

Life

ADVANCED

TEACHER'S BOOK ■ INCLUDES STUDENT'S BOOK AUDIO AND VIDEO

MIKE SAYER

**SECOND
EDITION**

Life

TEACHER'S BOOK | ADVANCED

 **NATIONAL
GEOGRAPHIC**
LEARNING

MIKE SAYER

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Test 1 Source: ‘Your Aging Brain Will Be in Better Shape If You’ve Taken Music Lessons’, by Diane Cole, National Geographic, January 03, 2014; Test 2 Source: ‘Will the Rise of The Robots Implode the World Economy?’, by Simon Worrall, National Geographic, June 03, 2015; Test 3 Source: ‘A New York Writer’s Take on How His City Has Changed’, by Pete Hamill, National Geographic, November 15, 2015; Test 4 Source: ‘Entrepreneurs Fight for the Future of Fish – Beginning With the Bottom Line’, by Brian Handwerk, National Geographic, January 04, 2015; Test 5 Source: ‘How a Remote Peak in Myanmar Nearly Broke an Elite Team of Climbers’, by Mark Jenkins, National Geographic, September 2015; Test 6 Source: ‘Why Are We So Fat?’, by Cathy Newman, National Geographic, September 2015; Test 7: Source: ‘Top 10 Compact Cameras for Travelers’, by Tom O’Brien, National Geographic, November 17, 2017; Test 8 Source: ‘Making Music Boosts Brain’s Language Skills’, by Tom O’Brien, National Geographic, February 22, 2010; Test 9 Source: ‘A Sunken Slave Ship and the Search for Answers’, by Anna Lukacs, National Geographic, February 21, 2017; Test 10 Source: ‘Female Lions Are Democratic in Breeding, Study Finds’, by John Roach, National Geographic, July 26, 2001; Test 11 Source: ‘Yes, Animals Think and Feel. Here’s How We Know.’, by Simon Worrall, National Geographic, July 15, 2015; Test 12.1 Source: ‘National Geographic Book of Nature Poetry: More Than 200 Poems with Photographs That Float, Zoom, and Bloom!’, by J. Patrick Lewis, Publishers Weekly; Test 12.2 Source: ‘The Seasons: the Nation’s Most Treasured Nature Poems review – a soothing greatest hits’, by Philip Larkin, The Guardian; Test 12.3 Source: <https://www.poetryfoundation.org/poets/ted-hughes> by Ted Hughes, Poetry Foundation; Test 12.4 Source: <https://www.poetryfoundation.org/poets/may-swenson> by May Swenson, Poetry Foundation

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Unit 1 Explore.org/Explore Annenberg LLC; Unit 2 National Geographic; Unit 3 The American Institute of Architects; Unit 4 National Geographic; Unit 5 National Geographic; Unit 6 Grinberg, Paramount, Pathe Newsreels/Getty Images, AFP Footage/Getty Images, Barcroft Media – Footage/Getty Images; Unit 7 K David Harrison/AAAS; Unit 8 WireImage House/Getty Images; Unit 9 AFP Footage/Getty Images; Unit 10 National Geographic; Unit 11 Charlie Nordstrom; Unit 12 Tim Cope/Banff Centre

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

Listening

two speakers talk about important lessons in life
a talk by a sociologist about understanding what makes people who they are

Reading

an article about the lessons we learn from the past
an article about the language of Shakespeare

Critical thinking

purpose

Speaking

your favourite saying situations in your life
call my bluff

Writing

taking notes
writing skill: using abbreviations

ACADEMIC SKILLS LESSONS: Beliefs about the importance of literature (Listening), Answering effectively in an interview (Speaking)

a talk about the livelihood of Kazakh nomads
an interview with a firefighter

an article about the Moken people of Myanmar
an article about rock climbing in Yosemite

analysing language

more than a job
safety features
your comfort zone

a covering letter or email
writing skill: fixed expressions

ACADEMIC SKILLS LESSONS: Desert island castaway (Reading), Opinion essay (argument) on jobs (Writing)

a description of a photograph
an interview with an architect about small homes

an article about two towns with individual characters
an article about the architect Zaha Hadid

summarizing

your home town
a bit of luxury
how spaces affect you

an opinion essay
writing skill: discourse markers

ACADEMIC SKILLS LESSONS: Case study of a design project (Listening), A group presentation of a new project (Speaking)

a news report about bionic body parts
an interview about the inspiration for inventions

an article about the future of bendable technology
an article about a social entrepreneur

finding counter arguments

future solutions
how people managed in the past
a social business

a proposal
writing skill: making recommendations

ACADEMIC SKILLS LESSONS: Emojis (Reading), Summarizing the main features of tables and charts (Writing)

an extract from a talk by a travel writer
a radio interview about holidays to unknown places

a travel blog about different approaches to travelling
an article about travel in graphic novels

evaluating sources

how you travel
a mystery tour
knowing places

a review
writing skill: using descriptive words

ACADEMIC SKILLS LESSONS: Travel in academic life (Listening), A discussion about mass tourism (Speaking)

a conversation between two friends about health and exercise
an interview with an ultrarunner about sports injuries

an article about different exercise regimes
an article about beauty

author influence

exercise trends
describing an injury
does beauty sell?

a formal report
writing skill: avoiding repetition

ACADEMIC SKILLS LESSONS: The human body clock (Reading), Opinion essay (discursive) about health (Writing)

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

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

Listening	Reading	Critical thinking	Speaking	Writing
a talk by a journalist about digital technology an interview about social media marketing	a study of global facts about selfies an article about a day at a hackers' conference	identifying personal opinion	the impact of digital media brands attitudes to security	a news report writing skill: cautious language
ACADEMIC SKILLS LESSONS: A lecture on the challenges to traditional media (Listening), A presentation about digital media (Speaking)				
an interview with a busker a talk by a neuroscientist about music therapy	an interview with a musician about cultural influences a review of a documentary about Bob Marley	identifying key points	themes of songs how to relax a charity concert	a description writing skill: parallel structures
ACADEMIC SKILLS LESSONS: Human singing (Reading), Describing data from graphs and charts (Writing)				
a talk about the significance of historical objects a story about an unusual crime	an article about what personal letters reveal about our past a story about hidden treasure	unanswered questions	an important past event a case of fraud historical irony	describing a past event writing skill: sequencing events
ACADEMIC SKILLS LESSONS: An interview about medieval music (Listening), A presentation about the European Union (Speaking)				
an extract from a radio programme about ethnic communities a podcast about the importance of play	an article about ant society an article about the Hadza of Tanzania	reading between the lines	being a good member of society social games feeling free	a discursive essay writing skill: referring to evidence
ACADEMIC SKILLS LESSONS: The social lives of whales and dolphins (Reading), A report on the local community (Writing)				
a short talk by a photographer about photographing people a lecture about irrational thinking	an article about understanding emotions an article about artificial intelligence in the future	analysing structure	modern life mind games technology and occupations	an email message writing skill: avoiding misunderstandings
ACADEMIC SKILLS LESSONS: Lecture on the 'emotional selling proposition' (Listening), A group discussion on organizational cultures (Speaking)				
three people describe the landscape where they live an extract from a radio interview about the Japanese poet Basho	an article about the importance of geo-literacy an article about how wildlife are moving into our cities	different perspectives	natural and man-made features events in nature the animal and human worlds	a letter to a newspaper writing skill: persuasive language
ACADEMIC SKILLS LESSONS: The Great Southern Continent (Reading), Problem & solution essay: the environment (Writing)				

Introduction

National Geographic

The *National Geographic Society* is a leading nonprofit organization that pushes the boundaries of exploration to further our understanding of our planet and empower us all to generate solutions for a healthier and more sustainable future. Since its beginning in 1888, the Society has funded more than 12,500 exploration and research projects. *Life Second Edition* uses *National Geographic's* content and principles to inspire people to learn English. A portion of the proceeds of this book helps to fund the Society's work.

National Geographic topics

The topics are paramount and are the starting point for the lessons. These topics have been selected for their intrinsic interest and ability to fascinate. The richness of the texts means that students are so engaged in learning about the content, and expressing their own opinions, that language learning has to take place in order for students to satisfy their curiosity and then react personally to what they have learned. This element of transfer from the topics to students' own realities and experiences converts the input into a vehicle for language practice and production which fits the recognized frameworks for language learning and can be mapped to the CEFR scales. (Full mapping documents are available separately.)

People and places

Life Second Edition takes students around the globe, investigating the origins of ancient civilizations, showing the drama of natural forces at work and exploring some of the world's most beautiful places. These uplifting tales of adventure and discovery are told through eyewitness accounts and first-class reportage. For example, Unit 2 of the Advanced level explores the lives of the Moken people of Myanmar and their special relationship with the sea.

Science and technology

Students learn about significant scientific discoveries and breakthroughs, both historic and current. These stories are related by journalists or told by the scientists and explorers themselves through interviews or first-person accounts. Students see the impact of the discoveries on our lifestyles and cultures. Because much of the material comes from a huge archive that has been developed and designed to appeal to the millions of individuals who make up *National Geographic's* audience, it reflects the broadest possible range of topics. For example, Unit 4 of the Advanced level features a news report about bionic body parts, while Unit 11 focuses on how artificial intelligence may be used in the future.

History

History can be a dry topic, especially if it's overloaded with facts and dates. However, the *National Geographic* treatment of historical events brings them to life and there is often a human dimension and universal themes that keep the events relevant to students and to our time.

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

Animals

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

Environment

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

National Geographic photography

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

There are photographs which:

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

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

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

National Geographic video

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

Before you watch

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

While you watch

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

After you watch

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

The videos are designed to form part of your lessons. However, if there is insufficient time in class to watch them all, you can ask students to watch the videos and complete many of the exercises on the page in the Student's Book at home. This can form a useful part of their self-study. Students can also watch the videos again after seeing them in class. This is useful for review and enables students to focus on parts of the audio that particularly interest them.

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

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

National Geographic and critical thinking

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

- critical thinking tasks such as problem-solving and group discussion make lessons much more motivating and engaging
- developing critical thinking skills encourages an enquiring approach to learning which enables learners to discover language and become more independent in their study skills
- language practice activities that involve critical thinking require deeper processing of the new language on the part of the learner

In *Life Second Edition* you will see that there is a graded critical thinking syllabus that starts at Elementary level and runs through all later levels. The sections entitled 'Critical thinking' always appear in the C lessons in each unit and are associated with reading the longer texts. These lessons begin with reading comprehension activities that test students' understanding and then may ask them to apply their understanding in a controlled practice activity. Having understood the text at a basic level, the critical thinking section requires students to read the text again more deeply to find out what the author is trying to achieve and to analyse the writing approach. For example, students may have to read between the lines, differentiate between fact and opinion, evaluate the reliability of the information, assess the relevance of information, or identify the techniques used by the author to persuade the reader or weigh up evidence. Activities such as these work particularly well with the C lesson texts in *Life Second Edition* because the texts used in these lessons are authentic. These authentic texts, which have been adapted to the level where necessary, tend to retain the author's voice or perspective, so students can work to understand the real argument behind a text. Naturally, these kinds of reading skills are invaluable for students who are learning English for academic purposes or who would like to take examinations such as IELTS. In addition, life in the twenty-first century requires people to develop the ability to assess the validity of a text and the information they receive, so this critical thinking strand in *Life Second Edition* is important for all students.

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

Central to the approach to critical thinking in *Life Second Edition* is the premise that students should be actively engaged in their language learning. Students are frequently invited to ask questions and to develop their own well-informed and reasoned opinions. The overall combination of text analysis (in the C lessons), a guided discovery approach to language, and the way in which the book makes use of images in the classroom effectively supports this aim.

***Life Second Edition* methodology**

Memorization

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

So, what makes learning memorable? The impact of the first encounter with new language is known to be a key factor. *Life Second Edition* scores strongly in this area because it fulfils what are called the 'SUCCESS factors' in memorization (Simplicity, Unexpectedness, Concreteness, Credibility, Emotion and Stories) by engaging learners with interesting, real-life stories and powerful images. *Life Second Edition* also aims, through motivating speaking activities that resonate with students' own experiences, to make new language relatable. What is known is that these encounters with language need to be built on thorough consolidation, recycling, repetition and testing. It is said that a new language item needs to be encountered or manipulated between five and fifteen times before it's successfully committed to longer-term memory. With this in mind, we have incorporated the following elements in *Life Second Edition*:

- a) more recycling of new vocabulary and grammar through each unit and level of the series
- b) activities in the Classroom Presentation Tool (CPT) that start some new lessons with revision and recycling of previous lessons
- c) progress tests and online end-of-year tests
- d) activities in the Review lessons at the end of each unit, marked 'Memory booster'

These 'Memory booster' activities are based on the following methodologically proven principles:

- Relatability: learning is most effective when learners apply new language to their own experience.
- A multi-sensory approach: learning is enhanced when more than one sense (hearing, seeing, etc.) is involved in perception and retention. (Language is not an isolated system in memory; it's linked to the other senses.)
- Repetition and variation: learners need to frequently retrieve items from memory and apply them to different situations or contexts.
- Guessing / Cognitive depth: making guesses at things you are trying to retrieve aids deeper learning.
- Utility: language with a strong utility value, e.g. a function such as stating preferences, is easier to remember.
- No stress: it's important that the learner does not feel anxious or pressured by the act of remembering.
- Peer teaching: this is an effective tool in memory consolidation (as in the adage, 'I hear and I forget. I see and I remember. I do and I understand. I teach and I master.').
- Individuality: we all differ in what we find easy to remember, so co-operation with others helps the process.

You probably already use revision and recycling in your teaching. Our hope is that these exercises will stimulate ideas for other fun and varied ways you can do this, which in turn may lead students to reflect on what learning and memorization strategies work best for them as individuals.

Treatment of grammar

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

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

The grammar summary box is followed by grammar practice tasks. Depending on the level, the grammar practice exercises have a differing emphasis on form and use. In all levels, however, the practice exercises in the unit favour exercises which require students to think more deeply over those involving mechanical production. Where appropriate, contrastive and comparative formats are used. The first practice exercise is usually linked to the topic of the lesson and is content rich. Subsequent exercises move into real-life contexts and particularly to those which the learner can personalize. This gives

learners an invaluable opportunity to incorporate the structures in the context of their own experiences. The practice exercises are carefully designed to move from supported tasks through to more challenging activities. This anchors the new language in existing frameworks and leads to a clearer understanding of the usage of this new or revised language. Frequently, the tasks provide a real and engaging reason to use the target structure, whether by devices such as quizzes, games and so on, or by genuine exchanges of information between students. Each lesson ends with a 'My life' speaking task. This personalized and carefully scaffolded activity enables students to create their own output using the target grammar as well as other target language in a meaningful context. Typical formats for this final task include exchanges of information or ideas, 'gap' pair work, personal narratives, discussion and task-based activities (ranking, etc.). The emphasis from the learner's perspective is on fluency within the grammatical framework of the task.

Treatment of vocabulary

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

Lexis is effectively learned via carefully devised recycling and memorization activities. Target vocabulary is recycled continually throughout each level – for example, the writing and video lessons provide the ideal opportunity to incorporate and review lexis in meaningful contexts. Memorization (see page 10) is a key feature of exercises within the unit and in the Review lessons.

Life Second Edition teaches vocabulary in a range of different ways. This eclectic approach takes account of recent research and builds on tried and tested methods. There is further practice of the vocabulary input (apart from words occurring in glossaries) in the Workbook and also in the Photocopiable communicative activities, which can be found in this Teacher's Book. There is also frequent practice of useful expressions, collocations, idioms and phrasal verbs as well as everyday lexis.

The specific sections dealing with new lexical input are:

1 Lexical sets

Some of the benefits generally associated with teaching words in lexical sets are:

- learning words in a set requires less effort
- retrieving related words from memory is easier
- seeing how knowledge can be organized can be helpful to learners
- it mirrors how such information is thought to be stored in the brain
- the meaning of words can be made clearer by comparing and contrasting them to similar words in the set

Each unit usually has two or more lexical sets. The lexical sets also cover commonly confused words. There is evidence to suggest that once students have learned one or more of the words that belong to a group of commonly

confused words (e.g. *job* and *work*), it's useful to compare and contrast these words directly to clarify the differences (or similarities) in meaning. *Life Second Edition* focuses on these groups of words as and when they come up.

2 Wordbuilding

There are at least eight of these sections in each level. The independent wordbuilding syllabus offers students another opportunity to expand their vocabulary. The wordbuilding boxes in the units focus on areas such as prefixes, suffixes, parts of speech, compound nouns and phrasal verbs, and they highlight contextualized examples in the reading or listening texts. The box gives a brief explanation and some examples. It's followed by one or two practice activities. Each wordbuilding focus is followed up and extended in the Workbook and CPT – giving more practice and introducing more words that belong to the same morphological area.

3 Word focus

The Word focus sections take high-frequency words and give examples of the different meanings they can have according to the contexts in which they appear and the different words they collocate with. At higher levels there is increased exposure to idioms and colloquial usage. The Workbook and CPT expand the range of phrases and expressions generated by these key words and provide further practice.

4 Glossaries

Occasionally, words are important to the meaning of a text but are above the level of the student. In such cases they are glossed. Students aren't expected to learn these words, but the short and simple definitions provided on the page prevent them from being a barrier to understanding.

5 Word lists

Each level has a comprehensive word list which covers all of the vocabulary either at the level, or above the level, of the student. The rich headword entries include phonetics, definition, part of speech, examples, collocations, word family and word family collocates. These are available on the Student's App and on the *Life* website as pdfs.

Learning skills

There is a comprehensive learning skills syllabus in the Workbook. This covers traditional learning skills, such as recording new vocabulary, using a dictionary, remembering new vocabulary, planning study time and assessing your own progress.

Assessment

Students and teachers can assess progress in the following ways:

- Each unit in the Student's Book finishes with a Review lesson where students do the exercises and complete a number of 'can-do' statements linked to the objectives of the unit.
- There are photocopiable progress tests in the Teacher's Book.
- There are end-of-year tests that follow the format of international exams on the *Life* website.

- There is a *Check!* section at the end of each unit in the Workbook for students to check what they have learned (general knowledge as well as language).
- There are IELTS practice tests at the end of the Workbooks. These have been graded to the level of the course, but follow the format of the test. These allow students to benchmark their progress against the course objectives, whilst becoming familiar with a global test format.

Lessons in a Student's Book unit

Opener: a one-page introduction to the unit that gets students interested in the topic

A and B: double-page lessons that teach grammar and vocabulary through reading and listening texts

C: a double-page lesson that focuses on reading comprehension and critical thinking

D: a one-page lesson that teaches functional/situational language

E: a one-page lesson that teaches a writing skill and the features of a text type

F: a double-page video lesson

Review: a one-page lesson of practice activities, memory booster activities and 'can-do' check statements

Components

- Student's Book
- Workbook + audio CD
- Teacher's Book + DVD + class audio CD
- Student's App
- Student's eBook
- Online Workbook
- Website: www.NGL.cengage.com/life
- Classroom Presentation Tool

The CPT includes additional activities. These are labelled in the teaching notes as ★ CPT extra! This additional practice covers a wide variety of activity types. This includes:

- Activities which exploit the lesson photo (e.g. extra critical thinking-type questions, background information, etc.)
- Extra listening activities
- Revision of previously taught vocabulary/grammar
- Quizzes about the lesson topic or unit photo
- Culture notes/background notes
- Links to extra resources
- Word focus: additional practice and extension
- Wordbuilding: additional practice and extension
- Extra lead-ins and warmers
- Further development of the skills syllabus (listening and reading)
- Extension project work
- Extra Critical thinking activities
- Writing additional practice and extension

For standalone academic lessons, see pages 4–7.

Lesson type

Unit opener

This single page introduces the unit topic and lists the unit contents.

Unit 5 The magic of travel



A street at sunset in one of the world's most famous cities
© TOUR EIFFEL - Illuminations PIERRE BIDEAU

FEATURES

58 How we travel

Different approaches to travelling

60 Magical mystery tour

Trips to unknown places

62 The adventures of Hergé

Travel through the eyes of a comic book hero

66 On the road: Andrew McCarthy

A video about a memorable travel experience

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

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

1 What different factors (time of year, reason for travel, etc.) influence how we experience a place when we travel?

2 What makes a good travel writer?

3 ▶ 34 Look at these adjectives. Which ones normally describe people (P), places (PL) or a time (T)? Then listen to the travel writer again and say what the speaker uses each adjective to describe. Did you use any of the same adjectives to describe Paris?

romantic cosy officious lazy elegant affable
wary grand lively

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

An impactful photograph serves as an engaging starting point to the unit and provokes class discussion.

The unit lesson headers let students see what they will be studying and stimulates their interest.

Warm-up exercises get students talking about the topic and introduce them to key vocabulary.

Each unit opener lesson contains a listening exercise that further develops the topic.

Lessons A and B

Grammar and vocabulary

These double-page lessons focus on grammar and vocabulary, presented through listening and reading texts.

The primary focus is on the topic content before the learner's attention is drawn to the target grammar structures.

Target grammar is presented through texts in the first two spreads of each unit. These texts are authentic reading and listening texts, adapted for level as necessary, which use the target language in natural and appropriate linguistic contexts. Such texts not only aid comprehension, but present good models for the learner's own language production through a variety of 'voices' and genres. The main input alternates between reading and listening on these first two spreads.

reading a travel blog • vocabulary repeated word pairs • grammar emphatic structures • pronunciation do, does and did • speaking how you travel

5a How we travel

Reading

- Work in pairs. Discuss the questions about travel.
 - Why do you think most people travel?
 - Where and when do you travel? What is your reason for travelling?
 - What do you enjoy / not enjoy about travelling?
 - Do you think the concept of travel and holidays differs from culture to culture? If so, how?
- Look at the blog post about how we travel. Answer the questions.
 - How was the writer's experience of travel as a young boy typical of his culture?
 - What is his father's attitude to travel? In what ways does the writer agree with him?
 - What does the writer want from travel?
 - Which of these attitudes (the writer's and his father's) is closest to your own?
- Find words or expressions in the second paragraph of the blog with these meanings.

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

35

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

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

How we TRAVEL

wordbuilding synonyms • listening a mystery tour • grammar avoiding repetition • pronunciation stress in short responses • speaking a mystery tour

58

5b Magical mystery tour

Wordbuilding synonyms

WORDBUILDING synonyms
We often use synonyms in English as a way of avoiding repetition. It is important to remember that few words are exact synonyms. They often differ slightly in meaning or in the grammar that surrounds them: holiday and break, succeed in and manage to, popular and well-liked
For further practice, see Workbook page 43.

- Work in pairs. What synonyms or close synonyms can you think of for these words? How similar or different in meaning is each word you thought of?
hotel relax travel around trip
- Look at these words which are used in the interview you are going to hear. Match the words (1-9) with the correct synonyms (a-i).

1 trip	a swimming costume
2 spot	b wonderful
3 head for	c expectation
4 thrilling	d journey
5 spoil	e location
6 swimsuit	f set off
7 start out	g make your way to
8 anticipation	h exhilarating
9 magical	i ruin

Listening

- Listen to an interview about a 'mystery tour' that a reporter went on. Complete the information.

Company name	1.Adventures
Company based in	2.
Things to take	a ³, a ⁴, a dry bag
Length of trip	5.days
Type of cycling	6.
Destination	7.on the river
Night accommodation	slept in 8.
Return journey	By 9.
Cost of trip	10.
- Listen to the interview again and answer the questions.
 - Who started the fashion for mystery tours?
 - What kind of companies organize mystery tours nowadays?
 - How did Maggie describe her experience?
 - Why does the interviewer agree that it was better not to ask for too much pre-trip information?
 - What did the guide do as they travelled to their destination to add to the excitement?
 - How did Maggie feel about swimming to her 'accommodation' for the night?
 - How did she feel when she got back into London?
 - What lesson did the trip teach her?

60

The independent wordbuilding syllabus offers students another opportunity to expand their vocabulary. The wordbuilding boxes in the units focus on areas such as prefixes, suffixes, collocations, parts of speech, compound nouns and phrasal verbs, and they highlight examples from the reading or listening texts. The box gives a brief explanation and some examples. There is an activity for further practice and a reference to an activity in the Workbook which introduces more words that belong to the same morphological area.

Vocabulary repeated word pairs

- 4 Work in pairs. Look at the expressions in bold (a–b) from the blog. Discuss what they mean. Then discuss the meanings of the other expressions in bold (1–6).
- a He'd rather see us **face to face**.
 - b ... just taking life **day by day**.
- 1 I saw Layla last night. She's just back from holiday. She **went on and on** about how terrible the hotel was.
 - 2 A country's success in sport goes **hand in hand** with how much it invests in promoting it.
 - 3 I couldn't predict the winner of the election. They've been **neck and neck** all the way.
 - 4 We both recognized the problem, but we don't really **see eye to eye** on the solution.
 - 5 They started their travel website in 2015 and it's just gone from **strength to strength**.
 - 6 Writing is a process that you need to approach **step by step**.
- 5 Think of examples of the following things. Then work in small groups and compare your ideas.
- an experience that went on and on
 - a subject you don't see eye to eye with your parents (or someone you know) about
 - a person whose career has gone from strength to strength
 - something that you (or someone else) are taking step by step (or day by day) to reach a goal

Grammar emphatic structures

EMPHATIC STRUCTURES

Cleft sentences

- 1 *It's relaxation that I want.*
- 2 *What I enjoy is sitting and reading the newspaper.*
- 3 *The thing we really value is being carefree.*

do, does, did (in affirmative sentences)

- 4 When I do travel now, I avoid the 'sights'.
- 5 I did take my laptop on my last holiday too.

For further information and practice, see page 164.

- 6 Look at the grammar box. Notice the word order in the sentences. Rewrite the sentences (1–5) using a non-emphatic form.
- 1 *I want relaxation.*
- 7 Rewrite this sentence in four different ways. Use emphatic forms, starting with the words given. 'I love the unpredictability of travel.'
- 1 It's ...
 - 2 What ...
 - 3 The thing ...
 - 4 I love ...

my life | HOW YOU TRAVEL | A MYSTERY TOUR | KNC | A REVIEW

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

The grammar practice tasks within the unit are linked to the presentation text and topic and are thus content-rich in the same way. They move from more supported exercises through to more challenging tasks.

- 8 Rewrite the parts of these sentences in italics using emphatic forms. Use the words given in brackets.
- 1 The destination is not important. *The journey matters.* (it)
 - 2 I didn't miss my home town. *I missed my friends and family.* (what)
 - 3 Colombia was full of surprises. *I read up a lot about it before I went,* but nothing really prepares you for it. (did)
 - 4 When I went to Bali, *I was really struck by how relaxed the people were.* (what)
 - 5 People always talk about how fascinating travel is. *But they never tell you how boring it can be too.* (the thing)
 - 6 He's not normally a food lover, *but he likes to eat well when he's on holiday.* (does)
 - 7 Our family holidays were hilarious. *I'll never forget the seven of us travelling through France in a tiny car.* (thing)
 - 8 *I didn't mind the disruption;* it was the fact that they didn't apologize for it. (it)

- 9 **Pronunciation do, does and did**
- a ▶ 36 Listen to these sentences and write in the missing emphatic auxiliaries. Note how the auxiliary verbs are stressed.
- 1 I regret not stopping there.
 - 2 She travel a lot.
 - 3 We miss home sometimes.
 - 4 I spend a lot of time at the beach.
- b Practise saying the sentences in Exercise 9a with the same stress.

Speaking my life

- 10 Work in small groups. Make a list of statements about how to travel (what's important; what you like, how you feel, etc.). Use emphatic structures in your ideas. Then compare your statements with your partner. Are your views similar or different? How?
- planning your journey
 - things you always take with you
 - avoiding stress when travelling (esp. flying)
 - eating when travelling
 - getting around from place to place
 - holiday activities
 - language and culture
- Try not to plan too much, because it's always the unexpected things that happen on a holiday that are the most memorable.*

Clear paradigms or examples of form and use are given on the page in a simple summary box. This supports the learners and is a 'check point' for both teacher and learner alike as it summarizes the information learners will have arrived at through completing the discovery tasks. A cross-reference is provided to more detailed information and additional exercises at the back of the book. These are suitable both for use in class and self-study, according to the needs of the learners.

Grammar avoiding repetition

AVOIDING REPETITION

one, that, it, so

- 1 *It was a magical experience ... definitely one I'd recommend.*
- 2 *Did you know how far you would have to swim? Yes, I did ask that.*
- 3 *[She] went on one of the trips and talked to me afterwards about it.*
- 4 *Is that our island? I don't think so.*

Ellipsis (omitting words)

- 5 *I thought about asking ... but then I decided not to.*
- 6 *A few people were screaming and gasping - I know I was.*

synonyms

7 *a mystery tour → a journey to an unknown destination*

For further information and practice, see page 164.

- 5 Look at the grammar box. Answer the questions.
- 1 What do the words in bold refer to in sentences 1–4?
 - 2 Which of the words in bold in sentences 1–4 substitutes for: a a thing (i.e. a noun)? b a phrase, clause or sentence?
 - 3 What verbs have been omitted after the words in bold in sentences 5 and 6?
- 6 Look at the audiobook on page 183–184 (track 37). Answer the questions.
- 1 What synonym of 'idea' is used (para 1) and of 'track'?
 - 2 What does 'that' refer to in the sentence 'And that gave us the chance ...'?
 - 3 What does 'it' refer to in the sentence '... but it was fine'?
 - 4 What verb phrase has been omitted after 'had' in 'actually it had'?
 - 5 What does 'one' refer to in the sentence 'it depends which one'?
 - 6 What verb phrase has been omitted after 'to' in 'you really don't need to'?
- 7 Read the review of a Secret Adventures holiday. Rephrase the words in bold in the review to avoid repetition. Use appropriate forms from the grammar box, including synonyms where necessary.

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

my life | HOW YOU TRAVEL | A MYSTERY TOUR | KNOWING PLACES | TELLING AN ANECDOTE | 61

- 8 Put an appropriate word into each sentence to avoid repetition.
- 1 He said he wasn't going to take the car, but I think he _____, because I can't see it outside.
 - 2 She said, 'Good things come to those who wait.' What do you think she meant by _____?
 - 3 We need to set off early. So, shall we _____ at 7.30 a.m.?
 - 4 I'm so tired that I might fall asleep during the film, but I'll try _____.
 - 5 Sorry, this pen isn't working. Do you have _____ that I can borrow?
 - 6 I had an amazing childhood. I'm going to write a book about _____ one day.

- 9 **Pronunciation stress in short responses**
- a Work in pairs. We often use substitution in spoken exchanges. Complete the answers to each question using one word in each case.
- 1 A: You have to be careful not to get overcharged in the local markets.
B: Yes, I know _____.
 - 2 A: Would you like to drive?
B: No, I'd rather you _____.
 - 3 A: Did he take warm clothes with him?
B: I hope _____.
 - 4 A: Do you mind travelling alone?
B: No, I actually prefer _____.
 - 5 A: Are there many good guidebooks about this region?
B: Yes, there are some excellent _____.
 - 6 A: Did she enjoy _____ visiting Russia?
B: Yes, she loved _____.
- b ▶ 39 Listen and check your answers. Underline the stressed words in each response. Then work with a partner and read the exchanges aloud using the same pronunciation patterns.

Speaking my life

- 10 Work in small groups. Design your own mystery tour. The tour should be a reasonable price, take participants to an unknown destination and involve activities that bring people together. Then present it to the class. When you present the tour, try to use at least three expressions for avoiding repetition.

A final task on each spread allows the learners to create their own output and is structured so that learners have the opportunity to use the target grammar as well as other target language, for example vocabulary, in a meaningful and personalized context. This final task has a variety of formats such as discussions, personal narratives, task-based activities (ranking, etc.) and the emphasis from the learner's perspective is on content and fluency rather than grammatical accuracy.

Lesson C

Reading

This is a double-page reading lesson. The reading text is always on the right-hand page, and the activities on the left.

The mini contents section at the beginning of every lesson sets clear targets.

The Word focus sections take high frequency words and give examples of the different meanings they can have according to the contexts in which they appear and the different words they collocate with.

Critical thinking activities require students to engage with the reading texts at a deeper level, and require them to show real understanding – not just reading comprehension. This training – in evaluating texts, assessing the validity and strength of arguments and developing an awareness of authorial techniques – is clearly a valuable skill for those students learning English for academic purposes (EAP), where reflective learning is essential. However, it is also very much part of the *National Geographic* spirit, which encourages people to question assumptions, and develop their own well-informed and reasoned opinions.

reading the graphic novel • critical thinking evaluating sources • word focus matter • speaking knowing places

5c The adventures of Hergé

Reading

- 1 Work in pairs. Look at the photo and discuss the questions.
 - 1 What comics or cartoon books did you read when you were a child?
 - 2 What did they contain that appealed to you: adventure, humour, interesting facts, life stories?
 - 3 Do you still read any comics or graphic novels now?
- 2 Read the article. Are the sentences true (T) or false (F)?
 - 1 Tintin is a writer who travels around the world in search of adventure.
 - 2 The author Hergé loved to travel.
 - 3 The artwork in *The Adventures of Tintin* is remarkable for its precise detail.
- 3 Read the article again. Choose the best option to complete the sentences.
 - 1 The author read / *daydreamed* a lot about foreign lands as a child.
 - 2 The author compares Tintin books to reading *thrillers* / *National Geographic*.
 - 3 Hergé made multiple *drawings* / *models* of objects like cars and planes before putting them in his pictures.
 - 4 Hergé's methods have been an inspiration to *other illustrators* / *movie makers*.
 - 5 Visitors to Petra see the tall Treasury *at the last moment* / *from a long way off*.
 - 6 The author thinks *Destination Moon* and *Explorers on the Moon* are Hergé's *best* / *most ambitious* books.
- 4 Find words in the article with the following meaning.
 - 1 distant (para 1)
 - 2 looked in amazement (para 1)
 - 3 extremely careful (para 3)
 - 4 truly and precisely (para 3)
 - 5 very strange (often of a coincidence) (para 4)
 - 6 talent (para 5)

Critical thinking evaluating sources

- 5 What sources (research, experts, first-hand experience) does the author mention to show that the following things were accurately represented by Hergé? NB For one item no real source is mentioned.
 - a the scientific expedition to the Arctic
 - b cars, planes, ships and bridges
 - c the Treasury at Petra
 - d sending a rocket to the Moon

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

Word focus matter

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

[The books] were a kind of *National Geographic* for children – and adults, **for that matter**.

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

course laughing mind principle time way

- 1 With new technology, I think it's **only a matter of** before people are taking virtual holidays from their own living rooms.
- 2 Getting lost in a big city might seem like an adventure, but believe me, it's **no** **matter** when it happens to you.
- 3 I think you can put up with a lot of discomfort when you're travelling. It's just a question of **over matter**.
- 4 When I'm abroad, I use public transport as a **matter of** You discover much more that way.
- 5 **No matter which** you look at it, not speaking the language of the country you are visiting is a disadvantage.
- 6 I don't fly on planes as a **matter of**; they create too much pollution.

Speaking my life

- 9 Work in small groups. Make a list of four places you all know about in one or other of the ways listed below (e.g. New York). Then compare.

Unit 5 The magic of travel



THE ADVENTURES OF HERGÉ

I spent a lot of my childhood travelling to far-off places and learning about their history and geography. I went to Peru and saw the Sacsayhuaman fortress of the Incas and the citadel of Machu Picchu. I visited the ancient rose-red city of Petra in Jordan and marvelled at the grand buildings carved out of the rock. I journeyed on a ship to the Arctic Ocean with a scientific expedition that was investigating a meteorite that had fallen to Earth. I even travelled to the Moon and learned what it was like to experience gravity six times weaker than I was used to.

I saw all these things not in person, of course, but through the eyes of the investigative journalist, Tintin, in the pages of the graphic novels of Hergé, the Belgian author and cartoonist. I was not the only one. In the days before full-colour television documentaries, Hergé's *Adventures of Tintin*, twenty-three books written between 1929 and 1976, were a kind of *National Geographic* for children – and adults, for that matter. These were not just great detective stories; they were learning adventures.

The amazing thing about the books is that their creator never travelled to these places either. They were all the result of painstaking research done from his studio. Hergé and his team of illustrators and researchers scoured libraries, museums and photographic archives to provide as accurate a representation, both in the drawings and the storylines, as they could. This included examining catalogues of cars and planes, and technical drawings of ships and bridges. Hergé made numerous sketches of these objects seen from different angles and sometimes created models of the characters and other items so as to be able to construct a particular scene and capture it more faithfully – a technique that has since been used by many film animators, such as Pixar.

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

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

archives (npl) /'a:ɪsɪkɑ:vz/ historic records or documents
citadel (n) /'sɪtəl/ a fortress or castle, usually on a hill
gantry (n) /'gæntri/ a bridge-like metal supporting structure
meteorite (n) /'mi:tɪəraɪt/ a piece of rock or metal that falls from outer space
scour (v) /'skɔ:ə(r)/ to search intensively

Lesson D

Real life

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

real life **telling an anecdote** • speaking skill **linking events** • pronunciation **long sounds**

5d To my amazement

Real life telling an anecdote

- Look at the photo. Answer the questions.
 - Where do you think the photo was taken?
 - Can you name four things in the photo that you associate with a beach holiday?
 - Would you choose to go on a beach holiday somewhere like this? Why? / Why not?
- ▶ 40 Listen to a travel story. Make notes about the main details of the story.
 - Issue that the story highlights
 - The speaker's background and setting for the story
 - Main events
 - The speaker's conclusion
- Work in pairs. Retell the story to each other using your notes from Exercise 2.
- ▶ 40 Look at the expressions for telling an anecdote. Tick (✓) the expressions the speaker uses in the travel story. Then listen again and write down what followed the expressions the speaker used.



▶ TELLING AN ANECDOTE

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

5 Speaking skill linking events

- a Look at these expressions. Which are used to signal the time of an event (T) and which are used to indicate the speaker's feelings about an event (F)? Which expressions add a sense of drama?
- | | |
|-----------------------------|---------------------------|
| a A few years ago, ... | f Just at that moment ... |
| b As if by magic, ... | g Amazingly, ... |
| c Worryingly, ... | h By sheer luck, ... |
| d A little while later, ... | i The following week, ... |
| e To my relief, ... | j As soon as ..., ... |
- b Work in pairs. You are going to link events in a story. Start with the sentence below. Take turns to suggest a linking phrase to continue the next sentence in the story.
- A few years ago, I was travelling on my own in Australia.
 A: By sheer luck, ...
 B: By sheer luck, I bumped into a friend in Sydney, whom I hadn't seen for years.

6 Pronunciation long sounds

- ▶ 41 Look at these expressions. How do you think the underlined vowel sounds are pronounced? Then listen and check. Which two are NOT long vowel sounds?
- | | |
|--------------------------|------------------------------|
| 1 to my <u>amazement</u> | 5 to my <u>dismay</u> |
| 2 to my <u>relief</u> | 6 to my <u>delight</u> |
| 3 to my <u>surprise</u> | 7 to my <u>frustration</u> |
| 4 to my <u>horror</u> | 8 to my <u>embarrassment</u> |

- 7 Work in pairs You are going to develop a story. Follow these steps.
- Look at the main elements of the story.
 - Discuss what extra details could be added and how you can link the ideas and events.
 - When you have finished, work with a new partner and retell your stories.

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

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

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

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

The key expressions are made memorable through an activation activity.

Lesson E

Writing

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

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

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

Every writing lesson includes a model.

Students always finish with a productive task.

Students are encouraged to take part in peer correction.

writing a review • writing skill using descriptive words Unit 5 The magic of travel

5e Book of the month

Writing a review

- 1 Work in pairs. Which of these ways of choosing a book to read or film to watch is most reliable or useful? Why? Discuss your answers.
 - a personal recommendation
 - b a book/film review in the press
 - c the blurb on the back cover or a film trailer
 - d choosing a book that has been made into a film or vice versa
- 2 Read the book review. What is the reviewer's opinion of the book? Explain why.
- 3 Read the review again and answer the questions.
 - 1 What type of book is it?
 - 2 What is the main theme?
 - 3 What tense is used to describe the plot?
 - 4 What words describe the style of writing in the book?
- 4 Look at the different ways (a–e) to begin a book review. Which way does the reviewer use in the review in Exercise 2?
 - a give your opinion about the book directly
 - b talk about the writer's background
 - c describe the opening of the story
 - d give a short summary of the whole story
 - e discuss the topic of the book
- 5 Writing skill using descriptive words
 - a Underline the adjectives and adverbs in paragraphs 2 and 3 of the review. What does each describe? Which two are compound adjectives?
 - b Complete these compound adjectives.

breaking	fetched	going	moving	packed
provoking	willed	written		

 - 1 thought-..... (book)
 - 2 far-..... (plot)
 - 3 heavy-..... (book)
 - 4 well-..... (book)
 - 5 action-..... (adventure)
 - 6 heart-..... (ending)
 - 7 fast-..... (plot)
 - 8 strong-..... (character)
 - c Match the compound adjectives from Exercise 5b with their opposites below.

convincing	easy-to-read	happy	indecisive
poorly written	slow-moving	uneventful	
uninspiring			
- 6 Write a review of a novel you have read or a film you have seen (approx 200 words). Follow this plan.
 - Describe the setting and give a brief summary of the plot.
 - Say what the theme of the book/film is.
 - Describe the style of writing/filmmaking.
 - Give your opinion or recommendation.
- 7 Exchange reviews with your partner. Use these questions to check your reviews.
 - Is the review organized into clear paragraphs?
 - Does it NOT reveal the whole story?
 - Are you persuaded by the recommendation?

Book of the month

THE BRIDGE OF SAN LUIS REY In 1714 a rope suspension bridge in Peru snaps and the five people on the bridge fall to their deaths.
by Thornton Wilder

By chance Brother Juniper, a Franciscan monk, witnesses this tragedy. He is not only troubled by what he has seen but also troubled by why this should have happened. Why at this precise moment? Why these five people? Accordingly, he sets out to find out something about the lives of each person and so to make sense of the tragedy. This short novel (only 124 pages long) is a beautiful reflection on the subject of destiny. It is not a true story, but some of the characters are based on real people. Written in elegant prose, each chapter describes the life of one of the five people on the bridge: from the aristocratic Marquesa de Montemayor, who longs to be back in her native Spain to the wise Uncle Pio, whose lifelong ambition to make a star of a young actress is in the end frustrated. Our interest is not kept alive by the mystery of their deaths, but by the compelling characters that Wilder has drawn so vividly: each eccentric in their own way, and each very human in their virtues and in their faults.

I cannot recommend this thought-provoking book highly enough.

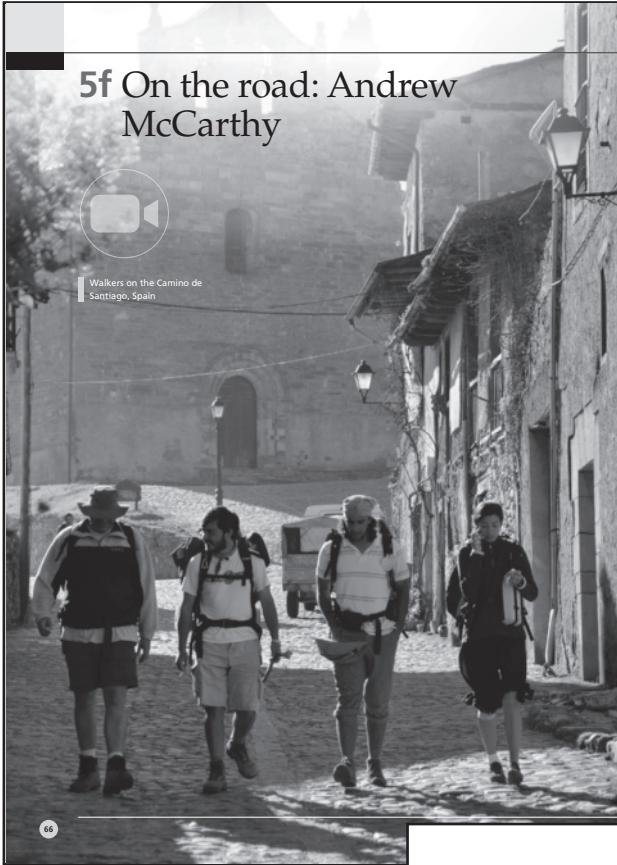
my life **HOW YOU TRAVEL** ▶ **A MYSTERY TOUR** ▶ **KNOWING PLACES** ▶ **TELLING AN ANECDOTE**
▶ **A REVIEW**

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Lesson F

Video lesson

This is a double-page video lesson. A large, engaging introductory photograph is always on the left-hand page, and the activities on the right.



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

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

Before you watch

- Look at the photo and answer the questions.
 - Where do you think this place is?
 - What kind of trip do you think these travellers are on?
- Key vocabulary
 - Read the sentences. The colloquial expressions in bold are used in the video. Guess the meaning of the words.
 - I just **sort of went** ... 'that's kind of weird'.
 - I read your book. It was **so cool**.
 - And he was like: 'You read my book?'
 - I called him **pretty much** every day.
 - ... **truth be told**, I was a gold-card traveller.
 - Match the words in bold in Exercise 2a with these definitions.

a thought to myself	d said
b almost	e really good
c rather strange	f to be honest

While you watch

- 4.5.1** You are going to watch an interview with travel writer Andrew McCarthy. Watch the video and answer the questions.
 - What was the trip that changed Andrew McCarthy's life?
 - In what way did it change him?
- 4.5.2** Work in pairs. Watch the first part of the interview (0.00 to 2.09) again, where McCarthy describes how he became interested in this trip. Look at the words (a-e) and note why they are significant in the story. Then, with your partner, reconstruct the story.
 - a bookstore
 - a plane
 - the internet
 - Harper's magazine
 - home phone number
- 4.5.3** Watch the second part of the interview (2.10 to 3.10) again and answer the questions.
 - What adjectives does McCarthy use to describe:
 - this travel experience?
 - his feelings while on the trip?
 - what the experience was not?
 - what he felt for the first time when travelling?
 - What was the reason for the trip that he didn't know at the time but now realizes?

- 4.5.4** Watch the third part of the interview (3.11 to the end) again and answer the questions.
 - What makes McCarthy unsure about going again with his children?
 - How long was the trip?
 - Where did he stay?
 - Complete this description of himself: 'a _____ pilgrim'. What does he mean?
 - How did he justify not being this kind of traveller on this occasion?

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

About eighteen years ago, I was in a ¹ _____ and I picked up a book by a guy who had ² _____ the Camino de Santiago in ³ _____. It sat on my bookshelf for months and one day I ⁴ _____ it when I was looking for something to read on the plane. And having read it, I decided I wanted to do that. There was no ⁵ _____ to research places in those days so I called the ⁶ _____ up and said, 'Hey, I read your book,' and I asked him questions about how to go about doing this trip.

I went to Spain for a month and I had a ⁷ _____ experience. I felt ⁸ _____ and frightened but then something happened that ⁹ _____ my life. And for the first time I felt ¹⁰ _____ in the world. I stayed in little pilgrim ¹¹ _____ and to be truthful it wasn't very comfortable, so I sometimes stayed in *posadas* instead and I justified it by saying that this is the way to meet the ¹² _____.

After you watch

- 8** Vocabulary in context
 - 4.5.5** Watch the clips from the video. Choose the correct meaning of the words and phrases.
 - Complete these sentences in your own words. Then compare your sentences with a partner.
 - Often for lunch I just grab ...
 - Sometimes I feel like I can't take ... anymore
 - I didn't mind ... It was just one of those things.
 - Work in small groups. Discuss the questions.
 - What things do you think made Andrew McCarthy uncertain about travelling alone?
 - What do you think the event was that changed this (when he said 'then something happened and I had, sort of, one of those experiences that you have')?
 - Make a list of five things that make people nervous about travelling abroad. Which things make you nervous? What could you do to overcome this feeling?

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