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# Life

THIRD  
EDITION

HELEN STEPHENSON

JOHN HUGHES

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### ON THE COVER

The Aurora Borealis (also known as The Northern Lights), travels at night over the peak of Stetind. The obelisk-shaped mountain was first climbed in 1910 and was named as Norway's 'national mountain' in 2002.

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INTERMEDIATE

SPLIT A

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# Contents **Split Edition A**

|                                                                                              | <b>Grammar</b>                                                                                       | <b>Vocabulary</b>                                                                                          | <b>Real life<br/>(functions)</b>  | <b>Pronunciation</b>                                                                       | <b>Listening</b>                                                                                                                                                           |
|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b><br><b>Culture and identity</b><br><i>pages 9–20</i><br><b>Review</b> <i>page 20</i> | present simple and present continuous; stative verbs; question forms                                 | word focus: <i>love</i> ; nouns related to ideas and feelings; wordbuilding: adjective + noun collocations | opening and closing conversations | <i>wh</i> - questions; short questions                                                     | a description of skateboarding in Bolivia; a podcast about colours across cultures; using your knowledge of a topic to help you listen; a description of a favourite photo |
| <b>2</b><br><b>Performing</b><br><i>pages 21–32</i><br><b>Review</b> <i>page 32</i>          | present perfect simple; <i>already, just</i> and <i>yet</i> ; present perfect simple and past simple | describing performances; describing emotions; word focus: <i>own</i> ; strong and weak adjectives          | choosing an event                 | <i>have</i> in present perfect statements; intonation with <i>really, absolutely, very</i> | two descriptions of events; a description of someone's experience of performing; listening for specific details                                                            |
| <b>3</b><br><b>Opportunities</b><br><i>pages 33–44</i><br><b>Review</b> <i>page 44</i>       | predictions with <i>will, may</i> and <i>might</i> ; future forms                                    | word focus: <i>job</i> and <i>work</i> ; education; wordbuilding: prefix <i>re-</i> ; job requirements     | making and responding to requests | sounding certain; weak and strong auxiliary verbs                                          | three monologues about childhood ambitions; three people talking about their career and education paths; recognizing auxiliary verbs in fast speech                        |
| <b>4</b><br><b>Water</b><br><i>pages 45–56</i><br><b>Review</b> <i>page 56</i>               | past simple and past continuous; past perfect simple                                                 | wordbuilding: adverbs with <i>-ly</i> ; word focus: <i>get</i>                                             | telling stories                   | <i>had</i> in past perfect statements; weak forms ( <i>was</i> and <i>were</i> )           | a talk by a 'swimming ambassador'; two stories about experiences in water; recognizing how sounds run together in fast speech                                              |
| <b>5</b><br><b>A healthy life</b><br><i>pages 57–68</i><br><b>Review</b> <i>page 68</i>      | modal verbs; first conditional; <i>when, as soon as, unless, until, before</i>                       | healthy habits; word focus: <i>so</i> ; describing food                                                    | talking about food                | weak forms ( <i>to</i> ); disappearing sounds (1)                                          | advice for people who have little time to exercise; a podcast about healthy habits; recognizing grammar structures while listening                                         |
| <b>6</b><br><b>Mysteries</b><br><i>pages 69–80</i><br><b>Review</b> <i>page 80</i>           | expressing purpose; certainty and possibility                                                        | word focus: <i>fun</i> and <i>funny</i> ; wordbuilding: nouns and verbs                                    | reacting to surprising news       | <i>have</i> in past modal forms; disappearing sounds (2)                                   | a conversation about what a photo shows; a lecture about the Nasca lines; identifying how speakers signal information                                                      |



| Reading                                                                                                                  | Critical thinking                   | Speaking                                                                                                                                                                                      | Writing                                                     | Video                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| an article about the Race Card Project;<br>an article about Generation Z                                                 | supporting examples                 | describing your own identity;<br>talking about the importance of colours;<br>creating a survey about your generation's habits;<br>introducing yourself to others;<br>planning a set of photos | a profile of an organization;<br>using criteria for writing | <i>Faces of India</i> ;<br>visual literacy:<br>understanding a photographer's message            |
| an article about how circuses have changed;<br>a review of a film about the power of dance                               | understanding the writer's purpose  | talking about recent experiences;<br>describing experiences of performing;<br>creating a survey about watching films;<br>informing people about an event;<br>planning a podcast               | a film review;<br>linking ideas (1)                         | <i>Human towers</i> ;<br>visual literacy:<br>understanding diagrams                              |
| an article about the future of work;<br>an article about someone who wanted to educate the public                        | understanding the writer's view     | making predictions;<br>making future plans;<br>discussing why education matters;<br>discussing what a 'quality education' means                                                               | a supporting statement;<br>using a formal style             | <i>Maritza's classroom</i> ;<br>sustainable life:<br>quality education                           |
| an interview with the first person to find <i>Titanic</i> ;<br>a first-person account about an unforgettable experience  | drawing conclusions                 | describing the first time something happened;<br>describing what had happened before;<br>describing a learning experience;<br>planning a trip                                                 | a social media post;<br>using interesting language          | <i>Two months on the Amur River</i> ;<br>visual literacy:<br>understanding a filmmaker's message |
| an article about making the perfect Italian pizza;<br>different sources of information about moods and positive thinking | deciding if information is reliable | describing your own 'food rules';<br>describing consequences;<br>exchanging information;<br>making a short presentation about food                                                            | a formal email;<br>explaining consequences                  | <i>We are what we eat: Crete</i> ;<br>visual literacy:<br>evaluating presentation visuals        |
| a preview of a programme about why we enjoy being scared;<br>theories about two mysteries                                | speculation or fact?                | describing what things are for;<br>speculating about the present and past;<br>discussing what might have happened;<br>describing how equal your society is                                    | a news story;<br>-ly adverbs in stories                     | <i>Ancient past and present</i> ;<br>sustainable life:<br>working towards equality               |

# Contents **Split Edition B**

|                                           | <b>Grammar</b>                                                                                                                | <b>Vocabulary</b>                                                                                                                   | <b>Real life<br/>(functions)</b>       | <b>Pronunciation</b>                                              | <b>Listening</b>                                                                                                                                                                         |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>7</b><br><b>Living space</b><br>Review | <i>used to, would</i> and past simple;<br>comparison: adverbs;<br>comparison: patterns                                        | in the city;<br>materials;<br>wordbuilding: noun<br>→ adjective;<br>word focus: <i>as</i> and <i>like</i>                           | stating preferences and giving reasons | sentence stress (1);<br>rising and falling intonation             | two monologues about living arrangements;<br>an interview with an architect;<br>listening for stressed words to identify important information                                           |
| <b>8</b><br><b>Travel</b><br>Review       | verb patterns: <i>-ing</i> form and <i>to</i> + infinitive;<br>present perfect simple and continuous;<br><i>How long ...?</i> | holiday activities;<br>word focus: <i>journey, travel, trip</i> ;<br>travel problems;<br>wordbuilding: compound nouns (noun + noun) | dealing with problems                  | <i>been</i> ;<br>strong and weak forms                            | three monologues about experiences of travelling;<br>a description of a woman who has been to every country;<br>paying attention to specific information while listening                 |
| <b>9</b><br><b>Shopping</b><br>Review     | passives;<br>articles and quantifiers                                                                                         | customer experiences;<br>spending money;<br>wordbuilding: compound adjectives;<br>in a shop                                         | buying and selling things              | weak forms ( <i>of</i> );<br>silent letters                       | interviews with shoppers;<br>a podcast about impulse buying;<br>recognize what happens to prepositions in fast speech                                                                    |
| <b>10</b><br><b>No limits</b><br>Review   | second conditional;<br>defining relative clauses                                                                              | survival;<br>sports performances;<br>word focus: <i>take</i> ;<br>sports injuries                                                   | describing injuries and giving advice  | sentence stress (2);<br><i>and</i>                                | a short talk about a wingsuit flyer;<br>an audio article about performing better at sport;<br>recognize how words sound joined together in fast speech                                   |
| <b>11</b><br><b>Connections</b><br>Review | reported speech;<br>reporting verbs: patterns;<br>reporting verbs: thoughts                                                   | technology and communication;<br>wordbuilding: suffixes <i>-ion, -ment</i>                                                          | sharing opinions                       | contrastive stress;<br>linking with /w/ and /j/                   | an interview with a competition winner;<br>a story about an invention to share information;<br>listening for specific details in a story;<br>two monologues about learning sign language |
| <b>12</b><br><b>Experts</b><br>Review     | third conditional;<br><i>should have</i> and <i>could have</i>                                                                | describing skills and knowledge;<br>wordbuilding: prefixes <i>in-, un-, im-</i> ;<br>word focus: <i>go</i>                          | making and accepting apologies         | <i>should have</i> and <i>could have</i> ;<br>sentence stress (3) | an account of saving wild animals;<br>two stories about unexpected problems;<br>recognizing stressed syllables                                                                           |



| Reading                                                                                                                 | Critical thinking              | Speaking                                                                                                                                             | Writing                                       | Video                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------|
| an article about how the island of Manhattan used to be;<br>an article about a special place in Puerto Rico             | analyzing descriptions         | describing how places have changed;<br>comparing ideas;<br>promoting a place;<br>planning an infographic of your country or region                   | a description of a place;<br>organizing ideas | <i>The eco-architect of Ladakh</i> ;<br>visual literacy:<br>analyzing infographics                 |
| three people describe returning to their roots;<br>an article about why travel is important                             | analyzing choice of language   | choosing a holiday companion;<br>describing favourite activities;<br>describing travel experiences;<br>deciding what you wouldn't leave home without | a text message;<br>using an informal style    | <i>Questions and answers</i> ;<br>visual literacy:<br>interpreting flow charts                     |
| an article about customer satisfaction;<br>two articles about consumer trends                                           | close reading                  | planning a new product;<br>planning with a budget;<br>discussing ethical shopping;<br>discussing ways of reducing waste                              | a product review;<br>using pronouns clearly   | <i>Circular t-shirts</i> ;<br>sustainable life:<br>responsible consumption                         |
| an article about life in space;<br>an interview with a cave explorer                                                    | reading between the lines      | saying where you would love to live;<br>describing personal bests;<br>talking about overcoming challenges;<br>planning an animated film              | a personal email;<br>linking ideas (2)        | <i>What does an astronaut dream about?</i> ;<br>visual literacy:<br>analyzing the use of animation |
| an article about working together to save rainforests;<br>an article about communicating across cultures                | identifying facts and opinions | reporting a news story;<br>making invitations, promises and requests;<br>using different communication methods;<br>communicating non-verbally        | an opinion essay;<br>structuring an essay     | <i>Can you read my lips?</i> ;<br>visual literacy:<br>evaluating video techniques                  |
| an article about what Arctic explorers have to do to survive;<br>an article about the Japanese samurai and their legacy | challenging assumptions        | talking about past decisions;<br>explaining where you went wrong;<br>talking about experiencing a different time;<br>discussing issues with water    | a website article;<br>checking your writing   | <i>The environmental engineer</i> ;<br>sustainable life: clean water                               |

# Learn with *Life*

**Life Third Edition** takes you around the globe, learning about new people, places and ideas. As well as exploring topics that keep you engaged, the content also has universal themes which keep the events relevant to your lives and times.



## UNIT 1

- Postcards with an important message
- Colours and their meanings
- Culture and identity across generations
- A photographer's message



## UNIT 2

- Circuses around the world
- The 'bearpit' at Berlin's Mauerpark
- An inspiring story about dance
- 'Human towers' in Spain



## UNIT 3

- How the world of work is changing
- Stories about career and education paths
- An Argentinian with a big idea
- A unique classroom



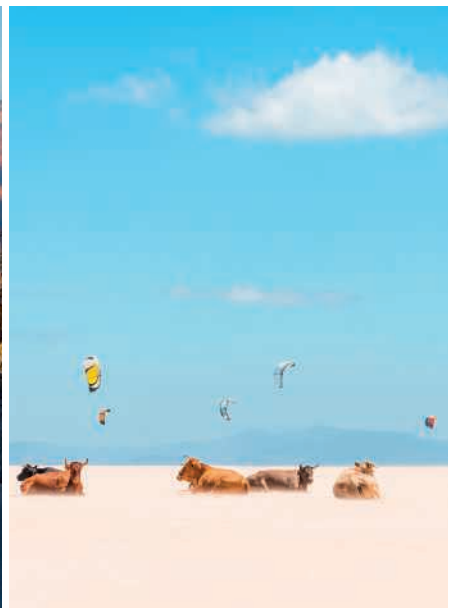
## UNIT 4

- Stories of getting into trouble in water
- The first person to discover *Titanic*
- Learning to respect the sea
- A trip on one of the world's longest rivers



## UNIT 5

- Making the perfect Italian pizza
- Advice on living healthier
- What puts us in a good mood
- The special food of Crete



## UNIT 6

- The mystery of why people like being scared
- The Nasca lines of Peru
- Two cases of strange disappearances
- The importance of keeping local traditions alive





## UNIT 7

- How the island of Manhattan used to be
- Effective house design
- A special place in Puerto Rico
- An eco-friendly idea in the Himalayas



## UNIT 8

- Stories of people travelling back to their roots
- A woman who has been to every country
- Why travel is necessary for our lives
- The things professional explorers always pack



## UNIT 9

- The things that make customers happy
- Why we feel we have to spend money
- Environmentally friendly shopping
- A t-shirt company with a difference



## UNIT 10

- Living on another planet
- How sport performances are always improving
- An interview with a caver
- The things astronauts dream about



## UNIT 11

- Using old phones to save the rainforests
- The first cameraphone
- Communicating across cultures
- How a deaf person experiences the world



## UNIT 12

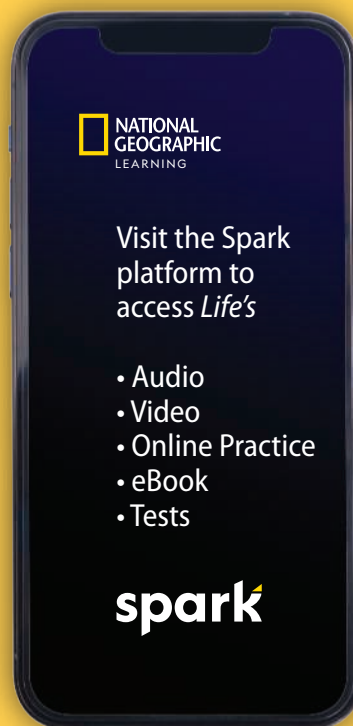
- Surviving in the Arctic
- The experiences of two wildlife experts
- Japan's expert warriors
- Making water safe and clean



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- track your progress as you complete work in the platform

# UNIT 1 Culture and identity



Members of the skateboarding group ImillaSkate practise in their hometown of Cochabamba, Bolivia.

## UNIT GOALS

- 1a** • use the present simple and present continuous
  - use *love* in different expressions
- 1b** • use a range of question forms
  - use your knowledge of a topic to help you listen
  - learn nouns related to ideas and feelings
- 1c** • read about different generations, finding examples that support statements
- 1d** • open and close conversations
- 1e** • write a profile of an organization using appropriate criteria
- 1f** • watch a video about a photographer and identify a photographer's message

- 1** Work in pairs. Look at the photo and the caption. Discuss the questions.
  - 1 What do you think is unusual about this photo?
  - 2 How are the skaters different from your idea of typical skateboarders?
  - 3 The skater group in the photo is on social media. What do you think its profile says?
- 2**  **1.1** Listen to the story behind the photo. Make notes on these things.
  - 1 the two traditional items of clothing the skaters wear
  - 2 the two aims of ImillaSkate
  - 3 the two occasions when they wear traditional dress
- 3** Compare your answers with your partner. Then discuss why the skaters choose to wear traditional clothes.
- 4** Work in groups and discuss the questions.
  - 1 Do you have a 'style' of your own in the way you dress? If so, what are the key things that identify your style?
  - 2 Do you belong to any groups or clubs? Do they have an identity or culture?
  - 3 Do you take part in any activities that are traditional in your culture or come from other cultures?  
*I support my hometown's football team. I often wear their colours, red and white.*



# Where are you from?

## Reading

- 1 Describe yourself in six words. You have one minute.
- 2 Read the article and answer the questions.
  - 1 What does the project ask people about?
  - 2 How do people take part?
  - 3 How successful do you think the project is?
- 3 Match one of the six-word thoughts (a–e) with the rest of the story (1–3).

**a** White mother, Black daughter. Love wins.

**b** My skin is not my culture.

**c** I am not a single story.

**d** We all look the same inside.

**e** Wow! You don't have any kids?

**1** I am told that it is surprising that at my age, gender and Hispanic culture, I do not have any children yet. [...] I am 27 years old, and I am working on getting my master's degree.

**2** I am adopted [...] I have an African father and a white mother, but my birth parents do not define me; my family does.

**3** Everyone has their own story and everyone [...] deserves to show theirs!

1.2

## The Race Card Project

The author Michele Norris writes about race in the US. Several years ago, she had an idea. She printed postcards with the following message on them, 'Race. Your thoughts. 6 words. Please send.'

- 5 When she was on a book tour some years ago, she gave the postcards out to people. She wanted people to write back to her and describe themselves. Now, the project uses a website instead of postcards to collect people's thoughts and it includes the question 'Have you anything else to say?'

There are over half a million replies and people are sending more and more each year. They make people think. The messages are funny, angry, hopeful and sometimes uncomfortable to read. They show that a person's feelings about race and identity can change over time.



**race** (n) /reɪs/ a group of people with the same skin colour, eye shape, etc.

**gender** (n) /ˈdʒen.də/ male, female, etc.

**adopted** (adj) /əˈdɒp.tɪd/ when another family takes care of a child