

 NATIONAL
GEOGRAPHIC
LEARNING

ELEMENTARY

TEACHER'S BOOK

THIRD
EDITION

Life



DANIEL BARBER
MIKE SAYER

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ON THE COVER

Flies buzz in the light over wild mushrooms growing in Quebec, Canada. There are 14,000 identified species of mushroom producing fungi in the world but many more are believed to exist. Many species of mushrooms appear overnight and grow very quickly. In English, the verb 'to mushroom' describes something that expands rapidly.

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EDITION**

DANIEL BARBER AND MIKE SAYER



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	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
1 People pages 9–20 Review page 20	<i>be (am/is/are)</i> questions and answers; possessive 's and possessive adjectives	personal information; family; wordbuilding: word roots; everyday verbs; word focus: <i>in</i>	meeting people for the first time	contracted forms; the same or different sounds; saying numbers and percentages; spelling	a photographer talking about a diver; a description about families in film; people starting university; recognizing individual words in connected speech
2 Possessions pages 21–32 Review page 32	<i>there is/are;</i> prepositions of place; plural nouns spelling; <i>this, that, these, those</i>	furniture; useful possessions; countries and nationalities; wordbuilding: suffixes; prices and currencies; word focus <i>one/ones;</i> adjectives	shopping	/ɪ/ or /i:/; word stress	someone talking about a man's possessions; an interview with Andy Torbet; listening for key words
3 Places pages 33–44 Review page 44	present simple (<i>I/you/we/they</i>); present simple (<i>he/she/it</i>)	describing cities; places of work; ordinal and cardinal numbers; wordbuilding: adjective + noun collocations; places in a city	giving directions	-s endings; ordinal and cardinal numbers	someone talking about a famous meeting place in Melbourne; an interview with a student in London; talking about three people's jobs; finding the main topic/ ideas
4 Free time pages 45–56 Review page 56	<i>like/love</i> + noun or -ing form; adverbs of frequency; expressions of frequency; <i>can/can't</i> (+ adverb)	wordbuilding: verb + noun collocations; everyday activities; sports	talking about abilities and interests	sound and spelling (1); <i>can</i> ; sentence stress	three people talking about their free-time activities; an interview with Norbert Rosing; a telephone call about a volunteer job; understanding the general meaning
5 Food pages 57–68 Review page 68	countable and uncountable nouns with <i>a/an, some</i> and <i>any</i> ; <i>a lot of, much/many</i> and <i>how much/many</i>	food; wordbuilding: quantities and containers; photo quality; menus	ordering a meal	/tʃ/ or /dʒ/; contracted forms	someone talking about a famous chef; people describing famous dishes from their countries; a conversation at a restaurant; listening for specific details
6 Past lives pages 69–80 Review page 80	<i>was/were;</i> past simple regular and irregular verbs, negatives and questions	time expressions; word focus: <i>write</i> ; opinion adjectives	asking what people did	-ed endings; intonation	someone talking about reconstructing faces from the past; famous companies started by immigrants; listening for specific ideas

Reading	Critical thinking	Speaking	Writing	Video
a blog about an explorer couple; an article about world population	types of text	asking questions and giving personal information; talking about friends and family; talking about countries; planning a film about animals	a personal description; writing skill: <i>and</i> and <i>but</i>	<i>A wildlife filmmaker</i> ; visual literacy: using captions with photos and videos
an article about three apartments in Bucharest, Romania; an article about a global product: mobile phones	close reading	describing a room in your home; describing your possessions: talking about where things are from; presenting your favourite possession	a description of a room; text type: adverts; writing skill: describing objects with adjectives	<i>Presenting a possession</i> ; visual literacy: using visual aids
an article about car-free cities; an article about languages spoken around the world	main ideas and supporting information	describing your life; exchanging information about Joel Sartore; talking about languages; giving directions; a questionnaire about your city	a description of a place; writing skill: capital letters	<i>Sustainable cities: Zurich</i> ; sustainable life: sustainable cities and communities
an article about identical twins; an article about extreme sports; a website advert for gap year volunteer work	fact or opinion	talking about likes and dislikes; asking and answering survey questions about daily activities; asking and answering questions about abilities; talking about volunteering options	short emails; writing skill: reference words	<i>Street rider</i> ; visual literacy: understanding pictograms
an article about food markets around the world; an article about photographing food	ways of giving advice	describing a popular dish; buying food at a market; giving advice about a hobby or skill; ordering a meal; a short quiz about food	instructions; writing skill: punctuation	<i>The world food quiz</i> ; visual literacy: understanding diagrams
an article about faces and places on money; an article about lifelogging	for or against	describing famous people; talking about people who started famous companies; a survey about lifelogging	thank-you messages; writing skill: formal and informal expressions	<i>Gender equality, Women's football: a long history</i> ; sustainable life: gender equality

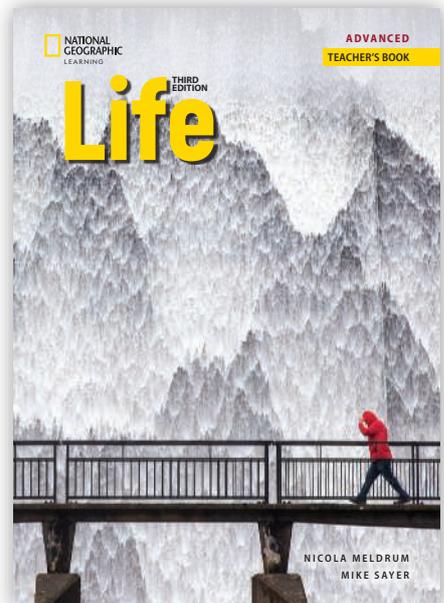
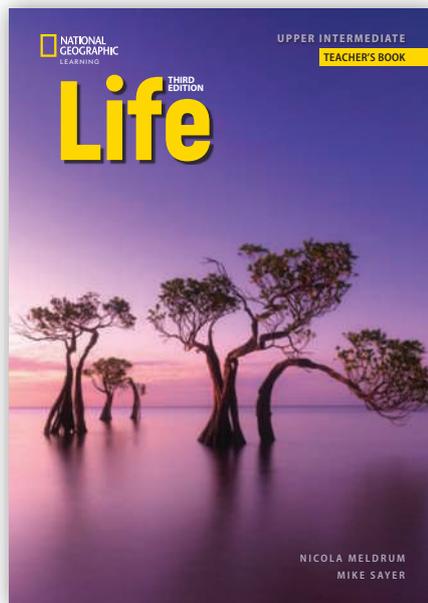
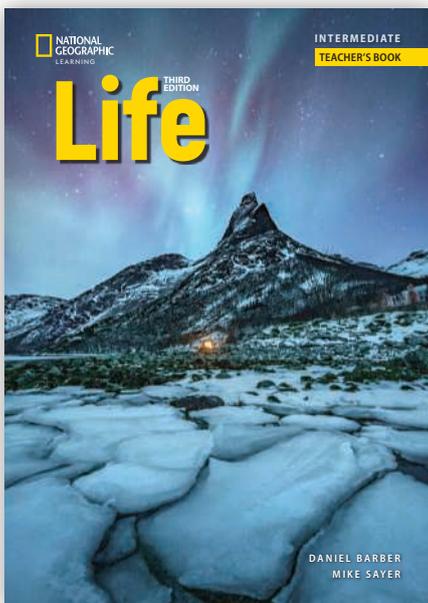
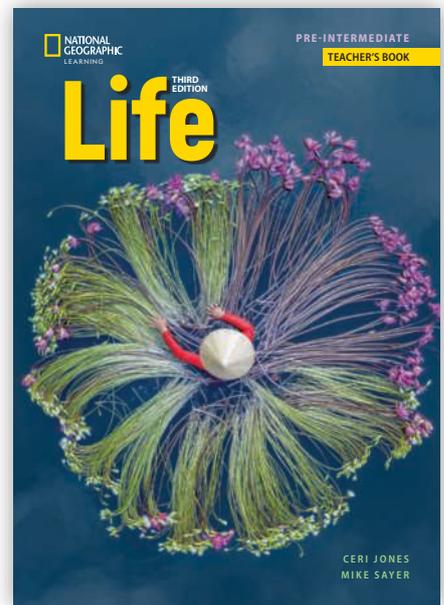
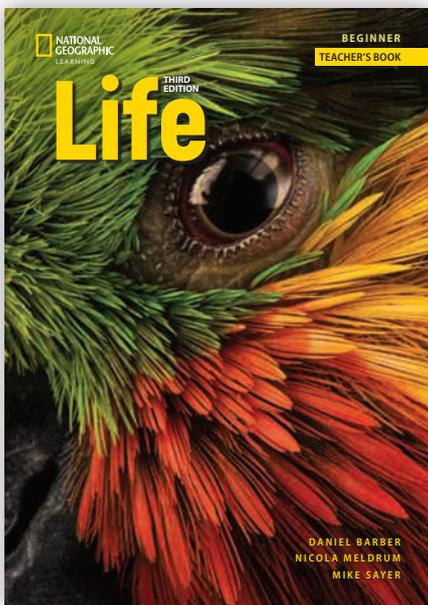
Contents

	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
<p>7</p> <p>Journeys pages 81–92</p> <p>Review page 92</p>	comparative adjectives; superlative adjectives	wordbuilding: transport collocations; ways of travelling; word focus: <i>time</i> ; money	requesting and responding to requests	stressed and weak syllables /ə/	description of a shepherd in Georgia's journey to move his sheep to the mountains; journey to AIUla as told by a travel podcaster; recognizing key words
<p>8</p> <p>Appearance pages 93–104</p> <p>Review page 104</p>	present continuous; present simple and present continuous; <i>have got</i>	clothes; face and body; word focus: <i>like</i>	talking about pictures and photos	/s/ and /ʃ/; sound and spelling (2); silent letters	documentary on the Kite Festival in Bali; account of the Peruvian festival of Virgen de la Candelaria; recognizing transitions in discourse
<p>9</p> <p>Entertainment pages 105–116</p> <p>Review page 116</p>	<i>be going to</i> (for plans); infinitive of purpose	films; <i>see or watch?</i> ; TV programmes and videos; nature; wordbuilding: word groups	inviting and making arrangements	/tə/; showing enthusiasm	someone describing a photo at a theatre; a conversation about going to see a film; report on a survey on Gen Z and TV; listening for specific information
<p>10</p> <p>Learning pages 117–128</p> <p>Review page 128</p>	present perfect; present perfect and past simple	learning; wordbuilding: synonyms and antonyms; learning routines; word focus: <i>up</i>	checking and clarifying	contrastive stress	someone talking about the beautiful library in Stuttgart; news report about Memory master twins; a phone call between business colleagues clarifying details for a trip; recognizing key words and specific details
<p>11</p> <p>Tourism pages 129–140</p> <p>Review page 140</p>	<i>have to/don't have to, can/can't, should/shouldn't, something, nobody, anywhere</i>	country profiles; tourism; wordbuilding: word families; word focus: <i>take</i> ; a day trip	making suggestions	/'hæftə/; /ʌ, /ʊ/ or /u:/	three people using VR for holidays; a podcast giving advice for tourists; a holiday in South America; listening for specific information
<p>12</p> <p>The Earth pages 141–152</p> <p>Review page 152</p>	<i>will/won't</i> ; articles with the names of places	measurements; wordbuilding: word forms; land and water; word focus: <i>how</i>	giving a presentation	'/l/; pausing on commas	a documentary about acoustic explorer Gordon Hempton; a lecture about unexplored places; Earth Day; listening to check and correct details

Reading	Critical thinking	Speaking	Writing	Video
an article about animal migration: saiga, tree frog and loggerhead turtle; travel information about Colombia	writing for the reader	a description of your town; discussing and comparing different things; talking about travel; talking about a country; a narration on the life cycle of a brown bear	a travel blog post; writing skill: <i>so</i> and <i>because</i>	<i>The final journey</i> ; visual literacy: understanding a life cycle chart
an article about Rags2Riches sustainable fashion; a magazine article about children's colour preferences	identify information in a text	discussing important days and festivals in your town; talking about what you wear; describing people in the class; discussing an article; describing pictures and photos	short messages; writing skill: the KISS rules; describing pictures and photos	<i>Festivals and special events</i> ; visual literacy: thinking about what is outside the photo
website information about The Tallgrass Film Festival; an article about nature in art	the writer's preferences	discussing what to see when you go out; discussing plans at a film festival; talking about your future plans; talking about your favourite painting	a review; writing skill: giving your opinion with sense verbs	<i>The art of inclusion</i> ; sustainable life: equality and inequality
a blog post on what scientists have learned; a magazine article about Mo Salah – his training and learning routines; how routines can help you	supporting evidence	talking about experiences; discussing something you have learned; talking about learning habits	taking notes; writing skill: abbreviating in notes	<i>Memory and language learning</i> ; visual literacy: using visuals for learning
a tourist information leaflet; a travel guide for tourists	conclusions	discussing rules; talking about tourist destinations; talking about a day trip; being a tour guide	a longer email; writing skill: spelling	<i>A tour of London</i> ; visual literacy: representing places with images
a global report; an article about an astronomer looking for an Earth twin	reading between the lines	discussing your future; discussing where people will live in the future; interviewing a partner about their life; giving a presentation; discussing land use	a story; writing skill: planning a story	<i>One woman's remarkable journey to protect lions</i> ; sustainable life: life on land

How *Life* supports learning

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



HELEN STEPHENSON



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

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

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

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

PAUL DUMMETT



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

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

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

JOHN HUGHES



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

In the time between our first edition and this Third Edition, we've seen how subjects such as climate change, equality and wellbeing have become firmly embedded in many educational curricula. So we've been able to build on our past efforts in the earlier editions to highlight these topics and, in this edition, we've formally included them in the Sustainable life lessons.

Each Sustainable life lesson includes an introductory video looking at an aspect of sustainability, followed by another video which tells real-life stories of individuals striving to make the world more sustainable. Then, students have the opportunity to complete their own short project in which they research and report back on sustainability in their own lives. We hope you will find this new Sustainable life lesson a natural and welcome development in the *Life* series.

Critical thinking in *Life*

Critical thinking, a key 21st Century skill, is the ability to develop and use an analytical and evaluative approach to learning. Learners go beyond reading comprehension activities with *Life*. Reading skill development progresses from comprehension to engaging with texts more deeply to uncover purpose, understand writing techniques and infer meaning. Each reading lesson develops a stated goal such as evaluating conclusions, differentiating between fact and opinion, and assessing the relevance and reliability of information, among others.

The use of critical thinking is extended in *Life*, Third Edition with the introduction of a visual literacy focus, and by critically engaging students to develop strategies for sustainable living.

Visual literacy

In today's world, we are exposed to more visual content than ever before, and visual literacy – the ability to interpret and understand the ideas and meanings in what we see – is an essential life skill. *Life* features stunning National Geographic content and showcases the work of National Geographic explorers through both photography and video. Aside from their compelling visual impact, these contexts bring meaning and authenticity to the experience of language learning. *Life*, Third Edition creates a closer connection between the critical thinking development integral to *Life* and its visual content.

Eight of the video lessons in each level of *Life*, Third Edition feature a dedicated visual literacy focus.

Carefully scaffolded activities develop students' ability to interpret information presented to them in a variety of different ways, and help them look behind the image to identify the purpose of the photographer or filmmaker and examine the techniques used to convey their message. In addition to working with video and photographic content, students apply these skills to infographics, diagrams, flowcharts, presentation slides, tables, and charts. These lessons build towards an opportunity for students to present their ideas to others and to reflect on them through peer discussion.

As well as being a valuable and necessary skill for navigating and interacting with the world, competence in interpreting and producing information in visual formats is useful for academic and professional contexts. It is also an important exam skill.

Unit 2 Performing

Visual literacy understanding diagrams

The secrets of a record-breaking tower: the first '4 x 10' tower in history

Diagram 1

1 _____ to
2 _____
circles of people

Two types of people: slim with long arms;
3 _____ and 4 _____

Diagram 2

5 Diagrams can show complicated information in a clearer and simpler form. Use Diagram 1 to complete the text. Compare your answers with your partner.

At the bottom of the tower, 1 _____ people push towards the centre. They hold up the tower. If people fall, they fall on this base. The 2 _____ of the whole tower on this base is 3 _____ kilograms.

6 Work in pairs. Read these sentences. Are they true for Diagrams 1 and 2?

- 1 Diagrams use symbols to represent real-world objects or people.
- 2 Diagrams only focus on the key information and don't show the whole situation.
- 3 Diagrams can show things that are invisible or not easy to see in photos.
- 4 Diagrams make it easier to see the relationship and interactions between different things.
- 5 Understanding a diagram helps you to explain a process in words.

7 Read the text and complete Diagram 2. Compare your answers with your partner.

In the base of the tower, each person has their own position. At the centre are people who are very strong and not too tall. To share the weight of the tower, there are ten to twelve circles of people around the centre. There are no spaces between them as they stand shoulder to shoulder and push to the centre.

8 Work in pairs. Use the information from Diagrams 1 and 2 and the video. What are the five key points you would focus on to explain the human towers to someone?

Speaking

9 Work in pairs. A podcast you listen to has a feature where people send in short voice messages of 30–60 seconds to recommend local events. Plan a message to do one of these things. It should include information about the event and why people should see it.

- advertise or promote an event that will happen soon
- recommend an event in your area that you enjoyed

10 Record your message. Then work in groups and listen to each other's messages. Decide which event you want to see.

This visual literacy lesson invites students to critically analyze the visual contents of diagrams and the information they provide.

Sustainable life

National Geographic explorers are changemakers from around the world who work to illuminate and protect the wonder of the world and secure better futures for those who live in it. Four of the video lessons in each level of *Life*, Third Edition have a sustainability focus. The Sustainable life lessons are an opportunity to showcase the work of National Geographic explorers, to help students understand the challenges we face and to provide them with a framework to develop the competences and confidence to become active problem-solvers and changemakers themselves.

Sustainable life lessons progress from an educative video presentation of an area of sustainability to examples of the sustainability theme in action, through people's stories and initiatives. In these lessons, students are encouraged to make connections between wider global issues and their own local contexts. Sustainable life lessons build towards a collaborative project, for which students are required to work together through the stages of research, planning, problem-solving and presenting their ideas. As a final step, they are invited to provide peer feedback.

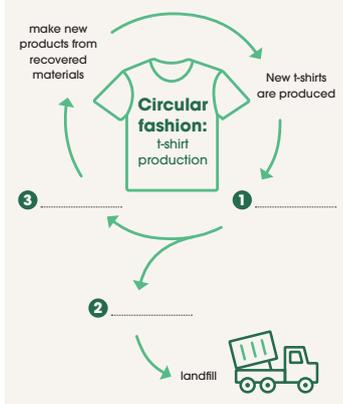
Visual literacy

- As students discuss the meanings of the unit opener photo, introduce them to the idea of images having meanings. You could tell students that they will focus on this in Lesson 1f. At this point, ask students to discuss some or all of these questions in pairs, small groups or in class: *What do you think the photographer is saying with this photo? Does the caption help you understand the photo better? How? Why do you think this photo was chosen for this unit? Does your culture and background affect how you interpret the photo?*
- During students' discussions, encourage them to reflect on their attitudes to fashion, the skating community, women in sport and how these factors affect their interpretation of the photo.

SUSTAINABLE LIFE 

5  Watch Video 2 about a t-shirt company with a different approach to production and consumption. Complete the diagram with the expressions (a–c). Then say how the t-shirt company's system is different to the normal life of a t-shirt.

a sent back
b thrown away
c bought and used



6  Watch Video 2 again. Match the sentence halves to make information about the company's activities.

1 Products are designed to ...	a they've been ordered.
2 The t-shirts are made from ...	b allows customers to use the system for free.
3 T-shirts are printed when ...	c be sent back when they are worn out.
4 The online platform ...	d the material that is recovered.

Project

Project brief

Poster: aiming for zero waste

You are going to make a poster to show ideas to try and reduce waste to as close to zero as possible. Your poster will be put up in your home or place of work/study. As well as being informative, it should be visually interesting, effective and hopefully fun!

8 Research Work in small groups. Follow the steps.

- Discuss your personal motivation for reducing waste (e.g. the effect on marine animals).
- Choose a place to focus on that best fits your motivation (e.g. your family home, workplace or school/college).
- Choose areas of consumption you could focus on that are relevant to that place (e.g. paper use, water/coffee machines and cups).
- Research online for ideas for reuse and recycling in those areas.
- Look for actions to take and the reasons why.

9 Planning Decide:

- what your poster will focus on.
- the design, visuals and text you will use.
- who will produce each part of the poster.

Make your poster on paper or on a computer.

10 Presentation and feedback Put up your poster in the classroom or share it in your online classroom.

Look at the other posters. Do they have:

- visual impact?
- clear information?
- relevant and practical ideas?
- good reasons for the action points?

How effective will the posters be in influencing your habits in consumption and how much waste you produce?

Zero Waste: this jar holds all the non-recyclable waste that was produced in two years by Kathryn Kellogg of California, in the US.



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Sustainable life

Facilitate a class discussion or debate on the role of different generations in promoting sustainability. A possible discussion question could be: *Compared to Generation Z or Millennials, older generations do not pay as much attention to global issues like climate change. Discuss.* Ask students how they think the increase in international communication and in forums for people to connect across borders could help us solve issues of sustainability. Encourage students to discuss their opinions on other social justice issues across generations as well as cultures.

This Sustainable life lesson requires students to design a poster which shows ways to reduce waste to almost zero.

The Teacher's Book features instructor support for Visual literacy and Sustainable life lessons, as well as identifying opportunities throughout the unit for teachers to use lesson content as a springboard for further developing students' critical awareness of themes of sustainability and to develop their visual literacy skills.

Language development in *Life*

As well as applying critical thinking to the reading texts and the Visual literacy and Sustainable life video lessons, *Life* encourages students to apply critical thinking skills to developing their language skills. When new grammar or vocabulary is presented, students are often expected to use the target language in controlled practice activities, then in speaking and writing tasks and finally, making use of the new language through analyzing and evaluating situations critically and creatively. In this way, students move from using lower-order thinking to higher-order thinking.

Language presentation

Target grammar and vocabulary are presented in the first two lessons of each unit in the context of adapted, authentic reading texts (Lesson A) or listening texts (Lesson B).

Approach to grammar

Target grammar is presented in the first two lessons of each unit in the context of reading texts in Lesson A and listening texts in Lesson B. These texts, which are adapted from authentic sources, provide rich contexts and good models for students' own language production. The primary focus is on the topic content and engaging with meaning, before the learner's attention turns to targeted grammar presentation which has the following features:

- In each grammar section, students are provided with a summary of the grammar focus, plus accompanying discovery tasks that encourage them to analyze the form, meaning, and use of the structures. This approach allows learners to engage in the lesson, and to share and discuss their interpretation of the new language.
- Each grammar box has a corresponding grammar summary at the back of the book, where detailed explanations and additional activities can be found.
- The tasks in each grammar section move thematically from lesson-related to real-life contexts.
- Lessons A and B both end with a scaffolded 'My Life' speaking task. Here, students personalize the language using the target grammar and other target language in a meaningful context.

4a reading adventurers • pronunciation /d/, /t/ or /s/ • grammar past simple • speaking describing your partner's past

The challenges of adventure

Reading

1 Read the article and choose the missing introduction, A, B, C or D.

A This is the story of how two National Geographic adventurers met and started to work together on a new project.

B Every year, National Geographic magazine gives an award to an adventurer for their achievements. Here are two winners of this award.

C In this article, two National Geographic adventurers describe their lives and talk about their work.

D Read about how a Nepalese mountaineer and a Mexican scientist are trying to tell the world about climate change.

2 Read the article again. Work in pairs and make notes about Pasang Lhamu Sherpa Akita's challenges and achievements. Then do the same for Cristina Mittermeier.

Grammar past simple

PAST SIMPLE

We use the past simple to talk about finished actions, events or situations in the past.

They lived in Lukla.

Cristina was interested in climate change.

She studied marine biology.

People didn't have food or homes.

For further information and practice, see page 162.

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

4a.2 Adventurers of the year

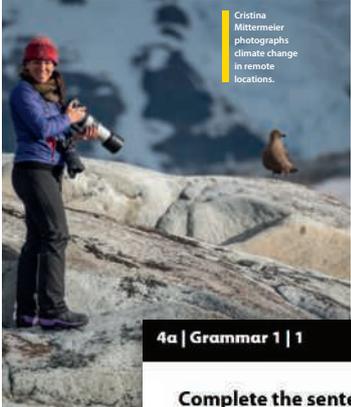
Introduction

The scientist

Cristina Mittermeier was born in Mexico in 1966. She studied marine biology at university and then worked as a scientist. She was interested in climate change and wanted to tell everyone about it. But not many people read her scientific articles, so she started taking photos of the effects of climate change instead. It took a long time for her to become well-known as a photographer, but one image of a starving polar bear went viral, with 2.5 million views in two weeks. In 2014, she started SeaLegacy, an organization using photography, video and storytelling to protect the ocean.

The mountaineer

Pasang Lhamu Sherpa Akita grew up with her younger sister and they lived in Lukla, a town in north-eastern Nepal. Pasang's parents died when she was young. When she was a teenager, she trained as a mountaineer and became the first female mountaineering instructor in Nepal. She's also famous for climbing Mount Everest (Mount Qomolangma) when she was only 22. In 2015, Nepal had a terrible earthquake. People didn't have food or homes, so Pasang helped them. Now she has a new challenge: she's a mother and hopes her achievements help her son follow his dreams.



Cristina Mittermeier photographs climate change in remote locations.

4a | Grammar 1 | 1
✕

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

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

✓
⊞

Lower-order and higher-order activities in the Student's Book (left) and the supporting activities available in the Online Practice (below).

Approach to vocabulary

Life supports students in acquiring and retaining vocabulary to use productively, as well as processing and making sense of above-level language receptively. *Life*, Third Edition provides a wealth of rich, meaningful contexts with language carefully controlled to ensure just the right level of achievable challenge. Target vocabulary is recycled continually throughout each level to promote ready usage and retention. Vocabulary is introduced in the following sections within the unit:

- Two or more vocabulary presentations per unit, which are presented as lexical sets, which research has shown facilitates memorization and memory retrieval.
- Wordbuilding sections that offer students another opportunity to extend their vocabulary through a focus on the building blocks of language, for example: prefixes, suffixes, parts of speech and specific language features like compound nouns

and phrasal verbs. Each wordbuilding explanation is supported by one or two practice activities.

- Word focus sections introduce high-frequency words at lower levels and idioms and colloquial usage at higher levels, providing examples of the different meanings words can have according to the contexts in which they are utilized.
- Short and simple definitions are provided in glossaries and through rich word lists, (which include phonetics, definitions, parts of speech, examples, collocations, and word family and word family collocates) available for each level in the Teacher's Resources.

Approach to skills

Life, Third Edition continues its integrated approach to teaching the four skills of language learning. Students are presented with reading and listening passages and respond with written and spoken production. Students also improve their language skills by analyzing the ways language is used in the passages they listen to and read. Beyond language, students prepare for success in their academic and professional life through a holistic approach to developing their critical, communicative, collaborative and creative skills. An example of this is the work they do to critically evaluate a real-world problem and work collaboratively to problem-solve and communicate solutions in the Sustainable life lessons. This is combined with a practical approach to functional language and familiarization with exam-style tasks throughout *Life*, Third Edition content, which equips students for exam success.

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

A wedding in Madagascar

Writing a description

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

buildings ceremonies clothes food
nature people towns and cities transport

Celebrations in Madagascar

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



2 Writing skill using descriptive adjectives

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

1 nice, **wonderful**, _____
 2 big, _____
 3 happy, _____

Wordbuilding synonyms

WORDBUILDING synonyms

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

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

beautiful *ancient*

1 Venice is a **nice** city with lots of **old** buildings.
 2 In the US, you can buy **big** burgers.
 3 The parade was a bit **boring** after a while.
 4 The crowd was **happy** because the music started.
 5 All the costumes were **nice**.
 6 I was very **sad** to leave Paris.
 7 I tried sushi for the first time and it was **good**.
 8 The view of the mountains was **nice**.

c Work in pairs. Look at the topics in Exercise 2. Think of two or three interesting adjectives for each. Use a dictionary to help you. Then, swap with another pair and compare your adjectives.

food - delicious, tasty, disgusting

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

- a day you remember from a holiday
- your favourite place in the world
- a festival or celebration in your country

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

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

6e | Wordbuilding | 1

Highlight the word that is not a synonym.

👉 🗑️ Erase

1. huge / massive / wonderful
2. dull / enormous / boring
3. tasty / disgusting / delicious
4. wonderful / ancient / nice
5. happy / exciting / interesting

my life THE TRIP OF A LIFETIME PLANNING A CELEBRATION EVENTS IN THE YEAR AN INVITATION

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A wordbuilding exercise in the Student's Book (left) alongside the supporting activities available in the Online Practice (above).