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

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.”

Paul Dummett

“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.”

John Hughes

“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.”

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

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 4  Challenges

FEATURES

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Profiles of some of the world’s top adventurers

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

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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 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-e).
   1. Sometimes you have to take a risk when you go caving.
   2. Every caver 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
      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?
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. It wasn’t easy to practice on the roads of Kabul. For more information and practice, see page 162.

THE CYCLIST
Marjan Sadequi was born in Afghanistan and grew up in the capital city of Kabul. Her ambition was to study architecture. After college, she worked for National Geographic magazine. So in 1978 he went abroad. For more information and practice, see page 162.

THE PHOTOGRAPHER
Reza was born in Tabriz, Iran, in 1952. He studied architecture at a college in Tehran, but he became an architect. When he was a teenager, Reza loved photography, and after college, he got a job with a local newspaper as a photographer. But he didn’t want to take photos of local news. In 1978 he went abroad and he took photos of wars. These days, he works for National Geographic magazine.

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 their team’s achievements?

Grammar simple past

1 What do we add to regular verbs to form the simple past? What are regular? What are irregular? Underline the verbs in the past tense.

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

2 finished / did / / 

3 studied / did / / 

4 waited / did / / 

5 wanted / did / / 

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

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.

Pronunciation /d/, /ɪd/, or /t/

1. Which are regular? Which are irregular?
2. Underline the verbs in the past tense in the text.

3. What if the verb ends in -e? What if the verb ends in -y?

Speaking my Life

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? / college? / 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.
An impossible decision

Vocabulary
personal qualities
1 Work in groups. Read this English expression and discuss the questions.

“Two heads are better than one.”
1 What do you think the expression means?
2 Do you have a similar expression in your language?
3 What are the advantages and disadvantages of working in teams?
4 What do you think makes a good team member?

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

A good team member
1 likes meeting people and gets along with everyone, friendly
2 is a good listener and thinks about other people, kind
3 gives people the time they need and waits for them, patient
4 is always happy and looks for the good things in life, optimistic
5 works extra hours when it’s necessary, hardworking
6 knows a lot about his or her area of work, experienced

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

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

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

Listening
4 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.

5 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).

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

Grammar
past continuous and simple past

1 What two personal qualities from Exercise 2 did Simpson and Yates have?
2 What didn’t they stay at the top of the mountain for very long?
3 What decision did Yates make in the end?
4 The next day, what did Yates think about Simpson?
5 What did Yates hear in the morning?
6 How did the story of Yates and Simpson become famous?

Listen to the first part of a true story about 12/8/17 5:13 PM

An impossible decision

For more information and practice, see page 162.

8 Look at the sentences in the grammar box. Work in pairs and answer these questions.
1 Which verb talks about a completed action?
2 Which verb talks about actions in progress at a moment in the past?
3 We often use the two verb forms together. Which verb form is used for the longer, continuing action? Which form is used for the shorter, finished action?
4 What is the auxiliary verb in the past continuous? What is the form of the main verb?
5 The next day, what did Yates think about Simpson?
6 How did the story of Yates and Simpson... become famous?

Complete each sentence with one verb in the past continuous form and one verb in the simple past form.
1 I _______ (watch) a movie when you _______ (call) me.
2 What _______ (do) you _______ (watch) last night?

8 Why _______ you _______ (answer) that call while we _______ (watch) the movie?
9 The sentences below describe the story of Simpson and Yates. Circle the correct options to complete the sentences.
1 Which verb talks about a completed action?
2 Which verb talks about actions in progress at a moment in the past?
3 We often use the two verb forms together. Which verb form is used for the longer, continuing action? Which form is used for the shorter, finished action?
4 What is the auxiliary verb in the past continuous? What is the form of the main verb?
5 The next day, what did Yates think about Simpson?
6 How did the story of Yates and Simpson become famous?

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

Grammar past continuous and simple past

Listening
4b An impossible decision

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

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

For more information and practice, see page 162.

Speaking

Work in pairs. Tell your partner about the things that happened to you in the past. Write some sentences about them and state when the events happened.

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

A: I _______ (break) my arm on my sixth birthday.
B: What _______ you _______ (do) when it _______ (happen)?
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.
2 He made the cube to teach his students about puzzles.
3 Professor Rubik solved the cube right away.
4 A robot can solve a Rubik’s cube faster than a human.
5 Some scientists think puzzles are good for older people’s brains.
6 A study showed that playing video games has no impact on human memory.

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

1 Which two ideas have evidence in the article to support them? Underline this evidence. __________________________________________________________________________________________
2 Which idea doesn’t have much evidence in the article? (It’s the writer’s opinion.) __________________________________________________________________________________________

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.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
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</thead>
<tbody>
<tr>
<td>challenge</td>
<td>achieve</td>
</tr>
<tr>
<td>remember</td>
<td>score</td>
</tr>
</tbody>
</table>

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?

1 In 1974, Professor Erno Rubik was looking for an interesting way to teach his architecture students about 3D geometry. 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.

2 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—10 the world record for a human at the time. A robot beat him with a time of 1.019 seconds.

3 So why do humans love challenging themselves with puzzles like the Rubik’s cube? It’s the same reason we like crossword puzzles and puzzles in newspapers, or why we play games on our cell phones. Our brain naturally loves solving problems.

4 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.

3D (adj) //thriːˈdiː// three-dimensional
geometry (n) //dʒiˈɒmətri// mathematical subject about shapes and sizes

Find supporting teacher’s notes, videos and audio for this sample unit at NGL.Cengage.com/life
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

The story is about three teenage boys who went fishing in a small boat and didn’t come back. They were thought to be dead, but fifty days later, someone found them alive and well. The story has a happy ending.

4d True stories

Real life telling a story

1 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 Listen again. Complete the conversation.
A: Hi, Mark. How was your camping trip?
B: We found a nice, warm hotel down the road!
A: Why?
B: Luckily, we left the house late, and then after only half an hour, the car broke down.
A: Oh, no!
B: There was a garage nearby and the mechanic fixed the problem. But while we arrived at the forest, it was getting dark.
A: Really?
B: We drove around for about an hour, we found the campsite, but it was completely dark by then.
A: And it was raining!

3 Work in pairs. Practice the conversation from Exercise 2. Take turns being person A. Pay attention to your intonation when you are responding.

4 Pronunciation intonation for responding

1 Listen to the expressions for reacting to good and bad news. Notice how the listener uses intonation to show interest. Listen again and repeat.
   1 Why?
   2 Really?
   3 That was a good idea!
   4 Oh, no!

5 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 A: 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 B: 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?

3 Writing skill structure your writing

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

1 The day the story starts, the background events (such as the weather), and what happened first.
2 An important moment when something goes wrong, and what happens next.
3 There is a happy (or sad) ending.
4 The place and the typical lives of the people.
5 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?
**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.
   - We (eat) ice cream.
   - Al (sit) on a wall.
   - We (have) some water and watched the sunset.
   - We (make) a sandwich.
   - We (find) a river.

**While you watch**

3. **Watch the video.** Number the sentences in Exercise 2 in the order they happened (1–10).

4. **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

**After you watch**

5. **Vocabulary in context**

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

   - 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.

   - 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 see?
     - What will you do?

   6. In the morning, Alastair ___________.
      - ate a banana
      - brushed his teeth
      - called his mother

   7. Afterwards, they ___________.
      - took a shower
      - had coffee
      - ate breakfast

   **At 9 o’clock, we’ll take the train to … and visit …**
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 ______ (cross) the Atlantic Ocean in a kayak. He ______ (start) his trip in Lisbon, Portugal, and he ______ (arrive) in Florida six months later. It ______ (be) a difficult journey. His kayak ______ (break) near the Bahamas, so he ______ (stop) to fix it. He also ______ (have) other challenges—his satellite phone ______ (not work) for 47 days, so he ______ (not have) any communication. Aleksander ______ (be born) in Poland in 1946, and he ______ (not begin) kayaking until the age of 34.

2 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 ______ (shine / was shining) as the plane turned onto the runway. As it ______ (took off / was taking off), the passengers inside the plane sat quietly. They ______ (go / were going) their first parachute jump. Everyone ______ (was / was) being nervous, and no one ______ (say / was saying) a word. When the plane ______ (reach / was reaching) the correct height, their teacher shouted, “OK, everyone. It’s time to jump!” She ______ (open / was opening) the door on the side of the plane and, in the next moment, everyone ______ (jump / was jumping) out of the plane toward the ground.

4 Complete the sentences with these words.

challenging experienced intelligent positive
different...from
kind

1 Don’t get angry when things don’t happen as fast as you want. Learn to ______.
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 ______.
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.

5 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?

Vocabulary

4 Complete the sentences with these words.

1 Don’t get angry when things don’t happen as fast as you want. Learn to ______.
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 ______.
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.

Real life

5 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?

6 Circle the correct options.

The sun ______ (shine / was shining) as the plane turned onto the runway. As it ______ (took off / was taking off), the passengers inside the plane sat quietly. They ______ (go / were going) their first parachute jump. Everyone ______ (was / was) being nervous, and no one ______ (say / was saying) a word. When the plane ______ (reach / was reaching) the correct height, their teacher shouted, “OK, everyone. It’s time to jump!” She ______ (open / was opening) the door on the side of the plane and, in the next moment, everyone ______ (jump / was jumping) out of the plane toward the ground.

I CAN talk about personal qualities and challenges

I CAN use the simple past and past continuous

I CAN tell a story

I CAN 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. 
  run - runned \ look - looked
- If the verb ends in -e, we just add -ed.
  like - liked
- We form the simple past of verbs ending in consonant -e by changing -e to -ed. 
  study - studied
- 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 didn’t go to the movies yesterday. 

I CAN talk about personal qualities and challenges

I CAN tell a story

I CAN react to good and bad news

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.

We were watching TV at eight o’clock last night.

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.

I CAN talk about personal qualities and challenges

I CAN tell a story

I CAN react to good and bad news

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

Find supporting teacher’s notes, videos and audio for this sample unit at NGL.Cengage.com/life
Exercise 1
Complete the second sentence in each pair with the simple past form of the verb in bold.

1. She wants to travel the world.
   She __________ to travel the world.
2. It isn’t easy to get a job.
   It __________ easy to get a job.
3. They don’t have a lot of money.
   They __________ a lot of money.
4. He doesn’t like traveling by plane.
   He __________ traveling by plane.
5. They are late again.
   They __________ late again.
6. I study in the school library.
   I __________ in the school library.

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

One, be, not know, eat, not want.

An island vacation ... with a difference

Last summer, my husband and I __________ the island of Sicily in Italy. We __________ the water, but we __________ to spend every day on the beach.

So, we __________, to go to Mount Etna, a live volcano! We __________ to the mountain from our hotel early in the morning. When we arrived, we __________ where to go, so we __________ a guide to help us.

She __________ very good and told us about the history of the volcano. When we __________ the crater, there was a strong smell, but the views at the top were amazing. After that, we went back to the hotel and __________ a delicious lunch there. It was a fantastic experience!

Exercise 3
Write simple past questions with these words.

1. how / be / your hotel?
2. when / you / get back?
3. they / take the train home?
4. what / be / your / favorite experience?
5. you / call me / this morning?
6. How much / your / plane tickets cost?

4. Complete the sentence with the past continuous form of the verb.

1. We __________ (wait) for the bus.
2. He __________ (not eat) his food.
3. You __________ (talk) to your friend?
4. What __________ those people __________ (say) to each other?
5. It __________ (not rain) when we left the house.
6. Where __________ she __________ (fly) to?

5. Circle the correct options to complete the sentences.

1. Jack arrived / was arriving while I was watching / watched TV.
2. When the sun arrived / was arriving, we get / were getting in.
3. It was starting / started snowing while we climbed / were climbing the mountain.
4. He wasn’t playing / didn’t play on his computer when I was writing / was him.
5. Did she ski / Was she skiing when she had / was having the accident?
6. I knew / I was knowing he had a problem when I heard / I was hearing him shout.

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

not start reach come eat look

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

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