



NATIONAL  
GEOGRAPHIC  
LEARNING

BEGINNER  
TEACHER'S BOOK

# Life

THIRD  
EDITION

DANIEL BARBER  
NICOLA MELDRUM  
MIKE SAYER



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### **ON THE COVER**

A close-up of an Edwards'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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DANIEL BARBER, NICOLA MELDRUM AND MIKE SAYER

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	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	/ɑ:/; /h/ and /ʃ/; /eɪ/; /æ/ and /e/	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; be + adjective; adjective + noun</i>	places in a town; the time; word focus: <i>at</i> ; snacks	buying snacks	/ɑ:/; th /ð/; /b/ and /v/; linking with <i>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	/əʊ/ and /ɒ/; missing syllables; <i>Wh</i> -question words; sentence stress	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

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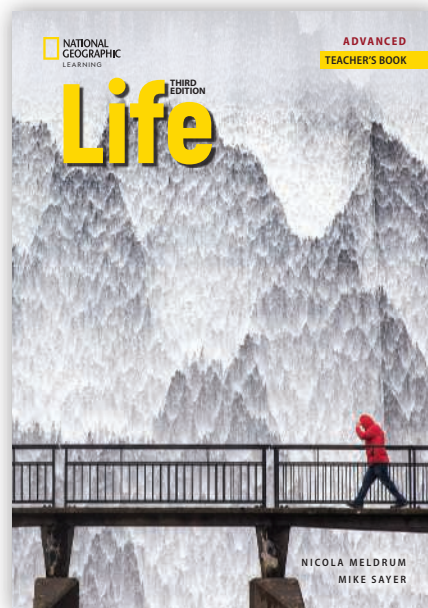
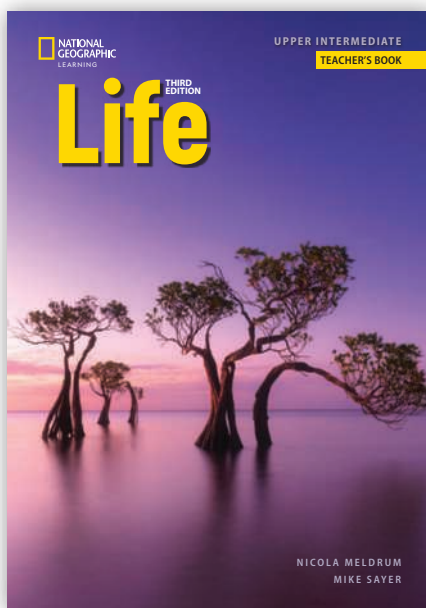
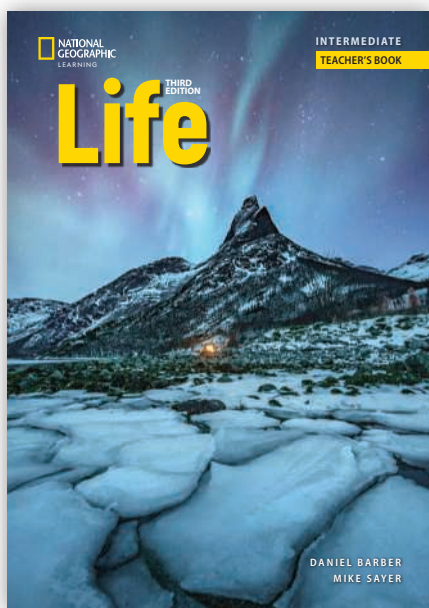
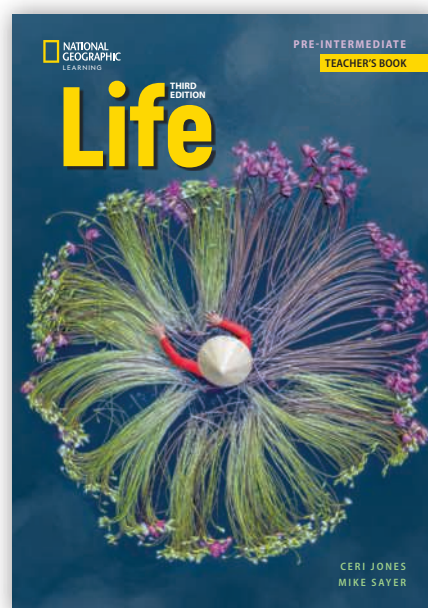
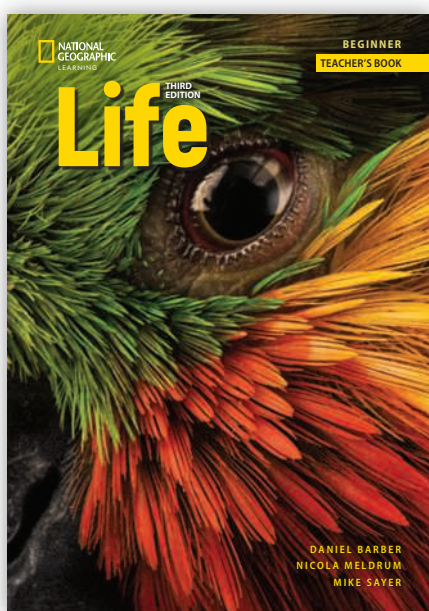
	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
<b>7</b> <b>Work and study</b> <i>pages 81–92</i> <b>Review</b> <i>page 92</i>	present simple ( <i>he/she/it</i> ); present simple questions and short answers ( <i>he/she/it</i> ); adverbs of frequency	job activities; online classes; word 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> <i>pages 93–104</i> <b>Review</b> <i>page 104</i>	<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> <i>pages 105–116</i> <b>Review</b> <i>page 116</i>	<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> <i>pages 117–128</i> <b>Review</b> <i>page 128</i>	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> <i>pages 129–140</i> <b>Review</b> <i>page 140</i>	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	/ŋ/; /ɪə/; /aʊ/; 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> <i>pages 141–152</i> <b>Review</b> <i>page 152</i>	<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 and 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

## How *Life* supports learning

*Life* is a six-level, best-selling, integrated-skills series with grammar and vocabulary for young adult and adult English language learners. Known for teaching students something new about the world through inspiring National Geographic content, *Life* showcases global perspectives and contexts relevant to students' own lives that guide them to naturally personalize the language. In this Third Edition, *Life* continues to help learners connect with the world through its deeply integrated critical thinking strand, which now extends to developing the visual literacy, collaboration, and problem-solving skills they need for academic and career success.



## HELEN STEPHENSON



One of our main aims with the *Life* series has always been to provide a structure whereby students bring their own world knowledge and skills into the language classroom. Thus, they can engage with and interact with the course content so that the English they are learning is relevant to their own lives. In developing the Third Edition of *Life*, we've had the opportunity to expand and deepen that structure through a new focus on visual literacy.

The world has changed enormously since we first sketched out what we thought *Life* could look like, and one of the biggest changes has been the extent to which our lives are now mediated through screens and visual media. Visual communication has become more and more sophisticated and exciting, and we wanted to reflect this in our new content.

With our new video lessons, we use visual content as a springboard for productive, and personalized, language use. These lessons consider how we engage with visual information in the real world (the knowledge we bring to it, our reaction to it, and the actions we subsequently take) and how students can delve beneath the surface of visual content and interrogate its message and its meaning.

We hope that with this new Visual literacy strand that is developed through the unit, we've reflected the role visual communication plays in our lives and given our students the opportunity to do in English what they do in their 'real' lives outside the classroom.

## PAUL DUMMETT



Just as with the new Visual literacy strand in *Life*, Third Edition, where we've broken down the skill of 'viewing' for the learner and introduced a more reflective element, we have also had an opportunity to look at how we help learners with other skills in this series. Practice with listening, reading, speaking and writing is of course essential, but it must be backed up with strategies for becoming more competent at these skills: awareness of different discourse types, understanding of patterns in written and spoken language, recognition of useful first language strategies, etc.

Accordingly, we have added a new listening skill focus in each unit, featuring both bottom-up (or decoding) skills and top-down skills. In writing and speaking, we have bolstered the existing syllabus: providing clear models, developing discrete skills, e.g. using the right tone, and scaffolding productive activities more carefully. In reading, we have tried to include a greater variety of text types and at the same time maintain our strong critical thinking syllabus.

In making these changes, we have also been mindful that a good number of *Life*'s users are preparing for exams and so have featured many of the text and question types they will encounter in all four skills. We really hope these additions will help enhance your students' learning experiences.

## JOHN HUGHES



Given the association of the *Life* series with National Geographic, it isn't surprising that we have always included environmental issues and sustainability as core topics. From the very beginning, we combined language and National Geographic content to raise students' awareness of the challenges facing our planet and offered vocabulary so students could express their own concerns meaningfully.

In the time between our first edition and this Third Edition, we've seen how subjects such as climate change, equality and wellbeing have become firmly embedded in many educational curriculum. So we've been able to build on our past efforts in the earlier editions to highlight these topics and, in this edition, we've formally included them in the Sustainable life lessons.

Each Sustainable life lesson includes an introductory video looking at an aspect of sustainability, followed by another video which tells real-life stories of individuals striving to make the world more sustainable. Then, students have the opportunity to complete their own short project in which they research and report back on sustainability in their own lives. We hope you will find this new Sustainable life lesson a natural and welcome development in the *Life* series.



## Critical thinking in *Life*

Critical thinking, a key 21st Century skill, is the ability to develop and use an analytical and evaluative approach to learning. Learners go beyond reading comprehension activities with *Life*. Reading skill development progresses from comprehension to engaging with texts more deeply to uncover purpose, understand writing techniques and infer meaning. Each reading lesson develops a stated goal such as evaluating conclusions, differentiating between fact and opinion, and assessing the relevance and reliability of information, among others.

The use of critical thinking is extended in *Life*, Third Edition with the introduction of a visual literacy focus, and by critically engaging students to develop strategies for sustainable living.

### Visual literacy

In today's world, we are exposed to more visual content than ever before, and visual literacy – the ability to interpret and understand the ideas and meanings in what we see – is an essential life skill. *Life* features stunning National Geographic content and showcases the work of National Geographic explorers through both photography and video. Aside from their compelling visual impact, these contexts bring meaning and authenticity to the experience of language learning. *Life*, Third Edition creates a closer connection between the critical thinking development integral to *Life* and its visual content.

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

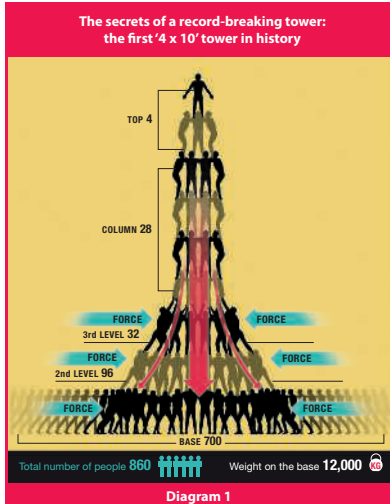
Carefully scaffolded activities develop students' ability to interpret information presented to them in a variety of different ways, and help them look behind the image to identify the purpose of the photographer or filmmaker and examine the techniques used to convey their message. In addition to working with video and photographic content, students apply these skills to infographics, diagrams, flowcharts, presentation slides, tables, and charts. These lessons build towards an opportunity for students to present their ideas to others and to reflect on them through peer discussion.

As well as being a valuable and necessary skill for navigating and interacting with the world, competence in interpreting and producing information in visual formats is useful for academic and professional contexts. It is also an important exam skill.

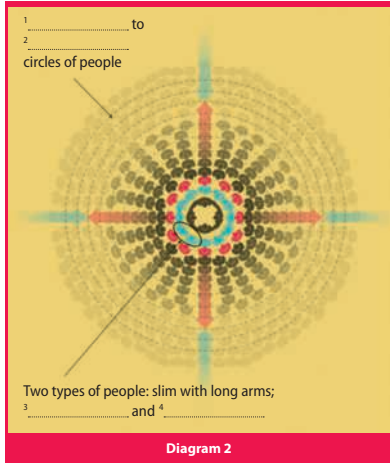
Unit 2 Performing

### Visual literacy

#### understanding diagrams



**Diagram 1**



**Diagram 2**

**5** Diagrams can show complicated information in a clearer and simpler form. Use Diagram 1 to complete the text. Compare your answers with your partner.

At the bottom of the tower, <sup>1</sup> people push towards the centre. They hold up the tower. If people fall, they fall on this base. The <sup>2</sup> of the whole tower on this base is <sup>3</sup> kilograms.

**6** Work in pairs. Read these sentences. Are they true for Diagrams 1 and 2?

- 1 Diagrams use symbols to represent real-world objects or people.
- 2 Diagrams only focus on the key information and don't show the whole situation.
- 3 Diagrams can show things that are invisible or not easy to see in photos.
- 4 Diagrams make it easier to see the relationship and interactions between different things.
- 5 Understanding a diagram helps you to explain a process in words.

**7** Read the text and complete Diagram 2. Compare your answers with your partner.

In the base of the tower, each person has their own position. At the centre are people who are very strong and not too tall. To share the weight of the tower, there are ten to twelve circles of people around the centre. There are no spaces between them as they stand shoulder to shoulder and push to the centre.

**8** Work in pairs. Use the information from Diagrams 1 and 2 and the video. What are the five key points you would focus on to explain the human towers to someone?

### Speaking

**9** Work in pairs. A podcast you listen to has a feature where people send in short voice messages of 30–60 seconds to recommend local events. Plan a message to do one of these things. It should include information about the event and why people should see it.

- advertise or promote an event that will happen soon
- recommend an event in your area that you enjoyed

**10** Record your message. Then work in groups and listen to each other's messages. Decide which event you want to see.

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10

This Visual literacy lesson invites students to critically analyze the visual contents of diagrams and the information they provide.




## Sustainable life


National Geographic explorers are changemakers from around the world who work to illuminate and protect the wonder of the world and secure better futures for those who live in it. Four of the video lessons in each level of *Life*, Third Edition have a sustainability focus. The Sustainable life lessons are an opportunity to showcase the work of National Geographic explorers, to help students understand the challenges we face and to provide them with a framework to develop the competences and confidence to become active problem-solvers and changemakers themselves.

Sustainable life lessons progress from an educative video presentation of an area of sustainability to examples of the sustainability theme in action, through people's stories and initiatives. In these lessons, students are encouraged to make connections between wider global issues and their own local contexts. Sustainable life lessons build towards a collaborative project, for which students are required to work together through the stages of research, planning, problem-solving and presenting their ideas. As a final step, they are invited to provide peer feedback.

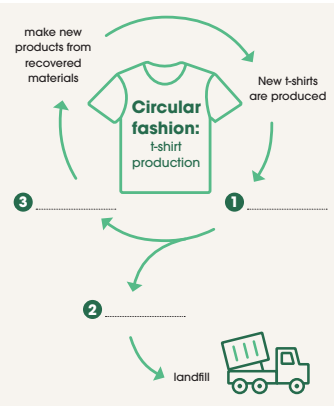
### Visual literacy


- As students discuss the meanings of the unit opener photo, introduce them to the idea of images having meanings. You could tell students that they will focus on this in Lesson 1f. At this point, ask students to discuss some or all of these questions in pairs, small groups or in class: *What do you think the photographer is saying with this photo? Does the caption help you understand the photo better? How? Why do you think this photo was chosen for this unit? Does your culture and background affect how you interpret the photo?*
- During students' discussions, encourage them to reflect on their attitudes to fashion, the skating community, women in sport and how these factors affect their interpretation of the photo.

SUSTAINABLE LIFE 

**5**  Watch Video 2 about a t-shirt company with a different approach to production and consumption. Complete the diagram with the expressions (a–c). Then say how the t-shirt company's system is different to the normal life of a t-shirt.

a sent back  
b thrown away  
c bought and used



**6**  Watch Video 2 again. Match the sentence halves to make information about the company's activities.

1 Products are designed to ...	a they've been ordered.
2 The t-shirts are made from ...	b allows customers to use the system for free.
3 T-shirts are printed when ...	c be sent back when they are worn out.
4 The online platform ...	d the material that is recovered.

**Project**

**Project brief**

**Poster: aiming for zero waste**

You are going to make a poster to show ideas to try and reduce waste to as close to zero as possible. Your poster will be put up in your home or place of work/study. As well as being informative, it should be visually interesting, effective and hopefully fun!

**8 Research** Work in small groups. Follow the steps.

- Discuss your personal motivation for reducing waste (e.g. the effect on marine animals).
- Choose a place to focus on that best fits your motivation (e.g. your family home, workplace or school/college).
- Choose areas of consumption you could focus on that are relevant to that place (e.g. paper use, water/coffee machines and cups).
- Research online for ideas for reuse and recycling in those areas.
- Look for actions to take and the reasons why.

**9 Planning** Decide:

- what your poster will focus on.
- the design, visuals and text you will use.
- who will produce each part of the poster.


Make your poster on paper or on a computer.

**10 Presentation and feedback** Put up your poster in the classroom or share it in your online classroom. Look at the other posters. Do they have:

- visual impact?
- clear information?
- relevant and practical ideas?
- good reasons for the action points?

How effective will the posters be in influencing your habits in consumption and how much waste you produce?

**Zero Waste:** this jar holds all the non-recyclable waste that was produced in two years by Kathryn Kellogg of California, in the US.



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### Sustainable life

Facilitate a class discussion or debate on the role of different generations in promoting sustainability. A possible discussion question could be: *Compared to Generation Z or Millennials, older generations do not pay as much attention to global issues like climate change. Discuss.* Ask students how they think the increase in international communication and in forums for people to connect across borders could help us solve issues of sustainability. Encourage students to discuss their opinions on other social justice issues across generations as well as cultures.

This Sustainable life lesson requires students to design a poster which shows ways to reduce waste to almost zero.

The Teacher's Book features instructor support for Visual literacy and Sustainable life lessons, as well as identifying opportunities throughout the unit for teachers to use lesson content as a springboard for further developing students' critical awareness of themes of sustainability and to develop their visual literacy skills.

## Language development in *Life*

As well as applying critical thinking to the reading texts and the Visual literacy and Sustainable life video lessons, *Life* encourages students to apply critical thinking skills to developing their language skills. When new grammar or vocabulary is presented, students are often expected to use the target language in controlled practice activities, then in speaking and writing tasks and finally, making use of the new language through analyzing and evaluating situations critically and creatively. In this way, students move from using lower-order thinking to higher-order thinking.

### Language presentation

Target grammar and vocabulary are presented in the first two lessons of each unit in the context of adapted, authentic reading texts (Lesson A) or listening texts (Lesson B).

### Approach to grammar

Target grammar is presented in the first two lessons of each unit in the context of reading texts in Lesson A and listening texts in Lesson B. These texts, which are adapted from authentic sources, provide rich contexts and good models for students' own language production. The primary focus is on the topic content and engaging with meaning, before the learner's attention turns to targeted grammar presentation which has the following features:

- In each grammar section, students are provided with a summary of the grammar focus, plus accompanying discovery tasks that encourage them to analyze the form, meaning, and use of the structures. This approach allows learners to engage in the lesson, and to share and discuss their interpretation of the new language.
- Each grammar box has a corresponding grammar summary at the back of the book, where detailed explanations and additional activities can be found.
- The tasks in each grammar section move thematically from lesson-related to real-life contexts.
- Lessons A and B both end with a scaffolded 'My Life' speaking task. Here, students personalize the language using the target grammar and other target language in a meaningful context.

4a
reading adventures • pronunciation /dʒ/, /t/ or /ɪd/ • grammar past simple • speaking describing your partner's past

## The challenges of adventure

### Reading

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

A This is the story of how two National Geographic adventurers met and started to work together on a new project.

B Every year, National Geographic magazine gives an award to an adventurer for their achievements. Here are two winners of this award.

C In this article, two National Geographic adventurers describe their lives and talk about their work.

D Read about how a Nepalese mountaineer and a Mexican scientist are trying to tell the world about climate change.

**2** Read the article again. Work in pairs and make notes about Pasang Lhamu Sherpa Akita's challenges and achievements. Then do the same for Cristina Mittermeier.

### Grammar past simple

**PAST SIMPLE**

We use the past simple to talk about finished actions, events or situations in the past.

*They lived in Lukla.*  
*Cristina was interested in climate change.*  
*She studied marine biology.*  
*People didn't have food or homes.*

For further information and practice, see page 162.

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

4a
reading adventures • pronunciation /dʒ/, /t/ or /ɪd/ • grammar past simple • speaking describing your partner's past

## Adventurers of the year

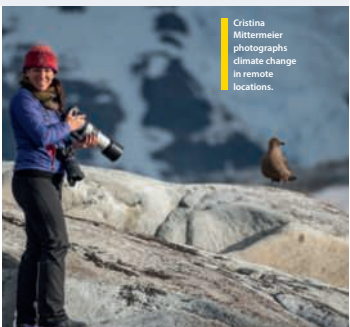
### Introduction

### The scientist

Cristina Mittermeier was born in Mexico in 1966. She studied marine biology at university and then worked as a scientist. She was interested in climate change and wanted to tell everyone about it. But not many people read her scientific articles, so she started taking photos of the effects of climate change instead. It took a long time for her to become well-known as a photographer, but one image of a starving polar bear went viral, with 2.5 million views in two weeks. In 2014, she started SeaLegacy, an organization using photography, video and storytelling to protect the ocean.

### The mountaineer

Pasang Lhamu Sherpa Akita grew up with her younger sister and they lived in Lukla, a town in north-eastern Nepal. Pasang's parents died when she was young. When she was a teenager, she trained as a mountaineer and became the first female mountaineering instructor in Nepal. She's also famous for climbing Mount Everest (Mount Qomolangma) when she was only 22. In 2015, Nepal had a terrible earthquake. People didn't have food or homes, so Pasang helped them. Now she has a new challenge: she's a mother and hopes her achievements help her son follow his dreams.



Cristina Mittermeier photographs climate change in remote locations.

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

4a
Grammar 1 | 1

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

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

## Approach to vocabulary

*Life* supports students in acquiring and retaining vocabulary to use productively, as well as processing and making sense of above-level language receptively. *Life*, Third Edition provides a wealth of rich, meaningful contexts with language carefully controlled to ensure just the right level of achievable challenge. Target vocabulary is recycled continually throughout each level to promote ready usage and retention. Vocabulary is introduced in the following sections within the unit:

- Two or more vocabulary presentations per unit, which are presented as lexical sets, which research has shown facilitates memorization and memory retrieval.
- Wordbuilding sections that offer students another opportunity to extend their vocabulary through a focus on the building blocks of language, for example: prefixes, suffixes, parts of speech and specific language features like compound nouns

and phrasal verbs. Each Wordbuilding explanation is supported by one or two practice activities.

- Word focus sections introduce high-frequency words at lower levels and idioms and colloquial usage at higher levels, providing examples of the different meanings words can have according to the contexts in which they are utilized.
- Short and simple definitions are provided in Glossaries and through rich Word lists, (which include phonetics, definitions, parts of speech, examples, collocations, and word family and word family collocates) available for each level in the Teacher's Resources.

## Approach to skills

*Life*, Third Edition continues its integrated approach to teaching the four skills of language learning. Students are presented with reading and listening passages and respond with written and spoken production. Students also improve their language skills by analyzing the ways language is used in the passages they listen to and read. Beyond language, students prepare for success in their academic and professional life through a holistic approach to developing their critical, communicative, collaborative and creative skills. An example of this is the work they do to critically evaluate a real-world problem and work collaboratively to problem solve and communicate solutions in the Sustainable life lessons. This is combined with a practical approach to functional language and familiarization with exam-style tasks throughout *Life*, Third Edition content which equips students for exam success.

**6e** writing a description • writing skill using descriptive adjectives

Unit 6 Stages in life

## A wedding in Madagascar

**Writing** a description

1 Read the post from a travel blog. Which of these things does the writer describe?

buildings ceremonies clothes food  
nature people towns and cities transport

### Celebrations in Madagascar

I was staying with my grandparents in Madagascar and their neighbours invited us to their daughter's wedding. On the big day, we arrived outside an **enormous** tent. There was a zebu (a type of cow) at the entrance brought by the groom. He offered the zebu to the bride's parents to thank them for their **wonderful** daughter. Inside the tent, there were **beautiful** decorations and over 300 **excited** relatives and guests. The women wore colourful dresses. The older men wore formal suits, but the younger men were less formally dressed. Finally, the ceremony began with some speeches. The crowd listened politely, and sometimes they laughed and clapped. Finally, it was dinner and I suddenly realized what the Zebu was for. We ate **massive** plates of meat and it was **delicious**. The meal for the bride and groom was on a special plate, and they ate it using only one spoon to show they were now joined as one.



**2 Writing skill** using descriptive adjectives

a When you write about places or special events, it's important to use interesting, descriptive adjectives. Match the highlighted adjectives in the travel blog with the less descriptive adjectives (1-3).

1 nice, **wonderful** .....  
2 big, .....  
3 happy, .....

**Wordbuilding** synonyms

**WORDBUILDING** synonyms

Some words have the same meaning or a similar meaning. These are called synonyms.  
old = ancient, big = huge, boring = dull  
When you use a synonym, you can make your description more interesting and avoid using the same word twice.

b Work in pairs. Improve the sentences with synonyms or more descriptive adjectives. Use words from Exercise 2, the wordbuilding section, or your own ideas.

**beautiful** **ancient**

1 Venice is a **nice** city with lots of **old** buildings.  
2 In the US, you can buy **big** burgers.  
3 The parade was a bit **boring** after a while.  
4 The crowd was **happy** because the music started.  
5 All the costumes were **nice**.  
6 I was very **sad** to leave Paris.  
7 I tried sushi for the first time and it was **good**.  
8 The view of the mountains was **nice**.

c Work in pairs. Look at the topics in Exercise 2. Think of two or three interesting adjectives for each one. Use a dictionary to help you. Then, in another pair and compare your adjectives.

**food** - **delicious**, **tasty**, **disgusting**

3 Choose one of the topics and write a short description (about 100 words) of it for a travel blog.

- a day you remember from a holiday
- your favourite place in the world
- a festival or celebration in your country

4 Work in pairs. Read your partner's description. Does it ...

- use descriptive adjectives?
- use synonyms to avoid repeating the same word?
- make the event or experience sound interesting?

**6e | Wordbuilding | 1**

**Highlight the word that is not a synonym.**

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

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



## Life and assessment

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

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

### PLACE

#### National Geographic Learning Online Placement

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

### TEACH (and monitor progress)

#### Learning objectives

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

#### Student's Book

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

### PRACTICE (and monitor progress)

#### Online Practice

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

#### Self-assessment

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

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

## Peer assessment

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

### EVALUATE

#### Assessment rubrics for projects

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

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

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

#### Unit and mid-course tests

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

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

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



# spark

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

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




# Unit walkthrough

## UNIT OPENER

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

**UNIT 10 True stories**



Samuel Quispe with a horse at the Inca site of Choquequirao in Peru

**UNIT GOALS**

- 10a** • talk about past events with the past simple
  - use verbs to tell stories
- 10b** • use past simple negative and question forms
  - talk about life events
- 10c** • read about a trip to Madagascar and think about the writer's purpose
- 10d** • talk about the past and use time expressions
- 10e** • write your life story and use *when*
- 10f** • watch a video about a filmmaker and understand a picture story

- 1 Work in pairs. Look at the photo. Answer the questions.
  - 1 What can you see in the photo?
  - 2 What do you think is the relationship between the man and the horse?
  - 3 Think of a question you want to ask about this photo.
- 2 **10.1** Listen to information about the photo. Who is Victor Zea? Who is Samuel Quispe?
- 3 **10.1** Listen again. Then discuss the questions.
  - 1 Do you think horses are important to Samuel? Why? / Why not?
  - 2 Do you think taking photos is important to Victor? Why? / Why not?
- 4 Work in pairs. Write a new caption for the photo. Try to include information about your question in Exercise 1. Compare your caption with another pair.

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

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

## LESSONS A and B

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

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

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

**10a** reading Ötzi the ice man • grammar irregular past simple verbs • vocabulary storytelling verbs • pronunciation irregular past simple verbs • speaking true or false

### The man in the ice

**Reading**

- Look at the images and captions. Who do you think Ötzi was? Tell your partner.
- Read the article and answer the questions.
  - Where were the tourists from?
  - Where were they in September 1991?
  - Where was the body?
  - Where is Ötzi today?



Ötzi the Ice man at the South Tyrol Museum of Archaeology in Bolzano, Italy

**Ötzi's story**

In September 1991, two German tourists were on holiday in the Ötztal mountains between Italy and Austria. They went for a walk and they found a body in the ice. The body was very old. The police came and they took the body to the University of Innsbruck in Austria. Scientists studied the body. It was a man. They called him 'Ötzi'. Today, Ötzi is in a museum in Bolzano, Italy. About 300,000 visitors go to see him every year. In 2017, the director Felix Randau wrote a story and made a film about Ötzi's life.



A painting of the Ice man's last moments

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

**Unit 10 True stories**

### Grammar irregular past simple verbs

**IRREGULAR PAST SIMPLE VERBS**

I/He/She/It/We/You/They went for a walk.  
found a body.

Now look at page 176.

- Look at the grammar box. Then look at this sentence. Choose the correct option.  
Irregular past simple verbs end / don't end with -ed.
- Underline these irregular past simple verbs in the article. Then write them next to the infinitives (1-6).

went	found	came	took	wrote
made				


- come came
- find
- go
- make
- take
- write

**5** **10.3** Underline the irregular past simple verbs in this list. Complete the information about Ötzi. Then listen and check.

ate	came	died	had	killed	lived
wore					

Ötzi <sup>1</sup> lived about 5,300 years ago in the north of Italy. His family were farmers. They <sup>2</sup> \_\_\_\_\_ from the area of Anatolia (now Türkiye). Ötzi was about 46 years old when he <sup>3</sup> \_\_\_\_\_. He <sup>4</sup> \_\_\_\_\_ brown eyes and brown hair and he <sup>5</sup> \_\_\_\_\_ a fur hat. He <sup>6</sup> \_\_\_\_\_ a meal before he died. It was in the summer. Someone <sup>7</sup> \_\_\_\_\_ him with an arrow.

**arrow** (noun) /'ærəʊ/      **fur** (noun) /fɜː/



**6** Complete the sentences about yesterday. Use the past simple form of the verb.

- I \_\_\_\_\_ (eat) a banana for breakfast.
- We \_\_\_\_\_ (go) to work by bus.
- My dad \_\_\_\_\_ (make) a cake.
- I \_\_\_\_\_ (see) my friends.
- My sister \_\_\_\_\_ (have) an exam.
- I \_\_\_\_\_ (wear) a coat.

**Vocabulary storytelling verbs**

**7** Complete the story about a holiday with six of these past simple verbs.

ate	had	lived	stayed	took	visited
went	were				

Last summer, we <sup>1</sup> \_\_\_\_\_ to Italy. In the first week, we <sup>2</sup> \_\_\_\_\_ a lot of beautiful places and we <sup>3</sup> \_\_\_\_\_ a lot of photos. In the second week, we <sup>4</sup> \_\_\_\_\_ with friends near a beach. We <sup>5</sup> \_\_\_\_\_ amazing food! We <sup>6</sup> \_\_\_\_\_ a great time!

**8** Write four of the verbs from Exercise 7 with the words (1-4).

- \_\_\_\_\_ on holiday / to Austria / for a walk
- \_\_\_\_\_ with friends / on a campsite / in the mountains
- \_\_\_\_\_ a museum / two cities / friends
- \_\_\_\_\_ photos / a bus / a lot of bags

**9** **Pronunciation irregular past simple verbs**

**10.4** In some irregular past simple forms, only one vowel sound changes. Listen and repeat the verbs.

begin / began	see / saw
come / came	take / took
eat / ate	wear / wore

**Speaking my life**

**10** Make true and false sentences about you and your family or friends with past simple regular and irregular verbs. Read your sentences to your partner. Guess your partner's false sentences.

My parents went to the South Pole in 2020.  
(I think that's false)

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**10b** vocabulary life events • listening skill read questions and number in sequence • grammar past simple negative and question forms • pronunciation Did you ...? • speaking last week and last year

### Life stories

**Vocabulary life events**

**1** Complete the paragraph with the life events. What are the infinitives of the verbs?

got married	grew up	left school
met my partner	moved	started/school was born

I <sup>1</sup> \_\_\_\_\_ in Ireland in 1998. My family <sup>2</sup> \_\_\_\_\_ to Spain in 2001, so I <sup>3</sup> \_\_\_\_\_ in Spain. We lived in a village. I went to school in the village. I <sup>4</sup> \_\_\_\_\_ secondary \_\_\_\_\_ when I was twelve. I passed all my exams and I <sup>5</sup> \_\_\_\_\_ in 2016. I studied languages at college. My first job was in an office. I <sup>6</sup> \_\_\_\_\_ there. We <sup>7</sup> \_\_\_\_\_ last year!

**2** Write true sentences about you with some of the verbs in Exercise 1.


**3** Work in pairs. Read your sentences to your partner. What do you have in common?

**Listening**

**4** **10.5** Look at the photos and listen to a podcast about Celine Song. Tick the life events in Exercise 1 you hear.

**5** **10.6** Listen to the podcast again. Put the questions in the order you hear them.

- Did she study cinema at university?
- Did she grow up there?
- Did her husband want his life to be in a film?
- Did she and her family stay in Canada?



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

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

# Unit walkthrough

## LESSON C

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

10c

vocabulary describing experiences • reading an adventure story • critical thinking the writer's purpose • grammar past simple with question words • word focus get • pronunciation /g/ and /dʒ/ • speaking an experience

### An experience to remember

**Vocabulary** describing experiences

1 Work in pairs. Which adjectives describe things in the photos? Make sentences.

beautiful dangerous dirty fantastic interesting unusual

*The lemur is beautiful and unusual.*

**Reading**

2 Read the blog about a trip to Madagascar. Answer the questions.

1 What are the rocks in the Bemaraha National Park called?  
2 When did Neil Shea go to Madagascar?  
3 Who did he go with?  
4 Why did they go to the *tsingy*?  
5 What did they see?

3 Work in pairs. Do you think it was a good idea to go to the *tsingy*? Why? / Why not?

**Critical thinking** the writer's purpose

4 Why do you think the author wrote this blog? Choose one or more of the options.

1 He wanted to describe an unusual area.  
2 He wanted to tell an interesting story.  
3 He wanted to give travel information.

**Grammar** past simple with question words

PAST SIMPLE WITH QUESTION WORDS

What	do?
Where	stay?
When	did I/he/she/it get there?
Why	go?
Who	did we/you/they meet?
How	happen?

Now look at page 176.

5 Look at the grammar box. Then look at the questions in Exercise 2. Underline the question words.

6 Complete the questions about Neil Shea with the correct question word.

How What Who Why

1 Why did he go to hospital?  
2 \_\_\_\_\_ did he cut his leg?  
3 \_\_\_\_\_ did he talk to at the hospital?  
4 \_\_\_\_\_ did she say?

7 Work in pairs. Ask and answer the questions in Exercise 6.

**Word focus** get

8 a Look at the sentence from the article. Which sentence (1–3) has the same meaning of *get*? After five days, we got to the park.

1 I got a ticket for the plane to Cairo.  
2 Can you get a bus from the airport?  
3 We got home on Friday.

b Which of these verbs can replace *got* in the sentences (1–3)?

arrived bought took

1 I *got* a new suitcase online.  
2 There wasn't a train, so we *got* a taxi.  
3 We *got* there at midday.

9 **Pronunciation** /g/ and /dʒ/

10.8 Listen and repeat the words with the letter *g*.

/g/ get go guide leg  
/dʒ/ college dangerous German village

**Speaking** my life

10 Work in pairs. Think about an experience you remember. Ask and answer questions about the experience.

*I saw a lemur once.*  
*Oh? Where did you see it?*

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

A climber in the Grand Tsingy of Bemaraha

Unit 10 True stories

A problem in

Madagascar

By Neil Shea

10.7

Madagascar is a fantastic place. About ninety per cent of the types of animals and plants there live only in Madagascar. There are some very unusual animals and plants in Madagascar's Tsingy de Bemaraha National Park, but it's a dangerous place. The rocks – the 'tsingy' – in the park are very sharp.

I went to Madagascar in March. It was the end of the rainy season. I was with a scientist and a photographer. We wanted to find some new animals and plants. We travelled to the park with our guide. After five days, we got to the park.

We walked through the *tsingy*. The rocks cut our clothes and our shoes too. It was very dangerous, but we saw hundreds of animals and plants. We saw beautiful birds and unusual white lemurs with red eyes. They didn't have any problems on the *tsingy* rocks!

Then, one afternoon, I fell on a rock. I cut my leg. The cut was very bad and very dirty. We were a long way from a town. After two days, I got to hospital. The nurse cleaned my leg. She asked me a question. 'Why did you go to the *tsingy*? Madagascans don't go to the *tsingy* because it's dangerous.' And it's true, the word 'tsingy' means 'you can't walk here' in the Malagasy language.

sharp (adjective) /ʃɑːp/ A sharp knife can cut things.

The Von der Decken's sifaka lemur lives only in Madagascar.

Spiny Pachypodium plants in the Grand Tsingy

my life

TRUE OR FALSE? • LAST WEEK AND LAST YEAR • AN EXPERIENCE • TALKING ABOUT THE PAST • A LIFE STORY

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