

Life

BEGINNER



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

MIKE SAYER

**SECOND
EDITION**

Life

TEACHER'S BOOK | BEGINNER

 **NATIONAL
GEOGRAPHIC**
LEARNING

MIKE SAYER

Mike Sayer

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mission

to bring the world to the classroom and the classroom to life. With our English language programs, students learn about their world by experiencing it. Through evelop the

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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 3 of the Beginner level focuses on people, places and important days around the world and Unit 4 looks at cities and their famous buildings and landmarks.

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 5 of the Beginner level looks at inventions and gadgets and how we use them in our daily lives.

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-judgemental and culture-neutral accounts allow students to look behind the superficial events and gain a deeper understanding of our ancestors. For example, Unit 10 of the Beginner level focuses on famous people in history, and includes a quiz on 'firsts' in the history of exploration and an article on the first Americans. In addition, Unit 11 examines an old centre of learning in Mali and the discovery of a body in ice in Austria.

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 7 of the Beginner level looks at elephants in an African wildlife park and Unit 8 relates two stories of tiger conservation in Asia. In addition, Unit 9 features reindeer and their herders in Scandinavia.

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 7 of the Beginner level introduces learners to vocabulary for weather and climate and looks at how these things affect our lifestyle.

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

Students' 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, on 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

This section allows students to respond to the video as a whole and take part in a productive speaking task using language and contexts from 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. In those 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 three 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. The third lesson focuses on reading comprehension but also includes some grammar work. 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 and collocations 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

In *Life Second Edition*, you will see that there is an independent wordbuilding syllabus that starts at Elementary level and runs through all later levels. The wordbuilding boxes in those levels 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 or illustrated. Students aren't expected to learn these words, but the short, simple definitions and illustrations 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 Beginner 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 includes some grammar work

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 information
- 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

Lesson type

Unit opener

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

Unit 8 Work and study



A man at work

FEATURES

- 94 It's a great job!**
The London Underground
- 96 At school**
An unusual school
- 98 Helping big cats**
An article about a job with tigers
- 102 The London Tube**
A video about the London Underground

- 1** Work in pairs. Look at the photo. Where is the man?
- 2** ▶ 129 Listen and choose the correct option.
 - 1 This man's job is *in an office / outside*.
 - 2 Every day is *different / the same*.
 - 3 A painter's job is *isn't interesting*.
- 3** Make true sentences about these jobs.

| | | |
|---------------|------|----------------|
| Doctors | work | inside. |
| Engineers | | outside. |
| Painters | | in offices. |
| Photographers | | in cafés. |
| Teachers | | in schools. |
| Waiters | | in hospitals. |
| | | with people. |
| | | with children. |
- 4** Work in pairs. Talk about the jobs in Exercise 3.

What do you do?

I work with children.
I work in a hospital.

You're a doctor.

my life JOBS ▶ THINGS WE USUALLY DO ▶ ANIMALS ▶ ON THE PHONE
AN EMAIL

93

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.

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.

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.

Vocabulary is often presented in lexical sets, which makes understanding, learning and remembering new words easier and more effective.

reading jobs on the London Underground • grammar present simple he/she/it • pronunciation -s and -es verb endings • vocabulary job activities • speaking and writing jobs

8a It's a great job!

Reading

- Work in pairs. Do you think these sentences are true (T) or false (F)? Look at the photo and the caption and check your ideas.
 - The London Underground has 270 stations.
 - The London Underground is also called the 'Tube'.
 - Parts of the London Underground aren't under the ground.
- Read an article about two men, Naveen and Ryan. Find these things.
 - one job
 - one train line
 - one station
- Read the article again. Answer the questions.
 - Do Naveen and Ryan like their jobs?
 - How many stations are on the Circle line?
 - Where do people buy tickets for the trains?

Grammar present simple he/she/it

PRESENT SIMPLE HE/SHE/IT

He/She/It *opens the train doors. watches the people. doesn't work at night.*

Now look at page 172.

- Look at the grammar box. Underline ten verbs with present simple forms in the article *It's a great job!*
- Complete the sentences about Naveen and Ryan with the correct form of the verbs.
 - Naveen enjoys (enjoy) his job.
 - Naveen (not / answer) people's questions.
 - Naveen (not / work) at night.
 - Ryan (help) people.
 - Ryan (finish) work in the afternoon.
 - Ryan (speak) to people in his job.

▶ 130

It's a great job!

Naveen and Ryan love their jobs. They both work on the 'Tube'.

Naveen is a train driver. He drives on the Circle line. The train stops at stations. Naveen opens and closes train doors. He watches the people on the train.

Ryan works in the station at Baker Street. He doesn't drive a train. He checks people's tickets and he answers their questions. He doesn't sell tickets but he buys them from machines.

94

vocabulary education • listening an unusual school • grammar present simple questions he/she/it • speaking things we usually do

8b At school

Vocabulary education

- Look at the photo. Match seven of the words with things and people in the photo.
 - board
 - book
 - classmate
 - classroom
 - college
 - notebook
 - pen
 - pencil
 - school
 - student
 - teacher
 - university
- Write four sentences with the words in Exercise 1. Work in pairs. Take turns to read your sentences to your partner – but don't say the word. Guess your partner's word.

The name of our school is London Languages.

Yes. School?

96

Kakenya Ntaiya lives in Kenya. She has her own school. It's a school for girls. The girls live at the school. It's a primary school for year 4 to year 8.

6 ▶ 131 Complete the text about another London Underground worker with the present simple of the verbs. Listen and check.

not / drive go help look walk
watch work

Lily ¹ goes to different Tube stations. She ² _____ a train. She's a police officer. Lily ³ _____ around stations. She ⁴ _____ people with problems. Sometimes, she ⁵ _____ in a big office. Lily ⁶ _____ the trains on computer screens and she ⁷ _____ at the cameras.

7 Pronunciation -s and -es verb endings

a ▶ 132 Listen and repeat the sentences with these verbs. Is the s like this or ig?

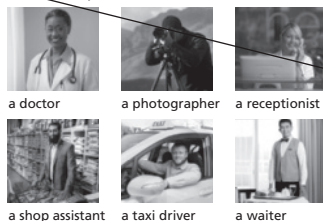
enjoys goes helps works

b ▶ 133 Listen to and look at the verbs. Underline the verbs with an extra syllable.

| | |
|--------|----------|
| answer | answers |
| drive | drives |
| finish | finishes |
| look | looks |
| walk | walks |
| watch | watches |

Vocabulary job activities

8 Look at these jobs. Complete the sentences with the jobs.



- A _____ answers questions.
- A _____ drives people to different places.
- A _____ takes photos.
- A _____ sells things.
- A _____ serves food and drink.
- A _____ helps sick people.

Speaking and writing **my life**

9 Choose a job. Work as a class. Ask questions about jobs. Find one name for each sentence. You have a time limit of five minutes.

Find a person in your class who ...

- enjoys his or her job. _____
- works in the mornings. _____
- doesn't sell things. _____
- talks to people. _____
- doesn't work alone. _____
- uses a computer. _____

Do you enjoy your job, Bruno?

No, I don't. It's boring.

Do you enjoy your job, Che?

Yes, I do. It's great!

10 Write six sentences about people in your class with the names.
Che enjoys her job.



my life ▶ JOBS ▶ THINGS WE USUALLY DO ▶ ANIMALS ▶ ON THE PHONE
▶ AN EMAIL

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

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.

Listening

3 Look at the photo and the information. Find Kakenya Ntaiya in the photo.

4 ▶ 134 Read these questions from a conversation about the school. Listen and put the questions in order (1-5).

- Does the school have many students?
- Does Kakenya work at the school?
- Does she teach?
- What does she do?
- Do the girls live at the school?

5 ▶ 134 Listen to the conversation again. Choose the correct answers to the questions.

- Yes, they do. / No, they don't.
- Yes, about two / four hundred.
- Yes, she does. / No, she doesn't.
- She's the head teacher / president of the school.
- Yes, she does. / No, she doesn't.

6 Work in pairs. Do you think this school is unusual? Why? / Why not?

Grammar present simple questions **he/she/it**

PRESENT SIMPLE QUESTIONS **HESHEIT**

| | | | |
|---------------|-------------|----------------------|--|
| | Does | he/she the school | Teach? |
| | Yes, No, | he/she/it | have many students? does. doesn't. |
| What Where | does | he/she | do? live? 's a teacher. lives in Kenya. |

Now look at page 172.

7 Look at the grammar box. Complete these sentences to make questions.

- _____ she _____ in Kenya? (live)
- _____ he _____ in a shop? (work)

8 Write questions about Kakenya with these words.

- study at the school?
Does Kakenya study at the school?
- work at the school?
- work with girls?
- what / do?
- live in England?
- where / live?

9 Work in pairs. Ask and answer the questions in Exercise 8.

1 No, she doesn't.

10 Complete the questions with *does* or *do*. Write true answers.

- _____ boys study at Kakenya's school?
- _____ your school have a café?
- _____ your teacher live in England?
- _____ your classmates live near you?
- _____ your school open on Saturday?
- _____ your English class start at 6 pm?

Speaking **my life**

11 Work in pairs. Student A: Turn to page 154. Student B: Turn to page 156.



Lesson C

Reading

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

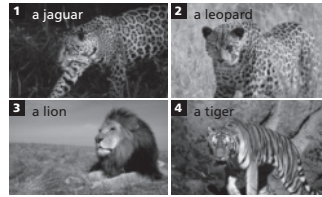
The mini contents section at the beginning of every lesson sets clear targets.

reading a job with tigers • grammar frequency adverbs • speaking animals

8c Helping big cats

Reading

- 1 Work in pairs. Match the animals in the photos (1–4) with the places (a–d).
- a Africa and Asia c South America
b Asia d Africa



- 2 Work in pairs. Do you think the sentences are true (T) or false (F)?

- Tigers are wild animals.
- They eat animals.
- They sleep at night.
- Thailand has a lot of tigers.
- Tigers live in forests.

- 3 Look at the photos and the captions, and read the article on page 99. Check your answers from Exercise 2.

- 4 Read the article again. Complete the sentences.

- Tigers live in _____.
- Tigers kill _____ and _____.
- Saksit Simcharoen checks the _____ at night.
- Saksit Simcharoen writes a _____ about the tigers in the park.

- 5 Answer the questions about the article.

- How many wild tigers live in Asia?
- How does Saksit study the tigers in the park?
- How many tigers in the park have radio collars?
- How often does Saksit write a report?

Each lesson ends with a personalized 'My life' speaking task. This enables students to create their own output using the target language in a meaningful context.

Grammar frequency adverbs

FREQUENCY ADVERBS

| | 0% | 100% |
|-----------|------------------|--------------------------------|
| never | | |
| sometimes | | |
| usually | | |
| often | | |
| always | | |
| People | sometimes | <i>move into forest areas.</i> |
| Tigers | usually | <i>kill wild animals.</i> |

Now look at page 172.

- 6 Look at the grammar box. What is the position of the frequency adverb in the sentences?

- 7 Rewrite the sentences with the adverb in the correct position.

- People kill tigers. (sometimes)
- Tigers live in forests. (often)
- You see wild lions in South America. (never)
- I watch nature shows on TV. (always)
- My friends go to parks. (often)
- I give money to animal organizations. (sometimes)

Speaking *my life*

- 8 Make sentences 4–6 in Exercise 7 true for you. Tell your partner.

I often watch nature shows on TV.

98

Occasionally, words are important to the meaning of a text but are above the level of the student. The short and simple definitions and illustrations prevent these words from being a barrier to understanding.

Unit 8 Work and study

▶ 135

HELPING BIG CATS

'Big cats' is the name for tigers, lions, leopards and jaguars. The 'big cats' need our help.

A tiger in the forest at night in Sumatra, Indonesia

Tigers
number of wild tigers
in 1900 – 100,000;
in 2016 – 3,890

Tigers live in many places in Asia – from very cold mountains in the Himalayas to very hot areas. They usually live in places without people, but people sometimes move into forest areas with tigers. Tigers eat other animals. They usually kill wild animals, but they sometimes kill domestic animals. Tigers need our help because local people move into their areas and they sometimes kill the tigers.

Helping tigers
Tigers in Hual Kha Khaeng Wildlife Park in 1980 – 20;
in 2016 – 90

Saksit Simcharoen works at the Hual Kha Khaeng Wildlife Park in Thailand. The park is a very good place for tigers. Saksit goes into the forest at night. He doesn't see many tigers, but the park has 180 cameras. They can take a photo of a tiger. Saksit checks the cameras. About eight of the tigers in the park have radio collars. Every month, Saksit writes a report about the tigers in the area.

Saksit Simcharoen and his team in Thailand. They measure and put a radio collar on a tiger.

domestic (adjective) /dɒ'mestɪk/ not wild, in homes and with people

radio collar (noun) /ˌreɪdɪəʊ 'kɒlə/

▶ *my life* JOBS THINGS WE USUALLY DO ▶ ANIMALS ▶ ON THE PHONE 99

Lesson D

Real life

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

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

The key expressions are made memorable through an activation activity.

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

real life on the phone • pronunciation /s/ and /z/

8d One moment, please

Real life on the phone

1 ▶ **136** Listen to three phone calls. Who does the caller want to speak to? Write the number of the conversation (1-3). Can the people answer the call?

a Mrs Jackson
b Ed Smith
c Mr Watts

2 ▶ **137** Look at the photos. Listen to two of the phone calls again. Why doesn't the caller speak to the person? Tick (✓) the reasons.

3 Look at the expressions for ON THE PHONE. Write caller (C) or receptionist (R).

▶ ON THE PHONE
Good morning. / Hello. PJ International.
Can I help you?
Yes, can I speak to Ed Smith, please?
Yes, one moment, please.
I'm sorry. He's / She's in a meeting.
OK. Thank you. / Thanks.
I'll call back later.

4 Complete the conversation with the expressions.

R: ¹....., City College.
².....?

C: Yes, ³.....
Mrs Jackson, please?

R: ⁴.....
She's out of the office at the moment.

C: OK. Thank you. ⁵.....
..... Goodbye.

R: Goodbye.

5 Pronunciation /s/ and /z/

a ▶ **138** Listen to these words. Is the s like *this* or *is*?

please he's yes Friday's work's thank's

b ▶ **138** Listen again and repeat the words.

6 Work in pairs. Practise phone calls. Use the ideas in the photos.

works from home on Fridays out of the office

on holiday with a customer

doesn't work in the afternoons in a meeting

100 my life ▶ JOBS ▶ THINGS WE USUALLY DO ▶ ANIMALS ▶ ON THE PHONE ▶ AN EMAIL

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.

Every writing lesson includes a model.

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

Students always finish with a productive task.

Students are encouraged to assess their own written work and share it with others.

writing an email • writing skill spelling: double letters Unit 8 Work and study

8e My new job

Writing an email

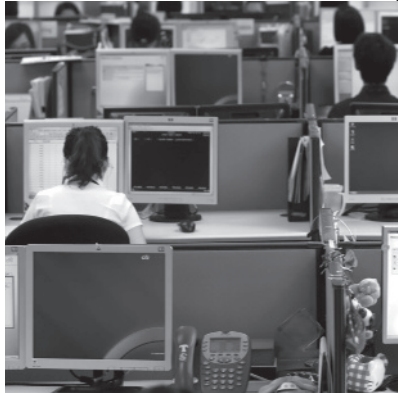
1 Read Vijay's email about his new job in a call centre. Complete the email with seven of these words.

classmates colleagues evening job
jobs morning office phone calls work

Hi!

Here I am in my new ¹ _____. It's good! I ² _____ from Monday to Friday. The ³ _____ opens at 8 am. I usually arrive at about 7.45 and I have coffee with my ⁴ _____. They're great. We have a meeting every ⁵ _____ and the boss gives us our ⁶ _____ for the day. I usually make about forty ⁷ _____ every day. I finish early on Fridays – let's meet for lunch. How about next week?

Vijay



2 Read Vijay's email again. Who is it to?

a his boss c his colleague
b his friend

3 Writing skill spelling: double letters

a Read the email again. Underline the words with double letters.

b Complete the words with the letter. Add one letter or two. How many words have double letters?

- 1 ar_____ist (t)
- 2 busine_____man (s)
- 3 cla_____es (s)
- 4 co_____ege (l)
- 5 di_____erent (f)
- 6 di_____icult (f)
- 7 di_____er (n)
- 8 m_____f (e)
- 9 su_____er (m)
- 10 w_____kend (e)

c Complete the email from a student with words from Exercises 1 and 3b.

Hi!

Here I am at my new ¹ _____! It's good! I have ² _____ every day except Wednesday. My courses aren't ³ _____. I usually do about two essays every week. I often go out with my ⁴ _____ in the evenings. They're great. Let's ⁵ _____ and play tennis one day. How about next ⁶ _____?

Joana

4 Write an email to a friend about your new job or your new course. Include a suggestion to meet.

5 Check your email. Check the spelling.

6 Work in pairs. Exchange emails. Reply to your partner's email.

my life ► JOBS ► THINGS WE USUALLY DO ► ANIMALS ► ON THE PHONE
► **AN EMAIL**

101

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.

Unit 8 Work and study

Before you watch



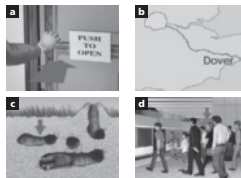
1 Look at the map of the London Tube. Find the stations for these places.

- 1 Big Ben – Westminster
- 2 Buckingham Palace – Green Park
- 3 the London Eye – Embankment

2 Key vocabulary

a Read the sentences. Match the underlined words (1–4) with the pictures (a–d).

- 1 The journey to Dover is two hours.
- 2 Tube trains can carry 800 passengers.
- 3 'It's open! Push!'
- 4 Some animals make tunnels.



b ▶ 159 Listen and repeat the underlined words.

3 ▶ 170 Look at the word box on page 102. Listen and repeat the words.

While you watch

- 4 ▶ 63 Watch the video. Answer the questions.
 - 1 Which underground is the video about?
 - 2 What does Jonny learn to do?

5 ▶ 68 Watch the first part of the video (0.00–1.00) again. Complete the notes about the Tube with numbers.

- 1 _____ journeys every year
- 2 _____ passengers in 1880
- 3 _____ of the Tube above ground
- 4 _____ metres below ground (some tunnels)
- 5 _____ trains

6 ▶ 68 Watch the second part of the video again (1.00 to the end). Are the sentences true (T) or false (F)?

- 1 Matt teaches people to drive trains.
- 2 The simulator can't change the weather conditions.
- 3 Jonny practises in snowy weather.
- 4 Jonny doesn't stop the train correctly.
- 5 Jonny opens the train doors.

After you watch

7 Complete the paragraph with these verbs. Use the correct present simple form.

have learn not / open practise stop

A Tube driver ¹ _____ to drive in a simulator. The driver ² _____ in different conditions. The simulator ³ _____ the complete London Tube network. At the station, the train ⁴ _____ in the green area. When the train isn't in the green area, the doors ⁵ _____.

8 Work in pairs.

Student A: You are a train driver.
Student B: You are a bus driver.
Prepare answers to these questions. Then take turns to ask and answer the questions.

- Where do you work?
- What time do you start and finish work?
- Do you like your job?
- What's a typical day like in your job?

This section focuses on useful words and expressions from the video and includes a task that leads on from the context and theme of the video.

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.

103