

# Life

ADVANCED

**WORKBOOK** ■ INCLUDES AUDIO CD

PAUL DUMMETT

**SECOND  
EDITION**

# Life

**ADVANCED**

 **NATIONAL  
GEOGRAPHIC**  
LEARNING

**PAUL DUMMETT**

**Life Advanced Workbook**

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# Unit 1 Lessons for life

## 1a Things they never taught you

### Listening eight rules for life

1  Listen to a talk given to a group of college graduates and answer these questions.

1 What was the speaker going to talk about originally?

.....

2 What does he actually talk about?


.....

#### Glossary

**entitled** (adj) /ɪn'taɪt(ə)ld/ believing you deserve to get what you want

**flipping burgers** (exp) /'flɪpɪŋ 'bɜː(r)g(ə)z/ a job that involves cooking hamburgers in a fast-food restaurant

**nerd** (n) *colloquial* /nɜː(r)d/ a person skilled at something technical but lacking in social skills

2  Listen again and choose the correct options to complete the rules that the speaker mentions.

1 What you get in life is *just* / *unjust*.

2 You *must aim for* / *can't expect* great job conditions from the start.

3 Employers are generally *more strict* / *less strict* than teachers.

4 Flipping burgers is *a beginning* / *not a job you should do*.

5 Things will go wrong in your life and most probably it will be *your* / *someone else's* fault.


6 The boring chores in life *can be left to others* / *have to be done by everyone*.

7 In the real world, you will *often* / *seldom* get a second chance to get things right.

8 Don't underestimate people with good *technical expertise* / *social skills*.



## Grammar time phrases

**3**  **1** Complete the sentences with these time phrases. Then listen to the talk again and check your answers.

about fifteen years ago    at the time    before that  
currently    many years ago    next year  
over the last twenty years    rarely    sooner or later


- 1 \_\_\_\_\_, I'm writing a book about scientific inventions.
  - 2 I'm going to give you some rules of life that I read \_\_\_\_\_ in a book.
  - 3 \_\_\_\_\_, I had believed myself to be – as you probably do now – one entitled individual.
  - 4 You will not make eighty thousand dollars \_\_\_\_\_.
  - 5 \_\_\_\_\_, your grandparents had a different word for burger flipping.
  - 6 But they were like that because \_\_\_\_\_ they were paying your bills.
  - 7 \_\_\_\_\_, schools have abolished the idea of winners and losers.
  - 8 That \_\_\_\_\_ happens in real life.
  - 9 \_\_\_\_\_, you'll end up working for one.
- 4** Look at the time phrases in these sentences spoken by a student who is about to graduate. Complete the sentences with the correct form of the verbs in brackets.
- 1 At the moment, I \_\_\_\_\_ (take) a break from my studies.
  - 2 Last week, I \_\_\_\_\_ (attend) a lecture on a career in the diplomatic service.
  - 3 Before that, I \_\_\_\_\_ (never / be) to a careers advice talk.
  - 4 Nowadays, most graduates \_\_\_\_\_ (seem) to think that the world owes them a living.
  - 5 I \_\_\_\_\_ (wonder) for some time what I'm going to do with my life.
  - 6 But I \_\_\_\_\_ (have) to make a decision in the coming weeks whether to continue studying or apply for a job.

## Vocabulary life lessons

**5** Complete these sentences. You have been given the first letter of the missing words.

- 1 My father told me: 'Be kind to people and, as much as possible, forgive them when they do wrong. Because in the end anger and bitterness will just eat you up.' He was right, but it's easier s\_\_\_\_\_ than d\_\_\_\_\_.
- 2 I think the most v\_\_\_\_\_ lesson anyone has ever taught me was my English teacher, who said: 'Keep an open mind and you will learn a lot.'
- 3 'Do things that take you out of your comfort zone' is a g\_\_\_\_\_ principle in my life. Because no one has ever managed to progress by playing safe.
- 4 I always make a p\_\_\_\_\_ of listening to what older people have to say – not just dismissing them as out of touch.
- 5 I try to learn f\_\_\_\_\_ my m\_\_\_\_\_ in life. One thing I've learned is that it's much better to travel light than take loads of stuff with you that you'll never use, which is what I always used to do.
- 6 I think to remain humble and to try to live as simple a life as possible is a good rule of t\_\_\_\_\_.

### 6 Dictation the problem with advice

 **2** Listen to someone describing how advice and wisdom can be misinterpreted. Complete the paragraph.

One \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 An example \_\_\_\_\_  
 \_\_\_\_\_  
 One of his main ideas was \_\_\_\_\_  
 \_\_\_\_\_  
 they will \_\_\_\_\_  
 He called \_\_\_\_\_  
 People \_\_\_\_\_  
 \_\_\_\_\_  
 but \_\_\_\_\_  
 \_\_\_\_\_  
 Unfortunately, \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 which \_\_\_\_\_

# 1b What's in a name?

## Reading the importance of names

- 1 Read the article. Which of these statements (a, b or c) best represents the author's view?
- a Our names should help describe our character.
  - b Names are useful in giving a person a sense of identity.
  - c Native American names are useful because they identify social status.

- 2 Read the article again. Are the sentences true (T) or false (F)?

- 1 Native American Indians share a belief in the significance of names.
- 2 It is common for Native Americans to name people after things in the natural world.
- 3 Native American names can evolve as people go through life.
- 4 Names usually reflect something the parents saw at the time of the child's birth.
- 5 Many cultures still use names to indicate the place people were born in.
- 6 In the West, nicknames are always used to identify someone's social status.



## What's in a name?

Do you feel that your name is an essential part of who you are? What factors did your parents consider when they named you? Had they already been thinking about the name before you were born? Have you changed your name at any time in your life because you thought it did not suit you?

For some, names mean little. For others, such as Native American Indians, who have been following the same naming traditions for generations, it is a critical part of one's identity. Although traditions differ from one Native American tribe to another, all tribes attach great importance to the name or names that each individual is given.

You are probably familiar with Native American names taken from nature, such as Laughing Water, Rolling Thunder, White Feather, etc. (NB the belief that such

names derive from what their parents were looking at when the child was born is false.) You are probably less aware that their names can also describe certain attributes, such as character (e.g. Independent) or physical appearance (e.g. Broad Shoulders) or social status (e.g. Wife). Among some tribes, these names are continually changing according to people's achievements or life experiences. In some cases, a person will change names three or four times during their life.

Names in Native American Indian culture are descriptive, reminding the bearer of their place in nature or of their reputation in society. In other cultures, surnames often denoted where a person came from or what their family profession was: 'Julie London', 'James Carpenter' are examples in English. But even if such names still exist, they are no longer an indication of a person's identity.

Perhaps the most similar thing to the Native American tradition in modern western society is the nickname. My given name is Sarah, but my parents and childhood friends know me as 'Sally', a derivative name which has no particular meaning. The people I met at university nicknamed me 'Starah' (i.e. 'starer') because I have a bad habit of staring at people. Since I have been with my husband, my name has returned to Sarah. Such nicknames may not have the descriptive power of Native American names, but they do serve as important markers of the stages in our lives. Who knows what name people will be calling me in another ten years?

## Grammar the continuous aspect

- 3** Find and name five different continuous tenses used in the article.
- 4** Look at these pairs of sentences with simple and continuous verb forms. What is the difference in meaning – if any – in the pairs of sentences?
- a The name Lucas **is** very popular.

b The name Lucas **is getting** very popular.
  - a People always **pronounce** my name wrong.

b People **are** always **pronouncing** my name wrong.
  - a They've **made** a list of names for their baby, who is due in May.

b They've **been making** a list of names for their baby, who is due in May.
  - a At one time they **had thought** of giving all their children names beginning with 'M'.

b At one time they **had been thinking** of giving all their children names beginning with 'M'.
  - a When I **got** married, I decided to change my surname to 'Romano'.

b When I **was getting** married, I decided to change my surname to 'Romano'.
  - a They've had five boys, so they **hope** the next baby is a girl.

b They've had five boys, so they'll **be hoping** the next baby is a girl.
- 5** Complete these sentences with the correct tense. Use six continuous forms and two simple forms.
- Sorry I was late picking you up. \_\_\_\_\_ (you / wait) there long?
  - I can smell cigarettes. \_\_\_\_\_ (someone / smoke) in here?
  - I heard a scream and ran towards the river. A boy \_\_\_\_\_ (play) too close to the bank and (fall) \_\_\_\_\_ in.
  - Sorry I can't meet you later. I'm afraid I \_\_\_\_\_ (work) late tonight.
  - We \_\_\_\_\_ (live) in one room for the last three months because builders \_\_\_\_\_ (repair) our roof.
  - I \_\_\_\_\_ (hear) a lot of strange stories in my time, but that is probably the strangest.


## Vocabulary personality and identity

- 6** Match the personality types (1–6) with the descriptions (a–f).
- |                                  |  |
|----------------------------------|--|
| 1 a control freak                | a is very lively and sociable                    |
| 2 a driven person                | b is independent and does not follow conventions |
| 3 a family person                | c wants to manage every aspect of a situation    |
| 4 a free spirit                  | d has a strong and forceful presence             |
| 5 a larger-than-life character   | e puts home life before other things             |
| 6 the life and soul of the party | f is motivated and ambitious                     |

## Wordbuilding binomial pairs

- 7** Choose the correct options to complete the sentences.
- Can I have some *quiet and peace* / *peace and quiet*, please? I'm trying to concentrate.
  - I do exercise *as and when* / *when and as* I can, which is not often enough!
  - As far as business trips go, it was great – *sweet and short* / *short and sweet*.
  - That was my first marathon. I've got a few *pains and aches* / *aches and pains* now, but no injuries.
  - Then and now* / *Now and then*, I wonder if I should have gone to college.
  - The event is not all *fun and games* / *games and fun*. There is a serious side to it too.
  - First and foremost* / *Foremost and first*, we choose a name that we hope is not too common.
  - Large and by* / *By and large*, it's a pretty good place to live.

## 8 Pronunciation linking in word pairs

- a**  **3** Listen to how these binomial words pairs are linked with *and* as a weak form.
- I hear you **loud and clear**.
  - He'll be **up and about** in no time.
  - It's a game of **cat and mouse**.
  - She's **sick and tired** of people asking what she's going to do with her life.
  - The job has been a bit **up and down** lately.
  - It's **part and parcel** of being a parent.

- b** Practise saying the sentences in Exercise 8a in the same way.

- 9** Match the binomial word pairs (1–6) from Exercise 8a with the correct definitions (a–f).
- |                         |                                 |
|-------------------------|---------------------------------|
| a changeable            | d clearly                       |
| b out of one's sick bed | e fed up (with)                 |
| c an integral element   | f one trying to catch the other |



# 1c The English we speak

## Listening the evolution of English

1 4 Look at these statements about the English language. Do you think the statements are true (T) or false (F)? Then listen to a lecture on the evolution of English and check your answers.

- 1 Throughout its history, the English language has been subject to outside influences.
- 2 English is principally a Germanic language.
- 3 The language of Shakespeare is very different from modern English.
- 4 People living in the colonies tried to preserve the integrity of British English.
- 5 Many people around the world speak a very simplified, functional form of English.
- 6 The constant adaptation of English has been a negative thing.

2 4 Listen again and choose the correct option (a or b) according to the speaker. Pause the CD each time before moving onto the next question.

- 1 The English language has:
  - a influenced other cultures.
  - b both influenced and been influenced by other cultures.
- 2 The fact that Anglo-Saxon, not Latin, was the dominant influence on English is:
  - a unlike other countries in Western Europe.
  - b because the Romans were hated in Britain.
- 3 The language stopped changing so fast after the 16th century because:
  - a books became more common.
  - b no one invaded Britain after that date.
- 4 The speaker implies that compared to British English, the language used by Americans is:
  - a more open.
  - b more refined.
- 5 The author suggests that English is now a global language because:
  - a it is such an adaptable language.
  - b it became the language of international trade.
- 6 Non-native speakers who want to speak English:
  - a must choose for themselves what kind of English they want to speak.
  - b must be careful not to learn the wrong version of English.



3 Choose the correct definition (a or b) for the words in bold from the lecture.

- 1 The **legacy** of the Romans is evident in the Romance languages.  
a great achievement  
b gift to future generations
- 2 Instead of replacing English, French was **assimilated** into it.  
a incorporated b transformed
- 3 The language continued to remain quite **organic**.  
a basic b in a state of evolution
- 4 From this point in history, British colonialism **thrived**.  
a did well b began to diminish
- 5 English was successful in its global reach because it was a **versatile** language.  
a simple to use b easy to adapt

## Word focus *life*

4 Complete the sentences with *life* using these words.

brings	fact	larger	lifelike
saver	story	time	walks

- 1 Jenny is a .....-**than-life** character; you know when she's in the room!
- 2 Thanks for covering my shift yesterday. It was a real **life**-..... .
- 3 Teaching is a profession that attracts people from **all** ..... **of life**.
- 4 The way he reads the stories really ..... **them to life**.
- 5 It's a ..... **of life** that you won't get anywhere without effort.
- 6 Making the wrong career move has been **the** ..... **of my life**.
- 7 That statue of a cat in your garden is incredibly ..... .
- 8 My daughter loves university. She's **having the** ..... **of her life**.

# 1d How did you get into that?

## Real life getting to know people



- 1 5 Listen to the conversations. Note down where each conversation takes place and what details you learn about each person.

Conversation 1

Place: .....

Teresa: .....

Ana: .....

Conversation 2

Place: .....

Jeff: .....

Khalid: .....

- 2 5 Complete these questions and statements using ONE word in each space. Then listen to the conversations again and check your answers.

Conversation 1

1 What did you ..... the talk?

2 Sorry, I ..... introduced myself. I'm Teresa.

3 ..... in Spain is it?

4 Do you ..... joining me?

Conversation 2

1 Where are you .....

2 I'm Jeff, ..... the .....

3 What are you ..... to be .....

4 Wow, that sounds .....

- 3 What do you think the speakers meant (a or b) when they used the phrases in bold?

1 a lot of **food for thought**

- a things that need serious consideration      b unanswered questions

2 it's **not a million miles from** there

- a not so far from      b not so different from

3 let me just **get rid of** all these papers

- a throw away      b find somewhere to put

4 your **best bet** would be ...

- a best chance      b best route

5 **way above my head**, I'm afraid

- a too stressful for me      b too difficult for me

## 4 Pronunciation merged words in everyday phrases

- a 6 Listen to the sentences with merged words. Complete the sentences.

- ..... the exhibition?
- ..... going out for some fresh air?
- ..... company is it, exactly?
- ..... being the only boy in a family of girls?
- Sorry, ..... that before.
- ..... the course?
- ..... coffee or something?
- So, ..... before?

- b Listen again and repeat each sentence.

## 5 Listen and respond meeting a stranger

- 7 You have been invited to dinner by an old friend, Nicola, in a foreign town you are visiting. Someone at the dinner who you don't know comes up to speak to you. Respond with your own words. Then compare your response with the model answer that follows.

*Hi there, I don't think we've met. I'm Antony.*

*Hi, Antony. Good to meet you. I'm José.*

# 1e Holiday policy

## Writing taking notes

**1** **8** Look at these notes that an employee made during a short talk about leave (i.e. time off work) and sabbaticals (i.e. a long period of leave given every few years in some jobs, e.g. universities). Listen and complete the notes.

### Sabbaticals and unpaid leave

- formal document in 2 wks
- sabbaticals, i.e. paid leave: 3 mths for every 6 yrs worked if on <sup>1</sup> ..... or above; only for full-time staff; part-time staff arrangements tbc
- unpaid leave: <sup>2</sup> ..... decides on each case, e.g. sick parents; no unpaid leave for people who have worked for less than <sup>3</sup> .....

## 2 Writing skill using abbreviations

**8** What do you think these abbreviations from the notes mean? Write the words in full. Then listen again and check the words the speaker actually uses.

- 1 wks .....
- 2 i.e. ....
- 3 mths .....
- 4 yrs .....
- 5 tbc .....
- 6 e.g. ....

**3** Write abbreviations for these words.

- 1 approximately .....
- 2 with reference to .....
- 3 including .....
- 4 and so on .....
- 5 ten in the morning .....
- 6 hours .....
- 7 please note .....
- 8 per cent .....
- 9 second .....
- 10 per week .....

**4** Write this message in full sentences.

Jeff rang 11 a.m. Wants you to go to London to discuss contract details, i.e. commission, quantities, etc. Time of mtg tbc. NB not in office til Thurs.

**5** **9** You are going to take notes on a talk to company employees about holiday policy. First look at the guidelines for taking notes. Then listen and complete the notes.

- 1 Only include important information.
- 2 Reduce the number of words by omitting articles, auxiliary verbs, unnecessary pronouns.
- 3 Use abbreviations.

### New policy

.....  
.....  
.....  
.....

### Reasons for policy

.....  
.....  
.....

### Employee responsibilities

.....  
.....  
.....

### Details

.....  
.....  
.....



## Wordbuilding binomial pairs

- 1 Underline the correct word to complete each binomial pair.
- |                                    |                               |
|------------------------------------|-------------------------------|
| 1 more <i>and / or</i> less        | 6 live <i>and / but</i> learn |
| 2 take it <i>and / or</i> leave it | 7 wear <i>and / to</i> tear   |
| 3 cut <i>and / but</i> dried       | 8 sink <i>and / or</i> swim   |
| 4 out <i>and / or</i> about        | 9 give <i>and / but</i> take  |
| 5 slowly <i>and / but</i> surely   | 10 back <i>and / to</i> front |

- 2 Complete these sentences using the pairs in Exercise 1.

- I think you've got your jumper on .....
- There's ..... in any relationship. You can't have everything your own way.
- The sofa looks almost new. There's a little bit of ..... on the cushion covers, but that's all.
- My grandmother's 89 now and ..... stuck at home. She doesn't get ..... as she used to.
- In my first job, no-one showed me what I had to do at all – it was just .....
- The negotiation is pretty ....., as I see it. I've said what I want and, frankly, they can .....
- We're making progress ..... It hasn't been an enjoyable experience, but you ....., I suppose.

## Learning skills using idioms

- 3 Try to answer these questions about idioms. Then compare your answers with those on page 136.
- What are the benefits of using idioms in your English?
  - What is the effect on the listener if you get the idiom wrong?
  - Are these statements true (T) or false (F)?
    - Choosing whether to use an idiom or not depends on the context (your audience, whether you're writing or speaking, etc.).
    - Even if you don't speak the language well, including a few idioms can give a better impression.
    - Idioms change more quickly than other aspects of the language.
    - Only use idioms that are new and current.
    - Idioms and slang are pretty much the same thing.

- 4 Look at the options in these sentences. Do you think it is appropriate to use the idiom or not in each case?

### 1 A job interview

- A: So tell me a little about yourself, Mr Barton.  
B: Well, I'm 34 years old and a *real go-getter / very ambitious*.

### 2 A letter advising a friend about investing money in shares

A good *rule of thumb / principle* is always to spread your investments between different sectors.

- 5 Try some of the idioms that you learned in Unit 1 in context. Ask your teacher if your use of them is correct and appropriate.

## Check!

- 6 Do the quiz. All the answers are in Student's Book Unit 1.

### 1 Complete these quotes.

- 'Better to walk without knowing where than to ..... doing nothing.' (Tuareg proverb)
- 'If you want to make peace with your enemy, you have to ..... with your enemy.' (Nelson Mandela)
- 'Learn from the mistakes of others. You can't live long enough to make them all ..... .' (Eleanor Roosevelt)
- 'But love is ....., and lovers cannot see.' (Shakespeare)

### 2 What are the opposites of these types of people? You have been given the first letter.

- a realist ≠ a d .....
- a serious person ≠ a j .....
- a shy type ≠ an o ..... type

### 3 Rearrange the letters to make time phrases.


- present simple  
n a y d o w a s .....
- present perfect  
l e g a r e n l y .....
- future  
o s f r a .....
- past perfect  
r o o n e s r o t e l a r .....
- past perfect  
r o r i p o t t a t h .....



# Unit 2 More than a job

## 2a Golden worm diggers


### Listening *yartsa gunbu*

1  10 Look at the photo and then listen to a news report. Answer the questions.

1 Where are these people?  
.....

2 What are the people looking for, and why?  
.....

3 What would they normally be doing for a living?  
.....

2  10 Read this summary. Then listen again and complete the summary using one word in each space.

In May and June, on the Tibetan Plateau, you can see people <sup>1</sup> ..... the grass for a small <sup>2</sup> ..... called *yartsa gunbu*. *Yartsa gunbu* is highly valued for its <sup>3</sup> ..... properties. It grows inside the body of a <sup>4</sup> ..... and then sends a small <sup>5</sup> ..... above the ground. The Chinese believe it improves your life <sup>6</sup> ..... and so demand for it has <sup>7</sup> ..... in recent years. The local people, who in the past made a living by herding <sup>8</sup> ..... and sheep, now make much more money from *yartsa gunbu*. But ecologists are worried about the <sup>9</sup> ..... of *yartsa gunbu* and think it may die out.

### Wordbuilding phrasal verb *get*

3 Choose the correct option.

- 1 I'm the only one in the family earning at the moment, but we *get by* / *get through*.
- 2 I'm really not in the mood for a party, but I can't *get away with* / *get out of* it. I promised Sheree I'd go.
- 3 Well, thanks for all your advice. I'll *get back* / *get through* to you if I need anything else.
- 4 I think Jake will go a long way. He's very positive. If he has a disappointment, he *gets over* / *gets round* it very quickly.
- 5 I wish she had said what was on her mind. I couldn't understand what she was *getting at* / *getting to*.
- 6 I'm sorry I haven't fixed the catch on the window yet. I'll try to *get round to* / *get away with* it later today.

## Grammar perfect forms

- 4** **10** Look at these sentences from the report. Which verb did the speaker use? Listen to the report again and check your answers.
- 1 It's as if someone *had dropped* / *had been dropping* a valuable ring and then asked their friends to help search for it.
  - 2 What they *have looked for* / *are looking for* is a small fungus called *yartsa gunbu*.
  - 3 It's so prized in China that half a kilo *has been known* / *was known* to sell for up to \$50,000.
  - 4 One couple I talked to *had searched* / *had been searching* all day and *has found* / *found* only thirty specimens.
  - 5 For centuries, herbal doctors *have prescribed* / *had prescribed* *yartsa gunbu* for all sorts of medical problems.
  - 6 Zhaxicaiji *has started* / *started* her own *yartsa* company in 1998.
  - 7 Since then, the business *has grown* / *grew* year on year.
  - 8 These communities *thrive* / *are thriving* on *yartsa gunbu*'s rarity.
  - 9 The cycle will stop, because the fungus that infects the larvae *will be disappearing* / *will have disappeared*.
  - 10 Perhaps the next generation of golden worm diggers *will be searching* / *will have searched* harder than ever.

- 5** Complete these sentences by putting the verbs in the correct tense. Use simple or perfect forms.

Does *yartsa gunbu* actually work? Recent research <sup>1</sup> ..... (show) that it helps the blood absorb more oxygen, which in turn, <sup>2</sup> ..... (help) the user to feel more energetic.

People in the West <sup>3</sup> ..... (criticize) the use of herbs in Chinese medicine for being unscientific, but in fact, it is a practice which <sup>4</sup> ..... (be based) on thousands of years of practice. Moreover, many of the ingredients are the same as those in western medicines. An American study in 2002 <sup>5</sup> ..... (show) that in nearly fifty per cent of the new drugs produced in the previous twenty years, scientists <sup>6</sup> ..... (use) natural plants as a starting point.

So far, western medicine <sup>7</sup> ..... (not / exploit) Chinese knowledge of herbs. One drug, however, that <sup>8</sup> ..... (be) very

successful in treating malaria, comes from the plant artemisinin. But there is no sign that more drugs like this <sup>9</sup> ..... (be developed) any time soon. This is a shame as, without a doubt, there <sup>10</sup> ..... (be) a lot that the West can learn from Chinese medicine.

## Vocabulary work and life

- 6** Complete these sentences. You have been given the first letter of the missing words.

- 1 The animals are our l..... . Without them we couldn't survive.
- 2 When we interview new applicants, we always give them a simple t..... to perform.
- 3 Some students go on to university, but many opt to learn a t..... like interior decorating or plumbing or building.
- 4 Medicine is more than just a job; it's a v..... .
- 5 It's difficult to make a decent l..... as an artist, unless you become very well known.

## 7 Pronunciation extra /ɪ/, /i:/ or /aɪ/

- 11** Look at the underlined syllables in these words and put the words into categories according to the vowel sound each contains: /ɪ/ as in *bit*, /i:/ as in *beat* or /aɪ/ as in *bite*. Then listen and check your answers.

medic <u>i</u> nal	surv <u>i</u> ve	spec <u>i</u> fic	<u>t</u> iny	<u>f</u> inancial
priv <u>a</u> te	prev <u>i</u> ous	presc <u>r</u> ibe	revital <u>i</u> ze	<u>v</u> isa
unsc <u>i</u> entific	spec <u>i</u> men	caterpill <u>a</u> r	<u>k</u> ilo	art <u>i</u> st

## 8 Dictation interview with a journalist

- 12** Listen to an interview with the journalist who reported the story of the golden worm diggers and complete his answers.

I: So, John, how did you come across this story?

J: <sup>1</sup> I .....

I: And what was it that interested you this time?

J: <sup>2</sup> Well, .....

I: And what was that in this case?

J: <sup>3</sup> I .....

<sup>4</sup> So I .....

# 2b Deep-sea line fishers

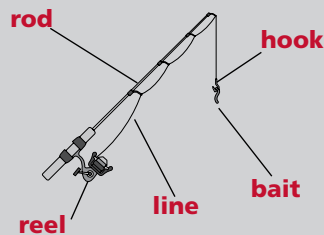
## Reading a game of cat and mouse

1 Read the article about an expedition to catch a bluefin tuna and answer the questions.

- 1 What is difficult about catching these fish?  
.....
- 2 What method do the people in the article use?  
.....

### Glossary

**bait** (n) /beɪt/  
**hook** (n) /hʊk/  
**line** (n) /laɪn/  
**reel** (n) /ri:l/  
**rod** (n) /rɒd/



2 Read the article again. Are these sentences true (T) or false (F)? Or is there not enough information (N) to say if the sentences are true or false?

- 1 The narrator is new to sea fishing.
- 2 If the fish weren't so heavy, they'd be easy to catch.
- 3 Numbers of bluefin tuna have declined because of the high number of line fishers.
- 4 Bluefin tuna generally feed on other smaller fish.
- 5 Troy used his instinct to know where the fish were.
- 6 It's necessary to leave the line a little loose to make the fish think you are not interested.

## Deep-sea line fishers

Some people have compared catching a bluefin tuna to trying to catch a car going at eighty kilometres per hour. So, not having done any line fishing at sea before, I was pretty apprehensive – but also excited – about the trip that my friend, a professional line fisher called Troy had organized.

At the same time, my hopes were not high. 95 per cent of the time, bluefin tuna line fishers come back empty-handed and a few hundred dollars worse off in the attempt. Just finding the fish is difficult enough, but once you've found them, you are then faced with the task of landing a fish that can weigh in excess of 300 kilos.

Of course, tracking them down has become more difficult in recent years because of overfishing. Because demand for tuna is so high, fishing companies employ an intensive form of fishing called 'purse seine,' where they use big circular nets to trap the tuna. This has devastated the Atlantic tuna population, reducing it by over eighty per cent in the last thirty years.

Three days before we were due to set off, Troy got a call from a friend who informed him of a secret fishing spot about forty miles off the coast. Since we had nothing else to do, we headed there that evening, and the following morning, just as he had said, thousands of bluefin tuna showed up.



In order to keep our prey interested, we dropped chunks of fish into the water and then baited our lines and let them out. Tuna feed at depths of fifty to a hundred metres, so you need a lot of line. For about two hours, we sat there waiting for something to happen, and then suddenly Troy's rod bent dramatically and the reel started spinning furiously, casting line out at an incredible rate.

Knowing the fish like to swim towards the boat to make you think they are off the line, Troy jumped on the rod so that he could keep the line tight. Then we followed the fish, steering the boat in the same direction, while Troy slowly reeled it in. After about an hour of this, the fish started to get tired of us chasing it and it came closer to the surface, where we could see it. 'Grab the harpoon gun,' Troy shouted and I knew that my moment had come.



## Idioms safety

3 Match the two parts to make idioms connected with safety.

- |                     |                         |
|---------------------|-------------------------|
| 1 second            | a side                  |
| 2 cut               | b the book              |
| 3 be on the safe    | c side of caution       |
| 4 follow            | d nature                |
| 5 do things by      | e cotton wool           |
| 6 better to be safe | f corners               |
| 7 wrap someone in   | g than sorry            |
| 8 err on the        | h the correct procedure |

4 Complete these sentences using idioms from Exercise 3.

- I always wear a bicycle helmet, even if I am riding a short distance – just to .....
- You can't ..... your children ..... all the time. You have to allow them to take some risks.
- Safety is actually ..... to me because I used to have a job repairing electricity lines.
- It's very tempting to ..... when you think you can do something more quickly by not observing all the safety rules.
- If you ..... rather than thinking you know better, you will be fine.

## Grammar passive forms

5 Rewrite the sentences transforming one verb in each sentence to make a passive construction.

- My friend, Troy, had organized the trip.  
.....
- Once you've found the fish, that's only the beginning of your task.  
.....
- In 'purse seine' fishing, people use big circular nets to trap the tuna.  
.....
- 'Purse seine' fishing has devastated the Atlantic tuna population in the last thirty years.  
.....
- Troy jumped on the rod so that he could keep the line tight.  
.....
- The fish started to get tired of us chasing it.  
.....

6 Complete these sentences with passive constructions using the verbs in brackets. Use *be* or *get* to form each passive verb as you think appropriate.

- Did you hear about poor Esty? She ..... (call) in to work at the weekend on her birthday!
- I wish they would just let me get on with the job. I'm tired of ..... (tell) what to do.
- Please be careful using that axe. You ..... (injure).
- I don't mind driving, but it's more relaxing ..... (drive) – depending on who the driver is, of course!
- I submit my photos to the newspaper, but if they don't like them, I ..... (not / pay).
- ..... (you / invite) to the opening of the exhibition? It's next Friday.

7 Read the passage and underline the best options (active or passive) to complete the text. Where you think either could work, underline both.

If you had to say what the most dangerous professions in the world were, probably <sup>1</sup>*you would not include fishing / fishing would not be included* on your list. Yet, statistically, deep-sea fishing is the world's riskiest job. In the UK, fishermen have a one in twenty chance of <sup>2</sup>*fishing killing them / being killed* during their working lives. When you consider the conditions that <sup>3</sup>*fishing forces them / they are forced* to work in, it is not surprising: rough seas, freezing temperatures, long hours and lots of heavy, moving equipment. Another industry that has a similarly high injury rate is logging (cutting down trees for wood). <sup>4</sup>*Loggers also work long hours / Long hours are also worked by loggers* and they, too, use heavy, dangerous equipment. They are also at risk of injury from heavy tree trunks slipping or falling. One job that might have been on your list is mining. Although <sup>5</sup>*they employ fewer people / fewer people are employed* in mines these days, it remains a dangerous profession. This is not just because of the obvious risks of mines collapsing but also because of the long-term effects of <sup>6</sup>*breathing in poor air / poor air being breathed in*.



# 2c Guerrilla geographer

## Listening Daniel Raven-Ellison

- 1 13 Listen to part of a radio programme about Daniel Raven-Ellison's new approach to geography. Which of these statements (a, b or c) best summarizes this new approach?
- a a critical approach that challenges people to question traditional geography teaching
  - b an inclusive approach that encourages communities to redesign their neighbourhoods
  - c a practical and fun approach that promotes social and environmental awareness



- 2 13 Listen again and complete these sentences and questions.
- 1 What does one of Daniel Raven-Ellison's challenges ask participants to find?  
.....
  - 2 What was Raven-Ellison's job before?  
.....
  - 3 For Raven-Ellison geography is more than just  
.....
  - 4 What kind of exploration does he want to promote among children? .....
  - 5 Guerrilla geography is all about having  
.....
  - 6 He says most city guides are selective in what they show, but his films show the  
.....
  - 7 What is the best way to appreciate your neighbourhood properly?  
.....
  - 8 The fun nature of *Mission: Explore's* tasks disguise the fact that you need to  
.....
  - 9 What is one children's survey of the community designed to measure?  
.....
  - 10 For Raven-Ellison, education should encourage people to be .....

- 3 Look at the words in bold from the programme. Choose the correct synonym (a or b).
- 1 Outdoor exploration **spurs** innovative problem solving ...  
a encourages b involves
  - 2 Walking gives you a different, more **tangible** perspective ...  
a enjoyable b real
  - 3 It's a **hands-on** format that's very accessible.  
a lively b practical
  - 4 ... moments that will be **crucial** to tackling issues like climate change ...  
a essential b helpful

## Word focus *foot/feet*

- 4 Match the idioms (1–4) with their definitions (a–d).
- 1 I **got off on the wrong foot** with my boss when I told him I didn't like using computers.
  - 2 He offered to give the talk with me, but then at the last minute he **got cold feet**.
  - 3 The company **shot itself in the foot** by not investing in new technology when it had the chance.
  - 4 Don't worry if it all seems strange at first. You'll soon **find your feet**.
- a have a bad start
  - b start to feel more confident in a new situation
  - c withdraw from doing something because you feel anxious
  - d do something that damages your own situation or prospects
- 5 The idioms in bold are in the wrong sentences. Replace the idioms with the correct ones.
- 1 She **found her feet**, but relations with her colleagues are much better now.
  - 2 I hope I didn't **have two left feet** when I told her how like her sister she was.
  - 3 I've never been good at dancing – I **get off on the wrong foot**.
  - 4 She really **followed in her father's footsteps** by not taking the promotion when she was offered it.
  - 5 People often ask me why I didn't **get my foot in the door** and become a doctor like him.
  - 6 Hannah **got cold feet** very quickly at university and made some good friends.
  - 7 I'm now working for Google. I was very lucky to **put my foot in it** because so many people want to work there.
  - 8 She was going to jump from the ten-metre board but she **shot herself in the foot**.

# 2d Tell me a bit about yourself

## Vocabulary personal qualities

1 Look at the statements and write the adjective that sums up this quality. You have been given the first letter.

My strengths? Well, ...

- 1 I care about doing a good job. c.....
- 2 I will always get the job done. r.....
- 3 I love my work. e.....
- 4 I want to do well. m.....
- 5 I don't get distracted from my work. f.....
- 6 I'm willing to do anything I'm asked to do. f.....
- 7 I keep things in order so as to be efficient. w..... -o.....
- 8 If I don't have the tools to do something, I'll find another way. r.....

## Real life presenting yourself

2 14 Listen to a man, Hiroki, presenting himself at an interview for a graduate training programme. Answer the questions.

- 1 What kind of work does the company do?  
.....
- 2 What relevant experience does Hiroki have?  
.....



3 14 Listen again. Write the five qualities from the list in Exercise 1 that you think Hiroki possesses. Give reasons for your answers.

1 c.....  
Reason: .....

2 w..... -o.....  
Reason: .....

3 r.....  
Reason: .....

4 e..... and m.....  
Reason: .....

## 4 Pronunciation word stress

a 15 Look at these words used in the interview and underline the stressed syllable(s) in each word. Then listen and check.

- 1 experience                      6 particular
- 2 commendation                7 relevant
- 3 infrastructure                8 important
- 4 authorities                    9 enthusiastic
- 5 suitability

b 15 Listen again and practise saying each word with the same stress.

## 5 Listen and respond a suitable candidate

16 You are at an interview for a job working as a trainee hotel manager at a top London hotel. The interviewer asks you some questions. Respond with your own words. Then compare your response with the model answer that follows.

1

*So can you tell me a little about yourself and what attracted you to this job?*

*Yes, my name is Eduardo Torres and I'm a graduate in Hotel Management. I have been working for the last year at a country hotel and I would like to get a job with a bigger chain of hotels.*



## Wordbuilding *get*

- 1** The verb *get* has multiple meanings (when used alone as well as in phrasal verbs). Try to guess what *get* means in these sentences. (Note that the last two are phrasal verbs.)
- Sorry, I just don't *get* what you're trying to say.
  - Don't *get* too excited about it. It's not certain yet that we'll move to Canada.
  - I'm going to try to *get* some time off work next week so that I can revise for my exams.
  - You go and have your shower and I'll *get* us some supper.
  - Put your wallet away. I'll *get* this.
  - I'll try to *get* her to change her mind, but I'm not optimistic.
  - Can you *get* me a glass of water if you're going to the kitchen?
  - Don't worry about giving me a lift. I can easily *get* the bus.
  - It really *gets* to me that he can make jokes about other people, but he can't take a joke himself.
  - To *get on* in this profession, you have to keep constantly up-to-date with new technology.
- 2** Match the meanings (a-j) with the verb *get* in 1–10 in Exercise 1.
- |              |                      |
|--------------|----------------------|
| a fetch      | f obtain or be given |
| b pay for    | g annoy              |
| c progress   | h make or persuade   |
| d go (on/in) | i prepare            |
| e understand | j become             |

## Learning skills listening: top-down strategies

- 3** Before listening to an extract in English, try to use the same strategies that help you understand content when listening in your own language. Ask yourself these questions.
- What is the context for this listening (an everyday conversation, a lecture, a scientific report, an interview, etc.)?
  - What is the probable attitude of the speaker (e.g. are they trying to persuade/inform/complain, etc.)?
  - Am I listening just for gist or for some specific information (dates, times, names, etc.)?
  - What do I know already about this subject/situation and what questions would I like to have answered by what I am about to hear?

- 4** Look at these contexts (1–3). Ask yourself questions 2–4 from Exercise 3. Decide a) the probable attitude of the speaker; b) whether you are listening for gist or specific information; and c) what questions you want answered.
- a news report about a new electric car
    - .....
    - .....
    - .....
  - an interview with a sociologist about her new book on attitudes to childhood
    - .....
    - .....
    - .....
  - a discussion between three friends about a recently released film
    - .....
    - .....
    - .....

## Check!

- 5** Do this quiz. All the answers are in Student's Book Unit 2.

### 1 Complete the descriptions of these people from Unit 2.



- a Kazakh .....  
 b M..... people  
 c s.....

### 2 Look at the attributes (a–c) of each person in Exercise 1 and say what each enables them to do.

- a great patience  
 b extraordinary vision  
 c being the right weight

### 3 Complete these grammar explanations.

- a Perfect forms are used to look ..... at an event that has an impact on a ..... time.  
 b We sometimes use ..... + past participle, rather than *be* + past participle, to form the passive.

### 4 Complete the sentences. Then rearrange the first letters of each word to make the name of a character in this unit.

- a Please do ..... hesitate to ..... me if you have any questions.  
 b Oh dear! I hope I didn't put ..... foot ..... it.  
 c ..... look forward to ..... from ..... soon.  
 d Female smokejumpers do the same ..... as ..... smokejumpers.

Name: J..... C.....



# Unit 3 Design for life

## 3a My town

### Listening my town



1 17 You will hear two people talking about towns they live or have lived in. Listen and complete the table. If no information is given, write NM (not mentioned).

	Glastonbury	Ghent
Location		
Size of town		
Type of town		
Reasons for liking		

2 17 Listen again and choose the correct option (a, b or c) to complete each statement.

- Glastonbury Festival takes place:
  - in the town of Glastonbury.
  - in some fields near Glastonbury.
  - at a world heritage site.
- Glastonbury town changed when:
  - some festival-goers began to settle there.
  - the first festival was held in 1970.
  - people realized what a magical place it was.
- Now the town has an unusual mixture of:
  - ethnic groups.
  - people with different lifestyles.
  - commercial activities.
- The speaker suggests that not many people visit Ghent because:
  - it's a long way from Brussels and Bruges.
  - they don't know how attractive it is.
  - they think it's just a small provincial town.
- Ghent is home to a lot of:
  - traditional industries.
  - shipping industries.
  - large industries.
- The variety of activities in Ghent means that people are:
  - quite tolerant.
  - quite educated.
  - quite socially active.

3 Look at these expressions used by the speakers. Match the words in bold in 1–8 with their definitions (a–h).

- pleasant **period** houses
  - a **transformative** experience
  - an **alternative** lifestyle
  - it's all a bit **wacky**
  - my **adopted** town for a while
  - part of its **charm**
  - around the old **docks**
  - The other **drawback**
- life-changing
  - attraction
  - disadvantage
  - unconventional
  - area where ships are loaded
  - strange and funny
  - belonging to a past time
  - that you have chosen to live in