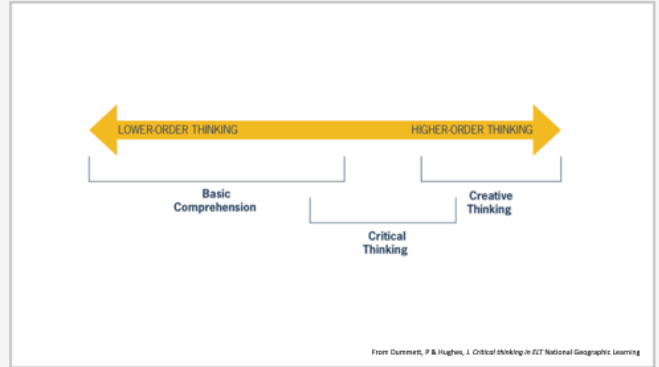


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1



2

1. Where are they?
2. What do you think is the main message behind the image?
3. Imagine the conversation between the two women. Say/Write their dialogue.
4. Compare the three women.
5. Imagine the other woman's text message. Write her message.
6. Who can you see?
7. Why do you think the photographer took this photo?
8. Give the photo a title.
9. What does the photo tell us about different forms of communication?
10. What are they holding?

3

Imagine the conversation between the two women. Say/Write their dialogue.
 Imagine the other woman's text message. Write her message.
 Give the photo a title.
 What do you think is the main message behind the image?
 Why do you think the photographer took this photo?
 What does the photo tell us about different forms of communication?
 Compare the three women.
 Where are they?
 What are they holding?
 Who can you see?

4

- Language and learner autonomy
- Engagement and motivation with text types
- Promote creativity and authenticity

5



1. Is the action in the past or the present?
 2. What do we add to the verb?
 3. What is different about the verbs live and study?

PAST SIMPLE REGULAR VERBS

Now →

X ←

We visited Rome last year.
 He lived in the 19th century.
 She studied art in 2015.

Use the past simple to talk about finished actions.

6



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1 Write the words in the sentences.

sofa painting curtains cupboard lamp

- 1 That's a beautiful _____ on the wall.
- 2 Can you look in the _____ for my book.
- 3 We can all sit on the _____. It's big enough.
- 4 Turn the _____ on if you can't see.
- 5 Open the _____. The view from the window is fantastic.

2 Write five sentences with gaps for these words: *desk, plant, carpet, TV, photo*

Then test your partner.

7



1. Listen and repeat these short and long vowel sounds.

chip	cheap
cat	cart
cod	cord

2. How does the meaning change with a long vowel?

- a) Can you fill this bottle?
- b) Where is your hat?
- c) I don't like spots.

8



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9

- 1 Read the article. Are these sentences true (T) or false (F).
- 2 Read the article. Answer these questions 'yes', 'no', or 'I don't know' because the information isn't in the text.
- 3 Read the biography and write the main facts of the person's life next to these dates: 1966, 1979, 1991, 2000, 2009.
- 4 Read the biography and underline words which show the biographer's opinion of the person.
- 5 Listen to a talk about foreign travel. Where does the speaker suggest you travel this summer?
- 6 Listen to a talk about foreign travel. What adjectives does the speaker use to describe places? Which adjectives are positive, negative or neutral?

10



IS STUFF WINNING?

Critical thinking fact or opinion?

6 Look at the sentences (1-6) from the article. Which sentences:

- a give facts?
 - b give the author's opinion?
 - c report other people's opinion?
- 1 The email inbox shows 243 unread emails.
 - 2 The good news is that now there is an excellent website to help people like me.
 - 3 When Ryan Nicodemus and Joshua Fields Millburn set up this website, they had 52 visitors in the first month.
 - 4 Some people also think that there is a problem with having lots of stuff in our heads.
 - 5 People said they were bored of watching TV.
 - 6 We should also have less stuff in our heads.

Life Second Edition Level 3

11

Work in pairs. Look at these different sources of information and score the reliability of each one:

- 1 = Not a reliable source
- 2 = It might be reliable, but I'd need to check the information in another source.
- 3 = It's usually a reliable source.

- A A shared post on social media
- B An article in a newspaper
- C A video on YouTube
- D A documentary on TV with interviews
- E A published book by a qualified academic
- F A photograph on a news website
- G Your own research
- H An entry on Wikipedia

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13

➤ ENCLOSING OPINIONS

Asking for an opinion
What do you think?
What's your opinion?
Giving your opinion
I think we should ...
In my opinion ...
I'm not sure about ...
Agreeing and disagreeing
I agree. / You're right. / Good idea.
I see what you mean, but ...
I disagree. / I don't agree.
Making suggestions
Maybe you could ...
I suggest you ...

➤ PROPOSING and CONCEDEING A POINT

Proposing points
One possibility is / I would be to ...
Another alternative/idea is / might be ...
You could ...
It would be better to ...
What about ...?
Conceding points
Having said that, ...
I realise/accept that ...
Admittedly, ...
I know that isn't really ...
It's not (at) particularly ..., I admit, / I'll grant you.
I haven't thought it through exactly, but ...

from *Life Pre-Intermediate*
from *Life Advanced*

14

My three main arguments	A counter-argument for each one	A reply to each counter-argument
1.		
2.		
3.		

15

Once upon a time _____

Every day _____

One day _____

Because of that, _____

Because of that, _____

Until finally _____

16

After you have written your essay, swap your writing with a partner.
Read your partner's essay and use this checklist:

Did the writer...?

- Introduce the topic []
- State the aim of the essay (arguments for and against) []
- Introduce arguments for (with supporting evidence) []
- Introduce arguments against (with evidence) []
- Balance both sides of the arguments []
- Conclude with his/her own view []

17

After you have written your essay, swap your writing with a partner.
Read your partner's essay and use this checklist:

Did the writer...?

- []
- []
- []
- []
- []

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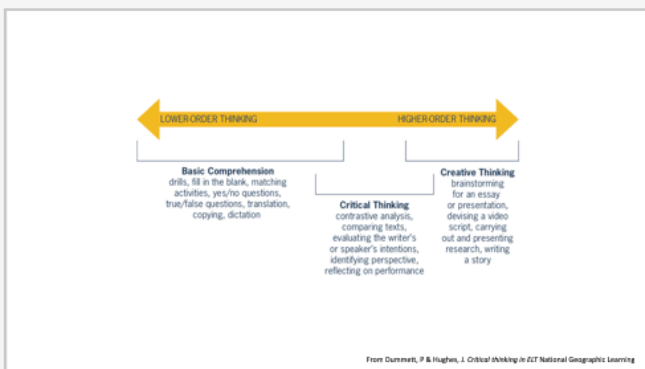
Plan your 3-minute video

Time	What will you video/teach?	What will you say/hear?

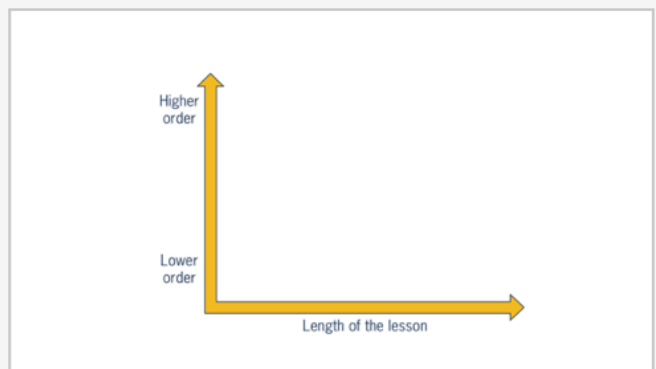
19

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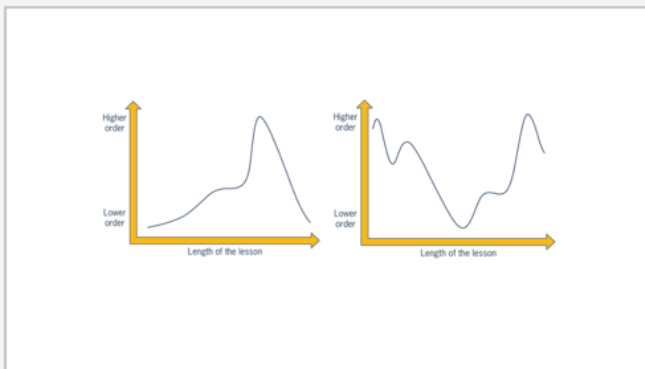
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