

 NATIONAL
GEOGRAPHIC
LEARNING

ELEMENTARY

TEACHER'S BOOK

Life

THIRD
EDITION



DANIEL BARBER
MIKE SAYER

Access your Instructor Account

Visit **learn.eltngl.com** to sign in or register for an Instructor Account on the all-in-one Spark platform.

Spark hosts all of the digital teaching and learning tools that support your program.

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

Life

**THIRD
EDITION**

DANIEL BARBER AND MIKE SAYER

National Geographic Learning,
a Cengage Company

Life Elementary Teacher's Book, Third Edition
Daniel Barber and Mike Sayer

Publisher: Rachael Gibbon
Managing Editor: Kayleigh Buller
Publishing Consultant: Karen Spiller
Senior Development Editor: Dan Humm Soriano
Development Editor: Gary Shackleton
Consultants: Jade Blue and Harry Waters
Senior Director of Global Marketing: Ian Martin
Senior Manager, Product Marketing: Caitlin Thomas
Heads of Regional Marketing:
Charlotte Ellis (Europe, Middle East and Africa)
Justin Kaley (Asia)
Irina Pereyra (Latin America)
Joy MacFarland (US and Canada)
Senior Manager, Production: Daisy Sosa
Content Project Manager: Jagriti Kundu
Media Researcher: Jeffrey Millies
Art Director: Brenda Carmichael
Manufacturing Planner: Eyvett Davis
Composition: Lumina Datamatics

© 2025 Cengage Learning, Inc.

WCN: 01-300-363

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

"National Geographic", "National Geographic Society" and the Yellow Border Design are registered trademarks of the National Geographic Society
® Marcas Registradas

For permission to use material from this text or product,
submit all requests online at **cengage.com/permissions**
Further permissions questions can be emailed to
permissionrequest@cengage.com

Teacher's Edition ISBN: 979-8-214-18056-4

National Geographic Learning

Cheriton House, North Way,
Andover, Hampshire, SP10 5BE
United Kingdom

Locate your local office at **international.cengage.com/region**

Visit National Geographic Learning online at **ELTNGL.com**
Visit our corporate website at **www.cengage.com**

Contents

Student's Book contents pages	4
<i>Life series</i>	8
<i>Life methodology</i>	10
Unit walkthrough	16
Units 1 to 12: Notes, answer key, audioscript and videoscript	22
Units 1 to 12: Grammar summary and answer key	310
Units 1 to 12: Communication activities	334

Contents

	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

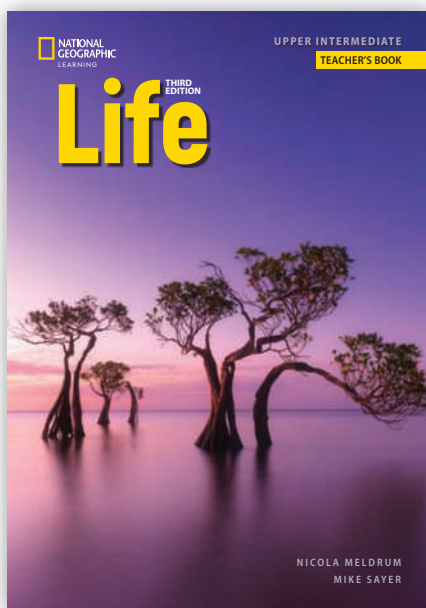
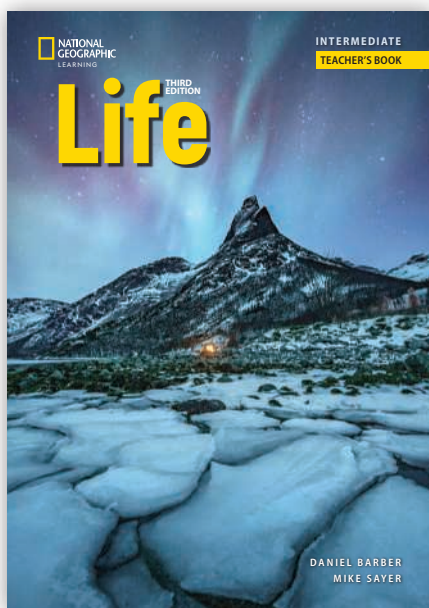
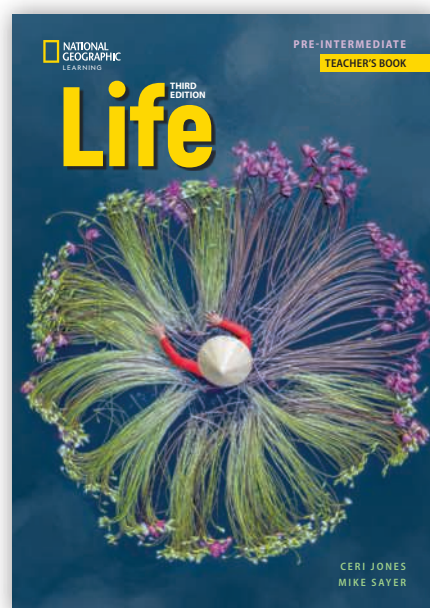
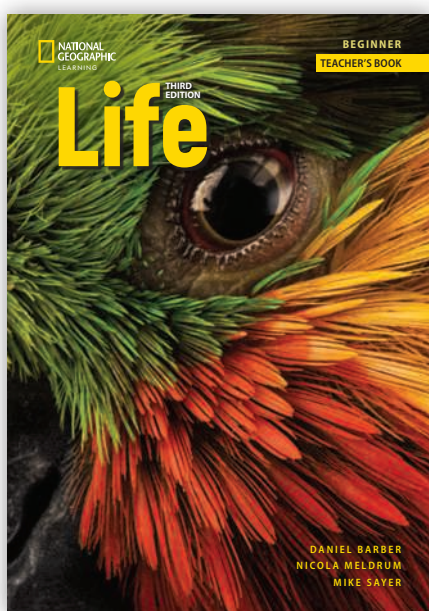
Contents

	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
7 Journeys <i>pages 81–92</i> Review <i>page 92</i>	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
8 Appearance <i>pages 93–104</i> Review <i>page 104</i>	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
9 Entertainment <i>pages 105–116</i> Review <i>page 116</i>	<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
10 Learning <i>pages 117–128</i> Review <i>page 128</i>	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
11 Tourism <i>pages 129–140</i> Review <i>page 140</i>	<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
12 The Earth <i>pages 141–152</i> Review <i>page 152</i>	<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.

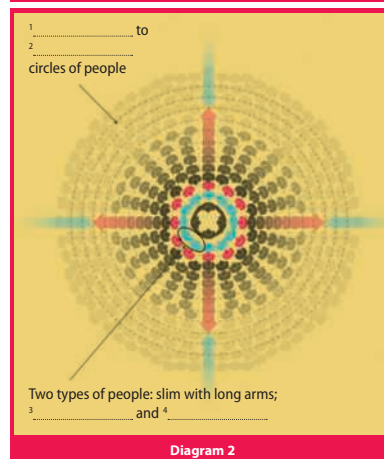
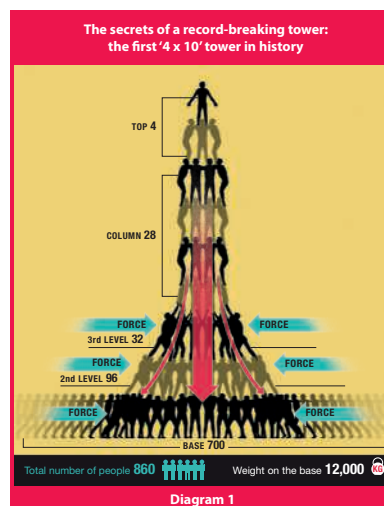
Eight of the video lessons in each level of *Life*, Third Edition feature a dedicated visual literacy focus.

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



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.

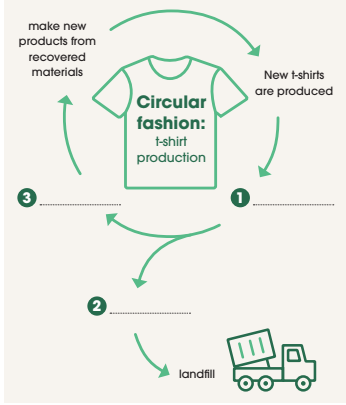
Visual literacy

- 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



The diagram illustrates a circular fashion model for t-shirt production. It shows a cycle where new t-shirts are produced, then sent back to be made into new products from recovered materials, or thrown away to landfill. The cycle is numbered 1 to 3.

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.

Speaking

7 Work in groups and discuss the questions.

- Look at the photo of the jar on the right and read the caption. How long do you think it takes you to create the same amount of waste?
- How does the t-shirt company in Video 2 contribute to reducing waste?
- Why is it important to try and reduce the amount of waste that is produced?
- Would any of the four suggestions for action in Part 1 of the video be easy for you to follow?

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.



115

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 adventures • pronunciation /d/, /t/ or /ɪd/ • grammar past simple • speaking describing your partner's past

The challenges of adventure

Reading

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

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

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.

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

4a | Grammar 1 | 1

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

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

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 section, 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 one. Use a dictionary to help you. Then, in another pair and compare your adjective lists.

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.




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

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

Life and assessment

Life, Third Edition incorporates assessment strategies that reflect the National Geographic Learning values of global competence, real-world communication and personalized success. We bring the world to the classroom, and the classroom to life; a principle that doesn't stop when assessing students. We also want to know who our students are, what makes them special and what they value, so we can support them on their learning journey.

Life, Third Edition treats assessment as an iterative process with four stages that overlap: *Place*, *Teach*, *Practice* and *Evaluate*.

PLACE

National Geographic Learning Online Placement

The National Geographic Learning Online Placement available on Spark recommends placement into the appropriate level of *Life* aligned to the CEFR.

TEACH (and monitor progress)

Learning objectives

Unit goals at the start of each new unit set learner expectations and assist both students and teachers to monitor progress throughout the unit.

Student's Book

Life develops students' language proficiency through a fully integrated approach to skills, with carefully scaffolded activities that guide students to navigate spoken and written texts and to use new language in productive speaking and writing activities competently and confidently. Language and learning objectives are CEFR-aligned and task types provide exposure to those commonly encountered in exams.

PRACTICE (and monitor progress)

Online Practice

Students consolidate their learning through fully comprehensive and course-specific practice provision. Teachers can assign activities according to learning objectives and review student progress in the Course Gradebook, where they can access reports on individual and class performance.

Self-assessment

Reviews at the end of each Student's Book unit include self-study activities designed to consolidate learning and give students a sense of their own progress. At the end of each review, students complete 'I can' self-assessment statements that mirror the unit goals to evaluate their learning.

I CAN	
describe the ages of different people	<input type="checkbox"/>
use <i>to</i> + infinitive to talk about future plans	<input type="checkbox"/>
use future forms to talk about plans, decisions and arrangements and prepare for a festival	<input type="checkbox"/>
listen to infer meaning and talk about celebrations	<input type="checkbox"/>
read about ceremonies, analyzing the writer's view	<input type="checkbox"/>
invite, accept and decline an invitation	<input type="checkbox"/>
write a travel blog post using descriptive adjectives	<input type="checkbox"/>
discuss health and well-being, and plan a volunteer project	<input type="checkbox"/>

Peer assessment

Peer review is built into the Sustainable life projects and the writing lessons (Lesson E) in each unit of *Life*. Students are provided with checklists against which they can evaluate the work of their peers and provide an opportunity for students to practise sharing and responding to constructive criticism, also teaching them to think more critically about their own work.

EVALUATE

Assessment rubrics for projects

Four Sustainable life projects per level provide extended collaborative tasks designed to hone students' research, planning and problem-solving skills and to develop their ability to work collaboratively.

Rubrics for the assessment of student performance in these tasks include an assessment of their understanding of the topic, evaluation of the project output, and judge how well students collaborated to solve problems and whether they used the resources creatively.

Assessment rubrics are provided in the Teacher's Resources on Spark for each project, to assist teachers in using these tasks for formative assessment.

Unit and mid-course tests

Twelve unit tests and two mid-course tests for each level of the series evaluate students' progress in the areas of: Vocabulary, Grammar, Reading, Listening, Speaking, Writing and Real life.

- The unit and mid-course tests are both downloadable and deliverable online.
- Assessment for visual literacy is available in the *Life*, Third Edition Assessment Suite in Spark in the form of two visual literacy tasks. The first has a defined answer. The second is open to student analysis and teachers assessing this task can use the guidance written by a visual literacy expert. These tasks can be added to the customizable tests.
- Teachers can select target learning objectives and language and skills areas in the *Life*, Third Edition Assessment Suite in Spark to generate fully customizable tests to administer online or as paper-based tests.
- Most tasks in the tests delivered on the Spark Platform can be automatically graded. Valuable insights into student, class and institutional progress are tracked in the Course Gradebook.

IELTS and Cambridge practice tests provide level-appropriate practice of external exam task types, which students are also familiarized with through dedicated activities in the Student's Book and Online Practice, ensuring students are primed for success.

spark

Bring the world to the classroom and the classroom to life with the Spark platform – where you can prepare, teach, and assess your classes all in one place!

Manage your course and teach great classes with integrated digital teaching and learning tools. Spark brings together everything you need on an all-in-one platform with a single login.

Track student and class performance on independent online practice and assessment. The Course Gradebook helps you turn information into insights to make the most of valuable classroom time.

Set up classes and roster students quickly and easily on Spark. Seamless integration options and point-of-use support help you focus on what matters most: student success.



Unit walkthrough

UNIT OPENER

The unit opener leads students to engage with the unit topic through an impactful photograph and also sets the language-learning goals for the unit.

UNIT 7 Journeys



This is a shepherd from Georgia. Every spring, he takes his sheep into the mountains.

UNIT GOALS

7a • talk about journeys

- use comparative adjectives

7b • ask and answer questions about places

- use superlative adjectives

7c • read travel information and write for your reader

7d • make and respond to requests

7e • write a travel blog post and use *so* and *because*

7f • analyze a life cycle chart and watch a video about a journey

1 Work in pairs. Look at the photo of the shepherd and his sheep. Which adjectives do you think describe their journey?

clean cold dangerous difficult dirty easy
fast hot long safe short slow

2 **7.1** Listen to a description of the journey. Tick (✓) four adjectives in Exercise 1 that you hear.

3 Find six pairs of opposite adjectives in Exercise 1.

long / short

4 Which adjectives in Exercise 1 can you use to describe:

- 1 your journey to work or school?
- 2 transport where you live (e.g. cars, trains)?
- 3 your city or town?
- 4 the temperature in your country?

81

NEW The Unit goals section establishes the communication skills and real-world language that students develop in the unit.

Discussion and listening warm-up activities get students talking about the unit topic and introduce key vocabulary in context.

LESSONS A and B

Lesson A presents grammar and vocabulary through a short reading text and activates learning through speaking activities designed to help learners personalize the language.

Lesson B presents grammar and vocabulary through listening inputs from a rich variety of genres, before progressing to speaking activities designed to help learners personalize the language they have learned.

Updated reading texts featuring real and relatable stories introduce the target language in context.

7a reading animal migration • grammar comparative adjectives • pronunciation stressed and weak syllables /ə/ • speaking your opinion

Animal journeys

Reading

1 Work in pairs. You are going to read an article about the migrations three animals make. Before you read, look at the photos and match the animals (1–3) with the distances (a–c).

1 saiga a 30 metres every year
2 tree frog b 14,000 kilometres in fifteen years
3 loggerhead turtle c 35 kilometres per day

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

3 Read the article again and complete the table.

	Saigas	Loggerhead turtles	Tree frogs
When do they travel?			
Where do they travel to?			
Which adjectives describe their journey?			

MIGRATIONS

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

Saiga antelopes live in Central Asia. In the spring, they walk to higher places for food. A male saiga can walk 35 kilometres a day and it's faster than a female. The journey is more dangerous for a female saiga because she has her calf in the spring.

Many turtles travel to the beach to lay their eggs. Fifteen years ago, there were only a few turtles on the beach. Now there are many more.

Tree frogs have shorter journeys than other animals. But for a small frog, the journey isn't easier. In spring, it climbs 30 metres down a tree, lays its eggs in water, and then it climbs up the tree. For a tree frog, it's a very difficult journey.

Clear examples of the grammar form and use are provided through a simple summary box and reinforced by related practice. A revised, visually supportive Grammar summary section at the back of the book offers flexible reinforcement for both teachers and students.

Grammar comparative adjectives

COMPARATIVE ADJECTIVES

We use a comparative adjective to compare two things or groups of things.

Turtles have long journeys. → Turtles have longer journeys than tree frogs.

Tree frogs have short journeys. → Tree frogs have shorter journeys than saigas or turtles.

The female saiga's journey is difficult. → The female saiga's journey is more difficult than the male's.

Spelling changes: big → bigger, safe → safer, easy → easier

Irregular adjectives: good → better, bad → worse, far → further

For further information and practice, see page 170.

4 Look at the grammar box. Answer the questions.

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

5 Write the comparative form of the adjectives.

- | | |
|-------------|-------------|
| 1 big | 9 difficult |
| 2 small | 10 easy |
| 3 cheap | 11 fast |
| 4 expensive | 12 slow |
| 5 cold | 13 good |
| 6 hot | 14 bad |
| 7 dangerous | 15 long |
| 8 safe | 16 short |

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

- | | big | cheap | difficult | fast | good | hot |
|--|-----|-------|-----------|------|------|-----|
| 1 The summer in Spain is _____ than in Iceland. | | | | | | |
| 2 My journey was _____ than normal because the train was late. | | | | | | |
| 3 Their new house has three bedrooms. It's _____ than their old house. That house had two. | | | | | | |
| 4 When I was a child, the roads were _____ than the roads today. That's because there weren't many cars. | | | | | | |
| 5 Call a taxi. It's _____ than walking. | | | | | | |
| 6 The questions on the exam this year were _____ than last year. Last year the exam was easy. | | | | | | |
| 7 The bus ticket is \$10 and the train ticket is \$12, so the bus is _____. | | | | | | |
| 8 I go to work by bus. It's _____ than going by car because I can read a book. | | | | | | |

7b listening AlUla • vocabulary ways of travelling • wordbuilding transport collocations • grammar superlative adjectives • speaking places you know

A journey to AlUla

Listening

1 Work in pairs. Look at the photos of a region called AlUla in Saudi Arabia. Write:

- five adjectives to describe the places you can see, e.g. hot
- two sentences to compare AlUla with the place you live, e.g. *I think AlUla is probably hotter than ...*

2 Listen to four parts of a travel podcast about a journey to AlUla.

- Tick the four places on the map that the podcaster describes.
- Match the photos (A–D) with the four places on the map.

3 Listen again and complete the information about AlUla with words or numbers.

- Types of transport from Riyadh to AlUla: plane, car, bus, or ...
- It takes _____ years ago.
- There are _____ miles high.
- There are _____ metres high.
- With water, plants and trees, it goes down in the evening season below.

Vocabulary ways of travelling

WORDBUILDING transport collocations

We can talk about different ways of travelling with the verbs walk, cycle, drive, fly, etc. We can also use collocations with verbs + transport nouns.

go by + bike/train/car
take + a taxi/a bus/the train
travel by + train/bus/plane/boat
Don't say: *travel by the train*

4 Look at the wordbuilding box. Choose the correct option to complete the sentences.

- You can *take / drive* a taxi from Riyadh to AlUla.
- When my family goes on holiday, we always *drive / go by* car.
- How did you *fly / travel* to AlUla? By train or by plane?
- Most people go *by / on* bike into the city centre at the weekend.
- When it's raining, I normally travel *to / by* work on the train.
- Let's *travel by / take* the bus to the city centre.

5 Work in pairs. Ask and answer the questions using the verbs and nouns in the wordbuilding box.

- How do you normally travel to work (or school)?
- How do you normally travel when you go on holiday?
- What's your favourite way to travel? Why?

Listening activities present the grammar in context and now develop both top-down and bottom-up listening skills through carefully scaffolded tasks.

My life speaking tasks guide learners to use grammar and vocabulary in personalized contexts which reinforce the lesson goals and provide informal assessment opportunities.

Unit walkthrough

LESSON C

Lesson C explicitly develops reading comprehension and critical thinking skills by engaging students with rich topical input through a longer reading text.

7c reading Colombia's cities • word focus time • critical thinking writing for the reader • writing your town

Visit Colombia!

Reading

- Work in pairs. Look at the photos from Colombia on page 87. Describe what you can see and do in Colombia.
- Read about four Colombian cities in the travel information. Which person would be interested in each city?
 - A student who studies art _____
 - A tourist who likes good food and the beach _____
 - An explorer who likes walking in nature _____
 - Someone who likes dancing _____
- Read the travel information again. Answer the questions Yes (Y), No (N), or Don't know (DK) because the information is not in the text.
 - Is Cartagena next to the sea? Y
 - Is there a museum in Cartagena?
 - Can tourists have dancing lessons in Cali?
 - Are there two festivals in Cali every year?
 - Is Medellín a large city?
 - Are all Botero's sculptures inside the museum?
 - Is it easy to travel to Ciudad Perdida?
 - Does anyone live in 'the lost city'?
- Find and match words in the travel information with the definitions (1–8).

Cali

 - a performance of music
 - a special public event or celebration

Cartagena

 - a type of city or place with ships and boats
 - an informal and friendly conversation

Medellín

 - a type of artist who makes large objects, often from stone or metal
 - objects made by an artist

Ciudad Perdida

 - a long and difficult journey on foot
 - very old

Word focus time

- Find these phrases with *time* in the travel information. Then use the phrases to complete the sentences.

free time good times to have time for spend time

 - At the weekend, we always _____ with friends.
 - I woke up late and so I didn't _____ breakfast.
 - I'll be home tomorrow morning and Friday afternoon, so those are _____ call.
 - Did you enjoy your _____ on holiday?

6 Work in pairs. Answer the questions.

- Do you spend all your time working on your homework?
- Do you have time for sport and other hobbies?
- Did you have a good time at the weekend?
- How do you enjoy your free time?

7 Imagine you can visit the cities in the travel information. Number the four cities from 1 to 4 (1 = your first choice, 4 = your last choice). Then compare your answers in groups and give your reasons.

Cali is my first choice because I love music and I want to learn salsa.

Critical thinking writing for the reader

- When you write, it's important to write for your reader. Read the paragraph about Cali below. Compare it with the paragraph about Cali in the travel information. Answer the questions.
 - Which text is for a reader who is ... ?
 - a tourist
 - a business person
 - Which text has information about ... ?
 - a local transport
 - local people

Cali is a city where people work hard and there is a lot of new business. It has a good airport for visitors, with comfortable hotels. There is public transport, but taxis are the fastest way to get around the city. For eating out, Cali has restaurants with traditional and international food.

Writing my life

- Plan a paragraph about your town or city. First make choices about:
 - the type of reader (a tourist who likes art, a business person, a student, etc.).
 - the type of topics in the paragraph (art, history, food, sport, etc.).Then write your paragraph in 50 words.
- Exchange your paragraph with a partner. Can you guess your partner's choice of reader and topics?

Critical thinking activities develop a wide range of sub-skills like understanding the difference between facts and opinions and reading between the lines. Students are provided with the tools they need to interpret information-rich topics and form their own opinions.

Unit 7 Journeys

A journey to Colombia's cities

Many visitors to Colombia spend time in Bogotá, the country's capital city, but Colombia also has some other great cities. Let's visit four of them.

People in **Cali** work hard, but they also enjoy their free time. The city is famous for its Salsa dancing, so there are lots of concerts and places to dance. You can also take courses in Salsa with some of the best dancers in the world. The Festival of Pacific Music and the World Festival of Salsa are always in August and September or October, so these are good times to visit.



Cartagena is a port on Colombia's beautiful coast. The city is by the Caribbean Sea and the food is a fantastic mix of seafood and fresh fruit. Also, Cartagena is one of the friendliest places in the world. Everyone, including waiters in restaurants, shop assistants, taxi drivers and people walking in the streets, has time for a chat.



Medellín is best known for the sculptor and artist Fernando Botero. He was born there and you can see his huge sculptures of people and animals everywhere in the city. The Botero Plaza is in the centre and has a lot of sculptures by him. You can also walk to other squares to see more. And in the afternoon, when the sun gets very hot, go inside the Museo de Antioquia to see Botero's paintings.



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



YOUR OPINION PLACES TO VISIT YOUR TOWN TRAVEL MONEY A DESCRIPTION OF A JOURNEY

LESSONS D and E

Lesson D simulates real-life contexts for students to practise using functional language related to the unit's communicative goals.

7d
vocabulary money • real life requesting and responding

Travel money

Vocabulary money

1 Complete the sentences with these pairs of words.

borrow + cash	buy + ticket	change + dollars
lend + coins	pay + credit card	spend + money
take out + money		

- I need to _____ some _____ into pounds.
- Did you _____ a lot of _____ on that dress?
- There's a cash machine. We can _____ some _____ from there.
- You can _____ by _____ or with cash.
- The machine doesn't take notes. Can you _____ me some _____ for parking?
- Can I _____ some _____ and pay you back later?
- They want to _____ a train _____.

2 **4/7** Listen to three conversations about money. Choose the correct place (a, b or c) for the conversations.

1 Conversation 1 is in a:	3 Conversation 3 is:
a currency exchange office	a in a bank
b supermarket	b at a cash machine
c shop	c in a car park

2 Conversation 2 is:

a in a hotel
b in a shop
c at a cash machine

Real life requesting and responding

3 **4/7** Complete the conversations from Exercise 2. Use the expressions for requesting and responding to help you. Then listen again and check.

Conversation 1

A: Hello. Can I change \$100 into euros?
B: Yes, of 'c. _____ One moment. One hundred dollars is 89 euros.
A: OK, 'c. _____ you give me the euros in ten-euro notes and coins?
B: 'S. _____ Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty ...

Conversation 2

A: Would you like to buy this?
B: Yes, please. And 'c. _____ I have it in a bag, please?
A: 'C. _____ It's twelve dollars.
B: Here's my credit card.
A: Oh, I'm 's. _____ but I can only take cash.
B: Oh no! I don't have any.
A: Don't worry, there's a bank with a cash machine around the corner.
B: Oh, thanks.

Conversation 3

A: Oh no! It's two dollars for parking. I only have a ten-dollar note.
B: So what's the problem?
A: The machine only takes coins. 'C. _____ I borrow the money?
B: I'm 'a. _____ I don't have any coins. But look! It takes credit cards.
A: I haven't got a credit card with me.
B: It's OK, I have.
A: Great. I can pay you back later.
B: Don't worry! I can pay!

REQUESTING AND RESPONDING

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

4 Work in pairs. Practise the three conversations from Exercise 3.

5 Work in pairs. Take turns to request different things with these words. Respond 'yes' or 'no'.

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

The Real life sections give students the language they need for the real world.

Lessons D and E have been aligned with speaking activities (D) and written texts (E) that students are required to produce in external exams like Cambridge and IELTS.

Lesson E provides targeted writing skill development through a genre-based process writing approach.

Each Lesson E focuses on one text type, reflecting the expectations of international exams.

7e
writing a travel blog post • writing skill so and because

Unit 7 Journeys

The highest road in the world

Writing a travel blog post

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

- Where was the writer?
- How many days was the journey?
- What happened to the bus?
- Who tried to fix the engine?
- How did the passengers feel?
- Why did the writer feel sorry for the bus driver?
- Why did the writer walk to the border?

2 **Writing skill so and because**

a Look at the sentences (a–b) and answer the questions (1–3).

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

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

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

- We called a taxi _____, we were late for the meeting.
- The train was late, _____ we waited on the platform.
- We had a drink of water _____ it was a very hot day.
- It started raining, _____ they ran home.
- I wanted to sleep, _____ I stayed at a hotel.
- We hired a car _____ there were no trains or buses.
- I needed some money, _____ I looked for a cash machine.
- My friend lent me ten dollars _____ I didn't have any cash.

3 Choose the correct options to complete the blog post.

It was the end of our family holiday 'and / because we were very tired. We had a long car journey from Switzerland to the UK, 'so / but we left early in the morning. The journey was easy at first 'so / because there wasn't much traffic at that time of day, 'but / and at midday we needed to stop at a garage near Paris 'but / because there was a problem with the engine. The garage couldn't fix the car for 24 hours, 'so / because we needed a hotel for the night. The nearest hotel was at Disneyland. We went there 'and / but it was the best part of the holiday!

4 Write a short blog post about a journey or a place you visited. Write about 80 words. Think about these questions.

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

5 Exchange your blog post with a partner. Use these questions to check your partner's blog.

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

A clear instructional design leads students through a consistent sequence of a writing model, a writing skill, a productive task, and then guided peer review and correction.

Unit walkthrough

LESSON F

Lesson F extends critical thinking skills by developing visual literacy skills and promoting active global citizenship through Sustainable life lessons.

Eight lessons with a visual literacy focus per level draw on rich video content and visual information presented in a variety of different formats to develop students' ability to critically interpret and analyze visual content and express their thinking in English.

7f visual literacy understanding a life cycle chart • video the sockeye salmon's journey • speaking and writing the life cycle of a brown bear

The final journey



In Alaska, the sockeye salmon swims up the river. It's a dangerous journey.

Visual literacy understanding a life cycle chart

1 You read about loggerhead turtles on page 82. In pairs, look at the life cycle chart about loggerhead turtles. Does it show a, b or c?

- a The early part of a loggerhead turtle's life
- b The stages of a loggerhead turtle's life
- c The distance of a loggerhead turtle's journey



2 Which three sentences are true about a life cycle chart?

- a There is no beginning or end.
- b It shows repeated actions.
- c It can only show one direction.
- d It shows the order of actions.

Video

3 Work in pairs. You are going to watch a video about another life cycle. Look at the photo and read the caption. Why do you think the journey is dangerous for the fish?

90

Unit 7 Journeys

4 Before you watch the video, try to complete the life cycle chart with the phrases (a-e).

- a They return to the river.
- b They swim to the ocean.
- c The female salmon lays her eggs.
- d The salmon try to jump past the brown bears.
- e The older salmon die.



5 Watch the video. Check your answers in Exercise 4.

6 Watch the video again. Answer the questions.

- 1 Which US state are the rivers in?
- 2 Are sockeye salmon born in the ocean?
- 3 How long can the journey take up the river?
- 4 What are three changes to the male salmon?
- 5 Do scientists know why this happens?
- 6 Where do the females lay their eggs?
- 7 Why is it important for the salmon to die?

Speaking and writing

7 Work in pairs. Turn to page 154.

8 Join another pair. Take turns to read your narration aloud. You can use some of these phrases:

The life cycle of a bear starts in the winter ...
A few months later ...
After that ... Next ...
Finally ... At the end ...
It starts again ...


As you listen, follow the stages on the life cycle chart. Is their narration correct and easy to follow?

91


Four Sustainable life lessons per level guide students to develop problem-solving and collaborative skills through engaging video content and a project-based task designed to help students become active citizens in their own communities.

6f video equality at work, women's football • speaking female role models • project interview a female role model

Gender equality



The British Women's Football Team in 1955



Saudi Arabia's Women's Football Team in 2023

Sustainable Life

Video

1 You are going to watch a video about men and women working in Europe. In pairs, look at the table in Exercise 2 and guess the missing percentages.

2 Watch Video 1 about gender equality and complete the missing percentages in the table.

	Women	Men
Engineers	20%	80%
In hospitals (e.g. nurses)	10%	20%
Teachers	10%	10%
Pay	women earn 10% less than men, but work longer hours	
Position in a company	10% of large companies have female managers at the top.	

3 Work in groups. Discuss these questions.


- 1 Does the information in the video surprise you? Why?/ Why not?
- 2 How can men and women be equal in the workplace?

4 Look at the two photos of female football players. Discuss the questions in groups.

- 1 What year is the first photo from? Does it surprise you? Why?/ Why not?
- 2 Which modern team does the second photo show? Does your country have a women's football team? How popular is football (or soccer) with men and women in your country?

5 Watch Video 2 about women's football. Put (A-E) on the timeline.

- A There was the first women's world cup.
- B The English Football Association stopped it.
- C English women's football was popular.
- D There are professional female teams.
- E Female English teams started playing again.



6 Watch Video 2 again. Complete the sentences with years and numbers.

- In the early part of the twentieth century, there were _____ women's football clubs in England.

7 Some matches had around _____ fans.

8 Lily Parr was a famous player. She scored _____ goals in her career.

9 In _____, the English Football Association stopped women's football.

10 Fifty years later - in _____, the Football Association changed its mind.

11 In 1991, the US won the women's world cup final.

12 Today, there are _____ women's national teams.

Speaking

7 A 'role model' is a successful person who you would like to copy. In pairs, make a list of female role models in your country. e.g.:

- Female sports people
- Women who do important jobs
- Famous women on TV
- Women with their own business

8 Join another pair and share your lists. Explain why each woman is a role model.

This role model is on TV. She's a journalist and interviews important people. Her name is ...

Project

Project brief

You are going to interview a female role model.

9 Research Think of a female role model you can interview in your school, university, town or city. For example, you can interview ...

- a woman in your school/university/work with an important job
- a woman with a business in your town
- a woman with a successful career.

Invite the person to a 15-minute interview.

10 Planning Plan your interview. Write interview questions that ask about:

- Her early life
- Her education
- Her first jobs
- Her job now
- Her advice for young people who want to be successful

Next, interview your female role model with your questions.

11 Presentation Give a short presentation to your class about your role model. Use the information from your interview to present her past life, her life now and her advice for young people.

REVIEW LESSON

Each unit closes with a review which provides students with consolidation activities and an opportunity to reflect on what they have learned.


UNIT **7**

REVIEW AND MEMORY BOOSTER

Grammar

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

- Mercury is the nearest planet to the Sun.
- Saturn is a big planet, but _____ is the biggest planet.
- Mercury is a hot planet, but _____ is the hottest.
- The journey from the Earth to _____ is longer than the Earth to Uranus.
- _____ is closest to Mars and the best planet for humans.
- Mars is smaller than the Earth, but _____ is the smallest planet.



2 >> MB Underline nine adjectives in sentences 1–6 in Exercise 1.

- Which are comparative adjectives?
- Which are superlative adjectives?

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

- The summer temperature in Doha is 40°C. It's 20°C in Berlin. (hot / cold)
Qatar is hotter than Berlin. Berlin is colder than Qatar.
- A Porsche can travel at 300 kph. A Mini can travel at 210 kph. (fast / slow)
- This house costs \$1,000,000. This apartment costs \$250,000. (cheap / expensive)
- Bangkok has a population of 11.2 million. Madrid has a population of 6.8 million. (big / small)
- The River Ganges is 2,506 km long. The River Amazon is 6,400 km long. (long / short)

4 Read the sentences and compare them with the information in Exercise 3. Complete the superlative sentences.

- The summer temperature in Edinburgh is 19°C. Edinburgh is the coldest city.
- A Koenigsegg Jesko Absolut can travel at 531 kph. It's _____ car.
- This castle costs \$10 million. It's _____ home.
- Delhi has a population of 33.8 million. It's _____ capital city.
- The Roe River is 61 m. It's _____ river.

Vocabulary

5 Complete the sentences.

- I often go _____ bus to work.
- It's sunny today so let's _____ through the park.
- Sometimes I drive to the shops and sometimes I _____ the bus.
- Did you travel _____ Beijing by plane?

6 Choose the correct option to complete the sentences.

- Can I *pay* / *buy* by credit card?
- Can you *lend* / *borrow* me ten euros?
- Could I *change* / *pay* one hundred pounds into dollars?
- Spend* / *Take out* some money from that cash machine.

Real life

7 Match the two halves of the sentences.

1 Can you lend	a a euro?
2 Could I borrow	b cash?
3 Could you pay with	c me a dollar?
4 Can we have some	d pen?
5 Could I use your	e dollars?

Real world

8 >> MB Match the journeys (1–6) with the distance or length of time (a–f).

1 A tree frog's journey	a 30 minutes (by car)
2 Lhasa to Kodari	b four days
3 Hegra to Jabal Ikma	c 30 metres
4 A loggerhead turtle's journey	d three days (by bus)
5 A sockeye salmon's journey	e many weeks
6 The trek to Ciudad Perdida	f 14,000 kilometres

I CAN	
talk about journeys	<input type="checkbox"/>
use comparative adjectives	<input checked="" type="checkbox"/>
ask and answer questions about places	<input type="checkbox"/>
use superlative adjectives	<input type="checkbox"/>
read travel information and write for my reader	<input type="checkbox"/>
make and respond to requests	<input type="checkbox"/>
write a travel blog post and use <i>so</i> and <i>because</i>	<input type="checkbox"/>
analyze a life cycle chart and watch a video about a journey	<input type="checkbox"/>

92

NEW The Real world activity gets students to check what they've learned in the unit in terms of real-world content.

Learning outcomes at the end of the lesson are linked closely to the unit goals.

Memory booster activities ask students to make a written record of something, for example, a written text or a graphic organizer (like a mind map or a Venn diagram).

IN THIS UNIT

Unit theme This unit is about people, personal information, personal descriptions, family and friends.

Vocabulary

- **1a** personal information: *first name, surname, job, place of birth, married, single, age*
- **1b** family: *aunt, uncle, cousin, nephew, niece, parent, daughter, father, mother-in-law, brother, grandparent, grandchildren, granddaughter, grandmother, grandson, sister*
- **1c** everyday verbs: *have, live, speak, use, work*

Wordbuilding

- **1b** root words: *mother, grandmother, mother-in-law*

Word focus

- **1c** expressions with *in*

Grammar

- **1a** *be (am/is/are)*
- **1b** possessive 's and possessive adjectives

Reading

- **1a** an interview with explorers in Botswana
- **1c** a text about world population

Listening

- **1b** three descriptions of families in film

Speaking

- **1a** asking questions
- **1b** friends and family
- **1c** facts about countries
- **1f** planning a film about animals

Critical thinking

- **1c** types of text

Real life

- **1d** meeting people for the first time

Pronunciation

- **1a** contracted forms
- **1b** the same or different sounds
- **1c** numbers and percentages
- **1d** spelling

Writing

- **1e** a personal description

Writing skill

- **1e** *and* and *but*

Visual literacy

- **1f** using captions with photos and videos

Video

- **1f** *A wildlife filmmaker*

- **Lead-in** Books closed. Find something light that you can throw, such as a ball of paper. Have the whole class stand, in a circle if possible.
- Say: *Hello! My name's [your name]. What's your name?* Throw the ball to a student. They repeat what you said and pass the ball to another student. Continue until all the students have said their name.
- Passing the ball again, ask one student: *Is your name [their name]?* They respond *Yes* or *No* and pass the ball to another student, asking the same question. Continue until all the students have confirmed their names.

1

- Students look at the photo and caption, and answer the question in pairs. Check understanding of *where* and *job* by asking: *Where are we?* (In a classroom) *What's my job?* (I'm a teacher).
- Elicit the answers to the questions by asking students, then ask: *Where's Papua New Guinea?* If you have a world map, invite a student to point to the country.

Visual literacy

A key part of visual literacy is analyzing how a visual text is constructed. Ask:
What can you see in the image?
What can you see in the front (foreground) and back (background) of the image?
Who or what is the main thing in the photo?
How do these different elements make you feel?

Answers

See answers on Student's Book page.

2

- Point to the questions and answers and indicate matching with your finger (see **Teacher development**). Then point to your ear and say: *Listen to the photographer*. Play the audio.
- Ask each question to a different student. When you have elicited all the answers, ask students: *Do you like the photo? Do you like swimming in the sea?*

Extra activity

To support students, ask them to match the questions and answers in pairs before listening. The audio is then a way to check answers.

Answers

See answers on Student's Book page.

Teacher development

Classroom tips: making instructions visual

At this level, it's important to clarify instructions with visual support. Students may not understand basic instructions like *listen*, so point to your ear when you say **Listen**. Mime activities, such as using your finger to pretend to match items or moving your arms to show the meaning of *swimming*. This is a quick way to clarify meaning, but you might also need to draw simple pictures on the board, e.g. for *match*:



Always keep your language simple and limit your talking time. The more you say, the more the students have to work to understand you.

Another way to make instructions less verbal and more visual is to demonstrate. Use the first item in an activity to clarify the instructions, or, as in Exercise 3, a pairwork exercise, have a student join you to demonstrate a speaking task.

3

- Point to the model dialogue in the book or copy it onto the board. Choose a volunteer to



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

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 ...*

Students' own answers.

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 ...*

Students' own answers.

4

- Write on the board: *His/Her name's _____. He's/She's from _____. Check students understand *his* and *he* refer to men and *her* and *she* refer to women.*
- Tell the class to introduce their partners to students in another pair. Demonstrate with a student.
- When they have finished speaking, ask a few students to introduce one of their classmates from the other pair to the class.

Answers

Students' own answers.

spark You can find additional discussion questions in the Classroom Presentation Tool in Spark.

demonstrate it with you. Hold the conversation with them and at the end, say: *Nice to meet you!* Shake their hand or make an appropriate gesture to illustrate the meaning of the expression.

- Drill the questions and answers (see **Pronunciation notes**). Then students ask and answer in pairs.

Answers

Students' own answers.

Pronunciation notes

Drilling chorally and individually

It's important for students to hear new words and expressions. Have them repeat after you so that you know they can say

them correctly. Say to the class: *Listen and repeat. Hello. What's your name?* Encourage the whole class to repeat at the same time (this is called *choral drilling*).

Check that individual students are saying words or phrases correctly too by nominating one student at a time to say the word or expression (*individual drilling*). In a large class, it takes too long to hear from everyone, but nominate a few students each time so they learn to participate in the choral pronunciation work.

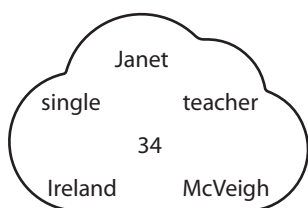
Say the questions and answers naturally, with contractions and correct stress:

What's your name? *My name's Kiko.*
Where are you from? *I'm from Madrid.*

AT A GLANCE

- **reading** explorers in Botswana
- **vocabulary** personal information
- **grammar** *be (am/is/are)*
- **pronunciation** contracted forms
- **speaking** asking questions

- **Lead-in** Books closed. Write your personal information on the board in a box or cloud, like this:



- Elicit questions from the class, e.g. *What's your name?* Answer the questions even if they are not correct, but say the question correctly and have students repeat after you each time. Tick the piece of information each time. Check understanding of *single/married*, e.g. by pointing to your ring finger (see **Vocabulary notes**). Students write down their personal details in a cloud. In pairs, they take turns asking and answering the questions.

Reading

1

- Tell students to look at the photo but not read the interview yet. Reinforce this by covering the text with your hands. Students discuss the questions in pairs. In feedback, elicit their ideas.
- **Optional step** Do this as a whole-class activity (see **Teacher development**) to avoid the students reading ahead.

Answers

Students' own answers.

Explorers

Reading

- 1 Work in pairs. Discuss these questions. **Students' own answers.**
 - 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 Derek 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 Derek with information from the interview.

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

- 4 Complete the table in Exercise 3 with information about you. **Students' own answers.**

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 Derek. 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.

Teacher development

Classroom tips: whole-class activities

Often, activities are short and simple, so it may be quicker to do them as a class, not to put students into pairs. The teacher asks the questions to different students. Use it as an opportunity to teach the class vocabulary, such as *photographer, explorer, husband, lion*, etc. Here, it's important that students don't read the interview, so you can ask them to close their books until Exercise 2. If you use the CPT (Classroom Presentation Tool, see page 15), you can focus on the photo there.

2 1.2

- Explain the task by pointing to the words in italics in the first sentence and say: *Read. Is Beverly*

the man in the photo or the woman in the photo? Students read and choose the correct options.

- In feedback, check students read out each whole sentence, not just the word. Praise students for correct answers, but correct errors of pronunciation, especially key vocabulary: *man, woman, single, married, photographer*.
- **Optional step** Students close their books and listen to the audio of the interview to answer the questions.

Answers

See answers on Student's Book page.

Grammar **be (am/is/are)****BE (AM/IS/ARE)****Affirmative**

I'm a photographer. (I'm = am)
 You/We/They're married. (They're = are)
 He/She/It's from South Africa. (It's = is)

Negative

I'm not a journalist. (I'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**.

- 1 affirmative: I **am**/m, you **are**/re, he **is**/s
 2 negative: I **am** not, we **aren't**, she **isn't**
 3 questions: **Are** you ...? **Is** he ...?
 4 short answers: Yes, I **am**. Yes, it **is**. No, you **aren't/are not**. No, she **isn't/is not**.

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

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

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

- 1 Are you married? **c**
 2 Is he a teacher? **f**
 3 What's your name? **d**
 4 Is she from South Africa? **a**
 5 How old are you? **b**
 6 Where is Oksana from? **e**
 a Sixteen. e No, she isn't.
 b No, I'm not. f 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. **Are** you in Vietnam for work or a holiday?
 B: For work. I **'m** a photographer.
 A: I see. What **'s** your address in Hanoi?
 B: We **'re** at the Hanoi Hotel.
 A: We?
 B: Yes, I'm with my husband and two children, but they **'re** already at the hotel.
 A: **Is** your husband also a photographer?
 B: Yes, he is, but he **isn't** in Hanoi for work. He **'s** here for a holiday.

Speaking **my life**

- 10 Write questions with these words.

- | | | |
|---|--------------------|-----------------------------|
| 1 | what / first name? | |
| 2 | what / surname? | What's your surname? |
| 3 | are / student? | Are you a student? |
| 4 | what / job? | What's your job? |
| 5 | where / from? | Where are you from? |
| 6 | how old / you? | How old are you? |
| 7 | are / married? | Are you married? |

- 11 Work in pairs. Ask and answer your questions from Exercise 10. **Students' own answers.**

- 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. **Students' own answers.**

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

- **Exam tip** This task provides exam practice for IELTS, Reading, Task Type 9, Table completion.

Answers

See answers on Student's Book page.

Vocabulary notes

As well as the key vocabulary, it is important that students know how to talk about their own personal information. Teach how to say each student's job and where they are from in English.

surname = someone's family name. In English-speaking countries, it always comes after a person's name, so it is also known as **last name** (in the US) or **second name** (in the UK).

single = not married. Many people prefer not to define themselves according to their marriage status, so they can say: *I'm (not) in a relationship.*

job = the work someone does for money, e.g. *I'm a teacher/student/photographer.* If someone doesn't have a job, it may be because they are **retired** (= they stopped working because they are older now) or **unemployed** (= they don't have a job at the moment).

place of birth = the city or country where someone was born. Ensure students know how to say their country of birth in English. Normally, you can ask for this information with: *Where are you from?* However, people may need to explain more complicated situations, e.g. *I'm from X, but I live in Y now.*

age = the number of years someone has lived. However, *How old are you?* is a much more common question than *What is your age?* In some languages, e.g. Spanish, people say *I have 23 years*, so tell students that in English, they should say: *I'm 23* or *I'm 23 years old* NOT *I'm 23 years*.

How old are you? is an important question to teach, but remember that some people may prefer not to answer it. Consider teaching the expression: *I prefer not to say.*

4

- Students add their own information to the last column in the table.
- In feedback, ask questions and elicit answers, e.g. *What's your first name? How old are you? Where are you from? Are you married?*

Answers

Students' own answers.

Background information

Dereck and Beverly Joubert are National Geographic Explorers at Large and wildlife conservationists who have been filming, researching and exploring in Africa for over 40 years.

They're the founders of the Great Plains Big Cats Initiative with National Geographic, which supports conservation of big cats in nearly 30 countries. The Jouberts have made more than 40 films for National Geographic, published around 15 books, and written several scientific papers and articles for the National Geographic magazine. Beverly Joubert is a famous photographer and her international exhibitions have further helped to raise awareness of the plight of big cats across the world.

Botswana /bɒt'swɑ:nə/ is a country in southern Africa.

Sustainable life

Explore why big cats are endangered. Ask: *Why is the number of big cats reducing?* (Possible answers: losing natural habitat and animals they can eat, danger from people taking animal parts.)

Vocabulary personal information**3**

- Use the **Vocabulary notes** to pre-teach the words in the table. Students read the interview again to find the information to complete the table.

my life

PERSONAL INFORMATION FRIENDS AND FAMILY FACTS ABOUT COUNTRIES INTRODUCE YOURSELF
 A PERSONAL DESCRIPTION

11

Explorers

Reading

- 1 Work in pairs. Discuss these questions. **Students' own answers.**
- Who is in the photo?
 - Where are they?
 - What is their job?

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

- Beverly is the *man* / *woman* in the photo.
- Beverly is a *photographer* / *doctor*, filmmaker and explorer.
- Beverly is *single* / *married*.
- Dereck is *also* / *not* an explorer.
- They are from *South Africa* / *Botswana*.
- 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	Joubert	Joubert	
Job	Photographer, explorer and filmmaker	Explorer and filmmaker	
Place of birth	South Africa	South Africa	
Married or single?	Married	Married	
Age	Don't know	Don't know	

- 4 Complete the table in Exercise 3 with information about you. **Students' own answers.**

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. (I'm = am)
You/We/They're married. (I're = are)
He/She/It's from South Africa. (I's = is)

Negative

I'm not a journalist. (I'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.

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. 'Are you in Vietnam for work or a holiday?
B: For work. I 'm a photographer.
A: I see. What 's your address in Hanoi?
B: We 're at the Hanoi Hotel.
A: We?
B: Yes, I'm with my husband and two children, but they 're already at the hotel.
A: 'Is your husband also a photographer?
B: Yes, he is, but he 's in Hanoi for work.
He 's here for a holiday.

Speaking my life

- 10 Write questions with these words.

1 what / first name? **What's your first name?**
2 what / surname? **What's your surname?**
3 are / student? **Are you a student?**
4 what / job? **What's your job?**
5 where / from? **Where are you from?**
6 how old / you? **How old are you?**
7 are / married? **Are you married?**

- 11 Work in pairs. Ask and answer your questions from Exercise 10. **Students' own answers.**

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. **Students' own answers.**
This is Rosana. She's from Chile. She's a student.

my life

PERSONAL INFORMATION

A PERSONAL DESCRIPTION

FRIENDS AND FAMILY

FACTS ABOUT COUNTRIES

INTRODUCE YOURSELF

Extra activity

Students work in pairs to ask and answer questions about their name, job and relationship status.

Grammar be (am/is/are)

5

- Check understanding of *affirmative* (+), *negative* (-) and *questions* (?). Students look at the information in the grammar box and write the missing forms of *be*. Elicit the first form (*am*) to get students started. Let students compare their answers in pairs before checking as a class.
- In feedback, elicit answers and establish that there are three affirmative forms (*am*, *is* and *are*). Use the **Grammar notes** to point out information about negatives, contractions and short answers, and write the forms on the board.

Answers

See answers on large Student's Book page.

GRAMMAR NOTES

We use *am* with *I* (*I am*). This is often abbreviated to *I'm* in spoken English and informal written English. We add *not* to make the negative (*I'm not*) and invert with the subject to make the question (*Am I ... ?*). In short answers, we use *Yes, I am* (not *Yes, I'm*) and *No, I am / I'm not*. Note that *I amn't* or *I'mn't* are not possible.

We use *is* with *he*, *she* and *it*. The contraction is *He's*, *She's* or *It's*. The negative is *He isn't*, etc. and the question is *Is she ... ?* etc. In short answers, we use *Yes, he is* or *Yes, it is*, etc. (not *Yes, he's* or *Yes, it's*) and *No, he is not / isn't*. Note that *he's not* or *she's not* are not possible, but less common.

The second- and third-person plural forms are *you are*, *we are* and *they are*, often abbreviated to *you're*, *we're* or *they're*. Negatives are *we aren't*, etc. and questions *Are you ... ?* etc. In short answers, we use *Yes, we are* or *Yes, they are*, etc. (not *Yes, we're* or *Yes, they're*) and *No, they are not / aren't*. Note that *they're not* or *we're not* are possible, but less common.

Show this clearly on the board, then have students copy this text down in their notebooks:

AFFIRMATIVE	NEGATIVE
<i>I am</i> → <i>I'm</i>	<i>I am not</i> → <i>I'm not</i>
<i>You are</i> → <i>You're</i>	<i>You are not</i> → <i>You aren't</i>
QUESTIONS	ANSWERS
<i>Am I ... ?</i>	<i>Yes, I am. / No, I am / I'm not</i>

6 1.3

- Students read the conversation and choose the correct options.
- Play the audio. Students listen and check their answers. Let students compare their answers in pairs before checking as a class.
- Extra support** Monitor individuals carefully, checking their answers and helping them to self-correct by referring them to the **Grammar notes** on the board if necessary.

Answers

See answers on large Student's Book page.

Extra activity

Students practise reading out the conversation in pairs.

7

- Students match the questions and answers individually or in pairs. In feedback, choose a student and ask them the first question. Then, have that student choose another student to ask the second question, etc.
- **Optional step** Students close their books. Write the answers on the board and have students write the questions in pairs. They open their books to check their answers.

Answers

See answers on large Student's Book page.

spark Assign students the grammar activities in the Online Practice to help them consolidate their understanding and get practice of using this language.

8 Pronunciation contracted forms

a 1.4

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

Answers

See answers on large Student's Book page.

b 1.4

- Play the audio again. Students listen and repeat the sentences. Use the **Pronunciation notes** to help you drill the contracted forms.
- **Optional step** Students turn to the audioscript on page 183 as they listen and repeat.

Answers

Students' own answers.

Pronunciation notes

The pronunciation of the contracted forms is quite difficult for Elementary students. It involves getting their tongues round long vowels and diphthongs. Point out the diphthongs in *I'm* /aɪm/, *we're* /wiə(r)/ and *they're* /ðeə(r)/. Also the /z/ sound in *he's* /hi:z/ and *she's* /ʃi:z/, and the long vowel sound in *are* /ɑ:(r)/ and *aren't* /ɑ:(r)nt/. Raise awareness of these sounds by drilling them in isolation, e.g. /iə/, then in the word, e.g. /wiə(r)/.

9 1.5

- Students work in pairs to complete the conversation. Encourage students to use contractions where possible.
- Play the audio. Students listen and check their answers.

Answers

See answers on large Student's Book page.

Speaking my life

10

- Students form the questions from the prompts. Elicit the first question as an example to ensure instructions are clear and that students remember to add the verb *be* where necessary.
- Let them check answers in pairs before class feedback. Chorally drill each question, paying attention to sentence stress (in bold in the answers).

Answers

See answers on large Student's Book page.

11

- Students take turns to interview each other. They should try to remember their partner's information or take brief notes, ready for Exercise 12.
- Monitor pairs and make a note of errors they make (see **Teacher development**).

Answers

Students' own answers.

Teacher development

Classroom tips: error correction

It's a good idea to do an error feedback stage at the end of a fluency activity. Avoid correcting while students speak as this interrupts their flow and detracts from the main aim, which is to communicate freely and for real. But afterwards, write four or five incorrect sentences on the board and ask students to correct them as a class or in pairs.

By listening carefully, noting a few errors and writing them up for class correction, you remind students to be aware of their accuracy and to try to self-correct. It's an opportunity to focus on common errors that students regularly make. Most classes appreciate error correction from their teacher.

12

- Write *This is ...* on the board. Point to the model answer and say: *We introduce people with 'This is...'* Students take turns to introduce their partners to the class. Have the rest of the class say: *Nice to meet you.* to each classmate.

Answers

Students' own answers.

AT A GLANCE

- **listening** families in film
- **vocabulary** family
- **wordbuilding** root words
- **grammar** possessive 's and possessive adjectives
- **pronunciation** the same or different sounds
- **speaking** friends and family

- **Lead-in** Display a photo of any anonymous person. Say: *This person is very interesting! Invent their personal information.* Students in pairs decide together on the personal information of their character. Then, one student in each pair interviews the other as if they were that person, asking them the questions from Lesson 1a.
- Ask *How interesting is this person?* Invite three or four volunteers to be interviewed by the rest of the class. At the end, ask the class: *Who is the most interesting?* Congratulate the pair who invented the most interesting character.

Listening

1

- Explain that the people in the photo make films and are members of the same family. Students guess the relationships between them in pairs, then answer questions 1–4.
- In feedback, elicit the students' answers for 1 and 2.
- **Extra support** Before Exercise 1, show the class photos of your family and explain who the people in the photos are, e.g. *This is Sacha. He's my brother,* etc. Draw your family tree on the board, labelled with the family vocabulary.

Answers

- 1 Yes, she is a filmmaker.
 2 No, they are her grandchildren.
 3 & 4 Students' own answers.

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? *Students' own answers.*

- 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 |

12

2 **1.6**

- Say: *Listen to three descriptions. Match the name to the family member word.* Remember that visual clues can help students understand instructions.
- Play the audio. Students listen to the descriptions and match the names to the family members.

Answers

See answers on Student's Book page.

3 **1.6**

- Before students listen again, put them into pairs to try to complete the text from context. Elicit the first missing word from the class

- 3 **1.6** Listen again and complete the text.

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

to demonstrate the activity, then give students two minutes to think of other missing words. Say: *Don't worry if you can't think of a word. We will listen again.*

- Elicit students' ideas, but don't confirm them yet. Then, play the audio for students to check their answers and complete any missing words.
- In feedback, elicit whole sentences from each student. Check comprehension of the prepositions *about* and *in* by asking about a film most of the students will have seen: *What is [name of film] about? Who is in it?*

Vocabulary family

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

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

- 5 Write the correct words from Exercise 4.

- your father's brother and sister: uncle, aunt
- your brother's daughter and son: niece, nephew
- your uncle and aunt's son or daughter: cousin
- your husband's or wife's mother: mother-in-law
- your mother or father: parent
- your parent's mother or father: grandparent

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.
- Circle three examples of the possessive 's.
 - Underline three different possessive adjectives.

- 8 Choose the correct option to complete the sentences.

- I / My parents are Spanish.
- My / My am the only boy in my family.
- What's you / your name?
- Where are you / your from?
- She / Her is a photographer.
- He / His uncle is in the US.
- We / Our family is from Asia.
- 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)?

- they're / their **S**
- he's / his **D**
- its / it's **S**
- are / our **D**
- you're / your **S**

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

- I'm Fabien. (my name) My name is Fabien.
- Annie's sister's Claire. (her) Her sister is Claire.
- Francis and Antony's cousins are Juliet and Jane. (their) Their cousins are Juliet and Jane.
- Fritz's grandparents are dead. (his) His grandparents are dead.
- Are you Sylvain? (your name) Is your name Sylvain?
- We have a niece. Her name's Helen. (our) Helen is our niece. / Our niece is Helen.

- 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 My mother's from Belgium and ² her 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 her husband's called Bram. He's also a teacher. ⁴ Their children are Lars and Lucas. My best friend is Peter. ⁵ His 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.

Students' own answers.

Answers

See answers on Student's Book page.

Vocabulary notes

Help students record these words clearly and logically to show the connections. Organize the words on the board in a table for students to complete in their notebooks. Have students add words from Exercise 1 to the table, e.g. *grandchildren*.

men	women	both
father	_____	_____
_____	aunt	cousin
father-in-law	_____	_____
etc.		

Explain that English nouns do not have masculine or feminine endings, so words like *cousin* or *parent* do not differentiate according to gender. This may confuse students who speak languages in which an article or possessive adjective or ending would show the gender of a person.

Visual literacy

Producing effective visual content is an important part of visual literacy. Ask: *How do tables, like the one in Exercise 4, help you to learn words?*

5

- Students read the definitions and write the correct words. Let them compare their answers in pairs before checking as a class.
- Extra support** Students may be confused by the 's in the definitions. Show what this means by holding up your pen and writing on the board: *the teacher's pen = the pen of the teacher*. Then, use your family tree to show the relationship between you and your father's brother or sister.

Answers

See answers on Student's Book page.

Pronunciation notes

Drill the vocabulary chorally and individually. Group words with similar sounds together so that students can make more connections between them. The words *mother*, *brother*, *uncle*, *husband*, *cousin* and *son*, for example, all have the same vowel sound, /ʌ/.

- Exam tip** This task provides exam practice for Cambridge A2 Key, Reading and Writing, Part 5, Open cloze.

Answers

See answers on Student's Book page.

spark You can provide your students with extra opportunities to practise their listening skills for this lesson by assigning them the corresponding Online Practice activities in Spark. They can also access the audio tracks in the Student Resources in Spark to listen to the audio again.

Vocabulary family

4

- Students study the words and write *M*, *W* or *B* next to each. Encourage them to use dictionaries to find out the meaning of each word. You could also refer to your family tree, if you drew it on the board in Exercise 1, and expand it to include all the family members.
- In feedback, copy the table in **Vocabulary notes** onto the board and have students take turns to complete it.

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? **Students' own answers.**

2 **10.16** 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 **10.16** Listen again and complete the text.

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

Vocabulary family

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

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

5 Write the correct words from Exercise 4.

- 1 your father's brother and sister: **uncle** **aunt**
- 2 your brother's daughter and son: **niece** **nephew**
- 3 your uncle and aunt's son or daughter: **cousin**
- 4 your husband's or wife's mother: **mother-in-law**
- 5 your mother or father: **parent**
- 6 your parent's mother or father: **grandparent**

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.

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 **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

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

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

10 **10.18** 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) **Her sister is Claire.**
- 3 Francis and Antony's cousins are Juliet and Jane. (their) **Their cousins are Juliet and Jane.**
- 4 Fritz's grandparents are dead. (his) **His grandparents are dead.**
- 5 Are you Sylvain? (your name) **Is your name Sylvain?**
- 6 We have a niece. Her name's Helen. (our) **Helen is our niece. / Our niece is Helen.**

11 **10.19** 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 **My** mother's from Belgium and ² **her** 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 **her** husband's called Bram. He's also a teacher. ⁴ **Their** children are Lars and Lucas. My best friend is Peter. ⁵ **His** 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.

Students' own answers.

6

- Read the information in the Wordbuilding box with the class. Then, ask students to make five more words using *sister*, *daughter* and *father*.
- Let students compare answers in pairs before checking as a class. Add the words to the table you drew on the board from Exercise 4.
- Introduce *half-sister/brother* (= a relative you share one parent with, e.g. your father's son from a previous relationship) and *step-sister/brother/mother/etc.* (= a relative you don't have a blood connection with, e.g. your mother's new husband's son), if you think this may be relevant to students.

Answers

sister-in-law, granddaughter, daughter-in-law, grandfather, father-in-law

Grammar possessive 's and possessive adjectives

7

- Read the first part of the grammar box (possessive 's) to the class. Students circle three examples of the possessive 's in Exercise 3.
- Elicit the examples they find. Use the **Grammar notes** to clarify any confusion with the contraction *is*.
- After you have clarified the possessive 's, indicate the table of possessive adjectives in the grammar box. Students underline three examples of possessive adjectives in Exercise 3. Use the **Grammar notes** to show the relationship between the possessive 's and possessive adjectives.
- Refer students to page 158 for further information and practice.

Answers

a Jane's grandson, Tom's daughter, Austin and Westin's films

b her, His, their

GRAMMAR NOTES

Possessive 's

Apostrophe +s ('s) has two meanings in English: a contraction of *is* and to show possession. You may want to explain this in students' first language and compare it with their language system. On the board write:

's in *father's brother* (possession) ≠ 's in *He's a photographer* (the verb *is*)

We use possessive 's to show possession in English. You add 's to the end of the noun which has possession, e.g. *My father has a brother ... – My father's brother ...*

Note that the position of 's changes between singular and plural: *My sister's cat* (one sister has a cat) but *My sisters' cat* (two sisters share the same cat).

's is pronounced /s/ after unvoiced sounds, e.g. *cat's*, *aunt's*, and /z/ after voiced sounds, e.g. *mother's*, *grandchildren's*.

Possessive adjectives

Show the connection between the possessive 's and possessive adjectives by writing on the board: *Jane's grandchildren are Merlin and Angel. Jane's grandchildren work in Tanzania.* Read the sentences aloud, exaggerating being bored by the repetition of *Jane's*. Cross out the second *Jane's* and replace it with *Her*.

My and *your* are first-person singular possessive adjectives (*your*, like *you*, can also be used as the plural form). *His* and *her* are second-person singular possessive adjectives.

Note that *its* (no apostrophe!) is used to show possession with animals, objects, countries, etc.

Their is the third-person plural possessive adjective. *Our* is the first-person plural possessive adjective. Unlike some languages, *their* and *our* are used regardless of the gender of the possessor. In English, possessive adjectives do not change their form depending on whether the noun they are showing possession of is singular or plural, e.g. *their mother* and *their parents*, NOT *theirs-parents*.

8

- Students work individually to choose the correct word. Let them compare their answers in pairs before checking as a class. In feedback, have students say the complete sentences and check pronunciation.

Answers

See answers on large Student's Book page.

Extra activity

Divide the class into pairs. Tell students to think of a relative they both have (e.g. a sister or an uncle). Students must then find three things that are similar about that relative, e.g. Student A says: *My uncle is French. He's a teacher. He's in Paris.* After two minutes, stop students and find out what they now know about their relatives, e.g. *Our uncles are in Paris!*

9 Pronunciation the same or different sounds

1.7

- Students look at the pairs of words and think about how they are pronounced. Play the audio. Students listen and decide

whether the pronunciation is the same or different.

- Check answers as a class. Clarify using the **Pronunciation notes**.
- Optional step** Play the audio again, pausing after each item for students to listen and repeat. Then have them practise the pronunciation on their own.

Answers

See answers on large Student's Book page.

Pronunciation notes

Both *their* and *there* are pronounced with a diphthong: /ðeə(r)/.

Note the long sound in *he's* /hi:z/ and the short vowel sound in *his* /hɪz/.

Note that *are* and *our* can be pronounced the same, both with a long /ɑ:/ sound. However, the sounds are normally different: a long sound in *are* /ɑ:/ but a different triphthong in *our* /aʊə/ (the same as *hour*).

10 1.8

- Look at the example with the class and check that everyone understands what to do.
- Ask students to work individually to rewrite the sentences. Alternatively, ask students to work in pairs and take turns to produce the sentences orally using possessive adjectives.
- Play the audio. Students listen and check their answers.

Answers

See answers on large Student's Book page.

11 1.9

- Ask students to work individually first to read the description and write in the missing pronouns. Let students compare their answers in pairs.
- Play the audio. Students listen and check their answers.
- Exam tip** This task provides exam practice for Cambridge A2 Key, Reading and Writing, Part 5, Open cloze.

Answers

See answers on large Student's Book page.

Extra activity

Ask students to copy the description, substituting names, countries and jobs to make the information true about their family.

Speaking my life

12

- Demonstrate the task so that everyone understands what to do. Write five names of friends or people in your family on the board and invite the class to ask you about them.
- Students write five names and think about what to say about each person. Then, in pairs, they take turns to tell each other about the people.
- In feedback, ask individuals to tell the class about their partner.

Answers

Students' own answers.

Extra activity

Students draw a family tree showing five or six close relatives. Organize the class into new pairs to tell each other about the people in their family tree. Their partner must listen and draw the family tree. At the end, students compare family trees to check comprehension.

Extra activity

If you are looking to extend this topic, you can try researching the following topic online:

Tell students they're going to research the Redgrave family of English actors.

Students study the Redgrave family tree online and find out the names and dates of birth of the family members and how they are related to each other.

Task: Students write six sentences about the information they found, e.g. *Daisy Scudamore is Vanessa Redgrave's grandmother.*

Search words: Redgrave family tree

AT A GLANCE

- **pronunciation** numbers and percentages
- **reading** world population
- **vocabulary** everyday verbs
- **word focus** expressions with *in*
- **speaking** facts about countries

- **Lead-in** Write on the board: *Who's that?* Students get out their phones and find one or more photos of family members. In pairs, they ask each other about the people in the photos using the question on the board.
- Monitor pairs and encourage students to use possessive adjectives and 's. After a few minutes, invite students to share anything interesting that they found out about their partners' families with the class.

Speaking

1 Pronunciation saying numbers and percentages

▶ 1.10

- Play the audio. Students listen and repeat the numbers and percentages.

Pronunciation notes

1 billion = a thousand million, or 1,000,000,000

1.4 is said *one point four*.

% is said *per cent* /pə'sent/

Reading

2 ▶ 1.11

- Students read the eight pieces of information. Check understanding of *population* (= number of people in a country) by asking: *Imagine this classroom is a country. What is the population of the country called Classroom?* Check *agriculture* (= when you grow food) by asking: *What does agriculture make?* (food)
- Students read the text on page 15 and match the numbers in Exercise 1 with the information.

Population

Speaking

1 Pronunciation saying numbers and percentages

▶ 1.10 Listen and repeat these numbers and percentages.

1 billion	1.4 billion	3.5 billion	5.2 billion
8 billion	26%	55%	91%

Reading

- 2 Read the text about people in the world. Then match the numbers and percentages in Exercise 1 with the information (1–8).

- the number of people in the world **8 billion**
- the population of India **1.4 billion**
- the number of people with English as a second language **1 billion**
- the number of people with jobs (for money) **3.5 billion**
- the percentage of people in agriculture **26%**
- the percentage of people in cities **55%**
- the number of people with the internet **5.2 billion**
- the percentage of people with a mobile phone **91%**

Critical thinking types of text

- 3 Read the text again. What type of text is it? Choose the correct option (a, b or c).

- (a) a text with facts c a text with a story
b a text with opinions

- 4 Which information in the text is new or surprising for you? Tell the class. **Students' own answers.**

The information about the city and the countryside is new for me.

Vocabulary everyday verbs

- 5 Find these verbs in the text. Then complete the fact file about China with the verbs.

have live speak use work

Factfile: China

There are 1.4 billion people in China. 24% of the population ³ **work** in agriculture.
66% of these people ¹ **live** in cities. Over 1 billion people ⁴ **have** a mobile phone.
80% ² **speak** Mandarin Chinese. 78% ⁵ **use** the internet.

- In feedback, elicit whole sentences, e.g. *Eight billion is the number of people in the world.*
- **Extra step** Before reading, students match the numbers and information from their general knowledge and guesswork. Then, they read to check their ideas.

Answers

See answers on Student's Book page.

Critical thinking types of text

3

- Write three sentences on the board to check understanding of the three text types:

Word focus *in*

- 6 Match the sentences (1–4) with the uses of *in* (a–c).

- 22 million people live **in** Mexico City. **b**
- The average age **in** Vietnam is 33 years. **a**
- 25% of Swiss people live **in** the countryside. **b**
- 79% of the US population work **in** services. **c**

- a *in* + a country
b *in* + a city or region
c *in* + a type of work or industry

- 7 Write three sentences about people using *in*. Write about your country, a city or region, and a type of work or industry. **Students' own answers.**

Speaking my life

- 8 Work in pairs.

Student A: Turn to page 153.
Student B: Turn to page 155.

- 9 Find out how many people are in your:

- country
- city, town or region
- English class
- family
- school or place of work.

A: *There are five people in my family.*

B: *There are sixty-five million people in my country.* **Students' own answers.**

- 10 Work in pairs. Ask and answer five questions about the information in Exercise 9.

A: *How many people are in your ... ?*

B: *There are ... people in my ...*

Students' own answers.

I think South Korea is a beautiful country.

She met him in South Korea and it was love!

There are 52 million people in South Korea.

- Ask students to match each sentence to a text type: a, b or c.
- Point to the text on page 15 and ask students which type of text it is. Elicit the answer, and ask for some facts that students learned from the text. Ask students where they can see this type of text.

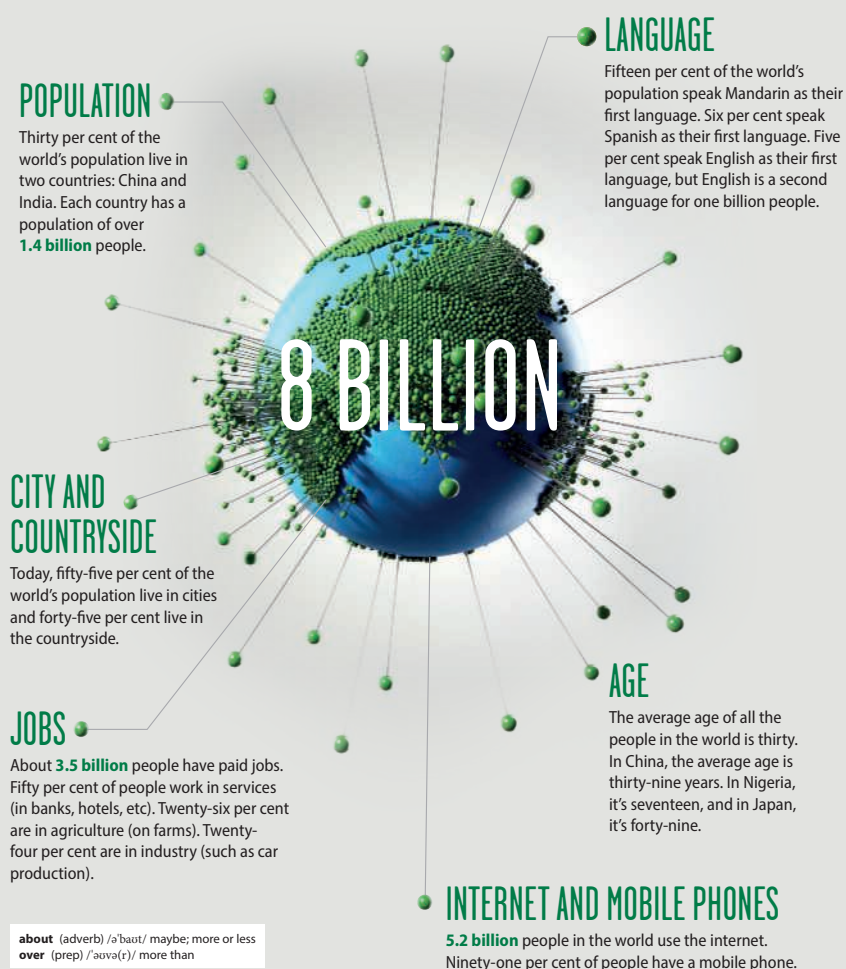
Answers

See answer on Student's Book page.

1.11

There are EIGHT BILLION people in the world.

Where are the most people? How old are they? How many speak English as a second language? What are their jobs? Here are some of the answers.



PERSONAL INFORMATION FRIENDS AND FAMILY FACTS ABOUT COUNTRIES INTRODUCE YOURSELF
A PERSONAL DESCRIPTION

15

Visual literacy

Visual literacy is not only about exploring and evaluating images, but also how information is organized visually. The text on page 15 is a good example of how we can organize written information on a page to be more visually engaging, and make it easier to locate and process information. Encourage students to notice how the text uses visual organization by asking:

How does the way the text is organized on the page help the reader? (It shows subheadings clearly so you know what information is where; it's visually more interesting and engaging to look at; there's lots of space so it's not confusing or overcrowded, which makes it easier to read and process.)

4

Students share the information that they didn't know, or found most surprising.

Answers
Students' own answers.

Sustainable life

Use the board to support understanding, e.g. by writing important years, numbers and words on it. Use a globe or atlas to discuss different parts of the world.

Ask students to guess what year the population was 1 billion people (in 1804). Do the same for 2 billion (1927), and then 8 billion (2022). Ask whether they think it is increasing (going up) or decreasing (going down) at the moment (increasing).

Point out that everyone on the planet uses food and energy to live, so more people need more *resources* (= things that help you, such as water, electricity, materials and food).

Explain that there are very big differences in the amount of resources that each country uses per person. Offer two examples to compare:

- *The population of Niger is growing very fast, but each person uses very little energy.*
- *The population of Canada is growing very slowly, but each person uses about 250 times more energy than a person in Niger.*

Get students to translate *sustainable* into their first language(s). Write on the board: Increasing population + high use of resources = sustainable?

Ask: *Is this sustainable?* Elicit ideas for how we can live more sustainably.

Vocabulary everyday verbs

5

- Ask students to find the verbs, then complete the fact file. Elicit the first answer with the class as an example.
- Let students compare their answers in pairs before checking as a class. Have students read out one fact each in class feedback. Check pronunciation, especially the vowel sounds in *live* /ɪ/ and *work* /ɜ:/, and the /j/ sound at the beginning of *use* /ju:z/.
- **Exam tip** This task provides exam practice for Cambridge A2 Key, Reading and Writing, Part 5, Open cloze.

Answers

See answers on Student's Book page.

Background information

Standard Mandarin is the official language of mainland China. However, many countries outside China also speak Mandarin as an official language. There are also countries where Mandarin is not an official language but there are large Chinese communities (e.g. approximately 3 million people in the US speak Mandarin). The percentage of China's population in agriculture continues to shrink rapidly. In 2022, the figure was about 23%.

Population

Speaking

1 Pronunciation saying numbers and percentages

1.10 Listen and repeat these numbers and percentages.

1 billion	1.4 billion	3.5 billion	5.2 billion
8 billion	26%	55%	91%

Reading

2 Read the text about people in the world. Then match the numbers and percentages in Exercise 1 with the information (1–8).

- the number of people in the world **8 billion**
- the population of India **1.4 billion**
- the number of people with English as a second language **1 billion**
- the number of people with jobs (for money) **3.5 billion**
- the percentage of people in agriculture **26%**
- the percentage of people in cities **55%**
- the number of people with the internet **5.2 billion**
- the percentage of people with a mobile phone **91%**

Critical thinking types of text

3 Read the text again. What type of text is it? Choose the correct option (a, b or c).

- a a text with facts c a text with a story
b a text with opinions

4 Which information in the text is new or surprising for you? Tell the class. **Students' own answers.**

The information about the city and the countryside is new for me.

Vocabulary everyday verbs

5 Find these verbs in the text. Then complete the fact file about China with the verbs.

have live speak use work

Factfile: China

There are 1.4 billion people in China. 24% of the population **work** in agriculture.
66% of these people **live** in cities. Over 1 billion people **have** a mobile phone.
80% **speak** Mandarin Chinese. 78% **use** the internet.

Word focus in

6 Match the sentences (1–4) with the uses of *in* (a–c).

- 22 million people live **in** Mexico City. **b**
- The average age **in** Vietnam is 33 years. **a**
- 25% of Swiss people live **in** the countryside. **b**
- 79% of the US population work **in** services. **c**

- a *in* + a country
b *in* + a city or region
c *in* + a type of work or industry

7 Write three sentences about people using *in*. Write about your country, a city or region, and a type of work or industry. **Students' own answers.**

Speaking my life

8 Work in pairs.

Student A: Turn to page 153.
Student B: Turn to page 155.

9 Find out how many people are in your:

- country
- city, town or region
- English class
- family
- school or place of work.

A: *There are five people in my family.*
B: *There are sixty-five million people in my country.* **Students' own answers.**

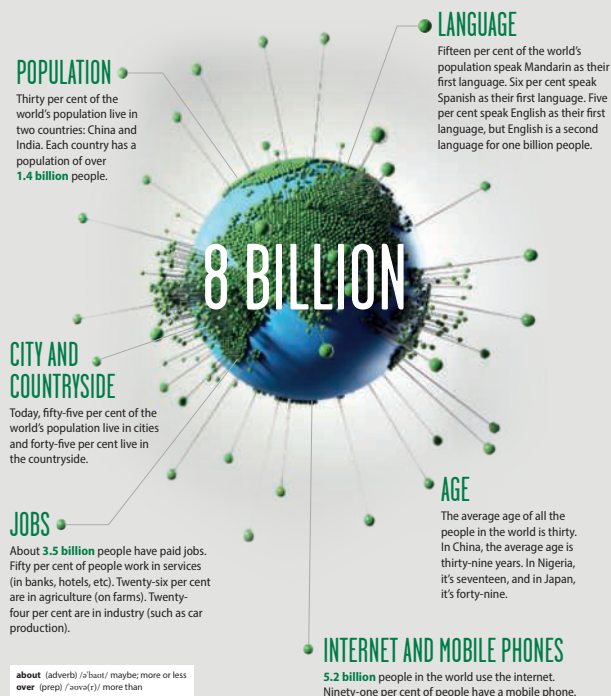
10 Work in pairs. Ask and answer five questions about the information in Exercise 9.

A: *How many people are in your ... ?*
B: *There are ... people in my ...* **Students' own answers.**

1.11

There are EIGHT BILLION people in the world.

Where are the most people? How old are they? How many speak English as a second language? What are their jobs? Here are some of the answers.



PERSONAL INFORMATION FRIENDS AND FAMILY FACTS ABOUT COUNTRIES INTRODUCE YOURSELF

Extra activity

Write the verbs from Exercise 5 on the board. Then, use them to provide 'figures' for people in your house, e.g. *Three people live in my house – me, my husband and my daughter.*

100% of the population speak English.

33% (my husband) speak French.

66% have a mobile phone. My daughter is only three.

Ask students to work in pairs to think of and share figures for their house.

6 Word focus in

- Elicit the first item with the class as an example. Then, students work individually to match the other sentences to their uses.
- Let students compare their answers in pairs before checking as a class. Consolidate understanding by asking a few students: *What country do you live in? What do you / does your mother/etc. work in?*

Answers

See answers on large Student's Book page.

Vocabulary notes

In is a preposition with a variety of uses. Here, its use is limited to areas (e.g. *in Paris / France / Europe / the world*) or to say that something or someone is involved in a particular type of work or industry (e.g. *in business, in agriculture*). In Unit 3, students will meet *in* to talk about places of work (e.g. *in a shop*). In Unit 6, they meet *in* again in time expressions (e.g. *in 2032*).

7

- Students work individually or in pairs to produce sentences. Once students have some ideas, ask different pairs to share their sentences with the class.

Answers

Students' own answers.

Teacher development

Learning to learn: using cognates

Students are often surprised that many English words are cognates in their first language. Getting students to focus on words that are the same in their L1 is a useful, motivating way of developing a growing passive knowledge of vocabulary. Here are two things to do:

- Ask students to find and underline words in the text that they think might be cognates before looking them up. Then, ask them to categorize them. This reveals that technology words (*internet, mobile*), typical places (*bank, hotel*), and countries, languages and job sectors may often be cognates.
- Ask students to say how the cognates they have found (e.g. a word like *agriculture* or *production*) are written in their L1. Ask: *Is its spelling different? What does this say about word endings in English?* This helps students to see how English word formation differs from that in their L1, thus helping them work out the meaning of yet more words.

Tell students to be careful with the pronunciation of cognates, which may be different from their L1, e.g. *Nigeria* is /naɪ'dʒiːrɪə/ in English, /naɪ'ʒiriə/ in Arabic, /ni'xeria/ in Spanish, and /ni:'geriə/ in German.

Extra activity

Elicit and build up a list on the board of other phrases using *in* that students already know (e.g. *in class, in the park, in hospital, in the evening, in love, in the rain*).

Speaking

8

- Organize the class into pairs, A and B. Students find and read the information in the back of their Student's Book (on page 153 and page 155).
- Elicit the questions they need to ask their partner to find the missing information. Model and drill the questions if necessary.
- When students are ready, they take turns to ask and answer questions to find the missing information.
- In feedback, ask the questions to the class and elicit the information.

Answers

Students' own answers.

9

- Students research (or estimate) the populations of the different places individually or in pairs.
- **Optional step** This task could be set as a homework research task; then students could do Exercise 10 at the start of the next lesson.
- **Extra step** Ask students to consider their local population, using the figures they found out in Exercise 9. Ask students: *Is overpopulation a problem in your country / city / place of work, etc.?*

Answers

Students' own answers.

10

- In new pairs, students take turns to ask and answer questions to find out the information. Model the first question: *How many people are in your country?*
- In feedback, ask different students to say what they found out from their partner.
- **Optional step** If you noted errors while listening to students speak during their performance of the activities in Exercises 8–10, write some example sentences containing errors on the board. Ask students to correct them in pairs.

Answers

Students' own answers.

spark For additional speaking practice, use the Communicative Activities in the Teacher Resources in Spark.

AT A GLANCE

- **pronunciation** spelling
- **real life** meeting people for the first time

- **Lead-in** Students play *Bingo!* Write about 30 numbers on the board. Include large numbers, including billions; pairs of often confused numbers such as 13 and 30; and percentages.
- Draw a 3×3 grid and instruct students to choose nine numbers from the board to fill it. When they are ready, call out one number from the board. If they have that number, demonstrate crossing it off. Tell them when they cross off all nine numbers, they shout *Bingo!*
- Play a round with the class (remember to keep a note of the numbers you call). When a player declares *Bingo!*, check their numbers and congratulate them.
- Students then play a round in large groups, with one of them as the *Bingo* caller.

Speaking

1 Pronunciation spelling

▶ 1.12

- Play the audio. Students listen and repeat the letters of the alphabet.

Answers

Students' own answers.

Pronunciation notes

Help students remember the pronunciation of the alphabet by getting them to focus on the shared vowel sounds. Write the seven vowel sounds on the right of the board, and drill the first letters in each group, i.e. A, B, F, I, O, Q and R. Write the letters next to the sound, then indicate with lines how many letters are in each group. Students complete the groups.

/eɪ/	A <u>H</u> <u>J</u> <u>K</u>
/i:/	B <u>C</u> <u>D</u> <u>E</u> <u>G</u> <u>P</u> <u>T</u> <u>V</u>
/e/	F <u>L</u> <u>M</u> <u>N</u> <u>S</u> <u>X</u> <u>Z</u>
/aɪ/	I <u>Y</u>

The first day

Speaking

1 Pronunciation spelling

▶ 1.12 Listen and repeat the letters of the alphabet.

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

Students' own answers.

- 2 Work in pairs. Take turns to spell these words. Listen and write the words. Check your partner's spelling.

Students' own answers.

- your first name
- your surname
- your middle name
- your country
- your town or city
- your job

Real life meeting people for the first time

- 3 ▶ 1.13 It's the first day for students at a university in the US. Listen to two conversations with Rita, Matt and Valérie.

- 1 Which two people are new students? **Matt and Valérie are new students.**
2 Which person works at the university? **Rita works at the university.**

- 4 ▶ 1.13 Listen again. Choose the correct option to complete the sentences.

- Conversation one
1 This is their first / second meeting.
2 Matt's surname is Lawrence / Laurens.

- Conversation two
3 Valérie's surname is Moore / Moreau.
4 Valérie / Matt says goodbye to Rita.
5 Valérie is from France / New Caledonia.

- 5 ▶ 1.13 Look at these expressions for meeting people for the first time. Then listen again and tick the expressions you hear.

MEETING PEOPLE

Introducing yourself

Hello ... / Hi ... ✓
My name's ... / I'm ... ✓
I'm from ... ✓
Nice to meet you. ✓
Nice to meet you, too. ✓

Introducing another person

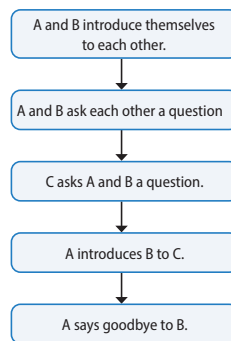
This is ... ✓
He's / She's from ...

Saying goodbye

See you later. ✓
It was nice meeting you. ✓
Goodbye. / Bye. ✓



- 6 Work in groups of three: A, B and C. Practise the conversation. Then change roles and repeat the conversation two more times. **Students' own answers.**



- 7 Write new personal information for you. Write:

- a new name
- a country
- a job.

Then, stand up and walk around the class. Introduce yourself to your classmates with your new personal information. **Students' own answers.**

/əʊ/ O
/u:/ Q U W
/a:/ R

Note that Z is pronounced /zed/ in British English, but /zi:/ in American English.

2

- In pairs, students take turns to dictate names, surnames, etc., for their partner to write down.
- In feedback, ask students whether they had any difficulties. Invite volunteers to spell out mystery words of their choice for the rest of the class to write down and call out when they think they know what each word is.

Answers

Students' own answers.

Sustainable life

What's in a name? For most people, their name is closely associated with their sense of identity. This may include their individual identity and also their family and cultural identity. In global communication, students will encounter a wide variety of names from many different language backgrounds and cultures. If the language the name is from is not familiar to them, they may not know how to pronounce it correctly. They may also find that others don't pronounce their name correctly.

Write the name of a famous person from another country on the board. Ask: *How do you pronounce this name? Are you sure?*

If you meet someone and you don't know how to pronounce their name, what do you say? If someone asks you how to pronounce your name, what do you say? How can pronouncing someone's name correctly help them to feel included?

Write some more names of famous people from other countries on the board. Ask students to roleplay interactions in pairs between the people on the board and someone meeting them for the first time and asking how to pronounce their name.

Real life meeting people for the first time

3 1.13

- Read the information about the two conversations aloud, and check students understand *university* and *course*.
- Play the audio. Students listen to the two conversations and answer the questions. Let them compare their answers in pairs before checking answers as a class.

Answers

See answers on Student's Book page.

4 1.13

- Play the audio again. Students listen and choose the correct option.
- Let students compare answers in pairs before checking as a class.

Answers

See answers on Student's Book page.

5 1.13

- Students read the expressions in the box carefully. Ask students to say the expressions before listening. Check they understand they must tick the expressions they hear.
- Play the audio again. Students listen and tick the expressions. Pause after the first expression is said (*Hello ... Hi ...*) to check that students are doing the task correctly.
- In feedback, have students say whole expressions. After each one, have everyone repeat,

checking they sound friendly and confident. Use the **Vocabulary notes** to clarify meanings.

Answers

See answers on Student's Book page.

spark Assign the Online Practice activities to help students memorize new language and develop a deeper understanding of how it is used in context.

Vocabulary notes

Note that we say *Nice to meet you* when we are introduced to someone for the first time, and *Nice meeting you* or *Nice talking to you* (using the *-ing* form) at the end of the conversation as we prepare to leave.

I'd like to introduce you to ... is a very formal way of introducing people, generally used in business situations. Normally we just say *This is...*

6

- Organize the class into groups of three and assign each student a letter, A, B or C. Go through each step and point to the section in the useful language box where they can find the useful language for that step. Elicit questions that C could ask A and B, such as: *Where are you from?* / *Is it your first day here?* / *What's your surname?* etc.
- Students practise the conversation in groups. Monitor and listen for accurate pronunciation and appropriate expressions.
- In feedback, invite one or two groups to hold their conversation for the class to listen to. Correct any errors you heard.
- **Extra support** Ideally, students should improvise the conversation, but you could tell struggling students to script it first.

Answers

Students' own answers.

7

- Invent a character for yourself, giving yourself a new name,

nationality and job. Tell students to do the same for themselves. They should write the information for you to read and check.

- Tell students to imagine it is the first day of a university course and they are new students. Have everyone stand up and introduce themselves to as many people as they can. They should also introduce people they have already met to others. Encourage students to get into role with the tips in **Teacher development**.
- Join in yourself so that you can listen for correct and incorrect use of the new expressions. Afterwards, ask students about some of the people they met, and correct any errors.

Answers

Students' own answers.

Teacher development

Classroom tips: successful roleplays

Students may be unused to improvising, lacking confidence and challenged by thinking on their feet in free speaking activities. Here are things you can do to help:

- Give preparation time. If necessary, let students make notes, or at least think about the language they will use.
- Write a suggested first line on the board. In this roleplay, suggest: *Hello. My name's ...*
- Background music hides voices. Some quiet music will make students feel less self-conscious.
- Encourage actions and directions, such as having students stand up, shake hands, and so on. Props such as cups and glasses, business cards and hats can help students get into character and spark improvisation.
- Do the roleplay more than once. Treat the first one as a rehearsal, then the second time becomes the final performance.

AT A GLANCE

- **writing** a personal description
- **writing skill** *and* and *but*

- **Lead-in** Students find five words in their notebooks that they have studied in this unit, e.g. *surname*, *billion*, *mother-in-law*, *Chinese*, *daughter*.
- Then, in pairs, they challenge each other to a spelling test. They take turns to ask each other to spell words, for example, saying: *Spell 'surname'*. The other must spell the word completely correctly to win a point. The person with the most points out of five at the end is the winner.

Writing a personal description

1

- **Optional step** Ask students to say what they remember about Matt and Valérie from the previous lesson.
- Ask students to read the personal descriptions and tick the personal information Matt and Valérie include. Let students compare their answers in pairs before checking as a class.
- In feedback, copy the table on the board for clarity and tick the boxes. Ask some questions, e.g. *What is Valérie's first language?*

Answers

See answers on Student's Book page.

Background information

In 2013, five million university students decided to study some of their course in a university *abroad* (= in another country). By 2025, that number is expected to increase to eight million. By far the biggest group of students studying abroad is Chinese, with over one million overseas students in 2021. Other students come from India, Germany, South Korea and France.

People have different reasons for doing this: some say that it helps them *mature* (= develop personally as adults) and

Introduce yourself

Writing a personal description

- 1 Read the personal descriptions of Matt and Valérie. Look at the table and tick the information they write.

	Matt	Valérie
First name	✓	✓
Middle name(s)		✓
Surname	✓	✓
Job/Student	✓	
Home country	✓	✓
Language		✓
Family	✓	

2 Writing skill *and* and *but*

- a Underline the words *and* and *but* in the personal descriptions.
- b Which word is for extra information? Which word is for a difference? ***and* is for extra information; *but* is for difference**
- c Rewrite the two sentences as one sentence. Use *and* or *but*.

- I live in Spain. I'm from Argentina.
I live in Spain, but I'm from Argentina.
- I'm 21. My sister is 21.
I'm 21 and my sister is 21.
- I'm Chilean. Spanish is my first language. ***my first language.***
- He's from Germany. He works in Brazil. ***He's from Germany, but he works in Brazil.***
- My friend is 30. He's single. ***My friend is 30 and he's single.***
- I live in Spain. I work in France. ***I live in Spain, but I work in France.***
- She's a student. She's at the University of Hong Kong. ***She's a student and she's at the University of Hong Kong.***
- My family is in the countryside. I'm in the city.
My family is in the countryside, but I'm in the city.

- 3 Write a personal description for you. Use the table in Exercise 1 to help you. Use *and* and *but*.
Students' own answers.
- 4 Work in pairs. Exchange your descriptions. Use these questions to check your partner's description.
- Does the description include all the information from Exercise 1?
 - Does it use *and* and *but* correctly?
Students' own answers.
- 5 Display your descriptions around the classroom. Walk around and read about the other students in your English class.
Students' own answers.



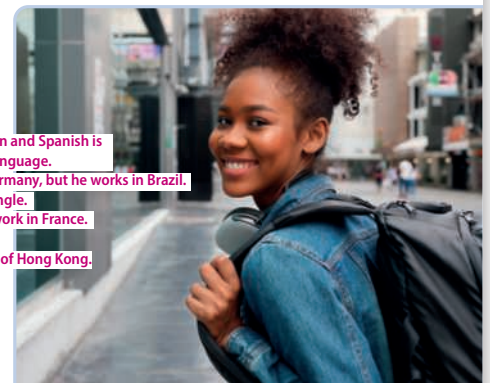
Matt Laurens

Hi! My name's Matt **and** I'm a student. I'm from England, **but** I study at a university in the US. I'm single **and** I have two brothers.

Like

❤ 14

Comment



Valérie Moreau

Hello. I'm Valérie Isalda Moreau **and** I'm from New Caledonia. It's a beautiful island in the Pacific Ocean. We speak French in New Caledonia, **but** I also speak English **and** Spanish.

Like

❤ 19

Comment

my life

PERSONAL INFORMATION FRIENDS AND FAMILY FACTS ABOUT COUNTRIES INTRODUCE YOURSELF
A PERSONAL DESCRIPTION

17

gives them a bigger picture of the world. People make friends from other countries too. What's more, studying abroad can look good on your CV, so helps students get a job.

An important benefit, of course, is to improve language skills, so it's no surprise that often English-speaking countries are in the top five destinations for study abroad.

2 Writing skill *and* and *but*

- Students look at the two personal descriptions and underline the words *and* and *but*.
- Discuss b as a class and elicit answers.
- Read the two examples with the class and check students are clear

about whether they are adding extra information or showing a difference.

- Students work individually to join the sentences. Let students compare their answers in pairs before checking as a class.

- **Extra support** Help students understand the meaning of *and* and *but*. Write on the board:

*I have one brother **and** one sister.*
(brother ✓, sister ✓)

*I have one brother, **but** I don't have any sisters.* (brother ✓, sister X)

- Say the first sentence and show that both parts of the sentence are positive in meaning with a

thumbs up or other appropriate gesture. Say the second sentence and show that the first part is positive, the second part negative (thumbs down or similar).

- **Extra support** Identify whether sentences add extra information or show a difference for all of the sentences with the class before students do the exercise.

Answers

See answers on Student's Book page.

GRAMMAR NOTES

And and *but* are conjunctions. We use *and* to join two sentences or two grammatically similar things:

- *I live with my sister and I work with her too.* (joins two sentences)
- *I live with my mother and two sisters.* (two nouns)
- *I live and work in Saigon.* (two verbs)

And is usually not stressed and is usually pronounced /ən/.

We use *but* to join two sentences or other grammatical things when there is a contrast between them:

- *I speak English but I don't speak German.* (joins two sentences)
- *We are tired but happy.* (two adjectives)

But is usually not stressed and is usually pronounced /bət/ or /bə/.

We don't normally use a comma before *and* or *but*, unless they separate long sentences.

3

- Students write their own personal description. Tell them to start by noting things to write about under the headings in the table in Exercise 1.
- When students have some ideas, ask them to try to join sentences using *and* or *but*.
- **Extra support** Use the **Writing notes** to help students organize their personal descriptions.

Answers

Students' own answers.

Writing notes

Personal descriptions are short texts that give basic information about a person, such as their name, where they are from, their family and job or studies. Personal descriptions are common on social media and on websites such as online courses.

A typical personal description has between two and four sentences, each one talking about a different aspect of the person's life. To illustrate this organization, ask students to close their books, then write on the board the following:

I have two brothers and I'm from England and I'm a student and I'm single and I study at a university in the US and my name's Matt.

Ask students if it is a good description. (No.) In pairs, students reorganize it into three sentences. When they have finished, they check by comparing it with Matt's personal description on page 17.

Point out that:

- the first sentence always includes the person's name.
- other sentences may talk about either family, country of origin and languages, or studies/work.

4

- Students work in pairs and exchange their personal descriptions with each other. Monitor and note how well students correct each other.
- If time permits, have students rewrite their descriptions neatly, having corrected all the errors they and their partner have noticed.

Answers

Students' own answers.

5

- Depending on your classroom, collect and put the personal descriptions on the wall, the noticeboard, the board, or on tables round the side of the class. Ask students to walk round and read the descriptions. In feedback, ask students what interesting information they read.

Answers

Students' own answers.

Extra activity

Ask students to write five sentences about themselves in a list on a piece of paper, but without the full stop at the end of each sentence. Tell them to exchange the lists with a partner, who must then add another sentence to each of their partner's sentences, e.g. Student A may have written *I'm Spanish*. Their partner might write ... *and you're from Valencia*, or ..., *but you speak English*. Students return the pieces of paper and read what their partners have written.

spark Assign additional writing practice in the Online Practice in Spark and use the writing activities in the Teacher Resources in Spark to support students with brainstorming and process-based writing.

AT A GLANCE

- **visual literacy** using captions with photos and videos
- **video** A wildlife filmmaker
- **speaking** planning a film about animals

- **Lead-in** Books closed. Dictate and spell these words: *rainforest, wildlife, filmmaker*. Students write the words, then compare their spelling in pairs. Together, they look up the meanings in a dictionary.
- Ask pairs to think of one more word that they think will be in the lesson. Elicit some ideas and write them on the board. Ask students what connection their words have with the three given words and what the lesson could be about.

Visual literacy using captions with photos and videos

1

- **Optional step** Books closed. Use the CPT to show the photo of the kinkajou to the class without them seeing the caption. Alternatively, show the class the photo in your copy of the book but cover up the caption.
- Ask students: *What is it? What do you want to know about this animal?* Elicit some information they would like to know, such as its name, where it lives, etc. Then ask: *Is there anything you want to know about the photo?* Elicit more questions.
- Students open their books. In pairs, or as a whole class, they answer the question. Teach them that the text that goes with a photo or other picture is called a *caption*.
- If you did the **Optional step**, ask: *Does the caption answer your questions? Which ones does it answer?*

A wildlife filmmaker



This is a kinkajou at New York State Zoo. The photo is by Joel Sartore, National Geographic.

18

Answers Students' own answers.

Visual literacy

This lesson helps to develop students' visual literacy skills by asking them to think about captions and how they are useful in providing extra information to photos and videos. Students study the types of information in captions. They then plan (and may create) a short video about an animal and decide what textual information is needed in the captions.

After Exercise 1, ask students further questions about what they can see: *Is there anything more in the photo than just the kinkajou? How is the photo different from normal photos of animals? What effect does this have?* Discuss possible reasons the photo was taken in a studio with a black background, not in its natural habitat.

After Exercise 2, you can ask students: *What other information would you add to the caption? Why?*

During Exercise 9, ask students to think about their captions in the same way: *What is your message to the people who watch the video? What will your images be? What extra information do you need to communicate in the captions?*

You may need to discuss some of these questions in the students' first language.

spark Provide your students with additional visual literacy practice by assigning them the corresponding activities in the Online Practice in Spark. To include visual literacy assessment in your customizable tests, go to the Teacher Resources in Spark for

Visual literacy using captions with photos and videos

- 1 Work in pairs. What can you see in the photo?
Students' own answers.
- 2 A caption with a photo gives you more information. Tick the type of information in the caption with this photo.
 - 1 the name of the animal ✓
 - 2 the place ✓
 - 3 the year
 - 4 the photographer ✓
- 3 Choose ONE of the photos on your phone or a photo from the internet. Write a caption for the photo in your notebook. **Students' own answers.**
- 4 Work in pairs. Show your photos in Exercise 3 to each other.
 - Ask two questions about each other's photos.
 - Don't answer the questions but show each other your captions. Does your caption answer your partner's questions? **Students' own answers.**

Video

- 5 ▶ 1.1 Watch the video about filming animals. Tick what you see.
 - 1 trees ✓
 - 2 a filmmaker ✓
 - 3 a phone
 - 4 a camera ✓
 - 5 a computer ✓
 - 6 one kinkajou
 - 7 two kinkajous ✓
- 6 ▶ 1.1 There are three captions in the video. Watch the video again. What type of information do the captions give?
 - 1 When are most animals in the trees?
 - a In the day.
 - b At night.
 - 2 Is Adrian alone?
 - a Yes, he is.
 - b No, he isn't. He's with his team.
 - 3 How many cameras are in the trees?
 - a Six.
 - b Sixteen.
 - 4 When Adrian watches the films, are the kinkajous there?
 - a Yes, they are.
 - b No, they aren't.
 - 5 Which sentences are true for kinkajous?
 - a They are small.
 - b They live in trees.
 - c They only live in rainforests.

rainforest (n) /ˈreɪnfɒrɪst/ place with trees and animals
team (n) /tiːm/ a group of people who work together
wildlife (n) /ˈwaɪldlaɪf/ animals and plants

- 8 Complete the summary about Adrian Seymour with words from the video.

Adrian Seymour is a **filmmaker**. His films about wildlife are often on TV. Some **animals** are difficult to film because they are outside at **night**, not in the day. For filming these animals, Adrian has a special **camera**. When animals are near, it films them. For example, in the rainforest in Honduras, Adrian and his team have six cameras in the **trees**. Sometimes, no animals are in the films, but on the cameras in Honduras, two **kinkajous** are in the trees.



Speaking

- 9 Work in pairs. Plan a one-minute film about an animal. Choose your animal (e.g. a pet or a wild animal) and make notes in the table.

Write three things the film shows (e.g. the animal, its home, its actions).	Write three captions (words on the screen) for the three parts of the film.
Students' own answers.	

- 10 Join another pair. Present your ideas for your new video. **Students' own answers.**

This is ... / It is in ... / The photo is by ... / The photo was taken in (year) ... Students choose a photo from their phones or another source and write a caption.

- Monitor students as they write and check for accuracy and relevant information.

Answers

Students' own answers.

4

- Demonstrate the next step with the photo you showed them in Exercise 3. Say: *Ask me questions about my photo.* Elicit questions, but don't answer them. Instead, read out the caption that you wrote. Ask: *Which questions did my caption answer?*
- Students show each other their photos in pairs. They then take turns to ask two questions about their partners' photos before reading aloud their captions.
- In class feedback, find out whether the captions answered the questions they had asked.

Answers

Students' own answers.

Video

5 ▶ 1.1

- Tell the class that they are going to watch a video. Point to the words and expressions and demonstrate ticking the items. Play the video.

Answers

See answers on Student's Book page.

6 ▶ 1.1

- Before students watch again, tell them: *Look at the three captions. What information do they give?* Then play the video again.
- Let students compare answers in pairs before class feedback. Ask students: *How are the captions similar or different to the narration?* (The first two captions summarize the narration; the third gives extra information.)

the relevant unit's visual literacy tasks and guidance written by a visual literacy expert.

2

- Students answer the question in whole-class discussion. Ask students which of the four types of information is missing (the year) and why this might be (because it's not important).

Answers

See answers on Student's Book page.

Sustainable life

Wildlife photographer Joel Sartore takes photos of *endangered* animals. Endangered means there aren't many animals like them, so their species may

die out completely (become extinct). Sartore has 16,000 photos in his 'photo ark' because he wants people to save the endangered animals. He photographs animals in zoos, but not in the wild. Ask students to research the photo ark and choose an endangered animal. Ask them to write a caption explaining the animal they chose.

3

- Demonstrate the task by choosing a photo from your phone or online, showing the class and writing a caption. Make it clear you are not going to read them the caption yet.
- Write useful sentence stems on the board to get students started:



1f

visual literacy using captions with photos and videos • video filming animals • speaking planning a film about animals

Unit 1 People

A wildlife filmmaker



This is a kinkajou at New York State Zoo. The photo is by Joel Sartore, National Geographic.

Visual literacy using captions with photos and videos

- Work in pairs. What can you see in the photo?
Students' own answers.
- A caption with a photo gives you more information. Tick the type of information in the caption with this photo.
 - the name of the animal ✓
 - the place ✓
 - the year
 - the photographer ✓
- Choose ONE of the photos on your phone or a photo from the internet. Write a caption for the photo in your notebook. **Students' own answers.**
- Work in pairs. Show your photos in Exercise 3 to each other.
 - Ask two questions about each other's photos.
 - Don't answer the questions but show each other your captions. Does your caption answer your partner's questions? **Students' own answers.**

Video

- ▶ 1.1 Watch the video about filming animals. Tick what you see.
 - trees ✓
 - a filmmaker ✓
 - a phone
 - a camera ✓
 - a computer ✓
 - one kinkajou
 - two kinkajous ✓
- ▶ 1.1 There are three captions in the video. Watch the video again. What type of information do the captions give?
 - When are most animals in the trees?
 - In the day.
 - At night. (b)
 - Is Adrian alone?
 - Yes, he is.
 - No, he isn't. He's with his team. (b)
 - How many cameras are in the trees?
 - Six. (a)
 - Sixteen.
 - When Adrian watches the films, are the kinkajous there?
 - Yes, they are.
 - No, they aren't.
 - Which sentences are true for kinkajous?
 - They are small. (a)
 - They live in trees. (b)
 - They only live in rainforests. (c)

rainforest (n) /ˈreɪnfɒrɪst/ place with trees and animals
team (n) /tiːm/ a group of people who work together
wildlife (n) /ˈwaɪldlaɪf/ animals and plants

- Complete the summary about Adrian Seymour with words from the video.

Adrian Seymour is a **filmmaker**. His films about wildlife are often on TV. Some **animals** are difficult to film because they are outside at **night**, not in the day. For filming these animals, Adrian has a special **camera**. When animals are near, it films them. For example, in the rainforest in Honduras, Adrian and his team have six cameras in the **trees**. Sometimes, no animals are in the films, but on the cameras in Honduras, two **kinkajous** are in the trees.



Speaking

- Work in pairs. Plan a one-minute film about an animal. Choose your animal (e.g. a pet or a wild animal) and make notes in the table.

Write three things the film shows (e.g. the animal, its home, its actions).	Write three captions (words on the screen) for the three parts of the film.
Students' own answers.	

- Join another pair. Present your ideas for your new video. **Students' own answers.**

Answers

The place/location (*The rainforest, Honduras*)

The person's name and job (*Adrian Seymour, filmmaker*)

The length of time (between leaving and collecting the cameras) (*Four weeks later*)

7 ▶ 1.1

- Students look at multiple choice items 1–5. Check understanding of *alone* (= with no other people). Then play the video again.
- Let students check answers in pairs before class feedback.
- Exam tip** This task provides exam practice for Cambridge A2 Key, Listening, Part 3, Multiple choice.

Answers

See answers on large Student's Book page.

8

- Students complete the text with one word in each gap individually or in pairs.

- Exam tip** This task provides exam practice for IELTS, Reading, Task Type 9, Summary completion.

Answers

See answers on large Student's Book page.

Speaking

9

- In pairs, students decide on an animal to make a short film about. Suggest a variety of criteria: their favourite animal, a special animal in their country, an unusual animal, or an endangered animal.
- Students complete the notes with their ideas. Use the narration of the video to clarify.
- Suggest that students write the narration first. Encourage them to research their animals if they have online access. Remind them to focus on the most important

information (it's only a one-minute film!).

- Students then write a list of the images to accompany the narration. Finally, they decide what captions to include and when these will appear.
- Assessing visual literacy** Monitor and check student understanding of the function of captions. Ask: *What information should the captions provide? How can the captions make the audience think or feel something? How should the captions show on the screen?*

Answers

Students' own answers.

10

- Put pairs together into groups of four. They take turns to present their ideas. Encourage the other students to ask questions and give feedback and suggestions.

Answers

Students' own answers.

Grammar

1 Complete the conversation with *'s*, *isn't*, *'re* or *aren't*.

- A: What ¹ *'s* his name?
 B: His name ² *'s* Felipe.
 A: What ³ *'s* her name?
 B: Camila.
 A: Are they from Mexico?
 B: No, they ⁴ *aren't*. They ⁵ *'re* from Brazil.
 A: What's Felipe's job?
 B: He ⁶ *'s* a photographer.
 A: Is Camila an explorer?
 B: No, she ⁷ *isn't*. She's also a photographer.
 They ⁸ *'re* both photographers.

2 Write a similar conversation about these two people from Unit 1. Use the language in Exercise 1.

Students' own answers.



3 Choose the correct option to complete the sentences.

- 1 What's you *(your)* name?
 2 He *(His)* aunt is from Thailand.
 3 *(They)* / *(Their)* are my cousins.
 4 The *(photographer's)* / photographer wife is *(my)* / I best friend.
 5 She *(Her)* mother is from Germany, but her *(she)* is from Switzerland.

Vocabulary

4 Match the words in (1–5) with the information (a–e).

- 1 surname — a 28
 2 relationship — b Stephenson
 3 age — c brother
 4 job — d China
 5 country — e teacher

5 Write the opposite word.

- 1 brother — *sister*
 2 uncle — *aunt*
 3 niece — *nephew*
 4 father-in-law — *mother-in-law*
 5 grandmother — *grandfather*

6 Complete the verbs in these sentences.

- 1 I *live* in Germany but I'm from the Netherlands.
 2 Most families *have* more than one phone in the house.
 3 We *use* the internet for everything.
 4 How many people *speak* English in the world?
 5 My company is in the city but I *work* from home.

Real life

7 Number the conversation in the correct order (1–5).

- 5* Ayu: Martin is, but I'm not. I'm from Singapore.
2 Martin: Nice to meet you too, Rosa. I'm Martin and this is my wife, Ayu.
4 Rosa: I'm from Italy, but I live in Dubai. Are you and Martin from Switzerland?
1 Rosa: Hi, My name's Rosa. Nice to meet you.
3 Ayu: Hello, Rosa. Where are you from?

Real world

8 Complete these sentences with the first names of people from Unit 1.

- 1 *Dinah* is from Papua New Guinea. She's a diver.
 2 *Beverly* and her husband are explorers in Botswana.
 3 *Phoebe* is a photographer and she's Tom Fitz's daughter.
 4 *Jane Goodall* is the famous grandmother of Merlin and Angel.
 5 *Joel* is the photographer of the kinkajou.
 6 *Adrian*'s film of two kinkajous is in Honduras.

I CAN	
give personal information	<input type="checkbox"/>
ask and answer questions with the verb <i>be</i>	<input type="checkbox"/>
talk about people and family	<input type="checkbox"/>
use possessive <i>'s</i> and possessive adjectives	<input type="checkbox"/>
read about the world population and identify the type of text	<input type="checkbox"/>
introduce myself and other people	<input type="checkbox"/>
write a personal description and connect sentences with <i>and</i> and <i>but</i>	<input type="checkbox"/>
evaluate captions with photos and videos and watch a video about a filmmaker	<input type="checkbox"/>

Vocabulary

4

- Students work individually to match the words. Let them compare answers in pairs before checking with the class.

Answers

See answers on Student's Book page.

5

- Students work individually to write the opposites. If necessary, clarify that the exercise is asking for the same kind of relationship, but the opposite sex.

Answers

See answers on Student's Book page.

6

- Students work individually to complete the verbs in the sentences. Let them compare answers in pairs before checking with the class.

Answers

See answers on Student's Book page.

Real life

7

- Students number the lines in the correct order.
- Extra support** Put students in pairs to read the conversation aloud to check that it sounds correct.

Answers

See answers on Student's Book page.

Grammar

1

- Students work individually to complete the conversation. Let students check answers in pairs before class feedback. Invite two students to read the dialogue for the class to check.

Answers

See answers on Student's Book page.

2

- Students look at the photo. Elicit what they can remember about Beverly and Dereck Joubert. If

necessary, refer them to page 10 of their Student's Book.

- Ask students to work in pairs to write a conversation about them using Exercise 1 as a model.

Answers

Students' own answers.

3

- Students work individually to choose the correct options. Let them compare answers in pairs before checking with the class.

Answers

See answers on Student's Book page.

1 AUDIOSCRIPTS AND VIDEOSCRIPTS

UNIT 1 REVIEW AND MEMORY BOOSTER

Grammar

1 Complete the conversation with *is*, *isn't*, *'re* or *aren't*.

- A: What ¹ is his name?
B: His name ² is Felipe.
A: What ³ is her name?
B: Camila.
A: Are they from Mexico?
B: No, they aren't. They ⁵ 're from Brazil.
A: What's Felipe's job?
B: He ⁴ is a photographer.
A: Is Camila an explorer?
B: No, she isn't. She's also a photographer.
They ⁶ 're both photographers.

2 Write a similar conversation about these two people from Unit 1. Use the language in Exercise 1.

Students' own answers.



3 Choose the correct option to complete the sentences.

- 1 What's your (your) name?
2 He (his) aunt is from Thailand.
3 (they) are my cousins.
4 The (photographer's) photographer wife is (my) / I best friend.
5 She (her) mother is from Germany, but her (she) is from Switzerland.

Vocabulary

4 Match the words in (1–5) with the information (a–e).

- | | |
|----------------|--------------|
| 1 surname | a 28 |
| 2 relationship | b Stephenson |
| 3 age | c brother |
| 4 job | d China |
| 5 country | e teacher |

5 Write the opposite word.

- | | |
|-----------------|----------------------|
| 1 brother | <u>sister</u> |
| 2 uncle | <u>aunt</u> |
| 3 niece | <u>nephew</u> |
| 4 father-in-law | <u>mother-in-law</u> |
| 5 grandmother | <u>grandfather</u> |

6 Complete the verbs in these sentences.

- 1 I live in Germany but I'm from the Netherlands.
2 Most families have more than one phone in the house.
3 We use the internet for everything.
4 How many people speak English in the world?
5 My company is in the city but I work from home.

Real life

7 Number the conversation in the correct order (1–5).

- 5 Ayu: Martin is, but I'm not. I'm from Singapore.
2 Martin: Nice to meet you too, Rosa. I'm Martin and this is my wife, Ayu.
4 Rosa: I'm from Italy, but I live in Dubai. Are you and Martin from Switzerland?
1 Rosa: Hi. My name's Rosa. Nice to meet you.
3 Ayu: Hello, Rosa. Where are you from?

Real world

8 Complete these sentences with the first names of people from Unit 1.

- 1 Dinah is from Papua New Guinea. She's a diver.
2 Beverly and her husband are explorers in Botswana.
3 Phoebe is a photographer and she's Tom Fitz's daughter.
4 Jane Goodall is the famous grandmother of Merlin and Angel.
5 Joel is the photographer of the kinkajou.
6 Adrian's film of two kinkajous is in Honduras.

ICAN	
give personal information	<input type="checkbox"/>
ask and answer questions with the verb be	<input type="checkbox"/>
talk about people and family	<input type="checkbox"/>
use possessive 's and possessive adjectives	<input type="checkbox"/>
read about the world population and identify the type of text	<input type="checkbox"/>
introduce myself and other people	<input type="checkbox"/>
write a personal description and connect sentences with and and but	<input type="checkbox"/>
evaluate captions with photos and videos and watch a video about a filmmaker	<input type="checkbox"/>

AUDIOSCRIPTS

1.1

The *National Geographic Explorer's* words are spoken by an actor.

I = Interviewer, D = David Doubilet

I: What's your name?

D: David Doubilet.

I: Where are you from?

D: The US. I'm a photographer for *National Geographic*.

I: I really like this photo.

D: Yes, it's in Milne Bay.

I: And who's the diver in the photo? What's her name?

D: Her name's Dinah Halstead.

I: Where's she from?

D: She's from Papua New Guinea. She's a diver and she's also a photographer.

1.4

- I'm thirty-one.
- Are you from China?
- Yes, I am.
- No, I'm not.
- Her name's Helena.
- Yes, you are.
- We aren't from Mexico.
- We're from Italy.
- No, he isn't.
- Is he married?

1.13

Conversation one

R = Rita, M = Matt

R: Hello, can I help you?

M: Hi. Yes, I'm a new student.

R: What's your name?

M: Matt.

R: Hi Matt. My name's Rita. Nice to meet you.

M: Nice to meet you, too.

R: What's your surname, Matt?

M: Laurens.

R: Laurens? Are you on my list? Err, can you spell that?

M: Sure. It's L-A-U-R-E-N-S.

R: That's interesting! There are two students with similar names.

M: Really?

R: Yes. There's another student and her surname is Lawrence.

L-A-W-R-E-N-C-E. Anyway, here's some information about the university and your courses. The presentation about the university starts in one hour.

M: OK, thank you.

Conversation two

R = Rita, V = Valérie, M = Matt

R: Hello. Can I help you? My name's Rita. I work for the university.

V: Hi, I'm Valérie. Nice to meet you.

R: Nice to meet you, too. What's your surname, Valérie?

Real world

8

- Challenge students to try to remember the names of the people in the unit without looking back at the relevant page. They can do this individually or in pairs.
- Have them check their answers by referring to the book afterwards.

Answers

See answers on Student's Book page.

I can ... check boxes

- Ask students to read and tick the statements they agree with. Alternatively, you could ask them to give themselves a score from 1 to 4 (1 = not very confident; 4 = very confident) for each language area. If students score 1 or 2 for a language area, refer them to

additional practice activities on Spark.

spark Use the unit tests in the Assessment Suite in Spark to track progress. Then make use of the Extra Practice worksheets in the Teacher Resources in Spark to consolidate any areas that students require more support with.

- V:** Moreau. That's M-O-R-E-A-U.
- R:** M, M, M, Mason, Moore, Moreau!
OK. Well, you're the second person here, Valérie, this is Matt. He's a new student and he's from England. Matt, this is Valérie. She's a new student too.
- M:** Nice to meet you, Valérie.
- V:** Nice to meet you, too.
- R:** Valérie, here's some information about the university and your courses. The presentation starts in an hour. See you both later.
- V:** Goodbye Rita, and thank you. It was nice meeting you.
- M:** So, Valérie, are you from France?
- V:** Actually no, I'm from an island in the Pacific Ocean.
- M:** New Caledonia?
- V:** That's right! When ...

VIDEOSCRIPTS

1.1

Narrator: This is the rainforest in Honduras. There are thousands of animals in the trees. Some animals are outside in the day, but most animals are outside at night.

This is Adrian Seymour and his team. Adrian is a filmmaker and he's in the rainforest. He films animals at night.

Today, he's in the trees with special cameras. When an animal is near the camera, the camera films the animal.

There are six cameras in the trees. Now, Adrian waits and waits, and waits, and waits.

Adrian is in the trees again. He has his cameras with films of animals – he hopes!

Now Adrian is in his office with his computer. He watches the films, but there aren't any animals in the films. Is it a problem with the camera?

Suddenly, an animal is in the film. It's a kinkajou. And another! Two kinkajous are in the film. Kinkajous are small animals. They live in trees. They only live in rainforests.

So Adrian's cameras are good for filming at night.

spark Remember that the Audio and Videoscripts are available in the Teacher Resources in Spark for additional support.

IN THIS UNIT

Unit theme This unit is about our homes and our things; useful possessions and where they come from; and buying and selling things.

Vocabulary

- **2a** furniture: *sofa, armchair, chair, bed, television, lamp, pictures, curtains, cupboards, rug, plant, table, television*
- **2b** useful possessions: *boots, bottle, camera, first-aid kit, gloves, hat, knife, map, mobile phone, pens, torch*
- **2c** countries and nationalities: *South Korea / South Korean, China/Chinese, Japan/Japanese, Thailand/Thai, Scotland/Scottish, Vietnam/Vietnamese, India/ Indian, Brazil/Brazilian, England/English, Germany/German, Canada/ Canadian, the US / American, Netherlands / Dutch.*
- **2d** prices and currencies: *dollar, euro, pound, yen, yuan*

- **2e** adjectives: *old, modern, bad, good, useless, useful, slow, fast, small, large, expensive, cheap*

Wordbuilding

- **2c** suffixes

Word focus

- **2d** expressions with *one/ones*

Grammar

- **2a** *there is/are*; prepositions of place
- **2b** plural nouns spelling; *this, that, these, those*

Reading

- **2a** an article about homes in Bucharest
- **2c** an article about mobile phones

Listening

- **2b** an interview with Andy Torbet

Speaking

- **2a** a room in your home
- **2b** your possessions

- **2c** where things are from
- **2f** presenting your favourite possession

Critical thinking

- **2c** close reading

Real life

- **2d** shopping

Pronunciation

- **2b** /ɪ/ or /i:/
- **2c** word stress

Writing

- **2a** a room in your home
- **2e** an advert

Writing skill

- **2e** describing objects with adjectives

Visual literacy

- **2f** using visual aids

Video

- **2f** *Presenting a possession*

- **Lead-in** Show your bag to the class, then take out some objects from your bag and put them on the table (include something that everyone normally has, e.g. a pen). Ask two students to do the same. Show the class the objects that are the same (e.g. two pens) and ask the class to count how many of that object there are. Write that number on the board. Ask students to work in groups of four and find how many examples there are of different types of object (e.g. three pens, four books, etc.).

1

- Ask students to look at the photo and answer the questions. Either do this as a whole-class activity or ask students to discuss in pairs first. See **Teacher development**.

Answers

Students' own answers.

Background information

This photo is part of a project by photographer Huang Qingjun. The project took around ten years and Huang Qingjun went all across China convincing families to stand with their belongings. Families came from big cities like Beijing and small rural communities, such as those in Inner Mongolia.

2

- Check that students know the words by asking them to find them in the photo. Then, play the audio so students can tick the words. Let students compare answers in pairs before checking as a class.

Answers

See answers on Student's Book page.

Visual literacy

A key part of visual literacy is analyzing how a visual text is constructed. This task encourages students to identify particular aspects of a photo and consider their impact on the viewer.

Ask: *Are the objects mainly old or new? Which objects are practical and probably used every day? Which objects are for decoration or collection? What do the objects tell you about this person?*

3

- Ask students to work in pairs to make and compare their lists of possessions.

Answers

Students' own answers.

Teacher development

Classroom tips: varying interaction

It's a good idea to have different types of interaction between your students so that they get to speak to different people, and so that activities are more interesting and dynamic. Here are some suggestions:

- Do an activity as a class. This is particularly useful when brainstorming ideas or new words. You can introduce new words and provide immediate feedback on students' language.
- Do an activity in pairs. This maximizes speaking as everybody is talking, and allows students to do things in their own time. It's good for working

UNIT 2 Possessions



A man with possessions from his home. Photo by Huang Qingjun.

UNIT GOALS

- 2a • describe a room in your home
 - use *there is/are* and prepositions of place
- 2b • talk about useful possessions
 - ask about objects with *this, that, these, those*
- 2c • read about a global product and do a close reading
- 2d • buy something from a shop
- 2e • write a short advert and describe objects with adjectives
- 2f • watch and give presentations with visual aids

- 1 Look at the photo of the man and his possessions. In pairs, say the names of five possessions. **Students' own answers.**
- 2 **2.1** Listen to a description of the photo.
 - 1 Where is the photographer and the man from? **They are from China.**
 - 2 Tick (✓) the possessions you hear. Then find all the possessions in the photo.

armchairs ✓	bike ✓	car ✓	fan ✓	pots ✓	sofa ✓
table tennis table ✓	teapots ✓	television ✓			
- 3 Imagine Huang Qingjun is at your house. He wants to photograph your possessions. Make a list of ten possessions from different rooms. Then tell your partner the list. **Students' own answers.**

21

things out, checking answers, or doing tasks like matching and categorizing. Consider changing the pairs from one activity to the next so students have the opportunity to work with different partners.

- Do groupwork or class mingles. This works well with more extended speaking. It allows students to move round and speak to new classmates. It also means that they can practise the same language with different partners.

Extra activity

Students study the photo for one minute, then close their books. Say: *You have one minute to write down all the objects you can remember.* The student with the longest (correct) list is the winner.

Sustainable life

Ask: *How old is your oldest possession? How many of your possessions have you had for over 10 years? Why is it more sustainable to use things for a long time?*

Have students make a list of things that need to be changed often and a list of things that we can keep for a long time. Ask them if there are ways they could keep some of their possessions for longer or give them to someone else when they have finished with them.

spark You can find additional discussion questions in the Classroom Presentation Tool in Spark.

AT A GLANCE

- **vocabulary** furniture
- **reading** homes in Bucharest
- **grammar** *there is/are*; prepositions of place
- **writing and speaking** a room in your home

- **Lead-in** Before the lesson, draw or print off a picture of a kinkajou and hide the picture somewhere in the classroom. When students have come in, say: *I'm sorry but we can't start the lesson yet. There's a kinkajou somewhere in this room!* Explain that to avoid frightening the animal, students can't all stand up and search. Instead, they must ask you yes/no questions.
- Elicit questions from students, e.g. *Is it under the table? / in the cupboard? / behind the poster?* etc. Provide any furniture vocabulary or prepositions they need, and have them say the questions correctly. Continue until they have found the kinkajou.

Vocabulary furniture

1

- Students look at the three photos and, in pairs, tick the furniture in each apartment. Use a variety of ways of clarifying the meaning of the words (see **Teacher development**). Also, encourage students to help each other.
- In feedback, display the photos using the CPT if possible and ask: *What's this?* (a bed, a chair, etc.) Elicit any other vocabulary that students know.
- Write: *There's a/an ... / There are some ...* on the board in preparation for feedback. Elicit the answers, but insist on full sentences using these sentence stems, e.g. *There's a chair.* You can evaluate how well students understand the function of *there is/are* this way.

A place called home

Vocabulary furniture

- 1 Work in pairs. Look at the photos of three apartments. Tick (✓) the furniture in each apartment.
- 2 Which furniture in the table is in your living room at home? Tell your partner. **Students' own answers.**

Reading

- 3 Read the article about the photos. Are these things the same (S) or different (D) in the three apartments?

1 the country	S	6 the position of the window.	S
2 the size of the apartments	S	7 the position of the chairs and tables	D
3 the number of rooms	S	8 the colour of the furniture	D
4 the colour of the walls	S		
5 the position of the bed	S		
- 4 Is your home the same or very different to your neighbours? Tell your partner. **Students' own answers.**

Apartment	Floor 10	Floor 5	Floor 2
Bed	✓	✓	✓
Chair	✓	✓	✓
Cupboard		✓	✓
Curtains	✓	✓	✓
Lamp	✓	✓	
Picture	✓		
Plant		✓	
Rug		✓	✓
Table	✓	✓	✓
Television			✓

2.2

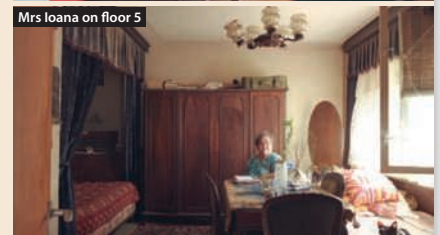
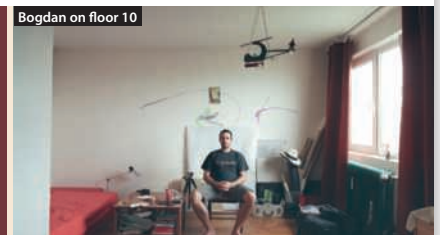
At home in Bucharest

Bogdan Gîrbovan is a photographer. He lives in an apartment in Bucharest, Romania. His apartment is on the tenth floor.

All the apartments in the building have one living room, a bathroom and a kitchen.

Bogdan photographs his neighbour's apartments because he's interested in how people live. The apartments are often the same. The walls are a light colour. There's a bed on the left, a chair in the middle, and a window with curtains on the right. But there are some differences. Mrs Ioana has a large cupboard and dining table – and her cat! There's also an apartment for sale with a rug on the floor.

22



- Drill the vocabulary, paying attention to unusual spellings and shared sounds (see **Pronunciation notes**).

Answers

See answers on Student's Book page.

Teacher development

Classroom tips: teaching vocabulary of similar things

The way you teach a word will depend on the word itself, the resources available to you and your particular strengths and preferences as a teacher. Here are some possible methods.

- If the thing exists in the classroom, simply point to it (e.g. *chair*).
- If you enjoy drawing, sketch the word on the board, e.g. *lamp*. You don't have

to be an artist to communicate simple things. What's more, badly-drawn things can generate laughter in class.

- Mime, e.g. for *curtains*, mime closing or opening them.
- Translate the word into students' first language.
- Ask students to look the word up in a dictionary.

In this exercise, of course, you can simply point to the object in the photo.

Pronunciation notes

Drill the vocabulary in groups according to shared sounds and stress patterns:

- two-syllable words with stress on the first syllable: *cupboard, pictures, curtains*
- words with shared sounds: *rug, cupboard /ʌ/*