

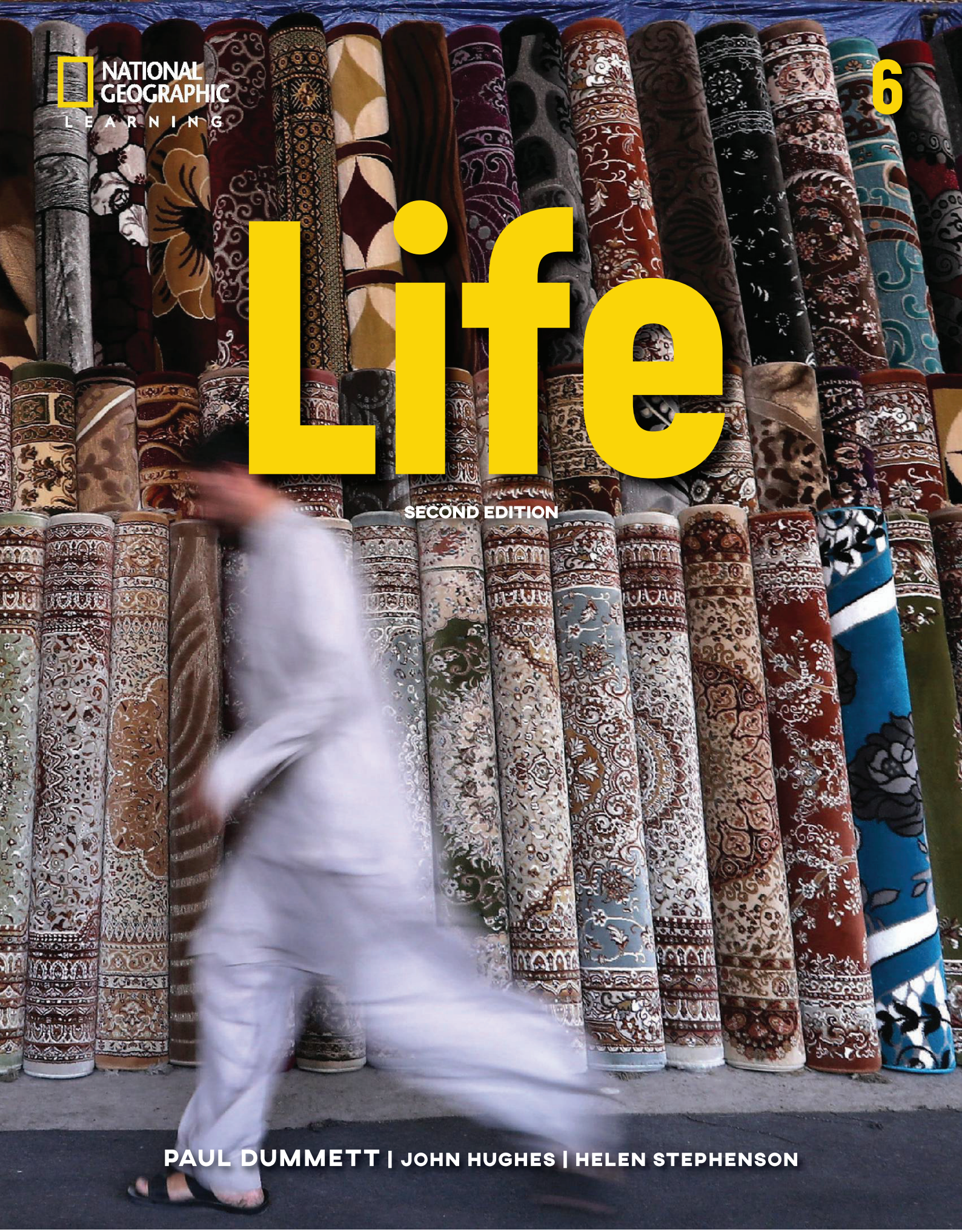


NATIONAL
GEOGRAPHIC
LEARNING

6

Life

SECOND EDITION



PAUL DUMMETT | JOHN HUGHES | HELEN STEPHENSON

Life

SECOND EDITION

 **NATIONAL
GEOGRAPHIC**
LEARNING

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Listening	Reading	Critical thinking	Speaking	Writing
two speakers talk about important lessons in life a talk by a sociologist about understanding what makes people who they are	an article about the lessons we learn from the past an article about the language of Shakespeare	purpose	your favorite saying situations in your life call my bluff	taking notes writing skill: using abbreviations
a talk about the livelihood of Kazakh nomads an interview with a firefighter	an article about the Moken people of Myanmar an article about rock climbing in Yosemite	analyzing language	more than a job safety features your comfort zone	a cover letter or email writing skill: fixed expressions
a description of a photograph an interview with an architect about small homes	an article about two towns with individual characters an article about the architect Zaha Hadid	summarizing	your hometown a bit of luxury how spaces affect you	an opinion essay writing skill: discourse markers
a news report about bionic body parts an interview about the inspiration for inventions	an article about the future of bendable technology an article about a social entrepreneur	finding counter arguments	future solutions how people managed in the past a social business	a proposal writing skill: making recommendations
an excerpt from a talk by a travel writer a radio interview about holidays to unknown places	a travel blog about different approaches to traveling an article about travel in graphic novels	evaluating sources	how you travel a mystery tour knowing places	a review writing skill: using descriptive words
a conversation between two friends about health and exercise an interview with an ultrarunner about sports injuries	an article about different exercise regimens an article about beauty	author influence	exercise trends describing an injury does beauty sell?	a formal report writing skill: avoiding repetition

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
<p>7</p> <p>The digital world pages 81–92</p> <p>VIDEO: Talking dictionaries page 90 ► REVIEW page 92</p>	passive reporting verbs nominalization	wordbuilding: verb prefix <i>out</i> idioms: business buzz words word focus: <i>break</i>	making a podcast speaking skill: hedging language	new words
<p>8</p> <p>The music in us pages 93–104</p> <p>VIDEO: A biopic page 102 ► REVIEW page 104</p>	the adverb <i>just</i> purpose and result	idioms: music word focus: <i>hit</i>	your favorite music speaking skill: responding to questions	expressions with <i>just</i> intonation to express uncertainty
<p>9</p> <p>Window on the past pages 105–116</p> <p>VIDEO: Collecting the past page 114 ► REVIEW page 116</p>	linking words present and perfect participle clauses	wordbuilding: verb + preposition crime and punishment word focus: <i>board</i>	checking, confirming, and clarifying	silent letters
<p>10</p> <p>Social living pages 117–128</p> <p>VIDEO: Initiation with ants page 126 ► REVIEW page 128</p>	adverbs and adverbial phrases negative adverbials and inversion	being a good member of society having fun word focus: <i>free</i>	making conversation speaking skill: showing interest	sentence stress intonation and elision
<p>11</p> <p>Reason and emotion pages 129–140</p> <p>VIDEO: Madeline the robot tamer page 138 ► REVIEW page 140</p>	unreal past forms conditionals and inversion	feelings wordbuilding: heteronyms word focus: <i>beyond</i>	recognizing feelings	heteronyms adjectives ending in <i>-ed</i>
<p>12</p> <p>Mother nature pages 141–152</p> <p>VIDEO: Three years and 6,000 miles on a horse page 150 ► REVIEW page 152</p>	approximation and vague language <i>would</i>	wordbuilding: adverb + adjective collocations idioms: adjective collocations word focus: <i>move</i>	a debate speaking skill: interrupting	intonation in interruptions

COMMUNICATION ACTIVITIES page 153 ► GRAMMAR SUMMARY page 156 ► AUDIOSCRIPTS page 180

Listening	Reading	Critical thinking	Speaking	Writing
a talk by a journalist about digital technology an interview about social media marketing	a study of global facts about selfies an article about a day at a hackers' conference	identifying personal opinion	the impact of social media brands attitudes to security	a news report writing skill: cautious language
an interview with a street musician a talk by a neuroscientist about music therapy	an interview with a musician about cultural influences a review of a documentary about Bob Marley	identifying key points	themes of songs how to relax a charity concert	a description writing skill: parallel structures
a talk about the significance of historical objects a story about an unusual crime	an article about what personal letters reveal about our past a story about hidden treasure	unanswered questions	an important past event a case of fraud historical irony	describing a past event writing skill: sequencing events
an excerpt from a radio program about ethnic communities a podcast about the importance of play	an article about ant society an article about the Hadza of Tanzania	reading between the lines	being a good member of society social games feeling free	a discursive essay writing skill: referring to evidence
a short talk by a photographer about photographing people a lecture about irrational thinking	an article about understanding emotions an article about artificial intelligence in the future	analyzing structure	modern life mind games technology and occupations	an email message writing skill: avoiding misunderstandings
three people describe the landscape where they live an excerpt from a radio interview about the Japanese poet Basho	an article about the importance of geo-literacy an article about how wildlife is moving into our cities	different perspectives	natural and human-made features events in nature the animal and human worlds	a letter to a newspaper writing skill: persuasive language

Life around the world—in 12 videos

Unit 11 Madeline the robot tamer



Discover how one project is bringing humans and robots closer together.

Unit 1 Arctic wisdom



Learn how generations pass on their accumulated wisdom in Iqaluit, Canada.

Unit 2 Climbing Yosemite

Find out how Jimmy Chin made a career out of mountaineer photography.

Unit 3 A story of solutions



Find out about how an architecture company made an impact on a small town in the US.

Unit 8 A biopic

Learn about the inspiration behind the making of the biopic *Marley*.

Unit 10 Initiation with ants

Find out about an unusual ceremony in the Amazonian jungle in Brazil.

Unit 5 On the road: Andrew McCarthy



Learn how a travel experience changed the life of travel writer Andrew McCarthy.

Unit 6 The art of parkour



Learn about the history of free running.

Unit 7 Talking dictionaries



Learn about a project which is helping to preserve dying languages.

Unit 12 Three years and 6,000 miles on a horse



Find out about the impact of an unusual journey on horseback.

Unit 9 Collecting the past



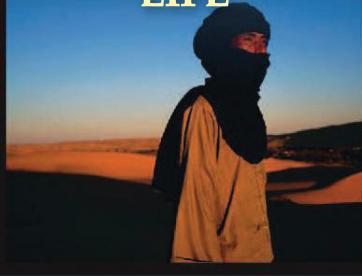
Find out how China's cultural heritage is being preserved by shopping.

Unit 4 This man risked it all

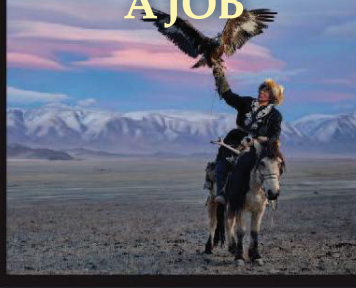


Learn how Sanga Moses took a risk to set up a social enterprise in Uganda.

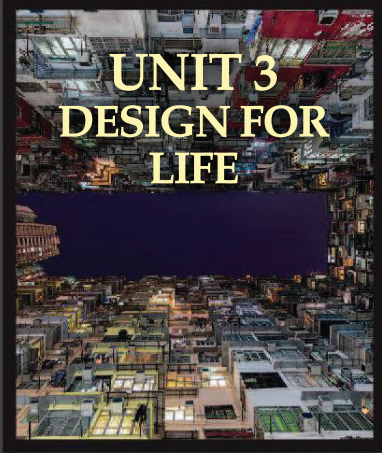
**UNIT 1
LESSONS FOR
LIFE**



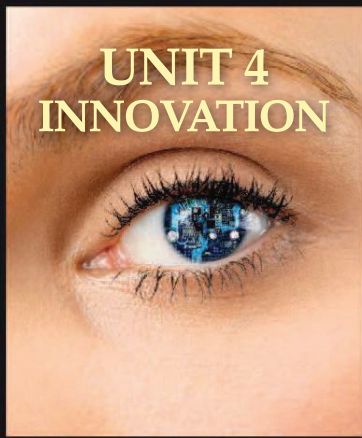
**UNIT 2
MORE THAN
A JOB**



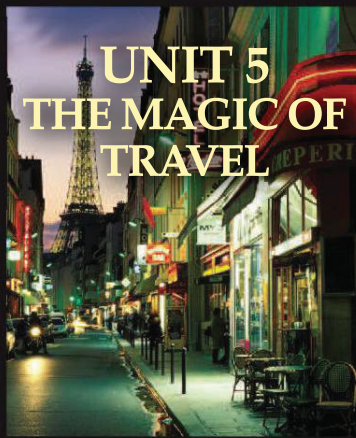
**UNIT 3
DESIGN FOR
LIFE**



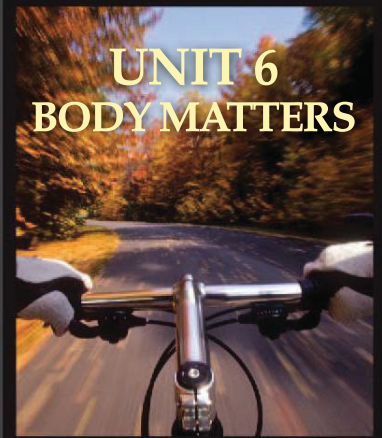
**UNIT 4
INNOVATION**



**UNIT 5
THE MAGIC OF
TRAVEL**



**UNIT 6
BODY MATTERS**



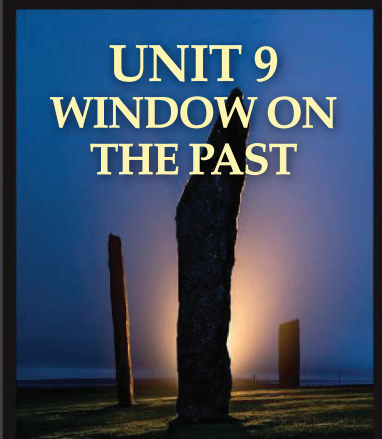
**UNIT 7
THE DIGITAL
WORLD**



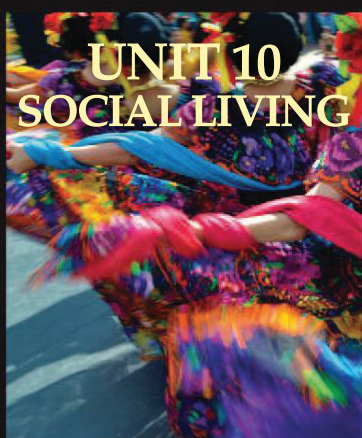
**UNIT 8
THE MUSIC IN
US**



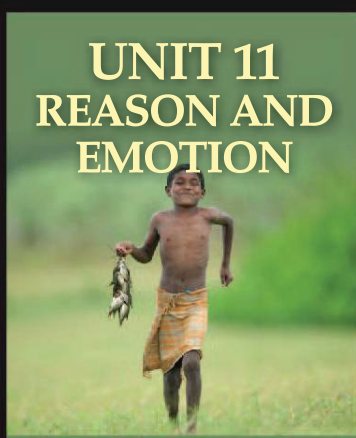
**UNIT 9
WINDOW ON
THE PAST**



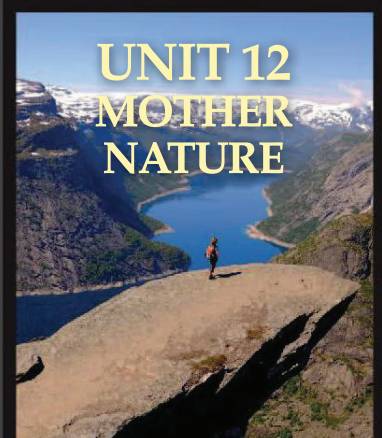
**UNIT 10
SOCIAL LIVING**



**UNIT 11
REASON AND
EMOTION**



**UNIT 12
MOTHER
NATURE**



Unit 1 Lessons for life

A Tuareg tribesman at twilight, Libya



FEATURES

10 Learning from the past

The lessons we learn from the past

12 What makes us who we are?

Understanding what makes people who they are

14 Immortal words

The language of Shakespeare

18 Arctic wisdom

A video about how Inuit elders pass on their knowledge

- 1 Work in pairs. Look at the photo and these Tuareg proverbs. What do the proverbs tell you about the Tuareg attitude to life?

"Better to walk without knowing where than to sit doing nothing."

"In life, it is always possible to reach an agreement in the end."

"Acquiring things you do not need will kill you."

- 2 **▶ 1** Listen to two people talking about important lessons they have learned in life. Work in pairs. Answer the questions.

- 1 What advice does each speaker now try to follow?
- 2 What experience led them to learn this lesson?
- 3 Which lesson do you think a Tuareg person would agree with? Why?

- 3 **▶ 1** Complete the phrases the speakers use to describe the life lessons they have learned. Then listen again and check.

- 1 The most _____ lesson I've learned was ...
- 2 That's become a sort of _____ principle for me ...
- 3 But it's a lot easier _____ than done ...
- 4 I always make a _____ of not getting ...

- 4 Think of an occasion when you learned an important lesson. Describe what happened. What did you do? What have you learned from it?

1a Learning from the past

Reading

- 1** Work in pairs. Read the quotation. Do you think this is good advice? Is it easy to follow? Discuss with your partner.

"Learn from the mistakes of others. You can't live long enough to make them all yourself."

Eleanor Roosevelt, diplomat

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

- | | | | |
|---|-----------------------------------------------------------------------------------------------|---|---|
| 1 | Apartheid is still in practice in South Africa today. | T | F |
| 2 | Nelson Mandela wanted the two sides in South Africa to discuss what had happened in the past. | T | F |
| 3 | The writer suggests that most people are too selfish. | T | F |

- 3** Work in pairs. Discuss these questions.

- 1 What is the main point of this article?
- 2 What was Nelson Mandela's main goal? How did he work toward that goal?
- 3 What does the author mean by "sometimes it is difficult to learn lessons because the standards of the 'teacher' are so high"? Do you agree?

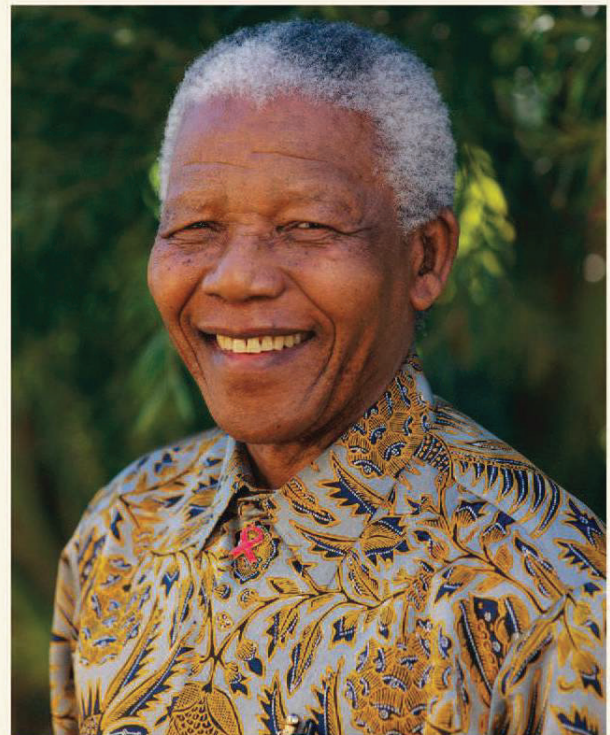
- 4** Work in pairs. Find words or expressions in the article with these meanings.

- 1 making peace and re-establishing relations (para 3)
- 2 work hard toward a goal (para 4)
- 3 start a conversation (para 4)
- 4 copy someone's behavior (para 4)
- 5 paying attention to (para 4)

LEARNING FROM THE PAST

2

- 1** Why do we never seem to learn from the past? The mistakes of others should point the way for us in the future. But either we forget these lessons, or we fail to follow them, or, in some cases, we deliberately choose to ignore them. Of all the lessons that we have to learn, perhaps the most difficult is how not to be selfish.
- 2** Sometimes it is difficult to learn lessons because the standards of the "teacher" are so high. This is certainly the case with South Africa's Nelson Mandela. Mandela, South Africa's first black president, devoted his life to fighting apartheid (the discriminatory laws of the white government that existed before 1991).
- 3** Mandela tried to spread the message of reconciliation to two sides—blacks and whites—that hated and distrusted each other deeply. He had always been committed to peace, and while he was in prison, he decided that the only way to unite his divided country was if the two sides could talk about what had happened in the past and begin to rebuild some measure of trust. When he was released in 1991, he had spent 27 years in prison. After the end of apartheid, he was awarded many honors, including the Nobel Peace Prize. Today, he is still deeply respected.
- 4** All those who strive for peace know that in the long term they will have to begin a dialog with their enemy. Yet few are able to follow the example set by Mandela, because it requires such a high degree of selflessness. It seems that heeding this warning—not to be selfish—is perhaps the hardest lesson of all for people to learn.



"If you want to make peace with your enemy, you have to work with your enemy."

Nelson Mandela

Grammar time phrases

▶ TIME PHRASES

Certain time phrases are commonly (but not always) used with certain tenses.

Simple present: *often, never, every week, generally*

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

Simple past: *two days ago, last week, at the time, when, after*

Past continuous: *at the time*

Present perfect: *just, recently, so far, over the last two years, how long, for, since (2010), already, yet, ever, never*

Present perfect continuous: *how long, for, just, recently, since*

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

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

For more information and practice, see page 156.

5 Work in pairs. Look at the grammar box and the time phrases (1–8) below. Then follow the steps (a–b).

- | | |
|----------|--------------------|
| 1 never | 5 when |
| 2 before | 6 after |
| 3 always | 7 today |
| 4 while | 8 in the long term |

- a Find the verbs that are used in the article with each of the time phrases and identify the tenses.
b Match the time phrases (1–8) with the tense in the grammar box.

6 Complete the sentences with these time phrases.

at the moment	at the time	often
before that	for years	ever
over the last 25 years		

- a 1 _____, people have definitely become more greedy. I've been saying 2 _____ that it is not right for anyone to earn a hundred times the average salary.
b I'm having an interesting debate with my dad 3 _____. He says that young people don't 4 _____ show respect to their elders anymore. But I don't think you can just demand respect; you have to earn it.
c When I was forty, I decided to stop working so hard. 5 _____, I was working sixty hours a week. It was the best decision that I have 6 _____ made. 7 _____, I had had no time to enjoy life.

7 Complete the conversations with the correct form of the verbs. Use the time phrases to help you decide which form to use.

- 1 A: How long _____ (you / learn) Japanese? You speak it really well.
B: Thanks! I _____ (start) taking classes two years ago. But I _____ (learn) a few words on a trip to Japan before that.
2 A: _____ (you / try out) the new gym yet? I _____ (go) last night. It's great.
B: No. Every week I _____ (tell) myself I'm going to go, but I never _____ (seem) to make it. I'm sure I _____ (get) there in the end, though.

8 Complete the sentences by writing facts about yourself. Write one sentence that is not true. Then work in pairs. Compare sentences with your partner and try to guess the false sentence.

- 1 My work? At the moment, I ...
At the moment, I'm looking for a new job.
2 I like seeing new places. A few years ago, I ...
3 In my free time, I usually ...
4 I have never ... , but I've always wanted to.
5 I didn't ... last weekend, because I had already ...
6 I ... for several years.

9 Complete the advice about life using these words. Then compare answers with your partner. Which piece of advice do you like most? Why?

ever for in never now while

- 1 Life is what happens _____ you are making other plans.
2 Value your friends. If you ignore them _____ a long time, they will start to ignore you.
3 When you're feeling stressed, ask yourself this question: _____ five years, will the problem still seem so important?
4 No one has _____ become poor by giving.
5 Get out more. A whole world of amazing experiences is waiting for you right _____.
6 You should _____ take yourself too seriously.

Speaking **myLife**

10 Work in groups. Each person should write down two of their favorite (or least favorite!) sayings about life. Then discuss your choices.

1b What makes us who we are?



A painter in Paris next to his self-portrait

Vocabulary and listening personality and identity

1 Work in pairs. Look at the photo and caption. Discuss the questions.

- 1 Why is the painter putting his hands up?
- 2 What impression of the painter do you get from his self-portrait?

2 Work in pairs. Look at the expressions to describe people. Answer the questions.

a control freak	a dreamer
a driven person	a family person
an outgoing type	a joker
the life of the party	a free spirit

- 1 What do you think each expression means?
- 2 Which expressions do you think are positive, negative, or neutral?
- 3 Give an example of someone you know who fits each description.

3 Look at these factors that can give people information about you. Which do you think are the most significant? Number them in order (1–8) of importance.

- | | |
|----------------------|-------------------------------|
| ___ 1 your friends | ___ 5 your life experiences |
| ___ 2 your work | ___ 6 your interests/hobbies |
| ___ 3 your age | ___ 7 your background |
| ___ 4 your character | ___ 8 your beliefs and values |

4 ▶ 3 Listen to a sociologist describing how we define ourselves. According to the speaker, which of the factors above is the most important? Discuss in pairs.

5 ▶ 3 Listen to the talk again. Choose the correct option to complete the sentences.

- 1 The speaker thinks the question “What do you do?” can sound *aggressive / judgmental* as a conversation starter.
- 2 Sally has been defined by her background because she didn’t grow up in *the city / a normal family*.
- 3 Sarah has dedicated her life to helping people who have *cancer / tropical diseases*.
- 4 The most important thing for John about his work is the *challenge / security*.
- 5 Jack’s last relationship began when he was *34 / 25*.
- 6 Anne wants school kids to eat *better / more vegetarian* food.

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

For more practice, see Workbook pages 7 and 11.

- 6 Look at the wordbuilding box. Choose the correct form of these irreversible word pairs (a–b).
- He picks up *pieces and bits* / *bits and pieces* of work *now and then* / *then and now*.
 - It seems that what defines people *first and foremost* / *foremost and first* is experience.

- 7 Complete the word pairs using these words. Discuss what you think each phrase means.

fro	large	pains	quiet
sound	sweet	wide	

- I need **peace and** _____ to concentrate.
- They all came back from their canoeing trip **safe and** _____. No one was injured, but most of them had a few **aches and** _____.
- Try not to give a long talk. **By and** _____, it's better to keep it **short and** _____.
- People come from **far and** _____ to see the Grand Canyon. There are busloads of tourists going **to and** _____ all day.

8 Pronunciation linking in word pairs

- ▶ 4 Listen to the word pairs in Exercise 7. Notice (a) how the words are linked and (b) the pronunciation of *and* in the word pairs. Then practice reading the sentences.

Grammar the continuous aspect

▶ THE CONTINUOUS ASPECT

Present continuous

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

Present perfect continuous

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

Past continuous

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

Past perfect continuous

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

Future continuous

- In a few years, he won't be moving around anymore.*

For more information and practice, see page 156.

- 9 Look at the grammar box. Which verb form in bold describes something that
- is a current trend? _____
 - we expect to be happening (now or) in the future? _____
 - started in the past and is still continuing? _____
 - is the background to another more important event in the past? _____
 - was in progress up to a point in the past? _____
 - happens regularly and is irritating? _____

- 10 Work in pairs. What is the difference in meaning, if any, between these verb forms?

- What *do you do / are you doing*?
- My husband *is always calling / always calls* me at work.
- I've been reading / I've read* the book you gave me.
- California is eight hours behind us. Anne-Marie *will be going / usually goes* to bed now.
- She *was living / had been living / lived* in Germany before she moved to this country.

- 11 Complete the sentences using the appropriate continuous form of the verbs.

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

Speaking **myLife**

- 12 Think of examples of the following things. Then work in pairs and take turns telling each other your ideas and asking follow-up questions.

- a habit of other people that irritates you
- two things that you imagine people you know will be doing right now
- a situation that you hope is temporary
- something you haven't finished but keep meaning to

1c Immortal words

Reading

- 1 Work in pairs. Discuss the questions.
 - 1 Who are the most famous writers in your country's history? What did they write?
 - 2 What Shakespeare plays or characters can you name? What do you know about them?
- 2 Read the article. Work in pairs. According to the author, why are Shakespeare's plays still so popular today?
- 3 Read the article again and answer the questions in pairs.
 - 1 What adjective describes what England was like in Shakespeare's time? (para 1)
 - 2 According to Harold Bloom, what new element did Shakespeare bring to playwriting?
 - 3 Why does Hamlet find it difficult to make a decision?
 - 4 In *Romeo and Juliet*, what is the nurse's attitude to relationships?
 - 5 Which adverb means that Shakespeare was good at expressing ideas in just a few words? (para 4)
 - 6 What verb tells you that Shakespeare created new words and expressions? (para 4)
- 4 Work in pairs. Look at the expressions in italics in paragraph 4. Use them to replace the words in bold below.
 - 1 I need a new jacket. This one **is past its prime**.
 - 2 He said that one of the stores in town would have the right battery, but it turned out to be a **search for something that couldn't be found**.
 - 3 Everyone says it's **an obvious result** that Johanna will win, but I'm not so certain.
 - 4 There's no point telling her he's no good. **You can't see the faults in the person you love**.
 - 5 The teacher got us to play a game to **help people relax at the beginning**.
 - 6 After six different jobs, I'm with my first company again. I've **arrived back at the starting point**.

Critical thinking purpose

- 5 Work in pairs. Which option(s) (a–c) describes the author's main purpose for writing this article? Underline the sentences in the article that tell you this.
 - a to explain why Shakespeare is popular today
 - b to examine if Shakespeare's reputation is justified
 - c to examine Shakespeare's contribution to modern-day English

- 6 Work in pairs. Did the author state his or her purpose at any point? In which of these writing types do you think it is important for an author to begin by stating the reason for writing?
 - a description
 - a business report
 - a job application
 - a personal letter
- 7 Work in pairs. Do you think the author achieved his or her purpose? Why or why not?

Word focus *life*

- 8 Look at the article again. Underline words or expressions with the word *life* that mean:
 - 1 realistic (para 2)
 - 2 with a "big" personality (para 3)
- 9 Work in pairs. Look at the expressions with *life* in bold. Discuss what they mean.
 - 1 Work stress is just **a fact of life** these days—you have to learn to deal with it.
 - 2 There were people at the conference from **all walks of life**—writers, students, business people.
 - 3 My son was worried about going to college, but now he's **having the time of his life**.
 - 4 Thanks for driving me to the station—it was a real **life-saver**. I'd have missed my train.
- 10 Work in groups. Each student should think of a personal example for two of the expressions in Exercises 8 and 9.

Speaking **myLife**

- 11 Work in two groups of three. Play the game Call my bluff using words coined by Shakespeare.

Group A: Turn to page 153.

Group B: Turn to page 154.

 - For each word, rewrite the true definition in your own words, then write two false definitions. Write example sentences for each definition.
 - Group A reads the three definitions of the first word. Group B must guess which is the true definition. Then swap and repeat with the other words.
- 12 Think of an aspect of your life. Choose a word related to this, and find the English word. Then play Call my bluff with that word.

1 The sixteenth-century dramatist Ben Jonson generously called his rival, Shakespeare, a writer “not of an age, but for all time.” And so it has proved to be, because Shakespeare’s plays are still the most translated and most performed of any playwright’s in the world. However, if you ask people the reason for Shakespeare’s continued popularity, you get different answers. Some say he was a great storyteller, others that the magic lies in the beauty of his poetry. Some say it is simply because he left us a huge volume of work that was written during a vibrant time in English history, particularly in the theater.

2 A more interesting answer is one put forward by the critic Harold Bloom. Bloom argues that Shakespeare gave us something that the world had not seen in literature before—characters with personalities that we could relate to. These lifelike characters and the observations that Shakespeare made about the human condition are really what Jonson was referring to when he talked about Shakespeare’s universal appeal. For Bloom, English speakers have Shakespeare to thank for much of their current language, cultural references, and their understanding of human psychology.

3 While some might disagree with Bloom’s assertion about the invention of “personality” in literature—many earlier storytellers like Homer and Petrarch could claim this—there is no doubt that Shakespeare’s characters resonate with¹ people very strongly. We sympathize with poor Hamlet because we all know that frustrating situation where our hearts tell us that one thing must be

true while our heads tell us something else. We laugh at the larger-than-life nurse in *Romeo and Juliet* because of the amusing way she offers advice to Juliet about relationships, putting practical considerations before romance; she is a person that we too have met. The name “Lady Macbeth” has become synonymous with cold, over-ambitious women, while the character Iago still serves as a warning about the dangers of jealousy and how it leads to the manipulation of others.

4 Of course, the language plays a big part too. The observations about people and life are made more memorable by the way in which they are phrased, both succinctly and poetically. Shakespeare has been dead for 400 years, but certain words and sayings of his still exist in the English language today. Whether you are “fashionable” or “fainthearted,”² thank Shakespeare, who probably coined the terms. Iago promises to “wear his heart on his sleeve,” a phrase still commonly used for people who do not try to hide their true feelings. In fact, it is amazing just how great Shakespeare’s influence on everyday modern language has been. Take, for example, these commonly used phrases: *a foregone conclusion, come full circle, has seen better days, break the ice, neither here nor there, the world is my oyster, a wild goose chase, and love is blind.*

5 Bloom’s title *The Invention of the Human* may seem a bit strong. “The enduring³ humanity of Shakespeare,” on the other hand, would not be an exaggeration.

¹resonate with (v.) /ˈrezənɪt wɪð/ create a feeling that something is familiar or relevant

²fainthearted (adj.) /ˌfeɪnt ˈhɑːr.tɪd/ lacking courage to act

³enduring (adj.) /ɪnˈdʒʊərɪŋ/ lasting a long time

Immortal words

1d How did you get into that?

Real life getting to know people

1 Work in pairs. Discuss the questions.

- 1 What kind of subjects do you generally like to talk about—sports, entertainment, the news, family and friends, work, or something else?
- 2 What do you find are good conversation topics for getting to know other people?

2 Write three tips for a blog post about getting to know people. Then share your ideas with the class.

3 ▶ 6 Look at the conversation openers for getting to know people. Then listen to six short conversations. Write the conversation number next to each conversation opener that was used.

▶ GETTING TO KNOW PEOPLE

Hi, I don't think we've met. I'm ... ____
Hi. Is it your first day at college too? ____
Hey, I like your jacket. ____
Where are you from? ____
So, what do you do? ____
What did you think of the show? ____
This is a long line, isn't it? ____
Have you seen that movie everyone's talking about?

This is great cake, isn't it? ____

4 ▶ 6 Listen to the conversations again. Make notes on the follow-up questions that each person starting the conversation asked. Then compare answers with your partner.

5 Pronunciation merged words in everyday phrases

a ▶ 7 Listen to these questions and notice how the bold words merge together when said quickly.

- 1 I **don't think** we've met.
- 2 Is it **your first day** too?
- 3 **What do you** do?
- 4 What did you **think of the** show?
- 5 **What kind of** movies do you like?

b ▶ 8 Listen to these questions and write down the missing words.

- 1 _____ eat here?
- 2 _____ living in New York?
- 3 _____ apartment do you have?
- 4 _____ the new building?
- 5 _____ coffee or something?

6 Work in pairs. Act out two of the conversations for getting to know people that you heard in Exercise 3. Use the same conversation openers and follow-up questions. Answer as naturally as possible.


7 Work with a new partner. Act out two more conversations. Follow these steps.

- Choose two of the conversation openers in the box that you did not hear in Exercise 3.
- Think of follow-up questions you might ask.
- Act out the conversations.



1e Your first day

Writing taking notes

- 1 Do you sometimes write notes on things you read or listen to? In what situations do you write notes? What do the notes include? What do you do with them?
- 2  **9** Look at the notes taken by a student during college orientation. Then listen to an excerpt from the talk and complete the notes.

Talk by president to new students

1 Course reg. 10 a.m. - _____ Mon in main univ. hall-compulsory.


2 Overseas students. i.e., all except US and _____, must take docs to Admissions Office-incl. high school diplomas, student visas + bank account info-by end of next week.

3 College has "buddy" system (a 2nd year student) to help OS studs. Know where things are and what to do.

4 Most courses approx. 9-12 contact hrs p.w.; plan study time carefully. Lots of places to work, e.g., faculty library, main library, IT center.

5 If worried about study or sth. else, see student counselor. NB each group has native speaker counselor.

6 Extra academic writing skills tuition available for 1st year studs.-details in student booklet (times, level, etc.).

- 3 Work in pairs. What other information did the speaker give that isn't in notes 1 and 2? Discuss with your partner.
- 4  **9** Listen again and check your answers. Why do you think this information wasn't included?

5 Writing skill using abbreviations

- a Work in pairs. How many different abbreviations can you find in the notes? Try to guess what each one means.
- b Compare your answers in Exercise 5a with another pair. Did you guess the same meanings? Which abbreviations have the following meanings?

Shortened words

- a including
- b about
- c please note
- d and so on

Latin abbreviations


- e for example
- f that is to say

- c We use abbreviations in semi-formal writing and when writing in note form, but not in more formal contexts. Work in pairs. In which of the following could abbreviations be used?

- 1 an academic essay
- 2 your notes on a book you have read
- 3 a letter of complaint
- 4 an email to a close friend

- d Look at this email message and rewrite it in note form. Exchange notes with your partner, cover the original email, and try to reconstruct it from the notes.

Please note that the meeting with Ellis & Company will be tomorrow, Tuesday, May 12 at three o'clock. Please, can you let me know approximately how many people from your department will be attending and if you need further information? Thanks.

- 6  **10** Listen to a talk from a college professor about reading for your college course. Take notes. Include only the relevant points and use abbreviations where necessary.
- 7 Exchange notes with your partner. Use these questions to check your partner's notes.
 - Do the notes include the same relevant points?
 - Have they left out unnecessary information?
 - Do they use abbreviations correctly?

1f Arctic wisdom

An Inuit man ice fishing,
Nunavut Territory, Canada



Before you watch

1 Look at the photo. Discuss with your partner what you think this place is like. Talk about:

- Population (many/few, old/young, etc.)
- Weather
- Communications (transportation, internet, speaking/writing, etc.)
- Way of life (traditional/modern/changing, stressful/relaxed, etc.)

2 Key vocabulary


a Read the sentences. The words in bold are used in the video. Work in pairs. Guess the meaning of the words.


- 1 They have asked the government to **fund** the building of a new community center.
- 2 The **elders** of the tribe meet once a week to discuss any problems in the community.
- 3 He has low **self-esteem** because as a child he was always criticized for not being smart enough.
- 4 Thank you for all your comments on my essay. They have been **invaluable**.
- 5 A **disproportionate** number of the college's students are from wealthy backgrounds.

b Match the words in bold in Exercise 2a with these definitions.


- a extremely useful _____
- b too large or small in comparison to something else _____
- c older members of a group _____
- d finance, provide the money for _____
- e how good you feel about yourself _____

While you watch


3  1.1, 1.2, 1.3 Watch the video and check your ideas from Exercise 1. What is your overall impression of the place?

4  1.1 Watch Part 1 of the video again which features an interview with the mayor of Iqaluit. Work in pairs. Answer the questions.

- 1 What does Sheutiapik say the elders have always been good at?
- 2 What phrase is still relevant and is often used in Iqaluit?
- 3 How did these people's parents live?
- 4 How were traditions passed down between generations?

5  1.2 Watch Part 2 of the video and complete the summary.

In the past, elders were ¹ _____ for the others in the community. Each one was an ² _____ on a particular area, helping the community to ³ _____ : on the weather, on the environment, on different kinds of ⁴ _____. The Inuit were happy with the ⁵ _____. The woman's mother told her daughter that she would see many ⁶ _____, but she said, "Never ⁷ _____ who you are."

6  1.3 Watch Part 3 of the video and answer the questions in pairs.

- 1 What has happened to the Iqaluit population in recent times? Why?
- 2 Name two things the woman mentions when talking about the key to a happy life.
- 3 Why does she have a communication problem with the younger generation?
- 4 What is significant about the number 23?
- 5 How was Iqaluit culture passed down in the past?
- 6 What does the narrator say is the key to these people's future?

After you watch

7 Vocabulary in context

a  1.4 Watch the clips from the video. Complete the collocations. Then discuss your answers.

b Complete the sentences in your own words. Then compare your sentences with a partner.

- 1 I always seek advice when ...
- 2 The last time I experienced a communication barrier was when ...
- 3 The key to living a happy life is ...

8 Work in pairs. Discuss the questions.

- 1 Is the advice and wisdom of elders highly respected in your society?
- 2 Do you think this is how it should be? Why or why not?

9 Think of a story that one of your grandparents (or an older person in your community) told you and retell the story to your partner. Do the stories have a lesson that is still relevant today? Why or why not?

UNIT 1 REVIEW AND MEMORY BOOSTER

Grammar

- 1 Read the article. What is a “griot”? What lesson did the writer take away from his visit to Timbuktu?
- 2 Choose the correct options to complete the article.



Some years ago I ¹ *visited / have visited* Timbuktu, Mali. Generally, people ² *are thinking / think* of Timbuktu as a desert town somewhere at the end of the world. But once upon a time, Timbuktu ³ *was / has been* a thriving city and key trading post, a place in Africa with a long and rich history. In the marketplace you get a sense of this: women in brightly colored clothes sell produce of all kinds. But my attention was drawn to a very old man who ⁴ *had sat / was sitting* in a corner. For a while, people ⁵ *had gathered / had been gathering* around him, so I joined them. He was a griot, or traditional storyteller. Griots ⁶ *have been singing / sang* about kings and magicians, wars, and journeys for generations. This is how Malians ⁷ *learned / have learned* about their history. He poured me a glass of tea and then I ⁸ *listened / was listening* to him tell the story of King Mansa and the golden age of Timbuktu, a story he ⁹ *told / had told* countless times before. At the end, the griot quoted an old Mali saying: “To succeed you need three things—a brazier, time, and friends.” The brazier is used to heat water for tea. Time and friends are what you need to share stories. It’s advice that ¹⁰ *will stay / will be staying* with me in future years.

- 3 **>> MB** Find six time phrases in the article. Which tenses are used with each time phrase? Choose four of the phrases and make your own sentences with them.

I CAN

- use the correct tense with specific time phrases
- use the continuous aspect to describe actions in progress

Vocabulary

- 4 Complete the expressions.
 - 1 a life_____ painting
 - 2 people from all w_____ of life
 - 3 to have the t_____ of your life
 - 4 a life_____ passion
 - 5 just a f_____ of life
- 5 **>> MB** Work in pairs. Which of these phrases best describes these people: your best friend, your mother, your sister, or brother? Give reasons.

a control freak	a driven person	a dreamer
an outgoing person	a family person	a joker
the life of the party	a free spirit	

- 6 **>> MB** Correct the underlined words to complete these phrases about life lessons. Work in pairs. Use each phrase to give an example from your own experience.
 - 1 Trying to remain positive is a lot easier spoken than done.
 - 2 It’s a good idea to put a little money aside now and when.
 - 3 My leading principle in life is: By and whole, it’s better to ignore what others say about you.

I CAN

- describe different types of personality
- use idioms and expressions about life

Real life

- 7 Work in pairs. Complete the conversation starters.
 - 1 Hi, I don’t think we _____ . I’m _____ .
 - 2 Hi. Is it your first _____ too?
 - 3 Hey, I like _____ .
 - 4 So, where _____ ?
 - 5 So, _____ you do?
 - 6 What did you think _____ ?
 - 7 This is a long line, _____ ?

- 8 **>> MB** Work in pairs. Choose four of the conversation starters from Exercise 7. Act out four short conversations, using follow-up questions and answers.

I CAN

- start a conversation with someone I don’t know
- ask follow-up questions to get to know someone better