

Life

SECOND EDITION

TEACHER'S GUIDE

PAUL DUMMETT | JOHN HUGHES | HELEN STEPHENSON

Life

**TEACHER'S GUIDE
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Life 6 Teacher's Guide

2nd Edition

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Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
1 Lessons for life pages 9–20	time phrases the continuous aspect	personality and identity wordbuilding: binomial pairs word focus: <i>life</i>	getting to know people	linking in word pairs merged words in everyday phrases
VIDEO: Arctic wisdom page 18 ► REVIEW page 20				
2 More than a job pages 21–32	perfect forms passive forms	wordbuilding: phrasal verb <i>get</i> idioms: safety word focus: <i>foot/feet</i> personal qualities	presenting yourself	word stress
VIDEO: Climbing Yosemite page 30 ► REVIEW page 32				
3 Design for life pages 33–44	qualifiers intensifying adverbs	describing towns adverb + adjective collocations word focus: <i>ground</i>	expressing opinions	<i>quite, fairly, and pretty</i> stress in intensifying adverbs linking vowel sounds
VIDEO: A story of solutions page 42 ► REVIEW page 44				
4 Innovation pages 45–56	future probability past modals	wordbuilding: <i>-able</i> phrasal verb <i>come</i> word focus: <i>give</i>	making a short pitch speaking skill: making key points	weak forms in past modals word stress
VIDEO: This man risked it all page 54 ► REVIEW page 56				
5 The magic of travel pages 57–68	emphatic structures avoiding repetition	repeated word pairs wordbuilding: synonyms word focus: <i>matter</i>	telling an anecdote speaking skill: linking events	<i>do, does, and did</i> stress in short responses long sounds
VIDEO: On the road: Andrew McCarthy page 66 ► REVIEW page 68				
6 Body matters pages 69–80	phrasal verbs verb patterns	wordbuilding: compound words injuries idioms: health word focus: <i>face</i>	discussing proposals speaking skill: proposing and conceding a point	stress in two-syllable verbs toning down negative statements
VIDEO: The art of parkour page 78 ► REVIEW page 80				

Listening	Reading	Critical thinking	Speaking	Writing
two speakers talk about important lessons in life a talk by a sociologist about understanding what makes people who they are	an article about the lessons we learn from the past an article about the language of Shakespeare	purpose	your favorite saying situations in your life call my bluff	taking notes writing skill: using abbreviations
a talk about the livelihood of Kazakh nomads an interview with a firefighter	an article about the Moken people of Myanmar an article about rock climbing in Yosemite	analyzing language	more than a job safety features your comfort zone	a cover letter or email writing skill: fixed expressions
a description of a photograph an interview with an architect about small homes	an article about two towns with individual characters an article about the architect Zaha Hadid	summarizing	your hometown a bit of luxury how spaces affect you	an opinion essay writing skill: discourse markers
a news report about bionic body parts an interview about the inspiration for inventions	an article about the future of bendable technology an article about a social entrepreneur	finding counter arguments	future solutions how people managed in the past a social business	a proposal writing skill: making recommendations
an excerpt from a talk by a travel writer a radio interview about holidays to unknown places	a travel blog about different approaches to traveling an article about travel in graphic novels	evaluating sources	how you travel a mystery tour knowing places	a review writing skill: using descriptive words
a conversation between two friends about health and exercise an interview with an ultrarunner about sports injuries	an article about different exercise regimens an article about beauty	author influence	exercise trends describing an injury does beauty sell?	a formal report writing skill: avoiding repetition

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
7 The digital world pages 81–92	passive reporting verbs nominalization	wordbuilding: verb prefix <i>out</i> idioms: business buzz words word focus: <i>break</i>	making a podcast speaking skill: hedging language	new words
VIDEO: Talking dictionaries page 90 ► REVIEW page 92				
8 The music in us pages 93–104	the adverb <i>just</i> purpose and result	idioms: music word focus: <i>hit</i>	your favorite music speaking skill: responding to questions	expressions with <i>just</i> intonation to express uncertainty
VIDEO: A biopic page 102 ► REVIEW page 104				
9 Window on the past pages 105–116	linking words present and perfect participle clauses	wordbuilding: verb + preposition crime and punishment word focus: <i>board</i>	checking, confirming, and clarifying	silent letters
VIDEO: Collecting the past page 114 ► REVIEW page 116				
10 Social living pages 117–128	adverbs and adverbial phrases negative adverbials and inversion	being a good member of society having fun word focus: <i>free</i>	making conversation speaking skill: showing interest	sentence stress intonation and elision
VIDEO: Initiation with ants page 126 ► REVIEW page 128				
11 Reason and emotion pages 129–140	unreal past forms conditionals and inversion	feelings wordbuilding: heteronyms word focus: <i>beyond</i>	recognizing feelings	heteronyms adjectives ending in <i>-ed</i>
VIDEO: Madeline the robot tamer page 138 ► REVIEW page 140				
12 Mother nature pages 141–152	approximation and vague language <i>would</i>	wordbuilding: adverb + adjective collocations idioms: adjective collocations word focus: <i>move</i>	a debate speaking skill: interrupting	intonation in interruptions
VIDEO: Three years and 6,000 miles on a horse page 150 ► REVIEW page 152				

COMMUNICATION ACTIVITIES page 153 ► GRAMMAR SUMMARY page 156 ► AUDIOSCRIPTS page 180

Listening	Reading	Critical thinking	Speaking	Writing
a talk by a journalist about digital technology an interview about social media marketing	a study of global facts about selfies an article about a day at a hackers' conference	identifying personal opinion	the impact of social media brands attitudes to security	a news report writing skill: cautious language
an interview with a street musician a talk by a neuroscientist about music therapy	an interview with a musician about cultural influences a review of a documentary about Bob Marley	identifying key points	themes of songs how to relax a charity concert	a description writing skill: parallel structures
a talk about the significance of historical objects a story about an unusual crime	an article about what personal letters reveal about our past a story about hidden treasure	unanswered questions	an important past event a case of fraud historical irony	describing a past event writing skill: sequencing events
an excerpt from a radio program about ethnic communities a podcast about the importance of play	an article about ant society an article about the Hadza of Tanzania	reading between the lines	being a good member of society social games feeling free	a discursive essay writing skill: referring to evidence
a short talk by a photographer about photographing people a lecture about irrational thinking	an article about understanding emotions an article about artificial intelligence in the future	analyzing structure	modern life mind games technology and occupations	an email message writing skill: avoiding misunderstandings
three people describe the landscape where they live an excerpt from a radio interview about the Japanese poet Basho	an article about the importance of geo-literacy an article about how wildlife is moving into our cities	different perspectives	natural and human-made features events in nature the animal and human worlds	a letter to a newspaper writing skill: persuasive language

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 2 of *Life 6* explores the lives of the Moken people of Myanmar and their special relationship with the sea.

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 4 of *Life 6* features a news report about bionic body parts, while Unit 11 focuses on how artificial intelligence may be used in the future.

History

History can be a dry topic, especially if it's overloaded with facts and dates. However, the National Geographic treatment of historical events brings them to life, and there

is often a human dimension and universal themes that keep the events relevant to students and to our time.

History—or the retelling of historical events—can also be influenced by a culture or nation's perception of the events. National Geographic's non-judgmental and culture-neutral accounts allow students to look behind the superficial events and gain a deeper understanding of our ancestors. For example, Unit 1 of *Life 6* looks in detail at the language of Shakespeare and how it lives on today, and Unit 9 explores what personal letters reveal about our past.

Animals

The animal kingdom is exceptionally generative in terms of interesting topics. *Life Second Edition* provides astonishing photos that give a unique insight into the hidden lives of known and lesser-known animals, offering rare glimpses of mammals, birds, bugs, and reptiles in their daily struggle for survival. It also informs and surprises with accounts of animals now extinct, species still evolving, and endangered species that are literally fighting for their existence. For example, Unit 10 of *Life 6* examines the fascinating details of how ant society works.

Environment

It isn't always possible to find clarity in texts on the environment and climate change, or trust that they are true and not driven by a political agenda. National Geographic's objective journalism, supported by easy-to-understand visuals, presents the issues in an accessible way. The articles are written by experts in their fields. It's often true that those who have the deepest understanding of issues are also able to express the ideas in the simplest way. For example, Unit 12 of *Life 6* is based around an article about the concept of geo-literacy, which focuses on our understanding of how our world and Earth's systems work.

National Geographic photography

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

There are photographs that:

- tell a story by themselves
- draw the viewer in and engage them emotionally

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

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

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

National Geographic video

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

Before you watch

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

While you watch

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

After you watch

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

The videos are designed to form part of your lessons. However, if there is insufficient time in class to watch

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

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

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

National Geographic and critical thinking

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

- Critical thinking tasks such as problem-solving and group discussion make lessons much more motivating and engaging.
- Developing critical thinking skills encourages an 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 or opinion, evaluate the reliability of the information, assess the relevance of information, or identify the techniques used by the author to persuade the reader or consider evidence. Activities such as these work particularly well with the C lesson texts in *Life Second Edition* because the texts used in these lessons are authentic. These authentic texts, which have been adapted to the level where necessary, tend to retain the author’s voice or perspective, so students can work to understand the real argument behind a text. Naturally, these kinds of reading skills are invaluable for students who are learning English for academic purposes or who would like to take examinations such as IELTS. In addition, life in the twenty-first century requires people to develop the ability to assess the validity of a text and the information they receive, so this critical thinking strand in *Life Second Edition* is important for all students.

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

Central to the approach to critical thinking in *Life Second Edition* is the premise that students should be actively engaged in their language learning. Students are frequently invited to ask questions and to develop their

own well-informed and reasoned opinions. The overall combination of text analysis (in the C lessons), a guided discovery approach to language, and the way in which the book makes use of images in the classroom effectively supports this aim.

Life Second Edition methodology

Memorization

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

So, what makes learning memorable? The impact of the first encounter with new language is known to be a key factor. *Life Second Edition* scores strongly in this area because it fulfills what are called the “SUCCESS factors” in memorization (Simplicity, Unexpectedness, Concreteness, Credibility, Emotion, and Stories) by engaging learners with interesting, real-life stories, and powerful images. *Life Second Edition* also aims, through 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 revision and recycling in your teaching. Our hope is that these exercises will stimulate ideas for other fun and varied ways you can do this, which in turn may lead students to reflect on what learning and memorization strategies work best for them as individuals.

Treatment of grammar

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

At the start of each grammar section is a grammar summary box with examples of form and use from the presentation text, or paradigms where this is clearer (for example, in lower levels). This supports the learners and is a checkpoint for both teacher and learner alike. The grammar box summarizes the information learners arrive at through completing discovery tasks and it also acts as a focus for tasks that then analyze the form, meaning, and use of the grammar structures, as appropriate. A variety of task formats have been used to do this, usually beginning with accessible check questions. This approach is highly motivational because it actively engages learners in the lesson and allows them to share and discuss their interpretation of the new language. Each grammar box gives a cross-reference to two pages of detailed explanations and additional exercises per unit at the back of the Student Book. These are suitable for use both in class and for self-study, according to the needs

of the learner. They are also presented as video tutorials for extra support in the Online Workbooks.

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

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

Treatment of vocabulary

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

Lexis is effectively learned via carefully devised recycling and memorization activities. Target vocabulary is recycled continually throughout each level—for example, the writing and video lessons provide the ideal opportunity to incorporate and review lexis in meaningful contexts. Memorization (see page vi) 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 5 The magic of travel



FEATURES

58 How we travel

Different approaches to traveling

60 Magical mystery tour

Trips to unknown places

62 The adventures of Hergé

Travel through the eyes of a comic book hero

66 On the road: Andrew McCarthy

A video about a memorable travel experience

1 Work in pairs. Look at the photo. Discuss what you know about this place (its character, its landmarks, its people, etc.).

2 ▶ 34 Look at the questions and discuss them with your partner. Then listen to a travel writer's opinion and compare your answers.

1 What different factors influence how we experience a place when we travel?

2 What makes a good travel writer?

3 ▶ 34 Look at these adjectives. Which ones normally describe people (P), places (PL), or a time or event (T)? Which can describe all (A)? Then listen to the travel writer again and say what the speaker uses each adjective to describe.

romantic <u>A</u>	cozy <u>PL</u>	officious <u>P</u>
lazy <u>A</u>	quiet <u>A</u>	affable <u>P</u>
wary <u>P</u>	grand <u>A</u>	lively <u>A</u>

4 Work in groups. Use adjectives to describe a place you enjoyed visiting. Use words from Exercise 3 if helpful.

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.

5a How we travel

Reading

1 Work in pairs. Discuss the questions about travel.

- 1 Why do you think most people travel?
- 2 Where do you travel to? When? What is your reason for traveling?
- 3 What do you enjoy or not enjoy about traveling?
- 4 Do you think the concept of travel and vacations differs from culture to culture? If so, how?

2 Look at the blog post about how we travel. Answer the questions.

- 1 How was the writer's experience of travel as a young boy typical of his culture?
- 2 What is his father's attitude to travel? In what ways does the writer agree with him?
- 3 What does the writer want from travel?
- 4 Which of these attitudes (the writer's or his father's) is closest to your own?

3 Find words or expressions in the second paragraph of the blog post with these meanings.

1 without worries	4 very still and shiny
2 a fixed list of places to visit	5 bordered
3 burning slowly with smoke but no flame	6 a steep valley

35

Going on vacation when I was a young boy meant going to spend the summer with my grandparents in my parents' hometown in the north of India. For many Indians who live or work in a big city, that is still what travel is. For my father it was the same: escaping the heat of Kolkata to visit uncles and aunts in the cooler hills of Darjeeling. He can now afford to travel abroad, but instead he prefers to stay at home. On the few occasions he does travel, it's to visit my sister in Delhi or me in San Francisco, because he'd rather see us face to face than on a computer screen. But he doesn't behave like other tourists and visit the sights. What he enjoys is sitting and reading the newspaper with a good cup of coffee, or wandering down to the local market to buy some food. "Most people are pretending when they travel," he says, "doing things they don't really want to do because they are on the traveler's checklist."

20 In some ways I understand his point of view. The thing we all value as travelers is that feeling of being carefree and open to experiences as they happen, just taking life day by day. But in other ways I disagree with him because it's exciting and unusual experiences that I want. Last month I took the trip of a lifetime in Chile. It was a guided trip with a strict itinerary, but it did fulfill my expectations of what travel should be. We explored a volcanic cave under the smoldering Villarrica Volcano. We hiked through a forest of 1,000-year old monkey-puzzle trees and found ourselves looking down on the glassy Huinifucha Lagoon, flanked by majestic mountains. We stayed at a lodge in the Huilo Huilo Biological Reserve, a sustainable tourism playground complete with walking trails, mountain biking, and kayaking. And we zip-lined across a 100-meter deep gorge called El Abismo. I know what I like about travel; my father does too. It's just how we travel that's different.

How we TRAVEL

5b Magical mystery tour

Wordbuilding synonyms

We often use synonyms in English as a way of avoiding repetition. It is important to remember that few words are exact synonyms. They often differ slightly in meaning or in the grammar that surrounds them. *vacation and break, succeed and manage to, popular and well-liked.*

For more practice, see Workbook page 43.

1 Work in pairs. What synonyms can you think of for these words? How similar or different in meaning is each word you thought of?

hotel	relax	travel around	trip
-------	-------	---------------	------

2 These words are used in the interview you are going to hear. Match the words (1-8) with the correct synonyms (a-h).

1 trip	a spot
2 location	b thrilling
3 exhilarating	c ruin
4 spoil	d journey
5 bathing suit	e expectation
6 set off	f swimsuit
7 anticipation	g wonderful
8 magical	h start out

Listening

3 Listen to an interview about a mystery tour that a reporter went on. Complete the chart.

Company name	1 <i>Secret</i> Adventures
Company based in	2 <i>London</i>
Things to take	3 <i>bagpack</i>
	4 <i>bathing suit</i> , a waterproof bag
Length of trip	5 <i>two</i> days
Type of bike riding	6 <i>flat</i> and easy
Destination	7 <i>an island</i> in the river
Night accommodation	8 <i>the open</i>
Return journey	9 <i>train</i>
Cost of trip	10 <i>less than \$40</i>

4 Work in pairs. Listen to the interview again and answer the questions.

- 1 Who started the trend for mystery tours?
- 2 Did Maggie enjoy her experience?
- 3 Why does the interviewer agree that it was better not to ask for too much pre-trip information?
- 4 How did the guide build anticipation during the trip?
- 5 How did Maggie feel about swimming to her accommodation for the night?
- 6 How did she feel when she got back to London?
- 7 What lesson did the trip teach her?

MAGICAL MYSTERY TOUR

Vocabulary repeated word pairs

- 4 Work in pairs. Look at the expressions in bold (a-b) from the blog. Discuss what they mean. Then discuss the meanings of the other expressions in bold (1-6).
- He'd rather see us **face to face**.
 - ... just taking life **day by day**.
- I saw Layla last night. She went **on and on** about how terrible her vacation was.
 - A country's success in sports goes **hand in hand** with how much it invests in promoting it.
 - I couldn't predict the winner of the election. They've been **neck and neck** all the way.
 - We both recognized the problem, but we don't really see **eye to eye** on the solution.
 - They started their travel website in 2015, and it's just gone from **strength to strength**.
 - Writing is a process that you need to approach **step by step**.

- 5 Think of examples of the following things. Then work in small groups and compare your ideas.

- an experience that went on and on
- a person you don't see eye to eye with
- a person whose career has gone from strength to strength
- a goal that you (or someone else) are trying to reach step by step (or day by day)

Grammar emphatic structures

EMPHATIC STRUCTURES

Cleft sentences

- It's relaxation **that** I want.
 - What I enjoy **is** sitting and reading the newspaper.
 - The thing we really value **is** being carefree.
- do, does, did** (in affirmative sentences)
- When I do travel now, I avoid the sights.
 - I did take my laptop on my last vacation too.

For more information and practice, see page 164.

- 6 Work in pairs. Look at the grammar box. Rewrite the sentences (1-5) using a non-emphatic form.

- I want relaxation.

- 7 Rewrite this sentence in four different ways. Use emphatic forms, starting with the words given.

"I love the unpredictability of travel."

- It's ...
- What ...
- The thing ...
- I love ...

- 8 Rewrite the parts of these sentences in italics using emphatic forms. Use the words given in parentheses.

- The destination is not important. *The journey matters.* (it)
- I didn't miss my hometown. *I missed my friends and family.* (what)
- Colombia was full of surprises. *I read up a lot about it before I went,* but nothing really prepares you for it. (did)
- When I went to Bali, *I was really struck by how relaxed the people were.* (what)
- People always talk about how fascinating travel is. *But they never tell you how boring it can be too.* (the thing)
- He's not normally a food lover, *but he likes to eat well when he's on vacation.* (does)
- Our family vacation was hilarious. *I'll never forget the seven of us traveling through France in a tiny car.* (thing)
- I didn't mind the disruption; *it was the fact that they didn't apologize for it.* (it)

Pronunciation do, does, and did

- a Listen to these sentences and write in the missing emphatic auxiliaries. Note how the auxiliary verbs are stressed.

- I do regret not stopping there.
- She does travel a lot.
- We do miss home sometimes.
- I did spend a lot of time at the beach.

- b Work in pairs. Practice saying the sentences in Exercise 9a with the same stress.

Speaking myLife

- 10 Work in small groups. Make a list of statements about how to travel (what's important, what you like, how you feel, etc.). Use emphatic structures in your ideas. Then compare your statements with your partner. Are your views similar or different? How?

- planning your trip
- things you always take with you
- avoiding stress when traveling (especially while flying)
- eating when traveling
- getting around from place to place
- vacation activities
- language and culture

Try not to plan too much, because it's always the unexpected things that happen on a vacation that are the most memorable.

Unit 5 The magic of travel

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.

Grammar avoiding repetition

AVOIDING REPETITION

- one, that, it, so
- It was a magical experience ... definitely one I'd recommend.
 - Did you know how far you would have to swim? Yes, I did ask that.
 - [She] went on one of the trips and talked to me afterward about it.
 - Is that our island? I don't think so.
- Ellipsis (omitting words)
- I thought about asking ... but then I decided not to.
 - A few people were screaming and gasping ... I know I was.
- Synonyms
- A mystery tour → a journey to an unknown destination
- For more information and practice, see page 164.

- 5 Work in pairs. Look at the grammar box. Answer the questions.

- What do the words in bold refer to in sentences 1-4?
- Which of the words in bold in sentences 1-4 substitutes for:
a a thing (i.e., a noun)? b a phrase, clause, or sentence?
- What verbs have been omitted after the words in bold in sentences 5 and 6?

- 6 Work in pairs. Look at the audio script on pages 183-184 (track 37). Answer the questions.

- What synonym of "idea" does the interviewer use?
- What does "that" refer to in the sentence "And that gave us the chance ..."?
- What does "it" refer to in the sentence "... but it was fine"?
- What does "one" refer to in the sentence "It depends which one"?
- What verb phrase has been omitted after "to" in "you really don't need to"?

- 7 Read the review of a Secret Adventures vacation. Work in pairs. Rephrase the words in bold in the review to avoid repetition. Use appropriate forms from the grammar box, including synonyms where necessary.

Four days in the freezing wilderness with no electricity. You might ask why you would do **four days in the freezing wilderness with no electricity**. Well, I just returned from an amazing trip with Secret Adventures. Arctic, and it's the best **vacation** I've been on. **Returning** to work after such **an amazing adventure** is really hard. We spent four days in northern Sweden, and each **day** was magical. We rode on sleds pulled by dogs—we had to **ride on sleds** because it's the only way to get around. We stayed in a simple log cabin, drank hot **gingerberry** juice, and we went cross-country skiing. **Cross-country skiing** was great fun too. Often it was dark, and I thought I'd hate **that** it was dark, but I **didn't** hate it. The highlight was seeing the northern lights. **Seeing the northern lights** is an experience everyone should have once in their lives—at least I think **they should have that experience**.

- 8 Put an appropriate word into each sentence to avoid repetition.

- He initially said he wasn't going to drive, but he was running late so he did.
- She said, "Good things come to those who wait." What do you think she meant by that?
- We need to leave early. Shall we leave at 7:30 a.m.?
- I'm so tired that I might fall asleep during the movie, but I'll try not to.
- Sorry, this pen isn't working. Do you have one that I can borrow?
- I had an amazing childhood. I'm going to write a book about it one day.

Pronunciation stress in short responses

- a Work in pairs. We often use substitution in spoken exchanges. Complete the answers to each question using one word in each case.

- A: Would you like to drive?
B: No, I'd rather you did.
- A: Did he take warm clothes with him?
B: I hope so.
- A: Do you mind traveling alone?
B: No, I actually prefer it.
- A: Are there many good guidebooks about this region?
B: Yes, there are some excellent ones.
- A: Did she enjoy visiting Ecuador?
B: Yes, she loved it.

- b Listen and check your answers. Underline the stressed words in each response. Then work with a partner and read the exchanges aloud using the same pronunciation patterns.

Speaking myLife

- 10 Work in small groups. Design your own mystery tour. Then present it to the class. When you present the tour, use at least three expressions for avoiding repetition.

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.

5c The adventures of Hergé

Reading

- 1 Work in pairs. Look at the photo and discuss the questions.
 - 1 What comics did you read when you were a child?
 - 2 What did they contain that appealed to you: adventure, humor, interesting facts, life stories?
 - 3 Have you ever read any of the Tintin books? If so, did you enjoy them?
- 2 Read the article. Are the sentences true (T) or false (F)?
 - 1 Tintin is a journalist who travels around the world. (T) F
 - 2 The author Hergé based the stories on his own experiences. T (F)
 - 3 The artwork in *The Adventures of Tintin* is remarkable for its precise detail. (T) F
- 3 Read the article again. Choose the best option to complete the sentences.
 - 1 The author compares Tintin books to reading thrillers / *National Geographic*.
 - 2 Hergé worked on his books alone / *as part of a team*.
 - 3 Hergé's methods have been an inspiration to explorers / *moviemakers*.
 - 4 Visitors to Petra see the tall Treasury *(at the last moment)* / *from a long way off*.
 - 5 The author thinks *Destination Moon* and *Explorers on the Moon* are Hergé's *best* / *least historically accurate*.
- 4 Find words in the article with the following meaning.
 - 1 distant (para 1) *far-off*
 - 2 looked in amazement (para 1) *marveled*
 - 3 extremely careful (para 3) *painstaking*
 - 4 truly and precisely (para 3) *faithfully*
 - 5 very strange (often of a coincidence) (para 4) *uncanny*
 - 6 talent (para 5) *gift*

Critical thinking evaluating sources

- 5 Work in pairs. What sources (research, experience, hand experience) does the author mention to the following things were accurately represented by Hergé?
 - a the scientific expedition to the Arctic
 - b cars, planes, ships, and bridges
 - c the Treasury at Petra

- 6 Were you persuaded that Hergé represented things accurately for his readers? Do you think it's important that writers do this? Why or why not?

Word focus matter

- 7 Look at the expression in bold from the article. Choose the correct definition (a or b).

“(The books) were a kind of *National Geographic* for children—and adults, **for that matter**.”

 - a of course (but you know that)
 - b also (now that I think of it)
- 8 Complete the expressions with *matter* using these words. Then discuss with your partner what you think about each statement.

course	laughing	principle
time	way	

- 1 With new technology, I think it's **only a matter of** *time* before people begin taking virtual vacations from their own living rooms.
- 2 Getting lost in a big city might seem like an adventure, but believe me, it's **no** *laughing matter* when it happens to you.
- 3 He's such a popular author that almost all his books are made into movies as **a matter of** *course*.
- 4 **No matter which** *way*, you look at it, not speaking the language of the country you are visiting is a disadvantage.
- 5 I **don't fly on planes as a matter of** *principle*; they create too much pollution.

Speaking myLife

- 9 Work in small groups. Make a list of four places you all know about from the ways listed below. Then compare what you know about these places. Do you have a similar view of each?



THE ADVENTURES OF HERGÉ

- 1 I spent a lot of my childhood traveling to far-off places and learning about their history and geography. I went to Peru and saw the Sacsayhuaman fortress of the Incas and the citadel¹ of Machu Picchu.
- 2 I visited the ancient rose-red city of Petra in Jordan and marveled at the grand buildings carved out of the rock. I journeyed on a ship to the Arctic Ocean with a scientific expedition that was investigating a meteorite² that had fallen to Earth. I even traveled to the moon and learned what it was like to experience gravity six times weaker than that on Earth.
- 3 I saw all these things not in person, of course, but through the eyes of the investigative journalist, Tintin, in the pages of the graphic novels of Hergé, the Belgian author and cartoonist. I was not the only one. In the days before full-color television documentaries, Hergé's *Adventures of Tintin*—twenty-three books written between 1929 and 1976—were a kind of *National Geographic* for children—and adults, for that matter. These were not just great detective stories; they were learning adventures.
- 4 The amazing thing about the books is that their creator never traveled to these places either. They were all the result of painstaking research done from his studio. Hergé and his team of illustrators and researchers scoured³ libraries, museums, and photographic archives⁴ to provide as accurate a representation as they could. This included examining catalogs of cars and planes, and technical drawings of ships and bridges. Hergé made numerous sketches of these objects seen from different angles, and sometimes created models of the characters and other items so he could capture a scene more faithfully—a technique that has since been used by many movie animators.

I can personally attest to the incredible accuracy of Hergé's representations of foreign places because a few years ago, I visited Petra with my family. We rode on horses down the long narrow passage called “the Siq,” just as Tintin does in *The Red Sea Sharks*. At the end, we came out from between the tall rock walls that frame the passage and caught our first sight of the magnificent forty-meter-tall Treasury, sculpted from pink sandstone. I was looking at a view straight from the pages of the book: the colors, the play of the sun on the walls, the dusty earth, the Bedouin guides with their keffiyehs wrapped around their mouths. It was uncanny.

Perhaps Hergé's greatest triumph is the two-part story *Destination Moon* and *Explorers on the Moon*, which—considering the books were written in 1955—gave an extraordinarily realistic account of what sending a manned rocket to the moon would involve. As well as the smaller drawings that carry the narrative, the reader sometimes turns a page to discover a stunning full-page image: a rocket on its launchpad, complete with gantry⁵; a mountainous moonscape, the earth below as the rocket leaves the atmosphere. Few people in those days could imagine what it was like to be looking down at our planet from outer space. But that was Hergé's true gift: to understand and communicate what a place was like without ever having traveled there.

¹citadel (n.) /ˈsɪtədl/ a fortress or castle, usually on a hill
²meteorite (n.) /ˈmi:təraɪt/ a piece of rock or metal that falls from outer space
³scour (v.) /ˈskɔːr/ to search thoroughly
⁴archives (n. pl.) /ˈɑːkɪvz/ historic records or documents
⁵gantry (n.) /ˈɡæntri/ a bridge-like metal supporting structure

Lesson D

Real life

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

5d To my amazement

Real life telling an anecdote

- 1 Look at the photo. Answer the questions.
 - 1 Where do you think the photo was taken?
 - 2 Can you name four things in the photo that you associate with a beach vacation?
 - 3 Would you choose to go on a beach vacation somewhere like this? Why or why not?
- 2 ▶ 40 Listen to a doctor's story. Make notes about the main details of the story.
- 3 Work in pairs. Retell the story to each other using your notes from Exercise 2.
- 4 ▶ 40 Look at the expressions for telling an anecdote. Circle the expressions the speaker uses in the travel story. Then listen again and write down what followed the expressions the speaker used.

TELLING AN ANECDOTE

It's a (well-known) fact that ...
We all know that ...
These days, ...
It's famous for having beautiful beaches ...
Consequently / Because of that ...
A few years ago, ... / Last summer, ...
(The following day/morning) ...
As luck would have it, ...
By chance, I happened to ...
By coincidence, ...
To my amazement/surprise/horror/delight/relief, ...

5 Speaking skill linking events

- a Look at these expressions. Which are used to signal the time of an event (T), and which are used to indicate the speaker's feelings about an event (F)?
- | | |
|----------------------------------|--------------------------------|
| a A few years ago, <u>T</u> | f Just at that moment <u>T</u> |
| b As if by magic, <u>F</u> | g Amazingly, <u>F</u> |
| c Worryingly, <u>F</u> | h By sheer luck, <u>F</u> |
| d A little while later, <u>T</u> | i The following week, <u>T</u> |
| e To my relief, <u>F</u> | j As soon as, <u>T</u> |

- b Work in pairs. You are going to link events in a story. Start with the sentence below. Take turns suggesting a linking phrase to continue the next sentence in the story.

A few years ago, I was traveling on my own in Australia.
A: *By sheer luck, ...*
B: *By sheer luck, I bumped into a friend in Sydney, who I hadn't seen in years.*



6 Pronunciation long sounds

- ▶ 41 Look at these expressions. How do you think the underlined vowel sounds are pronounced? Listen and check. Are any of them NOT long vowel sounds?

- | | |
|-------------------|-----------------|
| 1 to my amazement | 4 to my horror |
| 2 to my relief | 5 to my dismay |
| 3 to my surprise | 6 to my delight |

- 7 Work in pairs You are going to develop a story. Follow these steps.

- Look at the main elements of the story.
- Discuss what extra details could be added and how you can link the ideas and events.
- When you have finished, work with a new partner and retell your stories.

1 Issue that the story highlights	When abroad, you can be surprised by something different.
2 The background and setting	Newlywed couple, Theo and Eleni, on vacation in Cyprus; walking in the mountains
3 Main events	Long walk, stop at village café, look out at view, Theo feels Eleni's hand on his, looks down, not her hand but a huge insect
4 The conclusion	Eleni still laughs.

- 8 Work in small groups. Tell a story of your own using the same structure as in Exercise 7.

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

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

The key expressions are made memorable through an activation activity.

Lesson E

Writing

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

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

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

Every writing lesson includes a model.

Students always finish with a productive task.

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

5e Book of the month

Writing a review

- 1 Work in pairs. How do you choose a book to read or movie to watch?
 - a personal recommendation
 - b a book/movie review
 - c the blurb on the back cover or a movie trailer
 - d choosing a book that has been made into a movie or vice versa
- 2 Read the book review. What is the reviewer's opinion of the book? Explain why.

Book of the month



THE BRIDGE OF SAN LUIS REY by Thornton Wilder

In 1714, a rope suspension bridge in Peru snaps and five people fall to their deaths. By chance, Brother Juniper—a Franciscan monk—witnesses this tragedy. He is affected not only by what he has seen but also by why it happened. Why at this precise moment? Why these five people? Accordingly, he tries to find out something about the lives of each person in order to make sense of the tragedy.

This short novel is a beautiful reflection on the subject of destiny. It is not a true story, but some of the characters are based on real people. Written in elegant prose, each chapter describes the life of one of the five people on the bridge: from the aristocratic Marquesa de Montemayor—who longs to be back in her native Spain—to the wise Uncle Pio, whose lifelong ambition is to make a star of a young actress. Our interest is not kept alive by the mystery of their deaths, but by the compelling characters that Wilder has drawn so vividly: each eccentric in their own way, and each very human in their virtues and their faults.

I cannot recommend this thought-provoking book highly enough.

- 3 Work in pairs. Read the review again and answer the questions.

- 1 What type of book is it?
- 2 What is the main theme?
- 3 What verb tense is used to describe the plot?
- 4 What words describe the style of writing in the book?

- 4 Look at the different ways (a–e) to begin a book review. Which way does the reviewer use in the review in Exercise 2?

- a give your opinion about the book directly
- b talk about the writer's background
- c describe the opening of the story
- d give a short summary of the whole story
- e discuss the topic of the book

5 Writing skill using descriptive words

- a Underline the adjectives and adverbs in paragraphs 2 and 3 of the review. What does each describe? Which two are compound adjectives?

- b Complete these compound adjectives.

breaking	fetched	packed
provoking	willed	written

- 1 thought- provoking (book)
- 2 far- fetched (plot)
- 3 well- written (book)
- 4 action- packed (adventure)
- 5 heart- breaking (ending)
- 6 strong- willed (character)

- c Match the compound adjectives from Exercise 5b with their opposites below.

convincing	happy	indecisive
poorly written	uneventful	uninspiring

- 6 Write a review of a novel you have read or a movie you have seen (about 200 words). Follow this plan.

- Describe the setting and give a brief summary of the plot.
- Say what the theme of the book/movie is.
- Describe the style of writing/filmmaking.
- Give your opinion or recommendation.

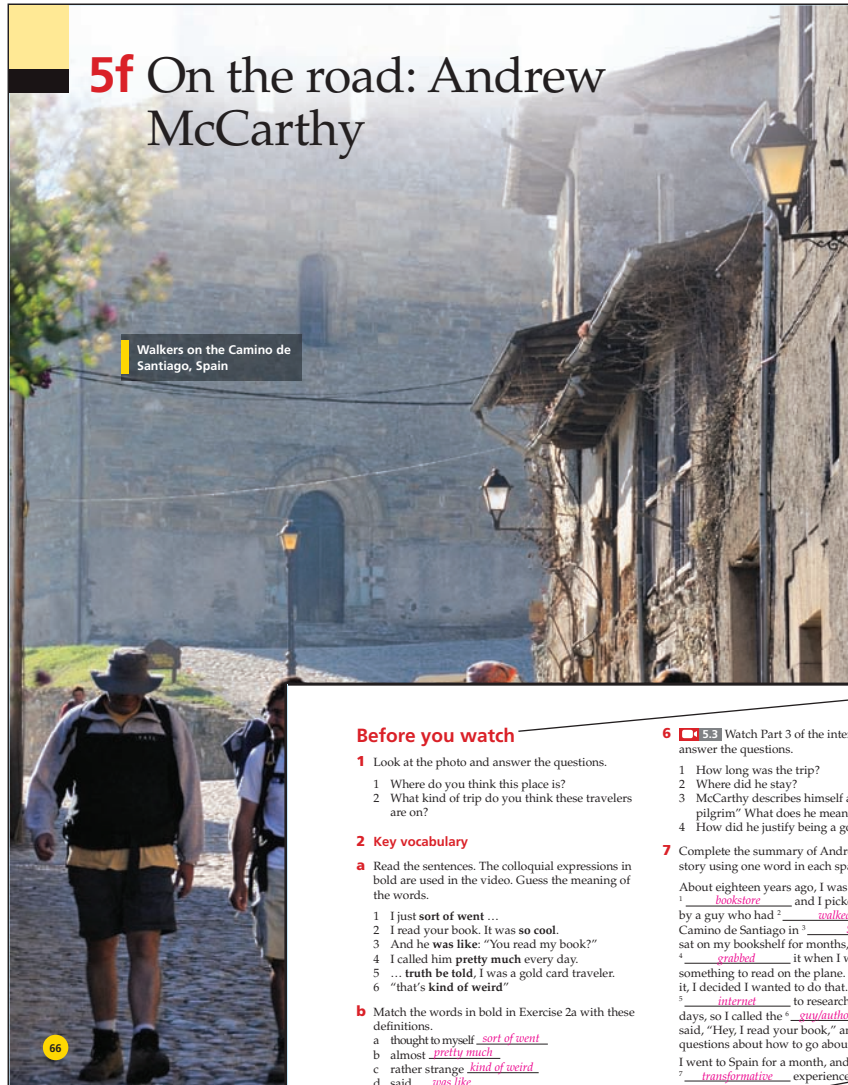
- 7 Exchange reviews with your partner. Use these questions to check your reviews.

- Is the review organized into clear paragraphs?
- Does it avoid spoilers?
- Are you persuaded by the recommendation?

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.



5f On the road: Andrew McCarthy

Walkers on the Camino de Santiago, Spain

Before you watch

1 Look at the photo and answer the questions.

- Where do you think this place is?
- What kind of trip do you think these travelers are on?

2 Key vocabulary

a Read the sentences. The colloquial expressions in bold are used in the video. Guess the meaning of the words.

- I just **sort of** went ...
- I read your book. It was **so cool**.
- And he **was like**: "You read my book?"
- I called him **pretty much** every day.
- ... **truth be told**, I was a gold card traveler.
- "that's kind of **weird**"

b Match the words in bold in Exercise 2a with these definitions.

- thought to myself **sort of went**
- almost **pretty much**
- rather strange **kind of weird**
- said **was like**
- really good **so cool**
- to be honest **truth be told**

While you watch

3 **5.1, 5.2, 5.3** You are going to watch an interview with travel writer Andrew McCarthy. Watch all three parts of the video and answer the questions.

- What was the trip that changed Andrew McCarthy's life?
- In what way did it change him?

4 **5.1** Work in pairs. Watch Part 1 of the interview again, where McCarthy describes how he became interested in this trip. Look at the words (a-e) and note why they are significant in the story. Then, with your partner, reconstruct the story.

- a bookstore
- a plane
- the internet
- Harper's Magazine
- home phone number

5 **5.2** Work in pairs. Watch Part 2 of the interview. How does McCarthy use the adjectives below? What does each one refer to?

- a transformative
- a terrifying
- a lonely
- a miserable
- a religious
- a unafraid

6 **5.3** Watch Part 3 of the interview again and answer the questions.

- How long was the trip?
- Where did he stay?
- McCarthy describes himself as: "a gold card pilgrim". What does he mean?
- How did he justify being a gold card pilgrim?

7 Complete the summary of Andrew McCarthy's story using one word in each space.

About eighteen years ago, I was in a ¹ bookstore and I picked up a book by a guy who had ² walked the Camino de Santiago in ³ Spain. It sat on my bookshelf for months, and one day I ⁴ grabbed it when I was looking for something to read on the plane. And having read it, I decided I wanted to do that. There was no ⁵ internet to research places in those days, so I called the ⁶ author up and said, "Hey, I read your book," and I asked him questions about how to go about doing this trip. I went to Spain for a month, and I had a ⁷ transformative experience. I felt ⁸ miserable/lonely and frightened, but then something happened that ⁹ changed my life. And for the first time I felt ¹⁰ unafraid in the world. I stayed in little pilgrim ¹¹ hostels/tents/refuges, and to be truthful it wasn't very comfortable, so I sometimes stayed in pensiones instead, and I justified it by saying that this is the way to meet the ¹² locals.

After you watch

8 Vocabulary in context

a **5.3** Watch the clips from the video. Choose the correct meaning of the words and phrases.

- Complete these sentences in your own words. Then compare your sentences with a partner.
- Often for lunch I just grab ...
- Sometimes, I feel like I can't take ... anymore.
- I didn't mind ... It was just one of those things.

9 Work in small groups. Discuss the questions.

- What things do you think made Andrew McCarthy uncertain about traveling alone?
- Make a list of five things that make people nervous about traveling in other countries. Which things make you nervous? What could you do to overcome this feeling?

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

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 from the unit 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 5 REVIEW AND MEMORY BOOSTER

Grammar

1 Work in pairs. Read a travel writer's description of Fiji. Answer the questions.

- 1 In what ways is Fiji an exclusive destination? In what ways is it not?
- 2 Why does the writer suggest you might prefer to visit the main island?



Fiji is a collection of over a hundred islands in the South Pacific. Most are the image of what a perfect desert island should be like, so it's no surprise to find upscale hotels catering to rich tourists and honeymooners. I went there hoping to experience this paradise more simply, wondering if it was possible to do so on a limited budget.

I shouldn't have worried. The Fijian's experience of dealing with different types of tourists means they offer less expensive youth hostel-style accommodations for backpackers like me in places like Yasawa. Here, hospitable locals will help you to feel part of their lives, inviting you to see their fishing villages. They'll even take you fishing with them if you want.

But beautiful and relaxing as these islands are, the feeling of being a tourist remains. It's not an uncomfortable sensation, but if what you value is seeing the country's true way of life, then perhaps you should visit the main island of Viti Levu. This is the cultural hub of Fiji, where most of the population lives: it's here that you can experience real Fijian culture.

2 Work in pairs. Look at the description again. What do these words refer to?

- | | |
|------------------|-----------------------|
| a most (line 2) | d want (line 14) |
| b do so (line 7) | e sensation (line 17) |
| c Here (line 11) | |

3 >> MB Find two emphatic structures in the third paragraph (with "what" and "it"). Rewrite them as non-emphatic structures.

I CAN

- use substitution to avoid repetition
- recognize emphasis to statements

Vocabulary

4 Make repeated word pairs using the words in parentheses. Then rewrite the words in **bold** using the repeated word pairs. Sometimes you need to change the verb. Then use the word pairs in your own sentences.

- 1 We **met** for the first time yesterday. (face)
- 2 We don't really **agree** on many issues. (eye)
- 3 He **talked a lot** about his new car. (on)
- 4 I'm just taking things **as they come**. (day)
- 5 Hard work and success go **together**. (hand)

5 Complete the words using the synonyms in parentheses to help you.

- 1 It was a mag**ical** experience. (wonderful)
- 2 We found a co**zy** restaurant. (small and comfortable)
- 3 The coast has been rui**ned**. (spoiled)
- 4 It's a very scenic sp**ot**. (location)
- 5 The buildings are very gr**and**. (large and impressive)
- 6 I was wa**ry** of traveling alone. (cautious)
- 7 We hea**ded** for the mountains. (went toward)

6 >> MB Use each of the words in Exercise 5 to describe a travel experience you have had.

I CAN

- use repeated word pairs
- describe places and journeys

Real life

7 Match the words (1-6) with words (a-f) to make phrases for telling anecdotes.

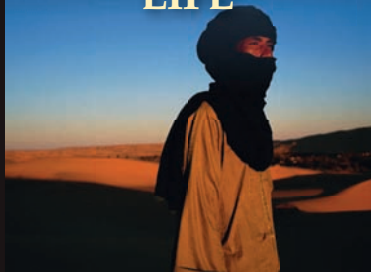
- | | |
|---------------------|---------------|
| 1 Because | a ago ... |
| 2 Well, a few years | b luck ... |
| 3 Just at that | c day ... |
| 4 So the following | d relief ... |
| 5 By sheer | e of that ... |
| 6 To my | f moment ... |

8 >> MB Work in pairs. Use the phrases in Exercise 7 to tell a story about wanting to buy something, thinking you had missed your opportunity, and then finding you could get it after all.

I CAN

- use expressions for telling an anecdote

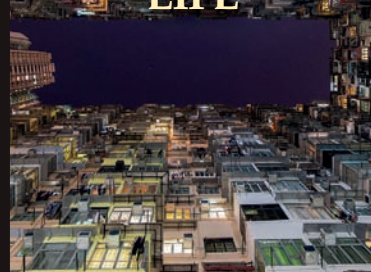
**UNIT 1
LESSONS FOR
LIFE**



**UNIT 2
MORE THAN
A JOB**



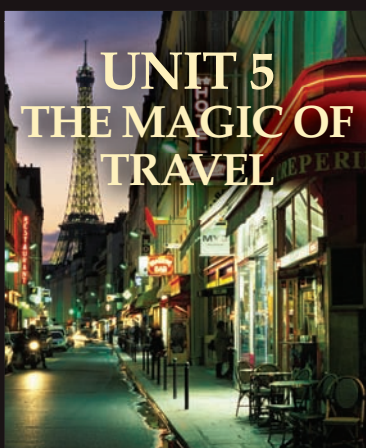
**UNIT 3
DESIGN FOR
LIFE**



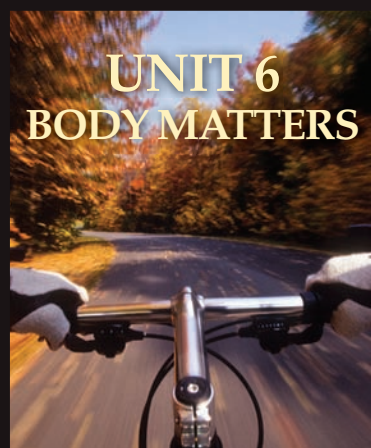
**UNIT 4
INNOVATION**



**UNIT 5
THE MAGIC OF
TRAVEL**



**UNIT 6
BODY MATTERS**



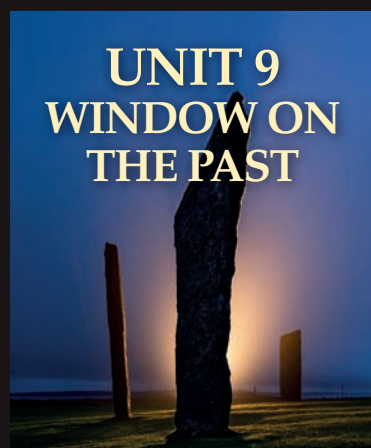
**UNIT 7
THE DIGITAL
WORLD**



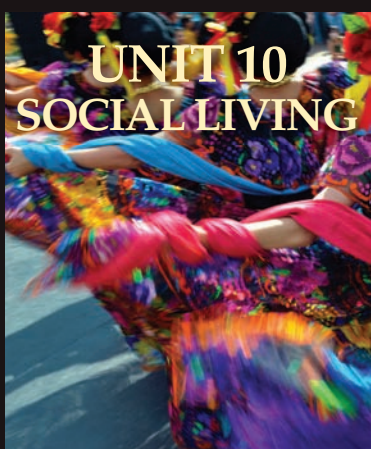
**UNIT 8
THE MUSIC IN
US**



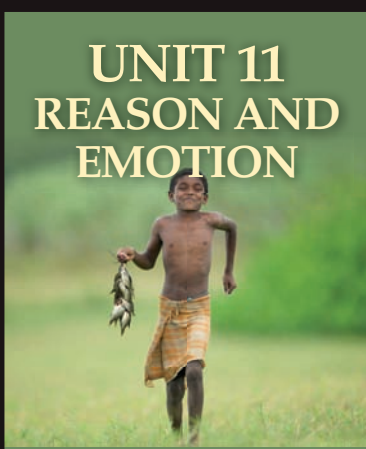
**UNIT 9
WINDOW ON
THE PAST**



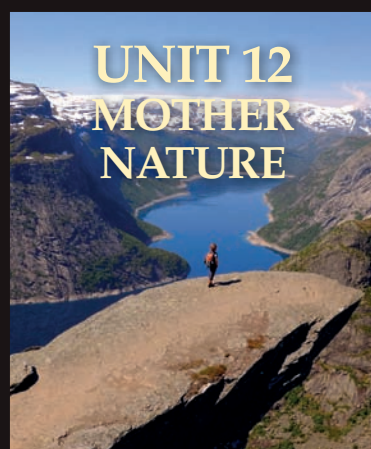
**UNIT 10
SOCIAL LIVING**



**UNIT 11
REASON AND
EMOTION**



**UNIT 12
MOTHER
NATURE**



Unit 1 Lessons for life

Opener

1

- **Optional step** Ask students to describe the photo in detail. Ask: *Where is the man? What is the man wearing, and why? What is the man doing? Why?* In feedback, elicit ideas. Point out that his clothes and headscarf are those of someone who lives in the desert (they protect from the sun). *Twilight* is the time just before nightfall when the light starts to disappear. You could elicit what students know about the Tuareg at this stage.
- Ask pairs to discuss the proverbs. In feedback, elicit ideas from students. Ask which, if any, of the proverbs students would choose to adopt for themselves.

EXAMPLE ANSWERS

The first proverb hints that the Tuareg have a nomadic lifestyle. They think that being on the move is positive and that not moving is a waste of time.

The second proverb suggests that the Tuareg are a peaceful people; it suggests they are a trading people—this is the sort of belief system that merchants have, for example, that it's always possible to negotiate a deal.

The last proverb may be interpreted as meaning that possessions are of no importance to the Tuareg—they are not materialistic. It may also reflect their nomadic lifestyle—if you wander in the desert, taking too many things with you can slow you down, which could be a problem.

Background information

The Tuareg /ˈtwaːrɛɡ/ are a Berber people who live in the Sahara desert in North Africa (mostly in Mali, Algeria, Niger, Burkina Faso, and Libya). Traditionally, they are semi-nomadic, which means that they travel with their animal herds at some times of the year, but have a home area where they grow some food crops. They are famously connected with the great camel trading routes across the Sahara. Sometimes they are called the “blue people” because of the indigo-dye-colored clothes they wear.

2  1

- Tell students they are going to listen to two people talking about important lessons they have learned in life. Ask them to read questions 1–3.
- Play the recording. Students listen and answer the questions. Let them compare answers in pairs before checking with the class.

ANSWERS

- 1 Speaker 1: not to try to change other people *or* you can't change other people
Speaker 2: not getting too attached to things *or* you shouldn't get too attached to things
- 2 Speaker 1: The speaker got frustrated with his business partner (Josh), who always took ages to make a first design for the customer, and this was driving him (the speaker) crazy.
Speaker 2: The speaker's house was flooded.
- 3 A Tuareg person would probably agree with the lesson from Speaker 2 because the Tuareg don't like to get attached to unnecessary material objects (third quote in Exercise 1).

3  1

- Ask students to complete the phrases. Then let them compare answers in pairs.
- Play the recording again. Students listen and check their answers.

Vocabulary notes

a guiding principle = a principle (or basic rule) that helps a person to make decisions in all life circumstances

a perfectionist = somebody who always wants things done perfectly

drive me crazy = to make me angry or upset

move on = to continue with your life after you have dealt successfully with a bad experience

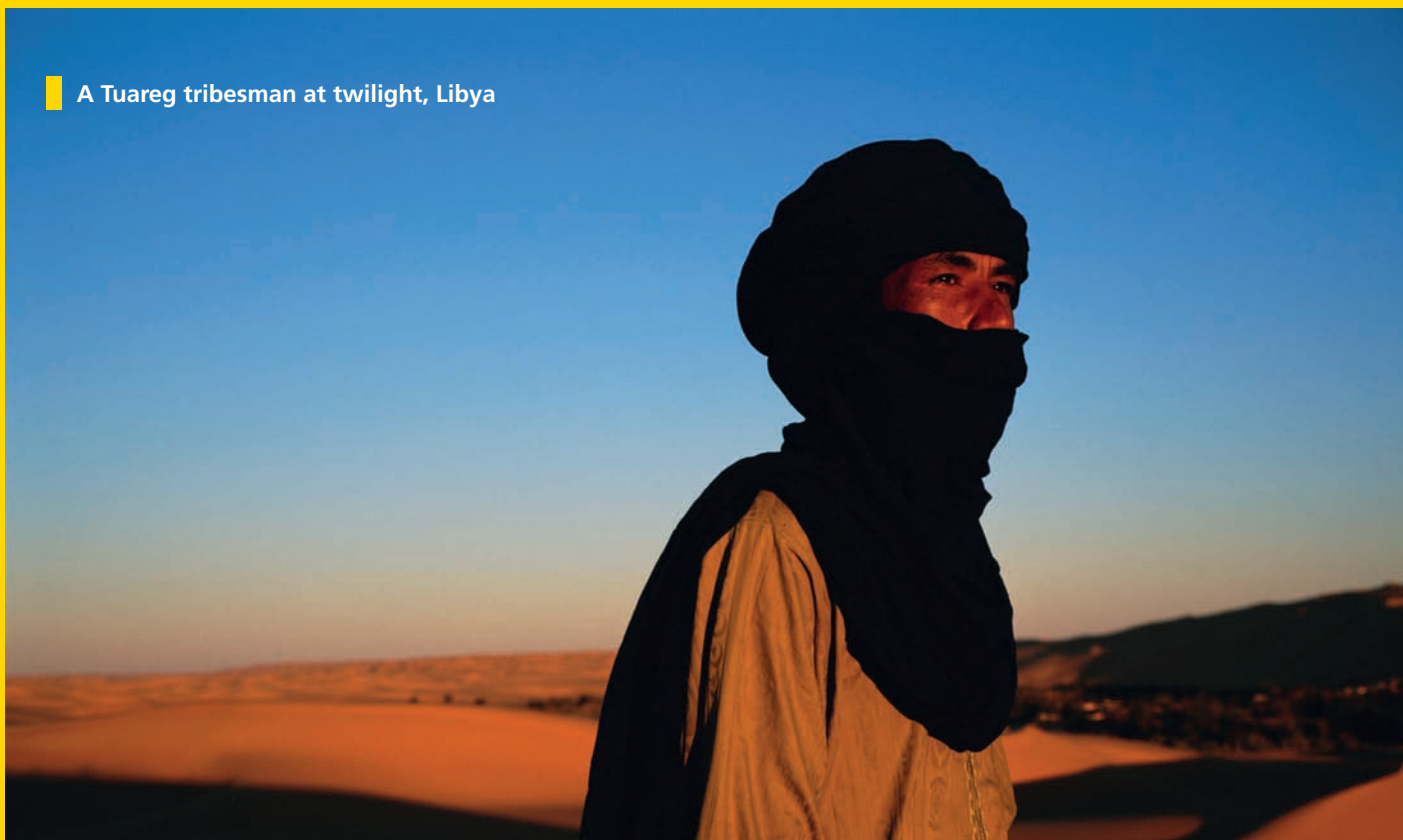
4

- **Optional step** Give students a few minutes to think of and prepare ideas. Provide a model by describing a lesson you have learned.
- Ask students to describe the occasions when they have learned an important lesson in pairs or small groups. Encourage them to give details and to ask each other questions. In feedback, invite different individuals to share what they found out about their partner or group member.

Please refer to page 180 for Teacher Development notes on setting up speaking activities.

Unit 1 Lessons for life

A Tuareg tribesman at twilight, Libya



FEATURES

10 Learning from the past

The lessons we learn from the past

12 What makes us who we are?

Understanding what makes people who they are

14 Immortal words

The language of Shakespeare

18 Arctic wisdom

A video about how Inuit elders pass on their knowledge

- 1 Work in pairs. Look at the photo and these Tuareg proverbs. What do the proverbs tell you about the Tuareg attitude to life?

"Better to walk without knowing where than to sit doing nothing."

"In life, it is always possible to reach an agreement in the end."

"Acquiring things you do not need will kill you."

- 2 ▶ 1 Listen to two people talking about important lessons they have learned in life. Work in pairs. Answer the questions.

- 1 What advice does each speaker now try to follow?
- 2 What experience led them to learn this lesson?
- 3 Which lesson do you think a Tuareg person would agree with? Why?

- 3 ▶ 1 Complete the phrases the speakers use to describe the life lessons they have learned. Then listen again and check.

- 1 The most valuable lesson I've learned was ...
- 2 That's become a sort of guiding principle for me ...
- 3 But it's a lot easier said than done ...
- 4 I always make a point of not getting ...

- 4 Think of an occasion when you learned an important lesson. Describe what happened. What did you do? What have you learned from it?

1a Learning from the past

Reading

- 1 Work in pairs. Read the quotation.
Do you think this is good advice? Is it easy to follow? Discuss with your partner.

"Learn from the mistakes of others. You can't live long enough to make them all yourself."

Eleanor Roosevelt, diplomat

- 2 Read the article. According to the article, are the sentences true (T) or false (F)?

- 1 Apartheid is still in practice T (F) in South Africa today.
- 2 Nelson Mandela wanted (T) F the two sides in South Africa to discuss what had happened in the past.
- 3 The writer suggests that (T) F most people are too selfish.

- 3 Work in pairs. Discuss these questions.

- 1 What is the main point of this article?
- 2 What was Nelson Mandela's main goal? How did he work toward that goal?
- 3 What does the author mean by "sometimes it is difficult to learn lessons because the standards of the 'teacher' are so high"? Do you agree?

- 4 Work in pairs. Find words or expressions in the article with these meanings.

- 1 making peace and re-establishing relations (para 3) *reconciliation*
- 2 work hard toward a goal (para 4) *strive*
- 3 start a conversation (para 4) *begin a dialog with*
- 4 copy someone's behavior (para 4) *follow the example*
- 5 paying attention to (para 4) *heeding*

LEARNING FROM THE PAST

2

- 1 Why do we never seem to learn from the past? The mistakes of others should point the way for us in the future. But either we forget these lessons, or we fail to follow them, or, in some cases, we deliberately choose to ignore them. Of all the lessons that we have to learn, perhaps the most difficult is how not to be selfish.
- 2 Sometimes it is difficult to learn lessons because the standards of the "teacher" are so high. This is certainly the case with South Africa's Nelson Mandela. Mandela, South Africa's first black president, devoted his life to fighting apartheid (the discriminatory laws of the white government that existed before 1991).
- 3 Mandela tried to spread the message of reconciliation to two sides—blacks and whites—that hated and distrusted each other deeply. He had always been committed to peace, and while he was in prison, he decided that the only way to unite his divided country was if the two sides could talk about what had happened in the past and begin to rebuild some measure of trust. When he was released in 1991, he had spent 27 years in prison. After the end of apartheid, he was awarded many honors, including the Nobel Peace Prize. Today, he is still deeply respected.
- 4 All those who strive for peace know that in the long term they will have to begin a dialog with their enemy. Yet few are able to follow the example set by Mandela, because it requires such



"If you want to make peace with your enemy, you have to work with your enemy."

Nelson Mandela

a high degree of selflessness. It seems that heeding this warning—not to be selfish—is perhaps the hardest lesson of all for people to learn.

1a Learning from the past

Lesson at a glance

- reading: lessons in life
- grammar: time phrases
- speaking: your favorite saying

Reading

1

- Organize pairs to discuss the quotation. In feedback, briefly elicit ideas from the class.

EXAMPLE ANSWER

We are often told to learn from *our* mistakes. Roosevelt cleverly and amusingly turns the commonplace quote around. It's good advice because if we consider what mistakes other people make, we are less likely to make them ourselves. However, it isn't easy to follow because we don't necessarily see or understand that people have made mistakes and we often want to go our own way in life.

Background information

Eleanor Roosevelt (1884–1962) married Franklin D. Roosevelt in 1905 and as a result became First Lady of the United States when her husband became the president of the USA in March 1933. She held the role of First Lady for the four terms of his presidency, until April 1945. She was the United States Delegate to the United Nations General Assembly from 1945 to 1952 and campaigned for women's rights and civil rights for African Americans.

2 2

- Tell students to look at the photo and ask them what they know about this person.
- Ask students to read the article and decide which sentences are true or false. Students can listen and read along to the recording if needed. Let students compare their answers in pairs before checking with the class.

3

- Ask pairs to discuss the questions.
- In feedback, ask students to justify their answers by quoting from the text or giving an explanation in their own words.

4

- Ask students to find and underline words and expressions that match the definitions. Let students check answers in pairs before eliciting answers in feedback.

Vocabulary notes

The verb *strive* suggests that you work hard because you really believe in something and want it to happen.

If you *follow the example* of someone, it's because you admire and look up to that person.

heed = to listen to, consider, and do what someone suggests

Background information

Nelson Mandela /mæn'delə/ (1918–2013) was a South African anti-apartheid revolutionary and activist who believed in democracy and equality for all, regardless of race or color and who fought against apartheid (/ə'pɑːrteɪd/—the political system that existed in South Africa until the early 1990s, in which only white people had political rights and power). As a result of his political activity, he spent twenty-seven years in prison, from 1962 to 1990. In 1994 he became the first black president of South Africa. His government focused on democracy and on building a political system that treated white and black people equally.

Grammar time phrases

5

- Ask students to read the information in the grammar box. Elicit one example sentence that includes a time phrase for each of the specified tenses.
- Ask pairs to read the time phrases 1–8. Then find the verbs in the article with each of the time phrases and identify the tenses.
- Ask students to match the time phrases with the tenses in the grammar box.

ANSWERS

b

- 1 *never* = simple present
- 2 *before* = simple past
- 3 *always* = past perfect
- 4 *while* = simple past
- 5 *when* = simple past
- 6 *after* = simple past
- 7 *today* = simple present
- 8 *in the long term* = future

Refer students to page 156 of the Student Book for further information and practice.

Please refer to page 156 for Grammar Notes on time phrases.

6

- Before looking at the time phrases in the box, ask students to read the three short texts and decide which word or phrase they would naturally use in each space.
- Ask students to read the short texts carefully and complete the sentences with the correct time phrases. Elicit the first answer to get students started. Let them compare answers in pairs before checking with the class.

7

- Ask students to complete the conversations with the correct form of the verbs. Let them compare answers in pairs before checking with the class.

Please refer to page 156 for Grammar Notes for Exercises 6 and 7.

8

- Ask students to complete the sentences by writing facts about themselves. Explain that they should include one sentence which is not true. Set a time limit and monitor to help with ideas and vocabulary if necessary.
- Ask pairs or small groups to share ideas. Tell them to read out their sentences so that their partner or group members can guess which of the sentences is false.
- In feedback, ask students if they guessed the false sentence from each set of six sentences.

EXAMPLE ANSWERS

- 2 ... A few years ago, I *went to Thailand for the first time*.
- 3 ... I usually *watch TV or do sports*.
- 4 I have *never been windsurfing* ...
- 5 I *didn't study* last weekend, because I had already *learned all the vocabulary on the list*.
- 6 I *have had my present job* for several years.

9

- Ask students to complete the advice using the words in the box. Let them compare answers and discuss the advice in pairs.

Background information

The quote "Life is what happens while you are making other plans" was created by American writer Allen Saunders in the 1950s, but popularized by John Lennon in his 1980 song "Beautiful Boy."

Speaking **myLife**

10

- Ask students to think of their favorite saying before the class so that they are prepared for this exercise.
- Organize groups of four or five. Tell each student to write a saying on a piece of paper (provide evenly sized pieces of paper). You could provide one or two examples of your own to get them started.
- Once each group has a pile of sayings, turn them over one by one. Together they should discuss the meaning and guess whose favorite saying it is. The person can then tell the group why they chose it.

Grammar time phrases

▶ TIME PHRASES

Certain time phrases are commonly (but not always) used with certain tenses.

Simple present: *often, never, every week, generally*

Present continuous: *now, at the moment, this week*

Simple past: *two days ago, last week, at the time, when, after*

Past continuous: *at the time*

Present perfect: *just, recently, so far, over the last two years, how long, for, since (2010), already, yet, ever, never*

Present perfect continuous: *how long, for, just, recently, since*

Past perfect and past perfect continuous: *already, before that, up to then*

will, going to, and present continuous for future: *next week, in three days, I in three days' time, soon, on Friday*

For more information and practice, see page 156.

- 5 Work in pairs. Look at the grammar box and the time phrases (1–8) below. Then follow the steps (a–b).

- | | |
|----------|--------------------|
| 1 never | 5 when |
| 2 before | 6 after |
| 3 always | 7 today |
| 4 while | 8 in the long term |

- a Find the verbs that are used in the article with each of the time phrases and identify the tenses.
b Match the time phrases (1–8) with the tense in the grammar box.

- 6 Complete the sentences with these time phrases.

at the moment	at the time	often
before that	for years	ever
over the last 25 years		

- a ¹ Over the last 25 years, people have definitely become more greedy. I've been saying ² for years that it is not right for anyone to earn a hundred times the average salary.
b I'm having an interesting debate with my dad ³ at the moment. He says that young people don't ⁴ often show respect to their elders anymore. But I don't think you can just demand respect; you have to earn it.
c When I was forty, I decided to stop working so hard. ⁵ At the time, I was working sixty hours a week. It was the best decision that I have ⁶ ever made.
⁷ Before that, I had had no time to enjoy life.

- 7 Complete the conversations with the correct form of the verbs. Use the time phrases to help you decide which form to use.

- 1 A: How long have you been learning (you / learn) Japanese? You speak it really well.
B: Thanks! I started (start) taking classes two years ago. But I had learned (learn) a few words on a trip to Japan before that.
2 A: Have you tried out (you / try out) the new gym yet? I went (go) last night. It's great.
B: No. Every week I tell (tell) myself I'm going to go, but I never seem (seem) to make it. I'm sure I will get (get) there in the end, though.

- 8 Complete the sentences by writing facts about yourself. Write one sentence that is not true. Then work in pairs. Compare sentences with your partner and try to guess the false sentence.

- 1 My work? At the moment, I ...
At the moment, I'm looking for a new job.
2 I like seeing new places. A few years ago, I ...
3 In my free time, I usually ...
4 I have never ... , but I've always wanted to.
5 I didn't ... last weekend, because I had already ...
6 I ... for several years.

- 9 Complete the advice about life using these words. Then compare answers with your partner. Which piece of advice do you like most? Why?

ever for in never now while

- 1 Life is what happens while you are making other plans.
2 Value your friends. If you ignore them for a long time, they will start to ignore you.
3 When you're feeling stressed, ask yourself this question: in five years, will the problem still seem so important?
4 No one has ever become poor by giving.
5 Get out more. A whole world of amazing experiences is waiting for you right now.
6 You should never take yourself too seriously.

Speaking myLife

- 10 Work in groups. Each person should write down two of their favorite (or least favorite!) sayings about life. Then discuss your choices.

1b What makes us who we are?



A painter in Paris next to his self-portrait

Vocabulary and listening personality and identity

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

- 1 Why is the painter putting his hands up?
- 2 What impression of the painter do you get from his self-portrait?

2 Work in pairs. Look at the expressions to describe people. Answer the questions.

a control freak	a dreamer
a driven person	a family person
an outgoing type	a joker
the life of the party	a free spirit

- 1 What do you think each expression means?
- 2 Which expressions do you think are positive, negative, or neutral?
- 3 Give an example of someone you know who fits each description.

3 Look at these factors that can give people information about you. Which do you think are the most significant? Number them in order (1–8) of importance.

- | | |
|----------------------|-------------------------------|
| ___ 1 your friends | ___ 5 your life experiences |
| ___ 2 your work | ___ 6 your interests/hobbies |
| ___ 3 your age | ___ 7 your background |
| ___ 4 your character | ___ 8 your beliefs and values |

4 ▶ 3 Listen to a sociologist describing how we define ourselves. According to the speaker, which of the factors above is the most important? Discuss in pairs.

5 ▶ 3 Listen to the talk again. Choose the correct option to complete the sentences.

- 1 The speaker thinks the question “What do you do?” can sound *aggressive* / *judgmental* as a conversation starter.
- 2 Sally has been defined by her background because she didn’t grow up in *the city* / *a normal family*.
- 3 Sarah has dedicated her life to helping people who have *cancer* / *tropical diseases*.
- 4 The most important thing for John about his work is the *challenge* / *security*.
- 5 Jack’s last relationship began when he was 34 / *25*.
- 6 Anne wants school kids to eat *better* / *more vegetarian* food.

1b What makes us who we are?

Lesson at a glance

- vocabulary and listening: personality and identity
- wordbuilding: binominal pairs
- pronunciation: linking in word pairs
- grammar: the continuous aspect
- speaking: situations in your life

Vocabulary and listening personality and identity

1

- Pre-teach *self-portrait* (= a painting of yourself). Ask students to discuss the questions about the photo in pairs. In feedback, elicit ideas and open up a class discussion.

EXAMPLE ANSWERS

- 1 because he doesn't want us to see his face; because he wants to show his face through his portrait; because he doesn't want the viewer to compare his real face with his portrait
- 2 He looks thoughtful, wise, serious, intelligent, calm.

Please refer to page 180 for Teacher Development notes on critical thinking and photos.

Background information

The photo was taken in 2009. The painting on the right is a self-portrait done by the man on the left—one of many street artists who work on Place du Tertre in Montmartre, Paris, France.

2

- Ask pairs to discuss the expressions used to describe people. In feedback, elicit definitions and discuss how the phrases might be used.
- If your students are creative, ask them to draw pictures to represent each character, or ask them to mime them.

ANSWERS

- 1 *a control freak*: someone who wants to control every situation and will not allow other people to share in making decisions
a dreamer: someone who has a lot of ideas but those things are often not very practical or likely to happen
a driven person: someone who is ambitious and motivated
a family person: someone who thinks their family is important, and likes to spend time with their family
an outgoing type: someone who is friendly and enjoys meeting and talking to people
a joker: someone who likes to tell jokes or to do things to make people laugh
the life of the party: someone who is very lively and sociable
a free spirit: someone who does things their own way and doesn't always follow the rules
- 2 Possible answers:
Positive: a family person, the life of the party
Negative: a control freak, a dreamer
Neutral: a free spirit, a joker, an outgoing type
- 3 Students' own answers

3

- Ask students to number the factors in order from 1 to 8 according to which are the most significant. Let students compare answers in pairs.

4 ▶ 3

- Tell students they are going to listen to a sociologist describing how we define ourselves. Explain to students that while they listen they must (✓) the factors in Exercise 3 that the speaker mentions.
- Play the recording. Students listen and (✓) the factors mentioned. Let them compare answers in pairs before checking with the class.
- Ask students which of the factors is the most important, according to the speaker.

ANSWERS

2, 4, 5, 6, 7, 8

Most important factor according to the speaker = 5

5 ▶ 3

- Play the recording again. Students listen and circle the correct option to complete the sentences. Let students compare their answers in pairs before checking with the class.

Wordbuilding binominal pairs

6

- Ask students to read the information in the wordbuilding box. Then ask students to circle the correct forms. Let students compare their answers in pairs before checking with the class.

Vocabulary notes

bits and pieces = small, separate amounts

now and then = from time to time

first and foremost = principally; most importantly

Refer students to Workbook pages 7 and 11 for further practice.

7

- Tell students to complete the word pairs using the words in the box. Then ask them to work in pairs to compare answers and to discuss the meaning of each completed phrase.

Pronunciation linking in word pairs

8 ▶ 4

- Tell students they are going to listen to the recorded word pairs in Exercise 7. Play the recording. Students listen and note the linking and pronunciation of *and* in the word pairs.
- Ask pairs to practice reading the sentences. Tell them to focus on the linking and pronunciation. Monitor and correct any pronunciation errors.

ANSWERS

- a The consonant sound at the end of the first word “links” with the vowel sound at the start of *and*.
- b *and* is pronounced “n” (/n/)—the /d/ sound is only pronounced if the second word begins with a vowel.

Grammar the continuous aspect

9

- Ask students to read the information in the grammar box. Then ask students to match rules **a** to **f** to the verb forms in bold in the sentences. Let students compare their answers in pairs before checking with the class.
- Optional step** Ask students to label the form to show they recognize the different parts.

Refer students to page 156 of the Student Book for further information and practice.

Please refer to page 156 for Grammar Notes on the continuous aspect.

10

- Ask pairs to discuss differences in meaning, if any, between the verb forms in each sentence. Elicit the first answer to get students started.
- In feedback, ask students to refer to the rules they have studied to explain their answers.

ANSWERS

- The verb form “do you do” is asking about your current situation (i.e., what do you do as a job). In contrast, “are you doing” is asking about now, or around now, (i.e., your current activity).
- The verb form “is always calling” implies an irritating habit; “always calls” describes a habit but as a neutral statement of fact (note that the simple present can be used to describe an irritating habit as well, depending on tone of voice).
- The verb form “I’ve been reading” implies you may still be reading it (i.e., it’s an action which is still in progress—you haven’t finished reading the book); “I’ve read” is for a completed activity (i.e., you’ve finished the book—but recently—we don’t know when exactly).
- There is not much difference in meaning: “will be going” means that you expect Anne-Marie to be doing this now; “usually goes” is used to talk about a routine or habit.
- There is very little difference in meaning. You could say “was living” emphasizes the action or the duration of the action; “had been living” emphasizes that this was an action in progress before the main past action (“she moved to this country”); “lived” would be used when you are talking about a series of completed actions in the past.

Please refer to page 156 for Grammar Notes on the continuous aspect.

11

- Ask students to complete the sentences. Elicit the first answer to get them started. Let them compare answers in pairs before checking with the class.
- Ask students to say how the meaning or feel of the sentences would be different if simple forms were used.

Speaking **myLife**

12

- Organize new pairs. Ask students to read the list carefully, and to prepare examples. When students are ready, ask them to discuss experiences.
- The main aim here is to ensure students are using continuous forms appropriately in a fluency activity. Monitor as students speak and note errors which you could write on the board at the end for students to correct. You could also provide feedback on situations when they might have used continuous forms but failed to.

EXAMPLE ANSWERS

One habit that irritates me is people who are always looking at their phones during meals. It’s just rude!

I imagine my dad will be watching TV and my brother will be texting his girlfriend.

We’re having the kitchen decorated—I hope they won’t still be painting at Christmas!

I have been meaning to clean the car all week.

Wordbuilding binomial pairs

► WORDBUILDING binomial pairs

Certain pairs of words in English are irreversible, i.e., they always appear in the same order.

rock and roll (never ~~roll and rock~~), law and order

For more practice, see Workbook pages 7 and 11.

6 Look at the wordbuilding box. Choose the correct form of these irreversible word pairs (a–b).

- a He picks up pieces and bits / bits and pieces of work (now and then) / then and now.
b It seems that what defines people (first and foremost) / foremost and first is experience.

7 Complete the word pairs using these words. Discuss what you think each phrase means.

fro	large	pains	quiet
sound	sweet	wide	

- 1 I need **peace and** quiet to concentrate.
2 They all came back from their canoeing trip **safe and** sound. No one was injured, but most of them had a few **aches and** pains.
3 Try not to give a long talk. **By and** large, it's better to keep it **short and** sweet.
4 People come from **far and** wide to see the Grand Canyon. There are busloads of tourists going **to and** fro all day.

8 Pronunciation linking in word pairs

- **4** Listen to the word pairs in Exercise 7. Notice (a) how the words are linked and (b) the pronunciation of *and* in the word pairs. Then practice reading the sentences.

Grammar the continuous aspect

► THE CONTINUOUS ASPECT

Present continuous

- 1 ... you feel as if people **are always judging** you ...
2 It's now **becoming** a national movement.

Present perfect continuous

- 3 He **has been saying** that since he was 35.

Past continuous

- 4 When his children were born, he **was working** as a carpet salesman.

Past perfect continuous

- 5 At one point, he **had been intending** to leave the company ...

Future continuous

- 6 In a few years, he **won't be moving** around anymore.

For more information and practice, see page 156.

9 Look at the grammar box. Which verb form in bold describes something that

- a is a current trend? is becoming
b we expect to be happening (now or) in the future? won't be moving
c started in the past and is still continuing? has been saying
d is the background to another more important event in the past? had been intending
e was in progress up to a point in the past? was working
f happens regularly and is irritating? are always judging

10 Work in pairs. What is the difference in meaning, if any, between these verb forms?

- 1 What *do you do* / *are you doing*?
2 My husband *is always calling* / *always calls* me at work.
3 *I've been reading* / *I've read* the book you gave me.
4 California is eight hours behind us. Anne-Marie *will be going* / *usually goes* to bed now.
5 She *was living* / *had been living* / *lived* in Germany before she moved to this country.

11 Complete the sentences using the appropriate continuous form of the verbs.

- 1 Marlon's a fantastic soccer player, isn't he? I was watching (watch) him play the other day. I expect in a few years he will be playing (play) professionally. Apparently, some clubs are already watching (already / watch) him.
2 Katja is such a great friend. Last week I was feeling (feel) really fed up with work, and she gave me some chocolates that she had been saving (save) for a special occasion.
3 Marta is getting (get) very eccentric. She keeps parakeets, and recently she's started letting them out of their cages, so they have been flying (fly) all over the house. I was sitting (sit) in her kitchen the other day, and one flew down and landed on the table.

Speaking myLife

12 Think of examples of the following things. Then work in pairs and take turns telling each other your ideas and asking follow-up questions.

- a habit of other people that irritates you
- two things that you imagine people you know will be doing right now
- a situation that you hope is temporary
- something you haven't finished but keep meaning to