

Life

SECOND EDITION

TEACHER'S GUIDE



JOHN HUGHES | HELEN STEPHENSON | PAUL DUMMETT

Life

**TEACHER'S GUIDE
SECOND EDITION**

Life 3 Teacher's Guide

2nd Edition

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Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
1 Lifestyle pages 9–20	simple present adverbs and expressions of frequency simple present and present continuous	everyday routines wordbuilding: collocations with <i>do</i> , <i>play</i> , and <i>go</i> word focus: <i>feel</i> medical problems	talking about illness	/s/, /z/, or /ɪz/ one or two syllables?
VIDEO: Laughter yoga page 18 ► REVIEW page 20				
2 Competitions pages 21–32	modal verbs for rules -ing form	sports wordbuilding: suffixes word focus: <i>like</i>	talking about interests	/ŋ/ silent letters
VIDEO: Mongolian horse racing page 30 ► REVIEW page 32				
3 Transportation pages 33–44	comparatives and superlatives as ... as comparative modifiers	ways of traveling transportation nouns wordbuilding: compound nouns transportation adjectives transportation verbs taking transportation	going on a trip	<i>than</i> sentence stress intonation
VIDEO: Indian Railways page 42 ► REVIEW page 44				
4 Challenges pages 45–56	simple past past continuous and simple past	risks and challenges personal qualities wordbuilding: verbs and nouns	telling a story	/d/, /t/, or /ɪd/ <i>was</i> / <i>were</i> intonation for responding
VIDEO: A microadventure page 54 ► REVIEW page 56				
5 The environment pages 57–68	quantifiers articles: <i>a</i> / <i>an</i> , <i>the</i> , or no article	materials recycling results and figures word focus: <i>take</i>	calling about an order	/ðə/ or /ði:/ sounding friendly
VIDEO: Recycling Cairo page 66 ► REVIEW page 68				
6 Stages of life pages 69–80	infinitive forms future forms: <i>going to</i> , <i>will</i> , and present continuous	life events describing age celebrations word focus: <i>get</i> wordbuilding: synonyms	inviting, accepting, and declining	/tə/ contractions emphasizing words
VIDEO: Steel drums page 78 ► REVIEW page 80				

Listening	Reading	Critical thinking	Speaking	Writing
someone talking about a national park near a city a radio interview about long life	a quiz about how well you sleep an article about centenarians an article about how nature is good for you	giving examples	finding out about lifestyle your current life making a town healthier	text type: filling out a form writing skill: information on forms
someone describing an Ironman competition three people talking about competitive sports in schools	an article about crazy competitions an article about female wrestlers in Bolivia	reading between the lines	explaining the rules of a sport or competition talking about your sports preferences your opinions about Olympic sports	text type: an ad writing skill: checking your writing
someone describing a photo two people discussing the pros and cons of different types of transportation a documentary about animal transportation	an article about solutions to transportation problems an article about the fate of the rickshaw in Kolkata, India	opinions for and against	talking about and comparing commutes advice on transportation a presentation about a pedicab company	text type: notes and messages writing skill: writing in note form
a caver talking about his hobby a climber makes an impossible decision	an article about two adventurers an article about different types of challenges	looking for evidence	talking about your past events you remember giving tips or advice on the best ways to learn English	text type: a short story writing skill: structure your writing
an excerpt from a documentary about a house made from recycled materials a news report about environmental projects	an article about e-waste an article about a boat made of plastic bottles	reading closely (part 1)	talking about recycling a general knowledge quiz changing attitudes and behaviors	a quiz text type: emails writing skill: formal words
differences between the generations a news item about Mardi Gras	an article about how a couple changed their lives an article about how Mardi Gras is celebrated around the world an article about coming-of-age ceremonies	analyzing the writer's view	plan the trip of a lifetime planning a celebration describing annual events	text type: a description writing skill: descriptive adjectives

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation	
7 Work pages 81–92	present perfect and simple past present perfect with <i>for</i> and <i>since</i> prepositions of place and movement	language to describe jobs jobs wordbuilding: suffixes in job words parts of a building word focus: <i>make</i> or <i>do</i> job ads	a job interview	intrusive /w/	
VIDEO: My working life page 90 ► REVIEW page 92					
8 Technology pages 93–104	zero and first conditionals defining relative clauses	internet verbs wordbuilding: dependent prepositions instructions	finding out how something works	linking	
VIDEO: Ancient languages, modern technology page 102 ► REVIEW page 104					
9 Vacations pages 105–116	past perfect subject questions	vacation collocations wordbuilding: <i>-ed</i> / <i>-ing</i> adjectives word focus: <i>place</i>	requesting and suggesting	'd number of syllables /dʒə/	
VIDEO: Living in Venice page 114 ► REVIEW page 116					
10 Products pages 117–128	the passive (simple present and simple past) <i>used to</i>	wordbuilding: word forms describing design websites	discussing opinions	stress in different word forms /s/ or /z/	
VIDEO: Wind turbines page 126 ► REVIEW page 128					
11 History pages 129–140	reported speech reporting verbs (<i>say</i> and <i>tell</i>)	wordbuilding: verb + preposition communication ancient history word focus: <i>one</i>	giving a short presentation	pausing	
VIDEO: The Golden Record page 138 ► REVIEW page 140					
12 Nature pages 141–152	second conditional <i>anywhere, everyone, nobody, something, etc.</i>	extreme weather nature word focus: <i>start</i>	finding a solution	<i>would</i> / <i>wouldn't</i> / 'd	
VIDEO: Cambodia animal rescue page 150 ► REVIEW page 152					

COMMUNICATION ACTIVITIES **page 153** ► GRAMMAR SUMMARY **page 156** ► AUDIOSCRIPT **page 181**

Listening	Reading	Critical thinking	Speaking	Writing
a woman talks about her job in a steel mill an interview with a scientist two people giving instructions	an article about new jobs in an area an article about modern-day cowboys	analyzing comparisons in a text	describing past experiences giving directions job satisfaction a job interview	text type: a résumé writing skill: leaving out words in résumés
a documentary about the importance of technology a science program about an invention	an explorer's blog an article about biomimetics	the writer's sources	planning a trip important inventions design an invention for everyday life favorite technology	text type: a paragraph writing skill: connecting words
three people talk about their vacations an interview with a tour guide	a vacation story an article about the two sides of Paris	the author's purpose	a story about a vacation planning a group vacation a presentation about a place you know well	text type: an email requesting information writing skill: formal expressions
a description of a producer and his products a radio program about a famous product from the past	an article about some famous logos an article about having less "stuff"	fact or opinion?	some famous products or brands talk about things you used to do in the past a presentation on having less "stuff" planning a new website	text type: a review writing skill: giving your opinion
a historian talking about Robert Falcon Scott's hut in Antarctica a news story about a message in a bottle	a timeline of video gaming an article about stealing historical objects	emotion words	planning a time capsule opinions about games reporting a message a museum in your town or city	a message in a bottle text type: a biography writing skill: punctuation in direct speech
a description of the life of a storm chaser a documentary about a photographer	an article about a science blog an article about chimpanzee expert Jane Goodall	reading closely (part 2)	hopes and dreams questions with <i>any</i> -interview questions	text type: an article writing skill: planning an article

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 6 of Student Book 3 looks at coming-of-age ceremonies around the world, and Unit 7 has an article about modern-day cowboys.

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 8 of Student Book 3 looks at the positive impact that a new design of glasses and the LifeStraw are having in the developing world.

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 Student Book 3 looks at the work of archeologists in Abu Sir al Malaq in Egypt, and their struggle to prevent historical items being stolen from tombs.

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 3 of Student Book 3 looks at different forms of transportation provided by animals.

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 5 of Student Book 3 contrasts the green credentials of a number of different countries.

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 off. Students predict what the narrator or people are saying. Then play with the sound on 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, and 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 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 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, 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 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 reviewing 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, etc., 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, pair work, 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 2 Competitions

Athletes in Cozumel, Mexico, compete for a place in the Ironman championship.



FEATURES

- 22 Crazy competitions!**
Making rules for new competitions
- 24 Winning and losing**
Is competition important in sports?
- 26 Bolivian wrestlers**
Women competing in a national sport
- 30 Mongolian horse racing**
A video about horse racing at a Mongolian festival

- 1 Work in pairs. Look at the photo and the caption. What do you know about this kind of competition?
- 2  9 Listen to someone talking about the Ironman competition. Work in pairs. Answer the questions.
 - 1 How many races are there in the Ironman competition?
 - 2 How many kilometers do the competitors swim and cycle?
 - 3 How many people compete in Hawaii every year?
- 3 The words in the box are from the same family. Which word is:
 - 1 a verb?
 - 2 an adjective?
 - 3 a noun (thing)?
 - 4 a noun (person)?

competitor competitive competition compete
- 4 Complete the questions with the words from the box above. Then ask and answer the questions with a partner.
 - 1 In sports, are you normally a competitor or a spectator?
 - 2 Do you ever compete in sports?
 - 3 What types of competition do you like?
 - 4 Are you a competitive person? Why or why not?

21

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.

2a Crazy competitions!

Reading

- 1 Work in pairs. Look at the title of the article and the two photos. Why do you think these competitions are "crazy"?
- 2 Read the article and match the sentences (1–6) with the competitions (A or B). Two sentences are true for both competitions.
 - 1 Competitors start and end at the same place. A
 - 2 The rules are similar to those of another real sport. B
 - 3 The competition is held once a year. A, B
 - 4 It involves a type of transportation. A
 - 5 It's for teams. A, B
 - 6 There is a time limit. B
- 3 Which of the two competitions would you like to watch or take part in? Do you have any crazy competitions in your country? Discuss with a partner.

Vocabulary sports

- 4 Look at the highlighted words in the article. Use these words to complete the sentences below.
 - 1 Runners at the Olympic Games get a gold medal when they win a race.
 - 2 In soccer, there are eleven players on each side.
 - 3 A baseball game is played between two teams.
 - 4 How many points did you score?
 - 5 After two hours of running, the finish line was finally in sight.
 - 6 The winner received a gold medal.
- 5 Work in pairs. Answer these questions.
 - 1 How many different kinds of races can you think of?
 - 2 What is your favorite team sport? How many players are there in a team?
 - 3 What are the names of the sports teams in your town or city?
 - 4 In what games do you score goals and in what games do you score points?

▶ 10

CRAZY COMPETITIONS!

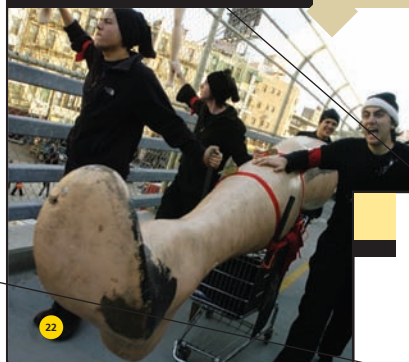
There are lots of competitions in the USA, and some of them are a bit crazy!

A The Idiotarod

The Idiotarod is an annual race in twenty different US cities. Each team must have five people and a shopping cart. One person usually rides in the cart, and four people pull it. Teams can decorate the shopping cart, but they can't change the wheels. All the teams have to start and finish at the same place, but they don't have to run on the same roads. The members of each team must cross the finish line together, and they can't finish without the cart!

B The Mud Bowl Championship

Mud Bowl football—played every September in North Conway, New Hampshire, USA—is similar to regular American football, in that players can pick up the ball and run with it. There are also two teams, but the game is shorter. The winner is the team



2b Winning and losing

Wordbuilding suffixes

- 1 Are any of the athletes in the photos famous in your country? Match the people (A–C) with these words.

tennis player A
soccer player C
runner B

▶ WORDBUILDING SUFFIXES

You can add -er to some sports to describe the person who plays the sport:

ski → skier, golf → golfer

You can add player to some sports:

tennis → tennis player, baseball → baseball player

Some sports don't use the suffix -er or player.

athletics → athlete, cycle → cyclist

For more practice, see Workbook page 19.

- 2 Work in pairs. Look at the wordbuilding box.

What is the word for a person who:

- 1 boxes? boxer
- 2 motorcycles? motorcyclist
- 3 plays basketball? basketball player
- 4 swims? swimmer
- 5 plays chess? chess player
- 6 drives a racing car? race car driver
- 7 does gymnastics? gymnast
- 8 goes surfing? surfer

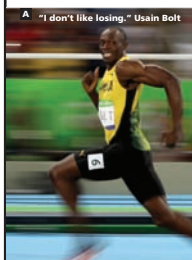
- 3 Work in pairs. Who are the most famous athletes in your country? What type of athlete are they? (e.g., a swimmer, a golfer, a skateboarder)
*Lionel Messi is very famous in my country.
He's a soccer player.*

Listening

- 4 Read the quotes with the photos. Do you think winning is always important in sports? Why or why not? Discuss with a partner.

- 5 ▶ 13 Listen to three people talking about competitive sports in schools. Match the speakers (1–3) with their opinions (a–c).

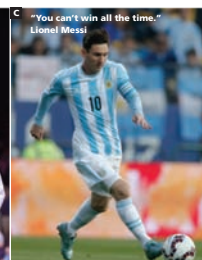
- a Speaker 1 thinks non-competitive sports are a good idea.
- b Speaker 2 thinks competitive sports are a good idea in schools.
- c Speaker 3 thinks sports in schools are a good idea, but there can be problems.



A "I don't like losing." Usain Bolt



B "I want to be number one. But being happy and healthy is the most important thing." Venus Williams



C "You can't win all the time." Lionel Messi

▶ 24

Grammar modal verbs for rules

MODAL VERBS FOR RULES

Each team **must** have five people and a shopping cart.
They **can't** change the wheels.
All the teams **have to** start and finish at the same place.
They **don't have to** run on the same roads.
Players **can** pick up the ball and run with it.

For more information and practice, see page 158.

6 Look at the sentences in the grammar box. Complete the explanations (a–d) with the modal verbs in **bold** in the grammar box.

- We use **must** or **have to** when the rules say it's necessary.
- We use **can** when it's allowed by the rules.
- We use **don't have to** when something isn't necessary but is allowed by the rules.
- We use **can't** when it isn't allowed by the rules.

7 Circle the correct options to complete the sentences about different sports.

- Do you **have to** / **must** wear a helmet when you play ice hockey?
- In tennis, players **don't have to** / **can** use video replay technology if they want to see where the ball landed. This technology has transformed the game of tennis.
- In bowling, you **can** bring your own ball, but you **have to** / **don't have to** if you don't want to.
- Soccer players **must** / **don't have to** follow the rules, or the referee will send them off the field. They **have to** / **can't** argue with the referee.

8 Complete the description of another competition with these modal verbs. Use each modal verb only once.

must **have to** **don't have to** **can't** **can**



Every two years, people from all over the globe enter the World Beard and Moustache Championships. The rules are simple. You ¹ **must** be over eighteen years old, and you ² **have to** have a moustache or a beard, or both. Also, you ³ **can't** put on false hair! In total, there are eighteen different categories, but competitors ⁴ **can** only enter one category. There are categories for short beards and different moustaches, so you ⁵ **don't have to** have the longest moustache or the biggest beard to win a prize.

Speaking myLife

9 Work in pairs. You are going to explain the rules of a sport or competition. Choose one of the following. Make a list of six to seven rules. Then explain your rules to another pair.

- a popular sport in your country
- a popular TV quiz show or TV competition
- an annual national or international competition

*Baseball is a popular sport in my country. You **have to** play with two teams, a ball, and a bat.*

Unit 2 Competitions

6 Look at these opinions for and against competitive sports in schools. Which are the opinions for (F) and which are the opinions against (A)?

- Winning and losing teaches students about life. **F** **A**
- A lot of successful schools don't have competitive sports. **F** **A**
- Children get more exercise when they try to win. **F** **A**
- Winning isn't important as long as you do your best. **F** **A**
- Children learn to work well in teams when they play against other teams. **F** **A**
- Students learn to work hard by doing competitive sports. **F** **A**
- Some parents don't like losing and get angry with their children. **F** **A**
- All children are different, and some aren't good at sports. **F** **A**
- Competitive sports are fun. **F** **A**

7 **11** Which opinions (1–9) from Exercise 6 does each speaker give? Listen again and check.

- Speaker 1 **1, 3, 5, 6**
Speaker 2 **2, 4, 8**
Speaker 3 **7, 9**

8 Work in groups. Discuss the opinions in Exercise 6. Answer these questions.

- Which opinions do you agree with?
- Which do you disagree with?
- Are there any other reasons for or against competitive sports in schools?

Grammar -ing form

-ING FORM

- Learning to win and lose is important in a child's education.
- Competitive sports in schools are good for teaching children the value of teamwork.
- Some parents hate losing.

For more information and practice, see page 158.

9 Look at the grammar box. The verbs in the -ing form are in **bold**. Match these verbs (1–3) with the uses of the -ing form (a–c).

- It is the subject of the sentence. **1**
- It comes after a verb (e.g. like). **2**
- It comes after a preposition (e.g. of). **3**

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.

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.

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

10 Work in pairs. Put the words in the correct order to make quotes by famous athletes. Then match the -ing forms with the uses (a–c) in Exercise 9.

- never / thought / losing / of / I (Muhammad Ali, boxer)
- love / I just / winning (Ayrton Senna, race car driver)
- a champion / afraid / losing / isn't / of (Billie Jean King, tennis player)
- hate / I / losing (Sachin Tendulkar, cricket player)
- I'm / more worried about / a good person / being / than being the best soccer player (Lionel Messi, soccer player)

11 **12** Circle the correct options to complete this conversation. Then listen and check.

- A: What's on TV?
B: **Cycle / Cycling** It's the Tour de France. I love ² **watch** / **cycling** it.
A: Oh, no! I **think** / **thinking** it's boring!
B: I disagree. I really enjoy ³ **watch** / **cycling** the cyclists ride through the mountains.
A: ¹ **Sit** / **Sitting** in front of the TV all day isn't exciting. I'm tired of ⁴ **do** / **doing** nothing. Are you any good at tennis?
We could ⁵ **play** / **playing** this afternoon.
B: But I want to ⁶ **watch** / **watching** this.
A: What's wrong? Are you afraid of ⁷ **lose** / **losing**?

12 **Pronunciation** /ɪ/

a **12** Listen to six words. Circle the word you hear.

- | | | |
|--------------|-------------|--------------|
| 1 thin | think | thing |
| 2 win | wink | wing |
| 3 ban | bank | bang |
| 4 sin | sink | sing |
| 5 ran | rank | rang |
| 6 pin | pink | ping |

b **12** Listen again to the conversation from Exercise 11. Notice the pronunciation of the -ing forms. Then work in pairs and practice the conversation.

Speaking myLife

13 Work in pairs. Ask questions to find out what sports or activities your partner likes. Then complete the sentences.

- A: What sports do you love **watching**?
B: Tennis. What about you?
1 I love watching _____, but my partner doesn't.
2 I think _____ is boring, but my partner loves it!
3 We both enjoy _____, but we hate _____.
4 I'm good at _____, but my partner isn't.

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.

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.

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.

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.

2c Bolivian wrestlers

Reading

- 1 Work in pairs. Discuss the questions.
 - 1 Do many people watch boxing or wrestling in your country?
 - 2 Why do some people dislike these types of sports?
 - 3 What do you think about these sports?
- 2 Read the article about wrestling in Bolivia. Which paragraph (1–5) describes:
 - a the two wrestlers before the fight? 2
 - the popularity of male and female wrestling in Bolivia? 1
 - Yolanda's family life? 4
 - the reason why a fan watches it? 5
 - the fight between the two wrestlers? 3
- 3 Find words in the article for these definitions.
 - 1 something people watch for pleasure entertainment
 - 2 a large group of people crowd
 - 3 the person who describes the action in a sport commentator
 - 4 get very excited, shout, and jump up and down go crazy
 - 5 people who like a famous athlete fans
 - 6 the money you earn for work done salary

Critical thinking reading between the lines

- 4 An article doesn't always tell us about how people feel, but we can often guess. Match the people from the article (1–3) with the sentences (a–c).
 - 1 Yolanda
 - 2 Yolanda's daughter
 - 3 Esperanza
 - a "I don't understand why wrestling is so popular." 2
 - b "I feel wonderful every time I step into the ring." 1
 - c "Life is very hard for people like me." 3
- 5 Work in pairs. Discuss these questions.
 - 1 How do you feel about the women wrestlers?
 - 2 Would you like to see this sport? Why or why not?

Word focus like

- 6 The word *like* has a number of meanings and uses. Match the sentences (1–4) with the uses (a–d).
 - a We use *like* + noun to talk about things we enjoy.
 - b We use *like* + -ing to talk about activities we enjoy doing.
 - c We use *be/look like* to talk about similarities between people/things/actions.
 - d We use *would like* to + base form of a verb to talk about future plans or ambitions.
 - 1 Most people like soccer. a
 - 2 Yolanda and Claudina are like famous pop stars. c
 - 3 Would your daughters like to become wrestlers one day? d
 - 4 Esperanza likes watching wrestling. b
- 7 Match the questions with *like* (1–5) with their answers (a–e).
 - 1 What do you like doing on the weekend?
 - 2 What kind of music do you like?
 - 3 Are you like anyone in your family?
 - 4 Where would you like to go on your next vacation?
 - 5 What does your dad look like?
 - a Yeah, I'm really similar to my mom. 3
 - b Spain. Or Portugal, maybe. 4
 - c Anything. Rock, classical—I don't mind. 2
 - d Going to the movies. 1
 - e He's tall and has brown hair. 5

Speaking myLife

- 9 Work in groups. Can you name ten sports in the Olympic Games?
- 10 These six sports are not in the Olympic Games.



- 1 In Bolivia, soccer is the national sport, but the country is also famous for another sport—wrestling. Local people like watching wrestling, and it's popular with tourists, too. It's an exciting mixture of sport, drama, and entertainment. When modern wrestling started in Bolivia in the 1950s, the competitors were all men, but nowadays women are also competing in the ring.
- 2 The city of El Alto is a good place to watch wrestling. Hundreds of spectators go to the fights in the evening. This evening, the crowd is sitting around a huge wrestling ring and shouting, "Bring them on! Bring them on!" Suddenly, the commentator is speaking into a microphone, "Ladies and gentlemen. It's time for Yolanda and Claudina!" The crowd is screaming with excitement as two women in colorful clothes enter the ring.
- 3 Yolanda and Claudina are like famous pop stars. They smile and wave to their fans. The music stops, and the referee starts the fight. Claudina jumps on Yolanda.
- 4 Then Yolanda throws Claudina on the floor. As Claudina lies on the floor, Yolanda smiles and waves to the crowd. Then Claudina gets up and pushes Yolanda onto the ground. One minute, Yolanda is winning. The next minute, Claudina is winning. The spectators go crazy!
- 5 Away from the ring, many wrestlers are women with families. At home, Yolanda has a normal, quiet family life. She has two daughters, and she makes clothes for a living. Her father was also a wrestler, so it's a family tradition. In answer to the question "Would your daughters like to become wrestlers one day?", Yolanda says they wouldn't. She answers, "My daughters ask me why I do this. It's dangerous, and they complain that wrestling doesn't bring any money into the house." So why does she do it?
- 6 Yolanda loves wrestling because of her fans—and she has lots of them. One of her fans is named Esperanza Cancina. Esperanza pays \$1.50 (a large part of her salary) to sit near the ring. She likes watching wrestling because, she says, "We laugh and we forget our problems for three or four hours."

Lesson D

Real life

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

The D lessons have clear “Real life” functional aims.

2d Joining a group

Speaking

- 1 Work as a class or in groups. Interview different people. Find someone who:
 - 1 is a member of a team or club.
 - 2 has to go to regular meetings (e.g., every week).
 - 3 competes with their team or club.

Real life talking about interests

- 2 Work in pairs. Look at the ads below. Would you like to join one of these clubs? Why or why not?

A Would you like to **get fit** and **make new friends**?

Join our running groups for beginners and for more experienced runners. It's non-competitive and fun.
7 p.m. every Wednesday.
Call Mike for details at 415-555-2671.

B **Join us and WIN a new camera!**

The Barton Photography Club welcomes new members. We are a busy club with regular speakers. Join before March 1st and enter our summer photography competition. First prize is a new XP8ii camera! The entry fee is \$15 (including membership).
Visit www.bartonphotoclub.com to join.

C *Theater group*

Have fun with a local theater group. We are looking for actors to be in a musical comedy this summer. You must be available twice a week starting April 2nd. Enthusiasm is more important than talent!
Write to Mandy Giles at mandy76@gmail.com

- 3 ▶ 15 Two people are looking at the ads (from Exercise 2) in their local newspaper. Listen to their conversation. Number the ads (A–C) in the order they are discussed (1–3).
A 3 B 1 C 2

- 4 ▶ 15 Listen again and complete these sentences with the words you hear.

- 1 You're really good at taking photos.
- 2 Well, how about joining something else?
- 3 Are you interested in acting?
- 4 I hate standing up in front of people.
- 5 I'm not very good at singing.
- 6 You should do it. I think you'd enjoy it.
- 7 I think I'd prefer to join this one on Wednesday evenings.
- 8 It looks like fun. Why don't you come, too?

- 5 Work in pairs. Match the sentences in Exercise 4 with the three categories in the box below.

TALKING ABOUT INTERESTS

Talking about interests and abilities
Do you like taking photos?
I'm good at acting.
I'm (not) interested in photography.

Talking about plans
I'd like/prefer to join a running club.
I wouldn't like to do it.

Recommending and encouraging
It looks interesting.
Go on.
I think you'd enjoy it.
You should do it with me.

6 Pronunciation silent letters

- ▶ 16 Some letters in English words are not pronounced. Listen to these words from the conversation and cross out the silent letters. Then listen again and repeat.

- | | |
|--------------|---------|
| 1 interested | 4 could |
| 2 should | 5 what |
| 3 friends | 6 whole |

- 7 Work in pairs. What other clubs would you like to join? Why would you like to join them?

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.

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

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

Every writing lesson includes a model.

Students always finish with a productive task.

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

2e Advertising for members

Writing an ad

- 1 Work in small groups. What makes a good ad and a bad ad? Think about ads you like and don't like in magazines, on TV, or online.
- 2 Read the advice about how to write effective ads. Then look at the ads on page 28. Discuss these questions as a group.
 - 1 Which ad follows most of the advice?
 - 2 How could you improve the ads?

How to WRITE EFFECTIVE ADS

- Start with a good headline. You could ask a question or solve a problem.
- The ad should explain the reasons for buying something or joining a club.
- If possible, offer something for free or a prize.
- Include any other important information (dates, times, location, contact information, etc.).
- Photos, pictures, or images always help.

- 3 Work in pairs. You are going to plan a new club. Discuss these questions.
 - 1 What type of club is it?
 - 2 Who is the club for?
 - 3 Are there any rules for members?
 - 4 Is there a membership fee? How much is it?
 - 5 Where and how often will it meet?
- 4 Plan and write an ad for your club.

5 Writing skill checking your writing

- a It is important to check your writing for mistakes before people read it. Read these sentences (1–8) from ads and find one mistake in each sentence. Circle the mistake and write the correct symbol from the correction key. Each key is used once.

- 1 Would you like to learn a musical instrument? P
- 2 Enter our exciting competition! Sp
- 3 Are you good at play tennis? Gr
- 4 We meet at Tuesdays and Thursdays. Prep
- 5 It's fun way to get fit. MW
- 6 Join this club new! WO
- 7 Get healthy and play yoga. WW
- 8 Call Peter at 077 237 5980. C

Writing correction key

Sp	=	spelling mistake
MW	=	missing word
P	=	punctuation mistake
Prep	=	preposition mistake
Gr	=	grammar mistake
WO	=	word order mistake
C	=	capital letter mistake
WW	=	wrong word

- b Read your ad from Exercise 4 again. Are there any mistakes?
- 6 Display your ads around the classroom. Walk around and read about each other's new clubs. Think about these questions.
 - Which clubs would you like to join?
 - Which ads are effective? Why?



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.



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

Before you watch

1 Work in pairs. Look at the photo of horse racing in Mongolia. Answer these questions.

- 1 Do you have horse racing in your country?
- 2 How popular is it as a sport?

2 Key vocabulary

Read the sentences (1–7). The words and phrases in **bold** are used in the video. Write these words and phrases next to their definitions (a–g).

- 1 In the Olympic Games, each winner receives a gold **medal**.
 - 2 I got 100% on the exam, so I feel very **proud** of myself.
 - 3 A religious man **blesses** people.
 - 4 My horse can run **like the wind**.
 - 5 At the festival, there were **displays** by actors and performers.
 - 6 A typical **rodeo** includes events such as bull riding and catching cows with ropes.
 - 7 In this competition, I have one main **rival** who always tries to beat me.
- a asks a god (or gods) to protect something or someone **blesses**
- b pleased because you've done something well **proud**
- c shows or presentations **displays**
- d a metal disc given for an achievement **medal**
- e very quickly **like the wind**
- f a competition where cowboys show different skills **rodeo**
- g a person who is as good or almost as good as you at doing something **rival**

While you watch

3 **2f** Watch the video. Number these actions in the order you see them (1–6).

- 5 Mukhdalai's horse wins the race.
- 4 The riders leave the starting point.
- 1 A religious woman blesses the horses.
- 6 Mukhdalai receives first prize.
- 2 A horse rider picks up poles.
- 3 Two men wrestle.

4 **2f** Watch the video again. Choose the correct option (a or b) to complete each sentence.

- 1 The Naadam is a Mongolian ____ festival.
a spring
b summer
- 2 Mukhdalai and Namjin are horse ____ who compete against each other.
a riders
b trainers
- 3 Mukhdalai and Namjin ____ each other.
a like
b don't like
- 4 There are about ____ horses competing in the race.
a twenty
b eighty
- 5 The starting point is at the ____.
a top of a hill
b bottom of a valley
- 6 ____ is wearing green and white.
a Mukhdalai's son
b Namjin's son
- 7 Mukhdalai's horse is in first place for ____ race.
a the whole
b part of the
- 8 It is Namjin's horse's ____ race.
a first
b fifth

After you watch

5 Vocabulary in context

a **2f** Watch the clips from the video. Choose the correct meaning of the words and phrases.

b Work in pairs. Ask and answer these questions.

- 1 What are some annual celebrations in your country?
- 2 Imagine you and your classmates are competing in a 100-meter race. Who do you think will take the lead and win? Do you think this person will finish a long way ahead of the rest?
- 6 Work in pairs. Write five questions about the Naadam festival in the video.
What is the Naadam festival famous for?
- 7 Work with a new partner. Take turns asking and answering your questions from Exercise 6 about the Naadam.

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.

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.

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.

Engaging images aid the recall of key vocabulary.

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 2 REVIEW AND MEMORY BOOSTER

Grammar

- 1 Circle the correct options to complete the text about an unusual competition.



The first bed race was in Knaresborough, UK, in 1966. The rules are simple. Each team ¹ can / has to race with one bed on wheels. There are six people to a team and one passenger. The team ² must / doesn't have to have either six men or six women, or you ³ can / can't also race with a team of three men and three women. The passenger ⁴ has to / doesn't have to be an adult, but he or she ⁵ doesn't have to / can't be younger than twelve years old. The time limit for the race is thirty minutes, and you ⁶ can't / have to take longer.

- 2 >> MB Work in pairs. What sports do these people play? Describe two rules for each sport.

Venus Williams Lionel Messi Usain Bolt

- 3 Complete the sentences with the -ing form of these verbs.

go learn lose watch win

- 1 Learning to speak another language is very useful.
2 Peter is very competitive—he hates losing.
3 Trying is more important than winning.
4 I think going to a basketball game is more fun than watching it on TV.

- 4 >> MB Complete the sentences in your own words using the -ing form. Then tell a partner.

- 1 _____ is very good for you.
2 I'm really interested in _____.
3 I don't like _____.

I CAN

- use modal verbs for rules
use the -ing form

Vocabulary

- 5 Write the missing vowels in these words related to sports. Race with a partner to see who can finish first.

- 1 r _ _ c _ e 6 b _ _ s _ e b _ _ ll
2 g _ _ _ _ ls 7 w _ _ nn _ _ r
3 cr _ _ wd 8 f _ _ ns
4 g _ _ me 9 t _ _ _ m
5 f _ _ n _ _ sh l _ _ n _ _ e 10 b _ _ x _ _ r

- 6 Work in pairs. Answer these questions with four of the words from Exercise 5.

- 1 What do you have to cross in a race?
2 What is the opposite of a loser?
3 What type of competition is Formula One?
4 What do you call a group of people who like an athlete or a sports team?

- 7 >> MB Work in pairs. Choose three more words from Exercise 5 and write three questions for them. Then work with another pair and take turns asking and answering your questions.

I CAN

talk about sports and athletes

Real life

- 8 Complete the conversation. Write one word in each blank.

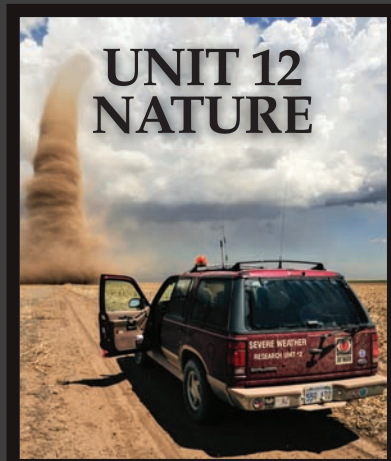
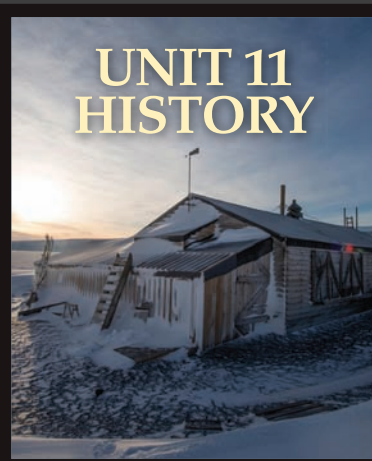
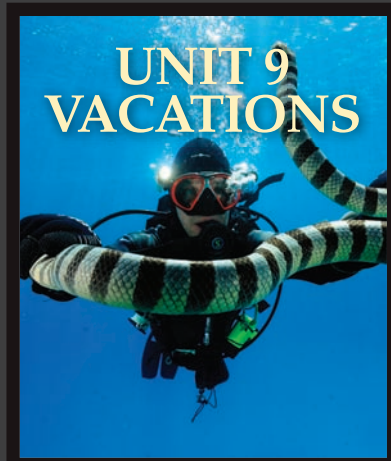
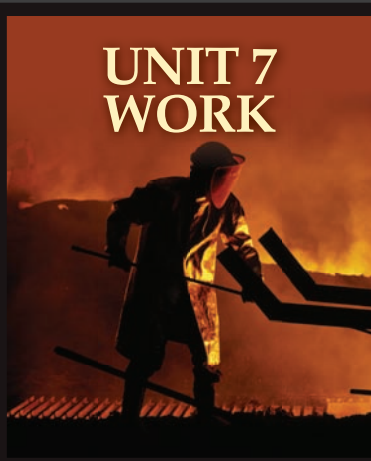
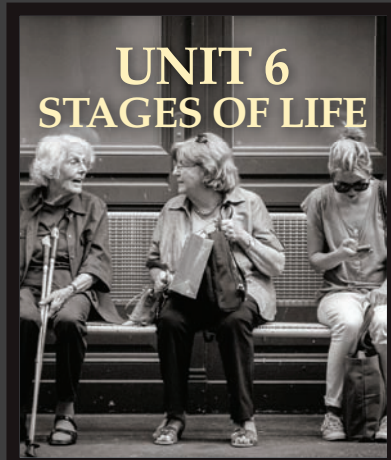
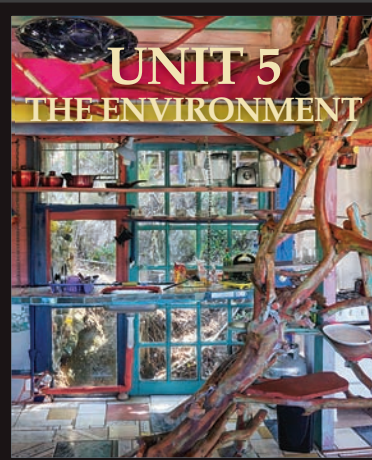
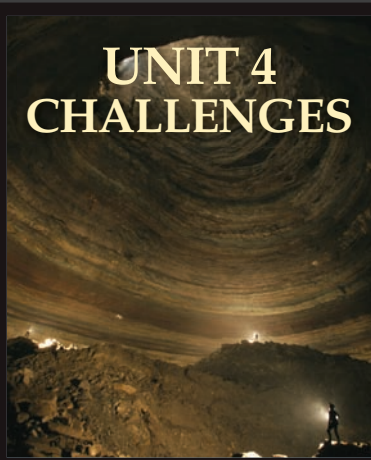
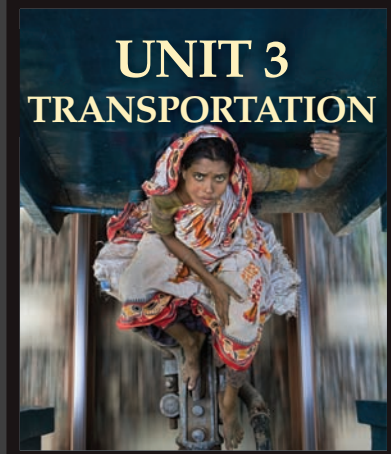
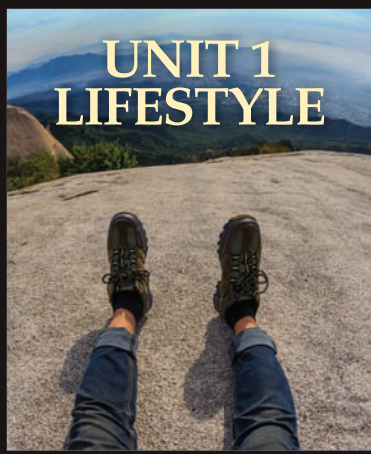
A: Are you interested ¹ in painting?
There's a new evening class at my college.
B: But I'm not very good ² at art.
A: I'm not either, but I'd like ³ to learn.
Come on. You should do it ⁴ with me.
B: Sorry. What about doing something else?
A: ⁵ Do you like taking photos? There's also a class for that.
B: Actually, that sounds interesting.

- 9 >> MB Complete these sentences in your own words. Then share your sentences with a partner.

- 1 I'm good at ...
2 I think I'd enjoy learning ...
3 I'm also interested in ...
4 I wouldn't like to ...

I CAN

talk about my interests



Unit 1 Lifestyle

Opener

1

- Ask students to look at the photo and the caption. Ask them to work in pairs to describe the place and to discuss the question. Elicit a few ideas from the class in feedback.

ANSWERS

The photo shows a man in Bukhansan National Park. The park contains forested areas, temples, and granite peaks, and the man has clearly just climbed up one of the peaks. Maybe he feels relaxed or tired after a long climb.

2  1

- Play the recording. Students listen and answer the questions. Let them compare answers in pairs before checking with the class.

ANSWERS

- 1 In Seoul, South Korea
- 2 About ten million
- 3 It's a good way to relax.

Background information

The **Bukhansan National Park** covers an area of 79.92 km² and was established on April 2, 1983. Bukhansan means "mountains north of the Han River." It has three main peaks and is so popular with hikers that trails are closed on a rotational basis to protect the environment.

3

- Check some of the difficult words in the box with your students. Use mime or visuals to check their meaning.
- Ask students to discuss the activities with their partner. Select students to share their partners' answers.

EXAMPLE ANSWERS

I go jogging every morning. / I don't often go fishing.

Extra activity

Ask students to work in pairs to decide which activities you (their teacher) often do and which you rarely or never do. Then do a live listening (see explanation below). Briefly describe the activities you often do. Find out which students predicted your answers correctly.

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 at this level to listen to and follow a native or proficient speaker, and a welcome and real change from listening to recorded material.

Please refer to page 180 for Teacher Development notes on using mime or visuals to check words.

Unit 1 Lifestyle



Bukhansan National Park, South Korea

FEATURES

10 How well do you sleep?

Complete a questionnaire about sleep

12 The secrets of a long life

How can you live to be one hundred?

14 Nature is good for you

Nature and health

18 Laughter yoga

A video about why laughing is good for you

1 Work in pairs. Describe the place in the photo. How do you think the person feels?

2  **1** Work in pairs. Listen to a description of the place in the photo. Answer the questions.

- 1 Where is Bukhansan National Park?
- 2 How many people visit it every year?
- 3 Why do they go there?

3 Look at the activities in the box. Which activities do you often do? When do you do them? Tell your partner.

take a bike ride
chat on social media
go for long walks
play video games
read books

cook a meal
play sports and exercise
go fishing
play a musical instrument
watch movies

I often go for long walks in the evening.

1a How well do you sleep?

Vocabulary everyday routines

1 Work in pairs. Match the two parts of the expressions for everyday routines. Then describe your typical day using some of the expressions.

- | | | | |
|----------------|---|---|----------------|
| 1 get | ○ | ○ | asleep |
| 2 fall | ○ | ○ | home late |
| 3 take a | ○ | ○ | TV |
| 4 watch | ○ | ○ | break |
| 5 work long | ○ | ○ | until midnight |
| 6 wake up | ○ | ○ | eight |
| 7 get up about | ○ | ○ | early |
| 8 stay up | ○ | ○ | hours |

I often get home late from work ...

Reading

2 Answer the questionnaire below. Then work in pairs and compare your answers.

3 Turn to page 153 and find out what your answers say about your lifestyle.

Grammar simple present and adverbs of frequency

4 Match the sentences (1–2) with their uses (a–b).

- | | |
|--|----------|
| 1 I work long hours and get home late. | |
| 2 The average human needs around eight hours of sleep per night. | |
| a to talk about things that are always true | <u>2</u> |
| b to talk about habits and routines | <u>1</u> |

► SIMPLE PRESENT

<i>I/you/we/they sleep.</i>	<i>He/she/it sleeps.</i>
<i>I/you/we/they don't sleep.</i>	<i>He/she/it doesn't sleep.</i>
<i>Do I/you/we/they sleep?</i>	<i>Does he/she/it sleep?</i>

For more information and practice, see page 156.

How well do you sleep?



- | | |
|--|--|
| <p>1 Do you <u>often</u> feel tired?</p> <p>A No, I <u>never</u> feel tired during the day.</p> <p>B I <u>sometimes</u> feel tired after a long day at work.</p> <p>C All the time! I'm <u>always</u> ready for bed.</p> | <p>4 How long do you <u>usually</u> sleep on the weekends?</p> <p>A I <u>usually</u> sleep the same amount as any other day.</p> <p>B I <u>sometimes</u> sleep for an extra hour or two.</p> <p>C I <u>always</u> sleep until noon! I <u>never</u> get up early.</p> |
| <p>2 How many hours do you <u>usually</u> sleep at night?</p> <p>A Between seven and eight hours.</p> <p>B More than nine. I <u>rarely</u> stay up late.</p> <p>C Fewer than six.</p> | <p>5 How <u>often</u> do you wake up in the middle of the night?</p> <p>A I <u>never</u> wake up before morning.</p> <p>B I <u>rarely</u> wake up more than once.</p> <p>C Two or three times a night.</p> |
| <p>3 What do you <u>usually</u> do before you go to bed?</p> <p>A I watch TV or read a book.</p> <p>B I exercise.</p> <p>C I do some work.</p> | |

1a How well do you sleep?

Lesson at a glance

- vocabulary: everyday routines
- reading: the secrets of sleep
- grammar: simple present and adverbs of frequency
- pronunciation: /s/, /z/, or /ɪz/
- speaking: your habits

Vocabulary everyday routines

1

- Ask students to work in pairs to match the expressions. Elicit answers in feedback. Check the meaning of any unusual verb + noun collocations (see Vocabulary note below).
- Ask students to describe their typical days to their partner. Model the activity by briefly describing your own routine.

Vocabulary note

The main thing to point out here is the specific collocation of verbs and nouns or adverbs in ways that may not directly translate into students' L1, e.g. *fall asleep* and *take a break*.

Reading

2 ▶ 2

- Ask students to individually read and answer the questionnaire. Check they understand the meaning of *take a nap* before they start.
- **Optional step** Play the recording and ask students to read and listen, selecting their answers as they go along.
- Ask students to work in pairs to compare their answers. Elicit what students found out about each other in feedback.

ANSWERS

Students' own answers

Please refer to page 180 for Teacher Development notes on reading a text while listening to a recording.

3

- Ask students to find the analysis of their answers on page 153. Let them compare their findings with their partner, and discuss what type of person they are. Elicit some answers in feedback, find out what sleep problems students have, and why that might be.

Grammar simple present and adverbs of frequency

4

- Ask students to work individually to match the sentences with the uses of the present tense.
- Let students compare answers in pairs before checking with the class.

Please refer to page 156 for Grammar Notes on the simple present tense.

Pronunciation note

After a voiced sound, the third person "s" is pronounced /z/. After an unvoiced sound, it's pronounced /s/.

When a verb ends in the following sibilant sounds, the third person "s" or "es" is pronounced /ɪz/: /s/, /z/, /dʒ/, /ʃ/, or /tʃ/.

Note that a voiced sound is a sound made when the voice box vibrates and an unvoiced sound is a sound made when the voice box doesn't vibrate. Say /t/ and /s/ with your hands over your ears and notice the lack of a deep vibration. Then say /d/ and /z/ and notice the different vibrating sound.

A sibilant is a hissing /s/-like sound (a sound the phonemes listed above all share).

5

- Ask students to look at the grammar box. Point out the third person addition of -s (*sleeps*).
- Ask students to read the article quickly for general understanding first. Ask: *What is it about?* (why we sleep, why we have problems sleeping, and why people sleep differently).
- Ask students to read the article again and complete it with the correct form of the verbs in parentheses. Let students compare answers in pairs before checking with the class.

Pronunciation /s/, /z/, or /ɪz/

6 ▶ 3

- Discuss the fact that there are three different ways to pronounce the s/es endings of the third person singular present simple verbs: /s/, /z/, or /ɪz/.
- Play the recording and let students just listen to the words first, then play it again for them to write the correct pronunciation.
- Let students compare their answers with a partner before checking with the class.

7

- Ask students to read and think about the questions for a minute.
- Then ask students to work in pairs or small groups to discuss the questions. Monitor and notice how well students are attempting the form and pronunciation of simple present questions and statements.
- Note any errors you hear as students speak. After feedback, write up examples of errors and ask pairs to correct them.

ANSWERS

Students' own answers

8

- Look at the list with the class and ask students if they can suggest what adverbs of frequency are missing.
- Ask students to look back at the questionnaire in Exercise 2 and underline all the adverbs of frequency, then write in the missing ones in the list.

9

- Ask students to read the grammar box and notice the position of the adverbs and expressions of frequency in the sentences.
- Ask students to work individually to read the rules and circle the correct options. Let them compare answers in pairs before checking with the class.

Refer students to page 156 for more information and practice.

10

- Look at the example and do sentence 2 as a class. Point out that sometimes more than one answer is possible.
- Ask students to work individually to decide where to put the adverb or expression in the sentences. Let them compare answers in pairs before checking with the class.

Please refer to page 156 for Grammar Notes on adverbs and expressions of frequency.

Speaking myLife

11

- Ask students to work with a new partner. Look at the ideas in the box and elicit two or three possible questions and answers from the class. Then ask students to take turns to ask and answer with their partner. They should respond with answers that are true for them.
- Circulate and check correct question formation and use of the adverbs and expressions in students' answers.
- Select students to share their partners' answers.
- As students speak, note any errors with the simple present and adverbs of frequency. Write up examples of errors and ask pairs to correct them.

EXAMPLE ANSWERS

How often are you late for school? Never. / About once a week.

How often do you check your email? Twice a day.

How often do you go on vacation? Every summer. / Twice a year.

How often are you stressed at work? Often. / Every day.

12

- Ask students to work in groups. (Need an even number of groups.)
- Have students produce a set of multiple-choice questions. Elicit answers to the example question below.

How often do you go to the movie theater?
A: *Every week*
B: *Once a month*
C: *Once a year*
- To help, elicit a few categories they could use (e.g., sports, free time, food, home). Alternatively, ask different groups to prepare questions on different categories.

EXAMPLE ANSWERS

Sports: Do you often exercise / play sports / watch soccer live or on TV? How often do you go to the gym?

Free time: How often do you go to the theater / clubbing / out?

Food: Do you often cook dinner? How often do you eat Indian / Chinese / Italian food?

Home: Do you often do the housework? How often do you do the ironing?

- 5 Look at the grammar box on page 10. Complete the article about sleep with the simple present form of the verbs in parentheses.

The secrets of sleep

Why ¹ do we sleep (we / sleep)?

From birth, we ² spend (spend) a third of our lives asleep, but scientists still ³ don't know (not / know) exactly why.

Why ⁴ do we have (we / have) problems sleeping?

In modern society, many adults ⁵ don't get (not / get) the seven or eight hours' sleep they need every night. We ⁶ work (work) long hours, and we rarely ⁷ go (go) to bed at sunset.

Why ⁸ do we sleep (we / sleep) differently?

It ⁹ depends (depend) on the time of year and also our age. Teenagers usually ¹⁰ need (need) more sleep than adults. Lots of elderly people ¹¹ don't sleep (not / sleep) longer than four or five hours at night, but they often ¹² take (take) naps during the day.

6 Pronunciation /s/, /z/, or /ɪz/

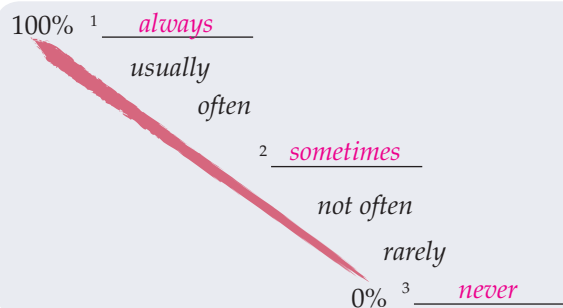
▶ 3 Listen to the endings of these verbs. Is the sound /s/, /z/, or /ɪz/? Circle your answers. Then listen again and repeat.

- | | |
|-------------------------------|------------------------------|
| 1 feels /s/ <u>(z)</u> /ɪz/ | 5 goes /s/ <u>(z)</u> /ɪz/ |
| 2 needs /s/ <u>(z)</u> /ɪz/ | 6 dances /s/ /z/ <u>(ɪz)</u> |
| 3 watches /s/ /z/ <u>(ɪz)</u> | 7 does /s/ <u>(z)</u> /ɪz/ |
| 4 sleeps <u>(s)</u> /z/ /ɪz/ | 8 works <u>(s)</u> /z/ /ɪz/ |

- 7 Work in pairs. Discuss these questions.

- What time do you and your friends usually get up? How late do you stay up?
- Does anyone in your family ever take a nap in the afternoon?
- Do people sleep longer in the summer or in the winter?

- 8 Look at the list below. Then underline the adverbs of frequency in the questionnaire on page 10 and write the missing adverbs in the list.



▶ ADVERBS and EXPRESSIONS OF FREQUENCY

She's usually late for work.

I often wake up at seven.

Do you often wake up in the middle of the night?

She wakes up two or three times a night.

Every month, I visit my grandparents.

For more information and practice, see page 156.

- 9 Look at the grammar box above. Circle the correct options to complete the rules (1–2).

- An adverb of frequency usually goes after / before the main verb, but it goes after / before the verb *be*.
- An expression of frequency (e.g., *twice a week*) usually goes at the beginning / in the middle or at the end of a sentence.

- 10 Show the correct place in the sentence for the adverb or expression in parentheses. Sometimes there is more than one correct answer.

- My brother always plays tennis on Saturday mornings.
- We eat at a restaurant (about once a month)
- I take a bus to school (every day)
- She is at home during the day. (rarely)
- They go on vacation (twice a year)
- Are you late for work? (often)

Speaking myLife

- 11 Work in pairs. Find out about your partner's habits. Take turns asking questions with *How often ...?* and the ideas in the box. Answer using an adverb or expression of frequency.

A: *How often do you eat out?*

B: *About once a month.*

go on vacation	be late for work/school
check your email	check your phone for messages
play board games	take public transportation
eat at a restaurant	feel stressed

- 12 Work in groups. Prepare a questionnaire about lifestyle for another group. Start each question with *How often ...?*, *Are you often ...?*, or *Do you often ...?*, and offer three choices of answer (A, B, or C). Then ask your questions to the other group. Can you tell them what their answers say about their lifestyle?

1b The secrets of a long life

Reading

- 1 Work in pairs. Who is the oldest person you know? How old is he or she? How healthy is their lifestyle?

My grandfather is the oldest person I know. He's 83 and still plays golf.

- 2 Work in pairs. Read the article *The Secrets of a Long Life*. Answer the questions.

- Why is Okinawa famous?
- What kind of food do the people eat there?
- Which of their activities do you do?

I don't go fishing, but I do some gardening.

Wordbuilding collocations with do, play, and go

► WORDBUILDING collocations with do, play, and go

We use certain nouns with certain verbs. These are called collocations.

go fishing NOT *do fishing* or *play fishing*

For more practice, see Workbook page 11.

- 3 Look at the wordbuilding box. Complete the chart below with activities from the article.

Do	Go	Play
<i>gardening</i>	<i>fishing</i>	<i>games</i>
<i>yoga</i>	<i>cycling</i>	<i>cards</i>
<i>homework</i>	<i>swimming</i>	<i>soccer</i>
<i>karate</i>	<i>running</i>	<i>tennis</i>
<i>nothing</i>	<i>hiking</i>	<i>the piano</i>
	<i>shopping</i>	
	<i>surfing</i>	

- 4 Add these activities to the chart in Exercise 3. Use a dictionary if necessary.

cards	hiking	homework	nothing
running	shopping	tennis	the piano
yoga	soccer	karate	surfing

- 5 Work in pairs. Tell your partner about people you know using the collocations in the chart.

My brother does karate. He's a black belt.

▶ 4

The Secrets of a Long Life

Okinawa in Japan has some of the oldest people in the world. It's famous for its high number of centenarians—men and women who live beyond one hundred years of age. Some of the reasons for their good health are that they:

- go fishing and eat what they catch.
- do a lot of gardening and grow their own fruit and vegetables.
- go cycling, and rarely drive when they can walk.
- often spend time with friends. They meet at people's houses and play games.
- exercise regularly, go swimming, and lead active lives.

An 89-year-old woman from Okinawa picks seaweed. It's part of her everyday food.

1b The secrets of a long life

Lesson at a glance

- reading: the island of Okinawa
- wordbuilding: collocations with *do*, *play*, and *go*
- listening: in search of a long life
- grammar: simple present and present continuous
- speaking: your current life

Reading

1

- Ask students to discuss the questions in pairs.
- Elicit answers as a class to find the oldest person anyone knows and to discuss the reasons for their long life.

2 ▶ 4

- Ask students to read the questions, then read the article to find the answers. Alternatively, students listen to the recording and read along before answering the questions.
- Have students discuss their answers in pairs.
- Select students to share their partners' answers.

ANSWERS

- 1 It has some of the oldest people in the world.
- 2 fish, fruit, vegetables
- 3 Students' own answers

Background information

Okinawa Island has an area of over 1,200 square kilometers and is roughly 640 kilometers south of the rest of Japan. It's famous for thick, slimy Mozuku seaweed (shown in the photo), which is very healthy—one reason why the islanders live so long.

The **oldest person** who ever lived was a French woman named Jeanne Calment (1875–1997), who lived to the age of 122 years, 164 days. The oldest Okinawan was Kama Chinen (1895–2010) who lived to be 114 years, 124 days old.

Wordbuilding collocations with *do*, *play*, and *go*

3

- Read the information in the wordbuilding box with the class. Elicit other *do*, *play*, and *go* collocations students already know (e.g., do crossword puzzles, play computer games, go skiing).

- Ask students to find the collocations in the article and complete the chart individually.
- Let students compare answers in pairs before checking with the class.

Refer students to Workbook page 11 for more practice.

4

- Ask students to work in pairs to add the activities to the chart in Exercise 3. Students may use a dictionary if necessary.
- Select students to write the activities on the board. Ask students if they notice any pattern or rule (see Vocabulary note below).
- **Optional step** Drill the phrases for pronunciation practice. Note the English pronunciation of the following: *piano* /prɪˈænəʊ/, *yoga* /ˈjəʊgə/, *karate* /kəˈrɑːtɪ/.

Vocabulary note

Sports

There are basic rules with *play*, *do*, and *go* (although there are some exceptions).

- We use **play** with sports that involve a ball (or something similar), e.g., *play soccer, tennis, golf, rugby, ice hockey, badminton*.
- We use **go** with activities that end with *-ing*, e.g., *go swimming, skiing, fishing*.
- We use **do** with other activities when we don't say *-ing*, e.g., *do aerobics, gymnastics, athletics, martial arts*.

We tend to say *do boxing* or *wrestling* (not *go-boxing*).

Instruments

In common with many other European languages, we also use *play* with musical instruments, but we usually use *the*, e.g., *play the guitar, play the drums, play the violin*.

Uses of *do*

We use *do* with activities with *the* when there's an idea of work, e.g., *do the shopping, do the gardening, do the housework*. We also use *do* when we don't specify the activity, e.g., *do nothing, do something fun, not do much*.

5

- Ask students to work with a new partner to talk about people they know. Model the activity by describing people you know.
- Write examples of errors and ask pairs to correct them.

Listening

6 ▶ 5

- Explain that students are going to listen to an interview.
- Ask students to read the topics, then play the recording. Students listen and check the topics. Let students compare answers in pairs before checking with the class.
- In feedback, ask what they heard that helped them decide.

7 ▶ 5

- Ask students to read the sentences and decide whether they are true (T) or false (F). Then play the recording again for students check their answers.
- Let them compare answers in pairs before checking with the class.

8

- Ask students to discuss the questions briefly in pairs first before having a whole class discussion. Encourage students to talk about whether the family is important in their country, and whether the whole family eats a big meal together, and to talk about how traditional their society is, and whether it's changing, particularly for the younger generation.

Background information

Sardinia (/sɑːˈdɪniə/) lies to the west of the Italian mainland, south of Corsica (which belongs to France), in the Mediterranean Sea. It has a population of 1.6 million. It's noted for its wild mountainous interior, and the beauty of the sea and coasts, with clear water and silver beaches. The capital is Cagliari in the south; the other main city is Sassari in the northwest. Outside of these cities, most people live a rural life in small villages.

Grammar simple present and present continuous

9

- Ask students to read the sentences and do the task individually. They can then check with a partner.
- Elicit the answers from the whole class, having them recognize the simple present forms first (sentences 3 and 4) before noting the present continuous ones.

ANSWERS

Sentences 3 and 4 use the simple present tense because they talk about things that are always or generally true (3) and routines and habits (4). Note the use of *Every Sunday*, which tells us this is a regular routine.

Please refer to page 156 for Grammar Notes for Exercise 9.

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- Ask students to match the three present continuous sentences in Exercise 9 with the uses (a–c).
- Elicit answers from the class.

Please refer to page 156 for Grammar Notes on using a timeline.

Refer students to page 156 for more information and practice.

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- Ask students to work individually to complete the sentences. Let students compare answers in pairs before checking answers with the class. Ask students to explain why they chose the simple or continuous form each time.

Please refer to page 156 for Grammar Notes for Exercise 11.

Speaking **myLife**

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- Read the instructions with the class.
- Ask students to write pairs of questions using the simple present and present continuous. Circulate and check correct question formation. Let students compare answers in pairs before checking with the class.