

 NATIONAL
GEOGRAPHIC
LEARNING

UPPER INTERMEDIATE

Life

THIRD
EDITION



PAUL DUMMETT

JOHN HUGHES

HELEN STEPHENSON

spark

STUDENT RESOURCES

• Online Practice • Audio • Video • eBook • Tests

SPARK PLATFORM

1 Get your **Course Key**: _____.



Teacher-led: Ask your school or teacher.



Self-Study: Ask for one from [ELTNGL.com/coursekey](https://www.eltngl.com/coursekey)

2 Scratch off to get your **Access Code**.

3 Then go here: **learn.eltngl.com**

4 Click **Register**.

5 Complete the form and **Sign In** with your account.

6 Download the **Online Practice - NGL** app for offline use.



App Store is a trademark of Apple Inc., registered in the U.S. and other countries and regions. Google Play and the Google Play logo are trademarks of Google LLC.

ON THE COVER

A group of mangrove trees show their unique shapes in front of a twilight sky on the beach of Walakiri, Sumba, Indonesia. Mangroves are extremely tough and are one of the few tree and shrub species that can grow in salt water. They cover only 1% of the planet but are some of the most biodiverse places on earth.

© Moment Collection/Getty Images

UPPER INTERMEDIATE

Life

THIRD
EDITION

PAUL DUMMETT
JOHN HUGHES
HELEN STEPHENSON



Contents

	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
1 Relationships <i>pages 9–20</i> Review <i>page 20</i>	present tenses: simple, continuous and perfect; past simple and present perfect	describing character; wordbuilding: forming adjectives; word focus: <i>sense</i>	meeting people	auxiliary verbs <i>have</i> and <i>has</i> ; word boundaries	three people talking about important relationships in their lives; an extract from a radio programme about animal friendships; anticipating ideas
2 Storytelling <i>pages 21–32</i> Review <i>page 32</i>	narrative past tenses; the passive	describing stories; storytelling; wordbuilding: collocations; word focus: <i>keep</i>	reacting to stories	/æ/, /ʌ/ and /ɒ/; weak forms in passive verbs; linking and elision	an interview with a film critic; an interview with a National Geographic Explorer; finding main topic/ideas
3 Art for the people <i>pages 33–44</i> Review <i>page 44</i>	determiners; expressions of quantity	art and creativity; word building: word families; word focus: <i>spend</i>	describing likes and dislikes	weak form of; disappearing sounds	a talk about creative activities; learning to reconstruct meaning from key words
4 Technology <i>pages 45–56</i> Review <i>page 56</i>	future forms; future continuous and future perfect simple	global problems; materials; wordbuilding: compound nouns; describing technology; word focus: <i>out of</i>	dealing with problems	/r/ and /t/ in American English; stress in two-syllable words	three people talking about the future of virtual reality; an extract from a radio programme about sustainable materials; listening for specific details
5 Travel experiences <i>pages 57–68</i> Review <i>page 68</i>	negative forms; question forms	holiday activities; travel; word focus: <i>mind</i>	getting around	intonation in question forms; intonation in sentences with two clauses	someone describing their stay at a hotel; two people discussing overtourism; anticipating answers to a question
6 Development <i>pages 69–80</i> Review <i>page 80</i>	verb + infinitive or <i>-ing</i> ; verbs with both <i>-ing</i> and <i>to</i> + infinitive	urban features; wordbuilding: adverb + adjective; word focus: <i>fall</i>	debating issues	rhyming words; sentence stress	someone talking about a development in Monegros Desert, Spain; an interview about social development in Chile; recognizing stressed syllables

Reading	Critical thinking	Speaking	Writing	Video
an article about changing attitudes in India; an article about immigrant families in New York	evaluating conclusions	describing a friendship; discussing differences between generations; asking questions about family influences; presenting data	an informal letter / email; greetings and endings	<i>A pen pal experiment</i> ; visual literacy: interpreting data
an incredible story of a Formula 1 racing driver; an article about the Brothers Grimm	the main message	talking about a key moment; talking about the stories pictures tell; discussing traditional stories; describing events using prompts	a story; using descriptive words	<i>How not to climb a mountain</i> ; visual literacy: analyzing a photo
an article about unusual street art; an article about how music helps us	identifying opinions	presenting creative messages; presenting about participation in the arts; discussing music; promoting ideas	an online review; personalizing your writing	<i>Curitiba: a sustainable city</i> ; sustainable life: sustainable cities
an article about optimism for the future using technology; an article about technology	supporting examples	discussing predictions; talking about a new material; asking questions about technological solutions; promoting an assistive device	short email requests; being polite	<i>Assistive Technology</i> ; visual literacy: evaluating powerful visuals
a blog about holidays at home; an extract from a travel magazine about unusual hotels	analysing tone	planning a staycation; discussing tourist attractions; reviewing unusual hotels; describing a solo trip	a letter / email of complaint; formal language	<i>The unexpected beauty of travelling solo</i> ; visual literacy: creating atmosphere
an article about sustainable development in Dubai; an article about the teenage mind	ways of arguing a point	presenting changes in your town/city; discussing economic change; talking about stages of life; persuasive ideas	an opinion essay; linking words	<i>a new idea for generating clean energy</i> ; sustainable life: affordable and clean energy

Contents

	Grammar	Vocabulary	Real life (functions)	Pronunciation	Listening
7 Customs and behaviour <i>pages 81–92</i> Review <i>page 92</i>	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</i> and <i>different</i> ; weddings; wordbuilding: word pairs	describing traditions	/ju:/ and /u:/; the letter <i>s</i>	someone talking about cinema etiquette; an extract from a radio programme about the Yup'ik diet; predicting based on previous information
8 Hopes and wishes <i>pages 93–104</i> Review <i>page 104</i>	second, third and mixed conditionals; <i>wish</i> and <i>if only</i>	word focus: <i>make</i> and <i>do</i> ; wordbuilding: noun suffixes; strong feelings; word focus: <i>better</i> word focus: <i>dream</i>	discussing preferences	/ʃ/ and /tʃ/; <i>do you, would you, shall we</i>	someone talking about an unusual mural; six explorers describing superpowers they wish they had; anticipating answers to a question
9 The news <i>pages 105–116</i> Review <i>page 116</i>	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	an extract from a news programme about how we receive our news; a news story about a world record event in Mexico; recognizing particle reduction in fast speech
10 Using your talents <i>pages 117–128</i> Review <i>page 128</i>	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	someone talking about a professional female football player; a description of a man with an unusual talent; listening for specific details
11 Knowledge and learning <i>pages 129–140</i> Review <i>page 140</i>	<i>could, was able to, managed to and succeeded in</i> ; future in the past	education; wordbuilding: idioms; word focus: <i>learn</i>	getting clarification	contrastive sentence stress; linking in question forms	a description of a school in the Netherlands; a talk by a psychologist on memory; guessing from context
12 Money <i>pages 141–152</i> Review <i>page 152</i>	focus adverbs: <i>only, just, even</i> ; causative <i>have</i> and <i>get</i>	the economy and work; services; wordbuilding: <i>the</i> + adjective; business words	negotiating	adverbs; /ʃ/, /tʃ/, /z/ and /dʒ/; long vowel sounds	an expert talking about attitudes to money; a podcast about petcare activities; thinking about the speaker's purpose / attitude

Reading	Critical thinking	Speaking	Writing	Video
a review about the Danish parenting style; an article about family dialects	giving examples	presenting ideas about traditional rules of behaviour; talking about eating habits; asking and answering a language quiz; presenting a traditional food map	a description; adding detail	<i>Hunting for Maori foods</i> ; visual literacy: analyzing video storytelling
an article about female computer scientists; an article about helping young people to succeed in sport	perspectives	describing unusual or challenging circumstances; talking about wishes; describing a sport or leisure activity; talking about effective images	an opinion blog; giving vivid examples	<i>What would you do if money didn't matter?</i> ; visual literacy: interpreting messages
a news article about an unusual job; an article about fake news	a critical mindset	telling a human interest story; presenting a news story; identifying fake news; presenting fun ways to develop life skills	a news article; using quotations	<i>Thuy: an inspiration in her community</i> ; sustainable life: quality education
an article about an extraordinary career; an article about overcoming challenge	personal responses	outlining a career path; talking about sensory experiences; recommending jobs based on preferences; presenting a storyboard	a covering letter / email; sounding positive	<i>Music of the Spheres</i> ; visual literacy: evaluating effective visuals
an article about postive education; an article about how animals think	explaining ideas	discussing well-being; giving excuses for events; types of learner; performing an experiement	an email about a misunderstanding; linking contrasting ideas	<i>An interesting science experiment</i> ; visual literacy: interpreting body language
an article about Norway's riches; an article about a business trend	opinion words	comparing quality of life; discussing professional services; presenting a business idea; presenting ways to support sustaible businesses	a short report; key phrases in report writing	<i>The farmery</i> ; sustainable life: sustainable economic growth

Learn with *Life*

Life Third Edition takes you around the globe, learning about new people, places and ideas. As well as exploring topics that keep you engaged, the content also has universal themes which keep the events relevant to your lives and times.



UNIT 1

- A flamingo's personality profile
- India's post-millennial generation
- Immigrant families in New York
- A unique pen pal experiment



UNIT 2

- A famous sporting rivalry
- An interview with a visual storyteller
- The Brothers Grimm
- How not to climb a mountain



UNIT 3

- A digital art installation in Singapore
- Reverse graffiti artists
- The power of music
- A sustainable city in Brazil



UNIT 4

- The future of virtual reality
- Optimistic ideas using technology
- Materials for the future
- Assistive technology



UNIT 5

- The rise of the staycation
- Hotels with a twist
- A greener way to travel
- A beautiful story about travelling alone



UNIT 6

- Renewable energy development in Spain
- Dubai's new chapter
- The abandoned town of Santa Laura, Chile
- A new idea for generating clean energy



UNIT 7

- Rules of public behaviour
- Raising children in Denmark
- The secret languages we speak
- A documentary about Maori cuisine

UNIT 8

- A wall for hopes and dreams
- The rise of female astrophysicists
- The effects of Ultimate Frisbee
- The power of a message

UNIT 9

- An unusual job
- Setting a world record in Mexico
- How to spot fake news
- An inspirational student



UNIT 10

- An award ceremony in Brazil
- The first man to step on the Moon
- The life of a stunt double
- Listening to the universe

UNIT 11

- An interactive school in the Netherlands
- Testing your memory
- How animals think
- Science experiments with Dr Erukhimova

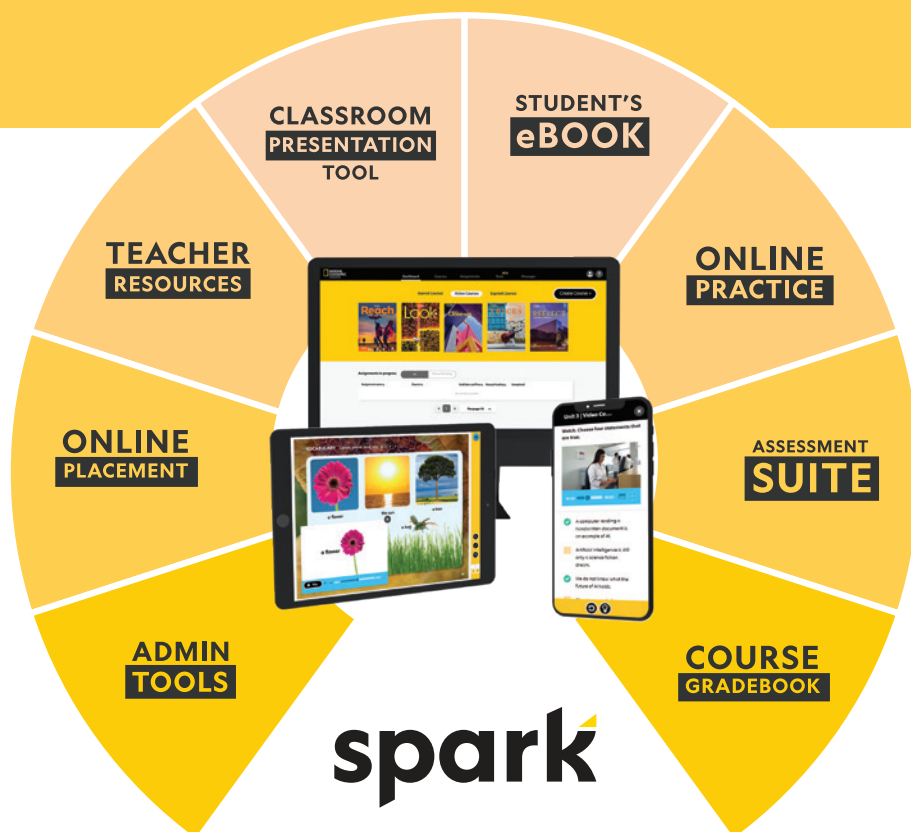
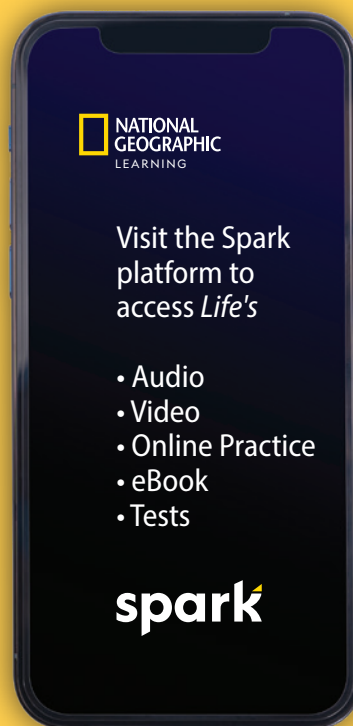
UNIT 12

- Our attitudes to money
- A 'doga' class in Hong Kong, China
- A start-up business in Los Angeles
- Ben Green's innovative idea

Bring your learning to *Life* with Spark

With *Life* on Spark, you can:

- 1 learn something new through unique and engaging reading and listening texts.
- 2 develop your language skills through grammar, pronunciation and vocabulary exercises.
- 3 learn everyday, functional language that you can use outside of the classroom.
- 4 develop your writing skills with the help of model texts and useful skills tips.
- 5 watch engaging videos from National Geographic.



Spark has everything you need in one place. As well as access to the Student's Book audio and video, Online Practice and eBook, you will also be able to:

- access your courses quickly and confidently
- experience engaging classroom lessons
- complete practice activities and tests assigned by your teacher
- track your progress as you complete work in the platform


UNIT 1 Relationships



Danuru Sherpa relaxing at the family home in Phortse, Nepal

UNIT GOALS

- 1a** • use a range of present tenses to talk about friendships
• describe character and personality
• talk about relationships using phrasal verbs
 - 1b** • form adjectives from verbs and nouns
• use past simple and present perfect to discuss generational differences
 - 1c** • read the stories of immigrant families and evaluate conclusions
 - 1d** • learn common expressions for meeting people and exchanging news
 - 1e** • use greetings and endings in an informal email
 - 1f** • watch a video about pen pals and examine ways that data can be visualized
- 1** Work in pairs. Look at the photo and the caption. Discuss the questions.
 - 1 What is a sherpa's job?
 - 2 What do you think the man and woman's relationship is? What about the people in the photos on the wall?
 - 3 Friendship is one of the most common kinds of relationship. How many kinds of friend can you think of? Make a list, e.g *good friend*.
 - 2** Look at these relationships. Tell your partner what each one means and think of an example you know.

brother-in-law colleague fiancé(e) flatmate grandparent
old friend partner landlord
 - 3**  **1.1** 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 in Exercise 2.
 - 4** Look at the sayings about relationships. Do you know what each one means? Give an example (real or invented) to illustrate it.
 - a 'Blood is thicker than water.'
 - b 'A friend in need is a friend indeed.'
 - c 'The apple doesn't fall far from the tree.'
 - d 'No man is an island.'

Birds of a feather



A flock of flamingos at Lake Bogoria, Kenya

Vocabulary describing character

1 Look at these adjectives and discuss the questions.

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

- Which adjectives are positive, which are negative and which could be either?
- Which are opposites (or near opposites)?
- Which adjective(s) do you think describe you?

Listening

2 Work in pairs. Look at the photo and answer the questions about flamingos. If you don't know an answer, then guess.

- Where do flamingos live?
- Why are they pink?
- Why do they live in large flocks (groups)?
- What kind of personality do they have?

3 **1.2** Listen to an extract from a radio programme. What is surprising about these animals?

4 **1.3** When English is spoken quickly, words are often merged or joined together. Listen and notice how the speaker says these expressions.

go even further that's to say
 in much the same way if it could be
 can aid survival to name just a few

5 **1.2** Listen to the radio programme again and answer the questions.

- What did we already know about animals' behaviour towards other animals in their group?
- How does the speaker define 'making friends' in this case?
- What two personality types did McCully identify among flamingos?
- What conclusion did Paul Rose come to about the reason for animal friendships?

Grammar present tenses: simple, continuous and perfect

PRESENT TENSES: SIMPLE, CONTINUOUS and PERFECT

1 Present simple

The outgoing group often **spend** time together.

Flamingos **live** in large flocks.

Paul Rose **studies** animal behaviour.

2 Present continuous

Today we're **looking** at animal friendships.

They **are not trying** to compare animals and humans.

Researchers **are finding** more and more evidence of this.

3 Present perfect (simple and continuous)

New research **has revealed** that animals make friends with each other.

He **has found** that they form cliques of friends.

She **has been making** personality profiles.

And she **has gathered** a lot of evidence.

For further information and practice, see page 156.

- 6 Look at the grammar box on page 10. Match the sentences in the grammar box with the specific uses of each tense (a–h) described below.

The outgoing group often spend time together = c) routine

- We use the **present simple** for something seen as permanent including a) facts, b) habits and c) routines.
 - We use the **present continuous** for something either happening d) now, e) around the time of speaking or for f) a changing situation.
 - We use the **present perfect** (simple and continuous) for a past event that either g) has an impact on or relevance in the present or h) for something that began in the past and continues into the present.
- 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.

Over the years, there ¹*are / have been* a number of YouTube videos showing unlikely animal friendships. Recently, people ²*have discussed / have been discussing* a 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 scenes of the two animals spending time and playing together. The dog was left there by its owner and became very unhappy. But since the elephant befriended it, it ⁴*has recovered / has been recovering* and the two animals can't be separated. 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. Which ones could be true for you?
- 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 on 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.
- Marta is a really dependable friend. She _____ (always / stand) by me when I've needed help.
- Kim and I _____ (be) at the same company for about three years. We _____ (work) on a project together at the moment.
- I get on very well with Marco, even though we _____ (never / see) each other socially. I think I _____ (be) round to his house once.

- 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* or *around*

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 Exercise 9.

- 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'm busy at six thirty, but we could _____ later, if you like. Say, eight?
- Why don't you _____ to my house for dinner tonight?
- Some friends are great to have fun with, but real friends are the ones who _____ you when things aren't going so well.
- I made some good friends at university, but I haven't _____ with many of them since.

Speaking my life

- 12 Think about a friendship you have. Make notes on the points below. Then describe this person to your partner.

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

I've known Nguyen for about five years. We met at the restaurant she works at.

The diverse generation

Reading

- 1 Look at the photo and the title of this article. What do you think a 'patchwork of identities' might be? Give reasons.
- 2 Discuss what things you think people born between 1998 and 2012 (post-millennials) might have in common. Then read the article about this generation in India. Did it mention any of the same things?
- 3 Read the article again. Find examples of:
 - difficulties this generation has encountered
 - how this generation differs from their parents' generation
 - someone combining different interests
 - someone helping others to develop
- 4 Do you agree with the description of post-millennials as a group which likes to experiment with and express its identity? Give examples to support your point of view.

Wordbuilding forming adjectives

WORDBUILDING forming adjectives

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

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

conserve fame finance instruct thank

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

- | | |
|------------|-----------|
| 1 ambition | 5 emotion |
| 2 child | 6 help |
| 3 decide | 7 respect |
| 4 depend | 8 society |

1.4

India's post-millennial generation is the largest youth population of any country. More than 40% of India's 1.4 billion population is under 25. Like other post-millennials around the world, they have grown up in a time of financial insecurity. What also sets this generation apart is that they are digital natives. Living in a digital world, they are exposed to diverse cultures, unusual people and unique life stories. This has made them self-aware and keen to express their own identities. While their parents might have had more conservative experiences and have been more likely to follow in the footsteps of their own parents, post-millennials seem more ready to experiment with ways of being themselves.

Brother and sister Sanatan and Savitri Mahto became a YouTube sensation in 2019 when they started posting videos of themselves performing Bollywood dance routines from their village in north-east India. Savitri trained as a school teacher, and Sanatan studied Political Science to post-graduate level. He is thankful for the money his videos have brought the family; they have recently built their own studio in the family home. He is happier still that they have brought about some social change. Formerly, in rural areas such as this, young people would usually have gone into the same jobs as their parents. 'My message for the youth is very simple,' says Sanatan. 'Don't waste time pursuing such careers for which you don't have any aptitude and instead concentrate on your passion.'



Twenty-four-year-old Ramila Weerasinghe, who works in a famous high-class hotel in Colombo, Sri Lanka, loves her job as a chef. But she has also been working as a volunteer in her free time, counselling vulnerable women – a role she is just as proud of. She did not study psychology at university, but she has instinctive enthusiasm and empathy which make her a natural counsellor.

Santosh Jadhav grew up watching his grandfather grow okra and tomatoes on their small family farm. He took over the farm when he was 22 and started to research better ways to farm with limited water. Combining his new-found knowledge with a passion for film, he has been posting instructive videos under the account 'Indian Farmer' ever since. In a country where over 40% of the population works in agriculture, it was a smart move.

Grammar past simple and present perfect

PAST SIMPLE and PRESENT PERFECT

Past simple

Their parents **were** more conservative and **grew up** in more stable times.

Present perfect (simple and continuous)

They **have grown up** in a time of financial insecurity.
She **has also been working** as a volunteer in her free time.
He is thankful for the money his videos **have brought** the family.

For further information and practice, see page 156.

- 6** Work in pairs. Look at the grammar box. Choose the correct option 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 (finished) time in the past.
 - We generally use adverbials of finished time (e.g. *some time ago*, *when I was a child*, *in 2020*) with the *past simple* / *present perfect*.
 - We generally use adverbials of unfinished time (e.g. *until now*, *so far this year*, *since 2020*) with the *past simple* / *present perfect*.

- 7** Underline three more sentences with the past simple and three with the present perfect in the article. Which tense is used and why?

She did not study psychology at university = *past simple to describe a finished event*

8 Pronunciation auxiliary verbs *have* and *has*

1.5 Listen to how the auxiliary verbs *have* and *has* are pronounced in the underlined sentences. Then listen again and repeat.

- 9** Complete the conversation between a parent (P) and a teenager (T). 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?
- T: Yes, it ³ (be) easy.
I ⁴ (study) equations before.
- P: Oh, OK. What about your project on Brazil? The one you ⁵ (ask) me about a few days ago.
- T: It's not finished yet. I ⁶ (look) for up-to-date information on the internet all morning.
- P: Well, I ⁷ (not / study) geography since I was a child, but I'm good at searching the internet. I'll give you a hand.
- T: Thanks, but I ⁸ (already / arrange) to meet Javier and work on it with him.

- 10** Look at the conversation in Exercise 9 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 2021,
Present perfect simple	ever, so far, just, over the past three months, this year, since I was a child,
Present perfect continuous	over the past three months, this year,

- 11** Work in pairs. Act out two similar conversations between a parent and a teenager. Use these opening lines.

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

- 12** Choose the correct options to complete the statements about different generations. Then discuss the statements.

- I don't know if our grandparents' generation *worked* / *have worked* harder than we do, but I'm pretty sure they *didn't have* / *haven't had* so much fun.
- Some people say kids *are growing* / *have been growing* up faster over the last twenty years, becoming adults sooner. Others say it's the opposite.
- What happens to the brains of a generation that *has been using* / *used* the internet all their lives? Do they have a shorter attention span or are they actually quicker thinkers?
- Many of my parents' generation *already retired* / *have already retired* with good pensions. I probably won't be able to retire until I'm 70, but I don't mind that.

Speaking my life

- 13** Work in groups. Discuss the differences between your parents' lives and your own. Think about these areas or use your own ideas. Who do you think has had an easier life?

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

My mum had quite a strict upbringing. I think I've been lucky in comparison ...

Who do we come from?

Reading

- 1 Work in pairs. Discuss the questions.
 - Why do you think people migrate to other countries?
 - What difficulties do first-generation migrants face when growing up in a 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's and Tanja's stories.
 - 1 when their ancestors came to America and why
 - 2 what Richard's 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** (paragraph A)
 - 2 **their ancestral roots** (paragraph B)
 - 3 **seek his fortune** (paragraph C)
 - 4 a **must** (paragraph D)
 - 5 a **strong work ethic** (paragraph D)

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 option to complete sentences 1–5.

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

1.6

BLOOD LINES



Jackson Heights
neighborhood in
Queens, New York

A The US 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.

B 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.

C 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.

D 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.

What have you been up to?

Real life meeting people

- 1 Work in pairs. Discuss which phrases you would use to:

- 1 greet someone for the first time?
- 2 greet someone you know in a formal context?
- 3 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  1.7 Listen to a conversation on the street between two friends, Tahir and Grace. Answer the questions.

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

- 3  1.7 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/great, thanks.
Great, thanks .
Busy as ever.
I've just **got a new job**.
I've been **studying for my exams**.

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


How's she getting on?
She was asking after you the other day.
Please give her my best wishes / my love.
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 great / really nice to see you.
Good luck with ...

- 4 Match the expressions you ticked in Exercise 3 with these functions (1–5).
- 1 how Grace asks Tahir for his news
 - 2 what Tahir says about Grace's appearance
 - 3 how Grace describes her life
 - 4 what Grace says about Alyssa, their mutual friend
 - 5 how Grace says she can't continue the conversation



5 Pronunciation word boundaries

- a  1.8 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 quickly.

- 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 expressions from the Meeting People box to help you.

Missing you all

Writing an informal letter/email

- If you are sending news or communicating with friends or close colleagues in other countries, how do you usually communicate (letter, email, instant messaging, social media, etc.)? Why?
- Read the email from Antonio to his colleague and friend, Francesca. Where is Antonio and what is he doing there?
- Find examples of these things (1–5) 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	Formal
Contracted verb forms (e.g. <i>isn't</i>)	Uncontracted verb forms (e.g. <i>is not</i>)
Informal linking words (e.g. <i>so, but</i>)	Formal linking words (e.g. <i>therefore, however</i>)
Conversational words (e.g. <i>get, nice</i>)	More formal vocabulary (e.g. <i>receive, pleasant</i>)
Idiomatic expressions (e.g. <i>it's no big deal</i>)	Conventional language (e.g. <i>it is not important</i>)

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 Anna
 Dear Mr Franks Dear Sir/Madam Hello Hi John
 Kind regards Love Regards Warm regards
 Yours Yours faithfully Yours sincerely

- Imagine you have been away from home studying a foreign language or working in another country. Write an email (about 150–190 words) to a friend or family member. Include these elements.
 - A greeting and the reason for writing
 - Give your news (the course/work, the place, your accommodation, other students/colleagues, etc.)
 - Ask for their news
 - Suggest meeting up when you return
 - Good wishes and an ending

Hi Francesca,

I hope everything's well with you. Sorry, I've been meaning to write for ages with my news, but I've been really busy taking photos and writing articles which I'm hoping to publish when I get home. Please don't think it's because I haven't been thinking of you all – I have and I'm getting a bit homesick now.

I'm doing a piece on street food and researching floating markets (people selling food from boats) at the moment. I'm attaching a photo of some food sellers in Ratchaburi, Thailand – I'd love to know what you think! The people here are super nice, but they're very worried about what climate change is doing to their islands. They've lost land due to the rising sea levels and it's getting more and more difficult to fish.

My plan is to move on to the Solomon Islands at the end of September and then get a plane back home so I can go and chat to some magazines about my work. Fingers crossed they'll like it. It'd be great to get together with you then. How's everyone at work? Is Maya still working with that horrible supplier? Do send everyone my best wishes. I'll write again soon.

All the best,
Antonio



- 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?