

# Life

THIRD  
EDITION

PAUL DUMMETT  
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HELEN STEPHENSON





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### ON THE COVER

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

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<b>3</b> <b>Innovation</b> <i>pages 33–44</i> Review <i>page 44</i>	future probability; past modals	wordbuilding: <i>-able</i> ; phrasal verb <i>come</i> ; word focus: <i>give</i>	making key points	weak forms in past modals; word stress	a news report about bionic body parts; an interview about the inspiration for inventions; listening for key words
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Reading	Critical thinking	Speaking	Writing	Video
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# Contents **Split Edition B**

	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
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<b>8</b> The music in us	the adverb <i>just</i> ; purpose and result	lyrics; music idioms; word focus: <i>hit</i>	responding to tough questions	expressions with <i>just</i> ; consonant clusters	a talk about a musical charity; an interview with National Geographic Explorer Rüdiger Ortiz-Álvarez; identifying negative forms
<b>9</b> Window on the past	linking words; present and perfect participles	wordbuilding: verb + preposition; crime and punishment; word focus: <i>board</i>	checking, confirming, and clarifying	silent letters	a talk about significant historical objects; an interview with a historian; using visual and verbal clues to predict content
<b>10</b> Social living	adverbs and adverbial phrases; negative adverbials and inversion	being a good member of society; having fun; word focus: <i>free</i>	showing interest and responding naturally	the sounds /z/, /ʃ/, /tʃ/, and /z/; intonation and elision	an excerpt from a radio show about a festival; a podcast about the benefits of play; listening for the main ideas
<b>11</b> Reason and emotion	unreal past forms; conditionals and inversion	feelings; wordbuilding: heteronyms; word focus: <i>thought</i> and <i>imagination</i>	acknowledging feelings	heteronyms ending in <i>-ate</i> ; adjectives ending in <i>-ed</i>	a description of what makes a good portrait photo; an excerpt from a lecture; listening for contrastive stress
<b>12</b> Mother Nature	approximation and vague language; <i>would</i>	wordbuilding: adverb + adjective collocations; some common adjective collocations; word focus: <i>move</i>	being open and respectful in a debate	stress in key phrases	three people describe the landscape where they live; a podcast about nature in literature; word recognition

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



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## UNIT 1

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



## UNIT 2

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



## UNIT 3

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



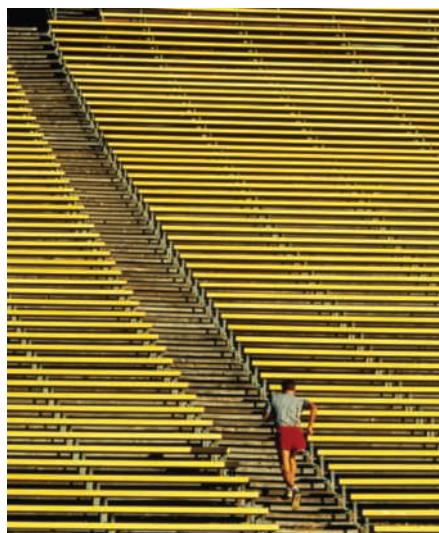
## UNIT 4

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



## UNIT 5

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



## UNIT 6

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





### UNIT 7

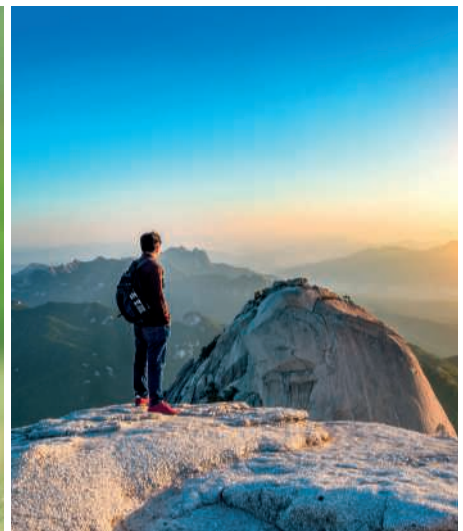
- How marketing is being changed by social media
- The problem of obsolescent technology
- A Chinese artist who has made himself visible through his invisibility
- A photographer from the Philippines tells stories through her art

### UNIT 8

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

### UNIT 9

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



### UNIT 10

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

### UNIT 11

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

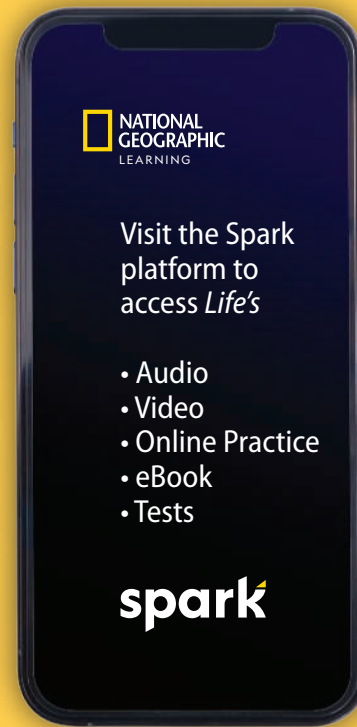
### UNIT 12

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

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# UNIT 1 Lessons for life



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

## UNIT GOALS

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

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

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

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

"A path is made by walking." *a Chinese proverb*

- 1 What does each saying mean?
- 2 Which saying do you agree with? Why?

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

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

- 3** **1.1** Complete the phrases the speakers use to describe life lessons they have learned. Then listen again and check your answers.

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

- 4** Write down two of your favorite (or least favorite!) sayings about life. Discuss your choices and reasons in groups.



# Learning from our mistakes

## Reading

- 1 Choose one of the quotations (1–3) that you feel strongly about and think of an example that illustrates it. Discuss your ideas with a partner.

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

- 2 Read the article. Which quotation in Exercise 1 best matches the author’s opinion?

- 3 Read the article again. Write T (true) or F (false) for each statement.

- 1 In the first experiment, participants needed to use their memory. ....
- 2 In the second experiment, participants did the test twice. ....
- 3 Talking about your mistakes in the third person (e.g., using *he, she*) can be helpful. ....
- 4 People who take failure personally learn better from their mistakes. ....

- 4 Replace the words in **bold** with words from the article with similar meanings. The words may be in different forms.

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

- 5 Discuss a recent mistake with a partner. How did you feel about that mistake? What did you learn from it?

1.2

## Learning to deal with failure

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

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

10 these cases? To find out, they decided to conduct another experiment.

They took a different group of participants and showed them someone else’s answers to the guessing game. When they subsequently asked this group to do the same test themselves, participants seemed to have learned both from the correct and incorrect responses of the players they had observed. The conclusion, said Fishbach, one of the researchers, is that the

- 15 hurt feelings we have when we fail or are wrong act as a barrier to learning. This barrier is absent when we are observing others’ mistakes.

How can we profit from this finding? One solution, say the researchers, is to try to look at our failures more objectively. Instead of saying, “Why did I make that mistake?” say to yourself, “Why did Paul make that mistake?” Eventually, that act of distancing yourself from personal

- 20 blame will begin to protect you from feelings of disappointment and so aid your learning. A second solution is to get into the habit of working with others to help one another discover where you might have gone wrong. Such practices when engaging with failure, whether your own or someone else’s, can generally prevent you from getting downhearted or from burying your head in the sand\*.



## Grammar time adverbials

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

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

**Present continuous:** *now, right now, this week, always*

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

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

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

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

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

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

\* conjunction, not adverb

For more information and practice, see page 158.

- 6 Work in pairs. Look at the grammar box and the time adverbials (a–g). Then answer questions 1 and 2. There can be more than one possible answer.

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

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

- 7 Underline some other time adverbials in this passage. Then complete the text with the most appropriate form of the verbs in parentheses.

In the 1940s the historian B. H. Liddell Hart  
<sup>1</sup> \_\_\_\_\_ (write) a fascinating book entitled *Why Don't We Learn From History?* No doubt, World War II, which <sup>2</sup> \_\_\_\_\_ (take) place at the time, was in his thoughts. But his ideas on the subject <sup>3</sup> \_\_\_\_\_ (form) over many years prior to that. The argument he put forward in the book still <sup>4</sup> \_\_\_\_\_ (hold) true today: that while science and technology <sup>5</sup> \_\_\_\_\_ (progress) enormously in recent decades, we are still no better at recognizing their dangers. This, says Liddell Hart, is because we rarely <sup>6</sup> \_\_\_\_\_ (acknowledge) our human tendency to make mistakes. We should instead pay attention to how and why people <sup>7</sup> \_\_\_\_\_ (make) mistakes in history. Doing this <sup>8</sup> \_\_\_\_\_ (guide) us in the future, he says, not so much in what to do but in what to avoid doing.

- 8 Choose the correct time adverbials to complete the texts (a–c). There can be more than one possible answer. In pairs, discuss which idea(s) you agree with.

- <sup>1</sup> *A while ago / In the last few years* I made a decision to say no to people more often. (<sup>2</sup> *Before that / Up to then* I had always said yes when people asked me to do something.) <sup>3</sup> *After that / Since then* I've been happier.
- <sup>4</sup> *Initially / Originally*, I thought, "If I work long hours now, easier times will come." But now I think that, <sup>5</sup> *eventually / subsequently*, you will just burn out before you get to enjoy these easier times.
- People <sup>6</sup> *eventually / generally* put themselves first. We can all point to times when we wanted to do the right thing at first, but let self-interest take over <sup>7</sup> *since that time / subsequently*.

- 9 Complete the conversations with the correct form of the verbs. Have two similar conversations with a partner by changing the key words in each question.

- A: How long \_\_\_\_\_ (you / learn) Japanese? You speak it really well.  
 B: Thanks! I \_\_\_\_\_ (start) taking lessons two years ago. But I \_\_\_\_\_ (learn) a few words on a trip to Japan before that.
- C: \_\_\_\_\_ (you / try) out the new gym yet? I \_\_\_\_\_ (go) last night. It's great.  
 D: No. Every week I \_\_\_\_\_ (tell) myself I'm going to go. I'm sure I \_\_\_\_\_ (get) there in the end.

- 10 **1.3** Complete the life advice by writing one word in each gap. Then listen and check your answers. Which piece of advice do you agree with the most? Why? Tell a partner.

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

## Speaking my life

- 11 Think of an occasion when you learned an important lesson in life. In groups, discuss your answers to the questions.

- What did you learn a lesson about (friends, money, work, health, risk, etc.)?
- What helped you to learn this lesson (receiving good advice, seeing someone else's actions, etc.)?
- How have you put this lesson into practice?



# What makes us who we are?

## Vocabulary personality and identity




- 1 Work in pairs. Look at the portrait photo and caption. Discuss the questions.
  - 1 What is this woman's job?
  - 2 How would you describe her expression? What impression does she give?
  - 3 How would you present yourself in your own portrait photo? Why?
- 2 Look at these informal expressions to describe people. Write **PS** (positive), **NT** (neutral), or **NG** (negative) to describe each one.


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

- 3 What do you think the expressions mean? Do you know someone who fits each description? Discuss your ideas with a partner.
- 4 Look at the factors (a–h) that often make up a person's identity. Number them from 1 (least important to you) to 8 (most important to you). Discuss your answers in groups.
 

..... a your friends	..... e your life experiences
..... b your work	..... f your interests/hobbies
..... c your age	..... g your background
..... d your character	..... h your beliefs and values

## Listening

- 5  **1.4** Listen to the opening of a talk. Notice how the speaker compresses the sounds of words in familiar groups or “chunks.” Take turns saying the sentences and pronouncing the chunks quickly.
- 6  **1.5** Listen to the whole talk. Underline the factors in Exercise 4 that the sociologist mentions. Which factors does he think are the most important?
- 7  **1.5** Listen to the talk again. Complete the statements (1–6) by choosing the correct option in each.
  - 1 The speaker thinks the question “What do you do?” can sound *aggressive* / *judgmental* as a conversation starter.
  - 2 Ceri's identity has been shaped by her background because she didn't grow up in *one place* / *a typical family*.
  - 3 Lily has dedicated her life to helping solve the problems related to *illness* / *poverty*.
  - 4 The most important thing for Juan about his work is the *independence* / *security*.
  - 5 Jack hasn't been in a relationship since he was *34* / *25*.
  - 6 Amy wants school children to eat *better* / *more vegetarian* food.

 A female gaucho from Argentina



## Wordbuilding binomial pairs


Certain pairs of words in English are irreversible, i.e., they always appear in the same order.  
E.g., *rock and roll* (not *roll and rock*), *law and order*, *sooner or later*

- 8 Look at the wordbuilding box. Choose the correct form of these word pairs you heard in the talk.
- 1 He picks up *pieces and bits* / *bits and pieces* of work *as and when* / *when and as* he can.
  - 2 It seems that what defines people *first and foremost* / *foremost and first* is experience.
- 9 Complete the word pairs using these words. Then replace the key words in each sentence to create new sentences. Share your sentences with a partner.

break	fro	games	large	learn	pains
quiet	sound	sweet	then	wide	

- 1 Can I have some **peace and** .....? I'm preparing for a **make-or-** ..... interview.
- 2 Everyone came back from the canoeing trip **safe and** ....., though, and only had a few **aches and** .....
- 3 **By and** ....., it's better to keep talks **short and** .....
- 4 Tourists from **far and** ..... come to see the Taj Mahal. Tour buses go **to and** ..... from the site every day.
- 5 The first year at college wasn't all **fun and** .....; we worked hard **now and** .....!
- 6 I didn't know tipping wasn't usual in France. Oh well, you **live and** .....

### 10 Pronunciation linking in word pairs

 1.6 Listen to the word pairs in Exercise 9. Notice how the words are linked with *and* or *or* then practice reading the sentences.

## Grammar the continuous aspect

### Present continuous

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

### Present perfect continuous

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

### Past continuous

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

### Past perfect continuous

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

### Future continuous

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

For more information and practice, see page 158.

- 11 Look at the grammar box. Write one of the sentences (1–6) that has a verb form in **bold** that describes something that ...

- a is a current trend. ....
- b we expect to be happening (now or) in the future. ....
- c started in the past and is still continuing. ....
- d is the background to another more important event in the past. ....
- e was in progress up to a point in the past. ....
- f happens regularly and is irritating. ....

- 12 Work in pairs. Discuss the difference in meaning, if any, between the verb forms below.

- 1 What **are you doing** / **do you do**?
- 2 **I've been reading** / **I've read** the book you gave me.
- 3 When I left school, I **was working** / **worked** at a restaurant on the weekends.
- 4 This time next week, **I'll be sitting** / **I'll sit** on a beach in the Bahamas.
- 5 He **had been working** / **had worked** as a nurse before he became a paramedic.
- 6 California is eight hours behind us. Anne-Marie **will be going** / **usually goes** to bed now.

- 13 Complete the sentences using the appropriate continuous form of the verbs. Then write a short anecdote to show the personality of someone you know.

- 1 Katja's a fantastic soccer player, isn't she? I ..... (watch) her playing the other day. I expect in a few years she ..... (play) professionally. Apparently, some clubs ..... (already / watch) her.
- 2 Marlon is such a great friend. Last week I ..... (feel) really fed up about work and he gave me some chocolates that he ..... (save) for a special occasion.

## Speaking

- 14 You are going to make a collage to show your identity. Follow the steps below.

- Use words, numbers, symbols, maps, pictures, or other things to represent who you are.
- Work in small groups and show your identity collages to each other.
- Ask and answer questions to learn about the significance of the things in one another's collages.

A: *What does this leather strap represent?*

B: *It represents a dog collar. I love dogs, and my pet dog is a big part of my life!*

# Lessons from literature

## 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 Which literary characters are famous in your culture? Do they represent any special qualities?
  - 3 Which of Shakespeare's plays or characters can you name? What do you know about them?
- 2 Read the article. According to the author, why are Shakespeare's plays still so popular today? Share your ideas with a partner.
- 3 Read the article again and answer the questions.
  - 1 What adjective describes what England was like in Shakespeare's time? (paragraph A)
  - 2 What new element did Shakespeare bring to play writing, according to Bloom?
  - 3 In *Romeo and Juliet*, what is the nurse's attitude to relationships?
  - 4 Which adverb means that Shakespeare expressed his ideas in just a few words? (paragraph D)
  - 5 What verb refers to how Shakespeare created new words and expressions? (paragraph D)
- 4 Look at the expressions in italics in paragraph D. Use them to replace the words in **bold** below.
  - 1 I need a new jacket. This one **is no longer at its best**.
  - 2 What the critics say is **not significant**. What matters is whether the public likes the movie.
  - 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 about his flaws. **People cannot see the faults in the people they are in love with**.
  - 5 We played a game to **help people relax at the start**.
  - 6 After six different jobs, I've joined my first company again. I've **arrived back at the starting point**.

## Critical thinking purpose

- 5 Which one of the options (a–c) describes the author's main purpose for writing this article? Underline the sentences in the article that tell you this.
  - a to review Harold Bloom's book
  - b to explain why Shakespeare is popular today
  - c to examine if Shakespeare's reputation is justified

- 6 Work in pairs. Did the author give a purpose for writing the article? In which of these writing types do you think it is important for an author to begin by stating the reason for writing? Discuss your ideas with a partner.
 

• a description	• a business report
• a job application	• a personal letter
- 7 Do you think the author achieved her purpose? Why or why not? How did the article affect your views about Shakespeare? Discuss your ideas with a partner.

## Word focus life

- 8 Look at the article again. Find words or expressions with the word *life* that mean:
  - 1 realistic (paragraph B)
  - 2 for all one's life (paragraph B)
  - 3 with a "big" personality (paragraph C)
- 9 Work in pairs. Look at the expressions with *life* in **bold**. Discuss what they mean.
  - 1 The weather was great all summer, except the week I had booked my vacation. **Story of my life!**
  - 2 Work stress is just **a fact of life** these days.
  - 3 There were people at the conference from **all walks of life**—writers, students, business people.
  - 4 My son is **having the time of his life** at college.
  - 5 Thanks for driving me to the station—it was a real **life saver**. I'd have missed my train.
- 10 Work in groups. Each think of a personal example for two of the expressions in Exercises 8 and 9, then compare.

## Speaking my life

- 11 Forms groups of three. Groups should pair up to play a game against each other.
  - 1 Group 1: Turn to page 153  
Group 2: Turn to page 154.
  - 2 In groups, write one correct and two incorrect definitions for each word. Follow the example provided.
  - 3 Groups 1 and 2 take turns reading the definitions and guessing the correct one for each word.
- 12 Choose a word to describe yourself. Use a dictionary to look for a synonym for it that you think few people would know. In pairs, use the new words to play the word game in Exercise 11.



A performance of Shakespeare's *Twelfth Night* at the National Theatre in London, U.K.

**A** 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. But 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, which was written during a vibrant time in English history, particularly in the theater.

**B** A more interesting answer is the one put forward by the critic Harold Bloom in his book *Shakespeare: The Invention of the Human*. Bloom argues that Shakespeare gave us something that the world had not seen in literature before—characters with complex personalities, and, particularly, weaknesses 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, a lifelong fan of the poet and playwright, English speakers have Shakespeare to thank for much of their current language, cultural references, and their understanding of human psychology.

**C** While many might disagree with Bloom’s assertion about the invention of “personality” in Shakespeare’s works—various earlier storytellers like Homer and Luo Guanzhong could equally claim this—there is no doubt that

Shakespeare’s characters resonate with people very strongly. We sympathize with poor Hamlet because we all know that frustrating situation where our hearts tell us one thing must be true and our heads another. 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 ambition and manipulative behavior, while Othello’s character in the play of the same name still serves as a warning to us about how jealousy can take hold of a person.

# Immortal WORDS


**D** Of course, the language plays a large 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 “faint-hearted” or think that “the world is your oyster,” you can thank Shakespeare for it, as he was probably the one who coined the terms. Similarly, it is common to use Shakespearean metaphors, such as “wearing your heart on your sleeve” to describe people who express their feelings openly and without any hesitation. In fact, it is amazing just how great Shakespeare’s influence on modern everyday language has been. He almost certainly came up with these commonly used phrases: *a foregone conclusion*, *come full circle*, *has seen better days*, *break the ice*, *neither here nor there*, and *love is blind*.

**E** Bloom’s book title *The Invention of the Human* may seem overstated. “The enduring humanity of Shakespeare,” on the other hand, would not be an exaggeration.




# How did you get into that?

## Real life starting a conversation


- 1 Work in pairs. Discuss the questions.
  - 1 What kind of subjects do you like to talk about (sports, entertainment, the news, etc.)?
  - 2 What are some good conversation topics for getting to know other people?
- 2 Write three tips for a blog about how to get to know people. Then share your ideas with the class.
- 3  1.8 Look at the conversation openers for getting to know people and think of a possible context for each one. Then listen and match the conversations (1–6) with the openers you hear.

### STARTING A CONVERSATION

..... Hi, I don't think we've met. I'm ...  
 ..... Is it your first day at college too?  
 ..... I never manage to be on time, however hard I try.  
 ..... Do you mind if I sit here?  
 ..... How was your day?  
 ..... Hey, I love your jacket.  
 ..... So, what do you do?  
 ..... What did you think of the show?  
 ..... Are you heading anywhere nice for vacation?  
 ..... The line's really long, isn't it?  
 ..... Have you seen that movie everyone's talking about?  
 ..... I'm supposed to have given up sweet things, but I can't stop eating these cakes.

- 4  1.8 Listen to the conversations again. Note down the follow-up questions asked by the first speaker in each conversation. Then compare answers with a partner.

## 5 Pronunciation merged words in everyday phrases

- a  1.9 Listen to the questions and notice how the underlined 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  1.10 Listen and complete the questions.

- 1 ..... eat here?
- 2 ..... living in New York?
- 3 ..... apartment do you have?
- 4 ..... the new building?
- 5 ..... get a coffee?


- 6 Work in pairs. Act out two conversations from Exercise 3. Use the same conversation openers and follow-up questions.

- 7 Act out two more conversations with a new partner by using these steps:

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

# Points of interest

## Writing taking notes

- 1 In what situations do you write notes? What do you do with your notes? Discuss your ideas with a partner.
- 2 You're going to listen to part of a lecture on conversation questions. What kinds of questions do you think are the best for getting to know someone? Discuss your ideas with a partner.
- 3  1.11 Read the notes below. Listen to an excerpt from the lecture and complete the notes.

2 reasons for conversations: 1 learning 2 .....

Asking Qs helps both e.g., group in 2017 speed dating study. More Qs = 2nd date!

Qs help w. work, interviews, friends, etc.

3 other imp. factors: Q type, tone of voice, .....


Re type: open-ended (not ..... Qs)

All Qs good but esp. .... Qs cos they show interest

NB Casual tone of voice → openness

Direct Qs OK i.e., they don't offend

Ppl regret not asking Qs

- 4  1.11 Work in pairs. Compare your answers. Then listen again and check your answers.
- 5 The speaker mentions the importance of asking questions. Have you ever regretted not asking a question or been glad that you had asked a question? Share your experiences with a partner.

## 6 Writing skill using abbreviations

- a Work in pairs. Circle all the abbreviations you can find in the notes in Exercise 3. Try to guess what each one means.
- b Work with another pair. Match the abbreviations in Exercise 3 to the following expressions.

### Shortened words

- ..... 1 important
- ..... 2 because
- ..... 3 with
- ..... 4 people
- ..... 5 especially
- ..... 6 questions

### Latin abbreviations

- ..... 7 and so on
- ..... 8 for example
- ..... 9 that is to say
- ..... 10 please note




- c We often use abbreviations in notes and in informal or semi-formal writing. We can also create our own abbreviations. Tell a partner how you would abbreviate the words below and any others that you commonly use.

answer	definitely	development	information
meeting	million	tomorrow	very

- 7 Look at this email message and rewrite it in note form. Exchange notes with a partner. Without looking at the original email, try to reconstruct it from the notes.

Please note that the meeting with Ellis & Company will be tomorrow, Tuesday May 12 at 3 o'clock. Please can you let me know approximately how many people from your department will be attending and if you need more information. Thanks.

- 8  1.12 Listen to a talk given to new students by a former student about lessons he learned in college. Take notes. Remember to include only the relevant points and to use abbreviations.
- 9 Exchange notes with a partner. Use these questions to check each other's notes.

- Do the notes include the same relevant points?
- Has the writer left out unnecessary information?
- Are abbreviations used effectively?



**1f**

visual literacy hidden messages • video Snack attack • speaking generational assumptions

# Snack attack



Strangers waiting for the train