

**SAMPLER**  
Includes a complete unit

# Life

*from National Geographic Learning*

**Bring the world  
to your classroom  
and your classroom  
to *Life*.**



National Geographic Learning brings the world to your classroom with *Life*, a six-level integrated-skills series that develops fluency in American English. Learners explore real-world content from National Geographic through stunning images, text, and video to strengthen their existing global connections while learning English.

## Life prepares learners to think critically and communicate effectively in the 21st century through...

Information-rich topics that naturally promote curiosity.

**Unit 11 Discovery**



**FEATURES**

- 130 **The mystery of "Oti the leeman"**  
An unusual discovery
- 132 **Adventurers in action**  
Discover your local area
- 134 **Discovering Madagascar**  
An accident in Madagascar
- 138 **Perfumes from Madagascar**  
A look about two scientists in Madagascar

- 1 Work in pairs. Look at the photo. What can you name?
- 2 Work in pairs. Which of the captions (a-c) matches the photo? Why?
  - a An unusual campsite in the forests of Papua New Guinea.
  - b Traveler finds a mysterious object in a cave in Papua New Guinea.
  - c A scientist discovers new plants in the forests of Papua New Guinea.
- 3 @ #2 Listen and check your ideas from Exercise 2.
- 4 @ #2 Listen again and complete the sentences.
  - 1 A large \_\_\_\_\_ of these discoveries are in Madagascar.
  - 2 Scientists in Papua New Guinea usually find about two new plants in a day.
  - 3 Scientists sometimes arrive and leave by \_\_\_\_\_.
- 5 Work in pairs. Can you name six animals and plants from your country?



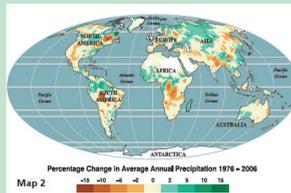
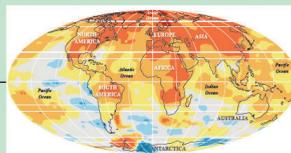
Developing the 21st century skills, like visual literacy, needed for success in a technology-rich environment.

## CLIMATE CHANGE

Climate scientists have measured the temperature and rainfall on every part of the Earth over many years. They look at the changes and predict the future with the information. The first map shows the temperature over 30 years. In most parts of the world, the temperature has increased by a few degrees and scientists think it will increase in the future.

The second map shows rainfall on the Earth over 30 years. The amount of rain is very different from region to region. Rainfall has increased in some countries and scientists think it will increase in the future. But rainfall has also decreased in other parts and, in these regions, it won't increase. It will decrease.

In conclusion, the changes in climate will continue in the next century. The Earth will feel hotter and rainfall will be higher for some places, but lower for others.



Critical thinking activities that take learners from understanding, to evaluating, and finally to creating their own texts in English.

### Critical thinking the writer's purpose

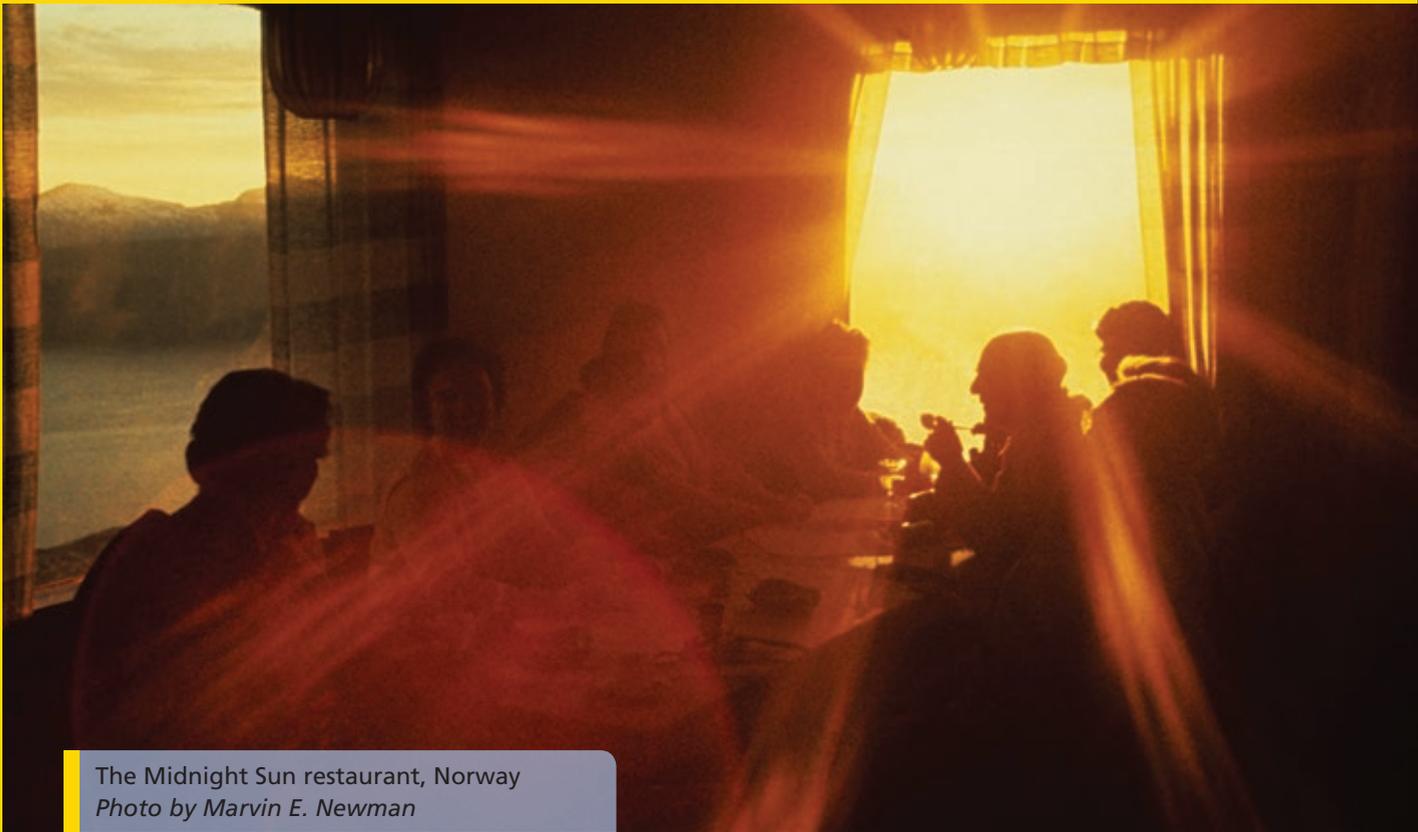
3 Read the article again. What is the writer's purpose? Choose the correct answer (a, b, or c).

- He writes \_\_\_\_\_.
- a information
  - b an opinion
  - c a story

4 Which information in the article is new or surprising for you? Tell the class.

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

# Unit 3 Places



The Midnight Sun restaurant, Norway  
Photo by Marvin E. Newman

## FEATURES

### 34 Car-free zones

Some cities are quieter because they don't have cars

### 36 Working underwater

Meet a woman who works underwater

### 38 Places and languages

Many places in the world have more than one language

### 42 Barcelona Street Life

Learn about Las Ramblas, Barcelona's most famous street

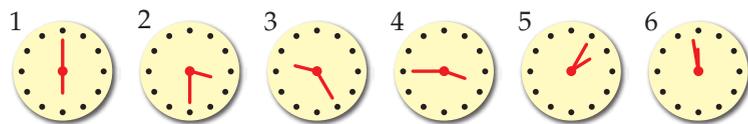
**1** Look at the photo and caption. Where is it? Is it day or night?

**2** **12** Listen to part of a TV program about restaurants in different places. Answer the questions.

- 1 What time is it?
- 2 Where is the TV presenter?
- 3 Why is the restaurant popular?
- 4 How many hours a day is the restaurant open in the summer?

**3** **13** Complete the times. Then listen, check, and repeat.

thirty nine o'clock past to twelve



- |                           |                                |
|---------------------------|--------------------------------|
| 1 It's six .....          | 4 It's quarter ..... four.     |
| 2 It's three .....        | 5 It's five minutes ..... two. |
| 3 It's ..... twenty-five. | 6 It's two minutes to .....    |

**4** Work in pairs. Ask and answer questions. What time is ...

- it now?
- sunrise and sunset?
- noon?
- your English class?

# 3a Car-free zones

## Reading

- 1 Read the article and match the cities with the photos (1–4).
- 2 Answer the questions.
  - 1 What is a problem in many cities?
  - 2 Why is it a problem?
  - 3 How many people live in downtown London?
  - 4 What is beautiful in downtown London?
  - 5 What are popular in Tokyo?
  - 6 How many people take the bus to work in Bogotá?
  - 7 Why is Bourke Street popular?

## Vocabulary adjectives about cities

- 3 Underline all the adjectives in the article in Exercise 1.

Which adjective means:

- 1 doesn't cost money
- 2 lots of people?
- 3 has bad air?
- 4 many people like it?
- 5 very good?

Which adjective means the opposite of:

- |         |         |
|---------|---------|
| 6 quiet | 9 cheap |
| 7 ugly  | 10 big  |
| 8 dirty | 11 old  |

- 4 Work in pairs. Which places in a city you know are:

- |                       |                           |
|-----------------------|---------------------------|
| • free or cheap?      | • modern and popular?     |
| • small and crowded?  | • beautiful and relaxing? |
| • polluted and noisy? |                           |

## CAR-FREE ZONES

Many people have cars in the city. But pollution is a problem because of the traffic. Nowadays some downtown areas around the world don't have cars. These car-free zones are areas for people, bicycles, and public transportation only.

### London

Eight million people live in the center of London and another two million people go to work there every day. The downtown area is very noisy with hundreds of cars, buses, and taxis, but there are also a lot of beautiful parks with free music concerts. At lunchtime and after work, many people go there for a break.

### Tokyo

Parts of Tokyo are always crowded with hundreds of people—but no cars! These modern car-free zones are very popular and people like shopping there.

### Bogotá

In the past, Bogotá was polluted because there were lots of cars and traffic. Now the downtown area is a car-free zone and the air is clean! Many people don't have a car and half a million people take the bus to work.

### Melbourne

In many cities, people don't like to shop downtown. But in Melbourne, Bourke Street is popular because there are lots of great stores and no cars. It's expensive, but lots of people eat lunch in the small cafés.



## Grammar simple present (I/you/we/they)

- 5 Look at the two sentences from the article. What is the main verb? What verb do you add for a negative sentence?

Many people *have* cars.

Some downtown areas around the world *don't have* cars.

### ▶ SIMPLE PRESENT (I/YOU/WE/THEY)

I **live** in Tokyo.

You **don't live** in London.

We **eat** in cafés.

They **don't take** the bus to work.

For more information and practice, see page 159.

- 6 Choose the correct form to make these sentences true for you.

- I *live / don't live* downtown.
- I *have / don't have* a car.
- I *take / don't take* the bus to work.
- I *meet / don't meet* friends downtown after work.
- I *like / don't like* shopping downtown.

- 7 Make more sentences about life in the city with these phrases.

eat lunch	go to work	have a car
like shopping	live	work

*Most people work downtown. They have cars, but they don't drive to work.*

## Listening

- 8 14 Listen to a reporter interview a student about living in New York City. Complete his notes with adjectives.

### DOWNTOWN LIVING

- The stores are <sup>1</sup> \_\_\_\_\_ .
- There are lots of <sup>2</sup> \_\_\_\_\_ places like art galleries and museums.
- The city has <sup>3</sup> \_\_\_\_\_ theaters.
- The restaurant is <sup>4</sup> \_\_\_\_\_ with tourists and is <sup>5</sup> \_\_\_\_\_ at lunchtime.
- Central Park is beautiful and <sup>6</sup> \_\_\_\_\_ .

- 9 14 Match the reporter's questions with the student's answers. Then listen again and check.

- Do you have a car in New York? *b*
  - Where do you live?
  - Do you like art?
  - What do you do?
  - What time do you get off work?
- I'm a student and I work in a restaurant at lunchtime.
  - No, I don't. I go everywhere by bike.
  - At about three o'clock.
  - Yes, I do. And I like the theater.
  - Downtown, in Manhattan.

## Grammar simple present questions

- 10 Answer these questions about items 1–5 in Exercise 9.

- What is the main verb in each question?
- What extra verb do you add?
- Which questions have yes/no answers?

### ▶ SIMPLE PRESENT QUESTIONS (I/YOU/WE/THEY)

Do you **like** shopping? Yes, I **do**. / No, I **don't**.

Do they **live** in New York? Yes, they **do**. / No, they **don't**.

What **do** you **do**?

Where **do** you **live**?

What time **do** we **have** lunch?

For more information and practice, see pages 159 and 160.

- 11 Write *do* in the correct place in these questions.

- What you do?
- Where you live?
- You like shopping?
- What time you get off work?
- You have a car?
- You eat in cafés at lunchtime?

## Speaking

- 12 Work in pairs. Ask and answer the questions in Exercise 11.

*What do you do?*

*I'm a website designer.*

# 3b Working underwater

## Vocabulary workplaces

1 Match these jobs with the workplace (1–8).

a doctor	a photographer	a pilot
a sailor	a student	a teacher
a waiter	an accountant	

- |                       |                   |
|-----------------------|-------------------|
| 1 in an office        | 5 in a hospital   |
| 2 on a ship or a boat | 6 in a restaurant |
| 3 in a studio         | 7 in a classroom  |
| 4 on a plane          | 8 in a university |

2 Where do you work or study? Tell your partner.

## Listening

3 Look at the photo and caption. What does Frank Richards do? Where does she work?

4  15 Listen to an interview with Frank Richards. Number the questions in the correct order (1–5).

- Do you work late?
- Where do you work?
- What do you do? *1*
- Do you have a family?
- What time do you start work?

5  15 Listen again and choose the correct words to complete the sentences.

- I study places *on land / underwater*.
- I *work / don't work* in an office very often.
- On the boat, I get up just after *five / six* o'clock.
- I meet my team for breakfast at about *seven / six*.
- I *finish / don't finish* work late when I'm at home.
- I live with my wife and my *child / children*.

## Word focus work

6 Complete the sentences from the interview with Beverley with *for* or *with*.

- I work ..... National Geographic.
- I work ..... a team of marine biologists.

7 Work in pairs. Make the sentences in Exercise 6 true about you. Tell your partner.



## Grammar simple present (he/she/it)

- 8 Underline all the verbs in this text about Frank. Then answer the questions.
- 1 In affirmative sentences, how does the verb change for *he/she/it* forms?
  - 2 In negative sentences, what verb do you add?

**Frank Richards** studies places underwater. He has an office, but he doesn't work there very often. He's usually on a boat or under the sea. On the boat, he gets up early and he meets his team for breakfast. He starts work after breakfast and he finishes late. At home, he doesn't finish work late. He lives with his wife and son.

### ▶ SIMPLE PRESENT (HE/SHE/IT)

He **works** in an office.  
She **goes** to work every day.  
He **studies** archaeology at a university.  
She **doesn't work** in an office.

For more information and practice, see page 160.

- 9 Complete the text about another archaeologist with the simple present form of the verbs.

Dr. James E. Campbell <sup>1</sup> ..... (come) from England and he's an archaeologist. He <sup>2</sup> ..... (study) the ancient pyramids in Egypt. James <sup>3</sup> ..... (speak) three languages. He <sup>4</sup> ..... (have) an office, but he <sup>5</sup> ..... (prefer) to work in the pyramids. He <sup>6</sup> ..... (not / have) much free time because he <sup>7</sup> ..... (travel) all over the world. He <sup>8</sup> ..... (not / get) bored in his job!

## 10 Pronunciation -s endings

16 Listen to the third person form of the verbs. Do you hear the sound /s/, /z/ or /ɪz/? Listen again and repeat.

- |            |      |            |
|------------|------|------------|
| 1 works    | /s/  | 7 starts   |
| 2 lives    | /z/  | 8 loves    |
| 3 finishes | /ɪz/ | 9 speaks   |
| 4 studies  |      | 10 teaches |
| 5 gets     |      | 11 goes    |
| 6 meets    |      | 12 travels |

- 11 17 Match these questions about Frank and James with the answers.

- 1 What does Frank do?
  - 2 Where does James come from?
  - 3 When does Frank start work?
  - 4 Does James have an office?
  - 5 Does Frank finish work early?
- a Yes, he does.  
b No, he doesn't.  
c After breakfast.  
d He's a marine archaeologist.  
e England.

### ▶ SIMPLE PRESENT QUESTIONS (HE/SHE/IT)

What **does** he **do**? He's a doctor.  
**Does** she **have** children? Yes, she **does**. / No, she **doesn't**.

For more information and practice, see page 160.

## Speaking

- 12 Work in pairs. Exchange information to complete a fact file about Joel Sartore, pictured below.

Student A: Turn to page 153.  
Student B: Turn to page 154.



# 3c Places and languages

## Reading and vocabulary

- How many languages do you speak? Which language(s) do you speak in different places (e.g., at home, at school, at work)?
- Read the article. What is it about? Choose the correct answer (a–c).
  - The languages people speak in different places
  - Places with new languages
  - Why English is important in different places
- Read the article again. What do these numbers refer to?
 

1	over 190	<u>countries in the world</u>
2	about 7,000	.....
3	over 1 billion	..... and .....
4	380 million	.....
5	400 million	.....
6	80%	.....
7	65	.....
8	109	.....
9	1	.....
- Find these words in the article and match them with the definitions (1–4).

ancient   first   official   second

- the language you learn after your first language
- the main language that people in a place speak
- the language of the government
- a very old language

### ▶ WORDBUILDING collocations

We use certain words together. These are called *collocations*. Many nouns have adjective and noun collocations: *first language, official language*.

- Discuss these questions as a class.
  - What is your first language? Is English your second language?
  - Does your country have an official language?
  - What languages do people normally learn at school? Why do they learn these languages?

## Critical thinking making connections

- Read the article again. Add these sentences (a–d) to the end of each paragraph.
 

Paragraph 1: .....

Paragraph 2: .....

Paragraph 3: .....

Paragraph 4: .....

  - English is the world's biggest second language.
  - That's one point five languages for every island.
  - When he dies, his language dies.
  - Many people there speak Spanish as their first language.

## Vocabulary cardinal and ordinal numbers

- Look at these two sentences from the article. Which says how many and which says the order?
  - In first place is China.
  - There are over one billion speakers of Mandarin Chinese.
- Work in pairs. Complete the sequence of numbers. Then tell your partner the numbers. Check your answers with your instructor.
  - 1 3 ..... 7 .....
  - ..... 21 ..... 41 51 ..... 71
  - 21<sup>st</sup> 31<sup>st</sup> 41<sup>st</sup> 51<sup>st</sup> ..... .....
  - ..... 3<sup>rd</sup> ..... 5<sup>th</sup> 6<sup>th</sup> 7<sup>th</sup>

## 9 Pronunciation saying numbers

 **18** Listen and check your answers in Exercise 8. Then listen again and repeat.

## Speaking

- Write down three favorite numbers. Tell your partner why they're your favorites.

*My birthday is on June third.*

# PLACES AND LANGUAGES

## First place and first languages

There are over one hundred and ninety countries in the world and about seven thousand languages. In first place is China. Over one billion people speak Mandarin Chinese as a first language. In second place is India with speakers of Hindi. And in third place is Spanish. Spain isn't a big country, but there are over four hundred million Spanish speakers around the world, especially in Latin America.

## English as a global language

As a first language, English is in fourth place. About three hundred and eighty million people are native English speakers. But English is in first place as a second language. Over a billion people speak English for doing business, reading the news, or studying science and medicine. In some countries, English is not the native language but it is the official language for the government and in schools.

## The other 6,996 languages

Chinese, Hindi, Spanish, and English are the “big” languages. About eighty percent of the world's population speak them. But what about the other 6,996 languages? Many countries have lots of different languages. For example, the sixty-five islands of Vanuatu in the South Pacific Ocean have one hundred and nine different languages!

## The last speakers

Finally, there are some languages with only one speaker. They are old people and they speak the language of their parents and grandparents. For example, Charlie Muldunga lives in Australia. He speaks English but his native language is Amurdag. It's an ancient Aboriginal language and he is its last speaker.

ancient (adj) /'eɪnʃənt/ very old  
last (adj) /læst/ final  
over (adv) /'oʊvər/ more than  
about (adv) /ə'baʊt/ approximately



新幹線  
Shinkansen

From *Life Level 2*, Unit 3

Unit 3 Places

39

# 3d The city of Atlanta

## Vocabulary places in a city

1 Look at the map of Atlanta. Where do you do these things?

- |                           |                               |
|---------------------------|-------------------------------|
| 1 get tourist information | 6 read a book                 |
| 2 learn about history     | 7 meet clients and colleagues |
| 3 relax outside           | 8 look at marine life         |
| 4 see a play or a musical |                               |
| 5 park your car           |                               |

## Real life giving and getting directions

2 19 Listen to a conversation at the visitors' center. What places on the map do they talk about?



3 19 Look at the expressions for giving directions. Listen again and complete the conversation at the visitors' center.

T = Tourist, G = Guide

T: Hi, we'd like to go to the aquarium.  
Is it <sup>1</sup> \_\_\_\_\_ ?

G: It's <sup>2</sup> \_\_\_\_\_ fifteen minutes \_\_\_\_\_, but you go past some interesting places on the way. Here's a map. Go <sup>3</sup> \_\_\_\_\_ Decatur Street and continue on Marietta Street. <sup>4</sup> \_\_\_\_\_ Spring Street and <sup>5</sup> \_\_\_\_\_ Centennial Olympic Park Drive. The park is on your left. It's very nice. Go <sup>6</sup> \_\_\_\_\_ the top of the park and on the right there's the World of Coca-Cola.

T: Oh, that sounds interesting.

G: Yes, it is. Go past it and the aquarium is opposite.

T: Great. Thanks a lot.

**▶ DIRECTIONS**

**Asking for directions**  
Where is...?  
How do I get to...?  
Is it near here?

**Giving directions**  
It's near here. / It's about ten minutes away.

Go past the...

Cross...

Go straight on...

Turn left on... /Go left at...

Turn right on... /Go right at...

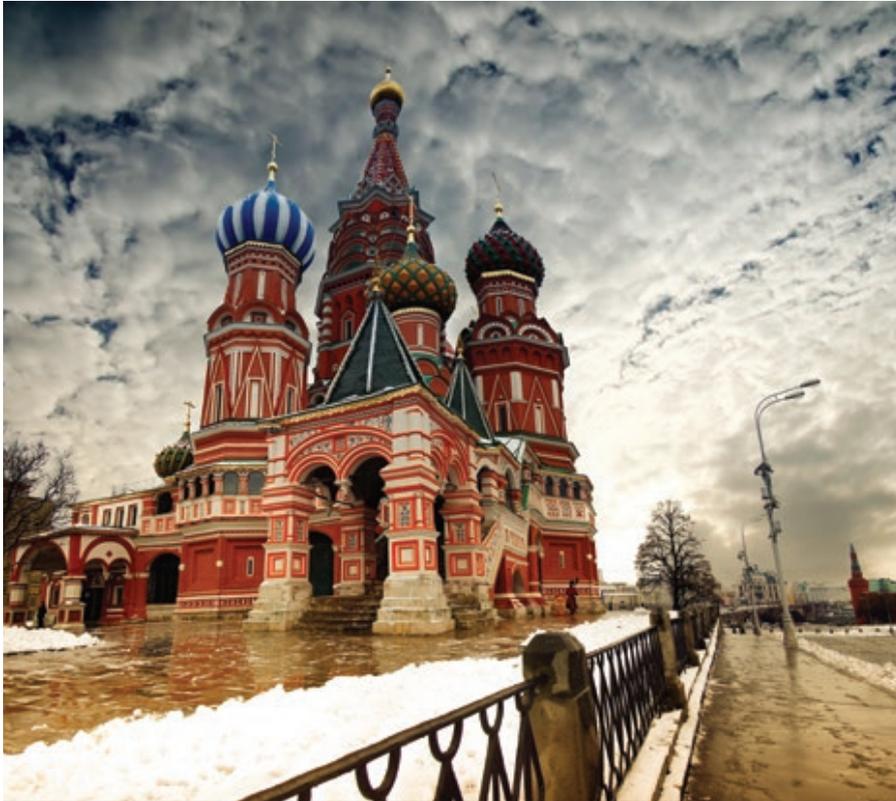
4 Work in pairs. Ask for and give directions to different places on the map of Atlanta.

# 3e Describing a place

## Writing a travel website

**1** Bella Potachouck writes for a travel website. Read about her favorite city. Mark the items she describes (1–6).

- 1 the name of her city
- 2 good places to visit
- 3 her favorite time of day, month, or season
- 4 places to meet friends
- 5 her favorite cafés and restaurants
- 6 good ways to travel around the city



## WHY I LOVE MOSCOW

My favorite place in Russia is Red Square in Moscow because there are interesting museums and art galleries. But I also like other parts of Moscow. Krasnaya Presnya Park is great. On Saturdays in the summer, I meet friends there in the afternoon. We relax and play sports. Summer is between May and September, but I love winter. December is my favorite month because the snow is beautiful and we go ice-skating.

## 2 Writing skill capital letters

**a** Read the website in Exercise 1 again. Which one of these things 1–7 does not have a capital letter?

- 1 the word at the beginning of a sentence
- 2 the pronoun *I*
- 3 names of people, cities, or places
- 4 countries, nationalities, or languages
- 5 days and months
- 6 seasons and parts of the day
- 7 streets, roads, parks, and squares

**b** Rewrite this description with capital letters.



i'm from australia and i love sydney! there are over four million people here, but it's never crowded. that's because there's the harbor with the famous sydney opera house and there are beautiful beaches. my favorite season is summer because of the surfing. lots of people go to bondi beach, but on saturdays i go with my friends to narabeen beach. it's quiet and relaxed. afterwards we go downtown. there are over 3,000 restaurants with every type of food, from japanese to lebanese.

**3** Write a description of your favorite town or city for a website.

**4** Display the descriptions around the classroom. Read each other's descriptions and check the capital letters.

# 3f Barcelona Street Life

Video



Las Ramblas in Barcelona, Spain.

From *Life* Level 2, Unit 3

## Before you watch

- 1 Look at the photo and read the caption. With a partner, describe what you see using the appropriate words from the list.

noisy	modern
polluted	small
beautiful	quiet
crowded	big
ugly	relaxing

- 2 In the video, people talk about the Ramblas, an important street in Barcelona, Spain. Look at the list of words in Exercise 1. Which words do you think describe the Ramblas?
- 3 Look at the word box below. Listen and repeat the words after your instructor.

## While you watch

- 4 As you watch the video, check the people and things that you see.

- hospital
- musicians
- people dancing
- singers
- people sleeping
- buses
- flowers
- people in costumes
- museum
- trees
- performers
- outdoor café
- books
- paintings

- 5 Watch the video again. Complete the quotes with the missing words.

friend	living
lively	inspiring
music	entertained
street	way

- a "There is always something going on. You can always find a \_\_\_\_\_ on the street. It's where \_\_\_\_\_ is."
- b "You can go out in the street at night. It's always \_\_\_\_\_."
- c "I felt somehow better than in Amsterdam, more alive... vital. That makes it very enjoyable... \_\_\_\_\_, too."
- d "In the Ramblas you can find theater, \_\_\_\_\_ from Argentina, from Spain, from Africa..."

- e "The Ramblas is the street in Barcelona, in Europe, and I think, in the world, that you're going to be \_\_\_\_\_."
- f "Even the \_\_\_\_\_ is decorated."
- g "It's a \_\_\_\_\_ of life."

- 6 Match the quotes from Exercise 5 with the person. Two of the people have two quotes.



## After you watch

- 7 Work with a partner. Compare the Ramblas to a street in your city or town.

The Ramblas is crowded...

- 8 Your friend is traveling to Spain. Write an email to your friend. Explain why he/she should visit the Ramblas when he/she is there. Be sure to mention:

- where it is
- things to buy
- things to see or do during the day
- when to visit
- where to eat
- things to see or do at night

*When you are in Spain, you can visit Barcelona. There is a very interesting street there ...*

**decorate** (v) /'dekə,reit/ to make an object attractive by putting something on it

**enjoyable** (adj) /en'dʒɔɪəbəl/ something that is fun, nice, or pleasant

**entertain** (v) /,entər'tein/ to amuse someone by singing, dancing, etc.

**inspiring** (adj) /ɪn'spaɪərɪŋ/ causing people to want to do or make something

**lively** (adj) /'laɪvli/ with a lot of movement and activity

**performer** (n) /pə'fɔ:məɪ/ a person who acts, sings, dances, etc., for a crowd

**vital** (adj) /'vaɪt(ə)l/ with a lot of energy

**way of life** (n) /'weɪ əv 'laɪf/ the habits and customs of a person or group of people

# UNIT 3 REVIEW

## Grammar

1 Complete the sentences with these verbs.

eat   have   like   live   take   work

- I \_\_\_\_\_ with my family in Dubai.
- We \_\_\_\_\_ in a restaurant near my house.
- I don't \_\_\_\_\_ to shop downtown.
- They \_\_\_\_\_ in an office.
- I don't \_\_\_\_\_ a car so I \_\_\_\_\_ the bus to work.

2 Complete the conversation with *do* or *don't*.

- A: Where <sup>1</sup> \_\_\_\_\_ you live?  
 B: In New York.  
 A: <sup>2</sup> \_\_\_\_\_ you like it?  
 B: Yes, it's great. There are lots of places to go.  
 A: <sup>3</sup> \_\_\_\_\_ you have a car?  
 B: No, I <sup>4</sup> \_\_\_\_\_. And I <sup>5</sup> \_\_\_\_\_ take public transportation because I have a bike.

3 Choose the correct option to complete the sentences.

- I *come* / *comes* from Egypt.
- He *live* / *lives* in Santo Domingo.
- My friend *speak* / *speaks* four languages!
- We *don't* / *doesn't* have much free time.
- She *don't* / *doesn't* work in an office.
- What *do* / *does* your husband do?

### I CAN

- |                              |                          |
|------------------------------|--------------------------|
| talk about my daily life     | <input type="checkbox"/> |
| ask people about their lives | <input type="checkbox"/> |

## Vocabulary

4 Say these times.

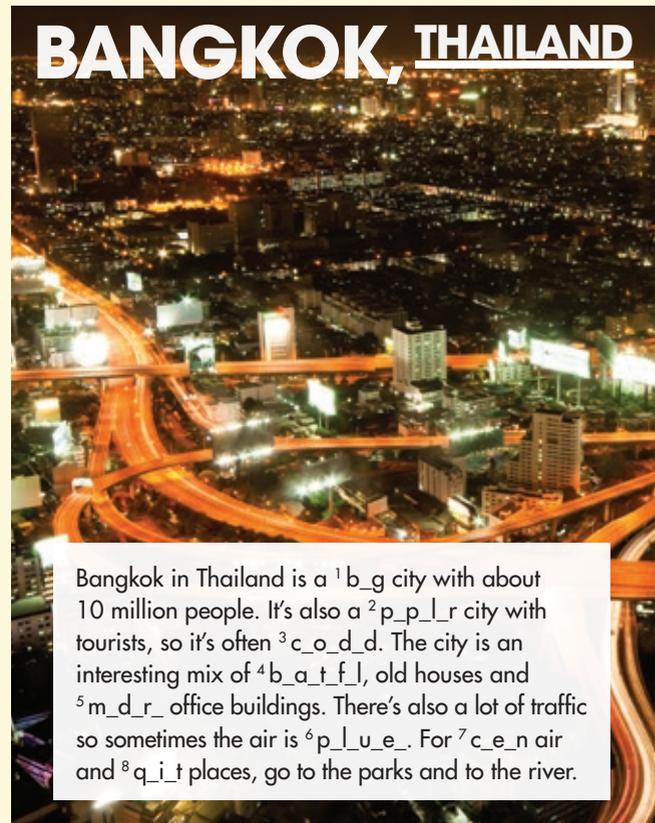
- |        |         |
|--------|---------|
| 1 5:56 | 3 11:45 |
| 2 7:15 | 4 1:03  |

5 Match the words with the sentences.

parking lot	hospital	hotel	library
museum	office	park	restaurant

- There are waiters here. \_\_\_\_\_
- People read books here. \_\_\_\_\_
- Doctors work in this place. \_\_\_\_\_
- People stay the night here. \_\_\_\_\_
- An accountant works here. \_\_\_\_\_
- People relax here at lunchtime. \_\_\_\_\_
- You park your car here. \_\_\_\_\_
- You can learn about history here. \_\_\_\_\_

6 Complete the adjectives in the article.



## BANGKOK, THAILAND

Bangkok in Thailand is a <sup>1</sup> b\_g city with about 10 million people. It's also a <sup>2</sup> p\_p\_l\_r city with tourists, so it's often <sup>3</sup> c\_o\_d\_d. The city is an interesting mix of <sup>4</sup> b\_a\_t\_f\_l, old houses and <sup>5</sup> m\_d\_r\_office buildings. There's also a lot of traffic so sometimes the air is <sup>6</sup> p\_l\_u\_e. For <sup>7</sup> c\_e\_n air and <sup>8</sup> q\_i\_t places, go to the parks and to the river.

### I CAN

- |                           |                          |
|---------------------------|--------------------------|
| say the time              | <input type="checkbox"/> |
| describe a town or city   | <input type="checkbox"/> |
| talk about places of work | <input type="checkbox"/> |

## Real life

7 Complete the word in each sentence.

- W\_\_\_\_\_ is the museum?
- Is it n\_\_\_\_\_ here?
- It's about ten minutes a\_\_\_\_\_.
- C\_\_\_\_\_ this street because it's on the other side of the road.
- T\_\_\_\_\_ right then go straight.

### I CAN

- |                          |                          |
|--------------------------|--------------------------|
| ask for places in a city | <input type="checkbox"/> |
| give directions          | <input type="checkbox"/> |

## Speaking

8 Work in pairs. Describe six actions in your normal day and what time you do each action.

*I get up at six o'clock.*

# Teacher support for Life!

Teacher's Guides for each unit provide background notes on the National Geographic images and content, teaching tips for all skills, grammar notes, expansion activities, and all of the answers for the Student Book.

### 3a Car-free zones

#### Car-free zones

**Warm-up**  
**Using words: describing cities**  
Write the names of the four cities that are featured in this section on the board: London, Tokyo, Bogotá, Melbourne.

Ask students in pairs to think of facts and opinions about some of all the cities, e.g., Bogotá is the capital of Colombia (fact). It's a very exciting city (opinion).

After one minute, match each pair with another pair and ask them to share ideas. Then have students share their ideas as a class. You could list the facts and opinions about the cities on the board.

**Reading**  
1 Ask students to look at the photos. Ask: *What do you see?* Elicit ideas and vocabulary. Ask students to read the article and match the cities to the photos.

2 Students read the article again and answer the questions. Have them compare their answers in pairs before discussing the answers as a class.

**Background notes**  
London is the capital of the UK, and Tokyo is the capital of Japan. Bogotá is the capital of Colombia. Melbourne is Australia's second-largest city. It's on the southern coast of the country.

**Vocabulary**  
3 Ask students to underline the adjectives in the text. Have students compare their answers in pairs. Then ask students to work in pairs to match the adjectives to the definitions and opposites.

**Pronunciation notes**  
Point out the strong stress in these words: *crowded, polluted, popular, noisy, beautiful, expensive.*

### 3a Car-free zones

**Reading**

1 Read the article and match the cities with the photos (1-4).

2 Answer the questions.

3 Underline all the adjectives in the article in Exercise 1.

**Vocabulary adjectives about cities**

1. doesn't cost money  
2. lots of people?  
3. has bad air?  
4. many people like it?  
5. very good?

Which adjective means the opposite of:  
6. quiet *noisy*  
7. ugly *beautiful*  
8. dirty *clean*

Which adjective means the opposite of:  
9. cheap *expensive*  
10. big *small*  
11. old *modern*

4 Work in pairs. Which places in a city you know are:  
• free or cheap?  
• small and crowded?  
• polluted and noisy?  
• modern and popular?  
• beautiful and relaxing?

**CAR-FREE ZONES**

Many people have cars in the city. But pollution is a problem because of the traffic. Nowadays some downtown areas around the world don't have cars. These car-free zones are areas for people, bicycles, and public transportation only.

**London**  
Eight million people live in the center of London and another two million people go to work there every day. The downtown area is very noisy with hundreds of cars, buses, and taxis, but there are also a lot of beautiful parks with free music concerts. At lunchtime and after work, many people go there for a break.

**Tokyo**  
Parts of Tokyo are always crowded with hundreds of people—but no cars! These modern car-free zones are very popular and people like shopping there.

**Bogotá**  
In the past, Bogotá was polluted because there were lots of cars and traffic. Now the downtown area is a car-free zone and the air is clean! Many people don't have a car and half a million people take the bus to work.

**Melbourne**  
In many cities, people don't like to shop downtown. But in Melbourne, Bourke Street is popular because there are lots of great stores and no cars. It's expensive, but lots of people eat lunch in the small cafes.

**Extra activity**  
Before doing Exercise 4, brainstorm parts of your city, or cities in general, that could be described with the adjectives, e.g., the mall, the old/historic district, the river, the park. That way, when they come to describe the city, they have specific places to describe.

4 Divide the class into pairs. Ask pairs to decide on a city that they both know about. Then give them two minutes to think of how to describe the city and the different places in it, using the adjectives provided. Ask a few pairs to describe their cities to the class.

**Extra activity**  
Write some well-known international places on the board that your students might know, e.g., Tiananmen Square (China), Montmartre (Paris), Fifth Avenue (New York). Ask students in pairs to choose one of these places and think of adjectives to describe them.

**Grammar**  
5 Ask students to look at the sentences and discuss the questions as a class. Read the grammar box with the students.

**Grammar simple present (I/you/we/they)**

5 Look at the two sentences from the article. What is the main verb? What verb do you add for a negative sentence? *do*

Many people *love* cars.  
Some downtown areas *around the world don't have* cars.

**SIMPLE PRESENT (I/you/we/they)**

I live in Tokyo.  
You don't live in London.  
We eat in cafes.  
They don't take the bus to work.

For more information and practice, see page 159.

6 Choose the correct form to make these sentences true for you.

1 I *live* / don't live downtown.  
2 I *have* / don't have a car.  
3 I *take* / don't take the bus to work.  
4 I *meet* / don't meet friends downtown after work.  
5 I *like* / don't like shopping downtown.

7 Make more sentences about life in the city with these phrases.

eat lunch go to work have a car  
like shopping live work

Most people work downtown. They have cars, but they don't drive to work.

**Listening**

8 Listen to a reporter interview a student about living in New York City. Complete his notes with adjectives.

**DOWNTOWN LIVING**

The stores are *expensive*.  
There are lots of *fun* places like art galleries and museums.  
The city has *great* theaters.  
The restaurant is *noisy* with *fast* foods and is *crowded* at lunchtime.  
Central Park is beautiful and *quiet*.

**Speaking**

11 Write do in the correct place in these questions.

1 What do you do? *What do you do?*  
2 Where do you live? *Where do you live?*  
3 Do you like shopping? *Do you like shopping?*  
4 What time do you get off work? *What time do you get off work?*  
5 Do you have a car? *Do you have a car?*  
6 You eat in cafes at lunchtime? *Do you eat in cafes at lunchtime?*

12 Work in pairs. Ask and answer the questions in Exercise 11.

**Speaking**

12 Divide the class into pairs to ask and answer the questions from Exercise 11.

**Grammar notes**  
We use *do + the base, or simple, form of the main verb in questions.* Note the form:  
auxiliary verb + subject + main verb  
*Do you like shopping?*

11 Ask students to complete the questions. Have students compare their answers in pairs.

**Speaking**

12 Divide the class into pairs to ask and answer the questions from Exercise 11.

**Grammar note**  
With *I, you, we, and they*, the verb in the simple present is identical in form to the base, or simple, form.

6 Ask students to make true sentences. Then ask them to work in pairs to compare their sentences. As a class, ask students to share things they have in common with their partner. Encourage them to use *we*.

7 Ask students to make true sentences about their city. Begin by referring to the example or by eliciting one or two sentences beginning with *Most people ...*. Then have students share sentences with the class.

**Extra activity**  
When students have made their sentences, have a class discussion. Ask for sentences from students and ask the rest of the class for their opinions. If your students are all from the same city, this will lead to a discussion about whether they agree or not. If students are from different places, this will lead to a discussion about whether life in their cities is similar or not.

**Listening**

8 Begin by asking: *What is life like in Tokyo?* Elicit ideas from students. Refer them to their facts and opinions if students did the suggested warm-up at the start of this section. They can also refer back to the information in the article in Exercise 1.

Ask students to read the information on the notepad and predict what the student will talk about.

Play the recording. Students listen and complete the notes.

9 Ask students to read through the questions and answers first, and see if they can match any from memory. Play the recording again. Students listen and match questions to answers.

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