

 NATIONAL
GEOGRAPHIC
LEARNING

ELEMENTARY

THIRD
EDITION

Life



JOHN HUGHES
HELEN STEPHENSON
PAUL DUMMETT

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.

© Marianna Armata/Getty Images

ELEMENTARY

Life

THIRD
EDITION

JOHN HUGHES
HELEN STEPHENSON
PAUL DUMMETT

 NATIONAL
GEOGRAPHIC
LEARNING

Contents

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

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; asking questions 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 AlUla 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 a 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

- **Communication Activities** Page 153
- **Grammar Summary** Page 158

- **Irregular verb table** Page 182
- **Audioscripts** Page 183

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: so and because	<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

Learn with *Life*

Life Third Edition takes you around the globe, learning about new people, places and ideas. As well as exploring topics that keep you engaged, the content also has universal themes which keep the events relevant to your lives and times.



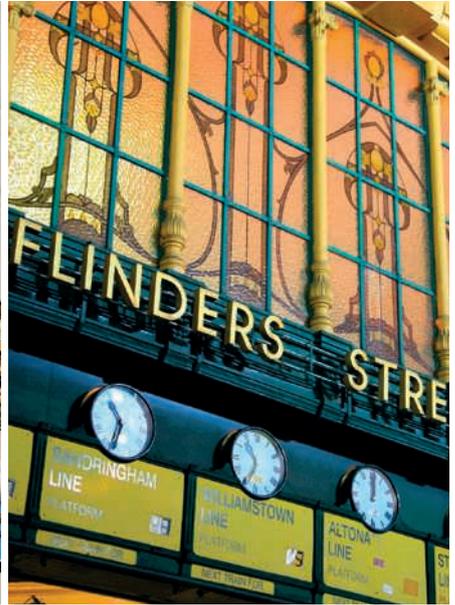
UNIT 1

- An interview with a National Geographic explorer
- Exploring the world's population
- Filming wildlife in Honduras



UNIT 2

- People and their possessions
- A National Geographic explorer tells us about his possessions
- An infographic showing how a phone is really made



UNIT 3

- Cities with no cars
- A National Geographic explorer sharing her daily routine
- Zurich: a sustainable innovator



UNIT 4

- Identical twins – not always the same
- A documentary about photographing polar bears
- Riding a bike with a difference



UNIT 5

- A travel writer in Thailand
- Food markets around the world
- A National Geographic photographer's guide to photographing food



UNIT 6

- Famous faces on money
- A modern way to keep a diary
- The history of women's football



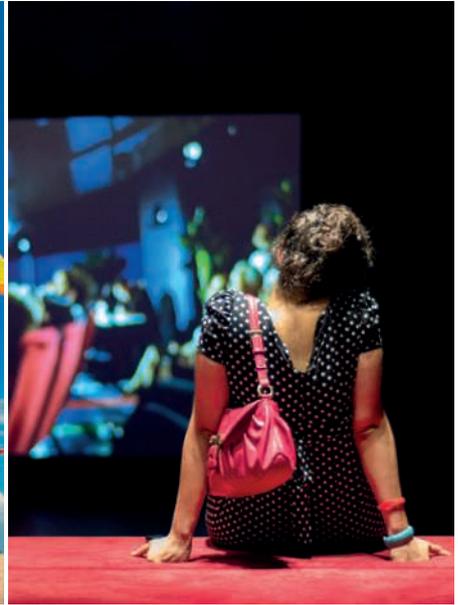
UNIT 7

- A shepherd's extreme journey
- Interesting cities to visit in Colombia
- Animal life cycles



UNIT 8

- Festivals around the world
- A sustainable fashion company in the Philippines
- Boys' and girls' colour preferences



UNIT 9

- A report on how GenZ accesses entertainment
- Artists inspired by nature
- Making public culture and entertainment accessible to all



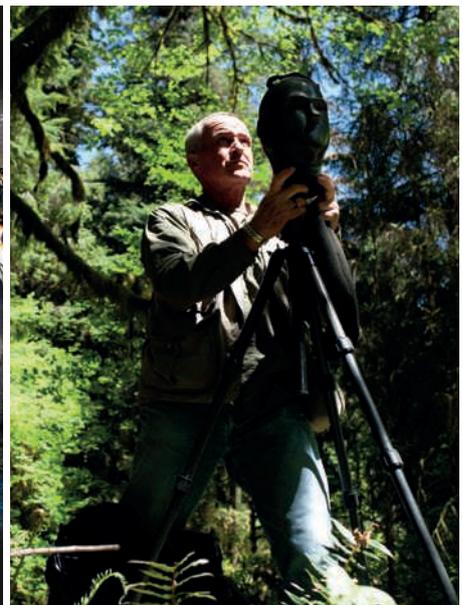
UNIT 10

- One of the most beautiful buildings in Stuttgart
- Mongolian twins with world-beating memories
- How we can use visuals to help us learn



UNIT 11

- Using VR for tourism
- Is it appropriate to dress like a local?
- How images can be used to represent a place



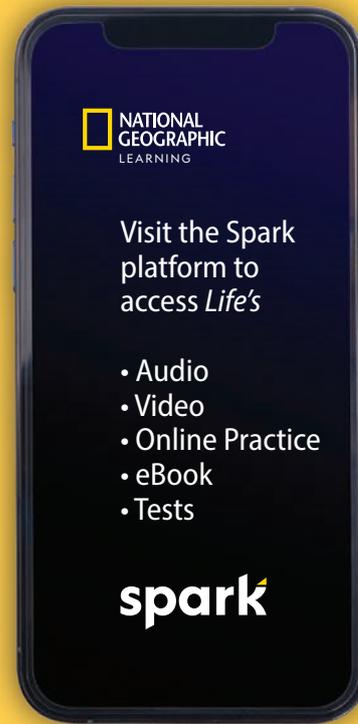
UNIT 12

- Gordon Hempton, an 'acoustic explorer'
- A National Geographic explorer is looking for an 'Earth Twin'
- A conservationist in the Hwange National Park in Zimbabwe

Bring your learning to *Life* with Spark

With *Life* on Spark, you can:

- 1 learn something new through unique and engaging reading and listening texts.
- 2 develop your language skills through grammar, pronunciation and vocabulary exercises.
- 3 learn everyday, functional language that you can use outside the classroom.
- 4 develop your writing skills with the help of model texts and useful skills tips.
- 5 watch engaging videos from National Geographic.



Spark has everything you need in one place. As well as access to the Student's Book audio and video, Online Practice and eBook, you will also be able to:

- access your courses quickly and confidently
- experience engaging classroom lessons
- complete practice activities and tests assigned by your teacher
- track your progress as you complete work in the platform



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

UNIT GOALS

- 1a** • give personal information
 - ask and answer questions with the verb *be*
- 1b** • talk about people and family
 - use possessive 's and possessive adjectives
- 1c** • read about the world population and identify the type of text
- 1d** • introduce myself and other people
- 1e** • write a personal description and connect sentences with *and* and *but*
- 1f** • evaluate captions with photos and videos and watch a video about a filmmaker

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

2  **1.1** Listen to an interview with the photographer who took the photo. Match the questions (1–4) with the answers (a–d).

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

3 Work in pairs. Ask and answer these questions.

A: Hello. What's your name?

B: My name's ...

A: Where are you from?

B: I'm from ...

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

A: What's his/her name?

B: His/Her name's ...

C: Where's he/she from?

D: He/She's from ...

Explorers

Reading

1 Work in pairs. Discuss these questions.

- 1 Who is in the photo?
- 2 Where are they?
- 3 What is their job?

2 Read the interview. Choose the correct option to complete the sentences.

- 1 Beverly is the *man / woman* in the photo.
- 2 Beverly is a *photographer / doctor*, filmmaker and explorer.
- 3 Beverly is *single / married*.
- 4 Dereck is *also / not* an explorer.
- 5 They are from *South Africa / Botswana*.
- 6 *South Africa / Botswana* is their favourite country.

Vocabulary personal information

3 Complete this table about Beverly and Dereck with information from the interview.

First name	Beverly	Dereck	You
Surname	1	Joubert	
Job	Photographer, explorer and filmmaker	2	
Place of birth	3	South Africa	
Married or single?	Married	4	
Age	Don't know	Don't know	

4 Complete the table in Exercise 3 with information about you.

1.2

INTERVIEW with an EXPLORER



What's your name?

My name's Beverly Joubert.

What's your job?

I'm a photographer for National Geographic. My photos are in National Geographic magazine. And I'm also an explorer and filmmaker.

Who is the man in the photo?

That's Dereck. He's my husband. He's also an explorer and a filmmaker.

Where is the photo?

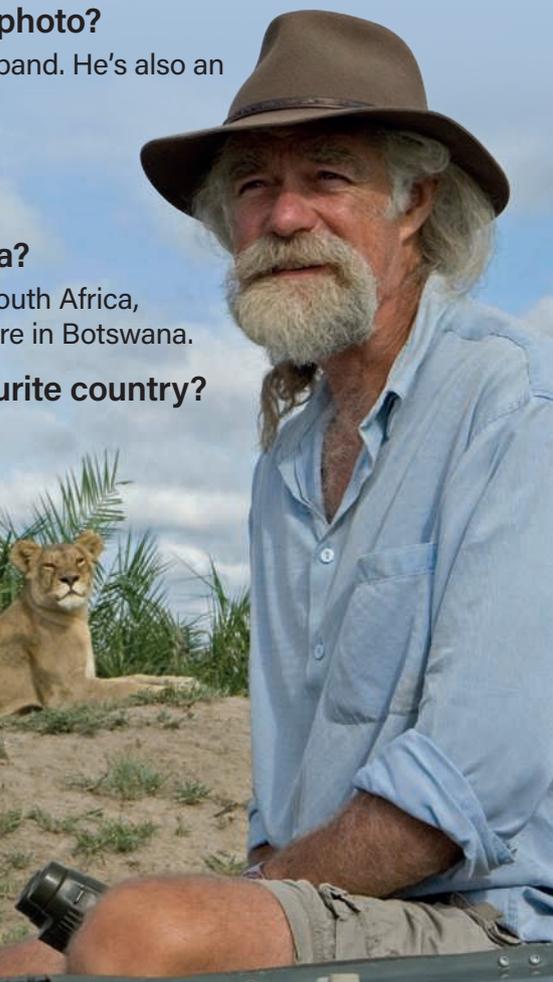
It's in Botswana.

Are you from Botswana?

No, we aren't. We're from South Africa, but – most of the time – we're in Botswana.

Is Botswana your favourite country?

Yes, it is.



Grammar *be* (am/is/are)

BE (AM/IS/ARE)

Affirmative

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

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

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

Negative

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

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

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

Questions

What's your name? *Beverly.*

Where are they from? *South Africa.*

How old are you? *Twenty.*

Yes/No questions with short answers

Are you from Botswana? *Yes, I am. / No, I'm not.*

Is she single? *Yes, she is. / No, she isn't.*

For further information and practice, see page 158.

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

- affirmative: I _____, you _____, he _____.
- negative: I _____, we _____, she _____.
- questions: _____ you ... ?, _____ he ... ?
- short answers: Yes, I _____. Yes, it _____. No, you _____. No, she _____.

6 **▶ 1.3** Choose the correct options to complete the conversation. Then listen and check.

- A: Hello. What ¹ *are / is* your name?
 B: My name's Carlos Pinillos.
 A: ² *Are / Is* you married?
 B: Yes, ³ *I'm / I am*. My wife's name is Sally. She ⁴ *aren't / isn't* here today.
 A: What's her job?
 B: ⁵ *She're / She's* a teacher. ⁶ *I'm / I's* also a teacher.
 A: Are you both from Brazil?
 B: No, we ⁷ *isn't / aren't*. I'm from Brazil, but Sally is from Ireland.
 A: And how old ⁸ *are / is* you?
 B: I'm thirty-six.
 A: Is Sally also thirty-six?
 B: No, she ⁹ *am not / isn't*. She's thirty-seven.

7 Match the questions (1–6) with the answers (a–f).

- Are you married?
 - Is he a teacher?
 - What's your name?
 - Is she from South Africa?
 - How old are you?
 - Where is Oksana from?
- a Sixteen. e No, she isn't.
 b No, I'm not. She's from Australia.
 c Claudio. f Yes, he is.
 d Ukraine.

8 Pronunciation contracted forms

a **▶ 1.4** Listen to eight sentences. Tick the form you hear.

- | | | |
|----|--------|---------|
| 1 | 'm ✓ | am |
| 2 | 're | are |
| 3 | 'm | am |
| 4 | 'm not | am not |
| 5 | 's | is |
| 6 | 're | are |
| 7 | aren't | are not |
| 8 | are | 're |
| 9 | isn't | is not |
| 10 | 's | is |

b **▶ 1.4** Listen again and repeat the sentences.

9 **▶ 1.5** Complete this conversation at an airport with the correct form of *be*. Use a contracted form where possible. Then listen and check.

- A: Good afternoon. ¹ _____ you in Vietnam for work or a holiday?
 B: For work. I ² _____ a photographer.
 A: I see. What ³ _____ your address in Hanoi?
 B: We ⁴ _____ at the Hanoi Hotel.
 A: We?
 B: Yes, I'm with my husband and two children, but they ⁵ _____ already at the hotel.
 A: ⁶ _____ your husband also a photographer?
 B: Yes, he is, but he ⁷ _____ in Hanoi for work. He ⁸ _____ here for a holiday.

Speaking **my life**

10 Write questions with these words.

- what / first name?
What's your first name?
- what / surname?
- are / student?
- what / job?
- where / from?
- how old / you?
- are / married?

11 Work in pairs. Ask and answer your questions from Exercise 10.

- A: Are you a student?*
B: No, I'm not.
A: What's your job?
B: I'm a teacher.

12 Work as a class. Introduce your partner to the other students.

This is Rosana. She's from Chile. She's a student.

Families in film

The filmmaker Jane Goodall is with her grandchildren. They are in Tanzania.



Listening

1 In pairs, look at the photo. Answer these questions.

- 1 Is Jane Goodall a filmmaker?
- 2 Are the two people her children?
- 3 Is your family big or small?
- 4 Where is your family from?

2  1.6 Listen to three descriptions about families of filmmakers. Match the name (1–7) to the family member (a–g).

- | | |
|----------------|-----------------|
| 1 Jane Goodall | a granddaughter |
| 2 Merlin | b daughter |
| 3 Angel | c grandmother |
| 4 Tom Fitz | d sister |
| 5 Phoebe | e father |
| 6 Austin | f grandson |
| 7 Westin | g sister |

3  1.6 Listen again and complete the text.

- 1 Jane Goodall ¹..... famous for her films of animals. She's ²..... over 40 films. Now her grandchildren work with Jane in Tanzania. Jane's grandson is Merlin and ³..... granddaughter is Angel.
- 2 Tom and Phoebe Fitz ⁴..... father and daughter. Tom's a filmmaker. His films are ⁵..... animals and nature. Tom's daughter is Phoebe. She's ⁶..... photographer and she also works with her father.
- 3 Austin ⁷..... Westin Ray are sisters. Austin and Westin's films ⁸..... about people all over the world. For example, their film *24 Hours of Daylight* is about life in Iceland and *Island Earth* is ⁹..... Hawaii.

Vocabulary family

- 4 Look at these family words. Which are men (M)? Which are women (W)? Which are both (B)?

aunt	mother-in-law
cousin	nephew
father	niece
grandparent	parent
mother	uncle

- 5 Write the correct words from Exercise 4.

- 1 your father's brother and sister: _____,
- 2 your brother's daughter and son: _____,
- 3 your uncle and aunt's son or daughter: _____
- 4 your husband's or wife's mother: _____
- 5 your mother or father: _____
- 6 your parent's mother or father: _____

WORDBUILDING ROOT WORDS

You can make more words from a root word.
For example: mother → grandmother → mother-in-law

- 6 Look at the wordbuilding box and the words in Exercise 4. Make five more words with the root words *sister*, *daughter* and *father*.

Grammar possessive 's and possessive adjectives

POSSESSIVE 'S and POSSESSIVE ADJECTIVES

Possessive 's

Tom's daughter is Phoebe.

Merlin and Angel's grandmother is Jane.

Notice: 's is also the contracted form of is.

Possessive adjectives

Subject	Object	Possessive adjective
I	me	my
you	you	your
he	him	his
she	her	her
it	it	its
we	us	our
they	them	their

She's **my** sister. What's **your** name? **His** name is Tom.

For further information and practice, see page 158.

- 7 Look at the grammar box. Then read the descriptions again in Exercise 3.
- a Circle three examples of the possessive 's.
 - b Underline three different possessive adjectives.

- 8 Choose the correct option to complete the sentences.

- 1 I / My parents are Spanish.
- 2 I / My am the only boy in my family.
- 3 What's you / your name?
- 4 Where are you / your from?
- 5 She / Her is a photographer.
- 6 He / His uncle is in the US.
- 7 We / Our family is from Asia.
- 8 They / Their cousins are both girls.

- 9 **Pronunciation** the same or different sounds

▶ 1.7 Listen to these pairs of words. Is the pronunciation the same (S) or different (D)?

- 1 they're / their
- 2 he's / his
- 3 its / it's
- 4 are / our
- 5 you're / your

- 10 ▶ 1.8 Rewrite these sentences with the words in brackets. Then listen and check.

- 1 I'm Fabien. (my name)
My name's Fabien.
- 2 Annie's sister's Claire. (her)
- 3 Francis and Antony's cousins are Juliet and Jane. (their)
- 4 Fritz's grandparents are dead. (his)
- 5 Are you Sylvain? (your name)
- 6 We have a niece. Her name's Helen. (our)

- 11 ▶ 1.9 Complete the description of a person's family and friends with these words. Then listen and check.

her her his my their

My family lives in the Netherlands. ¹ _____ mother's from Belgium and ² _____ three sisters (my aunts) live there. My father's from Rotterdam and he's a businessman. My sister's name is Julia and she's a teacher. She's married and ³ _____ husband's called Bram. He's also a teacher. ⁴ _____ children are Lars and Lucas. My best friend is Peter. ⁵ _____ father and my father have a company together.

Speaking my life

- 12 Work with your partner. Write five names of friends or people in your family. Introduce them to your partner.

*Karina is my best friend. She's from Argentina.
Stefan and Ilona are my two cousins in Germany.
They're my mother's nephew and niece.*