



NATIONAL  
GEOGRAPHIC  
LEARNING

BEGINNER

# Life

THIRD  
EDITION

HELEN STEPHENSON

JOHN HUGHES

PAUL DUMMETT





#### ON THE COVER

A close-up of an Edward's fig parrot. This photo is part of Joel Sartore's Photo Ark collection, taken at Loro Parque Fundación, Santa Cruz de Tenerife, Spain. These birds are originally from New Guinea where they live in forests and come together in large numbers to eat figs from fruiting trees.

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# Contents

	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
<b>1</b> <b>Hello</b> pages 9–20 Review page 20	<i>be (am/is/are); my and your</i>	the alphabet; countries and nationalities; numbers 1–10; colours; classroom items	classroom language	<i>/aɪ/; /h/ and /ʃ/; /eɪ/; /æ/ and /e/</i>	a greeting; simple bios; recognizing individual words in connected speech
<b>2</b> <b>My world</b> pages 21–32 Review page 32	<i>be (we/they) + are; be (negative forms); be (questions and short answers) a/an; plural nouns</i>	days of the week; numbers 11–100; continents; personal information	giving personal information	<i>we're, they're; isn't, aren't; /ɪ/ and /i:/; plural nouns; syllables</i>	a photo description; a video call; recognize key words
<b>3</b> <b>Family and friends</b> pages 33–44 Review page 44	<i>have/has; his, her, its, our, their; possessive 's; question words</i>	family; people; months; word focus: <i>in</i> ; special occasions	special occasions; giving and accepting presents	<i>their, they're, your; you're; possessive 's; linking with in; intonation</i>	a description of a family; a description of a day out; a description of friends; listening for specific details
<b>4</b> <b>Places</b> pages 45–56 Review page 56	prepositions of place (1); <i>this, that, these, those</i> ; <i>be + adjective</i> ; adjective + noun	places in a town; the time; word focus: <i>at</i> ; snacks	buying snacks	<i>/ɑ:/; th /ð/; /b/ and /v/; linking with can</i>	a description of a city; conversations about public transport in Brisbane; identifying the setting
<b>5</b> <b>Hobbies</b> pages 57–68 Review page 68	<i>like/don't like (I/You/We/They/He/She); like questions and short answers; can (I/we/you/they) and questions and short answers</i>	sports; interests; hobbies; word focus: <i>about</i> ; opinion adjectives; feelings	suggestions and responses	<i>Do you ...?; Does he ...?; Does she ...?; can/can't; sentence stress</i>	information about sport; an interview with Zeb Hogan; reading information about a topic, then listening to someone talk on the topic and checking whether the information was mentioned or not
<b>6</b> <b>Daily life</b> pages 69–80 Review page 80	present simple (I/you/we/they); prepositions of time; present simple questions and short answers (I/we/you/they); object pronouns; present simple <i>Wh</i> -questions	routines; food; weather; word focus: <i>go</i> ; problems	problems and suggestions	<i>/əʊ/ and /ɒ/; missing syllables; Wh- question words; sentence stress</i>	a description of Greenland; a radio show about street food; matching pictures to sections/conversations



Reading	Critical thinking	Speaking	Writing	Video
introductions; an online class	greetings and goodbyes	making introductions; doing a quiz; greeting people; talking about photos	a profile; capital letters (1)	<i>My top ten photos</i> ; visual literacy: identifying things in photos
social media posts about a day out; <i>An Around the World</i> quiz	comparing countries	talking about photos of a day out; asking and answering questions about places; talking about countries; making a social media video	a form; capital letters (2)	<i>A visit to my world:</i> <i>South Australia</i> ; visual literacy: reading maps
an article about a famous family; accounts of New Year celebrations around the world	comparing experiences	talking about your family; describing friends; doing a festivals quiz; talking about sister cities	messages; contractions	Sustainable life: partnerships
an online city map; reviews of tourist attractions	the writer's opinion	asking and answering questions about places; asking and answering questions about public transport; finding out about interesting places to visit in your town; roleplaying a tourist information centre	a social media post; <i>and, but</i>	<i>Where's that?</i> ; visual literacy: understanding signs
an article about a cycling club; an article about an amazing artist	titles	doing a sports survey; asking and answering questions about what family members like; doing a class survey about what people can do; roleplaying a scary situation	instant messages; punctuation and sentence structure	<i>Running wild</i> ; visual literacy: recognizing feelings
articles about daily routines; an article about seasons in Canada	positive words	doing a quiz; doing a survey about hobbies; talking about favourite seasons; talking about food in your country	a profile; paragraphs	Sustainable life: zero hunger

# Contents

	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
<b>7</b> <b>Work and study</b> pages 81–92 Review page 92	present simple ( <i>he/she/it</i> ); present simple questions and short answers ( <i>he/she/it</i> ); adverbs of frequency	job activities; online classes; word focus: <i>of</i>	on the phone	-s and -es verb endings; /tʃ/ and /dʒ/; /ɜ:/; linking consonants and vowels	an interview about a job; a description of an online classroom; prediction based on previous knowledge, information (eg title, pictures), the situation/context
<b>8</b> <b>Holidays</b> pages 93–104 Review page 104	<i>there is/are</i> ; <i>there is/are</i> negative and question forms; imperative forms	clothes; furniture; travel; word focus: <i>to</i> ; tourist information	asking for tourist information	/ɜ:/ and /ɔ:/; word stress: <i>is, are</i> ; word stress: first syllable; <i>I'd like, We'd like</i>	interviews about holidays; a conversation between friends planning a trip; anticipating questions
<b>9</b> <b>Past events</b> pages 105–116 Review page 116	<i>be: was/were</i> ; <i>be: was/were</i> question forms; regular past simple verbs; <i>there was / there were</i>	years; describing people; dates; word focus: <i>on</i> ; activities	apologizing	<i>was/were</i> weak forms; -ed verb endings; /ə/; sentence stress	a monologue about immigration in New York; a podcast about heroes; identifying the antecedents of pronouns
<b>10</b> <b>True stories</b> pages 117–128 Review page 128	irregular past simple verbs; past simple negative and question forms; past simple with question words	storytelling verbs; life events; describing experiences; word focus: <i>get</i> ; time expressions	talking about the past	irregular past simple verbs; <i>Did you ...</i> ; /g/ and /dʒ/; <i>didn't</i>	information about a photographer and one of his photos; a podcast about a film director; read questions and number in sequence
<b>11</b> <b>My weekend</b> pages 129–140 Review page 140	present continuous; present simple and present continuous; prepositions of place (2)	rooms in a house; outside; houses; word focus: <i>for</i> ; verbs and nouns; jobs around the house	making and responding to requests	/ɪ/; /ɪə/; /əʊ/; intonation in requests	a description of someone's work and weekend activities; an interview with a storm chaser; anticipating questions
<b>12</b> <b>Plans and dreams</b> pages 141–152 Review page 152	<i>be going to</i> ; present continuous for the future; tense review	unusual experiences; activities with friends; word focus: <i>old</i> times and places	offers and invitations	<i>gonna</i> ; <i>going</i> and <i>doing</i> ; words ending in /tʃə/; <i>Would you ...?</i>	someone talking about unusual activities; voice messages between friends making plans; matching conversations to pictures



Reading	Critical thinking	Speaking	Writing	Video
an article about an unusual job; an article about a job in tiger conservation	the main idea	talking about jobs; talking about what other people do; talking about things we usually do; talking about infographics	an email; spelling: double letters	<i>The elephants of Samburu</i> ; visual literacy: understanding infographics
an article about things in a travel writer's bag; travel websites	identifying text type	describing what's in your bag for a holiday; talking about holiday destinations; choosing a holiday destination; describing photos	travel advice; <i>because</i>	<i>Palau's eco-pledge</i> ; visual literacy: understanding the message of a photo
a quiz about dates in the past; news stories	evaluating news headlines	asking and answering questions about things and people in your past; saying why people in your past were important; talking about important dates from your life; talking about things you use in daily life	an email; expressions in emails	Sustainable life: things we use every day
an article about Ötzi the ice man; an article about a trip to Madagascar	the writer's purpose	talking about family/friends; asking and answering questions about last week and last year; asking and answering questions about an experience you remember; talking about your life story using pictures	a life story; <i>when</i>	<i>A filmmaker's story</i> ; visual literacy: understanding a picture story
a photo project; an article about helping neighbours	close reading	talking about photos; a phone conversation; talking about a different weekend; comparing your day	a description of a photo; first sentences	<i>A day in the life of a lighthouse keeper</i> ; visual literacy: analyzing an image
a visual bucket list; an article about playgrounds in India	identifying problems and solutions	making a bucket list; making a diary; talking about problems in your town and discussing solutions; talking about helping people	a thank you message; spelling: verb endings	Sustainable life: no poverty

# Learn with *Life*

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



## UNIT 1

- An introduction to a National Geographic Explorer
- People from around the world
- A video about some amazing photos



## UNIT 2

- Spending time with friends
- A quiz about continents
- A video about South Australia



## UNIT 3

- A family from the UK
- New Year celebrations: from Dubai to the US
- Two cities with one thing in common



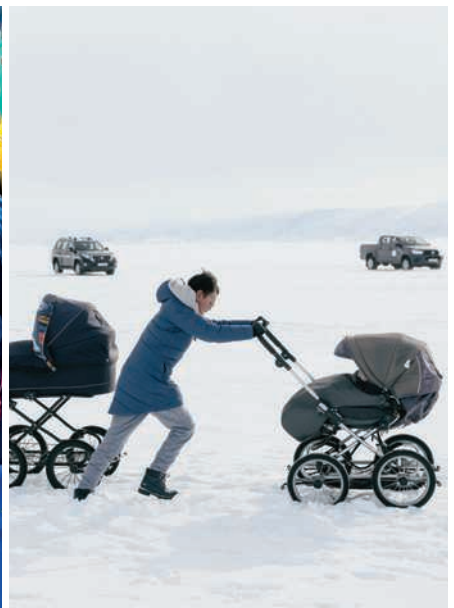
## UNIT 4

- All the places in a town
- Unique tourist attractions in Mexico, Japan and France
- Getting around a city



## UNIT 5

- Dr Zeb Hogan's favourite things
- A British artist with an amazing talent
- An exciting climb



## UNIT 6

- A day in Lagos and a night in Chile
- Canada: a look at each season
- How food is different around the world





### UNIT 7

- A pilot and a drone operator from Rwanda
- Tigers in Thailand
- A video about African elephants



### UNIT 8

- The things a travel writer takes on trips
- Unusual holidays
- An island nation that asks its visitors to make a promise



### UNIT 9

- A quiz about famous firsts
- An interview about personal heroes
- Countries changing dates and time zones



### UNIT 10

- A discovery in the Ötztal mountains
- The life story of a film director
- An underwater filmmaker helping with conservation



### UNIT 11

- Home life in Sumatra, Indonesia
- Chasing storms in the US
- A video about working as a lighthouse keeper



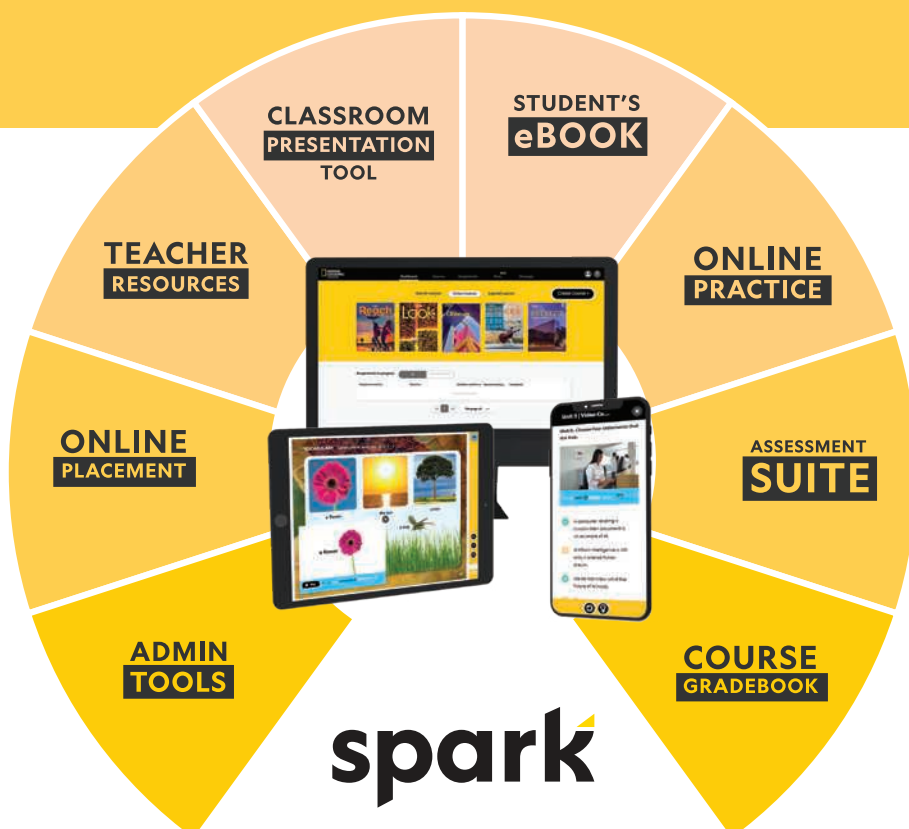
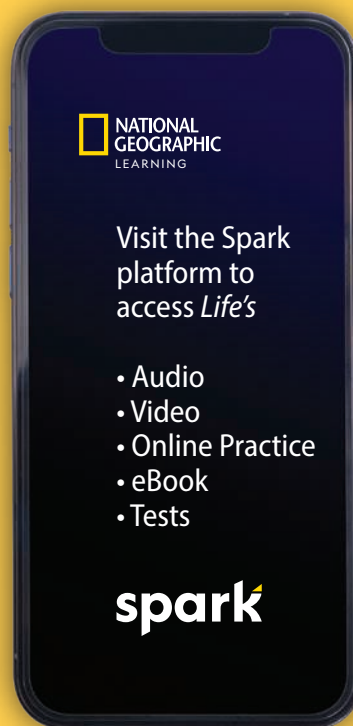
### UNIT 12

- Making life plans
- A community playground project in India
- An organization helping to fight poverty

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



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





Ruthmery Pillco, a National Geographic Explorer, in Peru

## UNIT GOALS

- 1a** • use the verb *be* with *I* and *you*
  - use the alphabet
- 1b** • use the verb *be* with *he*, *she* and *it*
  - talk about countries and nationalities
- 1c** • read posts from an online class and use greetings and goodbyes
- 1d** • use classroom language
- 1e** • write a profile and use capital letters
- 1f** • watch a video about photos and identify things in photos

- 1** **1.1** Look at the photo. Listen and read.

*Hello! I'm Ruthmery.*

- 2** **1.1** Listen again and repeat.

- 3** Say your name.

*Hello! I'm ...*

- 4** Work in pairs. Say your names.

*Hello! I'm Nadia.*

*Hello! I'm Van.*



# Nice to meet you!

## Reading

1  1.2 Listen and read.

1  
H: Hello. I'm Hassan.  
M: Hi. I'm Mona.  
H: Nice to meet you.  
M: Nice to meet you, Hassan.

2  
E: Oh! You're Shota!  
S: Yes, I am.  
E: Nice to meet you. I'm Ema.  
S: Nice to meet you, Ema.





**2** 1.2 Listen and repeat.

**3** Work in pairs. Practise the conversations from Exercise 1.

*Hi. I'm ...*

*Nice to meet you. I'm ...*

## Grammar *be: I + am, you + are*

### BE: I + AM, YOU + ARE

I'm	Mona.
You're	Shota.

(I'm = I am, You're = You are)

Now look at page 158.

**4** 1.3 Write *I* or *You*. Listen and check.

P: Hi. \_\_\_\_\_'m Paula.

R: Hi!

P: Oh! \_\_\_\_\_'re Ren!

R: Yes, \_\_\_\_\_ am.

**5** 1.4 Write *I'm* or *You're*. Listen and check.

J: Oh! \_\_\_\_\_ Nora!

N: Yes, I am.

J: What a nice name! \_\_\_\_\_ Joel.

N: Nice to meet you, Joel.

**6** Write the words in order.

A: Arjun / am / Hello, / I / .

L: am / Hi. / I / Lina / .

A: you / to / Nice / meet / .

L: to / Arjun / Nice / you, / meet / .

**7 Pronunciation** /aɪ/

1.5 Listen and repeat.

Hi

I

I'm

nice

write

## Vocabulary the alphabet

**8** 1.6 Listen and repeat.

Aa	Bb	Cc	Dd	Ee	Ff	Gg
Hh	Ii	Jj	Kk	Ll	Mm	Nn
Oo	Pp	Qq	Rr	Ss	Tt	Uu
Vv	Ww	Xx	Yy	Zz		

**9** 1.7 Listen. Write the letters.

A	H						
B	C	D					
F	L						
I							
Q							

**10** 1.8 Listen. Write the names.

1 L \_\_\_\_\_  
 2 T \_\_\_\_\_  
 3 N \_\_\_\_\_  
 4 P \_\_\_\_\_

**11** Work in pairs.

Student A: Spell your name.

Student B: Write the name.

**12** Work in pairs.

Student A: Spell words in English.

Student B: Write the words.

*N-I-C-E*

## Speaking *my life*

**13** Speak to other students.

*Hi, I'm Carlos.*

*Hello. Nice to meet you. I'm Sonja.  
 Can you spell Carlos, please?*

*Yes, C-A-R-L-O-S. Nice  
 to meet you. S-O-N-I-A?*

*No, S-O-N-J-A.*

*OK!*

# Mariana's from Mexico

## Vocabulary countries and nationalities

- 1 1.9 Write the words in the table. Listen and repeat.

American Mexican	Colombian Spain	Ecuador
Country	Nationality	
Brazil	Brazilian	
China	Chinese	
Colombia	1 .....	
2 .....	Ecuadorian	
Egypt	Egyptian	
Japan	Japanese	
Mexico	3 .....	
Saudi Arabia	Saudi Arabian	
4 .....	Spanish	
the United Kingdom	British	
the United States	5 .....	
Vietnam	Vietnamese	

- 2 Work in pairs.

Student A: Say a country.  
Student B: Say the nationality.

*The United Kingdom*

*British*

## Listening

- 3 1.10 Look at photo 1. Listen and read.

- 4 1.11 Look at photo 2. Listen and complete the sentences.

Riyadh Saudi Arabia Saudi Arabian



- 5 Look at photos 1 and 2 again. Say:  
a country a nationality a city

- 6 1.12 Listen again and repeat.

## 7 Pronunciation /h/ and /f/

- 1.13 Listen and repeat.

/h/ He Hello Hi

/f/ British Egyptian She Spanish

## Grammar *be: he/she/it + is*

### BE: HE/SHE/IT + IS

He		from Mexico.
She	is	Mexican.
It		in Mexico.

(He's, She's, It's = He is, She is, It is)

Now look at page 158.

8 Look at the photos. Write *He is*, *She is* or *It is*.



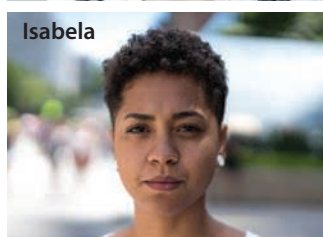
Mei



Ryan



Jorge



Isabela

- 1 Mei is from Osaka. \_\_\_\_\_ in Japan.  
\_\_\_\_\_ Japanese.
- 2 Ryan is from Chicago. \_\_\_\_\_ in the United States.  
\_\_\_\_\_ American.
- 3 Jorge is from Cali. \_\_\_\_\_ in Colombia.  
\_\_\_\_\_ Colombian.
- 4 Isabela is from Salvador. \_\_\_\_\_ in Brazil.  
\_\_\_\_\_ Brazilian.

9 Write the information. Show your partner. Tell the class about your partner.

	You
Name	
City	
Country	
Nationality	

*This is Kira. She's from ...*

## Speaking *my life*

10 1.14 Work in pairs. Do the quiz. Listen and check.

*Padel is Vietnamese.*

*False. It's Mexican.*

11 Work in pairs. Write an 'Around the world' quiz. Write four sentences. Test the class.

## Quiz True or False?

1 Padel tennis is Vietnamese.



2 Rio de Janeiro is in Brazil.



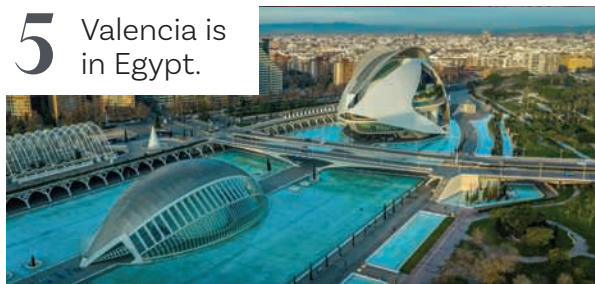
3 Uniqlo is American.



4 Quinoa is from Saudi Arabia.



5 Valencia is in Egypt.



6 Mahjong is from China.





# My class

## Vocabulary numbers 1–10

- 1 1.15 Write the numbers (1–10). Listen and repeat.

0	zero	_____	six
_____	one	_____	seven
_____	two	_____	eight
_____	three	_____	nine
_____	four	_____	ten
_____	five		

- 2 Work in pairs. Look at the names on page 15.

Student A: Say a name.

Student B: Say the number.

*Maria*

*One*

- 3 1.16 Find the email address for Maria on page 15. Then listen and tick the email address (a or b) for Khalid and Riko.

1  
a khalid462@et9.edu  
b khalid469@et6.edu  
2  
a riko832@rk.org  
b riko823@rk.org

- 4 1.17 Listen and write the email address.

1 Jordi: \_\_\_\_\_  
2 Maria: \_\_\_\_\_

## Reading

- 5 Read the posts from an online class on page 15. Underline five cities.
- 6 Read again. Choose the correct option.
- Maria is a *teacher* / *student*.
  - Khalid is in *class 2* / *class 3*.
  - Riko is in *class 2* / *class 3*.
  - Jordi is a *teacher* / *student*.

## Grammar my, your

### MY, YOUR

*My name's Maria.*  
*I'm your teacher.*

Now look at page 158.

- 7 Write *my* or *your*.

R: Hi, I'm Riko.

K: Good afternoon. \_\_\_\_\_ name's Khalid.

R: Khalid, what's \_\_\_\_\_ email?

K: It's khalid462@et9.edu.

R: Great, thanks. \_\_\_\_\_ email is  
riko823@rk.org.

K: Thanks.

- 8 Work in pairs. Ask and answer questions with *my* and *your*.

*What's your email address?*

*My email address is ...*

- 9 **Pronunciation** /ei/

1.19 Listen and repeat.

eight	name
email	Spain

- 10 1.20 Read the posts again. Write the greetings. Then listen and repeat.

11:48	1	_____ / Hi. / Hello.
15:09	2	_____ / Hi. / Hello.
20:37	3	_____ / Hi. / Hello.
23:30	4	Goodnight. / Goodbye. / Bye.

## Critical thinking greetings and goodbyes

- 11 Choose the correct option.  
*Goodnight* is the same as *Hello* / *Bye*.
- 12 1.21 Listen and complete the conversation.
- F: Good \_\_\_\_\_, Chi.  
C: Hi, Faisal. How are you?  
F: Fine, thanks. And you?  
C: \_\_\_\_\_ OK.  
F: Great!

## Speaking

- 13 Speak to students in your class. Find three names and email addresses.

*Good afternoon! What's your name?*

*I'm Trang. Hi! How are you?*

# WELCOME TO THE CLASS!



11:30

## Meet your classmates.

Hello, everyone!

My name's Maria. I'm your teacher.  
I'm in Monterrey. I'm from Mexico City. Now write your message.

Bye!

Maria

[mariat298@et9.edu](mailto:mariat298@et9.edu)

## My class

• online now

1 Maria

2 Anna

3 Chi

4 Jordi

5 Khalid

6 Milos

7 Munira

8 Nelson

9 Riko

10 Yi-han



11:48

Good morning!

My name's Khalid. I'm from Saudi Arabia. I'm in Riyadh.  
I'm in class 3.

Best wishes

Khalid

[khalid462@et9.edu](mailto:khalid462@et9.edu)

15:09

Good afternoon, everyone.

I'm Riko. I'm in Kyoto. I'm Japanese. I'm a student.  
Hi, Khalid! I'm in your class – class 3.

Bye

Riko

[riko823@rk.org](mailto:riko823@rk.org)

20:37

Good evening!

My name's Jordi. I'm in your class. I'm from Barcelona.  
I'm a student. I'm in Spain.

Jordi

[jordi99@rk.org](mailto:jordi99@rk.org)

# What's this in English?

## Vocabulary colours and classroom items

1  1.22 Listen. Write the words.



1 a red

.....



2 an orange

.....



3 a black

.....



4 a white

.....



5 a yellow

.....



6 a green

and a blue

2  1.23 Listen and repeat the words and colours from Exercise 1.

3 Work in pairs. Ask and answer questions.

*What colour is it?*

*Red*

*It's a bag.*

*Yes!*

4 **Pronunciation** /æ/ and /e/

 1.24 Listen and repeat.

/æ/ bag black

/e/ desk pen red yellow

## Real life classroom language

5  1.25 Listen. Look at the classroom language.

6  1.25 Listen again. Write T (teacher) or S (student).

### CLASSROOM LANGUAGE

Good afternoon, everyone. T  
Sit down, please.  
Open your books.  
Look at your laptop.  
Sorry I'm late.  
Work in pairs.  
I don't understand.  
Can you repeat that, please?  
Can you spell it, please?  
What's this in English?  
Do Exercise seven at home.  
See you next time.  
Bye.

7 Work in pairs. Write the words. Practise the conversations.

- 1 S: Good morning. .... I'm late.  
T: That's OK. Sit down, please.
- 2 S: Can you .... that, please?  
T: Yes. Look at .... ten.
- 3 T: Do Exercise nine at home.  
S: I don't .....

8 Work in pairs. Point to things in the classroom. Ask and answer questions.

*What's this in English?*

*It's a book.*




# About me

## Writing a profile

1 Read the profile. Complete the information.

**HANOI LANGUAGE ACADEMY**



### ABOUT ME

My name's Van Long.  
I'm from Hanoi in Vietnam.  
I'm Vietnamese. I'm in  
English class 2A.

edit
 Student • 825 views

1 \_\_\_\_\_ **LANGUAGE ACADEMY**

Name: <sup>2</sup> \_\_\_\_\_

Class: <sup>3</sup> \_\_\_\_\_

STUDENT



2 **Writing skill** capital letters (1)

a Look at the profile in Exercise 1. Underline the capital letters.

b Complete the table.

	Van	You
a city	Hanoi	
a country		
a name		
a language	English	
a nationality		

c Rewrite the sentences with the correct capital letters.

- 1 osaka is in japan.
- 2 maya davis is a teacher.
- 3 i'm american.
- 4 he's brazilian.
- 5 she's from tabuk.
- 6 i speak portuguese.

3 Complete the information. Use capital letters.

1 rui soares    spanish 1b

**SANTIAGO LANGUAGE ACADEMY**


Name: \_\_\_\_\_

Class: \_\_\_\_\_


STUDENT



2 riko okada    gold english academy    japan



Organization



Country

3 jeddah    mexico city    barcelona  
amir khan

## INTERNATIONAL

### STUDENT SERVICES

Name:

Offices:

4 Write your profile.

5 Work in pairs. Read your partner's profile. Check the capital letters.

**1f**

**vocabulary in context** listen and write the words • **video** photos • **visual literacy** identifying things in photos • **speaking** talk about photos

# My top ten photos

A woman and her baby from Nepal

