C. London is the coldest city.
- 2 A Bugatti Veyron can travel at 430 km/h. It's the fastest car.
- 3 This castle costs \$10 million. It's the most expensive home.
- 4 The Mississippi River is 3,733 km. It's the shortest river.

I CAN

use comparative and superlative adjectives ☐

Vocabulary

5 >> MB Work in pairs and say the opposite of these adjectives.

cheap	clean	cold	easy
fast	long	safe	tiny

6 >> MB Write five sentences with adjectives from Exercise 5. Then work in pairs. Take turns reading your sentences, but don't say the adjective. Guess your partner's missing adjective.

A: It's very _____ in the winter. B: cold

7 Complete these sentences with words related to travel.

- 1 I often go by bus to work.
- 2 I don't like to travel by boat because I get seasick.
- 3 Sometimes I drive to the store and sometimes I take/ride the bus.
- 4 Did you travel to Beijing by plane?

8 Circle the correct verbs to complete these sentences.

- 1 Can I pay / buy by credit card?
- 2 Can you lend / borrow me ten dollars?
- 3 Could I change / pay one hundred euros into dollars?
- 4 Spend / Take out some money from that ATM.

I CAN

use everyday adjectives ☐

talk about ways of traveling ☐

talk about money ☐

Real life

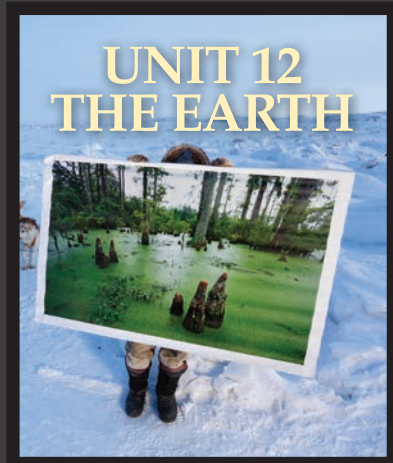
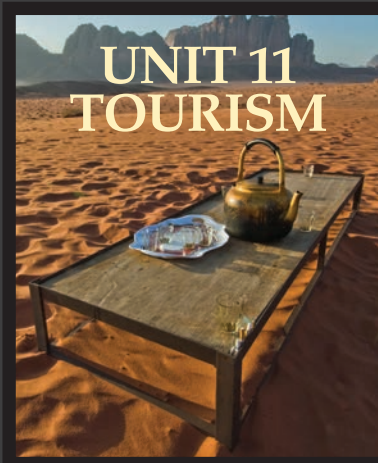
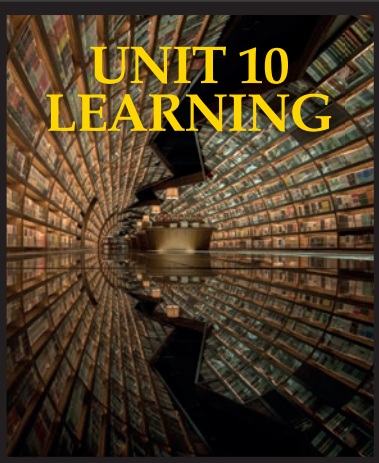
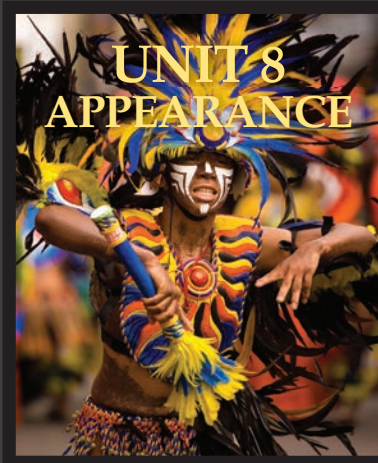
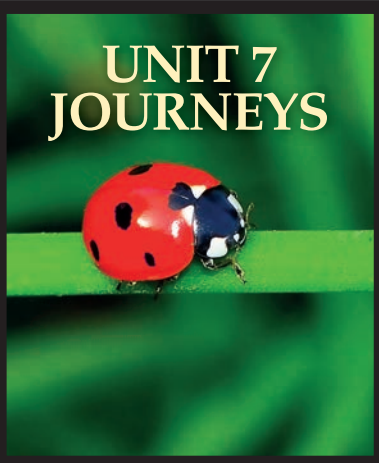
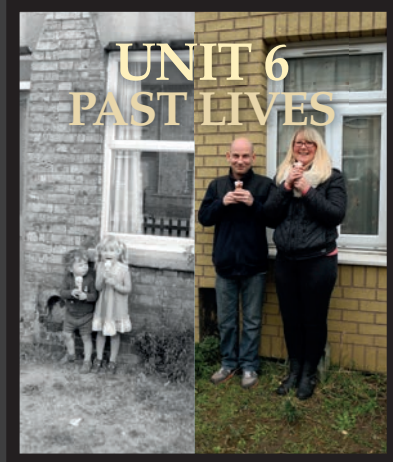
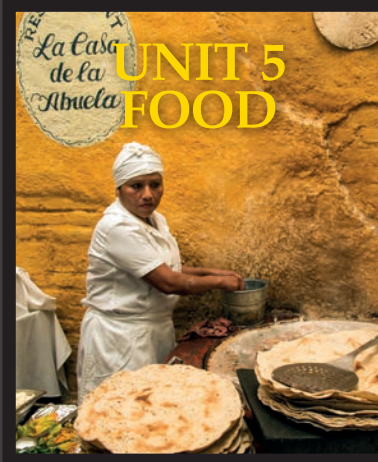
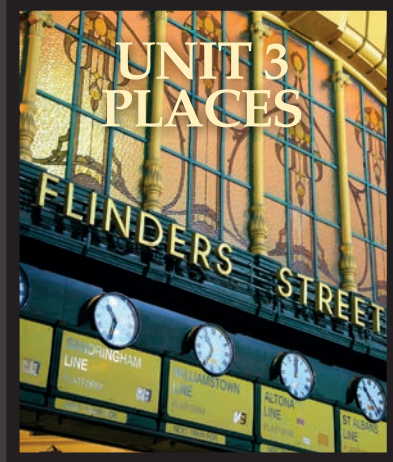
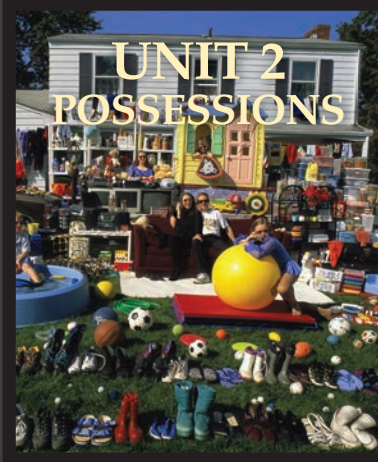
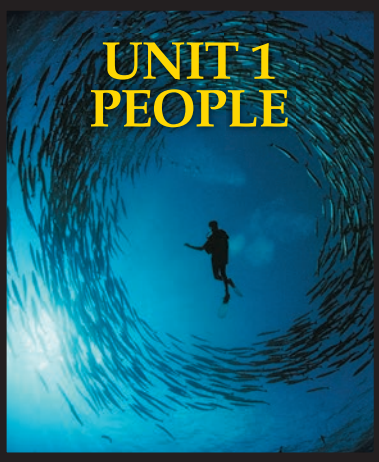
9 Match the two halves of the sentences.

- | | | |
|--------------------|-------------------------------------|----------------|
| 1 Can you lend | ☒ | a a dollar? |
| 2 Could I borrow | ☒ | b cash? |
| 3 Could you pay by | ☒ | c me a dollar? |
| 4 Could I have it | ☒ | d pen? |
| 5 Could I use your | ☒ | e in a bag? |

10 >> MB Write a short conversation between two people. Use two of the requests from Exercise 9 in your conversation.

I CAN

make requests ☐



Unit 1 People

Opener

1

- Ask students to look at the photo and caption. Ask them to work in pairs to describe the photo and answer the questions. Elicit a few ideas from the class in feedback.
- **Optional step** Use the visual on the page to elicit and teach key words here: *dive*, *diver*, *ocean*, *fish*, *swim*, *photograph*, *photographer*.

ANSWERS

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

2 

- Ask students to read the questions and answers.
- Play the recording. Students listen and match the questions with the answers. Let students compare their answers in pairs before checking as a class.
- **Optional step** To practice pronunciation before doing Exercise 3, play the recording again and ask students to listen and repeat. Pay attention to strong and weak stress in the questions, particularly the OoO (strong—weak—strong) rhythm of *What's your name?* *What's her name?*, and *Where's she from?*

Background information

Life 2, Second Edition, introduces students to people who work for *National Geographic*. **David Doubilet** is a well-known underwater photographer. **Dinah Halstead** was the first Papua New Guinean to become a full dive instructor and is a noted underwater photographer.

Milne Bay is a large bay in the far south-east of Papua New Guinea. Papua New Guinea is an Oceanian country in the Pacific to the north of Australia.

3

- Organize pairs to ask and answer the questions.
- Model the activity with a few students first. Elicit and correct answers. Then select students to model the activity in open pairs across the class. Using open pairs gives you the chance to correct errors with form and pronunciation. Once students are asking and answering questions accurately, put them in pairs to practice.

4

- Organize pairs to sit together. Get students to ask and answer the questions. Again, model this first, pointing to male and female students to establish *he/she* and *his/her*.
- **Optional step** Think of how best to bring variety to the activities. For example, students could ask and answer in groups of four. Students could also mingle, walking around the class and asking a number of people.

Extra activity

Students interview each other to find out names and nationalities, then do a task or play a game, e.g., tell the class to sit in seats depending on the alphabetical order of their first names or last names (so Andrew would sit in the first seat to the left of the class, and Zoe would sit in a seat to the far right). Or play a memory game in groups—find out which person in each group can remember the most names and nationalities of people in the class.

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

Unit 1 People

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



FEATURES

10 Explorers

Husband and wife explorers

12 A family in Kenya

The story of a famous family

14 The face of seven billion people

Facts and figures about the world's population

18 World party

A video about a party for seven billion people

1 Look at the photo and the caption. Where is Dinah? What's her job?

2  **1** Match the answers with the questions. Then listen to an interview with the photographer. Check your answers.

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

3 Work in pairs. Ask and answer these questions.

A: Hello. What's your name?

B: My name's ...

A: Where are you from?

B: I'm from ...

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

A: What's his/her name?

B: His/Her name's ...

C: Where's he/she from?

D: He/She's from ...

1a Explorers



Dereck and Beverley Joubert
in Botswana

Listening

- 1 Work in pairs. What can you see in the photo?
- 2 Listen to an interview with Beverley Joubert. Circle the correct option.
 - 1 Beverley Joubert is a photographer / doctor, explorer, and filmmaker.
 - 2 Dereck Joubert is her *brother* / husband.
 - 3 They are from Africa / Australia.

Vocabulary personal information

- 3 Complete this chart with information from Exercise 2 about Beverley and Dereck.

First name	Beverley	Dereck	You
Last name	¹ <u>Joubert</u>	² <u>Joubert</u>	_____
Job/Occupation	³ <u>photographer</u>	explorer and filmmaker	_____
Place of birth	⁴ <u>South Africa</u>	⁵ <u>South Africa</u>	_____
Married or single?	⁶ <u>married</u>	married	_____
Relationship	wife	⁷ <u>husband</u>	_____

- 4 Add information about you to the chart in Exercise 3.

1a Explorers

Lesson at a glance

- listening: interview with an explorer
- vocabulary: personal information
- grammar: *be (am/is/are)*
- pronunciation: contractions
- speaking: asking questions

Listening

1

- Ask pairs to describe the photo.
- Use the photo to establish what an explorer is.

ANSWERS

A man and a woman in Africa, and an elephant. Other possibilities: trees, hat, binoculars.

2 2

- Ask students to read the sentences.
- Play the recording. Students listen and circle the correct options.
- Let students compare answers in pairs before checking as a class.

Vocabulary personal information

3

- Ask pairs to complete the chart. Elicit the first answer from the class as an example.
- Display the chart and check answers as a class.

Background information

Dereck and Beverley Joubert are award-winning filmmakers, *National Geographic* Explorers-in-Residence, and wildlife conservationists who have been filming, researching, and exploring in Africa for over 30 years. Their mission is the conservation and understanding of the large predators and other key wildlife species that determine the course of all conservation in Africa. They're the founders of the Big Cats Initiative with *National Geographic*, which currently funds 39 grants in 17 countries for the conservation of big cats. The Jouberts have made 25 films for *National Geographic*, published 11 books, half a dozen scientific papers, and have written many articles for *National Geographic* magazine. Beverley Joubert is also an acclaimed photographer, and her international exhibitions have further helped to raise awareness for the plight of big cats across the world.

The **Republic of Botswana** /bat'swana/ is a landlocked country located in Southern Africa.

4

- Ask students to add their own information to the last column in the chart.
- Select students to answer your questions, such as *What's your first name? How old are you? Where are you from? Are you married?*

Extra activity

Ask pairs to ask and answer questions about their name, job, and relationship.

Grammar *be* (am/is/are)

5

- Ask students to look at the information in the grammar box and write the correct forms of *be*. Elicit the first form (*am*) to get students started. Let students compare their answers in pairs before checking as a class.
- In feedback, elicit answers and establish that there are three affirmative forms (*am*, *is*, and *are*). Point out how *is not* and *are not* normally reduce to *isn't* and *aren't*, but *am not* normally reduces to *'m not*.

Please refer to page 158 for Grammar Notes on *am*, *is*, and *are*.

Refer students to page 158 of the Student Book for further information and practice.

6 ▶ 3

- Ask students to read the conversation and circle the correct options.
- Play the recording. Students listen and check their answers. Let students compare their answers in pairs before checking as a class.

Extra activity

Ask students to practice reading out the conversation in pairs.

Pronunciation contractions

7a ▶ 4

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

7b

- Play the recording again. Students listen and repeat.
- **Optional step** Students can turn to the audioscript on page 183 as they listen and repeat.

Pronunciation note

The pronunciation of the contracted forms can be difficult for students at this level. Point out the diphthong in *'m* /aɪm/, the /z/ sound in *he's* /hi:z/ and *she's* /ʃi:z/, and the /r/ sound in *are* /ɑr/ and *aren't* /ɑrnt/. Both *we're* /wi:r/ and *they're* /ðe:r/ have the /r/ sound at the end.

8 ▶ 5

- Ask pairs to complete the conversation.
- Play the recording. Students listen and check their answers.

Background information

Auckland /'ɔ:klənd/ is on the North Island of New Zealand and has a population of over 1.3 million, making it the country's largest city.

Extra activity

Write the airport official's questions on the board, then ask students to close their books. Get students to take turns asking and answering the questions, remembering or improvising the answers.

Speaking **myLife**

9

- Ask pairs to write questions using the given words. Use the first question as an example.
- Check answers as a class.

10

- Ask students to take turns interviewing each other and to take notes on their partner's answers.

11

- Ask students to introduce their partners to the class.

Extra activity

Use this extended speaking activity to listen and note down errors made with form and pronunciation. At the end, write a few sentences with errors for pairs to correct.

Please refer to page 182 for Teacher Development notes on correcting after fluency.

Grammar *be* (am/is/are)

► BE (AM/IS/ARE)

Affirmative

I'm a photographer. ('m = am)

You/We/They're married. ('re = are)

He/She/It's from South Africa. ('s = is)

Negative

I'm not a journalist. ('m not = am not)

You/We/They aren't single. (aren't = are not)

He/She/It isn't from South America. (isn't = is not)

Questions and short answers

What's your name?

My name's Chiho.

Where are they from?

They're from Argentina.

How old is he?

He's 23.

Are you from Botswana?

Yes, I am. / No, I'm not.

Is she single?

Yes, she is. / No, she isn't.

For more information and practice, see page 158.

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

a affirmative: I am, you are, he is

b negative: I 'm not, we aren't, she isn't

c questions: Are you ...? Is he ...?

d short answers: Yes, I am. Yes, it is. No, you aren't. No, he isn't.

- 6** ► **3** Circle the correct options to complete the conversation. Then listen and check.

A: Hello. What ¹ are / 's your name?

B: My name's Mike Burney.

A: ² Are / Is you married?

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

⁴ aren't / isn't here today.

A: What's her job?

B: ⁵ She're / She's a teacher. ⁶ I'm / I's also a teacher.

A: Are you both from the United States?

B: No, we ⁷ isn't / aren't. I'm from the US, but Sally is from Canada.

A: And how old ⁸ are / 's you?

B: I'm thirty-six.

A: Is Sally also thirty-six?

B: No, she ⁹ 'm not / isn't. She's thirty-five.

7 Pronunciation contractions

- a** ► **4** Listen to eight sentences. Circle the form you hear.

- 1 'm am
2 're are
3 'm not am not

- 4 's is
5 aren't are not
6 're are
7 isn't is not
8 's is

- b** ► **4** Listen again and repeat the sentences.

- 8** ► **5** Complete the conversation at an airport with the correct form of *be*. Use contractions where possible. Then listen and check.

A: Good afternoon. ¹ Are you in New Zealand for work or a vacation?

B: For work. I ² 'm a photographer.

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

B: We ⁴ 're at 106a Eglinton Road.

A: We?

B: Yes, I'm with my wife and two children.

They ⁵ 're also here.

A: ⁶ Is your wife also a photographer?

B: Yes, she is, but she ⁷ isn't in Auckland for work. She ⁸ 's here for a vacation.

Speaking **myLife**

- 9** Write questions with these words.

1 what / first name?

What's your first name?

2 what / last name?

What's your last name?

3 are / student?

Are you a student?

4 what / job?

What's your job?

5 where / from?

Where are you from?

6 how old / you?

How old are you?

7 are / married?

Are you married?

- 10** Work in pairs. Ask and answer your questions from Exercise 9.

A: Are you a student?

B: No, I'm not.

A: What's your job?

B: I'm a teacher.

- 11** Introduce your partner to the class.

Rosana's from Chile. She's a photographer.

1b A family in Kenya

Reading

1 Work in pairs. Is your family big or small? Where are all the people in your family?

2 Read about the Leakey family. Work in pairs. Answer the questions.

- 1 Where does the Leakey family live?
- 2 Are Louise and Meave explorers?
- 3 What is Richard's job?
- 4 What is Colin's job?
- 5 Is Philip married?
- 6 Is Katy an explorer?

3 Read the article again and complete the family tree.

A family in KENYA

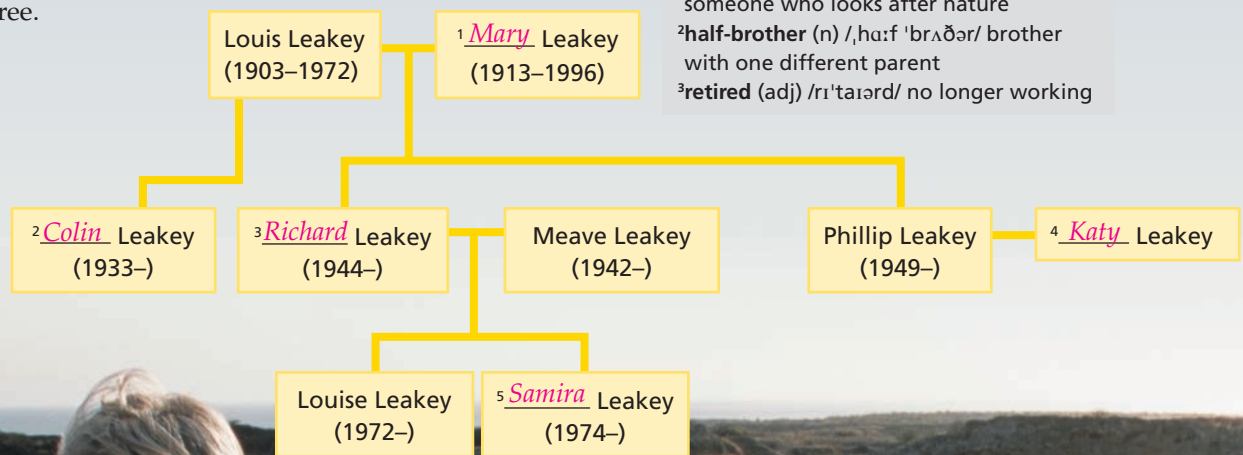
▶ 6

The Leakey family lives in Kenya. Louise Leakey is an explorer, but for her family that's normal! Louise's mother, Meave, is also an explorer. Louise's father is Richard Leakey. Richard is a conservationist.¹ Richard's half-brother² is Colin Leakey. Colin isn't in Africa. He's retired³ and he lives in England. Louise's grandparents (Louis and Mary) were also famous explorers. Louise's sister is Samira. Their uncle and aunt are Phillip Leakey and his wife Katy. They have an international company.

¹conservationist (n) /ˌkɒnsə'veɪʃ(ə)nɪst/ someone who looks after nature

²half-brother (n) /ˌhɑːf 'brʌðər/ brother with one different parent

³retired (adj) /rɪ'taɪərd/ no longer working



Meave Leakey and her daughter Louise

1b A family in Kenya

Lesson at a glance

- reading: a family of explorers
- vocabulary: family
- wordbuilding: word roots
- grammar: possessives
- pronunciation: the same or different sounds
- speaking: friends and family

Reading

1

- Ask pairs to discuss the questions. Elicit any interesting answers.
- **Optional step** Briefly describe your family. This provides a motivating and interesting live listening for your class. Note: A live listening is when you talk naturally about a topic and students listen to you with a task to do. It's both fun and motivating for students to listen to and follow a native or proficient speaker, and is a welcome and real change from listening to recorded material.

ANSWERS

Students' own answers

2 6

- Ask students to read the questions. Focus students on the questions by asking them how many names of people in the Leakey family they can find (six).
- Ask students to read the text. Allow them to listen and read along to the recording. Ask pairs to answer the questions before checking answers as a class. Check understanding of the words in the glossary.

ANSWERS

- 1 Kenya (and England)
- 2 Yes, they are.
- 3 He's a conservationist.
- 4 He's retired.
- 5 Yes, his wife is Katy.
- 6 No, she and Phillip have an international company.

Please refer to page 182 for Teacher Development notes on reading a text while listening to a recording.

3

- Ask students to read the text again and complete the family tree. Let them compare their answers in pairs before checking as a class.

Background information

Meave and Richard Leakey are renowned paleontologists who have studied fossils in East Africa for many years. They have both led research teams who have discovered ancient human skulls that have shed light on the development of early man in Kenya. Richard Leakey has held a number of official positions in Kenya, mostly in institutions of archaeology and wildlife conservation. He has been Director of the National Museum of Kenya and head of the Kenyan Wildlife Service.

Extra activity

Tell students to close their books or cover the text and family tree. Then ask questions, e.g., *Who's Phillip? Is Colin in Africa?* Find out how much students can remember.