

Life

STUDENT'S BOOK | UPPER INTERMEDIATE

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Listening	Reading	Critical thinking	Speaking	Writing
<p>three people talking about important relationships in their lives</p> <p>an extract from a radio programme about animal friendships</p>	<p>an article about changing attitudes in China</p> <p>an article about immigrant families in New York</p>	<p>evaluating conclusions</p>	<p>friendships</p> <p>differences between generations</p> <p>family influences</p>	<p>text type: an informal email</p> <p>writing skill: greetings and endings</p>
<p>an interview with a film critic</p> <p>an interview with a professional photographer</p>	<p>an incredible story of a Formula 1 racing driver</p> <p>an article about the Brothers Grimm</p>	<p>the main message</p>	<p>a key moment</p> <p>the stories pictures tell</p> <p>storytelling</p>	<p>text type: a story</p> <p>writing skill: using descriptive words</p>
<p>three people making predictions about the future</p> <p>a lecture about overpopulation</p> <p>an interview from a radio programme about 3D printing</p>	<p>a lecture about overpopulation</p> <p>an article about appropriate technology</p>	<p>supporting examples</p>	<p>predictions</p> <p>the future</p> <p>technological solutions</p>	<p>text type: short email requests</p> <p>writing skill: being polite</p>
<p>a conversation about two people who are creative in their free time</p> <p>an extract from a radio programme about what's on in Melbourne</p>	<p>an article about unusual street art</p> <p>an article about how music helps us</p>	<p>identifying opinions</p>	<p>art and music</p> <p>participation in the arts</p> <p>music playlists</p>	<p>text type: an online review</p> <p>writing skill: personalizing your writing</p>
<p>someone talking about the development of the Belo Monte dam in Brazil</p> <p>an interview with a journalist about social development in southern India</p>	<p>an article about urban development in Dubai</p> <p>an article about the teenage mind</p>	<p>ways of arguing</p>	<p>changes in your town</p> <p>a happy society</p> <p>stages of life</p>	<p>text type: an opinion essay</p> <p>writing skill: linking words</p>
<p>someone describing their stay at a mountainside guesthouse</p> <p>an interview about volunteer vacations</p>	<p>a blog about holidays at home</p> <p>an extract from a travel magazine about historical hotels</p>	<p>analysing tone</p>	<p>planning a staycation</p> <p>a volunteer holiday</p> <p>ideas for an unusual hotel</p>	<p>text type: a letter/ email of complaint</p> <p>writing skill: formal language</p>

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
7 Customs and behaviour pages 81–92	zero and first conditionals time linkers <i>usually, used to, would, be used to and get used to</i>	raising children: verbs food word focus: <i>same and different</i> weddings wordbuilding: word pairs	describing traditions	/ju:/ and /u:/ the letter s
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8 Hopes and ambitions pages 93–104	second, third and mixed conditionals <i>wish and if only</i>	word focus: <i>make and do</i> wordbuilding: noun suffixes strong feelings word focus: <i>better</i>	discussing preferences	contracted or weak forms /ʃ/ and /tʃ/ <i>do you, would you, shall we</i>
VIDEO: What would you do if money didn't matter? page 102 ► REVIEW page 104				
9 The news pages 105–116	verb patterns with reporting verbs passive reporting verbs	reporting verbs positive adjectives wordbuilding: forming adjectives from verbs word focus: <i>word</i>	reporting what you have heard	the schwa
VIDEO: News: the weird and the wonderful page 114 ► REVIEW page 116				
10 Talented people pages 117–128	articles: <i>a/an, the</i> or zero article? relative clauses	careers wordbuilding: verb (+ preposition) + noun collocations the senses word focus: <i>self</i> personal qualities	describing skills, talents and experience	linking vowels difficult words
VIDEO: Queen of Egypt page 126 ► REVIEW page 128				
11 Knowledge and learning pages 129–140	<i>could, was able to, managed to and succeeded in</i> future in the past	education wordbuilding: homonyms word focus: <i>learn</i>	getting clarification	contrastive sentence stress linking in question forms
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12 Money pages 141–152	focus adverbs: <i>only, just, even</i> causative <i>have and get</i>	money services wordbuilding: <i>the + adjective</i> getting things done business words	negotiating	focus adverbs /ʃ/, /tʃ/, /ɜ:/ and /ɔ:/ long vowel sounds
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Listening	Reading	Critical thinking	Speaking	Writing
<p>someone describing the customs on the subway in Tokyo</p> <p>an extract from a radio programme about the diet of the indigenous people of northern Alaska</p>	<p>an article about the 'tiger mother' approach to parenting</p> <p>a blog about personal space and turn-taking</p>	<p>questions and answers</p>	<p>traditional rules of behaviour</p> <p>food and eating habits</p> <p>turn-taking in conversations</p>	<p>text type: a description</p> <p>writing skill: adding detail</p>
<p>someone talking about an unusual mural</p> <p>eight explorers describing superpowers they wish they had</p>	<p>an article about the first human computers</p> <p>an article about Madagascar's unique environment</p>	<p>emotive language</p>	<p>ambitions</p> <p>wishes</p> <p>strong feelings</p>	<p>text type: an online comment</p> <p>writing skill: giving vivid examples</p>
<p>a radio news report about the parents of Chinese university students</p> <p>three good-news stories reported on the television news</p>	<p>an article about an iconic image</p> <p>an article about the power of the press</p>	<p>different perspectives</p>	<p>news stories</p> <p>good-news stories</p> <p>the media</p>	<p>text type: a news article</p> <p>writing skill: using quotations</p>
<p>a description of a mahout's job</p> <p>someone talking about an extraordinary career</p> <p>a description of a man with an unusual talent</p>	<p>an article about an extraordinary career</p> <p>an article about a woman who was king</p>	<p>examining the evidence</p>	<p>a career path</p> <p>definitions</p> <p>job characteristics</p>	<p>text type: a personal profile</p> <p>writing skill: using <i>with</i></p>
<p>a parent talking about a children's museum</p> <p>a talk by a psychologist on memory</p>	<p>an article about an innovative school</p> <p>an article about how animals think</p>	<p>explaining ideas</p>	<p>learning experiences</p> <p>memory tests</p> <p>making excuses</p> <p>types of learner</p>	<p>text type: an email about a misunderstanding</p> <p>writing skill: linking contrasting ideas</p>
<p>three people talking about the standard of living</p> <p>an interview with a professor about the growing service economy</p>	<p>an article about Norway's riches</p> <p>an article about a new business trend</p>	<p>opinion words</p>	<p>the economy in your country</p> <p>getting things done</p> <p>new business ideas</p>	<p>text type: a short report</p> <p>writing skill: key phrases in report writing</p>

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 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 rainforests of Paraguay before they disappear.

Unit 4 Art for the people



Learn about the one piece of artwork by the graffiti artist 'Banksy'.

USA

Paraguay

Denmark
UK



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 travelling solo



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

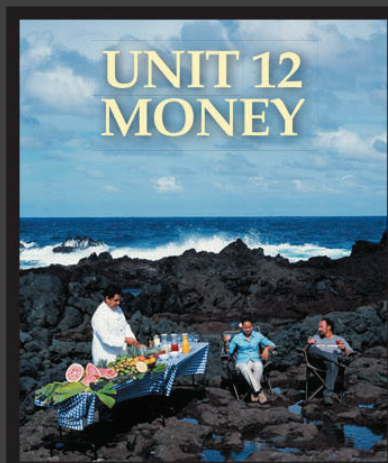
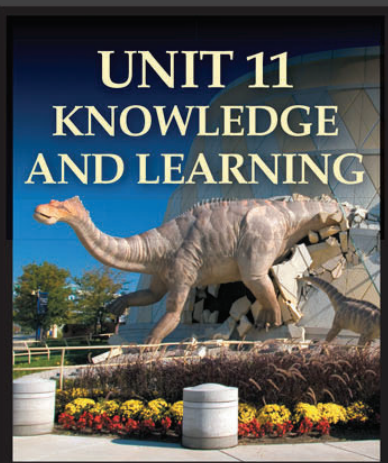
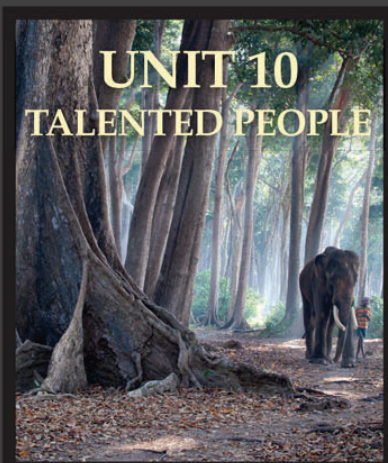
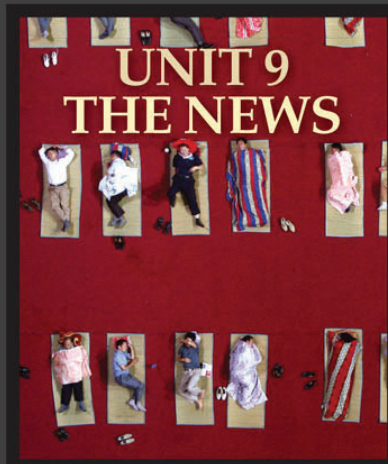
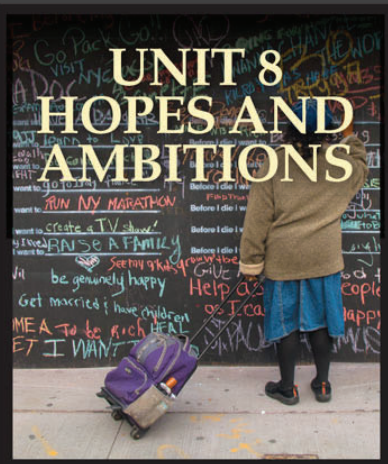
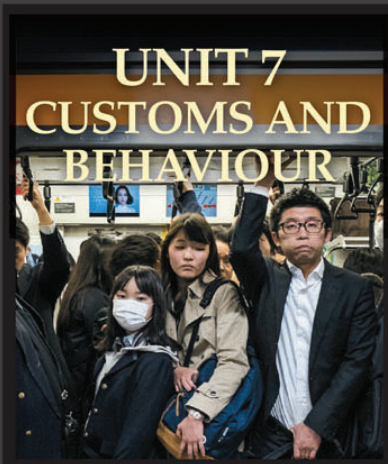
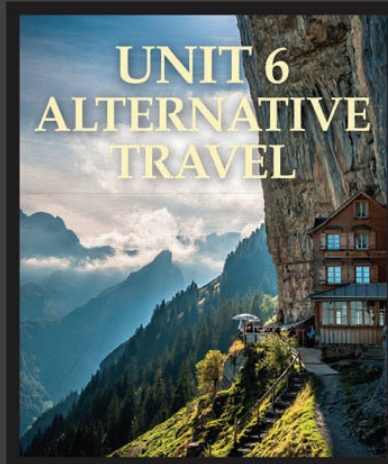
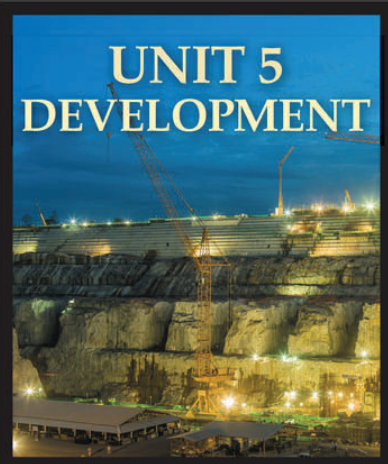
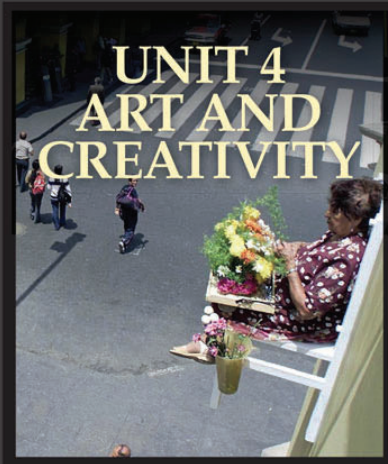
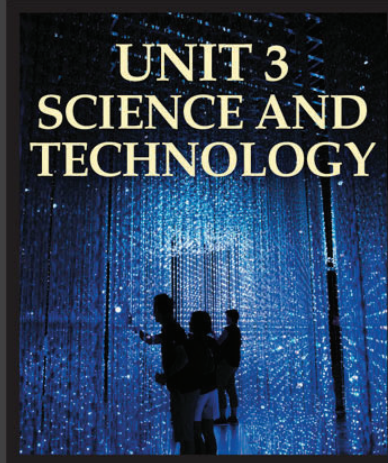
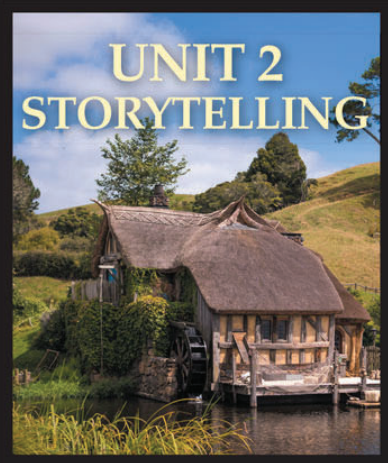
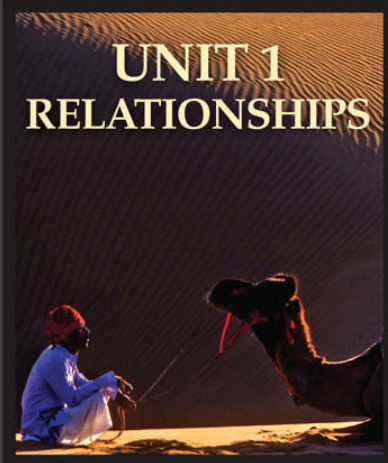
Unit 10 Queen of Egypt

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.

Tonga



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 A confused generation

Changing attitudes among China's young generation

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. Choose the phrase you think best describes the photo.

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

2 **▶ 1** Listen to three people talking about important relationships in their lives. Put the number of the speaker (1, 2 or 3) next to the person they are talking about.

brother-in-law colleague fiancé(e) flatmate
grandparent husband old friend

3 Look at these sayings about relationships and discuss the questions.

- 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 and Roscoe at The Institute of Greatly Endangered and Rare Species (TIGERS), South Carolina, USA.

Vocabulary describing character

- 1 Look at the adjectives and phrases and discuss:
 - 1 which adjectives are positive, which are negative and which could be either.
 - 2 which make pairs of opposites (or near opposites).
 - 3 which adjective(s) you think describe you.

considerate dependable energetic
good fun laid-back outgoing selfish
serious shy unreliable

Listening

- 2 Work in pairs. Look at the photo and say:
 - 1 what type of animals these are and where they are normally found (working, as pets, in the wild).
 - 2 what the characteristics of each animal are.
- 3 ▶ 2 Listen to an extract from a radio programme. What unlikely things do these animals do together?
- 4 ▶ 2 Listen again. Answer the questions.
 - 1 What is uncommon between different species?
 - 2 How do dogs usually feel about apes?
 - 3 What kind of relationship do this dog and orang-utan have?
 - 4 How is an orang-utan's character described?
 - 5 What shared need is met in their relationship?

Grammar present tenses: simple, continuous and perfect

▶ PRESENT TENSES: SIMPLE, CONTINUOUS and PERFECT

Present simple

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 Suryia **has attracted** a lot of interest.

Over four million viewers **have watched** them since their video was put up on Youtube.

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

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

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

For further information and practice, see page 156.

- 5 Look at the grammar box. Match the tenses with the uses (1–3).
 - 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 a past event that has an impact on or relevance in the present; or for something that started in the past and continues into the present

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

Suryia lives with his keepers. = something seen as permanent or unchanging

- 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 Choose the correct options to complete the text about animal friendships.

Lately, there ¹ *are / have been* a number of videos on YouTube showing unlikely animal friends. Lots of people ² *have discussed / have been discussing* a particular film which shows a dog making friends with an elephant. Elephants often ³ *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 ⁴ *has recovered / has been recovering* now and the two animals are always together. The question scientists ⁵ *now ask / are now asking* is: Is such behaviour normal, or do we just want it to be? Some people say it happens when animals ⁶ *are living / have been living* close to humans for some time. No one ⁷ *has provided / has been providing* a definite answer, but it seems some animals are just naturally sociable. Others, like giant pandas, ⁸ *live / are living* more independent and solitary lives.

- 9 Complete the sentences. Use the correct present tense of the verbs. Use contracted forms where possible.

- I (live) with my friend Ezra at the moment, but each of us (have) our own group of friends that we hang out with.
- We're not close friends – we (just / learn) French at the same evening class 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, (you / know) Tom too? He and I (know) each other since primary school. We should all meet up some time.
- Jacob (often / hang) around when he's bored, but he (never / come) round if he's got something better to do.
- Kate is a really dependable friend. She (always / stand) by me when I've needed help.
- Colin and I (teach) at the same school for years. We (write) a book together at the moment.
- I get on very well with Marco, even though we (never / see) each other socially. I think I've been round to his house once.

Vocabulary friendships: phrasal verbs

- 10 Underline these phrasal verbs in Exercise 9.

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

Which phrasal verbs contain two particles (e.g. *on* and *with*)? Discuss what each verb means.

'get on with' = have a good relationship with

- 11 Complete the 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, like going to a show. It would just be nice to together for a bit.
- I made some good friends at university, but I haven't with many of them since.
- Why don't you to my house for supper tonight?
- Some friends are great to have fun with, but real friends are the ones who you when things aren't going so well.
- I'm busy at six thirty, but we could later, if you like. Say, eight?

Speaking my life

- 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 him/her
- his/her current work or studies
- his/her personality and why you like him/her
- what things you 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 if your friendships are similar in any way.

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

1b A confused generation

Reading

- 1 Work in pairs. Look at the photo. Discuss the questions.
 - 1 What does the photo show?
 - 2 What do you think is the problem with the girl?
 - 3 Is this situation familiar to you?
- 2 Discuss what you know about modern-day China. Then read the article. Did you learn anything new?
- 3 Read the article again. Find examples of the way the new and the old China are different in each of these areas.
 - caring for the old
 - the relationship between parents and children
 - standard of living and shopping
 - experience and knowledge of the world
- 4 How difficult do you think the different generations (Bella's and her parents) find the changes you discussed in Exercise 3? Give reasons.

Wordbuilding forming adjectives

▶ WORDBUILDING forming adjectives

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

For further practice, see Workbook page 11.

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

pain self duty support rebel

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

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



A few months ago, Bella's family put Bella's grandfather into a nursing home. It was a painful decision, because in China, caring for aged parents has always been a child's duty. But times are changing. Bella's ambition? 'I want one day to put my parents in the best nursing home' – the best that money can buy, she means. 15

'When she told us that,' Bella's father says, 'I thought – is it selfish to think she will be dutiful and look after us in our old age? We don't want to be a burden on her. This is something my daughter has been trying to teach us. Once parents taught children, but now we learn from them.' The family can buy many more things these days, and when they go shopping, Bella makes sure they select the 'right' western brands. (Pizza Hut is her favourite restaurant.) She also teaches her parents the latest slang. 20

Her parents want to be supportive, but they gave up helping with Bella's homework some time ago. Bella has been studying English for five years and in spoken English she has overtaken them. She has already, in her short life, learned more about the outside world than they have. 'Our advice is not wanted,' her mother says. 'When she was little, she agreed with all my opinions. Now she sits there and says nothing, but I know she doesn't agree with me.' In China there is no concept of the rebellious teenager. Bella glares, but says nothing. 'I suppose our child-raising has been a failure,' her mother adds sadly. 25 30 35 40

▶ 3

Change brings problems. Eleven-year-old Bella lives with her parents in a brand new apartment in Shanghai. Her real name is Zhou Jiaying – 'Bella' is the name that her English teacher has given her. Her parents are part of a confused generation in a confused time. In modern Chinese society different ideologies are fighting against each other. In the last twenty years, China's economic boom has brought enormous material benefits, but it has also had an impact on family life and values. Old values – the respect of family and older generations – compete with new values that make money the measure of success. But at the same time people are questioning these new values. 5

Have new possessions made our lives richer? Are we destroying Chinese culture? As in all changing societies, people are trying to find the right balance between the 'new' and 'old'. 10

Grammar past simple and present perfect

► PAST SIMPLE and PRESENT PERFECT

Past simple

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** them.

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

For further information and practice, see page 156.

7 Look at the grammar box. Work in pairs. Choose the correct options to complete the sentences.

- The *past simple* / *present perfect* expresses a connection between the past and the present.
- The *past simple* / *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 *past simple* / *present perfect*.
- We generally use adverbials of unfinished time (e.g. *until now*, *so far this year*, *since 2015*) with the *past simple* / *present perfect*.

8 Underline three sentences with the past simple and five with the present perfect in the article. Say which tense is used and why.

In the last twenty years China's economic boom has brought enormous material benefits. [= present perfect to describe a past event that impacts on the present]

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 Saturday morning conversation between a parent (P) and a child (C). Use the past simple or the present perfect (simple and continuous).

P: ¹..... (you / do) your maths homework yet – the homework you ²..... (not / do) yesterday?

C: Yes, it ³..... (be) easy. I ⁴..... (study) equations before.

P: Oh, OK. What about your project on French food? The one you ⁵..... (ask) me about a few days ago.

C: No. I ⁶..... (look) for up-to-date information on the internet all morning.

P: Well, I ⁷..... (not / study) French since I was a child, but I'm good at searching the internet. I'll give you a hand.

C: Thanks, but I ⁸..... (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 to choose the right tense. Then complete the table with the expressions you underlined.

Past simple	last week, in the past, in 2016,
Present perfect simple	ever, so far, just, over the past three months, this year, since I was a child,
Present perfect continuous	just, over the past three months, this year,

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

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

13 Choose the correct options to complete these sentences about different generations. Then discuss which statements you agree with.

- 'Children *grew* / *have been growing* up faster over the last twenty years. At thirteen, they want to be adults. It's sad.'
- 'All the new technology that kids use *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* so much fun.'
- 'Most of my parents' generation *already retired* / *have already retired* with good pensions. We won't retire until we're 70 and we'll be poor.'
- 'Our parents were no different to us when they were young: they *had* / *have had* the same interests, the same hopes and fears.'
- 'In recent years respect for money *replaced* / *has replaced* respect for wisdom and knowledge.'
- 'When I was young, I *rebelled* / *have been rebelling* against my parents because they *were* / *have been* very strict. Now my children want to rebel, but in fact they have nothing to rebel against.'
- 'People criticize the younger generation for being selfish and having no values, but that's their parents' fault: they *spoilt* / *have spoilt* them.'

Speaking my life

14 Make a list of the differences between your parents' lives and your own. Think about the areas below or your own ideas. Then 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 we did. The outside world has become a more dangerous place ...

1c Bloodlines

Reading

- 1 Work in pairs. Discuss the questions.
 - Why do you think people emigrate to other countries?
 - What difficulties do first-generation immigrants face when they settle in a new country?
 - Where would you choose to emigrate to? Why?
- 2 Read the article about immigrants in New York. Then cover the text and try to remember these details of Richard and Tanja's stories.
 - 1 when their ancestors came to America and why
 - 2 what Richard and Tanja's jobs are now
 - 3 how coming from immigrant families has influenced them
- 3 Read the article again. Are the sentences true (T) or false (F) according to the writer?
 - 1 Immigrants in Queens, New York, feel attached to their new country.
 - 2 Most people are interested in learning about recent rather than distant ancestors.
 - 3 Tomas ran away from home even though he was happy there.
 - 4 Tomas met his brother in New York one day by accident.
 - 5 Tanja's mother wasn't able to balance work with looking after her children's education.
 - 6 Tanja and her sister have chosen to have similar careers to their parents.
- 4 Find these words and phrases in the article. Work with a partner to discuss what you think they mean.
 - 1 a **melting pot** (para 1)
 - 2 **their** ancestral **roots** (para 2)
 - 3 **seek his fortune** (para 3)
 - 4 a **must** (para 4)
 - 5 a **strong work ethic** (para 4)

Critical thinking evaluating conclusions

- 5 Which of these conclusions (a–e) do you think the author wanted you to draw after reading the article? You can choose more than one.
 - a Immigration has benefited America.
 - b Immigrants have a stronger connection to their original country than their new home.
 - c It is important for descendants of immigrants to be aware of their family history.
 - d Immigrant families have a strong motivation to work hard and make a good life for themselves.
 - e The world is full of immigrants and this is something we should celebrate.

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

Word focus sense

- 7 Look at the expression in bold from the article. Then choose the best options to complete the other sentences.

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

 - 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 *humour / comedy*.
 - 4 My parents did a lot for me so I feel a sense of *necessity / duty* to look after them now.
 - 5 I always get lost in big cities. I have a terrible sense of *direction / location*.

Speaking my life

- 8 Look at the questionnaire and answer the questions. Then take turns to ask and answer the questions with your partner. Does family have a strong influence in your lives?

HOW DOES FAMILY SHAPE YOU?

- 1 Would you say you are a close family?
- 2 How much time do you spend with family:
 - out of a sense of duty? • because you choose to?
- 3 Is family a consideration for you in choosing where to live?
- 4 How conscious are you of your family's history?
- 5 Is there a strong family characteristic or quality? Have you inherited it?
- 6 Is there a 'head of the family'? How important is it to have this person's approval?
- 7 Is there someone in the family you particularly admire? Why?
- 8 Has your family influenced the career path that you have chosen?
- 9 When seeking advice, are you more likely to turn to friends or family?
- 10 How important is it to you that your family approves of your partner?
- 11 Would you say your family members have the same attitude to:
 - money? • bringing up children?



BLOOD LINES

▶ 5

The USA as a whole is well known for being a melting pot of different ethnic groups and cultures, but 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 common feeling of pride in their American identity.

However, they are also proud and curious about something which fascinates us all: their ancestral roots. These days, tracing back your family tree as far as you can using the internet is a popular hobby, but what really interests these families is their recent history: how their grandparents and great-grandparents arrived in America, what brought them there in the first place, and how they – their descendants – can best honour their memory. Here are two typical 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 remarried to be able to take care of his seven children. Tomas didn't like his new stepmother, so he ran away to Belgium, where he boarded a ship to America – without a ticket. He was clearly a free spirit. 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 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. She's actually quite forgetful now, but she never forgets family details. This has meant that all of us – brothers, aunts, cousins – now have a strong sense of belonging to a group that has struggled and fought together to succeed here.

Tanja, 29

I'm a first-generation American. Both my parents came here from Jamaica, where getting a good education is a must. My mother says that people may take everything away from you, but they can never take away your education. My father 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 went to work at night. My parents have a strong work ethic. My mum has always worked as a nurse, but at the same time has always been very involved in our lives, helping with our studies and following our careers with interest. Both my sister and I have followed them 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 ... we've certainly both inherited it. The great thing about America is that it gives you the opportunity to live those dreams, too.

1d What have you been up to?

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 someone you know as a friend?

How are things? How do you do?
 How are you? How's it going?
 Pleased to meet you.

2 ▶ 6 Listen to a conversation in the street between two friends, Tim and Greta. Answer the questions.

- 1 When did Tim and Greta last see each other?
- 2 What have Tim and Greta been doing since they last met?
- 3 What future arrangement do they make?

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

▶ MEETING PEOPLE

How are things?
 How's everything going?
 What have you been up to?

I'm doing fine, thanks.

Great.

Not bad.

Busy as ever.

I've just got a new job.

I've been studying for my exams.

You're looking very relaxed / very well.
 It obviously suits you.

How's she getting on?

She was asking after you the other day.

Please give her my best wishes.

Say hello to her from me.

Well, I should probably go and ...

Sorry, I've got to rush.

I'm in a bit 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 Match the expressions you ticked in Exercise 3 with these functions (1–5).

- 1 how Greta asks Tim for his news
- 2 what Tim says about Greta's appearance
- 3 how Greta describes her life
- 4 what Greta says about Amanda, their mutual friend
- 5 how Greta says she can't continue the conversation



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 have you been up to?
- 4 I haven't seen you for ages.

- 5
- 6
- 7
- 8

b Work in pairs. Practise saying the common expressions in Exercise 5a in the same way.

6 Imagine you are in a large shopping centre during a lunch break. Walk around and 'bump into' other people that you know. Find out what each person has been doing, and make a future arrangement. Then move on until you bump into someone else. Use the expressions for meeting people to help you.

1e News from home

Writing an informal email

- When you send news or communicate with friends in other cities or countries, how do you usually communicate (letter, email, instant messaging, social media, etc.)? Why?
- Read the email from Mateo to his friend, Fergus. Where is Mateo and what is he doing there?
- How are these things (1–5) expressed in the email? Compare your answers with a partner.
 - sending good wishes
 - asking for news
 - giving news
 - suggesting a meeting
 - the reason for writing
- Look at the differences between formal and informal written English. Then find and underline examples of informal language in the email.

Informal

Contracted verb forms
(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 verb 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 these greetings and endings. Which phrases are appropriate for an informal email to a friend or relative?

All my love Best wishes Dear Mr Franks
Dear Sir/Madam Hello Hi John
Kind regards Love Regards Warm regards
Yours Yours faithfully 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. Please don't think it's because I haven't been thinking about you all – I have and I'm getting quite homesick. But I have to remind myself of why I am here, which is to try and 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 which are so lush and green, you wouldn't believe it. I'm trying to get an interview with one of the plantation owners that I can make into an article for a magazine. Fingers crossed!

So, 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 chat to some publishers about my work. It would be great to get together with you then. How's the family? Is Sarah still working for that awful estate agent? Do send everyone my love. I'll write again soon.

All the best,
Mateo

- Imagine you have been away from home studying a foreign language or working in another country. Write an email (about 200 words) to a friend or family member. Include these elements.
 - A greeting and the reason for writing
 - Giving your news (the course/work, the place, your accommodation, other students/colleagues, etc.)
 - Asking for their news
 - Suggesting meeting when you return
 - Good wishes and an ending
- Exchange emails with your 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



Ellis Island and the Statue of Liberty, USA

Before you watch

- 1 Read the description of the video and answer the questions.
- Why was the island closed to visitors?
 - 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 Read the sentences. The words in bold are used in the video. Guess the meaning of the words.

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


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

- deal with using an official procedure
- the process of making something look new again
- a strong belief (in something)
- communications and services that support a place (e.g. a town or country)
- producing strong emotion


While you watch

- 3  1.1 Watch the video. Answer the questions.


- Who came to Ellis Island in the past?
- Who visits it today?
- Was the Statue of Liberty damaged by the storm?

- 4  1.1 Watch the first part of the video (0.00–1.33) again. Then answer the questions with your partner.

- David Luchsinger is a steward of 'Liberty Island', but how does he describe himself? Complete the phrase 'the last'.
- Apart from being a steward, what is his personal connection to Ellis Island?
- What did the bags that immigrants carried with them contain?
- What were they asked to do with the bags?
- What is David Luchsinger proud of, in relation to the bags?

- 5  1.1 Watch the second part of the video (1.34–2.54) again. We hear the stories of descendants of US immigrants. Make notes to complete the table.

Visitor	Where their ancestors came from	How they feel at Ellis Island
1 Judith		
2 Pablo		
3 Peter		
4 Raea		

- 6  1.1 Watch the third part of the video (2.54 to the end) again. Choose the correct options to complete the facts.

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

After you watch

7 Vocabulary in context

- a  1.2 Watch the clips from the video. Choose the correct meaning of the words and phrases.

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

- My ... means the world to me.
- I showed up late for ...
- 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.

- What is the name of the monument or place?
- How would you describe it?
- What does it mean to people from your country?
- Do you like it and have you visited it? Why? / Why not?

- 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, transport advice, etc.

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

defiant (adj) /dɪ'faɪənt/ refusing to be beaten
sends chills down your spine (v) /sendz 'tʃɪlz daʊn jə 'spain/
 makes you frightened or excited
steward (n) /'stjuːə(r)d/ a person employed to look after a particular place

UNIT 1 REVIEW AND MEMORY BOOSTER

Grammar

- 1 Choose the correct verb forms to complete the article about family.



When we talk about family, we ¹ *need / are needing* to make a distinction between extended family and nuclear family. The nuclear family is the parents and children. Extended family ² *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 extended family ³ *has decreased / has been decreasing* for some time. In the past, we ⁴ *have relied / relied* on extended family to help with childcare or to look after us in old age. ⁵ *We've shared / We shared* living space and domestic chores and so our living costs ⁶ *have been / were* lower. But now more and more people ⁷ *choose / are choosing* to live in nuclear families and so the economics ⁸ *have changed / changed*. The older generation say that we ⁹ *are losing / have been losing* our traditional family values. But there's an economic issue too: that we ¹⁰ *have lost / lost* a valuable support network that was free of charge.

- 2 Answer the questions.

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

- 3 **>> MB** Work in pairs.

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

I CAN

use present tenses

use past simple 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 can really depend on is a **e friend**.
- 3 you and another friend both know is a **ual friend**.
- 4 you share an apartment with is a **flat**.....
- 5 you know but who is not really a friend is an **tance**.
- 6 you are related to by birth to is a **b**..... **relative**.

- 5 **>> MB** Work in pairs. Give details about people you know. Use the relationships in Exercise 4. Describe someone:

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

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

considerate dependable
energetic good fun
laid-back outgoing
selfish serious shy
unreliable



- 1 Which adjectives describe these animals from Unit 1a? Why?
- 2 Choose three adjectives to describe three of your relatives. Tell your partner and give an example to illustrate each one.

I CAN

describe friends and relatives

Real life

- 7 Complete the phrases using a preposition or particle.

L: Hello Jim. How are you?

L: Yeah, that'd be nice. I'm ¹ a bit of a hurry now, but I'll call you.

L: I've been working in New York ² the past month.

L: Oh, well, please give her my best wishes.

L: Thanks. You too. How's Sarah getting ³?

L: Thanks. Well, it was great to see you.

J: Yes, do. And good luck ⁴ the work in New York.

J: She's fine. Still studying hard.

J: That's exciting. You're looking very well.

J: I will. Maybe we can all get ⁵ some time soon.

J: Great, thanks. It's been ages. What have you been ⁶ to?

- 8 Put the sentences from Exercise 7 in the correct order to make a conversation between Laura (L) and Jim (J). Start with:

L: *Hello Jim. How are you?*

- 9 **>> MB** Work in pairs. Cover Exercise 7 so that you can only see the first two or three words of each line. Then act out the full conversation.

I CAN

have conversations with someone I meet