

# Life

SECOND EDITION

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# Life

**SECOND EDITION**

 **NATIONAL  
GEOGRAPHIC**  
LEARNING

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Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
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Listening	Reading	Critical thinking	Speaking	Writing
someone describing the customs on the Tokyo subway an excerpt from a radio program about the diet of the indigenous people of northern Alaska	an article about the "tiger mother" approach to parenting a blog about personal space and turn-taking	questions and answers	traditional rules of behavior food and eating habits turn-taking in conversations	text type: a description writing skill: adding detail
someone talking about an unusual mural eight explorers describing superpowers they wish they had	an article about the first human computers an article about Madagascar's unique environment	emotive language	ambitions wishes strong feelings	text type: an online comment writing skill: giving vivid examples
a radio news report about the parents of Chinese university students three good-news stories reported on the television news	an article about an iconic image an article about the power of the press	different perspectives	something true that happened to you good-news stories the media	text type: a news article writing skill: using quotations
a description of a mahout's job someone talking about an extraordinary career a description of a man with an unusual talent	an article about an extraordinary career an article about a woman who was king	examining the evidence	a career path superhuman abilities job descriptions	text type: a personal profile writing skill: using <i>with</i>
a parent talking about a children's museum a talk by a psychologist on memory	an article about an innovative school an article about how animals think	explaining ideas	learning experiences making excuses types of learner	text type: an email about a misunderstanding writing skill: linking contrasting ideas
two people talking about the standard of living an interview with a professor about the growing service economy	an article about Norway's riches an article about a new business trend	opinion words	the economy in your country getting things done new business ideas	text type: a short report writing skill: key phrases in report writing

# Life around the world—in 12 videos

## Unit 7 Eating insects



Discover why eating insects could be good for you, and why one man is on a mission to change our tastes.

## Unit 1 Lady Liberty and Ellis Island

The gateway for immigrants to the United States.

## Unit 3 3D-printed prosthetic limbs

Discover how 3D printing is revolutionizing prosthetics.

## Unit 12 The Farmery

Learn about how one farm is trying to do things differently to benefit the local community.

## Unit 4 Making plants into art

Learn about the work of the topiary artist Pearl Fryar.

## Unit 2 How not to climb a mountain



A climber talks about how one climb went wrong.

## Unit 11 Paraguay shaman



Find out why it's essential to record plants from the rain forests of Paraguay before they disappear.



**Unit 5** Scandinavian mega-bridge



Find out about the challenges behind the construction of the Øresund Bridge, which links Denmark and Sweden.

**Unit 8** What would you do if money didn't matter?



A Zen philosopher explains how we can follow our dreams.

**Unit 6** The unexpected beauty of traveling solo



What one man discovered while making a journey on his own.

**Unit 10** Queen of Egypt

The history of the most famous Egyptian queen—Cleopatra.

**Unit 9** News: the weird and the wonderful

Two good-news stories: one about the “kindness” of the humpback whale, and one about a man with an amazing ability.



**UNIT 1  
RELATIONSHIPS**



**UNIT 2  
STORYTELLING**



**UNIT 3  
SCIENCE AND  
TECHNOLOGY**



**UNIT 4  
ART AND  
CREATIVITY**



**UNIT 5  
DEVELOPMENT**



**UNIT 6  
ALTERNATIVE  
TRAVEL**



**UNIT 7  
CUSTOMS AND  
BEHAVIOR**



**UNIT 8  
HOPES AND  
AMBITIONS**



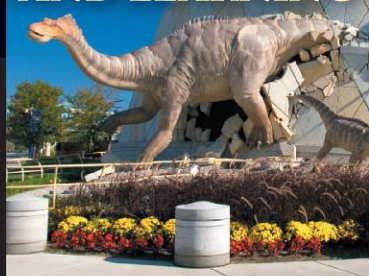
**UNIT 9  
THE NEWS**



**UNIT 10  
TALENTED PEOPLE**



**UNIT 11  
KNOWLEDGE  
AND LEARNING**



**UNIT 12  
MONEY**



# Unit 1 Relationships

A camel and his driver take a break in the desert, Rajasthan, India.



## FEATURES

### 10 Unlikely friends

Two animals that enjoy each other's company

### 12 The selfie generation

Changing attitudes among today's millennials

### 14 Bloodlines


Two accounts of how family has shaped people's lives

### 18 Lady Liberty and Ellis Island

A video about immigration to the USA

- 1 Work in pairs. Look at the photo and the caption. Circle the phrase you think best describes the photo.

a faithful companion	blood relatives	a strong bond
a passing acquaintance	mutual respect	an odd couple

- 2  1 Listen to three people talking about important relationships in their lives. Write the number of the speaker (1, 2, and 3) next to the person they are talking about.

brother-in-law ____	colleague ____	roommate ____
grandparent ____	husband ____	old friend ____

- 3 Work in pairs. Look at these sayings about relationships (a–d) and discuss the questions (1–3).

- a "Blood is thicker than water."
- b "A friend in need is a friend indeed."
- c "Like father, like son."
- d "No man is an island."

- 1 What does each saying mean? Can you think of any examples from your or someone else's experience that show these sayings are true?
- 2 Do you have any similar sayings in your language?
- 3 What other sayings are there about relationships in your language? Can you translate them?

# 1a Unlikely friends



Suryia the orangutan and Roscoe the dog at a South Carolina sanctuary for endangered animals

## Vocabulary describing character

1 Work in pairs. Look at the adjectives in the box below and discuss:

- 1 which adjectives are positive, which are negative, and which could be either.
- 2 which make pairs of opposites.
- 3 which adjectives you think describe you.

considerate	dependable	energetic	playful
laid-back	outgoing	selfish	
serious	shy	unreliable	

## Listening

2 Work in pairs. Look at the photo and say:

- 1 where these animals are normally found (in a zoo, as pets, in the wild).
- 2 what the characteristics of each animal are.

3 ▶ 2 Work in pairs. Listen to an excerpt from a radio program. What unlikely things do Suryaia and Roscoe do together?

4 ▶ 2 Listen again. Work in pairs and answer the questions.

- 1 What is uncommon between different species?
- 2 How do dogs usually feel about apes?
- 3 How is Suryaia's character described?
- 4 What shared need is met in their relationship?

## Grammar present tenses: simple, continuous, and perfect

### ▶ PRESENT TENSES: SIMPLE, CONTINUOUS, and PERFECT

#### Simple present

*Suryia lives with his keepers.*

*Most dogs avoid apes.*

*Each day, the dog comes into the compound.*

#### Present continuous

*It's clear they are having the time of their lives.*

*His understanding of the dog is growing day by day.*

*This week, we're looking at animal friendships.*

#### Present perfect (simple and continuous)

*The story of Suryaia has attracted a lot of interest.*

*They have recognized a basic social need in each other.*

*Recently, he has been spending time with a local dog.*

*They've been doing this every day since they first met.*

For more information and practice, see page 156.

5 Look at the grammar box. Match the tenses with the uses below. Write SP for simple present, PC for present continuous, and PP for present perfect.

- 1 for something happening at or around the time of speaking, including changing situations \_\_\_\_
- 2 for something seen as permanent or unchanging, including facts or habits and routines \_\_\_\_
- 3 for something that started in the past and continues into the present; or for a past event that has an impact on the present \_\_\_\_

- 6 Work in pairs. Match each sentence in the grammar box with the specific uses described in Exercise 5.

*Suryia lives with his keepers. = a fact*

- 7 Look at the examples of the present perfect in the grammar box. Which form (simple or continuous) generally expresses or emphasizes prolonged or repeated activity? \_\_\_\_\_

- 8 Circle the correct options to complete the text about animal friendships.

Lately, there <sup>1</sup> *are / have been* a number of videos on YouTube showing unlikely animal friends. Lots of people <sup>2</sup> *discuss / have been discussing* a particular video that shows a dog making friends with an elephant. Elephants often <sup>3</sup> *show / are showing* concern for other elephants in their social group, but this video shows an extraordinary scene where the elephant becomes upset when the dog gets injured. The dog <sup>4</sup> *has recovered / has been recovering* now, and the two animals are always together. The question scientists <sup>5</sup> *now ask / are now asking* is: Is this behavior normal, or do we just want it to be? No one <sup>6</sup> *has provided / has been providing* a definite answer, but it seems some animals are just naturally sociable. Others, like giant pandas, <sup>7</sup> *live / are living* more independent and solitary lives.

- 9 Complete the sentences (1–7). Use the correct present tense of the verbs in parentheses. Use contractions where possible.

- I \_\_\_\_\_ (live) with my friend Ezra at the moment, but each of us also \_\_\_\_\_ (have) our own group of friends that we hang out with.
- We're not close friends—we \_\_\_\_\_ (just / take) French class together for the past year.
- Lara and I went on a trip to Peru ten years ago, and we \_\_\_\_\_ (be) friends ever since. We keep up with each other through social media.
- Oh, do you \_\_\_\_\_ (know) Tom, too? He and I \_\_\_\_\_ (know) each other since elementary school. We should all meet up some time.
- Kate is a really dependable friend. She \_\_\_\_\_ (always / stand) by me when I've needed help.

- Colin and I \_\_\_\_\_ (write) a book together at the moment.
- I get along very well with Marco, even though we \_\_\_\_\_ (never / see) each other socially.

## Vocabulary friendships: phrasal verbs

- 10 Find these phrasal verbs in Exercise 9:

- one with the verb *get*
- one with the verb *stand*
- one with the verb *hang*
- two with the particle *up*

Work in pairs. Discuss what each phrasal verb means.

- 11 Complete these sentences with the correct phrasal verbs from Exercises 9 and 10.

- We come from different backgrounds, but we \_\_\_\_\_ really well.
- We don't have to do anything special. It would just be nice to \_\_\_\_\_ together for a while.
- They \_\_\_\_\_ their friendship through frequent phone calls.
- Why don't we \_\_\_\_\_ for dinner tonight?
- Some friends are great to have fun with, but real friends are the ones who \_\_\_\_\_ you when things aren't going so well.

## Speaking **myLife**

- 12 Think about one of your friends and make notes on these points.

- how you met and how long you've been friends
- where and how often you see them
- their current work or studies
- their personality and why you like them
- what things you usually do together or have done recently

- 13 Work in pairs. Describe your friend to your partner. Ask and answer questions to get more information. Discuss how your friendships are similar or different.

*Jana is one of my oldest friends. We met at a party, and we've known each other for ten years ...*

# 1b The selfie generation

## Reading

- 1 Work in pairs. Look at the photo. Discuss these questions.
  - 1 What does the photo show?
  - 2 Is this situation familiar to you?
- 2 Work in pairs. Discuss what you know about national parks. Then read the article. Did you learn anything new?
- 3 Read the article again. Find examples of the way millennials and baby boomers are different in each of these areas.
  - relationship with the outdoors
  - relationship with technology
- 4 Work in pairs. Why do you think the different generations (Casey's and his father's) differ in their attitudes toward the areas discussed in Exercise 3?

## Wordbuilding forming adjectives

### ▶ WORDBUILDING forming adjectives

There are various suffixes in English that are commonly used to form adjectives: *-ful, -ish, -ent, -ious, -ive*.  
*act* → *active*, *study* → *studious*

For more practice, see Workbook page 11.

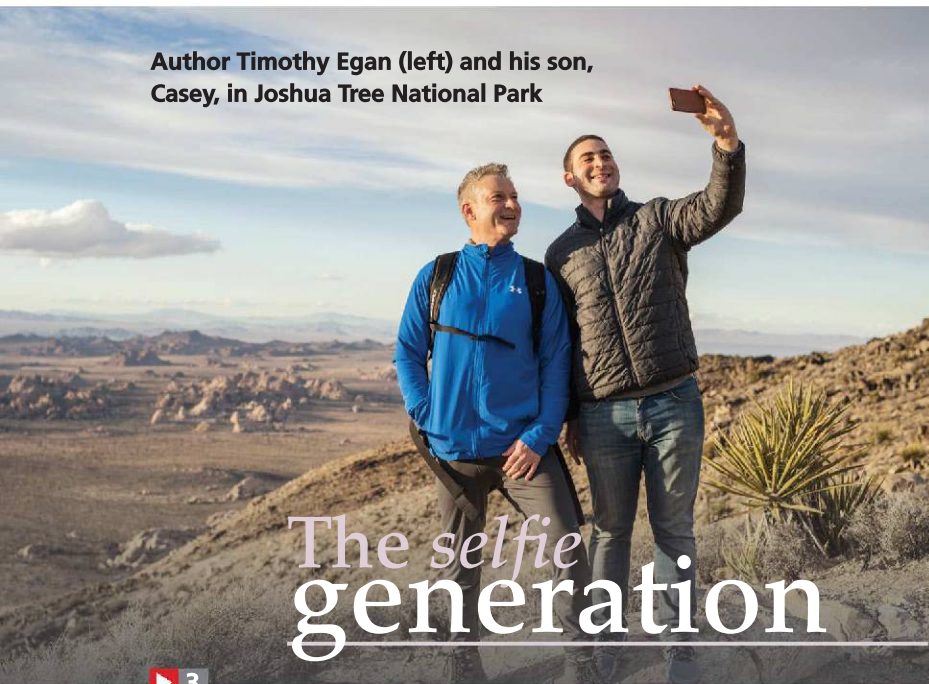
- 5 Look at the wordbuilding box. Find adjectives in the article that come from these root words.

beauty    glory    anxiety    mass    mind

- 6 Form adjectives from these words (1–6) by using the correct suffix and making any other necessary changes.

1	ambition	_____	4	help	_____
2	child	_____	5	decide	_____
3	respect	_____	6	success	_____

Author Timothy Egan (left) and his son, Casey, in Joshua Tree National Park



▶ 3

We're standing at Lees Ferry, Arizona—the launch point for a four-day raft trip through the Grand Canyon, one of the world's most beautiful places.

"Darn! No service."

- 5 That's a good thing, I tell my son, Casey. Yes? Well, no. He's a millennial, mid-20s. I'm a baby boomer. My generation loves the national parks. His generation will have to save them.

Growing up in the West, I loved the outdoors. My folks never had a lot of money, but we were rich, my mother said: All of this glorious public land was

ours to enjoy. My wife and I raised our two kids  
10 to love the parks as well. But in Casey, I sensed a lack of interest. And in that, he is not alone—I have noticed a similar apathy among other people his age.

"Young people," Jonathan Jarvis, director of  
15 the National Park Service, told me, "are more separated from the natural world than perhaps any generation before them." Jarvis has been saying this for a couple of years. A large majority of millennials—71 percent—said they would be  
20 "very uncomfortable" on a one-week vacation without connectivity. For boomers, the figure was 33 percent.

On our first day on the river, Casey and I were  
25 anxious. But soon, we couldn't wait for the next rapids. We took breaks along the shore, exploring some wildflowers here, a massive natural amphitheater there. In the evening, we spread out sleeping bags and watched the day slip away. It was sublime.

30 But still, Casey and I experienced a bit of internet withdrawal. We should try to be mindful, I suggested. Stare at the stars. Drift. "I get it," said Casey, "this thing about being disconnected. But ... everyone I know likes to share—publicly—  
35 what we're doing. ... If you can't share it now, is it really happening? Just a thought."

# Grammar simple past and present perfect

## ▶ SIMPLE PAST and PRESENT PERFECT

### Simple past

When she was little, she agreed with all my opinions.

### Present perfect (simple and continuous)

Bella has been studying English for five years.

In spoken English, she has overtaken her parents.

She has already, in her short life, learned much more about the outside world than they have.

For more information and practice, see page 156.

**7** Look at the grammar box. Circle the correct options to complete these sentences.

- The *simple past* / *present perfect* expresses a connection between the past and the present.
- The *simple past* / *present perfect* refers to something at a specific time in the past.
- We generally use adverbials of finished time (e.g., *some time ago, when I was a child, in 2015*) with the *simple past* / *present perfect*.
- We generally use adverbials of unfinished time (e.g., *until now, so far this year, since 2015*) with the *simple past* / *present perfect*.

**8** Work in pairs. Look at the example below. Then underline two other sentences with the simple past and two sentences with the present perfect in the article. Say which tense is used and why.

*Growing up in the West, I loved the outdoors. [= simple past to describe something at a specific time in the past]*

**9 Pronunciation** auxiliary verbs *have* and *has*

▶ **4** Listen to how the auxiliary verbs *have* and *has* are pronounced in the present perfect sentences you underlined in the article. Then listen again and repeat.

**10** Complete the conversation below between a parent (P) and a child (C). Use the simple past or the present perfect (simple and continuous) form of the verbs in parentheses.

P: I <sup>1</sup> \_\_\_\_\_ (you / do) your math homework yet—the homework you <sup>2</sup> \_\_\_\_\_ (not / do) yesterday?

C: Yes, it <sup>3</sup> \_\_\_\_\_ (be) easy.

P: Oh, OK. What about your project on Mexican food? The one you <sup>4</sup> \_\_\_\_\_ (ask) me about a few days ago?

C: I'm working on it now. I <sup>5</sup> \_\_\_\_\_ (look) for up-to-date information on the internet all morning.

P: Well, I <sup>6</sup> \_\_\_\_\_ (not / eat) Mexican food recently, but I'm good at searching the internet. I'll give you a hand.

C: Thanks, but I <sup>7</sup> \_\_\_\_\_ (already / arrange) to meet Sam and work on it with him.

**11** Look at the conversation in Exercise 10 again. Underline the time expressions that helped you choose the right tense. Then complete the chart below with the expressions you underlined.

Simple past	last week, in the past, in 2016, <sup>1</sup> _____, <sup>2</sup> _____
Present perfect simple	ever, so far, just, over the past three months, this year, since I was a child, <sup>3</sup> _____, <sup>4</sup> _____, <sup>5</sup> _____
Present perfect continuous	just, over the past three months, this year, <sup>6</sup> _____

**12** Work in pairs. Act out two similar conversations between a parent and a child. Use these opening lines.

- P: Have you cleaned your room yet?
- P: Have you eaten any vegetables or fruit today?

**13** Circle the correct options to complete these sentences. Then work in pairs to discuss which statements you agree with.

- "Children *grew up* / *have been growing up* faster over the last twenty years."
- "All the new technology that kids use nowadays *left* / *has left* the older generation behind."
- "My grandparents' generation *probably worked* / *have probably worked* harder than we do, but they *didn't have* / *haven't had* as much fun."
- "Some of my parents' generation *already retired* / *have already retired* with good pensions."
- "When I was young, I *rebelled* / *have been rebelling* against my parents because they *were* / *have been* very strict."

## Speaking **myLife**

**14** Make a list of the differences between your parents' lives and your own. Think about the areas below or your own ideas. Then work in pairs and discuss which generation you think has had a better life.

- upbringing and school
- free time
- work opportunities
- standard of living

*My parents had a much freer childhood than I did. The outside world has become a more dangerous place ...*

# 1c Bloodlines

## Reading

- 1 Work in pairs. Discuss these questions.
- Why do you think people emigrate to other countries?
  - What difficulties do immigrants face when they settle in a new country?
- 2 Read the article about immigrants in New York. Then cover the text and try to remember these details from Richard and Tanja's stories.
- 1 where their ancestors originally came from
  - 2 what Richard and Tanja's jobs are now
  - 3 how coming from immigrant families has influenced them
- 3 Read the article again. According to the writer, are these sentences true (T) or false (F)?
- |  |   |   |
|--|---|---|
| 1 Many immigrants in Queens feel attached to their new country.                          | T | F |
| 2 Tomas had a good relationship with his stepmother.                                     | T | F |
| 3 Tomas met his brother in New York one day by accident.                                 | T | F |
| 4 Tanja's mother was able to balance her job with being involved with Tanja's education. | T | F |
| 5 Tanja has chosen a similar career to her parents.                                      | T | F |
- 4 Find these phrases in the article. Work with a partner to discuss what you think they mean.
- 1 a **melting pot** (paragraph 1)
  - 2 **their ancestral roots** (paragraph 2)
  - 3 **seek his fortune** (paragraph 3)
  - 4 a **strong work ethic** (paragraph 4)

## Critical thinking evaluating conclusions

- 5 What conclusions do you think the author wanted you to draw after reading the article? Check (✓) your answers.
- Immigration has benefited America.
  - Immigrants have a stronger connection to their original country than their new home.
  - It is important for descendants of immigrants to be aware of their family history.
  - Immigrant families have a strong motivation to work hard and make a good life for themselves.
  - Many immigrants struggle to adapt to their new home because of cultural differences.

- 6 Work in pairs. Where in the text did you find evidence to draw the conclusions in Exercise 5? Which do you think is the author's main conclusion? Why?

## Word focus sense

- 7 Look at the expression in **bold** from the article. Then circle the best options to complete the sentences (1–5).

... all of us have a strong **sense of belonging** to ...

- 1 It doesn't *have / make* any sense to emigrate if you are happy where you are.
- 2 Most people want a secure job. It's *common / usual* sense.
- 3 She's got a great sense of *humor / comedy*.
- 4 My parents did a lot for me, so I feel a sense of *necessity / duty* to take care of them now.
- 5 I always get lost in big cities. I have a terrible sense of *direction / location*.

## Speaking **myLife**

- 8 Work in pairs. Look at the questionnaire below. Take turns asking and answering the questions with your partner. Does family have a strong influence in your lives?

### HOW DOES FAMILY SHAPE YOU?

- 1 Do you think you have a close family?
- 2 How much time do you spend with family:
  - out of a sense of duty?
  - because you want to?
- 3 Is family a consideration for you in choosing where to live?
- 4 How aware are you of your family's history?
- 5 Is there a "head" of the family? How important is it to have this person's approval?
- 6 Who in your family do you particularly admire? Why?
- 7 Has your family influenced your academic choices or your chosen career path?
- 8 When seeking advice, do you usually ask your friends or your family?



# BLOOD LINES

▶ 5

- 1** The USA, as a whole, is well-known for being a melting pot of different ethnic groups and cultures. This diversity is particularly evident in Queens, New York. Here, second-generation Puerto Ricans live alongside third-generation Greeks and first-generation Koreans, all united by a feeling of pride in their American identity.
- 2** 10 However, they are also proud of something that fascinates us all: their ancestral roots. These days, tracing back your family tree as far as you can is a popular hobby, but what really interests these families is their recent history: how their grandparents and great-grandparents arrived in America, why they emigrated, and how they—their descendants—can best honor their memory. Here are two Queens residents' stories.

**Richard, 38**

My great-grandfather Tomas was a builder by trade—like me. He came to America from Poland when he was fifteen. His mother had become ill and died, and his father decided to remarry. Tomas didn't like his new stepmother, so he ran away to Belgium, where he boarded a ship to America. Arriving in America with nothing, he got a job on the railroads in California. Then one day, by chance, he saw an announcement in a newspaper. It was from his brother in New York who had also come to America to seek his fortune and was now looking for Tomas. Tomas got in touch, and the two had an emotional reunion in New York. Tomas settled in the city, and the two brothers worked in construction. This is the story that my grandmother has passed down to us, to my parents, and all my aunts and uncles. She is an amazing woman—the one who holds us all together. This has meant that all of us have a strong sense of belonging to a group that has struggled and fought together to succeed.

**Tanja, 29**

I'm a first-generation American. Both my parents came here from Jamaica. My dad was a nurse in Jamaica, but he had an ambition to be a doctor in the US. When he first came here, he studied during the day and worked at night. Both my parents have a strong work ethic. My mom has always worked as a nurse, but at the same time has always been very involved in my life, helping with my studies and following my career with interest. I've followed my parents into the medical profession, and now I'm working as a doctor at the Mount Sinai Hospital in Queens. I don't know if that kind of dedication is genetic or just something that you learn from your parents, but that desire to get ahead ... I've certainly inherited it. The great thing about America is that it gives you the opportunity to live out your dreams, too.



# 1d What's up?

## Real life meeting people

1 Work in pairs. Which phrases would you use to:

- a greet someone for the first time?
- b greet someone you know in a formal context?
- c greet a close friend?

How are things?

How are you?

Nice to meet you.

How do you do?

How's it going?

2 ▶ 6 Listen to a conversation between two friends, Tom and Greta. Work in pairs and answer the questions.

- 1 What have Tom and Greta been doing since they last met?
- 2 What future arrangement do they make?

3 ▶ 6 Listen to the conversation again. Circle the expressions for meeting people that the speakers use.

### ▶ MEETING PEOPLE

How are things?

How's everything going?

What have you been up to?

I'm doing fine, thanks.

Not bad.

Busy as ever.

I just **got a new job**.

I've been **studying for my law exams**.

You're looking good.

It obviously suits you.

How's she doing?

She was asking about you the other day.

Please give her my best wishes.

Say hello to her for me.

Well, I should probably go and ...

Sorry, I'm in kind of a hurry.

I don't mean to be rude, but I need to ...

It was really nice to see you.

It was great to see you.

Good luck with ...

4 Work in pairs. Which of the expressions that you circled in Exercise 3 match these functions (1–4)?

- 1 how Greta asks Tom for his news
- 2 what Tom says about Greta's appearance
- 3 how Greta describes her life
- 4 what Greta says about Amanda, their mutual friend



## 5 Pronunciation word boundaries

a ▶ 7 Common expressions are often said quickly, so the word boundaries become more difficult to hear. Listen to eight expressions and write expressions 5–8.

- 1 How are things?
- 2 How's everything going?
- 3 What's up?
- 4 I haven't seen you for a really long time.
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

b Work in pairs. Practice saying the eight expressions in Exercise 5a in the same way that you heard them.

6 Imagine you are in a large shopping mall. Walk around and "bump into" other people you know. Find out what each person has been doing, and make a future arrangement with them. Then move on until you bump into someone else.

# 1e News from home

## Writing an informal email

- 1 Work in pairs. When you send news or communicate with friends in other cities or countries, how do you usually communicate (letter, email, social media, etc.)? Why?
- 2 Work in pairs. Read the email from Mateo to his friend Fergus. Where is Mateo, and what is he doing there?
- 3 How are these things (1–4) expressed in the email? Discuss with a partner.
  - 1 sending good wishes
  - 2 asking for news
  - 3 giving news
  - 4 suggesting a meeting
- 4 Look at the differences between formal and informal written English. Then work in pairs and find examples of informal language in the email.

### Informal

Contractions  
(e.g., *isn't*)

Informal linking words  
(e.g., *so, but*)

Conversational words  
(e.g., *get, nice*)

Idiomatic expressions  
(e.g., *it's no big deal*)

### Formal

Uncontracted forms  
(e.g., *is not*)

Formal linking words  
(e.g., *therefore, however*)

More formal vocabulary  
(e.g., *receive, pleasant*)

Conventional language  
(e.g., *it is not important*)

## 5 Writing skill greetings and endings

Look at the greetings and endings below. Circle the phrases that are appropriate for an informal email to a friend or relative.

All my love	Best wishes	Dear Mr. Lee
Respectfully	Hi John	All the best
Love	Dear Sir/Madam	Yours sincerely

Dear Fergus,

I hope all's well with you. I've been meaning to write with my news for ages, but my work takes up a lot of my time. I've been thinking about you all, and I'm getting very homesick. But I have to remind myself of why I'm here—to get experience as a freelance journalist and photographer.

I'm now in Sri Lanka visiting some tea plantations and talking to people about how their lives have changed in the last twenty years or so. The countryside here is amazing. At the moment, I'm in the hills just outside Kandy. It's so lush and green here, you wouldn't believe it. I'm trying to get an interview with one of the plantation owners so I can write an article for a magazine. Fingers crossed!

My plan is to stay here until the end of September, and then get a plane back to Buenos Aires so that I can go and talk to some publishers about my work. It would be great to get together with you then. How's the family? Has Sarah found a job yet? Send everyone my love. I'll write again soon.

All the best,  
Mateo

- 6 Imagine you have been away from home studying or working in another country. Write an email to a friend or family member back home. Include these elements.
  - A greeting
  - Giving your news
  - Asking for their news
  - Suggesting meeting when you return
  - Good wishes and an ending
- 7 Exchange emails with a partner. Use these questions to check your partner's email.
  - Did their email include all the elements listed in Exercise 6?
  - Is the use of tenses correct?
  - Is the style appropriate (informal)?
  - Did the email use an appropriate greeting and ending?



# 1f Lady Liberty and Ellis Island



The Statue of Liberty, New York City, USA

## Before you watch

- 1 Work in pairs. Read the description of the video below and answer these questions.
- 1 Why was the island closed to visitors?
  - 2 Who are we going to hear speaking on the video?

December 26, 2013: Ellis Island has recently reopened to visitors, following significant damage from Hurricane Sandy. Stewards' and visitors describe the importance of the island to them.

## 2 Key vocabulary

- a Work in pairs. Read the sentences (1–5). The words in **bold** are used in the video. Guess the meaning of the words.

- 1 There are a lot of new houses in the town, but there is no **infrastructure** to support them.
- 2 The building is basically in good condition, but it needs some **renovation**.
- 3 It takes four weeks to **process** a new passport application.
- 4 Seeing the families greet each other after so long apart was a very **moving** sight.
- 5 I have **faith** in people to do the right thing.


- b Write the words in **bold** in Exercise 2a next to their definitions (a–e).

- a deal with using an official procedure \_\_\_\_\_
- b the process of repairing and improving a structure \_\_\_\_\_
- c a strong belief in someone or something \_\_\_\_\_
- d communication systems and facilities that support an area \_\_\_\_\_
- e producing strong emotion \_\_\_\_\_


## While you watch

- 3  1.1, 1.2, 1.3 Watch Parts 1–3 of the video. Work in pairs and answer the questions.


- 1 Who came to Ellis Island in the past?
- 2 Who visits it today? Why?

- 4  1.1 Watch Part 1 of the video again. Then answer the questions with a partner.

- 1 How does David Luchsinger describe himself? Complete the phrase “the last \_\_\_\_\_.”
- 2 Apart from being a steward, what is David’s personal connection to Ellis Island?
- 3 What were immigrants asked to do with their bags after arriving at Ellis Island?
- 4 What record is David proud of?

- 5  1.2 Watch Part 2 of the video again. Match each quote (1–4) with the correct speaker.

- 1 “I don’t know that our generation would be as gutsy as they were, to come.”   Peter
- 2 “I got emotional when I saw [the Statue of Liberty] for the first time.”   Judith
- 3 “Right here—at Ellis Island—this is where my family became American.”   Raea
- 4 “Our ancestors came over in 1914 from Lithuania.”   Pablo

- 6  1.3 Watch Part 3 of the video again. Circle the correct options to complete the sentences.

- 1 At its busiest point, Ellis Island processed over 12,000 immigrants *a day / a month*.
- 2 Now, in the summer months, Ellis Island receives *over / up to* 22,000 visitors per day.
- 3 Hurricane Sandy destroyed the *infrastructure / renovated buildings*.
- 4 The stewards saw the storm as an opportunity to improve the *park / statue*.

## After you watch

### 7 Vocabulary in context

- a  1.4 Watch the clips from the video. Choose the correct meaning of the words and phrases.

- b Complete these sentences in your own words. Then share your sentences with a partner.

- 1 My ... means the world to me.
- 2 I showed up late for ...
- 3 It was very gutsy of ... to ...

- 8 Think of two monuments or places of national interest in your country. Then work in pairs and ask and answer these questions.

- 1 What is the name of the monument or place?
- 2 How would you describe it? Do you like it, and have you visited it?

- 9 Prepare a brief guide for immigrants to your country. Write down at least six key points. Include things like local eating habits, cultural habits, and advice on transportation.

- 10 Work in groups. Compare your ideas from Exercise 9. Do you think it would be difficult for someone new to adapt to life in your country? Why or why not?

**steward** (n) /'stju:əd/ a person employed to look after a particular place

# UNIT 1 REVIEW AND MEMORY BOOSTER

## Grammar

- 1 Circle the correct verb forms to complete the text about changing trends in family structures.

When we talk about family, we <sup>1</sup> *need / are needing* to make a distinction between extended family and nuclear family. The nuclear family is the parents and children. The extended family <sup>2</sup> *means / is meaning* all the people who are related to us by blood or by marriage: aunts, uncles, grandparents, in-laws, etc. In the West, the importance of the extended family <sup>3</sup> *has decreased / has been decreasing* for some time. In the past, we <sup>4</sup> *relied / have relied* on extended family to help with childcare or to look after us in old age. <sup>5</sup> *We've shared / We shared* living space and household chores, and so our living costs <sup>6</sup> *have been / were* lower. But now, more and more people <sup>7</sup> *chose / are choosing* to live in nuclear families, and so the economics <sup>8</sup> *have changed / changed*. The older generation says that we <sup>9</sup> *are losing / lose* our traditional family values. But there's an economic issue, too: We <sup>10</sup> *have lost / lost* a valuable support network that was free of charge.

- 2 Work in pairs. Answer the questions.

- 1 What is the difference between a nuclear family and an extended family?
- 2 What benefits of an extended family does the writer mention?

- 3 **>> MB** Work in pairs. Answer these questions.

- 1 Can you explain your choice of tense for items 2–8 in Exercise 1?
- 2 What other time phrases would fit grammatically instead of *for some time* (item 3) and *in the past* (item 4)?

### I CAN

use present tenses

use simple past and present perfect

## Vocabulary

- 4 Complete the words and phrases in **bold** to make definitions of different relationships. Someone who:

- 1 you go on a trip with is a **travel com**\_\_\_\_\_.
- 2 you and another friend both know is a \_\_\_\_\_**ual friend**.
- 3 you share an apartment with is a **room**\_\_\_\_\_.
- 4 you know but who is not a close friend is an \_\_\_\_\_**tance**.
- 5 you are related to by birth is a **b**\_\_\_\_\_ **relative**.

- 5 **>> MB** Work in pairs. Using the words and phrases in **bold** in Exercise 4, describe someone:

- 1 who you hang out with regularly.
- 2 who you haven't kept up with.
- 3 whose house you visit regularly.

- 6 **>> MB** Work in pairs. Look at the list of adjectives below.

considerate	shy	energetic	playful	laid-back
outgoing	selfish	dependable	unreliable	serious

- 1 Which adjectives describe the animals on page 10? Why?
- 2 Choose three adjectives to describe three of your relatives. Tell your partner and give an example to illustrate each adjective.

### I CAN

describe friends and relatives

## Real life

- 7 Complete the phrases using a preposition or particle.

- 1 L: Hello, Jim. How are you?  
\_\_\_ L: Yeah, that'd be nice. I'm <sup>1</sup> \_\_\_\_\_ kind of a hurry now, but I'll call you.  
\_\_\_ L: I've been working in New York <sup>2</sup> \_\_\_\_\_ the past month.  
\_\_\_ L: Oh, well, please give her my best wishes.  
\_\_\_ L: Thanks. You, too. How's Sarah doing?  
\_\_\_ J: Yes, do. And good luck <sup>3</sup> \_\_\_\_\_ your work in New York.  
\_\_\_ J: She's fine. Still studying hard.  
\_\_\_ J: That's exciting. You're looking good.  
\_\_\_ J: I will. Maybe we can all get <sup>4</sup> \_\_\_\_\_ some time soon.  
\_\_\_ J: Great, thanks, Laura. It's been ages. What have you been <sup>5</sup> \_\_\_\_\_ to?

- 8 Number the sentences from Exercise 7 in the correct order (1–10) to form a conversation between Laura (L) and Jim (J).

### I CAN

have conversations with someone I meet