

HONG KONG EDITION

**NATIONAL
GEOGRAPHIC**
LEARNING

CENGAGE

Life

ELEMENTARY



A2

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Welcome to Life,

an exciting series that makes learning English an exploration of the world. Drawing on National Geographic content, *Life* transforms the learning experience into a fabulous journey with irresistible images, articles and videos that engage learners like no series before. Bring *Life* into your classroom!

- A practical, competency-based syllabus helps learners in their development of grammar, vocabulary, functions, pronunciation and skills through appropriate communicative tasks.
- **Real life** lessons model and practise everyday functions, preparing learners to use language in the real world.
- National Geographic video on the DVD allows teachers to bring lessons to life.
- The carefully designed **Critical thinking** syllabus challenges learners to understand texts at a deeper level.
- Vocabulary is introduced thematically, with additional emphasis on key words and word building in **Word focus** and **Wordbuilding** sections.

Student's Book with DVD

- Engaging tasks with fascinating National Geographic content
- Fully integrated National Geographic video for each unit
- Review at the end of each unit
- Grammar reference with practice activities

Workbook with Audio CD

- Further practice and linear progression of Student's Book contents
- Focus on learning skills
- Sample IELTS test allows learners to benchmark their learning

Teacher's Book with Class Audio CD

- Detailed teaching notes with lead-ins, additional activities and answer key
- Notes on vocabulary, grammar, pronunciation and useful background information
- Photocopiable communicative activities and tests

Interactive Whiteboard CD-ROM

- Includes IWB tools, 'zoomable' pages and easy-to-access audio and video
- Create your own interactive tasks with the easy-to-use content creation tool
- Show or hide the key
- Show justification for the answers to the reading and listening comprehension activities

Cover photograph by Simon Wong
Getty Images
Shanghai Fan Dance, The Bund, China

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Listening	Reading	Critical thinking	Speaking	Writing
an explorer talking about a photographer an interview with an explorer people at a conference	an article about a family of explorers an article about world population M	the writer's purpose	asking questions friends and family facts about countries	text type: a personal description writing skill: <i>and</i> , <i>but</i>
someone talking about a family's plastic possessions an interview with Andy Torbet	an article about four apartments in Seoul an article about a global product	close reading	your objects and possessions a room in your home where things are from	a description of a room in your home text type: adverts writing skill: describing objects with adjectives
someone talking about a 24-hour restaurant in Norway an interview with a student living in London an interview with Beverley Goodman	an article about no-car zones an article about languages spoken around the world	relevance	your life exchanging information about a photographer favourite numbers and their relevance	text type: a description of a place writing skill: capital letters
three people talking about their free-time activities an interview with Norbert Rosing	an article about identical twins an article about a nature photographer S an article about extreme sports an advert for volunteer work	fact or opinion	likes and dislikes daily life your abilities	text type: short emails writing skill: reference words
someone talking about a noodle chef in Chinatown people describing famous dishes from their countries a conversation at a market	an article about food markets around the world an article about the Svalbard Global Seed Vault S	summarising	famous dishes from different countries planning a special meal buying food at a market summarising an article	text type: instructions writing skill: punctuation
someone talking about a street musician an interview with two people at a museum people asking for money in different situations	an article about currency an article about treasure A an article about the history of money T M	relevance	someone's past life important years in your life a survey about money	a description of someone's life text type: thank you messages writing skill: formal and informal expressions

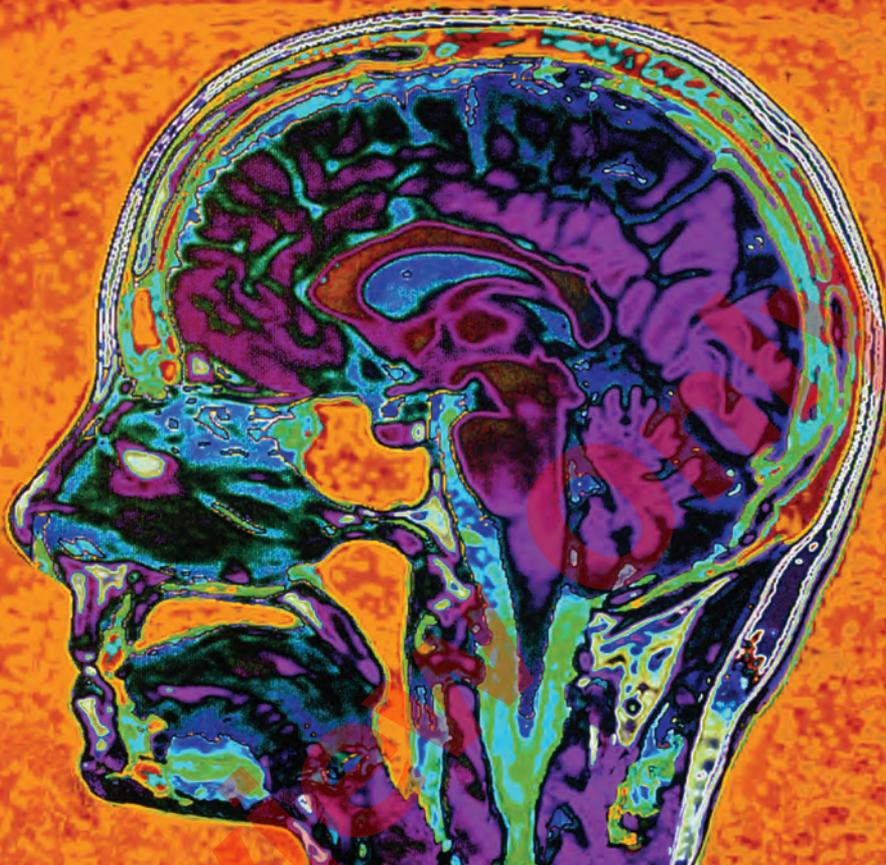
Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
7 Journeys pages 81–92	past simple: negatives and questions comparative adjectives superlative adjectives	travel verbs journey adjectives word focus: <i>than</i> <i>journey, travel</i> or <i>trip</i> ? wordbuilding: <i>really/very</i> + adjective online writing	asking about a trip	stressed and weak syllables /ə/ intonation in questions
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8 Appearance pages 93–104	<i>have got / has got</i> present continuous	adjectives about festivals face and appearance word focus: <i>like</i> clothes wordbuilding: phrasal verbs parts of the body	talking about pictures and photos	groups of consonants silent letters
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11 Tourism pages 129–140	<i>should/shouldn't</i> <i>have to / don't have to, can/can't</i> <i>everywhere, somewhere, nowhere, anywhere</i>	types of holiday tourism wordbuilding: word forms (1) word focus: <i>take</i> in another country	making suggestions	/hæftə/ /ʌ/, /ʊ/ or /uː/
VIDEO: Mecca and the Hajj page 138 ► REVIEW page 140				
12 The Earth pages 141–152	<i>will/won't</i> definite <i>the</i> or no article + names	measurements wordbuilding: word forms (2) land and water word focus: <i>how</i> the Earth and other planets	making a presentation	'// pausing on commas
VIDEO: Volcanoes page 150 ► REVIEW page 152 S				

COMMUNICATION ACTIVITIES page 153 ► GRAMMAR REFERENCE page 157 ► AUDIOSCRIPTS page 170

STEAM-related section **S**: Science **T**: Technology **E**: Engineering **A**: Art **M**: Math

Listening	Reading	Critical thinking	Speaking	Writing
someone talking about the Mayflower a programme about journeys in history a programme about animal migration S	an article about a flight from the past an article about space travel T	fact or opinion	a journey you made your opinion a general knowledge quiz	a general knowledge quiz text type: a travel blog writing skill: <i>so, because</i>
someone describing the Dinagyang festival a conversation about masks at a festival	an article about a fashion photographer an article about tattoos A a text about emoticons	close reading	people's appearance what people are wearing	text type: texts and online messages writing skill: <i>textspeak</i>
someone talking about an outdoor cinema two people at a film festival an interview with Adrian Seymour two people discussing a Broadway show	an article about the <i>All roads film festival</i> an article about a wildlife filmmaker A an article about nature in art A	the writer's preferences	deciding which films to see your future plans explaining preferences	text type: reviews and comments writing skill: giving your opinion with sense verbs
someone talking about the human brain an interview with someone about technology a news report about a memory champion someone phoning his office	a survey about outdated technology T jigsaw reading about memory S an article about new inventions T	the main argument and supporting information	experience with technology something you have learned	the main argument text type: a telephone message writing skill: imperatives
someone talking about their holiday a podcast from a travel programme two friends discussing a trip to South America	a quiz from a travel magazine a tourist information leaflet a travel article	arguments for and against	advice for a tourist rules what's important in a hotel	a description of a tourist destination text type: a feedback form writing skill: closed and open questions
a documentary about a photographer an interview about film director James Cameron and the Mariana Trench	maps showing climate change S an article about unexplored places on Earth S an article about a new planet S an article about Earth Day S	structuring an argument	your future places on Earth life on another planet	text type: a poster writing skill: important words and information

The human brain
Photo by Harry Sieplinga



FEATURES

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A new survey shows how our everyday lives have changed forever

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Find out how to improve your memory with memory athlete Nelson Dellis.

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We have lots of great technology, but modern humans want more!

126 Memory and language learning

Compare ways of learning languages

1 Look at the photo of a human brain. Which is more intelligent: a human brain or a computer? Give reasons for your answer.

2 Look at the list. Which is true for a human brain (B)? Which is true for a computer (C)? Some sentences are true for both.

- 1 It needs energy. *B, C*
- 2 It uses chemicals.
- 3 It stores information.
- 4 It's usually easy to fix.
- 5 We don't know everything about it.
- 6 It can shut down.

3  **2.20** Listen to a neuroscientist (a scientist who studies the brain). She is comparing a brain to a computer. Check your answers in Exercise 2.

4 Neuroscience is the science of the brain. Match these other subjects with the type of science (a–f).

- | | |
|--------------|---------------------------|
| 1 astronomy | a heat, light, energy |
| 2 zoology | b new machines |
| 3 physics | c planets and outer space |
| 4 chemistry | d living things |
| 5 biology | e chemicals |
| 6 technology | f animals |

5 Which sciences did you study at school? Which do you like reading about in magazines or watching on TV? Why?

10a Technology has changed our lives

You are going to join the inter-school debate competition with the motion 'Modern technology has adversely affected our lives'. Your debate team coach, Miss Chapman, has asked you and your teammates to do some research on the topic by reading the following article.

Vocabulary everyday technology

- 1 Look at the photo in the article. What is the boy doing? Do you ever use one of these? Why? / Why not?
- 2 Look at these pairs of words. Which do you use most? Which do you never use?

email / letter music download / CD
 search engine / library
 book / ebook map / sat nav (GPS)
 online video / DVD podcast / radio
 text message / postcard

- 3 Think about people in these age groups: *teenagers, young adults, middle-aged people, sixties* and *over sixties*. Discuss these questions.
 - 1 Which do they use the most in Exercise 2?
 - 2 How important is technology for these people?

Reading and listening

- 4 Read the article. Are these sentences true (T) or false (F)?
 - 1 On average, there are four computers in British houses.
 - 2 Over half the British population think their life is better with technology.
 - 3 Lots of people in Britain use public telephones.
 - 4 Young people still write letters by hand.
- 5 Discuss these questions with your teammates.
 - 1 How many computers have you got in your house?
 - 2 Is your life better with technology? Why?
- 6  2.21 Listen to part of the survey from Exercise 4. The researcher interviews someone under the age of thirty. Tick the six activities (1–15) in the article that she asks about.



People in Britain love technology. In a new survey of people in the country, researchers found:

- there are four computers in the average British household.
- six out of ten people say their life is better with technology.

The researchers also say that new technology has changed our world forever. Modern communication is a good example of this. For example, have you ever telephoned from a public telephone? Have you ever written a letter by hand? Many people haven't done these things or they don't do them anymore. In particular, the survey found that young people have never done the following activities because of modern technology:

- 1 Telephoned a cinema for the times of the films.
- 2 Booked a holiday at a travel agent.
- 3 Used a public telephone.
- 4 Bought tickets for a concert over the phone.
- 5 Printed photos.
- 6 Bought a CD.
- 7 Written a letter by hand.
- 8 Used an address or telephone book.
- 9 Looked at a map before a car journey.
- 10 Faxed a document.
- 11 Paid by cheque.
- 12 Watched programmes at the time they are on TV.
- 13 Put an advert in a newspaper.
- 14 Sent a letter in an envelope.
- 15 Bought flowers from a shop in the high street.

7 **2.21** Listen again. Choose the correct ending (a, b or c) for the sentences. Sometimes two endings are correct.

- He always books holidays
 - at the travel agent
 - online
 - by phone
- He bought his father a CD because he
 - doesn't have much money
 - had a birthday
 - can't download music
- A sat nav is
 - good for his job
 - fast
 - not expensive
- He pays with
 - credit card
 - cash
 - online banking
- He watches programmes on
 - TV
 - DVD
 - YouTube
- He sends
 - texts
 - postcards
 - emails

Grammar present perfect

Miss Chapman asks you to learn more about present perfect tense. It is commonly used in debate speeches.

8 Look at this question and answer from the interview. Answer the questions.

A: Have you ever booked a holiday at a travel agent?

B: Yes, I have, but it was a long time ago.

- Are they talking about an experience in the past or present?
- Do we know exactly when the action happened?

PRESENT PERFECT

Use the present perfect to talk about experiences in the past. We don't say exactly when it happened.

	have	past participle
I/you/we/they	have (haven't)	booked a ticket. telephoned the cinema.
He/she/it	has (hasn't)	

Questions (with ever)

With the present perfect, we often use *ever* in questions and *never* in negative answers:

Have you ever downloaded music?

Yes, I have. / No, I haven't. I've never downloaded music.

For further information and practice, see page 167.

9 Look at the grammar box. Then complete the extracts from the survey interview with the present perfect form of the verbs or *have/haven't*.

A: Have you ever bought a CD?

B: Actually, yes, I¹ (buy) a CD. Normally I download music, but last week I bought a CD for my father.

A: And before a car journey, have you ever used a map?

B: Yes, I² Well, I did in the past, but now I use a sat nav, you know, a GPS, because I drive a lot for my job.

A: Have you ever paid for something by cheque?

B: No, because I³ (never / have) a cheque book.

A: So you never watch TV programmes online?

B: Oh, I see what you mean. Well, I⁴ (watch) videos on YouTube.

A: OK. And finally,⁵ (you / ever / send) a letter in an envelope?

B: I'm not sure. Let me think. No, I⁶ because I send emails or texts.

10 Pronunciation 've/'s

2.22 Listen to eight sentences. Do you hear the full form or the contracted form?

- | | |
|--------------------|--------------------|
| 1 have 've | 5 have 've |
| 2 has 's | 6 has 's |
| 3 have not haven't | 7 have not haven't |
| 4 has not hasn't | 8 has not hasn't |

Speaking

Miss Chapman would like you to do some speech training with your teammates.

11 Work in pairs. Ask each other *Have you ever ...?* questions about the fifteen activities in the article.

Have you ever telephoned a cinema for the times of the films?

Yes, I have.

Have you ever booked a holiday at a travel agent?

No, I haven't. I've never ...

12 Think of other technology words. Ask your partner what technology he/she has used. Then work with another pair. Tell them what your partner has done or hasn't done.

He's read an ebook.

She's never downloaded a podcast.

10b How well can you remember?



This violinist reads the music and then she memorises every note afterwards.

One of the essential qualities of an outstanding debater is to have a good memory. Miss Chapman has enrolled you and your teammates in a workshop on memory training.

Speaking and reading

1 Have you got a good memory? Which of these are easy for you to remember? What techniques do you use to remember them?

- people's names and faces
- directions and addresses
- telephone numbers
- dates and facts in history
- food on shopping lists
- new words in English

2 Work in groups of three. Each person reads a short paragraph, then memorises the important information and write notes in this table.

Student A: Turn to page 154.

Student B: Turn to page 155.

Student C: Turn to page 156.

	Student A	Student B	Student C
What was the topic of the article?			
What techniques did it describe?			

3 In your group, tell each other about the information in your article. When you listen to the other students, write notes in the table.

4 Afterwards, read the three articles again and compare your notes. Discuss these questions.

- 1 How much information did you remember?
- 2 How much information did the other students remember?
- 3 Which memory techniques in the articles do you use?

Vocabulary memory and learning

5 Look at these groups of verbs. Two words have a similar meaning. Cross out the word with an opposite or different meaning.

- 1 study learn teach
- 2 know understand test
- 3 remember forget memorise
- 4 train relax practise

► WORDBUILDING synonyms and antonyms

Synonyms are words with similar meanings: learn – study
Antonyms are words with opposite meanings: learn ≠ teach

For further information and practice, see Workbook page 83.

6 Work in pairs. Ask and answer these questions.

- 1 How often do you study English at home?
- 2 How many new words in English do you learn a week?
- 3 How do you memorise new words (e.g. in sentences, with pictures, writing them down)?
- 4 Do you ever test yourself? How?

Listening

7 Look at the photos and the headline. Answer the questions.

- Who is the man in the first photo?
- What has he won? Has he ever won it before?

NEWS

Nelson Dellis wins USA Memory Championship again!




Nelson Dellis and 'Memory athletes' at the USA Memory Championship

8  **2.23** Listen to a news report about Nelson Dellis. Number these topics in the order the reporter mentions them.

- the USA Memory Championships
- what Nelson can remember
- Nelson's memory techniques

9  **2.23** Listen again. Answer the questions.

- How many new names and faces can Nelson memorise?
- How many different numbers can he hear and repeat?
- Which years did he win the USA Memory Championship?
- Which sporting event are Memory Championships similar to?
- What did he study in 2010?
- How much did he practise?
- Who does he teach his techniques to?

Grammar present perfect and past simple

10 Compare the verbs in these two sentences from the news report.

Nelson **has won** the USA Memory Championship twice. He **won** the competition in 2011 and again in 2012.

- What are the two tenses?
- Which tense do we use when we know the exact time?
- Which tense do we use when we don't say or know the exact time?

PRESENT PERFECT AND PAST SIMPLE

We use the present perfect when we talk about something in the past, but we don't say (or know) exactly when it happened:

He's studied memory techniques.

We use the past simple when we talk about something in the past and we say exactly when it happened (with a time expression):

He won a memory competition last year.

For further information and practice, see page 167.

11 Work in pairs. We often start a conversation with a question in the present perfect and then continue with past simple questions.

Have you ever studied in another country?

Yes, I've studied in Mexico.

When did you study there?

I studied in Mexico in 1993.

Write four similar conversations. Make questions with the words and write answers.

- Have / take / an English exam?
When / take it?
- Have / study / science? Where / study?
- Have / teach / a subject? What / teach?
- Have / learn / a musical instrument?
What / learn?

Speaking

12 Ask your partner more questions about something they have learned.

Have you ever learned ...?

What did you ...?

When did you ...?

Where did you ...?

10c Why haven't scientists invented it?

The debate competition is drawing near. Miss Chapman asks your team to finish the following four tasks to gear up for it.

Vocabulary science and invention

- 1 Look at these scientific inventions. Categorise them into groups a, b or c. Tell the class your answers and say why.
- I need it every day.
 - I sometimes need it.
 - I never need it.

an ipod or MP3 player
a wheel a vacuum cleaner
electricity a knife fire
sticky tape the Internet

Reading

Your team is going to read an article to gather more information for the upcoming debate competition.

- 2 Look at the pictures of new inventions (A–D) on page 123. Match them with the section titles (1–4) in the article.
- 3 Read the article about four types of scientific invention. Answer the questions.
- Which two haven't scientists invented?
 - Which two have scientists invented, but we don't have them in our everyday life?
- 4 Match these words from the article (1–5) with the definitions (a–e).
- invent
 - discover
 - test
 - break down
 - prototype
- the first one (e.g. a machine) before you make lots of them
 - to make a machine which people have never made before
 - to find information for the first time
 - to stop working
 - to find out if an invention works

- 5 Read the article again. Are the sentences true (T) or false (F)?

- The invisibility coat and the car used cameras.
- The car was 100% invisible.
- Flying cars are very popular.
- The writer doesn't want lots of traffic in the sky.
- Teleporting doesn't use transport.
- Scientists can't move atoms across distances.
- Robots for the home cost a lot of money.
- The new robot can do everyday jobs.

- 6 Which invention from the article would you most like to have? Why?

Critical thinking the main argument and supporting information

Miss Chapman is going to teach you some thinking and writing skills before you draft your debate speech.

- 7 In this article, the writer uses a main argument and supporting information. Look at these sentences from the paragraph about invisible objects.

Main argument: Many scientists have tried to invent invisible objects, but they haven't done it yet.

Supporting information: But as you can see in this photo, the wheels aren't invisible.

Now read these sentences from the article. Which are the main argument (M) and which are supporting information (S)?

- With all the cars on the road and the problems of traffic, why haven't flying cars become popular?
- One reason is because cars are very heavy so they are difficult to fly.
- Cities have roads for cars, but they don't have runways.
- Teleporting is a very fast way to travel, but scientists haven't discovered how to do it.
- A human being is made of trillions of atoms, so it's very difficult and scientists don't have the answer at the moment.
- Scientists have invented robots, so why don't we all have them?
- Probably because the technology is very expensive and the robots often break down.

Writing

- 8 Work with your teammates. Discuss one of these questions and write down two or three reasons. Then write a paragraph with the main argument (the question) and two or three supporting sentences.

- There are lots of people on Earth, so why haven't we built cities under the ocean?
- There are about 7,000 different languages on Earth, so why haven't we invented one language for everyone?
- We have lifts in tall buildings, so why haven't we invented a lift into space?



WHY HAVEN'T SCIENTISTS

invented it yet?

Scientists have discovered and invented many things: computers, space travel, mobile communication. But there are a lot more things they haven't invented or we don't use in our everyday life. Are they all impossible or can we have them one day?

1 Invisible objects

Many scientists have tried to invent invisible objects, but they haven't done it. One scientist at Tokyo University tested cameras on a coat. The cameras filmed objects behind the coat and showed them on the front of the coat. Unfortunately, the coat wasn't very comfortable! The car manufacturer Mercedes also tried these cameras with a car. They put the camera on one side of the car and showed the images on the other side. But as you can see in this photo, the wheels aren't invisible.

2 Flying car

With all the cars on the road and the problems of traffic, why haven't flying cars become popular? One reason is because cars are very heavy so they are difficult to fly. There are other problems as well. Cities have roads for cars, but they don't have runways. And we have so many problems on our normal roads, do we really want the same problems in the sky?

invisible (n) /ɪn'vɪzəbl/ you can't see an object

runway (n) /'rʌnweɪ/ road for an aeroplane to take off and land (at an airport)

atom (n) /'ætəm/ the smallest part of a chemical element

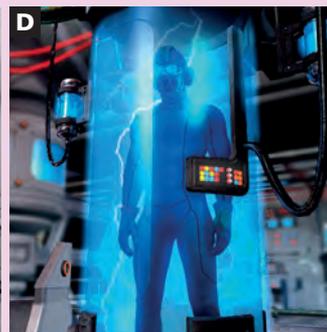
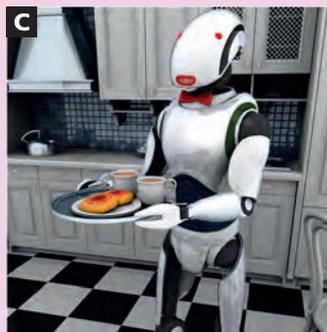
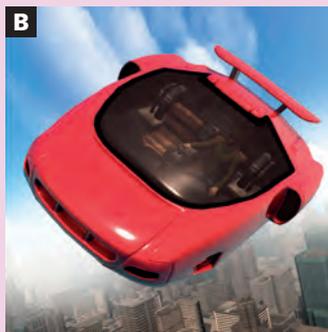
servant (n) /'sɜːvənt/ a person who works in another person's home

3 Teleporting

Teleporting is moving objects and people from one place to another without transportation or walking. Teleporting is a very fast way to travel, but scientists haven't discovered how to do it. Solid objects are made of atoms and with teleporting you have to move each atom one by one. A human being is made of trillions of atoms, so it's very difficult and scientists don't have the answer at the moment.

4 Robot servants

Actually, scientists have invented robots, so why don't we all have them? Probably because the technology is very expensive and the robots often break down. But many companies in Japan have made prototype robots for houses. They wash clothes, switch on the TV, turn off the lights and change the music. Many scientists think we can all have a robot servant in our home in about ten years.

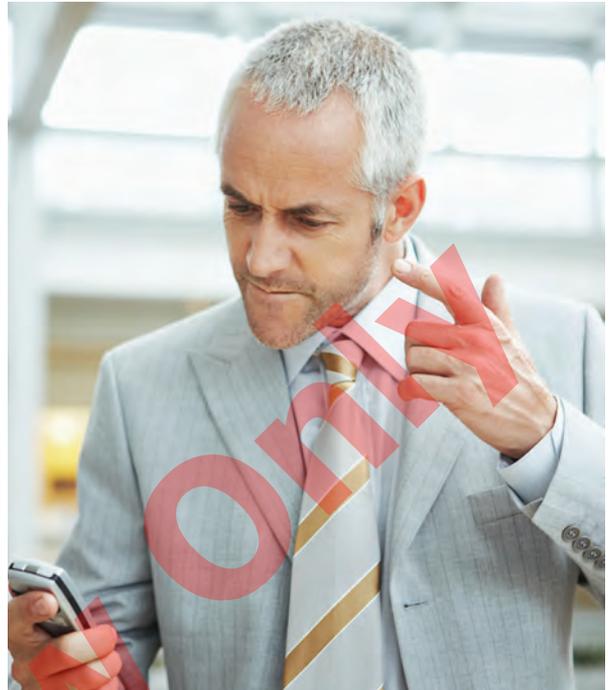


10d Problems with technology

Having won the debate competition, your team has been invited to attend a two-day experience workshop to learn more about the pros and cons of technology in the workplace.

Listening

- 1 Look at the photo and discuss the questions.
 - 1 How does the man feel? What do you think has happened?
 - 2 Has your mobile phone or internet connection ever stopped working? How did you feel?
- 2  **2.24** Richard works for Omarox Engineering. He answers a telephone call from Omar. Listen and answer the questions.
 - 1 Where is Omar?
 - 2 What time is it?
 - 3 What isn't working?
 - 4 What is the name of the hotel?
 - 5 What is the number?
 - 6 Where has Richard put the designs?



Real life checking and clarifying

You go to the Customer Service Department of a company on the second day of the workshop. You have been assigned to finish the following tasks.

- 3  **2.24** Look at these expressions for checking and clarifying. Then match the responses (a–f) with the expressions. Listen again and check.

▶ CHECKING AND CLARIFYING	
Is that three in the morning?	1
Was that the Encasa Hotel?	2
The number is 603 2169 2266.	3
Is there anything else?	4
Have you called our colleagues?	5
Have you emailed me all the designs?	6

- a So that's 603 2169 2266?
- b No, in the afternoon.
- c Yes, I have.
- d Yes, one thing.
- e No, the Ancasa Hotel. A for apple.
- f No, I haven't.

4 Pronunciation contrastive stress

 **2.25** Listen and underline the stressed word in the responses. Then listen again and repeat the response.

- 1 A: Is that three in the morning?
B: No, in the afternoon.
- 2 A: Was that the Encasa Hotel?
B: No, the Ancasa Hotel.
- 3 A: Is that E for England?
B: No, it's A for apple.

- 5 Work with another participant of the workshop. Practise similar telephone conversations.

Student A

Call 1

- You are working abroad, but your mobile phone isn't working.
- Telephone Student B from the Hotel Innsbruck. Your number is 790 9856 7211.
- Check Student B emailed your PowerPoint presentation for tomorrow's meeting.

Call 2

- Student B is abroad. Answer his/her call.
- Write down information about the hotel (name/number).
- You haven't emailed the video because Student B's email isn't working.

Student B

Call 1

- Student A is abroad. Answer his/her call.
- Write down information about the hotel (name/number).
- Confirm that you have emailed the PowerPoint presentation for tomorrow's meeting.

Call 2

- You are working abroad, but your mobile phone isn't working.
- Telephone Student A from the Embassy Hotel. Your number is 800 7790 0210.
- Check Student A emailed the video for tomorrow's meeting.

10e Please leave a message after the tone

Your workshop leader, Mr Jones, is going to share some important work skills with you and the other participants.

Vocabulary email addresses and websites

1 2.26 Can you say these email addresses and websites? Listen and check your answers.

1 j_jones@hotmail.co.uk

2 www.ancasa.com

3 charityhelp.org/b-2

2 Work with another participant. Take turns to say and write down:

- your email address
- your favourite website

Writing a telephone message

3 2.27 Listen to a voicemail and read the message. There are five mistakes on the message. Correct them.

MESSAGE

Name of caller: Richard Senger

Message for: Doctor Omar Al Harbia

Message: He can't email the designs.
Download them from omarox.com/a-1
Call him back on his home number
(077 234 3785) or email him at
r-sanger@comarox.com

***** Urgent

4 Writing skill imperatives

a When we write messages, we often change the speaker's words and use imperatives. Look at this example.

Can he download them from this website? →

Download them from this website.

b 2.28 Listen to five sentences on voicemails. Write them down as imperatives.

- 1 Call Jim back this evening.
- 2
- 3
- 4
- 5

5 One of the tasks in the workshop is to write a voicemail for your colleague at a hotel. Include these details.

- your name
- your number
- your email
- ask a colleague at the hotel to do something

6 Work with the same participant again. Read your messages in Exercise 5 to each other. Write down the most important information for the colleague at the hotel.

MESSAGE

Name of caller: _____

Message for: _____

Message: _____

***** Urgent

7 Check the message. Is it clear? Is everything correct (e.g. the spelling, phone numbers, the email address)?

10f Memory and language learning



Children in a classroom

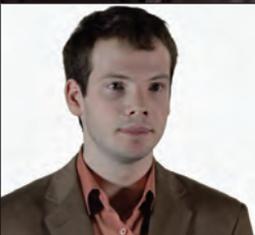
To help you understand more about the topic of memory, Miss Chapman recommends a video to you and your teammates.

Before you watch

- 1 Work in pairs. Look at the photo and read the caption. Answer the questions.
 - 1 What language are they learning?
 - 2 Did you learn another language when you were a child?
 - 3 How old were you when you started learning English?
 - 4 Is it important to learn different languages when you are a child? Why?

While you watch

- 2 Watch the video. What questions do the people answer?
 - 1?
 - 2?
 - 3?
 - 4?
- 3 Watch the video again. How do these people answer the questions (1–4)? Write words and phrases for each answer. Don't write full sentences.

	Question 1	Question 2	Question 3	Question 4
				
				
				
				

- 4 Work in groups. Compare your answers in Exercise 3 and add more information. Then watch the video again and check.

After you watch

- 5 Work in pairs. Look back at the answers for each person in Exercise 3. Which answers are also true for you?

6 Group discussion poster presentation

Work in groups.

Discuss and plan a list of advice for other people learning English. Talk about these questions.

- 1 How do you memorise new words in English?
- 2 How can you learn English outside of the classroom?

Now design a poster of your ideas and advice for learning English. You need large pieces of blank paper. Write your ideas and advice on the poster. You can add pictures and images.

Present your poster to other students in the class and share your ideas.

UNIT 10 REVIEW

Grammar

1 Write *Have you ever ...?* questions with the prompts.

- 1 see / the Eiffel Tower?
Have you ever seen the Eiffel Tower?
- 2 ride / a motorbike?
- 3 learn / a musical instrument?
- 4 meet / a famous person?
- 5 make / a film?

2 Match these answers with the questions in Exercise 1.

- a Yes, I have. I made a film of my family for a college project.
- b Yes, I have. I rode across America on a Harley Davidson last summer.
- c No, I haven't, but my friend has met lots of musicians.
- d No, I haven't, but I'm going to Paris next year.
- e No, I haven't, but I'd like to be able to play the guitar.

3 Work in pairs. Take turns to ask and answer the questions in Exercise 1.

4 Complete the conversation with the present perfect or past simple form of the verbs.

- A: 1 (you / ever / visit) Rome?
 B: Yes, I have. I was a student at the university.
 A: Really? What 2 (you / study)?
 B: Art. I also 3 (work) in a museum for three months.
 A: When 4 (you / do) that?
 B: In 2005.
 A: 5 (you / learn) Italian when you were there?
 B: No, I didn't, because my parents are Italian so I 6 (speak) Italian all my life.



I CAN

- | | |
|--|--------------------------|
| talk about past experiences with the present perfect | <input type="checkbox"/> |
| talk about the past with the present perfect and past simple | <input type="checkbox"/> |

Vocabulary

5 Replace the old technology words in bold with these modern technology words.

download email GPS podcast
 search engine text message

- 1 Have you ever handwritten a **letter**? *email*
- 2 My son has sent me a **postcard**.
- 3 Find the town on the **map**.
- 4 I'm listening to a **radio programme** in English.
- 5 This **library** gives you lots of different information.
- 6 Your favourite song is on this **CD**.

6 Choose the correct option to complete the sentences.

- 1 I *study* / *train* English every day for an hour.
- 2 Can you *know* / *remember* the past tense of the verb 'go'?
- 3 I always *memorise* / *forget* this word! What does it mean?
- 4 We *can practise* / *know* English together by only speaking English.
- 5 I need to *test* / *learn* myself before the exam.

7 Complete this sentence for you. Then compare with your partner.

This week in my English lessons, I've learned ...

I CAN

- | | |
|--------------------------------|--------------------------|
| talk about everyday technology | <input type="checkbox"/> |
| talk about learning English | <input type="checkbox"/> |

Real life

8 Put the words in the correct order to make questions for checking and clarifying.

- 1 Amsterdam? / as / in / A / is / that
.....
- 2 thirteen / that / thirty? / or / was
.....
- 3 675 6475? / number / the / is
.....
- 4 there / anything / is / else?
.....
- 5 have / sent / the / email? / you
.....

I CAN

- | | |
|-------------------------------|--------------------------|
| check and clarify information | <input type="checkbox"/> |
|-------------------------------|--------------------------|

Speaking

9 Work in pairs. Discuss these questions.

- 1 What was your favourite subject at school?
- 2 Why did you enjoy it?