 NATIONAL
GEOGRAPHIC
LEARNING

ADVANCED

Life

THIRD
EDITION

PAUL DUMMETT
JOHN HUGHES
HELEN STEPHENSON

ON THE COVER

A man rushes past water cascading down the 21-metre high dam wall in Wet Sleddale in Cumbria. This reservoir, on the edge of the Lake District National Park, was built in 1966 to supply water to the people of Manchester. It can store up to 2,300 million litres of water.

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4 Design for life <i>pages 45–56</i> Review <i>page 56</i>	adjective patterns; intensifying adverbs	describing towns; adverb + adjective collocations; word focus: <i>ground</i>	expressing opinions	weak forms in prepositions; stress in intensifying adverbs; linking vowel sounds (intrusion)	a description of Hong Kong; a programme about The Tiny House Movement; linking words
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12 Mother Nature <i>pages 141–152</i> Review <i>page 152</i>	approximation and vague language; <i>would</i>	wordbuilding: adverb + adjective collocations; some common adjective collocations; word focus: <i>move</i>	being open and respectful in a debate	stress in key phrases	three people describe the landscape where they live; a podcast about nature in literature; word recognition

Reading	Critical thinking	Speaking	Writing	Video
an article about phone addiction; a Q&A feature about obsolescence	emotive language	discussing the impact of mobile phones; comparing brand choice; remembering old technology; discussing the story a photo tells	a news story; hedging language	<i>The medium of photography;</i> visual literacy: thinking about the story in a photo
an article about song writing; an article about Bob Marley	interpreting sayings	talking about song lyrics; discussing emotional responses to sounds; presenting an important cultural figure; discussing empathy exercises	a description of a type of music; parallel structures	<i>Lucy's story;</i> visual literacy: using visuals to develop empathy
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an article about ant society; an article about the Hadza people	reading between the lines	discussing how to be a good member of society; talking about games that are good for social relationships; talking about feeling free; presenting a ceremony or celebration	a summary; referring to evidence	<i>Initiation with ants;</i> visual literacy: exploring cultural representation
a blog post about conversational AI bots; a magazine feature about freeing our imagination	drawing inferences	comparing reactions to situations; discussing difficult decision-making; trying ideas to activate our imagination; discussing a quiz about social conformity	a short email; avoiding misunderstandings	<i>A social conformity experiment;</i> visual literacy: interpreting metaphors
an interview about geo-literacy; an article about wild animals in cities	different perspectives	discussing interconnectedness; talking about small moments in nature; discussing human and animal interactions; presenting ideas for collective action	a campaign letter; persuasive language	<i>Whales: a remarkable discovery;</i> sustainable life: climate action

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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

- The wisdom contained in proverbs
- What stops us learning from our mistakes
- Shakespeare's linguistic legacy
- An animation with a moral message



UNIT 2

- A management consultant who became a trapeze artist in the US
- Diving for pearls in Japan
- Parachuting into fires as part of the day job
- The people who climb mountains with no ropes



UNIT 3

- The development of bionic eyes
- The rise and rise of drone technology
- Using AI to make design more inclusive
- The man who created an eco fuel revolution in Uganda



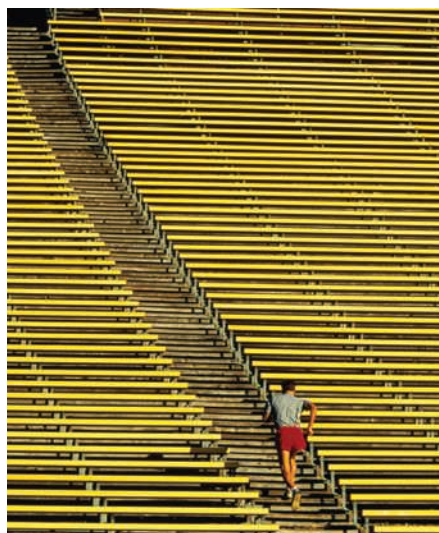
UNIT 4

- Innovative ways to cool down our cities – from Japan to Abu Dhabi
- An interview about the Tiny House Movement
- The profile of a ground-breaking architect
- A success story of architecture and community in Alabama, US



UNIT 5

- A travel company offering adventures to secret parts of London
- Stories of luxury travel from the providers' point of view
- How to enjoy Mexican street art by bike
- An unusual promotion of Norway's national parks



UNIT 6

- Some popular new hybrid sports
- A world-class mountain biker from the Czech republic
- How to bring mindfulness into our lives
- How Parkour has spread from Paris to Türkiye and beyond



UNIT 7

- How marketing is being changed by social media
- The problem of obsolescent technology
- A Chinese artist who has made himself visible through his invisibility
- A photographer from the Philippines tells stories through her art



UNIT 8

- A charity that connects musicians across the world
- A National Geographic explorer describes an unusual form of communication in the Canary Islands
- A profile of a world-famous Jamaican singer
- How a teacher works with an unusually gifted pianist in the UK



UNIT 9

- Exploring the origins of some ancient statues on an island in the Eastern Pacific
- A 100-year old letter between father and daughter
- The real-life crime behind a film set in 16th-century France
- A mysterious shipwreck and some hidden treasure off the coast of Namibia



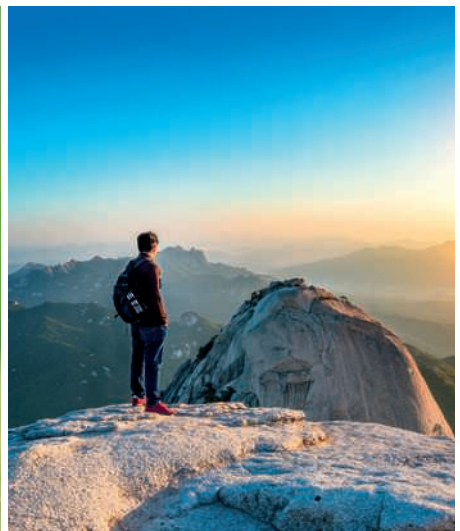
UNIT 10

- A US festival that celebrates its immigrant communities
- the extraordinary cooperation between ants
- The people still living as hunter-gatherers in Tanzania
- A coming-of-age ritual in Brazil



UNIT 11

- How conversational AI bots can cheer people up
- A psychologist's research into the irrationality of our rational decisions
- Looking at ways we can harness the imagination
- A study into the human tendency to conform



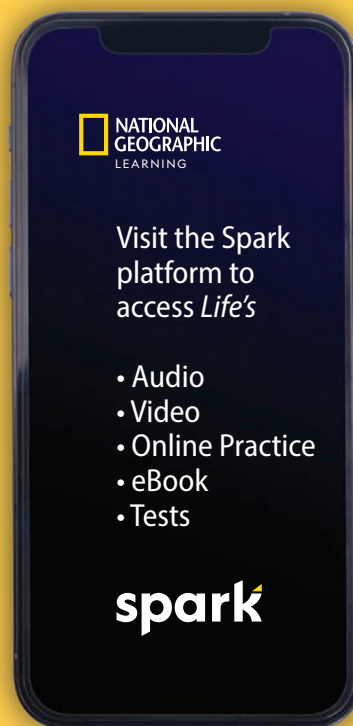
UNIT 12

- Why it's important to understand the interconnectivity of the world
- Different ways literature celebrates the beauty of nature
- The challenges of wild animals and humans sharing urban spaces
- How whales can help solve the climate crisis

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UNIT 1 Lessons for life



A worker cleans the stars on the Hollywood Walk of Fame in Los Angeles, US.

UNIT GOALS

- 1a** • use a range of time adverbials with different verb tenses
- talk about lessons you have learned in life
- 1b** • use the continuous aspect
- identify chunks of language
- talk about personality and identity
- 1c** • read about what Shakespeare taught us and think critically about an author's purpose
- 1d** • ask questions to get to know people
- 1e** • take notes on a lecture and use common abbreviations
- 1f** • watch an animated film with a life lesson and notice hidden messages

- 1** Work in pairs. Look at the photo and the sayings about life. Discuss the questions below.

Do good and then throw it into the sea. *Egyptian proverb*

After the game, the king and pawn go into the same box. *Italian proverb*

A path is made by walking. *Chinese proverb*

- 1 What does each saying mean?
- 2 Which of the proverbs, if any, do you think is best captured by the photo?
- 3 Which do you like best?

- 2** **1.1** Listen to two people talking. Answer the questions.

- 1 What experience led each of the speakers to learn an important life lesson?
- 2 What advice does each speaker now try to follow?

- 3** **1.1** Complete the phrases the speakers use to describe life lessons they have learned. (The first letter is given.) Then listen again and check.

- 1 The most v..... lesson I've learned was ...
- 2 That's become a sort of g..... principle for me ...
- 3 A good rule of t..... is ...
- 4 But it's a lot easier s..... than done ...
- 5 I always make a p..... of not getting ...

- 4** Individually, write down two of your favourite (or least favourite!) proverbs or sayings about life. Then work in groups to discuss your choices.

Learning from our mistakes

Reading

- 1 Work in pairs. Read the quotations. Which one resonates with you particularly? Try to think of a situation that demonstrates the truth of the proverb.

- 1 We learn from history that we learn nothing at all from history.
Georg Hegel, philosopher
- 2 Learn from the mistakes of others. You can't live long enough to make them all yourself.
Eleanor Roosevelt, diplomat
- 3 The only real mistake is the one from which we learn nothing.
Henry Ford, industrialist

- 2 Read the article. Which quotation in Exercise 1 best matches what the author is saying about learning from our mistakes?

- 3 Read the article again. According to the article, are the sentences true (T) or false (F)?

- 1 In the first experiment, participants weren't able to work out the answers for themselves.
- 2 In the second experiment, participants did the test twice.
- 3 Talking about your mistakes in the third person (e.g. using *he, she*) can help.
- 4 When people don't engage with failure, they are ignoring an unpleasant reality.

- 4 Replace the words in bold with words from the article that mean the same. (The form of the word might be different). Then work in pairs to discuss a mistake you have made recently. How did you feel about it and what did you learn?

Making mistakes can ¹**weaken** your confidence in your ability to learn and actually ²**prevent** learning in future. This isn't the case when ³**watching** other people make mistakes. That seems to ⁴**help** learning. If we can look at our own mistakes ⁵**without emotion**, we won't get ⁶**depressed** and will learn better.

1.2

Learning to deal with failure

Society is constantly telling us that failing is a key stage of learning on the road to success. But how easy is it to absorb that lesson? Research conducted recently at Northwestern University in the US has shown that, rather than learning from personal failure, frequently we find our confidence undermined by it. In Northwestern's experiment, participants

- 5 were shown pairs of symbols and asked to guess which one represented an animal. After researchers had shown them the correct answers, participants were given the same test and told that they would receive \$1.50 for each symbol they remembered. While most people remembered their correct answers, surprisingly, they failed to learn from the answers they had initially got wrong. Why, wondered the researchers, was failure impeding learning in
- 10 these cases? To find out, they decided to conduct another experiment.

- They took a different group of participants and showed them someone else's answers to the guessing game. When they subsequently asked this group to do the same test themselves, participants seemed to have learned both from the correct and incorrect responses of the players they had observed. The conclusion, said Fishbach, one of the researchers, is that the
- 15 hurt feelings we have when we fail or are wrong act as a barrier to learning. This barrier is absent when we are observing others' mistakes.

- How can we profit from this finding? One solution, say the researchers, is to try to look at our failures more objectively. Instead of saying, 'Why did I make that mistake?', say to yourself, 'Why did Paul make that mistake?' Eventually, that act of distancing yourself from personal
- 20 blame will begin to protect you from feelings of disappointment and so aid your learning. A second solution is to get into the habit of working with others to help each other discover where you might have gone wrong. The practice of engaging with failure, whether your own or someone else's, generally prevents one from getting downhearted or from burying one's head in the sand*.



Grammar time adverbials

TIME ADVERBIALS

Certain time phrases are commonly used with particular tenses. These are some typical examples.

Present simple: *often, never, every week, usually, always, nowadays*

Present continuous: *now, at the moment, this week, always*

Past simple: *two days ago, last week, then, in those days, at first, in the past, after that*

Past continuous: *at the time, the other day, while**

Present perfect simple: *just, so far, in the last few years, for years, since 2019, already, yet, ever, never*

Present perfect continuous: *for hours, just, lately, since 3 o'clock*

Past perfect simple and continuous: *already, before that, originally, up to then*

will, going to and present continuous for future: *next week, in three days / days' time, some day, soon, on Friday*

* conjunction, not adverb

For further information and practice, see page 158.

- 5 Work in pairs. Look at the grammar box and the time adverbials (a–g). Then answer questions 1 and 2.

- | | |
|--------------|----------------|
| a constantly | e subsequently |
| b recently | f eventually |
| c frequently | g generally |
| d initially | |

- Which verbs and tenses in the article are used with each of the time adverbials (a–g)?
- Which time adverbials in the grammar box have a similar meaning to the time adverbials (a–g)?

- 6 Underline the time adverbials in this passage. Then complete the text with the most appropriate form of the verbs in brackets.

In the 1940s the historian B. H. Liddell Hart

¹ (write) a fascinating book entitled *Why Don't We Learn From History?* No doubt, World War II, which

² (take) place at the time, was in his thoughts.

But his ideas on the subject ³ (form) over many years prior to that. The argument he put forward in the book still ⁴ (hold) true today: that

while science and technology ⁵ (progress) enormously in recent decades, we are still no better at recognizing their dangers. This, says Liddell Hart, is because we rarely ⁶ (acknowledge)

our human tendency to make mistakes. We should instead pay attention to how and why people

⁷ (make) mistakes in the past. Doing this


⁸ (guide) us in future, he says, not so much in what to do but in what to avoid doing.

- 7 Choose the correct time adverbials to complete a–c. Sometimes both options are possible. Then work in pairs to discuss which of the ideas you agree with.

- ¹ *A while ago / In the last few years* I made a decision to say no to people more often. ² *Before that / Up to then* I had always said yes when people asked me to do something. ³ *After that / Since then* I've been much happier.
- Getting a good work-life balance is hard. ⁴ *Initially / Originally*, I thought 'If I work long hours now, easier times will come'. But now I think that, ⁵ *eventually / subsequently* you will just burn out before you get to enjoy these easier times.
- One thing we learn from the past is that people ⁶ *eventually / generally* look after their own interests first. We can all point to times when we meant to do the right thing but let self-interest take over ⁷ *since that time / subsequently*.

- 8 Complete the conversations with the correct form of the verbs. Use the time adverbials in the sentences to help you. Then work in pairs. Have three similar conversations by changing key words in each question.

- A: How long (you / learn) Japanese? You speak it really well.
B: Thanks! I (start) having lessons two years ago. But I (learn) a few words on a trip to Japan before that.
- C: (you / try) out the new gym yet? I (go) last night. It's great.
D: No. Every week I (tell) myself I'm going to go. I'm sure I (get) there in the end.
- E: What (you / work) on currently?
F: For the last two weeks I (do) some work at the university computing department.

- 9  1.3 Complete the life advice using one word in each space. Then listen and check. Which piece of advice do you like the most? Why? Tell your partner.

- Life is what happens you are busy making other plans.
- Value your friends. If you ignore them a long time, they will start to ignore you.
- When you're feeling stressed, ask yourself this question: five years, will the problem still seem so important?
- No one has become poor by giving.
- You should take yourself too seriously.

Speaking

- 10 Think of an occasion when you learned an important lesson in life. Make a note of your answers to these questions. Then work in groups to discuss.

- What did you learn a lesson about (e.g. people, friends, family, money, work, health, risk)?
- How did you learn this lesson (e.g. advice, your own actions or mistake, someone else's actions)?
- How have you put this lesson into practice?

What makes us who we are?

Vocabulary personality and identity

- 1 Work in pairs. Look at the portrait photo and caption. Discuss the questions.
 - 1 What is this woman's job?
 - 2 Describe her expression in the photo. What image of herself is she projecting?
 - 3 If you were to have a portrait photo taken, in an outfit of your choice, how would you choose to present yourself? Why?
- 2 Look at these informal expressions to describe people. Discuss the questions below.

a bit full of himself/herself a control freak a dreamer
a driven person a family person a free spirit a joker
the life and soul of the party an outgoing type

- 1 What do you think the expressions mean?
 - 2 Which expressions do you think are positive, negative or neutral?
 - 3 Give an example of someone you know or know of who fits each description.
- 3** Look at some factors that make up your identity. Which do you think are most significant? Number them in order (1–8) of importance. Then work in groups to compare.
- | | |
|------------------|---------------------------|
| a your friends | e your life experiences |
| b your work | f your interests/hobbies |
| c your age | g your background |
| d your character | h your beliefs and values |

Listening

- 4 **▶ 1.4** Listen to the opening of a talk by a sociologist about how we define ourselves. Notice how the speaker compresses the sounds of words in familiar groups or 'chunks'. Work in pairs. Practise saying these opening sentences, pronouncing the 'chunks' more quickly than the rest.
- 5 **▶ 1.5** Listen to the whole talk. Tick the factors in Exercise 3 that the sociologist mentions. Which does he think are the most important?
- 6 **▶ 1.5** Listen to the talk again. Choose the correct option.
 - 1 The speaker thinks the question 'What do you do?' can sound *aggressive* / *judgemental* as a conversation starter.
 - 2 Ceri's identity has been shaped by her background because she didn't grow up in *one place* / *a typical family*.
 - 3 Lily has dedicated her life to helping solve the problems related to *illness* / *poverty*.
 - 4 The most important thing for Juan about his work is the *independence* / *security*.
 - 5 Jack hasn't been in a relationship since he was *34* / *25*.
 - 6 Amy wants school children to eat *better* / *more vegetarian* food.

A female gaucho from Argentina

Wordbuilding binomial pairs

WORDBUILDING binomial pairs

Certain pairs of words in English are irreversible, i.e. they always appear in the same order.
rock and roll (never roll and rock), law and order, sooner or later

- 7** Look at the wordbuilding box. Choose the correct form of these word pairs you heard in the talk.
- 1 He picks up *pieces and bits* / *bits and pieces* of work *as and when* / *when and as* he can.
 - 2 It seems that what defines people *first and foremost* / *foremost and first* is experience.
- 8** Complete the word pairs using these words. Then adapt each sentence to make it true for you. Compare your sentences with a partner.
- | | | | | | |
|-------|-------|-------|-------|-------|-------|
| break | fro | games | large | learn | pains |
| quiet | sound | sweet | then | wide | |
- 1 Can I have some **peace and**? I'm preparing for a **make-or-** interview.
 - 2 Everyone came back from the canoeing trip **safe and** None of us were injured, but we had a few **aches and**
 - 3 I try not to give long talks. **By and**, it's better to keep it **short and**
 - 4 People come from **far and** to see the Taj Mahal. You see busloads of tourists going **to and** all day.
 - 5 The first year at college wasn't all **fun and**; we worked hard **now and**
 - 6 I didn't know tipping wasn't usual in France. Oh well, you **live and**

9 Pronunciation linking in word pairs

1.6 Listen to the word pairs in Exercise 8. Notice how the words are linked with *and* then practise reading the sentences.

Grammar the continuous aspect

THE CONTINUOUS ASPECT

Present continuous

- 1 ... you feel as if people **are always judging** you ...
- 2 It's now **becoming** a national movement.

Present perfect continuous

- 3 He **has been saying** that since he was 35.

Past continuous

- 4 When his children were born, he **was working** as a carpet salesman.

Past perfect continuous

- 5 At one point, he **had been intending** to leave the company ...

Future continuous

- 6 ... in a few years, he **won't be moving** about anymore.

For further information and practice, see page 158.

- 10** Look at the grammar box. Which verb form in bold describes something which ...
- a is a current trend?
 - b we expect to be happening (now or) in the future?
 - c started in the past and is still continuing?
 - d is the background to another more important event in the past?
 - e was in progress up to a point in the past?
 - f happens regularly and is irritating?
- 11** Work in pairs. What is the difference in meaning, if any, between these verb forms?
- 1 What *do you do* / *are you doing*?
 - 2 My husband *is always phoning* / *always phones* me at work.
 - 3 *I've been reading* / *I've read* the book you gave me.
 - 4 When I left school, I *was working* / *worked* at a restaurant at weekends.
 - 5 This time next week, *I'll be sitting* / *I'll sit* on a beach in the Bahamas.
 - 6 He *had been working* / *had worked* as a nurse before he became a paramedic.
 - 7 California is eight hours behind us. Anne-Marie *will be going* / *usually goes* to bed now.

- 12** Complete the sentences using the appropriate continuous form of the verbs. Then write one more short anecdote about someone you know, which demonstrates their personality.

- 1 Katja's a fantastic football player, isn't she? I (watch) her playing the other day. I expect in a few years she (play) professionally. Apparently, some clubs (already / watch) her.
- 2 Marlon is such a great friend. Last week I (feel) really fed up about work and he gave me some chocolates that he (save) for a special occasion.
- 3 Marta (get) very eccentric, recently. She's started leaving her budgerigars out of their cages and they (fly) all over the house. When I (sit) in her kitchen, one flew down and landed on the table.

Speaking my life

- 13** You are going to make an identity collage that reflects who you are. Follow these steps.
- Use words, numbers, symbols, maps, and drawings or pictures (even fingerprints!) to represent who you are.
 - Work in small groups and show your identity collages to each other.
 - Ask and answer questions to find out why particular things are important e.g a memorable date or event; or a special place, person or possession.