

Introducing the Second Edition of

Life

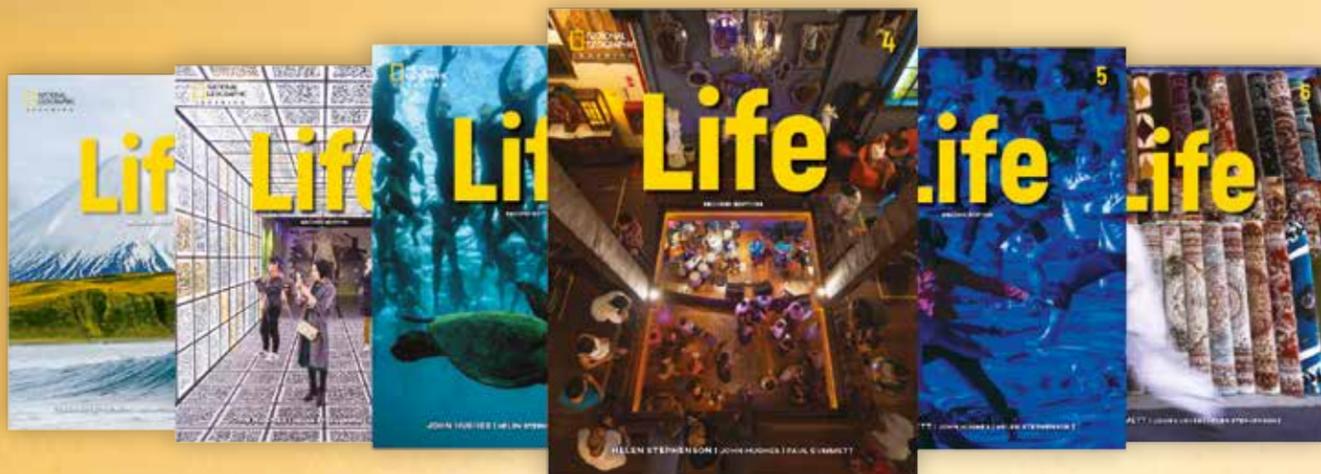
Program Information and Sample Unit

Connect with the World

And Bring Your Classroom to Life

Now in a new edition, National Geographic Learning brings the world to your classroom with *Life*, a six-level integrated-skills series with grammar and vocabulary for young adult and adult English language learners.

Through stunning National Geographic content, video, and engaging topics, *Life* inspires a generation of informed decision-makers. With *Life*, learners develop their ability to think critically and communicate effectively in the global community.



New to the Second Edition:

- An extended **critical thinking** syllabus is now featured throughout all six levels, encouraging learners to develop and share well-informed opinions.
- Updated and relevant **National Geographic** content, photography, and video engages learners by connecting them to people and places from around the world.
- New **'My Life'** sections help learners explore the connections between the content and their own lives.

Also in the Second Edition:

- An updated **video program** features interesting, contemporary, and high-quality National Geographic video.
- New **'Memory Booster'** activities improve students' ability to retain and use new language.
- A refined **grammar syllabus** provides increased scaffolding and an enhanced reference section.
- An enhanced **Classroom Presentation Tool** now includes the Workbook pages, extra support, and extension activities.
- A new **Student App** with each Student Book includes video, audio for the Student Book and Workbook, grammar practice, interactive reading practice, expanded wordlists, and games.

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From the Authors of the Second Edition

Paul Dummett



“We wanted to take learners on a journey, discovering and celebrating the world — its peoples, their customs and ideas — in all its rich diversity. But we needed to ‘bring it home,’ to make the issues more relatable, so as to maximize the opportunity for learners to express themselves meaningfully in English. That, for me, is the success of this edition.”

John Hughes



“In the second edition we’ve really expanded the range of videos so there are new interviews, documentaries, infographics, and even short feature films. And the videos come from such creative people, so it really inspires you when you are writing the book.”

Helen Stephenson

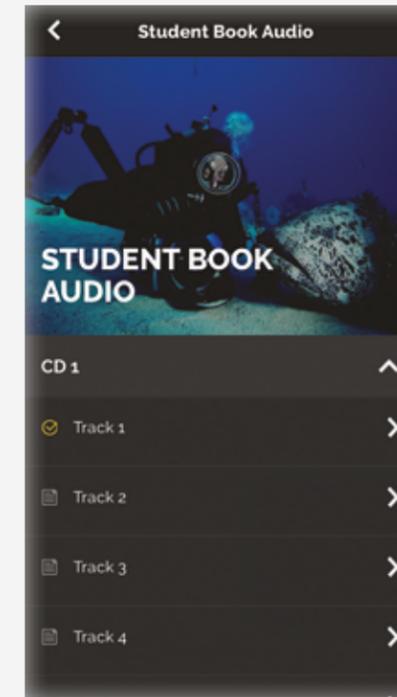


“It’s been hugely satisfying to produce the new edition with user feedback from all over the world in mind. This edition gets the balance between the students’ needs and the topic and language accessibility just right, I believe. I especially like the renewed focus on practice activities and opportunities for production that bring the focus to the individual student and their own context.”

Introducing the new *Life* Student App!

The Student App contains:

- The video and audio for the Student Book and Workbook
- Grammar practice activities
- Interactive reading practice
- Expanded vocabulary lists
- Games



To learn more, visit NGL.Cengage.com/elt/login

Life, Second Edition Components

For Students

- Student Book + App
- Student Book + App + MyLife Online
- eBook
- Workbook + Audio
- Combo Splits + App

For Teachers

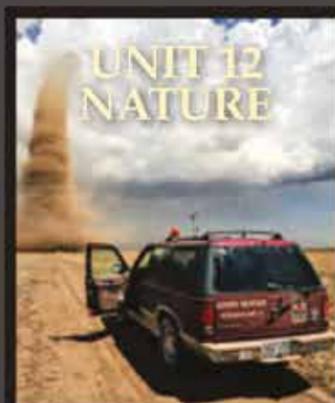
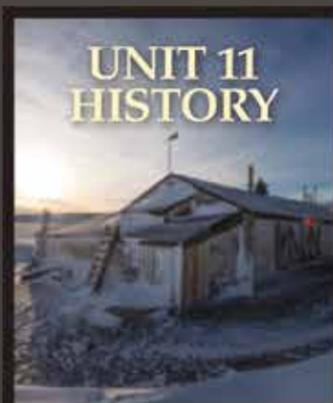
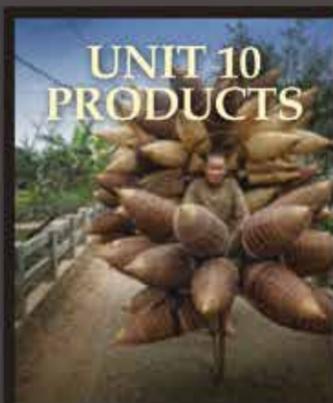
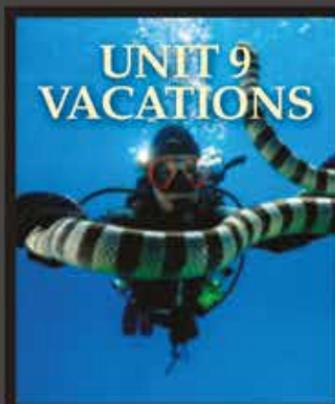
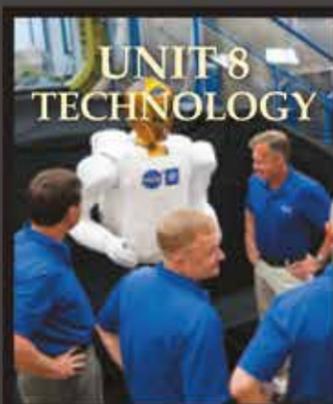
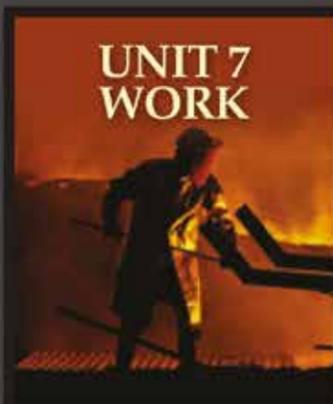
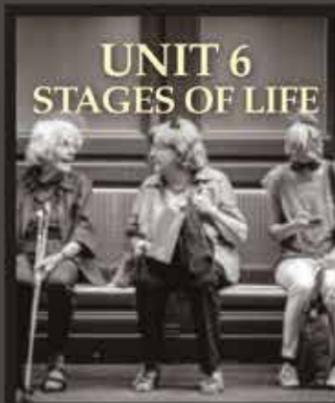
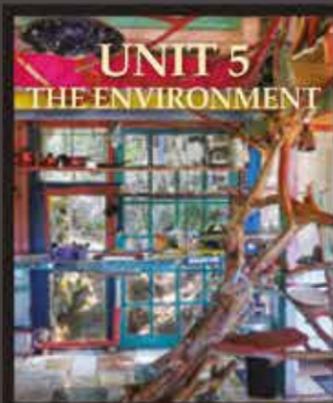
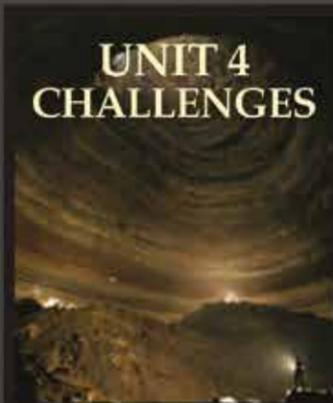
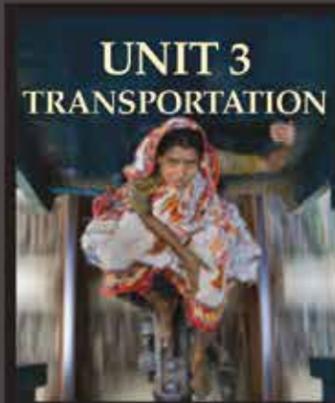
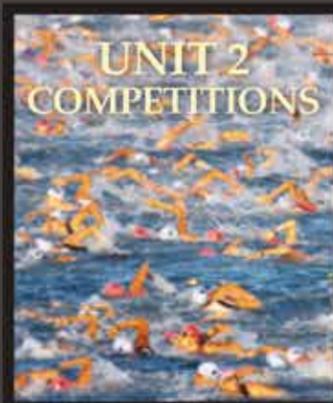
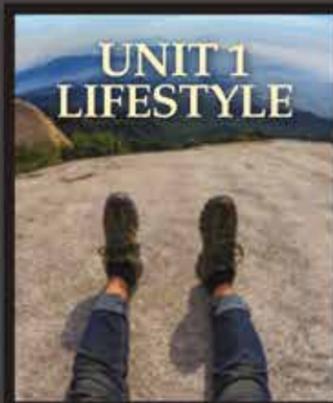
- Teacher’s Guide
- Audio CD
- DVD
- Classroom Presentation Tool (USB)
- Assessment CD-ROM with ExamView®
- Online Placement Test

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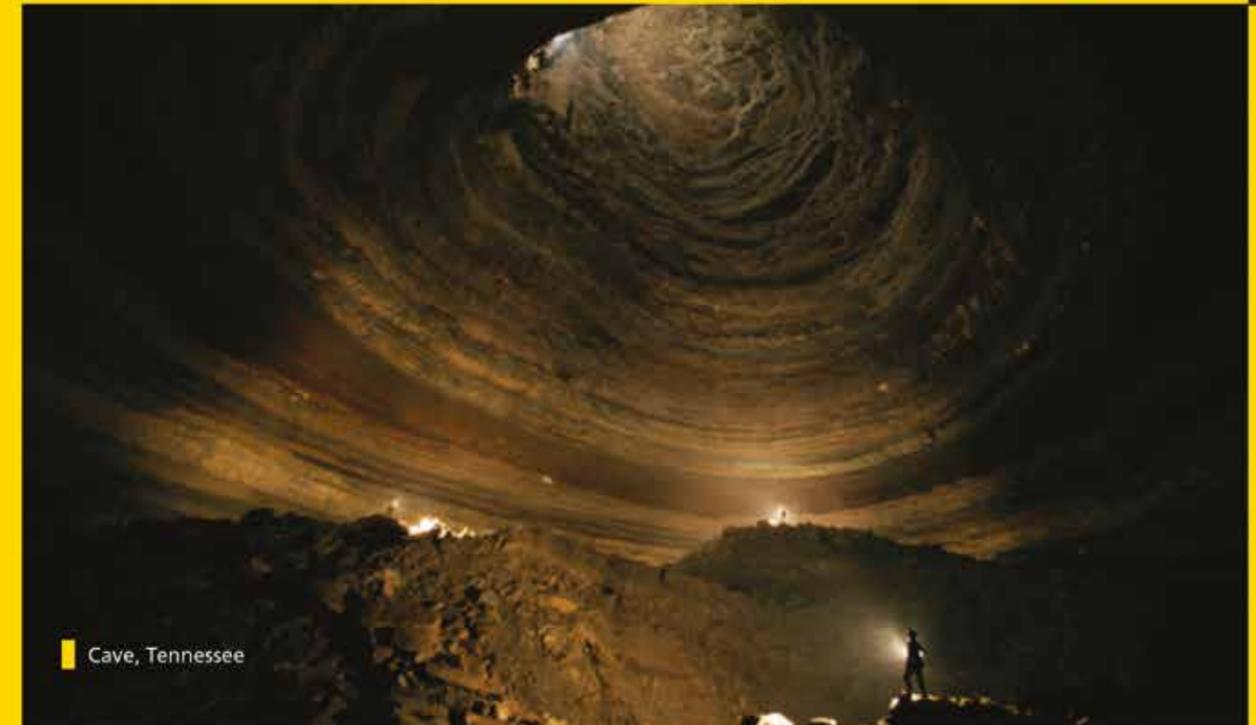
Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening	Reading	Critical thinking	Speaking	Writing
1 Lifestyle pages 9–20	simple present adverbs and expressions of frequency simple present and present continuous	everyday routines wordbuilding: collocations with <i>do, play, and go</i> word focus: <i>real</i> medical problems	talking about illness	/k/, /z/, or /tʒ/ one or two syllables?	someone talking about a national park near a city a radio interview about long life	a quiz about how well you sleep an article about centenarians an article about how nature is good for you	giving examples	finding out about lifestyle your current life making a town healthier	text type: filling out a form writing skill: information on forms
VIDEO: Laughter yoga page 18 ► REVIEW page 20	modal verbs for rules -ing form	sports wordbuilding: suffixes word focus: <i>like</i>	talking about interests	/θ/ silent letters	someone describing an Ironman competition three people talking about competitive sports in schools	an article about crazy competitions an article about female wrestlers in Bolivia	reading between the lines	explaining the rules of a sport or competition talking about your sports preferences your opinions about Olympic sports	text type: an ad writing skill: checking your writing
2 Competitions pages 21–32	comparatives and superlatives <i>as...as</i> comparative modifiers	ways of travelling transportation nouns wordbuilding: compound nouns transportation adjectives transportation verbs taking transportation	going on a trip	<i>than</i> sentence stress intonation	someone describing a photo two people discussing the pros and cons of types of transportation a documentary about animal transportation	an article about solutions to transportation problems an article about the fate of the rickshaw in Kolkata, India	opinions for and against	talking about and comparing communities advice on transportation a presentation about a pet-care company	text type: notes and messages writing skill: writing in note form
VIDEO: Mongolian horse racing page 30 ► REVIEW page 32	comparatives and superlatives <i>as...as</i> comparative modifiers	ways of travelling transportation nouns wordbuilding: compound nouns transportation adjectives transportation verbs taking transportation	going on a trip	<i>than</i> sentence stress intonation	someone describing a photo two people discussing the pros and cons of types of transportation a documentary about animal transportation	an article about solutions to transportation problems an article about the fate of the rickshaw in Kolkata, India	opinions for and against	talking about and comparing communities advice on transportation a presentation about a pet-care company	text type: notes and messages writing skill: writing in note form
3 Transportation pages 33–44	comparatives and superlatives <i>as...as</i> comparative modifiers	ways of travelling transportation nouns wordbuilding: compound nouns transportation adjectives transportation verbs taking transportation	going on a trip	<i>than</i> sentence stress intonation	someone describing a photo two people discussing the pros and cons of types of transportation a documentary about animal transportation	an article about solutions to transportation problems an article about the fate of the rickshaw in Kolkata, India	opinions for and against	talking about and comparing communities advice on transportation a presentation about a pet-care company	text type: notes and messages writing skill: writing in note form
VIDEO: Indian Railways page 42 ► REVIEW page 44	comparatives and superlatives <i>as...as</i> comparative modifiers	ways of travelling transportation nouns wordbuilding: compound nouns transportation adjectives transportation verbs taking transportation	going on a trip	<i>than</i> sentence stress intonation	someone describing a photo two people discussing the pros and cons of types of transportation a documentary about animal transportation	an article about solutions to transportation problems an article about the fate of the rickshaw in Kolkata, India	opinions for and against	talking about and comparing communities advice on transportation a presentation about a pet-care company	text type: notes and messages writing skill: writing in note form
4 Challenges pages 45–56	simple past past continuous and simple past	risks and challenges personal qualities wordbuilding: verbs and nouns	telling a story	/ð/, /t/, or /d/ was / were intonation for responding	a caver talking about his hobby a climber makes an impossible decision	an article about two adventures an article about different types of challenges	looking for evidence	talking about your past events you remember giving tips or advice on the best ways to learn English	text type: a short story writing skill: structure your writing
VIDEO: A microadventure page 54 ► REVIEW page 56	quantifiers articles: <i>a / an, the</i> , or no article	materials recycling results and figures word focus: <i>take</i>	calling about an order	/ə/ or /əɪ/ sounding friendly	an excerpt from a documentary about a house made from recycled materials a news report about environmental projects	an article about e-waste an article about a boat made of plastic bottles	reading closely	talking about recycling a general knowledge quiz changing attitudes and behavior	a quiz text type: emails writing skill: formal words
5 The environment pages 57–68	infinite forms future forms: <i>going to, will,</i> and present continuous	life events describing age celebrations word focus: <i>get</i> wordbuilding: synonyms	inviting, accepting, and declining	/t/ contractions emphasizing words	differences between the generations a news item about Mardi Gras	an article about how a couple changed their lives an article about how Mardi Gras is celebrated around the world an article about coming-of-age ceremonies	analyzing the writer's view	plan the trip of a lifetime planning a celebration describing annual events	text type: a description writing skill: descriptive adjectives
VIDEO: Recycling Cairo page 66 ► REVIEW page 68	infinite forms future forms: <i>going to, will,</i> and present continuous	life events describing age celebrations word focus: <i>get</i> wordbuilding: synonyms	inviting, accepting, and declining	/t/ contractions emphasizing words	differences between the generations a news item about Mardi Gras	an article about how a couple changed their lives an article about how Mardi Gras is celebrated around the world an article about coming-of-age ceremonies	analyzing the writer's view	plan the trip of a lifetime planning a celebration describing annual events	text type: a description writing skill: descriptive adjectives
6 Stages of life pages 69–80	infinite forms future forms: <i>going to, will,</i> and present continuous	life events describing age celebrations word focus: <i>get</i> wordbuilding: synonyms	inviting, accepting, and declining	/t/ contractions emphasizing words	differences between the generations a news item about Mardi Gras	an article about how a couple changed their lives an article about how Mardi Gras is celebrated around the world an article about coming-of-age ceremonies	analyzing the writer's view	plan the trip of a lifetime planning a celebration describing annual events	text type: a description writing skill: descriptive adjectives
VIDEO: Steel drums page 78 ► REVIEW page 80	infinite forms future forms: <i>going to, will,</i> and present continuous	life events describing age celebrations word focus: <i>get</i> wordbuilding: synonyms	inviting, accepting, and declining	/t/ contractions emphasizing words	differences between the generations a news item about Mardi Gras	an article about how a couple changed their lives an article about how Mardi Gras is celebrated around the world an article about coming-of-age ceremonies	analyzing the writer's view	plan the trip of a lifetime planning a celebration describing annual events	text type: a description writing skill: descriptive adjectives



Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening	Reading	Critical thinking	Speaking	Writing
7 Work pages 81–92	present perfect and simple present perfect with <i>for</i> and <i>since</i> prepositions of place and movement	language to describe jobs wordbuilding: suffixes parts of a building word focus: <i>make or do</i> job ads	a job interview	intrusive /w/	a woman talks about her job in a video call an interview with a scientist two people giving instructions	an article about new jobs an article about modern-day cowboys	analyzing comparisons in a text	describing past experiences giving directions job satisfaction a job interview	text type: a résumé writing skill: leaving out words in résumés
VIDEO: My working life page 90 ► REVIEW page 92	zero and first conditionals defining relative clauses	internet verbs wordbuilding: dependent prepositions instructions	finding out how something works	linking	a documentary about the importance of technology a science program about an invention	an explorer's blog an article about biomimetics	the writer's sources	planning a trip important inventions design an invention for everyday life favorite technology	text type: a paragraph writing skill: connecting words
8 Technology pages 93–104	past perfect subject questions	vacation collocations wordbuilding: -ed / -ing adjectives word focus: <i>place</i>	requesting and suggesting	'd number of syllables /ə/	three people talk about their vacations a news story about a message in a bottle	a vacation story an article about the two sides of Paris	the author's purpose	a story about a vacation planning the vacation or a science presentation about a place you know well	text type: an email requesting information writing skill: formal expressions
VIDEO: Ancient languages, modern technology page 102 ► REVIEW page 104	past perfect subject questions	vacation collocations wordbuilding: -ed / -ing adjectives word focus: <i>place</i>	requesting and suggesting	'd number of syllables /ə/	three people talk about their vacations a news story about a message in a bottle	a vacation story an article about the two sides of Paris	the author's purpose	a story about a vacation planning the vacation or a science presentation about a place you know well	text type: an email requesting information writing skill: formal expressions
9 Vacations pages 105–116	the passive (simple present and simple past) <i>used to</i>	wordbuilding: word forms describing design websites	giving your opinion	stress in different word forms /s/ or /z/	a description of a producer and his products a radio program about a famous product from the past	an article about some famous logos an article about having less "stuff"	fact or opinion?	some famous products or brands talk about things you used to do in the past a presentation on using less "stuff" planning a new website	text type: a review writing skill: giving your opinion
VIDEO: Living in Venice page 114 ► REVIEW page 116	the passive (simple present and simple past) <i>used to</i>	wordbuilding: word forms describing design websites	giving your opinion	stress in different word forms /s/ or /z/	a description of a producer and his products a radio program about a famous product from the past	an article about some famous logos an article about having less "stuff"	fact or opinion?	some famous products or brands talk about things you used to do in the past a presentation on using less "stuff" planning a new website	text type: a review writing skill: giving your opinion
10 Products pages 117–128	reported speech reporting verbs (<i>say</i> and <i>tell</i>)	wordbuilding: verb + preposition communication ancient history word focus: <i>one</i>	giving a short presentation	pausing	a historian talking about Robert Falcon Scott's hut in Antarctica a news story about a message in a bottle	a timeline of video gaming an article about stealing historical objects	emotion words	planning a time capsule opinions about games reporting a message a museum in your town or city	a message in a bottle text type: a biography writing skill: punctuation in direct speech
VIDEO: Wind turbines page 126 ► REVIEW page 128	reported speech reporting verbs (<i>say</i> and <i>tell</i>)	wordbuilding: verb + preposition communication ancient history word focus: <i>one</i>	giving a short presentation	pausing	a historian talking about Robert Falcon Scott's hut in Antarctica a news story about a message in a bottle	a timeline of video gaming an article about stealing historical objects	emotion words	planning a time capsule opinions about games reporting a message a museum in your town or city	a message in a bottle text type: a biography writing skill: punctuation in direct speech
11 History pages 129–140	second conditional <i>anywhere, everyone, nobody, something, etc.</i>	extreme weather nature word focus: <i>start</i>	finding a solution	<i>would / wouldn't / 'd</i>	a description of the life of a storm chaser a documentary about a photographer	an article about a science blog an article about chimpanzee expert Jane Goodall	reading closely	hopes and dreams questions with any- interview questions	text type: an article writing skill: planning an article
VIDEO: The Golden Record page 138 ► REVIEW page 140	second conditional <i>anywhere, everyone, nobody, something, etc.</i>	extreme weather nature word focus: <i>start</i>	finding a solution	<i>would / wouldn't / 'd</i>	a description of the life of a storm chaser a documentary about a photographer	an article about a science blog an article about chimpanzee expert Jane Goodall	reading closely	hopes and dreams questions with any- interview questions	text type: an article writing skill: planning an article
12 Nature pages 141–152	second conditional <i>anywhere, everyone, nobody, something, etc.</i>	extreme weather nature word focus: <i>start</i>	finding a solution	<i>would / wouldn't / 'd</i>	a description of the life of a storm chaser a documentary about a photographer	an article about a science blog an article about chimpanzee expert Jane Goodall	reading closely	hopes and dreams questions with any- interview questions	text type: an article writing skill: planning an article
VIDEO: Cambodia animal rescue page 150 ► REVIEW page 152	second conditional <i>anywhere, everyone, nobody, something, etc.</i>	extreme weather nature word focus: <i>start</i>	finding a solution	<i>would / wouldn't / 'd</i>	a description of the life of a storm chaser a documentary about a photographer	an article about a science blog an article about chimpanzee expert Jane Goodall	reading closely	hopes and dreams questions with any- interview questions	text type: an article writing skill: planning an article



Unit 4 Challenges



FEATURES

46 Adventurers of the year

Profiles of some of the world's top adventurers

48 An impossible decision

The real-life story of two climbers and a difficult decision

50 Challenge yourself

Find out about some challenges for the mind

54 A microadventure

A video about two friends who spend 24 hours in Croatia

1 Work in pairs. Look at the photo. Where is the man? Do you think this activity looks exciting or dangerous? Would you like to do this?

2 26 Work in pairs. Listen to a caver talking about his hobby. Answer the questions.

- 1 Why do his co-workers think he is "a little crazy"?
- 2 Why do cavers work in teams?
- 3 How do you get to Rumbling Falls Cave?

3 Look at these sentences from Vic's description. Match the words in **bold** (1–3) with their definitions (a–c).

- 1 Sometimes you have to **take a risk** when you go caving.
 - 2 Every cave gives you a different **challenge**.
 - 3 Rumbling Falls Cave was probably my biggest **achievement** as a caver.
- a do something that can be dangerous ____
b success in something after a lot of hard work and effort (e.g., passing an examination) ____
c something very difficult to do ____

4 Work in groups. Discuss these questions.

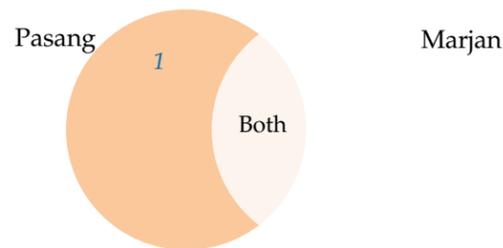
- 1 Are you a person who takes risks or are you usually very careful?
- 2 What is a big achievement in your life so far?
- 3 What will be a big challenge for you in the future?

4a Adventurers of the year

Reading

1 Read the article. Are these sentences about Pasang, Marjan, or both of them? Write 1–6 in the diagram.

- 1 She was born in Nepal.
- 2 Her father helped her.
- 3 She started when she was a teenager.
- 4 She trained for her job.
- 5 She competed in other countries.
- 6 She changed other people's lives.



2 Read the article again. Work in pairs and discuss the questions.

- 1 What do you think was Pasang's biggest challenge?
- 2 Why is she famous?
- 3 What was Marjan's ambition?
- 4 What were her team's achievements?

Grammar simple past

▶ SIMPLE PAST

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

*Pasang Lhamu Sherpa Akita **lived** with her younger sister in Lukla.*

*Marjan Sadequi **grew up** in the capital city of Kabul.*

*People **didn't** have homes or food.*

*It **wasn't** easy to practice on the roads of Kabul.*

For more information and practice, see page 162.

▶ 27

ADVENTURERS of the YEAR

EVERY YEAR, READERS OF NATIONAL GEOGRAPHIC MAGAZINE VOTE FOR THEIR ADVENTURERS OF THE YEAR. HERE ARE TWO OF THEM.

THE MOUNTAINEER

As a child, Pasang Lhamu Sherpa Akita lived with her younger sister in Lukla, a town in northeastern Nepal. Her parents died when she was young. As a teenager, she trained as a mountaineer. She worked as a mountain guide, and she climbed Mount Everest when she was only 22. In 2015, there was a terrible earthquake in Nepal. Many people didn't have homes or food, so Pasang helped them. These days, she also works to improve education in Nepal, and is famous for her volunteer work as well as her mountaineering.

THE CYCLIST

Marjan Sadequi was born in Afghanistan and grew up in the capital city of Kabul. Her father was the national cycling coach for the men's team, and from very early on in life, Marjan's ambition was to become a cyclist. Her father gave Marjan her first bicycle when she was a teenager, and he soon saw how much Marjan loved cycling. As a result, he formed a new women's cycling team with his daughter and ten other women. It wasn't easy to practice on the roads of Kabul, but in 2013, the team went to New Delhi and they had their first international competition against other women's cycling teams. They didn't win, but they entered more races in Pakistan, Kazakhstan, and South Korea. Because of Marjan and her team's achievements, more women are now cycling in Afghanistan.



3 Look at the grammar box on page 46. Then underline the verbs in the past tense in *Adventurers of the Year*. Which are regular? Which are irregular?

4 Work in pairs. Answer these questions.

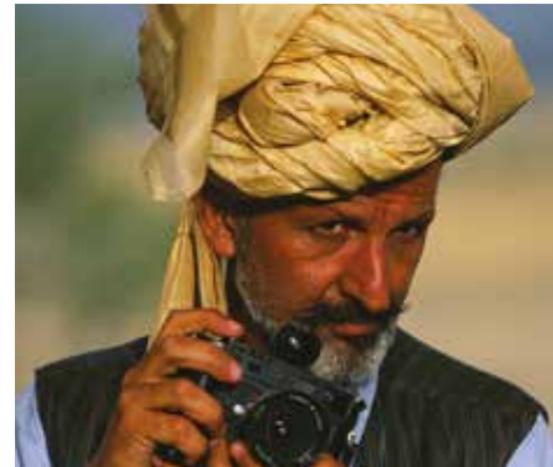
- 1 What do we add to regular verbs to form the simple past? What do we add if the verb ends in *-e*? What if the verb ends in *-y*?
- 2 What is the base form of the irregular verbs you underlined?
grew up – grow up
- 3 How do we form the negative of most simple past verbs? How do we form the negative of *be*?

5 Pronunciation /d/, /t/, or /ɪd/

▶ 28 Listen to the *-ed* ending of these regular verbs. Is the sound /d/, /t/, or /ɪd/? Circle your answers. Then listen again and repeat.

- | | |
|-------------------------|------------------------|
| 1 lived /d/ /t/ /ɪd/ | 5 waited /d/ /t/ /ɪd/ |
| 2 finished /d/ /t/ /ɪd/ | 6 looked /d/ /t/ /ɪd/ |
| 3 wanted /d/ /t/ /ɪd/ | 7 decided /d/ /t/ /ɪd/ |
| 4 studied /d/ /t/ /ɪd/ | 8 climbed /d/ /t/ /ɪd/ |

6 Complete the text about another adventurer. Use the simple past form of the verbs in parentheses.



THE PHOTOGRAPHER

Reza ¹ was (be) born in Tabriz, Iran, in 1952. He ² _____ (study) architecture at a college in Tehran, but he ³ _____ (not / become) an architect. When he was a teenager, Reza ⁴ _____ (love) photography, and after college, he ⁵ _____ (get) a job with a local newspaper as a photographer. But he ⁶ _____ (not / want) to take photos of local news, so in 1978 he ⁷ _____ (go) abroad and he ⁸ _____ (take) photos of wars. These days, he works for *National Geographic* magazine.

7 Read the text about Reza again. Work in pairs. Answer the questions.

- 1 When was Reza born?
- 2 Where did he study architecture?
- 3 What did he love when he was a teenager?
- 4 What did he do after college?
- 5 Did he want to take photos of local news?
- 6 When did he go abroad?

▶ SIMPLE PAST QUESTIONS

When **was** Reza born?

Where **did** he study architecture?

Did he **want** to take photos of local news?

For more information and practice, see page 162.

8 Look at the grammar box above. Circle the correct option to complete these rules.

- 1 With most regular and irregular verbs, we make questions with _____.
a the simple past form of the verb
b *did* + base form of the verb
- 2 With *be*, we make questions with _____.
a *was* and *were*
b *did* + base form of the verb

9 Read these questions and answers from interviews with Pasang and Marjan. Complete the questions.

- 1 I: Where did you live as a child?
P: In Lukla, in northeastern Nepal.
- 2 I: When _____ Mount Everest?
P: When I was 22 years old.
- 3 I: Who _____ after the earthquake?
P: People with no homes and no food.
- 4 I: _____ you born?
M: In Afghanistan.
- 5 I: _____ your first international race?
M: No, we didn't.

Speaking myLife

10 Write six questions to ask your partner about the past. Use some of these ideas.

- | | |
|------------------------------------|------------------|
| where / born? | where / grow up? |
| when / learn / to ride a bike? | |
| when / start / studying English? | |
| where / go / vacation / last year? | |
| go / abroad / last year? | go / college? |
| what / be / first job? | |

11 Work in pairs. Take turns interviewing each other. Make notes about your partner's answers.

12 Work with a new partner. Describe your first partner's life.

Unit 4 Challenges

4b An impossible decision



Vocabulary personal qualities

- Work in groups. Read this English expression and discuss the questions. "Two heads are better than one."
 - What do you think the expression means?
 - Do you have a similar expression in your language?
 - What are the advantages and disadvantages of working in teams?
 - What do you think makes a good team member?

- Read the sentences about what makes a good team member. Write the adjectives in the box next to the matching sentence.

experienced	friendly	hardworking
kind	patient	positive

A good team member:

- likes meeting people and gets along with everyone. friendly
- is a good listener and thinks about other people. _____
- gives people the time they need and waits for them. _____
- is always happy and looks for the good things in life. _____
- works extra hours when it's necessary. _____
- knows a lot about his or her area of work. _____

- Work in pairs. Which qualities in Exercise 2 do these people need? Why?

a close friend	a teacher	a language learner
a manager	a parent	a president

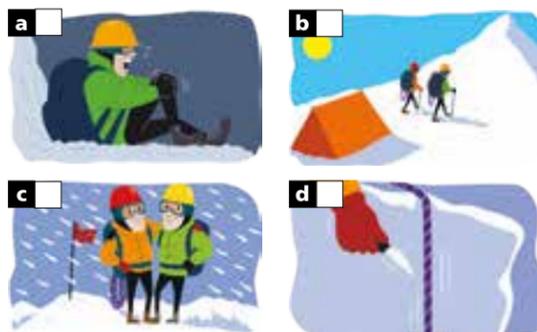
A good teacher is patient because the students need time to learn.

Listening

- What difficult decisions do people have to make in life? What decisions do you have to make at work or for your studies? Tell your partner.

I left my old company last year. It was difficult because I had a lot of good colleagues there. But I wanted a new challenge.

- ▶ 29 Listen to the first part of a true story about two climbers named Joe Simpson and Simon Yates. Number these pictures in the correct order (1–4).



- Work in pairs. What was Yates's impossible decision at the end? What do you think he did?

- ▶ 30 Now listen to the whole story and answer the questions.
 - What two personal qualities from Exercise 2 did Simpson and Yates have?
 - Why didn't they stay at the top of the mountain for very long?
 - What decision did Yates make in the end?
 - The next day, what did Yates think about Simpson?
 - What did Yates hear in the night?
 - How did the story of Yates and Simpson become famous?

Grammar past continuous and simple past

▶ PAST CONTINUOUS and SIMPLE PAST

While they were going down the mountain, Simpson fell. He wasn't moving, but he was still breathing.

Note: We often use *when* and *while* to talk about one action happening at the same time as another.

For more information and practice, see page 162.

- Look at the sentences in the grammar box. Work in pairs and answer these questions.
 - Which verb talks about a completed action?
 - Which verbs talk about actions in progress at a moment in the past?
 - We often use the two verb forms together. Which verb form is used for the longer, continuing activity? Which form is used for the shorter, finished action?
 - What is the auxiliary verb in the past continuous? What is the form of the main verb?
- The sentences below describe the story of Simpson and Yates. Circle the correct options to complete the sentences.
 - The sun *shone* / *was shining* when Simpson and Yates left their tents on the first day.
 - When they reached the top of the mountain, it *snowed* / *was snowing*.
 - While they were going down the mountain, Simpson *broke* / *was breaking* his knee.
 - For an hour, Yates held the rope, but it *pulled* / *was pulling* him off the mountain.
 - Yates was sleeping in his tent, but he suddenly *woke up* / *was waking up*.
 - Finally, he *found* / *was finding* Simpson on the ground.

- Complete each sentence with one verb in the past continuous form and one verb in the simple past form.
 - I *was working* (work) on my own when a group of people *came* (come) into my office.
 - We _____ (meet) them when they _____ (live) above our apartment.
 - They _____ (not get along) very well, so the team _____ (agree) to have a meeting.
 - The weather _____ (be) cold this morning, but it _____ (not rain).
 - I saw you across the street, but I _____ (not stop) because I _____ (run) to my job interview!
 - What _____ he _____ (do) when you _____ (call) him?
 - Which cities _____ they _____ (visit) while they _____ (travel)?
 - Why _____ you _____ (answer) that call while we _____ (watch) the movie?

11 Pronunciation was / were

- ▶ 31 Work in pairs. Listen to sentences 1 to 4 from Exercise 10. Notice the pronunciation of *was*, *were*, *wasn't*, and *weren't*. Which are stressed and which are unstressed?
- ▶ 31 Listen again and repeat the sentences.

Speaking myLife

- Which of these events happened to you in the past? Write some sentences about them and state when the events happened.

broke a bone
 achieved something with a team of other people
 got a first job
 had an accident
 had an argument with a close friend
 received really good news
 was late for an important meeting

I broke my arm on my sixth birthday.

- Work in pairs. Tell your partner about the things that happened to you. Take turns asking and answering questions about what you were doing when it happened.

A: *I broke my arm on my sixth birthday.*
 B: *What were you doing when it happened?*
 A: *I was riding my first bicycle when I fell off.*

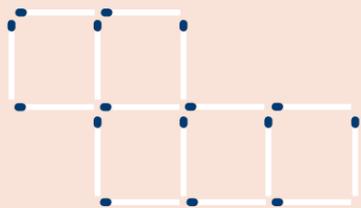
4c Challenge yourself

Reading

1 Work in pairs. Answer this riddle and solve the matchstick puzzle. Then take the numbers memory challenge on page 51. Turn to page 155 to find the answers.

A riddle: What is yours, but other people use it more than you?

A puzzle: Move two matchsticks and make four equal squares.



2 Work in pairs. Why do you think people like doing these types of challenges?

3 Read the article on page 51. Are these sentences true (T) or false (F)?

- | | | |
|--|---|---|
| 1 Professor Rubik taught students about architecture. | T | F |
| 2 He made the cube to teach his students about puzzles. | T | F |
| 3 Professor Rubik solved the cube right away. | T | F |
| 4 A robot can solve a Rubik's cube faster than a human. | T | F |
| 5 Some scientists think puzzles are good for older people's brains. | T | F |
| 6 A study showed that playing video games has no impact on human memory. | T | F |

Critical thinking looking for evidence

4 Evidence is factual information to support an idea. Check (✓) the three types of evidence the writer uses in the article. Which does he not use?

- facts from history
- data (e.g., numbers and amounts)
- quotes from people
- results from a scientific study

5 Read these ideas from the article and answer the questions (1–2).

- The Rubik's cube became one of the most popular toys in history.
- Our brain naturally loves solving problems.
- Some scientists think puzzles and games can improve memory in the elderly.

- Which two ideas have evidence in the article to support them? Underline this evidence. ____
- Which idea doesn't have much evidence in the article? (It's the writer's opinion.) ____

Wordbuilding verbs and nouns

► WORDBUILDING verbs and nouns

Some words have a verb form and a noun form. Sometimes the verb and noun form is the same: *challenge* (v), *challenge* (n)
Sometimes the forms are different: *achieve* (v), *achievement* (n)

For more practice, see Workbook page 35.

6 Look at the wordbuilding box below. Complete this chart with words from the article.

Verb	Noun
challenge	challenge
achieve	achievement
1 _____	solution
2 _____	player
3 _____	improvement
memorize	4 _____
test	5 _____
6 _____	score

Writing and speaking **myLife**

7 Work in pairs. Use the words in Exercise 6 to write a list of tips for someone who is a beginner in English. Take turns giving your partner advice about the best ways to learn.

When you study for a test, you should memorize ...

CHALLENGE YOURSELF

THE NUMBERS MEMORY CHALLENGE

Cover the groups of numbers in this list. Then look at the first group (on the top line), cover it again, and try to say the numbers. Then look at the second group of numbers (on the second line), cover them, and try to say them.

Continue down the list. When do you stop remembering all the numbers in a group?

4 9 2 6
5 7 8 4 3
9 5 3 4 5 6
7 4 3 0 6 7 3
8 9 3 1 4 2 8 9
6 3 9 8 1 8 5 3 1
9 2 7 8 3 6 9 7 0 8

► 32

- In 1974, Professor Erno Rubik was looking for an interesting way to teach his architecture students about 3D¹ geometry.² To do this, he made a cube with nine other cubes on each of its sides. The smaller cubes were different colors, and you could turn them in different directions. The challenge was to make each side all one color. The problem was that there are 43 quintillion (43,000,000,000,000,000,000) ways to move the cubes. As a result, it took Professor Rubik over a month to solve his own problem.
- In the end, the Rubik's cube became one of the most popular toys in history. Over 400 million Rubik's cubes have been sold around the world, and one in seven people have played with one. In 2016, a Dutch man named Mats Valk solved the Rubik's cube in 4.74 seconds—the world record for a human at the time. A robot beat him with a time of 1.019 seconds.
- So why do humans love challenging themselves with puzzles like the Rubik's cube? It's the same reason we like crosswords and puzzles in newspapers, or why we play games on our cell phones. Our brain naturally loves solving problems.
- Some scientists also think puzzles and games can improve memory in the elderly. In one study at Illinois University, the researchers studied how video games help older people's mental health. In their study, twenty adults over the age of sixty played a video game for a long period, while another twenty adults over sixty did not. Afterwards, they gave all forty adults a test of memory and mental skill. Overall, the video game players scored higher on the test, which means a challenging video game could be good for our brains.

¹3D (adj) /θri:'di:/ three-dimensional

²geometry (n) /dʒi:'ɒmətri/ mathematical subject about shapes and sizes



Unit 4 Challenges

4d True stories

Real life telling a story

- 1 ▶ 33 Listen to two friends talking about a camping trip. Work in pairs and answer the questions.
- 1 Was the start of the weekend good or bad?
 - 2 What happened to the car?
 - 3 Who helped them?
 - 4 What was the problem when they found the campsite?
 - 5 Where did they go instead?
- 2 ▶ 33 Listen again. Complete the conversation.
- A: Hi, Mark. How was your camping trip?
B: It was great in the end, but we had a terrible time at the beginning.
A: Why?
B: ¹ _____, we left the house late, and then after only half an hour, the car broke down.
A: Oh, no! ² _____?
B: ³ _____, there was a garage nearby and the mechanic fixed the problem. But ⁴ _____ we arrived at the forest, it was getting dark. ⁵ _____ we drove around for about an hour, we ⁶ _____ found the campsite, but it was completely dark by then. And it was raining!
A: Really? So ⁷ _____?
B: We found a nice, warm hotel down the road!
A: That was lucky!
B: Yes, it was a great hotel and ⁸ _____ we stayed there for the whole weekend.
A: ⁹ _____!

- 3 Look at the expressions for telling a story. Match the expressions in Exercise 2 (1–9) with the headings (a–d).

▶ TELLING A STORY

- a Sequencing the story 1, _____
At the beginning, ... Then ... Next, ... While ...
- b Introducing good and bad news _____
Luckily, ... But ... Unfortunately, ...
- c Reacting to good and bad news _____
Why?
Really?
That was a good idea!
Oh, no!
- d Asking about the next part of the story _____
What did you do?
What happened?

4 Pronunciation intonation for responding

- ▶ 34 Listen to the expressions for reacting to good and bad news. Notice how the listener uses intonation to show interest. Listen again and repeat.
- Why?
Really?
That was a good idea!
Oh, no!
- 5 Work in pairs. Practice the conversation from Exercise 2. Take turns being person A. Pay attention to your intonation when you are responding.

- 6 Work in pairs. Practice telling a story and responding.

Student A: Use these ideas to tell a story to your partner.

- You had a terrible commute to work.
- You were riding your bike, and it started raining.
- A car hit your bike.
- You weren't hurt.
- The driver was very nice. He owns a bicycle store.
- He gave you a new bike! It's much better than your old one!

Student B: Listen to your partner and respond with comments and questions.

- 7 Now change roles.

Student B: Use these ideas to tell a story to your partner.

- You went hiking in the mountains with a friend.
- It started snowing.
- You went back toward the town, but it was getting dark.
- You passed a large house with the lights on.
- The people in the house invited you in. They made you dinner, and you stayed the night.
- The next day, the sun was shining. You reached the top of the mountain.

Student A: Listen to your partner and respond with comments and questions.

- 8 Work in pairs. Think of a bad trip you had. Did it have a happy ending? Make a list of the events. Then tell your partner the story.

4e A story of survival

Writing a short story

- 1 Work in pairs. What is an interesting story in the news at the moment? Is it good news or bad news?
- 2 Stories in the news answer some or all of these questions. Read the short story and answer the questions.
- 1 Where did it happen?
 - 2 What was the weather like? Who was there? What were they doing?
 - 3 What went wrong?
 - 4 What surprising event happened? Who was there? What were they doing?
 - 5 Did the story have a happy or sad ending?

Boys survive 50 DAYS lost at sea

The islands of Atafu are in the middle of the Pacific Ocean, and the people there go fishing every day. One day, the sun was shining and the ocean was calm, so three teenage boys went fishing in a small boat. In the evening, they didn't arrive home, so the islanders went out and looked for them. After many days, there was no sign of them and everyone thought the boys were dead.

Fifty days later, some fishermen were sailing in the middle of the Pacific Ocean when they saw a small boat in the distance. The three boys were in the boat, over 1,500 kilometers (900 miles) from their home. They were living on fish from the ocean and rainwater. In the end, they returned to their families alive and well.

The islands of Atafu

3 Writing skill structure your writing

The story has a five-part structure. Number the parts below in the correct order (1–5).

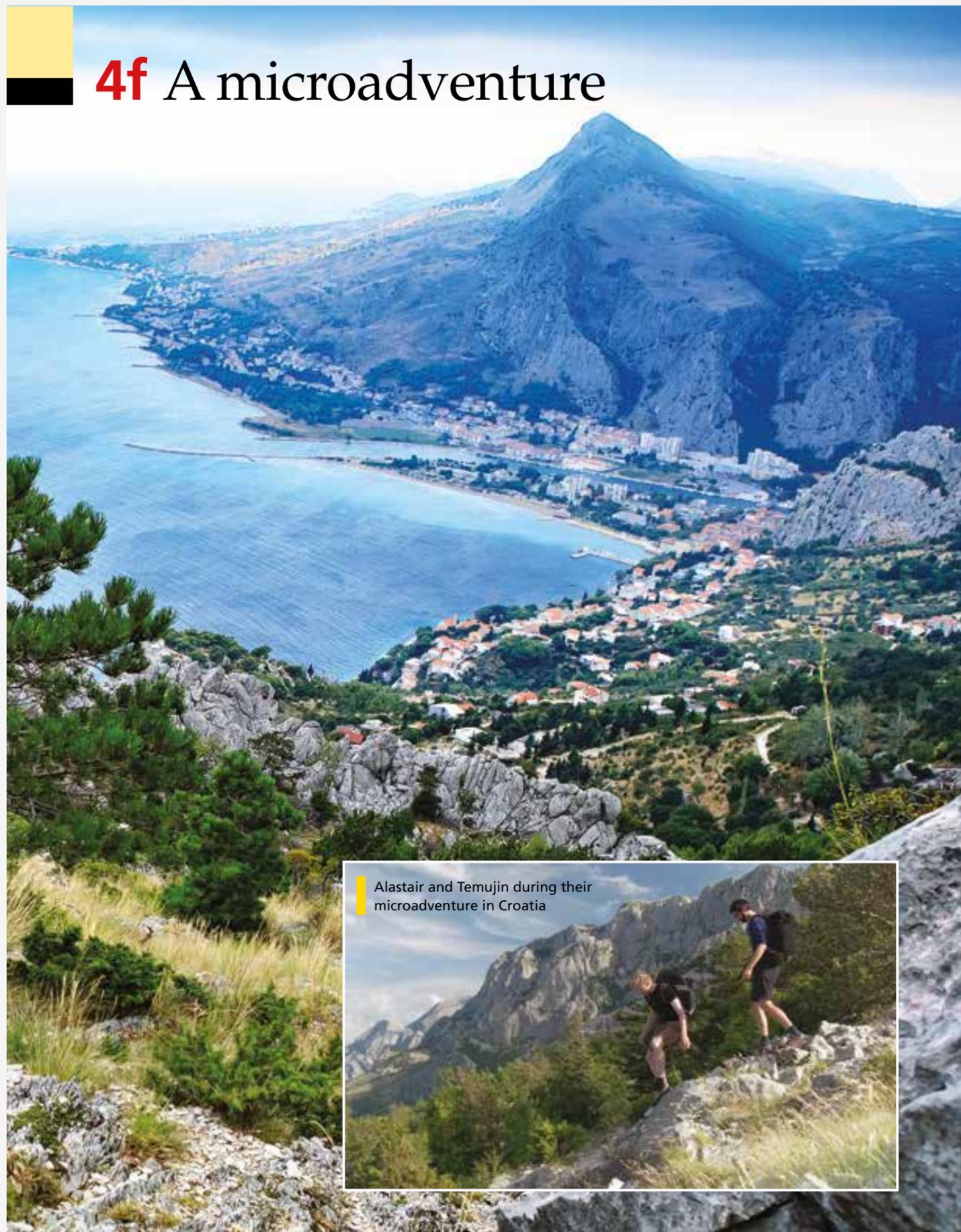
- The day the story starts, the background events (such as the weather), and what happened first.
- An important moment when something goes wrong, and what happens next.
- There is a happy (or sad) ending.
- 1 The place and the typical lives of the people.
- A surprising (and often positive) change in the story after a long time.

- 4 Time expressions help the structure of a story. Look at this example and underline the other time expressions in the story.

The islands of Atafu are in the middle of the Pacific Ocean, and the people there go fishing every day. One day, the sun was shining and the ocean was calm, so three teenage boys went fishing in a small boat.

- 5 You are going to write a short story. Use a story from your own life or a story in the news. Plan the story using the five-part structure. Make notes to answer the questions in Exercise 2.
- 6 Write your short story in about 80–100 words. Use some time expressions to help the structure.
- 7 Work in pairs. Take turns reading your stories. Does your partner use the five-part structure and time expressions?

4f A microadventure



Alastair and Temujin during their microadventure in Croatia

Before you watch

- 1 Make a list of things you did in the last 24 hours. Write as many things as you can in two minutes. Then work in pairs. Take turns reading your lists. Who wrote the longer list?

I got up, I brushed my teeth, I ate breakfast, ...

- 2 You are going to watch a video about two friends. They are spending 24 hours in Croatia on a "microadventure." Complete these sentences from the video with the simple past form of the verbs in parentheses.

- ___ We _____ (take) a photo of the city lights below.
___ We _____ (leave) the city.
___ We _____ (wake up) next to this rock.
___ We _____ (buy) some bread, some grapes, some meat.
___ We _____ (go) swimming in the Mediterranean Sea.
1 We ate (eat) ice cream.
5 Al _____ (sit) on a wall.
___ We _____ (have) some water and watched the sunset.
7 We _____ (make) a sandwich.
___ We _____ (find) a river.

While you watch

- 3 4.1 Watch the video. Number the sentences in Exercise 2 in the order they happened (1–10).
- 4 4.1 Watch the video again. Check (✓) the correct options to complete the sentences.

- 1 Alastair Humphreys is ____ .
 a filmmaker
 an adventurer
 a writer
- 2 They rented ____ .
 a car
 motorcycles
 bicycles
- 3 They drove ____ .
 through a tunnel
 over a bridge
 around a bend
- 4 At the river, they saw ____ .
 a fish
 a dragonfly
 a frog
- 5 On the top of the mountain, they could hear ____ .
 people
 animals
 music

- 6 In the morning, Alastair ____ .
 ate a banana
 brushed his teeth
 called his mother
- 7 Afterwards, they ____ .
 took a shower
 had coffee
 ate breakfast

After you watch

5 Vocabulary in context

4.2 Watch the clips from the video. Choose the correct meaning of the words and phrases.

- 6 Work in pairs. Watch the video again with the sound OFF. Using the simple past tense, describe what happened in the microadventure as you see each action on the screen.
- 7 Work in pairs. You are going to plan a 24-hour microadventure. Discuss these ideas and make your plans.
- Where will you go?
 - What will you do?
 - What will you see?

At 9 o'clock, we'll take the train to ... and visit ...

- 8 Work with another pair and describe your plans for your microadventure.



A dragonfly

Unit 4 Challenge

UNIT 4 REVIEW AND MEMORY BOOSTER

Grammar

1 Complete the text with the simple past form of the verbs in parentheses.



In 2013, Aleksander Doba ¹ _____ (cross) the Atlantic Ocean in a kayak. He ² _____ (start) his trip in Lisbon, Portugal, and he ³ _____ (arrive) in Florida six months later. He ⁴ _____ (travel) 12,427 kilometers (7,722 miles). It ⁵ _____ (be) a difficult journey. His kayak ⁶ _____ (break) near the Bahamas, so he ⁷ _____ (stop) to fix it. He also ⁸ _____ (have) other challenges—his satellite phone ⁹ _____ (not work) for 47 days, so he ¹⁰ _____ (not have) any communication. Aleksander ¹¹ _____ (be born) in Poland in 1946, and he ¹² _____ (not begin) kayaking until the age of 34.

2 **>> MB** Work in pairs. Answer the questions about the story in Exercise 1.

- 1 What are the personal qualities of Aleksander Doba?
- 2 Why do you think people like Aleksander take risks and challenge themselves?

3 Circle the correct options.

The sun ¹ *shone / was shining* as the plane turned onto the runway. As it ² *took off / was taking off*, the passengers inside the plane sat quietly. They ³ *took / were taking* their first parachute jump. Everyone ⁴ *was / was being* nervous, and no one ⁵ *said / was saying* a word. When the plane ⁶ *reached / was reaching* the correct height, their teacher shouted, "OK, everyone. It's time to jump!" She ⁷ *opened / was opening* the door on the side of the plane and, in the next moment, everyone ⁸ *jumped / was jumping* out of the plane toward the ground.

I CAN

use the simple past and past continuous

Vocabulary

4 Complete the sentences with these words.

challenging	experienced	intelligent
kind	patient	positive

- 1 Don't get angry when things don't happen as fast as you want. Learn to be _____.
- 2 He's a very _____ climber. He started mountaineering when he was a child.
- 3 It's very _____ of you to help me with my homework.
- 4 Even when things go wrong, it's important to stay _____.
- 5 My friend is the most _____ person in our class. She always gets 100% on tests.
- 6 Finishing the marathon was very _____, but I did it in the end.

I CAN

talk about personal qualities and challenges

Real life

5 **>> MB** Work in pairs. Look at the pictures (1–5).

Student A: Tell the story to your partner using some of these words.

at the beginning but luckily next while

Student B: Listen to the story and react to good and bad news with some of these phrases.

Oh, no! Really? What happened? Why?



I CAN

tell a story

react to good and bad news

GRAMMAR SUMMARY UNIT 4

Simple past

Use

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

I visited the Taj Mahal last year.

We saw a great movie over the weekend.

Form

SIMPLE past forms can be regular or irregular.

- We form the simple past of regular verbs by adding *-ed* to the base form of the verb.
want → wanted look → looked
- If the verb ends in *-e*, we just add *-d*.
like → liked hope → hoped
- We form the simple past of verbs ending in consonant + *-y* by changing *-y* to *-ied*.
study → studied try → tried
- We don't form the simple past of irregular verbs with *-ed*.
go → went hear → heard see → saw

For a list of common irregular simple past forms, see page 180.

To form negatives in the simple past, we use *didn't* + base form of the verb.

	+	-
I/he/she/it	<i>I watched.</i>	<i>I didn't watch.</i>
he/she/it	<i>He watched.</i>	<i>She didn't watch.</i>

The verb *be* is different from other verbs. Its simple past form is *was* or *were*. We don't use *did* to form negatives.

	+	-
I/he/she/it	<i>I was tired.</i>	<i>She wasn't tired.</i>
you/we/they	<i>We were tired.</i>	<i>You weren't tired.</i>

► Exercises 1 and 2

Simple past questions

We make questions in the simple past with *did* + base form of the verb.

Why did you choose to visit Turkey?

Did she have fun on vacation?

When we make questions in the simple past with the verb *be*, we use *was* and *were*. We do not add *did*.

Were you tired after your trip?

Where was your hotel?

► Exercise 3

...This page can be found at the back of the Student Book

Past continuous and simple past

Use

We use the past continuous to talk about an action in progress at a moment in the past.

I was watching TV at eight o'clock last night.

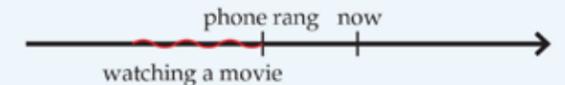
Tony was living in Madrid in 2015.

Form

We form the past continuous with *was/were* and the *-ing* form of the main verb.

	+	-	?
I/he/she/it	<i>I was reading.</i>	<i>He wasn't reading.</i>	<i>Was she reading?</i>
you/we/they	<i>They were reading.</i>	<i>We weren't reading.</i>	<i>Were you reading?</i>

We often use the past continuous and the simple past together. We use the past continuous for a longer, continuing activity, and the simple past for a shorter, finished action.



Jack was watching a movie when his phone rang.

I met my husband when I was traveling around India.

We often use *when* and *while* to join the two parts of a sentence with past continuous and simple past together. We use *when* before a simple past or a past continuous verb. We normally only use *while* with a past continuous verb.

I met Matthew when I was living in California.

Someone stole my camera while I was eating in a restaurant.

When we use *when* with the simple past, it can also mean "after."

I called Sylvia when I read her message.

If the part of the sentence with *when* or *while* comes first, we put a comma after it.

When I met Matthew, I was living in California.

Remember that we don't use verbs that describe states (e.g., *believe, like, love, prefer, know*) with a continuous tense.

► Exercises 4, 5, and 6

Exercises

1 Complete the second sentence in each pair with the simple past form of the verb in **bold**.

- She **wants** to travel the world.
She _____ to travel the world.
- It **isn't** easy to get a job.
It _____ easy to get a job.
- They **don't have** a lot of money.
They _____ a lot of money.
- He **doesn't like** traveling by plane.
He _____ traveling by plane.
- They **are** late again.
They _____ late again.
- I **study** in the school library.
I _____ in the school library.

2 Complete the text with the simple past form of these verbs. One verb is used twice.

hire	be	visit	decide
drive	not know	eat	not want

An island vacation ... with a difference

Last summer, my husband and I ¹ _____ the island of Sicily in Italy. We love the water, but we ² _____ to spend every day on the beach. So, we ³ _____ to go to Mount Etna, a live volcano! We ⁴ _____ to the mountain from our hotel early in the morning. When we arrived, we ⁵ _____ where to go, so we ⁶ _____ a guide to help us. She ⁷ _____ very good and told us about the history of the volcano. When we got near the crater, there was a strong smell, but the views at the top ⁸ _____ amazing. After that, we went back to the hotel and ⁹ _____ a delicious lunch there. It was a fantastic experience!

3 Write simple past questions with these words.

- how / be / your hotel?

- when / you / get back?

- they / take the train home?

- what / be / your / favorite experience?

- you / call me / this morning?

- How much / your / plane tickets cost?

4 Complete the sentences with the past continuous form of the verbs in parentheses.

- We _____ (wait) for the bus.
- He _____ (not eat) his food.
- _____ you _____ (talk) to your friend?
- What _____ those people _____ (say) to each other?
- It _____ (not rain) when we left the house.
- Where _____ she _____ (fly) to?

5 Circle the correct options to complete the sentences.

- Jack *arrived* / *was arriving* while I *was watching* / *watched* TV.
- When the taxi *arrived* / *was arriving*, we *got* / *were getting* in.
- It *was starting* / *started* snowing while we *climbed* / *were climbing* the mountain.
- He *wasn't playing* / *didn't play* on his computer when I *was seeing* / *saw* him.
- Did she ski* / *Was she skiing* when she *had* / *was having* the accident?
- I *knew* / *was knowing* he had a problem when I *heard* / *was hearing* him shout.

6 Complete the text with the simple past or past continuous form of these verbs.

not end	come	eat	look
reach	start	travel	wait

I had an amazing surprise while I ¹ _____ around India last year. I ² _____ dinner in a restaurant in Delhi when someone ³ _____ in and sat at the table next to me. She ⁴ _____ familiar, but I couldn't remember who she was. We ⁵ _____ talking, and then I realized — it was Maggie, my best friend from elementary school!

But the story ⁶ _____ there. When I ⁷ _____ the airport on the last day of my vacation, who did I see there? Maggie, of course. She ⁸ _____ for the same flight, and her seat was right in front of mine on the plane!

Grammar Summary

...This page can be found at the back of the Student Book

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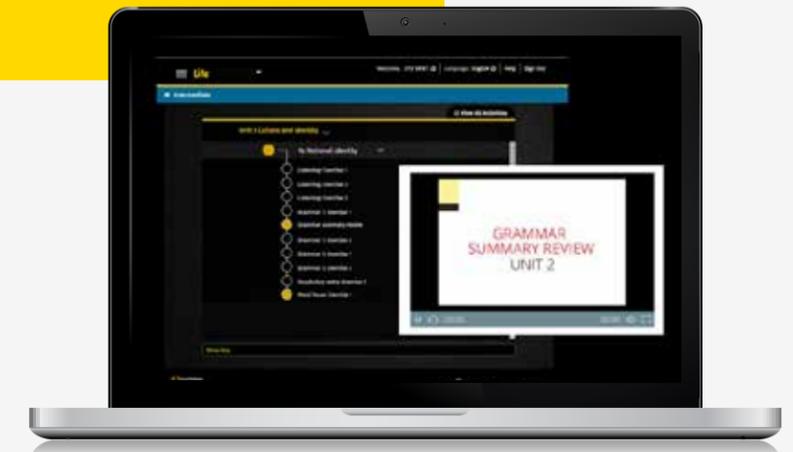
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From "A microadventure," Level 3, Unit 4

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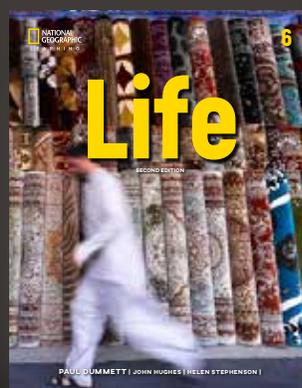
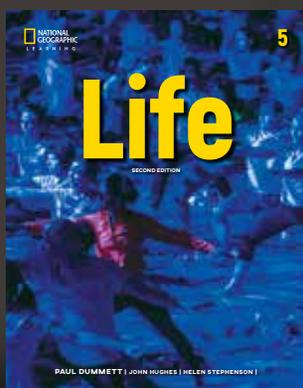
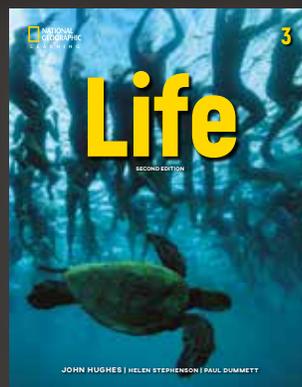
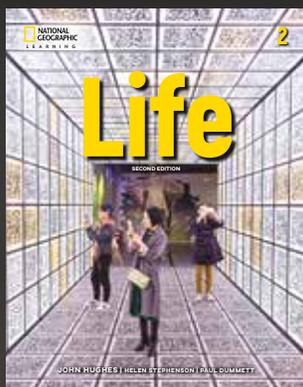
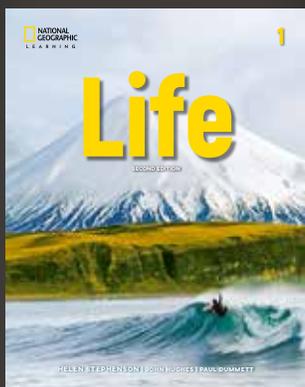
Student Resources

- Student Book Video
- Student Book Audio
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Teacher Resources

- Sample Units
- Ready-made Lessons
- Audioscripts and Videoscripts
- Reading Texts
- CEFR Correlations
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